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A Proposed Guide for Accreditation of Teacher Education in Developing Countries (A Descriptive Analytical Study) (Kajian Deskriptif Analitikal tentang Cadangan Panduan Akreditasi Pendidikan Guru di Negara Membangun)

MAHASIN

ABSTRACT

High quality education can only be delivered by high quality institutions that are well established to meet with today's quality challenges. Thus, the present study strongly advocates for accreditation of Teacher Education in developing countries. The study aims to introduce a guide for accrediting Teacher Education that is hoped to serve as a common reference authority for Teacher Education institutions in developing countries. This aim also embraces the following objectives: to explore the main concepts, objectives, methods and procedures of accrediting Teacher Education, to explain the rationales of accrediting Teacher Education, to illustrate international evaluation measures of accrediting Teacher Education, to explore some models of various focuses of Teacher Education accreditation and to present standards of Teacher Education accreditation proposed to be applicable in developing countries. The study used the descriptive analytical method that describes the phenomena and participates in its analysis. To achieve the optimum advantage of the proposed guide, each institute of Teacher Education should utilize it according to its own mission, vision, and objectives. This guide is perceived to be a pertinent platform for Teacher Education institutions in developing countries to exchange innovative ideas, issues of common concern and to foster accreditation network among them. Although developing countries have various histories, cultural backgrounds, colonial experiences and political orientations but these notwithstanding they have common basic philosophy, goals, objectives and challenges regarding quality education and its recognition. The guide has been made transparent in order to increase its flexibility, validity and portability.

Keywords: Accreditation, teacher education, accreditation guide, developing countries, teacher education institutions and programs.

ABSTRAK

Pendidikan yang berkualiti hanya dapat disampaikan oleh institusi yang berkualiti. Oleh itu, kajian ini mencadangkan keperluan untuk program pendidikan guru di negara membangun diakreditasi. Kajian ini bertujuan untuk mengemukakan garis panduan untuk mengakreditasi pendidikan guru untuk institusi perguruan di negara membangun. Tujuan kajian turut merangkumi objektif berikut: meneroka konsep utama, objektif, kaedah membuat akreditasi pendidikan guru, menjelaskan rasional menjalankan proses akreditasi, mempamerkan kaedah penilaian pengakreditasi pendidikan guru, meneroka pelbagai modul yang berfokuskan proses akreditasi pendidikan guru dan, mempamerkan standard akreditasi bagi pendidikan guru. Bagi mendapat kebaikan yang optima daripada garis panduan, setiap institusi pendidikan guru perlu menyesuaikan dengan misi, visi dan objektif, institusi masing-masing. Garis panduan ini adalah platform bagi institusi pendidikan guru untuk bertukar idea inovatif, isu yang sama dan menggalakkan jaringan akreditasi sesama negara membangun. Walaupun negara membangun mempunyai pelbagai sejarah latar belakang budaya, pengalaman kolonial dan orientasi politik tetapi semuanya mempunyai matlamat dan objektif yang sama iaitu menawarkan

pendidikan berkualiti dan pengiktirafannya. Garis panduan ini telah dibina dengan telus agar dapat digunakan secara luwes dan sah.

Kata kunci: Akreditasi, pendidikan guru, panduan akreditasi, negara membangun, institusi pendidikan guru dan program.

INTRODUCTION

The quest to improve the standard of Teacher Education has been recognized as one of the most significant challenges of developing countries. It is a case of priority that requires the contribution and commitment of these countries. In fact, issues of quality education and recognition have become prominent in all countries, particularly those that are presently and rapidly expanding enrolments in education for all goals in 2015 (Basheka 2009). The first decade of the 21st century witnessed a massive increase in quality education activities and a strong tendency of teacher educators in most developing countries towards the recognition of Teacher Education. The uniqueness of this tendency is precisely focused on the institutions and study programs. In the developed countries, accreditation of Teacher Education has various origins. For example, in the UK, the method of accreditation is highly political and is usually undertaken by national bodies, that make formal judgments on recognition (Harvey 2004). In the US, however, accreditation of Teacher Education is started as a voluntary practice until the establishment NCATE in 1954, and is carried out by non-governmental voluntary associations (NCATE 2002).

As countries worldwide move towards having a universal access to quality education, developing countries face many challenges including lack of quality standards, incompetent educational professionals, inadequate accurate and reliable data and poor policy support. Moreover, rapid expansion, changing paradigms of teaching and learning and limited resources have led to a decline in quality education in many developing countries (Basheka 2009). In addition, the quality of Teacher Education in developing countries has been assessed through highly individualized non-standard-based processes that do not cope with international standards (NCATE 2009). Thus, Teacher Education institutions in developing countries need to establish sound accreditation basis as a strategy to

respond to a more global, diverse and technology-driven environment. Progressively, ministers and heads of higher education in developing countries are experiencing active interest in strengthening their program review processes and in establishing systems of evaluating Teacher Education that are vigorous, thoroughly grounded in research and best application and focused on continuous self-monitoring and improvement. The NCATE is the mostly referred professional accrediting body in this regard.

On the other hand, many Teacher Education institutions in developing countries having been motivated by the concept of accreditation are exerting efforts including self-evaluation, quality assurance applications, peer visits, report writing and establishment of national commissions and accreditation agencies. The efforts also include coordinating panels, symposiums, forums and regional conferences such as the Arabian Annual Conference on the “Contemporary Trends in University Quality Performance” held in UAE in 2008. Moreover, regional conferences include the “Conference on Academic Accreditation of Colleges of Education in the Arab World” that was held in Saudi Arabia in 2009. There are further efforts being made in international conferences such as the conference on “Issues and Challenges in Teacher Education in the Muslim World” held in Malaysia in 2008. These conferences acknowledge that developing countries are still lagging far behind in achieving accreditation. Thus, one of the options to uplift the quality education in these countries comes through the revival and revitalization of its Teacher Education system. This calls for the need of developing countries to establish a strategic directive to expedite the process of accreditation in their Teacher Education institutions. Consequently, the researcher perceives that to address these challenges, one of the alternatives is to establish a guide that will help developing countries to foster and accelerate

the process of accreditation by providing them with knowledge and experience.

In this study “developing countries” is defined as those countries that presently exist far behind achieving public and global recognition for their Teacher Education institutions and programs; however, they have been increasingly making efforts to do so. Although developing countries have various histories, cultural backgrounds, colonial experiences and political orientations but these notwithstanding, they have common basic philosophy, goals, objectives and obstacles of Teacher Education. On this ground, it is believed that a common guide for accrediting Teacher Education institutions and study programs will be valuable. The recommended guide is believed to be a pertinent platform for the exchange of innovative ideas and experiences that will enable developing countries to move forward in getting accreditation. In addition, it perceived to lead Teacher Education institutions of these countries to a smart partnership and strengthen networking towards achieving the common goals.

The proposed guide recognizes the inevitable links among developing countries in accrediting Teacher Education. It aims to develop quality networks and capacities to enhance and design the database of Teacher Education accreditation. In addition, it aims to provide opportunity for Teacher Education institutions in developing countries to execute accreditation procedures. Besides, it is considered readable and transparent in order to increase its validity and portability across developing countries. According to this guide, each candidate institution in developing countries has distinct mission, vision, objectives, unique set of stakeholders and resource bases with different outcome expectations. It is a recommended accreditation framework that supports Teacher Education institutions in developing countries to act upon.

RESEARCH PROBLEM

The problem of the present study lies in the fact that while accreditation has become a core element of the contemporary trends in Teacher Education institutions and programs, developing countries

tend to be less competitive, partly because they suffer the disadvantage of operating within solid background and good perception to achieve quality education and recognition. This problem aggravated by a number of factors including absence of quality standards, fragmented and inaccurate data, high rate of illiteracy, poor policy support, and poor system of education. In addition, non-standard- based evaluation constitutes a big challenge. Furthermore, crisis and wars, and lack of security hinder developing country to pursue accreditation in a systematic manner. Thus, these countries face great obstacles in accrediting their Teacher Education (TE) institutions and programs. Being equipped with a guide of accreditation allows developing countries to elaborate performing accreditation processes and activities. In other words, Teacher Education institutions of these countries need to consider the means of building sound bases of recognition that will enhance the process of getting accreditation. To this end, the present study attempts to fill this gap by providing a guide that will enable developing countries to acquire the aspired accreditation for their Teacher Education institutions and programs.

This study is limited to the professional and academic aspects of Teacher Education. The standards of evaluation will be based on the NCATE Standards and accreditation in this study is defined as as the process that gives public recognition to Teacher Education institutions and programs. This process involves the institute, programs, syllabus, training, academics, students, staff and administrators. The study poses the following inquiries:

1. What are the main concepts, objectives, methods and procedures of accrediting Teacher Education?
2. What are the rationales of accrediting Teacher Education?
3. What are the international evaluation measures of accrediting Teacher Education?
4. What is the focus of Teacher Education accreditation?
5. What are the standards of Teacher Education accreditation that are seen to be common among Teachers’ educational institutions in the developing countries?

METHODOLOGY

It aims at collecting sufficient and accurate data about the phenomena, formulating instructions or results that can be used as the basis of reforming, making proposals and recommendations. Accordingly, analysis of the reviewed literature suggests that developing countries need revival and a smart networking to foster accreditation in their Teacher Education institutions and programs. To achieve this goal the proposed guide is introduced. Furthermore, to provide some background information about the guide a brief literature review accompanies each of the five parts of the guide.

In executing the present study, the following five steps were followed:

Step 1:

First: the researcher outlined the study plan and consulted three experts in the field of Teacher Education.

Step 2:

Both Arabic and English literatures on Teacher Education accreditation were reviewed. Accordingly, the general framework of the study was formed.

Step 3:

Based on the literature and experience mentioned above the researcher explained the main concepts, objectives, evaluation measures, procedures, and methods of accrediting Teacher Education. This step is meant to provide a complete image of the basic elements of the concept of Teacher Education accreditation.

Step 4:

This step portrayed the basic rationales of accrediting Teacher Education. It is meant to enable Teacher Education institutions in developing countries to have a better understanding of the bases of establishing a solid foundation for accrediting their institutions and programs. Different focuses of accrediting Teacher Education were also discussed as models of enabling educational leaders in developing countries to utilize them in their own development.

Step 5:

Finally, the NCATE standards of accrediting Teacher Education deemed to be common to Teacher Education institutions in developing countries were provided. This step will help these institutions and programs to speed up the process of accreditation by using these standards as guide or directory for putting Teacher Education accreditation into implementation and establishing a common network among them.

THEORETICAL ORIENTATION

The accrediting guide underlying this study falls under constructivism theory founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world we live in. Also, we generate our own models and rules which we use to make sense of our experiences, and foster new understanding (Educational Broadcasting Corporation 2004). Accordingly, the researcher formed several ideas about accrediting Teacher Education in developing countries based on her understanding that these countries similar challenges. One of these ideas is that the proposed guide supports these countries with tools and models necessary for constructing accreditation. Within the constructivist framework the role of the guide is to provide a directory that put progress in accrediting Teacher Education in developing countries into implementation. As accrediting Teacher Education in these countries is presently vague (NCATE 2009), accreditation activities and processes are perceived to be more effective when applied within a common flexible guide (Halmay 2003). Moreover, it is perceived that the guide will encourage developing countries to adopt accrediting Teacher Education orientation. Finally, the evaluation standards provided by the guide deemed to have major impact on an individual developing country's objectives, procedures and outcomes.

OVERVIEW OF THE GUIDE

The ultimate purpose of formulating this guide is fourfold:

1. To disseminate and share valid and reliable information, concepts, ideas and experience on sound application to improve the quality of Teacher Education and obtain its accreditation.
2. To protect developing countries against the risk of misinformation and low quality experience in accrediting Teacher Education.
3. To establish intellectual accreditation in developing countries.
4. To explore the standards of Teacher Education created by the NCATE as a common basis for developing countries in establishing their own standards.

The content of the proposed guide represents the answers to the five enquiries posed by this study.

CONCEPTS, OBJECTIVES, METHODS AND PROCEDURES OF ACCREDITING TEACHER EDUCATION

This section answers the first research enquiry: “What are the main concepts, objectives, methods and procedures of accrediting Teacher Education?”

1. Concepts and Objectives of Accreditation:

This section is meant to familiarize people in developing countries with the concept of Teacher Education accreditation. The results uncovered that the primary purpose of accreditation of Teacher Education institutions is to foster the education of its students. Thus, an effective institution ensures that its resources and processes support student learning. It continuously assesses learning and pursues institutional excellence and improvement (ACCJC 2002).

The literature further reveals one of the concepts of accreditation as a process of licensing a study program executed by a specialized commission or organization to decide if the program satisfies the minimum prominent standards of required competency and quality previously delineated by this commission or organization. However, Harvey (2004) argued that accreditation is not automatically a license to practice. Indeed, he clearly explained the distinction between the two concepts by pointing out that graduation from an accredited teacher institution for example, is considered a

full professional certification, while the license to practice teaching only comes after spending some time in actual teaching. This indicates that the relation between accreditation and license to practice is sometimes coincident.

Moreover, it is argued that accreditation is more about minimum standards than about the quality of the process (Harvey 1999). According to Haakstad (2001) accreditation is a binary state: either a program or an institution is accredited or not. However, he explained that «the totality of this binary state is blurred or softened by holding a decision that effectively allows progression to accreditation. This ranges from the subject of accreditation to further action, through probationary accreditation to permission to reapply for accreditation (p. 77).

Therefore, it is clear that the main objective of accreditation process is to convince public opinion that an institutional program and its graduates are competent and skillful enough to achieve ambition in getting qualified human resources that can successfully pursue the profession. In this regard, the Hungarian Accreditation Guidebook describes the objectives of accreditation as follows:

- i. To point out the strength and uncover possible weaknesses within the institution and identify good educational practice;
- ii. to determine the criteria for assessment and promote the introduction of the system of internal assessment, i.e. self assessment;
- iii. to lay the foundation for a system of quality assurance in higher education and thereby promote the efficiency of higher educational institutions by publishing the assessment result;
- iv. to disseminate sound practice and to uncover new educational trends, that serve the needs of both the science and the market (employers, students, and others) more effectively;
- v. to inform all interested parties and to enable them make the best possible choice and to promote a healthy competition among higher educational institutions (Halmay 2003).

2. Methods of Accreditation

While Welch (2003) pointed out that “accreditation is a process that gives public recognition to

the institution”, (Harvey 2004) explained that accreditation involves a set of procedures designed to gather evidence to enable a decision to be made about whether the institution or program should be granted a status of accreditation or not. To this end, it seems clear that getting accreditation is the total responsibility of the institution to prove that it can fulfill the minimum required standards. The methods of proving this evidence include assessments, audits, document analysis, scrutiny of performance, indicators, peer visits, inspections, specially constituted panels often through proxy entrustment or external examiners or advisors, stakeholders ‘survey and direct intervention.

On the other hand, the literature shows that there are two main types of accreditation: Institutional Accreditation and Program Accreditation.

- i. Institutional accreditation effectively provides a license to operate. It is usually based on an evaluation to determine if the institution meets the specific minimum (input) standards, such as staff qualifications, research activities, student intake and learning resources. It might also be based on the estimation of the potentials of the institution to produce graduates that meet explicit or implicit academic standards or professional competence (Harvey 2004).
- ii. Program accreditation on the other hand, is concerned with the academic aspects, to produce graduates who are qualified with professional competence to practice. In Northern America, for example, most of the institutions tend to focus on this type of accreditation, wherein six non-governmental voluntary associations and other fifty disciplinary associations judge whether the institutional program meet the stated quality criteria or not. Similarly, in the U.K., professional and reliable bodies control access to profession by making program accreditation a prerequisite for graduate entry Harvey (2004).

3. Accreditation procedure:

The process of accreditation usually involves several stages for institutions seeking accreditation or re-accreditation. Part of this process requires

institutions applying for first time accreditation to document their compliance with basic eligibility requirements.

According to NCATE (2002), the procedure of being accredited requires the following steps:

- i. The educational institution gathers a range of materials and writes a self-study report in preparation for a visit by a committee consisting of three to eight members called the “Board of Examiners”. They spend few days in the campus reviewing the professional education unit.
- ii. The review includes all the initial and advanced teacher preparation programs offered by the institutions to prepare teachers and other professional personnel to work in pre-kindergarten through grade twelve setting.
- iii. After visiting the campus, the Board of Examiners writes a unit review which is forwarded to NCATE’s Unit of Accreditation Board to make the final recommendation.
- iv. Any unit wishing to maintain its accreditation is reviewed every 5 years, but yearly reports are required (p. 2).

4. Accreditation award:

The award of accreditation is in two basic categories, which are positive or negative accreditation. Each category is further sub-divided to include the following:

i. Positive accreditation

The positive accreditation is divided into:

- a. Full accreditation wherein a study program or an institution meets with the threshold criteria. In this case, accreditation will be valid for a specified period (not exceeding 5 years). Accordingly, the Recognition Council of the Board of International Reviewers will render an informational recognition to the educational institute.
- b. Conditional accreditation wherein a study program or an institution meets with the threshold criteria, but its quality needs to be improved to provide the best possible service to its stakeholders. In this case, the accreditation report describes the weaknesses requiring improvement and determines a deadline for

examining the improvement. The institution will also be asked to submit an improvement plan wherein it outlines the actions it will take within the given period (Rozsnyal 2004).

- c. Preliminary accreditation wherein a study program or an institution is newly established based on proportionally reduced threshold criteria.

- ii. Negative accreditation:

The negative accreditation or (denial of accreditation) takes place when a study program or an institution does not fulfill the minimum requirements of the threshold criteria. This might end up in closing down the program or institution. In this case, students are allowed to go either to other institutions or an institution with a similar program (Rozsnyal 2004).

ACCREDITATION RATIONALES

This section answers the second research enquiry: “What are the rationales of accrediting Teacher Education?” Just like any other higher educational institution, Harvey (2004) explained that the rationales of accrediting Teacher Educational institution include the following:

1. Accreditation is about the management of the institution rather than the external quality processes.
2. The main function of accreditation is to maintain the management of the institution and its programs.
3. The ultimate goal of all accreditation processes is overall improvement.
4. Institutional accreditation of Teacher Education is primarily designed to give recognition only to bona fide institutions that fulfill the merits and stipulated accreditation standards.
5. Accreditation monitors the Teacher Education institution to ensure that it continues to fulfill the expectation of its university or college (p. 210).

INTERNATIONAL EVALUATION MEASURES OF ACCREDITING TEACHER EDUCATION

This section is concerned with illustrating the basic measures of evaluating Teacher Education accreditation. It answers the third research enquiry:

“What are the international evaluation measures of accrediting Teacher Education?”

These measures include the following:

1. Self-evaluation:

The self-study process involves considerable effort by the institution to evaluate its Teacher Education programs (NCATE 2009). According to the NCATE, the professional education unit of an institution is required to write and submit a self-study known as the institutional report (IR) that describes the unit’s conceptual framework and evidence demonstrating that the six standards are fulfilled. To carry on accreditation visits, the IR serves as a primary documentation of the unit’s growth and development since the previous visit. Thus, self-study is visualized as the bedrock of the quality assurance process. It is regarded a major activity that ensures its utility, planning and prudent execution and not simply a formal exercise. Moreover, self-study perceives the whole exercise as an internal mechanism of self-improvement.

2. External review report:

Review team notifies the institution within a period of 3-5 days to prepare for the process of self-study and external review. The duration and size of team depend on the complexity of the Teacher Education program subject to evaluation. According to the NCATE, if during the on-sight orientation it is concluded that an institution is ready for the recognition process, the schedule for the institutional self-study and external review will be agreed upon. It is usually scheduled within 3-6 months. However, if, it is resolved that the institution is not yet ready, an agreement may be made within the Center for Quality Assurance in the International Education to get consultants who can assist the institution to prepare for the review process and the institution can be placed in the status of candidacy (NCATE 2009).

The NCATE (2009) outlined the program report template to include the following sections:

- i. Contextual information that gives broad-spectrum information to help reviewers understand the programs.
- ii. Assessment and related data that include examples of assessments, score guides or

criteria, along with the assessment data to prove that standards are being fulfilled.

- iii. Standards assessment chart to indicate the assessments in which candidates meet with program standards.
- iv. Proof of standards' fulfillment gotten by discussing the assessments and assessment data.
- v. Use of assessment results to improve candidate and program performance.

3. Evaluation and grading:

Evaluation takes various forms and levels depending on the institutional approach of accreditation. For example, in the 2004's approach of Hungarian Accreditation Committee (HAC) the evaluation had four grades, which were:

- i. Exceptional: this implies that the evaluation satisfies both national and international standards.
- ii. Strong: this indicates acceptability when compared to national and international standards.
- iii. Adequate: this indicates the need for improvement.
- iv. Inadequate: this does not comply with the requirements of the law.

The final judgment on the accreditation scale depends on if at least two study programs (and at least one per faculty) were evaluated as exceptional or strong. According to NCATE (2009), the design of scoring tools (such as rubrics) is as important as the design of the assessments themselves. Thus, these tools should:

- a. Address relevant and meaningful attributes of candidate knowledge and performance related to the standards.
- b. Have written and distributed the criteria for judging performance standard based on which its levels can be differentiated.
- c. Be explicit enough to affirm judgments on the level of success.
- d. Define and express clearly what is being sought.

4. Assessment system

According to NCATE (2002) "assessment system is as being a comprehensive and integrated set of

evaluation measures that provides information for use in monitoring candidate performance and managing and improving unit operations and programs for the preparation of professional educators" (p. 1). Assessment of students' learning is clearly a priority as evidenced by links of the accreditation web sites to publications, conferences, workshops on students' outcomes assessment. Outcome assessment involves a review of the institution's success with respect to student achievement. In this regard, it is suggested that institutions should employ such outcome measures as course completion, graduation rates, and other suitable data for the mission of an institution and its programs (Lindauer 2002). On the other hand, measurement is assumed the key to improvement and the proof of improvement is measured by performance.

An example of teachers' assessment is what the NCATE (2009) pointed out as answers to the following questions:

- i. What is expected?
- ii. What are our standards?
- iii. What does good performance look like?
- iv. What do I want to accomplish?
- v. What kind of feedback do I give to improve student's work next time?
- vi. Where are my students in their way to competence and what is the next step of instruction?
- vii. Is my instruction effective?

In designing assessments, the NCATE (2009) insists that they must be:

- i. Fair, accurate and consistent.
- ii. Appropriate and designed to assess meaningful cognitive demands and skill requirements.
- iii. Congruent with the complexity, cognitive demands and skill requirements described in the standards.
- iv. At a consistent level with the standards, challenging but reasonable for
- v. Candidates who are ready to teach or undertake other professional responsibilities.
- vi. Well defined.
- vii. Credible and unbiased.
- viii. Systematically evaluated by institutions that use them.

5. Accreditation audits: is the act of reviewing accreditation standards regularly as part of the institutional review.
6. Accountability: The program will be liable to the demands of external accreditation agencies dealing with inputs and outcomes. (Christy, McNeal & Lewis 2002). Accountability and improvement in Teacher Education institutes is a core mission of the NCATE. The NCATE accreditation process determines if a school or college meets with the required standards. Through this process, NCATE assures the public that the institute, school, or college fulfills the required standards (NCATE 2009).

FOCUS OF TEACHER EDUCATION ACCREDITATION

The primary purpose of this section is to make the concept of Teacher Education accreditation more tangible in developing countries by providing real models of various focuses of accreditation experienced by some developed countries. It answers the fourth research enquiry: “What is the focus of Teacher Education accreditation?”

Traditionally, the primary motivation for teacher institution to seek accreditation has been to enhance a school's: (1) curriculum, (2) image, (3) funding, and (4) faculty (Mills, Hazeldine & Munilla 2004). This indicates that accreditation may be focused on inputs, process, outputs, or a combination of any of the above. Generally, there are two main types of accreditation: program accreditation and institution accreditation. Each has its own focus. In this context, Harvey (2004) explained that Program accreditation tends to focus on inputs such as staffing, program resources, curricula design and content. It might also address the teaching process and the level of student support. In addition, it occasionally explores outcomes such as the ability and employability of program graduates.

On the other hand, institutional accreditation tends to focus on the overall infrastructure inform of space, staff, library resources and information technology. It might also focus on the arrangements of viable finance, regulation, governance and administrative support. Recently, the American accreditation agencies tend to focus on the institution outcomes and effectiveness. Therefore,

developing Teacher Education accreditation depends on the, mission, vision and objectives of the institution as accreditation focus varies from one institution to another.

1. Focus on professional accreditation: model of the US Teacher Education Accreditation Council (TEAC)

Professional accreditation of Teacher Education is mainly about ostensive control. It is concerned with an external agency controlling a subject area connected with teaching profession employment, especially where teaching practice requires a separate certification of the academic qualification. According to the American TEAC, only pre-accreditation status is given to new teacher training programs. Full accreditation is given only when the academics resolve that the professional education program has succeeded in preparing competent, caring and qualified professional educators, meaning that students have passed through the program. This indicates that the focus of full accreditations is on the outputs of the program, precisely the professional output (Mason & Harvey 1995).

2. Focus on leadership: model of Colleges of Education in Arkansas

Colleges of Education in Arkansas need to obtain accreditation from the National Council for Accreditation of Teacher Education (NCATE). This council refers them to the National Policy Board of Educational Administration (NPBEA) that is responsible for establishing structures and maintaining quality leadership preparation programs. The NPBEA assigns the specific responsibility of determining the standards and requirements to be included in an educational administration program to the Educational Leadership Constituent Council (ELCC) which represents national associations including building administrators, district curriculums and program directors.

This revised system of accreditation requires the institution preparing educational administrators to make candidate performance the foundation of learning experience. This transition alters the focus from ordinary teaching to the effect of

teaching on student learning including: knowledge, skills and disposition. Educational administration departments of colleges and universities seeking NCATE accreditation must meet with the revised standards as part of their institutional review.

The task of those in administrators' preparation programs has rapidly demanded the redesign of preparation and certification programs that will develop competent leaders' guide, the efforts of creating schools to meet the growing requirements for student achievement and the accompanying accountability measures. These inputs include accountability for fulfilling the requirements of student qualifications, professor's accomplishments and organizational bookkeeping. The NPBEA has developed to hold the institution responsible for preparing graduates that demonstrate skills, knowledge and dispositions that contribute to successful administrative practice. This development includes shifting:

- i. From technical skills to interpersonal skills.
- ii. From director to consensus guide and motivator.
- iii. From resource allocation to accountability for learning.
- iv. From campus administrator to integrator of school and community services.
- v. From policy recipient to policymaking participant.

The components of the revised educational leadership programs include the following:

- i. Program standards;
- ii. Course syllabus/outline;
- iii. Significant activities;
- iv. Administrators' performance assessment;
- v. Administrators' program assessment;
- vi. Program outcome measurements;
- vii. Internship requirements.

Based on the previous concepts, the Professional Association Standards explored by Christy et al. (2003) include the following:

Standard 1: Candidates that complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation and administration of a school or district vision of learning supported by the school community.

Standard 2: Candidates that complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning and designing comprehensive professional development plans for the staff.

Standard 3: Candidates that complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient and effective learning environment.

Standard 4: Candidates that complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs and mobilizing community resources.

Standard 5: Candidates that complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, moderation and morals.

Standard 6: Candidates that complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding and influencing the larger political, social, economic, legal and cultural environment.

3. Focus on the institution: model of Western Association of Schools and Colleges in California Western Association of Schools and Colleges (2002)

The Western Association of Schools and Colleges in California specified four standards for two-year community and junior colleges. These four standards, which focused on the institution, are as follows:

Standard 1: Institutional mission and effectiveness. Each institution has a mission that defines the institution's broad educational purposes, intended student population and its commitment to achieving student learning. The institution demonstrates a strong commitment to the mission and engages

in an enduring chain of evaluation with respect to the mission.

Standard 2: Student learning programs and services. The institution offers high-quality instructional programs in recognized and talented fields, which culminate in positive student outcomes. It also offers student support services.

Standard 3: Resources. The institution employs qualified personnel to support student learning programs and services. Personnel are treated equitably, evaluated regularly and given opportunities to professional development. It also makes positive efforts to encourage diversity.

Standard 4: Leadership and governance. The institution recognizes and utilizes the contribution of leadership throughout the organization for its continuous improvement. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness.

4. Focus on teaching reform: model of the School of Education, Indiana University, Bloomington

Since mid eighties, the American national organizations have been working together to reform schools and more precisely, teaching. The tendency towards developing student curriculum standards and teachers' professional standards has also been developed for the purpose of Teacher Education program accreditation.

This national coalition aims to enhance teaching profession and standards by eventually improving the quality of student learning via the redesign of teacher licensing and accountability requirements for Teacher Education programs and by engaging teachers in a constant professional development. To this end, the following three queries were posed by Deandshere & Aren (2001):

- i. What representations of teaching and teachers are portrayed in the professional teaching standards? What are their related policies and assessments?
- ii. How do standards-based reform policies affect teachers' education?

- iii. What representations or conceptions of teaching and teachers are currently reflected in Teacher Education programs in the framework of this reform?

The results given by the data collected indicate that teacher educator degrees of resistance or cooperation with externally imposed frameworks are influenced by their conception of the purpose of teaching and education. Furthermore, as teacher educators uncritically participate in the standards-based movement it becomes impossible for them to entertain alternative perspectives of teaching and education outside the framework provided by the standards.

5. Focus on the quality of degree programs: model of Hungary

The Hungarian Accreditation Committee (HAC) 2003 was established based on its first Higher Educational Act of 1993. The focus of Hungarian approach to accreditation is on the quality of degree program. This focus was based on the view that the output of education was the degree, which testifies to the successful completion of study program.

Although accreditation unit was taken to be the institution but the institutional level of the initial accreditation cycle was neglected. There are dual reasons for this neglect. First: the concept of "institutional level" was not developed. Second: accreditation is focused greatly on the program level because former school rectors did participate in review teams. These teams were mostly made up of academics whose expertise was to judge the quality of educational provision at the institution under survey.

In this regard, Rozsnyal (2004) explained that the Hungarian approach to accreditation includes the following standards:

- i. Focusing on the quality of degree programs while conducting institutional accreditation.
- ii. Contribution of rectors and college principals in describing their institutions from the managerial point of view and in formulating mission statements.
- iii. Fostering institutional autonomy by establishing categories of study programs, regulating the

- number of students, providing normative and distinct finance.
- iv. Developing a system of internal quality assurance.
 - v. Accrediting research activity.
 - vi. Grading and improvement orientation.
 - vii. Implementing external stakeholders.

TEACHER EDUCATIONAL STANDARDS

This section answers the fifth research enquiry: "What are the standards for Teachers Education accreditation recommended as common to teacher educational institutions in developing countries?"

Typically, standards are considered the core part of any accreditation manual or handbook. Thus, it is an indispensable element of the proposed guide that embraces the objectives, concepts, methods, rationales, evaluation measures and focus which Teacher Education institutions in developing countries must address in their self-reports and other documentations developed to assist them in getting recognition and accreditation.

The US National Council for Accreditation of Teacher Education (NCATE) stipulated six standards for Teacher Education. These include criteria that delineate the elements of each standard and describe the level at which each element will be addressed and a detailed explanation of the standard.

For many reasons, NCATE does not accredit Teacher Education outside the United States. However, cognizant of the growing international interest in its process, NCATE is willing to have its standards, process and even its expertise used by international programs and universities which are interested in undergoing independent external review based on the NCATE standards suitable for the international environment. They shall use reviewers thoroughly familiar with NCATE standards and protocols. This process is called the International Recognition of Teacher Education NCATE (2009).

In the study at hand, these standards are considered key standards for Teacher Education institutions in developing countries to be adopted or modified formulating their own local standards that suit their mission, vision and objectives.

The six standards are:

1. Candidate knowledge, skills and dispositions: Candidates preparing to work in schools as teachers know and demonstrate the content, pedagogical and professional knowledge, skills and dispositions necessary to help all students learn. Assessment indicates that candidates meet with professional, state and institutional standards.
2. Assessment system and unit evaluation: the unit has an assessment system that collects and analyzes data on the applicant's qualifications, candidate and graduate performance and unit operations to evaluate and improve the unit and its programs.
3. Field experience and clinical practice: The unit and its school partners design implement and evaluate field experiences and clinical practice so that teacher candidates develop and demonstrate the knowledge, skills and dispositions necessary to help all students learn.
4. Diversity: The unit designs, implements and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills and dispositions necessary to help all students learn.
5. Faculty qualification, performance and development: Faculty is the qualified and best professional practice. The unit systematically evaluates faculty performance and facilitates professional development.
6. Unit governance and resources: The unit has the leadership, authority, budget, personnel, facilities and resources for the preparation of candidates to meet with professional, state and institutional standards NCATE (2002).

CONCLUSION

Accreditation of Teacher Education has presently been an area of concern in many developing countries. It focuses on the challenges and lack of resources and experimental-based knowledge, quality experience and recognition of Teacher Education.

Although many TE institutes in developing countries have strived to get accreditation, but their efforts remain limited. Thus, the researcher perceives that without a sound guide, developing countries

will continue to suffer from the disadvantage of poor accreditation knowledge and experience. To this end, the present study attempts to introduce and propose a valuable and sustainable guide. The preceding guide contains objectives, concepts, and procedures of accrediting teacher education.

Also, it contains rationales and international evaluation measures of accreditation. Moreover, it provides numerous example of models that focus on various issues of accreditation while still conveying the main elements of accrediting Teacher Education. In addition, the guide provides standards to advocate that Teacher Educational institution or program is engaged in accreditation and to measure the outcomes of that engagement. In implementing the guide each developing country deals with it within its own framework of mission, vision, and objectives. The guide is perceived to be potentially applicable to developing countries seeking recognition of Teacher Education. Accordingly, the researcher suggests the evaluation of the guide after being used to investigate its strengths and weaknesses, as well as its potentiality to support Teacher Accreditation in these countries.

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Mahasin
Faculty of Education
Taibah University
Madinah, Saudi Arabia