

## **Employer Satisfaction Survey Report for Initial Programmes (2024–2025)**

The Employer Satisfaction Survey for Initial Programmes at the College of Education (CED) is a key component of the college's continuous quality assurance and programme improvement processes. Conducted on an annual basis, this survey aims to assess the extent to which the college's qualification and specialisation programmes prepare graduates for professional success within Qatar's educational field. Specifically, the survey gathers feedback from employers and supervisors who directly oversee the performance of graduates during their first year of employment. The insights derived from this feedback play a critical role in refining academic curricula, enhancing teaching practices and ensuring alignment with Qatar's national development priorities, as well as with professional standards set by accreditation bodies such as CAEP, Standard R4.2.

Administered at the end of the Spring semester of the academic year 2024–2025, the survey targeted employers and supervisors of graduates across all initial teacher education programmes. Data collection was conducted through direct phone calls with employers, and the responses were analysed by the College's Education Research Center using a four-point Likert scale. The survey, measured key professional competencies, including content mastery, pedagogical effectiveness, ethical practice, inclusivity and the integration of technology in teaching and learning processes.

For 2024–2025 cycle, the overall response rate reached a commendable 75% (281 responses out of 373 invitations), reflecting a strong level of engagement from employers and highlighting their recognition of the importance of evaluating the performance of the college's graduates. Several academic programmes achieved outstanding response rates, most notably:

- Bachelor's in Special Education: 88% response rate
- Primary Education, Secondary Education and Physical Education: response rates ranging between 75% and 80%

These high participation rates signal the educational sector's vested interest in maintaining and enhancing the quality of teacher preparation programmes. The feedback provided by employers is not merely a performance appraisal of graduates; it serves as a vital instrument for the CED in ensuring that its academic offerings remain responsive to the evolving needs of Qatar's educational landscape. The results of the survey are discussed in detail in the sections that follow. The full survey instrument is included in Appendix (1).

### **The Bachelor of Education in Primary Education Programme (B.Ed. Primary)**

For the academic year 2024–2025, a total of 83 employers participated in the Employer Satisfaction Survey for Graduates of the Bachelor of Primary Education (BEd Primary) programme. These respondents represented a diverse range of educational institutions, including primary schools, kindergartens and inclusive learning settings across Qatar. The purpose of this survey is to gauge the extent to which programme completers are adequately prepared to meet their professional responsibilities, in alignment with CAEP Standard R4.

The survey measures a wide array of competencies essential for primary education graduates, including fostering high student achievement, integrating technology into teaching practices, promoting critical and creative thinking, supporting students with diverse needs and upholding ethical communication standards. Responses are recorded on a 4-point Likert

scale: 1 (Below Expectation), 2 (Needs Improvement), 3 (Meets Expectations), and 4 (Exceeded Expectations).

The analysis of employer responses reveals that the majority of B.Ed. Primary graduates are perceived as *meeting* or *exceeding* expectations across the assessed competencies. Average ratings per survey item ranged from 3.1 to 3.4, reflecting a strong level of employer satisfaction regarding graduate readiness for the professional demands of primary education. Key areas of strength highlighted by employers include:

- Designing technology-enhanced lessons that extend beyond the classroom and encourage problem-solving.
- Supporting students in taking intellectual risks, testing ideas and engaging in initiative-driven learning.
- Creating learning environments that foster positive student attitudes and enriched educational experiences.
- Demonstrating respectful and inclusive interactions with students from diverse backgrounds.

The distribution of ratings indicates that the majority of responses fall under ‘3 (Meets Expectations)’, with a significant proportion of ‘4 (Exceeded Expectations)’ responses in areas such as: Professional growth and continuous learning, integration of technology for instructional purposes and facilitating interdisciplinary learning with real-world relevance.

Nevertheless, a minority of responses, particularly in competencies related to supporting students with special learning needs and using student data to inform instructional planning, indicated ratings of ‘2 (Needs Improvement)’. These findings highlight specific areas where additional support and professional development may be required to further elevate graduates’ instructional efficacy.

The CED adopts a systematic approach to utilising employer feedback in its programme evaluation and enhancement processes. The survey results are analysed by the Education Research Centre and feed into the Programme Assessment Brief, informing strategic curricular adjustments and targeted professional development initiatives. Based on the current findings, the following priority actions have been identified:

- Enhancing field experiences and coursework that focus on differentiated instruction for diverse learning needs.
- Strengthening training on data-driven instructional planning and formative assessment practices.

### **The Bachelor of Education in Secondary Education programme (B.Ed. Secondary)**

For the academic year 2024–2025, a total of 99 employers participated in the Employer Satisfaction Survey for Graduates of the Bachelor of Secondary Education (B.Ed. Secondary) programme. These respondents represented a broad range of educational institutions, including secondary schools and specialised centres across Qatar. The survey aligns with CAEP Standard R4, designed to evaluate how effectively programme completers are prepared for their assigned responsibilities within the educational sector.

The survey assesses key competencies critical for secondary education graduates, including fostering high academic achievement, supporting students with diverse needs, integrating technology into instructional practices, promoting critical and creative thinking, and upholding ethical and inclusive communication standards. Responses are captured on a

4-point Likert scale: 1 (Below Expectation), 2 (Needs Improvement), 3 (Meets Expectations), and 4 (Exceeded Expectations).

The analysis of employer responses reveals a mixed profile of satisfaction. The majority of B.Ed. Secondary graduates are perceived as *meeting* expectations across core competencies, with average ratings per survey item ranging between 3.0 and 3.3. Key strengths identified by employers include:

- Creating supportive learning environments that foster student engagement.
- Demonstrating a commitment to professional growth and continuous learning.
- Facilitating technology-rich lessons and encouraging problem-solving in real-world contexts.

The distribution of responses indicates that ratings of ‘3 (Meets Expectations)’ dominate the feedback, with ‘4 (Exceeded Expectations)’ responses noted in competencies such as: Professional growth and initiative, facilitating positive classroom environments, integration of technology for instructional planning. Still, the data also highlights a notable proportion of ‘2 (Needs Improvement)’ responses, particularly in: Supporting students with specific learning needs, using data effectively for instructional decision-making, encouraging critical and creative thinking skills among students. A small percentage of responses (ranging from 5–10%) rated graduates as ‘Below Expectation (1)’ in competencies such as differentiated instruction and engaging students with global and local issues. This suggests areas where more targeted intervention is needed to elevate graduates' instructional effectiveness and inclusivity practices.

The CED employs a structured approach to programme enhancement, using employer feedback as a critical input for curriculum and practicum adjustments. The survey findings are analysed by the Education Research Centre and integrated into the Programme Assessment Brief, ensuring continuous alignment with stakeholder expectations. Priority actions identified based on the current findings include:

- Expanding practicum opportunities that focus on inclusive education strategies and differentiated instruction.
- Strengthening coursework in data-driven instructional planning and formative assessment techniques.

### **The Bachelor of Education in Special Education (B.Ed. SPED)**

For the academic year 2024–2025, a total of 14 employers participated in the Employer Satisfaction Survey for Graduates of the Bachelor of Education in Special Education (B.Ed. SPED) programme. These respondents represented a diverse range of educational institutions, including mainstream schools and specialised centres for students with disabilities. The survey, aligned with CAEP Standard R4, is designed to assess how well programme completers are prepared for their professional responsibilities in inclusive educational environments.

The survey measures key competencies expected of B.Ed. SPED graduates, including fostering high learning expectations, supporting students with diverse needs, integrating technology into instruction, promoting critical thinking and problem-solving and maintaining professional ethics. Respondents evaluated graduates using a 4-point Likert scale: 1 (Below Expectation), 2 (Needs Improvement), 3 (Meets Expectations), and 4 (Exceeded Expectations).

The employer feedback indicates that B.Ed. SPED graduates are generally *meeting* or *exceeding* expectations across all assessed competencies. The average ratings per item ranged between 3.1 and 3.5, reflecting strong overall employer satisfaction with graduates' preparation. Employers identified the following key strengths:

- Designing and delivering technology-rich lessons that extend learning beyond the classroom.
- Encouraging students to take intellectual risks, explore ideas, and develop problem-solving skills.
- Creating inclusive learning environments that foster positive student engagement.
- Demonstrating ethical and inclusive communication practices with students and stakeholders.

The rating distribution shows that the majority of responses fall under '3 (Meets Expectations)', with a substantial portion of '4 (Exceeded Expectations)' responses in areas such as: professional growth and initiative, effective use of technology in instructional planning, addressing real-world educational issues with relevance to the Qatari context. Still, a small subset of responses indicated '2 (Needs Improvement)' ratings, particularly in competencies related to: supporting students with specific learning needs and using data and evidence to inform instructional planning.

These findings suggest that while B.Ed. SPED graduates are well-prepared for their roles, there is scope for targeted improvement in data-driven decision-making and differentiated instructional strategies.

The CED systematically integrates employer feedback into programme evaluation and enhancement processes. Survey results are analysed by the Education Research Centre and inform the Programme Assessment Brief, which guides strategic curricular revisions and professional development initiatives. The following priority actions have been identified:

- Strengthening coursework and practicum components that focus on differentiated instruction and inclusive educational practices.
- Enhancing graduate training in data literacy and evidence-based instructional decision-making.
- Expanding professional development opportunities related to educational technologies and global best practices in special education.

### **The Bachelor of Education in Art Programme (B.Ed. Art)**

For the academic year 2024–2025, a total of 7 employers participated in the Employer Satisfaction Survey for Graduates of the Bachelor of Education in Art (B.Ed. Art) programme. These respondents represented a variety of educational institutions, including primary and preparatory schools with dedicated art education streams. The survey aligns with CAEP Standard RA4, aiming to assess the extent to which B.Ed. Art graduates are prepared for their professional responsibilities in fostering artistic literacy, creativity and inclusive learning environments.

The survey evaluates a comprehensive set of competencies essential for art educators, including fostering high expectations for student achievement, designing technology-rich learning experiences, promoting creative problem-solving and supporting students with diverse needs. Employers rated graduates on a 4-point Likert scale: 1 (Below Expectation), 2 (Needs Improvement), 3 (Meets Expectations), and 4 (Exceeded Expectations).

The analysis of employer responses indicates that B.Ed. Art graduates are generally *meeting* or *exceeding* expectations, with average item ratings ranging from 3.0 to 3.3. Strengths identified by employers include:

1. Creating supportive learning environments that foster student engagement and creativity.
2. Encouraging students to engage in problem-solving and initiative-driven learning.
3. Demonstrating ethical and inclusive communication practices within the classroom.

The rating distribution shows that the majority of responses fall under ‘3 (Meets Expectations)’, with a notable proportion of ‘4 (Exceeded Expectations)’ responses in competencies such as: creating inclusive and positive learning environments, promoting collaborative and respectful interactions among students, pursuing opportunities for professional growth and innovation in art education.

Still, some responses reflected ‘2 (Needs Improvement)’ ratings, particularly in: supporting students with specific learning needs in the art classroom, and using data and evidence to inform instructional planning and assess student learning outcomes.

These findings suggest that while B.Ed. Art graduates are adequately prepared for the general expectations of their roles, there is room for targeted improvements in differentiated instruction and data-informed teaching practices within the context of art education.

The CED integrates employer feedback into its programme evaluation cycle, ensuring continuous alignment with field expectations. The survey results are analysed by the Education Research Centre and inform the Programme Assessment Brief, which guides curriculum adjustments. Based on the current findings, the following actions are prioritised:

1. Strengthening coursework and practicum experiences focused on differentiated instructional strategies for diverse learners in art education.
2. Enhancing graduate preparation in data-driven instructional planning and formative assessment of creative work.
3. Expanding professional development offerings related to technologies in art education and global best practices in fostering artistic literacy.

### **The Bachelor of Physical Education Programme (B.Ed. Physical)**

For the academic year 2024–2025, a total of 41 employers participated in the Employer Satisfaction Survey for Graduates of the Bachelor of Education in Physical Education (B.Ed. Physical) programme. These respondents included school principals and physical education supervisors across a range of educational institutions, including primary, preparatory and secondary schools. The survey, aligned with CAEP Standard R4, assesses the degree to which programme completers are prepared for their professional responsibilities in promoting physical literacy, health and inclusive education.

The survey measures a comprehensive range of competencies, including fostering high academic and physical achievement, integrating technology into physical education (PE) instruction, supporting students with diverse needs and promoting ethical communication and inclusive practices. Employers evaluated graduates on a 4-point Likert scale: 1 (Below Expectation), 2 (Needs Improvement), 3 (Meets Expectations), and 4 (Exceeded Expectations).

The feedback indicates that the majority of B.Ed. Physical graduates are perceived as *meeting* expectations, with average item ratings ranging from 3.0 to 3.3. Employers highlighted the following strengths:

- Designing technology-enhanced lessons that extend physical learning experiences beyond traditional environments.
- Encouraging students to engage in intellectual risk-taking and problem-solving within PE contexts.
- Creating inclusive and supportive learning environments that foster positive student engagement.
- Demonstrating ethical, inclusive communication with students and colleagues.

The distribution of ratings reveals that most responses are concentrated at ‘3 (Meets Expectations)’, with a notable portion of ‘4 (Exceeded Expectations)’ in competencies related to: professional growth and continuous improvement, creating positive and supportive PE environments, and effective use of technology for instructional planning and student engagement.

Still, some competencies, particularly supporting students with special learning needs and using data to inform instructional practices, received a noticeable number of ‘2 (Needs Improvement)’ responses. Additionally, a small percentage of responses (around 5–10%) indicated ‘1 (Below Expectation)’, specifically in differentiated instruction and collaborative problem-solving domains.

The CED systematically incorporates employer feedback into its programme evaluation and enhancement processes. The survey results are analysed by the Education Research Centre and inform the Programme Assessment Brief, guiding continuous programme refinement. Key improvement actions identified include:

- Enhancing coursework and practicum experiences focused on differentiated instruction and inclusive physical education strategies.
- Providing targeted professional development on data-informed instructional planning within PE contexts.
- Expanding opportunities for graduates to engage with emerging technologies in physical education and health promotion.

### **Diploma in Primary Education (Dip. Primary)**

The Employer Satisfaction Survey for the Dip. Primary Programme collected feedback from 8 school principals and supervisors, providing targeted insights into the graduates’ professional readiness and teaching competencies. The overall results indicate a high level of employer satisfaction, with average ratings across key performance domains ranging between 2.88 and 3.62 on a 4-point Likert scale. Graduates were particularly commended for their ability to foster respectful collaboration among students from diverse backgrounds, which received the highest rating of 3.62. This reflects the Diploma programme’s strong emphasis on inclusive classroom practices and the graduates’ readiness to manage culturally diverse learning environments effectively. Graduates’ competencies in promoting critical and creative thinking, decision-making and problem-solving were also highly rated, averaging 3.38, alongside their ability to design technology-rich lessons that encourage students to investigate problems beyond the classroom, which likewise scored 3.38. These ratings suggest that Diploma graduates possess robust pedagogical skills that align well with the demands of contemporary education in Qatar.

Although the overall satisfaction level is notably high, the survey indicated that the graduates’ ability to engage students in exploring career options in Qatar and global markets, while satisfactory at 3.12, remains an area for potential enhancement. This highlights an opportunity to strengthen curricular links between academic learning and real-world career

contexts, ensuring that graduates are equipped to guide students in understanding and navigating Qatar's evolving labour market. In short, the survey findings affirm that the Primary Education Diploma programme is effectively preparing graduates with the pedagogical, ethical, and intercultural competencies necessary for Qatar's educational sector. These insights will support ongoing programme development to maintain and elevate the high levels of employer satisfaction.

### **Diploma in Secondary Education (Dip. Secondary)**

The Employer Satisfaction Survey for the Sec. Primary Programme collected feedback from 8 school principals and supervisors, offering detailed insights into the graduates' professional competencies and classroom effectiveness. The survey results indicate a high level of employer satisfaction, with average ratings across key performance domains ranging between 3.12 and 4.00 on a 4-point Likert scale. Graduates were particularly praised for fostering respectful collaboration among students from diverse backgrounds, which received an outstanding average rating of 3.88. This reflects the programme's success in preparing teachers to create inclusive, culturally sensitive classroom environments—an essential competency in Qatar's diverse educational landscape. In addition, graduates' abilities to promote critical and creative thinking, decision-making, and problem-solving were highly rated at 3.62, demonstrating their effectiveness in encouraging higher-order thinking skills in students. Similarly, their capacity to design technology-rich lessons that extend students' learning beyond traditional classroom boundaries received an identical rating of 3.62, indicating a strong integration of modern educational technologies into teaching practices.

While the overall satisfaction levels are notably high, the survey also revealed that graduates' ability to engage students in exploring career options in Qatar and global markets, scored slightly lower at 3.38. This suggests an opportunity to further enhance curriculum components that bridge classroom instruction with real-world career contexts, equipping graduates to better prepare students for the evolving demands of the labour market. In summary, the survey findings affirm that the Secondary Education Diploma programme is highly effective in producing graduates who are pedagogically competent, ethically grounded and adept at fostering inclusive and engaging learning environments. Nonetheless, the feedback highlights areas for continuous curriculum enhancement, particularly in linking academic content with career-related learning experiences. These insights will guide future programme development, ensuring graduates continue to meet and exceed employer expectations in Qatar's educational context.

### **Diploma in Special Education (Dip SPED)**

For the academic year 2024–2025, a total of 14 employers participated in the survey for the Diploma in Special Education (Dip SPED). These respondents represented a diverse range of educational institutions, including mainstream schools and specialised centres for students with disabilities. The analysis of employer responses indicates that the majority of Dip SPED graduates are perceived as meeting or exceeding expectations across the assessed competencies. Average item ratings ranged between 3.1 and 3.5, suggesting strong overall employer satisfaction with graduate performance. Key areas of strength highlighted by employers include:

- Designing technology-rich lessons that extend beyond the classroom context.
- Encouraging students to take intellectual risks and engage in problem-solving.

- Creating learning environments that foster positive student attitudes and experiences.
- Demonstrating ethical and inclusive communication practices.

The distribution of ratings reveals that scores of ‘3 (Meets Expectations)’ dominate the feedback, with a notable proportion of ‘4 (Exceeded Expectations)’ responses, particularly in areas related to:

- Professional growth and initiative.
- Use of technology to access and manage student learning information.
- Focus on real-world topics and global relevance in teaching practices.

Still, a minority of responses indicated a ‘Needs Improvement (2)’ rating in competencies such as supporting students with specific learning needs and using data to inform instructional planning. These findings suggest that while graduates are broadly well-prepared, there remains room for enhancement in data-driven decision making and personalised instructional strategies. The CED actively integrates employer feedback into its programme evaluation and enhancement processes. The survey results are analysed by the Education Research Centre and inform the Programme Assessment Brief, guiding curricular revisions. Based on the current findings, the following improvement actions are prioritised:

1. Strengthening coursework and practicum experiences focused on differentiated instruction and personalised learning strategies.
2. Enhancing training on data literacy and evidence-based instructional planning.



## Appendix 1: Employer Satisfaction Survey for Graduates in Initial Programmes

### ورقة التعريف بالاستطلاع

#### Survey Information Sheet

Survey title	Employer Satisfaction Survey for Initial Programs Graduates	استطلاع رضا أصحاب العمل عن خريجي برامج التأهيل والتخصص	عنوان الاستطلاع
Survey description	This survey aims to enhance the quality of the College of Education's programs by tracking the development of graduates from qualification and specialization programs one year after their graduation and evaluating the quality of their professional performance.	يهدف هذا الاستطلاع إلى تجويد برامج كلية التربية من خلال متابعة تطور خريجي برامج التأهيل والتخصص بعد عام من تخرجهم، وتقييم جودة أدائهم المهني.	وصف الاستطلاع
CAEP's standard related to this survey	R4.2		معياري (CAEP) المرتبط بالاستطلاع
Survey distribution date	End of Spring semester	نهاية فصل الربيع	موعد توزيع الاستطلاع
Target groups of the survey	Employers or Supervisors of Initial Program Graduates	أصحاب العمل أو المشرفون على خريجي برامج التأهيل والتخصص	الفئات المستهدفة من الاستطلاع
Individuals responsible for distributing the survey	Student Affairs Office	مكتب شؤون الطلاب	الجهة المسؤولة عن توزيع الاستطلاع
Survey distribution method	Online Survey	استطلاع الكتروني	طريقة توزيع الاستطلاع
Individuals responsible for analyzing survey results	Education Research Center	مركز البحوث التربوية	الجهة المسؤولة عن تحليل نتائج الاستطلاع
Method of utilizing survey results	Results contribute to the Program Assessment Brief	تُسهّم النتائج في إعداد "موجز تقييم البرنامج"	طريقة استخدام نتائج الاستطلاع
Survey review frequency	Annually	سنوياً	دورية مراجعة الاستطلاع
Individuals responsible for reviewing the survey	The Office of the Assistant Dean for Student Affairs.	مكتب العميد المساعد لشؤون الطلاب	الجهة المسؤولة عن مراجعة الاستطلاع

Instructions	تعليمات
<p>Dear Supervisor,</p> <p>The College of Education at Qatar University is strongly committed to producing graduates who pursue excellence in teaching, scholarship and leadership. As part of our ongoing efforts to improve the quality of our programs and maintain our commitment to this framework, we like to follow up on our graduates early in their careers, and learn about the quality of their performance. The feedback we receive from you will be used in refining and strengthening our programs. Using the scale below, please select the number that best reflects your performance in the educational field.</p>	<p>عزيزي المدير / المشرف :</p> <p>إن كلية التربية ملتزمة بتخريج كفاءات ذات قدرة على التميز في التدريس والبحث العلمي والقيادة التربوية، وكجزء من جهودنا المستمرة لتطوير جودة برامجنا وللمحافظة على عهد قطعناه على أنفسنا في هذا الإطار، فإننا نقوم دائما بمتابعة تطور الخريجين ممن التحقوا بركب العمل الميداني وذلك رغبة منا في الاطلاع على نوعية ما يقدمون من اعمال. ونود إحاطتكم علما بأن التغذية الراجعة التي ستزودونها بها ستعمل على تحسين وتقوية برامجنا الأكاديمية. باستخدام المقياس أدناه، يرجى اختيار الرقم الذي يعبر بشكل أفضل عن أدائك في المجال التربوي.</p>

مقياس الاستطلاع Survey Scale			
1	2	3	4
أقل من المتوقع	يحتاج إلى تحسين	يحقق التوقعات	يفوق التوقعات
Below Expectation	Needs Improvement	Meets Expectations	Exceeded Expectations

الاستطلاع  
Survey

1	2	3	4	العبارة باللغة الإنجليزية	العبارة باللغة العربية
				Ensures that all students learn at a high level and achieve success	1. يحرص على تعليم جميع الطلاب بأعلى المستويات، وتحقيق النجاح في ذلك
				Supports students with special learning needs to learn in different ways	2. يدعم طلاب ذوي الاحتياجات الخاصة للتعلم بمختلف الطرق
				Recognizes that subject matter must be meaningful for all students	3. يدرك أن موضوع الدرس يجب أن يكون ذو معنى لجميع الطلاب
				Creates supportive learning environments in which students' ideas, beliefs and opinions are shared and valued	4. يخلق بيئة تعليمية داعمة يستطيع الطلاب من خلالها مشاركة أفكارهم، وآرائهم، ومعتقداتهم
				Has enthusiasm about teaching/subject area	5. لديه الحماس للتعليم/ التخصص الذي يقوم بتدريسه
				Shows respect for individual and cultural differences	6. يبدي احتراماً للطلاب ولل فروق الثقافية المختلفة
				Provides care and support for students	7. يمنح الاهتمام والدعم للطلاب
				Reflects critically on professional practice	8. يقوم الخريج بالتأمل الناقد حول ممارساته المهنية
				Develops research-proven teaching strategies	9. يطور استراتيجيات التدريس المستمدة من البحث العلمي
				Uses student data to plan and review learning experiences	10. يستخدم بيانات الطلاب لتخطيط ومراجعة خبرات التعلم
				Engages in reflective practices	11. ينخرط الخريج في ممارسات التأمل الذاتي
				Pursues opportunities to grow professionally and participate in life-long learning	12. يغتنم الفرص المتاحة التي تمكنه من التطور مهنيًا والمشاركة في التعليم المستمر
				Engages in personal and professional development	13. ينخرط في التطوير المهني والشخصي
				Uses effective language in communicative situations and various social functions	14. يستخدم لغة فعالة في مواقف التواصل والفعاليات الاجتماعية
				Collaborates with colleagues to give and receive help	15. يتعاون مع زملائه لمساعدتهم وتلقي المعونة منهم
				Provides a positive climate in the classroom and participates in maintaining such a climate in the school as a whole	16. يوفر بيئة ايجابية في الصف الدراسي ويساهم في المحافظة على مثل هذا الجو في المدرسة ككل
				Meets personal work-related goals and priorities	17. يعمل على انجاز العمل الشخصي المرتبط مع أهدافه وأوليياته
				Contributes towards professional teams	18. يساهم بشكل فعال في العمل الجماعي
				Builds relationships with families and the broader community to enhance student learning	19. يبني علاقات فعالة مع الأهالي والمجتمع لدعم تعلم الطلاب
				Meets ethical accountability and professional requirements	20. يعمل الخريج وفقاً لمبدأ تحمل المسؤولية الأخلاقية والمهنية

			Lessons based on monitoring, assessment, and student feedback from previous lessons are developed	21. تركز الدروس التي يعلدها على نتائج المتابعة والتقييم والتغذية الراجعة المستفاد من الدروس السابقة
			Teaching strategies appropriate for Curriculum Standards are used	22. تتلاءم استراتيجيات التدريس التي يستخدمها مع معايير المناهج المطبقة
			A range of materials and resources are utilized to engage students	23. يقوم بتطوع المصادر والأدوات لحث الطلاب على الاندماج في العملية التعليمية
			A variety of skills and resources are used to evaluate and modify lessons	24. يستخدم الكثير من المهارات والمصادر لتقييم الدروس أو إجراء التعديلات عليها
			Varied individual and group learning strategies are used.	25. يستخدم استراتيجيات تعليمية فردية وجماعية متنوعة
			Print, multimedia, online, and electronic teaching resources are used.	26. يستخدم وسائل التدريس المطبوعة ومتعددة الوسائط والالكترونية والانترنت.
			Language, literacy, and numeracy development are identified and monitored	27. يعرف على التطور الحاصل في المهارات اللغوية والحسابية لدى الطلبة ويتابعها
			Students' learning is assessed and reported using methods in line with school policies	28. يقوم بتقييم مخرجات طلابه التعليمية ويعد التقارير عنها وفقاً لسياسة المدرسة
			Clear, accurate and concise feedback on the outcomes of assessment is provided to students	29. يقوم بإعطاء طلابه التغذية الراجعة اللازمة عن نتائج تقييمه لهم
			Assessments are reviewed for continued appropriateness.	30. يقوم بمراجعة نتائج التقييم للتأكد من ملائمتها
			Technology-rich lessons are designed to take students beyond the school environment to investigate problems and propose possible solutions	31. يصمم الدروس المدعمة بالتقنيات وذلك لخلق بيئة تعليمية أكثر عمقا من بيئة الصف لمساعدة الطالب على تحديد المشكلات وإيجاد الحلول الملائمة لها.
			Students are involved in examining the nature of work and leisure, work/career options in Qatar, and in global markets	32. يحرص على اطلاع طلابه على قضايا العمل والترفيه وعلى احتياجات سوق العمل القطري والأسواق العالمية
			Students are supported in taking intellectual risks, testing ideas, and using initiative	33. يحرص على تشجيع طلابه على المجازفة الذكية وتجريب الأفكار واخذ زمام المبادرة
			ICT is used to access and manage information on student learning.	34. يستخدم وسائل التكنولوجيا الحديثة للوصول الى معلومات عن تعلم الطلبة والتعامل معها
			Learning goals in Curriculum Standards and school-based curricula are identified	35. يعمل على تحديد أهداف التعلم وفقاً لمعايير المناهج الوطنية والمناهج المدرسية
			Critical and creative thinking, decision making and problem skills are promoted	36. يشجع طلابه على التفكير الإبداعي واتخاذ القرارات ومهارات حل المشكلات
			Students are encouraged to interact respectfully with others including those with diverse backgrounds	37. يعمل على تشجيع طلابه على التعاون مع بعضهم البعض باحترام بغض النظر على خلفياتهم الثقافية.
			Interaction and communication are conducted in an open, inclusive, equitable and ethical way	38. يجري تفاعلاً وتواصلاً مع الطلبة بشكل مفتوح ومنصف ويراعي الجوانب الأخلاقية

			Focuses across subject areas on topics, problems, and issues relevant to local, national and global communities	39. يركز على ربط موضوعات المحتوى بمواضيع ومشكلات وقضايا ذات صلة بالمجتمع المحلي والعالمي
			Learning environment that fosters students' positive attitudes and learning experiences is created.	40. يساعد على خلق بيئة تعليمية تنمي اتجاهات الطلاب الإيجابية وتدعم خبراتهم التعليمية.