



UNIVERSITY OF SOUTHEASTERN PHILIPPINES

College of Education

INTERNSHIP PLAN

I. INTRODUCTION

The Teaching Internship of **IRIS CELESTE L. ABANGOLAN (BSEd- English)** of the College of Education hopes to provide the Fourth-year students the opportunity to acquire practical and actual work experiences in the field of Educational Practice. The Practice Teachers are required to render a minimum of 360 hours of training in DepEd/ International Cooperating Schools.

II. GOALS/OBJECTIVES

The Teaching Internship of the students is intended to relate and incorporate the learnings they obtained from the coursework in the program. With the actual work experience and exposure, the students will be able to explore and develop necessary competencies and skills in preparation to their career goals.

At the end of the internship program, the students should be able to:

1. apply theories learned in school to the actual technical and/or practical solutions to industrial problems;
2. develop responsible attitude and self-motivation by systematically handling tasks in design and other activities relevant to the field of specialization;
3. value the experiences and learnings during the Teaching Internship and use it in their future work(s); and
4. prepare good and correct documentation.

III. REQUIREMENTS OF THE PROGRAM

A. Documents for the Student Internship

The students are expected to comply the documentary requirements through the Teaching Internship/ supervisor/coordinator. These are the following:

- 1. Preliminary Requirements (before the start of the training)**
 - a. Certificate of Registration (COR)
 - b. Notarized MOA between USeP and HTE
 - c. Medical Certificate
 - d. Certificate of attendance of Pre-deployment Seminar
 - e. Signed Parents' Certification of Waiver/ Permission
 - f. Insurance
 - g. Copy of **this** Internship Plan

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2. Terminal Requirements (after the completion of the training)

- a. Accomplished Journal/Learning Logs. (TI Portfolio)
- b. Original and Photocopy of Certification of Completion of training from the Host Training Establishment (HTE).
- c. Duly accomplished HTE Supervisor's Performance Evaluation.
- d. Copy of the Technical Report/ Narrative Report.

B. Orientation

Once the preliminary requirements are accomplished, the students will attend an orientation seminar. The seminar will also serve as an avenue for clarification on certain issues or concerns. The following will be discussed: training expectations, guidelines, and rules and regulations, and schedules of site visit of Internship faculty supervisor. Internship closing ceremony where interns receive their Teaching Internship completion certificate from HTE, and conduct of meeting between Program Internship faculty supervisor and his/her HTE counterpart on evaluation of the implemented Teaching Internship Training.

C. Activities

To support the documentary requirements, the students are expected to perform the assigned tasks and activities from the HTE. The Teaching Internship supervisor/ Coordinator must monitor the trainees to make sure that the tasks given are related to the course and that will lead to the demonstration of the required course outcomes at the end of the training period.

Student-trainees are required to submit their weekly journal/learning logs to the College supervisor/coordinator using the template below.

TEMPLATE FOR THE WEEKLY JOURNAL/LEARNING LOGS

Name: _____

Company: _____

Supervisor: _____

OJT Coordinator: _____

Date: _____

Daily Task(s):

1. _____

2. _____

:

:

Learnings: (*Explain what are the learnings from the assigned task(s)?*)

D. Performance

At the end of the training, the student will be graded based on the following:

- a. HTE Supervisor's Performance (Evaluation Student-Trainee's Performance Evaluation)

- b. Journal/Learning Logs, and
- c. Technical Report/ Narrative Report

The student's performance evaluation will be based on the following:

I. TEACHING DEMONSTRATION (20 pts)

Legend: Excellent- 4, Very Satisfactory – 3, Fair -2, Poor -1

Teaching Demonstration	Levels of Performance			
	4	3	2	1
A. Mastery of Content and Delivery of Instruction				
1. The teacher demonstrates mastery of the lesson.				
2. The teacher relates and connects lesson to students' practical experiences.				
3. The teacher provides learning activities appropriate to diverse learners.				
4. The teacher uses appropriate questioning techniques.				
5. The teacher presents relevant and updated information.				
B. Classroom Management Skills				
1. The teacher organizes and uses available physical environment to facilitate learning.				
2. The teacher consistently treats students with respect and facilitates positive relationships among students.				
3. The teacher effectively handles routine activities (i.e., attendance, collecting papers, group activities, etc.)				
4. The teacher begins and ends the class on time.				
C. Communication Skills				
1. The teacher communicates clearly to students (verbal and non-verbal).				
2. The teacher speaks clearly and audibly.				
3. The teacher writes legibly and free from errors from grammar and spelling.				
D. Teacher's Personality				
1. The teacher comes to class neat and well-groomed.				
2. The teacher's personality commands respect and attention.				
3. The teacher displays enthusiasm in the delivery of the lesson.				

II. PRODUCTIVITY (20 pts)

A. LESSON PLAN (10 pts)

Legend: Excellent- 4, Very Satisfactory – 3, Fair -2, Poor -1

Statements	4	3	2	1
The teacher's lesson objectives are stated in specific, measurable, attainable, realistic, time-bounded terms.				
There is congruence between the lesson objectives and the following: subject matter, teaching method, formative test, and assignment.				
The teacher selects appropriate instructional materials.				
The teacher selects appropriate instructional strategies/learning activities.				
The teacher selects appropriate assessment strategies.				
Comments:				

A. INSTRUCTIONAL MATERIAL (10 pts)

B. Legend: Excellent- 4, Very Satisfactory – 3, Fair -2, Poor -1

Statements	4	3	2	1
The teacher prepares quality instructional materials for diverse learners (i.e., Multiple Intelligences, Learning Styles, etc.).				
The teacher utilizes appropriate IMs for varied teaching-learning activities.				
The teacher uses updated and functional IMs.				
Comments:				

I. PUNCTUALITY AND ATTENDANCE (5 pts)

- [] 5 pts. Perfect in attendance. Reports for work ahead of time.
- [] 4 pts. Regular and prompt in reporting for work.
- [] 3 pts. Sometimes absent or late for work.
- [] 2 pts. Attendance often times a problem.

II. ATTITUDE TOWARDS WORK (5 pts)

- [] 5 pts. Very responsible. Has an exceptional sense of concern for his/her work. Render overtime when required.
- [] 4 pts. Very dependable. Exerts extra effort to accomplish tasks.
- [] 3 pts. Generally indifferent concerning of work.

The final grade in this course will be computed as follows:

ASSESSMENT	PERCENTAGE
Supervisor Performance Evaluation	50%
Portfolio/ Journal	10%
Reflection	15%
Classroom Based Action Research	20%
Pre- Deployment and Exit Conference Attendance	5 %
FINAL GRADE	100%

A. Narrative Report

The narrative report may follow this outline: Introduction of the Internship Program; Profile of the trainee, profile of the company, observations, challenges encountered prior, during and after Internship and recommendations.

B. Certification

A certification with the logo of the Host Training Establishment (HTE), will be issued to the student intern after the completion of the minimum Internship training hours. The certification bears the seal, signed by the HTE's authorized representative.

Prepared by:

MS. MARY ROSE J. PONCE
College Internship Supervisor



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STUDENT-TRAINEE'S PERFORMANCE EVALUATION

Part I- to be filled up by the trainee:

Name : IRIS CELESTE L. ABANGOLAN
Course : Bachelor of Secondary Education Major in English
School : University of Southeastern Philippines
Home Address : Deca Homes, Cabantian, Davao City

.....
....

Part II- to be filled up by the immediate supervisor:

Company/Agency	:		
HTE Supervisor	:		
Inclusive Dates of Training	: From:	_____	to: _____
No. of Hours Rendered by the Trainee	: 360 Hrs		
Criteria	Max Rating	Rating	
I. Teaching Demonstration	20		
II. PRODUCTIVITY			
A. Lesson Plan	10		
B. Instructional Materials	10		
III. PUNCTUALITY AND ATTENDANCE	5		
IV. ATTITUDE TOWARDS WORK (5 pts)	5		
TOTAL RATING (50)			

HTE Supervisor's Signature over Printed Name

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TEACHING INTERNSHIP TRAINING STUDENT SUMMARY

Student Name and ID number: ABANGOLAN, IRIS CELESTE L. (2022-00058)		Program: Bachelor of Secondary Education major in English			Date:
Rating, HTE Supervisor Evaluation					
No	Company / Agency	Period Covered	Hours rendered	Rating	Company Representative (Name & Signature)
1					
2					
3					
HTE Supervisor Rating					
Average company rating(for multiple HTE's) = Σ (company rating*number of hours)/320					
Rating, OJT Faculty Supervisor					
a. Journal Learning Logs (Max Rating (20%))					
b. Technical / Narrative Report (Max Rating (10%))					
OJT Rating (70%HTE+30%OJTCordinator)					
OJT Grade					Remarks
Submitted by: MS. MARY ROSE J. PONCE College Internship Supervisor		Noted by: DR. RUBY A. SERRANO Program Head, BSEd			
Approved by: DR. RAQUEL D. ALMASA Dean, College of Education					
Requirements			Grading System		
1. This Form:On-the-job Training Student summary			Rating	Grade	Description
2. Certificate of Completion			98-100	1.00	Excellent
3. Student-trainee's performance evaluation			95-97	1.25	Outstanding
4 OJT Memorandum of Agreement			92-94	1.50	Very good work

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5. OJT Journal Logs	89-91	1.75	Very satisfactory work
6. OJT Narrative Report	86-88	2.00	Quite good work
Distribution: Original copy (University Registrar)	83-85	2.25	Good work
Duplicate (College)	80-82	2.50	Satisfactory work
Triplicate (Student copy)	77-79	2.75	Moderately satisfactory work
Minimum required on-the-job training hours = 320 hours		75-76	3.00
		Below 75	5.00
			Failure

Appendices

A. Rubric for Portfolio

Learning Evidence/Output to Assess: LE2: EDUC 421 Portfolio

Area to Assess	Beyond Expectation (5)	Expected (4)	Satisfactory (3)	Acceptable (2)	Unacceptable (1)
COMPLETENESS	Has 90-100% of the needed content	Has 75-89% of the needed content	Has 60-74% of the needed content	Has less than 59% of the needed content	Has less than 40% of the needed content
QUALITY OF ENTRIES	Entries are of best quality, well selected and very substantial.	Entries are of better quality, many are well selected and substantial.	Entries are of acceptable quality, some are well selected and substantial.	Some entries are of acceptable quality, limited selection and substantial.	Few entries are of acceptable quality, not well selected, and very minimal substance.
PROMPTNESS IN THE SUBMISSION	Submitted ahead of schedule	Submitted on schedule	Submitted 10 days after schedule.	Submitted from 11-30 days after schedule	Submitted 31 or more days after schedule

$$\begin{aligned}
 \text{Equivalent Score} &= \left(\frac{\text{raw score}}{\text{total no.of items}} \right) \times 60 + 40 \\
 &= \left(\frac{\text{raw score}}{15} \right) \times 60 + 40 \\
 &= \left(\frac{15}{15} \right) \times 60 + 40 \\
 &= \underline{\hspace{2cm}}
 \end{aligned}$$

B. Rubric for Journal Entries

Learning Evidence/Output to Assess: LE3: Reflection/Journal Entries

Area to Assess	Beyond Expectation (5)	Expected (4)	Satisfactory (3)	Acceptable (2)	Unacceptable (1)
Feeling/Retelling of relevant learning experiences	Detailed explanation of the relevant learning experiences. Specific descriptions of the observations are present, highly organized and logically sequenced.	Very clear and objective explanation of the learning experiences. The organization of thoughts is very easy to follow.	Explanations about the learning experiences are almost clear and organized. Objectivity in telling feelings and experiences are observed in many entries.	Somewhat clear explanation of the learning experience. Minimal organization of events, somewhat objective in telling experiences. Feelings and thoughts are revealed in few entries.	Vague or fragmented explanation of the learning experience. Events are not well organized, discussed and confusing. No feelings and thoughts are revealed.
Response in doing the task and how it is progressing	Everyone responds to the task easily and the project is complete or accomplished.	Clear responses about the task are evident and the project is progressive and almost done	Responses on the task are almost seen and the progress is clear with reference to the current activity.	Some responses on the task being done and progress is quite evident on the current project	Little response about how the task is done and no progress is evident on the current project
Concerns on what has been accomplished and its quality	The project is undoubtedly of high quality and fits beyond the descriptions of the standard one. It is a product of innovative thinking.	The project done shows all the descriptions of being a quality one	The accomplished project has all the basic descriptions of turning into a quality one	The accomplished project shows a little quality, acceptable and some parts could be polished	What has been accomplished falls short of quality and should be reassessed

$$\begin{aligned}
 \text{Equivalent Score} &= \left(\frac{\text{raw score}}{\text{total no.of items}} \right) \times 60 + 40 \\
 &= \left(\frac{\text{raw score}}{15} \right) \times 60 + 40 \\
 &= \left(\frac{15}{15} \right) \times 60 + 40 \\
 &= \underline{\hspace{2cm}}
 \end{aligned}$$

C. Rubric for Classroom-Based Action Research

Learning Evidence/Output to Assess: LE4: Completed Classroom-Based Action Research (CBAR)

Area to Assess	Beyond Expectation (5)	Expected (4)	Satisfactory (3)	Acceptable (2)	Unacceptable (1)
PRESENTATION OF THE PAPER	Presentation is creative in every aspect and contains all of the elements as stated in the criteria. The scores sum up from 98 to 100%.	Presentation is good in every aspect and contains most of the elements as stated in the criteria. The scores sum up from 92 to 97%.	Presentation is fairly enough in every aspect and contains some of the elements as stated in the criteria. The scores sum up from 86 to 91 %.	Presentation is lacking in some aspect and contains few of the elements as stated in the criteria. The scores sum up from 75 to 85 %.	Presentation is mostly lacking in many aspects and very few of the elements as stated in the criteria. The scores sum up from 70 to 74%.
CONTENT OF THE MANUSCRIPT/PAPER	The manuscript/paper is of quality, complete bearing all the parts, indicators, as well as variables of a research paper. The scores sum up from 98 to 100%.	The manuscript/paper is complete bearing all the parts, indicators, as well as variables of a research paper. The scores sum up from 98 to 100%.	The manuscript/paper is complete bearing all the parts, indicators, as well as variables of a research paper. The scores sum up from 98 to 100%.	The manuscript/paper is complete bearing all the parts, indicators, as well as variables of a research paper. The scores sum up from 98 to 100%.	The manuscript/paper is complete bearing all the parts, indicators, as well as variables of a research paper. The scores sum up from 98 to 100%.
TECHNICAL ASPECT OF THE PAPER	All the aspects of the paper adhere to technical specifications of the language and the criteria. The scores sum up from 98 to 100%.	Most the aspects of the paper adhere to technical specifications of the language and the criteria. The scores sum up from 98 to 100%.	All the aspects of the paper adhere to technical specifications of the language and the criteria. The scores sum up from 98 to 100%.	All the aspects of the paper adhere to technical specifications of the language and the criteria. The scores sum up from 98 to 100%.	All the aspects of the paper adhere to technical specifications of the language and the criteria. The scores sum up from 98 to 100%.

$$\begin{aligned}
 \text{Equivalent Score} &= \left(\frac{\text{raw score}}{\text{total no.of items}} \right) \times 60 + 40 \\
 &= \left(\frac{\text{raw score}}{15} \right) \times 60 + 40 \\
 &= \left(\frac{15}{15} \right) \times 60 + 40 \\
 &= \underline{\hspace{2cm}}
 \end{aligned}$$