

Bridging Policy and Practice: A Quality Assurance Framework for Assessing Teaching Practicums in the Digital Age

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Abstract

The teaching practicum serves as the critical cornerstone of teacher education, requiring seamless alignment between institutional policies and classroom realities. However, managing and evaluating student teachers across distributed geographical locations often exposes fragmentation within traditional university-school governance models. This study introduces the Tripartite Digital Quality Assurance (TDQA) Framework, an integrated model engineered to bridge the gap between high-level governance policies and the micro-level assessment of student teachers during field placement. Utilizing a mixed-methods case study design, we analyze the implementation of this framework via a centralized, cloud-based Educational Management Information System (EMIS) used to coordinate the vital ecosystem between university supervisors, K-12 mentor teachers, and teacher candidates. The TDQA framework operationalizes quality control through three core mechanisms: standardized digital rubrics to mitigate evaluation bias, data-driven feedback loops using real-time analytics to monitor mentor-student interactions, and regulatory compliance automation to streamline the logging of mandatory clinical hours. Preliminary findings indicate that the implementation of the TDQA framework significantly enhances transparency, reduces administrative friction, and fosters stronger accountability across all three institutional stakeholders. Ultimately, this research demonstrates how strategic educational management and digital governance can elevate the academic integrity of the teaching practicum, transforming it from a logistical hurdle into a highly accountable, standardized learning experience.

Keywords: Governance, Quality-Assurance, Practicum, Management-Systems, Teacher-Education, Digitization