

Evaluating the Effectiveness of the High Diploma in Teacher Education Program at the University of Jordan as Perceived by EFL Student–Teachers

Sahar Yacoub Abu- Helu

Curriculum and Instruction Department, University of Jordan, Amman, Jordan

Areej Yousef AL Masadeh

Curriculum and Instruction Department, University of Jordan, Amman, Jordan

Hebah M. Damra

Curriculum and Instruction Department, University of Jordan, Amman, Jordan

Abstract—This study aimed to evaluate the effectiveness of the High Diploma in Teacher Education Program at the University of Jordan as Perceived by EFL Student-Teachers, and to investigate statistically significant differences ($\alpha = 0.05$) in the EFL student-teachers' estimations of the program's effectiveness due to their gender. The sample of this study consisted of 46 EFL student-teachers registered in the High Diploma in Teacher Education Program at the University of Jordan, during the academic year 2022-2023. The total number of EFL student-teachers consisted of 54 students distributed to two sections. The sample was purposefully chosen upon availability from the two EFL student-teacher sections which consisted of 36 female student-teachers and represented 78% of the sample, and 10 male student-teachers which represented 22% of the chosen sample. To achieve the aims of the study, a 37 Likert item survey was distributed on three main domains of teachers' standards and was applied to the sample of the study. The results of the study showed that the effectiveness of the High Diploma in Teacher Education program at the University of Jordan on the overall and separate scale was high; standard 3 (Professional Ethics) ranked first, then standard 2 (Professional Practice) ranked second. Finally, standard 1 (Professional Knowledge) ranked third. On the other hand, the results of the study showed that there were statistically significant differences ($\alpha = 0.05$) in the EFL student-teachers' estimations of the program effectiveness due to their gender in favor of female student-teachers.

Index Terms—evaluation, High Diploma in Teacher Education Program, teachers' standards, EFL Student-Teacher

I. INTRODUCTION

It is well known that being a third-world country, Jordan lacks the material resources and cannot but invest in its most bountiful and limitless resource, the human soul. One of the most important pillars in said human resource investment is the teachers of today who carry within their development the spark of change to light the darkness for a brighter tomorrow. Thus, there was a great focus on the essential need to nurture the preparation of an effective teacher.

Teaching is indeed a dynamic profession that constantly challenges educators to improve their practices and seek answers about what makes a good teacher. Fully immersing a teacher in the teaching process and providing guidance to help him/her through teacher education programs to become a well-equipped educator, is believed to be one of the ways to ensure the quality of teaching. This approach is rooted in the idea that teaching is a complex profession that requires not only subject matter expertise, but also pedagogical skills, classroom management abilities, and an understanding of the diverse needs of students. "Decision makers and administrators, along with teacher educators, accept a theory of action that assumes that well-prepared teachers should enter the classroom able to run the act immediately" (Feiman-Nemser, 2001, p. 1013).

Teacher education programs play a very essential role in shaping the future of education; they provide the educators with knowledge and skills necessary to excel in their role as teachers. Such programs hold great responsibility in preparing educators who can meet the different standards of the teaching profession and unite global perspectives in the teaching profession.

The High Diploma in Teacher Education Program at the University of Jordan has been committed to producing high-quality educators, however, as educational practices and expectations continue to change and develop it becomes highly important to evaluate the effectiveness of such programs to ensure they are in alignment with the current standards of teaching and addressing the development of skills, attitudes, and knowledge needed for teaching practices. Precisely, the High Diploma in Teacher Education Program at the University of Jordan focuses on training student-teachers on standards

such as Professional Ethics, Professional Practice, and Professional Knowledge. This study aims to measure the effectiveness of the program on the student-teacher's acquisition of such standards.

Jordan being a country that highly invests in developing the teaching profession introduced the High Diploma in Teacher Education to different national universities in Jordan. The University of Jordan was one of the main national universities, which launched the program in 2021. This is a full-time professional diploma of 27 credit hours over an academic year that combines theory with practice for teachers. The student-teacher candidates who join the program have already obtained a relevant degree in their discipline, the minimum requirement is a bachelor's degree. It is important to mention that most of the structure of the program highly depends on the practical experience the student teachers go through to develop professional qualities and address the teaching standard, thus, enabling them to translate their learning into practice and become highly effective teachers.

II. LITERATURE REVIEW

According to Guskey and Huberman (1997), teacher education describes the policies and practices created to give educators the information they need to carry out their duties in the classroom and at school.

There are many ways used to assess the effectiveness of teacher education programs. The four categories of teacher quality indicators that Goe and Stickler (2008) concentrate on are "teacher qualifications, teacher characteristics, teacher practices, and teacher effectiveness" (p. 2).

Different models of learning to be a teacher have been mentioned in related literature. These models include knowledge gained from the student-teacher's undergraduate years, college years, practicum experiences, and first-year teaching experiences (Townsend & Bates, 2007).

Many investigations in education have demonstrated that the education of teachers is essential to improving instruction, developing authentic professional learning communities, implementing organizational change, raising student achievement, and setting high academic standards (Guskey, 1995).

Developing highly qualified professional educators depends heavily on faculty in partner schools and higher education. Teachers can be introduced to research and best practices that eliminate misconceptions and myths about teaching and learning. They help teachers in creating a variety of instructional strategies to support all students' learning and guarantee that teachers are proficient in these areas by providing an example of effective teaching (NCATE, 2008).

Faculty in higher education and partner schools are critical to the development of high-quality professional educators. They can introduce teachers to research and good practice that counter myths and misperceptions about teaching and learning. Through the modeling of good teaching, they help teachers develop multiple teaching strategies to help all students learn to ensure that teachers master these standards (NCATE, 2008).

The National Council for Accreditation of Teacher Education NCATE, which merged into the Council for the Accreditation of Educator Preparation (CAEP), emphasizes the importance of quality education and professional development for educators. NCATE's philosophy underscores the significance of a high-quality educational experience for students, with a focus on both the academic and personal growth of learners as well as the ongoing professional development of educators. It aligns with broader educational goals to prepare students for success in a rapidly changing world (NCATE, 2008).

"The standards had to highlight the characteristics of good teaching which define the level of practice at which all qualified teachers should be expected to perform," according to Blatchford (2017), who made the direct connection between teaching quality and the Teachers' Standards (p. 3).

As for the standards set by the Ministry of Education in Jordan (Ministry of Education, 2020), the following standards were emphasized: First, Education in Jordan: Teachers need to demonstrate an understanding of the foundations on which the system is based and to adhere to them in a way that reflects on themselves, their students, and their schools and their communities through the curriculum. Second, Personal Philosophy and Professional Ethics: Teachers need to use their personal philosophy and represent the ethics of the teaching profession to enhance their professional role. Third, Academic and Pedagogical knowledge: Teachers need to demonstrate an understanding of the research or the topics they teach and how to transform the content into learnable content. Fourth, Learning and Teaching: Teachers need to show their ability to plan for effective teaching and learning and to manage and evaluate them in a manner consistent with the learning outcomes. Fifth, Learning Environment: Teachers need to show their awareness of providing safe learning environment, using ICT to improve learning and teaching and motivating students to take part in their learning. Sixth, Professional development: Teachers need to show knowledge, skills, and professional values that support professional behavior. Seventh, learning for life: Teachers need to demonstrate that they enable their students to be lifelong learners, inspire and support them to be researchers.

A further pillar institution for the teaching profession in Jordan is the Queen Rania Teacher Academy (QRTA), which also developed a benchmark for teachers' standards to assure a good quality experience of practice in pre-service training. QRTA Standards include: Professional Knowledge; subject knowledge, pedagogical content knowledge, contextual knowledge and curriculum knowledge. Professional Practice; planning, learning and teaching, learning environment and assessment. Professional Ethics; teachers as professionals and professional development (QRTA, 2020).

As far as acknowledging the importance of teacher education programs in addressing the different teaching standards within their effective teaching practices. Taskin (2006), examined student- teachers' perceptions about teacher education

program in Canakkale Onsekiz Mart University Turkey by interviewing them. The findings demonstrated that while the program placed a strong focus on practical training that works, student teachers sometimes believed that their opportunities to obtain actual teaching experience were limited.

Furthermore, based on outcome measurements for academic, cultural, social, and vocational preparation, Canaan (2007) investigated the state of teacher preparation programs at Damascus University's Faculty of Education. They assessed teacher preparation programs using the international quality assurance framework, which takes into account the staff, objectives, content, instructional administration, infrastructure, and instructional technology. The two components of the research—*theoretical and practical*—showed an unexpected result: not all fields experienced the program's desired level of success.

Furthermore, in their study, Khan and Saeed (2009) aimed at evaluating a primary education teacher preparation program at the University of Education (UE), Lahore focusing in five teaching domains: Planning, teaching, use of audio-visual aids and evaluation. Two questionnaires were distributed on 392 student-teachers, and their school principals, the results showed the effectiveness of the primary teacher education diploma program, it also showed that students achieved better in planning, teaching and evaluating but relatively less in using audio-visual aids. However, the results showed that the female graduates were relatively more satisfied with the program than male-student teachers.

The opinions of pre-service teachers regarding university facilities and lifelong learning were investigated by Köksal and Çöğmen (2013). Pre-service teachers' opinions were measured using a 20-item self-report questionnaire, and the researchers created a semi-structured interview form to collect qualitative data. The results showed that pre-service teachers believed most university resources supporting lifelong learning were inadequate. They asserted that in order to keep up with a global environment, a lifelong learner should take part in projects, acquire a foreign language, and attend seminars. Unfortunately, pre-service teachers were not supported as independent learners by the social activities offered by the university.

In addition, Nawafleh and Najat (2014) assessed whether there were statistically significant differences in the students' assessments of the program's effectiveness based on their specializations (Class Teacher, Childhood Education) and the program's efficacy relative to the national standards of teachers' professional development as perceived by students. According to the study's findings, Yarmouk University's elementary teacher education program is generally moderately effective. The teaching ethics domain ranked highest, followed by academic and pedagogical knowledge, teaching implementing with a high degree level, then teaching planning with a moderate degree, and the education in Jordan domain with moderate degree level.

Abie (2019), also intended to investigate Post Graduate Diploma in Teaching (PGDT's) practices, its outcomes, and its challenges at Bahr Dar University (BDU). The practice and outcome of PGDT program failed across Ethiopia, whereas the same initiative was successful when implemented in other countries. The major challenges for failure were teacher educators' variables involving their attitudes, commitments and competencies. As for student-teachers' variables that caused such failure were their attitudes, commitments, social and economic contexts, and leadership skills.

Fawzi and Elmahdi (2019) conducted a further investigation on teacher education programs. Specifically, they looked at how well Bahrain Teachers College (BTC) graduate teachers met the Teachers' Standards, which were established by Bahrain's Ministry of Education. The study specifically investigated the degree to which BTC pre-service teachers possessed the necessary attitudes, abilities, and knowledge to put these standards into practice. The results showed that pre-service teachers' assessments of their level of content knowledge readiness for teaching, as well as their interactions with parents and school administration, were inconsistent. However, they also revealed that pre-service teachers expressed a strong consensus regarding the BTC's teacher's effectiveness.

Wondem (2022) made an effort to look into how the High Diploma Program (HDP) was institutionalized in Ethiopian public universities, with a particular emphasis on the program's launch and early implementation stages. The process was examined in the article using information gathered from interviews and document reviews. The findings showed that HDP concentrated on topics and challenges that were relevant to teacher educators' daily work. It was created expressly to assist teacher educators in transforming their instructional strategies into student-centered and interactive learning approaches, as required by Ethiopia's 2003 teacher education reform. The program's conception and execution encouraged cooperation and teamwork in addition to the candidates' involvement in creating and experimenting with.

The attitudes of students with postgraduate diplomas in teaching toward the teaching profession and their associations with grade variables, school quality, specialization, and cumulative average were examined by Fteiha and Al Bustami (2023). Three hundred second-semester students enrolled in the academic year 2021–2022 educational training program made up the study sample. To determine the attitudes of the students, the teaching profession was measured using the student attitudes scale. The study came to the conclusion that a variety of training initiatives are needed to foster in students a favorable perception of the teaching profession and to motivate them to pursue it.

Reviewing related literature, many studies about pre-service programs found in different parts of the world, while in Jordan there is little research on Professional Diploma in teacher education programs and no research found on the High Diploma in Teacher Education Program at the University of Jordan in Jordan. The need for professional development of foreign language teachers has arisen across the world. Despite the fact that teacher development has gained popularity in the English language teaching field over the past few decades, it is still not given nearly enough attention in Jordan. It is

necessary to update and enhance EFL teacher education in Jordan in order to improve English language teaching outcomes (AlSaleem, 2011).

Research Questions

The study attempts to evaluate the effectiveness of the High Diploma in Teacher Education Program at the University of Jordan in Light of the Teachers' Standards as Perceived by EFL Student-teachers and whether there would be any statistically significant differences ($\alpha = 0.05$) in the EFL student-teachers' estimations of the program effectiveness due to their gender (Male student-teacher, Female student-teacher). Therefore, the following two questions were addressed:

- 1) Does the High Diploma in Teacher Education program at the University of Jordan succeed in meeting the teachers' standards as perceived by EFL student-teachers?
- 2) Are there any statistically significant differences ($\alpha = 0.05$) between the students' estimations of the effectiveness of the High Diploma in Teacher Education due to their gender?

III. METHODOLOGY

A. Research Design

This study used a descriptive method, in which a survey was distributed to all EFL student-teachers enrolled in the High Diploma in Teacher Education Program at the University of Jordan. It was based on analyzing the participants' answers to the survey distributed to them in alignment with the teacher standards in the program. To answer the questions of the study, the researchers used descriptive statistics (i.e. means and standard deviations were calculated). T-test was also used to detect any significant differences in the estimations' mean scores of student-teachers that can be attributed to their gender.

B. Participants

The sample of this study was chosen purposefully upon availability, and it consisted of 46 EFL student-teachers registered in the High Diploma in Teacher Education program at University of Jordan, during the academic year 2022-2023. The total number of EFL student-teachers was 54 students distributed into two sections. The sample was selected upon availability from the two sections to conduct this study. They were 36 EFL female student-teachers who represented 78% of the chosen sample and 10 EFL male student-teachers, who represented 22% of the sample.

C. Instrument

The survey was developed based on Teachers' standards, developed by QRTA in 2020, as well as the 2006 Jordanian standards to evaluate the effectiveness of the High Diploma in Teacher Education Program at the University of Jordan in light of the teachers' standards as perceived by EFL Student-teachers. The survey consisted of professional knowledge 14 items, professional practice 13 items, and professional ethics 10 items. A five-point Likert-scale ranging from "Strongly agree" 5 points, "Agree" 4 Points, "Neutral" 3 Points, "Disagree" 2 points, to finally "Strongly Agree" 1 Point, was used to measure students' responses.

To ensure the validity of the survey in terms of appropriateness, clarity, accuracy of language, and organization, a panel of 10 experienced EFL professors, university teacher educators (trainers) supervisors, and teachers were consulted. The experts' comments and recommendations included adding, deleting, and rephrasing some items. Therefore, the final version of the survey consisted of 37 items instead of 40 items.

To ensure the reliability of the survey, it was evaluated using Cronbach's alpha to determine the internal consistency of its items and sections. The statistical analyses showed that the survey, as a whole, a reliability coefficient of (0.93).

Table 1 shows the reliability coefficients of the survey and its dimensions.

TABLE 1
RELIABILITY COEFFICIENTS OF THE DIMENSIONS COVERED IN THE SURVEY

Dimensions of the survey	Cronbach's alpha coefficient
Standard1 –Professional Knowledge	0.840
Standard2-Professional practice	0.851
Standard3-professional ethics	0.743
Total Scale	0.93

D. Procedures

The researchers reviewed the related literature on Teachers' standards and preparation before conducting the study. The total number of EFL student-teachers registered during the academic year 2022-2023 was 54 students distributed to two sections. The sample was purposefully chosen upon availability from the two sections for this study. The study consisted of 36 EFL female student-teachers, which represented 78% of the sample, and 10 EFL male student-teachers which represented 22% of the chosen sample. Permission from the participants was also obtained to collect data for the study. The program was carried out for nine months (from September, 7th 2022 to June, 7th 2023). The survey was administered to the sample on June 12th 2023. The obtained data was collected and analyzed using the relevant statistical measures.

IV. RESULTS AND DISCUSSION

RQ1: Does the High Diploma in Teacher Education Program at the University of Jordan succeed in meeting the teachers' standards as perceived by EFL student-teachers?

To answer the first question, the means and standard deviations regarding students' estimations were calculated. The results are presented in Tables 2,3,4,5 and 6.

TABLE 2
MEANS AND STANDARD DEVIATIONS FOR THE DIMENSIONS OF THE HIGH DIPLOMA IN TEACHER EDUCATION

N	Dimensions	mean	Std. deviation	Rank	Level
3	Teacher Standards 3 – Professional Ethics	4.55	0.15	1	high
2	Teacher Standards 2 – Professional Practice	4.49	0.24	2	high
1	Teacher Standards 1 – Professional Knowledge	4.40	0.20	3	high
High Diploma in Teacher Education		4.47	0.16		High

Table 2 shows that the mean ranged between (4.55–4.40) as a high level of the Teacher Education High Diploma Program, and for total score (4.47), as a high level, where standard 3 (professional ethics) ranked first with a high degree mean score, Standard 2 (Professional Practice) ranked second with a high degree mean score and Standard 1 (professional Knowledge) ranked third with a high degree as well.

TABLE 3
MEANS AND STANDARD DEVIATIONS FOR THE DIMENSIONS OF THE TEACHERS' STANDARDS 1 – PROFESSIONAL KNOWLEDGE RANKED IN DESCENDING ORDER

N	Dimensions	mean	Std. deviation	Rank	Level
3	Contextual Knowledge	4.55	0.35	1	high
1	Subject Knowledge	4.42	0.25	2	high
2	Pedagogical Content Knowledge	4.32	0.34	3	high
4	Curriculum Knowledge	4.28	0.45	4	high
Professional Knowledge (Average)		4.40	0.20		High

Table 3 shows that the mean ranged between (4.55–4.28) as a high level of the Teacher Standards 1 – Professional Knowledge, and for total score (4.40), as a high level, where contextual Knowledge ranked first with a high degree mean score, Subject Knowledge ranked second with a high degree mean score and Pedagogical Content Knowledge ranked third with a high degree mean score, and Curriculum Knowledge ranked fourth with a high degree mean score.

TABLE 4
MEANS AND STANDARD DEVIATIONS FOR THE DOMAINS OF THE TEACHER STANDARDS 2 – PROFESSIONAL PRACTICE RANKED IN DESCENDING ORDER

N	Dimensions	mean	Std. deviation	Rank	Level
1	Planning	4.64	0.40	1	high
3	Learning Environment	4.50	0.37	2	high
2	Learning and Teaching	4.47	0.32	3	high
4	Assessment	4.38	0.25	4	high
Professional Practice (Average)		4.49	0.24		High

Table 4 shows that the mean ranged between (4.64–4.38) as a high level of Teacher Standards 2 – Professional Practice, and for a total score (4.49), as a high level, where Planning ranked first with a high degree, Learning Environment ranked second with high degree and Learning and Teaching ranked third with high degree, and finally, Assessment ranked fourth, also with high degree.

TABLE 5
MEANS AND STANDARD DEVIATIONS FOR THE DOMAINS OF THE TEACHER STANDARDS 3 – PROFESSIONAL ETHICS RANKED IN DESCENDING ORDER

N	Dimensions	Mean	Std. deviation	Rank	Level
2	Professional Development	4.57	0.22	1	high
1	Teachers as Professionals	4.53	0.21	2	high
Professional Ethics in total		4.55	0.15		High

Table 5 shows that the mean ranged between (4.57–4.53) as a high level of Teacher Standards 3 – Professional Ethics, and for total score (4.55), as a high level, where Professional development ranked first with a high degree level and Teachers as professionals ranked second with a high degree level.

TABLE 6

MEANS AND STANDARD DEVIATIONS FOR THE DOMAINS OF THE HIGH DIPLOMA IN TEACHER EDUCATION PROGRAM AT THE UNIVERSITY OF JORDAN

Main Standards	Sub Standards	Rank	NO	Item	Mean	Std. deviation	Level
Standard 1-Professional Knowledge	1.1 Subject Knowledge	1	5	I can develop a range of varied assessment strategies to evaluate my students.	4.70	0.55	high
		2	1	I can make connections between the content and other disciplines.	4.65	0.48	high
		3	4	I can deal with my students' different needs and show awareness and understanding of their social, emotional, and physical needs.	4.33	0.47	high
		4	2	I am very aware of interdisciplinary approaches to teaching and learning, and regularly incorporate these strategies.	4.24	0.48	high
		5	3	My Oral and written language are correct and expressive with well-chosen vocabulary that enriches the lesson.	4.20	0.45	high
	1.2 Pedagogical Content Knowledge	1	6	I Consistently help students make connections between current content and their own background and experiences.	4.41	0.54	high
		2	8	I am able to guide students to use routines, inquiry-based approaches and procedures that expedite organization and instruction.	4.33	0.56	high
		3	7	I am able to demonstrate knowledge and understanding of research into how students learn through the lenses of various theories.	4.22	0.63	high
	1.3 Contextual Knowledge	1	11	I can engage colleagues in two-way communication that is positive, consistent and relevant to student needs.	4.63	0.53	high
		2	9	I am able to plan lessons that reinforce Jordanian culture and citizenship.	4.57	0.54	high
		3	10	I can implement learning experiences that encourage students to consider multiple perspectives.	4.46	0.59	high
	1.4 Curriculum Knowledge	1	12	I am able to support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.	4.57	0.62	high
		2	14	I am able to unpack the principles of curriculum evaluation.	4.22	0.70	high
		3	13	I am able to unpack the principles of curriculum.	4.07	0.57	high
	Standard 2-Professional Practice	2.1 Planning	1	15	I can plan lessons using carefully selected strategies in a creative manner compatible with various learning outcomes.	4.74	0.44
1			16	I can actively seek out resources from the community or professional organizations and utilize these sources and materials for the benefit of various learners.	4.74	0.68	high
Main Standards	Sub Standards	Rank	NO	Item	Mean	Std. deviation	Level
Standard 1-Professional Knowledge	1.5 Subject Knowledge	1	5	I can develop a range of varied assessment strategies to evaluate my students.	4.70	0.55	high
		2	1	I can make connections between the content and other disciplines.	4.65	0.48	high
		3	4	I can deal with my students' different needs and show awareness and understanding of their social, emotional, and physical needs.	4.33	0.47	high
		4	2	I am very aware of interdisciplinary approaches to teaching and learning, and regularly incorporate these strategies.	4.24	0.48	high
		5	3	My Oral and written language are correct and expressive with well-chosen vocabulary that enriches the lesson.	4.20	0.45	high
1.6	1	6	I Consistently help students make connections between current content and their own background and experiences.	4.41	0.54	high	

Standard 2- Professional Practice		2	8	I am able to guide students to use routines, inquiry-based approaches and procedures that expedite organization and instruction.	4.33	0.56	high		
		3	7	I am able to demonstrate knowledge and understanding of research into how students learn through the lenses of various theories.	4.22	0.63	high		
	1.7	Contextual Knowledge	1	11	I can engage colleagues in two-way communication that is positive, consistent and relevant to student needs.	4.63	0.53	high	
			2	9	I am able to plan lessons that reinforce Jordanian culture and citizenship.	4.57	0.54	high	
			3	10	I can implement learning experiences that encourage students to consider multiple perspectives.	4.46	0.59	high	
	1.8	Curriculum Knowledge	1	12	I am able to support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.	4.57	0.62	high	
			2	14	I am able to unpack the principles of curriculum evaluation.	4.22	0.70	high	
			3	13	I am able to unpack the principles of curriculum.	4.07	0.57	high	
		2.1	Planning	1	15	I can plan lessons using carefully selected strategies in a creative manner compatible with various learning outcomes.	4.74	0.44	high
				1	16	I can actively seek out resources from the community or professional organizations and utilize these sources and materials for the benefit of various learners.	4.74	0.68	high
				2	17	I can show strong evidence of considering needs of learners through clear planning and implementation with focus on differentiating learning.	4.43	0.58	high
		2.2	Learning and Teaching	1	18	My directions and procedures are clear to students and contain an appropriate level of detail.	4.63	0.61	high
				2	20	I can challenge, motivate and inspire pupils by presenting material at a qualitatively high level appropriately.	4.61	0.49	high
				3	21	I can ask appropriate variety of questions and challenge students to justify responses and consistently provide adequate wait time.	4.59	0.50	high
4				19	My written instructional strategies are effectively incorporated in each lesson based on subject matter and needs of students.	4.50	0.55	high	
5				22	I am able to discuss choices behind specific approaches and practices with reference to theory.	4.02	0.49	high	
2.3		Learning Environment	1	24	I can share learning intentions and success criteria with students.	4.65	0.60	high	
			2	23	I am able to help my students to develop shared values and expectations for interactions and academic discussions creating climate of openness, mutual respect, support and inquiry.	4.35	0.48	high	
2.4		Assessment	1	25	I can make consistent use of AFL tools by using multiple ways such as observations, portfolios teacher-made tests, performance tasks and student-self-assessment.	4.72	0.46	high	
			2	27	I can use assessment feedback loop to identify needs of learners and learners' progress consistently.	4.22	0.47	high	
			3	26	I can use strategies for differentiating teaching to meet specific learning needs of students across the full range of abilities.	4.20	0.45	high	

Teacher Standards 3 – Professional Ethics	3.1 Teachers as Professionals	1	30	I am able to model and demonstrate guidance to acceptable and desirable behavior with students, my colleagues and stakeholders.	4.89	0.31	high
		2	31	I can use a range of resources respectfully and with integrity and promote this approach to others.	4.67	0.47	high
		3	33	I am persistent in seeking to establish an excellent relationship with school community, maintain contact with my mentor beyond practicum and follow communication protocols at schools.	4.52	0.51	high
		4	29	I can perfectly implement responsibilities with a clear understanding of own rights as a professional practitioner.	4.39	0.49	high
		5	32	I can show high level of commitment to the local community and clearly understand my own role in improving the education of young people.	4.37	0.49	high
	3.2 Professional Development	6	28	I am volunteer to participate in more than one activity to participate as much as possible as a full staff member.	4.35	0.48	high
		1	36	I can actively seek out opportunities to become involved in the school's curriculum development through reflecting on own knowledge and experiences.	4.76	0.57	high
		2	37	I am able to deliberately seek out opportunities to develop my own professional learning and respond positively to all the feedback received.	4.61	0.49	high
		3	34	I can actively seek out professional literature, colleagues and mentors to grow professionally	4.52	0.51	high
		4	35	I can actively seek out and enquire about educational research and systematically use this to enhance my own professional development.	4.39	0.49	high
High Diploma in Teacher Education for all Standard Domains					4.47	0.16	high

Table 6 shows that the mean range between (4.02–4.89) as a high level of the Teacher Education High Diploma Program, and for total score (4.47), as a high level. It also shows that standard 3 (professional ethics) ranked first with a high degree (4.55), whereas professional development ranked second, also with a high degree (4.76) (i.e. item 36 “I can actively seek out opportunities to become involved in the school’s curriculum development through reflecting on own knowledge and experiences” ranked the highest with mean score (4.76), item 37 ranked the second with a high mean score (4.61), item 34 ranked the third with a high mean score (4.52) and item 35 ranked the fourth with a high mean score (4.39). Followed by the second sub Teachers’ standard (Teachers as professionals) with a high degree (4.61) where item 30” I am able to model and demonstrate guidance to acceptable and desirable behavior with students, my colleagues and stakeholders” ranked the highest with mean score (4.89), item 31 ranked the second with a high mean score (4.67), item 33 ranked the third with a high mean score (4.52), item 29 ranked the fourth with a high mean score (4.39), item 32 ranked the fifth with a high mean score (4.37) and item 28 ranked the sixth with a high mean score (4.35).

Standard 2 (Professional Practice) ranked second with a high degree, where its first substandard planning ranked first with a high mean score (4.64) and its items 15 “I can plan lessons using carefully selected strategies in a creative manner compatible with various learning outcomes.” and 16 “I can actively seek out resources from the community or professional organizations and utilize these sources and materials for the benefit of various learners” ranked first with a high mean score (4.74) and item 17 ranked second with a high mean score (4.43), followed by the second substandard learning environment with a high degree level (4.50) and its items 24 “I can share learning intentions and success criteria with students” ranked first with a high degree mean score (4.65) and item 25 ranked second with a high degree level (4.35), then the third substandard learning and teaching with a high degree level (4.47) and its item 18 “My directions and procedures are clear to students and contain an appropriate level of detail.” ranked first with a high mean score (4.63), item 20 ranked second with a high mean score (4.61), item 21 ranked third with a high mean score (4.59), item 19 with a high mean score (4.50) and item 22 with a high mean score (4.02) finally the substandard Assessment ranked fourth with a high mean score (4.38) and its item 25 “I can make consistent use of AFL tools by using multiple ways such as observations, portfolios teacher-made tests, performance tasks and student-self-assessment.” ranked first with a high score (4.72), item 27 ranked second with a high score (4.22) and item 26 ranked third with a high mean score (4.20) and Standard 1 (professional Knowledge) ranked third with a high degree too where its first substandard contextual knowledge ranked first with a high mean score (4.55) and its item 11 “I can engage colleagues in two-way communication that is positive, consistent and relevant to student needs.” ranked first with a high mean score (4.63) item 9 ranked second with a high mean score (4.57) and item 10 ranked third with a high mean score (4.46), the second substandard subject knowledge ranked second with a high mean score (4.42), and its item 5 “I can develop a range of varied assessment strategies to evaluate my students.” ranked first with a high mean score 4.70, item 1 ranked second with a high score (4.65), item 4 ranked third with a high mean score (4.33), item 2 ranked fourth with a high mean score (4.24) and item 3 ranked fifth with a high mean score (4.20), the third substandard Pedagogical content knowledge ranked third with a high mean score (4.32) and its item 6 “I Consistently help students make connections between current content and their own background and experiences.” ranked first with a high mean score (4.41), item 8 ranked second with a high mean score

(4.33) and item 7 ranked third with a high mean score (4.22), the fourth substandard Curriculum Knowledge ranked the fourth with a high mean score (4.28) and its item 12 “*I am able to support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs*” ranked first with a high mean score (4.57), item 13 ranked second with a high mean score (4.28) and item 14 ranked third with a high mean score (4.22).

The results in Table 6 also show that the highest item was “*I am able to model and demonstrate guidance to acceptable and desirable behavior with students, my colleagues and stakeholders*” (M=4.89). It also shows that the lowest item was “*I am able to discuss choices behind specific approaches and practices with reference to theory*” (M=4.02).

RQ2: Are there any statistically significant differences ($\alpha = 0.05$) between the students’ estimations of the effectiveness of the High Diploma in Teacher Education due to their gender?

To answer this question, T-test means and standard deviations of the estimation to the High Diploma in Teacher Education effectiveness due to their gender were calculated, as presented in Table 7.

TABLE 7
(T-TEST) MEANS AND STANDARD DEVIATIONS FOR THE HIGH DIPLOMA IN TEACHER EDUCATION DUE TO THEIR GENDER (FEMALE/MALE STUDENT-TEACHER)

Gender	N	Means	standard deviations	T Value	df	Sig
Female student-teacher	36	4.51	0.08	3.550	44	.001*
Male student-teacher	10	4.33	0.27			

- The mean difference is significant at the .05 level ($\alpha = 0.05$)

Table 7 shows that the differences in the mean scores were statistically significant ($\alpha = 0.05$) in the EFL student-teachers’ estimations of the program effectiveness due to their gender in favor of female student-teachers.

Discussion

The findings of the first question revealed that the High Diploma in Teacher Education Program at the University of Jordan highly helped student-teachers to achieve the teachers’ standards. It can be argued that from student-teachers’ perspective, the program successfully equipped them to meet the different needs and standards of the teaching profession with a high-level mean score, not only in one area but in different areas; (professional knowledge, practice, and ethics as shown in Tables 2,3,4,5 and 6). This finding is consistent with the studies conducted by Khan and Saeed (2009); Fawzi and Elmahdi (2019); Wondem (2022); Nawafleh and Najat (2014), which stressed the effectiveness of the pre-service preparation programs. Furthermore, the results came close to the findings of the studies that showed a moderate level in achieving the standards of teaching in teacher preparation programs such as in Nawafleh and Najat’s (2014) studies, strong moderate in Wondem’s (2022) study while strong in Fawzi and Elmahdi’s (2019) study.

Nevertheless, the findings are inconsistent with the results of other researchers like Cannan (2007) whose study revealed that the program didn’t achieve the desired satisfaction in all the fields; Taskin (2006) who argued that while the program placed a strong focus on practical training that works, student teachers sometimes believed that their opportunities to obtain actual teaching experience were limited.

Although the current teacher education program emphasized effective practical training, in some circumstances student-teachers felt that their chances of gaining real teaching experiences were minimal. Abie (2019), stressed that the practice and outcome of PGDT program failed across Ethiopia, whereas the same initiative was successful when implemented in other countries. Despite their willingness to learn independently, Köksal and Çöğmen (2013) affirmed that the pre-service teachers were not supported as independent learners by the university’s social activities.

One possible explanation of the results is that the High Diploma Teacher Education Program integrated the three teacher models of learning mentioned by Townsend and Bates (2007). These models include knowledge gained from the student-teacher’s undergraduate years, college years, practicum experiences, and first-year teaching experiences.

Moreover, the results of this study could be attributed to the practical nature of the High Diploma in Teacher Education Program, as a full-time program, where student-teachers are supposed to attend sessions focused on theory and practice through three modules: Module 1: Pedagogy for Learning and Teaching which consists of five themes: relationships, learning environment, conditions for learning, planning, and assessment. Module 2: Subject Didactics which includes curriculum and planning, pedagogical content knowledge, inquiry and English for the future. Module 3: School Experience Practicums 1, 2 and 3. Which is an embracing umbrella that integrates the theoretical themes of M1 & M2 into the practical school experience. It consists of three School Experience Practicums hosted by schools working in partnership with the University of Jordan.

During the School Experience Practicums (SEPs), student-teachers have the opportunity to learn from their school mentors (SM) and to develop their practice by observing, supporting, and leading lessons. This is an opportunity for the student-teachers to develop and demonstrate competencies in relation to the teachers’ standards. The length of each SEP is as follows; SEP1 four (4) weeks, SEP2 six (6) weeks, and SEP3 for ten (10) weeks. This provides all student-teachers with an opportunity to complete a minimum of 18 weeks of teaching practice during their academic year in the High Diploma in Teacher Education Program. Along with the practical part, the other sessions emphasize enhancing student-teachers’ understanding to becoming reflective practitioners. Student-teachers start SEP 1 by shadowing their school mentors (SM), observing and reflecting upon teaching. They normally are expected to plan episodes for learning with

their teacher mentors and gradually build up to teaching and evaluating their classroom practice with students. The main expected outcome of this practicum is to expose student-teachers to their roles as potential teachers inside and outside the classrooms. Student- Teachers similarly begin their second practicum. This includes observing teaching by the School Mentor. They probably shadow their SM for the first week or two before moving on to assume more responsibility in their subject area. All student teachers will be expected to assume more responsibility in the classroom by the end of SEP2, such as sharing other tasks that teachers typically complete. The expected outcome is broader now and includes understanding their roles as effective subject-based teachers. Those who struggle to achieve the teachers' standards may have to complete additional time in schools. During SEP3 Student-teachers will carry out their evidence-based inquiry. The ultimate goal then is to be a specialized effective teacher in their own subjects.

In this study as well as the study conducted by Nawafleh and Najat (2014), the professional Ethics ranked first with a high mean score and in this study, the highest item was "*I am able to model and demonstrate guidance to acceptable and desirable behavior with students, my colleagues and stakeholders*" (M=4.89); it can be argued that the program improved student-teachers' awareness of teaching ethics and the improvement can be attributed to many reasons such as integrating ethics topics into teacher education programs such as treating others with courtesy, respect, and fairness, using resources with integrity and educating learners to do so, maintaining a productive rapport with stakeholders and understanding and implementing with full commitment professional responsibilities and rights; to ensure that future teachers are exposed to ethical dilemmas and discussions from the beginning of their training such topics focus on the overlapping roles and complex operations between language and society in structuring and restructuring language as a communication tool, an aesthetic expression, a means of intercultural communication, language, and ethnic diversity. Add to that the social and political role of language and its effect on social fabric and identity. Another reason is using case studies and ethical scenarios in training to engage student-teachers in real-world ethical dilemmas and asking them to discuss, analyze, and resolve these situations during the sessions and encouraging student-teachers to maintain reflective journals where they can document their ethical concerns, decisions, and growth throughout their training and during all the school experience practicums.

The findings related to the second question revealed that the mean scores were statistically significant ($\alpha= 0.05$) in the EFL student-teachers' estimations of the program effectiveness due to their gender in favor of female student-teachers. This result is consistent with the study conducted by Khan and Saeed (2009), in which female teachers proved to be more effective. Within the context of this study, it can be said that teaching in Jordan as in many cultures has been considered a suitable profession for women in many cultures, while men have been encouraged to pursue careers in fields such as science, technology, and engineering. A very important reason for this result could be that the number of female student-teachers registered in the program exceeded male student-teachers.

As Erturk (2013) argued, the perception that teaching is more suitable for females in the teaching profession with the adoption of a more protective attitude towards women's roles in schools in Turkey, Nevertheless, supporting the results of this study in expressing female teachers' effectiveness in teaching. This, again could be highly related to socio-cultural factors that can lead to the high engagement of female teachers with the profession of teaching. Another reason could be due to the imbalance of gender, because the number of female students exceeded the number of male students enrolled in the program, which could be considered a limitation of this study.

V. CONCLUSION

The goal is to align the program with the teacher standards which equip the student teachers with the competencies and the skills expected of educators. Since the teacher is the starter of the successful learning process it was important to highlight the voices and insights of the student-teachers, whose feedback is considered valuable to the teacher education program, and by this feedback, the program can improve for the future and will prepare more effective teachers for the future. In terms of quality learning is concerned, we should prepare teachers to work successfully with their students. Moreover, Ongoing program evaluation is an essential part of the continuous improvement cycle in education. Regular assessments and adjustments help ensure that teacher education programs remain relevant and effective over time. Evaluating the program from the student's perspective is a fundamental aspect of quality assurance; it shows a commitment to listening to the voices of those who are directly affected by the program.

These results may also inform program administrators and stakeholders about areas where adjustments or enhancements are needed. Policymakers have paid considerable attention to the preparation of teachers in the last few years, assuming a close connection between teacher preparation and teacher performance in the classroom (Jordan et al., 2018). Thus, further research on in-service teachers' performance in the classroom in alignment with the standards will also lead to providing more efficient teachers.

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Sahar Yacoub Abu-Helu is a lecturer at the University of Jordan in the School of Educational Sciences in the Curriculum and Instruction Department. Dr. Abu-Helu is a passionate educator with 22 years of experience devoted to teaching, learning and inspiring future educators. With a Ph.D. in Curricula and Instructional Methods in Teaching English from Amman Arab University, Dr. Sahar focused on understanding how pedagogical beliefs influence teaching skills. This research builds upon an M.A. degree in Education in English Language Curricula and Instruction from Yarmouk University and a B.A. in English language and literature from The University of Jordan. Throughout an illustrious career, Dr. Sahar has been dedicated to overcoming barriers and guiding educators and students to success through assessments, goal-setting, and unwavering motivation.

Areej Yousef AL Masadeh is a UTE Trainer at High Diploma in Teacher Education Program at the University of Jordan. She has a BA in Field teacher of English Language from the University of Jordan, an MA in Curriculum and Instruction -methods of teaching English from the University of Jordan and a Ph.D. in Curriculum and Instruction from the University of Jordan.

Hebah M. Damra is a lecturer at the University of Jordan at the School of Educational Sciences. Methods of teaching English is her area of specialization. Jordan University awarded Dr. Hebah her bachelor's degree in 2005, her master's degree in 2011, and her PhD in 2022. Dr Hebah is aware that one needs to be willing to learn, adapt, and push oneself in order to succeed in this dynamic and competitive world. She always strives to exceed the goals that are precisely set, and is ready to take on new challenges and overcome any obstacles that she may come across. Her areas of interest are Motivation and Self-regulated learning.