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Assessment Of Competency Level Of Pre-Service Teachers Based On National Competency- Based Teacher Standards (Ncbts) In Public School In The National Capital Region (Ncr)

Silvia C. Ambag*

Polytechnic University of the Philippines

Abstract

Education in the Philippines has undergone several stages of development from the pre-Spanish times to the present. In meeting the needs of the society, education serves as focus of priorities of the leadership at certain periods in our national struggle as a race. Learning, as a life-long process is a fact that can be realized through different modes. It can be obtained in whatever an individual does and in everywhere he goes. But normally, the educational system gives premium to the educative process. Several factors, other than teachers, are contributory to be a positive significant predictor to this.The teacher's competency is a totality of skills that the teacher possesses that corresponds to the best tool of a teacher. Sharpening of this "tool" has to start in the teachers or the pre-service teachers. Competence is a basic motivation because of people's abhorrence to failure. Answers to this problem will be a basis for the colleges offering BSed and BEed, in their attempt to raise the quality of teacher graduates. Usually teacher training shall start in the preservice period of the teacher, and this shall be the starting point of the training experiences for the teacher education students. Therefore, we need competent and professional teachers in the education institution. Teacher education has a significant impact on early career teachers' skills and their philosophies of teaching. In particular, constructivist teacher education has been shown to have a positive impact on pre-service teachers' perceptions of their own teaching competencies leading to increased confidence and also improved teaching practice within schools. .

Keywords Education, Development, Pre-service Teacher

*All correspondence related to this article should be directed to , Silvia C. Ambag, Polytechnic University of the Philippines.
Email: rovelinajacolbia@yahoo.com

Introduction

Education in the Philippines has undergone several stages of development from the pre-Spanish times to the present. In meeting the needs of the society, education serves as focus of priorities of the leadership at certain periods in our national struggle as a race. Learning, as a life-long process is a fact that can be realized through different modes. It can be obtained in whatever an individual does and in everywhere he goes. But normally, the educational system gives premium to the educative process. Several factors, other than teachers, are contributory to be a positive significant predictor to this.

The teacher's competency is a totality of skills that the teacher possesses that corresponds to the best tool of a teacher. Sharpening of this "tool" has to start in the teachers or the pre-service teachers. Competence is a basic motivation because of people's abhorrence to failure.

Answers to this problem will be a basis for the colleges offering BSed and BEed, in their attempt to raise the quality of teacher graduates. Usually teacher training shall start in the pre-service period of the teacher, and this shall be the starting point of the training experiences for the teacher education students.

Therefore, we need competent and professional teachers in the education institution. Teacher education has a significant impact on early career teachers' skills and their philosophies of teaching. In particular, constructivist teacher education has been shown to have a positive impact on pre-service teachers' perceptions of their own teaching competencies leading to increased confidence and also improved teaching practice within schools.

In the Philippines, Laboratory High Schools are attached to state universities and colleges (SUCs) to serve as laboratory classes for their teacher education programme. Laboratory schools serve its purpose as a training ground of practice teachers under the guidance of critic teachers.

It is stated in Article 1 Section 1 of Republic Act 7722, that quality pre-service teacher education is a key factor in quality Philippine education. Hence, it is utmost important that the highest standards are set in defining the objective, components and successes of the pre-service teacher education curriculum

As an urgent response to the challenges posted in RA 7722, teacher education curriculum was revised, school year 2004-2005 pursuant to CHED Memorandum order No. 30, s. 2004 or the Revised Policies and Standards for Undergraduate Teacher Education."
One of the actions that the DepEd undertook to realize such reform thrust is the introduction of a framework for competency – based standards for teachers. This framework is a basis for assessing new teachers' readiness for hiring and deployment, incumbent teachers' current performance, and teachers' priority needs for professional development.

This framework is known as The National Competency – Based Teacher Standards (NCBTS) and one of the basic elements/thrust of the said reform agenda. NCBTS is a framework that establishes the competency standards for teacher performance in order for teachers, learners and stakeholders are able to appreciate the complex set of behaviors, attitudes and skills that each teacher must possess in order to carry out a satisfactory performance of their roles and responsibilities (DepED, NCBTS Teacher's Strength and Needs Assessment). In order to respond to this framework and be able to make necessary ways to measure teachers' competencies, a developed and validated instrument was identified for the professional strengths and development needs of teachers and was named NCBTS – Teachers Strengths and Needs Assessment Instrument. This Assessment kit will not

measure/evaluate one's teaching performance; it will only give accurate information about teacher's competency status. It is likewise designed to help teachers determine their professional development and training needs as an effective school teacher (DepEd).

With this the proponent was motivated to conduct a study that would find the factors that affect the level of competencies of teachers likewise evaluate/assess teachers' level of competencies based on NCBTS set by the DepEd, after which upon knowing the results the proponent determine interventions that could be implemented to further improve the teaching competencies of teachers.

It is stated in Article 1 Section 1 of Republic Act 7722, that quality pre-service teacher education is a key factor in quality Philippine Education. Therefore, it is the most important that the highest standards are set in defining the objectives, components and successes of the pre-service teacher education curriculum.

One of the bold steps taken by the experts in the field of education in the implementation of the new teacher education curriculum as mandated by CHED Memorandum Order (CMO) #30, S 2004 or the "Revised Policies and Standards for Undergraduate Teacher Education", and to all Teacher Education Institutions (TEI's) nationwide which started in School Year 2005-2006. Under this new curriculum, student teaching is the climax of all the experiential learning courses from Field Study 1 to 6. It is a 6-unit course in which the pre-service teacher has to complete the 280 hours of either in-campus of Off-campus student teaching. Based on the NCBTS toolkit (2006), the apex of all the Experiential Learning Courses is the Practice Teaching. It is the total immersion of the prospective teacher in the real life of becoming a teaching. As the last field study course, the practice teacher should be given all the opportunities to bring out the best of every prospective teacher. This is necessary in the mastery of the competencies need as clearly spelled out in the National Competency-Based Teachers Standards (NCBTS) and CMO 30, S. 2004 and its regional adaptation.

To achieve this goal, Practice Teaching should be a collaborative effort of the Teacher Training Institutions where the content and strategy courses are first learned and the Cooperating Schools of the Department of Education where much of the Practice Teaching experiences take place.

Being a faculty of the College of Education, I would like to add more recent information about the competency level of pre-service teachers based on National Competency Based Teacher of Pre-service Teachers. The best way to begin using the NCBTS is to use the competency-based framework as the guide for thinking critically about whether the teacher's current practices are helping students attain the learning goals in the curriculum. NCBTS was used to determine whether their different actions and strategies as teachers are effective in helping their students learn the desired curriculum objectives and the NCBTS can be used a self-assessment tool.

The researcher believes that this study will widely help those that will be involved in this endeavor. Since it will determine which factor has the highest significance in the level of competencies of teachers, the gaps or learning needs of individual teachers using the standards set by NCBTS with its domain then it would pave way for a more sound policy implementation as regards teachers' competencies.

Methodology

The researcher used the descriptive-survey method in determining, describing and analyzing the differences of the variables of Pre-service Teachers of Higher Education Institutions in National Capital Region based on National Competency-Based Teacher Standards (NCBTS). This standardized questionnaire or toolkit was used to assess the level of pre-service teachers' competencies rated by themselves, cooperating teachers, and coordinators in the following seven domains. This used in gathering the data for the preference and effectiveness competency level.

A total of 476 pre-service teachers from 5 public colleges were sought (Education Program) in the National Capital Region. The questionnaires were supplemented with analyses, unstructured interviews and observations.

Questionnaires were distributed to the target respondents and retrieved personally by the researcher. After the data have been gathered, the results were organized, tallied, presented, interpreted and analysed with the use of different statistical tools.

Results And Discussions

National Competency-Based Teachers Standards tool was used to assess the level of pre-service teachers' competencies rated by themselves, cooperating teachers and coordinators in the following seven domains.

Table 1: *Competency Level of Pre-Service Teacher in Public School According to domain 1 – Social Regard for Learning*

| Social Regard for Learning | Type of Respondents | | | | | | Overall | |
| | Coordinators | | Cooperating | | Pre-service Teacher | | | |
	WM	VI	WM	VI	WM	VI	WM	VI
Know school policies and procedures in either elementary or high school.	4.83	HE	5.34	HE	5.45	HE	5.41	HE
Understand theoretical concepts and principles of social learning.	4.83	HE	5.21	HE	5.48	HE	5.39	HE
Value the difference sources of learning.	5.00	HE	5.25	HE	5.52	VHE	5.43	HE
Understand how an elementary or secondary school operates.	4.67	HE	5.28	HE	5.52	VHE	5.44	HE
Appreciate the value of learning as shown in my actions.	5.17	HE	5.33	HE	5.60	VHE	5.52	VHE
Grand Weighted Average	4.90	HE	5.28	HE	5.51	VHE	5.44	HE

Legend: E – Excellent **VHE** –Very High Extent **HE** – Higher Extent
AE – Average Extent **LE** – Limited Extent **VLE** – Very Limited Extent **NE** – Negligible
Extent

Table 1 shows that the weighted mean distribution for domain 1-Social Regard for
Learning. "Appreciation the value of learning as shown in my actions" had the highest score
with 5.52 overall WM, and "Understand theoretical concepts and principles of social
learning" received a WM of 5.39. All responses were interpreted as High Extent except to
"Appreciate the value of learning as shown in my actions" as Very High Extent. The grand
weighted average for all responses includes 4.90 WM for coordinator which is interpreted as
High Extent. Followed by cooperating teachers with 5.28 WM which is interpreted as High
Extent, and student with 5.51 WM and were interpreted as Very High Extent. The overall
GWA WAS 5.44 and is interpreted as high extent.

The result of this study has bearings on the reviewed study of de Leon (2010) in terms
of Social Regard for Learning on the NCBTS which reveal that department heads have
"satisfactory" qualities when it comes to being a positive role model for teachers. However,
further training and development would benefit them.

Table 2: *Competency Level of Pre-Service Teacher in Public School According to domain 2-
The Learning Environment*.

| The Learning Environment | Type of Respondents | | | | | | Overall | |
| | Coordinators | | Cooperating | | Pre-service Teacher | | | |
	WM	VI	WM	VI	WM	VI	WM	VI
Recognize a school environment that is safe and conductive to learning.	5.17	HE	5.44	HE	5.58	VHE	5.53	VHE
Understand the objectives, principles and pre-service teachers' strategies that are gender fair?	5.00	HE	5.27	HE	5.57	VHE	5.47	HE
Recognize that various learning activities are needed to allow all learners to reach their full potential.	5.17	HE	5.27	HE	5.61	VHE	5.50	VHE
Know various pre-service teachers strategies that raise Pre-service Teachers' learning outcomes.	5.00	HE	5.27	HE	5.53	VHE	5.45	HE
Know the art of questioning and different pre-service teacher strategies of asking high order questions?	5.00	HE	5.29	HE	5.51	VHE	5.44	HE
Identify learners with behavioral problems?	4.83	HE	5.41	HE	5.55	VHE	5.50	HE
Know the elements and importance of establishing a	4.83	HE	5.34	HE	5.52	VHE	5.45	HE

stress -– free child friendly learning environment?							
Identify child – friendly teaching pre-service teacher strategies?	5.33	HE	5.44	HE	5.53	VHE	5.50	HE
Grand Weighted Average	5.04	HE	5.34	HE	5.55	VHE	5.48	HE

Legend: E – Excellent **VHE –**Very High Extent **HE –** Higher Extent **AE –** Average Extent
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Table **2 shows that the Learning Environment**, "Recognize a school environment that is safe and conductive to learning" had the highest score with 5.53 overall Weighted Mean with a Very High Extent response, and the lowest is Know the "art of questioning and different strategies of asking high order questions" and "Identify learners with behavioral problems" received a WM of 5.44 with an Extent response. Most of the responses were interpreted as High Extent and two are Very High Extent. The grand weighted average for all responses includes 6.13 WM for coordinator which is interpreted as Very High Extent. Followed by cooperating teachers with 4.78 WM and student with 5.45 WM and were interpreted as High Extent. The overall GWA WAS 5.22 and is interpreted as high extent.
The result of this study helps the pre-service teachers learned the higher order questions not simply low level questioning, in order to develop a high critical thinking skills.

Table 3: *Competency Level of Pre-Service Teacher in Public School According to domain 3 - Diversity of Learners*

	Type of Respondents						Overall	
Diversity of Learners	**Coordinators**		**Cooperating**		**Pre-service Teacher**			
	WM	**VI**	**WM**	**VI**	**WM**	**VI**	**WM**	**VI**
Recognize growth and development patients of diverse learners?	4.83	HE	5.17	HE	5.44	HE	5.35	HE
Understand the theories and concepts of multiple intelligence and learning styles?	5.00	HE	5.15	HE	5.42	HE	5.34	HE
Know variety of learners needs which will be addressed by appropriate teaching principles and pre-service teacher strategies?	5.00	HE	5.19	HE	5.47	HE	5.38	HE
Recognize varied cultural background of learners and their implications to teaching?	5.00	HE	5.11	HE	5.40	HE	5.31	HE
Understand the effects of socio – economic background of learners of learning?	5.17	HE	5.13	HE	5.45	HE	5.35	HE
Appreciate the need to consider the differences in	4.83	HE	5.17	HE	5.48	HE	5.38	HE

capabilities and experiences of learners in teaching?								
Recognize varied learning opportunities for learners with multi – cultural background?	4.67	HE	5.13	HE	5.49	HE	5.38	HE
Appreciate the need to assist learners at risk?	4.83	HE	5.16	HE	5.51	VHE	5.40	HE
Understand psychological principles and educational pre-service teachers' strategies for Pre-service Teachers at risk?	4.67	HE	5.12	HE	5.46	HE	5.35	HE
Show respect and concern for individual differences of Pre-service Teachers?	5.33	HE	5.17	HE	5.48	HE	5.39	HE
Grand Weighted Average	4.93	HE	5.15	HE	5.46	HE	5.36	HE

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Table 3 in the **Domain 3 – Diversity of Learners**. "Appreciate the need to assist learners at risk" which had 5.4WM, and the lowest is "Recognize varied learning opportunities for learners with multi – cultural background" generated a 5.31 WM. All responses were interpreted as High Extent. The grand weighted average for all responses includes 4.93 WM for coordinator which is interpreted as High Extent. Followed by cooperating teachers with 5.15 WM which is interpreted as High Extent, and student with 5.46 WM and were interpreted as High Extent. The overall GWA was 5.36 and is interpreted as high extent.

This suggests that teachers should have the flexibility to adopt to any kind of learners, there should be a variation in teacher character and behavior, as Palmer used philosophical metaphors to describe teacher quality (cited in Arnon and Reichel, 2007).

Table 4*: Competency Level of Pre-Service Teacher in Public School According to domain 4-Curriculum*

Curriculum	Type of Respondents						Overall	
	Coordinators		Cooperating		Pre-service Teacher			
	WM	VI	WM	VI	WM	VI	WM	VI
Increase the depth and breadth of content knowledge or subject matter to be taught?	4.83	HE	5.18	HE	5.43	HE	5.35	HE
Set appropriate learning goals for specific subject matter?	5.17	HE	5.18	HE	5.44	HE	5.36	HE
Know about multidisciplinary, integrative modes and techniques of teaching?	4.67	HE	5.22	HE	5.55	VHE	5.44	HE

Understand the connection of learning goals, to subject content, teaching pre-service teachers strategies and measurement of learning outcomes?	5.17	HE	5.27	HE	5.55	VHE	5.46	HE
Design lesson plans taking into consideration the learners, subject matter, materials and time?	5.17	HE	5.27	HE	5.58	VHE	5.49	HE
Prepare appropriate instructional materials and resources?	5.17	HE	5.31	HE	5.63	VHE	5.53	VHE
Understand the use of ICT based instructional materials and resources?	5.33	HE	5.33	HE	5.62	VHE	5.53	VHE
Value the need to relate prior knowledge of learners with the present and future lessons?	5.33	HE	5.40	HE	5.61	VHE	5.55	VHE
Relate classroom learning to the real world experience?	5.17	HE	5.31	HE	5.59	VHE	5.50	HE
Know about other discipline or subject areas related to what I will be teaching?	5.00	HE	5.34	HE	5.49	HE	5.44	HE
Grand Weighted Average	5.10	HE	5.28	HE	5.55	VHE	5.47	HE

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VLE – Very Limited Extent NE – Negligible Extent

Table 4 shows (**Curriculum)** that "Value the need to relate prior knowledge of learners with the present" and future lessons" had the highest score with 5.55 overall WM and the lowest is "Increase the depth and breadth of content knowledge or subject matter to be taught" received 5.35 WM. All responses were interpreted as High Extent and three are Very High Extent. The grand weighted average for all responses includes 5.10 WM for coordinator which is interpreted as High Extent. Followed by cooperating teachers with 5.28 WM which is interpreted as High Extent, and student with 5.55 WM and were interpreted as Very High Extent. The overall GWA was 5.47 and is interpreted as high extent.

The result of this study has bearings on the study of Garcia (2012) in terms of Curriculum on the NCBTS. Garcia's study revealed that the results on preparing instructional materials and resources and the use of ICT by the public department heads had a "Fair" performance and full time teachers had "Satisfactory" performance in the use of information and communication technology in teaching and learning, contrary to the results of pre-service teachers remarks as "Very High Extent."

Table 5: *Competency Level of Pre-Service Teacher in Public School According to domain 5– Planning, Assessing & Reporting.*

Planning, Assessing, Reporting	Type of Respondents						Overall	
	Coordinators		Cooperating		Pre-service Teacher			
	WM	VI	WM	VI	WM	VI	WM	VI
Know the elements and processes of developing a lesson plan?	5.17	HE	5.24	HE	5.41	HE	5.35	HE
Match teaching – learning pre-service teacher strategies to objectives to achieve desired learning outcomes?	4.83	HE	5.29	HE	5.45	HE	5.40	HE
Know about multidisciplinary, integrative modes and technique of teaching?	4.83	HE	5.34	HE	5.43	HE	5.40	HE
Know the different teaching – learning situations that would positively or negatively affect the implementation of the instructional plans?	4.83	HE	5.21	HE	5.40	HE	5.34	HE
Construct valid and reliable diagnostic, formative and summative tests, which are in pencil – paper of authentic forms?	5.00	HE	5.10	HE	5.38	HE	5.30	HE
Interpret results to improve teaching and learning?	5.00	HE	5.17	HE	5.41	HE	5.33	HE
Know how to use technology tools for assessment processes?	5.17	HE	5.16	HE	5.48	HE	5.39	HE
Understand current guidelines out the grading system in the DEPED?	4.67	HE	5.20	HE	5.44	HE	5.36	HE
Use teacher strategies for giving feedback or reporting progress to parents and other stakeholders?	4.50	AE	5.22	HE	5.49	HE	5.40	HE
Appreciate the value of testing as a tool to improve instructional and learning outcomes?	4.50	AE	5.19	HE	5.48	HE	5.39	HE
Grand Weighted Average	4.85	HE	5.21	HE	5.44	HE	5.37	HE

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NE – Negligible Extent

Table 5 shows that the weighted mean distribution for **Domain 5 – Planning, Assessing & Reportin,** " Match teaching – learning strategies to objectives to achieve desired learning outcomes"; "Know about multidisciplinary, integrative modes and technique of teaching" and "Use teacher strategies for giving feedback or reporting progress to parents and other stakeholders" had the highest score with 5.40 overall WM, and the lowest is "construct valid and reliable diagnostic, formative and summative test, which are in pencil – paper of authentic forms received" a WM of 5.30. All responses were interpreted as High Extent. The grand weighted average for all responses includes 4.85 WM for coordinator which is interpreted as High Extent. Followed by cooperating teachers with 5.21 WM which is interpreted as High Extent, and student with 5.44 WM and were interpreted as High Extent. The overall GWA was 5.37 and is interpreted as high extent.

The result of the present study has bearings on the study of Escape (2011) that rated the teachers' level of competency as "Satisfactory" in terms of Planning, Assessing and Reporting of NCBTS.

Table 6: *Competency Level of Pre-Service Teacher in Public School According to domain 6 - Community Linkages*

| Community Linkages | Type of Respondents | | | | | | Overall | |
| | Coordinators | | Cooperating | | Pre-service Teacher | | | |
	WM	VI	WM	VI	WM	VI	WM	VI
Identify the various community resources available to enhance learning?	4.33	AE	5.21	HE	5.44	HE	5.36	HE
Recognizes that community resources support learning and that the community is the laboratory for learning?	4.33	AE	5.23	HE	5.51	VHE	5.41	HE
Know the realities outside the classroom to make learning relevant?	4.50	AE	5.32	HE	5.54	VHE	5.46	HE
Identify several pre-service teachers strategies for experiential learning outside the classroom?	4.33	AE	5.27	HE	5.54	VHE	5.44	HE
Identify the various activities, programs and projects where school – community partnerships are involved?	4.33	AE	5.30	HE	5.56	VHE	5.46	HE
Grand Weighted Average	4.37	AE	5.27	HE	5.52	VHE	5.43	HE

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LE – Limited Extent **VLE** – Very Limited Extent **NE** – Negligible Extent

Table 6 shows that the weighted mean distribution for **Domain 6 – Community Linkages**. "Know the realities outside the classroom to make learning relevant and Identify the various activities, programs and projects where school – community partnerships are involved" and "Identify the various activities, programs and projects where school –

community partnerships are involved" had the highest score with 5.46 overall WM, and the lowest is "Know the realities outside the classroom to make learning relevant generated" a 5.46 WM. All responses were interpreted as High Extent. The grand weighted average for all responses includes 4.37 WM for coordinator which is interpreted as Average Extent. Followed by cooperating teachers with 5.27 WM which is interpreted as High Extent and pre-service student with 5.52 WM and were interpreted as High Extent. The overall GWA WAS 5.43 and is interpreted as high extent.

Table 7: *Competency Level of Pre-Service Teacher in Public School According to domain 7 - Personal Growth and Professional Development*

Personal Growth and Professional Development	Type of Respondents						Overall	
	Coordinators		Cooperating		Pre-service Teacher			
	WM	VI	WM	VI	WM	VI	WM	VI
Know the set of ethical standards, principles in the Code of Ethics of Professional teachers?	4.80	HE	5.57	VHE	5.53	VHE	5.53	VHE
Self – reflect in order to enhance my personal and professional development as a future teacher?	4.80	HE	5.51	VHE	5.58	VHE	5.55	VHE
Update myself with recent developments in education and other local. National and global issues?	4.60	HE	5.45	HE	5.58	VHE	5.53	VHE
Use technology tools and resources to prepare which will improve my teaching of the world?	5.20	HE	5.50	HE	5.60	VHE	5.57	VHE
Recognize institutions and organizations which will improve my teaching practice?	4.60	HE	5.50	VHE	5.52	VHE	5.51	VHE
Know my accountabilities and responsibilities as a future teacher toward the learners in achieving higher learning outcomes?	4.80	HE	5.61	VHE	5.56	VHE	5.56	VHE
Manifests the values that uphold the dignity of teaching profession?	5.00	HE	5.59	VHE	5.58	VHE	5.57	VHE
Demonstrate personal qualities such as enthusiasm, flexibility and caring attitude to become teacher?	5.20	HE	5.64	VHE	5.54	VHE	5.57	VHE
Identify my personal strengths	4.80	HE	5.58	VHE	5.5	VH	5.5	VH

					1	E	2	E
and weaknesses as a person and a future teacher?					1	E	2	E
Be open minded to recent development in education?	5.20	HE	5.69	VHE	5.53	VHE	5.57	VHE
Grand Weighted Average	4.87	HE	5.56	VHE	5.55	VHE	5.55	VHE

Legend: **E** – Excellent **VHE** –Very High Extent **HE** – Higher Extent **AE** – Average Extent **LE** – Limited Extent **VLE** – Very Limited Extent **NE** – Negligible Extent

Table 7 shows that the weighted mean distribution for Domain **7 - Personal Growth and Professional Development**. The highest score with 5.57 WM are Use technology tools and resources to prepare which will improve my teaching of the world", the lowest is "Recognize institutions and organizations which will improve my teaching practice received" a WM of 5.51. All responses were interpreted as Very High Extent. The grand weighted average for all responses includes 4.87 WM for coordinator which is interpreted as High Extent. Followed by cooperating teachers with 5.56 WM were interpreted as Very High Extent and student with 5.55 WM and were interpreted as Very High Extent. The overall GWA was 5.55 and is interpreted as high extent.

The cooperating teacher have rated the pre-service teachers as "Very High Extent" in public schools because they notice the development of pre-service teachers in their personal and professional development from the start during demo teaching. Coordinators, on the other hand, have rated the pre-service teachers as "Higher Extent" because some of the coordinators in Public School do not visit the pre-service teachers in their respective schools and do not see their actual performance in the training institution. Nonetheless, pre-service teachers have developed professional links with colleagues to enrich their teaching practices because of the Very High Extent rating from the cooperating teachers.

Conclusions

The study is focused on the results of competency level of pre-service teacher in public school based on seven domains of NCBTS standardized tool.

Domain 1-Social Regard for Learning.
"Appreciation of the value of learning as shown in my actions" had the highest score while the lowest is "Understand theoretical concepts and principles of social learning received". In this case, Pre-service teacher needs more trainings and seminars on learning methodologies, and principles of social learning for their teaching improvements.

Domain 2 – The Learning Environment.
"Recognize a school environment that is safe and conductive to learning" had a Higher Extent interpretation according to student teachers and cooperating teachers, while coordinators interpreted domain 2 as Very High Extent, while the lowest is "Know the art of questioning and different strategies of asking high order questions and Identify learners with behavioral problems received." The result of this study helps the pre-service teachers learn how to develop the higher order questions not simple questions or low level questions, in order to develop a high critical thinking skills.

NCBTS tool should discuss in the Field Study course for further preparation of students to the tasks to be assigned to them and upon pre-service teaching program, the coordinators must discussed the content of the NCBTS tool.

Domain 3 – Diversity of Learners.
"Appreciate the need to assist learners at risk" had a Higher Extent interpretation according to student teachers and cooperating teachers and coordinators and the lowest is "recognize varied learning opportunities for learners with multi – cultural background generated". The cooperating teachers and coordinators effort in this very complex mentoring process be further recognized through various rewards, training and teaching.

Domain 4 – Curriculum.
"Value the need to relate prior knowledge of learners with the present and future lessons" had a Very High Extent interpretation according to student teachers while cooperating and coordinators interpreted domain 4 as High Extent. On the other hand, the lowest is "Increase the depth and breadth of content knowledge or subject matter to be taught". In this case, pre-service teachers should attend training and read more about his subject to show mastery of the subject matter and improve his knowledge about the subject matter.

Domain 5 – Planning, Assessing & Reporting.
"Match teaching – learning strategies to objectives to achieve desired learning outcomes" and "Know about multidisciplinary, integrative modes and technique of teaching" and "Use teacher strategies for giving feedback or reporting progress to parents and other stakeholders" had the highest score and the lowest is "Construct valid and reliable diagnostic, formative and summative test, which are in pencil – paper of authentic forms received." The coordinators and cooperating teachers has important role to teach the pre-service teacher how to create a good diagnostic, formative and summative test.

Domain 6 – Community Linkages.
"Know the realities outside the classroom to make learning relevant" had a Higher Extent interpretation according to student teachers and cooperating teachers, while coordinators interpreted domain 5 as Very High Extent and the lowest is "Know the realities outside the classroom to make learning relevant generated". The pre-service teachers needs to use the environment for teaching his students not merely staying inside the classroom. It can be dramatization, role playing, simulation, etc. that will enhance the learning capabilities of the students outside the four corners of the room.

Domain 7 - Personal Growth and Professional Development.
"Be open minded to recent development in education" had a Higher Extent interpretation according cooperating teachers, while coordinators interpreted domain 7 as Excellent and student teachers interpreted as Very High Extent. While the lowest is "Recognize institutions and organizations which will improve my teaching practice received." The coordinators should visit the pre-service teaching institution to get feedback from them and attend the final demonstration so that they will check the performance development of the pre-service teachers.

Recommendations

Based on the study's findings, the following are suggested actions for possible implementation. First, more trainings and seminars on NCBTS should be provided to the pre-service teachers. Second, NCBTS tool should discuss in the Field Study course for further preparation of students to the tasks to be assigned to them and upon pre-service teaching program, the coordinators must discussed the content of the NCBTS tool. Third, the cooperating teachers and coordinators effort in this very complex mentoring process be further recognized through various rewards. Fourth, the pre-service teachers should improve the competencies and work performance through personal and professional development. Professional development activities may be an independent study or the professional developments are those of the formal programs. Furthermore, the proposed Pre-Service Teacher Improvement Plan is an output of this study that should be further reviewed and examined for immediate implementation.

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Appendix

Appendix 1. Sample Survey Questionnaire
Survey Questionnaires
(For Student Teacher)

A. Personal Data
Instruction: Please fill-in the following blanks with the needed data.

1.   Name _____ Age _____Sex _____Status____
2. Degree   pursued_____   BEED_____BSED   _____Others, specify_____
3. Major/specialization:_____ _____
4. Name   of   your School/College:_____
5. School Address:_____
6. Coordinator_____ _____
7. Cooperating   School _____
8. Address: _____
9. Type of School   _____Private _____DepEd _____Sectarian
_____State University/College   _____Laboratory School
_____Science School   _____International School
_____Other, please specify _____
10.   Cooperating   Teacher _____
11. Telephone   Number/E-mail   (if   any)   - _____

B.   *LEVEL OF COMPETENCY ENHANCE IN FIELD STUDY COURSES OF PRE-SERVICE TEACHERS*

Instruction. This instrument will find out to what extent or level the Field Study Courses 6 developed or enhanced the level of competency of the pre-service teachers along the 7 domains of the National Competency Based Teachers Standard (NCBTS) the students along with the intended competencies of the Experiential Learning Courses.

Answer each item honestly using the legend given below. Do not leave any item blank or unanswered. Put check on your rating in each competency intended for the 7 domains of NCBTS that you have taken.

Legend:

7 –   Excellent (Field Study courses enhance my competency to   83.8% up to 100%   level of mastery)

6 -   VHE   Very High Extent / Level (Field Study Courses enhanced my   competency to 71.5% up to   83.7% level of mastery)

5   HE   Higher Extent/ Level (Field Study Courses enhanced my competency to 57.2 % up to 71.4% level of mastery)

4   AE   Average Extent/ Level (Field Study Courses enhanced my   competency to 42.9% up to 57.1% level of mastery)

3   LE   Limited Extent/Low Level (Field Study Courses enhanced   my competency   to 28.6% up to 42.8% level of mastery)

2   VLE   Very Limited Extent Level (Field Study courses enhanced my   competency to 14.3% up to 28.5% level of master)

1   NE   Negligible Extent (Competency was enhanced to 1.0% up to 14.2%)

Domain 1: *Social Regard For Learning*

	After taking my Field Study Courses, to what extent or level have I developed or enhanced my competency to.	1	2	3	4	5	6	7
		NE	VLE	LE	AE	HE	VHE	E
1	Know school policies and procedures in either elementary or high school							
2	Understand theoretical concepts and principles of social learning							
3	Value the difference sources of learning							
4	Understand how an elementary or secondary school operates?							
5	Appreciate the value of learning as shown in my actions?							

Domain 2: *The Learning Environment*

	After taking my Field Study Courses, to what extent or level have I developed or enhanced my competency to.	1	2	3	4	5	6	7
		NE	VL E	L E	A E	H E	V H E	E
1	Recognize a school environment that is safe and conducive to learning?							
2	Understand the objectives, principles and strategies that are gender fair?							
3	Recognize that various learning activities are needed to allow all learners to reach their full potential.							
4	Know various strategies that raise students' learning outcomes.							
5	Know the art of questioning and different strategies of asking high order questions?							
6	Identify learners with behavioral problems?							
7	Know the elements and importance of establishing a stress-free child friendly learning environment?							
8	Identify child-friendly teaching strategies?							

Domain 3: *Diversity Of Learners*

	After taking my Field Study Courses, to what extent or level have I developed or enhanced my competency to.	1	2	3	4	5	6	7
		N E	V LE	LE	A E	HE	V H E	E
1	Recognize growth and development patterns of diverse learners?							
2	Understand the theories and concepts of multiple intelligences and learning styles?							
3	Know variety of learners needs which will be addressed by appropriate teaching principles and strategies?							
4	Recognize varied cultural background of learners and their implications to teaching?							
5	Understand the effects of socio-economic background of learners to learning?							
6	Appreciate the need to consider the differences in capabilities and experiences of learners in teaching?							
7	Recognize varied learning opportunities for learners with multi-cultural backgrounds?							
8	Appreciate the need to assist learners at risk?							

9	Understand psychological principles and educational strategies for students at risk?							
1 0	Show respect and concern for individual differences of students?							

Domain 4: *Curriculum*

	After taking my Field Study Courses, to what extent or level have I developed or enhanced my competency to.	1	2	3	4	5	6	7
		N E	V L E	L E	AE	H E	VH E	E
1	Increase the depth and breadth of content knowledge or subject matter to be taught?							
2	Set appropriate learning goals for specific subject matter?							
3	Know about multidisciplinary, integrative modes and techniques of teaching?							
4	Understand the connection of learning goals, to subject content, teaching strategies and measurement of learning outcomes?							
5	Design lesson plans taking into consideration the learners, subject matter, materials and time?							
6	Prepare appropriate instructional materials for the lesson with resourcefulness?							
7	Understand the use of ICT based instructional materials and resources?							
8	Value the need to relate prior knowledge of learners with the present and future lessons?							
9	Relate classroom learning to the real world experiences?							
1 0	Know about other disciplines or subject areas related to what I will be teaching?							

Domain 5: *Planning, Assessing, Reporting*

	After taking my Field Study Courses, to what extent or level have I developed or enhanced my competency to.	1	2	3	4	5	6	7
		NE	VLE	LE	AE	HE	VHE	E
1	Know the elements and processes of developing a lesson plan?							
2	Match teaching-learning strategies to objectives to achieve desired learning outcomes?							
3	Know about multidisciplinary, integrative modes and techniques of teaching?							
4	Know the different teaching-learning situations that would positively or negatively affect the implementation of the instructional plans?							
5	Construct valid and reliable diagnostic, formative and summative test, which are in pencil-paper or authentic forms?							
6	Interpret results to improve teaching and learning?							
7	Know how to use technology tools for assessment processes?							
8	Understand current guidelines out the grading system in the DEPED?							
9	Use strategies for giving feedback or reporting progress to parents and other stakeholders?							
10	Appreciate the value of testing as a tool to improve instruction and learning outcomes?							

Domain 6: *Community Linkages*

	After taking my Field Study Courses, to what extent or level have I developed or enhanced my competency to.	1	2	3	4	5	6	7
		NE	VLE	LE	AE	HE	VHE	E
1	Identify the various community resources available to enhance learning?							
2	Recognizes that community resources support learning and that the community is the laboratory for learning?							
3	Know the realities outside the classroom to make learning relevant?							
4	Identify several strategies for experiential learning outside the classroom?							
5	Recognize the various activities, programs and projects where school-community partnerships are involved?							

Domain 7: *Personal Growth And Professional Development*

	After taking my Field Study Courses, to what extent or level have I developed or enhanced my competency to.	1	2	3	4	5	6	7
		NE	VLE	LE	AE	HE	VHE	E
1	Know the set of ethical standards, principles in the Code of Ethics of Professional teachers?							
2	Self-reflect in order to enhance my personal and professional development as a future teacher?							
3	Update myself with recent developments in education and other local. National and global issues?							
4	Use technology tools and resources to prepare myself to be a teacher of the world?							
5	Recognize institutions and organizations which will improve my teaching practice?							
6	Know my accountabilities and responsibilities as a future teacher toward the learners in achieving higher learning outcomes?							
7	Manifest the values that uphold the dignity of teaching profession?							
8	Demonstrate personal qualities such as enthusiasm, flexibility, and caring attitude to become teacher.							
9	Identify my personal strengths and weaknesses as a person and a future teacher?							

10	Be open minded to recent developments in education?									