



Student Internship Policy

Version	2.0
Policy Code/Category	SU – 2.7.1/Student Placements
Purpose	to provide students with the opportunity to use the learning and educational outcomes they have achieved in the classroom to develop their overall attributes, and skills, by working in a real professional, or industrial, environment on various projects.
Scope	For all relevant staff and students
DMS File Number	
File Location	Q-Drive
Related Documents	
Key words	
Comments	
Prepared by	QA Office
Approved by	Academic Board
Approval date	14 January 2015
Review date	2018



Introduction

The Student Internship Program is designed to provide students with the opportunity to use the learning and educational outcomes they have achieved in the classroom to develop their overall attributes, and skills, by working in a real professional, or industrial, environment on various projects. The Program also offers the University a chance to establish and develop strong relationships with companies and industries in the region for any future collaboration.

Internship Program Objectives

The main objective of the Student Internship Program is to provide undergraduate, and indeed postgraduate, students with hands-on experience relevant to their specialization. In doing so, it is fundamental to ensure that all internships meet and achieve educational learning outcomes in a professional, supervised, healthy and safe environment.

The main objectives of internship are;

- To help students understand and learn how the basic science and theories of their discipline work in practice in a real working environment.
- To allow students to understand the value and importance of time management and adherence to rules and regulations.
- To enable students to improve and develop their communication and presentation skills.
- To help students develop their CV and eventually find permanent employment.
- To enable Sohar University to accomplish its goal of actively engaging with the local, national and international community and providing students with every opportunity to become the best in their field.

Voluntary Internship Student Requirements

As the Student Internship Program at SU is not a prerequisite for all academic programs (***with the exception of Educational Programs in the Faculty of Education & Arts***), all students are encouraged to apply for placement at least once during their academic studies.

However, for a student to be eligible to take part, he/she:

- must have completed at least two semesters of their program
- must be currently enrolled in an SU undergraduate or postgraduate program

Time of internship

Students are normally encouraged to take up internship opportunities during their summer break and are expected to work for a minimum of one month (4 working weeks).

The internship period, or practicum for all Educational Program students, however, normally takes place during the academic year as and when specified below.



Faculty of Education & Arts Educational Program Matrix

	Level	N. courses	Semesters	Cont. Hr/Week	Venue
Practicum	4	2	7 + 8	10 per week	Schools

Credit

With the exception of the Educational Program, where student internship is mandatory and represents 10 credit hours, the student internship program for all other faculties at SU does not offer any credit.

Internship Learning Outcomes

On successful completion of the internship program, the student's performance is evaluated on the basis of the following outcomes:

- the student is given the opportunity to apply knowledge gained in the classroom and to use it in addressing and solving real life problems
- the student is given the opportunity to evaluate and analyze real complex problems
- the student is given the ability to work as part of a multi-disciplinary team
- the student is given an understanding of what is meant by professional and ethical responsibility
- the student is given the ability to communicate effectively using written, oral and visual means
- the student is given the ability to develop leadership skills
- the student is given the opportunity to recognise the need for and ability to engage in life-long learning
- the student is given the ability to develop self-reliance and confidence
- the student is given the opportunity to develop a career path
- the student is given the opportunity to develop employment competency through work experience
- the student is given a chance to deal with ethical and confidential issues relating to work

General Role and Responsibility of SU Placement Staff

The SU Alumni and Career Guidance Centre is responsible for organising and running the internship program. During the year, it establishes ties with local businesses and industries which may be interested in offering internship opportunities to SU students.

Once positions become available, internship supervisors are appointed and provided with appropriate preparation.



Prior to the commencement of any student internship, all staff members responsible for coordinating and/or supervising internships must organise and provide the following:

- explain the purpose of the internship to both prospective employers and students and identify how it fits in with student learning outcomes
- outline the University's expectations regarding employer and student conduct during the internship period
- clarify the position regarding insurance cover for students during the placement
- meet or make contact with both students and employers before the internship to discuss expectations and details of the placement including experience to be provided, working hours required, days of work, etc.
- provide any additional guidance on how the internship is to be conducted
- organise, where possible, training for students prior to commencing their internship
- provide information on the methods of supervision and what the expectations are for employers and students
- where feasible, arrange regular meetings and/or other appropriate mechanisms for all supervising staff concerned, to provide an opportunity for the sharing of information and discussion of problems

All documentation related to the program will be clearly set out and may be found in the Alumni & Career Guidance Services department.

General Rules & Responsibilities of Students

- In general, students can only take part in an SU led internship program once.
- All students have medical Insurance.
- Students are allowed, and even encouraged, to find and arrange their own internship employer.
- Students willing to do an internship must not miss any of their teaching and learning activities and assessments. It is for this reason that, with the exception of Educational Program students, all student internships are to be organized during the summer holiday period.
- Interns are expected to work a minimum of 20 hours a week in meaningful work activities as agreed at the time of placement.
- Students must disclose any disabilities or medical conditions prior to initiating their internship.
- During the internship, students must keep a record of their activities and experiences.
- Students must always behave in a manner which complies with the SU code of conduct.
- Students must always provide any necessary documentation required by the employer such as a doctor's certificate for absences from work etc.
- Students need to arrange their own transportation and/or accommodation where necessary and/or applicable.
- At the end of the internship, students are advised to complete a Student Evaluation Feedback Form **(See Appendix ii)**



Before commencing an SU led internship program, students need to have complied with the following:

For Faculty of Education & Arts Educational Program internships:

- Completed all their course requirements up to Level 4, including one course of micro teaching at Level 3.
- Checked with academic advisors to ensure that all program requirements, course requisites or compulsory course components have been completed prior to undertaking their practicum at Level 4.
- During the practicum, provide a weekly report of all activities. Midway through the internship, the department's Internship Coordinator will meet personally with the host and the intern to make certain the program is proving to be mutually satisfactory.
- Supervisor has to visit each student-trainee at least three times per semester and attend classes at the assigned school.
- Supervisor has to fill in two follow-up forms Form#1 (**See Appendix iii**) and Form#2 (**See Appendix iv**) prepared by the faculty which contain teaching objectives, events of instructions, skills and learning outcomes.
- School head and subject teacher should also attend some classes with the student-trainee. School head fills in Form#4 (**See Appendix vi**) and the subject teacher fills in Form#5 (**See Appendix vii**).
- At the end of each visit, the supervisor and subject teacher have to write a visit-report using Form#3 (**See Appendix v**) and it should be signed by the student-trainee for acknowledgement.

For voluntary internships:

- Completed a minimum of two semesters of their program of study.
- Applied to the Alumni and Careers Guidance Office to participate in the internship program by filling out an internship application form.
- Where possible, identify any potential internship sites of interest to the relevant staff at the Alumni and Careers Guidance Department.
- Completed an acceptable CV to be presented to the employer.

During the Internship Period

Student Responsibilities:

- Fill out the specific weekly report form detailing their activities. which is provided by the Alumni and Careers Guidance Service. and return it to the Internship coordinator/supervisor (**see below**).
- Ensure that each report is signed by the student themselves and by the work place supervisor assigned by the employer.
- Coordinate with the responsible on-site staff.



- Consult with their SU supervisor if they have any questions or queries.
- Identify objective and learning outcomes that could/need to be developed.
- Contact the program coordinator (or Alumni and Career’s Guidance office) to signal any problems or issues that may arise.

Student Record Book and Assessment Record SAMPLE TEMPLATE			
Week 1	Department Name: Human Resources	From: 6/7/14	To: 11/7/14
I worked with..... I learned I saw..... I had experience of..... In my opinion, this department.....			



Employer Responsibilities:

- Provide the student with orientation to familiarize the intern with company policies and procedures.
- Meet with the student periodically to discuss his/her performance.
- Establish and specify whether the organization will pay the intern, where the intern will work, what the training program is and how it is related to specific learning outcomes, as well as who will be responsible for the intern.
- At the end of the internship period, complete the **Employer Evaluation of Student Form**. (See Appendix i)

Work Place Supervisor Responsibilities:

The role of the supervisor is:

- to ensure that an intern is provided with good leadership, motivation, communication and advice as well as an explanation of how he/she will be evaluated at the end of the program.
- to provide the student with opportunities to bridge the teaching and learning process to work experience. This could happen by regular meetings, telephone calls, on-site visits, emails and written reports to which students report to their mentor on the status of their training program, ask any pertinent questions, discuss what extra work is required to achieve learning outcomes etc.
- to encourage students to develop a training portfolio that includes their program outline, job descriptions, day to day duties, any correspondences inside and outside the work place, and any other information about the company such as its annual report, safety procedures, performance appraisals, risk management, press releases, and any other relevant information.



APPENDIX I

Employer Evaluation of Student								
Student Name				Company name:				
Training Date		From:		To:				
Overall Evaluation: <i>Please tick the appropriate level</i>								
• 1	Unsatisfactory	Does not meet expectations						
• 2	Satisfactory	Rarely meets expectations						
• 3	Fair	Meet expectations						
• 4	Good	Sometimes exceeds expectations						
• 5	Excellent	Consistently exceed expectations						
Specific Evaluation:				1	2	3	4	5
Ability to Learn	Asks relevant questions			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Tries to find out and use resources			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Accepts responsibility for mistakes			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication skills	Communicates ideas in writing			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Listens to others in an active manner			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Participates in meetings			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Demonstrates effective verbal communication skills			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem Solving and Thinking Skills	Breaks down complex tasks/problems into manageable pieces			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Recognizes problems and recommends solutions/ appropriate action			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Develops options and ideas			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Demonstrates an analytical capacity			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal & Teamwork Skills	Supports and contributes to a team atmosphere			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Deals with conflicts and differences appropriately			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Cooperates with others to create the best results			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work Habits	Reports to work as scheduled and on time			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Exhibits a positive and constructive attitude			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Dress and appearance are appropriate for this organization			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attributes	Behaves in ethical manner			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Respects diversity (religious/cultural/ethnic) of co-workers			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Brings sense of value and integrity to job			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General Questions:								
a.	Did any problems arise between you and the student during the internship? If so, how were they resolved?							
b.	If you had a suitable job opening, would you consider the student for this position?							
c.	What do you think the student learned during the internship?							



d.	Any additional comments.
http://www.albright.edu/elcdc/cd/internship_forms/Student%20Forms/EMPLOYER%20EVALUATION%20OF%20STUDENT%20INTERN.pdf	

APPENDIX II

Student's Evaluation of Internship								
Student Name		Company name:						
Training Date		From:	To:					
Academic Year		Semester						
Company Supervisor		Academic Supervisor						
Overall Evaluation: <i>Please tick the appropriate level</i>								
1	Unsatisfactory	Does not meet expectations						
2	Satisfactory	Rarely meets expectations						
3	Fair	Meet expectations						
4	Good	Sometimes exceeds expectations						
5	Excellent	Consistently exceed expectations						
Specific Evaluation:				1	2	3	4	5
Work Place	Work place is safe			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Orientation is provided by the work place			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Resources are available to accomplish you program			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Co-workers were helpful			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I would recommend this internship to another student			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervisor	Supervisor provided a clear job description			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Regular feedback was provided on my progress and abilities			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	An effort was made to make it a learning experience for me			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Supervisor provided levels of responsibility consistent with my abilities			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Supervisor was supportive of the agreed-upon work days and hours			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	My academic supervisor provided me with constructive feedback			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	My academic supervisor was available when I needed support.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Experience	Work experience related to my academic discipline and/or career goal.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Opportunities were provided to develop my communication skills			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Opportunities were provided to develop my creativity			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Opportunities were provided to develop my problem-solving abilities			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	This experience has helped prepare me for the			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	workplace					
General Questions:						
a.	Would you work for this supervisor again? <input type="checkbox"/>	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>			
b.	Would you work for this organization again? <input type="checkbox"/>	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>			
c.	Would you recommend this organization to other students? Yes: <input type="checkbox"/> No: <input type="checkbox"/>					
http://www.albright.edu/elcdc/cd/internship_forms/Student%20Forms/EMPLOYER%20EVALUATION%20OF%20STUDENT%20INTERN.pdf						



APPENDIX III Student performance evaluation form in the practical education course

الدرجة					المحاور		
0	0.5	1	2	2.5	قوة الشخصية والسيطرة والقيادة.	1	السمات المهنية والمظهر الشخصي
0	0.5	1	2	2.5	إرتداء الزي الرياضى المناسب.	2	
0	0.5	1	2	2.5	الثقة بالنفس.	3	
0	0.5	1	2	2.5	الوقوف فى أماكن سهلة الرؤية للطلاب أثناء الشرح.	5	
0	0.5	1	2	—	مراعاة المسافات بين الطلاب.	6	
0	0.5	1	2	2.5	وضوح وتنوع نبرة الصوت.	7	
0	0.5	1	2	2.5	إستخدام ألفاظ مناسبة ومفهومة.	8	
0	0.5	1	2	—	إدارة الوقت وتوزيعه وإستغلاله.	9	
0	0.5	1	--	—	إستخدام التعزيز وتنوعه وفاعليته.	10	
0	0.5	1	2	—	سرعة البديهة ودقة الملاحظة.	11	
0	0.5	1	2	—	تسلسل الأفكار والإتساق بين أجزاء الدرس.	12	
0	0.5	1	2	2.5	التنظيم العام لسجل التحضير.	13	
0	0.5	1	2	—	سلامة إجراءات الدرس.	14	
0	0.5	1	2	—	الصياغة الصحيحة لأهداف الدرس.	15	
0	0.5	1	2	—	إستخدام طريقة التدريس الملائمة.	16	
0	0.5	1	2	—	الإستخدام الجيد للوسائل التعليمية.	17	
0	0.5	1	2	—	الإعداد المسبق للأجهزة والأدوات المستخدمة فى الدرس.	18	
0	0.5	1	--	—	الإبتكار فى التصميم وتنفيذ الأدوات.	19	
0	0.5	1	2	2.5	مناسبته للنشاط المستخدم.	20	الأحماء
0	0.5	1	2	2.5	إتمامه فى فترة مناسبة.	21	
0	0.5	1	2	—	توزيع وجمع الأدوات بطريقة مناسبة.	23	
0	0.5	1	2	—	إستخدام التشكيل الملائم.	24	
0	0.5	1	2	—	مراعاة عوامل الأمن والسلامة.	25	
0	0.5	1	2	—	مناسبة العناصر البدنية المختارة للنشاط المستخدم.	26	الإعداد البدنى
0	0.5	1	2	2.5	الكتابة الصحيحة للتمارين مع مراعاة الأسس الصحيحة لكتابة التمارين.	27	
0	0.5	1	2	2.5	مناسبة التمارين المختارة للعناصر البدنية والنشاط المستخدم.	28	
0	0.5	1	2	—	إتمامه فى فترة مناسبة.	29	
0	0.5	1	2	—	توزيع وجمع الأدوات بطريقة مناسبة.	30	
0.5	1	2	2	—	إستخدام التشكيل الملائم.	31	
0	0.5	1	2	—	مراعاة عوامل الأمن والسلامة.	32	
0	0.5	1	2	2.5	التمكن من المادة العلمية للمهارة.	33	الخطوات التعليمية
0	0.5	1	2	2.5	كتابة التدرج الصحيح للمهارة.	34	
0	0.5	1	2	2.5	إعطاء نموذج واضح للمهارة.	35	
0	0.5	1	2	2.5	التدرج العملى السليم للمهارة.	36	
0	0.5	1	2	2.5	تصحيح الأخطاء.	37	
0	0.5	1	2	--	التعزيز والتشجيع للأداء المتميز.	38	
0	0.5	1	2	2.5	إختيار التدريبات المناسبة.	39	التطبيقات



0	0.5	1	--	--	توزيع وجمع الأدوات بطريقة مناسبة.					40	العملية
0	0.5	1	2	2.5	إستخدام التشكيل الملائم.					41	
0	0.5	1	2	2.5	إرتباطها بالنشاط المستخدم.					42	الأنشطة التقويمية
0	0.5	1	--	--	إنهاء الدرس بفاعلية.					43	
0	0.5	1	2	2.5	التعزيز والتشجيع للأداء المتميز.					44	
1	2	3	4	5	6	7	8	9	10	الابداع والتميز والابتكار	



**APPENDIX IV Student performance evaluation report in the practical education course
(Lesson Theoretical form)**

اسم الطالب/المعلم: رقم الطالب:
 الحصة:
 المدرسة:
 موضوع الدرس:

ملاحظات	الدرجة المستحقة					المحاور	
	1	2	3	4	5		
	1	2	3	4	5	1. قوة الشخصية والسيطرة والقيادة	
	1	2	3	-----		2. ارتداء الزي الرياضي المناسب.	
	1	2	3	4	5	3. ضبط الصف	
	1	2	3	4	5	4. إدارة الوقت وتوزيعه واستغلاله.	
	1	2	3	4	5	5. وضوح وتنوع نبرة الصوت	
	1	2	3	4	5	6. استخدام الفاظ مناسبة ومتعدده.	
	1	2	3	4	5	7. الالفاظ مفهومة.	
	1	2	3	4	5	8. صياغة الاهداف بطريقة صحيحة	
	1	2	3	4	5	9. ملائمة تهيئة الدرس لمستوى الطلاب وموضوع	
	1	2	3	4	5	10. التقيد بمحتوى المنهج	
	1	2	3	4	5	11. تفاعل الطلاب مع اجزاء الدرس	
	1	2	3	4	5	12. التدرج في عرض الموضوع	
	1	2	3	4	5	13. القدرة على شرح الدرس بطريقة جيدة	
	1	2	3	4	5	14. استخدام الوسائل التعليمية وتنوعها	
	1	2	3	4	5	15. تقديم التغذية الراجعة المناسبة	
	1	2	3	4	5	16. التعزيز والتشجيع في للاداء المتميز والجيد	
	1	2	3	4	5	17. ارتباط التقويم بموضوع الدرس وفاعليته	
	1	2	3	4	5	18. التنظيم العام لسجل التحضير	
	1	2	3	4	5	19. تسلسل الافكار والاتساق بين اجزاء الدرس	
	2	3	4	5	6	7	20. الابداع والتميز والابتكار
100/						مجموع الدرجات	

محاور التقييم



APPENDIX VI Student (teacher) evaluation form (by School Headmaster)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Sohar University



جامعة صحار

استمارة تقويم الطالب المعلم في التربية العملية (بواسطة الفاضل مدير المدرسة)
(..... / من العام الأكاديمي (.....) الفصل الدراسي

المدرسة :

اسم الطالب / المعلم:

التخصص:

مستوى الأداء					البنود	م
1	2	3	4	5		
					المشاركة في طابور الصباح	1
					الانتظام والحضور والإنصراف يوميا	2
					الالتزام بمواعيد بداية الحصص ونهايتها	3
					التعاون الإيجابي مع إدارة المدرسة	4
					الالتزام بالنظام والقواعد والقوانين المدرسية	5
					الالتزام بالتخطيط اليومي للمواقف التعليمية	6
					التفاعل الإيجابي مع الزملاء ومعلمي المدرسة وتلاميذها	7
					المشاركة في أنواع النشاط المدرسي	8
					المحافظة على المظهر العام والالتزام بالزى العماني	9
					تقبل النقد والإفادة منه	10

التوقيع:

مدير المدرسة:

الدرجة:



APPENDIX VII Student performance evaluation report in the practical education course

اسم الطالب/المعلم: رقم الطالب:

الحصة:

المدرسة: الصف:

موضوع الدرس:

ملاحظات	الدرجة المستحقة					المحاور	
	1	2	3	4	5		
						1. قوة الشخصية والسيطرة والقياده	السمات الشخصية
	0.25	0.5	1	1.5	2	2. ارتداء الزي الرياضي المناسب.	
	0.25	0.5	1	1.5	2	3. ضبط الصف	
	0.25	0.5	1	1.5	2	4. إدارة الوقت وتوزيعه واستغلاله.	
	0.25	0.5	1	1.5	2	5. وضوح وتنوع نبرة الصوت	الصوت المصطلحات النداءات
	0.25	0.5	1	1.5	2	6. استخدام الفاظ مناسبة ومتعدده.	
	0.25	0.5	1	1.5	2	7. الالفاظ مفهومة.	
	0.25	0.5	1	1.5	2	8. مناسيته للنشاط المستخدم	الاحماء
	0.25	0.5	1	1.5	2	9. اتمامه في فترة مناسبة	
	0.25	0.5	1	1.5	2	10. تنوعه	
	1	2	3	4	5	11. اختيار التمرينات المناسبة وصحة كتابتها	الاعداد البدني والتمرينات
	0.25	0.5	1	1.5	2	12. اعطاء فترة كافية للتنفيذ	
	0.25	0.5	1	1.5	2	13. الاخراج المناسب	
	0.25	0.5	1	1.5	2	14. تنوع الادوات المستخدمه	
	1	2	3	4	5	15. التشكيل المناسب وسلاسة الانتقال فيه	
	1	2	3	4	5	16. التمكن من المادة العلمية.	الخطوات التعليمية
	0.25	0.5	1	1.5	2	17. مناسيتها للنشاط المستخدم	
	0.25	0.5	1	1.5	2	18. صحة كتابتها وصياغتها اللغوية	
	0.25	0.5	1	1.5	2	19. اعطاء نموذج واضح	
	1	2	3	4	5	20. التدرج والتسلسل في المهارة.	
	0.25	0.5	1	1.5	2	21. اعطاء وقت كافي للتنفيذ	
	0.25	0.5	1	1.5	2	22. تصحيح الاخطاء	
	0.25	0.5	1	1.5	2	23. التعزيز والتشجيع في للداء المتميز والجيد	
	1	2	3	4	5	24. اختيار الانشطة المناسبة	التطبيقات العملية
	0.25	0.5	1	1.5	2	25. تنوع الانشطة المثيرة لدافعية الطلاب.	
	0.25	0.5	1	1.5	2	26. تنوع الادوات المستخدمه.	
	0.25	0.5	1	1.5	2	27. اعطاء فترة كافية للتنفيذ.	
	0.25	0.5	1	1.5	2	28. التغذية الراجعة وفعاليتها	
	1	2	3	4	5	29. ارتباطها بالمهارة	الانشطة التقويمية



	0.25	0.5	1	1.5	2	30. فاعلية تطبيقها					
	1	2	3	4	5	31. التنظيم العام لسجل التحضير				التحضير	
	0.25	0.5	1	1.5	2	32. تسلسل الافكار والاتساق بين اجزاء الدرس					
	0.25	0.5	1	1.5	2	33. وضوح الاخراج العام لشكل الدرس					
1	2	3	4	5	6	7	8	9	10	تقبل التوجيهات والتعليمات وتنفيذ التكاليفات من قبل إدارة المدرسة	
100/						مجموع الدرجات					

توقيع المعلم المتعاون: