

the mechanism for preparing mentors teachers in palestinian universities in terms of selection, training, and performance evaluation

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The Mechanism for Preparing Mentors teachers in Palestinian Universities In terms of selection, training, and performance evaluation

Do'aa Qurei'

Preparing (choosing evaluation training) for mentor teachers in Palestinian universities

Introduction

One of the main reasons for the decline in the teacher's status in Arab society is the alienation that thousands of lab workers are held captive to, and it is the result of the policies of control and oversight produced by the official authorities towards education, by emptying them of the value complex in the profession of education, in this lofty message that played a role Central to the renaissance and modernization of Palestinian society from the middle of the nineteenth century until the Palestinian catastrophe, and this was clearly reflected on the educational attainment of students because the teacher is one of the important links, if not the most important link in the educational process.

The efforts of the various countries of the world have focused on taking care of teacher preparation systems and institutions to prepare a graduate with a stable, integrated personality and well-prepared scientifically, culturally and professionally, in addition to his ability to develop himself and develop his information, by continuing the educational process in the life of the community, the more qualified and professional a graduate of the faculties of education is, this An indicator of the success of the educational process (Al-Senussi, 2017).

The development of human resources in educational institutions must pass through several processes in order to reach the desired goals that lead to the prosperity of the institution. The basic work of the human resources function is to select, appoint, train and develop employees, evaluate their performance and reward them, and create a culture of learning(Aurn,2016).

Human resource planning in organizations is a systematic process of defining the various skills, duties and knowledge needed to carry out tasks in the organization, and describes the procedures for determining the duties and skill requirements of the job and the type of person who should be appointed to it, to ensure that the organization has the right number of employees in the right period to be able To simplify tasks and achieve all organizational goals, the human resource plan systematically evaluates and monitors human resource conditions to ensure that the quantity and quality of skills are appropriate and available when needed.

The teacher plays a fundamental role in the development of education, as it is no longer only the cornerstone of the educational process, but is also seen as the leader of development in the current stage, and therefore the teacher's preparation must receive a great deal of attention, both before practicing the profession and during service.” (Rehabilitation and Counseling Skills, 2007)

The Palestinian educational political and social leadership still does not have a clear and comprehensive vision of what the process of rehabilitating teachers should be based on, and restoring the prestige and fairness of the teaching profession, which must intersect with the overall strategic vision for the future of education in Palestine. International literature stresses the importance of having a program to qualify and guide student teachers during their studies and at the beginning of their careers to ensure their continuity in service, the development of their performance in the classroom and their achievement of standards. The Qualification and Guidance Program for Guiding Teachers is considered an integral part of the teacher preparation process.

The program for preparing and training mentor teachers is considered complementary to the pre-service teacher preparation process, and one of the main components of the Practicum teaching program. Therefore, it is necessary to prepare mentor teachers in a way that enables them to provide effective support to student teachers during the period of practical training. (Practicum). Teacher training programs on Mentoring skills are characterized as the first step in the field of guiding and directing the student teacher in the educational context and aims to provide the mentor teacher with the knowledge, skills and directions necessary to provide full support to the student teacher during the period of practical training (Fonk,1993).

The role of the Mentor in the field education course is essential for student teachers to acquire the necessary teaching experiences for their professional preparation, as he monitors and evaluates their teaching performance, which includes their preparation, implementation and evaluation of lessons, and provides them with the necessary constructive feedback to be able to build their experiences throughout the field training period. (Al-Dosari, 2018)

In the Palestinian context, the Palestinian Ministry of Education has focused in recent years, with the support of the World Bank, on pre-service teacher preparation and qualification programs and on the development of mentor teachers in training schools. The strategies for preparing and qualifying teachers in Palestine (2008-2012) clearly show the aspirations of the Ministry of Education and Higher Education to bring about significant and lasting improvements in the quality of education in Palestine, through raising the level of the teaching profession, and teacher preparation and qualification programs. One of the main tools for achieving this is the Professional Standards for New Teachers (CDTP, 2010).

The competency framework for the Palestinian Teachers Professional Development Index (PTPDI), which was the culmination of seven years of work within the project to improve the preparation and qualification of teachers, and the participation of countless workers from universities in Palestine and the Ministry of Education and Higher Education, teachers, district supervisors, school principals and student teachers, with the participation of consultants from University of Canterbury. Annex PTPDI is one of the most important outputs of the Teacher Education Improvement Project (TEIP). It is supposed to become the cornerstone of teacher professional development and broader teacher reform in Palestine and contribute significantly to improving the quality of the teaching profession for many years to come (Mahon, 2018).

Study Problem

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Previous studies and literature in teacher preparation programs emphasized the importance of the role of the mentor teacher in guiding, guiding and training student teachers during practical application in training schools.

(Richards & Farrell, 2011)

And through the researcher's work as coordinator of the practical education project at Al-Quds University and Bethlehem University, and her work as an academic advisor at Bethlehem University. And the researcher's follow-up to the process of teacher rehabilitation, her constant contact with teachers, mentors, supervisors, academics and student teachers, she sensed the ambiguity of the roles of teacher mentors in guiding and guiding student teachers, and through the researcher's review of previous studies that dealt with the preparation of teachers and their experience in the field of counseling for student teachers, including the study (Al-Anazi and Al-Tayeb, 2017).) and a study (Al-Buhairi, 2011). And problems that have been proven by some studies about the cooperating teacher / mentor, for example, the study (Al-Turki, 2014), which demonstrated the weak contribution of the mentor teacher (Mentor teachers) in developing and guiding the student teacher's experiences, and not providing any guidance to them.

The researcher felt the lack of clarity in the mechanisms of selecting teacher mentors, their poor performance, and their lack of skills and experience necessary to guide and guide student teachers, although most of them are experienced as teachers. Teachers in the Faculties of Educational Sciences at Al-Quds University. and Bethlehem University.

And the challenges facing the process of selecting mentor teachers, training and qualifying mentoring teachers and evaluating their performance, raise an important question about the policies of selecting and qualifying teachers, and evaluating their performance as mentors to raise their efficiency. The process of preparing teachers is based on these questions, for which the Ministry of Education, higher education institutions and decision-makers must determine their position towards them.

Study questions:

- 1. Choosing mentoring teachers:** Who chooses mentoring teachers? What are the mechanisms for selecting teachers and the criteria by which they are selected?
- 2. Qualification of counseling teachers:** How is the process of qualifying and preparing counseling labs? And who manages the process of qualifying mentors teachers? What are the contents of training and qualification programs for mentor teachers?
- 3 . Performance appraisal of mentoring teachers:** How is the performance appraisal process?

The questions pose challenges to the researcher

The first question: presents a challenge, which is to develop a vision to provide an effective and sustainable role for the rehabilitation and training of mentor teachers and to organize the process of preparing mentor teachers.

- **The second question:** The initiative challenge presents the contents and mechanisms of qualifying the mentor teacher, and this is a challenge that requires opening the necessary educational spaces for

sustainable collective thinking between professionals and educational leaders about the objectives of qualifying the mentor teacher and the contents and programs necessary to achieve its objectives.

The study aims to:

- 1 - Identifying the mechanisms for selecting mentors and selection criteria.
- 2 - Identifying the contents and specifications of the training and qualification programs for mentor teachers.
- 3 - Identifying the mechanisms for evaluating the performance of mentor teachers.

Study Importance

The lack of training of the mentor/mentor often leads to the mentors not understanding their role and functions and not familiar with or aware of the basic requirements to be more effective mentors. Cooperating teachers are selected, after verifying that they possess not only teaching experiences that benefit the student/teacher, and that they have joined specialized training courses in guidance and counseling for students and participate in meetings in the field of guidance to familiarize them with their roles in the practical education program; These include positive communication with the student/teacher, class observation, providing useful teaching directions and feedback, evaluation mechanisms for the student teacher, in addition to coordinating with the academic supervisor in teaching observations and directions. (Al Thumali, 2018).

This study was concerned with developing strategies for preparing and qualifying teachers in Palestine, which did not clearly address the role of the mentor teacher, nor to counseling and mentoring programs for student-teachers, by proposing a program to prepare and train teachers during the service on mentoring and counseling (Mentoring), which was one of the recommendations of the conference The final conclusion of the project to improve the preparation and qualification of teachers in 2019. The study will also provide scientific data on programs for preparing and training mentor teachers, best training practices in counseling and guidance, the role and tasks of mentoring teachers, and knowing the degree of their availability, which the educational field in Palestine can benefit from. Preparing in-service teachers on guidance and counseling skills. The research report and its results will be shared with all educators who have field experience from all Palestinian universities.

On the practical side, this study may contribute to:

- The study provides data and results that the preparers of teacher preparation programs in colleges of educational sciences can benefit from in building and developing teacher preparation programs in colleges of educational sciences.

In the field of education, professional development is considered a fundamental input of the educational system to improve performance, and raise the professional competence of workers at different functional levels and for various roles, especially after the increasing inefficiency of educational outputs, and the lack of alignment between them and the needs of development plans

Study Terminology

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Human resource management: the department responsible for increasing the effectiveness of human resources in the organization to achieve the goals of the individual, the organization and society.

(Al-Hety, 2003)

Human resources operations: start from identifying the need, advertising, selection and appointment, continuing with follow-up, continuous evaluation, and training to raise competencies, motivate and reward.

Preparing teachers: qualifying the teacher before service and training him during the service through specialized educational institutions to provide him with knowledge and concepts to deal with the educational environment in order to achieve the desired goals.

(Al-Ansarey, 2019)

Mentor Teacher: The mentor teacher is a more experienced fellow who provides support to new teachers in the early stages of the career. He is a faculty member of practical training schools who supervises and supports new teachers and education students in the first stage of the profession (Bennie, 2010). A mentor is someone who practices guidance and direction to provide support and solve problems for new teachers.

Procedurally the researcher defines the mentor: The mentor is an experienced person/teacher who is trusted, who can empower other/student teachers to do things themselves by using a development approach. This definition was developed by representatives from the five universities in the West Bank and Gaza, participating in the improvement project Preparing and qualifying teachers in 2019 with the participation of the researcher

Mentoring: is “building a lasting and meaningful relationship with another person, (a new teacher) and focusing on the quality of this relationship involving factors such as mutual respect, willingness to learn from each other, and the use of interpersonal skills.

Academic advisor: He is one of the faculty members in the College of Educational Sciences, who is charged with the academic supervision of student teachers in the Practical Education Program.

Study limits

The study was limited to the following limits

Objective limits: The qualitative study is to identify the reality of the programs for preparing and qualifying mentoring teachers on counseling and guidance skills.

Spatial boundaries: The spatial boundaries are represented by the Faculty of Educational Sciences at Al-Quds University.

Human limits: Human limits are represented from the point of view of academic advisors who work with student teachers as their guides during the period of practical application and participated in the training of mentor teachers.

Temporal limits: The temporal limits are limited to the second semester of the academic year 202-2021

Theoretical framework

Training and development is the basis of efforts to improve employee efficiency and organizational performance in a sustainable manner, and enables participants to be trained in the cognitive skills required to carry out their tasks to the fullest. Development involves educating people beyond the need for current tasks and focusing on long-term goals. The employees who always go along with the changes and growth of the organization must be prepared in the development process. Training can be defined as providing new and existing employees with the necessary skill to perform the prevailing tasks. Training is a set of systematic and planned instructions to further understand the tasks. The practice of training has been largely forgotten and pedagogical training in professionals was not at the same level as other educational levels. Universities may have highly qualified professionals in different fields, but they have educational difficulties. Therefore, they must determine an appropriate approach to the new challenges they face today

Mentor teacher training programs

Performance evaluation:

The Human Resources Department is concerned with the human element, which is the most valuable and precious resource available to organizations. No resource will be used. Unless a person thinks about benefiting from the human resource and managing it properly (Al-Maghribi, 2007, pg. 7). Systems analysis has emerged as one of the modern trends in contemporary educational thought, and interest in and use of it in the fields of education began in the early fifties of the previous century, and it became a method for dealing with problems. It helps the educational administration and enables it to take effective decisions within the national educational policies (Mustafa, 1986).

Performance appraisal objectives: performance appraisal aims to provide clear, objective and correct information about the performance of employees; To know real about the level of their performance, in order to develop this level and improve it continuously, through the guidance and guidance of the direct superiors, and training programs to address the weakness and the knowledge or skills that need to be developed. (Al-Shaabab and Al-Abaj, 2014, p. 260), and it also assists officials in making administrative decisions such as promotions, and gives an indication of the institution's performance level for decision makers.

As for (Morsi, 1995), he pointed out that there are several main criteria that characterize a good evaluation, the most important of which are:

1. The evaluation should be in practical and educational goals with their physical, mental, psychological and social outcomes.
2. The evaluation process should be continuous, with the aim of supporting the positives and reducing the negatives.

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3. The participation of all parties concerned with the evaluation process, including teachers, students and parents, so that it is a collaborative process. The evaluation process should be an integrated and comprehensive process for all aspects of school work.

Previous Studies

(Pavoa, 2018) emphasized in her article on creating strong conditions for mentoring, where he outlines best practices for selecting mentors, peers, teaching and implementing mentoring programs for new educators, and best practices for mentoring and mentoring for new educators include careful selection of mentors who must have strong communication and collaboration skills, and the conscious relationship of the mentor with the trainee / teacher mentor, and concluded that the mentor's education and training must include focusing on reflective practices, strategies for dealing with the other, accepting philosophical differences between the mentor and the trainee (student teacher), providing sufficient time for mentors, and providing financial incentives to act as mentors in the mentoring process for students teachers and new educators, and noted that countries providing such support show promising results in promoting effective mentoring practices.

The study (El-Gamal, 2018) focused on the criteria for selecting mentor teachers and on the knowledge of teachers in the Republic of Egypt compared to China and Estonia. The guides in the Republic of China and Estonia are selected according to the last years. The researcher presented a proposed concept to guide new teachers in the Republic of Egypt.

Previous studies dealt with teacher preparation and qualification programs and the process of preparing teachers during and before service, whether at the local, Arab or international levels. Among those studies is Al-Saqry's study (2020) which aimed to identify the degree of effectiveness of the practical education program at the Faculty of Arts and Humanities at Sharkia University from the point of view of Student teachers, which were applied to a sample of 45 male and female students, in the spring of the academic year 2019/2020. The study showed the need to pay attention to the operational procedures of the practical education program, and to ensure their accuracy and inclusion of all aspects related to the implementation of the program, and that the supervisor of practical education should have appropriate field educational experience.

In a qualitative study conducted by (al., 2020 Keiler el) about teachers' support for each other and the development of their skills during service, and its impact on the academic growth of student teachers and their social development to acquire twenty-first century skills, the study was conducted over two semesters of the Professional Development Institute, during which an educational model was implemented that focuses on The student, 14 new teachers participated in it to get acquainted with mentoring experiences from the mentors' perspective while providing feedback to students, teachers and trainees. The results of the study showed that teachers' mentoring can change during practice, but it needs effective mentoring and requires support to prepare mentors and develop them to take on new roles and responsibilities.

A case study conducted by Mackie, 2020 dealt with the mentoring and counseling processes carried out by the mentor teacher in order to gain a deeper understanding of the mentoring and counseling process in primary training schools in Scotland, during which he used semi-structured interviews with mentor teachers and student teachers. The results showed that the mentoring/counseling process is A

multi-faceted process that aims to support and develop the student teacher professionally, and stressed the importance of orientation to student teachers, and showed the mentoring relationships between the mentor teacher and the student teacher in the classroom, and analyzed the extent of their response and understanding of the counseling process in terms of professional and human personality, and the study concluded that the counseling process Guidance for students of teachers in training schools is a complex process that requires high skills, and it is necessary to focus on developing specialized programs to train teacher counselors on the methods and skills of mentoring with high quality, so that they can play their role in preparing and qualifying student teachers.

As for the study (Allui & Sahni, 2016)), it was shown that high-performance business organizations practice strategic human resource management (SHRM). However, there is a significant gap in both conceptual or empirical studies on SHRM in higher education. This gap is even more so in the Arab world. Although many organizations have noted the importance of some elements of strategic human resource management, few have practiced these elements on a frequent basis. The purpose of this study was to explore the integration of corporate strategies with human resource management by examining strategic human resource management practices in universities in Saudi Arabia. A quantitative and qualitative exploratory research design was used to study the best strategic human resource management practices in higher education in the Kingdom of Saudi Arabia.

The study (Mattjik, Muthmainnah; Akbar, Maruf, Yasin, Mahmuddin, 2020) aimed to discuss human resource management at Muhammadiyah University in Jakarta, and it includes human resource planning, recruitment, selection, training and development, compensation and performance evaluation activities. This study uses a qualitative method with a case study approach. Data collected from document studies, interviews and observation. The results of the study show that: (1) Human resource planning is disorganized and not yet centralized, (2) Recruitment activities are still mostly focused from within internal resources (3) Interview-based selections are applied and not supported by written tests, (4) Training and development is carried out by each department without specific guidelines, (5) a centralized compensation system is conducted by the university, and (6) the performance of lecturers is evaluated through evaluation by students in the absence of any formal policy. This study recommends the imperatives of external and internal analysis (SWOT), routine coordination and evaluation during the development of the plan, and the development of policy and guidelines for the management of lecturers in the university. The study raises an interesting case of human resource management in an ancient Islamic university in Indonesia. Moreover, this study proposes a human resource management information system flow model for the Muhammadiyah University in Jakarta.

The study of (Heru, Endang, Wiyata, 2017) showed the challenge faced by human resource management in higher education institutions in how to plan, organize and evaluate the performance of human resources in order to contribute as much as possible to achieving high-quality educational goals. To answer these challenges, the role of the Human Resources Information System (HRIS) is needed to facilitate university-level leadership and faculty in preparing needs planning and leveraging the benefits of HR. This study aims to analyze the role of the human resource information system in human resource planning, especially in the phases of needs planning activities, recruitment and selection, human resource development, promotion, work evaluation and wages. The outputs of the research resulted in the form of human resource planning concepts based on the human resource information system for higher education institutions. The research method was designed using the qualitative

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descriptive method. The data is collected through observational technology and interview with the research site of the University of Brawijaya. The results show that the current HRIS did not play an ideal role because the functionality of the system is still limited as a means of data collection and employment reporting which was not able to contribute as a decision support system to leaders in HR planning.

Commenting on previous studies: The previous studies indicated the importance of the role of the mentor teacher in preparing the student teacher to become a practicing teacher for the teaching profession, and the lack of current programs to prepare teachers for specialized programs to train mentor teachers on strategies for guidance and counseling for new teachers during the practical training stages in training schools, and that teachers Counselors are unprofessional, did not receive adequate training in counseling and guidance, were not trained in counseling skills, and counselors were not linked with student teachers Good shape (Al-Muthali, 2018).

Based on the literature reviewed, mentoring is vital to the professional growth of tutors and new teachers and needs more organization and structure and clear strategies for training and empowerment.

By tracing previous studies, it is clear that some of them were concerned with the roles of the mentor teacher and the importance of training to be able to empower the student teacher with the skills that qualify him to be a practicing teacher, as stated in the study (Pavoa, 2018) and study of (Mackie, 2020).

(Al-Muthali, 2018) While the Arab studies contented themselves with indicating that the mentor teacher should be chosen from the experienced, without referring to their training in mentoring and counseling skills.

In the light of the researcher's review and review of previous studies, this study is the first study that will deal with the program of preparing teacher counselors at the College of Education at Al-Quds University, and it will shed light on the mechanisms of selecting the mentor teacher, the content of the mentoring teacher training programs, and evaluating the performance of the reality of these programs and the role of the mentor teacher.

This study agrees with all. Previous studies are looking at developing pre-service teacher qualification programs through developing mentor teacher qualification programs, the mechanisms for their selection, and evaluating their performance. Where it is expected that the results that will be reached will help in developing programs for preparing and training teacher counselors on the skills of mentoring student teachers, and in light of the results presenting a proposed vision for the programs of preparing teacher counselors on the skills of guidance and counseling and the roles that the mentor teacher should play in guiding student teachers. This is largely reflected in the development and improvement of the quality of pre-service and in-service teacher preparation programs in Palestinian universities.

Study Methodology and Procedures

Study Approach:

This study used the descriptive (documentary) method, which is a scientific research method based on the study of documents related to the topic, which can be used to answer the study's questions, according to the following methodology:

Examining previous studies and benefiting from their results.

Analysis of the primary data issued by the competent authorities related to the subject of the study (report and documents).

Conducting five interviews with five trainers from the faculty members of the Faculty of Educational Sciences at Al-Quds University / Abu Dis, and who worked as academic advisors for student teachers and participated in the training of mentor teachers from Al-Quds University.

Study community:

The study population was limited to the following reports and documents:

Reports and documents submitted by Al-Quds University to the Ministry of Education within the program for preparing and qualifying teachers funded by the World Bank, the first component for the period (2017-2020), including:

Document for Strengthening Classroom Practices for the Pre-Service Qualification Program for Student Teachers (2010-2019).

Document on the Additional Financing of the Development Fund Grant presented to the Palestine Liberation Organization (West Bank and Gaza Strip) for the benefit of the Palestinian Authority to finance the Teacher Training and Qualification Improvement Project - September 17, 2015 and international practices in the field of honor education in the Middle East and North Africa. Report number (PAD1434).

Content of mentor teacher training programs, reports of each training course, and teacher mentor evaluation of training workshops.

Academic advisors from Al-Quds University and worked as trainers for mentor teachers (five interviews).

Study sample:

Research tool: Report analysis tool, which included three main axes (the polarization mechanism, the training mechanism, the evaluation mechanism), where the three axes paragraphs focused on the detection and analysis (the professional development of mentor teachers), the content of training programs for mentoring teachers), preparation and guidance, skills and specifications for mentor teachers. The role of the mentor teacher in guiding the student teacher from the academic advisor's point of view, as well as the evaluation mechanisms used include two parts (the guiding teacher's definition of the students' evaluation mechanism).

Documents and records:

(10 reports) were obtained from Al-Quds University, which are:

1. Scientific Education Program Evaluation Reports - Ministry of Education
2. Training content, training materials, training manuals for preparing and training mentor teachers.
3. Training workshop reports - the report, program and evaluation of each training workshop

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4. World Bank reports for the project to improve, prepare and train teachers 2010-2019, funded by the World Bank.
5. Evaluation reports of the advisory university for the mentoring teacher training program (University of Canterbury (2017, 2018, and 2019)).
6. Self-reports of Al-Quds University/Abudis.
7. The Competency-Based Professional Development Supplement for Palestinian Teachers (PTPDI).
8. Evaluation Report of the Practical Education Program - Al-Quds University
9. Training manuals: the teacher training guide guide, the scientific education manual, the student teacher guide, and the minutes of the development meetings of the guides
10. Report of the final conference of the project to improve the preparation and qualification of teachers, including the papers presented at the conference related to the qualification of teachers by the partner universities in the project.

Analysis reliability:

To verify the reliability of the analysis, the researcher will conduct the analysis for the first time and another researcher will do the analysis, and then the reliability of the used analysis will be verified by calculating the agreement of the analysts and it is called the interpersonal agreement by calculating the reliability coefficient using the Holsti equation (Holsti, 1969: 140), which is:

agreement ratio = $\frac{\text{The number of agreement times}}{\text{The number of agreement times} + \text{The number of difference times}} * 100\%$

The number of agreement times + The number of difference times

Validity of the interview tool:

To measure the validity of the analysis, the apparent validity was used. The analysis tool was presented in its initial form and the axes it contains about the reality of preparing mentor teachers in the faculties of educational sciences at Al-Quds University to a number of specialized arbitrators. and suggest any modifications.

Study results and discussion

After analyzing the various documents obtained from the College of Educational Sciences, the results of the analysis and review came as follows:

Results of the first question: Who selects the mentor teachers? What are the mechanisms for selecting teachers and the criteria by which they are selected?

Through the analysis of the documents, there was no mention in the reviewed documents of the selection mechanisms and criteria for selecting mentor teachers, except for the teachers working in the training schools in which the student teacher implements the practical application.

Through the interviews, the academic advisors stated that the process of selecting mentor teachers was carried out by the Ministry of Education - Jerusalem Suburbs Directorate without the participation of

the Faculty of Educational Sciences at Al-Quds University in the selection process and the faculty was not provided with the criteria for which they were selected. The faculty was provided by the Ministry of Education The names of the schools of practical application, and the names of the teachers and guides.

Results of the second question: Qualification of counseling teachers: How is the process of qualifying and preparing counseling labs? And who manages the process of qualifying mentor teachers? What are the contents of training and qualification programs for mentor teachers?

To answer this question, the researcher analyzed: the content and mechanisms of training and evaluation used in Palestinian universities (Al-Quds), an analysis of the Al-Quds University report 2018 and the 2017 report submitted to the World Bank by the project team

The reports include the training workshops that were implemented by the project team at Al-Quds University for the third training phase of the new batch: preparation, “observation and partial training” for the teacher program of a basic stage from 1-4 within the program to enhance school practices of the pre-service teacher education program.

The reports provided a summary evaluation of the training workshops that were completed for the mentor teachers within the practicum project. The training workshops for the fall 2017 and spring 2018 came to the university’s vision with the Ministry of Education and the World Bank to qualify all school teachers participating in the practicum program, and accordingly three workshops were held for teachers The counselors were based on the trainees’ needs that were identified with the counselors teachers and school principals, in addition to the needs identification form that was distributed to the teachers and based on the teachers’ recommendations. The most important training needs that were identified by the counselors were in the following topics, in order of priority:

1. Counseling and follow-up strategies for student teachers
2. Mechanisms for evaluating student teachers (readiness indicator)
3. Management skills and self-improvement of student teachers
4. Observation skills
5. Student-teacher feedback and its importance
6. The model of the relationship between the mentor teacher and the student teacher - building the partnership ladder and its levels
7. Communication and communication skills
8. The use of various technologies (technological resources, video, interactive board) and the mechanism of their use in the learning process

The workshops within the training program aimed to familiarize the mentor teachers with the practical education program and its stages, and to familiarize teachers with the student-teacher assessment tools and how to use them in order to fulfill their role and provide guidance to the student teacher during the period of practical application and counseling skills for teachers of the lower basic stage.

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The workshops of the first phase focused on the following topics: Explanation of the practicum program and its stages, and the roles of the tutor teacher, student teacher, school principal, educational supervisor and academic advisor in the practicum program.

As for the second stage, it focused on the readiness indicator: what is the readiness index, the developmental levels of the readiness index, the use of the readiness index during practical education, the procedures for using the assessment criteria for the readiness index. As for the third stage, it focused on counseling and follow-up strategies for student teachers, followed by the evaluation stage, and evaluation and follow-up mechanisms.

General objectives of the workshops:

- 1) Principal of teacher counselors on the concept of practical education and the roles of the mentor teacher, the academic counselor, school principals, the counselor and the educational supervisor in following up the student teacher in the classroom during the field training. Instructing them, directing them, preparing them, qualifying them, and arming them with the necessary technical and administrative competencies in the educational process.
- 2) Forming a general vision of counseling, its benefits, and the components of a good mentor
- 3) Examination of ways to help student teachers overcome the problems they face during the field training period.
- 4) Forming a general vision about the roles of the mentor teacher in the Palestinian educational context.
- 5) Be able to use effective communication skills to implement the counseling process successfully.
- 6) Understand the nature of the relationship between the mentor and student-teacher, and enable teacher-counsellors to build good relationships with student-teachers through building trust, cooperation and communication with student-teachers, and developing classroom teaching skills for teachers.
- 7) Identify the challenges faced by the modern student teacher.
- 8) Defining evaluation and observation mechanisms, models and stages

Training the workshop participants on how to assess and choose a model for observation and to identify the indicator of readiness in evaluating students and the sources that should be used to fill out the evaluation form. The training program included the following topics:

- (1). What is the readiness index?
- (2). Evolutionary levels of readiness index.
- (3) Using the readiness indicator during practical education.
- (4) Procedures for using the evaluation criteria for the readiness indicator.
- (5) Adaptation session for student teacher assessment, interviews (before observation / during observation / after observation).

(6) Provide constructive verbal feedback.

(7) Class observation tools and means, classroom observation rules and ceremonies, and assessment methods.

Implementation mechanisms and tired methodology:

1) The active interaction method was used in the design of training situations through:

Show the goal of the training in each situation

2) In addition to mentioning the activities and actions that will be implemented

3) Show real videos and scenarios

4) Implementation of the demonstration of related concepts and skills by the trainer in front of the participants

5) Working in small groups in order to come up with concepts and skills for each of the mentor teacher, academic advisor, school director, educational supervisor and student teacher during the practical education program and field training.

6) Role playing and simulation

Participants' evaluation of the training program and recommendations:

The following learning outcomes were achieved:

Develop and improve the knowledge, performance and practical experience of the target group in the effective use of the readiness indicator.

Empowering participants with the levels of readiness indicator and competencies required of the student at each level.

Familiarizing teachers with how to prepare and prepare for the matching session for teacher assessment of students.

The training methods that were followed were fun and new, and hours on a common understanding of the nature of the role and tasks that fall on the guiding teacher's shoulders.

As for the negatives mentioned by the mentor teachers:

1. We have not been consulted in advance if we wish to play this role in light of the large school burdens that fall upon us as teachers, whether administrative or teaching burdens.

2. The training workshops were very short. Each topic needs more time and training meetings because of its importance.

3. We did not know that we had a role as teacher guides in evaluating student teachers. The workshop was a new beginning in the concept of student teacher assessment and the use of new assessment tools "readiness indicator." Teacher guides need more time and skills to learn the mechanisms of student assessment.

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4. There is no strong relationship between the academic advisor and the guiding teacher in the follow-up of the student teacher, and it is limited only to visits to the student, namely - the guiding visit and the evaluation visit.
5. As mentors, we have no knowledge of the theoretical courses that the student should learn at each stage of practical education, and we had no knowledge of the stages before we attended the training workshops.
6. Each class we receive the names of student teachers only from the university or the directorate, and no meeting is held to introduce us to the student teachers. Sometimes we do not know them until the end of the class.
7. There is no permanent communication. Between the university and the school to follow up on the student, as there is no link other than the academic advisor, during visits to student teachers.
8. Training after school hours with tired teachers is inappropriate and tiring, and we are notified late in the training date.
9. There are no incentives, neither material nor moral, from the university, nor from the school or education.
10. Some participants complained that there is a lot to do in schools with the student teacher, but we cannot do it because of the burden of teaching and not being part-time or reducing the burden in order to play this role.

The results of the third question: Evaluating the performance of mentoring teachers: How is the performance evaluation process?

After reviewing the available reports and documents, there were no evaluation mechanisms

discussion and recommendations

Many developed countries have sought to provide specialized programs to qualify teacher counselors. In the United States, teacher counseling is classified according to the following criteria: the number of participants, individual and group counseling, the organization of relations between the counselor and student teacher, accountability systems - formal and informal counseling,

Professional development for mentor teachers is one of the recent trends in the field of professional development for teachers, as it prepares the student teacher for professional life by achieving the following objectives: Clarifying the concept of the school and its role as an institution that has its place in society

It was not clear whether the training that the counselors received was according to the stages of education. The approved scientific period at the university (5 stages) and the training did not include levels that include what is a role. The guiding teacher at each stage, the skills that the student must possess, and the tasks of the tutor at each stage.

The training did not include the development of professional competencies. The development of the professional identity of the mentor teacher and the training courses were not sufficient in terms of time to achieve the desired goals.

The training constituted an additional burden on the mentor teachers, and there was no incentive for them to participate or commit to the training, and they stressed that it is preferable to hold the training on successive days and with more intensification with giving them the opportunity to participate by the principals.

Recommendations:

Encourage mentor teachers to participate. Facilities that can be given to the mentor teacher:

Ensure reasonable working conditions for mentor teachers, schedule adjustments to give mentors the opportunity to work with student teachers to facilitate their assignment. guiding teacher

Conducting the formal evaluation of the mentoring teacher for the role they play and establishing a system for evaluating the mentoring teachers

Supervising the selection of mentor teachers using professional standards

Retaining mentor teachers: by providing them with incentives by the university and by education

Training topics:

- educational leadership

- Application of adult learning concepts, adult learning theory

Training methods and advice

Observation Observation skills

- feedback

Recommendations regarding criteria for selecting a mentor teacher:

Standards should be transparent and have interpersonal skills: strong interpersonal relationships, leadership abilities, credibility with peers and managers, five learnings,

Mentoring teacher experiences

- At least three years old, and demonstrates exemplary knowledge of curriculum patterns
- Knowledge of effective educational practice standards, teacher evaluation systems, different teaching methods, and a variety of pedagogical strategies
- Able to act as a reference resource for student teacher with effective communication and problem solving
- Knowledge about professional resources and the school community and is able to maintain a confidential relationship with them

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- Able to invest time and participate in the program throughout the year and provide support to the student teacher during the period of practical application

in schools

The mentor teacher accepts to complete a full comprehensive training program for mentorship and has training experience

Field training is an essential component of enhancing communication with schools through academic mentors and counselors during student visits and orientation. Participate in the activities of the College of Educational Sciences, or invite them as speakers about their experiences for student-teachers in theoretical lectures. .

Incentives for mentor teachers for the role they play with student teachers, and the university and education or school sides must be aware of the importance of the effort the mentor teacher makes and that it is visible to all.

Recommendations related to the qualification of the mentor teacher:

Reconsidering the training content of mentor teachers by the university and the Ministry of Education to be trained in mentoring and the role they should play with student teachers.

- Creating and developing a philosophical framework for training mentor teachers based on web learning

The training program should include adult development and learning strategies

- Analysis of teaching strategies, observational skills and reflective practice
- Effective use of observational tools, diagnosis and analysis of classroom management issues
- Skills and strategies for solving big problems and designing portfolios
- Mechanisms for evaluating student teachers and preparing for their evaluation

The content of the vocational training plan for student teachers and the needs and concerns of the student teacher

- Counseling as dialogue, communication skills and listening chant

Recommendations related to the criteria for selecting a mentor teacher:

Standards should be transparent and have interpersonal skills: strong interpersonal relationships, leadership abilities, and credibility with colleagues and managers, five learnings,

Counseling teacher experiences: at least three years, demonstrating exemplary knowledge of vertical curriculum patterns

Knowledge of effective educational practice standards, teacher evaluation systems, different teaching methods, and a variety of pedagogical strategies

Able to act as a reference resource for student teacher with effective communication and problem solving

Knowledge about professional and community resources and is able to maintain a confidential relationship

Able to invest time and participate in the program throughout the year

Accepts to complete a full comprehensive training program for counseling and has training experience

Incentives for mentor teachers for the role they play with student teachers, and the two sides must be university and education or school

- Establishing a steering committee to develop a plan for the rehabilitation program for mentor teachers and to be part of the strategic plan as part of the orientation and guidance plan - as part of the professional development plan.

- Work must be done to design a guidance guide that includes training materials to train the guiding teacher responsible for supporting student teachers with teaching in order to take their hand, guide and direct them so that they can achieve the national standards of education and obtain the certificate of the teacher of the minimum basic stage to practice the profession, and this guide must include training courses and materials The training takes a reflective approach as a method for the mentoring teacher training process, focusing on skills, and taking into account that the mentorship period is a learning experience for both the mentor teacher and the student teacher.

general recommendations

- Deepening academic research on teacher qualification in Palestine

Establishing clearer and more transparent criteria regarding the selection of mentor teachers by the Ministry of Education.

- Develop new educational specializations and contents that are suitable for qualifying teacher counselors, creating a training program specialized in counseling.

- Preparing a joint working paper for the Palestinian Ministry of Education and universities to draw a picture of the desired experience for mentor teachers and to advance education in terms of knowledge, skills, values and orientations required.

- There is an urgent need to strengthen the relationship between colleges and civil society institutions and to put the relationship at the core of the rehabilitation process, and this includes developing the Palestinian and social orientation for the purpose of raising the quality of education.

- Developmental work of educational leaders in faculties, including streamlining and rationalizing the work of public boards of directors for teaching committees and administrative staff.

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