

# Proposed Learning and Development Plan for Pre-Service Teachers' Community Engagement

Marc DG Garvida<sup>1</sup>, Melvin O. Mortera<sup>1\*</sup> and Imelda D. Sioson<sup>1</sup>

<sup>1</sup>Business Administration Faculty, Financial Management Departments, Rizal Technological University, Philippines

\*Corresponding author: [mmortera@rtu.edu.ph](mailto:mmortera@rtu.edu.ph)

## Abstract.

This study explores the challenges pre-service teachers face in community engagement and develops a structured plan to enhance their readiness and effectiveness. The research identifies key barriers, including travel delays, limited resources, and coordination difficulties, which impact instructional time and quality. By converting these challenges into design inputs, the study proposes a learning and development plan integrating boot camps, micro-teaching, partnership projects, and learner-centered routines. The inclusion of Universal Design for Learning (UDL) and high-dosage tutoring frameworks supports inclusive pedagogy and equitable education. Recommendations emphasized targeted training, competency-based modules, supervision cycles, and institutional support to sustain community programs and improve pre-service teacher preparedness. The proposed learning and development plan helps pre-service teachers build key skills in planning, teaching, and coordination. Clear routines, shared calendars, and travel limits reduced delays and protected learning. Portable kits and learner-centered approaches kept instruction uninterrupted. Quick probes, coaching notes, and one-page handovers improved feedback and continuity across teams. Overall, communication with partners became smoother, and sessions were safer and more reliable across sites. This approach fosters stronger school-community partnerships and enhances adaptability in diverse educational settings. For policy recommendations, the Institution's Student Sector Groups (Student Council, College of Education Council, Pre-service Teachers' Association) may adopt an integrated system for implementing students' community engagement activities, in coordination with the Extension and Community Services Office. Such an approach will foster more meaningful student participation and ensure sustainable, student-led community programs.

**Keywords:** pre-service teachers, community engagement, teacher preparation, learning and development

## 1 Introduction

Teachers are honed to be teachers of the community. It is expected to be attained as part of the essential competencies of the Southeast Asia-Teachers Competency Framework (SEA-TCF)- engaging the community. Specifically, this will be realized by partnering with parents and caregivers, involving the community to support student learning, and encouraging respect and diversity. Enabling competencies for each are as follows: building a support network, creating a welcoming space, sustaining the partnership, engaging parents and caregivers to be partners in learning and designing learning activities using community conditions, local wisdom, tradition, and knowledge, accepting what makes people different, and practicing inclusion and respect in the classroom.

The Philippine Professional Standards for Teachers (PPST) also proves this target through its competency framework focusing on Domain 6- Community Links and Professional

Engagement, wherein teachers are expected to be prepared to establish relationships with the community to build a resilient partnership with them.

In the context of Rizal Technological University, a State University offering a Teacher Education Program, adherence to the stated standards is being realized through a support program by the Extension and Community Services Office (ECSO), wherein pre-service teachers are oriented to participate in and engage with various community programs. This is true through the adherence to the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACUP), wherein it is expected that addressing priorities and relevance of extension and community involvement should complement the curriculum of the academic program. In addition, students are expected to participate in the planning, organization, implementation, and dissemination of extension programs.

As to its college objective, the product of the university's teacher education program aims to carry out research-driven extension activities responsive to society's needs, producing productive, self-reliant citizens.

This proves that community engagement of pre-service teachers is a relevant agenda to pursue in developing future teachers who address community challenges. A paper by Lampert (2020), entitled *A Community-engaged Framework for the Preparation of Teachers for High-Poverty Communities*, demonstrates that Institutions must embed strategies for how teachers can work with communities comprising indigenous, refugee, poor, and historically vulnerable people. Bandy (2024) suggested strategies for community-engaged teaching or service-learning. This is through community partnership, academic content links, reflection, and feedback.

Teachers' community engagement may shape their Filipino social identity. In a chapter by Redillas (2020) entitled *"Filipino Teachers' Identity: Framed by Community Engagements, Challenges for Citizenship Education"* in *The Palgrave Handbook of Citizenship and Education*, it was discussed that continuing community engagement may position teachers as relevant agents in linking global and national citizenship education. Their involvement may foster the creation of social identity coming from active civic participation.

Teacher Education Institutions commit to providing active field-based practice and to molding future educators engaged in their respective communities. However, challenges in implementing concrete programs may be present and should be addressed. Bandy (2011) summarized it in the *Challenges and Opportunities of Community-Engaged Teaching*, which are to be responded to. It involves time commitment, ensuring positive community impact, and ensuring participants' learning. The success of implementing community engagement programs for pre-service teachers may depend on their readiness and ongoing involvement. The presence of Instituted programs should be supported by establishing learning and development plans to ensure time responsiveness, champion community impact, and sustain participation.

As discussed across various industries, the need for training and development stems from the following reasons (Van Dam, 2008): attract and retain people, develop people's capabilities, create a values-based culture, build a brand, and motivate and engage people. To establish an effective learning and development plan, the following are the key elements: alignment with the Institution's targets by identifying the gap (s); an assessment of the required knowledge and skills; and learning the appropriate methods and strategies for engaging, monitoring, and evaluating. These were summarized based on discussions by Montezana (2023), Brassey et al. (2019), and Damnjanovic (2016).

These will serve as a basis for crafting a learning and development plan for pre-service teachers' community engagement. And to be prepared to realize the standards set for them as future professional teachers.

As discussed earlier, various teacher standards in Southeast Asia and the Philippines served as the basis for crafting learning and development plans for pre-service teachers' community engagement. These will set directions for identifying the University's practices in ensuring student participation (pre-service teachers in the College of Education), focusing on challenges, knowledge and skills, and methods and strategies. These three were identified as the relevant elements in learning and development planning.

This paper addresses the need for a proposed learning and development plan for pre-service teachers to sustain community engagement. Specifically, this should attain the following:

1. Identify the challenges in executing programs for community engagement of pre-service teachers
2. Discuss the knowledge and skills required for pre-service teachers
3. Recognize opportunities for the development of pre-service teachers' community engagement by identifying internal university capacities and external community partner readiness to address challenges and constraints in field experiences
4. Proposed a learning and development plan that may be utilized in preparing future teachers

This study will address the need for a proposed learning and development plan for pre-service teachers, to be utilized as a relevant tool for fully engaging future educators in their respective communities. To be able to realize this, the following enabling research questions should be answered:

1. What are the challenges in pre-service teachers' community engagements?
2. How will these challenges be used as bases in formulating a plan for pre-service teachers' community engagements?
3. What are the knowledge and skills required for pre-service teachers to be able to pursue community engagement programs?
4. What are the appropriate strategies to be employed to attain the identified knowledge and skills?
5. How can these strategies be employed to ensure the sustainability of pre-service teachers' community engagement?
6. What plan can be proposed to champion pre-service teachers' community engagement?

This study is beneficial to the following:

Students/Pre-service Teachers. Implementing the proposed plan will help them pursue development programs that offer more significant learning opportunities and experiences for community engagement.

In addition, this will be relevant to their preparations as future educators.

The Extension and Community Services Office. The proposed learning and development plan for pre-service teachers will serve as a guide and basis for implementing relevant extension and outreach programs, involving and collaborating with students.

The College of Education. This study may also guide prioritization and the establishment of the relevance of student participation in extension and outreach activities, and, further, the revisit of planning to align these programs with the academic and curricular offerings of the College.

The respondents are former Pre-service Teachers/alumni of the College of Education from the Filipino department. This study focuses only on alumni experiences and the needed training in the University's College of Education. These will be valuable in crafting the Proposed Learning and Development Plan to address the attainment and realization of Teacher Standards related to teachers' community engagement.

## 2. Method

The study employed a purposive, non-probability sampling approach to select alumni participants from seven academic years: 2014-2015, 2015-2016, 2017-2018, 2018-2019, 2021-2022, 2022-2023, 2023-2024, with an estimated target population of 553 alumni. This approach prioritized depth of insights from qualitative interviews and focus group discussions over representativeness or generalizability. From the total population, a target sample size of 227 was computed. Given the qualitative-descriptive nature of the study, emphasis was placed on achieving thematic saturation and rich data quality rather than on a statistically defined sample size. There were no formally filed extensions or student community engagement activities during the academic years 2016-2017 and 2020-2021, as confirmed by the Extension and Community Services Unit. Excluding these years may limit the study's comprehensiveness by omitting potential variations or trends unique to these cohorts. However, given the absence of recorded activities, their exclusion is justified to maintain data validity and integrity.

The alumni interviewed had officially graduated with a BSE-Filipino degree from the mentioned batches. Requests for listings of these alumni's participation were made to the University's Extension and Community Services Office. It was the basis for the researchers' task of contacting them and confirming their engagement in a series of data collection efforts. Those who were not confirmed due to busy schedules were not part of the study.

This is to explore their challenges and experiences in implementing community engagement. Open-ended questions will be used because they elicit rich, detailed responses.

This study employed a qualitative research design, utilizing thematic analysis of interviews and focus group discussions to gain an in-depth understanding of participants' experiences. The process was achieved internally by comparing and cross-validating themes across data sources, such as interview transcripts and field notes from observation or document analysis. This ensures consistency and depth in interpreting the findings.

The first part of the study centered on the following:

1. Identification of challenges by the respondents (interview and FGD)
2. Needs analysis (interview)
3. Ensuring target knowledge and skills

These are the second part of the study flow:

1. Analysis of the knowledge and skills based on the field listings of community engagements of BSE-Filipino students
2. Complementing possible methods and strategies to target knowledge and skills

3. Writing the L&D plan
4. Writing a proposed glossary of terms as an offshoot of the plan to ensure sustainability

The terminal phase of the study took the following:

1. Consultations with experts on the polishing of the plan
2. Writing the research findings

Among the potential risks is that respondents may not recall past experiences relative to their community engagement.

Committing to a research process plan is essential so that the target tasks can be accomplished as planned. The informed consent form should be carefully drafted and include relevant information about the study's background, using plain language to facilitate participants' understanding.

The following measures were also implemented:

- All requests for relevant documents were formally communicated to the Office of the Director of Extension and Community Services Office. This ensures a transparent and official channel for document retrieval.
- Recognizing the sensitivity of the information in the documents, a commitment to confidentiality was upheld. Specifically, participants' names were withheld to safeguard their privacy and maintain the integrity of the study.
- Before utilizing any documents, participants in this study were provided with clear and comprehensive informed consent forms. A non-disclosure agreement was established, emphasizing the commitment to handle information discreetly and responsibly.

Physical copies of the documents obtained for this study were securely stored in sealed storage to prevent unauthorized access. A designated drive was used for electronic copies, and access was restricted solely to the researchers involved in the study.

### 3. Result and Discussion

#### 3.1 The challenges in pre-service teachers' community engagements

Based on the series of discussions with the participant and the codes identified from their recalled experiences and perspectives, the following themes emerged regarding the challenges in community engagement during their pre-service teaching years as BSE-Filipino.

*Table 1. Codes, Themes, and Key Points from the Interview Sessions*

Code	Theme	Key Point
Travel/traffic Schedule conflict	Logistics and Time	Travel time, congestion, and difficult routing Clash with courses and pre-service training
Materials budget Venue constraints	Resources	Lack of books/ modules/ printing Noisy, cramped, shifting rooms
Permits/ MOU or MOA Calendar alignment	Partner coordination	Delays, unclear approvals Date shifts due to school events
Mixed ability Assessment limits	Instructional	Wide variance in reading/ numeracy Hard to baseline/ track progress
Site safety	Safety/ health	Flooding, crowding, and route safety
Role ambiguity	Preparation and support	Unsure if expected to teach, clean, and assist

### 3.1.1 Data Collection Techniques

Travel time variability in Metro Manila is a structural constraint that erodes start-time fidelity and session length, two ingredients that matter for small-group tuition impact. Traffic indices for Manila consistently show severe congestion and long travel times; such conditions predictably compress contact time for preservice teachers moving between campus and partner sites.

Participants exclaimed, *“Saturday sessions stretched across two months, but traffic to Addition Hills meant we often started late and cut activities.”* Another one said, *“University deadlines and the barangay’s schedule didn’t always align. Brigada week moved, and we had to rebook everything.”*

On the partner schools’ side, the DepEd school calendar and Brigada Eskwela windows are set by national orders. When local exam weeks or Brigada dates shift, Saturday engagements are displaced, fragmenting attendance. Regular sessions (30 minutes, 3-5 times per week for 10 weeks) produce larger learning gains than sporadic meetings.

Pre-service teachers may treat travel and calendar shifts as design constraints. Batch placements geographically; pair cohorts with nearest partner schools; and front-load micro-routines that still deliver learning in truncated windows.

In pre-service teachers’ community engagements, logistics and time management are binding constraints that must be engineered into the plan. Philippine school operations are governed by formal calendars and timelines, so partnerships that do not back-plan around these orders risk late starts and cancellations (DepEd, 2024; DepEd, 2023). In Metro Manila, chronic congestion further erodes punctuality and session length, making travel caps and morning schedules defensible design choices. Seasonal shocks add another layer. The onset of the rainy season (Habagat) predictably increases downpours and flooding, so programs need go/no-go triggers and pre-announced adjustments (PAG-ASA, 2025). These operational moves protect instructional dose, which matters because meta-analytic evidence shows larger learning gains when contact is frequent and minutes are sufficient, principles often summarized in high dosage tutoring guidance that translates to two short sessions per week and active monitoring of minutes delivered (Nickow, Oreopoulos & Quan, 2020; Institute of Education Sciences, 2021; EdResearch for Action, 2021). Even with good calendars and routes, weak implementation fidelity can nullify plans, underscoring the value of brief checklists and monitoring routines (Durlak & DuPre, 2008). In short, calendar alignment, travel thresholds, rainy-season triggers, and fidelity checklists should be treated as design specifications and success criteria, directly linking coordination choices to preserved learning time and continuity.

As Rizal Technological University is situated in Metro Manila, the highly variable and often severe traffic congestion significantly disrupts preservice teachers’ ability to maintain consistent start times and sufficient session lengths. This structural challenge directly impacts the effectiveness of small-group tuition by limiting valuable instructional contact time. Understanding these localized constraints is critical for designing realistic, context-sensitive interventions to improve community engagement and teaching outcomes at RTU.

### 3.1.2 On Resource Constraints

Resource gaps (texts, print budgets, and quiet space) and competing uses of rooms during Brigada undermine the literacy session. Preservice projects that assume abundant, leveled texts or stable venues are mis-specified for this context.

An alumnus explained, “Reading modules and big books were limited. We photocopied at our own expense.” One added, “During the program, tools and paint occupied the space; noise and crowding disrupted small-group reading.”

They may be equipped with portable assessment and teaching tools, such as laminated alphabet cards and mini whiteboards, and apply Universal Design for Learning principles to diversify representations (print and visual combined), especially when print runs are limited and rooms are noisy/ shared.

For pre-service teacher community engagement, resource scarcity acts as a structural brake on quality and continuity. National and system reviews show persistent shortfalls and uneven distribution of core inputs that university community projects must work around rather than assume away (EDCOM II, 2025; World Bank, 2016). At the program level, implementing community-based learning at scale depends on infrastructural arrangements, including clear documentation, coordination capacity, and time support to build partnerships without which placements stall or shrink to one-off events (Shah, Preton & Dimova, 2023). A recent configurative review of community-oriented teacher education likewise finds that while community placements can powerfully develop candidates’ pedagogical knowledge and civic purpose, they demand context-responsive resourcing and logistics to be sustainable across diverse locales (Kitooke & Mahon, 2024). Studies of pre-service activities show that student-teachers report adapting pedagogy to tool and space limitations in real set-ups and learning to anticipate unplanned events that disrupt carefully designed activities, both signals that portable materials and contingency time are not optional extras but design necessities (UP College of Education, 2024; Chen & Gu, 2022). Finally, because time and collaboration are scarce resources, program designs that intentionally structure teacher time within schedule and budget constraints are more likely to sustain community work than volunteer-time models (Stanford Center for Opportunity Policy in Education, 2018). Treat materials, space, and time as binding design constraints and furnish them upfront so that pre-service community engagement can deliver a reliable instructional process and continuity rather than irregular outreach.

Recognizing these local constraints emphasizes the need for tailored interventions that address RTU’s specific resource and space limitations, rather than relying on generic assumptions about text availability and venue stability.

### 3.1.3 On Partner Coordination and Bureaucracy

Access to minors and school premises requires formal approval and alignment with DepEd policies. In confides risk management and permissions. School calendars create fixed assessment periods and events that can displace outreach. Without lead-time Memoranda of Understanding, misalignment produces late permits, last-minute room changes, and attendance attrition.

Our alumni said, “We waited for the barangay permit and, to some, the school gate pass; approvals came a day before.” Then, one also states, “A sudden exam postponed our session, half the kids didn’t return.”

The execution of the program may standardize a coordination guide containing a permit checklist with room, time, and pass confirmation prior, a shared calendar with the school's exam and activity dates, and a list of partner teachers for continuity.

These are recurrent, structural hurdles that shape timing, access, and continuity. In the Philippine context, formal DepEd partnership rules require Memoranda of Agreements or Understanding, multi-level review, and documentation before activities can proceed, processes that, while safeguarding quality, also introduce lead times and approval dependencies that pre-service teams must back-plan around (DepEd, 2025). Empirical work on school-community partnerships similarly reports that forging agreements, aligning roles, and sustaining coordination across school leadership and teachers are among the most frequently cited challenges, often slowing implementation and narrowing the scope of activities (Barbosa & Garcia, 2020, as cited in Management of School Community Partnership). Service-learning scholarship in higher education echoes these frictions at the university-community interface, noting that institution-level policies, risk protocols, and partner vetting, though necessary, can create administrative load and scheduling bottlenecks unless programs invest in clear partnership pathways and campus support structures (Shah, Preston & Dimova, 2023; Bamber & Hankin, 2011). Recent policy and practice pieces in the Philippine teacher-education space also stress that experiential/ community-based components require deliberate coordination capacity to translate intentions into reliable delivery for pre-service cohorts (PNU Research Portal, 2025).

The standardization of a coordination guide tailored for partner institutions, including a permit checklist with room, time, and pass confirmation, directly addresses the logistical challenges preservice teachers face. Incorporating a shared calendar aligning with the school's exam and activity schedules helps minimize scheduling conflicts that disrupt instructional continuity. Establishing a clear list of partner teachers ensures continuity and builds lasting collaborative relationships, which are critical for sustainable community engagement at RTU.

### **3.1.4 On Learner Diversity & Instructional Challenges**

The client profiles are described as mixed-ability groups. Differentiated instruction frames adjustments to content, process, and product by readiness, interest, or profile. Universal Design for Learning may include proactive barrier reduction and multiple means of representation, action/expression, and engagement. Both frameworks are relevant to short and small-group sessions.

An alumnus expressed, "Groups were multiage, some non-readers mixed with fluent readers." In addition, a participant said, "Few learners may need SPED support; we weren't trained to adjust beyond basic accommodations."

For early literacy, small group instruction with explicit work on phonemic awareness, phonics, fluency, vocabulary, and comprehension shows effects, especially when delivered frequently. Provided text can support the decoding process, though its impact is relevant, reinforcing the need to weave vocabulary and comprehension.

On inclusion, sessions must express a national commitment to inclusive education. Preservice teachers who encounter these challenges without access to related services or school-level supports will set instructional strain unless their preparation covers reasonable accommodations and referral pathways to Guidance counselors' expertise.

Differentiated instruction and Universal Design for Learning must be embedded in micro-planning in practicum seminars focusing on tiered tasks per text, visual supports, and choice and engagement routines. Student extensionists may ask about inclusive practices and supports implemented at partner institutions.

Positive attitudes but uneven preparedness for inclusion, signaling a need for more targeted training before and during fieldwork (Entrampas et al., 2024). Research on mixed-ability classes consistently documents instructional strain, teachers struggle to differentiate, sustain engagement, and manage classes when proficiency and motivation vary widely, while highlighting classroom management and differentiated instruction as core mitigations (Al-Subaiei, 2017). As a design response, Universal Design for Learning offers a framework for planning multiple means of representation, action/expression, and engagement; however, experimental work cautions that benefits depend on careful, context-sensitive implementation rather than “more UDL by default” (Reski et al., 2021).

This commitment ensures all learners, regardless of background or ability, receive meaningful access to learning opportunities. Explicitly embedding inclusive practices is vital at RTU to address diverse learner needs and to uphold the university’s values of diversity, equity, and academic excellence.

### **3.1.5 On Monitoring, Evaluation & Continuity**

The evaluation problem is on the dose and continuity. Evidence syntheses recommend frequent, short sessions for tutoring/small-group instruction and caution that sporadic delivery blunts effects. They also emphasize explicit linkage to classroom instruction. With three meetings over a multi-week span, pre/post comparisons will be underpowered and sensitive to attendance noise.

As to the interviewed participant, “ With only three weekend meetings, it was tough to do pre/post checks and show gains.” An alumnus added, “ After the cycle, we weren’t sure who would continue, no formal handover.”

The program implementer may replace high-burden pre/post with low-lift progress checks through 2-minute letter-sound probes, 1-minute oral reading fluency, or a quick retell rubric. They may mandate a handover protocol via the group roster, the last text used, and the next two texts/skills to a partner teacher to extend the sequence for 1-2 weeks post-engagement. This aligns with targeted academic guidance that links tutoring with classwork and monitors progress.

Monitoring and evaluation often falter because sessions are brief and irregular, making pre-/post-testing impractical. Evidence shows that frequent, low-burden formative checks better support timely instructional adjustments in such settings (Black & William, 1998; Stecker et al., 2005). Programs should institutionalize formal handovers to embed continuity beyond individual participants (Bringle & Hatcher, 2000).

Addressing dose and continuity issues is, therefore, critical to optimizing the effectiveness and sustainability of preservice teaching programs within RTU’s context.

### 3.1.6 On Safety, Health, and Well-being

The rainy season, June onward in western Luzon/Metro Manila, reliably disrupts afternoon mobility and school attendance. Planning that ignores Habagat-driven disruptions will overpromise and under-deliver.

An interviewee said, “Afternoon sessions ran into heavy rain and flooding.” One said, “During 2021-2022 post-pandemic, mask mandates and distancing paired work sessions.”

Program implementers may consider scheduling morning sessions during rainy months, setting hard cut-offs for end times, and pre-drafting remote practice options for weather cancellations.

Safeguarding learners and program implementers is a design requirement, not an add-on. Child Protection Policy mandates zero tolerance for abuse and requires school-level committees and protocols, standards that university placements must align with to prevent harm during sessions (DepEd, 2012). Field activities also fall under CHEM Memorandum Order 104, s. 2017, which obliges higher education institutions and host sites to ensure student safety and well-being through risk assessments, supervision norms, and emergency procedures, directly shaping internship and community engagement planning. Environmental and seasonal risks are predictable; the onset of the rainy season brings increased rainfall and flood hazards, so programs should pre-define go/no-go triggers, morning schedules, and makeup plans (PAGASA, 2025). At the school operations level, DepEd’s DRRM guidance emphasizes safe learning facilities, risk communication, and hazard-specific protocols, practical anchors for site safety plans and staff debriefing. The World Health Organization stresses that mental health promotion, brief screening, and clear referral pathways are integral to safe schooling.

Pre-drafting remote practice options presents a practical contingency to uphold learning continuity when in-person sessions are canceled, thereby enhancing program resilience and educational outcomes for RTU Pre-service Teachers.

### 3.1.7 On Preparation, Role Clarity and Supervision

In service learning, role clarity and reciprocity (mutual benefit) are table stakes; otherwise, tasks skew toward charity/volunteerism rather than the planned academic goals. The distinction between service learning and actual service is useful. If the activity’s primary benefit is to the school with limited structured learning and reflection, preservice instructional growth will be weak.

On supervision, instructional coaching yields substantial improvements in teachers’ practice and meaningful, if smaller, gains in student achievement. Preservice placements with no structured feedback cycles (from pre-briefing, observation, debriefing, and sustainable steps) will miss a proven lever.

A participant said, “We mostly did clean-up for Brigada, but expected reading instruction; our role wasn’t clear.” One explained, “Coaching was limited, little time for feedback.”

Student-extensionists may write site-specific role statements. They may build an every-visit coaching loop and rotate peer observation.

Alumni described a community-engagement model that is ambitious but fragile under urban constraints, such as congestion compressing contact time, calendars shifting, limited

quiet spaces, heterogeneous groups without support, and thin coaching time. There should be a practicable path forward, though guaranteeing a minimum instructional dose, front-load coordination, like permits, calendars, and rooming. Further, they may teach with Differentiated Instruction or Universal Design for Learning micro-routines using portable kits, may measure lightly but consistently, hand over systematically, and institutionalize brief coaching cycles. Doing so preserves the civic strengths of Brigada-style engagement while protecting the instructional core that makes the experience educative for learners and formative for preservice teachers.

Role clarity and reciprocity are essential to align preservice teachers' activities with RTU's academic goals, preventing their efforts from being reduced to mere volunteerism. Without these elements, service learning risks becoming a charitable exercise disconnected from meaningful educational outcomes. Emphasizing the distinction ensures that RTU's service learning programs foster reciprocal partnerships that benefit both students and community partners academically and socially.

### **3.2 Using challenges as bases in formulating a plan for pre-service teachers' community engagements**

Utilizing the identified challenges as a basis for formulating a plan for pre-service teachers' community engagements will give learners the opportunity to receive a minimum instructional dose with continuity, and pre-service teachers will develop targeted practice under supervision despite context volatility. This was based on the interview with the Director of the Extension and Community Service Office. Specifically, this may give more consistent contact minutes, improve attendance retention, observable early-literacy skill gains, higher preservice confidence, and smoother school partnerships.

Framing constraints as specification forces disciplined choices about schedules, materials, staffing, and assessment so that performance is legible and improvable rather than aspirational.

The program implementers may input their plan to guarantee 60-90 minutes per week per learner, via two 30-45-minute sessions. Maintain a shared calendar with the partner school/barangay; confirm room/time/gate pass 48 hours prior, or pre-publish 2 weather make-up dates per month. They may also provide portable, low-cost instructional materials. Differentiation and inclusion should be the planning rules. The expected outcomes are more consistent contact minutes, better attendance retention, observable gains in early literacy indicators, higher preservice confidence, and stronger, longer-lasting partnerships with schools and barangays.

These challenges form the backbone of the plan by being treated as non-negotiable design constraints and clear performance targets. Logistics/ time drive scheduling rules. Resource scarcity anchors a probable-kit requirement, so teaching is venue-independent. Partner coordination leads the establishment of a shared calendar, permit checklist, and pass confirmations. Instructional diversity will be addressed by employing learner-centered approaches. Monitoring and continuity are ensured by sustainable handover strategies. Safety and health assurance set seasonal norms. Preparation and supervision can be established through a brief coaching loop at every visit. These elements are held accountable with clear roles and timelines, turning recurring pain points into relevant standards, protocols, and checks

that keep the program reliable for partners, educative for pre-service teachers, and beneficial for learners.

By grounding community engagement plans in the identified local challenges, RTU ensures that preservice teachers can consistently deliver a minimum instructional dose, which is critical for student learning progress. Continuity in these engagements allows preservice teachers to refine their teaching practices under realistic, supportive supervision, despite environmental uncertainties. This approach not only enhances learner outcomes but also prepares preservice teachers to adapt effectively to the dynamic contexts they will face as future educators.

### **3.3 Knowledge and skills required for pre-service teachers to pursue community engagement programs**

Presented below are the knowledge and skills required for pre-service teachers to pursue community programs that are grounded in BSE-Filipino's pre-service programs from 2014 to 2024. From 163 engagements across seven school years, the most common activities include literacy-focused initiatives on reading, writing, and Brigada Eskuwela-based. Recurring themes address cleanliness/environmental drives, health/hygiene education, and early childhood/day care work. Typical venues are barangays and public schools in Mandaluyong and Pasig Cities. Program execution was heavy during July to October, the rainy season months.

Based on the emerging patterns, the following competencies are needed: literacy pedagogy, community partnership skills, logistics and safety planning, and the preparation of low-cost materials and monitoring. Analyzing the content of these community-based programs in the submitted program portfolio of BSE-Filipino Pre-service Teachers, the following knowledge and skills are identified as required to be aligned with the identified competencies.

#### **3.3.1 Instructional Content & Pedagogy**

Many engagements are reading-centered. Anent this, the necessary knowledge for pre-service teachers should focus on early literacy components such as phonological awareness, comprehension, and translation; storytelling and literature for engagement; and lesson structures that fit short and non-traditional spaces.

Skills comprise designing micro-lessons, managing a small group, and creating materials.

#### **3.3.2 Community Partnership & Civic Engagement**

Frequent barangay and school-based efforts require work with local government units, school administrators, and parent volunteers. Pre-service teachers may have the following knowledge: the roles of barangay councils, school heads, and focal teachers; basic procedures for permits and room assignments; and child protection/ consent basics, as well as respectful community protocols.

Skills include stakeholder mapping and coordination by identifying focal persons from the barangay/school community; community communication through concise invites/announcements, courteous exchanges, and meeting facilitation; and volunteer mobilization through role delegation and clear, concise prompts.

### **3.3.3 Inclusion and Learner diversity**

Programs serve mixed-ability groups. Program implementers should have knowledge of child development from the early years to the middle grades and typical progressions in reading; basic accommodations for learners who need additional support, such as visuals, enlarged print, and reduced response load; and sensitivity to language variation and code-switching in Filipino, then English, or vice versa. In addition, the skills they should attain include quick diagnosis and grouping; applying learner-centered approaches; and employing supportive talk moves such as prompting and error-correction that keep confidence high.

### **3.3.4 Health, Hygiene, and Environmental Education**

Community programs on health, hygiene, and environmental education, as well as clean-up drives, regularly appear on the list of former BSE-Filipino community engagements. Thus, pre-service teachers should have knowledge of basic hygiene and nutrition, waste management, environmental care, and safety protocols. Skills to be attained include facilitating demonstrations and reminders, and organizing campaigns such as route planning, task stations, tool distribution, and debriefing.

### **3.3.5 Logistics, Safety, and Risk Management**

Many activities run from July to October (during the rainy season), and barangay locations mean traffic, flooding, and late arrivals are real constraints. Pre-service teachers must have knowledge of seasonal/ weather risks and safe cut-offs; travel planning in urban settings; the nearest transport nodes; safe routine considerations; basic first aid and incident documentation. Skills should include contingency planning and on-site setting up.

### **3.3.6 Monitoring, Documentation, and Handover**

Engagements are short-cycle and repeated. Sustainability needs to be handed over to point teachers. This means that implementers of community engagement should have the knowledge of lightweight assessment, attendance, and minutes tracking, and handover essentials. They should have the following skills: capturing quick data and documenting privacy-respecting progress.

### **3.3.7 Communication, Leadership, and Reflective Practice**

Most of the community engagements signal teamwork and community ethos. This means that Pre-service teachers must have the knowledge of team roles of lead presenters, assistant, data taker, participants, etc., and a brief-teach-debrief cycle for continuous improvement. Skills related to it include parent and community messaging, peer coaching, and problem-solving/ forming resolutions.

### **3.3.8 Digital and Administrative Literacy**

Multiple site cycles require coordination and reporting. Implementers must have knowledge of basic spreadsheet recording for schedules and attendance, as well as e-messaging group norms. Skills to be attained include dashboarding participant progress and using electronic templates.

Effective community engagement by pre-service teachers rests on an integrated skill set: instructional content and pedagogy grounded in explicit teaching and frequent checks for understanding (Rosenshine, 2012; Black & William, 1998), community partnership and civic engagement skills that connect service to coursework through structured reflection (Bringle & Hatcher, 1996) and inclusion/learner diversity design using Universal Design for Learning to plan multiple means of representation, action, and engagement (CAST, 2018). Pre-service teams also need health, hygiene, and environmental education; awareness and logistics; safety; and risk management aligned with Philippine child protection and internship safeguards (WHO, 2021; DepEd, 2012; CHED, 2017). To maintain continuity, they require monitoring, documentation, and handover routines, formative measures, plus institutionalized partner processes, so learning does not stall when cohorts rotate (Black & William, 1998; Bringle & Hatcher, 1996). Communication, leadership, and reflective practice are strengthened by explicit standards and cycles of feedback, while digital and administrative literacy is scaffolded by pre- and in-service training.

The emerging patterns highlight critical competencies that pre-service teachers at RTU must develop to navigate local challenges effectively. Mastery of literacy pedagogy ensures that instruction is tailored to diverse learner needs despite resource constraints. Competence in community partnerships, logistics, safety planning, and the preparation of low-cost instructional materials empowers future educators to deliver consistent, high-quality learning experiences within RTU's dynamic, resource-limited environments.

### 3.4 Strategies to attain identified knowledge and skills

Building on the results, the most effective way to build pre-service teachers' readiness is to treat each challenge as a curriculum strand and design practice-based, low-cost, and assessment-anchored learning experiences that mirror barangay/school realities.

Before placement, the Department and concerned offices may run a partnership and logistics **boot camp** where students rehearse the full chain of coordination, including Memorandum of Understanding/ permit checklist, gate-pass, confirmation messages in bilingual, safety routes, and rainy season cutoffs; using tabletop simulations with typical constraints such as late approvals, room changes, and flooding advisories. Implementers may then be required to produce the actual documents they will use, including a stakeholder map, a shared calendar, and message templates.

Concerned offices may deliver a literacy micro-pedagogical guide focusing on lessons in surviving noise, crowding, and variable time.

To address resource scarcity, institute a portable kit build where every pair assembles and inventories a kit with printable masters stored in a shared drive and a replenishment plan, and grade kit readiness as material before deployment.

They may also run diagnostic and group labs, during which implementers may practice screening participants.

The Department and concerned offices may establish a coaching loop for every visit and rotate peer observers.

These integrated strategies ensure that knowledge is immediately converted into field-ready skills, measured with simple indicators, and reinforced by documents that the partners'

institutions actually receive. These also close the gap between Pre-service teachers' coursework and their lived conditions of community engagement.

This contextualized approach ensures that pre-service teachers develop the relevant skills and adaptability necessary for effective community engagement. It also fosters deeper learner engagement and better prepares future educators to navigate the complex environments within Rizal Technological University's service contexts.

### **3.5 Ensuring the sustainability of pre-service teachers' community engagement through identified strategies**

Sustainability in pre-service community engagement is ultimately about consistency, continuity, and credibility. The strategies laid out form an integrated system that makes outcomes repeatable even in the volatile conditions typical of barangays and public schools.

The partnership and logistics boot camp may be converted into organizational routines. That shift reduces start-up friction each semester and protects the most perishable resource: time on task. Because reliability builds trust with barangay and school heads, these routines become the engine of partner retention. Engagements are renewed because the program ensures the implementers' commitment.

Micro-pedagogical guide protects the program's pedagogical core. This makes inclusion routine rather than exceptional. The program does not rely on unusual methods to preservice teachers to differentiate; the lesson process itself carries the quality, and new cohorts can reproduce the impact with modest coaching.

Portable kits secure material sustainability. Standardized kits decouple effective teaching from venue and reduce recurring costs to simple replenishments. An inventory and replenishment schedule keeps costs predictable and enables in-kind support from partners. Over time, kit survivability improves, and the trend toward delayed sessions due to material unavailability approaches zero. This proves that the program's cost structure is under control.

A coaching loop at every visit sustains human capital. Because feedback is short and specific, it is doable during field delivery and does not collapse when faculty availability fluctuates. Peers can run the loop when coaches are thin. The cumulative effect is a reliable pipeline of novices who become assistants, then leaders, then peer coaches. The internal leadership ladder keeps quality steady despite student turnover and prevents burnout by distributing expertise rather than hoarding it at the top.

Taken together, these strategies rebalance the program toward co-ownership with communities and alignment with school priorities. Clear role statements prevent community engagement sessions from swallowing instructional time, shared calendars respect exam windows, and handovers quickly prove to align with teachers' need to see progress. Sustainability is not only operational and financial, but it is also relational. Partners stay because the engagement helps them meet their goals with minimal friction, because new cohorts arrive prepared, and because the program keeps promises even in challenging times.

This not only enhances learner engagement by making practice relevant but also equips future educators coming from Rizal Technological University with the adaptability needed to navigate complex, resource-limited environments. Ultimately, this fosters a more responsive and resilient teaching workforce prepared to meet the unique demands of community engagement initiatives.

### 3.6 Plan to champion pre-service teachers' community engagement

The Proposed Learning and Development Plan helps preservice teachers prepare for real work in the community. It sets clear skill goals, simple steps to follow, who is in charge, and what outputs to produce. The plan also shows when to do each task, so time is used well and learning continues from one team to the next. The Director of the University's Extension and Community Service Office was also interviewed as a resource for the crafted plan for this study.

Table 2. Proposed Learning and Development Plan to Champion Pre-Service Teachers' Community Engagement

Objectives	Program	Activities of Participants	Program Phase	Duration	Champions	Budget Resource	Output
<b>Develop partnership and coordination skills</b>	Partnership and Logistics Boot Camp (This may be integrated into the existing <i>Huntahang Pangkomuni dad</i> by the Extension and Community Services Office (ECSO))	List partners and contacts Participatory Planning (Needs assessment, consideration of research results to be used as a resource for community engagement) Prepare Community engagement capsule, Memorandum of Understanding/ Agreement, and permit forms Build a shared calendar Secure confirmations Send notices	Preliminary	5 days to 2 weeks prior to implementation	*Extension and Community Services Office (ECSO) *Pre-service Teachers Association/ Student Council *College Extension Coordinator *Pre-service teacher Coordinator *Faculty-in-charge *Pre-service teachers *Partner institutions	Assistance from the ECSO (if community engagement assisted by Pre-service teachers Student development fund (if purely led by the pre-service teachers)	Accomplished Needs Assessment Form Community Engagement Capsule Signed Memorandum of Agreement Shared calendar Confirmation documents
<b>Enhance skills in presenting a program proposal</b>	Training Program in Pitching a Proposal	Workshop Tasks	Preliminary	5 days before the Colloquium	*Extension and Community Services Office (ECSO) *Pre-service Teacher Association/ Student Council *College Extension Coordinator *Pre-service	Spearheaded by the ECSO	Presented Deck of the Community Engagement Capsule/ Proposal



E-ISSN:  
2721-13988

**PROCEEDINGS OF THE INTERNATIONAL CONFERENCE OF GRADUATE SCHOOL ON SUSTAINABILITY (ICGSS)**

10<sup>th</sup> International Conference on Sustainability (ICoS10)

University of Merdeka Malang, November 15, 2025

<https://jurnal.unmer.ac.id/index.php/icgss>

Objectives	Program	Activities of Participants	Program Phase	Duration	Champions	Budget Resource	Output
					teacher Coordinator or *Faculty-in-charge *Pre-service teachers		
<b>Develop adaptive microteaching skills for inclusivity and literacy</b>	Literacy Micro-pedagogy Training	Draft mini learning plans Integrate inclusion and learner-centered strategies Microteaching to peers Revision of plans	Preliminary	4 days to 2 weeks prior to implementation	*Extension and Community Services Office *Pre-service Teachers Association/ Student Council *College Extension Coordinator or *Pre-service teacher Coordinator or *Faculty-in-charge *Pre-service teachers	from the ECSO (if community engagement assisted by Pre-service teachers Student development fund (if purely be led by the pre-service teachers	Submitted learning plans Feedback sheets for learning plans
<b>Build resourcefulness in materials management</b>	Portable Kit Build	Assemble kit Label and inventory Set replenishment dates	Preliminary and during the course of the program	Preparation: 4 days to 2 weeks prior to implementation Replenishment: Week 6 and 12	*Extension and Community Services Office *Pre-service Teachers Association/ Student Council *College Extension Coordinator or *Pre-service teacher Coordinator or *Faculty-in-charge *Pre-service teachers	from the ECSO (if community engagement assisted by Pre-service teachers Student development fund (if purely be led by the pre-service teachers	Completed kits Inventory log and replenishment checklist



E-ISSN:  
2721-13988

**PROCEEDINGS OF THE INTERNATIONAL CONFERENCE OF GRADUATE SCHOOL ON SUSTAINABILITY (ICGSS)**

**10<sup>th</sup> International Conference on Sustainability (ICoS10)**

**University of Merdeka Malang, November 15, 2025**

<https://jurnal.unmer.ac.id/index.php/icgss>

Objectives	Program	Activities of Participants	Program Phase	Duration	Champions	Budget Resource	Output
<b>Develop communication, leadership, and administrative discipline for community engagement</b>	Team Roles and Community Messaging  (This may be integrated in ECSO's onboarding training.)	Assign roles Send session reminders Open/close huddles Briefing for participants	Preliminary and Actual Implementation	Onboarding And Weekly	*Pre-service teacher Coordinator  *Pre-service Teachers Association/ Student Council *Faculty-in-charge *Pre-service teachers *Partner institution	from the ECSO (if community engagement assisted by Pre-service teachers Student development fund (if purely be led by the pre-service teachers	Role roster
<b>Enhance diagnostic and grouping skills for mixed-ability</b>	Diagnose and Group Laboratory	Screening sessions Grouping and mixing of participants	Implementation Phase	First 5 days of implementation	*Pre-service teacher Coordinator *Pre-service Teachers Association/ Student Council *Faculty-in-charge *Pre-service teachers *Partner institution	from the ECSO (if community engagement assisted by Pre-service teachers Student development fund (if purely be led by the pre-service teachers	Grouping sheets and accommodation records
<b>Strengthen time management and route planning skills to protect instructional dose despite congestion</b>	Schedule & route optimization	Cluster sites by location Set travel caps Plot weekly session times Lock transport/meeting points	Implementation Phase	1 <sup>st</sup> six weeks of implementation	*Extension and Community Services Office *Pre-service Teachers Association/ Student Council *College Extension Coordinator *Pre-service teacher Coordinator	from the ECSO (if community engagement assisted by Pre-service teachers Student development fund (if purely be led by the pre-service teachers	Weekly schedule and route map

Objectives	Program	Activities of Participants	Program Phase	Duration	Champions	Budget Resource	Output
					*Faculty-in-charge *Pre-service teachers *Partner institutions		
<b>Develop assessment literacy and documentation skills for low-lift monitoring and continuity</b>	Low-lift Monitoring and Handover	Run quick probes weekly Record minutes/attendance Complete handover document	Implementation	Within the implementation	*Pre-service teacher Coordinator *Pre-service Teachers Association/ Student Council *Faculty-in-charge *Pre-service teachers *Partner institution	from the ECSO (if community engagement assisted by Pre-service teachers  Student development fund (if purely be led by the pre-service teachers	Attendance Monitoring and Handover sheets
<b>Strengthen reflective practice and feedback uptake skills through a structured coaching loop</b>	Coaching Loop Every Visit	Pre-briefing Process observation Debriefing Log notes	Implementation	Within the implementation	*Pre-service Teachers Association/ Student Council *Pre-service teacher Coordinator *Faculty-in-charge *Pre-service teachers	from the ECSO (if community engagement assisted by Pre-service teachers Student development fund (if purely be led by the pre-service teachers	Coaching notes
<b>Build risk management and safety planning skills including contingencies and remote learning</b>	Seasonal Safety and Remote Options	Set time preference and end-time cutoffs Define contingency rules Prepare remote packs Notifications	Implementation Phase	Within the implementation	*Pre-service teacher Coordinator *Pre-service Teachers Association/ Student Council *Faculty-in-charge *Pre-service teachers	from the ECSO (if community engagement assisted by Pre-service teachers Student development fund (if purely be led by the pre-	Site Safety and Remote Plans



E-ISSN:  
2721-13988

**PROCEEDINGS OF THE INTERNATIONAL CONFERENCE OF GRADUATE SCHOOL ON SUSTAINABILITY (ICGSS)**

10<sup>th</sup> International Conference on Sustainability (ICoS10)

University of Merdeka Malang, November 15, 2025

<https://jurnal.unmer.ac.id/index.php/icgss>

Objectives	Program	Activities of Participants	Program Phase	Duration	Champions	Budget Resource	Output
<b>Build data literacy and continuous improvement skills</b>	Data Dashboard	Update dashboard Pick bottleneck Monitor and evaluate	Implementation Phase	Within the implementation	*Partner institution *Pre-service teacher Coordinator *Pre-service Teachers Association/ Student Council *Faculty-in-charge *Pre-service teachers *Partner institution	service teachers from the ECSO (if community engagement assisted by Pre-service teachers Student development fund (if purely be led by the pre-service teachers	Community Engagement Dashboard
<b>Communicate results of community engagement program</b>	Follow-up training in Public Presentation of Program Outcome	Prepare required documents for extension and community program	Post Implementation	A week after the final session/ implementation	*ECSO *Pre-service teacher Coordinator *Pre-service Teachers Association/ Student Council *Faculty-in-charge *Pre-service teachers	from the ECSO (if community engagement assisted by Pre-service teachers Student development fund (if purely be led by the pre-service teachers	Preliminary Report of Outcome Presentation Deck for the Forum

The presented plan helps teachers earn community trust by keeping commitment to service, starting on time, and showing clear results. The plan builds accountability, pre-service teachers track minutes taught, attendance, and small learning gains, then share these with partners. Through handovers and simple records, projects become sustainable, continuing even after a cohort leaves. They may also practice local leadership, facilitating meetings, coordinating resources, and solving problems with stakeholders. They learn culturally responsive ways of teaching and communicating advocates who can organize, educate, and uplift their community.

The Proposed Learning and Development Plan provides RTU pre-service teachers with a structured pathway to develop essential competencies aligned with real-world community demands. Clear skill goals and assigned responsibilities ensure deliberate practice, fostering confidence and professional growth amid local challenges. By specifying tangible outputs, the

plan enhances accountability and enables measurable progress, which is crucial for sustaining the quality and impact of the College of Education for Pre-service Teachers' community engagement programs.

As an offshoot of this proposal, the researchers developed the following glossary to clarify the plan's scope and the processes for its implementation.

*Table 3. Glossary of Terms*

<b>Terms</b>	<b>Definition</b>
Accommodation	A simple change to the material or tasks that lets a learner participate without altering the goal
Attendance retention	The proportion of learners/ participants who keep returning from the first to the final session
Briefing	A short pre-session meeting where implementers of community engagement clarify goals, roles, schedule, risk, and tasks to ensure participants' full involvement
Champions	These are sectors working and contributing to the success of community engagements
Coaching loop	A cycle of pre-brief, observation, and post-brief that produces one actionable next step
Community engagement	Planned program and activities (extension and outreach) where pre-service teachers deliver learning support with partner institutions/ community sectors
Community Engagement Capsule	A form completed by extensionists or implementers for a proposed community engagement program
Dashboard	A tracker showing program development
Debriefing	A short post-session review where implementers note the strengths and weaknesses of the program, evidence of learning, and opportunities for improvement.
Extension and Community Services Offices	Facilitate programs for learning and development of Pre-service teachers' community engagements
Faculty-in-charge	Assigned to lead, guide, and accompany Pre-service teachers in planning, implementing, monitoring, and evaluating community engagement programs
Handover document	A summary containing the last skill set attained, next steps, and accommodation will be forwarded to the partner institution/ community sector
Instructional dose	The allotted minutes of serving clients from the partner institution/ community sector
Micro-lessons	A 25-35-minute learner-centered and inclusive lesson with scaffolded tasks
Participants	They are the clients for whom the community engagement program is implemented
Partner institutions	They are community sectors wherein collaborations are made through Memoranda of Understanding/ Agreements, continuous communication, and serve as a field of extension or outreach program
Pre-service teachers	Teacher-education students completing field experience through community engagements
Pre-service teacher Coordinator	A faculty member assigned to coordinate community engagement programs of Pre-service teachers to the College Extension Coordinator
Quick probe	Checking of specific skills of clients through assessments
Shared calendar	A schedule agreed by the program implementers and partner institution to ensure the accomplishment of tasks and attainment of the target output

Through the proposed learning and development plan, future teachers may play many roles in building strong communities. They will be educators who grow skills and values, connectors who link schools with various stakeholders, and advocates who speak up for learners' needs. They act as facilitators, guiding meetings and co-creating projects, and as mentors, helping youth lead and volunteer. They are also organizers and communicators, mobilizing resources, sharing clear updates, and keeping everyone involved. By this, they become problem-solvers who learn with the community and actively engage in responding and molding relevant solutions.

#### **4. Conclusion**

The study concludes that pre-service teachers face numerous and overlapping challenges that negatively affect instructional time and quality. These challenges include logistical issues, limited resources, communication gaps, and the need to adapt teaching methods to diverse learners and cultural contexts. By transforming these challenges into design inputs, the study formulated a clear, practical plan featuring guided practice that stabilizes contact hours, boosts attendance, strengthens partnerships, and prepares pre-service teachers for adaptability.

Effective community work depends on robust pedagogy, inclusive practices, heightened health and environmental awareness, and strong logistical and safety skills. Ongoing communication, leadership, reflective practices, and digital literacy are essential to sustaining partnerships and responding to evolving contexts. Strategies such as boot camps, microteaching, partnership projects, and learner-centered routines are vital for developing the core competencies needed for fieldwork. Organized schedules, safety protocols, quick assessments, and coached reflection ensure effective delivery.

Additionally, standardized routines, portable tools, and shared calendars allow for consistency across cohorts, while coaching, brief reflections, and steady communication with partners maintain quality and trust. The plan demonstrably improves planning, teaching, and coordination, all while protecting learning time. It supports instructional continuity across diverse settings, enhancing feedback, safety, and partner relationships across sites.

Finally, integrating Universal Design for Learning (UDL) and high-dosage tutoring frameworks supports an inclusive pedagogy and targeted instructional help, offering a solid theoretical foundation for adapting teaching to diverse learners and promoting equity in community-based educational fieldwork.

#### **Acknowledgment**

This paper acknowledges with gratitude the invaluable contributions of the alumni of the Filipino Department of the College of Education at Rizal Technological University, who formerly served as extensionists and played a pivotal role in this research. The support and cooperation extended by the partner institutions engaged in community activities are also respectfully recognized. Further appreciation is extended to the Office of the Extension and Community Service of the University for its continuous facilitation and support throughout the study. The successful completion of this research owes much to the collective efforts and unwavering commitment of these individuals and institutions.

## References

- Al-Subaiei, M. S. (2017). Challenges in mixed-ability classes and strategies utilized by ELI teachers to cope with them. *English Language Teaching*, 10(6), 182–189.
- Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practice*, 5(1), 7–74. <https://doi.org/10.1080/0969595980050102>
- Bringle, R. G., & Hatcher, J. A. (1996). Implementing service learning in higher education. *The Journal of Higher Education*, 67(2), 221–239.
- Bringle, R. G., & Hatcher, J. A. (2000). Institutionalization of service learning in higher education. *The Journal of Higher Education*, 71(3), 273–290. <https://doi.org/10.1080/00221546.2000.11780823>
- CAST. (2018). *Universal Design for Learning Guidelines (Version 2.2)*. <https://udlguidelines.cast.org/>
- Chen, C.-S., & Gu, W. (2022). Exploring service learning from the perspective of early childhood pre-service teacher education. *International Online Journal of Primary Education*, 11(1), 20–32.
- Commission on Higher Education. (2017). CMO No. 104, s. 2017: Revised guidelines for the Student Internship Program in the Philippines (SIPP). <https://ched.gov.ph/wp-content/uploads/2018/03/CMO-NO.-104-S.-2017.pdf>
- Department of Education. (2012). DepEd Order No. 40, s. 2012: DepEd Child Protection Policy. <https://www.deped.gov.ph/2012/05/14/do-40-s-2012-deped-child-protection-policy/>
- Department of Education. (2015). DepEd Order No. 40, s. 2015: Guidelines on K to 12 partnerships.
- Department of Education. (2022). DepEd Order No. 023, s. 2022: Child Find Policy for Learners with Disabilities (LWDS) towards Inclusive Education.
- Department of Education. (2023). DO 021, s. 2023: 2023 Brigada Eskwela implementing guidelines. <https://www.deped.gov.ph/2023/08/03/august-3-2023-do-021-s-2023-2023brigada-eskwela-implementing-guidelines/>
- Department of Education. (2024). DO 009, s. 2024: Implementing guidelines on the school calendar and activities for SY 2024–2025.
- Durlak, J. A., & DuPre, E. P. (2008). Implementation matters: A review of research on the Influence of implementation on program outcomes and the factors affecting implementation. *American Journal of Community Psychology*, 41(3–4), 327–350. <https://doi.org/10.1007/s10464-008-9165-0>
- EDCOM II. (2025). *Fixing the foundations: A matter of national survival (Year Two Report)*. <https://edcom2.gov.ph/publications/year2report/>

- EdResearch for Action. (2021). Accelerating student learning with high-dosage tutoring (Design Principles brief). <https://edresearchforaction.org/research-briefs/accelerating-student-learning-with-high-dosage-tutoring/>
- Entrampas, M. R. M., Sitoy, R. E., Espina, K. E., Labayan, K. I. B., Telmo, M. S., & Sollano, L. L. (2024). A study of pre-service teachers' preparedness for inclusive education. *International Journal of Intelligent Systems and Applications in Engineering*, 12(4), 4537–4547.
- International Society for Technology in Education. (2017). ISTE standards for educators. <https://www.umf.maine.edu/fieldservices/wp-content/uploads/sites/59/2020/11/ISTE-Standards-for-Educators-2017.pdf>
- Kitooke, A., & Mahon, K. (2024). Affordances of community-oriented praxis in teacher education: A configurative review. *Frontiers in Education*, 9, 1456310. <https://doi.org/10.3389/feduc.2024.1456310>
- Momongan, Jr. R.H. (2025). Personal interview.
- Nickow, A., Oreopoulos, P., & Quan, V. (2020). The impressive effects of tutoring on PreK-12 learning: A systematic review and meta-analysis (NBER Working Paper No. 27476). National Bureau of Economic Research. <https://doi.org/10.3386/w27476>
- Philippine Atmospheric, Geophysical and Astronomical Services Administration. (2025, June 2). Onset of the rainy season (Press release). <https://bagong.pagasa.dost.gov.ph/press-release/181>
- Republic Act No. 11650. (2022). Inclusive Education Act.
- Rosenshine, B. (2012). Principles of instruction: Research-based strategies that all teachers should know. *American Educator*, 36(1), 12–19. <https://www.aft.org/sites/default/files/Rosenshine.pdf>
- Roski, M., Walkowiak, M., & Nehring, A. (2021). Universal Design for Learning: The more, the better? *Education Sciences*, 11(4), 164. <https://doi.org/10.3390/educsci11040164>
- Shah, R., Preston, A., & Dimova, E. (2023). Making community-based learning and teaching happen: Findings from an institutional study. *London Review of Education*, 21(1), 17. <https://doi.org/10.14324/LRE.21.1.17>
- Stanford Center for Opportunity Policy in Education. (2018). It's about time: Organizing schools for teacher collaboration and learning.
- Stecker, P. M., Fuchs, L. S., & Fuchs, D. (2005). Using curriculum-based measurement to improve student achievement: Review of research. *Review of Educational Research*, 75(1), 3–43. <https://doi.org/10.3102/00346543075001003>
- World Bank. (2016). Assessing basic education service delivery in the Philippines: Public Education expenditure tracking and quantitative service delivery study (PETS-QSDS).



E-ISSN:  
2721-13988

**PROCEEDINGS OF THE INTERNATIONAL CONFERENCE OF GRADUATE  
SCHOOL ON SUSTAINABILITY (ICGSS)**

**10<sup>th</sup> International Conference on Sustainability (ICoS10)**

**University of Merdeka Malang, November 15, 2025**

<https://jurnal.unmer.ac.id/index.php/icgss>

---

<https://www.worldbank.org/en/country/philippines/publication/assessing-basic-education-service-delivery-in-the-philippines-public-education-expenditure-tracking-and-quantitative-service-delivery-study>

World Health Organization. (2021). Mental health in schools: A manual.  
<https://iris.who.int/handle/10665/347512>

World Health Organization. (2021). WHO guideline on school health services.  
<https://www.who.int/publications/i/item/9789240029392>