

Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2|R5.3| RA4.1)

Initial – Primary and Secondary Satisfaction Survey Results:

Qualitative Data Results:

Multiple sources of qualitative data were generated in the fourteen case studies, including fourteen interviews with the program completers, fourteen interviews with their supervisors, six interviews with their students' parents, pre- and post informal observation conferences, and documents review of lesson plans, teaching materials and student performance. Outcomes of the cross-cases integrating multiple sources of data were reported taking the following structure: firstly, overall evaluation of the program completers regarding their professional knowledge, teaching skills and professional dispositions; secondly, the link between teaching performance and teacher preparation program; thirdly, missing points from teacher preparation program; and fourthly, teaching learning through work.

1. Overall evaluation of the program completers regarding their professional knowledge, teaching skills and professional dispositions:

All the fourteen program completers have confidently self-evaluated their readiness for working as a teacher in the aspects of professional knowledge, teaching skills and professional dispositions. Their supervisors provided evaluation that is even more positive, as they commented on the completers respectively:

Supervisor of Case 1: *“I feel very satisfied about her general educational skills, teaching practices, professional knowledge, professional attitudes, and the teacher's commitment to educational laws and instructions, Also, everyone unanimously agreed that the teacher accepts feedback and constructive criticism and in light of that, she develops herself and improves constantly”*

Teacher of Case1: *“I am satisfied with all of these aspects. I have good lesson planning skills, teaching skills, evaluation skills, and classroom discipline skills. I also have a wide range of modern teaching strategies, especially scientific enquiry, which I use it constantly in science classes. I always prefer to teach science classes inside the laboratory”*.

Teacher of Case 2: *“I evaluate my overall performance in all previous aspects at a reasonable level or, 80%. However, I need more practice and development on the applied and practical side since there are many new and changing things in the school, which helps keep pace with it”*.

Teacher of Case 4: *“I think I am doing excellent and capable of giving, but I feel some tension that sometimes affects my performance”*.

Supervisor of Case 4: *“She accepts guidance. She is keen to attend internal and external professional development sessions, initiated a model lesson”*.

Supervisor of Case 5: *“The teacher is excellent in professional knowledge, and she is very good in teaching skills. She needs more training to become distinguished, and her professional dispositions are excellent”*

Teacher of Case 5: *“I consider myself very good in terms of professional knowledge, teaching skills, and excellent in professional dispositions”.*

Supervisor of Case 6: *“Teacher Wadha is rapidly developing. She has high abilities in teaching, lesson planning, and developing her students learning outcomes. She is confident, presents a high teaching performance, accepts directions and implements them correctly (efficiency), planning lessons constructively and adequately”.*

Teacher of Case 6: *“Through self-reflection, there is a noticeable absence of some skills, such as gymnastics and volleyball, because of the situation the country was going through, which affected me practically. The college administration must focus on internships and practical courses that are appropriate and matched with the Ministry of Education”.*

Teacher of Case8: *“The teacher has the appropriate basics of the educational process, classroom management, observing the students to know their levels, determining the appropriate activities for them, and accepting directions for development”.*

Teacher of Case9: *“I am very satisfied with my work performance. I am still working on self-development to acquire more skills that benefit my students”.*

Supervisor of Case13: *“Hussein is a teacher who learns quickly, is responsive, can handle work pressure, and is enthusiastic”.*

Supervisor of Case14: *“The teacher, Abdul Rahman, is a strong addition to the Department of Social Studies, because of his thought and responsibility. He is one of the main teachers who we depend on him in the Department of Social Studies”.*

Supervisor of Case 5: *“The academic teacher's achievements with the students are very good, as an improvement was noticed in the level of her students' performance, as evidenced by the improvement in the students' evaluation, the teacher was praised by the coordinator, especially in her activities and her dealings with the students, her use of acting methods, and diversifying the tone of voice to convey the information easily”*

Supervisor of Case 9: *“the teacher has developed her professional skills in terms of demonstrating a commitment to learning and diversity and meeting students' differentiations, building rapport and serve as a strong role model to peers, colleagues and learners, displaying effective communication skills (oral and written) in all settings; and demonstrating professional competence and conduct”.*

Supervisor of Case 10: *“she is a good teacher who is sensitive to individual differences between students”.*

Supervisor of Case 14: *“The teacher is distinguished by his depth of knowledge and professional commitment. He also possesses the skills that qualify him to be one of the distinguished teachers, due to his keenness on self-professional development and his acceptance of directives.*

2. Evaluate the teacher's current performance at work regarding making academic and learning gains with the students. Their supervisors provided evaluation that is even more positive, as they commented on the completers respectively:

Teacher of Case 1: *“ My students' performance in science had improved, and their test scores had been improving continually. My students love science subjects, do the activities and show positive interaction in science classes because I constantly provide them with activities they love, use technology in science classes, and constantly support them with appropriate reinforcement and encouragement. I encourage my students to make scientific projects and models. I keep projects in a special corner in the science laboratory at the school, and I intend to hold a science exhibition at the end of the academic year”.*

Supervisor of Case 1: *“One of the most important academic teacher's achievements is the improvement of her students' scores in science, and the development of their attitudes towards learning science subjects. They attributed the reason for this to the positive relationship between the teacher and her students, and her students' love for her. The teacher constantly reinforces her students. She always gives them gifts to enhance their positive behavior. These reinforcements reflected positively on the progress of her students' achievement in science. ”*

Teacher of Case 2: *“I am satisfied with what I have presented to my students since the beginning of the year. I was keen to establish reading and writing skills, and I noticed significant improvements in the student's grades, in the students' interaction in the class, in the short tests, dictation, and writing”.*

Teacher of Case 4: *“Students respond to me. After two months, they responded to me. Within two months, students improved their writing, and this was achieved by putting them in a suitable group, providing exercises and various activities and focusing on them”.*

Supervisor of Case 4: *“Because she is a new teacher, she was given one class. She participates well in school and shows commitment towards her teaching performance. Students love her. Her communication with students and parents is good, and she supports them”.*

Teacher of Case 5: *“Academic achievements are good with students due to the short time I spent with them, but there is a noticeable improvement in the levels of reading and writing letters and improving their speaking skill”.*

Teacher of Case 5: *“The teacher is evaluated on the items of the classroom questionnaire. He also reviewed this questionnaire to know the most important items, to be familiar with these items, and to reflect them in his performance and on the results of the students. He added value in the end-of-semester exams, in addition to preparing appropriate activities for the categories of students”.*

Supervisor of Case 9: *“The teacher shows a noticeable improvement in applying new skills and applications she has trained on. She assesses her students learning process though both direct and indirect measures (e.g., quizzes, exams, summative and formative assessments, and giving and receiving students' feedback)”.*

Teacher of Case 9: *“I can see my performance is good. My evidence is my students, in one of the classes I teach, have highest scores in their academic achievement among the fourth year students in school”.*

Teacher of Case 10: “Graduates of Qatar University have the ability to keep pace with modern technological developments and the experience of preparing lessons”.

Supervisor of Case 10: “The teacher achieved a number of academic achievements by raising the academic achievement of his students and obtaining advanced positions in scientific research competitions.

Parent of Case 14: “I noticed a significant improvement in my son's level and an increase in his love for the subject through his relationship with the teacher, and he became keener to participate in research and competitions.

3. Link between teaching performance and teacher preparation program:

The program completers interviewed were generally pleased with the lessons learned from their teacher training program and could relate the benefits of the program to their regular teaching practice. The key benefits of the curriculum include ideas, which have helped to explain teaching and learning, a broad variety of teaching methods and skills for teaching and microteaching. As they expressed:

Supervisor of Case 1 : “They evaluate graduates from College of Education QU as the best in terms of professional knowledge, overall teaching abilities, and professionalism. They mentioned that the teachers graduated from Qatar University possess a solid knowledge background in their specialties, and they have a lot of teaching and evaluation skills, and modern strategies. They praised their desire and motivation to develop themselves by attending training workshops held by the Ministry of Education or any other institutions”

Teacher of Case 1: “Certainty and without doubt, there is a very strong relationship between my current performance and what I learned and gained of knowledge and experiences during my studies at the university”.

Teacher of Case 2: “I benefited from everything studied in the teacher preparation program and applied it in my work. It helped me feel confident about work and competently engage with the new environment. The strategies, skills, and teaching methods studied in the program supported my work performance, as I presented all the tasks previously, from planning lessons and explanations and strategies application”.

Teacher of Case 4: “Throughout learning at the university, I gained the skills and how to deal with children in the first stage, especially in the Child Development course; I acquired skills and the ability to apply them in class, in addition to the Classroom Management course”.

Parent of Case 4: “Graduates of Qatar University are definitely the best. I feel satisfied with the graduates, and their performance is excellent. They are competencies, even diplomas. Their level is great”.

Supervisor of Case 5 : *“She is a distinguished teacher who has the general ability to teach, creative ideas, and high skills in means and activities”*

Teacher of Case 5: *“ The field training was a good opportunity to deal with the school environment, including the administration, teachers and students interaction, before engaging in the reality of the actual work, as it was a preparatory stage for the work”*.

Teacher of Case 6: *“For me, the program was full of courses that I did not benefit from at work now”*.
“The thing I benefited from most was the last course, which was the field training (the internship)”.

Supervisor of Case8 : *“Graduates of the College of Education are characterized by professional knowledge and have sound basics in teaching methods and classroom management, where we do not face any difficulty, as the directions are compared to graduates of other colleges, as they need continuous follow-up, guidance, intensification of training workshops, explanation of strategies and the mechanism of their application, and this takes effort and time on the coordinator and school administration.*

Supervisor of Case 9: *“graduates from College of Education, Qatar University are skilled. However, here are some concerns such as: increase the field training credits for new teachers in agreement with the administration of the hosting schools, train new student teachers on how to design lesson plans according to the school forms; and train the student teachers for a period of not less than one semester”*.

Teacher of Case 9 : *“The thing that most influenced my performance was the field-training program in the last year, as it prepared me well in managing time and accepting the sudden changes that may occur in schools.*

Teacher of Case 10: *“The education program at Qatar University helped me acquire academic and professional knowledge”*.

Teacher of Case 12: *“Qatar University graduates are highly qualified before and after employment”*.

Supervisor of Case 12 : *“Qatar University graduates are strong and important supporters of the Ministry of Education. A graduate of Qatar University is comparable and distinguished from his peers from other universities. Graduates have a passion for developing performance and increasing knowledge ”.*

4 Similarly, all interviewed supervisors and students’ parents also attribute the satisfying performance of the program completers to the effectiveness of the teacher preparation program.

In particular, the supervisors and parents compared teachers graduated from College of Education, Qatar University and teachers from other backgrounds, as cited by them.

My daughter loves science classes; her achievement is high in science. She does science homework by her own self without asking for help from anyone, with desire and enthusiasm. My daughter understands the content of the science book and does not ask me for any help at home. (Parent of Case 1)

The teacher is distinguished by her high knowledge of the scientific material, as she takes into account individual differences, and her material is organized, tidy, and sequential, she is very positive with her students. (Parent of Case 10)

Completely satisfied with the level of knowledge and skills of the teacher and the extent of his keeping up with modern teaching methods. (Parent of Case14)

4. Missing points from teacher preparation program

Interviewed program completers and supervisors identified two major missing points from their teaching preparation program. One completer mentioned the confidence in professional knowledge and skills as she said;

Teacher of Case 1: “I found myself knowing how to behave in all educational situations. There was nothing strange, because I learned how to deal with sudden circumstances at the university, with the exception of what I found of a difference between the lesson plan approved by the Ministry of Education and the lesson plan approved by the College of Education at Qatar University. I hope that coordination would take place between the Ministry of Education and the College of Education at Qatar University to unify the lesson plan. I also suggest increasing focus on the practical aspects that are directly related to the actual reality in schools of Qatar”.

Teacher of Case 2: “Some aspects need more training, and it is suggested to increase the duration of the practical training to an academic year or two semesters for field training”.

“Some aspects of the program need more explanation and clarification, such as teacher competencies. I knew the term, but I needed to learn how to use effectively it or what it means, except after my work in schools and the coordinator's help clarifying”.

Supervisor of Case 4 : “Some former internship students use unacceptable and non-pedagogical vocabulary, need to learn their duties, adhere to the dress code, and be leaders in general”. Graduates: Outstanding, there are creatives, but some need help. The majority need knowledge and support on how to organize the lesson”.

Teacher of Case 5 : “There is a gap between what has been trained in field training and the reality of work in kindergartens in terms of preparing for the lesson and the sequence of presenting the lesson”.

Teacher of Case 6: “There is a lack of content related to the practical side, the gradual training in practice and performance evaluation.

Supervisor of Case 9: “She had lacked of some educational competencies, such as, designing an effective lesson plans and formulating objectives due to the reason that she learned the course in Arabic at Qatar University”.

Teacher of Case 9: “Students need to be aware of all the roles that teacher plays in the school such as activity classes and planning for them- remedial lessons- communication with parents- internal and external competitions. All of these matters must be joint program between the Ministry of education and the university. The Ministry of Education should send plans for activities and values. Then, Qatar University gives each major with the appropriate activity and trains students to do it. This step makes it easier for university students to know the tasks required from them”.

“I can’t relate my current performance at work to the pre-service teaching preparation program. As I am teacher of secondary school and I was placed to teach primary levels, there is a big difference in the preparation of my plans and the way of dealing with students”.

Supervisor of Case13: *“The teacher needs a lot of guidance in the first year, especially since the students in physical education do not receive any practical training in wrestling and handball.*

In reaction to the missing aspects, completers mentioned that there is a need to have practical training since the first year at university, and does not have to be in the last semester of the fourth year. This point was also mentioned in the interviews with the supervisors stated that the program completers need more training in schools before graduating. In addition, Ministry of Education and the College of Education at Qatar University need to unify the lesson plan

Advance – Diploma and Masters Satisfaction Survey Results:

Reliability of Professional Satisfaction Survey

Reliability Statistics

	Cronbach's Alpha	N of Items
All Items	0.966	40
1. Teaching Dispositions	0.966	8
2. Scholarship Dispositions (Research)	0.949	5
3. Leadership Dispositions	0.964	7
4. Teaching Practices	0.979	10
5. Scholarship Practices (Technology)	0.936	6
6. Leadership practices	0.972	4

Mean interpretation based on 4 Likert scales

Mean	Interpretation
1.00 - 1.74	not demonstrate knowledge Does
1.75 - 2.49	Shows an awareness
2.50- 3.24	Shows a basic understanding
3.25 - 4.00	Shows an in-depth understanding

Professional satisfaction Survey Results (Gradates Diploma and Employers)

	N= 43	Gradates -Diploma			Employers		
		Mean	S.D	95%CI	Mean	S.D	95%CI
1. Teaching Dispositions							
1	Ensures that all students learn at a high levels and achieve success	3.6%	0.59	3.44- 3.83	3.8%	0.45	3.24- 4.36
2	Supports students with special learning needs to learn in different ways	3.6%	0.68	3.35- 3.8	3.8%	0.45	3.24- 4.36
3	Recognizes that subject matter must be meaningful for all students	3.6%	0.63	3.42- 3.84	3.8%	0.45	3.24- 4.36
4	Creates supportive learning environments in which students' ideas, beliefs and opinions are shared and valued	3.6%	0.63	3.42- 3.84	3.6%	0.89	2.49- 4.71
5	Has enthusiasm about teaching subject area	3.7%	0.61	3.51- 3.91	3.6%	0.89	2.49- 4.71
6	Shows respect for individual and cultural differences	3.7%	0.55	3.55- 3.92	4.0%	0.00	4- 4
7	Provides care and support for students	3.6%	0.71	3.4- 3.87	3.8%	0.45	3.24- 4.36
8	Reflects critically on professional practice	3.6%	0.71	3.4- 3.87	3.6%	0.55	2.92- 4.28
Overall (Teaching Dispositions)		3.6%	0.59	3.45- 3.84	3.8%	0.39	3.27- 4.23
2. Scholarship Dispositions (Research)							
9	Develops research-proven teaching strategies	3.6%	0.72	3.37- 3.84	3.0%	1.00	1.76- 4.24
10	Uses student data to plan and review learning experiences	3.6%	0.75	3.36- 3.85	3.6%	0.55	2.92- 4.28
11	Engages in reflective practices	3.5%	0.80	3.21- 3.74	3.2%	0.84	2.16- 4.24
12	Pursues opportunities to grow professionally and participate in life-long learning	3.5%	0.69	3.3- 3.75	4.0%	0.00	4- 4
13	Engages in personal and professional development	3.7%	0.67	3.44- 3.88	3.6%	0.55	2.92- 4.28
Overall (Scholarship Dispositions (Research))		3.6%	0.68	3.35- 3.8	3.5%	0.50	2.86- 4.1
3. Leadership Dispositions							
14	Uses effective language in communicative situations and various social functions	3.7%	0.55	3.55- 3.92	3.6%	0.55	2.92- 4.28
15	Collaborates with colleagues to give and receive help	3.8%	0.53	3.62- 3.96	4.0%	0.00	4- 4
16	Provides a positive climate in the classroom and participates in maintaining such a climate in the school as a whole	3.7%	0.57	3.5- 3.87	3.6%	0.89	2.49- 4.71
17	Meets personal work related goals and priorities	3.7%	0.57	3.5- 3.87	4.0%	0.00	4- 4
18	Contributes towards professional teams	3.8%	0.53	3.62- 3.96	4.0%	0.00	4- 4
19	Builds relationships with families and the broader community to enhance student learning	3.7%	0.57	3.5- 3.87	4.0%	0.00	4- 4
20	Meets ethical accountability and professional requirements	3.8%	0.51	3.65- 3.98	3.8%	0.45	3.24- 4.36
Overall (Leadership Dispositions)		3.7%	0.51	3.57- 3.91	3.9%	0.25	3.55- 4.16

	N= 43	Gradates -Diploma			Employers		
		Mean	S.D	95%CI	Mean	S.D	95%CI
4. Teaching Practices							
21	Lessons based on monitoring, assessment, and student feedback from previous lessons are developed	3.7%	0.57	3.5- 3.87	3.6%	0.55	2.92- 4.28
22	Teaching strategies appropriate for Curriculum Standards are used	3.8%	0.54	3.59- 3.94	3.8%	0.50	2.95- 4.55
23	A range of materials and resources are utilized to engage students	3.7%	0.63	3.45- 3.86	3.6%	0.89	2.49- 4.71
24	A variety of skills and resources are used to evaluate and modify lessons	3.7%	0.57	3.51- 3.89	3.4%	0.55	2.72- 4.08
25	Varied individual and group learning strategies are used.	3.7%	0.63	3.45- 3.86	3.5%	1.00	1.91- 5.09
26	Print, multimedia, online, and electronic teaching resources are used.	3.7%	0.58	3.47- 3.85	3.8%	0.45	3.24- 4.36
27	Language, literacy, and numeracy development are identified and monitored	3.7%	0.57	3.52- 3.9	3.5%	0.58	2.58- 4.42
28	Students' learning is assessed and reported using methods in line with school policies	3.7%	0.57	3.52- 3.9	4.0%	0.00	4- 4
29	Clear, accurate and concise feedback on the outcomes of assessment is provided to students	3.7%	0.56	3.54- 3.92	3.8%	0.45	3.24- 4.36
30	Assessments are reviewed for continued appropriateness.	3.7%	0.56	3.54- 3.92	3.8%	0.45	3.24- 4.36
Overall (Teaching Practices)		3.7%	0.54	3.52- 3.88	3.7%	0.39	3.21- 4.18
5. Scholarship Practices (Technology)							
31	Technology-rich lessons are designed to take students beyond the school environment to investigate problems and propose possible solutions	3.6%	0.72	3.37- 3.84	3.4%	0.55	2.72- 4.08
32	Students are involved in examining the nature of work and leisure, work career options in Qatar, and in global markets	3.6%	0.72	3.31- 3.79	3.4%	0.89	2.29- 4.51
33	Students are supported in taking intellectual risks, testing ideas, and using initiative	3.6%	0.65	3.35- 3.78	3.6%	0.89	2.49- 4.71
34	ICT is used to access and manage information on student learning.	3.7%	0.57	3.5- 3.87	3.6%	0.89	2.49- 4.71
35	Learning goals in Curriculum Standards and school based curricula are identified	3.7%	0.55	3.55- 3.92	3.8%	0.45	3.24- 4.36
36	Critical and creative thinking, decision making and problem skills are promoted	3.7%	0.57	3.52- 3.9	3.4%	0.89	2.29- 4.51
Overall (Scholarship Practices (Technology))		3.6%	0.55	3.46- 3.83	3.5%	0.69	2.68- 4.39
6. Leadership practices							
37	Students are encouraged to interact respectfully with others including those with diverse backgrounds	3.7%	0.55	3.55- 3.92	3.8%	0.45	3.24- 4.36

	N= 43	Graduates -Diploma			Employers		
		Mean	S.D	95%CI	Mean	S.D	95%CI
38	Interaction and communication are conducted in an open, inclusive, equitable and ethical way	3.8%	0.54	3.59- 3.94	4.0%	0.00	4- 4
39	Focuses across subject areas on topics, problems, and issues relevant to local, national and global communities	3.7%	0.57	3.5- 3.87	3.6%	0.55	2.92- 4.28
40	Learning environment that fosters students' positive attitudes and learning experiences is created.	3.7%	0.57	3.5- 3.87	3.8%	0.45	3.24- 4.36
Overall (Leadership practices)		3.7%	0.55	3.54- 3.9	3.8%	0.33	3.4- 4.2
Overall (All items)		3.7%	0.54	3.49- 3.85	3.7%	0.40	3.2- 4.18

Interviews

1. Graduates responses to open-ended questions

In what areas did you think you were best prepared?
استخدام الإستراتيجيات التعليمية بشكل مميز
استراتيجيات التدريس
استراتيجيات التدريس لطلاب التربية الخاصة
اعداد الخطة اليومية اعداد درس تعليم الالكتروني متكامل وضع قوانين صفية ولائحة تعزيز فردي وجماعي استخدام التكنولوجيا بشكل فعال لتسهيل المادة العلمية
اعداد الخطط استراتيجيات التعليم شرح الدروس ضبط الطلاب الفروق الفردية
الإدارة
التخطيط
التقويم
التخطيط و التقويم
التخطيط و ادارة الوقت
التربية الخاصة
التربية الخاصة
التربية الخاصة
التربية الخاصة والتعامل مع طلاب ذوي الاعاقه
المناهج وطرائق التدريس التقييم الإدارة الصفية علم النفس التربوي
التدريس
تخطيط الدروس - الضبط الصففي
تصميم التدريس وإستراتيجياته وتعديل السلوك
تقديم ممارسات مهنيه متميزه أثناء الحصص المعملية

جميع مجالات التدريس
خطط تعديل السلوك
طرق التدريس والتقييم
في كل المجالات
في مجال تعليم التربية الخاصة
كان البرنامج مناسباً جداً ولكن كان عملياً في الميدان مدرسة رياضيات ولكن عندما قدمت تم رفض الطلب بسبب أن شهادة البكالوريوس وهي الهندسة المدنية غير مناسبة للتخصص ولازلت الى الان بلا عمل رغم اني حاصلة على معدل 4 من 4 فأرجو دراسة هذا الجانب قبل قبول الطالب في البرنامج وتوضيح هذه الامور لانه يبدو انه لا يوجد تنسيق بين الجامعة و وزارة التعليم للاسف
مجال التخطيط
مجال التدريس
مجال التدريس ومجال التعرف على خصائص ذوي الإعاقة البسيطة والمتوسطة
ممارسة مهنة التعليم بشكل تربوي وفق الدراسات التي دراستها في فترة الدبلوم التربوي

In what areas do you think you could have received more instruction?

مجال التكنولوجيا في التعليم بشكل فعال
ادوات التقييم
استخدام التكنولوجيا في التعليم
اعداد الاختبارات
الادارة الصفية
البحث العلمي
التدريب على منصة قطر
مهارات قيادية - ورشة اضافية
التكنولوجيا
التواصل مع أولياء الأمور
الخدمة الاجتماعية
المسارات المهنية
تطبيق الاستراتيجيات
تعليم ذوي الاحتياجات الخاصة
تكنولوجيا
توضيح فرص العمل التي ممكن ان تكون مناسبة لكل طالب بما يتوافق مع شروط وزارة التعليم
جانب البحث العلمي
في المهارات البحثية
مجال الاعاقات الشديدة
مجال تخصص في العلوم
مجالات الإعاقة
مراعاة الفروق الفردية والبحوث الإجرائية
في كل امجالات

If you have any other comments that you would like to share, please do so here.

اتاحة الفرصة للعمل كمعلمة
اتمنى ان يكون هناك دور فعال للجامعة في تولي خريجها امانصب في مجال عملهم
اشكركم على جهودكم مع رجاء تزويد الخريج بالمصادر الحديثة في المستقبل في تخصصه
الاستبيان طويل
الاهتمام بالجانب العملي في تدريب
التعاون مع وزارة التعليم والتعليم العالي بخصوص تخصيص الوظائف والتخصصات لطالبات الدبلوم العالي تخصصي دبلوم تعليم ابتدائي وتم توظيفي في المرحلة الاعيادية
الدبلوم بوابة لدراسة الماجستير

انا مع الاسف لم استفد من برنامج الدبلوم رغم أنى تفوقت فيه وحصلت على المعدل الكامل وكنت متميزة فى التدريب الميدانى و ذلك لان شهادة البكالوريوس هندسة مدنية و تقديري جيد على الرغم من أن البرنامج كان مكلفا بالنسبة لى

بالنسبة لمقرر التربية الخاصة لطلاب التعليم الثانوي والابتدائي وجوده فى الخطة لا يضيف إلى المحصلة العلمية والمهارية لهم إلا القليل .

تقديم فرصه لخريجه برنامج الدبلوم للعمل كمعلمه لاستثمار قدراتها المتميزه واكتساب المزيد من الخبرات

للأسف لم يتم احتساب فترة دراستنا الدبلوم ضمن سنوات الخبرة بالرغم من أن الوزارة وعدتنا بذلك وصرفت لنا أرقام وظيفية وخضعنا للتدريب في مدارس مختلفة .. هذا سبب لنا إحباط كبير جدا وأفقدنا الشغف في التدريس والوظيفة ككل..

1. Employers' responses to open-ended questions

Employers
In what areas did you think you were best prepared?
استخدام الإستراتيجيات التعليمية بشكل مميز
استراتيجيات التدريس
استراتيجيات التدريس لطلاب التربية الخاصة
اعداد الخطة اليومية اعداد درس تعليم الكتروني متكامل وضع قوانين صفية ولانحة تعزيز فردي وجماعي استخدام التكنولوجيا بشكل فعال لتسهيل المادة العلمية
اعداد الخطط استراتيجيات التعليم شرح الدروس ضبط الطلاب الفروق الفردية
الادارة
التخطيط التقويم
التخطيط و التقويم
التخطيط وادارة الوقت
التربية الخاصة
التربية الخاصة
التربية الخاصة
التربية الخاصة والتعامل مع طلاب ذوي الاعاقه
المناهج وطرائق التدريس التقويم الإدارة الصفية علم النفس التربوي
التدريس
تخطيط الدروس - الضبط الصفّي
تصميم التدريس وإستراتيجياته وتعديل السلوك
تقديم ممارسات مهنيه متميزه أثناء الحصص المعملية
جميع مجالات التدريس
خطط تعديل السلوك
طرق التدريس والتقييم
في كل الجالات
في مجال تعليم التربية الخاصة
كان البرنامج مناسباً جداً ولكن كان عملي في الميدان مدرسة رياضيات ولكن عندما قدمت تم رفض الطلب بسبب أن شهادة البكالوريوس وهي الهندسة المدنية غير مناسبة للتخصص ولازلت الى الان بلا عمل رغم اني حاصلة على معدل 4 من 4 فأرجو دراسة هذا الجانب قبل قبول الطالب في البرنامج وتوضيح هذه الامور لانه يبدو انه لا يوجد تنسيق بين الجامعة و وزارة التعليم للاسف
مجال التخطيط
مجال التدريس
مجال التدريس ومجال التعرف على خصائص ذوي الإعاقة البسيطة والمتوسطة
ممارسة مهنة التعليم بشكل تربوي وفق الدراسات التي دراستها في فترة الدبلوم التربوي
In what areas do you think you could have received more instruction?
مجال التكنولوجيا في التعليم بشكل فعال

ادوات التقييم
استخدام التكنولوجيا في التعليم
اعداد الاختبارات
الادارة الصفية
البحث العلمي
التدريب على منصة قطر مهارات قيادية - ورشة اضافية
التكنولوجيا
التواصل مع اولياء الامور
الخدمة الاجتماعية
المسارات المهنية
تطبيق الاستراتيجيات
تعليم ذوي الاحتياجات الخاصة
تكنولوجيا
توضيح فرص العمل التي يمكن ان تكون مناسبة لكل طالب بما يتوافق مع شروط وزارة التعليم
جانب البحث العلمي
في المهارات البحثية
مجال الاعاقات الشديدة
مجال تخصص في العلوم
مجالات الإعاقة
مراعاة الفروق الفردية والبحوث الإجرائية
في كل امجالات

If you have any other comments that you would like to share, please do so here.

اتاحة الفرصة للعمل كمعلمة
اتمنى ان يكون هناك دور فعال للجامعة في تولي خريجها امانصب في مجال عملهم
اشكركم على جهودكم مع رجاء تزويد الخريج بالمصادر الحديثة في المستقبل في تخصصه
الاستبيان طويل
الاهتمام بالجانب العملي في تدريب
التعاون مع وزارة التعليم والتعليم العالي بخصوص تخصيص الوظائف والتخصصات لطالبات الدبلوم العالي تخصصي دبلوم تعليم ابتدائي وتم توظيفي في المرحلة الاعدادية
الدبلوم بوابة لدراسة الماجستير
انا مع الاسف لم استفد من برنامج الدبلوم رغم اني تفوقت فيه وحصلت على المعدل الكامل وكنت متميزة في التدريب الميداني و ذلك لان شهادة البكالوريوس هندسة مدنية و تقديري جيد على الرغم من أن البرنامج كان مكلفا بالنسبة لي
بالنسبة لمقرر التربية الخاصة لطلاب التعليم الثانوي والابتدائي وجوده في الخطة لا يضيف إلى المحصلة العلمية والمهارية لهم إلا القليل .
تقديم فرصه لخريجه برنامج الدبلوم للعمل كمعلمه لاستثمار قدراتها المتميزه واكتساب المزيد من الخبرات
للأسف لم يتم احتساب فترة دراستنا الدبلوم ضمن سنوات الخبرة بالرغم من أن الوزارة وعدتنا بذلك وصرفت لنا أرقام وظيفية وخضعنا للتدريب في مدارس مختلفة .. هذا سبب لنا إحباط كبير جدا وأفقدنا الشغف في التدريس والوظيفة ككل..

Master in Educational Leadership Satisfaction Survey Results (Graduates and Employers)

Reliability of Professional satisfaction Survey (M LD.ED)

Reliability Statistics

Survey	Cronbach's Alpha	N of Items
Graduates	0.833	8
Supervisors	0.908	8

Mean interpretation based on 4 Likert scales

Mean	Interpretation
1.00 - 1.74	Does not demonstrate knowledge
1.75 - 2.49	Shows an awareness
2.50- 3.24	Shows a basic understanding
3.25 - 4.00	Shows an in-depth understanding

MS.LD. ED Professional satisfaction Survey Results (Gradates Diploma and Employers)

	Graduate			Employer		
	M	SD	95%CI	M	SD	95%CI
A. Maintaining high standards for content knowledge in discipline areas.	3.68	0.48	3.45- 3.91	3.25	0.71	2.66- 3.84
B. The belief that all students can learn and have the ability to be successful in their academic endeavors.	3.63	0.50	3.39- 3.87	3.75	0.46	3.36- 4.14
C. Demonstrating respect for diversity.	3.89	0.32	3.74- 4.05	3.75	0.46	3.36- 4.14
D. Recognizing the importance of using diverse educational resources, including technology.	3.89	0.46	3.67- 4.12	3.50	0.53	3.05- 3.95
E. Engaging in critical reflection of theory and professional practice.	3.68	0.67	3.36- 4.01	3.38	0.92	2.61- 4.14

F. Using critical thinking to solve problems.	3.56	0.62	3.25- 3.86	3.25	0.89	2.51- 3.99
G. Demonstrating professional conduct that models ethical behavior and integrity.	3.74	0.45	3.52- 3.95	3.63	0.52	3.19- 4.06
H. Initiating and leading others in achieving goals, vision and mission.	3.71	0.47	3.46- 3.95	3.63	0.52	3.19- 4.06
Overall	3.72	0.38	3.54- 3.91	3.52	0.51	3.09- 3.94

Interview:

Graduates responses to open-ended questions

Graduate
In what areas you were best prepared?
مجالات القيادة وتشمل التربوية والشخصية والادارية، مجالات البحوث، مجالات الاشراف التوجيهية، مجالات الادارة ومجالات ، التخطيط وأخلاقيات العمل
التعاون مع المعلمات والعمل على تقديم النصح والارشاد للطالبات - تعزيز البرامج الانشطة بالتعاون مع المعلمات ومؤسسات الدولة-
. I have been well prepared to manage schools and work on the academic skills of teachers and students as well. I have been very well prepared to manage teachers and coach them professionally.
إثراء المادة العلمية ، تقديم ممارسات متنوعة في مجال التفكير الإبداعي والتفكير الناقد.
الإشراف التربوي والقيادة والاهتمام بتحقيق الرؤية والرسالة واحترام الاختلاف واهمية التأمل في الممارسات لتحسينها بالإضافة الى اهمية التقويم الذاتي والاهتمام بالدراسات والابحاث الحديثة والموثوقة سواء للتطوير او حل المشكلات
التعامل مع أعضاء الفريق وتوزيع المهام ومتابعة الاداء وادارة الموارد
القيادة
القيادة، الابحاث
المناهج والقيادة
بصراحة عرفت معنى ان اكون قائدة (انسانه) اهتم واراعي مشاعر من هم تحت مسؤوليتي
حل المشكلات، قيادة الفريق، النقد العلمي، تقبل الرأي الآخر
في جميع المجالات المتعلقة بالقيادة التربوية وخاصة في دور القائد
في مجال إعداد البحوث الاجرائية/العلمية
في مجال المتابعة والقياس والتقويم
في مجالات مختلفة المجال البحثي والميداني أيضاً

قيادة المدرسة وزير التعليم
كيفية التعامل مع المرؤسيين، وإدارة المنظمة من المخاطر.
مجال البحث + مجال التقييم والتقويم + مجال القيادة
مجال القيادة
نعم هي قائد في المجال التربوي
يستطيع التعامل مع الطلبة بمختلف مستوياتهم مهنيا واكاديميا
In searching for content, planning for steps, and applying what did she learn.
leadership any where
Problem solving skills/ critical skills
Leadership skills
Supervisory skills (teachers)
Teamwork
Opportunity hunting
organizational belongingness
organizational commitment
In what areas do you think this educational leader could have received more instruction?
كنت أتمنى أن لاتكون اختبارات المقررات تعتمد على الحفظ وعلى ما يعطى في المحاضرة بل تكون عبارة عن أسئلة مفتوحة
تعكس ما تعلمه واستفاد منه الطالب من خلال توجيهه لقراءة عدد أكبر من الكتب أو من خلال سيناريوهات يتم وضعه بها
أقترح إضافة مقررات في مجال حوكمة المؤسسات التعليمية
البحوث الإجرائية
التعامل مع ادارة الموارد المالية وتحديد منهجية جديدة لتطوير بيئة العمل
التكنولوجيا
المجال البحثي
المناهج
النقاشات العلمية
جميع المجالات يمكننا أن نزداد معرفة بها ، ليس هناك حدود للمعرفة في أي مجال
خلق رؤية للنجاح الاكاديمي لجميع الطالبات
تفويض القيادة التربوية للاخرين (المعلمات-اولياء الامور -الطالبات)
طرق التعامل مع التابعين
في التدريب الميداني كان امكانيات المشرف اقل من المتوقع
مجال إدارة المؤسسات وليسقط التعليمية
من الممكن ان يتم طرح مجال قياده بشكل أشمل في حال استقطاب طلبة ماجستير من غير تخصص التربية
المعنيين بالعمل في المدارس
مهارة التفويض لابد من التعمق فيها وايضاها اكثر للطالب لان هذه المهارة جدا مفيدة ومهمه ومحفزة لمن يتم تفويضهم ويعطيهم الثقة بالنفس اكثر

Field Knowledge, i.e. leadership
Theoretical preparation and enhancement
Implementing new ideas and coming up with different approaches.
Publishing articles, as we didn't get the chance to do so.
supervision
The latest teaching strategies that would involve students more and help to create more student centered classes.
If you have any other comments that you would like to share, please do so here.
أتمنى أن يطرح برنامج القيادة التربوية من خلال رسالة بحثية وليس فقط من خلال اختبار شامل يعتمد على حفظ جميع المقررات والاختبار بها للمرة الثانية بشكل يضع الطالب بضغط نفسي كبير
اتمنى فتح تخصص دكتوراة في المجال
تعديل خطة التعليم ووضع مادة اساسيات البحث العلمي التربوي في الفصل الدراسي الاول وليس الثاني لمساعدة الطلبة في معرفة طريقة البحث التربوي
كنت أتمنى أن لا يعتمد نظام الاختبارات وتفعيلها؛ فهي بكل أسف لم تكن مجدية
لقد تم مناقشة جميع الصعوبات التي واجهتنا مع العميد السابق ولم يتم النظر فيها
هناك الكثير من المواد التي تزيد من عمق المعرفة التي من الممكن اضافتها للبرنامج
Hope to employ the graduated students from QU to make use of their skills
i wish i have been provided with better work chances. in the university
I wish if you continue giving this program because it was really helpful.
Make sure that the comprehensive test questions are not leaked to students attending the test.

Employers' responses to open-ended questions

Employers
In what areas you were best prepared?
مجالات القيادة وتشمل التربوية والشخصية والادارية، مجالات البحوث، مجالات الاشراف التوجيهية، مجالات الادارة ومجالات ، التخطيط وأخلاقيات العمل
التعاون مع المعلمات والعمل على تقديم النصح والارشاد للطالبات - تعزيز البرامج الانشطة بالتعاون مع المعلمات ومؤسسات الدولة.
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التعامل مع أعضاء الفريق وتوزيع المهام ومتابعة الاداء وادارة الموارد
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في مجالات مختلفة المجال البحثي والميداني أيضاً
قيادة المدرسة
وزير التعليم
كيفية التعامل مع المرؤسيين، وإدارة المنظمة من المخاطر.
مجال البحث + مجال التقييم والتقويم + مجال القيادة
مجال القيادة
نعم هي قائد في المجال التربوي
يستطيع التعامل مع الطلبة بمختلف مستوياتهم مهنيا واكاديميا
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تعكس ما تعلمه واستفاد منه الطالب من خلال توجيهه لقراءة عدد أكبر من الكتب أو من خلال سيناريوهات يتم وضعه بها
أقترح إضافة مقررات في مجال حوكمة المؤسسات التعليمية
البحوث الإجرائية
التعامل مع ادارة الموارد المالية وتحديد منهجية جديدة لتطوير بيئة العمل
التكنولوجيا
المجال البحثي
المناهج
النقاشات العلمية
جميع المجالات يمكننا أن نزداد معرفة بها ، ليس هناك حدود للمعرفة في أي مجال

خلق رؤية للنجاح الاكاديمي لجميع الطالبات تفويض القيادة التربوية للاخرين (المعلمات-اولياء الامور -الطالبات)
طرق التعامل مع التابعين
في التدريب الميداني كان امكانيات المشرف اقل من المتوقع
مجال إدارة المؤسسات وليس فقط التعليمية
من الممكن ان يتم طرح مجال قياده بشكل أشمل في حال استقطاب طلبة ماجستير من غير تخصص التربية المعنيين بالعمل في المدراس
مهارة التفويض لا بد من التعمق فيها وايضاها اكثر للطالب لان هذه المهارة جدا مفيدة ومهمه ومحفزة لمن يتم تفويضهم ويعطيهم الثقة بالنفس اكثر
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اتمنى فتح تخصص دكتوراة في المجال
تعديل خطة التعليم ووضع مادة اساسيات البحث العلمي التربوي في الفصل الدراسي الاول وليس الثاني لمساعدة الطلبة في معرفة طريقة البحث التربوي
كنت أتمنى أن لا يعتمد نظام الاختبارات وتفعيلها؛ فهي بكل أسف لم تكن مجدية لا يوجد
لقد تم مناقشة جميع الصعوبات التي واجهتنا مع العميد السابق ولم يتم النظر فيها هناك الكثير من المواد التي تزيد من عمق المعرفة التي من الممكن اضافتها للبرنامج
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