

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2024, Vol. 5, No. 11, 4687 – 4699

<http://dx.doi.org/10.11594/ijmaber.05.11.31>

Research Article

Quality Practice Teaching Experience in Cooperating Schools: Building Foundations for Effective Teacher Education

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Article history:

Submission 31 October 2024

Revised 07 November 2024

Accepted 23 November 2024

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ABSTRACT

A study was conducted in the Tarlac City Schools Division, Philippines, to evaluate the practice teaching experiences of student interns in line with Republic Act No. 7722, known as the "Higher Education Act of 1994," which underscores the significance of quality pre-service teacher education in enhancing educational standards.

The research aimed to assess the preparedness of student teachers by examining various factors including orientation activities, relationships with the school community, accessibility of practicum sites, and the quality of support services. The methodology involved descriptive analysis of orientation sessions conducted by supervisors and cooperating educators, which included familiarization with school facilities, rules, classroom routines, and instructional material development. Additionally, the study evaluated student interns' involvement in lesson planning and teaching demonstrations while identifying challenges through questionnaires, interviews, and portfolio reviews.

Findings revealed that student interns rated their overall practice teaching experience as "Very Good" across multiple dimensions such as orientation activities and community engagement. The interns effectively utilized instructional materials and were acknowledged for their exceptional performance during their internships. This study provides valuable insights into the effectiveness of practice teaching programs and contributes to the preparation of future educators in the Philippines, supporting the national objective of improving educational quality to meet global standards.

Keywords: *Quality, Practice Teaching, Student Interns, Cooperating Schools*

How to cite:

Santiago, L. M. (2024). Quality Practice Teaching Experience in Cooperating Schools: Building Foundations for Effective Teacher Education. *International Journal of Multidisciplinary: Applied Business and Education Research*. 5(11), 4687 – 4699. doi: 10.11594/ijmaber.05.11.31

Introduction

Quality is a necessity more than ever. It is practically anything done to make life better and more meaningful. Quality certainly makes the difference in performance, marketability and life itself. It is the trademark of excellence that is sought for locally and globally for continuing improvement. The Higher Education Institution (HEI) for that matter particularly Teacher Education puts emphasis in preparing their graduates to become quality graduates. They are not only passers in the Licensure Examination for Teachers (LET). They are also equipped with the rudiments of teaching not to mention their passion for children and help them grow into independent learners. The first three years of their stay in college provided them with learning opportunities to understand relevant theories in education. Likewise, the education students experienced observing classes in select schools of the Department of Education (DepEd). This is followed by practice teaching in their fourth year where these students are described as student interns in the cooperating schools which are collaboratively chosen by the HEI and the Department of Education. Practice Teaching is the more intensive experiential learning course which requires the student interns to teach independently and collaboratively observing mentor-mentee relationships. It has to be quality practice teaching to produce good teachers because good teachers are vital to raising student achievement. DepEd Order No. 42, s. 2017). Well prepared teachers make a difference to student learning, achievement and development (Dinham, Ingvarson, and Kleinhenz, 2008; Hattie, 2009, 2012, Wright, Horn and Sanders, 1997) as cited by Fehring and Davis (2014).

In accordance with the pertinent provisions of Republic Act (RA) No.7722, otherwise known as the "Higher Education Act of 1994" and for the purpose of rationalizing the undergraduate education in the country to keep pace with the demands of global competitiveness, Osias Colleges, Inc. of Tarlac City, Philippines has to abide by the rules and regulations adopted and promulgated by the Commission on Higher Education (CHED). Section 1 of the Republic Act (RA) state among others pre-service teacher education particularly Practice

Teaching is a key factor in quality Philippine education. Hence, this study on practice teaching, which was conducted in Tarlac City Schools Division to ascertain quality practice teaching experience in terms of orientation activities for them, rapport with the school community, accessibility of the practicum site, ancillary services and activities of student interns. Specifically, this study sought answers to the following research questions;

1. How is quality practice teaching experience described in terms of:
 - 1.1. Orientation activities for student interns;
 - 1.2. Rapport with the school community;
 - 1.3. Practicum site and ancillary services and;
 - 1.4. Activities of the student interns?
2. What are the training needs of the student interns?
3. What strategies may be proposed to improve quality practice teaching experience?
4. What is the implication of the results of the study to Teacher Education?

Methods

This study used the descriptive research design. The first questionnaire was adopted from the Practice Teaching Evaluation Form by Borado (2018). This was used to gain feedback regarding the quality of the student interns' practice teaching experience. The second questionnaire was adapted from a study in Nigeria by Chigbu and Azor (2018). It comprised of two clusters, one to gather the pre-service training needs of student interns and the other, to gather the suggested strategies for improving the pre-service training of student interns for quality assurance.

Some revisions were reflected in the second questionnaire to make it more appropriate to the practices in the department like the findings of Davis et al (1995). The instrument was validated by three experts; the Dean of College of Education, Assistant Dean and Principal IV. The data collected was analysed by computing the weighted mean and employing the corresponding verbal description for the five-point scale to answer research question number one. This is 4.5-5.0, Excellent; 3.5-4.49, Very Good; 2.5-3.49, Good; 1.5-2.49, Fair; and 1.0-1.49,

Needs Improvement. On the other hand, the four-point scale to answer research question number two is as follows; 3.5-4.0, Very Much Agree; 2.5-3.49, Agree, 1.5-2.49, Disagree; and 1.0-1.49, Strongly Disagree. Meanwhile the respondents are fifty student interns and eighteen cooperating principals and cooperating teachers. Unstructured interviews was also conducted to support the data gathered through the questionnaire.

Result and Discussion

1. Quality Practice Teaching Experience

1.1. Orientation Activities for Student Interns

Orientation usually open doors for opportunities to guide the student interns in a specific direction towards quality practice teaching. The authorities tasked to orient them are the practicum supervisor, cooperating principal and cooperating teacher.

Table 1. Orientation Activities for Student Interns

Indicators	Weighted Mean	Verbal Description
Orientation by practicum supervisor	4.4	Very Good
Orientation by cooperating principal	4.46	Very Good
Orientation by cooperating teacher	4.32	Very Good
Familiarization on school facilities/equipment	3.82	Very Good
Orientation on school rules and policies	3.88	Very Good
Familiarization of required practicum student forms	3.86	Very Good
Practicum experiences of the student interns	4.12	Very Good
Consultation time with the cooperating teacher	4.3	Very Good
Assistance in writing lesson plans	4.22	Very Good
Providing feedbacks on the student interns competencies	4.36	Very Good
Meeting with the cooperating teachers on scheduled basis	4.28	Very Good
Giving instructions on classroom routines	4.1	Very Good
Providing assistance in making instructional materials	4.12	Very Good
Giving instructions in checking papers and other assigned task	4.04	Very Good
Grand Mean	3.87	Very Good

Table 1 presents the findings on the orientation activities for student interns, which received an overall rating of 3.87, categorized as "Very Good." Prior to their deployment, the interns participated in a Pinning and Candle Lighting Ceremony that included an orientation on Practice Teaching. This event was organized collaboratively by a representative from the Department of Education and the Osias Colleges, Inc., represented by the Dean of the College of Education. During this orientation, interns were encouraged to analyze and understand the expectations set forth by both the cooperating school and the teacher education institution. Additionally, an orientation session conducted by the practicum supervisor received a commendable score of 4.4, highlighting the importance of clarifying the Code of Ethics for Professional Teachers, outlining

responsibilities as student interns, and guiding them in portfolio development.

The cooperating principal played a pivotal role in welcoming the student interns to the school, providing an orientation rated at 4.46, which included essential information about the school environment and community systems. This session encompassed introductions to faculty members, non-teaching personnel, and various subject area leaders, department heads, and grade level chairs. Such familiarization is crucial as it fosters a supportive learning environment for interns, enhancing their comfort and integration within the school community. Similarly, orientations led by cooperating teachers (4.32) covered academic activities, school-related tasks, and classroom routines. These comprehensive orientations indicate

that student interns are well-prepared for their practice teaching roles.

Overall, the orientation activities were rated as "Very Good" in key areas such as practicum experiences (4.12), lesson planning (4.22), instructional material development (4.12), and feedback provision (4.36). This positive feedback suggests that student interns are effectively briefed on their responsibilities and tasks during their practice teaching experiences. Research from 2018 supports these findings by demonstrating that structured orientation programs significantly enhance interns' readiness and confidence in their roles. Such orientations not only clarify expectations but also promote a sense of belonging within the educational environment, ultimately

contributing to more successful teaching internships and better outcomes for future educators.

1.2. Rapport with the School Community

One of the core principles of Schools First Initiative (Experiential Learning Courses Handbook, 2007) states that "schools education quality, and benefits they provide to everyone are the center of DepEd's concerns, efforts and accountability". It is therefore necessary to create friendly schools as a community for learning where there is harmony among the stakeholders. The student interns for that matter would love to take their practice teaching in schools where there is rapport with the School Principal, Cooperating Teachers, Students/Pupils, and the Non-Teaching Personnel.

Table 2. Rapport with the School Community

Indicators	Weighted Mean	Verbal Description
Rapport with School Principal	4.02	Very Good
Rapport with Cooperating Teachers	4.24	Very Good
Rapport with Students/Pupils	4.3	Very Good
Rapport with Parents	3.82	Very Good
Rapport with Non-Teaching Personnel	3.84	Very Good
Grand Mean	4.04	Very Good

The findings presented in Table 2 indicate a "Very Good" rapport between student interns and the school community, with an overall mean score of 4.04. Notably, the relationship between the interns and the school principal was also rated as "Very Good" (4.02), reflecting a positive and supportive leadership environment. The strongest rapport was observed between the interns and the students/pupils, achieving the highest mean score of 4.3. This strong connection is crucial, as it fosters a collaborative and engaging learning atmosphere.

Additionally, the treatment of student interns by cooperating teachers (4.24) and non-teaching personnel (3.84) was rated as "Very Good," further highlighting the supportive nature of the school environment. The relationship with parents also received a commendable rating of 3.82, indicating that they played an active role in fostering a positive community around the interns. Mutual respect was

particularly evident during meetings and school

activities involving parents, which contributed to a sense of inclusion and partnership.

These findings imply that the rapport established with the school community has significantly enhanced the sense of security and belonging among student interns. Such harmonious relationships not only create a nurturing environment but also invigorate their enthusiasm for enriching their practice teaching experiences. By cultivating strong connections with various stakeholders in the educational setting, interns are better positioned to thrive both personally and professionally during their internships.

1.3. Practicum Site and Ancillary Services

In the Memorandum of Agreement (MOA) entered into between the Higher Education Institution (HEI) and the Department of

Education (DepEd) is specified that the cooperating school must be a performing school. As

much as possible, it is accessible to the student interns for economic reasons.

Table 3. Practicum Site and Ancillary Services

Indicators	Weighted Mean	Verbal Description
Accessibility of the Practicum Site	4.12	Very Good
Safety and Security of the Practicum	4.2	Very Good
Quality of the Ancillary Services Rendered	4.04	Very Good
Grand Mean	4.12	Very Good

The practicum site, designated as the cooperating school for student interns' practice teaching, was rated "Very Good" (4.12), reflecting its effectiveness as a supportive learning environment. This site was specifically chosen through a collaborative process involving the Teacher Education Institution and the Department of Education in the Tarlac City Schools Division, with selection criteria that included the school's above-average performance, the competency of its teaching staff, and the presence of an effective full-time school head. Safety and security were also prioritized, with a rating of 4.2, ensuring that interns could focus on their teaching responsibilities without concerns for their well-being. Additionally, the quality of ancillary services provided at the practicum site was rated "Very Good" (4.04), encompassing

essential support systems such as guidance and counseling, access to a learning resource center, and facilities like a clinic and canteen. These ancillary services are critical for enhancing the overall educational experience of interns by providing them with necessary resources and support to navigate their roles effectively.

1.4. Activities of the Student Interns

The allotted time for practice teaching is short; it is less than two months, from the third week of January to the middle of March of the school year. The student interns are required to engage in all the school activities prepare the lessons, teach the students, perform just like a full-fledged teacher and conduct a demonstration lesson, to mention a few.

Table 4. Activities of the Student Interns

Indicators	Weighted Mean	Verbal Description
Preparation of daily lessons	4.26	Very Good
Participation in school activities	4.44	Very Good
Preparation of instructional materials	4.36	Very Good
Conduct of demonstration lessons	4.46	Very Good
Assistance in classroom routines	4.4	Very Good
Structuring of bulletin boards	4.1	Very Good
Preparation of seatworks	4.28	Very Good
Preparation of quizzes	4.26	Very Good
Preparation of other required activities	4.24	Very Good
Grand Mean	4.31	Very Good

Table 4 highlights the activities of student interns, which received an overall rating of "Very Good" (4.31), indicating their effective engagement in various teaching responsibilities. Notably, their performance in demonstration lessons achieved the highest mean score of 4.46, reflecting their ability to apply theoretical

knowledge to practical teaching scenarios. Additionally, the interns excelled in assisting with classroom routines (4.4), structuring bulletin boards (4.1), and participating in school activities (4.44), all of which contribute to a vibrant learning environment. Their competencies were further evidenced by strong ratings in

preparing lesson plans (4.26), instructional materials (4.36), seatworks (4.28), quizzes (4.26), and fulfilling other required activities within the school community (4.24). These positive evaluations suggest that the student interns have successfully performed their practice teaching duties, gaining valuable experience that enhances their knowledge, skills, and attitudes necessary for becoming globally competitive educators. This quality practice teaching experience is essential for equipping them with the tools needed to thrive in the dynamic field of education.

2. Practice Teaching Training Needs

Quality practice teaching experience is expected among the student interns because of certain factors attributed to it like, performing cooperating schools and their good preparation from the college. However, for continuous quality improvement of the pre-service teachers, practice teaching training needs were determined through the support of the cooperating schools.

Table 5. Practice Teaching Training Needs

Indicators	Weighted Mean	Verbal Description
Development of climate of trust and reciprocal respect between the cooperating school and interns	3.67	Strongly agree
Classroom management training for effective organization of the classroom	3.72	Strongly agree
Curriculum implementation of k to 12	3.72	Strongly agree
Innovative teaching methods	3.83	Strongly agree
Utilization of Information and Communication Technology in teaching	3.67	Strongly agree
Development and use of instructional materials in teaching and learning	3.94	Strongly agree
Research Writing/Action Research	3.17	Agree
Preparation of different forms and records aside from lesson plan	3.56	Strongly agree
Ethics and norms of teaching profession for teachers to be disciplined and be able to discipline the students	3.72	Strongly agree
Grand Mean	3.67	Strongly agree

Table 5 indicates that student interns strongly agree on the importance of various practice teaching training needs, which received an overall rating of 3.67, highlighting their desire for skill enhancement and a more meaningful teaching experience. The most pressing need identified is the development and use of instructional materials in teaching and learning, rated at 3.94, reflecting a strong consensus on its significance. Additionally, training in classroom management (3.72), curriculum implementation for the K to 12 system, and the ethics and norms of the teaching profession (3.72) are also deemed crucial for fostering discipline among teachers and students alike. The interns emphasize the necessity of

cultivating a climate of trust and reciprocal respect between themselves and the cooperating school (3.67), viewing it as essential for establishing harmonious relationships. Furthermore, they strongly agree on the need for training in the utilization of Information and Communication Technology (ICT) in teaching (3.67), recognizing its role in facilitating effective teaching and learning processes. They believe that proficiency in ICT will enable them to explore innovative teaching methods (3.83) and support their research writing skills (3.17), for which they also seek additional training. This underscores that these identified practice teaching needs are fundamental not only for

pre-service teachers but also represent essential components of ongoing professional development for beginning teachers in their careers.

3. Proposed Strategies to Improve Quality Practice Teaching Experience

Quality assurance as an end view in mind raises the level of effectiveness in practically

anything that one pursues. With practice Teaching as an important stage in education, continuing quality improvement is inevitable to make sure that the student interns will make quality teachers in the future. In the Makinsey Report as cited by Valenzuela (2012), "the quality of the education system cannot exceed the quality of its teachers."

Table 6. Suggested Strategies to Improve Quality Practice Teaching Experience

Indicators	Weighted Mean	Verbal Description
At least two (2) months duration of practice teaching	3.67	Strongly Agree
Constant monitoring of student interns not only by cooperating principal but also subject area leaders in school.	3.56	Strongly Agree
Participate in school-based seminars (School Learning Action Cell or SLAC), conferences, focused group discussions.	3.72	Strongly Agree
Regular mentoring and feedbacking by cooperating teachers/subject area leaders/master teachers.	3.67	Strongly Agree
Regular visit and supervision by the institution's supervisor.	3.61	Strongly Agree
Active engagement and student teacher initiative in curricular and co-curricular activities like (administration of exams, competitions, pupil-student government activities, flag ceremony, programs).	3.72	Strongly Agree
Appropriate rating of student interns by the cooperating school.	3.72	Strongly Agree
Observe and teach other related subjects other than their majors.	3.67	Strongly Agree
Grand Mean	3.67	Strongly agree

The cooperating school respondents have identified several strategies for enhancing practice teaching, which they strongly endorse with an overall agreement rating of 3.67. One key strategy is the participation of student interns in school-based seminars, such as the School Learning Action Cell (SLAC), conferences, and focused group discussions, which received a strong agreement rating of 3.72 from cooperating teachers. These opportunities are valued by interns as they facilitate professional development and foster collaboration within the school community. Additionally, the respondents strongly agree on the importance of involving student interns in both curricular and co-curricular activities (3.72), recognizing that such engagement provides essential hands-on experience and integration into the school environment.

Furthermore, the respondents emphasize the need for appropriate evaluations of student interns by the cooperating school to enhance their morale and motivation. They also advocate for allowing interns to observe and teach subjects outside their major areas (3.67), which would broaden their teaching skills and experiences. The necessity of extending the duration of practical teaching to at least two months (3.67) is also strongly supported, as this would provide more opportunities for meaningful engagement in teaching practices. Regular visits and supervision by the institution's supervisor (3.61) are deemed essential for providing guidance and support, while constant monitoring by both the cooperating principal and subject area leaders (3.56) is also strongly agreed upon.

These strategies highlight a comprehensive approach to improving the quality of practice teaching experiences for student interns, emphasizing the importance of active participation, constructive feedback, and ongoing supervision to foster their professional growth and effectiveness as future educators.

1. School-Based Seminars like the School Learning Action Cell or SLAC session

Participation of student interns to the School Learning Action Cell (SLAC) session is a must because this is a strategy for the improvement of teaching and learning pursuant to DepEd Order No. 35, s. 2016.

In the Department of Education, the Learning Action Cell is a group of teachers who

engage in collaborative learning sessions to solve shared challenges encountered in the school facilitated by the school head or designated LAC leaders (Luistro, 2016).

The LAC could agree on exploring interventions to address the identified need. In this study, the priority needs are namely; development and use of instructional materials, innovative teaching methods, classroom management, K to 12 curriculum and the ethics and norms of teaching profession. Likewise, LAC sessions should be conducted to address the training needs which were identified earlier. These are presented as follows with a short introduction of each module.

Addressing the Training Needs thru Learning Action Cell session

Training Needs	Module Title	LAC Leader Responsibilities
Development and Use of Instructional Materials in Teaching and Learning	Instructional Materials Development	Discuss and demonstrate preparation and use of instructional materials suited to a given grade level.
Innovative Teaching Methods	Training on Content and Pedagogy in the K to 12 Curriculum	Demonstrate lessons on constructivist, inquiry-based, reflective, collaborative, and integrative pedagogical approaches.
Classroom Management	Classroom Management Practices	Discuss time management, student behavior, student engagement, and classroom communication using the 4 A's (Activity, Abstraction, Analysis, Application).
Curriculum Implementation of K to 12	Assessment/Grading System (DepEd Order No. 8, s. 2015)	Demonstrate the grading system for Kindergarten, Grades 1-6, Grades 7-10, and Senior High School using the 4 A's.
Ethics and Norms of Teaching Profession	Code of Ethics	Participants complete a questionnaire on the Code of Ethics and discuss its implications for professional conduct.
Development of Climate of Trust and Reciprocal Respect	Interpersonal Relationships	Present video on relationships; discuss a study on establishing reciprocal interpersonal relationships among teachers.

Training Needs	Module Title	LAC Leader Responsibilities
Utilization of Information and Communication Technology (ICT)	Integrating ICT in the Teaching and Learning Process	Present video on challenges in the 21st century; conduct practicum on ICT integration in teaching.
Preparation of Different Forms and Records	DepEd Forms and Records	Identify different forms; conduct a workshop on completing forms based on given situations and data.
Research Writing/Action Research	Action Research Writing Made Easy	Identify major teaching concerns; review practicum in research writing related to these concerns.

The LAC session include a variety of activities like lectures, practicum, orientation, coaching, workshops, development and utilization of instructional materials followed by collaborative discussion of possible ways forward. (DepEd Order No. 35, s. 2016).

LAC sessions should be conducted once a month.

2. Active engagement and student teacher initiative in curricular and co-curricular activities.

Active engagement in both curricular and co-curricular activities are significant to the student interns not only to satisfy the Memorandum of Agreement between Higher Education Institution (HEI) and cooperating school but more importantly, it enriches the students' learning experiences.

For curricular or academic activities, the student interns should take the initiative to participate in instruction work in different subjects. They should facilitate classroom experiments, discussions, question-answer sessions, scientific observations, use of audio-visual aids, guidance programmes, examination and evaluation work or assessment. (Diksha Kashyap, 2013).

On the other hand, the co-curricular activities or those that are organized outside the classroom situation have to be actively engaged by the student interns considering their indirect impact to actual instructional work. (Diksha Kashyap, 2013). These Co-curricular activities play a significant role in the total development of the child. Hence, the student interns

should take the initiative to promote youth formation by empowering the pupil/student government or subject area clubs and the preparation of projects, surveys, quiz competition, literary and cultural activities and citizenship training activities among others.

3. Appropriate rating of student interns by the cooperating school

Appropriate rating of student teachers fuels their energy to strive as this becomes an incentive to them. They feel recognized of their effort that motivate them to continue their practice teaching. Simple notes of appreciation, a pat on one's shoulder for a job well done, maybe in teaching, or structuring the bulletin board makes the students' day. Similarly, the student interns who take the initiative to participate in curricular and co-curricular activities should be acknowledged properly. They should be rated accordingly. During the college supervisor's visit, their accomplishment should be reported to the supervisor. This gesture somehow creates quality assurance and a motivation to carry on. Appropriate rating of student interns by school heads or principals as part of their assessment will help improve the quality of training given to them. (Chigbu and Azor, 2018).

4. At least 2 months duration of practice teaching

Lately, the practice teaching for the respondents lasted for more than a month. They are one in saying that it should be conducted at least two months to enable them to engage

more learning experiences like conducting an action research. In the study of Halem et al (2010) on action research as instructional supervision, the findings showed the student teacher improved her own subject matter knowledge, developed pedagogical content knowledge and enhanced research skills. Similarly, for the college supervisor, the collaborative action research enabled her to reflect on the effectiveness of her supervision and of the methods course in helping student teachers to teach.

5. Regular mentoring and feedbacking by cooperating teachers/subject area leaders/master teachers.

Mentoring as defined by Parsloe and Wray and cited in the Experiential Learning Courses Handbook (2007) is the process where experienced teachers help, guide or counsel young or new teachers through different stages of their career. It is a deliberate pairing of a more skilled or experienced person (cooperating teacher, subject area leader, master teacher as the mentor) with a lesser skilled or experienced one (novice, student intern as a mentee) with agreed-upon goals. The student interns is assisted to grow and develop specific competencies. Mentoring is usually done after class hours that is likened to a post conference where the student intern opens up for some concerns that are vague, need, clarification and/or suggestions. The mentoring spirit requires willingness for help and guidance on the part of the student intern. On the other hand, the mentor (cooperating teacher) should be sincere in accepting her mentee as she is, her strengths, and weaknesses. Positive attitude must go both ways. (Loretto, 2018). Hence, both mentor and mentee are committed to share and learn. Both should practise their listening skills. They should listen to one another. Feedbacking is very important. They should be objective. Feedback allows the mentor to acknowledge the mentee's strengths and to motivate the mentee to work on areas of weakness. (<https://ictr.wisc.edu/mentoring/mentors-best-practices-for-giving-feedback/>). Feedback should be given on regular and timely basis. Prompt and frequent feedback will go a long way toward cementing mentor-

mentee relationships. Feedback and continuous mentoring are instructional supports for future educators (Lewis, 2018). Negative findings should be recorded, reported and handled tactfully as springboard for corrective measures and interventions for quality improvement.

6. Observe and teach the related subjects other than their majors.

There are two groups of student interns in the College of Education. One is the group of Bachelor of Secondary Education (BSEd) students major in English, Mathematics, and Filipino. The other group are the generalists or Bachelor of Elementary Education (BEEd). The second group has to teach all the subjects in the elementary while the first has to teach their major subjects. It is strongly suggested that these student interns for secondary have to observe and teach the related subjects other than their majors like Science, Araling Panlipunan or Social Studies, Music, Arts, Physical Education and Health (MAPEH) and Values. This learning experience will prepare the students to handle the subjects in the future particularly in rural areas where there is lack of teachers. Though incidental, said experience is an investment for personal growth that may complement their knowledge, skills and attitudes in their major subjects. According to Davis and Hall (1993), student teachers expectations include "Be observed by cooperating teacher, another teacher, and principal according to State Standards". On the other hand, the cooperating teachers offer to student teachers opportunities to observe at least 5 different classes by 3rd week and provide list of observed effective teaching behaviors. These expectations add meaningful insights to the student interns toward quality practice teaching experience.

Meanwhile, according to Gore (2013), observing other teachers is a key part of development. Since practice teaching is a preparation for future teachers, maximizing their time for practice teaching would include observe and teach other related subjects. Gore (2013) says this improves teachers' own self-awareness of their skills and make them more effective in identifying areas for future growth.

7. Regular visit and supervision by the college supervisor

Visits and supervision by the college supervisor is a learning opportunity in practice because the college supervisor would be able to learn first-hand the progress of student interns. Moreover, this gives the supervisor the chance to hear of the interns' strengths and weaknesses. Regular visits strengthen relationships between the cooperating school and the teacher education institution since visibility brings forth accountability, self-reflection and collaboration. The presence of the supervisor somehow demands an account of one's roles as stipulated in the Memorandum of Agreement (MOA). There is a reflection of one's progress and orientation about the students practice teaching. The college supervisor is the key factor in a quality practicum experience (Boyd et al, 2019; Killian and Wilkins, 2009; Pepper et al, 2012; Ronfeldt & Reininger, 2012) as cited by Mitchell (2014).

The visit and supervision by the supervisor need not be a formal activity. It could just be a walkthrough which means classroom walkthroughs are short, informal classroom visitations where administrators gather information that can be used to encourage focused, reflective, and collaborative adult learning according to Kosanovich and Miller (2010) as cited by Celoski (2018). Moreover, "Walkthroughs are an excellent way to keep current on what is being taught in the classrooms, head off any parent concerns, quell discipline issues, and show the faculty and students that you care about them." (Weber, 2007 p.1) as mentioned by Celoski (2018). In this study, classroom walkthroughs is good for the college supervisors who go and visit the student interns to the cooperating schools. These supervisors could "look-for" the student interns orientation to the work as a teacher, how she manages the classroom particularly discipline, time-on-task, updates on accomplishments and problems encountered. According to Graf and Werlinich (n.d) as written by Protheroe (2009), those who are planning for walkthroughs should connect "look-fors" to established standards. In the case of practice teaching, the college supervisors should be guided by the roles of the student interns and

the cooperating school as reflected in the Memorandum of Agreement (MOA). The MOA is the established standard that contains the indicators on instruction and learning towards the attainment of quality practice teaching experiences. In general, classroom walkthroughs as described by Cervone and Martinez-Miller (2007) is a tool to "drive a cycle of continuous improvement by focusing on the effects of instruction" as presented by Photheroe (2009).

8. Monitoring and Evaluation of student interns not only by cooperating principal but also subject area leaders in school

It takes a community to develop an educator. (Lewis, 2018). Therefore, it is suggested that monitoring and evaluation of educational output strategies is not only done by cooperating principal but also the subject area leaders in the school. While it is the role of the cooperating principal to see to it that the student interns are employing the best practices to achieve quality teaching, the subject area leaders in school have also the role to supplement through the School Learning Action Cell (SLAC), meetings and focused group discussions (FGD). It is the whole teaching community in school who participate in monitoring and evaluation of the student interns about their performance including interpersonal relationships and work ethics.

Implication

Based from the findings of the study the following implications to Teacher Education were drawn. The student interns should be oriented in all activities of the school by both teacher education institution and the cooperating schools. Quality practice teaching experience is possible in schools where there is rapport with the school community. Harmonious relationship nurtures the student interns enthusiasm to enrich their practice teaching experience. The activities of the student interns will be engaged effectively with high performing schools, supportive principals, teachers and non-teaching personnel. Though cooperating schools are rated very good, the student interns should continue equipping and upgrading themselves with new knowledge, skills and attitudes through continuing professional development.

It is in investing in themselves first that they would be able to become quality teachers in the future.

Conclusion

The study presents a thorough evaluation of quality practice teaching experiences for student interns, delineating several critical dimensions. The orientation activities for student interns were rated as "Very Good" (4.12), underscoring the significance of structured and supportive orientations in enhancing interns' preparedness for their teaching roles. The rapport established between the interns and the school community was similarly rated positively, with robust relationships noted among principals, cooperating teachers, students, and parents, thereby fostering a nurturing environment that bolsters the interns' sense of belonging and security. Furthermore, the practicum site was recognized as a safe and effective learning environment, supported by high-quality ancillary services that enhance the educational experiences of the interns.

In terms of training needs, the findings indicate that student interns strongly emphasize the necessity for development in instructional materials, classroom management skills, and innovative teaching methodologies. Additionally, there is a recognized imperative for integrating Information and Communication Technology (ICT) into their pedagogical practices. These identified training needs are not only vital for improving their immediate teaching effectiveness but also essential for their ongoing professional development as future educators.

To further enhance the quality of practice teaching experiences, several strategies were proposed, including extending the duration of practice teaching to a minimum of two months, increasing mentorship and monitoring from cooperating teachers and supervisors, and encouraging active participation in both curricular and co-curricular activities. These strategies aim to create a more enriching learning environment for student interns, ultimately contributing to their development as competent educators. The implications of these findings highlight the necessity for continuous improvement within teacher education programs to ensure that pre-service teachers are adequately

equipped to meet the demands of contemporary educational settings and emerge as globally competitive professionals in their field.

Acknowledgement

The researcher extends heartfelt gratitude to the respondents of this study for their invaluable contributions and cooperation, which have been integral to the successful completion of this tracer study. Their willingness to share their time, experiences, and insights has significantly enriched the depth and quality of the findings. The researcher acknowledges the trust they placed in her by participating in this study and assures them that their input will be treated with the utmost confidentiality and respect. Their commitment to advancing knowledge in this field has been crucial to the success of this endeavor. The researcher deeply appreciates their cooperation, dedication, and enthusiasm throughout the research process, as their involvement has been instrumental in this progress report and has greatly contributed to the advancement of understanding in this area.

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