

2018

TEACHER INDUCTION PROGRAM

MODULE 4
DEPARTMENT OF EDUCATION

BEST | CARDNO

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ANSWER KEYS

MODULE 4: TEACHING APPROACHES

The use of varied teaching approaches that are appropriate to the needs of the learners is vital in achieving the desired objectives of the lesson. Teachers engaged in inclusive learning environments have used variety of pedagogical approaches and methodologies in carrying out their lessons.

This session is designed to guide teacher inductees like you on pedagogical approaches, which are aligned on basic principles of inclusive pedagogy such as explicit teaching, adult learning approach, and differentiated instruction.

I. SESSION 1: DIFFERENTIATED INSTRUCTION

A. Desired Learning Outcomes

Beginning Teacher Indicators (BTIs)	Proficient Teacher Indicators (PTIs)
3.1.1. Demonstrate knowledge and understanding of differentiated teaching to suit the learners' gender, needs and strengths, interests and experiences through provision of learning practices appropriate to the needs of the learner.	3.1.2. Use differentiated, developmentally-appropriate learning experiences to address learner's gender, needs, strengths, interests and experiences.

B. Objectives

- a. Demonstrate understanding of diversity of learners as inputs to planning and designing learning opportunities; and
- b. Plan and design learning opportunities that address diversity of learners.

C. Pre-Test

Write **TRUE** if the statement is correct and **FALSE** if otherwise incorrect.

- _____ 1. Gifted learners can only be catered fully if not mixed in a regular class.
- _____ 2. Diversity of learners refer to difference in terms of gender, race, nationality and culture.
- _____ 3. Communicating with parents and families is one way of knowing the diversity of learners within your care.
- _____ 4. A learner having a chronic illness can be considered as a learner in difficult circumstances.
- _____ 5. Responding to the strengths, needs and learning preferences of individual students helps create an inclusive learning experiences.
- _____ 6. IP learners learn best when taught in a contextualized manner.
- _____ 7. One-size-fits-all approach is possible in addressing diversity of learners.
- _____ 8. Differentiated Instruction (DI) is the one of the many ways of addressing diversity of learners.
- _____ 9. Teachers can turn learner diversity into an asset by capitalizing on their different talents, interests and backgrounds.
- _____ 10. Gender sensitivity is very important in dealing with diverse learners.

D. Glossary of Terms

Term	Definition
Learners	a person who is trying to gain knowledge or skill in something by studying, practicing, or being taught. (Merriam-Webster Dictionary, ND)
Diversity of Learners	an understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. (http://www.qcc.cuny.edu/diversity/definition.html)
Learning Needs	the needs of a learner represent the gap between what the learner wants to get out of the <u>learning</u> experience and his or her current state of <u>knowledge</u> , skill, and enthusiasm http://www.pcrest3.com/fgb/efgb4/3/3_2_6.htm
Learning Styles	a term that speaks to the understanding that every student learns differently. Technically, an individual's learning style refers to the preferential way in which the student absorbs processes, comprehends and retains information. (teach.com)
Multiple Intelligences	different ways to demonstrate intellectual ability. Each person demonstrates his or her intelligence in each area to differing degrees and in different ways. (Gardner, ND)
Teachers	persons engaged in classroom teaching, in any level of instruction, on full time basis, including guidance counsellors, school librarians, industrial arts or vocational instructors, and all other persons performing supervisory and / or administrative functions in all schools, colleges and universities operated by the Government or its political subdivisions; but shall not include school nurses, school physicians, school dentists, and other employees (Republic Act 4670)
Learners' Profile	a comprehensive data of each learner which aid school staff build relationships with students and understand things from their perspective. May include information about a student's skills, strengths, interests, highlight potential barriers to learning, and make recommendations about what is needed to support learning. This may inform planning, classroom layout, timetabling and supports to enable students to participate and contribute in all classroom learning. http://inclusive.tki.org.nz/assets/Uploads/Developing+Learner+Profiles+infosheet.pdf

E. Key Concepts

The Diverse Learners

In the early years, the learners seemed to be homogeneous because of simplicity in needs and way of life. Education is served to the learners in simple and traditional ways. In the 21ST century, the learners have become more diverse. Teachers have to address this diversity not because it is their responsibility but it is their professional teaching needs. Teachers nowadays are served with trainings and other forms of

professional development to eventually walk their talk in order to effectively handle various groups of diverse learners.

In the Philippines the diversity of people with diverse culture were being addressed during the 6TH International Conference on Teacher Education (2010) that social class, ethnicity, indigenous origin, religion, gender, language, and other socially mediated attributes have increased the diversity in local educational agencies and schools around the world. Learners brought with them their socio-economic, linguistic, cultural and regional identities, a range of knowledge, skills, and dispositions they need in their occupations, families, communities, and other civic responsibilities.

In the Philippine Professional Standard for Teachers (PPST), learners may be grouped in terms of the following:

1. Learners' gender, needs, strengths, interests and experiences
2. Learners' linguistic, cultural, socio-economic and religious background
3. Learners with disabilities, giftedness and talents
4. Learners in difficult circumstances
5. Learners from indigenous group

1. Learners' gender, needs, strengths, interests and experiences

Today's learners are indeed more diverse than before. Embracing the diversity of these learners would pave a way of producing better quality results. Teachers then need to profile their learners and be knowledgeable in every single learner that gets inside the classroom in terms gender, needs, strengths, interests, experiences and others.

Gender as defined refers to social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities, and relationships are socially constructed and are learned through socialization process.

Although there are many exceptions, boys and girls do differ on average in ways that parallel conventional gender stereotypes and that affect how the sexes behave at school and in class. The differences have to do with physical behaviors, styles of social interaction, academic motivations, behaviors, and choices. They have a variety of sources—primarily parents, peers, and the media. Teachers are certainly not the primary cause of gender role differences, but sometimes teachers influence them by their responses to and choices made on behalf of students.¹

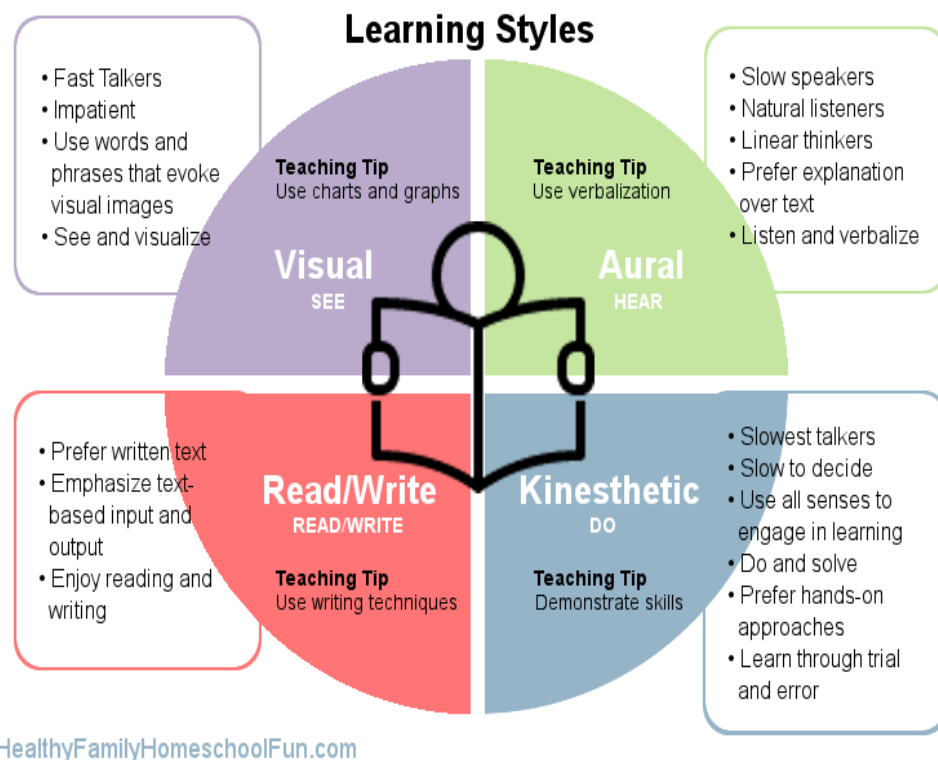
It is then necessary that teachers at all levels and at all times be gender sensitive and be able to address the needs of the learners.

One important fact about diversity of learners is that every student learns. Although no two students come to school with the same culture, learning strengths, background knowledge, or experiences, and no two students learn in exactly the same way, every student's unique personal history enriches classrooms, schools, and the community. This diversity is our greatest education asset.²

¹ <https://courses.lumenlearning.com/educationalpsychology/chapter/gender-differences-in-the-classroom/>

² <https://dpi.wi.gov/sites/default/files/imce/cal/pdf/guiding-principles5.pdf>

Another way of knowing your learners is by looking at their learning styles. Here is an illustration of the VARK model learning styles.



Your mastery of the different learning styles will help you to think and plan of the most appropriate strategies in class to make your lesson interesting and engaging. Aside from understanding the learning types of your learners you also must understand the theory of multiple intelligences which is directly related to addressing learning styles. The theory on multiple intelligences identifies linguistic, bodily-kinesthetic, interpersonal, existential, logical-mathematical, musical, naturalist, spatial, and intrapersonal intelligence as related concepts to the learning styles of your diverse learners.



https://www.google.com.ph/search?q=example+of+9+multiple+intelligences&dcr=0&source=lnms&tbn=isc&sa=X&ved=0ahUKEwjez5WN76PWAhVKppQKHWSyBJEQ_AUICigB&biw=1686&bih=836&dpr=1.13#imgc=qBHmNF1kV11FHM:

Guided by the illustration, you can appreciate what your learners think and feel, how they desire to learn and what is most important to them when learning. Diverse learners learn in various ways that can be said to be different from one another. This explains why multiple intelligences are an important consideration for a teacher to be able to provide meaningful teaching-learning experiences in the classroom.

3. Learners' linguistic, cultural, socioeconomic, and religious backgrounds

The Philippines is very rich in terms of linguistic and cultural diversity. A single region or province alone has a lot of spoken languages. In this instance, the challenge is in the early grades particularly in the K-3. It is where learners of diverse languages come in to school bringing with them their mother tongue.

Classrooms are also a melting pot of various cultures which include differing worldviews, religious beliefs, values, abilities, languages, and family backgrounds of students. No matter how school administrators and teachers strive for homogeneity in

the classroom, differences are inevitable and thus must be dealt with appropriately as this diversity may increase or impede students' learning success.

In most cases, schools have socioeconomic diversity having a mix of students from different income levels, social backgrounds, and in some cases, racial and ethnic backgrounds.

4. Learners with disabilities, giftedness, and talents

Learners with disability, according to Individuals with Disabilities Education Act (IDEA) (P. L. 101-476), means learners with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and who, by reason thereof, needs special education and related services (Knoblauch, B. S. , 1998). UNICEF (2007) also states that the term also refers to those who have long-term physical, mental, intellectual or sensory impairments, which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

Gifted and talented learners are learners who exhibit intensity and curiosity sooner than the average child. They are usually recognized after being subjected to evaluation by professionals.

Being aware of these learning disabilities or giftedness is a big factor in planning for relevant learning opportunities.

5. Learners in difficult circumstances

Learners in difficult circumstances are those learners who are in places of geographic isolation, chronic illness, displaced due to armed conflict, urban resettlement or disasters; victims of child abuse and child labor practices.

These are the set of learners that requires extra care and attention for these are the learners who are affected, physically, psychologically, emotionally, mentally or even spiritually.

6. Learners from indigenous groups

The Philippines is a culturally diverse country with an estimated 14- 17 million Indigenous Peoples (IPs) belonging to 110 ethno-linguistic groups. They are mainly concentrated in Northern Luzon (Cordillera Administrative Region, 33%) and Mindanao (61%), with some groups in the Visayas area. The Philippine Constitution, in recognition of this diversity and under the framework of national unity and development, mandates state recognition, protection, promotion, and fulfillment of the rights of Indigenous Peoples.³

In our present educational system, diversity brought about different indigenous group are addressed through the implementation Indigenous Peoples Education (IPED) Program. In this program, IP learners are provided with an education that is sensitive to, and reflective of their cultural context, aspirations and concerns. It also strives to

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http://www.ph.undp.org/content/philippines/en/home/library/democratic_governance/FastFacts-IPs.html

provide education to IP learners without losing their cultural identity thus preserving their customs and traditions which they value the most.

DIVERSE LEARNERS AND THEIR LEARNING NEEDS

Learners do not come from the same past experiences, economic status, cultural background and the like. Regardless of these, each learner deserves equal opportunity to learn in school. The challenge of giving them learning opportunities now depends on the skills and know-how as a teacher. It is then important that teacher need to know the needs of learners as well how they learn.

Learning needs represent the gap between what the learner wants to get out of the learning experience and his or her current state of knowledge, skill, and enthusiasm (http://www.pcrest3.com/fgb/efgb4/3/3_2_6.htm).

Diversity is an essential factor for teachers to consider in facilitating the learning process. The learners' diverse needs should be addressed in school to provide a child-friendly, culture and gender-sensitive atmosphere as stated in the DepEd Vision and Mission. To prepare students to be productive in pluralistic diverse societies, there is a need to expand ways to create new innovative knowledge and technologies. The enriching nature of diversity and transformative innovations are needed to live in a complex challenging world and to create a socially-just multicultural, global learning environment (6TH International Conference on Teacher Education, 2010).

Hughes (2017) added that the most important thing you can do to help educate your students is to learn as much about them as possible. You can achieve this in a wide variety of ways, either by spending time talking to the students, giving them questionnaires to fill out, or engaging them in activities that reveal information about them. Using a combination of all the above methods can help give you a clear picture of what each student needs and how they learn best. For example, talking to students can give you a clear picture of their verbal skills and personality. A questionnaire can target specific information about the student and help you learn about their interests and passions. Different icebreaker activities can allow you to observe students socializing so you can learn how they act in groups. Another key component for learning about your students is communicating with parents and families. This will give you background information, such as their cultural identity or personal history. Knowing about your student's cultural backgrounds, for example, can help you create a more culturally sensitive classroom environment so every student feels welcome and safe.

It is important for educational practices to be flexible and responsive to the strengths, needs and learning preferences of individual students. This helps create inclusive learning experiences that ensure all students are successful. All children can learn and reach their full potential when they are given opportunities, effective teaching and appropriate resources. Decisions related to the placement of students are best made on an individual basis in a way that maximizes their opportunity to participate fully in the experience of schooling (Alberta Education, 2017).

1. Learners' gender, needs, strengths, interests and experiences

Dealing with learners of varied gender, needs, strengths, interests and experiences pose a great challenge for teachers. Teachers need to make learning relevant, authentic and valuable.

All schools share the mission of helping every student reach his or her full potential. However, teachers often find students in a class showing much diversity in their needs and interests. Students differ a lot in their motivation, prior knowledge and skills, learning styles, multiple intelligences, interests and backgrounds. To tap each student's potential, teachers need to value each student as an individual capable of making progress. Embracing learner diversity is therefore an important direction in school-based curriculum development. Nevertheless, schools have to realize that there can hardly be a one-size-fits-all approach to addressing learner diversity. To ensure effective learning for all students in the classroom, teachers need to develop sensitivity to individual students' needs and respond to them by flexibly adapting their teaching strategies and content. Teachers can develop such sensitivity through analyzing different sources of information (classroom observations, assessments, portfolios, learner profiles, etc.) to find out how each student learns and design an appropriate curriculum for them. With a good grasp of students' characteristics, teachers can turn learner diversity into an asset by capitalizing on their different talents, interests and backgrounds brought to the classroom setting. For instance, students can make unique contributions by playing different roles or doing different tasks inside and outside the classroom. Teachers can then give their students opportunities to develop their potential (Chan, ND).

Learning styles are often categorized and explained in the following way where the manner of learning shall give the idea on needs of learner depending on their learning style:

Learning Style	Manner of learning (what makes the learner learn more)
Visual	Learner learns more when aided by images, pictures, and spatial organization of elements.
Auditory	Learner learns well when aided by music, sound, rhyme, rhythm, speaking or listening.
Reading/Writing	Learner learns well by reading or writing the material he wants to learn.
Kinesthetic	Learner learns well when he can move his body, and/or use his hands and sense of touch. Writing or drawing diagrams are physical activities that can fall into this category.

Here is another illustration that will provide assistance as you plan and identify the learning approach suitable to the needs and interests of your learners.



Howard Gardner's Theory of Multiple Intelligences

<http://mydiscoverypreschool.org/theory-of-multiple-intelligences/>

Closely related to learning styles are thinking styles. These typically describe how a student organizes information and solves problems. Based on the work of Gregorc (1982), Judith Dodge presents four general thinking styles.

- Concrete random thinkers—are creative, make intuitive leaps, enjoy unstructured problem solving, like choices, are self-motivated, see the big picture and not the details.
- Concrete sequential thinkers—like order, respond to step-by-step instruction, enjoy learning with concrete materials, attend to details, work within a time line, and appreciate structure.
- Abstract random thinkers—are guided by emotion and interest, seek environments that are active, busy and unstructured, like to discuss ideas and interact with others.
- Abstract sequential thinkers—enjoy theory and abstract thought, focus on knowledge and facts, thrive on independent investigation and research, usually prefer to work alone to prove things for themselves.

Furthermore, learning patterns can be influenced by student gender and culture, as well as unique personality. Some of these influences include:⁴

- being expressive or reserved in class interactions
- preferring competition or collaboration
- preferring to work individually or in a group
- approaching learning with a creative or practical way of thinking
- preferring part-to-whole or whole-to-part learning
- preferring contextual and personal learning or learning that is discrete and impersonal
- viewing time as fixed and rigid or fluid and flexible
- being more impulsive or more reflective in one's thinking and actions
- valuing creativity or conformity.

2. *Learners' linguistic, cultural, socio-economic and religious backgrounds*

Saban (2013) found out that the learning needs in the multicultural classroom are culturally responsive teaching, teacher immediacy behaviors, differentiated instruction and teacher language competence and instructional clarity. Each of these themes bears implications to equitable teaching. Students need a culturally responsive teaching, such that if a teacher is culturally sensitive, he/she will endeavor to know student backgrounds and capabilities and eventually make teaching preparation relevant to the needs of actual students with no one left behind. Upon knowing individual students, a teacher can then employ differentiated instruction to meet the needs of all, considering their strengths and learning styles. This learning need is the root of all the other themes as the latter build on the former. Moreover, a good teacher who has committed and taken steps towards culturally responsive teaching will, by all means, employ various teaching strategies. Teacher verbal and nonverbal immediacy behaviors will then be manifested as these put across messages of love and concern towards individual students in spite of who they are. Furthermore, since the teacher desires to reach out to students' needs, he/ she will use the language of instruction masterfully so that effective communication will eventually lead to mutual understanding and respect.

In a culturally diverse classroom, you will find every learning style, yet students from particular ethnic cultures may respond more willingly to the kind of instruction that is reinforced by their culture.⁵

⁴ https://education.alberta.ca/media/384968/makingadifference_2010.pdf

Note: For more activities and inputs, see

https://books.google.com.ph/books?hl=en&lr=&id=CLigAwAAQBAJ&oi=fnd&pg=PP1&dq=Learners%E2%80%99+gender,+needs,+strengths,+interests+and+experiences&ots=AfjolMfenp&sig=ivGrFsiIgy8o0L6XDp0wUQObVvw&redir_esc=y#v=onepage&q=Learners%E2%80%99%20gender%2C%20needs%2C%20strengths%2C%20interests%20and%20experiences&f=true

[http://avid.org/_documents/NatCon/Presentations%20and%20Handouts/\(16\)%20N.%20Carter%20%20Teaching%20Boys%20versus%20Teaching%20Girls%20-%20How%20can%20educators%20make%20a%20difference_PPT.pdf](http://avid.org/_documents/NatCon/Presentations%20and%20Handouts/(16)%20N.%20Carter%20%20Teaching%20Boys%20versus%20Teaching%20Girls%20-%20How%20can%20educators%20make%20a%20difference_PPT.pdf)

⁵ https://uk.sagepub.com/sites/default/files/upmbinaries/53987_Davis_CH_6.pdf

Note: For more activities and inputs, see

<https://books.google.com.ph/books?id=XwCpBQAAQBAJ&pg=PR21&dq=Learners%E2%80%99+linguistic,+cultural,+socio-economic+and+religious+backgrounds&hl=en&sa=X&ved=0ahUKEwiCloW-553WAhUGlpOKHZ2PBhQQ6AEIOTAE#v=onepage&q=Learners%E2%80%99%20linguistic%2C%20cultural%2C%20socio-economic%20and%20religious%20backgrounds&f=false>

3. *Learners with disabilities, giftedness and talents*

Students with disabilities can achieve at high levels when provided with instructional supports and accommodations, and when educated with students without disabilities to the maximum extent possible.

Gifted students may be served in the regular classroom through differentiation and/or in classes with other gifted students taught by a gifted intervention specialist.⁶

The gifted and talented typically need a more rapid instructional pace than their peers.

4. *Learners in difficult circumstances*

Learners in difficult circumstances do really have different needs. They are usually not in the usual classroom setting hence, they need a different kind of approach. Activities or strategies in addressing their need depend on the circumstance where they are in. Teachers may use or utilize the Flexible Learning Options (FLOs) that would cater to their specific needs.

Learners in difficult circumstances usually have the need to learn that can be addressed by FLOs. One FLO that can be utilized is the Project EASE (Effective and Affordable Secondary Education). Project EASE sought to provide distance learning system to high school students who cannot come to school regularly or must leave school temporarily because of circumstances beyond their control.

As facilitators of learning for learners in difficult circumstances, teachers have to be flexible enough without compromising quality since some of these learners are just forced to be in such situation like those who are affected by armed conflict.

5. *Learners from indigenous groups*

IP learners are truly unique group of learners. Education for them is not just acquiring competencies stipulated in the K to 12 curriculum but they have that unique need of preserving Indigenous Knowledge System and Practices (IKSPs). This was clearly stipulated in the policy statement of Do. 62, s. 2011 letter a which states that IPED shall, “adopt appropriate basic education pedagogy, content, and assessment through the integration of Indigenous Knowledge System and Practices (IKSPs) in all learning areas and processes”.

In dealing with IP learners, there is a need to highlight the relationship between learning and the student group’s history and culture, thus contextualized learning plays a very critical role in the learning process.⁷

What are some activities that can be appropriately used to address the needs of diverse learners?

To effectively meet the learning needs of students, classroom teachers must begin with an understanding of the needs of the learners, both collectively as a classroom unit and as individual students. **S**tudents often know which ways of learning are most effective for them and what things get in the way of their success.

⁶ <http://education.ohio.gov/topics/Special-Education/Diverse-Learners>

⁷ Note: For more inputs, see <http://www.deped.gov.ph/orders/do-32-s-2015>.

Learner profiles and class profiles offer a starting point for this planning. Inventories and other assessment tools also may provide you with valuable information.

A learner profile describes the ways in which students learn best. A comprehensive learner profile includes information on student interests, learning preferences and styles, and differences related to gender, culture and personality. It also might include information on student learning strengths, needs and types of supports that have been successful in the past. A learner profile needs to be dynamic, as individual learners are constantly growing and changing.

The goal of a learner profile is to find out as much as possible about how an individual learns. The goal is not to label students as certain kinds of learners but rather to help them develop multiple pathways for learning. When working on unfamiliar and/or challenging tasks, students will be more confident and motivated if they are able to work in their areas of strength.⁸

⁸ https://education.alberta.ca/media/384968/makingadifference_2010.pdf

Note: For more inputs see

<http://inclusive.tki.org.nz/assets/Uploads/Developing+Learner+Profiles+infosheet.pdf>

F. Activities and Assessment

Cite your experience during your practice teaching days or first teaching employment where you were to handle a diverse groups of learners.

- a. What particular various groups were you able to encounter?
- b. What are the identified different learning needs between and among those groups?

Match the aspects of Diverse Background in Column A to the given Learning Needs in Column B. Write the letter of your choice on the space provided before each number.

Column A (Diverse Background)	Column B (Learning Need)
____ 1. Gender	a. Participation to festivities that promotes one's cultural identity
____ 2. Religion Beliefs	b. Participation to extra-curricular activities with less or no expenses
____ 3. Socio-economic Background	c. Use of the Mother Tongue in the early stage
____ 4. Geographical Background	d. Leadership in group tasks may be done by either boys or girls
____ 5. Language	e. Use of Flexible Learning Options
____ 6. Ethnic Group	f. Need for equal opportunities to lead the morning prayer
____ 7. Culture	g. Opportunities for maximum development
____ 8. Learners with disabilities	h. More rapid instructional pace
____ 9. Race	i. Free from discrimination
____ 10. Gifted	j. Relevant to Indigenous Knowledge System and Practices (IKSPs)

After knowing your diverse learners, what are other learning activities that can be appropriately used or provide to address the needs of your diverse learners? You may refer to examples in Activity #2

DIVERSE BACKGROUND	LEARNING NEEDS/ACTIVITIES
1. Gender	
2. Religion Beliefs	
3. Socioeconomic Background	
4. Geographical Background	
5. Language	
6. Ethnic Group	
7. Culture	
8. Learners with disabilities	
9. Race	
10. Gifted	

Planning

Based on the inputs provided, develop a learning activity for at least 2–3 varied groups of learners from the lesson that you are presently/currently teaching.

G. Reflection

1. What teaching strategies did you learn from Module 4 that would help you organize or develop teaching-learning activities for these various groups of learners?
- II. Were you able to adequately address the diverse needs of these learners?
- III. What are the needs to be improved professionally to deal with diverse learners?
- IV. What is your realization on the importance of knowing and providing variation in learning opportunities?
5. Share what you feel and think after finishing this lesson by completing the following statements. (i) *My knowledge in understanding diversity of learners and their learning needs will help me to...* (ii) I find the lesson...

H. Post-Test

Read the items carefully. Write **TRUE** if the statement is correct and write **FALSE** if not and modify the statement to make it correct.

- _____ 1. Gifted learners can only be catered fully if not mixed in a regular class.
- _____ 2. Diversity of learners refer to difference in terms of gender, race, and culture.
- _____ 3. Communicating with parents and families is one way of knowing the diversity of learners within your care.
- _____ 4. A learner having a chronic illness can be considered as a learner in difficult circumstances.
- _____ 5. Responding to the strengths, needs and learning preferences of individual students helps create an inclusive learning experiences
- _____ 6. IP learners learn best when taught in a contextualized manner.
- _____ 7. One-size-fits-all approach is possible in addressing diversity of learners.
- _____ 8. Differentiated Instruction (DI) is the one of the many ways of addressing diversity of learners.
- _____ 9. Teachers can turn learner diversity into an asset by capitalizing on their different talents, interests and backgrounds.
- _____ 10. Gender sensitivity is very important in dealing with diverse learners.

II. SESSION 2: EXPLICIT TEACHING

A. Desired learning Outcomes

Domain 1. Content Knowledge and Pedagogy
1.2.1 Demonstrate an understanding of research-based knowledge and principles of teaching and learning
1.2.2 Use researched-based knowledge and principles of teaching and learning to enhance professional practice.

B. Objectives of the Session

- a) Explain the research-based basic concepts, principles and methodologies of explicit teaching Demonstrate understanding of the Explicit Teaching Process
- b) Develop and demonstrate a Detailed Lesson Plan (DLP) using explicit teaching.

C. Pretest:

Identify whether the given statements are true or not on explicit teaching. Write F for fact and B for bluff.

1. In explicit teaching, there is a need for the teacher to model the behavior to the students.
2. Teachers should be specific and direct enough to make learning accessible to all students in the class.
3. In explicit teaching, the students restate the lesson objectives back to the teacher in their own words.
4. The teacher presents the steps both orally and visually to meet needs of learners.
5. The teacher explains what the task is, why it is important, and add to it, why it is done.
6. The teacher may use a visual model to demonstrate a concept being taught when necessary.
7. Explicit teaching is teacher-centered.
8. Students practice different kinds of problems during the guided practice time.
9. Students are deprived of working or completing the task independently.
10. The assessment of student performance in explicit teaching must be done formally.

D. Glossary of Terms

Term	Definition
Explicit Instruction	instruction that is systematic, direct, engaging, and success oriented. It is helpful not only when discovery is impossible, but when discovery may be inaccurate, inadequate, incomplete, or inefficient. (Archer & Hughes, 2011). It is a systematic method of teaching with emphasis on proceeding in small steps, checking for student understanding, and achieving active and successful participation by all students. (Rosenshine, 1987).
Model	method that helps make connections between material to be learned and the process to learn it by acting out sequences while students observe and then imitate the task. The hallmark of explicit instruction is a clear model of what students are expected to learn. This refers to modelling as establishing conspicuous strategies. (Coyne et al. 2011)
Scaffolding	applying stages to learning content and tasks by first observing the student to see what she can do and then helping her understand the how and why until she can perform herself (direct instruction, tutoring, modelling, independence).
Skills	ability to carry out a task with pre-determined results within a given amount of time, energy or both.

Term	Definition
Strategy	over-all or general design on how the lesson will be executed or delivered; a set of decisions on what learning activities to achieve an objective.

E. Key Concepts

Explicit instruction is characterized by a series of supports or scaffolds, whereby students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional target, and supported practice with feedback until independent mastery has been achieved.

Soviet psychologist Lev Vygotsky developed the scaffolding theory. Scaffolding theory describes social and instructional support for students learning new concepts, comparable to structures erected alongside newly constructed buildings. The scaffolding supports the construction (the introduction of new material) and is taken away after completion (or when the lesson is understood.)

Explicit Instruction is a sequence of supports:

1. Setting the Stage for Learning
2. Clear explanation of what to do
3. Modeling the process (showing)
4. Guided Practice
5. Independent Practice
6. Assessment/Closure (informal or formal)

The 6 Components of Explicit Instruction

1. Setting the Stage
 - a) The anticipatory set – the teacher’s hook to capture student interest and connect prior knowledge to the new learning of the lesson
 - b) The teacher states/clarifies the standards/learning objective/goal
 - c) The purpose of the lesson is explained
 - d) Students are able to restate the lesson objective back to the teacher in their own words.
 - e) The teacher specifically connects the lesson to:
 - i. student interest
 - ii. background knowledge
 - iii. the big idea/concept that the skill/standard is linked to, and/or
 - iv. the previous day’s lesson

2. Explaining to Students What to do
 - a) Students need explicit details about the lesson.
 - b) The teacher re-explains in this component what the task is, why it is important, and adds to it how it is done.
 - c) Give no-frills explanations that give students just enough information to cover the basics and get them started. Less is more.
 - d) Don’t tell the kids that it will be hard. That discourages kids right off the bat. They may tune the lesson out right then and there.
 - e) Make it simple and direct enough to make the learning accessible to ALL students in the class.

- f) Divide the task into a few steps that are logically ordered.
- g) Present the steps both orally and visually to meet needs of kids with different modality strengths. (Visual Instructional Plans – Fred Jones)

3. Modeling for Students (I do)

- a) Some people believe that *explaining* is synonymous with *instruction*. When the extent of the instruction is ONLY an explanation, without modeling or guided practice, teachers have no idea whether or not students understand the lesson content until it is too late. Just hearing or reading directions is not enough.
- b) Modeling offers kids the opportunity to watch the process unfold before their eyes. The teacher engages in whatever is involved in the learning task EXACTLY as the students will be expected to perform it.
- c) The teacher shares inner thoughts – modeling the thinking process, and the teacher often uses a visual model to demonstrate the concept being taught.
- d) It is important during this component for the teacher to connect with the kids, to see their eyes alert and focused, rather than glazed over!
- e) During this component, teachers need to elicit informal input from the kids and keep them actively engaged –
 - i. Asking students to underline a portion of text on board or overhead
 - ii. Use the mini white boards
 - iii. Repeat to a partner
 - iv. Ask students to read the completed response aloud with you to make sure it sounds good and makes sense.
 - v. Ask for possible revisions.
- f.) Teacher makes good strategies conspicuous for kids
 - i. Ask lots of questions – use Bloom’s Taxonomy
 - ii. Delve and probe into questions – trying to elicit deeper responses from kids
 - iii. Appropriate instructional pacing
 - iv. Adequate processing time (Think Time)
 - v. Constant check for understanding

4. Guided Practice (We do)

- a) Frey and Fisher believe that guided instruction should consist of cues, prompts and questions to help the teacher understand the students’ thinking, provide scaffolding, get students doing some of the cognitive work, and gradually increase their understanding.
- b) Graphic organizers and frames work GREAT during this component. These tools simplify the task of representing knowledge on paper by providing graphic cues. They are helpful *instructional aids* that help kids move easily from teacher-control toward their own independent application of the learning. BUT.... They are NOT a *substitute* for instruction. If kids are to do well in a testing situation, they need to have *heard* the explanation, *seen* the model, *practiced* with the organizer or frame as many times as needed, and then worked backward, removing one support at a time. After enough trials with the graphic aide, the teacher can take that away and expect kids to be able to be successful with just a review of the model. Eventually the model should disappear too!
- c) Provide scaffolding as a temporary support/guidance in the form of steps, tasks, materials, and personal support
- d) Provide examples/non-examples, and graphic organizers, study guides, Kate Kinsella starter stems
- e) Check for understanding through ongoing assessment and constant feedback
- f) Highly structured
- g) Use mini-white boards, highlighters

h) Students summarize in their own words, turn to a neighbor and tell them....

5. Independent Practice (You do)

- a) Students practice the SAME kinds of problems as during the guided practice time.
- b) Don't allow for too much time for this. Students get off task, attention wanders, and time is wasted.
- c) During this time, teacher should be moving about the room, watching, guiding, and moving students along.
- d) Be sure students can accurately complete task independently.

6. Closure/Assessment

- a) The assessment portion can be informal - using Fist-to-Five, 12 Word Summary, Brain Bark, Exit Cards, Idea Wave, Thumbs Up, Thumbs Down, etc.
- b) The assessment portion can be formal – a method to measure student understanding or proficiency of the learning objective in test or quiz format or essay writing, project, report, etc.
- c) It is a time to collect student learning evidence of standards/objectives.

F. Activities and Assessment

Watch and Learn

To enhance your understanding on explicit instruction, you may watch a sample video lesson on <https://explicitinstruction.org/video-secondary-main/> then accomplish the table below

Key concepts	Role of the Teacher	Steps in Explicit Teaching

Using the template below, choose a least learned skill that can be taught better using explicit teaching approach then prepare a detailed lesson plan (DLP) appropriate to the grade level of your students.

Explicit Teaching DLP Template

I.	Objectives	
II.	Subject Matter Topic: Materials: References:	
III.	Procedure	

<p>a. Introduction</p> <p>b. Modeling</p> <p>c. Guided Practice</p> <p>d. Independent Practice</p> <p>e. Assessment/ Closure</p> <p>IV. Reflection</p>	
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DEMO-TEACHING (1 hr.)

Procedure:

1. *Use the prepared DLP in demo-teaching.*
2. *Invite your school head in your class to evaluate how you did well in the delivery of your lesson*

G. Reflection

Answer the following:

1. Based on your learning experience, what are your realizations? Fill in the needed information below which you want to stop doing, start doing and continue doing:

Stop Doing	Start Doing	Continue Doing

III. SESSION 3: 21ST CENTURY TEACHING

A. Desired Learning Outcomes

Beginning Teacher Indicators (BTIs)	Proficient Teacher Indicators (PTIs)
<p>4.1.1. Prepare developmentally sequenced teaching and learning process to meet curriculum requirements.</p> <p>4.2.1. Identify learning outcomes that are aligned with learning competencies.</p>	<p>4.2.2. Set achievable and appropriate learning outcomes that are aligned with learning competencies</p> <p>4.3.1. Demonstrate knowledge in the implementation of relevant and responsive learning programs.</p>

B. Objectives:

- a. Demonstrate understanding on the nature of 21st Century Learners
- b. Adapt learning outcomes that are aligned with learning competencies that address the diverse learners of the 21st century
- c. Develop a sample Detailed Lesson Plan (DLP) on your area based on the learning outcomes/competencies that addresses the diverse learners of the 21st century.

C. Pre-Test

Identify the key stage of learners (K-3, 4-6, 7-10, 11-12) during which the following characteristics are demonstrated. Write the key learning stage opposite the given characteristics.

Characteristics of Learners	Key Learning Stage (K to 3; 4 to 6; 7 to 10 and 11 to 12)
1. Enjoy long periods of free play.	
2. Enjoy new materials and equipment.	
3. Can play and carry out projects with adult support.	
4. Enjoy physical activities that master specific skills.	
5. Have a growing desire to assert individuality and independence.	
6. Developing strong interest, hobbies and collection.	
7. Experiencing the beginning of puberty.	
8. Depend on their peer group to develop identity.	
9. Can plan ahead and organize tasks with little or no guidance from adults.	
10. Beginning to think about their future life roles.	
11. Have a strong desire to assert individuality and independence.	

✓ **Identify the 21st century skills that must be possessed by your learners in any key learning stage. Write your answers opposite each number.**

	21 st Century Skills
1. The learners are engaged in problem-solving activities and conducts research	
2. The learners analyse data and introduce project plans	
3. The learners uses knowledge to create products and processes	

4. They try to do the task assigned in cooperation with other members of the group	
5. Solicits consensus to arrive at a unique solution to the problem and encourages community-building practices	
6. Able to work with a variety of individuals across diverse ethnic groups	
7. Has a knowledge of organizational cultures and respects individual beliefs	
8. Has the ability to convey information and messages in a manner that that can be easily understood by the majority	
9. Uses all kinds of media effectively without compromising the rights of others	
10. Effectively using all sorts electronic information and knowledge tools to gather data before making conclusions	
11. Able to manage change in the workplace	
12. Has the eagerness to continue learning beyond what is discussed in the classroom and shows interest in a certain discipline as a career in the future.	

✓ **Identify the various learning programs in your school or district that cater to the needs of the learners in various key learning stages.**

Key Learning Stage	Learning Programs Implemented
K to 3	
4 to 6	
7 to 10	
11 to 12	

D. Glossary of Terms

Term	Definition
Key Learning Stages	four learning stages in the Philippine setting that include learners from kindergarten to grade 3, grade 4 to 6, Junior High School learners and the Senior High School learners
21st Century Skills	seven identified skills that are essential to be mastered by the learners in a 21 st century classroom such as critical thinking, creativity, collaboration, cross-cultural understanding, communication, computing / ICT literacy, and career and learning self-reliance
Detailed Lesson Plan (DLP)	is a teacher's "road map" for a lesson. It contains a detailed description of the steps a teacher will take to teach a particular topic. A typical DLP contains the following parts: Objectives, Content, Learning Resources, Procedures, Remarks and Reflection
Responsive Learning	emphasizes the social, emotional, and academic growth of learners in any of the key learning stage in a strong and safe learning environment

E. Key Concepts

Session 1. Nature of Learners by Key Stages⁹

Transition Years Grade K-1 (5-6 years)		
Physical	Social-Emotional	Cognitive
<ul style="list-style-type: none"> a. Enjoy long periods of free play b. Developing eye-hand coordination c. Enjoy small group cooperative games d. May require rest after high energy play 	<ul style="list-style-type: none"> a. Eager to receive adult praise. b. Enjoy dramatic play c. Eager to engage in new activities/adventures led by involved adult d. Eager to identify with older children e. Enjoy exploring new materials and equipment 	<ul style="list-style-type: none"> a. Understand language better than they speak b. Are interested in present, vague concepts of past/future c. Eager to learn d. Ask many questions e. Define things by their use

⁹ Adapted from

https://www.lawrence.edu/mfhe/www_dept_student_dean_sub_volunteer/Everyone/developmental%20characteristics.pdf

e. Improve body coordination; yet still can fall easily	f. can be easily frightened by novel or strange events g. Prefer play in small groups h. Like responsibilities they can handle i. Learning to cooperate with others, but may at times display selfish behavior	f. Developing a sense of humor g. Communicate best within a small group of peers h. May need guidance of adult when starting a new task
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Middle Years Grade 2-3 (7-9 years)

Physical	Social Emotional	Cognitive
a. Enthusiastic about games b. Experiencing improvement in both gross and fine motor skills c. Possess a high activity level d. Practice to mast variations of movement for physical activities e. Enjoy games that allow for comparison of skills f. Enjoy games that allow for self-improvement	a. Have a strong drive towards independence b. Develop a strong sense of loyalty to friends c. Need to belong to a group d. Play with and are friends with same-sex peers e. Like to take on responsibility f. Live in a world of games, rituals and humor inhabited only by children g. Like to have best friend h. have a rigid sense of right and wrong i. Need help accepting peers who are different or left out of a group	a. Like to talk; use language to express feelings/tell stories b. Developing a sense of time c. Enjoy collecting things d. Enjoy problem-solving games like treasure hunts e. Can plan and carry out projects with adult support f. Becoming more self-directed in activities g. Better able to understand and appreciate differences of opinion

Pre-Adolescent Years Grades 4-6 (10-12 years)

Physical	Social-Emotional	Cognitive
a. May be careless about their clothes, room and body cleanliness b. Girls may have sudden growth spurt and beginning signs of puberty	a. Enjoy small, peer-dominated group discussions b. Like to join organized groups c. Are anxious to grow up d. Are intensely loyal to their peer group	a. Ask many questions and want thoughtful answers b. Can often understand other points of view

<ul style="list-style-type: none"> c. Enjoy physical activities that master specific skills d. Enjoy competitive games e. Possess a high activity level f. Enjoy games that allow for comparison of skills g. Enjoy games that allow for self-improvement 	<ul style="list-style-type: none"> e. form a close one-on-one friendship f. Have a growing desire to assert individuality and independence g. Can be daring and competitive h. Can be critical of peers and adults i. Are self-conscious of their abilities 	<ul style="list-style-type: none"> c. Developing strong interests, hobbies and collections d. Engage in day dreaming e. Enjoy problem-solving games and puzzles, etc. f. Enjoy rule-based games g. Are beginning to develop view about social/global issues h. Beginning to enjoy humor by telling jokes and understanding sarcasm.
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Early Teens Grade 7-8 (13-14 years)

Physical	Social-Emotional	Cognitive
<ul style="list-style-type: none"> a. May appear awkward as result of rapid physical growth b. Experiencing the beginning of puberty c. Differ greatly in rate of maturation d. Need to become familiar with changing body with strong drives e. Tend to tire easily f. Have a high activity level and appetite g. Enjoy cooperative games and competitive sports 	<ul style="list-style-type: none"> a. Sensitive to their appearance b. Establishing a personal moral code c. Unsure of their place in society d. Depend on their peer group to develop identity e. Critical of their peer group to develop identity f. Critical of their parents and home g. May adopt extremes and fads in clothing, speech, handwriting and mannerisms h. Form close one-to-one friendships i. Enjoy small, peer-dominated group discussions j. have a strong desire to assert individuality and independence 	<ul style="list-style-type: none"> a. Capable of high level of abstract thought b. Beginning to think about their future life roles c. Need time and freedom to engage in self-reflection d. Are able to postpone gratification e. Can plan ahead and organize tasks with little or no guidance from adults f. Beginning to develop views about social issues

Session 2. The 21st Century Skills⁽²⁾

To thrive in a digital economy, students will need digital age proficiencies. It is important for the educational system to make parallel changes in order to fulfil its mission in society, (namely) **such as** the preparation of (students) **learners** for the world beyond the classroom. Therefore, the educational system must understand and embrace the following 21st century skills within the context of rigorous academic standards.

The Seven Cs – 21st Century Lifelong Skills¹⁰

- a. **Critical Thinking-and-Doing** – Defines thinking skill as “thinking creatively, making decisions, solving problems, seeing things in the mind’s eye, knowing how to learn and reasoning.” Furthermore, sound reasoning enables students to plan, design, execute, and evaluate solutions-processes that are often carried out more efficiently and effectively using technological tools.
- b. **Creativity** – New knowledge creation, “Best Fit” Design solutions, Artful Storytelling, etc. Today’s knowledge workers are expected to adjust and adapt to changing environments. Inherent in such lifelong learning is a curiosity about the world and how it works. Curiosity fuels lifelong learning as it contribute to the discovery of new ideas and results in the introduction of new processes that would contribute to the betterment of our way of life.
- c. **Collaboration** – The rapid pace of today’s society and communications networks have caused – and enabled - a shift in the level of decision-making. The complexity of today’s world requires a high degree of specialization by decision-makers – hence the need for teaming of specialists to accomplish complex tasks in ways that are efficient, effective and timely.
- d. **Cross-cultural Understanding** – The world is rapidly becoming wired and the resulting globalization of commerce and trade has increased the need for cultural literacy. In such a global economy, where everybody is concerned about interactions, partnerships and competition from around the world, there is a greater necessity for knowing, understanding and appreciating other cultures, including cultural formations established as norms in a technological society.
- e. **Communication** – Crafting Messages and Using Media Effectively. In todays wired, networked society it is imperative that students understand how to communicate using technology. This includes person-to-person email interactions, listservs, group interactions in virtual learning spaces, chat rooms, interactive videoconferencing, phone/audio interactions, and interactions through simulations and use of models.
- f. **Computing / ICT Literacy** – Effective Use of Electronic Information and Knowledge Tools, Visual and Information Literacy. Choosing appropriate tools for the task and applying them to real-world situations in ways that add significant value results in increased collaboration, promotion of creativity, construction of models, preparation of publications and other creative works.
- g. **Career and Learning Self-Reliance** – Managing Change, Lifelong Learning and Career Redefinition. The interconnectedness of today’s world brings with it unprecedented complexity. Interaction in such an environment requires individuals to be able to identify and react to changing conditions independently –

¹⁰ Adapted from https://www.actfl.org/sites/.../21stCenturySkillsMap/p21_worldlanguagesmap.pdf

self-directed learners who are able to analyse new conditions as they arise, identify the new skills that will be required to deal with these conditions and independently charts a course that responds to these changes. They must be able to take into account contingencies, anticipating changes, and understanding interdependencies within the systems.

Department of Education
 Region _____
 Division of _____

DLP / DLL MONITORING AND EVALUATION FORM

Name of Teacher: _____ Quarter: _____
 Learning Area: _____ Week: _____
 Content: _____

The DLL has the following parts:

Objectives

- _____ stated in behavioral terms _____ SMART objectives
- _____ aligned with content standards _____ Provided Code Book Legend
- _____ aligned with performance standards _____ ICT Integration

Learning Resources

- _____ listed reference materials _____ TC pages
- _____ utilized materials from LR portal _____ LM pages
- _____ other learning resources

Procedure / Strategies

- _____ linked new lesson to previous learning _____ values/concept integration
- _____ purpose of lesson is clearly presented _____ technology integration
- _____ new concepts identified _____ government thrust integration
- _____ clear/organized assessment _____ Others
- _____ selected response (with answer key) _____
- _____ constructed response _____
- _____ performance (with rubric) _____

Assignment _____

Reflections _____

Overall Remarks:

Session 3. Relevant and Responsive Learning Programs

Research studies pointed out to four methods for making instruction relevant to the learners:¹¹

- a. Discussing how theory can be applied in practice
- b. Making a link to local cases
- c. Relating subject matter to everyday applications
- d. Discussing and finding applications in current newsworthy issues and events.

Likewise, Wieman (2007) recommended that students be provided with intentional and explicit opportunities to discuss, for each topic covered, why the topic is worth learning, how it operates in the real world, why it makes sense, and how it connects to things the student already knows.

Here are a few tips for making learning engaging and personally relevant, according to Willis, Faeth, and Immordino-Yang:

1. Use suspense and keep it fresh.

“Drop hints about a new learning unit before you reveal what it might be, leave gaping pauses in your speech, etc; all this can activate emotional signals and keep student interest piqued.

2. Make it student-directed.

“Give students a choice of assignments on a particular topic, or ask them to design one of their own. “When students are involved in designing the lesson,” write Immordino-Yang and Faeth, “they better understand the goal of the lesson and become more emotionally invested in and attached to the learning outcomes.”

3. Connect it to their lives and what they already know.

“Taking the time to brainstorm about what students already know and would like to learn about a topic helps them to create goals — and helps teachers see the best points of departure for new ideas. Making cross-curricular connections also helps solidify those neural loops.

With no reference point and no intrigue, say Willis, Immordino-Yang, and Faeth, information is fairly likely to go in one ear and straight out the other.”

Two additional ways to provide relevance for students are with utility value and relatedness:

4. Provide utility value.

Utility value answers the question, “Yeah, but what am I gonna use this for?” Utility value is purely academic and emphasises the importance that content has for the students’ future goals—both short-term and long-term. For example, physics tends to be less than fascinating to your average student, but for a student who wants to be an engineer, physics is interesting and can also hold great utility value.

¹¹ Adapted from <https://www.thoughtco.com>, Resources › For Educators › Motivating Students

- If you have a peer, present to him or her your work and discuss the nature of the learners in your school. Your partner will do the same with you.
 - Consult with another teacher and discuss your answers with him/her.
2. Develop a Sample Detailed Lesson Plan (DLP) in your area of specialization following the format **prescribed** in DepED Order #42, s. 2016 on *“Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program.”* The topic on the preparation of DLP was discussed in Session of Module 4.
 - **Incorporate Integrate** a specific 21st century skill in your DLP.
 - This will be checked by your coach/mentor if done in district or division In-Service Training (INSET) or by your school head if done a school-based training. Your mentor or school head will use the form on following page to evaluate your DLP.
 3. Identify the different learning programs offered in your school or in your district that are relevant and responsive to the needs of your learners in any of the key learning stages.
 4. Interview a master teacher in your school or district and ask him or her about the learning programs being offered in the school that cater the needs of the learners.
 5. List all the programs below and indicate the reasons why the programs are being implemented in the school or district.

Learning Programs Offered in the school	Catered/Addressed Learners' Needs	Remarks

- Discuss your answer with your peer or your coach /mentor.

G. Reflection

- As a newly-hired teacher, how does the session help you to become a responsive teacher to the needs of your learners?

- How did the session help you in integrating a 21st century skill in your DLP?
- How does the session help you as a newly-hired teacher manage better the individual differences your learners?
- Which of the skills discussed are you comfortable in teaching given your current level of professional development?
- Which skill do you find challenging to teach?

IV. SESSION 4: DAILY LESSON LOGS

A. Desired learning Outcomes

Beginning Teacher Indicators (BTIs)	Proficient Teacher Indicators (PTIs)
4.1.1 Prepare developmentally sequenced teaching and learning process to meet curriculum requirements.	4.1.2 Plan, manage and implement developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts

B. Objectives

At the end of the session, you will be able to:

1. Explain the teaching process through the essential elements of the Daily Lesson Log (DLL) and Detailed Lesson Plan (DLP)
2. Prepare a one-week developmentally sequenced teaching and learning process following the DLL and DLP requirements.
3. Plan and implement a one session DLP to be observed by a TIP mentor and the school head.

C. Pretest: Identifying the parts of the DLL and DLP.

As a beginning teacher/proficient teacher, it is necessary for you to be able to identify the parts of a lesson plan. Read the description below then write your answer on the space provided.

_____ 1. This part of the DLL and DLP includes content knowledge and competencies

_____ 2. This part of the DLL and DLP refers to the learning area-based facts, concepts, and procedures that students need to learn.

_____ 3. It pertains to the particular content that the lesson focuses on.

_____ 4. The knowledge, skills, and attitudes that students need to demonstrate in a lesson.

_____ 5. This part of the DLL and DLP asks teachers to log the references and that the teacher will use for the lesson. The references include the particular pages of the TG, LM, textbook, and the additional materials from the LRMSD portal.

_____ 6. This part of the lesson details the steps and activities the teachers and learners will do during the lesson towards achievement of the lesson's objectives.

_____ 7. This is a part of the DLL and DLP in which teachers shall indicate special cases including but not limited to continuation of lesson plan to the following day in case of re-teaching or lack of time, transfer of lesson to the following day in cases of class suspension, etc.

_____ 8. This part of the DLL and DLP requires teachers to reflect on and assess their effectiveness.

D. Glossary of Terms

Term	Definition
Daily Lesson Log (DLL)	is a template teachers use to log parts of their daily lesson. The DLL covers a day's or a week's worth of lessons and contains the following parts: Objectives, Content, Learning Resources, Procedures, Remarks and Reflection.
Detailed Lesson Plan (DLP)	is a teacher's "roadmap" for a lesson. It contains a detailed description of the steps a teacher will take to teach a particular topic. A typical DLP contains the following parts: Objectives, Content, Learning Resources, Procedures, Remarks and Reflection.
Instruction	refers to the methods and processes used to direct learning.
Instructional planning	is the process of systematically planning, developing, evaluating, and managing the instructional process by using principles of teaching and learning.

E. Key Concepts

Importance of lesson planning

- Increases teacher's chances of carrying out a lesson successfully. It also allows teachers to be more confident before starting a lesson.
- Inculcates reflective practice as it allows teachers to think about their teaching.
- Helps teachers master learning area content.
- Helps teachers know their learners and teach what students need to learn and therefore ensures curriculum coverage.

Elements of a Lesson Plan

What should be taught?

As a teacher, you must have a deep understanding of the curriculum and strive to teach its content. In planning daily lessons, you need to follow the Curriculum Guide (CG) of the learning area being taught. Using the CG, teachers can plan the many ways to teach what it contains including the content standards or the essential knowledge that students need to learn, performance standards or the abilities and skills learners need to demonstrate in relation to the knowledge they have learned, and learning competencies or the knowledge, skills, and attitudes learners need to demonstrate in every lesson

How should it be taught?

With a lesson plan, you can predict which parts of the lesson learners will have difficulty understanding. You can then prepare strategies that help learners learn, build learners' understanding and respond to learners' needs.

You can explore utilizing different instructional strategies that consider learners' varying characteristics including cognitive ability, learning style, readiness level, multiple intelligences, gender, socioeconomic background, ethnicity, culture, physical ability, personality, special needs, and the different ways learners master the content of a particular learning area.

A lesson plan therefore should show what the teacher and learners will do in the classroom to build understanding of the lesson together.

How should learning be assessed?

As a teacher, you do not only prepare lesson plans, you also prepare an assessment plan or specifically a formative assessment plan.

As defined in DepEd Order No. 8, s. 2015 entitled *Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program*, formative assessment “refers to the ongoing forms of assessment that are closely linked to the learning process. It is characteristically informal and is intended to help students identify strengths and weaknesses in order to learn from the assessment experience.”

Once the objectives of the lesson have been identified, you need to prepare a formative assessment plan integrated into the lesson and aligned with the lesson objectives.

As a teacher, you need to rely on multiple ways of assessing learning inside the classroom. DepEd Order No. 8, s. 2015 presents a list of formative assessment methods that teachers can use during different parts of a lesson.

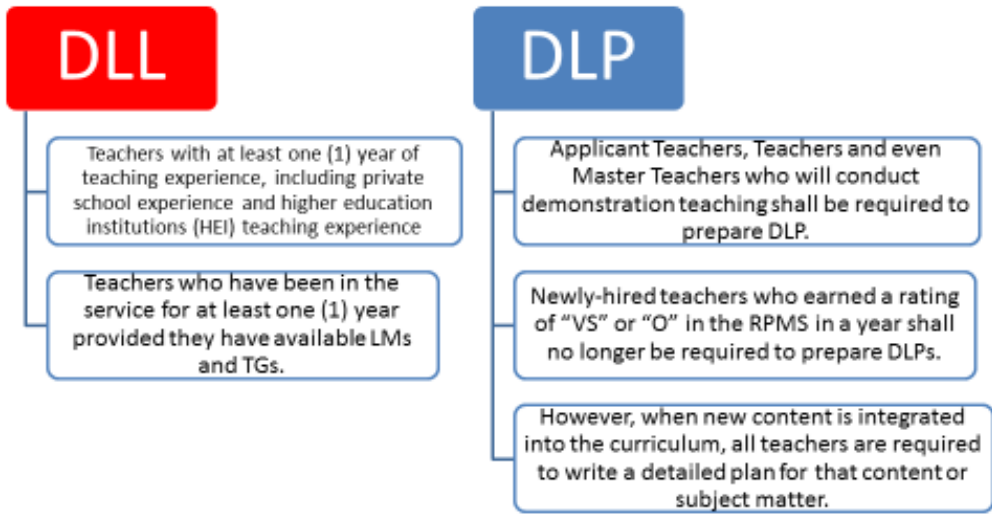
You should always remember that lesson planning should embody the unity of instruction and assessment.

Lesson Preparation

After knowing the parts and elements of a lesson plan, you are now ready to prepare your DLL/ DLP. Before you proceed, take time to read the following concepts:

- a) **The instructional process.** According to Airasian (1994), the instructional process is made up of three (3) steps: (1) planning instruction 2) delivery of instruction; and 3) assessment of learning.
- b) **Lesson planning** is one way of planning instruction, a way of visualizing a lesson before it is taught. It entails “prediction, anticipation, sequencing, and simplifying” and is a critical part of the teaching and learning process.
- c) **Learning Resources** are resources that are available which includes the Teacher’s Guide (TG), Learner’s Material (LM), additional materials from the Learning Resources Management and Development System (LRMDS) portal, textbooks, and others supplementary materials, whether digital, multimedia, or online, including those that are teacher-made.

Who should use which format?



After knowing who should use the DLL or DLP, what format will you follow? If you are going to use the DLL, it will be helpful for you to fully understand how it is prepared.

How to Prepare the DLL?

GRADES 1 to 12 DAILY LESSON LOG	School		Grade Level		
	Teacher		Learning Area		
	Teaching Dates and Time		Quarter		
	Monday	Tuesday	Wednesday	Thursday	Friday
I. OBJECTIVES	Objectives must be met over the week and connected to the curriculum standards. To meet the objectives, necessary procedures must be followed and if needed, additional lessons, exercises and remedial activities may be done for developing content knowledge and competencies. These are assessed using Formative Assessment strategies. Valuing objectives support the learning of content and competencies and enable children to find significance and joy in learning the lessons. Weekly objectives shall be derived from the curriculum guides.				
A. Content Standards	Understands the importance of keeping the school and community environments healthy.	} Found in CG			
B. Performance Standards	Demonstrates practices for building and maintaining healthy school and community environments.				
C. Learning Competencies / Objectives <small>Write the LC code for each</small>	1. describes healthy school and community environments 2. explains the effect of living in a healthful school and community				
II. CONTENT	Content is what the lesson is all about. It pertains to the subject matter that the teacher aims to teach. In the CG, the content can be tackled in a week or two.				
	Healthy School and Community Environments				

How to Prepare the DLL?

II. LEARNING RESOURCES	List the materials to be used in different days. Varied sources of materials sustain children's interest in the lesson and in learning. Ensure that there is a mix of concrete and manipulative materials as well as paper-based materials. Hands-on learning promotes concept development.			
A. References				
1. Teacher's Guide pages	Refer to TG pp. 73-75			
2. Learner's Materials pages	Refer to LM pp. 135-143			
3. Textbook pages	-----			
4. Additional Materials from Learning Resource (LR) portal	-----			
B. Other Learning Resources				
III. PROCEDURES	These steps should be done across the week. Spread out the activities appropriately so that students will learn well. Always be guided by demonstration of learning by the students which you can infer from formative assessment activities. Sustain learning systematically by providing students with multiple ways to learn new things, practice their learning, question their learning processes, and draw conclusions about what they learned in relation to their life experiences and previous knowledge. Indicate the time allotment for each step.			
A. Reviewing previous lesson or presenting the new lesson	Please see attached article.			
B. Establishing a purpose for the lesson	Refer to page 73 of TG Refer to page 136-137 of LM	} } }	} } }	Merging of cells, horizontally / vertically can be done.
C. Presenting examples/ instances of the new lesson	- this will elicit interest among students			
D. Discussing new concepts and practicing new skills #1	Refer to page 137 - 141 of LM			
E. Discussing new concepts and practicing new skills #2	- this will concretize the understanding of students to the topic.			

DEPARTMENT OF EDUCATION

How to Prepare the DLL?

	Monday	Tuesday	Wednesday	Thursday	Friday
F. Developing mastery (Leads to Formative Assessment 2)	Refer to page 137 - 141 of LM				
G. Finding practical applications of concepts and skills in daily living	Flexibility Clause				
H. Making generalizations and abstractions about the lesson	Refer to page 74 of TG				
I. Evaluating learning	Flexibility Clause				
J. Additional activities for application or remediation					

DEPARTMENT OF EDUCATION

If you will use the DLP format, refer to DepED Order No. 42 s. 2016.

Issues pertaining to clarifications on how to fill-up DLL/DLP are clarified in the video presentation of:

Ernani Ofreneo Jaime

Supervising Education Program Specialist

Bureau of Learning Delivery – Teaching & Learning Division

https://www.youtube.com/results?search_query=Daily+Lesson+log+and+detailed+less+on+lan+

F. Activities and assessment

Activity 1 “Know Me”

*Identify the essential elements of the Daily Lesson Log (DLL) and Detailed Lesson Plan (DLP).

Activity 2: “Look Closely”

Taking into consideration the elements of preparing the DLL and DLP, review the one-week developmentally sequenced teaching-learning process which you have recently prepared for your class. Fill out the table below.

Strong Points	Areas for improvement	Suggestions/ Recommendations

Activity 3: Enhanced DLL/DLP

Using the template of the Daily Lesson Log (DLL) / Detailed Lesson Plan (DLP), enhance the one-week developmentally sequenced teaching-learning process which you have reviewed earlier.

DLL Template

GRADES 1 TO 12 DAILY LESSON LOG	School :		Grade Level		
	Teacher:		Learning Area::		
	Date & Time:		Quarter:		
Daily Lesson Log	Monday	Tuesday	Wednesday	Thursday	Friday
I. OBJECTIVES					
A. Content Standards					
B. Performance Standards					
C. Learning Competencies					
II. CONTENT					
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages					
2. Learner's Materials pages					
3. Textbook pages					
4. Additional materials from LRMS portal					
B. Other Learning Materials					
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson					
B. Establishing a purpose for the lesson					
C. Presenting examples/instances of the new lesson					
D. Discussing new concepts and practicing new skills #1					
E. Discussing new concepts and practicing new skills #2					

GRADES 1 TO 12 DAILY LESSON LOG	School :		Grade Level		
	Teacher:		Learning Area::		
	Date & Time:		Quarter:		
F. Developing mastery(leads for formative assessment 3)					
G. Finding practical applications of concepts and skills in daily living					
H. making generalization and abstraction or about the lesson					
I. Evaluating learning					
J. Additional activities for application					
K. Remediation					
V. REMARKS					
VI. REFLECTION	Reflect on your teaching and assess yourself as a teacher. Think about your students' progress this week. What works? What else needs to be done to help the students learn? Identify what help your instructional supervisors can questions provide for you so when you meet them, you ask them relevant				
A. No. of learners who earned80% in the evaluation	.				
B. No. of learners who require additional activities for Remediation					
C. Did the remedial lessons work? Number of learners who have caught up with the lesson					
D. No. of learners who continue to require Remediation					

GRADES 1 TO 12 DAILY LESSON LOG	School :		Grade Level		
	Teacher:		Learning Area::		
	Date & Time:		Quarter:		
E. What difficulties did my principal or supervisor can help me solve?					
F. What innovation or localized materials did I use/discover which I wish to share with other teachers?					

DLP Template

DETAILED LESSON PLAN TEMPLATE

Parts of DLP	Day 1	Day 2	Day 3	Day 4	Day 5
Objectives					
Content					
Learning Resources					
Procedure					
A. Warm-up/ Review					
B. Introduction					
C. Presentation					
D. Practice					
E. Evaluation					
Remarks					
Reflection					

Activity 4 "Plan and Act"

Prepare and implement a one session- DLP to be observed by a TIP mentor and the school head.

G. Reflection

Considering your current situation as a beginning teacher/proficient teacher,

- a) How will you maximize the use of DLL/DLP in tracking the learning progress of your learners?
- b) What assistance do you need to improve the teaching-learning process in your delivery?

H. Post-Test: Identify the following :

- 1) It refers to the methods and processes used to direct learning.
- 2) It is the process of systematically planning, developing, evaluating, and managing the instructional process by using principles of teaching and learning.
- 3) It is a template teachers use to log parts of their daily lesson. The DLL covers a day's or a week's worth of lessons and contains the following parts: Objectives, Content, Learning Resources, Procedures, Remarks and Reflection.
- 4) It is a teacher's "roadmap" for a lesson. It contains a detailed description of the steps a teacher will take to teach a particular topic. A typical DLP contains the following parts: Objectives, Content, Learning Resources, Procedures, Remarks and Reflection.
- 5) This is a part of the DLL and DLP in which teachers shall indicate special cases including but not limited to continuation of lesson plan to the following day in case of re-teaching or lack of time, transfer of lesson to the following day in cases of class suspension, etc.
- 6) This part of the DLL and DLP refers to the learning area-based facts, concepts, and procedures that students need to learn.
- 7) It pertains to the particular content that the lesson focuses on
- 8) The knowledge, skills, and attitudes that students need to demonstrate in a lesson.

V. SESSION 5: CONTEXTUALIZATION, LOCALIZATION, AND INDIGENIZATION OF RESOURCE MATERIALS

A. Desired learning outcomes

Beginning Teacher	Proficient Teacher
<ul style="list-style-type: none"> a) Implement teaching strategies that are responsive to the learners' linguistic, cultural, socio-economic and religious backgrounds. b) Show skills in the selection, development and use of a variety of teaching and learning resources, including ICT, to address learning goals. 	<ul style="list-style-type: none"> a) Show skills in the selection, development and use of a variety of teaching and learning resources, including ICT, to address learning goals. b) Establish a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds.

B. Objectives

- a) Explain the importance of contextualization in the teaching-learning process and development of materials;
- b) Develop DLP/DLL implementing Contextualization; and
- c) Display self-confidence in performing actual teaching demonstration using Contextualization.

C. Pre-Test

Choose whether the given statements talk about localization, indigenization or **contextualization**. Write A for localization or B for indigenization.

1. Use of stories of the learners' community as a springboard to teach competencies in language subjects.
2. Use of local resources as materials for instructional aids.
3. Recognizing and including the community's context and values in the content and performance standards and competencies.
4. Enhancing the National Curriculum in relation to the community life cycle while recognizing appropriate scope and sequence of competence.
5. Translating a story specified in the Teacher's Guide to the locality's language.
6. Offering of IP education in and IP Community.
7. Use of specific local terms for symptoms of sickness like diarrhea.

D. Glossary of Terms

Term	Definition
Contextualization	the educational process of relating the curriculum to a particular setting, situation or area of application to make the competencies relevant, meaningful and useful to all learners
Indigenization	a process of enhancing curriculum competencies, education resources, and teaching –learning processes in relation to the context of the learners’ community.
Localization	the process of relating learning content specified in the curriculum to local information and materials in the learners’ community

E. Key Concepts

Why do we need to contextualize our lessons?

The K to 12 curriculum framework highlights the fundamental importance of context in shaping the curriculum, and consequently, the teaching-learning process.

Section 5 of RA 10533 or the Enhanced Basic Education Act of 2013 stated that K to 12 Curriculum shall be learner-centered, inclusive and developmentally appropriate, relevant, contextualized, global and flexible enough the same based on their respective educational and social context. K to 12 teachers are allowed to use contextualization strategies in their lesson.

By contextualization, we mean the process of relating the curriculum to a particular setting, situation or area of application to make the competencies relevant, meaningful and useful to all learners.

When you make activities that are related to the actual situation in the community using materials that are available in the locality, you are already contextualizing.

There are degrees in contextualization-localization and indigenization.

You may get confused about the concepts of localization and indigenization.

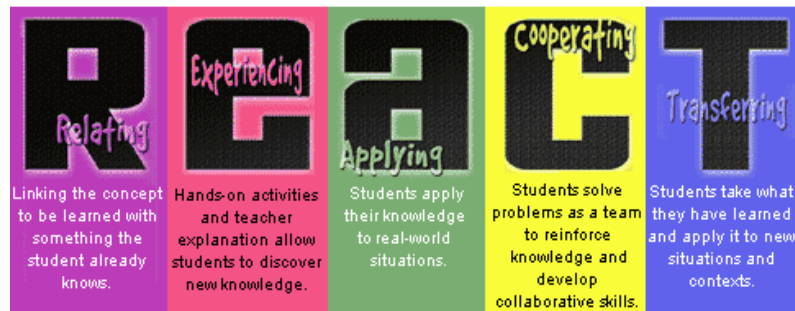
For one, localization and indigenization are degrees of contextualization. When you use either of the two you are already contextualizing.

When you localize you use information and materials in your learners’ community but when you indigenize, you enhance competencies in the curriculum, the resources, and the teaching learning processes so that they suit the context of the learners’ community.

How do we contextualize our lesson?

The REACT Strategy

Curricula and instruction based on contextual learning strategies *should be structured to encourage five essential forms of learning:*



Relating

Learning in the context of life experience, or relating, is the kind of contextual learning that typically occurs with very young children. With adult learners, however, providing this meaningful context for learning becomes more difficult. The curriculum that attempts to place learning in the context of life experiences must, first, call the student's attention to everyday sights, events, and conditions. It must then relate those everyday situations to new information to be absorbed or a problem to be solved.

Experiencing

Learning in the context of exploration, discovery, and invention—is the heart of contextual learning. However, motivated or tuned-in students may become as a result of other instructional strategies such as video, narrative, or text-based activities, these remain relatively passive forms of learning. And learning appears to "take" far more quickly when students are able to manipulate equipment and materials and to do other forms of active research.

Applying

Concepts and information in a useful context often projects students into an imagined future (a possible career) or into an unfamiliar location (a workplace). This happens most commonly through text, video, labs, and activities, and these contextual learning experiences are often followed up with firsthand experiences such as plant tours, mentoring arrangements, and internships.

Cooperating

Learning in the context of sharing, responding, and communicating with other learners—is a primary instructional strategy in contextual teaching. The experience of cooperating not only helps the majority of students learn the material, it also is consistent with the real-world focus of contextual teaching.

Transferring

Learning in the context of existing knowledge, or transferring, uses and builds upon what the student has already learned. Such an approach is similar to relating. Students develop confidence in their problem-solving abilities if we make a point of building new learning experiences on what they already know.

To contextualize, we use authentic materials, activities, interests, issues, and needs from learners' lives

When we localize, we do not indigenize, when we indigenize, we localize. In other words, you contextualize to make learning more relevant, meaningful and useful to all learners!

F. Activities and Assessment

Activity 1: Let's Practice It!

Practice applying contextualization (Contextualized Curriculum includes learning spaces and environment, teaching methodologies and strategies, classroom assessment and learning resources) (individual, Pair or Group work)

Competencies From the CG	Theme (local materials) (may include title)	Areas for Contextualization			
		Learning Space/ Environment	Learning Resources	Strategies/ Activities	Classroom Assessment
<p>The learners should be able to describe the position of a person or an object in relation to a reference point such as chair, door or another person.</p> <p>S3FE-IIIa-b-1</p>	<p>Using the chairs inside the classroom.</p> <p>(Localization)</p>				<p>Consider a chair as a reference point inside the classroom, situated anywhere. Ask a learner/s to describe his or her position in relation to the chair considered.</p>

Activity 2: Let's Plan It!

Daily Lesson Plan

You are now ready to craft your Daily Lesson Plan with contextualized competency.

Activity 3: Let's Show It!

Perform an actual teaching demonstration based on your crafted Daily Lesson Plan.

Note: Necessary arrangements must be done prior to the conduct of the said activity which include the process observers, teacher observation guide to be used, date, time and venue.

G. Reflection

1. In what concrete ways does the session help me become a more agentic/empowered teacher, aligned to standard and domain?
2. Considering your current situation in your station, how can you make your teaching more meaningful, relevant and useful to the learners?

H. Post Test

Tell whether you Agree or Disagree with the given statements on Contextualization.
Write A if you Agree or D if you disagree

- III. When you contextualize a lesson, you are either localizing or indigenizing it.
- IV. We can only contextualize the materials that we use in the teaching-learning process ex. Reading selections, outputs, teaching materials.
- V. When we translate stories specified in the Teacher's Guide to the locality's language, that is localization.
- VI. We contextualize lessons to make them more relevant to the needs and context of the learners.
- VII. Contextualized Teaching and Learning is a group of instructional strategies designed to link the learning of basic skills, and academic or occupational content by focusing teaching and learning directly on concrete applications in a specific context that is of interest to the student.
- VIII. The way teachers act, the way they plan and execute their class programs, how they manage the classroom and how they set up the teaching and learning environment are key aspects of students' success and are central when defining and conceiving curricular contextualization.
- IX. Curriculum contextualization includes contextualizing learning spaces and environment, teaching methodologies and strategies and classroom assessment.
- X. The recognition and consideration of the community's context and values in the content and performance standards and competencies is contextualization.

VI. SESSION 6: SCHOOL FORMS AND LEARNER INFORMATION SYSTEM(LIS)

A. Desired Learning Outcomes

Domain 1. Content Knowledge and Pedagogy
1.3.1 Show skills in the positive use of ICT to facilitate learning and teaching process; and
1.3.2 Ensure the positive use of ICT to facilitate learning and teaching process.

B. Objectives

- a) Identify the different school forms and their uses;
- b) Acquire knowledge on the use of the Learner Information System (LIS);
and
- c) Demonstrate knowledge of providing timely, accurate and constructive feedback using the different school forms and the LIS.

C. Pre-Test

Column A contains the descriptions, definitions and functions of the school forms or terms listed in Column B. Match Column A with Column B. Write the letter of your answer on the space provided before each number.

- | Column A | Column B |
|---|--------------|
| ___1. This School Form contains data on the monthly learners' movement and attendance per class. | A. SF 1 |
| ___2. The 6-digit number assigned to a school recognized in EBEIS. | B. SF 2 |
| ___3. This form gives the daily record of attendance of the learners. | C. SF 3 |
| ___4. It contains the list of books issued to each student per subject. | D. SF 4 |
| ___5. This serves as the school register of the class. | E. SF 5 |
| ___6. The 12-digit number that a learner should keep while completing the basic education program | F. SF 6 |
| ___7. This is referred to as the system for maintaining the registry of learners. | G. SF 7 |
| ___8. This contains the list of Personnel with their basic profile and subject/class assignment. | H. LRN |
| ___9. This form is used to record the general average, the incomplete subjects, and other data on promotion | I. School ID |
| ___10. It is called the Summarized Report on Promotion and Level of Proficiency | J. EBEIS |
| | K. LRMDS |

D. Vocabulary

Term	Definition
Modified School Forms (SF) -	a simplified set of school forms introduced and adopted to provide significant information that are valuable in making evidence-based assessment, planning, resource allocation, performance monitoring, and evaluation. Such forms are to be used in all public elementary and secondary schools with some customized and specialized forms for Kindergarten (K), Senior High Schools (SHS) and Alternative Learning System (ALS) ms (SF) - SF 1- School Register- is a list of learners who are officially enrolled and attending classes. This provides detailed information per learner of the summary data being reported to E-BEIS
SF 2 - Daily Attendance Report of Learners -	a list of the learners' daily attendance which should be submitted to the office of the principal/registrar every 5 th day of the succeeding month
SF 3 - Books Issued and Returned	the record of issued and returned books and other learning materials per subject per student. This is usually filled out at beginning and end of school year
SF 137 – School Permanent Record of the Learner	tangible by the school enrolled and/or the school the student will transfer to
SF 138- School Report Progress Card of the Learner	what the teacher gives to the parents and the learners to reflect their performance in the said quarter and grade/year level
SF 4 - Monthly Learner's Movement and Attendance	provides the summary number of learners who moved in/out of the school during the month which is based upon the submitted SF 2 by the class advisers. This form tracks the number of drop-out, transferred in and transferred out during the month and the cumulative record as of the reporting month.
SF 5- Report on Promotion and Learning Progress and Achievement	a list of the learners' academic performance and result of assessment by the end of the school year.
SF 5A - End of Semester and School Year Learner Status	a list of the Senior High School learners' academic performance and result of assessment and school year.
SF 5B - List of Learners with Complete SHS Requirements	a list of Grade 12 learners who completed SHS requirements and are candidates for graduation.
SF 6-Summarized Report on	the summary number of learner status by the end of the semester and / or school year.

Promotion and Level of Proficiency	
SF 7- School Personnel Assignment List and Basic Profile	the list of school personnel's profile and official duty, such teaching assignments, ancillary responsibilities, etc.
SF 9 - Learner's Progress Report Card	the individual, periodic report of a learner's academic achievement per grade level. The Progress Report Card also known as Form 138 was renamed to Learner's Progress Report Card adopting the format and content of the existing Progress Report Card as prescribed by DO 8, s. 2015.
SF 10 - Learner's Permanent Record	the individual record of a learner's academic achievement per level. The updated and standardized SF 10 will be adopted for Grade 1 and 7 effective School Year 2017-2018 while for Grades 2 to 6 and Grades 8 to 10, the old/existing format commonly known as Form 137 will be used until the learners complete the elementary and Junior High School level, respectively. Moreover, the incoming Grade 11 (SHS) will continue using the existing format and content of Form 137 as issued through DO No. 69, s. 2016 but will rename the form as SF10-SHS .
ALS Form 1 (AF1) - List of Mapped and Potential Learners	the list of potential ALS learners identified during mapping activities.
ALS Form 2 (AF2) - Enrolment Form -	basic information sheet of individuals who signified interest to enroll in ALS Program.
ALS Form 3 (AF3) - Master List of Enrolled Learners and End of Program Assessment	a record of learners who are officially enrolled in ALS classes and their individual assessment status at the end of the program for the calendar year.
ALS Form 4 (AF4) - Master List of A&E Registration	contains the list of candidates qualified to take the A&E accreditation and Equivalency Exam.
ALS Form 5 (AF5) - Learner's Permanent Record	contains the record of learner's basic personal profile and learning performance.
Form 6- Application for Leave	civil service form used when an employee needs to leave her post for reasons like sick, maternity/paternity, vacation and the like.
Form 48- Daily Time Record	civil service form that certifies the true and correct report of the hours of work performed, record of which was made daily at the time of arrival and departure from office.
EBEIS and LIS	the system tools created and implemented by DepEd in order to establish accurate and reliable registries of learners and schools which will ensure availability of

	data and information needed for planning and budgeting, allocation of resources and setting operational targets to provide access to complete quality basic education.
Enhanced Basic Education Information System (EBEIS)	web-based management information system that aims at improving the collection of data from the schools and field offices and efficiently render delivery of data/information to various stakeholders; supporting information requirements for planning, quality assurance, monitoring and evaluation and other decision-making activities; and providing a venue for sharing, using and reusing knowledge within DepEd through increasing access to information.
Learner Information System (LIS)	a system for maintaining the registry of learners aimed at providing a standardized registration system for learners; tracking learner progress / performance; providing learner information for better program planning and supervision of schools and learning centers; and enhancing management of learner records.
Learner Reference Number (LRN)	a unique and permanent twelve (12)-digit number assigned to a person who enters the Philippine Basic Education Program. LRN is intended to reference a “Registry of Learners” which serves as a centralized and authoritative database of learners’ basic information in the LIS.
School Identification Number (ID)	a unique and permanent six (6)-digit number assigned to a school in order to establish and reference a “Registry of Schools” which serves as a centralized and authoritative database of schools’ basic profile in the EBEIS.

E. Key Concepts

For public schools, the concerned personnel shall follow these steps:

LIS:

- a) The school principal and school Information Communications Technology (ICT) coordinator shall issue the user accounts to all homeroom advisers and shall give them appropriate access rights to their specific homeroom sections;
- b) Using as basis the School Form 1 (School Register), the homeroom advisers shall enrol all their learners into their section;
- c) For Kindergarten and Grade 1 pupils who underwent the catch-up program, the homeroom adviser shall register them into the LIS. They are automatically issued new LRNs by the system;
- d) For transferees from private schools, Balik Aral learners and learners who were enrolled in public schools but do not have any LRNs yet after ensuring that a thorough search in the LIS has been conducted, the homeroom adviser shall register them into the LIS and submit the learner’s supporting documents to the

- SDO, through the Division Planning Unit;
- e) The Division Planning Unit shall approve the issuance of a new LRN to a learner after ensuring that the learner's encoded entails are accurate and he/she does not yet have an LRN in the system; and
 - f) The homeroom advisers shall also update all required learners' data.

EBEIS

- a) The school principals shall update all required school data for Beginning of School Year (BOSY);
- b) After ensuring that all required data have been accurately updated, they shall submit the updated profile in the system; and
- c) The school can download its Government Elementary / Secondary School Profile (GESP/GSSP), that contains its official BOSY enrolment from the LIS, and school data from the EBEIS.

The LIS shall be secured, as far as practicable, with the use of the most appropriate standard required by the ICT industry. Further, in order to ensure that learner information are secured and protected, the collection, updating and processing of information shall be subject to the following accountabilities:

- a) The class adviser shall be responsible for collecting and updating of information on learners in the formal school, ensuring that data capture is supported by appropriate legal documents;
- b) The ALS facilitator shall be responsible for collecting and updating information on learners in ALS, ensuring that data captured is supported by appropriate legal documents and that unauthorized access or disclosure; and
- c) The School Head shall be responsible for implementing necessary policies and procedures in his/her school to ensure that the collection and processing of learning information is carried out in accordance with the guidelines provided in DO 26, s. 2015 and that sensitive learning information are protected from unauthorized access or disclosure.

The Class Adviser (only nationally-funded teaching personnel can be assigned as Class Advisers) shall be responsible for the following:

- a) Enroll and update the profile of all learners in his/her class in any given school year
 - Ensure that the learner profile is updated and supported by acceptable documents (e.g. birth certificate,etc)
 - Check the LRN and attach it to every learner's school record (Form 137, etc)
- b) Request corrections of learners profile
- c) Finalize his/her Class Register

Getting Started with the LIS

Step 1: Log in to <http://lis.deped.gov.ph>

Step 2: Using the User Name and Password given by the ICT Coordinator or School Head, Sign In.

Please sign in

Forgot password?

For class advisers, request School Head or designated school system administrator to reset password. For school heads, request Division Planning Officer to reset password.

Step 3: In the LIS Dashboard, Click Masterlist (you will be automatically directed to the Section or class you were assigned to by the ICT Coordinator)

Masterlist
303465 - LIMASAWA NATIONAL HIGH SCHOOL

Masterlist School Forms Senior high school Data Corrections Support

Grade 10 (Year IV) - Juan Luna

Masterlist

Enrol Learner

Overview

Adviser TOLAYTAY, SUNNY Grade 10 (Year IV) - JUAN LUNA / SY 2017-2018

Summary

No of learners	Status	Male	Female	Enrolment	Male	Female	Segment	Male	Female
38	No status	19	19	Regular	19	19	CCT Recipient	0	0
	Promoted	0	0	Late	0	0	ALIVE	0	0
	Conditionally promoted	0	0	Transfer-in	2	1	Repeater	0	0
				Accelerated	0	0	Balik-aral	0	0

Now, you are ready to enroll, update, and request for change of student profile.

How to Enroll

- Click ENROL. With the use of applicable documents (Birth Certificate, Baptismal, 138 or 137), Click Proceed Erolment)

Masterlist
303465 - LIMASAWA NATIONAL HIGH SCHOOL

Masterlist School Forms Senior high school Data Corrections Support

Grade 10 (Year IV) - Juan Luna x

Masterlist

Enrol Learner

Overview

Adviser TOLAYTAY, SUNNY Grade 10 (Year IV) - JUAN LUNA | SY 2017-2018

Summary

No of learners
38

Status	Male	Female	Enrolment	Male	Female	Segment	Male	Female
No status	19	19	Regular	19	19	CCF Recipient	0	0
Promoted	0	0	Late	0	0	ALIVE	0	0
Conditionally promoted	0	0	Transfer-in	2	1	Repeater	0	0
			Accelerated	0	0	Balk-aral	0	0

Learner Information System SUNNY SOLANA TOLAYTAY Help Sign out

Enrolment
303465 - LIMASAWA NATIONAL HIGH SCHOOL

Masterlist School Forms Senior high school Data Corrections Support

Masterlist / Grade 10 (Year IV) - JUAN LUNA / Enrolment

Grade 10 (Year IV) Enrolment

Use applicable documents as source to ensure accuracy of this enrolment transaction.

- NSO/Birth/Baptismal certificate
- Form 137/138

Proceed Enrolment

- b. In the Search Parameters, Fill in the needed data of your choice or as available at hand:
- i. Search by LRN
 - ii. Search by Name

Search Parameters
Cancel Search

Search by LRN

or

Last name *

First name *

Search by Name

Search Parameters
Cancel Search

Search by LRN

or

Last name *

First name *

Search by Name

Search Result

#	LRN	Last name	First name	Middle name	Ext name	Gender	Birthdate	
1	122230080001	ABANDO	HAZEL DESIREE	OBLIGADO		Female	12/16/2002	Preview

1 records found
Not listed? Create new record.

- c. From the given list in the search result, click the name of student that matches the data you have at hand.
- d. and ENROL

How to Update Student Profile

- a. From the Masterlist, CLICK the PROFILE of the student.

Enrolment					
#	Learner	Gender	Date of first Attendance	Status	
1	122221120022 BALANE, DARENCE BAVE	M	06/05/17	No status	Profile
2	122221070003 DALING, KIM ORLY	M	06/05/17	No status	Profile
3	132396070014 DARO, ROMAR	M	06/05/17	No status	Profile
4	122223070015 DIAZ, DAVE	M	06/05/17	No status	Profile
5	122223070011 DULFO, EMARCK	M	06/05/17	No status	Profile
6	122223070024 LACUMBES, MARK ANTHONY	M	06/05/17	No status	Profile
7	122225070012 LAGARAS, DANIEL	M	06/05/17	No status	Profile
8	122223060012 LIGARA, JAN LUIS	M	06/05/17	No status	Profile
9	122223070026 MAAGHOP, ROGEN	M	06/05/17	No status	Profile
10	136585060536 OMELDE, CHRISTIAN REY	M	06/05/17	No status	Profile
11	122223070000 DAÑABES, CESAR	M	06/05/17	No status	Profile

b. In the Learner Profile, Click Update other data.

[Masterlist](#) / [Grade 10 \(Year IV\) - JUAN LUNA](#) / Learner Profile

Profile		Enrolment	
	Update other data		
LRN	122223070024	Date of first attendance	06/05/2017
Last name	LACUMBES		
First name	MARK ANTHONY		
Middle name	VILLACORTA		
Gender	M		
Birthdate	12/07/2001 (Age 16)		
Mother's Maiden name	VILLACORTA,MARIETA,MAGBOBO		
Guardian Relationship	LACUMBES,ARVIN,BOLABOLA Parent		
Father	LACUMBES,ARVIN,BOLABOLA		
Current Residence	MAGALLANES, LIMASAWA		
Religion	Christianity		
Mother Tongue	Cebuano / Sinugbuanong Binisay		
			View History

c. Then Update the Data of the student based on the available documents and click SAVE.

Update Profile

12223070024 LACUMBES, MARK ANTHONY

Guardian		Father	
Lastname	LACUMBES	Lastname	LACUMBES
Firstname	ARVIN	Firstname	ARVIN
Middlename	BOLABOLA	Middlename	BOLABOLA
<input type="checkbox"/> No middle		<input type="checkbox"/> No middle	
Extension name		Extension name	
Relationship	Parent		

Learner Information System SUNNY SOLANA TOLAYTAY

Extension name		Extension name	
Relationship	Parent		

Indigenous People
Is this learner a member of Indigenous People community?
 Yes No

Mother tongue
Cebuano / Sinugbuanong Binisay

Other spoken languages
--select--

Religion
Christianity

Residence
Province: Region VIII - SOUTHERN LEYTE
City/Municipality: LIMASAWA
Barangay: MAGALLANES

Select Ethnicity
--select--
--select--

(A request message shall be automatically sent to the school head for approval)

Please bear in mind that to be able to successfully and appropriately use the system, it is a requirement to familiarize the different School Forms and accurately fill in the needed data for these forms are the bases for data entry in the system.

F. Activities and Assessment:

Activity 1 Data Gathering

Column A contains the data needed in accomplishing the different school forms. Tell which of the forms need/require such data by putting a tick under its column.

Data	SF 1	SF2	SF3	SF4	SF5	SF6	SF7	SF8	SF9	SF10
Name of the Learner										
Gender										
Date of Birth										
LRN										

General Average										
Promoted/Retained										
Parents Name										
Height/Weight										
Attendance AM/PM										
Rating per Grading Period										
Number of Drop-Out, Transfer in, Transfer Out										
Average Daily Attendance										

Activity 2: Fill Me Up

Here are some of the common forms that teachers need to carefully fill out since these are the very forms that will be used in uploading learners data in the LIS and EBEIS.

Using your class advisory data on enrolment or Form 137 or SF 10, accomplish the forms with the necessary data and with your mentor discuss your answer to each item.

Note: The mentor may be an experience class adviser or the school head.

Activity Sheet 3

School Form 5

School Form 5 (SF 5) Report on Promotion & Level of Proficiency					
(This replaces Forms 18-E1, 18-E2, 18A and List of Graduates)					
1	Region <input type="text"/> Division <input type="text"/> District <input type="text"/>				
2					
3					
4	School ID <input type="text"/> School Year <input type="text"/> Curriculum <input type="text"/>				
5					
6	School Name <input type="text"/> Grade Level <input type="text"/> Section <input type="text"/>				
7					
8					
9	LRN	LEARNER'S NAME (Last Name, First Name, Middle Name)	GENERAL AVERAGE (Numerical Value in 2 decimal places and 3 decimal places for honor learners, and Descriptive Letter)	ACTION TAKEN: PROMOTED, IRREGULAR or RETAINED	INCOMPLETE SUBJECTS (This column is for K to 12 Curriculum and remaining RBEC in High School. Elementary grades level that are still implementing RBEC need not to fill up these columns) From previous school years completed as of end of current School Year As of end of current School Year
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					SUMMARY TABLE
22					STATUS MALE FEMALE TOTAL
23					PROMOTED
24					IRREGULAR
25					RETAINED
26					
27					
28					
29					
30					
31					
32					
33		← TOTAL MALE			
34					
35					
36					
37					
38					
39					
40					
41					
42					
43					
44					
45					
46					
47					
48					
49					
50					
51					
52					
53					
54					
55					
56					
57					
58					
59					
60		← TOTAL FEMALE			
61		← COMBINED			

LEVEL OF PROFICIENCY

	MALE	FEMALE	TOTAL
BEGINNING (B: 74% and below)			
DEVELOPING (D: 75%-78%)			
APPROACHING PROFICIENCY			
PROFICIENT (P: 88%-89%)			
ADVANCED (A: 90% and above)			

PREPARED BY: _____

Class Adviser
(Name and Signature)

CERTIFIED CORRECT & SUBMITTED: _____

(Name and Signature)
Division Representative

GUIDELINES:

1. For All Grade/Year Levels
2. To be prepared by the Adviser. Final rating per subject area should be taken from the record of subject teachers. The class adviser should compute for the General Average.
3. On the summary table, reflect the total number of learners promoted, retained and "irregular" (for grade 7 onwards only) and the level of proficiency according to the Department Order.
4. Must tally with the total enrollment report as of End of School Year GESP/IGSSP (EBEIS).
5. Protocols of validation & submission is under the discretion of the Schools Division Superintendent.

School Form 5, Page _____ of _____

Note: Seek the assistance and approval from your mentor or school head. Make sure that you have your output checked by your mentor.

Activity 3: Let's Get Online

LIS workshop

Log in to <http://lis.deped.gov.ph>

With the accomplished hard copy of Form 1, Form 10, Form 5, let us take it on line.

Have your mentor or LIS Coordinator check how are you doing with the activity.

G. Reflection

In what concrete ways does the session help me become a more agentic/empowered teacher aligned to standard and domain)

H. Post –Test

Tell what particular School Form provides the information and/or being described in the following statements. Write the SF number on the space provided before each item.

- ___ 1. It gives the number of promoted, irregular and retained students of your class.
- ___ 2. This provides the number of students who belong to the levels of proficiency per class.
- ___ 3. This provides the daily attendance of the learners in a class.
- ___ 4. It is the list of books issued to the learners at the beginning of the school year.
- ___ 5. This contains the basic profile of the learners in a class.
- ___ 6. It gives the record of movement and attendance of learners in the school for the month.
- ___ 7. This form reflects the General Average and Action Taken per learner.
- ___ 8. This form provides the school's summary report on promotion and the level of proficiency
- ___ 9. It is the academic profile of the learner per grade or year level.
- ___ 10. This form tells the student's health and nutritional status.

VII. SESSION 7: CLASSROOM MANAGEMENT

A. Desired Learning Outcomes

Beginning Teacher Indicators (BTIs)	Proficient Teacher Indicators (PTIs)
2.6.1 Demonstrate knowledge of positive and non-violent discipline in the management of learner behavior.	2.6.2 Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments

B. Objectives:

- a) Illustrate and share the classroom management challenges you have experienced during the first year week/month/year of your teaching
- b) List down observed best practices of seasoned teachers that show positive and non-violent discipline in managing learner behavior
- c) discusses which of the best practices could be easily adapted by a beginning teacher
- d) design/Craft Classroom Rules to ensure positive teaching-learning environment

C. PRE-TEST

Directions: Read the sentences carefully. Reflect and rate yourself honestly in terms of how you see yourself manage your learners inside the classroom. Tick the column that best describes you.

	Never	Seldom	Sometimes	Always
1. When the lesson begins, I have to wait for quite a longtime for students to settle.	—	—	—	—
2. I lose quite a lot of time because of learners interrupting the lesson	—	—	—	—
3. There is much noise most of the time in my classroom	—	—	—	—
4. I create rules in the class that sometimes are not strictly enforced	—	—	—	—
5. I sometimes engage in ambiguous or inconsistent treatment of misbehavior	—	—	—	—
6. Learners in my class cares to create pleasing learning environment	—	—	—	—
7. All learners in my class are engaged in the activities that I give them	—	—	—	—
8. Learners can ask questions about our topic/lesson at any time	—	—	—	—
9. I have carefully arranged the learner's work and study area to minimize classroom distractions	—	—	—	—
10. I have provided lessons and tasks that bring my learners together to build team work and leadership skills.	—	—	—	—

For numbers 1-5, If you have answered mostly the two boxes at the left, you still need to work on your classroom management skills. But if you answered mostly the two boxes at the right, you are in the right track of managing your class. For numbers 6-10, If you have answered mostly the two boxes at the right, you manage your class well, but if you answered mostly the two boxes at the left, you have to find ways on how to better handle your class.

D. Glossary of Terms

Term	Definition
Classroom Management	refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task and academically productive during a class (S. Abbott (Ed.), The glossary of education reform. Retrieved from http://edglossary.org/hidden-curriculum)

	<p>Is the term educators use to describe methods of preventing misbehavior and dealing with it if it arises. It is the techniques teachers use to maintain control in the classroom. (Kelly, Melissa, Thought Co., 2017)</p> <p>Is defined as the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning. Although there are many pedagogical strategies involved in managing a classroom, a common denominator is making sure that students feel they are in an environment that allows them to achieve. (McCreary, Randy, Fundamental Skills of Classroom Management, Synonym.com @ 2001-2017, Leaf Group Ltd.</p>
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E. Key Concepts

In the K to 12 Curriculum, there are 4 Key Stage Standards which include Grade 3 (from Kindergarten to Grade 3), Grade 6 (from Grade 4 to Grade 6), Grade 10 (from Grade 7 to Grade 10) and, Grade 12 (from Grade 11 to Grade 12). It is very important to understand the level of your learners and their characteristics for you to appropriately apply classroom management strategies. Effective classroom management work for all key grade level standards but you will have to acknowledge that different strategies work well under each level.

Common classroom management problems include irritating classroom interruptions, dislike with authority, aggressive learners, behavior problems, boastful and attention-seeking learners, calling-out in class, class clown, demanding learners, learners who know-it-all, hyperactivity (shift in attention) and hyperactivity and distractibility. (McCreary, Randy, Fundamental Skills of Classroom Management, Synonym.com @ 2001-2017, Leaf Group Ltd.)

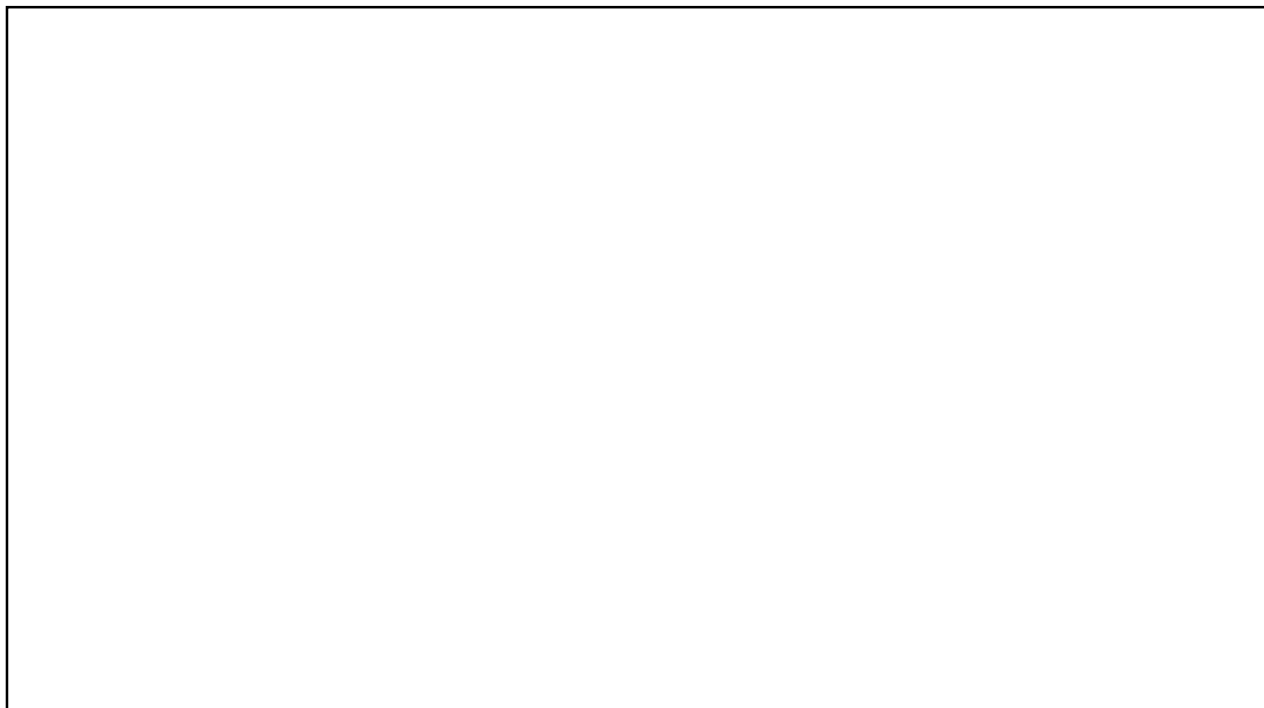
As newly hired teachers, we need to have a set of strategies in handling our learners to make sure that goals and standards for learning are met. The following are suggested key to classroom management and they may include; allowing appropriate level of dominance, establishing clear expectations and consequences, establishing clear learning goals, exhibiting assertive behavior, applying appropriate levels of cooperation, taking a personal interests in the learners, using equitable and positive classroom behaviors, awareness of high need students and not leaving relationships to chance. (<http://www.ascd.org/publications/educational-leadership/sept03/vol61/num01/The-Key-to-Classroom-Management.aspx>)

G. Activities and Assessment

Activity 1A:

“MY FIRST WEEK OF TEACHING”

Get a coupon bond paper, pencil and coloring pens. Think of your class during your first week of teaching. Sketch or draw that scene or situation. Do this in 5 minutes.



Look at your output. Describe the symbol/diagram that you have drawn.
(2 minutes)

Activity 1B:

OUR THROW BACK BOARD

Group the teachers, then say:

Consider this group as your School Learning Action Cell (SLAC) or District Action Learning Cell (DLAC). Your illustration (from Activity 1A) will be a part of your Small Group Dynamics Activity where you will be sharing experiences with other newly hired teachers. Select a leader or group facilitator.

Once all the teachers in your group have shared consolidate the pictures and experiences of the group using the “Throw Back Board”.

Let your group facilitator present your group’s output.

The common classroom management problems experienced by new teachers like you are:

- a) *Annoying classroom distractions* which may include noise inside and outside the classroom, learners out of their seats, working on activities by groups and others.
- b) *Antagonism with authority* which usually happens when learners refuse to follow teachers and fellow learners in class
- c) *Argumentative learners* which happens when learners try to challenge or outsmart the teacher
- d) *Behavior problems* which are the misconduct of learners that are beyond the set classroom rules
- e) *Boastful and attention-seeking learners* which occurs when they misbehave to get your attention and is mostly done by bragging or in a conceited manner
- f) *Calling-out in class* usually happens when students freely say their answers or comments as answer to your questions/statements without being acknowledged or call by teacher, or when you expect them to be working quietly and yet learners continuously talks in their seats/groups
- g) *Class clown* usually is seen when your learners untimely and often make fun of things inside the classroom
- h) *Demanding learners* exist in the classroom when they tend to require your constant attention
- i) *Failure to ask for help* exist in the classroom when learners in class refuse to ask for help even if he/she does not fully understand the task
- j) *Hyperactivity* is encountered when learners divert their attention/interests in class or in the task on hand, it too may be encountered when learners inject irrelevant topic or stimuli that may distract the class.

These are just some common problems encountered by teachers. Which of have you experienced? What did you do? (Ask a few to answer, then proceed to the next activity).

Using your journal, prepare two columns. On the first column, list down all the classroom management problems you have encountered, while on the second column, write the action/s that you have undertaken to address the problem. (10 minutes)

Classroom Management Problems	Action Taken

Activity 2:

WATCH AND LEARN

As students yourselves before, you may have had teachers who have exhibited excellent teaching practices that promote a positive teaching-learning environment. Remember them and recall those practices that you love most. Write those practices in your journal and prepare for a 5-minute sharing with a partner. Which practices do you think you could replicate now that you have become a teacher yourself? (Allow for around 10 minutes sharin

For you to become one of the admired seasoned teachers in school, consider the following suggestions and apply which is appropriate to the key stage of the learners that you handle.

When it comes to sharing effective classroom management strategies, there are different ways of doing it. Some strategies that really work for some teachers are the following. (Crockett, WL, 5 Classroom Management Strategies That Really Work, July 2017)

- a) *Write Down the Rules.* Give your learners a Student’s Handbook or Student’s Manual. You may also conceptualize it and adapt it to your classroom level.
- b) **Let Learner’s Help.** Involve your learners in the creation of guidelines/rules for they are more apt to follow them.
- c) **Encourage Questioning.** Emphasize to your learners that they can and should ask questions anytime of the things that they need to know or be clarified about. Learners must also be given instruction that they need to raise their hand if they want to ask or raise question/s.
- d) **Let Learners Lead.** Encourage your learners to step into your shoes and lead their classmates. Leading the class should also be in turns so more learners will be developed as leaders.
- e) **Encourage Group Works/Projects.** Provide for lessons and tasks that will bring students together for building teamwork and leadership skills.

Talk points before Activity 3:

Now, do you still remember the drawing you made and the Throw Back Board that your group made in Activity 1? Have you somehow had realizations on how to overcome the difficulties that you went through in classroom management during your first year of teaching?

Here are additional classroom management tips that you may want to read and consider before you complete the next activity.

- a) Every student/learner must be engaged in the lesson/activity.
- b) Classroom procedures create consistency and strictly followed.
- c) Always check for understanding.
- d) Create a safe classroom environment using respect.
- e) Use classroom consequences to correct wrong student behavior.
- f) Use the tone of your voice and body language to communicate.
- g) Academically challenge every student/learner.
- h) Devise mechanism to easily get your students/learners attention.
- i) Use a classroom seating chart.
- j.) Increase participation by using collaboration.

http://www.ngsslifescience.com/classroom_management_strategies.html)

Activity 3

DEAR ME

You are now tasked to write a letter to yourself. The title of this activity is Dear Me! In your letter, talk to yourself and give advice on how you can be a better teacher applying the given approaches in this module and the best practices observed from your co-teachers. Make sure your letter will inspire and will make you a better classroom manager

How do you feel after reading your letter? Did it make you feel better and hopeful? Keep that letter and perhaps after some years you may come across that letter again, read it and assess how you progressed as a teacher.

Activity No. 4

CLASSROOM RULES

Recall all your outputs, journal and reflection in the previous activities. Have you collated them all? Hopefully you have learned strategies and techniques that you want to apply in your class.

One of the useful strategy that a teacher can do to ensure a positive teaching-learning environment is orientation of the learners to classroom rules/procedures which can be done at beginning of the school year. When consistently adhered to and followed, this set of rules could help promote a positive teaching-learning environment.

- a) Consider the guide questions below when crafting your classroom rules and procedures.
- b) Who will be covered by the rules I am crafting?
- c) What aspects of teaching-learning should be included in the rules?
- d) Are the rules aligned or consistent to standing guidelines and department orders?
- e) Are the rules supportive of learners' well-being and academic performance?
- f) Will the rules help develop positive behavior and lifelong habits?

I. Reflection:

After learning strategies on classroom management in this session...

I will stop

I will continue

I need my immediate superior/coach to help me in

J. POST TEST

Directions: Below are groups of sentences that describe a classroom situation. For Group A statements, identify positive action/s that a beginning teacher would do for each situation to maintain a positive teaching-learning environment. For statements/situations in Group B, identify creative ways that a teacher could do to sustain the positive classroom environment.

A.

1. When the lesson begins, I have to wait for quite a long time for students to settle....
2. I lose quite a lot of time because of learners interrupting the lesson
3. There is much noise most of the time in my classroom
4. I create rules in the class that sometimes are not strictly enforced
5. I sometimes engage in ambiguous or Inconsistent treatment of misbehavior

B.

6. Learners in my class care to create a pleasing learning environment
7. All learners in my class are engaged in the activities that I give them
8. Learners can ask questions about our topic/lesson at any time
9. I have carefully arranged the learner's work and study area to minimize classroom distractions
10. I have provided lessons and tasks that bring my learners together to building team work and leadership skills.

VIII. SESSION 8: THE CHILD PROTECTION AND ANTI-BULLYING POLICIES

A. Desired Learning Outcomes

Beginning Teacher Indicators (BTIs)	Proficient Teacher Indicators (PTIs)
<p>2.1.1. Demonstrate knowledge of policies, guidelines and procedures that provide safe and secure learning environment.</p> <p>4.4.1. Seek advice concerning strategies that can enrich teaching practice.</p>	<p>2.1.2. Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.</p> <p>4.4.2. Participate in collegial discussions that use teacher and learner feedback to enrich teaching practice.</p>

B. Objectives:

- a) Explain the importance of policies, guidelines and procedures of child protection and anti-bullying that provide safe and secure learning environment.
- b) Cite classroom situations or practices that show adherence to child protection and anti-bullying policies.
- c) Identify people you can go to for help if you are bullied or witness bullying to seek advice concerning strategies that can enrich teaching practice.
- d) List ways to participate in collegial discussions that use teacher and learner feedback to enrich teaching practice about bullying incidents.

C. Pre-Test

Read the following situations and answer the question/s that follow:

Situation 1.

Student A is a silent type of student. He doesn't want to talk to anyone in school because he has a defect in the way he talks. He stammers and can't talk straight. One of his classmates always teases him and say bad words about him in front of everybody in the classroom.

What kind of bullying is this?

Situation 2.

While eating his snacks one morning, Jerry was being pushed, shove, kicked, and teased by three of his classmates because they don't like him. He pleaded to leave him alone but they teased him even more. They always do this when there are no teachers around.

What kind of bullying is this?

Situation 3

A Grade 9 female student was a very active FB user. One instance, she mistakenly uploaded a message which has many grammatical errors. She received bad comments and even humiliated her for her sentence construction.

What kind of bullying is this?

Situation 4

Darna is a Grade 4 gay pupil. Everyone in his class knows that he has feminine ways. Every time he goes out of the classroom, one of his classmates imitated the way he talks, walks and even the way he laughs. They humiliate him because of his sexual orientation and gender identity.

What do you call this kind of bullying?

Situation 5

A girl named Karen was always alone. She seldom participates in classroom activities. Her adviser noticed and called her one afternoon. At first, she hesitated to open up but later on said that one of her classmates always say bad words to her. She cried out loud. She does not want to go to school anymore because she was afraid that she might get hurt by her classmate. She has lost confidence and felt inferior.

Is this an example of bullying? What damage has been caused by the bullying? Do you think that an emotional damage was done?

D. Glossary of Terms

1. Act	R.A. No. 10627, otherwise known as the “Anti-Bullying Act of 2013
2. Bullying	any sever, or repeated use by one or more students of a written, verbal or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student that has the effect of actually causing or placing the latter in reasonable fear of physical or emotional harm or damage to his property; creating a hostile environment at school for the other student; infringing on the rights of another student at school; or materially and substantially disrupting the education process or the orderly operation of a school.
3. Social bullying	any deliberate, repetitive and aggressive social behavior intended to hurt others or to belittle another individual or group
4. Bully	any student who commits acts of bullying as defined by the act.
5. Bystander	any person who witnesses or has personal knowledge of any actual or perceived acts or incidents of bullying or retaliation as defined by the act
6 .Learning Center	learning resources and facilities of a learning program for out-of-school youth and adults as defined in DepEd Order No. 43, s. 2013
7. Service provider	any person who is not a teacher or school personnel but who works in the school, such as but not limited to, security guards, canteen personnel, utility workers, and transportation service personnel.
8. Student	a person who attends classes in any level of basic education, and includes a pupil or learner as defined in DepEd Order No. 40, s. 2012

E. Key Concepts

THREE TYPES OF BULLYING ARE MOST PREVALENT IN SCHOOLS:

1. VERBAL BULLYING

A form of bullying in which a bully uses words to exert power or control over his or her target or to diminish, degrade, or demean a target's existence.

- a) Verbal attacks, such as name-calling, racial slurs, and sexist remarks
- b) Taunts and threats
- c) Rumors, lies, and unfounded accusation
- d) Derogatory comments about sexual orientation or perceived orientation

2. PHYSICAL BULLYING

A form of bullying in which a person uses physical force to hurt, intimidates, or control a target.

- a) Physical attacks, such as hitting, punching, scratching, shoving, kicking, choking, and spitting.
- b) Theft of or damage to someone's belongings.

3. RELATIONAL BULLYING

A form of psychological bullying, in which a bully attacks a target's emotions, self-esteem, self-image, or social status to exert power or control over a target.

- a) Exclusion, isolation, rejection, and intimidation
- b) Ignoring or ganging up on someone
- c) Aggressive stares or body language, eye rolling, and unkind expressions
- d) Snickers or whispers
- e) Spreading rumors

Warning signs that bullying may be taking place:

- a. Certain students exert power and seem to rule the school.
- b. Certain students are consistently alone, isolated, excluded, or picked last for activities.
- c. Negative rumors are circulating about particular students.
- d. There is vandalism directed at students.
- e. Acts of aggression take place on the playground or in other areas where there is limited supervision.

To ensure that all newly-hired teachers know and understand DepEd Orders and

Policies, there is a need to mentor them. Discussions in this session are anchored on :

- a) DepEd Order No. 55 s. 2013“ IRR of RA No. 10627, otherwise known as the Anti-Bullying Act of 2013
- b) *DepEd Order No. 59, s.2015,-Change in and Additional Information to DepEd Memo No. 68, s. 2014 (Submission of School-Based Child Protection and Anti-Bullying Policies and reports on Compliance)
- c) DepEd Order No. 40, s. 2012-“DepEd Child Protection Policy”
- d) DepEd Order No. 18, 2015 – “ DepEd Guidelines on Child at Risk and Child in Conflict with the Law

These DepEd Orders ultimately aim to equip our newly-hired teachers with the knowledge and information to help them address problems about child protection and anti-bullying in their respective classroom.

F. Activities and Assessment

Do this on your own: For BTI only

1. KWL Chart- List down what you know about child protection and anti-bullying, what you want to know and what have you learned about it.

What you Know	What you want to Know	What have you learned

2. Sentence Completion:
 - a. I need to learn about child protection and anti-bullying practices because ...
 - b. For me, child protection and anti-bullying policies give me...
 - c. I believe that child protection is...
 - d. As a teacher, it is my duty to...
3. Reflective Journal Writing
 - a. How will you address problems on bullying in your classroom?
 - b. What teaching strategies will you use to create a safe and motivating environment?
4. Why might it be hard to tell someone you have been bullied or have seen bullying take place?

For PTI Only:

1. How will you address problems on bullying in your classroom?
2. What teaching strategies will you use to create a safe and motivating environment?
3. Prepare classroom procedures on child protection and anti-bullying that are aligned in DepEd Memo # 59, S.2015.
4. Why is it important to tell someone about the bullying, even if you were able to handle the situation on your own?

Learning /Practice Activities: For BTI Only

- 1 .Create a Bullying Intervention Plan by writing down the names and contact information of people you would trust to help you if you had been bullied or had seen bullying take place. Staple you Bullying Intervention Plans into your planners for easy reference.

For PTI only:

- 2 1. Invite a police officer or school counselor to come to your classroom to talk about bullying, the importance of talking to a trusted adult after being bullied or witnessing bullying, and other options you have for dealing with bullying (e.g., joining a group, learning martial arts to build self-confidence, walking home with friends, or speaking with a counselor about feelings of revenge or helplessness). Also ask the police officer

or counselor to give you advice on what to do if you feel a bully is threatening your personal safety.

G. Reflection

In what concrete ways does the session help you become more aware about child protection and anti-bullying policies?

H. Post Test

Now that you have gone through the different types of bullying and child protection policy, let us bring back the questions in the Pre-test. Read the situations again and this time support your answers with the explanations required.

Situation 1.

Student A is a silent type of student. He doesn't want to talk to anyone in school because he has a defect in the way he talks. He stammers and can't talk straight. One of his classmates always teases him and say bad words about him in front of everybody in the classroom.

What kind of bullying is this? As a teacher, what actions are you going to take to address this?

Situation 2.

While eating his snacks one morning, Jerry was being pushed, shove, kicked, and teased by three of his classmates because they don't like him. He pleaded to leave him alone but they teased him even more. They always do this when there are no teachers around.

If you were the teacher, what are you going to do? Why?

Situation 3

A Grade 9 female student was a very active FB user. One instance, she mistakenly uploaded a message which has many grammatical errors. She received bad comments and even humiliated her for her sentence construction.

What kind of bullying is this? Why do you say so?

Situation 4

Darna is a Grade 4 gay pupil. Everyone in his class knows that he has feminine ways. Every time he goes out of the classroom, one of his classmates imitated the way he talks, walks and even the way he laughs. They humiliate him because of his sexual orientation and gender identity.

What do you call this kind of bullying? If you were the teacher of this pupil, what would you do?

Situation 5

A girl named Karen was always alone. She seldom participates in classroom activities. Her adviser noticed and called her one afternoon. At first, she hesitated to open up but later on said that one of her classmates always say bad words to her. She cried out loud. She does not want to go to school anymore because she was afraid that she might get hurt by her classmate. She has lost confidence and felt inferior.

Is this an example of bullying? What damage has been caused by the bullying?
Do you think that an emotional damage was done? Why?

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Answer Keys

Session 1:

1. Tactile
2. Kinesthetic
3. Interpersonal
4. Direct Instruction
5. Debate
6. Graphic organizer
7. Modelling
8. Socratic seminar
9. Visual
10. Auditory
11. Logical
12. bodily
13. intrapersonal
14. naturalistic
15. musical

Session 2:

A. Explicit Teaching

1. F 6. B
2. F 7. B
3. F 8. B
4. F 9. B
5. F 10. B

POST TEST:

A. Explicit Teaching:

Modified True or False. Write True if the statement is true; if it is false change the underlined word/words to make the statement correct.

1. Explicit Instruction is skill based, but students are passive participants in the learning process.
2. Explicit Instruction is holistic.
3. Explicit Instruction integrates smaller learning units into meaningful wholes.
4. Explicit Instruction is definitely "one size fits all".
5. Explicit Instruction is developmentally appropriate. Instruction is tailored specifically to students' learning and attentional needs
6. Explicit Instruction teaches basic skills in isolation from meaningful contexts.
7. Explicit Instruction is rote learning.
8. Explicit Instruction is all teacher directed.
9. Explicit Instruction is boring and alienating.
10. Explicit Instruction is used in diverse contexts and curricular areas.

Session 3:

1. Agree
2. Agree
3. Agree
4. Agree
5. Disagree. Collaboration is a skill that must be developed among learners. Too many individual tasks will keep the students from collaborating and communicating with others.
6. Agree
7. Disagree. Curriculum should be flexible to allow teachers to enhance and make use of strategies that are based on the context/situation of the learners.

Session 4:

1. Instruction
2. Instructional Planning
3. DLL
4. DLP
5. Learning Resources
6. Content Standards
7. Competencies
8. Content

Session 5:

1. Registered Portal User
2. True
3. One
4. False
5. Personal Opinion
6. True
7. Email
8. True
9. True
10. View

Session 6:

Pretest

- | | |
|---------|--------|
| 1. SF 2 | 4. 138 |
| 2. SF5 | 5. SF3 |
| 3. SF1 | 6. LIS |

Session 7:

--Answers variable--

Session 8:

1. Verbal- varied responses for actions of the teacher
2. Varied responses (Physical Bullying)
3. Verbal Bullying – use of humiliating words; if comments are posted on social media, teacher may mention “cyberbullying”
4. Relational Bullying
5. Yes. This is a form of Verbal bullying. It may result to isolation, feeling of rejection, and lowers self-esteem.