



• “Walang Batang Bobo” •

UC Teacher Education Graduates are Trained to Apply Compassionate Teaching Tools To Boost Under-Performing Students

Grade 1 pupil “Sarah” could only make mimicking sounds of specific consonants when reading words. This duly affected her performance in school as she could not read long sentences. Students like “Sarah” tend to be shunted aside and forgotten as the class relentlessly marches forward with those who can keep pace.

Be that as it may, however, --- we should never lose focus on the Teacher’s primary mission to enable students like “Sarah,” to overcome their early learning hindrances.

At the UC College of Teacher Education (UC-CTE), the curriculum is pro-actively enriched with learning methods found effective by the Department of Education; --- so that UC-CTE students, prior to graduation, may apply them in their practice teaching, inside a classroom.

UC-CTE student teachers are thus exposed, hands-on to: --- collaborative and interactive teaching; to inquiry and project-based learning; and to integrative and interdisciplinary approaches; --- as developed & practiced by Silid Aralan Inc (SAI); a non-profit organization that helps academically-challenged children nationwide.

To apply these tools in the field, UC-CTE & Dep-Ed selected the Camp 7 Elementary School to be a recipient of the “Teach to REACH” program in 2016. The initial assessment thereon indicated that the Grade 1 pupils of this school were at reading levels way below the average level for their age, including “Sarah.”

Shortly thereafter, UC student teachers executed a series of intensive supplemental remedial classes for these pupils onsite, every weekend for four (4) consecutive months – applying the duly developed SAInc teaching technologies.

The participative interaction between the teachers and pupils in this program, resulted in tangible progress in the students’ reading capabilities. In four months, pupils at the alphabet reading level advanced to the status of sound readers; pupils from combined sound readers became word-familiar readers and some have progressed to the average-level reader status. Thus, 73 of 75 pupils or 97.33% of the class, duly advanced to higher levels of reading proficiency. Simultaneously and significantly, the overall academic performance of the 73 pupils rose dramatically. (Two pupils did not advance as they had

dropped out of school at the time.)

“Sarah,” who acquired a passion for reading by using these new reading techniques, --- has blossomed from a student who could only mimic sounds to that of an eager learner who appreciates & savors the joys & blessings of full reading comprehension. Today, consequently, by being empowered to overcome her reading impediment, “Sarah” is an Honor Student of the class.

“Walang Batang Bobo.” Think about it. The revolutionary new world that a Teacher could conquer with this Teaching Philosophy, this Outlook and Attitude; --- duly equipped furthermore, with the corresponding and appropriate Teaching Technique in his or her Teaching Toolkit.

“Sarah’s” case is living proof that all children, when exposed to appropriate & tested teaching methods, --- can overcome their early learning difficulties to take their rightful place in the world of the academe.

To Leave No Child Behind.

This is the Trajectory and the Path that we lay out for our UC Teacher Education Graduates.

yesUCan!

A Timely Intervention To Overcome Reading Impediments Can Prevent Early Dropouts From School



Applying charisma, empathy; a gentle, friendly, soothing tone-of-voice, UC student teachers engages the sensory perceptions (seeing & hearing) of youngsters to stimulate their natural reading abilities.

Story-telling, reading words & sentences aloud; giving life to the images & words in the book.

Administered in user-friendly settings, and in a stress-free manner; --- in groups & in smaller individual settings.

Aimed at sparking interest, imparting confidence, techniques & capability.

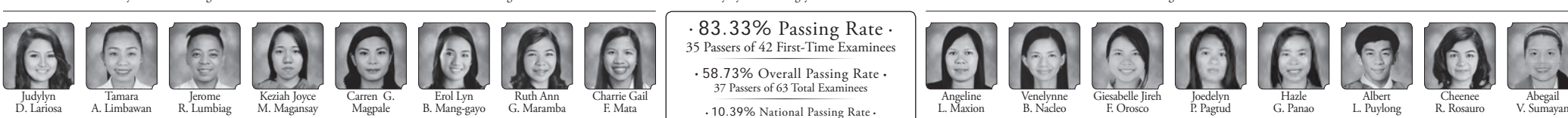
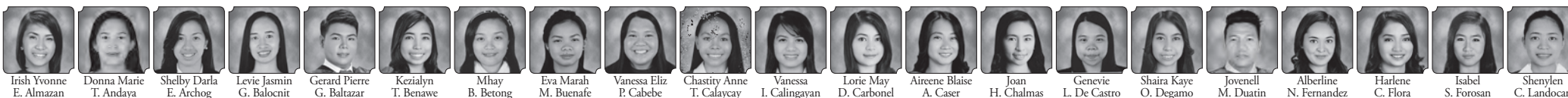
Before graduation, UC Education Interns are fielded on weekends, for 4 months, in this case, at the Camp 7 Elementary School; --- to apply reading enhancement methodologies found effective by the Dep-Ed; ---- to remedy reading hindrances affecting the learning advancement of youngsters.

Date of Exams:
March 26, 2017

• The Roster of New Licensed Teachers from UC •

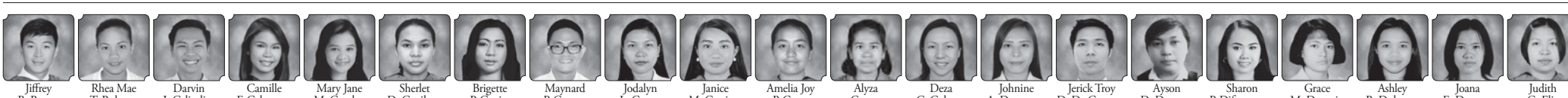
Results Released:
May 22, 2017

• ELEMENTARY •

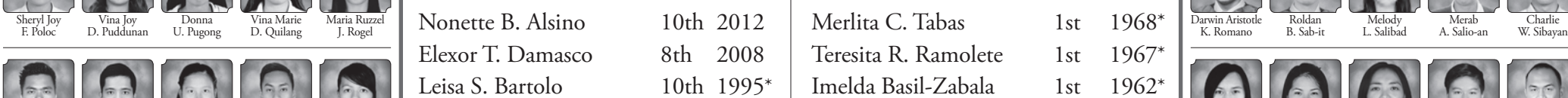
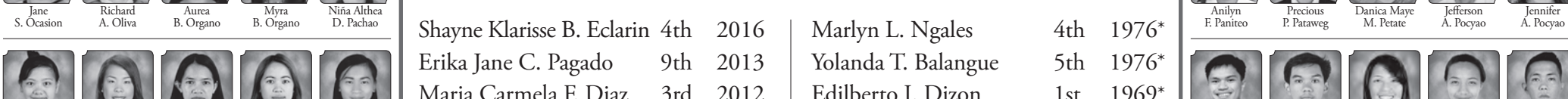
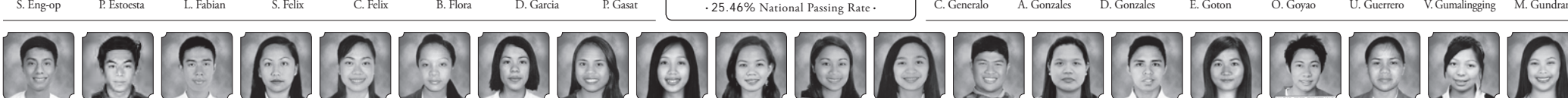
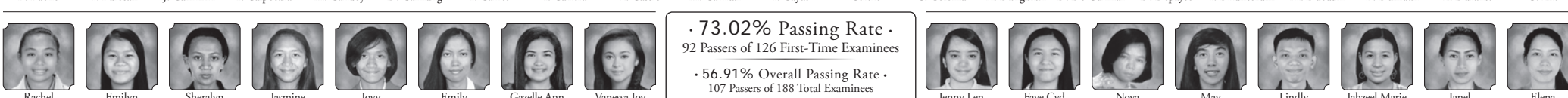


• 83.33% Passing Rate •
35 Passers of 42 First-Time Examinees
• 58.73% Overall Passing Rate •
37 Passers of 63 Total Examinees
• 10.39% National Passing Rate •

• SECONDARY •



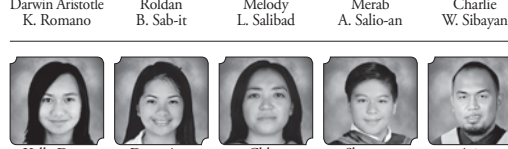
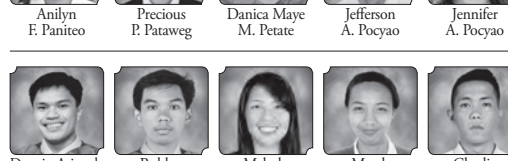
• 73.02% Passing Rate •
92 Passers of 126 First-Time Examinees
• 56.91% Overall Passing Rate •
107 Passers of 188 Total Examinees
• 25.46% National Passing Rate •



Board Topnotchers of the UC College of Teacher Education

Shayne Klarisse B. Eclarin	4th	2016
Erika Jane C. Pagado	9th	2013
Maria Carmela F. Diaz	3rd	2012
Nonette B. Alsino	10th	2012
Elexor T. Damasco	8th	2008
Leisa S. Bartolo	10th	1995*
Sonia A. Daoas	1st	1976*

Marlyn L. Ngales	4th	1976*
Yolanda T. Balangue	5th	1976*
Edilberto I. Dizon	1st	1969*
Merlita C. Tabas	1st	1968*
Teresita R. Ramoleta	1st	1967*
Imelda Basil-Zabala	1st	1962*
Hilda Dongail-Tadaoan	1st	1955*



*In 1996, through R.A. 7836, the PRC-administered Licensure Examinations for Teachers (LET) replaced the Professional Board Examinations for Teachers (PBET).