

The Special Education field experience and internship are:

1. **Substantial** -- Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by special educators and leaders in special education
2. **Sustained** -- Candidates participate in planned on-going intern activities during the field experiences and internship, allowing for candidate application of the knowledge and skills expected in the program.
3. **Standards Based** -- Experiences are designed to accommodate interns' individual career goals, within the parameters of the standards.
4. **In Real Settings** -- Candidates' experiences occur in multiple educational settings that allow for the demonstration of a wide range of relevant knowledge and skills.
5. **Planned and Guided Cooperatively** -- The intern, the site mentor, and the university supervisor provide appropriate opportunities to apply skills, knowledge, and dispositions of the program.

Placements

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

Requirements for a Site-Based Mentor

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

Intern Responsibilities

Dedication

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

Teaching

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

Scholarship

- Be aware of opportunities to participate in discussions with others about school leadership.
- Be aware of and use resources and resource people already available at your internship site.

Professionalism and Leadership

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

Mentor Responsibilities

Dedication

- Be friendly but professional with your intern.
- Agree verbally and in writing to accept the candidate for the designated period.
- Attend the mentor orientation provided by the university.
- Provide needed guidance and assistance in the accomplishment of the goals cited in the internship plan.
- Meet with the candidate and university supervisor at mutually arranged times to discuss the progress of the candidate (a minimum of twice during the internship).
- Complete your evaluation in a timely fashion.
- Attend the QU Internship Orientation with your intern.
- Orient the intern to:
 - The students
 - The building facilities and resources
 - The personnel – administrators, faculty, and staff

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

Teaching

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

Scholarship

- Assist the intern in implementing the internship plan.
- Confer with the college supervisor on a continuing basis. Performance problems should be identified and discussed as early as possible.
- Discuss the internship plan with the intern and suggest changes he/she might make to be more effective.
- Participate in an evaluation conference with the intern and supervisor.

Leadership

- Accept each intern as an individual and refrain from comparison of her/him with previous interns.
- Introduce the intern to professional journals, resources, and organizations.
- Involve the intern in faculty and curriculum meetings, parent meetings, and parent/teacher conferences when appropriate.
- Complete disposition survey and final evaluation.

University Supervisor Responsibilities

Dedication

- Communicate with the on-site mentor regarding placement of the candidate.
- Meet at the internship site with the site mentor and the candidate to review the internship plan.
- Provide assistance to the candidate and site mentor as needed.
- Review the candidate's assignments and provide timely feedback on progress.
- Consult with the site mentor and candidate at the culmination of the internship to determine the quality of the internship and the candidate's accomplishment of the goals set forth in the internship plan.
- Engage in a summative conference with the candidate.
- Orient your intern to your preferred method of contact.
- Conduct an appropriate number of site visits
- Contact the intern if you are unable to keep an appointment.
- At the end of the internship semester, turn in all documentation and forms to the program coordinator.
- Prepare a file of all forms and requirements the intern will need during the semester.

- Be aware of timelines regarding university forms that are due, as well as due dates of assignments.
- Become familiar with the *Internship Handbook*.

Scholarship

- Guide the intern's growth in reflective thinking and self-evaluation.
- Evaluate the intern's task reports and provide written feedback.
- Plan an intervention if there are problematic areas that need special attention.
- Participate in a three-way evaluation conference (at least 20 minutes) with the intern and mentor teacher at the mid-point and end of the semester.
- Complete mid-point and final evaluations with the mentor teacher of each intern and write recommendations and/or summaries.

Leadership

- Communicate regularly with the Program Director about areas of concern or make suggestions for programmatic changes.
- Act as a liaison between the intern and the Qatar University College of Education.

Field Experiences: Course Expectations and Requirements

SPED 602 Inclusive Education for Students with Disabilities

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

Course Learning Outcomes

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

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

SPED 603 Advanced Applied Behavior Analysis (10 field hours)

Assignment

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

Course Learning Outcomes

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

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

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

Assignment

Data Collection and IEP

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

Course Learning Outcomes

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

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

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

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

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

Course Learning Outcomes

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

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

SPED 621: Internship (350 field hours)

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

Intern Professional Development Plan

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

Removal from Field Experience/Internship

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

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