Dirasat: *Educational Sciences*, Volume 50, No. 1, 2023

Deanship of Scientific Research

Pre-service Teacher Training Program at Yarmouk University: Mixed methodology Evaluation Study

Amneh Al-Rawashdeh[1]*, Hadi Mohammed Tawalbeh[2], Ghadeer Al-Rashdan[3]

[1] Department of Educational Administration and Foundations, Yarmouk University, Jordan.

[2] Department of Curriculum and Instruction, Yarmouk University, Jordan.

[3] Elementary School teacher, Kufrabiel Elementary School, Irbid Governorate, Jordan.

Received: 25/9/2021
Revised: 1/11/2021
Accepted: 22/12/2021
Published: 15/3/2023

* *Corresponding author:*
A.rawashdeh@yu.edu.jo

Citation: Al-Rawashdeh, A., Tawalbeh, H. M. ., & Al-Rashdan, G. . (2023). Pre-service Teacher Training Program at Yarmouk University: Mixed methodology Evaluation Study. *Dirasat: Educational Sciences*, *50*(1), 359–376.
https://doi.org/10.35516/edu.v50i1.4607

Abstract

Objectives: This study aimed to evaluate the efficiency of the pre-service teacher training program (TTP) for the Classroom Teacher and Early Childhood Education majors at Yarmouk University from stakeholders' perspectives.

Methods: The study utilized a mixed methodology approach. The quantitative method with (57) female students from the Classroom Teacher and Early Childhood programs at Yarmouk University, 41 female cooperative teachers, and 10 faculty supervising for 2019/2020 at the Bani Ubaid District Directorate of Education. The qualitative method utilized the Consensual qualitative research (CQR) with a phenomenology paradigm through 21 semi-structured interviews to explore how stakeholders perceived the different challenges and opportunities that affected the efficiency of the pre-service training program at Yarmouk University.

Results: The quantitative methods indicated a high degree of effectiveness in meeting the program's expected competencies (planning, teaching, classroom management, and assessment) in both majors. The qualitative data uncovered two main themes about challenges: teaching practices and regulatory and organizational challenges, and three themes in terms of opportunities: reforming competencies to include dispositions, creating a shared vision between schools and TTP units, and building accountability systems to enhance the efficiency of TTP.

Conclusions: The study provided recommendations to revisit the pre-service teacher education program competencies, enhance pipeline efforts between the TTP unit and the schools, and monitor the pre-service procedures and regulations on both sites: university and school.

Keywords: Program evaluation, pre-service teacher preparation programs, mixed methodology.

برنامج تدريب المعلمين قبل الخدمة في جامعة اليرموك: دراسة تقييم منهجية مختلطة

آمنه الرواشدة[1]، هادي محمد الطوالبة[2]، غدير الرشدان[3]

[1] قسم الإدارة وأصول التربية ، جامعة اليرموك

[2] قسم المناهج وطرق التدريس ، جامعة اليرموك

[3] معلمة مرحلة أساسية، مدرسة كفرابيل الأساسية، محافظة اربد

الأهداف: تقييم فاعلية برنامج تدريب المعلمين ما قبل الخدمة لمعلمي الفصل والمتخصصين في الطفولة المبكرة في جامعة اليرموك من وجهة نظر ذوي العلاقة، وباستخدام المنهجية المختلطة.

المنهجية: تضمنت الدراسة الكمية عينة مكونه من (108) مشتركين، (57 طالبة من الفصول وتخصصات الطفولة المبكرة، 41 معلمة متعاونة، و10 مشرفين للسنة 2019-2020) من مديرية بني عبيد. كذلك تم استخدام البحث النوعي التوافقي من خلال إجراء 21 مقابلة شبه محددة، للتعرف على إدراك أصحاب العلاقة للتحديات والفرص المختلفة التي أثرت على برنامج التدريب قبل الخدمة في جامعة اليرموك .

النتائج: كشفت نتائج الاستبانة عن درجة فاعلية عالية في تلبية الكفاءات المتوقعة للبرنامج (التخطيط، والتدريس، وإدارة الصف، والتقييم) في كلا التخصصين. البيانات النوعية كشفت عن فكرتين رئيسيتين فيما يتعلق بالتحديات؛ ممارسات التدريس والتحديات التنظيمية. بينما كشفت ثلاث أفكار متعلقة في الفرص، إصلاح الكفاءات والتصرفات، وخلق رؤية مشتركة بين المدارس ووحدات التدريب، وبناء نظام المسائلة لتعزيز برامج التدريب ما قبل الخدمة.

الخلاصة : إعادة النظر في كفاءة برنامج تعليم المعلمين قبل الخدمة، وتعزيز الجهود في قنوات التواصل بين التدريب ما قبل الخدمة والمدارس، ومراقبة الإجراءات والقوانين ما قبل الخدمة في كل من المدرسة والجامعة

الكلمات الدالة :تقييم برامج، إعداد المعلمين قبل الخدمة ، دراسة مختلطة.

Introduction

Like many other countries, Jordan values and emphasizes the major role of education in supporting its development and has given the matter priority since the Kingdom's establishment. His Majesty King Abdullah II called for the development of an 'integrated, comprehensive, strategic, and well-defined system for human resource development' and therefore issued a Royal directive in March 2015 to convene a National Committee to develop a Human Resource Development (HRD) Strategy for 2016-2025.

The HRD aims to identify existing weaknesses and opportunities in the K-12 and higher education systems and to implement suggested frameworks to enhance the learning outcomes, thereby raising the standard of Jordanian systems to compete regionally and globally. Committee reviews and World Bank reports have highlighted the following issues in Jordanian education:1) the misalignment of policies related to teacher selection, preparation, management, and pedagogical practices; 2) insufficient and highly theoretical pre-service training and limited in-service training leaves teachers ill-prepared for the challenges of classroom teaching, and often deficient in subject-specific knowledge and skills to advance the potential of children from a broad range of socioeconomic backgrounds; 3) the profession attracts under-performing students (despite comparatively high salaries and good working conditions) and lacks sufficient professional development mechanisms to provide novice teachers with adequate pre-service and in-service training; and 4) early education and childhood development services are of poor quality due to teachers' low levels of educational attainment, experience, and motivation (National Strategy, 2016-2025).

Consequently, the HRD Strategy 2016-2025 suggests improving the quality of the educational process by updating the curriculum frameworks and evaluation criteria and raising the standard of teaching competencies by establishing comprehensive teacher training programs for both pre-service and in-service teachers to ensure that they are equipped with the skills necessary to perform effectively. Furthermore, TPP in Jordan, like other developing countries, is under immense pressure due to a strengthened global commitment to extend the reach of quality education to all children. The introduction of free universal primary education increased the demand for trained teachers in proportion to huge and rapid increases in student enrollment. TPP is also expected to keep up with educational reforms that demand a shift from teacher-centered teaching methods to learner-centered approaches.

This conceptual shift in teacher education, alongside the national expectations to equip in-service teachers with the required competencies to enhance the quality of education in the country, required educational administrators within faculties of education to scrutinize and reform their programs to overcome these challenges. In response, at Yarmouk University (YU), the second largest public university in the country, where we have been preparing pre-service teachers for the past …. our teacher education pre-service education program aims to equip pre-service teachers with four major competencies (planning, teaching, assessment and evaluation, and classroom management) to ensure their efficiency in their teaching profession. Furthermore, the dean and the decision-makers within the unit strive to ensure the training experience, logistics, and collaboration with the schools are well-organized and efficient. Despite these efforts, we have been unable to accurately evaluate the extent to which the teacher training program is efficient in preparing pre-service teacher candidates with the required competencies, especially from participating parties' viewpoints. Nor do we know if the efforts to make the training experience well-organized and efficient have achieved their intended goal. Therefore, we decided to conduct a self-evaluation study to explore the effectiveness of the pre-service training program (practicum) carried out at YU from two angles. The first angle examines the degree of effectiveness of pre-service TPPs in classroom specialization and child education from the viewpoint of the student teacher, cooperating teacher, and cooperating supervisor at the College of Education at Yarmouk University, based on Program Expected Competencies. The second angle illustrates and elaborates on the development in greater detail by exploring the obstacles challenging the effectiveness of pre-service TPPs as well as the suggestions and opportunities that can promote improvement as perceived by stakeholders.

Aim of the Study

This study aims to:

1) Measure the effectiveness of pre-service TPPs in the classroom specialization and child education from the viewpoint of the student teacher, cooperating teacher, and cooperating supervisor at the College of Education at Yarmouk University,

based on Program Expected Competencies.

2) Illustrate and elaborate on the major obstacles that challenge the effectiveness of pre-service TPPs as perceived by student teachers, cooperating teachers, cooperating supervisors, and cooperative principals.

3) Illustrate and elaborate on the suggestions and opportunities that can improve the effectiveness of TPPs as perceived by student teachers, cooperating teachers, cooperating supervisors, and cooperative principals.

Research Questions

1. What is the degree of effectiveness of pre-service TPPs in the classroom specialization and child education from the viewpoint of the student teachers, cooperating teachers, and cooperating supervisors at the College of Education at Yarmouk University, based on Program Expected Competencies?

2. What obstacles challenge the effectiveness of pre-service TPPs as perceivedby student teachers, cooperating teachers, cooperating principals, and cooperating supervisors at the College of Education at Yarmouk University?

3.What suggestions can improve the effectiveness of TPPs as perceived bystudent teachers, cooperating teachers, cooperating principals, and cooperating supervisors at the College of Education at Yarmouk University?

Importance of the Study

Historically, TPPs have been evaluated based primarily on the components of the program itself, including required coursework, faculty who teach the courses, and the nature and types of experiences that pre-service teachers receive. We believe that ensuring a successful outcome of effective teacher candidates in practicum courses is a multidimensional activity including student teachers, cooperating teachers, university supervisors, administrators, and students. This work is important because it addresses the role of context instead of attempting simply to determine the influence of factors across all contexts and can provide greater insight and a more nuanced understanding of the influence of their preparation on teacher practice. In this case, by situating the pre-service teacher training unit, we were able to investigate how the different stakeholders view the program and what pre-service teachers consider to be its strengths and weaknesses as well as opportunities to improve their efficiency. Program faculty and leaders can use this information to guide innovation and positive change. According to Korthagen, Loughran and Russell (2006), learning about teaching requires meaningful relationships between schools, pre-service teacher education institutes, and pre-service teachers. Faculties of teacher education need to foster close relationships with local schools, ensuring that school staff are respected partners in decision-making processes and that they feel the relationship benefits the school. Understanding stakeholders' perspectives and their perceptions of meaning within educational evaluation reforms can provide valuable insight for educational leaders. Fullan (2011) andRoussinand Zimmerman (2014) emphasize that leaders need to engage stakeholders in cultivating ownership and encourage them to embrace reform policy through mutual discourse, with the ultimate outcome being ownership of the change and sustainable reform policies in the long term.

Literature Review

The complexities of the teaching profession, the aims of which are to develop core competencies, skills, and knowledge in children, have been widely recognized. The rigorous daily experience of teachers' 'requires both specialized and wide-ranging knowledge and skills, and personal and professional dispositions that develop over time" (Darling-Hammond,2006b). Research that addresses quality TPPs has found that it is crucial to strike a balance between, and effectively connect, theory and practice(Nahal, 2010). Teaching practice period is one of the most important components of the teacher-training program that integrate theory and practice and strengthen some of these apparent discrepancies, as well as being a time for solidifying strategies and techniques learned at college.

Several research studies have addressed the different factors linked to preparing effective teachers. Those factors include intensive and specialized learning and coordinated, supervised field experiences. Extensive fieldwork is also considered to make a marked difference in pre-service teacher training (Ronfeldt, Schwartz & Jacob, 2014). According to Ronfeldt (2015),

pre-service teachers should spend time in the classroom because fieldwork stands as a transformative experience. During pre-service teacher training, student teachers are given an opportunity to discover their strengths and needs, link theory to practice, and use teaching methods (Darling-Hammond, 2006).

Additional factors include in-training support and coaching from both co-operating teacher and faculty supervisor, and a positive, supportive teacher community (Ross & Gray, 2006). Cooperating teachers play a significant role by shaping the theory studied by student teachers into practical knowledge inside the classroom (Ronsyn, 2013). Ronfeldt and Reinniger (2012) observed that those pre-service teachers who spent more time with a cohesive teacher community were more effective at raising student achievement. Miller(2015) stated that having ongoing relationships between pedagogical instructors from the university and cooperating teachers from the school can support student teachers in bridging the gap between theory and practice. According to Volante (2006), student teachers highly appreciated the role of their academic supervisors in their success in practicum since they served as role models. This relationship with cooperating teachers could influence a negative or positive placement. Sussbauer (2013) recommended that faculty supervisors and cooperative teachers utilize participatory dialogues throughout practicum to support student teachers' performance in the classroom.

Al-Rawashdeh, Ivory, and Writer (2017) emphasized the importance of considering dispositions to help student teachers effectively prepare for the classroom. They asserted that TPPs must play a role in helping teacher candidates to become conscious of their dispositions and must therefore create learning environments and circumstances where students can begin this development transformation.Emphasizing that the attitudes and dispositions of pre-service teachers depend on the type of preparation they get, Al Seyabi (2020) recommended that the ethical values and dispositions of the job should be integrated into two university courses and pre-service training experience.

Furthermore, several scholars have highlighted the need to create partnership and coherence in vision among the different personnel and institutions involved in TPPs to ensure accountability and prepare effective teachers (Richmond etal.,2019; Gilbert, 2020). Fullan and Quinn (2016) stressed that, in addition to aligning institutional and program goals, resources, and structure,decision-makers must also focus on building collective purpose among stakeholders, foster collaborative cultures, and ensure accountability measures based on capacity from within the program. Additionally, scholars have emphasized the role of assessment in TPPs in meeting accountability measures (Heitink et al., 2016) and supporting student learning by developing and implementing authentic assessments within their classrooms (Lam, 2015). DeLuca and Bellara (2013) underscored the importance of understanding how to deal with aspects of assessment practice during assessment building, administration, and scoring, and communication of assessment results. Merç (2015) stated that any variance between co-operative teacher and academic supervisor assessment criteria can negatively affect students' attitudes toward their performance.

On the other hand, educational research has indicated some of the main barriers that hinder the efficiency of TPPs. According to Ronsyn (2013), a major barrier was the student's ability to translate theoretical knowledge at university to actual experience in the classroom. Sussbauer(2013) explained that student teachers found difficulty understanding how to integrate terminology and language use in practicum. Academic supervisors and cooperating teachers should help students understand themselves as teachers. A further possible barrier is the inability of the co-operative teacher and academic supervisor to pass on effective teaching techniques, provide feedback, and give guidance regarding co-curricular activities, classroom discipline and management (Masadeh, 2017). Al-Magableh (2010) remarked that student teachers at Yarmouk University had no means of transportation to commute from university to schools, no manuals were prepared, and the academic supervisor allotted many students.

The existing literature reveals multiple factors that contribute to the efficiency of pre-service training experiences. Yet, we observed two gaps in the literature. Firstly, the above-mentioned factors have been examined separately without addressing the interrelationship and intersectionality between the different stakeholders within the TPP. Secondly, most of these studies are conducted in the Western context, with scant Jordanian research to identify existing weaknesses and opportunities to improve our efforts to prepare effective teachers.

Teacher Education Preparation Unit at Yarmouk University

The Department of Curriculum and Instruction at YU offersBED degree programs in Early Childhood and Classroom Teacher programs. Students complete 90 credits of theory followed by 15 credits of training, a total of 132 credit hours.The pre-service training unit is within the Department, and its responsibilities include liaising with cooperating schools and the Directorate of Education (part of the Ministry of Education), providing the program's written documents, arranging the selection of mentor-teachers, stages of training, and assessment procedures. The unit must maintain a list of qualified cooperating teachers, spending some time with them so that each of the student, cooperating teacher, and faculty supervisor share the same objectives. The major four competencies that the program evaluates are: planning, teaching, classroom management, and assessment.

Field training is carried out at the undergraduate level, according to the following stages (Yarmouk University, 2019):The first stage(25% of field training hours)consists of workshops inside the college. Students receive specialization training and learn how to apply competencies related to planning, teaching, assessment, and managing the educational process. Subsequently, students undergo practical tests on the implementation of teaching skills in front of their peers and the instructor through micro-teaching. Students may not register for this stage until they pass at least 21 credit hours of the major's compulsory requirements.The second stage(25% of field training hours) involves distributed applications inside schools which are allocated to practicing learned skills and competencies in the real environment. The skills applied in classrooms and field training laboratories are thoroughly discussed.The third stage(50% of training hours) involves intensive application in schools. The trainee teacher works in his field of specialization independently over the course of an entire semester, in accredited applied schools. The practical education supervisor conducts at least 3 field visits.The academic supervisor mentors and monitors the trainee's teaching skills and competencies, also making a minimum 3 field visits. Ultimately, students submit a portfolio that includes the prescribed activities for Practicum 1 and Practicum 2. The academic supervisor corrects them and returns the final course scores. The time commitment for each practicum course is 1 day per week per semester (approximately 16 weeks). Normally, student teachers take Practicum 1 and 2 simultaneously, a total of 9 credit hours, with students spending 2 days a week in a school. The practicum is divided into three stages: observation, partial practice, and full practice. At each stage, the students are instructed in various learning and teaching activities.

Methodology

We utilized a sequential explanatory mixed methods design, including a quantitative phase followed by a qualitative phase (Creswell & Plano Clark,2011). In the quantitative phase, survey data were collected and analyzed. In the qualitative phase, semi-structured interviews were conducted (2019/2020). The sequential explanatory mixed methods design was adopted as the quantitative findings were assumed to provide a general understanding of the extent to which YU'sTPPachieved intended competencies, whereas the qualitative data and analysis explained further other aspects that impact the effectiveness of the program by exploring participants' views in more depth. We obtained an active, written consent form for all participating members.Our aim was to investigate:1. What is the degree of effectiveness of pre-service TPPsin the classroom specialization and child education from the viewpoint of the student teacher, cooperating teacher, and cooperating supervisor at the College of Education at Yarmouk University based on Program Expected Competencies?Subsequently, qualitative research was conducted to illustrate and elaborate the development in greater detail by asking the following questions:2. What obstacles challenge the effectiveness of pre-service TPPs as perceived by stakeholders?3.What suggestions can improve the effectiveness of TPPs as perceived by stakeholders?

Population

The study population included all 125 female students in YU's Classroom Teacher and Early Childhood programs, 41 female cooperating teachers at the Bani Ubaid District Directorate of Education, 10 supervising faculty members, and 5 school principals from cooperating schools for the 2019/2020 academic year.

Quantitative Phase

This phase included the following: 1) Developing the survey, the first tool, which was designed based on the competencies for the Classroom Teacher and Early Childhood programs: planning, classroom management, teaching, and assessment, 2) Survey content and construct validity,3) An official permission was obtained from YU and the Directorate of Bani Ubaid District, 4) Distribution of survey, 5) Analysis of results. The survey development process started by referring to the theoretical literature related to teacher preparation in the light of the concept of competencies, as indicated bythe Jordanian Ministry of Education (2006),Shatnawi(2007), Rowe (2002), and IBSTPI (2006) represented by (planning for teaching, teaching implementation, student learning assessment, teaching assessment, self-development, and the field of teaching ethics)which in this study was limited to the adequacy of planning, teaching, implementation, and classroom management, as the field training program focuses on these competencies. Also, previous studies related to the topic of the current study were referred to, such as the studies byAl Rawashdeh (2014),Tarawneh (2015),Akoul (2019),and Maria (2019), which consisted of two parts; The first represents personal data, and the second is to measure the degree of effectiveness of field training in the pre-service teacher preparation program at the College of Education at Yarmouk University, where a questionnaire was compiled which consisted of 53 statements in its initial form.

Content Validity

To verify the content validity of the first tool, it was presented in its initial form to ten expert educators and specialists in the fields of: educational administration and pedagogy, measurement and evaluation, curricula and teaching at Yarmouk University, JerashUniversity, and University of Jordan. Experts were asked to give their feedback in terms of clarity of meaning and linguistic formulation and their relevancy to their specific field, and any modifications and notes they deemed appropriate.The comments met with an 80% agreement among experts' opinions. To answer the paragraphs of the study tool, a five-way Likert scale was adopted, as follows: (Very large = 5 degrees, large = 4 degrees, medium = 3 degrees, few = two degrees, very few = one degree).

Construct Validity

The construct validity was measured on a pilot sample of size 20 randomly selected from the study population but outside the study sample. The Pearson correlation coefficient value among the domains is shown in Table (1). The results reflected the validity and the quality of the survey.

Table (1): Pearson Correlation Coefficients

	Planning	**Assessment**	**Teaching**	**Classroom Management**
Assessment	0.82			
Teaching	0.76	0.93		
Classroom Management	0.73	0.74	0.63	
The overall scale	0.91	0.97	0.92	0.83

The Pearson correlation coefficients ranged between (0.63) and (0.97). All the coefficient estimates were significant at α=0.05. Note that the coefficient of correlation between each domain and the overall scale was not less than (0.20).

The survey's internal consistency was assessed by calculating Cronbach Alpha coefficient, as shown in Table (2). Notice that the coefficient ranges between (0.94) and (0.96), which indicates the Survey's construction quality and suitability for the purposes of this study.

Table (2): Cronbach Alpha values

The Survey and its domains	**No. of Items**	**Cronbach's Alpha**
Planning	9	0.95
Assessment	12	0.94
Teaching	7	0.95

The Survey and its domains	No. of Items	Cronbach's Alpha
Classroom Management	8	0.96
The overall scale	36	0.93

To make judgments, based on the survey's effectiveness score means which was filled based on five-way Likert scale as follows: (Very large = 5 degrees, large = 4 degrees, medium = 3 degrees, few = two degrees, very few = 1 degree). The following criterion is adopted for mean score:**1-2.33 low, 2.34- 3.67medium, 3.68-5 high**

Study Sample:

The simple random method was used to select the study sample. It included (57) female students from the Classroom Teacher and Early Childhood programs in Yarmouk University, 41 female teachers cooperating with these students at the Bani Ubaid District Directorate of Education, and 10 faculty members supervising these female students for the 2019/2020 academic year. Principals were not part of this phase as they do act as overhead supervisors during training. The frequency of sample individuals, based on the study variables (participating parties, specialization), is shown in Table (3).

Table (3): Frequency table of sample individuals

Variable	levels	Frequency	Percentage
Participating Parties	Student teacher	57	52.8
	Cooperating teacher	41	38
	Cooperating supervisor	10	9.3
	Total	**108**	**100**
Specialization	Classroom teacher	48	84.2
	Early Childhood	9	15.8
	Total	**57**	**100**

Limitation of the Study

The study was limited in term of 1) the study objective that attempts to answer the study's questions, which is represented in its title (the degree of effectiveness of field training in the pre-service teacher preparation program at the College of Education at Yarmouk University), 2) human aspect that included students expected to graduate in the specializations of classroom teacher and child education (students, teachers), who are registered in the field training course for fourth-level students, a sample of cooperative teachers, and a sample of faculty members supervising them in the College of Education at Yarmouk University, 3) type of the sample as it was a purposeful sample of student teachers, cooperating teachers and their supervisors at Yarmouk University, and 4) the timing of the study which was implemented during the first semester of the academic year (2019/2020).

Distribution of Survey

After modifying the questionnaires in its final form and obtaining the official letter from the College of Education and Bani Obeid District, we distributed the samples to the members of the target study sample. Students' teachers were recruited through visiting the classroom in campus, and faculty supervisors and cooperative teachers wererecruited through sending an official email, and those who express willingness to participate were asked to fill out the survey. After receiving the filled survey which were numberedfrom (1) to (108), we ran the data on SPSS to answer: What is the degree of effectiveness of pre-service TPPs in the classroom specialization and child education from the viewpoint of the student teacher, cooperating teacher, and cooperating supervisor at the College of Education at Yarmouk University based on Program Expected Competencies?

Results

To answer the first study question, What is the degree of effectiveness of pre-service TPPs in the classroom specialization and child education from the viewpoint of the student teacher, cooperating teacher, and cooperating supervisor at the College of Education at Yarmouk University based on Program Expected Competencies from student teacher, faculty supervisor, and co-operative teacher, the arithmetic means and standard deviations of the degree of effectiveness were calculated for each domain and were ranked in Table (4).

Table (4): Means and standard deviations of effectiveness score for the subscales

Rank	Subscales	Mean	Standard Deviation	Class
1	**Classroom Management**	4.17	0.82	High
2	**Planning**	4.03	0.83	High
3	**Teaching**	3.93	0.84	High
4	**Assessment**	3.67	0.93	High
	The overall scale	3.95	0.78	High

The results in Table (4) show that the arithmetic mean of the effectiveness score perceived by participating parties on the survey and each of its domains came to a (high) degree. The field of (classroom management) came in the first place, with an arithmetic mean (4.17), a standard deviation (0.82), and within a degree (high), followed by the field of (planning) in the second place, with an arithmetic mean (4.03), a standard deviation (0.83), and within a degree (large), then the field of (teaching) in the third place, with an arithmetic mean (3.93), a standard deviation (0.84), within a degree (high), and finally the field (evaluation) in the fourth place, with an arithmetic mean (3.67), and a standard deviation (0.93)), and within a (significant) degree.

For more information, the arithmetic means and standard deviations of the estimates of the study sample members were calculated on the items of each subscale separately, as they were as follows:

Classroom management subscale: The arithmetic means and standard deviations of the items in the classroom management field were calculated from the point of view of the sample members, taking into account their arrangement in descending order according to their total arithmetic mean as shown in table 5

Table (5): Means and standard deviations of effectiveness score of the classroom management subscale

Rank	The number of the item	The statements	Mean	Standard Deviation	Class
1	32	Promoting collaboration between students.	4.35	0.93	High
2	29	Creating a safe and supportive learning environment for the learner.	4.34	0.91	High
3	34	Arranging classroom settings to suit students' needs.	4.3	0.99	High
4	30	Setting classroom rules and policies.	4.19	0.92	High
5	31	Meeting students' various needs (behavioral, psychological, social, and cognitive).	4.13	1	
6	36	Monitoring learners' behavior and attitudes.	4.08	1.01	High
7	35	Identifying students expected behavior patterns in alignment with classroom rules.	4.04	1.02	High
8	33	Keeping follow-up records to document and organize classroom work.	3.96	1	High

The arithmetic means of the estimates of the sample members are confined between an arithmetic mean (3.96), and an arithmetic mean (4.35), and all the items came within a degree (large), and their number is (8). vertebrae; Where the highest estimate item (32), which states "promoting collaboration between students" came in the first place, as its arithmetic mean value was (4.35), with a standard deviation (0.93) and a degree (significant), and the lowest estimate was for item (33), which states "Keeping follow-up records to document and organize classroom work" reached Its arithmetic mean value is (3.96), standard deviation (1.00) and degree (high).

In the planning subscale, the arithmetic means and standard deviations of the paragraphs of the planning field were calculated from the point of view of the sample members as shown in Table (6).

Table (6):Means and standard deviations of effectiveness score of the planning subscale

Rank	The number of items	The Items	Mean	Standard deviation	Class
1	4	Identifying appropriate learning resources involved in implementing the lesson	4.26	0.94	High
2	3	Defining cognitive-behavioral goals for educational outcomes	4.23	0.97	High
3	6	Choosing classroom activities that achieve the interim goals of the learning and teaching process	4.06	0.99	High
4	8	Determining learning outcomes in light of cognitive-behavioral goals.	4.04	1.03	High
5	9	Determining the appropriate teaching strategies for the cognitive-behavioral goals	4.02	1.07	High
6	1	Evaluating a clear and coherent quarterly and daily study plan in light of the learning outcomes.	4.01	0.95	High
7	5	Determine the time programs needed to implement the learning objectives	3.98	1	High
8	7	Identifying appropriate learning resources involved in implementing the lesson	3.9	1.01	High

It was noted from the results in Table (6) that the arithmetic means of the estimates of the sample members in the subscale of (planning) are confined between an arithmetic mean (3.77) and an arithmetic mean (4.26), and all items came within the degree of (large); Where the highest estimate came for item 4, which states "Identifying appropriate learning resources involved in implementing the lesson"in the first place, as its arithmetic mean value was (4.26), with a standard deviation of (0.94) and a degree (significant), and the lowest estimate was for item 7 which state" Identifying appropriate learning resources involved in implementing the lesson" as its mean value reached (3.9), with a standard deviation of (1.01) and a degree (large).

The teaching subscale: The arithmetic means and standard deviations of the items in the teaching subscale were calculated from the point of view of the sample members, taking into account their arrangement in descending order according to their total arithmetic mean as shown in table Table (7).

Table (7):Means and standard deviations of effectiveness score of the teaching subscale

Rank	The number ofThe Items	The Items	Mean	Standard deviation	Class
1	25	Choosing appropriate teaching methods to match educational content.	4.17	0.96	High
2	26	Choosing appropriate teaching methods that are compatible with students' learning styles.	4.1	1.07	High
3	22	Identifying educational situations that stimulate thinking and contemplate reflection.	4.09	0.96	High
4	27	Diversifying teaching methods used, which depend on the teacher, the teacher and the student, the student himself.	4.06	1	High
5	24	Designing learning experiences based on learners' previous knowledge and life experiences.	3.94	0.98	High
6	23	Creating educational situations that drive research and inquiry.	3.61	1.17	Medium
7	28	Employing technology-based teaching methods.	3.52	1.24	Medium
1	25	Choosing appropriate teaching methods to match educational content.	4.17	0.96	High

Table 7 shows that the arithmetic means of the estimates of the sample members on the items of the third field (teaching) are confined between an arithmetic mean (3.52) and an arithmetic mean (4.17) ; Where the highest estimate for item (25), which states “Choosing appropriate teaching methods to match educational content.” came in the first place, as its arithmetic mean value was (4.17), with a standard deviation (0.96) and a degree (significant), and the lowest estimate for item (28)), which provides for "the employment of technology-based teaching methods", as its mean value was (3.52), with a standard deviation of (1.24) and a degree (medium).

The assessment subscale: The arithmetic means and standard deviations of the items in the teaching subscale were calculated from the point of view of the sample members, taking into account their arrangement in descending order according to their total arithmetic mean as shown in table (8)

Table (8): Means and standard deviations of effectiveness score of the assessment subscales

Rank	The number of The Items	The Items	Mean	Standard deviation	Class
1	11	Providing constructive feedback that meets learners and their needs.	4.03	0.99	High
2	16	Formulating measurable learning outcomes.	4.01	1.16	High
3	15	Utilizing various evaluation strategies to measure learning outcomes.	3.95	1.11	High
4	10	Using assessment as part of the learning process to identify learners' needs	3.92	1.16	High
5	18	Designing suitable alternative evaluation tools (cross-list, numerical grade ladder, verbal grade scale).	3.85	1.21	High
5	17	Designing various diagnostic tests	3.85	1.24	High
7	13	Designing various performance indicators that include skills.	3.79	1.13	High
8	12	Designing various performance indicators that include cognitive knowledge.	3.72	1.13	High
9	14	Designing various performance indicators that include	3.71	1.14	High

Rank	The number of The Items	The Items	Mean	Standard deviation	Class
		attitudes.			
10	21	Designing alternative assessment tools to record according to the learning progress.	3.21	1.3	Medium
11	20	Designing alternative calendar tools for a storyboard.	3.19	1.33	Medium
12	19	Designing of alternative evaluation tools (Rubric).	2.83	1.36	Medium

Table (8) shows that the arithmetic means of the estimates of the sample members on the paragraphs of the fourth field (evaluation) are confined between an arithmetic mean (2.83) and an arithmetic mean (4.03), where the highest estimate was for paragraph (11), which states "providing constructive feedback that suits learners and their needs" ranked The first, whose arithmetic mean value was (4.03), with a standard deviation (0.99) and a degree (significant, and it was the lowest estimate for paragraph (19), which states "designing an alternative evaluation tool (Rubric)" as the arithmetic mean value for it reached (2.83)), with a standard deviation of (1.36) and a degree (medium). .(

Qualitative Phase

Data Collection and Analysis

To explore how stakeholders perceived the different challenges and opportunities that can influence the efficiency of the pre-service training program at Yarmouk University, we utilized consensual qualitative research (CQR) with a phenomenology paradigm. The CQR method is usedto study a phenomenon as it naturally occurs (rather than altering or manipulating it) and typically interact with participants via data-gathering interviews (Hill etal., 2000). The CQR data collection method included the following steps: 1) Conducting fieldwork prior to the actual study, where we as insiders observed our teacher education training context. This provided us with sufficient data with which to understand the expected program competencies, as well as some major aspects encountered by different participants. 2) Reviewing the literature to determine what has been done before to build on previous research. 3) Talking with people from the target population as well as examining their own experiences and the phenomenon to develop questions.4) Conducting two pilot interviews with people from the target population to aid in refining the interview protocol.5) Developing detailed, semi-structured protocols, which involve a number of scripted questions, and then a list of suggested probes to help interviewees explore their experiences more deeply. The two main research questions were: What obstacles challenge the effectiveness of pre-service TPPs as perceived by stakeholders? What opportunities might enhance the effectiveness of pre-service TPPs as perceived by stakeholders? 6) Selecting a random sample composition of student teachers, cooperative teachers, co-operative faculty, and cooperative principals from among the homogeneous population of participants who are familiar and experience the pre-service training phenomena and expressed interestin participating in the interviews. Hill et al. (2005) emphasize the importance of the random selection of a homogenous sample of 8 to 15 participants. Participants were selected based on the representativeness of the stakeholder's category and then contacted by the researcher. The interviews included 10 student teachers, 5 cooperative teachers, 3 cooperating supervisors, and 3 school principals. 7) Receiving official approving document from the College of Education to conduct the interviews with student teacher and co-operative faculty, and an official acceptance from the General Directorate of Education at BaniUbid to conduct the interviews with school principal and cooperative teachers, 8) Conducting 21 face-to-face semi-structured interviews, each of which lasted for 30 minutes.Student teachers and cooperative faculty were interviewed at the University campus,while cooperative teachers and principals were interviewed at the school site. All participants signed a consent form. The interviews were conducted in Arabic and then translated to English for publication purposes, and 9) The interviews were transcribedby the research team and were then checked carefully by non-team members to ensure accuracy. All participants have been provided pseudonyms to protect their identities.

The notes and the data collected from the semi-structured interviews were subjected to extensive and deep analysis

following four main steps based on CQR methodthat occurred in a linear process. Each researcher worked individually to code the transcripts, and then wemet to argue, confirm, debate, and refine codes until there was consensus across the team. Following this process for each ofthe transcripts, we met again to collapse the open data into larger developed core ideas. Core ideas then were subsumed into conceptual labels, which categorized core ideas into broader categories. After we agreed on categories, anauditor (who was not present during the interviews andthe two-step coding process) reviewed the core ideas to exploreaccuracy of the domain and word coding. Following receipt of auditor feedback, the authors met as a teamto reexamine the data in a cross-analysis process and reachnew consensus on word and domain coding. Following protocols for CQR, all data were then classified into categories expressing that data was general (categories found in 19-21 transcripts), typical (categories found in 12-15 transcripts) or variant (categories found in 3-5 transcripts), Goodrich et al.,2016).

Findings

In terms of the third research question (What obstacles challenge the effectiveness of pre-service TPPs as perceived by stakeholders?), participants identified two intersecting themesregarding challenges resulting from theirexperience with and explorationof the pre-service teacher education program at Yarmouk University. In the first theme, 19 of the 21 participants talked in variedways about their concerns about the teaching process. In a second general theme, 18 participants describedinadequacy in terms of the regulatory and organizational aspects.

Teaching Process Challenges

As noted previously, 19 participants noted challenges in terms of the teaching process. Participants in this study recognized and described insufficiency in the teaching process occurring across three contexts, namelylack of dispositions and leadership competencies, lack of digital competencies, lack of unified assessment.

Lack of Dispositions and Leadership Competencies

Stakeholders agreed that the TPPfocuses on the theoretical part of major teaching and learning competencies: planning, teaching, assessment, and classroom management, but neglects teaching dispositions. Student teacher (B) explained:

The university curriculum focuses on certain competencies and neglects others; like ethics, interpersonal skills, communication skills, which should be of equal importance to other competencies. I have no single class on dispositions, but during the training we realize how much these dispositions add value to the efficiency of teaching. I believe that even if I have a class about dispositions, you can talk about being open-minded in the class, but when it comes to application it is different and difficult. You have to be more in the classroom to learn and apply such skills."

Cooperative teacher (F) mentioned that "this profession requires certain dispositions such as caring and social justice. These dispositions require time to evolve. Students have to spend more time during the training to apply these dispositions."

Lack of Digital Competence

Both student teachers and cooperative teachers saw lack of digital confidence as affecting the efficiency of the training. Student teacher (D) said, "In our practicum, we find out that we lack digital literacy when it comes to integrating technology into teaching and learning – there was a technological gap between us and cooperative teachers." Cooperativeteacher (B) statedthat "almost 90% of the student teachers that I had in my class do not know how to utilize technology into teaching and learning." Faculty supervisor (C) said, "Most of us, as supervisors, notice that cooperative teachers know better than us and our students when it comes to technology integration into curricula. I think we need to address this issue and revisit our course plan."

Lack of a Unified Assessment

Student teachers, cooperative teachers and cooperative principles mentioned lack of a unified rubric to track students' growth and measure learning. Student teacher (A) remarked:

There is no agreement among all faculty members on a specific model of the daily plan, as some adopt the goal coupled with a percentage, condition, or standard, while the supervisory members do not require that. For example, applying the steps of prayers with a percentage of accuracy of no less than (90%), or as the teacher saw it / or as I mentioned in the book / or as he saw in the video presented by the teacher.

The Regulatory and Organizational Theme

As noted previously, 18 participants noted challenges in terms of the regulatory and organizational processes. Participants in this study recognized and described shortcomings in the regulatory and organizational processes whicharise during the coordination of the field training program, in addition to the logistics between the field training unit and the cooperating school. These shortcomings appeared in1) an imbalance between theory and practice, 2) timing of the training, 3) lack of shared policies, 4) allocation of trainees in schools, 5) lack of resources.

Imbalance between Theory and Practice

Most stakeholders agreed that there is an imbalance, with the theoretical part of the study plan constituting 91% as opposed to the 9% allocated to practical training. Cooperative teacher (D) said, "I wish I had more time to sit with the students to teach them how every teaching strategy is applied to the learning context." Student teacher (F) opined, "We learn about many teaching strategies and theories of learning in the courses and have a short period during training to apply what we learn. I wish I had more time during the training."

Timing of the Training

All participants agreed that they needed more time during training to apply the theoretical knowledge they learnt. Student (E) indicated that "the working period from 8pm-12pm on Mondays and Wednesdays is not enough... After we objected, it became daily. However, going to school daily with no transportation provided from the university and managing between the training site and the university classes was stressful." Cooperating teacher (B) pointed out that "students take the practical education course in conjunction with the university courses, and this causes tension and pressure, and the inability to be creative during the training."

Students complained about the start date of training. Student teacher (E) said, "The logistics to start training is very confusing. For example, the training began in the middle of the school year, which doesn't allow us the same level of interactions with students to build relationships." She added, "We feel that we miss opportunities at the beginning of semester in terms of how cooperative teachers set up classroom rules, set up their students and build classroom culture. Such skills are important, and we would like to see real examples of how a teacher does that."

Lack of Shared Policies

School principal (A) remarked that "there are no shared policies between us and the pre-service training unit. The decision-making happens at the university level. We as a school system function as an incubator for students rather than a shared entity in capacity building." School principal (D) added, "Lack of consensus between university and school about expectations from each partner including student- teacher- supervisor-and school creates confusion and negatively affects the efficiency of the training." Student teacher (B) said, "I was confused during my practicum as I have three supervisors, cooperative teachers, cooperative supervisor, and school principal. You feel lost when you face an issue of whom to ask, and sometimes you cause conflict between the three authorities."

Allocation of Trainees in Schools

Often,more than 3 students are allocated to each classroom. Cooperative teacher (A) explained: "There is lack of clarity in terms of the school visit, such as two Wednesday shifts, and the integration of three or four trainees in the same class, which places a lot of pressure on my shoulders and distracts my students and the learning process."Student (D) pointed out that "we are grouped in 3-5 students with one co-operative teacher. This administration does not give each student good

opportunities to apply what we learn." She added, "Maybe this decision makes the work less for the faculty supervisor as he/she visits fewer schools, but it deprives us of the opportunity to share knowledge with them and get detailed feedback to enhance our teaching."

Lack of Resources

A further challenge is a lack of resources in both the university and the school. Student teacher D said, "During our practicum, we are expected to apply a specific teaching method in science, or math, and we are required to create a demo by designing a volcano or electrical circuit. To do so, we must pay out of our pocket." Faculty supervisor (D) said that the "lack of adequate facilities for training (labs) in the university, as well as the lack of educational aids in cooperating schools, negatively affects learning during the training." School principal (C) mentioned, "Within the public-school settings, we have limited budgets that barely meet our school needs, and we lack the money to help student teachers during their training. Students have to pay from their pocket."

In terms of the third research question (What suggestions can improve the effectiveness of TPPs as perceived by stakeholders?), 20 participants identified two intersecting themes resulting from their experience with and exploration of the pre-service teacher education program at Yarmouk University that can serve to enhance the efficiency of the pre-service training experience. In the first theme, 19 of the 21 suggested enhancing quality of teaching and learning, and 20 participants suggested creating accountability measures.

Enhancing the Quality of Teaching and Learning

As noted previously, 19 participants in this study provided suggestions that can serve to enhance the teaching and learning process and therefore increase the efficiency of the pre-service training experience. These suggestionscan be categorized into three areas:1) revisiting competencies, 2) professional development, and 3) providing a supportive learning environment.

Revisiting Competencies

Participants agreed that while the unit is succeeding in teaching the competencies of planning, management, teaching, and assessment, this profession requires additional competencies to enhance the quality of teaching. School principal (B) said, "The teacher education unit needs to revisit their competencies, to include leadership and ethics courses. This profession is not just about teaching content knowledge, it is about preparing children for life." Cooperative teacher (C) added that "the teacher education program needs to add dispositions, leadership, and soft skills to their competencies. As a teacher you need these competencies as much as you need knowledge of pedagogy and teaching."

Professional Development

Participants suggested that the teacher education unit needs to enhance the quality of teaching through providing professional development opportunities. Faculty supervisor (A) mentioned that "the College of Education needs to offer training opportunities to update our knowledge and learn from new practices in teaching and utilization of technology." He added that "technology is changing how we teach and learn. We need to update our knowledge to provide effective teaching to my students." Student teacher (A) said,"Faculty need to revisit their teaching approaches and focus more on student-centered learning and participatory teaching." She added that "if we are expected to be successful in implementing student-centered learning strategies, our faculty have to be trained to teach differently. They need to update their knowledge." School principal (B) suggested collaboration between schools and universities to support capacity-building for cooperative teachers and supervisors.

Supportive Learning Environment

The general opinion was that the teacher education unit should create a supportive learning environment on campus. Cooperating supervisor (B) explained that "the College of Education should provide equipment, learning resources, and labs

to enable students to practice what they learn prior to their training." Student teacher (D) said,"If the college provides labs to conduct micro-teaching more often, we will be able to connect theory to practice during the course, rather than waiting a year after taking the course to apply a certain strategy." Cooperating supervisor (C) mentioned that "the decision-makers at the university level need to encourage faculty to collaborate in an international project that can fund establishing labs or providing learning resources." He added, "Collaborative international projects will increase knowledge transfer which will impact our performance and skills."

The second theme as noted previously, 20 participants in this study provided suggestions in terms of creating accountability measures which will serve to enhance the efficiency of the pre-service training experience. These suggestions fall into three categories:1) institutionalizing accountability measures, 2) creating a training manual, 3) reinforcinginstitutional collaboration and policies.

Institutionalizing Accountability Measures

Accountability measures refers to creating conditions which improve outputs, thus facilitating the realization of institutional objectives through providing different actors with an opportunity to represent their views as the accountability process requires.Faculty supervisor (A) mentioned that "we need to have an accountability system for monitoring, analyzing, and improving the performance of individuals and institutions since we have different stakeholders involved in teacher preparation." School principal (B) remarked that "the teacher education program decision-makers need to focus their efforts on improving performance above all. Everyone involved needs to be held accountable to ensure that performance increases." Student teacher (C) said, "During the practicum we suffered from incompatibility between supervisors when they assessed us. There should be a unified evaluation criteria to ensure equality of evaluation criteria among students."

Creating a Training Manual

Participants also suggested that a pre-service training manual that addresses the rights and responsibilities of all personnel involved in training, and a code of conduct, would enhance training efficiency. Student teacher (B) added,"Having a manual that includes a code of conduct would help me to seek advice and help from the assigned personnel involved in training rather than feeling embarrassed or that I am an extra burden on cooperative teachers every time I need to ask a question."Cooperative teacher (D) suggested that "there is a need to develop a practicum model prepared by all parties which includes all logistics, competencies, roles and responsibilities, plus agreeing on the best time to start training and time allocated for training."

Reinforcing Institutional Collaboration and Policies

Cooperative principals, teachers and supervisors suggested that to enhance the efficiency of the teacher education program, stakeholders need to reinforce institutional collaboration and policies. School principal (B) said that "the training unit director met with every school principal separately. We never got the chance to meet as a panel of experts to address some of the issues, like the timing of the training, the number of trainees in each class, and the challenges encountered during the training." He added that having "a shared vision has the potential to promote purpose, ownership, and commitment of what the teacher education program should look like. Creating alignment of policies with the reality and needs of a given will enhance our efforts to prepare efficient teachers." Co-operative supervisor (A) said, "We need to sit with each other and listen carefully to what we are doing. Our graduates are a great human capital asset for our country."

Discussion

This study aims to evaluate the effectiveness of the pre-service TPP at Yarmouk University from the perspectives of the various stakeholders. The results regarding the first question about the degree of effectiveness of pre-service teacher preparation programs in the Classroom Specialization and Early Childhood Education from the viewpoint of the student teacher, cooperating teacher, and cooperating supervisor at YU's College of Education based on Program Expected

Competencies revealed a high degree of effectiveness in meeting the expected competencies (planning, teaching, classroom management, and assessment). This result can be attributed to the fact that YU's TPP was among the first programs to be established in the country. Most of the faculty who contribute to the program plays leading roles in national reform committees to raise the quality of education in Jordan; therefore their expertise and knowledge are reflected in achieving the expected competencies.

Contrary to the good quantitative results, the participants' responses to qualitative questions reveal several challenges that must be addressed to ensure the preparation of effective teachers. They also made recommendations to overcome these challenges, which can be categorized as either teaching and procedural, or regulatory and organizational challenges. Thesub-themes, as well as the recommendations, are seen as interrelated and intersecting. Therefore, it is impossible to discuss each challenge and recommendation separately, but rather as a set of related entities.

Cooperative teachers, principals, supervisors, and students all indicated that theTPPlacks focus on dispositions and leadership competencies.They suggested the need to work on developing dispositions which coincides with the observations of Al-Rawashdeh, Ivory, and Writer (2017) that teachers nowadays are "engaged in complex, situational, and cultural contexts that require instructional effectiveness as well as professional values, commitments, and ethics to ensure the educational and personal well-being of all students". The participants suggested revisiting the competencies to form a shared vision between the different stakeholders.One researcher suggested paying attention to values and dispositions as well as exposing students to the different roles during their training in "supervising a class, supervising an extracurricular activity, meeting parents, solving students' problems…etc. so that they get a real taste of the demands of the job" (Al Seyabi, p. 32, 2020).

Lack of unified assessment criteria intersects with poor communication between the body of cooperative supervisors, and with their student teachers. Both gaps can be overcome through establishing accountability measures and creating shared vision. This recommendation aligns with DeLuca and Bellara's (2013) research that emphasized the importance of dealing effectively with aspects of assessment practice during assessment building, administration, and scoring, and communication of results. Merç (2015) stated that the co-operative teacher and academic supervisor should implement a unified assessment. A common policy among stakeholders regarding assessment building, communication and results can foster a culture of learning where students do not feel threatened by the grade.

Students' poor digital competencies can be attributed to lack of professional development available for faculty as well as lack of resources in the College. Jordan suffers from financial difficulties that sometimes limit professional development opportunities. As one faculty supervisor mentioned, this can be alleviated through shared projects with international entities where they exchange knowledge and provide resources for the College. In addition to that, the theoretical part of the program outweighs the practical part (91% compared to 9%), and the short period of time allocated for training limits the application of knowledge. The participants suggested increasing the training duration and providing a supportive learning environment on campus, which could compensate for the short duration of training by giving students opportunities to conduct micro-teaching in the labs. Ronfeldt, Schwartz and Jacob (2014) emphasized how extensive fieldwork can mark differences in students' experience and knowledge during the practicum. Darling-Hammond (2006) and Ronfeldt (2015) reported how fieldwork stands as a transformative experience for students. Ohorella (2019) stated that colleges of education need to provide support and learning opportunities on campus by experimenting with different teaching approaches and techniques to enrich student learning.

Training timing, minimal communication between stakeholders, and allocation of student teachers in school are interrelated challenges that can be overcome by building a shared vision and accountability measures. College of Education and teacher education unit decision-makers need to initiate a dialogue involving school leaders, cooperating teachers, community, and student teachers to discuss purpose, ownership, and commitment.This will help to reshape the TPP by aligning policies with the reality and needs of our educational context and serve to enhance the outcomes.Fullan and Quinn (2016) stated that decision-makers must align institutional and program goals, resources, and structure to build collective purpose among stakeholders, foster collaborative cultures, and ensure accountability measures based on capacity from within the program. This entails introducing a training manual, authentic assessment criteria, a monitoring system, and program

evaluation. Having an ongoing relationship between the university instructors and cooperating teachers from the school can help student teachers bridge the gap between theory and practice, and can enhance pre-service teachers' professional development, and program learning outcomes (Miller, 2015).

Conclusion

In conclusion, this study indicated that the TPP at YU was efficient in preparing pre-service teachers regarding expected competencies, yet the interviews uncovered that there are some aspects of the programs that need to be reformed to enhance their efficiency. Stakeholders suggested different teaching-related aspects, and administrative and accountability recommendations that can contribute to the capacity building of the unit and the process of preparing pre-service teachers.While this study was conducted in one university in Jordan, and its results and findings cannot be generalized, it should guide other educators and decision-makers to the importance of conducting self-evaluation, drawing upon different methods and stakeholders to analyze the strengths and weaknesses of their program. In addition, this study highlights that preparing efficient teachers requires establishing meaningful relationships between the TPP and the schools, illustrating that the administration of the TPP can play a critical role in monitoring the logistics and procedures that contribute to making the teaching and learning process more meaningful. Overall, this study could contribute to knowledge production about the context of TPP in the country, and the role of TPP administration and leadership roles in cultivating ownership to reform policies and programs in the long term. Finally, we underscore the fact that judging a TPP's effectiveness is not confined to one snapshot, but rather requires further analysis to identify how far the trainee teachers are responsible for growth, and how much is brought about by other factors within the university or school experience. We hope to conduct further quantitative and qualitative studies to deconstruct our teacher education program utilizing different theoretical frameworks to enhance our understanding of how to prepare efficient and competent teachers in Jordan.

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