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**Developing Teacher Preparation Programs in the First Cycle of Basic
Education in Egypt in Light of the Standards of the American National
Council for Accreditation of Teacher Education**

By

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**A thesis submitted in partial fulfillment of the requirements for his degree of
Master
in
Education**

(Foundations of Education)

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2020

Abstract

The study aimed to develop teacher preparation programs for the first cycle of basic education in Egypt in light of the international standards of the American National Council for Accreditation of Teacher Education (NCATE). This was done by examining the conceptual framework for teacher preparation programs for the first cycle of basic education in Egypt in terms of their origin, historical development, philosophy, goals, student acceptance policy, preparation system, and aspects included in its preparation programs, then identification of problems faced by these programs. The study also clarifies the standards of the American National Council for Accreditation of Teacher Education (NCATE), its philosophy, goals, importance, and accreditation procedures, as well as displaying the experiences of some colleges of education in Arab countries obtaining international accreditation from this council, which includes the experience of the college of education at the United Arab Emirates University, King Saud University and Qatar University.

The study used the descriptive approach, and the suggested perception has been arbitrated by a number of experts in the field of teacher preparation.

The study concluded to develop a proposed concept that helps colleges of education in Egypt develop teacher preparation programs for the first cycle of basic education in light of the American National Council for Accreditation of Teacher Education (NCATE) and qualify them to obtain international accreditation. This may help to increase their competitiveness locally and internationally in preparing graduates at the highest level of quality in line with international trends and then upgrading the level of the Egyptian teacher and the advancement of the entire educational process. It may help the student teacher to obtain in-depth field training that guarantees him to assume his responsibilities from the first university day. In addition, it ensures the student's knowledge of the academic content and how to diversify teaching methods and class management and obtain a general culture on all global issues with a focus on the concept of diversity and optimal and effective use of technology. Moreover, it provides the student teacher with creative thinking and cultural awareness skills and supervising activities of scientific progress and modifying environmental behavior, which opens up opportunities for him in the local and international labor market and the ability to work in different educational and cultural environments. Furthermore, it may help faculty members of colleges of education to raise the level of their professional performance and awareness of their various roles. As well as improving the evaluation system and the administrative and professional communication system and achieving an abundance of budget, time and efforts to prepare a teacher at a high level of competence according to the requirements of the current era.

Key words: (Basic education, American National Council, accreditation of teacher education)