



International Recognition in Teacher Education (IRTE)

Institutional Report

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Overview of Qatar University

The State of Qatar

The State of Qatar is an Arab emirate, a small peninsula located on the northeast coast of the Arabian Peninsula, bordered by Saudi Arabia. Qatar is an oil and gas-rich country, with the third largest natural gas reserves of 25 trillion cubic meters and the second highest per capita income country in the world, following Liechtenstein (Central Intelligence Agency, 2009). Its population is 1.6 million, and 800,000 live in the capital city of Doha (Qatar Statistics Authority, 2010). The Al-Thani family has been ruling the nation in a monarchy system since the mid-1800s. During this time, Qatar has transformed itself from a poor British protectorate supported mainly by the natural pearl trade into a strong, independent state with an economy based on oil and natural gas. The state became independent on September 3, 1971, and the current ruler, Emir Hamad Bin Khalifa Al-Thani, has been leading the nation since 1995.

With recent rapid economic growth, the state is moving forward with [Qatar National Vision 2030](#). The vision focuses on four interconnected pillars: Human Development to sustain a prosperous society; Social Development, based on high moral standards, to play a significant role in global partnerships; Economic Development of a competitive and diversified economy; and Environmental Development to create harmony among economic growth, social development, and environmental protection. The vision was created to transform Qatar into an advanced country, capable of sustaining its own development and supporting the aspirations, objectives, and culture of the Qatari people.

The leadership of Qatar recognizes the central role of education in national development. In 1995, Emir Hamad Bin Khalifa Al-Thani established the [Qatar Foundation](#) to support the leadership's vision of Qatar as a knowledge-based country. At present, under the direction of Her Highness Sheikha Mozah Bint Nasser Al-Missned, the Foundation has over 30 institutes that foster education and research, including the [Rand-Qatar Policy Institute](#). A study by this body in 2001, entitled [Education for a New Era](#), provided the framework for a K-12 reform initiative.

Established by Emiri decree #37 in November 2002, the [Supreme Education Council \(SEC\)](#) directs the nation's education policy. It plays an integral role in the development and implementation of the education reform effort, including the work of two Institutes that are directly responsible for the reform's success: [The Education Institute](#) and the [Evaluation Institute](#). The Education Institute oversees and supports the [Independent Schools](#), which are the reformed K-12 schools in Qatar. The Evaluation Institute develops and conducts testing of students, monitors student learning, and evaluates school performance. A third institute, [The Higher Education Institute](#), advises individuals about career options and opportunities for post-secondary education in Qatar and abroad, and administers scholarships and grants.

Starting in September 2010, all public schools in Qatar will be transformed into the new Independent Schools. Independent Schools are government-funded schools with autonomy to carry out their educational mission and objectives while being held accountable to terms agreed

to in an operating contract. These schools are designed to foster creativity and critical thinking by offering new models for curriculum design, teaching methods, and collaboration. Currently, there are 102 Independent Schools in Qatar. Additionally, 77 former Ministry of Education schools are now operating as 'semi-independent' while their staff and facilities are prepared to operate as true independent schools. All Independent Schools must meet established curriculum standards in Arabic, English, mathematics, science, and social studies, as well as comply with periodic financial audits.

Qatar's commitment to education and research is ongoing. In 2006, Qatar Foundation initiated the [Qatar National Research Fund](#) (QNRF) that provides funds for a wide-range of research, including educational. The State of Qatar has committed to 2.8 % of its Gross National Product to research; approximately \$1.5 billion US dollars a year. Competitive grants are awarded to researchers at all levels, from students to professionals, in the private, public, and academic sectors. In addition, grant money is provided for undergraduate research on a competitive basis through the [Undergraduate Research Experience Program](#) and the [Young Scientist Research Experience Program](#).

Qatar University

History

Education is a major contributing factor to the well being of any society; therefore, the Emir of Qatar issued a decree in 1973 proclaiming the establishment of the College of Education, the founding college of Qatar University. Fifty-seven male and 93 female students were admitted in that first year. After several semesters, rapid development of the country made it necessary to expand beyond the College of Education to accommodate new areas of specialization. At present, Qatar University is comprised of seven colleges: College of Education, College of Arts and Sciences, College of Sharia and Islamic Studies, College of Engineering, College of Law, College of Business and Economics, and College of Pharmacy. The current enrollment is approximately 8,000 ([2008 – 2009 Fact Book](#)). Of 8,000 students, 80% are female. The campus is divided into two sections, one for male students, and the other for female. The undergraduate courses are taught separately; however, male and female faculty members teach at both campuses. The graduate programs are often taught in co-educational settings; for example, the post-baccalaureate and M.Ed. programs offered by the unit are taught in co-education classes.

Institutional Vision and Mission

Institutional Reform

In 2003, Qatar University embarked on an ambitious [reform initiative](#) as recommended by the Rand-Qatar Policy Institute. Reform efforts included evaluating and improving the quality of instructional and educational services. The formal reform project lasted from October 2003 through January 2007, and involved extensive reflection on the institution's vision and mission. In 2009, continuing this effort, the university launched a university-wide strategic planning process which led the efforts to refine the vision and the mission of the university.

The [new vision and mission](#) are based on the belief that Qatar University is an intellectual and scholarly community characterized by open discussion, the free exchange of ideas, respectful

debate, and a commitment to rigorous inquiry. All members of the University – faculty, staff, and students – are expected to advance the scholarly and social values embodied by the university.

University Vision

Qatar University shall be a model national university in the region, recognized for high-quality education and research, and for being a leader of economic and social development.

University Mission

Qatar University is the national institution of higher education in Qatar. It provides high quality undergraduate and graduate programs that prepare competent graduates, destined to shape the future of Qatar. The university community has diverse and committed faculty who teach and conduct research that addresses relevant local and regional challenges, advances knowledge, and contributes actively to the needs and aspirations of society.

Institutional Characteristics

Qatar University is a public institution located in the capital city of Doha. The campus is situated on the northern edge of the city, approximately 16 kilometers from the city center. It overlooks the coast, the Doha Golf Course, and the West Bay Lagoon housing complex on the eastern side. The campus is built on a total area of about eight square kilometers, with architecture that is distinguished and modern while reflecting the ideals of traditional Islamic design. In the recent years, a new, state-of-the-art College of Engineering building and a food court for ten restaurants were constructed on the female campus. Current construction projects include new buildings for the library for all faculty and students (\$75 million US), the College of Business and Economics (\$48 million US), and Research Complex (\$47 million US).

The Unit

Unit Structure

The unit consists of the College of Education, which works closely with all other institutions (e.g., the Ministry of Education and Supreme Education Council) and colleges (e.g., Qatar University College of Arts and Sciences) involved in educator preparation. The other units that are involved in the preparation of professional educators at Qatar University are the College of Arts and Sciences and the new Sport Science Program. The College of Arts and Sciences and the College of Sharia offer the content courses for the unit's new program, the B.Ed. in Primary Education (K-6 grades) with four tracks: Early Childhood, English, Math/Science; and Arabic. The coordinator of this program works closely with the faculty in the College of Arts and Sciences, particularly with those faculty members who teach the content courses in English, math, science, and Arabic language. The other unit involved in the preparation of professional educators is the newly established Sport Science Program, which currently is not part of a particular college. The Sport Science Program has three tracks: Sport Management; Physical Education; and Exercise and Fitness. The Physical Education track will prepare professional educators. Because several courses in the program coincide with the ones in the B.Ed. in Primary Education, the coordinator and the director for the Sport Science Program will work closely. The director will be asked to serve as a member of Teacher Education Committee of the unit, which

will be established in September 2010. Currently there are no students enrolled in the Physical Education track as this program is still in the recruitment stage.

Departments and Programs

The College of Education is currently comprised of four departments: [Educational Sciences](#), [Psychological Sciences](#), Art Education, and Physical Education and Sports Sciences. Since the current art education and physical education programs will be soon phased out; the term *Unit* in the present document only refers to the programs that are operated under the Educational Sciences and Psychological Sciences departments. In the Educational Sciences Department, the following programs are offered: the Bachelor in Education in Primary Education (B.Ed.); Post-baccalaureate Diplomas in Primary Education and Secondary Education; and a Masters in Education, Educational Leadership degree (M.Ed. MEL). The Psychological Sciences Department offers credentials in three areas: Post-baccalaureate Diploma Programs in Early Childhood and Special Education and the Masters in Education, Special Education (M.Ed. SPED). Because IRTE does not require program review by specialized professional associations (or a particular state approval), this information is not included in the document.

Unit Faculty

Almost all faculty members in the unit are full-time, experienced, Ph.D.-level faculty (Table 1), teaching in their areas of expertise. A faculty member from the Department of Finance (Qatar University) teaches the school finance course in the M.Ed. MEL program ([EDEL 607](#)) and a former faculty member serves as adjunct as needed. All other faculty members are full-time.

Table 1
Professional Education Faculty

Professional Education Faculty	Full-time in the Unit	Full-time in the institution, but part-time in the Unit	Part-time at the Institution & the Unit (e.g., adjunct faculty)	Graduate Teaching Assistants Teaching or Supervising Clinical Practices	Total # of Professional Education Faculty
33	31	1	1	0	33

Although the unit has a number of individuals designated by the university as Teaching Assistants, at this time they do not participate as instructors in teacher education courses. They do assist with technology for faculty and candidates and provide professional development. They are not included in Table 1.

Candidates in the Unit

Candidates in the unit represent many different ethnicities, and backgrounds (please see Standard 4). Candidates in the B.Ed. program typically do not yet have a college degree, although they may have completed one to two years (or more) in the university’s non-credit [Foundations](#)

[Program](#) to achieve the required proficiency levels in English, computer skills, and mathematics to enter the university. All candidates in the Diploma Programs have a baccalaureate degree and almost all have experience teaching in schools. Some even hold teacher certification status granted in other countries, but need to learn about Qatar’s schools, state standards, and the student-centered pedagogy required by Independent Schools. Candidates in the Masters level programs tend to be somewhat older, with more experience in education. Some currently hold positions of leadership, but express in personal interviews that they know they have much to learn from our programs.

Table 2 presents the number of candidates enrolled for the initial teacher preparation programs at the undergraduate and post baccalaureate levels.

Table 2
Initial Teacher Preparation Programs

Program	Track	Award Level	Enrollment 2009-2010
Primary Education	Early Childhood	B.Ed.	1
Primary Education	English	B.Ed.	7
Primary Education	Math/Science	B.Ed.	1
Primary Education	Arabic/Islamic Studies	B.Ed.	1
Early Childhood Education	N/A	Diploma	0
Primary Education	English/Math/Science	Diploma	8
Primary Education	Arabic/Islamic Studies	Diploma	4
Special Education	N/A	Diploma	7
Secondary Education	English	Diploma	1
Secondary Education	Mathematics	Diploma	0
Secondary Education	Biology	Diploma	0
Secondary Education	Physics	Diploma	0
Secondary Education	Chemistry	Diploma	2
Secondary Education	Arabic	Diploma	2
Secondary Education	Islamic Studies	Diploma	2
Secondary Education	Social Studies	Diploma	0

Preparing Advanced Candidates and Other School Professionals

Because of this unique situation in Qatar, the M.Ed. in Special Education and the M.Ed. in Educational Leadership are currently considered “advanced” even though the candidates are applying for their first licensure.

Table 3
Advanced Preparation Programs

Program	Award Level	Enrollment 2009-2010
Educational Leadership	M.Ed.	27
Special Education	M.Ed.	5

Teacher Licensure

Qatar did not have a licensure policy for educators until 2009. [The Evaluation Institute](#) of SEC has established its educator licensure requirements and procedures, and the educators in Qatar are mandated to register for their individual portfolio process. In collaboration with Cognition Consulting, an agency from New Zealand, the Evaluation Institute established Qatar Office for Registration and Licensing for Teachers and School Leaders ([QORLA](#)). Educators develop a portfolio addressing the Qatar National Professional Standards for Teachers and School Leaders ([QNPS](#)) and go through a school-based attestation process. The majority of educators in Qatar today are currently working on their portfolios to advance beyond their initial educator's license.

Summary of Unit Overview

Historically, the College of Education, Qatar University, has been a leader in education in Qatar, and continues to be the center of educator preparation in the present reform culture. The State of Qatar, the University, and the College are united in the goal of preparing exemplary educators for all students in Qatar.

Conceptual Framework

The Unit and Its Role in Support of K-12 Education Reform

The unit is the only Qatar academic institution that awards degrees and diplomas to education candidates in the State. Because of this context, it is necessary to explain the unit's role and responsibility in support of K-12 education reform prior to presenting the unit's conceptual framework. The [education reform](#) is shaping the K-12 education system in the State of Qatar. The Supreme Education Council (SEC) has been seeking to improve the education delivered to children by focusing the reform on school structures, delivery, management, in-service training, and curriculum standards for the K-12 classrooms. Now that the implementation of a new structure and establishment of a reform model has occurred, the focus has shifted toward preparation of solid and competent teachers who can deliver appropriate and effective instruction in independent schools ([SEC 2006](#)). The issue of teacher preparation is a critical component in producing successful reform outcomes. Coinciding with the reform efforts in the K-12 education, Qatar University is also striving to reach the next phase in its vision. The College of Education has taken a bold step for the unit to go forward with its initiatives to strengthen its teacher education curricula to meet the IRTE standards for teacher education. Because of serious shortages of teachers in Qatar, the unit is committed to offer programs that meet the needs of the workforce in education.

Vision and Mission of the Unit

The vision and mission statements of the unit were revisited by the faculty in Fall 2007 at the same time that the conceptual framework was articulated, so that these could be carefully and thoughtfully aligned; revisions were made in March 2008. Once revisions were finalized, they had to be translated into Arabic. That task went back and forth because certain words in English do not quite capture the essence in Arabic. The process of fine-tuning the statements into Arabic took a few additional weeks for the final version to be agreed upon among Arabic-speaking faculty.

Vision

The College of Education at Qatar University will be a leading institution in the preparation of education professionals through outstanding teaching, scholarship, and leadership in order to enhance the future of coming generations.

Mission

The College of Education is committed to providing excellence in the initial and advanced preparation of education professionals by establishing a foundation in which life-long learning, teaching, research, and community partnerships are fostered. The college fulfills its commitment by providing:

- To its members an educational, motivational, and supportive environment for both learning and teaching in a climate characterized by responsible freedom.
- To society highly qualified education professionals and on-going professional development, by supporting scholarly activities, and by sharing the responsibility of educational reform through effective partnerships.

Philosophy, Purpose, Goals, and Institutional Standards

The unit's conceptual framework is summarized in the phrase, "Together we shape the future through excellence in teaching, scholarship, and leadership." It was decided to include the word *together* to indicate that the unit recognizes the importance of collaboration with other education agencies and stakeholders in Qatar in order to effectively shape the future of education. *Together* also relates our commitment to diversity, in which the contributions of all stakeholders are honored and valued, and the goal is excellence for all students.

The act of "shaping the future" focuses on three areas: teaching, scholarship, and leadership. The faculty and the teacher education candidates are expected to demonstrate excellence in these three key areas.

To develop our conceptual framework and revisit our vision and mission, we invited partners and stakeholders from the community (i.e., representatives from the Ministry of Education, SEC, and administrators and teachers from several Independent schools) to attend our large meeting on Dec. 13, 2007, to discuss the conceptual framework. As a group, we discussed the importance of alignment among the vision, the mission, and the conceptual framework.

Several members of the College's Accreditation Committee made a presentation on the draft of the conceptual framework. We divided the large group into small groups for discussion and input. After this meeting, the conceptual framework was articulated and several designs capturing the philosophy were presented by one of our staff members. At the end of the meeting, the faculty, staff, and partners from the community were given an opportunity to vote on one of them. One concern was expressed during the meeting that the college had not given opportunities for other stakeholders (outside the university) to submit their designs. An action was taken with the deadline for design submission of January 15, 2008; however, no entries were received by the deadline. The design that received the most votes on Dec. 13, 2007, was chosen to represent our conceptual framework, and is presented below.

The design represents the conceptual framework, incorporating the shades of our color blue (blue is designated for the College of Education for all the publications for Qatar University), a plant (indicating shaping/growth), and the Qatar University building architecture on the right bottom corner to symbolize Qatar/Arabic culture.



The three pillars of the conceptual framework – teaching, scholarship, and leadership – are supported by specific unit learning outcomes, and are aligned with the Qatar National Professional Standards for Teachers and School Leaders (QNPS). The QNPS present two separate but interrelated sets of standards. One set of standards focuses on the work of teachers; the other set focuses on school leaders. The Professional Standards for Teachers describes the abilities that teachers need for designing and delivering challenging and rewarding learning experiences for all students. They are comprised of twelve interrelated standards that address the key elements of teachers working in Independent Schools. The Evaluation Institute of the SEC has developed a system for teacher licensure in collaboration with a consulting firm from New Zealand. The standards will be used to evaluate teacher licensure in a portfolio-based system. It was critical to align the unit learning outcomes to the QNSP so that our candidates are well prepared to apply for both their initial and advanced licensure.

The knowledge base for the unit’s conceptual framework, “Together we shape the future through excellence in teaching, scholarship, and leadership,” is described below. The conceptual framework drives all unit programs; it is the touchstone against which decisions are tested. All courses contribute toward candidate mastery of the concepts, knowledge, and skills articulated by the conceptual framework. The conceptual framework provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability.

Together. The key word, “together,” was placed in the beginning of the conceptual framework to represent strong collaboration with a number of agencies and stakeholders who are committed to the current education reform in Qatar. All the sectors of Qatari society are being developed or growing. Building capacity and sustainability in education is a critical factor in supporting this growing nation and preparing human capital for the future workforce. While the unit is committed to preparing competent educators and school leaders, it is a shared responsibility among all who are interested and invested in the state’s growth and the education of learners in K-12, who would eventually lead the future of Qatar. The term also reflects our recognition and

respect for the diverse nature of Qatar’s society and student population, in which multiple cultural, linguistic, and historical groups contribute to the shape and strength of the educational environment. It also expresses the commitment of the unit to prepare candidates that have the dispositions, knowledge, and skills to provide excellence in education for all students.

We Shape the Future. The unit prepares teacher candidates and school leaders who contribute to shaping the future of Qatar. The faculty, teacher education candidates, and graduates are involved in and expected to participate in shaping the future of Qatar. The unit believes that excellent teaching, scholarship, and leadership, aligned with the university vision and the unit, directly relate to how the future of Qatar is shaped.

Teaching. Candidates from the unit must demonstrate the knowledge, skills, and dispositions expected in the unit learning outcomes and the [QNPS](#). Excellence in teaching must be carried out by the use of best practices in facilitating student learning in K-12 classrooms. The unit focuses importance on the content and pedagogical knowledge and skills in all the programs. According to Darling-Hammond (2006), teachers who lack preparation rely more on rote methods of learning; are more autocratic in the ways they instruct; are less skilled at managing complex forms of instruction aimed at deeper understanding; are less capable of meeting children’s learning styles and needs; and are less likely to see it as their job to accommodate them, blaming students when their teaching is not successful. Teacher candidates should develop teaching efficacy—believing it is possible to influence learner achievement regardless of influences such as socioeconomic level, family, friends, and school and personal teaching efficacy (i.e., with how a teacher believes in his or her abilities to make a difference in the classroom) (Zientek, 2007).

Teacher candidates are expected to demonstrate high-quality teaching and, similarly, faculty members in the unit are also challenged to exemplify best practices in university classrooms. It is expected that the faculty will model best practices for candidates who then apply knowledge and skills in actual K-12 settings through their field experience and clinical practices.

Scholarship. The faculty members in the unit are committed to preparing candidates who think critically, solve problems, make decisions, reflect on sound data, and then model these practices in their own behaviors and teaching. The conceptual framework and learning outcomes clearly delineate unit responsibility for practicing, teaching, scholarly inquiry, and problem solving throughout each program. Quality teaching and learning are grounded in scholarly knowledge generated through inquiry within and outside of classrooms. Candidates are expected to engage in ongoing reflective practices and to make informed decisions about their instruction and the learning of their students. The scholarship of teaching builds and strengthens a shared culture in which practitioners reflect on their teaching, use effective classroom assessment techniques, discuss teaching issues with colleagues, try new strategies, read and apply the literature on teaching and learning in their discipline, and engage in reflective practices (Bowden, 2007; Gray, Chang, & Radloff, 2007). Based on these expectations, candidates must be committed to advancing the quality of teaching and learning in schools by using the tools of scholarship to educate the coming generations of children.

Leadership. The conceptual framework and unit learning outcomes require that all candidates show leadership through ethical behavior and initiative. Whether one's role involves teaching or school administration, the characteristics of leaders are essential for helping others to achieve goals and improve student learning. Although the unit offers a master's program in educational leadership, the philosophy extends to all teacher candidates who are expected to become teacher leaders in their schools through various capacities and roles they play. The role of leader may be to assist other teachers or to develop programs and policies (Conley & Muncey, 1999). Blankstein (2004) indicates that shared leadership is critical for creating a successful learning community, and the benefits of teacher leadership can result in improving teacher efficacy and supporting teacher retention. According to Urbanski and Nickolaou (1997), teacher leadership is a critical component when an education reform takes place in schools. Teacher leaders serve as mentors to new teachers, coaches to each other, peer evaluators, and team members with other teachers. They also write curricula, design and deliver professional development sessions, speak about teaching and learning, and conduct research in education. Reform efforts may stand a better chance of penetrating the classroom and bringing better results in student learning when teacher candidates are prepared to become teacher leaders while in their pre-service and in-service programs.

Candidate Proficiencies Related to Expected Knowledge, Skills, and Professional Dispositions

The faculty in the unit identified learning outcomes to meet each of three elements in the conceptual framework. The category of teaching has four areas of outcomes: content, pedagogy, technology, and diversity. These categories reflect the unit's emphasis on technology and diversity. It is critical that the candidates are well prepared to demonstrate the use of technology for teaching, with students, and in classroom management.

Diversity is another focus, because Qatar is a diverse community with people from all over the globe. In addition, Qatar schools follow a full-inclusion policy, and most learners with identified or unidentified disabilities are mainstreamed in general education classrooms. All educators must be able to teach all children and adolescents regardless of their disability, race, or economic status.

The scholarship section has two learning outcomes: scholarly inquiry and problem solving. Finally, the areas that are identified for the leadership category are ethical values and initiative. Each area is described in the next section and aligned with the [QNPS](#).

The unit has developed instruments to assess candidates' knowledge, skills, and professional dispositions during their field experiences and clinical practice. A number of items will target each learning outcome to make sure that candidate's performance is rated. Table 4 provides a list of the unit learning outcomes.

Table 4
Unit Learning Outcomes

Concept	Outcome	Description
Teaching	Content	Demonstrate a deep and thorough understanding of the key theories and concepts of the subject matter.
	Pedagogy	Ensure effective planning for instruction and the use of multiple learning and pedagogical content strategies to maximize student learning and promote critical thinking.
	Technology	Evaluate and use current and emerging technologies in instructionally powerful ways and to assist in the management of educational environment.
	Diversity	Respond to every student's uniqueness and foster successful learning experiences by meeting individual differences.
Scholarship		
	Scholarly Inquiry	Understand the tools and methods of inquiry and use data-driven decision making to maximize teaching and learning.
	Problem Solving	Gather, analyze, and plan a sequence of steps to achieve learning objectives: process a variety of factors in identifying solutions and making sound, well-informed decisions.
Leadership		
	Ethical Values	Apply professional ethics in all educational contexts and have enduring respect for self-confidence in teaching as a profession.
	Initiative	Demonstrate the qualities of effective leadership to plan with vision and reason, collaborate with all stakeholders, and communicate effectively in interpersonal and public contexts.

Qatar National Professional Standards for Teachers and School Leaders (QNPS)

The [QNPS](#) present two separate but interrelated sets of standards. One set of standards focuses on the work of teachers and the other set is for the school leaders.

National Professional Standards for Teachers (SEC, 2007)

1. Structure innovative and flexible learning experiences for individuals and groups of students
2. Use teaching strategies and resources to engage students in effective learning
3. Foster language, literacy and numeracy development

4. Create safe, supportive and challenging learning environments
5. Construct learning experiences that connect with the world beyond school
6. Apply internet communication technology (ICT) in managing student learning
7. Assess and report on student learning
8. Apply knowledge of students and how they learn to support student learning and development
9. Apply teaching/subject area knowledge to support student learning
10. Work as a member of professional teams
11. Build partnerships with families and the community
12. Reflect on, evaluate and improve professional practice

National Professional Standards for School Leaders (SEC, 2007)

1. Lead and manage learning and teaching in the school community
2. Develop, communicate and report on the strategic vision and aims of the school community
3. Lead and manage change
4. Lead and develop people and teams
5. Develop and manage school – community relations
6. Develop and manage resources
7. Reflect on, evaluate and improve leadership and management

The following chart presents the alignment of the QNPS for Teachers and the three critical elements in the unit’s Conceptual Framework. All standards are addressed in each program so that the teacher candidates have opportunities to learn and demonstrate expected knowledge, skills, and dispositions.

Table 5

Alignment of Unit Learning Outcomes with the Qatar National Professional Standards for Teachers (Please see [QNPS](#) for descriptions of each substandard)

Professional Standards for Teachers	College of Education Conceptual Framework							
	Teaching				Scholarship		Leadership	
	Content	Pedagogy	Technology	Diversity	Scholarly Inquiry	Problem Solving	Ethical Values	Initiative
1. Structure innovative and flexible learning experiences for individuals and groups of students.	1.1; 1.5	1.2; 1.3; 1.4	1.3	1.3; 1.4				
2. Use teaching strategies and resources to engage students in effective learning.		2.1; 2.3; 2.4; 2.6	2.5	2.1; 2.2				
3. Foster language literacy and numeracy	3.3; 3.4	3.1; 3.3; 3.4;		3.3; 3.4				

development.								
4. Create safe, supportive, and challenging learning environments.	4.3; 4.4	4.1; 4.3; 4.44.5; 4.6;		4.1; 4.4 4.5; 4.6				
5. Construct learning experiences that connect with the world beyond school.	1.5; 5.1; 5.2; 5.3; 5.4; 5.5	5.1; 5.2; 5.3; 5.4	5.2; 5.3; 5.4	5.1; 5.2; 5.3; 5.4	5.2; 5.3; 5.4; 5.5	5.3		
6. Apply Information and Communication Technology (ICT) in managing student learning,	6.2; 6.4	6.1; 6.2; 6.4	6.1; 6.3; 6.5	6.1				
7. Assess and report on student learning.	7.5	7.1; 7.4	7.2; 7.3; 7.4				7.2; 7.3; 7.4; 7.5	
8. Apply knowledge of students and how they learn to support student learning and development.			8.1; 8.2; 8.3	8.2	8.1	8.4	8.2; 8.3	
9. Apply teaching subject-area knowledge to support student learning.	9.1; 9.2; 9.3	9.1; 9.2; 9.3	9.3		9.3	9.4		
10. Work as a member of professional teams.			10.3				10.2; 10.3	10.4
11. Build partnerships with families and the community.			11.1; 11.2				11.2;	11.1
12. Reflect on, evaluate and improve professional practice.		12.1	12.1; 12.3		12.2; 12.3	12.1; 12.2; 12.3	12.1; 12.5	12.2; 12.3; 12.5

Note: Numbers refer to subcategories with the standards.

Even though the IRTE does not require specialized association standards for each discipline or content area, several programs chose to align their curriculum with a set of appropriate international standards. For example, the B.Ed. program courses and key assignments within those courses were aligned to both the QNPS and the Interstate New Teacher Assessment and

Support Consortium (INTASC) standards for beginning teachers ([Program Alignment](#)). The program for the M.Ed. in Education Leadership follows the standards from the Educational Leadership Constituent Council (ELCC) ([Alignment Chart](#)). (Please note that although some course names may have changed during the early stages of the programs, no content or skills were omitted by these changes.)

Summary of the Unit's Assessment System

Candidate Assessment

The unit assessment system was developed to closely monitor each candidate's educational performance throughout his/her program. It also guides the unit in monitoring the success of each program and the unit's operations. Evaluations on candidate performance are conducted on multiple points to follow their progression, referred as "[Checkpoints:](#)" 1) at admission into the teacher education program; 2) at the time of application for student teaching or internship; 3) at the completion of student teaching or internship; and 4) during their induction year. Checkpoints two and three require candidates to develop electronic portfolios, referred as e-folios, addressing each of the unit learning outcomes by selecting artifacts that demonstrate their application and understanding of the learning outcome, and including a rationale of why and how that specific artifact addresses the learning outcome. After a long and careful selection process, the unit chose a commercial product, TaskStream™, as a vehicle for candidate e-folios. A faculty member is assigned as an evaluator to rate each candidate's work on TaskStream™ using a [rubric](#) created by the unit.

The advanced teacher candidates in the M.Ed. Special Education and the candidates in the M.Ed. in Educational Leadership also have four checkpoints: 1) at the end of the second semester; 2) at the end of third semester and application for internship; 3) at the completion of internship and end of fourth semester; and 4) post-graduation (end of first year after completion of program). Candidates are required to produce their e-folios at checkpoints one and three. As for initial candidates, those in the M.Ed. programs must address each of the unit learning outcomes by presenting their reflective writings for each learning outcome with one or more artifacts to support their rationales. A faculty is assigned as an evaluator to rate candidate's work on TaskStream™ using a [rubric](#) created by the unit. Candidates are also expected to demonstrate mastery of all standards in their final projects and final project report.

Program and Unit Assessment

The data used to evaluate candidate achievement is also used to evaluate each individual program and the unit as a whole. Data such as the means for candidates on the [PPI](#), [PDI](#), and [CPA](#); grades in individual courses; answers on the [diversity questionnaire](#); and quality of candidate e-folios are examined to establish level-of-mastery and amount of growth for candidates in each program. It is expected that all candidates will demonstrate marked growth over time and achieve high levels of mastery. Other data, such as the [exit survey](#), [post-graduate surveys](#), and numbers of applications provide information on candidate and employer satisfaction with the programs and public perception of the quality of the programs. Each coordinator will use the results of these data to present a summary report to the Department Heads and Coordinators Meeting at least once a semester. They should be able to answer the question, "To what extent did candidates in the program demonstrate representation of the unit conceptual

framework and mastery of unit learning outcomes.” Twice per year an extensive review of successes and challenges of the unit, considering all programs, will be conducted in the Department Heads and Coordinators Meeting and at the Education Partners Meeting.

Summary of Conceptual Framework

The unit’s conceptual framework enables the unit to articulate a shared and coherent vision that is committed to knowledge, teaching, competence, and student learning. It reflects the unit’s commitment to professionalism, diversity, technology, and excellence. It guides the unit and is systemically applied throughout all programs and aligned with professional and state standards.

Evidence for Meeting Standards

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

1a. Content Knowledge for Teacher Candidates

Qatar is in the midst of education reform dating from 2002. In 2005, the SEC published the first [curriculum standards](#), and currently schools have standards for Arabic language, English language, mathematics, science, and early-years education. Unit programs have been developed to ensure that candidates have high levels of content knowledge to help students achieve mastery of these curriculum standards (description follows). Each program has at least one course that involves intensive study of the content standards (B.Ed., [EDUC 312](#); Diplomas, [EDUC 502](#); [EDUC 500](#); M.Ed. Educational Leadership, [EDEL 603](#); M.ED. Special Education, [SPED 601](#)).

In 2007, the SEC released the Qatar National Professional [Standards](#) for Teachers and School Leaders (QNPS), which set benchmarks and criteria for content knowledge. Standard 6 requires teachers to: *Apply teaching/subject area knowledge to support student learning* (QNPS, p. 125). It was not until 2009, however, that a system was set in place to hold teachers to those standards through [licensure](#), a process that will not become fully active until fall, 2010. The process is portfolio-based, so unit programs are preparing candidates for the process not only by monitoring the subject content and pedagogical content provided by courses, but also by having all candidates develop electronic portfolios on TaskStream™ during their programs. The artifacts in these portfolios and their accompanying rationales are expected to demonstrate content and pedagogical proficiency. Each program also examines the licensure process (B.Ed., [EDUC 310](#); Diplomas, [EDUC 500](#), M.Ed. Educational Leadership, [EDEL 605](#); M.Ed. Special Education [SPED 601](#)). The expectation is that all graduates of unit programs who apply for licensure will achieve it at the proficient level or above during the first semester after graduation.

Content Knowledge in the Programs

Bachelor Degree in Primary Education

The Bachelor Degree in Primary Education (B.Ed.) is a new program (initiated Fall 2009); however, a process is in place to assure the content knowledge of the candidates. The B.Ed. content courses were selected and/or designed based on [international curriculum standards](#) and are monitored by the coordinator of the B.Ed. External consultants in English (ESL),

mathematics, and science education did extensive reviews of content courses, examining the courses offered to see whether they were designed to meet international standards for content and pedagogy. The recommendations from these reviews were discussed with the heads of departments in the College of Arts and Sciences and College of Sharia to ensure that these colleges as well as the College of Education were committed to providing a program that met or exceeded international standards in teacher education. The program was sent to four reviewers external to Qatar—from Texas A&M University, Princeton University, American University in Beirut, and United Arab Emirates University. All reviewers were experts in teacher education. In addition, the planning committee asked for and received feedback from primary education experts at the Education Institute of the Supreme Education Council (feedback available for review onsite, Exhibit 1.1).

In addition, content course instructors from the College of Arts and Sciences and College of Sharia have agreed to provide course syllabi to the program coordinator each semester and artifacts such as assignments and assessments so that content can be mapped against unit learning outcomes. Once each semester, faculty from the content course areas (math, English, science, history, and Arabic) will meet with CED faculty to discuss the ways the content courses external to the unit are meeting the needs of our candidates, and how we can work as a team to ensure our candidates meet or exceed expected standards. Candidate grades in content courses will be used to assess their content knowledge. The candidates' grade point averages (GPAs) are reviewed upon admission by the registrar and each semester after entering the program by the program coordinator. A candidate must keep her GPA at 2.0/4.0 or above to remain in the program and is expected to repeat any course in which a grade lower than C was received (see [Unit Assessment](#)).

Diploma Programs

Candidate GPAs are used to track content knowledge in all diploma programs. Candidates must have a minimum GPA of 2.0/4.0 to be eligible for admission, and their GPAs must be at least 2.5/4.0 at each checkpoint. The registrar is responsible for screening official transcripts for the entrance GPA requirement, and the program coordinator obtains and retains candidate GPAs each semester (Exhibit 1.2). The candidate is expected to repeat any course in which a grade below C was received (see [Unit Assessment](#)). Candidates applying for the Secondary Diploma Program must also pass a content exam in the fields in which they intend to teach. The content exams in biology, chemistry, physics, mathematics, and English were created using questions aligned to the QNPS in these fields from published teacher certification exams and published end-of-course exams (exams and candidate grades available onsite, Exhibit 1.3).

Graduate Programs

Candidate GPAs are used to track content knowledge in the graduate programs (Exhibit 1.4). Candidates must have a minimum of a 2.5/4.0 GPA to be eligible for admission and must maintain a minimum GPA of 3.0/4.0 each semester of the program. In addition, candidates in the M.Ed. EL must make 70 or above on a [comprehensive exam](#) prior to being approved for internship. Graduates from the master's degree programs are recognized as experts in their fields (see [Alumni Highlights](#) and [Arabic paper article](#)). Results of the post graduate surveys (see Figure 1.3) indicate that graduates are perceived by themselves and by their supervisors as qualified educators and leaders in their fields.

1b. Pedagogical Content Knowledge for Teacher Candidates

All programs within the unit have a strong pedagogical content knowledge-base linked to the unit conceptual framework and the QNPS. The programs offer an appropriate breadth of knowledge and understanding of specific area, as well as the essential practical skills. Candidates gain a basic understanding of pedagogical theory, and the focus is on working in regular classroom settings. The skills acquired include skills in assessment, alternative assessment, instructional strategies, addressing special needs, classroom organization and management, and methods for collaborating with educational professionals, families, and the community in the education of children.

Although almost all courses in the unit provide some pedagogical knowledge, Table 1.1 lists the total number of credit hours of courses in each program that specifically focus on pedagogy. As the syllabi demonstrate, a sound knowledge of pedagogy is required to obtain a passing grade in each course. The mean and mode for grades in the core and special areas pedagogical content courses and each candidate's grades are available onsite, Exhibit 1.5).

Table 1.1

Total Number of Credit Hours in Pedagogical Content Knowledge by Program

Program	Number of Credit Hours
B.Ed. Early Childhood	42
B.Ed. English	42
B.Ed. Science/Mathematics	31
B.Ed. Arabic Studies	29
Diploma Early Childhood	18
Diploma Special Education	18
Diploma Primary English/Math/Science	18
Diploma Primary Arabic Studies	18
Diploma Secondary	18

Grades for students in the diploma programs in pedagogically-focused courses, Fall 2009, are shown in Table 1.2. Courses with the larger numbers are core courses taken by students in all strands of that program.

Table 1.2
Means and Modes for Grades in Pedagogically-focused Courses, Fall 2009

Number	Title	Grades		N
		GPA	Mode	
Diploma Program Core				
EDUC 502	Instructional Planning & Assessment	3.12	A	29
EDUC 503	Introduction to Special Education	2.32	B	31
EDUC 504	Management of the Educational Environment	3.75	A	18
Secondary Education				
EDSE 553	Methods I: Islamic Studies	4	A	2
EDSE 555	Methods I: Chemistry	3	B	2
EDSE 558	Methods I: Arabic	4	A	2
EDSE 559	Methods I: English	0	F	1
Special Education				
SPED 520	Assessment of Students with Learning Disabilities	2.5	B+	
Primary Education				
EDPR 540	Reading and Language Arts Methods	3.29	A	
EDPR 543	Methods I: Arabic	2.88	C	
Mean for all pedagogical courses, Diploma		2.89		

In the Masters level programs, the average GPA (out of 4.0) for all courses for M.Ed. EL Fall 2009 was 3.65 and Spring 2010 was 3.91. In the M.Ed. SPED program, the average GPA for Fall 2009 was 2.52; Spring 2010 was 3.60. The [Masters Grades Summary 2009-2010](#) provides a breakdown by course for these figures.

The [Learning Outcomes Matrices](#) provides an overview of how these content and pedagogical courses correspond to the learning outcomes of the conceptual framework of the unit. Pedagogical knowledge is continued during the student teaching and internship experiences, which are essential components in our programs. During these experiences, experienced inservice teachers and college supervisors mentor the candidates. Candidates also attend weekly seminars conducted by their college supervisors. The seminar stresses cross-categorical relationships and the integration of theory and practice. Candidates complete a culminating portfolio/exhibition that is representative of their growth and best practice. Data are also provided through the Classroom Performance Assessment ([CPA](#)) instrument. This instrument is completed at the midpoint and end of the student teaching or internship experience for all classroom candidates (B.Ed. candidates, all diploma candidates, and M.Ed. SPED candidates) by the candidate, the mentor teacher, and the college supervisor. This allows the unit to track growth during clinical practice, as well as providing a summary measure of pedagogical knowledge and skills. Figure 1.2 provides summary data for the 2009-2010 candidates in clinical practice experiences (average scores out of a possible 98). Completed surveys for all candidates by all three reviewers are available onsite (Exhibit 1.6). As the chart shows, summary data indicate high scores as measured by all three reviewers and growth over time.

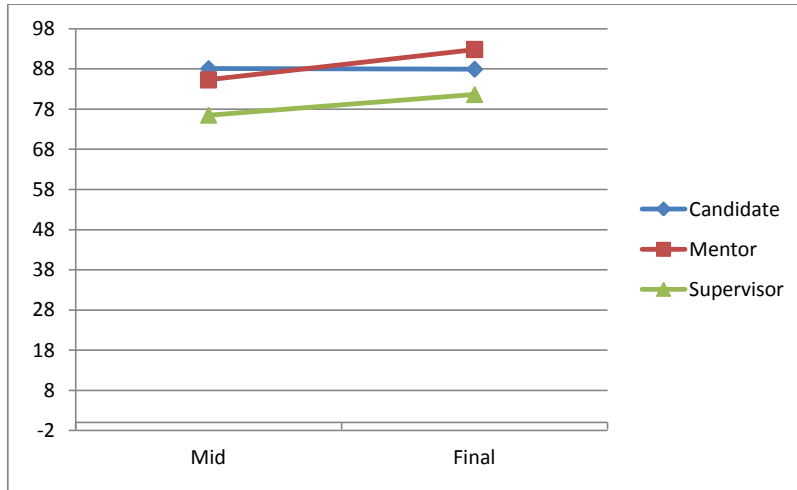


Figure 1.2. Results of the Classroom Performance Assessment for candidates in clinical practice, 2009-2010.

In addition to specifically teaching pedagogy, instructors are encouraged to model best practices, including a range of teaching and learning methods to prepare the candidates as future specialists in the field. In the teaching of the programs, there is a commitment to ensure that learning outcomes are made explicit to candidates. Appropriate methods are chosen to match the intended learning outcomes. Depending on the content and context requirements of the courses, our program staff often use a variety of group and cooperative learning methods such as mini-project, group project, portfolio, assignments, field studies, case study, reflective journal, designing a lesson plan, IEPs for students with special needs, and group discussion. Our students are encouraged to participate in class through graded case presentations and open discussion. Independent learning is a feature of all courses. It includes directed reading and carefully designed practical projects. To enhance effective learning, the unit maintains students to teacher ratio of 1:10 and argues for small class size. The average class size is 15- 25. In addition to formal instruction, there are opportunities for our candidates to participate in workshops and conferences sponsored by the unit, such as the [Fifth Special Education Conference, January 2010](#) and the [Sixth Educational Week March – April 2010](#).

Candidates in our advanced programs progressively spend more time in the schools, acting in leadership roles. In the M.Ed. in Educational Leadership, by the third semester, candidates are developing and implementing professional development plans for teachers and conducting action research. One hundred percent of the cohort graduating in 2008 presented at the First Annual Action Research Conference ([see example](#)), and candidates have continued to participant in the [second](#) and [third conferences](#). To date, 20% of the graduate candidates either have been accepted to Ph.D. programs or are awaiting acceptance, and 83% of unit graduates are currently serving in leadership roles in Independent or private schools.

The Post Graduation surveys provided important data related to whether the graduates of unit programs were perceived by themselves and by their supervisors as qualified educators and leaders in the field. The surveys were distributed to graduates who completed unit programs in Fall 2009 and to their supervisors. Twenty-two graduates and eleven supervisors returned the survey. A summary of the results follows. It clearly expresses that both candidates and supervisors had positive impressions of the graduates' dispositions and skills. The average score for participants was 66/80 (a score of 40/80=meets expectations) and the score as recorded by supervisors was 67/80. The mean for all items was 1.7, approaching "exceeding expectations." On thirty-six of the 40 survey items (80%) the mode recorded by both the candidates and the supervisors was 2 (exceeds expectations). Figure 1 gives a summary of the means for each section. The modes and means for each survey item for disposition indicators is available onsite (Exhibit 1.7).

Although no item from either the candidate results or the supervisor results fell below the "meets expectations" level, the eight items that scored lowest (with either a mode of 1 or bimodal results of 1, 2 for either group) should be noted as the unit will want to look at ways to strengthen these areas. These are:

- Develops research-proven teaching strategies.
- Uses student data to plan and review learning experiences.
- A range of materials and resources is utilized to engage students
- Language, literacy, and numeracy development are identified and monitored.
- Technology-rich lessons are designed to take students beyond the school environment to investigate problems and propose possible solutions.
- Students are involved in examining the nature of work and leisure, work/career options in Qatar, and in global markets.
- Students are involved in examining the nature of work and leisure, work/career options in Qatar, and in global markets.
- Uses ICT to access and manage information on student learning

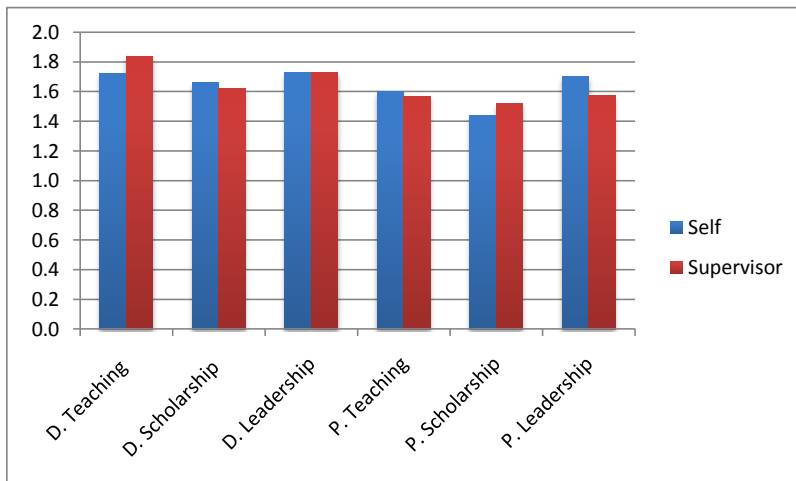


Figure 1.3. Mean scores for each section in the post-graduate survey.
 D=Dispositions; P=Practices
 0=below expectations; 1=meets expectations; 2=exceeds expectations

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

In addition to the Classroom Performance Assessment discussed in the previous section, which includes significant criteria related to professional and pedagogical knowledge and skills, B.Ed. and diploma candidates are assessed using the Professional Performance Indicators (PPI) instrument at the midpoint and end of their clinical practice to assess knowledge and skills and growth over the course clinical practice. The candidate, the mentor teacher, and the college supervisor complete this instrument for each candidate. Criteria include multiple items in each of these categories:

- Intern works as a member of professional teams.
- Intern builds partnerships with families and the community.
- Intern reflects on, evaluates, and improves professional practice.

In addition, the candidate is scored on 17 additional criteria related to professionalism. Figure 1.4 shows the scores and growth (summary data) for the candidates in 2009-2010 who were in clinical practice (average scores out of a possible 58). Completed instruments and data analyses for individual candidates are available onsite (Exhibit 1.8).

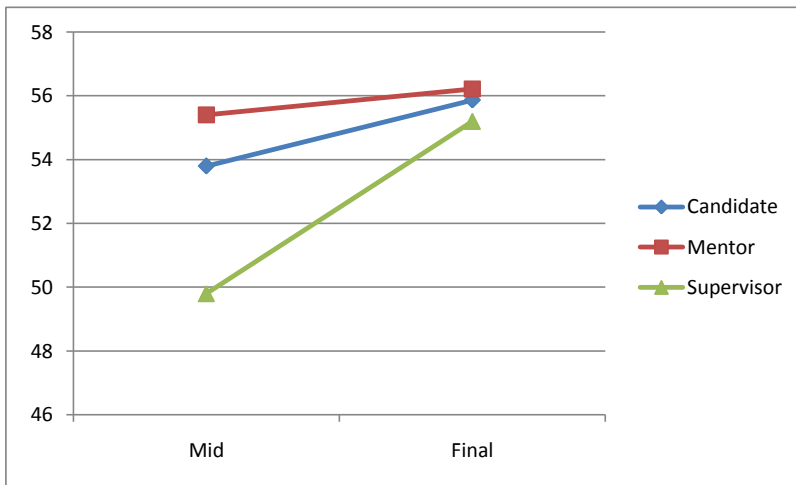


Figure 1.4. Fall 2009 candidate scores on the Professional Performance Indicator as recorded by the candidate, the mentor, and the supervisor at the mid-point and end of clinical experience.

1d. Student Learning for Teacher Candidates

Student-centered instruction in which data from student assessment inform practice is central to all courses in all programs. Each [lesson plan](#) must have an appropriate assessment and reflection

based on what is learned from that assessment. Candidates are required to demonstrate these skills during clinical practice. The Classroom Performance Assessment (CPA) requires that the candidate be assessed on seven different criteria related to administering frequent, appropriate, valid, and reliable assessments. As can be seen in Figure 1.5, all three raters scored the candidates high in assessment at mid and end of the internship. The supervisor and mentor rating rose – indicating growth – but the self-evaluations fell slightly. This may indicate a growing awareness, with experience, of the complexities of assessment. Table 1.3 shows that after a year in practice, most candidates feel confident in assessing students (mode of 2; exceeding expectations), and their supervisors also perceive them as capable in this area (mode of 2). As the mean indicates, however, some candidates are less confident. Assessing the candidates’ use of ICT with students and their abilities to apply data based findings to improve practices are areas in which the unit may need to consider additional assessment of candidates.

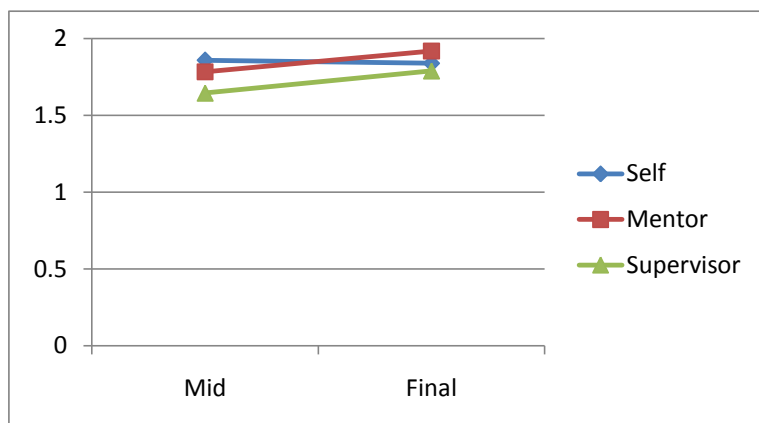


Figure 1.5. Mean scores on the assessment criteria of the CPA.
 Note: 0=below expectations; 1=meets expectations; 2=exceeds expectations.

Table 1.3
 Post Graduation Survey Results for Assessment Criteria

	Self (n=22)		Supervisor (n=11)	
Language, literacy, and numeracy development are identified and monitored	1.5	1	1.5	1
Students’ learning is assessed and reported using methods in line with school policies	1.5	2	1.6	2
Clear, accurate and concise feedback on the outcomes of assessment is provided to students	1.5	2	1.5	2
Assessments are reviewed for continued appropriateness.	1.5	2	1.6	2

1e. Knowledge and Skills for Other School Professionals

Until 2009, no system was in place in Qatar for licensure of educational leaders, and the process of licensure will begin in Fall 2010 (see additional information at [QORLA](#)). In addition, there is a regulation that only Qataris may serve as school principals, although non-Qataris may serve in other school leadership positions. Graduates of the M.Ed. EL program, however, have found leadership positions throughout the State of Qatar and in other Middle Eastern/Gulf Region countries. It is the expectation of the unit that all graduates seeking licensure will achieve mid-management levels of licensure during their first six months of employment in a school leadership position. The unit has worked closely with the SEC during this initial stage of licensure, and has been the central training unit for the people from the schools who will be on the committees responsible for recommending teachers and school leaders for licensure.

1f. Student Learning for Other School Professionals

In several of their courses, candidates in the M.Ed. EL program are required to demonstrate proficiency in data-driven decision making focused on student learning results. Table 1.4 provides a list of example courses and assignments that require candidates to demonstrate proficiency in analyzing, reflecting on, and applying student assessment data to improve practice.

Table 1.4
Courses and Assignments in Using Student Achievement Data to Improve Practice

Course	Assignment
EDEL 602 Management of School Information Systems	Classroom Action Plan. Working in small groups, candidates will analyze student achievement data and develop a report that includes the analysis along with specific strategies for improving instructional practices based on the data.
EDUC 606 Educational Research Methodologies	Analysis of quantitative achievement data and proposal based on data
EDUC 609 Action Research	Design, conduct, and apply results of an action research project in a school

1g. Professional Dispositions for All Candidates

All candidates are expected to demonstrate the professional dispositions expressed in the unit's [conceptual framework](#) and [unit learning outcomes](#). These include a commitment to professionalism, teamwork, diversity, ethics, reflection, problem solving, scholarship, and leadership. Although professional dispositions are required throughout each program, candidates are required to demonstrate professional dispositions at several specific points (Table 1.5).

Table 1.5
Points for Disposition Assessment of Candidates

Program	Point	Means
B.Ed.	Entry into teacher education	Interview (Interview Rubric)
	Checkpoint 1	PDI (candidate)
	Checkpoint 2	PDI (candidate and mentor)
	Checkpoint 3	PDI (candidate, mentor, and supervisor: midpoint and final)
Diplomas	Entry into program	Interview (Interview Rubric)
	Checkpoint 1	PDI (candidate)
	Checkpoint 2	PDI (candidate and mentor)
	Checkpoint 3	PDI (candidate, mentor, and supervisor: midpoint and final)
Masters	Entry into program	Interview (Interview Rubric)
	Checkpoint 3	Reflective writing, Final project

*PDI = Professional Disposition Instrument

The Professional Disposition Instrument (PDI) is completed repeatedly over time in the B.Ed. and Diploma programs—by the candidate (four times), the candidate’s school mentor (twice, at the midpoint and end of the clinical experience), and by the supervisor (twice, at midpoint and end of clinical experience). This allows the unit to obtain multiple perspectives and track growth over time. At this writing, only data for the diploma programs (Special Education and Secondary, Cohorts I, Fall 2009) are available. Figure 1.6 provides a summary of these data. Data for individual candidates are available onsite (Exhibit 1.10). As the figure shows, candidates scored high in dispositions initially (37-41/44) and demonstrated growth over their programs, as reported by all respondent classes (40-42/44).

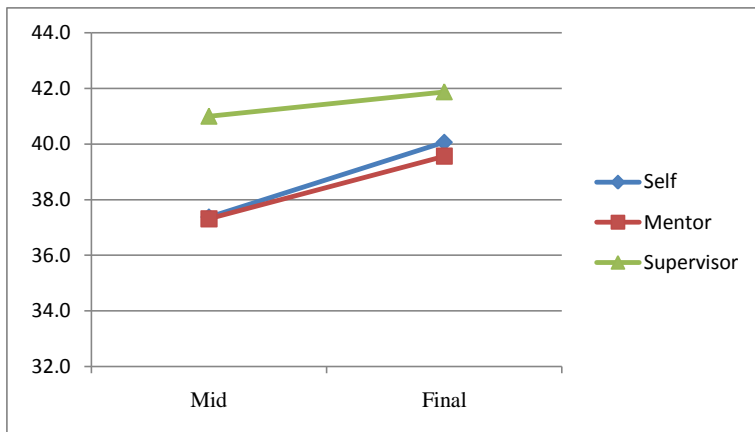


Figure 1.6. Fall 2009 candidate mean scores on the Professional Dispositions Instrument as recorded by the candidate, the mentor, and the supervisor at the mid-point and end of clinical experience.

Summary: Standard 1

Unit programs enable candidates to have in-depth knowledge of the content that they plan to teach and pedagogical knowledge, as described in professional, state, and institutional standards. They demonstrate their knowledge through inquiry, critical analysis, and synthesis, providing evidence of knowledge on class assignments and in field experiences and clinical practice. Multiple data sources provide evidence of content mastery and positive dispositions. Candidates are prepared for the new licensure process by direct instruction and practice in developing professional portfolios. Candidates in advanced programs for teachers are recognized experts in their respective fields.

Standard 2: Assessment System and Unit Evaluation

2a. Assessment System

Development of the Assessment System

The concept of “the unit assessment” with a set of expectations applied to all programs at the same level was new to the unit when it became an applicant of IRTE in 2007. The faculty first had to become familiar with the idea of unit assessment, and then to identify which collected data would be aggregated and disaggregated for reviewing and reflecting for the purpose of improving the performance of candidates, programs, and the unit's operations. Data sources needed to be identified, and procedures needed to be designed for using data to reflectively evaluate the growth and quality of our candidates, the quality and effectiveness of our programs, and the overall effectiveness of the unit.

The [QNPS](#), the document articulating the national professional standards, was published about the time when the unit was formalizing the conceptual framework. As it was important to align unit outcomes and the QNPS, the unit created and revised the assessment system numerous times over last three years to arrive at the current plan—one with much focus on the candidate component of the system,

Candidate Assessment

Various instruments developed for field experiences and clinical practice also assess candidates' dispositions and proficiencies based on the unit's conceptual framework and the QNPS. As described later in detail in this section, the unit uses the commercial product, TaskStream™ to assist each candidate in preparing an electronic portfolio (their *E-Folio*). In the E-Folio, candidates are expected to select artifacts to meet each unit learning outcome and write a rationale that includes their reasons for selecting that particular artifact and an explanation as to how that artifact demonstrates mastery of that learning outcome. They are also expected to write an overall reflection of the conceptual framework, “Together we shape the future through excellence in teaching, scholarship, and leadership,” at [Checkpoint 3](#). All candidates are expected to demonstrate their knowledge, skills, and professional dispositions that support the unit's conceptual framework by the end of their programs.

As discussed previously in this document, the process of licensure is new in Qatar and will not be truly operational until Fall 2010 (see [QORLA](#)). Licensure will be granted through a professional portfolio presentation; thus it is essential that unit candidates have the knowledge,

skill, and experience to demonstrate proficiency through a portfolio-based process. For this reason, among others, an electronic portfolio system is a key element in the Unit Assessment System. TaskStream™ was selected as the platform for this part of the assessment system, with an interface and components specifically designed to assess candidates' understanding of and proficiency in both the QNPS and unit learning outcomes. Faculty and candidates have received training in how to use the online portfolio system, although some problems still persist. A representative faculty member from the unit attended additional TaskStream™ training in New York in August 2010.

The assessment of candidates was developed to closely monitor each candidate's educational performance throughout their program to observe growth. Candidate performances are conducted on multiple criteria, and the transition times are referred to as "Checkpoints." The detailed explanation for all levels, initial and advanced candidates, is presented separately below accompanied by a unit assessment chart.

Initial Candidates

The unit assessment for the undergraduate B.Ed. and post baccalaureate diploma programs are similar with some exceptions. The minimum GPA requirement for admission into teacher education and the required coursework listed for the Checkpoint 1 are different for the two programs. Because of these differences, the programs are explained separately, followed by appropriate assessment chart.

Undergraduate

For the undergraduate B.Ed. program, candidates apply for admission into the teacher education program at Checkpoint 1. The candidate must have a minimum GPA of 2.0/4.0 in the education courses (including EDUC 310, 311, and 312). Each candidate is required to write a teaching philosophy statement and rate him/herself multiple times on the Professional Disposition Indicator (PDI) during field and clinical experiences. The unit's [Diversity Questionnaire](#) is also completed by each candidate. Candidates are expected to repeat any courses in which a grade lower than "C" was obtained.

Each applicant also completes an [Application for Admission into Teacher Education Program](#). An applicant completes the form and meets with his/her adviser for review. The adviser must check to ensure that the applicant has met all the criteria before the adviser signs the form. The adviser then makes a recommendation for admission into the teacher education program on behalf of the applicant during a teacher education committee meeting.

The education GPA of 2.0/4.0 may seem unusually low, and the unit originally set a minimum education GPA of 2.5/4.0. The university administration requested the lower minimum GPA of 2.0/4.0 to attract students to the new program and to be consistent with the minimum GPA requirement for all undergraduate students in the university. Another reason for this lower GPA requirement is that applicants to the program are still struggling with English, even though they meet the minimum TOEFL requirement to be admitted to QU. Three out of four tracks in the B.Ed. program are taught in completely in English; in the Arabic track all core courses are taught in English with only the Arabic classes being conducted in Arabic. In addition, the Ministry of Education and the SEC are experiencing shortages of teachers, and the new B.Ed. is to expand

the future pool of teachers. The ministry has recently funded a stipend for any students who majors in education at Qatar University. (Stipend agreement is available onsite, Exhibit 2.1). Under the current circumstances, the unit had agreed to the minimum GPA of 2.0/4.0, but plans to monitor enrollment carefully for the next a few years as the program grows. Then the unit will reflect on the caliber of candidates and consider raising the minimum education GPA requirement for the Checkpoint 1 to 2.5/4.0, as it was originally planned.

Checkpoint 2 for undergraduate candidates is at the time for submitting their application for student teaching. They have to maintain a minimum education GPA of 2.0/4.0. If a candidate scored less than “C” in any education courses, she is expected to repeat the course and receive a higher grade in order to graduate. At this checkpoint, candidates must prepare their E-Folios, using TaskStream™. Candidates are required to respond to the unit’s eight learning outcomes by posting appropriate artifacts and writing rationales for selecting particular artifacts. In addition, candidates are also asked to write their overall reflection addressing the unit’s conceptual framework as they prepare for their student teaching experience in the following semester, scored by [rubric](#). Candidates also complete their self-assessment using the [PDI](#).

The Checkpoint 3 refers to the end of candidates’ clinical practice. During their student teaching experience, [CPA](#), [PPI](#), and [PDI](#) are rated by three individuals: candidates’ mentor teacher and college supervisor, as well as candidates themselves. During this checkpoint, the candidates must maintain a minimum education GPA of 2.0/4.0. Once again, candidates must address the unit learning outcomes and overall reflection for the Checkpoint 3 in their E-Folio on TaskStream™. At the end of the semester, candidates are asked to respond to the unit’s [Exit Survey](#).

The final checkpoint is Checkpoint 4, referring to the end of first year of employment. The unit follows each candidate during their induction year after their graduation from Qatar University. The unit’s [Post Graduation Survey](#) is sent to each graduate and his/her supervisor at school. Table 2.1 summarizes the Checkpoints for the B.Ed. program.

Table 2.1
Checkpoints for the B.Ed. Program

Checkpoint 1: Application for Teacher Education Admission (Upon completion of EDUC 310, 312, 315)	Checkpoint 2 Application for Student Teaching (Upon completion of all coursework except for student teaching)	Checkpoint 3 Completion of Student Teaching (End of Student Teaching)	Checkpoint 4 Induction Year (End of First Year after Program Completion)
<ul style="list-style-type: none"> • Ed GPA= 2.0+ • No grade lower than “C” in any education course • Course prerequisite to application to Teacher Ed (EDUC 	<ul style="list-style-type: none"> • Ed GPA= 2.0+ • No grade lower than “C” in any education course • Application to Student Teaching 	<ul style="list-style-type: none"> • Ed GPA= 2.0+ • No grade lower than “C” in any education course • Checkpoint 2 Electronic Portfolio Evaluation (online rubric) • Classroom Performance 	<ul style="list-style-type: none"> • Post Graduation Survey <ul style="list-style-type: none"> a) Supervisor at graduate’s work b) Graduate self-

<p>310, 311, 312)</p> <ul style="list-style-type: none"> • Application to Teacher Ed Program • Adviser interview • Reflection: Statement of Philosophy (EDUC 310) • Professional Disposition Instrument (PDI) Candidate self-assessment (EDUC 312) • Diversity Questionnaire (EDUC 315) Student self-assessment 	<ul style="list-style-type: none"> • Checkpoint 2 Electronic Portfolio Evaluation (online rubric) • PDI candidate self-assessment 	<p>Assessment (CPA) from Student Teaching at midpoint and end of student teaching</p> <ol style="list-style-type: none"> a) Mentor teacher b) College Supervisor c) Candidate self-assessment <ul style="list-style-type: none"> • Professional Practice Indicator (PPI) at midpoint and end of student teaching <ol style="list-style-type: none"> a) Mentor teacher b) College Supervisor c) Candidate self-assessment • Professional Disposition Instrument (PDI) at midpoint and end of student teaching. <ol style="list-style-type: none"> a) Mentor teacher b) Candidate self-assessment • Diversity Questionnaire (Seminar – at midpoint and end of student teaching. • Exit Survey (Seminar – end of student teaching) 	<p>assessment</p>
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Post Baccalaureate Diploma

The candidates in the post-baccalaureate diploma are also expected to meet the requirements at four transition points. Checkpoint 1 is conducted at the time of admission into the teacher education program. Candidates must have a minimum GPA of 2.5/4.0 and must have completed EDUC 500, EDUC 502, and EDUC 503. They are required to write a statement of philosophy in EDUC 500. The [PDI](#) and [Diversity Questionnaire](#) are completed by each applicant. A candidate is expected to repeat any course in which less than a “C” was achieved. Each applicant completes a [Teacher Education Admission Form](#), and it must be signed by his/her adviser. The adviser then makes a recommendation on behalf of the applicant during a teacher education committee meeting.

The Checkpoint 2 for the post-baccalaureate diploma candidates is at the time for submitting their [application for internship](#). They must have a minimum education GPA of 2.5 at this time. If a candidate scored a D in any education courses, he/she must repeat the course and receive a higher grade in order to graduate. At this checkpoint, candidates prepare their E-Folios, using TaskStream™, and responding to the unit’s eight learning outcomes. Candidates are required to

post appropriate artifacts and write rationales for selecting particular artifacts. In addition, candidates are also asked to write their overall reflection addressing the unit's conceptual framework as they are getting ready to demonstrate their skills, knowledge, and dispositions in a clinical setting in the following semester (scored by [rubric](#)). Candidates' self-assessment using the [PDI](#) must be attached to their internship application.

Checkpoint 3 refers to the end of the semester when candidates complete their clinical practice. During their internships, their mentor teachers and college supervisors evaluate their performances using the [CPA](#), [PPI](#), and [PDI](#) to supplement candidates' self-assessments twice during the clinical practice. In addition, the [Diversity Questionnaire](#) is completed by the mentor, college supervisor, and candidate. During this checkpoint, the candidates must maintain a minimum education GPA of 2.5/4.0. Once again, candidates must address the unit learning outcomes and overall reflection for the Checkpoint 3 in their E-Folio on TaskStream™. At the end of the semester, candidates are asked to respond to the unit's [Exit Survey](#).

The final checkpoint is Checkpoint 4, referring to the end of first year after completion of their programs. The unit's [Post Graduation Survey](#) is collected from each graduate and his/her supervisor at school. Table 2.2 summarizes the Checkpoint assessments for the Diploma programs.

Table 2.2
Checkpoints for the Diploma Programs

Checkpoint 1 Application for Teacher Education Admission (Upon completion of EDUC 500, 502, and 503)	Checkpoint 2 Application for Internship (Upon completion of all coursework except internship)	Checkpoint 3 Completion of Internship (Completion of Internship)	Checkpoint 4 Induction Year (End of First Year after Program Completion)
<ul style="list-style-type: none"> • Ed GPA= 2.5+ • No grade lower than “C” in any course • Course prerequisite (EDUC 500, 502, 503) • Application to Teacher Ed Program • Reflection: Statement of Philosophy (EDUC 500) • Professional Disposition Instrument (PDI) student self-assessment (EDUC 502) • Diversity Questionnaire Student self-assessment (EDU 502) 	<ul style="list-style-type: none"> • Ed GPA= 2.5+ • No grade lower than “C” in any course • Application to Internship • Checkpoint 2 Electronic Portfolio Rubric addressing CED Learning Outcomes • Professional Disposition Instrument (Attach to Internship Application) (PDI) <ul style="list-style-type: none"> a) Mentor Teacher b) Candidate self assessment 	<ul style="list-style-type: none"> • Ed GPA= 2.5+ • No grade lower than “C” in any course • Checkpoint 3 Electronic Portfolio Rubric addressing CED Learning Outcomes • CPA at midpoint and end of internship <ul style="list-style-type: none"> a) Mentor Teacher b) College Supervisor c) Candidate self-assessment • PPI at midpoint and end of internship <ul style="list-style-type: none"> a) Mentor Teacher b) College Supervisor c) Candidate self-assessment • PDI at midpoint and end of internship <ul style="list-style-type: none"> a) Mentor Teacher b) College Supervisor c) Candidate self-assessment • Diversity Questionnaire • Exit Survey 	<ul style="list-style-type: none"> • Post Graduation Survey <ul style="list-style-type: none"> a) Supervisor at graduate’s work b) Graduate self-assessment

Advanced

The advanced teacher candidates in the M.Ed. Special Education have four checkpoints: 1) the end of second semester; 2) time to apply for internship at the end of third semester; 3) completion of internship and end of the fourth semester; and 4) post graduation, end of first year after completion of program. The chart for the advanced candidates in M.Ed. SPED follows the explanation for the M.Ed. EL below.

At Checkpoint 1, at the end of second semester, these candidates are required to have a minimum GPA of 3.0/4.0 and produce their E-Folios. As it is the case with initial candidates, the candidates in the M.Ed. programs must address each of the unit learning outcomes by presenting their reflective writings for learning a particular outcome along with artifacts to support their rationale. A faculty is assigned as an evaluator to rate candidate's work on TaskStream™ using a [rubric](#) created by the unit. The unit's [Diversity Questionnaire](#) is also administered.

Checkpoint 2 refers to the end of the third semester, and candidates must have a minimum GPA of 3.0 and apply for their [internship placement](#). Candidates in the Educational Leadership program are also required to pass a comprehensive exam during this checkpoint. The unit is considering adding a comprehensive exam for M.Ed. SPED candidates at this checkpoint, but when the university Executive Management Committee approved the program, a comprehensive exam was not part of the proposal. It will take a decision at the college level and then by the appropriate university committees to make this addition.

The Checkpoint 3 occurs at the end of a candidate's final semester and internship. The candidate must have a minimum GPA of 3.0 at this checkpoint and produce his/her E-Folio for the second time. The candidates must once again address each of the unit learning outcomes by presenting their reflective writings and present a completely different set of artifacts to support their rationale than what they had submitted at Checkpoint 1. The [E-Folio rubric](#) is once again used to assess their work on TaskStream™. The unit's [Diversity Questionnaire](#) and [Exit Survey](#) are administered at this time.

The end of the first year after graduation is referred as Checkpoint 4. The unit's [Post Graduation Survey](#) is sent to the graduates for their self-assessment and to their supervisor. The unit is committed to follow up on the graduates and their performances on the job.

Other School Professionals

The advanced teacher candidates in the M.Ed. in Educational Leadership also have four checkpoints: 1) the end of second semester; 2) time to apply for internship at the end of third semester; 3) completion of internship and end of fourth semester; and 4) post graduation, end of first year after completion of program.

At Checkpoint 1, at the end of the second semester, these candidates are required to have a minimum GPA of 3.0 and produce their E-Folios. The candidates must address each of the unit learning outcomes by posting appropriate artifacts and writing rationales for selecting particular artifacts. A faculty is assigned as an evaluator to rate candidate's work on TaskStream™ using a [rubric](#) created by the unit. The unit's [Diversity Questionnaire](#) is also administered.

Checkpoint 2 refers to the end of the third semester, and the candidates must have a minimum GPA of 3.0 and apply for their internship placement. The candidates must pass the comprehensive exam prior to internship.

The Checkpoint 3 occurs at the end of candidate's final semester and internship. They must have a minimum GPA of 3.0/4.0 and produce their E-Folios for the second time. They must again

address each of the unit learning outcomes by presenting their reflective writings and present a completely different set of artifacts to support their rationale than what they had submitted at Checkpoint 1. The [E-Folio rubric](#) is once again used to assess their work on TaskStream™. The unit's [Diversity Questionnaire](#) and [Exit Survey](#) are administered at this time.

At the end of the first year after their graduation is referred as Checkpoint 4. The unit's [Post Graduation Survey](#) is sent to the graduates for their self-assessment and to their supervisor. The unit is committed to follow up on the graduates and their performances on the job. Table 2.3 summarizes the Checkpoints for the Masters level programs.

Table 2.3
Checkpoints for the Masters Level Programs

Checkpoint 1 End of 2 nd Semester	Checkpoint 2 Completed all the coursework except internship	Checkpoint 3 Completion of Internship	Checkpoint 4 Post Graduation (End of First Year after Program Completion)
<ul style="list-style-type: none"> • GPA= 3.0 + • Internship Placement Request Form • Electronic Portfolio Rubric addressing CED Learning Outcomes <ul style="list-style-type: none"> - Selection of artifacts to address Conceptual Framework and Unit Learning Outcomes - Reflective writing on artifacts selected 	<ul style="list-style-type: none"> • GPA= 3.0 + • Comprehensive Exam (*Currently only applies to M.Ed. in Educational Leadership) 	<ul style="list-style-type: none"> • GPA= 3.0 + • Electronic Portfolio Rubric addressing CED Learning Outcomes <ul style="list-style-type: none"> - Selection of artifacts to address Conceptual Framework and Unit Learning Outcomes - Reflective writing on artifacts selected • Diversity Questionnaire • Exit Survey 	<ul style="list-style-type: none"> • Post Graduation Survey <ul style="list-style-type: none"> a) Supervisor b) Graduate self-assessment

A more detailed [chart for each program level](#), which includes the admission criteria to the university, may be accessed online.

Program Assessment

Each program was designed to provide thorough and deep coverage of unit and national standards ([Unit Learning Outcomes](#) and [QNPS](#)). Each program has a matrix that provides examples of courses and/or assignments in which a candidate can demonstrate mastery of these

skills (Please see individual program exhibit areas to view these matrices). These matrices ensure that the program provides opportunity for candidates to demonstrate mastery of all unit learning outcomes and the standards articulated in the [QNPS](#).

In developing course syllabi, faculty members are expected to target specific Unit Learning Outcomes, and to identify course objectives that reflect those learning outcomes. One or more measureable course learning outcomes relate to each course objective. In the syllabus, is a matrix that explains the alignment among the following items: 1) Unit Learning Outcomes; 2) QNPS; 3) Course Objectives; 4) Course Learning Outcomes; and 5) Assessment (e.g., tasks/artifacts), so that if a unit learning objective is targeted, there is an assessment planned for that objective related to the course content.

In addition to the unit preparing its self-study for IRTE, Qatar University began initial preparation to become an applicant institution for the Southern Association of Colleges and Schools (SACS) in Fall 2009. Because SACS emphasizes on the documentation of institutional effectiveness, faculty in all seven colleges and programs identified target student learning outcomes in each course for the purpose of program assessment. Tracking these student outcomes provides additional data for evaluating the efficacy of the programs.

Once per semester, each coordinator prepares a report to present at the Department Heads and Coordinators Meeting that summarizes data related to each program. The data used to prepare these reports include: grade mean and mode for each course; degree of success on SACS targeted outcomes; results from the [CPA](#), [PPI](#), [PDI](#); and [Diversity Survey](#). Once per year, results from the [Exit Survey](#) and [Post-Graduation Survey](#) are also included. As one measure of program quality is the degree to which it is supporting the Education Reform in Qatar and meeting the needs of society, the number of applicants in these reports.

Unit Assessment

Assessment of the unit occurs on several levels. In 2005, CED developed a three-year academic plan related to the University Academic Plan. Upon the completion of this plan, CED developed a one-year plan for 2008, which linked to the University Strategic Plan. CED recently developed a three-year strategic plan to begin Fall 2010. The University Strategic Plan and the CED Strategic Plan are linked closed to the mission, vision, and objectives of the University and College (Exhibit 2.2). The performance of faculty is also reviewed yearly through peer reviews ([Quality Assurance Report](#)) and the faculty appraisal system.

In addition to this internal unit review, as part of the process preparing for SACS accreditation, each college is required by the university to provide a unit assessment report for program improvement. At the end of each semester, the program coordinators and their faculty review the candidates' performance on pre-selected course objectives for the semester for the purpose of reflection and improvements for teaching and course content in the future. The data gathered for these pre-selected objectives are summarized and then sent to the Director of Academic Programs and Learning Outcomes Assessment for the university. (Unit report is available onsite, Exhibit 2.3). This task not only contributed to university goals for program assessment, but also strengthened the unit's assessment efforts at the course level and provided another tool to review and reflect to make program improvements. Finally, the unit must submit an annual report

(Exhibit 2.4) to the president of the university about our achievements and challenges and speak about how can we face these challenges next year. The unit also participated in the meetings of the Academic Council, chaired by the Vice President of Academic Affairs of the University. At this council, the unit has an opportunity to compare itself to other colleges in the university.

Fairness, Accuracy, and Consistency

The assessment system itself is evaluated by a wide range of. In addition to IRTE reviewers, the assessment system is reviewed by the university committee preparing for SACS accreditation. Candidates have opportunity to provide input via the course evaluations and the [Exit Survey](#). Faculty members provide feedback during departmental meetings and monthly *Shaping the Future* meetings. Representatives from the SEC, partner schools, other colleges and educational institutes, candidates, graduates, mentors, and faculty members participate in partners' meetings twice yearly specifically the review, evaluate, and provide feedback on all unit activities.

The unit ensures fairness, accuracy, and consistency of assessment procedures by having an array of methods in the decision making process at each checkpoint throughout initial and advanced programs and by having multiple sources that assess the same criteria (triangulating data sources). As it is presented in the [Unit Assessment Chart](#) for each program level, data are collected from numerous sources, and decisions about candidate's progress are determined by faculty members who monitor candidate's growth over time.

Faculty members are trained in how to use the [E-Folio rubric](#). During training sessions, faculty members have opportunities to practice rating samples of candidate work to see how closely they determine a particular score. The faculty members then compare and discuss where gaps may be and try to come to an agreement.

Some of the instruments are assessed by multiple individuals. For example, [CPA](#), [PPI](#), and [PDI](#) are assessed by three individuals. At the beginning of clinical practice, mentor teachers and college supervisors meet for orientation to go over all the instruments that will be used to evaluate the candidates. Each observational instrument and the items for rating are carefully reviewed and discussed. The [CPA](#), [PPI](#), and [PDI](#) are used to observe candidates' performances by their mentor teachers and college supervisors at least twice during the clinical practice. This is another way to help to ensure fair, accurate, and consistent evaluations. In addition, candidates themselves are asked to use those three instruments for self-evaluation. All three data sets are later gathered and analyzed.

Managing and Improving Operations and Programs

Programs

The unit is committed to examining how to improve operations and programs. First, at a course level, each instructor reviews and examines the results of learning outcome measures that are collected (available onsite, Exhibit 2.5). At the program level, the coordinator and faculty members meet and review candidates' performances at each checkpoint and the results of the identified unit learning outcomes at appropriate courses in the program. At the unit level, the

dean, associate deans, department heads, and program coordinators to review and reflect on overall candidate performances by programs and discuss ways to improve the programs.

Beginning Fall 2010, a summary of data by programs will be presented at *Shaping the Future* faculty meetings so that the unit faculty will be able to see the overall results across programs and levels in order to participate in the discussion and provide input for improvement. The same presentation will be made at the next Education Partners Committee meeting to inform the unit’s stakeholders the candidate performances and welcome their feedback to improve the operations and programs of the unit.

Operations

All unit operations managers also file an annual report; for example, building management, facilities management, centers (such as CEDR and the Early Childhood Center), and the Resource Library. These reports are reviewed in the Department Heads and Coordinators meetings and by all staff in the *Shaping the Future* meeting, and summaries are presented in the Education Partners Meeting. Any changes that need to be made to ensure that operations support the conceptual framework and unit performance are reflected in the annual Action Plan.

2b. Data Collection, Analysis, and Evaluation

The unit assessment system utilizes multiple data sources that are systematically summarized and analyzed to improve program quality. Tables 2.4 and 2.5 summarize data collection, analysis, and evaluation process for all programs (also see [Data Flow](#) and [Applying Data](#) for graphical representations of the process). All current data and their analyses may be viewed onsite.

Data Collection, Analysis, and Evaluation Related to Candidates

Table 2.4 provides an overview of exactly where, by whom, and when data related to candidate knowledge and skills are collected, analyzed, and evaluated. Each coordinator keeps the data related to the candidates in the program or programs overseen by that coordinator; and the Data Management Coordinator and Associate Dean of Academic Affairs keep a complete set of data.

Table 2.4
Data Collection, Analysis, and Evaluation for the B.Ed. and Diploma Programs

Initial Programs			
Data	Collected by Whom	Analyzed by Whom	When
Education GPA	SCIS	Adviser	Checkpoint 1
EDUC 310 Grade (B.Ed.)	SCIS	Adviser	Checkpoint 1
EDUC 312 Grade (B.Ed.)	SCIS	Adviser	Checkpoint 1
EDUC 315 Grade (B.Ed.)	SCIS	Adviser	Checkpoint 1
EDUC 500 Grade (Dip.)	SCIS	Adviser	Checkpoint 1
EDUC 502 Grade (Dip.)	SCIS	Adviser	Checkpoint 1
EDUC 503 Grade (Dip.)	SCIS	Adviser	Checkpoint 1
Philosophy Rubric	EDUC 310 Faculty	Program Co.	Checkpoint 1
PDI Self-Assessment	EDUC 312 Faculty	Program Co.	Checkpoint 1
Diversity Questionnaire	EDUC 315 Faculty	Program Co.	Checkpoint 1
Education GPA	SCIS	Adviser	Checkpoint 2
E-Folio Rubric	Data Management Co.	Program Co.	Checkpoint 2

PDI Self-Assessment	Adviser	Program Co.	Checkpoint 2
Education GPA	SCIS	Adviser	Checkpoint 3
E-Folio Rubric	Data Management Co.	Program Co.	Checkpoint 3
CPA	Data Management Co.	Program Co.	Checkpoint 3
PDI	Data Management Co.	Program Co.	Checkpoint 3
PPI	Field Experience Co.	Program Co.	Checkpoint 3
Diversity Questionnaire	Field Experience Co.	Program Co.	Checkpoint 3
Exit Survey	Field Experience Co.	Program Co.	Checkpoint 3
Post Graduation Survey	Associate Dean for Student Affairs	Associate Dean for Student Affairs	Checkpoint 4

* SCIS = QU Student Computing Information Services; Co. = Coordinator

Table 2.5
Data Collection, Analysis, and Evaluation for Masters Level Programs

Advanced Programs			
Data	Collected by Whom	Analyzed by Whom	When
GPA	SCIS	Adviser	Checkpoint 1
E-Folio Rubric	Data Management Co.	Program Co.	Checkpoint 1
Diversity Questionnaire	EDEL 605 Faculty	Program Co.	Checkpoint 1
Diversity Questionnaire	SPED 601 Faculty	Adviser	Checkpoint 1
GPA	SCIS	Adviser	Checkpoint 2
Comprehensive Exam (M.Ed.)	Program Co.	Program Co.	Checkpoint 2
GPA	SCIS	Adviser	Checkpoint 3
E-Folio Rubric	Data Management Co.	Program Co.	Checkpoint 3
Exit Survey	Program Co.	Program Co.	Checkpoint 3
Diversity Questionnaire	Program Co.	Program Co.	Checkpoint 3
Post Graduation Survey	Associate Dean for Student Affairs	Associate Dean for Student Affairs	Checkpoint 4

*SCIS = QU Student Computing Informational Services (SCIS); Co. = Coordinator

Various platforms of informational technologies are used to maintain data within the unit, including Blackboard™ at a course level by individual instructors and Access, Excel, and TaskStream™ at the unit level, managed by the data management coordinator. The university adopted the Banner Student Records System™ in Fall 2007, and the College of Education joined the university efforts for online admission process in Fall 2008. Samples of data at the point of admission to the university are available onsite. (Exhibit 2.6). For example, at the unit level, the data management coordinator enters data collected from applicants at admission to the teacher education program, including GPA, grades in the prerequisite courses, and scores on philosophy rubric, PDI, and Diversity Questionnaire (available onsite, Exhibit 2.7). As candidates progress through the program, their performances are evaluated regularly in various courses, including projects, in-class presentations, lesson plan construction, and tests (candidate work samples available onsite, Exhibit 2.8).

During their clinical practice, data collected on candidates' knowledge, skills, and dispositions are evaluated in K-12 settings by college supervisors and mentor teachers. These reports are available onsite (Exhibit 2.9). Data is also gathered from candidates' self-assessments on CPA,

PPI, and DPI. These surveys and individual student data are available onsite (Exhibits 2.10 - 2.13). The data management coordinator also aggregates the ratings on E-Folio rubrics by program and checkpoint for both initial and advanced candidates (Exhibits 2.14-2.18).

As Qatar University began discussion on SACS, a number of web-based data management tools were explored, and some had features for creating and maintaining electronic portfolios, such as TaskStream™, Weave Online™, TK 20™, and a locally developed program by a group of faculty and staff in the Computer Sciences Program in the College of Engineering. After several months of reviewing and testing these products, the university adopted the system that was developed by the College of Engineering. Unfortunately, the tool did not include a portfolio feature, and the College of Education had to return to reconsider what was suitable for the unit. The current university online learning tool, Blackboard V9™, did not provide necessary mechanism for what the unit envisioned as assessing candidates' mastery of their unit learning outcomes. Finally, the unit revisited the features on TaskStream™ and decided to adopt it for the unit assessment purposes because it included tools to construct customized portfolio unique to the unit.

The unit only offers its programs on the main campus of Qatar University and does not operate off-campus, distance learning or alternate route programs.

Applicants who have complains about the admission requirements to a program or candidates with issues with program requirements will be advised to write and appeal letter to Associate Dean for Student Affairs. Appeal letters and their resolutions will be kept on file in the office of Associate Dean for Student Affairs. These files will be reviewed by the Teacher Education Council to ensure consistency in implementing the unit policies. The unit will implement this process beginning Fall 2010 (see [Student Services Overview](#)).

Data Collection, Analysis, and Evaluation Related to Programs

Each coordinator is responsible for preparing a report each semester that brings together all data and analyses for that program. As previously mentioned, these data sources include, but may not be limited to, course grades; SACS objective mastery; CPA, PPI, PDI, and Diversity Survey data; Exit and Post-Graduation Survey data, [syllabus checklist](#); candidate E-Folios; course evaluations; and application and retention figures.

Data Collection, Analysis, and Evaluation Related to the Unit

As Tables 2.4 and 2.5 show, various people have the responsibility for collecting and analyzing different data sources. Ultimately, the dean and the associate deans – working closely with the program coordinators and data management coordinator, have the responsibility of bringing all the reports together for unit assessment and reporting.

2c. Use of Data for Program Improvement

Use of Candidate Data

Candidate data are collected at various transition points as presented earlier and analyzed regularly. They are first reviewed by the faculty and the coordinator of given program. Program coordinators regularly review candidate GPAs and scores on various ratings, including those instruments that are utilized during clinical experiences (e.g., [DPI](#), [PPI](#), [CPA](#)). As such data are

reviewed and examined, the program faculty and coordinator are able to identify areas of weaknesses in the program or how and what should be changed to improve at the program level. Program coordinators are expected to share a summary of their review and any plans for improvements at the meeting with deans, associate deans, department heads, and program coordinators.

As for clinical experiences, the unit values input from mentor teachers in K-12 settings in addition to college supervisors. Near the end of each clinical experience semester, mentors and college supervisors will be evaluated by survey by the candidates (rating mentors and supervisors), by mentors (rating supervisors), and by supervisors (rating mentors). The program coordinators will individually and confidentially share the results with college supervisors as a tool for reflection.

A summary of various candidate data collected will be shared with the Education Partners Committee meetings twice a year for their input and discussions for improvement. It is important to involve the stakeholders as the unit tries to meet the supply and demand of current educator pool (see [Data Flow](#)).

Each faculty adviser has an access to his/her candidates' grades and other evaluation tools throughout the transition points. At the end of each semester, each program coordinator calls a meeting with the program faculty to review the assessment results of the unit learning outcomes and a summary of candidate performance at various checkpoints.

Faculty are also responsible for submitting scores for pre-identified unit learning outcomes at a course level that are reviewed collectively by each program at the end of each semester for program improvement and a report to the Director of Academic Programs and Learning Outcomes Assessment for the university.

The unit assessment system provides multiple opportunities for candidates to reflect on their own performances. A set of requirements at each checkpoint forces each candidate to review and reflect on his/her own performance level prior to entering the next phase. In their coursework, candidates receive feedback from their instructors on their assignments and exams. During their clinical practice, both mentor teachers and college supervisors share results of ratings on CPA, PPI, and DPI with candidates. Candidates are encouraged to reflect on ratings they received to improve their future performance of their knowledge, skills, and disposition. Candidates are not only rated by their mentor teachers and college supervisors, they are also given opportunities to rate themselves using the same observational instruments for comparison.

The unit believes in modeling reflective practices by using collected data for reviewing and making sound decisions for making improvements. Assessment of candidates is ongoing throughout the year, and it is critical for faculty to be aware of their performances in order to reflect on the efficacy of our courses for preparing competent candidates. In addition, reviewing candidates' scores on instruments during their clinical practices in K-12 settings, such as PDI, CPA, and PPI, help them locate any possible gaps in knowledge and skills or to improve the teaching and learning in college classrooms.

Use of Program Data

Program data are used to reflect on the quality of the program, the quality of its graduates, the degree to which the program is meeting its stated objectives, and the degree to which it supports the unit conceptual framework, the vision and mission of the university, and the goals and needs of Qatari society. If minor weaknesses or areas needing change or improvement are noted, the coordinators and their staff may make these changes within the programs. For example, a recent review of syllabi noted that they differed significantly in the elements they contained and in the format. Program coordinators decided on a common format, and all syllabi are being reviewed to fit that format. If, however, the changes are significant, the coordinator will introduce the prospective changes in a departmental meeting. If they are approved, then they will be reviewed at the Heads of Department and Coordinators Meeting and the Education Partners meeting, and finally to the University Board. For example, during the first year of the M.Ed. MEL, candidate feedback indicated that the field-based hours for two courses prior to the internship were an unreasonable hardship on students. Going through this process, the hours required in the two courses were aligned better to the tasks and goals of that experience, while reducing the load for candidates.

Use of Unit Data

An example of the use of unit data resulted in a significant reorganization of unit programs. In 2007, the unit operated three diploma programs and one master's program. The diploma programs required a serious review in many aspects. At that time there were Early Childhood, Special Education and Primary Education programs, and the Primary Education Program was operated in collaboration with Texas A & M University. It was a three-year contract with a one-year extension. In this program, Texas A & M University sent a few faculty members to Doha for two months at a time to co-teach program courses with faculty from College of Education.

During this period, the three diploma programs at the time were functioning completely independently from each other. For example, each program had its own admission criteria (i.e., GPA, TOEFL requirement, one required courses in computer skills, English for Teachers as prerequisites), each had different field and internship credit hours, and each varied in the total credit hours necessary to complete the program. For example, the total credit hours required to complete the diploma programs in Early Childhood, Special Education, and Primary Education were 29, 27, and 30, respectively.

In addition, all three programs seemed to offer courses that were similar in content (i.e., Educational Psychology, Human Growth), each course was independently taught just for that program. It was more program-focused rather than the unit as a whole. Having no consistencies in requirements across the programs presented serious problems as the unit was going to develop an assessment system that would have alignment across programs at each level. Since the contract with Texas A & M was going to end at the end of Spring 2009 and the College of Education was going to take over the program and the fact that the new Diploma Program in Secondary Education was going to be added in Fall 2008, the decision was made to review and revise all diploma programs in early 2008 in preparation for Fall 2009.

In order to develop a coherent candidate assessment system for all diploma programs, the unit made significant changes to streamline the diploma program requirements, including admission

criteria, total credit hours, core education courses to be taken by candidates across the programs rather than separated by departments, and instruments to be used by candidates and for data collection during field experience and clinical practice. Significant revisions to all diploma programs were necessary in order for the unit to develop a coherent and consistent assessment system where data are aggregated and disaggregated for evaluation purposes. The original document explaining curriculum changes submitted to the Vice President of Academic Affairs in May 2008 is available onsite.

Although most programs are new and data-collection and analysis is in the beginning stages, the unit has both a process and a history for data-driven decision making. For example, data related to educational needs in Qatar determined what programs the unit would initiate and help structure the program. All new programs were based upon research to determine whether there were interested and qualified potential applicants (see Program Master Plans onsite, Exhibit 2.10). The choice to limit the B.Ed. program to males was based on university demographics and identified (prioritized) needs in Independent Schools. More importantly, a [process](#) has been established within the unit so that findings from data will be used to inform future decisions.

During the Education Partners Committee meeting twice a year, a summary of all data analyzes will be presented to the unit's stakeholders, beginning at the meeting in Fall 2010. The stakeholders will have opportunities to provide feedback, and any plans for improvement will be discussed.

Summary: Standard 2

The unit, with the involvement of its professional community, regularly evaluated the capacity and effectiveness of its assessment system, which reflects the conceptual framework and incorporates candidate proficiencies outlined in professional and state standards. The unit has in place a system for regularly examining the validity and utility of the data produced through assessments and makes modifications to keep abreast of changes in assessment technology and in professional standards. Decisions about candidate performance are based on multiple assessments made at multiple points before program completion and in practice after completion of programs. Data show a strong relationship of performance assessments to candidate success throughout their programs and later in classrooms or schools. Although many of the programs are new and data are emerging, faculty members are collecting and analyzing data for scholarship and reflection purposes. A strength of the unit is the extensive involvement of a broad range of faculty members and other stakeholders in developing and reviewing the unit assessment system.

Standard 3: Field Experiences and Clinical Practice

3a. Collaboration between Unit and School Partners

The unit's partners in the design, delivery, and evaluation of field and clinical experience Education partners include administrators and teachers from our partner schools, faculty from other colleges on campus that help prepare the candidates, former students, professionals from the Ministry of Education and the SEC, and all members of the faculty of the College of Education. Table 3.1 provides an overview of the partners in the field experiences of our

candidates and describes their roles in the design, delivery, and evaluation of the unit's field experiences.

Table 3.1
Field Experience Partners and Their Roles

Partner	Design	Delivery	Evaluation
Education Partners Committee	Feedback on documents during twice-yearly meetings		Summary of data analysis sent to partners for reflection and feedback.
Mentor teachers	Input collected following each semester of student teaching/internship	In-school mentors for QU candidates	Post-internship gathering to review process and documents.
College supervisors	Committee members representing all programs Sub-groups responsible for draft documents (e.g., Handbooks and evaluation forms)	Assigned faculty members monitor candidate's progress Collaborate with mentor teachers Confer multiple times with candidate and mentor teacher	Meet bi-weekly during ST/Internship semester to report on status of candidates Meet at the end of the ST/Internship semester to review all processes and products with intention to modify any part of the program deemed necessary for the improvement of the candidates' experiences.
Other college faculty	Review drafts of documents and suggest modifications during monthly Shaping-the-Future meetings.		Review documents at full-college meetings (Shaping the Future)

The process of placing candidates for their field experiences, student teaching experiences, and internships differs according to program, but in each program our school partners and SEC partners are crucial to the process. In the B.Ed. program, diploma programs, and for the M.Ed. SPED candidates, the coordinators work with school or institute administrators to select exemplary mentor teachers for the candidates. Principals are aware of the [qualifications](#) for mentor teachers, and potential mentors must apply before they are selected for placement. A [letter](#) is sent to the principal of each school where a placement will be made to document the placement.

The unit's closest partners for the entire internship process are the school administrators and mentors. The agreement to host the interns is tri-directional with benefits for intern,

administrator, and the QU College of Education. Communications between the internship coordinator and the administrator regarding the placement and the progress of the intern are held regularly throughout the semester. The discussions are then relayed to the program coordinator – and the supervisor if needed.

For early field experiences in the M.Ed. EL program, candidates research potential placements that mirror as closely as possible their career goals and then apply for the specific placement using the Internship Placement Form. The coordinator and faculty members are also in communication with partners to identify the best placements for candidates. The directors of the SEC's Leadership Training suggest exemplary leaders to shadow and potential internship possibilities. In consultation with the candidate, the coordinator suggests potential matches for field experience and internship. It is the responsibility of the candidate to contact the administration of the school or education center, meet and talk with the administrator to see if this is a good match, and then to request the placement using the [Internship Placement Form](#). After the program coordinator approves the placement, the candidate sets up a meeting that the candidate, the approved mentor, and the candidate's adviser attend to ensure that all participants are aware of the roles and responsibilities of all parties.

In 2006 the unit submitted a proposal to operate one of the Independent Schools. The SEC approved the proposal and signed with the unit a 5-year contract. The main purpose of this action was to support the reform, to establish new school model and to know more about the reform and enable the faculty to come up with new knowledge and ideas to support the teachers and schools and also to use these knowledge to develop the unit courses and programs. As of Fall, 2010, the unit decided to go to a more traditional model of professional development school partnerships. A [proposal](#) is currently in the final stages of approval and will be used to formalize professional development relationships with additional schools in the 2010-2011 academic year.

Part of the agreement with schools is that there will be a bi-directional sharing of professional development. Interns and student teachers are expected to be included in all professional development offered to other educators at the schools. QU faculty are also expected to provide a set amount of professional development to the schools to enrich the educators in the field. This agreement is formalized in the [Professional Development School proposed agreement](#). The unit also invites school staff to participate in conferences hosted by the unit, such as the [Annual Action Research Conference](#).

3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

The field experiences and clinical practice for all programs follows an emergent model (LaCost, 1987), in which candidates gradually assume full responsibility in an authentic content. Beginning in their core courses, candidates are expected to observe, reflect, interact, plan, teach, assess, and finally to practice full participation and leadership in the educational environment. Table 3.2 provides an overview of the kind and extent of field and clinical experiences candidates have in each program.

Table 3.2
Field Experiences and Clinical Practice by Program

Program	<u>Field Experiences</u> (During coursework; before ST/Internship)	Student Teaching/Internship	Total Hours
BEd Primary (undergra- duate)	<ul style="list-style-type: none"> • Observes instructional and learning strategies • Observes teacher as collaborator • Identifies individual differences among students • Assists students under the guidance of the classroom teacher 	Internship: 10-week minimum with mentor in the classroom (300 hours) + Orientation (20 hours) + Seminar (20 Hours) (B.Ed. Student Teaching Handbook : pp. 6-9)	340 hours
Diploma (graduate, non- degree)	<ul style="list-style-type: none"> • Observes instructional and learning strategies • Observes teacher as collaborator • Identifies individual differences among students • Assists students under the guidance of the classroom teacher Total Hours 40 	Internship: 10-week minimum with mentor in the classroom (300 hours) + Orientation (20 hours) + Seminar (20 Hours) (Diploma Internship Handbook : pp. 6-9) Total Hours 340	340 hours
M.Ed./ SPED (graduate)	<ul style="list-style-type: none"> • Observes SPED students & teachers • Identifies instructional and learning strategies • Observes SPED teacher and general ed. teacher • Observes IEP team meetings 	Internship: Interns are placed at a center for students w/special needs or at a school organized to accommodate students w/special needs. Description of experiences found in the SPED Field Visit document .	400 hours
M.Ed./EL (graduate)	<ul style="list-style-type: none"> • EDEL 608, Issues in Educational Leadership – 25 hours observing in schools, making a potential professional development plan for a teacher • EDEL 609, Action Research – Make a PD plan, work with a teacher to carry it out, and evaluate progress; Design, conduct, and report an action research project (M.ED. EL Internship Handbook) 	Internship: The intern creates an Internship Plan that will allow the candidate to demonstrate all standards, conducts and reports on the plan (M.ED. EL Internship Handbook) For details of differentiation to accommodate candidates' specific situations, see the (M.ED. EL Internship Handbook), pages 57-59.	400 hours

The proficiencies for unit programs derive directly from the conceptual framework and are specified in learning outcomes and are aligned with national standards. Having thus conceptually prepared our programs to meet standards and support the conceptual framework, faculty met and designed a [matrix](#) for each program that mapped the standards (unit learning outcomes and national professional standards) to specific assignments that would assess candidate mastery of that standard. We then checked the syllabi for the courses identified for these assignments to ensure that the assignment was appropriate to assess the targeted knowledge, skills, and/or disposition and would be assessed in the course.

It is then the candidate's responsibility to select and post representative work on the candidate's E-Folio (on TaskStream™) to demonstrate mastery of the unit's learning outcomes and to reflect on how they represent mastery. Advisers discuss these contributions with the candidates over the last two semesters to give feedback, and a final assessment is made at the end of the candidate's student teaching or internship. Individual and summative reports may be generated by TaskStream™ to give evidence on candidate mastery of knowledge and skills.

In addition, the Classroom Performance Assessment ([CPA](#)), Professional Dispositions Indicators ([PDI](#)), and Professional Practice Indicators ([PPI](#)) are administered to all B.Ed. and Diploma students at the second and third checkpoints to (three times over the course of their programs), to collect data in these areas. Knowledge, skills, and attitudes related to diversity are evaluated by the Diversity Questionnaire twice over the course of their programs. The multiple administrations allow us to measure growth and development of candidates over time. Masters students do not take the CPA, PDI, or PPI, but they take the Diversity Questionnaire and, in the case of the EL candidates, do self-assessments on the national standards (correlated to [NCATE/ELCC](#)).

At the end of each semester of Student Teaching/Internship, a committee specifically reviews both the experiences and the handbook to ascertain that both continue to maximize the candidates' experience. Future meetings will include representatives of the mentor teachers' group and former students of the program who have completed their student teaching/internship. The [Post-Graduation Survey](#) is also administered after the QU graduate has been in the field for a year to collect their perspectives on how well they were prepared.

Technology is one of the proficiencies derived from the Conceptual Framework, and thus is included on the unit matrix. Candidates have specific assignments in their courses that require the instructional use of technology, and candidates are responsible for posting an example and reflection to the E-Folios. TaskStream™ can generate individual, program, and overall summaries of candidate scores on that item.

There is not a specific assessment of candidates after they enter the program of their instructional use of ICT; something that the unit may want to strengthen. The instructional use of technology is, however, specifically addressed in both the [CF](#) and the [QNPS](#), and evaluation items are included in the class observation form and in the Classroom Performance Assessment ([CPA](#)), which is used for all B.Ed. and diploma candidates. These data may want to be tracked to provide more insight regarding candidate proficiency with instructional ICT.

The instructional use of ICT is, however, addressed in courses in all programs. The B.Ed. program also has a course that specifically focuses on the instructional use of technology ([EDUC 314](#), Technology for Children) as does the Diploma in Secondary Education Program in all Methods II courses. The M.Ed./EL program has a course focused on leadership issues in technology (EDEL 602, Management of School Information Systems). The M.Ed./SPED program has assistive and instructional technology integrated throughout its program.

Only the mentor teachers or mentor leaders are school-based. After selection, each mentor is visited by the person who coordinates the placement of candidates. The unit hosts orientation sessions for masters level mentors and for diploma level mentors each semester in which there is a field-based course. Feedback from mentors and candidates suggested that more support was needed, so a new training for mentor teachers is being designed that will introduce them to other mentors, to COE faculty and supervisors, and to the materials available to support the candidates. An introductory training and an end-of-term review and appreciation meeting is planned for the next student teaching/internship cycle. College supervisors are required to visit and observe their candidates in the B.Ed. and Diploma programs at least five (5) times during the semester and to document their observations. Supervisors also meet weekly with candidates to discuss candidates' progress and collect new information. At the end of a candidate's clinical experience, the candidate rates the college supervisor and mentor teachers in surveys provided in the field experience handbooks. The data from these surveys keeps the coordinators informed of the degree of support provided to candidates by clinical faculty. The surveys were developed during Spring 2010, and will be used with the Fall 2010 interns.

M.Ed. EL and M.Ed. SPED faculty members visit candidates onsite one-to-two times per semester, hold weekly online discussions, and monthly on-campus seminars. For roles and responsibilities of each member of the student teaching/internship see the [B.Ed. Student Teaching Handbook](#), p.13; [Diploma Program Internship Handbook](#), pp. 13-16; [M.ED. EL Internship Handbook](#), pp.15-16; [M.ED. SPED Internship Handbook](#) p.3). [Course evaluations](#) and [Exit Surveys](#) indicate that candidates' perceptions of the support they receive are positive. As Figure 3.1 shows, the departments of the unit and the unit itself compare favorably to university averages.

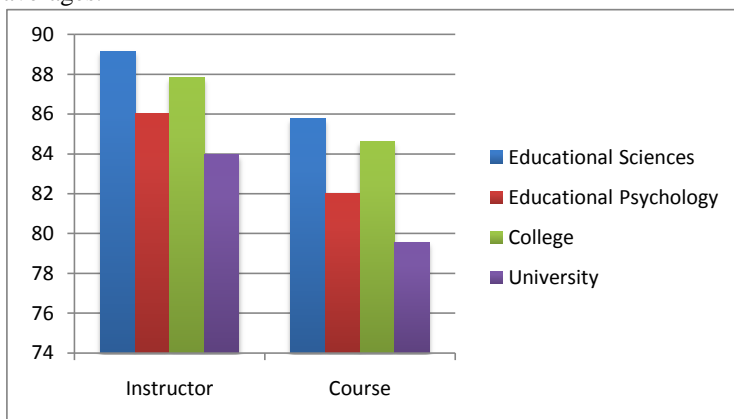


Figure 3.1. Mean scores on student evaluations, Fall 2009.

Analysis of data and current research are central to the M.Ed. EL program, as candidates are expected to be leaders able to make data-informed decisions. Almost every course requires students to read and understand educational research and to gather, analyze, and apply data. Table 3.3 describes example assignments in the courses.

Table 3.3
Masters of Education, Educational Leadership Course Assignments Requiring Data Analysis

Course	Assignment	Brief Description
EDEL 601	School Management Plan	Develop a plan for managing the organization and operations of a school or educational organization that would support a safe, efficient, and effective learning environment; present using technology.
EDEL 602	Classroom Action Plan	Analyze student achievement data and develop a report that includes the analysis along with specific strategies for improving instructional practices based on the data.
EDEL 602	Institutional Technology Plan	Analyze a school profile and prepare a written technology plan that is consistent with and supports the institutional vision.
EDEL 602	School Portfolio and Action Plan	Analyze school data and develop an appropriate action plan for improving school-wide curriculum and instruction.
EDEL 603	Presentation of Policy Issue	Prepare a paper on an educational policy issue in Qatar that includes background of the problem, concrete data on Qatar, literature review of attempts to solve the problem.
EDEL 605	Cultural Climate Analysis	Administer a cultural climate instrument (provided online) to a classroom of students and analyze the results. Prepare a report on results and reflection on those results.
EDEL 605	Teaching Analysis	Identify or design three different instruments for collecting data during classroom observations. Collect and analyze data; report includes reflections on findings.
EDUC 606	Jigsaw Report	Read and analyze research report you have been assigned with your group. Groups are reshuffled so that you will be the only “expert” to interpret the study for the new group.
EDUC 606	Case History Report	Review a case history of a school problem involving equity; prepare a written analysis. This assignment will require an in-depth analysis of the data and findings.
EDEL	Action Research	Design and conduct and pilot action research project;

607	Project	prepare and present a report.
EDEL 609	Professional Development Action Plan	Select a teacher with whom to work; gather data related to professions development needs, and design a professional development plan for the teacher. Supervise teacher to complete the plan and gather and analyze data related issues. Prepare and present your findings.
EDEL 609	Action Research	Plan and conduct an action research project; present findings, using technology.

Selection and Evaluation of School-Based Faculty

B.Ed. /Diploma

Supervising Teacher (for candidates who need an internship placement). A supervising teacher is the classroom teacher who has agreed to share their learners and time in order for the teacher candidate to have as nearly a realistic teaching situation as possible. Principals must recommend a teacher to be a mentor, using a provided list of [qualifications](#), identifying those teachers who have demonstrated skills in teaching, supervisory knowledge and a desire to be a part of the teacher preparation process. The recommended teacher must then make a request for the assignment and be approved by the coordinator of the program.

M.ED. EL

The mentor is generally referred by the candidate to the program coordinator and must be able to support the intern throughout the individualized plan that the intern develops. In preparation for the task, the role and responsibilities are discussed ([M.ED. EL Handbook](#), p. 15) and the mentor must sign an agreement to support the intern ([M.ED. EL Handbook](#), pp. 29, 51) Another requirements is that the mentor complete a program feedback form that is then reviewed by the program coordinator and the program faculty ([M.ED. EL Handbook](#), pp. 36, 45-49).

M.ED. SPED

The supervising teachers credential/background must match the licensure area for which the candidate is preparing. [M.ED. SPED Handbook](#), p.3. Mentor Teacher (for candidates who already teach in an appropriate setting in school) A mentor teacher is the special education teacher who has agreed to mentor the candidate. This teacher has completed at least three years of successful teaching. The mentor teacher has been recommended by the school principal and has been requested for the assignment because of demonstrated skills in teaching, supervisory knowledge and a desire to be a part of the teacher preparation process.

The supervising teachers credential/background must match the licensure area for which the candidate is preparing. [M.ED. SPED Handbook](#), p.3. Mentor Teacher (for candidates who already teach in an appropriate setting in school). A mentor teacher is the special education teacher who has agreed to mentor the candidate. This teacher has completed at least three years of successful teaching. The mentor teacher has been recommended by the school principal and

has been requested for the assignment because of demonstrated skills in teaching, supervisory knowledge and a desire to be a part of the teacher preparation process.

3c. Candidates’ Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

Although low enrollment is currently the most significant challenge for the unit, it enables the unit to support each candidate fully. At present, all programs have a 94-100% successful completion rate for clinical experience (Table 3.4).

Table 3.4
Number of Eligible Candidates for Clinical Experience and Completion Percentages

	BEd	Diploma	M.ED. EL	M.ED. SPED
Eligible	New program; no one eligible at this time	25 at end of spring semester	Average of three cohorts: 12 eligible per year	First cohort eligible fall semester, 2009: 6 candidates
Complete	N/A	94% to 100% (1 in each of 2 cycles did not complete internship)	100% complete	First cohort finishing spring semester, 2010: 100%

Roles of Candidates, College Supervisors, and Mentors in Assessing Candidate Performance

Candidates in B.Ed. and Diploma

Candidates in the B.Ed. and Diploma programs are active participants in self-assessment during their clinical experiences. Each lesson plan that they develop is submitted to the mentor and supervisor for review, and the candidate’s input is highly valued in the discussion related to evaluating the lesson. After teaching the lesson, the candidate is required to complete a review, identifying strengths, weaknesses, and areas for improvement. After every observation by the mentor teacher or the college supervisor, the candidate is expected to join into a reflective discussion of the lesson. The candidate also completes a self-assessment using the [CPA](#), [PPI](#), and [PDI](#) instruments at the midpoint and end of his/her clinical experience.

Mentor Teachers in B.Ed. and Diploma

Mentor teachers review and track the development of each lesson plan the candidate writes and discusses them with the candidate before and after teaching. The mentor also confers with candidate after every formal observation, completes [CPA](#), [PPI](#), and [PDI](#) instruments at the midpoint and end of the clinical experience, and confers with the candidate and supervisor at the midpoint and final evaluations.

College Supervisors for B.Ed. and Diploma

The college supervisor also reviews and tracks the development of lesson plans and of assignments ([Diploma Internship Handbook](#), page 21). The supervisor confers with the candidate after every formal observation (minimum of 5 times during semester), completes evaluation

forms for midpoint and final evaluations ([CPA](#), [PPI](#), and [PDI](#)), meets weekly with other supervisors and the program coordinator to discuss progress, and confers with the candidate and the mentor at the midpoint and final evaluations.

Masters Level Candidates

Masters level candidates design their own final projects, with feedback and approval from the program coordinators. They self-evaluated as part of that final project, and meet periodically with college supervisor and peers to review progress.

Mentors at the Masters Level

Mentors at the Masters level turn in a Mentor's Report at the end of each field experience and internship (see program handbooks for this report). In each field experience and internship, candidates must complete projects and must have the mentor's approval before conducting these project. Mentors also are engaged periodically throughout the semester by the coordinator to discuss candidate progress.

College Supervisors at the Masters Level

The college supervisors in the Masters level programs are the program coordinators. They review all plans with the candidates and mentors, provide feedback, and give final approval before the projects may be implemented. Over the course of the semester, they meet periodically with candidates to review progress, and assess the final report.

Reflection and Feedback

Feedback and reflection are encouraged throughout the programs, but especially during the field and clinical experiences. The programs specifically plan processes through which a candidate has time for reflecting and receives feedback from peers and supervisors.

Peers

Every week candidates meet in a seminar that encourages discussions and feedback on experiences during student teaching/internship. The first semester's group of diploma interns met in a single, mixed-language group. After input from students and the two faculty members sharing the responsibility for the seminar, a decision was made by the coordinator to separate the large group into two smaller groups—one with all candidates from the Arabic-speaking tracks, and the other with all students in the English-speaking track. Digital communication is also available through e-mail and Blackboard 9. The graduate cohorts have peer collaboration groups meet bi-monthly to discuss issues and ongoing online exchanges among peers.

College Supervisors

The unit does not at this time have clinical faculty designated as such; however, college supervisors serve the roles that are traditionally served by clinical faculty. Supervisors are available following each observation to sit with the candidate and discuss the lesson just presented. In preparation for the midpoint and final evaluations, supervisors meet with candidates to further discuss any relevant issues and give ongoing feedback to web based reflections.

Helping All Students Learn

Candidates are expected to have the knowledge and dispositions to help all students learn prior to entering their field experiences and clinical practice as demonstrated in class assignments and on the [Diversity Questionnaire](#), the [PDI](#), and the [CPA](#). During field experience and clinical practice, candidates are expected to demonstrate proficiency in applying this knowledge and these skills and to interact with students in staff in such a way as to demonstrate the dispositions of equity. In initial certification and advanced programs (the B.Ed., the Diplomas, and the M.Ed. SPED), candidates must develop [lesson plans](#) that include modifications for student with special needs. The [observation form](#) used by mentors and supervisors during teaching specifically asks whether the lesson is directed at the developmental levels of the students. The candidate also completes the [Diversity Questionnaire](#) early and late in the program (Checkpoints 1 and 3) to provide assessment of growth. The candidate, the mentor, and the supervisor complete the PDI and CPA, both of which contain items related to a candidate's abilities to teach all students, twice over the course of the clinical experience, giving multiple perspectives and providing insight into growth over the course of the clinical experience. (That data is provided in the Standard 4 discussion).

Masters Programs

At the Masters level, candidates also prepare lesson plans that require modifications for students with special needs. The M.Ed. EL candidates do so in their curriculum course ([EDEL 605](#)) and the M.Ed. SPED candidates do so throughout their programs. M.Ed. SPED candidates also prepare Individualized Education Plans (IEPs) for students during course work, field experience, and clinical practice. The final projects in both programs require the candidates to reflect on how they supported the learning of all students. The Masters students also complete the [Diversity Questionnaire](#) at Checkpoints 1 and 3.

Collecting and Analyzing Data on Student Learning

B.Ed. and diploma candidates are assessed on how they assess and reflect on student assessment in [classroom observations](#) and the [CPA](#). All lessons require a planned assessment (Lesson Template), and a reflection that includes what the candidate learned from the lesson, including the assessment. During the discussions following the lesson with the candidate and the mentor and/or supervisor, the candidates must be prepared to discuss what data they have on student learning and what this means. In addition, the candidate, the mentor, and the supervisor rate the ability of the candidate multiple times on the following criteria. The ratings are discussed with the candidate for more effective feedback.

- 7.1 Monitors students closely during the lessons.
- 7.2 Plans and aligns valid and reliable assessments, including ICT-based assessments, with school policies (and IEP, if appropriate).
- 7.3 Assesses and reports students' learning using methods in line with school policies.
- 7.4 Provides clear, accurate, and concise feedback to students on the outcomes of assessment.
- 7.5 Reviews assessments for continued appropriateness.

M.Ed. EL students are required to collect and analyze data on student learning extensively in their courses and field experiences prior to the internship. For example, in EDEL 602, candidates are required collect and use student scores to do a test analysis and make curricular choices based

on that analysis; identify a school-wide problem, collect data, identify and apply a potential solution and collect and analyze new data to evaluate the action. In EDUC 605, candidates in M.Ed. EL and M.Ed.SPED conduct an action research project in which they collect and analyze data specifically for the purpose of school improvement. Most students also do so in the final internship, but it is not required. Assessing student progress is essential in all M.ED. SPED field hours and also an integral part of their final internship experience ([SPED 610](#)).

Ensuring Experience with Diversity in Clinical Practice

In ministry, independent, and many private schools, boys are separated from girls at all grade levels except kindergarten, and women do not teach in boys schools above the primary level. Men do not teach in girls' schools at any level. For that reason, many of the unit programs cannot offer gender-diversified experiences to all our students. However, as much as possible, candidates will be placed in diverse situations that reflect Qatar's diverse student population. For example, B.Ed. students (primary level) will be placed for some of their field experience in each gender setting and candidates in the masters level programs are encouraged to complete their field experiences and their internships in different contexts.

Almost all candidates in the diploma programs, however, are already employed in schools and will do their field experiences in that school, thus gender diversity is impractical to provide. Qatar's Independent Schools, however, are somewhat diverse in ethnicity, having approximately 15% of their student body from countries all over the Gulf, North African, and Asian regions. All candidates in the B.Ed. program and most candidates in all other programs will do their field services in Independent Schools. Independent Schools are also all inclusive schools, with 2-5% students with disabilities; in addition, 4-10% students with learning problems. The special needs diploma and M.ED. SPED students who do their internships in the institutions (Shafallah and Al Noor) will experience less ethnic diversity during this final stage of their programs as the institutions have a "Qatari First" admission policies.

Summary: Standard 3

An area in which the unit excels is in the support provided to candidates throughout their programs and especially during their field experiences. It is intensive, ongoing, and positive. All faculty members and school-based partners recognize the essential, urgent need for quality teachers and administrators in Qatar's educational reform community. Those who work with our candidates during their field experiences are remarkably committed to their success. Data is currently being collected from the PPI, PDI, CPI, Diversity Questionnaire, and Exit Survey by different faculty members and will be analyzed not only for unit assessment, but also for research and publication to enrich the education literature in regard to teacher preparation in a reform community.

Standard 4: Diversity

4a. Design, Implementation, and Evaluation of Curriculum and Experiences

The commitment of the unit to diversity is evident in its conceptual framework and infused throughout the program. One of the unit's learning outcomes states: "Respond to every student's uniqueness and foster successful learning experiences by meeting individual differences." The unit believes that expert educators understand the vital roles of diversity and culturally

responsive pedagogies in supporting positive development of all students and school reform and is committed to ensuring that all candidates are able to foster instructional opportunities that are adaptive to students from diverse socio-cultural backgrounds and with exceptionalities.

Proficiencies

In recognition of the concept “together” in the unit conceptual framework, candidates are expected to establish professional bonds and work successfully in educational settings with faculty members, mentors, peers, parents, and community members diverse in cultural heritage, gender, and ethnicity. They are expected to assume that all students can learn, to develop curriculum and learning experiences that are related to the cultural references of the students, to create safe and secure learning environments that recognize student uniqueness, and to understand and plan for individual learning needs. Although the cultural context physically separates students by gender in most educational environments, candidates are expected to recognize the equality of the genders and to plan instruction accordingly. In an [alignment of the QNPS with the unit’s learning outcomes](#), diversity (a unit outcome) is aligned with each standard, meaning that each QNPS standard could only be fully realized if diversity issues are addressed.

Coursework and Experiences

The unit incorporates diversity into all of its courses and experiences so that candidates become aware of the issues related to diversity, develop the knowledge and skills needed to address these issues, and apply the pedagogical knowledge and skills required to establish an environment in which all students can learn. The elements of diversity are concretely delineated in the coursework and experiences for all programs. All candidates have multiple opportunities to understand diversity and to demonstrate this understanding by adapting their work to diverse populations, not only including ethnic and racial diversity, but also students with exceptionalities. For example, in the B.Ed. program and in all diploma programs candidates are required to take courses in child development ([EDUC 315](#) in the B.Ed. and [EDUC 501](#) in the diploma programs) and in special education ([EDUC 317](#) in the B.Ed. and [EDUC 503](#) in the diploma programs). With the exception of the Arabic/Islamic Studies/Social Studies track in the Primary Diploma program, all diploma programs and the B.Ed. program also require a course in addressing the needs of second language learners ([EDUC 311](#) for the B.Ed. program and [EDUC 520](#) for the diploma programs). All of these courses specifically address diversity.

The child development courses provide candidates with knowledge and experiences to foster understanding of development and growth in relation to learning. Candidates engage in such activities as designing instruction appropriate to students’ stages of development, learning styles, strengths and needs; selecting approaches that provide opportunities for different performance modes; adjusting instruction to accommodate learning differences or needs of students (time and circumstance of work, tasks assigned, communication and response modes); using knowledge of different cultural contexts within the community (socio-economic, ethnic, cultural); and creating a learning community that respects individual differences.

The special education courses require candidates to apply models, theories, and philosophies of special education and the ethical standards to develop an individualized education plans for students with special learning needs; write lesson plans that include modifications for students

with specific learning needs; evaluate authentic situations related to special education with regard to ethical implications; and investigate and reflect on issues related to inclusion.

The courses in second language acquisition require candidates to describe common challenges for the second language learner and effective strategies. Candidates plan and teach lessons using these strategies and write reflective papers related to addressing the needs of second language learners.

At the advanced level, candidates enrolled in the master's program in Special Education are required to complete [SPED 602](#): Inclusive Education for Students with Disabilities. In this course, candidates are prepared to effectively teach a range of students found in the typical, general education classroom as well as serve in a pre-referral process and during a child's eligibility for special education. During this course, candidates are expected to write a case study of a child who is considered to have a disability or pre-referral process, describe present educational status of the child and design an IEP for one year. Other courses in the M.Ed. SPED program related to identification of special needs and effective strategies for creating a positive classroom climate, for working with parents and other educational professionals for the benefit of students, and for planning learning experiences and assessments to address specific student needs.

All lessons that candidates prepare during their field experiences and clinical practice require modifications for students with special needs ([Required Lesson Template](#)). Since Qatar follows a full inclusion model, candidates have experience in the schools with different kinds of special needs.

Other school professionals, candidates enrolled in the M.Ed.EL, are required to take two courses that directly include addressing the needs of all students. In Curriculum Design and Development ([EDEL 604](#)), candidates study the important of student IEPs and effective modifications strategies. Candidates are required to develop lessons, units, and assessments; all require the candidate to describe appropriate modifications for students with special needs.

Educational Policy in Qatar course ([EDEL 603](#)), candidates study the importance and potential means of collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. This course also provides candidates with the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Assessment of Candidates

In addition to candidate grades in the courses that specifically address diversity, there are specific items on the [PDI](#) and [CPA](#) instruments related to diversity. (Individual candidate scores and means / modes are available onsite, Exhibit 4.1). These instruments are completed by the candidate (at Checkpoints 1 and 2, and twice during clinical experience), the candidate's mentor (at Checkpoint 2 and twice during clinical experience), and the candidate's college supervisor (twice during clinical experience), so that both level and growth may be tracked.

The Diversity Standard Committee has also designed a [Diversity Questionnaire](#) based on rubric criteria for diversity ([2008 NCATE UNIT STANDARDS: A Summary of the NCATE Unit Standards Rubrics at the Acceptable Level](#)). The purpose is to administer the DS to our candidates at different checkpoints in their programs to determine how well their overall experiences, from the onset of their studies to the end, match the curricular, pedagogical and assessment practices of our programs in the context of the diversity standard. This innovative practice will contribute to the unit's continuous reflection on improving several aspects of the Diversity Standard in all of the programs. The [Diversity Questionnaire](#) will be administered to all candidates at Checkpoints one and three. Since the questionnaire was not developed when the current cohorts began their program, data are only available for Checkpoint 3 for these candidates.

Essentially, the [Diversity Questionnaire](#) asks the respondents to what extent they agreed or disagreed with whether candidates in the program met each of the diversity statements. Analysis of the Diversity Questionnaire indicated that most of the respondents agreed that candidates/program did meet these diversity statements (Table 4.1), with a few areas that warranted special attention. Areas of concern included gender, diversity among school and unit faculty and staff, student diversity, and sensitivity to cultural differences.

Table 4.1
Results From the Diversity Questionnaire

Item	Mean	Mode
Candidates understand diversity, including English language learners (ELL) & students with exceptionalities.	5	6
Candidates develop & teach lessons that incorporate diversity.	5	5,6
Candidates connect instruction & services to students' experiences.	5	4
Faculty has knowledge to help candidates work with students from diverse groups, including ELL & students with exceptionalities.	5	5
Candidates demonstrate sensitivity to gender differences.	4	6
Candidates demonstrate dispositions valuing learning by all.	5	6
Candidates incorporate multiple perspectives in their instruction.	5	6
Candidates develop classroom/school climates that value diversity.	5	5
Candidates understand teaching styles & can adapt instruction.	5	5
Candidates from diverse groups work together on committees.	5	5
Candidates demonstrate dispositions valuing fairness.	5	6
Feedback from supervisors helps candidates reflect on their ability to help all students.	5	6
Candidates interact with school, unit, and other faculty from diverse ethnic, racial, & gender groups.	5	4,6
Candidates connect instruction & services to students' cultures.	5	5
Faculty has experiences to help candidates work with students from diverse groups, including ELL & students with exceptionalities.	5	6
Candidates interact & work with candidates from diverse ethnic, racial, gender, & economic groups.	5	5
Candidates understand learning styles & can adapt instruction.	5	5
Candidates from diverse groups work together on projects.	5	5
Field experiences or clinical practice occur in settings with students from diverse ethnic, racial, gender, socioeconomic, & exceptional groups.	5	5
Feedback from peers helps candidates reflect on their ability to help all students.	5	
Candidates demonstrate sensitivity to cultural differences.	4	

Nearly half of the respondents (44%) responded in the disagree areas to the statement “*Candidates demonstrate sensitivity to gender issues*.” Although this is a cultural issue, it may be an issue the unit will want to consider more carefully and address more directly. More than 80% of respondents agreed with the statement, “*Candidates interact with school, unit, and other faculty from diverse ethnic, racial, & gender groups*.” Almost 20%, however, disagreed. It is important to determine the source(s) of their disagreement for program improvement. Although 74% of respondents agreed with the statement, “*Field experiences or clinical practice occur in settings with students from diverse ethnic, racial, gender, socioeconomic, and exceptional groups*,” 36% did not agree. It will be important for the unit to expand the realm of field

experience placements so that candidates are exposed to richer and more diverse experiences during field experiences and clinical practice. Seventy-two percent of respondents agreed with the statement, “Candidates demonstrate sensitivity to cultural issues;” however, 28% expressed their disagreement. Again, for program improvement, the unit may want to strengthen this area.

As diversity is also a learning outcome of the unit, all candidates are required to submit evidence and reflection related to their proficiency in the area of diversity, assessed by [rubric](#).

4b. Experience Working with Diverse Faculty

Unit faculty is composed of individuals from eight nations. As Figure 4.3 shows, 54% of the faculty members are Qatari, 46% non-Qatari (based on 2009-2010 faculty). All programs have staff members from different nations represented among the teaching staff.

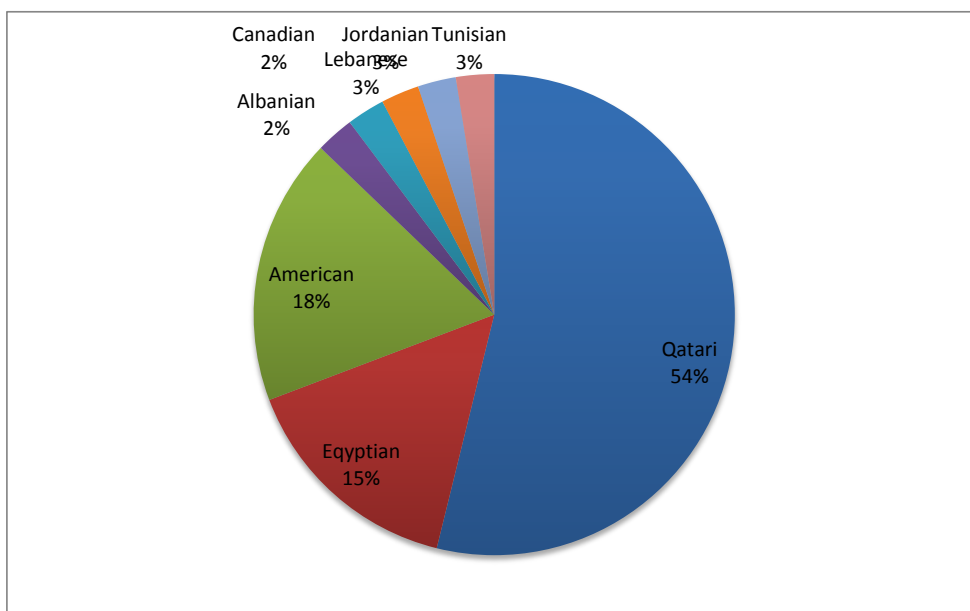


Figure 4.3. Nationalities of faculty members in the unit.

The faculty of the university is also very diverse. The 2008-2009 [University Factbook](#) gives the university faculty statistics as follows; 111 faculty members from Africa (7 countries), 118 faculty members from North America (2 countries), two faculty members from South America (2 countries), 34 faculty members from Europe (8 countries), 330 faculty members from Asia (21 countries), and 17 faculty members from Oceania (2 countries). Figure 4.4 graphically represents this information.

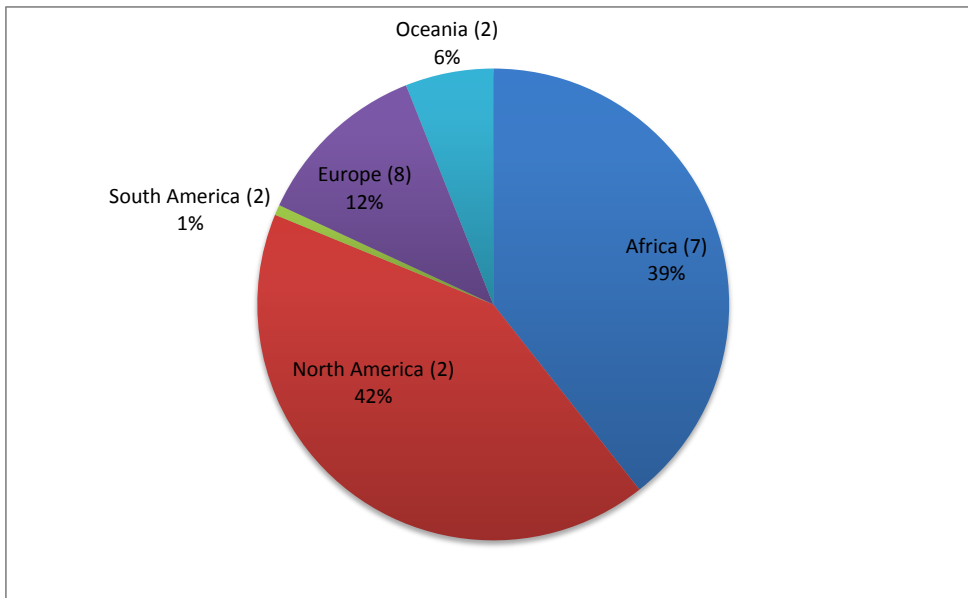


Figure 4.4. Nationalities of university faculty members.

4c. Experiences Working with Diverse Candidates

With the exception of the B.Ed. program, candidates in the unit programs are diverse in gender and nationality. Because of Qatar's current educational policies, the B.Ed. program admits only females. According to the current education policy in Qatar, females may teach in either boys' or girls' primary schools; however, males may only teach in boys' schools. Many females who would be seeking a teaching degree will not attend mixed gender classes because of religious and/or cultural constraints. For these reasons, at this time the B.Ed. program is only for females. The other programs, however, provide a rich opportunity to work with diverse candidates. Tables 4.2, 4.3, and 4.4 provide example candidate demographics. Eighteen countries were represented in the diploma candidates listed in Table 4.2 (diploma programs); 13 in the masters programs (Table 4.3).

Table 4.2
Candidate Demographics- Diploma Programs-2008-2010.

Nationality	Number of Students	Gender
Qatari	32	F
Qatari	5	M
Canadian	2	F
American	1	F
Egyptian	18	F
Egyptian	6	M
Jordanian	10	F
Jordanian	4	M
Sudanese	18	F
Sudanese	3	M
Iraqi	3	F
Iranian	1	F
Iranian	1	M
Morocco	1	F
Syria	5	F
Syria	1	M
Tunisian	2	F
Palestinian	4	F
Pakistani	2	F
Saudi Arabia	1	M
Mauritania	2	M
Algeria	1	F
Nigeria	1	F
Yemen	1	M
India	1	F
Total Females: 102		Total Males: 24

Table 4.3
Candidate Demographics- Master's Programs-2008-2010

Nationality	Number	Gender
American	1	M
Australian	1	F
Bosnian	1	F
Canadian	2	F
Egyptian	2	F
Egyptian	1	M
Indian	1	F
Jordanian	5	F
Jordanian	1	M
Lebanese	2	M
Lebanese	1	F
Nigerian	1	F
Omani	1	M
Pakistani	1	M
Palestinian	2	F
Qatari	24	F
Sudanese	1	M
Sudanese	1	F
Total Females: 42	Total Males: 7	Total Candidates: 49

Table 4.4
Candidate Demographics- B.Ed. Program-Spring 2010

Number of Students	Gender	Nationality
8	F	Qatari
1	F	Yemeni
1	F	Palestinian
Total Females: 10	Total Males: 0	Total Candidates: 10

Initiatives to Recruit Diverse Candidates

In an effort to increase gender equality among the unit's candidate population, a study has been conducted to investigate male attitudes toward teaching as a profession. Because of cultural and socialization practices in the region, females tend to be more interested than males in the teaching profession, especially in the areas of primary education. Males seem to be less interested in considering a career in teaching and seem to adopt negative attitudes towards the profession. While there is only speculation and anecdotal evidence about some of the reasons that male university students shy away from education majors, the Diversity Standard Committee designed an empirical, exploratory study to determine some of those reasons. Undergraduate male students at Qatar University were recruited to participate in focus groups as well as an open blackboard discussion about the reasons that make male students uninterested in considering teaching as a future occupation. Responses from the focus groups and Blackboard™ discussion were analyzed and used to construct a questionnaire, which was used as the basis of the exploratory study. The initial questionnaire was piloted with 22 students whose feedback was

used to finalize the final version of the questionnaire. The questionnaire was administered to a random sample of 172 undergraduate male students from different majors. Findings from the study will enable us to determine the reasons for the gender differences in our teacher education programs as well as design innovative, more effective recruitment strategies (Study Analysis, Exhibit 4.2).

Comment [D1]: Available on site as hard copy

In summary, results of the factor analysis pointed to a distinct, five-factor solution. Factor 1 was related to the value of the teaching profession as held by community members as well as its benefits and advantages; Factor 2 was comprised of items that reflected students' views on the demands and suitability of being a teacher; Factor 3 reflected students' concerns about the limited opportunities for growth and future prospects of teaching as well as job security. Factor 4 revealed issues related to the social status and reputation held by the teaching profession in Qatar, and the final factor had to do with students' negative experiences about the field of teaching during their school years in addition to the lack of effective marketing strategies to promote the teaching profession to university students. In summary, results of the factor analysis of this study suggested five components that characterize Qatari University male students' attitudes towards the teaching profession. These results will be used to inform recruitment initiatives of the unit (Table 4.5).

Table 4.5
Factor Structure

Factor	Eigenvalue	% of Variance	Cumulative %
Value & Benefits	8.654	25.453	25.453
Compatibility & Demands	4.025	11.837	37.290
Job Security & Future Prospects	2.094	6.160	43.450
Social Status & Reputation	1.406	4.134	47.584
Negative Experiences & Marketing Strategies	1.250	3.677	51.261

4d. Experiences Working with Diverse Students in P-12 Schools

In addition to course assignments related to diversity, candidates are required to demonstrate appropriate performances and dispositions while working with diverse groups of students during field experiences. Assessment of performance and disposition are included in field experience evaluation forms completed by course instructors, supervisors and classroom teachers. The unit strives to select schools for field experiences that reflect the conceptual framework and provide opportunities for candidates to develop their knowledge, skills, and dispositions related to diversity.

All schools are totally inclusion. About 5% of all students have physical impairment, one of the highest figures in the world. About 3-5% of the students have learning problems. At the present, diagnosis is not available in Independent Schools, but schools may self-identify students as having exceptionalities.

Each of the programs requires a minimum of 300 hours in a classroom under the mentorship of the class's teacher. (6 hours per day, 5 days per week for 10 weeks) Each candidate is also

required to attend Internship Seminar in two sections: an orientation of 20 hours before the classroom placement and 20 hours over the 10 weeks of the classroom experience.

Requirements of the internship include the following:

1. Successful completion of an electronic portfolio—a collection of artifacts and their supporting rationales and an overall reflection.
2. Positive evaluations from both mentor teacher and college supervisor at both the mid-point and final evaluations using instruments for classroom performance, professional practices, and professional dispositions.
3. Significant evidence to support sufficient knowledge and skills regarding subject understanding, pedagogy, and curricular issues.

Currently, candidates in most of the diploma programs are placed in either in Independent Schools or ministry schools in transition. Candidates in the diploma or masters in special education may also be placed in institutions for persons with special needs (Al Noor Institute for the Blind or Shafallah School for Students with Disabilities). M.Ed. EL candidates are also frequently placed in private or international schools. The factor of importance is the quality of the mentor and the richness of the experience.

Summary: Standard 4

Diversity is a key learning outcome for the unit and is infused throughout all programs. The unit's curriculum, instruction, and field and clinical experiences are designed to equip candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Candidates are assessed through multiple means across their programs to ensure excellence and growth in proficiencies related to diversity. Candidates have the opportunity to work with diverse faculty members and colleagues and in schools with diverse student populations. The unit conducts research and other evaluations to provide quality assurance in the area of diversity.

Standard 5. Faculty Qualification, Performance, and Development

5a. Qualified Faculty

Professional education faculty members in the College of Education (CED) are all highly qualified; all have earned a doctorate degree as required by QU policy. Table 5.1 displays data on faculty qualification, and as can be seen, all CED faculty members possess a terminal degree in the area of their expertise. Faculty vitae are available in the exhibit room (Exhibit 5.1).

Table 5.1
Faculty Qualifications

Faculty Name	Faculty Rank	Degree Institution Year	Date Employed at QU	Specialty Area(s)	Assignment
Abdlhay Elsayed Mohammed	Assistant Professor	Ph.D. Egypt Sohag U. 2008	2009	Curriculum Methods of Teaching Arabic and Islamic Studies	Methods (Arabic Islamic Studies) Reading & Writing across the Curriculum
Abdullah Almannai	Professor	Ph.D. U. of Southern California, 1988	1979	Educational Technology	Education Technology courses
Abdullah Mohammad Abu-Tineh	Associate Professor	Ph.D. Florida State U. 2003	2009	Educational Leadership	M. Ed. EL courses
Ahmad Jassim Al-Saai	Associate Professor	PhD Pennsylvania State U., 1993	1980	Instructional Technology	Instructional Technology
Aisha Ahmed Fakhroo	Professor	Ph.D. Egypt Al Minifia U. 1994	1982	Curricula and Methods of Teaching Family Education	Arabic Methods, Study Skills
Alanood Mubarak Al-Thani	Assistant Professor	Ph.D Umm-Al Qura U. KSA, 2008	2008	Psychological Measurement	Educational Psychology, Introduction to Psychology
Asma AL Attiyah	Associate Professor	Ph.D. Ain Shams U. 2001	1987	Mental Health / Special Education	Introductory Special Education
Atman Ikhlef	Professor	Ph.D. Plymouth U. 1982	1997	Psychology / Mental Health	Introduction to Psychology, Policy in Special Education, Department Chair
Badrira Al Malki	Associate Professor	Ph.D. Egypt / Ain Shams U. 1990	1980	Curricula and Methods of Teaching Arabic	Methods of Teaching Arabic, Internship Supervision
Badria Al Ammari	Associate Professor	Ph.D. Egypt / Ain Shams U. 1987	1981	Foundations & Sociology of Education	Education and Society
Batoul M Khalifa	Assistant Professor	PhD. Ain Shams U. 2001	1992	Social psychology Mental Health	Social Psychology, Methods and Materials
Clayton Edward Keller	Associate Professor	Ph.D U. of Virginia 1988	2010	Special Education	Coordinator Special Education Program; Courses in M.Ed. SPED
Fatima Yousuf Al-Maadadi	Associate Professor	Ph.D. George Washington U., USA 1996	1979	Human Development / Early Childhood Education	Associate Dean for Student Affairs, CED-QU Director Early Childhood Center

Fatma Mohamed Al-Motaowa	Associate Professor	Ph.D. Ain Shams U., 1990	1981	Curriculum & Teaching Methods, Arabic Language Teaching Methods	Islamic Studies Methods, Arabic Studies Methods, Internships, Diploma Coordinator
Ghadnana saeed Albinali	Professor	Ph.D. Egypt Ein shams U. 1989	1978	Curricula and Methods of Teaching Social Studies	Social Studies Methods Internship; Management of Learning Environment; Department Head
Dr.Haithem A Khateeb	Associaate Professor	U. Ohio, 1996	2010	Early Childhood Education / Mathematics	Math methods in all programs
Hessa Adul Rahman Fakhroo	Associate Professor	Ph.D. U. of Al Azhar, Egypt, 1985	1975	Educational Psychology	Educational Psychology
Hissa Hassan Mubarak Al-Binali	Assistant Professor	Ph.D. Swansea U. U.K, 1991	1993	Curricula and Methods of Teaching Mathematics	Math Methods (I & II); Internship
Hissa Mohamed Sadiq	Professor	Ph.D. Ain Shams U. 1990	1981	Educational Administration	Qatar Society; Dean, College of Education
Hoda Ibrahim Basheer	Associate Professor	Ph.D. Tanta U.; 1992	2005	Physical Education, Early Childhood Education	Supervisor Early Childhood Center, Teacher Asst. Program
Huda Adul Rahman Al Sobai	Associate Professor	Ph.D. Durham U., UK, 2005	1986	Education Manage & Faculty Mental Health	Adolescent Development, Introduction to Psychology.
Maha Ellili Cherif	Assistant Professor	Ph.D. Faculty of Arts of Tunis 2003	2007	Curricula and Methods of Teaching English as EFL/ESL	ESL Methods I & II
Majida Mehana	Assistant Professor	Ph.D U. of Pennsylvania 1997	2010	Early Childhood Education	Coordinator B.Ed program.
Mariam Albouflassa	Associate Professor	Ph.D. Ain Shams Egypt 1992	1980	Early childhood Education	Child Development
Michael H. Romanowski	Professor	Ph.D. Miami U. 1993	2008	Ed. Leadership, Curriculum & Social Studies Education	Coordinator & Instructor, M.Ed.EL
Mickie Mathes	Professor	Ph.D. U. of Georgia 1996	2008	Special Education	Associate Dean for Academic Affairs; Courses in SPED diploma and masters
Mubarka Saleh Alakraf	Associate Professor	Ph.D. Egypt Ain Shums U.	1990	Curricula & Science Methods	Science Methods I & II; Internship

Nassra Reda Hassan Al-Banai	Professor	Ph.D Egypt Ain-Shams U.	1981	Curricula and Methods of Teaching Mathematics	Math Methods I & II; Internship
Patricia Reda Kerr	Assistant Professor	Ph.D. Ohio State U. 2006	2008	Science Education, Assessment	Science Methods I & II; Planning for Instruction and Assessment
Ramzi Nasser	Associate Professor	Ph.D. U. of Massachusett, 1993	2008	Institutional Research, Research in Education, Evaluation & Assessment	Director CEDR, Masters level research course
Tamader Jassim Al-Thani	Assistant Professor	Ph.D Durham U. – UK 2008	2002	Early Years Education	Adolescent Development
Yassir Semmar	Assistant Professor	Capella U.	2005	Psychology	Introduction to psychology. Counseling CED candidates
Nancy Allen	Associate Professor (Adjunct)	U. of Texas 1994	2006	Curriculum & Instruction	Secondary Diploma courses (C& I)

The College of Education has a diverse and well-qualified faculty in the areas of Science Education, Math Education, Arabic & Islamic Studies, Early Childhood Education, Special Education, Educational Leadership, and Educational Psychology. All faculty gained sufficient professional experience and expertise in their respective field to accomplish their academic and professional assignments. Table 5.2 displays the academic rank and nationality of the unit's faculty. Of the thirty-five full-time faculty in the unit, 10 (29%) are full professors, fourteen are associate professors (40%) and eleven are assistant professors (31%); twenty-one are Qatari (60%) and fourteen (40%) are non-Qatari (representing seven different nationalities); twenty-five are female (71%) and ten are males (29%).

Table 5.2
Faculty Rank and Nationality

Faculty Rank	Qatari	Non-Qatari	Total
Professor	6	4	10
Associate Professor	10	4	14
Assistant Professor	8	3	11
Total	21	13	35

The unit actively searches for highly qualified and experienced faculty members of diverse backgrounds to promote diversity and add excellence to teaching, scholarship, and leadership. The unit's new faculty members are carefully screened through an elaborate screening process including telephone interviews, face-to-face interviews, and scholarly presentations. For

example, during the 2009-2010 academic year, the Department the Department of Psychological Sciences Search Committee has screened 78 applications from over ten different backgrounds and nationalities including applicants from the Middle East, Europe, Asia, and North America to fill two vacant positions one in Early Childhood Education and the second in Special Education. As a result, the unit decided to hire, for the new academic year 2010/2011, Dr. Clay Keller from the United States, for the position of Associate Professor and Coordinator of the Special Education Program, Dr. Majida Mehana, from Lebanon, for the position of Associate Professor in Early Childhood Education and Coordinator of the B.Ed. Primary Education Program, and Dr. Haithem Al-Khateeb from the United States to teach math education courses.

5b. Modeling Best Professional Practices in Teaching

The Unit provides many opportunities to its faculty to keep abreast of best professional practices in teaching and learning, through, conference attendance, interaction with scientists-practitioners in their area of expertise, and participation in professional development workshops that model best teaching practices regularly offered by CED and OFID including course portfolio development, experts in the use of Blackboard V9™, intercultural communication in classroom settings, formative assessment, student centered teaching, and TaskStream™.

The Unit faculty members have a comprehensive and thorough understanding of the field of education and are committed to being models of best professional practice in teaching. A review of the course syllabi (Standard 1) and faculty publications suggest that teaching and learning reflect current research and developments in the field of education. As can be seen in course syllabi, the unit faculty members use a wide range of assessment and instructional strategies to deliver course content, and facilitate candidates learning, including:

- Lectures
- PowerPoint presentations
- Small group instruction
- Cooperative learning groups
- Case studies
- Panel Discussions
- Blackboard™ activities
- Online activities and instruction
- Guest speakers
- Projects
- Candidate presentations
- Field experiences
- Reflective journals

Assessment strategies include:

- Written exams
- Portfolios
- Projects
- Field observations
- Papers
- Reflective writing
- Discussion boards
- Online assessments

As reflected in the variety of instructional and assessment strategies used throughout the unit's programs, faculty members are highly committed to modeling best practices in teaching and learning and to prepare candidates to deal effectively with diversity. The unit's candidates are taught by faculty of diverse backgrounds; this fact in itself offers ample opportunity to learn about differences and raise awareness about diversity. In addition, the unit's different programs

prepare adequately all candidates for diversity through relevant course material and field and clinical experiences.

A recent survey carried out by the Quality Assurance Committee ([Quality Assurance Committee Report](#)) reported that 88.2% of faculty surveyed actively use “suitable technological tools” in the teaching and learning process. As suggested, the unit’s faculty members are committed to the integration of technology in their teaching. As an example on how they model the use of technology to candidates, all faculty regularly use PowerPoint presentations, other audiovisual devices, wireless internet, Blackboard V9™, and the the TaskStream™ system.

Unit candidates use an online evaluation system (QU Faculty Performance Review System) to evaluate the unit’s faculty members every semester in all courses taught by the faculty (Exhibit 5.2 Candidate Evaluations). In addition, all faculty members prepare portfolios for annual evaluation (Exhibit 5.3) by the respective head of the department that involves evaluations of their performance in teaching, scholarship, and service to the university and community, including a reflection on their practices in teaching, scholarship and service. Based on the student evaluations, the heads of departments review and the peer observation reports (Exhibit 5.4), and provide feedback to faculty members. It should be noted that in 2006-2007 and 2007-2008 unit faculty were awarded the prestigious [merit award](#).

5c. Modeling Best Professional Practices in Scholarship

QU Faculty Handbook states very clearly that all QU faculty members should strive for excellence in teaching, scholarship and service. High quality scholarly endeavor constitutes a major component of academic promotion process ([QU Faculty Handbook: Promotion Policy](#)). To help its faculty meet these expectations, the unit provides continuous support for faculty to engage in scholarly activities that involve development of funded research projects, publication of journal articles, and dissemination of research findings in regional and international education conferences (Exhibit 5.5 Faculty Conference Attendance). Within this framework, the unit has established a new center, the Center of Educational Development and Research ([CEDR](#)), to advance research and improved professional development in Qatari schools and to initiate research and evaluation of Qatar’s educator development initiatives. In this context, CEDR over the two years of its operation has built strong relations with national organizations in development projects. These include the Childhood Cultural Center, the Supreme Education Council ([SEC](#)) and the Supreme Council for Technology ([ICTQatar](#)), the output resulting from the research in collaboration with these organizations is now supporting faculty in generating internationally-recognized research scholarship. Tables 5.3 and 5.4 also show the active engagement of faculty in scholarly activities for the last three years. A list of recent [faculty publications](#) demonstrates the breadth and depth of faculty scholarship.

Table 5.3
Faculty Scholarly Activities

Publication Type	2007-2008	2008-2009	2009-2010
Books	7	-	4
Journal Articles	25	34	28
Book Chapter	3	2	4
Grants	9	20	14

Total	44	56	50
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Table 5.4
Faculty Presentations

Conference Forum	2007-2008	2008-2009	2009-2010
International	13	16	23
Regional	16	14	10
National	45	43	43
Total	74	73	76

In terms of funded research projects the unit faculty have secured many internal and external grants including a \$750,000 NPRP research grant from the [Qatar National Research Fund](#) to investigate the impact of [Education for A New Era](#) on Classroom and School Processes On Student Outcome. Over the past two years internal faculty research funds for the college has increased from QR 0.00 in 2007/2008 to QR 183,650.00 through 2009/2010. External funding during this academic year included successful funding to two external projects with local organizations and nine applications to the third cycle of the [National Priorities Research Funds](#) compared to two applications to the first cycle of 2007/2008 (Exhibit 5.6 Internal & External Grants).

5d. Modeling best Practices in Service

QU academic promotion policy ([Faculty Handbook](#)) requires that faculty applying for promotion should provide strong evidence of service to the university and community. Table 5.5 shows faculty involvement in committees.

Table 5.5
Unit Faculty Participation in Committee Work

Committee Site	2007-2008	2008-2009	2009-2010
Department	58	64	69
College	56	67	72
University	13	27	25
Community	18	20	26
Schools	10	14	12
Professional Organizations	23	25	39
Total	178	217	243

The Unit organizes two Annual Education Conferences to provide professional development opportunities to K-12 teachers and other local educators. For instance, the [Fifth Special Education Conference](#) that was held on January-21-22, 2010, was attended by over 800 participants from different parts of the world. The Conference program included 10 workshops attended by 385 local and regional educators and were offered as professional development. In addition, 40 papers were presented by practitioners and scientists from United Kingdom, the United States, Saudi Arabia, Qatar, Algeria, Kuwait, and Canada.

Currently, the unit faculty members are actively involved in the professional development of teachers in Qatar, most sponsored by [CEDR](#) or the Office of Faculty Development ([OFID](#)). The

unit has developed, in collaboration with its education partners, a comprehensive professional development program for teachers in Independent Schools involving the design and delivery of training workshops on a number important topics related to teaching and learning such as classroom management, curriculum standards, the nature of the learner, cooperative learning, motivation to learn, the blackboard system. Unit faculty members have conducted 34 Workshops during the current academic year 2010/2011 that were attended by over 1000 K-12 teachers.

A unit survey using a specifically designed Professional Development template (Exhibit 5.7 Faculty Professional Development Plan) revealed that the unit faculty members were actively involved in service delivery activities geared toward the university and the community. Table 5.6 presents examples of the institutions or groups to which faculty contribute in leadership and service roles.

Table 5.6
Examples of Faculty Service

University	Qatar	International
Academic Senate	Learning Center, Qatar Foundation	National Award for Child Literacy
Academic Promotion Committee	Shafallah Center for Children with Special Needs	Council for Exceptional Children /Division of International Special Education Services
QU Student Counseling Center	National Scientific Award	
Academic Program Review & Curriculum Enhancement Committee	Arab Educational Robotic Competition	
Scientific Research Committee	Annual Student Research Fair	
General Requirements Committee (COED)	Action Research Committee	
Learning Outcomes Assessment Program	Scientific Committee for Drug Control	
Developing Policies and Procedures Group (QU)	Standards for Forensic Sciences Committee	
Scientific Committee of the Research Forum II	Support Committee of Al Shaqab Independent School for Girls	
Commission for Academic Accreditation	The Design and Implementation Program, Renewal of Professional Licenses	
Senate Board		

5e. Unit Evaluation of Professional Education Faculty Performance

The Unit expects candidates to complete course/instructor evaluations every semester using an online system as a part of the QU Faculty Performance Review and Development system which focuses on teaching, scholarship, and service. The Unit reviews faculty performance in the three areas annually. Teaching performance is also evaluated by peers through classroom visits ([CED Quality Assurance Committee Report](#)). According to the report 70.60% of faculty surveyed use suitable and varied instructional strategies, 94.10% use suitable communication skills, 82.40% motivate candidates to learn, 82.40% relate knowledge to practical applications and 88.20% use suitable or appropriate technological tools.

Table 5.7
Faculty Domain-Based Performance Ratings

Domain	2008-2009	2009-2010	Average
Teaching	3.95	4.16	4.05
Scholarship	3.99	4.10	4.05
University and Community Service	4.15	4.46	4.30
Average	4.03	4.24	4.13

*Note 1=Unsatisfactory; 2=less than expected; 3=Expected; 4=More than expected
5=Exceptional

These two types of evaluations taken together with those performed by the Head of the Department on Faculty Performance and Review are regularly used by the unit to improve professional practice in teaching, scholarship and service. As Table 7 shows, overall faculty performance average, as assessed by the department head, ranges from 4.05 to 4.30 that is more than expected. In addition, candidate ratings of faculty performance were mostly positive. In fact, as Table 7 suggests, student evaluations of CED faculty, during Fall 2009, averaged 87.82.64% that were higher than Qatar University faculty which averaged 83.95%. These data are made available to the dean of the unit via a secure website. Table 5.8, also from this source, shows how the faculty in the unit compares to the overall ratings of faculty at QU.

Table 5.8
Student Evaluations of COED Faculty Compared to QU Faculty (Spring 09)

Statement	College	QU
Presents the materials clearly & coherently.	87.57	84.03
Gives examples to explain complicated concepts	89.55	85.05
Uses various teaching aids that suit the nature of the subject (e.g. transparencies, the computer, illustrations, models, etc.)	87.39	82.67
Encourages students to participate in various learning activities during lectures.	88.66	80.59
Presents the lecture in an attractive & motivating style of learning	84.08	78.36
Encourages students to participate, ask questions & express opinions.	89.68	84.73
Encourages students to think rather than accept & memorize information.	87.57	82.76
Directs the students to additional sources information	87.04	79.94
Uses various assessment techniques (e.g. projects, term papers, tests, assignments, etc.)	90.50	84.20
Marks tests, term papers, & projects fairly.	88.02	85.31
Gives the students the opportunity to review their results of test, projects & term papers.	88.55	86.09
Treats the students respectfully and indiscriminately	91.20	89.20
Manages the lecture effectively	87.88	85.30
Is available in his/her office at the announced office hours to assist students.	85.44	84.72
Abides punctually by the lecture's beginning & end.	87.97	89.26
Informs students in advance of his/her absence if possible.	87.95	85.91
I would like to take other courses with this teacher if I am allowed to.	83.96	78.98
MEAN	87.82	83.95

Faculty performance is also thoroughly assessed and reviewed regularly by the Department and the unit as a part of the promotion process (Faculty Assessment Form, Exhibit 5.8). QU

promotion policy expects all faculty members to strive for excellence in teaching, scholarship, and service. During the 2008/2009 academic two faculty members have been promoted to the position of Associate Professor, in the departments of Psychological Sciences and Educational Sciences respectively.

5f. Unit Facilitation of Professional Development

CED designed a template to collect evidence pertaining to the unit facilitation of professional development. Starting 2009/2010 all CED faculty are required to develop a professional development road map based on the template (Faculty Professional Development Plan, Exhibit 5.7). Table 5.9 shows faculty participation in faculty professional development activities. These include workshop and conference attendance to keep abreast of scientific and technological development in their respective field. As Table 5.9 suggests, there is a steady increase in faculty participation in professional activities during the last three years.

OFID is currently actively supporting faculty by providing [professional development](#) opportunities in the use of technology, innovative teaching methods, and assessment strategies such as Experts in the Use of Blackboard™, Formative Assessment, Preparation of E-Course Portfolios, Engaging Students in Large Classes, Assessing Learning Outcomes at the Course Level, Student-Centered Teaching Based on Research, How to Increase Students’ Motivation, Enhancing Students’ Cognitive Skills. New faculty members in the unit new are mentored in teaching and scholarship through team teaching activities, collaborative research activities respectively.

Table 5.9
Faculty Participation in Professional Development Activities

Professional Development Activities	2007-2008	2008-2009	2009-2010
Attended Workshops	89	114	140
Attended Conferences	57	74	85
Technology Use Workshops	32	36	64
Total	178	224	289

Summary: Standard 5

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Standard 6: Unit Governance and Resources

6a. Unit Leadership and Authority

The College of Education, the unit seeking accreditation, is one of seven colleges in Qatar University. Established in 1973, it was not only the first of the university’s colleges, but it was

also the first higher education institute in Qatar. Its main purpose was to prepare national teachers to work in Qatar's schools. Since that time, its role has expanded to meet changing needs and priorities of Qatari society, and it is currently the only institution in Qatar for teacher and school leader preparation. All activities in the unit are aligned with university-wide policies, such as those in the policy manuals for program initiation, [curriculum enhancement](#), and [program review](#).

The dean is the head of the unit and is appointed by the president of the university upon recommendation of the vice president and chief academic officer (vice president). The dean has full responsibility for overseeing the academic, administrative, and financial matters within the unit and reports directly to the vice president ([Faculty Handbook, 2009; 2.2.1, pp. 21, 22](#)). The primary authority of oversight of all activities -- including expenditures, personnel, budgeting, program planning, and the coordination of the unit -- lies with the dean.

Deans may request associate deans according to the needs of the individual college; the vice president must approve the request for the associate deans to be appointed. The College of Education has two associate deans, associate dean for academic affairs and associate dean for student affairs. A complete list of the duties and responsibilities of the dean may be found in the Faculty Handbook (2.2.1.2, pp. 22-23).

The unit is currently composed of [four departments](#), Educational Sciences, Psychological Sciences, Physical Education and Sports Science, and Art Education. Physical Education and Sports Science and Art Education are being phased out and are no longer accepting new students. For that reason, only the Educational Science Department and Psychological Science Department are discussed in this report.

Each department has a department head with authority to manage faculty issues and programs. A list of the duties of the department heads may be found in the [Faculty Handbook](#) (2.2.2.1, p. 23-24). The Departments of Physical Education and Sports Science are no longer accepting students, so the unit will soon be composed of two departments, Educational Sciences and Psychological Sciences.

The departments offer [several programs](#). Each program has a coordinator who is responsible for program development, program management, and student issues. The exception to this is that the four diploma programs have a single coordinator to provide consistency and collaboration among the programs. This position is unique to the unit and the duties of this position differ from those described in the faculty handbook for coordinators (see [Diploma Coordinator Job Description](#)).

The duties of the other program coordinators correspond to the description in the [Faculty Handbook](#) (2.2.3.1, p. 25). Coordinators determine the general academic policies of the program, including admission and graduation requirements and the program's educational content, recommending to the dean the courses that should be offered in a given semester based on the needs of the candidates and input from other involved in the program, including candidates. They oversee the execution of the program's courses, supervising faculty members who are serving as academic advisers and recommending teaching loads within the program to the dean. They are

responsible for preparation the annual budget and for determining when to hold regular staff meetings with the faculty assigned to that program.

Collaboration among stakeholders in teacher education occurs at all levels of unit operations. Within the unit, the dean and the associate deans, department heads, and coordinators meet together monthly to discuss and approve academic and administrative issues. The decisions are submitted through the dean to the vice president (Minutes, Exhibit 6.1). These meetings provide an opportunity for those involved in administration to work as a team to discuss and approve academic and administrative issues on the level of the unit. The members serve as a link to their departments and programs to expand participation of all members of the unit in decision-making.

The main responsibilities of this body are to discuss and advise on academic issues, faculty members, staff, and students on the level of departments and programs, discuss and approve the unit budget, discuss and approve new programs or any modification to programs suggested by the coordinators or department heads, discuss decisions coming from upper levels of university discussed through the academic council to determine the role of the unit in terms of implementing these decisions or giving feedback and to discuss and approve new initiatives originating in the unit to be forwarded to the Vice President of Academic Affairs for approval. The body submits decisions that reflect the opinion of the unit related to academic and administrative affairs to the appropriate university-level administrator (Vice President for Academic Affairs or Vice President for Administrative Affairs). It is responsible for discussing all issues related to accreditation and quality assurance, the needs and procedures of the unit to recruit new faculty and staff, and any additional academic or administrative challenges and entertain suggestions.

Collaboration is also strong within the university with other colleges that contribute to preparation of candidates. For example, in planning the new B.Ed. in Primary Education, a committee of faculty from the College of Arts and Sciences, including the dean, and faculty from the College of Education met frequently to design a program that was standards-based, rigorous, and consistent with the goals and objectives of the teacher preparation program. Quality assurance for the program includes ongoing meetings between instructors in the Arts and Sciences program and the coordinator of the B.Ed. program (no fewer than one meeting per semester). The plan includes classroom observations and exchange of student artifacts to ensure consistency of goals and standards for unit candidates ([B.Ed. Proposal](#)). Faculty members from the unit also work closely with the Office of Faculty and Instruction Development ([OFID](#)), providing the majority of the professional development for the university. The unit is also recognized as a leader in professional development in the K-12 environment through its [Center for Development and Research](#) and [Early Childhood Center](#).

In 2008, the unit established Education Partners Committee that includes members from several education institutes within Qatar, including the evaluation committee of the SEC (educator licensing body). This committee meets twice per year to give recommendations and suggestions to review unit programs and provide suggestions to improve unit programs and services to the community (Minutes, Exhibit 6.2). K-12 school partners and members from other education centers are key members of this committee.

The unit's recruiting and admission practices are described clearly and consistently in all publications, including the [unit's website](#), [recruiting advertisements](#), and [program brochures](#) and the university online catalog. The first printed version of the university catalog is scheduled for publication Fall, 2010. The unit observes the [University Academic Calendar](#) and grading system ([Student Handbook](#), p. 24). Courses are listed in the University Banner System's [online catalog](#). Each program coordinator and each department head is responsible for proofreading each publication before it is printed and presenting the proposed document in the departmental meeting; all academic staff are required to attend departmental meetings. The documents must be approved in the department and by the dean before it is published.

The Supreme Education Council (SEC) works closely with the unit to disseminate information about the programs and encourage recruitment. Emails announcing registration go to each Independent School, and [brochures](#) are available at professional development workshops and other SEC sponsored events. In preparation for the new Baccalaureate in Education (B.Ed.) degree, the coordinator visited numerous government and independent schools to present the program ([Schedule and Agenda](#), [School Visit Presentation](#)). In addition to [newspaper ads](#) and information distributed to the schools.

At the college, a day is set aside as student recruitment day and potential applicants are invited to come to the college and learn more about our programs. The unit has booths at local book fairs and cultural events, and other events at the international center in Doha.

In addition to these efforts, the Masters level programs keep a list of emails is maintained of people who inquire about the programs. They are regularly emailed to inform them about important information or dates related to the application process. The faculty members also promote the program as presenters during workshops. Posters and brochures are displayed at the Education and Special Education Conferences, and any visits to school by M.ED. EL faculty members are used as opportunities to promote the program. Each program has an orientation day to inform potential candidates, and information sent to schools via faxing and also setting up clusters where many schools would come and meet with faculty.

All applicants must submit an online application through the university admissions office. All qualified candidates for the B.Ed. and diploma programs are admitted. The masters programs limit cohorts to 20 candidates. When there are more than 20 qualified candidates, a committee composed of the faculty for the programs and the department head select the 20 candidates they feel are most likely to succeed in the program and to contribute to education in Qatar. Unfortunately, applications to the M.Ed.SPED program have been low. Only five students formed the 2008 cohort and no new cohort was formed for Fall 2009.

Candidates in the masters programs are required to pay full university tuition. Candidates in the diploma program who intend to teach in Qatar's independent schools or other government institutions may obtain a full tuition scholarship for the program, as a result of a partnership between the SEC and Qatar University ([Scholarship Agreement](#)). To retain the scholarship, the candidate must maintain a 2.5 GPA during the program. Candidates in the B.Ed. program are eligible for a full tuition scholarship and a stipend during the four years they are in the program.

Each program coordinator and each department head is responsible for reviewing all materials related to his/her area of responsibility each year. This includes all web-based information, grading policies, and advertising. The unit's [academic calendar](#), grading policies, and [catalogue](#) are part of the university system, and thus in addition to review by the unit, they are reviewed at the university level. Every faculty member follows the grading policy that is outlined in the university Student Handbook.

It should be noted that over the course of the last two years as the College of Education has standardized many elements of its programs, as appropriate, and the university has raised admission standards; therefore some of the program requirements have changed. For this reason, new brochures and newspaper ads are currently being prepared. For this reason, some of the exhibits may have information that has since been updated. New brochures will be available to represent these changed requirements this fall (2010).

The central responsibility of the associate dean for student affairs is to ensure that all candidates have access to advising and counseling. Upon entry into any of the unit's programs, each candidate is assigned an adviser by the associate dean for student affair's office (Advisers, Exhibit 6.3). Whenever possible, this adviser remains in this role throughout the candidate's program. The responsibilities of these individuals are detailed in the program internship handbooks ([B.Ed. Handbook](#), [Diploma Handbook](#), [M.Ed. EL Handbook](#), [M.Ed. SPED Handbook](#)).

The advisers and supervisors are concerned with program requirements and candidate proficiency; however, the office of the associate dean for student affairs also ensures that candidates have access to advising and counseling for other concerns, such as problems with admission or registration, academic issues, social issues, and personal issues that may affect academic success. A visual [overview of student support services](#) provides a summary of this process. Other activities provided to support candidates through advising, counseling, support, and recognition include access to the [university's program](#) of counseling and advising, access to an office for personal counseling with faculty members from Educational Psychology, availability for social interaction in unit-sponsored [social clubs](#) for both males and females, monitoring of student needs by the [Student Support Committee](#), composed of faculty members and chaired by the associate dean for student affairs, meeting monthly, and intervention for at-risk and probationary candidates. The Student Support Committee also [recognizes outstanding achievements](#) and scholarship of the candidates and conducts [research](#) into candidate satisfaction with student services.

6b. Unit Budget

Until 2004, the University had a centralized budget, and the colleges were allowed to spend based on their needs. In 2004, however, the University engaged in a [systemic reform](#). One of the elements of that reform was decentralization, giving more responsibility to the colleges. Based on this, the University started asking the deans to develop their own budgets. As the figures that follow show (Figures 6.1,6.2, & 6.3 (2009-2009 [Fact book](#), p. 27).

Legend:

AS = College of Arts and Sciences

BU = College of Business and Economics

ED = College of Education

EN = College of Engineering

LW = College of Law

SI = College of Sharia

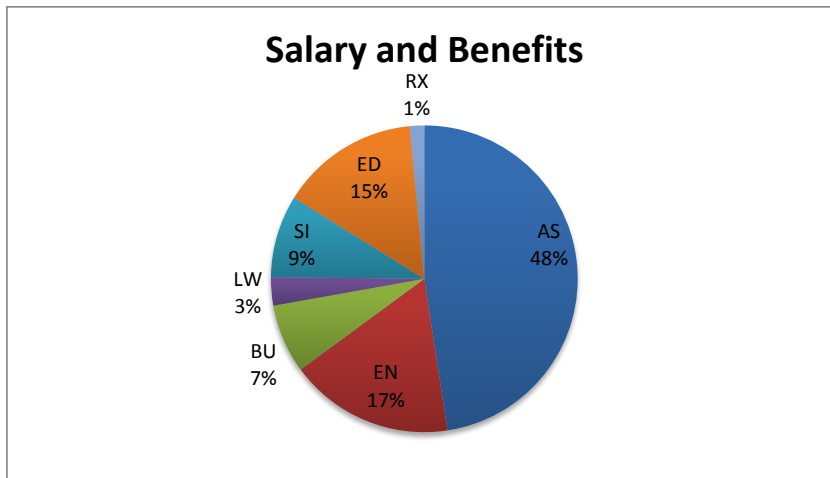


Figure 6.1: Salaries and benefits expenditures by each college of the Qatar University, 2008-2009.

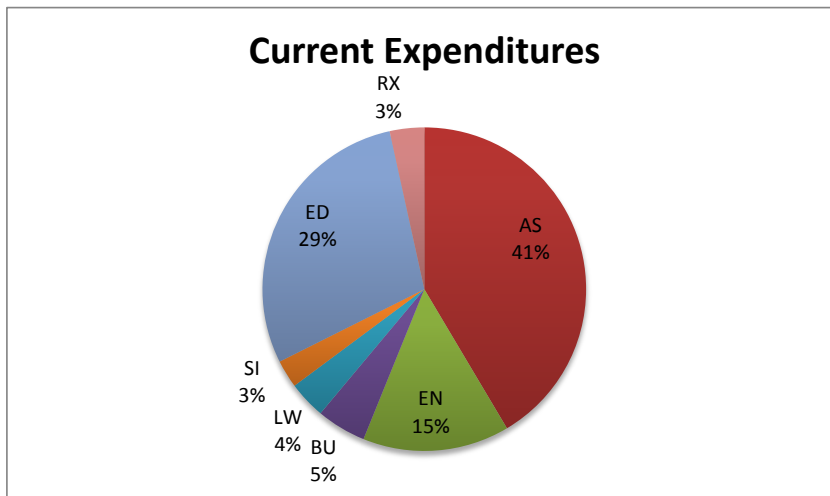


Figure 6.2: Current expenditures by each college of the Qatar University, 2008-2009.

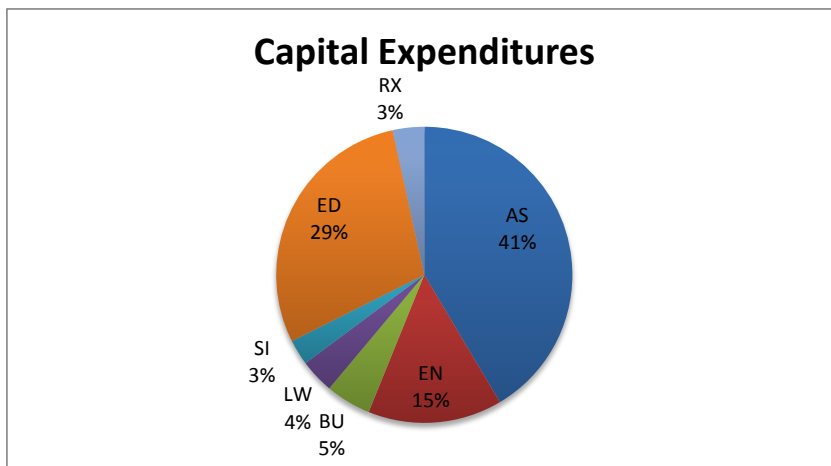


Figure 6.3: Capital expenditures by each college of the Qatar University, 2008-2009.

The system of developing budgets was changed, with the changes taking effect in the 2010-2011 academic year. In this revised system, each year heads of the departments and associate deans submit their needs to the dean based on a defined list provided in the QU Budget Guidelines. The dean works with the unit financial and administrative coordinator to finalize the proposed budget (Exhibit 6.5). The head of financial department of the University meets with the dean to assist in the process, and the finalized budget (Exhibit 6.6) is submitted to the president of the university. For the current funding period (2010-2011) the finalized budget represented only a 7% discount from the proposed budget.

6c. Personnel

Historically QU was considered a teaching university, but in 2008, with the University-wide reform, research became a key focus. At present, the University only recognizes one track for faculty members, which has a strong research orientation. At the urging of the College of Education and other colleges with applied practice, however, a committee was formed in the spring of 2010 to develop a proposal for establishing a dual track system that recognizes and sets policy for clinical faculty positions.

The unit currently adheres to the University-wide faculty workload policy. This policy reads:

1.1. Faculty Workload: The unit of measurement to calculate faculty workloads is the instructor credit hour (ICH). One ICH is equivalent to 50 minutes of classroom contact hours/week over a 16-week semester, plus the academic support time needed for preparation and grading. The faculty workload shall encompass but not be limited to teaching, administration, advising, research, service to the University and community, and other duties. Additional work such as summer teaching, additional coursework during the regular academic year, or any commissioned work is not considered part of a faculty member's annual workload (see Faculty Compensation Policy).

1.2. Teaching Loads: The annual teaching workload for a faculty member is 21 ICH, distributed over two semesters. All consideration should be taken by the Department Chairperson not to assign a teaching load involving more than three preparations/semester, and not to exceed 15

ICH/semester. Exceptions must be approved by the College Dean. Teaching load factors are detailed in the table below. (For example, a laboratory course that is one contact hour per week over the course of the semester would be counted as 0.50 ICH).

1.3. Procedures: Determinations of FTE needs (for programs, departments, colleges, or the University) can be calculated by determining the total ICH (summing the ICH for each course in the relevant unit, taking into account the teaching load factors noted above), and then dividing this number by 21. The number of generated students' credit hours (SCH) will be taken into account. The department shall also consider the excess workload for large number of classes, by putting a ceiling on the number of students per class. The total allotted FTE for each program will be negotiated and approved by the Vice President and Chief Academic Officer. ([Faculty Handbook](#), p. 69)

Table 6.2
Current Faculty Load Policy

Activity	Teaching Load Factor
General Lecture Course	1.00
Laboratory Course	0.50
Art/Drafting Studio Course	0.33
Supervision of Student Teachers	0.33
Supervision of Graduation Projects (Per project, assuming 2.5 students per project)	3.00

Although the current workload policy and evaluation policy do encourage teaching, scholarship, and service, the unit seeks to further enable faculty to work directly with candidates. Recently the unit submitted a proposal to the vice president of academic affairs to consider a revised faculty load policy that would recognize service in the form of delivery of professional development activities to inservice teachers and leaders, but to date no action has been taken on the proposal.

Table 6.3
Proposal for Modified Faculty Load: Summary of Differential Teaching Load Factors

Activity	Teaching Load Factor
Supervision of practicum (Per practicum, assuming 2.5 students per practicum)	3
Professional Development Activities*	
▪ 15-24 contact hours	1
▪ 25-39 contact hours	2
▪ 40-50 contact hours	3

*Less than 15 hours of professional development will not be considered for teaching load factor, although the faculty member may receive merit pay for such work.

At present, the unit does not offer online courses, although most courses have some portion on Blackboard™.

The unit follows the [policies](#) established by the university for part-time faculty. Part-time faculty serve as lecturers who bring a specific area of experience to the program. At present there is not a clinical faculty designation at QU; however, the university has formed a committee to consider establishing a university-wide policy for clinical faculty. Unit faculty serve on this committee.

Graduate teaching assistants in the unit at present assist with technology training, especially related to the E-Folios, for all programs. Until the B.Ed. program matures, they are limited in respect to teaching assignments as they are restricted by university policy to undergraduate courses. Teaching assistants also engage in collaborative research with faculty members (example at <http://www.editlib.org/p/28397>).

The following table (Table 6.4) presents the breakdown of faculty and staff in the unit. There are 33 support staff compared with 35 faculty members. This does not include the kindergarten teachers who teach in the Early Childhood Center located on the QU campus. Administrative staff is distributed among the programs so that every program has at least one administrative assistant. The technical staff assists faculty members and students in all programs with technology issues.

Table 6.4
Distribution of Faculty and Support Staff.

	Faculty	Teaching Assistants	Lecturers	Administrative Staff	Technical Staff
Educational Sciences	21	7	1	9	2
Psychological Sciences	14	8	0	5	1
TOTAL	35	15	1	14	3

To ensure that all programs have appropriate numbers of support staff, the policy is for the program coordinator to request additional support staff from the head of the department, who, if he/she approves, forwards the request to the dean. The dean will then assign a teaching assistant or administrative staff member to assist the faculty member or program that has requested the help. If a new hire is needed, it is put into the budget for the next funding period.

In addition to projects funded under the budget, support is provided directly to faculty to encourage them to participate globally in the academic community through attending conferences, workshops and other professional events. Not only is full financial support provided for presenting research papers at such events, but full financial support may also be provided for attending such events at the request of the dean to learn new information to bring back to the unit. There are many instances in which partial support may also be attained, according the type of event and participation (see [Request to Travel](#)). Non-budgeted funds may also be requested to [host conferences](#) that would benefit our candidates or to fund visiting professors and consultants.

Out of 13 units within the university requesting visiting professor/consultant funds, the unit received 10.63% of the university's funds for this activity.

The university also has an Office of Faculty Development ([OFID](#)) that offers frequent, high-quality professional development opportunities without charge in both Arabic and English. OFID conducts needs assessments and interest surveys at least yearly to determine faculty needs. A review of OFID's [annual reports](#) shows that unit faculty are not only leaders in providing professional development to other faculty members in the university, but are also frequent participants in professional development. Research opportunities are provided by the [Office of Research](#), through which faculty may apply for internal research grants. The Office of Research also provides support in preparing proposals for external grant proposals.

6d. Unit Facilities

The unit has 14 classrooms, including a large (250 person capacity) lecture hall with full multimedia capabilities. In recent years the unit has been working to convert all classrooms into *Smart* classrooms. These classrooms are self-contained media classrooms with the following equipment: a screen, a projector, a computer, DVD/CD player and a sound system. The computer and projector enables faculty to interact with what is displayed on the computer screen and thus actively engage students in presentations. One classroom presently has video lecture-capture, and the plans are to expand this functionality to additional classrooms. At present, the unit does have a video lab and an extensive media center (described more fully in 6d.3)

Because our different programs address different populations (undergraduate, full-time students and post-graduate, working students), times for the courses vary, thus essentially doubling our classroom space. As the B.Ed. program expands, as it shows every indication of doing so, the unit may need to request additional classroom space.

Each member of the full-time faculty has either a private or shared office with a computer desktop, printer, telephone network-based Cisco Voice-over-Internet Protocol (VoIP) system, which provides telephone services over a network connection. The new Cisco system provides a wealth of improved features for supporting university business.

At present, all classes are conducted at the university; however, as the only institution for educator preparation, the potential for in-school activities is extensive. As all schools are involved in the [Education Reform](#) all schools are either new or under extensive renovation.

6e. Unit Resources Including Technology

All facilities and equipment are available upon request by faculty in all programs on a check-out basis. Rooms are coordinated by the facilities manager, video and photography equipment through the video and photography lab managers, If the equipment is essential for the course learning outcomes (for example, in the subject-specific Methods II diploma courses), the instructor for that course has priority.

Qatar University provides all students with access to campus e-mail, the Internet, and to its networked resources, University Portal, e-registration banner software. Also available to candidates and faculty, is access to the Blackboard Course Management System. All candidates TaskStream™ to develop their E-Folios.

The university has provided continual updates to technology in the form of wireless Internet access. A multi-gigabit backbone and ultra high-speed Internet access, QUnet provides thousands of laptops, desktops and computer labs across campus with interconnectivity and network services.

The QUnet infrastructure is currently made up of the following components:

10Gbps x 4 = 40Gbps Accumulated Backbone

1Gbps Uplink to Access Switches

10/100 Mbps to User Desktop

14 Backbone Switches

170 Access/Edge Switches

907 km of Copper cable

27.7 km of Optic Fiber cable

Classroom & Lab Computing

There are four computer classrooms labs in the College of Education. Each lab is equipped with computers at every seat and some are suitable for instructor-led sessions. Most classroom labs feature podiums with built-in computers, audio equipment, microphones, DVD/VCR players, LCD projectors and visualize Digital Cam.

Lab 224 : (E-learning lab)

This room is used with a computer classroom 25 PCs, distance learning & videoconference room, Interactive learning software.

Lab 207: (The Active Classroom lab)

This lab used with Interactive board (Promethean 300 range, Smart Interactive board, 10 PCs, 16 laptops, Multi media unit – 10 LCD projector for training - 4 visualize Digital Cam – HD Camera T.V.

Room 201: (Video Capture) Is the production of digital video A/V in the Smart classroom and download the lecture material via server to the Blackboard.

Lab 114: Graphic design lab

Lab 109: Photography lab

Library + E-Library resources

Evidence of Use

All courses have an online component through the Blackboard™ system. Most require at the very least retrieval of announcements and handouts. Many are extensively web-based. All candidates in all programs are required to have an E-Folios, and all faculty are required to post an online course portfolio at least once per academic year. All programs but the Masters in Education, Special Education (M.Ed. SPED), have a required course in the program that specifically addresses the instructional use of technology. The M.Ed. SPED requires the use of technology throughout its courses, including the knowledge related to assistive technologies. Use of technology for instruction is required for all classroom clinical practice; leadership in technology is required of each EL candidate.

Each program has an administrative assistant to supervise the collection of data for that program. The unit has a full-time data management employee, and final oversight of all data collection and analysis is through the associate dean of academic affairs. The university supplies data software programs (Excel™ and SPSS™). Additional data reports are available through TaskStream™, providing specific data related to unit learning outcomes by candidate and by program. Specific policies are in place for data management, as described in Standard 2.

At present the university has two libraries, one located on the women's campus and the other located on the men's campus. The women's library facility consists of a four-story building with a total area of 1,200 square meters, and houses circulation, reference, and technical services. The men's facility consists of a two-story building with an area of 3,000 square meters, offering circulation and reference services. The circulation services are automated. This was achieved with the help of MINISIS Integrated Library System, developed by IDRC of Canada, and arabicized by the Arab League's Department of Information. At present, a state-of-the-art, four-story new university library is under construction, completion scheduled for late Fall 2010 ([Youtube movie on the university library system](#)).

These facilities contain extensive collections in English and in Arabic and access to collections of electronic databases for general information or discipline-specific. The education electronic databases include:

- eBrary
- ERIC Education Resources Information Center
- ISI Web of Knowledge
- Lexis Nexus
- End Note Web of Knowledge

The unit also has a Resource Room and Media Center specifically for our candidates. At present, it has a total of 1,134 books, 126 videos, 14 CDs, and 100 DVDs in its collection, all available for candidate use and focused specifically on education. The Resource Room and Media Center also provides resources and instruction for preparing materials for the classroom, including copying and binding, lamination, scanning, computers, printers, Internet access, video copiers, and a die cut machine with an extensive set of dies for classroom materials preparation. The resource librarian and assistant librarian provide workshops for candidates and for inservice teachers on the use of materials and supplies. It also has manipulatives for science and mathematics that may be checked out for classroom use by candidates. It also provides a "textbook loan" service to ensure that every candidate can obtain the necessary books for courses.

The Resource Room and Media Center has a budget for new materials each year. Faculty may request specific resources, and each spring the librarians actively engage the faculty in selecting the most current and most highly regarded resources. The [2010 Annual Resource Room Report](#) provides additional information.

The university provides each student with a university email account, Blackboard access to each class for which he/she is registered, and full Internet access to all electronic resources. The

Resource lab has extended hours so that students in all programs have access to its resources during the hours they are on campus. The resources librarian coordinator conducted a Statistical search about the services provided to identify teachers and students' needs to take in consideration the future order for instruments, materials, books and DVD. This statistical research helps the staff in the Resource Library to have a clear vision for the next year.

Summary: Standard 6

A particular strength of the unit is the collaborative leadership structure leads to strong collegiality and commitment to the unit that supersedes cultural differences and leads to a stronger, more unified program for candidates. Faculty members have conducted scholarly research related to unit governance and resources, including:

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