



Office of the Secretary

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DepED O R D E R
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GUIDELINES IN THE DEPLOYMENT OF PRE-SERVICE TEACHERS
ON EXPERIENTIAL LEARNING: FIELD STUDY
AND PRACTICE TEACHING

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

1. For the information and guidance of all concerned, enclosed are the "Guidelines in the Deployment of Pre-Service Teachers on Experiential Learning: Field Study and Practice Teaching" and the Joint CHED and DepED Order on this matter.
2. Immediate dissemination of and compliance with this Order is directed.


JESLI A. LAPUS
Secretary

Encls.: As stated
Reference: None
Allotment: 1—(D.O. 50-97)
To be indicated in the Perpetual Index
under the following subjects:

CURRICULUM
POLICY
STUDENTS
TEACHERS

GUIDELINES IN THE DEPLOYMENT OF PRE-SERVICE TEACHERS

I. DEFINITION OF TERMS

Authentic School Setting/ Learning Environment - refers to the real school environment in basic education.

College Supervisor - refers to the faculty member of the Teacher Education Institution (TEI) in charge of Experiential Learning Courses (Field Studies and/or Practice Teaching), who teaches the course and oversees the various activities. It also refers to the University/College Student Teaching Supervisor/Director/Coordinator

Cooperating School/Internship School/Practicum Site/Partner Public School - refers to the school where the field observers and student teachers undergo observation and practice teaching.

Experiential Learning Courses - refer to the required subjects in the pre-service education curricula that include Field Study Courses and Practice Teaching.

Flexible Incentive System - refers to mutually-agreed upon monetary e.g., honoraria, and non-monetary incentives, e.g., scholarships, tuition discounts, free training, seminars, access to library and other school facilities, distinctions and honorific titles, etc.

Field Study Student (FSS) - refers to the student taking field study courses.

Portfolio - is both a product and process; purposeful collection of pertinent student teaching materials such as lesson plans, documented evidences of community outreach, reflections, and others.

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

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

Pre-service teacher - refers to the student enrolled in the BEEd, BSEd and other related teacher education programs.

Resource Teacher - refers to the resource facilitator in the Field Study Courses.

Student Teacher - refers to the student who undergoes practice teaching.

II. Role of DepED and CHED

Regional Offices

The Regional Directors shall jointly:

1. ensure quality assurance of the Experiential Learning courses;
2. set the parameters of the MOAs between the SDS and TEIs or group of TEIs; determine and articulate the human resource requirements for basic education and TEIs of the region;
3. conduct regular monitoring and evaluation of the ELC, utilize and disseminate results;
4. undertake researches related to the improvement of ELC; and
5. provide recognition and reward system to performing TEIs as regards to experiential learning.

Schools Division Offices

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

1. forge a MOA with TEIs on the deployment of pre-service teachers on experiential learning courses;
2. review and subsequently approve, requests for cooperating schools;
3. conduct orientation on field study and practice teaching with the TEIs and cooperating staff; and
4. monitor and evaluate the capacity of the cooperating schools;

Cooperating School

A. Field Study

1. The Principal shall accept the FSS and see to it that they are assigned to observe any teacher;
2. The Principal shall coordinate with TEI supervisor concerning field study assignments and problems;
3. The Principal shall ensure the orientation of the FSSs on the following:
 - a. policies, regulations and environment of the school;
 - b. assignment of classes and responsibilities; and
4. The Principal will participate in a debriefing session with the resource teacher, the FSS and the college practicum supervisor.

B. 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. conduct regular conference with the cooperating teachers as regards to the performance of the student teachers;
3. coordinate with the college supervisor of the student teacher ;
4. see to it that student teachers are not allowed to substitute for teachers who are on leave; and
5. prepare required reports to the SDS.

Resource Teachers and Cooperating Teachers/Mentors

A. Field Study

The Resource Teachers shall:

1. see to it that the FSS's role is limited to the requirements and activities of the particular field study course;
2. accommodate FSSs in their actual classroom teaching and are not duty bound to mentor/coach; and
3. certifies the attendance of the FSSs.

B. Practice Teaching

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. allow the student teacher to participate 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.

III. ROLE OF THE TEI

The **TEI Dean** shall:

1. initiate conferences with the Regional Director, Schools Division Superintendents (SDS)/Private School Principals in selecting cooperating schools;
2. prepare a MOA between the TEI and the Division Office (DO) to be signed by the College/University President and the SDS;
3. coordinate with the SDS in the selection of cooperating schools;
4. prepare a formal communication to the school principal relative to the deployment of FSS and Student Teachers;
5. ensure that the College Supervisor deploy pre-service teachers to schools as arranged with the Schools Division Superintendent (SDS);
6. provide flexible incentive system to personnel (cooperating teachers, school principal, department heads and supervisors) involved in student teaching as stipulated in the Memorandum of Agreement; and
7. provide a functional space for Experiential Learning Courses.

The **TEI College Supervisor** shall:

1. orient the pre-service teachers on the rationale and procedures of the experiential learning courses;
2. conduct orientation meetings in order that expectations of both parties are made clear to all concerned;
3. determine the readiness and ability of the pre-service teachers to undergo practice teaching; and,
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 the cooperating school principal/head teacher, and cooperating teacher regarding performance of the student teachers;
8. submit written reports to the College Dean, copy furnished the school principal and the SDS, at least twice a month regarding the:
 - a. progress / performance of student teachers
 - b. problems/difficulties met by the student teachers
 - c. solutions / actions taken to solve the problem
9. conduct debriefing sessions, interview /case studies of student teachers.

IV. SELECTION OF COOPERATING SCHOOLS

A. FIELD STUDY

All basic education schools may be chosen as cooperating schools.

B. PRACTICE TEACHING

A school may be selected if:

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

V. SELECTION OF RESOURCE TEACHERS AND COOPERATING TEACHERS/ MENTORS

A. Field Study

Any teacher in a Field Study Cooperating School can be a Resource Teacher.

B. Practice Teaching

He/she:

1. has at least 3 years of teaching experience;
2. performs satisfactorily in accordance with the NCBTS;
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 the least, on the school level; and
6. is a regular teacher, not a substitute or a para teacher

VI. DUTIES AND RESPONSIBILITIES OF PRE-SERVICE TEACHERS

A. Field Study

The FSS shall:

1. take the field study courses congruent to their professional education subjects;
2. observe proper decorum and behavior when making field visits and observations in the schools where they are fielded; and
3. accomplish the requirements of the course as scheduled.

B. Practice Teaching

The Student Teacher shall:

1. participate actively in school-related activities, however, priority should be given to academic 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. secure clearance from the cooperating school;
7. accomplish the internship portfolio;
8. project a good image as a teacher at all times by observing:
 - a. Code of Ethics
 - b. proper dress code
 - c. punctuality in all activities of the internship



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 ORDER

No. _____
Series: _____

**GUIDELINES IN THE DEPLOYMENT OF
PRE-SERVICE TEACHERS ON EXPERIENTIAL LEARNING:
FIELD STUDY AND PRACTICE TEACHING**

To: CHED Commissioners
Regional Directors
Presidents/Heads of Private
Universities and Colleges, State
Colleges and Universities, Local
Colleges and Universities
Deans, Colleges of Education

DepED Undersecretaries
Regional Directors
Schools Division Superintendents
Elementary/Secondary Principals

The Experiential Learning Courses (ELCs) are indispensable components of the New Teacher Education Curriculum, per CMO No. 30, s. 2004. This is pursuant to the National Competency Based Teacher Standards (NCBTS), core of the Teacher Education and Development Program (TEDP) of the government.

The ELCs are intended to provide students with actual learning experiences in which they can observe, verify, reflect on, and practice the different components of the teaching – learning processes in a variety of authentic school settings. Such experiences, which are built around mentoring, will begin with field observation and will gradually intensify into participation until students undertake practice teaching.

As key interdependent stakeholders in the development of future teachers, the Basic Education Schools (BES) provide the Teacher Education Institutions (TEIs) the authentic environment to implement the teacher education curriculum; the TEIs in turn provide schools with competent teachers steeped in both theory and practice.

The Commission on Higher Education (CHED) through the TEIs and the Department of Education (DepED) through the regional and division offices and cooperating BES shall provide a collaborative support system to the experiential learning courses.

The TEIs shall be responsible for their students who were allowed to participate as Pre-Service Teachers under the Experiential Learning Courses in accordance with pertinent laws, rules and regulations.

The Experiential Learning Courses Handbook is provided to ensure that the pre-service teachers get maximum benefits from their experiential learning courses.

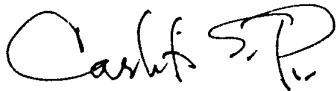
The roles and responsibilities of the DepED regional directors, schools division superintendents (SDS), supervisors, principals/head teachers, resource teachers, and cooperating teachers; and CHED regional directors, the TEI deans/heads, college supervisors, and field study students/student teachers, are likewise provided in the Handbook.

The DepED and the CHED Regional Offices shall set the parameters for the Memorandum of Agreement (MOA) between the SDS and the individual TEI or a group of TEIs. The MOA shall stipulate the administrative and technical support including the flexible incentive system.

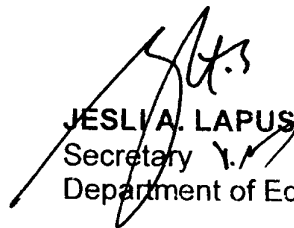
Any DepED or CHED Order which is inconsistent with this Joint Order is hereby rescinded.

Immediate and wide dissemination of this Joint Order is desired.

Issued this ____th day of _____, 2006, Pasig City, Philippines.



CARLITO S. PUNO
Chair
Commission on Higher Education



JESLI A. LAPUS
Secretary
Department of Education

(Prototype MOA 1)

Know All Men By These Presents:

This **Memorandum of Agreement** is made and entered by and between:

_____ represented by its President,
_____, with principal address in
_____ and hereinafter
referred to as the **FIRST PARTY**.

The **Basic Education Schools** represented by Schools Division Superintendent,
_____, with principal address in
_____ and hereinafter referred to as the **SECOND PARTY**.

WITNESSETH:

WHEREAS, both parties have mutual and peculiar needs beneficial to each other and with a common felt need to improve the quality of basic education in the Philippines.

WHEREAS, _____ is a higher learning institution offering teacher education programs and desirous of producing ideal Filipino teachers as characterized in the National Competency Based Teacher Standards and in the Teacher Education Curriculum.

WHEREAS, the Basic Education Schools are stakeholders in the development of future teachers, and provide Teacher Education Institutions authentic environment to implement teacher education curriculum.

NOW THEREFORE, for and in consideration of the foregoing premises, hereby agree the following terms and conditions of this Memorandum of Agreement.

For the First Party:

1. Submit a list of qualified student teachers a week before the practice teaching program commences.
2. Coordinate with the school principal/school head before the student teachers enter the school.
3. Provide necessary flexible incentive for the cooperating school principal and cooperating teachers.
4. Share with the public school system the technology, human and material resources available in the institutions

For the Second Party:

1. Provide necessary compliment to secure the safety of student teachers during their stay in the Basic Education School.
2. Allow the practice teachers the access to information regarding the school, and community.

3. Provide the student teachers with the best mentors to enhance their experience in preparation for teaching for life.
4. Allow the faculty and cooperating teachers of the teacher education institutions the access to information regarding the school and community for research purposes.
5. Submit performance evaluation reports of student teachers.

This **AGREEMENT** shall take effect immediately upon signing by all parties concerned and shall remain in force unless sooner terminated by mutual consent.

IN WITNESS WHEREOF, parties of the agreement hereunto affix their signature this ____ of _____, 20__ at _____, Philippines

Teacher Education Institution

Basic Education Schools

President

Schools Divisions Superintendent

Signed in the Presence of:

Dean, College of Education

School Principal

REPUBLIC OF THE PHILIPPINES

ACKNOWLEDGMENT

This ____ day of _____ 20__ at the _____ personally appeared before me _____ with CTC No. _____ issued at _____ on _____ and _____ with CTC No. _____ issued on _____ at _____ known all known to me and to me known to be the same persons who executed the foregoing instrument, and they acknowledged to me that the same is their free and voluntary deed.

WITNESS MY HAND AND SEAL.

(Prototype MOA 2)

MEMORANDUM OF AGREEMENT

KNOW ALL MEN BY THESE PRESENTS:

This agreement made and entered into this _____ day of _____
200 ___ in _____, Philippines, by and between.

(Name of the University/College of Education) with official address at _____, represented by its PRESIDENT _____, and herein known as the Teacher Education Institution (TEI), referred as the First Party

The Department of Education represented by the SCHOOLS DIVISION SUPERINTENDENT and referred as the Second Party

WITNESSETH

WHEREAS, _____ is desirous to improve the quality of education in elementary and secondary schools in the (Name of the School Division) with the following goals and objectives of the practice teaching program:

1. To provide opportunities for student teachers apply in actual situations the principles learned regarding the teaching learning process, to evaluate themselves and discover their weaknesses and certain phases of teaching job by putting themselves and their ideas to test in actual situations;
2. To gain comprehensive and realistic picture of the instructional system which a student teacher will be a part; and
3. To understand problems of actual teaching and develop the skills to make the necessary adjustments to changing classroom observation.

WHEREAS, the privileges, duties and responsibilities of the TEI are:

1. Determine the readiness and ability of the student-teacher to go on off-campus
2. Allocate and collect _____ Practice Teaching Fee from each Student Teacher. This will be added to the regular school fees for which students are billed.
3. Conduct regular supervisory visit during the stay of the student teacher in their school.
4. Gather feedback from the cooperating schools and teachers regarding student-teachers performances, as a basis for improving the pre-service education of the prospective teachers ;
5. Allocate or give the designated schools an amount of _____ per student teacher, per semester assigned to a particular school, which will serve as a shared honorarium for the cooperating teachers and principal of the school; and
6. Issue a Certificate of Recognition to the Principals and Cooperating Teachers who supervise the student-teachers.

WHEREAS, the effectivity of this AGREEMENT shall take effect immediately upon signing by all parties concerned and shall remain in force until the completion of the assignment and upon the satisfactory fulfillment of all terms and conditions embodied herein unless sooner terminated by mutual consent.

IN WITNESS WHEREOF, parties of the agreement hereunto affix their signature this _____ of _____, 20 ____ at _____, Philippines.

TEACHER EDUCATION INSTITUTION
By:

SCHOOLS DIVISIONS SUPERINTENDENT
By:

President

Schools Division Superintendent

Dean, College of Education

Principal of the Cooperating School