

Evaluation of Jordan Teacher Training Higher Diploma Program Based on CIPP Model¹

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This study addresses the growing importance of teacher education programs in Jordan, particularly in light of the limited number of systematic and developmental evaluation studies conducted in this field. Accordingly, the study aimed to evaluate the Higher Diploma Teacher Preparation Program at Yarmouk University in Irbid based on the CIPP evaluation model (Context, Input, Process, and Product) in order to identify strengths and weaknesses and propose developmental mechanisms to enhance the program's effectiveness and efficiency. A qualitative research design was adopted, involving 23 teacher educators. Data were collected through semi-structured interviews using the instrument developed by Hoşgör (2023). The findings revealed that the program is highly valued by teacher educators, being perceived as professionally and academically adequate, clearly structured in terms of objectives, and effective in integrating educational technology. Practical activities were also found to enhance participation and support the development of professional identity. However, the study identified several challenges, particularly regarding insufficient consideration of individual differences among student teachers and the inadequacy of classroom environments in partner schools for field training. The study recommends increasing program flexibility to better accommodate student teachers' needs, improving training school environments, regularly updating program content through collaborative committees, integrating artificial intelligence applications in instruction, and strengthening the alignment between final evaluation and authentic field-based performance.

Keywords: teacher education program, higher diploma, program evaluation, CIPP model, teacher educators, Jordan

INTRODUCTION

Achieving high levels of student success in schools is closely linked to the preparation of qualified and competent teachers. Teachers constitute one of the fundamental pillars of any educational system; therefore, the development of effective and continuously improving teacher education programs is essential. In order to enhance teacher quality, there is a clear need to provide systematic support in pre-service teacher education programs, alongside establishing structured frameworks for in-service professional development, given their direct impact on the quality of instruction and the development of professional competencies. In this context, Kim (2025) emphasize the importance of adopting systematic and well-organized approaches in the design and implementation of teacher education and professional development programs to promote the overall quality and effectiveness of the educational process. Teacher education represents one of the most critical responsibilities within the field of education, as it encompasses the major challenges encountered across all levels of schooling, from

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primary education to higher education (Urkunova, Kennedy, Karabassova & Ryspayeva, 2025). Preparing teachers effectively involves equipping them with the necessary knowledge and skills to perform their professional duties competently, strengthen their instructional practices, and achieve sustainable improvements in performance.

International experiences highlight the strategic importance of continuous professional development. In Japan, collaborative and continuous professional development is embedded in school culture, while in Germany participation in in-service training is compulsory for all teachers and supported by specialized institutions under the Ministry of Education (Abazaoğlu, 2014). Similarly, in Finland, the teaching profession requires a high level of academic qualification, with all teachers holding at least a master's degree, and lifelong learning is considered an integral component of professional practice, particularly in relation to digital technologies and innovative instructional methods (Abazaoğlu, 2014).

In recent years, Jordan has given increasing attention to teacher preparation programs. Within this context, the Higher Diploma Teacher Preparation Program, initiated by the Ministry of Higher Education in cooperation with USAID and Jordanian universities, aims to enhance teachers' professional competencies and prepare them effectively for entry into the education sector. However, the limited number of systematic evaluation studies conducted on this program has created a need for comprehensive assessment. Accordingly, the present study aims to evaluate the Jordanian Higher Diploma Teacher Preparation Program using Stufflebeam's CIPP model (Context, Input, Process, Product) in order to identify strengths and weaknesses and provide evidence-based recommendations for improvement.

The significance of this study lies in its pivotal role in enhancing the quality and effectiveness of teacher education programs by ensuring a strong alignment between theoretical preparation and field-based practice. Courses such as Teaching Methods and Field Training are essential for equipping student teachers with pedagogical skills, enabling them to apply modern instructional strategies, engage in reflective practice, and develop a professional identity. Furthermore, evaluating these courses and providing recommendations by teacher educators contributes to improving course quality and overall program effectiveness. Moreover, the study highlights the necessity of providing systematic and continuous feedback to program administrators, regularly reviewing and updating course content, and addressing potential gaps between theory and practice. Effective mentoring, structured supervision, and ongoing feedback during field experiences are crucial for supporting the professional growth of student teachers. Gathering the perspectives of teacher educators regarding their readiness to provide feedback and the mechanisms for its implementation further directly contributes to program improvements and the enhancement of teaching quality. By addressing these aspects, the study offers practical insights for policymakers, program coordinators, and teacher educators aiming to improve teacher preparation, thereby enhancing program implementation processes and student teachers' learning outcomes.

LITERATURE REVIEW

Teacher Education and Teacher Preparation

Teachers constitute the cornerstone of the educational process, as they are responsible for planning, implementing, and evaluating instruction in ways that ensure the attainment of educational objectives (Göçer, 2020; Konan & Yılmaz, 2023). Consequently, the quality of students' learning outcomes is closely linked to the quality of teacher preparation. Effective education systems therefore require well-qualified teachers who possess strong professional, pedagogical, and subject-matter competencies.

Teacher education is widely recognized as a systematic and continuous process encompassing both pre-service preparation and in-service professional development. This process involves the careful selection of teacher candidates and their comprehensive development across academic, cognitive, emotional, ethical, and social domains. This literature also emphasizes (Göçer, 2020; Konan & Yılmaz, 2023) the importance of designing teacher preparation programs based on scientific principles, integrating theoretical knowledge with practical experience to enhance educational competence, improve teaching effectiveness, and elevate overall educational quality.

Furthermore, continuous improvement and updating of teacher education programs are essential in response to the evolving demands of contemporary education. As the professional roles and responsibilities of teachers continue to expand, teacher preparation must remain dynamic and responsive, ensuring that educators are equipped to meet the changing needs of learners and the education system as a whole.

The Significance of Teacher Education

Teacher education is a fundamental determinant of educational quality and student achievement. Research indicates that well-structured teacher education programs significantly enhance teachers' professional competencies, instructional practices, and classroom interaction, which in turn improves learning outcomes (Darling-Hammond, 2023). Effective programs combine strong theoretical foundations with practical field experiences, enabling teachers to apply flexible instructional strategies and respond to diverse classroom contexts. In addition, the integration of technology and innovative teaching approaches within teacher education has become essential for preparing teachers to meet the demands of contemporary education (Feszterová, 2024). Consequently, sustained investment in teacher education is widely recognized as a key driver of both teacher effectiveness and overall educational system development (García, 2022).

Teacher Education Around the World

Examining teacher education practices across different countries provides a strong theoretical foundation for understanding national models and for developing context-sensitive reforms globally. For example, a comparative study by Alenazi (2020) examined teacher preparation programs in Saudi Arabia, Singapore, Japan, and South Korea, comparing aspects such as admissions criteria, program structure and duration, and evaluation systems, and highlighted how differences in these areas relate to program effectiveness and teacher readiness. These findings indicate that successful teacher education systems worldwide prioritize rigorous selection procedures, comprehensive academic preparation, extended field-based training, and continuous professional development, offering insights that can guide improvements in teacher preparation programs across diverse educational contexts.

In Australia, teacher education is delivered through universities and accredited colleges and includes comprehensive theoretical coursework, subject knowledge, and 12–20 weeks of supervised practice (Abazaoğlu, 2014). Finland's model is distinguished by its highly selective admission process, research-based master's level training, extensive school-based practicum, and strong professional autonomy, positioning teachers as educational leaders and lifelong learners (Abbasioglu, 2014; Yıldız & Bakioğlu, 2019).

Countries such as South Korea, the United States, Germany, Japan, and the United Kingdom similarly prioritize structured preparation and systematic professional development through national examinations, mandatory in-service training, collaborative lesson study, and innovation-oriented professional learning programs (Abazaoğlu, 2014).

In Turkey, long-standing institutional reforms and comprehensive undergraduate teacher education programs reflect the high strategic value assigned to the teaching profession (Abazaoğlu, 2014). Collectively, international experiences demonstrate that high-quality teacher education is grounded in

strong academic standards, sustained professional learning, and alignment between theory, practice, and educational policy.

History of Teacher Preparation in the Hashemite Kingdom of Jordan

The development of teacher preparation in Jordan reflects a gradual historical trajectory shaped by the country's educational, political, and social transformations. During the first phase (1940–1984), responsibility for preparing primary and secondary school teachers was undertaken by specialized institutions such as Teachers' Houses, Teacher Training Institutes, and Colleges of Education. These institutions varied in their objectives, programs, duration of study, and admission requirements. This period was characterized by institutional expansion and diversification of preparation models, encompassing academic, professional, and practical orientations in response to the growing needs of the national education system (Duweyk, 1987).

With regard to secondary school teacher preparation, a major qualitative shift occurred following the enactment of the 1964 Education Law, which mandated that secondary teachers obtain a university degree in addition to a professional diploma. This legislative reform established strategic partnerships with Jordanian universities and significantly enhanced the academic and professional standards of teachers through structured teacher education programs and financial incentives (Duweyk, 1987).

The second phase (1985–2020) represented a comprehensive period of institutionalization and reform. It commenced with official calls to modernize the education system and was followed by legal and regulatory frameworks that laid the foundation for a national teacher preparation system. This phase witnessed the expansion of specialized university programs and the strengthening of public universities' roles in teacher education. It also marked the launch of national education development initiatives, such as the Support Training Program to Maintain the Quality of Education for Syrian Students in Jordan, alongside the establishment of systematic in-service training mechanisms and specialized professional development institutions (Shevabke, 2020).

Throughout this period, strong emphasis was placed on enhancing teacher quality through continuous professional development, integration of critical thinking skills, curriculum reform, and improved assessment practices. Furthermore, the professional and legal status of the teaching profession was reinforced through union legislation and regulatory reforms, positioning teachers as central agents of educational improvement (Duweyk, 1987; Shevabke, 2020; Queen Rania Teacher Academy, 2024).

The contemporary phase (since 2021) marks a significant transformation with the launch of the Higher Diploma Program for Teacher Preparation and Qualification, which integrates academic coursework with extensive practical training. The program targets prospective teachers across key disciplines and emphasizes the development of pedagogical competencies aligned with modern educational demands. The expansion of program specializations and the institutional commitment to sustained professional growth underscore a national recognition of the teacher's pivotal role in enhancing educational quality and achieving comprehensive educational development goals (MOHE, 2021).

Overview of the Structure of the Higher Diploma in Teacher Preparation in Jordan

The Higher Diploma in Teacher Preparation Program in Jordan is a full-time professional program designed to integrate theoretical knowledge with practical application. The program targets prospective teachers for grades one through ten in the disciplines of Mathematics, Science, Arabic, English, Classroom Teaching, Islamic and Social Studies. It consists of 27 credit hours completed over a period of nine months.

The program is implemented at accredited universities and is complemented by extensive school-based practicum experiences that provide candidates with direct professional practice. Instruction and

assessment are conducted in both Arabic and English, depending on the candidate's specialization: candidates enrolled in English-medium specializations are assessed in English, while those in Arabic-medium specializations are assessed in Arabic. This bilingual structure supports both academic rigor and subject-specific pedagogical competence.

Structure and Content of the Higher Diploma in Teacher Education in Jordan

The Higher Diploma in Teacher Education in Jordan is a one-year professional program consisting of 27 ECTS credits, implemented over two academic semesters. The program aims to prepare qualified teachers by integrating pedagogical knowledge, subject-specific teaching methods, and school-based teaching practice. All courses in the program are delivered in Arabic and English depending on the specialization, in a manner that aligns with the educational and linguistic contexts of the program (Yarmouk University, 2025).

During the first semester (12 ECTS), teacher candidates take Pedagogy of Learning and Teaching I (3 ECTS), which introduces fundamental theories of learning and instruction, alongside Teaching Methods for Arabic, English, Mathematics, Science, and Classroom Teaching (3 ECTS), focusing on discipline-specific instructional strategies. Practical experience is provided through Teaching Practice Internship I (6 ECTS), enabling candidates to apply theoretical knowledge in real classroom settings. In addition, candidates complete Teacher Standards (CURI 500A), a compulsory non-credit course addressing national professional teaching standards.

The second semester comprises 15 ECTS and extends both theoretical and practical components of the program. Core courses include Pedagogy of Learning and Teaching II (3 ECTS) and Teaching Methods for Arabic, English, Mathematics, Science, and Classroom Teaching II (3 ECTS), which emphasize advanced instructional design, assessment, and reflective teaching practices. Practical training continues with Teaching Practice Internship II (6 ECTS), supporting the development of professional competencies in authentic school environments. Candidates also complete Teacher Standards (CURI 500B) as a compulsory non-credit requirement. Additionally, the program offers elective courses such as Education System and Philosophy (3 ECTS) and Educational Technology and Electronic Content Design (3 ECTS), allowing candidates to strengthen their understanding of educational systems and integrate technology into teaching practices.

Program Evaluation

Program evaluation is defined as a systematic process of collecting data related to an educational program through diverse measurement tools and methods and comparing these data against predetermined criteria in order to make judgments about the program's effectiveness. The concept of program evaluation has evolved from a narrow focus on measuring student achievement to the adoption of a comprehensive perspective that examines all components of the program across its various stages, in response to the need for a deeper understanding of the quality and effectiveness of educational programs. The results of program evaluation contribute to informed decision-making regarding the continuation, modification, or termination of programs and provide curriculum development experts with objective data to analyze strengths and weaknesses and to guide improvement efforts on a scientific basis, thereby enhancing the objectivity of decisions and the efficiency of educational program development processes (Taşpınar, 2017; Demirel, 2021).

Program Evaluation Models

Program evaluation models provide comprehensive theoretical and practical frameworks that organize the evaluation process from planning to judgment and decision-making, while accounting for differences in educational contexts and program goals. Researchers have developed a variety of models reflecting diverse evaluation orientations, including objective-based models such as Tyler's model, which focuses on the extent to which educational objectives are achieved, and interpretive

models such as the illuminative evaluation model, which emphasizes understanding the nature of the program and its learning environment. Other approaches balance description and judgment, as in Stake's model, while multidimensional models such as Hammond's framework integrate behavioral, instructional, and institutional dimensions. In addition, models such as Metfessel–Michael have strengthened criteria-based evaluation by incorporating multiple perspectives within educational institutions. Among these, Stufflebeam's CIPP model is one of the most comprehensive and widely used evaluation frameworks. The model assesses four key components—Context, Input, Process, and Product—providing a systematic approach to examine educational programs. Its advantages in evaluating teacher preparation programs include offering a holistic perspective, guiding data-informed decision-making, identifying strengths and areas for improvement, and supporting the design and implementation of context-sensitive reforms. By addressing both the structural and outcome-related aspects of programs, the CIPP model enables educators and policymakers to make evidence-based improvements that enhance the effectiveness and quality of teacher education. This diversity of program evaluation models reflects the evolution of evaluation theory from a narrow focus on final outcomes to a holistic perspective aimed at enhancing the quality and effectiveness of educational programs (Ertürk, 1993; Fitzpatrick, 2012; Hammond, 1967; Stake, 1967; Taşpınar, 2017; Demirel, 2021).

METHOD

Research Design

This study employed a qualitative research design to explore in depth the perspectives and experiences of teacher educators involved in the Jordanian Teacher Training Postgraduate Diploma program. Qualitative research is suitable for understanding complex social phenomena, allowing the researcher to capture participants' experiences, interpretations, and meanings in their natural context (Yıldırım & Şimşek, 2016). In particular, a phenomenological approach was adopted to investigate how teacher educators perceive and interpret the program, its components, and its impact on professional practices (Tunalı, Gözü, & Özen, 2016). This approach enables the identification of common themes and patterns while acknowledging individual differences, providing a rich, contextualized understanding of the phenomenon.

Population and Sample

The qualitative study targeted teacher educators participating in the Jordanian Teacher Training Postgraduate Diploma program at Yarmouk University during the 2024–2025 academic year. Twenty-three teacher educators from seven departments (Science, Arabic, Mathematics, English, Classroom Teaching, Islamic Studies, and Social Studies) participated. All participants were directly involved in teaching courses within the program and had experience relevant to its implementation.

Participants represented a diverse and experienced group: 56.5% female and 43.5% male, with 65.2% holding a doctoral degree and 34.8% a master's degree. Their fields of specialization included Classroom Teacher (21.7%), Science (17.4%), Arabic (17.4%), English (13%), Mathematics (13%), Social Studies (8.7%), and Islamic Studies (8.7%). Years of professional experience ranged from 0–5 to over 22 years, with all participants having received relevant in-service training. This diversity ensured that the study captured multiple perspectives and experiences.

Data Collection Instrument

A semi-structured interview form developed by Hoşgör (2023) and aligned with the CIPP evaluation model was used for data collection. The instrument consists of 60 questions, covering the four CIPP dimensions: context, input, process, and product. The semi-structured design allows participants to provide detailed insights while maintaining a consistent framework across interviews (Türnüklü, 2000).

The instrument underwent a rigorous linguistic and cultural adaptation process. It was translated from Turkish into Arabic by a Jordanian graduate student, then reviewed for clarity and appropriateness by two Arabic language experts at Yarmouk University. A back-translation into Turkish by an expert from Adiyaman University confirmed conceptual equivalence. Furthermore, there local academics evaluated the instrument to ensure content validity and cultural relevance, and their feedback confirmed its suitability.

Pilot Study

A pilot study was conducted with three teacher educators from Jordanian universities via online interviews on Zoom. Their responses were audio-recorded and transcribed to evaluate the clarity and effectiveness of the interview questions. The pilot confirmed that the questions were understandable and elicited meaningful insights, validating the instrument for the main study.

The purpose of the study is to evaluate the Jordanian Higher Diploma in Teacher Preparation Program using Stufflebeam's CIPP model (Context, Input, Process, and Product). The research questions guiding the study are:

What are the teacher educators' perceptions regarding the Context, Input, Process, and Product dimensions of the program?

What are the teacher educators' views and recommendations for improving and enhancing the Jordanian Higher Diploma in Teacher Preparation Program?

Data Collection and Analysis

Data were collected through the finalized semi-structured interviews, ensuring informed consent and confidentiality. Descriptive content analysis was applied to interpret the responses, identifying themes and patterns across the four CIPP dimensions. This method facilitated an in-depth understanding of teacher educators' perceptions regarding the program and highlighted commonalities, differences, and contextual factors influencing its implementation (Yıldırım & Şimşek, 2016; Tunalı, Gözü, & Özen, 2016).

FINDINGS

The qualitative data were collected through a semi-structured interview form and analyzed using descriptive analysis, which enabled the systematic organization and interpretation of teacher educators' views.

Teacher Educators' Views on the Context Dimension

Teacher Educator's Views on Program Objectives

The first interview question examined teacher educators' views regarding the extent to which the general, individual, social, and economic objectives of the teacher training program were achieved.

Table 1 presents the themes, categories, and codes related to the level of achievement of program objectives.

Table 1
Level of Achievement of Program Objectives (General)

Theme	Category	Code	F
Program Objectives	Positive evaluation	Achieved at a high level	10
		Achieved at a very high level	5
		Achieved at a good/satisfactory level	5
	Needs improvement	Achieved at a moderate level	2
		Achieved under certain conditions	1

The findings indicate that the program objectives were largely achieved at a high level, as the majority of teacher educators evaluated the objectives as very high or high, emphasizing the program's role in enhancing professional competence, self-confidence, and classroom readiness. Several participants highlighted the contribution of the practicum component to strengthening teachers' instructional and classroom management skills, while a smaller number noted that the effectiveness of the objectives depends on specific implementation conditions and the need for curriculum updating. Overall, these views suggest that although the program is generally effective in achieving its objectives, continuous revision and alignment with contemporary educational needs remain necessary.

Teacher Educators' Views on the Individual, Social, and Economic Objectives of the Program

Table 2 presents the themes, categories, and codes related to the program's contributions to individual, social, and economic objectives from the perspectives of teacher educators.

Table 2
Individual, Social, and Economic Objectives of the Program – Themes, Categories, and Codes

Category	Code	F
Individual Objectives	Gaining self-confidence	6
	Assuming a leadership role in the classroom	3
	Contribution of the practicum (20 weeks)	3
	Development of pedagogical knowledge and skills	4
	Development of personal and professional identity	4
Social Objectives	Educating socially beneficial individuals	5
	Development of communication skills	5
	Enhancing collaboration and teamwork in schools	3
Economic Objectives	Employment opportunities for graduates	4
	Opportunities for additional income	3
	International employment opportunities	2
	Salary increase associated with expert teacher status	1

The findings presented in Table 2 indicate that the program offers multidimensional contributions at the individual, social, and economic levels. At the individual level, teacher educators emphasized the development of self-confidence and the ability to assume leadership roles in the classroom, along with the significant impact of the long-term practicum on professional experience and the formation of personal and professional identity. At the social level, participants highlighted the program's role in enhancing communication skills and strengthening collaboration and professional relationships within schools, thereby supporting teachers' positive engagement with the school community. At the economic level, the results suggest that the program contributes to employability by expanding job opportunities, providing additional income sources, and supporting professional mobility at both national and regional levels. Overall, these findings reflect teacher educators' perceptions that the program has moved beyond a purely theoretical framework and now produces observable outcomes in classroom practice as well as in teachers' professional, social, and economic development, provided that it is implemented systematically and in alignment with its stated objectives.

Teacher Educators Views on the Strengths and Weaknesses of the Program

In this question, teacher educators' views regarding the strengths and weaknesses of the program were examined through two separate tables. While the first table highlights the program's key strengths, the second focuses on areas requiring improvement and the challenges encountered. This dual presentation provides a balanced perspective by emphasizing both the program's achievements and its potential for future development.

Table 3
Teacher Educators Views on the Strengths of the Program

Theme	Category	Code	f
Strengths	Individual development	Gaining self-confidence	3
		Strengthening personal identity	3
	Professional competence	Developing pedagogical knowledge and skills	3
		Developing and applying instructional strategies	2
		Improving lesson planning skills	2
		Enhancing assessment and evaluation competencies	2
	Practical experience	90-day practicum experience	4
		Contribution of the 20-week field practice	3
	Social contributions	Enhancing collaboration in schools	3
		Educating socially beneficial individuals	3
		Developing communication skills	2
	Technology and innovation	Developing technology integration skills	2
		Effective use of digital tools in teaching	2
	General positive views	Program effectiveness	2
		Professionally designed program	1

The findings presented in Table 3 indicate that teacher educators' evaluations of the program's strengths are concentrated across several interrelated dimensions. In terms of individual development, participants emphasized that the program contributes to building self-confidence and strengthening personal identity among teacher candidates. Regarding professional competence, the most frequently mentioned strengths relate to the development of pedagogical knowledge and skills, instructional strategies, lesson planning, and assessment competencies, highlighting the program's strong contribution to professional preparedness.

The practical experience dimension, supported by a 90-day practicum and a 20-week field practice, was seen as a critical component enabling teacher candidates to test theoretical knowledge in authentic classroom settings. In the social contributions dimension, teacher educators underlined the program's role in fostering collaboration within schools, enhancing communication skills, and promoting social responsibility, indicating that its impact extends beyond individual gains to broader educational and social contexts.

In addition, views related to technology and innovation suggest that the integration of digital tools and technology-enhanced teaching practices supports teacher candidates' adaptation to contemporary learning environments. Finally, some participants described the program as generally effective and professionally designed, emphasizing its systematic structure, strong emphasis on field-based learning, alignment with teacher standards, and encouragement of reflective and critical thinking through analytical writing tasks. Overall, these findings demonstrate that teacher educators perceive the program as practice-oriented, professionally structured, and responsive to the demands of modern teacher education.

Table 4
Teacher Educators' Views on Areas for Program Improvement – Theme, Category, and Codes

Theme	Category	Code	Frequency
Areas for Improvement	Assessment	Article criteria	2
		Measurement-evaluation processes	2
		Insufficient assessment tools	2
		Lack of exams	1
	Content	Updating course content	3
		Theoretical gaps	1
	Infrastructure	Physical conditions	1
		Lack of computers	2
	Time	Lesson hours	1
		Program intensity	2
	Participant profile	Age differences	2
		Lack of experience	1
	Support & Incentives	Lack of financial support	1
		Motivation enhancement	1
General improvement	Continuous program development	2	

The findings in Table 4 reveal that teacher educators identified several areas where the program could be enhanced. Assessment was highlighted as a primary concern, including article criteria, measurement and evaluation procedures, and the lack of formal exams, pointing to the need for more systematic and comprehensive evaluation mechanisms. Regarding content, participants stressed the importance of updating course materials and addressing theoretical gaps to ensure the program aligns with current educational standards.

Infrastructure challenges, such as inadequate physical facilities and insufficient computer access, were noted as obstacles to effective practical and technology-integrated learning. Time management and program intensity were also raised, with recommendations for optimizing lesson hours and balancing workload. Furthermore, differences in participant profiles, including age and prior experience, were mentioned as factors that could create disparities during the program. Insufficient support and motivational mechanisms were also highlighted as areas requiring attention.

Overall, these results suggest that the program's weaknesses primarily concern assessment processes, content updates, infrastructure, time management, and participant support. Addressing these areas through systematic improvements is likely to enhance the program's overall effectiveness and better support teacher candidates' professional, individual, and social development. These insights underscore the importance of continuous program review and targeted interventions to complement the program's strengths.

Table 5
Analysis of Social, Economic, and Regional Conditions– Theme, Category, and Codes

Theme	Category	Code	f	
Social / Economic / Regional Conditions	Social conditions	Consideration of traditions, customs, and local culture	9	
		Consideration of students' social needs and living conditions	8	
		Support for social integration and community interaction	6	
	Economic conditions	Provision of financial support (scholarships, assignments, facilitations)	6	
		High costs and students' economic insufficiency	6	
		Impact of program requirements on income and family life	4	
	Regional conditions	Regional conditions	Consideration of geographical distribution and reduction of transportation burden	7
			Program design aligned with local and regional needs	6
		General positive views	Adequate and comprehensive consideration of conditions	9
		General limited / negative views	Partial or insufficient consideration of conditions	9

The findings suggest that the program addressed social, economic, and regional conditions in an uneven manner. The social dimension emerged as the most prominent, as participants consistently emphasized the program's alignment with local traditions, customs, and cultural values. Attention to students' social needs and living conditions, along with efforts to promote social integration and community interaction, further indicate that the program was largely responsive to the social context in which it was implemented.

The economic dimension, however, revealed notable challenges. Although some forms of financial support were provided, participants reported that economic burdens remained substantial, particularly for those who were self-funded. Program requirements were also perceived as placing pressure on students' income sources and family responsibilities, suggesting that economic considerations were not fully balanced with the demands of the program.

With respect to the regional dimension, the program demonstrated a degree of responsiveness through its geographical distribution and attempts to reduce transportation-related challenges. The alignment of program design with local and regional needs was acknowledged, yet these efforts were generally viewed as partial rather than comprehensive.

At the overall level, participant perspectives reflected a clear divergence. While some perceived the program as adequately addressing contextual conditions, others regarded these considerations as limited, particularly in relation to economic sustainability. This divergence highlights the need for more comprehensive and equitable strategies to ensure that social, economic, and regional factors are addressed in a balanced and sustainable manner.

Teacher Educators' Views on the Input Dimension

Table 6

Teacher Educators Views on Teachers' Mentoring Competencies and the Evaluation of Their In-Service Training – Themes, Categories, and Codes

Theme	Category	Code	f
Mentoring Competencies	Positive evaluation	High level of competence and experience	17
		Moderate level	2
	Partially sufficient	Needs improvement	2
		Percentage-based evaluation	Self-evaluation using specific percentages (e.g., 70%, 85%)

Table 6 shows that teacher educators generally perceive teachers' mentoring competencies as strong and well-developed. Most participants indicated that teachers demonstrate a high level of professional competence and experience, suggesting confidence in their ability to provide effective guidance and support to teacher candidates. A smaller proportion of participants noted that mentoring competencies were only partially sufficient or required further development, indicating some variability in the quality of mentoring. Additionally, a few teacher educators used percentage-based self-assessments to evaluate mentoring competencies, reflecting a more individualized approach to professional adequacy. Overall, the results suggest that while mentoring competencies are largely adequate, ongoing in-service training and professional development may be necessary to ensure consistency and continuous improvement in mentoring practices.

Table 7

Teacher Educators' Views on the Adequacy of Time – Theme, Category, and Codes

Theme	Category	Code	f
Time Adequacy	Positive evaluation	Program duration and sessions are sufficient	20
		Some periods are intensive	2
	Partially sufficient	Some periods have deficiencies	1

The findings presented in Table 7 indicate that the majority of teacher educators consider the program duration and session arrangements to be adequate. These perspectives suggest that the program is generally successful in achieving its objectives within the planned timeframe and provides teacher candidates with sufficient time for both theoretical and practical learning. However, a few participants viewed the time allocation as only partially sufficient, noting periods of intensity, consecutive sessions causing fatigue, or certain gaps. This indicates that while the overall time provision is appropriate, there may be balance issues in some phases of the program. Overall, the results suggest that the program duration is sufficient for its intended purpose, but improvements in time management flexibility and workload distribution could further enhance its effectiveness.

Table 8

Teacher Educators' Opinions on Human Resources – Theme, Category, and Codes

Theme	Category	Code	f
Relations with Stakeholders	Positive Evaluation	Positive Communication	10
		Collaboration	6
		Support	4
	Partially Positive Evaluation	Differences in Relationships	2
		Partial Difficulties	1

The findings from Table 8 indicate that teacher educators generally perceive relations with stakeholders positively, recognizing the importance of collaboration, communication, and support in ensuring effective educational practices. Most participants highlighted that positive communication,

cooperation, and support play a key role in fostering productive relationships, reflecting an overall confidence in the program's ability to create a professional and collaborative environment.

However, the data also revealed variability in stakeholder interactions. Some teacher educators reported differences in relationships and minor difficulties in certain contexts, suggesting that while overall relations are strong, there are instances where collaboration and support could be improved. Additional information from Table 8 further illustrates similar trends, emphasizing that although most interactions are constructive, some challenges remain that require attention to achieve consistency and inclusiveness across all stakeholders.

Overall, the results indicate that teacher educators are aware of the critical role of stakeholder relationships in the program's effectiveness. They also highlight the need for continuous monitoring and development of communication and collaboration strategies, ensuring that all parties can engage effectively and that potential gaps in support are addressed.

Table 9

Teacher Educators' Opinions on Physical Infrastructure – Theme, Category, and Codes

Theme	Category	Code	f
	Positive Evaluation	Infrastructure generally adequate	8
Program's Features Related to Physical Infrastructure	Partially Adequate	Infrastructure varies across different schools	7
	Negative Evaluation	Infrastructure inadequate	5
		Limited Implementation	3

The findings from Table 9 indicate that teacher educators have divergent opinions regarding the physical infrastructure. Some considered the infrastructure generally adequate, while others noted variations across schools, and several reported that the infrastructure was insufficient with limited implementation. These results reflect some discrepancies between program requirements and the available school facilities, highlighting the need for improvements to better support effective program delivery.

Table 10

Teacher Educators' Opinions on Program Resources and Materials – Theme, Category, and Codes

Theme	Category	Code	f
Resources Used During Program Implementation	Positive Evaluation	Resources generally adequate and comprehensive	16
	Partially Adequate	Resources available but need improvement	7

The data indicate that the majority of teacher educators (f=16) considered the program resources and materials to be generally adequate and comprehensive, supporting effective implementation. However, a smaller group (f=7) noted that while resources are available, they require further development to fully meet program needs. Overall, these findings suggest that program resources are largely sufficient, but continuous improvement could enhance their effectiveness and support for teacher candidates.

Teacher Educators' Views on the Process Dimension

Table 11

Teacher Educators' Opinions on the Quality of Program Activities and Sessions – Theme, Category, and Codes

Theme	Category	Code	f
Activities and Sessions	Positive Evaluation	Activities are high quality and aligned with program objectives	19
	Partially Adequate	Some activities need improvement or better adaptation	4

The data in the table indicate that the vast majority of teacher educators (f=19) evaluated the program activities and sessions positively. Four teacher educators (f=4) stated that some activities require improvement, particularly in terms of written activities, clarity, and social relevance, and emphasized the need for more careful planning in these areas. Overall, the findings suggest that the activities and sessions are of high quality and well aligned with program objectives, although there remains a partial need for further development.

Teacher Educators' Views on the Program Implementation Strategy

In this section, teacher educators' levels of satisfaction with the program, the challenges encountered, and the proposed solutions are presented in separate tables. Satisfaction codes were examined across four dimensions: overall satisfaction, strategies and practices, collaboration and relationships, and professional development. Challenges and proposed solutions are addressed in two separate sections.

Table 12

Teacher Educators' Views on Satisfaction with the Program – Theme, Category, and Codes

Theme	Category	Code	f
Satisfaction	Overall satisfaction	High level of overall satisfaction with the program	7
	Strategies and practices	Satisfaction with the effectiveness of teaching strategies and practices	7
	Collaboration and relationships	Satisfaction with collaboration and relationships with mentors, teacher candidates, and stakeholders	7
	Professional development	Satisfaction with professional skills and development opportunities	7

The data in Table 12 indicate that satisfaction emerged across four dimensions. Overall satisfaction (f=7) was found to be strong, and high levels of satisfaction were also reported in the areas of strategies and practices (f=7), collaboration and relationships (f=7), and professional development (f=7). These findings demonstrate that the program creates multidimensional value for teachers.

Table 13
Teacher Educators' Views on Challenges Encountered in the Program – Theme, Category, and Codes

Theme	Category	Code	f	
Challenges Experienced During Program Implementation	Distance of schools, unsafe roads, and transportation difficulties faced by teacher educators	Distance of schools, dangerous roads, transportation difficulties	7	
	Collaboration and mentoring relationships	Problems in relationships between teacher candidates and school-based mentor teachers	4	
	Lack of resources and infrastructure	Insufficient equipment and materials in schools	4	
	Student numbers and workload	High number of students		3
		Intensive duties and assessment workload		3
	Language and communication	Language insufficiency and communication problems		2

The data in Table 13 indicate that the most frequently reported challenges by teacher educators were transportation and distance-related difficulties, particularly the distance of schools from their workplaces, unsafe roads, and transportation problems ($f=7$). This was followed by challenges related to collaboration and mentoring relationships ($f=4$), lack of resources and infrastructure ($f=4$), and student numbers and workload ($f=6$). Language and communication problems were reported less frequently ($f=2$). After presenting the table of proposed solutions within the scope of the program, teacher educators' views on the challenges encountered and the suggested solutions are discussed.

Table 14
Teacher Educators' Views on Proposed Solutions to Program Deficiencies – Theme, Category, and Codes

Theme	Category	Code	f
Proposed Solutions to Program Deficiencies	Transportation support	Providing transportation support for access to schools	7
	Training of mentor teachers	Supporting mentor teachers through training and raising awareness	4
	Reducing the number of students	Working with smaller groups	4
	Official documents	Providing support through official letters from the university and the Ministry of Education	4
	Additional materials and logistics	Providing logistical support and supplementary materials	4

The findings presented in Table 14 indicate that teacher educators proposed various solutions to make the program more effective and sustainable. The most frequently emphasized suggestion was transportation support ($f=7$). Teacher educators highlighted the need to cover transportation costs incurred while visiting different schools to observe and guide teacher candidates on site. Such support would facilitate active participation of teacher educators in the program, ensure continuity of field visits, and enhance the quality of the mentoring process.

Secondly, in-service training for mentor teachers ($f=4$) emerged as a noteworthy recommendation. This view underscores the importance of strengthening mentor teachers through continuous professional development and increasing their awareness to improve the quality of mentoring practices. In addition, the suggestion to reduce the number of students ($f=4$) indicates that working with smaller groups would facilitate interaction, increase individualized feedback, and allow for more effective responses to students' diverse needs.

Teacher educators also emphasized that official documents provided by the university and the Ministry of Education (f=4) would enhance the administrative and institutional legitimacy of the program. Such arrangements would help reduce uncertainties during implementation and provide a stronger institutional foundation for the program. Finally, the need for additional materials and logistical support (f=4) was highlighted. Improving educational materials, technical equipment, and logistical facilities would contribute to making both the theoretical and practical components of the program more effective.

Teacher Educators' Views on the Appropriateness of Teaching Strategies

This section presents teacher educators' evaluations regarding the alignment of teaching strategies and methods used in the program with the program's objectives.

Table 15

Teacher Educators' Views on the Appropriateness of Teaching Strategies – Theme, Category, and Codes

Theme	Category	Code	f
Appropriateness of Teaching Strategies	Positive evaluation	Strategies are aligned with objectives and effective	18
	Partially appropriate	Some strategies need improvement or create a burden	5

The data in Table 15 indicate that the majority of teacher educators (f=18) considered the teaching strategies to be well-aligned with the program's objectives. However, five educators (f=5) noted that certain strategies required improvement due to challenges encountered in practice, such as differentiation, time management, and curriculum intensity. This suggests that while the strategies are generally positively evaluated, there is a continued need for ongoing refinement and improvement.

Teacher Educators' Views on the Product Dimension

Teacher Educators' Views on the Effective and Ineffective Aspects of the Program

This section presents teacher educators' evaluations regarding the effectiveness of the program. Responses highlighted the program's contribution to the development of teacher candidates' professional knowledge, skills, and attitudes.

Table 16

Teacher Educators' Views on the Effectiveness of the Program – Theme, Category, and Codes

Theme	Category	Code	f
Program Effectiveness	Positive evaluation	Effectively prepares candidates	19
	Partially appropriate	Moderate effectiveness in some cases	2
	Areas for improvement	Aspects requiring further development	2

The data in Table 16 indicate that the vast majority of teacher educators (f=19) considered the program to be effective. Participants emphasized that teacher candidates acquired professional knowledge, skills, and self-confidence, and were able to apply strategies and methods effectively. Conversely, four educators (f=4) noted that some aspects of the program were only moderately effective, particularly in areas such as differentiation, personal development, and the need for ongoing updates. Overall, the program's effectiveness was positively evaluated, although certain areas were identified as needing further development.

Teacher Educators' Recommendations for Program Improvement

This question presents teacher educators' recommendations regarding the improvement of the program. The responses emphasized several key areas, including the evaluation system, curriculum

adjustments, field practices, financial and infrastructural support, as well as the selection and training of teaching staff.

Table 17
Teacher Educators' Views on Recommendations for Program Improvement – Theme, Category, and Codes

Theme	Category	Code	f
Program Improvement	Evaluation and Examination System	Addition of exams	4
		Strengthening the evaluation process	4
	Curriculum and Educational Process	Development of course content	6
		Reduction of repetitive activities	4
	Practice and Field Work	Extension of practice duration	4
	Resources, Finance, and Infrastructure	Financial support	2
		Investment in technology and infrastructure	2
	Selection of Mentor and Teacher Educators	Selection of qualified mentor teachers in schools	4
		Training of teacher educators	1
	General Opinions	Adherence to program principles	1
No recommendation		1	

The data in Table 17 indicate that teacher educators emphasized the evaluation and examination system ($f=8$) and curriculum and educational content adjustments ($f=10$) the most in their recommendations. Suggestions regarding practice and fieldwork ($f=4$), resources and infrastructure needs ($f=4$), and the selection and training of mentor and teacher educators ($f=5$) were also highlighted. Two participants stated that the existing principles of the program should be preserved or that they had no specific recommendations. These findings suggest that program improvement requires strengthening the evaluation system, refining course content, increasing field practice opportunities, and enhancing the qualifications of teaching staff.

Teacher Educators' Views on the Effectiveness and Usefulness of Assessment Types and Tools Applied in the Program

This section presents teacher educators' opinions regarding the assessment tools and criteria used in the program. The responses highlighted that, overall, the tools were considered effective; however, some aspects require further development.

Table 18
Teacher Educators' Views on the Effectiveness and Usefulness of Assessment Types and Tools Applied in the Program – Theme, Category, and Codes

Theme	Category	Code	f
Assessment Tools	Positive Evaluation	Alignment of tools with objectives	10
		Effectiveness and provision of variety	6
	Partially Appropriate	Some tools need improvement	3
		Reduction of student numbers	2
		Workload issues	2

The data in Table 18 indicate that the majority of teacher educators ($f=16$) found the assessment tools to be effective and aligned with program objectives. Participants reported that the tools were successful in measuring teacher candidates' development, offered diversity, and matched the program goals. Conversely, seven teacher educators ($f=7$) emphasized that some tools required improvement, particularly written assignments, and noted challenges related to large student numbers and workload. These findings suggest that, although the assessment tools are generally functional, they need to be made more practical and sustainable.

Teacher Educators' Views on the Program's Effectiveness in Measuring Teacher Candidates' Achievement

This section presents teacher educators' opinions regarding the adequacy of assessment tools used in the program to measure teacher candidates' achievement. The responses indicated that the tools were generally sufficient; however, the addition of exams and strengthening of the practical component were emphasized.

Table 19

Teacher Educators' Views on the Adequacy of Achievement Measurement – Theme, Category, and Codes

Theme	Category	Code	f
Achievement Measurement	Positive	Tools are sufficient	9
	Evaluation	Diversity of tools and accurate measurement	8
	Partially	Some tools need improvement (lack of exams)	4
	Appropriate	Strengthening of the practical assessment component	2

The data in Table 19 show that the majority of teacher educators (f=17) considered the assessment tools adequate for measuring teacher candidates' achievement. Participants noted that the existing tools were diverse, reliable, and accurately reflected candidates' development. However, six teacher educators (f=6) emphasized the need for additional exams, strengthening of the practical component, and reduction of the workload of written assignments. These findings suggest that, although the tools are generally effective, there is a need to make them more comprehensive.

CONCLUSION

The evaluation of the Higher Diploma Teacher Education Program in Jordan, based on teacher educators' perspectives, indicates that the program is largely effective and positively received. Teacher educators reported that the program strengthens teacher candidates' self-confidence, professional identity, and pedagogical competencies, while also fostering social collaboration, communication skills, and the ability to integrate theory with practical classroom experience. Program activities, sessions, and teaching strategies were generally viewed as high-quality, goal-aligned, and supportive of professional development.

Some challenges were identified, including transportation difficulties, high student numbers, limited resources, and occasional workload pressures. Nevertheless, teacher educators proposed constructive solutions, such as providing logistical support, in-service training for mentoring teachers, reducing student group sizes, and enhancing technological and material resources. Assessment tools were generally considered effective, appropriate, and diverse, though improvements were suggested for practical components and written workload management.

Overall, the program creates a supportive and multidimensional learning environment, enabling teacher candidates to develop both professionally and personally. The findings highlight the program's strengths while identifying areas for ongoing improvement, indicating its potential for sustained positive impact on teacher preparation.

DISCUSSION

The qualitative findings indicate that the Higher Diploma Teacher Education Program in Jordan provides a strong contextual framework for teacher preparation. Teacher educators emphasized that the program enhances trainees' self-confidence and professional identity, while also developing their social collaboration and communication skills. These findings are consistent with Çelik & Kalkan (2019), who highlighted the importance of supporting both pedagogical competencies and the development of teacher professional identity within teacher education programs.

Teacher educators also praised the program for its ability to translate theoretical knowledge into practice through field experiences and the integration of technology into the teaching–learning process. However, several limitations were noted, particularly in assessment systems, content updating, and infrastructure. These issues reflect the concerns raised by Yetkiner (2017) regarding gaps in systematic evaluation and the contextual adaptability of teacher education programs.

Teacher educators reported an overall positive evaluation of the program inputs, including mentoring competencies, resources, and program duration. The available instructional materials were considered appropriate and effective in supporting learning outcomes, consistent with Doğan (2009), who emphasizes that teacher professional development programs often lack effective monitoring and feedback mechanisms, which are essential for enhancing the quality and relevance of teacher education and professional learning activities.

Nevertheless, qualitative data revealed several areas requiring improvement, particularly technological equipment, the addition of laboratory facilities, and supplementary materials. Teacher educators also indicated that some school-based mentor teachers expressed a need for continuous in-service training to enhance professional development and mentoring competencies. These findings are consistent with Doğan (2009), who stressed the importance of feedback mechanisms and professional development opportunities in determining the quality of teacher education programs.

The process dimension was identified as one of the program’s main strengths. Teacher educators reported that program activities support both professional and personal growth, foster collaboration, and facilitate the transformation of theoretical knowledge into practical skills. These findings align with previous research highlighting the role of practice-based learning in enhancing teaching competencies (Stavridis & Papadopoulou, 2022). Similarly, Çetinkaya (2024) found that experiences in school-based practice significantly contribute to the development of pre-service teachers’ professional identity.

Teacher educators indicated that the program successfully achieves its intended outcomes and enhances trainees’ knowledge, skills, and professional confidence. The qualitative findings demonstrate alignment between learning outcomes and professional competencies, consistent with previous research on the effectiveness of teacher education programs (Özyurt, 2019).

Assessment tools were considered largely effective and well aligned with the program objectives; however, some improvements were suggested, particularly regarding workload management and content updating. This reflects the educational literature emphasizing the importance of formative and practice-oriented assessment in supporting teachers’ professional development and enhancing the quality of learning outcomes (Black & Wiliam, 1998).

Continuous review and development of course content are considered fundamental to ensuring alignment with contemporary educational transformations. Among the program’s recommendations, it is advised to enhance the quality of instructional sessions through the ongoing updating of content, such as the integration of STEM and STREAM frameworks. In this context, Julkaew and Buaraphan (2025) indicate that the innovative STREAM education model seamlessly incorporates religious and artistic dimensions into existing STEM programs, aiming to enrich student projects with aesthetic and moral values. The authors emphasize that this integration not only enhances the aesthetic aspects of learning but also stimulates students’ creativity, captures their attention, and fosters sustained engagement in the learning process. Furthermore, this model highlights the critical role of developing course content and instructional sessions in accordance with contemporary educational trends, while promoting active and integrated learning among students.

Taken together, these findings reflect the multidimensional nature of the program as conceptualized within the CIPP evaluation framework, demonstrating balanced effectiveness across context, input,

process, and product dimensions. Overall, the discussion highlights that while the program provides a strong and supportive structure for novice teacher preparation, targeted improvements in assessment practices, infrastructure, and professional support mechanisms could further enhance its sustainability and responsiveness to diverse educational needs.

SUGGESTIONS

Based on the qualitative findings, it is recommended to strengthen the mentorship structures in the Higher Diploma Teacher Education Program by providing additional training for mentor teachers and reducing the number of teacher candidates per class, thereby ensuring more personalized guidance for trainees. Enhancing technological resources, adding laboratory facilities, and continuously updating instructional materials will further improve the quality of teaching and learning processes.

Moreover, assessment systems should be refined through the adoption of differentiated evaluation methods and alignment of practical components with the program's theoretical objectives. These improvements are expected to enhance trainees' professional competencies, support their personal development, and ensure the sustainability of program outcomes over time.

Building on these findings, future research could examine the long-term impact of the program on trainees' classroom practices and professional growth through longitudinal studies, tracking how the program affects teaching effectiveness, classroom management, and the sustained development of pedagogical competencies. Additionally, comparative studies involving similar teacher education programs in diverse socio-cultural contexts would provide valuable insights into the adaptability and scalability of the program's framework. Such research could also evaluate the effectiveness of mentorship structures, technological integration, and practical components in enhancing both teacher preparation and student learning outcomes, offering evidence-based guidance for program refinement in alignment with international best practices

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