



**Master of Education
in
Educational Leadership**

Field Experiences and Internship Handbook



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

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Masters in Education, Educational Leadership Program

Introduction

Welcome

This handbook is intended to support you as you fulfill the field experiences and final internship in the Masters in Education, Educational Leadership Program. First, it presents the context and conceptual framework that support the program to help you remember the importance and focus of what you are doing. It reviews the standards we expect you to acquire and to demonstrate. Lastly, it outlines your responsibilities during these experiences and provides guides and models to help you. We have the upmost faith in you and anticipate your success.

The Context: Education in a Reform Community

In 2003, Qatar University embarked on an ambitious Reform Initiative that aims to continually evolve the quality of instructional and educational services, and promote its administrative efficiency. Students, faculty and staff are viewed as an integral part of the reform plan and communication with them is a priority. Three fundamental principles guide the QU reform process; autonomy, decentralization, and accountability, each contributing uniquely towards a balance of steady and effective reform (Brewer, Augustine, Zellman, Ryan, Goldman, Stasz, & Constant, 2007). The vision and mission statements of Qatar University and the College of Education reflect the spirit and goals that reform. Candidates that fulfill these field experiences are expected to be personal representations of these values.

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

The QU mission is to promote the cultural and scientific development of the Qatari society while preserving its Arabic characteristics and maintaining its Islamic

cultural heritage. The University's dissemination of knowledge shall contribute to the development and advancement of human thought and values. The University shall provide the country with specialists, technicians and experts in various fields, and equip citizens with knowledge and advanced research methodologies. The University shall also remain committed to strengthening its scientific and cultural ties with other Arab and international universities and educational institutions.

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.” It is blue, the color used by the University or represent CED on all official publication. 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 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 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, discussing 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 this internship, you will have opportunities to demonstrate this kind of leadership.

Internship Standards

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 Learning Outcomes

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 in each field experience.

Table 1. COLLEGE OF EDUCATION UNIT LEARNING OUTCOMES

EDEL 608	EDEL 609	EDEL 610	Teaching
		√	1. Content: Demonstrate a deep and thorough understanding of the key theories and concepts of the subject matter.
√	√	√	2. Pedagogy: Ensure effective planning for instruction and the use of multiple learning and pedagogical content strategies to maximize student learning and promote critical thinking.
		√	3. Technology: Evaluate and use current and emerging technologies in instructionally powerful ways and to assist in the management of educational environment.
		√	4. Diversity: Respond to every student's uniqueness and foster successful learning experiences by meeting individual differences.

EDEL 608	EDEL 609	EDEL 610	Scholarship
	√	√	5. Scholarly Inquiry: Understand the tools and methods of inquiry and use data-driven decision making to maximize teaching and learning.
√	√	√	6. Problem Solving: Gather, analyze, and plan a sequence of steps to achieve learning objectives: process a variety of factors in identifying solutions and making sound, well-informed decisions.

EDEL 608	EDEL 609	EDEL 610	Leadership
√	√	√	7. Ethical Values: Apply professional ethics in all educational contexts and have enduring respect for self-confidence in teaching as a profession.
√	√	√	8. Initiative: Demonstrate the qualities of effective leadership to plan with vision and reason, collaborate with all stakeholders, and communicate effectively in interpersonal and public contexts.

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 described below (Table 2, Education Institute, 2007, p 2).

Table 2. Key Concepts of QNPSTSL

- Promoting student learning – the standards acknowledge that the core business of both teachers and school leaders is the enhancement of student learning
- Creating safe, supportive and challenging learning environments – the standards recognize that teachers and school leaders have a joint responsibility to develop effective learning environments in which students are safe, supported and intellectually challenged, both at classroom and whole-school levels
- Effectively using resources to promote student learning – the standards recognize that teachers and school leaders have a responsibility to manage school resources, both at classroom and whole-school levels, in a way that maximizes student learning opportunities
- Building effective school-community partnerships – the standards recognize that both teachers and school leaders have a responsibility to develop and maintain partnerships with parents, students and the broader community that foster student learning
- Working in teams – the standards recognize that teachers and school leaders work in a variety of team situations and must possess the capabilities to act collegially, participate in teams and lead teams
- Reflecting on professional practice – the standards recognize that, as professionals, teachers and school leaders must have the capacity to analyze and improve their performance and engage in life-long learning

These key concepts are reflected in the National Professional Standards for School Leaders (NPSSL) listed below (Table 3). It is these standards that will be the basis of your evaluations, although they are integrated with and matched to the unit outcomes of CED. It is these standards (NPSSL) that will form the basis for your examination for licensure in the future.

Table 3. NPSSL

1. Lead and manage learning and teaching in the school community
2. Develop, communicate and report on the strategic vision and aims of the school community
3. Lead and manage change
4. Lead and develop people and teams
5. Develop and manage school – community relations
6. Develop and manage resources
7. Reflect on, evaluate and improve leadership and management

It may be helpful to have all of these put together. Table 4 shows how the CED Unit Outcomes AND the Qatar National Professional Standards for School Leaders fit together. It also shows the courses you have taken (or will take) that have special emphasis on the indicated knowledge, skills, and dispositions.

Table 4: Alignment of Qatar Professional Standards for School Leaders with the College of Education’s Conceptual Framework

NPSSL	College of Education Conceptual Framework							
	Teaching				Scholarship		Leadership	
	Content	Pedagogy	Technology	Diversity	Scholarly Inquiry	Problem Solving	Ethical Values	Collaboration
1. Lead and manage learning and teaching in the school community	EDEL 604	EDEL604	EDEL602	EDEL604	EDEL603 EDEL606	EDEL 603	EDEL 603	EDEL 603
2. Develop, communicate and report on the strategic vision and aims of the school community.	EDEL 601	EDEL602	EDEL602		EDEL601 EDEL606	EDEL 601	EDEL 601	EDEL 601
3. Lead and manage change	EDEL 601	EDEL601	EDEL602		EDEL605	EDEL 609		EDEL 605
4. Lead and develop people and teams	EDEL 605	EDEL605		EDEL605	EDEL605	EDEL 605	EDEL 605	EDEL 605
5. Develop and manage school–community relations			EDEL602					
6. Develop and manage resources	EDEL 607		EDEL607	EDEL607	EDEL607	EDEL 607	EDEL 607	EDEL 607
7. Reflect on, evaluate and improve leadership and management	EDEL 608	EDEL608	EDEL609		EDEL609 EDEL606	EDEL 608	EDEL 608	EDEL 608

Rationale for the Internship Program

Why are your field experiences arranged the way they are? The Master's of Education in Educational Leadership of Qatar University (MED) has a three dimensional approach to development of leaders. The three dimensions included are academic preparation, field-based learning/internship and the professional formation.

Daresh (1988) states:

People must be prepared for leadership roles through equal attention to strong academic programs, realistic guided practice, and perhaps most importantly, through the formation of individual candidates as aspiring administrators who need to be able to cope personally and professionally with the ambiguities associated with school leadership. (p. 184)

As candidates approach the final stages of their academic preparation, attention is increasingly placed on their field-based learning/internship experiences. The field experiences provide opportunities to synthesize and apply acquired knowledge in the workplace and to develop and refine skills included in the program's standards-based curriculum of the program.

In these three main field-based experiences, candidates are placed with cooperating school systems, other educational institutions, or related agencies, under the direct supervision of an educational leader. Field experiences will vary in degree of responsibility, focus on a variety of leadership styles, and will allow the candidate to explore different levels of administration in a myriad of diverse settings. The candidate must also complete various activities throughout the experiences that require reflection and application of leadership knowledge and skills. The university field experience program director and the candidate determine selection and placement for the field experiences collaboratively, with a focus on the candidate's specific career goals.

This packet of materials has been prepared to guide you, the candidate, in planning and completing these field experiences. It is imperative that these materials be reviewed at the

beginning of each field experience. Each stage is carefully explained, and all candidates are expected to follow the identified steps.

Purpose of the 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 NPSSL 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 Educational Leadership degree. These experiences are designed to also align with NCATE/ELCC standards. 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 (NCATE/ELCC Standards 1 -7).
- b) Each candidate should have a minimum of 400 hours of internship experience.

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 NPSSL Standards 1 -7 as well as ELCC Standards 1-7 and NETS Standards.
- b) Experiences are designed to accommodate interns' individual career goals, within the parameters of the standards.

4. Real Settings

- a) Candidates' experiences occur in multiple educational settings that allow for the demonstration of a wide range of relevant knowledge and skills.
- b) Candidates' experiences include work with appropriate community organizations such as social service groups and local businesses.

5. Planned and Guided Cooperatively

- a) Candidates' experiences are planned cooperatively by the intern, the site supervisor, and the University supervisor to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to ensure that the needs of the intern and program are met.

6. Credit

- a) Candidates earn graduate credit for their intern experience.

Roles and Responsibilities of Field Experiences Team Members

All members of the field experiences have important roles to fulfill during the process.

The candidate will:

1. Provide proof to the program coordinator prior to registration for each field experience course that all prerequisites have been achieved.
2. Discuss potential placement options with the university field experience director.
3. Complete all assignments.
4. Make a conscientious effort to attend all scheduled meetings with mentor and university
5. Engage in all tasks that are written in the field experience plan.
6. Communicate via the program website email weekly with the University supervisor with an informal report of progress.
7. Schedule, via e-mail, a meeting at the midpoint of each field experience with the University supervisor to discuss the progress of the field experience.
8. Schedule an 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 growth.
9. Complete the online field experience evaluation form at the summation of each field experience experience.

The Site Mentor will:

1. Agree verbally and in writing to accept the candidate for the designated period.
2. Attend the mentor orientation provided by the university.
3. Meet with the candidate at least two weeks prior to the beginning of the field experience to develop the goals that make up the field experience plan.
4. Provide needed guidance and assistance in the accomplishment of the goals cited in the field experience plan.
5. Meet with the candidate and university field experience director at mutually arranged times to discuss the progress of the candidate.

6. Complete an evaluation checklist at the culmination of the field experience and return it to the candidate. It is the candidate's responsibility to ensure that the checklist is given to the university supervisor.

The University Supervisor will:

1. Communicate with the on-site mentor regarding placement of the candidate.
2. Meet at the field experience site with the site mentor and the candidate to review the field experience plan.
3. Provide assistance to the candidate and site mentor as needed.
4. Review the candidate's assignments and provide timely feedback on progress.
5. Consult with the site mentor and candidate at the culmination of the field experience to determine the quality of the field experience and the candidate's accomplishment of the goals set forth in the field experience plan.
6. Engage in a summative conference with the candidate.

Field Experience I: EDEL 608 Issues in Educational Leadership

Syllabus

Assignments and Forms



QATAR UNIVERSITY
COLLEGE OF EDUCATION
COURSE NUMBER: EDEL 608
COURSE TITLE (CRH): Issues in Educational Leadership (3)
SEMESTER AND YEAR: Fall, 2009

INSTRUCTOR: _____ **EMAIL:** _____
OFFICE NUMBER: _____ **OFFICE HOURS:** _____
PHONE: _____ **CLASS MEETING TIME/LOCATION:** _____

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

Together We Shape the Future through Excellence in Teaching, Scholarship, and Leadership.

COLLEGE OF EDUCATION UNIT LEARNING OUTCOMES

Teaching

	1. Content: Demonstrate a deep and thorough understanding of the key theories and concepts of the subject matter.
√	2. Pedagogy: Ensure effective planning for instruction and the use of multiple learning and pedagogical content strategies to maximize student learning and promote critical thinking.
	3. Technology: Evaluate and use current and emerging technologies in instructionally powerful ways and to assist in the management of educational environment.
	4. Diversity: Respond to every student's uniqueness and foster successful learning experiences by meeting individual differences.

Scholarship

	5. Scholarly Inquiry: Understand the tools and methods of inquiry and use data-driven decision making to maximize teaching and learning.
√	6. Problem Solving: Gather, analyze, and plan a sequence of steps to achieve learning objectives: process a variety of factors in identifying solutions and making sound, well-informed decisions.

Leadership

√	7. Ethical Values: Apply professional ethics in all educational contexts and have enduring respect for self-confidence in teaching as a profession.
√	8. Initiative: Demonstrate the qualities of effective leadership to plan with vision and reason, collaborate with all stakeholders, and communicate effectively in interpersonal and public contexts.

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.

COURSE OBJECTIVES

1. Involve the candidate in realistic school life.
2. Relate previous theoretical experiences about educational administration and leadership with practices.
3. Help the candidate to reflect on the practices of those of different leadership roles.
4. Enable the candidate to develop a model of ideal practices of those in different leading roles.

COURSE LEARNING OUTCOMES

Upon completion of the course, candidates will:

1. Identify and critique several theories of leadership and their application to various school environments in actual school settings.
2. Develop collaboratively a learning organization that supports instructional improvement, builds an appropriate curriculum, and incorporates best practices.

TEXTBOOKS & READINGS

Readings posted on Blackboard.

COURSE REQUIREMENTS

- All assignments should be submitted on the specified due date. Assignments turned in later are subject to point deductions.

- All written assignments should have a cover sheet with assignment title, candidate name, course title, and date.
- All written assignments should be word processed, double spaced, and in 12 point standard font.
- All written assignments shall use appropriate citations and references in APA style.
- All written assignments should use correct grammar and spelling.
- The intern is expected to be professional at all times in diligence, attitude, attendance, activities, reflections, interpersonal relationships, and reports.

COURSE MATRIX

Unit Learning Outcomes	NPSSL	Course Objectives	Course Learning Outcomes	Assessment (Tasks/Artifacts)
Pedagogy Problem Solving Initiative	1. Lead and manage learning and teaching in the school community. 3. Lead and manage change. 7. Reflect on, evaluate, and improve leadership and management.	4	1	Field Visit Plan
		1, 2, 3, 4	1, 2	Online reflective journal
		3, 4	1, 2	Self-evaluation
		1, 2, 3, 4	1, 2	Summative (online) Report of Field Experience

ASSESSMENTS

1. Self-Evaluation (20%). The intern will complete the Self-Evaluation provided in the Internship Handbook and online on the course Blackboard site on the university website.
2. Plan of field visits (20%). The intern 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.
3. Online reflective journal (30%). The learner will develop a reflective journal as a part of the field visit report. It will include a group of observations and inquiries about the field visits that can be discussed through the seminars related to the course.
4. Summative (online) Report of Field Experience (30%). The report should clarify the opinions and views of the intern about educational practices that have been observed and recorded during the field visits in the light of the administrative concepts and leadership theories.

ACADEMIC HONESTY

Qatar University is an academic community actively engaged in scholarly pursuits. As members of this community, students are expected to recognize and honor standards of academic and intellectual integrity. The College of Education supports the ideals of scholarship and fairness by rejecting all dishonest work when it is submitted for academic credit. Qatar University encourages students to be responsible and accountable for their decisions and actions. Any attempt by students to present the work of others as their own or to pass an examination by improper means is regarded as a most serious offense and renders those students who do so liable to disciplinary action. Assisting another student in any such dishonesty, or knowing of this dishonesty and not reporting it, is also considered a grave breach of honesty.

Plagiarism: Plagiarism is the act of taking the words or ideas of another and representing them as one's own. A further description of plagiarism can be found in the Student Handbook.

Cheating: Examples of cheating include, but are not limited to, receiving unauthorized assistance, before, during, or after an examination or assignment, falsification or misrepresentation of information in an academic exercise or assignment, unauthorized use of someone else's password or account number, and submitting work more than once without the consent of the department.

RESOURCES

The learner is expected to draw from all resources previously introduced in preparatory courses, plus others that will be self-identified in collaboration with faculty and onsite mentors. Other resources are provided on the course Blackboard site on the university website.

APPENDIX

Professional Standards for School Leaders

1. Lead and manage learning and teaching in the school community.
2. Develop, communicate, and report on strategic vision and aims of the school and community.
3. Lead and manage change.
4. Lead and develop people and teams.
5. Develop and manage school-community relations.
6. Develop and manage resources.
7. Reflect on, evaluate, and improve leadership and management.

NPSSL Standards Self-Assessment

Name: _____

Date: _____

Institution: _____

On the left side of the standard skill statement indicate how important you think this statement is to the effective functioning of an administrator. On the right side of the standard skill statement indicate your present skill level.

Use the following scale:

5 = Extremely important

4 = Important

3 = Somewhat important

2 = Not important

1 = No opinion

5 = Highly skilled

4 = Skilled

3 = Somewhat skilled

2 = Marginal skill

1 = No skills

IMPORTANCE					STANDARD	SKILL LEVEL				
5	4	3	2	1	NPSSL Standard 1. Lead and manage learning and teaching in the school community.	5	4	3	2	1
					1.1 Create a productive, challenging and safe learning environment.					
					1.2 Lead and manage the implementation of Curriculum Standards and school-developed curricula.					
					1.3 Promote high quality teaching, learning and assessment.					
					1.4 Monitor and evaluate the quality of teaching and learning programs.					
5	4	3	2	1	NPSSL Standard 2: Develop, communicate and report on the strategic vision and aims of the school community.	5	4	3	2	1
					2.1 Lead and manage development of the school's strategic vision and aims.					
					2.2 Engage the Board of Trustees in developing, reviewing and decision making on the school's strategic vision, aims and operations.					
					2.3 Communicate and promote the strategic vision and aims to the school community.					
					2.4 Implement, monitor, review and report on the school's strategic vision and aims.					

5	4	3	2	1	NPSSL Standard 3. Lead and manage change.	5	4	3	2	1
					3.1 Lead the school community in planning the introduction and facilitation of change.					
					3.2 Develop creative and flexible responses to change.					
					3.3 Manage emerging challenges and opportunities.					
					3.4 Respond to Supreme Education Council educational reforms.					
5	4	3	2	1	NPSSL Standard 4. Lead and develop people and teams.	5	4	3	2	1
					4.1 Model high standards of performance.					
					4.2 Develop, empower and support individuals and teams.					
					4.3 Manage individual and team performance.					
					4.4 Develop networks to support individuals and teams.					
5	4	3	2	1	NPSSL Standard 5. Develop and manage school–community relations.	5	4	3	2	1
					5.1 Create positive relationships with families to enhance student learning.					
					5.2 Build school–community partnerships to enhance student learning.					
					5.3 Communicate effectively with the school community.					
5	4	3	2	1	NPSSL Standard 6: Develop and manage resources	5	4	3	2	1
					6.1 Allocate resources to create and maintain an effective learning environment.					
					6.2 Manage human resources to create and maintain an effective learning environment.					
					6.3 Manage financial resources to create and maintain an effective learning environment.					
					6.4 Manage school data and ICT resources to create and maintain an effective learning environment.					
					6.5 Manage facilities to create and maintain an effective learning environment.					
					6.6 Report to the Board of Trustees on effective management of school resources.					
5	4	3	2	1	NPSSL Standard 7. Reflect on, evaluate and improve leadership and management	5	4	3	2	1
					7.1 Lead the evaluation of school performance.					
					7.2 Model a culture of personal and collegial performance improvement and life-long learning.					
					7.3 Contribute to learning communities and other professional networks.					

Summary

What did you perceive as most important?

How skilled are you in this standard?

Standard	Average Score
Standard 1	(total/4)
Standard 2	(total/4)
Standard 3	(total/4)
Standard 4	(total/4)
Standard 5	(total/3)
Standard 6	(total/6)
Standard 7	(total/3)

Standard	Average Score
Standard 1	(total/4)
Standard 2	(total/4)
Standard 3	(total/4)
Standard 4	(total/4)
Standard 5	(total/3)
Standard 6	(total/6)
Standard 7	(total/3)

What insights does this information provide? What have you learned about yourself as an educational leader?

Field Experience Plan EDEL 608

Assignment Description: Study the Self-Examination instruments you have previously completed. Remember that the goal for this internship is to observe and reflect on the roles, responsibilities, and challenges of an educational leader. Identify your strengths and areas of challenge. Answer the questions that follow, and develop a draft plan for your internship experience. Your university supervisor and site mentor will work with you to finalize your plan.

1. Do you have a preferred site in which you would like to be placed? If so, please name and briefly describe the site (example: school name, grade level, gender of students, community served, etc.). If you do not have a preferred site, please describe the kind of site in which you would like to be placed. Limit this description to one-half page.
2. Do you have a specific individual you would like to shadow (your mentor)? If so, please name that individual and briefly describe his/her position. Give reasons why you think shadowing this person would be beneficial to your education. If you do not have a specific individual, please describe the position you would like the individual that is selected for you to hold. Give reasons for your choice. Limit this description to one paragraph.
3. Review the results of your self-examination. List your strengths and areas of challenge. Limit this to one-half page.
4. For each NPSSL standard (a list follows), list one or two questions you have, and then list the kind of experience that would help you learn more about this standard. Limit the response for standard to no more than four sentences. Example: Standard 1.0: Lead and manage learning and teaching in the school community. (1) What does it mean to manage learning and teaching? How does an educational leader manage teaching?

What kinds of actions can an administrator take to demonstrate leadership in learning and teaching? (see Standards, Appendixes 1, 2 and 3).

5. Write a letter to the person whom you wish to shadow, requesting permission to meet with him/her to discuss your program. You will need to obtain permission in writing from this person that they agree to be your mentor for this field study and that they are aware that they will be required to attend a mentor orientation at the university. Provide a copy of your letter and the written agreement (see page 18) to your university instructor.
6. Arrange a meeting with this person, your university supervisor, and yourself. Be prepared to give this perspective mentor your internship plan at this meeting.
7. Develop a personal schedule that includes 25 observational hours over the course of the semester.

Table 5: Rubric: Plan for Field Study Plan Internship I

Element	Outstanding 3	Satisfactory 2	Unsatisfactory 1	Missing - 0
Site description	Clearly and thoroughly describes preferred site; reasons are convincing and appropriate	Describes site and lists important factors, but some important factors are missing; reasons are reasonable (consistent with goals and needs)	Describes site but many important factors are missing; reasons either insufficient or unreasonable (not consistent with goals and needs)	Missing
Mentor description	Clearly and thoroughly describes preferred site; reasons are convincing and appropriate (clearly founded on goals and needs)	Describes mentor and lists important factors, but some important factors are missing; reasons are reasonable (consistent with goals and needs)	Describes mentor but many important factors are missing; reasons either insufficient or unreasonable (not consistent with goals and needs)	Missing
Self-exam review	Insightful, thorough, accurate	Complete and accurate, but lacks significant insight	Incomplete or inaccurate	Missing
Standards questions (x3)	Thoughtful and complete; shows in-depth understanding of the intent of the standard; all questions important	Complete, although lacking in depth on some standards; some questions are trivial.	Incomplete or questions are trivial and show little understanding of the intent of the standard	Missing
Permission letter	Neat, complete, prompt	Complete and on time	Incomplete or late	Missing
Meeting	Completed in professional, prompt, and orderly manner	Completed, but with some confusion	Arrangements for meeting were incomplete and disorganized	Missing
Field study schedule (x 3)	Thorough and complete; clearly and thoughtfully linked to needs and interests	Complete and logical, although not clearly linked to needs and interests	Incomplete and lacking in insight; not noticeably linked to needs or interests	Missing
Key Concerns (x 3)	Thorough and complete; clearly and thoughtfully linked to needs and interests	Complete and logical, although not clearly linked to needs and interests	Incomplete and lacking in insight; not noticeably linked to needs or interests	Missing
Mechanics	No major errors in grammar, formatting, spelling	Few errors in grammar, formatting, spelling – none serious	Many errors in grammar, formatting, or spelling; several serious (distorts meaning)	Unorganized, hard to read, many serious errors

(Multiply total points by 2.2 to get a score based on 100 points.)

Example Agreement 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 _____

Summative Field Experience Report EDEL 608

Describe what kinds of experiences you have had and what you have learned related to each of the standards listed below. Note that both NPSSL and ELCC standards have been listed when the ELCC standard closely aligns to the NPSSL Standard.

NPSSL Standard 1: Lead and manage learning and teaching in the school community.

ELCC Standard 2.0: Have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

What I observed:

What I have learned:

NPSSL Standard 2: Develop, communicate and report on the strategic vision and aims of the school community.

ELCC Standard 1.0: Have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

What I observed:

What I have learned:

NPSSL Standard 3: Lead and manage change.

ELCC Standard 6.0: Have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

What I observed:

What I have learned:

NPSSL Standard 4: Lead and develop people and teams.

What I observed:

What I have learned:

NPSSL Standard 5: Develop and manage school—community relations.

ELCC Standard 4.0: Have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

What I observed:

What I have learned:

NPSSL Standard 6: Develop and manage resources.

ELCC Standard 3.0: Have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

What I observed:

What I have learned:

NPSSL Standard 7: Reflect on, evaluate and improve leadership and management.

ELCC Standard 5.0: Have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

What I observed:

What I have learned:

Format for Reflection Journal EDEL 608

Your reflections are to be submitted electronically (via email or Blackboard) at least weekly. They should contain the following information:

Name:

Site: (school or other educational institution)

Date:

You may answer in narrative form, but the following questions may be important to address.

1. How did you spend your time during this period?
2. What leadership behaviors did you observe during this time period?
3. To what NPSSL Standards do the behaviors you observed relate?
4. How have your thoughts/feelings/understandings about school leadership changed as a result of these observations?

Mentor Feedback Form EDEL 608

Intern name: _____ **School:** _____
Mentor name: _____ **Date:** _____

Directions: Please take a few minutes to provide feedback regarding this experience. Mark to what extent you agree with each statement that follows. We would appreciate any additional comments you may wish to add.

NOTE: This is a confidential document and should be returned to the university supervisor either by email, post, or in a sealed and signed envelope. Thank you.

	Strongly agree	Agree	Disagree	Strongly disagree
1. The candidate was responsible in attendance.				
2. The candidate was consistently on time.				
3. The candidate behaved in a professional manner at all times.				
4. The candidate dressed professionally at all times.				
5. The candidate had a positive attitude toward the experience.				
6. The candidate observed all school regulations				
7. The candidate was cooperative when changes had to be made in plans.				
8. The candidate applied his/herself to the assigned tasks (example: when observing, paid careful attention).				
9. The candidate observed confidentiality.				
10. It was a positive experience for me to have the candidate in my school.				

Addition comments:

Mentor Signature _____ Date _____

Field Experience II: EDEL 609
Syllabus
Assignments and Forms



QATAR UNIVERSITY
COLLEGE OF EDUCATION
COURSE NUMBER: EDEL 609
COURSE TITLE (CRH): Action Research (3)
SEMESTER AND YEAR:

INSTRUCTOR: **EMAIL:**
OFFICE NUMBER: **OFFICE HOURS:**
PHONE: **CLASS MEETING TIME/LOCATION:**

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

Together We Shape the Future through Excellence in Teaching, Scholarship, and Leadership.

COLLEGE OF EDUCATION UNIT LEARNING OUTCOMES

Teaching

- 9. Content:** Demonstrate a deep and thorough understanding of the key theories and concepts of the subject matter.
- √ **10. Pedagogy:** Ensure effective planning for instruction and the use of multiple learning and pedagogical content strategies to maximize student learning and promote critical thinking.
- 11. Technology:** Evaluate and use current and emerging technologies in instructionally powerful ways and to assist in the management of educational environment.
- 12. Diversity:** Respond to every student's uniqueness and foster successful learning experiences by meeting individual differences.

Scholarship

- √ **13. Scholarly Inquiry:** Understand the tools and methods of inquiry and use data-driven decision making to maximize teaching and learning.
- √ **14. Problem Solving:** Gather, analyze, and plan a sequence of steps to achieve learning objectives: process a variety of factors in identifying solutions and making sound, well-informed decisions.

Leadership

- √ **15. Ethical Values:** Apply professional ethics in all educational contexts and have enduring respect for self-confidence in teaching as a profession.
- 16. Initiative:** Demonstrate the qualities of effective leadership to plan with vision and reason, collaborate with all stakeholders, and communicate effectively in interpersonal and public contexts.

COURSE DESCRIPTION

The focus of this course is to apply action research in authentic contexts to improve 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 50 field-based hours.

Prerequisites: Instructional Supervision (EDEL 605), Issues in Education (EDEL 608), and Education Research (EDEL 608)

COURSE OBJECTIVES

The objectives of this course are to enable candidates to:

1. Lead learning and teaching through staff development.
2. Examine the theory of action research and the impact it can have on the quality of teaching and learning.
3. Understand and be able to apply the process of action research.
4. Reflect on and apply ethical principles in staff development and action research.

COURSE LEARNING OUTCOMES

By the end of this course, candidates will:

1. Use data to develop a staff development plan.
2. Mentor staff during the completion of a staff development plan.
3. Analyze and reflect on the results of staff development activities.
4. Conduct an action research project.
5. Demonstrate ethical principles in staff development and action research.

TEXTBOOKS & READINGS

Readings posted on Blackboard.

COURSE REQUIREMENTS

- All assignments should be submitted on the specified due date. Assignments turned in later are subject to point deductions.

- All written assignments should have a cover sheet with assignment title, candidate name, course title, and date.
- All written assignments should be word processed, double spaced, and in 12 point standard font.
- All written assignments shall use appropriate citations and references in APA style.
- All written assignments should use correct grammar and spelling.
- The intern is expected to be professional at all times in diligence, attitude, attendance, activities, reflections, interpersonal relationships, and reports.

COURSE MATRIX

Unit Learning Outcomes	QNPS	Course Objectives	Course Learning Outcomes	Assessment (Tasks/Artifacts)
Scholarly Inquiry Problem Solving Ethical Values	7. Reflect on, evaluate, and improve leadership and management.	1, 2	2	PD Action Plan Status Reports and Reflections
		1, 2	2	PD Action Plan – Results and Presentation
Pedagogy Scholarly Inquiry Problem Solving Ethical Values	1. Lead and manage learning and teaching in the school community. 3. Lead and manage change. 7. Reflect on, evaluate, and improve leadership and management.	1, 2	1, 2, 3	Action Research Project Plan
				Action Research Final Report and Presentation

ASSESSMENTS

1. Professional Development (PD) Action Plan (15%) – Each candidate will select a teacher with whom to work; gather data related to professions development needs, and design a professional development plan for the teacher.
2. Status Reports and Reflections – Candidates will file an online report weekly describing what has been accomplished related to the PD Action Plan and discuss any issues of concern. After the PD project has been completed, candidates will start reported on their Action Research Plan.
3. PD Action Plan Report (20%) – Upon completion of the PD experience, candidates will turn in a written report (see description and rubric in the Appendix)
4. Research Project Plan (10%). In groups of two, candidates will apply what they have learned about action research to prepare a plan for an action research project.

5. Action Research Plan (15%) – Candidates will identify a question for action research, identify relevant literature, and design a plan for gathering and analyzing data.
6. Action Research Final Project (presentation). (20%). 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.
7. Final (20%). 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.

ACADEMIC HONESTY

Qatar University is an academic community actively engaged in scholarly pursuits. As members of this community, students are expected to recognize and honor standards of academic and intellectual integrity. The College of Education supports the ideals of scholarship and fairness by rejecting all dishonest work when it is submitted for academic credit. Qatar University encourages students to be responsible and accountable for their decisions and actions. Any attempt by students to present the work of others as their own or to pass an examination by improper means is regarded as a most serious offense and renders those students who do so liable to disciplinary action. Assisting another student in any such dishonesty, or knowing of this dishonesty and not reporting it, is also considered a grave breach of honesty.

Plagiarism: Plagiarism is the act of taking the words or ideas of another and representing them as one’s own. A further description of plagiarism can be found in the Student Handbook.

Cheating: Examples of cheating include, but are not limited to, receiving unauthorized assistance, before, during, or after an examination or assignment, falsification or misrepresentation of information in an academic exercise or assignment, unauthorized use of someone else’s password or account number, and submitting work more than once without the consent of the department.

RESOURCES

The learner is expected to draw from all resources previously introduced in preparatory courses, plus others that will be self-identified in collaboration with faculty and onsite mentors. Other resources are provided on the course Blackboard site on the university website.

APPENDIX

Professional Standards for School Leaders

8. Lead and manage learning and teaching in the school community.
9. Develop, communicate, and report on strategic vision and aims of the school and community.
10. Lead and manage change.
11. Lead and develop people and teams.
12. Develop and manage school-community relations.
13. Develop and manage resources.
14. Reflect on, evaluate, and improve leadership and management.

Required Forms EDEL 609: Action Research

Format for Reflection Journal EDEL 609

Date:

Goal:

Brief description of the activities in which you engaged during this reporting period:

What knowledge, skills, and dispositions of a leader did you observe in others during this reporting period? Explain.

What knowledge, skills, and dispositions of a leader were required of you doing this time?

How did these events affect your beliefs about school leadership?

Mentor Feedback Form EDEL 609 Action Research

Intern name: _____ **School:** _____

Mentor name: _____ **Date:** _____

Directions: Please take a few minutes to provide feedback regarding this experience. Rate the candidate’s experiences in each area and then provide some specific comments that illustrate the types of experiences and success the candidate has had in this setting.

1. How reliable and efficient was the candidate in meeting his/her responsibilities for the field experience?

5	4	3	2	1	NO
Outstanding	Above Average	Average	Below Average	Seriously Lacking	Not Observed

Comments:

Listed below there are NPSSL/ELCC standards on which the intern must demonstrate his/her competency in preparation for school leadership. Please note the intern’s current competence in each of the areas.

Standard 1. Lead and Manage learning and teaching in the school community (NPSSL). Have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff (ELCC standard 2).

5	4	3	2	1	NO
Outstanding	Above Average	Average	Below Average	Seriously Lacking	Not Observed

Comments:

Standard 2. Develop, communicate and report on the strategic vision and aims of the school community (NPSSL). Have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community (ELCC Standard 1.0).

5	4	3	2	1	NO
Outstanding	Above Average	Average	Below Average	Seriously Lacking	Not Observed

Comments:

Standard 3. Lead and Manage Change (NPSSL). Have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. (ELCC Standard 6.0).

5	4	3	2	1	NO
Outstanding	Above Average	Average	Below Average	Seriously Lacking	Not Observed

Comments:

Standard 4. Lead and Develop People and Teams (NPSSL).

5	4	3	2	1	NO
Outstanding	Above Average	Average	Below Average	Seriously Lacking	Not Observed

Comments:

Standard 5 Develop and Manage School—Community Relations (NPSSL). Have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources (ELCC Standard 4.0).

5	4	3	2	1	NO
Outstanding	Above Average	Average	Below Average	Seriously Lacking	Not Observed

Comments:

Standard 6 Develop and Manage Resources (NPSSL). Have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment (ELCC Standard 3.0).

5	4	3	2	1	NO
Outstanding	Above Average	Average	Below Average	Seriously Lacking	Not Observed

Comments:

Standard 7. Reflect on, evaluate and improve leadership and management (NPSSL). Have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner (ELCC Standard 5.0).

5	4	3	2	1	NO
Outstanding	Above Average	Average	Below Average	Seriously Lacking	Not Observed

Comments:

NETS Standard. A school administrator is an educational leader who understands and comprehensively applies technology to advance student achievement.

5	4	3	2	1	NO
Outstanding	Above Average	Average	Below Average	Seriously Lacking	Not Observed

Comments:

Mentor Signature _____ Date _____

Example Agreement 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 completing an internship in the Masters in Educational Leadership Program at Qatar University and that he/she is required to plan and conduct a project that allows him/her to demonstrate the knowledge, skills, and dispositions of a leader as described in the Qatar National Professional Standards for Teachers and School Leaders. 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 _____

EDEL 610: Internship
Syllabus



QATAR UNIVERSITY
COLLEGE OF EDUCATION
COURSE NUMBER: EDEL 610
COURSE TITLE (CRH): Internship (6)
SEMESTER AND YEAR: Fall, 2009

INSTRUCTOR:

EMAIL:

OFFICE NUMBER:

OFFICE HOURS:

PHONE:

CLASS MEETING TIME/LOCATION:

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

Together We Shape the Future through Excellence in Teaching, Scholarship, and Leadership.

COLLEGE OF EDUCATION UNIT LEARNING OUTCOMES

Teaching

√	1. Content: Demonstrate a deep and thorough understanding of the key theories and concepts of the subject matter.
√	2. Pedagogy: Ensure effective planning for instruction and the use of multiple learning and pedagogical content strategies to maximize student learning and promote critical thinking.
√	3. Technology: Evaluate and use current and emerging technologies in instructionally powerful ways and to assist in the management of educational environment.
√	4. Diversity: Respond to every student's uniqueness and foster successful learning experiences by meeting individual differences.

Scholarship

√	5. Scholarly Inquiry: Understand the tools and methods of inquiry and use data-driven decision making to maximize teaching and learning.
√	6. Problem Solving: Gather, analyze, and plan a sequence of steps to achieve learning objectives: process a variety of factors in identifying solutions and making sound, well-informed decisions.

Leadership

√	7. Ethical Values: Apply professional ethics in all educational contexts and have enduring respect for self-confidence in teaching as a profession.
√	8. Initiative: Demonstrate the qualities of effective leadership to plan with vision and reason, collaborate with all stakeholders, and communicate effectively in interpersonal and public contexts.

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. The internship is supervised by a college staff member and a school educational leader (principal or vice principal). Leadership responsibilities in regard to students, employees, parents, and the community increase gradually in number and complexity over the course of the internship.

Completion of all other courses in the program with a program GPA of at least a B.

Completion of the Program Comprehensive Exam with a score of at least 70%.

COURSE OBJECTIVES

The objectives of this course are to enable candidates to:

5. Apply theory and models in Educational Leadership to actual school contexts.
6. Acquire experience by practicing the responsibilities of educational leadership.
7. Develop a personal style in Educational Leadership.

COURSE LEARNING OUTCOMES

By the end of this course, candidates will:

- Demonstrate proficiency in all NPSSL/ELCC Standards, as reflected in the program vision, goals, and objectives.

TEXTBOOKS & READINGS

Readings posted on Blackboard.

COURSE REQUIREMENTS

- All assignments should be submitted on the specified due date. Assignments turned in later are subject to point deductions.
- All written assignments should have a cover sheet with assignment title, candidate name, course title, and date.
- All written assignments should be word processed, double spaced, and in 12 point standard font.
- All written assignments shall use appropriate citations and references in APA style.
- All written assignments should use correct grammar and spelling.
- The intern is expected to be professional at all times in diligence, attitude, attendance, activities, reflections, interpersonal relationships, and reports.

COURSE MATRIX

Unit Learning Outcomes	NPSSL	Course Objectives	Course Learning Outcomes	Assessment (Tasks/Artifacts)
Proficiency should be demonstrated on all Unit Learning Outcomes standard during this internship.	Proficiency should be demonstrated on all NPSSL standard during this internship.	1, 2, 3	Proficiency demonstrated in both Unit Learning Outcomes and NPSSL standards	

ASSESSMENTS

- Internship Plan (20%). The intern will develop a plan under the supervision of the educational leader and the college staff member that reflects the intern's personal objectives for the internship and for the expected field of work after graduation.
- Task Report (20%). The intern will prepare a detailed report at the end of every two-week period, detailing the responsibilities he 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.
- Final Summary Report (40%). 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.
- E-folio (20%). The intern will complete development of his/her Internet-based portfolio, which include the learner's curriculum vita, philosophy in educational leadership, and activities and vignettes that demonstrate competency of the NPSSL Standards.

ACADEMIC HONESTY

Qatar University is an academic community actively engaged in scholarly pursuits. As members of this community, students are expected to recognize and honor standards of academic and intellectual integrity. The College of Education supports the ideals of scholarship and fairness by rejecting all dishonest work when it is submitted for academic credit. Qatar University encourages students to be responsible and accountable for their decisions and actions. Any attempt by students to present the work of others as their own or to pass an examination by improper means is regarded as a most serious offense and renders those students who do so liable to disciplinary action. Assisting another student in any such dishonesty, or knowing of this dishonesty and not reporting it, is also considered a grave breach of honesty.

Plagiarism: Plagiarism is the act of taking the words or ideas of another and representing them as one's own. A further description of plagiarism can be found in the Student Handbook.

Cheating: Examples of cheating include, but are not limited to, receiving unauthorized assistance, before, during, or after an examination or assignment, falsification or misrepresentation of information in an academic exercise or assignment, unauthorized use of someone else's password or account number, and submitting work more than once without the consent of the department.

RESOURCES

The learner is expected to draw from all resources previously introduced in preparatory courses, plus others that will be self-identified in collaboration with faculty and onsite mentors. Other resources are provided on the course Blackboard site on the university website.

APPENDIX

Professional Standards for School Leaders

1. Lead and manage learning and teaching in the school community.
2. Develop, communicate, and report on strategic vision and aims of the school and community.
3. Lead and manage change.
4. Lead and develop people and teams.
5. Develop and manage school-community relations.
6. Develop and manage resources.
7. Reflect on, evaluate, and improve leadership and management.

Qualifications for Internship Placements

All MEL 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 internship 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 place themselves or be placed by university staff into a volunteer leadership positions
- 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 position, 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.

Candidates with New Positions in Leadership

Candidates assuming new employment in leadership roles may document their application of the standards in practice to fulfill the internship requirements.

Volunteer Candidates

Candidates who do not currently serve in leadership positions 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 a school of his/her choosing 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 must be in the student's file before the start of internship activities.

Standards

Candidates in each of the previously described categories should keep in mind that the internship must provide an opportunity to fulfill the requirements listed in the internship handbook and for demonstrating mastery of all program standards.

Internship Plan

Description of Assignment: Internship Plan (20%). The intern will develop a plan under the supervision of the educational leader and the college staff member that reflects the intern's personal objectives for the internship and for the expected field of work after graduation. This document should be from 6-10 double-spaced pages (12-point font). It should include the following:

- Where the internship will be conducted
- Name and contact information of mentor
- Main goal of the project and list of objectives
- Projected timeline (consider a GANTT chart for this). Note what has been accomplished to date.
- Standards alignment. List each of the leadership standards (see the Self-Evaluation form). For each standard, briefly state how you anticipate being able to demonstrate this either in your project or in other activities during the semester.
- If you will be working under a supervisor, please have a signed letter from that supervisor stating that he/she agrees to work with you to help you achieve your goals.

Rubric for Internship Plan

Criterion	5	4	3	2	1
Standards-based	Plan is clearly linked to most standards; plan allows for demonstration of most standards. It includes present and future goals.	Plan is linked to some standards; some standards will be addressed in the actualizing of plan.	Although the plan references some standards, it is not clear how plan of action will be demonstrated mastery of these standards.	Plan is reasonable, but it does not explain how it is linked to standards. Future goals are not addressed.	Plan is disorganized and has no organizing goal.
Practical	It is clearly explained how the plan will be actualized; it is reasonable to expect completion of the plan.	Most goals of the plan are reasonable and can be expected to be completed.	Although some goals seem visionary and unlikely, others seem practical and likely.	The overall plan is unlikely to be completed, but key points are consistent with school life.	The plan is impractical and unlikely to be completed; it does not reflect a realistic view of school life.
Meaningful	Completion of the plan will make a real and meaningful difference in the life of students in the school.	Most of the plan seems meaningful.	There are some points in the plan that seem meaningful; others are trivial.	One or two points in the plan, if completed, might have meaningful impact.	The goals of the plan are trivial; completion of the plan will not have any significant impact on the lives of students.
Clear	Presentation follows all rules of grammar, spelling, and organization so that meaning is clear.	Minor errors are present, but they do not detract from the clarity of the goals and objectives.	Major points are clear; some minor points are confused or lacking description.	Some major points are unclear.	Presentation is disorganized and difficult to understand.

Task Report

Description: Task Report and Group Sessions (20%). The intern will meet with the university supervisor every three weeks as assigned. The intern will prepare a report due the day prior to each group session, detailing the responsibilities he fulfilled, situations and tasks encountered, procedures followed, the outcome of the task or event, and the intern's personal evaluation and reflection on his/her work to that point. At least one *critical incident report* should be included during the course of the semester. The task development report should be submitted online, either by email or posted to Blackboard according to your instructor's requests.

Rubric for Task Reports and Critical Issue

Criteria	Report 1	Report 2	Report 3	Critical Incident	Total
Complete – all required elements present (0-1)					
Prompt –submitted before group meeting (0-1)					
Substantive (0-1)					
Reflective (0-2)					
Total					

Note: Quality of reflection is worth two points on each assignment.

Critical Incident Report

Often in our lives some event occurs that makes a significant difference in the way we function: Our perception of individuals, our sense of purpose and our view of a job responsibility.

Think of a critical issue you observed during this field experience that altered the way you see the leadership role. Describe the incident in some detail, providing information about what happened, the issues involved, and the resolution of the incident. In describing the incident, answer the following questions.

1. What were the key issues involved in this incident?
2. How did you feel about the issue at the time?
3. How was the incident resolved?
4. What additional issues did this incident raise about the role of the educational leader?
5. How did this incident change your personal view of what “it means to be an educational leader?”

Final Report

Description of Assignment: By the last class day of the semester, interns are required to submit in electronic format their final report. It should be about 10-15 pages in length and follow standard program formatting protocols. The report include the following:

- A narrative history of the internship (what was planned, what was accomplished, challenges, successes, and a summary of what your learned
- A discussion of current level of mastery for each of the NPSSL standards.

A brief discussion of your overall experience in the program and your goals and expect

Appendix 1: NPSSL STANDARDS

Education leaders will:

- Standard 1** Lead and manage learning and teaching in the school community
- Standard 2** Develop, communicate and report on the strategic vision and aims of the school community
- Standard 3** Lead and manage change.
- Standard 4** Lead and Develop People and Teams
- Standard 5** Develop and Manage School—Community Relations
- Standard 6** Develop and manage resources
- Standard 7** Reflect on, evaluate and improve leadership and management

Appendix 2: ELCC STANDARDS

Education leaders will:

Standard 1.0: Have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Standard 2.0: Have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Standard 3.0: Have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Standard 4.0: Have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5.0: Have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Standard 6.0: Have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings,

planned and guided cooperatively by the institution and school district personnel for graduate credit.

Appendix 3: NETS STANDARDS

Education leaders will:

NETS Standard Understand and comprehensively applies technology to advance student achievement.

References

- Brewer, D., Augustine, C., Zellman, G., Ryan, G., Goldman, C., Stasz, C., & Constant, L. (2007, April). *Education for a New Era: Design and Implementation of K-12 Education Reform in Qatar*. Rand Corporation. Retrieved on November 12, 2007 from http://www.rand.org/pubs/monographs/2007/RAND_MG548.pdf.
- Darling-Hammond, L. (1999). *Teacher quality and student achievement: A review of state policy evidence*. University of Washington: Center for the Study of Teaching and Policy.
- Education Institute (2007). *National professional standards for teachers and school leaders*. Doha, Qatar: Supreme Education Council.
- Education Institute (2007). *National professional standards for teachers and school leaders*. Doha, Qatar: Supreme Education Council.