
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)

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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.

Consequently, the issue of quality teachers as indicated by competence is what matter. The idea on this issue was pronounced well, when Basadre (2001) quoted that, students hope to have teachers who are competent and who show evidence of master of the course they are teaching. 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 (Tulio, 2004). Concerning competence and quality of teachers, it is noteworthy to pay consideration to the UNESCO World Survey depends upon the level of education and professional training of teachers. "The pre-service teachers' level of competence and training needs henceforth have to be determined.

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.

In the Philippines the Department of Education (DepEd) has implemented their *Schools First Initiative* which is an effort to improve basic education outcomes through broadly participated, popular movement featuring a wide variety of initiatives undertaken by individual schools and communities as well as network of schools and communities as well as networks of schools at localities involving school districts and divisions, local governments, civil society organizations and other stakeholder groups and association.

Thus, the Department of Education (DepEd) is demanding for quality pre-service teachers to be admitted in various basic education schools (PAFTE, 2009).

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.

Background of the Study

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.”

Significant changes in the new curriculum include the design of professional education courses in a way that the theoretical, methodological and experiential components of the curriculum are integrated with each other (De leon, 2010).

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 will be 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 or 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.

Where learning environment has extended beyond the classroom alone, the demands of the diversity of learners are great, the complexity of learning becomes very challenging, and the role of the teacher has extended to a global community, the Practice Teaching component of the new Teacher Education Curriculum has achieved a new dimension (NCBTS Toolkit, 2006)

As there may be different modalities in the delivery of Practice Teaching in different institutions like in-campus and off-campus arrangements, or all in-campus, the syllabi shall serve as guide. However, it should be assured that competencies achieved through this course should match those of the NCBTS and CMO 30, 2. 2004

Being a faculty of a Laboratory High School and 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. Use the various elements of the NCBTS 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 as a self-assessment tool.

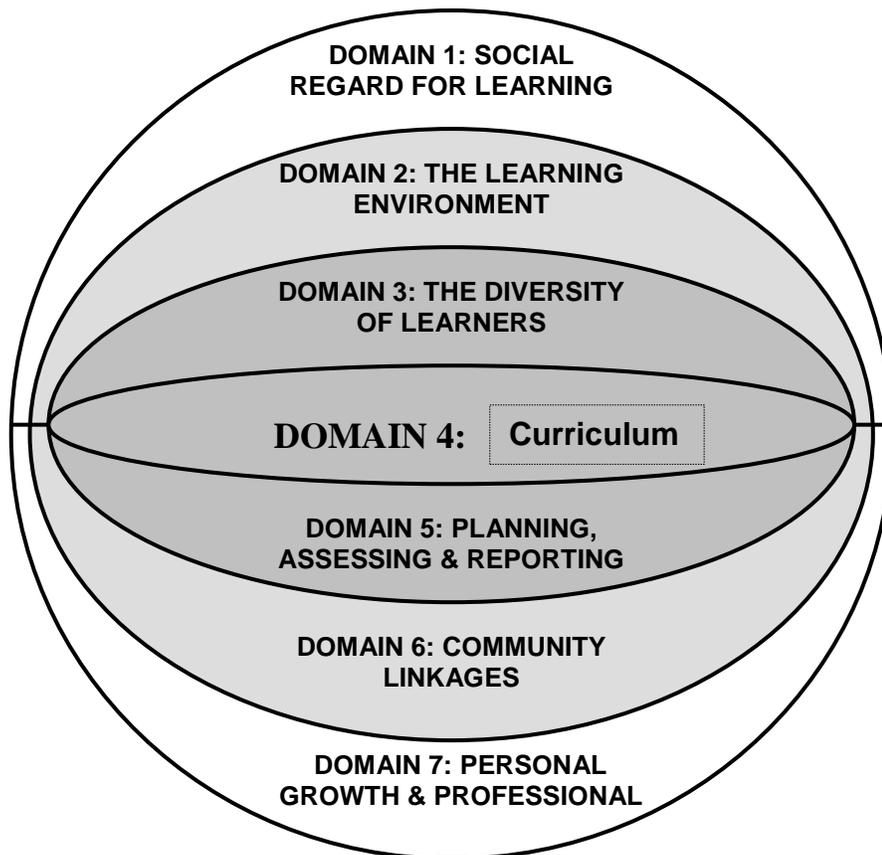
The researcher believes that this study will widely help those that will be involve in this endeavor. Since it will determine which factor has the highest significance in the level of competencies of teachers, the gaps or learning needs of individual teachers using the standards

set by NCBTS with its domain then it would pave way for a more sound policy implementation in regards with teachers' competencies.

Theoretical Framework

This study was primarily anchored on the National Competency-Based Standards (NCBTS) pursuant to the CMO No.30, series 2004. This NCBTS serves as a mold for both the pre-service and in-service education and training. It is the touchstone that ensures the continuing response to the changing needs of the teaching-learning process. The pre-service teachers are being formed using this mold to continue and deepen their personal and professional development. In addition, through the NCBTS, the early exposure of the pre-service teachers in the actual learning environment will ensure better preparation and appreciation.

Figure 1. Seven (7) domains of National Competency-Based Teacher Standard features of the Teaching & Learning process



This framework is based upon the core values of Filipino teachers and on the principles of effective teaching and learning which is divided into seven (7) domains that represent the desired features of the teaching and learning process. These areas integrate a series of elements of desired teaching performance statements identified as observable indicators of the quality of teacher's performance. Therefore, these elements would identify areas of strength, weakness as well as those that need to be developed.

Domain 1: Social Regard for Learning focuses on the ideal that teachers serve as positive and powerful role models of the values of the pursuit of learning and of the effort to learn, and that the teachers' actions, statements, and different types of social interactions with students exemplify this ideal. There is only one strand under Domain 1. Acts as a positive role model for students. It is therefore expected that graduates of BEEd and BSEd programs who are done with this domain are teachers who have a deep and principled understanding of the learning processes and the role of the teacher in facilitating these processes and the role of the teacher in facilitating these processes in their students.

Domain 2: Learning Environment focuses on importance of providing for a social and physical environment 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. Hence, graduates of the BEEd and BSEd programs after this domain, have a deep and principled understanding of how educational processes relate to larger historical, social, cultural and political processes.

Domain 3: Diversity of Learners emphasizes the ideal that teachers can facilitate the learning process in diverse types of 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 appropriate learning goals. Therefore, students are expected to determine, understand and accept the learners' diverse background knowledge and experience.

Domain 4: Curriculum, a domain that refers to all elements of the teaching-learning process that work in convergence to help students attain high standards of learning and understanding of the curricular goals and objectives. These elements include the teacher's knowledge of subject matter, teaching-learning approaches and activities, instructional materials and learning resources. Thus after this domain, students are expected to have the basic higher level literacy, communication, numeracy, critical thinking, Communicates clear learning goals that are appropriate for learners, makes good use of allotted instructional time, selects teaching methods, learning activities and instructional materials or resources appropriate to learners and aligned to the objectives of the lesson.

Domain 5: Planning, Assessing and Reporting, a domain of Planning, Assessing and Reporting refers to the aligned use of assessment and planning activities to ensure that the teaching-learning activities are maximally appropriate to the students' current knowledge and learning levels. In particular, the domain focuses on the use of assessment data to plan and revise teaching-learning plans, as well as the integration of formative assessment procedures in the plan and implementation of teaching-learning activities. After this domain, students are expected to have direct experience in classroom like teaching assistance, classroom observation and practice teaching. They would also become creative and innovative in thinking of alternative teaching approaches, and evaluate the effectiveness of such approaches in improving student learning.

Domain 6: Community Linkages focuses on the ideal that school activities are meaningfully linked to the experiences and aspirations of the students in their homes and communities. Thus the domain focuses on teachers' efforts directed at strengthening the links between school and community activities, particularly as these links help in the attainment of the

curricular objectives. After this domain, students can reflect on the relationships among the teacher process skills, the learning process in the students, the nature of the content and the broader social forces encumbering the school and educational processes in order to constantly improve their teaching knowledge, skills and practices.

Domain 7: Personal Growth and Professional Development emphasizes the ideal that teachers value having a high personal regard, concern for professional development, and continuous improvement as teachers. Students after completing this domain, can be able to demonstrate and practice the professional and ethical requirements of the teaching profession and are willing and capable to continue learning in order to better fulfill their mission.

Conceptual Framework

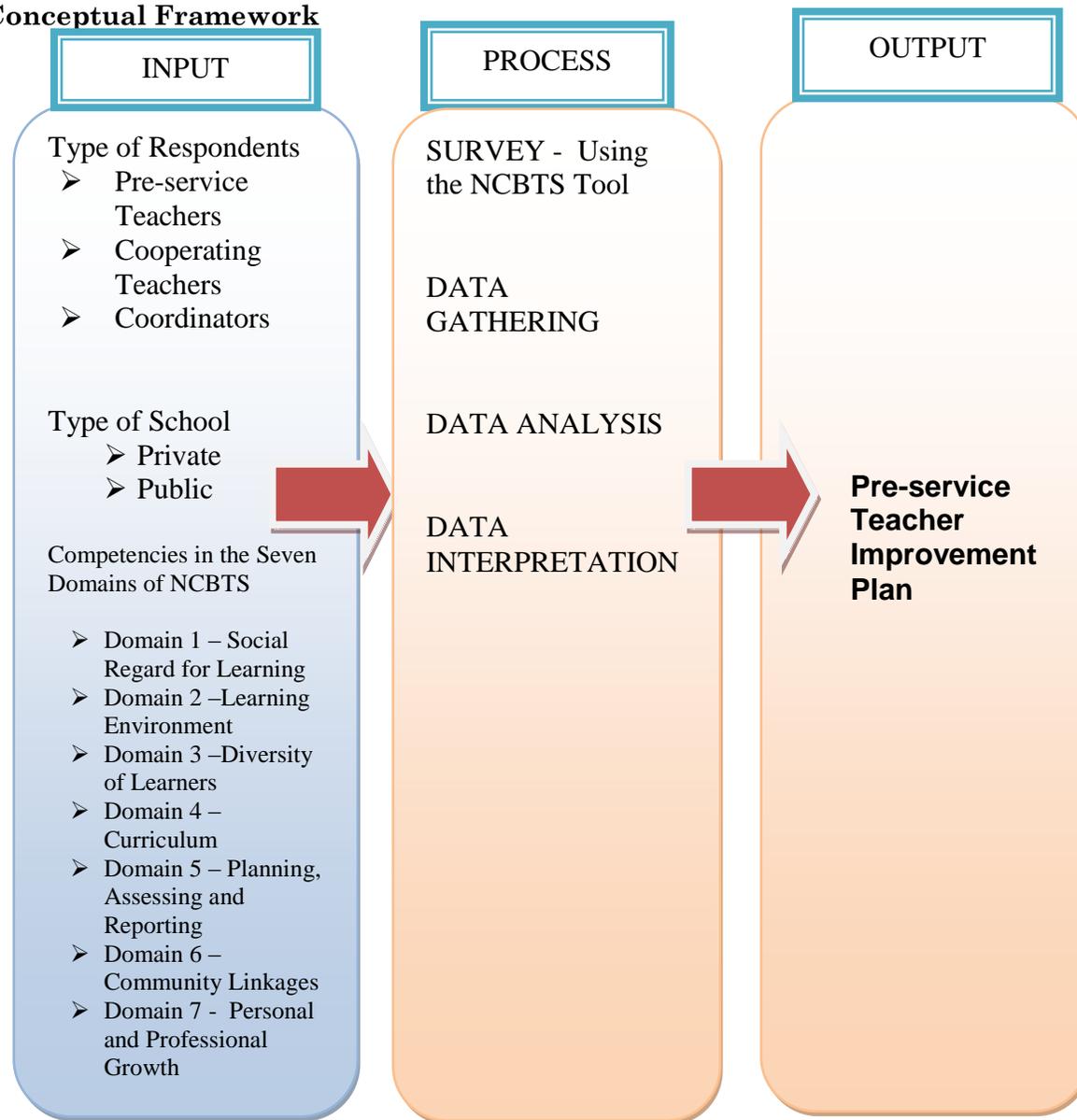


Figure 1: Conceptual Framework of the Study

Based on the context of the theories and models in evaluation previously presented, the conceptual framework of this study was conceived and shown in Figure 1. The researcher employed the Input-Process-Output (IPO) Systems Approach.

As shown in the diagram, the first frame is called the inputs. In this study, the inputs contained the Type of Respondents: Pre-service teachers, Cooperating Teachers and Coordinators; Type of School: Public and Private; and Seven Domains of NCBTS: Domain 1 - Social Regard for Learning; Domain 2 –Learning Environment; Domain 3 –Diversity of Learners; Domain 4 – Curriculum; Domain 5 – Planning, Assessing and Reporting; Domain 6 – Community Linkages; and Domain 7 - Personal and Professional Growth.

The Problem

The main objective of the study was to assess the performance of Pre-Service Teachers in Public School Based on National Competency-Based Teacher Standards (NCBTS) among Higher Education Institutions in the National Capital Region.

Reviewed of Literature and Studies

Periodic articles, books and other related literature written by foreign and local researchers and authors helped strengthen this section of the study. Similarities of the topic and research methods are the basic considerations in the inclusion of the materials.

DepEd NCBTS Pilot Version, 2004, is one of the implementation actions of BESRA Program Implementation Plan is the Competency-Based Teachers Standards in order to achieve the improved basic education outcomes for all by enabling more teachers to operative competency-based teaching. This literature is very significant to the present study since this research study is based on this text where teachers' competency level will be assessed based on the National Competency-Based Standard in terms of the NCBTS seven domains and their corresponding indicators.

The review of related literature and studies served as a foundation of the study. This section guided the researcher in pursuing his research venture for it helped her understand her research topic better, especially the concept and principles of student teacher and cooperating teacher.

Monroe, Graham and Ferrel (2001), Weber (2000), Lavina (2000) and Arnon & Reichel (2007) stress the role of a teacher in the improvement of education. While Lasco & BAguinat III (2009) as cited by Jalimao (2011), Abanes (2005), Buford and Lindner (2002), Westera (2001), (Kjersten MacKensie (2010), Suryanara (2009) focus on the teachers' competency as outcome method for teaching performance.

A pre-service teacher is the preparation to become a future teacher. In this case, Hougan (2008), Conderman and Pederson (2008), Marais and Meier (2004), Quick & Sieborger (2005), Killen & Steyn (2001), Perry (2004) Virginia State University Student Teacher Handbook (2004), Education's Student Supervised Teaching Handbook of Manhattan Ville College (2007) focus on the importance of pre-service teachers in the developing of students performance and gains much specialized knowledge with their mentors. Contrary to the statement of Kiggundu (2007), Edith

Kiggundu and Samuel Nayimuli, (2009), that majority of pre-service teachers in the present study attested to the fact that they were not well received and introduced at their schools of placement and that resulted in other teachers and learners not respecting them and cultural shocked.

On the other hand, two to three key participants during practicum are the pre-service teachers, the cooperating teachers, and/ or the supervisors from a team based on the studies of Machado and Botnarescue (2008), Johnston et al. (2007), Vega (2008), Bilbao et al. (2006), Garcia (2012), Escape (2011).

Moreover, the gathered literatures and studies helped and guided the researcher in making the research design, especially on specific questions to be researched on, formulation of the framework, application of the appropriate research method, preparation and validation of research instrument for data gathering and analysis.

The review of the literature and studies indicated that there have been very little studies about competencies and needs in the Philippines. The studies of the pre-service teachers are usually related to the experienced and focused only on a particular field and discipline. Seldom did previous researches provide a micro view of how the competencies of pre-service teachers involved in general in partnership with the cooperating teacher. Likewise, theoretical studies suggest that issues and concerns of universities on their pre-service teachers should deeply look into these problems and address them through in-depth studies.

In addition the study of Auger & Wideman (2001), Theory of Apprenticeship according to Pratt (2008), William & Mary, Zibit and Gibson (2005), Dawson K. (2007), Pickard (2004), Anderson (2000), Clarke (2003), Auger & Wideman (2001), Tang (2003), Perry (2004) studies focus on pre-service teachers theory and practice with the help of mentor. Contrary to the statement of Maphosa et al. (2007), that the mentors took a back seat during practice of the pre-service teachers.

Unfortunately, there is a lack of instruments or tools on this topic, primarily because of the few studies in the country. The researcher therefore believes that the study he has undertaken is worth pursuing because it will provide new knowledge and discoveries in this area of concern.

Teaching is a very important profession and it is classified as a vocation as well. In order to be an effective and efficient teacher one must possess the needed qualities that will guide the future leaders and movers of one country.

In the same manner just like any other endeavor, teaching needs competencies that will enable the teachers to carry out their responsibilities as molders of the youth. These competencies are the baselines and benchmarks to provide students the necessary learning that will make them better persons. In this very modern day setting of education teachers should not isolate themselves with the present competencies they have they should be able to update these competencies to reach the gap between the students need and the knowledge that teachers can give. If these barriers are too high, then teachers need to evaluate their present competencies to identify their needs and be able to find ways to resolve this problem.

In this new era of the Philippine educational setting, the DepEd never tires to uncover ways as to how they may be able to address such issue and formulate programs that would enable teachers to discover what is missing in their competencies. One best example of these programs is

the introduction of the National Competency Based Teachers Standards, these standards that they formulated would greatly help teachers stand with the needed skills and abilities to an efficient and effective teachers. With the aid of the NCBTS tool they will be able to discover the factors that affect their level of competencies and their needs and what competencies are missing in their being a teacher.

This tool is now widely distributed but the clue whether teachers really using it or not is not sufficient. Researches involving the use of the tool to assess teachers are so rare that no concrete interventions are made to provide teacher programs to enhance their competencies. This conclusion suggests the complexity that either the tool is rarely used or not used at all. With this study it would address somehow the usefulness of the tool in determining the factors that affect the teachers' competencies and their competency level itself, at the end of the day one can say that he is a competent teacher.

Research Methodology

This study made use of the descriptive method using the survey questionnaires intended for the three groups of respondents. The questionnaires were supplemented with analyses, unstructured interviews and observations.

A total of 706 respondents were involved in this study, 18 of whom were Coordinators, 212 were cooperating teachers and 476 were pre-service teachers from 11 public and private colleges in the National Capital Region.

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 such as t-test for dependent samples (paired test), Analysis of Variance, percentages, and weighted mean. Weighted mean was computed to determine the extent of the level of pre-service teachers competency based on the National Competency-Based Teacher Standards. T-test determine the significant difference on the level of the pre-service teachers' competencies as perceived by the two groups of respondents while Analysis of Variance (ANOVA) was used to test the null hypothesis on the significance or non-significance of the difference on the evaluation of the three groups of respondents

Findings

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.

1. Competency Level of Pre-Service Teacher in Public School

1. 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.
2. The weighted mean distribution for **Domain 2 – The Learning Environment**. Recognize a school environment that is safe and conducive to learning had the highest score with 5.53 overall Weighted Mean with a Very High Extent response, and the lowest is 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 a 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.
 3. The weighted mean distribution for **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.
 4. The weighted mean distribution for **Domain 4 – Curriculum**. 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.
 5. The weighted mean distribution for **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 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.

6. 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 identify the various activities, programs and projects where school – community partnerships are involved generated a 5.07 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 student with 5.52 WM and were interpreted as High Extent. The overall GWA WAS 5.43 and is interpreted as high extent.
7. 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.

CONCLUSION

From the given findings, the researcher has drawn the following conclusions:

1. **Competency Level of Pre-Service Teacher in Private School.**
 - a. **For domain 1-Social Regard for Learning.** Appreciation the value of learning as shown in my actions had the highest score with Higher Extent interpretation according to student teachers and cooperating teachers, while coordinators interpreted domain 1 as Very High Extent .
 - b. **For Domain 2 – The Learning Environment.** Recognize a school environment that is safe and conducive to learning had a Higher Extent interpretation according to student teachers and cooperating teachers, while coordinators interpreted domain 2 as Very High Extent.
 - c. **For Domain 3 – Diversity of Learners.** Show respect and concern for individual differences of students had a Higher Extent interpretation according to student teachers and cooperating teachers, while coordinators interpreted domain 3 as Very High Extent .
 - d. **For Domain 4 – Curriculum.** Relate classroom learning to the real world experience had a Very High Extent interpretation according to student teachers and coordinators while cooperating interpreted domain 4 as High Extent .
 - e. **For Domain 5 – Planning, Assessing & Reporting.** Know the elements and processes of developing a lesson plan had a Higher Extent interpretation according to student

teachers and cooperating teachers, while coordinators interpreted domain 5 as Very High Extent .

- f. For **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.
- g. For **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.

2. Competency Level of Pre-Service Teacher in Public School

- a. For **domain 1-Social Regard for Learning**. Appreciation the value of learning as shown in my actions had the highest score with Higher Extent interpretation according to coordinators and cooperating teachers, while students interpreted domain 1 as Very High Extent .
- b. For **Domain 2 – The Learning Environment**. Recognize a school environment that is safe and conducive to learning had a Higher Extent interpretation according to student teachers and cooperating teachers, while coordinators interpreted domain 2 as Very High Extent .
- c. For **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 .
- d. For **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 .
- e. For **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 had a Higher Extent interpretation according to student teachers, cooperating teachers, and coordinators.
- f. For **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 .
- g. For **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

Recommendations

Based on the study's findings, the following are suggested actions possible implementation. First, More trainings and seminars on NCBTS should be provided to the pre-service teachers. Second, NCBTS tool should discuss earlier in third year and fourth year level for further preparation of

students to the tasks to be assigned to them and upon pre-service teaching program, the coordinators must discuss 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. Similarly, the coordinators are given equal recognition and attention by the respective TEIs on their deep effort and advocacy in preparing future teachers. 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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