

Field Experience and Internship Handbook
Master of Education in
Educational Leadership
Program



“Together we Shape the Future through
Excellence in Teaching, Scholarship, and
Leadership”

College of Education

Qatar University

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Master's in Education, Educational Leadership Program

Introduction

Fieldwork is an integral part of the Masters in Education, Educational Leadership Program designed to integrate theory and coursework into practice. The university utilizes K-12 schools to provide all candidates with field placements that will develop their knowledge, skills, and dispositions in the ELCC SPA, the College of Education's learning outcomes and the Qatar National Professional Standards for School Leaders.

This handbook is intended to support you as you complete the field experiences and final internship in the Masters in Education, Educational Leadership Program. The handbook is designed to provide you with the information needed to successfully complete all requirements for the field experiences in EDEL 608 and 609 and the final internship in EDEL 610. First, the handbook presents the context and QU's conceptual framework that support the program to help you remember the importance and focus of the field experiences and internship. It reviews the standards we expect you to acquire and to demonstrate. Finally, the handbook outlines your responsibilities and College of Education (CED) expectations during these experiences and provides guidance and models to assist you. We have the upmost faith in you and anticipate your success.

Vision of Qatar University

Qatar University seeks to be a model national university that offers a high quality, learning-centered education.

Mission of Qatar University

Qatar University is the national institution of higher education in Qatar. It provides high quality undergraduate and graduate programs that prepare competent graduates, destined to shape the future of Qatar. The university community has diverse and committed faculty who teach, conduct research, and provide service which address relevant local and regional challenges, advance knowledge, and contribute actively to the needs and aspirations of society.

Vision of the College of Education

The College of Education at Qatar University will be a leading institution in the preparation of education professionals through outstanding teaching, scholarship, and leadership in order to enhance the future of coming generations.

Mission of the College of Education

The College of Education is committed to providing excellence in the initial and advanced preparation of education professionals by establishing a foundation in which life-long learning, teaching, research, and community partnerships are fostered. The

college fulfills its commitment by providing:

- To its members an educational, motivational, and supportive environment for both learning and teaching in a climate characterized by responsible freedom.
- To society highly qualified education professionals and on-going professional development, by supporting scholarly activities, and by sharing the responsibility of educational reform through effective partnerships.

Conceptual Framework

The design on the front cover of this document represents the conceptual framework of CED, “Together we shape the future through excellence in teaching, scholarship, and leadership.” The graphic is blue, the color used by the University or represent CED on all official publications. The plant represents shaping and growth, and the Qatar University building architecture on the right bottom corner symbolizes Qatar/Arabic culture.

The word together indicates that the College of Education (CED) recognizes the importance of collaboration with other education agencies and stakeholders in Qatar to effectively shape the future of education. The act of “shaping the future” focuses on three areas: 1) Teaching, 2) Scholarship, and 3) Leadership. Faculty and teacher education candidates are expected to demonstrate excellence in these three key areas. The conceptual framework and the design that represents it emerged as the result of extensive interaction and contributions from our education partners in the community and QU staff and faculty. What are our expectations for you, related to our conceptual framework? We expect to see it expressed through your actions and your choices.

Together: This word clearly articulates CED’s commitment to work with all stakeholders in improving the education of the K-12 students of Qatar. As Masters Degree candidates, we expect you to demonstrate your personal commitment to collaboration within the educational environment.

We Shape the Future: As fellow educators, you join us in shaping the lives of children and young adults and the future of Qatar. Because we live and work in a reform community, you will have even more opportunity to be involved in shaping the future of Qatar as we collaboratively come to define what excellence in teaching, scholarship, and leadership really means.

Through Excellence in Teaching: As we have learned in our studies, teachers are the heart and soul of education (Darling-Hammond, 1999). Whether you lead within a teaching, administrative, or other role, you will continue to educate others – you will continue to be teachers. Our conceptual framework challenges you to represent teaching at its best.

Through Excellence in Scholarship: Quality teaching and learning are grounded in scholarly knowledge generated through inquiry within and outside of classrooms. CED

candidates are expected to engage in ongoing reflective practice and make informed decisions about their instructional practices and the learning of their students. The scholarship of teaching builds and strengthens a shared culture in which practitioners reflect on their teaching, use effective classroom assessment techniques, discuss teaching issues with colleagues, try new things, and read and apply the literature on teaching and learning in their discipline and engage in reflective practices (Bowden, 2007; Gray, Chang, & Radloff, 2007). Based on this expectation, you must be committed to advancing the quality of teaching and learning in schools by using the tools of scholarship to educate the coming generations of children.

Through Excellence in Leadership: Whether one’s role involves teaching or school administration, the characteristics of leaders are essential for helping others to achieve goals and to improve student learning. Throughout your program, you have been mentored in the skills and values of transformational leadership, leaders who enable others to aspire and to reach higher and better goals than they ever thought possible. In these culminating field experiences/internships, you will have opportunities to demonstrate this kind of leadership.

CED Learning Outcomes

At this point in your program, you are very aware of the standards that have shaped your program and will be used to assess your field experiences. Fortunately (and purposely) these standards reflect and support each other. CED, as a college that prepares education professionals, has identified eight learning outcomes that are common to all its programs. These eight outcomes are grouped in five areas: content, pedagogy, technology, diversity, and leadership. Table 1 lists these outcomes and documents which outcomes are specifically expected through a performance based assessment in each field experience.

Table 1. College of Education Unit Learning Outcomes

EDEL 608	EDEL 609	EDEL 610	Teaching
		X	1. Content: Demonstrate understanding of the key theories and concepts of the subject matter.
X	X	X	2. Pedagogy: Plan effective instruction to maximize student learning.
		X	3. Technology: Use current and emerging technologies in instructionally powerful ways.
		X	4. Diversity: Foster successful learning experiences for all students by addressing individual differences.
EDEL 608	EDEL 609	EDEL 610	Scholarship
	X	X	5. Scholarly Inquiry: Actively engage in scholarship by learning from and contributing to the knowledge base in education.
X	X	X	6. Problem Solving: Arrive at data-informed decisions by systematically examining variety of factors and resources.
EDEL	EDEL	EDEL	Leadership

608	609	610	
X	X	X	7. Ethical Values: Apply professional ethics in all educational contexts.
X	X	X	8. Initiative: Lead positive change in education.

**Qatar National Professional Standards for Teachers and School Leaders
(QNPSTSL)**

In 2007, the Education Institute published a document that contained professional standards for teachers and for school leaders (Education Institute, 2007). Although these two sets of standards describe distinct roles and skills appropriate for teachers and leaders, the expectations stem from key concepts as listed below (Table 2, Education Institute, 2007, p 2).

Table 2 Qatar National Professional Standards for School Leaders (QNPSSL)

EDEL 608	EDEL 609	EDEL 610	Qatar National Professional Standards for School Leaders (QNPSSL)
X	X	X	1. Lead and manage learning and teaching in the school community.
		X	2. Develop, communicate, and report on strategic vision and aims of the school and community.
X	X	X	3. Lead and manage change.
		X	4. Lead and develop people and teams.
		X	5. Develop and manage school-community relations.
		X	6. Develop and manage resources.
X	X	X	7. Reflect on, evaluate, and improve leadership and management.

Education Leadership Constituent Council Standards (ELCC)

Under NCATE, individual educational leadership preparation programs within colleges or schools of education are reviewed for recognition status by a specialized professional association (SPA) using nationally recognized standards. The Educational Leadership Constituent Council (ELCC) is the NCATE-SPA for leader preparation. The Educational Leadership Program is also aligned with the ELCC standards.

Table 3 Education Leadership Constituent Council Standards (ELCC)

EDEL 608	EDEL 609	EDEL 610	ELCC STANDARDS
			ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational

			effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.
		X	1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.
		X	1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.
		X	1.3 Candidates understand and can promote continual and sustainable school improvement.
X	X	X	1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.
			ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.
X	X	X	2.1 Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
X	X	X	2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
X	X	X	2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.
		X	2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.
			ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.
		X	3.1 Candidates understand and can monitor and evaluate school management and operational systems.
		X	3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.
X	X	X	3.3 Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.
		X	3.4 Candidates understand and can develop school capacity for distributed leadership.
X	X	X	3.5 Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

			ELCC Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.
	X		4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment.
		X	4.2 Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.
		X	4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.
		X	4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.
			ELCC Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.
		X	5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.
		X	5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.
		X	5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.
		X	5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.
		X	5.5 Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.
			ELCC Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment;

			and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.
		X	6.1 Candidates understand and can advocate for school students, families, and caregivers.
X	X	X	6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.
X	X	X	6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.
			ELCC Standard 7.0: A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.
X	X	X	7.1 Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences.
		X	7.2 Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment.
	X	X	7.3 Contribute to learning communities and other professional networks.

Master of Education in Educational Leadership

Program Dispositions

Educational leaders hold specific dispositions that shape their vision for schools and leadership practices. Dispositions are the “values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth” (NCATE, 2002, p. 53). Throughout the Master of Education in Educational Leadership Program, candidates engage in discussion about the eight dispositions, observe the modeling of these dispositions by faculty and are provided opportunities to apply the dispositions throughout the program. The MEL Dispositions Rubric provides details explaining each disposition and offers candidates, mentors and supervisors insight into the specifics of each disposition that candidate should model as school leaders. However, it important for candidates, mentors and supervisors to gather a preponderance of the evidence in order to make accurate and fair assessments of the candidates’ practices See Appendix E for the dispositions assessment form and Appendix F for the disposition assessment rubric.

Master of Education in Educational Leadership Program Dispositions
Teaching
1. Content: Candidates have high standards for content knowledge in discipline areas.
2. Pedagogy: Candidates believe that all students can learn and have the ability to be successful in their

academic endeavors.
3. Technology: Candidates recognize the importance of using diverse educational resources, including technology.
4. Diversity: Candidates demonstrate respect for diversity.
Scholarship
5. Scholarly Inquiry: Candidates engage in critical reflection of theory and professional practice.
6. Problem Solving: Candidates use critical thinking to solve problems.
Leadership
7. Ethical Values: Candidates demonstrate professional conduct that models ethical behavior and integrity.
8. Initiative: Candidates initiate and lead others in achieving goals, vision and mission.

Introduction and Field Experience/Internship Overview

The Master of Education in Educational Leadership (MEL) program offers multi-dimensional approach with the inclusion of academic preparation and field-based learning/internship. This handbook gives an overview of the field experiences/internship.

As MEL candidates progress through their program, more importance is placed on field-based learning and internship experiences. This provides opportunities to apply and reflect on acquired knowledge in the schools and to develop and refine skills in a schools setting.

In each of the COE’s field and internship experiences, candidates are placed with local schools or other schooling contexts, under the direct supervision of a qualified mentor. The candidate must also complete various activities throughout the experiences that require application and reflection of learned skill sets. The COE and the intern ¹determine the selection and placement of the interns collaboratively, with a focus on the intern’s specific career goals. Approval from the hosting school is required before the placement is finalized.

This packet of materials guides the prospective intern in planning and completing the internship experience. It is important that these materials be reviewed both at the beginning and throughout the internship experience. It is both the goal and the expectation of the College of Education that all candidates become reflective professional educators who make learning possible for all students.

Purpose of the Field Experience/Internship Program

The overall purpose of the educational leadership field experience and internship program at Qatar University is to provide significant opportunities for candidates to synthesize and apply the knowledge and skills identified in the QNPSSL through substantial, sustained, standards based work in real settings, planned and guided cooperatively by the institution and participating educational institutions as part of the requirements for the Masters in

¹ The term intern is used here to describe MEL candidates who are either enrolled in their field experiences (608 and 609) or in EDEL 610 Internship.

Educational Leadership degree. More specifically, the goals of the educational leadership field experience and internship are:

1. Substantial

- a) Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide interns with considerable responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders.
- b) Each candidate should have a minimum of 315 hours of field experience/internship experience. These are divided as follows: EDEL 608 (20 hours); EDEL 609 (40 hours); and EDEL 610 (250 hours).

2. Sustained

- a) Candidates participate in planned on-going intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.

3. Standards Based

- a) Interns apply skills and knowledge articulated in State of Qatar expectations for educational leaders QNPSSL Standards 1 -7.
- b) Experiences are designed to accommodate interns' individual career goals, within the parameters of the standards.

4. Real Settings

Candidates' experiences occur in multiple educational settings that allow for the demonstration of a wide range of relevant knowledge and skills.

5. Planned and Guided Cooperatively

The intern, the site mentor, and the university supervisor provide appropriate opportunities to apply skills, knowledge, and research contained in the standards plan filed experiences and internship cooperatively. These three individuals work together to ensure that the needs of the intern and program are met.

Qualifications for Field Experience/Internship Placements

All MEL field experiences and internships must provide meaningful opportunities that allow candidates to critically examine various issues and concerns in educational contexts and develop possible responses, implementing theories and knowledge in real professional settings. Because of the diverse professional background of MEL students, a set of guidelines has been developed to ensure that all internships provide challenging and meaningful educational experiences that positively shape educational leaders. With that in mind, the following guidelines will be used to determine what qualifies as an acceptable internship.

The field experiences and internships must provide for analysis, synthesis, and implementation. The essence of the internship is that candidates not only apply learned theories, but that they identify particular contexts where that theory and knowledge can be effectively used to transform schools. The following three situations may qualify:

- Candidates currently in a leadership role who will remain in that role during the internship
- Candidates who will officially move into new employment in a leadership position
- Candidates who will be placed by university staff into a volunteer leadership position
- All candidates will need to complete the same requirements, although some adjustments might be made considering the particular context

Candidates Currently Serving in a Leadership Role

For candidates currently holding leadership positions in independent schools or other schooling contexts, these students will continue in their present position; however simply holding this position does not qualify for an internship. Rather, the candidate must strategically select and address a project or issue that causes him/her to demonstrate the knowledge and skills targeted by the program and to reexamine educational issues. Such candidates will provide evidence of a critical analysis of a particular issue in their school or identify a particular problem that can be transformed, following the guidelines in the internship handbook. A letter of consent from the administration of that institution and a signed Qatar University and School Agreement form must be in the student's file before the start of internship activities (an example letter and QU School agreement form can be found in Appendix A). In addition, the Graduate Internship Placement Request Form must be completed (see page 19)

Candidates with New Positions in Leadership

Candidates assuming new employment in leadership roles in independent schools or other schooling contexts may document their application of the standards in practice to fulfill the internship requirements. A letter of consent from the administration of that institution and a signed Qatar University and School Agreement form must be in the student's file before the start of internship activities (an example letter and QU School agreement form can be found in Appendix A). In addition, the Graduate Internship Placement Request Form must be completed (see page 19)

Volunteer Candidates

Candidates who do not currently serve in leadership positions in independent schools or other schooling contexts and who are not moving into new employment in leadership positions for the semester must complete their internship in a volunteer capacity. The candidate may obtain permission from the identified school to serve voluntarily in a leadership role for the semester or may request assistance from university for placement.

A letter of consent from the administration of that institution and a signed Qatar University and School Agreement form must be in the student's file before the start of internship activities (an example letter and QU School agreement form can be found in Appendix A). In addition, the Graduate Internship Placement Request Form must be completed (see page 19)

If a problem arises during the field experience/internship concerning unsatisfactory performance of the intern, the intern, mentor, university supervisor and MEL coordinator will meet to discuss the problem(s), design a Professional Improvement Plan with a specific timeline. If the problem(s) is not resolved within the allotted timeline to the satisfaction of the mentor, university supervisor and MEL coordinator, then removal of the intern from the placement site is the next step.

Intern Professional Development Plan

We want our interns to succeed and will do all we can to assist them in this process. However, there are times when interns have difficulties. In the event that an intern is performing in an unsatisfactory manner, the mentor, university supervisor and the Coordinator for the MEL program will attempt to resolve and remediate the situation with respect and professionalism. Therefore, interns who are having difficulties are provided with an Intern Professional Development Plan that identifies the problem(s) in each learning outcome and disposition, describes the steps that have been taken, defines what action will be taken and creates a detailed plan for improvement and accountability. See Appendix G to view the details of the plan.

Removal from Field Experience/Internship

Once an intern has a field placement, s/he is expected to complete the internship in that context. Should a problem arise, the following procedures should be followed.

1. Prior to any removal, the university supervisor, mentor and intern should exhaust all possible strategies to address and improve the intern's performance. Removal from the program will be the last response.
2. Consultation concerning the removal of an intern takes place between the site mentor, school principal and university supervisor.
3. The university supervisor notifies the intern of the impending removal from the field experience/internship.
4. The university supervisor notifies the coordinator of the MEL program and the Department Chair at the University. The MEL coordinator provides written notification to the student and department chairperson.
5. Written appeal procedures for the candidate removed from the professional semester experience will be made available to the candidate by the supervisor(s) at the time of removal.

6. The university supervisor, MEL coordinator and the candidate develop a Professional Improvement Plan that identifies the reasons for the removal and provides a plan in order for the candidate to be successful in his/her next field experience/internship placement.
7. If a student is not satisfied with the outcome of the Professional Improvement Plan and the decision for removal from the field experience/internship, they should follow the university student complaint policy (see EDEL 610 syllabus for the stated policy).
8. In cases of extreme personal concerns or medical issues, an intern may request to leave his/her field placement. The program coordinator prior to the termination of the internship must approve this request. In this case, the candidate may either drop the course or receive an incomplete, depending on the nature of the problem and the week of the semester (See the Qatar University Undergraduate Student Handbook sections 3.2.5, 3.2.6, 3.2.7 regarding withdrawals).
9. If an intern leaves his/her placement voluntarily without having received permission from the program coordinator, s/he will receive an F grade for the field experience/internship.

Field Experiences: Course, Expectations and Requirements

EDEL 608 Issues in Educational Leadership

Course Description

This course provides opportunity for the learner to become involved in the life of a school and to identify the daily work and duties of the school principal and others who hold leadership positions in the teaching and administrative domains. Activities include the shadowing of such persons (school principal, vice principal, coordinator, social care specialist, etc.). Interns will conduct field visits (once a week for a total of 25 hours in the term) and will attend a weekly seminar (1.5 hours weekly) to discuss the results of the field visits and to engage in reflection on the leadership practices required in such positions. The intern has opportunity to observe a variety of educators in multiple situations working with diverse populations and reflects on the varied components of the leadership role. This phase increases the intern's understanding of effective leadership skills and their impact in schools. The intern observes the behavior of practicing educators and leaders and notes the actions taken. Interns are expected to question, analyze, and integrate the observed leadership behaviors.

Prerequisites: EDEL 601, EDEL 604

Course Expectations

During this semester, you are expected to complete the 25 field experience hours. Throughout the semester, the interns will meet as a group with the EDEL 608 instructor. The class time will be used to address common issues in educational leadership and issues that candidates have observed during their field experience. University rules regarding absences will be followed. If an absence from class is necessary, you should communicate with the EDEL 610 instructor(s) regarding the situation.

Course Requirements

The candidate is expected to shadow the administrator and assistant principal(s) to become familiar with the daily duties and responsibilities of school leaders. During this time, students should observe but not assume direct responsibility for these areas. EDEL 608 field experience is a university course required to complete your chosen program. As such, there are assignments that must be completed. The following descriptions will help you fulfill the requirements for your field experience.

Course Assignments for EDEL 608

Assignment	Brief Description of Assignment	Estimated Due Date
ELCC/QNPSSL Self-Evaluation	Candidates take a self-evaluation of the ELCC and QNPSSL that serves as the basis of their field experience plan.	First week of class
Field Experience Plan	The candidate will, with the university supervisor, prepare a plan for field visits within the first weeks of the course. The plan will be used to focus the internship assignments.	First few weeks of class
Critical Reflections	Candidates will reflect on the following topics: technology, curriculum, parental role and diversity.	Throughout the semester
PD Plan and Report	Each candidate will be assigned a teacher by the school principle of the school to which they have been assigned, gather data related to professions development needs, and design a professional development plan for the teacher. A report on the outcome of this plan will be required.	PD plan at midterm and PD report week 13
Summative Plan	Each candidate will provide a written critical narrative of the overall experience linked to the QNPSSL.	Final week of class

EDEL 609 Action Research

Course Description

The focus of this course is to apply action research in authentic contexts to improve K-12 teaching and learning. Candidates are expected to use action research as a vehicle for addressing individual or organizational problems. This cyclic method consists of describing a problem, gathering data to understand the problem, planning action to solve the problem, implementing the actions, monitoring and reviewing the effects of these actions, and then determining next steps based on the evidences. Students will also investigate the role of the administrator as an educational leader who supports the teaching and learning processes at the school. During this course, the learner will formulate a professional development plan for a teacher and implement the plan, with the

approval of the school academic coordinator and faculty teaching staff. This course includes 40 field-based hours.

Prerequisites: Instructional Supervision (EDEL 605), Issues in Education (EDEL 608), and Educational Research Methodologies (EDUC 606)

Course Expectations

During this semester, you are expected to complete the 40 field experience hours, attend class. Throughout the semester, the interns will meet as a group with the EDEL 609 instructor. The class time will be used to address individual concerns and issues regarding action research in the candidates’ student’s particular contexts. University rules regarding absences will be followed. If an absence from class is necessary, you should communicate with the EDEL 609 instructor(s) regarding the situation.

Course Requirements

EDEL 609 field experience is a university course required to complete your chosen program. As such, there are assignments that must be completed. The following descriptions will help you fulfill the requirements for your field experience.

Assignment	Description	Estimated Due Date
Action Research Project Plan	Candidates will identify a question for action research, identify relevant literature, and design a plan for gathering and analyzing data at their particular placement.	Third week of class
Action Research Final Project	Each candidate will use technology to present to the class a summary of the candidate’s completed action research project and engage the class in discussion about the project.	Last two weeks of the semester
Status Reports and Reflections –	Candidates will file an online report weekly reporting on their Action Research Project.	Throughout the semester
Final Exam	The written final will be completed in class. It will require knowledge of all information and skills addressed in the class. It will be a combination of objective questions, short answer questions, and essays that address the standards specified for this course.	Finals Week

Internship: Course and Expectations

**EDEL 610 Internship
Course Description**

In this course, the learner will integrate, synthesize, and apply knowledge acquired during all program courses in relation to educational leadership. The course allows the learner to practice and develop skills required of an educational leader (school principal or vice principal) during a period of ten weeks for a total of 250 field hours. A university supervisor designated by the college and a school-based educational leader/mentor (principal or vice principal) supervise the internship. Leadership responsibilities in regard to K-12 students, employees, parents, and the community increase gradually in number and complexity over the course of the internship.

Prerequisites: Completion of all other courses in the program with a program GPA of at least a 3.0. Completion of the Program Comprehensive Exam with a score of at least 70%.

Course Expectations

The internship provides "real-life" activities that allow candidates to apply theory and knowledge and to assess and reflect on the interaction of theory and practice. During this semester, you are expected to complete the 250 hours, attend class and have two meetings with the school-based mentor and university supervisor. Throughout the semester, the interns will meet as a group with the EDEL 610 instructor. The seminar will be used to deal with unexpected situations that arise during the internship, share experiences with other interns, critically reflect on leadership theory and practice and review Qatar University procedures required to submit the final project on Taskstream. A final class session will be held after the completion of the internship but before the end of the semester to finalize paperwork and forms. University rules regarding absences will be followed. If an absence from class is necessary, you should communicate with the EDEL 610 instructor(s) regarding the situation.

Course Requirements

EDEL 610 internship is a university course required to complete your chosen program. As such, there are assignments that must be completed. The following descriptions will help you fulfill the requirements for your internship.

Assignment	Description	Estimated Due Date
Internship Plan	The intern will develop a plan under the supervision of the educational leader mentor and the university supervisor that reflects the intern's personal objectives for the internship.	Within the first three weeks of the semester
Task Reports	The intern will prepare a detailed report at the end of every two-week period, detailing the responsibilities fulfilled, situations and tasks encountered, procedures followed, the outcome of the task or event, and the intern's personal evaluation and reflection on his work to that point. At least one critical incident report should be included during the course of the semester.	Throughout the semester
Critical Incident Report	The intern will provide a report detailing a critical incident that they faced in the	

	internship. The intern should provide the details of the incident, critical reflection, how the intern handled the situation and how the experienced shape their understanding of leadership.	
Internship Final Report	The intern will prepare a final summary report, which will include the Self-Examination instrument, summary of the most significant learning experiences of the internship, reflections on lessons learned, and a vision of the intern’s future work goals and plans. The format and supportive instruments for this report will be provided online.	

Responsibilities of Interns, School Mentors and University Supervisors

For a successful field experience/internship, the intern, mentor and university supervisor must be committed to particular responsibilities. Although the role and responsibilities of all involved in an internship shall vary depending upon the particular internship, there are a number of responsibilities that apply to all interns, mentors and supervisors regardless of internship. Table 3 describes the various role and responsibilities of all those involved in the field experience/internship.

Table 3 Roles and Responsibilities

Intern Responsibilities	School Mentor Responsibilities	University Supervisor Responsibilities
<p>Dedication</p> <ul style="list-style-type: none"> • Discuss potential placement options with course instructor. • Secure an internship site placement and request a mentor • Make field experience/internship a top priority for the semester. • Report to school on time, and remain until the designated end of the school day. • Schedule (one for field experiences, two for internship) on-site meeting at the culmination of each field experience with the University supervisor and the site mentor to review and reflect on the attainment of goals in the field experience plan and the candidate’s professional 	<p>Dedication</p> <ul style="list-style-type: none"> • Be friendly but professional with your intern. • Agree verbally and in writing to accept the candidate for the designated period. • Attend the mentor orientation provided by the university. • Provide needed guidance and assistance in the accomplishment of the goals cited in the internship plan. • Meet with the candidate and university supervisor at mutually arranged times to discuss the progress of the candidate (a minimum of twice during the internship). 	<p>Dedication</p> <ul style="list-style-type: none"> • Communicate with the on-site mentor regarding placement of the candidate. • Meet at the internship site with the site mentor and the candidate to review the internship plan. • Provide assistance to the candidate and site mentor as needed. • Review the candidate's assignments and provide timely feedback on progress. • Consult with the site mentor and candidate at the culmination of the internship to determine the quality of the internship and the candidate's accomplishment of the goals set forth in the internship plan. • Engage in a summative conference with the candidate.

growth.	<ul style="list-style-type: none"> • Complete your evaluation in a timely fashion. 	
<p>Organization</p> <ul style="list-style-type: none"> • Complete all assignments. • Attend all scheduled meetings with the EDEL 610 instructor. • Notify the school, the mentor, and the university supervisor as soon as possible if absence due to illness is necessary. 	<p>Orientation</p> <ul style="list-style-type: none"> • Attend the QU Internship Orientation with your intern. • Orient the intern to: <ul style="list-style-type: none"> – The students – The building facilities and resources – The personnel – administrators, faculty, and staff – The nature of the community – Professional opportunities 	<p>Orientation and Organization</p> <ul style="list-style-type: none"> • Orient your intern to your preferred method of contact. • Conduct two on site visits • Contact the intern if you are unable to keep an appointment. • At the end of the internship semester, turn in all documentation and forms to the Coordinator of the MEL Program.
<p>Preparation</p> <ul style="list-style-type: none"> • Provide the mentor teacher the final copy of your Internship Plan. • Read a variety of resource materials beyond the text materials in order to add enrichment to the lesson. • Plan for the most efficient methods for carrying out the internship plan • Allow for flexibility in the implementation of the internship plan. 	<p>Preparation</p> <ul style="list-style-type: none"> • Prepare a workspace for the intern. • Discuss the new intern’s placement with the college supervisor, and be sure to bring up any concerns. 	<p>Preparation</p> <ul style="list-style-type: none"> • Prepare a file of all forms and requirements the intern will need during the semester. • Be aware of timelines regarding university forms that are due, as well as due dates of assignments. • Become familiar with the <i>Internship Handbook</i>.

Intern Responsibilities	School Mentor Responsibilities	College Supervisor Responsibilities
<p>Scholarship</p> <ul style="list-style-type: none"> • Be aware of opportunities to participate in discussions with others about school leadership. • Be aware of and use resources and resource people already available at your internship site. 	<p>Scholarship</p> <ul style="list-style-type: none"> • Promote daily interactive discussions with your intern that encourages reflective thinking about the strengths and weaknesses of his/her leadership skills. • Assist the intern in implementing recommendations regarding the internship plan. • Confer with the college supervisor on a continuing basis. Performance problems should be identified and discussed as early as possible. • Discuss the internship plan 	<p>Scholarship</p> <ul style="list-style-type: none"> • Guide the intern’s growth in reflective thinking and self-evaluation. • Evaluate the intern’s task reports and provide written feedback. • Plan an intervention if there are problematic areas that need special attention. • Participate in a three-way evaluation conference (at least 20 minutes) with the intern and mentor teacher at the mid-point and end of the semester. • Complete mid-point and final evaluations with the mentor teacher of each intern and write recommendations and/or

	<p>with the intern and suggest changes he/she might make to be more effective.</p> <ul style="list-style-type: none"> • Participate in a three-way evaluation conference with the intern and supervisor at the mid-point and final evaluations and conferences. 	<p>summaries.</p> <ul style="list-style-type: none"> •
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Intern Responsibilities	School Mentor Responsibilities	University Supervisor Responsibilities
<p>Leadership</p> <ul style="list-style-type: none"> • Wear appropriate professional attire. • Welcome constructive suggestions and incorporate them in the internship plan. • Attend all EDEL 610 class. • Collaborate with others. • Establish professional relationships by interacting with school personnel (administrators, faculty, and support staff), students and parents. • Complete self-assessment on disposition survey. 	<p>Leadership</p> <ul style="list-style-type: none"> • Accept each intern as an individual and refrain from comparison of her/him with previous interns. • Introduce the intern to professional journals, resources, and organizations. • Involve the intern in faculty and curriculum meetings, parent meetings, and parent/teacher conferences when appropriate. • Complete disposition survey for intern. 	<p>Leadership</p> <ul style="list-style-type: none"> • Communicate regularly with the Program Director about areas of concern or make suggestions for programmatic changes. • Act as a liaison between the intern and the Qatar University College of Education (this includes communication with principals, mentor teachers, and interns).

Contact Information

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Appendix A

<p>Graduate Internship Placement Application Form College of Education Qatar University</p>
Personal Information
Name _____
Mailing Address _____
Mobile Phone # _____
Course Number _____
Semester Enrolled _____
School preferences Boys _____ Girls _____ Primary _____ Preparatory _____ Secondary _____
What do you hope to achieve through this field experience: _____

Date/Signature of Student _____

Date/Signature of MEL Coordinator _____

Appendix B

Example Permission Letter

(Note: Do not use this letter as it is written. Use it as a model. Replace the dates, names etc. with correct information)

Date:

To Whom it May Concern:

I agree to serve as mentor to [insert name] during the [fall, spring] semester of [year]. I understand that he/she is participating in an internship in the Masters in Educational Leadership Program at Qatar University and that she is required to observe me as I perform leadership activities in education. I understand that I need to attend a short mentor orientation at Qatar University on one of the following two dates:

- [dates to be announced]
- [dates to be announced]

I also understand that at the end of the semester, I will be asked to complete an evaluation of [your name]. I may contact [university supervisor] by mobile at [number] or by email at [email] if I have any questions or concerns.

Name_____ Position_____

School_____ Email_____

Telephone_____ Signature_____

Appendix C

Qatar University
Dualism agreement for Internship Assessment in the
Masters of Educational Leadership (MEL) program
between schools and the College of Education

We, the undersigned, agree that _____ (School Name) will allow MEL interns to participate in field-based leadership activities as part of Qatar University's MEL program. As signatories, we agree to allow interns to engage in the following activities in a manner that will not disrupt the instruction of children in the school and with consultation and support of School personnel.

Observing teachers and students in the School and associated instructional activities. Engaging in leadership activities consistent with the QU training program and in alignment with Qatar Curriculum Standards and school curricular and/or instructional initiatives, and participating in other relevant professional activities, as deemed appropriate by school staff and QU faculty.

We also agree that interns in this program must comply with all School rules and procedures while participating in field-based training, violation of rules may result in the removal of the intern from the school field training site, Interns are expected to follow ethical and professional guidelines as specified in the QU Internship Handbook.

QU program faculty will request School staff for permission of field-based placement of interns at a minimum of two weeks in advance of placement. Moreover, the numbers of interns and scheduling of placement in field training activities at the school site will be jointly determined by QU faculty representatives and school staff.

School administrators will permit QU program faculty to seek the input of School staff in the evaluation of interns' performance. To promote effective implementation of the field-based training program, regular communication between QU faculty and school staff concerning operation of the field training activities is encouraged. However, if either QU program faculty of school staff has significant concerns regarding operation of the field-based training program, either party may terminate this agreement.

This agreement is for the period of the semester when the internship takes place.

School Representative Date Name of School

QU Representative Date

جامعة قطر

اتفاقية ثنائية للتدريب الميداني ببرامج ماجستير

القيادة التربوية

بين المدارس و كلية التربية

اتفقنا نحن الموقعين أدناه بأن تسمح مدرسة _____ لطلبة ماجستير القيادة التربوية بالمشاركة في أنشطة التدريب الميداني ضمن برنامج القيادة. كما اتفقنا بالسماح لطلبة البرنامج بالمشاركة في عدد من الأنشطة التعليمية وبطريقة لا تتسبب في الإضرار بالتحصيل الدراسي لتلاميذ المدرسة، وبالتشاور والتعاون مع الهيئة الإدارية والتدريسية بالمدرسة، وهذه الأنشطة هي:

- ملاحظة المدرسين و تلاميذ المدرسة والأنشطة التدريسية ذات الصلة.

- المشاركة في أنشطة القيادة بطريقة متوافقة مع متطلبات البرنامج ومعايير المناهج القطرية التي حددتها هيئة التعليم بالمجلس الأعلى للتعليم.

- المشاركة في الأنشطة المهنية الأخرى، والتي يقرها ويقترحها المدرسون بالبرنامج وهيئة المدرسة.

ولقد اتفقنا أيضا على ضرورة التزام الطلبة بقوانين وأنظمة المدرسة خلال مشاركتهم في التدريب الميداني، وإن مخالفة القوانين قد تؤدي إلى طرد الطالب/ المعلم من التدريب الميداني. كما نتوقع التزام الطلبة/المعلمين بأخلاقيات المهنة المذكورة في دليل البرنامج. سيقدم المدرسون بالبرنامج طلب للسماح للطلبة/ المعلمين بالتواجد في المدرسة قبل بداية التدريس بأسبوعين سيتم إعداد جدول بأسماء المتدربين وأعدادهم وجداولهم والأنشطة التي سيقومون بها من قبل المدرسون بالبرنامج وهيئة المدرسة.

سيأخذ مدرسو البرنامج موافقة إدارة المدرسة على مشاركة الهيئة التدريسية في عملية تقييم أداء الطلبة/المعلمين.

إن الاتصال الدائم بين المدرسين بالبرنامج وهيئة المدرسة حول تنفيذ أنشطة التدريب الميداني سوف يسهم في تنفيذ برنامج التدريب الميداني بشكل فعال، وفي حال وجود أي تحفظات كبيرة حول تنفيذ البرنامج، فبإمكان أي طرف إنهاء هذه الاتفاقية.

تسري هذه الاتفاقية في الفترة من أكتوبر 2009 إلى ديسمبر 2009.

	عن المدرسة مدير المدرسه : ----- التاريخ : ----- عن كلية التربية جامعة قطر منسق البرنامج : ----- التاريخ : -----
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Appendix D

Master's in Education, Educational Leadership, Mentor and Supervisor Evaluation of Internship

Intern Name: _____

Supervisor Name: _____

School: _____

Directions: During the observation, please discuss each standard with the intern use the space provided to document evidence regarding how the intern is currently working to meet each of the Education Leadership Constituent Council Standards (ELCC) and Qatar National Professional Standards for School Leaders (QNPSL). Indicate the current mastery level in each standard and indicate the evidence you used to evaluate the standard.

4=target; 3=satisfactory; 2=needs improvement, 1=unsatisfactory

ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.	
ELCC/QNPSL	Internship Evidence (please provide examples of how each standard was demonstrated during the internship)
4 3 2 1	1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school (QNPSL 2).
4 3 2 1	1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals (QNPSL 1, 3, 7).
4 3 2 1	1.3 Candidates understand and can promote continual and sustainable school improvement (QNPSL 1, 3, 7).

4 3 2 1	1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders (QNPSSL 3, 7).
Comments	

ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

ELCC/QNPSSL	Internship Evidence (please provide examples of how each standard was demonstrated during the internship)
4 3 2 1	2.1 Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students (QNPSSL 1, 3, 4, 7).
4 3 2 1	2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program (QNPSSL 1, 3, 7).
4 3 2 1	2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff (QNPSSL 1, 7).
4 3 2 1	2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment (QNPSSL 1, 6).
Comments	

ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and

student learning.	
ELCC/QNPSSL	Internship Evidence (please provide examples of how each standard was demonstrated during the internship)
4 3 2 1	3.1 Candidates understand and can monitor and evaluate school management and operational systems.
4 3 2 1	3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations (QNPSSL 6).
4 3 2 1	3.3 Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school (QNPSSL 1)
4 3 2 1	3.4 Candidates understand and can develop school capacity for distributed leadership.
4 3 2 1	3.5 Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning. (QNPSSL 1)
Comments	

<p>ELCC Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.</p>	
ELCC/QNPSSL	Internship Evidence (please provide examples of how each standard was demonstrated during the internship)
4 3 2 1	4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.
4 3 2 1	4.2 Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community (QNPSSL 5)
4 3 2 1	4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers (QNPSSL 5).
4 3 2 1	4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners. (QNPSSL 5).
Comments	

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ELCC Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

ELCC/QNPSSL	Internship Evidence (please provide examples of how each standard was demonstrated during the internship)
4 3 2 1	5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success (QNPSSL 1).
4 3 2 1	5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school (QNPSSL 7).
4 3 2 1	5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school (QNPSSL 1).
	5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.
4 3 2 1	5.5 Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.
Comments	

ELCC Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

ELCC/QNPSSL	Internship Evidence (please provide examples of how each standard was demonstrated during the internship)
4 3 2 1	6.1 Candidates understand and can advocate for school students, families, and caregivers.
4 3 2 1	6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment (QNPSSL 3, 4).
4 3 2 1	6.3 Candidates understand and can anticipate and assess emerging trends

	and initiatives in order to adapt school-based leadership strategies. (QNPSSL 3).
Comments	

ELCC Standard 7.0: A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.	
ELCC/QNPSSL	Internship Evidence (please provide examples of how each standard was demonstrated during the internship)
4 3 2 1	7.1 Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences.
4 3 2 1	7.2 Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment.
4 3 2 1	7.3 Contribute to learning communities and other professional networks.
Comments	

Appendix E

PROFESSIONAL DISPOSITIONS ASSESSMENT FOR THE MASTERS IN EDUCATION, EDUCATIONAL LEADERSHIP

Candidate's Name: _____

Date: _____

Reviewer's Name: _____

DIRECTIONS

CANDIDATES: Please rate the extent to which you think you exhibit each of the following dispositions *at this point in your program*, adding comments or evidence if you want.

INTERNSHIP SUPERVISORS AND FACULTY: Please rate, based on your experiences with the candidate, the extent to which you think he or she exhibits each of the following dispositions *at this point in his or her program*, adding comments or evidence.

4= Target, 3= Satisfactory, 2= Needs improvement, 1= Unsatisfactory

The Masters in Educational Leadership in the College of Education at Qatar University strives to develop in our candidates the following professional dispositions. Our candidates will be committed to:	4	3	2	1	Comments or Evidence
Teaching					
<i>Content</i>					
Candidates have high standards for content knowledge in discipline areas.					
<i>Pedagogy</i>					
Candidates believe that all students can learn and have the ability to be successful in their academic endeavors.					
<i>Diversity</i>					
Candidates demonstrate respect for diversity.					
<i>Technology</i>					

The Masters in Educational Leadership in the College of Education at Qatar University strives to develop in our candidates the following professional dispositions. Our candidates will be committed to:	4	3	2	1	Comments or Evidence
Candidates recognize the importance of using diverse educational resources, including technology.					
Scholarship					
<i>Scholarly Inquiry</i>					
Candidates engage in critical reflection of theory and professional practice.					
<i>Problem Solving</i>					
Candidates use critical thinking to solve problems.					
Leadership					
<i>Ethical Values</i>					
Candidates demonstrate professional conduct that models ethical behavior and integrity.					
<i>Initiative</i>					
Candidates initiate and lead others in achieving goals, vision and mission.					

Appendix F

Disposition Assessment Rubric

MEL Dispositions Rubric				
Required Components/ Criterion	Target (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Content: Candidates have high standards for content knowledge in discipline areas.				
	<p>Demonstrates an understanding of emerging leadership trends and initiatives and applies these to professional practices (ELCC 6.3).</p> <p>Knows and uses theories and research underlying effective professional development (ELCC 1.3).</p> <p>Recognizes the significance of continual attention to effective teaching practices and discussions about current research and theory and uses this knowledge to guide practice (ELCC 2.4)</p> <p>Able to collaboratively develop and implement a vision for learning (ELCC 1.1).</p> <p>Utilizes methods for involving school stakeholders in the visioning process (ELCC 1.4).</p> <p>Develops and supports a school culture and instructional program that reflects a commitment to student learning (ELCC 2.1).</p> <p>Recognizes the need and</p>	<p>Demonstrates an understanding of emerging leadership trends and initiatives with limited application to professional practices (ELCC 6.3).</p> <p>Knows and uses some theories and research underlying effective professional development (ELCC 1.3).</p> <p>Recognizes the significance of continual attention to effective teaching practices and discussions about current research and theory and but demonstrates limited application of this knowledge to guide practice (ELCC 2.4)</p> <p>Some collaboration is used to develop and implement a vision for learning (ELCC 1.1).</p> <p>Utilizes methods for involving limited school stakeholders in the visioning process (ELCC 1.4).</p> <p>Develops a school culture and instructional program that reflects a commitment to student learning (ELCC 2.1).</p>	<p>Limited understanding and application of emerging leadership trends and initiatives and cannot adapt these to professional practices (ELCC 6.3).</p> <p>Knows but fails to use theories and research underlying effective professional development (ELCC 1.3).</p> <p>Recognizes the significance of continual attention to effective teaching practices and discussions about current research and theory but this knowledge has limited impact on practice (ELCC 2.4)</p> <p>Limited collaboration in the development and implementation of a vision for learning (ELCC 1.1).</p> <p>Limited involvement of school stakeholders in the visioning process (ELCC 1.4).</p> <p>Fails to develop and support a school culture and instructional program that reflects a commitment to student learning (ELCC 2.1).</p> <p>Recognizes the need</p>	<p>Lacks any understanding of emerging leadership trends and initiatives and cannot apply these to professional practices (ELCC 6.3).</p> <p>Fails to utilize theories and research underlying effective professional development (ELCC 1.3).</p> <p>Does not recognize the significance of continual attention to effective teaching practices and discussions about current research and theory (ELCC 2.4)</p> <p>Cannot collaboratively develop and implement a vision for learning (ELCC 1.1).</p> <p>Does not involve school stakeholders in the visioning process (ELCC 1.4).</p> <p>Does not promote or support a school culture and instructional program that reflects a commitment to student learning (ELCC 2.1).</p>

	has the ability to use distributed leadership to understand leadership practice and how leadership practices might work more effectively in their particular school context (ELCC 3.4).	Recognizes the need and has limited ability to use distributed leadership to understand leadership practice and how leadership practices might work more effectively in their particular school context (ELCC 3.4).	but does not use distributed leadership to understand leadership practice and how leadership practices might work more effectively in their particular school context (ELCC 3.4).	Fails to recognize the need to understand leadership practice and how leadership practices might work more effectively in their particular school context (ELCC 3.4).
Pedagogy: Candidates believe that all students can learn and have the ability to be successful in their academic endeavors.				
	<p>Demonstrates a comprehensive understanding of instructional supervision theories and practices that ensures quality instruction and student learning (ELCC 3.5).</p> <p>Actively encourages the use of differentiated teaching and divergent use of teaching resources to ensure student success (ELCC 2.1).</p> <p>Understands appropriate use of varied research-based instructional strategies working with school staff to improve teaching and learning (ELCC Standard Element 2.3).</p>	<p>Demonstrates an understanding of instructional supervision theories and practices that ensures quality instruction and student learning (ELCC 3.5).</p> <p>Encourages when opportunities arise to use of differentiated teaching and divergent use of teaching resources to ensure student success (ELCC 2.1).</p> <p>Understands some ways of using varied research-based instructional strategies working with school staff to improve teaching and learning (ELCC Standard Element 2.3).</p>	<p>Demonstrates limited understanding of instructional supervision theories and practices that ensures quality instruction and student learning (ELCC 3.5).</p> <p>Does not encourage the use of differentiated teaching and divergent use of teaching resources to ensure student success (ELCC 2.1).</p> <p>Does not understand any use of varied research-based instructional strategies working with school staff to improve teaching and learning (ELCC Standard Element 2.3).</p>	<p>No evidence of any understanding of instructional supervision theories and practices that ensures quality instruction and student learning (ELCC 3.5).</p> <p>Discourages the use of differentiated teaching and divergent use of teaching resources (ELCC 2.1).</p> <p>Does not recognize the use of varied research-based instructional strategies working with school staff to improve teaching and learning (ELCC Standard Element 2.3).</p>
Technology: Candidates recognize the importance of using diverse educational resources, including technology.				
	Demonstrates an understanding of the appropriate uses of school technology and information systems to support and monitor students learning (ELCC Standard Element 2.2; 3.1).	<p>Demonstrates basic understanding of uses of school technology and information systems to support and monitor students learning (ELCC Standard Element 2.2).</p> <p>Uses available technology</p>	Demonstrates limited understanding of the appropriate uses of school technology and information systems to support and monitor students learning (ELCC Standard Element	Lacks any understanding of the uses of school technology and information systems to support and monitor students learning (ELCC Standard

	<p>Uses available technology effectively to manage school operations (ELCC Standard Element 3.2).</p> <p>Demonstrates an understanding and effective planning of instructional and usage in the school (ELCC Standard Element 2.4).</p>	<p>to manage school operations (ELCC Standard Element 3.2).</p> <p>Demonstrates an understanding of instructional and usage in the school (ELCC Standard Element 2.4).</p>	<p>2.2).</p> <p>Very limited use of technology to manage school operations (ELCC Standard Element 3.2).</p> <p>Little understanding and planning of instructional and usage in the school (ELCC Standard Element 2.4).</p>	<p>Element 2.2).</p> <p>No use of technology to effectively to manage school operations (ELCC Standard Element 3.2).</p> <p>No understanding of technology and its uses for instruction within the school (ELCC Standard Element 2.4).</p> <p>No evidence of planning of instructional technology (ELCC Standard Element 2.4).</p>
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Diversity: Candidates demonstrate respect for diversity.

	<p>Demonstrates the ability to assess school culture, analyze trends, and suggest appropriate strategies that capitalize on the diversity of the school and community (ELCC Standard Element 4.2).</p> <p>Demonstrates the ability to develop and articulate a vision based on collaboration with faculty and community based on collected data that improves the school's educational environment (ELCC Standard Element 4.1).</p> <p>Knows the backgrounds and cultures students, teachers, colleagues and parents and uses this diversity as part of perspective and practice.</p> <p>Demonstrates the belief that all students are capable of learning and demonstrates practices that promote equitable learning opportunities for all students (ELCC 6.2).</p>	<p>Demonstrates the ability to assess school culture, analyze trends, but lacks suggestions of appropriate strategies that capitalize on the diversity of the school and community (ELCC Standard Element 4.2).</p> <p>Demonstrates the a limited ability develop and articulate a vision based on collaboration with faculty and community based on collected data that improves the school's educational environment (ELCC Standard Element 4.1).</p> <p>Knows the backgrounds and cultures students, teachers, colleagues and parents with limited uses this diversity as part of perspective and practice.</p> <p>Demonstrates the belief that all students are capable of learning and demonstrates limited practices that promote</p>	<p>Demonstrates a limited ability to assess school culture, analyze trends, and lacks suggestions for appropriate strategies that capitalize on the diversity of the school and community (ELCC Standard Element 4.2).</p> <p>Demonstrates the ability to develop and but demonstrates difficulty in articulating a vision based on collaboration with faculty and community based on collected data that improves the school's educational environment (ELCC Standard Element 4.1).</p> <p>Knows the backgrounds and cultures students, teachers, colleagues and parents but seldom uses this diversity as part of</p>	<p>Demonstrates no ability to assess school culture, analyze trends, and to suggest appropriate strategies that capitalize on the diversity of the school and community (ELCC Standard Element 4.2).</p> <p>Lacks the ability to develop and articulate a vision based on collaboration with faculty and community based on collected data that improves the school's educational environment (ELCC Standard Element 4.1).</p> <p>Fails to know the backgrounds and cultures students, teachers, colleagues and parents and</p>
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	<p>Understands that individuals, families and communities need to be active partners in school success and develops and sustains positive relationships with stakeholders (ELCC Standard Element 4.4).</p>	<p>equitable learning opportunities for all students (ELCC 6.2).</p> <p>Understands that individuals, families and communities need to be active partners in school success and develops positive relationships with stakeholders (ELCC Standard Element 4.4).</p>	<p>perspective and practice.</p> <p>Demonstrates the belief that all students are capable of learning and but few practices are used to promote equitable learning opportunities for all students (ELCC 6.2).</p> <p>Understands that individuals, families and communities need to be active partners in school success positive relationships with stakeholders (ELCC Standard Element 4.4).</p>	<p>uses this diversity as part of perspective and practice.</p> <p>Does not demonstrate the belief that all students are capable of learning and there is no evidence of practices that promote equitable learning opportunities for all students (ELCC 6.2).</p> <p>Fails to recognize that individuals, and communities need to be active partners in school success and develops and sustains positive relationships with stakeholders (ELCC Standard Element 4.4).</p>
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Scholarly Inquiry: Candidates engage in critical reflection of theory and professional practice.

	<p>Consistently evaluates own professional practice and performance (e.g., interactions, written work, formal and informal assessments) and the impact on school, teachers and student success (ELCC Standard Element 1.3).</p> <p>Monitors and adjusts actions based on reflective practices</p> <p>Actively seeks further information and perspectives from others to evaluate and change own performance.</p> <p>Generates ideas for potential improvements or revisions and applies them to future professional practice.</p> <p>Is open-minded and positive when receiving feedback from others, and acts upon suggestions.</p>	<p>Sporadically evaluates own professional practice and performance (e.g., interactions, written work, formal and informal assessments) and the impact on school, teachers and student success (ELCC Standard Element 1.3).</p> <p>Monitors actions based on reflective practices and makes some adjustments</p> <p>Uses information and perspectives from others to evaluate and change own performance.</p> <p>Generates ideas for potential improvements or revisions and applying some to future professional practice.</p> <p>Is open-minded and positive when receiving feedback from others, and acting on some suggestions.</p>	<p>Demonstrates an understanding of the reflection but seldom evaluates own professional practice and performance (e.g., interactions, written work, formal and informal assessments) and the impact on school, teachers and student success (ELCC Standard Element 1.3).</p> <p>Seldom adjusts actions based on reflective practices</p> <p>Listens to perspectives from others but seldom uses the information to improve practice.</p> <p>Generates ideas for potential improvements or revisions but fails to apply these to practice..</p> <p>Is open-minded and positive when receiving feedback from others,</p>	<p>Does not critically evaluate own professional practice or performance (e.g., interactions, written work, formal and informal assessments) and the impact on school, teachers and student success(ELCC Standard Element 1.3).</p> <p>Fails to see the need for positive change.</p> <p>Resistant to change</p> <p>Does not provide substantive suggestions for potential improvements or revisions.</p> <p>Rejects suggestions from others</p> <p>Offers excuses and/or assigns blame for negative results to</p>
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			but does not implement change.	students, parents, colleagues, supervisors, or others.
Problem Solving: Candidates use critical thinking to solve problems.				
	<p>Identifies the main problem and subsidiary, embedded, or implicit aspects of the problem, and identifies them clearly, addressing their relationships to each other.</p> <p>Collects and uses assessment data to improve school goals and plans learning (ELCC Standard Element 1.2)</p> <p>Identifies, appropriately, one's own position on the issue, drawing support from experience and understanding the objectively identifies individual biases embedded in this position understanding the impact.</p> <p>Identifies, the overt and embedded ethical issues when analyzing a problem (ELCC Standard Element 5.4)</p> <p>Analyzes the issue with a clear sense of scope and context, including an assessment of the audience of the analysis.</p> <p>Considers other pertinent contexts and others' perspectives.</p> <p>Identifies and discusses conclusions, implications, and consequences considering context, assumptions, data, and evidence.</p>	<p>Identifies the main problem and subsidiary, embedded, or implicit aspects of the problem, but lacks some clarity presenting a limited relationship to each other.</p> <p>Collects assessment data to improve school goals and plans learning (ELCC Standard Element 1.2)</p> <p>Identifies one's own position on the issue, drawing support from experience and identifies individual biases embedded in this position.</p> <p>Identifies, the overt ethical issues when analyzing a problem (ELCC Standard Element 5.4)</p> <p>Analyzes the issue with a limited sense of scope and context, including an assessment of the audience of the analysis.</p> <p>Considers limited pertinent contexts and others' perspectives.</p> <p>Identifies conclusions, implications, and consequences considering context, assumptions, data, and evidence.</p>	<p>Limited identification and understanding of the problem.</p> <p>Limited use of assessment data to improve school goals and plans learning (ELCC Standard Element 1.2)</p> <p>Does not identify or is confused by the issue, or represents the issue somewhat inaccurately.</p> <p>Identifies, one ethical issue when analyzing a problem (ELCC Standard Element 5.4)</p> <p>Minimal analyzes the issue lacking scope and context, with no assessment of the audience of the analysis.</p> <p>Deals only with a few perspectives limiting discussion of other possible perspectives significant to the issue.</p> <p>Limited conclusions, implications, and consequences of the issue or the key relationships between the other elements of the problem, such as context, implications, assumptions, or data and evidence are presented.</p>	<p>Does not identify and summarize the problem, is confused or identifies a different and inappropriate problem.</p> <p>No use of assessment data to improve school goals and plans learning (ELCC Standard Element 1.2)</p> <p>Does not identify or is confused by the issue, or represents the issue inaccurately.</p> <p>Does not consider ethical issues when analyzing a problem (ELCC Standard Element 5.4)</p> <p>Little analysis of the issue.</p> <p>Deals only with a single perspective and fails to discuss other possible perspectives, especially those significant to the issue.</p> <p>Fails to identify conclusions,</p>

				implications, and consequences of the issue or the key relationships between the other elements of the problem, such as context, implications, assumptions, or data and evidence.
Ethical Values: Candidates demonstrate professional conduct that models ethical behavior and integrity.				
	<p>Possesses an in depth understanding of the effects of ethical behavior on one’s own leadership (ELCC 5.2).</p> <p>Understands the importance of a commitment to equity and diversity and integrates this into professional practice. (ELCC 5.3; 5.5).</p> <p>Understands the need to act with integrity, fairness and professional ethics conducive to student learning and achievement for all students and uses this knowledge as a guide for professional practice (ELCC 5.1).</p>	<p>Possesses an understanding of the effects of ethical behavior on one’s own leadership (ELCC 5.2).</p> <p>Understands the importance of a commitment to equity and diversity with limited practice (ELCC 5.3; 5.5).</p> <p>Understands the need to act with integrity and professional ethics conducive to student learning and achievement for all students with limited practice (ELCC 5.1).</p>	<p>Possesses limited understanding of the effects of ethical behavior on one’s own leadership (ELCC 5.2).</p> <p>Limited understanding of the importance of a commitment to equity and diversity (ELCC 5.3; 5.5).</p> <p>Understands the need to act with integrity and professional ethics conducive to student learning and achievement for all students but there is no evidence of this in professional practice (ELCC 5.1).</p>	<p>Lacks an understanding of the effects of ethical behavior on one’s own leadership (ELCC 5.2).</p> <p>Fails to recognize the importance of modeling a personal and professional code of ethics</p> <p>Fails to recognize the importance of a commitment to equity and diversity (ELCC 5.3; 5.5).</p> <p>Fails to recognize the need to act with integrity, fairness and professional ethics conducive to student learning and achievement for all students (ELCC 5.1).</p>
Initiative: Candidates initiate and lead others in achieving goals, vision and mission.				
	<p>Demonstrates an understanding and acts to influence Supreme Education Council decisions affecting student learning in a school environment (ELCC 6.2).</p> <p>Demonstrates the willingness and ability to serve as an advocate for diverse population of students and families (ELCC 6.1).</p> <p>Initiates the development and support of innovative</p>	<p>Demonstrates an understanding and can act to influence Supreme Education Council decisions affecting student learning in a school environment (ELCC 6.2).</p> <p>Demonstrates the willingness with limited ability to serve as an advocate for diverse population of students and families (ELCC 6.1).</p> <p>Initiates the development</p>	<p>Demonstrates an understanding and back fails to act on Supreme Education Council decisions affecting student learning in a school environment (ELCC 6.2).</p> <p>Demonstrates the willingness to serve as an advocate for diverse population of students and families (ELCC 6.1).</p>	<p>Fails to provide evidence of an understanding of Supreme Education Council decisions and their affect on student learning in a school environment (ELCC 6.2).</p> <p>Does not have the willingness or the ability to serve as an advocate for diverse population of students and families (ELCC</p>

	school policies and procedures that protect the welfare and safety of students and staff (ELCC 3.3).	and support of school policies and procedures that protect the welfare and safety of students and staff (ELCC 3.3).	Support of school policies and procedures that protect the welfare and safety of students and staff (ELCC 3.3).	6.1). Supports existing school policies procedures that might not fully protect the welfare and safety of students and staff (ELCC 3.3).
Overall Rating				

Appendix G
Qatar University
Masters of Education in Educational Leadership
Intern Professional Development Plan

Date of Plan Meeting:

Name of Intern:

Mentor:

Names of All Persons Present at the Meeting:

All Additional Pertinent Supervisors/Faculty:

Check all areas in which the candidate's performance does not meet program standards.

Professional Performance

Teaching

- Content
- Pedagogy
- Diversity
- Technology

Scholarship

- Scholarly Inquiry
- Problem Solving

Leadership

- Ethical Values
- Initiative

Dispositions

Teaching

- Content: Candidates have high standards for content knowledge in discipline areas.
- Pedagogy: Candidates believe that all students can learn and have the ability to be successful in their academic endeavors.
- Diversity: Candidates demonstrate respect for diversity.
- Technology: Candidates recognize the importance of using diverse educational resources, including technology.

Scholarship

- Scholarly Inquiry: Candidates engage in critical reflection of theory and professional practice.
- Problem Solving: Candidates use critical thinking to solve problems.

Leadership

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

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

Description of the problem(s) in each learning outcome and disposition checked above:

Date(s) the problem(s) was brought to the intern's attention and by whom:

Steps already taken by the intern to rectify the problem(s) that was identified:

Steps already taken by the supervisor(s)/faculty to address the problem(s):

Learning Outcomes and Dispositions	Problem	Expectations	Candidate' s Responsibilities/ Actions	Supervisor/Faculty Responsibilities/Actions	Timeframe for Acceptable Performance	Assessment Methods	Dates of Evaluation	Consequences for Unsuccessful Remediation

Professional Development Plan

I, _____, have reviewed the above professional development plan with my university supervisor. My signature below indicates that I fully understand the above. I agree/disagree with the above decisions (circle one). My comments, if any, are below (*PLEASE NOTE: If student disagrees, comments, including a detailed description of the trainee's rationale for disagreement, are REQUIRED*).

Student Name Date

Signature

University Supervisor Name

Date

Mentor Name

Date

Signature

Program Coordinator Name

Date

Signature

Student' s comments (Feel free to use additional pages):

Appendix H
HANDBOOK ACKNOWLEDGMENT

My signature below acknowledges that I have read the *Internship Handbook* and agree to abide by the standards, policies, and procedures defined or referenced in the Handbook. I understand that I have an obligation to inform my college supervisor of any changes in personal information, such as name, phone number, or address. I also accept responsibility for contacting my college supervisor or program advisor if I have any questions or concerns, or if further explanations are needed.

Intern's Printed Name _____

Signature _____ Date _____

Please return this signed form to the Instructor of the EDEL 610 Internship. All signed forms will reside with:

Dr. Michael H. Romanowski
Coordinator of Master of Educational Leadership
College of Education
Qatar University
P.O. Box 2713
Doha, Qatar