

**TEACHING PRACTICE SUPERVISION AS QUALITY ASSURANCE TOOL IN TEACHER
PREPARATION: VIEWS OF TRAINEE TEACHERS ABOUT SUPERVISORS IN
UNIVERSITY OF CAPE COAST**

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ABSTRACT

Quality assurance in teacher training is significant to the overall attainment of teacher quality at the pre-tertiary level of any educational system. Despite institutional efforts being put into teaching practice, coupled with the immeasurable investments trainees are making, quality appears to be an elusive goal. This paper therefore examined teaching practice (TP) in the context of preparing quality teachers for actual field service. As a case study, the study documented evidence on teaching practice as laid down by the university of Cape Coast using questionnaires on 125 trainee teachers in the faculty of education. The study found that TP was beneficial to pre-service teachers in diverse ways even though trainees had some concerns which tended to water down quality of the exercise. As a result, novel recommendations were made to teacher training institutions to possibly look at innovative ways of streamlining activities to improve TP supervision and assessment in Ghana.

KEYWORDS: Assessment, Supervision, Teaching Practice, Teacher Preparation, Trainee Teachers