

Theory vs. Practice: The Performance of the Pre-Service Teachers along the Seven Strands in Teaching

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Abstract: *This study was conducted to look on how well the student teachers of Cagayan State University Piat Campus embody the Seven Strands of Teaching stipulated in the NCBTS and CMO#30 s2004. The descriptive design was used in the study and a questionnaire which was adopted from the practice teaching book was the instrument utilized in the study. Cooperating teachers from different laboratory schools were the respondents in the study. It was found out in the study that the students are good in the first domain of teaching which is the Social Regard for Learning. They were rated fair in other all other domains in teaching. Overall, the student teachers were rated "FAIR" in the domains of teaching which means mostly, they only satisfied 50% of the performance indicators in the different strands under the domains of learning. Results of this study can become a basis for the College of Education in designing enhancement activities which can be used in addressing the weaknesses of the College in teaching the different domains of teaching.*

Keywords: *Domains in teaching, seven strands of teaching, student teachers*

INTRODUCTION

Experiential learning. Outcomes-based education. Practical education. These are the by-words of modern education today. Gone are the days when pen and paper test dominates the classroom. This time, the ultimate measurement of achievement is actual performance of the students in their fields. In other words, it is how the students apply their knowledge acquired inside the classroom into real – life situation that one can evaluate how effective education is.

This idea is the core basis of the On – the Job Training (OJT), a nine – unit subject offered among students, usually during the last semester of the school year.

The Bachelor of Secondary Education (BSED) and the Bachelor of Elementary Education (BEED) are not excuse from this kind of training .

Of the many courses and programs offered in the Philippines, the researcher believes that the teacher education, more than any other courses should really be serious about this so called performance education. This is because these are the programs that directly mold future teachers in the Philippines. As future teachers, they should be equipped with the necessary, appropriate and responsive skill to ready themselves with the job of shaping the youths and future professionals in the country.

As such, **Practice Teaching** (PT), the OJT for future teachers is considered the most critical part of the course. Practice Teaching is the apex of all Experiential Learning courses in the Teacher Education. Here, the Practice Teacher puts into actual practice all that were learned in the content and theory courses. Strategies and methods of teaching as well as put into test the pedagogical content knowledge acquired in related course prior to Practice Teaching.

The Teacher Education and Development Program(TEDP) has been initiated by the DepEd to look closely into bridging the gap between the needs and expectations of learners and the knowledge and skills levels of existing and pre- service teachers.

One of the key elements in the Program is the establishment of the National Competency - Based Teacher Standards (NCBTS) which set Seven Domains that represent the desired features of teaching – learning process as stipulated in CMO 30 s. 2004. These seven domains are: Social Regard for Learning, The Learning Environment, The Diversity of Learners, Curriculum, Planning, Assesing and Reporting, Community Linkages and Personal Growth and Professional Development. CMO 30 s.2004 also specifies the performance standards of the different domains, such that any Teacher Education Institution has a guide in checking and making sure that their student teachers will graduate armed with the desirable qualities of a teacher.

Before the practice teachers are fielded to their cooperating schools, the College of Teacher Education makes sure that they are oriented with these seven domains. However, the researcher, as a teacher education graduate herself, observes that there is no evaluation made by the cooperating teachers on how well our student teachers perform the indicators in the different strands under each domain of learning

This study then hopes to gather data on whether our Practice Teaching course is really on the right direction. This maybe valuable information to the College of Education in the campus to enhance or improve its Practice Teaching course and its partnership with the cooperating schools in the DepEd.

Generally this study seeks to determine how well our student teachers embody the Seven Strands of Teaching stipulated in the NCBTS and CMO#30 s2004. Specifically, this study answers the following questions:

1. What is the performance of the student teachers along the Different Domains of Teaching?
2. What curriculum enhancement can be proposed to improve the practice teaching program of the campus?

METHODOLOGY:

Research Design

This study used the descriptive research design. It was used to describe the level of performance to which the student teachers exemplify the strands of desired teaching performance under the Seven Domains of Teaching.

Locale of the Study

This study was conducted at Cagayan State University Piat campus.

Respondents of the Study and Sampling Procedure

This study utilized the purposive sampling scheme. The researcher identified the cooperating teachers of the different majors in the Bachelor of Secondary Education namely: English, Mathematics, Social Science and Technology and Livelihood Education. One cooperating teacher has been chosen for every level in the Junior High School. The researcher also have chosen cooperating teachers coming from central schools like Sto. Nino National High School, Piat National High School, Tuao Vocational and Technical School and Itawes National High School. All in all there are 64 cooperating teachers used in the study.

Research Instruments

The main instrument used in the study was the questionnaire which was taken from the NCBTS manual. The cooperating teachers rated the student teachers in the different majors using this questionnaire.

Procedure

Upon approval of the proposal, the researcher identified the respondents. Then the questionnaire was floated to gather the data. Data then were treated using appropriate statistical tools.

Data Analysis

Frequency Count and Mean were used to treat the data in the study.

Results and Discussion

Table 1.

Domain 1 refers to the Social Regard for Learning. This domain focuses on the ideal that the prospective teachers must possess in the pursuit of promoting learning. Thus, their actions, statements and different types of social interactions with students exemplify this ideals.

As seen on the table, the student teachers across majors were rated 4 or Very Good under the first strand in the Domain 1. This means that the student teachers across all the majors satisfied all the performance indicators in this strand which are: Implements school policies and procedures; demonstrates punctuality; Maintains appropriate appearance; and, is careful about the effect of ones behavior on students

On the other hand, the student teachers were rated in varying levels under the second strand in the Domain 1. It can be seen on the table that the Math majors were rated 4- Very Good; the English and Social Science majors were rated 3- Good; and the TLE majors were rated 2 – Fair. The second strand refers to the ability of the student teachers to make use of various learning experiences and resources in teaching. The results further show that the Math majors exemplify this quality, followed by the English and Social Science majors, and lastly, the TLE majors.

The grand mean of 3.5 means that overall, the student teachers of CSU Piat are good in exemplifying the Social Regard for Learning.

Domain 1. Social Regard for Learning

Strands of Desired Teaching Performance	English	Math	Soc. Scie.	TLE
1. Teacher’s action demonstrate value for learning	4	4	4	4
2. Demonstrate that learning is of different kinds and from different sources.	3	4	3	2
Performance Rating	3.5	4	3.5	3
Grand Mean: 3.5				

Legend

- 4-Very Good** Satisfies all of the performance indicators
- 3-Good** Satisfies 75% of the performance indicators
- 2-Fair** Satisfies 50% of the performance indicators
- 1- Few** Satisfies below 50% of performance indicators

Table 2.

Table 2 reflects the ratings of the student teachers in Domain 2: Learning Environment. This domain focuses on the importance of providing for a social, psychological, and physical environmental within which all students, regardless of their individual differences in learning, can engage the different learning activities and work towards attaining high standards of learning. The student teachers are expected to understand the implications of providing sound learning environment.

As seen on the table, the English and Math majors have ratings of 3.33 and 3 respectively in the first strand of Domain 2: Learning environment. This means that the English and Math groups were good in creating an environment that promotes fairness. On the other hand Social Science and TLE majors got the same ratings of 2.6 which means they only exemplified fairly this strand in Domain 2.

As to the second strand, the table reflects that the Math majors got the rating of 4 (Very good); English and Social Science majors got a rating of 3(Good); and TLE majors got a rating of 2(Fair). Strand number 2 under this domain refers to the ability of the student teachers to make the classroom environment safe and conducive for learning

As to the third strand under this domain, all the student teachers got a rating of 2 (fair). This means that the student teachers only met 50% of the performance indicators in this strand which include: Encourage learners to ask questions; provide learners with variety of learning experiences; Provide varied enrichment activities to nurture desire for higher learning; and communicate and maintain high standards of learning performance.

Similarly, the student teachers were also rated 2(Fair) in strand number 4 in this domain. This means that the student teachers fairly established and maintained standards of learners’ behavior.

As to the fifth strand, the Math and Social Science majors got a rating of 3.33 (Good) while English and TLE majors were rated 3 which is also good. This means that the student teachers met the 75% performance standards for the fifth strand.

Overall, the table reflects that the students teachers are only fair in exemplifying the strands of desired teaching performance under this domain. Consequently, an overall rating of 2.6 means the student teachers only met 50% of the performance standards set for Domain 2: The Learning Environment.

Domain 2: Learning Environment

Strands of Desired Teaching Performance	English	Math	Soc. Scie	TLE
1. Creates an environment that promotes fairness	3.33	3	2.6	2.6
2. Makes the classroom environment safe and conducive to learning	3	4	3	2

3. Communicates higher learning expectations to each learner	2	2	2	2
4. Establishes and maintains standards of learners' behavior	2	2	2	2
5. Creates a healthy physiological climate for learning	3	3.33	3.33	3
Performance Rating	2.66(Fair)	2.86(Fair)	2.58(Fair)	2.32(Fair)
Grand Mean: 2.6 (Fair)				

Legend

- 4-Very Good** Satisfies all of the performance indicators
- 3-Good** Satisfies 75% of the performance indicators
- 2-Fair** Satisfies 50% of the performance indicators
- 1- Few** Satisfies below 50% of performance indicators

Table 3

Table 3. reflects the rating of the student teachers in terms of Domain 3: Diversity of Learners. This domain in teaching emphasizes the ideal that the teachers can facilitate the learning process in diverse learners by first recognizing and respecting individual differences, then using knowledge about students' differences to design diverse sets of learning activities to ensure that all students can attain desired learning goals

There is only one strand of desired teaching performance under this domain. It is reflected on the table that the student teachers are all fair in the strand under this domain which is the ability of the student teachers to determine, understand and accept learners' diverse background knowledge and experience. It is also in this domain that the ability of the student teachers to identify the Multiple Intelligences and Learning Styles of the learners and select activities that suit each learners. The result shows that the student teachers are not well-versed yet in performing this domain of Teaching.

Domain 3. Diversity of Learners

Strands of Desired Teaching Performance	English	Math	Soc. Scie	TLE
1.Determines, understands , and accept learners' diverse background knowledge and experience	2	2	2.66	2
Performance Rating	2(Fair)	2(Fair)	2.66(Fair)	2(Fair)
Grand Mean: 2.16 (Fair)				

Legend

- 4-Very Good** Satisfies all of the performance indicators
- 3-Good** Satisfies 75% of the performance indicators
- 2-Fair** Satisfies 50% of the performance indicators
- 1- Few** Satisfies below 50% of performance indicators

Table 4.

Table 4 shows the ratings of the student teachers in terms of Domain 4: Curriculum. In this domain of curriculum, the prospective teacher will learn all the elements of the teaching- learning process that work in convergence to help students to understand the curricular goals and objectives, and to attain high standards of learning defined in the curriculum. These elements include the teacher's knowledge of the subject matter and the learning process, teaching learning approaches and activities, instructional materials and learning resources.

The table reflects that under the first strand in this domain, the Math majors got a rating of 4 (Very good), and all the other majors got the rating of 3 (Good). This means that the math majors demonstrated a very good performance in mastery of subject matter as compared to all others who were just good in mastering their subject matter.

It can also be seen on the table that all the student teachers were rated 2(Fair) in communicating clear learning goals for the lesson that are appropriate for the learners. This means that the student teachers may have mastery of subject matter, but they lack the skill in determining whether the lesson or the activities they give are appropriate to their students' level.

For strand 3, it can be seen on the table that Social Science and TLE majors were both rated 3.33 (Good), and the English and Math majors were rate 3 which also means good. This means that all the student teachers were good in using the allotted instructional time given to them.

For strand number 4, again the student teachers were all rated 3. This means that they are good at selecting teaching methods, learning activities and instructional materials or resources appropriate to learners and aligned to objectives of the lesson.

For strand number 5, the student teachers majoring in English and Math got rating of 2.33 and 2 respectively. Both means a fair performance in recognizing the general learning processes as well as unique process of individual learners. On the other hand, Both social Science and TLE majors were rated 1.45 which fall under the few level. This means these student teachers perform below 50% of the performance indicators in this strand.

For strand number 6, the student teachers we all rated 4. This means that they are very good in promoting Domain 1: Social Regard for Learning. This rating confirms the results reflected in table 1 where the student teachers got an over-all rating of 3.5 (good).

Lastly, for strand number 7, Math and English major got 3 (Good) while Social Science got 2.6 (Fair) and TLE majors got 2 (Fair). This means that English and Math majors were good at demonstrating their skills in the use of ICT in learning while Social Science and TLE majors were just fair in performing this strand.

The over-all performance rating shows that only the Math majors exemplified good performance in this domain while all other majors performed fair

A grand mean of 2.3 means that over-all, the student teachers are fair in performing Domain 4: Curriculum.

Domain 4. Curriculum

Strands of Desired Teaching Performance	English	Math	Soc. Scie.	TLE
1.Demonstrates mastery of the subject	3	4	3	3
2. communicates clear learning goals for the lessons that are appropriate for learners	2	2	2	2
3. Makes good use of allotted instructional time	3	3	3.33	3.33
4.Select teaching methods , learning activities and instructional materials or resources appropriate to learners and aligned to objectives of the lesson	3	3	3	3
5. Recognizes general learning processes as well as unique process of individual learners.	2.33	2	1.45	1.45
6. Promotes purposive study (from Domain 1)	4	4	4	4
7.Teacher demonstrates skills in the use of information and communication technology and learning	3	3	2.6	2
Performance Rating	2.90 (Fair)	3(Good)	2.76 (Fair)	2.29(Fair)
Grand Mean: 2.3 Fair				

Legend

4-Very Good	Satisfies all of the performance indicators
3-Good	Satisfies 75% of the performance indicators
2-Fair	Satisfies 50% of the performance indicators
1- Few	Satisfies below 50% of performance indicators

Table 5

Table 5 reflects the ratings of the student teachers in terms of Domain 5: Planning, Assessing and Reporting. This domain refers to the alignment of assessment and planning activities. In particular, the domain focuses on the use of assessment data to plan and revise teaching – learning plans; integration of assessment procedures in the plan and implementation of teaching – learning activities; and reporting on learner’s actual achievement and behavior.

It can be seen on the table that the student teachers across majors were rated 3 (Good) in their ability to develop and utilize creative and appropriate instructional plan. This means that the student teachers are good in exemplifying their skill in writing their lesson plan.

For strand number 2, the English majors were rated 3.33 while others were rated 3. These rating are still under the good level. This means that the student teachers were good at developing and using variety of appropriate assessment and strategies to monitor and evaluate learning period. This can be because the student teachers take subjects that deal with assessment of learning before they do practice teaching.

In the same manner, the student teachers were rated 3 for strand number 3 in this domain. This means that they are also good at monitoring regularly and providing feedback on learners understanding of content. This means that they are conscious about delivering the correct content of the lesson they teach to the learners. This result could confirm the ratings of the student teachers in the strand one of Domain 4: Curriculum. In this strand, the student teachers were rated 4 (Very Good) in the Mastery of Subject matter. Since they are good at their fields, they also want that they deliver the correct content to the learners.

However, for strand 4 all the student teachers were rated 2 (fair) in communicating promptly and clearly to learners, parents and superiors about the progress of learners. According to the teachers, progress of learners are only reported to the cooperating teachers and sometimes to the students. Student teachers do not report to the superiors like the principal or head teacher or even to the parents.

All the student teachers got a fair rating in this domain, consequently getting 2.20 (fair) over - all grand mean. This means that the student teachers performed only 50% of the performance standards under Domain 5: Planning, Assessing and Reporting

Domain 5. Planning, Assessing and Reporting

Strands of Desired Teaching Performance	English	Math	Soc. Scie	TLE
1. Develops and utilizes creative and appropriate instructional plan	3	3	3	3
2. Develops and uses a variety of appropriate assessment to strategies to monitor and evaluate learning period	3.33	3	3	3
3. Monitors regularly and provides feedback on learners understanding of content	3	3	3	3
4. Communicates promptly and clearly to learners, parents and superiors about progress of learners	2	2	2	2
Performance Rating	2.83 (Fair)	2(Fair)	2(Fair)	2(fair)
Grand Mean: 2.20 (Fair)				

Legend

- 4-Very Good** Satisfies all of the performance indicators
- 3-Good** Satisfies 75% of the performance indicators
- 2-Fair** Satisfies 50% of the performance indicators
- 1- Few** Satisfies below 50% of performance indicators

Table 6.

Table 6 reflects the rating of the student teachers in terms of Domain 6: Community Linkages. This domain focuses on the ideal that classroom activities are meaningfully linked to the experiences and aspirations of the students in their homes and communities. This domain focuses on teachers’ efforts directed at strengthening the links between schools and communities, particularly as these links help in the attainment of the curricular goals.

It is very obvious from the table that the student teachers were rated 1 or few level which means they only satisfied below 50% of the performance indicators in this domain. This means that only in few instances that the student teachers establish a learning

environment that respond to the aspirations of the community. The student teachers admitted that during practice teaching they are only confined within their classroom activities and do not consider the community in preparing their lessons. Cooperating teachers likewise are honest in saying that they do not require their student teachers to be involved in the community when preparing their lessons.

Domain 6. Community Linkages

Strands of Desired Teaching Performance	English	Math	Soc. Scie.	TLE
1.Establishes learning environments that respond to the aspirations of the community	1	1	1	1
Performance Rating	1	1	1	1
Grand Mean:1 Few				

Legend

- 4-Very Good** Satisfies all of the performance indicators
- 3-Good** Satisfies 75% of the performance indicators
- 2-Fair** Satisfies 50% of the performance indicators
- 1- Few** Satisfies below 50% of performance indicators

Table 7

Table 7 reflects the ratings of the student teachers in the Domain: Personal Growth and Professional Development. This domain emphasizes the ideal that teachers value having a high personal regard for the teaching profession, concern for the professional development and continuous improvement as teachers.

It can be seen on the table that the student teachers across majors were rated 3 of in the first strand under this domain. This means that they are good at taking pride in the nobility of teaching as a profession. As such, they take personal initiative in participating to seminars that may improve them in their profession. They also manifest personal qualities such as enthusiasm, flexibility and caring

However, the student teachers were rated 1 in the second strand. This means that there are few instances from which the student teachers build professional linkages with colleagues to enrich teaching practice. Often times the student teachers are seen working individually and are concentrated in performing their own tasks. According to the student teachers, they have so many things to do that they do not have time to look out for their fellow student teachers anymore.

As to strand number 3, the student teachers were also rated 1. Again it is evident on this result that the student teachers have few instances of showing how they reflect on the extent of the attainment of professional development goals. In this strand, the student teachers are expected to reflect on their own quality of teaching, do self- evaluation and improve their performance based on the feedback of the mentor. According to the cooperating teachers, student teachers do not do self-reflection. They wait for the cooperating teachers to check their lesson plans and give feedback on their teaching performance. Admittedly, student teachers said they only listen to their cooperating teachers and it is very rare that they reflect on their work and do self-correction.

A grand mean of 2.5 shows that the student teachers perform fair in Domain 7: Personal Growth and Professional Development.

Domain 7. Personal Growth and Professional Development

Strands of Desired Teaching Performance	English	Math	Soc. Scie	TLE
1.Takes pride in the nobility of teaching as a profession.	3	3	3	3
2. Builds professional links with colleagues to enrich teaching practice	1	1	1	1
3. Reflects on the extent of the attainment of professional development goals	1	1	1	1
Performance Rating	2.5	2.5	2.5	2.5
Grand Mean: 2.5 (Fair)				

Legend

- 4-Very Good** Satisfies all of the performance indicators
- 3-Good** Satisfies 75% of the performance indicators

2-Fair **Satisfies 50% of the performance indicators**
1- Few **Satisfies below 50% of performance indicators**

Table 8.

Table 8 shows the summary of ratings of the student teachers in the different domains of Teaching. The table shows that the student teachers performed good in Domain 1: Social Regard for teaching. There were only few instances where they exhibited Domain 6: Community Linkages. They were rated Fair in all other domains. The over-all performance rating of the student teachers is 2.3 (Fair) which means that the student teachers are in the fair level in performing the strands of desired teaching performance under the different domains in teaching.

Domains in Teaching	Mean	Descriptive Value
1. Social Regard for Learning	3.5	Good
2: Learning Environment	2.6	Fair
3. Diversity of Learners	2.16	Fair
4. Curriculum	2.3	Fair
5. Planning, Assessing and Reporting	2.20	Fair
6. Community Linkages	1	Few
7. Personal Growth and Professional Development	2.5	Fair
Grand Mean	2.32	FAIR

Conclusions:

The following conclusions were drawn from the results:

1. The student teachers were rated the highest in Domain 1: Social Regard for Teaching which means they embody the qualities of a real teacher in terms of their actions, statements and different types of social interactions with students.
2. The student teachers got the lowest rating in Domain 6: Community Linkages. This means that they have not been involved in the community activities while in the campus that is why they also find it difficult to include the ideals and aspirations of the community in their lessons and activities.
3. The student teachers got a fair rating in the other domains like Domain 2: Learning Environment; Domain 3: Diversity of Learners; Domain 4: Curriculum; Domain 5: Planning, Assessing and Reporting; and Domain 7 Personal Growth and Professional Development. This findings could tell that the student teachers still have a long way to go before being able to achieve all, or at least 75% of the performance indicators in the different strands of desired teaching performance.

Recommendations:

The domains in teaching set in the NCBTS and CMO #30 S.2004 are the guides of the College of Education in molding the future teachers. It is then very important that these domains are introduced and be mastered by the student teachers while staying in the college. Results of this study must be submitted to the College of Education as a basis of addressing the weaknesses of the College in teaching the different domains in teaching. This kind of study must be conducted every year to continuously look into how well the College of Education train its student teachers to become effective teachers in the society.

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