



VISION

(BOR Resolution No. 25 s. 2016)

A premier state university with recognized excellence in engineering and technology education at par with leading universities in the ASEAN region.

MISSION

(Section 2 of P.D. No. 1518)

The University shall provide higher and advanced vocational, technical, industrial, technological and professional education and training in industries and technology and in practical arts leading to certificates, diplomas and degrees. It shall provide progressive leadership in applied research, developmental studies in technical, industrial, and technological fields and production using indigenous materials; effect technology transfer in the countryside; and assist in the development of small-and-medium scale industries in identified growth centers.

DEPARTMENT OF INDUSTRIAL EDUCATION GOALS

1. To periodically review the curricular program to produce competent and committed teachers.
2. To undertake development and innovative researches in Industrial Education.
3. To facilitate transfer of technology in Industrial Education through expanded and effective linkages with industry and other sectors.
4. To produce teachers who understand and appreciate genuine human ideas and values.
5. To imbue prospective teachers with desirable characteristics.

OBJECTIVES

1. Offer relevant and responsive curricular programs.
2. Initiate the conduct of researches in pedagogy and related educational technology.
3. Intensify community involvement through extension programs and projects.
4. Develop attitude, personal discipline, moral, social and cultural values of the students.
5. Equip prospective teachers with desirable personal and social characteristics, qualities and traits.



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REPUBLIC OF THE PHILIPPINES
TECHNOLOGICAL UNIVERSITY OF THE PHILIPPINES
CAVITE CAMPUS

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BTVTED

AREA III

CURRICULUM AND INSTRUCTION

A. Curriculum and Program of Studies

S.1. The curriculum provides for the development of the following professional competencies:

S.1.3. demonstration of pedagogical and technical skills in applying different strategies in the actual work setting;

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	OAA	COURSE SYLLABUS

COURSE CODE: OPT

COURSE TITLE: OFF-CAMPUS PRACTICE TEACHING

I. Vision

The Technological University of the Philippines shall be a premiere state university with recognized excellence in engineering and technology education at par with the leading universities in ASEAN region.

II. University Mission

The University shall provide higher and advanced vocational, technical, industrial, and professional education and training in the industries and technology and practical arts leading to certificates, diplomas and degrees. It shall provide progressive leadership in applied research, development studies in technical, industrial and technological fields and production using indigenous materials, effect technology transfer in the countryside; and assist in the development of small and medium scale industries in identified growth centers. (as embodied in Section 2 P.D. No. 1518)

III. Campus Goals

1. Quality and responsive curricular offerings
2. Excellence in engineering, technology research and innovation
3. Leadership in community services
4. Strengthening capability & competence
5. Modernized university systems & efficient management of resources to support expansion
6. Increased financial viability
7. Enhanced Network and Sustained Collaboration Initiatives

IV. Quality Policy and Core Values

Technological University of the Philippines shall commit continuously to provide quality higher and advanced technological education, and improve continually its value to customers through enhancement of personnel competence and effective Quality Management System (QMS), compliant to statutory and regulatory requirements.

TUP shall adhere to its core values, TUPIANS, as follows:

- **T**ransparency and participatory governance;
- **U**nity and Cooperation in the pursuit of TUP mission, goals, and objectives;
- **P**rofessionalism in the discharge of quality service;
- **I**ntegrity and consistent commitment to maintain the good name of the University;
- **A**ccountability for individual and organizational quality performance;
- **N**ationalism through tangible contributions to the rapid economic growth of the country; and
- **S**hared responsibility, hard work, and resourcefulness in compliance to the national mandates of the University

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	OAA	COURSE SYLLABUS

V. Department Objectives

1. To offer relevant and responsive curricular programs.
2. To initiate/ conduct research in pedagogy and related educational technology.
3. To intensify community involvement through extension programs and projects.
4. To produce teachers who understand and appreciate human values and ideas.
5. To imbue prospective teachers with desirable characteristics.

VI. Program Education Objectives

The BTLEd/BSIE program aims to develop highly competent and motivated teachers in Technology and Livelihood Education for Grades 4-8. The curriculum shall impart a body of knowledge, skills, attitudes, values, and experiences that will provide prospective Grade 4-8 EPP/TLE Teachers with the necessary competencies essential for effective teaching and at the same time are accredited TVET Trainers and Assessors. Specifically, upon completion of the program, graduates are expected to be able to:

1. apply the knowledge and technical skills in mathematics, science, social sciences, and language to a broad range of technical-vocational activities;
2. exhibit thorough understanding and appreciation of the teaching profession through effective and responsive pedagogies; and
3. demonstrate higher level of coherent knowledge, skills, attitudes, and values in the field of technical-vocational education and training.

VII. Course Contents

- a. Course Code : **OPT**
- b. Course Title : **Off-Campus Practice Teaching**
- c. Pre-requisite/Co-requisite :
- d. Course Description:
Off-campus practice teaching is an important aspect of teacher education that provides pre-service teachers with the opportunity to apply their knowledge and skills in real classroom situations.

This course is one semester, full-time teaching internship in basic education schools using a clinical approach under the mentorship of a cooperating teacher. Teaching internship shall be done off-campus.

- e. Credit Units : **9 units**
- f. Class Schedule : **620 hrs./sem**

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VIII. Program Outcomes in Relation to Program Educational Objectives

PROGRAM OUTCOMES		PROGRAM EDUCATIONAL OBJECTIVES		
		1	2	3
By the time of graduation, the students of the program shall have the ability to:				
(a)	Articulate the rootedness of education in philosophical, socio-cultural, historical, psychological, and political contexts.	✓		
(b)	Demonstrate mastery of subject matter/discipline.		✓	
(c)	Facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environments.		✓	
(d)	Develop innovative curricula, instructional plans, teaching approaches, and resources for diverse learners.			✓
(e)	Apply skills in the development and utilization of ICT to promote quality, relevant, and sustainable educational practices.		✓	
(f)	Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes.		✓	
(g)	Practice professional and ethical teaching standards sensitive to the local, national, and global realities.	✓	✓	
(h)	Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities.		✓	

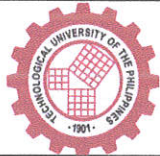
IX. Course Outcomes in Relation to Program Outcomes

COURSE OUTCOMES	PROGRAM OUTCOMES							
	A	B	C	D	E	F	G	H
<i>After completing this course, the student must be able to:</i>								
1. Demonstrate a deep understanding of the principles of effective teaching and learning.	D	D	D	D	D	D	E	E
2. Plan and deliver engaging and effective lessons that meet the diverse needs of learners.	E	D	D	E	D	D	D	E
3. Reflect on their teaching practice and identify areas for growth and improvement.	E	E	E	E	E	E	E	E
4. Use a variety of assessment tools and strategies to monitor student learning and adjust instruction as needed.	E	D	D	E	D	D	E	E

I – Introductory course to an outcome (Formative course objective to an outcome)

E – Enabling course to an outcome (Course objective strengthening further an outcome)

D – Demonstrative to an outcome



I. COURSE LEARNING PLAN

WEEK	Course Learning Outcomes (CLO)	TOPICS	Course Intended Learning Outcomes	Teaching and Learning Activities (TLA)	Resources and References	Mode of Delivery (Synchronous, Asynchronous, Offline)	ASSESSMENT TOOLS
1 - 2	CLO 1	<p>Course Orientation</p> <ol style="list-style-type: none"> Introduction to the Course and Course Objectives Course Overview <ol style="list-style-type: none"> Course Content Course Requirements Grading System Course Policies <p>Preliminaries of Teaching Internship</p> <ol style="list-style-type: none"> Introduction to Student Teaching Internship Preparing for Teaching Internship Basic Roles and Tasks of a Student 	<ol style="list-style-type: none"> Discover the essence of teaching internship, expectations, and relevance. Identify the roles and responsibilities of a student teacher. Establish a good working relationship with the cooperating teacher and internship supervisor. Discover relevant information about the internship site. Discuss how to establish a relationship. 	<ol style="list-style-type: none"> Goal-setting Attendance to the Orientation Micro demo teaching Reflect on basic roles and responsibilities. Introduce self to the cooperating teacher through a letter. Creative plans to update internship supervisor Research on the school's vision, mission, goals, and policies. Get to know students through observation. 	<p>Course Syllabus</p> <p>Course Guide</p> <p>Module for Teaching Internship</p>	Synchronous	Demonstration Teaching Evaluation Tasks



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WEEK	Course Learning Outcomes (CLO)	TOPICS	Course Intended Learning Outcomes	Teaching and Learning Activities (TLA)	Resources and References	Mode of Delivery (Synchronous, Asynchronous, Offline)	ASSESSMENT TOOLS
3-4	CLO 1, 2	Teacher 4. Establishing a Relationship with the Cooperating Teacher and Internship Supervisor 5. Getting to Know the School Site 6. Establishing a Relationship with Students Preparing for Classroom Instruction 1. Writing a Lesson Plan 2. Managing the Classroom 3. Selecting Appropriate Teaching Strategies 4. Using Appropriate Assessment Tools	a. Write a lesson plan. b. Discuss ways to manage the class. c. Select appropriate teaching strategies. d. Use appropriate assessment tools.	1. Write a sample lesson plan. 2. Observe and come up with own classroom routines. 3. Work on a classroom setup that will work best for the students. 4. Choose the competencies needed in your area.		Asynchronous	Lesson Plans and reflections



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WEEK	Course Learning Outcomes (CLO)	TOPICS	Course Intended Learning Outcomes	Teaching and Learning Activities (TLA)	Resources and References	Mode of Delivery (Synchronous, Asynchronous, Offline)	ASSESSMENT TOOLS
				5. Select strategies that will help students gain the knowledge and skills necessary for them to master. 6. Choose the best assessment tool for each competency that needs to be developed.			
5 - 14	CLO 3	Writing Off-campus Journal	a. Teach off-campus and write a daily reflective journal.	Teach and write a daily reflective journal based on experiences.		Asynchronous	Reflective Journal
15 - 18	CLO 1, 2, 3	Documenting Teaching Internship Experience 1. My Student Teaching Journal 2. My Sample Lesson Plan 3. My Daily Lesson Log	a. Identify student teaching goals. b. Teach and write a weekly reflection on what worked and what can be improved. c. Develop a daily lesson plan. d. Accomplish the daily lesson log.	1. Teach and write a weekly reflection. 2. Write daily lesson plans. 3. Accomplish daily lesson logs. 4. Create and document visual aids. 5. Document all internship		Asynchronous	Portfolio



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WEEK	Course Learning Outcomes (CLO)	TOPICS	Course Intended Learning Outcomes	Teaching and Learning Activities (TLA)	Resources and References	Mode of Delivery (Synchronous, Asynchronous, Offline)	ASSESSMENT TOOLS
		4. My Sample Visual Aids 5. Photos of Internship Experiences 6. Sample Daily Lesson Plan 7. Sample Daily Lesson Log	e. Create and document visual aids. f. Document experiences through photos.	experiences through photos. 6. Choose the best daily lesson plan. 7. Choose the best daily lesson log.			



II. Learning Resources/ Textbook(s)

Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice? *European Journal of Teacher Education*, 40(3), 291-309.

Reyes, E. (2021). *A Course Module for Teaching Internship*. Rex Bookstore.

III. COURSE REQUIREMENTS/ GRADING SYSTEM

Course Requirements

1. Final Demonstration
2. Portfolio
3. Tasks/Activities submissions
4. Attendance
5. Grade from Cooperating Teacher

Performance Standard (Grading System)

Criteria	Percentage
Grade from Cooperating Teacher	20
Grade from Internship Supervisor	20
Attendance (DTR)	10
Final Demonstration Teaching	30
Portfolio/Narrative Report	20
Total	100

IV. COURSE POLICIES/GUIDELINES

As future educators, a high level of integrity is expected in all aspects of a PST's academic training. These class policies serve as guidance towards that objective.

Scholarly Expectations. All works submitted for credit must be original and created uniquely for the class. Finished output are expected to demonstrate higher order thinking skills.

Academic Honesty. You are encouraged to learn and apply yourself in a way that promotes respect for yourself and others. Students are expected to conduct themselves with scholarly integrity. Any type of scholastic dishonesty is prohibited. University policies on academic dishonesty will strictly be enforced.

Attendance Policy. You are expected to attend all scheduled classes. Actively participate in ALL forms of in-person, online, or hybrid engagement.



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Students are expected to be in class on time. A grace period of ten (10) minutes shall be allowed to be marked as present. Those who arrive between eleven and twenty minutes late will be considered tardy; three tardy remarks are equivalent to one (1) absent.

Assignment Policy. All assignments for this course shall be submitted in compliance to the instructions of course facilitator. Assignments must be submitted on the given deadline. Extensions will not be given beyond the next assignment except under extreme compelling circumstances.

Late Compliance Policy. Be sure to pay close attention to deadlines-there will be no make-up assignments or late work accepted without a serious and compelling reason and with course facilitator approval.

Students who are unavoidably absent from an examination or recitation must submit an excuse letter duly signed by parent/guardian with photocopy of their valid ID card before they can take the missed examination. If the reason for the absence is illness, then the student must present a medical certificate. Quizzes and exercises missed because of valid absences will be prorated. Complying with the missed requirements shall be within three (3) school days after presenting the excuse letter.

Drop Policy. It is the student’s responsibility to understand when they need to consider dropping the course. Please refer to the TUP academic calendar for dates & deadlines. Students are not allowed to have 20% or more unexcused absences of the total synchronous class hours; otherwise, they will be marked as “DROPPED”.

Important NOTE: This syllabus, along with course assignments and due dates, are subject to change. It is the student’s responsibility to check for corrections or updates to the syllabus. Any change will be clearly noted in a course announcement in the respective virtual classroom.

COURSE TITLE	DATE EFFECTIVE	REVISION NO./DATE	PREPARED BY:	REVIEWED BY:	APPROVED BY:
Off-Campus Practice Teaching	March 6, 2023	00/March 1, 2023	 Prof. Benefrido B. Reyes Faculty, DED Prof. Michelle M. Mag-isa Faculty, DED	 Ms. Ellyssa E. Sebastian PIC, BSIE-HE Mr. Zaldy T. Ronquillo Jr. PIC, BSIE-ICT	 Prof. Maria Cecilia N. Reyes Asst. Director for Academic Affairs



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				 Prof. Michelle M. Mag-isa PIC, BSIE-IA	
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Pictures showing demonstration of pedagogical and technical skills in applying different strategies in the actual work setting