



THE UNIVERSITY OF BUEA

**THE HIGHER TECHNICAL TEACHER
TRAINING COLLEGE
(HTTTC) KUMBA**

TEACHING PRACTICE HANDBOOK

Table of contents

Preface	ii
Section 1: Introduction	
1.1. What is teaching Practice	1
1.2. Goals and objectives of teaching practice.	1
1.3. Mission and Vision statements	2
1.4. Overview of the student teaching practice.	2
Section 2: Organization of Teaching Practice	3
2.1. Administrative Procedures of the Teaching Practice.	3
2.2. Teaching Practice 1 and 2	3
2.3. Number of periods for Teaching Practice per Student Teacher	4
Section 3: Preparation for Teaching Practice	5
3.1. Preparation of student teachers through coursework and seminars	5
3.2. Selection of teaching practice schools	5
3.3. Meetings and Seminars with student teachers, cooperating teachers, Pedagogic Inspectors, and HTTTC supervisors.	5
3.4. Visiting the teaching practice school	5
Section 4: Roles and Responsibilities of the key actors of teaching practice	6
4.1. The Director of HTTTC Kumba	6
4.2. The Director of Studies of HTTTC Kumba	6
4.3. The Heads of Divisions of Practical	6
4.4. The Head of Service for Internship of HTTTC Kumba	7
4.5. The Roles and Responsibilities of HTTTC Supervisor	7
4.6. The Inspector General of Education - MINESEC	10
4.7. The Inspector Coordinator General (ICG) MINESEC	10
4.8. The National Pedagogic Inspectors	11
4.9. The External Services of the Ministry of Secondary Education.	11
4.10. The Regional Pedagogic Inspectors	11
4.11. The School Principal (cooperating principal)	11
4.12. The Head of Department	12
4.13. The Responsibility of the Cooperating Teacher	12
4.14. The Roles and responsibilities of Student Teacher	14
Section 5: During the Teaching Practice	16
5.1. What classes do student teachers teach?	16
5.2. Observation by student teacher	16
5.3. Lesson Preparation	16
5.4. Lesson Presentation	18

5.5.	Lesson realization	18
5.6.	Observation and discussion with cooperating teacher, inspector, or HTTTC Supervisor	19
5.7.	The daily/lesson record book	19
Section 6: Evaluation of Teaching Practice		20
6.1.	Evaluation by cooperating teacher	20
6.2.	Evaluation by HTTTC supervisor	20
6.3.	Pedagogic Examination	20
6.4.	Evaluation of Teaching Practice Report	21
Appendixes		
❖	Allocation of Credit Values for Teaching Practice	22
❖	Teaching Plan Template	23
	Teaching Practice Evaluation Forms	24

PREFACE

The exigencies of the 21st Century are and will continue to impose enormous challenges to the teacher. Advances in learning theory, technology, and global communications require that tomorrow's teachers have the most up-to-date skills possible. The Higher Technical Teacher Training College (HTTTC) of the University of Buea in Kumba is thus committed to preparing tomorrow's teachers through knowledge, pedagogy and professionalism. Our teacher preparation efforts are based on the principle that knowing what content to teach is on equal footing with knowing how to teach.

HTTTC is aware that the success of a student teaching experience depends heavily on the coordinated efforts of a number of persons. This includes student teachers, cooperating teachers, school principals, pedagogic inspectors, HTTTC officials and supervisors. This handbook has been prepared to help each participant become aware of his/her role in the teaching practice programme.

The Handbook is divided into six sections. The first section provides information about the program, procedures, goals and objectives. The second section describes the organization of teaching practice while the third section deals with preparation for Teaching Practice. The roles and responsibilities of everyone involved in the teaching practice is treated in section four. Section five deals with the processes during the teaching practice. The evaluation procedures are described in section six.

HTTTC is most appreciative of the cooperation that it receives from the Ministry of Secondary Education, school administrators and cooperating teachers who have readily accepted student teachers and the role they play to mentor them.

May 2018

Prof. Akume Daniel Akume
Director HTTTC Kumba

SECTION 1: INTRODUCTION

1.1 What is teaching practice?

Teaching practice is a core part of all teacher training programmes which enables student teachers to experience school-based teaching at key points of their undergraduate and postgraduate programmes. It is achieved through collaboration between the Higher Technical Teacher Training College of the University of Buea and the Ministry of Secondary Education, whose schools and staff are used as sites and mentors respectively of the teaching practice. It involves student teachers, teaching practice tutors, cooperating teachers, and students (pupils). The teaching practice provides student teachers with the opportunity to develop their abilities to apply and refine knowledge and instructional skills acquired through the HTTTC course-work in classroom teaching. This is achieved through effective planning, preparation and presentation of lessons, reflecting on and assessing their own teaching and student learning.

The term “Teaching Practice” is used generally to refer to the different types of school attachments (student teaching, school experience, or teaching practice) that are undertaken as part of the initial teacher preparation programme at HTTTC Kumba

1.2 Goals and objectives of teaching practice.

- To provide opportunities for student teachers to apply and refine their ability to use research based methods and sound techniques of instruction including the techniques of:
 - a. Instruction.
 - b. Evaluation and assessment.
 - c. Diagnosis and remediation.

- To select and apply effective instructional materials consistent with:
 - a. Patterns of curriculum organization.
 - b. Learning objectives in the respective teaching fields.
 - c. Differentiation.
 - d. Thematic units.
 - e. Source materials for instruction.
 - f. Evaluation instruments and integration of instructional technology.

- To develop an appreciation in student teachers of their role in a democratic society by analyzing:
 - a. Personal, social, intellectual and moral qualities.
 - b. Legal requirements for the profession.
 - c. Active identification with professional organizations.

The service/division for practicals and Internship is the Professional Education Unit of the Higher Technical Teacher Training College.

1.3 Mission and Vision statements

The missions of the Higher Technical Teacher Training College are: -

- a) To train teachers for technical, education, teacher training colleges as well as personnel for school and university guidance and counseling;
- b) To promote research in general and pedagogic research in particular in technically related areas;
- c) To carry out in-service training and updating of technical teachers and technical pedagogic inspectors through the organization of refresher course.

The vision of the Higher Technical Teacher Training College is to continuously increase the number and improve on the levels and quality of technical secondary school teachers to match with the needs, demands and rapid changes in technical secondary education in Cameroon.

The Vision of HTTTC Kumba for Teaching Practice is to prepare the student teacher to face the challenges of the teaching profession and by so doing contribute to developed quality human resources to boost the emergence of the country.

1.4 Overview of the student teaching practice.

Teaching Practice is a core part of all teacher training programmes at the Higher Technical Teacher Training College of the University of Buea in Kumba. It is given enough attention so as to provide student teachers with the opportunity to develop their pedagogical skills and professional dispositions which are at the centre of the teaching and learning process. The student teacher learns how to design, deliver and assess the effectiveness of instruction to meet the needs of all students.

SECTION 2: ORGANISATION OF TEACHING PRACTICE

2.1. Administrative Procedures of the Teaching Practice.

The administration of the Teaching Practice exercise is an activity carried out by the Higher Technical Teacher Training College (HTTTC) Kumba of the University of Buea and the Ministry of Secondary Education.

2.2. Teaching Practice 1 and 2

The teaching practice has two phases, Teaching Practice 1 and Teacher Practice 2. Teaching Practices 1 and 2 have to be completed satisfactorily as part of the requirement for the award the graduate or postgraduate diploma in teacher education (DIPET I or DIPET II) programme at the Higher Technical Teacher Training College (HTTTC) Kumba of the University of Buea. The two Teaching Practices are progressive and developmental. The focus and content of each Teaching Practice reflects the increasingly sophisticated attainment of planning, teaching and observation skills required to grow professionally and become a graduated teacher who is informed in terms of content knowledge, pedagogical skills and professional disposition towards teaching as a reflective practitioner.

Teaching Practice 1 is a preparatory stage for teaching Practice 2 and it focuses on Developing Classroom Management while Teaching Practice 2 concentrates on Designing Quality Learning Experiences, Promoting Student Centered Learning and Encouraging Student Teachers to Reflect on Educational Practice.

Teaching Practice 1:

Teaching Practice 1 focuses on Developing Classroom Management. It provides student teachers opportunities to observe their cooperating teachers teach and to reflect on the roles and responsibilities of a teacher. They will also be given the practical experience of helping their cooperating teacher in planning lessons, preparing resources, managing pupils and to do some guided small group teaching.

The students of the first cycle (undergraduate programme) shall undergo teaching practice 1 lasting for 4 weeks during the last 4 weeks of the first semester of level 300. The students of the second cycle (postgraduate programme) shall undergo teaching practice 1 lasting for weeks during the last 4 weeks of the first semester of level 500.

Teaching Practice 2:

Teaching Practice 2 concentrates on Designing Quality Learning Experiences, Promoting Student Centred Learning and Encouraging Student Teachers to Reflect on Educational Practice.

After mastering the skills in teaching practice 1, the student teacher is given the responsibility to teach independently. Focus is then placed on planning, assessing and evaluating student achievement, school effectiveness and programmes/curricula. While the purposes, principles and issues of assessment are addressed, there is an emphasis on the assessing and reporting of student progress. Student teachers will learn to plan their own lessons, to teach, prepare relevant

resources and to manage students independently while still being able to consult their cooperating teachers and to observe them teach.

The students of the first cycle (undergraduate programme) shall undergo teaching practice 2 lasting for 12 weeks during the last 4 weeks of the first semester of level 400 and first 8 weeks of the second semester of level 400. The students of the second cycle (postgraduate programme) shall undergo a teaching practice 2 lasting for 12 weeks during the last 4 weeks of the first semester of level 500 and first 8 weeks of the second semester of level 500.

2.3 Number of periods for student teachers

The minimum number of single periods for which a student teacher is expected to teach is 12 per week for first cycle (undergraduate programme) and 10 per week for second cycle (postgraduate programme). Student teachers shall be placed only in schools where they can have the minimum number of periods required per week. The assigned periods may be higher than the minimum depending on the specific circumstances of the school. However, students are required to give special attention to the preparation and evaluation of their lessons and it is expected that the total workload assigned to a student will take account of this. In this respect, the maximum number of single periods taught per week should not exceed 20 for first cycle student teachers and 18 for second cycle student teachers.

Student teachers may be assigned to teach both single and multiple periods. When counting the number of periods in the timetable, for example, a double period is equivalent to two single periods.

SECTION 3: PREPARATION FOR TEACHING PRACTICE

3.1. Preparation of student teachers through coursework and seminars

Student teachers are prepared for teaching practice by the various departments through different content-specific modules relating to the students' subject specialization. In addition, the Teaching Practice 1 is preceded with four seminars of four hours' duration each, which will focus on Teaching Practice Processes, Classroom Management Strategies, Lesson Planning Strategies, and Professional Dispositions. The essence of all of these is to develop competent, caring and reflective teachers. The teaching practice seminars are coordinated by the teaching practice office.

3.2. Selection of teaching practice schools

In the case of Teaching Practice 1, for level 200 and 400, Student Teachers indicate their choices from the list made available to them by the Teaching Practice office. For Teaching Practice 2, all teaching practice placements are organized by the teaching practice office and student teachers are informed of the name of the teaching practice school by a decision of the Director as soon as possible. Once students have been informed of their teaching practice school it is their responsibility to visit the school for a preliminary contact.

3.3. Meetings and Seminars with student teachers, cooperating teachers, Pedagogic Inspectors, and HTTTC supervisors.

Meetings comprising student teachers, cooperating teachers, Pedagogic Inspectors, HTTTC supervisors and others involved in the Teaching Practice shall be held before the start of the exercise. The purpose of the meeting is to inform and familiarize all stake holders with the processes and procedures of the Teaching Practice exercise. These meetings may take place at Regional, Divisional, or school levels.

3.4. Visiting the teaching practice school.

Soon after the meeting and seminar with student teachers, cooperating teachers, Pedagogic Inspectors, and HTTTC supervisors, it is the responsibility of the student teacher to visit the school for a preliminary contact. It is preferable that the visit takes a full day so as to become familiar with the curriculum and resources which will be available to her or him, and also to obtain details of the classes to be taught, agree on timetable with the cooperating teacher, and meet other teachers of the department. It is advisable to ring the school in advance of school for a preliminary visit. It is preferable that the visit takes a full day so as to become any proposed visit to arrange suitable time to meet the school authorities and the cooperating teacher.

SECTION4: ROLES AND RESPONSIBILITIES OF KEY ACTORS OF THE TEACHING PRACTICE

The roles and responsibilities of each of the key actors are outlined below.

4.1 THE DIRECTOR OF HTTTC

The student teaching practice shall be placed under the general supervision of the Director of the Higher Technical Teacher Training College (HTTTC) of the University of Buea in collaboration with the Inspector General of Education in the Ministry of Secondary Education. In this regards, the General Supervisor shall

- ensure the proper conduct of teaching practice in all the schools
- approve all sites selected as schools for the teaching practice
- approve the placement of students in the various schools

4.2 DIRECTOR OF STUDIES

The Director of Studies shall assist the Director of HTTTC and also take responsibility for;

- Ensuring that the course-work in classroom teaching is effectively covered before students go out for teaching practice,
- Ensuring that adequate time, space and logistics are provided for effective teaching practice seminars,
- Ensuring that the periods allotted for teaching practice are reflected in the overall timetable of the school and strictly adhered to.

4.3 HEADS OF DIVISION: PRACTICALS

The student teaching practice shall be placed under the coordination of the Head of Division for Practicals at the Higher Technical Teacher Training College of the University of Buea. The Head of Division for practical shall be assisted by the Head of Service for practical and Internship at the Higher Technical Teacher Training College of the University of Buea. In this regard, he/she,

- Shall be responsible for upholding the policies and procedures approved by the Higher Technical Teachers Training College (HTTTC) on Student Teaching practice.
- Shall contact the Regional Delegates of Secondary Education for placement information and draw up student teaching placements for the approval of the Director of the Higher Teacher Training College.
- Shall prepare an outline explaining Teaching Practice Supervision Expectations, Visit Protocols, Formative and Summative assessment procedures and timelines.
- Shall make visitations to all student teachers that are identified as demonstrating significant deficits.
- shall ensure that before a student teacher is withdrawn from Teaching Practice, he/she should observe the student and consult with the HTTTC Supervisor and Cooperating Teacher to ascertain the student's specific areas of weakness. Since student teaching is

based on competency, a student teacher who is found incompetent by the HTTTC Supervisor and Cooperating Teacher shall be withdrawn. In cases where the student teacher is withdrawn for remediation, the Coordinator chairs the review committee and monitors the student's progress. The Coordinator will reconvene the committee when specified remedial activities have been done to determine whether or not the student teacher is to be returned to an assignment. In cases where a student teacher is withdrawn, the Coordinator of Teaching Practice chairs the HTTTC grade-appeal hearing. Student teachers who believe that they have been incorrectly withdrawn have a right to appeal the Director of HTTTC at the HTTTC level.

- Shall ensure liaison between HTTTC Kumba and the Regional Delegates for Secondary Education.
- shall coordinate seminars for student teachers at the level of HTTTC Kumba
- shall make visitations to teaching practice sites to monitor the progress and effectiveness of the Teaching Practice.

4.4 HEAD OF SERVICE FOR INTERNSHIP

Shall assist the Head of Division for practicals in the Teaching Practice exercise and in particular take responsibility for;

- preparing the list of student teachers for teaching practice according to the various specialties;
- organizing internal training seminars for the teaching practice exercise;
- preparing a list of HTTTC supervisors from proposals submitted by the Heads of Department;
- making visitations to teaching practice sites to monitor the progress and effectiveness of the Teaching Practice.

4.5 Roles and Responsibilities of HTTTC Supervisor

The HTTTC supervisor is the representative of the HTTTC whose chief purpose is to help student teachers improve their teaching effectiveness. This person is responsible for the implementation of HTTTC regulations for student teachers and for establishing and preserving rapport among the student teachers, cooperating teachers and administration.

The HTTTC supervisor assists the Coordinator of Teaching Practices to identify new sites for student teacher placements, and to select and provide orientation for new cooperating teachers. The supervisor will also help assess the effectiveness of the placements and provide feedback about the adequacy of school-university relationships. It is also his/her responsibility to provide feedback to the Heads of Departments and faculty so that appropriate changes can be made in the curriculum.

The supervisor conducts a weekly or bi-weekly practicum, which helps student teachers analyze their experiences. The practicum also provides the opportunity for the student teacher to learn about school regulations, recent educational trends, additional instructional methods, assessment policy and techniques.

The HTTTC supervisor observes the student teacher and helps them by conducting a continuous professional evaluation of their teaching effectiveness. The expectation is that the supervisor will conduct five to six (5 to 6) visits and at least four (4) documented observations of the student teacher's performance during the teaching practice period. The HTTTC supervisor encourages the student teacher to experiment with technologies and strategies they learned at the HTTTC, helping to emphasize and reinforce desirable teaching behaviors and practices. The supervisor files periodic appraisal reports and performs a final comprehensive evaluation of the student teachers' experiences and achievement after conferencing with the cooperating teacher. The HTTTC supervisor is charged with acting as the liaison between the cooperating teacher and HTTTC. They will provide systematic and thorough supervision to help student teachers achieve their maximum growth in this keystone experience.

The HTTTC Supervisor engages in the following practices before, during, and after the practicum:

Prior to Student Teaching: During the semester prior to student teaching, prospective student teachers and HTTTC Supervisors have a first meeting. Information is collected and reviewed to help the Supervisor find suitable placement for Student Teachers. Only general information about the regional assignment is shared, as specific placements haven't been made at this point.

Procuring School Placements: Each HTTTC supervisor, in compliance with Regional Delegation of Secondary Education protocol, seeks and procures specific school placements for each student teacher assigned to her/his cohort. Cooperating teachers must be recommended by school principals.

University Orientation: Each HTTTC supervisor conducts an orientation session at the University campus during weeks preceding student teaching. At this orientation, the supervisor will provide student teachers information about their specific school placement, important dates and other pertinent details.

Orientation in the Field: At the beginning of the student teaching practicum, each HTTTC supervisor conducts an orientation session for her/his cohort at a location central to the school placement sites. In this orientation, the supervisor will detail programme requirements and expectations and help him/her complete administrative tasks.

Cooperating teacher Orientations: Prior to and/ or during the first week of student teaching, the HTTTC supervisor provides practicum orientation for Cooperating teachers to ensure a collaborative process for merging school and University curricula and expectations.

During the Practicum: One of the benefits of having full-time supervising faculty is the opportunity for frequent observations and conferences with each of the student teachers throughout the student teaching experience. The observation-conference-goal setting cycle is

critical to the student teacher progress and ongoing professional development. The role of the supervisor includes:

Observing Performance: The HTTTC supervisor observes the student teacher in a variety of teaching-learning situations on a regular basis during the student teaching experience. The observation records are used as a basis for helping the student teacher to analyze the teaching-learning process.

Conferencing: Direct and regular feedback is provided through different types of conferences.

Initial Conference: The supervisor holds an initial conference during the first week of student teaching to discuss adjustments to the student teaching practicum.

Post-Observation Conference: The supervisor conducts a conference as soon as possible after a teaching observation. Three-way conferences, which include the cooperating teacher, are scheduled when appropriate. Observation data are used to help identify appropriate goals for change and improvement. Self-evaluation is stressed to help the student teacher understand the impact of teaching behaviours upon students' learning and development.

Mid-Semester Conference: The supervisor schedules a three-way conference (student teacher, cooperating teacher, HTTTC supervisor) near the midpoint in the semester. The purpose of this conference is to review evidence about the student teacher performance at this stage. The student teacher will be asked to provide evidence of his/her accomplishments in each domain and participate in setting goals for the rest of the experience. This evidence is also part of the student teacher portfolio conference held mid-way through the semester.

Final Conference: A final three-way assessment conference is scheduled near the end of the student teaching experience, just before the Pedagogic Examinations. The student teacher will be required to present evidence demonstrating the extent to which he/she has accomplished each of the standards of the Performance-based Assessment. Mid-semester goals will also be reviewed to determine achievement in the areas targeted for growth.

General Conferences: Two-way and three-way conferences are held as the need arises throughout the semester to help the student teacher become the most effective teacher you can become.

Weekly Seminars: The HTTTC supervisor plans and conducts weekly seminars that focus on the student teacher needs and concerns, as well as current educational issues. Topics will include assessment, classroom management, instructional strategies, differentiated instruction, special education topics, educational law, etc.

Resource for Cooperating teacher: Throughout the practicum, the supervisor acts as a resource for Cooperating teachers to assist them in their role as mentors.

After the Practicum: The HTTTC supervisor ensures that practicum grade(s), the student teaching cumulative file, and final assessments completed by the supervisor and Cooperating teacher are filed appropriately with the Division of practicals of HTTTC. Thanking the cooperating teacher and the school administration for hosting the student teacher is also done at this time.

4.6 THE INSPECTOR GENERAL OF EDUCATION

- He/She ensures liaison between MINESEC and the teacher training institutions
- Together with the director of HTTTC, ensures the General supervision of the teaching practice process.
- He/She receives from the HTTTC the complete list of student teachers for onward transmission to Inspector Coordinator General
- He/ She provides the HTTTC all information relating to school mapping, school calendar, evaluation forms, a list of RPIs and cooperating teachers available so as to facilitate the payment of motivation
- He/She receives, treats and transmits all complaints from student teachers with regards to matters relating to teaching practice.

4.7 THE INSPECTOR COORDINATOR GENERAL (ICG)

They are responsible for the general supervision of the activities of NPIs in their various fields of specialization, the deployment of student teachers on the field and the organization of the teaching practice. In this regard, the ICGs oversee:

- The identification by NPIs of cooperating teachers in collaboration with the RPIs
- The training of cooperating teacher and RPIs
- The scheduling of follow up /observation/evaluation on the field
- The drawing up of follow-up schedules and setting up juries for practical's
- The elaboration of evaluation forms and of continuous assessment forms
- They report on the general conduct of the teaching practice exercise.

4.8 THE NATIONAL PEDAGOGIC INSPECTORS (NPIs)

They are charge with the execution of all directives concerning the teaching practice exercise, including evaluation. They shall

- Select schools and cooperating teachers
- Prepare frameworks for the training of cooperating teachers and RPIs.
- Take part in the training of cooperating teachers
- Draw up a calendar for practical exercises and evaluation.

4.9 EXTERNAL SERVICES OF MINISTRY OF SECONDARY EDUCATION.

Regional and Divisional Delegates are charged with the deployment, pedagogic and administrative supervision of the teaching practice each in their domain of competence. To this end, they collaborate with the department of training and teaching practice in HTTTC towards the proper organization of the teaching practice.

The Regional Delegates for Secondary Education are required to send to HTTTC Kumba the list of names of the school principals and the qualified cooperating teachers in each center. They should enable, in coordination with the school principals, the participation of the cooperating teachers in activities of HTTTC and other institutions. They are responsible for carrying out, in coordination with the school principal, activities and meetings aimed at the improved functioning of the teaching practice sites. They should also promote and enable the professional development of the cooperating teachers.

4.10 Regional Pedagogic Inspectors

They are directly charge with the execution of all directives concerning the teaching practice exercise, including evaluation. They shall

- Distribute student teachers to various schools
- Visit the student teacher as often as possible and hold after lesson conferences with him/her
- As experts they should provide solutions to difficulties presented to them by student teachers
- Create time to receive student teachers
- Make sure that student teachers do effective teaching during the practical period

4.11. The School Principal (The Cooperating Principal)

The receiving school principal should

- Be officially informed of the deployment of student teachers to his/ her school
- Prepare the reception of student teachers (administrative meeting and meeting with Heads of Departments)

- Solve problems within their competence
- Be regularly updated on the running of the teaching practice.
- Observe the student's teachers
- Prepare reports requested by the division of training and orientation
- Shall report on cases of absences among students' teachers.

4.12 The Head of Department

- He/She has the burden of daily follow-up of student teachers on the field
- He/She should be informed on time about the arrival of and number of student teachers in his/her subject.
- Convene and chair a departmental meeting on the arrival of student teachers to inform them and situate them on the realities within the institution
- Be permanently available to the student teacher throughout the internship period.
- Forward to the RPI all problems he/she could not handle
- Distribute the student teachers to the cooperating teachers in his /her department

4.13 Responsibilities of the *Cooperating Teacher*

The person most influential on the performance of student teachers is the cooperating teacher. Professionals who accept this responsibility are active participants in the development of new members of the teaching profession and contribute to the excellence of the quality of education we deliver to society's youth.

Orientation to the practical aspects of teaching is the responsibility of cooperating teachers, and other members of the student teaching team. Introducing the student teacher to other staff members will help them feel more a part of the school. They should be urged to use all the resources of the school, to meet the school counselors, to survey the school library, to visit the principal and the vice-principal, to attend staff meetings and other professional meetings and to use all the technology resources available at the school. Also, the student should be made aware of any medical problems of students in the classroom. Student Teacher need to become involved in the classroom activities, so they will feel welcomed, accepted and ready to start their role as professional educators.

An introduction to the students is very important in helping the Student Teacher establish productive relationships with the members of the class. Suggesting useful activities from the beginning helps the student teacher being identified as an instructor and active participant in the classroom. Such things as taking attendance, working with small groups, marking papers, assisting with supervised practice work and other similar duties help the student teacher become acquainted with the students.

As Student Teachers assume more responsibility for the learning activities of the class, the cooperating teacher takes on greater roles in guiding/directing the student teacher and providing evaluation and feedback. Being more specific about Student Teacher's expectations and how things should be done at the beginning is helpful to the student teacher. This will give the student teacher more confidence and to help him/her be ready to assume a greater role in the teaching/learning process.

The cooperating teacher will review daily the Student Teacher's lesson plans to make sure that adequate preparation for each class has been made. It is important that thorough discussion about planning and implementation take place before and after teaching is done. Frequent (daily) conferences are necessary for adequate supervision and student growth. Conferences give opportunities for questions about specific problems and feedback about progress. A time for conferences should be put into each day's schedule.

The cooperating teacher should observe the Student Teacher on a daily basis and give informal feedback about the lesson(s). More formal observations and conferences with written feedback should take place bi-weekly. While helping the student teacher identify strengths and weaknesses, the cooperating teacher should help the novice evolve his/her own "teaching style" that is flexible, varied and able to meet the needs of the students. The readiness of the future teacher for full-time professional responsibility depends on honest and thorough evaluation and guidance from the cooperating teacher.

Remember, the HTTTC supervisor is there to help work with the student teacher.

The cooperating teacher shall report all cases of absent student teachers to the principal of the school.

Selection of Cooperating Teachers

Cooperating teachers will be chosen collaboratively by the HTTTC supervisor and appropriate administrative officer in the respective school and the Coordinator of Student Teaching. The cooperative teacher must hold the proper certification for the classes he/she is teaching and coincide with the certificate the student is seeking.

Cooperating teachers must have had a minimum of three years of successful teaching experience.

Those persons who are being considered should have a professional approach which:

- a) Permits positive relationships with other members of the school staff, students and administration.
- b) Demonstrates effective self-evaluation and is receptive to evaluation by other professionals.
- c) Shares their classroom with the student teacher, allowing the student teacher to feel shared ownership of and responsibility for the classroom.

The cooperating teacher should demonstrate an active involvement in professional growth. Considerations shall be:

- a) Active involvement in professional organizations.
- b) Active involvement in graduate training programs with the goals of obtaining an advanced degree and professional or national certification.
- c) Current knowledge of developments in the profession through reading professional publications.
- d) Attendance at professional conferences and meetings.

Those persons being considered should possess:

- a) A well organized, productive and safe environment.
- b) A positive attitude toward teaching and students.
- c) Leadership within his/her school or department.
- d) Respect from his/her colleagues.
- e) Sound knowledge of instructional techniques and managerial skills.
- f) Professional manner, dress and deportment.
- g) Willingness to cooperate with and support his/her building administrator.

Cooperating teachers are required to complete a program of preparation on skills necessary for the role of student teacher mentor. A program has been developed by the HTTTC Bambili in collaboration with the Ministry of Secondary Education.

The cooperating teacher stipend is based on the number of student teachers that have been assigned to the cooperating teacher and successful completion of the student teaching.

4.14 The Roles and Responsibilities of the Student Teacher

Because student teaching is a full-semester, full-time, full-day clinical experience, it requires full Commitment and dedication from the Student Teacher. No other coursework is permitted, and Student Teacher is discouraged from other engagements in order to have sufficient time for full participation as well as planning, preparation, and reflection. It is expected that the Student Teacher will participate in non-instructional duties such as before- and after-school meetings, break duty, and other extra-curricular activities deemed appropriate by the Cooperating Teacher and HTTTC Supervisor. Some specific responsibilities include:

Being a Good Communicator: The Student Teacher needs to actively listen and communicate with the Cooperating Teacher and the HTTTC Supervisor. It is expected that honest and tactful discussion and reflection on experiences, accomplishments, and areas for improvement will occur, especially during the midterm and final assessment conferences.

Being Committed: The Student Teacher needs to show initiative and commitment to both the students in the classroom and to his/her own work as a learner of teaching. The Student Teacher needs to observe carefully to learn procedures and should volunteer for duties that he/she can handle, especially housekeeping duties and routine non-instructional tasks.

*Being Prepared:*The Student Teacher must always be prepared to fulfill any and all expectations and obligations, with the expectation that you will arrive promptly at school each day and remain until the mentor teacher is scheduled to leave the school.

Being Responsible: There are many tasks, assignments, and types of paperwork associated with student teaching. The Student Teacher must familiarize himself/herself with the expectations that he/she will be held to and complete all tasks to the best of his/her abilities. Maintaining a highly organized and accessible filing system to keep track of all paperwork and assignments will facilitate successful completion of assignments.

*Acting Professionally:*The Student Teacher communicates much about himself/herself through appearance, language, and behavior. Professional appearance and behavior allow him/her to establish credibility more easily with students and teaching colleagues.

*Inquiring Thoughtfully:*The Student Teacher is learning to teach. Learning is an act of inquiry best supported by careful observations and thoughtful analyses. The Student Teacher is encouraged to formulate questions and seek answers in order to improve his/her understandings and abilities to support the learning and development of all students. The Cooperating Teacher and the HTTTC Supervisor are available to support and guide him/her throughout this experience. Please do not hesitate to ask them for assistance.

Dress Code:

All future teachers should take care of their professional image and dress in an appropriate form at all times. They should pay attention to their hygiene and personal appearance. They should model appropriate dressing in the school and, at the same time, orientate their students about the importance of maintaining an appropriate personal appearance. For this reason, student teachers are required to observe the following dress code.

Females

- Use professional dress that includes a long sleeve or three-fourths sleeve blazer that reaches the hips, trousers that are loose fitting and that reaches the waist or a skirt that reaches one inch below the knees.
- Use appropriate clothes that cover the shoulders, abdomen, and bust
- Use loose-fitting clothes
- Not have tattoos or body piercing (except for ear-rings)
- Not use caps or hats
- Not use jeans or tee-shirts
- Not have showy hair colors
- Use closed shoes for security
- Use simple accessories that do not call attention to herself
- Fingernails should be maintained clean, short, and with soft colors

Males

- Use long or short sleeve shirts (not polos, T-shirts or other types of non-dress shirt)
- Use loose-fitting clothes
- Not have tattoos or body piercing
- Not use caps or hats.
- Not use jeans or tee-shirts
- Use closed shoes
- Not have long hair
- Hair should be clean and well cut, beard (if any) should be clean and short

SECTION 5: DURING THE TEACHING PRACTICE

5.1 What classes do student teachers teach?

Student teachers of the first cycle (undergraduate programme) should work with classes of first cycle secondary school and student teachers of the second cycle (postgraduate programme) should work with classes of second cycle secondary school (high school). If there is any difficulty in obtaining the required number of classes, the University Supervisor should be contacted immediately after the first preliminary visit.

Where students (pupils) are timetabled for multiple classes per week, student teachers are discouraged from teaching a class for only one period a week because this leads to a proliferation of schemes of work and lack of continuity between classes. This situation does not give the student teacher an opportunity to know the student, especially in terms of ability or class groups.

5.2 Observation by student teacher

The student teacher is expected to have three classroom observations of the Cooperating Teacher and three classroom observations of other teachers in other classrooms. Arrangements for these observations should be made in consultation with the administration of the school and the Cooperating Teacher. Use of the Observation Form (Form XXX) is suggested as a guide in the observation of other teachers/classrooms. A written report of each observation should be submitted to the HTTTC Supervisor at the visitation which immediately follows the observation.

5.3 Lesson Preparation

Below are six steps to guide you when you create your first lesson plans. Each step is accompanied by a set of questions meant to prompt reflection and aid you in designing your teaching and learning activities.

5.3.1 Outline learning objectives

The first step is to determine what you want students to learn and be able to do at the end of class. Once you outline the learning objectives for the class meeting, rank them in terms of their

importance. This step will prepare you for managing class time and accomplishing the more important learning objectives in case you are pressed for time.

5.3.2 Develop the introduction

Now that you have your learning objectives in order of their importance, design the specific activities you will use to get students to understand and apply what they have learned. Because you will have a diverse body of students with different academic and personal experiences, they may already be familiar with the topic. That is why you might start with a question or activity to gauge students' knowledge of the subject or possibly, their preconceived notions about it. When you have an idea of the students' familiarity with the topic, you will also have a sense of what to focus on. Develop a creative introduction to the topic to stimulate interest and encourage thinking.

5.3.3 Plan the specific learning activities (the main body of the lesson)

Prepare several different ways of explaining the material (real-life examples, analogies, visuals, etc.) to catch the attention of more students and appeal to different learning styles. As you plan your examples and activities, estimate how much time you will spend on each. Build in time for extended explanation or discussion, but also be prepared to move on quickly to different applications or problems, and to identify strategies that check for understanding.

5.3.4 Plan to check for understanding

Now that you have explained the topic and illustrated it with different examples, you need to check for student understanding – how will you know that students are learning? Think about specific questions you can ask students in order to check for understanding, write them down, and then paraphrase them so that you are prepared to ask the questions in different ways. Try to predict the answers your questions will generate. Decide on whether you want students to respond orally or in writing.

An important strategy that will also help you with time management is to anticipate students' questions. When planning your lesson, decide what kinds of questions will be productive for discussion and what questions might sidetrack the class. Think about and decide on the balance between covering content (accomplishing your learning objectives) and ensuring that students understand.

5.3.5 Develop a conclusion and a preview

Go over the material covered in class by summarising the main points of the lesson. You can do this in a number of ways: you can state the main points yourself (“Today we talked about...”), you can ask a student to help you summarise them, or you can even ask all students to write down on a piece of paper what they think were the main points of the lesson. You can review the students' answers to gauge their understanding of the topic and then explain anything unclear the following class. Conclude the lesson not only by summarising the main points, but also by previewing the next lesson. How does the topic relate to the one that's coming? This

preview will spur students' interest and help them connect the different ideas within a larger context.

5.3.6 Create a realistic timeline

Without proper planning, it is easy to run out of time and not cover all of the many points they had planned to cover. A long list, say 10, learning objectives is not realistic, so narrow down your list to the two or three key concepts, ideas, or skills you want students to learn. Your list of prioritised learning objectives will help you make decisions on the spot and adjust your lesson plan as needed. Having additional examples or alternative activities will also allow you to be flexible. A realistic timeline will reflect your flexibility and readiness to adapt to the specific classroom environment. Here are some strategies for creating a realistic timeline:

- Estimate how much time each of the activities will take, then plan some extra time for each
- When you prepare your lesson plan, next to each activity indicate how much time you expect it will take
- Plan a few minutes at the end of class to answer any remaining questions and to sum up key points
- Plan an extra activity or discussion question in case you have time left
- Be flexible – be ready to adjust your lesson plan to students' needs and focus on what seems to be more productive rather than sticking to your original plan

5.4 Lesson Presentation

This is the stage to demonstrate the teaching skills you acquired during micro-teaching. Letting your students know what they will be learning and doing in class will help keep them more engaged and on track. You can share your lesson plan by writing a brief agenda on the board or telling students explicitly what they will be learning and doing in class. You can outline on the board or on a handout the learning objectives for the class. Providing a meaningful organization of the class time can help students not only remember better, but also follow your presentation and understand the rationale behind in-class activities. Having a clearly visible agenda (e.g., on the board) will also help you and students stay on track.

5.5 Lesson realization

A lesson plan may not be realized as you had expected due to a number of extraneous circumstances. You should not get discouraged – it happens to even the most experienced teachers! Take a few minutes after each class to reflect on what worked well and why, and what you could have done differently. Identifying successful and less successful organization of class time and activities would make it easier to adjust to the contingencies of the classroom. Discuss any difficulties with your cooperating teacher and your HTTTC Supervisor.

5.6 Observation and Discussion by Cooperating Teacher, Inspector, and HTTTC Supervisor

The cooperating teacher should observe the Student Teacher on a daily basis and give informal feedback about the lesson(s). More formal observations and conferences with written feedback should take place bi-weekly. The HTTTC supervisor will carry out a minimum of four (4) classroom observations during Teaching Practice 2. These observations should also be discussed and kept as evidence.

The classroom observations, both of the cooperating teacher and of the supervisor, will be gathered into one or various instruments designed for this purpose. The student teacher should know these observation instruments and discuss them with the practice supervisor at the beginning of the semester. They should also discuss their evaluations with the cooperating teacher and with the HTTTC supervisor.

5.7 The lesson record book

At the end of each lesson ensure that you record each lesson in the record book or any document designated for that purpose.

SECTION 6: EVALUATION OF TEACHING PRACTICE

The fundamental purpose of evaluation is to promote the professional development of the student teacher. The process starts with the identification of the areas in which the student teacher needs to improve professionally and those in which he needs the help of the cooperating teacher and the HTTTC supervisor. To this end, the student teacher shall have four (4) types of evaluations; formative and summative evaluations by Cooperating Teacher and the HTTTC Supervisor, Pedagogic Examination, and the Evaluation of Teaching Practice Report submitted by the student.

6.1 Evaluation by Cooperating Teacher.

The Student Teacher will have formative evaluation on an on-going basis throughout the twelve weeks of Teaching Practice 2 by the Cooperating Teacher on a daily basis. A summative evaluation by the Cooperating Teacher will take place at least one week before the pedagogic examination.

6.2 Evaluation by HTTTC Supervisor.

At each observation, the HTTTC Supervisor will have formative evaluation and records the student Teacher's progress. A summative evaluation by the HTTTC Supervisor will take place at least one week before the pedagogic examination.

6.3 Pedagogic Examination

The student teacher shall have a Pedagogic Examination by three examiners; Pedagogic Inspector (chairperson), HTTTC Supervisor (rapporteur) and Cooperating Teacher (member). The candidate will be evaluated on the following competencies:

- knowledge of the principles, concepts, and processes that represent and are part of the structure of the course and can serve in different educational settings,
- knowledge of the classical and modern philosophies and their social and psychological implications in the practice of the candidate,
- ability to obtain, analyze critically, evaluate, and use information effectively from inquiry and decision making,
- mastery of language and communication,
- mastery of the methods, strategies and techniques for an effective teaching-learning process,
- knowledge and skills in the application of planning and the assessment of the academic achievement of the students,
- knowledge and effective use of technology as a tool in the teaching-learning process,
- knowledge of the ethical and esthetic values and respect for diversity to facilitate the academic achievement of all students,
- ability to interact effectively as a facilitator of teaching demonstrating professional behavior and commitment to life-long learning.

6.4 Evaluation of Teaching Practice Report

The student teacher shall submit a report and the close letter from his/her school to the head of service for internship on the Teaching Practice not later than two weeks following the end of the Teaching Practice. The said report shall be evaluated by the department of the student.

ALLOCATION OF CREDITS FOR TEACHING PRACTICE

FIRST CYCLE

Level 300 Semester 3

Code	Name of Course	Category	Credits	Marks	Duration
	Teaching Practice 1 CA	P	2	40	4 weeks
	Teaching Practice 1 Report	P	2	40	

Level 400 Semester 6

Code	Name of Course	Category	Credits	Marks	Duration
	Teaching Practice 2 CA	P	4	40	12 weeks
	Teaching Practice 2 Pedagogic Exam	P	10	100	
	Teaching Practice 2 Report	P	6	60	
Total			20		

SECOND CYCLE

Level 500 Semester 7

Code	Name of Course	Category	Credits	Marks	Duration
	Teaching Practice 1 CA	P	2	40	4 weeks
	Teaching Practice 1 Report	P	2	40	

Level 600 Semester 10

Code	Name of Course	Category	Credits	Marks	Duration
	Teaching Practice 2 CA	P	4	40	

	Teaching Practice 2 Pedagogic Exam	P	10	100	12 weeks
	Teaching Practice 2 Report	P	6	60	
Total			20		