

**BACHELOR OF ELEMENTARY EDUCATION
PRACTICUM POLICY STATEMENTS AND GUIDELINES
Effectivity: First Term, AY 2016 – 2017**

I. PRACTICUM RATIONALE

A. COURSE INFORMATION

Course Title	Practice Teaching I and II
Course Code	EDUC 224 and EDUC 225
Course Credit Units	6 units
Course Pre-requisites	<p>1st Term</p> <p>PSED: PSED 11-14, Psy 2A, EDUC 205A, EDUC205B, EDUC 206A, EDUC 206B, EDUC 208, EDUC 212, EDUC 215, EDUC 216, EDUC 221, EDUC 222</p> <p>SPED: SPED 14-17, Psy 2A, EDUC 205B, EDUC 206B, EDUC 208, EDUC 212, EDUC 215, EDUC 216, EDUC 221, EDUC 222</p> <p>2nd Term</p> <p>PSEd/SPED: EDUC 224</p>
Supervising Teachers	Ms. Eleanor Marie Bahrami-Hessari Asst. Prof. Rose Marie M. Cordura Asst. Prof. Maripia P. Rabacal Mr. Bernard P. Saldivar

B. PRACTICUM TRAINING RATIONALE

The course consists of actual classroom teaching under the mentorship of a Supervising Teacher and Cooperating Teacher. The Pre-Service Teacher is given a wide range of opportunities to apply his/her knowledge of pedagogical know-how as he/she handles various learning areas in Elementary Education. The course deepens one's understanding of emerging models of teaching and other empirically-tested pedagogies as these apply to various classroom contexts and dynamics. The course is for two terms, 15 hours a week.

C. PRACTICUM OUTCOMES

Intended Learning Outcomes (ILOs)				
M I S S I O N	The 21 st Century Skills	Institutional (IILOs) UST College of Education Graduate Attributes A UST College of Education Graduate is expected to be:	Program (PILOs)	Course (CILOs)
C O M P E T E N C E	Learning and Innovation Skills	1. critical and creative thinker in problem solving, research and innovation that promote communication and collaboration.	→ When you successfully complete the Teacher Education Program , you will be able to: Demonstrate basic and higher levels of thinking skills in planning, assessing, and reporting. NCBTS Domain 5 : Planning, Assessing, and Reporting	→ When you successfully complete Practice Teaching , you will be able to: Provide latest ideas and views about implemented interventions to improve classroom teaching and management through an action research presentation that encourage respectful dialogue.
	Information Media and Technology Skills	2. An effective producer and responsible consumer of Information and Communication Technology (ICT) in his field.	→ Demonstrate skill in materials development, instructional delivery and educational assessment appropriate for diverse learners in various types of environment. NCBTS Domain 2 : Learning Environment; NCBTS Domain 3: Diversity of Learners; NCBTS Domain 4: Curriculum	→ Apply knowledge of pedagogical theories and practice to the teaching of major subjects in the different curriculum years in the secondary level using appropriate technology-based instructional materials.
	Life and Career Skills	3. model of professional and personal qualities such as adaptability, flexibility, initiative, self-direction, productivity, accountability, leadership, and responsibility.	→ Demonstrate ability to facilitate learning for diverse learners using a wide range of teaching methodologies in various types learning environment. NCBTS Domain 2 : Learning Environment NCBTS Domain 3: Diversity of Learners NCBTS Domain 4: Curriculum	→ Construct useful and meaningful learning outcomes based on the skills, knowledge, attitudes and values defined in the K-12 learning competencies.
	21 st Century Themes	4. locally and globally concerned citizen and active participant in academic and civic activities.	→ Demonstrate the relationship of education to larger historical, social, cultural, and political processes. NCBTS Domain 1: Social Regard for Learning NCBTS Domain 6 : Community Linkages	→ Conduct community service activities that will give strong awareness of one's role as Pre-Service Teachers, capable of offering help, support, love and care for their neighbor.
C O M M I T M E N T	Thomasian Values	5. professional who possesses dignity and practicing the three Thomasian core values: Competence, Commitment, and Compassion in the world of work.	→ Demonstrate professional and ethical teaching standards to respond to the demands of the school and the community. NCBTS Domain 6 : Community Linkages NCBTS Domain 7 : Personal Growth and Professional Development	→ Practise the 21 st century skills and National Competency-Based Teacher Standards in the classroom, in the campus, and in the community where they will ultimately work or live.

D. PRACTICUM TIMELINE

Tasks and Activities	Proposed Schedule
Practicum Application and Preliminary Requirements Submission	3 rd week of January -Temporary TOR (for incoming 4 th yr. students) For 2 nd Term grades – submit photocopy of clearance to assigned Supervising teachers End of May (after Finals)
Practicum Application Screening Submission of: 1. Medical Clearance (c/o USTHS) 2. Psychological Test (c/o Guidance) 3. Practicum Waivers	May – June
Practicum Application Approval - Presentation of requirements.	First Week of July
Practicum Orientation 1. Pre-Service Teaching Seminar in UST 2. Orientation with Cooperating Schools	2 nd Week of July 3 rd Week of July
Practicum Conforme Signing and Submission	2 nd Week of July
Practicum Proper <u>First Term</u> 1. First Shift 2. Second Shift <u>Second Term</u> Third Shift Service Learning Project	<u>First Term</u> 3 rd Week of July – 2 nd Week of October 3 rd Week of October – 1 st Week of December <u>Second Term</u> 3 rd Week of January – 3 rd Week of March 4 th Week of March – 3 rd Week of May
Practicum Supervising Teachers'	3 rd Week of July

Visit	4 th Week of July 1 st Week of December 2 nd – 3 rd Week of March 1 st Week of April
Post Practicum Reports and Other Requirements Submission <u>First Term</u> <ol style="list-style-type: none"> 1. Pre-Service Teacher Performance Report (1st Shift) 2. Narrative Report I 3. Pre-Service Teacher Performance Report (2nd Shift) <u>Second Term</u> <ol style="list-style-type: none"> 1. Pre-Service Teacher Performance Report (3rd Shift) 2. Final Narrative Report 3. SLP Output 4. Clearance 	<u>First Term</u> 2 nd Week of October 3 rd Week of October 2 nd Week of December <u>Second Term</u> 4 th Week of March 2 nd Week of April 1 st Week of May 4 th Week of May
Practicum Grades Release and Posting	3 rd Week of December, First Term 3 RD Week of April, Second Term

II. ON PRACTICUM APPLICATION

POLICY STATEMENT:

The Elementary Education Department maintains a rigorous application process for practicum that will ensure the academic preparation and physical and psychological fitness of the Pre-Service Teacher.

POLICY GUIDELINES:

1. An incoming 4th Year BEED student must apply for practicum before he/she can enroll for Educ 224 (Practice Teaching I) and Educ 225 (Practice Teaching II). The application process is scheduled from the 2nd week of May to the 4th week of June.
2. The following requirements must be submitted by the applicant:
 - a. Duly filled out application form (see Annex F)
 - b. Temporary Transcript of Records as of Term 1 of the 3rd Year duly certified by the Registrar's Office
 - c. Photocopy of clearance for Term 2 of the 3rd Year.
 - d. Physical Examination Results from the UST Health Service certifying fitness for practicum
 - d. Certification of Psychological Fitness from the Career and Counselling Office of the College of Education
3. The applicant must meet all prerequisite courses in professional and major courses before he/she can qualify for practicum. An individual inventory of courses taken will be done by the Program Coordinator for this purpose.
4. If an applicant is found to be physically unfit by the UST Health Service, medical intervention must be done until clearance is secured. Application for practicum shall be extended for the concerned student/s but will only last up to the deadline of enrollment for 1st Term. The same applies for psychological fitness, to be facilitated by the Career and Counselling Office of the College of Education.
5. Upon completion of requirements and satisfaction of all prerequisite courses, the applicant will be issued an approval form by the Department Chair (see Annex A). Only a student with an approval form signed by the Department Chair and the Dean may enroll for practicum.
6. All successful applicants for practicum must undergo a comprehensive Pre-Service orientation. Failure to do so may revoke the approval form issued.
7. A Pre-Service Teacher will be issued a copy of the Practicum Handbook. He/She must sign the conforme (see Annex __) to the practicum policies and guidelines before he/she can commence with his/her practice teaching.
8. The application process only applies to Educ 224 and Educ 225. The student may proceed with regular enrollment in his/her other courses in college.

II. ON PRACTICUM PROPER (OFF-CAMPUS)

POLICY STATEMENT:

The Elementary Education Department provides for an optimum off-campus practicum experience in private and public (for SPED) schools to its Pre-Service Teachers enabling them to apply the theories and concepts learned in the professional and specialization courses and building their capacity in curriculum planning, instructional delivery, assessment, and possible ancillary functions.

POLICY GUIDELINES:

1. The Elementary Education Department shall enter into a formal agreement with the chosen Cooperating Schools in Metro Manila for the off-campus practicum of its Pre-Service Teachers. A Memorandum of Agreement stipulating the terms of the off-campus practicum and signed by the Head Administrator and/or Principal of the Cooperating Schools and the Vice Rector for Academic Affairs of the University of Santo Tomas shall govern the conduct of the off-campus practicum.
2. Off-campus practicum shall follow the Academic Calendar of the Cooperating Schools. It shall last for nine months commencing from the third week of July up to the third week of March.
3. The assignment of the Pre-Service Teachers to the mentorship of a particular Cooperating Teacher shall be done by the Principal/Head Teacher. The rotation of the Pre-Service Teachers for the three required shifts is within the discretion of the Supervising Teacher.
4. The Pre-Service Teacher shall perform various functions in the Cooperating Schools:

A. CURRICULAR FUNCTIONS

1. As part of the observation week in their respective Cooperating schools, the Pre-Service Teacher shall have the following tasks:
 - a. prepares a seat plan and a class list;
 - b. creates classroom climate conducive to students' intellectual, social, and moral development;
 - c. assists Cooperating Teacher in the classroom routine;
 - d. makes Initial assessment of the focus child
2. The Pre-Service Teacher shall prepare lesson plans and/or Individualized Educational Plan needed for their actual daily lead teaching. This must be submitted on the deadline set by the Cooperating Teacher.

3. The Pre-Service Teacher makes appropriate and creative teacher- made instructional materials to support curricular activities.

B. INSTRUCTIONAL FUNCTIONS

1. The Pre-Service Teacher will act as lead teacher and will handle whole class instruction from planning, organizing, and executing classroom activities or lesson in the subject area/s assigned to him/her by the Cooperating Teacher.
2. The following instructional tasks must be delivered by the Pre-Service Teacher:
 - a. selects and utilizes meaningful subject matter and related experiences, strategies, instructional materials and resources directed towards the attainment of learning objectives;
 - b. facilitates active participation of students in class activities;
 - c. relates classroom learning with real life experiences;
 - d. performs other relevant classroom tasks related to classroom and behavior management.
3. The Pre-Service Teacher must deliver instruction with confidence and clarity of communication.

C. ASSESSMENT FUNCTIONS

1. The following are the tasks of the Pre-Service Teacher in terms of assessment:
 - a. Assesses students based on the following:
 - Observational Child Study
 - Learner's Narrative Progress Report
 - b. Prepares Formative and Summative Assessments
 - Board work and worksheets
 - Seatwork and quizzes

D. ANCILLARY FUNCTIONS

1. The Pre-Service Teacher may be assigned ancillary functions that will contribute to his/her holistic formation as a would-be professional teacher. Such ancillary functions include rendering service in some transition programs offered by the Cooperating Schools like assisting in the cafeteria, library and other resource centers for independent living, as deemed necessary.

3. The Pre-Service Teacher may be observed by the Cooperating Teacher, School Administrator, or Supervising Teacher any time during the grading period. The observer/s must discuss with the Pre-Service Teacher his/her commendable and improvable points.
4. The Cooperating Teacher shall have the following duties and responsibilities as stated in the signed Memorandum of Agreement:
 - a. observe mentor/mentee relationship;
 - b. assist the Pre-Service Teachers in honing their skills through:
 - regular class observation and post conference
 - lesson planning
 - use of varied strategies/approaches/techniques
 - classroom management
 - assessment of learning outcomes
 - questioning techniques
 - preparation of instructional material
 - preparation of examinations/various assessment modes
 - accomplishment of different forms and related work
 - c. observe, coach/mentor, and evaluate the performance of the Pre-Service Teacher.
 - d. model effective teaching and management strategical techniques;
 - e. provide the Pre-Service Teacher the opportunity to teach independently and collaboratively;
 - f. provide the Pre-Service Teacher participation in co-curricular and school/community activities **held within the cooperating school's premises;**
 - g. complete an evaluation report for each Pre-Service Teacher; and
 - h. recommend a PASS or FAIL standing for the Pre-Service Teacher for the practicum. This is done after proper steps, coaching, and preventive measures have been exhausted.
5. In line with the Off-Campus Practicum, the Supervising Teacher shall have the following duties and responsibilities as stated in the signed Memorandum of Agreement:

- a. coordinate with the BEED Coordinator in the selection of cooperating schools;
 - b. request the School Principal or his/her representative(s) to expose pre-service teachers to teach multi-grade and special education classes;
 - c. prepare and implement the MOA between the TEI and cooperating school;
 - d. coordinate with the cooperating school Head regarding the activities and practice teaching needs of the pre-service teachers;
 - e. orient the pre-service teachers for their off-campus work;
 - f. conduct regular observation and evaluation of the practice teaching performance of pre-service teachers;
 - g. coordinate regularly with cooperating school principal/head teacher, and cooperating teacher regarding performance of the pre-service teachers;
6. The Cooperating School Principal (or his/her Representative/s) shall have the following duties and responsibilities as stated in the signed Memorandum of Agreement:
 - a. assign a Pre-Service Teacher to a qualified Cooperating Teacher in coordination with the school Department Head/Chairman and with the Supervising Teacher;
 - b. meet regularly with Cooperating Teachers and Pre-Service Teachers;
 - c. conduct regular conference with Cooperating Teachers as regards to the performance of the Pre-Service Teachers;
 - d. prepare required reports to the TEIs; and
 - e. ensures that Pre-Service Teachers are **not allowed to substitute** for teachers who are absent or on leave.
7. The Pre-Service Teacher shall report to the Cooperating School on time. They shall not leave the premises of the Cooperating School during their official timeslot. In cases of foreseen absence or absence due to medical/emergency reasons, the Pre-Service Teacher shall immediately notify the Cooperating Teacher. The Pre-Service Teacher shall make up for lost off-campus practicum hours.

III. ON PRACTICUM PROFESSIONAL BEHAVIOR

POLICY STATEMENT:

The Elementary Education Department commits itself to forming Professional Teachers whose actions define a high degree of ethical and professional behavior.

POLICY GUIDELINES:

1. The Pre-Service Teacher must observe regularity and punctuality in attendance. He/She shall log his/her official *time in* and time-out the attendance notebook, and in some cases, in the official log book of the Cooperating. If rectification of logged time is necessitated, the countersignature of the Cooperating Teacher is required.

In case of absence, the Cooperating and Supervising Teachers must be notified. An absence monitoring form (see Appendix E) should be accomplished by the student and submitted to the Cooperating and Supervising Teachers. **Absence** due to actual illness should be supported by a certificate issued by a physician and endorsed by UST Health Service. In the absence of a medical certificate, a formal letter from the parent/guardian shall suffice.

2. The Pre-Service Teacher must start and dismiss his class on time and ensure full utilization of instruction time. He/She must come to class prepared.
3. The Pre-Service Teacher must observe proper grooming. Prescribed uniform for the day must be worn with closed black leather shoes and socks. For males, these must come with white v-neck undershirt and black socks. Clean cut for the hair. For females, wearing of hair color, nail polish with a loud color, or excessive accessories is not allowed. The heels of their shoes must be at least an inch high.
4. The Pre-Service Teacher must maintain utmost professionalism in dealing with students. Professional distance must be observed inside and outside the class. He/She shall not personally deal with parents/guardians and shall not accept favors from them.
5. The Pre-Service Teacher must observe proper decorum, especially when in front of students. He/She must deal with administrators, mentors, colleagues, and school staff with utmost respect and courtesy.
6. The Pre-Service Teacher must avoid hasty judgments and ill-talk of the cooperating school he/she is assigned to. In case of problems involving the student, cooperating teacher, administrator, or staff of the school he/she is assigned to, the Pre-Service Teacher shall consult the Supervising Teacher in order to receive proper guidance to help resolve the issue/s.
7. The Pre-Service Teacher must submit his/her requirements complete and on time. He/She must always meet deadlines set.

8. Use of school facilities and equipment is subject to the approval of the Cooperating School administrator/s.
9. As stated in the UST Student Handbook *"In the use of electronic media (e.g. Facebook, Instagram, Twitter, and Blogs), the student shall not commit acts of indecency, through the use indecent words, uploading indecent picture(s) or image(s) reflecting unchristian behavior of himself or of any person". (R.A. No. 10175- Cybercrime Prevention Act of 2012)*

IV. ON PRACTICUM DISCIPLINE

POLICY STATEMENT:

The Elementary Education Department maintains a set of disciplinary actions that will ensure the holistic formation of Pre-Service Teachers.

POLICY GUIDELINES:

1. In case of tardiness, the following equivalent will be used as sanctions:

<i>Number of minutes tardy</i>	<i>Additional time for make up</i>
1-5 minutes	30 minutes
6-15 minutes	1 hour
16-30 minutes	2 hours
30 – 60 minutes	Absent (9 hours)

However, if the pre-service was late ONLY ONCE within 1-4 minutes and in case of **force majeure**, the above sanctions will not apply.

2. The Pre-Service Teacher who does not wear the prescribed practicum uniform, including UST ID, without valid reason shall merit 3 hours of make-up work.
3. For male Pre-Service Teaching, sporting long hair will merit 1 hour of make-up work. For female Pre-Service Teacher wearing of hair color, nail polish with a loud color, excessive accessories, and flat shoes shall merit 1 hour of make-up work.
4. Any Pre-Service Teacher reported to have displayed improper attitude and behavior inside the practicum site, particularly towards administrators, faculty, and students, or had grossly failed to abide policies and regulations of the cooperating school **shall be subjected to investigation and disciplinary action** by the University. (Refer to UST Student Handbook, PPS 1027).

V. ON PRACTICUM DOSSIER

POLICY STATEMENT:

The Elementary Education Department ensures the comprehensive documentation of the practicum experience through the production of a practicum dossier, in the form of a narrative report.

POLICY GUIDELINES:

1. A narrative report detailing a Pre-Service Teacher's various teaching experiences in his/her assigned cooperating school, together with case studies conducted, shall be submitted to the supervising teacher at the end of the first shift (for the Preliminary Period) and last shift (for the Finals Period).
2. Below is the Narrative Report Outline for each Practicum Shift (total of 3 Cooperating Schools)

Dedication
Acknowledgement
Table of Contents
Prayer of a Student Teacher (Personal Prayer)
Personal Educational Philosophy
Curriculum Vitae

I. Summary of Experiences

- A. **Description of the Cooperating Schools** (not more than 5 pages per cooperating school)
 1. History
 2. Philosophy, Objectives and Policies
 3. Various Programs and Activities
- B. **Classroom Experiences** (5 pages)
 1. Observation of the class as a whole
 2. Observation of the cooperating teacher (teaching techniques and classroom management)
- C. **Teaching Experiences** (15 pages)
 1. Preparation for Teaching
 - a. Writing of Lesson Plans
 - b. Preparing Instructional Materials
 - c. Preparing Board Work
 - d. Mastering Subject Matter to be Taught
 2. Actual Teaching
 - a. Of the class
 - b. Teaching different types of lessons
 - c. Testing and evaluating pupils

- D. **Case Studies** (6 – 7 pages)
 (Total: 2 case studies for both PSED and SPED)

APPENDICES

Samples of implemented lesson plans
 Sample activity sheets prepared by the Pre-Service Teacher
 Samples of students' works
 Best photos of classroom teaching in 3R size with captions (not

3. For the entry on Case Studies, the following format must be followed:

The Learner's Development Profile	
<u>Background Information</u>	
Name of the Learner:	
School:	
Date of Birth:	Age:
Grade:	Gender:
<u>Family Profile</u>	
Number of Siblings:	
Birth Order:	
Parents	
Mother:	Age:
Occupation:	Educational Attainment:
Father:	Age:
Occupation:	Educational Attainment:
<u>Observation</u>	
In a paragraph form, describe the various aspects of development of the learner.	
<p>A. Characteristics of the child on the different areas of development</p> <ol style="list-style-type: none"> Physical Development Social Development Emotional-Moral Development Cognitive Development Self-Help skills <p>B. Analysis (include information obtained from child's teacher and parents) Write your salient findings during your encounters with the child</p> <p>C. Conclusion Write your conclusions after the analysis of the impact of the school and home on the learner's development.</p> <p>D. Recommendations</p>	

4. The T

NARRATIVE REPORT OF TEACHING EXPERIENCES

In Partial Fulfillment of the Requirements in Educ 225 (Practice Teaching)
for the Degree in Bachelor of Elementary Education major in _____

Submitted to the Department of Teacher Education
Elementary Education Program
College of Education, University of Santo Tomas

Submitted by:
Name of Student

Submitted to:
Name of Supervising Teacher

Date

5. The Practicum report shall have a complete and accurate **Table of Contents**.
6. **Dedication** is a statement which expresses connection and devotion by the author towards significant individual/s.
7. **Acknowledgements** shall be a formal expression of appreciation and gratitude to the trainer/s and people who had greatly contributed to the training program of the student/s during the course of practicum.
8. **Curriculum Vitae** shall follow the format used in the research manuscript.
9. The Narrative Report shall follow the required standards:
 - a. Hard bound color black with gold embossed print.
 - b. Student's surname embossed on the spine of his/her Narrative Report.
 - c. Total number of pages (not less than 100 pages)
 - d. Put page number at the top right corner.
 - e. Letter size (8x12), 1.5 spacing, font size 12, font style Arial or Times New Roman.
 - f. Margin: 2 "left, 1" remaining sides.
 - g. Justified and make sure to indent at the beginning of each paragraph.
10. The Final Narrative Report to be submitted during the last week of March, will be part of the requirements of the Pre-Service Teacher for graduation.

VI. ON PRACTICUM-RELATED PROTOCOLS

POLICY STATEMENT:

The Elementary Education Department implements practicum-related protocols that will support the effective and smooth conduct of practice teaching and ensure harmony with existing policies of the University and College.

A. PRACTICUM ORIENTATION

POLICY GUIDELINES:

In- campus

1. The coordinator together with the supervising teachers identify relevant seminar topics (i.e. professional grooming/personality development, legal accountability of teachers to students, bullying in the classroom, cyber bullying, stress management etc.) that will benefit the pre-service teachers.
2. A group will target a specific date and forms committees that will take charge of specific tasks (program, invitation and certificate, physical, registration, refreshment, etc.)
3. The coordinator communicates the activity to the Dean's office and later to all participants (students, parents and teachers).
4. All supervising teachers and students participate to ensure success of the program.

Off- campus

1. The supervising teachers consult with the administrators of the different cooperating schools regarding the available date and time of the pre-service teachers' practicum in their school.
2. The supervising teachers prepare a request letter with the following attachments: *list of pre-service teachers assigned to the respective school, guidelines for cooperating schools and suggested tasks for pre-service teachers.*
3. The supervising teacher informs the pre-service teachers of their practicum assignment and schedule of orientation to the cooperating schools.
4. The supervising teacher endorses the pre-service teachers to the cooperating school for orientation. The pre-service teachers are advised to wear their practicum uniform.
5. The cooperating school orients the pre-service teachers of the school's philosophy, curriculum, policy, etc.

B. PARTICIPATION IN COOPERATING SCHOOL-INITIATED ACTIVITIES HELD OUTSIDE THE SCHOOL'S PREMISES

POLICY GUIDELINES:

1. Recognizing the importance of cooperating school- initiated activities outside the premises of the cooperating school like field trips, open house, home visits and the like the pre-service teachers are allowed to participate on a **VOLUNTARY BASIS** and with the permission of their respective parent/guardian.
2. The cooperating school communicates to the parent/guardian the nature, purpose, schedule and venue of the said activity duly signed by the administrator.
3. The parent/guardian sends a letter to the cooperating school and supervising teacher confirming the participation of their child/ward.
4. The pre-service teacher accomplishes a waiver form signed by the parent/guardian and submits to the supervising teacher at least a day before the activity.
5. Failure to follow the above procedure prohibits the pre-service teachers to participate in the event.

C. PARTICIPATION IN UST-INITIATED ACTIVITIES

POLICY GUIDELINES:

1. The Pre-Service Teachers are enjoined to participate in university-initiated activities as part of a holistic approach in the teaching-learning process.
2. As endorsed by the Dean, the Coordinator communicates to the cooperating school the nature, purpose, schedule and venue of the said activity.
3. The courier, preferably the group leader, logs in the monitoring sheet as s/he gets the letter and returns the received copy to the coordinators' office in triplicate copies.
4. The supervising teacher informs the pre-service teachers and checks the attendance.

D. PRE-SERVICE TEACHER'S TEMPORARY LEAVE FROM PRACTICUM DUTIES DUE TO MAJOR HEALTH REASONS

POLICY GUIDELINES:

1. In cases when a Pre-Service Teacher experiences a MAJOR health problem that would require a few days off from practicum duties as recommended by a physician, he/she must submit a valid medical certificate from his/her physician and duly endorsed by the UST Health Service.
2. The Pre-Service Teacher shall write to the dean, signed by the parent/guardian (copy furnished chairperson and coordinator) requesting for a temporary leave from practicum duties that will not exceed 5 days. A consultation meeting will be conducted with the chairperson, coordinator, supervising teacher, parent/guardian and pre-service teacher to discuss terms of agreement regarding the best alternative or option to address the pre-service teacher's needs (*i.e.* re-assignment, make-up duties, etc.)
3. A letter from the parent/guardian expressing their understanding of the agreement will be submitted to the office of the Dean.
4. The Supervising teacher should inform the cooperating school regarding the condition of the Pre-Service Teacher. The following documents will be provided for their perusal:
 - a. Medical certificate
 - b. Letter from the parent endorsed by the Dean
5. If the Pre-Service Teacher's condition requires more than 5 days of leave, it is recommended that he/she applies for a leave of absence for the rest of the term.

VII. ON GRADING SYSTEM

POLICY STATEMENT:

The Elementary Education Department ensures that the Pre-Service Teachers are objectively evaluated on the merit of their performance in their respective cooperating schools and responsibilities in the university.

POLICY GUIDELINES:

1. The final grade of the Pre-Service Teacher shall be based on the following criteria/points:

Cooperating School	40%
Narrative Report	30%
Participation/SLP	20%
Attendance	10%

2. Using the **Pre-Service Teacher Performance Report**, the cooperating school shall evaluate the student's performance based on the criteria below (See Appendix D):

Instructional Skills	50 points
Work habits and Personality	30 points
Out of class Responsibility	20 points

Important

The Pre-Service Teacher Performance Report should be placed in a **SIGNED and SEALED brown envelope** prior to submission. Any evidence of tampering shall render the form VOID and shall NOT BE ACCEPTED for final grade computation.

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3. The Supervising Teachers shall evaluate the final narrative report submitted by the student based on an analytic rubric found in Appendix B.
4. See Narrative Report Preparation Guidelines in this handbook for more details and guidance on practicum report writing.
5. Under the **Participation** criterion, the Supervising Teacher shall evaluate the students based on the following:

Participation in required university and college wide activities	10 points
Submission of required outputs	10 points

6. The grade for the Attendance component shall be computed as follows:

Absences	Deductions	Tardiness	Deductions
0	0	5-15 mins.	4
1	2	16-30 mins.	8
2	4	31 – 60 mins.	12
3	6	61 – 90 mins.	16
4	8	91- 120 mins.	20
5	10	120 mins. & above	24
More than 5	FA		

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APPENDIX A

PRACTICUM WAIVERS



UNIVERSITY OF SANTO TOMAS
COLLEGE OF EDUCATION

DEPARTMENT _____



ON-THE-JOB TRAINING WAIVER FORM

I am _____, _____ years old
FIRST NAME MI LAST NAME

and a _____ year student of the UST College of Education, In partial fulfillment of the requirements for my degree in Bachelor of _____,

I shall be undergoing an On-the-Job Training at _____

Name/Address of Practicum Site

starting from _____ until _____ for a total of _____ hours.

In relation to the said On-the-Job Training:

1. I take it as my responsibility to take the necessary precautions to avoid or get involved in any incident that could cause loss, damage or injury to my own person or that of another;
2. I understand that it is my responsibility to fully ascertain, if necessary with the help of a medical professional, my physical and mental fitness to join such activity;
3. I understand that I must be sufficiently healthy or free from any medical condition that maybe exacerbated or aggravated by my participation in such an activity. Should I be suffering from any medical condition that maybe exacerbated or aggravated by participating in such activity, I commit to immediately report the same in writing to the assigned faculty coordinator and to excuse myself from the said activity.
4. I hereby declare that I understand and should strictly observe the Partner Institution's and UST's rules on security and confidentiality of business information and other regulations that may be implemented by my direct supervisor and our faculty coordinator in relation to my training;
5. I have properly informed my parents or guardian of the nature of the activity which I am joining and had secured their consent for my participation in the same. I likewise secured their advise on the measures which I am to undertake for my personal safety and security in relation to my participation in the said activity;

Furthermore, I hereby agree to waive any responsibility on the part of the University of Santo Tomas in relation to any untoward incident which may happen to me during the said On-the-Job Training, unless the said untoward incident arose from the direct act or gross negligence of UST.

Signature over Printed Name of Student

Contact No.

Date Signed

Name of Father _____

Contact No. _____

Name of Mother _____

Contact No. _____

Name of Guardian
(if applicable) _____

Contact No. _____

Home Address _____

Home Landline _____





**UNIVERSITY OF SANTO TOMAS
COLLEGE OF EDUCATION**

**EDUC 224: PRACTICE TEACHING 1
NARRATIVE REPORT**



ANALYTICAL RUBRIC FOR ASSESSING STUDENT'S NARRATIVE REPORT WRITING

	4	3	2	1	Weight	Total
INTRODUCTION AND ORGANIZATION	Engage and orient the reader by setting out an <u>observation narrative and its significance</u> , establishing one or multiple point(s) of view; create a smooth, natural progression of experiences and events.	Engage and orient the reader by setting out an <u>observation narrative</u> , establishing one or multiple point(s) of view; create a smooth progression of experiences and events.	Engage and orient the reader by establishing a <u>context and point of view of the observation narrative</u> ; organize an event sequence that unfolds logically.	Establish a context and event sequence but <u>may be confusing or seem contrived</u> .	x3	
DEVELOPMENT OF IDEAS AND CONTENT	All ideas are expressed in full depth, supported by examples and facts	Some ideas are expressed in full depth, supported by examples and facts.	Most ideas are expressed with enough depth, supported by examples and facts.	Ideas are not developed clearly and very minimal examples were presented.	x3	
WORD CHOICE, STYLE AND TONE	<u>Use precise words and phrases, telling details, figurative language, and sensory language</u> to convey a vivid picture of the experiences and events.	<u>Use adequate words and phrases, telling details, and sensory language</u> to convey a vivid picture of the experiences and events.	<u>Use words and phrases, relevant descriptive details, or sensory language</u> to convey action, experiences and events.	<u>Use abstract, general words and phrases, and/or inadequate details and language</u> , not clearly conveying experiences and events.	x2	
DEVELOPMENT OF RELATIONSHIPS, COHESION AND FLOW	<u>Tight</u> narrative structure and well-developed in a fluent progression of ideas and smooth transition.	Narrative structure is <u>somehow tight</u> which needs a few development in terms of fluency and transition.	<u>Loose</u> narrative structure which needs some development in terms of fluency and transition.	Narrative structure is <u>not clear</u> and needs help in developing fluency and transition.	x2	
CONVENTIONS AND LANGUAGE SKILLS	Has <u>few or no errors</u> in conventions, grammar or usage.	Has <u>few errors</u> in conventions, grammar or usage.	<u>Significant errors</u> in conventions, grammar or usage, but correct	<u>Has many errors</u> in conventions, grammar or usage,	x2	

LENGTH	<u>Meets</u> the length requirement.	<u>Almost meets</u> the length requirement but could use more development.	conventions prevail.	interfering with the reader's ability to follow the ideas.	x1	
	<u>All</u> elements of the report were addressed satisfactorily.	<u>Most</u> of the elements of the report were addressed satisfactorily.	<u>Significantly fewer</u> words than required but partially met the content requirement.	<u>Did not write enough</u> to adequately cover the necessary material.		
COMPLETION OF DOCUMENT			<u>Few</u> elements of the report were addressed satisfactorily.	<u>Incomplete</u> and unsatisfactory elements of document.	x2	
TOTAL					60	

APPENDIX C

PRACTICUM MONITORING FORM



UNIVERSITY OF SANTO TOMAS
COLLEGE OF EDUCATION
A.Y. 2015-2016



Bachelor of Elementary Education Major in Preschool Education
Practice Teaching Assignment (First Shift)

Supervising Teacher : _____ Year & Sec. _____
Name of School : _____

Name	Contact Number	Cooperating Teacher	Subject	Gr. & Sec. Handled	Official Time	Total No. of Hours

Prepared & Submitted by:

Noted by:

Name & Signature of Group Leader

Name & Signature of Academic Head
(Name of School)

Date : _____

APPENDIX D

PRE-SERVICE TEACHER PERFORMANCE REPORT



UNIVERSITY OF SANTO TOMAS
COLLEGE OF EDUCATION
Elementary Education Department



Name of Pre-Service Teacher: _____

Cooperating School: _____

Grade Level Assigned: _____

Period Covered: _____

A. INSTRUCTIONAL SKILLS (50 points)

- | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------|
| 1. Mastery of the Subject Matter | 10 | _____ |
| 2. Method and Technique | 20 | _____ |
| <ul style="list-style-type: none"> - Lesson Planning/ IEP - Motivation and Presentation - Art of Questioning - Use of Instructional Material - Choice of Method - Ability to enrich subject matter | | |
| 3. Command of the Medium of Instruction | 10 | _____ |
| <ul style="list-style-type: none"> - Clarity of explanation - Ability to communicate ideas - Voice and diction | | |
| 4. Classroom Management | 10 | _____ |
| <ul style="list-style-type: none"> - Discipline - Routine activities | | |

B. WORK HABITS AND PERSONALITY (30 points)

1. Punctuality	10	_____
2. Grooming (Appearance and Poise)	5	_____
3. Emotional stability and enthusiasm	5	_____
4. Tact and Patience	5	_____
5. Initiative, resourcefulness and creativity	5	_____

C. OUT OF CLASS RESPONSIBILITY (20 points)

1. Adherence to Professional Ethics and positive attitudes	5	_____
2. Cooperation and ability to get along well with others	5	_____
3. Active participation in co-curricular and extra-curricular activities	5	_____
4. Acceptance and willingness to implement suggestion given	5	_____
TOTAL		_____

D. ADDITIONAL DATA

Please answer the following questions objectively and elaborately:

1. What do you consider the MOST OUTSTANDING quality or qualities of the Pre-Service Teacher?

2. ADDITIONAL COMMENTS AND SUGGESTIONS

Date/s absent: _____

Times Tardy: _____

Evaluated by: _____

(Signature over Printed Name of Cooperating Teacher)

Note: *Kindly discuss the result of the evaluation to the Pre-Service Teacher.*

We sincerely appreciate your assistance in the formation of our students. Thank you for giving them the opportunity to learn from your expertise.

APPENDIX E

PRACTICE TEACHING ABSENCE REPORT



University of Santo Tomas
College of Education
Elementary Education Department



Date Filed: _____

Name: _____

Section: _____

Cooperating School: _____

Date/s of Absence: _____

Reason/s: _____

Proof/s Presented: _____

Approved:

Cooperating Teacher: _____

Date: _____

Supervising Teacher: _____

Date: _____

APPENDIX F

PRACTICUM APPLICATION FORM



University of Santo Tomas
College of Education
Teacher Education Department



APPLICATION FORM FOR PRACTICUM (Educ 224 and Educ 225) Bachelor of Elementary Education

Personal Information

Name: _____ Age: _____
 Birthday: _____ Sex: _____
 Address: _____
 Landline/Mobile No.: _____
 E-Mail: _____
 Contact Person in case of emergency: _____
 Relationship: _____ Contact No.: _____
 Majorship: _____

(For the Chair, Teacher Education Department.)

Put a check if submitted by the student.

Physical Fitness Certificate: _____
 Psychological Clearance: _____
 Temporary Transcript of Records: _____

Put a check if passed by the student.

PSED

_____ PSED 11 - 12 _____ Educ 208
 _____ PSED 13 - 14 _____ Educ 212
 _____ Psy 2A _____ Educ 215
 _____ Educ 205A _____ Educ 216
 _____ Educ 205B _____ Educ 221
 _____ Educ 206A _____ Educ 222
 _____ Educ 206B _____

SPED

_____ SPED 14 -15 _____ Educ 208
 _____ SPED 16 -17 _____ Educ 212
 _____ Psy 2A _____ Educ 215
 _____ Educ 205A _____ Educ 216
 _____ Educ 205B _____ Educ 221
 _____ Educ 206A _____ Educ 222
 _____ Educ 206B _____

_____ All major courses from 1st to 3rd Year Deficiencies: _____
 _____ All general education courses from 1st to 3rd Year Deficiencies: _____

PRACTICUM APPROVAL FORM

This form is a prerequisite for the enrolment of Educ 224 (Practice Teaching I) and Educ 225 (Practice Teaching II).

Name: _____

Majorship: _____

____ Approved for enrollment of Educ 224.

Remarks: _____

____ Not approved for enrollment of Educ 224.

Remarks: _____

Chair, Teacher Education Department

Date: _____

Dean, College of Education

Date: _____

APPENDIX G

SAMPLE TRANSCRIPT OF RECORDS

UNIVERSITY OF SANTO TOMAS
ESPANA, MANILA

OFFICE OF THE REGISTRAR
TEMPORARY TRANSCRIPT

SHEET 1 OF 2

COLLEGE OF EDUCATION

COURSE NO	DESCRIPTIVE TITLE	GRADE	UNIT	REMARKS	COURSE NO	DESCRIPTION TITLE	GRADE	UNIT	REMARKS
1ST SEMESTER, 2013-2014					2ND SEMESTER, 2014-2015				
FIL 1	KOMUNIKASYON SA AKADEMIKONG FILIPINO	2.00	3	GOOD	EDUC 208	CURRICULUM DEVELOPMENT	2.25	3	GOOD
ENG 1	INTRODUCTION TO COLLEGE ENGLISH	1.75	3	GOOD	EDUC 206A	PRINCIPLES OF TEACHING I	1.50	3	VG
MATH 100	BASIC MATH I	2.00	3	GOOD	EDUC 205B	EDUCATIONAL TECHNOLOGY II	1.75	3	GOOD
NS 104	EARTH SCIENCE	2.25	3	GOOD	EDUC 212	FACILITATING LEARNING	1.75	3	GOOD
PHIST	PHILIPPINE HISTORY	1.25	3	VG	EDUC 218	FIELD STUDY II	1.25	1	VG
HUM 1	ART, MAN AND SOCIETY	1.75	3	GOOD	PSED 5	PERSONAL AND SOCIAL DEVELOPMENT	1.75	3	GOOD
PSED 1	INTRODUCTION TO PRE-SCHOOL EDUCATION	1.75	3	GOOD	PSED 6	LANGUAGE AND NUMERACY FOR YOUNG CHILDREN	1.75	3	GOOD
THY 1	CONTEXTUALIZED SALVATION HISTORY	1.75	(3)	GOOD	PSED 7	SCIENCE, HEALTH AND NATURE STUDY	2.25	3	GOOD
PE	BASIC VOLLEYBALL	1.50	2	VG	SCL 3	THE SOCIAL TEACHINGS OF THE CHURCH	1.25	3	VG
WTD. AVERAGE: 1.81					PE	BASIC FUTSAL	1.00	2	EXCL
*****					NSTP LTS 2	NSTP LITERACY TRAINING SERVICE II	1.00	3	EXCL
2ND SEMESTER, 2013-2014					WTD. AVERAGE: 1.76				
FIL 2	PAGBASA AT PAGSULAT TUNGO SA PANANALIKSIK	2.00	3	GOOD	*****				
ENG 2	READING & THINKING SKILLS FOR ACAD STUDY	2.00	3	GOOD					
MATH 101	COLLEGE ALGEBRA	1.75	3	GOOD					
NS 201	BIOLOGICAL SCIENCE	2.25	3	GOOD					
PGC	PHIL GOVERNMENT AND CONSTITUTION	1.75	3	GOOD					
COMP 1A	BASIC COMPUTER	1.75	3	GOOD					
PSED 2	CHARACTERISTICS OF YOUNG FILIPINO	1.75	3	GOOD					
THY 2	CHURCH AND SACRAMENTS	1.75	(3)	GOOD					
PE	PHILIPPINE GAMES COED	1.25	2	VG					
WTD. AVERAGE: 1.88									

1ST SEMESTER, 2014-2015									
FIL 3	RETORIKA	1.75	3	GOOD					
ENG 4	ORAL COMMUNICATION IN CONTEXT	1.25	3	VG					
ETAR	ECONOMICS W/TAXATION & AGRARIAN REFORM	1.25	3	VG					
PSY 1	GENERAL PSYCHOLOGY	1.75	3	GOOD					
EDUC 205A	EDUCATIONAL TECHNOLOGY I	2.00	3	GOOD					
EDUC 217	FIELD STUDY I	1.00	1	EXCL					
PSED 3	PRE-SCHOOL CURRICULUM	2.00	3	GOOD					
PSED 4	CREATIVE ARTS, MUSIC DRAMA FOR YOUNG CHILDREN	1.50	3	VG					
PHL 5	CHRISTIAN ETHICS	1.00	3	EXCL					
PE	TABLE TENNIS	1.50	2	VG					
NSTP LTS 1	NSTP LITERACY TRAINING SERVICE I	1.75	3	GOOD					
WTD. AVERAGE: 1.54									

* CONTINUED ON NEXT SHEET *

UST COMPUTER CENTER
RUN DATE: 11/24/2015
04:26:49 PM

EMMANUEL M. BATULAN
ASSISTANT REGISTRAR

40175

APPENDIX H

SAMPLE PRACTICUM MEDICAL CERTIFICATE



UNIVERSITY OF SANTO TOMAS
HEALTH SERVICE

MEDICAL CERTIFICATE



Date: 06/23/16

This is to certify that Aguilar, Edel Jean H.
a student of UST BEEd - Preschool Education
is physically fit.

This is being issued in fulfillment of the requirement for:

OTI / Practicum
and cannot be used for medico-legal purposes.

UNIVERSITY OF SANTO TOMAS
HEALTH SERVICE

MD USTHS Physician Lic. No. 00070

DATE

Lic. No.: _____

UST:S042-00-FO27