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RESEARCH ARTICLE

WAS IT REALLY STANDARD-BASED? EVALUATING STUDENT TEACHING PRACTICES OF A TEACHER PREPARATION PROGRAM BASED ON THE BLUE RIBBON REPORT DESIGN PRINCIPLES

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ABSTRACT

In this research, with respect to the CAEP/NCATE's Blue Ribbon ten design principles, a Middle-Eastern university that was undergoing accreditation process was evaluated for the aptness of its student teaching program based on the ten designated principles. Questionnaires were distributed to 13 college supervisors and 95 cooperating teachers. The results revealed consistent degrees of satisfaction towards the program implemented based on the principles. A major implication was the capability of current program to proceed towards transformation based on the respondents' perceptions. Further recommendations are provided for institutions seeking international accreditation.

INTRODUCTION

Teacher preparation programs seeking for accreditation by National Council for Teacher Accreditation of Teacher Education (NCATE) have increased (NCATE, 2014) despite that some scholars have criticized the NCATE's standards (Levine, 2006). There are several important factors that make NCATE important for some institutions. First of all, it ensures 'teacher quality' (Ward, 2012). Second, it can work as a signature of approval that organization has been going through a formal process to confirm its competence (Brown, 2009). Third, it works to follow up to see that the standards are met (Mebratu, 2004). At last but not the least, it improves P-12 students' performance through the standards (Colwell, MacIsaac, Tichenor, Heins and Piechura, 2014, Mason, 2009). However, program evaluations in various contexts (Herrin, 2009; AlSharei, 2009; Al Ganbousy, Al Harthi and Kazem, 2012) served as the basis for studying the status quo of some implemented programs, in order to move towards development or transformation. Others delved deep into testing the implemented state standards and document analysis (Tatto, Neophytou and Papanastasiou, 2012). Most of the studies reported significant and important role of teacher preparation, though not all, to transform and develop teacher programs in light of accreditation. Regarding evaluation of different programs, studies vary in their purpose and rationale of such evaluation (AlSharei, 2009; Al Ganbousy, Al Harthi and Kazem, 2012)

creating a context of debate whether to continue evaluation or find a new way to develop the status of teacher preparation programs. In the light of increasing demand for accreditation, NCATE sanctioned a panel called Blue Ribbon to examine the status quo of teacher preparation programs due to issues of variability of the time spent in clinical practices, role of mentors, candidates (who practice student teaching in schools with the help of teachers and college supervisors) and clinical practice exit requirements (NCATE, 2010). The Blue Ribbon Panel, indeed, released a report indicating ten standardized design principles that should form the basis of every teacher preparation program (NCATE, 2010). This article presents a funded research project in which, during Spring 2015, the researchers administered questionnaires to both 95 cooperating teachers and 13 college supervisors to indicate their level of satisfaction towards the college's teacher preparation program (i.e. mainly student teaching) as a standardized program seeking for more clinically-based preparation program. The purpose of this study was to find the extent to which the current program is capable of change in relation to cooperating teachers' and college supervisors' perceptions of the program based on the ten design principles. Both stakeholders rely heavily on standards and basic elements of teacher preparation. Thus, their perceptions towards evaluating their level of agreement were expected to be high towards the principles formed by the Panel. This article reports the main findings revealed from data obtained and analyzed for evaluating the current teacher preparation program in the field of student teaching for more clinical partnership and effective teacher program. In this study, we outline the role of NCATE movement in teacher education and the ten designed principles

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in teacher preparation programs in relation to their impact over student teaching program in general. Studying the role of college supervisors and cooperating teachers is of a crucial part of this study.

NCATE Movement

In 2013, NCATE and TEAC merged together and created a new international accrediting entity called CAEP (which stands for the Council for the Accreditation of Educator Preparation) (Azevedo, 2015; Whitford and Villaume, 2014). Though they have merged together, the mission they carried and standards of NCATE and TEAC are similar (Popham, 2015). Therefore, this would not create many problems for bodies or institutions under accreditation except for substituting the term used. The CAEP Board of directors called for establishing an accreditation system with evidence-based standards. This is to strengthen clinical practices and foster innovation through research while the standards have not been tested for their effectiveness yet (CAEP, 2013; Popham, 2015). Thus, the importance that clinical practice embodies needs continuous support and sufficient effort to redesign teacher preparation programs. However, the CAEP standards were mainly fixed around the ones that have more effects on students' outcomes such as content and pedagogical knowledge, clinical partnerships and practice, and candidate quality, recruitment and selectivity (CAEP, 2013). NCATE (CAEP) standards were criticized that such standards do not provide evidence for program quality (Levine, 2006). In addition, the standards do not reflect the reality but work as what is desirable for teacher preparation programs (Whitford and Villaume, 2014). On the other hand, others asserted that CAEP standards matter when sustaining professional development school partnership (Colwell, MacIsaac, Tichenor, Heins and Piechura, 2014). According to Murray (2012), several misconceptions of accreditation occur involving how programs meet the standards. Individuals conceptualize these standards in a specific way that might not perfectly fit within the meaning intended for by CAEP, interact with each intellectually in another, and variably apply them in practice. The standards change every seven years (Azevedo, 2015). Although this could be perceived as unstable and uncertain to teacher education programs' providers, it ensures that these programs keep abreast with the current trends and improvements in education.

Also the introduction of CAEP to teacher education at universities created challenges regarding the process of accreditation (Lane-Kelso, Gunn and Al Washahi, 2014; Al Sharei, 2009). The term NCATE itself became unclear to both native and non-native English speaker faculty members. Not all educators were familiar with the accreditation and language difference in other situations that could be one of the reasons to misunderstand the term (Lane-Kelso, Gunn and Al Washahi, 2014). However, the status of teacher education is changing and the terms used in accreditation are becoming much clearer as the process of accreditation progresses. In general, CAEP is moving beyond North American boundaries to collaborate with countries possessing delightfully distinct identities (Lane-Kelso, Gunn and Al Washahi, 2014). Lane-kelso, Gunn and Al Wahsahi (2014) stated that most educational goals around the world are similar to each other for which standards are adopted by many institutions. Despite U.S and Middle East are different

contexts (language, culture and distance), This Arabian University's College of Education managed to confront the changes and exploited the standards for the benefits of its context. In this university, where the study was conducted, the accreditation and CAEP's standards were modified to be infused and be aligned with the country's culture where most of the students' groups are homogeneous. NCATE's (CAEP) executive summary report calls for crucial change to teacher education programs. However, the call for change sought for more rigorous accountability of all teacher education programs. This includes the need for more collaboration with partnered schools and strong candidates' selection for clinical internships similar to the system used to select medical students through setting clear criteria as suggested by the Blue Ribbon report. The change would also include several revisions and evaluations to revamp the teacher education courses syllabi, cooperating teachers' incentives and program faculty staffing and support. It is expected that there should be a channel of communication among all parties and partners included in this professional community would shape the whole process of establishing an effective clinical preparation (NCATE, 2010). Moreover, the NCATE visits do not occur randomly, as Murray (2012) stated, "like most accreditors, both NCATE and TEAC do a considerable amount of quality screening before any site visits occur." (P. 54).

After the release of the NCATE's (CAEP) Blue Ribbon's design principles, there is no study that explored the aptness of the designated principles towards teacher preparation program that seeks to redesign its program for more clinical partnership. Therefore, the merit of this paper is to use the principles to evaluate a Middle-Eastern university's College of Education teacher preparation program in light of the principles. According to Yendol-Hoppey, Dana and Jacobs (2015), the need to change and design clinical programs is a challenge for teacher education. There is no evidence that the change using the ten design principles will ensure program's effectiveness or increase students' learning. Perhaps the principles somehow allow teacher programs to extend the focus of certain standards towards improvements through several revisions and evaluations.

However, the ten design principles as formulated by the NCATE's Blue Ribbon are as follows:

- Student learning is the focus
- Clinical preparation is integrated throughout every facet of teacher education in a dynamic way
- A candidates' progress and the elements of a preparation program are continuously judged on the basis of "data"
- Programs prepare teachers who are expert in content and how to teach it and are also innovators, collaborators and problem solvers
- Candidates learn in an interactive professional community
- Clinical educators and coaches are rigorously selected and prepared and drawn from both higher education and the P-12 sector
- Specific sites are designated and funded to support embedded clinical preparation
- Technology applications foster high-impact preparation.
- A powerful R&D agenda and systematic gathering and use of data supports continuous improvement in teacher preparation

- Strategic partnerships are imperative for powerful clinical preparation.

Though the proposed ten design principles that shape clinical partnerships have been considered important, research does not explain the sequence of experience that will result in effective novice teachers (CAEP, 2013). However, clinical preparation is imperative because it has been identified having the strongest effects on outcomes for students (CAEP, 2013). Schools and college of education collaborate together for an effective clinical partnership in which candidates and cooperating teachers work heavily (Mason, 2009). Therefore, cooperating teachers and college supervisors play a critical role in the success of clinical practice. The quality of teacher preparation programs depends on the achievement of their planned educational goals and the consequent outcomes at school; more particularly the effect on school learners. From international to a national context in a Middle-Eastern country under the accreditation process, Oman has one state government university i.e. SQU. Its college of education serves the community with qualified teacher candidates. Referring back to the CAEP/ NCATE's standards, they were adopted in the College of Education (CoE) within specific conceptual framework that ensures the quality and competency of CoE's candidate teachers.

Since the CAEP standards were matched and served as the basis of the program in this university, the Blue Ribbon principles would have several impacts over the implementation of the principles in general. First of all, the second principle emphasizes the integration of clinical preparation in every facet of teacher education might not be implemented as it is intended to be. In other words, it will be a difficult task to change a standard-based teacher education completely and be interwoven around clinical preparation. Specialists, educators and government stakeholders should take into their account all zones and parts of the teacher education from fees to curriculum outcomes and evaluation procedures. In addition to that, need assessment should be carried out for the next stage of transformation, which needs more effort and specialists to proceed. Second, the selection criteria of educators and coaches would cause some glitches. They should be selected rigorously; nonetheless, college supervisors and cooperating teachers are selected based on certain criteria that the university has established. Moreover, for assessment, the college of education implemented an NCATE/ CAEP's evaluation program. As one of the means to facilitate communication between members and partners during student teaching, LiveText is used. As Lumpkin defined it "LiveText is a web-based learning, assessment, and accreditation system, which offers learning solutions for students, course management solutions for faculty, and a way for administrators to document compliance with accreditation standards." (2012, P. 11). Though it is used for accreditation and assessment, it creates a media for all partners to gather in the context of student teaching in one environment in which they are engaged. In this university, where the study was conducted, the use of LiveText created a conversational context in which faculties, college supervisors, cooperating teachers and candidate teachers collaborated together in one theme. It emphasized the use of technology. Therefore, technology became a source for data collection during student teaching. Looking forward more to the context of research and development, research takes a very limited

context in Omani schools. Due to heavy workloads and large number of students to teach at schools, teachers hardly find the time to conduct action research. In the end, such principles of the Blue Ribbon would be very ideal but not practical for every institution pursuing the change of its standard-based program into a clinical-based program.

The Role of College Supervisors and Cooperating Teachers

In every teacher preparation program, specifically in field experience and student teaching, two experts work and collaborate to help candidate teachers become skilled and knowledgeable teachers. The two groups of experts are the college supervisors and school cooperating teacher. Each plays a critical role during field experience and student teaching. First of all, college supervisors work closely with cooperating teachers and candidates at school (Garrido, 2012; Wepner, Bowes and Serotkin, 2007). They provide important feedback to candidates that can help them improve their teaching performance and learning within field experiences in schools (Amer and Ismail, 2014). On the other hand, the cooperating teachers provide feedback for candidates. Therefore, both college supervisors and cooperating teachers generate a source of evaluation for assessment system (Stoulig, 2009). However, teachers should be well-prepared and well-educated to serve as experts, facilitators, guidance givers, collaborators, and information givers to facilitate students learning in which this could be achieved through different stages of preparation during field experience and student teaching program (Teter, 2010; Lawley, Moore and Smajic, 2014). In conclusion, both college supervisors and cooperating teachers can provide their level of satisfaction towards future transformation or possible changes for teacher preparation programs (Linkenhoker, 2012). However, since both stakeholders play an important role, referring back to the current study purpose, it explores the cooperating teachers' and college supervisors' level of satisfaction towards the current implemented teacher preparation program to undergo through the change and transform its program based on the CAEP/NCATE's Blue Ribbon design principles after going through several stages of NCATE accreditation.

Research Questions

This study aims to find answers to the following research questions:

- To what extent does the teacher education program at a Middle-Eastern university abide by the ten design principles for preparing teachers as perceived by cooperating teachers in relation to:
 - Gender
 - Private or public school
 - Age groups
 - Teaching experience
- Is there any statistically significant difference between the perceptions of college supervisors and cooperating teachers about the adherence of the teacher education program to the ten design principles?

MATERIALS AND METHODS

In this quantitative study, cooperating teachers and college supervisors responded to a 5-point Likert scale questionnaire to indicate their level of satisfaction of the statements with regard to the teacher preparation programs' aptness in the light of the Blue Ribbon's design principles (see appendices A and B). Since this study is seeking to investigate the cooperating teachers' and supervisors' level of satisfaction of college's teacher preparation program, questionnaires were utilized.

preparation programs at the university. A sample of 108 participants were part of the study, 95 cooperating teachers were from both private and public schools. 13 college supervisors from the university were from different specialization such as English, Arabic, Islamic studies, physical education, early childhood education, technology and arts. It is also worth mentioning that cooperating teachers' and college supervisors' questionnaires were different. (See appendices A and B)

Table 1. Means, standard deviations and t-values for the cooperating teachers regarding all the 10 principles

#	Principles	M	SD	t	p
1	Student learning is the focus	4.10	.45	2.05	.044
2	Student teaching is integrated throughout every facet of teacher education in a dynamic way	4.36	.49	7.08	<.001
3	A candidate's progress and the elements of a preparation program are continuously judged on the basis of "data"	4.68	.40	16.77	<.001
4	Programs prepare teachers who are expert in content and how to teach it and who are also innovators, collaborators and problem solvers	4.17	.50	3.37	<.001
5	Candidates learn in an interactive professional community	4.16	.48	3.31	.001
6	Student teaching educators and coaches are rigorously selected, prepared and drawn from both higher education and the p-12 sector	4.38	.72	5.13	<.001
7	Specific educational sites are designated and funded to support embedded student teaching.	4.09	.81	1.09	.278
8	Technology applications foster high-impact preparation	4.30	.59	4.92	<.001
9	A powerful Research and Development agenda and systematic gathering and use of data supports continuous improvement in teacher education	3.88	.70	-1.60	.114
10	Strategic partnerships are imperative for powerful student teaching	4.25	.71	3.47	.001
	Total	4.19			

Note: n=95, the mean difference is significant at 0.05

Table 2. Means, standard deviations and the t-values of the principles with respect to school sectors

#	Principles	Type	N	M	SD	t	p
1	Student learning is the focus	Public	18	4.26	.43	3.29	.002
		Private	18	3.74	.50		
2	Student teaching is integrated throughout every facet of teacher education in a dynamic way	Public	18	4.49	.49	1.91	.064
		Private	18	4.17	.50		
3	A candidate's progress and the elements of a preparation program are continuously judged on the basis of "data"	Public	18	4.85	.31	2.99	.006
		Private	18	4.46	.46		
4	Programs prepare teachers who are expert in content and how to teach it and who are also innovators, collaborators and problem solvers	Public	18	4.31	.62	1.45	.157
		Private	18	4.05	.45		
5	Candidates learn in an interactive professional community	Public	18	4.40	.39	2.94	.006
		Private	18	3.96	.50		
6	Student teaching educators and coaches are rigorously selected, prepared and drawn from both higher education and the p-12 sector	Public	18	4.57	.66	1.71	.096
		Private	18	4.15	.82		
7	Specific educational sites are designated and funded to support embedded student teaching.	Public	18	4.48	.49	4.30	<.001
		Private	18	3.70	.59		
8	Technology applications foster high-impact preparation	Public	18	4.50	.57	1.39	.173
		Private	18	4.20	.70		
9	A powerful Research and Development agenda and systematic gathering and use of data supports continuous improvement in teacher education	Public	18	3.97	.56	1.23	.229
		Private	18	3.73	.62		
10	Strategic partnerships are imperative for powerful student teaching	Public	18	4.28	.71	2.49	.018
		Private	18	3.72	.62		

*Note: mean difference is significant at 0.05

Table 3. Means, standard deviation and p-value of significant differences in the perceptions of college supervisors and cooperating teachers

#	Principle	Job	N	M	SD	P
3	A candidate's progress and the elements of a preparation program are continuously judged on the basis of "data"	Teachers	95	4.68	.40	<.001
		Supervisors	13	4.31	.56	0.046

Note: SD: standard deviation, mean difference is significant at 0.05

Al-Salmi (1996) asserted that questionnaires are one of the tools that can be utilized to evaluate teacher education program in higher education. However, the ten principles and questionnaire items were formed by reviewing the literature and amended according to the current status of teacher

The questionnaires were divided into two parts. The first part considered the demographics and information about the participants. The second part included the ten principles along with the statements. The questionnaires were validated by a number of jury members from the Ministry of Education.

According to their suggestions, the researchers modified the statements. Instrument reliability was measured for both cooperating teachers and college supervisors' questionnaire.

The result of both questionnaires' internal consistency (Coefficient Cronbach's alpha) were found high $\alpha=.863$ and $\alpha=.897$ respectively. However, after both validity and reliability were successfully carried out, the questionnaires were distributed to the participants. The researchers informed the participants that the questionnaires will be used for the purpose of research and for ethical reasons; the participants could remain anonymous without including their names in the questionnaires.

RESULTS AND DISCUSSION

Teacher education program adherence to the ten design principles as perceived by cooperating teachers

The first research question investigates cooperating teachers' perceptions in relation to several factors. The cooperating teachers' perceptions are important to be found. Therefore, for the first part of the research question one, (i.e. to what extent does the teacher education program at this university abide by the ten design principles for preparing teachers as perceived by cooperating teachers?) means, standard deviations and *t*-values were calculated. As seen in Table 1, the cooperating teachers' grand mean value of 4.19 indicates that cooperating teachers are highly satisfied with the current education program to which it could be redesigned according to the NCATE's Blue Ribbon design principles. It shows significant differences in the perceptions of cooperating teachers about principles # (1, 2, 3, 4, 5, 6, 10) with the *p*-values of (.044, <.001, <.001, .001, .001, <.001, <.001, .001) respectively. Teachers agree that the whole university's teacher education program has considerable potential to be infused within the ten design principles to change to a completely clinically-based program.

A comparison between cooperating teachers perceptions with respect to gender

The differences between the perceptions of male and female cooperating teachers shows that there is no statistically significant difference between both male and female cooperating teachers' agreement towards the teacher preparation program in all the design principles. The findings regarding gender differences between cooperating teachers were also similar to Al Sharei's (2009) study that revealed no significant differences between the perceptions of male and female. Since the Omani educational system separates male and female schools, candidates seem to assimilate the Blue Ribbon design principles. It could be due to similar internalization of these principles in the school contexts and the fact that supervisors use the same assessment tools to judge their candidates' performance of teaching practice. Thus, both male and female cooperating teachers view the teacher education program from a similar perspective.

A comparison between cooperating teachers' perceptions with respect to school sectors (public and private)

Since Omani schools vary in types, teachers' perceptions were considered from both private and public schools. The number

of cooperating teachers at the public schools ($n=77$) is greater than the number of teachers at the private schools ($n=18$). Therefore the researchers randomly selected 18 cooperating teachers from public schools to be compared statistically with their counterparts in the private sectors. Means, standard deviations and *t*-values were measured to find the differences between both sectors' perceptions. See Table 2

As Table 2 shows, there are significant differences between the perceptions of the cooperating teachers at public and private schools on principles (#1, 3, 5, 7, 10) with the mean values of (4.26, 4.85, 4.40, 4.48, 4.28) and the *p*-values of (0.002, 0.006, 0.006, <.001, 0.018) respectively. The differences are found to be in favor of cooperating teachers at the public schools. As seen from the table, public school teachers strongly agree that the teacher preparation program abides by the principles (# 1, 3, 5, 7, 10). This could be attributed to the fact the candidates are prepared to teach in the government schools where their teaching methods match the ones used by the cooperating teachers' methods and strategies. In contrast, private schools cooperating teachers showed lower satisfaction towards the teacher preparation program. Candidates prepared to teach students in government schools are more familiar with the public school textbooks as the majority of them are themselves graduates of the public educational system. Consequently, as they step to private schools, it takes them a longer time to decide how to teach the curriculum in which different subjects such as math and science are taught in English. Other reasons might be attributed to the fact that private schools have less experience with CoE candidates. Some private school teachers showed less familiarity towards the College of Education student teaching program although several workshops had been previously organized to familiarize cooperating teachers about the program. It seems that private school teachers missed or were not able to attend the workshops. Thus, their views about the college's candidates were based on their experience of working with them. As seen from the table, public school teachers expressed high satisfaction towards government schools' facilities and were prepared to receive candidates in their schools.

A comparison between cooperating teachers' perceptions with respect to age groups

As for the significance level between the cooperating teachers with respect to age groups, there was no statistically significant difference between cooperating teachers' perceptions on the teacher preparation program's aptness regarding the NCATE's Blue Ribbon ten design principles.

A comparison between cooperating teachers perceptions with respect to teaching experience

Regarding the cooperating teachers' teaching experience, there were no statistically significant differences between cooperating teachers' agreements in their perceptions of the teacher preparation programs' adherence to the NCATE's Blue Ribbon ten design principles. As teachers practice and spend time on teaching, they move to the next age group and gain more experience in teaching. Age groups and experience play no significant role in cooperating teachers' perceptions towards their perceptions of the teacher preparation program.

Ten design principles as perceived by college supervisors and cooperating teachers

To answer research question two (i.e. is there any statistically significant difference between the perceptions of college supervisors and cooperating teachers about the adherence to the teacher preparation program by the ten design principles?), means, standard deviations and t-values are shown in Table 3.

On the basis of the results, Table 3 reveals a significant difference between college supervisors and cooperating teachers with the mean values of (4.31, 4.68) and p -values of (0.046, <.001) respectively in one principle. That is principle #3 (A candidate's progress and the elements of a preparation program are continuously judged on the basis of "data"). Both share high satisfaction and agreement on the adherence to the teacher preparation program regarding the principle #3 that the candidate's progress and the elements of a preparation program are continuously judged on the basis of "data". Since LiveText, was applied in student teaching program, communication and assessment of candidates turned out to be simpler and quicker. Lumpkin (2012) states that "LiveText identified as a solution for institutional and student assessment" (p.77). Thus, the use of LiveText has implicitly affected cooperating teachers and college supervisors' perceptions towards the student teaching program and revealed practitioners' satisfaction towards assessment within principle #3. However, if they only see the improvement because of the incorporation of LiveText to record the assessment tools' results, their realization of this principle would be shortsighted. Cooperating teachers and college faculty should make effective use of the data available to incorporate tangible changes in the teacher preparation program and to improve it.

Conclusion and Recommendations

The present study explores the structure of a teacher education program at the College of Education to be redesigned to a more clinically-based program in the light of the Blue Ribbon principles from the perspectives of cooperating teachers and college supervisors. With the cooperating teachers' effort to facilitate student teaching through mentoring and supervising, their perceptions were high towards the university's teacher preparation with respect to design principles. Results about gender, experience, and age seem not to have an impact over student teaching structure as perceived by cooperating teachers with the exception of teachers from both sectors private and public schools, who differ in their perceptions, due to certain rules and regulations of private schools that require the use of a specific curriculum. So far, it is recommended that candidates visit more private schools prior to the student teaching course (e.g. in early field experience courses) to gain further knowledge about curriculum. Both cooperating teachers and college supervisors share high level of satisfaction in one principle, (i.e. candidates' progress and the elements of a preparation program are continuously judged on the basis of "data"). Yet, the use of LiveText seems to have an impact on both partners in carrying assessment and giving continuous feedback to candidates. In the end of this study, changing any structure of student teaching to be modified according to design principles will not assure programs' total transformation. There are challenges prohibiting this process such as curriculum (which means changing the content to

match the needs), school type and research demands. If any institution seeks transforming its preparation program, it is suggested that conducting an evaluation process based on stakeholders' perceptions would assist the whole procedure adding to them the role of candidate teachers, students at school and parents' role as they all are part of the whole community. Further investigations are recommended to triangulate the findings. It will be a great endeavor to conduct a needs assessment task based on systematic analysis of teacher preparation program, particularly student teaching. In addition, it is suggested that the College of Education conduct further research to investigate the effects of utilizing an international assessment system (i.e. LiveText) to manage accreditation and involve all stakeholders in the investigation. Although it is in its infancy, it is important to understand how LiveText helps them achieve the accreditation goals at the college and schools, not only in relation to recording assessment data but also in relation to organizing student teaching and fostering the relationship between supervisors, candidates, and cooperating teachers. In short, the clinical preparation should foster sustainable learning and teaching where successful implementation of design principles would create a conversation between the three triads cooperating teachers, college supervisors and candidate teachers.

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