



Republic of the Philippines
Department of Education

REGION I
SCHOOLS DIVISION OF THE CITY OF BATAC

DIVISION MEMORANDUM
No. 191, s. 2025

13 MAR 2025

**MONITORING ON THE IMPLEMENTATION OF FIELD STUDY COURSES AND
TEACHING INTERSHIP OF PRE-SERVICE TEACHERS**

To: Assistant Schools Division Superintendent
Chief Education Supervisors
Unit and Section Heads
Concerned School Heads (Baay ES, BNHS, CBNHS Poblacion, CAMES,
CBNHS Payao, CBNHS Rayuray, CMVNHS,
FEMSHS, HVMES and MMMES)
All Others Concerned

1. The Joint CHED-DepEd Memorandum Order No. 01, s. 2021, titled "Policies and Guidelines on the Deployment of Pre-Service Teachers for Field Study and Teaching Internship," aligns with the provisions of RA 7722 and RA 9155. This memorandum aims to support the development of competencies outlined for Beginning Teachers in the Philippine Professional Standards for Teachers (PPST) and to facilitate the application of theoretical knowledge and pedagogical skills in real teaching-learning environments.
2. In this regard, focal persons for pre-service teachers in the Schools Division Office (SDO) and Regional Office will conduct monitoring from March to April 2025 to ensure compliance with the joint memorandum and provide technical assistance. Attached is the monitoring tool to evaluate the implementation of field study courses and teaching internships for pre-service teachers.
3. School heads are required to complete the attached monitoring tool and submit hard copies on or before April 22, 2025, for division consolidation.
4. Immediate dissemination of this Memorandum is desired.

ANSELMO R. ALUDINO
Schools Division Superintendent

Encl.: Monitoring Tool on the Implementation of Field Study Courses
Reference: Regional Memorandum No. 376 s. 2025
To be included in the Perpetual Index
Under the following subject:

PRE-SERVICE
MONITORING

MPO/DM-Monitoring on the Implementation of Field Study Courses
2504361/5062/March 13, 2025



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REGIONAL MEMORANDUM

No. 376 s. 2025

**MONITORING ON THE IMPLEMENTATION OF FIELD STUDY COURSES AND
TEACHING INTERNSHIP OF PRE-SERVICE TEACHERS**

To: Schools Division Superintendents
Assistant Schools Division Superintendents
CID/SGOD Chiefs
Focal Persons for Practice Teaching/Pre-Service Teachers
All Others Concerned

1. The Joint CHED-DepEd Memorandum Order No. 01, s. 2021, titled "Policies and Guidelines on the Deployment of Pre-Service Teachers for Field Study and Teaching Internship," aligns with the provisions of RA 7722 and RA 9155. This memorandum aims to support the development of competencies outlined for Beginning Teachers in the Philippine Professional Standards for Teachers (PPST) and to facilitate the application of theoretical knowledge and pedagogical skills in real teaching-learning environments.
2. In this regard, focal persons for pre-service teachers in the Schools Division Offices (SDOs) and Regional Office will conduct monitoring from March to April 2025 to ensure compliance with the joint memorandum and provide technical assistance. Attached is the monitoring tool to evaluate the implementation of field study courses and teaching internships for pre-service teachers.
3. Consolidated results from the monitoring and evaluation activities conducted by each SDO must be submitted to the Field Technical Assistance Division (FTAD) via the following Google Drive link: <https://tinyurl.com/PreService2025>, not later than May 2, 2025.
4. Immediate dissemination of this Memorandum is desired.

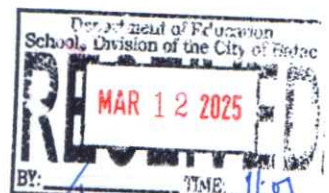

TOLENTINO G. AQUINO
Director IV



Encl.: None
Reference: None
To be indicated in the Perpetual Index
Under the following subjects:

**PRE-SERVICE
MONITORING**

FTAD/rgm/RM_MonitoringPreServiceTeachers
March 7, 2025





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**MONITORING TOOL ON THE IMPLEMENTATION OF FIELD STUDY COURSES AND
TEACHING INTERNSHIP OF PRE-SERVICE TEACHERS**

(This monitoring tool should be accomplished by the SDO Pre-Service Teachers Focal Persons or TA providers.)

Objective: To conduct onsite progress monitoring on the implementation of the field study courses and teaching internship of pre-service teachers.

Name of the School: _____

School Head: _____

SDO: _____

Partner Institution/s: _____

I. School Profile

1. Number of Pre- Service Teachers: _____

a. Male: _____

b. Female: _____

2. Number of Teachers: _____

a. Teacher I- III: _____

b. Master Teachers: _____

c. Department Heads: _____

3. Number of Years as Cooperating School: _____

4. Profile of Cooperating Teachers (CTs)

a. Number of CTs With Very Satisfactory Performance: _____

b. Number of CTs With Outstanding Performance: _____

c. Number of CTs With major/specialization suited to the assigned PT: _____

d. Number of Non-Major CTs: _____

5. Average teaching loads of Pre-Service Teachers: _____

II. Implementation of Field Study Courses and Teaching Internship of Pre-Service Teachers. Put a check mark (/) in the corresponding column to indicate if the statement is evident or not evident. If the statement is not evident, provide a reason.

	Evident	Not Evident	If not evident , state the reason for non-implementation of the said indicator.
1. Establish a Memorandum of Agreement between the Teacher Education Institution (TEI) and DepEd (RO/SDO)			
2. Provide orientation to pre-service teachers on the policies, regulations, environment of the school, assignments, and responsibilities.			
3. Oversee pre-service activities / tasks given to student interns that are consistent with the objectives of the experiential learning courses and limited to the specific requirements and activities of the courses as identified in Regional Memorandum No. 092, s. 2021.			
4. Allow the student teachers to access information in compliance of the Data Privacy Act of 2012 / RA 10173 regarding the school and community for research purposes and or other related concerns.			



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5. Provide the student teachers with the best mentors as embodied in DepEd Order No. 3, s. 2007 on the selection of cooperating teachers/ mentors to enhance their experience in preparation for teaching.			
6. Make its workplace and facilities available to student interns and shall similarly take all necessary actions to ensure the safety of the student interns within their workplace at all times.			
7. Submit performance evaluation reports of pre-service teachers for feedback, progress and development to SDOs.			
8. Provide the TEI, where the pre-service teachers belong, feedback on the College Supervisors' performance.			
9. Mentor pre-service teachers in honing their skills on flexible teaching-learning activities such as			
a. observation of classes			
b. class routines			
c. preparation of instructional materials			
d. class activities			
e. assessment and evaluation practices			
f. demonstration teaching			
g. school forms			
h. networking and linkages			
i. classroom-based action research			
j. electronic portfolio			
10. The cooperating teachers model effective teaching-learning and management techniques as student teachers will emulate the best practices in the delivery of instruction and or the techniques employed in learning modalities.			
11. Allow the TEI to supervise the activities of the PTs in coordination with the cooperating school heads or their representatives.			
12. Attend meetings with the College Supervisors on the performance of PTs/FSSs and for the improvement of the program.			
13. Issue a Certificate of Completion to the student interns upon satisfactory compliance with all requirements of the program.			

III. Best Practices

IV. Problems/ Challenges Encountered



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V. Suggestions to Improve the Implementation of Field Study Courses and Teaching Internship of Pre-Service Teachers

Monitored by:

Name of Respondent:

Name/ Position/ Signature

Name/ Position/ Signature



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GUIDE QUESTIONS FOR PRE-SERVICE TEACHERS

(These guide questions may be asked by the SDO Pre-Service Teachers Focal Persons or TA providers to the pre-service teachers during the Focus Group Discussion)

Objective: To conduct onsite progress monitoring on the implementation of the field study courses and teaching internship of pre-service teachers.

1. How do you assess your teaching experiences during Field Study Courses/ Teaching Internships?

2. What are the challenges you encountered in your Field Study/ Teaching Internship?
How do you cope with those challenges?

3. What are your suggestions to make your Field Study/ Teaching Internship experiences more meaningful?
