



UNIVERSITY VISION

A leading University in advancing scholarly, innovation, multi-cultural convergence, and responsive public service in a borderless region.

UNIVERSITY MISSION

The University shall primarily provide advance instruction and professional training in science and technology, agriculture, fisheries, education and other related field of study. It shall undertake research and extension services, and provide progressive leadership in its area of specialization.

UNIVERSITY GOAL

To produce graduates with excellence and dignity in arts, science and technology.

UNIVERSITY OBJECTIVES

- a. Enhance competency development, commitment, professionalism, unity and true spirit of service for public accountability, transparency and delivery of quality services;
- b. Provide relevant programs and professional trainings that will respond to the development needs of the region;
- c. Strengthen local and international collaborations and partnerships for borderless programs;
- d. Develop a research culture among faculty and students;
- e. Develop and promote environmentally-sound and market-driven knowledge and technologies at par with international standards;
- f. Promote research-based information and technologies for sustainable development;
- g. Enhance resource generation and mobilization to sustain financial viability of the university.

Program Objectives and its relationship to University Goal and Objectives:

| PROGRAM OBJECTIVES | UNIVERSITY OBJECTIVES | | | | | | |
|---|-----------------------|---|---|---|---|---|---|
| | a | b | c | d | e | f | g |
| A graduate of Bachelor of Technical and Vocational Teacher Education can: | | | | | | | |
| a. Articulate effectively and independently in multi-disciplinary and multi-cultural teams the latest development in the fields practiced such as Automotive, architectural drafting, civil, electrical, electronics and food and its allied discipline. | / | / | / | / | / | / | / |
| b. Lead in the promotion and preservation of Filipino historical and cultural heritage, social empowerment and environmental sustainability in a professional and ethical approach. | | | | / | | | |
| c. Generate research-based information and technologies at par from international standards, and | | | | | | | / |
| d. Promote and transfer knowledge and technologies for effective and efficient School- Industry partnership. | | | | / | | | |
| A graduate of Bachelor of Technical Vocational Teacher Education can: | a | b | c | d | e | f | g |
| a. Assume professional, technical, managerial and leadership roles in industrial organizations with the desired competence in the fields of practiced such as Automotive, Architectural Drafting, Civil, Electrical, Electronics, Food and its allied discipline. | / | / | / | / | / | / | |
| b. Innovate explicit and modern technologies in the advancement of economy, society, technology and environmental sustainability. | / | / | / | / | / | / | / |
| c. Generate research-based information and technologies at par from international standards; and | / | / | / | / | / | / | |
| d. Promote and transfer knowledge and technologies for effective and efficient school- industry partnership. | / | / | / | / | / | / | / |

5. Course Description:

- 1. Course Code** : PROFED 002A
2. Course Title : The Teacher and the Community, School Culture and Organizational Leadership
3. Prerequisite : —
4. Credits : 3 UNITS

This course provides an examination of the uses of assessment practices and strategies to improve student learning. Special emphasis will be placed on authentic assessment practices, standardized tests, and developmental screenings. Additionally, students will become familiar with measures to assess learners with special needs and learners from linguistically and culturally different backgrounds.

6. Course Learning Outcomes and Relationships to Program Objectives

| Course Learning Outcomes | Program Objectives | | | | | | |
|---|--------------------|---|---|---|---|---|---|
| | a | b | c | d | e | f | g |
| At the end of the semester, the students can: | | | | | | | |
| a. Explain major philosophical foundations of education | / | / | / | / | / | / | / |
| b. Trace the historical evolution of education in the Philippines | / | / | / | / | / | / | / |
| c. Apply social science theories to education | / | / | / | / | / | / | / |
| d. Analyze the cultural role of schools | / | / | / | / | / | / | / |
| e. Reflect on Filipino character and its influence in education | / | / | / | / | / | / | / |
| f. Propose methods for building positive school culture | / | / | / | / | / | / | / |
| g. Evaluate the impact of global issues on schools | / | / | / | / | / | / | / |
| h. Develop strategies for school-community collaboration | / | / | / | / | / | / | / |
| i. Discuss the role of teachers in educational reform | / | / | / | / | / | / | / |
| j. Identify roles and competencies of school heads | / | / | / | / | / | / | / |
| k. Compare organizational leadership styles | / | / | / | / | / | / | / |
| l. Understand School-Based Management (SBM) | / | / | / | / | / | / | / |
| m. Design strategies to sustain school culture | / | / | / | / | / | / | / |
| n. Explain and apply school policy functions | / | / | / | / | / | / | / |

7. Course Content

| Course Objectives, Topics, Time Allotment | Desired Student Learning Outcomes | Outcomes-Based Assessment (OBA) Activities | Evidence of Outcomes | Course Learning Outcomes | Program Objectives | Values Integration |
|--|---|---|----------------------------------|--------------------------|--------------------|-----------------------|
| Topic: SKSU VMGO, Classroom Policies, Course Overview, Course Requirements, Grading System (2 hours) | | | | | | |
| 1. Discuss the VMGO of the university, classroom policies, scope of the course, course requirements and grading system | 1. Student can be aware of and appreciate of the university's VMGO, classroom policies, course overview, requirements and grading system. | Individual participation in class discussion and group presentation | Group and individual discussions | g | d | Value of appreciation |
| Topic: Philosophical Thoughts on Education | | | | | | |

| | | | | | |
|--|---|--------------------------------------|----------------------------------|---------|---------|
| 2. Major educational philosophies and their implications | 2. Students explain how philosophical perspectives shape education. | Concept mapping and reflection paper | Scored map and reflection rubric | a, b, e | a, b, c |
|--|---|--------------------------------------|----------------------------------|---------|---------|

Topic: Historical Foundations of Education

| | | | | | |
|--|---|--|-------------------------|------------|------------|
| 3. Educational developments from pre-colonial to present times a. | 3. Students evaluate historical influences on education in the Philippines. | 3. Timeline creation and analysis presentation | Poster and oral defense | a, b, d, e | a, b, c, d |
|--|---|--|-------------------------|------------|------------|

Topic: Social Science Theories and Their Implications

| | | | | | |
|---|--|--------------------------------------|----------------------------|-------------|----------|
| 4. Key sociological and psychological theories in education | 4. Students relate theories to actual classroom and school situations. | 4. Group reporting and case analysis | Rubric-rated group reports | a, e, f, g, | a, b, c, |
|---|--|--------------------------------------|----------------------------|-------------|----------|

Topic: The School as a Cultural Institution

| | | | | | |
|---|--|--|-----------------------------|------|---------------|
| 5. School's role in cultural transmission and transformation | 5. Students understand how schools influence and reflect culture. | 5. Interview activity and group synthesis | Report and synthesis rubric | a, c | b, d, e, f, g |
|---|--|--|-----------------------------|------|---------------|

Topic: Strengths and Weaknesses of the Filipino Character

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|-------------------------------------|--|---|-------------------|-----------------------|------------------|
| 6. Filipino values and behaviors | 6. Students reflect on how Filipino traits influence classroom and school behavior. | 6. Reflection journal and value analysis | Scored reflection | b, c, e, g a, d, f | a, b, c a, d, |
|-------------------------------------|--|---|-------------------|-----------------------|------------------|

Topic: Creating a Positive School Culture

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|---|---|---------------------------------------|------------------|------------------|------------|
| 7. Elements and practices of a positive school culture | 7. Students identify how leaders build positive culture. | 7. Role play and observation sheet | Video and rubric | a, c, d, e, f, g | a, b, c, d |
|---|---|---------------------------------------|------------------|------------------|------------|

Topic: Global Issues Concerning Schools

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|---|--|-----------------------------------|------------------------------------|------------|------------|
| 8. Local and global issues affecting education | 8. Students explain the implications of global issues in schools. | 8. Debate and group discussion | Debate scores and reflection paper | b, c, e, f | a, b, c, d |
|---|--|-----------------------------------|------------------------------------|------------|------------|

Topic:**School and Community Partnership**

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|--|--|---|-------------------------|------------------|------------|
| 9. Importance and strategies of community partnership | 9. Students analyze benefits of school-community collaboration. | 9. Community mapping and proposal making | Group output and rubric | a, c, d, e, f, g | a, b, c, d |
|--|--|---|-------------------------|------------------|------------|

Topic:**Teacher as a Leader of Reforms**

| | | | | | |
|--|--|-------------------------|--------------------|------------------|------------|
| 10. Role of the teacher in initiating reforms | 10. Students explore how teachers lead change in education. | Action plan development | Graded reform plan | a, c, d, e, f, g | a, b, c, d |
|--|--|-------------------------|--------------------|------------------|------------|

Topic:**Roles and Competencies of School Heads I**

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|--|--|---|--------------------|--|--|
| 11. Core roles and responsibilities of school leaders | 11. Students explain the competencies expected from school heads. | 11. Concept diagramming and case study | Diagram and rubric | | |
|--|--|---|--------------------|--|--|

Topic: Organizational Leadership

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|---|---|--|----------------------------------|--|--|
| 12. Leadership styles and decision-making | 11. Students differentiate leadership styles and apply ethical decisions. | 11. Leadership style assessment and simulation | Written analysis and peer rating | | |
|---|---|--|----------------------------------|--|--|

Topic:**SBM and the School Head**

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| 13. Principles and practices of SBM | 13. Students evaluate the role of school heads in SBM | Group case study presentation | Peer review and rubric | | |
|--|--|-------------------------------|------------------------|--|--|

Topic:
Sustaining School Culture Through Leadership

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|---|---|------------------------------------|-----------------|--|--|--|---------------------|
| 14. Revisit school culture in leadership context | 14. Students recommend strategies to sustain positive culture. | Strategy proposal and presentation | Graded proposal | | | | Value of innovation |
|---|---|------------------------------------|-----------------|--|--|--|---------------------|

Topic:
School Policies and Their Function

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|--|--|--------------------------------|---|--|--|--|----------------------|
| 15. Overview of key DepEd and national policies | 15. Students explain how school policies guide school operations. | Policy analysis and simulation | Written analysis and participation rubric | | | | Value of citizenship |
|--|--|--------------------------------|---|--|--|--|----------------------|

Topic:
Roles and Competencies of School Heads II

| | | | | | | | |
|--|--|---------------------------------------|--------------------------|--|--|--|---|
| 16. Continuing discussion with focus on ethical dilemmas and leadership scenarios | 16. Students analyze school leadership using actual situations. | 16. Role-play and ethical analysis | Rubric and peer feedback | | | | Value of integrity and ethical behavior |
| Lecture Hours | = 51 | | | | | | |
| Exams Hours | = 3 | | | | | | |
| Total Number of Hours | = 54 | | | | | | |

| Course Evaluation: Course Requirement: | Quizzes Project Assignment Class Participation/Oral Written Examination (Midterm and Final) | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|------------|-------------------------------|------------|-----------------|---------------------|-----|-----|-------------------------------|-----------------------------|-----|-----|--------------------|-----|-----|------------|-----|-----|---|-----|-----|--|------|------|
| | All students must adhere to the guidelines: act respectfully, responsibly and with maturity; arrive on time and be ready for instruction; put cell phones on silent mode and must be kept, contribute to an orderly learning environment; must not hesitate to consult the instructor when there are important concerns; establish good rapport with instructor; maintain silence during oral reports/ presentations; cooperate in classroom activities and in in-class performance | | | | | | | | | | | | | | | | | | | | | | | |
| Grading System | <table border="1"> <thead> <tr> <th></th> <th>Midterm</th> <th>Final Term</th> <th>Class Schedule:</th> </tr> </thead> <tbody> <tr> <td>Quizzes/Assignments</td> <td>10%</td> <td>10%</td> <td rowspan="5">Schedule of Examination : TBA</td> </tr> <tr> <td>Oral Participation/ Project</td> <td>10%</td> <td>10%</td> </tr> <tr> <td>Class Requirements</td> <td>10%</td> <td>10%</td> </tr> <tr> <td>Attendance</td> <td>20%</td> <td>20%</td> </tr> <tr> <td>Written Examination (Midterm& Final term)</td> <td>50%</td> <td>50%</td> </tr> <tr> <td></td> <td>100%</td> <td>100%</td> </tr> </tbody> </table> | | Midterm | Final Term | Class Schedule: | Quizzes/Assignments | 10% | 10% | Schedule of Examination : TBA | Oral Participation/ Project | 10% | 10% | Class Requirements | 10% | 10% | Attendance | 20% | 20% | Written Examination (Midterm& Final term) | 50% | 50% | | 100% | 100% |
| | Midterm | Final Term | Class Schedule: | | | | | | | | | | | | | | | | | | | | | |
| Quizzes/Assignments | 10% | 10% | Schedule of Examination : TBA | | | | | | | | | | | | | | | | | | | | | |
| Oral Participation/ Project | 10% | 10% | | | | | | | | | | | | | | | | | | | | | | |
| Class Requirements | 10% | 10% | | | | | | | | | | | | | | | | | | | | | | |
| Attendance | 20% | 20% | | | | | | | | | | | | | | | | | | | | | | |
| Written Examination (Midterm& Final term) | 50% | 50% | | | | | | | | | | | | | | | | | | | | | | |
| | 100% | 100% | | | | | | | | | | | | | | | | | | | | | | |

9. References

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|----------------------|---|
| Textbooks | Navarro,R and Santos R." Assessment of Learning Outcomes 1 " Quezon City, Lorimar Publishing, Inc.,2012. Bloom, Benjamin S." Taxonomy of Educational Objectives: Cognitive Domain" New York: David McKayand Company, 1956. Guskey,TR."How Classroom Assessments Improve Learning, Educational Leadership,2003. |
| Supplemental: | <p>Assessment Introduction (http://www.ncte.org/library/NCTEFiles/Resources/Journals/VM/0212-dec2013/VM0212Assessment.pdf)</p> <p>Formative and Summative Assessment (https://www.cmu.edu/teaching/assessment/basics/formative-summative.html)</p> <p>Types of Assessment (http://www.wcer.wisc.edu/archive/cl1/flag/start/assess_intro.htm)</p> <p>Assessment Tools (http://www.gla.ac.uk/media/media_12158_en.pdf)</p> <p>Standard Deviation as Assessment tools (http://www.difffen.com/difference/Standard_Deviation_vs_Variance)</p> <p>Item Analysis (http://www.washington.edu/oea/services/scanning_scoring/scoring/item_analysis.html)</p> <p>Assessment Of,As, and For Learning (http://syllabus.bos.nsw.edu.au/support-materials/assessment-for-as-and-of-learning)</p> <p>Difference among Of,As, and For Learning (http://archive.aacu.org/summerinstitutes/ild/documents/assessmentforfaslearning2003_learl.pdf)</p> <p>Assessment Practices (http://www.edu.gov.on.ca/eng/aboriginal/5AAssessmentPractices.pdf)</p> |

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