

## THE TEACHING DEMONSTRATION IN THE TRANSITIONED TIMES: PEDAGOGICAL PRACTICES IN NEW NORMAL CLASSROOMS

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### ABSTRACT

*The graduating class of 2022 in the Philippine education system represents an experimental group, navigating the full K-12 curriculum and transitioning from in-person to flexible learning due to COVID-19. At the City College of Calamba, the shift to modular distance learning in March 2020, followed by two semesters to implement online learning, led to their practice of teaching internships in a 'new normal' classroom setting. This study assessed their performance as evaluated by cooperating teachers, school heads, and supervisors, despite limited prior guidance. It investigated differences in teaching pedagogies by specialization. Using a simple random sampling technique, 432 evaluations were collected from observers, involving 108 respondents in various secondary education specializations. The Kruskal-Wallis test, due to normality and homogeneity test failures, was employed for analysis. Significant differences were found in lesson planning, teaching methods, classroom management, communication skills, and teacher personality among all specializations, except content mastery. These differences, albeit weak, indicate varying pedagogical practices based on specialization, despite similar content mastery levels. Despite the educational system's transition, this study underscores the practice teachers' readiness in terms of pedagogical practices.*

*Keywords: Lesson Planning, Content Mastery, Teaching Method, Classroom Management, Communication Skill, Teacher's Personality, Pedagogical Practices, Transitioned Practice Teachers, Teaching Demonstration, New Normal*

### INTRODUCTION

The global COVID-19 pandemic has brought about unprecedented disruptions to education systems worldwide. The shift to remote and hybrid learning imposed new demands on students, necessitating rapid adjustments in instructional methods by teachers, often with limited training and support. This transition posed even greater challenges for practice teachers (PTs) who were still in the process of completing their training.

It is essential to assess the pedagogical competence of these practicing teachers who gained experience during this challenging pandemic period, as schools endeavor to rebound. While they faced real-world teaching situations, they may have developed gaps or vulnerabilities in their expertise due to the unconventional circumstances. A comprehensive review can pinpoint areas where PTs may require additional training, mentoring, or certification prerequisites before assuming roles as fully certified teachers. This ensures they possess the necessary skills and knowledge to effectively



educate and support students in the post-pandemic classroom.

Teachers have a significant responsibility to educate the next generation of learners as propagators of knowledge. Every teacher has a unique teaching strategy, manner, and approach. Professional educators must adhere to the standards outlined in both international and local frameworks for teaching, according to Grady, Helbling, and Lubeck (2008). They must also "exercise discretion in making decisions within the scope of their expertise, and they assume some authority for their professional development." Ethical Standards, Content Standards, and Measurement Standards are the names of these standards to which teachers and educators must adhere according to the Global Framework of Professional Teaching Standards published by UNESCO (2022). These criteria uphold the caliber of qualified teachers around the world. The pedagogical skill frameworks at the national and international levels must be followed by those in the teaching profession. This framework offers teachers a way to gauge their level of teaching expertise. Aiming to monitor and uphold the teaching competency, capabilities, and skills of teachers all over the world are global and local institutions for education. The National Competency-Based Teachers Standards (NCBTS) gave rise to notable areas that serve as a guide and reveal the effectiveness of professional educators through the use of a rubric. In addition to these rubrics, Maloloy-on, Melisa. (2018) divided these indicators into seven categories, including social respect for learning, learning environment, diversity of learners, curriculum, planning, assessing, and reporting community linkages, and personal growth and professional development.

A student teaching internship is a crucial component of a teacher preparation program because it allows future educators to put their

theoretical knowledge into practice (Whitty, 2014). For instance, the capstone project is one of the evaluations in a student teaching internship where pre-service teachers identify how to apply textbook knowledge in actual classrooms with the help of appropriate instruction and recommendations from experienced teachers and supervisors at the partnered school.

Moreover, a teacher must have a broad range of pedagogical skills to increase the quality of classroom instruction and the learning environment in which students can succeed. According to Asari, et.al (2018) pedagogic competence is the capacity to manage learning, which includes knowing students and developing their potential by planning, implementing, and assessing learning. He suggests that to incorporate these abilities that are advised by the educational system, teachers must develop and maintain their pedagogic competence.

Part of the education curriculum in tertiary education is demonstration teaching. Students learning experiences in classrooms are greatly influenced by teachers' professional conduct, curricula and instruction, and teaching and learning techniques (Zepke, Leach & Butler, 2014). Individuals with a secondary school diploma may finish a bachelor's degree with an emphasis on education coupled with a student teaching internship to qualify as teachers in kindergarten education to 12th grade (K-12) classes. Many professional education courses in bachelor's in secondary programs call for pre-service teachers to demonstrate their teaching methods.

Internship programs are advantageous for both new candidates and government agencies. It gives new applicants the chance to experience the demands and working circumstances of the modern professional educational environment. Thus, it can be claimed that demo teaching gives students a better grasp of the requirements and actualization of the professional demands for the teaching profession. It enables individuals to

comprehend how theory and practice are related, which improves their understanding of their capacity to meet the objectives specified for diverse vocations (Parveen & Mirza, 2012).

The problem exists since the first surge of the COVID-19 pandemic affected highly the training of the pre-service teachers before they were exposed to the teaching internship, how did they perform using the pandemic training they had gained in the previous locked-down years?

### OBJECTIVES OF THE STUDY

This study aims to propose practice teaching internship guidelines by evaluating secondary education Practice Teachers' (PTs) final teaching demonstration performance in the post-COVID-19 transition period. In accordance, it sought to achieve the following specific objectives:

1. To describe the distribution of the respondents in terms of the observers' classification by specialization.
2. To determine the level of pedagogical practice of the PTs by specialization in terms of:
  - 2.1. Lesson Planning;
  - 2.2. Content Mastery
  - 2.3. Teaching Method
  - 2.4. Classroom Management;
  - 2.5. Communication skills;
  - 2.6. Teacher's personality; and
  - 2.7. Overall pedagogical practice.
3. To test if there is a significant difference in the pedagogical practices of the PTs by specialization when grouped according to the observers' rating in terms of:
  - 3.1. Lesson Planning;
  - 3.2. Content Mastery
  - 3.3. Teaching Method
  - 3.4. classroom Management;
  - 3.5. Communication skills;
  - 3.6. Teacher's personality; and
  - 3.7. Overall pedagogical practice

4. To propose Practice Teaching Internship Guidelines anchored in Flexible Teaching and Learning.

### METHODOLOGY

*Research Design.* The study employed a descriptive comparative research design, which is suitable for comparing how different individuals within a population perceive, experience, or feel about two or more items or objects. This approach involves three key components: identifying the units under comparison, creating clear statements about each unit, and providing detailed descriptions of each unit. This design was chosen for the study because it allowed for the evaluation of practice teachers' pedagogical practices by various groups, including cooperating teachers, cooperating school heads, home institution teaching supervisors, and expert observers.

*Respondents of the Study.* The respondents of the study came from the home institution and constituted the teaching supervisor and faculty observer from the respective specialization. Also, observers from the cooperating school constituted the cooperating teacher, and a faculty of the observer with the same specialization as well. There were thirty-four (34) English Education major practice teachers, forty-two (42) Mathematics major practice teachers, and thirty-two (32) English Education major secondary education practice teachers enrolled during the second semester of the academic year 2021-2022 in the practice teaching internship course. They were evaluated by the four different observers during their final teaching demonstration. Sampling was not considered since a total enumeration of the population was targeted. However, due to data cleaning, evaluations with incomplete raters were eliminated.

*Data Gathering Procedure.* Practice Teachers (PTs) were defined as the preservice teachers in the final year of their degree program Bachelor of Secondary Education and officially enrolled in the Teaching Internship course



(JCDMO No. 01, 2021). One of the major requirements to complete their teaching internship program in the partner cooperating school is the final teaching demonstration. Now, the Teacher Education Institution (TEI)- the City College of Calamba analyzed the performances of the PTs in all three offered specialization courses in secondary education despite the flexible teaching modality and despite the training, they had during the peak of the COVID-19 pandemic. The three researchers were the practice teaching supervisors handling the teaching internship course on their respective specializations. Hence, all post-conferences among all the cooperating schools were documented properly and coordinated properly so that the responses would be used not only as the basis of PTs' grades but also for the benefit of the study. Like the typical final demonstration teaching, the class session was completely followed and performed by the PTs since all areas were graded, starting from the checking of attendance up to the assessment of their cooperating students. Post-conference was done in two alternative ways, either virtually or face-to-face depending on the modality offered by the laboratory school or what is best known as the cooperating school. Endorsement letters for the conduct of the study were no longer secured since, there was a memorandum of agreement (MOA) already submitted in the division office before the first semester of their field study, but instead, only the statement of consent was secured for agreement purposes between and among the respondents since both the observers' ratings and PTs grade were at stake. The teaching Demonstration rubric of the TEI was adopted with six areas, namely: lesson planning, content mastery, teaching method, classroom management, communication skills, and teacher's personality. One PT has at least four observers two from the TEI and the other two from the laboratory school. Some PTs were evaluated by the Dean of the Department of Teacher Education (DTE) and by the principal of the laboratory school

but the researchers opted to eliminate them since they did not evaluate all the PTs. After all, PTs conducted their final teaching demonstration, and grades were analyzed and interpreted.

*Data Analysis and Ethics Protocols.* Data were analyzed chronologically according to the statement of the problems presented. The descriptive measures used such as frequency count, percent formula, and arithmetic means with the adopted scale of the final demonstration teaching assessment form, Kruskal-Wallis for testing the significant difference when grouped according to the specialization since the data was tested not normally distributed with less than 0.05 p-value and lastly, the basic qualitative analysis for the observation remarks. Data have remained anonymous where no names were exposed in the study for the Data Privacy Act, though the rate was aware of the assessment rubric since it is recorded for the benefit of the course requirement, they were informed that all post-conference remarks were documented as well as the analysis of their scores for the study through the statement of consent pasted in the google form.

## RESULTS AND DISCUSSION

### 1. The distribution of the respondents in terms of the observer classification by specialization.

**Table 1**  
*Frequency Distribution of the respondents in terms of the observer classification by specialization*

Specialization	Teaching Internship Supervisor	Faculty expert observer from the TEI	Faculty Observer from the Cooperating School	Cooperating Teacher	%
Science Education	34	34	34	34	31.5
Mathematics Education	42	42	42	42	38.9
English Education	32	32	32	32	29.6
<b>Total</b>	<b>108</b>	<b>108</b>	<b>108</b>	<b>108</b>	<b>100</b>

In the first table, the distribution of PT observers was shown such that 38.9% were BSE in Mathematics education, followed by 31.5% in



Science Education and 29.6% in English education. It was originally a complete enumeration of the officially enrolled BSE students in different specialization majors, however, due to data cleaning, PT with less than four raters and not represented by all types of observers, the ratings were eliminated.

### 2. The level of pedagogical practice of the PTs by specialization in terms of Lesson Planning

**Table 2**  
The Mean Distribution on the level of pedagogical practice of the PTs by specialization in terms of Lesson Planning

Specialization	Teaching Internship Supervisor	Faculty observer from the TEI	Faculty Observer from the Cooperating School	Cooperating Teacher	Overall	Level
Science Education	90.76	91.32	91.94	92.79	91.70	Excellent
Mathematics Education	89.02	91.40	92.96	93.84	91.81	Excellent
English Education	91.92	92.41	93.41	92.98	92.68	Excellent
<b>Total</b>	<b>90.57</b>	<b>91.71</b>	<b>92.77</b>	<b>93.2</b>	<b>92.06</b>	<b>Excellent</b>

Excellent: 92-100; Very Good: 84-91; Good: 65-74; Satisfactory; 60-64; Passed; 55-59; Conditional; 0-54; Failed Source: Student's Manual (2021). Section II. Article 4, Grading System, City College of Calamba, page 22. 2021

The overall lesson planning of the BSE students is 92.06 and at an excellent level, but from the distribution under Table 2, English PTs had the highest rating but with closed rating values from Mathematics PTs and Science PTs at 91.81 and 91.70 respectively. It is also good to highlight that the highest rating came from the CTs while the least came from the teaching supervisor. One reason perhaps, the CTs were the ones working hand-in-hand with the PTs, and hence the stages of enhancing the lesson plan were witnessed by the CTs on how they improved developing the plan for their final teaching demonstration. It is a good thing to note that excellence in lesson planning is in place since the action the instructor does before the actual lesson is taught is highly practiced. Because lesson planning involves the flow of the classroom discussion, what the students will need to learn, how they will be assessed, and the outcomes of the teaching-learning process that can achieve the main goal and objectives in teaching, it is a crucial skill for

pre-service teachers to possess, (OpenLearn create, 2017).

### 3. The level of pedagogical practice of the PTs by specialization in terms of Content Mastery

**Table 3**  
The Mean Distribution on the level of pedagogical practice of the PTs by specialization in terms of Content mastery

Specialization	Teaching Internship Supervisor	Faculty expert observer from the TEI	Faculty Observer from the Cooperating School	Cooperating Teacher	Overall	level
Science Education	91.08	90.29	90.65	92.72	91.18	Very Good
Mathematics Education	88.40	91.60	92.74	93.79	91.63	Excellent
English Education	91.58	92.07	93.15	92.59	92.35	Excellent
<b>Total</b>	<b>90.35</b>	<b>91.32</b>	<b>92.18</b>	<b>93.03</b>	<b>91.72</b>	<b>Excellent</b>

Excellent: 92-100; Very Good: 84-91; Good: 65-74; Satisfactory; 60-64; Passed; 55-59; Conditional; 0-54; Failed Source: Student's Manual (2021). Section II. Article 4, Grading System, City College of Calamba, page 22. 2021

In terms of pedagogical skills in the area of content mastery across different year levels, the Bachelor of Secondary Education Practice Teachers (BSE PTs) demonstrated an impressive overall performance, achieving a noteworthy rating of 91.72. Particularly noteworthy were the ratings provided by specialization observers, as they had the opportunity to witness the development of PTs' content mastery from their initial enrollment at the home institution. This positive assessment reflects the College of Calamba City's (CCC) commitment to fostering excellence in content mastery, a primary objective of their program. While it may not represent the final destination, it signifies significant progress toward professionalism in their specialized majors. CCC has effectively aligned with the standards set by UNESCO (2018), where pre-service teachers' scores in this area closely approach the mean of 85.59. Content knowledge entails a deep understanding of the subject matter, encompassing facts, theories, principles, ideas, and vocabulary, which teachers must master to provide high-quality learning opportunities.



#### 4. The level of pedagogical practice of the PTs by specialization in terms of Teaching Method

**Table 4**  
The Mean Distribution on the level of pedagogical practice of the PTs by specialization in terms of Teaching method

Specialization	Teaching Internship Supervisor	Faculty observer from the TEI	Faculty Observer from the Cooperating School	Cooperating Teacher	Overall	level
Science Education	90.84	90.77	91.09	92.45	91.29	Very Good
Mathematics Education	88.77	91.58	92.09	93.76	91.55	Excellent
English Education	91.44	92.26	93.14	92.25	92.27	Excellent
<b>Total</b>	<b>90.35</b>	<b>91.54</b>	<b>92.11</b>	<b>92.82</b>	<b>91.7</b>	<b>Excellent</b>

Excellent: 92-100; Very Good: 84-91; Good: 65-74; Satisfactory: 60-64; Passed; 55-59; Conditional; 0-54: Failed Source: Student's Manual (2021). Section II. Article 4, Grading System, City College of Calamba, page 22. 2021

Regarding the teaching methods, including the associated measurement indicators, the performance of Bachelor of Secondary Education Practice Teachers (BSE PTs) in all three specialization majors is consistently excellent. Notably, English Education PTs received the highest rating, followed by Mathematics Education PTs, with Science Education PTs receiving the lowest rating. As highlighted by Al-Rawi (2013), the effectiveness of the learning process and the teacher's abilities are evaluated through the use of teaching techniques. These techniques encompass the teacher's organization and implementation of various instructional strategies and activities to achieve predetermined objectives. When teaching is conducted responsively to students' needs and employs a diverse range of delivery methods, it becomes more effective. Given the BSE PTs' excellent level of performance in this regard, it indicates a higher likelihood of achieving effective educational outcomes.

Similarly, Lanuza (2020) & Lanuza et.al (2021) applied the gamification technique in both the pre-pandemic and pandemic times. Teaching strategies with innovations can improve learning with the idea that PTs shall explore innovations in teaching whether in the pre-pandemic and pandemic interventions since flexible learning and

hybrid teaching are the trends in a post-pandemic era.

#### 5. The level of pedagogical practice of the PTs by specialization in terms of Classroom management

**Table 5**  
The Mean Distribution on the level of pedagogical practice of the PTs by specialization in terms of Classroom management

Specialization	Teaching Internship Supervisor	Faculty observer from the TEI	Faculty Observer from the Cooperating School	Cooperating Teacher	Overall	level
Science Education	90.87	90.63	91.48	91.65	91.07	Very Good
Mathematics Education	88.52	91.43	91.79	93.55	91.32	Very Good
English Education	91.42	91.98	93.24	92.50	92.28	Excellent
<b>Total</b>	<b>90.27</b>	<b>91.35</b>	<b>92.17</b>	<b>92.57</b>	<b>91.56</b>	<b>Excellent</b>

Excellent: 92-100; Very Good: 84-91; Good: 65-74; Satisfactory: 60-64; Passed; 55-59; Conditional; 0-54: Failed Source: Student's Manual (2021). Section II. Article 4, Grading System, City College of Calamba, page 22. 2021

The goals of classroom management include fostering students' social and moral development and maintaining a calm learning environment (Chandra, 2015). Fostering student self-control through a method of supporting positive student achievement and behavior will lead to class control and a pleasant teaching-learning environment, these expectations are more likely to be achieved since the overall classroom management level of the interns is excellent. Although Science Ed and Mathematics Ed PTs are very good, which is within the boundary of being excellent at 91%, they can be improved to the highest extent.

#### 6. The level of pedagogical practice of the PTs by specialization in terms of Communication skills

**Table 6**  
The Mean Distribution on the level of pedagogical practice of the PTs by specialization in terms of Communication skills

Specialization	Teaching Internship Supervisor	Faculty observer from the TEI	Faculty Observer from the Cooperating School	Cooperating Teacher	Overall	level
Science Education	90.88	90.79	90.96	91.65	91.07	Very Good
Mathematics Education	88.32	89.91	91.77	93.26	90.82	Very Good
English Education	91.02	91.41	92.66	92.36	91.86	Excellent
<b>Total</b>	<b>90.07</b>	<b>90.7</b>	<b>91.8</b>	<b>92.42</b>	<b>91.25</b>	<b>Very Good</b>

Excellent: 92-100; Very Good: 84-91; Good: 65-74; Satisfactory: 60-64; Passed; 55-59; Conditional; 0-54: Failed Source: Student's Manual (2021). Section II. Article 4, Grading System, City College of Calamba, page 22. 2021



The PTs across specialization major improved their communication skills during the teaching demonstration with 91% equally remarking as very good. It is just to highlight that the rating value from the English Education is advanced as compared with the rating score value of the Science Ed and Mathematics Ed at about around 91%. For a teacher to effectively impart knowledge, administer the classroom, and engage with learners, effective communication skills are crucial. Different ways of thinking must be used by teachers when instructing kids. A teacher must develop communication skills that inspire students to engage in their learning process to teach according to their aptitude and capacity (Sng Bee, 2012). The ability of teachers to communicate is crucial for students' academic and career success. In the classroom, the teacher gives more directions to the students. If teachers struggle with communicating, students may find it difficult to learn and make academic progress. Teachers' communication abilities are crucial in helping students comprehend what is right and wrong.

**7. The level of pedagogical practice of the PTs by specialization in terms of the Teacher's personality**

Personality is a silent sedentary nature, which affects the attitudes and behavior of every individual. For a teacher, personality will appear as a hidden curriculum that influences their methods of instruction (Lukman, 2021).

**Table 7**  
*The Mean Distribution on the level of pedagogical practice of the PTs by specialization in terms of teacher's personality*

Specialization	Teaching Internship Supervisor	Faculty observer from the TEI	Faculty Observer from the Cooperating School	Cooperating Teacher	Overall	level
Science Education	91.38	91.98	92.46	92.53	92.09	Excellent
Mathematics Education	90.02	91.92	93.56	93.94	92.36	Excellent
English Education	93.14	92.37	93.48	93.46	93.11	Excellent
Total	91.51	92.09	93.17	93.31	92.52	Excellent

Complex requirements are placed on their quantity and quality by teachers' expectations.

The greatest place to start is with teachers' personalities in conjunction with current information. Teachers surely have high expectations for their student's performance and have to acknowledge the teacher's personality as one factor. Moreover, the PTs in the CCC have acquired it since they are all excellent in this area at 92-93%.

**8. The level of pedagogical practice by the PTs in 6 six areas by specialization**

**Table 8**  
*The Mean Distribution on the level of pedagogical practice of the PTs in all 6 areas by specialization*

6 areas of pedagogical practices	Science Education	Level	Mathematics education	Level	English Education	Level
Lesson Planning	91.70	Excellent	91.81	Excellent	92.68	Excellent
Content mastery	91.18	Very Good	91.63	Excellent	92.35	Excellent
Teaching Method	91.29	Very Good	91.55	Excellent	92.27	Excellent
Classroom Management	91.07	Very Good	91.32	Very Good	92.28	Excellent
Communication skills	91.07	Very Good	90.82	Very Good	91.86	Excellent
Teacher's personality	92.09	Excellent	92.36	Excellent	93.11	Excellent
Overall	91.4	Very Good	91.58	Excellent	92.43	Excellent

The PTs in Mathematics Education and English Education specialization major in the transitioned time were evaluated as excellent in the pedagogical practices implemented during their final teaching demonstration teaching. Apart from the teacher's personality from all three specialization majors, English Education PTs were categorized as excellent in all areas where lesson planning was the highest but communication skills were the lowest. Notwithstanding, Mathematics Education major PTs were remarked excellent as well in general with lesson planning being the highest while communication skills like English majors became their lowest area at a very good level. However, general pedagogical practice by the Science education PTs was remarked very good, with the excellent remark in lesson planning as well but this time least equivalently into two areas such as



communication skills and classroom management.

A reflective and critical attitude to teaching, learning, and pedagogical development work is required by pedagogical skills. The pedagogical abilities are also centered on concerns related to student learning and subject didactics, as well as deep, broad, and current knowledge in the field of study. Olsson (2018).

Thus, pedagogical abilities also involve the ability to construct education and teaching with a foundation in both general and subject-specific knowledge of student learning. The capacity to connect a subject's teaching to relevant research is another aspect of pedagogical expertise. In higher education, ongoing discussion regarding subject didactics, teaching methods, and student learning is necessary for the development of pedagogical skills.

### 9. The significant difference in the pedagogical practice of the PTs by specialization in terms of the six areas

Table 9 prompts the need for a test of difference based on the perspectives of the raters for two key reasons. Firstly, when the standards established by the teacher education institution align with those of the laboratory school, Practice Teachers (PTs) are better equipped to seamlessly adapt to the practices of their future workplace. In this context, all p-values for English education fall within the accepted region, with an alpha value of 0.05. This indicates that the Teacher Education Institution (TEI) considers the English education program consistent in providing training that meets expected standards in the real-world field. Similarly, a comparable conclusion can be drawn for specific aspects of the science education program. These aspects include classroom management, communication skills, and teachers' personalities, where the findings align with the expected standards.

**Table 9**

*The Mean Distribution on the comparison of pedagogical practice of the PTs by specialization in terms of the six areas*

6 areas of pedagogical practices	Science Education	Mathematics education	English Education
Lesson Planning	0.006**	0.000**	0.116
Content mastery	0.003**	0.000**	0.196
Teaching Method	0.038*	0.000**	0.163
Classroom Management	0.133	0.000**	0.103
Communication skills	0.549	0.000**	0.128
Teacher's personality	0.192	0.000**	0.180
<b>Overall</b>	<b>0.066</b>	<b>0.000**</b>	<b>0.146</b>

*Excellent: 92-100; Very Good: 84-91; Good: 65-74; Satisfactory: 60-64; Passed: 55-59; Conditional: 0-54; Failed Source: Student's Manual (2021). Section II. Article 4, Grading System, City College of Calamba, page 22. 2021*

However, the Mathematics Education program evaluation standards were all different across four different lenses of observers which may be interpreted in two manners, number 1, all stakeholders may communicate with one another how the PTs should be trained so that evaluation lenses will be met simultaneously. Number 2, be interpreted positively since the evaluation standards came from a variety of lenses, and a wider scope of improvement may be explored which can be applied too in some areas under the science education major namely: lesson planning, content mastery, and teaching method. In the study conducted by Lanuza (2017), she proposed an enhanced teaching approach based on the contextualized nature of the specialization course using the OBE framework, since she found customization important in the wide learning of learners, as Lanuza, Hilario, Arroyo, & Lara (2022) continued their customization across different strands in the senior high school in the teaching of General Mathematics. Although too focused on mathematics, which was found to be significant in this study, it was confirmed that a variation of lenses for differentiation, customization, and contextualization was necessary for a wider range of learning opportunities.

### CONCLUSIONS

This study underscores the importance of aligning training standards with the actual working environment of future educators. When these standards remain consistent across all facets of





pedagogical education, it empowers prospective teachers to adapt to their roles seamlessly. The observed similarity in differences indicates that the Teacher Education Institution's (TEI) standards are universally applicable, spanning English education and other specialization majors. Drawing upon a thorough review of the literature and data analysis from functional laboratories within the public school system, this study highlights the pivotal role played by these laboratories in shaping the educational experiences of newly graduated teachers. As these teachers dedicate a substantial portion of their graduate courses to these labs, it becomes imperative for TEI stakeholders to conduct a comprehensive evaluation. This evaluation should determine whether the institution delivers adequate training, equipping graduates with the knowledge and skills essential for becoming effective instructional leaders. This assessment should consider the invaluable insights provided by domain experts.

## RECOMMENDATIONS

For pre-service teachers, recognizing the significance of honing pedagogical skills and competencies is paramount, as these abilities will prove invaluable once they transition into in-service teaching roles. It is strongly advised that they actively practice and enhance these skills, as they are fundamental to becoming effective educators. For school administrators and educational staff, the identification of weaker indicators in pedagogical areas can serve as a valuable insight. This knowledge can guide them in developing and customizing activities for pre-service teachers, offering diverse learning opportunities across various modalities. To current teachers, this understanding can inspire the application of innovative teaching techniques to

refine their own skills. Emphasizing the exposure of students to demonstration teaching is highly recommended, as it plays a crucial role in shaping the competence and readiness of pre-service teachers.

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