

Degree of Verification of "CAEP" standards Concerning Graduates of School of Educational Sciences from their Point of View at University of Jordan

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Abstract

The purpose of this study is to determine the degree of verification of CAEP standards for the preparation of teachers and concerning graduates of School of Educational Sciences at University of Jordan. To achieve the goal of the study, the CAEP standards were applied. CAEP standards are five : (1) Understanding and addressing each child's developmental and learning needs, (2) Understanding and Applying Content and Curricular Knowledge for Teaching, (3) Assessing, Planning, and Designing Contexts for Learning, (4) Supporting Each Child's Learning Using Effective Instruction, and (5) Developing as a Professional. The sample of the study consisted of all graduates from the specialty of classroom teacher and child education who graduates in the first semester of the academic year 2018-2019. The results of the study show that the degree of verification of CAEP standards was medium-level. There are no statistically significant differences between students due to specialization , cumulative average at university ,rate in high school. The results show that there is a positive correlation between the desire to specialization and the degree of verification of CAEP standards. The author recommend that university develops its academic programs for teacher preparation to meet CAEP standards. The study also recommend that the acceptance policy of students must be developed to accept those with strong desire in teaching profession in addition to high average in high school .

Keywords: CAEP, Jordan, Students, Teachers, Standards

DOI: 10.7176/JEP/11-12-17

Publication date: April 30th 2020

Introduction

Education is an important tool for the development of societies. It is the engine to evolution of the world and the standard for everyone's progress. Education develops individuals' capacities, refines people's personalities and enables problems solving ability. Teachers are responsible for teaching young people and put them in front of different challenges. There is a growing interest in the preparation of teachers in the developed countries and developing countries in response to the belief that teachers are important for education process and community development. And if the teacher is the main entry point for any development in education, a good preparation for the teacher is the main issue that should be focused on and attention to, "Just as students are affected by what the teacher provides of education; teachers are affected by the training provided to them, and knowing this truth and understanding The importance of teachers, makes their preparation process of paramount importance for all society (Armstrong, 2007). The teacher preparation programs are also important (Ababneh, 2015), especially in the areas of scientific, cultural and professional aspects (Douiri, 2015).

Also it is confirmed that International Education scenarios presented by UNESCO teachers must have good preparation before-the-service and follow- up training (Hammoud, 1997). Institutions must prepare teachers with qualified academically and professionally and behavioral knowledge (Da'jah and Saiadh et al. , 2011). It is worth mentioning that the quality of training that received by the teachers is directly related to their performance (Hamdan, 1997). The lack of ability of some teachers may be caused by limited preparation (David, 2002). The students may have little chance to achieve higher level than the level of teachers (Hogginson1996: 27). To sum up, the evaluation and development of preparation programs are important and urgent. Evaluation of institutions for preparing the teacher includes evaluating the performance of students and the performance of staff members (Saud, 2002). The quality assurance in education means the ability of the institution to provide decent service level so that the students' performance can meet their needs and desires (Khatib, 2007). Higher systems of educational service, such as universities, may emphasize the quality of education by providing and adopting new preparation methods (Canaan, 2009). It called for many researchers to develop or adopt standards to ensure the preparation quality (Odeh , 2011), (Al- Dahshan , 2013).

Therefore, local and international institutions need to maintain culture of excellence and ensure quality. The Council for the Accreditation of Educator Preparation (CAEP) is one of the most important and recent educational accreditation bodies that are responsible for accrediting specialized educational programs in the United States of America. It was established as a result of the merger of National council for Accreditation of Teacher Education, (NCATE) Teacher Education Accreditation Council, (TEAC) in the year 2010. The council's mission included a

distinguished preparation for educators through evidence-based accreditation and continuous development of students. The academic accreditation of educational institutions began in the last century in America, with the aim of raising the level of education and ensuring its quality. The same happened in United Kingdom, Japan, Australia, and New Zealand.

The Arab world has about 1400 universities with 15 million students. Therefore the Federation of Arab Universities established the Quality Assurance and Accreditation Council for Arab Universities to develop higher education and improve its quality (Abu Orabi, 2018). In Jordan, as a result of the growing demand for higher education, the emergence and growth of private universities, globalization and its challenges and the desire to ensure the quality of higher education, a committee was established to accredit higher education institutions in 1990, then the Commission for Accreditation of Higher Education Institutions was established and its quality assured in 2007 to be the first responsible national reference on developing and improving the quality and quality of higher education.

Philosophy of teacher preparation programs (UNESCO Report 2017) Teacher preparation programs are designed to prepare teachers according to the educational and psychological theories with expertise and scientific, professional and cultural knowledge. It emphasizes the philosophy of the preparation that a good teacher is the basic component of education and that achieves the goals and development of the society. The philosophy of preparation programs is related to the needs of learners. The teacher preparation programs have evolved in terms of the foundations of their construction from programs based on objectives, to programs based on competencies, then to standards-based preparation programs.

Objectives-Based Preparation :This model depends on showing behavior or performance expected from the learner after completion the process of learning . It focuses on the knowledge side and neglect other aspects , which led to the emergence of the need for other alternatives , such as preparation based on competencies or preparation based on standards.

Competency-Based Preparation: Adequacy is a term that describes what a graduate must master in order to carry out his profession, which is the ability of the teacher to perform his educational tasks with a certain level of performance that guarantees the improvement of the required educational outcome.. It is expected that preparing the teacher based on the competencies enables teachers to adapt the content from textbooks and make them easy to be learned.

Standards-based preparation: Standards are the most important and most recent educational reform movement in the world and are the primary element in the development of all components of educational programs and their practices. Standards for teacher preparation are defined as expressions that define what the teacher must know and be able to perform and implement.

Quality of teacher preparation programs and preparation standards: UNESCO defined quality in higher education at the conference held in Paris in 1998, as a multidimensional concept that includes all educational functions and activities. It includes following up the specifications and conditions that must be met in the teacher preparation programs, which are the quality of management, admission policies and all What includes objectives, content, teaching methods and evaluation, in addition to what the agencies responsible for ensuring the quality of teacher preparation programs do. It is also defined that standards in teacher performance as a set of characteristics that must be met (Weh , 2003). Researchers also indicated that the standard level developed is important for achieving a degree desirable of quality or excellence (Dahshan 2013). Kaabi (2004) argued that the standards in education are important for educators, parents and local community to evaluate the performance of students and institutions. As confirmed by Eldredge (2016).

CAEP 2018 K-Elementary Teacher Preparation Standards

CAEP Accreditation Council is an international organization concerned with preparing educators, and works to provide consultations and support to educational institutions to obtain academic and professional accreditation. This organization appeared in 2010 as a result of the merger of two important institutions in the field of preparing educators and accreditation of preparation institutions, namely: NCATE And the TEAK Foundation.

In view of the reputation and importance of this institution in the world, the educational colleges in the United States of America and the world have endeavored to achieve the accreditation standards issued by them to ensure obtaining a certificate proving excellence, and competitiveness. On the Arab level, the United Arab Emirates University has obtained educational accreditation from the CAEP Foundation. The School of Educational Sciences at the University of Jordan is currently seeking academic accreditation from this institution.

Standards for the preparation of primary school teachers: In 2018, the Steering Committee of the Accreditation Council for Teacher Training Institutions presented a modified version of a set of criteria for the preparation of primary school teachers, and these criteria defined what graduates should know and what they should be able to do at the end of the preparation. The new standards require elementary school teachers new knowledge and skills to be able to practice effectively. They also require new ways of thinking about the development of children, families and societies, and a deep knowledge of the content needed to teach language, mathematics, science and social studies. Also, knowledge of motivation ,participation,professional development and the ability to work cooperatively with a wide range of colleques and professionals. Below is an explanation of these standards.

Standard 1 – Understanding and Addressing Each Child’s Developmental and Learning Needs

The CAEP 2018 K-6 Elementary Standard 1 contains three components that focus on knowledge of child growth and development, using understanding of individual differences and diverse families and communities, and working respectfully and reciprocally with families, colleagues and school and other professionals. This standard now includes strong emphasis on using knowledge of child growth and development in planning, implementing, and assessing learning experience and environments. Finally, Standard 1 now includes an emphasis on working effectively with families based on respectful and reciprocal relationships.

Standard 2 – Understanding and Applying Content and Curricular Knowledge for Teaching The CAEP 2018 K-6 Elementary Standard 2—the subject matter content standard—now includes four components that focus on the content areas of literacy, mathematics, science, and social studies, and requires beginning K-6 teachers to possess deeper content knowledge than previously expected, as well as a deeper understanding of digital learning. There is also greater emphasis on candidate ability to make purposeful connections between or across the curricular areas of literacy, mathematics, science, and social studies.

Standard 3 – Assessing, Planning, and Designing Contexts for Learning

The CAEP 2018 K-6 Elementary Standard 3 focuses on assessing, planning, and designing contexts for learning. Six components are defined including assessment and using assessment data, planning for instruction and differentiation of instruction, managing the classroom-learning environment, and supporting student motivations and engagement in learning.

Standard 4 – Supporting Each Child’s Learning Using Effective Instruction.

The CAEP 2018 K-6 Elementary Standard 4 is defined by seven component statements that demonstrate a narrow but deep focus on knowledge-based, high leverage instructional practices. This standard reflects a less is more perspective as candidates need to demonstrate greater competence in a few key areas rather than minimal exposure to many instructional strategies. The 2018 Standard 4 also includes a greater emphasis on meeting the learning needs of each child, as well as a much enhanced and targeted focus on motivation and engagement.

Standard 5 – Developing as a Professional.

The CAEP 2018 K-6 Elementary Standard 5 is comprised of three components organized around collaboration, professional learning, and professional learning communities. .

The statement of the problem and its questions

The statement of the problem is summarized in answering the following questions:

1. What is the degree of verification of CAEP standards among graduates from the School of Educational Sciences at the University of Jordan?
2. Are there statistically significant differences (at the level of $\alpha \leq 0.05$) in the degree of verification of CAEP standards among the graduates from School of educational Sciences at the university of Jordan due to the specialization?
- 3- Is there a statistically significant correlation (at $\alpha \leq 0.05$) between the degree of verification of CAEP standards among graduates of the School of Educational Sciences and their levels in high school?
4. Is there a statistically significant correlation (at $\alpha \leq 0.05$) between the degree of verification of CAEP standards among graduates from the School of Educational Sciences and their cumulative rates at the university?
- 5- Is there a statistically significant correlation (at $\alpha \leq 0.05$) between the degree of verification of CAEP standards among graduates from the School of Educational Sciences and their desire in the specialization at the university?

Objectives and importance of the study

School of Educational Sciences at the University of Jordan is to get the General accreditation of the Council of the adoption of the institutions of the preparation of teachers, which will give the college and university more of the credibility and reputation. It will increase degree of competitiveness of the college and its graduates.

The aim of this study to determine

The purpose of this study is to determine the degree of verification of CAEP standards for the preparation of teachers from their own point of view, and to reveal all aspects of the strengths and weakness in the program. It

aims also to the disclose the relationship between the degree of verification of CAEP standards and the following variables: specialization, average in high school, cumulative average in the university, their desire in specialization. It is hoped that the results of this study will be beneficial to the college in terms of program development according to the criteria of the CAEP standards.

Key terms in this study.

Academic Accreditation: Procedurally defined as granting a certificate from a recognized body confirming that the educational program or educational institution meets the standards required for accreditation.

Criteria for Accrediting Teacher Preparation: The Criteria for Accrediting Teacher Preparation in this study means the standards issued by the CAEP Institution for Preparation of Primary Stage Teachers in 2018.

CAEP: It is an acronym for the Council for the Accreditation of Educator Preparation, a prestigious global body for accreditation for educational institutions.

Degree of verification of standards: The degree of verification of standards is defined by the degree of assessment of the sample for practicing the performance criteria and indicators mentioned in the study tool.

Limits of the study

- The objectives of this study were limited to determining the degree to which the (KEP) criteria are met for the preparation of primary school teachers for the year 2018 and their relationship to some variables. Issued for the Council to adopt institutions of the preparation of teachers (CAEP) in the US in 2018.

- It is limited to investigate the of alumni of semester 2019/2020 at the Faculty of Science Education University of Jordan.

- The truthfulness of the results of this study is determined by the degree of sincerity of the responses, who are graduates of the School of Educational Sciences in the first semester 2019/2020 as mentioned in the study..

Previous studies

Javan conducted a study (Javan, 2004) aimed to identify modern trends used to develop preparation programs for teachers in primary stage in Iran. Data were collected using two questionnaires, and found that a lot of teachers are not familiar with approaches and ways new in the preparation of teachers. There is limited communication or active interaction between the teachers of colleges and primary schools.

Abu Daqqa (2009) also conducted a study aimed at assessing the quality of academic programs at the Islamic University (Gaza) from the point of view of graduates, and data was collected through the distribution of a questionnaire to students. Results showed that there are statistically significant differences attributable to the variable of academic specialization in the field of specialization courses.

Brownstein, Allan & Veal (2009) also aimed to know what needs to be changed in pre-service science teacher preparation programs to obtain recognition by the National Council for Accreditation for teacher preparation NCATE. The study found the importance of providing a description of the priorities and competencies needed by teacher preparation programs Science (pre-service) in educational content, knowledge provided to students and teaching methods, and a learning environment to be recognized by NCATE.

Hamadneh conducted a study (2014) aimed at assessing the degree of availability of quality assurance standards in the primary education teacher preparation program at Yarmouk University from the viewpoint of students expected to graduate. The results of the study showed that the degree of availability of quality assurance standards in the primary education teacher preparation program at Yarmouk University came medium. The results also showed that there were statistically significant differences between the averages of the responses of the sample individuals according to the cumulative average variable and came in favor of (very good and above).

Khidr and Abu Khalifa (2016) also conducted a study aimed at determining the degree to achieve some international professional standards and indicators of its performance among graduates of the Faculty of Educational Sciences in UNRWA from their viewpoint themselves.

The results of the study showed that the degree of graduates and new teachers possessing international professional standards was generally high with an average of 4.2 out of 5. And there was no positive correlation statistically significant between the cumulative average of graduate students and the overall score on the scale.

Also (Rowan, Kline & Mayer 2017) conducted a study aimed at knowing the evaluation of the new graduates from the teacher training program in Australia for the quality of their preparation in addition to the ability to teach students coming from various environments. The researchers used a questionnaire consisting of (46) items, and

the student ratings ranged between 2.9 -3.6 out of 5. The researchers recommended that the methods of preparing teachers should be reviewed with regard to the axis of diversity among students.

Al-Ani et al. (2017) conducted a study aimed at revealing the degree of achievement of international accreditation standards CAEP in teacher preparation programs at the Faculty of Education at Sultan Qaboos University from the viewpoint of faculty members. The results of the study showed that the degree of achievement of CAEP standards in teacher preparation program at the College of Education was high, and also showed the absence of statistically significant differences in the degree of achievement of the criteria due to the type and academic rank.

Bawadi conducted a study (2017) aimed at identifying the quality of educational programs and administrative services at the Higher Institute for the preparation of teachers from the point of view of graduate students in the light of National Council For Accreditation Teacher Education (NCATE) standards. The researcher used the questionnaire as a study tool, and the study sample consisted of graduate diploma students, the results showed that the degree of availability Accreditation criteria ranged between weak and medium, and the presence of statistically significant differences among students according to the variable of specialization in favor of scientific versus humanities, and in favor of human specialization versus general specialization.

Summary of previous studies and the scope of this study

Through a review of previous studies, some of them are concerned with estimating the degree of availability of quality standards in the primary education teacher preparation program in the light of national standards or criteria prepared by researchers as in the Hammadna study (2014) and Abu Daqqa study (2009), or by developing primary school teacher preparation programs such as Javan study (2004), and other studies concerned with evaluating the application of NCATE standards in teacher preparation programs such as Brownstein, Alan and Phil (2009), and Bawadi study (2017). The rest of the studies were also interested in revealing the achievement of international accreditation standards CAEP in colleges of education such as the study of Al-Ani and others (2017). As for the study, Khader and Abu Khalifa (2016), it was interested in revealing the degree of verification of the standards (INTASC). The current study is different from all previous studies, as it used the latest and most famous international professional standards to prepare primary school teachers issued by CAEP in 2018 after its translation and editing.

Study tool

The researcher has prepared a scale depending on CAEP standards which are published on the Foundation's website www.Caepnet.org. This scale provides a tool for measuring the degree of verification of CAEP standards for graduate students, which will help to reveal the strengths and weaknesses in the policies and procedures used in the School of educational sciences in the light of CAEP standards. The scale consists of (74) paragraphs distributed on five axes, the first axis comprising (17), and the second axis comprising (9) paragraphs, the third axis comprising (18) paragraphs and the fourth axis comprising (22) paragraphs and the fifth axis comprising (8) paragraphs. The degree of verification of each of the scale paragraphs was estimated from four degrees, where the response is given very high four degrees, the response is high three degrees, and the response is medium two degrees, while the response is weak, it is given one degree. The assessment of the degree of verification was adopted at three levels: high, medium and low, so that the score from 1-2 represents the low level, while the mark 2-3 represents the middle level, and the mark 3-4 represents the high level.

Research methodology

The study adopted the descriptive analytical approach in reaching the results, because this approach is appropriate to the nature of the current study

Study population and sample

The study population consisted of all graduate students in my specialty as a class teacher and raising a child in the first semester of the 2019/2020 college in the School of Educational Sciences, and they are (59) female students. The study sample consisted of all female students in the study community, of whom 57 students responded, and Table No.1 shows the distribution of the study sample according to specialization (class room teacher / child education). Table (1) shows the distribution of the study sample according to the variables of specialization, adjusted in High school, the cumulative average in the university and the desire to specialization.

Table (1)

Distribution of samples according to the variables of specialization , the rate in the secondary general , the Cumulative at the university, and the desire to specialize

Variables	Levels of change	The number
Specialization	teacher Class	36
	Child Education	21
Rate in high school	Good(70-76)	15
	good Very (77-84)	18
	Excellent(85-100)	24
CumulativeAverage in university	Good(2.5-2.9)	21
	good Very(3-3.4)	18
	Excellent(3.5-4)	18
The desire to specialization	strong Not	36
	Strong	21

Certify the tool of the study

The virtual and content validation for the scale has been verified. As for the apparent honesty, the scale was applied to a group of students from the Curricula and Teaching Department and reformulated the paragraphs that were not clear to them. As for the truthfulness of the content of the scale, the scale was presented to a group of faculty members in the college, and their opinion was taken about the clarity of language formulation, and the necessary adjustments were made to make the tool ready for application as in Appendix No. (1).

The stability of the tool

The scale stability coefficient was verified by calculating the Cronbach alpha coefficient, and its value was (0.83), which is an appropriate indicator of the stability of the scale.

The results of the study and its discussion

Q 1: 1. What is the degree of verification of CAEP standards among classroom teacher and child eaduation graduates from the School of Educational Sciences at University of Jordan?

To answer this question ,arithmetic mean and standard deviation for the degree of practicing CAEP standards for the graduates of School of Educational Sciences were calculated for complete tool and for each standard of the five study standards, and Table (2) shows these calculations .

.Table(2)

Arithmetic mean and standard deviation for the degree of practicing CAEP standards for the the graduates of the School of Educational Sciences.

Standard number	Standards	Arithmetic Average	Standard Deviation	Verification level
1	Understanding and Addressing Each Child's Developmental and Learning Needs	2.62	0.61	Average
2	Understanding and Applying Content and Curricular Knowledge for Teaching	2.44	0.65	Average
3	Assessing, Planning, and Designing Contexts for Learning	3.01	0.48	Average
4	Supporting Each Child's Learning Using Effective Instruction	2.92	0.54	Average
5	Developing as a Professional	2.29	0.75	Low
Overall		2.73	0.45	Average

It is clear from Table No. (2) that:

- 1- The degree of verification of (CAEP) standars for graduates of class room teacher and child education was estimated with an average score of (2.75) and corresponds to an average degree of verification.
- 2- The descending order of CAEP standaerds according to the degree achieved by graduates from their point of view, as follows: : at first ,the standard "Assessing, Planning, and Designing Contexts for Learning " with an arithmetic average (3.01) and corresponds to a high degree of verification, second the standard" "Supporting Each Child's Learning Using Effective Instruction "with an average of (2.92) and corresponds to a Medium degree of verification, then the standard" Understanding and Addressing Each Child's Developmental and Learning Needs "with an average of 2.62 and corresponds to an average degree of verification, then the standard "Understanding

and Applying Content and Curricular Knowledge for Teaching" with average (2.44) and corresponding Medium degree of verification, then the standard "Developing as a Professional", which came in last place with an average (2.29) and corresponds to a low degree of practice. This result corresponds to the results of the Javan studies (2004) and Hamadanah (2014), where the degree of achievement of the CAEP standards ranged between medium and weak, and contradicted the results of Abu Daqqa (2009), Al-Ani (2017), Khadr and Abu Khalifa (2016) where their degrees meet high standards, perhaps due to the fact CAEP standards are new standards, and more time and effort needed to be achieved a high degree, while the degree to which the national standards or the standards developed by researchers were high, as they are known and used. As for the study of Khader and Abu Khalifa (2016), their high results may due to special reasons related to develop their courses according to international standards.

Q 2: Are there statistically significant differences (at the level of $\alpha \leq 0.05$) in the degree of verification of CAEP standards among the graduates from School of educational Sciences at University of Jordan due to their specialization? This question was answered by:

A- Extracting the mean and standard deviations to the degree that the standards are met on the instrument in full according to the variable of specialization. Table (3) shows these results.

Table(3)

Mean and standard deviations Estimates of the graduates of the College of Education for their degree of practicing Cape standards Depending on the specialty variable (ClassTeacher / Child Education)

Specialization	Number	Mean	Standard deviation	T	Degrees of freedom	Level of Significance
Classroom teacher	36	2.79	.42	1.22	55	0.229
Child Education	21	2.64	.5			

it is noted from Table (3) that there are no statistically significant differences in the degree of verification of CAEP standards on the tool as a whole, among the graduates of the School of Educational Sciences attributed to their specialty (class teacher / child education).

B- Extracting means and standard deviations to the degree that each of the instrument's standard is achieved according to the specialty variable. Table (4) shows these results.

Table(4)

Arithmetic averages and standard deviations to the degree that each of the instrument's standard is met according to the specialty variable

Specialization	Classroom Teacher			Child Education			
	Standards	Number	Average arithmetic	Standard deviation	Number	Average arithmetic	Standard deviation
	1- Understanding and Addressing Each Child's Developmental and Learning Needs	36	2.72	0.6	21	2.44	0.59
	2-Understanding and Applying Content and Curricular Knowledge for Teaching	36	2.59	0.62	21	2.19	0.65
	3- Assessing, Planning, and Designing Contexts for Learning	36	3.06	0.45	21	2.94	0.52
	4- Supporting Each Child's Learning Using Effective Instruction	36	2.89	0.52	21	2.95	0.59
	5- Developing as a Professional	36	2.35	0.71	21	2.18	0.81

It is noted from Table (4) that there are apparent differences between the arithmetic averages and standard deviations on the sub- criteria of the instrument according to the specialty variable. To reveal the significance of

these differences, the results of the multiple variance analysis were extracted . Table No. (5) shows these results.

Table (5)

Results of multiple variance analysis to reveal the significance of the differences between the arithmetic averages and the standard deviations between class teacher responses and child rearing on the sub criteria of the study tool

Source of contrast	Standards	Sum of squares	Degrees of freedom	Average squares	F.	Significance level
Specialization	Understanding and Addressing Each Child's Developmental and Learning Needs	1.07	1	1.074	2.988	0.09
	Understanding and Applying Content and Curricular Knowledge for Teaching	2.08	1	2.078	5.223	0.026
	Assessing, Planning, and Designing Contexts for Learning	0.2	1	0.199	0.874	0.354
	Supporting Each Child's Learning Using Effective Instruction	0.04	1	0.044	.147	0.703
	Developing as a professional	0.41	1	0.409	0.733	0.396
The error	Understanding and Addressing Each Child's Developmental and Learning Needs	19.78	55	0.36		
	Understanding and Applying Content and Curricular Knowledge for Teaching	21.88	55	0.398		
	Assessing, Planning, and Designing Contexts for Learning	12.55	55	0.228		
	Supporting Each Child's Learning Using Effective Instruction	16.57	55	0.301		
	Developing as a professional	30.69	55	0.558		
Overall	Understanding and Addressing Each Child's Developmental and Learning Needs	20.85	56			
	Understanding and Applying Content and Curricular Knowledge for Teaching	23.96	56			
	Assessing, Planning, and Designing Contexts for Learning	12.75	56			
	Supporting Each Child's Learning Using Effective Instruction	16.61	56			
	Developing as a professional	31.1	56			

It is noted from Table (5) that there are no statistically significant differences in the degree of verification of CAEP standards among graduates of School of Educational Sciences, attributed to the specialty (classroom teacher / child education). This result is consistent with the results of Nawafleh and Najadat studies (2014) ,which showed that there are no statistically significant differences in the estimates of students according to their specialization (class teacher / child education). Perhaps this is due to the similarity of class teacher students and child education in the specialty because it falls within the disciplines of humanities, in addition to the similarity of the educational environment in the college and the training environment in schools. This result differed with the Bawadi study, which showed that there are statistically significant differences between students 'estimates according to the variable of specialization in favor of scientific versus humanism and in favor of human specialization versus general specialization. Perhaps these differences are due to the difference in the nature of disciplines: scientific, humanitarian, and general.

Q 3- Is there a statistically significant correlation (at $\alpha \leq 0.05$) between the degree of verification of CAEP standards among graduates of the School of Educational Sciences and their rates in high school?

To answer this question, the Pearson correlation coefficient was calculated between graduate students' grades on each of the criteria, the overall score on the instrument, and their rates in high school. Table (6) shows these results.

Table(6)

Pearson's correlation between the estimates of graduates of School of Educational Sciences for their degree of practicing CAEP standards and their rate in high school

Standards	Correlation coefficient of rate in high school	Significance level
	Understanding and Addressing Each Child's Developmental and Learning Needs	-0.02
Understanding and Applying Content and Curricular Knowledge for Teaching	-0.07	0.617
Assessing, Planning, and Designing Contexts for Learning	-0.04	0.754
Supporting Each Child's Learning Using Effective Instruction	0.02	0.911
Developing as a Professional	0.08	0.571
Overall	-0.02	0.904

It is noted from Table (6) that there is no statistically significant correlation between the estimates of the graduates of School of Educational Sciences in the degree of their practice of CAEP standards on each of the standards and on the complete tool and the rate in high school. The correlation coefficients were weak and close to zero. This result can be attributed to the fact that graduate students' high school enrollment rates are generally high and above 75% average. There were no studies that matched its results or contradicted this result from among the previous studies that were reviewed in this study, as none of them discussed the relationship between the degree of verification of standards and the rate in high school

Q4- Is there a statistically significant correlation (at $\alpha \leq 0.05$) between the degree of verification of CAEP standards among graduates from the School of Educational Sciences and their cumulative rates at university?

To answer this question, the Pearson correlation coefficient was calculated between the graduates students' grades on each of the standards and the overall degree on the tool and the cumulative averages at the university. Table (7) shows these results.

Table (7)

Pearson correlation values between the estimates of graduates of the School of Educational Sciences for their degree of practicing CAEP standards and their cumulative averages at the university.

Standards	Correlation coefficient of cumulative average	Significance level
	Understanding and Addressing Each Child's Developmental and Learning Needs	-0.06
Understanding and Applying Content and Curricular Knowledge for Teaching	-0.17	0.209
Assessing, Planning, and Designing Contexts for Learning	-0.06	0.642
Supporting Each Child's Learning Using Effective Instruction	0.03	0.797
Developing as a Professional	-0.11	0.435
Overall	-0.08	0.532

It is noted from Table (7) that there is no positive and statistically significant correlation between the cumulative average and the degree to which each standard achieved and the whole instrument. The correlation coefficients were weak and approached zero. This result is consistent with the result of the Khidr and Abu Khalifa study (2016),

and may be due to the fact that graduates students have high and convergent rates in general, while they conflict with the results of the Hammadna study (2014) where the results showed a correlation relationship between the responses of the individuals of the sample according to the cumulative average variable It came in favor (very good and above).

Q 5: Is there a statistically significant correlation (at $\alpha \leq 0.05$) between the degree of verification of CAEP standards among graduates from School of Educational Sciences and their desire to specialize in the university?

To answer this question, the value of the Chi-Square Test was extracted, and Table (8) shows a positive correlation between the degree of verification of CAEP standards for the students and their desire to their specialization in the university. And this result did not agree or differ with the results of previous studies that It was reviewed in this study, as none of them examined the relationship between the degree of verification of the preparation standards and the desire of students specialization in the university.

Chi-Square Test

The value of Chi square	Degrees of freedom	Significance level
4.095	1	0.043

This result may be due to the fact that the degree for verification of standards was low for 76% of graduates students with a strong desire to their specialization. As shown in Table No (9).

Table (9)

Percentage for verification of standards for graduate students according to the desire to specialization

The desire to specialization				The percentage of the higher category	Total
	The number of the lower category students	The percentage of lower category	The number of the high category students		
Not strong	22	76%	14	50%	36
Strong	7	24%	14	50%	21
Total	29	100%	28	100%	57

The enrollment of graduate students in the specialization of classroom teacher and child education may be due to social reasons, or for reasons related to the lack of other options available to female students for admission to colleges or majors that require higher rates.

Recommendations:

- 1- Development of teacher education programs at School of Educational Sciences to comply with CAEP standards.
- 2- Amending the policy of accepting students in the specialties of the classroom teacher and child education so that those who have a strong desire in the teaching profession are selected in addition to a high average in the high school.

Arabic reference:

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- Appendix (1)

The researcher is conducting a study entitled " The Degree of Verification of CAEP standards Concerning Graduates of School of Educational Sciences From their Point Of View at the University of Jordan "

And for the importance of your opinions, please kindly answer carefully and objectively to the paragraphs of the questionnaire, as the data will be dealt with for the purposes of scientific research only. Thank you for your cooperation and interest. Accept my sincere respect and appreciation.

- Please fill the following information :

The researcher

The rate in the High school

Specialization of student -teacher

Classroom teacher

child hood education

Cumulative average

The desire to specialize : Strong

, not strong

Level of performance				Standards	
Very high 4	High 3	Medium 2	A few 1	Understanding and Addressing Each Child's Developmental and Learning Needs	The first standard
A - .use knowledge of how the growth of children and learning in the planning experiences of learning appropriate to take into account aspects of the strengths and weaknesses of each child					
				1- I seek to know students 'preferences and interests and use knowledge to plan appropriate learning experiences	
				2- I am conducting a case study to know and understand the strengths and needs of each child	
				3- Design individual learning experiences for small groups and at the class level	
				4- I use the results of students to guide teaching	
B - understand and use the principle of differences of individual between the students and the different families and cultures in the planning experiences of learning comprehensive based on the points of strengths and weaknesses					
				5. deafen and enforced plans for teaching include the options varied content and procedures build on the interests of students and the diversity of their families .	
				6. I share with a teacher chapter or specialist in support of learning a child does not speak the language Arabic	
C - Working with children's families to enhance each child's motivation					
				7- I seek to know the interests and talents of children so that I can enhance the learning motivation of students with low motivation .	
				8- I use the family of a student to complete his case study to support his learning and development in the coming year	
				9- I am preparing a continuous communication plan with the families of students of various cultures and environments	
				Understanding and Applying Content and Curricular Knowledge for Teaching	The second standard

A - Demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication.				
				10. I can provide documents proving success in A lachtbaalotunai in the skills of conversation , writing and communication mail , facility with recommendations to obtain a license education primary
				11- I can provide a transcript to prove success in Arabic language courses and teaching methods at the primary level
				12. I can provide the proof Preparatory project links between the courses of language Arab and materials Education national education , health and physical arts and basic
				13. I can submit a project graduation has been evaluated from the point of external terms of planning or evaluating the content of education in material language Arabic or methods of teaching on to be compatible with the products of learning in the stage of primary
B- Demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains				
				14. I can provide documentation to prove successful in the tests of national -centered concepts of basic procedures and practices of teaching related material mathematics , facility with recommendations to obtain a license education primary
				15- I can provide a transcript to prove success in mathematics courses and teaching methods at the primary level
				16. I can provide the proof Preparatory project links between the courses of mathematics and materials Education national education , health and physical arts
				17. submit a project graduation has been evaluated from the point of external terms of planning or evaluation of the content of education in mathematics or methods of teaching on to be compatible with the products of learning in the stage of primary
C-Demonstrate and apply understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major				

content areas of science					
					18. I can provide documentation to prove successful in the tests of national - centered concepts of basic procedures and practices of teaching related to material science , facility with recommendations to obtain a license education primary
					19- I can provide a transcript to prove success in science courses and teaching methods at the primary level
					20. I can provide the proof Preparatory project regards subjects) physics , biology , science Earth and space and design engineering (and linking it with materials of education of national education , health and physical arts and basic
					21. submit a project graduation has been evaluated from the point of external terms of planning or evaluating the content of education in science or methods of teaching on to be compatible with the products of learning in the stage of primary
D-Demonstrate understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry					
					22. I can provide documentation to prove successful in the tests of national - centered concepts of basic tools and practices of teaching -related materials studies and social) education national , geography , history and economics ,(the annex to the recommendations to obtain a license education primary
					23- I can provide a transcript to prove success in social studies courses and methods of teaching them at the primary level
					24. I can provide the proof Preparatory project regards topics of materials studies and social) education national , geography , history and economics (and linking it with materials education national education , health and physical arts and basic
					25. submission of project graduation was evaluated from the point of external terms of planning or evaluation of the content of education in the studies of social or methods

					of teaching on to be compatible with the products of learning in the stage of primary	
Assessing, Planning, and Designing Contexts for Learning						the third standard
A-Administer formative and summative assessments regularly to determine students' competencies and learning needs.						
Low Medium High High Very						
					26. I can explain the foundations of logic to evaluate the final and his administration are fully and modify the tasks required taking into account the diversity	
					27. deafen and administered exams training to monitor check the products of learning	
					28- I cooperate with the collaborating teacher i n designing evaluation plans and analyzing the results	
B - Using assessment results to improve teaching and monitor learning						
					29- Use student outcomes to determine the effectiveness of teaching pr actices and activities in improving student learning in the future	
					30- Modify educational activiti es and materials to improve student learning	
					31- Modify educational activiti es and materials in future learning un its to make them suitable for students	
C - plan instruction including goals, materials, learning activities and assessments						
					32- Set appropriate goals ,mat erials and activities in light of the learning outcomes expecte d to be achieved	
					33. I design and use activities and materials and tasks of learning variety is sufficient to meet the needs of learners and raise motivation and facilitate engaged with free in learning	
					34- Design and organize learni ng objectives	

				and activities for classes ,units, and the whole curriculum ,so that they are compatible and coherent	
D - Designing teaching plans based on the diverse needs of students in the classroom					
				35- I set learning goals and activities for each group of students to suit the differences in : level of achievement , social , economic , cultural background , motor challenges , special needs	
				36. motivate learning students to provide as much as enough of material education to achieve the students 'greatest amount of achievement	
				37. OKeefe explanation during the teaching to meet the needs of cognitive and motivational for each student	
E - manage the classroom by establishing and maintaining social norms and behavioral expectations.					
				38- Involve students in setting acceptable social behavior rules in class) mutual respect , cooperation)	
				39- Organize appropriate learning activities that make students busy in individual and cooperative ways .	
				40. I communicate with students while engaged with free in performing the tasks of educational to make sure of their commitment to the norms of social	
F - Supporting motivation and engaging in learning through clear practices					
				41- I use a variety of methods to meet the needs of learners , such as : individual support , cooperative learning activities , structural learning , direct education	
				42. Ooazin between teaching direct , the activities of learning and self , the activities of learning cooperative to improve the results of learning	

				43. Over opportunities for learners to express all opinions the subject of learning and strategies for learning and outcomes of learning	
Supporting Each Child's Learning Using Effective Instruction					The fourth criterion
A - Using a variety of teaching practices that support each child's learning Low Medium High High Very					
				44- I design lessons based on the results of the formative and final evaluation of students	
				45- I agree between learning goals and activities and the methods used on the one hand ,and the needs of each child	
				46. support the development of the skills of solving problems and thinking about critical thinking creative	
B - Providing appropriate learning opportunities for every child to master learning					
				47- Employ previous learning to deepen learning of new knowledge and skills	
				48. Over opportunities to learn enough to master the learning before moving to the content of education more difficult	
				49. The established capacities of students and aspects of teaching build on that	
C - Teaching concepts ,strategies and skills clearly					
				50- I set appropriate goals and I plan to teach clearly based on these goals	
				51. Fasten teaching in learning the former , and I identify precisely measures of teaching that will	

				lead to learn the knowledge of new	
				52- I monitor the impact of a teaching on student learning by using appropriate assessment tools and adjust teaching based on a assessment results .	
D - Provide students with constructive feedback to improve their learning and enhance their motivation and participation					
				53. provide students feed back about the level of their learning and Offer support direct to improve performance	
				54- I use self -learning strategies with students	
				55- Use a self -assessment strategy to support student learning	
E - Lead class discussions to investigate educational content , and ensure that all students participate					
				56. Use the discussion strategy to prepare lessons	
				57- I start the discussion with appropriate questions and I am interested in the participation of all students	
				58- I lead the discussion so that all students participate either in small learning groups or at the class level	
				59- I ask appropriate questions for all students and organize the discussion ,and I do not monopolize it	
F - Effectively organize and manage small learning groups to meet the learning needs of each child					
				60. I use data assessment to identify the needs and the development goals of learning groups learning small	
				61- Attend teaching plans to achieve small group learning goals	
				62- I monitor the development of student learning in small groups , use appropriate assessment	

				ent tools and provide students with eval uation results	
				63- I use the learning outcomes of s mall groups to guide teaching	
G - Organizing and managing individual education to support student learning					
				64. I set the goals of teaching suitable for teaching individual building o n the results of the evaluation	
				65. I share with a specialist in the design of teaching individual	
				66. I follow provide students teachi ng individual and I take decisions teaching appr opriate	
Developing as a professional					Fifth Standard
A - Collaborate with colleagues ,mentors ,and school personnel to support each child's learning					
				67- I cooperate with the collaborat ing teacher in planning ,imple menting and evaluating class activities	
				68- I cooperate with a special need s specialist to meet the learning and development needs of students	
				69- I partner with professional ins titutions to meet the learning needs of students	
B - Developing professional performance based on analysis of student results , self -reflection , nati onal professional standards , and research results					
				70. deafen and clenching activities of the development of professional compatible wit h the research current	
				71- I amend professional develop ment activities after practicing self -reflection based on the results of student assessme nt	
				72. I participate in attending works hops trained professional such as schools safe , to protect	

				the child from abuse , dealing with cultures multiple , cycles of ownership of intellectual .	
C - Collaborate with peers and with professional associations of teachers to enhance student learning					
				73. belonged to institutions of professional and prove how it contributes to this in improving the learning of students	
				74. I attended workshops work or seminars or conferences and explained how it contributes to this in improving the learning of students	