

The Role of Collaborating Teachers (CTs) in Facilitating Prospective Teachers (PTs) in Lesson Delivery: A Multi-Case Study of Teaching Practicum

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Abstract

This is a multi-case study of the Practicum as part of the newly established B.Ed (Hons) and ADE programs. The study assumes that the school-based Collaborating Teachers (CTs) play a central role in facilitating the Prospective Teachers (PTs) to ease into their first teaching experiences. It, therefore, focuses on the CTs as the case to be studied. Two CTs were observed closely in two different participating schools at Muzaffarabad city, Azad Jammu & Kashmir. In this case study, researchers shadowed the CTs as they carried out their new roles as mentors, monitors, and supervisors of the PTs' learning process during the practicum. Using a qualitative case study design, rich data was collected through close observation of the CTs at different points during the conduct of the practicum. The study concluded that Collaborative teachers perceive their role as an important but challenging one. According to the findings of the current study, collaborative teachers performed their roles remarkably well but faced problems in different areas, such as mentoring prospective teachers in class management and lesson planning. Recommendations based on this study include the need to provide increased training in mentoring and evaluating prospective teachers. This study contributed to the ongoing improvement of the practicum by providing insights about the ways in which CTs assume their roles and responsibilities. Since the revised pre-service programs give central importance to practicum within the overall structure of initial teacher preparation, there is a crucial need for evidence-based research to help guide strategies for improvement in the practicum process in schools.

Keywords: Education, Collaborating Teachers, Practicum, Practicing Schools

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Introduction

This is a case study of the conduct of teaching practicum within the AJ&K University-based B.Ed (honors) and college-based Associate Degree in Education programs. The practicum is an important component of these programs. The practicum consists of two month-long placements of prospective teachers in the schools of Azad Jammu & Kashmir city Muzaffarabad. During the practicum the teachers from schools—usually called CTs—work very closely with the prospective teachers (PTs) to ease them into the actual practice of teaching. Usually this involves mentoring, monitoring and supervision, and evaluation of PTs. At this time, the university and college faculties, as well as the CTs, are generally not familiar with the conduct of practicum as this is a new practice being introduced as part of the revised programs. Nevertheless, the CTs are of central importance in the conduct of the practicum. As such, they need to be thoroughly prepared to facilitate the prospective teachers as they negotiate the challenges involved in their first experience of working with the children in classroom settings.

According to the National Policy of Education 2009 requirements, the practicum experience in Semester 3 should provide prospective elementary grade teachers with carefully sequenced and supervised field experiences in all areas of the elementary curriculum. Teachers should be provided with opportunities to work with children at two different grade levels, one in an upper and one in a lower elementary school classroom. The goal is to work with children from a variety of backgrounds and with different capabilities. The practicum is intended to provide prospective teachers with gradually increasing responsibilities in each classroom.

During the practicum, prospective teachers will be asked to complete several types of seminar assignments. Most, but not all, of these assignments will be directly linked in some way to classroom experiences. For example:

- Present an analysis of one's own or a peer's teaching
- Conduct an observation focused on specific classroom practices or an individual child
- Try out a particular method and reflect on its success in achieving its purpose

All of the assigned tasks should be flexible enough to allow for adaptation to a wide variety of classrooms.

During the practicum, prospective teachers are expected to critically select and use appropriate materials, resources (including persons in the community) and technology, and to have experiences with classroom management and a variety of evaluation techniques (including authentic assessment).

Collaboration with other Prospective Teachers and professionals in the school setting should be encouraged in order to develop team building skills and utilization of all resources to enhance children's learning. Ideally, groups of three or four prospective teachers should be placed in each school with no more than one prospective teacher per class.

Opportunities for peer coaching as well as coaching by the cooperating teacher and college/university supervisor are also important parts of the practicum. A crucial role of the CT is to help prospective teachers take advantage of the opportunity to interact with parents and to develop skills for communicating with them.

The Objectives of the Study

The study aims to achieve the following specific research objectives:

- To contribute to the improvement in the conduct of the practicum by developing a detailed account of the ways in which the CTs understand and implement their roles and responsibilities.
- To develop a better understanding in collaborating teachers of the challenges and gaps in their planning of practicum.
- To enhance the capacity of university and college-based teacher education faculty

Research Questions

The study addresses the following specific questions:

1. What are the perceptions of the collaborating teachers at identified schools of Muzaffarabad for 4 Year B.Ed. (Hons) program about their roles and responsibilities?
2. How do the collaborative teachers facilitate prospective teachers in regard to lesson planning, in-class teaching, and providing feedback?

What are the areas in which these collaborating teachers need to focus in order to deliver mentoring and guiding responsibilities more effectively?

Review of Literature

The terms practicum is used in the literature to refer to several different but interrelated concepts. For instance, many institutions use the term practicum to refer to a requirement where their students are to take part in a teaching experience in a school or a college or any other learning institution which provides them an opportunity to interact with “actual learners”. These sessions of working in classroom is variously referred to as teaching practice (TP) or practicum. Sometimes the terms “induction” or internship are also used to describe the experience given to the prospective teachers in the classroom environment. Thus, the terms teaching practice (TP) and practicum essentially refer to the same basic notion of placing the student teachers in the environment where they gain practical experience of teaching in a natural environment.

Regardless of by what nomenclature it is referred by, practicum is considered as one of the most important aspects of a student teacher’s education. There is a general agreement amongst the scholars of teacher education that the practicum is an important component of teacher programs (Beck, 2002; Glickman & Bey, 1990; McIntyre, Byrd, & Foxx, 1996; Russell, 2005).

The importance of practicum stems from many reasons and functions it performs. For one thing, practicum is an important tool for providing a practical experience to the student teachers to rehearse what they will be performing in actual classroom situation on taking up their teaching assignment. Purdy and Gibson point out that “Teaching practice plays a role in education similar to an internship or field attachment in other professions, such as medicine, law, and engineering, by offering exposure to practical classroom experiences in the context of a mainstream school”. In the same vein, practicum is comparable to teaching of a foreign language where the emphasis is on providing a practical experience. “For most pre-service teachers, the TESOL [teaching English to speakers of other languages] practicum is considered to be one of the most important learning experiences in learning to teach through reasoning about their practices, supported by their educators”.

Another benefit of practicum comes in the form of an interaction between the experienced teachers and the student teachers. It allows an opportunity to the student teachers to gain insights in the teaching process by observing and sharing ideas with the seasoned teachers. Since trainee teachers need to have model in front of them to follow, practicum furnishes that opportunity where student teachers get “exposure to practices of experienced teachers” (Zeichner, 2006: 333).

Practicum is a dynamic and is responsive to the emerging needs of teaching practices. Its goals should be aligned with the desired outcomes of a teaching training program. Thus, after objectives for the practicum are formulated, they need to be reviewed on a regular basis with respect to the prerequisites discussed above. In addition, objectives need to be reassessed regularly in light of technological advancements that characterizes the current age. Practicum also allows the student teachers to develop creative, critical and reflective thinking and strengthen their application of behavioral term objectives. That is, it aims to bring about in student teachers the way they behave and act. Practicum is also helpful in equipping student teachers with a repertoire of teaching methodology and techniques, as well as trains them in using A.V. Aids, organizing learning activities, and how the remedial treatment is to be given for learning outcomes (Murtaza, 2011). In order for the practicum to realize the potential it has as a significant learning experience for future teachers, changes need to be made. These changes should be based on notions of empowerment, collaboration and reflection. This argument fits with the move over recent years from a teacher dominated approach of associate teachers in student supervision, to a more learner dominated approach of enquiry and investigation (Dobbins, 1996). It has also led to a change from the associate being the problem solver, decision maker, and goal setter, to the student teacher and associate teacher working in a collaborative problem solving way, with joint decision making and goal setting.

Yet another purpose of practicum is to promote cohesiveness and coordination among prospective teachers, supervisor/tutors, school administration. Coordination among theoretical knowledge, learning activities, resources, evaluation criteria and administration must be ensured during objectives.

A practicum experience essentially involves three stakeholders. These three critical participants include: 1) the prospective teacher (PT) also variously known as student teachers or trainee teachers, 2) the Collaborating Teacher (CT) and 3) the College/University Supervisor, referred to as the "triad". Each member of the triad plays an important role in the whole process of providing a practical experience to the prospective teachers because three of them are involved in making a decision as to what happens in the classroom and how it is interpreted. The three members jointly determine the roles and responsibilities of each stakeholder as well as what to expect from the whole exercise. If the expected outcomes are clear and well defined and every member of the triad has a good sense of what is expected of him/her, the experience of practicum promises to be productive and rewarding for each of member of the group.

During the semester in which the practicum is taking place, the triad should meet together at least three times: Firstly, at the beginning of the semester to decide on the roles and relationships of each member of triad are discussed. Secondly, the meeting takes place at mid-point of the semester to discuss the performance of each member; the collaborating teacher, the prospective teacher and the supervisor. Thirdly, the meeting occurs at the conclusion of the semester where final grades are discussed. However, the three proposed meetings are not a fixed number by any means. Should the triad feel that more meetings are required in order to meet the challenges; this can happen with the consultation of the members of the stakeholders.

The general expectations from the collaborating teachers are that they should be able to provide emotional support, peer relationship, a degree of collaboration with the PT, flexibility in teaching content and methods, and extensive feedback on performance of the prospective teachers (Beck, 2002). For all of these kinds of support the CTs themselves also need extensive orientation, sensitization, and training (Korthagen, Loughran, & Russell, 2006; Zeichner, 1992; Zeichner, 1993; Zeichner, 1996). Such orientation and training are crucial, as the role of the CT is central to the success of the practicum.

In the whole process of undertaking practicum the role of the Collaborating Teacher is critical. S/he guides the Prospective Teacher on a daily basis, providing essential feedback required for initiating the Prospective Teacher into the art of teaching. This feedback comprises on discussion on how planning, teaching and assessment are to be carried out by the prospective teacher.

Collaborative teachers (CTs) are expected to teach all student teachers the arts and skills of relating subject matter, knowledge and pedagogy. Being able to complete this linking is fundamental to teaching. Teacher educators should strive to provide pre-service teachers not only with course work that provides them with a solid foundation for their thinking, but also with the opportunities to make essential connections between practical experiences and their base of theoretical knowledge. Subject matter and pedagogy have been peculiarly divided in the conceptualization and curriculum of teacher education and learning to teach.” This has meant that teachers have often been left to their own devices when linking subject matter, knowledge and pedagogy.

Another important function of the collaborating teachers is to help prospective teachers to relate the practice with theoretical underpinning. Collaborative teachers should aim “towards providing student teachers not only with a solid foundation for student thinking, but with opportunities to make a connection between practical experiences and theoretical knowledge”

It is important because “a crucial component for teacher education is assisting student teachers to make their beliefs and philosophies explicit, to examine the underlying assumptions of those beliefs, and then to reflect on the consequences of putting such beliefs into practice in schools. Such a process helps student teachers understand and negotiate the socialization process inherent in becoming a teacher” (Ziechner and Gore, 1990).

Teaching cannot be considered a profession unless its practitioners have acquired an extensive body of theoretical knowledge that helps them to understand, explain, defend, justify and, where necessary, modify their pedagogy. These links were evident in the research findings. Student teachers indicated that associate teachers with a sound knowledge base were able to explain their pedagogy to them clearly.

The grasp of the collaborating teacher on his/her subject is of key importance. Collaborative teachers have to have content knowledge, because you’re trying to understand teaching and kids, and if associates don’t have the skills or experience to tell you what is happening, it makes a really huge gap. Collaborative teachers must have not only sound subject knowledge; they must be able to apply this effectively in the classroom. It is important that this knowledge base is seen by student teachers. They further argue that for teachers to be able to identify children’s levels of understanding, to know the steps which are necessary to take to improve achievement, to ask appropriate questions to guide children towards deeper understandings, to help children identify for themselves how to construct the way forward and to offer effective quality feedback, teachers need an immense amount of content knowledge.

The feedback of the experienced teachers is also a very useful tool for measuring whether the student teachers are attaining the desired level of experience. The feedback may not be at individual level but it might as well be useful for the teacher education intuition. In this sense, the Teaching Practicum may be a useful means of providing the required feedback to the TEK institution on the progress of their student. This feedback in turn form a basis to decided whether the trainee teachers should be qualified to teach or not. This information can also be used in

bringing about qualitative changes in the institution and take measures to introduce positive changes. In short, practicum is a multi-faceted activity and many desirable benefits flow from it.

The collaborating teachers are also expected to provide emotional support, peer relationship, a degree of collaboration to the PT's, flexibility in teaching content and methods and extensive feedback on performance of the perspective teachers (BECK, 2002). For all of these kinds of support the CT's themselves also need extensive orientation, sensitization and training (Korthagen, Loughran and Russel, 2006; Zeichner, 1992, 1993, 1996.). Such orientation and training are crucial, as the role of the CT is central to the success of the practicum.

Benefits of successful practicum for student teachers

The practicum is an essential and important part of pre-service teacher education, and its success is dependent to a large extent on the associate teacher and his/her supervision practices. Student teachers who participated in the study indicated that they model and follow the lead of their associate teachers. Effective associates are ones who model their practice, are supportive of student teachers, and attempt to reduce any anxieties we have about teaching and learning, and they are encouraging in their approach.

The study also showed that there were important benefits for the student teachers in having supportive, well prepared associate teachers. They made the students feel wanted, and encouraged them with positive reinforcement. Some students pointed out that because of this support that they did not feel upset by constructive criticism and were more willing to take risks. This form of guidance, involving mutual learning and friendship, allows both the associate teacher and the student teacher to engage in "expanding the boundaries of their own knowledge about teaching and professional growth". One important purpose of being an associate, commented a student teacher, was to assist students in the development of their professional identities. Collaborative teachers ideally should be talking about their personal beliefs and thinking processes, while at the same time encouraging student teachers to think more deeply about their own practice.

For both associate teachers and student teachers, the process of supervision is a complex one. In a similar way to teaching itself, learning to teach is neither simple nor explicit. The importance of completing a successful practicum is an essential part of the development of becoming a professional and a teacher. The practice of

teaching remains forever rooted in personality and experience and that learning to teach requires a journey into the deepest recesses of one's self-awareness.

The above discussion clearly indicates that practicum is an essential part of teacher training and is a means of providing worthwhile experience to the student teachers. The role of the collaborating teacher in the entire process is very crucial. A collaborating teacher is expected to display certain characteristics to provide a useful experience to the prospective teacher. For doing so successfully, he needs to be acquainted with emotional, academic requirements of the prospective teacher. A trained and experienced collaborating teacher can make a huge difference in giving the right experience to a student teacher. In what follows, we aim to see whether the collaborating teachers at Muzaffarabad identified schools are delivering their roles and responsibilities required of them. The next section outlines the research design for the study.

Methodology

The case study was conducted in two practicum schools associated with AJ&K University (refer to as School No. 1 and School No. 2 in order to hide their identity for ethical in research reasons. For the purpose of this study, the Collaborative Teachers (CTs) in the study each represent a single case. For data collection, observation sheet, the only tool used keeping in view the time and space, was used in order to see how the CTs helped PTs in lesson delivery covering various aspects including their role, planning and procedure, facilities available and classroom management and tools. Two researchers observed eight practicum sessions (four in each school). The observation spanned over one month (one episode per week) using the observation developed for this purpose. Researchers documented the various aspects of the CT's role from the time that they are nominated by the schools. The process of their orientation was documented in detail. The CTs were interviewed to check the prescribed criteria provided by the Institute of Education, AJK before and after the orientation and initial training. The following highlights the source and type of data used in the current study. All Practicing Teachers were enrolled in the third semester of their degree program.

Data analysis

This is a multiple-case study in nature. The collected data was analyzed through qualitative interpretation on the basis of results of the actual observation. Data analysis protocols were included tallying ratings for each of the four

observations of the two coordinating teachers and coding the qualitative field notes taken by the researchers. A peer reviewer also conducted an audit of the data to check for any inconsistencies in the observation data. Additionally, a data table was created to provide clear presentation of ratings from each observation. Each case of the two CTs is discussed in detail in the analysis.

Analysis of Observations

In this case study, researchers observed Collaborating Teachers (CTs) at two schools. Collaborating Teacher A (CT A) was observed at School No. 1 MZD, while Collaborating Teacher B (CT B) was observed at School No. 2. Researchers conducted four observations of each CT using a well-developed observation tool. Based on the literature and available documents about the role of the CT, the observation tool included areas known to be important in the work of a CT. These areas are: general information about the available facilities in the practicing school, system and role, planning and procedures, use of facilities, classroom management and tools, evaluation and assessment, and behavior and coordination. Although the number of participants does not yet allow for broad generalizations, researchers noted that there were some areas where the CTs managed their roles well and other areas that present challenges.

Collaborating Teacher A: School No. 1 MZD

CT A is female and has the academic qualification of M.A. and the professional qualification of B.Ed. She has seven years of teaching experience and her major subject area is mathematics. Available facilities at School No. 1 included a white/blackboard, pointer and chalk, and a duster. CT A did not have access to multimedia/OHP or subject matter books. It is important to note here that CT A may not have control over the available facilities and therefore may be hindered in some areas of her work.

CT A appeared to manage her role fairly well in some areas while facing challenges in other areas. In system and role, CT A appeared to struggle in most areas involving mentoring of the practice teacher, including helping the PT manage the class during lesson delivery and in applying theory to lesson planning. CT A seemed to have particular difficulty in describing the process of evaluation for the PT. However, CT A showed stronger ability in spending time to explain how to manage the class during lesson delivery.

In the category of planning and procedures, CT A managed well in the majority of areas, including providing information to the PT about the school system and rule, providing information about school time-tables, sharing information about school facilities, briefing the PT about the class syllabus, and sharing information about the text books being used. CT A did not manage as well in the areas of helping the PT in lesson planning, in using instructional techniques, or in providing instructional materials to the PT. Overall in this category, observations indicated that CT A was willing to share information in general but having challenges in the areas related to lesson planning and instructional techniques.

CT A showed mixed ratings in the category of facilities. She showed strong willingness to provide help to PTs about use of the white board, pointer and chalk. CT A seemed particularly challenged in providing instructional tools to the PT. In classroom management and tools, CT A did well in several areas, including helping the PT with classroom discipline and management.

The area of evaluation and assessment appeared to be where CT A had the most challenges. Although she was rated high in participating in the PT's final evaluation, other aspects of assessment were generally rated low. These areas include using observation and assessment tools, helping with the PT's profile preparation, following the university criteria for evaluating a PT's performance, and providing the PT with information about the school examination system.

In the final area rated, behavior and coordination, CT A showed higher ratings in several areas, including being punctual, as well as showing enthusiasm and friendliness towards the PT.

Summary of Results

Collaborating Teacher A

Overall, CT A's behavior was polite towards the PT; however, CT A was not aware about her role regarding assessing, monitoring, lesson planning and providing feedback to PTs. She was willing to support the PT, but she faced problems in monitoring them because she appeared not to be aware about teaching techniques, especially in using the board, AV aids and preparing the lesson. CT A did not seem to help the PTs in lesson planning and did not provide feedback, so in this way the PTs were not clear about their performance or whether the objectives were achieved or not in class during teaching and during assessment of the students. CT A did not provide guidance in co-curricular activities. CT A appeared to struggle with

motivating the PT in the teaching and learning process by using different techniques. However, CT A did provide necessary teaching resources to the PTs, i.e. white/black board, chalk. She also shared library facilities with the PT. Additionally, CT A provided help to the PT in classroom management and generally showed enthusiasm towards helping the PT. Observations of CT A indicate there may be a strong need to provide greater training about the PT's practicum. This is discussed further in the recommendations for practice section.

Collaborating Teacher B: School No. 2

CT B is female and has the academic qualification of M.A. and the professional qualification of B.Ed. She has 21 years of teaching experience and her major subject areas are mathematics and physics. Available facilities at School No. 2 included a white/blackboard, pointer and chalk, and a duster and to some subject matter books. CT B did not have access to multimedia/OHP. It is important to note here again that CT B may not have control over the available facilities and therefore may be hindered in some areas of her work through circumstances beyond her control.

CT B received high ratings in a several areas in the category of system/role including acting as a mentor for the PT and spending time with the PT to explain how to carry out lessons in class. Helping the PT apply theory to lesson planning and explaining how the PT would be evaluated showed mixed and somewhat lower ratings.

CT B received generally high ratings in the majority of areas within planning and procedures. In particular, ratings were highest on sharing school time tables and facilities with PTs, as well as helping the PT in lesson planning. In the area of facilities, CT B showed strong ratings in providing necessary resources to the PT, including the board, pointer and chalk. However, she was rated low in sharing library facilities. In classroom management and tools, CT B had high ratings in answering the PT's questions but lower ratings in the other areas, including classroom discipline and management.

In the area of evaluation and assessment, CT B received high ratings in many areas and was particularly strong in providing feedback to the PT and in helping the PT with profile preparation. In terms of behavior and coordination, CT B was always punctual and showed high levels of enthusiasm and friendliness to the PT.

Summary of Result Collaborating Teacher B

Data reveals that CT B's behavior was generally positive, and she was keen to provide support and guidance to prospective teachers but in this regard seemed to face many difficulties. CT B's ratings were high in a large number of areas, and showed high ratings in particular in most areas of assessment and evaluation, which may be due in part to her 21 years of experience in teaching.

Discussion

From the analysis above, it is quite clear that the collaborating teachers are quite support as far as helping with provision of tangible things is concerned i.e. providing black board and other facilities at schools. They did not show any reluctance in providing assistance wherever they could with materials. However, it is come out very clearly that they are quite deficient in providing academic and professional support to the prospective teachers, thus not able to perform the role of mentoring assessing and providing effective feedback.

One of the reasons for this lack of providing professional and emotional support is because at schools the teachers do not have professional development opportunities for updating or enhancing their professional capabilities and skills as pointed out by. In schools in the Government of AJK to which these schools belong don't have any provision for study leave whereby teachers can proceed on training. Nor are the teachers themselves interested in enhancing their professional qualifications because there is not particular incentive for them in doing so in terms of promotion to higher grades of monetary benefits. Rather taking a leave and Beck (2002) proceeding on a training program can be a disadvantage in many cases because once they are transferred from the school they won't be able to come back to the old position which they have gotten and have been striving hard to retain.

Furthermore, there are no short courses or on-job training opportunities available to them to catch up with the latest developments in their profession. Thus, it is understandable why they are familiar with the latest techniques in practicum, as has been pointed out in the analysis. Even if there is an opportunity, many teachers are not willing to participate in these professional development initiatives. Most of the teachers seem happy with their job and would like to maintain the status quo.

Thus, it is quite natural if the collaborating teachers in these schools are not in a position to relate the theory and practice as emphasized by Yost, Sentner and Forlenza-Bailey (2000). They in fact are not aware of the theoretical underpinning

which informs the practice. This lack is further cemented by the fact that they themselves have never undergone such an experience of practicum. We are aware that most of the educational institutions offer degrees in education (B.Ed or M.Ed. etc.) without requiring the trainee to undertake any practical teaching before the award of the degree.

Collaborative work is also a unfamiliar term in the environment of schools in Pakistan, including Azad Kashmir. Teaching is considered to be a private, closed-door activity and pin-drop silence in class is considered to be an extraordinary quality. Collaborative work or observation generally makes teachers nervous, leading them to behave in an unnatural and affected manner (for importance of skill and experience. Thus, the concepts of emotional support, peer relationship, degree of collaboration are strange terms for them. As a matter of fact, the collaborating teachers are in need of receiving similar training for themselves before assuming this role.

Communication skills seem to be yet another reason for not performing their roles as effectively (Korthagen *et al* 2006). It is widely accepted that most of the teachers are not able to assimilate new theoretical knowledge and put it into practice. Nor do they have critical analysis skills to question the knowledge they come across, as well as lacking the confidence and initiative for experimenting with new methods and techniques. It appears that they lack the vocabulary and phraseology essential to providing emotional support, assessment and feedback.

In brief, the collaborating teacher due to lack of training are not capable of displaying the characteristics associated with them as outlined in the literature review section above. They however cannot be blamed for them since opportunities for acquiring these skills and knowledge are rare.

Conclusion

On the basis of data interpretation following conclusions were drawn:

1. Collaborative teachers appear to see their role as very important but challenging.. Additional preparation for CTs is likely needed.
2. Collaborative teachers provided substantial help to prospective teachers in lesson planning, class teaching and provision of feedback although level of expertise in each area differed among the two CTs in the study.

3. Collaborative teachers performed their roles remarkably well but faced some problems in different areas. In system and role, collaborative teachers struggled most in areas involving mentoring of the prospective teachers in class management and lesson planning.
4. Collaborative teachers struggled in the area of evaluation
5. Collaborative teacher demonstrated strong abilities in spending time to explain how to help the class during instruction.
6. In the area of planning and procedure, collaborative teachers did well in most of the areas.
7. Collaborative teachers appeared willing to share information related to lesson planning and instructional strategies.
8. Collaborative teachers showed strong desire to provide help to PTs about use of instructional aides.

Recommendations

On the basis of the research findings, the following recommendations are presented:

1. Collaborative teachers need to be better informed about their role in the practicum.
2. Collaborative teachers need additional training on how to facilitate prospective teachers during instruction
3. Collaborative teachers need to have more thorough information about the problematic areas they may encounter during the teaching practicum.
4. Collaborative teachers need additional training in evaluating prospective teachers.

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Appendix

The Role of Collaborating Teachers in Guiding Practicing Teachers

School No. 1, MZD

Coordinating Teacher A (CT A)

System/Role

	Obs	1	2	3	4
Item					
C01		4	2	3	2
C02		5	1	2	5
C03		5	4	2	5
C04		4	3	2	3
C05		2	2	3	2

Planning & Procedure

	Obs	1	2	3	4
Item					
C04		5	5	4	4
C05		4	5	4	4
C06		4	4	4	4
C07		4	4	4	4
C08		4	4	4	4
C09		1	1	2	1
C10		2	2	2	1
C11		3	2	2	1

Facilities

	Obs	1	2	3	4
Item					
C12		2	1	2	2
C13		1	4	2	2
C14		4	4	4	2
C15		4	4	2	4
C16		5	4	4	4

School No. 2, MZD

Coordinating Teacher B (CT B)

System/Role

	Obs	1	2	3	4
Item					
C01		5	5	5	5
C02		4	3	4	4
C03		4	1	2	4
C04		3	3	2	3
C05		3	3	3	3

Planning & Procedure

	Obs	1	2	3	4
Item					
C04		4	4	2	4
C05		5	5	5	5
C06		4	5	4	4
C07		4	3	4	4
C08		4	4	1	4
C09		5	5	4	5
C10		3	4	1	3
C11		3	3	1	3

Facilities

	Obs	1	2	3	4
Item					
C12		3	3	1	3
C13		3	2	1	3
C14		1	1	2	1
C15		5	4	1	5
C16		5	5	5	5

Classroom Management & Tools

	Obs	1	2	3	4
Item					
D01		5	4	4	4
D02		5	4	4	4
D03		5	1	2	1
D05		4	4	2	1

Classroom Management & Tools

	Obs	1	2	3	4
Item					
D01		2	3	1	2
D02		2	2	1	2
D03		1	3	2	1
D05		4	5	5	4

Evaluation/Assessment

	Obs	1	2	3	4
Item					
E01		2	3	2	2
E02		1	1	3	2
E03		1	2	1	2
E05		1	1	1	2
E06		1	1	1	2
E07		4	4	4	5
E08		1	1	5	3
E10		1	2	2	2

Evaluation/Assessment

	Obs	1	2	3	4
Item					
E01		4	5	5	4
E02		5	5	5	5
E03		1	4	2	1
E05		5	5	5	5
E06		4	4	4	4
E07		5	4	4	5
E08		4	5	5	4
E10		4	4	3	4

Behavior & Coordination

	Obs	1	2	3	4
Item					
F01		4	4	3	2
F02		1	4	2	2
F03		4	1	1	2
F04		4	4	4	5
F05		4	4	5	5
*F06		2	3	4	5

Behavior & Coordination

	Obs	1	2	3	4
Item					
F01		5	5	4	5
F02		3	5	3	4
F03		4	5	3	3
F04		5	5	5	5
F05		5	5	5	5
*F06		1	1	1	2