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Most Important Competencies of Cooperating Teachers During the Field-Based Experience: Perceptions of Participants in Two Preschool Teacher Preparation Programs in the Kingdom of Saudi Arabia

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MOST IMPORTANT COMPETENCIES OF COOPERATING TEACHERS DURING THE FIELD-BASED EXPERIENCE:

PERCEPTIONS OF PARTICIPANTS IN TWO PRESCHOOL TEACHER PREPARATION PROGRAMS IN THE KINGDOM OF SAUDI ARABIA

By

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And say, "Do [as you will], for Allah will see your deeds, and [so, will] His Messenger and the believers. And you will be returned to the Knower of the unseen and the witnessed, and He will inform you of what you used to do." Chapter (9), sūrat Al-Tawbah (The Repentance), Verse (9:105) - English Translation of the Holy Qur'an.

The completion of this dissertation has been a journey, joyful at times, painful and strewn with obstacles at others. Throughout this walk, and particularly, during the times when I tripped along the road, many who deserve my sincerest thanks have supported me, and helped me to stand up again and continue the journey. I thank God who blessed me with so many loving people in my path (Alhamdu Li-Llah).

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Alhamdu Li-Llah (Praise be to God), this journey is over, yet other journeys are ahead of me.

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Abstract

Cooperating teachers (CTs) are considered one of the most important groups who play a role in the success of student teachers (STs) during their field-based experience (FBE). The literature in the Arabic world about how CTs should fulfill their role has been limited with most of what is available has been conducted in the United States and other western countries. Meanwhile, the Saudi Arabian Ministry of Education has established expectations for the number of pre-school children to be enrolled in schools. To serve these children, the Ministry has mandated that pre-school teachers preparation programs set and meet higher standards of quality. In order to determine what standards may be the most important to implement in these programs, this study was the first to be conducted with samples from the Kingdom of Saudi Arabia to determine the competencies that those professionals involved in FBE believed were the most important to the success of STs.

University faculty members, university supervisors, CTs, and STs from two long-standing preschool teacher preparation programs were surveyed to investigate the most important practices CTs should have in four sets of competencies –personal, interpersonal, cognitive, and instructional-- in order to provide effective FBE for STs. Four themes emerged from the results that were often inconsistent with previous research from the United States: 1) the total sample preferred teacher-centered more than constructivist/student-centered practices; 2) different categories of participants held contrasting views on the relative importance of some various competencies; 3) the communication skills of CTs were rated the least important in the interpersonal competency area by the total sample; and 4) of the subsamples, the university

supervisors mentioned most frequently the behavior of student teachers' self reflection on their teaching but not on their cooperating teachers teaching. Many of these results can be explained from cultural and societal lenses. Replication of this research with other samples from other preschool teacher preparation programs will lead to a deeper understanding of key behaviors that will help improve these programs especially during this period when the Kingdom of Saudi Arabia is engaged in reform and renewal.

CHAPTER 1

Introduction

The government of the Kingdom of Saudi Arabia (KSA) has adopted an ambitious national strategy for reforming early childhood education. The strategy is designed collaboratively with King Abdullah Public Education Development Project known as TATWEER, and has threefold goals: 1) increasing the number of preschools by 120% from the current numbers in 2011-1012; 2) increasing the capacity of children benefiting from the preschools' services by 97%; and 3) proposing kindergartens to become part of the compulsory education (Al-Jarbooa', 2012).

This strategy, however, cannot move forward without knowledgeable, capable, well-prepared educators in all key academic and administrative positions in schools. For this purpose, teacher preparation institutions must be able to prepare graduates who are skilled, confident and committed to continuous school improvement to ensure the highest quality learning experience for children so that they are successfully prepared to meet 21st century challenges. Improving the quality of teacher education programs is one way to improve the current delivery of education to the growing number of young people who require schooling (Um AlQura Journal for Educational, Social, and Humanistic Education, 2007).

Kingdom of Saudi Arabia: General Synopsis and Education

KSA is located in the southwest corner of Asia, at the crossroads of three continents: Asia, Europe, and Africa. KSA is estimated to be 2,149,690 Km^2 (830,000 sq. mile) comprising mostly of deserts. KSA is a theocracy in which Islam is the only official

religion. Laws that govern all aspects of life including education are based on Islamic tenets. Arabic is the official language of KSA. According to 2010 statistics, the total population of KSA is 27,136,977. KSA's population grew at a rate of 3.2% between 2004-2010 (Saudi e-government National Portal, n.d.), one of the highest growth rates in the world.

The indigenous population of KSA doubled 11 times over the course of the 20th century. U.S. Census Bureau statistics indicate that the Saudi population grew from 3.86 million in 1950 to 15.85 million in 1990, and to 22.02 million in 2000 (Cordesman, 2002). Further, KSA's population is projected to reach 30.53 million in 2019, and 33.11 million by 2024 (Al-Rubdi, 2005; Kingdom of Saudi Arabia, Ministry of Economy and Planning, 2010b). The World Bank projected that the population could reach 46 million by 2030 (Cordesman, 2002). The KSA Government in its Millennium Development Goals document identified that this rapid population growth combined with the young demographics of the Saudi population is one of the major challenges facing the educational reform needed in the country (Kingdom of Saudi Arabia, Ministry of Economy and Planning and United Nations Development Program, 2009).

General Structure of the School System in KSA

The existence of an official "secular/ non-religious" educational system in the KSA is a relatively recent development. Prior to the last century, the education offered in the country was based totally upon learning Islamic religious principles through recitation of the holy book *Qur'an* and the teachings of the Prophet Mohammed. In the 1920s, a

small number of private institutions in Makkah offered a limited, "more secular" education, for boys. Similar schools opened later in the main cities of the country (Al-Ajmi & Al-Harthi, 2006).

Elementary through secondary education is compulsory and provided to Saudi children free of charge. Elementary schools span six years; intermediate, three years; and high school (secondary), three years for a total of 12 years of required schooling. All KSA schools follow the same curriculum and programs, regardless of students' gender, with two exceptions: physical education is offered only to boys and home economics only to girls. Arabic is the official language in all schools. KSA public schools officially teach the English language beginning in the upper elementary grades; private schools offer English language instruction much earlier. Schools are organized separately according to gender. Females are segregated from males at age six in elementary school and remain so until graduation at the end of secondary education. Only children younger than six are allowed in co-educational settings, and all pre-school teachers are female. Government preschools opened in the 1980s and have, since then, risen in number all around the country's main cities.

The KSA government established the Ministry of Education (MoE) in 1953 in order to plan and supervise general education for males covering elementary, middle, and secondary schools. General education for females began in 1960. The Directorate General of Girls' Education (DGoGE) separately administered all girls' education from nursery to high school, junior colleges, and colleges of education, as well as special education, handicapped programs, and women's literacy programs. The number and proportion of females enrolled in the KSA public schools grew dramatically from 2% in

1960 to 44% in 1989, to almost 50% of the students enrolled in grades K-12 according to the most recent statistics (Al-Esa, 2010). King Abdullah Bin Abdulaziz issued in 2004 decree No. 143 transferring the administration of girls' schools from the General Department of Girls Education (GDoGE) to the MoE (Al-Ogail, 2005). Currently, the Supreme Committee of Education Policies, headed by King Abdullah Bin Abdulaziz, the Custodian of the Two Holy Mosques, the Ministers of Education (MoE) and of Higher Education (MoHE), and the Head of the General Organization for Technical and Vocational Training oversee education in KSA (Kingdom of Saudi Arabia Ministry of Education, Planning and Development, General Directorate of Researches, 2008, p. 13).

Recent financial allocations to the education sector reflect the KSA government's commitment to increase investment in education. For example, in its Ninth Development Plan, the human resource development sector that includes general education, higher education, technical and vocational training, science, technology and innovation is allocated Saudi Riyal (SR) 731.5 billion, (approximately $195.06 billion), almost 50.6% of the total allocations of the development sectors that includes human resource development, social and health development, economic resource development, transport and communications, and municipal services and housing (Kingdom of Saudi Arabia, Ministry of Economy and Planning, 2010a, p. 56). The budget allocated for MoE alone from 2003-2007 ranged between 18.6% - 22.0% of the KSA's total budget (Kingdom of Saudi Arabia, Ministry of Education, Planning and Development, General Directorate of Research, 2008, p. 24).

Evolution of Higher Education

In 1957, the government established the first university in Riyadh under the name of Riyadh University that was later renamed King Saud University (Kingdom of Saudi Arabia, Ministry of Economy and Planning, 2010a, 2010b). In 1975, the Saudi government established the Ministry of Higher Education (MoHE) to supervise, plan, and coordinate the requirements of higher education (Metwali, 2004; Kingdom of Saudi Arabia, Ministry of Higher Education Portal, Study in KSA, Universities Statistics, 1996-2011). The MoHE is now responsible for 21 high-capacity geographically distributed universities throughout the Kingdom's regions (Metwali, 2004; Kingdom of Saudi Arabia, Ministry of Higher Education Portal, n.d.).

As the budget for general education has grown, so too has the budget of the Ministry of Higher Education. Between 2004 and 2007, it went from approximately SR10 billion that equals approximately US$2,713 billion, to more than SR23 billion or approximately US$6,133 billion (Kingdom of Saudi Arabia, Ministry of Education, Planning and Development, General Directorate of Researches, 2008, p. 52). This growth in funding reflects the high degree of importance the country is placing upon this sector for the development of its whole educational system.

Evolution of Teacher Education Programs

In 1926, a private entity in Makkah opened the first teacher preparation institution in KSA. The institution offered a three-year program for preparing only male teachers who already completed an elementary education level education (meaning successful

completion of sixth grade, and additional three years of teacher preparation). In 1950, the KSA government started its first three-year teacher preparation program. This preparatory program was offered only to males who held intermediate school diplomas meaning successful completion of grade nine, and an additional three years of teacher preparation. During the 1960s, the government upgraded its teacher preparation and started offering a two-year teacher post- secondary Associate of Arts (AA) degree preparatory program for secondary diploma holders. At the same time, the government began offering teacher preparation programs for women. In the 1970s, the number of female student teachers grew, as did the number of institutes offering AA degrees across the country. The number of the enrollees in these institutes grew from graduating 8,000 student teachers in the 1970s, to graduating 31,515 females student teachers in 1993 (Al-Ajmi & Al-Harthi, 2006; Al-Esa, 2010; al-Ghamdi, 2010).

In the 1990s, three major developments took place in teacher preparation in KSA. Most importantly, the number of colleges and universities offering teacher preparation programs increased and were geographically distributed around the country when all former secondary-level teacher education programs were transferred to junior colleges. This move allowed graduates the opportunity to obtain a university education and earn a bachelor's degree, thus, growing the pool of potential candidates for the teaching profession. In 1994-95, colleges of education in four universities offered teacher education programs in geographically diverse locations: King Saud University, Riyadh; King Abdul Aziz University, Jeddah; King Faisal University, Dammam; and Um AlQura University, Makkah. The second important advancement in teacher development was the increase of numbers of female teachers prepared. In 1994-95, 27 teacher preparation

institutes for females and 17 for males served a total of 68,356 student teachers, approximately half of whom were females. The third major development that took place in 1994-1995 was when universities started offering postgraduate degrees to 1,610 students, approximately 50% of them female (Al-Esa, 2010).

In 2000, post-secondary education for teacher preparation in Saudi Arabia included two types of teacher training programs. Primary teachers received their education at teacher colleges that were under the MoE until 2004 while secondary teachers obtained a Bachelor's degree under the MoHE (Al-Esa, 2010; Al-Ghamdi, 2010). At the same time, the General Department of Girls Education (GDoGE) enrolled a total of 120,318 student teachers in its 42 colleges of education, and 32 colleges of teachers' education. These teachers held either an AA, or a BA degree in education. In 2004, Royal decree No. 143 dated 03/05/1425H was disseminated that ordered the MoHE rather than the MoE to supervise all teachers' colleges (Kingdom of Saudi Arabia, Ministry of Economy and Planning, 2010a, 2010b).

University teacher education programs offering BA degrees included the following subject areas in their courses: 1) academic/specialized program preparation courses (60% of total program) that provided specialized skills and competencies in different specializations, including religion, humanities, social studies, arts, and physical education; 2) cultural preparation courses (5%) that provided cultural background to understand local, regional, and international cultures to enable better communication and understanding with other nations; 3) professional preparation courses (25%) that aimed at providing an understanding of the professional role of teaching and its impact on students by identifying students' needs and abilities through courses in psychology and sociology;

and 4) field experience courses (10%) that required the classroom application of the theoretical foundation provided in the previous three components. Field-based experience (FBE), also known as student teaching in many parts of the world, provided student teachers the opportunity to apply and practice teaching under the supervision of more experienced teachers, complementing the previously mentioned theoretically based components of teacher preparation programs (Al-Ajmi &Al-Harthi, 2006; Al-Ghamdi, 2010).

Preschool Teacher Education Programs

Preschool teacher education programs in KSA started in 1978 through the individual initiatives of the Gulf Women Association (GWA), Al-Khobar. The program was offered under the auspices of Ministry of Social Affairs. Preschool student teachers were offered two years of theoretical foundation courses and one year of field-based experience. The graduates obtained an Associate of Arts degree (Abdul-Jawad, 2010; Al-Khateeb, 2004). In 1986, King Saud University in Riyadh started the first BA program to prepare preschool teachers (Abdu Al-Jawad, 2010). Also, in 1986, the General Presidency of Girls Education (GPoGE) opened community colleges around the country that offered a two-year diploma program in preschool and lower elementary teaching. After a decade, the GPoGE upgraded the two-year programs to be four-year BA degree programs (Abdu Al-Jawad, 2010; Ali & Al-Kheraibi, 2004). During the last decade, public and private universities and colleges throughout the KSA have offered additional preschool teacher preparation programs.

Current Educational Challenges In Saudi Arabia

The most important challenge the Saudi government faces is that the majority of the population is young (Al-Ghamdi, 2010; Abdu Al-Jawad, 2010), approximately 58% of the total population is below the age of 24, and 37% is below the age of 15 (Khoday, Al-Nagai, Faisal, & Faraj, 2009). Other studies have published different numbers such as 74% of the population is 29 years of age or younger and 46% the population is age 14 or younger (Cordesman, 2002). According to the latest official government published statistics, the population under age 15 reached 7.7 million people, 3.5 million of whom were between 1-5 years old. Of the 1.32 million of preschool age in this group, only 103,145 are attending preschool in 2011 (Kingdom of Saudi Arabia, Central Department of Statistics Information, n.d.).

To address this challenge, the government's Ninth Development Plan specified that high-quality preschool education had to adequately prepare children to join the general education system. The plan proposed to establish enough additional kindergartens by 2014 to raise the number of enrolled preschoolers from 103,145 in 2009 to at least 155,900 in 2014 (AbdulJawad, 2010; Al-Jarbooa', 2012; Kingdom of Saudi Arabia Ministry of Economy and Planning, 2010a). This proposed increase was based on the Royal Decree No. 7/5388 of 2002 that mandated kindergartens be established throughout the country as well as programs that provided family awareness and guidance regarding the importance of preschool education (Kingdom of Saudi Arabia, Ministry of Economy and Planning and United Nations Development Program, 2009). Moreover, the MoE

projects a more promising vision that intends to enroll 40% of 3-6 years old children in preschools by 2015 (AbdulJawad, 2010, p.120; Al-Jarbooa', 2012).

Because the number of enrollees for preschools is expected to increase dramatically over the next five years, providing sufficient separate buildings for the new kindergartens constitutes a significant challenge (Kingdom of Saudi Arabia, Ministry of Economy and Planning and United Nations Development Program, 2009, p. 27). The anticipated increase in the number of preschool-aged children is accompanied by the need to provide a sufficient number of high quality preschool teachers to meet demand.

The Need for High Quality Teachers

Despite the recent increase in the total number of teachers in the public education system in KSA, a shortage of well-qualified preschool teachers represents a major challenge (Abdu-Al-Jawad, 2010, pp.123-124) that the Ministries of Education and Higher Education must address. Previous history of educational development in the KSA focused on increasing the number of schools, teachers, and university programs. However, reforms concentrated on the quality of the programs focused basically on insignificant textbook changes with few additions and deletions to some parts of the existing curricula. In addition, limited in-service training has been provided to school leaders and teachers. The goal of previous reforms was a series of "quick fix" solutions while the need now is to carefully understand, analyze, and critique the existing educational structure in order to make major strategic changes.

National organizations such as The Saudi Association for Educational and Psychological Sciences (GESTEN) stressed the importance of improving teacher preparation in Saudi Arabia. Its thirteenth nationwide conference on teacher preparation and development entitled, "*In the Light of Contemporary Changes,"* listed several recommendations to improve the educational system in the KSA. One of its recommendations was raising the level of coordination between teacher preparation institutes and upgrading the educational supervision of schools to ensure that all teachers were well prepared to meet the 21st century's challenges (Um AlQura Journal for Educational, Social, and Humanistic Education, 2007, p.316). These organizations also recommended that institutions offering teacher education must attend to the quality of pedagogical practices and techniques as well as provide theoretical and cognitive information. In addition, they stressed the importance of ensuring that all teacher preparation programs should mandate at least one full semester of quality-based field experience for teachers before graduation (Um AlQura Journal for Educational, Social, and Humanistic Education, 2007, pp. 317-318).

The success of education requires changes in the conduct and actions of all major actors including government and policy officials as well as educational authorities. Such actors must make major decisions and implement the actions required to recruit teachers on the basis of demonstrated competence in teacher preparation programs and agreed upon classroom skills (Booz & Company, 2009, June 9). The Ninth Development Plan whose time frame between 2010-2014 sets goals for meeting the quantitative and qualitative needs of the next stage of the KSA's development. Specifically, the plan stated the need for adopting quality systems and standards in education, for implementing

a national program of teacher preparation and education, for enhancing the qualitative efficiency of current educational staff to enable them to comprehend the objectives of modern educational curricula, and for raising the level of internal and external efficiency of the education system (Kingdom of Saudi Arabia, Ministry of Economy and Planning, 2010a, p.20, pp.56-57; Kingdom of Saudi Arabia, Ministry of Economy and Planning, 2010b, pp.360-377).

Current Educational Reforms In KSA

The National Report on Education Development in the Kingdom of Saudi Arabia for the period 2004-2008 submitted to 48th session Education International Conference described several ambitious plans the country is undertaking or planning to undertake in the near future. The most significant of these is King Abdullah Public Education Development Project known as TATWEER (Kingdom of Saudi Arabia, Ministry of Education, Planning and Development, General Directorate of Research, 2008. pp. 27-30; Kingdom of Saudi Arabia, Ministry of Education, King Abdullah Public Education Development Project, n.d.). TATWEER is a landmark comprehensive plan for qualitative nationwide development in the history of Saudi Arabian education for which approximately SR9 billion (approximately US$2.4 billion) has been allocated. The main goal for TATWEER was to elevate education to a highly recognized position in order to generate the urgency for holistic rather than piecemeal change in programs. One of the four major goals of the TATWEER project was to train and create a corps of educational leaders. The project aimed to train over 400,000 in-service teachers in school management, educational supervision, curriculum development, computer science,

training and self-development skills, and to apply modern technology in the learning process. Improving the quality of preschools was another major goal of the TATWEER project (Kingdom of Saudi Arabia, Ministry of Education, Planning and Development, General Directorate of Researches, 2008, p.27; Kingdom of Saudi Arabia, Ministry of Economy and Planning, 2010a, 2010b).

Another educational reform project described in the National Report on Education Development was the launching of professional criteria examinations for educators. These examinations aimed to professionalize teaching in order to ensure that teachers were well qualified to affect positively their students' learning. The Ministries in charge of education in KSA acknowledged that no improvement to educational quality would be achieved without qualified teachers who were knowledgeable, capable, and well prepared in all key academic and administrative fields. Skilled, confident and committed educators were essential to drive continuous development in schools, and to implement the educational reforms needed for national development (Kingdom of Saudi Arabia, Ministry of Education, Planning and Development, General Directorate of Researches, 2008).

Field-Based Experience (FBE) in Teacher Preparation Programs (TPP)

The public school system in KSA is relatively new and developing. Furthermore, the MoE is now focusing on establishing policies and regulations that ensure quality of education. Research-based decisions would be of great value to the KSA education system at this time of major educational reform. Specifically, no national KSA studies in

the field of early childhood teacher preparation programs and the field-based experience (FBE) component were found. However, the literature in the United States of America (USA) as well as a few other countries provided a conceptual framework for describing and evaluating field experiences.

Industrial nations around the world are continuously seeking to improve their educational systems. For example, the USA has been comprehensively reviewing its teacher-education programs for many years. Many researchers have attempted to understand how best to ensure that newly graduated teachers are entering classrooms equipped with the knowledge, skills, and attitudes that they will need in order to teach successfully all 21st century learners. Numerous USA-based nationwide organizations and educators have identified field-based experience (FBE) as the most important requirement of teacher preparation programs. The Carnegie Forum on Education and the Economy (1986) and the Holmes Group (1986) were among the first organizations that criticized the traditional FBE that constituted a few weeks or at most a semester of practice teaching during the last semester in teacher education programs. More recently, researchers have shown that FBE is one of the most influential components of teacher preparation programs in developing new teachers (Caires & Alemeida, 2007; Clif & Brady, 2005; Darling-Hammond, 2006b; Darling-Hammond & Youngs, 2002; Floden, & Ferrini-Mundy, 2002; Latham & Vogt, 2007; Wilson, Folden, & Ferrini-Mundy, 2002).

However, many researchers have cautioned us against the "taken-for-granted" FBE that is not well thought of and planned, and not thoughtfully executed (Hughes, 2009; The Education Commission of States, 2003; Rosaen and Florio-Ruane, 2008). In fact, prominent researchers have advocated the necessity of providing an "educative" and

"rich" FBE, instead of the long-lasting, traditional FBE that was fragmented, loosely planned and monitored, lacking coherence and consistency, and detached from teacher preparation coursework (Darling-Hammond, 2006b; Dewey, 1938; Feiman-Nemser, 2001; Feiman-Nemser & Buchmann, 1985; Laboskey & Richert, 2002; McIntyre, 1983; Zeichner, 1990, 1996). They urged the nation to improve the quality of teacher education programs by adopting an alternative model that is described as "qualitative" FBE.

Qualitative FBE (QFBE) was conceptualized to contain several authentic opportunities for student teachers throughout the entire preparation program. QFBE was thought to provide several benefits for student teachers because they could observe models of best practice, apply content knowledge, make a connection between theory and practice and apply pedagogical skills when working with diverse learners. Furthermore, QFBE gave student teachers the chance to continuously bridge the gap between university-based course work and school-based application. QFBE exposed student teachers to examples of teaching in a live setting from which they can learn. QFBE also provided an opportunity for student teachers to come face-to-face with the complexity of school life, to apply and reflect on their pedagogical knowledge, skills, and dispositions in real settings, and be supported throughout these experiences by school-based competent and experienced mentors, or cooperating teachers. Most importantly, QFBE provided the mentors and cooperating teachers the opportunity to observe, tutor, and instruct student teachers as well as to conduct research about teaching practices, to assist teachers and other educators, and to practice teaching (Darling-Hammond, 2006b). More recently, many organizations such as the Carnegie Corporation of New York's Teachers for a New Era initiative (2006), the National Council for Accreditation of Teacher

Education (NCATE, 2010), the American Association of Colleges for Teacher Education (AACTE, 2010a), and the National Association for Educating Young Children (NAEYC, 2009) have underscored the importance of quality FBEs.

The National Council for Accreditation of Teacher Education (NCATE) Blue Ribbon Report on transforming teacher education through clinical practice proposed clinically-based teacher preparation programs that fully integrated content, pedagogy, and professional coursework around a core of clinical experiences (NCATE, 2010). For this reason, NCATE published standards to measure the effectiveness of FBE and clinical practices in teacher education programs. In Standard 3 of its accreditation protocol, NCATE requires that teacher education programs "design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn" (NCATE, 2002, p.29).

Likewise, the American Association of Colleges for Teacher Education (AACTE) in partnership with the 21st Century Skills Initiative reiterated the need for college teacher preparation departments to transform their programs towards the creation of "rich" clinical experiences for teacher candidates (AACTE, September, 2010a). They stressed the "school embedded" component of teacher preparation programs and called for a sea change in teacher preparation to be seated primarily within P-12 schools (AACTE, 2010b). They emphasized that student teachers needed to experience graduated authentic classroom practices under the supervision of qualified clinical mentors in settings and classes similar to those in which they will work after graduation.

Two in-depth nationwide studies of U.S. college teacher education programs

determined that carefully constructed field experiences that were synchronized with university-based courses were more influential in supporting student-teacher learning than the unguided and disconnected field experiences that have dominated teacher education in USA (Darling-Hammond, 20006b; Tatto, 1996). For example, Darling-Hammond (2006b) and her team used a mixed-method, multiple case study design to collect extensive data from observations, interviews, and surveys. They conducted a document review of seven teacher education programs and their graduates' competency as teachers. The seven programs were purposely selected to be exemplars of programs that effectively prepared their graduates on an inquiry-based discipline design. She and her research team found out that these distinctive programs shared the following common features related to the FBE:

> A common, clear vision of good teaching permeates all coursework and clinical experience; well-defined standards of practice and performance are used to guide and evaluate coursework and clinical work; curriculum is grounded in knowledge of child and adolescent development, learning, social contexts, and subject matter pedagogy, taught in the context of practice; extended clinical experiences are carefully developed to support ideas and practices presented in simultaneous, close interwoven coursework; explicit strategies help students (1) confront their own deep-seated beliefs and assumptions about learning and students and (2) learn about the experiences of people different from themselves; strong relationships, common knowledge, and shared beliefs link school– and university-based faculty; and case study methods, teacher research, performance assessments, and portfolio evaluation apply learning to real problems of practice" (p. 41).

Conception of Field-based Experiences

Numerous educators and researchers have discovered that the context, content, and people involved in the experience are essential elements of a successful FBE. Dewey (1938) suggested that teacher preparation through FBE should be based on "the laboratory model." He noted that this model enabled the development of conceptual understanding and reflective habits of the mind with the help of a caring mentor while applying the practice. Schon (1983) also stressed the importance of reflective practice in a sheltered, protected, and secure environment that enabled the learner to be consciously applying the skills learned (Feiman-Nemser, 1990; Guyton & McIntyre, 1990). Zeichner (1996) encouraged the laboratory model as the most effective model with an intellectual base of the FBE that produced more thoughtful and alert student teachers. He urged teacher preparation professionals to consider the situational factors that surrounded the practicum experience student teachers undergo. Situational factors included the context, content, and people involved in the process. Knowles & Cole (1996) also found that the success of FBE was related to two main factors: the cooperating teachers who guided and supported student teachers, and the sites where the experiences occurred. Cherian (2007) found that people involved in the FBE could either constrain or support the work of beginning teachers. Ling (2003) stressed the importance of "educative mentors" that student teachers need as a support to tolerate the complexities and challenges of learning to teach.

Darling-Hammond (2006b) described how students undergoing FBE progressed gradually under the guidance and support of carefully selected cooperating teachers from observing in schools and classrooms, to working one-on-one with students in child study

or a tutoring context, to assisting on classroom tasks, co-planning and co-teaching until finally teaching independently for a lengthy period of time. Previous researchers have suggested that university and school-based faculty as the main teacher educators should consider how the structure, administration and governance, and contexts are planned, implemented, evaluated and supervised to ensure FBE success. Specifically, the quality of what student teachers learn from FBE depends on attitudes and practices related to the guidance and supervision provided to them by the main participants, the cooperating teacher and university supervisor (Caires & Almeida, 2007; Darling- Hammond, 2006a,b; Giebelhaus & Bowman, 2002; Knowles and Cole, 1996).

Brouwer and Korthagen (2005) found that the intensive cooperation and collaboration of triads (student teacher, cooperating teacher, and university supervisor) to be of high importance to the success of the FBE that requires a complex and elaborate alignment of the attitudes and beliefs of the student teacher, the cooperating teachers, and university supervisors (Borko & Mayfield, 1995; Kahn, 2001). However, Wideen, Mayer-Smith & Moon (1998) in their meta-analysis of teacher preparation programs identified a lack of in-depth studies of how players other than the student teacher, specifically, the school mentoring cooperating teacher, affect the landscape and process of learning to teach.

Cooperating Teacher and Field-Based Experience

Among the triad members, student teachers have frequently considered cooperating teachers (CT)/mentor teachers as the most important element influencing

their learning of critical pedagogical skills (American Association of Colleges for Teacher Education, 1990; Book, 1996; Clarke, 2001). The American Association of Colleges for Teacher Education' (AACTE) Research About Teacher Education Project—Study Four (RATE IV) selected cooperating teachers from 700 ACCTE members in order to provide a profile of them. The majority of participants believed that the cooperating teacher's role was essential to the quality of FBE because they provided opportunities for student teachers to observe teaching, to receive feedback, and to practice teaching strategies that could not be learned elsewhere (American Association of Colleges for Teacher Education, 1990).

Clarke (2001) conducted a more recent nationwide study to profile cooperating teachers. In his study *Voices of School Advisor* (VOSA), he surveyed 1300 mentor teachers who supervised students in the teacher education program at a large Canadian university by asking about cooperating teacher's professional qualifications, background experiences, assumptions about and expectations of their role. He aimed to make better-informed system-wide decisions about providing professional development opportunities for cooperating teachers, and integrating campus-based instruction with the practicum component of teacher education. Based upon the findings, Clarke (2001) suggested enhancing the practicum process by: 1) offering cooperating teachers courses in supervision; 2) expanding and professionalizing cooperating teachers' from that of FBE supervisor who oversees practice to school-based teacher educator who provides significant instruction on methods to student teachers; and 3) lengthening the time of the practicum.

Cooperating Teacher's Selection for FBE. In Clarke's 2001 *Voices of School Advisor* study, he posed a question regarding the qualifications by which cooperating teachers should be selected. He was able to group 70% of the responses into four distinct categories. " Overwhelmingly, the cooperating teachers indicated that teaching experience was the first requirement. The importance of having the right personality for working with student teachers was second. The third criterion was excellence in teaching. Finally, cooperating teachers insisted that those who worked with student teachers should be prepared to work hard in their roles as cooperating teachers (as opposed to viewing the role of cooperating teacher as an opportunity for rest or break from teaching)" (p. 248). Kahn (2001) also conducted a study in which he interviewed 20 cooperating teachers for the purpose of more fully understanding the student teaching experience, and making better-informed decisions regarding the reform of teacher education programs. In order to create successful FBE, Clarke stressed the need to select cooperating teachers who have a strong educational foundation, and who are experienced, organized, effective communicators, and knowledgeable about the practices in their field and in the classroom with students. He also emphasized the importance of ensuring that student teachers and their cooperating teachers hold similar beliefs and attitudes towards teaching.

Cooperating Teacher Personal Competencies. Various studies have been conducted to understand the successful practices cooperating teachers bring into the field-based experience of the teacher preparation programs. In order to increase the probabilities of successful FBEs, the literature has explored four types of competencies that cooperating teachers should have: personal, interpersonal, cognitive, and instructional.

Personal competencies that are considered important to the success of the FBE include professional commitment, personal motivation, and continuous learning. Sinclair, Dowson, & Thistleton-Martin (2006) studied 322 primary school teachers from 95 schools in Sydney (Australia) and reported that cooperating teachers who were committed to mentoring pre-service teachers were found to have personal commitments to the profession in general and to their pre-service teachers. They were more likely to provide their mentees with authentic, nurturing and positive experiences. Similarly, over his decade of work with school districts to design mentor-based, entry-year programs in which beginning teachers were paired with veteran mentor teachers, Rowley (1999) identified six essential qualities of a good mentor teacher. Those qualities were as follows: 1) committed to the role of mentoring; 2) accepting of the beginning teacher; 3) effective in different interpersonal contexts; 4) skilled at providing instructional support; 5) models continuous learning; 6) and communicates hope and optimism. Qualities 1, 2, and 5 from these six qualities represent personal practices.

Graham (2006) also conducted a study in which he queried a small sample of cooperating teachers in a secondary professional development school site in a nine-month intern program. He asked them to provide their academic backgrounds, professional experiences, and personal qualities; to define what makes successful internships; and to describe the role of cooperating teacher during the FBE and the support system needed to improve the FBE. The findings revealed four conditions that cooperating teachers felt could lead to a laboratory model that would support personal and professional growth of student teachers. One of the four conditions was related to the cooperating teacher personal competencies. He concluded that the mentor teachers' role must use their

knowledge in teaching, understanding of theories, personal vision and understanding of professional responsibilities and collaboration skills in establishing zones of pedagogical construction in which both mentor and intern can examine and extend their professional practice.

Johnson (2003) also developed a triangular model of mentor competence that included three essential components, one of which was the mentor's character virtues of integrity, caring, and prudence. Cherian (2007) adopted a framework of five elements suggested by Feiman-Nemser and Rosaen (1997) for guiding teacher's learning. One of the elements suggested was that mentors needed to be committed to guiding student teachers to seek new visions and possibilities in their daily teaching.

Cooperating Teacher Interpersonal Competencies. Cooperating teachers with interpersonal competencies were considered more capable to make FBE more successful for student teachers (Beyene, Anglin, Sanchez, & Ballou, 2002; Graves, 2010; Kahn, 2001). Rowley (1999) found that successful cooperating teachers were effective in different interpersonal contexts and were consistent in communicating hope and optimism. Glenn's (2006) small-scale study data suggested that effective mentors collaborated rather than dictated; they relinquished an appropriate level of control, allowed for personal relationships to develop with their student teachers, shared constructive feedback, and accepted differences among their student teachers. Consistent with Glenn's findings, Graham (2006), and Feiman-Nemser and Rosaen (1997) reported that a caring relationship was vital to a successful FBE from the student teacher perspective. A cooperating teacher demonstrated caring by being "open-hearted, and open-minded" with the student teacher. They also found that emotional engagement

between cooperating teachers and student teachers created thoughtful and educative environments that supported personal and professional growth of student teachers. Feiman-Nemser and Rosaen (1997) suggested that if novices were to feel supported, mentoring teachers needed to seek ways in which students could express their opinions, could experiment with their teaching, and could share their anxieties without fearing the risk of a bad teaching evaluation.

For the purpose of gaining insight into the dynamics of the relationships between the cooperating teachers and student teachers in FBE, Graves (2010) explored the mentoring relationships between two of the participants who were involved in an early childhood program in Australia. The results suggested that ongoing communication is vital to the development of positive and successful relationships between the two partners. Feiman-Nemser and Buchmann (1987), and Guyton & McIntyre (1990) stated that one of the main roles of the cooperating teacher in successful FBE is clarity in communication, and that the lack of articulated agreements and practices between university and school educators regarding the expectations of FBEs resulted in less successful field experiences.

Unfortunately, communication during practicum experiences between the cooperating teacher and student teacher undergoing FBE appeared to be lacking in some cases (Albers & Goodman, 1999; Ferber & Nillas, 2010). Regular meetings between university supervisors, pre-service teachers and cooperating teachers appeared to help all parties become aware of their roles and responsibilities. Constant communication addressed and resolved conflicts as they emerged (Graves, 2010). Singh & Stoloff study (2006) found that several of the 28 student teachers in the sample indicated that student

teachers and cooperating teachers needed to develop more respectful relationships. Sonthall & King (1979) and Veal & Rikard (1998) reported that the supervisory aspect and the hierarchical relationship between cooperating teacher and student teacher is one of the main sources of stress to student teachers. Interpersonal relationships between cooperating teacher and student teacher during FBE are not only important to the success of the experience, but also rewarding for the growth of both student teacher and cooperating teacher.

Cooperating Teacher Cognitive Competencies. No common approach was found in the literature to conceptualizing the hiring and training of cooperating teachers, or of measuring their competence. However, Johnson's (2003) triangular model of conceptualizing FBEs presented above clarified that cooperating teachers must be aware of how to use their knowledge and skills to help socialize pre-service teachers into the field. Likewise, Graham's results (2006) revealed the cooperating teacher's level of cognitive skills with the complex intellectual tasks of teaching to be among the conditions that cooperating teachers felt could lead to a more successful FBE. More specifically, she highlighted the importance of enabling focused dialogue about practice, and creating the right atmosphere of shared responsibility for learning. Graham (2006) described focused dialogue as regular feedback to the student teachers about their teaching practices, open exchange of ideas between cooperating teachers and student teachers about teaching and learning, and weekly seminars and meetings with the university supervisors about what key skills should be discussed during the FBE. She described how cooperating teachers practice shared responsibility of learning by being an

active participant in fulfilling the needs of the young learners in the class with the student teachers undergoing FBE.

Cooperating Teacher Instructional Competencies. Many researchers found that cooperating teachers' instructional competencies influenced the success of student teachers' FBE. Different researchers explored these instructional competencies during FBE under different titles. Graham (2006), for example, emphasized the importance of establishing "zones of pedagogical construction" while Rowley (1999) discussed the importance of instructional support to the student teachers during their practicum. Johnson (2003) recognized the significance that cooperating teachers' knowledge of instruction had on the effectiveness of the student teachers' FBE.

Instructional competencies presented above were observed through three main practices: 1) mastery of subject matter, and connecting it to meet the diverse population of learners (Osunde, 1996; Wang & Odell, 2003); 2) acting as an instructional expert and coach (Graham, 2006; Osunde, 1996); and, 3) encouraging student teachers to use an inquiry-based approach to teaching and reflection about one's own teaching (Cherian, 2007; Feiman-Nemser & Rosaen, 1997; Glenn, 2006; Wang & Odell, 2003).

Osunde (1996) found out that subject matter knowledge represents one of the instructional practices cooperating teachers should demonstrate to lead the successful FBE. He randomly selected 50 student teachers in the elementary and secondary education degree program in one of the state system universities in Pennsylvania and asked them to describe the most helpful behaviors and practices demonstrated by their cooperating teachers. They stated several behaviors as essential to the success of FBE, one of which was their cooperating teachers' knowledge of subject matter. Furthermore,

Wang and Odell (2003) conducted an extensive literature review of the expected role of teaching mentors. They listed cooperating teachers' mastery of subject matter as one of the main practices leading to successful FBE.

The second practice of cooperating teachers that leads to successful FBE is acting as instructional expert and coach. In this capacity Graham (2006) conducted a small-scale study throughout a nine-month intern program in which she studied cooperating teachers in a professional development school. She concluded that the mentor teacher's role is to model pedagogical practices and coach student teachers while practicing it. This coaching is demonstrated by incorporating their knowledge of teaching, understanding of theories, and understanding of professional responsibilities and instructional skills into the scene of successful FBE. In such zones of pedagogical growth both mentor and intern can examine and extend their professional practice. Osunde (1996) in his previously mentioned study listed the following instructional actions and coaching techniques practiced by cooperating teachers in successful FBE: models good practice for the student teacher to evaluate and emulate; provides opportunities to witness good classroom organization and planning; establishes positive rapport with students; and performs a daily routine and good classroom control and management.

The third set of instructional practices for successful FBE is encouraging student teachers to use an inquiry-based approach to teaching and reflection about one's own teaching. Wang and Odell's (2003) extensive literature review of the expected role of teaching mentors revealed that encouraging student teachers to use such an approach to encourage and assist novices in developing their teaching capacity can make FBE successful. Feiman-Nemser & Rosaen (1997) and Glenn (2006) also stressed the

importance and benefit of allowing student teachers to experiment with their teaching under the guidance and support of cooperating teacher. Student teachers might experiment with the inquiry-based and reflective practices such as those cited by Cherian (2007), including implementing novel curricular experiences and strategies. Under the guidance of the cooperating teacher, who can share constructive feedback, students teachers might study and reflect on their own practices and those of their mentors, in activities such planning and instruction, classroom management and relationship with students, evaluation of daily work, classroom arrangement, and using questioning techniques. All these practices should take place under sharing constructive feedback from the cooperating teacher (Glenn, 2006).

In addition to all the personal, interpersonal, cognitive, and instructional competencies, cooperating teachers are also expected to play other roles such as parent figure, troubleshooter, scaffolder, counselor, and supporter. This wide spectrum of roles and expectations reflects the complexity and lack of clear understanding and expectations about how cooperating teachers carry on all these responsibilities efficiently. Glenn (2006) believes that finding veteran teachers who can demonstrate all these practices in a challenging task.

Reasons for Conducting This Study

The growing body of research on teacher preparation programs appears to have identified the field-based experience as one of the most important components of these programs. The cooperating teacher is thought to be one of the most critical and valuable

persons during student practicum. Various studies have been conducted to understand the successful practices that cooperating teachers bring into the field-based experience of teacher preparation programs. In order to increase the possibilities of successful FBEs, the literature has explored four types of competencies that cooperating teachers should have: personal, interpersonal, cognitive, and instructional.

However, the literature also has been limited mostly to studies conducted in the USA and other western countries. With the urgency in the KSA for developing quality pre-school programs and the teachers who staff them, the first step in addressing this issue is to determine which competencies for cooperating teachers found to be important in previous studies from the west are thought to be most important in a sample of FBE participants from two long-standing teacher preparation programs in the KSA. The study investigated the most important practices cooperating teachers should have in each of the four competencies –personal, interpersonal, cognitive, and instructional-- in order to provide effective field-based experiences for student teachers. This study may represent the first in sampling of supervisors, student teachers, and cooperating teachers from KSA programs. The results may be able to guide educators, researchers, and policy makers in the KSA in making better-informed future decisions that could improve future teacher education programs for early childhood programs.

The research questions are as follows:

1. Which personal and professional competencies used by cooperating teachers are thought by the head of the FBE of the teacher preparation program, the university faculty, university supervisors, cooperating teachers, and student teachers to be the most important for helping student teachers become

successful professionals during field-based experience?

2. Which interpersonal competencies used by cooperating teachers are thought by the head of the FBE of the teacher preparation program, the university faculty, university supervisors, cooperating teachers, and student teachers to be the most important for helping student teachers become successful professionals during field-based experience?
3. Which cognitive competencies used by cooperating teachers are thought to be the most important by the head of the FBE of the teacher preparation program, the university faculty, university supervisors, cooperating teachers, and student teachers for helping student teachers become successful professionals during field-based experience?
4. Which instructional competencies used by cooperating teachers are thought to be the most important by the head of the FBE of the teacher preparation program, the university faculty, university supervisors, cooperating teachers, and student teachers for helping student teachers become successful professionals during field-based experience?

Definition Of Terms

Cooperating Teachers (CTs) are the PreKg-12 school-based personnel responsible for supporting, mentoring and supervising undergraduate teacher education students engaged in their teaching practice in a school. They may also be referred to as mentors, associate/collaborating teachers, practicum supervisors, and school-based teacher educators.

Field-Based Experience (FBE) or clinical practice is a stage of teacher preparation in which prospective/student teachers are provided the opportunity to apply their knowledge, skills, and dispositions in a variety of real-life settings appropriate to the content and level of their program. Throughout the FBE, student teachers can observe, assist, tutor, instruct, and come in contact with learners.

Student Teachers (STs) are students enrolled in teacher preparation programs who are required to teach in classrooms as part of the requirements for professional preparation.

Teacher Preparation Programs (TPP) refers to undergraduate programs (diploma and/or Bachelor degree programs) that prepare student teachers to earn a degree in teaching.

University faculty members (UFs) are college or university-level faculty members with assignments as instructors, professors at different ranks, and administrators (NCATE, 2008). The Director of the Early Childhood Center's Teachers Preparation Program from the ECC, and the Director of FBE from the KSU, although are considered UFs, they will be only included as Directors of the FBE in this study sample.

University Supervisors (USs) are university employees, or faculty members who are responsible for following up student teachers during the time when they do their field experience. During FBE, USs are in charge of guiding, helping, and directing the student teachers through coordination with cooperating teachers. In this study, the Supervisors from the ECC will be considered equivalent to USs.

Chapter II

Method

Participants

Preschool teacher preparation programs in the Kingdom of Saudi Arabia appear to number about 12 programs, nine of which are state-based universities, and the remaining three are privately owned programs. Ten of the twelve programs offer BA degrees in preschool education; one offers a BA in early childhood education; and one is a very small scale program that offers an Associate of Arts degree (AA) in preschool education. From this population of programs, the sample of this study was drawn from two of these preschool teacher preparation programs: the King Saud University (KSU) located in Riyadh, and the Early Childhood Center (ECC) located in Al-Khobar. The KSU and ECC were chosen because they were the first preschool programs established in the KSA that have continually operated for preparing preschool teachers. All participants in the two locations were females because KSA Ministry of Education regulations allow only females to teach preschoolers.

General context of the KSU program. KSU is a state system university that offers a four-year (8 semesters), 128 credits BA degree program in preschool teacher preparation. More than two hundred student teachers (STs) enroll in the program each year. During the fourth year of the program, STs undergo two parts of field-based experience (FBE) as the final requirement for graduation. Part 1 of the FBE takes place in the seventh semester, and part 2 takes place in the eighth semester. During each semester, STs engage in FBE for 15 weeks, 3 days each week of 5 hours of daily work that totals to 225 contact

hours. Six credit hours are awarded for each part. Students are expected to have the same classroom placements over their two semesters of FBE in public or private schools that the university faculty members (UFs) select. The selection of schools is based on the criteria for model preschools that are introduced in previous courses that the STs have taken previous to their FBE. During the two parts of FBE, STs are usually grouped in cohorts of 8-12 STs in each school with two STs assigned to a classroom. More than one hundred and fifty of KSU student teachers experienced their second part (8^{th} semester) of FBE during the spring 2012 semester. These student teachers ages range between 21 and 22 years old. Student teachers who underwent the FBE were expected to have already finished a total of 97 credits of the preschool teacher preparation program.

Three types of professionals oversee each ST's FBE. First, full-time university faculty members (UF), including the director of the FBE oversee the entire ST group: 10 of these hold doctoral degrees, and the other seven are doctorate degree candidates. They usually teach the preschool program courses of KSU. The university faculty members' ages range from 42-60 years old. Their years of supervising FBE in KSU range between 1 and more than 10 years. Each UF oversees two to three schools in addition to supervising the work of the university supervisors (US) assigned to each of these schools. Each UF conducts 3-5 visits per semester to observe and evaluate each ST.

The second type of professionals overseeing STs FBE is the university supervisor (US). Thirty-five USs regularly visit each school and observe STs in the schools. USs are usually selected among King Saud University graduates who hold a bachelor degree in preschool education with a grade of A, or B, in the same program. They must have a minimum of a one-year successful experience in a preschool classroom after graduation.

Four of these USs are holders of masters' degree, and another four are currently enrolled in the King Saud University Preschool graduate masters program. Their average age is about 24 years old. The USs assist the UFs in the FBE and are assigned to one preschool supervising its STs on the appointed days of FBE. Both UFs and USs who will be included in this study should have been working with STs during their FBEs in the previous academic year 2011-2012.

Finally, the on-site cooperating teachers (CT) are senior teachers in the selected preschools. They are assigned the direct supervision of the STs in their respective classrooms. However, no records are kept that address their educational level. The Director of the FBE estimates that they are all BA degree holders.

General context of the Early Childhood Center (ECC) program. ECC is a privately run educational center under license from the Ministry of Social Affairs. ECC offers a full-time three-year preschool teacher preparation program that is equivalent to an Associate of Arts degree of 66 credits. Approximately twenty-five student teachers enroll each year in the program. During the third year of the program, STs undergo a full academic year of FBE as one of the final requirements for graduation. During the entire academic year, STs engage in FBE for 36 weeks, divided into two semesters, five days each week of 7 hours of daily work that totals 1260 contact hours; 16 credit hours are earned. STs are expected to have a single placement during the year in the ECC laboratory preschool that is located on the ECC campus. During the FBE, each ST usually is paired with another ST, or a graduate teacher who works as a cooperating teacher (CT) from the same program.

Three types of professionals oversee the STs while they are enrolled in the FBE. First, the Director of the ECC oversees all STs assigned to FBE and also has an instructional role in the academic program in which she teaches several content courses. She observes and evaluates the STs based upon classroom visits throughout each semester. The Director holds a master degree in early childhood, and has more than 40 years of experience at all levels in the field. Second, two ECC supervisors assisted by one head teacher have daily oversight of the STs. Their ages range between 35-54 years old. Each supervisor observes 6-8 STs several times each week, reviewing each ST's lesson plans, and their classroom teaching. These supervisors are graduates of the ECC program who have a minimum of six-years of teaching experience in the same laboratory preschool after graduation. Each of the two supervisors has at least 25 years of experience in their supervisory role. One supervisor has obtained a BA degree in early childhood from another university. The head teacher is a graduate of the same program, and has about 10 years of teaching experience and 5 years as assistant to the supervisors. All supervisors and the head teacher involved in FBE are full time ECC employees. Finally, the on-site cooperating teachers (CT) are senior/ graduate teachers of the ECC teacher preparation program. They are frequently assigned the direct supervision of the STs in their respective classrooms.

The ECC sample consists of 11 STs who are undergoing their FBE during the academic year of 2012-2013. Their age ranges between 22 and 24 years old. Student teachers who undergo the FBE are expected to have finished previously a total of 46 credits of the preschool teacher preparation program.

Sample selection from KSU. From the population of KSU preschool teacher preparation program, all professionals, students, and cooperating teachers involved in the second part of the FBE during the Fall of 2012-2013 were asked to participate in the study: all student teachers (*n*= 125); all university faculty members (*n*= 17); university supervisors (*n* = 35); and one cooperating teacher from each of the 25 schools that have student teachers in training, were randomly selected by their USs (*n*= 25). If a cooperating teacher declined to participate, the next CT from the randomly drawn list was contacted until a cooperating teacher from each school agreed to participate.

Sample selection from ECC. All ECC professionals, student teachers, and cooperating teachers involved in the yearlong FBE during the academic year of 2012-2013 were invited to participate in the study: all student teachers (*n*= 11); the director of the ECC who also heads the FBE (*n*= 1); the supervisors of the FBE along with the head teacher who assists them (*n*= 3); and the cooperating teachers (*n*= 10). Table 1 presents the number of participants ask to participate in the study and the number who returned surveys for the total sample and for each respondent category.

Of the 228 potential respondents from the two institutes, 90% returned the survey: 92% from the ECC and 89% from KSU. The ECC respondent composed 11% of the total sample and the remaining respondents were from KSU. The professional experience of the all respondents were as follows: no experience (10%), one year of experience (23%), 1-3 years of experience (28%), 4-5 years of experience (10%), 6-10 years of experience (10%), and more than 10 years of experience (19%).

Table 1

Associations, Participants Positions, and Number of Participants Completed the Survey, and Number of Estimated to Be Participating in the Study

Association	Number of Participants					
	D/FBE	UFs	USs	CTs	STs	Total
ECC	1/1	0/0	3/3	9/10	10/11	23/25
KSU	1/1	14/17	30/35	23/25	114/125	182/203
TOTAL	2/2	14/17	33/38	32/35	124/136	205/228

Note. Options for number of participants were as follows: D/FBE = Director of Field-Based Experience; UFs = University Faculty Members; USs = University Supervisors; CTs = Cooperating Teachers; STs = Student Teachers. Options of Association were as follows: ECC= Early Childhood Center; KSU= King Saud University.

Instrument

An extensive review of the literature showed that no previous instruments were located to identify the most important practices of cooperating teachers (CT) to make the FBE successful for STs. Therefore a survey instrument was constructed based upon the review of literature. Table 2 presents a list of 32 basic practices grouped into four main competencies: personal and professional; interpersonal; cognitive; and instructional. The table also includes the literature that supports the inclusion of each item in the survey.

The survey instrument was composed of 11 questions, divided into five sections (see Appendix A for a copy of the survey instrument). Four of the sections contained two questions. The first question in each section asked respondents to rate a specified number of competencies as most important from a pre-determined list of competencies derived from the literature. The second question asked the respondents to write in any

Table 2

Research Findings in Relation to Competencies Cooperating Teacher Uses to Make Field-Based Experience Successful

Items	Corresponding Research
PERSONAL & PROFESSIONAL COMPETENCIES	
• Personally motivated by having personal commitment to the profession	Rowley, 1999; Sinclair, Dowson, & Thistleton-Martin, 2006
• Committed to and accepting of beginning teacher	Rowley, 1999
• More likely to provide their mentees with authentic, nurturing, and positive experiences	Sinclair, Dowson, & Thistleton-Martin, 2006
• Persistent as a continuous learner	Rowley, 1999
• Provides professional mentoring	Graham, 2006
• Examines and extends cooperating teacher's and Student teacher's professional practice	Graham, 2006
• Guides student teacher to seek new vision and possibilities in daily teaching	Cherian, 2007
• Cooperating teacher's character virtues include integrity, caring, and prudence	Johnson, 2003
INTERPERSOANL COMPETENECIES	
• Establishes positive rapport with student teachers and allows for personal relationships	Glenn, 2006; Osunde, 1996
• Consistent in communicating hope and optimism	Rowley, 1999
• Collaborates rather than dictates	Glenn, 2006
• Relinquishes an appropriate level of control	Glenn, 2006
• Accepts differences among student teachers	Glenn, 2006

• Maintains a caring relationship/ emotional engagement: Open-hearted, and Open minded	Graham, 2006
• Seeks ways that STs can express opinions, experiment with their teaching, and their anxieties without fearing the risk of evaluation	Feiman-Nemser and Rosaen, 1997
• Uses clear and ongoing communication with all parties involved in the field-based experience	Feiman-Nemser & Buchmann, 1987; Grahams, 2006; Guyton & McIntyre, 1990
• Resolves conflicts as they emerge throughout constant communication	Graves, 2010
• Practices respectful relationship with all parties involved in the field-based experience	Singh & Stoloff, 2006
COGNITIVE COMPETENCIES	
• Aware of how to use their knowledge and skills to help socialize student teacher into the field	Johnson, 2003
• Involves in cognitive and complex intellectual tasks of teaching	Graham, 2006
• Creates the right atmosphere of shared responsibility for learning by fulfilling the needs of the young learners in class and the needs of student teachers simultaneously	Graham, 2006
INSTRUCTIONAL COMPETENCIES	
• Has the knowledge and instructional skills	Johnson, 2003; Graham, 2006; Rowley, 1999
• Provides opportunities to witness good classroom organization and planning	Osunde, 1996
• Performs daily routine and good classroom management	Osunde, 1996
• Demonstrates knowledge of subject matter	Osunde, 1996; Wang & Odell, 2003
• Models good practice	Osunde, 1996
• Encourages STs to use inquiry-based approach	Cherian, 2007; Feiman-

to teaching: reflection about one's teaching	Nemser &Rosaen, 1997; Wang & Odell, 2003
• Allows STs to experiment with their teaching under their guidance and support	Feiman-Nemser &Rosaen, 1997; Glenn, 2006
• Implements new novel curricular experiences and teaching strategies	Cherian, 2007; Feiman-Nemser &Rosaen, 1997
• Provides STs opportunities for studying their own practice, and the practices of CTs in systematic ways through multiple gradual activities	Cherian, 2007; Feiman-Nemser &Rosaen, 1997
• Encourages and implements change in future practices based on new findings and understandings	Cherian, 2007; Feiman-Nemser &Rosaen, 1997
• Shares constructive feedback and facilitates focused dialogue	Glenn, 2006; Graham, 2003

competencies that they believed were not presented in the pre-determined lists. The numbers of competencies presented in each section and the number of competencies requested as most important were as follows: personal and professional, 3 of 8; interpersonal, 3 of 10; cognitive, 1 of 3; and instructional, 3 of 14.

Appendix A presents the survey instrument that was developed electronically using Survey Monkey. The survey was also provided in hard copy format. Due to the possibility of having some participants who may not be comfortable with using the electronic version of the survey, the participants were given the choice to use their preferred way to complete the survey (electronic version, or paper/pencil version). This decision was made before the participants began completing the survey.

Language used for survey questions. The survey questions were first created in English, and were then translated into Arabic (Appendix B) because the participants were

Arabic language speakers. The survey questions were then translated back into English by an unrelated person and then revised as necessary to ensure the Arabic wording was equivalent to the English. The Arabic version of the survey was sent to the participants.

Pilot Study

The instrument was piloted with a group of participants from the preschool teacher preparation program at the University of Dammam (UoD)/ Jubail branch. The pilot group consisted of a group of professionals, STs and CTs involved in the FBE during the fall of 2012. Three faculty members and three supervisors in charge of overlooking STs undergoing FBE, three student teachers, and three cooperating teachers were invited to volunteer in piloting the instrument. This group was chosen because they had a similar profile to that of the participants of the study. All members of the pilot group were asked to evaluate the length of the time necessary to complete either the electronic or the paper/pencil survey instrument. Only the supervising team, however, were asked to evaluate the instrument's content validity, and to provide constructive suggestions for improvement in order to enhance the validation process.

The Director of the FBE at the UoD offered to facilitate the voluntary participation of her FBE team and delivered the letter of consent to each group of participants: supervising team (Appendix C); STs; and CTs (Appendix D). The letter of consent was provided to them with some background information about the study. Once all pilot volunteers signed the consent forms, they were provided with the survey tool, or the Electronic link where the survey was posted. Based upon the feedback from the pilot sample, the survey instrument was modified.

The pilot group reported that they spent 10 to 30 minutes in responding to the survey, the average time was about 18 minutes; hence, 15-20 minutes was stated in the consent letter as the expected time frame estimated and stated in the introductory letter. Respondents referred to how precise, to the point, and clear the survey questions were. One UF commented that the survey could have been done in a format of a Likert scale rather than multiple-choice format that has been chosen. Another UF raised concerns about the clarity of item 3 in question 5. Thus, the wording of this item was revised and changed to avoid ambiguity.

Procedure

The undersecretary of the preschool teacher preparation program at KSU welcomed this study on their campus and clarified the procedures that they have in place for conducting research studies. Through her, the Director of the FBE in the program was contacted for four reasons: 1) to build a rapport with her as gatekeeper and as the key person who could provide valuable insights into the program and its FBE component; 2) to provide the researcher with the procedures needed to be followed for setting up the study; 3) to get her permission to invite the participation of the faculty members overseeing FBE, university supervisors, cooperating teachers, and student teachers; and 4) to gain her cooperation in delivering and collecting the research materials, and in providing answers to her team regarding the study.

The Director of the FBE was provided with detailed information of the study so she could answer her team's questions and concerns until they felt comfortable to make their decisions to join the study or not. In addition, she was asked to ascertain her team's preferable way of completing the survey: paper/pencil version or electronic version.

For those who chose to fill out the paper/pencil version of the survey, the Director of the FBE asked them to sign the letter of consent (see Appendix E) that was attached to the survey prior to filling out the survey. The Director of FBE distributed the survey materials to the supervising team along with an envelope in which they were asked to enclose and seal their completed survey. To speed up the process of reaching all participants in a mannerly time, the Director of FBE asked the USs to distribute the same material to STs and CTs along with an envelope in which they were asked to enclose and seal their completed survey. She also signed a letter directed to the STs and CTs to encourage them to participate in the study (Appendix F). All participants who chose to fill a paper/pencil copy of the survey were assured that the only person who would open the envelopes and record their responses would be the researcher.

For participants who preferred the electronic copy of the survey, the electronic link to the location where the survey can be accessed was provided. The first part of the electronic version survey tool included the letter of consent. By clicking on the "Next" button at the end of the letter of consent, the participants indicated their consent to voluntarily participate in the study. Furthermore, they were assured that their responses would remain anonymous and confidential.

All participants were provided with the researchers' contact details in the consent form, in case they needed more information. When all paper/pencil version survey forms were submitted to the director of the FBE, she delivered them to the researcher in hand, and through the express mail. The researcher was the only person who had access to the completed electronic survey forms.

The Director of the ECC who headed the FBE component of the teacher preparation program also welcomed this study. She facilitated the participation of the supervisors: the head teachers who oversaw the FBE, the STs, and the CTs. The prospective sample was provided with enough details of the study through a meeting that the researcher held at the ECC campus. Sufficient details of the study were provided to enable the targeted group to make their decision to join the study or not. For those who decided to join the study voluntarily by signing the consent form (see Appendix E), the same process used with the KSU sample was facilitated; the only difference was that less formality was used in contacting the STs and CTs directly because it is a much smaller organization well known to the researcher through her work there from 1987 to 2011.

Data Analysis

Upon receiving the completed surveys, the following steps were taken for data analysis. The frequencies for each competency were calculated for the KSU and ECC samples according to whether they are D/FBE, UFs, USs, CTs, or STs.

The researcher and a second coder developed the coding system to categorize the responses to open-ended questions 2, 4, 6, and 8 in the survey. The second coder holds a bachelor degree in early childhood education. She completed all of her master level courses except for the thesis. She has worked as an educational supervisor in a well-recognized school for more than thirty years in which she mentors teachers in special subjects such as art, IT, and home economy.

Both coders first reviewed the data separately to get the sense of the responses. Their goal was to identify categories in order to group responses based on commonalities

that represented constructs, themes, and patterns in the data (Patten, 2001). They then met to agree on their coding of the items balancing between specificity and inclusiveness. In cases of disagreement, the two coders discussed their codes and attempt to resolve any differences. An 80% agreement criterion has been set as an acceptable level of reliability.

After the coders reviewed all of the responses to questions 2, 4, 6, and 8, they agreed to delete all suggested items that were repetitive of what already existed in the survey items. They grouped the remaining 48 statements into 12 items. The twelve agreed upon competencies were identified based upon the coders' review of the 233 responses to open-ended questions 2,4,6, and 8. Coders agreed that participants were more concerned in listing their ideas without being careful in listing the additional items under the matching competency; hence, the two coders listed the competencies under which the 12 items were suitable for.

Six of the items were listed under the personal competencies; three were under the interpersonal; and the other three were listed under the instructional competencies. Another reliability check at the end of coding a set of items was made to determine whether the level of inter-rater reliability had been maintained.

CHAPTER III

Results

Chapter III presents the survey results in which the items are grouped into sets according to research questions posed in this study. A table summarizes the percentage of yes responses for each item within a set. A final table presents the frequency of the coded responses to the open-ended questions for each research question.

Table 3 presents the percentage of marked responses within each group of respondents concerning which of eight Personal Competencies of CTs were thought to be one of the three most important in helping STs. The items are ordered from the highest to the lowest according to how frequently all respondents mentioned them. Furthermore, the bold numbers indicate the three highest percentages including ties of the items mostly frequently mentioned by respondents in each subsample and the total sample. Items 2 (62%), 3 (49%), and 1 (47%) were the three most frequently mentioned personal competencies for the entire sample, respectively. Four of the five subsamples also mentioned these three items as the most frequent within each subsample. For example, item 2, accepting of STs was the most frequently mentioned by the entire sample (62%) and the following subsamples: STs (68%), USs (58%), CTs (56%), and D/FBE (50%). Only the UFs marked it 36% of the time. Also, two other items received frequent mentions from two subsamples, items 5 and 6. CTs and STs mentioned provide professional mentoring to STs whereas UFs and USs mentioned examine and extend STs' professional practices.

Table 4 presents the responses to the 10 items that address the second research question: Interpersonal/ Social Competencies. Items 3, 7, and 6 were rated the three

highest practices of the 10-interpersonal/ social competencies with 66%, 36%, and 33%, respectively. These items also were the most frequently mentioned by the subsamples: item 3 (all 5 subsamples); item 7 (4 of 5); and item 6 (3 of 5).

Table 3

Percentage of Responses to Research Question 1, Personal Competencies, 8 Items on the Survey of the Most Important Practices of Cooperating Teachers for Helping Student Teachers during Field-Based Experience for Total Sample and Subsamples (n=205)

Survey Items	D/FBE *(n=2)*	UFs *(n= 14)*	USs *(n= 33)*	CTs *(n= 32)*	STs *(n= 124)*	Total *(n= 205)*
2. Accepting of STs.	**50**	36	**58**	**56**	**68**	**62**
3. Provide authentic, nurturing, and positive experiences to STs.	**100**	**57**	**48**	44	**48**	**49**
1. Highly motivated by personal commitment to profession.	**100**	**64**	**58**	**53**	40	**47**
5. Provide professional mentoring to STs.	0	29	30	**50**	**44**	41
6. Examine and extend STs' professional practices.	0	**50**	**48**	28	27	32
8. Demonstrate integrity, caring, and prudence	0	14	24	19	36	30
7. Guide STs to new vision in daily teaching.	**50**	29	12	34	23	24
4. Persistent continuous learners.	0	21	21	16	14	16

Note. Subsamples: D/FBE = Director of Field-Based Experience; UFs = University Faculty Members; USs = University Supervisors; CTs = Cooperating Teachers; STs = Student Teachers. Bold numbers indicate the three highest percentages for each subsample and for the entire sample.

Table 4

Percentage of Responses to Research Question 2, Interpersonal/ Social Competencies, 10 Items on the Survey of the Most Important Practices of Cooperating Teachers for Helping Student Teachers during Field-Based Experience for Total Sample and Subsamples (n=205*)*

Survey Items	D/FBE *(n=2)*	UFs *(n= 14)*	USs *(n= 33)*	CTs *(n= 32)*	STs *(n= 124)*	Total *(n= 205)*
3. Collaborate rather than dictate to STs.	**50**	**43**	**67**	**69**	**68**	**66**
7. Allow STs express their opinions about their teaching fearless of evaluating.	**50**	**57**	**45**	**50**	27	**36**
6. Maintain caring and personal engagement with STs.	**50**	**50**	18	**34**	34	**33**
1. Establish rapport and personal relationships with STs.	0	14	9	28	**39**	30
4. Relinquish some control to STs.	0	14	12	25	**36**	29
5. Accept differences among STs.	**50**	14	27	19	25	24
9. Maintain constant communication and instantly resolve issues with STs.	0	29	**36**	31	19	24
10. Practice respectful relationships with all parties in FBE.	**50**	36	30	19	19	22
2. Communicate hope and optimism to STs.	**50**	7	21	16	23	20
8. Use clear & ongoing communication with all parties involved.	0	36	33	9	11	16

Note. Subsamples: D/FBE = Director of Field-Based Experience; UFs = University Faculty Members; USs = University Supervisors; CTs = Cooperating Teachers; STs = Student Teachers. Bold numbers indicate the three highest percentages for each subsample and for the entire sample.

All of the most frequently mentioned items appeared to express the need for CTs and STs to develop a sharing and collaborative relationship between the CTs and STs in which both groups especially the STs can express their opinions straightforwardly. The lowest mentioned item was 8, use clear and ongoing communication with all parties involved (16%).

Table 5 presents the percentage of response to three items concerning cognitive competencies. Item 3 was rated by 51% of all respondents as the most important practice

Table 5

Percentage of Responses to Research Question 3, Cognitive Competencies, 3 Items on the Survey of the Most Important Practices of Cooperating Teachers for Helping Student Teachers during Field-Based Experience for Total Sample and Subsamples (n=205*)*

Survey Items	D/FBE (n=2)	UFs (n= 14)	USs (n= 33)	CTs (n= 32)	STs (n= 124)	Total (n= 205)
3. Balance the needs of young learners in class and needs of STs simultaneously.	**50**	**50**	**48**	**50**	**52**	**66**
1. Aware of using their knowledge and skills to help STs learn about teaching.	**50**	7	30	41	31	36
2. Involve with other participants in cognitive intellectual teaching tasks.	0	43	21	9	17	33

Note. Subsamples: D/FBE = Director of Field-Based Experience; UFs = University Faculty Members; USs = University Supervisors; CTs = Cooperating Teachers; STs = Student Teachers. Bold numbers indicate the three highest percentages for each subsample and for the entire sample.

from three choices. This item stated that the CTs should balance the needs of young learners in class with those of the STs. All subsamples rated this option as the most important. The CTs almost split their responses equally between items 3 and 1, aware of using their knowledge and skills to help STs learning about teaching, in contrast to the almost equal split of the UFs on items 3 and 2, involve with other participants in cognitive intellectual teaching tasks.

Table 6 presents the responses to 14 items concerning instructional competencies. The respondents were asked to identify the three most important competencies. Item 14, share constructive feedback and facilitate focused dialogue with STs, was mentioned by 42% of all respondents. Also, four of five subsamples mentioned this item as one of their three important items including 71% of the UFs and 67% of the USs. However, only 31% of the CTs mentioned this item. The CTs split their choices among items 1 (41%); 6 (38%); 9 (34%), followed by item 14 (31%). The second most frequently cited item was # 9, allow experimental teaching to STs under guidance and support. Only the CTs and STs rated this item among their top three. Finally, the next items in order for the entire sample were items 1 (31%), and 3 (31%). D/FBE (50%), CTs (41%), and USs (27%) gave item 1 one of its highest three mentions whereas UFs (36%), USs (36%), and STs (32%) did so for item 3.

Table 7 presents the responses to the open-ended questions that were presented after the respondents had rated the items in each of the four sets. Two coders reviewed all 233 written responses of which KSU respondents suggested 92% of them. Of all these items, the two coders agreed that only 41 statements were sufficiently different from the items presented in the survey. They also agreed that 7 of these statements included

compound sentences, thus, they split them into two separate statements. The final result was 48 statements that were grouped into 12 items that included six personal, three interpersonal, three instructional, and no cognitive competencies. The most frequently mentioned item (n = 12) suggested that CTs should reflect values of: honesty, leadership, credibility, trustworthiness, patience, and determination. Ten other participants suggested that CTs should have at least 2-3 years of teaching experience prior to supervising STs undergoing their FBE. Seven participants proposed that CTs should role model all practices while fulfilling their work as supervisors of STs. The remaining nine items were mentioned three or fewer times. They suggested a range of practices from CTs creating a happy environment to using time management skills.

Table 6

Percentage of Responses to Research Question 4, Instructional Competencies, 14 Items on the Survey of the Most Important Practices of Cooperating Teachers for Helping Student Teachers during Field-Based Experience for Total Sample and Subsamples (n=205)

Survey Items	D/FBE (n=2)	UFs (n= 14)	USs (n= 33)	CTs (n= 32)	STs (n= 124)	Total (n=205)
14.Share constructive feedback with STs.	**50**	**71**	**67**	31	**35**	**42**
9. Allow experimental teaching to STs.	0	21	21	**34**	**38**	**33**
1. Have knowledge of instructional skills.	**50**	21	**27**	**41**	31	**31**
3. Model daily routines & classroom management.	0	**36**	**36**	22	**32**	**31**
4. Demonstrate subject matter knowledge.	**50**	21	21	16	26	23
5. Model good practices in front of STs.	0	14	21	25	25	23
10.Implement new novel curricular experiences & teaching strategies.	0	**36**	18	13	23	21
2. Provide STs with opportunities to witness classroom organization & planning.	0	14	6	13	27	20
13.Encourage STs to change practices upon new findings & understandings.	0	14	3	22	24	20
6. Encourage STs to use inquiry-based approach to teaching.	0	14	18	**38**	14	18
11.Provide opportunities for STs to study their practices.	**50**	14	24	16	6	12
7. Encourage STs to reflect about their own teaching.	**50**	7	24	6	6	10
12.Provide systematic & gradual opportunities for STs to study CTs practices.	0	7	6	16	9	9
8. Encourage STs to reflect about their CTs' teaching.	50	7	6	9	4	6

Note. Subsamples: D/FBE = Director of Field-Based Experience; UFs = University Faculty Members; USs = University Supervisors; CTs = Cooperating Teachers; STs = Student Teachers. Bold numbers indicate the three highest percentages for each subsample and for the entire sample.

Table 7

Number of Responses to open-ended questions of the Most Important Practices of CTs for Helping Student Teachers during Field-Based Experience (n=205)

Suggested Items	Frequencies	Competency
1. CTs should reflect values of: honesty, leadership, credibility, trustworthiness, patients, and determination.	12	Personal
2. CTs should have at least 2-3 years of teaching experience prior supervising STs undergoing FBE.	10	Personal
3. CTs should perform ideal practices in front of the student teachers.	7	Interpersonal
4. CTs should create an atmosphere of happiness, joy, and full of smiles.	3	Personal
5. CTs should help STs get acquainted with the schools' resources and materials that could be used in teaching children.	3	Interpersonal
6. CTs should be knowledgeable of the university-level courses that STs are expected to apply during FBE.	3	Instructional
7. CTs should have good relationship with children.	2	Instructional
8. CTs should continuously and systematically evaluate STs practices.	2	Instructional
9. CTs should hold a minimum of Bachelor degree in preschool education Program.	2	Personal
10. CTs should be young enough to be able to accommodate children's energy.	2	Personal
11. CTs should be flexible in dealing with STs.	1	Interpersonal
12. CTs should use time management skills.	1	Personal
Total	48	

Note. CTs = Cooperating Teachers; STs = Student Teachers.

CHAPTER IV

Discussion

Introduction

This chapter provides a discussion of the four main themes that emerged from the data when compared to previous research results, prior to providing some future research recommendations. The chapter concludes with implications for applications in education, teacher education, and more specifically, in field-based experience.

Themes

Four emerging themes surfaced from the survey data. First, the sample appeared to favor teacher-centered practices over the student-centered competencies. Second, different categories of participants held contrasting views on the relative importance of some various competencies. The third theme showed that the communication skills were rated the least important to the total sample within the interpersonal competency; however, the UFs and USs were the subsamples that most frequently rated CTs communication skills and practices as one of the important skills in that area. The last theme was that the USs was the only subsample that considered encouraging STs to reflect on their own practices of high importance although they rated as least important the STs reflection about their CTs performance. Each theme will be discussed in the context of previous research findings.

Preferring teacher-centered more than constructivist/student-centered practices.

Based upon the literature that described teacher-centered and student-centered behaviors, several items from the survey were classified into each type. This procedure is very preliminary because a factor analysis has not been conducted to determine whether empirically the items group together in the way the literature suggests. However, this analysis may provide some clues that may stimulate further thinking in the way FBEs are designed especially in different cultural context.

Teacher-centered practices such as CTs giving STs the chance to practice teaching under their guidance, CTs modeling good practices and daily routines and classroom management, CTs demonstrating subject-matter knowledge, and CTs providing constructive focused feedback to STs were of high importance to the sample and rated between 42%-31%. However, student-centered practices such as encouraging STs to use inquiry-based practices in teaching, providing STs with opportunities in which they can study, analyze, and reflect on their own practices and on their CTs practices were of least important to the sample. The highest frequency item was rated by 18% by the sample, and the lowest, 4%.

During the last decades, researchers have recognized that the basic principles underlying teacher preparation programs have shifted away from the traditional positivist approach in which learners assume the role of passive listeners and teachers, the role as sources of knowledge. This approach has also been called a teacher-centered orientation. However, an alternative model emerged that viewed learning as an interactive process during which teachers and learners freely exchange opinions about teaching. Students also took greater responsibility for their learning and work by setting goals for

performance, by evaluating their own progress, and by constructing knowledge about what practices were effective and why they were so.

Darling-Hammond (2006b) and McIntyre, Byrd, and Foxx (1996) explained the difference between the two approaches. The positivist/ teacher-centered teacher education programs expected STs to learn by imitating pre-established principles modeled by their CTs in order to acquire specific facts, rules, and attitudes about proper pedagogy. The constructivist/ learner-centered framework of teacher preparation programs emphasized that cognitive and instructional growth of STs came through experimenting with various practices, by analyzing and reflecting about observed practices, and values (Fosnot, 2005). The underlying assumption of the student-centered approach is based on the belief that STs should work from a knowledge and attitudinal foundation from which they can make informed professional choices. The student-centered approach assumes that during their FBEs, STs are active learners who can question what they know, see, and make suggestions, and search for their own answers of what needs to be done. Thus, CTs are committed to encourage their STs to be active learners who lead themselves through their learning instead of following their CTs. Van Sickle and Kubinec (2003) argued for the need to transform the practices usually found in teacher preparation programs. They urged university-based and school-based educators to use learner-centered approaches and experiences as integral parts of their programs that prepare prospective teachers throughout the course work and the FBE.

Although this study did not explore the reasons for the preference of the teacher-centered approach, these results are not surprising given the Saudi Arabian value system. Alturki (2000) reviewed the dynamics that takes place between the Saudi culture and the

educational settings on one hand and the learning process on the other. She used Hofstede's theory entitled *Cultural Consequences* (1980) that was further refined in the text *Five Dimensions of Culture* (1997) as the framework for describing Saudi Arabian cultural values. Three of Hofstede's five dimensions provide the starting point for explaining the differences in accepting teacher-directed approaches rather than the student-directed one in teacher preparation programs: 1) weak versus strong uncertainty avoidance, 2) short-term versus long-term orientation, and 3) low versus high power distance. Based upon responses to Hofstede's survey, Saudi Arabian culture was characterized as strong uncertainty avoidance, short term oriented, and high power distance. As a result, members of societies like Saudi Arabia tend to believe that uncertainty is threatening; different is dangerous; tight rules and suppressions of unusual ideas and behaviors should be easily handled; innovations should be resisted; and teachers are the experts and have all the answers. Being ranked among the short-term orientation societies, cultures like Saudi Arabia are: oriented towards the current and the past, not the future, and have high respect for traditions. In schools, the Saudi Arabian culture views teachers as initiators of all practices in class and experts who transfer personal wisdom to their students. From this perspective, CTs practices that are student-centered probably are not highly regarded and thus the current sample infrequently cited them.

Although most of the sample identified teacher-oriented practices, some participants cited student-center practices as very important competencies for the CTs to have. This result indicates that Saudi Arabian culture may not be fixed and could assume different values individual by individual. As educators in Saudi Arabia develop teacher

preparation programs, understanding the cultural and contextual differences between Saudi Arabian and western societies may be one of the keys to bringing about changes to these programs. Promoting discussion among professionals involved in FBEs will clarify areas of agreement and possible areas for change. Again, these ideas are preliminary and tentative. They are offered to provoke discussion and reflection on current practices and the conditions by which change may be conceptualized and considered.

Different categories of participants held contrasting views on the relative importance of some various competencies. The second emerging theme is the contrasting views sometimes found between the subsamples in terms of what they found to be most important for specific competency areas. For example, the responses for the personal competency category showed that practices such as the need for CTs to examine and extend STs professional practices were among the three most important practices with almost 50% from the UFs and USs while other subsamples rated it among the least important with only 32%. Another example of inconsistent results between subsamples is the responses in the interpersonal domain. UFs and USs frequently chose items related to CTs establishing and maintaining constant, clear, and ongoing communication with others involved in the FBE. Similarly, 36% of the UFs and USs cited the item related to CTs practicing respectful relationships with all professional colleagues contributing to the FBE of high importance with 36% while the rest of the sample rated it as low as 19%. Other competencies were cited more frequently by CTs and STs than by USs and UFs such as establishing rapport and personal relationship with STs and relinquishing some control to STs on the interpersonal level.

Contrasting views about what behaviors are most important between critical participants involved in the FBE may lead to disagreements during the evaluation of STs' performance. Zeichner and Conklin (2005) stressed the importance of holding clear and consistent visions of teaching and learning as the foundation for effectively functioning teacher education programs. The contrasting views that emerged from this study could be a result of not communicating or not clarifying the expectations from each set of the partners involved in the FBE. In order to understand the communication of expectations within the two programs, follow up interviews with participants in this research may help provide clues that may be used in future research in developing a working consensus about expectations and how those expectations are consistently used throughout the FBE process within each teacher preparation program.

Communication skills of CTs rated the least important. Although collaboration was rated by all subsamples as the most important practice of the interpersonal competency, CTs should apply when supervising STs in the FBE, it was surprising that communication skills were also rated differently by the subsamples. The university-based faculty and supervisors rated communication skills as being a most important competency whereas the CTs and STs rated them as the least important. One would assume that clear and ongoing communications among all parties involved in the FBE is a fundamental element for collaboration.

Previous studies stressed the importance of the CTs' communication skills to the success of STs during student teaching (Albers & Goodman, 1999; and Ferber & Nillas, 2010). These studies reported that regular meetings between university supervisors, STs and CTs appeared to be helpful to all parties become aware of their roles and

responsibilities. Graves (2010) also stressed the importance to openly discuss and address emerging conflicts and challenges during FBE. Communication is thought to allow all parties to hold similar expectations and to be transparent about STs' progress throughout the student teaching experience.

The conflicting perceptions about the importance of communication may be best understood through the lenses of cultural expectations and cultural differences theories. Cuddihy (2002) observed that social interactions in the Saudi Arabian society places face-saving at the forefront of successful relationships between individuals and groups. Honor, reputation, and dignity are of high importance in collectivist societies such as Saudi Arabia in which the participants should not be threatened or embarrassed. The highest priority is to maintain prevailing harmonious relationships over task or performance attainment (Hofstede, 1980; & Al-Saif, 2003). Thus, open and transparent communication that might publically display conflict, even in educational settings, must be avoided.

However, transparent, and ongoing communications are essential for educational advancement to occur. These communication skills need to be addressed when people who hold different roles, expectations, and belief systems come together to accomplish a common goal. What makes an effective communications system achievable is that subsamples holding supervisory roles like UFs and USs rated the use of communication skills as being one of the most important competencies. These two groups are the ones ultimately responsible for the FBE. As such, they may be able to institute changes that will help everyone involved in the FBE accept the importance of cultivating good communication skills

USs acceptance of STs self-reflection on their teaching, however, reflecting on CTs teaching was not valued. Most subsamples cited self-reflection about CTs or STs performance less than 10% of the time. However, one exception did standout. The USs was the subsample that most frequently marked the skill of encouraging STs to reflect on their own practices as of high importance with 24% of the item. However, only 6% of the USs marked the skill of encouraging STs to reflect on their CTs teaching as of high importance. The seldom mention of self-reflection is worth exploring because both types of reflection were found to be important to the success of novice teachers undergoing FBE in US studies (Cherian, 2007; Feiman-Nemser & Rosaen, 1997; Glenn, 2006; and Wang & Odell, 2003).

In order to gain insight to the responses in this study, Hofstede's (1998) theory on the characteristics of collectivist societies states that the purpose of education for collectivist societies is learning how to do, as opposed to individualistic societies that see the purpose of education is learning how to learn. Reflection is learning how to learn. If this relationship is true, then Saudi Arabian culture as a collectivist society will tend to encourage less reflection practices in education. However, the fact that some USs favored encouraging STs to reflect on their own teaching could be a sign of change towards valuing some of the behaviors of more individualistic societies. Additional studies with other teacher preparation programs can determine whether other samples of professionals may be supportive of self-reflection for those involved in the FBE.

Recommendations for Future Research

The following recommendations for future research are presented given the limitations of the study and insights gained from conducting the present study. This study collected data from two teacher preparation programs in the KSA; the ECC and KSU, and thus any findings and conclusions were limited to the sample.

Given that the subsample from the ECC was very small, a statistical analysis could not be done to compare the responses from KSU and the ECC. However, an inspection of the data found that several of the items in the personal category showed large differences between the KSU and the ECC subsamples in terms what behaviors they thought were most important. For example, item number 2 stated that CTs should be accepting of STs -- 74% of the KSU subsample believed that it was a most important competency whereas only 11% of the ECC subsample thought it was. Similar differences were found for item numbers 1, and 5 in which the KSU subsample more often mentioned these competencies as most important. On the other hand, for the interpersonal category, the ECC subsample thought that competencies related to CTs use of communication skills with STs and others involved in the FBE such as items 9, 2, and 3 were most important more often than the KSU subsample. Similar differences seemed to be apparent between the STs responses to several other items such as items 6 and 8 on the personal level, items number 5 and 9 on the interpersonal level, and items 4, 5, and 10 on the instructional level. Thus, these results suggest that the findings from the current study be interpreted and applied with caution. Also, these results support the need for this instrument to be used with samples from other teacher preparation programs such as the

teacher preparation program of the UoD, King Abdulaziz University, and Taif University and many others in which further comparisons between programs could be conducted.

For example, the UoD preschool teacher preparation program could be one of the future institutes that could be investigated, especially that it is within the geographical area where I live. UoD tend to be more similar to the KSU than the ECC. Both KSU and UoD are BA teacher preparation programs that are state-based universities, approved by the Ministry of Higher Education, and they usually enroll larger number of enrollees, and employ sufficient faculty members and supervisors which makes comparisons between samples possible. The difference between the two lies in the years that both programs have been in existence. KSU is the first state-based BA preschool teacher program that was initiated back in the mid 1980s, while UoD has been in existence for around 10 years only. Another important difference is that KSU program has been accredited by the National Council for Accreditation of Teacher Education (NCATE), which is an international agency with international standards, while UoD, is still in the process of restructuring their program to meet the national accreditation standards given by the National Commission for Academic Accreditation and Assessment (NACCC).

With larger samples, studies could be conducted on the constructs underlying the survey items. One of the central issues of FBE process is the extent to which teacher-directed versus student-directed behaviors are used and encouraged. This study classified these behavior according to definitions found in the literature. However, a factor analysis with a more representative sample of respondents from different subsamples can substantiate whether the items do measure these two different constructs. Doing so will

offer teacher education in Saudi Arabia and abroad a useful instrument for determining the instructional approach or approaches used in their programs.

The use of studies with different designs in data collection such as qualitative or mixed method design may complement our findings with this quantitatively based survey and lead to better understanding of the themes that emerged from this study. For examples, the items related to the use of reflection about one's teaching, and the teaching of CTs that were found not valuable by the total sample, except by the USs, needs further investigation. A study to explore the use of reflection in teacher education programs, and in FBE will be invaluable to help improve graduating better teachers. Sampling other institutes to answer questions such as: Do other respondents feel the same way towards the use of reflection with STs undergoing FBE? If self-reflection was repeatedly found of less value to the samples in other institutions, then studies on how to introduce this value of the use of reflection in teacher education programs and in FBE will help us guide the educational community to adapt a comprehensive change towards more constructivist techniques.

The responses to open-ended questions revealed that a fifth section to be added to this study's survey tool is needed in case of replication. Adding a section on "Professional Competency" was suggested to include items such as: CTs should hold a minimum BA degree in preschool education consistent with Clarke (2001); CTs should have a minimum of 2-3 years of experience in grade level they are expected to supervise (Clarke, 2001; and Kahn, 2001); CTs should be professionally prepared by being offered university-based courses in supervision, leadership practices, change, and communication skills (Clarke, 2001; and Kahn, 2001); and CTs should have ample knowledge and

understanding of the teacher preparation program's vision, goals, and requirements of subject-matter course work from which STs being supervised are coming from. Such awareness should reduce the fragmentation and disconnection between course work and FBE (Darling-Hammond, 2006b). In addition, and in order to avoid repetition in the open-ended questions responses noticed in this study, I suggest that the four open-ended questions to be grouped as one question only, and should appear after the suggested fifth section.

Finally, this study offers an opportunity to conceptualize the characteristics and instructional approaches that should be included in teacher preparation programs from a global perspective. This study was primarily based on the literature from the United Stated and applied to practices in Saudi Arabia. Although important insights were found as a result of this study, the limitation to these two countries necessarily raise issues concerning whether US and Saudi Arabian practices are culture specific and whether the thinking and results are applicable to other settings in the world and in the Arabic region. Hofstede's Five Dimensions of cultures could be one approach that we may consider in conceptualizing teacher education programs in different countries and cultural contexts. Another prospective is a developmental approach that assumes teaching as a developmental learning process. Both pre-service and in-service teachers are believed to mature as professionals by experiencing different challenges at various stages of development. Their skills, knowledge, and behaviors when used to meet these challenges transform their teaching methods, discipline techniques, curriculum implementation, and relationships with students, colleagues, and parents.

A number of research studies have described this developmental process. For example, Fuller and Bown (1975) as cited by Burden (1990) examined the nature of teacher experiences at different times in careers. She proposed a four-stage developmental model as follows: 1) the pre-teaching phase of no concerns; 2) the early teaching phase of survival concerns about self; 3) the teaching situation concerns; and 4) the late phase of concerns about pupils. Katz (1972) in her work with preschool teachers, as cited by Burden (1990) proposed four developmental stages based upon the type of training assistance that would be helpful to teachers: 1) the survival stage (first year of teaching) during which STs come to realize the discrepancy between their predicted success and classroom realities; 2) the consolidating stage (second to third year of teaching) during which they synthesize what has been learned in the first year and focus their new knowledge on individualizing instruction; 3) the renewal stage (third and fourth year of teaching) during which they look for innovations in the field to add to their current skills; and 4) the maturity stage (between the eighth and tenth years of teaching) during which teachers come to terms with themselves as teachers and ask deeper and more abstract questions about learning and teaching.

These two perspectives among others can help our thinking about what may become a theory of teacher preparation in the context of cultural differences. Conceptualizing such theories will be the natural progression in terms of defining what are the most effective approaches to teacher preparation in the KSA and the larger Arabic world. Furthermore, teacher preparation will not be limited to just the experiences gained during the undergraduate period. It will extend throughout teachers' entire career and

may encompass not only in-service training but also coaching and mentoring opportunities.

Recommendations for Practice

This study's findings could benefit university-based and school-based personnel who are involved in FBE as well as policy initiators and decision-makers in the country. Major recommendations for practice are suggested below as related to the four themes discussed in the first section of the chapter.

Teacher preparation programs in Saudi Arabia are developing quickly in response to the demand for quality teachers especially in early childhood education as articulated in the *Conference recommendations: Teachers' preparation and development in the light of contemporary changes* (2007, July) from Um AlQura Journal for Educational, Social, and Humanistic Education. Two of the original teacher preparation programs, the ECC and KSU, began their programs more than twenty-five years ago. Since then, literature from the United States has suggested several behaviors that should be integral to teacher preparation programs. Those behaviors became the items used in the present survey.

The results showed that respondents generally preferred a teacher-directed approach to structuring experiences in the FBE that appears to be a natural outcome of a collectivist society. However, the student-centered learning approach has proven to be effective in developing student's critical thinking in the U.S. context. Self-reflective behaviors also reinforce the extent to which students take the lead to their own learning. Given the impetus for education reform in Saudi Arabia, administrators of teacher

preparation program are in an opportune period to review their programs in terms of the directions that will optimize the FBEs for their student teachers. As the participants review their program, they should consider establishing a communication network that promotes open discussion of issues arising about the FBE and specific student situations. Such a review should include the coursework leading to the FBE, the experiences within the FBE, and the qualifications and professional development of the critical personnel who will be involved in working with student teachers.

The review of programs should also be mindful of the inconsistency of what the subsamples thought were important expectations for behavior during the FBE. The results from this study may indicate disagreements between the important participants in the FBE about what to expect from student teachers or at best, unawareness of what some participants may be emphasizing as important. In either case, the inconsistency may confuse the FBE participants concerning what to emphasize in the program and more importantly what and how to evaluate the student teaching.

In order to promote consensus building about what are the most important qualities to implement in FBEs, policy makers, teacher educators, and pre-K-12 personnel must have regular open discussions that encompass wider audiences than an individual school, university, or a consortium of schools. Like our counterparts in other parts of the world, an alliance of professionals such as aptly named Saudi Arabian Preschool and Early Childhood Teacher Education Association could be modeled after the National Association for Educating Young Children in the U.S. Such an association could hold meetings and annual conferences in which members freely discuss a broad spectrum of ideas including those affecting FBEs. The association can publish

newsletters that present educational mandates, and laws, and present successful ideas, best practices and research findings related to improving preschools. This network of preschool and early childhood educators will help nurture an active and informed community of committed professionals who will be better engaged to participate in Saudi Arabian reform movement.

Conclusion

The Kingdom of Saudi Arabia is undergoing a historical opportunity for reforming its educational system. King Abdullah himself through organizations such as TATWEER has mandated change and modernization in education. A very critical component of this reform movement is improving teachers' preparation. Studies like this one provide some ideas for the pathway to reform. For example, engaging educators in conversations regarding educational change and means to overcome challenges will result in better insights on how to adapt best practices found in other countries to better fit the local context.

The professional development school model (PDS) represents one of these innovative models in which partnerships are formed between university-based teacher preparation programs and Pre-K-12 schools. The mission of these PDSs as articulated in articles and research from the U.S. has helped prepare new teachers, improve faculty development, and enhance student achievement. Such an organizational model represents one example that needs to be explored and perhaps adapted into the Saudi educational system to reach similar goals. In fact, a group of enthusiastic educators in UoD and other local schools like the ECC and Dhahran Ahlia Schools (DAS) --located in Al Khobar city

-- are looking closely into this model, learning from it, reviewing publications about it, and attending its national conferences in the U.S. Creating a similar system of PDSs can give the Kingdom a leap ahead towards the 21st century thereby increasing the probability of success in meeting King Abdullah's challenge. This study is another contribution in that direction.

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APPENDIX A

The Survey Instrument (English Language Version)

Cooperating Teachers and Field-Based Experience in Preschool Teacher

Survey of Cooperating Teachers and Field-Based Experience
A Study of Perceptions of Participants in Two Preschool Teacher Preparation Programs in the Kingdom of Saudi Arabia

Dear Participants,

I am conducting a survey on cooperating teachers and field-based experience as part of my doctoral degree in Educational Leadership at Lehigh University. My study looks at the most important practices cooperating teachers should use to help student teachers' development as effective teachers throughout the field-based experience. I am exploring the perspective of the university supervising team, the student teachers, and the cooperating teachers as well.

I would appreciate it if you could take approximately 15-20 minutes to complete this 11-question survey. Questions will be presented in small sets for ease of reading. The survey instrument will be offered in two formats from which you can choose your preference: electronic format, or paper/pencil format. The electronic version of the survey can be accessed by clicking on the following link: https://www.surveymonkey.com/s/H8Z86CY . In case of facing difficulties, please copy this link into your Internet browser.

If you have questions about the survey, its use and procedures, please contact me at ibtesam.yassin@gmail.com or (050) 484-1449. You may also contact my dissertation supervisor, Professor Roland K. Yoshida, Lehigh University, rky2@lehigh.edu or (610) 866-4036. If you have any questions or concerns regarding this study and would like to talk to someone other than the researchers, you may contact Susan Disidore (610-758-3020) and Troy Boni (610-758-2985) of Lehigh University's Office of Research and Sponsored Programs. All reports or correspondence will be kept confidential.

By clicking on "Next", for those who choose to fill out the electronic version of the survey, you give your consent to voluntarily participate in the study. Furthermore, your responses will remain anonymous and confidential.

For those who choose to fill out the paper/pencil version of the survey, you will need to sign the letter of consent that will be attached to the survey prior to filling out the survey. The Director of Field-Based Experience will distribute these materials to you along with an envelope in which you will enclose and seal your completed survey. I will be the only person who will open the envelope and record your responses.

I appreciate your time and assistance. Thank you.

Ibtesam A. Yassin Hussain

Independent Educational Consultant, Al-Khobar, Saudi Arabia
Ed.D. Candidate, Lehigh University

Cooperating Teachers and Field-Based Experience in Preschool Teacher

1. Listed below are 8 personal and professional practices that are expected from cooperating teachers who are helping student teachers become successful teachers during the field-based experience. Please do the following:
- Read all of the 8 practices.
- Think about them.
- Mark only the THREE MOST IMPORTANT practices from the list.

	Most Important
1. Cooperating teachers should be highly motivated by having personal commitment to the profession.	○
2. Cooperating teachers should be accepting of student teachers.	○
3. Cooperating teachers should provide student teachers with authentic, nurturing, and positive experiences.	○
4. Cooperating teachers should be persistent continuous learners.	○
5. Cooperating teachers should provide professional mentoring to student teachers.	○
6. Cooperating teachers should examine and extend student teachers' professional practices.	○
7. Cooperating teachers should guide student teachers to seek new vision and possibilities in daily teaching.	○
8. Cooperating teachers should demonstrate the virtues of integrity, caring, and prudence.	○

2. Please write in any other personal and professional practices that were not listed above but are, in your opinion, MOST IMPORTANT in making the field-based experience more valuable for student teachers.

1.
2.
3.

Cooperating Teachers and Field-Based Experience in Preschool Teacher

3. Listed below are 10 interpersonal practices that are expected from cooperating teachers who are helping student teachers become successful teachers during the field-based experience. Please do the following:
- Read all of the 10 practices.
- Think about them.
- Mark only the THREE MOST IMPORTANT practices from the list.

	Most Important
1. Cooperating teachers should establish positive rapport with student teachers and develop personal relationships with them.	○
2. Cooperating teachers should be consistent in communicating hope and optimism to student teachers.	○
3. Cooperating teachers should collaborate with student teachers, rather than dictate to them.	○
4. Cooperating teachers should relinquish some control to student teachers.	○
5. Cooperating teachers should accept differences among student teachers.	○
6. Cooperating teachers should maintain a caring and personal engagement with student teachers by being open hearted and open minded.	○
7. Cooperating teachers should seek ways to allow student teachers to express their opinions and anxieties about their teaching without fearing the risk of evaluation.	○
8. Cooperating teachers should use clear and ongoing communication with all parties involved in the field-based experience.	○
9. Cooperating teachers should remain in constant communication with student teachers so they can resolve issues as they emerge.	○
10. Cooperating teachers should practice respectful relationships with all parties involved in the field-based experience.	○

4. Please write in any other interpersonal practices that were not listed above but are, in your opinion, MOST IMPORTANT in making the field-based experience more valuable for student teachers.

1.
2.
3.

Cooperating Teachers and Field-Based Experience in Preschool Teacher

5. Listed below are 3 cognitive practices that are expected from cooperating teachers who are helping student teachers become successful teachers during the field-based experience. Please do the following:
- Read all of the 3 practices.
- Think about them.
- Mark only ONE practice as the MOST IMPORTANT from the list.

	Most Important
1. Cooperating teachers should be aware of how to use their knowledge and skills to help student teachers learn about teaching.	○
2. Cooperating teachers should be involved with other participants of the field-based experience in cognitive and complex intellectual tasks of teaching.	○
3. Cooperating teachers should create the right atmosphere of shared responsibility for learning by fulfilling the needs of the young learners in class and the needs of student teachers simultaneously.	○

6. Please write in any other cognitive practices that were not listed above but are, in your opinion, MOST IMPORTANT in making the field-based experience more valuable for student teachers.

1.
2.
3.

Cooperating Teachers and Field-Based Experience in Preschool Teacher

7. Listed below are 14 instructional practices that are expected from cooperating teachers who are helping student teachers become successful teachers during the field-based experience. Please do the following:
- Read all of the 14 practices.
- Think about them.
- Mark only the THREE MOST IMPORTANT practices from the list.

	Most Important
1. Cooperating teachers should have extensive knowledge of instructional skills.	○
2. Cooperating teachers should provide opportunities for student teachers to witness good classroom organization and planning.	○
3. Cooperating teachers should perform daily routines and good classroom management in front of student teachers.	○
4. Cooperating teachers should demonstrate knowledge of subject matter.	○
5. Cooperating teachers should model good practices in front of student teachers.	○
6. Cooperating teachers should encourage student teachers to use an inquiry-based approach to teaching.	○
7. Cooperating teachers should encourage student teachers to reflect about their own teaching.	○
8. Cooperating teachers should encourage student teachers to reflect about their cooperating teachers' teaching.	○
9. Cooperating teachers should allow student teachers to experiment with their teaching under their guidance and support.	○
10. Cooperating teachers should implement new, novel curricular experiences and teaching strategies in front of student teachers.	○
11. Cooperating teachers should provide student teachers with opportunities for studying their own practices in systematic ways through multiple gradual activities.	○
12. Cooperating teachers should provide student teachers with opportunities for studying the practices of cooperating teachers in systematic ways through multiple gradual activities.	○
13. Cooperating teachers should encourage student teachers to implement changes in their practices based on new findings and understandings.	○
14. Cooperating teachers should share constructive feedback and facilitate focused dialogue with student teachers.	○

8. Please write in any other instructional practices that were not listed above but are, in your opinion, MOST IMPORTANT in making the field-based experience more valuable for student teachers.

1.
2.
3.

Cooperating Teachers and Field-Based Experience in Preschool Teacher

In this set of questions, please choose one answer that best fits your status

9. To which of the following organizations do you belong? If you are a cooperating teacher or student teacher, which organization has overall responsibility for the field based experience course? Mark that organization.

- King Saud University
- Early Childhood Center

10. What is your post in relation to the field-based experience?

- University-based faculty member
- Director of the field-based experience
- Supervisor
- Student teacher
- Cooperating teacher

11. How many years of experience do you have in supervising student teachers throughout field-based experience?
(Student teachers are not expected to answer this question)

- No experience at all
- One year of experience
- 1-3 years of experience
- 4-5 years of experience
- 6-10 years of experience
- More than 10 years of experience

Cooperating Teachers and Field-Based Experience in Preschool Teacher

Thank you again for your time and assistance.

Ibtesam A. Yassin Hussain

Independent Educational Consultant,
Al-Khobar, Saudi Arabia
Ed.D. Candidate, Lehigh University

APPENIX B

The Survey Instrument (Arabic Language Version)

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خطاب الموافقة الخطية للمشاركة في الدراسة

عنوان الدراسة
الممارسات الأكثر أهمية التي تستخدمها المعلمات المتعاونات لمساعدة المعلمات الطالبات لتطوير أداءهن كمعلمات فعالات أثناء فترة التدريب العملي الميداني على التدريس: منظورية المشاركات من برنامجين لإعداد مدرسات رياض الأطفال في المملكة العربية السعودية.

أقوم بدراسة مسحية عن المعلمات المتعاونات في فترة الخبرة العملية الميدانية كجزء من دراستي للحصول على درجة الدكتوراه في مجال القيادة التربوية من جامعة ليهاي في الولايات المتحدة الأمريكية. صممت الدراسة لتبحث في الممارسات الأكثر أهمية التي تستخدمها المعلمة المتعاونة بهدف العمل بفعالية مع المعلمات الطالبات في فترة التدريب العملي الميداني على التدريس أثناء الفصل الدراسي الأول لعام ١٤٣٣هـ/ ٢٠١٢م. في هذا المسح أستطلع رأي الفريق الجامعي الذي يشرف على التدريب العملي الميداني من عضوات هيئة التدريس والمشرفات الميدانيات، الطالبات المعلمات المتدربات، والمعلمات المتعاونات المقيمات في المدرسة.

سأكون لك ممتنة على موافقتك على المشاركة بملئ الاستبانة ذات الـ ٦١ والتي يتوقع منها أن تأخذ ١٥-٢٠ دقيقة. يمكنك اختيار الطريقة التي تفضلينها لتعبئة الاستبانة حيث أنها متوفرة بإخراجين: نسخة الكترونية أو نسخة الورقية. يمكنك الوصول للنسخة الالكترونية بالضغط على الرابط التالي ------- في حال لم يستجب هذا الرابط، بإمكانك نسخ الرابط ولصقه في متصفح الانترنت في جهازك.

إذا كان لديك أي استفسار حول الاستبانة أو الاجراءات المتعلقة بها يمكنك التواصل معي على البريد الالكتروني التالي: ibtesam.yassin@gmail.com أو الاتصال على الهاتف الجوال التالي: ٠٥٠٤٥٨٤١٤٤٩، كما يمكنك الاتصال بالمشرف على الرسالة من جامعة ليهاي في الولايات المتحدة الأمريكية د. رولاند ك. يوشيدا على البريد الالكتروني التالي rky2@lehigh.edu أو الاتصال على الهاتف التالي: ٠٠١٦١٠٨٦٦٤٠٣٦
فيما لو كان لديك أسئلة أو قلق بخصوص هذه الدراسة وترغبين الحديث مع أطراف سوى الباحثين فبإمكانك الاتصال بد. سوزان ديسيدور هاتف ٠٠١٦١٠٧٥٨٣٠٢٠ أو تروي بوني هاتف ٠٠١٦١٠٧٥٨٢٩٨٥ والمسؤولان في مكتب الجامعة المختص بالأبحاث والبرامج المدعومة. ستحظى كل المراسلات بسرية تامة.

من تفضل النسخة الالكترونية، فإنها بالضغط على زر "التالي" بعد تنشيط الرابط أعلاه تكون قد أكدت موافقتها للتطوع بالمشاركة في الدراسة. كما نؤكد أن الإجابات ستظل مجهولة الهوية وسرية.

أما من تفضل تعبئة النسخة الورقية من الاستبانة، فعليك توقيع الخطاب المرفق بالاستبانة للدلالة على الموافقة للمشاركة في الدراسة قبل البدء بملئ الاستبانة. ستقوم المسؤولة عن الخبرة العملية الميدانية في مؤسستك التربوية بتوزيع النسخ الورقية مع ظرف. يرجى وضع الاستبانة بعد تعبئتها في هذا الظرف وقومي بإحكام إغلاقه. سأكون أنا فقط بفتح المظاريف وتسجيل إجاباتك.

إنني أقدر مساعدتك والوقت الذي قضيته في ملئ هذه الاستبانة. شكراً لك

ابتسام عبدالقادر ياسين حسين
مستشارة تربوية مستقلة، الخبر، المملكة العربية السعودية
مرشحة لنيل درجة الدكتوراه، جامعة ليهاي

Page 1

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القدرات الشخصية والمهنية

في القائمة المدرجة أدناه توجد ٨ ممارسات/ ميزات شخصية ومهنية متوقع ممارستها من المعلمة المتعاونة أثناء مساعدتها* للطالبات/المعلمات ليكن معلمات ناجحات أثناء فترة التدريب العملي الميداني. برجاء القيام بالتالي:

- اقرئي كل الممارسات/ الميزات الثمانية بتمعن.
- فكري في كل منها.
- ضعي إشارة فقط على السمات الثلاث الأكثر أهمية من هذه القائمة.

	الأكثر أهمية
١. يجب أن تكون المعلمات المتعاونات [illegible]	○
٢. يجب أن تكون المعلمات المتعاونات [illegible] للمعلمات الطالبات	○
٣. يجب أن توفر المعلمات المتعاونات للمعلمات الطالبات [illegible]	○
٤. يجب أن تكون المعلمات المتعاونات [illegible]	○
٥. يجب أن توفر المعلمات المتعاونات [illegible]	○
٦. يجب أن تتفحص المعلمات المتعاونات ممارسات الطالبات المعلمات [illegible]	○
٧. يجب أن تتيح المعلمات المتعاونات للمعلمات الطالبات [illegible]	○
٨. [illegible]	○

برجاء إضافة الممارسات/الميزات الشخصية/ المهنية الأكثر أهمية والتي يجب أن تقوم بها المعلمات المتعاونات بهدف جعل فترة الخبرة العملية الميدانية أكثر فعالية للمعلمة/الطالبة ، ولم ترد في القائمة أعلاه.

١. ____________________

٢. ____________________

٣. ____________________

Page 2

??????? ??????? ????????? ????? ???? ?????? ????????

القدرات البينشخصية/ الاجتماعية

* في القائمة المدرجة أدناه توجد ١٠ ممارسات/ ميزات بينشخصية/ اجتماعية متوقع ممارستها من المعلمة المتعاونة أثناء مساعدتها للطالبات/المعلمات ليكن معلمات ناجحات أثناء فترة التدريب العملي الميداني. برجاء القيام بالتالي:

- اقرئي كل الممارسات/ الميزات العشرة بتمعن.
- فكري في كل منها.
- ضعي إشارة فقط على السمات الثلاث الأكثر أهمية من هذه القائمة.

	الأكثر أهمية
١. يجب أن [illegible]	○
٢. يجب أن [illegible]	○
٣. يجب أن [illegible]	○
٤. يجب أن [illegible]	○
٥. يجب أن [illegible]	○
٦. يجب أن [illegible]	○
٧. يجب أن [illegible]	○
٨. يجب أن [illegible]	○
٩. يجب أن [illegible]	○
١٠. يجب أن [illegible]	○

برجاء إضافة الممارسات/الميزات البينشخصية/ الاجتماعية الأكثر أهمية والتي يجب أن تقوم بها المعلمات المتعاونات بهدف جعل فترة الخبرة العملية الميدانية أكثر فعالية للمعلمة/الطالبة ، ولم ترد في القائمة أعلاه.

١. ______

٢. ______

٣. ______

??????? ???????? ????????? ????? ???? ?????? ?????????

القدرات العقلية/ المعرفية

في القائمة المدرجة أدناه توجد ٣ ممارسات/ ميزات عقلية معرفية متوقع ممارستها من المعلمة المتعاونة أثناء مساعدتها *
للطالبات/المعلمات ليكن معلمات ناجحات أثناء فترة التدريب العملي الميداني. يرجاء القيام بالتالي:

- اقرأي كل الممارسات/ الميزات الثلاث بتمعن.
- فكري في كل منها.
- ضعي إشارة فقط على سمة واحدة تعتبر الأكثر أهمية من هذه القائمة.

	الأكثر أهمية
١. يجب أن تشجع المعلمات المتعاونات [illegible]	○
٢. يجب أن تشترك المعلمات المتعاونات مع الأطراف المشاركة في الخبرة العملية الميدانية في [illegible] التدريس	○
٣. يجب أن [illegible]	○

يرجاء إضافة الممارسات/الميزات العقلية/ المعرفية الأكثر أهمية والتي يجب أن تقوم بها المعلمات المتعاونات بهدف جعل فترة الخبرة العملية الميدانية أكثر فعالية للمعلمة/الطالبة، ولم ترد في القائمة أعلاه.

١. ______
٢. ______
٣. ______

??????? ???????? ????????? ????? ???? ?????? ????????

القدرات التعليمية/ التدريسية

في القائمة المدرجة أدناه توجد ١٤ ممارسة/ ميزة تعليمية/ تدريسية متوقع ممارستها من المعلمة المتعاونة أثناء مساعدتها*
للطالبات/المعلمات ليكن معلمات ناجحات أثناء فترة التدريب العملي الميداني. برجاء القيام بالتالي:

- اقرئي كل الممارسات/ الميزات الأربع عشرة بتمعن .
- فكري في كل منها .
- ضعي إشارة فقط على السمات الثلاث الأكثر أهمية من هذه القائمة .

الأكثر أهمية

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]
5. [illegible]
6. [illegible]
7. [illegible]
8. [illegible]
9. [illegible]
10. [illegible]
11. [illegible]
12. [illegible]
13. [illegible]
14. [illegible]

برجاء إضافة بنود أخرى ترين أنها تمثل حسب وجهة نظرك الشخصية الممارسات/الميزات التعليمية/ التدريسية الأكثر أهمية والتي لم ترد في القائمة أعلاه والتي يجب أن تقوم بها المعلمات المتعاونات بهدف جعل فترة الخبرة العملية الميدانية أكثر فعالية للمعلمة/الطالبة .

١.
٢.
٣.

Page 5

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البيانات والمعلومات الديموغرافية

اختاري اجابة واحدة فقط لكل سؤال من الأسئلة التالية

لأي من المؤسسات الواردة أدناه تنتمين؟*

- جامعة الملك سعود
- مركز الطفولة المبكرة
- مدرسة روضة أطفال

ما هو لقبك الوظيفي؟*

- عضو هيئة التدريس
- مديرة مستوى الخبرة العملية الميدانية
- مشرفة تربوية
- طالبة معلمة تحت التدريب
- معلمة متعاونة

كم عدد سنوات الخبرة لديك في الإشراف على الطالبات المعلمات أثناء قيامهن بالتدريب العملي الميداني. (هذا السؤال لا يتطلب إجابة من الطالبات المعلمات).*

- ليس لدي أي خبرة في هذا المجال
- لدي سنة واحدة من الخبرة في هذا المجال
- لدي سنتان - ٣ سنوات من الخبرة في هذا المجال
- لدي ٤ - ٥ سنوات من الخبرة في هذا المجال
- لدي من ٦ - ١٠ سنوات من الخبرة في هذا المجال
- لدي أكثر من ١٠ سنوات من الخبرة في هذا المجال

APPENDIX C
Letter of Consent --Pilot Survey Supervising Team Respondents

Survey of Cooperating Teachers and Field-Based Experience:
A Study of Perceptions of Participants in Two Preschool Teacher Preparation Programs in the Kingdom of Saudi Arabia

Dear Pilot Survey Respondent (Supervising Team),

I am conducting a survey on cooperating teachers practices and field-based experience in teacher education programs as part of my dissertation for my doctoral degree at Lehigh University. My study looks at the most important practices that cooperating teachers in two preschool teacher preparation programs in the Kingdom of Saudi Arabia use in working effectively with student teachers undergoing field-based experience during the fall of 2012.

No previous tools were located to investigate this issue; Hence, I created a survey tool driven from reviewing the latest literature on the topic. Since you represent an expert in the field of teacher preparation at your institution, I ask for your assistance to take some time to do review the instrument's content to enhance the validation process. Then, also please take some time to complete this survey. I would like your comments about the clarity of questions, the time it took you to complete the survey, and any other feedback that could help me improve it. Your participation is voluntary and you can withdraw from responding at any time.

Once you have accepted to participate in the pilot phase of this project, please sign this letter of consent. Should you choose to review and fill the paper/pencil version of the survey, the Director of Field-Based Experience will provide you with the material along with an envelope in which you will enclose and seal your completed survey, and write your suggestions and comments on the last page of the survey. I will be the only person who will open the envelope and read your responses.

If you prefer to review and fill an electronic version of the survey, please click on the following link: https://www.surveymonkey.com/s/BQK3DFC. In case of facing difficulties, please copy this link into your Internet browser. By clicking on the "Next," button; you give your consent to voluntarily participate in the pilot phase of the study. At the end of the tool, you will find a box in which you may provide your suggestions to improve the instrument. Furthermore, your responses will remain anonymous and confidential.

Once you have provided me with your suggestions, the tool will be modified and used with the study sample group of participants in other preschool teacher preparation institution in the Kingdom of Saudi Arabia. The group that will use the tool is a

combination of professionals who supervises student teachers throughout the field- based experience, student teachers, and cooperating teachers.

Your voluntary acceptance to participate in this phase of the project represents a valuable insight that could improve the field of teacher preparation in our country.

If you have questions about the survey, its use and procedures, please contact me at ibtesam.yassin@gmail.com or (050) 484-1449. You may also contact my dissertation supervisor, Professor Roland K. Yoshida, Lehigh University, rky2@lehigh.edu or (610) 866-4036. If you have any questions or concerns regarding this study and would like to talk to someone other than the researchers, you may contact Susan Disidore (610-758-3020) and Troy Boni (610-758-2985) of Lehigh University's Office of Research and Sponsored Programs. All reports or correspondence will be kept confidential.

I appreciate your time and assistance. Thank you.

Ibtesam A. Yassin Hussain
Independent Educational Consultant, Al-Khobar, Saudi Arabia
Ed.D. Candidate, Lehigh University

APPENDIX D

Letter of Consent --Pilot Survey Respondents
(Student Teachers and Cooperating Teachers)

Survey of Cooperating Teachers and Field-Based Experience:
A Study of Perceptions of Participants in Two Preschool Teacher Preparation Programs in the Kingdom of Saudi Arabia

Dear Pilot Survey Respondent (Student Teachers and Cooperating Teachers),

I am conducting a survey on cooperating teachers practices and field-based experience in teacher education programs as part of my dissertation for my doctoral degree at Lehigh University. My study looks at the most important practices that cooperating teachers in two preschool teacher preparation programs in the Kingdom of Saudi Arabia use in working effectively with student teachers undergoing field-based experience during the fall of 2012.

I ask for your assistance to take some time to complete this survey. I would also like your comments about the clarity of questions, the time it took you to complete the survey, and any other feedback that could help me improve it. Your participation is voluntary and you can withdraw from responding at any time.

Once you have accepted to participate in the pilot phase of this project, please sign this letter of consent. Should you choose to review and fill the paper/pencil version of the survey, the Director of Field-Based Experience will provide you with the material along with an envelope in which you will enclose and seal your completed survey, and write your suggestions and comments on the last page of the survey. I will be the only person who will open the envelope and read your responses.

If you prefer to review and fill an electronic version of the survey, please click on the following link: https://www.surveymonkey.com/s/BPMLYZJ. In case of facing difficulties, please copy this link into your Internet browser. By clicking on the "Next," button; you give your consent to voluntarily participate in the pilot phase of the study. At the end of the tool, you will find a box in which you may provide your suggestions to improve the instrument. Furthermore, your responses will remain anonymous and confidential.

Once you have provided me with your suggestions, the tool will be modified and used with the study sample group of participants in other preschool teacher preparation institution in the Kingdom of Saudi Arabia. The group that will use the tool is a combination of professionals who supervises student teachers throughout the field- based experience, student teachers, and cooperating teachers.

Your voluntary acceptance to participate in this phase of the project represents a valuable insight that could improve the field of teacher preparation in our country.

If you have questions about the survey, its use and procedures, please contact me at ibtesam.yassin@gmail.com or (050) 484-1449. You may also contact my dissertation supervisor, Professor Roland K. Yoshida, Lehigh University, rky2@lehigh.edu or (610) 866-4036. If you have any questions or concerns regarding this study and would like to talk to someone other than the researchers, you may contact Susan Disidore (610-758-3020) and Troy Boni (610-758-2985) of Lehigh University's Office of Research and Sponsored Programs. All reports or correspondence will be kept confidential.

I appreciate your time and assistance. Thank you.

Ibtesam A. Yassin Hussain
Independent Educational Consultant, Al-Khobar, Saudi Arabia
Ed.D. Candidate, Lehigh University

APPENDIX E

Letter of Consent
Survey of Cooperating Teachers and Field-Based Experience:
A Study of Perceptions of Participants in Two Preschool Teacher Preparation Programs in the Kingdom of Saudi Arabia

Dear Participants,

I am conducting a survey on cooperating teachers and field-based experience as part of my doctoral degree in Educational Leadership at Lehigh University. My study looks at the most important practices cooperating teachers should use to help student teachers' development as effective teachers throughout the field-based experience. I am exploring the perspective of the university supervising team, the student teachers, and the cooperating teachers as well.

I would appreciate it if you could take approximately 15-20 minutes to complete this 11-question survey. Questions will be presented in small sets for ease of reading. The survey instrument will be offered in two formats from which you could choose your preferable one: electronic format, and paper/pencil format. The electronic version of the survey could be accessed by clicking on the following link: https://www.surveymonkey.com/s/H8Z86CY. In case of facing difficulties, please copy this link into your Internet browser.

If you have questions about the survey, its use and procedures, please contact me at ibtesam.yassin@gmail.com or (050) 484-1449. You may also contact my dissertation supervisor, Professor Roland K. Yoshida, Lehigh University, rky2@lehigh.edu or (610) 866-4036. If you have any questions or concerns regarding this study and would like to talk to someone other than the researchers, you may contact Susan Disidore (610-758-3020) and Troy Boni (610-758-2985) of Lehigh University's Office of Research and Sponsored Programs. All reports or correspondence will be kept confidential.

By clicking on "Next," for those who choose to fill out the electronic version of the survey, you give your consent to voluntarily participate in the study. Furthermore, your responses will remain anonymous and confidential.

For those who choose to fill out the paper/pencil version of the survey, you will need to sign the letter of consent that will be attached to the survey prior to filling out the survey. The Director of Field-Based Experience will distribute these materials to you along with an envelope in which you will enclose and seal your completed survey. I will be the only person who will open the envelope and record your responses.
I appreciate your time and assistance. Thank you.

Ibtesam A. Yassin Hussain
Independent Educational Consultant, Al-Khobar, Saudi Arabia
Ed.D. Candidate, Lehigh University

APPENDIX F

Translation of the Letter From the Director of the Field-Based Experience to Student Teachers and Cooperating Teachers to Encourage them to Fill the Survey

Dear Student Teachers, and Cooperating Teachers,

In the beginning of the academic year, I forward my regards wishing you all to have a productive semester. Along with this letter, I am sending you a survey related to the field-based experience in which you are going to be part of. By carefully competing the survey attached, you would help us improve the field-based experience in a way that could enable all of us to improve our practices, and avoid the mistakes in preparing new teachers to inter the profession more prepared. The survey may take some of valuable time, but I will appreciate your time and efforts in reading it carefully, answering the questions, and handing it to your supervisor in a weak.

Thanks for your cooperation,
Director/ coordinator of the field-based experience
Dr. Rajaa Omar Ba Hathiq

طالبات التدريب الميداني بقسم السياسات التربوية و رياض الاطفال المكرمات

اتقدم بالتحية لكن في عامكن الجديد، و اتمنى لكن التوفيق. بين يديكن استبانه خاصة بالتدريب الميداني، ارجو منكن تعبئة الاستمارة بحرص حتي يتسنى لنا تطوير التدريب الميداني و تجاوز بعض المساوئ في مجال اعدادكن لمجال العمل. هذه الاستبانه سوف تأخذ بعض من وقتكن الثمين و اقدر لكن هذا، فأرجو منكن قراءة الأسئلة بتمهل و الإجابة عليها و إعادتها لمساعدة المشرفة.

شاكرة للجميع حسن التعاون

مقررة التدريب الميداني
د. رجاء عمر باحاذق

المعلمات المتعاونات في الاشراف على طالبات التدريب الميداني المكرمات

اتقدم بالتحية لكن في عامكن الجديد، و اتمنى لكن التوفيق. بين يديكن استبانه خاصة بالتدريب الميداني، ارجو منكن تعبئة الاستمارة بحرص حتي يتسنى لنا تطوير التدريب الميداني و تجاوز بعض المساوئ في مجال اعداد الطالبات المعلمات لمجال العمل. هذه الاستبانه سوف تأخذ بعض من وقتكن الثمين و آقدر لكن هذا ، فأرجو منكن قراءة الأسئلة بتمهل و الإجابة عليها و إعادتها لمساعدة المشرفة.
شاكرة للجميع حسن التعاون

مقررة التدريب الميداني
د. رجاء عمر باحاذق

VITA

Ibtesam A. Yassin Hussain
Email: ibtesam.yassin@gmail.com
Mobile: 009665-0484-1449
P.O.Box 2375, Al-Khobar 31952, Saudi Arabia

Inspiring Minds; Building a Better Future

Objectives:

- To share my expertise in education, administration, supervision, and consultation with others in the Arab World. This networking will enable us as educators to make a positive impact on the educational system and make a better transition to the 21st century's goals.
- To make a difference in educator preparation programs, and children's learning.
- To work as a specialized educator, and consultant who can lead, train, and work cooperatively with educators who intend to make a difference by challenging educational settings in the Arab world.

Personal Information:

Date of Birth:	April 28, 1959
Place of Birth:	Al-Khobar, Saudi Arabia
Citizenship:	Sudanese, of a Saudi national mother
Social Status:	Married to Salah Hussain
Children:	Ahmed, born in 1984 and Mohammed, born in 1988

Education:

April 2013	Final defense for my doctoral thesis on " Most Important Competencies of Cooperating Teachers during the Field-Based Experience" Educational Leadership. Lehigh University, PA, USA.
1998	M.A., Administration and Supervision College of New Jersey, USA
1995	B.Sc., Early Childhood Education, Lesley College, Boston, Massachusetts
1981	A.A., Pre-school teaching, Early Childhood Center, Gulf Women's Association, AlKhobar, Saudi Arabia

Work History:

2012 – present: independent Educational Consultant/ ESTABLISHING A MODEL PRESCHOOL IN HAIL

Currently, working on establishing a model preschool in Hail area (North West in SA). This preschool will be based on the latest trends of international standards. It will serve 200 2-6 years old children. In this project, I am providing the construction company with specific consultation regarding the design of the building to meet children's needs. I also put the foundational road map for the school's administrative and educational resources such as: school's laws, employee's manuals, parents' manual, and registration package. In addition, I locate, make purchase order, and follow up on the resources needed for the school, the educational materials, and the outdoor equipment. Most importantly, I provide a full package of educational and administrative training to the staff --that works in the previous preschool that I established in 2000—and more recent candidates.

2011 – present: Independent Educational Consultant

Lately, I served as a member of the committee at the University of Dammam (UD) that is designing the College of Education's new B.Ed. in Preschool, a program that is based on the latest research findings in the field of teachers' education and preparation. The program is based on the latest international standards and aims to be a leading program in the field of EC in the coming decade in KSA and the region. The program will accept its first prospective teachers in September 2012.

My main objective is to contribute to enabling school reform and change that can lead to improvement of the educational system in our country. This is only achievable through creation of high quality teacher preparation programs. My particular interest, at UD and elsewhere, is the strengthening of the link between university-based teacher preparation programs and P-12 schools which are the final destination for the student teachers. Our design committee is benefiting from the Professional Development Schools model that has been initiated by many prominent educational institutions in the USA, and by renowned leaders like Linda Darling-Hammond. This model represents a well-documented, well-researched design that could be adapted in our educational system to bring about the major improvements we are pursuing. For this reason, I attended a four-

day conference of the National Conference of Professional Development Schools, March 8-11, 2012, USA.

Through my consultation service, I have also cooperated with many local and regional educational institutions and persons to provide training, workshops, consultations, assessments and evaluation to schools, along with designing follow up plans to improve and expand those schools' administrative and educational services. Here is a list of some of the different clients that I have worked with in the last few years:

- King Abdullah Bin AbdulAziz for Educational Reform (TATWEER)
- Ahliya University Continuing Education Center, Manama Bahrain
- Al-Khobar Day Care Center for children with Dawn Syndrome
- Aja Preschool in Hail (Aja Philanthropic Association for Women)
- Qatif Association for Educational Development
- The Early Childhood Center, (Gulf Women Association), Al-Khobar

2010 – 2011: Educational Consultant/ Ahlia University, Kingdom of Bahrain

In this role, I co-headed the administrative and academic preparation and launching of a newly opening international school. I worked with the university on this project throughout the year preceding the school's opening in September , 2011. The school is offering an American Curriculum program. It has adopted a progressive philosophy of education.

In this consultation role, I created all academic and administrative fundamental plans for the school that included the school structure, policies, documents, forms, and manuals that was needed in order for the school to have a smooth foundational opening. I also designed the base for the progressive, hands-on curriculum for classes of children 2-6 years old. In addition, I assisted the president of the board in reviewing the school's prospective budget, making plans for purchasing the furniture needed for the preschool classes. Most importantly, I designed a package of basic training for the school's prospective teachers, and taught many of the courses.

1999 – 2010: Assistant Director and Head Educational Supervisor

Please see the details in attachment #1 (summary of job responsibilities)

1993 – Present: Pre-school Curriculum, and Educational Materials Designer

As a curriculum and educational materials designer:

- I work independently and with a team of educators to design early childhood curriculum designed as themes, units, and projects that are driven and based on scientific and social science topics. The curriculum also includes teacher manuals, model lesson plans, teacher and children educational materials, evaluation and assessment forms and continuum.

- Many of these curriculum materials are being prepared also for publishing in the near future. The first publication I co-authored is **"Let's Read Educational Kit"** that is in high demand, and is used in many schools in the Arab world and many international, and special education schools. Since 1996, we have published several editions of the kit and the accompanying students' books.

1989 – Present: Lecturer and Trainer

I have been responsible for giving a number of the basic, required courses to first, second and third year students and also to the students in the postgraduate diploma program. The list of the courses I have given is attached to this resume.

1989 – Present: Consultant

Because of the excellent reputation the Center has developed over its 30 years specialized in the early years of child's life, and early childhood teacher preparation, and through the Center's Educational Service Department (ESD), I represent the Center as a consultant and trainer at other schools in Saudi Arabia and Arab countries. Some of the consultation work I do includes analyzing schools' needs, interviewing for recruiting, training, starting new schools, and follow up application of training given.

1988 – 89: Educational Supervisor / Assistant Lecturer

I was responsible for four classes, eight teachers and trainees, and approximately eighty children-- their teaching, materials used, and the development of these children and the teachers in the team. I was also assisting in presenting courses to teacher trainees.

1982 – 1988: Team Leader

I was responsible for a team of four teachers and trainees and approximately forty children.

1981-1982: ACTING Technical Director for the kindergarten

During this year, I was temporarily asked to direct the school's four classes and its 8 teachers, under the supervision of the school's consultant.

1979 – 1981: Pre-school Teacher of Four and Five-Year-Old Classes

I taught four, five, and six year-old children either alone or in a team with another teacher.

Honors and Professional Activities, (local & International)

- (2012) Presented a workshop on "How to design an integrative curriculum that is based on children's literature" at the First International Conference on Early Childhood Education organized by Princes Nora University, **Riyadh, KSA**. (Workshop)
- (2012) Presented a paper on "How to Teach Reading and Make it Fun and Interesting" at the First Conference on Early Childhood Literacy, **Dubai, UAE**. (Paper)
- (2011) Presented several 20-30 hours training courses to school leaders and teachers in the **Kingdom of Bahrain.** (Training)
- (2008) Presented a paper on "Equity in Education: The Early Childhood Center as a Light House for Early Childhood Education in Saudi Arabia" at the CIES Conference at Teachers College at Colombia University in New York City, **USA**, (Paper)
- (2008) Presented a 3 day workshop on "Creative Strategies in Teaching Reading to Early Learners" at the A.AlGhani Center for Education in **Qatar** (Training)

- (2008) Presented a workshop entitled "Engineering Creative Thinking in Classrooms "at the DeBono Center, **Amman**, **Jordan**, at the second Arabic Forum to Teach Thinking and Creativity (Workshop)

- (2007) Presented a workshop on "Let's Read: an Innovative Literacy Program" for the Ministry of Education, in **Cairo**, **Egypt** (Training)

- (2005) Presented a workshop on "Awakening the Genius in the Child to see Himself as a Creative Person" at the conference on "Arabic Child Culture and the New Millennium" organized by The Arab Council for Childhood and Development, in **Cairo**, **Egypt** (Workshop)

- (2004) Presented a workshop on "Let's Read: an Innovative Literacy Program" at the conference on "Exceptional Educational Experiments in the Arab World" organized by the Arab Thought Foundation, in **Beirut**, **Lebanon** (Workshop)

- (2003) Presented a three-day workshop to a group of preschool leaders and teachers in schools of the Oil Company in **Khafji, KSA.** (Training)

- (2002) Presented a workshop on "Multiple Intelligences in the Classroom" at the King Abdul Azziz University in **Jeddah, S.A**. (Workshop)

- (2002) Presented a workshop on " Promoting Children's Development through Innovative Curriculum and Teaching Strategies" and the conference on "Innovative Literacy Programs for Children in Preschools and Primary Classes, Cairo University**, Cairo, Egypt** (Workshop)

- (2000) Presented a workshop on "Using the *Haya Nagraa*/ Let's Read Kit for Literacy Development for Early Childhood and Primary Level Children" at the Ministry of Education, **Muscat, Sultanate of Oman** (Workshop)

- (2000) Presented a workshop on "Using the *Haya Nagraa*/ Let's Read Kit for Literacy Development for Early Childhood and Primary Level Children" at the Ministry of Education, **Dubai, UAE** (Workshop)

- (2000) Received a Certificate of Distinguished Educators from the Ministry of Education, **S.A**., Eastern Province Educational Central Office.

- Participated in organizing many educational material exhibitions, book fairs and reading activities for children.

Professional Development and Personal Growth:

In order to stay informed on educational innovations and trends as they relate to the Center's needs, I have taken many conferences, courses and workshops, among which are the following:

- National Conference for Professional Development Schools, Las Vegas, USA, 2012
- UNESCO, Early Childhood Care and Education, Syria, 2010
- NESA conference, Nepal, 2010
- Habits of Mind, Arthur Costa, Dhahran, Saudi Arabia, 2010
- The Seven Habits of Highly Effective People, Dhahran, Saudi Arabia, 2003
- Cognitive Coaching, Bob Garmston, Majorca, Spain, 1997
- Cooperative Learning, Johnson and Johnson, Dhahran, Saudi Arabia, 1994
- The Uses of Situational Leadership, Dhahran, Saudi Arabia, 1984
- Clinical Supervision, Madeleine Hunter, Dhahran, Saudi Arabia, 1983

I have also regularly updated my self by attending regional and international educational conferences, including the following:

- TOYC: Teachers of Young Children.
- TARA: The Arabia Reading Association
- NESA: North East South Asia Council for Overseas Schools
- Comparative Education Society, USA
- National Association of Professional Development Schools, USA

competencies and Skills:

Computer skills:

- Professional usage of software office programs necessary for today's world such as: Word processing, Excel, Access, and Power Point.

- Trained on using ATLAS.ti software for analyzing, organizing, and coding qualitative data, more specifically for data related to school-based action research. The goal is to base school decisions on scientific bases, and guide the school community to participate in a research team for the purpose of school improvement.

- Excellent command of network navigation of educational topics of interest.

Technical skills:
Typing professionally in Arabic and English

Language proficiency:
Excellent command of Arabic language, oral, reading and writing
Excellent command of English language, oral, reading, and writing

Professional, Personal, and Social skills:

- Highly accomplished professional with diverse experience and solid background in early childhood education, teacher education, curriculum design, administration, supervision, and leadership

- Exceptionally organized and disciplined. Exceeding expectations with orderliness, timeliness, and ability to communicate effectively to students, parents, teachers, administrators and board members

- Capable of creating organization-level techniques that ensure administrative quality, and train staff in applying these techniques

- Generate and maintain records and reports that document organization's progress

- Communicate clearly orally and in writing, in addition to giving educational presentations about educational services, and future projects, plans and aspirations of the institute where I work

- Comply with all administrative policies and regulations

- Possess well-developed interpersonal skills and the ability to motivate and direct others in a supportive, cooperative team environment

- Spearhead and promote innovative programs and initiatives that raise the organizational educational level, and affect other educational institutions in the region

- Effective communicator with excellent planning, organizational, and negotiation strengths as well as ability to lead, reach consensus, establish goals, and persevere until results are attained
- Share expertise with the community through out-reach philanthropic services
- Setting book exhibitions and educational material exhibitions for ECC, and Ministry of Education, Girls Schools
- Participating in philanthropic dissemination of food supplies for people in need, Gulf Women Association
- Encouraging literacy in the community through book reading, TARA, Eastern Province Chapter, SA.
- Participating in special events for entertaining disadvantaged and sick children, SANAD Organization

References:

1. Dr. Sally Al-Turki, Deputy President of Dhahran Ahliah School
2. Dr. Abdullah Al-Hawaj, President of Ahlia University, Bahrain
3. Princess Hala Al-Shaikh, President of Aja Philanthropic Organization for Women, Hail Region.
4. Lina Abiad, the Director of the Early Childhood Center.
5. Badriah Al-Dilayjan, the President of the Board of the Gulf Women Association.

Attachment #1

SUMMERY OF MY JOB RESPONSIBILITY AS

ASSISTANT DIRECTOR AND HAD EDUCATIONAL SUPERVISOR

Active Member in the Administrative Committee that conducts the major policies and strategies plans of the Center.
Assist the Director of the ECC in:

- Providing educational leadership, this strives for an effective educational program that meets the individual needs of all preschool children and student teachers, and graduate teachers.
- Establishing and maintaining democratic policies and procedures within the Center.
- Establishing positive relationships between home, school, and community.
- Conducting constant evaluation of curriculum, and making improvements needed.
- Evaluating the needs of professional staff and recommending in-service training topics.
- Seeking, developing, and implementing innovative programs of instructions for children and student teachers.
- Scheduling the schools tables for teachers and Lab. Classes.
- Supporting teachers' work through visitations to the classes and providing feedback.
- Supervision and evaluation of both student teachers and graduate teachers.
- Providing the Gulf Women Association board, the government officials with reports on the progress and projects of the Center's work.
- Over looking the administrative, and the educational team's work: revising their responsibilities, following up their work, and evaluating the effectiveness of their work.

In the Early Childhood Teacher Education Department (ECTED):

- Overlook the department's work, and participate in putting the general policies of the department, and continuously evaluating and updating it.
- Design, teach, train, assess, coach and evaluate student teachers in the following courses I teach:
    - Psychology of learning: cognitive development and learning theories.
    - Multiple intelligence theory and practice,
    - Thematic integrated curriculum for young children: theory and application,
    - Classroom system management,
    - Classroom ecology that enhance learning.
    - Language experiences and literacy development in young children,
    - Research writing and how teachers can be action researchers,
    - Assessment and evaluation in Early Childhood,
    - Designing and crafting educational materials for young learners,
    - Introduction to Early Childhood,
    - Theories and applications of Montessori method,
    - The use of Montessori materials with children:
        - Sensorial Materials;
        - Math and Science;
        - Reading;
    - Study skills,
    - Professional planning and time management
    - Reframing Organizations: understanding the four frames of organizational structure, and the leadership designs,
- Advise and supervise student teachers in their graduation projects.
- Interview and recruit professors who apply to teach some courses at the ECTED.

- Interview and select the student teachers that apply to join the ECTED.

In the Lab. Classes of the Modern Pre-school:

- Assist the Director of the ECC in leading, coordinating, guiding, following up and evaluating the effectiveness of the Center's staff, and children learning.
- Participate with the Director of the ECC in analyzing teachers' professional needs, designing in-service professional development opportunities to keep graduate teachers up-to-date, delivering workshops, or seeking the help of other expert educators.
- Design, apply, evaluate, and over look the Lab. Kindergarten curriculum, themes, units and projects.
- Take part in training and following up the work of the supervisors, mentors, head teachers, and graduate teachers to ensure the effectiveness of their work with the children, and maintaining and ensuring the highest standards of learning.
- Take part in following up student teachers during their practicum in the Lab. kindergarten classes.

In the Educational Service Department:

- Take part in putting the department's policies and programs
- Represent the Center in its outreach training and consultation programs through, conducting workshops, establishing schools, and the like, in SA, and other neighboring countries. In this capacity, I trained thousands of educators in Saudi Arabia, and other neighboring countries. The training was either done directly through their schools, and very often, through a request from the Ministry of Education in Saudi Arabia, (formerly called, Girls Presidency for Girls Education), and other Ministries of Education in other countries like: United Arab Emirates, Sultanate of Oman, Bahrain, Qatar, and Egypt. Training and workshops taught included the courses listed above.
- Communicating with the Center's visitors the quality education programs offered at the Center.

In The Publication Department:

- Participate effectively in the publication committee.
- Share and co author in preparing materials, and curriculum for publishing.
- Supervise the publishing work technically, give feedback, and evaluate the

quality of work before approving its publishing that ensure the material's high quality to enhance children's learning.

- Keep detailed records of each publication product i.e.; number of materials published, materials sold, production costs, selling costs...etc.
- Create effective system for printings directory and sales transactions.

Attachment #2

List OF the courses I teach

For the last twenty years, I have designed, taught, trained, assessed, coached and evaluated student teachers in the Early Childhood Center, and other teachers in many government and private school in the following courses I teach:

- Psychology of learning: cognitive development and learning theories.
- Multiple intelligence theory and practice,
- Thematic integrated curriculum for young children: theory and application,
- Classroom system management,
- Classroom ecology that enhance learning.
- Language experiences and literacy development in young children,
- Research writing and how teachers can be action researchers,
- Assessment and evaluation in Early Childhood,
- Designing and crafting educational materials for young learners,
- Introduction to Early Childhood,
- Theories and applications of Montessori method,
- The use of Montessori materials with children:
  - Sensorial Materials;
  - Math and Science;
  - Reading;
- Study skills,
- Professional planning and time management
- Reframing Organizations: understanding the four frames of organizational leadership, and the leadership styles.