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Republic of the Philippines
Department of Education
Region V
Schools Division of Sorsogon

June 8, 2020


DIVISION MEMORANDUM

No. 81, s. 2020

To: Asst. Schools Division Superintendent
Public Schools District Supervisors
Education Program Supervisors and Division Coordinators
Elementary and Secondary School Heads
Elementary and Secondary Teachers
All Others Concerned

**SUBMISSION OF REPORT ON THE IMPLEMENTATION OF THE PRE-SERVICE
TEACHERS/STUDENT TEACHERS' PRACTICE-BASED TRAINING**

1. In preparation for the submission of report to the higher office re: Implementation of the Pre-Service Teachers Practice-based Training, all schools deployed with cooperating teachers for School Year 2019-2020 are advised to submit their respective reports (SOFT COPY ONLY) on or before June 19, 2020 to this email address liny.grefal@deped.gov.ph.
2. The report covers:
 - a. data on the issues and concerns encountered during the initial implementation of the Coaching and Mentoring Module for Pre-service Teachers.
 - b. best practices on coaching and mentoring PSTs based on the activities provided in the module.
 - c. suggestions for the improvement of the PST coaching and mentoring practices.
3. Please refer to the attached templates for reference.
4. For information, dissemination and compliance of all concerned.


JOSE L. DONCILLO, CESO V
Schools Division Superintendent



Performance Evaluation Report Template for the Cooperating School

(to be submitted to the Division Office for Evaluation and Feedback to the Cooperating Schools and TEIs)

Report on the Implementation of the Pre-service Teachers' Practice-based Training

Name of Cooperating School: _____

Address: _____

Partner Teacher Education Institution/s: _____

Duration of the Practice-based Training:

SY _____ Inclusive Dates _____

Part I.

Issues and Concerns Encountered	Solutions	Recommendations
<i>These could be on the processes in forging the MOA, scheduling and deployment of pre-service teachers, communications, monitoring of the practice-based training, and others</i>		

Part II.

1. What are your school's best practices in terms of coaching and mentoring the pre-service teachers? What interventions, resources and other activities helped in the conduct of the practice-based training?

2. How did you orient/train the Cooperating Teachers and the overall school community in preparation for their role as coaches and mentors in the pre-service teachers' practice-based training?

3. What are the general strengths and areas for improvement of the pre-service teachers deployed in your school? What do you suggest to TEIs in order to further strengthen their pre-service teacher education curriculum in preparation for the practice-based training in cooperating schools and actual teaching in the future?

Prepared by:

(Name and Signature of School Head/Principal)

Witnesses:

Name and Signature of School Focal Persons/Master Teachers:

Date Submitted to the Division Office:

Received by:

Performance Evaluation Report Template for the Teacher Education Institution
(to be submitted to the Division Office for Evaluation and Feedback to the Cooperating Schools and TEIs)

Report on the Implementation of the Pre-service Teachers' Practice-based Training

Name of Teacher Education Institution: _____

Address: _____

Name of Cooperating School/s: _____

Duration of the Practice-based Training:

SY _____ Inclusive Dates _____

Number of pre-service teachers deployed: _____

Part I.

Issues and Concerns Encountered	Solutions	Recommendations
<i>These could be on the processes in forging the MOA, scheduling and deployment of pre-service teachers, communications, monitoring of the practice-based training, and others</i>		

art II.

1. What best practices in terms of coaching and mentoring the pre-service teachers did you observe from the cooperating schools? What interventions, resources and other activities helped in the conduct of the practice-based training?

2. How did you orient/train the TEI Coordinator/Focal Person/s and Experiential Learning Supervisor/s in preparation for the pre-service teachers' practice-based training?

3. What are the general strengths and areas for improvement of the cooperating school/s and cooperating teachers? What specific competencies do you suggest that should be developed or enhanced by the cooperating teachers in order for them to be better coaches and mentors of the pre-service teachers?

Prepared by:

Witnesses:

(Name and Signature of TEI Focal Person)

Name and Signature of Supervisors:

Date Submitted to the Division Office:

Received by:
