

St. Paul University-Manila
(St. Paul University System)
680 Pedro Gil, Malate, Manila

Graduate School

CURRICULUM FOR THE
Teacher Certificate Program



REVISED CURRICULUM FOR
Teacher Certificate Program
As per CHED Memo 30
(School Year 2008-2009)

<u>Professional Education Courses</u>	18 units
<i>Theory and Concepts Courses (6 units)</i>	
<i>The teaching Profession</i>	
<i>Child and Adolescent Development of Facilitating Learning</i>	
<i>Methods and Strategies (12 units)</i>	
<i>Principles of Teaching</i>	
<i>Assessment of Learning</i>	
<i>Educational Technology</i>	
<i>Developmental Reading</i>	
<u>Field Study</u>	6units
<i>(to be taken concurrent with the professional education courses)</i>	
<u>Practice Teaching</u>	6units
<i>(to be taken after the professional education courses)</i>	
TOTAL NUMBER OF UNITS	----- 30 units

Course Description

TCP 201 Teaching Profession (3 units)

The course deals with the teacher as an individual, classroom teacher, community teacher and global teacher. This emphasizes professionalization to cover teacher's status and levels of professional rewards and professionalism to improve competencies.

TCP 202 Child and Adolescent Development (3units)

Basic course on child and adolescent development focusing on current research and theory on the biological, linguistic, cognitive, social and emotional dimensions of development and the factors that affect the progress of development.

The coverage of the course is structured to cover the key dimensions of the development of children and adolescents: physical, linguistic, cognitive, and socio-emotional development. For each dimension, the core contemporary research finding and theories are covered. Particular emphasis is given to the factors that have been identified as having positive or negative effects on the natural course of these developmental processes. In addition, some focus is given on the exceptional cases when children or adolescents vary from the natural course.

The coverage of these ideas is intended to provide the future teacher with a broad yet fairly detailed understanding of the developmental processes that students undergo, so that such an understanding may be used to guide all dealings (i.e. formal instructional, informal social, etc.) with the students.

TCP 203 Principles of Teaching (3units)

The course introduces prospective teachers to the nature of teaching. It deals specifically with the principles of effective instruction and the concomitant processes involved; instructional planning and demonstration teaching. This also includes subject areas such as: foundation disciplines, structural components, and models of teaching and assessment strategies. These will provide the students with the theoretical underpinnings in teaching and develop concepts, skills, attitudes, values related to the subject area.

TCP 204 Assessment of Learning (3units)

Focuses on the development and utilization of assessment tools as well as alternative forms of assessment to improve the teaching-learning process and to measure authentic learning. Emphasis is given on use of testing for measuring knowledge, comprehension and other thinking skills. It also deals with how to assess process and product oriented learning targets as well as affective learning. It allows the students to go through the standard steps in test constitution for quality assessment and hows of developing rubrics for performance-based and portfolio assessment.

TCP 205 Educational Technology (3units)

This is 3-unit course designed to introduce the basic learning theories and principles as bases in the design, development, implementation and evaluation of instruction using educational technology. Students are expected to acquire skills in integrating technology in various content areas. Course activities are focused on the design and development of ICT-based instructional plans. This course also introduces both traditional and innovative technologies to facilitate and foster meaningful and effective learning. Students are expected to demonstrate sound understanding of the nature, application and production of the various types of educational technologies. It will likewise focus both on developing teacher support materials and the production of technology-based student outputs.

TCP 206 Developmental Reading (3 units)

Sharpening the teacher's reading proficiency in preparation for the introduction to the nature of the reading process, this course also deals with the theories, techniques and materials in teaching beginning reading and their application.

TCP 201 FS Field Study 1 (1unit=17hours)

This course is designed to help the Education students verify the behavior of the child in the actual classroom setting. It will require them to recognize the feasible approaches to be utilized with the learner considering the different phrases of his development.

TCP 202 FS Field Study 2 (1unit =17 hours)

This course is designed to help the students reflect on the existing Basic Education Curriculum. They will be expected to verify the cognitive, metacognitive, motivational, socio-cultural, and individual differences factors of the acquisition of knowledge in the classroom setting. The students will have chances to experience the application of teaching principles in the classroom. Opportunities for the students to compare and contrast various modes of planning lessons, designing learning tasks and preparing assessment tools through observation and reflection will also be provided.

TCP 203 FS Field Study 3 (1unit= 17 hours)

This course will furthermore enrich the student's experiences in preparing teaching aids for classroom use.

TCP204 FS Field Study 4 (1 unit=17hours)

This course will allow the students to utilize various teaching techniques in teaching a subject area. They will observe classes, make lessons plans, and teach lessons to a group of learners.

TCP205 FS Field Study 5 (1unit=17 hours)

This course allows the students to have hands on experiences in signing an assessment tool, launching this in the classroom and evaluating the results based on the principles of testing.

TCP206 FS Field Study 6 (1 unit=17 hours)

This course provides opportunities for the students to explore the utilization of alternative assessment tools in actual classroom setting. It will also require them to apply the concepts they have learned about developing rubrics for performance-based and portfolio assessment.

Practice Teaching (6 units = 102 hours)