

Philippine National
Research Center
for Teacher Quality

Pre-service Teachers Practice-based Training

PSTePT Framework



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Pre-service Teachers Practice-based Training (PSTePT) Framework

Frameworks serve as a compass to guide institutions and organizations towards attaining set goals. They establish an order by which principles and other relevant elements connect and interplay. It offers a set of standards and initial processes to ensure that all stakeholders have shared understanding of the system.

With DepEd's adoption of the Philippine Professional Standards for Teachers (PPST) as the framework for teacher quality, Teacher Education Institutions (TEIs) are expected to respond by ensuring that the curriculum and training they offer is aligned with what the system needs. To support TEIs, the Pre-service Teachers Practice-based Training (PSTePT) framework is designed to serve as guide in training pre-service teachers to reach the qualifications of the Beginning Teacher career stage as defined in the PPST.

Pre-service Teachers Practice-based Training (PSTePT) Framework

The Pre-service Teachers Practice-based Training (PSTePT) framework covers practice-based training integrated in the Professional Education courses, Field Studies courses, Teaching Internship courses, and in other complementary activities.



Core Principles of PSTePT

Figure 1. Graphical representation of PSTePT Framework

The Core Principles of PSTePT

1. *Practice-based training is experiential.*

The *PSTePT* ensures that in every Professional Education course, the pre-service teachers are provided with training opportunities that allow them to translate their knowledge and skills into practice. The translation process is done through experiential learning. This requires the preservice teachers to “learn by doing” certain activities relevant to teaching and learning by being exposed to authentic school settings and other actual teaching and learning experiences.

2. *Practice-based training is developmental.*

The *PSTePT* supports the building of knowledge and skills of the preservice teachers as acquired in the essential stages of learning and development. New learnings become more meaningful to the pre-service teachers when they experience bits of teaching tasks, carefully planned from one course to another, from specific to complex.

As such, the *PSTePT* is designed in a developmental progression within a course and across the various Professional Education Courses leading to Field Study courses and Teaching Internship in terms of:

- a. acquisition of content knowledge, skills, and values
- b. exploration and interpretation of learned theories through observation/s in the classroom
- c. application of learning through participation, assistantship, guided and mentored classroom teaching

3. *Practice-based training is formative.*

The *PSTePT* introduces the concept of signposts, as a system of scaffolding which prompts Teacher Education Institutions to formatively assess pre-service teachers’ progress against concrete targets. The signposts are distributed in the course of the four-year training.

This **system of scaffolding** is supported by:

- a. **Tracking/Monitoring and Coaching.** Tracking/Monitoring guides pre-service teachers and their mentors to track the progress of pre-service teachers. This further serves as an indicator of attainment of each signpost. Findings from tracking and monitoring feed into coaching, which closes the gap between what is learned and what is performed as assessed using PPST-based tools:
 - Classroom Observation Tool (COT),
 - Self-Assessment Tool (SAT)
 - *PSTePT* Portfolio Rubric

- b. **Giving Feedback.** In the process of giving feedback, the pre-service teacher is informed of the concerns on his or her exhibited performance in reference to the expected performance. This helps each pre-service teacher in identifying the areas which he or she must improve on.
- c. **Self-Assessment and Reflecting on one's own learning.** Practice-based training guides pre-service teachers to assume responsibility in tracking his or her own learning and to be responsive for his or her own development through reflective practice.

4. Practice-based training is integrative.

The *PSTePT* integrates theory and practice to ensure embedding of authentic learning experiences and maintains that the courses are not compartmentalized, rather, built on one another in reference to the outcomes set in the Beginning Teacher indicators. The development of standards-based competencies is integrated within every course across all the Professional Education courses. This principle is essential in achieving the goal of producing future teachers who demonstrate the following core competencies as indicated in the seven domains of the PPST:

- a. Applying developmentally appropriate and meaningful pedagogy grounded on content knowledge and current research (Domain 1)
- b. Managing learning environment and resources (Domain 2)
- c. Planning and designing differentiated and developmentally appropriate learning experiences (Domain 3)
- d. Planning and managing of teaching and learning processes to meet curriculum requirements (Domain 4)
- e. Designing, selecting, organizing, and utilizing assessment strategies (Domain 5)
- f. Identifying and responding to opportunities that link teaching and learning in the classroom to the experiences, interests, and aspirations of the wider school community and other key stakeholders (Domain 6)
- g. Improving practice through personal and professional reflection (Domain 7)

5. Practice-based training is system-based.

The conduct of the *PSTePT* is guided by systems and guidelines as outlined in the *PSTePT* Manual. It allows reasonable adjustments to address local needs and particularities. The systems within *PSTePT* involve collaborations among stakeholders: DepEd through its regional and division offices, CHED through the TEIs, and other public and private cooperating basic education schools.

These systems are in place in the following practice-based training environments:

- a. **Commission on Higher Education, through governing policies for Teacher Education Institutions (TEIs).**
 - 1) Practice-based training outcomes are developed and attained in all courses in the Teacher Education program.
 - 2) The Teacher Education curriculum links theory and practice.
 - 3) A system of assessment exists to address gaps leading to internship.
 - 4) Signposts are set in place to ensure the quality of the structure of training, serving as check and balance in the delivery of training.
- b. **Department of Education (DepED), through the Cooperating Schools.** The Department of Education schools provide quality learning spaces conducive for practice-based training and actual environment to support training that meets the PSTePT expectations.
- c. **DepED and TEIs.** Partnerships between DepED and TEIs are established in the conduct of authentic classroom experiences, including internship.
- d. **TEIs with other TEIs.** TEIs share best practices in the delivery of PSTePT as support to other TEIs.

Pre-Service Training as a Tool for Change

Guided by the core principles of the *PSTePT*, TEIs and Cooperating Schools are expected to work jointly in providing future teachers with opportunities that will enable them to become effective teachers in the classroom and stimuli for change as they engage with the professional and local community. The skills and competencies acquired by the pre-service teachers can make positive impact as they educate 21st century learners, rippling positive influence, through effective delivery of the curriculum. In doing so, they develop themselves into the kind of educators that the Philippines needs.

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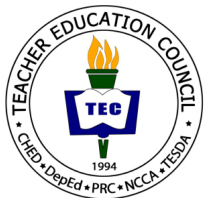
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