

EFFECTIVENESS OF THE GUIDING PROGRAM TO DEVELOPMENT SKILLS FOR THE FIELD-TRAINING SUPERVISORS OF THE SPECIAL EDUCATION DEPARTMENT IN PRINCESS NOURAH BINT ABDULRAHMAN UNIVERSITY

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ABSTRACT_ *The study aimed to identify the required professional skills for the field-training supervisors of the special education department, and the study the effectiveness of the guiding program in the development of these skills. The study sample consisted of 14 supervisors and 70 of the field-training students in the special education department, Princess Nourah bint Abdulrahman University, Riyadh, the second semester of the academic year (2015-2016) (1436-1437AH). Three tools were used to conduct the purpose of this study: Questionnaire for the supervisors' skills in the field training of the special education department, Supervisory skills scales consisted of two forms: form A for the supervisor and form B for the student, prepared by the researcher. The study used a descriptive approach, experimental approach, and the results indicated that the required field-training supervisory skills of the special education department are: " knowledge, communication, teaching, evaluating, managing the educational situation, professional supervisory skills". The study found that there are significant differences between the average score of the experimental group (field training supervisors) in favor of the two applications pre and post, and that was in the total score and in each of these dimensions: "knowledge", "managing the educational situations", "professional supervisory skills". While the differences did not reach the level of the statistical significance in these dimensions: "communication, teaching, evaluating". Also the study conducted an existence of significant differences between the mean scores of the pre and post measurements of the intern students group after the application of the study program on their supervisors in the field training, in the two dimensions of: " the supervisory practices during the classes visits and the supervisory practices after the classes visits", and the "total score of the scale, while the difference did not reach the level of the statistical significance in the dimension of" the supervisors practices before the classes visits". Based on these results, the researcher provided a number of recommendations.*

KEYWORDS: *special education, field training, supervision, university education.*