

FIELD STUDY 6
Deployment Narrative Report

Name: **Louise Angeli D. Dela Peña**

Year & Section: **BEED3-01**

School Assigned: **East Central Integrated School**

Date of Deployment: **February 27 to March 1, 2023**

Cooperating Teacher: **Mrs. Mayflor L. Mayoralgo**

Grades & Sections observed: **Grade 2- Section 1**

In my 3-day observation at East Central Integrated School, I have gained a lot of knowledge and experiences that I know I can use and apply once I enter the field of education. I have been assigned to the Grade 2 section 1 class. Starting with the learning environment, their classroom is really conducive to learning. It has been provided with a total of six fans, four big lights, enough tables and chairs, and a wide space for the students. It is also colorful, and there are a lot of wall posters about different topics, they're not just for decoration, but their content is full of learning. There is a section beside the door for books that I have noticed students love to use when they have free time or when their class has not yet started.

The teacher maintains classroom management, including the behavior of the students. The students have shown discipline and respect toward their parents, classmates, teachers, and me as an observer. The teacher uses a variety of methods or strategies to make the grade 2 students be quiet and obedient. She has legitimate power as she enters the classroom, though I have observed that she is a kind of authoritarian teacher. This is the only negative thing I observed. Students who made mistakes have been called out or scolded during the class and in front of their classmates. The impact of this will be negative for the students.

Furthermore, the teacher has mastery over all subject matter. She doesn't need books just to teach their lessons. She uses both traditional and modern tools or aids in teaching. She uses technology to present videos like a prayer, our national anthem, and some exercises that students imitate. However, the teacher uses the traditional ones all throughout the discussion. She uses some printed materials, such as posters, activity sheets, a book, flashcards, etc. Thus, it is more effective with the grade 2 students to use concrete objects and tangible materials. They are more active and attentive in answering and reciting in class as they see actual materials rather than just seeing them on the small monitor of the television. When it comes to her teaching strategy or methods, the teacher uses an indirect method and a constructive approach. She allows students to think and give their ideas first before she officially teaches their lessons. It allows them to recite, individually or in chorus, and be involved in the discussion.

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Moreover, in assessing students, apart from formative assessment like recitation, she includes game-based learning in some subjects, specifically Math and English, where each row of the students needs to answer quickly in solving a Math equation or spelling an English word. However, I have observed that the teacher mostly uses a pen-and-paper type of test after every lesson. She will either write the activity on the blackboard, hand out an activity sheet, or use books with specific pages. When the teacher make the students do their activities, she looks around and observed if the students do it right. She guides them and make sure everyone is doing their work. The teacher also allows students to evaluate their peers by checking their papers.

In addition, the student's parents were helping to clean the classroom. They are voluntarily doing this before and after the class. They also treat me as if I am already a teacher, which makes my heart fill with joy. The teacher also discusses with the parents the student's accomplishments and areas for improvement in their performance. Teacher asking for help, for example, if there is a student who is having a hard time writing the letters "b, d, g, s", the teacher tells parents so that at home the student can practice it with their parents.

Further, when we deploy, the principal is the one who is with us. My cooperative teacher showed respect when the principal talked to her and introduced me. Also, the relationship of my cooperative teacher with her co-teacher was great. I can say that teachers in the ECIS help one another. There was one time I heard them talking about what activities they would like to use for the students to do. This is actually aligned with the professional collaboration in the PPST, wherein teachers who teach to the same grade level talk and come to an agreement on what specific activity in a subject they want their students to do.

Overall, during my 3-day observation, I had a few small conversations with my cooperating teacher. I have found out that she is now in her 27th year in the field of teaching in a public school, and she passed the Licensed Professional Exam for Teachers years ago. I conclude that she is a highly proficient teacher now who's been through a lot and has the experience. She is mentoring and helping her colleagues and even me, she allows me to experience some of the work and obligations of a teacher in reality. I have tried teaching mathematical operations, practicing the slow reader, organizing some instructional materials, cleaning the classroom, and other tasks that I know that someday I will also do in the reality of elementary education.