Republic of the Philippines
Department of Education
REGION X – NORTHERN MINDANAO
SCHOOLS DIVISION OF MISAMIS ORIENTAL

Office of the Schools Division Superintendent

March 8, 2022

DIVISION MEMORANDUM
No. 160 s. 2022

POLICIES AND GUIDELINES ON THE DEPLOYMENT OF PRE-SERVICE TEACHERS FOR FIELD STUDY AND TEACHING INTERNSHIP

To: Public Schools District Supervisors
Education Program Supervisors
All School Heads Concerned
All Cooperating Teachers Concerned
This Division

1. In reference to the Joint CHED-Memorandum Order No. 01, s. 2021 re: Policies and Guidelines on the Deployment of Pre-Service Teachers for Field Study and Internship, this Office informs the field of the guidelines to be followed upon the deployment of the pre-service teachers for experiential learning course.

2. Wide dissemination with this Memorandum is directed.

JONATHAN S. DELA PEÑA, PhD, CESO V
Schools Division Superintendent

To be indicated in the Perpetual Index under the following subjects:

COMMUNICATIONS
POLICY
SCHOOLS
PROGRAMS
PROJECTS

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Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION

Republic of the Philippines
DEPARTMENT OF EDUCATION

JOINT CHED-DEPED MEMORANDUM ORDER

No. 01
Series of 2021

SUBJECT : POLICIES AND GUIDELINES ON THE DEPLOYMENT OF PRE-SERVICE TEACHERS FOR FIELD STUDY AND TEACHING INTERNSHIP

In accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the "*Higher Education Act of 1994*," and RA 9155, otherwise known as the "*Governance of Basic Education Act of 2001," and* by virtue of the Commission *en banc* Resolution No. 300-2021, the following policies and guidelines are hereby adopted and promulgated:

I. CONTEXT AND RATIONALE

In the midst of a pandemic that has profoundly altered many aspects of life, the continued effective delivery of education in all levels is, more than ever, of paramount importance. It is imperative for teacher education institutions (TEIs) to respond positively to the distinctive challenge and opportunity by delivering courses in innovative and flexible ways suitable to the context of educational institutions, teachers, and students. Recently, the Commission on Higher Education released the Guidelines on the Implementation of Flexible Learning (CHED Memorandum Order No. 4, s. 2020) to ensure continuity of learning at the tertiary level while DepEd issued an order on the Adoption of the Basic Education Learning Continuity Plan FOR School Year 2020-2021 in Light of the Covid-19 Public Health Emergency (DepEd Order No. 12, series of 2020). TEIs and Cooperating Schools must continue to strive to sufficiently prepare the next batch of teachers to teach in the post-pandemic, new normal environment. Hence, in addition to the current preparations being undertaken to deliver courses by means of flexible modalities, the Field Study and Practice Teaching courses also need to be redesigned in ways that are compatible with the present situation. The need to shift from residential or face to face teaching to flexible learning in higher education and learning delivery modalities in basic education to ensure the health, safety and security of the teachers, students, pre-service teachers and other stakeholders during the time of the pandemic is fundamental.

This set of guidelines covers pre-service teachers taking the experiential learning courses under CHED Memorandum Order (CMO) 30, s. 2004 entitled "Revised Policies and Standards for Undergraduate Teacher Education Curriculum." Students taking Certificate in Professional Education or 30 units of education courses, including practice teaching, should follow CMO 30, s. 2004 also. Students in the new curriculum (CMO 74 to 80 and 82, s. 2017) are only in their Third Year and will take Field Study and Teaching Internship in AY 2021-2022.

TEIs are enjoined to implement the necessary modifications in the delivery of Teaching Internship and Field Study given their context and available resources. However, Field Study and Teaching Internship courses must be experiential, using the different *new normal* learning modalities; developmental through coaching and mentoring, and aligned with the Learning Continuity Plan (LCP) and Most Essential Learning Competencies (MELCs).

In view of the risks posed by the pandemic, this supplemental policy on practice teaching and field study of pre-service teachers shall abide by existing health protocols and standards prescribed by the Inter-Agency Task Force for the Management on Emerging Infectious Diseases (IATF), Department of Health (DOH), and other health and safety regulations implemented by the HEI's respective local government units. In any circumstances that face-to-face contact would be permitted by the IATF, DOH or local government units, minimum public health standards as stipulated in DOH Administrative Order No. 2020-0015 shall be strictly observed.

Furthermore, in order to promote the well-being of students and guarantee quality of their learning and exposure and ensure their safety while undergoing internship, TEIs and Cooperating Schools are advised to adhere to the requirements on Student Internship Program in the Philippines per CHED Memorandum Order (CMO) No. 104, series of 2017, Department of Education Order No. 3, series of 2007, and the Guidelines on the Required Health Standards in Basic Education Offices and School per DepEd Order No. 014, series of 2020.

II. ACRONYMS & KEY TERMINOLOGIES

To promote coherence in understanding the present guidelines, the following are the descriptions of key terminologies:

Classroom-Based Action Research (CBARs) – are research studies on teaching - learning processes and issues conducted by PTs in their teaching internship based on the cooperating schools' learning delivery mode. The CBARs may only focus on a specific teaching-learning process identified by the PTs.

Coaching and Mentoring - are the support processes to prepare Field Study Students and Practice Teachers in the experiential learning program.

College Supervisors – are the faculty members assigned by the TEI to monitor, supervise, and evaluate the FSSs and PTs in their experiential learning courses.

Cooperating School - refers to the TEI partner school (public school, TEI laboratory school, private school) where Field Study and Teaching Internship are undertaken.

Cooperating Teachers (CTs) - are the selected educators who act as coaches and mentors of PTs in their teaching internship program at the partner or laboratory school of a TEI.

Experiential Learning Courses (ELC) - refers to the collective program, Field Study and Teaching Internship courses. It is a year-long engagement that supports authentic experiential learning from field study to actual classroom immersion of the prospective teachers.

Field Study Course - is the first experiential learning course which will immerse a pre-service teacher in an actual classroom situation and learning environment where direct observation of teaching-learning episodes that focus on the application of educational theories learned in content and pedagogy courses will be made. It allows pre-service teachers to participate and assist in limited actual teaching-learning activities that relate to assessment of learning, preparation of instructional materials, preparation of bulletin boards, and other routines in the classroom. The two Field Study Courses involve immersion in applicable learning delivery modalities for a minimum of 120 hours.

Field Study Students (FSSs) - refer to students enrolled in the Field Study Course.

Flexible Learning - is the program by CHED that encompasses the different delivery modalities for teaching and learning in the new normal.

Learning Delivery Modality (LDM) - refers to the program that describes the different teaching-learning modalities by the basic education schools such as online instruction (synchronous/asynchronous), radio-based and television-based instruction, and other modalities.

Most Essential Learning Competencies (MELCs) – refers to the competencies that a learner needs to continue to subsequent grades, that will eventually prepare him/her for a successful life.

Practice Teachers (PTs) - are pre-service teachers having their teaching internship program in a laboratory school of a TEI or in a partner cooperating school.

Pre-service Teachers - refer to students who are preparing to become teachers through a teacher education program.

Portfolio – is a purposeful documentation prepared by FSSs and PTs that showcases their learning experiences in the experiential learning courses. The online or softcopy version of the said documents is referred to as electronic or e-portfolio.

Resource Teachers (RTs) – are the educators being observed by the FSSs in a partner or laboratory school of a TEI.

Teacher Education Institution - refers to higher education institutions offering teacher education programs.

Teaching Internship - is a one semester full-time teaching internship involving a minimum of 360 hours in basic education schools either on-campus or off-campus using a clinical approach under the mentorship of a Cooperating Teacher.

Unrelated Tasks - are assignments and chores which are not related to the professional development of pre-service teachers, such as running personal errands for personnel in the Cooperating School.

III. ROLES AND RESPONSIBILITIES OF STAKEHOLDERS

Several stakeholders as identified in the DepEd Order No. 3, S. 2007 entitled "Guidelines in the Deployment of Pre-service Teachers on Experiential Learning: Field Study and Practice Teaching" play important roles in the implementation of the ELC for pre-service teachers. The present guidelines acknowledge that the said roles are still in effect and are to be followed accordingly.

The present guidelines (CMO 74-80 and 82, series of 2017) stress that for Teaching Internship, it is the responsibility of the assigned college supervisor to facilitate and monitor the activities as well as evaluate the performance of PTs. For Field Study courses, the resource teachers will only accommodate observations and interviews when needed. TEIs are still expected to execute a Memorandum of Agreement with the DepEd Regional Office where their partner schools belong. Please refer to Annex A.

Principals, cooperating teachers, and resource teachers from cooperating schools, both private and public, must see to it that the tasks assigned to FSSs and PTs are consistent with the objectives of the Field Study and Teaching Internship courses and limited to the specific requirements and activities of these courses. They should refrain from assigning tasks to the FSSs and PTs which are unrelated to their growth and development as would-be teachers.

IV. DELIVERY OF EXPERIENTIAL LEARNING COURSES

The following teaching-learning activities are expected in the Experiential Learning Courses.

Teaching-Learning Activities	Field Study Courses (120 hours)	Teaching Internship (360 hours)
1. **Observation of Classes, Pre-Observation and Post-Observation Conferences**	a. Observing selected teaching demonstration lessons or viewing teaching demonstration videos from YouTube and other sources and reflecting on the teaching-learning activities	a. Observing the teaching-learning process in limited face-to-face, flexible and distance learning delivery modes focusing on the development of the

	using guide questions indicated in modules and worksheets b. Viewing videos involving teaching-learning processes in different LDMs focusing on the delivery of the Most Essential Learning Competencies in actual teaching and reflecting on these processes c. Interviewing teachers on lesson preparation in limited face-to-face, flexible and distance learning delivery modes d. Attending pre-observation and post-observation conferences with the Resource Teacher and the College Supervisor e. Submitting anecdotal reports on observed sessions	MELCs and reflecting on these processes b. Attending pre-observation and post-observation conferences with the Cooperating Teacher and the College Supervisor c. Keeping a daily reflection journal
2. Class Routines	a. Attending orientation sessions on protocols for classes in the learning modality employed by the school b. Viewing video-recordings of home-based learning routines c. Submitting anecdotal reports on observed sessions	a. Attending orientation sessions on protocols for classes in the learning modality employed by the school b. Assisting the Cooperating Teacher in the preparation and implementation of class guidelines appropriate for the learning modality employed by the school
3. Preparation of Instructional Materials	a. Compiling print and non-print materials from open educational resources which are related to the lessons, contextualized to the needs of the students, and aligned with the MELCs	a. Assisting the Cooperating Teacher in the preparation of presentations and learning materials to be used in classes b. Developing contextualized

	b. Accomplishing worksheets where observations related to the development of instructional materials can be indicated	instructional materials for demonstration teaching that are appropriate for the learning modality employed by the school Note: • The practice teacher will not reproduce or print DepEd self-learning modules for the students who will be assigned to him/her. • All modules will be provided by the Cooperating School.
4. Class Activities	a. Documenting and compiling class activities which are related to the lessons, contextualized to the needs of the students, and aligned with the MELCs b. Analyzing how resource teachers effectively use open educational resources including DepEd Commons to teach the competencies in a specific discipline c. Accomplishing worksheets where observations related to the class activities can be indicated	a. Assisting the CTs in preparing class activities b. Facilitating class activities in the learning modality employed by the school with minimum supervision from the CTs c. Designing contextualized learning activities aligned with the MELCs
5. Assessment Practices	a. Compiling various assessment materials used by the Resource Teachers in the learning modality employed by the school b. Accomplishing worksheets where observations related to the assessment practices can be indicated	a. Assisting the Cooperating Teacher to create assessment materials related to the lessons and appropriate for the learning modality employed by the school b. Designing templates for various assessment tools

		with suitable scoring rubrics c. Designing templates for reflection activities on the teaching-learning process d. Assisting the Cooperating Teacher in checking students' outputs
6. Demonstration Teaching	a. Observing PTs in their final demonstration teaching using the LDM of the partner school b. Accomplishing worksheets where observations related to the demonstration teaching can be indicated	a. Preparing lesson plans, study guides, modules, and teaching materials appropriate for the learning modality employed by the school b. Conducting daily and final demonstration teaching appropriate for the learning modality employed by the school
7. School Forms	a. Studying school forms and how to prepare them b. Accomplishing worksheets where observations related to the preparation of school forms can be indicated	a. Assisting the Cooperating Teacher in accomplishing school forms
8. Networking and Linkages	a. Participating in webinars and other online professional activities	a. Assisting the CTs in handling parent-teacher conferences b. Providing support by being volunteer tutors as part of auxiliary service in partner schools following IATF guidelines c. Participating in local and international webinars and other online professional activities
9. Classroom-Based Action Research	a. Doing professional readings on different CBARs related to teaching-learning processes b. Preparing reflection papers on the CBARs studied	a. Conducting CBARs on a specific teaching-learning area in the learning modality employed by the

		school; and listing references used in the CBARs following the prescribed referencing or citation style adopted by the TEI b. Sharing results of the research with an audience through any available platform c. Submitting the action research to the College Supervisor
10. Portfolio	a. Preparing a portfolio of various field study areas Note: The portfolio for field studies may contain the following: • Title (My Field Study Experiences) • Introduction • Curriculum Vitae of the PT • Beliefs on Teaching and Learning (Pre and Post) • Certificate of Completion (120 hours) • Compilation of Worksheets • Reflections on the field study areas observed • Evidence of Learning • Reflection	a. Preparing a portfolio of various teaching-learning experiences and processes. This is to give emphasis on the process rather than output. Note: The portfolio must show the practice teacher's developmental experiences in the Philippine Professional Standards for Teachers domains. The following are the suggested contents for the portfolio for teaching internship: • Title (Creative and Contextualized by the PT) • Introduction • Acknowledgements • Curriculum Vitae of the PT • Certificate of Completion (360 hours) • Professional readings • Weekly Journals • Experiences and Reflections on the Philippine Professional

		Standards for Teachers (PPST) domains ○ Domain 1, Content Knowledge and Pedagogy ○ Domain 2, Learning Environment ○ Domain 3, Diversity of Learners ○ Domain 4, Curriculum and Planning ○ Domain 5, Assessment and Reporting ○ Domain 6, Community Linkages and Professional Engagement ○ Domain 7, Personal Growth and Professional Development • Teaching Philosophy as a Beginning Teacher

The conduct of teaching-learning activities in the experiential learning courses shall be informed by the Inter-agency Task Force for the Management of Emerging Infectious Diseases's omnibus guidelines related to the community quarantine status of the areas where the HEIs and cooperating schools are located. In the event limited face-to-face classes will be allowed in certain areas, the minimum public health standards stipulated by the Department of Health (DOH Administrative Order No. 2020-0015) shall be observed at all times. The following precautionary measures should be followed:

a. reduced contact through physical distancing
b. reduced transmission through appropriate use of personal protective equipment and other transmission control methods
c. reduced duration of infection through timely detection, contact tracing, and isolation measures.

Field Study Students and Practice Teachers, 18 years old and above, will be allowed to participate in limited face-to-face experiential learning classes provided that a consent of the parents/guardian, including the student, be secured by the HEI prior to the conduct of face-to-face experiential learning course.

V. PREPARATION BEFORE DEPLOYMENT

TEIs must require Field Study Students and Practice Teachers to secure a Certificate of Readiness for Teaching Internship from the TEIs' Health Clinic and Guidance and Counselling Office, certifying their physical and emotional fitness to undergo internship.

An orientation for FSSs and PTs will be jointly conducted by the TEI and the Cooperating School on the roles and responsibilities of stakeholders.

Aside from reviewing the tasks enumerated above, TEIs are encouraged to orient FSSs on proper decorum in limited face-to-face classes as well as social etiquette in a connected world, cybersecurity in social media, and accessing content resources and tools in curating learning materials. Also, policies, programs, and activities of both the DepEd and CHED related to (1) positive discipline; (2) online safety; (3) child protection; (4) anti-bullying; and (5) safe school environment should be covered before student deployment. Other topics relevant to the experience and development of the pre-service teachers as potential new teachers may be added by CHED or DepEd as necessary.

VI. CERTIFICATE OF COMPLETION

Upon successful completion of the Field Study courses, the student will be awarded a Certificate of Completion for Field Study by the cooperating school.

Upon successful completion of the Teaching Internship, the Practice Teacher will be awarded a Certificate of Completion by the cooperating school. This certificate will be included in his/her portfolio. An appropriate grade should also be issued by the cooperating teacher for each individual Practice Teacher.

VII. EVALUATION TOOL FOR EXPERIENTIAL COURSES

Evaluation tools for the Field Study and Teaching Internship courses shall be designed by the TEIs in line with the implementation of these courses using the learning modalities employed by the Cooperating School. TEIs are encouraged to contextualize their use of existing tools.

VIII. MONITORING AND EVALUATION

As applicable, the Memorandum of Agreement between the Teacher Education Institution and the DepEd Regional Office should include provisions for the monitoring of both parties' compliance to the guidelines on the deployment of pre-service teachers for field study and teaching internship. Any concerns that could not be resolved at the level of the TEI and the DepEd Regional Office should be referred to the Teacher Education Council.

The Commission on Higher Education and the Department of Education through the Teacher Education Council will regularly evaluate the implementation of these Policies and Guidelines.

IX. SEPARABILITY CLAUSE

If any part or provision of these Policies and Guidelines shall be held unconstitutional or invalid, other provisions hereof are not affected, thereby shall continue to be in full force and effect.

X. EFFECTIVITY

These Policies and Guidelines shall take effect immediately.

Quezon City, Philippines, Sept. 6, 2021

For the CHED:

J. PROSPERO E. DE VERA III, DPA
Chairman

For the DepEd:

LEONOR MAGTOLIS BRIONES
Secretary

REFERENCES:

CHED Memorandum Order No. 4, series of 2020 - Guidelines on the Implementation of Flexible Learning

CHED Memorandum Order (CMO) 30, s. 2004 - Revised Policies and Standards for Undergraduate Teacher Education Curriculum

CHED Memorandum Order No. 74, series of 2017 - Policies Standards and Guidelines for Bachelor of Elementary Education

CHED Memorandum Order No. 75, series of 2017 - Policies Standards and Guidelines for Bachelor of Secondary Education

CHED Memorandum Order No. 76, series of 2017 - Policies Standards and Guidelines for Bachelor of Early Childhood Education

CHED Memorandum Order No. 77, series of 2017 - Policies Standards and Guidelines for Bachelor of Special Needs Education

CHED Memorandum Order No. 78, series of 2017 - Policies Standards and Guidelines for Bachelor of Technology and Livelihood Education

CHED Memorandum Order No. 79, series of 2017 - Policies Standards and Guidelines for Bachelor of Technical-Vocational Teacher Education

CHED Memorandum Order No. 80, series of 2017 - Policies Standards and Guidelines for Bachelor of Physical Education

CHED Memorandum Order No. 82, series of 2017 - Policies Standards and Guidelines for Bachelor of Culture and Arts Education

CHED Memorandum Order No. 104, series of 2017 - Revised Guidelines for Student Internship Program in the Philippines (SIPP) for All Programs

DepEd Order No. 03, series of 2007 - Guidelines in the Deployment of Pre-service Teachers on Experiential Learning: Field Study and Practice Teaching

DepEd Order No. 12, series of 2013 - Adoption of the Basic Education Learning Continuity Plan FOR School Year 2020-2021 in Light of the Covid-19 Public Health Emergency

DepEd Order No. 14, series of 2020 - Guidelines on the Required Health Standards in Basic Education Offices and Schools

DOH Administrative Order No. 2020-0015 - Guidelines on the Risk-Based Public Health Standards for COVID-19 Mitigation

Republic Act No. 7722, - Higher Education Act of 1994

Republic Act No. 9155 - Governance of Basic Education Act of 2001

MEMORANDUM OF AGREEMENT

KNOW ALL MEN BY THESE PRESENTS:

This Memorandum of Agreement is hereby entered into by and between:

The (NAME OF TEACHER EDUCATION INSTITUTION), a tertiary level institution duly organized in accordance with law which offers a teacher education degree, with office address at (Location of TEI), represented herein by (Name of TEI Official), (Designation), *(Name of Institution)*, hereinafter referred to as the **FIRST PARTY;**

-and-

The **DEPARTMENT OF EDUCATION** – (Regional Office), a government entity mandated by law under Batas Pambansa Blg. 232, otherwise known as the "Education Act of 1982", as amended by Republic Act No. 9155, otherwise known as "Governance of Basic Education Act of 2001", with office address at *(Location of Regional Office)*, represented herein by - *(Name of Regional Director), (Designation),* hereinaafter referred to as the **SECOND PARTY**;

W I T N E S S E T H:

WHEREAS, the First Party and the Second Party, through the office of the school principal, are concerned about the pre-service education of teachers as a key to achieving sustainable quality basic education;

WHEREAS, the First Party and the Second Party are committed to improve the quality of basic education in the **Region**_____ or **Division of City Schools -** _____;

WHEREAS, both parties believe that a major key to reaching that goal is a quality pre-service training program that will provide teacher interns opportunities to:

1. develop the competencies set for Beginning Teachers in the Philippine Professional Standards for Teachers (PPST);

2. apply their theoretical knowledge and pedagogical skills in actual teaching-learning situations;
3. gain comprehensive and realistic perspective of the teaching-learning situation and day-to-day school activities;
4. reflect on their qualities and commitment vis-à-vis the demands of the teaching profession; and
5. equip them for the challenges of teaching in the new normal.

WHEREAS, both **PARTIES** believe that aside from the usual teaching internship, intensive field study is necessary to adequately prepare the teacher interns for their functions and responsibilities;

NOW, THEREFORE, premises considered, the parties hereby agree to the following:

1. The **FIRST PARTY** will

1.1 coordinate with the Schools Division Superintendent and the identified School Heads on the deployment of the Practice Teachers (PTs)/Field Study Students (FSSs);

1.1.1 That a maximum of two (2) Practice Teachers (PTs) are assigned to a Cooperating Teacher (CT) within a specific term;

1.1.2 That the number of PTs to be assigned in each cooperating school should not exceed twenty-five (25) per term;

1.1.3 That a maximum of ten (10) Field Study Students (FSSs) be allowed to observe per class in DepEd cooperating schools;

- ensure that the PTs/FSSs are proven physically, mentally, and emotionally fit before deployment;
- ensure that the teacher intern is enrolled in accident insurance;
- ensure that the health and safety regulations implemented by the Inter-Agency Task Force for the Management on Emerging Infectious Diseases (IATF), Department of Health (DOH), and local government units are strictly observed;
- conduct at least three (3) virtual meetings with the PTs/FSSs during their experiential learning program in the designated cooperating schools;
- conduct virtual meetings with the CTs on the performance of PTs/FSSs and for the improvement of the program;
- ensure that the relevant DepEd policies and guidelines, and applicable law and regulations are respected and complied with, and that the FSSs/PTs are well oriented, informed and guided to also ensure their compliance
- provide incentive reward system for the following:

1.1.4 Honorarium for the Cooperating Principal and Cooperating Teacher

- That the Cooperating Principal shall receive an honorarium not exceeding one thousand pesos (Php 1000) per semester for accommodating Practice Teachers and Field Study Students assigned to his/her school; the amount will be delivered directly to the Cooperating Principal concerned; and the amount will be reviewed regularly;
- That the Cooperating Teacher (CT) will be given financial remuneration in the amount of Php 300 computed on the basis of the number of Practice Teachers (PTs) handled in a quarter/semester; the

amount will be delivered directly to the Cooperating Teacher (CT) concerned; and the amount will be reviewed regularly;

1.2 Certificate of Appreciation

- The Cooperating Principal/Department Head/Cooperating Teacher will receive a Certificate of Appreciation for his/her work at the end of each term regardless of the number of Practice Teachers he/she has handled;

1.3 Other Optional Incentives

- Discount on Tuition Fees on graduate studies
- Discount on TEI-initiated Seminars/Conferences
- Professional Advancement Support Activities

2. The **SECOND PARTY** shall

2.1 authorize cooperating school principals and teachers to participate in orientation trainings/workshops on teaching internship program implementation;

2.2 ensure that the health and safety regulations implemented by the Inter-Agency Task Force for the Management on Emerging Infectious Diseases (IATF), Department of Health (DOH), and local government units are strictly observed in the conduct of experiential learning activities;

2.3 endorse to the principals of the cooperating schools, the following responsibilities:

2.3.1 mentoring of the Practice Teachers from the First Party: (See attached file of the list of the names of the teaching interns.)

2.3.2 ensure that there is orientation/briefing of FSSs and PTs on the school learning environment and the community support system;

2.3.3 provide PTs/FSSs the best resource teachers/mentors handling various academic classes and ensure that these resource teachers and mentors have been oriented on their responsibilities;

2.3.4 coordinate with parents/guardian and seek permission to observe the conduct of school activities at home through virtual means;

2.3.5 allow PTs/FSSs to observe classes and school activities or the schools' respective Learning Delivery Modality (e.g. TV or Radio-based instruction, Modular approach, etc.) for instruction;

2.3.6 ensure that activities provided promote professionalism and the development of beginning teachers;

2.3.7 allow the PTs/FSSs access to school information for research and instructional purposes;

2.3.8 evaluate PTs' performance and submit reports of ratings; and

2.3.9 provide the **FIRST PARTY** with feedback on the College Supervisors' performance.

2.4 allow the **FIRST PARTY** to supervise the activities of their PTs in coordination with the cooperating school heads or their representatives;

2.5 attend virtual meetings with the CSs on the performance of PTs/FSSs and for the improvement of the program;

3. Intellectual Property

All intellectual property rights, proprietary rights, titles, and interests in all materials belonging to, and those developed by, a Party pursuant to this MOA, to be made and/or brought into use in the course of the delivery of services covered by this MOA shall belong to the said Party. Each Party grants the other party the authority to use said materials for the purpose of and during the implementation of the said MOA. Such grant excludes the right to sub-lease any and all licenses and copyrights and to modify any material, instrument, or courseware under the MOA, without the prior written agreement of both parties. All materials developed jointly by the TEI and the DepEd, pursuant to this MOA, shall be jointly owned, and each shall be free to use the same. Should either Party wish to mention the other Party in any public disclosure, said Party shall seek prior consent from the other Party prior to such action.

4. Settlement of Disputes

Both parties shall exert their best effort to reconcile any differences that may arise during the course of the deployment of pre-service teachers for Field Study and Teaching Internship. In the event the concerns and disagreements escalate, the Dean of the TEI and the Regional Director or the Schools Division Superintendent shall work towards the resolution of the issue. Unresolved issues will be referred to the Teacher Education Council.

5. This Agreement will be subject for review by both parties at the end of every school year.

This **AGREEMENT** shall take effect immediately upon signing by all parties concerned, and shall remain in force from the SY _____ until SY _____.

IN WITNESS WHEREOF, parties of the agreement hereunto affixed their signatures this ___ day of _____, 20___ at the City of _____, Philippines.

Teacher Education Institution	**Basic Education Schools**
NAME OF TEI REPRESENTATIVE Designation Name of TEI	**NAME OF REGIONAL REPRESENTATIVE** Designation Name of Region

SIGNED IN THE PRESENCE OF:

NAME OF VICE-PRESIDENT FOR ACADEMICS Designation Name of TEI	**NAME OF TEI DEAN** Designation Name of TEI

ACKNOWLEDGMENT
Republic of the Philippines)
City of _____)

BEFORE ME, personally appeared the following persons:

Name	**Competent Proof of Identity**	**Date/Place Issued**

personally known to me to be the same persons who executed the foregoing instrument for and on behalf of the entities represented herein, and they acknowledged to me that the same is their free and voluntary act and deed as well as that of the principals represented herein.

I hereby certify that this document, consisting of ___ (_) pages, including this page on which this acknowledgment is written, has been signed by the Parties and their instrumental witnesses at the foot thereof and on each and every page of this Memorandum of Agreement.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my notarial seal this _____day of_____, 20__ at _____, Philippines.

NOTARY PUBLIC

Doc. No. _____;
Page No._____;
Book No._____;
Series of 2020.