
The Field Study Program of the Philippine Normal University in SY 2006-2007

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Introduction

The school year 2005-2006 saw the first year of the implementation of the revised teacher education curriculum. One of the new features of this revised curriculum is the field study program with courses closely tied up with the professional education courses. This field study program aims “to provide students with practical learning experiences in which they can observe, verify, reflect on, and experience the different components of the teaching-learning process in actual school settings” (Commission on Higher Education, 2004). All Teacher Education Institutions (TEIs) have been guided by the Commission on Higher Education (CHED) memorandum no. 30. Under this program, as stipulated in the implementing guidelines, the teacher education students are required to take six field study courses aligned with some professional education courses, which they have to take before their student teaching or practicum. Moreover, each of the six field study courses is given one (1) unit credit apart from the six-unit practicum course.

The field study program of the revised teacher education curriculum started in school year 2006-2007, the second year of the implementation of the revised curriculum. In implementing the program, the Philippine Normal University (PNU), being a chartered institution, designed its own model without totally

deviating from the CHED's model. It set its own neatly-packaged field-based experiences called Developmental Field Study Program (DFSP), which includes four field study (FS) courses, namely, FS1 (Observer), FS2 (Participant), FS3 (Student Teacher), and with FS 4 (Intern) which serves as the practicum component and in effect, culminates the FS Program.

Early immersion in the classroom, through the field study courses, provides the prospective teachers the experiential learning activities that are required in a cluster of professional education courses. The students earn two units for each of the three FS which they have to take before their six-unit FS4 or practicum course, making them earn a total of twelve (12) units for their field studies.

Past practices showed the wisdom of experiential activities required of the education students to undertake as an entry requirement to the twelve-unit student teaching. However, these experiences which were actually integrated with some professional education courses were not treated as separate courses until eventually, they had become just an optional activity in the professional education courses. This same observation had been found common among other teacher education institutions, particularly those with no laboratory schools.

Realizing the importance of such experience accorded to the students, CHED standardized this practice in TEIs so that all students enrolled in teacher education degree programs would have field study as a required component in the revised teacher education curriculum currently being implemented. This standardized practice through field study program clearly provides an opportunity for prospective teachers to make the theories learned in the classroom highly visible in the actual practice in the field. The implementation of FSP, however, has posed challenges to TEIs, more particularly, in the design and choice of an effective scheme.

Unlike other TEIs which do not have laboratory school and, therefore, have to send their FS students to the public or private schools, PNU has its own venue for the implementation of its FS program i.e. the Center for Teaching and Learning (CTL). It has preschool, elementary, and high school classes, which could be observed and studied by FS students in all teacher education programs offered in the University.

PNU through the College of Education (CED) started implementing FS1 during the first semester of school year 2006-2007. Labeled as “Observers”, FS1 students are expected to do actual field observations based on specific topics taken up in the first four professional education courses, namely, Professional Education 01 (Foundations of Education); Prof Ed 02 (Child and Adolescent Development); Prof Ed 03 (Theories of Learning) and Prof Ed 05 (Guidance and Counseling). The first two courses were taken in the first quarter of the first semester, while the last two courses during the second quarter of the first semester of SY 2006-2007.

Four schemes of implementation have been explored with both the public schools and the CTL as program sites: 1) Scheme 1, CTL-based; 2) Scheme 2, Pilot schools-based; 3) Scheme 3, CTL then Pilot schools-based; and 4) Scheme 4, Pilot schools then CTL-based. The use and involvement of the public schools as program sites appears to be inevitable since CTL could not accommodate the big number of students involved in FS not to mention the on-campus student teachers of the old curriculum who are also at the CTL and of course, the CTL students themselves. Therefore, the use of the four schemes in implementing FS 1 would prevent the problems of congestion at CTL which could be to the disadvantage of students accommodated at CTL.

In the implementation of FS 1, there were students assigned to undertake their field observation at CTL and those assigned to the pilot schools. Since these schemes are being

explored on their pilot status until such a time that the best implementation scheme is identified.

The Present Study

The study documents the initial implementation of the first semester component of Field Study 1 of the Philippine Normal University basically to describe FS1 (FS1A and FS1B) in terms of its rationale, objectives, and schemes to include some aspects, such as: site of implementation; students; faculty In-charge; activities, schedule of activities; duration of activities; materials used; course requirements; grading procedure; and faculty loading. This study would provide solid grounds for the succeeding implementation of the other components of the FS Program with the end view of reaching a more viable and stable scheme.

Methodology

Using the descriptive research method, the study documented the process of the initial implementation of FS1 in two sites: on-campus and off-campus. The sources of data consisted of those with direct involvement in the implementation like the then Dean of the College of Education, Heads of the Departments concerned, the FS coordinators, faculty and students.

To gather the needed data, the researchers examined various documents such as CHED Memo No. 30 Series of 2004, PNU Teacher Education Curriculum Framework, Concept Paper of the Developmental Field Study Program of PNU, University Registrar Schedule of classes, FS course syllabus, Report on Loads, and the activity sheets prepared by the Department of Student Teaching and the Center for Teaching and Learning. The researchers also attended meetings and orientations where the PNU-DFSP was discussed. An open-ended questionnaire was also given to some faculty and students after they conducted their field studies in the first

quarter of school year 2006-2007 to find out how the program was actually implemented. To be more specific as to how these data gathering techniques were used in answering the research questions, the researchers followed the Context, Input, Process, Product Model of Daniel Stufflebeam in 1971. Figure 1 shows the model as applied in this study.

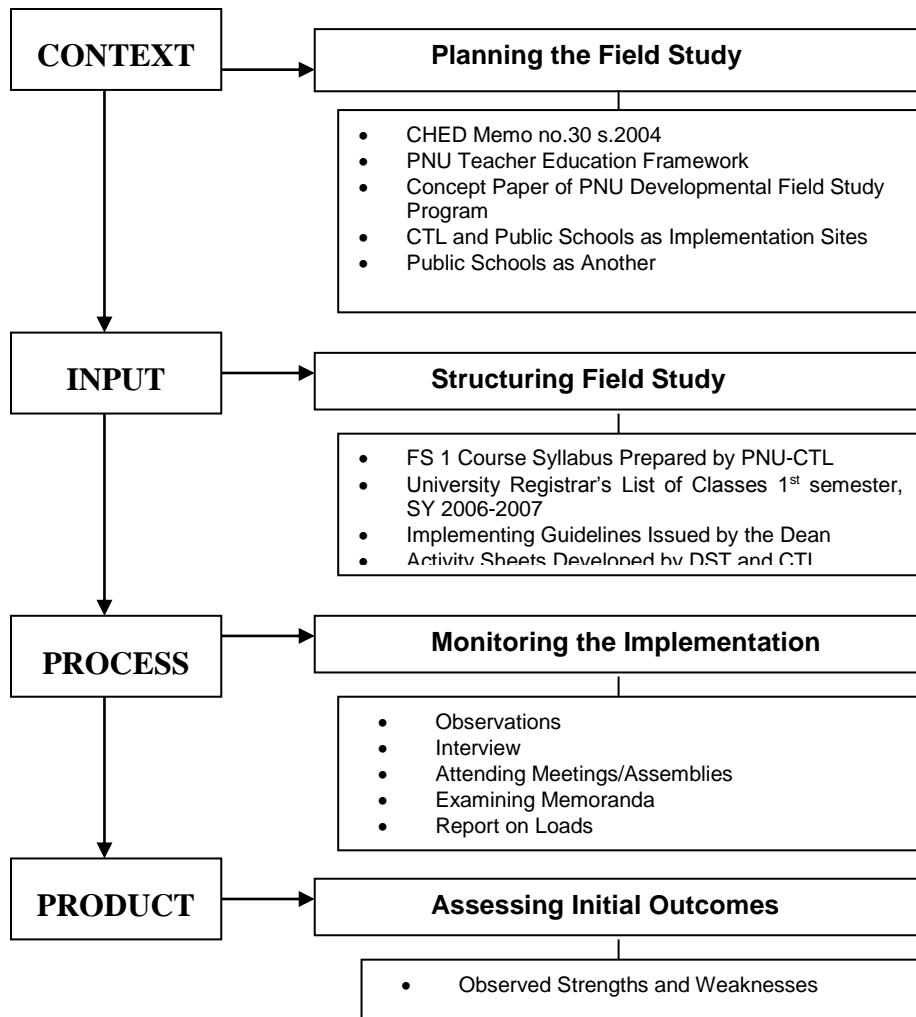


Figure 1: *Stufflebeam's CIPP Model for the Research Methodology*

In the **Context Phase** labeled as **Planning the Field Study**, the researchers examined the documents that indicate how Field Study was conceived and planned for implementation in the university. The PNU Teacher Education Framework was the main document that provided the information about the PNU Teacher Education Curriculum in all its programs including the concept paper of the PNU-Developmental Field Study Program. The four FS courses were ladderized in their design and CTL was considered as the FS site for the first three FS courses, while the public schools for the last FS course. Also the CHED Memo. No 30 Series of 2004 was examined to find out how CHED conceived the FS scheme.

In the **Input Phase** labeled as **Structuring Field Study**, the researchers examined another set of documents to determine the intended implementation of the FS program in its pilot year. They leafed through the FS1 course syllabus prepared by PNU-CTL, University Registrar's List of FS classes for the first semester SY 2006-2007, the implementing guidelines issued by the Dean of the College of Education, and the activity sheets prepared by CTL and the Department of Student Teaching (DST). Equally, they worked closely with DST, the very department tasked by the then Dean of the College of Education to take care of the implementation of DFSP. DST planned the schemes for the implementation of the FS program: the on-campus FS and the off-campus FS. It also distributed the FS students in the two implementation sites, determined the secondary high schools that served as off-campus FS sites, and designed the activity sheets and forms that FS students accomplished in the course.

In the **Process Phase** labeled as **Monitoring the Implementation**, the researchers attended and observed meetings and orientation programs organized for the FS faculty and students. They gave survey forms and conducted informal interviews to FS faculty and coordinators to be able to describe the actual implementation of FS in the two sites, surveyed the students to have a basis in validating the

information gathered from different sources, and examined the faculty Report on Loads to determine the schedule of FS1 course, as reported by the faculty and how they claimed their pay.

In the *Product Phase*, labeled as *Assessing Initial Outcomes*, the researchers examined the strengths and weaknesses of the initial implementation of FS1.

Results and Discussion

The study documented different aspects of the FS1 program and evaluated its results:

Course Rationale

The syllabus for FS1 prepared by the PNU-CTL for the first semester of SY 2006-2007 contains the rationale of FS 1 which clearly describes FS 1 as a course that enjoins field study students as **observers** of actual teaching and learning processes conducted in a natural school environment.

The PNU-CTL FS 1 syllabus (2006) spells out the rationale of FS 1 as follows:

In adherence to the demands of the teaching profession, it is imperative that pre-service training provide opportunities to experience first hand the actualities in the field through early immersions. These activities must enable education students to acquire necessary tools to better equip and prepare them to become E-M-P-O-W-E-R-E-D teachers. As an integral part of the ladderized program of PNU dubbed as the Developmental Field Study Program, Field Study 1 contributes to the more comprehensive levels of field work by providing its students with immediate opportunities to purposely observe teaching and learning processes to better grasp the varied factors that affect learners' success and later

formulate their own teaching philosophy” (CTL-designed syllabus of FS 1, 2006).

Notably, the above cited rationale conforms with CHED’s primary reason for requiring TEIs to have FS courses in their teacher education programs. CHED Memo No. 30 states that “the experiences will begin with field observation and gradually intensify until students undertake practice teaching”.

FS 1 course hopes to provide the pre-service teachers a first-hand experience in observing the actualities in the field particularly those that have to do with the teaching and learning processes to provide them with empirical data from which they could draw their own teaching philosophy. The focus of FS 1 – field observation – resembles the way the educators in Mindanao designed their first field study. In their model for extended practicum, which was pilot tested in 2006 under the Basic Education Assistance for Mindanao (BEAM), a project of the Australian Government, the first field study proposed was a 1-unit FS course where the pre-service teachers do classroom observation to “connect the theories learned at the University and their application in the field”, (BEAM’s Evaluation Report, March 2006). The report further indicated that in this FS 1 course, the pre-service teachers will be guided to decide whether teaching is an appropriate career choice.

At PNU, FS 1 is a 2-unit course aimed at providing students with opportunities where they could (1) develop sound teaching philosophies to demonstrate understanding of the foundational questions of the field of education; (2) interpret learner’s behavior utilizing principles in child and adolescent development when preparing anecdotal records and case studies; and (3) apply learning theories and educational principles in describing/ interpreting/analyzing teaching-learning processes (PNU-CTL FS1 Syllabus, 2006).

Course Objectives

Various documents such as the concept paper of the Developmental Field Study Program of PNU, the course syllabus, the activity sheets prepared by the Department of Student Teaching and the Center for Teaching and Learning were examined to determine the FS 1 course objectives. This was augmented with the researchers' attendance to meetings and orientations regarding FS 1 matters.

In the absence of explicit statement of objectives in any of the documents examined, they were articulated in some meetings and orientation. What were made clear though in most documents were the targeted competencies to be developed by the FS students. Under the concept paper of PNU-DFSP, students in FS have to develop two competencies: (1) apply learning theories and educational principles in describing, interpreting/analyzing teaching-learning processes; (2) interpret learner's behavior utilizing principles in child and adolescent development when preparing anecdotal records and conducting home visitation (PNU Teacher Education Framework, 2005).

In another document, the syllabus of FS 1 prepared by CTL, students were expected to acquire the following six competencies: (1) demonstrate understanding of foundational questions of the field of education; (2) adhere to sound philosophy of education; (3) recognize consistencies and inconsistencies between the teacher's philosophy of education and the teacher's teaching practice; (4) engage in thoughtful and critical examination of the teacher's teaching practice; (5) show understanding of students' differences in intelligence, perception, and cognitive processes; and (6) identify pro-active measures to address student problems guided by the best interest of learners principles (PNU-CTL FS1 syllabus, 2006)

The new competencies of FS 1 were actually in support of the competencies that students have to develop in four

professional education courses. Initially, FS 1 covers only three professional education courses namely: Prof Ed1 “Foundations of Education”; Prof Ed2 “Child and Adolescent Development”; and Prof Ed 3 “Theories of Learning” (PNU Teacher Education Curriculum Framework, 2005). However, Prof Ed 5 titled “Guidance and Counseling” was added by the proponents of the program from CTL as the fourth course covered by FS1. This was presented during the meeting held on June 14, 2006 at the CED Educational Technology Unit with the professional education professors. Thus, Field Study 1 was labeled as FS1A, FS1B, FS1C, and FS1D to represent the four foci of this field study course, all aligned with the four covered professional education courses.

Apparently, the competencies developed in 2005, and targeted for FS1 were modified in 2006 by the FS implementers at CTL. This change implies that DFSP is continuously being improved to have a better FS program for PNU. The new set of competencies is now more encompassing as it covers more professional education courses.

Course Implementation

Site of Implementation

Based on the concept paper of the PNU-DFSP, all the first three FS courses were to be implemented on-campus at PNU-CTL, while the fourth and last FS course, was planned to be for off-campus in different public schools. The same document showed two clear schemes for implementation: on-campus (for FS1 to 3) and off-campus (for FS4). However, there was a change in the schemes of FS 1 in the first semester of the school year 2006-2007 when it was first offered to 21 BSE classes with a total of 640 students in the first quarter plus 2 BECED and 4 BEED classes (total of 201 students) added in the second quarter. Instead of assigning all FS1 students at CTL for their on-campus, the then Dean of the College suggested the on-campus and off-campus schemes due

to the foreseen problem of possible overcrowding at CTL where only two sections per level in the high school, existed. This situation was compounded by the fact that in the same semester, fourth year students were also expected to have their on-campus student teaching at CTL.

To set guidelines in the implementation of FS1, the Dean issued a memorandum to the CED Faculty on June 16, 2006 stipulating that:

1. SY 2006-2007 shall be considered a pilot year for Field Study concerns. This means close monitoring and evaluation of the program.
2. The FS Program will be administered by the Department of Student Teaching in cooperation with the CTL principal.
3. FS students for the first and 3rd quarter of SY 2006-2007 will be assigned in public schools. For research purposes, one or two classes maybe assigned at CTL.
4. FS students for the second and fourth quarters of SY 2006-2007 will be assigned at CTL. For research purposes, one or two classes who have started field study in the public schools may be assigned to similar public schools.
5. Education 11 students will be assigned at CTL during the first and third quarter of SY 2006-2007.
6. Research-related activities will be undertaken by CED

In compliance with the Dean's memo, the Department of Student Teaching took charge of the implementation of Field Studies in the first semester of SY 2006-2007. Two schemes were tried out: **On-campus** and **Off-campus** FS. The former

was held at CTL while the latter in 10 different high schools in NCR.

Students

As shown in Table 1, twenty one (21) BSE classes in their second year were enrolled in FS 1 during the first quarter of SY 2006-2007. Fifteen (15) classes were represented at CTL, while six (6) were not accommodated due to few classes available for observation at CTL. FS classes represented at CTL were the BSE major in English, Mathematics, Science, Filipino, History, Social Science, Music, Values Education, Psychology, Biology, General Science, Physics, Home Economics, and Physical Education. Some of the BSE FS classes not accommodated at CTL were major in English, Physical Education, Psychology, and Mathematics.

Table 1. Differences in the Assignment of FS1 Faculty in the On-Campus and Off-campus

Program Components Examined	On-Campus FS Faculty (N = 14 for all FS components)	Off-campus FS Faculty (N = 11 to 12 per FS component)
No. Classes Enrolled in FS1 (21 classes for a total of 640 students)		
<i>No. of Classes Handled</i>	15	19
<i>No. of Classes not Handled</i>	6	2
No. of Students Handled per Faculty	5 to 12	7 to 43
Total No. of Students Handled	142	498

Out of the 15 FS classes assigned at CTL in the first quarter for their **on-campus** FS1, 9 classes each had 10 students randomly selected and assigned to one CTL-FS Faculty. The other students of these 9 classes had their FS in a public school identified by DST under the supervision of the faculty who handled the professional education course covered by their FS course. Four classes, each with 5 students, were equally distributed to two (2) CTL-FS Faculty (10 FS students per faculty). The rest were also handled by their own

professional education teacher. One class with only 12 students was assigned to just one CTL-FS Faculty. Overall, a total of 142 FS students were assigned at CTL for the on-campus FS.

On the other hand, 19 out of the 21 FS1 classes had their FS1 **off-campus** in a specific high school assigned by the DST. There were ten (10) public schools where the off-campus FS students had their field observation. Each class was assigned to only one school. A total of 498 students had then FS 1 off-campus. The FS students, therefore, totaled 640 to include both the on- and off-campus students.

As observed, there were some deviations from the implementing guidelines of FS issued by the Dean during the actual implementation of FS1 in the first quarter. Instead of just assigning one or two classes at CTL and the rest in public schools for the first quarter, which was planned for research purposes (guideline #3 and 4), 15 classes out of the 21 BSE classes were assigned at CTL in the first quarter, each of these classes had counterpart also in public schools. Six (6) more classes were assigned in public schools with no counterpart classes at CTL. So a total of 19 classes were deployed in 10 public schools in Metro Manila.

Since BSE classes had different areas of specialization, increasing the number of classes to be assigned at CTL from 2 to 15 was deemed imperative. The BSE FS students were then assigned to a CTL-FS faculty who teaches the same area that the FS students specialize in.

The difference in the assignment of FS1 faculty in the on-and off-campus implies that this aspect of the implementation of DFSP be reexamined. Apparently, there are more On-campus FS faculty than off-campus FS faculty. Yet, on-campus FS faculty handles only about 22% of the number of FS students while the remaining 78% of the FS students were handled by the off-campus FS faculty. This may be an

impractical implementation of the program in terms of logistics.

Faculty In-charge

For the **on-campus** FS shown in Table 1, a total of fourteen (14) regular CTL faculty members supervising BSE students were both involved in the FS1A and in FS 1B in the first quarter of SY 2006-2007. Eleven handled 10 FS1 students each from 11 different BSE classes with different specializations, one (1) handled the whole class of BSE Music with only 12 FS1 students, two faculty (2) with the same specializations handled ten (10) FS students each that came only from one class of BSE Home Economics. Two (2) BSE classes with different majorship in Science were under one CTL-FS faculty. Another two (2) BSE classes major in Values Education and Psychology were under just one CTL-FS faculty. Eleven (11) of the CTL- FS faculty have counterparts in the Prof Ed-FS faculty who were handling the other classmates of the 10 students they handled. Three (3) CTL-FS faculty did not have counterparts because they were handling a small size FS 1 class. Interestingly, all FS students assigned at CTL were supervised by a faculty who specializes in the same area as those of the students or the area closes to that of the students'.

For the **off-campus** FS, twelve (12) Prof. Ed.-FS faculty handled 19 BSE taking FS1A course in the first quarter of SY 2006-2007. Three (3) of them handled 2 to 3 classes of FS1A. Ten (10) Prof Ed-FS 1A faculty had their counterparts at CTL who handled 10 of the students who belonged to their FS classes. Two (2) FS 1A faculty did not have their counterparts at CTL, because there were not enough faculty at CTL whose major field jibed with that of the BSE FS classes they handled. Eight (8) are new Prof Ed Faculty and three (3) also handled FS 1A. For FS1B, eleven (11) Prof. Ed.-FS faculty handled the FS1B classes in the same quarter: 8 new FS faculty and 3 faculty also handled FS 1A, but for different classes. Out of

the 11 Prof Ed FS1B faculty, 10 had counterparts at CTL, with only one (1) lacking a counterpart at CTL.

All in all, a total of 20 Prof Ed faculty were involved in FS1. Of the 20 FS faculty who handled FS1 (A and B), only four (4) are regular faculty of the Department of Professional Education who also handled the professional education courses covered by FS 1A and FS1B courses. One handled both FS 1A and FS1B of the same section. The rest (16 faculty) who handled the FS courses were part-timers of the department but also handled the professional education courses covered by the FS courses. Of the 16 FS faculty part-timers of the Prof Ed Department, four (4) were still connected with other institutions or retired from the service, one (1) is a regular faculty from the Department of Library Science, and the rest are regular faculty of other academic departments in the college.

Table 1 shows that the Prof ED-FS faculty handled more students than their counterparts at CTL. They handled 7 to 43 FS students compared with the 5 to 12 FS students handled by the CTL- FS faculty. The difference in the class size may have a significant bearing on the quality accorded by the faculty to their students. Moreover, the specialization of faculty vis-à-vis the specialization of the students taking FS may also affect the quality of learning gained by the students. Therefore, this component of the program should be deliberately looked into. Ideally, those who handle FS have direct exposure to the field or are specialists in the same area that their FS students are specializing in. It should be recalled that FS course were originally part of the 12-unit Student Teaching course in the old curriculum, which is normally taken care of by the subject area specialists in the field.

Activities

Two sets of activities were implemented for the same FS1 course, designed separately by two units: (1) the Center for

Teaching and Learning for the on-campus FS (see Table 2); and (2) the Department of Student Teaching for the off-campus FS (see Table 3).

As shown in Table 2, the **on-campus** FS 1 students' activities began with the plenary orientation where the CTL-FS Coordinator and CTL-FS Faculty informed their FS students of the set-up at CTL, its purpose and the objectives of Field Study at CTL. In a few seminar-type plenary sessions some CTL faculty served as resource persons for topics like "Making Reflective Journals" and "Developing Portfolios". Students' attendance was regularly checked to monitor their participation. After the plenary sessions, the CTL-FS1 faculty facilitated small group sessions (with 5 to 12 FS students). These sessions took place before and after actual observation at CTL. Modular-type worksheets were provided to all the FS students at CTL had to be accomplished during their observations, as part of FS students' portfolio, a major requirement in computing their FS grades. These worksheets were prepared by the CTL faculty themselves through the leadership of their FS coordinator.

Table 2. On-campus FS Activities at CTL

Activity No.	Activity	Facilitator
1	Plenary Orientation	CTL FS Coordinator
2	Seminar-type Sessions for All FS students	Resource Persons at CTL
3	Actual Visit of the class of their FS1 faculty at CTL with modular-type worksheets for observation	CTL FS Faculty
4	Post-conference and discussions on worksheets	CTL FS Faculty
5	Developing Portfolio	CTL FS Faculty

It can be gleaned from the table that the major activity of the FS students assigned at CTL is a development of learning portfolio for their field study experiences where they include their worksheets accomplished during field observations. Arends (2004) supports such activity for pre-service teachers to document their experiential learning and suggests that assembling a portfolio in field experience activities develops reflective thinking, decision making, and evaluation skills. TEC (2006) also recommends the use of portfolios for every field study course.

For off-campus FS prior to the FS activities, the Head of DST met first with the FS1A and FS1B professors and oriented them about the Off-campus FS implementation. They brainstormed on the course schedule, activities, grading system, requirements, and even possible problems. Then the Prof Ed FS faculty took over in orienting their own FS students during the time of their professional education course.

For the **off-campus** FS students, they experienced the following activities: whole class FS Course orientation during their regular Prof. Ed courses by their respective Prof. Ed or FS 1A and B courses; actual visits and observations at the assigned schools; accomplishments of worksheets provided by the Department of Student Teaching; class post-conference regarding the school visits and observations; submission of the requirements (see Table 3).

Table 3. Off-campus FS Activities in Pilot Schools

Activity No.	Activity	Facilitator
1	General orientation to All Prof Ed FS faculty	Head of DST and Faculty Representative
2	Attending to in-class course orientation	Prof Ed FS faculty
3	Actual visit to a high school (once only) with worksheets for observations prepared by DST	Prof Ed FS faculty

Activity No.	Activity	Facilitator
4	In-class post-conference or discussion on the results of school and its relation to Prof Ed course content	Prof Ed FS faculty
5	submission of the accomplished worksheets	Prof Ed FS faculty

To acquaint the FS students with their off-campus activities, the 12 FS professors oriented them on the course requirement/s during their Prof Ed course. They discussed the aims, schedules, activities (schedule and duration), requirements and grading procedure of FS. Similarly, the professors entertained students' questions about FS and made it clear to them that they would only be allowed to go on immersion through actual school visitations to a public school, once they have been clarified with the nature of the course. During the school visit, the FS students observed the different components of education that their course professor assigned them to focus on. Their observations were revealed in their accomplished worksheet. After the field observation, the course professor conducted an in-class discussion on the results of the FS observations, as related to their Prof Ed course content. Field study was then used by the Prof Ed faculty to link the theories or principles discussed in their professional education courses with the actual practices in the field.

Notably, similar to the activities of the on-campus FS students, the off-campus FS Faculty exposed their students to field observations with corresponding worksheets that served as their guide to observation. This activity also resembles what has been done in the BEAM's project and conforms with the recommendation of TEC (2006). This only means that the given activities of the FS Profed faculty were commonly used in field studies. However, the practice of the on-campus FS faculty of requiring the FS students a learning portfolio seemed to be a remote idea to the off-campus FS faculty.

Schedule of Activities

Because of the differences in the sites of observation, the FS 1 course had different schedules. The schedule of the **on-campus** FS was during Wednesdays and the actual days assigned by the University Registrar was either during Mondays, and Thursdays, or during Tuesdays and Fridays. By contrast, the **off-campus** FS students spent their Wednesdays for FS and were free during the non-Wednesday schedule assigned by the University Registrar, for their FS.

Apparently, the schedule of FS posed another problem in the pilot implementation of the DFSP. As described earlier, some classes were split so that 10 students of the class had their FS at CTL during their non-Wednesdays schedule assigned by the University Registrar while the other members of the class had their Prof Ed Faculty on Wednesdays. This way of scheduling the FS course might have run counter to the purpose of the 4-day scheme, where Wednesday is set as a common free time for students to do their group class projects.

Duration of Activities

For the **on-campus** FS1 at CTL, their exposure to one CTL-FS faculty was good for one semester. Three Wednesdays were spent for the whole-group three-hour orientation at the University Auditorium (total of 9 hours). Subsequent sessions were all on class observations under the supervision of their CTL-FS1 faculty and were conducted during the FS1 class days scheduled by the Office of the University Registrar. The class observations covered first the focus of FS 1A (Foundation of Education) followed by FS 1B (Child and Adolescent Development). Each visit for class observation at CTL was good for one and a half hours. As scheduled by Office of the University Registrar, FS students were required to have their class observations twice a week, and each visit for class observation at CTL was good for one and a half hours for a total of nine (9) hours. Thus, the FS students assigned at CTL

spent 9 hours for plenary-type orientation and 9 hours for actual class observation and post-conference with their CTL-FS faculty for a total of 18 hours for FS1A and FS1B.

Likewise, the **off-campus** FS students had their orientation and post-conference during their class time for the professional education course covered by FS1A, after which, they had their observation in the field for one Wednesday (a total of 9 hours for all the FS 1A activities). This same arrangement was done for FS1B (for another 9 hours for all the FS 1B activities). However, FS 1B students went to a school different from what they visited during their FS 1A.

The 18-hour allotment for FS1A and B which is just half of the two unit FS course was implemented and observed by both the on- and off-campus faculty, as indicated in their respective ROL and, as reflected in their time records. While there's no issue regarding time allotment because it is based on the CMO No. 30; however, a marked difference was noted in the way the time was utilized for FS activities between the on-campus and the off-campus FS. It was observed that the use of time for FS activities done on-campus handled by CTL faculty was more maximized, when compared with the off-campus FS activities handled by Prof Ed faculty. The discrepancy in the full use of time could be attributed to the site itself. Apparently, since CTL is just within the university campus, the time for on-campus FS was more maximized, while for off-campus FS, an average of 2 to 3 hours was spent for the activities, the other remaining hours were spent for travel to the FS site and for the accomplishment of the required worksheets including the pre- and post-conference activities, which in effect, might have affected the quality of FS students' experiences in the off-campus.

Materials Used

The on-campus and the off-campus FS1A and B students used different sets of FS materials.

The **on-campus** students used worksheets prepared by the CTL-FS faculty. Each set of worksheets for the FS courses costs a certain amount charged from the students. These worksheets consisted of modular-designed loose materials developed by the CTL Faculty members for all the FS Courses. The **off-campus** FS1A and FS1B students used the set of materials prepared by DST. While the students were not obliged to buy the materials, they were asked to give a voluntary donation of a very minimal amount to cover guide for field observations for FS 1A and FS 1B.

The observations regarding the materials used by the on-campus and off-campus FS1A and B students clearly indicate the differences in the materials as well as those who prepared them. This particular practice may create confusion among the students themselves more particularly in terms of the alignment of the materials with the goals and objectives of the program as well as the learning experiences accorded to the FS students. There should be specific and clear guidelines and mechanisms that explicitly refine and describe the materials particular to a FS activity. The authority or responsibility in developing the materials must also be spelled out clearly to determine the appropriacy of such materials.

Grading

On-campus FS students were graded using the following grading system set by the CTL-FS faculty for all their FS students: *final portfolio (40%); weekly outputs (25%), involvement (25%), attendance and punctuality (10%)*. Attendance in plenary and small group class observations was checked by the CTL-FS faculty assigned to each FS class. The grading system was applied to the whole FS 1 course to include all the professional education courses covered.

Contrastingly, the **off-campus** FS1 students were graded by their own professional education courses faculty.

Since there were four professional education courses covered by FS 1, each professor of the course gave a grade that was 25% of the final grade of the students in their FS1. The grade of FS 1 course was then finalized only after the FS students have taken all the four components of FS1, two of which covered in the first quarter and the last two in the second quarter. The students's grades were based on *their accomplished worksheets*, their participation during actual school visits and post-conferences or in-class discussions. The final grade in FS1 course was the average of the grades given by the FS professors in four FS1 components namely FS1A (25%); FS1B (25%); FS1C (25%); and FS1D (25%). The professors who handled FS1 course components had to submit their grade to the Office of DST that took care in computing the final grade of the FS students.

Obviously, the grading of FS students followed no particularly defined system or process since it was done without taking into consideration certain guidelines. Since FS is a program in itself, there should be a common grading system for both on- and off-campus FS to be set by the DST for uniformity, objectivity, and fairness.

Faculty Loading

Each **on-campus** FS faculty, with five (5) to twelve (12) FS students claimed 2 hours a week for a total of 18 hours for FS 1A and FS 1B. A faculty then claimed 36 hours for the whole FS1 course (FS 1ABCD) for one semester, as was reflected in the faculty's ROL.

The **off-campus** FS faculty, on the other hand, claimed 9 hours for each class they handled regardless of the number of FS1A students in a class, which could be as few as 7 or as many as 43 students. Since there were faculty who handled 2 or 3 classes in FS1A, these faculty claimed 9 hours per class even if some classes and FS components were scheduled at the same time and the same school. Another 9 hours per class was

claimed, if the same faculty handled also FS1B. All the FS 1 loads were reflected in the Report on Loads (ROL) of the off-campus FS faculty.

The claim of FS loads was the most problematic aspect of the DFSP during its pilot test. Many were confused on how to claim their load. CTL faculty claimed this as another load to student teaching and so the Prof. Ed faculty also claimed FS load as different from Prof. Ed course load even if some of their time was actually spent for the two courses together. DST, being the department responsible for the program, should look into the budgetary implications of the claims for FS loads to effectively implement the program.

Conclusions

The implementation of FS in its pilot year could very well be regarded as both experiential and exploratory in nature, thus, any problem that arose as its consequence could be considered as something inherent or concomitant to a new academic endeavor.

Admittedly, this study has partly seen the struggles made by the university in implementing the FS program of the New Teacher Education Curriculum over and above the mandate and parameters of CHED Memo No. 30, s. 2004. Data and other information obtained from the study point out specific problems and difficulties encountered not only by the key implementers but also by the program's direct participants more particularly, the teachers (CTL and Prof. Ed) and the FS students themselves, the beneficiaries of the program. Behind such problems and difficulties, however, are implicit learning and insights that could pave the way for a better implementation of the FS program.

Certain implications could be drawn from the findings /results of the study, to wit:

First, PNU, being a lead institution in teacher education, was able to explore different schemes in its initial implementation of FS taking advantage of the presence of its own laboratory school known as CTL. Such move has maximized its resources to find more and better ways to implement the FS program that could not only benefit not only its clientele but also serves as a model to other teacher education institutions.

Second, the tryout of FS program despite its crudeness has enabled both the on-campus and off-campus FS students to experience observing classes in the actual contexts as early in their second year. As revealed by some FS students, “*FS enabled us to understand our future roles as a teacher*” and “*the traits that I should possess when I become a teacher*”. It is good to know that as early as in their second year, the pre-service teachers have already been enlightened on how they should function in their chosen profession. Other students even claimed that FS provided them opportunity to “*...explore actual classroom situation and discover the life of a teacher*”, and helped them realize the kinds of students they will be dealing with in the future. Apparently, FS1 was helpful for the pre-service teachers to understand the kind of career they have chosen. Other students even averred that FS1 helped them gain new and better techniques in teaching even if the focus of their observations was on the learners’s characteristics.

Third, the tryout of FS 1 has paved the way to the development of instructional materials for FS. The faculty who developed the materials were able to demonstrate their creativity in coming up with materials useful to PNU students. Despite the two sets of materials used during the implementation of FS 1, they were made to produce better set of teaching tools that could be used by all PNU FS students regardless of their site of observation.

Fourth, the tryout of FS has offered opportunities to exploring more ways to effectively manage FS courses. In the

tryout, two groups of faculty handled the same course in two different ways. By experiencing the strengths and the weaknesses of the management of FS by both Profed Faculty and CTL faculty, the administration saw the need for DST to systematize the implementation of the course so that learning materials, learning experiences, and grading are comparable even if students will have their FS at CTL or in pilot schools. Proper orientation should also be conducted to all faculty handling FS and those students taking FS at the beginning of the semester to ensure the smooth implementation of the program.

Fifth, the tryout of FS has led to the redesigning of the PNU DFSP such that students will take six (6) FS courses with 1-unit each similar to what is prescribed under CHED curriculum. By doing so students will not encounter much problem when they apply for LET since the Philippine Regulatory Commission (PRC) has been open in saying that by 2009, Licensure Examination for Teachers will have been changed to capture the new changes and new competencies in the New Teacher Education Curriculum (NTEC), and these include the FS courses.

Lastly, the tryout of FS1 has led to the reexamination of the role of the faculty at the PNU-CTL. CTL faculty used to see themselves as Supervising Instructors of Students Teachers, as much as partners of the Cooperating Teachers in pilot schools in honing the teaching competencies of prospective teachers. With the NTEC, the 12-unit Student Teaching in the old curriculum, which usually happens in only one semester in the last year of the pre-service teachers, was now changed to six 1-unit FS courses to be taken as early as in the second year of the students in their teacher education program, plus the 6-unit practicum offered in their last year. Such change in the curriculum had a ripple effect on the CTL faculty making them function as FS faculty twinning with the faculty of professional courses covered by the FS courses.

Recommendations

In light of the findings and conclusions drawn from the results, the following recommendations are hereby forwarded:

1. A manual for the implementation of FS courses at PNU to systematize it be prepared.
2. The faculty and students on FS course be given proper orientation program
3. All FS students be exposed to CTL classes and to pre-identified partner schools of PNU for all their FS courses.
4. Common activities and grading system for both on and off-campus FS course be used.
5. Partnership between CTL-Faculty and ProfEd Faculty be established to facilitate better the FS experiences of students.
6. Regular monitoring and evaluation of the implementation of FS courses be conducted
7. Specific Wednesdays be calendared exclusive for FS activities, if held outside PNU and weekdays, if held at CTL.
8. Proper dissemination mechanisms on FS concerns be provided.

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