
STUDENT TEACHING PROGRAM: EXPERIENCES, ISSUES AND CONCERNS

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ABSTRACT

This study looked into the student teaching program of ISAT U during the Academic Year 2015-2016. It specifically documented the Student Teaching policies and practices of the three campuses, the experiences of the student teachers and the issues and concerns of both mentors and mentees. Twenty five student teachers and six deans and supervisors were the sources of data through interview and documentary review. The study used the case analysis method using a campus as a unit of analysis. Student teachers experiences were presented in themes.

The study revealed that the policies of the student teaching program of ISAT U are being implemented by the three campuses. However, they differ in terms of deployment of student teachers. The ISAT U system has almost similar practices except for the scheduling on the seminar on problems met. The student teaching experience provides pre-service teachers the space and opportunity to learn how to ask important questions about teaching and learning, come to know children and adolescents by observing and interacting with them consistently over time, apply newly acquired knowledge, theories, strategies and models in a variety of contexts within and across classrooms, and experiment with, design and adapt practices according to learners' needs.

Experiences of student teachers were varied, but most of them were learning experiences that contributed to the development of their teaching competence and personal development. They were given the opportunities to hone their talents and empower them to really become real teachers. They may have experience frustrations, difficulties and failures, but these were just part of the episodes of a student teacher's life. The issues and concerns of the student teachers include the following; too many reports, forms and other requirements to be submitted every week and every end of the term. The student teachers could not meet the deadline due to time constraint. The study designed a unified Student Teaching Manual to be used for the three campuses.

Keywords

Student teaching, experiences, policies, practices, student manual

Introduction

The apex of all the experiential learning courses in the pre-service program is the practice teaching. It is the total immersion of the prospective teacher in the real life of becoming a teacher. During practice teaching, the pre-service teacher experiences the rudiments of teaching in a cyclical process of planning, actual teaching and evaluating learning. The pre-service teacher, who may be called an apprentice, or student teacher intern, walks the whole process of teaching with a mentor, who is also called the cooperating teacher. Here, the pre-service teacher puts into actual

practice all that were learned in the content and theory courses, strategies or methods of teaching as well as put into test the pedagogical content knowledge acquired in related courses prior to practice teaching. (Experiential Learning Courses Handbook ,2009).

The student teaching experience is challenging, intellectually demanding and instrumental in preparing the student teachers for the real world of teaching. (Aquino, 2003, inPogoy&Montalbo, 2010).The experience develops the student teacher personally and professionally. It has been particularly useful in enhancing student teachers' reflectivity (Dunkin, 1996 inPogoy, 2010). The

practicum is an important part of most education programs; however, many novice teachers seek practical experiences beyond the practicum as part of their preparation for entering the profession. Teacher educators suggest that student teaching experiences should promote student reflection, experimentation, and decision making. (Goodman, 1998 in Pogoy&Montalbo, 2010).

According to Wilson (2011) the student teacher will assume most of the teaching responsibilities for the class management, lesson planning, evaluation, and grading. Thus, the student teacher is able to experience more fully the role of the teacher as the classroom teacher takes on the observation role in the class. Vega and Prieto (2012) in the performance of these roles, she has to be guided by theories and principles, one of which is the learner- centered psychological principles. A teacher takes on many instructional responsibilities and how she can facilitate learning and understanding of content across subject areas is a challenging and demanding role she has to master.

Pogoy&Barrientos,(2012) cited that foundation knowledge is the product of effective, associative, experiential learning that helps apprentice teachers understand new concepts.

In the ISAT U-La Paz Campus , the one semester of student teaching experience is done by having one week of thorough orientation, the remaining eight weeks are spent by the student teachers on actual practice teaching either “ on-campus” or “ off-campus as the case maybe.

In addition to practice the student teachers are also taking up seminar on problems met during the actual practice. The schedule for the said seminar will depends on each college/ campus with the approval of the college dean/ department head. The student teachers may convene to discuss problems they have met in their respective centers. This is on top of the actual supervision of the student teaching supervisors who visit the different centers everyday on an announced schedule for the first visitation and unannounced during the second visit. In this seminar, resource speakers are invited to provide information on various government thrusts and programs relevant to education.

On the 18th week the student teachers are recalled on the mother training institution to make final reports and other requirements for the course. The checklist of requirements include at least twenty visual materials, forty prepared lesson plans for a semester, lecture notebook, test notebook, class record, form 1 and other forms like; compiled weekly report, form 2, form 48, and teaching log.; seminar notebook, table of specification with a copy of final exam, grade sheets, portfolio, progress and accomplishment charts for student teachers major in Technology and Livelihood Education and the evaluation sheet from their mentors.

Moreover, during the implementation of the new teacher education curriculum specifically on Field Study Course (Practice Teaching) the main campus observed that their student teachers spent three and a half days on actual teaching and observation in their respective cooperating centers and the remaining one and a half days were spent for attending classes and seminar on problems met.

On the other hand, the ISAT U- Miagao Campus patterned their student teaching program with that of the main campus, however, in terms of deployment of their student teachers they have five whole days in their actual teaching and observation under the supervision of their mentor and Friday is scheduled for seminar on problems met on practice teaching.

Likewise, the ISAT U- Barotac Nuevo Campus followed the student teaching program of the main campus except for the deployment wherein the student teachers spent five half days in the morning in their actual teaching and observation and every afternoon they have to go back to the mother institution to attend their academic classes and seminar on problems met on practice teaching.

Knowing that there is only one school system the researcher is confuse how come that some policies in Field Study Course (Practice Teaching) vary in the implementation, particularly in the deployment of student teachers, assessment, practices and course requirements. It is in this context that the study is conceived to find out the extent of implementation of Practice Teaching in the ISAT U System for school year 2015-2016 in

order to come up with a university wide integrated student teaching program.

Objectives of the Study

The main purpose of this study was to document the experiences of student teachers of Iloilo Science and Technology System, school year 2015-2016 as basis for a unified student teaching operation manual.

Specifically, it sought to answer the following questions:

1. What were the policies and practices of the student teaching program?
2. What were their experiences as a student teacher?
3. What were the issues and concerns as perceived by the student teacher and student teaching supervisor?
4. What were the differences and similarities on the issues and concerns?
5. What unified student teaching manual can be proposed for the entire ISAT U System?

Methodology

The research study employed case study method as its research design in presenting and discussing the experiences, issues and concerns encountered by student teachers.

The study was conducted at the Iloilo Science and Technology University – La Paz Campus at Burgos St. La Paz, Iloilo City, Iloilo Science and Technology University - Barotac Nuevo Campus at Jalaud, Barotac Nuevo, Iloilo and Iloilo Science and Technology University- Miagao Campus, at Miagao, Iloilo. Only three campuses out of five campuses have College of Education, hence they are the only school with student teachers. Student teaching is usually offered in the last semester of the fourth year offering of the teacher education program. As mandated by CHED, pre-service education should have at least one semester of field study or practice teaching which has two components, the on-campus and off- campus exposure.

The informants of this study consist of student teachers of the Iloilo Science and Technology University System. The ISAT U System is composed of the main campus and external campuses in Miagao Campus and Barotac Nuevo

Campus. There was a total of 31 informants composed of 25 students, three department heads and three student teaching supervisors. The 25 students were randomly selected by their respective supervisors using the following inclusion criteria. The students represent the different majors and they are willing to be interviewed for the study as reflected in their informed consent. The final selected informants were ten from the Iloilo Science and Technology University – La Paz campus (six males and four females), ten from Iloilo Science and Technology University – Miagao Campus (five males and five females) and five from Iloilo Science and Technology University – Barotac Nuevo Campus (two males and three females). The variation is proportionate to the enrolled student teachers. The data gathering instrument used was the form of interview guide composed of open- ended question to generate in – depth information on the experiences, issues and concerns of student teachers and it was validated by the dean of the College of Education, the supervisor of student teaching and student teaching mentor. They suggested minor revisions of the questions and some questions are added as probe questions. The final interview guide with five main questions is appended. The student teachers reflections in their portfolios were also used for the document review.

To facilitate the conduct of the study and to make it more official, the researcher asked the approval from the President of the Iloilo Science and Technology University system through the Vice President for Academic Affairs. The different school administrators of the ISAT U were furnished a copy of the approved letter during the conduct of the interview and focus group discussion (FGD) to all the respondents of the different campuses concerned.

Furthermore, it took more than four months for the researcher to interview the informants. One interview with the informants actually took more than an hour. During the interview, consent from the interviewee to record the conversation was sought. The researcher likewise explained to the interviewee the importance of recording the conversation. Even though the conversation was recorded, the researcher still jotted down the

important details that the interviewee gave.

Interviews were conducted in the student teaching conference room.

Furthermore, the data gathering was done from February, 2015 to May, 2015. Interviews were still done during summer 2015. They were still around in summer for their review classes for the Licensure Examination.

Prior to the analysis of the results, the researcher transcribed the interview responses and noted relevant information. Transcriptions were mostly in vernacular or Ilonggo and were translated to English.

The analysis of the relevant data gathered mainly employed thematic analysis procedure. The informants' answers were encoded using Microsoft Excel. After which, individual answers of the informants were analyzed and reflected in specific chapters of this paper. Part of the analysis was the establishment of themes for the answers of the informants. The themes then were used as bases for the development of theory as well as drawing of conclusions and recommendations. To substantiate this analysis treatment, the researcher determined the different challenges the student teachers encountered thus, examinations of the narrative data were employed in order to find out common themes, patterns and variances. To come up with the commonalities, patterns as well as variances and findings, the researcher, established synthesis from the information taken from the informants, thus, a matrix to encode narrative data from the interview is important.

Results and Discussion

Campus A

Student Teachers

Every student teacher should pass the physical examination and submit necessary documents as prerequisite for admission. The dean and the student teaching supervisor of the college shall have the full responsibility to verify students to be admitted to undergo practice teaching.

Most of the student teachers belong to an average income family. Some are trying to do their best to finish their studies because they are financially supported by their guardians and some are recipients of the different government and non-government scholarship grants.

Furthermore student teachers in Campus A are above average and average type in terms of their level of intelligence. They could not be accepted if their GPA is lower than 85% and they should pass the qualifying examination and the interview. In fact for the past years they had a 7th Placer in Licensure Examination for Teachers.

Regarding their teaching assignments they are responsive to change when and where change is necessary. Even without the supervision of their mentor they could manage the class. They could even work beyond their assigned tasks. Since they belong to a technology school, they could structure and manage the shop in accordance with approved principles of shop layout color dynamics and other activities.

Policies and Practices in Student Teaching

The Practice Teaching at ISAT U- La Paz Campus is required for students taking teacher education under the curricula Bachelor of Science in Industrial Education (BSIE), Bachelor in Elementary Education (BEED), Bachelor of Science in Secondary Education (BSEd) Majors in Technology and Livelihood Education (TLE), Mathematics, Biological Science, Physical Science and Diploma in Teaching (DIT).

Before enrolment for practice teaching a student gets an application form for student teaching from the ST supervisor and submits it to the registrar which is accomplished and duly approved by the supervisor and dean or administrator. Student teachers who qualify for enrolment are required to buy a new set of student teacher uniform and a name plate and a physical examination is also required.

The student teachers are being assigned based on their choices as stated in their application form. However, the supervisor may have the option to directly assign them in their designated centers. For their teaching assignment a student teacher is only allowed for at least one to two preparations and importantly he/she will handle his/ her major field of specialization.

The first week is spent in a thorough orientation seminar wherein the details of the student teaching program are discussed to prepare the student teachers to handle responsibilities in the centers preferred. During the said orientation the student

teachers are given lectures, demonstrations, workshops and other allied activities relevant to student teaching. Resource speakers are invited to discuss topics/ subjects in preparation for practice teaching.

The topics commonly discussed in the orientation seminar are the objectives of student teaching, professional ethics, nationalism, responsibilities of student teachers, student teachers relationship with the students, cooperating teachers, principal/administrator and the community. Other topics like evaluation of student/pupils' performance, classroom management and discipline are also part of the orientation activities. Student teachers are also taught how to fill up school forms and records and other requirements. Other topics that would help the student teachers in their preparation for actual practice are also discussed.

After one week of thorough orientation, the remaining eight weeks are spent by the student teachers on actual practice teaching either "on-campus or off-campus" as the case maybe. Considering the number of student teachers every semester, the practice is to divide them into two groups. One group is assigned "on-campus" and the other group is assigned "off-campus". After eight-week period they are shifted to another center to provide them with both "on-campus" and "off-campus" experiences. Under normal conditions, half day is spent on actual teaching and the other half for observation on how the regular teacher conducts the activities in the classroom or shop.

In addition to practice teaching the student teachers are also taking up Seminar on Problems Met during the actual practice. This is on top of the actual supervision of the student teaching supervisors who visit in the different centers in an announced schedule for the first visitation and unannounced during the second visit. In this course, resource speakers are invited to provide information on various government thrusts and programs relevant to education.

They are required to have two class demonstrations every end of the term. They are also required to submit a clearance from their cooperating center every end of their teaching assignment. During the visit/ observation a

checklist is used by the supervisor and mentor to evaluate student teacher's performance. On the 18th week the student teachers are recalled to the mother training institution to make final reports and other requirements for the course.

At present in terms of deployment the student teachers spent three and a half days in their actual teaching and the remaining one and a half days were spent for their academic classes to complete the course.

Experiences of Student Teachers

"Kinahanglanpasaronkogidangaton interview antis akomaka pa enroll saaton student teaching," (I need to pass the Interview before we can enroll our Practice Teaching course).
"Angamon supervisor iyagid kami ginagiyahankapin pa kon may problema kami saamonpagpraktis teaching" (Our supervisor always guides us and makes some recommendations to the problems we encountered during our practice teaching), *"Dapatadlaw-adlawamongidngaubrahonangtanangga forms kagdapatipakitanamonngamanginpropesyonalnga maestro.* "(every day we have to update our lesson plans, daily time record, and Form 1 and possess the attitude of a professionalteacher).
"Dapatmapasagidkitakay Sir sang 40 prepared lesson plans,portfolio, clearance, evaluation sheets from our mentors" .(according to our supervisor we have to submit forty (40) prepared lesson plans and other requirements such as , student teaching portfolio, form 1, grade sheets, seminar notebook, clearance and evaluation sheet from our mentors.)

"Tungodkulangang time sngamon supervisor during class observation indiakonaobserbahan ..Kanugodlang sang akontiyemposapagprepararsng instructional materials ngaindiniyamakita kg nakomentaran, (Since our supervisor lacks time to observe me , I felt disappointed because I spent sleepless nights just to prepare my instructional materials in order to let them see my competence in teaching).
"Dapatkilalahaonkoangakonmgaestudyanteparam anginpatasakomagtratokagmaghatagegtulopangu dkagmanginhandasapagtudlo sang leksyon" (I should be aware of my student's behavior and must be fair in dealing with them; and give each

students' attention, and always be prepared in delivering my lessons). "*Angakon mentor nagaobserbtagaadlaw –adlawkagginatudlu-anyaakokonpaano mag fill-up sngmga forms , ginakorekyaakon lesson plan kagginapahulamyaaakosngmga references ngakinanglanko.*" (My mentor observes my class every day. He teaches me on how to fill-up forms, he makes some revisions on my lesson plans and he even provides me with books and other references.)

"I lost confidence whenever I am in front of many people especially when they focus on me but I still have to overcome it as a future teacher someday. I will train myself to mingle and talk in front of people or in my classmates."

"*Kinanglanko pa gidngapakigbatuanangakonkahina an paramapakitakoangpinaka the best kokonobserbahanako sang akon mentor*" (I still have to overcome my fears because they hinder me to perform to my highest potential especially when my cooperating teacher is observing).

"I cleaned and organized my classroom so that my students will feel comfortable and ready to pay attention. I also want to have a well- ventilated classroom with complete things like restroom, white board, blackboard and etc. so that my classroom has fun while learning."

"Teamwork is better where every member can share and collaborate the learning and experience in the given activity."

Issues and Concerns

The student teachers were deployed three and a half days in their actual teaching and the remaining one and a half days were spent for their academic classes to complete the course. Most of them are clamoring that it is difficult in their part to focus in their internship because they have still subjects to study and to accomplish the requirements for each subject. According to them it is very stressful and more expenses to be incurred every day.

There are mentors that they don't give enough support and assistance to student teachers in developing the skills in lesson planning, classroom management, assessment and control throughout the student teaching experience. Because of the hectic schedule of the mentors,

sometimes they have no more time to check the lesson plans of their student teachers, which supposedly they need to check before the student teachers deliver their lessons. That's why there were instances that student teachers felt embarrassed in front of their students.

The usual schedule for the observations /demonstration teaching is twice in every grading period, one for announced and unannounced observations. The student teachers were informed about their schedule two weeks before the actual visit. With this, the student teachers would prepare their instructional materials, lesson plan, updates all the required forms , improve the bulletin boards and even prepare the classroom to be more pleasant and conducive to learning. But there were cases wherein the supervisor was not able to observe their student teachers may be for some reasons and sometimes if they can observe but until motivation step only because of time constraints. According to some student teachers they felt frustrated and disgusted.

With the bulk of student teaching requirements, many of the student teachers could not cope with and cannot submit the requirements on time; their time is divided because they still have other projects or requirements to comply in their academic subjects. According to some student teachers I had interviewed they were suggesting to limit the requirements in student teaching so that they could focus in lesson planning and making of instructional materials.

In the giving of teaching load the cooperating teachers/ mentors were informed by the supervisor to give the student teacher one teaching load or one preparation only and preferably in line with their major field / specialization. But some mentors gave one teaching load but they let their student teachers handle two to three sections. There was a case in a small national high school that a student teacher had a teaching load in high school in the morning and elementary in the afternoon. According to him it was a good training however, I had to burn my midnight candle in the preparation of my lesson plans and instructional materials. It was really a challenging experience on my part. Sometimes if the cooperating teacher was absent the student teacher takes over all his / her teaching loads assignment.

Campus B

Student Teachers

Student teachers should pass the physical examinations and submit necessary documents as prerequisite for admission. The dean and the student teaching supervisor of the college shall have the full responsibility to verify students to be admitted to undergo practice teaching.

The student teachers belong to an average and low income family. Some are trying to do their best to finish their studies because they are financially supported by their guardians and some are recipients of the different government scholarship grants, party list, congressman scholarship, and some non-government organizations. Most of the student teachers in Campus B are above average and average type in terms of their level of intelligence. They really take full responsibilities for the result of their action and efforts.

Regarding their teaching assignments they are almost safe and comfortable because it is by localization and some of their cooperating teachers / mentors were their former teachers in high schools. Even without the supervision of their mentors' they could managed the class. They could even work beyond their assigned tasks. Since they belong to a technology school, they could structure and managed the shop in accordance with approved principles of shop layout color dynamics and other activities. They project a good image as a teacher at all times by observing the Code of Ethics, proper dress code and punctuality in all activities of the internship.

Policies and Practices

The Practice Teaching at Campus B is required for students taking teacher education under the curricula Bachelor of Science in Industrial Education (BSIE), Bachelor in Elementary Education (BEEd), and Bachelor of Science in Secondary Education (BSEd.) Majors in Mathematics, Biological Sciences, English, Filipino, Social Studies and Physical Sciences. Before enrolment for practice teaching a student gets an application form for student teaching from the ST supervisor and submit it to the registrar for verification and is duly accomplished and

approved by the supervisor and the dean or administrator. Student teachers who are qualified for enrolment are required to buy a new set of student teacher uniform and a name plate. No physical examination is required.

For their teaching assignment the student teachers are being assigned based on their choices as stated in their application form. However, the supervisor may have the option to directly assign them in their designated centers. For their teaching load, a student teacher is only allowed for at least one to two preparations and importantly he/she will be handling his/ her major field of specialization.

The first week is spent in a thorough orientation seminar wherein the details of the student teaching program are discussed to prepare the student teachers to handle responsibilities in the centers preferred. During the said orientation the student teachers are given lectures, demonstrations, workshops and other allied activities relevant to student teaching. Resource speakers are invited to discuss topics/ subjects in preparation for practice teaching.

The topics commonly discussed in the orientation seminar are the objectives of student teaching, professional ethics, nationalism, responsibilities of student teachers, student teachers relationship with the students, cooperating teachers, principal/ administrator and the community. Other topics like evaluation of student / pupils' performance, classroom management and discipline are also part of the orientation activities. Student teachers are also taught how to fill up school forms and records and other requirements. Other topics that help the student teachers in their preparation for actual practice are also discussed.

After one week of thorough orientation, the remaining eight weeks are spent by the student teachers on actual practice teaching either "on-campus or off-campus" as the case maybe. Considering the number of student teachers every semester, the practice is to divide them into two groups. One group is assigned "on-campus" and the other group is assigned "off-campus". After eight- week period they are shifted to another center to provide them with both "on-campus" and "off-campus" experiences. Under normal conditions, half day is spent on actual teaching and the other half for observation on how the

regular teacher conducts the activities in the classroom or shop.

In addition to practice teaching the student teachers are also taking up Seminar on Problems Met during the actual practice. This is on top of the actual supervision of the student teaching supervisors who visit in the different centers in an announced schedule for the first visitation and unannounced during the second visit. In this course, resource speakers are invited to provide information on various government thrusts and programs relevant to education.

They are required to have two demonstrations every end of the term. They are also required to submit a clearance every end of their teaching assignment.

During the visit/ class observation a checklist is used by the supervisor and mentor to evaluate student teacher's performance.

On the 18th week the student teachers are recalled to the mother training institution to make final reports and complies the checklist of requirements for the course.

In terms of deployment the student teachers spent five days in their actual teaching and every Friday afternoon they have to go back to the mother campus to attend the seminar on problems met in student teaching.

Experiences of Student Teachers

"Kinahanglanpasaron ta ang tanannga academic subjects , waay sang INC. nga grade kag magpasakita sang student teaching application sa ofis sang Registrar kag aprobado sang mganatungdan . Antis kitamagkadtosaaton center

dalon naton ang aprobado ng komunikasyon halinsa dean kag kisa mag praktis teach." (Before practice teaching we should pass all the academic subjects, no INC grades and submit application form for student teaching to the Registrar duly approved by authorized person and bring the approved communication to the cooperating center).

"Sa aton orientation-seminar ginaestoryahan ta ang aton class schedule, teaching assignment kag plano parte sa student teaching uniform. (During our orientation –seminar we discussed

about our class schedule and plans for new student teaching uniform).

"Tagasemanaaton e pasaangaton weekly report kag portfolio " (Every weekend we have to submit our weekly report and portfolio).

" Pagkatapos sang aton praktis teaching ginapapasakitang tanannga requirements parehas san aton lesson plan, teaching log, weekly report, form 48, test notebook, lecture notebook , journal kag portfolio. " (After practice teaching we are required to submit the requirements at the end of the term like; lesson plan, teaching log, weekly report, form 48, test notebook, lecture notebook, journal and portfolio).

"Kinaugaliannaton ng apakatapos sang aton student teaching my ginahatagankitanga award bilang outstanding pre-service teacher. " (Every end of our practice teaching the supervisors may recommend for the outstanding pre-service teacher).

"Kinahanglan aton ihatagang mga requirements sa aton supervisor, parehas sang, portfolio, prepared lesson plans, form 1, journal, class record, seminar notebook lecture notebook, evaluation sheets, at iba pa. " (At the end of the term we have to submit

our checklist of requirements to our supervisor, like, portfolio, lesson plans, form 1, journal, class record, seminar notebook , lecture notebook , evaluation sheets and etc.).

"Pagkatapos unakaadlaw sa akon cooperating center nahuyag idakag kinanglankong amagadjust " (After my first day in the practicum site I had apprehensions because at first I'm shy and needs lot of adjustments)".

"I was excited since I found out that I was assigned to Grade IV pupils. The school is complete of facilities needed by the pupils and the area of the school is very nice. The cooperating teacher was very accommodating."

"Na experiansiyahan ko ang pamatasang mga estudyante . nahadlukan ko magdisiplinasaila; kinahanglan mangitaako sang pamaaging amapang anyog ko ang pagdisiplinasamga estudyante. " (I encountered the different traits and attitudes of students. I was afraid because I need to discipline students. I need to think of strategies that can improve the discipline of my students).

“I felt that I am not ready for the challenges. But when I saw my pupils and cooperating teacher, I was thankful because they are approachable enough and accepted me to be part of their life.”

Issues and Concerns

There are mentors who don't give enough assistance and support to student teachers in developing the skills in lesson planning, classroom management, assessment and control throughout the student teaching experience. Because of the hectic schedule of the mentors, sometimes they have no more time to check the lesson plans of their student teachers, which supposedly they need to check it before the student teachers will deliver their lessons. That's why there were instances that student teachers felt embarrassed in front of their students.

The student teachers were deployed the whole week in their actual teaching and every Friday afternoon the student teachers were required to go back to the institution to attend the seminar on problems met in student teaching. In this seminar they could voice out the problems they encountered with their students and mentors.

The usual schedule for the observations /demonstration teaching is twice in every grading period, one for announced and another one for unannounced observations. The student teachers were informed about their schedule two weeks before the actual visit. With this, the student teachers would prepare their instructional materials, lesson plan, updates all the required forms, improve the bulletin boards and even prepare the classroom to be more pleasant and conducive to learning. But there were cases wherein the supervisor was not able to observe their student teachers maybe of some reasons and sometimes if they can observe they could reach until motivation step only because of time constraints; so according to some student teachers they felt frustrated and disgusted.

Student teaching requirements were too many that some student teachers could not cope with and cannot submit the requirements on time.

According to some student teachers I had interviewed they were suggesting to limit the requirements in student teaching so that they could focus in lesson planning and making of

instructional materials. If they have still time maybe they could involve in some extracurricular activities.

In giving of teaching load the cooperating teachers/ mentors were informed by the supervisor to give the student teacher one teaching load or one preparation only and preferably in line with their major field / specialization. Some mentors gave one teaching load but they let their student teachers handle two to three sections. Usually this happened when the mentor is on sick leave.

According to him it was a good training for his internship however, I had to double time in the preparation of my lesson plans and instructional materials. It was really a challenging experience on my part. Sometimes if the cooperating teacher was absent the student teacher takes over all his/her teaching loads and other school tasks.

Campus C Student Teachers

In Campus C, every student teacher must pass the physical examination and submit the necessary documents as prerequisite for admission. The department head of the college shall have the full responsibility to evaluate students to be admitted to undergo practice teaching.

Most of the student teachers come from a poor family. They really try their best to overcome their financial constraints. Some of them are barangay scholars, party list scholars, institutional, and non-governmental organizations. Some of the students also availed of the summer job which is offered by the college.

As to their teaching assignments they are all willing to be assigned in their locality or to their alma mater. Most of them are diligent, responsible and dedicated to their assigned centers.

Sometimes if their mentor is absent or attends a seminar they can manage the class without their mentor's supervision. They could even work beyond their assigned tasks. Since they belong to a technology school, they could structure and managed their shop in accordance with approved principles of shop layout color dynamics and other activities. Sometimes they are assigned to act as facilitator's in school programs and activities.

Policies and Practices

The Practice Teaching at Campus C is required for students taking teacher education under the curricula Bachelor of Secondary Education (BSEd.) with majors in Mathematics and Technology and Livelihood Education. Before enrolment for practice teaching a student gets an application form for student teaching from the ST supervisor and submits it to the registrar for verification and this would be duly accomplished and approved by the supervisor, department head, and campus administrator. A physical examination will follow right after the approval of the application for student teaching. For student teachers who are qualified for enrolment they are required to buy a new set of student teacher uniform.

For the student teachers teaching assignment they are being assigned based on their choices as stipulated in their application form. However, the supervisor may have the option to directly assign them in their designated centers. For their teaching load a student teacher is only allowed for at least one to two preparations and importantly he/she will be handling his/ her major field of specialization.

Three days are spent in an orientation seminar wherein the details of the student teaching program are discussed to prepare the student teachers to handle responsibilities in the centers preferred. During the said orientation the student teachers are given lectures, demonstrations, workshops and other allied activities relevant to student teaching. Resource speakers are invited to discuss topics/ subjects in preparation for practice teaching. The topics commonly discussed in the orientation seminar are the objectives of student teaching, professional ethics, nationalism, responsibilities of student teachers, student teachers relationship with the students, cooperating teachers, principal/ administrator and the community. Other topics like evaluation of student / pupils' performance, classroom management and discipline are also part of the orientation activities. Student teachers are also taught how to fill up school forms and records and other requirements. Other topics that will help the student teachers in their preparation for actual practice are also discussed.

After three days of orientation seminar the remaining eight weeks are spent by the student teachers on actual practice teaching either "on-campus or off-campus" as the case maybe. Considering the number of student teachers every semester, the practice is to divide them into two groups. One group is assigned "on-campus" and the other group is assigned "off-campus". After eight-week period they are shifted to another center to provide them with both "on-campus" and "off-campus" experiences. Under normal conditions, half day is spent on actual teaching and the other half for observation on how the regular teacher conducts the activities in the classroom or shop.

In addition to practice teaching the student teachers are also taking up Seminar on Problems Met during the actual practice. This is on top of the actual supervision of the student teaching supervisors who visit the different centers in an announced schedule for the first visit and unannounced during the second visit. In this course, resource speakers are invited to provide information on various government thrusts and programs relevant to education.

After the orientation-seminar they have to report to the designated center /school upon notification by the student teaching supervisor. Here the student teachers are given one-week to observe their mentor during the demonstration lessons focusing on the methods and techniques in teaching.

The student teachers are required to have two demonstrations every end of the term. They are also required to submit a clearance every end of their teaching assignment.

During the visit/ class observation a checklist is used by the supervisor and mentor to evaluate student teacher's performance. On the last week the student teachers are recalled to the mother training institution to make final reports and comply the checklist of requirements for the course.

The student teachers of Campus C were deployed for five half days only because they have to go back in the afternoon to attend their academic classes. Every Thursday they met two periods for their seminar on problems met in student teaching. This is the time that they have to air out the

problems encountered in the classroom, in dealing with their students and mentors as the case maybe.

Experiences of Student Teacher

“Kinahanglan mapasarannaton ang tanannga subjects kagwala sing INC ng agrado antis mag apply sa praktis teaching, Makuha kita sang application form sa Registrar kag pa aprobahang mapa medical examination dayon.”

(We should pass all required subjects, no incomplete grades and submit application forms for student teaching to the Registrar duly approved by authorized personnel and submit ourselves for medical examination and laboratory test like pregnancy test).

“Tagabiyernes obligadok itang amag at ambong sang feed backing para ma istoryahan ang aton mga eksperyensiyasa aton cooperating center. said, “ (We had to convene for feed backing every Friday wherein we discussed every concern that we experienced in our cooperating center).

“Indi gid kami ka submit sng tanannga requirements

sainsa ktong apetsa kay kulang gid ang amon tiyempos apag obrakay may klase pa kami

konhapon kag damo pa gid amon assignments.”

(We could not really submit our requirements on scheduled time because we still had classes in the afternoon and we also had some requirements to make).

“Tagatudlokos ng akon topics

ginakomentara gid akos ng akon mentor para mag improve akon skills sapag tudloka ginapa reteach yasa akon ang topic

konindimaya dang akon pag deliver.” (Every time I delivered my lesson my mentor gave comments to improve my teaching skills. Sometimes she encouraged me to reteach my lesson).

“As I saw my practicum site, I felt nervous and at the same time excited because I know that this practicum site will give me lots of experiences which either be bad or good but I’m sure that it will help me to become a better future teacher.”

“Konikaw maestra/ maestro kinahanglan may lesson plan kagid antis ikaw mag tudlo para may planokasaisaka adlaw.

Makabulignisa akon konpaanokotudluan ang akones tudyan te paramang inepektibok ag makabulig pa

gid konpaano ang magadapat nga aktibidad is nga akon gamiton sa klase” (As a teacher, I need to prepare a lesson plan that... would guide me with the instruction throughout the day. It would help me to guide students of what they need to learn, and how it will be done effectively during class. It would also help me to determine the kind of teaching and learning activities to use in the class).

“I enjoyed my first day in my cooperating school because the place is very clean, peaceful and students are friendly”

Issues and Concerns

Student teaching requirements were too many that most of the student teachers could not cope with the submission of the requirements on scheduled time. According to some student teachers I had interviewed they were suggesting to limit the requirements in student teaching so that they could focus in lesson planning and making of instructional materials. If they have still time maybe they could involve in some extracurricular activities.

There were cooperating teachers who don’t give time and support to student teachers. Usually the mentee would present the lesson plan a day before the presentation of the lesson but the mentor neglected it because of his / her busy schedules. The mentee wanted also an affirmation if the lesson plan is good or not so that he / she has that feeling of self- confidence to face the students. Student teachers need to develop their skills in lesson planning, classroom management, and assessment.

The student teachers were deployed for five half days a week in their actual teaching and every afternoon they have to go back to the mother institution to attend their academic classes and spent two periods every Thursday for the seminar on problems met in student teaching. In this seminar they could ask or some queries’ regarding the problems they encountered with their students and cooperating teachers.

The usual schedule for the observations / demonstration teaching is twice in every grading period, one for announced and another one for unannounced observations. The student teachers were informed about their schedule two weeks before the actual visit. With this, the student

teachers would prepare their instructional materials, lesson plan, updates all the required forms, improve the bulletin boards and even prepare the classroom to be more pleasant and conducive to learning. But there were cases wherein the supervisor was not able to observe their student teachers maybe of some reasons and sometimes if they can observe they could reach until motivation step only because of time constraints; so according to some student teachers they felt frustrated and disgusted.

In giving of teaching load the cooperating teachers/ mentors were informed by the supervisor to give the student teacher one teaching load or one preparation only and preferably in line with their major field / specialization. Some mentors gave one teaching load but they let their student teachers handle two to three sections. Usually this happened when the mentor was on sick leave. According to him it was a good training for his internship however, he had to double time in the preparation of his lesson plans and instructional materials. It was really a challenging experience. Sometimes if the cooperating teacher was absent the student teacher takes over all his/her teaching loads and other school tasks.

Similarities and Differences of Student Teaching Program

This section presents the similarities and differences of the student teaching program of the three campuses of ISAT U as to policies and practices, student teaching experiences and issues and concerns. From these pieces of information, a unified student teaching manual would be conceptualized in order to have uniformity in the

implementation of the student teaching program in the three campuses.

Even if the three campuses are following the CHED mandate on student teaching, and the DepEd Order for deployment, yet they differ in some policies, Display 1 shows the similarities and differences of the student teaching policies and practices of the three campuses. Practice teaching is required for students taking teacher education under the curricula of Bachelor of Secondary in Education and Bachelor of Elementary Education. The student teachers should submit their approved application forms for student teaching to the registrar's office for appraisal before enrollment. In campus A, a physical examination is a requirement before a student teacher may undergo practice teaching; in campus B it is not a requirement however in campus C a pregnancy test is required to all students to enroll in practice teaching. The school nurse is the one to facilitate the said laboratory test.

Eight weeks are spent by the student teachers on actual practice teaching either "on-campus or off-campus". After the eight week period they are shifted to another center to provide them with both "on-campus and off-campus" experiences. Deployment of student teachers in campus A is three in a half days, and the remaining days is spent for their remaining academic subjects ; campus B is five whole days; and campus C is five half days and every afternoon is spent for their academic classes. . For teaching assignment in campus A is within the city and nearby towns of Iloilo; campus B within their congressional district; and for campus C is also within the 4th congressional district.

Display 1

Similarities and Differences of Student Teaching Policies and Practices

Campus A	Campus B	Campus C
1. Student teachers were required to submit an approved application form.	1. Student teachers were required to submit an approved application form.	1. Student teachers were required to submit an approved application form.
2. A one-week orientation seminar	2. A three-day orientation seminar.	2. A three-day orientation seminar
3. Physical examination is a requirement before practice teaching.	3. Physical examination is not a requirement before practice teaching.	3. Physical examination and a pregnancy test is a requirement before practice teaching.

4. Deployment is three and a half days and with remaining academic classes.	4. Deployment is five days and no academic classes.	4. Deployment is five half days every morning and with academic classes in the afternoon.
5. Teaching load is 1 to 3 classes	5. Teaching load is 1 to 3 classes	5. Teaching load is 1 to 3 classes
6. Teaching assignment is by localization	6. Teaching assignment is by localization	6. Teaching assignment is by localization
7. Certificate of Proficiency is given to student teachers at the end of the semester.	7. There is a program during the awarding of Certificate of Proficiency and the Best Demonstrator at the end of the semester.	7. An awarding of Best Pre-Service Teacher is done during recognition program of the college.

Student teachers have various requirements before starting the field study. Moreover, they were required to submit different school forms, journals, portfolios and the like. These are things

to be submitted weekly and others monthly. They have also other activities to be done and some were not teaching related. Display 2 presents the student teachers' requirements and activities.

Display 2

Similarities and Differences of Student Teachers' Requirements and Activities

1. A bulk of requirements to be submitted every end of the term.	1. A bulk of requirements to be submitted every end of the term.	1. A bulk of requirements to be submitted every end of the term.
2. Schedule of seminar on problems met is every Friday.	2. Schedule of seminar on problems met is every Friday.	2. Schedule of seminar on problems met is every Thursday.
3. Student teachers were involved in extra-curricular activities of the school.	3. Student teachers were involved in extra-curricular activities of the school.	3. Student teachers were involved in extra-curricular activities of the school.
4. Mentor- mentee relationship is being observed.	4. Mentor- mentee relationship is being observed.	4. Mentor- mentee relationship is being observed.
5. Attendance to seminar every Friday	5. Attendance to seminar every Friday	5. Attendance to seminar every Thursday

They are required to attend the one week orientation –seminar, while in campus B and campus C they had only three days orientation-seminar. Seminar on Problems Met is held every Friday afternoon in campus A and campus B except for campus C which is scheduled every Thursday afternoon.

Some student teachers in the three campuses were given authority by their mentors to handle all their teaching loads if they would attend seminars or conferences; and even if they will be absent for some valid reasons. There were times that mentees were assigned as facilitators in extra-curricular activities of the school.

Most of the mentors helped and support student teachers in becoming properly oriented with the classroom management, classroom layout, and

other instructional requirements and assist the student teachers in honing their skills through lesson planning, use of varied strategies, approaches and techniques and assessment of learning outcomes.

The ISAT U system has a checklist of requirements where campus A, B, and C, like; forms 1 & 48; teaching log, weekly report, at least 40 lesson plans, summative examination with TOS at the end of the term, test notebook, lecture notebook, seminar notebook, journal; for technology and livelihood education students they are required a progress and accomplishment chart, a tool kit (*this includes basic tools needed for each area of specialization*) and portfolio in student teaching. Some students were complaining that they could not cope with the submission of

these requirements on time because they are too many and others have still their academic subjects to attend.

Summary of Findings

The following were the findings of the study;

1. The policies of the student teaching program of ISAT U are being implemented by the three campuses. However, they differ in terms of deployment of student teachers. The ISAT U system has almost similar practices except for the scheduling on the seminar on Problems Met on practice teaching.
2. The student teaching experience provides pre-service teachers the space and opportunity to learn how to ask important questions about teaching and learning, come to know children and adolescents by observing and interacting with them consistently over time, apply newly acquired knowledge, theories, strategies and models in a variety of contexts within and across classrooms, and experiment with, design and adapt practice according to learners' needs. Experiences of student teachers were varied, but most of them were learning experiences that contributed to the development of their teaching competence and personal development. They were given the opportunities to hone their talents and empower them to really become real teachers. They may have experience frustrations, difficulties and failures, but these were just part of the episodes of a student teacher's life.
3. The issues and concerns of the student teachers include the following; too many reports, forms and other requirements to be submitted every week and every end of the term. The student teachers could not meet the deadline due to time constraint.

Conclusions

Student teaching is a requirement for pre-service education and schools follow the policies set by authorities but implementation may vary due to some context and school related guidelines. For the student teachers, student teaching is an opportunity to test the theories learned into practice. Despite various issues, concerns and

frustrations, the varied experiences of student teachers contributed to their personal and professional development. Thus, it can be said the school policies, student experiences and issues in student teaching can hone the talents and empower student teachers to really become real teachers.

Recommendations

1. The policies and practices of the student teaching program of ISAT U need to be reviewed for implementation.
2. Enough time should be given to student teachers in order to make their reports, forms, portfolios and other requirements.
3. A unified student teaching manual for ISAT U System may be created and implemented.

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