

PROFESSIONAL STANDARDS FOR TEACHERS OF STUDENTS WITH INTELLECTUAL DISABILITIES IN QASSIM FROM THEIR PERSPECTIVE BY LIGHT OF SOME VARIABLES

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ABSTRACT_ *The study aimed to identify the necessary professional standards for teachers of students with Intellectual disabilities in Qassim from teachers perspective area in the light of the variables (professional experience, the workplace) , the study sample consisted of 82 teachers, and to achieve objectives of the study the researcher used the questionnaire which prepared for the detection necessary professional standards for teachers of students with Intellectual disabilities in the Qassim region consisting of (55) items. To extract the results, we used arithmetic means, and standard deviations for the answer to the first question, and to answer the second and third question of the study we use t-test. The results showed: All necessary professional standards for teachers of students with Intellectual disabilities in the Qassim region gained high acceptance from the standpoint of their teachers, which shows the importance of those standards in the preparation of teachers with students have Intellectual disabilities, as there were no statistically significant differences at the level of significance ($\alpha \leq 0,05$) the required professional standards of the teachers and supervisors of view due to the professional experience (less than five years, five years or more) in all axes, and also there were no statistically significant differences at the level of significance ($\alpha \leq 0,05$) in the required professional standards from the point of teachers and supervisors of view due to the professional experience (less than five years, five years or more) in both axes. The study came up with several recommendations to contribute to the development of the necessary standards for teachers with Intellectual disabilities.*

KEY WORDS: *Intellectual disability, professional standards.*