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Esim Gürsoy
Ebru A. Damar
Uludag University
esim@uludag.edu.tr
eadamar@uludag.edu.tr
Bursa-Turkey

**COOPERATING TEACHERS' AWARENESS ABOUT THEIR ROLE DURING THE TEACHING
PRACTICE COURSE: THE TURKISH CONTEXT**

ABSTRACT

The present study aims at investigating awareness of cooperating teachers (CTs) about their role during the practicum, which is carried out in the fourth year of teacher education programs in Turkey. The process has three dimensions: the trainees, the teacher trainers at the university, and the cooperating teachers at the practice school. In addition to their awareness about their roles, the current study investigates cooperating teachers' ideas about their involvement in the training process, and their cooperation with the teacher trainer. Data for the research was collected by a questionnaire and gathered from 72 cooperating teachers, in 38 practice schools. The results suggest that CTs have limited awareness on their roles during practicum. In addition, there is a considerable mismatch between how CT's view their contribution to the process and how much they actually contribute and also, there is disparity between their ideas about cooperation with the trainers and how much they actually cooperate with them.

Keywords: Teacher Education, Cooperating Teacher, Teaching Practice, Practicum, Teacher Trainer

**UYGULAMA ÖĞRETMENLERİNİN ÖĞRETMENLİK UYGULAMASI DERSİ SÜRECİNDEKİ
ROLLERİ HAKKINDAKİ FARKINDALIKLARI: TÜRKİYE BAĞLAMI**

ÖZET

Bu çalışma hizmet öncesi öğretmen eğitimi sürecinde uygulama öğretmenlerinin farkındalıklarını araştırmayı amaçlamaktadır. Türkiye'de öğretmen eğitimi programlarının dördüncü yılında yürütülen stajın üç ayağı vardır: öğretmen adayı, uygulama öğretim elemanı ve staj okullarındaki uygulama öğretmenleri. Bu araştırma uygulama öğretmenlerinin rolleri hakkındaki farkındalıklarının yanı sıra, onların eğitim sürecine katkıları ve uygulama öğretim elemanı ile işbirliği konusundaki düşüncelerini de incelemektedir. Çalışmanın verileri anket yoluyla toplanmış ve veriler 38 uygulama okulundaki 72 uygulama öğretmeninden elde edilmiştir. Araştırmanın sonuçları uygulama öğretmenlerinin rolleriyle ilgili farkındalıklarının sınırlı olduğunu, sürece katkıları ve Uygulama Öğretim Elemanları ile işbirliği hakkındaki görüşlerinin gerçekte yaptıkları ile tutarlı olmadığını göstermiştir.

Anahtar Kelimeler: Öğretmen Eğitimi, Uygulama Öğretmeni, Öğretmenlik Uygulaması, Staj, Uygulama Öğretim Elemanı

1. INTRODUCTION (GİRİŞ)

The practicum has always been a critical period in pre-service teacher education. During this period, teacher trainees struggle with a wide range of problems since they are lack of professional experience and unfamiliar with school environments as 'teachers'. Throughout the practicum they highly need guidance and support when they actually engage in teaching in schools and as a result it is highly expected that the practicum procedures empower teacher trainees with confidence and courage 'when walking the bridge between theory and practice' [1]. In such a challenging period, the resource for the trainees and the most highly valued support is inevitably one of the members of the practicum setting: "Cooperating teachers" (CT) in schools. There is also an agreement in the relevant literature that cooperating teachers, in other words 'associate' or 'mentor' teachers, who supervise teacher trainees in the practicum period, are actually the key elements of the process. As for such a complex and intensive activity, the role of cooperating teachers seems to be the most vital one and needs to be clarified.

The literature on teacher training involves research related to the practicum process in general, the roles of the trainers and the views of the trainees; yet, the roles of CTs seem rarely investigated. On the other hand, the relevant literature indicates a lack of clarity and agreement about the role of CTs in practicum and this leads a vital practical problem in the process [2]. In their study on the roles of CTs Sanders, Dowson, and Sinclair (2005) state that there is a disagreement between what CTs are said to do in the literature and what they actually do during practicum. They also claim that this divergence between literature and actual practice may hinder the contribution of the literature on supervisory practices in practicum. In their meta-analysis of teacher preparation programs Wideen, Mayer-Smith and Moon (1998, p.169) focus on the role of CTs to foster trainee teaching and complain about the gap in the research literature on the actual roles of CTs.

Thus, the current study aims to investigate the awareness of the CTs about their roles during the pre-service teacher training, their ideas about their involvement in the training process, and their cooperation with the teacher trainer.

2. RESEARCH SIGNIFICANCE (ÇALIŞMANIN ÖNEMİ)

The cooperation of universities and national educational institutions is an indispensable reality more than a necessity to develop teachers with higher qualifications. In Turkey, this kind of cooperation is seen during the "Teaching Practice" and "School Experience" courses at the end of the four-year teacher education programs in the faculty of educations. The content of these courses enables the teacher trainees to gain experience in the teaching profession by actually practicing teaching. No matter how equipped the trainees are with the theoretical information, Teaching Practice and School Experience courses are the only courses where trainees find opportunities to try out this theoretical information and see whether they can be transferred to real life. It is no doubt that trainees receive the most valuable practical and theoretical information from the CTs who are present in the system and who assist trainees during their practicum in schools. It is, therefore, crucial that CTs are aware of their roles and try to implement these during the process. To this end, current study aims to investigate the awareness of 'CTs' who assist teacher trainees during the teacher training process as a part of Teaching Practice and School Experience courses that are offered at the final year of the teacher education programs.

The present research hypothesizes that the CTs are not aware of their roles that are identified by the Turkish National Ministry of Education and HEC (Higher Education Council) Faculty-School Cooperation (Fakülte-Okul İşbirliği) Booklet (1998) and thus, they do not adequately support trainees' development. Following research questions were posed to test out this hypothesis:

- Are the cooperating teachers aware of their roles during practicum?
- What are cooperating teachers' ideas about their involvement in the teacher education process?
- What are the cooperating teachers' ideas about cooperation with teacher trainers?

3. REVIEW OF LITERATURE (ALAN YAZIN)

Preparing a new generation of teachers is a hard task and needs to be worked in harmony both with teacher education institutions and schools. As for the development of pre-service training, the practicum is seen as an important team activity and needs members who work cooperatively in this system. Therefore, 'a three-tiered system' involving trainees, teacher trainers and CTs, is essential in the practicum setting [6]. The related research shows us that in this setting, practical aspects of the teaching preparation are more highly valued than other elements of the teacher education programs. Therefore, the importance of the support from the cooperating teachers comes out strong and loud for the teacher trainees [1]. Teacher trainees highlight the importance of their cooperating teachers' role and see them as the most highly valued support and resource and acknowledge as being critical to the success in their professional development [1, 3]. Despite this, there is little consensus in the literature as to the precise roles CTs are expected to fulfill during practicum. What the CTs are supposed to do and what they actually do also seems to be vague. In depth, there are different conceptions of roles identified in literature and also there are variations within the set roles.

The roles that have been identified in the related research sometimes demonstrate slight differences according to the countries' and their education systems. When the theoretical conceptualization of these roles of CTs are examined, it is seen that the CT can act like a *model*, *planner* of teaching experiences, *observer*, *evaluator*, *demonstrator*, *conferencer*, *professional peer*, *counselor* and *friend* [2, 3, 7, 8, and 9]. However the studies on the role of CTs points out that the roles are also weakly defined in diverse contexts [10, 11, 12, and 13].

At the practical level, it is apparent that while there is a number of conceptualization of supervisory models for CTs, they do not necessarily match the practices and beliefs held by CTs. In the relevant research, Kiraz and Yıldırım (2007) mention that most of the CTs consider themselves as in the position of grading the trainees during their practice teaching. As they indicate that evaluating trainees is not the main responsibility of CTs and they should also provide feedback, guide and assist the trainees during the process and also behave as a colleague for their development in the field. Bullough (2005) argues that if trainers do not pay attention to the identity formation of CTs and to the ways in which they learn about their role, the practicum will continue to be only a weak exercise in pre-service teacher education institutions. On behalf of teacher trainees, exploring and introducing the breadth and depth of the roles of CTs before, during and after the practicum and raising their awareness of the need to represent each role in a balanced way seems to be the steps to be taken after identifying the perceived roles of the CTs.

The relevant literature has demonstrated that there have always been some attempts to define different roles of the CTs by the researchers, teacher trainers, university staff and some other related administrators in the field according to the countries and their education systems. However, what is unclear in the literature, in general, is the extent to which these possible roles are perceived, accepted and actually practiced by the CTs in practice schools. The dilemma related to the roles of CTs has been identified in Kuter and Koç's (2009) study where they indicate that the identity of CTs is unclear and, thus, they are 'struggling for something unknown during supervisions and observations' in the practicum settings (p. 420). For a new generation of successful teachers, at the final stop, CTs should be aware of the roles attained to them and increase their involvement appropriate with these roles and not hesitate to ask for help about their roles when needed.

3.1. The Turkish Context (Türkiye Bağlamı)

Pre-service training in Turkey is completed with School Experience and Teaching Practice courses, which have both theoretical and practical content, during the final year of the teacher education programs in the education faculties. In the practical part of the 'School Experience' course teacher trainees visit 'Primary Schools' four hours a week during a 10-week period at the first term of the fourth year of pre-service education. At least 1-hour of this visit is spared for the observation of the cooperating teacher according to the observation topics that are identified beforehand by the university practicum coordinators. The trainee teaches at least 2, at most 3 hours in the cooperating teacher's classroom to gain experience in the teaching profession. The first term the practice is designed as micro-teaching so that the trainee shares the lesson with his/her peers. They are responsible only from a part of a lesson (warm-up, presentation, or practice) within a given time. One of the trainees' prepares the students for the lesson during warm-up, the other presents the lesson and the last one, during the practice part, prepares activities for the students to consolidate the information presented. The aim of micro-teaching is to prepare the trainees step by step to present a whole lesson from warm-up to practice and to enable them to become aware of the purpose of each stage. In the theoretical part of the course the trainees discuss issues related to their teaching practice, observations or their concerns about the teaching profession.

During the teaching practice course, which is completed in the eighth semester, trainees practice in high schools to gain experience. This time the observation and practice period is six-hours a week. Trainees practice teaching for four hours and make observations related to the topics determined by the practicum coordinators. Each teacher trainer is responsible from a group of 10-12 trainees, whereas each cooperating teacher has a group of 5-6 trainees.

The theoretical courses that are conducted with the trainers are spared for discussions related to problems faced during teaching, derived from observations or from the trainer's feedback. These discussions enable trainers and trainees to find out solutions to these problems as a team.

3.2. Roles and Responsibilities of the Cooperating Teacher (Uygulama Öğretmenin Görev ve Sorumlulukları)

Faculty-School Cooperation Booklet prepared by the Higher Education Council (HEC) (1998) identifies the roles of the participants in the process (trainee, trainer, practicum coordinator, cooperating teacher etc.); however, the focus of the current research is related to the

awareness of the CTs about their roles. Accordingly the CT; (translations were made by the researchers)

- Organizes the working schedule of the trainee together with the teacher trainer;
- Enables the trainee to make observations in his/her lessons, use various teaching methods and techniques and help his/her occupational development;
- Introduces the school to the trainee, provides necessary teaching aids and context;
- Helps the trainee to plan his/her daily activities and lessons;
- Observes and evaluates the trainee;
- Doesn't leave the trainee in the classroom alone for long periods of time;
- Keeps a file for each trainee that constitutes the observation and evaluation forms;
- After the observation, hands out a copy of the lesson observation form to the trainee with necessary feedback;
- Examines the trainee's observation file regularly with the trainer, monitors their development and help his/her development in a positive way;
- Guides the trainee in out-of-class activities (ceremonies and meetings);
- At the end of the practicum evaluates the trainee together with the trainer;
- The (CT) should set a meeting each week related with the activities that the trainees have completed or will contribute to (added by Uludağ University practicum coordinators).

4. METHODOLOGY (YÖNTEM)

4.1. Participants (Katılımcılar)

72 CTs working in 38 different schools contributed to the study. The purpose of the study is to investigate the awareness of the CTs about their roles in the practicum and receive detailed information about how the process works.

4.2. Data collection (Veri Toplama)

Data for the research was collected by a questionnaire prepared by the researchers. The questionnaire consists of four parts. The first part has questions about the CTs' teaching experience, field and their previous experience as a cooperating teacher. The second part questions their awareness about their roles and responsibilities. In the third part CTs ideas about being involved in the practicum process is investigated. The questions in the final part aim to learn about CTs' ideas related to their cooperation with the teacher trainer.

5. FINDINGS AND DISCUSSION (BULGULAR VE TARTIŞMA)

5.1. Demographic Information about the CTs

(Uygulama Öğretmenleri Hakkında Demografik Bilgi)

Research results showed that the majority of the CTs (67%) are experienced (working for 10 years or more). HEC Faculty-School Cooperation Booklet (1998) advises that CTs should be chosen from teachers having at least three years of experience. 83% of the participants indicated that they have worked as a cooperating teacher before. Unfortunately, only 9% of the participants claimed that they volunteered for this job. The rest indicated that they were appointed by the school management.

5.2. CTs' Awareness about their Roles and Responsibilities (Uygulama Öğretmenlerinin Görev ve Sorumluluklarına İlişkin Farkındalıkları)

68% said that they are aware of the content of "School Experience" and "Teaching Practice" courses. When considering that the 83% of the participants have been a cooperating teacher before this ratio seems inadequate. Thus, we can infer that 15% of the participants are unaware of the course content. The information related to the course was received from various sources. The highest percentage (43%) of the teachers claimed that they received information related to the course from the university. 7% said that they learned from the HEC Faculty-School Cooperation Booklet. It is interesting that although this booklet is the primary source of information it was used by the minority of the participants.

Almost all of the teachers (94%) indicated that they are aware of the roles and responsibilities of the cooperating teacher. 57% of the participants indicated that they learned about their roles from the trainers, 33% from their school management, 20% from their colleagues, 16% from the National Ministry of Education, 11% from Faculty-School Cooperation booklet and 3% from the university web site.

83% of the teachers indicated that the teacher trainers have informed them about the practicum process at the beginning of the term and 75% claimed that they received this orally and 34% claimed that this information was written. These percentages are important since university practicum coordinators prepare a written document that involves information about the roles and responsibilities of the participants of the process and hand this to practice school coordinator. The results show that only a small amount of the CTs are aware of this fact.

When the teachers were asked whether they were able to carry out all of their responsibilities 10% of the participants chose not to answer this question. Of the teachers who answered this question, 72% said they can carry out all of their responsibilities.

In order to identify how much the cooperative teachers are aware of their responsibilities, they were asked to list down what they are doing during the process. The answers to this question showed variation. The differences can stem from different range of expectations of the participants from the process, needs of the trainee, the CT's knowledge about his/her responsibilities and having diverse views and ideas related to the process.

Sanders et al. (2005) have used seven different roles of the CT in their research. Accordingly, the CT is a model, observer and evaluator of trainees' teaching experience, planner and demonstrator, conferencer, professional peer, counselor and friend. According to Beck and Kosnik (2000) there are two models. The first model is called "practical initiation model" according to which the cooperating teacher initiates the trainees into teaching. The second is called the "critical interventionist". There is a strong and a weak view to this model. In the weak view, which is called the apprenticeship model, the cooperating teacher supports the trainee and expects him/her to learn from his/her experiences. The strong view is a more "sink or swim" approach. According to this point of view, teaching is difficult and earlier the trainee experiences it, quicker s/he will become a real teacher. In Beck and Kosnik's (2000) second model, the roles of the cooperating teacher is broader and critical, which requires giving more feedback, close attention, engaging in team teaching together with the trainer and the trainee.

The results of the present research showed that the participants carry out some of the characteristics of these two different classifications and some roles that are not identified previously were

being used by the participants. Research results indicated that there are nine roles that the CTs use in different proportions. Some roles are accepted and used by more teachers where as some are used by only a few. According to the most adapted to the least, the roles that the participants carry out can be seen in Table 1.

Table 1. The roles that the CTs carry out.
(Tablo 1. Uygulama öğretmenlerinin rolleri)

The roles of cooperating teachers	Percentages
Professional peer	53%
Planning and demonstrating teaching activities	15%
Observing and evaluating	13%
Guiding	11%
Doing the official work	10%
Apprenticeship	8%
Model teacher	4%
Cooperating with the trainer	3%
Host	1%

Since each cooperating teacher can undertake more than one role the total number assigned to these roles is more than the number of the participants.

These roles and their content can be explained as follows;

- **Professional peer:** According to Sanders et al. (2005) the cooperating teacher informs the trainee about the students, learning needs, school rules and procedures. In the current research, in addition to these, participants claimed that they informed the trainees about classroom management, lesson presentation and physical conditions of the school. For example: "I inform the trainees about the language they use in instructions, that it must be simple." "I inform them about the importance of motivation."
- **Planning and demonstrating the teaching activities:** This category involves decisions related to what to teach, when to teach and how to teach [3]. The below statements of the CTs exemplifies this category: "I determine the topic that the trainee will present."; "I give information about the topic they will present, I guide and help them."
- **Observing and evaluating:** The cooperating teacher gives feedback to the trainee after lesson presentation and points out his/her weaknesses and strengths [3]. For example: "I give feedback when there is something wrong." "I give feedback when they present a lesson."
- **Guide:** This is an extra category that is identified in the present research. CTs stated that they guide the trainee in different topics. To give an example: "I guide the trainee in finding and using the materials."
- **Doing the official work:** This is a different role that is not mentioned in the literature. Here the teachers mentioned about their out-of class responsibilities such as, "I follow the trainees' attendance.", "I fill in the necessary forms (observation and evaluation forms)"
- **Apprenticeship:** Beck and Kosnik (2000) and Clarke and Jarvis-Selinger (2005) mention about this role in the literature. This role is about building a positive relationship with the trainee, to support and enable them to learn from their experiences: "Before I present the lesson I talked with the trainees about the things that I will do in

the lesson." "I asked about their feedback after observing my lesson."

- **Model:** The CT shows and demonstrates efficient teaching techniques, evaluation procedures, and useful classroom management strategies. At the same time this category exemplifies behaviors and beliefs that underlie these techniques, procedures and strategies [3].
- **For instance:** "I was fully prepared for my lesson." "I let the trainees observe my lesson."
- **Cooperation:** This category involves cooperation of the CT and the teacher trainer, exchanging information about the trainees' development. There are only two responses to this category: "I communicate with the teacher trainer." "I talk with the trainer about trainees' development."
- **Host:** The cooperating teacher considers his/her responsibility as restricted as accepting the trainee in his/her class. Only one person mentioned this: "I let the trainees come into my classroom. "Such statements are mostly related with the lack of information about one's roles and responsibilities, fortunately only one person used such a statement.

The roles that appeared as a result of the research indicate that there is a consistency with the roles identified in the Faculty-School Cooperation Booklet and those that CTs claimed they are carrying. When we look at the percentages of CTs who carry out these roles we see that with 53% "professional peer" is the most adopted role, however, the rest of the roles have very low percentages (between 1%-15%). This indicates that the CTs who contributed to this study have very low awareness of their roles.

5.3. CTs Ideas about being involved in the Practicum Process (Uygulama Öğretmenlerinin Staj Sürecine Katılımları ile İlgili Görüşleri)

Most of the participants (86%) found their involvement satisfactory. One of the responsibilities and a criterion of CTs involvement is to set trainee meetings every week for feedback. 87% of the teachers claimed that they have a meeting with the trainees. However, when they were asked about the frequency of these meeting 53% stated that they do it every week, 19% do it rarely, 11% do it bi-weekly and 6% mentioned they do it every three weeks. When we look at the percentages we see a conflict. Although the majority of CTs found their involvement satisfactory nearly a half of them set trainee meetings each week. Hence, what CTs think about their involvement and how much they are actually involved do not match.

When the content of these meetings were asked following answers were given respectively; to determine the next week's presentation topic and to give feedback (90%); giving advice to help the trainee develop the methods and techniques they will use (84%); giving advice related to material development (76%); discussing observation topics (70%); 4% mentioned other things such as giving information about the difficulties of teaching, collaborative work with the colleagues etc. Research seeking to understand the CTs preferences for issues to share with teacher trainees indicates that the main issues in the meetings are inclined to concentrate on the classroom management, teaching techniques, preparation, relationship with students and etc [17, 18].

Although a little more than half of the participants indicated that they make trainee meetings, the majority (96%) indicated that they think such meetings are necessary. Again it can be said that the CTs thoughts and actions do not correspond.

5.4. CTs Ideas about Their Cooperation with the Teacher Trainer (Uygulama Öğretmenlerinin Uygulama Öğretim Elemanı ile İşbirliği Hakkındaki Görüşleri)

Kuter and Koç (2009) emphasize the collaboration between all levels: Cooperating teacher and the teacher trainer; the university and the ministry. Thus, such cooperation would encourage everybody to be involved in the process to meet the expectations of a flourishing practicum. This also facilitates CTs' integration to the program and makes their voice heard. In the present study 70% of the teachers stated that the teacher trainer should be involved in the trainee meetings. This can be interpreted as the majority is in favor of trainer-cooperative teacher cooperation. Nevertheless, 48% claimed that they do not meet the trainer to discuss the trainees' development. Yet, the majority (86%) indicated that they believe that it is necessary for the cooperative teacher and the teacher trainer to meet regularly. Once more it becomes apparent that beliefs and actions of the CTs are disconnected. In this respect the research results are in line with the previous literature that what CTs are said to do and what they actually do constitutes a disagreement [3].

Finally, the participants were asked about the things that should be done to enable faculty-school cooperation. With 82% most of the teachers indicated that university personnel should organize seminars to inform them about the process, roles, and responsibilities. 56% demanded that the university web-site present information regularly, and finally 44% asked for regular meetings with the university personnel.

6. CONCLUSION AND RECOMMENDATIONS (SONUÇ VE ÖNERİLER)

Some significant conclusions have emerged from the results of the present research. First of these emphasizes the importance of voluntariness. One of the principal criteria when choosing CTs should be willingness in addition to experience. In order to carry out the extra burden, to provide maximum help to the trainee in the course of the training process (with qualified feedback and time) and to commit oneself to this work willingness becomes important. This is also supported by Paker (2005). As a result of his study, Paker mentions that not every teacher should be assigned as a cooperating teacher and stresses the value of voluntariness. In addition, in a recent study, Yaman and Alkaç (2010) suggested that it is also the trainees' opinion to have CTs who are ready to help and volunteer. It should be kept in mind that the graduates of the Education Faculties will become the colleagues of the CTs at the end of the practicum. One way to raise the quality of teacher education is to accomplish the practicum process effectively and successfully.

If we look at the research questions we see some interesting results as well. The first question investigated the CTs awareness of their roles with respect to those identified in the Faculty School Cooperation Booklet and those in the literature. Although it is found that all roles identified match with those in the booklet and with the literature, the number of CTs that carry out these roles is very few. With 53% "professional peer" is the highest percentage of the roles that is carried out by the CTs. The rest is less than 15%. By looking at these results we can say that CT's have limited awareness of their roles.

The second question investigated CT's involvement in the process. As a part of their involvement 87% claimed that they have a meeting with the trainees. However, when the frequency of the meetings was asked only 53% claimed that they do it every week. There is disparity between their claims and actions.

Finally, the third question investigated CTs' roles about cooperation with teacher trainers. Although the majority indicated that CT and trainer

meetings are necessary, only half claimed that they meet with the trainer to discuss trainees' development. Here, again, a disagreement is apparent.

As a conclusion it can be said that CTs have limited awareness of their roles during practicum. In addition, there is a considerable mismatch between how CT's view their contribution to the process and how much they actually contribute and also, there is disparity between their ideas about cooperation with trainers and they actually cooperate with them..

Following suggestions could be made by considering the results of the study and demands of CTs as they stated in the study.

- At the beginning of the term informative seminars should be arranged by the practicum coordinators of the Faculty of Education and authorities from the directorate of national education. Since such seminars will provide first hand and correct information CTs as well as school coordinators will be adequately informed about the process, content, and their roles and responsibilities. Paker's (2005) research results also support this outcome. It is remarkable that the results of these two studies overlap with each other since both of them report similar findings gathered from different cities in Turkey. Commonality of the problems emphasizes the importance of the suggestions for solutions.
- CTs should be informed about the university web-site related to the practicum and the site should be updated regularly and open for communication for questions and counseling.
- Teacher trainers' responsibilities should be broadened so that it involves briefings to the cooperating teacher about the content of the practicum course so that the trainer-teacher meetings can be regular and more informative.
- The web-sites of the directorates of national education should involve information about the process and roles and responsibilities of the participants.
- It needs to be advised that the teacher trainers visit practice schools regularly to strengthen cooperation with the school and the university.
- The flow of information in practice schools should require attention so that the written briefings reach to the CTs.

Next, the value of the role of the CTs in the process and their effect in quality teacher education needs to be emphasized and their awareness should be raised. The fact that the CTs are an important part of the teacher education process is frequently emphasized in the literature. Goodlad (1994), for instance, claimed that CTs carry out equal responsibilities with the universities. In addition, Butt (1994) highlighted that the professional help that CTs provide is supplementary to trainees' university education. Kiraz (2003) also points out that it is highly needed for CTs to understand their roles and responsibilities to accomplish their supervisory skills effectively.

Another essential point that needs to be mentioned is related to the necessity of oral and written feedback and regular trainee meetings that should be given and organized by the cooperating teacher. The meetings should be organized after trainee teaching at a separate time and place where the CT can provide useful oral as well as written feedback to the trainee. Unless such specially organized meetings are done, the benefit that trainees will receive will be minimum. As it is done by some CTs, the meetings should not be done during five-minute break times. A detailed analysis of the trainee teaching needs to be provided in these meetings.

There are several reasons given in the literature for the lack of or limited cooperation between the trainer and the teacher. Among these

reasons different expectations of the parties, methodological differences related to the presentation of the lesson and CTs' superficial interest in the practicum are given [24, 25, 26, and 27]. Thus, some of the teachers who contributed to the present study stated that they do not see themselves as in charge of teacher training and responsible from trainees' education.

As Beck and Kosnik (2000) and Mitchell, Clarke and Nuttall (2007) suggested, the cooperation between the teacher trainers and the CTs needs to be strengthened and the teacher trainer should be supportive of the cooperating teacher. Moreover, it would be beneficial if trainers emphasize the importance of common efforts in teacher training and their role in the process.

Finally, University Practicum Coordinatorship and Directorate of National Education's respective departments should meet regularly to find out common solutions to problems and for the exchange of information. Teacher education concerns the Higher Education Council and the results of it concern the National Ministry of Education. Quality will be enhanced only if the members of the two institutions work together.

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