DIVISION MEMORANDUM
No. E1, 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

Capitol Compound, Brgy. Burabod, Sorsogon City, Sorsogon 4700  
(056) 421-5415  
sorsogon@deped.gov.ph  
depedsorsogon.com.ph
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.

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<thead>
<tr>
<th>Issues and Concerns Encountered</th>
<th>Solutions</th>
<th>Recommendations</th>
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<tbody>
<tr>
<td>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</td>
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</table>
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:

______________________________________
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 __________ to __________

Number of pre-service teachers deployed: ________________________

Part I.

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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

|   |   |   |
Part 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: