

# **Evaluating the English Language Teacher Education Program at King Khaled University in the light of the TESOL/NCATE Standards**

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## **Abstract**

Quality teachers are significant factors in improving the chances of students' success. Teacher education programs are seen as important factors for preparing quality teachers and educational reform. The education research community has spent years debating the value of teacher education and their impact on teaching effectiveness and student achievement. There is evidence that high quality teacher education programs will result in better teaching performance and learners' achievement. The purpose of this study is to evaluate the English Language Teacher Education Program (ELTEP) at King Khaled University, K.S.A. in the light of the TESOL/NCATE standards of teacher education program recognition. The study also aims at developing the program so that it gives a better chance for accreditation. Results of the study revealed that ELTEP at King Khaled University, K.S.A. comes up short on the obligation to adequately prepare graduates for the teaching profession as evaluated by the TESOL/NCATE standards. While it is true that many courses of the ELTEP are approaching some of the standards set by TESOL/NCATE, few courses meet and/ or exceed standards. The study finally presents a suggested development of the program.

## **Introduction**

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Quality of education is considered one of the vital issues in our current educational systems. This is because the product of the educational system is considered the most valuable and the rarest product in any society. According to the Egyptian National Council for Educational Research and Development (2008), the progress of any given society greatly depends on the quality of the product of the educational systems.

Every nation strives towards the provision of quality education for its citizens. Since education is indeed necessary to engineer and consolidate any nation's developmental process, it should be noted, however, that "the provision of quality education will be in jeopardy if the teachers are haphazardly employed, poorly remunerated, not rewarded for incidental contributions and not exposed to continuous self-development" (Ayodele and Akindutire, 2009). The need to ensure that teacher preparation programs are producing quality teachers has long existed. Policymakers in different countries have implemented standards-based education reforms in an effort to ensure high quality education for all students.

The role of the teacher in ensuring the success of any education system cannot be overemphasised. It is logical that no education system can rise above the quality of its teachers. The quality of teachers exerts great influence on the quality of educational output. Perhaps that is why the quality of teachers is an essential indicator in the measurement of the efficiency of the school system. Ayodele and Akindutire (2009:44) reported that in Australia 'what matters most is quality teachers and teaching, supported by strategic teacher professional development'. They also reported that the South African Ministry of Education (2000) observed that the utilisation of unqualified and under-qualified educators in South Africa impacts negatively on the quality of teaching, with its implications for performance. Besides, more than twenty-five states have enacted US legislation to improve teacher recruitment, education, certification, or professional development.

However, curricula and programs introduced show limited improvements in the academic performance in schools and universities in many countries. There are many indicators showing that many Higher Education Institutes witness a change imposed on them by the changes in the whole world. The higher education system is quantitatively and qualitatively developing in the Arab world in an unprecedented way. However, steps are still slow and do not reach the required level. Still Higher Education Institutes suffer from many problems presented in the report of the Ninth Conference of the Ministers of Higher Education and Educational Research. Among these problems are: mistakes in admission policy, evaluation techniques, unacceptable level of staff,

trainers and materials, low level of societal accountability (Alnabhany and Kazem, 2009).

Reform of the educational system has recently focused on the application of the quality standards to the extent that this era is sometimes called the era of quality (Alnabhany and Kazem, 2009). Yet, quality of education is still an argumentative issue since, according to Alnabhany and Kazem , the educational system in most, if not all, of the Arab world does not adequately prepare students for the requirements of the market work and does not provide them with opportunities to develop and present their innovations. Besides, results of many recent studies reported in Alnabhany and Kazem revealed that the Higher Education Institutions in the Arab world suffer from different problems. These studies suggested that the solution of such problems is the application of quality system in education.

Reviewing literature revealed that many conferences in different countries were held dealing with quality of education. Following are some of them.

1. "Quality of Higher Education" in the College of Education in Bahrein, 2005.
2. "Quality of Universities and Requirements of Licensing and Accreditation" in the United Arab Emirates in 2005.
3. "Quality standards" in the 17<sup>th</sup> Conference of the Egyptian Society of Curricula and Instruction, 2005.
4. The 1<sup>st</sup> Saudi National Conference for Quality in Higher Education , 2007.
5. "Global Strategies for Organizational Excellence" in the United Arab Emirates in 2007.
6. The 19<sup>th</sup> Conference of the Egyptian Society of Curricula and Instruction, 2007.
7. The First National Quality Conference in Kingdom of Saudi Arabia, 1427.
8. The Fourteenth Annual Meeting of the Saudi Society of Educational and Psychological Sciences, 1428.
9. The Second National Quality Conference in Kingdom of Saudi Arabia, 1429.

In an attempt for educational reform, the Saudi National Commission for Academic Accreditation and Assurance (NCAAA) held more than six conventions dealing with quality issues. The fourth dealt with standards and procedures of accreditation and quality assurance in 2005 (Khalil, 2009). In addition, the Ten-years Plan of Development (1425-1435) set by the Saudi

government included in its priorities application of total quality in the educational system (Alwarthan, 1428).

In spite of the importance of quality standards in the field of education, and in spite of the attention given to setting them and the trial for applying quality standards and quality management and assurance principles, still the steps are so slow that no improvement in the products of the educational system at the pre-university or the university level is felt.

## **Research problem**

In 2003, when the High Institute of Education in Shanghai conducted a study on evaluation and ranking the top 500 universities in the world in the light of four standards (quality of education, quality of faculty staff, research output and size of institution), 167 American universities had leading ranks followed by 43 British, 40 German, 32 Japanese and 23 Italy. The study was repeated in 2004, 2005, 2006, 2007 and 2008. No Arab universities had a rank in the first three reports. Only in 2006 that Cairo University had the 403 rank ( Alnabhany and Kazem, 2009).

These results direct the attention of the Arab universities to reconsider its educational system, evaluate it and start its reform on the light of sound standards that would lead to better quality of its output. Many countries started to take steps towards achieving this goal.

The quality of education in K.S.A. has been a source of concern to all stakeholders in recent times. Discouraging news about student achievement gaps and the loss of confidence in the public schools are complains that educationists, scholars, politicians, parents among others present every now and then about the current educational systems everywhere. According to Alwarthan (1428), the Saudi educational system suffer from problems documented by studies, the “General Abilities Test” and the observations of supervisors. Some of these problems are: increase in failure rates, poor level of graduates, mismatch between the specializations of graduates and the needs of the market and poor level of the teacher competencies. In addition, Alturkestany (2005 cited in Alnabhany and Kazem, 2009) revealed that the Saudi Higher Educational System faces problems such as focus on theory not practice, mismatch between the curricula and the needs of the market, and isolation of the universities from the needs of the society. Eisan (2006 cited in Alnabhany and Kazem, 2009) added the use of traditional curricula , the increase of admitted students and lack of qualified staff and continuous evaluation system. Alharby (2007) added that the challenge of globalization, focus on quantity not quality

are other problems that the Saudi Higher Educational Institute face. Results of Ali (2010) also revealed that the level of the relationship between the college graduates and the needs of the market is average.

Khalil (2009) reviewed proceeding of the conferences, conventions and some workshops held in K.S.A. and concluded that in spite of the great interest in the area of quality of education, there is a scarcity in the studies and projects that dealt with it in K.S.A. She attributed this to the fact that the field is new to the country and that studies in this area are still limited to the conceptual theoretical level.

King Khaled University, among many other Saudi universities, aims at introducing educational opportunities of high quality for its learners to assure providing the educational field with highly qualified teachers. It started to set and apply quality standards for its educational system as a means to standard-based educational reform. However, the standards steps are still at their infancy. Besides, to the best of the researcher's knowledge, there have been no attempts to set special standards for the accreditation of English Language Teacher Education Programs.

Since any quality system should be customer directed, then all steps for quality should be directed to satisfy the customer and ensure introducing a product (graduates) that meet the quality standards, quality standards then should be set, implemented and followed up. Continuous review of graduates' quality and performance are essential to quality. NCATE (National Council for Accreditation of Teacher Education) is an institution responsible for the accreditation of pre-service teacher education programs. TESOL (Teaching of English to Speakers of Other Languages) is an institution which set standards for what English language teachers should know and be able to do. Together, TESOL/ NCATE are responsible for accrediting English Language Teacher Education Programs. Many versions of standards for this purpose were used and the last version was released in 2010. Since, to the best of the researcher's knowledge, no attempt has been made to establish and implement standards for the recognition of English Language Teacher Education Programs at King Khaled University, K.S.A. till now, the present study is an attempt to evaluate the English Language Teacher Education Program (ELTEP) at King Khaled University, K.S.A. in the light of the TESOL/NCATE Teacher Education Program Recognition Standards as a major step for its accreditation. The study also aims at developing the ELTEP so that it better meets these standards.

### **Questions of the study**

This study is an attempt to answer the following questions:

1. To what extent does the English Language Teacher Education Programme (ELTEP) at King Khaled University, K.S.A. meet the TESOL/ NCATE Teacher Education Program Recognition Standards?
2. How can the ELTEP at King Khaled University, K.S.A. be developed to meet the TESOL/ NCATE Teacher Education Program Recognition Standards?

## **Review of literature**

The term 'quality' has been part of the vocabulary of the business world for some considerable time, appearing in concepts such as quality management or total quality. In more recent years, the term has entered the discourse of education (Tudor, 2006).

Quality is not a term that can be defined simply. Rather, it is a composite of terms, expressed in terms of attributes which define quality by implication. Quality refers to "a group of characteristics and traits of a product or a service which show its capability to achieve identified or expected requirements from the part of clients" (Mohamed, 2008:6). Jain (2001:247) defines quality as "conformance to the requirements of the consumer." According to Jain, the quality system should be tailor-made in order to suit its needs. Bagad (2008) sees quality as "excellence which leads one firm's product to dominate another and to guarantee its survival by establishing a new standard of quality." In this sense, quality is an indicator of excellence, persisted and maintained over long periods of time. The American Federal Quality Institute defined quality as "performing correct work well the first time based on evaluations from the stakeholders to investigate improvement in performance" (The National Council for Educational Research and Development, 2009:10). Davis and Ellison see that the concept of quality including six concepts: suitability of aim, continuous development, minimizing differences, procedures, quality assurance and approaching the client" (Ahmed, 2007: 19).

In the context of education, 'quality' has been placed high on the agenda of educational leaders, policy makers, and practitioners, and is in line with consumers' ever increasing demand for quality education. In many countries, stakeholders have been placing high expectations on their educational systems, compelling institutions to produce higher quality products, services, processes, and by extension, students and graduates. Educationally speaking, the National Council for Educational Research and Development (2009: 11) defines quality as "approaching the good level of performance". It also refers to "behavioral statements that describe learners' performance after experiencing a specific curriculum".

As noted by Blanton, Sindelar and Correa (2006: 206), "quality always requires value judgments". Definitions of high-quality teaching range in their

focus from the actions of the teacher, to the knowledge a teacher possesses, to the creativity of the teacher. In recent years, however, some researchers have focused on the multidimensional nature of the concept and have defined teacher quality as encompassing two parts: (a) good teaching, meaning that the teacher meets the expectations for the role (e.g., holding degrees, using age-appropriate methods, upholding the standards of a field of study, and other attributes and practices), and (b) effective or successful teaching, meaning the results of the teacher's actions on student learning and achievement. In other words, one dimension in the absence of the other falls short of fully defining teacher quality. In their research, Fenstermacher and Richardson (2005 cited in Feger, 2009: 17) agree with this definition seeing quality teaching as having both a task sense (the art of teaching) and an achievement sense (the student learning the teacher fosters). The task sense of teaching when done well is termed good teaching, and the achievement sense of teaching when accomplished is termed successful teaching. When the two occur together, quality teaching happens.

Farooq et. al. (2007) sees quality from a different perspective. To them, the concept of quality is usually considered in two ways: Procedural concept of quality and Transformational concept of quality. Procedural concept is concerned with measuring up and ensuring conformity to a predetermined specification. The question that is asked is does this good or service do what is asked or expected from it? This is fitness for purpose. Transformational concept of quality views quality as a complex process with a wider canvas. It focuses on the softer and more intangible aspects of quality. It has less to do with systems and procedures and more to do with continuous improvement and organizational transformation. These softer concepts are care, services and social assistance being provided. This type of quality can be achieved through exercise of leadership, which establishes a vision that translates into clientage services. This approach is about improving the system. It is about "*doing things right, not just doing the right things*". This concept of quality aims for excellence and is satisfied with fitness for purpose. Excellence is an aspiration and striving for the best.

According to Feger (2009) good teaching includes five elements of practice: engaging and motivating students, caring for students, developing and maintaining connectedness to the community, using a variety of strategies to meet students' needs, and challenging students academically. The research on quality teaching has included these teaching practices developed through observing teachers in the classroom context. In the light of review of literature, Feger (2009) concluded that significant attention is paid to outcomes based education whereas less emphasis is given to quality teaching in such contexts.

## **National and International models of quality**

There are many national and international models of quality throughout the world. The following is just an attempt to throw the light on some of these models. In the United States of America, the Council of Higher Education Accreditation (CHEA) was set in 1996. It aims at the recognition and supervision of Higher Education Agencies of Accreditation. In Britain, in 1992, accreditation was the responsibility of the “Funding Councils for England and Wales Higher Education”. In Japan, the system of accreditation resembles that in the U.S.A. The Japanese University Accreditation Agency is responsible for the accreditation of the Higher Education Universities and the re-accreditation after five years.

In the Arab world, starting from 1989, The United Arab Emirates started its project for educational reform of the colleges of education in the light of NCATE’s standards of teacher education program accreditation. College vision and mission were developed along with a conceptual framework and intended learning outcomes. Then the college subjects were developed and evaluated along with standards of the ethics of the profession, the admission and assessment standards, professional development of the staff, etc. Content of the subjects was then developed in the light of the previous standards (Haider, 2002).

In Jordan, Higher Education Universities Accreditation Council was established in 2001. In Kingdom of Saudi Arabia, the National Commission for Academic Accreditation and Assessment (NCAAA) was established in 2001. In Egypt, the National Association for Quality Assurance and Accreditation (NAQAA) was established in 2004.

## **Teachers' Quality Standards**

Based on the assumption that what teachers do significantly affects the excellence of students, Interstate New Teacher Assessment and Support Consortium (INTASC) introduced some standards for quality of teachers. The standards are related to the following domains: Subject matter, Students’ development, Heterogeneity of learners, Strategies of teaching, Motivation and administration, Technology and communication, Planning, Evaluation, Reflective practice and professional development, and School and societal partnership. In 1999, TESOL became a member organization of NCATE and began the process of developing standards for the recognition of P–12 ESL teacher education programs. TESOL/NCATE Standards for P–12 ESL Teacher Education Programs were approved in 2001. In response to NCATE requirements, TESOL began the process of revising the 2001 standards in 2005. The Interstate New Teacher Assessment and Support Consortium (INTASC) does not have any type of ESL or foreign language standards. They have only language arts, which was not appropriate as a model. TESOL is the primary



source for the development of ESL standards for teachers of P–12 students in the United States. Many states have adopted its standards to guide their teacher education programs. Besides, The American Council on the Teaching of Foreign Languages (ACTFL) standards are based on TESOL's standards (TESOL, 2010). Prior to 2000, accredited institution effectiveness was measured by NCATE mainly reviewing the teacher education program's curriculum and implementation. Currently, the new standards have taken into consideration the program outcomes and the results of external data confirming the competence of graduates (Russell, 2009)

The National Project for Educational Standards in Egypt included the teacher as the second main domain, out of five domains. For teachers, five sub-domains including 18 standards and 95 indicators were specified. These domains are planning, teaching strategies and classroom management, subject matter, evaluation and professionalism.

### **Application of quality in education**

According to Neyaz (2008), quality may be applied in education in three fields:

- Quality of the input of the educational situation: This includes the learner, curricula, buildings, facilities, etc.
- Quality of the process of the educational situation: This includes all forms of interactions between and among all components of the input of the educational situation.
- Quality of the output of the educational situation: This includes assessment and evaluation of the outputs of the educational situation. It is limited to the graduates as an educational product whose characteristics are internationally and nationally evaluated.

Clearly, quality of instruction covers a number of aspects, which along with the physical products, includes pedagogical processes, production and delivery systems, and philosophy. Quality of products includes course materials, number of graduates, examination pass rates, admission in further studies, and so forth. Quality of processes covers areas such as learning and teaching processes, advising students, coordinating external course and test item writers, networking with regional offices, managing student information. Quality of production and delivery systems includes course production, print and multimedia production, test item production, scheduling, getting materials to students, and broadcast transmissions.

Over the past few years, there has been significant growth of interest of introducing quality instruction, quality assurance and accreditation. Agencies,

such as European Network of Quality Assurance (ENQA), International Network of Quality Assurance Agencies for Higher Education (INQAAHE), and the United Nations Educational, Scientific and Cultural Organization (UNESCO), typically work together and share information about quality standards, benchmarks and best practices. A number of terminologies have been developed and used to refer to similar ideas of improving the quality of higher education, such as quality assurance, quality assessment, quality improvement, and quality development. However, while the definition of quality assurance may differ, all quality assurance terminology shares a common purpose in ensuring that students receive a high quality and relevant education and awarded credentials that are widely recognized by governments and employers (Belawati and Zuhairi, 2007).

Quality assurance has been defined as "systematic management and assessment procedures adopted by higher education institutions and systems in order to monitor performance against objectives, and to ensure achievement of quality outputs and quality improvements" (Belawati and Zuhairi, 2007). Bagad (2008:4). sees quality assurance as "all those planned and systematic actions necessary to provide adequate confidence that a product will satisfy given requirements for quality. Accreditation, on the other hand, has a different purpose. The purpose of accreditation is to ensure that higher education institutions provide education of acceptable academic quality. The issue of what should be measured while accrediting an institution of higher education has been often raised. Accreditors mainly focus, not on educational performance or results, but on a variety of inputs, including the number of books in the library, the credentials and demographics of the faculty, student credit hours, what percentage of students live on campus, how many courses are offered at night, and so forth" (Martin, 2004: 15 cited in Orkodashvili, 2009).

Total Quality movement started after the second world war in industry, but on large scale it attracted attention in 1980s, when Japanese products captured a large share of world market under the slogan "Made in Japan". Afterwards this concept shifted into other fields of life to improve the performance by quality management. Later on, this movement entered into the field of education to have improvements in all walks of education. Total quality refers to "integration of all functions and processes within an organization in order to achieve continuous improvement of the quality of good services" (Farooq et.al, 2007).

## **Previous studies**

Studies on standards- based educational reform in general dealt with different areas. The first area was how the educational reform is perceived and accepted. De Segovia, Lakhana and Hardison (2009) investigated how English

language teachers and supervisors understood recent educational reform, what means have they used to achieve the objectives of the reform and whether the reform was manifested in their classroom practices. On the other hand, Alwarthan (1428) investigated the extent to which the Saudi teachers in Al-Ehsaa accept the quality standards in schools. He found out that teachers highly accept the quality standards in education specially those related to teachers. However, there was a statistical significant difference in favour of non-Saudi teachers concerning acceptance of the quality standards. Neiaz (2008) investigated the extent to which female secondary school teachers accepted standards of total quality in education in Mekka and Altaef. Results showed teachers' acceptance of the standards and that there were some obstacles that hinder their application. Some obstacles relate to the teachers while others relate to school, curricula students administration and family.

Some studies attempted to evaluate and/ or develop current curricula in the light of standards. Alsaid (2007) evaluated and presented a report on the development of College of Education programs in Shebeene Al-Kum in the light of the requirements of quality assurance standards. Alanzy (2007) pinpointed that the teacher, in the light of standards of total quality in education, should have enough abilities and should acquire instructional competencies. She developed a list of 15 competencies and presented a framework for teaching these competencies in the light of total quality standards. She also pinpointed the importance of interviews in admission to the faculties of education and the development of the curricula in these colleges.

Arnold (2006) presented a standard-based framework for assessing mentoring quality, which is then used to evaluate a mentoring programme conducted in a large military EFL school in the Middle East. Zientek (2007) investigated how teacher education programs (traditional and non-traditional) are effective in preparing high quality teachers. Results indicated that traditionally certified teachers felt better prepared than non-traditionally prepared teachers on communicating, planning and using instructional strategies. Khalil (2009) evaluated the quality of the Art Program in the Egyptian and Saudi universities in the light of the standards of quality assurance and accreditation. Fullmer (2009) reported the use of SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis and subsequent action planning as a tool of self-assessment to meet CAS (Council for the Advancement of Standards in Higher Education) requirements for systematic assessment in the reading, writing, and mathematics developmental laboratories of the Learning Resource Center (LRC) of Lincoln University, Pennsylvania as a vital part of the accreditation process.

Many studies have addressed the issue of quality teaching. Blanton, Sindelar and Correa (2006) examined five approaches to assessing beginning teacher quality and examined their utility for research in special education. Using a qualitative approach, Feger (2009) investigated the quality teaching practices of three third grade teachers within the context of high-stakes testing. Tudor (2006) dealt with the training of higher education language teachers from a quality enhancement perspective. Orkodashvili (2009) discussed the issue of the need for reliable and credible indicators of quality instruction that could be measured in the process of accreditation of higher education institutions. McArdele (2010) prepared a roadmap used by one large Faculty of Education in Queensland for reforming and reconceptualising the curriculum for a 4-year undergraduate program, in response to new demands from government and the professional bodies calling for quality- based educational reform.

Some studies dealt with accreditation of teacher education programs or institutions as an important issue related to quality teachers. Based on the idea that colleges output is not teaching but learning, Stivers and Philips (2009) show the development and implementation of an assessment of a student-learning framework to bring the school of business into compliance with new assessment standards and to maintain accreditation with the Association to Advance Collegiate Schools of Business International. Ontario developed the Education Quality Indicators Framework to report on a range of factors impacting student achievement. Large-scale student assessment was used to ensure greater accountability and contribute to the enhancement of the quality of education in Ontario (Volante, 2007).

Addressing the issue of quality assurance, Belawati and Zuhairi (2007) conducted a case study to analyse how Universities Terbuka Indonesia (The Indonesia Open University) applied a quality assurance system in open and distance learning. The university adopted and adapted the Asian Association of Open Universities (AAOU) Quality Assurance (QA) Framework. The framework followed the following steps: 1. Development of QA policy manual, 2. Self-evaluation and priority-setting for quality improvement, 3. Development of the QA job manuals, 4. Implementation and revision of the QA job manuals, and 5. Continuous evaluation of QA implementation. The study concluded that quality assurance must be developed as institutional policy and strategy for continuous improvement. In a follow-up study, Owsiak (2008) analyzed accountability requirements through perceptions of university- based teacher preparation leaders. Results showed that national accreditation standards and NCATE's standards showed a statistically significant difference, a perceived positive influence of state program approval accountability.

Studies in the area of Total Quality and Total Quality Management (TQM) varied. Alghamdy (2010) investigated the importance of total quality standards for teachers of Islamic Education at the primary stage. Results showed that standards are important for those teachers. Mahfouz (2004) investigated the obstacles and requirements of applying total quality and accreditation in higher education institutions. Salah- Eddin (2008) suggested a framework for quality assurance and accreditation in the Advanced School of IT. In the light of quality standards, Aloreify (2008) developed Adults Education Programs in Yemen while Ali (2008) developed Adults Education Programs in Egypt. Ali (2010) investigated the extent to which four Saudi governmental universities applied standards of TQM as revealed by deans and heads of departments. Results of the study revealed that the universities applied TQM at an average level and that the relationship to the needs of the market was average. Almatrafy (14 ?) found out that standards of total quality in Science Teacher Education Program in Colleges of Education (Male) in Saudi Arabia was average and that there are some problems that hinder achieving them.

## **Teacher Education Programs**

Casey and Childs (2007) explain that teacher education programs are usually of two types: concurrent, where the pre-service teachers join the teacher education program without a Bachelor's degree after they get a secondary stage certificate, and consecutive, where applicants must already have a Bachelor's degree relevant to the subject area in which they intend to teach. The instruction in the consecutive programs focuses on the "how" of teaching while the instruction in the concurrent programs includes the "what", i.e. content knowledge.

High-quality teacher education programs should have (a) a common vision of quality teaching that is incorporated into coursework and clinical experiences; (b) curriculum should be grounded in substantial knowledge of child and adolescent development, learning theory, cognition, motivation and subject matter pedagogy, taught in the context of practice, (c) at least 30 weeks of clinical experiences and (d) a variety of assessments that ensure learning is applied to practice (Zientek, 2007:960).

Regarding graduate performance criteria, different states in the U.S.A. have used different criteria. Most states now specify pass rates of between 80 percent and 90 percent on teacher licensure tests as a key indicator in state program approval. A number of states go beyond test scores to include additional criteria. Alabama, Kentucky and South Carolina require that on-the-job evaluations of beginning teachers be used as part of each state's program accountability system. Kentucky also requires an average pass rate on the

Kentucky Teacher Internship Program. Florida requires graduates to show demonstration of all 12 of the Florida Educator Accomplished Practices. Louisiana has taken a large step forward with plans to evaluate the achievement of students taught by all graduates of teacher preparation programs and to conduct satisfaction surveys of alternative program completers and teaching mentors. States should move to link student progress with teacher preparation programs (SREB, 2006).

SREB has long insisted that the entire college or university, not just the school of education, should be accountable for teacher preparation. SREB states have an accountability system for their teacher preparation programs (SREB, 2006).

A standard-based Teacher Centre Induction Model was developed in the U.S.A. as a step for solving the problem of teacher and instruction poor quality that lead to an achievement gap from the part of the learners. The model provides new teachers with high quality mentoring program, standard-based formative assessment and practising opportunities that focus on learners' learning.

Teacher education program accreditation, the process of evaluating schools, colleges, and education departments, ensures quality control in the teaching profession. The National Council for Accreditation of Teacher Education (NCATE) in the U.S.A. provides the only national teacher education accreditation recognized by the U.S. Department of Education and the Council on Postsecondary Accreditation (COPA). The process of approval and accreditation of a teacher education program goes through the following procedures. First, the institution must be granted the right to offer degree programs. The institutions then undergo an examination by the regional accreditation agency. This process begins with an institution's application for recognition and submission of a self-evaluation regarding compliance with the granting agency's requirements. The process ends with the recommendation to accredit fully, conditionally, or not to accredit based on an on-site report compiled by a visiting evaluation team. After approval by the granting agency, institutions submit teacher education programs to the Commission on Teacher Credentialing (CTC). Finally, the teacher education department can apply to NCATE for national accreditation. Of approximately 1300 institutions offering teacher education, more than 550 institutions have NCATE accredited programs.

NCATE accredits any "unit" of an institution of higher education which prepares students to teach, be it "college," "school," or "department." It encourages high quality teacher education programs which graduate competent teachers. NCATE comprises representatives of professional and public policy organizations directly involved in the quality of teacher education programs.

American Association of Colleges of Teacher Education and the National Education Association (NEA) each account for a quarter of the Council. Educational policy members include National Association of State Boards of Education, Council of Chief State School Officers, National School Boards Association, American Association of School Administrators, Association for Education Communications and Technology, and Council for Exceptional Children. The membership also includes educational specialty organizations: American Association of Health, Physical Education, Recreation and Dance, National Association of School Psychologists, Council of Teachers of Mathematics, American Association for Counselling and Development, Association for Supervision and Curriculum Development, Association of Teacher Educators, International Reading Association, National Association for the Education of Young Children, National Science Teachers Association; and NEA's Student Programs division. Members contribute to the accreditation process by selecting representatives to serve on the NCATE and the Review Panel Boards.

NCATE requires teaching practice of no less than ten weeks of full-time, direct teaching and that course content is research-based. Ontario College of Teachers outlines standards for Ontario teachers in five areas: commitment to students and student learning, professional knowledge, teaching practice, leadership and community, and ongoing professional learning (Casey and Childs, 2007).

### **Studies on quality of teacher education programs**

Some studies aimed at evaluating and/or developing teacher education programs. Using surveys, interviews and document analysis of key program benchmarks, Russel (2009) studied the effectiveness of Cardinal Stritch University's Undergraduate Teacher Education Program in preparing its graduates to teach all children in the light of Wisconsin Teacher Standards. The areas around which the program was evaluated were: (a) curriculum, instruction and assessment, (b) ability to teach diverse learners, (c) navigating the school environment and (d) having opportunities for professional development. Sayyad (2009) aimed at understanding the foundations on which total quality are based and its standards that relate to training and professional development programs. The study presented a suggested conceptualization of professional development in the light of total quality. Based on some experiences in the areas of standards, quality assurance and accreditation, Abu-Dakka and Arafa (2007) developed teacher education programs in Palestine. Abdu (2009) evaluated the Arabic Language Teacher Education Program in Sanaa University in the light of standards of teacher quality. Berky (2009) presented a conceptualization for the development of Adults Teacher Preparation Program. Alhalaby and Salama

(1425) suggested a program for the development of college of education staff members competencies. Azab and Ismail (2009) suggested a program for the accreditation of pre-university teacher education programs.

## **Method**

### **Tool of the study**

The present study used a Program Evaluation Checklist (PEC), prepared by the researchers, for the purpose of evaluating the ELTEP at King Khaled University, K.S.A. The researchers designed the PEC so that it includes all the domains, standards and indicators in the TESOL/NCATE document vertically. Horizontally, the courses included in each of the eight levels of the ELTEP are presented in the same order presented to the student-teachers.

Construct validity is guaranteed by making sure that the PEC includes all the domains, standards and indicators included in the TESOL/NCATE document for the recognition of teacher education programs. Besides, the PEC includes all the courses included in the English Language Teacher Education Program at King Khaled University. Reliability of the PEC was estimated using inter-rater reliability. Both the first researcher and an expert in English language teaching of 25 years experience used the PEC independently to evaluate the courses in the first four levels of the ELTEP. Inter-rater reliability coefficient was 0.86 which is acceptable.

### **Procedures of the study**

After assessing the PEC validity and reliability, the first researcher used the it to complete evaluating the courses in the levels five to eight. The evaluation is limited to the course description document for each course. The unit of evaluation is the item presented in each course description document. Results of the evaluation were analysed and interpreted in the light of review of literature and related studies. Then a suggested evaluation of the ELTEP is presented.

### **Results of the study**

The present study had two aims. The first was to evaluate the ELTEP provided by King Khaled University, at K.S.A. as presented in the documents of the course specifications in the light of TESOL/NCATE teacher education program recognition standards. The second was to develop the ELTEP so that it meets the TESOL/NCATE Standards. Tables (1 - 6) present results related to the first aims.

The first domain of the TESOL/NCATE standards document is concerned with language as a system. It comprises two standards that deal with the knowledge of the English language that English language learners should acquire in order to function competently as language teachers. It is clear from Table (1) that the ELTEP at KFU approaches the 9 indicators of the two



standards in Domain 1: Language as a system in different levels. 30 courses out of 48 participated in preparing the English language student-teachers in the English language. Most of the courses provided the student-teachers with theoretical knowledge of the components of the language and the language skills. It is worth noting that 80 items in the 30 courses approached the first and second standards whereas Reading1, Reading2, Listening and Speaking1, Applied Linguistics, Educational Psychology, Methods of Teaching and Applied Language Test (7 courses) met eight indicators in the two standards. No courses exceeded standards at this domain.

**Table (1)**

**Results of the evaluation of the ELTEP provided by King Khaled University, at K.S.A. in the light of TESOL/NCATE first domain (Language as a System) of the teacher education program recognition standards**

		Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	
Domain I.a.: Language as a system	Standard I.a. indicators	Subject	3 (2 hrs)	3 (2 hrs)	3 (2 hrs)	3 (2 hrs)	3 (2 hrs)	3 (2 hrs)	3 (2 hrs)	
		Subject	3 (2 hrs)	3 (2 hrs)	3 (2 hrs)	3 (2 hrs)	3 (2 hrs)	3 (2 hrs)	3 (2 hrs)	
		Subject	3 (2 hrs)	3 (2 hrs)	3 (2 hrs)	3 (2 hrs)	3 (2 hrs)	3 (2 hrs)	3 (2 hrs)	
		Subject	3 (2 hrs)	3 (2 hrs)	3 (2 hrs)	3 (2 hrs)	3 (2 hrs)	3 (2 hrs)	3 (2 hrs)	
	Standard I.b. indicators	I.a. 1.	A	A	A	A	A	A	A	A
		I.a. 2.	A	A	A	A	A	A	A	A
		I.a. 3.	A	A	A	A	A	A	A	A
		I.a. 4.	A	A	A	A	A	A	A	A
		I.b. 1.								A
		I.b. 2.								A
I.b. 3.						E				
I.b. 4.	A			M				M		
I.b. 5.		A		M				A		

A= approach standard      M= meet standard      E= exceed standard



**Table (3)**

**Results of evaluating the ELTEP at King Khaled University in the Light of Domain 3: Planning for Standard –based ESL of TESOL/NCATE Teacher Education Program Recognition Standards**

		Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8											
<b>Domain 3: Planning for Standards-Based ESL and Content Instruction</b>	<b>Standard 3.a. indicators</b>	3.a.1																		
		3.a.2																		
		3.a.3			A															
		3.a.4		A		A														
		3.a.5		A		A														
	<b>Standard 3.b. indicators</b>	3.b.1					A													
		3.b.2					A													
		3.b.3			A		A													
		3.b.4		A		A	A													
		3.b.5		A		A														
		3.b.6					A													
		3.b.7					A													
		3.b.8			A		A		A											
	<b>d3. c. indicators</b>	3.c.1				A			A											
		3.c.2						M	A											
		3.c.3			A			E	A											
3.c.4			A		A		M													
	<b>Subject</b>																			
	<b>Subject</b>	Introduction to the Islamic culture (2hrs) Linguistic skills (In Arabic) (1hrs) Reading Comprehension 1 (3 hrs)	Grammar 1 (3 hrs) Writing 1 (3 hrs)	Fundamentals of Education (2 hrs) The Islamic Culture 2 (2 hrs) Writing Conventions (In Arabic) (2hrs) Educational Assessment (2 hrs)	Linguistic skills (3 hrs) Listening and Speaking 1 (3 hrs) Reading Comprehension 2 (2 hrs)	Writing 2 (3 hrs)	Islamic Culture 3 (2 hrs) Listening and Speaking 3 (2 hrs)	Reading Comprehension 3 (2 hrs)	Grammar 2 (3 hrs) Writing 3 (3 hrs)	Listening and Speaking 2 (2 hrs)	Islamic Culture 4 (2 hrs)	Curricula (2 hrs) Guidance and Counselling (3 hrs) Vocabulary Building 1 (3 hrs)	Writing 4 (3 hrs) Listening and Speaking 3 (2hrs)	Grammar 3 (3 hrs) Computer in Teaching (2 hrs) School Administration (2hrs)	Applied Linguistics (3 hrs) Introduction to Linguistics (3 hrs) Introduction to Translation (2 hrs) Introduction to literary Forms (3 hrs) Vocabulary Building2 (3 hrs) Educational Supervision (2 hrs) Instructional media (2 hrs)	Phonetics (2 hrs) History of the English Language (2hrs) Introduction to the Novel (3 hrs)	Poetry and theatre (3 hrs) Applied Language Test (3 hrs) Environmental Education (2 hrs) Methods of Teaching English (3 hrs)	Phonology (2 hrs) Syntax and Morphology (2 hrs)	Translation2 (2 hrs) Language Acquisition (2 hrs)	Short Thesis (2hrs)

**Table (4)**

**Results of evaluating the ELTEP at King Khaled University in the Light of Domain 4: Assessment of TESOL/NCATE Teacher Education Program Recognition Standards**

		Level	Level 1 Total Hours: 15	Level 2 Total Hours: 16	Level 3 Total Hours: 16	Level 4 Total Hours: 17	Level 5 Total Hours: 17	Level 6 Total Hours: 17	Level 7 Total Hours: 18	Level 8 Total Hours: 8
		Subject								
Domain 4 : Assessment	Standard 4.a. indicators	introduction to the Islamic culture (2 hrs)								
		Linguistic skills (in Arabic)								
		Reading comprehension I (3 hrs)								
		Grammar 1 (3 hrs)								
		Writing 1 (3 hrs)								
	Standard 4.b.	Fundamentals of Education (2 hrs)								
		The Islamic Culture 2 (2 hrs)								
		Writing Conventions (in Arabic) (2 hrs)								
		Educational Assessment (2 hrs)	A							
		Linguistic skills (3 hrs)								
	Standard 4.c.	Listening and speaking 1 (3 hrs)								
		Reading comprehension 2 (2 hrs)								
		Writing 2 (3 hrs)								
		Islamic Culture 3 (2 hrs)								
		Educational Psychology (3 hrs)								
	Standard 4.d.	Reading comprehension 3 (2 hrs)								
		Grammar 2 (3 hrs)								
		Writing 3 (3 hrs)								
		Listening and speaking 2 (2 hrs)								
		Islamic Culture 4 (2 hrs)								
		Curricula (2 hrs)	A							
		Guidance and Counseling (2 hrs)								
		Vocabulary Building 1 (3 hrs)								
		Writing 4 (3 hrs)								
		Listening and Speaking 3 (2hrs)								
Grammar 3 (3 hrs)										
Computer in Teaching (2 hrs)										
School Administration (2hrs)										
Applied Linguistics (3 hrs)		A								
Introduction to Linguistics (3 hrs)										
Introduction to Translation (2 hrs)										
Introduction to literary Forms (3 hrs)										
Vocabulary Building 2 (3 hrs)										
Educational Supervision (2 hrs)										
Instructional media (2 hrs)							M			
Phonetics (2 hrs)										
History of the English Language (2 hrs)										
Introduction to the novel (3 hrs)										
Poetry and theatre (3 hrs)										
Applied Language Test (3 hrs)										
Environmental education (2 hrs)										
Methods of teaching English (3 hrs)								M		
Phonology (2 hrs)										
Syntax and Morphology (2 hrs)										
Translation 2 (2 hrs)										
Language Acquisition (2 hrs)								A		
Short Thesis (2hrs)										
Teaching practice										

**Table (5)**

**Results of evaluating the ELTEP at King Khaled University in the Light of Domain 5: Professionalism of TESOL/NCATE Teacher Education Program Recognition Standards**

		Level	Level 1 Total Hours: 15	Level 2 Total Hours: 16	Level 3 Total Hours: 16	Level 4 Total Hours: 17	Level 5 Total Hours: 17	Level 6 Total Hours: 17	Level 7 Total Hours: 18	Level 8 Total Hours: 8								
		Subject	Introduction to the Islamic Culture (2hrs) Linguistic skills (1hr/Arabic) (3hrs) reading comprehension 1 (3 hrs)	Grammar 1 (3 hrs) Writing 1 (3 hrs) Fundamentals of education (2 hrs)	The Islamic Culture 2 (2 hrs) writing conventions (1hr/Arabic) (2hrs)	Educational Assessment (2 hrs) Linguistic skills (3 hrs) Listening and speaking 1 (3 hrs) reading comprehension 2 (2 hrs)	Writing 2 (3 hrs) Islamic Culture 3 (2 hrs) educational psychology (3 hrs) reading comprehension 3 (2 hrs)	Grammar 2 (3 hrs) Writing 3 (3 hrs) Listening and speaking 2 (2 hrs)	Islamic Culture 4 (2 hrs) Curricula (2 hrs) Guidance and counseling (2hrs)	Vocabulary Building 1 (3 hrs) Writing 4 (3 hrs) Listening and Speaking 3 (2hrs) Grammar 3 (3 hrs)	Computer in Teaching (2 hrs) School Administration (2hrs) Applied Linguistics (3 hrs) Introduction to Linguistics (3 hrs) Introduction to Translation (2 hrs) Introduction to literary forms (3 hrs)	Vocabulary Building 2 (3 hrs) Educational Supervision (2 hrs) Instructional media (2 hrs) Phonetics (2 hrs) History of the English Language (2hrs)	Introduction to the novel (3 hrs) Poetry and theatre (3 hrs) Applied Language Test (3 hrs) Environmental Education (2 hrs) Methods of teaching English (3 hrs)	Phonology (2 hrs) Syntax and Morphology (2 hrs) Translation 2 (2 hrs) Language Acquisition (2 hrs) Short Thesis (2hrs)	Teaching practice			
Domain 5: professionalism	Standard 5.a. indicators	5.a.1.																
		5.a.2.																
		5.a.3.																
	Standard 5.b. indicators		5.b.1.															
			5.b.2.															
			5.b.3.						A									
			5.b.4.															
			5.b.5.															
			5.b.6.															
			5.b.7.															

A= approach standard

M= meet standard

E= exceed standard

Although culture plays an important role in the learning and teaching of English, few courses addressed this area. 20 items in eight courses addressed cultural issues. The 20 items approached the standards of the Culture domain. No courses met or exceeded standards. The eight courses provided learners with little knowledge on how values and beliefs affect English language learning and the relationship between language and culture. Items mentioned in the NCATE standards concerning racism and discrimination, cultural conflicts and home events, communication between home and school, and cultural groups and identities are not addressed in the ELTEP at King Khaled University.

Results of evaluating the third domain: Planning for Standard –based ESL which deals with planning, implementing and instruction reveal that 33 items in nine courses approached the TESOL/NCATE standards of program recognition whereas six items in two courses out of the nine courses mentioned earlier met the standards. No items in this domain exceeded standards.

Table (4) shows that 40 indicators in the nine courses contributed to the assessment domain with its four standards. 26 items in the nine courses approached the four standards while 12 items met the standards and five items exceeded them.

Table (5) shows that three courses included items related to the professionalism domain with its two standards and 10 indicators. One item in each course approached the standards while no items met or exceeded the standards. The courses are Applied Linguistics, Educational supervision and Methods of teaching.

Table (6) presents a summary of the results of analysing the ELTEP at King Khaled University. K.S.A. in the light of the TESOL/NCATE Teacher Education Programs recognition Standards.

**Table (6)**  
**A summary of the results of analysing the ELTEP at King Khaled University. K.S.A. in the light of the TESOL/NCATE Teacher Education Programs Recognition Standards**

	Language as a system	Culture	Planning for standard-based ESL and content instruction	Assessment	Professionalism	Total
Approaches standard	80	20	33	26	3	162
Meets standard	8	–	6	12	–	20
Exceeds standard	–	–	–	2	–	2

Table (6) shows that 162 items of the ELTEP approach standards of the TESOL/NCATE teacher education recognition standards while 20 meet them and only 2 exceed them.

The second aim of this study is to develop the ELTEP so that it better meets the TESOL/NCATE Teacher Education Programs Recognition Standards. The researchers' attempt of developing the ELTEP at King Khaled University in the light of the TESOL/NCATE teacher education program recognition standards is presented in Table (7) which presents the alignment of the program to the standards.

## **Discussion and interpretation of results**

This study aims at evaluating the English Language Teacher Education Program at King Khaled University in the light of the TESOL/NCATE standards of teacher education program recognition. The evaluation is limited to the course description documents prepared by the university. A quick look at the courses provided by the ELTEP at King Khaled University, K.S.A. reveals that the university adopts a concurrent model of teacher education. In this model, according to Casey and Childs (2007), the pre-service teachers join the teacher education program without a Bachelor's degree after they get a secondary stage certificate. Instruction in the concurrent program includes providing learners with content knowledge in English and its language system and literature as one component; and professional knowledge in the art of teaching with knowledge in child development, educational psychology, assessment and evaluation, classroom management, methods of teaching, instructional media, etc as the second component. This may justify why the domain "language as a system" received the greatest concern in the program. Many courses such as reading 1, 2 and 3; Writing 1, 2, 3 and 4; Listening and Speaking 1, 2, and 3; Grammar 1, 2 and 3; Vocabulary Building 1 and 2 contributed to the preparation of the student-teachers in the domain "Language as a System". 80 items in the courses approached standards while 8 met them and no item exceeded them.

Results of evaluation related to the "Culture" domain which is closely related to "Language as a System" revealed that 20 items in the ELTEP at King Khaled University approached the TESOL/NCATE standards while no item met or exceeded standards. This may be due to the fact that culture is not directly taught in the ELTEP. Slight ideas are touched in the academic courses in their relation to understanding texts. In spite of the fact that the Saudi society is a heterogeneous society which includes students with different races and nationalities, no courses introduced ideas such as cultural values and beliefs, racism, discrimination and cross-cultural conflicts and their relation to the teaching of English. This may be justified by the idea that the Saudi society is an Islamic society where the concepts of fairness, justice and equity are inherent in the Islamic culture since the bringing up of children in schools that the need for including them in the teacher education courses is not felt by the program designers. However, there is a need for the inclusion of such items in the



ELTEP if quality teaching is aspired for. It is logical that the four courses on the Islamic culture are irrelevant to the ELTEP as they, as well as the two courses on the Arabic language conventions, are intended to be literacy courses.

Furthermore, the second component of teacher education, i.e. the professional component, received the second level of attention in the program. Many courses contributed to the achievement of this component such as Fundamentals of Education, Educational Assessment, Educational Psychology, Curricula, Guidance and Counselling, Computers in Teaching, School Administration, Educational Supervision, Instructional Media, Environmental Education, Methods of Teaching English and Teaching Practice. These courses are directly related to the domains Planning for Standard-based ESL and Content Instruction, Assessment, and Professionalism in the TESOL/NCATE Teacher Education Program Accreditation Standards. Evaluation of these courses reveal that only 33 items approached standards while 6 met standards and no item exceeded standards of the Planning for Standard-based ESL and Content Instruction domain. It is of great importance to mention that no item at all in the courses' descriptions in the ELTEP at King Khaled University had any mention of standards or standard-based lesson planning, instruction or assessment. The absence of a course description of the "Teaching Practice" course, which is devoted to applying theory to practice in lesson planning, instruction, assessment, etc, may justify the low number of items meeting or exceeding standards in the professional component in the ELTEP provided by King Khaled University. Having such a course description might have greatly changed the results of the ELTEP evaluation and more items might have moved from the approach level to the meet or even exceed standards level.

For the "Assessment" domain, 26 items approached standards while 12 met them and 2 items exceeded standards. Again, there was no mention at all in the courses' descriptions that contributed to this domain to standard-based assessment. All items focused on the concepts related to assessment such as validity and reliability. Others focused on purposes of assessment and kinds of test items. It is worth noting that except for the "Methods of Teaching" course, the other courses deal with assessment in general and are introduced in Arabic to the students which make it difficult to directly address the task in English language teaching. The researchers believe that if the course "Educational Assessment" had been presented in English, the items might have been closely related to the standards and better results might have been received.

In the "Professionalism" domain, 3 items approached standards with no items meeting or exceeding standards. 3 items only in all the courses presented in the ELTEP at King Khaled University touched ideas related to professional development of the student-teachers. The "Phonetics" and "Methods of Teaching English" courses presented information on the different teaching

methodologies and theories in their historical contexts. The course "Educational Supervision" presented the idea of the importance of establishing collaborative relationships among staff members (in general, not English members) and all departments and resource personnel in the school. There has been no mention in any of the courses' description to the laws and policies that shaped the field of ESL, the basics of classroom research, professional growth opportunities, including local and national ESOL organizations, collaborative teaching methods, or community language education.

The third component of the ELTEP at King Khaled University deals with literacy courses which aim at the the introduction of literacy components felt important by the society but not directly relate to the ELTEP. Courses representing this component are "Introduction to the Islamic Culture", "Islamic Culture 2", "Islamic Culture 3", "Islamic Culture 4", "Arabic Linguistic Skills" and "Arabic writing Conventions". Although these courses may be considered of great importance to the Arabic and Islamic Country, "Kingdom of Saudi Arabia", they, of course, do not contribute to meeting the standards set by TESOL/NCATE for teacher education program accreditation.

Given the limitation that the ELTEP at King Khaled University has been evaluated in this study in the light of the courses' descriptions prepared by the university and that a course description of a very important component, i.e. "Teaching Practice" which lasts for a whole semester representing 12 weeks, 8 hours a week, results of the study reveal that the ELTEP focuses on theory more than practice. This agrees with previous studies (Almatrafy, without date). Most of the indicators in the NCATE standards focus on practical aspects of the teaching of English while most of the courses in the ELTEP focus on theory and few items in the courses, if any focus on practice. This may interpret why the courses that match the NCATE standards match them at the approach level and few at the meet level and fewer at the exceeds level. This result may have been different if a course description of the "Teaching Practice" course had been prepared.

The second purpose of the study is to develop the ELTEP at King Khaled University, K.S.A. so that it better meets the TESOL/NCATE teacher education program accreditation standards, to ensures better alignment of the program to the standards and hopefully better, well-prepared and well qualified English language graduates. Table (7) presents the suggested development of the ELTEP at King Khaled University in the light of the TESOL/NCATE teacher education program recognition standards.





**Table (7) continued**  
**Development of the ELTEP at King Khaled University in the light of the TESOL/NCATE teacher education program recognition standards**

		Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8												
		Subject	Subject	Subject	Subject	Subject	Subject	Subject	Subject												
Domain 4 : Assessment	Standard 4.a. indicators	4.a.1		A					M	M		M	E								
		4.a.2		A		A					M		M	E							
		4.a.3		A		A					E		E								
		4.a.4		E		A							E								
		4.a.5		A										A	M						
	Standard 4.b. indicators	4.b.1		A			A								M	E					
		4.b.2		A		A										M	E				
		4.b.3		M		A							M	M		A	M	E			
	Standard 4.c. indicators	4.c.1		A									A				M	E			
		4.c.2		A		A												M	E		
		4.c.3		A		A												M	M	E	
		4.c.4		A													A		M	E	
			Subject	Introduction to the Islamic culture (2hrs)	Linguistic skills (3hrs)	Islamic Culture 4 (2 hrs)	Applied Linguistics (3 hrs)	Instructional media (2 hrs)	Phonetics (2 hrs)	History of the English Language (2hrs)	Introduction to the Novel (3 hrs)	Poetry and literature (3 hrs)	Applied Language Test (3 hrs)	Environmental Education (2 hrs)	Methods of Teaching English (2hrs)	Phonology (2 hrs)	Syntax and Morphology (2 hrs)	Translation (2 hrs)	Language Acquisition (2 hrs)	Short Thesis (2hrs)	Teaching practice
			Subject	Introduction to the Islamic culture (2hrs)	Linguistic skills (3hrs)	Islamic Culture 3 (2 hrs)	Curricula (2 hrs)	Instructional media (2 hrs)	Phonetics (2 hrs)	History of the English Language (2hrs)	Introduction to the Novel (3 hrs)	Poetry and literature (3 hrs)	Applied Language Test (3 hrs)	Environmental Education (2 hrs)	Methods of Teaching English (2hrs)	Phonology (2 hrs)	Syntax and Morphology (2 hrs)	Translation (2 hrs)	Language Acquisition (2 hrs)	Short Thesis (2hrs)	Teaching practice
			Subject	Linguistic skills (3hrs)	Islamic Culture 2 (2 hrs)	Educational Psychology (3 hrs)	Guidelines of Counseling (3hrs)	Instructional media (2 hrs)	Phonetics (2 hrs)	History of the English Language (2hrs)	Introduction to the Novel (3 hrs)	Poetry and literature (3 hrs)	Applied Language Test (3 hrs)	Environmental Education (2 hrs)	Methods of Teaching English (2hrs)	Phonology (2 hrs)	Syntax and Morphology (2 hrs)	Translation (2 hrs)	Language Acquisition (2 hrs)	Short Thesis (2hrs)	Teaching practice
			Subject	Islamic Culture 3 (2 hrs)	Educational Psychology (3 hrs)	Educational Psychology (3 hrs)	Guidelines of Counseling (3hrs)	Instructional media (2 hrs)	Phonetics (2 hrs)	History of the English Language (2hrs)	Introduction to the Novel (3 hrs)	Poetry and literature (3 hrs)	Applied Language Test (3 hrs)	Environmental Education (2 hrs)	Methods of Teaching English (2hrs)	Phonology (2 hrs)	Syntax and Morphology (2 hrs)	Translation (2 hrs)	Language Acquisition (2 hrs)	Short Thesis (2hrs)	Teaching practice
		Subject	Islamic Culture 4 (2 hrs)	Educational Psychology (3 hrs)	Educational Psychology (3 hrs)	Guidelines of Counseling (3hrs)	Instructional media (2 hrs)	Phonetics (2 hrs)	History of the English Language (2hrs)	Introduction to the Novel (3 hrs)	Poetry and literature (3 hrs)	Applied Language Test (3 hrs)	Environmental Education (2 hrs)	Methods of Teaching English (2hrs)	Phonology (2 hrs)	Syntax and Morphology (2 hrs)	Translation (2 hrs)	Language Acquisition (2 hrs)	Short Thesis (2hrs)	Teaching practice	
		Subject	Islamic Culture 5 (2 hrs)	Educational Psychology (3 hrs)	Educational Psychology (3 hrs)	Guidelines of Counseling (3hrs)	Instructional media (2 hrs)	Phonetics (2 hrs)	History of the English Language (2hrs)	Introduction to the Novel (3 hrs)	Poetry and literature (3 hrs)	Applied Language Test (3 hrs)	Environmental Education (2 hrs)	Methods of Teaching English (2hrs)	Phonology (2 hrs)	Syntax and Morphology (2 hrs)	Translation (2 hrs)	Language Acquisition (2 hrs)	Short Thesis (2hrs)	Teaching practice	
		Subject	Islamic Culture 6 (2 hrs)	Educational Psychology (3 hrs)	Educational Psychology (3 hrs)	Guidelines of Counseling (3hrs)	Instructional media (2 hrs)	Phonetics (2 hrs)	History of the English Language (2hrs)	Introduction to the Novel (3 hrs)	Poetry and literature (3 hrs)	Applied Language Test (3 hrs)	Environmental Education (2 hrs)	Methods of Teaching English (2hrs)	Phonology (2 hrs)	Syntax and Morphology (2 hrs)	Translation (2 hrs)	Language Acquisition (2 hrs)	Short Thesis (2hrs)	Teaching practice	
		Subject	Islamic Culture 7 (2 hrs)	Educational Psychology (3 hrs)	Educational Psychology (3 hrs)	Guidelines of Counseling (3hrs)	Instructional media (2 hrs)	Phonetics (2 hrs)	History of the English Language (2hrs)	Introduction to the Novel (3 hrs)	Poetry and literature (3 hrs)	Applied Language Test (3 hrs)	Environmental Education (2 hrs)	Methods of Teaching English (2hrs)	Phonology (2 hrs)	Syntax and Morphology (2 hrs)	Translation (2 hrs)	Language Acquisition (2 hrs)	Short Thesis (2hrs)	Teaching practice	
		Subject	Islamic Culture 8 (2 hrs)	Educational Psychology (3 hrs)	Educational Psychology (3 hrs)	Guidelines of Counseling (3hrs)	Instructional media (2 hrs)	Phonetics (2 hrs)	History of the English Language (2hrs)	Introduction to the Novel (3 hrs)	Poetry and literature (3 hrs)	Applied Language Test (3 hrs)	Environmental Education (2 hrs)	Methods of Teaching English (2hrs)	Phonology (2 hrs)	Syntax and Morphology (2 hrs)	Translation (2 hrs)	Language Acquisition (2 hrs)	Short Thesis (2hrs)	Teaching practice	
		Subject	Islamic Culture 9 (2 hrs)	Educational Psychology (3 hrs)	Educational Psychology (3 hrs)	Guidelines of Counseling (3hrs)	Instructional media (2 hrs)	Phonetics (2 hrs)	History of the English Language (2hrs)	Introduction to the Novel (3 hrs)	Poetry and literature (3 hrs)	Applied Language Test (3 hrs)	Environmental Education (2 hrs)	Methods of Teaching English (2hrs)	Phonology (2 hrs)	Syntax and Morphology (2 hrs)	Translation (2 hrs)	Language Acquisition (2 hrs)	Short Thesis (2hrs)	Teaching practice	



## **Implications**

Establishing and raising standards, and measuring the attainment of those standards are intended to encourage excellence in education and provide the public with a means for holding our teachers, administrators, and school system accountable. Establishing standards and implementing them must be based on a collective process that values the opinions of diverse stakeholders. By adopting a collaborative approach that is informed by recent advances in the field, a participatory approach would be a valuable one for carrying out such a task.

Since the main goal of quality standards for the educational system is achieving excellence and providing educational associations with well-qualified teachers, teacher licensure would be of great importance. Pass rates of between 80 percent and 90 percent on teacher licensure tests may be used as a key indicator in college of education program approval. Another step may be used beyond test scores to include additional criteria such as on-the-job evaluations of beginning teachers.

Besides, colleges of education should be evaluated regularly on the basis of graduates performance on licensing tests directly related to their major, the effectiveness of teaching abilities in real classrooms and satisfaction of the stakeholders if we aspire for real reform in education. Moreover, in agreement with Russell (2009), qualitative research methods should be used in order to provide deeper analysis and end up with valid and well-established conclusions about the effectiveness of the teacher education program.

Based on the results of the present study concerning the culture and professionalism domains and in alignment with the previous studies (see Russell, 2009) and the TESOL/NCATE teacher education evaluation standards document (2010), two areas of great concern should be emphasized and followed up both within the teacher education program and during the first years of in-service teaching: teaching diverse students and professional development chances.

School leadership's role should be shifted from inspection to supervision. These supervisory practices should be to help and guide the members of the staff for adopting new paradigms of quality assurance. According to Deming, quality of the educational organization can be optimized by developing a sense of cooperation and collaboration among the members of the institutional groups.

An indispensable step towards ensuring quality of the teacher education program is to meet the national accreditation standards. The teacher education programs are being forced to design and implement assessment systems that evaluate program outcomes through multiple measures that can systematically assess the quality of the knowledge and skills of the teacher candidate and beginning teacher.

Application of Total Quality Management (TQM) is a prerequisite for the success of the application of standard-based educational reform. The continuous improvement focus of TQM is a fundamental way of fulfilling the accountability requirements common to educational reform.

Taking the importance of preparing high quality teacher education programs, there should be a shift in focus from whether the programs should exist to ensuring effective teacher preparation programs are developed and that high quality teachers are produced. This calls for quality assurance. An important issue that would enhance the quality of the teacher education program is the admission process. The researchers agree with Casey and Childs (2007) that the admission process should be viewed as a gateway to professional practice, not just a process. It should support the integrity of the teaching profession by ensuring the selection of individuals who have the potential to become effective teachers.

To ensure that learning is applied to practice, there should be enough time for student-teachers to practice what they have been taught. Zientek (2007) suggests that at least 30 weeks should be available for practice and a variety of assessments should be used for this purpose. But NCATE requires teaching practice of no less than ten weeks of full-time, direct teaching.

In order to forestall impoverished instructional delivery by unqualified teachers, all the unqualified graduate teachers should be mandated to undergo training leading to the award of the Postgraduate Diploma in Education. In-service professional development activities should be compulsory and should be closely monitored with a view to producing high-quality teachers. Professional training of teachers must be a priority of the government at all levels. This is because the issues of the adequacy and quality of teachers are the major challenges facing the education system in the country.

Faculties of Education should work with the cognate Faculties of Arts to offer high-quality programmes needed in the production of quality teachers. In addition, school principals should ensure that all serving teachers benefit from the scientifically and technologically based professional development opportunities and programmes with a view to enhancing their instructional delivery competence. In addition, teacher education programmes should explore and implement avenues for building technological skills and competences into their curriculum.

Results of the present study shows that the ELTED at King Khaled University in K.S.A. is to a great extent approaching TESOL/NCATE standards of program recognition. The suggested improvements in the course specifications suggested by the researchers would make better chance for meeting these standards and even exceeding it in some indicators. More studies and team efforts should be exerted to implement the suggested program and



investigate its effect on the knowledge, skills and dispositions of the graduates both directly after graduation and during the first years of teaching.

This study is limited to the evaluation and development of the ELTEP at King Khaled University in K.S.A. in the light of the TESOL/NCATE standards of teacher Education program recognition standards. Other studies should be conducted to evaluate and develop the teacher education program in other majors such as Physics, Biology, and Chemistry in the light of national and international standards.

Starting the steps of program accreditation whether using National Standards for teacher education program accreditation or the TESOL/NCATE standards for program accreditation is of great importance. Since pre-service teachers experience the program as implemented not as planned (Zientek, 2007), it would be of great importance to evaluate the effectiveness of the ELTEP on the actual performance of teachers both during teaching practice and in-service.

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## **Appendix (I)**

### **TESOL/NCATE Performance Indicators of English language Teacher Education Program Recognition**