

2007

التفويض

أنا الدكتور أسامة يوسف الصمادي أفوض جامعة عمان العربية للدراسات العليا بتزويد نسخ من أطروحتي للمكتبات أو المؤسسات أو الهيئات أو الأشخاص عند طلبها.

الاسم: أسامة الصمادي

التوقيع: 

التاريخ: ٢٠١٦/١٠/٠٥

قرار لجنة المناقشة

نوقشت هذه الأطروحة بعنوان: فاعلية برنامج تدريبي لمعلمي الطلبة الصم وضعاف

السمع أثناء الخدمة في ضوء احتياجاتهم التدريبية في الأردن"

وأجيزت بتاريخ: ٢٤ / ١ / ٢٠٠٧

أعضاء لجنة المناقشة

التوقيع

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١- الدكتور فتحي جروان ، رئيس اللجنة

٢- الأستاذة الدكتورة نايفة قطامي ، عضواً

٣- الدكتور إبراهيم زريقات ، عضواً

٤- الأستاذ الدكتور محمد نزيه حمدي ، عضواً ومشرفاً

٥- الدكتور إبراهيم القريوتي ، عضواً ومشرفاً مشاركاً

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Abstract

The Effectiveness of an In-service Training Program for Teachers of the Deaf and Hard of Hearing Students in Jordan Based on Their Needs

Prepared by

Osama Al Smadi

Supervised by

Prof. Muhammad Nazih Hamdi

Dr. Ibrahim Al Qaruoti

This study aimed at constructing and investigating the efficacy of an in-service training program for teachers of the deaf and hearing disabled students in the light of their training needs . The subjects of the study were chosen from the first three elementary grades and kindergarten teachers . The study subjects were 47 teachers holding Bachelor degrees and community college Diploma in special education . They, also, had more than one year experience of teaching in schools of the deaf in the middle region of Jordan in the scholastic year 2005/2006 .

Training needs for teachers in schools of the deaf were studied according to teachers' responses on open-ended questions related to teachers' training needs . It was found that their needs were

represented in teaching skills for deaf students as well as classroom behavior problems and evaluation strategies .

Teachers' performance was evaluated using classroom observation checklist developed by (Charlotte Danielson) for the purpose of evaluating teachers of children with special needs . The instrument covers the following six dimensions : Planning and preparation, classroom environment , instruction , professional responsibilities, educational techniques , and profession morals. The performance levels were Unsatisfactory , Basic , Proficient , and Distinguished .

The study subjects were 47 female teachers whose performance was observed twice: pre and post-training by 3 observers . Subjects of the study were randomly assigned into two groups; one of them was experimental consisting of 21 teachers and the other was a control group consisting of 26 teachers .

The results of covariance (ANCOVA) revealed that there were significant differences attributable to the interaction between the educational qualification and the group on the total score , the instructional dimension , and the morals of the teaching career. The results were in favor of teachers who obtained B.A degree in the experimental group.

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Teacher Competency Testing (TCT)

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Transformations for Humanistic and Responsive Education for All Deaf

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0.05	2.62	0.08	2.53	0.04	2.70
0.05	2.75	0.05	2.78	0.07	2.71
0.03	2.68	0.05	2.66	0.04	2.71

(7)

0.000	30.73	1.15	1	1.15	
0.043	4.364	0.16	1	0.16	

0.462	0.55	0.02	1	0.02	
0.078	3.26	0.12	1	0.12	×
		0.04	42	1.56	
			46	2.85	

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0.05 2.72 0.05 2.80 0.07 2.64
0.03 2.69 0.05 2.73 0.04 2.65

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0.000	52.863	1.99	1	1.99	
0.264	1.282	0.05	1	0.05	
0.221	1.545	0.06	1	0.06	
0.240	1.421	0.05	1	0.05	x
		0.04	42	1.58	
			46	3.62	

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0.06	2.57	0.10	2.46	0.06	2.67
0.06	2.68	0.07	2.70	0.09	2.67
0.04	2.62	0.06	2.58	0.05	2.67

(11)

0.002	11.438	0.69	1	0.69	
0.165	2.00	0.12	1	0.12	
0.275	1.223	0.07	1	0.07	
0.144	2.217	0.13	1	0.13	x
		0.06	42	2.53	
			46	3.53	

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0.06	2.58	0.11	2.43	0.06	2.65
0.06	2.70	0.07	2.75	0.10	2.73
0.04	2.64	0.06	2.59	0.06	2.69

(13)

0.000	16.276	1.07	1	1.07	
0.175	1.907	0.13	1	0.13	
0.232	1.474	0.10	1	0.10	
0.025	5.43	0.36	1	0.36	x
		0.07	42	2.77	
			46	4.28	

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0.000	20.742	1.02	1	1.02	
0.355	0.876	0.04	1	0.04	
0.645	0.215	0.01	1	0.01	
0.469	0.533	0.03	1	0.03	x
		0.05	42	2.06	
			46	3.10	

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0.11	2.33	0.19	2.18	0.10	2.48
0.11	2.55	0.13	2.49	0.17	2.62
0.08	2.44	0.11	2.33	0.10	2.55

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0.065	3.601	0.75	1	0.75	
0.154	2.109	0.44	1	0.44	
0.163	2.014	0.42	1	0.42	
0.581	0.309	0.06	1	0.06	x
		0.21	42	8.77	
			46	10.12	

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0.07	2.94	0.12	2.78	0.06	3.10
0.07	3.44	0.08	3.44	0.11	3.43
0.05	3.19	0.07	3.11	0.06	3.27

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0.034	4.825	0.38	1	0.38	
0.000	28.692	2.25	1	2.25	
0.102	2.793	0.22	1	0.22	
0.097	2.888	0.23	1	0.23	x
		0.08	42	3.29	
			46	6.03	

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0.000	24.845	1.00	1	1.00	
0.592	0.291	0.01	1	0.01	
0.090	3.014	0.12	1	0.12	
0.719	0.131	0.01	1	0.01	x
		0.04	42	1.69	
			46	2.85	

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0.04	2.65	0.05	2.65	0.08	2.65
0.05	2.75	0.09	2.77	0.05	2.74
0.03	2.70	0.05	2.71	0.05	2.70

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0.000	44.848	1.80	1	1.80	
0.133	2.344	0.09	1	0.09	

0.836	0.044	0.00	1	0.00	
0.806	0.061	0.00	1	0.00	x
		0.04	42	1.69	
			46	3.62	

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0.002	10.731	0.68	1	0.68	
0.298	1.108	0.07	1	0.07	
0.592	0.291	0.02	1	0.02	
0.252	1.349	0.08	1	0.08	x
		0.06	42	2.65	
			46	3.50	

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0.06	2.65	0.06	2.69	0.10	2.60
0.07	2.74	0.12	2.79	0.07	2.69
0.05	2.69	0.07	2.74	0.06	2.65

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0.002	11.029	0.83	1	0.83	
0.323	1.00	0.08	1	0.08	
0.334	0.955	0.07	1	0.07	
0.931	0.008	0.00	1	0.00	x
		0.08	42	3.16	
			46	4.28	

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0.05	2.63	0.05	2.64	0.08	2.62
0.06	2.70	0.10	2.75	0.06	2.66
0.04	2.67	0.06	2.69	0.05	2.64

(29)

0.000	17.378	0.85	1	0.85	
0.322	1.004	0.05	1	0.05	
0.478	0.513	0.03	1	0.03	
0.627	0.24	0.01	1	0.01	x
		0.05	42	2.06	
			46	3.10	

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0.050	4.071	0.88	1	0.88	
0.471	0.53	0.12	1	0.12	
0.865	0.029	0.01	1	0.01	
0.441	0.605	0.13	1	0.13	x
		0.22	42	9.11	
			46	10.12	

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0.06	2.96	0.07	3.10	0.11	2.82
0.07	3.42	0.13	3.40	0.07	3.45
0.05	3.19	0.07	3.25	0.06	3.14

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0.018	6.033	0.48	1	0.48	
0.000	23.317	1.85	1	1.85	
0.252	1.349	0.11	1	0.11	
0.091	2.986	0.24	1	0.24	x
		0.08	42	3.33	
			46	6.03	

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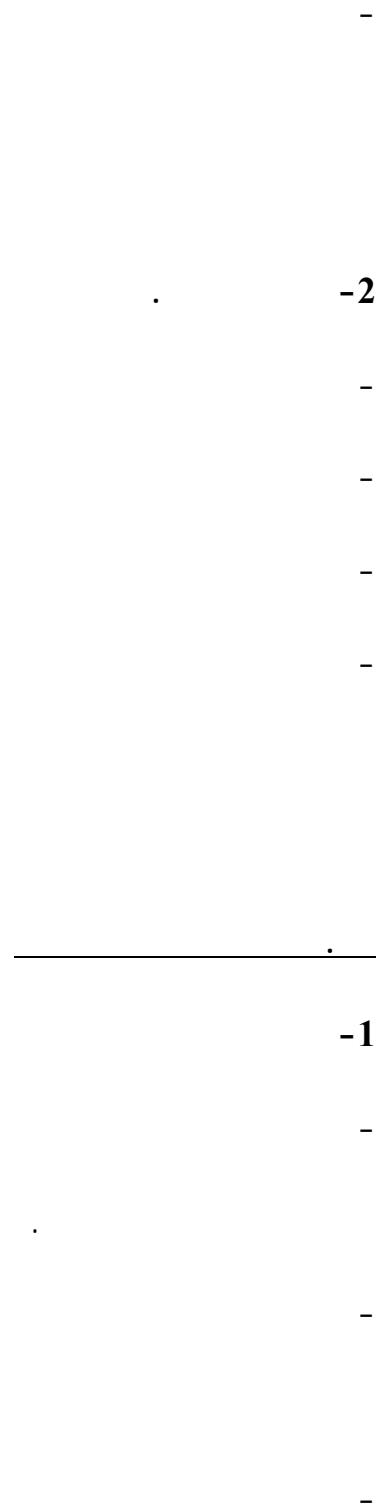
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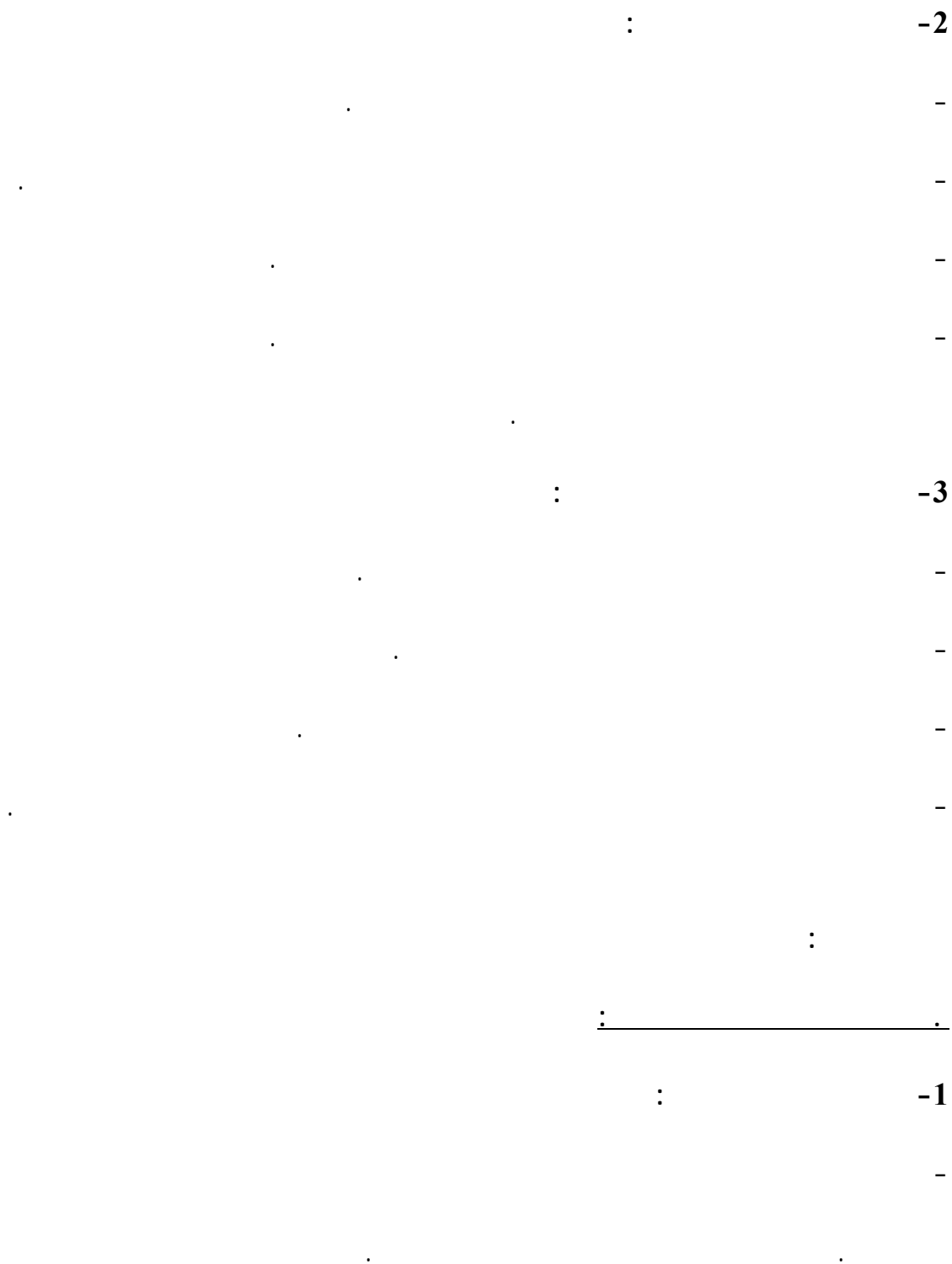
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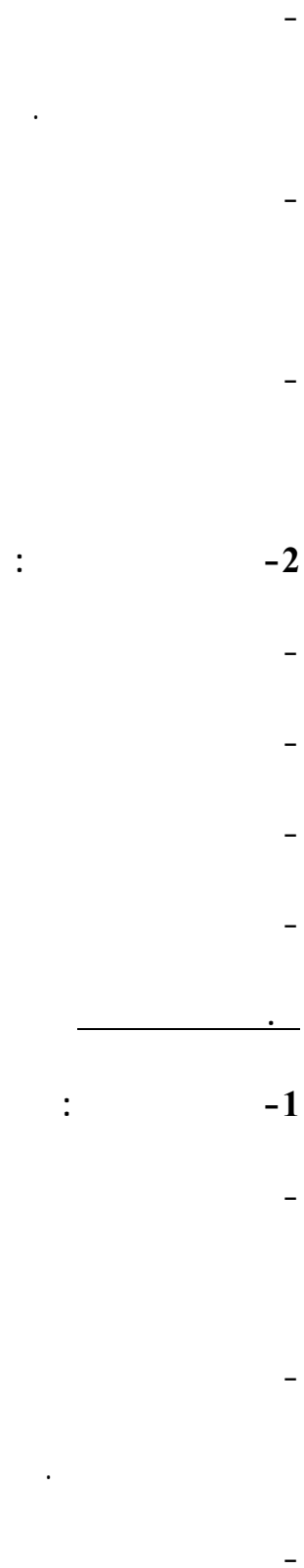
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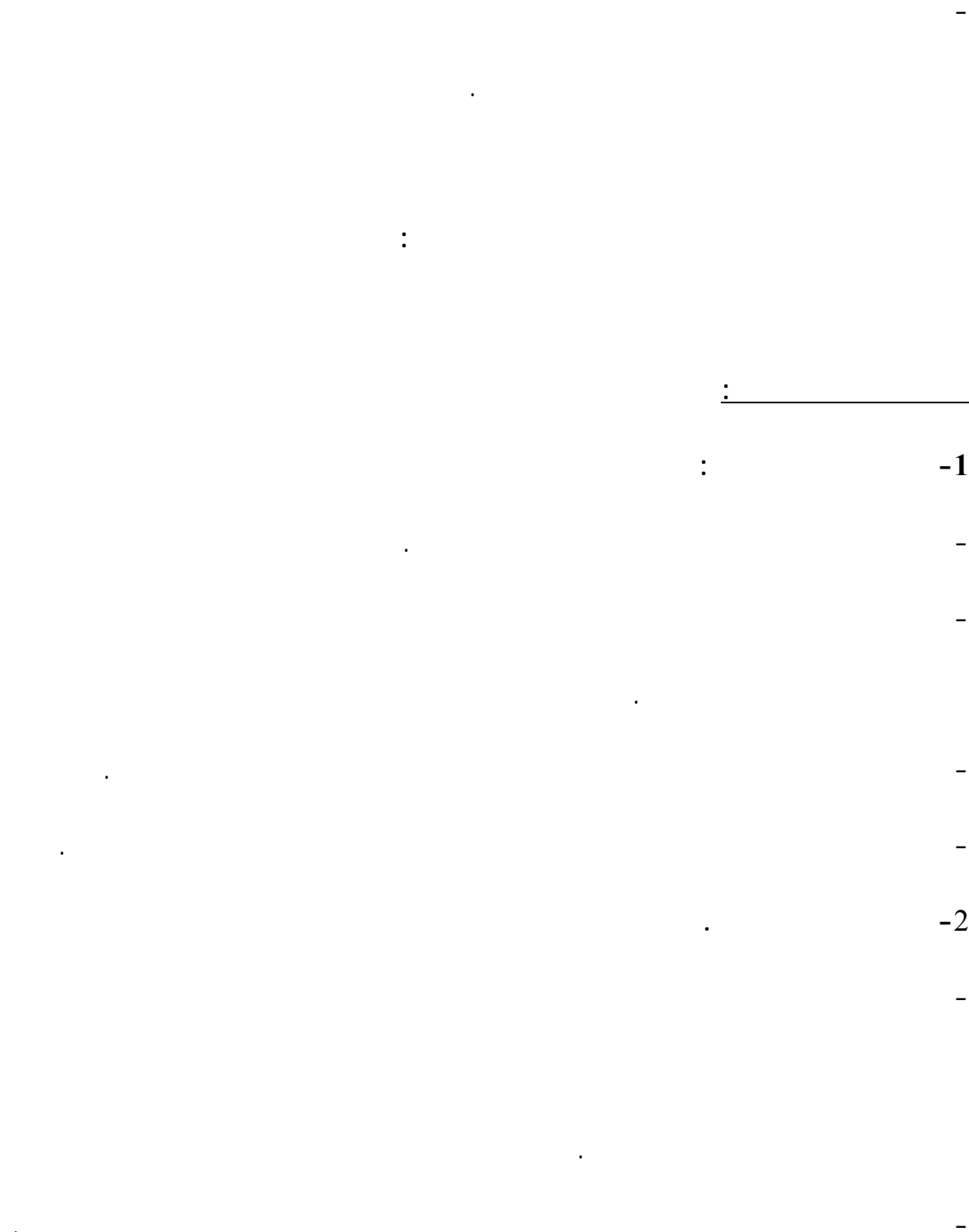
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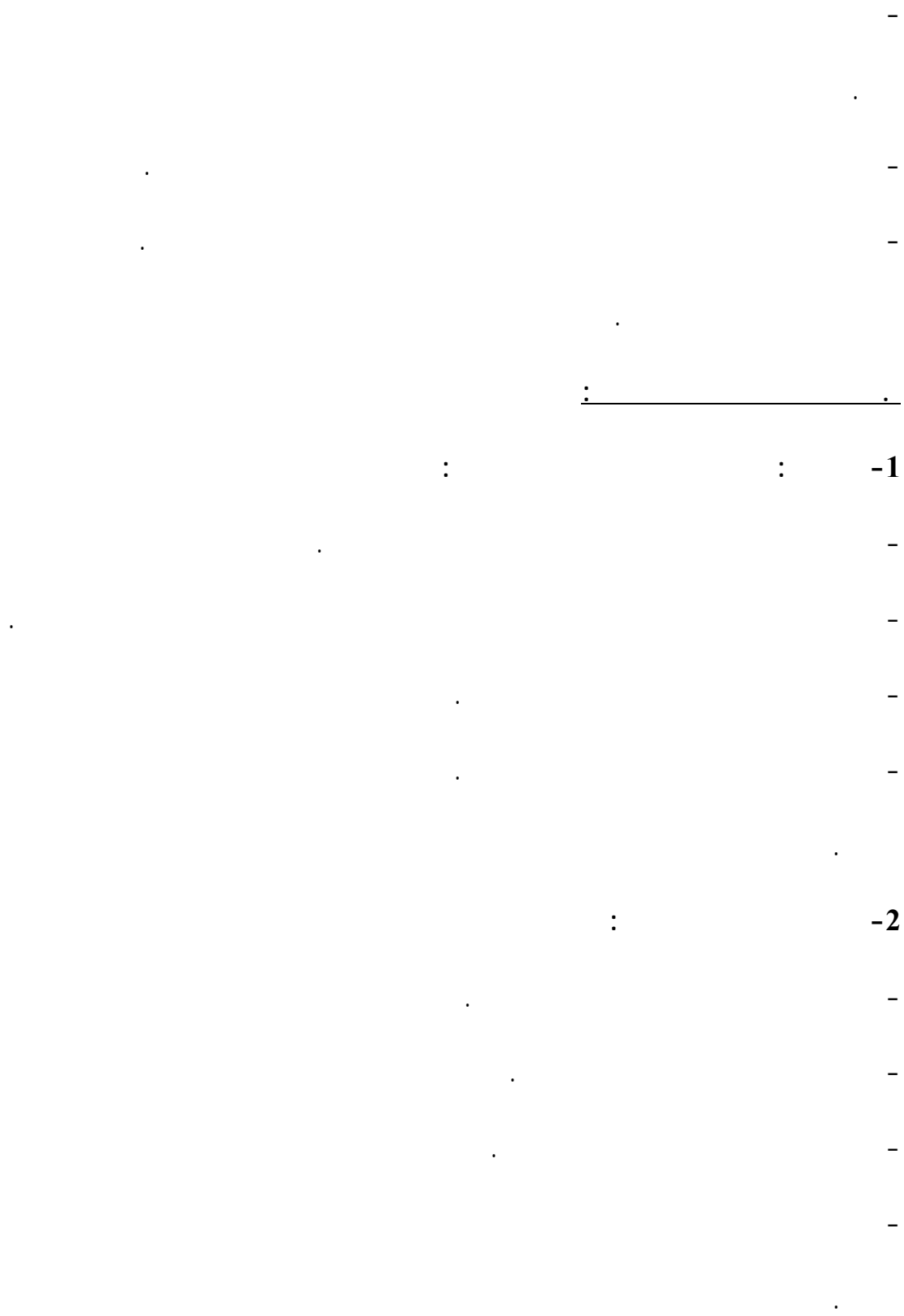
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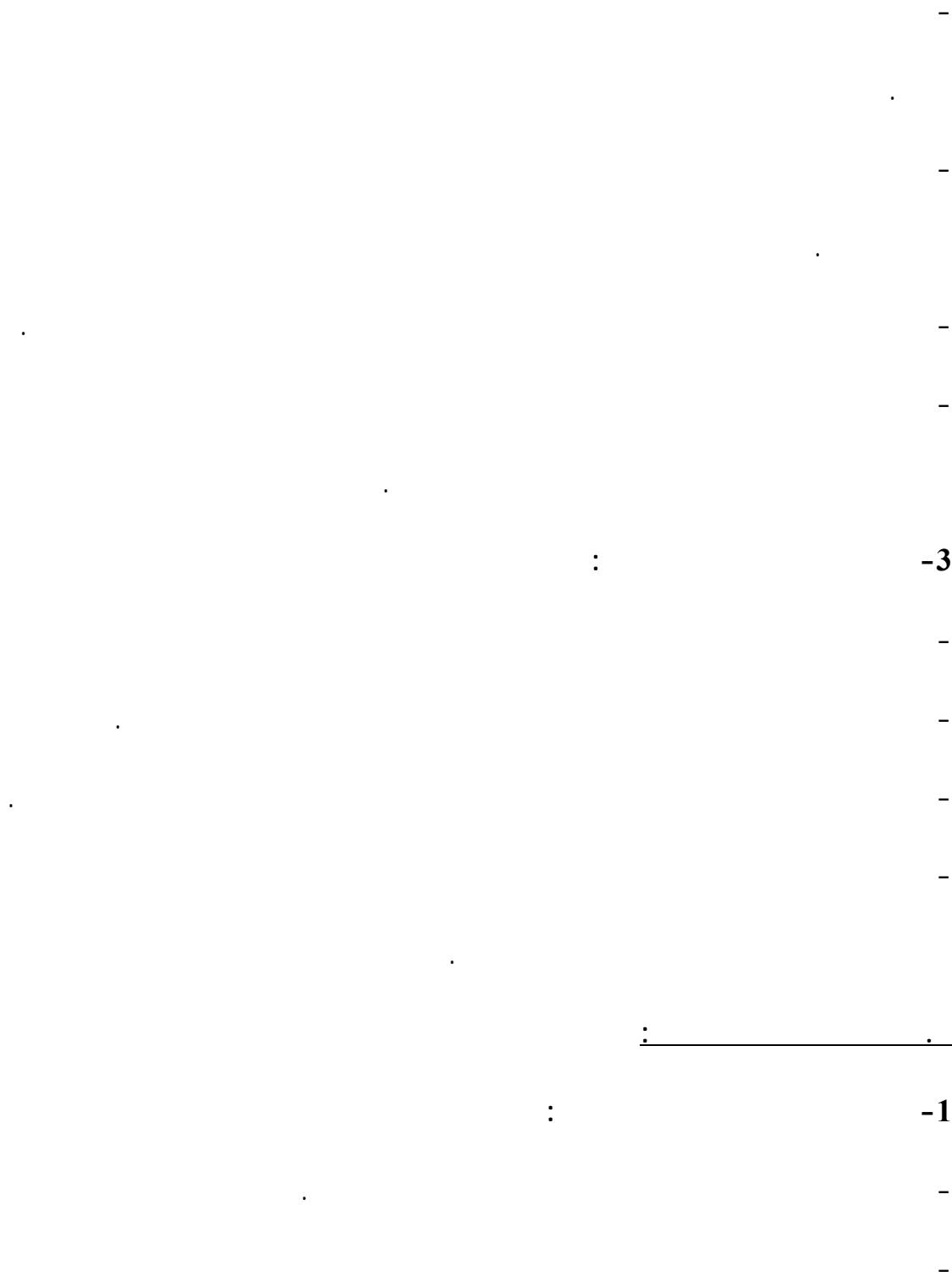
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2.61	2.58	2.64	2.66	2.59	2.68	2.56	2.57	2.54		
0.50	0.63	0.38	0.48	0.74	0.40	0.52	0.61	0.30		
2.69	2.61	2.74	2.74	2.73	2.74	2.62	2.56	2.73		
0.32	0.32	0.31	0.37	0.49	0.34	0.24	0.22	0.25		
2.58	2.57	2.58	2.60	2.65	2.58	2.55	2.53	2.58		
0.38	0.33	0.41	0.47	0.54	0.46	0.23	0.21	0.28		
2.39	2.28	2.48	2.52	2.50	2.53	2.24	2.18	2.36		
0.50	0.47	0.50	0.51	0.52	0.52	0.44	0.43	0.48		
3.05	3.07	3.04	3.03	3.11	3.00	3.08	3.05	3.14		
0.18	0.19	0.17	0.17	0.17	0.17	0.18	0.20	0.12		
2.65	2.61	2.68	2.69	2.71	2.68	2.61	2.57	2.68		
0.31	0.30	0.32	0.38	0.47	0.36	0.22	0.21	0.22		
2.69	2.73	2.67	2.67	2.72	2.66	2.72	2.73	2.70		
0.28	0.21	0.32	0.34	0.27	0.36	0.18	0.19	0.17		
2.65	2.62	2.68	2.63	2.46	2.69	2.67	2.69	2.65		
0.28	0.22	0.31	0.35	0.31	0.35	0.15	0.14	0.17		
2.69	2.62	2.74	2.69	2.46	2.76	2.68	2.69	2.68		
0.30	0.31	0.29	0.39	0.53	0.32	0.16	0.14	0.21		
2.65	2.65	2.66	2.64	2.59	2.66	2.67	2.67	2.67		
0.26	0.21	0.29	0.33	0.36	0.33	0.14	0.12	0.19		
2.46	2.36	2.54	2.44	2.21	2.51	2.49	2.43	2.61		
0.47	0.44	0.48	0.54	0.53	0.53	0.37	0.40	0.32		
3.21	3.23	3.19	3.04	2.75	3.13	3.42	3.44	3.38		
0.36	0.49	0.23	0.37	0.66	0.18	0.21	0.19	0.27		
2.70	2.69	2.72	2.68	2.56	2.71	2.74	2.74	2.73		
0.25	0.20	0.28	0.31	0.31	0.31	0.13	0.11	0.18		

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2.61	2.72	2.50	2.66	2.72	2.49	2.56	2.73	2.51	
0.50	0.42	0.56	0.48	0.45	0.57	0.52	0.28	0.57	
2.69	2.78	2.59	2.74	2.77	2.66	2.62	2.83	2.55	
0.32	0.34	0.27	0.37	0.37	0.38	0.24	0.19	0.22	
2.58	2.66	2.49	2.60	2.63	2.52	2.55	2.78	2.48	
0.38	0.45	0.26	0.47	0.50	0.39	0.23	0.17	0.20	
2.39	2.47	2.32	2.52	2.54	2.46	2.24	2.20	2.25	
0.50	0.51	0.48	0.51	0.51	0.55	0.44	0.48	0.45	
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0.18	0.17	0.19	0.17	0.17	0.19	0.18	0.15	0.19	
2.65	2.72	2.58	2.69	2.71	2.63	2.61	2.77	2.55	
0.31	0.35	0.26	0.38	0.39	0.37	0.22	0.18	0.20	
2.69	2.70	2.68	2.67	2.66	2.69	2.72	2.84	2.68	
0.28	0.33	0.23	0.34	0.35	0.35	0.18	0.19	0.17	
2.65	2.68	2.63	2.63	2.64	2.63	2.67	2.83	2.63	
0.28	0.31	0.24	0.35	0.33	0.43	0.15	0.17	0.11	
2.69	2.75	2.62	2.69	2.73	2.59	2.68	2.85	2.63	
0.30	0.30	0.30	0.39	0.33	0.54	0.16	0.19	0.11	
2.65	2.69	2.61	2.64	2.66	2.60	2.67	2.83	2.62	
0.26	0.29	0.23	0.33	0.31	0.40	0.14	0.12	0.11	
2.46	2.44	2.49	2.44	2.41	2.54	2.49	2.55	2.47	
0.47	0.55	0.37	0.54	0.57	0.49	0.37	0.54	0.33	
3.21	3.17	3.25	3.04	3.12	2.81	3.42	3.37	3.44	
0.36	0.20	0.48	0.37	0.19	0.61	0.21	0.07	0.24	
2.70	2.73	2.68	2.68	2.69	2.64	2.74	2.86	2.70	
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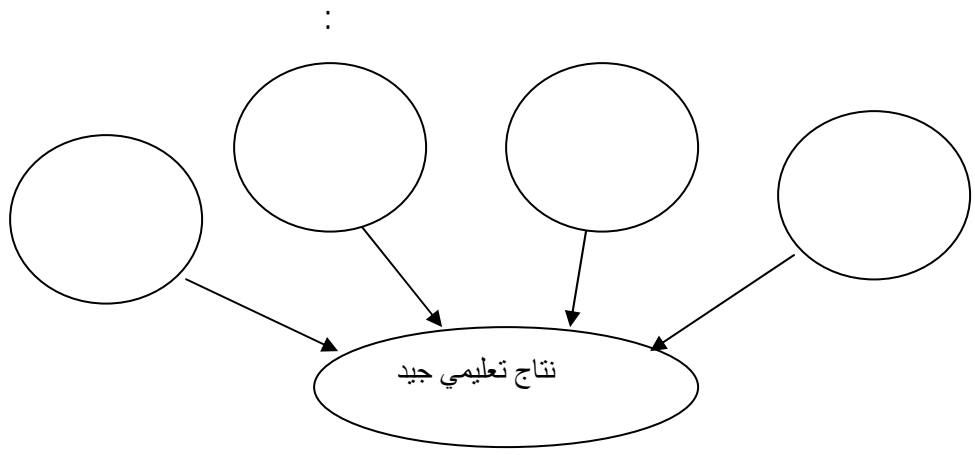
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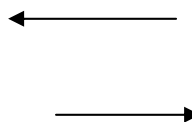
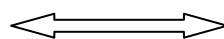
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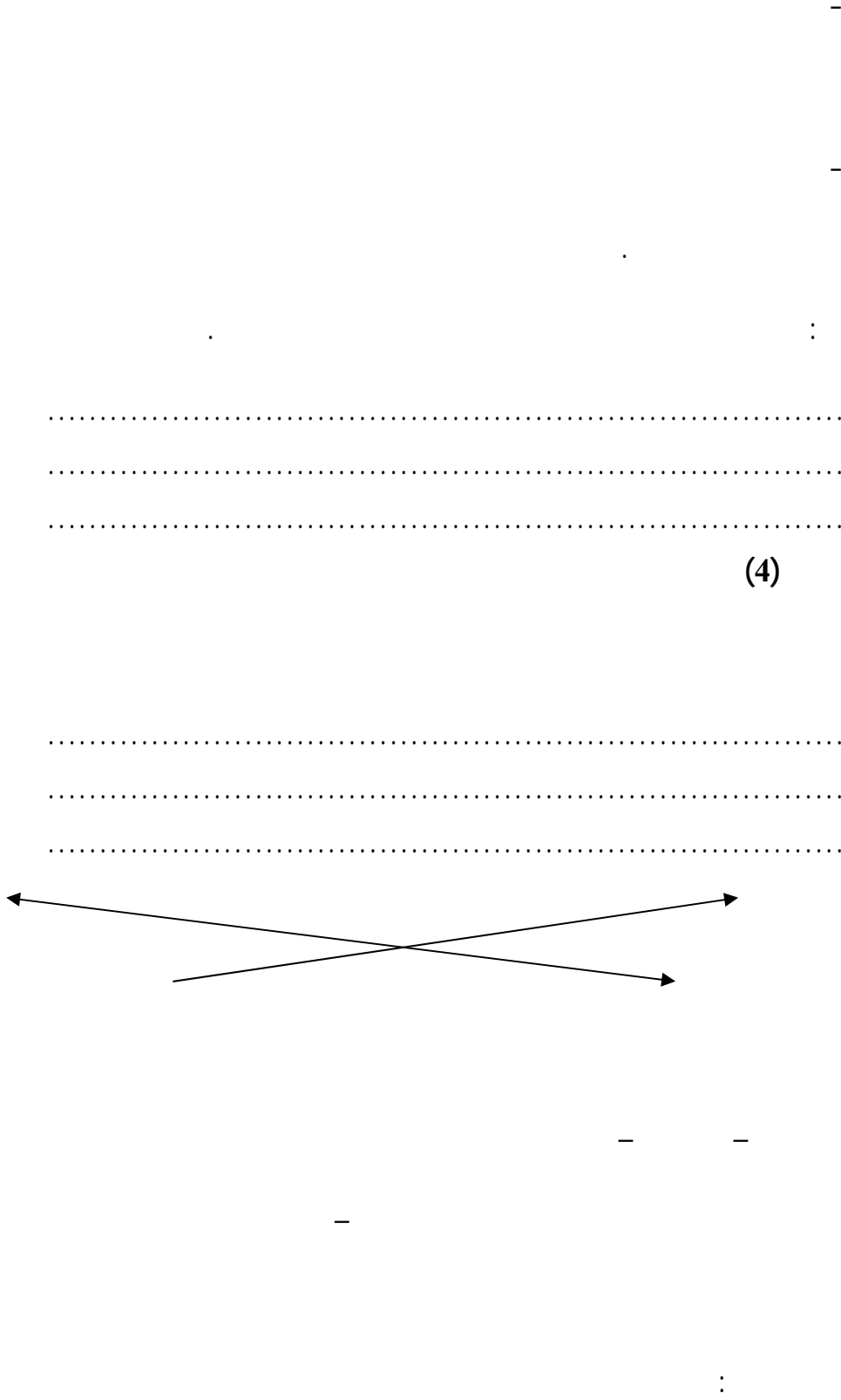
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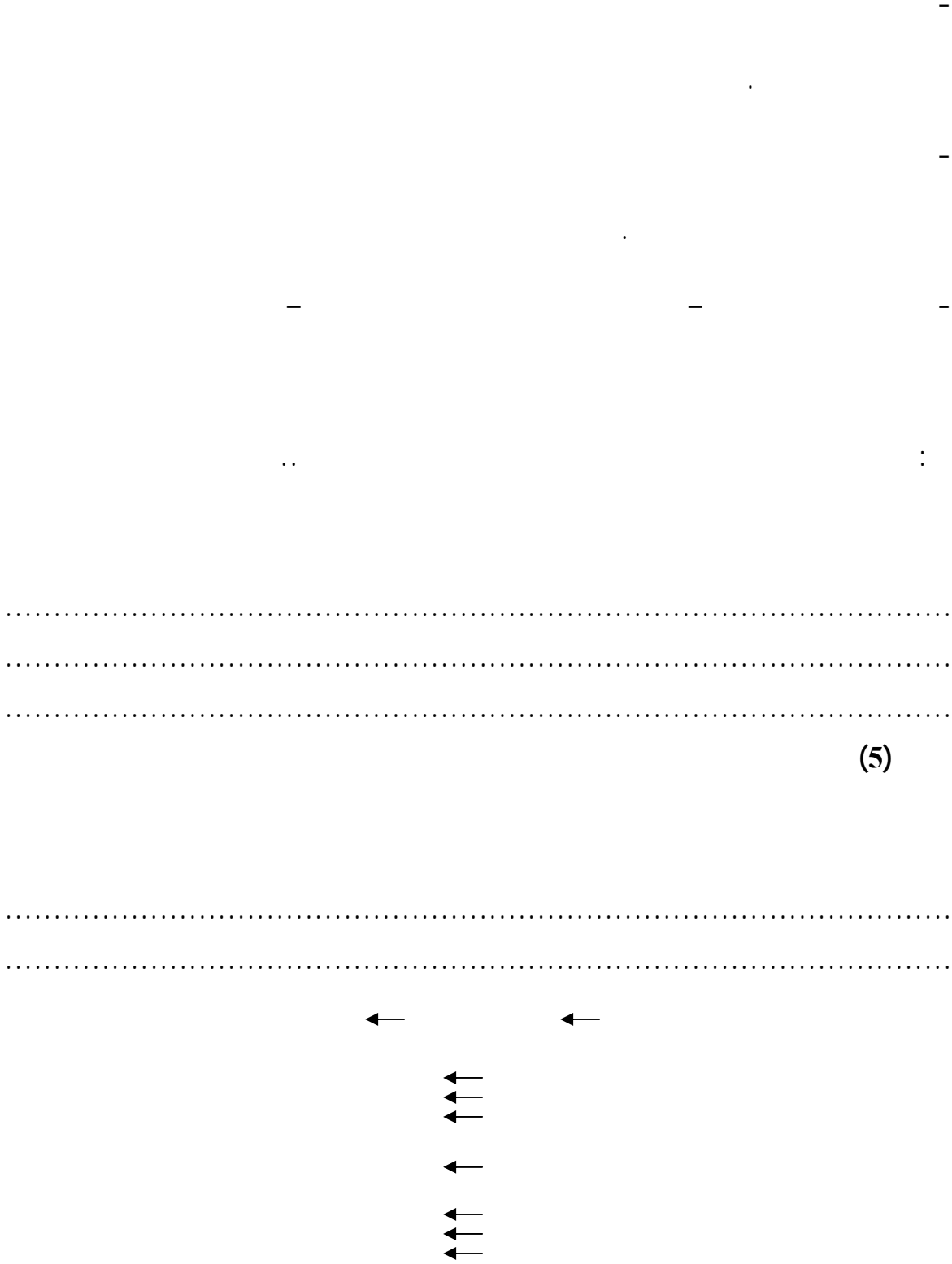
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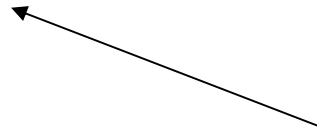
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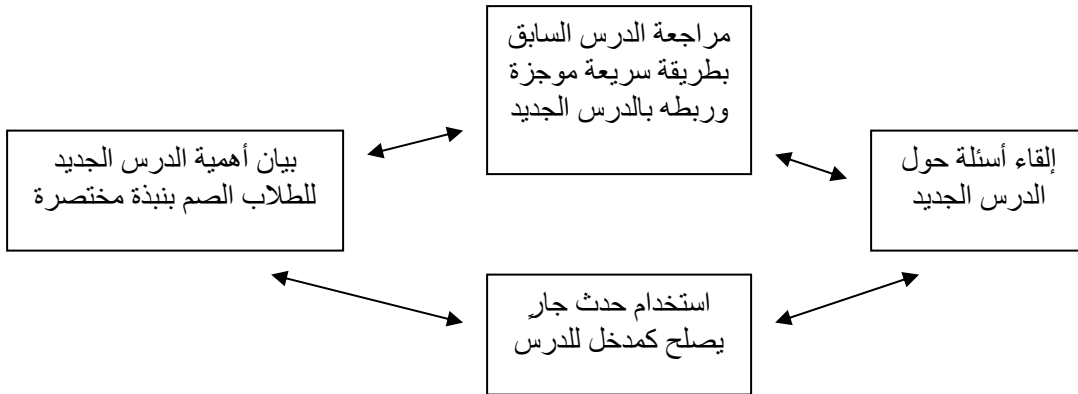
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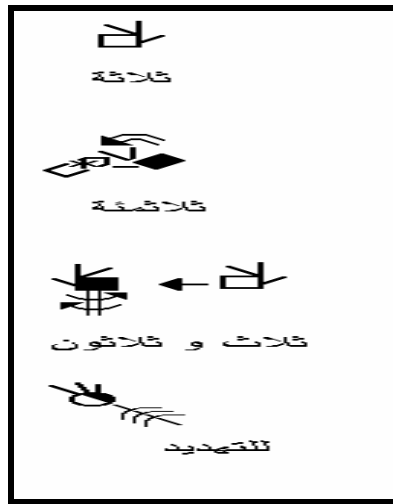
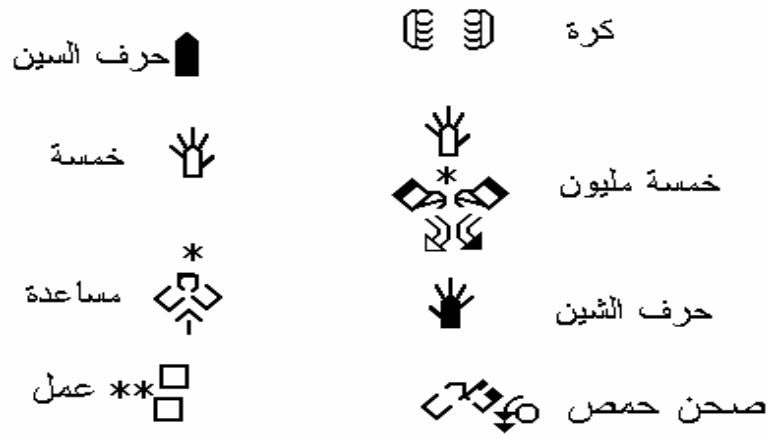
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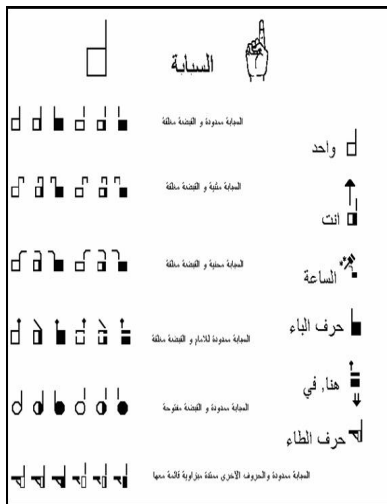
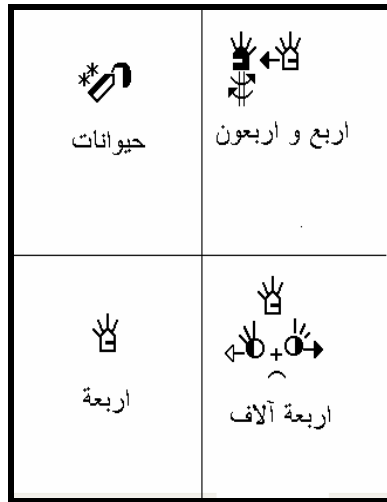
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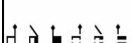


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	الساعة	
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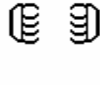





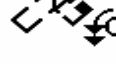
ثلاثة

ثلاثة

ثلاث و ثلاثون

تلكهديد

	حيوانات		اربع و اربعون
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Implementing Sign Bilingual Policy in Deaf Education

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.16	Pedro Ponce de Leon	•
()	Thomas Braidwood	•
		1760
.	(1789 -1712) Abbe de L'Epee	•
	.	
" "	(1822 – 1742) Abbe Sicard	•
	" " 1815	
Abbe Sicard	(1846 – 1773) Jean Massieu	•
	1786	

- Pierre Desloges •
- 1779
- (1869 – 1786) Laurent Clerc •
- " " . Gallaudet
- 28 (1851 – 1787) Thomas Gallaudet •
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- (1829 – 1805) Alice Cogswel •
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- " " " (1917 – 837) Edward Gallaudet •
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1980 1970
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.(Artificial Language via Computer)

(Passig & Eden,2000)

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(Software)

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Learning log

Anecdotal recons

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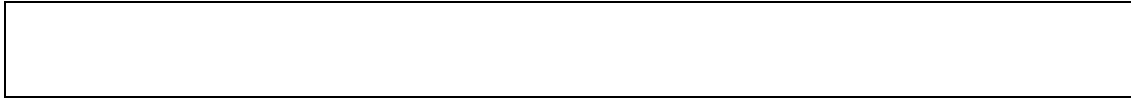
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Checklist

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Of Learning Processes

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WHAT IS A PORTFOLIO ?

Self Evaluation

GOAL Setting

What The Value Of Portfolio ?

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Components Of Portfolio :

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Reflect

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(47)

.2006 /2005

Charlotte)

:

(Danielson

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(3)

(21)

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(ANCOVA)

Abstract

The Effectiveness of an In-service Training Program for Teachers of the Deaf and Hard of Hearing Students in Jordan Based on Their Needs

Prepared by

Osama Al Smadi

Supervised by

Prof. Muhammad Nazih Hamdi

Dr. Ibrahim Al Qaruoti

This study aimed at constructing and investigating the efficacy of an in-service training program for teachers of the deaf and hearing disabled students in the light of their training needs . The subjects of the study were chosen from the first three elementary grades and kindergarten teachers . The study subjects were 47 teachers holding Bachelor degrees and community college Diploma in special education . They, also, had more than one year experience of teaching in schools of the deaf in the middle region of Jordan in the scholastic year 2005/2006 .

Training needs for teachers in schools of the deaf were studied according to teachers' responses on open-ended questions related to teachers' training needs . It was found that their needs

were represented in teaching skills for deaf students as well as classroom behavior problems and evaluation strategies .

Teachers' performance was evaluated using classroom observation checklist developed by (Charlotte Danielson) for the purpose of evaluating teachers of children with special needs . The instrument covers the following six dimensions : Planning and preparation, classroom environment , instruction , professional responsibilities, educational techniques , and profession morals. The performance levels were Unsatisfactory , Basic , Proficient , and Distinguished .

The study subjects were 47 female teachers whose performance was observed twice: pre and post-training by 3 observers . Subjects of the study were randomly assigned into two groups; one of them was experimental consisting of 21 teachers and the other was a control group consisting of 26 teachers .

The results of covariance (ANCOVA) revealed that there were significant differences attributable to the interaction between the educational qualification and the group on the total score , the instructional dimension , and the morals of the teaching career. The results were in favor of teachers who obtained B.A degree in the experimental group.