Conceptual Framework of the College of Education, Qatar University

Introduction

Qatar University, the national university of the State of Qatar, is rooted in its heritage, cultural values, and traditions while offering world-class education and research. Proud of its Arabic identity and role as a part of the educational and intellectual scene in the Arab world, it is also thoroughly engaged with international developments academically. Strongly attuned to the realities of the society it serves, the university is fully committed to Qatar's ambitions to achieve a knowledge-based economy.

The College of Education was the first higher education institution in the State of Qatar and the founding unit of Qatar University. It remains the single entity for the preparation of educators in the country. The college embraces its unique position of honor, as well as the exceptional responsibility this entails. The vision of the college reflects awareness of this role by asserting that:

> *The College of Education will be a leading institution in the preparation of education professionals through outstanding teaching, scholarship, and leadership in order to shape the future of Qatar.*

Its mission states:

> *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:*

> - *Its members an educational, motivational, and supportive environment for both learning and teaching in a climate which blends and balances modernity and the preservation of Arabic and Islamic identity.*

> - *Society with highly qualified education professionals and on-going professional development, by supporting scholarly activities, and by sharing the responsibility of the modernization of the country through effective partnerships.*

To realize its vision and fulfill its mission, the college – the unit of teacher preparation – is committed to these values:

- Honoring the history, culture, and values of Qatar and its people

- Providing challenging academic programs benchmarked to international standards of content knowledge, pedagogical knowledge, and dispositions
- Contributing to the solution of social and educational problems
- Respecting diversity locally and globally
- Promoting collaborative communities of practice
- Using the most current technologies to advance education
- Contributing to theory and practice in education through scholarship
- Fostering life-long learning
- Requiring the highest standards of professional ethics

The relationship between the unit's mission, vision, and institutional values and the unit's conceptual framework is a reciprocal one as all of these components rely on as well as shape one another.

The key document of the conceptual framework was developed as part of the unit's preparation to achieve International Recognition in Teacher Education (IRTE) in 2010. Using a multi-stage, iterative, collaborative process, the unit's education partners and other stakeholders from the community along with faculty and staff of the unit identified their beliefs about teaching and learning which formed the basis of the framework's initial draft. Alignment with the unit's vision and mission was achieved. Stakeholders and faculty identified key references thought to be seminal works related to the identified priorities. Faculty members were asked to read core references and suggest additional ones. Subsequent revisions of the framework were prepared and shared with external stakeholders and those within the unit until a final version was approved for the IRTE. The conceptual framework, however, represents a living document that is systematically reviewed and revised.

The Conceptual Framework

The conceptual framework can be summarized in the statement:

> *Together we shape the future through excellence in teaching, scholarship, and leadership.*

The visual symbol of the conceptual framework incorporates the Qatar University building architecture to symbolize Qatari and Arabic culture, a plant to indicate growth and shaping, and an arrow to show our ongoing movement toward excellence today and in the future. The design's blue color is the one used for the College of Education in all publications for Qatar University.

The three pillars of the conceptual framework – teaching, scholarship, and leadership – are supported by eight Unit Learning Outcomes, which are common across all programs in the unit. Briefly, as more complete descriptions of the outcomes follow in subsequent sections, these are:

> *Outcome 1: Content*
> Apply key theories and concepts of the subject matter.

Outcome 2: Pedagogy
Plan effective instruction to maximize student learning.

Outcome 3: Technology
Use current and emerging technologies in instructionally powerful ways.

Outcome 4: Diversity
Foster successful learning experiences for all students by addressing individual differences.

Outcome 5: Problem Solving
Arrive at data-informed decisions by systematically examining a variety of factors and resources.

Outcome 6: Scholarly Inquiry
Actively engage in scholarship by learning from and contributing to the knowledge base in education.

Outcome 7: Ethical Values
Apply professional ethics in all educational contexts.

Outcome 8: Initiative
Lead positive change in education.

The outcomes have been aligned with the Qatar National Professional Standards for Teachers and School Leaders that are the basis for educational licensure and advancement in the country (Appendix A)

The conceptual framework guides the unit in all its efforts. It is the touchstone against which decisions are tested. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. All courses contribute toward candidate mastery of the concepts, knowledge, and skills articulated by the conceptual framework.

Here, then, is a discussion of the meaning of the components of the conceptual framework, examples of how the framework guides the unit's efforts, and a summary its intellectual foundations. In the sections that follow, each part of the conceptual framework statement, *Together we shape the future through excellence in teaching, learning, and scholarship,* is examined in depth.

"Together"
It is fitting that the statement of the conceptual framework begins with the word, *together*, as interdependence is such a key value of Arab and Qatari culture. To succeed in an often challenging environment, the individuals of a family, tribe, and community have historically found it important to work together, a value that continues to shape the culture and the thinking and actions of the unit in several ways.

The unit realizes its responsibility to prepare individuals with the knowledge and skills to help the country succeed in the global community. Woven throughout its programs

are the values and goals reflected in the Qatar National Vision 2030. The programs of the unit significantly contribute to achieving three of the four national goals articulated in this vision:

Economic Development
Development of a competitive and diversified economy capable of meeting the needs of, and securing a high standard of living for all [Qatar's] people, both for the present and for the future.

Human Development
Development of all [Qatar's] people to enable them to sustain a prosperous society.

Social Development
Development of a just and caring society based on high moral standards and capable of playing a significant role in global partnerships for development. (General Secretariat for Development Planning, 2010).

Achieving the goals of Qatar's vision is the responsibility of the whole community, not just the unit; as His Highness, Sheikh Tamim Bin Hamad recently stated, "Education is the train of development for the country. Building capacity and sustainability in education through the preparation of competent educators and school leaders is a critical factor in supporting this growing nation." That is the role the unit plays, how it works together with all who are interested and invested in the state's growth and the education of learners in the K-12 environment who will be Qatar's future leaders.

Such a collaborative synergy creates a shared vision, a critical characteristic of effective educational systems (McCombs & Miller, 2007; Rutledge, Cohen-Vogel, & Osborne-Lampkin, 2012; Senge, 2006). Faculty in the unit model for candidates the important lesson that developing a shared vision among stakeholders can contribute to increased student learning (Marzano, 2003, Newmann, Smith, Allensworth, & Bryk, 2001). This commitment to involving stakeholders also reflects the educational principle that knowledge is socially constructed (Berger & Luckmann, 1966; Elder-Vass, 2012; Lock & Strong, 2010), so that knowledge is constantly being created in the minds of the students through interaction with others. Thus, to be most effective, the unit must function as *a community of practice* with its essential elements as described by Wenger (2007): (1) an identity defined by a shared interest, (2) a network through which members share information, and (3) practitioner participants, who have knowledge, skills, and resources to contribute to the common goal. The goal of the unit is to graduate candidates who are self-sustaining, lifelong learners; who are creators, rather than just consumers, of knowledge; and who can mentor their students in becoming so as well.

"We shape the future"
Shaping the future begins with the unit's belief at the core of its conceptual framework that the purposes of education are twofold. One is to help students learn about, engage, and critique cultural and social values, traditions, morality, and religion. The other is to provide them with the knowledge and skills needed to develop their intellectual and

social potentials, as this development is beneficial for society. Such thinking has been central to education throughout its history (Freeman, 2005; Goodlad, 1984). Hodgkinson, 2006; Kendall, Murray, & Linden, 2004). These principles apply as we teach our candidates and in preparing them to teach in the K-12 environment. Through the preparation of educators and school leaders skilled to achieve both purposes, education becomes the future of Qatar, and the unit helps shape that future.

The unit also shapes the future through its teaching by bringing some of the best ideas and practices in education from around the world—e.g., those that form the intellectual foundation of this conceptual framework—to examine education in Qatar. Through courses and activities, the programs' candidates understand the current context of education in the country, and begin to think how they can contribute to its improvement when they assume positions of responsibility upon graduation.

The unit also has an impact on the future of education and educational reform in the country through its National Center for Educator Development (NCED), which is a center within the unit for professional development of inservice teachers. Collaborations with the Supreme Education Council and Independent Schools have led to a school-based support system whereby NCED staff work intensively in partner schools to support the professional learning of staff and improve student achievement. Partnerships with organizations inside and outside of Qatar create opportunities for teachers to advance their learning in areas like science, technology, engineering, and mathematics. And extended training programs in a variety of subjects provide the kinds of learning opportunities that research shows educators need to continue to improve throughout their careers (Wei, Darling-Hammond, Andree, Richardson, & Orphanos, 2009).

"Through excellence in teaching"

Four of the unit's eight Unit Learning Outcomes relate specifically to excellence in teaching:

> *Outcome 1: Content*
> Demonstrate understanding of the key theories and concepts of the subject matter.
>
> *Outcome 2: Pedagogy*
> Plan effective instruction to maximize student learning.
>
> *Outcome 3: Technology*
> Use current and emerging technologies in instructionally powerful ways.
>
> *Outcome 4: Diversity*
> Foster successful learning experiences for all students by addressing individual differences.

These learning outcomes rely on clear conceptions of how people learn and what is important for teachers and educational leaders to know.

These principles related to learning underlie the unit's conceptual framework and its efforts:

- Humans construct knowledge based on prior knowledge
- Active engagement with concepts and skills is the most effective way of learning
- What is learned must be transferable to other contexts in the real world
- Reflection improves learning and informs practice
- Learning needs to continue throughout one's life

Humans construct knowledge and understanding based on what they already know (Kim, 2005; Piaget, 1978; Vygotsky, 1978). Their previous beliefs, skills, and knowledge affect what they attend to and how they interpret, understand, and retain new knowledge (Bransford, Brown, & Cocking, 2000). The implications of this principle are that effective instruction must focus on the student and the ways in which the student is making sense of the information rather than on simply presenting information; instruction must be *student-centered* (Carlile & Jordan, 2005; Darling-Hammond, 2006; Harden & Crosby, 2000; Kember, 2009). Faculty members as teachers and models, and candidates as future teachers, are encouraged to move away from the paradigm of the teacher as a transmitter of knowledge and toward a student-centered model of instruction that creates a community of learners.

One facet of student-centered learning is the active involvement of students in the learning process. Active learning has been shown to be comparable to lectures in helping students learn facts and information, but superior in developing thinking skills (Bonwell & Eison, 1991), and so educators realize the importance of active student engagement in their educational experiences (McKeachie, & Svinicki, 2006; Paxman, Nield, & Hall, 2011).

Research suggests that not only does active learning improve motivation and learning, but it may also foster transfer to the real world, i.e., the ability of students to apply school-acquired knowledge and skills in different contexts (Elmore, Peterson, & McCarthey, 1996). As stated by Bransford, Brown, and Cocking (2000):

> *The new science of learning is beginning to provide knowledge to improve significantly people's abilities to become active learners who seek to understand complex subject matter and are better prepared to transfer what they have learned to new problems and settings. Making this happen is a major challenge (e.g., Elmore et al., 1996), but it is not impossible. (p. 13)*

The unit embraces that challenge.

Reflection and metacognition are also key characteristics of effective learners, and through meaningful reflection, teachers inform their practice (Gay & Kirkland, 2003; Loughran, 2002; Milner, 2003). Reflective teaching and learning are infused throughout its programs.

The unit recognizes the rate of change in today's world, and thus developing life-long learners among its faculty, graduates, and their future students is a central commitment. As noted by Bransford, Brown, and Cocking (2000), it is impossible today to convey to students at any level the complete set of knowledge they need to survive in and contribute to society. Education must rather seek to provide basic knowledge plus the ability to continue to ask and answer meaningful questions and to pose and solve authentic, real-world problems.

Knowledge, Skills, and Dispositions

Besides knowledge about how people learn, excellence in teaching also begins with a clear conception of what is important for educators to know:

- Knowledge about students
- In-depth content knowledge in their fields
- Pedagogical content knowledge and skills
- Dispositions that contribute to effective teaching and learning
- Knowledge and skills about the instructional uses of technology

Knowledge about students.

The unit believes that the focus of education must always remain on the students, so it is essential that our candidates understand how individuals grow and develop, acquire and use language, and differ in learning styles, prior knowledge and experiences, cultural worldviews, and individual needs. This knowledge about and understanding of students is thus, not only taught in specific courses about human development, but is also is woven throughout all courses so that candidates may understand why, as well as how, to foster environments and learning experiences to maximize the learning of all students. For this, the unit not only draws from foundational theories in education (Dewey, 1887; Piaget, 1967; Vygotsky, 1978), but also from more recent studies in education (Bransford, Brown, & Cocking, 2000).

This component of the conceptual framework also addresses the diverse nature of Qatar's society and student population, in which multiple cultural, linguistic, and historical groups contribute to shape and strengthen the educational environment. The faculty teaches and models attitudes and actions that support diversity and social justice (Delpit, 1995; Elbeheri, Everatt, Reid, & Al Mannai, 2006; Hale, 2001; Villegas & Lucas, 2002). Faculty are encouraged to infuse courses with strategies for educating diverse populations of candidates through active, student-centered learning (Cook, Tankersley, & Landrum, 2009; Harden & Crosby, 2000; Kember, 2009) and multiple modes of instruction (Waldrip, Prain, & Carolan, 2010). The use of such approaches not only increases the effectiveness of our programs, but also affirms "the pluralism (ethnic, racial, linguistic, religious, economic, and gender, among others) that students, their communities, and teachers reflect" (Nieto, 2002, p. 29). The unit is committed to developing in our candidates a "set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts" (Bennett, 2009, p. 97).

Programs also explicitly address the educational needs of all students, including students with disabilities or, as they are called in Qatar, students with Additional

Education Support Needs (Supreme Education Council, 2010). The unit's policies on special education, and especially its emphasis on inclusive education (Fuch, Fuch, and Stecker, 2010), are consistent not only with the laws of Qatar (Al-Thani, 2006), but also with two foundational documents used internationally to inform special education programs—*The Salamanca Statement and Framework for Action* (UNESCO, 1994) and the *Convention on the Rights of Persons with Disabilities* (United Nations, 2006). All candidates, whether in special education or general education concentrations, are expected to have the knowledge, skills, and dispositions to ensure that every student has opportunities to learn in effective, appropriate, and supportive environments.

Content knowledge

In a presidential speech to the American Educational Research Association, Lee Shulman (1986a) described the content knowledge needed by a teacher:

> *We expect that the subject matter content understanding of the teacher be at least equal to that of his or her lay colleague, the mere subject matter major. The teacher need not only understand* that *something is so; the teacher must further understand* why *it is so, on what grounds its warrant can be asserted, and under what circumstances our belief in its justification can be weakened or even denied. (*p. 9)

Although the extent of content knowledge needed for successful teachers is still disputed in research (Wilson & Floden, 2003), the unit seeks to hold its candidates to high standards in content knowledge so that they may not only know the concepts of their disciplines, but also understand them at deep and meaningful levels.

Pedagogical content knowledge and skills

As numerous research studies have stated (Sesnan, 2000; Shulman, 1986b; Grossman, 1990), pedagogical content knowledge and skills that support learning in the discipline enable the teacher to facilitate student achievement, and so are essential for the successful classroom. Adhering to the learning principles of active engagement and the importance of transfer to the real world, the unit requires that such knowledge and skills are demonstrated in authentic contexts through a series of field and clinical experiences in each program.

An appreciation of the importance of actual classroom experience dates at least from the time of John Dewey (1933), who asserted that the primary purpose of teacher education is to provide experiences for teacher candidates in actual classroom settings. In their field experiences, candidates examine their own beliefs about teaching and learning (Kagan, 1992) and may experience significant changes in beliefs, attitudes, and effectiveness (Kennedy, 2006). Research indicates that it is critical that pre-service teachers face the reality of the demands and complexity of teaching early, so that they can make informed decisions as to whether teaching is the best career for them (Arnett & Freeburg, 2008; Gold & Bachelor, 1988; Johnson, 2004). In addition, pre-service teachers have expressed that university courses, without field-based experiences, are unable to duplicate the real-life experiences of teachers in the K-12 environment (Arnett & Freeburg, 2008), and that the field experience is the most valuable component of their teacher education experience (Arnett & Freeburg, 2008; Hill & Brodin, 2004). For these reasons, field experiences are integrated throughout every program,

increasing in time spent in the field as well as responsibilities, holding that such experience is an opportunity to learn, rather than just an opportunity to demonstrate what has been learned (NCATE, 2010)).

Dispositions for teaching

Researchers have demonstrated for decades that certain attitudes, beliefs, values, and personality traits have an impact on the effectiveness of a teacher (Combs, 1974; Demmon-Berger, 1986; Taylor & Wasicsko, 2002), although determining which characteristics should be the focus is less clear (Taylor & Wasicsko, 2002). In developing our conceptual framework and tools for assessment, the unit focused on those characteristics that would contribute to an individual's likelihood to select and use strategies that would result in effective learning for all students, would lead to productive team work with colleagues and other stakeholders, and would be perceived by the community as demonstrating professionalism. To identify those dispositions, we referred to the accepted documents for our community and our programs; for example, the dispositions for the programs in the unit were based upon the dispositions identified in the Qatar National Professional Standards for Teachers and School Leaders (Education Institute, 2007) for all initial and advanced programs; the Masters in Special Education also added dispositions from the Ethical Principles of The Council for Exceptional Children (2010) (Appendix 2.) Throughout the programs, faculty members teach and model these dispositions, and expect their demonstration in course assignments and field experiences. Supervisors and school-based mentors formally assess the candidates multiple times throughout their programs; candidates also self-assess and give evidence of these dispositions to increase awareness.

Instructional uses of technology

The use of technology for teaching and learning is consistent with proven effective pedagogical strategies such as student-centered learning, multi-model instruction, real-world contexts, open-ended learning environments, and distributed learning (Bell & Winn, 2000; Brown, 2000, Land & Hannafin, 2000). The use of technology has been shown to encourage cognition (Sternberg & Preiss, 2005) and can contribute to student achievement – if it is chosen well and used thoughtfully (Agodini, Dynarski, Honey, & Levin, 2003; Cheung & Slavin, 2011; Schacter, 1999). As Jonassen stated, computer-based tools "function as intellectual partners with the learner in order to engage and facilitate critical thinking and higher-order learning" (1996, p. 9). In line with professional and national standards (e.g., International Society for Technology in Education, 2002; Education Institute, 2005), candidates are taught effective and diverse ways to use technology in their own classrooms.

"Through excellence in…scholarship"

The unit envisions its faculty and candidates as lifelong learners, problem-solvers, and producers of knowledge. Further, we expect our graduates to be able to mentor their K-12 students in these same skills. Two Unit Learning Outcomes directly relate to this component of our conceptual framework:

Outcome 5: Problem Solving

Arrive at data-informed decisions by systematically examining a variety of factors and resources.

Outcome 6: Scholarly Inquiry

Actively engage in scholarship by learning from and contributing to the knowledge base in education.

The unit's vision of scholarship articulates the knowledge, skills, and dispositions it seeks for candidates and graduates to be consumers and generators of research who are able to translate research into practice. Alone and in collaboration with others, they should be able to identify, collect, and scrutinize evidence; validate knowledge against stringent standards of quality; and critique their performance through reflective teaching practices (Schön, 1983).

This begins with the expectation that the unit's faculty are scholars and practitioners who model, as well as teach, the processes and ethics of research and reflection. The efforts of faculty members in the unit reflect the full range of scholarship as described by Boyer (1990), and are often applied to the problems facing education in Qatar and the Arab world:

- The scholarship of discovery that includes original research that advances knowledge.
- The scholarship of integration that involves synthesis of information across disciplines, across topics within a discipline, or across time.
- The scholarship of application (also later called the scholarship of engagement) that goes beyond the service duties of a faculty to those within or outside the University and involves the rigor and application of disciplinary expertise with results that can be shared with and/or evaluated by peers.
- The scholarship of teaching and learning that employs the systematic study of teaching and learning processes. It differs from scholarly teaching in that it requires a format that will allow public sharing and the opportunity for application and evaluation by others.

The unit seeks to graduate educators who, as action researchers, possess the ability to evaluate their own teaching skills and engage in the inquiry process, to offer explanations for what they are doing, and to generate living educational theories (Mcniff & Whitehead, 2009). Not only does this occur as would be expected at the graduate level, where a number of courses and assignments prepare candidates to understand and rely upon the research that they will need as future leaders, but it is increasingly occurring at the baccalaureate level. This is another important way that the unit shapes the future.

"Through excellence in…leadership"

The unit expects all its candidates, whether serving in positions of administration or as classroom teachers, to be leaders. Two Unit Learning Outcomes specifically address this goal which is especially important to the success of education in Qatar:

Learning Outcome 7: Ethical Values

Apply professional ethics in all educational contexts.

Learning Outcome 8: Initiative

Lead positive change in education.

Ethical Values

Educational leaders face numerous pressures, conflicting goals, and diverse ideas of the desired ends of education (Sheild & Sayani, 2005). These pressures are not only limited to those traditionally defined as leaders, i.e., those in formal positions of authority. Instead, leadership "...like energy, is not finite, not restricted by formal authority and power; it permeates a healthy school culture and is undertaken by whoever sees a need or an opportunity" (Lambert, 1995, p.33). School leaders assume a wide variety of roles that support school and student success (Harrison & Killion, 2007).

Leaders, whether in administrative or teaching positions, are constantly faced with dilemmas that demand more than a technical response, that require them to grapple with ethical issues (Dantley, 2005). Thus, one of the most important aspects of leadership is demonstrating the qualities of ethical behavior that, derive especially from the programs' sets of professional dispositions. This requires leaders to engage in critical reflection that compels them to involve themselves personally in their own understanding of ethics and how they can deal with ethical dilemmas. All programs provide opportunities for self-reflection on ethical behavior in schooling (Dantley, 2005). The unit expects all candidates to embrace and practice such universal values as honesty and truthfulness, integrity, reliability, respect, fairness, caring, pursuit of excellence, and professionalism.

Initiative

Effective educational leaders are catalysts for "commitment to and vigorous pursuit of a clear and compelling vision, stimulating higher performance standards" (Collins, 2007, p. 31). This requires motivated leaders who assess, act, and develop opportunities and strategies that can resolve problems or improve situations.

For educational leaders, vision is "a hunger to see improvement" (Pejza, 1985, p. 10) and "the force which molds meaning" (Manasse, 1986, p. 150). Educational leaders must translate the vision into reality and clearly articulate that vision to others. This requires communication skills and the involvement of all stakeholders. Mazzarella and Grundy (1989) state that school leaders interact well with others, and they know how to communicate. School leaders know that building and sustaining good relationships within and beyond the school is central to the school leader's role (Bryk & Schneider, 2002), and that working together with stakeholders at various levels is essential for school success.

Leadership requires sharing a vision that provides meaning and purpose for schools because "when complex challenges confront an organization, change is needed and vision becomes important" (Archbald, 2013, p. 137). Schools are faced with constant changes in the development of new knowledge and technological advancements that influence the goals of school leaders. This demands growth and change requiring educational leaders to develop a school vision that engages the infinite process of change and development (Owens & Valesky, 2007). If educational leaders cannot

conceive, communicate and implement of vision for change and improvement, the organization lacks the foundation necessary for effective improvements (Baker & Orton, 2010).

Furthermore, school leaders must translate vision into reality and clearly articulate that vision to others. This requires communication skills and the involvement of all stakeholders. Effective educational leaders are able to develop strong lines of two-way communication throughout the school and community (Marzano, Waters & McNulty, 2005). It is essential for school leaders to be effective at building and sustaining *relationships* with diverse people and groups and is vital for effective change and school success (Leithwood & Riehl, 2005).

Summary

Thus, the last component of the unit's conceptual framework connects back to its first, reflecting the Unit of Education's continual efforts to realize its vision, fulfill its mission, and honor its responsibility to the State of Qatar.

> *Together, we shape the future through excellence in teaching, scholarship, and leadership.*

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Appendix 1: Alignment of Unit Learning Outcomes and the Qatar National Professional Standards for Teachers and School Leaders

Qatar University College of Education Learning Outcomes	Qatar National Professional Standards for Teachers
TEACHING	
Outcome 1: Content Demonstrate understanding of the key theories and concepts of the subject matter.	3. Foster language literacy and numeracy development. 9. Apply teaching subject area knowledge to support student learning.
Outcome 2: Pedagogy Plan effective instruction to maximize student learning.	1. Structure innovative and flexible learning experiences for individuals and groups of students. 2. Use teaching strategies and resources to engage students in effective learning. 7. Assess and report on student learning. 8. Apply knowledge of students and how they learn to support student learning and development.
Outcome 3: Technology Use current and emerging technologies in instructionally powerful ways.	5. Construct learning experiences that connect with the world beyond school. 6. Apply Information and Communication Technology (ICT) in managing student learning,
Outcome 4: Diversity Foster successful learning experiences for all students by addressing individual differences.	4. Create safe, supportive, and challenging learning environments.
SCHOLARSHIP	
Outcome 5: Problem Solving Arrive at data-informed decisions by systematically examining a variety of factors and resources.	12. Reflect on, evaluate and improve professional practice.
Outcome 6: Scholarly Inquiry Actively engage in scholarship by learning from and contributing to the knowledge base in education.	12. Reflect on, evaluate and improve professional practice.
LEADERSHIP	
Outcome 7: Ethical Values Apply professional ethics in all educational contexts.	12. Reflect on, evaluate and improve professional practice.
Outcome 8: Initiative Lead positive change in education.	10. Work as a member of professional teams. 11. Build partnerships with families and the community.

Alignment of Unit Learning Outcomes and the Qatar National Professional for School Leaders

Qatar University College of Education Learning Outcomes	Qatar National Professional Standards for School Leaders
TEACHING	
Outcome 1: Content Apply key theories and concepts of the subject matter.	1. Lead and manage learning and teaching in the school community.
Outcome 2: Pedagogy Use effective planning and instruction to maximize student learning.	2. Develop, communicate, and report on strategic vision and aims of the school and community.
Outcome 3: Technology Use current and emerging technologies in instructionally powerful ways.	6. Develop and manage resources.
Outcome 4: Diversity Foster successful learning experiences for all students by addressing individual differences.	4. Lead and develop people and teams.
SCHOLARSHIP	
Outcome 5: Problem Solving Systematically examine a variety of factors and resources to arrive at data-informed decisions.	6. Develop and manage resources.
Outcome 6: Scholarly Inquiry Actively engage in scholarship by learning from and contributing to the knowledge base in education.	7. Reflect on, evaluate, and improve leadership and management.
LEADERSHIP	
Outcome 7: Ethical Values Apply professional ethics in educational contexts.	5. Develop and manage school-community relations. 7. Reflect on, evaluate, and improve leadership and management.
Outcome 8: Initiative Demonstrate the qualities of effective leadership in interpersonal and public contexts.	3. Lead and manage change.

Appendix 2: Program Dispositions

Dispositions for Bachelor of Education and Post Baccalaureate Candidates

Teaching
   Content: Upholds high standards for content knowledge.

   Pedagogy: Believes all children can learn.

   Diversity: Validates students' unique strengths and ways of learning.

   Technology: Recognizes the value of using the best, most appropriate learning resources.

Scholarship
   Scholarly Inquiry: Reflects on personal beliefs and practices about teaching and learning.

   Problem Solving: Recognizes the importance of a systematic approach to problem solving and decision-making.

Leadership
   Ethical Values: Treats all students, parents, and colleagues with fairness and dignity.

   Initiative: Readily accepts responsibility for new opportunities and tasks.

Dispositions for Master of Education in Educational Leadership Candidates
Teaching

Content
Candidates have high standards for content knowledge in discipline areas.

Pedagogy
Candidates believe that all students can learn and have the ability to be successful in their academic endeavors.

Diversity
Candidates demonstrate respect for diversity.

Technology
Candidates recognize the importance of using diverse educational resources, including technology.

Scholarship

Scholarly Inquiry
Candidates engage in critical reflection of theory and professional practice.

Problem Solving
Candidates use critical thinking to solve problems.

Leadership

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

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

Dispositions for Master of Education in Special Education Candidates

1. Maintaining challenging expectations for individuals with disabilities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
2. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with disabilities and their families.
3. Promoting meaningful and inclusive participation of individuals with disabilities in their schools and communities.
4. Practicing collegially with others who are providing services to individuals with disabilities.
5. Developing relationships with families based on mutual respect and actively involving families and individuals with disabilities in educational decision making.
6. Using evidence, instructional data, research, and professional knowledge to inform practice.
7. Protecting and supporting the physical and psychological safety of individuals with disabilities.
8. Neither engaging in nor tolerating any practice that harms individuals with disabilities.
9. Practicing within the professional ethics and standards of the profession; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.
10. Supporting the Education for a New Era reforms in Qatar.
11. Advocating for professional conditions and resources that will improve learning outcomes of individuals with disabilities.
12. Participating in the growth and dissemination of professional knowledge and skills.
13. Reflecting on, evaluating, and improving their professional practice as an ongoing process.