



**Tanggapan ng Kalihim**  
*Office of the Secretary*

JUL 12 2005

DepED ORDER  
No. **39** s. 2005

GUIDELINES ON THE DEPLOYMENT OF STUDENT TEACHERS

To: Undersecretaries  
Assistant Secretaries  
Bureau Directors  
Regional Directors  
Schools Division/City Superintendents  
Heads, Public and Private Elementary and Secondary Schools

1. For the information and guidance of all concerned, enclosed is a copy of Joint CHED and DepED Memorandum Order entitled "Guidelines on the Deployment of Student Teachers".
2. Immediate dissemination of and compliance with this Order is directed.

*R. C. Bacani*  
RAMON C. BACANI  
Undersecretary  
Officer-in-Charge

Encl.:  
As stated

Reference:  
None

Allotment: 1—(D.O. 50-97)

To be indicated in the Perpetual Index  
under the following subjects:

OFFICIALS  
POLICY  
STUDENTS  
TEACHERS



Republic of the Philippines  
OFFICE OF THE PRESIDENT  
COMMISSION ON HIGHER EDUCATION



Republika ng Pilipinas  
REPUBLIC OF THE PHILIPPINES  
KAGAWARAN NG EDUKASYON  
DEPARTMENT OF EDUCATION

**JOINT CHED and DepED MEMORANDUM ORDER**

**GUIDELINES ON THE DEPLOYMENT OF STUDENT TEACHERS**

To : CHED Commissioners  
Regional Directors  
Deans, Teacher Education Institutions  
(TEIs)  
Undersecretaries  
Assistant Secretaries  
Regional Directors  
Schools Division Superintendent  
Elementary/Secondary School Principals

Student Teaching or Teaching Internship is one of the most important and crucial phases in Teacher Education. It is in this culminating stage where the student teachers put into practice the learning competencies they have acquired in the teacher education program and at the same time harness their teaching competencies. This stage bridges theory and practice since it provides the student teachers the clinical experience in an actual school setting. This is a preparation for them to assume and carry out effectively all the duties and responsibilities of a teacher.

All those directly involved in administering the internship or clinical practice in the teacher education institutions and in the cooperating schools influence the quality of the student teaching experience. For this reason, all concerned TEI officials and cooperating teachers both in the public and private schools shall ensure that the student teachers are well prepared for their eventual assumption as teachers. The support system shall come from the collaborative efforts of the Commission on Higher Education (CHED) through the teacher education institutions (TEIs) and the Department of Education (DepED) through the regions, division offices and cooperating public and private schools.

1. Guidelines have been formulated to ensure that the student teachers get maximum benefits from their student-teaching experience. (See Enclosure 1)
2. The roles and responsibilities of the teacher education institutions (TEIs), teaching interns, college supervisors, School Division Superintendents (SDS), principals/head teachers and cooperating teachers are, likewise provided in the same Enclosure.
3. The SDS, in coordination with the school principal, shall forge a Memorandum of Agreement (MOA) with the TEIs which should stipulate the administrative and financial arrangements effective SY 2005-2006.
4. Guidelines for the Field Study component beginning sophomore year as required per CMO 30 s. 2004 (Revised Policies and Standards for the Undergraduate Teacher Education Curriculum- "Enclosure 2") involving basic education schools shall be issued at an appropriate time.
5. Immediate and wide dissemination of this Joint Memorandum is desired.

**CARLITO S. PUNO**  
*Acting Chair*  
Commission on Higher Education

**FLORENCIO B. ABAD**  
*Secretary*  
Department of Education

## **GUIDELINES ON THE DEPLOYMENT OF STUDENT TEACHERS**

### **I. DEFINITION OF TERMS**

**Student Teacher** - refers to the student who undergoes practice teaching/teaching internship

**Clinical Experience** - experience derived in practice teaching

**Cooperating School** - refers to the school where the student teacher undergoes off-campus teaching

**Mentoring** - a nurturing process in which a skilled or more experienced person provides support and encouragement to a less experienced person

**Mentor/Cooperating Teacher** - refers to the teacher who is assigned to guide the student teacher in the development of professional (,) competencies, attitudes and behaviors

**University/College Student Teaching Supervisor/Director** refers to the faculty member of the Teacher Education Institution (TEI) in charge of supervising and evaluating the off-campus activities of the student teachers in collaboration with the cooperating schools.

### **II. ROLES OF THE TEI**

The TEI shall:

1. determine the readiness and ability of the student-teacher to go on off-campus;
2. request the Provincial / City Division Office to designate cooperating schools in the province/city;
3. initiate conferences with the School Division Superintendents (SDS) in selecting public and private cooperating schools;
4. allocate a modest honorarium to personnel (principals and cooperating teachers) involved in student teaching as stipulated in the Memorandum of Agreement.

### **III. ROLE OF THE SDS**

The SDS, in collaboration with the TEI and school principals, shall:

1. review and subsequently approve, requests for cooperating schools;
2. conduct orientation on student-teaching with the TEIs inclusive of the Dean, College Student Teaching Supervisors, and the school principals/head teachers;
3. whenever possible, assign teachers close to their residence.

### **IV. SELECTION OF COOPERATING SCHOOLS**

**Cooperating schools provide the real-life setting for the student teacher to develop his/her professional competence that is necessary to assume the role of an effective teacher.**

A school may be designated as cooperating school if:

- a. it is an above average performing school in academics as evidenced by its:
  - showing in division, regional/national examinations
  - record of students in division/regional/national competitions
  - performance of graduates in admissions tests in prestigious schools
  - good image in community
- b. has master teachers/effective teachers who can provide the best mentoring to the student teachers;
- c. is accessible to the student teachers;
- d. is managed by a full-time administrator.

#### **V. SELECTION OF MENTOR/COOPERATING TEACHERS**

**To ensure that the student teachers will derive maximum benefit from student teaching experience, only the most capable teachers, preferably master teachers, should be chosen as mentors/cooperating teachers. Cooperating teachers are selected by the cooperating school principal in collaboration with the University/College Student Teaching Supervisor/Director and guided by the following criteria:**

He/she:

1. has at least 3 years of teaching experience;
2. has at least a performance rating of very satisfactory (VS) for the last 3 years;
3. is a major of the learning area the student teachers will practice in (for secondary level);
4. is willing to take responsibility for training/mentoring the student-teacher;
5. has been (or is) a demonstration teacher at least, on the school level;
6. possesses desirable qualities such as patience, kindness, understanding and fairness as attested by the principal;
7. has had no record of irregularities and/or abusive practices in school or in the community;
8. is a regular, not a substitute or a para-teacher.

#### **VI. DUTIES AND RESPONSIBILITIES OF THE COOPERATING SCHOOL PRINCIPAL**

**The role of the Cooperating School Principal is to collaborate with the University/College Student Teaching Supervisor/Director as a resource and facilitator of placements of student teachers and**

**provides the social and professional aspects of administering practice teaching.**

The duties and responsibilities are:

1. assign a student teacher to a qualified cooperating teacher in coordination with the school department head/chairman and with the University/College Student Teaching Supervisor/Director;
2. meet regularly with cooperating teachers and student-teachers;
3. conduct regular conference with the cooperating teachers as regards to the performance of the student teachers;
4. coordinate with the college supervisor of the student teacher
5. prepare required reports to the TEIs, copy furnished the SDS
6. see to it that student teachers are not allowed to substitute for teachers who are absent or on leave.

## **VII. DUTIES AND RESPONSIBILITIES OF THE MENTOR/COOPERATING TEACHERS**

**Cooperating teachers, because of their experience, have the skills and the perspective necessary to help students study the art and science of teaching in a classroom setting. The mentor teachers serve as role models and advocates and stimulate the mentees to develop an individual teaching style and personal talents in regard to educational training.**

1. observe mentor/mentee relationship;
2. assist the student teachers in honing their skills through:
  - 2.1. regular class observation and post conference
  - 2.2. lesson planning
  - 2.3. use of varied strategies/approaches/techniques
  - 2.4. classroom management
  - 2.5. assessment of learning outcomes
  - 2.6. questioning techniques
  - 2.7. preparation of instructional materials
  - 2.8. preparation of examinations/various assessment modes
  - 2.9. accomplishment of different forms and related work
3. observe, coach/mentor and evaluate the performance of the student teacher;
4. keep a record of observations and post conferences made with the student teacher;
5. model effective teaching and management techniques;
6. provide the student teacher the opportunity to teach independently and collaboratively;
7. provide the student teacher participation in co-curricular and school/community activities;
8. complete a set of summative evaluation reports for each student teacher; and

9. recommend a PASS or FAIL standing for the student teacher for the practicum. This is done after proper steps, coaching, and preventive measures have been exhausted. Make available proper and valid documents

### **VIII. DUTIES AND RESPONSIBILITIES OF STUDENT TEACHERS**

**As the final phase of teacher-pre-service, internship provides the teaching intern the necessary experiences to gradually assume the role of teacher under the guidance of a cooperating teacher. The student teacher shall be trained to develop the habit of reflecting on, and process one's experience and learn from it.**

Student teachers shall have the following duties and responsibilities:

1. participate actively in all school related activities;
2. notify the cooperating teacher in case of absences;
3. consider/be open to constructive criticisms;
4. respect the dignity and rights of children;
5. come prepared at all times;
6. return all borrowed books and materials to the cooperating school before the term ends, accomplish clearance from the cooperating school;
7. accomplish the internship portfolio;
8. project a good image as a teacher at all times by observing
  - 8.1. the Code of Ethics
  - 8.2. proper dress code
  - 8.3. punctuality in all activities of internship

### **IX. DUTIES AND RESPONSIBILITIES OF THE UNIVERSITY/COLLEGE SUPERVISOR/DIRECTOR OF STUDENT TEACHING / TEACHING INTERNSHIP**

**The primary role of the University/College Supervisor/Director of Student Teaching is to provide support for the teaching interns and the cooperating teachers, clarify requirements and assist teaching interns in organization, planning, reviewing teaching and non-teaching plans and scheduling class/non-class observations.**

Specific duties and responsibilities are , but not limited to, the following:

1. coordinate with the SDS in the selection of cooperating schools;
2. request the Superintendent of the School Principal to expose student teachers to teach multi-grade and special education classes;
3. prepare and implement the MOA between the TEI and the Division Office;
4. coordinate with the cooperating school head regarding the activities and practice teaching needs of the student teachers;
5. orient the student teachers for their off-campus work;

6. conduct regular observation and evaluation of the practice teaching performance of student teachers;
7. coordinate regularly with cooperating school principal/head teacher, and cooperating teacher regarding performance of the student teacher;
8. submit written reports to the College Dean, copy furnished the school principal and the SDS, at least twice a month regarding the:
  - 8.1. progress/performance of student teachers
  - 8.2. problems/difficulties met by the student teachers
  - 8.3. solutions/actions taken to solve the problems
9. free the student teachers from any academic loads not prescribed by the curriculum;
10. conduct exit interview/case studies of student teachers.



Republic of the Philippines  
OFFICE OF THE PRESIDENT  
**COMMISSION ON HIGHER EDUCATION**

**CHED MEMORANDUM ORDER (CMO)**

No. 30

Series 2004

**SUBJECT: REVISED POLICIES AND STANDARDS FOR  
UNDERGRADUATE TEACHER EDUCATION CURRICULUM**

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In accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the "Higher Education Act of 1994," and for the purpose of rationalizing the undergraduate teacher education in the country to keep pace with the demands of global competitiveness, the following rules and guidelines are hereby adopted and promulgated by the Commission.

**ARTICLE I  
INTRODUCTION**

Section 1. Quality pre-service teacher education is a key factor in quality Philippine education. In the Philippines, the pre-service preparation of teachers for the primary and secondary educational sectors is a very important function and responsibility that has been assigned to higher education institutions. All efforts to improve the quality of education in the Philippines are dependent on the service of teachers who are properly prepared to undertake the various important roles and functions of teachers. As such, it is of utmost importance that the highest standards are set in defining the objectives, components, and processes of the pre-service teacher education curriculum.

**ARTICLE II  
AUTHORITY TO OPERATE**

Section 2. All private higher education institutions (PHEIs) intending to offer the Bachelor of Elementary Education (BEEd) or the Bachelor of Secondary Education (BSEd) or any of the professional education courses specified in both curricula must first secure proper authority from the Commission in accordance with existing rules and regulations. The government - supported institutions (i.e. state universities and colleges (SUCs), and local colleges and universities) are strongly encouraged to strictly adhere to the provisions in this policies and standards.



### ARTICLE III PROGRAM SPECIFICATIONS

#### Section 3. Degree

The degree programs herein shall be called Bachelor of Elementary Education (BEEd) or the Bachelor of Secondary Education (BSEd).

#### Section 4. Program Description and General Objectives

The BEEd is structured to meet the needs of professional teachers for elementary schools and special education programs in the Philippines, and the BSEd for the needs of professional teachers for secondary schools in the Philippines.

The BEEd aims to develop elementary school teachers who are either (a) generalists who can teach across the different learning areas in grade school, (b) special education teachers, or (c) pre-school teachers.

The BSEd aims to develop high school teachers who can teach in one of the different learning areas in high school like Mathematics, Physical Sciences, Biological Sciences, English, Filipino, among others.

#### Section 5. Allied Programs

Teacher education is an applied discipline which draws from many of the basic disciplines in the social sciences (Psychology, Sociology, Anthropology, Economics, Political Science, Applied Linguistics, History, etc.), the Science and Technology Fields (Biology, Chemistry, Physics, Mathematics, Engineering, Information Technology, etc.), and the Humanities and related fields (Languages, Literature, Philosophy, Journalism, etc.).

### ARTICLE IV COMPETENCY STANDARDS

#### Section 6. Graduates of the BEEd and BSEd programs are teachers who

- have the basic and higher level literacy, communication, numeracy, critical thinking, learning skills needed for higher learning;
- have a deep and principled understanding of the learning processes and the role of the teacher in facilitating these processes in their students;

- have a deep and principled understanding of how educational processes relate to larger historical, social, cultural, and political processes;
- have a meaningful and comprehensive knowledge of the subject matter they will teach;
- can apply a wide range of teaching process skills (including curriculum development, lesson planning, materials development, educational assessment, and teaching approaches);
- have direct experience in the field/classroom (e.g., classroom observations, teaching assistance, practice teaching);
- can demonstrate and practice the professional and ethical requirements of the teaching professions;
- can facilitate learning of diverse types of learners, in diverse types of learning environments, using a wide range of teaching knowledge and skills;
- can reflect on the relationships among the teaching process skills, the learning processing in the students, the nature of the content/subject matter, and the broader social forces encumbering the school and educational processes in order to constantly improve their teaching knowledge, skills and practices;
- can be creative and innovative in thinking of alternative teaching approaches, take informed risks in trying out these innovative approaches, and evaluate the effectiveness of such approaches in improving student learning; and
- are willing and capable to continue learning in order to better fulfill their mission as teachers.

## ARTICLE V CURRICULUM

### Section 7. Curriculum Description

The curriculum herein is designed to prepare professional teachers for practice in primary and secondary schools in the Philippines. The design features include various components that correspond to the basic and specialized knowledge and skills that will be needed by a practicing professional teacher: foundational general education knowledge and skills, theoretical knowledge about teaching and learning, methodological skills, experiential knowledge and skills, and professional and ethical values, and subject matter knowledge appropriate to the level of teaching (i.e., pre-school, elementary, or secondary).

The curriculum recognizes the need to equip teachers with a wide range of theoretical and methodological skills that will allow them more options and greater flexibility in designing and implementing learning environments that will maximize their students' learning, once they are in the teaching service.

The curriculum is also designed so that the curricular components are integrated. That is, the curriculum emphasizes the interweaving of foundational, theoretical, methodological, and experiential knowledge in the various learning experiences in the curriculum.

Section 8. Curriculum Outline

	BEEd	BSEd
General Education Courses	63	63
Professional Education Courses	54	51
• Theory/Concept Courses	12	12
• Methods/Strategies Courses	27	24
• Field Study Courses	12	12
• Special Topics Courses	3	3
Specialization/Content Courses	57	60
<b>TOTAL UNITS</b>	<b>174 units</b>	<b>174 units</b>

Section 9. General Education Courses

General education and legislated courses shall follow existing requirements. The CHED Memorandum No. 59 series 1996 (63 units) is the recommended track for the teacher education programs. In addition, the course requirements for selected general education courses are specified in this curriculum (refer to Section 17).

Section 10. Professional Education Courses

These courses represent the component of the curriculum that aims to develop the range of knowledge and skills needed in the practice of the teaching profession. These courses are divided into three broad categories: (a) theory and concepts courses, (b) methods and strategies courses, and (c) field study courses. In addition, a cluster of special topics courses are required as part of the professional education courses.

Although the professional education courses are defined under separate categories, all the courses should be taught in an integrated manner. Thus, discussions of theory and concepts should always be linked to the development of methods and strategies and to experiential learning during field study, and vice versa.

All the courses should be taught using a wide range of learning-teaching approaches and student assessment procedures, including whenever possible the use of some educational technology.

Finally, all the courses should have a research requirement, which may take the form of a term paper, case study, action research, or other forms of research/scholarship as may be appropriate.

#### Section 11. Theory and Concepts Courses

The following are the theory and concepts courses that provide the broad frameworks within which students can understand, rationalize, and reflect on the various methods, strategies, processes, issues, and other matters related to the teaching profession.

Child and Adolescent Development	3 units
Facilitating Learning	3 units
Social Dimensions of Education	3 units
The Teaching Professions	3 units

#### Section 12. Methods and Strategies Courses

The following are methods and strategies courses in the program that aim to develop in students a wide range of skills to facilitate and evaluate learning in diverse types of students in a variety of learning environments.

Principles of Teaching 1	3 units
Principles of Teaching 2	3 units
Assessment of Student Learning 1	3 units
Assessment of Student Learning 2	3 units
Educational Technology 1	3 units
Educational Technology 2	3 units
Curriculum Development	3 units
Developmental Reading 1	3 units
Developmental Reading 2 (for BEEd only)	3 units

#### Section 13. Field Study Courses

The following series of courses are the field study courses that are intended to provide students with practical learning experiences in which they can observe, verify, reflect on, and actually experience different components of the teaching-learning processes in actual school settings. The experiences will begin with field observation and gradually intensify until students undertake practice teaching.

Field Study 1	1 unit
Field Study 2	1 unit
Field Study 3	1 unit

Field Study 4	1 unit
Field Study 5	1 unit
Field Study 6	1 unit
Practice Teaching	6 units

#### Section 14. Special Topics Courses

Students will have the opportunity to explore special topics and issues related to their field of study by taking three one-unit elective seminars on a range of topics chosen by the teacher education institutions, based on their perceived needs of the students and the expertise of their faculty.

Some of the possible topics for these one-unit elective seminars are, but are not limited to the following: Teaching Multigrade Classes, Environmental Education, Teaching Multicultural Classrooms, Integrative Teaching Strategies, Collaborative Learning, Use of Popular Media in Teaching, Topics on Distance Learning, Problem-Based Teaching, the Eight-Week Curriculum, Addressing Learning Gaps, Teaching Indigenous Peoples, among others.

#### Section 15. Content Course for BEEd

For the BEEd program, students have to complete 57 units of content courses that correspond to the various learning areas in the elementary education curriculum. These courses, which are in addition to the related GE requirements, are distributed as follows:

Science	12 units
Mathematics	12 units
English	12 units
Filipino	6 units
Social Studies	6 units
Music, Arts, and Physical Education	3 units
Home Economics and Livelihood Education	3 units
Values Education	3 units

For the BEEd program, students may choose to take 57 units of content courses in two areas of specialization: Special Education and Pre-School Education.

#### Section 16. Specialization Courses for BSEd

For the BSEd program, all students have to complete 60 units of content courses in one of the following areas of specialization:

- Mathematics
- Physical Sciences
- Biological Sciences

- English
- Filipino
- Social Studies
- Values Education
- Technology and Livelihood Education
- Music, Arts, Physical and Health Education
- Islamic Studies

**Section 17. Sample Program of Study (Minimum Units)**

The program of study herein is *only an example*. HEIs may use this sample and modify it according to its needs. They may also add other preferred courses. The sample program of study is shown in Annex A.

**Article VI  
Course Specifications**

**Section 18.** The teacher education curriculum provides minimum requirements for the course specifications for selected general education courses, all professional education courses, and specialization courses. The course specifications indicate the minimum requirements. HEIs may follow their own course specifications in the implementation of the program. However, the minimum requirements for these courses should be complied with by all HEIs. The complete course specifications are shown in Annex B.

**Article VII. Repealing Clause**

**Section 19.** All pertinent rules and regulations or parts thereof that are inconsistent with the provisions of this policy are hereby repealed or modified accordingly.

**Article VIII. Effectivity Clause**

**Section 20.** These curricula for teacher education curriculum shall commence first semester of school year 2005-2006 and shall be effected as follows:

SY	2005 - 2006	For incoming freshmen
SY	2006 - 2007	For incoming freshmen and sophomores
SY	2007 - 2008	For incoming freshmen, sophomores and juniors
SY	2008 - 2009	All year levels

HEIs applying for permits to offer new teacher education programs must comply with these policies and standards before they can be granted permit to offer the programs.

## Article IX. Acknowledgement

Section 26. The Commission acknowledges the following for their contributions in the development of these policies and standards:

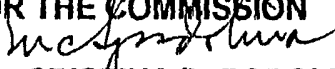
The Technical Panel for Teacher Education composed of Dr. Allan B.I. Bernardo, as Chair, Dr. Ester B. Ogena, as Co-Chair, Dr. Lolita M. Andrada, Dr. Nilo E. Colinares, Dr. Amor Q. De Torres, Dr. Teresita G. Inciong, Dr. Isabel F. Inlayo, Dr. Paz I. Lucido, Dr. Gloria G. Salandanan, Dr. Teresita T. Tumapon and specially the TPTE Adviser and CHED Commissioner Ma. Cristina D. Padolina, for the untiring efforts they have rendered in the development of these policies and standards;

The hundreds of faculty members and administrators of different TEIs, especially the Philippine Normal University, De La Salle University-Manila, Centro Escolar University, and University of the Philippines-Diliman, who have helped in developing specific components of these policies and standards through the various workshops, writeshops, and consultations;

The CHED - TPTE Secretariat, Dr. Teoticia C. Taguibao, Ms. Marietta L. Manalang, Ms. Rosa F. Mercado, Ms. Rowena B. Espina, Ms. Leana DS. Patungan, Ms. Aileen Rachel V. Mojica and Mr. Avelino D. Sanchez IV for the technical and administrative support.

For strict compliance.

Pasig City, Philippines September 13, 2004.

FOR THE COMMISSION  
  
MA. CRISTINA D. PADOLINA  
Officer In- Charge  
Office of the Chairman

