

Exhibit 3.3.c. Criteria for the Selection of Clinical Faculty

The College of Education has criteria and processes for the selection of mentors in both the initial and advanced programs. These criteria and forms for the selection process (explained in the Standard 3 narrative) follow.

Selection Criteria for the School Mentors in the Initial Programs

<u>School Mentor Qualification checklist</u>	<u>قائمة بمؤهلات المعلم المعاون</u>
1- Evidence of successful teaching experience (at least 2 years full time experience).	1- وجود خبرة تعليم ناجحة (خبرة 3 سنوات على الأقل).
2- Teaching in an independent school/approved school	2- التدريس في مدرسة مستقلة أو مدرسة معترف بها.
3- Evidence of Mentoring skills.	3- مهارات الإشراف و متابعة الأداء.
4-Willing to allow the candidate to teach and to provide him or her with Feed back.	4- الاستعداد لدعم الطلاب المتدربين و تقديم التغذية الراجعة لهم.
5-Open to professional development and modifying instruction.	5- منفتح علي التطور المهني و تطوير أسلوب التدريس.
6- Evidence of positive relationship with families.	6- أن يكون على علاقة ايجابية بأفراد الأسر.
7- Recommendation by the principal or director of the school.	7- موصي به من قبل الرئيس أو مدير المدرسة.

Responsibilities – School Mentor (Initial Programs)

Dedication

- Be friendly but professional with your student teacher.
- Complete your evaluations and other paperwork in a timely fashion.

Orientation

- Attend the QU Orientation with your student teacher.
- Orient the student teacher to:
 - The students
 - The school calendar and daily schedule
 - The building facilities and resources
 - The personnel – administrators, faculty, and staff
 - School policies and procedures
 - The nature of the community
 - Professional opportunities

Preparation

- Prepare the classroom students to receive the student teacher as a professional co-worker.
- Prepare a workspace for the student teacher with a desk, chair, shelves, curriculum guides, and teaching materials.
- Discuss the new student teacher's placement with the college supervisor, and be sure to bring up any concerns.

Teaching

- Provide a gradual induction to the teaching process by modeling appropriate planning and teaching, as well as explaining the purpose of various strategies.
- Demonstrate methods and resources for creating daily lesson plans that are sequential and integrated.
- Demonstrate the use of curriculum guides, teachers' manuals, and other resources for your grade/subject level.
- Explain the philosophy of classroom management, the specific techniques that you use, and how management is to occur when you and the student teacher are both in the classroom.
- Choose a specific time for planning together on a daily/weekly basis.
- Explain the methods of keeping records for attendance, tardiness, grades, conduct, and any others required by the school.
- Discuss emergency and health procedures, such as fire drills, sudden illness, and fighting.
- Guide the student teacher toward greater effectiveness by:
 - Monitoring effective use of time
 - Requiring written lesson plans in advance of teaching
 - Creating a climate that encourages questioning and self-reflection
 - Praising and encouraging
 - Keeping interactive lines of communication open
 - Discussing problems frankly, one at a time
 - Sharing professional experiences and materials
 - Capitalizing on the special interests, talents, and abilities of an student teacher in order to enrich the curriculum
 - Encouraging the use of alternative instructional and management techniques
 - Guiding the acceptance of varied school duties and tasks which represent a teacher's workload
- Allow the student teacher to assume full responsibility of the classroom instruction and management for

at least five weeks during the semester.

- At some point during the student teacher's time with you, provide some specific guidelines on how to set up a classroom for the beginning of the year.

Scholarship

- Promote daily interactive discussions with your student teacher; encourage reflective thinking about the strengths and weaknesses of his/her effectiveness in the planning and teaching process.
- Assist the student teacher in implementing recommendations received during the daily evaluation sessions.
- Confer with the college supervisor on a continuing basis. Performance problems should be identified and discussed as early as possible.
- Allow the student teacher to have time to confer with the college supervisor following an observation.
- Write evaluations of the student teacher's progress and discuss them with him/her using the Lesson Observation Form found in the *Appendix*.
- Discuss your observations with the student teacher and suggest changes he/she might make to be more effective.
- Participate in a three-way evaluation conference with the student teacher and supervisor at the mid-point and final evaluations and conferences.

Use the weekly observation forms to support your evaluations using the Clinical Experience Evaluation Survey (CEES)

- at the mid-point and final three-way conferences.

Leadership

- Accept each student teacher as an individual and refrain from comparing her/him with previous student teachers.
- Free the student teacher to attend all required College of Education Seminars, which are part of her/his clinical experience.
- Leave the student teacher alone in the classroom, so that she/he can feel independent and have the opportunity to learn from her/his mistakes. Be sure this occurs gradually, and indicate where you may be located in case of emergency.
- Introduce the student teacher to professional journals, resources, and organizations.
- Involve the student teacher in faculty and curriculum meetings, parent meetings, and parent/teacher conferences when appropriate.

Mentor Qualifications: Masters in Education, Educational Leadership

A mentor leader is a professional who is approved for mentorship by the university and serves as role model, instructor, and coach for the intern. In order to serve as a mentor, an individual must meet these minimum qualifications:

- Have a minimum of two year's experience in their current leadership position
- Be approved by the principal or school owner
- Model excellence high expectations for students
- Commit to the time and effort needed to serve as a mentor
- Possess strong leadership skills and current content knowledge

Application for Mentoring a Candidate in the Masters in Education, Educational Leadership Program

Name: _____

Position: _____

School or Organization: _____

Please briefly provide information to the following questions.

- 1) What experience have you had as a in a leadership role in education?

- 2) What opportunities can you facilitate for the intern related to his/her area of interest?

- 3) Do you understand and will you commit to the time requirements and responsibilities related to mentoring a candidate in this program?

- 4) Has your supervisor/administrator approved your mentoring? If so, please have him/her sign below. If you do not require approval from a supervisor or administrator, please explain.

Signature of mentor: _____ Date: _____

Signature of supervisor: _____ Date: _____

Requirements for a School-Based Mentor for Candidates in the Masters in Special Education Program

- 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.

Application for Mentoring a Candidate in the Masters in Education, Special Education Program

Name: _____

Position: _____

School or Organization: _____

Please briefly provide information to the following questions.

- 5) What experience have you had as a special educator or in a leadership role that requires decisions related to special education?

- 6) What opportunities can you facilitate for the intern related to his/her area of interest in special education?

- 7) Do you understand and will you commit to the time requirements and responsibilities related to mentoring a candidate in this program?

- 8) Has your supervisor/administrator approved your mentoring? If so, please have him/her sign below. If you do not require approval from a supervisor or administrator, please explain.

Signature of mentor: _____ Date: _____

Signature of supervisor: _____ Date: _____

Note: University supervisors are selected by the program coordinators. Their supervision responsibilities are part of their workload, with .05 CR per student teacher or intern, for a total of no more than 6 CRS. The responsibilities for supervisors follow:

Responsibilities of University Supervisor

Dedication

- Allow sufficient time for both observations and feedback conferences.
 - Provide useful, encouraging feedback to the candidate.
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Orientation and Organization

- Orient your candidate to your preferred method of contact.
 - Visit the school to meet the mentor teacher and administrators.
 - Contact the candidate if you are unable to keep an appointment.
 - Organize a collection of all the candidate's work, including CPA, PPI, and PDI.
 - At the end of the candidateship semester, turn in all documentation and forms to the program coordinator
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Preparation

- Meet the mentor teacher before the candidateship begins.
 - Prepare a file of all forms and requirements the candidate 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 Diploma Candidateship Handbook.
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Teaching

- Participate in the candidate orientation at the beginning of the semester, which emphasizes responsibilities (academic, moral, ethical, legal).
 - Participate in an orientation for mentor teachers to provide information concerning the program, required responsibilities, and effective communication with the candidate, and college supervisor.
 - Share information with candidates about professional development opportunities in the community.
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Scholarship

- Observe, assess, and evaluate candidates at least five (5) times during the candidateship placement regarding teaching, planning, management, and professionalism.
 - Guide the candidate's growth in reflective thinking and self-evaluation.
 - Evaluate the candidate's lesson plans and provide written feedback.
 - Document thoroughly any infractions of school policy or professionalism, as well as unsatisfactory progress in classroom instruction and management.
 - Plan an intervention if there are problematic areas that need special attention. A copy of any plans resulting from the intervention shall be submitted to the Coordinator of Diploma Programs as soon as all parties have signed the plan.
 - Participate in a three-way evaluation conference (at least 20 minutes) with the candidate and mentor teacher at the mid-point and end of the semester.
 - Complete mid-point and final evaluations with the mentor teacher of each candidate and write
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recommendations and/or summaries.

- Evaluate completed assignments and score all online submissions.
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Leadership

- Continue professional development by reading professional journals and attending conferences.
 - Serve as a mentor to a new candidateship supervisor, if requested.
 - Communicate regularly with the Program Director about areas of concern or make suggestions for programmatic changes.
 - Act as a liaison between the candidate and the Qatar University College of Education (this includes communicating with principals, mentor teachers, candidates, the director of candidateship, and the program coordinator).
 - Assist in the placement of candidates for the upcoming semester by offering suggestions and/or recommendations.
 - Complete recommendation letters for candidates who are applying for initial teaching jobs.
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