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A Descriptive Exploratory Case Study of University of Central Riyadh Collaboration with Public Schools in Preparing Teachers

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A Descriptive Exploratory Case Study of University of Central Riyadh Collaboration with Public

Schools in Preparing Teachers

by

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DEDICATION

I dedicate this dissertation to my father: Dr. Dakhilallah Alazwari, my mother: Moneera Alazwari, my husband: Turki Alazwari, my major professor: Dr. Jennifer Jacobs, my sisters and brothers, and my wonderful kids: Nouf, Raneem, and Abdulaziz. This work is for you, and I hope to make you proud.

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ABSTRACT

The purpose of this descriptive exploratory case study is to explore the collaboration between the University of Central Riyadh (UCR) (pseudonym) teacher preparation program and public schools in preparing teachers. This study was framed using the theory of social constructivism. Qualitative methodology was used to collect data by using semi-structured interviews with three university supervisors (USs), three cooperating teachers (CTs), and three preservice teachers (PSTs). All the participants were from the curriculum and instructor department at UCR. The qualitative data were thematically analyzed using NVivo software. This study found that UCR and public schools collaboration was one-directional, meaning the collaboration typically occurred between CT and PST or US and PST or US and CT separately. The findings also showed that the collaboration process focused only on supporting PST learning opposed to also improving the US and CT learning and practices as well as school student learning. The findings also showed that when CTs and USs did collaborate, the focus was usually when PSTs were experiencing challenges or to evaluate them. This collaboration often resulted in emotional support for PSTs that helped give them psychological comfort, gain professional confidence, and improve their learning and agency. Lack of time, deficit thinking, and lack of communication were identified as the significant challenges that faced the participants regarding the collaboration. This study provided implications for Teacher Preparation Program (TPP) at UCR, for USs and CTs, and for effective collaboration. The proposed transformation from isolation to a collaborative framework; and proposed continuum that could help in improving the UCR school-university collaboration were recommended.

CHAPTER ONE: INTRODUCTION

Study Background

The rapid economic, social, and cultural changes that the Saudi society is witnessing today has affected the educational system, which in turn has encouraged the Saudi government to engage in educational reform (Albakry, 2018; Allmnakrah, 2020). The Saudi government formulated measures to transform the country's economy from dependence on oil by developing other public service sectors and by restructuring the country's economy through human development in all government and private sectors (Al-Aklbi & Dugiri, 2017; Yusuf, 2017). In 2016, Prince Mohammed bin Salman, the Deputy Crown Prince of Saudi Arabia, engaged in one of the most important measures by establishing Saudi's Economic Vision 2030. Saudi's Economic Vision 2030 "outlined the Kingdom's general objectives, goals, and targets to become a world-class model of a successful and pioneering nation" (National Transformation Program 2020, 2016, p. 6). This vision was built around three pillars: a thriving economy, an ambitious nation, and a vibrant society (See Figure1).

The *vibrant society* theme includes education which is then linked to economic growth (Allmnakrah, 2020; National Transformation Program 2020, 2016). Therefore, the vision emphasizes Saudi Arabia's continued investment in education by providing the country's people with the skills and knowledge needed for future jobs. The vision also emphasizes the role of universities in the human capital program and the adoption of advanced educational curricula that focus on basic skills and the establishment of partnerships to provide training for graduates (Alghamdi, 2020a).

Figure 1. The Three Pillars of Saudi's Vision 2030

In keeping with Saudi's 2030 vision and the desire to improve teachers' qualifications, the Ministry of Education issued a decision to introduce preservice programs in the field of education to prepare teachers. They followed the Ministry's collaboration with Saudi unapteriversities in developing teacher preparation programs (Aldogan, 2020). This has resulted in the formulation of new teacher preparation policies along with fundamental decisions to develop teacher preparation programs. Those fundamental decisions are as follows:

1- Redeveloping all teacher preparation programs.

2- Drawing up general policies to prepare the teacher in the various stages of education.

3- Defining the standard references for designing and building teacher preparation programs.

4- Determining the requirements for admission to teacher preparation programs.

5- Linking the teacher preparation programs' outputs to the needs of the administrative regions of teachers in the different stages and specializations.

6- The teacher preparation programs are to be restricted to ten majors. (Ministry of

Education, 2020).

Furthermore, Saudi's Vision 2030 focuses on the importance of building an educational system that contributes to providing opportunities for creativity, innovation and talent development, building personality, enhancing the role of the teachers, and raising teachers' qualifications in order to make a quantum leap in this vital sector. This educational system will be able to meet the changing and rapid requirements of the era towards development and competition for leadership and global excellence (Ministry of Education, 2018, p. 5). Additionally, the Council of Ministers approved the National Transformation Plan 2020 emanating from Saudi's vision 2030. This plan specifies seven strategic objectives whose achievement depends on the important role of the teacher in the educational and educational process. This is illustrated in the second strategic goal: "to improve the recruitment, preparation, qualification, and development of teachers" (National Transformation Program, 2020, p. 62).

It is evident, as mentioned above, that the Ministry of Education and Saudi's 2030 Vision emphasize preparation of teachers as an essential pillar to achieve a distinguished education system. Faculty members at colleges of education will have the important responsibility for preparing qualified teachers and forming positive attitudes towards the teaching profession (Abu Hasheesh, 2010). However, colleges of education cannot work alone in this preparation. It is necessary to enhance the collaboration between universities, ministry of education, and K-12 schools to achieve this vision.

The Saudi Ministry of Education has made several efforts to enhance collaboration between public schools and universities. For instance, in 2011, the Ministry of Education in collaboration with the Ministry of Higher Education organized the first workshop to strengthen the partnership between the two ministries, under the title "*Aligning Higher Education's Outputs,*

Programs, and Requirements, with the Needs of Public Education". The workshop participants emphasized the importance of strengthening the partnership between the two ministries and engage in joint work based on complementarity, partnership, the spirit of collective responsibility, and transparency (Ministry of Education, 2012; Mahmoud & Mohammad, 2018). Also, in 2014, the Colleges of Education deans in Saudi Arabia held a workshop entitled "*Towards a Strategic Partnership between Colleges of Education and the Ministry of Education*" to promote the harmonization of general education outputs with higher education requirements.

Moreover, Saudi's Ministry of Education established the national project for developing education called *King Abdullah Public Education Development Project* or *Tatweer* (i.e., *Tatweer* literally translates to *development*). It aspires to achieve ten aims. The "Tatweer" project provides 67 strategies and 378 recommendations to be achieved. One of these aims is *Developing Teacher Professionalism*, which includes seven strategies to be fulfilled. The second strategy states that *strengthening school-university partnership to raise teachers' performance*. The recommended procedures for the second strategy were:

- To collaborate with Universities (Colleges of Education) to align initial teacher education programs with the Ministry of Education standards for teacher professionalism.
- To include colleges of Education in the continuous professional development of in-service teachers.
- To find ways to enhance the quality of practical training for preservice teachers in schools during their initial teacher education (Tatweer, 2018).

Furthermore, the General Framework for Developing Teacher Preparation Programs in Saudi Universities (2020) determined that programs' main features should include, adjusting

acceptance processes; applied professional; participatory relationship in training; and ensuring

Internal quality (see Figure 2 below).
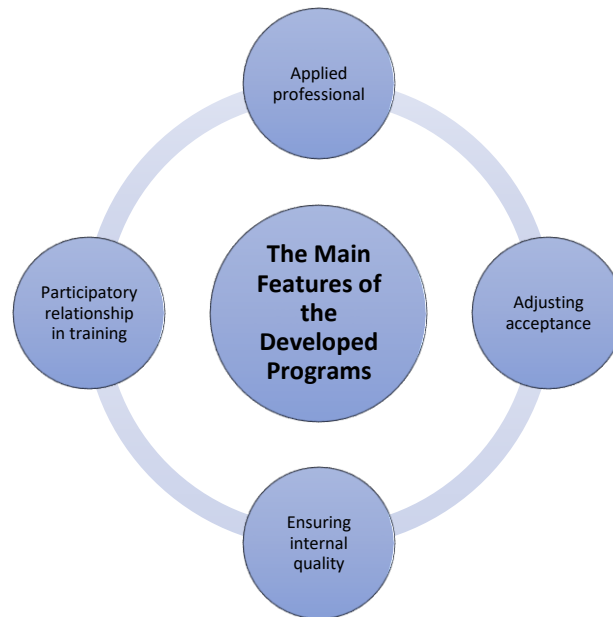
Figure 2. The Developed Programs' Main Features (Source: Ministry of Education, 2020, p. 31).

The General Framework for Developing Teacher Preparation Programs describes

Participatory Relationship in Training as the "field experiences are implemented in partner

schools, which should be selected, so that they have material and human capabilities and

professional work teams, in a way that contributes to providing diverse and rich experiences for

students and mentors" (Ministry of Education, 2020, p. 31). In other words, the General

Framework for Developing Teacher Preparation Programs also supports enhancing the

collaboration between schools and universities.

While there are new calls for the collaboration between schools and universities,

currently there is often a weak integration and joint coordination between Colleges of Education

and PK-12 schools in the exchange of educational experiences (Mahmoud & Mohammad, 2018).

Additionally, there is often adherence to more traditional methods in teacher preparation that do not center practical training in the field (Albakry, 2018). As a result of the gap between universities and schools in Saudi's teacher preparation programs, there can be challenges with cooperating teachers supporting the professional learning of student teachers during their practicum (Alghamdi, 2020b).

Looking across the Saudi's school-university partnerships, Saudi researchers reported the conviction of faculty members in the colleges of education about the importance of effective partnerships between schools and universities, as well as their willingness to participate in these partnerships (Alsayg, 2014; Al-Zamil, 2010; Mahmoud & Mohammad, 2018). However, the practicum fieldwork is receiving the most significant amount of attention among other aspects of the school-university collaboration (Albakry, 2018; AlHazmi, 2019; Althuwaini, 2016; Mahmoud & Mohammad, 2018). Therefore, several researchers have recommended that there is a need for developing partnerships between the colleges of education and schools to support preservice teachers professional learning and professional development for in-service teachers as well (Albakry, 2018; Aldogan, 2020; Athmali, 2018; Althuwaini, 2016; Al-Rabai, 2014; Al-Ruwaithi, 2017; Mahmoud & Mohammad, 2018).

Statement of the Problem

Due to contemporary educational global trend, creating partnerships between schools and universities has gained increasing support as one of the robust strategies in developing and reforming the learning to teach process. Aubusson (2003) argues that "to develop a consistently high-quality practice teaching experience, we need to develop closer partnerships with schools and closer teacher education relationships with teachers" (p. 184). Therefore, collaboration among stakeholders is the key to successful partnerships between a universities and schools to bridge the gaps between theory and practice to better prepare future teachers, to support

practicing teacher learning, and to support students' learning. Similarly, Burns et al. (2016) indicate that "school-university partnerships should work collaboratively to consider ways to strengthen not only the learning of teacher candidates as the future workforce, but to build the capacity of teachers, mentor teachers, teacher leaders, administrators, and university faculty" (p.90). From this point of view, the importance of collaboration between stakeholders in school-university collaborations is clear.

In the mid-1980s in the United States, a model of school-university partnership emerged; this model is known as Professional Development Schools (PDSs). PDSs are a "unique and particularly intense school-university partnerships" (NAPDS, 2021, p.6). NAPDS (2021) defined a PDS as a concept and a setting. As a concept,

> PDS is the third space formed through the joining of schools and colleges/universities in partnership for a larger, moral purpose. As a setting, a PDS is a place where a unique partnership between a school or district/division and a college or university exists. (p. 17)

Furthermore, PDSs are designed to build a collaborative learning environment, which supports preservice teachers' preparation, teacher leader professional development, inquiry and research, and student learning (Cosenza & Buchanan, 2018; Hunzicker, 2018). PDSs are often described as the educational equivalent of a teaching hospital for faculty and preservice teachers (Neapolitan & Levine, 2011; Goodlad, 1994). NAPDS (2021) defined PDS as "Collaboration is the action of P–12 and college/university PDS stakeholders to work together to achieve common goals" (p. 17). Thus, this collaboration benefits both preservice teachers and in-service teachers to enhance their practices. Hunzicker (2018) described that in PDS collaborations "P-12 teachers benefit from the theoretical knowledge provided by university faculty, and university faculty benefit from the practitioner knowledge of P-12 teachers" (p.4).

Unlike with PDS models, many studies in Saudi Arabia have shown the weak coordination and planning between colleges of education and the Ministry of Education in teacher preparation programs, and teacher preparation programs still use the traditional methods in preparing student teachers (Albakry, 2018; Althuwaini, 2016; Mahmoud & Mohammad, 2018). As an educational researcher, I am concerned with this issue in Saudi Arabia's teacher preparation programs. My pursuit of this study stems from my personal previous experiences as a university professor teaching and working with preservice teachers. After starting my Ph.D. program in teaching and learning, and after learning more about effective school-university collaboration and PDS as a model of school-university collaboration, I recognized that we had been inadequately prepared to make our university and schools partnerships effective. Thus, to develop this partnership, we need to strengthen the collaboration process between the stakeholders. When looking at PDSs, collaboration is the key. The Holmes Group (1990) indicated that "PDSs will work only if there is true reciprocity between school and university educators. If one party dominates, these schools may be successful in other respects, but they will fail to marry inquiry and practice (p. 86). Moreover, Burns et al. (2016) argued that "schools and universities must collaborate and create school-university partnerships, such as those found in PDSs, to actualize the transformation of teacher education" (p.84). Therefore, this study attempts to explore the level of collaboration between teacher preparation programs in the University of Central Riyadh (pseudonym)-College of Education and public schools in preparing preservice teachers.

Considering the history of preservice teacher education in Saudi Arabia, the partnership between universities and schools is weak (Althuwaini, 2016). Therefore, the colleges of education need to build partnership programs for the professional development of teachers.

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Additionally, there is a weak partnership between teacher preparation programs and the Ministry of Education, resulting in a significant absence of the influential role of the college of education in reforming and developing professional development of pre-service and in-service teachers. NCATE (2010) indicates that "teacher education programs must work in close partnership with school districts to redesign teacher preparation to better serve prospective teachers and the students they teach" (p.ii). In short, collaboration between all stakeholders is key to the success of teacher preparation programs, to the enhancement of the student learning process, and the achievement of optimal student learning outcomes.

Purpose of the Study

The purpose of this study is to explore the collaboration between the University of Central Riyadh (UCR) teacher preparation program and public schools. This study helped me to better understand the current collaboration between the UCR teacher preparation program and public schools in Saudi Arabia so I can provide some recommendations to help UCR move forward to create PDSs in the future. According to Newman et al.'s (2003) typology, I have two purposes for this study: 1) to understand the complex phenomena as I am trying to understand the reality of the collaboration process between the UCR teacher preparation program and public schools, and 2) to generate new ideas by using knowledge of their perspectives to develop this partnership. The following research questions guide this descriptive exploratory case study:

1) How do the stakeholders involved in teacher preparation at the University of Central Riyadh conceptualize collaboration in preparing teachers?

2) How do the stakeholders contribute to the collaboration?

3) How does collaboration influence teacher learning and agency?

4) What factors appear to constrain collaboration between the UCR teacher preparation program and public schools?

Theoretical Framework

This study will be framed using the theory of social constructivism. Social constructivism is based on sociocultural theory by Lev S. Vygotsky (1896-1934). It refers to individuals constructing their understanding through their interaction with others. My goal is to use a social constructivist lens to study this case through understanding the collaboration process of the participants and conceptualizing the phenomenon of their experiences in building effective partnerships. The Russian philosopher Lev S. Vygotsky was "the first modern psychologist to suggest the mechanisms by which culture becomes a part of each person's nature" (Cole et al., 1978, p.6). Vygotsky (1978) pointed out that humans live in a social-cultural world. He views human interaction in a group setting as a social-cultural approach that promotes interaction with peers to develop skills (Vygotsky, 1978).

Social constructivism emphasizes that learning is achieved in a collaborative nature. Vygotsky argued that the various cognitive functions tend to originate in social interactions and thus need to be explained as products that come from social interactions (Vygotsky, 1978). Therefore, learning is a process where the learner becomes integrated into a community of knowledge and not just the accommodation or assimilation of knowledge that is done by the learner (Vygotsky, 1978). According to Vygotsky (1978), ''learning awakens a variety of internal developmental processes that are able to operate only when the child is interacting with people in his environment and in cooperation with his peers'' (p. 90). Individuals interact with each other and with the environment to make their own meaning to change both individuals and the environment (Abdal-Haqq, 1998; Kim, 2001). Abdal-Haqq (1998) also mentioned that social constructivism is when "individuals construct knowledge in transaction with the environment, and in the process both the individual and the environment are changed" (p.3).

Beck and Kosnik (2006) believed that "social constructivism can provide crucial direction for preservice education" (p. 7). They advocated that social constructivism in preservice education can assist in overcoming the challenges and difficulties its faces. For example, the gap between the university classroom and the school, fostering a progressive approach among student teachers, the crisis of a high attrition rate among teachers, and the gulf between academic knowledge and popular culture (Beck & Kosnik, 2006, p.8).

There are three concepts considered as the core of social constructivism in teacher education. These concepts are integration, inquiry, and community (Beck & Kosnik, 2006, p.24). Integration is considered the heart of social constructivism. This is because teacher education programs need the integration and inclusiveness to "integrate mutual understanding and acceptance across all its aspects" (Beck & Kosnik, 2006, p.24). The social constructivist view is that there are many features of integration in a preservice program such as "student teachers learn to connect theory and practice; they see links between various dimensions of life and learning: the cognitive and the social, the academic and the personal, the professional and the everyday; and they develop a broad approach to teaching rather than acquiring disconnected pieces of knowledge and skill" (Beck & Kosnik, 2006, p.27). Next, in terms of inquiry, social constructivists enhance teacher education inquiry to help student-teachers improve their own learning (Beck & Kosnik, 2006). The third concept is the community, which considers the community not solely pertaining to cooperative learning but rather pertains to a sense of emotional expression, support, sharing, and inclusion (Beck & Kosnik, 2006).

Using a social constructivist lens will help me to better understand how UCR teacher preparation programs' collaboration with schools is built through understanding each stakeholders' individual meaning making about this collaboration in terms of their historical and

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social context (Cortty, 2003). This is because everyone's perspective on school-university collaboration influences how this collaboration is formed and the extent of the individual participant in this collaboration. Darling-Hammond (1999) pointed out that

> in the most highly developed sites, programs are jointly planned and taught by university-based and school-based faculty. Cohorts of beginning teachers get a richer, more coherent learning experience when they are organized in teams to study and practice with these faculty and with one another. Senior teachers report that they deepen their knowledge by serving as mentors, adjunct faculty, co researchers, and teacher leaders. Thus, these schools can help create the rub between theory and practice that teachers need in order to learn. (p. 232)

Additionally, Beck and Kosnik (2006) claimed that professional development schools as a model of school-university collaboration are social constructivist. This is because professional development schools "stresses a critical inquiry approach to schooling; links theory and practice; and emphasizes caring for "the whole student teacher" in the practicum" (p. 22).

Research Design

The purpose of my research was to explore the collaboration between the University of Central Riyadh teacher preparation program and public schools. I choose to conduct a qualitative exploratory case study because it allows for a rich description of the participants' experiences within the bounded context. According to Stake (1995) that, "case study researchers use the method of specimens as their primary method to come to know extensively and intensively about the single case" (p. 36). This will enable insight into the research questions. Verma and Mallick (1999) point out that "one of strengths of a case study is that it allows the researcher to focus on a specific instance or situation and to explore the various interactive processes at work within that situation" (p.114).

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As for the exploratory nature of this case study, it was relevant to this study's aim because I sought to explore the participants' perspectives of how teacher preparation programs at the UCR and public schools collaborate in preparing teachers. Therefore, using case study will be the best appropriated approach to study human behavior in the real world as it happens (Stake, 2003). Thus, I explored the collaborative processes and experiences of three university faculty members, three in-service teachers, and three preservice teachers. Thus, an exploratory case study was the best method to answer the research questions that will guide my inquiry. The exploratory case study design allowed me to learn in-depth about each individuals' roles in the collaboration. Berg (2009) stated that "systematically gather[ed] enough information about a particular person, social setting, event, or group to permit [me] to effectively understand how the subject operates or functions" (p.317).

I selected the research's exploratory nature because studying the collaboration process among school-university partnership's stakeholders is new in UCR. Neuman (2004) pointed out that "We use exploratory research when the subject is very new, we know little or nothing about it, and no one has yet explored it" (p.38). Therefore, the exploratory case study can help the researchers to find the fundamentals of developing the collaboration among stakeholders in school-university collaboration for their future studies. In this study, I explored the collaboration between the UCR teacher preparation program and public schools in preparing preservice teachers. I collected the data by conducting the questionnaire for university supervisors (Uss), cooperating teachers (CTs), and preservice teachers (PSTs). I then interviewed three Uss, three CTs, and three PSTs. Moreover, I collected data from documents evidence to get more information and insight about their collaboration. Thus, this qualitative approach can help me to collect rich and thick data of the participants' collaborations as Neuman (2004) advocated that a

case study "examines many features of a few cases" (p.42).

Significance of the Study

Building effective school-university partnerships is an important aspect of teacher preparation programs. However, in Saudi Arabia, the quest to bridge the gap between theory and practice and how to prepare teachers in clinical experiences is an essential, yet an under-researched area (Albakry, 2018; Alshanqiti, 2019; Mahmoud & Mohammad, 2018). In this study, I attempted to fill the gap in the literature by exploring the current collaboration between the University of Central Riyadh teacher preparation program and public schools by collecting qualitative data utilizing questionnaires, interviews, and documents to better understand the reality of the current collaboration.

The findings can lead to providing recommendations and suggestions for how the current collaboration between stakeholders can be enhanced. Thus, the findings of this exploratory case study will contribute to creating deeper collaborative partnerships, such as professional development schools, in the future as a model of school-university collaboration. Furthermore, this study will contribute to the research base on the creation of PDSs as a strong model for teacher education and stakeholders' professional development (Goodlad, 1990; Holmes, 1986).

Definitions of Key Terms

Pre-service Teacher (PST)

A student-teacher who is enrolled in an educator preparation program in college of education to gain her/his professional practice in partner schools to complete the teacher preparation program requirements and obtain an academic certification.

Cooperating Teacher (CT)

An in-service teacher who delegates time and efforts to empower preservice teachers with professional experiences for her/his learning, teaching, and leadership by using an organized

program and a detailed plan to achieve the objectives of field training.

University Supervisor (US)

A faculty member who works at the university and supervises preservice teachers during their practical fieldwork.

Collaboration

A process through which all stakeholders act in concert to pursue a shared goal, vision, and mission (NAPDS, 2021).

School-university Collaboration

A collaboration between a university and a K12 public school to work cooperatively together to prepare preservice teachers, to support in-service teachers, to aid in the development of experienced faculty members, and to be an integral part of the improvement of practice, all with the goal of promoting K12 students' learning.

Professional Development School (PDS)

A model of school-university collaboration which aims to join the K12 schools and universities in a unique collaboration.

Practical Fieldwork

Field experiences and teaching practices that pre-service teachers go through during their teacher preparation and practicum program for the purpose of enabling them to gain professional experiences of teaching practices.

Partner Schools

Elementary, middle, or high public schools that are chosen to prepare and train student-teachers to gain their professional experience using a participatory collaboration that can achieve the targeted learning outcomes of professional experiences.

Dissertation Organization

This dissertation consists of five chapters:

- Chapter one represents the introduction, including the background of the research topic, the purpose of the study, research questions, theoretical framework, research design, the significance of the study, and limitations of the study.

- Chapter two represents the international literature review related to teacher preparation and school-university collaboration.

- Chapter three addresses the research methodology for this study. It describes the research methods used to collect and analyze the data.

- Chapter four presents the findings of the study. The findings were presented based on the themes.

- Chapter five discusses the findings and provides the limitations, implications, and recommendations for future studies.

CHAPTER TWO: LITERATURE REVIEW

The purpose of this literature review is to gain insights into the concept of school-university collaboration in teacher preparation programs through an analysis of the relevant and significant literature written thus far. Since I examined the collaboration process among stakeholders in UCR's partnership with public schools, this review organized into two major sections: teacher preparation programs and school-university collaboration. In the first section of the literature review, I addressed the international teacher preparation program literature. I then discussed the teacher preparation programs in Saudi Arabia. Within this section, the sub-themes were the overview, in-service teacher, pre-service teacher, and university faculty. Section two presented the school-university collaboration in teacher preparation under two themes: history of school-university collaboration, and school-university collaboration models. I discussed the professional development schools' model in depth, as I used the findings of this study to make recommendations in relation to PDSs in Saudi Arabia.

Literature Review Process

In this literature review, a narrative approach was taken that extracts the data informally. Additionally, a Creswell's five-step literature search and analysis process (Creswell, 2012) was followed. These steps include:

1) identify key terms to use in your search for literature; 2) locate literature about a topic by consulting several types of materials and databases including those available at an

2) academic library and on the Internet; 3) critically evaluate and select the literature for your review; 4) organize the literature you have selected by abstracting or taking notess on the literature and developing a visual diagram of it; and 5) write a literature review that reports summaries of the literature for inclusion in your research report. (Creswell, 2012, p.81)

The search terms I used were *teacher preparation programs*, *Saudi teacher preparation programs*, *school-university collaboration history*, *purpose of professional development schools*, *professional development school's elements, school-university partnership models, professional development schools, and global school-university collaboration*. All searches included the truncated terms and extended terms to capture possible studies. The literature search was conducted using Google Scholar, Eric, Educational Database, and Saudi digital library. The searches utilized English and Arabic studies, peer-reviewed articles, full-text accessible resources, dissertations, and edited books.

The articles inclusion criteria were they had to be 1) published from 1986 to 2020; 2) international literature; 3) published in journals (in peer-reviewed journals), dissertation, national organizations report, or edited book; 4) articles with quantitative, qualitative, and mixed methods; and 5) involved the English and Arabic studies. While exclusion criteria were 1) article did not include the same sub-sections as this paper; and 2) article was not published in peer-reviewed journals, dissertations, national organizations, or edited books.

The essential search resulted in 1050 resources. I examined those resources based on their titles. A total of 700 studies were identified as potentially relevant, as their titles included (all or parts of) my search terms. After reading the abstracts of all 700 resources, 300 papers identified as potentially relevant. Subsequently, I skimmed the remaining 300 papers' full texts, and 207

further papers were excluded. This is because they did not meet the inclusion criteria. Thus, 93 studies met the inclusion criteria. I then checked the references of these articles; in so doing, I found 25 additional studies that met the inclusion criteria, yielding a total of 118 studies for my review.

Teacher Preparation Across the Globe

The education policy in many nations considers teaching as one of the most important factors that impacts students' achievement (OECD, 2018). For instance, Darling-Hammond et al. (2010) stated that, "all around the world, nations seeking to improve their education systems are investing in teacher learning as a major engine for academic success" (p. 1). Teacher preparation programs are regarded as vital in educating teachers and instilling autonomy and reflection (Öztürk, 2013). Teachers that have received professional learning within preparation programs become able to base their pedagogical choices on research and reflection. Öztürk (2013) notes that the process of teacher preparation is based on training either pre-service or in-service teachers who are talented and taking them through a process that turns them into professionals. Therefore, the best practice of improving teacher preparation involves selecting the most qualified individuals, providing high-quality professional learning, and doing so while respecting the autonomy thought of teachers (Öztürk, 2013).

In the United States, teacher preparation programs are evaluated through complex arrangements of institutions which include the federal government, national nongovernmental bodies, state governments, and institutions of teacher preparation programs (Feuer, et al., 2013). Elsewhere, in countries such as Australia, China, South Africa, and Uganda, teacher preparation programs have been increasingly monitored by educators and policy makers to ensure that teacher education is more inclusive of classroom pedagogy. Jenset, et al. (2018) mentioned that

classroom instruction has been progressively regarded with prestige due to the inclusion of university education. Jenset, et al. (2018) also notes that teacher preparation programs should be tied more closely with practice to encourage student learning.

As mentioned by Darling-Hammond (2017), methods for teacher preparation in the United States are focused on using professional standards that often guide curriculum design and evaluation. These methods closely relate to teaching methods in Australia, Canada, and Singapore. Finland, however, uses a strategy where teachers need to have master's degrees that are inclusive of both pedagogical methods and research. Regarding the selection of teachers for the preparation programs, Finland follows a similar methodology to Turkey, which includes recruiting the most qualified candidates (Darling-Hammond, 2017). However, unlike the United States, where the teacher preparation programs are based on self-sponsorship, Finland provides candidates with fully funded scholarships from the government, which is meant to encourage participation in the program. This follows a close arrangement to Singapore, Australia, and Canada. Sahlberg (2010) observed that the teacher preparation programs in Finland ensure the development of research-based learning, the provision of financial support, and the creation of a prestigious profession. The attractiveness of teaching as a profession is further illustrated by Moon et al. (2003), who state that providing attractive salaries and working conditions is necessary in increasing teacher recruitment. This is because the profession suffers from a poor public image with a limited career progression.

Teacher Preparation in Saudi Arabia

Due to the change in the educational field in the Kingdom of Saudi Arabia, educational innovations and comprehensive projects to develop public education has required the development of teacher preparation programs in order to yield teachers whose qualifications and

capabilities are in line with the renewed requirements of education development. These teacher preparation programs take into account the new role that modern scientific and technical changes that will impact teachers (Al-Ruwaithi, 2017, p.175). Thus, education has received the attention of Saudi Arabia's government since the beginning of the millennium, and it has received the largest share of government spending. In 2000, the number of public universities increased from 8 universities to 28 universities. As for private higher education institutions, there are 52 institutions that are either a private university or college, while in the year 2000, there were no private colleges or universities. Despite the progress and the generous amount of government spending, indications reveal that the quality of education in the Kingdom of Saudi Arabia is less than expected (Saudi Ministry of Education, 2018, p.4). However, Alkathiri (2020), pointed out that "the Saudi government and related ministries are committed to improving upon the current unsatisfactory state of education. Assuring the quality of teacher education programs by achieving high teaching and learning standards is foundational to the development of education" (p. 651). In keeping with the Kingdom's Vision 2030, and in order to improve the preparation and qualification of teachers, the Ministry of Education has begun to update teacher preparation programs in cooperation with Saudi universities.

Therefore, the National Center for Academic Accreditation and Assessment (NCAAA) was established, which is within the strategic plan initiatives of the Education Evaluation Commission, to raise the level of quality in higher education institutions and to ensure integration with the National Qualifications Framework, and to strive to provide an easy-to-implement, and effective accreditation system (NCAAA, 2018). The center has developed standards for institutional and program academic accreditation at the undergraduate level and set new postgraduate studies standards. The program's accreditation standards include six standards

covering the main program activities, including: mission and objectives, program management and quality guarantee, teaching and learning, students, faculty members, and learning resources and facilities and equipment (See Appendix A). Hence, one of the most important efforts that must be taken into consideration to develop teacher education programs in Saudi Arabia is enhancing the effective collaboration between universities and schools to achieve the required professional development in light of this vision (Al-bakri, 2018; Althmali, 2018; Almenaie, 2018). This comes in line with the Association of Teacher Educators standards (2008), "Collaboration to design and implement teacher education promotes the collective practice that increases efficacy and knowledge of teacher education" (p. 5). Darling-Hammond (2006) also stated that, "the enterprise of teacher education must venture out further and further from the university and engage ever more closely with schools in a mutual transformation agenda, with all of the struggle and messiness that implies" (p.302). Therefore, in the following subsections I will discuss the Saudi teacher preparation programs' role in stakeholders learning and agency.

Preservice Teachers. Saudi's teacher preparation institutions have gone through several phases. The first phase was in 1927, which was the establishment of the first scientific institute in Makkah Al-Mukarramah. Then, in 1953, the ministry of knowledge was established; this ministry focused on preparing preservice teachers as well as training in-service teachers (Alghamdi & Abduljawaad, 2014). The second phase was in 1974, during which Intermediate Colleges for Teacher Education was founded; this college was specialized in preparing both males and females' teachers for five terms to obtain an intermediate college diploma (Alghamdi & Abduljawaad, 2014). The third phase was during the era of King Abdullah bin Abdulaziz. During this distinguished stage, the number of universities increased and each university includes a College of Education and Human Sciences, both of which are responsible for

programs of preparing and qualifying teachers (Alshanqiti, 2019).

Currently, Saudi high school graduates who intend on pursuing a teaching career have to obtain a bachelor's degree from one of the Saudi universities before enrolling in the standard one-year postgraduate education program. This one-year program offers these teachers a Diploma in Education (Alghamdi, 2020). According to Alghamdi (2020), "the diploma is available to all postgraduates, regardless of their field of study or whether they plan to teach in a primary or high school context" (p. 9). Furthermore, Abnhoimel and Alanady (2015) as well as the Ministry of Education (2018) mentioned some factors that affect the reality of Saudi's teacher preparation programs. These factors are as follows:

- Religion factor as Islam is the official religion of Saudi Arabia;

- Cultural factor as Arabic language is used in education in all stages;

- Economic factor, the Kingdom of Saudi Arabia pays attention to education and financing. For instance, the education allocations from the government budget in (2018) amounted to 192 billion Saudi Riyals;

- Comprehensive development plans factor is key in preparing and qualifying the workforce and providing free education for all students in all education stages.

Moreover, there are three aspects that teacher preparation programs focus on in Saudi Arabia. First, the scientific aspect (Academic), which includes the specialized study related to the field that the student teacher will study in the future and the development of the teaching knowledge and expertise of the specialization to be taught. Second, the professional aspect (Education). In this aspect, preservice teachers are provided with some educational coursework that helps them in practicing the teaching profession efficiently. This aspect includes field training for the student. Third, the cultural aspect; this aspect differs in that it provides the future

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teacher with what develops awareness of a community's culture, its history, its problems, the changes that may occur to society, and the developments that it may face (Abnhoimel & Alanady, 2015).

In the subsection that follows, I will share the research findings from the Saudi Arabian context on preservice teachers' learning in terms of the duration of student-teacher training, the connections between campus courses and field experiences, and critical thinking pedagogical knowledge and practice.

The duration of student-teacher training. Currently, in Saudi Arabia's universities, there are two systems of teacher preparation programs. These systems are consecutive system and integrative system. The integrative system where after completing the intermediate or high school certificate, students join one of the colleges of education or higher institutes to prepare teachers to obtain a university degree and then graduate to teach in their specialty. This system consists of four components: scientific specialization, general professionalism, culture, and practical education. University of Central Riyadh follows the consecutive system, in which student teachers have obtained their bachelor's in an academic specialization. Then, they join the College of Education and study the educational preparation program for one semester.

Al-Khazalah and Al-Momani (2013) stated that the teacher is prepared educationally in the College of Education to balance between the quality of preparation and leadership qualification and the requirements of society within the framework of modern educational trends. Thus, like the other countries worldwide, the Kingdom of Saudi Arabia has sought to keep up with modernity and progress to prepare future teachers in various fields of life and their scientific and professional specialties.

In 2017, the Ministry of Education decided to suspend admission to all teacher

preparation programs except early childhood programs to prepare to meet the recommendations made by the teacher preparation programs' development committee at the Ministry of Education. These recommendations were issued in November 2018 and adopted the consecutive system. In this system, the pre-service teacher preparation programs are at the postgraduate level except for the early childhood teacher preparation program, which is offered at the bachelor's level and is exclusive to females. Then the executive framework for renewing teacher preparation programs in Saudi universities was created. This includes formulated pathways in the executive framework with conditions and designs for each program. (Alshanqiti, 2019).

However, several studies have concluded that two semesters of training are not enough to improve pre-service teachers' practices and learning. For instance, Albakry (2018) conducted a study aimed to reveal the reality of the teacher preparation programs in the colleges of education in Saudi universities. She provided a proposed perception that can contribute to developing these programs. Albakry (2018) also recommended increasing the duration of student-teacher training to gain more effective field experience. Furthermore, Althmali (2018) sought to identify the reality of the practical education program at the College of Education at Taif University from the perspective of faculty members and student teachers in the Islamic education department. The researcher used the descriptive analysis method and designed two questionnaires. One of the questionnaires was for the 7-faculty supervising the program, and the other questionnaire was for 30 preservice teachers. Althmali (2018) found that there are positive perceptions among faculty members and student-teachers toward the practical education program. Nevertheless, the participants disclosed that the number of practical field days is not enough. They also faced a problem in combining training with the study of other academic courses. Similarly, Alanzi and Altayeb (2017) conducted an evaluation study of the field education course for science students

in the general education diploma at Aljouf University from the student teachers' perspective. The researchers surveyed 30 student-teachers. The results revealed some issues that confronted the student-teacher during the field training included university supervisor, the cooperating teacher, and the program itself. It became clear from the questionnaire results also revealed challenges with a short period of field training. The study recommended that the last semester be limited to field training and no additional courses. In addition, Alghamdi (2020) and Aldogan (2020), yielded similar results.

The connections between campus courses and field experiences. In 2010, the National Council of Accreditation in Teacher Education (NCATE) created the Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning, which advocated that teacher preparation programs should be turned "Upside-Down" (p.2). The panel called for teaching like medicine, which focuses on preparing the prospective teachers to become

> expert practitioners who know how to use the knowledge of their profession to advance
>
> student learning and how to build their professional knowledge through practice. In order
>
> to achieve this we must place practice at the center of teaching preparation. (p.2)

However, in Saudi Arabia, many researchers (e.g., Aldogan, 2020; Al-Ruwaithi, 2017; Al-Seghayer, 2014; Althmali, 2018) reported that teacher preparation programs showed a weak link between theory and practice. This means that the theories taught at universities' coursework are often disconnected to what difficulties and critical issues that preservice teachers faced in the field experience. From his first-hand recollections from working in the colleges of Education in Jordan, Bahrain, Saudi Arabia, and Qatar, Al-Rabai (2014) pointed out that "the internship experience is seen as unfruitful or counterproductive" (p.289). Furthermore, Al-Seghayer (2014) mentioned that non-methodological courses provided in Saudi teacher education programs

represent 90 percent, while solely 10 percent offer teaching methods courses. Perhaps this indicated a focus on theory rather than clinical practice, which caused this considerable gap.

In a recent study, Alkathiri (2020), aimed to explore the accreditation system in Saudi higher education and the challenges that Education Preparation Providers (EPPs) in achieving CAEP standards. Alkathiri (2020) found that one of the challenges that faced the EPPs regarding CAEP's standard 2 (clinical partnerships and practice) is low-quality preservice teacher practicum and leaving students unsatisfied with their clinical experiences in a program. The researcher recommended evaluating and improving "the existing designs and policies for preservice teacher practicum experiences by focusing on enhancing students' overall development" (p.656). The researcher also recommended EPPs to conduct satisfaction surveys for preservice teachers to know what aspects need to improve.

In addition, Al-Abiky (2019) studied the current situation of English as a Foreign Language (EFL) teacher education programs in Saudi Arabia and investigated some problematic issues that caused low achievement for Saudi English students. This study found that "there is a huge gap between what students in EFL programs learn and the demands of modern teaching" (p. 168). The researcher recommended some successful EFL programs worldwide to improve the current EFL Saudi teacher education programs. Similarly, Al-Hazmi (2019) conducted a study to diagnose the problems facing preservice physical education teachers using the descriptive approach.

The researcher surveyed seven training school principals, three academic supervisors, and 30 students trained at Taibah University, majoring in physical education. The results showed that all participants agreed with a very high level of response that there are problems associated with preparing physical education preservice teachers. One of these problems is that the practical field

of the program does not allocate enough time for training compared to the theoretical field. Also, the academic content of teaching methods of physical education courses is inconsistent with the reality of practical implementation in the field. From the above, This literature shows that Saudi teacher education programs need to rethink preservice teachers' preparation to bridge the gap between theory and practice.

Critical thinking and pedagogical knowledge and practice. Darling-Hammond and Oakes (2021) identified critical thinking as an essential skill for students in the twenty-first century and a key to their academic success. They pointed out that to enhance students' critical thinking, teachers must learn how to support students' critical thinking. They discuss that programs prepare teachers to teach for deeper learning by learning how to support students' higher order thinking skills, supporting diverse cultures, acquire basic skills as well as invent and inquire, teaching literacy skills, and having effective communication. Moreover, Elder (2005) stated that, "critical thinking is foundational to the effective teaching of any subject, and it must be at the heart of any professional development program" (p. 39). Thus, these perspectives refer to the essential need to integrate critical thinking into teacher preparation programs to promote preservice teachers' critical thinking and qualify them for critical thinking teaching.

However, although the importance of having teachers learn to teach critically has been emphasized in the research to date, Saudi teacher preparation programs lack employing critical thinking in preservice teachers' learning (Albakry, 2018; Alkathiri 2020; Allmnakrah, 2020). According to Alnassar and Dow (2013), Saudi university teaching still reflects the traditional model (lecture-based classroom) and relies on transmitting the information rather than taking a practical-learning approach. This approach does not assist in preparing students teachers to enhance their critical thinking and innovation skills that the Saudi government aspires to achieve.

They argue that:

> If the teaching staff in Saudi universities do not adopt modern teaching techniques which provide students with hands-on experience, events and activities that help them to acquire and analyse knowledge, then the students will fail to develop self-learning skills and deeper professional and cultural abilities. (p. 57)

Alnassar and Dow (2013) also advocate that:

> developing good learning approaches for students studying education with the intention of becoming schoolteachers will have a huge pay-off, as this new generation of teachers in schools will in turn set different emphases and a renewed culture of learning for their students. (p.51)

Along the same lines, Alkathiri (2020), stated that "in Saudi universities, the teaching and learning culture is ineffective, focusing on rote learning and lacking in 'interactive delivery of knowledge,' leading to the limiting of students' critical thinking abilities and of their acquisition of new skills" (p. 654). As a result, Saudi university students have become more interested in test results than their learning (McMullen, 2014). Thus, these perspectives refer to the essential need to integrate critical thinking into teacher preparation programs to promote preservice teachers' critical thinking and qualify them for critical thinking teaching. In the Saudi context, the Ministry of education seeks to design the future of teacher preparation programs that enhance critical thinking. For instance, in 2018, the executive framework for the renewal of teacher preparation programs identified the general principles in renewing teacher preparation programs (Saudi Ministry of Education, 2020). One of these principles is that the teacher learns in practice. This means that teacher preparation programs should focus on the practical aspects that encourage critical thinking while delivering lectures in classrooms on campus rather than on providing

knowledge content (Saudi Ministry of Education, 2018; Saudi Ministry of Education, 2020). Furthermore, several studies provide recommendations for teacher preparation programs to support and develop quality assurance, curriculum improvement, and train preservice teachers in innovative ways to achieve the goals outlined in the Saudi vision 2030 (Al-Abiky, 2019; Alkathiri,2020; Allmnakrah,2020; Alshanqiti, 2019; Al-Tuwaijri, 2017). This is aligned in line with the Council for the Accreditation of Educator Preparation (CAEP) 2022 initial level standards (http://www.caepnet.org/standards/2022/introduction) where Standard 1, 3, and 5 focuses on the importance of developing the curriculum and the quality of candidates and their clinical experiences in teacher preparation programs.

Inservice teachers. The education of teachers does not stop at their initial preparation, but rather it must be supplemented by establishing continuous programs to develop their performance. Supporting the professional learning of in-service teachers is considered a purposeful and planned activity. This activity seeks to develop the teachers' knowledge and emotions in an atmosphere of collaboration, assessment, and self-confidence. It also helps in professional and personal growth by using collaborative and individual learning to satisfy their needs (Aladwany, 2011). Whatever the teachers' skill and competence, they cannot keep up with the 30mportapments, the explosion of knowledge, and the information revolution in their specialization unless they engage in continuous professional development programs and include opportunities to develop self-learning skills (Toaima, 2006). Thus, teachers' learning is considered as a lifelong process and their learning is important in supporting their continued growth (Aladwany, 2011; Llinares & Krainer, 2006).

Within the Saudi context, many in-service teachers have never had training, or professional learning opportunities. Moreover, they are less interested in enhancing their learning

and engaging in professional development programs (Khan, 2011). This has led the Saudi Ministry of Education to make efforts to support continued professional learning and requirements for in-service teachers. For example, in 2018, the Saudi Ministry of Education established The Education and Training Evaluation Commission (ETEC) to evaluate, measure, and accredited qualifications in education and training. In 2020 the Saudi ministry of education built and implemented general and specialized professional tests for professional licenses as well as professional standards for the purpose of granting and renewing professional licenses (The Education and Training Evaluation Commission website).

Furthermore, the National Center for Professional and Educational Development (NCPED) aims to build an integrated system for the continuous professional development of teachers and to promote sustainable professional development (NCPED website). One of the NCPED efforts to enhance supervisors and in-service teachers' learning is the "khebrat" program, which aims to develop teachers' professional practices within the framework of international standards. In 2016, the Ministry of Education established global partnerships with 38 universities in six countries; the United States of America, Britain, Canada, Finland, and Australia (NCPED website). According to (NCPED website) the "Khebrat" is building effective partnerships with educational institutions with rich and distinguished expertise to benefit from their experiences and expertise. This aims to build the educational capacities of teachers by experiencing the best professional practices worldwide.

Moreover, many studies have been conducted in Saudi Arabia about in-service teachers' learning and agency through; promoting reflection practices in professional learning communities (Al Mahwad, 2015; Alzayed, 2018), demanding teachers' participation in decision making (Aladwany, 2013; Alghamdi, 2020; Allmnakrah, 2020; Alzaidy, 2010), empowering

teaching and technological skills (Alkathiri, 2020; Almansour & Alghamdi, 2019), deepening teachers' professional identity (Alharthi, 2020; Alsheikh,2015), and developing a new mentoring framework by training teachers as mentors (Alghamdi, 2020; Al-Rabai, 2014).

University faculty members. University faculty members play a vital and fundamental role in achieving quality higher education. This is based on the roles and responsibilities assigned to them that represent the essence of quality in education fields (Bajabeer, Al-Hamdi, & Bamrahoul, 2020; Luna, & Cullen,1995). Therefore, training and developing faculty members has become an urgent need to achieve sustainable development and global competitiveness for Saudi universities (Saudi vision 2030, 2016).

Consequently, Saudi universities have made efforts to enhance faculty members' professional development. For example, they established a Deanship of Skills Development for faculty members, which aims to improve their teaching and learning (Alnassar & Dow, 2013; Alrashed, 2021; Faraj, 2018). Many studies shared that faculty members' academic training made a positive development in their performance (Albakry, 2018; Faraj, 2018). Therefore, given the importance of training faculty members, several studies have called for establishing professional training centers in light of Vision 2030 (Faraj, 2018) and making professional development programs mandatory (Al Mansour & Al ghamdi, 2019).

The faculty supervisors who supervise preservice teachers are in need for greater professional development as university supervisors are expected to engage in the complex process of building preservice teachers' teaching capacity. However, despite the importance of supporting university supervisor learning and practice, many are still facing challenges and difficulties as a result of their lack of preparedness to work as university supervisor (Al Mansour & Alghamdi, 2019; Alrashed, 2021; Babaeer, 2021). Jacobs et al. (2017) described the

supervisors' fieldwork as complex. They need to learn how to build relationships with stakeholders, which requires open and frequent communication, open-mindedness and flexibility, building trust, and working in schools (Jacobs et al., 2017, p. 173). This view has been agreed by Alghamdi (2020) and Alrashed (2021), as they advocated that Saudi university supervisors need to improve their communication and reciprocal arrangements with stakeholders. Moreover, to enhance university supervisors' professional learning and agency in the Saudi context, they need to engage in professional learning practices such as: professional learning communities, critical reflection, practitioner inquiry, co/autoethnographic study, as well as self-study (Babaeer, 2021). These different methods can support university supervisors' professionalism, which results in improving pre-service teachers' and in-service teachers' learning alike.

School-University Collaboration in Teacher Preparation

To enhance teachers' preparation programs, nations began to rethink approaches for professional development by exploring improved strategies for preparing pre-service teachers, supporting practicing teachers, and building effective learning environments for students. As a result, universities have partnered with schools to establish a collaboration between teachers and teacher educators to improve teacher education quality and promote students' learning outcomes. AACTE (2018) emphasize that teacher educators' roles in both schools and universities "must be reconceptualized; school-based educators need to reflect on how to effectively model best teaching practice and engage candidates as co-teachers in the classroom, and university-based educators must re-envision course work to integrate candidate learning into school-based teaching experiences" (P.34). This view has been supported by Burns et al. (2015), who stated that

school districts need to have an awareness and a voice in teacher preparation, and

universities need to have an awareness and a voice in what is happening in practicing

teachers' professional learning so that teacher education can truly become a continuum of

professional learning. Both parties should be vested in how teacher education can be

strengthened. (p. 54)

Therefore, university faculty must not only work *in* schools but work *with* schools in preparing

future teachers (Jacobs & Burns, 2021). Consequently, teacher candidates and the school- and

university-based educators must "become active partners as they work with one another in

applying pedagogical theories and high-impact approaches" (AACTE, 2018, p.35). Sivakumaran

et al. (2011) stated that

An important part of the university-school partnership is that the faculty of both school

and university work as a team to build strong P-12 schools and to provide rich

experiences for the teacher candidates. They share professional development, share

expertise, and share resources. (p. 2)

On this basis, developing strong PDSs can support professional learning communities that offer

opportunities to improve the teaching and learning process.

History of School-University Collaboration

Collaboration between schools and universities has existed for over 100 years (Greene &

Tichenor, 1999). Bezzina (1999) defines a partnership between a school and university as

"collaborative relationships among educators in schools and those within the faculty to promote

educational renewal" (p. 2). In 1896, Dewey started the Laboratory School at the University of

Chicago. He was concerned that the school's isolation constituted a vast waste in education

(Dewey, 1959). Dewey's partnership is the laboratory or clinical school, become a forerunner of

the professional development school (PDS)' A more highly evolved partnership was defined in

1986 by the Holmes Group (Abdal-Haqq, 1998). Cosenza and Buchanan (2018) provided an overview of the historical background of professional development schools from the late 19th to early 20th centuries. They mentioned that Abraham Flexner in 1890 founded a successful progressive college preparatory school in Louisville, Kentucky, where he tested his growing ideas about education. According to Cosenza and Buchanan (2018), Flexner sought an approach that challenged the standard model of education. His teaching style began to attract attention because his pupils gained admission to leading colleges. Flexner founded two experimental schools, the Lincoln School and the New Lincoln School. Nonetheless, Cosenza and Buchanan (2018) have pointed out that in 1981, Ronald Reagan instructed the Department of Education to examine the quality of the U.S. educational system. The 18-member panel was instructed to prepare a report that included both a critical review of the nation's schools and practical recommendations for improvement and reform (p. 5). In 1983, they published the well-known report: *A Nation at Risk: The Imperative for Educational Reform*. The report suggested that "a more effective model would be to provide more opportunities for veteran classroom teachers to become involved in designing teacher preparation programs in an effort to better bridge theory and practice". In 1995, the state of Maryland indicated that all teacher preparation programs at universities should create a PDS model (Cosenza and Buchanan).

Thus, the Maryland State Department of Education created their own standards and guidelines (Neapolitan and Levine, 2011). By the year 2000, the University of South Carolina organized a PDS conference to see how much interest there was for a national forum. More than 600 participants attended the first conference, which resulted in an annual conference that continues to this day. Therefore, during these annual conferences, they discussed the feasibility of establishing the organization, the National Association of Professional Development Schools

(NAPDS) (Cosenza & Buchanan, 2018). Further, Neapolitan and Levine (2011) illustrated that the NAPDS sought "to validate partnerships, their processes, and work by defining the "basics" of the PDS mission, goals, and operations within the context of an essentialist approach to P–12 education" (p. 316). The NAPDS "supports its audience of school district and higher education practitioners through its annual conference, awards program, newsletter, and journal" (Neapolitan and Levine, 2011. P.316). In the next sections, I will describe several of the key organizations associated with school-university partnerships.

Key Organizations and Groups in School-University Partnerships

The Holmes Group. The Holmes group was the primary organization that was linked with establishing PDSs. The Holmes group (1986) was a consortium of education deans and chief academic officers from the major research universities in each of the fifty states. They stated "we came together because we knew that our own schools and universities were not doing well in teacher education, and because we hoped to improve. We have probed the problems and explored remedies" (p.12). In 1990, The Holmes Group set principles to guide the design of PDSs. These principles are 1) teaching and learning for understanding; 2) creating a learning community; 3) teaching and learning for understanding for all children; 4) continuing learning by teachers, teacher education, and administrators; 5) thoughtful long-term inquiry into teaching and learning by school and university faculty working together; and 6) invent a different kind of organization structure of schools (The Holmes Group, 1990, p. 7).

National Network for Education Renewal (NNER)

The National Network for Education Renewal (NNER) was born in 1986 and reborn in 1991. Their mission can be simply stated as the simultaneous renewal of schooling and of the education of educators. For instance, Goodlad (1994) discussed NNER and stated the following

Schools that are renewing are as indispensable to good teacher education as teaching hospitals are to good medical education. In each teacher education program there must be

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enough partner schools to accommodate each successive cohort of apprentice teachers.

Since there are currently not enough of these exemplary schools around, each teacher-

preparation setting must cultivate schools that have the potential for renewal. The

members of the NNER are committed to this delicate process of cultivation and to

connecting all the essential components of a healthy teacher education enterprise: the

partner schools (frequently referred to as clinical or professional development schools);

the subject specializations of the university arts and sciences departments; and that part of

the professional preparation of teachers that is commonly provided by schools, colleges,

or departments of education. (p. 632)

National Center for Restructuring Education, Schools, and Teaching's NCREST (1993)

Teitel (1999) mentioned that NCREST (1993) served as a network of networks for five

years. NCREST (1993) work helped to develop and make more explicit goals for PDS.

Subsequently, in collaboration with the AACTE, "NCREST began to cosponsor preconference

workshop sessions on PDS at the AACTE Annual Meeting"' (Teitel, 1999, p. 12).

The National Council for the Accreditation of Teacher Education (NCATE)

In (1995), NCATE played a critical role in helping to define PDSs. Teitel (1999) stated

that:

through a careful nomination process, staff of the Project identified 28 highly developed

PDS sites, which participated in a survey describing their practices, goals, organizational

structures, funding sources, and so forth. These data were combined with other attempts

to assess the state of thinking about PDSs. (p. 13)

Neapolitan and Levine (2011) illustrated that from 1995 to 2001, (NCATE) conducted "a project

to develop and field-test standards and assessments for professional development schools"

(p.311). These standards served as a framework to guide the development of partnerships and evaluate research connected to learning outcomes.

The National Association of Professional Development Schools (NAPDS)

In 2008, NAPDS created the National Association of Professional Development Schools (NAPDS) nine essentials in a statement piece to answer the question, "what does it mean to be a PDS school?" The NAPDS emphasized that these nine essentials need to be present for a school–university relationship to be called a PDS, and without having all these nine essentials, the relationship would not be a PDS (NAPDS, 2008, p.2). These nine required essentials for PDSs are: 1) a comprehensive mission that is broader in its outreach and scope than the mission of any partner and that furthers the education profession and its responsibility to advance equity within schools and, by potential extension, the broader community; 2) a school–university culture committed to the preparation of future educators that embraces their active engagement in the school community; 3) ongoing and reciprocal professional development for all participants guided by need; 4) a shared commitment to innovative and reflective practice by all participants; 5) engagement in and public sharing of the results of deliberate investigations of practice by respective participants; 6) an articulation agreement developed by the respective participants delineating the roles and responsibilities of all involved; 7) a structure that allows all participants a forum for ongoing governance, reflection, and collaboration; 8) work by college/university faculty and P–12 faculty in formal roles across institutional settings; and 9) dedicated and shared resources and formal rewards and recognition structures (NAPDS, 2008, p 2). Recently, NAPDS (2021), update these nine essentials for PDSs to be: 1) a comprehensive mission; 2) clinical preparation; 3) professional learning and leading; 4) reflection and innovation; 5) research and results; 6) articulated agreements; 7) shared governance structures; 8) boundary-spanning roles;

and 9) resources and recognition (p.15).

The NCATE Blue Ribbon Panel Report (2010)

The NCATE Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning aimed to address the gap between how teachers are prepared and what schools need. In 2010, they created a Blue Ribbon Panel Report called "*Transforming Teacher Education through Clinical Practice: A National Strategy to Prepare Effective Teachers*". According to NCATE (2010), "the Panel calls for clinically based preparation, which fully integrates content, pedagogy, and professional coursework around a core of clinical experiences'" (p. 8). They identified ten key principles for more effective clinically based preparation programs. These principles are: "1) student learning is the focus; 2) clinical preparation is integrated throughout every facet of teacher education in a dynamic way; 3) a candidate's progress and the elements of a preparation program are continuously judged on the basis of data; 4) programs prepare teachers who are expert in content and how to teach it and are also innovators, collaborators and problem solvers; 5) candidates learn in an interactive professional community; 6) clinical educators and coaches are rigorously selected and prepared and drawn from both higher education and the P-12 sector; 7) specific sites are designated and funded to support embedded clinical preparation; 8) technology applications foster high-impact preparation; 9) a powerful R&D agenda and systematic gathering and use of data supports continuous improvement in teacher preparation; and 10) strategic partnerships are imperative for powerful clinical preparation" (p. 5).

The National Education Association

The NEA is an organization that supports over 3 million education professionals to defend the rights of teachers and students. NEA was a founding member of the National Council

for the Accreditation of Teacher Education (NCATE). They advocate for quality teacher preparation and robust clinical preparation. They aimed to make sure that teachers are profession-ready from day one to enter classrooms (Coffman & Patterson, 2014).

American Association of Colleges for Teacher Education

While the NCATE Blue Ribbon Panel report (2010) aimed to unite the field of teacher preparation behind the clinical practice, AACTE (2018) aimed to operationalize clinical practice through the professional knowledge base at the heart of the clinical practice. The AACTE (2018) report provides a guiding conceptual model for high-quality teacher preparation that focuses on pedagogy and centered on clinical practice. It also defined lexicon as a starting point for common definitions of the terms of clinical practice, and ten proclamations and tenants under each proclamation. These proclamations are: the central, pedagogy, skills, partnership, infrastructure, developmental, empowerment, mutual benefit, common language, and expertise proclamations. According to AACTE (2018), the proclamations and tenets are aimed to "strengthen, propel, and establish clinical practice as the means by which future educators are prepared and professional educators are empowered to meet the needs of all learners" (p. 44). In the next section, I will discuss three models of school-university collaboration.

School-university Collaboration Models

School-university collaboration is an essential link component of teacher education. Building partnerships between schools and universities holds promise as a primary way toward developing expertise of in-service and pre-service teachers and strengthening students' learning. After reviewing the literature, there are several different collaboration models between schools and universities. In the next few paragraphs, I will discuss three models: 1) the teacher residency model; 2) community partnership schools; and 3) professional development schools.

The teacher residency model. The National Education Association (NEA) is considered one of the most important associations that supports teacher residencies. Their call for a one-year residency, led to thorough discussions about the role of clinical preparation and field experiences to increase the accountability for students and their teachers (Coffman & Patterson, 2014). In the report *"The teacher residency: An innovative model for preparing teachers"* Guha et al. (2016), advocated that emerging teacher residency programs seek to recruit and retain high-quality teachers. They explained that "building on the medical residency model, teacher residencies provide an alternative pathway to teacher certification grounded in deep clinical training" (p. I).

The teacher residency model is co-designed between preparation providers and districts to integrate the clinical experiences and coursework to strengthen teacher preparation and improve schools. Apprentice residents work for a full academic year with an expert teacher. They take closely linked coursework from a collaborating university that, at the end of the residency, leads to a credential and a master's degree (Coffman & Patterson, 2014; Guha et al., 2016). In addition, Guha et al. (2016) indicated the impact of the residency model that it can 1) attract a more diverse workforce, 2) create long-term benefits for districts, schools, and students, 3) retain high retention of their graduates, even after several years in the profession, 4) result in higher student achievement, and 5) enhance the skills and knowledge of veteran teachers.

In Boston, researchers' efforts have been made to create a coherent recruitment, preparation, and induction program for teachers in a large urban school district, based partly on the model of medical residency. Specifically, Solomon (2009) argued that there are several core principles in the creation of Boston Teacher Residency; these principles are "a) the program serves the school district, b) the program is structured to blend theory and practice, c) the program emphasizes the selection, recruitment and support of the mentor teacher and treats the

mentors as teacher educators, d) the program creates an aligned set of induction supports which extend for the first three years of the new teacher's career, e) the program treats student achievement as its ultimate outcome" (p.478). In the same context, Papay et al. (2012) conducted a study to examine how well the Boston Teacher Residency (BTR) program has achieved the goals for which it was established. They found that "The Boston Teacher Residency (BTR) graduates are more racially diverse than other Boston Public School (BPS) novices, more likely to teach math and science, and more likely to remain teaching in the district through year five" (p. 1).

In addition, some studies have indicated that students of residents outperformed their peers as they have become confident teachers with positive professional dispositions supported by knowledge and skills through creating a "third space" in teacher education (Zeichner, 2010). Hence, the teacher residency model does not solely prepare strong new teachers, but it also enhances the skills and knowledge of veteran teachers.

Community partnership schools. The Holmes Partnership is a "network of universities, schools, community agencies and national professional organizations working in partnership to create high quality professional development and significant school renewal to improve teaching and learning for all children" (Holmes Partnership, 2010 as cited in Neapolitan and Levine, 2011, p.309). It is evident from this quote that successful partnerships should be collaborative work among schools, universities, and communities. To achieve that, institutions seeking a successful partnership ought to explore all available community–school university involvement approaches. In fact, University-Assisted Community School (UACS) is considered as a type of community–school university involvement approach. This approach makes schools as the focal points for community life (Harkavy, 1998; Luter et al., 2013). Harkavy (1998) believed that

"function as environment-changing institutions if they become centers of broad-based partnerships involving a variety of community organizations and institutions" (p. 36). The impact of community partnerships and community partnership schools are: promoted social capital through sharing the sense of responsibility; improved schools and student achievement; positive outcomes associated with integrated student support; expanded learning time/opportunities; making the parent and community engagement more active; and supporting collaborative practices (Oakes et al., 2017).

Professional development schools (PDSs). Professional development school (PDS) partnerships are based on collaboration that occurs between the university and the school, which is represented in the collaboration between faculty, administrator, supervisor, mentor teacher, and the pre-service teacher. Thus, PDSs are partnerships that aim to prepare and develop stakeholders to meet the needs of all learners (Levine, 2002; ACCTE, 2018). The purpose of a PDS is to provide exemplary teacher education. Teitel (2003) illustrated that

> the purpose of PDSs Is to promote student learning. PDSs do that by improving schools, preparing new teachers in better ways, supporting the growth and development of all educators and using inquiry and research to see what is working well and what is not. (p. xvii)

The literature reviewed shows a strong convergence around four goals form the purpose of PDSs; the four goals are as follows: 1) preparation of preservice teachers, 2) professional development of educators, 3) research and inquiry into improving practice, and 4) improvement of student learning. Likewise, the Holmes Partnership articulated these four primary goals: 1) enhancing K-12 student learning, 2) teacher candidate learning, 3) practicing teacher professional learning, and 4) collaborative school-university inquiry (Holmes Group, 1990, p.5).

Moreover, carrying out these purposes can incorporate the stakeholders into instructional teams working together in identifying and meeting children's learning needs and achievements. The Holmes Group (1990) has also determined that these goals can be achieved through "(1) mutual deliberation on problems with student learning and their possible solutions, (2) shared teaching in the university and schools, (3) collaborative research on the problems of educational practice, and (4) cooperative supervision of prospective teachers and administrators" (p.63). According to Levine (2002), "PDSs are partnerships formed by teacher education programs and PreK-12 schools' intent on sharing responsibility for the preparation of new teachers" (p. 65). As discussed above, developing strong professional development school (PDS) partnerships need a shared vision and mission between stakeholders.

There is a substantial body of literature that indicates that one purpose of PDSs is to bridge the gap between theory and practice to better prepare future teachers, support practicing teachers, and support student'' learning (Darling-Hammond, 2006; Rock & Levine, 2002; Teitel, 1999, 2004; Yendol-Hoppey & Franco, 2014). Hence, the professional development schools model aims to apply theory to practice in collaboration with professionals in the field through clinical experiences. Castle et al. (2009) defined PDS as "clinical field sites in which school and university partners together focus on improving teacher education, the professional development of practicing teachers, and student learning within an inquiry-based environment" (p.58). Teitel (1999), discussed how PDSs can not only include insightful views of teaching in terms of the syllabus and teaching methods, but can also be used as a creative way to bridge the gap between theory and research offered by college teachers, on the one hand, and day-to-day school teaching practices on the other hand. He argued that PDS might also provide an opportunity to resolve the conflicts that have existed between schools historically (Teitel, 1999).

Levine (2006) indicated that a PDS can "offer perhaps the strongest bridge between teacher education and classroom outcomes, academics and clinical education, theory and practice, and schools and colleges" (as cited in National Association for Professional Development Schools, 2008, p. 105). Furthermore, Zeichner (2010) explained how PDSs can function as a third space or hybrid spaces that bring together school and university-based teacher educators, practitioners, and academic knowledge in new ways to enhance the learning of prospective teachers. Creating third spaces in teacher education programs involves an equal and more dialectical relationship between academic and practitioner knowledge in support of student teacher learning (Zeichner, 2010).

Nevertheless, this review of the literature noted that despite PDSs spreading widely in different parts of the world, school-university partnerships in most of the Arab countries adopt a more traditional view of field experiences. For example, in the Kingdom of Saudi Arabia, there is a weakness in the level of partnership between the Universities and the Ministry of Education (Alaqail, 2005; Althuwaini, 2016; Mahmoud & Mohammad, 2018). In teacher preparation programs in the KSA, there is a wide gap between theories taught in coursework and practices in the field experiences. Thus, students are not able to apply theories that they have learned from their courses effectively, due to the gap between theory and practice (Alaqail, 2005; Althuwaini, 2016). This evidence is based on the observation of the lack of collaboration between the college of education and the Ministry of Education in various areas of their partnership. Recently, perhaps one of the structured attempts to bridge the gap between schools and universities was the merging of the two ministries: the Ministry of Education and the Ministry of Higher Education in Saudi Arabia. There were many agreements that were held to emphasize the importance of rethinking the partnership between universities and schools (Mahmoud & Mohammad, 2018).

Mahmoud and Mohammad (2018) conducted a study to explore the reality of partnership and any obstacles of applying. By using a descriptive method, they found that what is activated is only the partnership in the preservice teacher'' training field. They proposed mechanisms that can contribute to activating the partnership between the faculty of education colleges and the Ministry of education considering some countries' experiences that have applied the concept of partnership. Although the study is recent and the researchers suggested some effective mechanisms, the activation of PDSs still needs to be studied and implemented.

Elements Contributing to Successful PDSs. It is clear from the literature conducted that PDS partnerships between universities and schools are complex (Snow et al., 2016; Dresden, et al 2016; Burns et al., 2016; Teitel, 1999). Success is not easily attained because, for a PDS, the students' learning is considered one of several significant goals. While the purpose of a PDS is to provide exemplary teacher education to promote student learning by improving schools, preparing new teachers, supporting educators, and using inquiry and research, the literature reveals several key elements that can contribute to successful PDSs. Burns, et al. (2016) examined and compared three national organizations which focused on school-university partnerships. Their aim was to identify core ingredients for what they believed "will strengthen and articulate a vision of what constitutes a school-university partnership with the potential to transform teacher education" (p. 83). These core ingredients are: a shared comprehensive mission dedicated to equity for improved PreK-12 student learning and educational renewal; 2) designated partnership sites with articulated agreements; 3) shared governance with dedicated resources that foster sustainability and renewal for the partnership; 4) clinical practice at the core of teaching and learning; 5) active engagement in the school and local community; 6) intentional and explicit commitment to the professional learning of all stakeholders; and 7) shared

commitment to research and innovation through deliberate investigation and dissemination

(Burns, et al., 2016, p. 88).

After a review of the literature, the elements contributing to successful PDS can fall

under three themes. These themes are: 1) stakeholder collaboration; 2) Establishing equity and

social justice; and 3) Clinical Preparation. Figure 3 below summarizes these themes. Paragraphs

following figure 3 provide a detailed overview of these elements.

Therefore, this partnership can make a difference in teaching methods, teaching

philosophy, curricula, and structure towards more alignment to K-12 schools when preparing

teachers. Thus, a successful partnership is considered as a way of describing the appropriate

relationship between schools and universities, and it develops in response to the needs

determined by the practicing teachers themselves.
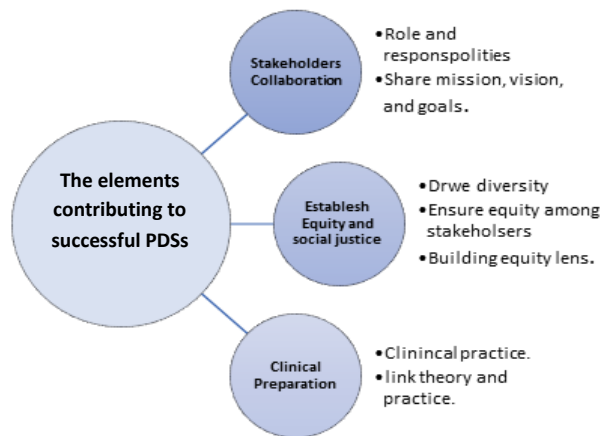
Figure 3. The Elements Contributing to Successful PDSs

Burns et al. (2016) argued that "schools and universities must collaborate and create school-

university partnerships, such as those found in PDSs, to actualize the transformation of teacher

education" (p.84). They also indicate that "school-university partnerships should work

collaboratively to consider ways to strengthen not only the learning of teacher candidates as the

future workforce but to build the capacity of teachers, mentor teachers, teacher leaders, administrators, and university faculty" (p.90). All discussed thus far implies that collaboration is considered an essential characteristic of PDSs. Standard III in the NCATE (2001) report is collaboration, and it refers to PDS partners and partner institutions collaboratively designing roles and structures to support the PDS work and themselves. The collaboration standard emphasizes that""PDS partners use their shared work to improve outcomes for P–12 students, candidates, faculty, and other professionals. The PDS partnership systematically recognizes and celebrates their joint work and the contributions of each partne"" (p. 13). This standard consists of three elements: "1) engage in joint work, 2) design roles and structures to enhance collaboration and develop parity, and 3) systematically recognize and celebrate joint work and contributions of each partner" (NCATE, 2001, p. 13).

Establish equity and social justice. Social justice and equity are not new concepts and terms in use in education, but in recent years, these terms have become necessary in social and educational discourse, especially considering the effects of globalization on migration and population diversity across the globe. Thus, Thurman (2007) advocated that "the Professional Development School will be a place where everybody's children participate in making knowledge and meaning- where each child is a valued member of a community of learning" (p.115). Additionally, Thurman (2007) has indicated that Professional Development Schools should be aware of the challenge accompanying the creation of social justice and equity in communities with families still living under "very unequal terms" (p. 115). The author also mentioned that the aim of teacher preparation should be to prepare novice teachers to be able to draw diversity to make learning dynamic and interesting for children and for themselves.

Burns et al. (2016) identified seven core ingredients of school-university partnerships; the

first core ingredient was a shared comprehensive mission dedicated to equity for improved PreK-12 student learning and educational renewal. This illustrates that school-university partnerships need to make a commitment to equity for all stakeholders. In addition, the authors believe that if Goodlad's (1988) vision is to be actualized, then "the best hope is through school-university partnerships that are able to actualize comprehensive missions dedicated to equity and educational renewal" (p.89). Furthermore, PDSs can offer an effective approach to help stakeholders address equity and social justice challenges. The NAPDS Nine Essentials (2021) indicated that

> a professional development school is a learning community guided by a comprehensive, articulated mission that is broader than the goals of any single partner, and that aims to advance equity, antiracism, and social justice within and among schools, colleges/universities, and their respective community and professional partners. (p. 4)

Thus, it is important to prepare all stakeholders for equity and social justice in the culture of the university and school community alike. In a similar manner, Fall (2018) emphasized that "universities must also utilize PDS work as an opportunity to reassess their teacher education praxis and examine if they are preparing teachers for the diverse classrooms in which they will undoubtedly teach" (pp. 9). Likewise, to achieve equity and social justice in school-university partnership, Zenkov et al. (2013) appealed to the need to prepare teachers who: Possess a strong repertoire of effective skills and strategies in order to provide quality literacy instruction for all students; 2. Recognize the role that their own background and upbringing plays in their perceptions of other'' values, attitudes, and beliefs; 3. Put a priority on getting to know their students and on using what they learned about them to develop relevant and engaging instruction: and 4. Believe that they have the power to make a positive and profound difference

in their students' lives (p. 132).

The authors also indicated that "the PDS model offers the promise to bring school systems and universities together to empower teachers as effective change agents for equity and social justice" (p.132). Within the same arena, several studies addressed the partnership between school-university based on an equity lens. For example, Witsell et al. (2009) provided six assumptions as the structure of the partnership with their emphasis on equity. These assumptions are: 1) We believe that all children can learn and have the right to a safe educational environment; 2) We believe that all children have the right to exemplary instruction and high-quality teachers; 3) Immersion in teaching/learning environments in urban schools increases our candidates' understanding of urban children's needs; 4) Shared resources between the school district and the university result in the best thinking of both groups; 5) Responsibility for inducting new teachers and for increasing preK-8 student achievement is best shared between the schools and the university; and 6) Urban professional development school partnerships provide the greatest potential for success for all stakeholders (p. 45). Similarly, Burns et al. (2019), as well as Jacobs and Crowell (2018), argued that building both an equity lens and a leadership lens is important to develop equity literate teacher leaders. After all, it is evident that school-university partnerships must ensure equity and social justice among stakeholder'' practice, relationships, and student outcomes.

Clinical preparation. Professional development schools are thought of as analogous to teaching hospitals in the medical profession as they bring practicing teachers and administrators together with university faculty in partnerships based on some principles; one of the principles states that mutual exchange and benefit between research and practice is connected (Holms group, 1990, p.68). In addition, Neapolitan and Levine (2011) state that "the PDS was compared

to a teaching hospital, that is, a real-world setting for the clinical preparation of practitioners under the guidance of experts informed by research and best practices in the field" (p. 316). Thus, PDSs can bring together university faculty and teacher candidates with P–12 teachers to intentionally improve teacher education, professional development of practicing teachers, and student learning.

Clinical experience is an important part of the PDS as it enables stakeholders to work together and learn from each other in a real setting. Burns et al. (2015) argued that "clinically centered course work is a signature pedagogy of PDS work. Because courses are collaboratively constructed by university and school partners, the course content, delivery format, and learning transform by becoming more authentic and applied" (p. 62). They explained the inside-out approach which was considered as a shift in teacher preparation. They mentioned that "Clinically centered preparation refers to designing systematic and intentional experiences that place the focus of teaching and learning on children in an authentic workspace. Rather than imposing course work from the outside-in" (p. 55). In addition, Levine (2002) indicated that "PDSs provide in-depth, long term clinical experiences for teacher candidates, supervising teachers, and university faculty members (who) share mentoring responsibilities" (p. 66). Thus, field experiences and clinical practice in the PDS setting provides teacher candidates with opportunities to participate in professional learning communities. This idea has been clarified and extended by some researchers. For example, the NCATE (2010) Blue Ribbon Panel suggests that P-12 schools and universities partner to support clinically based teacher education programs. They posit that offering clinical curriculum "will provide the prospective teacher with real responsibilities, the opportunity to make decisions and to develop skills to analyze student needs and adjust practices using student performance data while receiving continuous monitoring and

feedback from mentors" (p.10). Moreover, Sivakumaran et al. (2011) examined three university

partnerships that utilized clinical preparation for teacher candidates. Their study found that in all

three institutions

> the field experiences were designed for teacher candidates to become oriented to the
>
> school learning community, be aware of socio-cultural context of each learning
>
> community, learn various classroom management and organization techniques, observe
>
> various teaching-learning strategies for students from diverse backgrounds and to gain
>
> knowledge, skill and disposition on how curriculum and diverse learners influence the
>
> planning process, and how assessment and evaluation are used to inform teaching
>
> practices. (p. 6)

Ultimately, the lack of linkage between theory and practice in the field experience not only

affects the quality of teacher's preparation programs, but it also has consequences as it can result

in the lack of opportunities for teacher candidates to engage in clinical experiences as part of

their preparation.

Challenges of PDSs. Professional development schools focus on both teacher

preparation and school reform by supporting teachers to be as professionals–- practitioners

(Levine,1997). Thus, they can better achieve "nonhierarchical interplay" (Zeichner, 2010).

However, this literature review indicates that there are several challenges facing PDSs. These

challenges organized under three themes (See Figure 4 below).
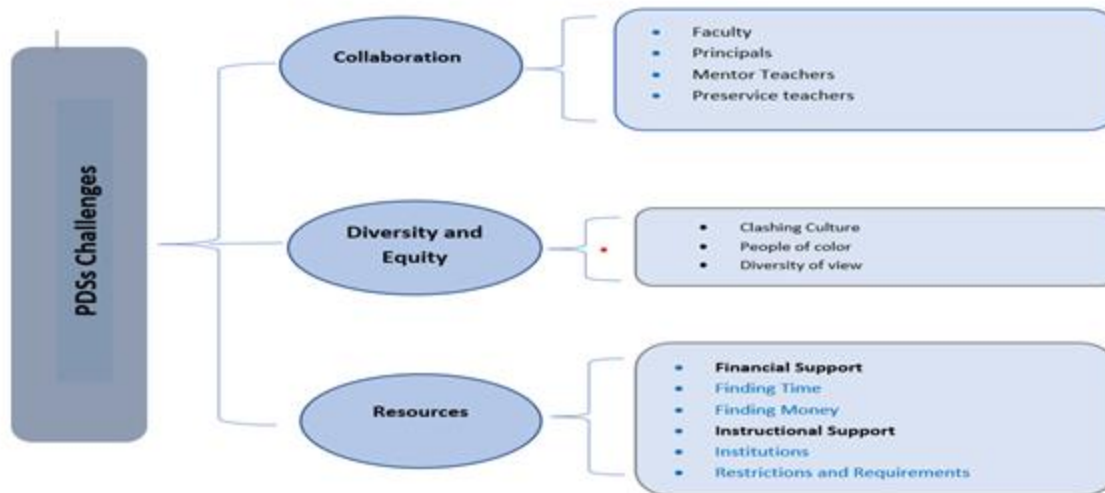
Figure 4. PDSs Challenges

Collaboration. Collaboration is NAPDS (2008) Essential 7 indicating the importance of

collaboration and communication among participants through formal and informal meetings and

dissections. Nonetheless, one of the challenges facing PDSs is a collaboration between

stakeholders and the desire to collaborate in the PDS work. Rice (2002) explained that "the

desire to collaborate in a PDS must be strong in both university faculty and school faculty for the

collaboration process to operate and the PDS movement to be sustained" (p. 58). Rice (2002)

conducted a study using the meta-ethnography methodology to identify the characteristics of

collaboration PDSs. Rice (2002) synthesized and analyzed 20 multiple qualitative case studies

between the years 1990 and 1998. The stud's findings included 12 themes that can assist

stakeholders in PDS to create trust and promote ownership in their collaborations. The first

theme "the unwillingness to collaborate" was identified in 13 of 20 PDS case studies. This is

because a) some of the university and school faculties do not want to abandon their traditional

roles and begin a collaborative project, b) hesitancy to change their roles and collaborate once

the partnership began, c) the changing role and status of the university faculty who involved in a

PDS. or d) because they were pushed into participating in a PDS (p. 58). Rice (2002) then

recommended that practitioners in PDSs "begin school-university partnerships as voluntary endeavors. PDS participation must be through invitation rather than mandate" (p. 64).

The effect of prior attitudes and relationships between the university and school faculty on the collaboration process was another emerging theme in 8 of the 20 case studies. Faculty who had a positive history or relationship informed interest about forming a PDS and collaboration; likewise, faculty who unsatisfied with a prior relationship informed more difficulty in their collaboration in a PDS. Rice's (2002) study is important and is helpful to others in recognizing the challenges of partnership in PDS because it examined multiple partnerships with PDS and identified challenges that are prevalent among them. Her study can also help stakeholders in a PDS contribute to supporting their institutions on the tensions and problems encountered through collaboration. Similarly, Reece et al. (2016) chronicled the timeline of a PDS collaboration between a College of Education and a public charter language immersion school as a pilot program. Their study has evolved into their institu'ion's model for early childhood teacher education. They found that one of the challenges they faced with the program-wide PDS model is "sustaining innovation and a sense of community among faculty during and following institution-level consolidation" (Reece et al., 2016, p. 51). The authors recommended other faculty, who were currently involved in pilot PDS programs, to carefully plan if they decide to move to a program wide PDS by including all faculty. They also determined that transparency and ongoing communication are essential for both pilot PDS and wide PDS programs.

Another one of Rice's (2002) findings was the importance of the principal. The principal's role in the PDS was a critical component of the collaboration process in 16 of the 20 case studies. Some principals are not concerned about taking part in the PDS collaborative work,

or after starting a PDS, a principal may lose their interest and prefer to stay outside. Considering that, Cramer and Johnston (2000) identified seven reasons why some principals are not interested in being PDS's principal. These reasons a

> 1) it's difficult and hard work; 2) It's open-ended; there are many demands and a lot of detail work; 3) it's not valued by others; 4) it's like having two staffs; 5) it's hard not being the king; 6) it requires risk-taking, and 7) it means people are around asking questions. (p.56)

In addition, there are some challenges that are faced by mentor teachers and preservice teachers when participating in PDS, which make them unwilling to collaborate. One challenge is that they do not have space and time to engage in collaborative learning (Bain et al., 2017; Trent & Lim, 2010). Another challenge is that the stakeholders may not all share the same level of commitment and goals as well as not holding the shared beliefs and lack an understanding of their roles (DeWitt et al., 1998; Johnston, 2000; Jones et al., 2016). They might also not know about the philosophy that created the partnership (Teitel, 2004). Rice (2002) also found participants struggled for parity and control in the decision-making processes of PDSs. In 14 of the 20 case studies, "members of the school and university faculty attempted to gain control of the decision-making process in PDSs and therefore engaged in power struggles" (Rice, 2002, p. 60). He assumed that these issues would dissipate if stakeholders in the PDS were more aware of the skills of collaboration. It is certainly important to understand the stakehol'ers' experiences in the partnership to make it more effective. Finally, Goodlad (1993) pointed out that we can overcome these challenges by "innocence regarding what we do and how to do it is widely shared on both sides" (p. 30). However, Ng and Chan (2012) argue that "the development of an appropriate mode of collaboration remains a challenge for successful school–university

partnerships. They have a vision to move beyond the existing research focus to explore ways to build school–university collaborations" (p.38).

Diversity and equity is one of the five NCATE (2001) PDS Standards is diversity and equity, both of which ensure "the policies and practices of the PDS partner institutions result in equitable learning outcomes for all PDS participants. PDS partners include diverse participants and diverse learning communities for PDS work" (p. 14). In addition, Goal 3 in the Holmes Partnership work is equity, diversity, and cultural competence; according to Neapolitan and Levine (2011), goal 3 aims to "retention of faculty who have a deep understanding and commitment to diversity and cultural perspectives in education" (p. 309). Nonetheless, there are some challenges that PDS stakeholders to live up to this goal. Studies have shown the clashing of cultures within PDS partnerships is one challenge. For example, Breault (2013) utilized Coburn's (2005) notions of scale to address the challenges PDS partnerships face as they go to scale. He used a ten-year qualitative meta-synthesis of PDS partnership research. The data was analyzed by using organizational theory. Breault (2013) found a clear bias against university expertise, and the isolation among faculty impacted collaboration within PDS partnerships. He then advocated that PDSs must address these critical cultural obstacles by using both their social intelligence and their social capital to strengthen their relationships. Also, in terms of the challenge of involving teachers of color in PDS partnerships, Beardsley and Teitel (2004) described partnerships between the Tufts University Department of Education and two healthy professional development schools, which their progress was measured by using NCATE (2001) PDS standard "diversity and equity". These partnerships recruited dramatically more people of color into the Master of Arts in Teaching (MAT) programs. The partnerships aimed to develop a teacher preparation program that "insists everyone involved in education must study how

perceptions of race influence learning, teaching, and school culture" (Beardsley and Teitel, 2004, p. 91). Beardsley and Teitel (2004) framed this paper to discuss how diversity and equity can and should be an integral part of PDS work.

Notably, the increasing participation of teachers of color in the MAT program allowed multiple voices and perspectives into the program. It also led to more understanding of the teachers' pressing concerns to face everyday issues related to race. According to Teitel (2004), the underlying implementation challenges of diversity and equity agenda are still high. This is because "addressing issues of diversity and equity requires deeper, more fundamental change than almost anything else on the table in professional development schools" (p.413). Teitel (2004) argued that focusing on the achievement gap is essential to ensure that PDSs can face equity and diversity issues.

Another aspect is the diversity of the PDS participants and the importance of preparing the new teachers and preservice teachers for classroom diversity. Thus, Rice (2002) assumed that "all professionals can work together in the complex organization of a PDS without examining interpersonal dynamics and strategies, we are changing the eventual dissolution of the collaboration process and therefore the future of the PDS movement" (p. 66).

Support. One of the challenges in PDSs is support, whether it is financial support or instructional support. PDSs need sustainable financing to ensure success. 'ice's (2002) study reported that the theme "difficulty in sustaining funding" is an emerging theme in 13 of the 20 case studies. He mentioned that "the difficulty that arose for many PDSs was the acquisition of sustained rather than initial funding" (p. 59). He identified a range of recommendations to overcome this challenge. Rice's (2002) recommendations include: a) in the beginning a partnership, "it is imperative to secure adequate funding to cover the costs of the PDS" (p. 64);

b) be aware of how to sustain funding in the PDS; c) create a plan in the beginning and make it for the long term; and d) seek sustained funding.

In a similar manner, Breault (2013) stated it is problematic that PDS models have begun with grant funding, and find that in future years, they need to continue their work without that level of financial funding. Also, partnerships that maintain grant funding find that universities and schools have reduced the funding, and what they provide is based on the recent budget crises. Furthermore, Reece et al. (2016) faced some challenges when they moved from PDS collaboration with one school to a program wide PDS model. They found that one of the main challenges was "little to no money to offer stipends to teachers, along with the fact that the state of Georgia no longer requires teachers to earn Professional Learning Units (PLU's)" (Reece et al., 2016, p. 58).

To meet this challenge, they indicated that the University of North Georgia tried to search for "grant money that could be used for mentor teachers" (Reece et al., 2016, p. 58). They also worked with mentor teachers individually in each school and held a monthly meeting to discuss issues in their field experiences. Some research studies focused on exploring and providing some methods to overcome PDS financial issues. For instance, Clark (1997) illustrated the four approaches to financing, which all successful PDSs should utilize one or more of them: "1) eliminate old programs and implement new ones; 2) collaboratively commit to shared funding fromK-12 and higher education; 3) obtain substantial external funding; and 4) adopt an entrepreneurial approach" (Clark, 1997, p. 13). On the other hand, the pressures, complying with regulations, role conflict, role overload and restrictions, embracing ideas, and requirements are also considered as supporting challenges for PDS's stakeholders (Breault, 2013; Dresden, et al. 2016; Reece et al., 2016; Teitel; 2004). Teitel (2004) illustrated that "individuals higher up in the

organization may support the PDS, but with that support comes the pressure to help meet those authorities' priorities" (p. 404). Therefore, the heart of sharing resources is that "each participant agrees to dedicate and provide willingly that which it has available to strengthen the work of the PDS" (NAPDS, 2008).

The Impact of PDSs

The purpose of PDSs is to prepare preservice teachers, develop practicing teachers, use inquiry, and achieve students learning. Castle and Reilly (2011) argued that "as the number of PDS programs increased and awareness of the time, energy, and resources required became more evident, calls for evidence of PDS impact increased" (p. 338). Therefore, in this section, I will review the literature on the impact of professional development schools in four aspects: preservice teacher learning, in-service teachers' development, teacher leadership, and student achievement. (See figure 5 below)

Preservice teacher learning. A review of research on the impact of PDSs on preservice teachers' learning and preparation found that PDSs enabled preservice teachers to reflect on their practice, knowledge, and skills. This is aligned with NCATE (2008) Standard 3 (field experiences and clinical practice), which targets that "field experiences allow candidates to apply and reflect on their content, professional, and pedagogical knowledge, skills, and professional dispositions in a variety of settings with students and adults" (p. 29).
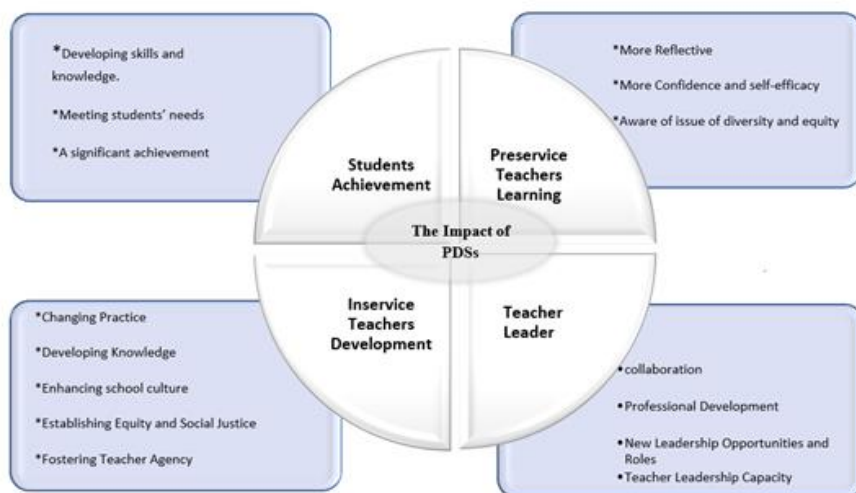
***Figure* 5.** *The Impact of PDSs*

This is also aligned to NAPDS 9 (2021) Essential 4 for "a shared commitment to reflective practice, responsive innovation, and generative knowledge" (p. 15). There have been a few studies done about the impact of PDS preparation on teacher candidate learning (Castle & Reilly, 2011; Castle et al., 2009). More specifically, Castle and Reilly (2011) examined 26 studies using both qualitative and quantitative approaches. They identified the types of studies, the sources of data, and the teacher candidate outcomes. They found that "all the 26 studies that looked at reflections found differences in favor of PDS teacher candidates" (Castle & Reilly, 2011, p. 363). They concluded that teacher candidates in the PDS program were better able to apply their knowledge in practice.

In a similar study, Castle et al. (2009) utilized written reflections as one of the qualitative measures to collect their data. Castle and his colleagues (2009) found that teacher candidates, who participated within a PDS, showed evident differences when compared to non-PDS teacher candidates. These PDS teacher candidates had greater reflective ability and integration of their reflections in their teaching. Another impact of the PDSs is empowering and increasing preservice teachers' confidence and self-efficacy. This has been explored in prior studies that

either collected teacher opinions or viewed available literature (Cobb, 2000; Castle & Reilly, 2011; Buzza et al., 2010; Snow et al., 2016). For instance, Cobb (2000) assessed the attitudes and opinions of 35 in-service teachers in an elementary PDS in Texas to identify their perceptions of their PDSs impact on students, preservice teachers, and in-service teachers. The participants' perceptions were positive. According to Cobb (2000), the majority of participants indicated that "the PDS interns compared favorably to their non-PDS trained counterparts and surpassed the mentor teachers' own perceived confidence levels when they began teaching" (p. 68).

In another study, Buzza, et al. (2010) examined the effectiveness of the PDS model of teacher education in Canada. They used a qualitative and quantitative approach to collect their data. Their participants were 69 teacher education candidates accepted into their initial year of the teacher education program. The results revealed that "the in-school component of the program, both in terms of its quality and the collaboration TECs experienced within their school communities, was a predictor of their efficacy beliefs in most areas of professional knowledge" (Buzza et al., 2010, p. 56). While some studies collected actual data from teacher candidates, other studies examined available literature on the topic (Castle & Reilly, 2011; Snow et al., 2016). For instance, Castle and Reilly (2011) reviewed 26 studies to identify PDS preparation's impact on teacher candidates using systematic research. They found ten studies that investigated confidence. Nine of these studies found differences for PDS candidates, and several concluded that "PDS teacher candidates are more prepared for the real and complex world of teaching and schooling" (Castle & Reilly, 2011, p. 339). In addition, Snow et al. (2016) examined the PDSs' research literature and found five outcome claims and evidence supported by these research articles. These claims are

1) PDS experiences encourage greater professional confidence in teaching candidates; 2)

PDS experiences improve preservice teachers' perceptions of themselves as eventual professionals; 3) PDS experiences result in teaching candidates with more demonstrable teaching skills; 4) PDS experiences encourage improved quality and/or frequency of formative assessment for teaching candidates; and 5) PDS experiences improve host teachers' teaching practice. (P. 22)

These studies showed the positive impact of the PDSs on preservice teachers' self-efficacy and confidence. As I searched and reviewed available literature, data did not reveal any negative impact on preservice teachers' self-efficacy and confidence. PDSs also positively impact preservice teachers' awareness of diversity and equity issues. To improve teacher preparation programs for changing society, PDS needs to encourage pre-service teachers' pedagogical and cultural learning experiences to be more interactive with their students from diverse social and cultural backgrounds (Zenkov et al., 2013). Therefore, based on the above mentioned, PDSs can positively impact the preservice teachers' learning as well as their willingness to teach.

In-service teachers' development. The Blue-Ribbon Panel Report on Clinical Teacher Preparation (2010) pointed out that "while family and poverty deeply affect student performance, research over the past decade indicates that no in-school intervention has a greater impact on student learning than an effective teacher" (p. 1). In a similar manner, Goodlad (1994) claimed that better teachers make better schools. To evaluate the relationship between PDS and good teaching, Badiali et al. (2011) conducted a research study to examine the impact of participation in the PDS on veteran teachers' classroom practices who served as mentors for PDS interns. They began the first step by designing a survey to get the teacher mentors' perspectives about what impact does PDS have on their pedagogical thinking and what are some possible impacts PDS may have upon their practice. Then, they conducted interviews to determine the nature of

and rationale for changes. Badiali et al. (2011) found that many of the mentors reported that working in the PDS affirmed their practice in the content area of science and classroom management. This is because they used their knowledge and expertise and engaged in the reconstruction of the curriculum. They also concluded that engaging in teacher inquiry within a highly collaborative community promoted their learning and changes in practice. In their examination of the PDSs' research literature, Snow et al. (2016) came up with five claims. One of these claims is "PDS experiences improve host teachers' teaching practice" (Snow et al., 2016, p. 26). In fact, they found 11 studies that PDSs can positively impact host teachers. In addition, preparing preservice teachers encouraged host teachers to reflect on their practice and enhance their professional growth. It is worth mentioning that most of the PDS advocates such as Holmes (1997), NAPDS (2008), NCATE (2001), and NCATE (2010) indicated equity and social justice as a stander, element, or goal for the PDS vision and mission. As a result, PDSs can help in-service teachers to feel they are part of a collaborative community who can support school culture diversity (Pine, 2003; Reece et al., 2016; Yoshioka et al., 2016). The literature also describe how PDSs can foster in-service teacher agency as change agents who are empowered to face new challenges. A case in point, Yoshioka et al. (2016) confirmed that "being an active participant and agent of change is not a choice but an expectation of being a member of the PDS stakeholder team in both the PDS and University settings" (p. 116).

Teacher leadership. Teacher leaders in both PDSs, or other school-university partnerships have opportunities to influence all stakeholders who participate in the partnership (Hunzicker, 2018). However, what distinguishes teacher leaders in the PDS is that PDSs provide "opportunities for stakeholders' reflection, mechanisms for collaboration, enriched school culture, opportunities for inquiry, creation of professional learning laboratories, participation in

professional development activities, and improved practice" (Ferrara, 2014, p. 17). Therefore, PDSs have an impact on teacher leaders, and it allows them to gain new leadership opportunities and roles. Similarly, Hunzicker (2018) stated that "professional development schools (PDSs) offer distinctive settings for teacher leader practice and development" (p. 19). Hunzicker (2018) provided some impacts of PDSs on teacher leaders, such as "prioritize teacher learning and leadership, model innovation and best instructional practices, and support the pursuit and dissemination of educational research and other scholarly work" (p. 33). She also described the important role that teacher leaders can play in PDSs by influencing stud'nts' learning and achievement through their roles as mentors, instructional coaches, role models, and committee members. Burns (2018) suggest three themes in relation to PDS and teacher leadership. She states, "1) Teacher leaders are made, not born; 2) School– university partnerships create the conditions for developing high-quality teacher leaders; and 3) PDSs have the potential to develop teacher leaders as teacher educators" (p.280). She advocates that teacher leadership in PDSs may have further opportunities and benefits, which support teacher leadership development. In addition, the literature indicated that teacher leaderships build, increase, and develop their capacity through the PDS partnerships (Burns, et al, 2019; Burns, 2018; Lewis et al., 2018).

Student achievement. Teitel (2003) illustrated that PDSs were proposed to encourage student learning. PDSs accomplish this by improving schools, better training new teachers, encouraging all educa'ors' growth and development, and using research to see what works well and what does not (Teitel, 2003). A recent qualitative multi-case study by Ramos (2019) proposed to document the perceptions of one principal, three teachers, and five parents regarding how a school-university partnership affects student learning at two K-5 PDSs. Ramos (2019) collected the data using interviews and focus groups. According to Ramos (2019), students

showed growth in skills and academic knowledge in PDSs.In addition, school climate, instructional practices, and professional development were elements affecting student learning in PDSs. For instance, Pine (2003) studied the impact of a Michigan PDS on student learning. This study was confined to a longitudinal and comparative analysis of the Michigan Educational Assessment Program (MEAP) test scores achieved by students of the Oakland University/ Longfellow PDS in Pontiac, Michigan. Pine (2003) found that Longfellow PDS, with a high percentage of African American low-income students, earned significant achievement measured by the MEAP tests. The researcher argued that there is a need to understand how the achievement gap can be bridged by "in-depth analysis of the factors that affect test performance" (Pine, 2003, p. 45). Similarly, in their examination of the PDSs' research literature, Snow et al. (2016) concluded that K-12 students demonstrate higher achievement within PDS programming.

Summary

In this chapter, I have reviewed the literature from two aspects: teacher preparation and school-university collaboration. First, in terms of teacher preparation, I shared research about teacher preparation across the globe to gain a comprehensive insight into how to prepare teachers. I then provided in more depth how to prepare teachers and encourage their learning in Saudi Arabia. In the second aspect, school-university collaboration, the literature reviewed showed that there is a rich history of school-university collaborations. Within this aspect, I discussed three types of school-university collaborations models: the teacher residency model, community partnership schools, and professional development schools model. I addressed PDSs in depth by providing several key elements that can contribute to successful PDSs. In addition, I indicated several challenges facing professional development schools, such as collaboration among stakeholders, diversity and equity, and resources. I also summarized some of the impacts of PDSs on stakeholders.

CHAPTER THREE: METHODOLOGY

In this chapter, I provide an explanation of the research methodology used to conduct this study. I start with the rationale of conducting this study; then, I explain the purpose of the study and identify the research question and sub-questions. Following that, I focus on presenting the research paradigm and the research design. Next, I outline the data collection methods and the data analysis procedures. In this chapter, I also discuss the issues of validity, ethical considerations, and the study timeline.

Rationale

My pursuit of this study stems from my previous experiences as a university professor teaching and working with preservice teachers. After starting my Ph.D. program in teaching and learning, and after learning more about PDSs as a model of school-university partnership, I recognized that we, in Saudi Arabia, had been inadequately prepared to make our university and schools partnerships effective. Thus, to develop this partnership, we need to strengthen the collaboration process between the stakeholders. When looking at PDSs, collaboration is the key. The Holmes Group (1990) indicated that "PDSs will work only if there is true reciprocity between school and university educators. If one party dominates, these schools may be successful in other respects, but they will fail to marry inquiry and practice" (p. 86). Moreover, Burns, et al. (2016) argued that "schools and universities must collaborate and create school-university partnerships, such as those found in PDSs, to actualize the transformation of teacher education" (p.84). In a nutshell, collaboration must be equal between all parties to allow teacher education transformation under a PDSs partnership.

The study by Althuwaini (2016) found that "the partnership between College of Education at University of Central Riyadh and schools is weak" (p.62). In addition, Althuwaini (2016) emphasized that the College of Education should build partnership programs in professional development training for teachers. Furthermore, the college of education should be involved in the development of school curriculum and teaching methods and in designing learning measurements. This evidence is based on the observation of the lack of collaboration between the college of education and the Ministry of Education in various areas of their partnership. This lack of collaboration includes, for example, low research interest to foster the partnership between the Ministry of Education and the colleges of education. Additionally, there is a weak partnership between teacher preparation programs and the Ministry of Education, resulting in a significant absence of the influential role of the college of education in reforming and developing professional development of pre-service and in-service teachers. The National Council for Accreditation of Teacher Education (NCATE) (2010) indicates that "teacher education programs must work in close partnership with school districts to redesign teacher preparation to better serve prospective teachers and the students they teach" (p.ii). In other words, to improve a partnership between a teacher preparation program and another stakeholder, all parties must collaborate and work closely in redesigning and improving the teacher preparation program based on the school district's, teachers', and students' needs.

Purpose and Research Questions

The purpose of this study was to explore the collaboration between the University of Central Riyadh teacher preparation program and public schools. This study helped to better understand the current collaboration so I could provide some recommendations that would help UCR move forward to create PDSs partnerships in the future. According to Newman et. al's

(2003) typology, I had two purposes for this study: 1) to understand the complex phenomena as I am trying to understand the reality of the collaboration process between the UCR teacher preparation program and public schools, and 2) to generate new ideas by using knowledge of participants' perspectives to develop this partnership.

The research questions guiding this study were:

1) How do the stakeholders involved in teacher preparation at the University of Central Riyadh conceptualize collaboration in preparing teachers?

2) How do the stakeholders contribute to the collaboration?

3) How does collaboration influence teacher learning and agency?

4) What factors appear to constrain collaboration between the UCR teacher preparation program and public schools?

Research Paradigm

This study was framed using interpretive theory. My goal is to use a social constructivist lens to study this case through understanding the collaboration process of the participants and to conceptualize the phenomenon of their experiences in building effective partnerships. Denzin (2011) states, "interpretive studies examine how problematic, turning point experiences are organized, perceived, constructed, and given meaning by interacting individuals" (p. 3). In other words, I sought to explore the collaboration process between the stakeholders to be able to point out problematic areas and to suggest approaches to improve their partnership based on the observed experiences of the stakeholders.

Furthermore, the interpretive approach in this study allowed for, a deep understanding of the knowledge and reality at hand. An interpretive approach allowed knowledge to emerge from the interaction between the researcher and the participants. According to Nguyen and Tran

(2015), "interpretivism supported scholars in terms of exploring their world by interpreting the understanding of individuals" (p. 24).

Interpretive paradigm is not a dominant model of research, but it is gaining considerable influence, because it can accommodate multiple perspectives and versions of truths. Interpretivists believe an understanding of the context, in which any form of research is conducted is critical, to the interpretation of data gathered (Willis, 2007, p.4). Hence, to explore the understandings of participants, an interpretive methodology provided a context that helped me to examine what the participants said about their experiences. It is more subjective than objective. Smith (1993) believes that "there is no particular right or correct path to knowledge, no special method that automatically leads to intellectual progress" (p.120). Therefore, interpretive researchers approach reality from subjects, especially, from the people who have experiences related to the phenomena at hand. Therefore, to accomplish this task, I interacted with the participants in this case. I interviewed each of the participants once and individually. The purpose of interviewing them is to better understand their perception of the collaboration process from their collaboration experiences in an interpretive manner.

Methodology

This study employed a qualitative approach. A qualitative methodology attempts to understand the participants' perspectives, motivations, and emotions from their real lives to provide much more than a mere snapshot (Gray, 2016). Qualitative research has several characteristics; for example, it assists in gaining new perspectives on phenomena or issues about which little is known; it is conducted in a real-life setting; it is flexible, as the researcher can combine several strategies or data collection methods within the research design; and the participants can verify the themes that emerged from the data collection (Creswell, 2013; Gray, 2016; Miles et al., 2013).

Therefore, I obtained qualitative data by using questionnaires, interviews, and documentary evidence to better understand the collaboration process among the stakeholders in the school-university collaboration.

Case Study

This study is qualitative descriptive exploratory case study, which examined the collaboration between a university teacher preparation program and public schools in preparing teachers at UCR in Saudi Arabia. The case was bound within the context as a case study design helped me explore, explain, describe, and evaluate complex issues in context. (Harrison et al., 2017). Yin (2014) defines case study as "an empirical inquiry that investigates a contemporary phenomenon (the 'case') in depth and within its real-world context" (p. 16).

Robert K. Yin, Sharan Merriam, and Robert E. Stake are the three prominent authors who have differing perspectives about the design and implementation of case study methodology (Yazan, 2015). However, in this study, I am aligned with Robert E. Stake perspective and approach because his approach is aligned with a constructivist and interpretivist orientation. Moreover, his approach depends on enhancing discovering the meaning and understanding of experiences in context (Stake, 1995, 2006). He defined a case study as "the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances" (Stake, 1995, p. xi). He has also established procedures for case study research that focus on the dominant issue. Stake (1995) illustrated that "for intrinsic case study, case is dominant; the case is of highest importance. For instrumental case study, issue is dominant; we start and end with issues dominant" (p.16).

Yin (2003) has maximized four critical conditions in all case study steps. These conditions are: "a) construct validity, b) internal validity, c) external validity, and d) reliability"

(Yin, 2003, p. 24). Additionally, Yin (2014) has viewed that when "the process has been given careful attention, the potential result is the production of a high-quality case study" (p. 199). Therefore, maintaining these conditions can help the researcher ensure the quality of their inquiry.

Context of the Study

In this section, I describe the context of the study, which includes: the University of Central Riyadh, College of Education at UCR, and the College of Education Research Center (COERC).

University of Central Riyadh

Established in 1957, University of Central Riyadh (UCR) was the first public university in the Kingdom of Saudi Arabia; UCR is located in Riyadh, the capital city of Saudi Arabia. UCR began with the College of Art, then gone through several stages of developments and achievements until it reached its current size and variety of majors. According to the UCR website, the aims of UCR are:

> disseminate and promote knowledge in Saudi Arabia, widening its base of scientific and literary expertise, maintaining a competitive edge with other nations in the fields of Arts and Sciences, and contributing to discovery and invention. In addition, University of Central Riyadh strives to contribute to the revival of academic and scientific excellence of Islamic civilization and the articulation of its benefits and glories. (About Us, 2021, n.p.).

Recently, UCR began to gear towards becoming a research university to compete with world universities and attract distinguished international researchers. To further attract a diverse population, UCR offers scholarships for faculty members and graduate students from around the country. Nowadays, UCR has six main colleges: college of science, college of humanities

studies, community colleges, female colleges, and health colleges. College of Education is part of the college of humanities studies.

College of Education at UCR

In 2011, The National Council for Accreditation of Teacher Education (NCATE), which is now known as the Council for the Accreditation of Educator Preparation (CAEP), accredited the College of Education at UCR. Currently, UCR has nine departments: the department of Pre-school Education, the department of Psychology, the department of Islamic Culture, the department of Curriculum and Instruction, the department of Qur'anic Studies, the department of Educational Technology, the department of Special Education, the department of Educational Administration, and the department of Art Education. In addition, the College of Education offers 20 programs: six programs leading to earning a bachelor's degree, six programs leading to earning a doctorate degree, and eight programs leading to earning a master's degree.

The Department of Curriculum and Instruction. In 1975, the department of Curriculum and Instruction was established as part of the College of Education departments. It offers the undergraduate level students a set of courses related to curricula and teaching methods, as well as supervises and trains them to teach in the practical fieldwork. It also offers masters and doctorate level programs. According to their website, the Curriculum and Instruction Department seeks to achieve the following objectives:

- Prepare the teachers with high qualifications
- Develop the student's ability to understand the theories and approaches related to the curricula, curricula foundations, means of curricula planning and construction, and methods of curricula evaluation and development

- Introducing the students to the foundations of teaching, in addition to providing the opportunity for the critical study of teaching methods and methods of their application and practice

- Developing the student's ability to practice teaching through the practical fieldwork, in which their teaching skills are refined. In practical fieldwork, the preservice teacher receives a great deal of guidance. The practical fieldwork gives the preservice teachers the opportunity to practice school lifestyles in all its aspects and all that their mission requires as successful teachers (Mission, 2021, n.p.).

The College of Education Research Center (COERC). COERC is a center at the College of Education that encourages the scientific research movement and provides various technical and administrative assistance to graduate students, and faculty members. COERC can fully or partially financing its members' scientific work. The COERC center consists of four units: Consulting and research services unit, statistical analysis unit, human development unit, and financial support unit. The consulting and research services unit provides all necessary services to ensure a supportive research environment for the researcher. For example, they can help the researcher to design and distribute the surveys.

Pre-Study Questionnaire Data Collection and Analysis

Before I began collecting the data by using the interviews as it was the main data collection tool, I conducted questionnaires which helped me to develop the interview questions based on the questionnaires' initial themes. The following sub-sections described the participants in the questionnaires and how I collected and analyzed the data.

Questionnaire participants. The questionnaire participants were university supervisors and pre-service teachers from the curriculum and instruction department at the Education College at UCR, and cooperating teachers in partnering public schools. I sent an official email to the dean of the College of Education (COE) at UCR asking for permission to collect the data. After I finished the UCR's research ethics approval letter and permission (See Appendix B), and USF's IRB approval letter (See Appendix C), I contacted UCR, COE and asked them to send out an email with the questionnaires to the College of Education Research Center (COERC). The COERC then sent the questionnaires to all faculty members who supervised preservice teachers in the curriculum and instruction department, preservice teachers in the curriculum and instruction department, and administrators in partner schools who sent the questionnaire to cooperating teachers. The questionnaire was sent via email to 18 university supervisors, 25 preservice teachers, and 32 inservice teachers. This email contained a link to the questionnaire and some information about the purpose of the research. However, distributing these questionnaires was too complicated and I received only two responses from the participants. Consequently, I contacted the participants directly and sent them the questionnaire link via email and WhatsApp. I utilized the snowball sampling method by asking the participants who participated in the questionnaire and provided their contact information to share the link with university supervisors, preservice teachers, or cooperating teachers.

Participation in the questionnaire was voluntary. All participants were female. The number of participants who participated in the questionnaire was 10 university supervisors, 10 cooperating teachers, and 18 pre-service teachers.

Questionnaires data collection. I used the questionnaires as the first phase to understand the range of participants' perspectives of the collaboration process and their awareness about

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PDSs to inform interview questions. Yin (2003) illustrates that a survey is used because "such a survey could be designed as part of a case study and produce quantitative data as part of the case study evidence" (p. 91). Thus, I created three types of questionnaires: one for pre-service teachers, one for cooperating teachers, and one for faculty members who supervised pre-service teachers. All questionnaires were in Arabic. I utilized both a Likert scale, also called the summated rating (Robson, 2002), and open-ended questions in the questionnaires. All the questionnaires were electronic surveys that were created using the Google Forms web application. These questionnaires were distributed via email and WhatsApp.

The pre-service teachers' questionnaire contained two aspects: demographic information and questions about school-university collaboration. The school-university collaboration section included four subsections: the perspective of collaboration, role and responsibility, supporting the agency, and challenges. In each subsection, there were some statements, and the participants were asked to respond to these statements by selecting one of five scales: *strongly agree, agree, neither agree nor disagree, strongly disagree,* and *disagree* (see Appendix D). I designed the questionnaire language to be clear and simple, and I attempted to make the sections as brief as possible to encourage the participants to respond to all the questionnaire statements.

The cooperating teachers' and university supervisors' questionnaires contained two aspects: demographic information and school-university collaboration (see Appendices E & F). The school-university collaboration section included five subsections: perspective of collaboration, role and responsibility, supporting the agency, challenges, and awareness about professional development schools. Each subsection contained statements that the participants were asked to respond to by selecting one of five scales: *strongly agree, agree, neither agree nor disagree, strongly disagree,* and *disagree*. The fifth subsection, 'awareness about professional

development schools', was adapted from Shoemaker et al. (2020). The participants were asked to respond to these statements by selecting one of five scales: *very important, somewhat important,* and *not important*. The purpose of this section was "to assess educators' perceptions about PDS concepts and practices at their respective school and teacher preparation program" (Shoemaker et al., 2020, p. 43).

I conducted a pilot test of the questionnaires before using them to collect the data. I pre-tested the questionnaires by giving them to five people who were similar to the target participants. This helped me learn about frequently asked questions, identify questions that were either unclear or did not make sense, unavailable options, and fix some electronic issues. After gathering all the participants' answers to the questionnaires, I tested the analysis process in Google Forms to learn more about the functionality of my data analysis method. I then rectified the errors to avoid repeating them in the main questionnaires.

Questionnaire data analysis. The data analyzed came from the participants' perspectives about the collaboration process between the UCR teacher preparation program and public schools via Likert scale questions, including demographic information and an open-ended questionnaire. For this study, the questionnaire was utilized to represent the participants' perspectives about their roles and responsibilities in this collaboration. I surveyed a small sample, as this study was exploratory and not confirmatory. In the subsections that follow, I analyzed the three sections of each questionnaire qualitatively.

Section One: Demographic information. This section includes the participants' demographic information, such as the partner school name, years of experience, years of experience working with pre-service teachers, level of education, major, and the level of

internship for pre-service teachers. I organized a relative frequency chart for the participants'

demographic information to help understand their characteristics (see Appendix G).

After reviewing the relative frequency chart for the participants' demographic information, I

found that all the university supervisors and pre-service teachers were from the curriculum and

instruction department. The participants' majors varied between Islamic study, art, English, science,

and mathematics. I noted that partner schools were also diverse. There were 7–9 different schools,

which were elementary and middle partner schools. I also discovered that most of the university

supervisors had 6–10 years of experience in higher education and working with pre-service teachers.

Most of the cooperating teachers had more than 10 years of experience and 3–5 years of experience

working with per-service teachers. All pre-service teachers were at the end of their internships. In

addition, I found that 50% of the university supervisors' level of education was doctorate, and 50% had

a master's degree, whereas all cooperating teachers' had bachelor's degrees. There were four university

supervisors, eight in-service teachers, and four pre-service teachers who agreed to engage in a one-hour

interview via ZOOM about their experiences in this collaboration. I invited three participants from

different majors who met the research criteria to participate in the interviews.

Section two: School-university collaboration. Section two of the questionnaire included five

parts: perception about school university collaboration, role and responsibility, supporting the agency,

challenges, and awareness about PDSs. The participants were asked to respond to how much they

agreed or disagreed with some statements related to each part by selecting one of the five scales:

strongly agree, agree, neither agree nor disagree, strongly disagree, or *disagree.*

1- *Perception about School-University Collaboration.*

University Supervisors (USs). Based on the results of the questionnaires, I found that

nine of the 10 US participants (90%) agreed that the school's role in teacher education was

considered a complementary role of the university, and that the collaboration required more involvement among stakeholders. Additionally, they considered the collaboration a required informal meeting and learning from each other, and during the collaboration between university and public schools, it was important to bring to the surface the key issues that impact the effectiveness of the partnership.

Moreover, six out of the 10 participants (60%) agreed that the teacher preparation programs at universities collaborate with the Ministry of Education to address four goals: PK-12 student learning, pre-service teacher education, practicing teachers' professional development, and collaborative inquiry. The same number of participants agreed that the Ministry of Education enhanced effective collaboration between UCR and public schools to achieve the required professional development in light of the 2030 vision.

On the other hand, four participants (40%) disagreed that the cooperating teachers collaborated by establishing trust and a shared vision. In addition, three participants (30%) disagreed that, in collaborative work, stakeholders engaged in a collective effort and shared the decision-making process.

Cooperating teachers (CTs). After grouping the responses (strongly agree and agree), I found that all 10 cooperating teacher participants agreed with all the statements in the perspective section. Thus, they had a positive perspective on the collaboration process. They agreed that schools and universities cooperatively played an essential role in preparing teachers.

Pre-service teachers (PSTs). Of the 18 PSTs who participated in the questionnaire (72–88%), 13–16 agreed that school administrators helped them to have a positive attitude toward the teaching profession and overcome the difficulties they faced. They also agreed that the

administrators provided them with appropriate places to discuss their teaching with stakeholders, as well as all the privileges, like schoolteachers.

Moreover, they considered that cooperating teachers built trust and respectful relationships with PSTs from the beginning of their experiences. Thirteen of the participants (77%) agreed that cooperating teachers promoted their critical thinking and had a significant and positive impact on their learning and practice. Nevertheless, only nine of the 18 PSTs (49%) agreed that the cooperating teachers helped the pre-service teachers plan and discuss each lesson that they taught.

All the PSTs who participated in the questionnaire admitted that the USs conducted a weekly seminar to support their learning and motivated them to do their best and try new techniques to enjoy the experience of teaching. Meanwhile, 15 of the 18 participants (83%) showed that university supervisors promoted pre-service teachers' critical thinking and encouraged them to participate in professional learning communities.

2- Roles and Responsibilities

University supervisors. All the USs who participated in the questionnaire considered their role in the school-university collaboration to be the main role. They also agreed that they were accessible to the cooperating teacher to discuss PSTs' progress. Although eight USs (80%) agreed that they assisted PSTs' professional growth by facilitating weekly seminars, only four USs (40%) agreed that they engaged in a conference once a week, including a PST and CT. Furthermore, the questionnaire results showed that USs (90%) sought to develop pre-service teachers' critical thinking and enhance their agency about their teaching and learning. Interestingly, four participants (40%) disagreed that they sought to support in-service teachers' agency about their teaching and learning. Some USs provided roles or responsibilities that I did

not share in the questionnaire. For example, 1) helping PSTs participate in community events and 2) encouraging in-service teachers and PSTs to attend workshops at the university if possible.

Cooperating teachers. All the CTs who participated in the questionnaire deemed that they encouraged pre-service teachers to take risks and discover who they were as teachers instead of solely providing them with feedback, as well as developing trust and respectful relationships with both PSTs and USs. They also agreed that they guided pre-service professional knowledge development and provided a healthy teaching environment. Despite all the participants agreeing that they were accessible to the university supervisor to discuss PSTs' progress, three participants (30%) disagreed that they saw the US in their school regularly, and they were of the opinion that USs did not understand what goes on in classrooms

Pre-service teachers. Fourteen to 16 of the 18 participants (77.8%–88.8%) agreed that they acted as active members of professional learning communities and met with both a CT and US once a week to share their successes and obstacles with the supervisory team. Furthermore, 12 participants (66.6%) agreed that they met cooperating teachers daily at the start of the school day and participated in lesson planning with pre- and post-conferencing. Meanwhile only 11 participants (61.1%) utilized reflective journals related to taking action in their daily teaching practice.

3- Supporting the Agency

University supervisors. Nine of 10 participants (90%) believed that they seized the opportunities to learn and improve their educational practices and participated in professional development, whereas seven of the participants (70%) felt that they learned from other stakeholders and had positive social interaction.

Cooperating teachers. All the CT participants in the questionnaire agreed that they seized the opportunities to learn and improve their educational practices and participated in professional development. Moreover, they saw that they learned from other stakeholders and that they had positive social interaction.

Pre-service teachers. All 18 participants agreed that field experience activities could prepare PSTs for successful performance in teaching and apply what they had learned at the university. They also agreed that the feedback and suggestions by the USs and CTs greatly influenced their professional development. On the other hand, 11.1% of the participants disagreed that working with cooperating teachers helped them develop their teaching skills.

4- Challenges

University supervisors. Three to four participants (30%–40%) agreed that there were some conflicts between the goals of universities and schools. They also deemed that having a large number of PSTs could impact supervisory work. In addition, five participants (50%) saw the lack of time to do real supervisory work and creating a balance between working in schools and university as a challenge in working with schools to prepare PSTs. Most participants (60%–80%) agreed that discussions and exchanges between the US and CT were not always fruitful. They also agreed that lack of time to work and think in collaborative learning, and that the stakeholders may not share the same level of commitment and goals were considered challenges for them. On the other hand, only two participants (20%) agreed that the academic weakness of PSTs and their lack of willingness to participate in learning challenged them in their supervisory work.

Cooperating teachers. Six of 10 (60%) CTs who participated in the questionnaire agreed that lack of time to work and think in collaborative learning, level of participants' commitment

and goals, and the conflicts between the goals of universities and schools challenged them. Four participants (40%) agreed that, while discussions and exchanges between the US and CT were not always fruitful, the university supervisor had power and control in the decision-making processes. They also agreed that PSTs had academic weaknesses and a lack of willingness to participate in learning.

Pre-service teachers. Seventeen of the 18 participants (94.8%) disagreed that they lacked the collaboration of a CT or US. Only two participants (11.2%) agreed that there was a lack of school administration's collaboration. They also agreed that there were disconnects between what they had learned in their university coursework and their experience in the field.

5- Awareness of Professional Development Schools

The US and CT questionnaires consisted of a section on awareness of PDSs. It was found after analyzing the data that the majority of the participants (70%–90%) deemed all the statements provided in this section very important, whereas (10%–20%) saw that some statements were somewhat important. Only one US participant considered that a strong desire to engage in the development of innovative practices was not important (see Appendix H).

Section Three: Open-ended questions. In the section with open-ended questions, the participants gave a variety of replies. After finishing the analysis of all the open-ended responses in all three questionnaires, I came up with nine themes. I then merged these themes into three initial themes (see Figure 6).
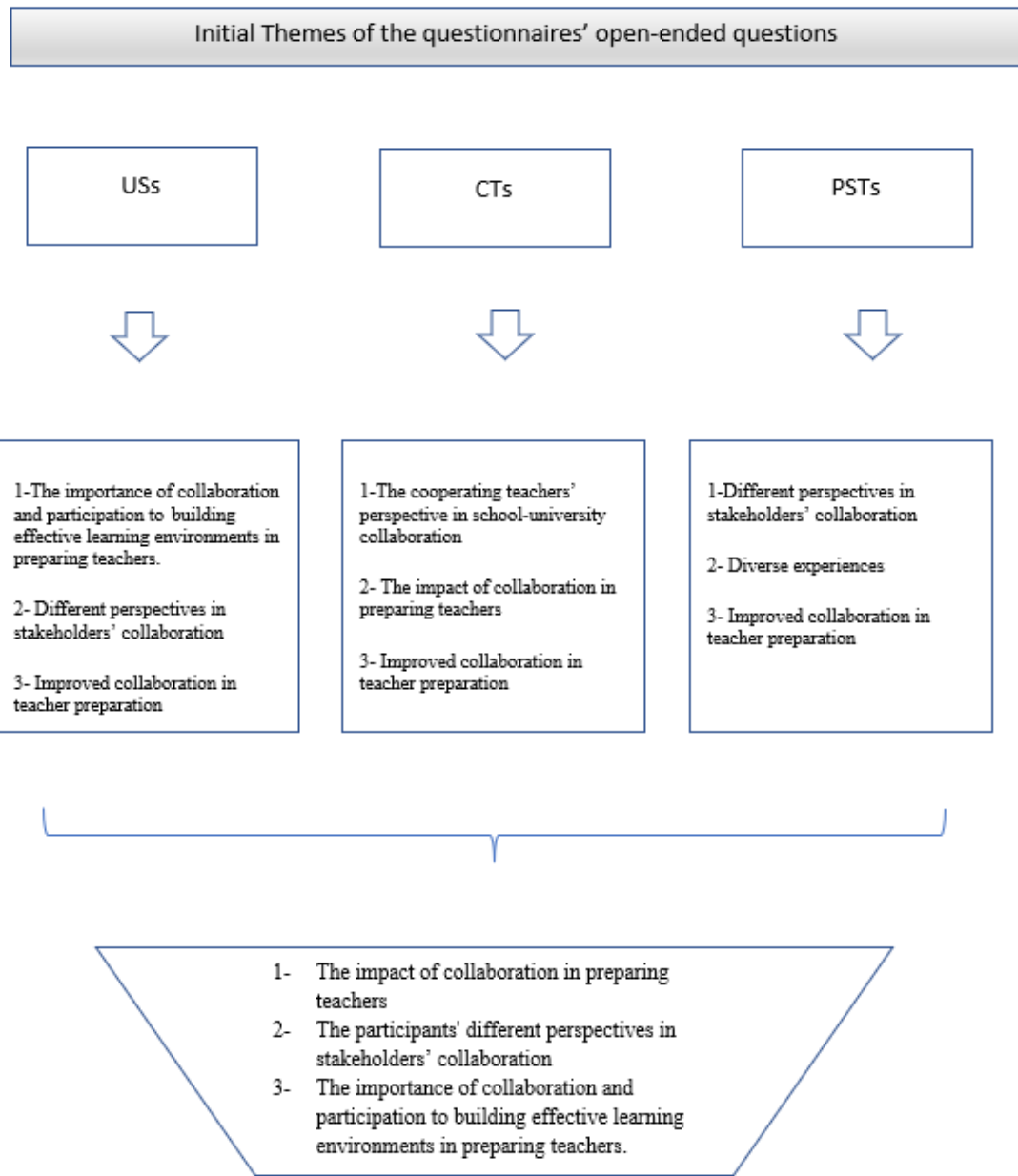
Figure 6. The Initial Themes of the Questionnaires' Open-Ended Questions

Therefore, I completed the questionnaire to inform my interview questions. I received 10 responses from USs, 10 responses from CTs, and 18 responses from PSTs. I collected general information about the participants, such as their partner schools, major, years of experience, years of experience working with PSTs, level of internship for PSTs, and level of education. This

information gave me a general idea of the participants, and this way I selected the participants'

interviews. I found that there were different partner schools, which would allow me to choose the

participants from different schools to get different experiences. Moreover, the results of the

questions about their years of experience, years of experience working with PSTs, and their level

of education helped me exclude the participants who had no experience working with PSTs. This

also helped me determine the participants' interviews based on their experience.

Furthermore, the results of Section two (school-university collaboration) gave me an

initial idea of the participants' perspectives, roles and responsibilities, supporting the agency,

challenges, and awareness about PDSs about the collaboration process. The results of this

section highlighted what questions to ask in the interviews. For example, the results showed that

four of 10 US participants (40%) disagreed that they sought to support in-service teachers'

agency about their teaching and learning. Thus, I included in-service teachers in the first

question: (As a US, what is your understanding of the role of the US in PSTs' professional

learning growth during their practicum in schools? And in-service teachers' professional

development?)

In addition, three US participants (30%) disagreed that stakeholders engaged in collective

efforts and shared the decision-making process in collaborative work, while all CTs agreed.

Thus, I added a sub-question to question number 6: (Can you explain the collaboration process

among stakeholders in preparing PSTs?) The sub-question was: (In what ways do the

stakeholders share the decision-making process?)

Only nine of the 18 PSTs who participated in the questionnaire (49%) agreed that CT

helped them plan and discuss each lesson they taught. From this result, I saw whether the CTs

answered question 2 (Can you please tell me about your role in preparing PSTs?), and if they did not mention helping in planning and discussing lessons, I asked this as a sub-question.

I noticed that most of the participants (USs, CTs, and PSTs) provided suggestions on how they hoped and would like the collaboration between schools and universities to be in the future, but most of their answers were short. However, I had a question in the interview that helped me discuss further suggestions or ask for details. This question was in the interviews of the USs and CTs: (From your experience, what improvements can be made to further support the collaboration between schools and universities to enhance PSTs' learning?). However, I did not include this question in the PSTs' interview questions. Therefore, I added this question to the PSTs' interview questions because they provided some critical points in the questionnaire.

Main Study Methods

Interviews were the main data collection tool. After getting and analyzing the questionnaire results, I reviewed the potential interview questions guided by the questionnaire results and the literature review. I then utilized the documents as evidence to get more information and insight into the collaboration possess between UCR and public schools.

Participants

At the end of the questionnaire, I included a question that asked the participants if they would be willing to engage in a brief one-hour interview via ZOOM. I informed them in the questionnaire that the interview would mainly inquire about their experiences. If they wished to participate, I asked them to provide their email address or phone number, or they could contact me via the email or phone number that was provided at the end of the survey. Fielding and Fielding (1986) indicate that survey data can help the researcher select qualitative participants. Therefore, the questionnaires were a recruitment tool to get participants for interviews. Once all

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the questionnaires were completed, I knew how many participants were interested in participating in the interviews. The potential pool was five USs, six CTs, and five PSTs. I then categorized the questionnaires for the interested participants based on their demographic information. After that, I examined the interested participants' data to determine if these participants met the interview inclusion criteria listed below:

· Faculty members of the curriculum and instruction department at UCR

· Faculty members who supervised pre-service teachers

· In-service teachers who had more than three years of experience collaborating with pre-service teachers

· In-service teachers who worked at partner public schools

· Pre-service teachers who had just started their internships or had recently completed their internships in public schools.

The potential participants I had who met all the categories were five USs, four CTs, and five PSTs. I then purposefully selected the interview participants. During the selection process, I considered the diversity among the participants. For example, I selected participants from three different schools, different levels of experience, and different levels of education. This allowed me to access different perspectives and acquire sufficient data "to the best extent possible". I selected the following nine participants:

· Three university supervisors based on their major, level of experience, level of education, years of experience working in higher education, and years of experience working with pre-service teachers.

· Three cooperating teachers based on their major, school, level of experience, level of education, and years of experience working with pre-service teachers.

· Three pre-service teachers based on their level of internship, major, and school (See Table 1)

Table 1.

The Participants Backgrounds

Participants	Pseudonyms	Major	Degree	Years of Experience	Years of Experience Working with PSTs	Level of Internship
University Supervisors (USs)	Sama	Islamic Studies	Ph.D	22 years	15years	_____
	Lila	English language	Ph.D	17 years	10 years	_____
	Noha	Math	Ph.D	15 years	5 years	_____
Cooperating Teachers (CTs)	Amal	English language	Bachelor	18 years	6 years	_____
	Marya	Islamic studies	Bachelor	30 years	More than 10 years	_____
	Reem	Sciences	Bachelor	25 years	More than 10 years	_____
Preservice Teachers (PSTs)	Alla	English language	Last semester in her bachelor degree	_____	_____	In the end of her internship
	Noura	Sciences	Last semester in her bachelor degree	_____	_____	In the end of her internship
	Shatha	Islamic studies	Last semester in her bachelor degree	_____	_____	In the end of her internship

Data Collection

In this section, I will give detailed information about interviews data collection. In this study, I obtained qualitative data through interviews about the collaboration process between UCR and public schools. The interviews were the main data collection tool in this study. In the following subsection, I describe this tool in more detail.

Interviews. After getting the questionnaires' results and engaging in analysis, I used the interviews as the main method of data collection to obtain qualitative data. Stake (1995) stated that "qualitative researchers take pride in discovering and portraying the multiple views of the case. The interview is the main road to multiple realities" (p. 64). Thus, I developed the interview questions based on the results of the questionnaires.

Robson (2002) defines three types of interviews that I chose from when designing the interview questions:

- The fully structured interview: The researcher predetermines the interview questions and uses the standardized schedule to complete the participants' responses.

- The semi-structured interview: The researcher predetermines a set of interview questions but is free to adjust, change, or explain them based on the context of the conversation.

- The unstructured (completely informal) interview: The researcher focuses on a general area of interest and then leads the conversation to develop in this area. (p. 230)

In this study, semi-structured interviews were conducted via Zoom with the selected participants. These interviews inquired about their roles and functions in the collaboration process. The interview protocol consisted of open-ended questions. This helped me to better understand the current reality of their collaboration in preparing teachers. Janesick (2004)

defined interviewing as "a meeting of two persons to exchange information and ideas through questions and responses, resulting in communication and joint construction of meaning about a particular topic" (p. 72). Thus, I interviewed each participant once individually, and each interview lasted between 40–60 minutes (Robson, 2002). In addition to recording them on Zoom, I recorded the interviews and transcribed them using the Speech Texter transcription service app on my password-protected iPhone. The interviews were conducted in Arabic, and upon finishing all interviews, I translated the interviews from Arabic to English. Notably, I designed three different forms for the interview questions (one for the pre-service teachers, one for the cooperating teachers, and one for the university supervisors) the participants for each group were asked the same questions (see Appendix I). I avoided asking long questions, double-barreled questions, or questions involving unfamiliar jargon (Robson, 2002).

Documents. In addition to the interviews, documents were considered a relevant source of information. My purpose in collecting data from documents was to gather more information, gain evidence from other sources, and possibly identify additional data sources. Thus, I collected and examined the evaluation forms. These documents provided or described how they collaborated to support pre-service teachers' learning. Stake (1995) indicated that: "Quite often, documents serve as substitutes for records of activity that the researcher could not observe directly. Sometimes, of course, the recorder is a more expert observer than the researcher" (p. 68). Furthermore, Bowen (2009) has illustrated that documents can help the researcher to collect data effectively, stating that, "documents may be the most effective means of gathering data when events can no longer be observed or when informants have forgotten the details" (p. 31). Therefore, a systematic search for documents was conducted by requesting access to these documents from the department, but I received only evaluation forms (see Appendix J). The

selection criteria for these documents were any documents addressing the collaboration's processes, achievements, plans, or evaluations. Furthermore, Eisner (1998) has stated that "whatever is relevant for seeing more acutely and understanding more deeply is fair game" (p. 82). Therefore, I asked the participants before the interview to share their personal artifacts, such as reflective journals, agreements, notes, or any materials that were relevant to their collaborative processes. Then, during the interviews, I asked the participants who had shared documents about them.

Data Analysis

The analysis was an iterative process throughout the data collection process. This means that I did not leave the analysis until the end, when it may be harder to apply it. Hence, my data analysis began during the data collection process. I started by analyzing the interview responses and document evidence. I explain the analysis process for each tool in the following paragraphs.

Interviews data analysis. Creswell and Poth (2018) considered the following:

Data analysis in qualitative research consists of preparing and organizing the data (i.e., text data as in transcripts, or image data as in photographs) for analysis; then reducing the data into themes through a process of coding and condensing the codes; and finally representing the data in figures, tables, or a discussion (p.183).

Therefore, I conducted two steps to analyze the interview data. In the following sub-sections, I explain each step.

Preparing and Organizing the Data

During this step, I transcribed all nine recorded interviews verbatim (Ryan & Bernard, 2003) using Microsoft Word. All the transcripts were in Arabic, and I translated them into English. This is because I wanted to use the NVivo software program to analyze the interview

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data, and it does not support the Arabic language. I transcribed and translated each interview on the same day that I conducted it. Bryman (2012) has assumed that translating data to another language may cause loss of some important data due to the differences in the languages' cultural contexts. To avoid this, I sent the transcriptions and translated interviews to a proofreader who spoke both Arabic and English to ensure that my translations and the meaning were correct and accurate.

To organize the data, I created three Microsoft Word documents for the data: 1) the USs' interviews' transcriptions and translations, 2) the CTs' interviews' transcriptions and translations, and the PSTs' interviews' transcriptions and translations. I also translated each document into English using Microsoft Word. I imported all of these documents into the NVivo software program. I chose to save them as Microsoft Word documents because of the challenges faced when using another format such as pdf.

Using thematic analysis. In this step, I decided to conduct thematic analysis, which is a method for analyzing qualitative data (Braun & Clarke, 2006). I utilized thematic analysis because it is flexible for researchers who have large data sets (Braun & Clarke, 2012). I followed Braun and Clarke's (2006) six steps for data analysis: 1. Becoming familiar with the data; 2. Generating initial codes; 3. Searching for themes; 4. Reviewing themes; 5. Defining and naming themes; and 6. Producing the report.

Becoming acquainted with the data. I listened to all nine recorded interviews multiple times and transcribed and translated them to familiarize myself with the data. Then, I conducted a close reading of my data, whether it was an interview transcript or a document (Maxwell, 2013).

Generating initial codes. During step two of the thematic analysis, I used NVivo qualitative data analysis software, Version 12 Plus (QSR International Pty Ltd., 2020), to analyze the data. It helped me store, manage, and analyze the data. Gray (2014) asserted that computer-assisted qualitative data analysis software (CAQDAS) assists researchers in storing and working through data to analyze it; however, CAQDAS cannot generate codes or interpret the data. This is because that is the role of the researcher. The reasons for using NVivo were: managing the data and ideas; visualizing the data, finding patterns in the data; using different systems for managing the data, which are documents, nodes, and attributes; ease of searching for text or coding; and specifying the search either in documents, nodes, or attributes (Jackson & Bazeley, 2019; Richard, 1999). NVivo also helped me to look across the files and organize the data under categories and codes based on my research questions.

After multiple readings of the data, I generated initial categories and additional codes per category based on my research questions, literature, and social constructivism lens (see Figure 7 and Table 2). I then went through each file line by line and coded the data as much as possible as second-cycle codes (Braun & Clarke, 2006) (see Figure 8). I used descriptive coding, which "summarizes in a word or short phrase – most often as a noun– the basic topic of a passage of qualitative data" (Saldaña, 2013, p. 88). I coded each interview transcript for each group separately using the same initial categories and codes.
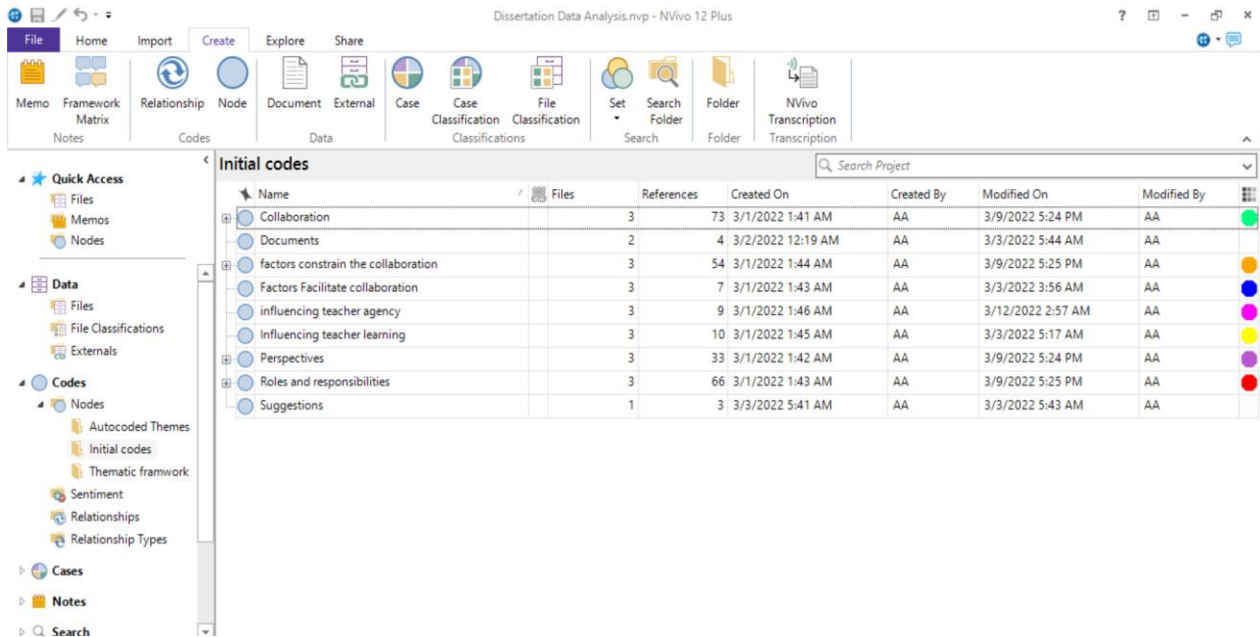
Figure 7. Initial Categories
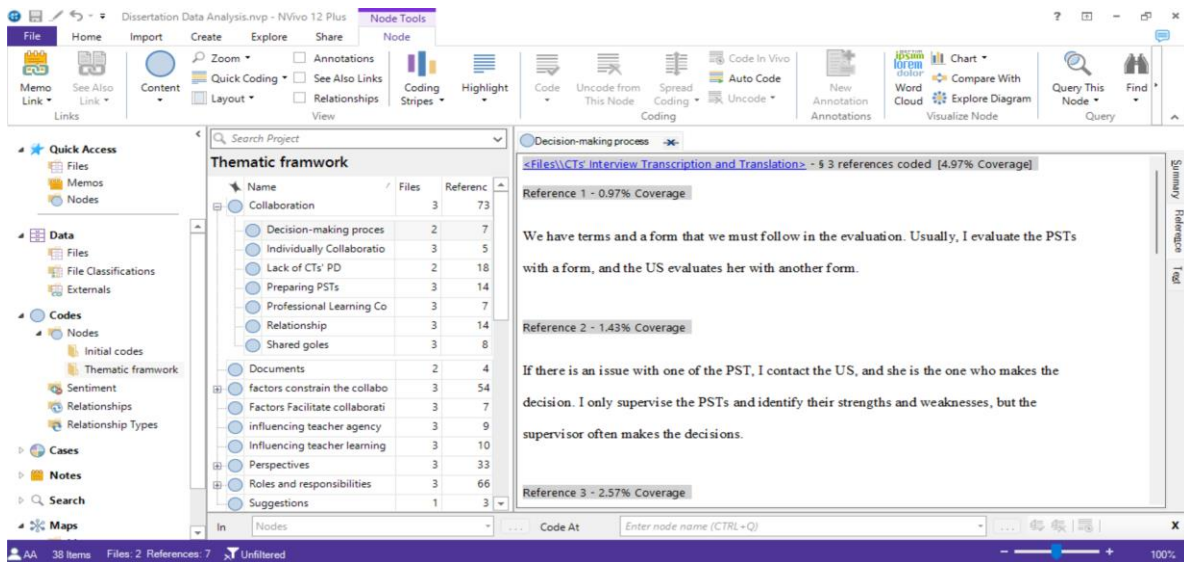
Figure 8. Sample of Additional Coding per Category

Table 2.

Example of Coding Process Based on the Research Questions Across the Three Groups

Research Questions	Category	Additional Coding per Category
In what ways does the University of Central Riyadh teacher preparation program collaborate with public schools in preparing teachers?	Collaboration	❖ Decision-making process ❖ Individually collaboration ❖ Preparing PSTs ❖ Lack of CTs' PD ❖ PLCs ❖ Relationship ❖ Shared goals
1) What are the stakeholders' perspectives about this collaboration?	Perspective	❖ Increasing class observation ❖ Lack of collaboration ❖ Positive ❖ The importance of the collaboration
2) What are the roles and responsibilities of the stakeholders in this collaboration?	Role and responsibilities	❖ Commitment ❖ Direction and guiding ❖ Improving practice ● Linking theory to practice ❖ Lack of CTs' role in collaboration ❖ Lack of PSTs' role in collaboration ❖ Lack of TPP role ❖ Providing save environment ❖ Solving Problems
3) What factors appear to either facilitate or constrain the collaboration between the UCR teacher preparation program and public schools?	Factors constrain the collaboration	❖ Challenges and difficulties ❖ Exploit PST ❖ Focus on evaluation ❖ Having PST ❖ Increasing the practicum duration ❖ Lack of time ❖ Routine ❖ Suitable learning environment ❖ Willingness
	Factors facilitate the collaboration	❖ Effective collaboration
4) How does this collaboration influence teacher learning and agency?	Influencing teacher agency	❖ Improving teaching practice ❖ Supporting
	Influencing teacher learning	❖ Fruitful meeting ❖ Supporting

Searching and reviewing the themes. Next, I combined two steps of thematic analysis: searching for themes and reviewing them (Braun & Clarke, 2006). I read each code's passage or sentence to ensure that they were coded correctly. During this step, I tried to find connections between the codes by merging similar codes, relating duplicate codes, and considering how to combine the codes under themes for each group of participants. Thus, moving from the code cycles to the major themes was a long process. However, using the NVivo program helped to organize this process, during which I created a figure for each research question, which included the themes emerging from each group of participants (USs, CTs, and PSTs) to extract the main themes for each research question (see Figure 7). Therefore, I extracted the initial themes for each group of codes. I then reflected on their possible groupings and relationships (Saldaña, 2013) to merge these initial themes into broader themes. In the final process, I extracted the major themes across the three groups of participants to be more specific and to be written as complete sentences.

Themes of RQ1: How do the stakeholders involved in teacher preparation at the University of Central Riyadh conceptualize collaboration in preparing teachers?

| US | CT | PST |

US
1- Collaboration process
2- Individual collaboration in decision-making and preparing PSTs
3- Attempts to build a trusting relationship.

CT
1- Some challenges faced CTs
2- Individual collaboration
3- Lack of the US role in improving CTs' PD
4- Lack of time impacting the collaboration process

PST
1- Miscommunications with administration
2- Collaborative Us

- Traditional collaboration activities
- Finding a lack of collaboration process
- Facing some challenges in collaboration

Figure 9. The Main Themes Based on the RQ 1

I then extracted the major themes across the research questions to generate the main themes (see Figure 10).
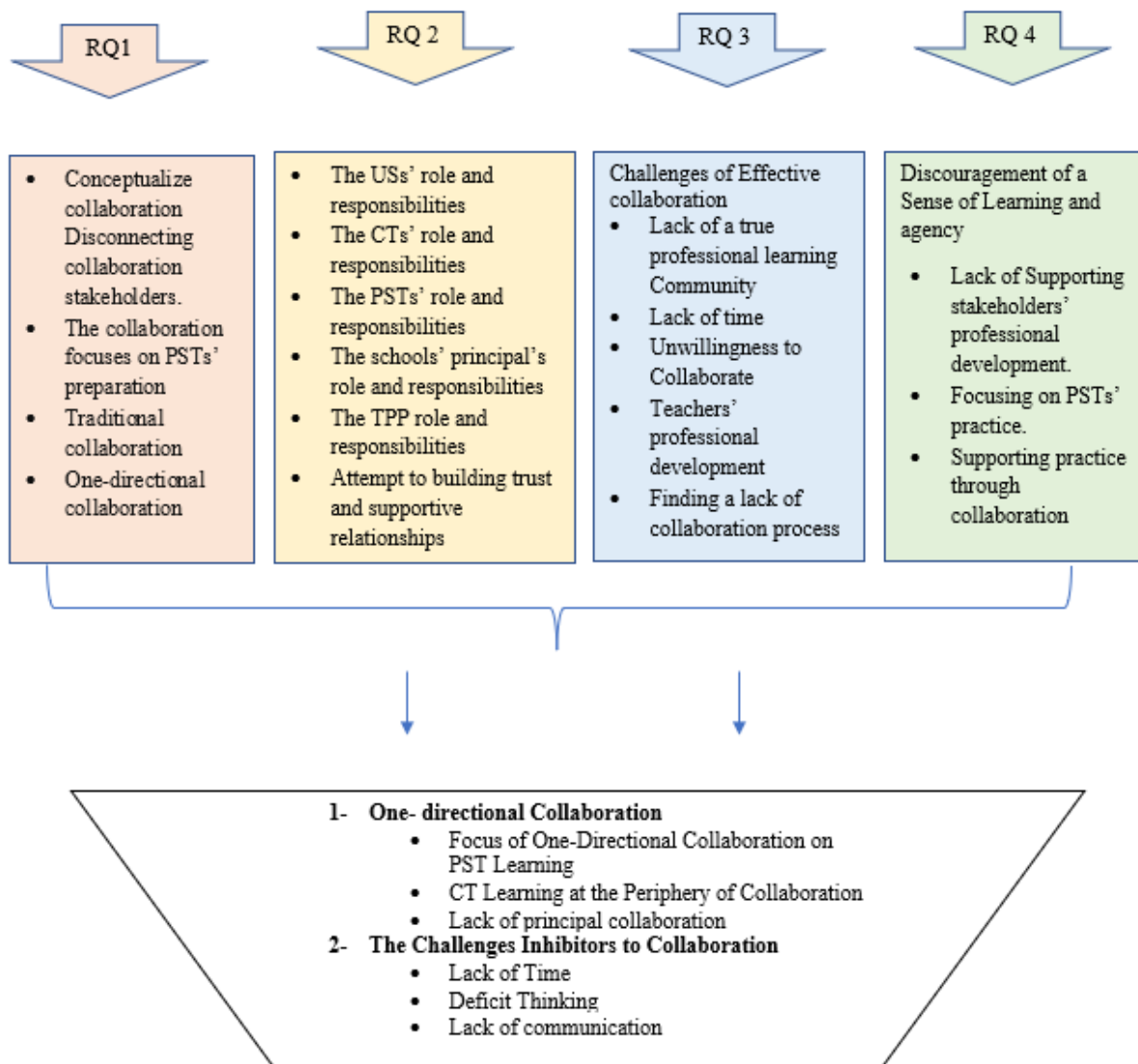
Figure 10. Main Themes Across the Research Questions

Defining and Naming Themes. The fifth step of thematic analysis is defining and naming

themes. Broun and Clark (2012) wrote that "when defining your themes, you need to be able to

clearly state what is unique and specific about each theme—whether you can sum up the essence

of each theme in a few sentences is a good test of this" (p. 66). Therefore, I defined the main

themes to capture the essence of what the themes were about and what data from the interviews

each theme captured.

Producing the report. The final step of the thematic analysis involved producing the report, which will be presented in the findings and discussion chapters.

Documents data analysis. As for the collected documents' analysis, I used NVivo software to provide an organized and well-structured approach to analyzing the documents. I reviewed and kept track of these documents as I imported them into my project to see how far I had progressed with my coding. Following these steps helped me to explore the areas with the most focus (repetition) in these documents, using the "word frequency query and hierarchy chart". Therefore, I created a table using Google Doc, which included all the documents' information, a brief description, coding, categories, and themes. After that, I labeled them under the emerging themes (see Table 3).

Table 3.

Documents Data Analysis

Doc Name	Description	Codes	Categories	Themes
University Supervisor/Cooperating Teacher Feedback Form for Field Training Student	It includes three sections of evaluation criteria: personal relationships, planning and preparing lessons, and teaching implementation.	Adherence, self-confidence, accept guidance, good relationship, preparation for lessons, focusing on teaching practices.	Practice skills	
			Focusing on evaluation aspects	Focusing on evaluating current practices rather than developing the practice
CTs' Evaluation for PSTs During the Observation	CTs' evaluation for PSTs during the observation, which includes seven statements to evaluate their performances.	Commitment Collaboration with CT	Individual collaboration Commitment	
School Principal Evaluation for Pre-service Teachers	It includes five statements that focus on PSTs commitment and behavior.	Commitment, collaboration, good relationship.		Lack of evaluating the stakeholders' collaboration.
The Trainees' Evaluation of the University Supervisor	+	Field training requirements, discussing, constructive feedback, self-assess.		

Table 3 Continued

Doc Name	Description	Codes	Categories	Themes
The Trainees' Evaluation of the Training Partner or Cooperating Teacher	It includes nine statements and asked the PSTs to represent their evaluation or observation by choosing not applicable, apply to some extent, apply.	Collaboration, discussing, constructive feedback, focus on evaluation.		
The Trainees' Evaluations of the Training Place	It includes six statements and asked the PSTs to present their evaluations or observations related to the training place by choosing not applicable, apply to some extent, apply.	Development The professional, collaboration, good relationship.		

Validity

The eight criteria of quality in qualitative research, which were addressed by Tracy (2010), are significant for any researcher. These criteria of quality are (1) worthy topic, (2) rich rigor, (3) sincerity, (4) credibility, (5) resonance, (6) significant contribution, (7) ethics, and (8) meaningful coherence (Tracy, 2010). I ensured the application of these quality criteria in this study.

I built good relationships with the participants to ensure good interactions. Stake (1995) stated that "Research is a researcher-subject interaction" (p. 47). I believe it is important to respect my participants. I do not hold supervisory power over any of the participants, and thus, their responses were not related to their job performance. To establish trustworthiness, I used several strategies, such as collecting multiple data, establishing credibility, using the "member checking" method, and employing peer view. I obtained ethics approval from University of

Central Riyadh on October 12, 2021 (see Appendix B), and by the University of South Florida

on November 1, 2021 (see Appendix C).

Collection Methods

I used multiple data collection methods. I chose three types of qualitative methods as I

sought research triangulation i.e., using more than one method to collect data on the same topic

(Lincoln & Guba, 1986).

Credibility

Lincoln and Guba (1985) pointed out that credibility involves two aspects: first, carrying

out the study in a way that enhances the believability of the findings, and second, taking steps to

demonstrate credibility to external readers (p. 18). Moreover, Morrow (2005) disclosed that:

"Credibility can be achieved by prolonged engagement with participants; persistent observation

in the field; the use of peer debriefs or peer researchers" (p. 252). I established credibility by

finding trust in the particular participants and contexts of this research. Moreover, to establish

credibility, I used a purposive sampling method to choose the most appropriate participants to

interview. I also conducted a pilot questionnaire and interviews to ensure that both were clear

and encouraged the participants to continue.

Member Checking

I sent electronic transcripts to each participant with the initial themes for member

checking to confirm the themes (Creswell, 2013), allowing each participant to suggest, adjust, or

affirm these themes. I then conducted short interviews with some of the participants who

accepted my invitation to discuss these themes to gauge what they thought about future actions

for developing partnerships based on the initial themes. For example, one US suggested that

deficit thinking is not just for CTs but also PSTs. Also, one CT affirmed the lack of TPP communication, especially to meet CTs' needs.

Peer Reviews

I engaged in "peer reviews" (Creswell & Miller, 2000) by presenting my research to several colleagues, who served as "critical friends," or acting as a "trusted person who asks provocative questions, provides critique, and takes the time to fully understand the context of the work and the outcomes desired by those involved" (Loughran & Brubaker, 2015, p. 257). I selected two colleagues. One was a peer reviewer who speaks Arabic and English, and with whom I consulted about the accuracy of the translations and the themes. The second colleague was a peer who is a faculty member at UCR and I discussed with her the major themes.

Ethical Considerations

As this is a study about human subjects, I gained the IRB's approval. I applied for ethics approval from University of Central Riyadh and USF IRB approval before I began any data collection. In addition, I gained permission from the Saudi Ministry of Education and College of Education at University of Central Riyadh to conduct the questionnaires and interviews.

Since this study aimed to explore adult participants' professional experiences, there were no concerns related to ethical issues regarding age. However, I asked the participants to sign a consent form that informed them about the study's purpose, their roles, my role, the complete anonymity of their identities, and their right to withdraw anytime they wanted to. I also sent electronic transcripts to each participant with initial themes for member checking.

Summary of the Chapter

In summary, in this chapter, I outline the research design, paradigm, and methods that I used to answer my research questions. Moreover, I discussed how I selected my participants to

engage in semi-structured interviews. In addition, this chapter includes the data analysis process and the use of NVivo software. Finally, I discussed ethical issues. The next chapter presents the study's findings

CHAPTER FOUR: FINDINGS

The purpose of this descriptive exploratory case study was to explore the collaboration between the University of Central Riyadh (UCR) teacher preparation program and public schools in preparing teachers. The participants in this study were three university supervisors (USs), three cooperating teachers (CTs), and three pre-service teachers (PSTs).

I conducted semi-structured interviews with the participants as the main data collection tool. In addition, I utilized NVivo software to organize and analyze the data. The study was guided by four research question, as follows:

1) How do the stakeholders involved in teacher preparation at the University of Central Riyadh conceptualize collaboration in preparing teachers?

2) How do the stakeholders contribute to the collaboration?

3) How does collaboration influence teacher learning and agency?

4) What factors appear to constrain collaboration between the UCR teacher preparation program and public schools?

In this chapter, I present and analyze the findings from the participants' interviews. I organized the findings under two main themes: one-directional collaboration and the challenges inhibiting collaboration. The first theme discusses the focus of one-directional collaboration including PST and US collaboration, PST and CT collaboration, and US and CT collaboration. The second theme describes the challenges inhibiting collaboration, including lack of time, deficit thinking, and lack of communication.

One-Directional Collaboration

As described in Chapter 2, within teacher preparation and professional development schools, collaboration is often described as occurring among the triad. The triad includes PSTs, CTs, and USs. All members of the triad collaborate. However, in the data from UCR stakeholders, collaboration was not often among all triad members, instead, participants agreed that collaboration was one-directional, meaning the collaboration typically occurred between CT and PST or US and PST or US and CT separately (see Figure 11).
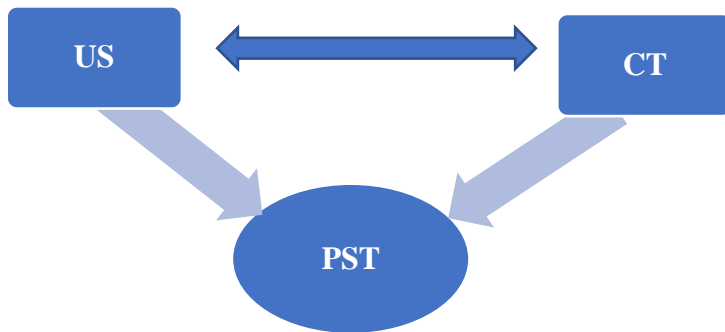
Figure 11. One-Directional Collaboration Among the Triad

For example, the US and CT met individually to discuss a PST's performance, while US met with the PST separately. The CTs shared their conferences were not mutual among all the stakeholders (the triad) unless the USs "allowed" the CTs to be part of their conferences with PSTs. The data illustrated that PSTs were isolated from having professional dialogues with USs and CTs about their learning and practice. There were many layers to this one-directional collaboration, including the focus of one-directional on PST learning, CT learning at the periphery of collaboration, and a lack of principal collaboration. The first sup-theme includes PST and US collaboration, PST and CT collaboration, and US and CT collaboration. The US and CT collaboration sub-theme includes three sub-themes collaboration between US and CT for

PST evaluation and problem-solving, the collaboration between US and CT to provide emotional support, and collaboration between US and CT not reflected in Decision-Making.

Focus of One-Directional Collaboration on PST Learning

Within the literature on PDSs, there is a focus on the simultaneous renewal of all stakeholders (Goodlad, 1990; Lewis & Walser, 2016; NAPDS, 2021). Professional development schools are not just focused on PST learning, but the learning of school-based teacher educators as well as university-based teacher educators. There has even been work done on the learning of principals (Yoshioka et al., 2016). Finally, the learning of PK-12 students is central to the work of school-university partnerships. Within the data collected in this study, the focus on learning revolved solely around the PST. The learning of CTs was at the periphery even though some CTs desired this learning. Principals were absent from learning and focused on administrative tasks. The table below shows an overview of the activities that PST and US, PST and CT, and US and CT engaged in within the collaboration (See Table 4). The elements of the table will be found embedded in the next sections.

Table 4.

Collaboration's Activities for PST Learning (PST and US collaboration, PST and CT collaboration)

	PST and US Collaboration	PST and CT Collaborate
Collaboration To Help Make Theory to Practice Connections	• Us helps PSTs to link between lesson planning and its application in the classroom • US helps PSTs use strategies or techniques to support their teaching. • Teach coursework to connect theory to practice	---------
Collaboration Through Observation	• US observe PSTs' classes PST and US Collaboration	• PSTs observe a lesson with CTs • PSTs Discuss the observation's pros and cons with the CT PST and CT Collaborate
Collaboration To Facilitate Learning and Agency	• USs train and develop PSTs' professional learning • USs' support PSTs by giving notes, fruitful feedback, and comments • Explain the most important skills • Focus on their practices, not evaluation	• CTs provide PSTs with the guide of teaching skills • CTs hold unformal pre-and post-conference with PSTs
Collaboration Through Relationship	• Motivate and encourage Built trusting relationships	• CTs help PSTs to have the freedom to create their own teaching frameworks
Collaboration for Guidance		• CTs focus not on evaluation but on guidance • Guide and train PSTs • CTs explaining to PSTs the importance of accepting criticism
Collaboration to solve Constrains	• USs help PSTs when trouble	• PSTs only communicate with the CT if needed

PST and US collaboration. The data showed that all the participants agreed that

collaboration was in the interest of the PSTs' learning, above all else. In addition, the university

supervisors (US) conceptualized their role as engaging in the function of supporting PST

learning. As shown in Table 5, the PST and US collaboration activities were focused on

collaboration to help make theory to practice, collaboration through observation, collaboration to

facilitate learning and agency, collaboration through relationship, collaboration for guidance, and

collaboration to solve constraints. In the following paragraphs, some examples from the data of

the USs' activities in supporting PSTs' learning.

The data showed that USs attempted to help PSTs to understand the internship needs and

how to link the theory with practice**.** Sama (US) conceptualized collaboration as being an

assistant to PSTs, helping them reach the desired level and become experienced. She said that

she attempted to give them a general idea of the internship and what they needed, either

strategies or techniques to support their teaching. After that, she started observing PSTs' classes.

She stated, "in each class, I direct them in terms of lesson planning and implementation and the

extent to which there is a link between lesson planning and its application in the classroom".

Noha (US) also added that practical training at the university begins with teaching coursework

related to practicums from the sixth to eighth levels. Then, PSTs begin with practical training in

schools. She noticed that when she taught these courses to PSTs and then supervised them in

their training, they benefited more because doing so helped them link theory with practice. Thus,

she stated, "I am keen to teach and then supervise the same PSTs because this makes my

function as a supervisor active by helping them apply their learning". In addition, Lila (US)

spoke about supporting PSTs' learning and practices. She considered her function to only train

and develop PSTs' professional learning. She described her function by saying, "I supervise

PSTs by conducting official visits and meeting them two to three times during their practicum semester".

USs' Collaboration to Provide Emotional Support. Moreover, PSTs indicated that USs supported their learning by focusing on their practices, not evaluation. Noura also believed that the US focusing on the practical aspects made them get into the field and gave them a basic conception of what they would face and how to deal with it. For example, Noura (PST) stated, "I see that I am growing as a teacher only from the comments and directions of the US". Furthermore, the data from PSTs interviews showed that USs focusing on their practices instead of their evaluation, resulted to build a mutule trusting relationship between USs and PSTs. Shatha (PST) shared that the US made her love teaching by motivating and encouraging her. She added that the US built trusting relationships between her and the other PSTs and helped them focus on improving their learning and teaching. She stated, "the US did not mention anything to us about the evaluation so that it would not be the focus of our thinking".

PST and CT collaboration. Just as the university supervisors, the CTs also conceptualized their role in the collaboration process as engaging in the function of facilitating PST learning. For example, Amal (CT) also shared that "the most essential point is to guide the PSTs and provide them with the basics, whether in teaching methods or in classroom management". She added that they usually started with observations. This is because she believes that it is an important step for the PSTs to observe a lesson with CTs who have been teaching for a certain amount of time so that they can decide for themselves on the pros and cons that occur in the class; then, they discuss these pros and cons with the CT.

In addition, she stated, "in the beginning, there is often confusion and nervousness, hence my function is to guide and train PSTs so that they get the guidance and benefit from them as

much as possible". Reem (CT) also saw that the CT has a function in guiding PSTs. She believes that PSTs should have the freedom to create their own teaching frameworks. She described this by saying:

> The CT guides the PSTs by illustrating the strategies and teaching methods in a general sense, giving the PSTs the outlines only. This is because PSTs are not obligated to copy and paste and imitate every step from the CT's experience path. Instead, they must be given the freedom to make their own marks in teaching and the methods that can be used.

However, Reem (CT) noticed that some of the CTs think they only must give the PSTs the class schedule and clarify the school's instructions and rules. She mentioned that "they may not know their role correctly, or they may lack the enthusiasm and passion for their work as CTs".

The data from Marya's (CT) interview showed that she tried to prepare PSTs using strategies to support their learning. She stated that "the function of the CT is not evaluation but guidance". She said that PSTs need direction and guidance, as well as experience in the field, with all its details. The data also illustrated her keenness to perform her function as a guide, not only as a guide. She stated, "from the first day, I explained to them the importance of accepting criticism as they still do not have enough experience in the field, so they must take this criticism to develop performance and skills". Marya added that there were no official or required by TPP to hold pre-conference observations or post-conference observations, but she performed them as an effort on her own behalf. She stated, "before and after each class, we hold a meeting for the PSTs and me to discuss performance, and to enhance the positives, and avoid the negatives". She considered that she was the closest to the PSTs. She added that when she observed the PSTs and noticed something, she tried to decide whether to address the issue by herself. She provided an example: "If a PST's performance is weak, I will ask her to increase the number of observations

or adjust some strategies that may not suit her. After that, if necessary, it is transferred to the US, which makes the decision."

This focus on facilitating learning can be seen when the PST, Shatha, shared that her CT focused on her practice, and she guided her a lot and tried to attend every lesson she taught. She felt that her CT's role was to bring out the best thing in her. She stated, "the CT focused on the curriculum being complete and that all classes took the same lesson".

CTs' collaboration to provide emotional support. While the CTs may have conceptualized their collaboration with the PST as focused on learning, not all PSTs interpreted the collaboration in that way. Several of the PSTs discussed how they felt the nature of the function of the CT was focused solely on evaluation. Alla (PST) said that she saw her CT every day, but she only communicated with the CT if she needed to ask her questions regarding the lesson or students' learning. The CT helped me a lot in understanding the nature of the students, how to manage the class, how to deal with the administration, and how to attract the students' attention. However, her role remained limited to the evaluation form.

The data also showed that Noura (PST) had an unsuccessful experience with her CT. She said that she did not meet with the CT until the third day, that it was a short meeting, and that she did not share everything with her. Noura added that she did not have the opportunity to benefit from her at all and that her role was to evaluate her practice only.

US and CT collaboration. The data illustrated that the US and CT did engage in collaboration to support PSTs learning. However, this collaboration was not as prevalent as the collaboration between PST and US or PST and CT. From the data, this collaboration represented solving PSTs' problems and evaluating them, emotional support, and decision-making. The table below shows an overview of the activities that the US and CT engaged in within the

collaboration (See Table 5). The elements of the table will be found embedded in the next

sections.

Table 5.

Collaboration's Activities for PST Learning (US and CT Collaboration)

	US and CT Collaboration Activities
Collaboration to PST's Evaluation and Problem-Solving	• Discuss the extent of the PSTs' learning • Help develop the PSTs' performance if they need more attention • Collaborate to solve PSTs' problems and evaluation • Discuss the PSTs' practice and evaluation
Collaboration to Emotional Support and Agency Collaboration to "Collaborative" Decision-Making	• Meet at beginning of practicum to get a general idea of the PST • Facilitate PST difficulties • Make decisions when a PST needed help because of an issue she was facing. • Decision finalized by US

Collaboration between US and CT for PST evaluation and problem-solving. The data

showed that when CTs and USs did collaborate, the focus was usually when PSTs were

experiencing challenges. Lila (US) indicated that collaboration between stakeholders typically

occurred during the decision-making process when they want to determine the level of

performance of a PST through evaluation. When this collaboration occurred, the PST was not

involved in collaborative conversations and instead was told what to do. The data showed that

the USs and CTs acknowledged that PSTs did not have any role in solving the problems PSTs

faced. For example, Sama (US) stated, "the CT and I used to discuss and develop solutions and

then inform her of what she is supposed to do". Amal (CT) also indicated that she and the US

only collaborated to solve PSTs' problems. She added, "if one of the PSTs had a problem or

weakness in a particular skill, we must meet and decide together how to solve her problem".

Shatha (PST) talked about how she met with the US and CT; she stated, "We used to meet with

the cooperating teacher alone and the supervisor independently because there was no time, and

we sometimes met the supervisor online." In addition, Alla (PST) stated that she had never met

with US and CT together. One US (Noha) shared that she met only with the CTs or the PSTs separately, and sometimes their communication was done by phone. Another US stated that "collaboration is with each person individually" (Sama, US).

In terms of USs' perceptions about CTs' functions, Sama (US) illustrated that she met with the CTs two to three times during the entire semester to discuss the extent of the PSTs' learning. She explained that these meetings become fruitful when the CT seeks to develop PSTs' teaching practices. Sama (US) gave the following example:

Some CTs focus only on classroom management and student interaction and do not place any importance on other essential teaching skills, which makes the PSTs also focus on what the CTs want. Here, I try to collaborate with the CTs to develop their other teaching skills. The effectiveness of this collaboration depends on the CTs themselves and the extent of their acceptance of the collaboration.

While Amal (CT) saw that collaboration depended on the US. She stated that some USs were very collaborative and made sure that they worked together step-by-step and discussed how to prepare and evaluate. They also welcome CTs to attend meetings between her and the pre-service teachers. On the other hand, there were some USs who do not allow this.

Lila (US) also mentioned that she discussed the PSTs' performance, development, and evaluation with the CTs to support their professional learning if PSTs need it. She stated, "There are some PSTs whose situation requires that the CT and I meet more than once during the semester; even if I cannot attend, the communication is done via telephone". Furthermore, Sama saw that she collaborated with CTs in preparing PSTs only when needed.

The CT and I get a general idea of the PST, and if she has no problems. However, if the PST faces some issues, such as absenteeism or failure to teach, here the CT

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and I meet and discuss the cause of the problem and how it can be solved and

followed up during the remainder of the training period.

Thus, data showed that US and CT collaborated to solve PSTs' problems or evaluate them. Amal (CT) said that if one of the PSTs had a problem or weakness in a particular skill, the US and CT must meet and decide together how to solve the problem.

Collaboration between US and CT to provide emotional support. When CTs and USs did collaborate, this often resulted in emotional support for PSTs. Emotional support can be described as psychological comfort, building professional confidence, and providing another point of view. Psychological comfort means creating conditions for PSTs to have the opportunity to develop their learning and practices. While professional confidence is described by (Higgins, 2002) as self-perceived professional growth. Also, providing another point of view means suggesting some problem-solving strategies and then trying to find the best for all stakeholders as well as students' learning.

Evidence from the participants' interviews confirms the PSTs' experienced emotional support through US and CT collaboration, which promoted PSTs' learning and agency. For example, Alla (PST) stated, "collaboration from and between the US and CT provides me with the psychological comfort that is the basis for my role as a teacher". The reason behind this psychological comfort seems to be the agreement between CTs and USs and focusing on improving PSTs' practices. Alla (PST) stated:

In the beginning, when I had many lessons per day, I could not focus on what I had to do

in each class and what I had accomplished. However, the US and CT collaborating to

help me motivated me a lot and supported my teaching practice.

Similarly, Noha (US) placed great emphasis on the positive effect of collaboration on PSTs' psychology. She indicated that collaboration helps PSTs become psychologically and professionally confident in themselves. Thus, they will teach the lesson while they are comfortable, knowing that there is someone who will help them and support them if they need help. She also revealed that if the school students see the CT and the US collaborating as well as with the PST, this influences their respect for and trust in the PST.

Furthermore, the data showed that collaborating can provide another point of view, which effect on PSTs' learning and practice. Amal (CT) provided a good example of her attempt to make the stakeholders' perspectives closer to providing emotional support to PSTs. She stated that the USs are not constantly present with them at school, and they do not experience the difficulties that CTS face. She added that they may not know about the differences between school students, as the school level differs from that of university students. Thus, when the USs come to observe and discuss the PSTs, they demand very high standards of what is taught to university students, and the situation in schools is different. Amal indicated that some USs also ask the PSTs to provide all the instructional materials in the lesson, for example, request a presentation, audio recording, and manual teaching aids. She spoke

> the USs sometimes complicate matters, and we try to ask them to lower the number of
> demands in consideration so as not to distract the school students, as collaboration can
> bring perspectives and reach a solution that is in the interest of all.

Alla and Shatha (PSTs) also mentioned that the process of collaboration between the US and CT facilitated difficulties that would have hindered the benefit of practical training. Therefore, it was clear that collaboration between the US and CT brings together views that reflected positively on the PSTs learning and agency. When CT and US did not collaborate, this prompted stress for the

PSTs. Alla (PST) emphasized that sometimes she faced contrasts between what the US explained and asked her to do and what the CT wanted her to do.

However, the data exposed that PSTs often received the bulk of emotional support that promoted their learning and agency from the USs more than CTs. The data showed that all PSTs indicated that collaborating with the US assisted them in improving their learning and practices. For instance, Alla (PST) said that she was very scared in the beginning, but that her US's support, notes, and comments after the first lesson had given her a great start, through which she achieved a change in her practice and in her students' learning. Noura (PST) also stated that the US helped PSTs before the beginning of the internship, and she held a meeting with them and explained the most important skills that they would need during the training. She stated, "For me, it was more useful than the courses that I studied at the university, where they were only theoretical and not related to reality".

Collaboration between US And CT not reflected in decision-making. The USs and CTs were asked how the stakeholders shared in the decision-making process. The data showed that most of the USs and CTs agreed that there was a lack of collaboration in decision making, and the US was the stakeholder who made the decisions. For example, Noha and Sama (USs) agreed that before making any decision, they must share with the CT and know her opinion, and sometimes they have to share with the school principal as well, but the decision is made by the US. They added that typically the only time the principal made the decision was in extreme cases such as asking a PST to leave the school. In this case, the US cannot change the decision. Sama (US) also added that the PST does not contribute to that.

Moreover, one CT shared that she had evaluated PSTs using a different form than the US used, and if the PST needed help, US and CT collaborated to make the appropriate decisions, and

the US was the one who made the decision. She stated, "I only supervise the PSTs and identify their strengths and weaknesses, but the supervisor often makes the decisions."

CT learning at the periphery of collaboration. The data showed that the collaboration process focused only on preparing PSTs as opposed to improving the US and CT learning and practices as well as a focus on student learning. The USs advocated that they were responsible for preparing PSTs, and the CTs' professional development is not their responsibility. The USs and CTs highlighted that they collaborate to discuss PSTs' professional growth. Sama (US) stated, "I have nothing to do with CTs professional learning. I only communicate with them to discuss the PSTs' practice and evaluation." Moreover, Lila (US) emphasized that USs and the university have no role in developing CTs' performance.

Despite this, the UCR provided some valuable workshops for in-service teachers in general that are not related to preparing PSTs. Still, their motivation is low because these workshops are conducted during official working hours, and they also need to pay a fee to attend.

The CTs were asked if the USs had any guides to improve their professional development to better work with PSTs. They stated that they had never received any professional development from the university or the USs in their entire experience. Reem (CT) indicated that she solely received her PD from the Ministry of Education. When CTs were asked if they would accept university or USs to improve their professional development, the data indicated that all CTs who participated in this study welcomed any professional development from the university.

It would certainly be beneficial. I hope so. In the educational field, we are witnessing rapid developments, so it is good to stay up to date with these developments at the hands of professionals. (Marya, CT)

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Why not, especially if it was beneficial and informed us for sure, I will accept it. (Reem, CT)

Of course, and I wish for it. We receive PD workshops from the ministry's supervisors, but I think if it were from the university, it would be better because their experience in teaching is more. (Amal, CT)

As seen in these examples, collaboration among the USs and CTs was aimed to prepare PSTs solely, instead of improving all the stakeholders' practices.

Two USs claimed that some CTs were unwilling to receive any suggestions, guidance about working with PSTs, or professional development provided by the university to improve their practices for working with PST. Lila (US) stated, "Some CTs do not accept any criticism or guidance, which made me worried that this will affect PSTs." Noha (US) indicated that some CTs welcome collaboration and accept every suggestion or new strategy and teaching method that can help in preparing PSTs. However, Noha also stated, "Some CTs have spent more than 20 years teaching and still adhere to the same traditional methods and refuse to collaborate in developing this aspect." She added that it varies from school to school and from CT to CT.

Lack of principal collaboration. The participants agreed that school principals had no role in PSTs' academic preparation. Data showed school principals' roles were only administrative. Sama (US) illustrated collaboration with the school principal begins by accepting the PSTs and providing them with a safe and appropriate learning opportunities. She added the administration's role is only to monitor the discipline of the PSTs' attendance and their commitment to attending their classes timely, but not to solve problems facing the PSTs. Lila (US) indicated the administration has no role in preparing PSTs. She stated, "administration only welcomes PSTs at the beginning of the practicum field and then monitors their discipline".

Likewise, the CTs' interviews showed that they had the same perspective as USs about the school principals' roles. Reem (CT) described a school principal's role as tracking attendance, absence, sick leave, and tardiness. She stated, "They have no role in the teaching and learning process". In addition, Marya (CT) stated that the main role of the school principal was to create the right atmosphere for PSTs to learn.

The data also revealed that the school principal did have a role in evaluating PSTs. The document analysis showed that the school principal evaluation form for a PST focused on administrative aspects only, not academic aspects (see Appendix 1). Principals were pretty much non-existent in discussions of collaboration. Marya (CT) spoke about how school principals did not have a direct role in preparing a PST unless there was a reason to do so.

The Challenges Inhibiting Collaboration

The data showed that the participants faced certain challenges regarding collaboration between UCR and public schools. These challenges were related to time, deficit thinking, and lack of communication.

Lack of Time

The data showed that a lack of time was one of the biggest challenges to collaboration faced by the stakeholders. The theme of time is related to 1) time for training, 2) timing of school and university starts, and 3) time for observing CTs.

Time for Training. All the participants in this study acknowledged that the practicum duration was not long enough to collaborate and adequately prepare PSTs. Lila (US) considered one semester of practicum was not long enough, making it difficult for the US to perform her role as she should. She stated, "The short time dramatically hinders the process of collaboration with the CT and does not help PSTs reach their full potential". She advocated increasing the PST

practicum duration to increase effectiveness. Reem (CT) also indicated that the short duration of the training was a constraint for PST and CT collaboration. She supposed that the more PSTs practiced, the better it would be for them. She suggested that the training period should be extended by using new strategies. She provided the following example:

> They should begin to observe and co-teach with CTs while studying in the second or third year. So, it is unnecessary to only be in the fourth and last year, and then they begin to teach directly and only for a short period.

Timing of school and university starts. In addition, the data revealed that the short duration of training may be due to the beginning of the university semester being different from the start of the school semester. Therefore, some PSTs begin their practicums at the end or middle of the school semester; therefore, the problem is that they do not get the opportunity to receive a full semester of training, which impacted the stakeholders' collaboration. Reem (CT) stated, "the PSTs were not given their full right to complete a full semester of training as we have three semesters a year, which contradicts the university as it has only two semesters". Furthermore, Amal (CT) saw that extending the training to two semesters "would be more beneficial as it would give them the opportunity to develop and improve their practices". She added that the short duration of training impacted her collaboration with USs. Marya (CT) shared that the university must choose the appropriate time to start practical training so that it does not fall in the middle of the semester. She said, "The goal is not only evaluation but collaboration in the production of competencies". Noura, Shatha, and Alla (PSTs) indicated the importance of increasing the training period and ensuring that the university coordinates with schools in advance so that the training period do not start, and they waste time without being able to take

advantage of the training opportunity. This miscommunication between university and schools made the PSTs' training less beneficial.

I was hoping that we would have the opportunity to train for a longer period, for example, two semesters, because I do feel that I am not entirely prepared to go through the experience of becoming a teacher after graduation. (Shatha, PST)

Time for observations. The data showed that the PSTs' limited number of observing CTs before starting teaching impacted PSTs' practice and learning as well as the collaboration between CTs and PSTs. For example, Alla stated, "I didn't have enough opportunity to observe the CT. Therefore, at the beginning of the practical training, I felt unconfident because I did not know if I was teaching correctly or not". Shatha also said, "we were supposed to observe the CT in the first two weeks, but we only applied once because we were directed late to the school from the university". She emphasized that this impacted her relationship and collaboration with CT and some of her teaching skills, but she tried to develop herself by researching and taking workshops.

In the data, the participants (USs and CTs) stated that they did not hold pre-conferences because of a lack of time. Sama (US) mentioned that she met with CTs only twice during the semester. She believed that sometimes, and in some cases, it was not enough, but there was no time to increase the frequency of these meetings and better collaborate. Lila (US) shared that some CTs believe that this is not their role, and that they do not have enough time to do so, which affects the performance of the PSTs and their evaluation. She stated, "They focus only on training the PST to meet the requirements in the evaluation form".

Cooperating teachers also agreed about insufficient time for engaging in pre-conferences. Reem (CT) added that if the PST needed any help, she only conducted a post-conference. She

stated, "The post-conference takes place after each lesson or at the end of the school day, and it lasts from 5–15 minutes". Marya considered that in addition to the activities and work required by the school, the CT must faithfully perform her work in preparing PSTs; however, CTs' lack of time did not allow them to effectively collaborate.

Deficit Thinking

The data showed that several of the stakeholders held some deficit views about each other. For example, several of the USs talked about the CTs lacking passion and buy-in to mentor PSTs. Noha (US) felt that collaborating with unwilling CTs was complicated. She stated, "it may be that due to being responsible for multiple tasks in the school or due to the lack of desire to train PSTs as they may have to be obligated to do it by the school principal". Lila also considered that the CTs' unwillingness and patience may be one of the most challenging challenges facing the US. She added that when the CT has teaching skills and has a passion and desire to help the PST, this is reflected positively and clearly in the PSTs' performance. At the same time, Marya showed her interest in learning from the US to improve her practice. She stated, "There is nothing official, but for me, I develop my practice and learn a lot from the experience of the USs, and I always try to benefit from them."

On the other hand, CTs had deficit views of PSTs by pointing out that some PSTs were deficient in their training, which impacted the collaboration process. Several framed this as PSTs' carelessness which constrained the collaboration between the UCR teacher preparation program and public schools. For example, Marya (CT) indicated that some PSTs only want to do what is required of them and do not accept additional work to help them develop their practice if they are outside the evaluation circle. Additionally, Amal (CT) said that the only obstacle she had was that some PSTs were careless and cared only about their USs.

Some of the PSTs, if I am going to observe their lessons, do not care about preparing the

lesson plan well. On the contrary, if the USs observe them, they will be committed to

using presentations and teaching aids. In addition, some PSTs are frequently absent; they

are absent for more than one day a week or absent without prior notification, which

hinders the classes scheduled for that day. (Amal, CT)

She also mentioned that some PSTs do not have the enthusiasm to learn and apply. They want to

finish a specific task, which is training.

Lack of communication. Perhaps due to the lack of school principals' role in the school-

university collaboration, the data showed the existence challenging school cultures due to 1)

taking advantage of PSTs, 2) lacking a safe environment, and 3) lacking qualified schools. These

served as constraints for the USs, CTs, and PSTs in the collaboration process. In terms of taking

advantage of PSTs, Alla (PST) stated that at the beginning of their internship, the school

principal was uncooperative and assigned them work that was not required of them. In addition,

Sama (US) illustrated that school administrators may sometimes take advantage of PSTs and

assign them to do tasks that are not their responsibility. For example, she stated, "some teachers

assign the PSTs to write the final exam questions or increase the number of classes required of

them". Lila (US) explained that some of her PSTs were exploited by the administrations or CTs,

but she tried to solve these problems and did not allow this. She emphasized that PSTs are to be

given administrative work within the permissible limits and not to be exploited.

The data also showed that the TPP did not collaborate with public schools to select

qualified schools to partner with. One of the challenges participants faced was a lack of resources

in some partner schools, which impacted PSTs' practices. Lila (US) indicated that choosing

partner schools that may not be a safe environment for PSTs' learning and are not equipped with

up-to-date technologies is one obstacle that affects the collaboration process. In addition, Noha (US) emphasized "insufficient learning resources in some schools or that they are not prepared to train PSTs". Alla (PST) described the challenges being placed in a school that lacked technology which impacted her teaching practice. She also spoke a lack of space within the school to have meetings. Moreover, Sama (US) illustrated that some schools refuse to have PSTs even though they are distinguished schools, or they specify a small number of PSTs, which requires her to move between schools so that she cannot find enough time to spend in one school.

Therefore, the data showed that a lack of communication constrained collaboration. For example, the PSTs who participated in this study explained that the first obstacle and challenge they faced was that they were directed to the wrong school or giving directions late. Alla (PST) said, "we could not start our internship until the fourth week due to the wrong direction from TPP, which affected our training period". She also added that they did not have the opportunity to observe the teacher because they began teaching directly. She felt that this was like a shock to her:

> This was especially true since we did not have a chance to practice teaching at the university in front of our colleagues because the courses were online due to COVID-19. I felt that something was wrong, but I did not know what it was. Apparently, I needed to learn more about body language and eye contact skills.

Noura (PST) also shared that at first, they spent three weeks waiting, not knowing when they would start and who was responsible for directing them where to go. They knew only the name of the school they would be training in. This impacted their collaboration with CTs and USs as well.

Moreover, the data showed that the TPP lacked communication with CTs to meet their needs and solve the problems they may face when working with PSTs. The CTs explained that the TPP at UCR sent many PSTs to work with one CT. The data showed that there were four to six PSTs under one CT. Thus, Marya (CT) suggested that the number should be sufficient, for example, one to two PSTs, so that the CT is able to adequately support each PST. Furthermore, the data revealed that the CTs were not satisfied with the evaluation forms. For example, Amal (CT) said, "the evaluation forms are traditional and include many elements unrelated to the learning-to-teach process".

The USs said they hoped that the Ministry of Education would be more flexible in selecting schools by giving more options that consider the stakeholders' different circumstances. In addition, the ministry should choose qualified schools that would help PSTs' learning and agency. Noha (US) shared that "supervising PSTs in more than one school, (which) results in time restrictions on my ability to visit another school". She also suggested that the collaboration between the Ministry of Education and the TPP should be enhanced to improve the CTs' skills and PSTs' training. In addition, she recommended opening higher education degrees at the university for the teachers, along with simplifying the enrollment process to improve their teaching skills, which positively impacts PSTs' learning.

Summary of the Chapter

This chapter provided the description of this descriptive exploratory case study's findings. The two main themes were: one-directional collaboration and the challenges inhibiting collaboration. The participants described their contributions in the collaboration process in different ways. Both USs and CTs were engaging in collaboration to support PSTs learning. Moreover, they tended to agree on the traditional approach to the collaboration process between UCR and public schools in preparing teachers. While the data disclosed that PSTs' learning was

at the center of the collaboration between the UCR and the public schools, the findings also

indicated that PSTs remain isolated in this collaboration. In addition, the participants identify

lack of time and lack of communication as the significant challenges on this collaboration. The

following chapter discusses the findings represented in this chapter, implications, limitations, and

recommendations for future studies.

CHAPTER FIVE: DISCUSSIONS, IMPLICATIONS AND RECOMMENDATIONS

The purpose of this exploratory case study was to explore the collaboration between the University of Central Riyadh's teacher preparation program and public schools. The research questions guiding this study were as follows:

1) How do the stakeholders involved in teacher preparation at the University of Central Riyadh conceptualize collaboration in preparing teachers?

2) How do the stakeholders contribute to the collaboration?

3) How does collaboration influence teacher learning and agency?

4) What factors appear to constrain collaboration between the UCR teacher preparation program and public schools?

Qualitative interviews were conducted as the main data collection tool to gather data from the participants. The participants were three USs, three CTs, and three PSTs in the curriculum and instructor department at UCR. The data were analyzed using NVivo software and thematic analysis to explore the participants' perspectives about the collaboration process between UCR and public schools to prepare teachers.

In the previous chapter, I presented the study's findings. In this chapter, I discuss the core themes. Additionally, I discuss the findings from the semi-structured interviews and documented evidence and their contribution to the literature provided in Chapter Two. The discussions are

organized based on the study's key findings. In addition, I present the implications, limitations, and recommendations of this study.

Discussion of the Study's Key Findings

The findings of this study can be categorized into two major themes: one-directional collaboration and the challenges inhibiting collaboration. The first theme discusses the focus of one-directional collaboration including PST and US collaboration, PST and CT collaboration, and US and CT collaboration. The second theme describes the challenges inhibiting collaboration, including lack of time, deficit thinking, challenging school cultures, and lack of communication.

One-Directional Collaboration

This theme addresses the participants' perspectives on the collaboration between the UCR and public schools in preparing teachers. Despite the fact that the findings generally indicated that UCR and public schools collaborate, this collaboration was considered a traditional approach. For example, the data indicated that all the participants agreed that collaboration among stakeholders was one-directional collaboration. This means that the USs worked and collaborated with the CTs to discuss the PSTs' performances and practices. While the PSTs were isolated from this collaboration, they worked with both USs and CTs separately. Therefore, the main findings indicate collaboration was not often among all triad members. This finding is consistent with Saudi studies such as Albakry (2018), Alzayed (2018), and Mahmoud and Mohammad (2018), who highlighted that despite the importance of triad collaboration, this is still not recognized in stakeholders' collaboration. This finding was different in relation to what US literature calls about the importance of engaging all stakeholders in collaborative work to achieve common goals (AACTE,2018; Burns et al., 2016; NAPDS, 2021).

Bullough and Draper (2004) found that mentoring and supervision ought not to be only about an intern or student teacher's growth and development but about the mentor's and supervisor's professional development as well. However, the findings showed that the USs and CTs conceptualized their role in the collaboration process as engaging in the function of facilitating PST learning solely, as opposed to improving US and CT learning and practices, as well as PK-12 student learning (Holmes Group, 1990; Teitel, 2003). The data showed that stakeholders' relationships were not very interactive because the CTs and USs only did meet when PSTs were experiencing challenges or to determine the level of performance of a PST through evaluation. Further, PSTs were often isolated from collaborative conversations and instead were told what to do.

The data also indicated that the USs had the most power in decision-making. The Saudi literature has demanded teachers' participation in decision-making (Aladwany, 2013; Alghamdi, 2020; Allmnakrah, 2020; Alzaidy, 2010). Thus, from a sociocultural perspective, various cognitive functions tend to originate in social interactions (Vygotsky, 1978). CAEP (2022), Standard 2 (Clinical Partnerships and Practice), emphasized that to realize this standard, there is a need for partnerships that allow stakeholders mutual involvement in decision-making.

The findings also showed that sometimes when the CTs and USs did collaborate, this often resulted in emotional support for PSTs that helped give them psychological comfort and gain professional confidence. One of the most important reasons for this is providing another point of view to the US and CT that is useful to promote PST's learning and agency. However, it was clear from the data that PSTs had a positive perspective of the USs' function, while they struggled somewhat with the cooperation and support of the CTs. This may be due to insufficient CT training in preparing PSTs, or they treated their function as CT as an extra duty to their

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teaching. In addition, the lack of incentives offered by the university might be one of the reasons

for the CTs' lack of motivation. These findings are consistent with the previous Saudi literature,

which reported the importance of improving the US and CT roles in school-university

collaboration to be more effective (Albakry, 2018; Alghamdi, 2020; Althmali, 2018).

Furthermore, the data from PSTs interviews showed that USs focused on supporting their

professional learning instead of evaluation, resulting in a mutual trusting relationship between

USs and PSTs (Nolan & Hoover, 2004).

The Challenges Inhibiting Collaboration

Looking across the data from the triad, a lack of time was the biggest challenge faced by

all participants. This lack of time is related to PSTs having a short period for the clinical

experience and a short period for observing CTs, as well as the differences in the start of the

semesters between the university and the schools. The data from this study supported previous

Saudi studies that emphasized that a short period of training and a short period of observation of

CTs negatively impacts PSTs' learning and practices (Alanzi and Altayeb, 2017; Albakry, 2018;

Aldogan, 2020; Alghamdi, 2020; Alshanqiti, 2019; Althmali, 2018). It is clear from the data that

the USs and CTs did not have enough time to conduct more meetings, and sometimes they

conducted their meetings by phone. This was due to the large number of PSTs, USs having more

than one school, and, as mentioned above, working as CTs as an extra duty to their teaching.

The USs interview data showed that deficit among stakeholders was a challenge that

impacted the collaboration process. The USs felt the CTs' were unwilling to often unwillingness

to collaborate. The USs mentioned that some CTs were unwilling to receive any suggestions,

guidance about working with PSTs, or professional development provided by the university to

improve their practices for working with PST. The most compelling explanation for the present

finding is what Albakry (2018) emphasized about principals pushing CTs into working with PSTs because their schools are partners with universities. Furthermore, the data revealed that some CTs felt the PSTs were deficient in their training. From the data, this may be due to the lack of a suitable environment that encourages PSTs' learning and agency. Also, as mentioned earlier, CTs' unwillingness, the USs' power in decision-making, and PSTs' isolation might impact the PSTs' challenges as well.

It must be noted that the findings strongly imply the lack of the TPP's role in making the collaboration more effective. The data indicated that some PSTs were directed to the wrong school or given directions late. Moreover, some of the selected schools lacked resources, such as technology, conference rooms, learning resources, facilities, and equipment (Witsell et al., 2009). USs assume that this is evidenced by inflexibility in selecting schools and did not give more options that consider the stakeholders' different circumstances. The USs related this inflexibility to the absence of clear and thoughtful criteria from the TPP in selecting partner schools. This result ties well with a previous study by Althuwaini (2016), wherein Althuwaini mentioned that the TPP at UCR still uses traditional ways of collaborating with schools.

Implications

Based on the findings of this study, the implications address the following aspects: 1) implications for teacher preparation programs in UCR; 2) implications for USs and CTs, 3) and implications for effective collaboration. NAPDS (2021) defined collaboration as "the action of P–12 and college/university PDS stakeholders to work together to achieve common goals". Therefore, if these implications are addressed by all stakeholders, this could support and improve the future of school-university collaboration.

Implications for the Teacher Preparation Program at UCR

TPP cannot occur in isolation at a university, but TPP must be a joint partnership between schools and universities. NCATE (2010) claimed that TPP needed to be "fully grounded in clinical practice and interwoven with academic content and professional courses" (p.ii). However, the findings of this study have indicated some challenges the participants faced related to how the university operated in relation to working with the schools. For example, choosing appropriate and qualified schools that support stakeholders' learning and professional practices. Thus, TPP needs to collaborate with the Saudi Ministry of Education to systematically select the partner schools. This can be done by setting criteria to carefully selected the partner schools. For example, partner schools should be an educational and safe environment that supports stakeholders' learning and practices. For example, schools that have a number of trained clinical CTs, technology integration, school principals' and CTs' commitment, and are willing to collaborate with TPP. Then, evaluate the collaboration with these schools every year to know if they are a suitable environment for learning.

Furthermore, selecting CTs who are willing to collaborate with stakeholders is crucial for effective collaboration (Teitel, 2004). The data showed that some of the CTs may lack passion for mentoring PSTs. To this end, the TPP is required to carefully select CTs by working together with CTs and principals to develop criteria for CTs who would work with PSTs and the USs in collaboratively work. Then support their professional learning for how to work with PSTs and collaborate with USs. In addition, different educational and cultural learning experiences should be supported for all stakeholders to promote their learning about diverse social and cultural backgrounds (Zenkov et al., 2013).

Despite the importance of effective communication between schools and universities in preparing teachers, the data from this study demonstrated miscommunication in the collaboration process. This miscommunication represented the wrong directions for PSTs, the timings of the start of the schools and the university, the number of PSTs in each school, and the CTs' needs. Therefore, there is a need to strengthen the communication between the schools and the university. This can be done by creating an advisory board or regular meetings between UCR and schools.

Moreover, the evidence from this study suggests increasing the PST practicum duration to increase their effectiveness and opportunities for collaboration to support their learning. This lack of time impacts PSTs' opportunities to observe CTs at the beginning of their practicums. Insufficient time also impacted USs' and CTs' work in supporting PSTs. As Sama (US) mentioned, "supervising PSTs in more than one school results in time restrictions on my ability to reach/visit another school." Thus, US and CT lacked time to collaborate to support PST. The TPP should start opportunities for PSTs to observe in the clinical context in their second academic year instead of the last semester of their program, which will allow all stakeholders to have more opportunities to work together and learn from each other.

Finally, the findings indicated that the participants tended to agree on the traditional approach to the collaboration process between UCR and public schools in preparing teachers. Thus, clinical practice should be the most important aspect to focus on in the field of teacher preparation (Parker et al., 2016). This can be done through collaboration to transformation, modernization, and innovation through important mental and emotional habits. To move toward this transformation there will need to be opportunities for reflection, contemplation, investigation, and scientific research. Perhaps starting by bringing stakeholders from the schools

and universities together to develop a vision, but to also understand the different practices and models for preparation beyond what has traditionally been done.

Implications for USs and CTs

Preservice teachers need support to advance their learning, teaching skills, and emotional support from USs and CTs. However, the findings from the study illustrated that USs and CTs thought that some of the PSTs were deficit thinking about their practicum. This could be attributed to the use of traditional approaches and methods to prepare them. For this purpose, USs and CTs may need to find new strategies to support PSTs' learning and agency. Therefore, USs and CTs may need to apply a co-teaching model in the classroom that provides "an alternative method for preparing teachers that emphasizes situated learning within a framework of collaboration, reflection, and mutual respect" (Thompson & Schademan, 2019). Co-teaching allows both PST and CT to share ideas and strategies that build a better relationship, provide richer learning opportunities, emphasize continued professional growth, and support PSTs to become competent more quickly (Bacharach & Heck, 2012).

Moreover, Burns et al., (2016) have indicated that "school-university partnerships should work collaboratively to consider ways to strengthen not only the learning of teacher candidates as the future workforce but to build the capacity of teachers, mentor teachers, teacher leaders, administrators, and university faculty" (p. 90). Thus, the USs and CTs may need to recognize the importance of mutual learning between them and the PSTs in order to improve professional learning and practices for all stakeholders.

It would be helpful for the USs and CTs to engage in professional development workshops or events about working collaboratively to improve their practices and learn how to collaborate with stakeholder members and work as a team. In addition, USs and CTs should

improve additional skills, such as communication, emotional support, leadership, ongoing commitment, sharing goals, and building trust.

Implications for Effective Collaboration

To achieve Saudi's 2030 vision and *Tatweer* Saudi national project's aims for developing education, this study provides several implications to make UCR and schools' collaboration more effective. These implications are presented under two sub-themes triad collaboration and establishing effective collaboration.

Triad collaboration. This study has implications for triad collaboration (USs, CTs, PSTs, and school principals), as the findings revealed that collaboration between the stakeholders was one-directional, which occurred between the CT and the PST or the US and the PST. In addition, the findings showed that the principals had no role in PSTs' academic preparation. To achieve effective collaboration, stakeholders should create a triad collaboration to involve and enable them to work together and learn from each other in a real setting. This allows PSTs to transform from isolation to collaboration, as well as influence the professional growth of Uss, CTs, and school principals. Thus, the UCR and schools collaboration is required to transform from the traditional approach to the collaborative approach which engages all the stakeholders in the mutual learning environment "hybrid spaces" (Zeichner, 2010). Figure 12 shows a recommended transformation from isolation to collaboration and the resulting benefits for UCR and school collaboration.
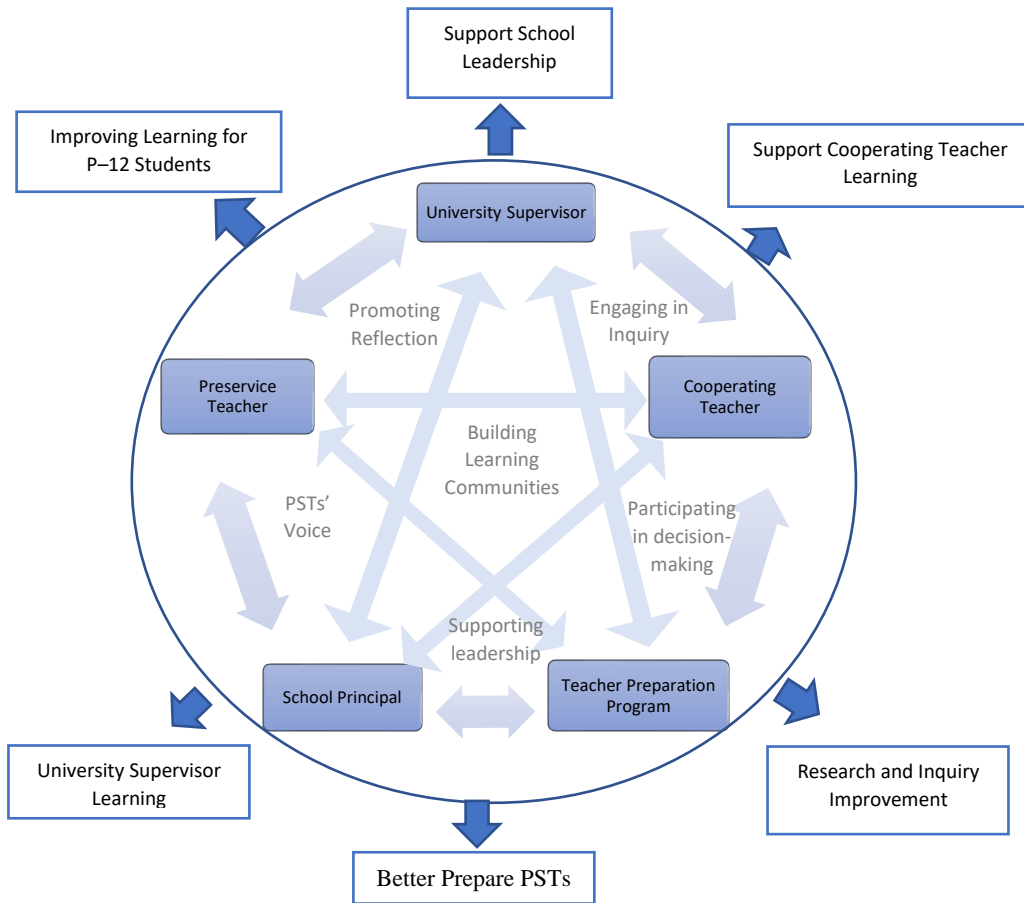
Figure 12. The Proposed of Transformation from Isolation to Collaboration

Figure 12 shows the range of effective stakeholders' collaboration and the resulting

benefits. It describes the needed relationship among stakeholders to achieve effective

collaboration. It enhances stakeholders to work together by building learning communities,

promoting reflection and critical thinking, supporting leadership, PSTs sharing voices, allowing

stakeholders to participate in decision-making, and engaging in inquiry. And in so doing, there

will be useful results that support all the stakeholders. As shown in Figure 12, these results

represent better preparing PSTs, supporting CT's and US's learning, supporting school

leadership, improving P-12 student learning, and improving research and inquiry (Holmes Group, 1990).

Although the literature agrees that collaborative work can positively affect all stakeholders, the findings of this study clearly showed that collaboration between schools and the UCR might not be an effective collaboration. This is due to the traditional collaboration model, where PSTs observe CTs and follow what the USs and CTs require of them. Moreover, PSTs also have no voices in their learning and practices. As well as the lack of USs' and CTs' learning improvement and professional development.

The literature on PDSs shows the effect of collaborative work, which will support PSTs' professional confidence in teaching, more demonstrable teaching skills, and improve their teaching practice (Snow et al., 2016). The triad collaboration can also support USs' and CTs' professional learning and practices (Burns et al., 2016). It can also bridge the gap between theory and practice by supporting inquiry and research to improve current teaching practices. Thus, triad collaboration allows stakeholders to work together by sharing their vision and mission, establishing mutual trust, better communication, and, thus, making equitable decisions.

Establishing effective collaboration. The findings of this study showed that the US and CT collaborated only to solve problems that faced PSTs or to evaluate PST performances. However, the US only had the power to make the final decision. In addition, the findings revealed that some CTs were unwilling to collaborate in preparing PSTs. Therefore, TPP at UCR should improve the school-university collaboration process. To establish effective collaboration, UCR may want to think about a continuum to move toward effective partnerships and moving toward PDSs in the future. Figure 13 displays a proposed pathway that could help in improving the UCR school-university collaboration. Figure 13 below includes five activities that serve as a

continuum toward collaboration. These continuums are commitment, desire, guiding by

standards, clinical preparation, and pathways to PDSs.
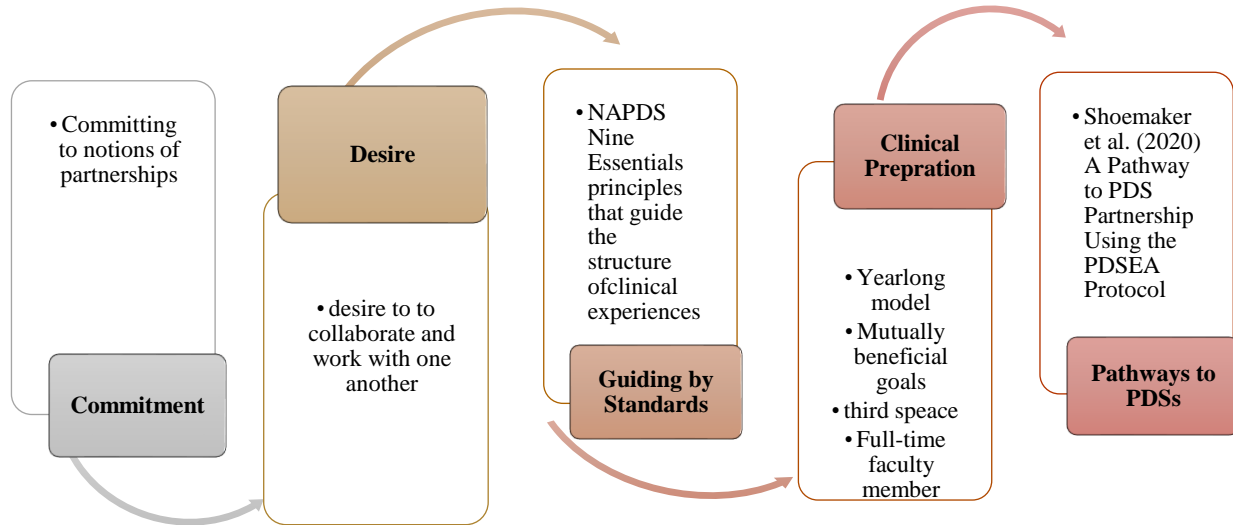
Figure 13. Proposed Continuum

Commitment. As shown in Figure 13, the first guideline for school-university

collaboration is commitment, as participation in collaboration requires a commitment to the

notion of partnerships and promoting dialogue for long-term sustainability (Parker et al., 2016;

Cosenza & Buchanan, 2016). This commitment is represented, for example, but is not limited, to

ongoing, building positive relationships, shared vision, time, and mutuality in trust and respect.

Greer el. (2020) indicated the importance of USs committing to select CTs. They stated,

"university faculty member must become acquainted with the practices and pedagogies of

teachers in the partner school to identify teachers who are willing and able to take on the

additional role of serving as a model teacher" (p.131). In addition, moving to effective

collaboration requires flexibility in the collaboration process (Parker et al., 2016), and engaging

in meaningful and honest dialogue (Johnston-Parsons, 2012).

Desire. Rice (2002) explained that "the desire to collaborate in a PDS must be strong in both university faculty and school faculty for the collaboration process to operate and the PDS movement to be sustained" (p. 58). Therefore, stakeholders need to be willing to collaborate and work with one another. This can be enhanced by conducting meetings, allowing stakeholders to share decision-making, and setting shared goals to achieve them (Dresden, 2016; Greer, 2020; Zeichner, 2010). Robinson and Darling-Hammond (1994) also stated, "opportunities to communicate and share in direction-setting both solidify the mutual trust and respect that are essential for collaborations and contribute to the team learning and shared vision that motivate continued work together" (p. 212).

Guiding by standards. In keeping with Saudi's 2030 vision, the Ministry of Education followed the collaboration with Saudi universities in developing teacher preparation programs. One of the identified policies is defining the standard references for designing and building teacher preparation programs. Therefore, TPP can use the lens of NAPDS nine essentials (2021) that guide the structure of clinical experiences and CAEP (2022) standard 2 (Clinical Partnerships and Practice) to define the collaboration activities and meet these standards' requirements. TPP also could use these standards to evaluate both collaboration and its outcomes to know what aspects need to be improv. This may be done by evaluating the current collaboration in light of these standers and then developing the deficiencies therein.

Clinical preparation. Clinical preparation embraces a commitment to strengthen clinical practice by engaging PSTs and empowering educators through closely linking coursework and clinical experiences (AACTE, 2018; NAPDS, 2021). Darling-Hammond (2014) determines that the important feature that requires a wrenching change from traditional models of teacher education is "the importance of extensive and intensely supervised clinical work—tightly

integrated with the coursework that allows candidates to learn from expert practice in schools

that serve diverse students" (p.550). To establish clinical preparation, TPP at UCR needs to use

the year-long model in preparing PSTs rather than the semester model and have full-time faculty

members (Parker et al., 2016). This will allow the creation of strong relationships that support

professional development and research opportunities (Parker et al., 2016).

Moreover, using the third space (Zeichner, 2010) by the creation of hybrid spaces in TPP

that bring together CTs, USs, PSTs, and academic knowledge in new ways to enhance their

learning. Creating third spaces in teacher education involves an equal and more dialectical

relationship between academic and practitioner knowledge in support of PSTs' learning.

According to Zeichner (2010), "third spaces bring practitioner and academic knowledge together

in less hierarchical ways to create new learning opportunities for prospective teachers." (p.92)

Pathways to PDSs. The last continuum is creating PDSs as NAPDS (2021) indicates that

"PDSs have been praised in recent years as being among the most effective models for furthering

educational goals and exemplars of school-university collaboration" (p. 7). Levine (2016) also

points out that a PDS

> offers perhaps the strongest bridge between teacher education and classroom outcomes,
>
> academics and clinical education, theory and practice, and schools and colleges. The PDS
>
> offers a superb laboratory for education schools to experiment with initiatives designed to
>
> improve student achievement. (p. 105)

Thus, TPP could be adapting (Shoemaker et al., 2020) protocol, which is a pathway to PDS

partnership using the Professional Development School Exploration and Assessment (PDSEA).

Shoemaker et al. (2020) described PDSEA Protocol as a "valuable resource for P–12 schools and

universities that are interested in exploring PDS concepts, developing new partnerships or

strengthening existing partnerships" (p.14). PDSEA Protocol includes four parts; learning about PDS, Assessing Compatibility for Partnerships, Moving Forward: From PDSEA to the New PDS, and Complementary Collaborations.

Recommendations for Future Research

Based on the findings of this study, I have several recommendations for future research related to school-university collaboration.

- This study explored the collaboration between the UCR and public schools in preparing teachers using interviews as the main data collection tool. Further studies could utilize focus groups to allow the researcher to gather data from group insights by sharing their understanding, as some individuals are influenced by other participants and then provide more data.

- Another potential study can use ethnographic methods to understand a particular phenomenon by observing the participants using qualitative methods to immerse and make sense of this phenomenon.

- This study explored the school-university collaboration for the university that PSTs applied to for their practicum field in the last semester. Further studies could explore another school-university collaboration in Saudi Arabia that begins the practicum earlier.

- Further studies could expand the number departments in the College of Education used in data collection to better understand the school-university collaboration at the UCR.

- Another potential study could propose ways for universities and USs to support CTs in their professional development.

- Further studies could employ the framework identified in this study or adopt new concepts in the field to make school-university collaboration more

successful. Researchers in teacher education preparation could be using collaborative self-study to meet the needs of stakeholders who have the same goals of improving their practice and agency more effectively. Thus, collaboration in self-study research provides many benefits that can enhance the outcomes of research for the individual who participates in the study, the university, schools, and academic achievement.

Limitations

There were several limitations in this study. The main limitation is the difference in the language of study (English Language) and the language in which the interview was conducted (Arabic Language). All the interviews were conducted, recorded, and transcribed in the Arabic language because it is the participants' first language, and they do not speak the English language. In addition, as far as I search, there was no accurate program or application that support the Arabic language to transcribe the interview. Thus, to reduce this limitation, I transcribed all the interviews manually and then translated them into the English language because I wanted to use the NVivo software program to analyze the interview data. I sent the transcriptions and translated interviews to a proofreader who spoke both Arabic and English to ensure that my translations and the meaning were correct and accurate.

Moreover, PSTs might be afraid to tell the truth because they thought this would impact their evaluation because they were at the end of their internship. I tried to mediate this limitation by not asking for their names, and I informed them that I would use anonymous names in the study. Also, the participants were ensured that the data would be confidential and used for the study purpose only.

Another limitation is the interviews were conducted remotely via Zoom due to (COVID 19). This may consider a limitation because the participants stopped their cameras, so I may be missed the body language and eye contact, which are important for the interviewer.

Conclusion

This chapter presents a discussion of the main themes that emerged from the findings of this study. The chapter also addressed the implications for the TPP, USs, and CTs, and establishing effective collaboration. This chapter also provides the limitations of this study. In addition, this chapter concludes with several recommendations for future studies.

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APPENDIX: A

The National Center for Academic
Accreditation and Assessment (NCAAA)

Standards for Program Accreditation

1	**MISSION AND GOALS**
	The program must have a clear and appropriate mission that is consistent with the mission statements of the institution and the college/department, and support its application. The mission must guide program planning and decision-making processes. The program goals and plans must be linked to it, and it must be periodically reviewed.
1-0-1	**The program has a clear, appropriate, approved and publicized widely mission that is consistent with the mission of the institution and the college/department; and is consistent with the needs of the society and the national trends.** *
1-0-2	The program goals are linked to its mission, consistent with the goals of the institution/college, and characterized by being clear, realistic and measurable.
1-0-3	The program mission and goals guide all its operations and activities (e.g., planning, decision-making, resources allocation, curriculum development).
1-0-4	The program goals and its implementation needs are linked to appropriate operational plans that are consistent with the institution/college plans.
1-0-5	**Program managers monitor the extent to which its goals are achieved, through specific performance indicators, and take the necessary actions for performance improvement.** *
1-0-6	The program mission and goals are reviewed periodically with the participation of relevant stakeholders, and are developed accordingly.

* Essential Criteria

2	**PROGRAM MANAGEMENT AND QUALITY ASSURANCE**
	The program must have effective leadership that implements the institutional systems, policies and regulations. The program leadership must plan, implement, monitor, and activate a quality assurance systems that achieve continuous development of program performance in a framework of integrity, transparency, fairness and within a supportive organizational climate.
2-1	**Program Management**
2-1-1	The program is governed by specialized councils (College Council, Department Council) with defined tasks and authorities.
2-1-2	The program leadership has the appropriate academic and administrative experience to achieve its mission and goals.
2-1-3	**The program has the sufficient number of qualified staff to perform its administrative, professional and technical tasks, and they have defined tasks and authorities.***
2-1-4	The program management acts to provide an organizational climate and supportive academic environment.
2-1-5	There are appropriate mechanisms for integration and effective participation among branches offering the same program.
2-1-6	The program is committed to applying the institutional regulations governing the educational and research partnerships (if any) in order to ensure the quality of all aspects of the program, including courses, educational resources, teaching, student achievement standards, and offered services.
2-1-7	The program assesses the effectiveness of its educational and research partnerships (if any) on a regular basis and makes appropriate decisions accordingly.
2-1-8	The program management monitors its commitment to implement its role in the community partnership plan of the institution through specific performance indicators.
2-1-9	The program management monitors its commitment to implement its role in the research plan of the institution through specific performance indicators.
2-1-10	There is a sufficient amount of flexibility and authorities that allows program leadership to bring about the necessary development and changes, in response to the recent events and to the results of periodic evaluation of the program and its courses.
2-1-11	The program management applies mechanisms ensuring integrity, fairness, and equality in all its academic and administrative practices, and between the male and female student sections and branches (if any).
2-1-12	**The program forms an advisory committee, comprised of members of professionals and experts in the program specialization, to contribute to its evaluation, development, and performance improvement.***

2-1-13	The program management is committed to developing and improving professional skills and capabilities of the supportive technical and administrative staff to keep up with modern developments.
2-1-14	The program management provides reliable and publicly disclosed information to the community about the program description, performance, and achievements that suits the needs of the stakeholders.
2-1-15	The program management encourages the developmental initiatives and proposals.
2-1-16	**The program implements an effective system to evaluate the performance of leaders, teaching staff, and employee according to clear, published standards and mechanisms that ensure fairness, transparency, and accountability; and the results of the evaluation are used to provide feedback, improvement, and development.***
2-1-17	**The program management is committed to activating the values of the scientific integrity, intellectual property rights, rules of ethical practices, and proper conduct in all academic, research, administrative, and service fields and activities.***
2-1-18	The program management applies the systems, regulations, and procedures that are approved by the institution/college, including those related to grievance, complaints, and disciplinary cases.
2-1-19	The program has adequate financial funding to achieve its mission and goals, along with existence of mechanisms for prioritizing expenditures.
2-2	**Program Quality Assurance**
2-2-1	The program management implements an effective quality assurance and management system that is consistent with the institution quality system.
2-2-2	The teaching staff, employee, and students participate in planning, quality assurance, and decision-making processes.
2-2-3	The program management approves key performance indicators that accurately measure the program performance and coordinates to provide regular data on them.
2-2-4	**The program analyzes the evaluation data annually (e.g., performance indicators and benchmarking data, student progress, program completion rates, student evaluations of the program, courses and services, views of graduates and employers); and results are used in planning, development, and decision-making processes.***
2-2-5	The program conducts a periodic, comprehensive evaluation (every three / five years) and prepares reports about the overall level of quality, with the identification of points of strength and weakness; plans for improvement; and follows up its implementation.

* Essential Criteria

3	TEACHING AND LEARNING
	Graduate attributes and learning outcomes at the program level must be precisely defined, consistent with the requirements of the National Qualifications Framework and with the related academic and professional standards, and the labor market requirements. The curriculum must conform to professional requirements. The teaching staff must implement diverse and effective teaching and learning strategies and assessment methods that are appropriate to the different learning outcomes. The extent of achievement of learning outcomes must be assessed through a variety of means and the results are used for continuous improvement.
3-1	**Graduate Attributes and Learning Outcomes**
3-1-1	The program identifies its graduate attributes and intended learning outcomes that are consistent with its mission, and aligned with the graduate attributes at the institutional level; and they are approved, publicly disclosed, and periodically reviewed.
3-1-2	**The graduate attributes and learning outcomes are consistent with the requirements of the National Qualifications Framework and with academic, professional, and labor market requirements.***
3-1-3	The program identifies the learning outcomes for the different tracks (if any).
3-1-4	**The program applies appropriate mechanisms and tools for measuring the graduate attributes and learning outcomes, and verifying their achievement according to specific performance levels and assessment plans.***
3-2	**Curriculum**
3-2-1	The program is committed to the institutional policies, standards, and procedures in the design, development and modification of the curriculum.
3-2-2	**The curriculum design considers fulfilling the program goals and learning outcomes, and the educational, scientific, technical and professional developments in the field of specialization; and is periodically reviewed.***
3-2-3	**The study plan ensures the balance between the general and specialty requirements, and between theoretical and applied aspects; and it takes into account the sequencing and integration of the courses.***
3-2-4	The construction of the program study plan considers the identification of exit-points requirements (if any).
3-2-5	The program study plan considers the adequate requirements for the different tracks (if any) in accordance with international practices and similar programs.
3-2-6	The curriculum includes integrated curricular and extracurricular activities that contribute to the achievement of the program learning outcomes.

3-2-7	The learning outcomes in the courses are aligned with the program learning outcomes (e.g., Matrix for the alignment of the learning outcomes of the courses with program learning outcomes).*
3-2-8	Teaching and learning strategies and assessment methods are aligned with the intended learning outcomes at the program and course levels.
3-2-9	Teaching and learning strategies are student-centered and encourage active learning.
3-2-10	Teaching and learning strategies and assessment methods in the program vary according to its nature and level, enhance the ability to conduct research, and ensure students' acquisition of higher cognitive thinking and self-learning skills.
3-2-11	The learning outcomes of the field experience activities are aligned with the learning outcomes of the program; and appropriate strategies for training, assessment, and training venues are identified in order to achieve these outcomes.
3-2-12	Both the program field-experience supervisor and the field supervisor are informed with the intended learning outcomes and the nature of the tasks entrusted to each of them (supervision, follow-up, student assessment, evaluation and development of field experience); and their commitment is followed up according to specific mechanisms.
3-2-13	The program ensures a unified application of its study plan as well as the program and the course specifications offered at more than one site (sections of male and female students and different branches).*
3-3	**Quality of Teaching and Students' Assessment**
3-3-1	The program monitors the commitment of the teaching staff to the learning and teaching strategies and assessment methods included in the program and course specifications through specific mechanisms.*
3-3-2	The necessary training is provided for the teaching staff on learning and teaching strategies and assessment methods identified in the program and course specifications, along with the effective use of modern and advanced technology; and their use is monitored.
3-3-3	At the beginning of each course, students are provided with comprehensive information about the course, including learning outcomes, teaching and learning strategies, and assessment methods and dates, as well as what is expected from them during the study of the course.
3-3-4	The courses are periodically evaluated for ensuring the effectiveness of the teaching and learning strategies and assessment methods, and reports are prepared on them.
3-3-5	The program applies mechanisms to support and motivate excellence in teaching, and encourages creativity and innovation of the teaching staff.

3-3-6	The program implements clear and publicized procedures to verify the quality and validity of the assessment methods (e.g., their specifications, diversity, and comprehensiveness to cover the learning outcomes, distribution of grades and accuracy of marking), and to ensure the level of student achievement.
3-3-7	Effective procedures are used to verify that the work and assignments of students are of their own.
3-3-8	The feedback is provided to students about their performance and evaluation results at a time that allows them to improve their performance.

* Essential Criteria

4	**STUDENTS**
	The criteria and requirements for student admissions in the program must be clear and publicly disclosed, and must be applied fairly. The information about the program and the requirements for completion of the study must be available, and students must be informed about their rights and duties. The program must provide effective guidance and counseling services, and extracurricular and enriching activities to its students. The program must evaluate the quality of all services and activities offered to its students and improve them. The program must follow its graduates.
4-0-1	The program has approved and publicly disclosed criteria and requirements for the admission and registration of students that are appropriate to the nature of the program, and are applied fairly.
4-0-2	The number of students admitted to the program is compatible with the available resources for the program (e.g., teaching staff, classrooms, labs, and equipment)
4-0-3	The program provides basic information to students, such as study requirements, services, and financial fees (if any), through various means.
4-0-4	The program applies fair and approved policies and procedures for students transferring to the program and the equivalency of what students had previously learned.
4-0-5	The program provides comprehensive orientation for new students, ensuring their full understanding of the types of services and facilities available to them.
4-0-6	**The program informs students about their rights and duties, the code of conduct, and grievance, complaints, and discipline procedures, using a variety of means; and applies them fairly.***
4-0-7	**Students are provided with effective academic, professional, psychological, and social guidance, and counseling services through qualified and sufficient staff.***
4-0-8	Mechanisms are applied to identify gifted, creative, talented, and underachieving students in the program, and appropriate programs are available to care for, motivate, and support each group of them.
4-0-9	Students in the program are offered extracurricular activities in variety of fields to develop their abilities and skills, and the program takes appropriate actions to support and motivate their participation.
4-0-10	The students and alumni of the program are provided with additional activities for their professional development, consistent with the intended learning outcomes, and labor market developments.
4-0-11	The program implements effective procedures to monitor students' progress and to verify their fulfilment of graduation requirements.

4-0-12	The program implements an effective mechanism to communicate with its alumni and involve them in its events and activities, explore their views, and benefit from their expertise and support; and provides updated and comprehensive databases about them.
4-0-13	**Effective mechanisms are applied to evaluate the adequacy and quality of services provided to students and measure their satisfaction with them; and the results are used for improvement.***
4-0-14	The program takes into consideration the special needs of its students (e.g., students with disabilities and international students).
4-0-15	The program implements effective mechanisms to ensure the regularity of students' attendance and their active participation in the course and field experience activities.
4-0-16	There is an appropriate representation for students in relevant councils and committees.

* Essential Criteria

APPENDIX: B
UCR's Research Ethics Approval Letter

Ref   No: KSU-HE-21-497

سعادة الباحثة/ أروى دخيل الله الأزوري   حفظها الله
السلام عليكم ورحمة الله وبركاته

إشارة إلى توصية اللجنة الفرعية لأخلاقيات البحوث الإنسانية والاجتماعية في جلستها السادسة بتاريخ ١٤٤٣/٠٢/٢٨هـ، الموافق ٢٠٢١/١٠/٠٦م.

نفيد سعادتكم بموافقة اللجنة الدائمة لأخلاقيات البحث العلمي على إجراء البحث الموضح بالجدول الآتي:

م	اسم	البحث	الأداة	الحالة
١	أروى دخيل الله الأزوري	دراسة حالة استكشافية ـ ‫............‬ مع المدارس الحكومية في إعداد المعلمين	٣ استبانات / ٣ مقابلات	الموافقة

وعليه نأمل من الجهات المعنية بالجامعة تسهيل مهمة الباحثة.

وتفضلوا بقبول وافر الاحترام

عميد البحث العلمي
نائب رئيس اللجنة الدائمة لأخلاقيات البحث العلمي

أ.د محمد بن إبراهيم الوابل

صورة إلى سكرتير اللجنة الدائمة لأخلاقيات البحث العلمي

٤/٦٧/٧٠٢٨٨

Deanship of Scientific Research

Ref No.: KSU-HE-21-497

Researcher/ ARWA D ALAZWARI

With reference to the recommendation of the Subcommittee for the Human and Social Research Ethics in its sixth session on 10/6/2021, we would like to inform you that the Standing Committee for the Ethics of Scientific Research has agreed to conduct the research shown in the following table:

M	Name	Research Title	Tools	Status
1	Arwa D Alazwari	An Exploratory Case Study of . . . University Collaboration with the Public Schools in Preparing Teachers	5 Questionnaires 3 Interviews	Approval

We Accordingly, hope the relevant authorities of the university to facilitate the researcher's task.

Best Regards

Dean of Scientific Research

Vice-Chairman of the Standing Committee for the Ethics of Scientific Research

Prof. Mohammed Ibrahim Al-Wabel

// Signed and stamped//

APPENDIX: C

USF's IRB Approval Letter

UNIVERSITY of SOUTH FLORIDA

EXEMPT DETERMINATION

November 1, 2021

Arwa Alazwari
18002 Richmond Place Dr. Apt 2021
Tampa, FL 33647

Dear Mrs. Arwa Alazwari:

On 10/31/2021, the IRB reviewed and approved the following protocol:

Application Type:	Initial Study
IRB ID:	STUDY003453
Review Type:	Exempt 2
Title:	An Exploratory Case Study of King Saud University Collaboration with Public Schools in Preparing Teachers
Protocol:	• IRB Protocol Dissertation Proposal;

The IRB determined that this protocol meets the criteria for exemption from IRB review.

In conducting this protocol, you are required to follow the requirements listed in the INVESTIGATOR MANUAL (HRP-103).

Please note, as per USF policy, once the exempt determination is made, the application is closed in BullsIRB. This does not limit your ability to conduct the research. Any proposed or anticipated change to the study design that was previously declared exempt from IRB oversight must be submitted to the IRB as a new study prior to initiation of the change. However, administrative changes, including changes in research personnel, do not warrant a modification or new application.

Ongoing IRB review and approval by this organization is not required. This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these activities impact the exempt determination, please submit a new request to the IRB for a determination.

Sincerely,

Jennifer Walker
IRB Research Compliance Administrator

Institutional Review Boards / Research Integrity & Compliance
FWA No. 00001669
University of South Florida / 3702 Spectrum Blvd., Suite 165 / Tampa, FL 33612 / 813-974-5638

Page 1 of 1

Survey Questions' Preservice Teachers

Major: …………………………………………..

School name…………………………………...

Level of internship

- In the beginning of internship

- In the middle of internship

- In the end of internship

- Grade level

Section Two: School-University Collaboration

A- Perspective of Collaboration

Please indicate how much you agree or disagree with the following statements.

1- How do you feel you are supported by the school administration?

	Strongly Agree	Agree	Strongly Disagree	Disagree	Neither agree or disagree
The school administrator helped preservice teachers to make positive attitudes towards the teaching profession.					
The school administration regards preservice teachers as welcome not a burden.					

	Strongly Agree	Agree	Strongly Disagree	Disagree	Neither agree or disagree
The school administrator collaborates with the preservice teachers in overcoming the difficulties they faced.					
The school administrator provides preservice teachers with appropriate places to discuss their teaching with stakeholders.					
The school administrator provides the preservice teachers all the privileges like school teachers.					
The school administrator meets the practicum objectives and learning goals.					
The school administrator collaborates with cooperating teachers and university supervisor to support preservice teachers' learning and practices.					
Another support by the school administration I have not mentioned:					

2- **How do you feel you are supported by the cooperating teachers?**

	Strongly Agree	Agree	Strongly Disagree	Disagree	Neither agree or disagree
The cooperating teacher helped pre-service teachers to develop their teaching skills to find success and professionalism in their practice.					
The cooperating teacher helped pre-service teachers to observe lessons that she taught.					
The cooperating teacher helped pre-service teachers to evaluate lessons that she taught and engage in a professional discussion.					
The cooperating teacher helped pre-service teachers to plan and discuss each lesson that they will teach.					
The cooperating teacher built trust and respectful relationships with preservice teachers since the beginning of their experience.					
The cooperating teacher was able to make a significant and positive impact on the pre-service teachers' learning and practice.					
The cooperating teacher promoted preservice teachers' critical thinking.					
Another support by the cooperating teachers I have not mentioned:					

3- How do you feel you are supported by the university supervisor?

	Strongly Agree	Agree	Strongly Disagree	Disagree	Neither agree or disagree
The university supervisor conducted a weekly seminar to support preservice teachers' learning.					
The university supervisor encouraged preservice teachers to participate in professional learning communities.					
The university supervisor promoted preservice teachers' critical thinking.					
The university supervisor collaborates effectively with cooperating teacher, which positively affects preservice teachers' learning.					
The university supervisors motivate the preservice teachers to do their best and try new techniques to enjoy the experience of teaching.					
Another support by the university supervisor I have not mentioned:					

B- Role and Responsibility

Please indicate how much you agree or disagree with the following statements.

My role in school-university stakeholders' collaboration is...

	Strongly Agree	Agree	Strongly Disagree	Disagree	Neither agree or disagree
I act as an active member of professional learning communities.					
I participate in lesson planning with pre and post-conferencing.					
I meet with both a cooperation teacher and university supervisor once a week.					
I utilized reflective journals related to taking action in my daily teaching practice.					
I shared my successes and obstacles with the supervisory team.					
I meet cooperating teacher daily at the start of the school day.					
Another role I have not mentioned:					

C- Supporting the Agency

Please indicate how much you agree or disagree with the following statements.

Following points helped me to support my agency:

	Strongly Agree	Agree	Strongly Disagree	Disagree	Neither agree or disagree
Teacher preparation program encouraged me to collaborate effectively in professional learning communities.					
Field experience activities can prepare preservice teachers for successful performance in teaching.					
Teaching practice experience at schools gives me the opportunity to apply what I have learned at the university.					
The university supervisor and cooperating teacher's feedback and suggestions greatly influence my professional development.					
Working with cooperating teachers helps me to develop my teaching skills.					
Another thing supports your agency I have not mentioned:					

D- Challenges

Please indicate how much you agree or disagree with the following statements.

I faced some challenges in my teaching practice during the field experiences, for example:

	Strongly Agree	Agree	Strongly Disagree	Disagree	Neither agree or disagree
Did not have space and time to work and think in collaborative learning.					
Disconnects between what I have learned at university coursework and field experiences.					
Lack of cooperating teacher's collaboration.					
Lack of university supervisor's collaboration.					
Lack of school administration's collaboration.					
Lack of cooperating teacher and university supervisor collaboration together.					
Another challenge I have not mentioned:					

E- How have you seen UCF and your school work together?

……………………………………………………………………………

F- Could you describe in one sentence your experience in working with CT and US in the practicum field?

……………………………………………………………………………

G- Please share any other perspective or hopes about school-university collaboration would you like to add?

………………………………………………………………………………

Thank you for the time taken to complete this survey. If you would be willing to engage in a brief one-hour interview via ZOOM about your experiences as a preservice teacher, please write your email address or phone number below, or if you would rather, email the researcher alazwari@usf.edu, or send Whatsapp message 0503669923 to express your interest in being interviewed.

Name………………………………………………………………………..

Email address……………………………………………………………………

Phone number………………………………………………………………..

APPENDIX: E

Survey Questions' Cooperating teachers

Section One: Demographic Information

Major: ………………………………………………....

School: …………………………………………….

How many years of teaching experience do you have?

- Less than 3 years

    - 3 - 5 years

    - 6-10 years

    - More than 10 years.

How many years of working with preservice teachers do you have?

    - Less than 3 years

    - 3 - 5 years

    - 6-10 years

    - More than 10 years

    - I have never had preservice teachers

What is your level of education?

    - Diploma

    - Bachelor

    - Master

    - Doctorate

Section Two: School-University Collaboration

A- Perspective of Collaboration

Please indicate how much you agree or disagree with the following statements.

My perspective about school-university collaboration is:

	Strongly Agree	Agree	Strongly Disagree	Disagree	Neither agree or disagree
The Ministry of Education enhances the effective collaboration between UCF and public schools to achieve the required professional development in light of the 2030 vision.					
The school's role in teacher education is considered a complementary role of the university.					
principals play significant roles in supporting teachers involved in the collaboration process positively					
Collaboration requires more involvement among stakeholders					
The university supervisor and cooperating teacher work together as a team to provide rich experiences for preservice teachers					
In collaborative work, stakeholders engage in collective effort and share the decision-making process					

	Strongly Agree	Agree	Strongly Disagree	Disagree	Neither agree or disagree
During the collaboration between university and public schools, it is important to bring to the surface the key issues that impact the effectiveness of the partnership.					
The cooperating teachers collaborated by establishing trust and a shared vision.					
Collaboration requires informal meeting and learning from each other.					
Another perspective I have not mentioned:					

B- Role and Responsibility

Please indicate how much you agree or disagree with the following statements.

My role in school-university collaboration

	Strongly Agree	Agree	Strongly Disagree	Disagree	Neither agree or disagree
I am accessible to the university supervisor to discuss preservice teachers' progress.					
I engage in a conference including a preservice teacher and university supervisor.					
I encourage preservice teachers to take risks and discover who they are as teachers instead of solely providing them feedback.					
I develop trust and respectful relationships with both preservice teacher and university supervisor.					
I guide preservice's professional knowledge development.					
I provide a healthy teaching environment to preservice teachers.					
I see the university supervisor in my school regularly.					
The university supervisor understands what goes in classrooms					
Another roll I have not mentioned:					

C- Supporting the Agency

Please indicate how much you agree or disagree with the following statements.

Following points helped me to support my agency:

	Strongly Agree	Agree	Strongly Disagree	Disagree	Neither agree or disagree
Participate in professional development related to educational practices.					
Learning from other stakeholders.					
Seizing the opportunities to learn and improve my practices.					
Positive social interaction.					
Another supporting the agency I have not mentioned:					

D- Challenges

Please indicate how much you agree or disagree with the following statements.

I faced some challenges in collaboration with university to prepare preservice teachers, for example:

	Strongly Agree	Agree	Strongly Disagree	Disagree	Neither agree or disagree
Discussions and exchanges between the university supervisor and cooperating teacher are not always fruitful.					
Lack of pre-service teacher's willingness to participate in learning.					
The academic weakness of preservice teachers.					
	Strongly Agree	Agree	Strongly Disagree	Disagree	Neither agree or disagree
The university supervisor has the power and control in the decision-making processes.					
Lack of time to work and think in collaborative learning.					
The stakeholders may not share the same level of commitment and goals.					
There are some conflicts between universities and schools' goals.					

Other challenges that I have not mentioned:

E- Awareness about Professional Development Schools

please rate the level of importance of the following factors in developing partnerships

between schools and universities.

	Very Important	Somewhat important	Not Important
Awareness of existing climate/culture in partner institutions			
Collaborative practices among the partner institutions			
Strong desire to engage in the development of innovative practices			
Knowledge and expertise of stakeholders			
Open and honest communication			
Positive leadership			
Joint governance			
Learning in context of practice			
Shared goals			
Structured meetings			
Time commitment			
System for evaluation			
Decision-making structures			

F- What does the term "collaboration" in school-university collaboration mean to you?

……………………………………………………………………………………

G- Could you describe in one sentence your experience with collaboration between stakeholders in preparing preservice teachers?

……………………………………………………………………………………

H- What would you hope the collaboration would be like?

……………………………………………………………………………………

Thank you for the time taken to complete this survey. If you would be willing to engage in a brief one-hour interview via ZOOM about your experiences as a cooperating teacher, please write your email address or phone number below, or if you would rather, email the researcher alazwari@usf.edu, or send Whatsapp message 0503669923 to express your interest in being interviewed.

Name…………………………………………………………………………..

Email address……………………………………………………………………

Phone number…………………………………………………………………...

Survey Questions' Faculty Members

Department:……………………………..

Major:..

School partner:...

How many years have you been working in higher education?

- 0-5 years

- 6-10 years

- 11-15 years

- More than 15 years

How many years of working with preservice teachers do you have?

- Less than 3 years

- 3 - 5 years

- 6-10 years

- More than 10 years.

- I have never had preservice teachers

What is your level of education?

- Bachelor

- Master

- Doctorate

Section Two: School-University Collaboration

A- Perspective of Collaboration

Please indicate how much you agree or disagree with the following statements.

My perspective about school-university collaboration is:

	Strongly Agree	Agree	Neither agree or disagree	Strongly Disagree	Disagree
The Ministry of Education enhances the effective collaboration between UCF and public schools to achieve the required professional development in light of the 2030 vision.					
The school's role in teacher education is considered a complementary role of the university.					
The university supervisor and cooperating teacher work together as a team to provide rich experiences for preservice teachers.					
Collaboration requires more involvement among stakeholders.					
In collaborative work, stakeholders engage in collective effort and share the decision-making process.					
During the collaboration between university and public schools, it is important to bring to the surface the key issues that impact the effectiveness of the partnership.					

	Strongly Agree	Agree	Strongly Disagree	Disagree	Neither agree or disagree
The cooperating teachers collaborated by establishing trust and a shared vision.					
Collaboration requires informal meeting and learning from each other.					
The teacher preparation program at universities collaborates with the Ministry of Education to address four goals: PK-12 student learning, preservice teacher education, practicing teachers' professional development, and collaborative inquiry.					
Another perspective I have not mentioned:					

B- Role and Responsibility

Please indicate how much you agree or disagree with the following statements.

My role in school-university collaboration is:

	Strongly Agree	Agree	Neither agree or disagree	Strongly Disagree	Disagree
I Consider the main role.					
I am accessible to the cooperation teacher to discuss preservice teachers' prograss.					
I engage in a conference including a preservice teacher and cooperating teacher once a week.					
I assist the professional growth of preservice teachers by facilitating weekly seminars.					
I seek to enhance preservice teachers' agency about their teaching and learning.					
I seek to support inservice teachers' agency about their teaching and learning.					
I seek to develop preservice teachers' critical thinking.					
I engage preservice teachers in collaborative activity, and field based opportunities for experiential learning, reflection, and self-examination					
Another roll I have not mentioned:					

C- Supporting the Agency

Please indicate how much you agree or disagree with the following statements.

Following points helped me to support my agency:

	Strongly Agree	Agree	Neither agree or disagree	Strongly Disagree	Disagree
Participate in professional development related to educational practices.					
Learning from other stakeholders.					
Positive social interaction.					
Seizing the opportunities to learn and improve my practices.					
Another supporting the agency I have not mentioned:					

D- Challenges

Please indicate how much you agree or disagree with the following statements.

I faced some challenges in working with schools to prepare preservice teachers, for example:

	Strongly Agree	Agree	Neither agree or disagree	Strongly Disagree	Disagree
Discussions and exchanges between the university supervisor and cooperating teacher are not always fruitful.					
Lack of time to work and think in collaborative learning.					
The stakeholders may not share the same level of commitment and goals.					
There are some conflicts between universities and schools' goals.					
Lack of time to do the real supervisory work.					
Creating balance between working in schools and university.					
Having a large number of preservice teachers, which impacts the supervisory work.					
Lack of pre-service teacher's willingness to participate in learning.					
The academic weakness of preservice teachers.					
Another challenges I have not mentioned:					

E- Awareness about Professional Development Schools

please rate the level of importance of the following factors in developing partnerships

between schools and universities.

	Very Important	Somewhat important	Not Important
Awareness of existing climate/culture in partner institutions			
Collaborative practices among the partner institutions			
Strong desire to engage in the development of innovative practices			
Knowledge and expertise of stakeholders			
Open and honest communication			
Positive leadership			
Joint governance			
Learning in context of practice			
Shared goals			
Structured meetings			
Time commitment			
System for evaluation			
Decision-making structures			

F- What does the term "collaboration" in school-university collaboration mean to you?

…………………………………………………………………………………

G- Could you describe in one sentence your experience with collaboration between stakeholders in preparing preservice teachers?

…………………………………………………………………………………

H- What would you hope the collaboration would be like?

…………………………………………………………………………...

Thank you for the time taken to complete this survey. If you would be willing to engage in a brief one-hour interview via ZOOM about your experiences as a university supervisor, please write your email address or phone number below, or if you would rather, email the researcher alazwari@usf.edu, or send Whatsapp message 0503669923 to express your interest in being interviewed.

Name…………………………………………………………………………..

Email address……………………………………………………………………

Phone number………………………………………………………………...

APPENDIX: G

Relative Frequency Chart for the Participants' Demographic Information

Participants' Demographic Characteristic	University Supervisors	In-service Teachers	Preservice Teachers
# of participants in the questionnaires	10	10	18
Major	Curriculum and Instruction (Islamic study, Art, English, Science)	Curriculum and Instruction (Islamic study, English, Science, Math)	Curriculum and Instruction (Islamic study, Art, English, Science, Arabic)
Schools	9	4	7
Years of experience in higher education	0-5 years= 2 6-10 years= 5 11-15 years= 2 More than 15 years= 1	Less than 3 years=0 3-5 years=0 6-10 years=1 More than 10 years=9	N/A
Years of experience working with preservice teacher	I have never had preservice teachers= 0 Less than 3 years= 0 3 - 5 years= 3 6-10 years= 6 More than 10 years= 1	I have never had preservice teachers= Less than 3 years= 3 - 5 years 6-10 years More than 10 years=	N/A
Level of education	Bachelor= 0 Master= 5 Doctorate= 5	Bachelor=10 Master=0 Doctorate=0	All the participants in the end of their internship
Interesting in interview	4	8	5

APPENDIX: H

Awareness about Professional Development Schools Analysis

	Very Important	Somewhat important	Not Important
Awareness of existing climate/culture in partner institutions	USs= 90% CTs= 90%	USs= 10% CTs= 10%	USs= 0 CTs= 0
Collaborative practices among the partner institutions	USs= 80% CTs= 90%	USs= 20% CTs= 10%	USs= 0 CTs= 0
Strong desire to engage in the development of innovative practices	USs= 50% CTs= 90%	USs= 40% CTs= 10%	USs= 10% CTs= 0
Knowledge and expertise of stakeholders	USs= 80% CTs= 90%	USs= 10% CTs= 10%	USs= 10% CTs= 0
Open and honest communication	USs= 70% CTs= 90%	USs= 30% CTs= 10%	USs= 0 CTs= 0
Positive leadership	USs= 80% CTs= 100%	USs= 10% CTs=0	USs= 10% CTs=0
Joint governance	USs= 60% CTs= 90%	USs= 30% CTs= 10%	USs= 10% CTs= 0
Learning in context of practice	USs= 70% CTs= 90%	USs= 20% CTs= 10%	USs= 10% CTs= 0
Shared goals	USs= 80% CTs= 90%	USs= 20% CTs= 10%	USs= 0 CTs= 0
Structured meetings	USs= 70% CTs= 80%	USs= 30% CTs= 20%	USs= 0 CTs= 0
Time commitment	USs= 70% CTs= 90%	USs= 30% CTs= 10%	USs= 0 CTs= 0
System for evaluation	USs= 70% CTs= 90%	USs= 30% CTs= 10%	USs= 0 CTs= 0
Decision-making structures	USs= 70% CTs= 90%	USs= 20% CTs= 10%	USs= 10% CTs= 0

APPENDIX: I

Participants Interview Questions

Interview Questions for University Supervisors

1- As a US, what is your understanding of the role of the US in PST professional learning growth during their practicum in schools?

2- Can you please tell me about your role in preparing PSTs?

3- To what extent do you think that the US and CT collaborate to support PSTs?

4- In your opinion, what is the importance of this collaboration?

5- how would you describe the CT collaborating with you?

6- Can you explain the collaboration process among stakeholders in preparing PSTs?

7- Can you tell me how many times US and CT work together to support PST learning and teaching?

8- What the most activity makes this collaboration effective?

9- What are the obstacles or challenges that faced the US in the collaboration process?

10- From your experience as the US, what improvements can be made to further support the collaboration between schools and universities to enhance PST learning?

11- Do you have any documents or artifacts as evidence of the CT collaboration or your collaboration with PSTs?

12- Are there any other information you would like to add?

Interview Questions for Cooperating teachers

1- As a CT, what is your understanding of the role of CT in PST professional learning growth

during their practicum in schools?

2- Can you please tell me about your role in preparing PSTs?

3- To what extent do you think that the US and CT collaborate to support PSTs?

4- In your opinion, what is the importance of this collaboration?

5- How would you describe the US collaborating with you?

6- Can you explain the collaboration process among stakeholders in preparing PSTs?

7- What are the obstacles or challenges that faced CT in the collaboration process?

8- From your experience as CT, what improvements can be made to further support the collaboration between schools and universities to enhance PST learning?

9- Do you have any documents or artifacts as evidence of the US collaboration or your collaboration with PSTs?

10- Are there any other information you would like to add?

Interview Questions for Preservice teachers

1- How are you supported in your practicum by both US and CT?

2- How would you describe the collaboration you had with your CT?

3- How would you describe the collaboration you had with your US?

4- Can you please tell me about your role in this collaboration?

5- What are the challenges and obstacles you faced regarding SUC?

6- What do you think the US and CT want to achieve by training PSTs?

7- Do you have any documents or artifacts as evidence of the US or CT collaboration?

8- Are there any other information you would like to add?

APPENDIX: J

University Supervisor/Cooperating

Teacher Feedback Form for Field Training Student

Student Name :   **Student ID...**

Training Place: **Lesson Title:**   **Visit No:**

No	Evaluation criteria	Comments
First	**Personal Relationships**	
1	Adherence to the Islamic roles in appearance and behavior	
2	Self-confidence and the ability to face different situations	
3	Accept criticism and guidance	
4	Good relationship with students, teachers and administration	
Second	**Planning and preparing lessons (preparation notebook):-**	
5	Commit to daily preparation for lessons	
6	Adapt the lesson plan to the time available	
7	Behavioral formulation of goals	
8	Diversity of objectives (cognitive / skill / emotional)	
9	Relationship of the assessment to the objectives of the lesson	
10	Choosing the appropriate evaluation methods	
11	Choosing appropriate teaching methods	
12	Diversity and adequacy of teaching aids	

No	Evaluation criteria	Comments
13	Appropriate teaching aids for students and their relation to lesson objectives	
14	Connect the topic of the lesson to reality	
15	Evaluating the lessons of the plan and lessons in turn	
Third	Teaching implementation (teaching performance):-	
16	Presenting lesson data to students	
17	Interesting introduction to the lesson	
18	Arouse the interest of the students during the explanation	
19	Language integrity and clarity of words when explaining	
20	Skill in formulating and directing questions	
21	The ability to receive and comment on students' answers	
22	Diversity in teaching methods	
23	Enriching the scientific material for the lesson from external sources	
24	Innovation in providing lessons	
25	The teacher's vitality (his movement, interaction with students)	
26	Logical gradation during the transition between the stages of the lesson, while achieving effectiveness	
27	Mastering the scientific material	
28	Encouraging students to practice the language	
29	Use of technology	
30	Proficiency in classroom management and attention to the classroom environment	
31	Implement the evaluation methods included in the plan	

US/CT Name: ……………………………………   Signature:
……………………

Student Name: ………………………………………………

Signature…………………………

APPENDIX: J-1

CT's Evaluation for PST During the Observation

Day: …………………………………………………….   Date: ………………………….
PST Name: …………………………………………..   Class: ……………………………

NO	Performance	Great Degree	To Some Extent	Don't Practice
1	Commitment to attend classes on time with CT.			
2	Accept Criticism			
3	Interesting to follow the teaching of the cooperating teacher			
4	Take notes during the lesson			
5	Collaborate with the CT when needed during the lesson			
6	Discussing the CT and expressing her/his opinion in the lesson objectively after finishing it.			
7	Appropriate handling of the CT and school students			

Cooperating Teacher Name: ……………………   Signature: ……………………………………….

PST Name: ………………………………………………   Signature: ……………………………………….

<u>استمارة (١)</u>

<u>تقييم الطالبة المتدربة خلال فترة المشاهدة</u>

اليوم:................. التاريخ:...............

اسم المتدربة :.................... الصف :................

التسلسل	الأداء	درجة كبيره	إلى حد ما	لا يمارس
١.	الالتزام بحضور الحصص مع المعلمة المتعاونة في الوقت المحدد			
٢.	تقبل النقد			
٣.	الاهتمام بمتابعة شرح المعلمة			
٤.	تدوين الملاحظات خلال الشرح			
٥.	التعاون مع المعلمة عند الحاجة لذلك أثناء الدرس			
٦.	مناقشة المعلمة وإبداء الرأي في الدرس بعد الانتهاء منه بموضوعية			
٧.	التعامل المناسب مع المعلمة والطالبات			

اسم المعلمة المتعاونة :................ التوقيع :.............

اسم الطالبة : .... التوقيع :.............

APPENDIX: J-2

School Principal Evaluation for Preservice Teacher

Semester (   ) Year   14H/   14H

Student Name: ……………………………..   Student ID: …………………………..

Major: ……………………………………..

No		Final Grade	Degree Due	Comments
1	Good looks and respect	1		
2	Commitment to attendee and attend classes on time.	2		
3	The behavior of the trainee in school	3		
4	Collaboration with the administration	2		
5	extracurricular activity	2		
Total		10		

School Principale Name: ………………………………………………..

Signature: …………………………………………………………………

تقييم مديرة المدرسة لطالبة التربية الميدانية

الفصل الدراسي (الأول) لعام ١٤٤٢/١٤٤٣ هـ

إسم الـ

رقمها الجا

التخصص

م	مجالات التقويم	الدرجة النهائية	الدرجة المستحقة	ملاحظات
1	المظهر الحسن والاحتشام	1	١	
2	الالتزام بالحضور ودخول الحصص في الوقت المحدد	2	٢	
3	سلوك المتدربة في المدرسة	3		
4	التعاون مع الإدارة	2		
5	النشاط اللاصفي	2		
	المجموع	10		

اسم مديرة الـ
التوقيع/.......

ختم المدرسة

APPENDIX: J-3

The Trainee's Evaluation of the University Supervisor

Student Name:

University Supervisor Name: Training Location:

Major: Date:

Please specify the date of the visit of the university supervisor to the place of training (school; hospital;

clinic: center), and your benefits from the visit in the following table:

Visit	Date	The benefits of the visit
	1436/ /H	
	1436/ /H	
	1436/ /H	

Put a tick (√) in front of the statement and under the answer category that you think represents your

evaluation or observation:

	Statement	Apply	Apply to some extent	Not applicable
1	Explain the field training requirements			
2	Provide me with the identification card for the field training students			

	Statement	Apply	Apply to some extent	Not applicable
3	Explain to me the tasks and roles contained in the training card for field training students			
4	Explain to me the evaluation procedures in the field training course			
5	Discuss with me during each visit and plan with me for the next visits			
6	Discuss with me his/her evaluation of me at each visit			
7	Provide a suitable atmosphere for discussion and dialogue in the field of training			
8	Give me constructive feedback on a regular basis			
9	Welcome to contact me when needed			
10	She/He referred me to various sources that help me solve problems that arise during my training			
11	Encouraged me to self-assess my current training skills			
12	Discuss my thoughts and perceptions of my performance in a positive way			

Comments and suggestions

....

APPENDIX: J-4

The Trainee's Evaluation of the Training Partner/Cooperating Teacher

Trainee Name:

Training Partner/Cooperating Teacher Name: Training Place:

Major: Date:

Put a tick (√) in front of the statement and under the answer category that you think represents your

evaluation or observation:

	Statement	Apply	Apply to some extent	Not applicable
1	Give me an introduction about the place of training and its personnel			
2	Provide me with information about the students according to their different abilities			
3	Help me develop the plan so that I gradually take full responsibility for achieving its goals			
4	Give me constructive feedback on a regular basis			
5	Explain to me my various duties and roles in the training place			
6	Provide the university supervisor with information about my performance on an ongoing basis			
7	She was there when I needed her to solve my problems at the training site			
8	Discuss the agreed duties and activities with the university supervisor			
9	She evaluated me according to the schedule specified in the field training identification card			

Comments and suggestions

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APPENDIX: J-5

The Trainee's Evaluation of the Training Place

Student Name:
Student ID:
Training Place:

Put a tick (√) in front of the statement and under the answer category that you think represents your evaluation or observation:

	Statement	Apply	Apply to some extent	Not applicable
1	The place of training contributed to the development of my professional and specialized skills			
2	The place of training provided the means and equipment to help me implement the plan			
3	The staff at the training site helped me gain new skills			
4	Work in the place of training is characterized by cooperation and teamwork according to the principle of teamwork			
5	The employees in the training place are committed to achieving justice and discipline among all			
6	The training place provides a clear program for communicating with parents			

Comments and suggestions

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