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| ce logo | BATAAN PENINSULA STATE UNIVERSITY  **College of Education**  SAN RAMON, DINALUPIHAN 2110 BATAAN  PHILIPPINES |

Course Information:

Program: Bachelor of Secondary Education major in Science

Course Code: PRED 2213

Course Title: Field Study 1 – Observations of Teaching-Learning in Actual School Environment

Course Description : This is the first experiential course, which will immerse a future teacher to actual classroom situation and learning environment where direct observation of teaching learning episodes that focuses on the application of educational theories learned in content and pedagogy courses will be made. Observations on learners’ behavior, motivation, teacher’s strategies of teaching, classroom management, assessment in learning among others shall be given emphasis. A portfolio shall be required in the course.

Course Credits : 3 units, 3 hours lecture/week (for 18 weeks)

Pre-requisite : All Professional subjects

Co-Requisite : None

Number of Students :

Term & Academic Year : 1st Semester, AY 2023-2024

University Vision : A leading university in the Philippines recognized for its proactive contribution to Sustainable Development through equitable and inclusive programs and services by 2030

*(Nangungunang pamantasan sa Pilipinas na kinikilala sa maagap nap ag aambag sa Pagpapanatiling Pag-unlad sa pamamagitan ng mga karampatan at pinagsamang program at serbisyo at sa taong 2030)*

University Mission : To develop competitive graduates and empowered community members by providing relevant innovative and transformative in knowledge, research, extension and production programs and services through progressive enhancement of its human resource capabilities and institutional mechanisms.

*(Makalinang ng mga magsipagtapos na nakikipagtagisan at sa mga mamamayang pinalakas sa pamamagitan ng pagbibigay ng program at serbisyong pangkaalaman, pananaliksik, ekstensyon at produksyon na may katuturan, makabago at transpormatibo gamit ang progresibong pagpapahusay ng mga kawani at institusyunoal na mekanismo.)*

Quality Policy Statement: **B**uilding a culture of quality in all core functions of the University;

**P**roviding responsive, relevant, innovative and transformative academic, research, extension and production, services to all stakeholders

**S**ustaining the University’s nationally and internationally recognized standards through adherence to statutory and regulatory requirements and continual improvement of it’s quality management

**U**pholding transparency in governance through participatory policy-making and developmental planning.

Program Outcomes

PO-001-Articulate and discuss the latest developments in the specific field of practice (PQF level 6 descriptor)

PO-002-Effectively communicate orally and in writing using both English and Filipino

PO-003-Work effectively and independently in multi-disciplinary and multicultural teams (PQF level 6 descriptor)

PO-004-Act in recognition of professional, social, and ethical responsibility

PO-005-Preserve and promote “Filipino historical and cultural heritage” (based on RA 7722)

PO-006-Participate in the generation of new knowledge or in research and development projects. (CMO 46, series of 2012)

PO-007-Acquire the competencies to support “national, regional and local development plans. (RA 7722)

PO-008-Articulate the rootedness of education in philosophical, socio-cultural, historical, psychological, and political contexts.

PO-009-Demonstrate mastery of the subject matter/discipline

PO-010-Facilitate learning using a wide range of teaching and methodologies and delivery modes appropriate to specific learners and their environment

PO-011-Develop innovative curricula, instructional plans, teaching approaches and resources for diverse learners

PO-012 - Apply skills in the development and utilization of ICT to promote quality, relevant, and sustainable educational practices

PO-013 - Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes.

PO-014 - Practice professional and ethical teaching standards sensitive to the local, national, and global realities

PO-015 - Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities

PO-016 - Demonstrate in-depth understanding of the diversity of learners in various learning areas

PO-017 - Manifest meaningful and comprehensive pedagogical content knowledge (PCK) of the different subject areas

PO-018 - Utilize appropriate assessment and evaluation tools to measure learning outcomes

PO-019 - Manifest skills in communication, higher order thinking and use of tools and technology to accelerate learning and teaching

PO-020 - Demonstrate positive attributes of a model teacher, both as an individual and as professional

PO-021 - Manifest a desire to continuously pursue personal and professional development-Display skills and abilities to be a reflective and

research-oriented language and literature teacher

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| **Course Outcomes** | | **Program Outcomes** | | | | | | | | | | | | | | | |  |  |  |  |  |
| *Upon completion of the course, the students should be able to :* | | **PO-001** | **PO-002** | **PO-003** | **PO-004** | **PO-005** | **PO-006** | **PO-007** | **PO-008** | **PO-009** | **PO-010** | **PO-011** | **PO-012** | **PO-013** | **PO-014** | **PO-015** | **PO-016** | **PO-**  **017** | **PO-**  **018** | **PO-019** | **PO-020** | **PO-021** |
| CO-001 | Describe how a safe and secure environment contributes to the physical, socio-emotional and cognitive development of learners. (PPST Domain 2) |  |  |  |  |  |  |  |  | P |  |  |  |  |  |  |  |  |  |  |  |  |
| CO-002 | Determine ways of addressing learners’ diversity in terms of gender, needs, interest, cultural background and difficult circumstances. (PPST Domain 3) |  |  |  |  |  |  |  |  | P |  |  |  |  |  |  | P |  |  |  |  |  |
| CO-003 | Appraise how teacher manifest her/his personal and professional competencies. (PPST Domain 7) |  |  |  |  |  |  |  |  | P |  |  |  |  |  | P |  |  |  |  | P | P |
| CO-004 | Illustrate the teaching-learning process and the use of ICT to promote quality relevant and sustainable educated process. (PPST Domain 4) |  |  |  |  |  |  |  |  | P |  |  | P |  |  |  |  |  |  | P |  |  |
| CO-005 | Assess the various classroom management strategies observed in the class. (PPST Domains 2 and 4) |  |  |  |  |  |  |  |  | P | P |  |  |  |  |  |  | P |  |  |  |  |
| CO-006 | Analyze concepts, theories and principles in curriculum development in actual classroom setting. (PPST Domain 4) |  |  |  |  |  |  |  |  | P |  | P |  |  |  |  |  |  |  |  |  |  |
| CO-007 | Evaluation assessment and reporting practices done in the classroom (PPST Domain 5) |  |  |  |  |  |  |  |  | P |  |  |  |  |  |  |  |  | P |  |  |  |
| CO-008 | Formulate one’s philosophy of teaching (PPST Domain7) |  |  |  |  |  |  |  |  | P |  |  |  |  |  |  |  |  |  |  |  |  |

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| ***Correlating Course Outcome and Program Outcome*** |

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| ***(Lecture/Theory-Based Courses)*** | | ***(Health-Related/Shop/Laboratory Courses)*** | |
| ***L*** | *Learned in the course* | ***I*** | *Introduce the skills in the course* |
| ***P*** | *Practiced in the course* | ***P*** | *Practice skills in the course with supervision* |
| ***O*** | *Not yet learned or practiced but there's an opportunity to exist* | ***D*** | *Demonstrate skills in the course without supervision* |

**Course Outline and Learning Plan:**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Week** | **Course Outcome Code** | **Learning Outcomes** | | | **Topic**  ***(Content)*** | **Textbook / References** | **Methodology**  ***(Teaching-Learning Activities)*** | **Resources**  ***(Instructional Resources)*** | **Assessment**  ***(Tools and Tasks)*** | **Time Frame** |
| ***Knowledge*** | ***Skills*** | ***Attitude*** |
| Week 1  Day 1 |  | Explain university mission, vision, goals and objectives | Recite the VMGO with emphasis and feelings | Express appreciation of the value of BPSU  VMGO, content of the course | * VMGO * Syllabus * Learning Contract | * VMGO * Syllabus * Learning Contract | * Brief Discussion | * Laptop * LCD/LED Projector | Individual Reflection   * Mastery/evocative recitation | 1 hour |
| Week 1  Day 2-3  Week 2-  Day  4-6  Week 3  Day  7 -9  Week 4  Day 10-12  Week5  Day  13-15  Week 6  Day 16-18  Week 7  Day  19-21  Week 8  Day 22-24  Week 9  Day 25-27 | CO-001  CO-002  CO-003  CO-001  CO-002  CO-005  CO-006  CO-006  CO-006 | Determine the characteristics of a school environment that is safe, secure and is supportive of learning  Describe the characteristics, needs and interests of learners from different developmental levels  .  Describe the characteristics and needs of learners from diverse backgrounds.  Identify the needs of students with different level of abilities in the classroom.  Identify best practices in differentiated teaching to suit the varying learner needs in a diverse class  Describe the influencing factors in the home environment that affect the students’ learning  Identify effective strategies on how teachers can work together with the family.  Provide a learning environment appropriate to the learners and conducive to learning.  Identify the classroom routines set by the teacher  Identify the two (2) aspects of classroom management  Determine the classroom management strategies that the Resource Teacher employed in his/her class  Identify the different curricula that prevail in the school setting.  Describe how the teacher manages the school curriculum by planning, implementing lessons through different strategies and assessment of learning outcomes.  Analyze if the teacher aligns the objectives to subject matter, to teaching strategies and assessment.  Identify the teaching-learning practices that apply or violate the principles of teaching learning.  Identify the guiding principles on lesson objectives/learning outcomes applied in instruction  Judge if lesson objectives/intended learning outcomes are SMART  Determine whether or not the intended learning outcomes are achieved at the end of the lesson.  Differentiate the different methods of teaching. | Demonstrate openness, understanding, and acceptance of the learners’ diverse needs and backgrounds  Plan on how to manage time, space and resources.  Observe how the students execute various classroom routines  Observe the teaching methods used by the Resource Teacher |  | **Learning Episode 1 - The School Environment**    **Learning Episode 2 – Learner Diversity: Developmental Characteristics, Needs and Interests**  **Learning Episode 3 – Focus on Gender, Needs, Strengths, Interests, Experiences Language, Race, Culture, Religion, Socio-economic Status, Difficult Circumstances, and Indigenous Peoples**  **Learning Episode 4 – Learner Diversity: The Community and Home Environment**  **Community Problem Identification and Solution Development (Living Lab)**  **Learning Episode 5 – Creating an Appropriate Learning Environment**  **Learning Episode 6 – Classroom Management and Classroom routines**  **Learning Episode 7 – Physical and Personal Aspects of classroom Management**  **Learning Episode 8- The Teacher and the School Curriculum**  **Learning Episode 9 – Preparing for Teaching and Learning** | Field Study 1 Book – Observations of Teaching-Learning in Actual School Environment by:  Maria Rita D. Lucas, Ph. D, et al  Field Study 1 Book – Observations of Teaching-Learning in Actual School Environment by:  Maria Rita D. Lucas, Ph. D, et al  Field Study 1 Book – Observations of Teaching-Learning in Actual School Environment by:  Maria Rita D. Lucas, Ph. D, et al  Field Study 1 Book – Observations of Teaching-Learning in Actual School Environment by:  Maria Rita D. Lucas, Ph. D, et al  Field Study 1 Book – Observations of Teaching-Learning in Actual School Environment by:  Maria Rita D. Lucas, Ph. D, et al  Field Study 1 Book – Observations of Teaching-Learning in Actual School Environment by:  Maria Rita D. Lucas, Ph. D, et al  Field Study 1 Book – Observations of Teaching-Learning in Actual School Environment by:  Maria Rita D. Lucas, Ph. D, et al  Field Study 1 Book – Observations of Teaching-Learning in Actual School Environment by:  Maria Rita D. Lucas, Ph. D, et al  Field Study 1 Book – Observations of Teaching-Learning in Actual School Environment by:  Maria Rita D. Lucas, Ph. D, et al | Flexible Learning  (Synchronous/Asynchronous)  Activity Sheet  Discussion  Virtual Exploring on the School Campus  Observing bulletin board virtually  Flexible Learning  (Synchronous/Asynchronous)  Activity Sheet  Discussion  Observing learner characteristics at different stages through internet  Flexible Learning  (Synchronous/Asynchronous)  Activity Sheet  Discussion  Virtual Observation    Flexible Learning  (Synchronous/Asynchronous)  Activity Sheet  Discussion  Virtual Observation of the learner’s community and home environment  Flexible Learning  (Synchronous/Asynchronous)  Activity Sheet  Discussion  Virtual Observation  Flexible Learning  (Synchronous/Asynchronous)  Activity Sheet  Discussion  Virtual Observation  Flexible Learning  (Synchronous/Asynchronous)  Activity Sheet  Discussion  Virtual Observation  Flexible Learning  (Synchronous/Asynchronous)  Activity Sheet  Discussion  Virtual Observation  Flexible Learning  (Synchronous/Asynchronous)  Activity Sheet  Discussion  Virtual Observation | Laptop  Internet connection  Module  Laptop  Internet connection  Module  Laptop  Internet connection  Module  Laptop  Internet connection  Module  Laptop  Internet connection  Module  Laptop  Internet connection  Module  Laptop  Internet connection  Module  Laptop  Internet connection  Module  Laptop  Internet connection  Module | Individual Reflection  Rubrics  Multiple choice test  Individual Reflection  Rubrics  Learning Artifacts  Multiple choice test  Individual Reflection  Rubrics  Learning Artifacts  Multiple choice test  Individual Reflection  Rubrics  Learning Artifacts  Multiple choice test  Individual Reflection  Rubrics  Learning Artifacts  Multiple choice test  Individual Reflection  Rubrics  Learning Artifacts  Multiple choice test  Individual Reflection  Rubrics  Learning Artifacts  Multiple choice test  Individual Reflection  Rubrics  Learning Artifacts  Multiple choice test  Individual Reflection  Rubrics  Learning Artifacts  Multiple choice test | 2 hours  3  hours  3 hours  3 hours  3 hours  3 hours  3 hours  3 hours  3 hours |
| Week 10  Day 28-30 | **Mid-Term Examination** | | | | | | | | | 3 hours |
| Week  11  Day 31-33  Week 12 Day 34-36  Week 13  Day 37-39  Week 14 Day 40-42  Week 15  Day  43-45  Week 16 Day 46-48  Week 17 Day 49-51  Week 17 Day 52-54  Week 18 | CO-006  CO-004  CO-007  CO-007  CO-003  CO-003  CO-008 | Identify the application of some guiding principles in the selection and use of teaching strategies  Determine whether or not the lesson development was in accordance with outcome-based teaching and learning.  Identify the Resource Teacher’s questioning and reacting techniques  Identify and classify technology resources that facilitate the teaching-learning process.  Analyze the level of technology integration in the classroom.  Evaluate resources in the virtual learning environment  Explain the importance of formative assessment  Determine the alignment of assessment tools and tasks with intended learning outcomes  Critique traditional and authentic assessment tools and evaluate non-traditional assessment tools including scoring rubrics and a sample portfolio  Explain the function of Table of Specifications and examine different types of rubrics used and relate them to assessment of student learning.  Enumerate the professional characteristics of practicing teachers observed as based on the professional standards and code of ethics for the profession  Determine prevailing philosophies of education based on DepEd Vision and Mission statements, core values and mandate, the K to 12 Curriculum Framework and Guide RA 10533  Cite teacher’s teaching behaviors and the philosophies of education on which these behaviors are founded | Outline a lesson in accordance with outcome based teaching-learning.  Describe the learning Resource/Multi-Media Center as part of the learning environment  Demonstrate knowledge of design and use of formative assessment  Construct assessment questions for HOTS following Bloom’s Taxonomy as revised by Anderson and Krathwohl and Kendall’s and Marzano’s taxonomy.  Describe what must be done to make grade reporting meaningful  Compute students’ grade based on DepEd’s grading policy  Describe the personal qualities and competences of effective classroom teachers.  Describe the personal qualities and competence of a glocal classroom teachers of the 21st century  Design a learner-centered classroom for the 21st century learners with learning spaces that are safe, allows creativity and use of ICT |  | **Learning Episode 10 – The Instructional Cycle**  **Learning Episode 11-**  **Utilizing Teaching-Learning Resources and ICT**  **Learning Episode 12 –**  **Assessment for Learning and Assessment as Learning (Formative Assessment)**  **Learning Episode 13 – Assessment of Learning (Summative Assessment)**  **Learning Episode 14 – The Teacher as a Person and as a Professional**  **Learning Episode 15 –**  **Towards Teacher Quality: Developing a Glocal Teacher of the 21st Century**  **Learning Episode 16 – On Teacher’s Philosophy of Education**  **FINAL EXAMINATION**  **(Presentation of Living Lab Problem Solving per group)** | Field Study 1 Book – Observations of Teaching-Learning in Actual School Environment by:  Maria Rita D. Lucas, Ph. D, et al  Field Study 1 Book – Observations of Teaching-Learning in Actual School Environment by:  Maria Rita D. Lucas, Ph. D, et al  Field Study 1 Book – Observations of Teaching-Learning in Actual School Environment by:  Maria Rita D. Lucas, Ph. D, et al  Field Study 1 Book – Observations of Teaching-Learning in Actual School Environment by:  Maria Rita D. Lucas, Ph. D, et al  Field Study 1 Book – Observations of Teaching-Learning in Actual School Environment by:  Maria Rita D. Lucas, Ph. D, et al  Field Study 1 Book – Observations of Teaching-Learning in Actual School Environment by:  Maria Rita D. Lucas, Ph. D, et al  Field Study 1 Book – Observations of Teaching-Learning in Actual School Environment by:  Maria Rita D. Lucas, Ph. D, et al | Flexible Learning  (Synchronous/Asynchronous)  Activity Sheet  Discussion  Virtual Observation  Flexible Learning  (Synchronous/Asynchronous)  Activity Sheet  Discussion  Virtual Observation  Flexible Learning  (Synchronous/Asynchronous)  Activity Sheet  Discussion  Virtual Observation  Flexible Learning  (Synchronous/Asynchronous)  Activity Sheet  Discussion  Virtual Observation  Flexible Learning  (Synchronous/Asynchronous)  Activity Sheet  Discussion  Virtual Observation  Flexible Learning  (Synchronous/Asynchronous)  Activity Sheet  Discussion  Virtual Observation  Flexible Learning  (Synchronous/Asynchronous)  Activity Sheet  Discussion  Virtual Observation | Laptop  Internet connection  Module  Laptop  Internet connection  Module  Laptop  Internet connection  Module  Laptop  Internet connection  Module  Laptop  Internet connection  Module  Laptop  Internet connection  Module  Laptop  Internet connection  Module | Individual Reflection  Rubrics  Learning Artifacts  Multiple choice test  Individual Reflection  Rubrics  Learning Artifacts  Multiple choice test  Individual Reflection  Rubrics  Learning Artifacts  Multiple choice test  Individual Reflection  Rubrics  Learning Artifacts  Multiple choice test  Individual Reflection  Rubrics  Learning Artifacts  Multiple choice test  Individual Reflection  Rubrics  Learning Artifacts  Multiple choice test  Individual Reflection  Rubrics  Learning Artifacts  Multiple choice test | 3  hours  3 hours  3 hours  3 hours  3 hours  3 hours  3 hours  3 hours |

**Readings and References:**

**Books**

Lucas MR., Borabo M., Bilbao P., Corpus B.(2020) Field Study 1 – Observations of Teaching-Learning in Actual School Environment, Quezon City, Philippines: Lorimar Publishing Inc.

Anderson, M. (2010) Well-balanced teacher, ASCD Alexandra, Va. USA

Bilbao P., Corpuz B., Llagas A. Salandanan G. (2018). The Teaching Profession. Quezon City, Philippines

Bilbao P. (2015) Field Study 6 On Becoming a teacher. Quezon City, Philippines: Lorimar Publishing Inc.

Bilbao P., Dayagbil f., Corpuz B. (2015) Curriculum Development. Quezon City, Philippines: Lorimar Publishing Inc.

Bilbao, Purita P. (2019) Technology for teaching and learning1. Philippines: Lorimar Publishing

Borabo, M & Borabo H.G. (2015). Field Study 4 exploring the curriculum. Quezon City, Philippines

CHED (2004). Commission on Higher Education Memorandum Order 30, series 2004.

Corpuz B, Lucas M.R. (2018). Child and Adolescent learners and learning principles. Philippines: Lorimar Publishing Inc.

DepEd Order No. 73, s. (2012). Guidelines on assessments and ratings of assessments outcomes under the K to 12 basic education curriculum

K to 12 Basic Education Curriculum http;//www.deped.gov.ph

Lucas, M.R., Corpuz B. (2014). Facilitating Learning: A metacognitive approach (4th ed.) Philippines; Lorimar Publishing Inc.

Marzano, Robert J. and John S. Kendall (2006). The new taxonomy of educational objectives, 2nd ed. SAGE Publications

R.A. 10533, “The Enhanced Basic Education Act of 2013”.

Teacher Education Council, DepEd (2009). Experiential Learning Handbook. TEC, DepEd, Manila

**Online Resources:**

Young, T. Bulletin Boards: A visual way to build school culture. Retrieved on September 19, 2019 from: https://blog.mindresearch.or/blog/build-school-culture-through-bulletin-boards

**Course Output (Performance Indicators)**

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| **Course Outcomes** | | **Course Major Output**  *(Major Task Assessment Tool)* | **Due Date** |
| *Upon completion of the course, the students should be able to :* | |
| **CO-001** | Describe how a safe and secure environment contributes to the physical, socio-emotional and cognitive development of learners. (PPST Domain 2) | Field Study 1 Individual eportfolio | One week before the final exam |
| **CO-002** | Determine ways of addressing learners’ diversity in terms of gender, needs, interest, cultural background and difficult circumstances. (PPST Domain 3) |
| **CO-003** | Appraise how teacher manifest her/his personal and professional competencies. (PPST Domain 7) |
| **CO-004** | Illustrate the teaching-learning process and the use of ICT to promote quality relevant and sustainable educated process. (PPST Domain 4) |
| **CO-005** | Assess the various classroom management strategies observed in the class. (PPST Domains 2 and 4) |
| **CO-006** | Analyze concepts, theories and principles in curriculum development in actual classroom setting. (PPST Domain 4) |
| **CO-007** | Evaluation assessment and reporting practices done in the classroom (PPST Domain 5) |
| **CO-008** | Formulate one’s philosophy of teaching (PPST Domain7) |

**RUBRIC FOR ASSESSMENT**

**ANALYTIC RUBRICS FOR RATING PORTFOLIO OF OUTPUTS**

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| --- | --- | --- | --- | --- | --- | --- |
| **CRITERIA/ EVIDENCES** | **PERFORMANCE LEVELS** | | | | | **RATE** |
| **5**  **EXCELLENT** | **4**  **VERY SATISFACTORY** | **3**  **SATISFACTORY** | **2**  **NEEDS IMPROVEMENT** | **1**  **POOR** |
| 1. **PROMPTNESS (10%)** | Submitted on or before the scheduled date of submission. | Submitted 1 day after the scheduled date | Submitted 2-3 days after the scheduled date | Submitted 4-5 days after the scheduled date | Submitted a week after the scheduled date |  |
| 1. **PRESENTATION AND ORGANIZATION (30%)**  * It has a cover page that includes all the important information about the learners including name, course and section * There is a table of contents with link to the contents * The portfolio contents are organized logically (chronologically) into folders * The portfolio follows the technical specifications indicated | Satisfies all 4 of the given indicators | Satisfies 3 of the given indicators | Satisfies 2 of the given indicators | Satisfies 1 of the given indicators | Satisfies none of the given indicators |  |
| 1. **CONTENT (60%)**   The portfolio contains the following:   * Learning Episode 1 * Learning Episode 2 * Learning Episode 3 * Learning episode 4 * Learning Episode 5 * Learning Episode 6 * Learning Episode 7 * Learning Episode 8 * Learning Episode 9 * Learning Episode 10 * Learning Episode 11 * Learning Episode 12 * Learning Episode 13 * Learning Episode 14 * Learning Episode 15 * Learning Episode 16 | Satisfies all 16 of the given indicators | Satisfies 12 of the given indicators | Satisfies 8 of the given indicators | Satisfies 4 of the given indicators | Satisfies 1 of the given indicators |  |
| **TOTAL** | | | | |  |  |

**Grading System**

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| |  |  | | --- | --- | | **Class Standing** | **Percentage** | | Resource Teacher’s assessment based on attendance and participation | 30% | | Outputs | 70% | | **TOTAL** | 100% | |  | |  |  | | --- | --- | | **Midterm** | **Final** | | Class Standing - 70%  Term Exam - 30% | Class Standing - 70%  Term Exam - 30% | | **Final Rating** | | | Midterm Grade (50%) + Final Grade (50%) = Final Rating | | |

**Course Policies and Standards:**

**Attendance Policy**

1. Regular school attendance is important to student’s academic achievement therefore students are expected to attend and be on time for all sessions for which they are registered.
2. Absence due to illness may be excused; a certificate from his attending physician or parent should be submitted by the student to the Dean of the college who shall issue an excuse slip if the absence is found reasonable. Being excused does not exclude students from the work covered during the absences.
3. Students whose absences are due to participation in intercollegiate functions and other co-curricular activities arranged by the college will be excused from class attendance but not from the responsibility for the work that they may miss during their absence for approved functions.
4. Student, who has been absent for seven or more days in a grading period without excused letter approved by the Dean of the College will be dropped from the roll.
5. Time lost by late enrollment shall be considered as time lost by absence. A student who is late for more than 15 minutes shall not be admitted to the class.

**Make-up Policy**

1. It is the responsibility of each student to recover material when she/he is absent. Absences due to illness or family emergency will be excused with a signed note from a parent. It is the student’s responsibility to make-up any tests missed because of an excused absence the day they return to school (5 days if a medical certificate is enclosed). There will be NO make-up tests for an unexcused absences.

**Homework and exercises / writing assignments/special projects**

1. All homework and projects must be submitted on time. Late submission will get corresponding deductions (5 points deduction each day)
2. Written reports should follow a prescribed format (computerized, font size-12, font style- arial, long bond paper, with the top and bottom margin of 1”, left 1 ½” and right margin 1”)
3. Projects are assigned at least 2 weeks in advance. Any project that extend to more than one day of tardiness will not be accepted and will be graded 5.0.

**Examination (Formative and Summative)**

The quiz will be given after each topic discussion. No make-up tests are allowed for missed quizzes except for valid reasons/ supported with evidence.

**Classroom Regulations**

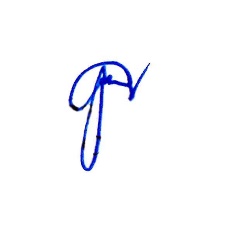
1. Respect other people’s opinions and property.
2. Come to class on time.
3. Bring the required materials every day unless you are otherwise directed.
4. Observe entrance and exit policy (advance readings)
5. Keep your books, classroom, and homework in good condition.
6. Observe classroom cleanliness and orderliness.
7. Do your work.
8. Submit the tasks on time.
9. Cheating, copying, or sharing assignments will not be tolerated.
10. Attendance will be monitored regularly.
11. Wearing your uniform is required.
12. It is a matter of courtesy and being considerate to everyone in the class to turn off all cellular phones during class hours
13. Always speak the English language

**Field Study Policies**

1. Each FS student will be assigned to a resource teacher in their field of specialization. They will be required to render 1 ½ hour (per week or a total of 27 hours for the whole semester) for observation and limited participation. Students will not be tasked to manage the classes independently. Their roles will be limited to assisting and guided activities related to teaching and learning activities whether in face-to-face or flexible mode.
2. FS students shall fill out a DTR per month, duly signed by the assigned resource teacher. This is going to be submitted to the FS teacher every month through email. The cooperating teacher should be copy furnished in the said email for verification purposes.
3. FS students shall attend a synchronous meeting with the FS faculty once every month. This is to provide updates and raise and clarify concerns regarding FS activities.
4. FS students shall engage in reflective and independent tasks through the assigned learning module which will be turned in on the deadline agreed upon.

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| ***Endorsed by:*** | ***Recommending Approval:*** | ***Approved:*** |
| **CATHERYN C. PANLAQUI, EdD** | **NORAIDA G. BARDEMORILLA,MAED** | **GLENDA C. MAGNO, EdD** |
| *Cluster Chair, ProfEd* | *Program Head* | *Dean of Instruction* |
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**Matrix for Learning Module Development based on the Course Outline and Learning Plan**