**GUIDELINES FOR FACULTY-SCHOOL COLLABORATION**

**(PRACTICE TEACHING)**

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**Introduction**

This guideline is prepared to establish the main principles of faculty-school collaboration for practicum courses of Final International University, Faculty of Educational Sciences. The aim of Faculty-School collaboration is mainly to enable teacher candidates to be better prepared for the teaching profession, to demonstrate the competence to use the knowledge, skills, attitudes and habits about the general culture, field education and teaching profession they learned during their education in real life environment. To this end, Final Inernational University collaborates with the TRNC Ministry of Education and its affiliated schools. This collaboration ensures an efficient planning, implementation and assessment process of education-training within the framework of certain principles and high level standards.

This collaboration also ensures the exchange of knowledge and experience between the faculty where theoretical studies are carried out and schools where these are actually practiced. Thus, these institutions establish theory and practice harmony by influencing each other.

Final International University has protocols with The Ministry of Education in TRNC and Final Schools in Turkey to carry out practicum courses; these protocols enable our students to attend the schools in both countries when it is necessary. The academic terms, credits and ECTS of the practicum courses within the framework of this guideline are as follows:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Program | Term | Course | Credits | ECTS |
| English Language Teaching | 7 | Teaching Practice I | (2-6)5 | 10 |
| 8 | Teaching Practice II | (2-6)5 | 10 |
| Turkish Language Teaching | 7 | Teaching Practice I | (2-6)5 | 10 |
| 8 | Teaching Practice II | (2-6)5 | 10 |
| Psychological Counselling and Guidance | 7 | Field Study I | (1-4)3 | 8 |
| 8 | Field Study II | (1-4)3 | 8 |
| Special Education Teaching | 6 | Observation and Experience at Special Education | (1-4)3 | 5 |
| 7 | Teaching Practice I | (2-6)5 | 10 |
| 8 | Teaching Practice II | (2-6)5 | 10 |
| Pre-School Teaching | 5 | Observation at Pre-Schools | (1-4)3 | 7 |
| 7 | Teaching Practice I | (2-6)5 | 14 |
| 8 | Teaching Practice II | (2-6)5 | 14 |
| Pre-School Mathematics Teaching | 7 | Teaching Practice I | (2-6)5 | 10 |
| 8 | Teaching Practice II | (2-6)5 | 10 |
| Classroom Teaching | 7 | Teaching Practice I | (2-6)5 | 10 |
| 8 | Teaching Practice II | (2-6)5 | 10 |

Final International University has protocols with The Ministry of Education in TRNC and Final Okulları in Turkey to carry out these courses; these protocols enable our students to attend the schools in both countries when it is necessary.

**PART I: FOUNDATIONS OF FACULTY SCHOOL COLLABORATION**

1. **Purpose and Scope of Practice at Schools**

The aim of practicum is to enable teacher candidates to be better prepared for the teaching profession, to acquire the competence to use in real life environment the knowledge, skills, and competences of the general culture, specific field education and teaching profession they learned during their education. It is equally targeted to contribute to the professional development of teachers at schools.

1. **Definitions**

**Teacher candidate**: A student of higher education institution who continues to attend teaching programs and performs teaching experience in the school environment at the level and setting in which s/he will be a teacher.

Practicum School:

**Ministry**: TRNC Ministry of National Education

**Faculty Practicum Coordinator**: The vice dean who is responsible for teaching and training and who ensures that Teaching Practice observations, and teaching practice of teacher candidates at schools are carried out according to determined principles.

**Department/program Practicum Coordinator**: The lecturer at the teacher candidate’s department/program who plans and carries out the teaching practices.

**Faculty Practicum Instructor**: The lecturer at the faculty who plans, carries out and evaluates the practicum activities of the teaching candidate.

**Practicum Coordinator of the Ministry of National Education**: The relevant directors in the Ministry of National Education or vice directors who ensure that practicum activities of the teacher candidate in schools are planned and carried out according to the principles planned by faculty and school coordinators.

**School Practicum Coordinator**: The school director or vice director who maintains contact between the school and relevant institutions and people, and ensures that practicum activities in school are carried out according to the determined principles.

**School Practicum Teacher**: The classroom teacher or the course teacher is an experienced teacher with pedagogical formation who becomes an advisor for the teacher candidate in gaining the behaviors required by the teaching profession.

1. **Practicum Schools**

Practicum is carried out in the state and private schools in the province of Girne where the faculty is located.

It is desirable to have as many practicum schools as necessary for teacher candidates who take these courses. Ideally, schools should be asked to accept as many teacher candidates as the teachers can manage; schools shouldn’t be overburdened with more students than they can deal with. It should be kept in mind that teacher candidates can work in pairs, observe each other, help and support each other during their practice.

In order to become a practicum school, a school should:

1. Agree to provide professional and personal support to the teacher candidates;
2. Have a suitable environment and facilities for the training of the teacher candidates;
3. Have the resources to provide teaching experience relevant to target age groups and courses;
4. Have teaching staff experienced in working with the teacher candidates and interested in their needs;
5. Be in a convenient location for the transportation of the teacher candidates;
6. Have a management that will work in full cooperation with the relevant units of the university to organize, monitor and evaluate the practicum activities of the teacher candidates.

**PART II: Principles of Practicum**

Practicum is planned, programmed and carried out in line with the following principles:

1. *Principle of collaboration and cooperation between Institutions*: Principles of the collaboration and cooperation is co-determined by the Ministry of Education and the Faculty of Educational Sciences. Practicum is carried out under the supervision of the relevant divisions of the Ministry of Education and the Faculty of Educational Sciences on the basis of shared responsibilities.
2. *Principle of practice in school environment*: Practicum activities are carried out at the education level where teacher candidates will be working, where they engage in real interaction relevant to their fields.
3. *Principle of Active Participation*: It is essential for the teacher candidates to participate effectively in teaching-learning and communication processes. Therefore, each teacher candidate is asked to perform a series of activities in person in practicum. It is ensured that the teacher candidates carry out these incrementally, consistently and with increasing responsibility. Teacher candidates carry out the activities of practicum preparation, observation in practicum school, participation in the duties of school practicum teacher, participation in teaching-training/ management and extra-curricular activities, and the evaluation of practicum activities.
4. *Principle of extending practicum process over a wide period of time*: The program of practicum consists of a comprehensive set of processes such as planning, review, research, participation, analysis, monitoring, evaluation and development. Each of these processes consists of preparation, practice, evaluation, and development stages. Teacher candidates need extended time and effort in order to acquire these teaching behaviors through these processes at the desired level. Therefore, practicum activities are placed in the program in two semesters in order to give the teacher candidates gradually increasing responsibility and practice competence.
5. *Principle of co-evaluation*: As the practicum instructor and the school practicum teacher plan and carry out practicum activities together, the performance of teacher candidate is evaluated by them respectively. The achievement of the teacher candidate in teaching practice is given a grade by combining the evaluations made by the practicum instructor and the school practicum teacher. Practicum Instructor submits the grades to the faculty management.
6. *Principle of Scope and Diversity*: Teaching profession consists of a wide range of activities such as preparation, presentation, classroom management, workshop and laboratory management, student evaluation, participation in managerial and educational activities. For this reason, practicum is planned and carried out in such a way and variety to cover all duties and responsibilities required by the teaching profession.
7. *Principle of continuous development of the practicum process and the practicum staff*: According to the results obtained from practicum studies, practicum process and the competencies of the staff participating in the practice are constantly improved.
8. *Principle of the practice of practicum on-site and with supervision*: The expected benefit from practicum can only be achieved with the efforts of practicum instructor to closely monitor, guide, correct the mistakes, remedy the deficiencies and evaluate the activities done by the teacher candidate during the practicum. For this reason, practicum is carried out in the schools and institutions in the district where the faculty is located.

**PART II: Duties and responsibilities**

The success of the practicum is possible only if the staff members at all levels fulfill their responsibilities properly. The list of duties and responsibilities is given below:

1. **Duties and responsibilities of the Faculty coordinator**:

* Determines the practicum instructors in cooperation with program coordinators;
* determines the practicum schools in cooperation with practicum coordinator of Ministry of National Education, and ensures the distribution of teacher candidates to these schools;
* monitors and supervises the practicum activities on behalf of the faculty;
* evaluates practicum studies and takes the necessary measures to improve them;
* organizes seminars, workshops and events to effectively carry out Faculty-School collaboration
* It is the responsibility of education faculties to train teachers in schools for practicum practices to be able to benefit from their contributions and to make this task as satisfying as possible for them.

1. **Duties and responsibilities of department practicum coordinator**:

* provides coordination and cooperation between the department practicum instructors on practicum activities;
* prepares the lists of faculty practicum instructors and the students that are given to the responsibility of these faculty practicum instructors, and submits them to the faculty practicum coordinator;
* helps the faculty practicum coordinator in choosing practicum schools.

1. **Duties and responsibilities of faculty practicum instructors**:

* Prepares teacher candidates for practicum activities effectively;
* Plans the activities within the scope of practicum together with school practicum coordinator and school practicum teacher;
* Informs the schools in advance about the teacher candidates and the tasks they will fulfill.
* Cooperates with the schools where practicum is carried out in order to facilitate teacher candidates’ practice in schools, and regularly monitors and supervises these practices together with the school teacher;
* Advises the teacher candidates at every stage when needed and discusses their progress and achievements and sets goals for their development;
* Maintains contact with school practicum teachers to discuss the improvement and assessment of teacher candidates during the practicum;
* Ensures that sufficient number of copies of observation forms, etc. are supplied to school practicum teachers;
* Evaluates the studies of the teacher candidates at the end of the practicum together with the school practicum teacher and submits the results to the faculty management as a grade.
* Faculty practicum instructors give explanations to the teachers regarding the duties and responsibilities of the faculty, the practicum school and the teacher candidates as collaborators in this cooperation. Teachers’ opinions are taken on what needs to be done while sending them to schools in order to get the optimum results from practicum practices. There should be a consensus between the faculty practicum instructors and teachers especially on the monitoring teacher candidates and the evaluation of their progress. Teachers who have little experience in teacher training may need guidance on filling out the observation forms, points to be considered in the lessons given by teacher candidates and how to give effective feedback to the teacher candidates.

1. **Duties and responsibilities of practicum coordinator of the Ministry of National Education Directorate:**

* determines the practicum schools and their quota in cooperation with the faculty and school practicum coordinators;
* supervises and evaluates practicum activities and takes necessary measures so that they are carried out effectively;
* ensures the participation of the coordinator of relevant directors of the Ministry of National Education, practicum school coordinators and practicum teachers in the meetings, seminars and workshops organized by the Faculty.

1. **Duties and responsibilities of practicum school directors:**
2. **Duties and responsibilities of school practicum coordinators:**

* Ensures coordination and cooperation between the National Education Directorate, the school administration and faculty;
* Plans, monitors and evaluates the practices of teacher candidate together with the practicum instructor and the school practicum teacher and takes the necessary measures.

1. **Duties and responsibilities of school practicum teacher:**

* Plans the activities within the scope of practicum studies of the teacher candidate in cooperation with practicum instructor and school practicum coordinator;
* Ensures that the activities required by the program are carried out, guides the teacher candidate, monitors and supervises the activities;
* Evaluates the practices of the teacher candidate at the end of the practicum and delivers them to the school practicum coordinator.

1. **Duties and responsibilities of teacher candidates:**

* Works in a planned and regular way to fulfill the requirements of the practicum program;
* Acts in a planned way in cooperation with the faculty practicum instructor, school administration, school practicum teacher and the other teacher candidates;
* Has a close dialogue with the school practicum teacher and follows the points stated by her meticulously; it is an absolute necessity to comply with the rules set by the school.
* Submits to the faculty practicum instructor the file containing their work within the scope of practicum practices, all the discussions on them and the evaluations;
* Contributes to the progress of the students given to their responsibility at the level requested by the school,
* Endeavors to ensure that they gain interesting and valuable learning experiences.

**PART IV: PLANNING, IMPLEMENTATION AND EVALUATION OF PRACTICUM**

1. **Scope of the courses**

Teaching Practice is a two-term course for the 7th and 8th semesters of teaching programs. Teaching Practice I & II consist of 2 theoretical hours and 6 practice hours, amounting to 5 credits and 10 ECTS. Theoretical part is carried out at the university under the supervision of course instructor. While the theoretical lesson is taught by an instructor at the faculty, the practice lessons are carried out at practicum schools.

Teaching Practice I consists of planned observations and activities that aim to introduce to the teacher candidate a number of tasks teaching profession involves and short period teaching practices. It aims at making observations about school life, reflecting on these observations, and gaining experience in teaching skills. The tasks and activities the teacher candidates do in this course should provide them with the opportunity to observe experienced teachers at work, to work with the students individually or in small groups and to gain short-term teaching experience albeit with limited responsibilities. During practicum period, a certain number of activities will be carried out and the reports about these activities will be delivered to the faculty practicum instructor in due time to be evaluated.

Upon the completion of Teaching Practice I, teacher candidates should have acquired the following qualifications: getting to know school organization and teaching profession with a systematic approach; gaining the necessary professional competencies, through well-organized teaching experiences to carry out teaching-learning activities within the scope of the curriculum; having experience about individual differences between the students in terms of learning and development; collaborating with teachers in practicum school and developing the personal skills necessary to work effectively at schools, being knowledgeable about daily work and the tools -facilities and resources at schools.

Teaching Practice II aims at preparing prospective teachers for practice teaching and real classroom situations in schools. Theoretical part of the course is mainly a revision of necessary background information for the prospective teachers to carry out the tasks and activities set together with the course instructor and school teacher. It also covers the checking of lesson plans, tasks, worksheets, and exams to be administered at practice schools. In addition to these, discussions on problems encountered at practice schools, suggestions on how to solve them, good and bad examples, giving feedback to the students are included in the theoretical hours.

Practice part is carried out at practice schools under the supervision of school teachers. Students are to teach at least three full class hours during the term and to take part in the teaching activities at practice schools as much as the school teacher and the school principal demand and allow. All of these are observed and assessed by the school teacher. At least one of the full lesson teachings should be observed and assessed by the course instructor.