I. <u>Status of 2012-2013 Adopted Improvement Actions</u>: Masters in Education, Educational Leadership

1. <u>AY 12-13 Adopted Improvement Action 1:</u>

Improved supervision during the internship:

- 1. Design a plan that will meet program needs and attract and keep qualified personnel
- 2. Advertise a part time position
- 3. Interview and hire staff
- 4. Train and supervise staff
- 5. Evaluate the effectiveness of the intervention

Evidence and Implementation details for improvement action 1:

Upon discussion with the Steering Committee and the Program Coordinator, it was determined that the ideal candidate to serve as supervisor for EDEL 610 internship would be a graduate of the program who has educational experiences after the completion of the program. However, findings this individual can be difficult. The College of Education continues to advertise for a part time position for additional supervision. During the spring semester 11-12, we were able to hire a MEL graduate who conducted the supervision. She met with the coordinator who trained her to provide the needed supervision. The program continues to find ways of improving the supervision.

Evidence for this action may be found in <u>Appendix D</u>. Evidence includes:

- 1. Notice of Hire
- 2. Meeting notes that emphasize the importance of training

2. <u>AY 12-13 Adopted Improvement Action 2</u>:

Review all syllabi:

- 1. Submit all current syllabi to curriculum committee
- 2. Respond to all suggested changes
- 3. Revise as needed

Evidence and Implementation details for improvement action 2:

Based on the Accreditation Steering Committee's recommendation, the program coordinator and one faculty members examined all syllabi for the MEL program to determine if there was uniformity, all required information was included, learning outcomes were aligned with assignments and each syllabus continued current information. It was found that several syllabi needed minor corrections. Upon completion of this task, all 10 syllabi were forwarded to the College of Education Curriculum Committee (Chairperson Dr. Clay Keller) and Dr. Nancy Allen Consultant for Accreditation in the College of Education.

Evidence for this may be seen in <u>Appendix E</u> and includes:

- 1. Email detailing syllabus work
- 2. Email showing that modified syllabi were delivered to both Dr. Nancy Allen (Accreditation) and Dr. Clay Keller (Curriculum Committee Chair).
- 3. Link to revised syllabi [https://www.taskstream.com/ts/manager204/EDELSyllabi]

II. Status of Improvement Actions Adopted before the 2012-2013 AY:

1. <u>AY 10-11 Adopted Improvement Action 1:</u>

Target achievements levels should be reviewed to decide if they are realistic. Target achievement levels are higher in this program than in the undergraduate programs

Evidence and Implementation Details for AY 10-11 improvement action 1:

The Accreditation Steering Committee spent significant time discussing the target levels for all graduate programs in the College of Education. The MEL program coordinator and faculty teaching in the program provided input to the committee after discussing the target levels. The decision was made that the target levels should be higher for graduate programs. Therefore, the target levels for the MEL program increased from 80% to 90%. Evidence is available in meeting minutes and revised checkpoint chart, provided in <u>Appendix F</u>.

2. <u>AY 10-11 Adopted Improvement Action 2:</u>

All rubrics should be closely examined to determine if they are measuring the intended program learning outcomes.

Evidence and Implementation Details for AY 10-11 improvement action 2:

The program coordinator and all faculty members teaching in the MEL program were asked to examine each rubric that they were using for assessment in their courses to determine if these were measuring the intended program learning outcomes. Faculty met to discuss the rubric and several were identified that needed to be improved. These rubrics were changed in order to better assess the program outcomes. The rubrics involved were: EDEL 610 Final Project; EDEL 605 PD Plan; EDEL 608 PD Report; EDEL 604 Curriculum Unit. All of these rubrics are available in <u>Appendix G</u>.

3. <u>AY 10-11 Adopted Improvement Action 3:</u>

Instructors for the courses in which target achievement levels were not met should discuss with other program faculty and the program coordinator to identify reasons for failure to meet target and whether it is something that should be addressed

Evidence and Implementation Details for AY 10-11 improvement action 3:

The program coordinator examined all target achievement levels to determine if there are areas that are not met. There were two areas where students do not achieve the 80% target. These were:

1) Apply knowledge of curriculum theory and practice to design and evaluate curriculum.

2) Use multiple, research-based strategies to support teaching and learning.

Both areas assessed 9 students resulting in 78% for both target. Considering only 9 students were assessed and only one student scored low on both these areas, the decision was made not to take any action at this time.

4. <u>AY 10-11 Adopted Improvement Action 4:</u>

Although all Target achievements levels were met in EDEL 610, the program coordinator sees a need to examine more closely student performance throughout the internship.

Evidence and Implementation Details for AY 10-11 improvement action 4:

The target levels for in the EDEL 610 Internship were met. The program coordinator has a concern regarding the supervision of the candidates because of the difficultly of visiting schools that are gender segregated. There is a need for closer supervision throughout the internship and not only the target achievement levels. This will better meet the needs of the candidates as they develop and face challenges throughout various times during the internship. This will require hiring supervision staff.

5. <u>AY 10-11 Adopted Improvement Action 5:</u>

All scoring rubrics should be converted to a 4-point scale.

The program coordinator and faculty members who teach in the MEL program checked every rubric that is used in the MEL program. Several rubrics were still using a three-point scale. The instructor using these rubrics was asked to convert these to a four-point scale. Upon completion, the program coordinator reviewed the corrected syllabi. Currently, all rubrics used within the MEL program have been converted to a four-point scale. Evidence can be found by examining any rubric used in the program, rubrics on Taskstream provide evidence of this improvement.

Evidence and Implementation Details for AY 10-11 improvement action 5:

All rubrics in the program have been converted to a 4-point scale. Evidence for this may be viewed at [https://www.taskstream.com/ts/manager204/EDELRubrics].

6. <u>AY 10-11 Adopted Improvement Action 6:</u>

Instructors should receive training on how to score candidate contributions to TaskstreamTM.

Evidence and Implementation Details for AY 10-11 improvement action 6:

The program coordinator is responsible for assuring that all required program assessments are loaded and scored on Taskstream are completed. Faculty members are provided with Taskstream training and can request additional help form the IT department in the College of Education (see due date chart, <u>Appendix H</u>). The program coordinator communicates with faculty members regarding due dates and provides assistance when needed. Faculty members who are responsible for Taskstream assessments sit with the program coordinator to discuss the rubric and the assessment process. Faculty members are asked to examine the rubrics and the assessment process continuously. To date, all faculty members are trained and last semester were 100% compliant with their Taskstream assignments (<u>Appendix H</u>).

7. <u>AY 10-11 Adopted Improvement Action 7:</u>

Candidates should post assignments online (TaskstreamTM) for online scoring.

Evidence and Implementation Details for AY 10-11 improvement action 7:

The dean, department head and program coordinator were active in identifying faculty members who had not yet scored all their assignments in Taskstream. These faculty members were provided training regarding how to use Taskstream and assess assignments that are used to assess Student Learning Outcomes. Students are provided Taskstream training in the first few weeks of their first semester in the program. An examination of the Taskstream site will provide evidence of both candidates uploading assignments and faculty assessing candidates' work. This year we are at 100% compliancy (Appendix H).

III. Other Improvement Actions implemented by program during Current AY:

1. <u>Other Non-recorded Improvement Action 1:</u>

Dispositions for the program were aligned with the standards of the Educational Leadership Constituents Council (ELCC) and key assignments through which students could learn and demonstrate dispositions were identified. A rubric was developed to assess dispositions.

Evidence and Implementation Details for improvement action 1:

<u>Appendix I</u> provides the dispositions chart and rubric and also minutes of the meeting in which they were discussed and approved.

4

Appendix A

Summary: Implementation Status of 2012-2013 Adopted Improvement Actions

<< Please provide in the status report table a summary of the improvement actions' implementation status. >>

Report Date	#	Improvement Action Statement	Associated SLO* /	Rationale for the Action (link	Action / Step*		te of entation	Used Res	sources	Current Status & Notes	Reference to Evidence
Date		Statement	OE**	to Assessment)		Planned	Actual	Financial	Others	Notes	Lvidence
2012-2013	1	Improved supervision during the internship	1-8	Will help us more accurately assess the final attributes of the candidates	 Design a plan that will meet program needs and attract and keep qualified personnel Advertise a part time position Interview and hire staff Train and supervise staff Evaluate the effectiveness of the intervention 	Sept. 2012		\$153.84		Still needs improvement	Appendix D

2012-2013	2	Review all syllabi		Ensure that all learning outcomes are being taught and assessed in a substantive way	 Submit all current syllabi to curriculum committee Respond to all suggested changes Revise as needed 	October 2013	December 2013	None	None	Committee (and Dr. Nancy Allen	See https://www.ta skstream.com/t s/manager204/ EDELRubrics
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Appendix **B**

Summary: Implementation Status of Improvement Actions Adopted before the 2012-2013 Academic Year

Report Date	#	Improvement Action Statement	Associated SLO* / OE	Rationale for the Action (link	Action / Step	Date Impleme		Used Res	ources	Current Status & Notes	Reference to Evidence**
Date		Statement	7 UE	to Assessment)		Planned	Actual	Financial	Others	Notes	Evidence
2010- 2011	1	Target achievements levels should be reviewed to decide if they are realistic. Target achievement levels are higher in this program than in the undergraduate programs	1-8	Setting target levels higher provides more realistic view of achievement	reviewed and increased	Fall 2011	Fall 2011	None	None	Completed	Checkpoint chart (Appendix F)
2010- 2011	2	All rubrics should be closely examined to determine if they are measuring the intended program learning outcomes.	1-8	Provide more specificity to assessment data	Faculty were engaged in examining and modifying rubrics	Fall 2011	Fall 2011	None	None	Ongoing	https://www. taskstream.c om/ts/manag er204/EDEL Rubrics

2010- 2011	3	Instructors for the courses in which target achievement levels were not met should discuss with other program faculty and the program coordinator to identify reasons for failure to meet target and whether it is something that should be addressed	7, 8	Focus on weakest areas	Faculty were engaged in examining assessment data	Fall 2011	Fall 2011	None	None	Ongoing	Improved meeting of these standards (APLOA Annual Reports)
2010- 2011	4	Although all Target achievements levels were met in EDEL 610, the program coordinator sees a need to examine more closely student performance throughout the internship	1-8	Provides for more accurate candidate assessment in their final semester	Still a problem area that needs improvement	Fall 2011	Incom plete	\$153.84	None	Ongoing	Appendix D
2010- 2011	5	All scoring rubrics should be converted to a 4-point scale	1-8	Allows for meaningful aggregation of data	All scoring rubrics were reviewed and converted to a 4-point scale.	Fall 2011	Fall 2011	None	None	Completed	https://www. taskstream.c om/ts/manag er204/EDEL Rubrics
2010- 2011	6	Instructors should receive training on how to score candidate contributions to Taskstream™.	1-8	Essential for data analysis and management	Emphasis by department heads, coordinators, and dean			None	None	Completed and is now current practice in the program	Appendix H
2010- 2011	7	Candidates should post assignments online (Taskstream™) for online scoring	1-8	Essential for data analysis and management	No grade was given unless artifact was posted to TS	Fall 2011	Fall 2011	None	None	Completed and is now current practice in the program	Appendix H

Appendix C

Summary: Implementation Status of Other Improvement Actions Not Recorded in Annual Assessment Reports

#	Improvement Action	Associated	Rationale for the Action (link	Action / Step*	Dat Impleme	e of entation	Used Res	ources	Current Status &	Reference to
#	Statement	SLO* / OE**	to Assessment)	Action / Step	Planned	Actual	Financial	Others	Notes	Evidence
1	Dispositions expanded, linked to assignments, and a rubric developed	1-8	of dispositions is required by our accrediting		Fall 2012	Fall2012	None	None	Data on these will be collected during spring 2014	Appendix I
2										
3										

Appendix D. Evidence for Improvement Action 1-2013





Heads and Coordinators 2nd meeting and Steering Committee Meeting

Date of Meeting: Tuesday 3 Dec. 2013 Time of Meeting: 12:00-1:45 Minutes Prepared by: Dr.Ali Al-Rabbai Meeting Location: Dean's Office 1. Purpose of Meeting 2. Attendees Name Department/Position Dr. Hissa Sadiq Dean of Faculty drhissaedu@qu.edu.qa Dr. Clay Keller Committee Clay.keller@qu.edu.qa Assistant Dean for Academic Dr. Yehya Al-Nakeeb Affairs Alfairs alnakeeb@qu.edu.qa Dr. Ali Al-Rabai Secondary Dr. Ali Al-Rabai Secondary Dr. Fatima Al-Mutawha Programs Programs fatmamohmd@qu.edu.qa Dr. Abdullah Abu-Tineh Head of NCED Mrs. Reem Abu-Shawesh Affairs Affairs r.khalid@qu.edu.qa							
Minutes Prepared by: Dr.Ali Al-Rabbai Meeting Location: Dean's Office 1. Purpose of Meeting 2. Attendees Name Department/Position Email Dr. Hissa Sadiq Dean of Faculty drhissaedu@qu.edu.qa Dr. Clay Keller Committee clay.keller@qu.edu.qa Dr. Clay Keller Committee alnakeeb@qu.edu.qa Dr. Yehya Al-Nakeeb Affairs alnakeeb@qu.edu.qa Dr. Aisha Fakhroh Coordinator of B Ed Primary aishafakhr@qu.edu.qa Dr. Ali Al-Rabai Secondary anaali@qu.edu.qa Dr. Fatima Al-Mutawha Programs fatmamohmd@qu.edu.qa Dr. Michael Romanowski Coordinator of MEL Program michaelhr@qu.edu.qa Dr. Abdullah Abu-Tineh Head of NCED dr-abdullah@qu.edu.qa							
Meeting Location: Dean's Office 1. Purpose of Meeting 2. Attendees Name Department/Position Dr. Hissa Sadiq Dean of Faculty drhissaedu@qu.edu.qa Head of Curriculum Dr. Clay Keller Committee Clay Keller Committee Dr. Yehya Al-Nakeeb Affairs Dr. Aisha Fakhroh Coordinator of B Ed Primary aishafakhr@qu.edu.qa Head of Educational Sciences and coordinator of B Ed Dr. Ali Al-Rabai Secondary anaali@qu.edu.qa Dr. Fatima Al-Mutawha Programs fatmamohmd@qu.edu.qa Dr. Abdullah Abu-Tineh Head of NCED dr-abdullah@qu.edu.qa Mrs. Reem Abu-Shawesh Affairs	-						
1. Purpose of Meeting 2. Attendees Name Department/Position Dr. Hissa Sadiq Dean of Faculty drhissaedu@qu.edu.qa Pr. Clay Keller Committee clay.keller@qu.edu.qa Assistant Dean for Academic Affairs alnakeeb@qu.edu.qa Dr. Yehya Al-Nakeeb Affairs Dr. Aisha Fakhroh Coordinator of B Ed Primary aishafakhr@qu.edu.qa Dr. Ali Al-Rabai Secondary Dr. Fatima Al-Mutawha Programs Programs fatmamohmd@qu.edu.qa Dr. Michael Romanowski Coordinator of MEL Program Mrs. Reem Abu-Shawesh Affairs	· · · ·						
2. AttendeesNameDepartment/PositionEmailDr. Hissa SadiqDean of Facultydrhissaedu@qu.edu.qaDr. Hissa SadiqHead of Curriculumclay.keller@qu.edu.qaDr. Clay KellerCommitteeclay.keller@qu.edu.qaDr. Yehya Al-NakeebAfsistant Dean for Academicalnakeeb@qu.edu.qaDr. Aisha FakhrohCoordinator of B Ed Primaryaishafakhr@qu.edu.qaDr. Aisha FakhrohCoordinator of B Ed Primaryaishafakhr@qu.edu.qaDr. Ali Al-RabaiSecondaryanaali@qu.edu.qaDr. Fatima Al-MutawhaProgramsfatmamohmd@qu.edu.qaDr. Michael RomanowskiCoordinator of MEL Programmichaelhr@qu.edu.qaDr. Abdullah Abu-TinehHead of NCEDdr-abdullah@qu.edu.qaMrs. Reem Abu-ShaweshAffairsr.khalid@qu.edu.qa							
NameDepartment/PositionEmailDr. Hissa SadiqDean of Facultydrhissaedu@qu.edu.qaDr. Clay KellerCommitteeclay.keller@qu.edu.qaDr. Clay KellerCommitteeclay.keller@qu.edu.qaDr. Yehya Al-NakeebAffairsalnakeeb@qu.edu.qaDr. Yehya Al-NakeebAffairsalnakeeb@qu.edu.qaDr. Aisha FakhrohCoordinator of B Ed Primaryaishafakhr@qu.edu.qaDr. Ali Al-RabaiSecondaryanaali@qu.edu.qaDr. Fatima Al-MutawhaProgramsfatmamohmd@qu.edu.qaDr. Michael RomanowskiCoordinator of MEL Programmichaelhr@qu.edu.qaDr. Abdullah Abu-TinehHead of NCEDdr-abdullah@qu.edu.qaMrs. Reem Abu-ShaweshAffairsr.khalid@qu.edu.qa							
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Mrs. Reem Abu-Shawesh Affairs r.khalid@qu.edu.qa							
Dr. Nancy Allen Accreditation Consultant nancya@gu.edu.ga							
Head of EducationDr. Asma Al-AttiyahPsychologyaalattiyah@qu.edu.qa							
Coordinator of Early Dr. Fatima Al-Maadadi Childhood center falmaadadi@qu.edu.qa							
3. Apology							
4. Meeting Agenda							
1- Approving the Second Meeting minutes							
2- Reactivating the Diploma Programs by Dr. Fatima Al Mutawah							
3- Check points by Dr. Nancy							
4- Dr. Clay Report of the APR Committee							

5-	Graduate Admission Committee by Drs. Michael and Clay
5. Meet	ing Issues, Discussions, Decisions
_	Dr. Hissa: The last meeting minutes are approved as read.
_	Item No. 2: Discussion of proposed amendments for the diploma program.
	 Dr. Fatima presented the amendments orally and in writing (Arabic/English).
_	For the admission conditions for the Diploma
	 Dr. Nancy suggested to develop a Study Guide.
	• Dr. Maney suggested to develop a study duide.
-	Dr. Yehya inquired about faculty and availability of assets for the on-line teaching. Dr. Nancy
	said that this has been considered. The Dean also said that this has been taken into
	consideration.
-	Dr. Nancy made it clear that the on-Line proportion must be less than 25% b/coz 25%
	contradicts with SACS regulations.
-	Dr. Nancy: On-line teaching requires certain terms and rubrics that will ensure proper
	performance.
-	Dr. Hissa: Instructor's load will be calculated in a special way appropriate to the on-line
	teaching and special regulations for counting load must be made because teachers usually
	have less work than lecturing.
-	Dr. Hissa Clarified that (5) students at the least is an acceptable number of students in a
	program. In science we can combine students from different scientific majors in one group.
-	Dr. Clay inquired about the admission <u>criteria</u> .
-	Dr. Hissa clarified that we have general admission rules and internal conditions for our
	programs.
-	Dr. Clay mentioned that the two points on <u>P.2</u> of the proposal:
	Extending the time for completion.
	Re-accept <u>candidates</u> .
	This issue needs to go through the curriculum committee and other <u>officials</u> on the
	ladder as soon as possible.
-	Dr. Clay suggested reviewing item (4) on the proposal "Review Courses or <u>Relevance</u> " and
	Dr. Nancy said that this can be removed.
-	Dr. Hissa asked for reviewing the proposal and that Dr. Clay would have the proposal
	studied by curriculum committee, (Drs. Ali & Asma) will pass the proposal by e-mail to
	departments colleagues before Thursday. Then they pass it to Dr. Clay.
-	Item No. 3: Dr. Nancy talked about checkpoints.
-	Content Courses: check points 1 2.0 MUST be changed into GPA 2:00. Content/GPA/Test
wegot	to have two measures of content:
	Content teaching. Dr. Nancy said it should be added in checkpoint (2) to primary & secondary
	secondary.
	 Micro-teaching/supervisors is through the portfolios. Check-Point 1:
-	 No less than (C) in EDUC (3) courses.
	• IELTS 5.5 is a third condition for B.Ed. English Secondary and Primary. Dr. Hissa made clear that checkpoints must be closely observed so that students' progress is controlled.
-	Dr. Clay item (4) on the Agenda:
	 B.Ed. English Secondary is approved and passed to the VPAC. Math sources were posthered.
	Math courses were postponed.
	Next meeting of the APR Committee in January 7.
	Course conflicts between Dept. of Psychology Ed. and Dep. of <u>Psychology</u> in Art & Sciences. Drs. Hissa & Clay said "No two sources should have the same title and/or
	Sciences. Drs. Hissa & Clay said " No two courses should have the same title and/or content"
	content".

		ate Students Committ						
	mission plan: depending on	what Engineering is d	oing for admission, we suggested a					
			tical part accepted by Engineering.					
	e other choice is to take a di							
	MA: Choices:	,						
 Studying two semesters for Diploma and passing that with a 2.8 GPA. 								
 2.8 GPA. 								
 GRA verbal <u>that</u> can be calculated by a certain <u>equation</u> with GPA. 								
 Back to point (3) in the Agenda with Dr. Nancy: 								
		a with Dr. Nancy.						
Steering Co	mmittee Meeting:							
Minutes approved as read.								
٠	GPA (2) for content course							
 SPA standards are going into Task Stream and the curriculum unit (unit plan) rubrics can be changed to meet SPA. 								
•	Standards Committees:							
	-Standard (2): Conceptual committee.	Framework, deadline:	Tuesday 10/12/2013, Dr. Clay and					
	-Standard (1):Dr. Clay says	we are working on it b	out can't promise a date.					
	-Standard (3): (Not attende	ed) but Dr. Nancy says	work is in progress.					
	Training the mentors is a N	/UST. So maybe we ca	in give them some training workshops					
on campus and on-line.								
Mentors and supervisors must be trained and Dr. Hissa asked that we announce								
jobs/part time jobs and interview them.								
-Standard (5):Almost done (English C.Vs must be collected by end of next week (and passed on to Dr. Nancy)). -Standard (6): Dr. Hissa support for students was discussed and all concerned attended meeting. One issue is finding good mentors for our students. We also approved having a student club for Male and Dr. Adel is nominated to manage that club.								
me stu	eeting. One issue is finding go udent club for Male and Dr. A	ood mentors for our st Adel is nominated to m	udents. We also approved having a nanage that club.					
me stu - Dr	eeting. One issue is finding go udent club for Male and Dr. A	ood mentors for our st Adel is nominated to m ne (SPA) report. Things	udents. We also approved having a					
me stu - Dr rep 6. Data Ana made on th	eeting. One issue is finding go udent club for Male and Dr. A . Nancy reminded all to do th port should go to the commit alysis and Application: What he basis of this information/	ood mentors for our st Adel is nominated to m ne (SPA) report. Things ttee by end of Jan. : data / information w data?	ere reviewed? What decisions were					
- Dr - Dr 6. Data Ana nade on th	eeting. One issue is finding go udent club for Male and Dr. A . Nancy reminded all to do the port should go to the commit alysis and Application: What he basis of this information/o ata analysis is related to the	ood mentors for our st Adel is nominated to m ne (SPA) report. Things ttee by end of Jan. : data / information w data? Diploma Reactivation	udents. We also approved having a hanage that club. s are going to be in (share point). SPA ere reviewed? What decisions were Plan, to the B Ed check points and the					
me stu - Dr rep 5. Data Ana made on th The main da Graduate P	eeting. One issue is finding go udent club for Male and Dr. A . Nancy reminded all to do th port should go to the commit alysis and Application: What he basis of this information/o ata analysis is related to the rogram Admission Criteria. S	ood mentors for our st Adel is nominated to m ne (SPA) report. Things ttee by end of Jan. : data / information w data? Diploma Reactivation ome decisions were m	ere reviewed? What decisions were Plan, to the B Ed check points and the nade on these topics:					
me stu - Dr rep 5. Data Ana nade on th The main da Graduate P 1- Th	eeting. One issue is finding go udent club for Male and Dr. A . Nancy reminded all to do th port should go to the commit alysis and Application: What he basis of this information/o ata analysis is related to the rogram Admission Criteria. S e diploma Proposal should b	ood mentors for our st Adel is nominated to m ne (SPA) report. Things ttee by end of Jan. : data / information w data? Diploma Reactivation ome decisions were m e reviewed by faculty	ere reviewed? What decisions were Plan, to the B Ed check points and the hade on these topics: and then passed to Dr. Clay for the					
me stu - Dr rep 5. Data Ana nade on th The main da Graduate P 1- Th Cu	eeting. One issue is finding go udent club for Male and Dr. A . Nancy reminded all to do the port should go to the commit alysis and Application: What he basis of this information/o ata analysis is related to the rogram Admission Criteria. S e diploma Proposal should b rriculum Committee (see Ite	ood mentors for our st Adel is nominated to m ne (SPA) report. Things ttee by end of Jan. : data / information w data? Diploma Reactivation ome decisions were m e reviewed by faculty m No. 2 in the minutes	ere reviewed? What decisions were Plan, to the B Ed check points and the hade on these topics: and then passed to Dr. Clay for the s above).					
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- Dr - Dr rep 5. Data Ana made on th The main da Graduate P 1- Th Cu 2- So mi	eeting. One issue is finding go udent club for Male and Dr. A . Nancy reminded all to do the port should go to the commit alysis and Application: What he basis of this information/o ata analysis is related to the rogram Admission Criteria. S e diploma Proposal should b rriculum Committee (see Ite me check points were modifi nutes above).	ood mentors for our st Adel is nominated to m ne (SPA) report. Things ttee by end of Jan. : data / information w data? Diploma Reactivation ome decisions were m e reviewed by faculty m No. 2 in the minutes ied for the B Ed Progra	evidents. We also approved having a hanage that club. Fare going to be in (share point). SPA ere reviewed? What decisions were Plan, to the B Ed check points and the hade on these topics: and then passed to Dr. Clay for the s above). ams (see Item No. 3 (Dr. Nancy) in the					
- Dr - Dr rep 5. Data Ana nade on th The main da Graduate P 1- Th Cu 2- So mi 3- <mark>So</mark>	eeting. One issue is finding go udent club for Male and Dr. A . Nancy reminded all to do the port should go to the commit alysis and Application: What he basis of this information/o ata analysis is related to the rogram Admission Criteria. S e diploma Proposal should b rriculum Committee (see Ite me check points were modifi nutes above).	ood mentors for our st Adel is nominated to m ne (SPA) report. Things ttee by end of Jan. : data / information w data? Diploma Reactivation ome decisions were m e reviewed by faculty m No. 2 in the minutes ied for the B Ed Progra	ere reviewed? What decisions were Plan, to the B Ed check points and the nade on these topics: and then passed to Dr. Clay for the s above).					
- Dr rep 6. Data Ana made on th The main da Graduate P 1- Th Cu 2- So mi 3- So an	eeting. One issue is finding go udent club for Male and Dr. A . Nancy reminded all to do the port should go to the commit alysis and Application: What he basis of this information/o ata analysis is related to the rogram Admission Criteria. S e diploma Proposal should b rriculum Committee (see Ite me check points were modifi nutes above). me suggested criteria for Gra d Dr. Clay) above).	ood mentors for our st Adel is nominated to m ne (SPA) report. Things ttee by end of Jan. : data / information w data? Diploma Reactivation ome decisions were m e reviewed by faculty m No. 2 in the minutes ied for the B Ed Progra	evidents. We also approved having a hanage that club. Fare going to be in (share point). SPA ere reviewed? What decisions were Plan, to the B Ed check points and the hade on these topics: and then passed to Dr. Clay for the s above). ams (see Item No. 3 (Dr. Nancy) in the					
- Dr - Dr rep 6. Data Ana made on th The main da Graduate P 1- Th Cu 2- So mi 3- <mark>So</mark>	eeting. One issue is finding go udent club for Male and Dr. A . Nancy reminded all to do the port should go to the commit alysis and Application: What he basis of this information/o ata analysis is related to the rogram Admission Criteria. S e diploma Proposal should b rriculum Committee (see Ite me check points were modifi nutes above). me suggested criteria for Gra d Dr. Clay) above).	ood mentors for our st Adel is nominated to m ne (SPA) report. Things ttee by end of Jan. : data / information w data? Diploma Reactivation ome decisions were m e reviewed by faculty m No. 2 in the minutes ied for the B Ed Progra	evidents. We also approved having a hanage that club. Fare going to be in (share point). SPA ere reviewed? What decisions were Plan, to the B Ed check points and the hade on these topics: and then passed to Dr. Clay for the s above). ams (see Item No. 3 (Dr. Nancy) in the					

Circulating the Diploma Proposal to academic faculty	Dr. Asma and Dr. Ali	Before the End of next week				
Developing a Mentoring and Supervising Training Program	Dr. Ali	Soon				
Advertising the Need for Part-time Supervisors	Dr. Ali	Open-ended				
Finishing Up the SPA Report	All	Before the end of January				
Criteria for the Diploma Load and the On-Line teaching must be defined	All	May be should be placed on the Next Meeting Agenda				
Meeting adjourned at 2:35 PM						
Next Meeting						
Date:	Time:	Location:				
Agenda:						

Appendix E: Evidence for Improvement Action 2 AY 2012-2013 – PLEASE NOTE THAT THE JPGS DOCUMENTING THIS ACTION WERE DELETED DUE TO FILE SIZE RESTRICTIONS

Appendix F: Evidence for Improvement Action 1-2011-2012





Heads and Coordinators 2nd meeting and Steering Committee Meeting

Date of Meeting :	Tuesday 3 Dec. 2013					
Time of Meeting:	12:00-1:45					
Minutes Prepared by:	Minutes Prepared by: Dr.Ali Al-Rabbai					
Meeting Location: Dean Office						
1. Purpose of Meeting						
2. Attendees						
Name	Department/Position	Email				
Dr. Hissa Sadiq	Dean of Faculty	drhissaedu@qu.edu.qa				
Dr. Clay Keller	Head of Curriculum Committee	clay.keller@qu.edu.qa				
Dr. Yehya Al-Nakeeb	Assistant Dean for Academic Affairs	alnakeeb@qu.edu.qa				
Dr. Aisha Fakhroh	Coordinator of B Ed Primary	aishafakhr@qu.edu.qa				
	Head of Educational Sciences and coordinator					
Dr. Ali Al-Rabai	of B Ed Secondary	anaali@qu.edu.qa				
Dr. Fatima Al-Mutawha	Coordinator of Diploma Programs	fatmamohmd@qu.edu.qa				
Dr. Michael Romanowski	Coordinator of MEL Program	michaelhr@qu.edu.qa				
Dr. Abdullah Abu-Tineh	Head of NCED	dr-abdullah@qu.edu.qa				
Mrs. Reem Abu-Shawesh	Dean Assistant for Students Affairs	r.khalid@qu.edu.qa				
Dr. Nancy Allen	Accreditation Consultant	nancya@qu.edu.qa				
Dr. Asma Al-Attiyah	Head of Education Psychology	aalattiyah@qu.edu.qa				
Dr. Fatima Al-Maadadi	Coordinator of Early Childhood center	falmaadadi@qu.edu.qa				
3. Apology						
4. Meeting Agenda						
1- Approving the Sec	ond Meeting minutes					
2- Reactivating the D	iploma Programs by Dr. Fatima Al Mutaweh					
3- Check points by D	r. Nancy					
4- Dr. Clay Report of	the APR Committee					

5-	Graduate Admission Committee by Drs. Michael and Clay
5. Mee	ting Issues, Discussions, Decisions
	Dr. Hissa: The last meeting minutes are approved as read.
_	Item No. 2: Discussion of proposed amendments for the diploma program.
	 Dr. Fatima presented the amendments orally and in writing (Arabic/English).
_	For the admission conditions for the Diploma
	 Dr. Nancy suggested to develop a Study Guide.
-	Dr. Yehya inquired about faculty and availability of assets for the on-line teaching. Dr. Nancy said that this has been considered. The Dean also said that this has been taken into consideration.
_	Dr. Nancy made it clear that the on-Line proportion must be less than 25% b/coz 25% contradicts with SACS regulations.
-	Dr. Nancy: On-line teaching requires certain terms and rubrics that will ensure proper performance.
-	Dr. Hissa: Instructor's load will be calculated in a special way appropriate to the on-line teaching and special regulations for counting load must be made because teachers usually have less work than lecturing.
-	Dr. Hissa Clarified that (5) students at the least is an acceptable number of students in a program. In science we can combine students from different scientific majors in one group.
-	Dr. Clay inquired about the admission criteria.
-	Dr. Hissa clarified that we have general admission rules and internal conditions for our programs.
-	Dr. Clay mentioned that the two points on <u>P.2</u> of the proposal:
	Extending the time for completion.
	Re-accept <u>candidates</u> .
	This issue need to go through the curriculum committee and other <u>officials</u> on the ladder as soon as
	possible.
-	Dr. Clay suggested reviewing item (4) on the proposal "Review Courses or <u>Relevance</u> " and Dr. Nancy said
	that this can be removed.
-	Dr. Hissa asked for reviewing the proposal and that Dr. Clay would have the proposal studied by curriculum committee, (Drs. Ali & Asma) will pass the proposal by e-mail to departments colleagues before Thursday. Then they pass it to Dr. Clay.
	Item No. 3: Dr. Nancy talked about checkpoints.
-	Content Courses: check points 1 2.0 MUST be changed into GPA 2 :00. Content/GPA/Test
We got	to have two measures of content:
•	• Content teaching. Dr. Nancy said it should be added in checkpoint (2) to primary & secondary.
	Micro-teaching/ supervisors is through the portfolios.
-	Check-Point 1:
	• No less than (C) in EDUC (3) courses.
	• GPS 2:00.
	• IELTS 5.5 is a third condition for B.Ed. English Secondary and Primary. Dr. Hissa made clear that
	checkpoints must be closely observed so that students' progress is controlled.
-	Dr. Clay item (4) on the Agenda:
	B.Ed. English Secondary is approved and passed to the VPAC.
	Math courses were postponed.
	Next meeting of the APR Committee in January 7.
	• Course conflicts between Dept. of Psychology Ed. and Dep. of <u>Psychology</u> in Art & Sciences. Drs.
	Hissa & Clay said " No two courses should have the same title and/or content".
-	NO. 5 Drs. Mike & Clay Graduate Students Committee.
-	Admission plan: depending on what Engineering is doing for admission, we suggested a verbal GRT score
-	Admission plan depending on what Engineering is doing for admission, we suggested a verbal drift score

similar to cut-scor	e in the GRE analytical part accepted by Engineer	ing.				
	s to take a diploma (2.8) GPA for two semesters.					
So for MA: Choices:						
	semesters for Diploma and passing that with a 2.	8 GPA.				
• 2.8 GPA.	et een het eelendete die een enteine enteide en with o					
	<u>at</u> can be calculated by a certain <u>equation</u> with G	IPA.				
Steering Committee Meeti	n the Agenda with Dr. Nancy:					
Minutes appr	-					
	ontent courses with field hours.					
	s are going into Task Stream and the curriculum u	unit (unit plan) rubrics can be changed				
to meet SPA.	to meet SPA.					
-Standard (2): Conceptual Framework, deadline: Tuesday 10/12/2013, Dr. Clay and committee. -Standard (1): Dr. Clay says we are working on it but can't promise a date.						
-Standard (3): (Not attended) but Dr. Nancy says work is in progress.						
Training the mentors is a MUST. So maybe we can give them some training workshops on campus and on-line.						
Mentors and supervisors must be trained and Dr. Hissa asked that we announce jobs/part time						
	jobs and interview them.					
- Dr. Ali will take responsibility of developing a Mentor/Supervisors Training Program. He requested Dr.						
Nancy to send him general standards of characteristics of Mentor/Supervisors that meet SPA.						
Ctondond (C), Alm						
-Standard (5): Almost done (English C.Vs must be collected by end of next week (and passed on to Dr Nancy)).						
	-Standard (6): Dr. Hissa support for students was discussed and all concerned attended meeting. On					
	od mentors for our students. We also approved h	-				
	to manage that club.					
- Dr. Nancy reminde	ed all to do the (SPA) report. Things are going to b	pe in (share point). SPA report should				
go to the committ						
6. Data Analysis and Applic basis of this information/d	cation: What data / information were reviewed?	? What decisions were made on the				
	elated to the Diploma Reactivation Plan, to the B	Ed. check points and the Graduate				
-	a. Some decisions were made on these topics:	Ed check points and the Graduate				
_	osal should be reviewed by faculty and then pass	ed to Dr. Clay for the Curriculum				
	em No. 2 in the minutes above).					
	s were modified for the B Ed Programs (see Item	No. 3 (Dr. Nancy) in the minutes				
above).						
6- Some suggested criteria for Graduate admission were made (see Item No. 5 (Dr. Michael and Dr. Clay)						
above).						
6. Action Items						
Action	Assigned to	Due Date				
Finishing work on	0					
Standards	Owners	Several dates are set				
Circulating the Diploma						
Proposal to academic	Dr. Asma and Dr. Ali					
faculty		Before the End of next week				
Developing a Mentoring	Dr. Ali					
and Supervising Training		Soon				
Program		Soon				

Advertising the Need for Part-time Supervisors	Dr. Ali	Open-ended
Finishing Up the SPA Report	All	Before the end of January
Criteria for the Diploma Load and the On-Line teaching must be defined	All	May be should be placed on the Next Meeting Agenda
	Meeting adjourned at 2:35 PM	
Next Meeting		_
Date:	Time:	Location:
Agenda:		

Graduate Programs	University Admission – Program specific requirements	Checkpoint 1 Upon completion of 18 credit hours	Checkpoint 2 Upon completion of all course work except Internship	Checkpoint 3 Completion of internship	Checkpoint 4 Post Graduation One year after program completion
M.Ed. in Educational Leadership M.Ed. in Special Education	 Baccalaureate, GPA≥2.8 TOEFL≥520 or IELTS ≥6.0 Interview score in top 20 to be selected 	 GPA≥3.0 Portfolio assessment course items to date; at least 80% of items scored at satisfactory level (3 or above on a 4-point scale Completion of disposition survey: Faculty: EDEL 605 or SPED 601; at least 80% of items scored at satisfactory level (3 or above on a 4-point scale) 	 GPA≥3.0 Comprehensive Exam ≥70% Portfolio – at least 6 Learning Outcomes =3 or above on a 4-point scale 	 GPA≥3.0 Portfolio - All Unit Learning Outcomes >3 Supervisor & mentor evaluation (at least 90% of items scored at satisfactory level: =3 or above on a 4- point scale Completion of disposition survey by mentor: at least 80% of items scored at satisfactory level (=3 or above on a 4-point scale) Final Project (grade of ≥80) 	 Post-Graduation Survey a) Supervisor b) Graduate self-assessment

Graduate Program Checkpoints 1-31-14

Appendix G. Evidence for Improvement Action 2-2011-2012

EDEL 610: Final Report Rubric Revised

	Unsatisfactory	Emerging	Meets Expectations	Exceeds Expectations
Setting and Role of intern	The particular setting and context is not provided.	context and role of the intern is	The particular setting and context and role of the intern are described.	The particular setting and context and role of the intern are well described and well developed.
Goal (s) and objectives of the project (2X)	The project goal(s) and objectives is/are missing.	and objectives is/are poorly stated and little evidence is provided to illustrate attainment during	and objectives is/are adequately stated and evidence is provided to	The project goal(s) and objectives is/are clearly stated and evidence is provided to illustrate attainment during the internship.
Assessment of goals and objectives	There is no evidence that goals and objectives of the internship are	2	There is evidence that goals and objectives of the internship are assessed.	There is solid evidence that goals and objectives of the internship are

	Unsatisfactory	Emerging	Meets Expectations	Exceeds Expectations
	assessed.	assessed.		assessed.
	School Leaders (2 Category: National Standard: 5. Construct learnin Standard: 6. Apply internet co learning Category: National Standard: 1. Lead and manage Standard: 3. Lead and manage International- Qa Leadership (2013 PLO:	2011) I Professional Stand og experiences that ommunication techno I Professional Stand e learning and teach e change tar University CEE	essional Standards ards for Teachers (S connect with the wo ology (ICT) in manag ards for School Lead hing in the school co O Standards- Maste	EC, 2007) rld beyond school ging student ers (SEC, 2007) mmunity ers in Educational
Challenges and Difficulties (2X)	-	Challenges and difficulties faced during the internship are mentioned and solutions are	difficulties faced during the	Challenges and difficulties faced during the internship are described and some solutions are

Unsatisfactory	Emerging	Meets Expectations	Exceeds Expectations	
	lacking.	provided.	provided.	
Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011)				
Category: National Standard: 1. Structure innova	Professional Standa	ards for Teachers (S ming experiences for		
groups of students Standard: 8. Apply knowledge of students and how they learn to support student learning and development				
Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 1. Lead and manage learning and teaching in the school community Standard:				
6. Develop and manage resources International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO:				
 PLO 2. Plan effective instruction to maximize student learning. PLO: PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources. 				
	reflection is included regarding	Some critical reflection is included regarding the complexities of	Substantial critical reflection is included regarding the complexities of	

	Unsatisfactory	Emerging	Meets Expectations	Exceeds Expectations	
(2X)		educational leadership experienced during internship.	educational leadership experienced during internship.	educational leadership experienced during internship.	
	Leadership (2013 PLO:	r theories and concepts of the subject matter in educational			
Qatar National Professional Standards for School Leaders (QNPSSL) (2X)	Evidence, if it exists, does not demonstrate understanding and application of all 7 QNPSSL; or it addresses fewer than 7 standards.		Evidence is provided that adequately demonstrates understanding and application of all 7 QNPSSL.	Evidence is provided that clearly demonstrates a comprehensive understanding and application of all 7 QNPSSL.	
Reflection on Qatar National Professional Standards for School Leaders (QNPSSL)	There is no reflection on Qatar National Professional Standards for School Leaders	There is little reflection on Qatar National Professional Standards for School Leaders	=	Solid critical reflection on Qatar National Professional Standards for School Leaders	

	Unsatisfactory	Emerging	Meets Expectations	Exceeds Expectations
(2X)	evident within the		evident within the report.	(QNPSSL) is evident within the report.
<i>'</i>	evidence of the internship having an effect on	1 5	internship having a positive effect on learning for all students, including students with	There is substantial evidence of the internship having a positive effect on learning for all students, including students with exceptionalities.
	Area: Content: Outcome: 1.8 Know and apply Outcome: 1.9 Apply knowledg Area: Pedagogy: Outcome:		e supervision strateg to improve educatio ategies to develop a alities.	ies. n. ctivities to support
Professional			A clear example of	

	Unsatisfactory	Emerging	Meets Expectations	Exceeds Expectations
Leadership challenges encountered and responses to overcome these challenges (2X)	of leadership challenges faced during the internship is presented.	challenges faced during the internship is presented, but it does not include a response based on leadership theory and principles that allow for	response based on leadership theory and principles that	examples of leadership challenges faced during the internship are described, and the responses are based on sound leadership theory and principles that allow for overcoming these challenges.
	Outcome:	a range of effective	ceptual Framewor e supervision strateg to improve educatio	jies.
5	No accomplishments are attained during the internship based on the project goals and	accomplishments are attained during the internship based on the	attained during the internship based on the project goals and QNPSSL are adequate in	Accomplishments attained during the internship based on the project goals and QNPSSL are significant and

	Unsatisfactory	Emerging	Meets Expectations	Exceeds Expectations
	QNPSSL.	are mediocre in quality.	number.	numerous.
	Standards International- Qatar University Conceptual Framework (2011) Area: Pedagogy: Outcome: 2.5 Lead and manage teacher improvement through effective supervision.			
APA Referencing	No references are well documented correctly using APA style.		Most references are well documented correctly using APA style.	All references are well documented correctly using APA style.
	Area: Scholarly Ind Outcome:	sources to investigat	te a problem in educ	
Written quality	Report is poorly written with many grammatical errors.	written with many	Report is clearly written with few grammatical errors.	Report is clearly written with no grammatical errors.

	Unsatisfactory	Needs improvement	Satisfactory	Target		
Problem, Context	Unsatisfactory There is no description of	The problem and context	The problem and context are described with all important details.	The problem and context are clearly and thoroughly described, providing a rich understanding of the problem and the context.		
	Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 1. Lead and manage learning and teaching in the school community Standard: 3. Lead and manage change					
	Educational Lea PLO: PLO 5. Arrive at variety of factors PLO: PLO 7. Apply pro	ional- Qatar University CED Standards- Masters in nal Leadership (2013) rive at data-informed decisions by systematically examining a factors and resources.				
Data Collection	Tools and/or method lacking	Tools and method are	Tools and method are	Tools and method are thoroughly described and		

EDEL 605: Professional Development Plan Revised

	Unsatisfactory	Needs improvement	Satisfactory	Target	
	or inappropriate for goals.		described	appropriate to goals. Multiple tools are used for triangulation.	
	and School Lea Category: Natio 2007) Standard: 3. Lead and mar	ders (2011) anal Professional	Standards for	I Standards for Teachers School Leaders (SEC, lards- Masters in	
	Educational Leadership (2013) PLO: PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources.				
Supervision Style	Supervision style is not described or supported based on Glickman, Gordon, and Ross-Gordon	Supervision	Supervision style is described and supported based on Glickman, Gordon, and Ross-Gordon (2007, p.	Supervision style is fully described and well supported based on Glickman, Gordon, and Ross-Gordon (2007, p. 119).	

	Unsatisfactory	Needs improvement	Satisfactory	Target		
			119).			
	Standards					
	International- Qatar National Professional Standards for Teachers					
	and School Lea	• •				
		onal Professional	Standards for	School Leaders (SEC,		
	2007) Standard:					
		ago loarning an	d teaching in t	the school community		
	Standard:			the school community		
		aluate and impr	ove leadership	and management		
		•	•	lards- Masters in		
	Educational Le	adership (201	3)			
	PLO:					
		•	oncepts of the	subject matter in		
	educational setti	ngs.				
	PLO:	nanao in cchola	rchin in oduce	tion		
	PLO 6. Actively e					
	Time frame and details of the	I ime frame and details of		Appropriate time frame is provided and details of the		
PD Details		the plan are	is provided and some	plan well developed.		
	•	incomplete;	details of the	plan wen developed.		
	protracal	there are	plan			
		important	developed;			
		omissions.	omissions			
			are minor.			
Written quality	PDP report is	PD report is	PD report is	PD report is clearly written		
	poorly written	clearly written	clearly	with no grammatical		
	with many	with many	written with	errors.		

Unsatisfactory	Needs improvement	Satisfactory	Target
		few	
errors.	errors.	grammatical	
		errors.	

EDEL 605: Professional Development Report v4

	Unsatisfactory	Needs Improvement	Satisfactory	Target
The	There is no	The problem and	The problem and	The problem and
Problem,	description of the	context lack	context are	context are
Context	problem and	important details.	described.	thoroughly and
	context.			clearly described.
	School Leaders (20 Category: National I Standard: 7. Reflect on, evalua International- Qata Leadership (2013) PLO: PLO 6. Actively enga	D11) Professional Standard te and improve leade ar University CED S ge in scholarship in e		(SEC, 2007) nt in Educational
Tools Used	Tools used to collect	Tools used to collect	Tools used to collect	Tools used to
to Collect	data are not	data are helpful, but	data are	collect data are
Data	appropriately	may not be the best	appropriately	clearly appropriate
	selected or not	choice OR they	selected and used	to provide the data
	appropriately used;	were used	with few errors	needed to answer

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	did not provide the data or the findings needed.	ineffectively (serious errors).	(none serious).	the question(s) AND they are used effectively.
	School Leaders (20 Category: National Standard: 1. Lead and manage Standard: 3. Lead and manage Standard: 7. Reflect on, evalua International- Qat Leadership (2013) PLO:	Professional Standard learning and teachin change ite and improve leade ar University CED S a-informed decisions I	ls for School Leaders g in the school comm rship and manageme tandards- Masters	(SEC, 2007) nunity ent in Educational
Content	Plan has no link to appropriate educational theory and content.	Plan lacks meaningfully link to appropriate educational theory and content.	Plan is linked to appropriate educational theory and content.	Plan is meaningfully linked to appropriate educational theory and content.
	Standards International- Qatar National Professional Standards for Teachers a School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard:			

	Unsatisfactory	Needs Improvement	Satisfactory	Target	
	1. Lead and manage learning and teaching in the school community International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 1: Apply key theories and concepts of the subject matter in educational settings.				
Pedagogy (2X)	Suggested strategies are inappropriate to various teacher and student needs.	Suggested strategies lack variety and some are in appropriate to various teacher and student needs.	Suggested strategies are appropriate to various teacher and student needs.	Suggested strategies are varied and appropriate to various teacher and student needs.	
	and student needs. student needs. Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 1. Lead and manage learning and teaching in the school community Standard: 3. Lead and manage change Standard: 4. Lead and develop people and teams International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 2. Plan effective instruction to maximize student learning.				
	PLO 8: Lead positive change in education.				

	Unsatisfactory	Needs Improvement	Satisfactory	Target
Diversity		Plan lacks a clear demonstration how strategies will improve learning for ALL students.	how strategies will improve learning for	Plan clearly demonstrates how strategies will improve learning for ALL students.
	School Leaders (20 Category: National Standard: 1. Lead and manage International- Qata Leadership (2013) PLO:	D11) Professional Standard learning and teaching ar University CED S sful learning experier	ional Standards for Is for School Leaders g in the school comm tandards- Masters	(SEC, 2007) unity in Educational
Technology	The plan does not include use of technology and alternative delivery methods.	The plan lacks appropriate use of technology and alternative delivery methods.	The plan includes adequate use of technology and alternative delivery methods.	The plan includes appropriate use of technology and alternative delivery methods.
Standards International- Qatar National Professional Standards School Leaders (2011) Category: National Professional Standards for School Leader Standard: 1. Lead and manage learning and teaching in the school cor International- Qatar University CED Standards- Master				(SEC, 2007) unity

	Unsatisfactory	Needs Improvement	Satisfactory	Target	
	Leadership (2013) PLO: PLO 3. Use current a		ogies in instructionally	/ powerful ways.	
Inquiry	for both teacher and students.	The plan lacks effective use of needs assessment for both teacher and students.	demonstrates use of needs assessment	effective use of needs assessment for both teacher	
	Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 1. Lead and manage learning and teaching in the school community International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 3. Use current and emerging technologies in instructionally powerful ways.				
Problem	Formative and summative data	Formative and summative data		Formative and summative data	
Solving	from needs assessment is not used to make sound decisions regarding pedagogy.	from needs assessment is poorly to make sound decisions regarding pedagogy.	assessment is used to make sound	from needs	

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	Improvement Improvement International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 7. Reflect on, evaluate and improve leadership and management International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources.			
Ethical Values	professional ethics in all aspects of the	Lacks applied professional ethics in all aspects of the PD plan.	Applied professional ethics in most aspects of the PD plan.	Applied professional ethics in all aspects of the PD plan.
	Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 4. Lead and develop people and teams International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 7. Apply professional ethics in all educational contexts.			
Initiative			leadership to	Demonstrates the qualities of effective leadership by providing

	Unsatisfactory	Needs Improvement	Satisfactory	Target	
	and specific	and specific	appropriate and	appropriate and	
	objectives,	objectives,	specific objectives,	specific objectives,	
	appropriate time	appropriate time	appropriate time	appropriate time	
	period, resources	period, resources	period, resources	period, resources	
	and follow-up to	and follow-up to	and follow-up to	and follow-up to	
	ensure teacher	ensure teacher	ensure teacher	ensure teacher	
	success.	success.	success.	success.	
	Standards				
	-		ional Standards for	Teachers and	
	School Leaders (2011)				
	Category: National Professional Standards for School Leaders (SEC, 2007)				
	Standard:				
	1. Lead and manage learning and teaching in the school community				
	Standard:				
	3. Lead and manage	change			
	Standard:	needs and terms			
	4. Lead and develop	• •	tendende Mesteres		
	Leadership (2013)	-	tandards- Masters i	in Educational	
	PLO:				
		change in education.			
Outcomes	The outcomes of	The outcomes of	The outcomes of	The outcomes of	
(2X)	the PD are not	the PD are not fully	the PD are	the PD are	
	discussed and there	discussed and little	discussed and some	discussed and solid	
	is no evidence	evidence is provided	evidence is provided	evidence is	
	provided that	that demonstrates	that demonstrates	provided that	
	demonstrates the	the impact of the	the impact of the	demonstrates the	
	impact of the PD.	PD.	PD.	impact of the PD.	

	Unsatisfactory	Needs Improvement	Satisfactory	Target	
	Standards International- Qatar National Professional Standards for Teachers and School Leaders (2011) Category: National Professional Standards for School Leaders (SEC, 2007) Standard: 7. Reflect on, evaluate and improve leadership and management International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 6. Actively engage in scholarship in education.				
Written quality	PD report is poorly written with many grammatical errors of of which interfere with	PD report may lack clarity or have with several grammatical	PD report reads well	written with no	
APA Referencing	well documented correctly using APA	Most references are well documented correctly using APA style.	correctly using APA	All references are well documented correctly using APA style.	
	Standards International- Qatar University CED Standards- Masters in Educational Leadership (2013) PLO: PLO 6. Actively engage in scholarship in education.				
Overall PD quality of PD Report	Does not meet standards	Partially meets standards	Meets standards	Exceeds standards	

EDEL 603:	Unit Rubric Revised
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	Unacceptable	Needs significant improvement	Acceptable	Target
-	-	Some objectives	Most objectives are	-
-	aligned	are aligned with	-	aligned with
	with Qatar National	-	-	Qatar National
	Curriculum	Curriculum		Curriculum
Standards (x1)	Standards.	Standards.	Standards.	Standards.
	Standards			
	-	tar University Cond	ceptual Framework	(2011)
	Area: Content:			
	Outcome:			
	1.1 Demonstrate kn	owledge of the Qata	r National Curriculun	n Standards by
	developing meaning	ful learning activities	S.	
	Outcome:			
	1.3 Demonstrate kn	owledge of the Qata	r National Curriculun	n Standards as they
	apply to students wi	ith exceptionalities.		
Objectives	Few are listed or	Some are listed,	Most are listed,	All are listed,
(x2)	written	written clearly in	written clearly in	written clearly in
	clearly in	measurable terms,	measurable terms,	measurable terms,
	measurable terms,	and appropriate	and appropriate	and appropriate
	or few are	for each lesson and	for each lesson and	for each lesson
	appropriate for	for students.	for students.	and for students.
	each lesson and for			
	students.			
	Standards			
	International- Qat	tar University Cond	ceptual Framework	(2011)
	Area: Content:	-		

	Unacceptable	Needs significant improvement	Acceptable	Target				
	Outcome: 1.1 Demonstrate knowledge of the Qatar National Curriculum Standards by developing meaningful learning activities. Outcome: 1.3 Demonstrate knowledge of the Qatar National Curriculum Standards as the apply to students with exceptionalities. Content may be Content may be							
integration: Grades KG-2, 1, and 2 only (x2)	clearly presented; is not	Content may be accurate and clearly presented; may not be integrated appropriate for the students (too simple or too complex). Content is dominated by a single subject.	and clearly presented, but may not be integrated appropriately for the students (too simple or too	and clearly presented; is integrated appropriately for the developmental level of the students. Lesson is balanced among the target				
	Standards International- Qatar University Conceptual Framework (2011) Area: Pedagogy: Outcome: 2.1 Use a variety of research-based strategies to develop activities to support the learning of all students. Outcome: 2.2 Engage and support learners through the use of effective learning strategies.							

	Unacceptable	Needs significant improvement	Acceptable	Target
(x2)	is not knowledge is clearly and clearly and accurately presented and/or shows some little understanding of the major major ideas of the discipline. knowledge is clearly and accurately presented; shows some understanding of the major		-	All content knowledge is accurate and clearly presented; knowledge reflects the major ideas of the discipline.
	Standards International- Qat Area: Content: Outcome: 1.1 Demonstrate kn developing meaning	owledge of the Qata		
Instruction and	Few lessons, activities, and assignments are linked to objectives.	Some lessons, activities, and assignments are linked to objectives.	Most lessons, activities, and assignments are linked to objectives.	All lessons, activities, and assignments are linked to objectives.
	Standards International- Qat Area: Content: Outcome: 1.1 Demonstrate kn developing meaning Area: Pedagogy:	owledge of the Qata		

	Unacceptable	Needs significant improvement	Acceptable	Target
	the learning of all st Outcome:	udents.	ntegies to develop ac	
Materials and Resources (x1)	materials	Uses little variety of materials and resources.	Uses some variety of materials and resources.	Uses a variety of materials and resources.
Technology(x1)	technology is not used or is used inappropriately.	Available technology is used but does little to support the objectives and to engage learners.		Available technology is used appropriately, supports the objectives, and engages learners.
	Area: Technology: Outcome:	tar University Con effectively in teachir	ceptual Frameworl	« (2011)
s a a s g s s s a s a	Employs no variety of instructional strategies and assignments.	Employs little variety of instructional strategies and assignments.	Employs some variety of instructional strategies and assignments to meet stated	Employs a variety of instructional strategies and assignments to meet stated objectives.

	Unacceptable	Needs significant improvement	Acceptable	Target				
			objectives.					
	Area: Pedagogy: Outcome: 2.1 Use a variety of the learning of all st Outcome:	rnational- Qatar University Conceptual Framework (2011) Pedagogy: come: Use a variety of research-based strategies to develop activities to support earning of all students. come: Engage and support learners through the use of effective learning						
Differentiation of Instruction (x2)	not used.	Differentiation is used across few lessons to meet the needs of students.	Differentiation is used across some lessons to meet the needs of students.	Differentiation is used across all lessons to meet the needs of students.				
	Area: Content: Outcome: 1.3 Demonstrate kn apply to students wi Area: Pedagogy: Outcome: 2.3 Use a variety of the learning of stude Area: Technology: Outcome:	dards rnational- Qatar University Conceptual Framework (2011) : Content: come: Demonstrate knowledge of the Qatar National Curriculum Standards as to to students with exceptionalities. : Pedagogy: come: Use a variety of research-based strategies to develop activities to support earning of students with exceptionalities. : Technology:						

	Unacceptable	Needs significant improvement	Acceptable	Target				
	exceptionalities. Outcome: 3.3 Identify appropriate assistive technologies for learners with exceptionalit Area: Ethical Values: Outcome: 7.1 Describe the ethical responsibilities of educators towards all learners.							
Assessment (x2)	contain an assessment, or no	Few lessons contain an assessment that is aligned with objective(s), or lessons include an assessment that is not aligned with the objectives.	Most lessons contain an assessment that is aligned with objectives.	All lessons contain at least assessments that are aligned with objectives.				
	Area: Pedagogy: Outcome: 2.4 Use multiple me Area: Technology: Outcome:	ble means of assessment for all students.						
Lesson Closure (x1)	Neither lesson closure nor transition is addressed.	Lesson closure is described and/or transition is identified.	Lesson closure is described and transition is identified.	Lesson closure is clearly described and transition is clearly identified.				
Lesson and unit	Lessons are	Lessons are	Lessons are	Lessons are				

	Unacceptable	Needs significant improvement	Acceptable	Target
coherence (x1)	minimally organized.	somewhat organized and move students somewhat toward achieving objectives.	organized and move students toward achieving objectives.	sequentially organized and move students toward achieving objectives.
Title Page, Table of Contents (x1)	Both title page and table of contents are missing.	Either title page or table of contents is missing.	table of contents	Title page and table of contents included.
Overall Purpose of the Unit (x1)	Purpose of the unit not stated.	Purpose of the unit poorly stated.	Purpose of the Unit weakly stated.	Purpose of the Unit clearly stated.
Spelling, grammar, punctuation (x1)	Errors in grammar, punctuation, or spelling require major editing and revising.	Errors in grammar, punctuation, or spelling require major editing and revising.	Errors in grammar, punctuation, or spelling require minor editing and revising.	Unit contains almost no errors in grammar, punctuation, or spelling.
Enduring Understandings (x1)	Provides no enduring understandings within the unit.	Provides some enduring understandings within the unit but not well developed.	Provides some developed enduring understandings within the unit.	Provides many well thought out enduring understandings within the unit.

Appendix H: Improvement Actions 6 & 7-2010-2011

EDEL Courses	Assignment	Instructor(s) name(s)	Due date(s)
EDUC 606	Quantitative Data Analysis Action Research Plan	Dr. Ramzi	12/24/13
EDEL 601	Case Study Vision Project	Dr. Abdullah	11/3/2013 11/24/2013
EDEL 602	School Technology Plan	Dr. Abdullah	4/27/2014
EDEL 603	Research Paper	Dr. Ramzi	12/24/13
EDEL 604	Unit Plan	Dr. Michael	12/24/2013
EDEL 605	Professional Development Plan	Dr. Michael	3/26/2014
EDEL 607	Final Exam	Dr. Nancy	5/1/2014
EDEL 608	Professional Development Report Field Journal Reflection / Diversity	Dr. Michael	5/6/2014 (PDR) 4/8/2014
EDEL 609	Action Research	Dr. Michael	12/29/2013
EDEL 610	Final Report	Dr. Michael	5/20/2014

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Shot of last semester's students' graded assignments on TaskStream



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	Print	View Export to Ex	cel							Release	Sele	cted Eval	luation(s)
-		EDEL 603				EDEI	. 604						EDEL 605
		Research Paper					Unit Plan						Profes: Developm
Aabu hamda, Mayson mail: ma1200322@qu.edu.qa		Release all for area Score=58.00/64 [View/Edit] Released: 06-May-13	Aabu hamda, Mayson Email: ma1200322@qu.edu.qa Release all for Ruthor	~	S elea	(C	Iease all for area Aabu hamda, Email: ma1200322@qu Release all for 1	u.edu.qa	~	Score=12.00/12 [View/Edit] Released: 06-May-13	Ema	il: ma1200	Release all mda, Mayson 322@qu.edu.ga all for Author
Al Henzab, Alanood mail: salhenzab@974design.com	~	Score=48.00/64 [View/Edit] Released: 06-May-13	Al Henzab, Alanood Email: aalhenzab@974design.com Release all for Author	>	Ø Relea	Score=17.00/20 [View/Edit] sed: 06-May-13		anood Idesign.com	~	Score=9.60/12 [View/Edit] Released: 06-May-13	Ema	Al Henza il: aalhenz	ab, Alanood ab@974design.cor all for Author
Al Yafi, Hanan mail: ha1202976@qu.edu.qa 	*	Score=50.00/64 [View/Edit] Released: 06-May-13	Al Yafi, Hanan Email: ha1202976@qu.edu.qa Release all for Ruthor	>	-	Score=18.00/20 [View/Edit] sed: 06-May-13	Al Yafi, Hanar Email: ha1202976@qu	i.edu.qa	~	Score=10.80/12 [View/Edit] Released: 06-May-13	Ema		Hanan 976@qu.edu.qa all for Author
Alali, Nawras mail: na1203730@qu.edu.qa (Release all for Author)	~	Score=57.00/64 [View/Edit] Released: 06-May-13	Malali, Nawras Email: na1203730@qu.edu.qa	~	Relea	Score=19.00/20 [View/Edit] sed: 28-May-13	Alali, Nawras Email: na1203730@qu		~	Score=11.40/12 [View/Edit] Released: 06-May-13	Ema		I Wras 730@qu.edu.qa all for Author
AlBuenain, Fatima mail: 199452192@qu.edu.qa Release all for Author	~	Score=55.00/60 [View/Edit] Released: 06-May-13	AlBuenain, Fatima Email: 199452192@qu.edu.qa	~	-	Score=18.00/20 [View/Edit] sed: 28-May-13	AlBuenain, Fa Email: 199452192@qu	.edu.qa	~	Score=11.40/12 [View/Edit] Released: 06-May-13	Ema	il: 199452	in, Fatima 192@qu.edu.qa all for Author
Almaadeed, Najla mail: 200160574@qu.edu.qa @ Release all for Author	~	Score=60.00/64 [View/Edit] Released: 06-May-13	Almaadeed, Najla Email: 200160574@qu.edu.qa	~	-	Score=18.00/20 [View/Edit] sed: 06-May-13	Almaadeed, N Email: 200160574@qu	.edu.qa	~	Score=12.00/12 [View/Edit] Released: 06-May-13	Ema	il: 200160	eed, Najla 574@qu.edu.qa all for Author
Alnamaki, Rasha mail: 200668963@qu.edu.qa Release all for Author	>	Score=59.00/64 [View/Edit] Released: 06-May-13	Minamaki, Rasha Email: 200668963@qu.edu.qa	~	Ø Relea	Score=17.00/20 [View/Edit] sed: 06-May-13	Alnamaki, Ras Email: 200668963@qu	.edu.qa	~	Score=12.00/12 [View/Edit] Released: 06-May-13	Ema	il: 200668	ki, Rasha 963@qu.edu.qa all for Author
Amatullah, Tasneem mail: ta1200443@qu.edu.qa A Release all for Author	~	Score=60.00/64 [View/Edit] Released: 06-May-13	Amatullah, Tasneem Email: ta1200443@qu.edu.qa	~	Ø Relea	Score=18.00/20 [View/Edit] sed: 06-May-13	D M Amatullah, Ta Email: ta1200443@qu	.edu.qa	~	Score=12.00/12 [View/Edit] Released: 06-May-13	Ema	il: ta12004	ah, Tasneem 143@qu.edu.qa all for Author
Arar, Sami mail: sa1204795@qu.edu.qa	>	Score=53.00/64 [View/Edit] Released: 06-May-13	Arar, Sami Email: sa1204795@qu.edu.qa	~	Ø Relea	Score=10.00/20 [View/Edit] sed: 28-May-13	Arar, Sami Email: sa1204795@qu		~	Score=10.80/12 [View/Edit] Released: 06-May-13	Ema		mi 795@qu.edu.qa all for Author

Appendix I: Other Non-recorded Improvement Action I for the current academic year

Master of Education in Educational Leadership Program Dispositions

Educational leaders hold specific dispositions that shape their vision for schools and leadership practices. Dispositions are the "values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth" (NCATE, 2002, p. 53). Disposition are enacted across context and overtime time (Murrell & Foster, 2003). Although holding a specific set dispositions is essential (Tatto & Coupland, 2003), it is important to reduce the ambiguity in order to define and assess dispositions. Throughout the Master of Education in Educational Leadership Program, candidates engage in discussion about the eight dispositions, observe the modeling of these dispositions by faculty and are provided opportunities to apply and develop the dispositions throughout the program. The MEL Dispositions Rubric provides description for each disposition at each level of proficiency. Evaluators use a preponderance of evidence to score the candidate for each criterion (e.g. which category best describes the candidate's disposition in the criterion).

Master of Education in Educational Leadership Program Dispositions *Teaching*

Content: Candidates have high standards for content knowledge in discipline areas. *Pedagogy:* Candidates believe that all students can learn and have the ability to be successful in their academic endeavors.

Diversity: Candidates demonstrate respect for diversity.

Technology: Candidates recognize the importance of using diverse educational resources, including technology.

Scholarship

Scholarly Inquiry: Candidates engage in critical reflection of theory and professional practice.

Problem Solving: Candidates use critical thinking to solve problems.

Leadership

Ethical Values: Candidates demonstrate **professional conduct** that models ethical behavior and integrity.

Initiative: Candidates initiate and lead others in achieving goals, vision and mission.

Some Key Assignments in Courses Which Help Candidates Develop Positive Leadership Dispositions

ELCC Standard	Disposition	Key Assignments
Success of all students through a sha	red vision and goals	
ELCC 1.1: Shared Vision	Content	Vision Project
ELCC 1.2: Use of Data	Problem solving	Supervision Project/Final Project
ELCC 1.3: Continual improvement	Content/scholar inquiry	Final Project
ELCC 1.4: Revision w/stakeholders	Content	Action Research/Supervision Project
Success of all students through a stro	ng instructional program c	—
ELCC 2.1: Positive Culture	Content/Ethics	Vision Project/Ethics Case Study
ELCC 2.2 Curriculum	Pedagogy /Technology	Supervision Project
ELCC 2.3 Supervision	Pedagogy	Supervision Project
ELCC 2.4: Technology	Content/technology	Technology Project
Success of all students through mana	gement	
ELCC 3.1: Management systems	Technology	Technology/Finance Case Study
ELCC 3.2: Resources	Technology	Technology/Finance Case Study
ELCC 3.3: Safety	Diversity	Vision Project
ELCC 3.4: Distributed Leadership	Content	Vision Project
ELCC 3.5: Time Management	Pedagogy	Supervision Project
Success of all students through collab	boration	
ELCC 4.1: Collaborative improvement	Diversity	Action Research
ELCC 4.2: Community resources	Diversity	Finance Case Study
ELCC 4.3: Community relationships	Diversity	Vision Project
ELCC 4.4: Community partners	Diversity	Finance Case Study
Success of all students through accou	intability and reflection	
ELCC 5.1: Acts with integrity	Ethical values	Action Research
ELCC 5.2: Integrity in personal role	Ethical values	Supervision Project/Final Project
ELCC 5.3: Safeguarding values	Ethics	Action Research
ELCC 5.4: Legal and moral decisions	Problem solving	Finance Case Study
ELCC 5.5: Social justice	Ethical values	Finance Case Study
		Case Stady

Success of all students within circles of context				
ELCC 6.1: Community advocacy	Initiative	Vision Project/Final Project		
ELCC 6.2: Community decision-	Initiative	Final Project		
making	Initiative	Fillal Floject		
ELCC 6.3: Emerging Trends	Content	Final Project		
Sustained internship	·			
ELCC 7.1	NA			
ELCC 7.2	NA			
ELCC 7.3	NA			

		MEL Dispositions Rub	ric	
Required Component	Exceeds Expectations (4)	Meets Expectations (3)	Developing (2)	Beginning (1)
s/ Criterion				
Content: Can	didates have high standards for co			
	Demonstrates an	Demonstrates an	Limited understanding	Lacks any
	understanding of emerging	understanding of	and application of	understanding of
	leadership trends and	emerging leadership	emerging leadership	emerging leadership
	initiatives and applies these to	trends and initiatives	trends and initiatives and	trends and initiatives
	professional practices (ELCC	with limited application	cannot adapt these to	and cannot apply these
	6.3).	to professional practices	professional practices	to professional
		(ELCC 6.3).	(ELCC 6.3).	practices (ELCC 6.3).
	Knows and uses theories and			
	research underlying effective	Knows and uses some	Knows but fails to use	Fails to utilize theories
	professional development	theories and research	theories and research	and research
	(ELCC 1.3).	underlying effective	underlying effective	underlying effective
		professional development	professional development	professional
	Recognizes the significance of	(ELCC 1.3).	(ELCC 1.3).	development (ELCC
	continual attention to effective			1.3).
	teaching practices and	Recognizes the	Recognizes the	
	discussions about current	significance of continual	significance of continual	Does not recognize the
	research and theory and uses	attention to effective	attention to effective	significance of
	this knowledge to guide	teaching practices and	teaching practices and	continual attention to
	practice (ELCC 2.4)	discussions about current	discussions about current	effective teaching
	· · · · · ·	research and theory and	research and theory but	practices and
	Able to collaboratively	but demonstrates limited	this knowledge has	discussions about
	develop and implement a	application of this	limited impact on	current research and

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vision for learning (ELCC	knowledge to guide	practice (ELCC 2.4)	theory (ELCC 2.4)
1.1).	practice (ELCC 2.4)		
, ,		Limited collaboration in	Cannot collaboratively
Utilizes methods for involving	Some collaboration is	the development and	develop and implement
school stakeholders in the	used to develop and	implementation of a	a vision for learning
visioning process (ELCC 1.4).	implement a vision for	vision for learning	(ELCC 1.1).
	learning (ELCC 1.1).	(ELCC 1.1).	
Develops and supports a		· · · ·	Does not involve
school culture and instructional	Utilizes methods for	Limited involvement of	school stakeholders in
program that reflects a	involving limited school	school stakeholders in	the visioning process
commitment to student	stakeholders in the	the visioning process	(ELCC 1.4).
learning (ELCC 2.1).	visioning process (ELCC	(ELCC 1.4).	
	1.4).		Does not promote or
		Fails to develop and	support a school culture
	Develops a school	support a school culture	and instructional
	culture and instructional	and instructional program	program that reflects a
	program that reflects a	that reflects a	commitment to student
	commitment to student	commitment to student	learning (ELCC 2.1).
	learning (ELCC 2.1).	learning (ELCC 2.1).	
		Recognizes the need but	
Recognizes the need and has		does not use distributed	
the ability to use distributed		leadership to understand	
leadership to understand		leadership practice and	
leadership practice and how		how leadership practices	
leadership practices might		might work more	Fails to recognize the
work more effectively in their	Recognizes the need and	effectively in their	need to understand

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-	ELCC 3.4).	distr unde prac lead	limited ability to use ributed leadership to erstand leadership etice and how ership practices ht work more	-	ticular school context LCC 3.4).	leadership practice and how leadership practices might work more effectively in their particular school context (ELCC 3.4).
		effe parti	ctively in their icular school context CC 3.4).			
Pedagogy: Candi	idates believe that all students ca	n lea	arn and have the ability	to be	e successful in their acad	lemic endeavors.
0.01	Demonstrates a comprehensive		Demonstrates an		Demonstrates	No evidence of any
u	inderstanding of instructional		understanding of		limited	understanding of
SI	supervision theories and practices	5	instructional supervisi	ion	understanding of	instructional
tł	hat ensures quality instruction an	nd	theories and practices		instructional	supervision theories
st	tudent learning including best us	e	that ensures quality		supervision theories	and practices that
0	of time and resources (ELCC 3.5)).	instruction and studen	ıt	and practices that	ensures quality
			learning including bes	st	ensures quality	instruction and student
A	Actively encourages the use of		use of time and		instruction and	learning including use
d	lifferentiated teaching and		resources (ELCC 3.5)		student learning	of time and resources
d	livergent use of teaching resource	es			including use of time	(ELCC 3.5).
to	o ensure student success (ELCC		Encourages when		and resources	
2	2.1).		opportunities arise to		(ELCC 3.5).	Discourages the use of
			use of differentiated			differentiated teaching
			teaching and divergen	ıt	Does not encourage	and divergent use of
			use of teaching		the use of	teaching resources
			resources to ensure		differentiated	(ELCC 2.1).
			student success (ELCO	C	teaching and	
			2.1).		divergent use of	

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			1
Demonstrates a high degree of		teaching resources to	
ability to design, purpose and		ensure student	
analysis of curriculum in order to		success (ELCC 2.1).	
aligned discipline knowledge with			
standards and program studies.			
(ELCC 2.2).	Demonstrates ability	Demonstrates	No evidence of the
	todesign, purpose and	limited to ability	ability to design,
Understands appropriate use of	analysis of curriculum in	design, purpose and	purpose and analysis of
varied research-based instructional	order to aligned	analysis of	curriculum in order to
strategies working with school staff	discipline knowledge	curriculum in order	aligned discipline
to improve teaching and learning	with standards and	to aligned discipline	knowledge with
(ELCC Standard Element 2.3).	program studies. (ELCC	knowledge with	standards and program
	2.2).	standards and	studies. (ELCC 2.2).
	,	program studies.	
		(ELCC 2.2).	Does not recognize the
			use of varied research-
			based instructional
			strategies working with
			school staff to improve
			teaching and learning
			(ELCC Standard
	Understands some ways		Element 2.3).
	of using varied research-		
	based instructional	Does not understand	
	strategies working with	any use of varied	
	school staff to improve	research-based	
	teaching and learning	instructional	
	(ELCC Standard	strategies working	
	Element 2.3).	with school staff to	
	Element 2.5).	with school staff to	

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		improve teaching and learning (ELCC Standard Element 2.3).	-
Technology: Candidates recognize the imp Demonstrates an	Demonstrates basic	Demonstrates	
			Lacks any
understanding of	2		understanding of the
appropriate uses of		understanding of the	uses of school
technology and	information systems to	appropriate uses of	technology and
information system	**	school technology	information systems to
support and monit	C A		support and monitor
students learning		systems to support	students learning
Standard Element	,	and monitor students	(ELCC Standard
3.1).	Uses available	learning (ELCC	Element 2.2).
	technology to manage	Standard Element	
Uses available tec		2.2).	
effectively to man	0		No use of technology
school operations		Very limited use of	to effectively to
Standard Element	· ·	technology to	manage school
	Demonstrates an	manage school	operations (ELCC
Demonstrates an	understanding of	operations (ELCC	Standard Element 3.2).
understanding and	d instructional and usage	Standard Element	
effective planning		3.2).	No understanding of
instructional and u	usage in Standard Element 2.4).		technology and its uses
the school (ELCC		Little understanding	for instruction within
Standard Element	2.4).	and planning of	the school (ELCC
		instructional and	Standard Element 2.4).
		usage in the school	

			(ELCC Standard Element 2.4).	No evidence of planning of instructional technology (ELCC Standard Element 2.4).
Diversity Candidates d	emonstrate respect for diversi	tv.		
Diversity. Candidates d	Demonstrates the ability	Demonstrates the ability	Demonstrates a	Demonstrates no ability
	to assess school culture,	to assess school culture,	limited ability to	to assess school
	analyze trends, and	analyze trends, but lacks	assess school	culture, analyze trends,
	suggest appropriate	suggestions of	culture, analyze	and to suggest
	strategies that capitalize	appropriate strategies	trends, and lacks	appropriate strategies
	on the diversity of the	that capitalize on the	suggestions for	that capitalize on the
	school and community	diversity of the school	appropriate	diversity of the school
	(ELCC Standard Element	and community (ELCC	strategies that	and community (ELCC
	4.2).	Standard Element 4.2).	capitalize on the	Standard Element 4.2).
	Demonstrates the ability	Demonstrates the a	diversity of the	Lacks the ability to
	to develop and articulate a	limited ability develop	school and	develop and articulate a
	vision based on	and articulate a vision	community (ELCC	vision based on
	collaboration with faculty	based on collaboration	Standard Element	collaboration with
	and community based on	with faculty and	4.2).	faculty and community
	collected data that	community based on	Demonstrates the	based on collected data
	improves the school's	collected data that	ability to develop	that improves the
	educational environment	improves the school's	and but	school's educational
	(ELCC Standard Element	educational environment	demonstrates	environment (ELCC
	4.1).	(ELCC Standard	difficulty in	Standard Element 4.1).
	Knows the backgrounds	Element 4.1).	articulating a vision	Fails to know the
	and cultures students,	Knows the backgrounds	based on	backgrounds and
	teachers, colleagues and	and cultures students,	collaboration with	cultures students,

parents and uses this	teachers, colleagues and	faculty and	teachers, colleagues
diversity as part of	parents with limited uses	community based on	and parents and uses
perspective and practice.	this diversity as part of	collected data that	this diversity as part of
Demonstrates the belief	perspective and practice.	improves the	perspective and
that all students are	Demonstrates the belief	school's educational	practice.
capable of learning and	that all students are	environment (ELCC	Does not demonstrate
demonstrates practices	capable of learning and	Standard Element	the belief that all
that promote equitable	demonstrates limited	4.1).	students are capable of
learning opportunities for	practices that promote	Knows the	learning and there is no
all students (ELCC 6.2).	equitable learning	backgrounds and	evidence of practices
	opportunities for all	cultures students,	that promote equitable
Understands that	students (ELCC 6.2).	teachers, colleagues	learning opportunities
individuals, families and		and parents but	for all students (ELCC
communities need to be	Understands that	seldom uses this	6.2).
active partners in school	individuals, families and	diversity as part of	
success and develops and	communities need to be	perspective and	Fails to recognize that
sustains positive	active partners in school	practice.	individuals, and
relationships with	success and develops	Demonstrates the	communities need to be
stakeholders (ELCC	positive relationships	belief that all	active partners in
Standard Element 4.4).	with stakeholders	students are capable	school success and
	(ELCC Standard	of learning and but	develops and sustains
	Element 4.4).	few practices are	positive relationships
		used to promote	with stakeholders
		equitable learning	(ELCC Standard
		opportunities for all	Element 4.4).
		students (ELCC	
		6.2).	
		0.2).	
		Understands that	
		Chaoistands that	

		individuals, families and communities need to be active partners in school success positive relationships with stakeholders (ELCC Standard Element 4.4).	
Scholarly Inquiry: Candidates engage in criti		-	
Consistently evaluate	· ·	Demonstrates an	Does not critically
own professional pra	-	understanding of the	evaluate own
and performance (e.g		reflection but	professional practice or
interactions, written		seldom evaluates	performance (e.g.,
formal and informal	interactions, written	own professional	interactions, written
assessments) and the	work, formal and	practice and	work, formal and
impact on school, tea	achers informal assessments)	performance (e.g.,	informal assessments)
and student success	and the impact on	interactions, written	and the impact on
(ELCC Standard Ele	ment school, teachers and	work, formal and	school, teachers and
1.3).	student success (ELCC	informal	student success(ELCC
	Standard Element 1.3).	assessments) and the	Standard Element 1.3).
Monitors and adjusts	\$	impact on school,	
actions based on refl	ective Monitors actions based	teachers and student	Fails to see the need for
practices	on reflective practices	success (ELCC	positive change.
	and makes some	Standard Element	
Actively seeks furthe	er adjustments	1.3).	Resistant to change
information and			
perspectives from oth	hers Uses information and	Seldom adjusts	Does not provide

to evaluate and change	perspectives from others	actions based on	substantive suggestions
own performance.	to evaluate and change	reflective practices	for potential
1	own performance.	Ĩ	improvements or
Generates ideas for	1	Listens to	revisions.
potential improvements or	Generates ideas for	perspectives from	
revisions and applies them	potential improvements	others but seldom	Rejects suggestions
to future professional	or revisions and	uses the information	from others
practice.	applying some to future	to improve practice.	
_	professional practice.		Offers excuses and/or
Is open-minded and		Generates ideas for	assigns blame for
positive when receiving	Is open-minded and	potential	negative results to
feedback from others, and	positive when receiving	improvements or	students, parents,
acts upon suggestions.	feedback from others,	revisions but fails to	colleagues, supervisors,
	and acting on some	apply these to	or others.
	suggestions.	practice	
		Is open-minded and	
		positive when	
		receiving feedback	
		from others, but	
		does not implement	
		change.	
 dates use critical thinking to	-		
Identifies the main	Identifies the main	Limited	Does not identify and
problem and subsidiary,	problem and subsidiary,	identification and	summarize the
embedded, or implicit	embedded, or implicit	understanding of the	problem, is confused or
aspects of the problem,	aspects of the problem,	problem.	identifies a different
and identifies them	but lacks some clarity		and inappropriate
clearly, addressing their	presenting a limited		problem.

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relationships to each	relationship to each		
other.	other.	Limited use of	No use of assessment
		assessment data to	data to improve school
Collects and uses	Collects assessment data	improve school	goals and plans
assessment data to	to improve school goals	goals and plans	learning (ELCC
improve school goals and	and plans learning	learning (ELCC	Standard Element 1.2)
plans learning (ELCC	(ELCC Standard	Standard Element	
Standard Element 1.2)	Element 1.2)	1.2)	
			Does not identify or is
Identifies, appropriately,	Identifies one's own	Does not identify or	confused by the issue,
one's own position on the	position on the issue,	is confused by the	or represents the issue
issue, drawing support	drawing support from	issue, or represents	inaccurately.
from experience and	experience and	the issue somewhat	
understanding the	identifies individual	inaccurately.	
objectively identifies	biases embedded in this		
individual biases	position.		
embedded in this position			Does not consider
understanding the impact.		Identifies, one	ethical issues when
Identifies the event and	Identifies the event	ethical issue when	analyzing a problem
Identifies, the overt and embedded ethical issues	Identifies, the overt ethical issues when	analyzing a problem (ELCC Standard	(ELCC Standard Element 5.4)
when analyzing a problem	analyzing a problem	Element 5.4)	Liement 5.4)
(ELCC Standard Element	(ELCC Standard	Element 3.4)	
(ELCC Standard Element 5.4)	Element 5.4)		
5.4)			
Analyzes the issue with a		Minimal analyzes	Little analysis of the
clear sense of scope and		the issue lacking	issue.

	context, including an assessment of the	Analyzes the issue with a limited sense of scope	scope and context, with no assessment	
	audience of the analysis.	and context, including	of the audience of	
		an assessment of the	the analysis.	
	Considers other pertinent	audience of the analysis.		Deals only with a
	contexts and others'		Deals only with a	single perspective and
	perspectives.	Considers limited	few perspectives	fails to discuss other
		pertinent contexts and	limiting discussion	possible perspectives,
		others' perspectives.	of other possible	especially those
			perspectives	significant to the issue.
			significant to the	
			issue.	Fails to identify
				conclusions,
	Identifies and discusses			implications, and
	conclusions, implications,	Identifies conclusions,	Limited conclusions,	consequences of the
	and consequences	implications, and	implications, and	issue or the key
	considering context,	consequences	consequences of the	relationships between
	assumptions, data, and	considering context,	issue or the key	the other elements of
	evidence.	assumptions, data, and	relationships	the problem, such as
		evidence.	between the other	context, implications,
			elements of the	assumptions, or data
			problem, such as	and evidence.
			context,	
			implications,	
			assumptions, or data	
			and evidence are	
Ethical Valuese Cardid	atas damanstrata mafassi1	l oon du ot that madala athir-1	presented.	
Ethical values: Candid	ates demonstrate professional		Possesses limited	Looka on understanding
	Possesses an in depth	Possesses an	Possesses limited	Lacks an understanding

understanding of the effects of ethical behaviorunderstanding of the effects of ethicalunderstanding of the effects of ethicalof the effect behavior on						
	one's own					
on one's own leadership behavior on one's own behavior on one's leadership (ELCC 5.2).					
(ELCC 5.2). leadership (ELCC 5.2). own leadership						
(ELCC 5.2). Fails to reco	gnize the					
Understands theUnderstands theimportance	of					
importance of a importance of a Limited modeling a	personal					
commitment to equity and commitment to equity understanding of the and professi	onal code					
diversity and integrates and diversity with importance of a of ethics						
this into professional limited practice (ELCC commitment to						
practice. 5.3; 5.5). equity and diversity Fails to reco	gnize the					
(ELCC 5.3; 5.5). (ELCC 5.3; 5.5). importance	of a					
Understands the need to commitmen	t to equity					
Understands the need to act with integrity and Understands the and diversity	y (ELCC					
act with integrity, fairness professional ethics need to act with 5.3; 5.5).						
and professional ethics conducive to student integrity and						
conducive to student learning and professional ethics Fails to reco	gnize the					
learning and achievement achievement for all conducive to student need to act v	with					
for all students and uses students with limited learning and integrity, fail	rness and					
this knowledge as a guide practice (ELCC 5.1; achievement for all professional	ethics					
for professional practice ELCC 2.1). students but there is conducive to						
(ELCC 5.1; ELCC 2.1). no evidence of this learning and	l					
in professional achievemen						
practice (ELCC 5.1; students (E	LCC 5.1;					
ELCC 2.1). ELCC 2.1).	. 7					
Initiative : Candidates initiate and lead others in achieving goals, vision and mission.						
Demonstrates an Demonstrates an Demonstrates an Fails to prov	vide					
understanding and acts to understanding and can understanding and evidence of						

influence Commerce	a at to influence furger	healt fails to get an	un denston din a of
influence Supreme	act to influence Supreme	back fails to act on	understanding of
Education Council	Education Council	Supreme Education	Supreme Education
decisions affecting student	decisions affecting	Council decisions	Council decisions and
learning in a school	student learning in a	affecting student	their affect on student
environment (ELCC 6.2).	school environment	learning in a school	learning in a school
	(ELCC 6.2).	environment (ELCC	environment (ELCC
Demonstrates the		6.2).	6.2).
willingness and ability to	Demonstrates the		
serve as an advocate for	willingness with limited	Demonstrates the	Does not have the
diverse population of	ability to serve as an	willingness to serve	willingness or the
students and families	advocate for diverse	as an advocate for	ability to serve as an
(ELCC 6.1).	population of students	diverse population	advocate for diverse
	and families (ELCC	of students and	population of students
Initiates the development	6.1).	families (ELCC 6.1).	and families (ELCC
and support of innovative			6.1).
school policies and	Initiates the	Support of school	
procedures that protect the	development and	policies and	Supports existing
welfare and safety of	support of school	procedures that	school policies
students and staff (ELCC	policies and procedures	protect the welfare	procedures that might
3.3).	that protect the welfare	and safety of	not fully protect the
	and safety of students	students and staff	welfare and safety of
	and staff (ELCC 3.3).	(ELCC 3.3).	students and staff
			(ELCC 3.3).

MEL Program Meeting Meeting Minutes

Date of Meeting : October 27th, 2013					
Time of Meeting:	9:30 AM				
Minutes Prepared by:	Michael H. Romanowski				
Meeting Location:	Dr. Nancy's office				
1.Attendees:					
Professor Nancy Allen	NCATE Coordinator				
Prof. Michael Romanowski	Program Coordinator/ M.Ed. Leadership				
Dr. Abdulla Abu Tineh	NCED Director				
Dr. Ramzi Nassir	Associate Professor of Educational Sciences				
2. Purpose of Meeting					
Discuss various NCATE/SPA issues					
3. Meeting Agenda					
1. Welcome					
2. Newly developed MEL dispositions and rubric					
3. Disposition assessment					

- 4. Impact on Students
- 5. SPA Report
- 6. Future plans

4. Meeting Issues, Discussions, Decisions

1. Committee members were welcomed

- **2.** Dr. Nancy and Dr. Michael informed the committee members about the newly developed disposition for the MEL program and the rubric that will be used to assess these. Committee members were informed that the dispositions have been reduced to 8 and they will be receiving copies of the dispositions and the rubric for their input.
- **3.** Discussion took place regarding the disposition as to where they are taught, where assessed and where students are given the opportunity to learn and apply the disposition.
- **4.** The committee discussed how the program could better assess the MEL candidates' impact on student. The decision was to use the action research project to provide evidence of

candidates' impact on students.

5. The committee discussed the SPA report. Dr. Michael and Dr. Nancy will sit to begin the report seeking input from faculty members.

5.Tasks						
1. Complete Dispositions and Rubric		Dr. Michael		Next meeting		
2. Begin SPA report		Dr. Michael		November		
6.Next Meeting						
ТВА						