Analysis of the Student Teaching Program of Selected Teacher Education Institutions and Its Alignment with the Professional Standards for Teachers

Romelie Ann B. Calapardo[1] **Antonio G. Dacanay[2]**

*Marilyn V. Balagtas[2]
balagtas.mv@pnu.edu.ph

Philippine Normal University

ABSTRACT The study analyzed the profile and extent of alignment between the components of the Student Teaching Program (STP) and the domains and performance indicators of the National Competency-Based Teacher Standards (NCBTS) as possible input to the improvement of the program including the appraisal system for practice teachers. Participants of the study were three purposively selected teacher education institutions (TEIs) in Metro Manila with 387 stakeholders surveyed. Document analysis verified through survey and unstructured interview examined the alignment of the components reflected in the documents of the STP of the sampled institutions. The study concluded that the STP of sampled TEIs is not fully aligned with the professional standards for teachers. Hence, a standards-based pre-service teacher education curriculum, STP, and performance appraisal system for practice teachers are recommended to address this non-alignment of the STP components with the professional standards for teachers and to increase readiness of the graduates of teacher education programs to enter the teaching profession.

Introduction

> *A teacher affects eternity; he can never tell where his influence stops.*
> ***Henry Adams***

Teaching is indeed the noblest of all professions. Teachers hold the highest honor, yet take the most crucial liability. If a medical practitioner commits a mistake, the worst thing to happen is death; if a lawyer, life imprisonment; if an engineer, building collapses; and if an accountant, unending debts. However, if a teacher commits a mistake and remains uncorrected, the result is ignorance of a generation. As Adams (n.d) explained in the message above, teachers can never tell when their influence to their students stops, and this influence could be both positive and negative. In other words, teachers touch lives, but because they are also human, they also make mistakes. But if they fail in their craft and there is no admission of such a failure or correction of such a mistake, their effect ripples and multiplies affecting the lives of many innocent students they deal with who have so much trust to believe in what they say and do. Hence, if a teacher's mistake has been identified, this could be a learning opportunity if corrected at once, so the students will not be misled as well.

Truly, teachers play a significant but critical role in developing the minds of the school children into individuals who can survive the test of time. Teaching is not an easy job, yet thousands of new teachers graduate each year from more than a thousand colleges and universities offering teacher education programs in the Philippines. These new teachers are hired and are entrusted to teach the children

even if some of them have not yet acquired their teaching license. The new teachers are faced with the challenge of demonstrating knowledge and skills they have acquired from their respective TEIs and cooperating schools where they had been trained to teach. However, considering that only a few TEIs out of more than a thousand all over the country which were recognized for the performance of their graduates in the Licensure Examination for Teachers (LET) (PBEd, 2013) and the yearly passing rate in LET that is usually below 50%, the readiness of the TEIs' graduates to cope with the demands of the schools particularly in the K to 12 Program is in question.

The Commission on Higher Education (CHED) has set its mission for teacher education-that is for the preparation of globally competitive teachers who are imbued with the ideals, aspirations, and traditions of Philippine life and are sufficiently equipped with pedagogical knowledge and skills (CMO No. 11, s. 1999, p. 1). Likewise, Article I, Section 1 of CMO 30, s. 2004 spells out that the pre-service teacher preparation for the primary and secondary educational sectors is a very important function and responsibility of TEIs. Hence, the quality of teacher education programs and the pre-service teachers that the TEIs produce are key factors in achieving the goals of the Philippine education. In 2007, CHED also mandated TEIs to use the National-Competency-based Teacher Standards (NCBTS) in enhancing the skills of the future teachers they produce (CHED Memo No. 52., s. 2007). Then in 2012, CHED also mandated all higher education institutions (HEIs) to enhance their quality assurance system through learning competency-based standards and outcomes-based quality assurance that is differentiated by the type of HEI (CHED Memo no. 46, s. 2012). In all these memoranda, the quality of teacher education programs is called for. As such, it is of utmost importance that the highest standards are set in defining the objectives, components, and processes of any teacher education program.

Other than the demands of CHED, the implementation of the Enhanced Basic Education Program in 2013 (Republic Act. No 10533) also poses some reforms that have implications on the preparation of teachers in the country. This mission of teacher education in the Philippines articulated in various CHED memoranda and the new K to 12 Program including other educational reforms brought about by the Philippine Qualifications Framework (PQF) and ASEAN Integration necessitate re-examination of the curriculum of TEIs particularly its Student Teaching Program (STP). The STP, being the culmination of the training provided to pre-service teachers and the main avenue for the development of observable skills required by the teaching profession, is the best component of the pre-service teacher education curriculum that could be evaluated as it could speak of the quality of the preparation and training accorded to prospective teachers. This program provides prospective teachers an avenue where they can synthesize, apply, refine, expand, and uphold educational structures, principles, and theories that they have learned throughout their collegiate training and education. As stated in Article IV, Section 6 of CMO 30, s. 2004, the STP of TEIs must ensure that they cover the identified competency standards for teachers.

Apparently, the ultimate goal of teacher education programs is to produce quality teachers that would meet the current demands of the Philippine Education System and the global community. In the Philippine context, the existing reference to define teacher quality is captured by the competencies covered by the NCBTS. Analysis of how the STP is aligned with these competency-standards could inform possible redesigning of the STP including its appraisal system to address the challenges of the K to 12 Reform. In order to produce competent and effective teachers, Mendoza (1998) stressed that it is imperative that TEIs continuously assess their pre-service training programs so that their graduates can meet current national and international demands.

Conceptual Framework of the Study

The highlight of every teacher education preparation program is practice teaching. Allaga (2009) defined practice teaching as the culmination of the professional education of a practice teacher or the experience which is provided by the education course in the last year of the pre-service education that serves as the transitional phase from one's role of full-time student into the future full-time teacher. Ilao (2005) further explained that STP is the major component and perhaps the most vital phase of the professional training in any teacher education. However, for this STP to work effectively in producing well-prepared and committed teachers, it should be designed towards helping the practice teachers meet the competency-based standards of an effective teacher.

For this reason, the Department of Education (DepED) together with the CHED coordinated by the Teacher Education Council (TEC) formulated the NCBTS. The NCBTS is an integrated theoretical framework that defines the different dimensions of effective teaching (TEC, DepED & CHED, 2007, p. 97). The competency-based teacher standards in NCBTS are organized hierarchically. The *basic* level categories of the standards are seven domains. A domain is defined as a distinctive sphere of the teaching-learning process and is also a well-defined arena for demonstrating positive teacher practices. Each domain is defined in terms of a principle of ideal teaching associated with enhanced student learning (TEC, DepED & CHED, 2007, p. 102). These seven domains are: 1) Social Regard for Learning (Domain 1); 2) Learning Environment (Domain 2); 3) Diversity of Learners (Domain 3); 4) Curriculum (Domain 4); 5) Planning, Assessing and Reporting (Domain 5); 6) Community Linkages (Domain 6); and 7) Personal Growth and Professional Development (Domain 7).

Social Regard for Learning. This is the first domain of the NCBTS which focuses on the idea that the teachers serve as positive and powerful role models of the values of the pursuit of learning of different kinds. The teacher's actions, statements, and different types of social interactions with students exemplify this ideal. In this study, it was measured by one strand and five performance indicators.

Learning Environment. This is the second domain of the NCBTS which focuses on the importance of providing for a social, psychological, and physical environment within which all students, regardless of their individual differences in learning, can engage in the different learning activities and work towards attaining high standards of learning. In this study, it was measured by four strands and seventeen performance indicators.

Diversity of Learners. This is the third domain of the NCBTS which emphasizes the idea that the teachers can facilitate the learning process of diverse learners by first recognizing and respecting individual differences, then using knowledge about students' differences to design varied sets of learning activities to ensure that all students can attain desired learning goals. In this study, it was measured by two strands and eight performance indicators.

Curriculum. This is the fourth domain of the NCBTS which refers to all elements of the teaching-learning process that work in convergence to help students understand the curricular goals and objectives and to attain high standards of learning defined in the curriculum. These elements include: the teacher's knowledge of subject matter and the learning process; teaching-learning approaches and activities; instructional materials; and learning resources. In this study, it was measured by four strands and twenty-four performance indicators.

Planning, Assessing, and Reporting. This is the fifth domain of the NCBTS which refers to the alignment of assessment and planning activities. In particular, the domain focuses on the: (1) use of assessment data plan and revised teaching-learning plans; (2) the integration of assessment procedures in the plan and implementation of teaching-learning activities; and (3) reporting on learners' actual achievement and behavior. In this study, it was measured by three strands and 12 performance indicators.

Community Linkages. It is the sixth domain of the NCBTS focused on the idea that classroom activities are meaningfully linked to the experiences and aspirations of the students in their homes and communities. Thus, the domain focuses on teachers' efforts directed at strengthening the links between schools and communities, particularly as these links help in the attainment of the curricular goals. In this study, it was measured by one strand and six performance indicators.

Personal Growth and Professional Development. This is the seventh domain of the NCBTS which emphasizes the idea that teachers value having a high personal regard for the teaching profession; concern for the professional development; and continuous improvement as teachers. In this study, it was measured by three strands and 10 performance indicators.

In cognizance of the presence of the NCBTS that defines effective teaching, the STP of every TEI should reflect provision for the practice teachers' learning experiences that would allow attainment of the standards as shown in a set of evidences captured at the time they were assessed. The value put on the existence of the NCBTS as basis in designing the STP should be reflected explicitly in the syllabus for student teaching and its relevant documents. The objectives, learning experiences as well as the assessment plan for the practice teachers should have been conceived and actually

implemented with reference to these standards. In order to ensure that the STP is designed to reflect the intention of helping the prospective teachers to meet the standards, three components of the practice teaching syllabus and related documents were examined as to their alignment with the domains and performance indicators defined in the NCBTS. These components are the curriculum objectives or the goals of the STP, learning experiences provided to the practice teachers, and the assessment of their learning.

Curriculum Objectives (CO).This component of the STP refers to the objectives or goals of the program which are expected to be aligned with the NCBTS. The curriculum objectives are usually indicated in the course syllabus of the STP.

Learning Experiences (LE). This component of the STP refers to the activities that practice teachers perform during their on- and/or off-campus which are expected to be aligned with the NCBTS. The learning experiences are usually indicated in the course syllabus of the program.

Assessment of Learning Outcomes. This component of the STP refers to the evaluation of the practice teachers' performance in relation to the program objectives that have been set. The assessment of learning outcomes is usually reflected in the course syllabus and in the tools used for evaluation.

Figure 1 shows how the professional standards for teachers are used to gauge the quality of preparation done by TEIs to prospective teachers through their STP. As shown in Figure 1, the study examined the alignment of the components of the STP such as its curriculum objectives, learning experiences, and practice teachers' assessment with the seven domains of NCBTS, namely: Social Regard for Learning; Learning Environment; Diversity of Learners; Curriculum;
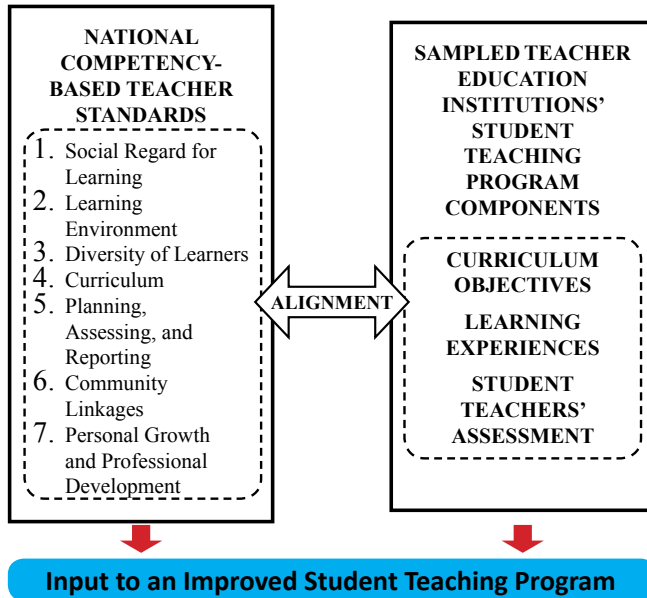
Figure 1. Conceptual Framework

Planning, Assessing, and Reporting; Community Linkages; and Personal Growth and Professional Development.

Purposes of the Research Study

Specifically, this study was conceived to analyze the components of the STP of selected TEIs in Metro Manila to find answers to the following questions: 1) What is the profile of the STP of the sampled institution in terms of their pre-deployment, deployment, and post-deployment activities for practice teachers?; and 2) To what extent are the following components of STP aligned with the domains of the NCBTS: a) Curriculum Objectives; b) Learning Experiences; and c) Student Teachers' Assessment? The product of the study could inform needed revisions in the STP, including the way the practicum students are assessed to enable them to possess the competencies expected of them as beginning teachers.

Methodology

Research Design. The study utilized the descriptive research method as it describes the STP components of sampled TEIs in Metro Manila offering Bachelor of Elementary Education (BEEd) or Bachelor of Secondary Education (BSEd). The STP of these TEIs were carefully analyzed and described in this report. The components of the STP such as curriculum objectives, learning experiences, and student teachers' assessment were carefully examined and described in terms of their alignment with the domains and performance indicators of the NCBTS.

Research Participants. The participating institutions for this study were carefully selected given three qualifications: 1) The institution should be a state university or college; 2) The institution should be offering BEED or BSEd; and 3) The institution should be located in Metro Manila. Three out of seven TEIs satisfied the three qualifications as participants or cases and gave their consent to participate in the study. The sampled stakeholders of the participating TEIs for the needed survey comprised of the practice teachers, supervising instructors, and cooperating teachers. A total of 344 practice teachers (77 or 42% from the first TEI; 87 or 14.3% from the second TEI; 180 or 16% for the 3rd TEI), 12 supervising instructors (4 or 80% from the 1st TEI; 4 or 80% from the 2nd TEI; 4 or 80% for the 3rd TEI), and 31 cooperating teachers (3 or 20% from TEI 1, 2 or 14% from TEI 2, and 26 or 87% from TEI 3) accomplished the survey questionnaire that shed light into the analysis of the alignment of the STP of the TEIs with the professional standards for teachers. A few of these participants were interviewed only for the purpose of verifying information provided in the survey questionnaire.

Data Collection. Data collection happened in SY 2013-2014. The researcher gathered data primarily through document analysis using course syllabus, assessment tools, and practice

teachers' outputs. Data obtained from these documents were also verified through a survey-questionnaire where the practice teachers, supervising instructors, and cooperating teachers were provided a questionnaire of parallel items, all investigating whether the performance indicators of the NCBTS were evident in the Student Teaching course curriculum objectives, learning experiences, and assessment. Unstructured interview with selected stakeholders was done only for the purpose of clarifrying some information provided in the survey questionnaire.

Data Analysis. In analyzing the alignment of the STP with the professional standards for teachers defined by the NCBTS, the researchers developed an instrument validated by experts that requires matching of the components of the STP such as the curriculum objectives, learning experiences, and assessment indicated in the course syllabus and evaluation tools against the performance indicators of the NCBTS. The researchers coded the documents analyzed using codes, namely: 0 to mean the descriptor has no alignment with the components of STP; 1 to mean the descriptor is implicitly aligned with the components of STP; and 2 to mean the descriptor is explicitly aligned with the components of STP. Two validators independently verified the accuracy of the researcher's examination of documents. The researchers tabulated and compared their analyses and then led their discussion and mediated to arrive at the final or consensus codes. The data gathered from the retrieved questionnaires and interview supported the findings of the document analysis.

Results and Discussion

Profile of the Student Teaching Program of the Sampled Institutions

The sampled institutions' STP is phased into three, namely: pre-deployment, deployment, and post-deployment activities. The **pre-deployment** includes the orientations done before the practice teachers are deployed to their assigned cooperating school. In this phase of the STP, it is important for any TEI to select the best cooperating school from where the practice teachers could gain the skills that will make them confident to teach. Cooperating school is also called the internship school, practicum site, and partner public school where the field observers and student teachers undergo observation and practice teaching (DepED Order No. 3, s. 2007).

After the pre-deployment activities, practice teachers are then **deployed** to their assigned cooperating schools. In this phase of the program, Miano (2009, p.54) pointed out that cooperating schools are encouraged to provide the real life setting for the practice teachers to develop their professional competence that is necessary to assume the role of an effective teacher. This setting allows the practice teachers to apply all the theories, concepts, principles, and techniques they have learned from their course. As indicated in the *Guidelines in the Deployment of Pre-Service Teachers on Experiential Learning: Field Study and Practice Teaching* (DepED Order No. 3, s. 2007), which states that "as key interdependent stakeholders in the development of the future teachers, the Basic Education Schools (BES) provide the TEIs the authentic environment to implement the teacher education curriculum, and the TEIs in turn provide schools with competent teachers steeped in both theory and practice." These guidelines, therefore, suggest that the implementation of the STP be done collaboratively by the TEIs and DepED.

Monitoring the practice teachers through the TEI's supervising instructor or college supervisor was also found as a vital process of STP once the practice teachers are already deployed in cooperating schools. Supervising instructors are faculty members of the TEI in-charge of the experiential learning of the practice teachers. They are the ones who teach the course and oversee the various activities of the practice teachers (DepED Order No. 3, s. 2007). Leviste (2004) distinguished supervising instructors as teachers from the state universities and colleges (SUCs) who are responsible for the implementation of the STP and serve as a liaison officer between the cooperating teacher and the university. They are the ones who communicate with the school principal and cooperating teachers. With the help of the supervising instructor, the practice teachers are monitored and observed if they are fulfilling the requirements and expectations of the program.

Similarly, practice teachers are also supervised and mentored by the cooperating or critic teachers in the cooperating schools they were assigned in. These cooperating teachers guide the practice teachers in the development of their professional competencies, attitudes, and behaviors (DepED Order No. 3, s. 2007). Guevarra (2005, p. 3) considered the cooperating teachers as the most influential member of the student teaching triad. Their role in facilitating the professional experience of the student teachers is considered a complex one. Cooperating teachers are expected to enforce the often demanding provisions of the STP while simultaneously adhering to school policies and instructional expectations. Cooperating teachers are the ones who provide learning experiences to the practice teachers. The cooperating teachers and supervising instructors guide, model, mentor, observe, collaborate, and analyze the practice teacher's progress in an assigned classroom as s/he assumes greater responsibilities with the children.

Finally, the **post-deployment** activities focused on the evaluation of the performance of the practice teachers. Lane and Horner (2010, p.4) stressed that assessment methods used in teacher evaluation systems should include classroom observations and evaluation of classroom artifacts such as lesson plans, assessments, scoring rubrics, students' work, and teachers' assignments that could facilitate the evaluator's understanding of how a teacher creates learning opportunities for students on a day-to-day basis. In addition, the performance appraisal system for practice teachers should be based on the professional standards of teachers. Likewise, Tognolini and Stanley (2007) highlighted that assessment tasks in a standards-based system must be directly linked to the learning outcomes and the content of the subject (p.133).

Extent of Alignment of the STP Components with the NCBTS

Analysis of the TEIs' STP revealed that the **objectives** are focused on allowing the pre-service teachers to acquire insights from the practicum experience and to apply all the theories, principles, strategies, and techniques learned from their previously taken general education, specialization, and professional education courses. Their **learning activities** or experiences include: a) conducting regular classroom observations; b) lesson planning; c) using varied teaching approaches, methods and strategies; d) preparing instructional materials; e) actual demonstration teaching; f) using different questioning techniques; g) managing the classroom; h) conducting post-conferences; i) assessing learning outcomes; j) structuring the classroom bulletin boards; k) participating in school-related activities; l) conducting parent conferences; m) performing auxiliary services; and m) conducting other classroom- and school-based activities. The **assessment** of the performance of practice teachers considers the assessment of the cooperating teachers on daily teaching, the practicum portfolio submitted, and the final demonstration teaching,

that often gets the highest weight in their final grades. The assessment procedures reveal a variety of sources, with emphasis on actual demonstration teaching and the use of portfolio of artifacts that could explain the competencies that the practice teachers could demonstrate.

Table 1 reveals that the TEIs sampled have almost the same objectives, activities, and assessment for their STP, which are normally what a TEI in the Philippines would offer to every practice teacher. The commonality in their experiences can be attributed to the CHED-mandated curriculum for the BEED and BSEd that all TEIs in the Phillipines should have implemented or satisfy at the minimum.

Table 1. Summary of the Analysis of the Alignment of the STP Components and NCBTS

Domains	No. of Indicators	Components of the Student Teaching Program								
		Curriculum Objectives			Learning Experiences			Student Teachers' Assessment		
		TEI 1	TEI 2	TEI 3	TEI 1	TEI 2	TEI 3	TEI 1	TEI 2	TEI 3
1 (SRL)	5	3	3	4	N/A	4	0	3	NDA	5
2 (LE)	17	0	5	10	N/A	8	16	16	NDA	17
3 (DL)	8	0	3	3	N/A	1	8	4	NDA	7
4 (C)	21	3	8	10	N/A	5	15	12	NDA	15
5 (PAR)	12	1	2	3	N/A	3	8	8	NDA	8
6 (CL)	6	0	0	1	N/A	0	0	2	NDA	0
7 (PGPD)	10	0	6	7	N/A	8	1	4	NDA	8
Total	79	7	27	38	N/A	29	48	49	NDA	60
Extent of Alignment		9%	34%	48%	N/A	37%	61%	62%	NDA	76%

Note: TEI stands for Teacher Education Institution; N/A stands for Not Applicable; NDA stands for No Available Data; SRL stands for Social Regard for Learning; LE stands for Learning Environment; DL stands for Diversity of Learners; C stands for Curriculum; PAR stands for Planning, Assessing, and Reporting; CL stands for Community Linkages; and PGPD stands for Personal Growth and Professional Development.

Based on the table, there is no perfect alignment between the professional standards defined by the NCBTS and

the components of the STP of the sampled TEIs. Their STP objectives, learning experiences, and assessment reflected in their Student Teaching course syllabus and assessment tools do not reflect clearly their alignment with the domains and performance indicators of a desirable teacher based on the standards set in the NCBTS. Considering all the data gathered from documents, survey, and interview, the alignment of sampled TEIs' STP objectives to NCBTS ranges from 9% to 48%,the learning experiences are aligned from 37% to 61% only, and the assessment is aligned by 62% to 76%. Clearly, among the components of the STP, it is the assessment that is aligned to the NCBTS to a large extent. Given the CHED memorandum which states that "it is of utmost importance that the highest standards are set in defining the objectives, components, and processes of pre-service education curriculum" (Section 1 of CMO No.30, s.2004), the alignment of the STP with the standards for teachers should have been observed. This was further reinforced in another CHED memorandum released pertaining to pre-service teacher education curriculum, which states that "In furtherance of the teacher competencies in CMO 30.s 2004, teacher education institutions (TEIs) should refer to the specific domains, strands, and indicators in the National Competency-based Teacher Standards" (Section 1 of CMO 52, s. 2007).

Conclusions and Recommendations

The results of the study revealed that the sampled TEIs have common STP explained by the national curriculum for teacher education that CHED mandates them to implement. The existence of a national curriculum, which defines the minimum competencies that all prospective teachers taking up BEED and BSEd should be equipped with, allows

graduates of TEIs to meet the requirements of the teacher education programs. Likewise, the formulation of the national professional standards for teachers dubbed as the NCBTS further makes explicit the competencies expected of every beginning teacher. These standards should also inform the curriculum for pre-service teachers, its implementation, as well as the licensure examination for teachers which is responsible in certifying the readiness of the graduates of TEIs to embark into the teaching profession.

However, in spite of a CHED memorandum that mandates TEIs to further strengthen the competencies of their undergraduate students taking up teacher education programs with reference to the NCBTS, there is still a need for assistance to TEIs on how to best articulate the standards in the design of their STP. The book *Experiential Learning and Courses Handbook* designed with reference to the NCBTS, which was developed through the leadership of the Teacher Education Council (TEC), DepEd, and CHED, may not have been clearly reflected in the STP program of the sampled TEIs. Hence, the study has not fully captured the alignment of the STP with the standards. The lack of clear alignment of the STP with NCBTS could also be explained by the timing when the NCBTS has been endorsed as reference of TEIs in strengthening the competencies of their graduates. Since the NCBTS was finalized and endorsed for adoption of TEIs in the training of their students two years after the release of the teacher education curriculum, thus, the standards set in the NCBTS were not clearly aligned with the competencies set in the pre-service teacher education curriculum that covers the STP.

It is, therefore, recommended that future pre-service teacher education curriculum be designed based on the professional standards for teachers. The STP of every TEI should also be designed to enable the practice teachers to acquire the competencies expected of them when they

enter the teaching profession. The standards should be used as the target learning outcomes of the STP, so all learning experiences including the assessment of the practice teachers' performance should be aligned with these standards.

Furthermore, there is also a need to review the alignment of every course in the pre-service education program (not only the STP) with the professional standards for teachers so that the competencies defined by the standards are initially developed in pre-STP courses. Then, these competencies could be further strengthened as the prospective teachers do their practice teaching under the close supervision of a supervising instructor and a cooperating teacher.

Moreover, since the NCBTS has been formulated prior to the K to 12 Program, but has been the reference of the TEIs in the design of their curriculum as well as their STP, there is a need to also enhance the set of professional standards for teachers. The enhanced set of standards should capture the teacher quality requirements of the K to 12 Reform including CHED Outcomes-Based Education, Philippines Qualifications Framework, ASEAN Integration, and other world standards for teachers that have emerged after the development of the NCBTS. The enhanced standards should inform three areas of concern based on this study. *First,* the enhanced professional standards should inform the revision of the pre-service teacher education program to make it compliant as well to the requirements of the current educational reform in the Philippines. *Second,* the enhanced professional standards should inform the needed improvement in the STP, which is a component of the teacher education curriculum so that the program becomes a venue for the practice teachers to hone all the competencies required to become full-fledged teachers. Then the STP objectives, learning experiences, and assessment should be designed such that the pre-deployment, deployment, and post-deployment

activities lead to the attainment of the standards for beginning teachers based on this enhanced set of standards. *Lastly,* a standards-based performance appraisal system for practice teachers should also be in place to ensure that practice teachers possess all the required competencies of a teacher when they enter the teaching profession. Performance appraisal, as defined in the Competency-Based Performance Appraisal System for Teachers (CB-PAST) of DepED, is a process by which managers examine and compare teacher accomplishment against the standards. Such appraisal system documents and uses the results to provide feedback and show where improvements are needed. The results may also be used for professional development, incentives, rewards, and promotion (BESRA & TED-TWG, 2010, p. 15). The performance appraisal system for practice teachers should be aligned with the STP curriculum objectives, learning experiences, and student teachers' assessment, which should be designed primarily based on the standards set for the pre-service teachers and enhanced by the teacher quality requirements demanded by the new developments and reforms in teacher education.

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