

Field Experience and Internship Handbook
Master of Education in Special Education
Mild/Moderate Concentration



“Together we Shape the Future through Excellence
in Teaching, Scholarship, and Leadership”
College of Education
Qatar University

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Introduction

Fieldwork is an integral part of the Masters in Education, Special Education Program designed to integrate theory and coursework into practice. The university works with K-12 schools and other institutions in Qatar that serve students with special needs to provide all candidates with field placements that will develop their knowledge, skills, and dispositions related to the College of Education's eight learning outcomes, derived from our conceptual framework, the Qatar National Professional Standards for School Leaders, and the standards from the Council for Exceptional Children that align with the program.

This handbook is intended to support you as you complete the field experiences in SPED 602, 603, 607 and final internship. The handbook is designed to provide you with the information needed to successfully complete all requirements for the field experiences. 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.

Visions and Missions that Guide the Program

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.*

Mission of the M.Ed. in Special Education

The mission of the Masters in Education, Special Education, program is to prepare Qatar's leaders in special education who will improve the education provided to students with additional educational support needs in the country's schools, support the country's educational reform efforts, and advance Qatari society.

Program Objectives

1. Become leaders in Qatar's schools, organizations, agencies, and other entities that serve students with additional educational support needs and their families.
2. Contribute to the development and use of educational practices that are research-based and culturally and technically appropriate for Qatar's students with additional educational support needs and their families.
3. Develop and advance the skills of special educators and other professionals who serve students with additional educational support needs and their families in Qatar.
4. Contribute to the special education knowledge base for Qatar, the Arab world, and beyond.

Conceptual Framework of the College of Education

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.

Standards that Guide the Program

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 work. Fortunately (and purposely) these standards reflect and support each other and the other standards you are expected to meet. CED, as a college that prepares education professionals, has identified eight learning outcomes that are common to all its programs. Table 1 lists these outcomes and the field experiences in which you are expected to demonstrate them. Note that mastery of all, or almost all, standards is expected to be demonstrated during internship.

Table 1. College of Education Unit Learning Outcomes

SPED 602	SPED 603	SPED 607	SPED 621	Teaching
Policy Paper			Final Report	1. Content: Demonstrate understanding of the key theories and concepts of the subject matter.
	Inter-vention	Behavior Modification	Final Report	2. Pedagogy: Plan effective instruction to maximize student learning.
		Behavior Modification	Final Report	3. Technology: Use current and emerging technologies in instructionally powerful ways.
	Inter-vention	Behavior Modification	Final Report	4. Diversity: Foster successful learning experiences for all students by addressing individual differences.
				Scholarship
Policy paper			Final Report	5. Scholarly Inquiry: Actively engage in scholarship by learning from and contributing to the knowledge base in education.
Policy paper	Inter-vention	Behavior Modification	Final Report	6. Problem Solving: Arrive at data-informed decisions by systematically examining variety of factors and resources.
				Leadership
Policy paper	Inter-vention	Behavior Modification	Final Report	7. Ethical Values: Apply professional ethics in all educational contexts.
Policy paper	Inter-vention	Behavior Modification	Final Report	8. Initiative: Lead positive change in education.

Qatar National Professional Standards for Teachers and School Leaders (QNPSTL)

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 lists these standards and notes the field experience(s) in which you are expected to demonstrate achievement of these standards. Note that mastery of all, or almost all, standards is expected to be demonstrated during internship.

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

SPED 602	SPED 603	SPED 607	SPED 621	QNPSSL Standard
Policy Paper			Final Report	1. Lead and manage learning and teaching in the school community.
Policy Paper				2. Develop, communicate, and report on strategic vision and aims of the school and community.
Policy Paper			Final Report	3. Lead and manage change.
	Inter-vention	Behavior Modification		4. Lead and develop people and teams.
				5. Develop and manage school-community relations.
Policy Paper				6. Develop and manage resources.
Policy Paper				7. Reflect on, evaluate, and improve leadership and management.

Standards of the Council for Exceptional Children (CEC)

The Council for Exceptional Children (CEC) is an internationally recognized professional organization in special education. This program addresses a broad range of standards as articulated by this organization. Table 3 lists these standards and notes the field experience(s) in which you are expected to demonstrate achievement of these standards. Note that mastery of all, or almost all, standards is expected to be demonstrated during internship.

Table 3. Council for Exceptional Children (CEC) Standards

SPED 602	SPED 603	SPED 607	SPED 621	CEC Standard
<i>1.0 Understand how exceptionalities may interact with development and learning and use this knowledge to promote meaningful and challenging learning experiences for individuals with exceptionalities.</i>				
	Inter-vention	Behavior Modification	Final Report	1.1 Understand how language, culture, and family background influence the learning of individuals with exceptionalities.
	Inter-vention	Behavior Modification	Final Report	1.2 Use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
<i>2.0 Promote safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.</i>				
		Behavior Modification		2.1 Know how to intervene safely and appropriately with individuals with exceptionalities in crisis.
<i>3.0 Use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</i>				
		Behavior Modification		3.1 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities
			Final Report	3.2 Modify general and specialized curricula to make them accessible to individuals with exceptionalities.
<i>4.0 Use multiple methods of assessment and data-sources in making educational decisions.</i>				
			Final Report	4.1 Select and use technically sound formal and informal assessments that minimize bias.
			Final Report	4.2 Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
	Inter-vention	Behavior Modification	Final Report	4.4 Engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
<i>5.0 Select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</i>				
			Final Report	5.1 Consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

			Final Report	5.2 Use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
	Inter-vention		Final Report	5.3 Be familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
	Inter-vention		Final Report	5.4 Use strategies to enhance language development and communication skills of individuals with exceptionalities
			Final Report	5.6 Promote teaching to mastery and generalization of learning.
<i>6.0 Use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</i>				
Policy Paper			Final Report	6.1 Use professional Ethical Principles and Professional Practice Standards to guide their practice.
Policy Paper				6.2 Understand how foundational knowledge and current issues influence professional practice.
Policy Paper				6.3 Understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
Policy Paper				6.4 Understand the significance of lifelong learning and participate in professional activities and learning communities.
			Final Report	6.5 Advance the profession by engaging in activities such as advocacy and mentoring
<i>7.0 Promote collaboration with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.</i>				
	Inter-vention	Behavior Modification	Final Report	7.1 Use the theory and elements of effective collaboration.
	Inter-vention	Behavior Modification	Final Report	7.2 Serve as a collaborative resource to colleagues.
	Inter-vention	Behavior Modification	Final Report	7.3 Use collaboration to promote the well-being of individuals with exceptionalities-

Master of Education in Special Education Program Dispositions

Special educators hold specific dispositions that shape their practice. 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 Special Education Program, you have been engaged in discussions about the dispositions, have observed the modeling of these dispositions by faculty and have been provided opportunities to apply the dispositions in difference contexts. During your field experiences, you are expected to demonstrate your commitment to these dispositions.

The MSPED 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 special educators. It is important for candidates, mentors and supervisors to note evidence in order to make accurate and fair assessment of the candidates’ practices See Appendix A for the dispositions assessment form and Appendix B for the disposition assessment rubric.

Master of Education in Special Education Program Dispositions

The Masters in Special Education in the College of Education at Qatar University strives to develop in our candidates the following professional dispositions. Our candidates will be committed to:

1. Content: Maintaining challenging expectations for individuals with disabilities to develop the highest possible learning outcomes for all students
2. Pedagogy: Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with disabilities and their families.
3. Diversity: Promoting meaningful and inclusive participation of individuals with disabilities in their schools and communities.
4. Technology: Advocating for professional conditions and resources, including adaptive technologies that will improve learning outcomes of individuals with disabilities.
5. Scholarly Inquiry: Using evidence, instructional data, research and professional knowledge to inform practice.
6. Problem Solving: Finding creative ways to protect and support the physical and psychological safety of individuals with disabilities.
7. Ethical Values:
 - 7a. Practicing within the professional ethics and standards of the profession;
 - 7b. Ethical Values: Neither engaging in nor tolerating any practice that harms individuals with disabilities.
8. Initiative
 - 8a. Initiative: Reflecting on, evaluating, and improving their professional practice as an ongoing process
 - 8b. Initiative: Developing relationships with families based on mutual respect and actively involving families and individuals with disabilities in educational decision-making.

Introduction and Field Experience/Internship Overview

As you pass through your program, more importance is placed on field-based learning and internship experiences. This packet of materials guides you in planning and completing these experiences. It is important that these materials be reviewed both at the beginning and throughout the field and internship experiences. 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.

The Special Education field experience and internship are:

1. Substantial -- Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by special educators and leaders in special education
2. Sustained -- Candidates participate in planned on-going intern activities during the field experiences and internship, allowing for candidate application of the knowledge and skills expected in the program.
3. Standards Based -- Experiences are designed to accommodate interns' individual career goals, within the parameters of the standards.
4. In 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 dispositions of the program.

Placements

The coordinator of the program will help you identify your placement for field assignments and for the internship. Your school-based mentor needs special qualifications and has certain responsibilities, as do you. Your mentor will receive a official letter (see Appendix C) from the program. Although the field assignments are fairly structured, your internship plan will be collaborative developed with you, your mentor, and the program coordinator. The goal is to ensure that you have an opportunity that both meets the requirements of the program and your own career goals.

Requirements for a Site-Based Mentor

- 1) Has experience at an advanced level in special education or has been a leader in education in a position that requires decisions related to special education
- 2) Is employed in an educational institution
- 3) Has the capacity to offer rich and diverse experience to the candidate in the focus area
- 4) Will commit to the time required and the responsibility of mentoring the candidate
- 5) Has the support of supervisor/administrator as appropriate for engaging in the mentoring experience.

Intern Responsibilities

Dedication

- Collaborative plan placement and internship plan with program coordinator.
- Make field experience/internship a high priority.
- Report to site on time (when expected) and remain as long as expected.
- Schedule with the university supervisor and the site mentor to review and reflect on the attainment of goals in the field experience plan and professional growth (internship only).

Teaching

- Modify instruction based on students' individual needs so that every student may learn at his/her highest potential.
- Provide a support environment in which every student has opportunity to learn.

Scholarship

- 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.

Professionalism and Leadership

- Complete all assignments.
- Attend all scheduled meetings.
- Notify the school, the mentor, and the university supervisor as soon as possible if absence is necessary.
- Plan for the most efficient methods for carrying out the internship plan
- Allow for flexibility in the implementation of the internship plan.
- Wear appropriate professional attire.
- Welcome constructive suggestions and incorporate them in the internship plan.
- Collaborate with others.
- Establish professional relationships by interacting with school personnel (administrators, faculty, and support staff), students and parents.

Mentor Responsibilities

Dedication

- 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).
- Complete your evaluation in a timely fashion.
- Attend the QU Internship Orientation with your intern.
- Orient the intern to:
 - The students
 - The building facilities and resources
 - The personnel – administrators, faculty, and staff

- The nature of the community
- Professional opportunities
- Prepare a workspace for the intern.
- Discuss the new intern's placement with the college supervisor, and be sure to bring up any concerns.

Teaching

- Provide opportunities for candidates to modify curriculum and assessment based on students' individual needs.
- Provide opportunities for candidates to engage in instruction, assessment, and feedback to students.

Scholarship

- Assist the intern in implementing 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 with the intern and suggest changes he/she might make to be more effective.
- Participate in an evaluation conference with the intern and supervisor.

Leadership

- 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 and final evaluation.

University Supervisor Responsibilities

Dedication

- 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.
- Orient your intern to your preferred method of contact.
- Conduct an appropriate number of 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 program coordinator.
- 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 *Internship Handbook*.

Scholarship

- 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 summaries.

Leadership

- 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.

Field Experiences: Course Expectations and Requirements

SPED 602 Inclusive Education for Students with Disabilities

Assignment: Observation of the practice of inclusion (10 hours in a field setting). The purpose of this assignment is to observe what exactly inclusion looks like in Qatar in a school, for a particular student with a disability, or for an individual with a disability in a non-school setting. Your observation will occur over the course of at least six weeks, with at least a one-hour observation period each week. Questions guiding your observations might be the following. Where is the student being educated? What is being provided academically? Who is providing the education? What is happening socially with this student? How does the school implement Qatar's policies that emphasize inclusion? You will use ideas about inclusion and the treatment of individuals with disabilities in society as the framework for your observations. Your written report will not only describe what you will have observed but also your recommendations for changes in educational provision, using information from the course.

Course Learning Outcomes

- List, describe, and recommend adaptations and modifications to promote inclusion of students with disabilities and other diverse needs.
- Describe how to observe, record and manage behaviors.
- Identify effective classroom management strategies.

Grade for this field assignment is based on: appropriateness of recommendations for adaptations and modifications based on descriptions of behaviors observed, use of research-based recommendations, descriptions of and data collected about behaviors observed, and quality of recommended classroom management strategies. The rubric for the field assignment for this course is in Appendix G.

SPED 603 Advanced Applied Behavior Analysis (10 field hours)

Assignment

Students are required to spend one hour per week (a total of 10 contact hours over 10 weeks) in a classroom setting. Various observation and data collection assignments will be gathered and analyzed.

Course Learning Outcomes

- Write procedures for selecting, defining, and measuring applied behavior.
- Describe an intervention addressing, planning, replication, and evaluation of the effectiveness.

Grade for this field assignment is based on: quality of definitions of behaviors observed and measured, data collected, and appropriateness of research-based intervention selected to address the targeted behavior. The rubric for the field assignment for this course is in Appendix G.

SPED 607: Characteristics of Mild/Moderate Disabilities (10 field hours)

Assignment

Data Collection and IEP

Two observations in two separate inclusive classrooms and post them on the course Blackboard site. Select an appropriate grade level that is different from your field internship. Use an anecdotal report for the first observation addressing physical, cognitive, social, cultural, and emotional development, and create a data collection sheet (e.g., Word, Excel) for the second observation. The second observation will involve a direct observational method. The student must describe a target behavior and record observation using a data collection sheet.

Course Learning Outcomes

- Describe the historical, philosophical, and societal perspectives relevant to the education of learners with mild disabilities.
- Explain the concepts of FAPE, LRE, mainstreaming, social integration, and inclusion as they apply to student with high incidence disabilities.
- Describe the rights, responsibilities, and roles of parents, educators, students, and communities in meeting the needs of learners with high incidence disabilities.

Grade for this assignment is based on: application of ideas about special education and inclusion to understand and analyze observational data, quality of descriptions of roles of participants in providing education to students with high incidence disabilities. The rubric for the field assignment for this course is in Appendix G.

SPED 611: Literary Assessment and Remediation (15 field hours)

Assignment: During the weeks of the class, you will observe literacy classes in both English and Arabic in two schools, an independent school and one designed to meet the needs of students with learning challenges, a total of 15 hours. The information collected during such observations will provide material with which we will work in class to develop your skills in: identifying literacy difficulties, determining assessment procedures to collect additional information, developing goals and objectives to address particular needs, planning instructional approaches, and

collecting evidence about the effectiveness of teaching efforts. For this assignment, you will submit what you have developed in each of these areas for one of the students you have observed in the second school.

Course Learning Outcomes

- Design individualized education program plan goals and objectives to address the needs of a student with reading difficulties
- Design instruction for a student with reading difficulties using evidence-based practices
- Design evaluation of the effects of instruction for a student with reading difficulties

Grade for this assignment is based on: specificity of the statement of the student's strengths and needs based on the observations, consistency of the components of the educational plan relative to the student's needs, depth of analysis about the student using the theoretical and technical information from the course, quality of the instructional recommendations. The rubric for the field assignment for this course is in Appendix G.

SPED 621: Internship (350 field hours)

In your Final Internship, you are expected to develop a plan in which you will be able to apply the knowledge, skills, and dispositions you have acquired in the program in an authentic setting to show that you can achieve some of the major tasks expected of leaders in special education. Such tasks include: (a) improve the learning of a student or group of students, (b) use technology to improve student learning, (c) conduct a review of the literature to ensure that leadership efforts are based on research, (d) conduct a presentation for an authentic audience, and (e) make a major contribution to the school or organization. You will complete a thorough report (Appendix E) and will also be evaluated by your site mentor and college supervisor in regard to dispositions (Appendices A and B) and the standards of the program (Appendix F).

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 of the 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 program and the Department Chair at the University. The 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, 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.
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.

Contact Information

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Appendix A: Dispositions Assessment Survey

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= Exceeds Expectations, 3= Meets the standard, 2= Needs improvement, 1= Not evidenced

The Masters in Special Education 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
1. Content: Maintaining challenging expectations for individuals with disabilities to develop the highest possible learning outcomes for all students					
2. Pedagogy: Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with disabilities and their families.					
3. Diversity: Promoting meaningful and inclusive participation of individuals with disabilities in their schools and communities.					
4. Technology: Advocating for professional conditions and resources, including adaptive technologies that will improve learning outcomes of individuals with disabilities.					
5. Scholarly Inquiry: Using evidence, instructional data, research and professional knowledge to inform practice.					
6. Problem Solving: Finding creative ways to protect and support the physical and psychological safety of individuals with disabilities.					
7a. Ethical Values: Practicing within the professional ethics and standards of the profession;					
7b. Ethical Values: Neither engaging in nor tolerating any practice that harms individuals with disabilities.					
8a. Initiative: Reflecting on, evaluating, and improving their professional practice as an ongoing process					
8b. Initiative: Developing relationships with families based on mutual respect and actively involving families and individuals with disabilities in educational decision-making.					

The Professional Dispositions are adapted from the Ethical Principles of The Council for Exceptional Children and the Teacher and Leader Dispositions of the Supreme Educational Council, State of Qatar.

Appendix B: Dispositions Rubric

Disposition	Unsatisfactory (1)	Needs Improvement (2)	Satisfactory (3)	Target (4)
1. Content:	Consistently fails to set challenging expectations for students	Frequently fails to maintain challenging expectations for students	Most of the time maintains challenging expectations for most students	Consistently maintains challenging expectations for students
2. Pedagogy:	Either many incidents of questionable professional competence or a serious failure to maintain competence, integrity, or judgment	Demonstrates professional competence, integrity, and professional judgment most of the time, no serious incidents of failure to do so	Maintains high levels of professional competence, integrity, and professional judgment with few exceptions, none serious	Consistently maintains high levels of professional competence, integrity, and professional judgment
3. Diversity:	No evidence of efforts to provide meaningful and inclusive participation of students in schools or communities	Inclusive participation of students in either schools or communities is infrequent or may frequently not be meaningful	Overtime, provides meaningful and inclusive participation of students in either schools or communities	Consistently provides meaningful and inclusive participation of students in schools and communities
4. Technology:	Does not advocate for conditions, resources, or adaptive technologies, when appropriate opportunities are evident.	Misses several opportunities to advocates for conditions and/or resources, including adaptive technologies	Advocates for conditions and/or resources, including adaptive technologies, but may miss appropriate opportunities to do so.	Advocates for conditions and/or resources, including adaptive technologies, in all appropriate situations
5. Scholarly Inquiry	Little or no use of appropriate use of evidence, instructional data, research or professional knowledge	Uses evidence, instructional data, research or professional knowledge appropriately sometimes; but many missed opportunities	Uses evidence, instructional data, research or professional knowledge appropriately, but may miss opportunities to do so	Uses evidence, instructional data, research and professional knowledge whenever appropriate
6. Problem Solving	Little or no evidence of consideration of the physical or psychological safety of	No serious failure to considers the physical and psychological safety of individuals with	Considers the physical and psychological safety of individuals with disabilities and takes appropriate actions	Consistently finds creative ways to protect and support the physical and psychological safety of individuals with

	individuals with disabilities	disabilities	when necessary	disabilities
7a. Ethical Values: Professional Ethics	Either little or no demonstration of the knowledge of standards and professional ethics or any serious mistakes in these areas	Demonstrates some knowledge of standards and professional ethics, but many mistakes or omissions; none serious	Overall, demonstrates knowledge of and practice within professional ethic and standards, with few omissions; none serious	Consistently demonstrates knowledge of and practice within professional ethics and standards
7b. Ethical Values: Do no harm	Little to no evidence of a commitment to the well-being of students in interactions with them and with colleagues in the settings or demonstrations of the opposite	Evidences some commitment to the well-being of students in interactions with them and with colleagues in the settings	Overall evidences a commitment to the well-being of students in interactions with them and with colleagues in the setting	Consistently and explicitly evidences a commitment to the well-being of students in interactions with them and with colleagues in the setting
8a. Initiative: Professional Practice	Little to no evidence of meaningful reflection	Engages in reflection, but either fails to apply to practice or inappropriate application	Demonstrates frequent, meaningful reflection, but application of insights to improve professional practice may be weak	Demonstrates frequent, meaningful reflection AND appropriate application of insights to improve professional practice
8b. Initiative: Developing relationships	Shows no commitment to or evidence of trying to build relationships with families or to involving families in decision-making	Minimal evidence of trying to build relationships with families or to involve families in decision-making	Evidence of attempts to build relationships with families or to involving families in decision-making	Displays a clear commitment to developing relationships with families AND to involving families in decision-making

Appendix C: 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 Special Education Program at Qatar University and will need to complete the activities as explained in the internship plan. 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 D: Internship Plan Guide

Graduate Internship Plan: SPED 621
College of Education
Qatar University

Personal Information

Name:

Email:

Mobile Phone:

Semester Enrolled:

Site preference:

What do you hope to achieve through this field experience? (Please explain in approximately 1 page)

Please provide a detailed plan on what you will do to achieve these goals (approximately 2-3 pages).

Date/Signature of Student _____

Date/Signature of program coordinator _____

Appendix F: Rubrics for Field Assignments

Rubric for Observation Assignment SPED 602

	Target	Satisfactory	Needs Improvement	Unsatisfactory
Focus	All observations clearly focus on the characteristics and challenges related to the student's disability.	Most observations focus on the characteristics and challenges related to the student's disability, with some off-task or unfocused narrative.	Much of the narrative does not focus on the characteristics and challenges related to the student's disability.	Narrative lacks focus; does not center on observations related to the student's disability.
Thoroughness	Extensive observations are reported for each visit and described clearly and thoroughly.	A sufficient number of observations are described for each visit; some descriptions may lack clarity or thoroughness.	More observations are needed for several of the visits; description frequently lacks clarity or thoroughness.	Few observations are reported; narrative is sketchy and shallow.
Knowledge of Field	Selection of incidents/behaviors to note clearly reflects an in-depth knowledge of the field appropriate to this point in the program.	Selection of incidents/ behaviors to note reflects adequate knowledge of the field appropriate to this point in the program.	Selection of incidents/ behaviors to note reflects inadequacies or misconceptions related to knowledge in the field.	Selection of incidents/behaviors to note reflects.
Professionalism	The entire report exhibits high standards of confidentiality, ethics, and respect for teaching as a profession.	Overall, the report exhibits high standards of confidentiality, ethics, and respect for teaching as a profession.	There are some errors in professionalism in the report; none serious.	There are serious errors in professionalism.
Writing Quality	Paper is organized, interesting, and has few to no errors in spelling, grammar, or punctuation; none serious.	Paper is organized and interesting, but has a several errors in spelling, grammar, or punctuation, none that interfere with understanding.	Paper needs improvement in organization; has several errors in spelling, grammar, or punctuation; some affect understanding.	Paper has serious problems in improvement in organization; has several errors in spelling, grammar, or punctuation; some of which affect understanding.

Intervention Plan Rubric – SPED 603

	Unsatisfactory	Needs Improvement	Acceptable	Target
General Information	Information on student or context was missing	Minimal description of the student and context	Good description of the student, but minimal description of context	Thorough description of student and context
Operational Definitions	Provided definitions that were not operational. No baseline data available.	Provided operational definitions of target and replacement behavior. Provided baseline data for only one.	Provided operational definitions of target and replacement behavior. Provided baseline data for only one.	Provided clear operational definitions of target and replacement behaviors. Provided baseline data for each.
Ecological Analysis	Provided minimal to no information on area and failed to analyze how these factors may influence behavior or the ethical issues associated with these factors.	Provided some information on most areas with some analysis. Some areas missing and lack of depth in analysis in others. Ethical issues only mentioned briefly.	Provided some information on each area with some analysis. Lack of depth in analysis. Ethical issues identified, but only addressed minimally.	Provided thorough analysis related to target behavior including when and where it occurs; subject/activity; people present; and events or conditions immediately preceding. Discussed occasions when student is most successful. Specifically Ethics are specifically and thoroughly discussed.
Grammar and Content	Failed to include appropriate professional terms. Serious problems with grammar and punctuation that interfered with comprehension and understanding.	Included few professional terms. Problems with grammar and punctuation; some that interfered with understanding.	Included appropriate professional terms. Minimal problems with grammar and punctuation; none that interfered with understanding.	Content included appropriate professional terms. Used proper grammar and punctuation.

IEP Rubric – SPED 607

	Unsatisfactory	Needs Improvement	Satisfactory	Target
The PLEP states evaluation data and baseline data.	No data observational or measurable.	Only observational data stated, no measurable data stated.	Evaluation or baseline data is stated, one is missing.	PLEP states evaluation data and/or baseline data.
The PLEP includes a statement of the child’s strengths.	No information about strengths.	A strength is stated but not related to goal area.	Statement of the child’s strengths is related to goal area, but the description is unclear.	PLEP includes a clear statement of the child’s strengths closely related to goal area.
The PLEP includes a needs statement.	No needs statement in the PLEP.	Needs statement present, not related to the goal.	PLEP is not student centered, but based on data for goal area.	Needs statement is student centered, based on the data for the goal area.
The PLEP describes how the student’s disability affects involvement and progress in general curriculum and activities, supports needed for success in general curriculum.	No statements, no data about how the disability affects progress in the general curriculum	PLEP is only a descriptive statement without data, no linkage to general education. .	PLEP provides baseline data, but no linkage to the general curriculum.	PLEP describes the difference between the student’s performance (baseline data) and supports needed to succeed in the general curriculum.
Goals correspond to adverse to needs identified in the PLEP.	No relationship between the PLEP and goals	Some relationship to needs identified in the PLEP.	Goals correspond to needs identified in the PLEP, some needs not met.	Goals correspond to needs identified in the PLEP or are addressed in adaptations.
The goal clearly describes the behavior/skill to be changed, relates to the measures/outcomes.	The goal does not clearly describe the behavior/skill to be changed, nor does it relate to the measures/outcomes.	The goal clearly describes the behavior/skill to be changed, but does not relate to the measures/outcomes	The goal describes the behavior/skill to be changed and relates to the measures/outcomes, although the relationship may not be clearly described	The goal clearly describes the behavior/skill to be changed, and relates it to measures/outcomes.
Goals are meaningful, measurable. Direction of change is clear.	Goals are not meaningful, not measurable, direction of change is not clear.	Goals are meaningful, not measurable, not clear on direction of change.	Goals are meaningful, but not measurable, direction of change is clear.	Goals are meaningful, measurable. Direction of change is clear.
Objective states the condition for student performance.	Objective does not state the condition.	Objective clearly states a condition for student performance, although the statement may be lacking in clarity and appropriateness.	Objective states an appropriate condition for student performance, although the statement may be lacking in clarity.	Objective clearly states an appropriate condition for student performance.
Objective describes skill or behavior.	Objective does not describe skill or	Objective describes skill or behavior, but	Objective describes skill or behavior,	Objective clearly describes skill or

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	behavior.	description is poor in quality.	although clarity may be lacking.	behavior.
Student progress is recorded on a chart, graph, or other method is used for each student goal/objective, included in the student's file. Data is collected and documented according to the IEP.	There are not any charts, graphs, and little or no data is collected on the student's IEP goals/objectives.	Each goal/objective does not have a chart, graph, or other method used in collecting data, but there is evidence of regular data collection or, each goal has a graph but no evidence of regular data collection.	Each goal/objective has a chart, graph, or other method used in collecting data on interventions used, data is collected and documented less often than according to the IEP.	Each goal/objective has a chart, graph, or other method used in collecting data on interventions used to promote progress, student performance on the objective. Data is collected and documented according to the IEP.

Case Study Rubric – SPED 611

	Unsatisfactory	Needs Improvement	Satisfactory	Target
Consistency among components	There is little to no relationship between the components of the case study.	There is some connection among the components of the study, but there are several weaknesses and/or flaws, in the way they are linked.	Information in statement of strengths and needs, assessment choices, and goals and objectives are reasonably well integrated, with few errors.	Information in statement of strengths and needs, assessment choices, and goals and objectives are clearly and logically integrated.
Specificity of details	Few details are provided; they are mostly generalities rather than specifically address this case.	Some details about the strengths and needs of the students are specific, but many are general and lack observational basis.	Most details about the strengths and needs of the students are based on observations, although some are general rather than specific to this case.	Details about the strengths and needs of the students are clear, concise, and based on observations and are specific to the case.
Depth of analysis	Little effort is exhibited to apply theoretical or technical information, or serious errors are made in their application.	Analysis applies theoretical or technical information provided in the course with some errors.	Analysis appropriately applies theoretical and technical information provided in the course to some extent.	Analysis appropriately and thoroughly applies theoretical and technical information provided in the course.
Quality of instructional recommendations	Recommendations are of poor quality and do not address the needs identified in the study.	Some recommendations are evidence-based, although they may not be entirely appropriate to address the needs identified in the study.	Most recommendations are evidence-based and are appropriate to address the needs identified in the study.	Recommendations are evidence-based, come from reputable sources, and will clearly address the needs identified in the study.
Ethics	Errors/omissions in ethical concerns do not reflect respect for the student or teaching as a profession.	Overall, respect for the student and for professionalism in teaching is represented.	High standards of ethics are reflected through demonstrated respect for the student and for professionalism in teaching with few omissions/errors; none serious.	Highest standards of ethics are reflected through clear demonstration of respect for the student and for professionalism in teaching.

Final Report Rubric – SPED 621

	Unsatisfactory	Needs Improving	Satisfactory	Target
Content: Laws and Policies in Qatar	Little to no information about the laws and policies guiding special education in Qatar.	Relates limited knowledge about the laws and policies guiding special education in Qatar or how they influence professional practice.	Relates good knowledge about the laws and policies guiding special education in Qatar and how they influence professional practice.	Relates good knowledge about the laws and policies guiding special education in Qatar and how they influence professional practice.
Pedagogy: Improve Student Learning	Instructional activities were more general than individualized; little to no evidence of improvement in student learning	Equivocal evidence that instructional activities were individualized and improvement in student learning occurred	Evidence indicates that instructional activities were designed and implemented, resulting in some improvement in student learning	Instructional activities were individually designed and implemented; evidence showing improvement in student learning is strong
Technology: Use of Technology to Improve Student Learning	Assistive technology was not used to improve student learning	Assistive technology used was more general than individualized; little to no evidence that student learning improved	Assistive technology was more individualized than general; some indication that student learning improved	Assistive technology was individualized; strong evidence that student learning improved
Diversity: Make Instructional Decisions Appropriate to the Needs of the Individual Learner	Little to no evidence of consideration of matters related to least restrictive environment, appropriate placement, and inclusion	Some evidence of consideration of matters related to least restrictive environment, appropriate placement, and inclusion	Evidence of consideration of matters related to least restrictive environment, appropriate placement, and inclusion; little to no evidence of how this consideration affects educational efforts	Evidence of consideration of matters related to least restrictive environment, appropriate placement, and inclusion; evidence of how this consideration affects educational efforts
Problem Solving: Applying Best Practices in Educational Design	Little to no evidence of identifying and using research-based practices to guide instruction knowledge of students	Some evidence of identifying and using research-based practices to guide instruction or knowledge of students	Evidence that research-based practices were identified and used to guide instruction and data-based knowledge of students	Strong evidence that instruction was based on research-based practices and data-based knowledge of students
Scholarly Inquiry: Use Multiple Resources to Investigate a Problem	Little to no evidence that scholarly resources were used to investigate a problem	Evidence that one or two scholarly resources were used; resources were low in quality	Appropriate scholarly resources of adequate quality were used; some evidence of how the resources were applied	Scholarly resources of good quality were used; strong evidence of how the resources were applied successfully
Ethical Values: Apply Ethical Values	Little to no evidence of contributing to positive changes during the internship	Some evidence of contributing to positive change during the internship	Evidence of contributing to positive change during the internship; some indication of initiative on the candidate's part	Evidence of contributions to important or significant change, or multiple changes; clear indications of initiative on the candidate's part

Appendix G: 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 (summarized)

- Content: Maintaining challenging expectations
- Pedagogy: Maintaining high levels of professional competence, integrity, and professional judgment
- Diversity: Promotes meaningful and inclusive participation
- Technology: Advocates for professional conditions, resources and adaptive technologies as appropriate
- Scholarly Inquiry: Uses evidence, instructional data, research, and professional knowledge
- Problem Solving: Maintains physical and psychological safety

Leadership

- Ethical Values-- Standards: Practices professional ethic and standards
- Ethical Values—Do no harm: Does not engage in nor tolerate harmful practices
- Initiative—Reflective Practice
- Initiative—Developing relationships

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):

Professional Development Plan – Candidate’s Contract

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 disagrees, rationale is REQUIRED).

Plan Element	Rationale
Learning Outcomes & Dispositions	
Expectations	
Problem(s) Identified	
Candidate’s Responsibilities/Actions	
Supervisor/Faculty Responsibilities/Actions	
Timeframe for Acceptable Performance	
Assessment Methods	
Dates of Evaluation	
Consequences for Unsuccessful Remediation	

 Student Name Date

 Signature

 University Supervisor Name Date

Mentor Name

Date

Signature

Program Coordinator Name

Date

Signature

Additional candidate comments (Feel free to use additional pages):

Appendix H: Handbook Acknowledgement

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 university 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 program coordinator. All signed forms will reside with:

Program Coordinator
Dr. Clay Keller
clay.keller@qu.edu.qa
+974 4403 5228
College of Education
Qatar University
P.O. Box 2713
Doha, Qatar