

Master in Educational Leadership – Internship Policy

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

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

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

Candidates Currently Serving in a Leadership Role

For candidates currently holding leadership positions in independent schools or other schooling contexts, these students will continue in their present position; however simply holding this position does not qualify for an internship. Rather, the candidate must strategically select and address a project or issue that causes him/her to demonstrate the

knowledge and skills targeted by the program and to reexamine educational issues. Such candidates will provide evidence of a critical analysis of a particular issue in their school or identify a particular problem that can be transformed, following the guidelines in the internship handbook. A letter of consent from the administration of that institution and a sign Qatar University and School Agreement form must be in the student's file before the start of internship activities (an example letter and QU School agreement form can be found in Appendix A). In addition, the Graduate Internship Placement Request Form must be completed (see page 19)

Candidates with New Positions in Leadership

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

Volunteer Candidates

Candidates who do not currently serve in leadership positions independent schools or other schooling contexts and who are not moving into new employment in leadership positions for the semester must complete their internship in a volunteer capacity. The candidate may obtain permission from 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 and a sign Qatar University and School Agreement form must be in the student's file before the start of internship activities (an example letter and QU School agreement form can be found in Appendix A). In addition, the Graduate Internship Placement Request Form must be completed (see page 19)

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

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 will be the last response.
2. Consultation concerning the removal of an intern takes place between the site mentor, school principal and university supervisor.
3. The university supervisor notifies the intern of the impending removal from the field experience/internship.
4. The university supervisor notifies the coordinator of the MEL program and the Department Chair at the University. The MEL coordinator provides written notification to the student and department chairperson.
5. Written appeal procedures for the candidate removed from the professional semester experience will be made available to the candidate by the supervisor(s) at the time of removal.
6. The university supervisor, MEL coordinator and the candidate develop a Professional Improvement Plan that identifies the reasons for the removal and provides a plan in order for the candidate to be successful in his/her next field experience/internship placement.
7. If a student is not satisfied with the outcome of the Professional Improvement Plan and the decision for removal from the field experience/internship, they should follow the university student complaint policy (see EDEL 610 syllabus for the stated policy).
8. In cases of extreme personal concerns or medical issues, an intern may request to leave his/her field placement. The program coordinator prior to the termination of the internship must approve this request. In this case, the candidate may either drop the course or receive an incomplete, depending on the nature of the problem and the week of the semester (See the Qatar University Undergraduate Student Handbook sections 3.2.5, 3.2.6, 3.2.7 regarding withdrawals).
9. If an intern leaves his/her placement voluntarily without having received permission from the program coordinator, s/he will receive an F grade for the field experience/internship.

Field Experiences: Course, Expectations and Requirements

EDEL 608 Issues in Educational Leadership

Course Description

This course provides opportunity for the learner to become involved in the life of a school and to identify the daily work and duties of the school principal and others who hold leadership positions in the teaching and administrative domains. Activities include the shadowing of such persons (school principal, vice principal, coordinator, social care specialist, etc.). Interns will conduct field visits (once a week for a total of 25 hours in the

term) and will attend a weekly seminar (1.5 hours weekly) to discuss the results of the field visits and to engage in reflection on the leadership practices required in such positions. The intern has opportunity to observe a variety of educators in multiple situations working with diverse populations and reflects on the varied components of the leadership role. This phase increases the intern's understanding of effective leadership skills and their impact in schools. The intern observes the behavior of practicing educators and leaders and notes the actions taken. Interns are expected to question, analyze, and integrate the observed leadership behaviors.

Prerequisites: EDEL 601, EDEL 604

Course Expectations

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

Course Requirements

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

Assignment	Brief Description of Assignment	Estimated Due Date
QNPSSL Self-Evaluation	Candidates take a self-evaluation of the QNPSSL that serves as the basis of their field experience plan.	First week of class
Field Experience Plan	The candidate will, with the university supervisor, prepare a plan for field visits within the first weeks of the course. The plan will be used to focus the internship assignments.	First few weeks of class
Critical Reflections	Candidates will reflect on the following topics: technology, curriculum, parental role and diversity.	Throughout the semester
PD Plan and Report	Each candidate will select a teacher with whom to work; gather data related to professions development needs, and design a professional development plan for the teacher. A report on the outcome of this plan will be	PD plan at midterm and PD report week 13

	required.	
Summative Plan	Each candidate will provide a written critical narrative of the overall experience linked to the QNPSSL.	Final week of class

**These assignments are tentative and could be changed at the start of the field experience/internship. Other requirements might be added. Interns are provided a syllabus that explains the exact assignments required when they enroll in the course.

EDEL 609 Action Research

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 40 field-based hours.

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

Course Expectations

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

Course Requirements

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

Assignment	Description	Estimated Due Date
Action Research Project Plan	Candidates will identify a question for action research, identify relevant literature, and design a plan for gathering and analyzing data at their particular placement.	Third week of class
Action Research Final Project	Each candidate will use	Last two weeks of the semester

	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.	
Status Reports and Reflections –	Candidates will file an online report weekly reporting on their Action Research Project.	Throughout the semester
Final Exam	The written final will be completed in class. It will require knowledge of all information and skills addressed in the class. It will be a combination of objective questions, short answer questions, and essays.	Finals Week

**These assignments are tentative and could be changed at the start of the field experience/internship. Other requirements might be added. Interns are provided a syllabus that explains the exact assignments required when they enroll in the course.

Internship: Course and Expectations

EDEL 610 Internship Course Description

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

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

Course Expectations

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

Course Requirements

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

Assignment	Description	Estimated Due Date
Internship Plan	The intern will develop a plan under the supervision of the educational leader and the college staff member that reflects the intern's personal objectives for the internship.	Within the first three weeks of the semester
Task Reports	The intern will prepare a detailed report at the end of every two-week period, detailing the responsibilities 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.	Throughout the semester
Critical Incident Report	The intern will provide a report detailing a critical incident that they faced in the internship. The intern should provide the details of the incident, critical reflection, how the intern handled the situation and how the experienced shape their understanding of leadership.	
Internship Final Report	The intern will prepare a final summary report, which will include the Self-Examination instrument, summary of the most significant learning experiences of the internship, reflections on lessons learned, and a vision of the intern's future work goals and plans. The format and supportive instruments for this report will be provided online.	

**These assignments are tentative and could be changed at the start of the field experience/internship. Other requirements might be added. Interns are provided a syllabus that explains the exact assignments required when they enroll in the course.

Interns, Mentors and Supervisor Responsibilities

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

Table 3 Roles and Responsibilities

Intern Responsibilities	Mentor Responsibilities	College Supervisor Responsibilities
<p>Dedication</p> <ul style="list-style-type: none"> • Discuss potential placement options with course instructor. • Secure an internship site placement and request a mentor • Make field experience/internship a top priority for the semester. • Report to school on time, and remain until the designated end of the school day. • Schedule (one for field experiences, two for internship) on-site meeting at the culmination of each field experience with the University supervisor and the site mentor to review and reflect on the attainment of goals in the field experience plan and the candidate's professional growth. 	<p>Dedication</p> <ul style="list-style-type: none"> • Be friendly but professional with your intern. • Agree verbally and in writing to accept the candidate for the designated period. • Attend the mentor orientation provided by the university. • Provide needed guidance and assistance in the accomplishment of the goals cited in the internship plan. • Meet with the candidate and university field experience director at mutually arranged times to discuss the progress of the candidate. • Complete your evaluation in a timely fashion. 	<p>Dedication</p> <ul style="list-style-type: none"> • Communicate with the on-site mentor regarding placement of the candidate. • Meet at the internship site with the site mentor and the candidate to review the internship plan. • Provide assistance to the candidate and site mentor as needed. • Review the candidate's assignments and provide timely feedback on progress. • Consult with the site mentor and candidate at the culmination of the internship to determine the quality of the internship and the candidate's accomplishment of the goals set forth in the internship plan. • Engage in a summative conference with the candidate.
<p>Organization</p> <ul style="list-style-type: none"> • Complete all assignments. • Attend all scheduled meetings with the EDEL 610 instructor. • Notify the school, the mentor teacher, and the college supervisor as soon as possible if absence due to illness is necessary. 	<p>Orientation</p> <ul style="list-style-type: none"> • Attend the QU Internship Orientation with your intern. • Orient the intern to: <ul style="list-style-type: none"> – The students – The building facilities and resources – The personnel – administrators, faculty, and staff – The nature of the community – Professional opportunities 	<p>Orientation and Organization</p> <ul style="list-style-type: none"> • Orient your intern to your preferred method of contact. • Conduct two on site visits • Contact the intern if you are unable to keep an appointment. • At the end of the internship semester, turn in all documentation and forms to the Coordinator of the MEL Program.
<p>Preparation</p> <ul style="list-style-type: none"> • Provide the mentor teacher the final copy of your Internship Plan. • Read a variety of resource materials beyond the text materials in order to add enrichment to the lesson. • Plan for the most efficient methods for carrying out the internship plan • Allow for flexibility in the 	<p>Preparation</p> <ul style="list-style-type: none"> • Prepare a workspace for the intern. • Discuss the new intern's placement with the college supervisor, and be sure to bring up any concerns. 	<p>Preparation</p> <ul style="list-style-type: none"> • Prepare a file of all forms and requirements the intern will need during the semester. • Be aware of timelines regarding university forms that are due, as well as due dates of assignments. • Become familiar with the Internship Handbook.

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

Intern Responsibilities	Mentor Teacher Responsibilities	College Supervisor Responsibilities
<p>Leadership</p> <ul style="list-style-type: none"> • Wear appropriate professional attire. • Welcome constructive suggestions and incorporate them in the internship plan. • Attend all EDEL 610 class. • Collaborate with others. • Establish professional relationships by interacting with school personnel (administrators, faculty, and support staff), students and parents. 	<p>Leadership</p> <ul style="list-style-type: none"> • Accept each intern as an individual and refrain from comparison of her/him with previous interns. • Introduce the intern to professional journals, resources, and organizations. • Involve the intern in faculty and curriculum meetings, parent meetings, and parent/teacher conferences when appropriate. 	<p>Leadership</p> <ul style="list-style-type: none"> • Communicate regularly with the Program Director about areas of concern or make suggestions for programmatic changes. • Act as a liaison between the intern and the Qatar University College of Education (this includes communication with principals, mentor teachers, interns, and the Director of the Internship).

