

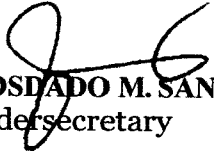



Republic of the Philippines

Department of Education
UNDERSECRETARY FOR CURRICULUM AND INSTRUCTION

MEMORANDUM
DM-CI-2020-**00246**

TO: Regional Directors
Schools Division Superintendents

FROM: 
DIOSDADO M. SAN ANTONIO
Undersecretary


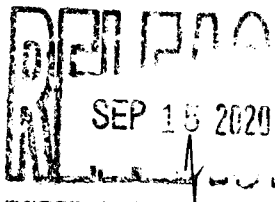

THROUGH: 
RUNVI V. MANGUERRA
Executive Director II

SUBJECT: **Public Consultation on the Proposed New Normal Policies and Guidelines on the Deployment of Student Teachers for Field Study and Student Teaching**

DATE: 10 September 2020

1. The Department of Education and the Commission on Higher Education through the Technical Working Group will conduct an On-line Public Hearing/Consultation on the **Proposed New Normal Policies and Guidelines on the Deployment of Student Teachers for Field Study and Student Teaching** on September 18, 2020 at 9:00 AM via Zoom Videoconferencing Platform.
2. The objectives of the public hearing/consultation are to:
 - a. present the proposed policy; and
 - b. recommend amendments on the proposed policy.
3. Participants of this activity are Schools Division Superintendents or Division Focal Person on Student Teaching.
4. Due to limitations in the platform, please register at <https://forms.gle/q3d9vY7WydgygiTZ6> to receive the zoom credentials for the public hearing. Participants who will not be able to attend the on-line presentation of the guidelines may visit the CHED Facebook page for the Live Streaming. A copy of the draft guidelines is attached.

5. For more information and clarification, please feel free to contact the **Teacher Education Council (TEC) Secretariat** through teacheredsecretariat@gmail.com.
6. Immediate dissemination of this Memorandum is earnestly desired.

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|  Republic of the Philippines Department of Education CORDILLERA ADMINISTRATIVE REGION |  DEPED-CAR September 14, 2020 |
| To: All Schools Division Superintendent All Divisions All Others Concerned | |
| For your information and dissemination. | |
| | MAY B. ECLAR, Ph. D., CESO V Regional Director For the Regional Director  FLORANTE E. VERGARA OIC-Assistant Regional Director |
| HRDD/JPA/Jav | |



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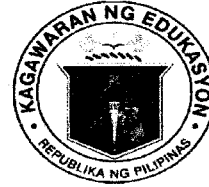
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**Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER
EDUCATION**



**Republic of the Philippines
DEPARTMENT OF EDUCATION**

JOINT CHED-DEPED MEMORANDUM ORDER

No. ____

Series of 2020

SUBJECT : NEW NORMAL POLICIES AND GUIDELINES ON THE DEPLOYMENT OF PRE-SERVICE TEACHERS FOR FIELD STUDY AND TEACHING INTERNSHIP FOR AY 2020-2021

In accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the "Higher Education Act of 1994," and RA 9155, otherwise known as the "Governance of Basic Education Act of 2001," the following policies and guidelines are hereby adopted and promulgated:

I. CONTEXT AND RATIONALE

In the midst of a pandemic that has profoundly altered many aspects of life, the continued effective delivery of education in all levels is, more than ever, of paramount importance. It is imperative for teacher education institutions (TEIs) to respond positively to the distinctive challenge and opportunity presented by the unusual circumstances surrounding AY 2020 – 2021 by delivering courses in innovative and flexible ways suitable to the context of educational institutions, teachers, and students. Recently, the Commission on Higher Education released the Guidelines on the Implementation of Flexible Learning (CHED Memorandum Order No. __, s, 2020) to ensure continuity of learning at the tertiary level while DepEd issued an order on the Adoption of the Basic Education Learning Continuity Plan FOR School Year 2020-2021 in Light of the Covid-19 Public Health Emergency (DepEd Order No. 12, series of 2020). TEIs and Cooperating Schools must continue to strive to sufficiently prepare the next batch of teachers to teach in the post-pandemic, new normal environment. Hence, in addition to the current preparations being undertaken to deliver courses by means of flexible modalities, the Field Study and Practice Teaching courses also need to be redesigned in ways that are compatible with the present situation. The need to shift from residential or face to face teaching to flexible learning in higher education and learning delivery modalities in basic education to ensure the health, safety and security of the teachers, students, pre- service teachers and other stakeholders during the time of the pandemic is fundamental.

This set of guidelines for the academic year 2020-2021 covers pre-service teachers taking the experiential learning courses under CHED Memorandum Order (CMO) 30, s. 2004 entitled "Revised Policies and Standards for Undergraduate Teacher Education Curriculum." Students taking Certificate

in Professional Education or 30 units of education courses, including practice teaching, should follow CMO 30, s. 2004 also. Students in the new curriculum (CMO 74 to 80 and 82, s. 2017) are only in their Third Year and will take Field Study and Teaching Internship in AY 2021-2022.

TEIs are enjoined to implement the necessary modifications in the delivery of Teaching Internship and Field Study given their context and available resources. However, Field Study and Teaching Internship courses must be experiential, using the different *new normal* learning modalities; developmental through coaching and mentoring, and aligned with the Learning Continuity Plan (LCP) and Most Essential Learning Competencies (MELCs).

In view of the risks posed by the ongoing pandemic, this supplemental policy on practice teaching and field study of pre-service teachers shall abide by existing health protocols and standards prescribed by the Inter-Agency Task Force for the Management on Emerging Infectious Diseases (IATF), Department of Health (DOH), and other health and safety regulations implemented by the HEI's respective local government units. In any circumstances that face-to-face contact would be permitted by relevant authorities, minimum public health standards as stipulated in DOH Administrative Order No. 2020-0015 shall be strictly observed.

Furthermore, in order to promote the well-being of students and guarantee quality of their learning and exposure and ensure their safety while undergoing internship, TEIs and Cooperating Schools are advised to adhere to the requirements on Student Internship Program in the Philippines per CHED Memorandum Order (CMO) No. 104, series of 2017 and the Guidelines on the Required Health Standards in Basic Education Offices and School per DepEd Order No. 014, series of 2020.

II. ACRONYMS & KEY TERMINOLOGIES

To promote coherence in understanding the present guidelines, the following are the descriptions of key terminologies:

Classroom-Based Action Research (CBARs) – are research studies conducted by PTs in their teaching internship. The CBARs may only focus on a specific teaching-learning process identified by the PTs.

Coaching and Mentoring - are the support processes to prepare Field Study students and practice teachers in the experiential learning program

College Supervisors – are the faculty members assigned by the TEI to monitor, supervise, and evaluate the FSS and PTs in their experiential learning courses.

Cooperating School - refers to the TEI partner school where Field Study and Teaching Internship are undertaken

Cooperating Teachers (CTs) - are the selected educators who act as coaches and mentors of PTs in their teaching internship program at the partner or laboratory school of a TEI

Experiential Learning Courses (ELC) - refers to the collective program Field Study and Teaching Internship courses. It is a year-long engagement that supports that supports authentic experiential learning from field study and actual classroom immersion of the prospective teachers.

Field Study Course - is the first experiential learning course which will immerse a future teacher in an actual classroom situation and learning environment where direct observation of teaching learning episodes that focuses on the application of educational theories learned in content and pedagogy courses will be made. It allows teacher pre-service students to participate and assist in a limited actual teaching-learning activities that relate to assessment of learning, preparation of instructional materials, preparation of bulletin boards, and other routines in the classroom.

Field Study Students (FSS) – are pre-service teachers taking their Field Study courses in a partner or laboratory school of a TEI

Flexible Learning - is the program by CHED that encompasses the different delivery modalities for teaching and learning in the new normal

Learning Delivery Modality (LDM) - refers to the program that describes the different teaching-learning modalities by the basic education schools such as online instruction (synchronous/asynchronous), radio-based and television-based instruction, and other modalities

Most Essential Learning Competencies (MELCs) – modified basic education curriculum released by the Department of Education to address the present educational dilemma

New Normal - refers to the emerging behaviors, situations, and minimum public health standards that will be institutionalized in common or routine practices and remain even after the pandemic while the disease is not totally eradicated through means such as widespread immunization. These include actions that will become second nature to the general public as well as policies such as bans on large gatherings that will continue to remain in force (Omnibus Guidelines On The Implementation Of Community Quarantine In The Philippines With Amendments As Of June 03, 2020, Inter-agency Task Force For The Management Of Emerging Infectious Diseases)

Practice Teachers (PTs) - are pre-service teachers having their teaching internship programs in a laboratory school of a TEI or in a partner cooperating school

Portfolio – is a purposeful documentation prepared by FSS and PTs that showcases their learning experiences in the experiential learning courses. The online or softcopy version of the said documents is referred to as electronic or e-portfolio.

Resource Teachers (RTs) – are the educators being observed by the FSS in a partner or laboratory school of a TEI

Teacher Education Institution - refers to higher education institutions offering teacher education programs

Teaching Internship - is a one semester full-time teaching internship in basic education schools either in-campus or off-campus using a clinical approach under the mentorship of a cooperating teacher.

III. ROLES AND RESPONSIBILITIES OF STAKEHOLDERS

Several stakeholders as identified in the DepEd Order No. 3, S. 2007 entitled "Guidelines in the Deployment of Pre-service Teachers on Experiential Learning: Field Study and Teaching Internship" play important roles in the implementation of the ELC for pre-service teachers. The present guidelines acknowledge that the said roles are still in effect and are to be followed accordingly.

The present guidelines (CMO 74-80 and 82, series of 2017) stress that for Teaching Internship, it is the responsibility of the assigned college supervisor to facilitate the activities, monitor, and evaluate the performance of the PTs. For Field Study courses, the resource teachers will only accommodate observations and interviews if needed. TEIs are still expected to establish a Memorandum of Agreement with the Division Office where their partner schools belong.

Cooperating public and private school principals, resource and cooperating teachers must see to it that the tasks assigned to FSS and PTs are consistent with the objectives of the Field Study and Teaching Internship courses and limited to the specific requirements and activities of the courses. They should refrain from assigning tasks to the FSS and PTs which are unrelated to their growth and development as would-be teachers.

IV. DELIVERY OF EXPERIENTIAL LEARNING COURSES

In the *new normal*, the following teaching-learning activities are expected in the experiential learning courses. The adjustments on the tasks to be performed by FSS and the PTs are presented in the table below.

| Teaching-Learning Activities | Field Study Courses | Teaching Internship |
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| <p>1. Observation of Classes, Pre-Observation and Post-Observation Conferences</p> | <p>a. Viewing selected videos of demonstration lessons from YouTube and other sources and reflecting on the teaching-learning activities using guide questions through modules and worksheets</p> <p>b. Viewing videos involving teaching-learning processes in different LDMs focusing on the delivery of the Most Essential Learning</p> | <p>a. Observing the teaching-learning process in Flexible Learning and in different Distance Learning Delivery Modes (online, radio-based instruction, television-based instruction, and other modalities) focusing on the development of the MELCs and reflecting on these processes</p> <p>b. Attending pre-observation and post-observation conferences with the Cooperating Teacher and the College Supervisor</p> |

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| | <p>Competencies in actual teaching and reflecting on these processes</p> <ul style="list-style-type: none"> c. Interviewing teachers on lesson preparation in flexible learning and distance learning delivery mode d. Attending pre-observation and post-observation conferences with the Resource Teacher and the College Supervisor e. Submitting anecdotal reports on details during the observation sessions | <ul style="list-style-type: none"> c. Keeping a daily reflection journal. |
| Teaching-Learning Activities | Field Study Courses | Teaching Internship |
| 2. Class Routines | <ul style="list-style-type: none"> a. Being oriented on protocols for classes in the learning modality employed by the school b. Viewing of video-recordings of home-based learning routines c. Submitting anecdotal reports on details during the observation sessions | <ul style="list-style-type: none"> a. Being oriented on protocols for classes in the learning modality employed by the school b. Assisting the Cooperating Teacher in the preparation and implementation of class guidelines for holding classes through distance learning modalities. |

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| <p>3. Preparation of Instructional Materials</p> | <p>a. Compiling print and non-print materials from open educational resources which are related to the lessons, contextualized to the needs of the students, and aligned with the MELCs</p> <p>b. Accomplishing worksheets related to the development of instructional materials</p> | <p>a. Assisting the Cooperating Teacher in the preparation of presentations and learning materials to be used in classes</p> <p>b. Developing contextualized instructional materials appropriate for the demonstration teaching modality</p> <p>Note:</p> <ul style="list-style-type: none"> ● The practice teacher will not reproduce or print DepEd self-learning modules for the students who will be assigned to him/her. ● All modules will be provided by the Cooperating School. |
| <p>4. Class Activities</p> | <p>a. Documenting and compiling class activities which are related to the lessons, contextualized to the needs of the students, and aligned with the MELCs</p> <p>b. Analyzing how resource teachers effectively use open educational resources including DepEd Commons to deliver the competencies of a specific discipline</p> <p>c. Accomplishing worksheets on observations of class activities</p> | <p>a. Assisting the CTs in preparing class activities</p> <p>b. Facilitating LDM class activities with minimum supervision from the CTs</p> <p>c. Designing contextualized learning activities aligned with the MELCs</p> |

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| <p>5. Assessment Practices</p> | <p>a. Compiling various assessment materials used by the resource teachers in the implementation of their LDM</p> <p>b. Accomplishing worksheets on assessment procedures observed</p> | <p>a. Assisting the Cooperating Teacher to create assessment materials related to the lessons, applicable to various distance learning delivery modes</p> <p>b. Designing templates for various assessment tools with suitable scoring rubrics</p> <p>c. Designing templates for reflection activities on the teaching-learning process</p> <p>d. Assisting the Cooperating Teacher in checking students' outputs</p> |
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| <p>Teaching-Learning Activities</p> | <p>Field Study Courses</p> | <p>Teaching Internship</p> |
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| <p>6. Demonstration Teaching</p> | <p>a. Observing PTs in their final demonstration teaching using the LDM of the partner school</p> <p>b. Accomplishing worksheets to reflect on the observed demonstration teaching</p> | <p>a. Preparing lesson plans, study guides, modules, and teaching materials relevant to LDM of the partner school and as required by the Cooperating Teacher</p> <p>b. Conducting daily and final demonstration teaching using the LDM of the partner school</p> |

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| <p>7. School Forms</p> | <p>a. Familiarization with school forms and how to prepare them</p> <p>b. Accomplish worksheets to practice preparing school forms</p> | <p>a. Assisting the Cooperating Teacher in accomplishing school forms</p> |
| <p>8. Networking and Linkages</p> | <p>a. Participating in webinars and other online professional activities</p> | <p>a. Assisting the CTs in parent-teacher conferences</p> <p>b. Providing support by being volunteer tutors as part of auxiliary service in partner schools</p> <p>c. Participating in local and international webinars and other online professional activities</p> |

| Teaching-Learning Activities | Field Study Courses | Teaching Internship |
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| <p>9. Classroom-Based Action Research</p> | <p>a. Doing professional readings on different CBARs related to the teaching-learning processes</p> <p>b. Preparing reflection papers on the studied CBARs</p> | <p>a. Conducting CBARs on a specific teaching-learning area</p> <p>b. Listing references used in the CBARs following TEI prescribed referencing or citation styles</p> <p>c. Sharing results of the research with an audience through any available platform</p> <p>d. Submitting the action research to the College Supervisor</p> |
| <p>10. Portfolio</p> | <p>a. Preparing of an electronic portfolio of various field study areas</p> <p>Note: The e-portfolio for field studies may contain the following:</p> <ul style="list-style-type: none"> ● Title (My Field Study Experiences) ● Introduction ● FSS Biography ● Beliefs on Teaching and Learning (Pre and Post) ● Certificate of Completion ● Compilation of Worksheets | <p>a. Preparing an electronic portfolio of various teaching-learning experiences and processes. This is to give emphasis on the process rather than output.</p> <p>Note: The e-portfolio must show the pre-service teacher's developmental experiences in the Philippine Professional Standard for Teachers domains through the different learning modalities in various contexts. The following are the suggested contents for the e-portfolio for teaching internship:</p> |

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| | <ul style="list-style-type: none"> ● Reflections on the field study areas observe ● Evidence of Learning ● Retrospection | <ul style="list-style-type: none"> ● Introduction ● Acknowledgements ● Curriculum Vitae of the PT ● Certificate of Completion ● Professional readings ● Weekly Journals ● Experiences, Evidence, and Reflections on the Different Philippine Professional Standards for Teachers (PPST) domains <ul style="list-style-type: none"> ○ Domain 1, Content Knowledge and Pedagogy ○ Domain 2, Learning Environment ○ Domain 3, Diversity of Learners ○ Domain 4, Curriculum and Planning ○ Domain 5, Assessment and Reporting ○ Domain 6, Community Linkages and Professional Engagement ○ Domain 7, Personal Growth and Professional Development ● Teaching Philosophy as a Beginning Teacher |
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V. PREPARATION BEFORE DEPLOYMENT

TEIs must require Practice Teachers to submit a Medical Certificate, certifying their physical and emotional fitness to undergo internship.

Aside from reviewing the tasks enumerated above, TEIs are encouraged to orient student teachers on the tools and practices in the new normal such as social etiquette in a connected world, cybersecurity in social media, and accessing content resources and tools in curating learning materials. Also, policies, programs, and activities of both the DepEd and CHED related to (1) positive discipline; (2) online safety; (3) child protection; (4) anti-bullying; (5) and safe school environment should be covered before student deployment.

VI. CERTIFICATE OF COMPLETION

Upon successful completion of the Field Study courses, the student will be awarded a Certificate of Completion for Field Study by the cooperating school.

Upon successful completion of the Teaching Internship, the Practice Teacher will be awarded a Certificate of Completion by the cooperating school. This certificate will be included in his/her portfolio. An appropriate grade should also be issued by the cooperating teacher for each individual Practice Teacher.

VII. EVALUATION TOOL FOR EXPERIENTIAL COURSES

Evaluation tools for the Field Study and Teaching Internship courses shall be designed in line with the implementation of these courses using the learning modalities employed by the Cooperating School. TEIs are encouraged to contextualize their use of existing tools.

VIII. SEPARABILITY CLAUSE

If any part or provision of these Policies and Guidelines shall be held unconstitutional or invalid, other provisions hereof are not affected, thereby shall continue to be in full force and effect.

IX. EFFECTIVITY

These Policies and Guidelines shall take effect immediately.

Quezon City, Philippine, _____, 2020

Pasig City, Philippines, _____, 2020

For the CHED:

For the DEPED:

J. PROSPERO E. DE VERA III, DPA
Chairman

LEONOR MAGTOLIS BRIONES
Secretary

REFERENCES:

CHED Memorandum Order No. __, series of 2020 - Guidelines on the Implementation of Flexible Learning

CHED Memorandum Order No. 104, series of 2017 - Revised Guidelines for Student Internship Program in the Philippines (SIPP) for All Programs

DepEd Order No. 03, series of 2007 - Guidelines in the Deployment of Pre-service Teachers on Experiential Learning: Field Study and Practice Teaching

DepEd Order No. 14, series of 2020 - Guidelines on the Required Health Standards in Basic Education Offices and Schools