

Overview of Field and Clinical Experiences

Policies

1. All assignment of field experience hours to a course must follow a specific rationale. If a program decides to change the field hours in one or more courses, they must provide a rationale for this change in terms of the benefits to the whole program.
2. If there are field hours assigned to a course, they must be done. An assignment should be in the course syllabus that reflects this experience.
3. Candidates must have field experiences in every semester once they enter teacher education. The kinds of experiences they have must become more active and more advanced in teaching skills demonstrated with each semester.
 - a. Field assignment should specifically relate to the objectives and learning outcomes of the course as identified in the syllabus.
 - b. Observation activities are appropriate for introductory courses only.
 - c. Over the course of the program, candidates should take on more responsibility and more interaction with students (or, in the case of advanced programs, students and/or school staff).
 - d. Checkpoint 2 courses (semester before clinical experience) must require all initial candidates to demonstrate teaching in an authentic context (e.g. micro-teach).
4. Field placements should offer as much diversity of experience as is possible in this context (different grades within the concentration, gender diversity if appropriate).

Table 1: Overview of B.Ed. Primary Program Field and Clinical Experiences

Course	Course Name	Assignment	Field Hours
<i>Education Core courses, taken by all candidates</i>			12
EDUC 312	Curriculum and Assessment	Observation related to instruction and assessment (at schools)	6
EDUC 316	Classroom Management	Observation/Data Collection Assessment. (at schools)	6
<i>Concentration specific – Early Childhood concentration</i>			24
EDEC 413	integrated Math & science for young Children	Small group work & action research (at schools - KGs) / Fall (kindergarten)	16
EDEC 453	Teaching Arabic Language to Young Children	Micro-teach(at schools) / spring (primary schools)	8
EDEC 456	ESL and Young Children	Micro-teach (at university) / Fall	0
<i>Concentration specific – Math Science concentration</i>			24
EDPR 450	Teaching Primary Level Science	Micro-teach (at schools) / spring	0
EDPR 451	Teaching Primary Level Mathematics	Micro-teach (at university/ Fall)	8
EDPR 452	Methods in Inquiry and Research	Small group work & action research (at schools/ spring)	16
<i>Concentration specific – English concentration</i>			24
EDPR 453	Teaching Primary Level English (ESL I)	Small group work & action research (at schools) / Fall	16
EDPR 454	Teaching Primary Level English (ESL II)	Micro-teach (at schools)/ Spring	8
EDPR 455	Teaching Primary Level Reading	Micro-teach (at university) / spring	0
<i>Concentration specific – Arabic Studies concentration</i>			24
EDPR 446	Teaching Primary Level Arabic	Small group work & action research (at schools) / Fall	16
EDPR 447	Teaching Primary Level Islamic Studies	Micro-teach (at university) / Fall	0
EDPR 448	Teaching Primary Level Social Studies	Micro-teach (at schools) / spring	8
Student teaching			300
Total number of field hours= (12 Core + 24 concentration specific + 300 student teaching)			336

Table 2. Overview of B.Ed. Secondary Field and Clinical Experiences

Course	Name of Course	Activity	Field Hours
Candidates will complete all of the following (Core)/ spring			20
EDUC 312	Curriculum and Assessment (Observation)	Objectives: Lesson Structures (at schools)	6
EDUC 316	Classroom Management (Observation)	Observation: Classroom Management (at schools)	6
EDSE 331	Reading and Writing across the Curriculum	Small group work (at schools)	8
Candidates will complete 1 of the following: (Method I)			0
EDSE 340	Methods I: Instructional Strategies for Arabic Language	Micro-teach (at university) / spring	0
EDSE 341	Methods I: Instructional Strategies for English Language	Micro-teach (at university) / spring	0
EDSE 343	Methods I: Instructional Strategies for Social Studies	Micro-teach (at university) / spring	0
EDSE 347	Methods I: Instructional Strategies for Biology	Micro-teach (at university) / spring	0
EDSE 346	Methods I: Instructional Strategies for Chemistry	Micro-teach (at university) / spring	0
EDSE 345	Methods I: Instructional Strategies for Physics	Micro-teach (at university) / spring	0
EDSE 344	Methods I: Instructional Strategies for Mathematics	Micro-teach (at university) / spring	0
EDSE 342	Methods I: Instructional Strategies for Islamic Studies	Micro-teach (at university) / spring	0
Candidates will complete 1 of the following (Methods II)			16
EDSE 460	Methods II: Inquiry and ICT for Arabic Language	Micro-teach & action research at schools/ Fall)	16
EDSE 461	Methods II: Inquiry and ICT for English Language	Micro-teach & action research at schools/ Fall)	16
EDSE 463	Methods II: Inquiry and ICT for Social Studies	Micro-teach & action research at schools/ Fall)	16
EDSE 467	Methods II: Inquiry and ICT for Biology	Micro-teach & action research at schools/ Fall)	16
EDSE 466	Methods II: Inquiry and ICT for Chemistry	Micro-teach & action research at schools/ Fall)	16
EDSE 465	Methods II: Inquiry and ICT for Physics	Micro-teach & action research at schools/ Fall)	16
EDSE 464	Methods II: Inquiry and ICT for Mathematics	Micro-teach & action research at schools/ Fall)	16
EDSE 462	Methods II: Inquiry and ICT in Islamic Studies	Micro-teach & action research at schools/ Fall)	16
EDSE 491	Student Teaching in Secondary Education	Formal Unit Reflections (Mid-and Final) Assessment Project Technology Project CPA-PPI-PDI	300

Table 3. Overview of Diploma Programs Field and Clinical Experiences

Primary Education	Activity	Field Hours
Education Core		27
EDUC 500: Qatari Schools & Society	Observe an exemplary teacher and relate to standards and ethics	3
EDUC 501: Human Development & Learning	Observe and gather data on 5 domains of child development.	6
EDUC 502: Instructional Planning & Assessment	Observation of classroom planning and assessment	6
EDUC 503: Introduction to Special Education	Observation and IEP	6
EDUC 504: Management of the Educational Environment	Gather and interpret data on classroom management	6
Specialty Courses – Diploma in Special Education		32
SPED 520: Assessment of Students with Learning Difficulties	Individual or Small Group Work	8
SPED 521: Methods and Materials in Special Education	Individual or Small Group Work	8
SPED 522: Applied Behavior Analysis	Assessment project -- antecedents and consequences	8
EDPR 520: Methods of Teaching ESL	Micro-teach	8
Specialty Courses – Diploma in Early Childhood		32
EDEC 510: Preschoolers and Learning	Micro-teach	8
EDEC 511: Methods of Teaching in Early Childhood Education	Small group work	8
EDEC 512: Language and Literacy Development in Early Childhood	Small group work	8
EDPR 520: Methods of Teaching ESL	Micro-teach	8
Specialty Courses – Diploma in Primary Education (Arabic)		32
EDPR 543: Arabic Methods I	Small Group work	8
EDPR 544: Arabic Methods II	Micro-teach	8
EDPR 545: Social Studies Methods	Micro-teach	8
EDPR 546: Islamic Studies Methods	Small group work	8
Specialty Courses – Diploma in Primary Education (English)		32
EDPR 540: Reading Language Arts Methods	Small group work	8
EDPR 541: Mathematics Methods	Micro-teach	8
EDPR 542: Science Methods	Micro-teach	8
EDPR 520: Methods of Teaching ESL	Small group work	8
Specialty Courses – Diploma in Secondary Education		32
EDSE 502: Second Language Learners in the Secondary Classroom	Small group work	8

EDSE 503: Reading and Writing Across the Curriculum	Small group work	8
Methods I	Micro-teach	8
Methods II	Micro-teach and action research	8
Internship		300
Total number of field hours in program (27 core + 32 methods + 300 student teaching)		359

INTERNSHIP POLICIES AND PROCEDURES

School Attendance

Since the student teaching is a university course and is a required part of the BED programs, the attendance policy—including the Seminar—is in accordance with Qatar University’s attendance policy, which is fully described in the QU Student Handbook. Some modifications to the University policy are in place. Three days’ absence for illness or other urgent circumstances are permitted; however, if the candidate miss more than three days, candidate must make up the time. If a serious condition requires that candidate miss an extended number of days, be sure to discuss it with cadidate’s college supervisor **before** candidate absence, if at all possible. Arrangements can be made for candidate to complete the student teaching based on the specific situation.

As a student teacher, the candidate is expected to be in attendance at the placement school according to the calendar for that specific school. Leaving the school campus during the school day is not permitted without prior approval from the college supervisor. It is candidate’s responsibility to inform the mentor teacher, college supervisor, **and** the school office as early as possible in case of an illness or other forced absence. Be sure to arrange communication details with both the mentor teacher and college supervisor, e.g., e-mail, phone, or SMS, at the beginning of the student teaching in case something arises that will interfere with the normal schedule.

Holidays and Staff Development Days

During the student teaching period, the candidate will observe the holidays scheduled by the school to which the candidate is assigned, regardless of the holidays observed by Qatar University. The candidate is expected to be at school on staff development days and to participate in professional development programs when appropriate.

Evaluations

Written documentation of the performance is vital and should be specific, systematic, and include suggestions for improvement. College supervisors and mentor teachers use the evaluation forms, found in the Appendix, for regular written evaluations. Making multiple copies of the completed evaluation forms allow them to be shared with the candidate by both the college supervisor and the mentor teacher.

The supervisor and mentor teacher will each complete several evaluation forms regarding the candidate progress. The Mid-point Evaluation is held during the fifth week on cadidate progress to date. If the candidate have not made sufficient progress, a plan must be developed with collaboration among the mentor, the supervisor, and (the candidate), and the plan must be signed by all members. This will be the

guide for the candidate continued progress during the second half of student teaching. The Final Evaluation (during the 10th week) is the candidate summary evaluation and will be the focus of the Final Conference.

candidate should review both evaluations. Sign and date them and make sure the evaluators also sign. Candidate and the evaluators each receive a copy of every completed form. These forms are added to candidate academic file when they are sent to the program office after all signatures are added.

It is also requested that student teachers, supervisors, mentor teachers, and other school personnel involved with student teaching assignments complete a program evaluation form in order to provide information about the strengths and weaknesses in the teacher preparation program. These program evaluation forms will be available in a Seminar session near the end of the semester.

RE-ASSIGNMENT OR TERMINATION OF INTERNSHIP

If a candidate is experiencing significant difficulty during the semester, there are procedures and practices that provide options. If either candidate or college supervisor has serious concerns about candidate placement, the situation must be documented before any action can be taken. If the problems cannot be resolved with candidate mentor and school, and depending on candidate specific situation, the following alternatives are possible:

- a. Candidate might be re-assigned to another classroom for the remainder of the semester—possibly in another school.
- b. Candidate might withdraw with the option of repeating the student teaching the following semester.
- c. Candidate might stop the student teaching with a grade of “Incomplete.” If and when candidate complete the requirements for the student teaching, the “Incomplete” can be changed to a grade. If the work is not satisfactorily completed the incomplete changes to an F.

Sometimes a student teacher is unable to finish his/her student teaching for a variety of reasons. On rare occasions, a student teacher must be asked to leave the program completely. The following are the basis for such an action:

- a. If there is mutual consent and agreement by the student teacher, cooperating school, and college supervisor for reasons of illness, injury, or other unforeseen problem.
- b. If the student teacher cannot establish and maintain a satisfactory performance level in classroom instruction and management, and this continues after repeated conferences and support from the mentor teacher and college supervisor.
- c. If the student teacher does not to abide by the policies of the cooperating school.
- d. If the student teacher demonstrates unprofessional conduct towards supervisors, school personnel, or students.

If it becomes necessary to terminate a student teacher’s placement, specific policies and procedures are in place to finalize the process. Details of the process are outlined in the QU Student Handbook.

STUDENT TEACHING TIMELINE

Overview: The following sections describe a framework for the candidate progress during student teaching. The design is intended to focus on skills learned during the academic phase of the program and to integrate the knowledge and skills into classroom practices.

Each of the weeks, and its characteristics, is described in detail in the following sections.

Total Length of Student Teaching

Student teaching for all B.ED. programs is a full academic semester, and includes a mandatory Orientation Seminar (2 hours), in which all mentor teachers and college supervisors participate. Student teachers must also attend 18 hours of Seminar at the beginning of the semester **before** the classroom experience. These 18 hours prepare the candidate for the classroom experience and provide her with forms and information necessary for the student teaching. The student teaching experience is determined to be 300 hours, commonly completed over 10 weeks. If it is determined that the candidate will benefit from more time in the classroom, the time will be extended.

The timelines in each section describe the activities in more detail. During the 10 weeks with the mentor teacher, candidate will also meet once each week for 2 hours (20 hours) in seminar. The final session of the seminar will address the completion of the student teaching, including electronic portfolio, and turning in all required assignments and forms, as well as mentor and supervisor evaluations. The total number of hours for student teaching is the following: 2-hour Orientation, 18 hours of seminar before supervision begins, 300 hours of student teaching, and 20 hours of seminar during supervision for a total of 340 contact hours.

Week Assignment	1	2	3	4	5	6	7	8	9	10	Exam Week
Classroom responsibility	Observe classroom managem ent (3) Observe instruction al strategies (3) Lesson plans: Starters/Cl osers (3)	Observe assessment practices (3) Observe CM* + IS* (3) Lesson Plans: Main Activity (3)	Observe IS + AP* (3) Observe (CM + IS + AP (3)	Lesson Plans: Main Activity	Lesson Plans: Full Responsibility					Ind. Plan, & Teach	
Classroom responsibility	Observe, Assist, Co-Plan, & Co- Teach	Observe, Assist, Co-& Ind. Plan, & Co-Teach	Observe, Co-& Ind. Plan, Co- Teach, & Teach	Observe , Co-& Ind. Plan, Co- Teach, & Teach	Full Teach					Ind. Plan, & Teach	
*CM: classroom management, IS: instructional strategies, AP: assessment practices											

ASSIGNMENTS

Throughout student teaching, keep a well-organized ring-notebook of printed notices, information, and materials collected during work. It should be up-to-date and available for and member of the student teaching staff to examine on any visit to the school. Details of its contents are listed in the *Appendix*.

Classroom responsibility	The sections above provide details about the observations and level of teaching for each week of your student teaching.
Lesson Plans	Lesson plans must be written for every lesson – partial or whole – in which you are involved in teaching.
Weekly Journal	Create a journal entry for each week of student teaching. <i>See guidelines in the Appendix.</i>
Observations	Follow the guidelines for focused and general classroom observations of other teachers. <i>See guidelines and forms in the Appendix.</i>
Parent Contact Report	Arrange to meet with the parents of one of your students and complete the form found in the <i>Appendix</i> . The report is due before Week 6.
Assessment Analysis & Conclusions	Complete the Assessment Analysis assignment as described in the <i>Appendix</i> .
Technology Inclusion Lesson	Create, teach and reflect on a single lesson in which student use of technology is an essential component. (Students must need the technology to learn the concept and/or skill and to complete the lesson.)
Unit Plan	Create a unit plan for one of the topics in your curriculum. <i>See guidelines in the Appendix.</i> The unit is due at the end of student teaching.
Mid-point and Final Reflections	Two reflections related to your progress are due – one for the Mid-point Evaluation (Week 5), and one for the Final Evaluation (Week 10). The reflections are due the week before each three-way conference, <i>See guidelines in the Appendix.</i>
Mid-point and Final Evaluations	At the midpoint and end of the student teaching, evaluations are completed using the CEES (Final Evaluation only). You (the student teacher), your mentor, and your college supervisor will discuss your progress and performance together each time. <i>See guidelines and forms in the Appendix.</i>
E-Folio	Using the online student portfolio site, complete all required uploads and submissions, including the E-Folio Reflections.
Supervisor and Mentor Teacher Evaluations	Complete the provided evaluations of your Mentor Teacher and College Supervisor. <i>See forms in the Appendix.</i> These are completed at the end of the semester and are anonymous and confidential.

COURSE REQUIREMENTS

The student teaching is a university course required to complete the chosen program. As such, there are assignments that must be completed. The following descriptions will help fulfill the requirements for the student teaching and also produce artifacts that might be included in E-Folio.

- A. **E-Folio:** Creating and maintaining an E-Folio on TaskStream (www.taskstream.com) is a required component of all B.ED. programs in the College of Education. It will document the professional experiences across all methods courses and field experiences, and show the competence in chosen profession. The E-Folio will be evaluated within the program, and details will be provided in the Student Teaching Seminar.
- B. **Notebook:** Organize a student teaching notebook. Keep this notebook on your desk so that when your supervisor comes to observe, she/he will be able to locate it easily. You will need a ring file with six section dividers labeled as follows:
1. **General Information**—Include items such as blank forms, school and office memos, calendars, and university information.
 2. **Observations**—Collect copies of the assigned observation forms for the first three weeks of student teaching. **Guidelines and forms are available in the Appendix.**
 3. **Lesson Plans**—Use the lesson plan form provided in the Handbook Appendix for every lesson you teach and for the lessons that are part of your Unit Plan. Be sure to have your mentor teacher initial any lesson plans you keep in your notebook. Keep the most recent lesson plans at the front of this section. **Reflections should be included for every lesson you teach.** You may write your reflections on the back of the lesson plan form or on a separate sheet of paper after teaching a lesson. Put the lesson plan—and the reflection—in your notebook after teaching the lesson.
 4. **Mentor Teacher/Supervisor Evaluations and Feedback**—Encourage your mentor teacher to evaluate you and give written feedback as often as possible (at least once each week). She/he may use the evaluation forms found in the Handbook Appendix. Keep a copy of the evaluation in your notebook. Also, every time your college supervisor visits, an evaluation will be completed on your performance. Keep copies of all your evaluations in this section of your notebook; originals will be kept by your mentor teacher and college supervisor. Evaluations that are more formal—using the Clinical Experience Evaluation Survey (CEES) will also be conducted at the mid- and final points of your student teaching.
 5. **Journal** - Make reflective entries in your journal each week. It is a place for observations, reflections, and questions. The journal should be accessible to your college supervisor to comment on your observations and to answer your questions.
 6. **Course Assignments** - Include documentation, with all forms filled in, for all required student teaching assignments, as listed in the paragraphs below. These must be accurately completed and approved by your college supervisor. Make sure your college supervisor initials each document. A chart with the assignment timeline is included in the Appendix.
- C. **Reflections (What and When):**
1. After teaching the lesson, reflect on these questions:
 - a. *What went well in the lesson, and why do you think it went well?*
 - b. *What can you do to improve the lesson for next time?*
 - c. *How did you evaluate student learning?*
 2. Reflective Journal—record perspectives and interpretations on events of your Student Teaching. See the rubric in the **Appendix**.
 3. Before mid-point and final evaluations—assess your overall teaching capabilities and performance. Complete these the week **before** the mid-point and final three-way conferences. Guiding questions and the rubric are included in the **Appendix**.
- D. **Parent Contact Report and Log:** In consultation with your mentor teacher, schedule and conduct at least one parent conference. Document this conference on the *Parent Conference Report Form* included in the Handbook **Appendix**. Keep a log of all parent contacts; this includes telephone calls (even attempted calls), informal chats in the hall, conferences, home visits, and notes. A log template is included in the Handbook **Appendix**.
- E. **Unit Plan**

1. Purpose: You will develop a Unit Plan, made up of all lesson plans and supporting materials, targeting a concept in the curriculum. The goal of the unit is to develop rich, rigorous, engaging learning situations for students based on a targeted concept. It should include extensive use of technology for learning, multiple opportunities for active engagement by students, and carefully differentiated instruction and assessment to enable diverse learners to succeed.
2. Specifics:
 - The unit should be a set of sequenced lessons all related to different topics within the concept. The sequence should be logical and appropriate to the concept.
 - The unit should take four (4) to six (6) blocks of class time to complete.
 - The unit should align with the prescribed curriculum of the school and subject area.

F. **Student Teaching Seminar:** See details in the Course Expectations section below.

RESPONSIBILITIES – STUDENT TEACHER

Dedication

- Make student teaching a top priority for the semester.
- Report to school on time, and remain until the designated end of the school day.

Organization

- Turn in a weekly teaching schedule to your college supervisor. Notify him/her if changes occur in this schedule.
- Notify the school, the mentor teacher, and the college supervisor as soon as possible if absence due to illness is necessary.

Preparation

- Provide the mentor teacher with copies of your written lesson plans in advance of your planned time to teach the lesson(s).
- Prepare all teaching materials/technology in advance to alleviate misuse of time and misbehavior of students.
- Read a variety of resource materials beyond the text materials in order to add enrichment to the lesson.
- Plan for the most efficient methods for carrying out classroom procedures and lesson transitions.
- Allow for flexibility in teaching by planning for interruptions or time constraints.

Teaching

- Know and understand the appropriate content knowledge including major principles and concepts of the material to ensure high levels of teaching competence.
- Sequence pedagogical content knowledge in instructional events to enhance student understanding.
- Observe the behavior and learning styles of students from diverse cultures in order to create a classroom atmosphere that enhances multicultural understanding.
- Incorporate a variety of teaching strategies to provide for individual learning styles and to better develop inquiry and problem-solving skills.
- Become competent in creating and using instructional materials and techniques that are consistent with the developmental level of the students.
- Present directions in a clear, sequential manner.
- Develop critical thinking by using higher-level questions.
- Choose a variety of assessment tools and teach students to use self-evaluation.
- Provide lesson activities that require cooperation and teamwork.

- Encourage creativity by accepting students' ideas to enrich class experiences.

Student Relations

- Create and maintain a positive learning environment by demonstrating respect for each and every student.
- With the mentor teacher, develop a specific classroom management plan that complements both the existing plan and your strengths as a new teacher.
- Maintain a firm, but friendly relationship with each student.
- Be aware of the students' social and emotional needs.
- Be a respectful listener.

Scholarship

- Be aware of opportunities to participate in discussions with other teachers about the profession of teaching.
- Be aware of current research in a field of education that interests you.
- Be aware of opportunities to extend student learning beyond the classroom and into the community.
- Continuously try to add new research-based strategies to your collection.
- Be aware of advances in formative and summative assessments and their effective application in the classroom.
- Be aware of and use resources and resource people already available at your placement school, e.g., IT specialist, librarian, school nurse or doctor, art and music teachers, etc.

Leadership

- Wear appropriate professional attire.
- Welcome constructive suggestions and incorporate them in subsequent planning and teaching.
- Be discreet with any confidential information.
- Become familiar with Qatari school organizations and programs by attending school and/or parent meetings when appropriate.
- Attend all student teaching seminars.
- Collaborate with other faculty members or student teachers within your building in sharing instructional ideas, materials, and technology.
- Establish professional relationships by interacting with school personnel (administrators, faculty, and support staff), students, and parents.
- Be familiar with school policies and procedures.
- Be immersed in teaching experiences that allow for a smooth transition from the role of being the student to the role of being the classroom teacher.

RESPONSIBILITIES -- MENTOR TEACHER

Dedication

- Be friendly but professional with your student teacher.
- Complete your evaluations and other paperwork in a timely fashion.

Orientation

- Attend the QU Orientation with your student teacher.
- Orient the student teacher to:
 - The students
 - The school calendar and daily schedule
 - The building facilities and resources
 - The personnel – administrators, faculty, and staff
 - School policies and procedures
 - The nature of the community
 - Professional opportunities

Preparation

- Prepare the classroom students to receive the student teacher as a professional co-worker.
- Prepare a workspace for the student teacher with a desk, chair, shelves, curriculum guides, and teaching materials.
- Discuss the new student teacher's placement with the college supervisor, and be sure to bring up any concerns.

Teaching

- Provide a gradual induction to the teaching process by modeling appropriate planning and teaching, as well as explaining the purpose of various strategies.
- Demonstrate methods and resources for creating daily lesson plans that are sequential and integrated.
- Demonstrate the use of curriculum guides, teachers' manuals, and other resources for your grade/subject level.
- Explain the philosophy of classroom management, the specific techniques that you use, and how management is to occur when you and the student teacher are both in the classroom.
- Choose a specific time for planning together on a daily/weekly basis.
- Explain the methods of keeping records for attendance, tardiness, grades, conduct, and any others required by the school.
- Discuss emergency and health procedures, such as fire drills, sudden illness, and fighting.
- Guide the student teacher toward greater effectiveness by:
 - Monitoring effective use of time
 - Requiring written lesson plans in advance of teaching
 - Creating a climate that encourages questioning and self-reflection
 - Praising and encouraging
 - Keeping interactive lines of communication open
 - Discussing problems frankly, one at a time
 - Sharing professional experiences and materials
 - Capitalizing on the special interests, talents, and abilities of an student teacher in order to enrich the curriculum
 - Encouraging the use of alternative instructional and management techniques
 - Guiding the acceptance of varied school duties and tasks which represent a teacher's workload
- Allow the student teacher to assume full responsibility of the classroom instruction and management for at least five weeks during the semester.
- At some point during the student teacher's time with you, provide some specific guidelines on how to set up a classroom for the beginning of the year.

Scholarship

- Promote daily interactive discussions with your student teacher; encourage reflective thinking about the strengths and weaknesses of his/her effectiveness in the planning and teaching process.
- Assist the student teacher in implementing recommendations received during the daily evaluation sessions.
- Confer with the college supervisor on a continuing basis. Performance problems should be identified and discussed as early as possible.
- Allow the student teacher to have time to confer with the college supervisor following an observation.
- Write evaluations of the student teacher's progress and discuss them with him/her using the Lesson Observation Form found in the *Appendix*.
- Discuss your observations with the student teacher and suggest changes he/she might make to be more effective.
- Participate in a three-way evaluation conference with the student teacher and supervisor at the mid-point and final evaluations and conferences.
Use the weekly observation forms to support your evaluations using the Clinical Experience Evaluation Survey (CEES)
- at the mid-point and final three-way conferences.

Leadership

- Accept each student teacher as an individual and refrain from comparing her/him with previous student teachers.
- Free the student teacher to attend all required College of Education Seminars, which are part of her/his clinical experience.
- Leave the student teacher alone in the classroom, so that she/he can feel independent and have the opportunity to learn from her/his mistakes. Be sure this occurs gradually, and indicate where you may be located in case of emergency.
- Introduce the student teacher to professional journals, resources, and organizations.
- Involve the student teacher in faculty and curriculum meetings, parent meetings, and parent/teacher conferences when appropriate.

Responsibilities -- College Supervisor

<p>Dedication</p> <ul style="list-style-type: none">• Allow sufficient time for both observations and feedback conferences.• Provide useful, encouraging feedback to the student teacher.
<p>Orientation and Organization</p> <ul style="list-style-type: none">• Orient your student teacher to your preferred method of contact.• Visit the school to meet the mentor teacher and administrators.• Contact the student teacher if you are unable to keep an appointment.• Organize a collection of all the student teacher's work, including the CEES.• At the end of the student teaching semester, turn in all documentation and forms to the Coordinator of the BED Programs.
<p>Preparation</p> <ul style="list-style-type: none">• Meet the mentor teacher before the student teaching begins.• Prepare a file of all forms and requirements the student teacher will need during the semester.• Be aware of timelines regarding university forms that are due, as well as due dates of assignments.• Become familiar with the BED Student Teaching Handbook.
<p>Teaching</p> <ul style="list-style-type: none">• Participate in the student teacher orientation at the beginning of the semester, which emphasizes responsibilities (academic, moral, ethical, legal) and provides the information needed to make a smooth transition from being a university student to being a successful teacher.• Participate in an orientation for mentor teachers to provide information concerning the program, required responsibilities, and effective communication with the student teacher, and college supervisor.• Share information with student teachers about professional development opportunities in the community.
<p>Scholarship</p> <ul style="list-style-type: none">• Observe, assess, and evaluate student teachers at least five (5) times during the student teaching placement regarding teaching, planning, management, and professionalism.• Guide the student teacher's growth in reflective thinking and self-evaluation.• Evaluate the student teacher's lesson plans and provide written feedback.• Document thoroughly any infractions of school policy or professionalism, as well as unsatisfactory progress in classroom instruction and management.• Plan an intervention if there are problematic areas that need special attention. A copy of any plans resulting from the intervention shall be submitted to the Coordinator of BED Programs as soon as all parties have signed the plan.• Participate in a three-way evaluation conference (at least 20 minutes) with the student teacher and mentor teacher at the mid-point and end of the semester.• Complete mid-point and final evaluations with the mentor teacher of each student teacher and write recommendations and/or summaries.• Evaluate completed assignments and score all online submissions.
<p>Leadership</p> <ul style="list-style-type: none">• Continue professional development by reading professional journals and attending conferences.• Serve as a mentor to a new student teaching supervisor, if requested.• Communicate regularly with the Program Coordinator about areas of concern or make suggestions for programmatic changes.

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- Act as a liaison between the student teacher and the Qatar University College of Education (this includes communication with principals, mentor teachers, student teachers, the director of student teaching, and the program coordinator).
- Assist in the placement of student teachers for the upcoming semester by offering suggestions and/or recommendations.
- Complete recommendation letters for student teachers who are applying for initial teaching jobs.