DEPARTMENT OF EDUCATION
Region X- Northern Mindanao
DIVISION OF MALAYBALAY CITY
Purok 6, Casisang, City of Malaybalay
Telefax # 088-314-0094, E-mail add: dpdmlyblycity@yahoo.com
Website: http://depedmalaybalay.page4.me

April 16, 2015

DIVISION MEMORANDUM
No. ___123___ s. 2015

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aped-MALAYBALAY CITY DIVIS
RELEASED
Date: APR 1 7 2015 Time: 11:50

DISSEMINATION OF DEPED ORDER NO. 12, S. 2015
(GUIDELINES ON THE EARLY LANGUAGE, LITERACY, AND NUMERACY
PROGRAM: PROFESSIONAL DEVELOPMENT COMPONENT)

To: Chief Education Supervisors
       Education Program Supervisors
       Public Schools District Supervisors
       Public Elementary and Secondary School Heads
       All Others Concerned

1.   For the information and guidance of all concerned, enclosed is a copy of DepED Order No. 12, s. 2015 dated April 10, 2015 re: *Guidelines on the Early Language, Literacy, and Numeracy Program: Professional Development Component* which is self-explanatory.

2.   Immediate dissemination of this Memorandum is directed.

EDILBERTO L. OPLENARIA, CESO VI
Schools Division Superintendent

Reference:
    DepED ORDER: (No. 12, s. 2015)

ELO
/absm'15

Republic of the Philippines

Department of Education

10 APR 2015

DepEd O R D E R
No. 12, s. 2015

GUIDELINES ON THE EARLY LANGUAGE, LITERACY, AND NUMERACY PROGRAM: PROFESSIONAL DEVELOPMENT COMPONENT

To: Undersecretaries
        Assistant Secretaries
        Bureau Directors
        Directors of Services, Centers and Heads of Units
        Regional Secretary, ARMM
        Regional Directors
        School Division Superintendents
        Heads, Public Elementary Schools

1.   In line with one of the President's Ten Point Basic Education Agenda which states that "every child should be a reader by Grade 1," the Department of Education (DepEd) is strengthening its reading program through the implementation of the Early Language, Literacy, and Numeracy Program.

2.   The Program will develop in Filipino children literacy and numeracy skills and attitudes which will contribute to lifelong learning. More specifically, it aims to improve reading and numeracy skills of Kinder to Grade 3 pupils, following K to 12 Basic Education Curriculum, and to establish a sustainable and cost-effective professional development system for teachers.

3.   The enclosed guidelines shall cover the professional development component of the Program.

4.   For more information and inquiries, all concerned may contact the **Director IV, Bureau of Elementary Education (BEE)**, 2nd Floor Bonifacio Building, DepEd Complex, Meralco Avenue, Pasig City at telephone nos.: (02) 687-2948 and (02) 637-4347, or through email addresses: bee_sdd@yahoo.com or rosevillaneza@yahoo.com.

5.   Immediate dissemination of and strict compliance with this Order is directed.

BR. ARMIN A. LUISTRO FSC
Secretary

Encls.: As stated
Reference: DepEd Order No.: 40, s. 2013
To be indicated in the Perpetual Index
        under the following subjects:

Learning Area, MATHEMATICS   POLICY
Learning Area, READING   PROGRAMS
FUNDS

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**THE EARLY LANGUAGE, LITERACY, AND NUMERACY PROGRAM:
PROFESSIONAL DEVELOPMENT COMPONENT
(Utilization of the Every Child A Reader Program Funds
FY2014 and FY 2015)**

1.0 Background and Purpose

1.1   Learning to read, write, and count is critical to a child's success in school and later in life. One of the best predictors of school success is the level of a child's progress in these foundational skills. Although reading, writing, and numeracy abilities increase as children grow, the early childhood years, from birth to age eight, comprise the most important period for language, literacy, and numeracy development. The ability to read, write, and count does not develop naturally, or without careful planning and instruction. The availability and accessibility of age-appropriate and culturally-sensitive materials for children are extremely important to encourage the regular practice of reading and counting.

1.2   The Department is strengthening Every Child a Reader Program (ECARP), through the Early Language, Literacy, and Numeracy Program from Kinder to Grade 3, the first Key Stage of the K to 12 Basic Education Program.

1.3   The components of the early language, literacy, and numeracy program are: a) establishment of baseline data (e.g., teacher and pupils' profile, language used by learners, existing and functional reading and numeracy program, and support mechanisms at the ground level); b) materials development; c) development of classroom-based (formative) assessment protocol for literacy and numeracy skills; and d) professional development of teachers and school heads.

1.4   These guidelines shall cover the professional development component of the program.

2.0 Coverage

This guideline covers the implementation of the Early Language, Literacy, and Numeracy Program under FYs 2014 and 2015 Budget. The program aims to develop a cost-effective professional development system through school-based mentoring or learning partnership program for primary school teachers and instructional leaders. More specifically, it targets to develop 136 National teacher–trainers from the 17 regions, and 200 School Heads and Kindergarten to Grade 3 teacher-mentors per region nationwide for FY 2014. For FY 2015, an additional 136 National teacher–trainers from the 17 regions, and 200 School Heads and Kindergarten to Grade 3 teacher-mentors per region nationwide will be trained.

3.0 Objectives

3.1 The objectives of the professional development component of the program are the following: a) to strengthen Kinder to Grade 3 teachers' capacity to teach and to assess early reading and numeracy skills; b) to strengthen the skills of school heads as instructional managers and supervisors; and c) to improve management and administration of the program (i.e. planning, operations, action research, sharing, and implementing best practices, monitoring and networking). All of these efforts are expected to raise the students' performance in language, literacy, and numeracy subjects, especially efforts focused on schools that require immediate technical assistance in early literacy and numeracy instruction

3.2 After the training, the supervisors, school heads, and teachers are expected to have:

3.2.1 enhanced pedagogical knowledge, skills, and attitudes on in early literacy and numeracy;

3.2.2 improved ability to assess learners' literacy and numeracy skills;

3.2.3 sustained commitment in mentoring/sharing of teaching experiences to improve instruction and outcomes.

4.0 Training Design

4.1 The professional development component shall be done in three phases: 1) National Training of Supervisors, and Subject Matter Specialists, 2) Regionwide Training of Selected Supervisors, School Heads, and Teachers, and the 3) Mentoring through School-based Learning Action Cells (SLACs).

Priority schools will be selected on the basis of the National Achievement Test (NAT) scores. See Annex 1 for the list of schools.

One (1) K – 3 teacher, and the school head from these priority schools per region will attend the training program. In addition, the district, and the division supervisors of those schools will also attend the training program. The criteria for selecting supervisors, and teachers can be found in Annex 2.

4.2 The training program will have the following content: the nature of K to Grade 3 learners, early literacy and numeracy domains and strands, early literacy and numeracy teaching, and classroom-based assessment of early literacy and numeracy skills. Annex 4 contains the objectives and description of each phase, and Annex 5 provides an overview of the whole training program. Annex 6 details the guidelines for the School-Based Learning Action Cells (SLACs), which are to be

implemented in the third phase of the training. Annex 7 contains the training manual, session guides, and materials to be used by the trainers when they conduct the region-wide training, and LAC sessions.

5.0 Allocation and Eligible Expenses

5.1 FYs 2014 and 2015 ECARP Budgets shall be utilized according to the detailed breakdown shown in Annex 3 which shows the allocation per region, and the amount to be downloaded.

5.2 The eligible expenses per activity are reflected below:

Activity	Eligible Expenses	Particulars
National	Board and lodging Training kit Supplies Travelling expenses Honorarium for non-DepEd resource persons[1]	PhP3,934,240.00
Regional Training	Board and lodging Training kit Supplies Payment for rental of venue or equipment	See Annex 3 (Budget Source for Phase 2 of the Training Program)

5.3 After the training, the school heads, and the teacher-mentors are expected to implement a school-based mentoring/learning partnership program using regular school MOOE.

6.0 Procedures for Fund Release and Utilization

6.1 The national training shall follow the procedure in requesting for approval of activities as stated in DepEd Order No. 25, s. 2010, "*Budget Strategy for FYs 2010-2014*". Its conduct shall be governed by existing accounting, auditing, and procurement rules and regulations, and DepEd Order No. 25, s. 2014, "*Guidelines on Utilization of Human Resource Training and Development Funds*".

6.2 For this year's region-wide training, the FY 2014, and FY 2015 ECARP funds already lodged at the Regional Offices (ROs) as part of the Comprehensive Release of Allotment (CRA) under the General Appropriations Act (GAA) shall be used. For the FY 2015, additional schools for 2015 participants (see Annex 3) shall be selected by the Division Supervisors, and Early Literacy and Numeracy Coordinators of the identified divisions. For the succeeding years, the department will provide a list of schools, and the budget allocation following the same procedure.

6.3 To facilitate availability of funds, the RO shall request the release of Notice of Cash Allocation (NCA) from the respective Department of Budget Management-Regional Offices (DBM- ROs).

6.4 Each region shall be accountable for the disbursement of funds based on the eligible items and activities set forth in this Order, and based on the Regional Training Plan to be developed in the National Training, subject to the usual budgeting, accounting, auditing, and procurement rules and regulations.

6.5 Each region must submit the accomplishment reports on the utilization of the support funds following the format found in Annex 8. The filled out accomplishment reports should be submitted via email to the office of the **Director IV, Bureau of Elementary Education (BEE)**, at the following email addresses:bee_sdd@yahoo.com or rosevillaneza@yahoo.com.

7.0 Effectivity

7.1 All existing Orders and Memoranda inconsistent with this Order are rescinded (DO 40, s. 2013). These guidelines shall remain in force and effect, unless sooner repealed, amended, or rescinded.

Department of Education
Early Language Literacy and Numeracy
List of Priority Schools

No.	Region	Division Name	District	School Name
1	1	Pangasinan II (Binalonan)	UMINGAN II	Barachac ES
2	1	Pangasinan II (Binalonan)	UMINGAN II	Sta. Rosa ES
3	1	Pangasinan II (Binalonan)	SAN JACINTO	Osnit ES
4	1	Pangasinan I (Lingayen)	BAYAMBANG	Bacnono ES
5	1	Pangasinan II (Binalonan)	SAN FABIAN I	Sanitas ES
6	1	Pangasinan II (Binalonan)	SAN JACINTO	San Jose ES
7	1	Pangasinan II (Binalonan)	SAN JACINTO	Basilio B. Villanueva ES of Bolo
8	1	Pangasinan II (Binalonan)	SAN JACINTO	Alejandro A. Gamboa ES
9	1	Pangasinan II (Binalonan)	SAN FABIAN II	Lekep ES
10	1	Pangasinan II (Binalonan)	ROSALES I	Palakipak ES
11	1	Pangasinan II (Binalonan)	SAN FABIAN II	Anonang ES
12	1	Pangasinan II (Binalonan)	ROSALES II	Carmay ES
13	1	Pangasinan II (Binalonan)	SAN FABIAN I	North CES
14	1	Pangasinan I (Lingayen)	BANI	Masidem ES
15	1	Pangasinan II (Binalonan)	UMINGAN II	Cadiz ES
16	1	Pangasinan II (Binalonan)	MANGALDAN II	Inlambo ES
17	1	Pangasinan II (Binalonan)	SAN JACINTO	Macayug ES
18	1	Pangasinan II (Binalonan)	SAN FABIAN II	Palapad ES
19	1	Pangasinan II (Binalonan)	SAN JACINTO	San Roque ES
20	1	Pangasinan I (Lingayen)	BANI	San Vicente ES
21	1	Pangasinan II (Binalonan)	SAN FABIAN I	Tocok ES
22	1	Pangasinan I (Lingayen)	SUAL	Ballog ES
23	1	Pangasinan II (Binalonan)	SAN MANUEL	Bomboaya ES
24	1	Pangasinan II (Binalonan)	SAN JACINTO	San Vicente ES
25	1	Pangasinan II (Binalonan)	ROSALES I	Carmen ES
26	1	Pangasinan I (Lingayen)	LINGAYEN	Aplaya ES
27	1	Pangasinan I (Lingayen)	BAYAMBANG	Amancosiling ES
28	1	Pangasinan II (Binalonan)	SAN JACINTO	Sta. Maria ES

No.	Region	Division Name	District	School Name
29	I	Pangasinan I (Lingayen)	MANGATAREM	Sawat ES
30	I	Pangasinan II (Binalonan)	MANGALDAN II	Embarcadero ES
31	I	Pangasinan II (Binalonan)	SAN FABIAN I	Gumot ES
32	I	Pangasinan I (Lingayen)	MALASIQUI	Canan ES
33	I	Pangasinan I (Lingayen)	MALASIQUI	Lepa ES
34	I	Pangasinan II (Binalonan)	MANGALDAN I	Buenlag ES
35	I	Pangasinan I (Lingayen)	INFANTA	Patima ES
36	I	Pangasinan II (Binalonan)	UMINGAN II	Ricos ES
37	I	Pangasinan II (Binalonan)	POZORRUBIO II	Villegas ES
38	I	Pangasinan I (Lingayen)	MANGATAREM	Dorongan Silag ES
39	I	Pangasinan I (Lingayen)	BAYAMBANG	Manambong Sur ES
40	I	Pangasinan II (Binalonan)	ROSALES II	Capitan Tomas Pine ES
41	I	Pangasinan I (Lingayen)	BOLINAO	Estanza ES
42	I	Pangasinan II (Binalonan)	POZORRUBIO II	Balacag ES
43	I	Pangasinan II (Binalonan)	MANGALDAN II	Salaan ES
44	I	Pangasinan II (Binalonan)	MANGALDAN I	Osiem ES
45	I	Pangasinan I (Lingayen)	LINGAYEN	Balococ ES
46	I	Pangasinan II (Binalonan)	SAN FABIAN II	Longos Proper ES
47	I	Pangasinan II (Binalonan)	MANGALDAN I	Navaluan ES
48	I	Pangasinan II (Binalonan)	BANI	Aporao ES
49	I	Pangasinan II (Binalonan)	MANGALDAN II	Salay ES
50	I	Pangasinan II (Binalonan)	AGUILAR	Panacol ES
51	I	Pangasinan I (Lingayen)	SAN FABIAN I	Sabangan ES
52	I	Pangasinan II (Binalonan)	MANAOAG	Pao ES
53	I	Pangasinan II (Binalonan)	BAYAMBANG	Paragos ES
54	I	Pangasinan II (Binalonan)	MANGALDAN II	Pogo-Palua ES
55	I	Pangasinan I (Lingayen)	MANGALDAN I	Anolid ES
56	I	Pangasinan II (Binalonan)	POZORRUBIO I	Maambal ES
57	I	Pangasinan II (Binalonan)	MANGALDAN II	Nibaliw ES
58	I	Pangasinan I (Lingayen)	BAYAMBANG	Bani ES
59	I	Pangasinan II (Binalonan)	SAN JACINTO	Casibong ES
60	I	Pangasinan I (Lingayen)	BANI	Ambabaay ES
61	I	Pangasinan II (Binalonan)	UMINGAN II	San Pablo ES

No.	Region	Division Name	District	School Name
62	I	Pangasinan II (Binalonan)	ROSALES I	Sitio Baong ES
63	I	Pangasinan II (Binalonan)	VILLASIS II	Caramutan ES
64	I	Pangasinan II (Binalonan)	UMINGAN II	Carosalesan ES
65	I	Pangasinan I (Lingayen)	STA. BARBARA	Daroy ES
66	I	Pangasinan I (Lingayen)	BAYAMBANG	Telbang ES
67	I	Pangasinan I (Lingayen)	ANDA	Macaleeng ES
68	I	Pangasinan II (Binalonan)	SAN NICOLAS I	Camindoroan ES
69	I	Pangasinan II (Binalonan)	UMINGAN II	Gonzales ES
70	I	Pangasinan II (Binalonan)	STO. TOMAS	San Jose ES
71	I	Pangasinan II (Binalonan)	MANAOAG	Pio Generosa ES
72	I	Pangasinan II (Binalonan)	BINALONAN II	Binalonan South CS
73	I	Pangasinan II (Binalonan)	SISON	Pilawan ES
74	I	Pangasinan I (Lingayen)	BUGALLON	Hacienda ES
75	I	Pangasinan I (Lingayen)	ANDA	Siapar ES
76	I	Pangasinan I (Lingayen)	BANI	Abunciang ES
77	I	Pangasinan I (Lingayen)	BANI	Macabit ES
78	I	Pangasinan II (Binalonan)	POZORRUBIO II	Nama ES
79	I	Pangasinan II (Binalonan)	BINALONAN II	Pasileng ES
80	I	Pangasinan II (Binalonan)	SAN FABIAN II	Lipit-Tomeeng ES
81	I	Pangasinan II (Binalonan)	SAN FABIAN II	Longos ES
82	I	Pangasinan II (Binalonan)	SAN FABIAN I	Inmalog Norte ES
83	I	Pangasinan I (Lingayen)	BOLINAO	Goyoden ES
84	I	Pangasinan I (Lingayen)	MALASIQUI	Potiocan PS
85	I	Pangasinan II (Binalonan)	SISON	Calunetan ES
86	I	Pangasinan II (Binalonan)	ROSALES II	San Angel ES
87	I	Pangasinan II (Binalonan)	BALUNGAO	Kita-Kita ES
88	I	Pangasinan I (Lingayen)	AGNO	Viga ES
89	I	Pangasinan II (Binalonan)	VILLASIS II	Lomboy ES
90	I	Pangasinan II (Binalonan)	SAN MANUEL	San Vicente East ES
91	I	Pangasinan I (Lingayen)	BOLINAO	Lucero ES
92	I	Pangasinan I (Lingayen)	BANI	Quinaoayanan ES
93	I	Pangasinan II (Binalonan)	MANGALDAN I	Doña Felisa Navarro ES
94	I	Pangasinan I (Lingayen)	BANI	Garrita ES

No.	Region	Division Name	District	School Name
95	I	Pangasinan II (Binalonan)	STA. MARIS	Caboluan ES
96	I	Pangasinan I (Lingayen)	BOLINAO	Patar ES
97	I	Pangasinan II (Binalonan)	SISON	Dungon IS
98	I	Pangasinan I (Lingayen)	ANDA	Batiarao ES
99	I	Pangasinan I (Lingayen)	SUAL	Calombuyan Comm. Sch.
100	I	Pangasinan II (Binalonan)	SAN FABIAN I	Bolasi ES

No.	Region	Division Name	District	School Name
1	II	Isabela	BENITO SOLIVEN	Placer-Dagupan ES
2	II	Isabela	SAN MARIANO II	Cataguing ES
3	II	Isabela	SAN GUILLERMO	Burgos West ES
4	II	Quirino	AGLIPAY	San Francisco ES Annex
5	II	Isabela	BENITO SOLIVEN	Guillingan ES
6	II	Isabela	CABAGAN	Candanum ES
7	II	Isabela	SAN MARIANO II	Casala ES
8	II	Isabela	SAN ISIDRO	Gud ES
9	II	Isabela	BENITO SOLIVEN	Balliao ES
10	II	Isabela	BENITO SOLIVEN	Capuseran ES
11	II	Isabela	SAN GUILLERMO	Dingading IS
12	II	Isabela	DELFIN ALBANO	Santor PS
13	II	Isabela	ECHAGUE SOUTH	Libertad ES
14	II	Quirino	AGLIPAY	Diodol PS-Annex
15	II	Isabela	CABAGAN	Luquilu PS
16	II	Isabela	ECHAGUE SOUTH	Buselelao ES
17	II	Isabela	JONES WEST	Pungpongan IS
18	II	Nueva Vizcaya	EASTERN KAYAPA	Buyasyas PS
19	II	Nueva Vizcaya	BAYOMBONG I	Villa Adriano PS
20	II	Isabela	STA. MARIA	Buenavista ES
21	II	Isabela	RAMON	Villa Marcos ES
22	II	Quirino	DIFFUN II	Pallutan PS
23	II	Nueva Vizcaya	EASTERN KAYAPA	Luclocos ES
24	II	Isabela	BENITO SOLIVEN	Villa Lucban PS
25	II	Isabela	ECHAGUE EAST	Dicaraoyan ES
26	II	Isabela	CABAGAN	Magallones ES

No.	Region	Division Name	District	School Name
27	II	Isabela	SAN ISIDRO	Quezon ES
28	II	Nueva Vizcaya	BAYOMBONG I	Dr. Candido V. Rosario Sr. ES
29	II	Isabela	ROXAS EAST	Anao-Kiling ES
30	II	Isabela	BENITO SOLIVEN	Santiago ES
31	II	Isabela	ROXAS WEST	Nuesa ES
32	II	Cagayan	CALAYAN	Dibay ES
33	II	Cauayan City	CAUAYAN CITY	Gappal ES
34	II	Isabela	SAN GUILLERMO	San Rafael PS
35	II	Quirino	AGLIPAY	Cabugao ES
36	II	Isabela	ROXAS WEST	Bantug/Lintao ES
37	II	Isabela	SAN MARIANO II	Malaya ES (Maldam ES)
38	II	Isabela	SAN MARIANO II	Villa Miranda ES
39	II	Isabela	CORDON SOUTH	Sagat ES
40	II	Isabela	ROXAS WEST	Simimbaan IS
41	II	Isabela	SAN GUILLERMO	Burgos East ES
42	II	Isabela	STO TOMAS	Balelleng ES
43	II	Isabela	CABAGAN	San Bernardo ES
44	II	Isabela	CABAGAN	Biwag ES
45	II	Isabela	ECHAGUE SOUTH	Nilumisu ES
46	II	Nueva Vizcaya	WESTERN KAYAPA	Napo-Tuyak IS
47	II	Nueva Vizcaya	BAYOMBONG I	Ammococan ES
48	II	Nueva Vizcaya	DUPAX DEL SUR	Ganao ES
49	II	Isabela	ECHAGUE SOUTH	San Carlos ES
50	II	Isabela	BENITO SOLIVEN	Gomez ES
51	II	Isabela	ECHAGUE WEST	Malitao ES
52	II	Quirino	NAGTIPUNAN	Tabiis PS
53	II	Quirino	MADDELA I	Villa Agullana ES
54	II	Nueva Vizcaya	BAMBANG I	Aliaga Annex PS
55	II	Isabela	BENITO SOLIVEN	New Magsaysay ES
56	II	Isabela	SAN MARIANO I	Cadsalan IS
57	II	Isabela	SAN MATEO NORTH	Victoria ES
58	II	Isabela	SAN ISIDRO	Capayacan ES
59	II	Isabela	CABAGAN	Union PS

No.	Region	Division Name	District	School Name
60	II	Nueva Vizcaya	WESTERN KAYAPA	Abat PS
61	II	Isabela	SAN GUILLERMO	San Mariano Norte PS
62	II	Isabela	ECHAGUE EAST	Malibago ES
63	II	Quirino	DIFFUN II	Pimentel ES
64	II	Isabela	RAMON	Gen. Aguinaldo IS Annex
65	II	Cauayan City	CAUAYAN CITY	Alicaocao ES
66	II	Isabela	BENITO SOLIVEN	Anadabuen ES - Annex
67	II	Isabela	ANGADANAN EAST	Bantug PS
68	II	Quirino	DIFFUN II	Bikibik ES
69	II	Nueva Vizcaya	KASIBU EAST	Papaya PS
70	II	Isabela	CORDON NORTH	Malapat ES
71	II	Isabela	SAN GUILLERMO	San Guillermo CS
72	II	Nueva Vizcaya	KASIBU WEST	Cordon ES
73	II	Isabela	SAN ISIDRO	Ramos ES
74	II	Isabela	RAMON	San Antonio ES
75	II	Isabela	ECHAGUE SOUTH	San Felipe ES
76	II	Nueva Vizcaya	AMBAGUIO	Salingsingan ES
77	II	Isabela	ECHAGUE SOUTH	Garit Sur ES
78	II	Isabela	ANGADANAN EAST	Boni-Ban ES
79	II	Nueva Vizcaya	BAYOMBONG I	Paitan ES
80	II	Isabela	RAMON	San Miguel IS Main
81	II	Isabela	ROXAS EAST	Roxas CS
82	II	Isabela	MALLIG	Trinidad ES
83	II	Isabela	DELFIN ALBANO	Andarayan ES
84	II	Cauayan City	CAUAYAN CITY	Manaoag ES
85	II	Isabela	CABAGAN	Casibarag Norte PS
86	II	Quirino	NAGTIPUNAN	Landingan IS
87	II	Isabela	ECHAGUE EAST	Pag-asa ES
88	II	Isabela	CABAGAN	Anao PS
89	II	Quirino	AGLIPAY	San Ramon ES
90	II	Ilagan City	ILAGAN EAST	Talaytay PS
91	II	Isabela	DELFIN ALBANO	San Nicolas ES
92	II	Isabela	JONES EAST	Dicamay II ES

No.	Region	Division Name	District	School Name
93	II	Isabela	REINA MERCEDES	Banquero IS
94	II	Cagayan	ALLACAPAN	Kapalutan ES
95	II	Cauayan City	CAUAYAN CITY	Dianao ES
96	II	Quirino	MADDELA I	Cofcaville ES
97	II	Isabela	AURORA	Villa Fugu ES
98	II	Isabela	TUMAUINI SOUTH	Dy-Abra ES
99	II	Quirino	NAGTIPUNAN	San Pugo ES
100	II	Ilagan City	ILAGAN WEST	Bagong Silang ES

No.	Region	Division Name	District	School Name
1	III	Pampanga	PORAC WEST	Camias Resettlement ES
2	III	Bataan	ABUCAY	P. Rubiano PS
3	III	Bulacan	NORZAGARAY	Sapang Munti ES
4	III	Pampanga	BACOLOR	Maliwalu ES Proper
5	III	Bataan	BAGAC	Paysawan ES
6	III	Bataan	PILAR	Nagwaling ES
7	III	Nueva Ecija	GABALDON	Dupinga PS (New School 2012)
8	III	Bulacan	GUIGUINTO	Pulonggubat ES
9	III	San Fernando City	CITY OF SAN FERNANDO	Dela Paz Sur ES
10	III	Zambales	SUBIC	Batiawan ES
11	III	Bataan	MARIVELES	Biaan Integrated School (Biaan Aeta School)
12	III	Cabanatuan City	CABANATUAN CITY	Luis O. Reñon MES
13	III	Bataan	ORANI	Pulo ES
14	III	Aurora	CASIGURAN	Dibet ES
15	III	Cabanatuan City	CABANATUAN CITY	Sapang ES
16	III	Bataan	ORANI	Legua ES
17	III	Pampanga	ARAYAT EAST	Suclayin ES
18	III	Pampanga	BACOLOR	Balas ES
19	III	Bataan	DIN WEST	Pag-asa ES
20	III	Bulacan	BOCAUE	Northville V ES
21	III	Bulacan	NORZAGARAY	Pinagtulayan ES
22	III	Tarlac City	TARLAC CITY	Matatalaib Buno ES
23	III	Bulacan	DONA REMEDIOS TRINIDAD	Bayabas ES
24	III	Pampanga	BACOLOR	Sta. Barbara ES (Proper)

No.	Region	Division Name	District	School Name
25	III	San Fernando City	CITY OF SAN FERNANDO	Mansgold ES
26	III	Bataan	ORANI	Alikabok ES
27	III	Cabanatuan City	CABANATUAN CITY	Juan L. Bautista ES
28	III	Bulacan	NORZAGARAY	North Hills Village ES
29	III	Bulacan	STA MARIA	Balasing ES
30	III	San Jose Del Monte City	CITY OF SAN JOSE DEL MONTE	San Roque ES
31	III	Cabanatuan City	CABANATUAN CITY	Barlis ES
32	III	Bulacan	STA MARIA	St. Mary Village ES
33	III	Bulacan	NORZAGARAY	Bitungol ES
34	III	San Fernando City	CITY OF SAN FERNANDO	San Pedro ES
35	III	Cabanatuan City	CABANATUAN CITY	M.S. Garcia ES
36	III	Pampanga	STA ANA	Fulgencio Matias ES
37	III	Tarlac City	TARLAC CITY	Mapalacsiao ES
38	III	Bulacan	NORZAGARAY	Karahumi ES
39	III	Bulacan	STA MARIA	Garden Village ES
40	III	Bulacan	BOCAUE	Biñang ES
41	III	Bulacan	NORZAGARAY	Partida ES
42	III	Bataan	PILAR	Sta. Rosa ES
43	III	Cabanatuan City	CABANATUAN CITY	P.G. Crisostomo ES
44	III	Pampanga	GUAGUA EAST	Sta. Ursula ES
45	III	Bulacan	BOCAUE	Bolakan ES
46	III	Aurora	CASIGURAN	San Ildefonso ES
47	III	Cabanatuan City	CABANATUAN CITY	Patalac ES
48	III	Malolos City	MALOLOS CITY	Barasoain MES Annex - Menzyland
49	III	San Fernando City	CITY OF SAN FERNANDO	Saguin IS
50	III	Olongapo City	OLONGAPO CITY	Sibul II ES
51	III	Bulacan	NORZAGARAY	San Mateo ES
52	III	Cabanatuan City	CABANATUAN CITY	Bitas ES
53	III	Bulacan	OBANDO	Salambao ES
54	III	Nueva Ecija	RIZAL	Estrella ES
55	III	Bulacan	STA MARIA	Bagong Barrio ES (Balasing PS Annex)
56	III	Olongapo City	OLONGAPO CITY	Tabacuhan ES
57	III	Bulacan	BALIUAG SOUTH	Tiaong ES

No.	Region	Division Name	District	School Name
58	III	Bulacan	PLARIDEL	Lumangbayan ES
59	III	Bataan	ABUCAY	Bangkal Resettlement PS
60	III	Bulacan	MARILAO	Sta. Rosa II ES
61	III	Cabanatuan City	CABANATUAN CITY	Imelda ES
62	III	Bulacan	PLARIDEL	Sto. Niño ES
63	III	Cabanatuan City	CABANATUAN CITY	Calagundian ES
64	III	Cabanatuan City	CABANATUAN CITY	Sumacab ES
65	III	Bataan	MARIVELES	Bayview ES
66	III	Cabanatuan City	CABANATUAN CITY	San Isidro IS
67	III	Bulacan	MARILAO	Northville IV ES
68	III	San Fernando City	CITY OF SAN FERNANDO	San Isidro IS
69	III	Angeles City	EAST	Abelardo G. Tinio ES
70	III	San Fernando City	CITY OF SAN FERNANDO	San Nicolas IS
71	III	Pampanga	LUBAO WEST	Sta. Cruz CS
72	III	Cabanatuan City	CABANATUAN CITY	F.A. Reyes MES
73	III	Bulacan	BALAGTAS	Francisco Balagtas MS
74	III	Cabanatuan City	CABANATUAN CITY	Bagong Sikat ES
75	III	Cabanatuan City	CABANATUAN CITY	Bakero PS
76	III	Meycauayan City	MEYCAUAYAN CITY	Tugatog ES
77	III	Bulacan	STA MARIA	Guyong ES
78	III	Aurora	DIPACULAO	Calaocan ES
79	III	Bulacan	BOCAUE	Duhat ES
80	III	Cabanatuan City	CABANATUAN CITY	Cruz Roja ES
81	III	Angeles City	EAST	Sapalibutad ES
82	III	Mabalacat City	MABALACAT CITY	Sta. Maria ES
83	III	Bulacan	BULACAN	Tibig PS
84	III	Bulacan	NORZAGARAY	Apugan ES
85	III	Pampanga	STA ANA	Sta. Maria ES
86	III	Meycauayan City	MEYCAUAYAN CITY	Pantoc ES
87	III	Bulacan	BALIUAG SOUTH	V. Delas Flores ES
88	III	Pampanga	GUAGUA EAST	Betis ES
89	III	San Fernando City	CITY OF SAN FERNANDO	City of San Fernando West IS
90	III	Bataan	MARIVELES	New Alion ES

No.	Region	Division Name	District	School Name
91	III	Bulacan	GUIGUINTO	Tabe ES
92	III	Bulacan	NORZAGARAY	Ipo Dam ES
93	III	Bulacan	STA MARIA	Bagbaguin ES
94	III	Pampanga	LUBAO EAST	Sta. Barbara ES
95	III	Cabanatuan City	CABANATUAN CITY	L.O. Francisco ES
96	III	Bulacan	MARILAO	Ibayo ES
97	III	Bulacan	BALIUAG SOUTH	Tarcan ES
98	III	San Fernando City	CITY OF SAN FERNANDO	Nuestra Señora Del Pilar IS
99	III	San Fernando City	CITY OF SAN FERNANDO	Northville ES
100	III	Aurora	DIPACULAO	Diarabasin ES
No.	Region	Division Name	District	School Name
1	IV-A	Laguna	SINILOAN	Palanas ES
2	IV-A	Quezon	SAN ANDRES	Yugno ES
3	IV-A	Quezon	MACALELON	Malabahay ES
4	IV-A	Quezon	BUENAVISTA	San Isidro Ilaya ES
5	IV-A	Quezon	JOMALIG	Bukal ES
6	IV-A	Quezon	CANDELARIA WEST	Bukal Norte ES
7	IV-A	Quezon	MULANAY	Sta. Rosa ES
8	IV-A	Quezon	ALABAT	C.B. Encarnado ES (Villa Norte)
9	IV-A	Quezon	PATNANUNGAN	Guinaygayan ES
10	IV-A	Quezon	SARIAYA WEST	Lutgarda Causapin ES (Guisguis Annex)
11	IV-A	Quezon	POLILLO	Languyin ES
12	IV-A	Batangas City	BATANGAS CITY	Tibig ES
13	IV-A	Quezon	GEN. NAKAR	Angelo ES
14	IV-A	Quezon	GUMACA EAST	Gayagayaan ES
15	IV-A	Quezon	GEN. NAKAR	Lagmak ES
16	IV-A	Quezon	SAN ANDRES	Camflora Annex ES
17	IV-A	Quezon	GEN. NAKAR	Maining ES
18	IV-A	Quezon	SAN ANDRES	Tamnao ES
19	IV-A	Quezon	TAGKAWAYAN	Tunton ES
20	IV-A	Quezon	PANUKULAN	Milawid ES
21	IV-A	Quezon	POLILLO	Salipsip ES
22	IV-A	Laguna	LUMBAN	Maytalang I ES

No.	Region	Division Name	District	School Name
23	IV-A	Laguna	PAGSANJAN	Anibong ES
24	IV-A	Batangas	SAN JUAN EAST	Wenceslao I. Llana MS (Aplaya Annex)
25	IV-A	Batangas	PADRE GARCIA	Banaybanay ES
26	IV-A	Quezon	SAN ANDRES	Tala ES
27	IV-A	Quezon	SAN FRANCISCO	Mabunga ES
28	IV-A	Quezon	MULANAY	Buenavista ES
29	IV-A	Batangas City	BATANGAS CITY	San Agustin Silangan ES
30	IV-A	Quezon	PAGBILAO	Palsabangon ES
31	IV-A	Batangas	SAN JUAN WEST	Balagbag ES
32	IV-A	Quezon	POLILLO	Balesin ES
33	IV-A	Laguna	CALAUAN	Lamot ES Annex
34	IV-A	Quezon	SAN ANDRES	Talisay ES
35	IV-A	Quezon	SAN FRANCISCO	Cumbahan ES
36	IV-A	Laguna	PAGSANJAN	Dr. Augusto E. Hocson ES
37	IV-A	Quezon	GEN. NAKAR	Cablao ES
38	IV-A	Quezon	JOMALIG	Apad ES
39	IV-A	Laguna	VICTORIA	San Benito ES
40	IV-A	Quezon	MULANAY	Magsaysay ES
41	IV-A	Quezon	MAUBAN SOUTH	Alitap ES
42	IV-A	Rizal	SAN MATEO	Patiis ES
43	IV-A	Quezon	SAN NARCISO	San Vicente ES
44	IV-A	Laguna	PANGIL-PAKIL	Casa Real ES
45	IV-A	Laguna	PANGIL-PAKIL	Matikiw ES
46	IV-A	Laguna	SANTA MARIA	Calangay ES
47	IV-A	Quezon	CATANAUAN	San Vicente Kan. ES
48	IV-A	Quezon	POLILLO	Macnit ES
49	IV-A	Quezon	POLILLO	Bigyan ES
50	IV-A	Quezon	ATIMONAN	Maligaya ES
51	IV-A	San Pablo City	SAN PABLO CITY	San Lorenzo ES
52	IV-A	Quezon	SAN ANDRES	Camflora Main ES
53	IV-A	Quezon	SAN ANDRES	Segaras ES
54	IV-A	Quezon	PANUKULAN	Panukulan CES
55	IV-A	Laguna	VICTORIA	San Felix ES

No.	Region	Division Name	District	School Name
56	IV-A	Antipolo City	CITY OF ANTIPOLO	San Joseph ES
57	IV-A	Quezon	GUINAYANGAN	San Isidro ES
58	IV-A	Quezon	LOPEZ WEST	San Francisco B. Culong ES
59	IV-A	Quezon	SAN ANDRES	Inanuran ES
60	IV-A	Laguna	PAGSANJAN	San Isidro ES
61	IV-A	Antipolo City	CITY OF ANTIPOLO	Canumay ES
62	IV-A	Laguna	VICTORIA	Pagalangan ES
63	IV-A	Quezon	JOMALIG	Gango ES
64	IV-A	Tayabas City	TAYABAS WEST	Tayabas West CS II
65	IV-A	Laguna	CALAUAN	Lamot ES Main
66	IV-A	Cavite	TERNATE	Sapang ES
67	IV-A	Batangas	NASUGBU WEST	Papaya ES
68	IV-A	Laguna	FAMY-MABITAC	Minayutan ES
69	IV-A	Quezon	CALAUAG EAST	Madlandungan ES
70	IV-A	Quezon	GUINAYANGAN	Dancalan CES
71	IV-A	Sta. Rosa City	SANTA ROSA	Southville IV- ES
72	IV-A	Batangas	LIAN	Cumba ES
73	IV-A	Quezon	LOPEZ EAST	Canda Ibaba ES
74	IV-A	Quezon	TIAONG	San Agustin ES
75	IV-A	Quezon	PEREZ	Pambuhan ES
76	IV-A	Laguna	PANGIL-PAKIL	Sulib ES
77	IV-A	Laguna	FAMY-MABITAC	Paagahan ES
78	IV-A	Quezon	BURDEOS	Caniwan ES
79	IV-A	Quezon	TIAONG	San Isidro ES
80	IV-A	Batangas	LOBO	Punas ES
81	IV-A	Quezon	BUENAVISTA	Sabang PS
82	IV-A	Lucena City	LUCENA CITYSOUTH	Dalahican-Annex ES
83	IV-A	Batangas	LOBO	Biga ES
84	IV-A	Quezon	TIAONG	Tagbakin ES
85	IV-A	Batangas	ROSARIO WEST	Tilaga ES
86	IV-A	Batangas City	BATANGAS CITY	Parang Cueva ES
87	IV-A	Quezon	GEN. NAKAR	Catablingan ES
88	IV-A	Quezon	ATIMONAN	Rizal ES

No.	Region	Division Name	District	School Name
89	IV-A	Quezon	MAUBAN NORTH	Tejero ES
90	IV-A	Quezon	TAGKAWAYAN	Rizal ES
91	IV-A	Quezon	LOPEZ EAST	Vegaflor ES
92	IV-A	Laguna	SANTA CRUZ	Calios ES
93	IV-A	Quezon	SAN FRANCISCO	Tumbaga ES
94	IV-A	Quezon	GEN. LUNA	San Ignacio Ibaba ES
95	IV-A	Quezon	SAN FRANCISCO	Pugon ES
96	IV-A	Quezon	TAGKAWAYAN	Mapulot ES
97	IV-A	Dasmariñas	DASMARIÑAS CITY	Victoria Reyes ES
98	IV-A	Rizal	MORONG	Yapak ES
99	IV-A	Cavite	TANZA	Bunga PS
100	IV-A	Quezon	SAN FRANCISCO	Nasalaan ES

No.	Region	Division Name	District	School Name
1	IV-B	Oriental Mindoro	NUJAN SOUTH	Bucayao Grande Mangyan Sch. (Annex)
2	IV-B	Palawan	RIZAL	Culasian ES (Old)
3	IV-B	Palawan	CULION	Ugnisan ES
4	IV-B	Palawan	RIZAL	Tagbita ES
5	IV-B	Palawan	ARACELI	Maducang ES
6	IV-B	Palawan	BROOKES POINT NORTH	Ipilan CS
7	IV-B	Palawan	BALABAC	Rabor ES
8	IV-B	Palawan	CORON ISLAND	Malbato ES
9	IV-B	Palawan	DUMARAN MAINLAND	Itangil ES
10	IV-B	Romblon	CAJIDIOCAN	Haguimit ES
11	IV-B	Palawan	CORON ISLAND	Lelebquen PS (New) Bintuan Annex
12	IV-B	Palawan	RIZAL	Campong-Ulay ES
13	IV-B	Palawan	BROOKES POINT SOUTH	Lada ES
14	IV-B	Palawan	CORON ISLAND	Diandanao PS - Sta. Monica Annex
15	IV-B	Marinduque	TORRIJOS	Bayakbakin ES
16	IV-B	Oriental Mindoro	MANSALAY	Anahaw ES
17	IV-B	Oriental Mindoro	GLORIA	Banutan ES
18	IV-B	Palawan	NARRA DEL SUR	Burirao Annex ES
19	IV-B	Oriental Mindoro	BANSUD	Manihala ES
20	IV-B	Palawan	CORON ISLAND	San Jose ES

No.	Region	Division Name	District	School Name
21	IV-B	Palawan	BALABAC	Sibaring ES
22	IV-B	Palawan	CORON COASTAL	Tagum ES
23	IV-B	Oriental Mindoro	SOCORRO	Daan ES
24	IV-B	Palawan	EL NIDO DEL SUR	El Nido CS
25	IV-B	Oriental Mindoro	PINAMALAYAN EAST	Natividad M. De Joya MES
26	IV-B	Palawan	CORON ISLAND	Longaon PS
27	IV-B	Palawan	CORON ISLAND	Sta Monica ES
28	IV-B	Puerto Princesa City	PPC	Tagburos ES
29	IV-B	Oriental Mindoro	GLORIA	Mirayan ES
30	IV-B	Oriental Mindoro	NUAJAN SOUTH	Cornelio Lintawagin MES
31	IV-B	Palawan	BALABAC	Melville ES
32	IV-B	Palawan	BUSUANGA	Concepcion ES
33	IV-B	Palawan	BALABAC	Marabon ES
34	IV-B	Palawan	TAYTAY I	Dinet ES
35	IV-B	Palawan	TAYTAY I	Taytay West ES (New)
36	IV-B	Oriental Mindoro	NUAJAN SOUTH	Tipas Mangyan School
37	IV-B	Oriental Mindoro	PINAMALAYAN EAST	Wawa ES
38	IV-B	Palawan	CULION	Galoc ES
39	IV-B	Palawan	BATARAZA I	Barataza CS
40	IV-B	Palawan	ROXAS SOUTH	Bagong Silang ES
41	IV-B	Oriental Mindoro	BANSUD	Pag-asa ES
42	IV-B	Palawan	CORON ISLAND	Bintuan ES
43	IV-B	Palawan	BATARAZA I	Culandanum ES
44	IV-B	Palawan	ROXAS SOUTH	Jolo ES
45	IV-B	Palawan	RIZAL	Tagasag PS
46	IV-B	Oriental Mindoro	BONGABONG NORTH	Batangan ES
47	IV-B	Palawan	ABORLAN NORTH	San Juan ES
48	IV-B	Oriental Mindoro	NUAJAN SOUTH	Sto. Niño ES
49	IV-B	Occidental Mindoro	SABLAYAN SOUTH	Culasisi Min. School
50	IV-B	Palawan	ABORLAN NORTH	Gogognan PS
51	IV-B	Calapan City	CALAPAN CITY OR MDO	Managpi ES
52	IV-B	Palawan	BATARAZA I	Barakbarakan ES
53	IV-B	Palawan	TAYTAY I	Maytegued ES

No.	Region	Division Name	District	School Name
54	IV-B	Palawan	TAYTAY III	Cataban ES
55	IV-B	Oriental Mindoro	GLORIA	Tinalunan ES
56	IV-B	Oriental Mindoro	BACO	Malapad PS
57	IV-B	Palawan	RIZAL	Labangan ES
58	IV-B	Palawan	ROXAS SOUTH	Tinitian ES
59	IV-B	Occidental Mindoro	LOOC	Talaotao ES
60	IV-B	Oriental Mindoro	NAUJAN EAST	Nag-Iba I ES
61	IV-B	Palawan	BUSUANGA	Busuanga ES
62	IV-B	Palawan	ABORLAN WEST	Bubusawin ES
63	IV-B	Palawan	TAYTAY I	Igang ES
64	IV-B	Oriental Mindoro	NUAJAN SOUTH	Bagong Buhay ES
65	IV-B	Palawan	BUSUANGA	New Busuanga ES
66	IV-B	Palawan	CORON COASTAL	Bulalacao ES
67	IV-B	Oriental Mindoro	NUAJAN SOUTH	Mabini ES (Main)
68	IV-B	Palawan	BUSUANGA	Dipuyai ES
69	IV-B	Occidental Mindoro	SAN JOSE	Labangan Ilin ES
70	IV-B	Occidental Mindoro	RIZAL	Rizal ES
71	IV-B	Palawan	RIZAL	Rancho II ES
72	IV-B	Palawan	CUYO	Cuyo CS
73	IV-B	Palawan	NARRA DEL NORTE	Elvita ES
74	IV-B	Oriental Mindoro	GLORIA	Buong Lupa ES
75	IV-B	Oriental Mindoro	GLORIA	Maragooc ES
76	IV-B	Calapan City	CALAPAN CITY OR MDO	N. Aboboto MS
77	IV-B	Palawan	CORON COASTAL	Lajala ES
78	IV-B	Oriental Mindoro	NUAJAN SOUTH	Bucayao Grande Mangyan Sch. (Main)
79	IV-B	Palawan	ABORLAN NORTH	Mabini ES
80	IV-B	Oriental Mindoro	NUAJAN SOUTH	Tagumpay ES
81	IV-B	Palawan	TAYTAY I	Montevista ES
82	IV-B	Oriental Mindoro	GLORIA	Balete ES
83	IV-B	Puerto Princesa City	PPC	San Carlos ES
84	IV-B	Oriental Mindoro	BANSUD	Tiguisan ES
85	IV-B	Palawan	CORON ISLAND	Guadalupe ES
86	IV-B	Oriental Mindoro	NUAJAN SOUTH	Inarawan ES

No.	Region	Division Name	District	School Name
87	IV-B	Oriental Mindoro	GLORIA	Manuel Sadiwa Sr. MES
88	IV-B	Oriental Mindoro	NUJAN SOUTH	San Andres ES
89	IV-B	Palawan	CORON ISLAND	Malawig ES
90	IV-B	Oriental Mindoro	GLORIA	Dalagan ES
91	IV-B	Oriental Mindoro	POLA	Calatagan ES
92	IV-B	Oriental Mindoro	NUJAN SOUTH	Bagong Pag-asa PS
93	IV-B	Palawan	ROXAS SOUTH	San Miguel ES
94	IV-B	Occidental Mindoro	RIZAL	Jose Lopez ES
95	IV-B	Oriental Mindoro	NAUJAN EAST	J. Ylagan MS
96	IV-B	Palawan	BATARAZA I	Narra-Narra ES
97	IV-B	Oriental Mindoro	NUJAN SOUTH	Sido Mangyan School
98	IV-B	Oriental Mindoro	POLA	Calima ES
99	IV-B	Oriental Mindoro	PINAMALAYAN EAST	J. Morente Sr. Mem. Pilot School
100	IV-B	Palawan	BROOKES POINT SOUTH	Samariñana ES

No.	Region	Division Name	District	School Name
1	V	Camarines Sur	TIGAON	Gigñaroy ES
2	V	Masbate	MILAGROS EAST	Amado Beluso ES
3	V	Camarines Sur	PASACAO	Compra ES
4	V	Camarines Sur	TIGAON	Consocep ES
5	V	Camarines Sur	MAGARAO-BOMBON	San Francisco ES
6	V	Camarines Sur	PASACAO	San Antonio ES
7	V	Sorsogon	PTO. DIAZ	San Rafael ES
8	V	Camarines Sur	PASACAO	Tinalmud ES
9	V	Camarines Sur	GARCHITORENA	San Vicente ES
10	V	Albay	LIBON	Balinsayawan ES
11	V	Camarines Sur	PARUBCAN	Ayugao Comm. Sch.
12	V	Camarines Sur	BALATAN	Nacacale ES
13	V	Masbate	MONREAL	Cogon ES
14	V	Camarines Norte	CAPALONGA	Lukbanan ES
15	V	Masbate	SAN PASCUAL SOUTH	Abner Buro PS
16	V	Camarines Sur	CARAMOAN	Hanopol PS
17	V	Camarines Sur	SIRUMA	San Andres ES
18	V	Camarines Norte	CAPALONGA	Melquiades Caldit ES

No.	Region	Division Name	District	School Name
19	V	Camarines Sur	TIGAON	Casuna ES
20	V	Camarines Norte	LABO WEST	Patag ES
21	V	Camarines Sur	*DIVISION OFFICE	San Rafael PS
22	V	Masbate	MOBO NORTH	Guintorelan ES
23	V	Masbate	DIMASALANG	Buenaflor ES
24	V	Masbate	MILAGROS EAST	Matagbac ES
25	V	Camarines Sur	PASACAO	Salvacion ES
26	V	Sorsogon	CASTILLA WEST	Buenavista ES
27	V	Camarines Sur	PAMPLONA	Salvacion ES
28	V	Masbate	MOBO SOUTH	Barag ES
29	V	Camarines Sur	SAN FERNANDO	Cotmo ES
30	V	Albay	RAPU-RAPU	Acal ES
31	V	Masbate	CAWAYAN WEST	Guiom ES
32	V	Camarines Sur	PASACAO	Antipolo ES
33	V	Camarines Sur	SAN JOSE	Tominawog ES
34	V	Camarines Sur	GOA	Tagongtong ES
35	V	Camarines Sur	LUPI	Bagangan Jr. ES
36	V	Camarines Sur	SAN FERNANDO	Calascagas ES
37	V	Masbate	AROROY WEST	Tigbao IS
38	V	Camarines Sur	RAGAY	Patalunan ES
39	V	Camarines Norte	JOSE PANGANIBAN EAST	San Martin ES
40	V	Masbate	MOBO NORTH	Canahig ES
41	V	Camarines Sur	OCAMPO	Cabariwan Comm. Sch.
42	V	Masbate	BALENO	Madancalan PS
43	V	Camarines Sur	LIBMANAN SOUTH	Bahao ES
44	V	Masbate	SAN PASCUAL NORTH	Bayanihan ES
45	V	Masbate	USON NORTH	Buenasuerte ES
46	V	Camarines Sur	GARCHITORENA	Culapnit ES
47	V	Masbate	MOBO NORTH	Pinamalatican ES
48	V	Camarines Sur	BATO	Tagpolo ES
49	V	Masbate	BALENO	Sog-ong ES
50	V	Camarines Sur	SIPOCOT SOUTH	Azucena Comm. Sch.
51	V	Camarines Sur	TINAMBAC NORTH	Mile-9 ES

No.	Region	Division Name	District	School Name
52	V	Masbate	CAWAYAN WEST	Vienteriales ES
53	V	Camarines Norte	CAPALONGA	Camacho Aler ES
54	V	Camarines Sur	SIRUMA	Nalayahan ES
55	V	Sorsogon	CASTILLA WEST	Miluya ES
56	V	Masbate	MOBO SOUTH	Lomocloc ES
57	V	Sorsogon	MATNOG	Manjumlad ES
58	V	Sorsogon	BULUSAN	San Jose (Lower) PS
59	V	Camarines Sur	LIBMANAN SOUTH	Sta. Cruz ES
60	V	Camarines Norte	CAPALONGA	Potenciano Juego ES
61	V	Camarines Sur	TIGAON	Don Tomas Garchitorena ES
62	V	Camarines Sur	PASACAO	Cuco ES
63	V	Masbate	CAWAYAN EAST	Lague-Lague ES
64	V	Masbate	BALENO	Eastern Capsay ES
65	V	Camarines Sur	MINALABAC	Taban ES
66	V	Camarines Norte	JOSE PANGANIBAN EAST	Luna ES
67	V	Camarines Norte	STA. ELENA	Salvacion ES
68	V	Camarines Sur	SAGÑAY	Sto. Niño Comm. Sch.
69	V	Camarines Sur	BUHI	Maybatang ES
70	V	Camarines Sur	PAMPLONA	Taguilid ES
71	V	Masbate	BALENO	Gabi ES
72	V	Camarines Sur	LIBMANAN SOUTH	Don Jose Ursua ES
73	V	Masbate	MANDAON NORTH	Sta. Fe PS
74	V	Masbate	CAWAYAN EAST	Villaganas Village ES
75	V	Camarines Sur	SAN FERNANDO	Gñaran ES
76	V	Camarines Sur	PAMPLONA	Burabod ES
77	V	Masbate	MILAGROS EAST	Capaclan PS
78	V	Sorsogon	CASTILLA WEST	Salvacion ES
79	V	Camarines Sur	TIGAON	Caraycayon ES
80	V	Masbate	MONREAL	Flor Mores ES
81	V	Masbate	MILAGROS EAST	Tagbon ES
82	V	Albay	RAPU-RAPU	Mananao ES
83	V	Camarines Sur	SIRUMA	Sulpa ES
84	V	Sorsogon	BULUSAN	San Rafael ES

No.	Region	Division Name	District	School Name
85	V	Sorsogon	JUBAN	Maalo ES
86	V	Sorsogon	PTO. DIAZ	Nenita E. Oandasan MS
87	V	Camarines Sur	TIGAON	Juanita Clerigo ES
88	V	Camarines Norte	PARACALE	Dagang ES
89	V	Camarines Sur	LUPI	Del Carmen ES
90	V	Camarines Sur	LAGONOY SOUTH	Panagan ES
91	V	Camarines Sur	PASACAO	Pasacao CS
92	V	Masbate City	MASBATE	Gutusan PS
93	V	Camarines Sur	LIBMANAN NORTH	Malansad Viejo ES
94	V	Camarines Sur	BALATAN	Caroche ES
95	V	Camarines Norte	CAPALONGA	Calabaca ES
96	V	Camarines Sur	CALABANGA	Binaliw ES
97	V	Masbate	CLAVERIA SOUTH	Mabiton ES
98	V	Camarines Sur	MINALABAC	Del Socorro ES
99	V	Camarines Sur	LIBMANAN SOUTH	Villadima ES
100	V	Camarines Sur	CANAMAN	San Nicolas ES

No.	Region	Division Name	District	School Name
1	VI	Negros Occidental	CITY OF HIMAMAYLAN I	Tiqui ES
2	VI	Iloilo	DUMANGAS II	Barasan PS
3	VI	Antique	CALUYA	Bunlao ES
4	VI	Aklan	BATAN	Songcolan ES
5	VI	Negros Occidental	CALATRAVA II	Mina-utok ES
6	VI	Antique	SIBALOM SOUTH	Tig-ohot ES
7	VI	Aklan	MAKATO	Bagong Barrio ES
8	VI	Aklan	MALINAO	Angeles Ibardolaza ES
9	VI	Passi City	PASSI CITY	Imbang Grande ES
10	VI	Antique	PANDAN	Talisay ES
11	VI	Passi City	PASSI CITY	Talongonan ES
12	VI	Iloilo	CONCEPCION	Botlog PS
13	VI	Antique	TOBIAS FORNIER	Camansi ES
14	VI	Iloilo	STA BARBARA	Talongadian ES
15	VI	Iloilo City	ILOILO CITY	NJ Ingore ES
16	VI	Negros Occidental	TOBOSO	Tabun-ac ES

No.	Region	Division Name	District	School Name
17	VI	Antique	VALDERRAMA	San Agustin ES
18	VI	Iloilo	MINA	Agmanaphao ES
19	VI	Negros Occidental	MANAPLA	Patlagan ES
20	VI	Iloilo	BANATE	F.S. Bactung MES
21	VI	Kabankalan City	CITY OF KABANKALAN	Tagoc ES
22	VI	San Carlos City	SAN CARLOS CITY	Mabato ES
23	VI	Aklan	BANGA	Tabayon PS
24	VI	Aklan	MALINAO	Tambuan ES
25	VI	Kabankalan City	CITY OF KABANKALAN	Colambo PS
26	VI	Negros Occidental	CAUAYAN I	Tomina ES
27	VI	Iloilo City	ILOILO CITY	Tiu Choteg-Anaros Foundation IS
28	VI	Antique	SIBALOM SOUTH	V. Grasparil ES
29	VI	Cadiz City	CADIZ CITY	Alimatoc ES
30	VI	Iloilo City	ILOILO CITY	A. Bonifacio ES
31	VI	Iloilo	DUMANGAS II	Capaliz PS
32	VI	Passi City	PASSI CITY	Prospero Palomo ES
33	VI	Aklan	NABAS	Laserna ES
34	VI	Iloilo	DUEÑAS	Bagongbong PS
35	VI	Antique	VALDERRAMA	Borocboroc ES
36	VI	Negros Occidental	CALATRAVA I	Calapnusan ES
37	VI	Aklan	MALINAO	San Dimas ES
38	VI	Iloilo City	ILOILO CITY	MV Hechanova MS
39	VI	Aklan	ALTAVAS	Lumaynay ES (Sangeay Annex)
40	VI	Iloilo	DUMANGAS I	Lacturan ES
41	VI	Iloilo City	ILOILO CITY	Sambag ES
42	VI	Negros Occidental	CITY OF SIPALAY I	Dungga ES
43	VI	Passi City	PASSI CITY	Pagaypay Primary School
44	VI	Escalante City	ESCALANTE CITY I	Tamlang ES
45	VI	Escalante City	ESCALANTE CITY II	Udtongan ES
46	VI	Iloilo City	ILOILO CITY	Manuel L. Quezon ES
47	VI	Antique	VALDERRAMA	Buluangan II PS
48	VI	Passi City	PASSI CITY	Jaguimitan ES
49	VI	Antique	SIBALOM NORTH	Villafont ES

No.	Region	Division Name	District	School Name
50	VI	Antique	CALUYA	Panagatan ES
51	VI	Antique	SIBALOM SOUTH	Inabasan ES
52	VI	Iloilo	DUMANGAS I	Ermita ES
53	VI	Iloilo City	ILOILO CITY	Molo II ES
54	VI	Aklan	TANGALAN	Dumatad PS
55	VI	Iloilo	ANILAO	Palaypay ES
56	VI	Iloilo City	ILOILO CITY	Jaro II ES
57	VI	Escalante City	ESCALANTE CITY I	Washington ES
58	VI	Antique	VALDERRAMA	Manlacbo ES
59	VI	Iloilo	CALINOG I	Tabucan PS
60	VI	Aklan	KALIBO II	Kalibo ES
61	VI	Escalante City	ESCALANTE CITY I	Magsaysay ES
62	VI	Aklan	BURUANGA	Pepe PS
63	VI	Iloilo	BAROTAC NUEVO	Lico-an ES
64	VI	Negros Occidental	CITY OF VICTORIAS I	Gawahon ES
65	VI	Negros Occidental	CAUAYAN II	Langoni ES
66	VI	Negros Occidental	CITY OF TALISAY II	Talisay South ES
67	VI	Iloilo City	ILOILO CITY	Balabago ES
68	VI	Aklan	IBAJAY II	Rizal ES
69	VI	Iloilo City	ILOILO CITY	J.L. Tiongco MS
70	VI	Iloilo	LEMERY	Alcantara PS
71	VI	Negros Occidental	CAUAYAN I	Tumalawas ES
72	VI	Iloilo City	ILOILO CITY	Esteban Juntado Sr. MES
73	VI	Negros Occidental	CITY OF SIPALAY	Cartagena ES
74	VI	Negros Occidental	CAUAYAN I	Guijungan ES
75	VI	Iloilo	ALIMODIAN II	Bugang ES
76	VI	Iloilo City	ILOILO CITY	San Juan ES
77	VI	Kabankalan City	CITY OF KABANKALAN	San Jose ES
78	VI	Antique	PATNONGON II	Villa Laua-an Villa Sal ES
79	VI	Roxas City	ROXAS CITY DISTRICT I	Cogon ES
80	VI	Roxas City	ROXAS CITY DISTRICT 3	Katipunan Village ES
81	VI	Antique	SIBALOM SOUTH	Bontol ES
82	VI	Negros Occidental	MANAPLA	Punta Mesa ES

No.	Region	Division Name	District	School Name
83	VI	Aklan	IBAJAY I	Ondoy ES
84	VI	Antique	SIBALOM SOUTH	Initan ES
85	VI	Iloilo	BAROTAC VIEJO	Nagpana PS
86	VI	Negros Occidental	TOBOSO	Tinibawan ES
87	VI	Iloilo	DINGLE	Bongloy ES
88	VI	Iloilo	ILOILO CITY	Bakhaw ES
89	VI	Negros Occidental	TOBOSO	Toril ES
90	VI	Antique	TOBIAS FORNIER	Igbalogo ES
91	VI	Antique	CULASI	Lipata-Lamputong ES
92	VI	Aklan	BANGA	Urquiola MES
93	VI	Escalante City	ESCALANTE CITY I	Alimango ES
94	VI	Iloilo	BAROTAC NUEVO	Patag ES
95	VI	Antique	SAN JOSE	Bariri ES
96	VI	Antique	HAMTIC NORTH	Malandog ES
97	VI	Iloilo City	ILOILO CITY	Calaparan ES
98	VI	Iloilo City	ILOILO CITY	L. Mirasol MS
99	VI	Iloilo	DUMANGAS II	Nanding Lopez ES
100	VI	Iloilo	OTON	Tagbac ES
No.	Region	Division Name	District	School Name
1	VII	Negros Oriental	TAYASAN	Pinalubngan ES
2	VII	Negros Oriental	CANLAON	Guibawan PS
3	VII	Bayawan City	BAYAWAN	Pusion ES
4	VII	Negros Oriental	MABINAY III	Baliw ES
5	VII	Negros Oriental	AYUNGON	Duli Duli ES
6	VII	Toledo City	TOLEDO NORTH DISTRICT	Lubo ES
7	VII	Negros Oriental	CANLAON	Bucalan ES
8	VII	Negros Oriental	MABINAY I	Mabinay CS SPED (Disabled)
9	VII	Bayawan City	BAYAWAN	Kangkawit PS
10	VII	Toledo City	TOLEDO EAST DISTRICT	Upper Camp 8 ES
11	VII	Negros Oriental	MABINAY II	Pantao ES
12	VII	Negros Oriental	MABINAY II	Cantombol ES
13	VII	Negros Oriental	TAYASAN	Lag-it ES
14	VII	Negros Oriental	AYUNGON	Talanyog ES

No.	Region	Division Name	District	School Name
15	VII	Negros Oriental	BASAY	Cabatuanan ES
16	VII	Toledo City	TOLEDO NORTH DISTRICT	Luas ES
17	VII	Negros Oriental	CANLAON	Pinamentigan ES
18	VII	Negros Oriental	CANLAON	Aquino ES
19	VII	Negros Oriental	MABINAY III	Alagasihan PS
20	VII	Toledo City	TOLEDO EAST DISTRICT	Biga ES
21	VII	Negros Oriental	MABINAY III	Manipis ES
22	VII	Negros Oriental	MABINAY II	Canggohob ES
23	VII	Negros Oriental	VALENCIA	Inas ES
24	VII	Talisay City	TALISAY CITY CEBU	New Bucao ES
25	VII	Toledo City	TOLEDO NORTH DISTRICT	Cambangug ES
26	VII	Negros Oriental	AMLAN	Tandayag ES
27	VII	Toledo City	TOLEDO NORTH DISTRICT	Tavera ES
28	VII	Bayawan City	BAYAWAN	Buswang ES
29	VII	Toledo City	TOLEDO NORTH DISTRICT	Candagsao ES
30	VII	Lapu-Lapu City	LAPULAPU CITY	Lower Capanun-an ES
31	VII	Negros Oriental	MABINAY III	H. (Bido) Jordan MES
32	VII	Bayawan City	BAYAWAN	Lower Campo 8 ES
33	VII	Toledo City	TOLEDO EAST DISTRICT	JanayJanay ES
34	VII	Negros Oriental	SAN JOSE	Capt. Claudio ES
35	VII	Toledo City	TOLEDO NORTH DISTRICT	Maximina V. Barangan ES
36	VII	Carcar City	CARCAR	Manghupi ES
37	VII	Carcar City	CARCAR	Makatol ES
38	VII	Toledo City	TOLEDO NORTH DISTRICT	Mampalasan ES
39	VII	Negros Oriental	MABINAY III	Kamanggahan ES
40	VII	Carcar City	CARCAR	Himatugan ES
41	VII	Toledo City	TOLEDO NORTH DISTRICT	Bayog ES
42	VII	Negros Oriental	CANLAON	Kalangyawon ES
43	VII	Carcar City	CARCAR	Don Cristo C. Tirambulo MES
44	VII	Negros Oriental	MABINAY II	Poog ES
45	VII	Toledo City	TOLEDO WEST DISTRICT	San Jose ES
46	VII	Bayawan City	BAYAWAN	Bayabas ES
47	VII	Danao City	DANAO CITY	

No.	Region	Division Name	District	School Name
48	VII	Toledo City	TOLEDO EAST DISTRICT	Apid ES
49	VII	Carcar City	CARCAR	Hunob ES
50	VII	Bayawan City	BAYAWAN	Tabuan ES
51	VII	Carcar City	CARCAR	Tawog ES
52	VII	Toledo City	TOLEDO WEST DISTRICT	Sangi ES
53	VII	Negros Oriental	SAN JOSE	Cancawas PS
54	VII	Negros Oriental	AYUNGON	Tampocon I ES
55	VII	Danao City	DANAO CITY	Sibacan ES
56	VII	Negros Oriental	MABINAY II	Lanot PS
57	VII	Toledo City	TOLEDO WEST DISTRICT	Pandongbato ES
58	VII	Bayawan City	BAYAWAN	Guisocon ES
59	VII	Toledo City	TOLEDO NORTH DISTRICT	Putingbato ES
60	VII	Cebu City	CEBU CITY	Mangabon ES
61	VII	Carcar City	CARCAR	Sacsac ES
62	VII	Naga City - R7	NAGA	Cabungahan ES
63	VII	Siquijor	SIQUIJOR	Luzong ES
64	VII	Talisay City	TALISAY CITY CEBU	Tapul ES
65	VII	Toledo City	TOLEDO WEST DISTRICT	Jacinta Larosa ES
66	VII	Talisay City	TALISAY CITY CEBU	Candulawan ES
67	VII	Talisay City	TALISAY CITY CEBU	Lawaan III ES
68	VII	Toledo City	TOLEDO EAST DISTRICT	Tongkay ES
69	VII	Carcar City	CARCAR	Liburon ES
70	VII	Talisay City	TALISAY CITY CEBU	Biasong ES
71	VII	Toledo City	TOLEDO WEST DISTRICT	Media Once ES
72	VII	Toledo City	TOLEDO SOUTH DISTRICT	Ibo ES
73	VII	Cebu City	CEBU CITY	Bonbon ES
74	VII	Toledo City	TOLEDO WEST DISTRICT	Sam-ang ES
75	VII	Lapu-Lapu City	LAPULAPU CITY	Tungasan ES
76	VII	Negros Oriental	STA CATALINA NORTH	Cawitan ES
77	VII	Cebu City	CEBU CITY	Pasil ES
78	VII	Bogo City	BOGO CITY	Banban ES
79	VII	Negros Oriental	MABINAY I	Mabinay CS
80	VII	Cebu City	CEBU CITY	Pamutan IS

No.	Region	Division Name	District	School Name
81	VII	Negros Oriental	ZAMBOANGUITA	Kaladias ES
82	VII	Lapu-Lapu City	LAPULAPU CITY	Caw-oy ES
83	VII	Talisay City	TALISAY CITY CEBU	Iba ES
84	VII	Talisay City	TALISAY CITY CEBU	Tanke ES
85	VII	Toledo City	TOLEDO NORTH DISTRICT	Talavera ES
86	VII	Toledo City	TOLEDO EAST DISTRICT	Cantabaco ES
87	VII	Cebu City	CEBU CITY	Alaska ES
88	VII	Negros Oriental	DAUIN	Malongcay ES
89	VII	Carcar City	CARCAR	Can-asujan ES
90	VII	Toledo City	TOLEDO NORTH DISTRICT	Calong-Calong ES
91	VII	Cebu City	CEBU CITY	Sudlon IS
92	VII	Negros Oriental	MABINAY II	Cansal-ing ES
93	VII	Talisay City	TALISAY CITY CEBU	Lagtang ES
94	VII	Negros Oriental	CANLAON	Villa Iowa ES
95	VII	Negros Oriental	CANLAON	Binalbagan ES
96	VII	Carcar City	CARCAR	Lunas ES
97	VII	Cebu City	CEBU CITY	Oprra ES
98	VII	Lapu-Lapu City	LAPULAPU CITY	Gun-ob ES
99	VII	Lapu-Lapu City	LAPULAPU CITY	Babag II ES
100	VII	Cebu City	CEBU CITY	San Nicolas ES

No.	Region	Division Name	District	School Name
1	VIII	Northern Samar	SILVINO LOBOS	Giguimitan PS
2	VIII	Eastern Samar	ORASORAS WEST	Naga ES
3	VIII	Samar (Western)	MATUGUINAO	Libertad PS
4	VIII	Northern Samar	SAN ROQUE	Balud ES
5	VIII	Northern Samar	CATARMAN III	Guba PS
6	VIII	Northern Samar	SAN JOSE	Mandugang PS
7	VIII	Northern Samar	SAN VICENTE	Sila Es
8	VIII	Northern Samar	PAMBUJAN II	Roxas PS
9	VIII	Northern Samar	LOPE DE VEGA	Senonogan ES
10	VIII	Northern Samar	CATARMAN I	Cabayhan ES
11	VIII	Northern Samar	PALAPAG I	Bukid PS
12	VIII	Northern Samar	PAMBUJAN II	Doña Anecita PS

No.	Region	Division Name	District	School Name
13	VIII	Northern Samar	LOPE DE VEGA	San Jose ES
14	VIII	Northern Samar	BIRI	Tampipi ES
15	VIII	Northern Samar	CATARMAN III	Gibulwangan ES
16	VIII	Northern Samar	SILVINO LOBOS	Cababayogan ES
17	VIII	Northern Samar	LOPE DE VEGA	Magsaysay ES
18	VIII	Eastern Samar	ORASORAS WEST	Alang-alang PS
19	VIII	Northern Samar	SAN JOSE	Bagong Sabang ES
20	VIII	Northern Samar	BIRI	Langub-langub ES
21	VIII	Northern Samar	GAMAY II	Malidong ES
22	VIII	Northern Samar	LAVEZARES II	Libas ES
23	VIII	Northern Samar	SAN JOSE	Geratag ES
24	VIII	Northern Samar	SAN JOSE	Tubigdanao ES
25	VIII	Northern Samar	CAPUL	Diraya ES
26	VIII	Eastern Samar	ORASORAS WEST	Cadian ES
27	VIII	Northern Samar	SAN VICENTE	Sangputan ES
28	VIII	Samar (Western)	PAGSANGHAN	Calanyugan ES
29	VIII	Northern Samar	PAMBUJAN II	Giparayan ES
30	VIII	Eastern Samar	ORASORAS WEST	Rizal ES
31	VIII	Northern Samar	LAVEZARES II	Kaluy-ahan ES
32	VIII	Northern Samar	LAOANG II	Napotiocan ES
33	VIII	Northern Samar	SILVINO LOBOS	Silvino Lobos CS
34	VIII	Northern Samar	BIRI	Talisay ES
35	VIII	Northern Samar	SAN ROQUE	Balnasan ES
36	VIII	Northern Samar	LOPE DE VEGA	Osmeña ES
37	VIII	Northern Samar	PAMBUJAN II	Paninirongan ES
38	VIII	Northern Samar	BOBON	Salvacion ES
39	VIII	Northern Samar	VICTORIA	Victoria CS
40	VIII	Southern Leyte	HINUNANGAN	Manlico ES
41	VIII	Baybay City	BAYBAY	Caridad ES
42	VIII	Northern Samar	SAN ISIDRO	Caglanipao ES
43	VIII	Northern Samar	SAN JOSE	P. Tingzon ES
44	VIII	Eastern Samar	ORASORAS WEST	Buntay ES
45	VIII	Northern Samar	LAOANG III	Cabagoan ES

No.	Region	Division Name	District	School Name
46	VIII	Northern Samar	SAN JOSE	San Lorenzo ES
47	VIII	Northern Samar	SAN ROQUE	Coroconog ES
48	VIII	Northern Samar	LOPE DE VEGA	San Francisco PS
49	VIII	Southern Leyte	SOGOD II	Kanangkaan ES
50	VIII	Northern Samar	BIRI	Macaret ES
51	VIII	Northern Samar	CAPUL	San Luis ES
52	VIII	Northern Samar	SILVINO LOBOS	Ginagasan ES
53	VIII	Biliran	NAVAL SOUTH	Villa Caneja ES
54	VIII	Northern Samar	BIRI	Cawayan ES
55	VIII	Northern Samar	LOPE DE VEGA	Lope de Vega CS
56	VIII	Northern Samar	LOPE DE VEGA	Bonifacio ES
57	VIII	Northern Samar	CAPUL	Landusan ES
58	VIII	Northern Samar	BIRI	Bagong Silang ES
59	VIII	Northern Samar	SAN JOSE	Aguadahan ES
60	VIII	Northern Samar	PALAPAG I	B. Aquino Jr. ES
61	VIII	Northern Samar	CATARMAN IV	Galutan ES
62	VIII	Biliran	CULABA	Culaba CS
63	VIII	Northern Samar	PAMBUJAN II	Camparanga ES
64	VIII	Northern Samar	CATARMAN III	Generoso R.F. MES
65	VIII	Northern Samar	CAPUL	Jubang ES
66	VIII	Northern Samar	BOBON	Bobon CS
67	VIII	Northern Samar	CAPUL	Capul II CS
68	VIII	Northern Samar	BIRI	Palhugan ES
69	VIII	Northern Samar	BIRI	Biri CS
70	VIII	Northern Samar	PALAPAG I	Binay ES
71	VIII	Northern Samar	PAMBUJAN II	Ynaguinayan ES
72	VIII	Borongan City	BORONGAN NORTH	Cagbonga PS
73	VIII	Northern Samar	PALAPAG I	Palapag I CES
74	VIII	Northern Samar	LAVEZARES II	Urdaneta CS
75	VIII	Eastern Samar	DOLORESDOLORES II	Dampigan ES
76	VIII	Northern Samar	GAMAY I	Cabarasan ES
77	VIII	Northern Samar	LOPE DE VEGA	Gen. Luna ES
78	VIII	Northern Samar	MONDRAGON I	Makiwalo IES

No.	Region	Division Name	District	School Name
79	VIII	Northern Samar	PAMBUJAN II	Cagbigajo ES
80	VIII	Northern Samar	PAMBUJAN II	Cababto-an ES
81	VIII	Northern Samar	SAN ANTONIO	San Nicolas ES
82	VIII	Northern Samar	LAOANG I	Canyomanao ES
83	VIII	Biliran	KAWAYAN	Burabod ES
84	VIII	Northern Samar	SAN JOSE	Dao ES
85	VIII	Northern Samar	SAN ISIDRO	Mabuhay ES
86	VIII	Northern Samar	LAS NAVAS I	Lonoy ES
87	VIII	Northern Samar	BOBON	Trojillo ES
88	VIII	Northern Samar	CAPUL	Aguin ES
89	VIII	Southern Leyte	HINUNANGAN	Bugho ES
90	VIII	Southern Leyte	SOGOD II	Consolacion ES
91	VIII	Northern Samar	VICTORIA	San Lazaro ES
92	VIII	Eastern Samar	ORASORAS WEST	Oras West CS
93	VIII	Southern Leyte	HINUNANGAN	Pondol ES
94	VIII	Northern Samar	LAS NAVAS I	Guyo ES
95	VIII	Southern Leyte	SOGOD I	Hindangan PS
96	VIII	Northern Samar	MAPANAS	San Jose ES
97	VIII	Northern Samar	LAOANG I	Suba ES
98	VIII	Northern Samar	GAMAY II	Cade-an ES
99	VIII	Northern Samar	VICTORIA	Erenas ES
100	VIII	Northern Samar	ROSARIO	Kailingan ES
No.	Region	Division Name	District	School Name
1	IX	Zamboanga City	ZAMBOANGA CITY	Datu Panguluhan ES
2	IX	Zamboanga City	ZAMBOANGA CITY	Latap Lacumba ES
3	IX	Zamboanga City	ZAMBOANGA CITY	Muti ES
4	IX	Zamboanga City	ZAMBOANGA CITY	Dulian ES
5	IX	Zamboanga Del Sur	DUMINGAG LL	Tagun ES
6	IX	Zamboanga Del Sur	SOMINOT	Bulanay ES
7	IX	Zamboanga Del Sur	TABINA	Tambulian ES
8	IX	Zamboanga Del Sur	LABANGAN 1	Cogonan ES
9	IX	Zamboanga Del Sur	DUMINGAG 1	Gumpingan ES
10	IX	Zamboanga Del Norte	SIBUCO	Sta. Maria ES

No.	Region	Division Name	District	School Name
11	IX	Zamboanga Del Sur	LAKEWOOD	Tiwales ES
12	IX	Zamboanga City	ZAMBOANGA CITY	Latap Cabonegro ES
13	IX	Zamboanga Del Norte	GUTALAC I	San Vicente ES
14	IX	Zamboanga Del Sur	TABINA	San Vicente ES
15	IX	Zamboanga Del Sur	TAMBULIG	Bagong Kauswagan ES
16	IX	Zamboanga Del Sur	TAMBULIG	Balugo ES
17	IX	Zamboanga Del Sur	AURORA EAST	Gubaan ES
18	IX	Zamboanga Del Sur	AURORA EAST	Inasagan ES (ReOpened June10)
19	IX	Zamboanga City	ZAMBOANGA CITY	Labuan CS
20	IX	Zamboanga Del Sur	PITOGO	Sugbay Dos ES
21	IX	Zamboanga City	ZAMBOANGA CITY	Recodo ES
22	IX	Zamboanga Del Sur	RAMON MAGSAYSAY	Sapa Anding ES
23	IX	Zamboanga City	ZAMBOANGA CITY	San Jose Gusu ES
24	IX	Zamboanga City	ZAMBOANGA CITY	Islamia ES
25	IX	Zamboanga City	ZAMBOANGA CITY	Luyahan ES
26	IX	Zamboanga Del Sur	AURORA EAST	Pablo Dongallo ES
27	IX	Zamboanga City	ZAMBOANGA CITY	Camp Susana ES
28	IX	Zamboanga Del Norte	SIOCON	Canatuan ES
29	IX	Zamboanga Del Norte	SIOCON	Mambong ES
30	IX	Zamboanga Del Norte	SIBUTAD	Bolicon PS
31	IX	Zamboanga City	ZAMBOANGA CITY	Tulungatung ES
32	IX	Zamboanga City	ZAMBOANGA CITY	Baluno ES
33	IX	Zamboanga Del Sur	RAMON MAGSAYSAY	Campo IV ES
34	IX	Zamboanga Del Sur	TAMBULIG	San Vicente ES
35	IX	Zamboanga Del Sur	TAMBULIG	Sumalig ES
36	IX	Zamboanga Del Sur	AURORA EAST	V.J. Cabahug MES - La Paz ES
37	IX	Zamboanga Del Norte	KATIPUNAN II	Seraboc PS
38	IX	Zamboanga Del Sur	TABINA	San Andres ES
39	IX	Zamboanga Del Sur	DUMINGAG 1	Senote ES
40	IX	Zamboanga Del Sur	TABINA	Lumbia ES
41	IX	Zamboanga Del Norte	SERGIO OSMEÑA II	Kauswagan ES
42	IX	Zamboanga Del Sur	KUMALARANG	Kumalarang CES
43	IX	Zamboanga Del Sur	SAN PABLO	Pao ES

No.	Region	Division Name	District	School Name
44	IX	Zamboanga Del Sur	TAMBULIG	Pelocoban ES
45	IX	Zamboanga Del Sur	LABANGAN 11	Nuboran ES
46	IX	Zamboanga Del Sur	RAMON MAGSAYSAY	San Fernando PS
47	IX	Zamboanga Del Sur	TABINA	Capisan ES
48	IX	Zamboanga Del Sur	AURORA WEST	Isidro Oporto ES
49	IX	Zamboanga Del Sur	LAKEWOOD	Dagum Intermediate School
50	IX	Zamboanga Del Sur	TAMBULIG	Limamaan ES
51	IX	Zamboanga Del Sur	TABINA	Bayabaya ES
52	IX	Zamboanga Del Sur	TAMBULIG	Tuluan ES
53	IX	Zamboanga Sibugay	BUUG	Compostela ES
54	IX	Zamboanga City	ZAMBOANGA CITY	San Ramon ES
55	IX	Zamboanga Del Sur	TAMBULIG	Upper Tiparak ES
56	IX	Zamboanga City	ZAMBOANGA CITY	Baliwasan CS
57	IX	Zamboanga Del Sur	SOMINOT	Barubuhan ES
58	IX	Zamboanga Del Sur	MARGOSATUBIG	Sagua ES
59	IX	Zamboanga Del Sur	AURORA WEST	Resthouse PS
60	IX	Zamboanga Sibugay	ALICIA	J. Luna PS
61	IX	Zamboanga Del Sur	AURORA EAST	Mohammad Ali Dimaporo ES
62	IX	Zamboanga Del Sur	AURORA WEST	Bemposa ES
63	IX	Zamboanga Del Sur	DIMATALING	Grap ES
64	IX	Zamboanga City	ZAMBOANGA CITY	Shigeru MES
65	IX	Zamboanga Del Sur	SAN PABLO	Kundom ES
66	IX	Zamboanga Del Sur	DUMALINAO	Tina ES
67	IX	Zamboanga Del Sur	LABANGAN 1	Combo ES
68	IX	Zamboanga Del Sur	DUMINGAG 1	Panuguton PS
69	IX	Dipolog City	DIPOLOG CITY	Cayasan ES
70	IX	Zamboanga Del Sur	LAKEWOOD	Sapang Pinoles ES
71	IX	Zamboanga Del Sur	TAMBULIG	Cabgan ES
72	IX	Zamboanga Del Sur	TABINA	San Agustin ES
73	IX	Zamboanga Del Sur	DUMALINAO	Camanga ES
74	IX	Zamboanga Del Sur	LABANGAN 11	Binayan ES
75	IX	Zamboanga Del Sur	KUMALARANG	Mahayahay Intermediate School
76	IX	Pagadian City	PAGADIAN CITY	Manga ES

No.	Region	Division Name	District	School Name
77	IX	Zamboanga Del Norte	SIBUCO	Camp Ofelia ES
78	IX	Zamboanga Del Norte	GUTALAC II	New Dapitan ES
79	IX	Pagadian City	PAGADIAN CITY	Bomba ES
80	IX	Zamboanga City	ZAMBOANGA CITY	Zamboanga West CS
81	IX	Pagadian City	PAGADIAN CITY	Tulangan ES
82	IX	Pagadian City	PAGADIAN CITY	Tuburan CES
83	IX	Zamboanga City	ZAMBOANGA CITY	Southcom ES
84	IX	Zamboanga City	ZAMBOANGA CITY	Cadalagan ES
85	IX	Zamboanga City	ZAMBOANGA CITY	Zamboanga East CS
86	IX	Zamboanga City	ZAMBOANGA CITY	Sta. Maria CS
87	IX	Zamboanga Del Sur	TABINA	San Roque ES
88	IX	Zamboanga Del Sur	AURORA EAST	Balide ES
89	IX	Zamboanga Del Sur	AURORA EAST	Campo Dos ES
90	IX	Zamboanga Sibugay	TUNGAWAN	Loboc ES
91	IX	Zamboanga City	ZAMBOANGA CITY	Sinubong ES
92	IX	Zamboanga Del Sur	DIMATALING	San Miguel ES
93	IX	Zamboanga Del Sur	AURORA EAST	San Jose ES
94	IX	Pagadian City	PAGADIAN CITY	San Pedro CES
95	IX	Zamboanga Sibugay	TITAY	Camanga ES
96	IX	Pagadian City	PAGADIAN CITY	Gubang ES
97	IX	Pagadian City	PAGADIAN CITY	Santiago ES
98	IX	Zamboanga City	ZAMBOANGA CITY	Pole Diutay ES
99	IX	Zamboanga Del Sur	SOMINOT	Sawa ES
100	IX	Zamboanga Sibugay	IPIL	Labe PS
No.	Region	Division Name	District	School Name
1	X	Bukidnon	KITAOTAO II	Bagong Silang ES
2	X	Bukidnon	PANGANTUCAN NORTH	Quarry ES
3	X	Bukidnon	MALITBOG	Alangilan ES
4	X	Misamis Oriental	CLAVERIA I (CLAVERIA DISTRIC	Mainantang PS
5	X	Bukidnon	QUEZON II	Cebole ES
6	X	Bukidnon	SAN FERNANDO I	Magkalungay ES
7	X	Bukidnon	LANTAPAN	Victory ES
8	X	Bukidnon	PANGANTUCAN SOUTH	Kimanait ES

No.	Region	Division Name	District	School Name
9	X	Bukidnon	SAN FERNANDO II	Cayaga ES
10	X	Bukidnon	QUEZON I	Kibacania ES
11	X	Misamis Oriental	INITAO	Pontacon ES
12	X	Cagayan De Oro City	CAGAYAN DE ORO CITY	St. John ES
13	X	Bukidnon	SAN FERNANDO I	Nala ES
14	X	Bukidnon	MARAMAG III	Bantayan ES
15	X	Bukidnon	SUMILAO	Lupiagan ES
16	X	Bukidnon	SUMILAO	San Roque ES
17	X	Bukidnon	SAN FERNANDO II	Palacpacan ES
18	X	Bukidnon	KIBAWE	Tumaras ES
19	X	Bukidnon	DON CARLOS II	San Antonio West ES
20	X	Bukidnon	BAUNGON	Kalanganan ES
21	X	Bukidnon	MALITBOG	Sumalsag ES
22	X	Bukidnon	MARAMAG II	Panadtalan ES
23	X	Bukidnon	KIBAWE	Pinamula ES
24	X	Bukidnon	SAN FERNANDO I	Kawayan ES
25	X	Bukidnon	QUEZON II	Puntian ES
26	X	Cagayan De Oro City	CAGAYAN DE ORO CITY	Upper Tignapoloan ES
27	X	Misamis Occidental	*DIVISION OFFICE	Casa Angel Montessori School
28	X	Bukidnon	QUEZON I	Mahayag ES
29	X	Bukidnon	MALITBOG	Patac PS
30	X	Bukidnon	IMPASUGONG II	Hagpa ES
31	X	Bukidnon	KALILANGAN	Forchacu II ES
32	X	Bukidnon	DAMULOG	Langahan PS
33	X	Bukidnon	QUEZON II	Pag-asa ES
34	X	Bukidnon	SUMILAO	Licoan ES
35	X	Bukidnon	LANTAPAN	Kibuda ES
36	X	Bukidnon	TALAKAG II	Lapok ES
37	X	Cagayan De Oro City	CAGAYAN DE ORO CITY	Midkiwan ES
38	X	Cagayan De Oro City	CAGAYAN DE ORO CITY	Balongkot ES
39	X	Bukidnon	TALAKAG I	Cosina ES
40	X	Bukidnon	TALAKAG II	Masimag ES
41	X	Bukidnon	MANOLO FORTICH II	Minsuro ES

No.	Region	Division Name	District	School Name
42	X	Bukidnon	KALILANGAN	Forchacu IV ES
43	X	Bukidnon	DON CARLOS I	Pinamaloy ES
44	X	Bukidnon	SUMILAO	Kilabong ES
45	X	Bukidnon	KALILANGAN	Forchacu III ES
46	X	Bukidnon	TALAKAG I	Sagaran ES
47	X	Bukidnon	KALILANGAN	Barorawon ES
48	X	Bukidnon	SAN FERNANDO I	Candelaria ES
49	X	Bukidnon	KITAOTAO II	North Dalurong ES
50	X	Bukidnon	MALITBOG	Siloo ES
51	X	Bukidnon	MARAMAG I	Francisco Villa ES
52	X	Bukidnon	KITAOTAO II	Kahusayan ES
53	X	Cagayan De Oro City	CAGAYAN DE ORO CITY	Dansolihon ES
54	X	Cagayan De Oro City	CAGAYAN DE ORO CITY	Tuburan ES
55	X	Bukidnon	IMPASUGONG II	Kalabugao CES
56	X	Bukidnon	QUEZON II	Kipolot ES
57	X	Bukidnon	SAN FERNANDO II	Dao PS
58	X	Bukidnon	DON CARLOS I	Don Carlos Norte ES
59	X	Bukidnon	DON CARLOS I	San Roque ES
60	X	Bukidnon	SAN FERNANDO II	Kalagangan CES
61	X	Bukidnon	KITAOTAO I	Panganan ES
62	X	Bukidnon	LIBONA	Salvacion ES
63	X	Bukidnon	KALILANGAN	Pamotolon ES
64	X	Bukidnon	DAMULOG	Lagandang ES
65	X	Bukidnon	DON CARLOS I	Maraymaray ES
66	X	Bukidnon	MALITBOG	Sta. Ines ES
67	X	Bukidnon	BAUNGON	Nicdao ES
68	X	Bukidnon	MARAMAG I	Maramag South PS
69	X	Valencia City	VALENCIA	Migtulod ES
70	X	Bukidnon	BAUNGON	Imbatug CES
71	X	Bukidnon	DANGCAGAN	Mac Arthur ES
72	X	Bukidnon	SUMILAO	Ocasion ES
73	X	Bukidnon	QUEZON I	Merangeran ES
74	X	Bukidnon	MANOLO FORTICH I	Lingion ES

No.	Region	Division Name	District	School Name
75	X	Bukidnon	SUMILAO	Laruk ES
76	X	Bukidnon	DON CARLOS I	Kasigkot ES
77	X	Bukidnon	MANOLO FORTICH II	Dahilayan ES
78	X	Bukidnon	MALITBOG	Sampiano ES
79	X	Bukidnon	LIBONA	San Isidro PS
80	X	Bukidnon	MARAMAG III	San Carlos ES
81	X	Bukidnon	IMPASUGONG I	Ilignan ES
82	X	Lanao Del Norte	TUBOD EAST	Barakanas ES
83	X	Valencia City	VALENCIA	Malingon ES
84	X	Bukidnon	MARAMAG I	Anahawon ES
85	X	Bukidnon	SAN FERNANDO II	Nannam ES
86	X	Bukidnon	KITAOTAO I	Kalumihan ES
87	X	Bukidnon	SUMILAO	Sumilao ES
88	X	Cagayan De Oro City	CAGAYAN DE ORO CITY	Malasag ES
89	X	Bukidnon	SAN FERNANDO I	Little Baguio ES
90	X	Bukidnon	KALILANGAN	Pasayanon ES
91	X	Bukidnon	MARAMAG II	Dologon CES
92	X	Bukidnon	KITAOTAO II	South Dalurong ES
93	X	Misamis Oriental	VILLANUEVA	Kirahon ES
94	X	Misamis Occidental	BONIFACIO WEST	Lodiong ES
95	X	Lanao Del Norte	KOLAMBUGAN	Guillermo A. Gimeno ES
96	X	Cagayan De Oro City	CAGAYAN DE ORO CITY	San Simon ES
97	X	Cagayan De Oro City	CAGAYAN DE ORO CITY	Gusa ES
98	X	Bukidnon	SAN FERNANDO II	Bulalang ES
99	X	Bukidnon	SUMILAO	Vista Villa ES
100	X	Ozamis City	CITY OF OZAMIZ	Gregorio A. Saquin ES
No.	Region	Division Name	District	School Name
1	XI	Davao Oriental	PM SOBRECAREY CARAGA	Malibago ES
2	XI	Mati City	GOV GENEROSO SOUTH	Lavigan ES
3	XI	Compostela Valley	PANTUKAN	Plasusuan ES
4	XI	Mati City	MATI NORTH	Antonino Vicentino ES
5	XI	Compostela Valley	LAAK	Limot ES
6	XI	Compostela Valley	LAAK	Belmonte ES

No.	Region	Division Name	District	School Name
7	XI	Davao City	MARILOG	Ladian ES
8	XI	Compostela Valley	MARAGUSAN	Mauswagon ES
9	XI	Davao Oriental	PICHON CARAGA	Butay ES
10	XI	Compostela Valley	PANTUKAN	Doroteo de Castro ES
11	XI	Davao Oriental	SAN JOSE BOSTON	Owabangon ES
12	XI	Davao City	MARILOG	Bayanihan ES
13	XI	Davao City	TUGBOK	New Carmen ES
14	XI	Mati City	MATI NORTH	Vicente Almario Sr. MS
15	XI	Davao Oriental	*DIVISION OFFICE	D. Andan Primary School
16	XI	Mati City	MATI SOUTH	Lanca ES
17	XI	Compostela Valley	MARAGUSAN	Tuburan ES
18	XI	Davao Oriental	LUCOD BAGANAGA	Lucod ES
19	XI	Davao Del Norte	ASUNCION	Pamacaun ES
20	XI	Davao Oriental	PALMA GIL CARAGA	Lubganon ES
21	XI	Compostela Valley	MARAGUSAN	Talian ES
22	XI	Compostela Valley	MARAGUSAN	Bagong Silang ES
23	XI	Davao Del Norte	STO TOMAS EAST	San Miguel ES
24	XI	Mati City	BANAYBANAY	Caganganan ES
25	XI	Davao Oriental	CAATIJAN BOSTON	Caatijan ES
26	XI	Davao City	TUGBOK	Bartolome ES
27	XI	Davao Del Norte	KAPALONG EAST	Sambayon ES
28	XI	Compostela Valley	MACO NORTH	Magangit ES
29	XI	Davao Oriental	SAN PEDRO CARAGA	Potenciano A. Mabanding ES
30	XI	Davao Oriental	CAUWAYANAN BOSTON	Cauwayanan PS
31	XI	Davao Del Norte	ASUNCION	Napungas ES
32	XI	Mati City	MATI NORTH	Taguibo ES
33	XI	Mati City	MATI SOUTH	Luban ES
34	XI	Davao City	STA ANA	Agdao ES
35	XI	Davao Del Norte	STO TOMAS EAST	Pantaron ES
36	XI	Davao Del Norte	STO TOMAS EAST	Apitong ES
37	XI	Mati City	BANAYBANAY	Dinagsaan ES
38	XI	Davao Oriental	SIBAJAY BOSTON	Sibajay ES
39	XI	Compostela Valley	PANTUKAN	Diat ES

No.	Region	Division Name	District	School Name
40	XI	Davao City	BINUGAO	Mt. Apo ES
41	XI	Mati City	BANAYBANAY	Cabangcalan ES
42	XI	Davao City	MATINA	Don Manuel H. Gutierrez Sr. ES
43	XI	Davao Del Norte	KAPALONG EAST	Maniki CES Extension (Clementa)
44	XI	Compostela Valley	PANTUKAN	BonTemple ES
45	XI	Compostela Valley	PANTUKAN	Tugop ES
46	XI	Davao City	MARILOG	Kibalang ES
47	XI	Davao City	TALOMO	R.C. Quimpo ES
48	XI	Davao City	MARILOG	Laho ES
49	XI	Davao City	BUNAWAN	Pablo M. Piatos Sr. ES
50	XI	Mati City	MATI NORTH	Alberto V. Ravelo ES
51	XI	Davao Del Norte	TALAINGOD	Cabadiangan ES - Kuyas Ext.
52	XI	Davao Del Norte	STO TOMAS EAST	Kinamayan ES
53	XI	Davao Del Norte	TALAINGOD	TibiTibi ES
54	XI	Compostela Valley	MARAGUSAN	Pamintaran ES
55	XI	Compostela Valley	MARAGUSAN	Caragan ES
56	XI	Davao Del Norte	KAPALONG EAST	Luan ES
57	XI	Davao Oriental	ABIHOD CATEEL	Abihod ES
58	XI	Davao Del Norte	STO TOMAS EAST	Lunga-og ES
59	XI	Compostela Valley	NEW BATAAN	La Purisima ES
60	XI	Mati City	BANAYBANAY	Mogbongcogon ES
61	XI	Compostela Valley	MARAGUSAN	Saranga ES
62	XI	Davao City	DAVAO CENT	Bolton ES
63	XI	Compostela Valley	MARAGUSAN	Tigbao ES
64	XI	Compostela Valley	MACO SOUTH	New Leyte ES
65	XI	Davao Oriental	CARMEN BOSTON	Carmen ES
66	XI	Davao Del Norte	TALAINGOD	Dagohoy ES
67	XI	Mati City	MATI NORTH	Buso ES
68	XI	Mati City	MATI NORTH	Tagbinonga ES
69	XI	Mati City	LUPON WEST	Bagumbayan ES
70	XI	Mati City	MATI SOUTH	Magum ES
71	XI	Davao Oriental	MAHANUB BAGANAGA	Coog ES
72	XI	Davao Del Norte	STO TOMAS EAST	Balisong ES

No.	Region	Division Name	District	School Name
73	XI	Compostela Valley	MACO SOUTH	Panoraon ES
74	XI	Compostela Valley	MARAGUSAN	Mapawa ES
75	XI	Davao Del Norte	STO TOMAS EAST	Casig-ang ES
76	XI	Davao City	BUNAWAN	Buhisan ES
77	XI	Davao Oriental	CAMPAWAN BAGANGA	Campawan ES
78	XI	Davao Oriental	SAN ISIDRO BAGANGA	San Isidro ES
79	XI	Davao City	MAA	Maa CES
80	XI	Davao City	STA ANA	M.L. Quezon ES
81	XI	Davao Del Norte	STO TOMAS EAST	La Libertad ES
82	XI	Compostela Valley	MARAGUSAN	New Albay ES
83	XI	Davao City	SAN ROQUE	Lapu Lapu ES
84	XI	Mati City	BANAYBANAY	T. Patricio ES
85	XI	Davao Oriental	ZARAGOSA MANAY	Francisco E. Lahora Sr. MES
86	XI	Davao Del Sur	HAGONOY	Quezon ES
87	XI	Davao City	TALOMO	Talomo CES
88	XI	Davao City	STA ANA	Jose P. Rizal ES
89	XI	Davao Oriental	HOLY CROSS MANAY	Tengson ES
90	XI	Davao Del Norte	KAPALONG EAST	Dibabawon I ES
91	XI	Davao Del Norte	STO TOMAS EAST	Salvacion ES
92	XI	Davao City	TALOMO	Bago ES
93	XI	Davao Oriental	PALMA GIL CARAGA	Bantulinao ES
94	XI	Digos City	DIGOS	Dawis ES
95	XI	Davao Del Norte	STO TOMAS EAST	Kimamon ES
96	XI	Davao City	STA ANA	M.A. Roxas ES
97	XI	Davao City	MARILOG	Marilog CES
98	XI	Davao City	TUGBOK	Tacunan ES
99	XI	Davao Del Sur	KIBLAWAN	Isabelo Calma Sr. ES
100	XI	Davao Del Sur	SARANGANI	Guillermo Olarte ES
No.	Region	Division Name	District	School Name
1	XII	South Cotabato	LAKE SEBU	Lemlunay ES
2	XII	Sarangani	GLAN	Macatimbol ES
3	XII	Sultan Kudarat	CENTRAL LEBAK	Elem ES
4	XII	North Cotabato	PIGCAWAYAN	Matilac ES

No.	Region	Division Name	District	School Name
5	XII	North Cotabato	ALAMADA	Badak PS
6	XII	Sultan Kudarat	EAST LEBAK	Babato ES
7	XII	North Cotabato	PIGCAWAYAN	Datu Mantil PS
8	XII	Koronadal City	KORONADAL CITY	El Gawel ES
9	XII	Sultan Kudarat	CENTRAL LEBAK	S.A. Balabagan ES
10	XII	Sultan Kudarat	EAST LEBAK	Datu Karon ES
11	XII	Sultan Kudarat	EAST LEBAK	Tapudi ES
12	XII	Sarangani	GLAN	Tonga Lim Siao Sr. ES
13	XII	Cotabato City	COTABATO CITY	Fernanda Borbon ES
14	XII	Kidapawan City	KIDAPAWAN CITY	Datu Saliman ES
15	XII	Sultan Kudarat	CENTRAL LEBAK	Capilan ES
16	XII	Kidapawan City	*DIVISION OFFICE	San Roque ES
17	XII	Sultan Kudarat	KULAMAN II	Langgal CES
18	XII	Sultan Kudarat	BAGUMBAYAN II	Dawing ES
19	XII	Sultan Kudarat	CENTRAL LEBAK	Dimapitan ES
20	XII	Sultan Kudarat	EAST LEBAK	Tinonggos ES
21	XII	Sultan Kudarat	EAST LEBAK	Don M. Concha MES
22	XII	Sultan Kudarat	EAST LEBAK	Christianuevo ES
23	XII	Kidapawan City	KIDAPAWAN CITY	Malinan ES
24	XII	Sultan Kudarat	CENTRAL LEBAK	Salangsang ES
25	XII	Sultan Kudarat	CENTRAL LEBAK	Bululawan ES
26	XII	South Cotabato	LAKE SEBU	Lembotu ES
27	XII	Sultan Kudarat	EAST LEBAK	Bolebak ES
28	XII	Sarangani	GLAN	Cablalan IS
29	XII	North Cotabato	KABACAN	Cuyapon ES
30	XII	Sultan Kudarat	EAST LEBAK	Nuling ES
31	XII	Kidapawan City	KIDAPAWAN CITY	San Isidro ES
32	XII	Kidapawan City	KIDAPAWAN CITY	Onica ES
33	XII	Sultan Kudarat	CENTRAL LEBAK	New Calinog ES
34	XII	Sultan Kudarat	CENTRAL LEBAK	Keytodac CES
35	XII	Kidapawan City	KIDAPAWAN CITY	Patadon ES
36	XII	North Cotabato	TULUNAN	Batang ES
37	XII	North Cotabato	PIGCAWAYAN	A. Mana-ay PS

No.	Region	Division Name	District	School Name
38	XII	Koronadal City	KORONADAL CITY	Carpenter Hill ES
39	XII	Sultan Kudarat	WEST LEBAK	Ampad-Guibar MES
40	XII	Sultan Kudarat	CENTRAL LEBAK	Adalla ES
41	XII	Sultan Kudarat	CENTRAL LEBAK	F. Parohinog Sr. MES (Basak)
42	XII	Sultan Kudarat	CENTRAL LEBAK	Kimakang ES
43	XII	Sultan Kudarat	LAMBAYONG I	Pinguiman ES
44	XII	Koronadal City	KORONADAL CITY	Marbel 1 CES
45	XII	Sultan Kudarat	WEST LEBAK	Pakil MES
46	XII	Sarangani	MAITUM	Wali IS
47	XII	Sultan Kudarat	CENTRAL LEBAK	Tibong-Tibong ES
48	XII	Sultan Kudarat	SOUTH ISULAN	Genzola ES
49	XII	South Cotabato	LAKE SEBU	Tuburan ES
50	XII	North Cotabato	TULUNAN	Minapan ES
51	XII	North Cotabato	BANISILAN	Kalalagan PS
52	XII	Kidapawan City	KIDAPAWAN CITY	Lake Agco IS
53	XII	North Cotabato	MAGPET	Bangkal ES
54	XII	Sultan Kudarat	CENTRAL LEBAK	Villamonte ES
55	XII	North Cotabato	BANISILAN	Badtucon ES
56	XII	North Cotabato	ARAKAN	Katindu ES
57	XII	Kidapawan City	KIDAPAWAN CITY	Habitat ES
58	XII	Kidapawan City	KIDAPAWAN CITY	R.B. Sabulao MES
59	XII	Sultan Kudarat	WEST LEBAK	Nabagbag ES
60	XII	Koronadal City	KORONADAL CITY	Crossing Diaz ES
61	XII	Kidapawan City	KIDAPAWAN CITY	Bangsa Moro ES
62	XII	Sultan Kudarat	KULAMAN I	Sewal PS
63	XII	Sultan Kudarat	KULAMAN II	Benebol PS
64	XII	Sarangani	KIAMBA	Green Valley PS
65	XII	Sarangani	KIAMBA	Matingao PS
66	XII	Kidapawan City	KIDAPAWAN CITY	Gayola ES
67	XII	Sultan Kudarat	NORTH PRES.QUIRINO	Katiku CES
68	XII	Sarangani	KIAMBA	Badtasan ES
69	XII	Sultan Kudarat	WEST LEBAK	Gestosani MES
70	XII	North Cotabato	KABACAN	Kabacan Pilot CES

No.	Region	Division Name	District	School Name
71	XII	Kidapawan City	KIDAPAWAN CITY	Sto. Niño ES
72	XII	South Cotabato	POLOMOLOK	Eustacio Barcatan ES
73	XII	Sultan Kudarat	KULAMAN I	Balite ES
74	XII	Sarangani	MALAPATAN	P.H. Millona CIS
75	XII	Sarangani	GLAN	Young ES
76	XII	South Cotabato	TUPI	Tupi CES
77	XII	Kidapawan City	KIDAPAWAN CITY	Lapan ES
78	XII	Sultan Kudarat	KALAMANSIG II	St. Andrew's Mission ES
79	XII	Kidapawan City	KIDAPAWAN CITY	Mateo Olodin MES
80	XII	Kidapawan City	KIDAPAWAN CITY	Puasinda IS
81	XII	Kidapawan City	KIDAPAWAN CITY	Binoligan IS
82	XII	Sultan Kudarat	KALAMANSIG II	Datu Wasay MES
83	XII	Kidapawan City	KIDAPAWAN CITY	Singao IS
84	XII	North Cotabato	ALEOSAN	Dungguan ES
85	XII	Sultan Kudarat	BAGUMBAYAN II	South Sepaka ES
86	XII	Sultan Kudarat	LAMBAYONG III	New Cebu ES
87	XII	Sarangani	MAASIM	Bongo IS
88	XII	North Cotabato	TULUNAN	Bual ES
89	XII	Sarangani	MAITUM	Kipalkuda ES
90	XII	Koronadal City	KORONADAL CITY	Osita ES
91	XII	North Cotabato	ALAMADA	Manglicmot ES
92	XII	Sarangani	MAITUM	Reganit ES
93	XII	North Cotabato	PIGCAWAYAN	Renibon ES
94	XII	Kidapawan City	KIDAPAWAN CITY	Felipe Suerte MES
95	XII	Sultan Kudarat	EAST LEBAK	Pansud ES
96	XII	Sarangani	MAITUM	Dimatingkal Kamid ES
97	XII	Sarangani	ALABEL	Nop PS
98	XII	Sultan Kudarat	WEST LEBAK	B.M. Difunturom Sr. ES
99	XII	Koronadal City	KORONADAL CITY	Koronadal CES 2
100	XII	Sultan Kudarat	ESPERANZA III	Abang PS
No.	Region	Division Name	District	School Name
1	NCR	Quezon City	IV	Diosdado P. Macapagal ES
2	NCR	Mandaluyong City	MANDALUYONG	Addition Hills IS

No.	Region	Division Name	District	School Name
3	NCR	Quezon City	V	Kaligayahan ES
4	NCR	Quezon City	IV	San Vicente ES
5	NCR	Manila	SAMPALOC III	Gen. L. Geronimo ES
6	NCR	Taguig / Pateros	DISTRICT 1	Capt. Hipolito Francisco ES - Annex
7	NCR	Quezon City	IV	Cruz na Ligas ES
8	NCR	Quezon City	II	Payatas C ES
9	NCR	Quezon City	II	Bagong Silangan ES
10	NCR	Quezon City	I	Masambong ES
11	NCR	Quezon City	IV	Tomas Morato ES
12	NCR	Caloocan City	II	San Jose ES
13	NCR	Quezon City	II	Payatas B ES Annex
14	NCR	Malabon City	MALABON CITY	Dampalit I ES
15	NCR	Quezon City	IV	Malaya ES
16	NCR	Navotas City	NAVOTAS DISTRICT II	Tanza ES
17	NCR	Quezon City	IV	Camp Crame ES
18	NCR	Quezon City	V	Damong Maliit ES
19	NCR	Quezon City	I	Paltok ES
20	NCR	Quezon City	IV	Pinyahan ES
21	NCR	Valenzuela City	CONGRESSIONAL DISTRICT 1	Punturin I ES
22	NCR	Caloocan City	CONG. DISTRICT I	Bagumbong ES - Annex
23	NCR	Quezon City	V	San Gabriel ES
24	NCR	Quezon City	VI	Bonifacio Memorial ES
25	NCR	Quezon City	V	Goodwill ES
26	NCR	Valenzuela City	CONGRESSIONAL DISTRICT 1	Tagalag ES
27	NCR	Quezon City	IV	Marcelo H. del Pilar ES
28	NCR	Valenzuela City	CONGRESSIONAL DISTRICT 1	Malinta ES - Pinalagad Annex
29	NCR	Quezon City	VI	Lucas R. Pascual MES
30	NCR	Quezon City	V	Fairview ES
31	NCR	Quezon City	V	Maligaya ES
32	NCR	Pasig City	PASIG I	Palatiw ES
33	NCR	Valenzuela City	CONGRESSIONAL DISTRICT 1	Rincon ES
34	NCR	Las Piñas City	I	Doña Manuela ES
35	NCR	Quezon City	II	San Diego ES

No.	Region	Division Name	District	School Name
36	NCR	Quezon City	II	Dona Juana ES
37	NCR	Valenzuela City	CONGRESSIONAL DISTRICT 2	Caruhatan East ES
38	NCR	Quezon City	VI	GSIS Village ES
39	NCR	Quezon City	V	Odelco ES
40	NCR	Quezon City	IV	Gen. Roxas ES
41	NCR	Manila	TONDO VII	E. Jacinto ES
42	NCR	Paranaque City	*DIVISION OFFICE	Fourth Estate ES - BF Extension
43	NCR	Pasig City	PASIG III	Pineda ES
44	NCR	Taguig / Pateros	DISTRICT 1	Paulina Manalo ES
45	NCR	Quezon City	II	Holy Spirit ES
46	NCR	Quezon City	VI	Apolonio Samson ES
47	NCR	Pasig City	PASIG V	San Miguel ES
48	NCR	Pasig City	PASIG III	Oranbo ES
49	NCR	Quezon City	I	Cong. Reynaldo A. Calalay Mem. Sch.
50	NCR	Paranaque City	II	San Agustin ES
51	NCR	Malabon City	MALABON CITY	Catmon IS
52	NCR	Quezon City	VI	Leopoldo B. Santos ES
53	NCR	Quezon City	V	West Fairview ES
54	NCR	Caloocan City	CONG. DISTRICT I	Kalayaan ES
55	NCR	Quezon City	II	Lupang Pangako ES
56	NCR	Manila	TONDO III	A. Luna ES
57	NCR	Valenzuela City	CONGRESSIONAL DISTRICT 1	Isla ES
58	NCR	San Juan City	SAN JUAN	Pinaglabanan ES
59	NCR	Quezon City	VI	Sauyo ES
60	NCR	Muntinlupa City	MUNTINLUPA	Alabang ES Filinvest Annex
61	NCR	Paranaque City	I	Don Galo ES
62	NCR	Quezon City	V	San Bartolome ES
63	NCR	Pasay City	PASAY	Rafael Palma ES
64	NCR	Quezon City	V	San Agustin ES
65	NCR	Quezon City	I	San Jose ES
66	NCR	Manila	STA. CRUZ V	G. Santiago ES
67	NCR	Pasay City	PASAY	Villamor Air Base ES
68	NCR	Caloocan City	CONG. DISTRICT I	Rene Cayetano ES

No.	Region	Division Name	District	School Name
69	NCR	Quezon City	V	Rosa L. Susano - Novaliches ES
70	NCR	Quezon City	II	Benigno S. Aquino Jr. ES
71	NCR	Quezon City	V	Bagbag ES
72	NCR	Las Piñas City	II	Pamplona ES I
73	NCR	Muntinlupa City	MUNTINLUPA	Bayanan ES UI
74	NCR	Muntinlupa City	MUNTINLUPA	Muntinlupa ES
75	NCR	Manila	SAMPALOC VII	A.A. Maceda Intg. ES
76	NCR	Pasig City	PASIG II	Bambang ES
77	NCR	Muntinlupa City	MUNTINLUPA	Alabang ES
78	NCR	Manila	TONDO XI	M. Salamat ES
79	NCR	Valenzuela City	CONGRESSIONAL DISTRICT 2	Sitio Sto. Rosario ES
80	NCR	Pasig City	PASIG III	Francisco Legaspi MS
81	NCR	Valenzuela City	CONGRESSIONAL DISTRICT 2	Apolonia F. Rafael ES
82	NCR	Manila	PANDACAN I	Bagong Barangay ES
83	NCR	Pasay City	PASAY	Marcela-Marcelo ES
84	NCR	Manila	SAMPALOC II	Dr. Benigno V. Aldana ES
85	NCR	Marikina City	DISTRICT I	Malanday ES
86	NCR	Quezon City	I	Demetrio Tuazon ES
87	NCR	Manila	STA. ANA III	Gen. E. Aguinaldo IS
88	NCR	Muntinlupa City	MUNTINLUPA	Cupang ES
89	NCR	Malabon City	MALABON CITY	Amang Rodriguez ES
90	NCR	Quezon City	IV	Kamuning ES
91	NCR	Valenzuela City	CONGRESSIONAL DISTRICT 1	Pio Valenzuela ES
92	NCR	Manila	TONDO XIII	Rosauro Almario ES - Parola Annex
93	NCR	Quezon City	VI	Pasong Tamo ES
94	NCR	Manila	TONDO XIII	R. Almario ES
95	NCR	Caloocan City	CONG. DISTRICT I	Bagong Silang ES
96	NCR	Pasig City	PASIG I	Pinagbuhatan ES
97	NCR	Taguig / Pateros	DISTRICT 1	Aguho ES
98	NCR	Quezon City	IV	Ponciano Bernardo ES
99	NCR	Quezon City	V	Villa Verde ES
100	NCR	Caloocan City	CONG. DISTRICT I	Bagumbong ES

No.	Region	Division Name	District	School Name
No.	Region	Division Name	District	School Name
1	CAR	Kalinga	TABUK	Amlao ES
2	CAR	Apayao	CALANASAN	Naguilian Norte PS
3	CAR	Kalinga	TANUDAN	Liyang ES
4	CAR	Ifugao	LAGAWE	Abinuan ES
5	CAR	Mt. Province	PARACELIS	Catao ES
6	CAR	Apayao	PUDTOL	Lt. Balag PS
7	CAR	Kalinga	TANUDAN	Tinangban PS
8	CAR	Kalinga	TANUDAN	Biga ES
9	CAR	Kalinga	RIZAL	San Vicente Elem.School
10	CAR	Mt. Province	NATONIN	Pangtor PS
11	CAR	Kalinga	PINUKPUK	Socbot ES
12	CAR	Mt. Province	BARLIG	Kaleo ES
13	CAR	Kalinga	BALBALAN	Pantikian ES
14	CAR	Mt. Province	PARACELIS	Makilo ES
15	CAR	Mt. Province	PARACELIS	Kabulalaan ES
16	CAR	Kalinga	BALBALAN	Angod PS
17	CAR	Kalinga	BALBALAN	Talalang ES
18	CAR	Ifugao	LAGAWE	Oilicon ES
19	CAR	Kalinga	RIZAL	Santor Elem.School
20	CAR	Apayao	PUDTOL	San Jose PS
21	CAR	Kalinga	PINUKPUK	Magaogao ES
22	CAR	Apayao	PUDTOL	Upper Swan PS
23	CAR	Ifugao	ALFONSO LISTA I	Laya ES
24	CAR	Apayao	KABUGAO	Kadikitan PS
25	CAR	Kalinga	PINUKPUK	Katabbogan ES
26	CAR	Kalinga	TABUK	Ipil ES
27	CAR	Apayao	KABUGAO	Baliwanan ES
28	CAR	Kalinga	BALBALAN	Mabacca ES
29	CAR	Apayao	SOUTHERN CONNER	Allangigan ES
30	CAR	Kalinga	BALBALAN	Kabugao ES
31	CAR	Kalinga	TANUDAN	Pitang PS
32	CAR	Kalinga	BALBALAN	Bayowong PS

No.	Region	Division Name	District	School Name
33	CAR	Benguet	BUGUIAS	Pan-ayaoan ES
34	CAR	Ifugao	LAMUT	Mawanini PS
35	CAR	Kalinga	RIZAL	Liwan East Elem.School
36	CAR	Apayao	LUNA	Catanmoyoan ES
37	CAR	Kalinga	TABUK	Lacnog ES
38	CAR	Mt. Province	BONTOC	Balili ES
39	CAR	Mt. Province	PARACELIS	Cassag ES
40	CAR	Kalinga	TABUK	San Juan PS
41	CAR	Kalinga	TABUK	Nambaran Elem.School
42	CAR	Ifugao	LAMUT	Bliss ES
43	CAR	Apayao	SOUTHERN	Puguin PS
44	CAR	Kalinga	BALBALAN	Ubual PS
45	CAR	Mt. Province	BAUKOBAUKO 1	Caotit PS
46	CAR	Abra	TUBO	Batayan PS
47	CAR	Kalinga	BALBALAN	Gawaan ES
48	CAR	Benguet	KAPANGAN	Liblibeng Bo. Sch.
49	CAR	Mt. Province	PARACELIS	Minoli ES
50	CAR	Mt. Province	PARACELIS	Balindan ES
51	CAR	Kalinga	TABUK	Southern Tabuk Central School
52	CAR	Baguio City	BAGUIO CITY	Happy Hollow ES
53	CAR	Kalinga	TABUK	Masablang ES
54	CAR	Kalinga	BALBALAN	Buaya ES
55	CAR	Apayao	PUDTOL	Lower Maton ES
56	CAR	Baguio City	BAGUIO CITY	Rizal ES
57	CAR	Ifugao	HINGYON	Umalbong ES
58	CAR	Mt. Province	NATONIN	Maducayan ES
59	CAR	Mt. Province	BAUKOBAUKO 2	Tamog-o PS
60	CAR	Ifugao	HUNGDUAN	Tabag PS
61	CAR	Apayao	PUDTOL	Cacalaggan ES
62	CAR	Kalinga	PASIL	Balinciagao ES Annex (Limood)
63	CAR	Apayao	SOUTHERN	Daga ES
64	CAR	Apayao	FLORA	Malubibit Sur PS
65	CAR	Apayao	STA MARCELA	San Mariano ES

No.	Region	Division Name	District	School Name
66	CAR	Kalinga	PINUKPUK	Calbayan PS
67	CAR	Benguet	ATOK	Dalmacio Miguel PS
68	CAR	Mt. Province	SABANGAN	Libo PS
69	CAR	Kalinga	TABUK	Nannama ES
70	CAR	Kalinga	PASIL	Magsilay ES
71	CAR	Abra	TUBO	Tiempo ES
72	CAR	Kalinga	TABUK	Bulo East Elem.School
73	CAR	Kalinga	TABUK	Pinagan ES
74	CAR	Ifugao	ASIPULO	Nanlahyan PS
75	CAR	Mt. Province	NATONIN	Saliok ES
76	CAR	Baguio City	BAGUIO CITY	Irisan ES
77	CAR	Abra	LUBA	Tukipa PS
78	CAR	Mt. Province	TADIANTADIAN 1	Maket-an ES
79	CAR	Mt. Province	NATONIN	Tonglayan ES
80	CAR	Mt. Province	NATONIN	Sta. Isabel ES
81	CAR	Kalinga	PINUKPUK	Cawagayan ES
82	CAR	Ifugao	ASIPULO	Numpaling ES
83	CAR	Kalinga	BALBALAN	Balbalan Central School
84	CAR	Benguet	MANKAYAN	Colalo ES
85	CAR	Mt. Province	BAUKOBAUKO 2	Pangao ES
86	CAR	Mt. Province	PARACELIS	Anonat ES
87	CAR	Kalinga	TABUK	Tannubong Elem.School
88	CAR	Kalinga	RIZAL	Rizal Central School
89	CAR	Ifugao	HINGYON	Bangtinon ES
90	CAR	Baguio City	BAGUIO CITY	Manuel A. Roxas ES
91	CAR	Ifugao	TINOC	Cocoy (Cudiaman) ES
92	CAR	Abra	LUBA	Tililio PS
93	CAR	Kalinga	BALBALAN	Tawang ES
94	CAR	Kalinga	PINUKPUK	Allaguia ES
95	CAR	Apayao	KABUGAO	Dangla PS
96	CAR	Kalinga	TABUK	Naneng ES
97	CAR	Kalinga	BALBALAN	Balbalasang ES
98	CAR	Kalinga	TABUK	Burayukan PS

No.	Region	Division Name	District	School Name
99	CAR	Apayao	SOUTHERN	Sacpil ES
100	CAR	Mt. Province	BONTOC	Dantay PS

No.	Region	Division Name	District	School Name
1	ARMM	Sulu	JOLO II	Laud Lambayong ES
2	ARMM	Sulu	JOLO IV	Hadja Taiba Abubakar Schuck ES
3	ARMM	Sulu	PARANG	Kutah Sairap ES
4	ARMM	Sulu	PATA	Niyog Niyog PS
5	ARMM	Tawi-Tawi	BONGAO	Datu Halun CES
6	ARMM	Tawi-Tawi	BONGAO	Pahut ES
7	ARMM	Sulu	MAIMBUNG	Langtad ES
8	ARMM	Sulu	PATIKUL	Patikul Higad ES
9	ARMM	Sulu	SIASI I	Duhol Tara ES
10	ARMM	Sulu	PATA	Timuddas ES
11	ARMM	Sulu	PATA	Kanjarang ES
12	ARMM	Sulu	LAMINUSA	Laminusa Laud I ES
13	ARMM	Sulu	JOLO I	Salih Ututalum ES
14	ARMM	Tawi-Tawi	BONGAO	Lamion Walking BES (Main)
15	ARMM	Tawi-Tawi	BONGAO	Hji Mohammad Sali ES
16	ARMM	Sulu	JOLO II	Sheik Mustafa ES
17	ARMM	Sulu	PATA	Luuk Tulay ES
18	ARMM	Sulu	JOLO II	Port Area ES
19	ARMM	Sulu	JOLO II	Dandan Ututalum ES
20	ARMM	Tawi-Tawi	LANGUYAN	Cawa Cawa PS
21	ARMM	Sulu	JOLO I	Salih Yusah ES
22	ARMM	Tawi-Tawi	MAPUN	Tanduan ES
23	ARMM	Tawi-Tawi	TANDUBAS	Pulao Pinang PS
24	ARMM	Sulu	JOLO IV	Imam Esmi ES
25	ARMM	Sulu	TAPUL	Alu Kabingaan PS
26	ARMM	Basilan	HDJ MUHTAMAD	Manangal PS
27	ARMM	Sulu	PATA	Daungdong ES
28	ARMM	Sulu	SIASI II	Kud Kud ES
29	ARMM	Sulu	TAPUL	Tangkapaan ES
30	ARMM	Sulu	JOLO II	Riverside ES

No.	Region	Division Name	District	School Name
31	ARMM	Basilan	TIPO-TIPO	Lagayas ES
32	ARMM	Tawi-Tawi	BONGAO	Datu Halun Pilot School
33	ARMM	Tawi-Tawi	MAPUN	Sikub ES
34	ARMM	Sulu	JOLO III	Lawm Alat ES
35	ARMM	Sulu	LAMINUSA	Laminusa Laud II ES
36	ARMM	Lanao Del Sur II	NORTH MADALUM	Pagayawan ES
37	ARMM	Tawi-Tawi	MAPUN	Tuan Balahim ES
38	ARMM	Sulu	JOLO I	Mohammad Jajurie ES
39	ARMM	Basilan	TUBURAN	Jose Abad Santos ES
40	ARMM	Sulu	JOLO III	Bakud ES
41	ARMM	Tawi-Tawi	SOUTH UBIAN	Lawm Tabawan CES
42	ARMM	Lanao Del Sur II	SOUTH BALABAGAN	Lorenzo ES
43	ARMM	Lanao Del Sur II	SOUTH BALABAGAN	Igabay ES
44	ARMM	Sulu	JOLO III	Camp Asturias ES
45	ARMM	Sulu	SIASI II	Jambangan ES
46	ARMM	Tawi-Tawi	BONGAO	Luuk Banca ES
47	ARMM	Tawi-Tawi	MAPUN	Imam Saat ES
48	ARMM	Lanao Del Sur II	NORTH MADALUM	Raya PS
49	ARMM	Basilan	TUBURAN	Sibago PS
50	ARMM	Tawi-Tawi	LANGUYAN	Parang Pantay PS
51	ARMM	Sulu	JOLO II	Lambayong ES
52	ARMM	Lanao Del Sur II	SOUTH MALABANG	Masao PS
53	ARMM	Sulu	PANAMAO	Bulangsih ES
54	ARMM	Sulu	KALINGGALAN CALAUANG	Kasulutan ES
55	ARMM	Tawi-Tawi	BONGAO	Provincial Housing Lab School
56	ARMM	Sulu	SIASI II	Sablay Annex School
57	ARMM	Sulu	JOLO IV	Hj Butu ES
58	ARMM	Sulu	PATA	Lapa ES
59	ARMM	Sulu	MAIMBUNG	Timuddas Proper PS
60	ARMM	Sulu	JOLO I	Mohammad Tulawie CS
61	ARMM	Sulu	LAMINUSA	Silumpak ES
62	ARMM	Sulu	MAIMBUNG	Mawaji ES
63	ARMM	Sulu	PARANG	Guimba Lagasan PS

No.	Region	Division Name	District	School Name
64	ARMM	Lanao Del Sur I-A	WAO	Malaigang ES
65	ARMM	Basilan	TABUANLASA	Sulloh ES
66	ARMM	Sulu	JOLO I	Hamid Halim ES
67	ARMM	Lanao Del Sur I-A	MASIU	Ditopor Bugaran ES
68	ARMM	Sulu	SIBAUD	Sibaud ES
69	ARMM	Sulu	JOLO II	Martirez ES
70	ARMM	Sulu	PANGLIMA SUGALA	Bud Bud PS
71	ARMM	Sulu	TALIPAO	Pantao ES
72	ARMM	Sulu	INDANAN	Ikih PS
73	ARMM	Lanao Del Sur I-B	KAPAI	Parao Proper PS
74	ARMM	Tawi-Tawi	MAPUN	Mahalu ES
75	ARMM	Lanao Del Sur II	MAROGONG	Sultan Samporma ES
76	ARMM	Sulu	PANAMAO	Libug Kabaw PS
77	ARMM	Basilan	SUMISIP	Marang ES
78	ARMM	Lanao Del Sur II	SULTAN GUMANDER	Durian PS
79	ARMM	Tawi-Tawi	BONGAO	Bongao Central Laboratory ES
80	ARMM	Sulu	KALINGGALAN CALAUANG	Kapual ES
81	ARMM	Tawi-Tawi	BONGAO	Karungdong ES
82	ARMM	Basilan	SUMISIP	Ismael MES
83	ARMM	Sulu	INDANAN	Langpas ES
84	ARMM	Tawi-Tawi	BONGAO	Pagasinan ES
85	ARMM	Tawi-Tawi	BONGAO	Panglima Arasia ES
86	ARMM	Basilan	SUMISIP	Bacung ES
87	ARMM	Tawi-Tawi	LANGUYAN	Takot Takot PS
88	ARMM	Sulu	KALINGGALAN CALAUANG	Kan Bulak PS
89	ARMM	Tawi-Tawi	BONGAO	Nalil ES
90	ARMM	Basilan	SUMISIP	Sucaten PS
91	ARMM	Tawi-Tawi	SIMUNUL	Panglima Erong Kamasi MES
92	ARMM	Tawi-Tawi	BONGAO	Pababag ES
93	ARMM	Tawi-Tawi	PANGLIMA SUGALA	Parangan ES
94	ARMM	Tawi-Tawi	PANGLIMA SUGALA	Tabunan PS
95	ARMM	Sulu	PANAMAO	Panglima Agga CS
96	ARMM	Sulu	TAPUL	Pagatpat ES

No.	Region	Division Name	District	School Name
97	ARMM	Lamitan	LAMITAN	Malo-ong Legion ES
98	ARMM	Tawi-Tawi	SIBUTU	Tandu Owak ES
99	ARMM	Lanao Del Sur II	CALANOGAS	Bubongaranao PS
100	ARMM	Tawi-Tawi	BONGAO	Logpond PS
No.	Region	Division Name	District	School Name
1	CARAGA	Surigao Del Sur	TAGO 1	Awasan ES
2	CARAGA	Surigao Del Sur	BAROBO 1	Javier ES
3	CARAGA	Surigao Del Sur	LINGIG 1	Obon Primary School
4	CARAGA	Surigao Del Sur	MADRID	San Antonio ES
5	CARAGA	Surigao Del Sur	BAROBO 2	Sua ES
6	CARAGA	Agusan Del Sur	TALACOGON WEST	La Flora ES
7	CARAGA	Butuan City	WEST II	Dalingdingan ES
8	CARAGA	Agusan Del Sur	ESPERANZA I	Kinamaybay ES
9	CARAGA	Surigao Del Sur	CARMEN	Don Gonzalo Puyat Memorial ES
10	CARAGA	Butuan City	*DIVISION OFFICE	Mla. de Bugabus ES
11	CARAGA	Agusan Del Sur	BUNAWAN 1	Imelda ES
12	CARAGA	Butuan City	EAST I	Taligaman ES
13	CARAGA	Surigao Del Sur	MADRID	San Vicente ES
14	CARAGA	Surigao Del Sur	BAROBO 1	Nuevo Paraiso ES
15	CARAGA	Butuan City	NORTH	Pedro D. Duncano ES
16	CARAGA	Butuan City	WEST I	La Trinidad ES
17	CARAGA	Agusan Del Sur	LA PAZ I	Tagyago PS
18	CARAGA	Surigao Del Sur	TAGO 1	Mga Bayani ng Pilipinas ES
19	CARAGA	Surigao Del Sur	BAROBO 2	Sudlon ES
20	CARAGA	Surigao Del Sur	CARMEN	Hinapoyan ES
21	CARAGA	Surigao Del Sur	MADRID	San Roque ES
22	CARAGA	Agusan Del Sur	BUNAWAN 1	Babadan ES
23	CARAGA	Butuan City	SOUTHEAST I	Doña Teodora ES
24	CARAGA	Surigao Del Sur	TAGO 2	Jubang ES
25	CARAGA	Butuan City	*DIVISION OFFICE	La Soledad ES
26	CARAGA	Butuan City	CENTRAL II	Obrero ES
27	CARAGA	Surigao Del Sur	CANTILAN 2	Cherry T. Coleto ES
28	CARAGA	Surigao Del Sur	CARMEN	Antao ES

No.	Region	Division Name	District	School Name
29	CARAGA	Surigao Del Sur	TAGO 1	Camagong ES
30	CARAGA	Bayugan City	BAYUGAN NORTH	San Lorenzo ES
31	CARAGA	Agusan Del Sur	LA PAZ II	Kalampayan PS
32	CARAGA	Butuan City	*DIVISION OFFICE	Bitan-agan ES
33	CARAGA	Agusan Del Sur	TALACOGON EAST	F.E. Lopez ES
34	CARAGA	Surigao Del Sur	TAGO 1	Falcon Memorial ES
35	CARAGA	Butuan City	SOUTHWEST	San Roque ES
36	CARAGA	Surigao Del Sur	MADRID	Estuya - Uriat ES
37	CARAGA	Butuan City	CENTRAL II	Ong Yiu CES
38	CARAGA	Surigao Del Sur	TAGO 1	Alba ES
39	CARAGA	Butuan City	*DIVISION OFFICE	San Mateo (Old) ES
40	CARAGA	Butuan City	SOUTHWEST	Bit-os ES
41	CARAGA	Surigao Del Sur	BAROBO 1	Malindog ES
42	CARAGA	Butuan City	*DIVISION OFFICE	Calaitan ES
43	CARAGA	Surigao Del Sur	SAN MIGUEL 1	Baras ES
44	CARAGA	Butuan City	SOUTHWEST	San Vicente ES
45	CARAGA	Agusan Del Sur	LORETO NORTH	Sikat Mactan ES
46	CARAGA	Butuan City	NORTH	Riverside CES
47	CARAGA	Surigao Del Sur	TAGO 2	Layog ES
48	CARAGA	Surigao Del Sur	BAROBO 2	Mamis ES
49	CARAGA	Agusan Del Sur	BUNAWAN II	Hagnaya ES
50	CARAGA	Butuan City	*DIVISION OFFICE	Dulag ES
51	CARAGA	Surigao Del Sur	TAGO 2	Gamut Central ES
52	CARAGA	Surigao Del Sur	TAGBINA 2	Libuacan ES
53	CARAGA	Butuan City	SOUTHWEST	Maon ES
54	CARAGA	Butuan City	SOUTHWEST	Mandacpan ES
55	CARAGA	Surigao Del Sur	TAGO 2	Unaban ES
56	CARAGA	Surigao Del Sur	TAGO 1	Cayale ES
57	CARAGA	Surigao Del Sur	TAGBINA 2	Doña Carmen ES
58	CARAGA	Surigao Del Sur	MADRID	Songkit ES
59	CARAGA	Dinagat Island	RIZAL 2	New Nazareth ES
60	CARAGA	Surigao Del Sur	CARMEN	Antonio D. Borda Sr. MES
61	CARAGA	Surigao Del Sur	TAGBINA 1	Quary 1 Integrated School

No.	Region	Division Name	District	School Name
62	CARAGA	Butuan City	*DIVISION OFFICE	Tagpulangi ES
63	CARAGA	Surigao Del Sur	TAGO 1	Dayoan ES
64	CARAGA	Agusan Del Sur	PROSPERIDAD I	New Maug ES
65	CARAGA	Dinagat Island	RIZAL 1	F.S. Matugas PS
66	CARAGA	Surigao Del Sur	CANTILAN 2	Isla General Integrated School
67	CARAGA	Surigao Del Sur	BAYABAS	Amag ES
68	CARAGA	Butuan City	NORTHWEST	J. T. Domingo Sr. CES
69	CARAGA	Butuan City	*DIVISION OFFICE	Imelda Mar ES
70	CARAGA	Surigao Del Sur	CARMEN	Gacub ES
71	CARAGA	Butuan City	*DIVISION OFFICE	DSESMES(Maguinda) Datu Santiago B. Ecleo Sr. MES
72	CARAGA	Butuan City	*DIVISION OFFICE	Tungao CES
73	CARAGA	Butuan City	SOUTHEAST I	Lemon ES
74	CARAGA	Butuan City	WEST II	Babag ES
75	CARAGA	Agusan Del Sur	BUNAWAN II	Singanan ES
76	CARAGA	Surigao Del Sur	TAGBINA 1	San Isidro ES
77	CARAGA	Surigao Del Sur	LANUZA	Libas Primary School
78	CARAGA	Surigao Del Sur	CANTILAN 1	Tigabong ES
79	CARAGA	Butuan City	SOUTHEAST I	Alviola Village CES
80	CARAGA	Surigao Del Sur	BAROBO 2	Guinhalinan ES
81	CARAGA	Surigao Del Sur	SAN MIGUEL 2	Siagao ES
82	CARAGA	Bayugan City	BAYUGAN NORTH	Tagubay ES
83	CARAGA	Bayugan City	BAYUGAN NORTH	Mabuhay ES
84	CARAGA	Tandag City	TANDAG 2	San Isidro ES
85	CARAGA	Butuan City	*DIVISION OFFICE	San Mateo Annex ES
86	CARAGA	Dinagat Island	RIZAL 2	Diegas ES
87	CARAGA	Agusan Del Sur	BUNAWAN II	Upper Consuelo II ES
88	CARAGA	Agusan Del Sur	BUNAWAN 1	Tagbayangbang ES
89	CARAGA	Surigao Del Sur	TAGO 1	Tabon - Tabon ES
90	CARAGA	Agusan Del Sur	LA PAZ II	Halapitan ES
91	CARAGA	Butuan City	*DIVISION OFFICE	Sta. Cruz ES
92	CARAGA	Bayugan City	BAYUGAN NORTH	Mt. Bulawan PS
93	CARAGA	Surigao Del Sur	TAGBINA 2	Maglatab ES
94	CARAGA	Bayugan City	BAYUGAN SOUTH	San Isidro ES

No.	Region	Division Name	District	School Name
95	CARAGA	Butuan City	*DIVISION OFFICE	Amparo CES
96	CARAGA	Butuan City	*DIVISION OFFICE	Aupagan ES
97	CARAGA	Butuan City	WEST I	Mahayag ES
98	CARAGA	Agusan Del Sur	BUNAWAN II	Nueva Era ES
99	CARAGA	Surigao Del Sur	TAGO 1	Cagpangi ES
100	CARAGA	Surigao Del Sur	MARIHATAG	Hinogbakan ES

Selection Criteria and Details of the Regionwide Training Participants

A. Criteria for Selecting Participants from the Priority Schools.

1. The school head must attend the training program.
2. A K – 3 teacher-mentor must be selected from among the K – 3 teachers of the schools using the criteria below. The K – 3 teacher mentor must:
    2.1. Be a master teacher (or any equivalent)
    2.2. Be recommended by the school head, co-teachers and/or district supervisor as having the potential to facilitate LAC sessions and support fellow K–3 teachers
    2.3. Have had experience as a trainer or facilitator
    2.4. Have attended previous DepEd training programs related to beginning reading and/or early numeracy or mathematics, such as the K – 12 mass training for Grades 1, 2 or 3 or the National English Proficiency Program
    2.5. Have participated in other courses/ Seminars/ Workshop/ Conferences on early literacy, beginning reading, early numeracy and mathematics conducted in partnership with higher education institutions (i.e., UP, PNU, etc), NGOs and other teacher training providers
    2.6. Have served as chairperson or advocate of school and/or community-based activities related to early literacy and numeracy.
    2.7. Appreciate and place high value on cultural diversity and multilingualism
    2.8. Be computer literate
    2.9. Love teaching young learners and enjoy literature written for children
    2.10. Have a good command of English and Filipino

B. Criteria for Selecting District and Divisions representatives to the Regionwide Training.

1. District Supervisors who:
    1.1 Directly supervise the schools identified
    1.2 Taught early grades (K-3)
    1.3 Have a good command of English and Filipino
    1.4 Have attended training programs/ conferences/ seminars/ workshops such as K-12 mass training for Grade 1, 2, or 3, Kindergarten training programs, BASA Pilipinas, etc.
    1.5 Are Master Teachers or any equivalent
    1.6 Have facility in the use of computers and technology
    1.7 Have previously served as trainers/ facilitators
    1.8 Preferably supervise any of the ff:
        - English
        - Filipino
        - Mathematics
        - Kindergarten

- Multigrade

1.9 Have the potential to provide technical assistance to schools on early literacy numeracy as well as on the conduct of LACs.

2. Division Supervisors who:

2.1. Directly supervise the districts of schools identified

2.2. Are able to create innovative and relevant empowerment programs for K-3 district supervisors and school heads.

2.3. Meet the pertinent criteria specified for district supervisors in item B.1 above.

REGIONWIDE TRAINING of EPS, DISTRICT SUPERVISORS, SCHOOL HEADS, and TEACHERS/MENTORS BUDGET SUMMARY

Region	Divisions (N) N x no. of participants	Districts	Number of Participants				Total	Training Cost (computed @1,200/pax/per day for 10 days)		
			School Heads 2014	Addtional School Heads 2015	Teachers /Mentors 2014	Addtional Teachers / Mentors 2015		ECARP 2014 Funds	ECARP 2015 Funds	Total
1	2 x 5 = 10	33	100	31	100	31	305	1,100,000.00	2,582,000.00	3,682,000.00
2	6 x 5 = 30	42	100	92	100	92	456	1,100,000.00	4,390,000.00	5,490,000.00
3	15 x 5 = 75	39	100	137	100	137	588	1,100,000.00	5,972,000.00	7,072,000.00
4A	12 x 5 = 60	57	100	115	100	115	547	1,100,000.00	5,460,000.00	6,560,000.00
4B	7 x 5 = 35	38	100	62	100	62	397	1,100,000.00	3,684,000.00	4,784,000.00
5	7 x 5 = 35	138	100	200	100	200	773	1,100,000.00	6,290,000.00	7,390,000.00
6	11 x 5 = 55	57	100	173	100	173	658	1,100,000.00	6,804,000.00	7,904,000.00
7	11 x 5 = 55	27	100	-	100	-	282	1,100,000.00	2,170,000.00	3,270,000.00
8	7 x 5 = 35	128	100	200	100	200	763	1,100,000.00	7,274,000.00	8,374,000.00
9	6 x 5 = 30	104	100	200	100	200	734	1,100,000.00	4,196,000.00	5,296,000.00
10	7 x 5 = 35	39	100	83	100	83	440	1,100,000.00	4,182,000.00	5,282,000.00
11	7 x 5 = 35	47	100	40	100	40	362	1,100,000.00	3,264,000.00	4,364,000.00
12	7 x 5 = 35	34	100	54	100	54	377	1,100,000.00	3,424,000.00	4,524,000.00
CARAGA	6 x 5 = 30	82	200	-	200	-	512	1,100,000.00	3,272,000.00	4,372,000.00
ARMM	7 x 5 = 35	41	100	46	100	46	368	1,100,000.00	3,320,000.00	4,420,000.00
CAR	7 x 5 = 35	28	200	-	200	-	463	1,100,000.00	3,050,000.00	4,150,000.00
NCR	15 x 5 = 75	33	100	-	100	-	308	1,100,000.00	1,034,000.00	2,134,000.00
Total	700	967	1900	1,433	1,900	1,433	8,333	18,700,000.00	70,368,000.00	89,068,000.00

Phase	Trainers/Participants	Objective	Materials	Terms of Reference	Outputs	Timeline
Phase 1: National Training Of Supervisors, and Subject Matter Specialists	**Trainers:** Early Grades Literacy and Numeracy Experts from Teacher Education Institutions **Participants:** 1. From each Region: a) Chief, CLMD (1) b) Early Literacy and Numeracy Coordinator (1) c) Master Teachers (1) d) EPS (English, Filipino, MT, Math, Kindergarten/Multigrade (5) e) Multigrade (5) 2. From Central Office: a) Training Facilitators (10)	To capacitate the chiefs of the Curriculum and Learning Management Division (CLMD) and selected regional and divisional Education Supervisors (EPS) in each region in the conduct of Early Language, Literacy and Numeracy Training	1. Copies of K-3 Curriculum Guides 2. Copies of K-3 TGs and LMs in Mother Tongue, Filipino, English and Math 3. Big Books (Picture storybooks) 4. PowerPoint presentations and other handouts from resource speakers	**Trainers:** 1. Conduct the training sessions 2. Provide additional materials (notes, handouts, PowerPoint presentation) necessary for the conduct of Phase 2. **Regional Participants:** 1. Participate actively throughout the training	Workshop output from the participants: 1. Session Guides 2. Lesson plans 3. Region-wide Training Plans Training Kit to be used for Phase 2: 1. Videos of all lectures and other instructional videos 2. PowerPoint presentations and handouts from speakers	First batch: October 2014 Second batch: March 2015

Phase	Trainers/ Participants	Objective	Materials	Terms of Reference	Outputs	Timeline
Phase 1: National Training Of Supervisors, and Subject Matter Specialists				2. Undergo a training simulation in preparation for Phase 2. **Facilitators:** 1. Facilitate the training process 2. Help in the conduct of Phase 1 training as needed.	3. Session guides 4. Forms for personal reflections 5. Training Evaluation Forms	

Phase	Trainers/Participants	Objective	Materials	Terms of Reference	Outputs	Timeline
Phase 2: Region-wide Training of Supervisors, SHs, and Teachers	**Trainers:** CLMD chief and Regional and Division EPSs and DepEd facilitators from Phase 1 **Participants:** Annex 1 lists the Priority Schools for each region. Annex 2 details the selection criteria for each division, district and school Per Selected Division/District EPS in: 1. MT 2. Filipino 3. English 4. Math 5. Kindergarten / Multigrade Per Selected School 1. School Head 2. Selected K-3 Teacher/Mentor	To capacitate the Division, Regional and District Supervisors, School Heads, and K-3 Teacher Mentors in the conduct of Learning Action Cells (LACs) to improve early literacy and language, numeracy instruction in the priority schools	Training Kit from Phase 1 which includes: 1. Lecture videos for training following the training design for each topic/session 2. PowerPoint presentations, notes and handouts 5. Session guides detailing use of videos and other training materials 6. Forms for personal reflections 7. Training Evaluation forms	**Trainers:** 1. Conduct the region-wide training following the training design stipulated in Annex 5. 2. Ensure quality and intensity of training by doing the training in small batches (50-75 participants per batch) 3. Provide additional technical assistance for Phase 3 as needed.	Workshop output from the participants: 4. Session Guides 5. Lesson plans 6. Region-wide Training Plans 7. Videos of all lectures and other instructional videos 8. PowerPoint presentations and handouts from speakers	Summer 2015 onwards

Phase	Trainers/Participants	Objective	Materials	Terms of Reference	Outputs	Timeline
Phase 2: Region-wide Training of Supervisors, SHs, and Teachers				**Participants:** 1. Participate actively throughout the training 2. Undergo training simulation in preparation for Phase 3. **Facilitators:** 1. Facilitate the training process 2. Help in the conduct of Phase 2 training as needed.	Workshop output: 1. Lesson plans 2. Teaching-learning materials 3. School-Based LACs Training Plan, and Session Guides 4. Filled out Accomplishment Report Form	

Phase	Trainers/Participants	Objective	Materials	Terms of Reference	Outputs	Timeline
Phase 3: Learning Action Cells (LACs)	**Trainers/Mentors:** Participants from the Division, District and Priority Schools who attended Phase 2. **Participants:** Kinder to Grade 3 teachers in the priority schools and issues in listed in Annex 1	To capacitate the school heads and early grades teachers in the priority schools in identifying and solving problems and issues in early language, literacy and numeracy instruction in their respective schools and classes	Relevant videos, PowerPoint presentations, notes and handouts from Phase 2	**Division/District Supervisors:** 1. Provide the participants: 1. Session Guides and monitor the conduct of LAC sessions. 2. Consolidate and submit observation reports on LACs to the Regional Office	Workshop output from the participants: 1. Session Guides 2. Lesson plans 3. Region-wide Training Plans Training Kit to be used for Phase 2: 1. Videos of all lectures and other instructiona l videos 2. PowerPoint presentatio ns and handouts from speakers	Summer 2015 onwards

Phase	Trainers/Participants	Objective	Materials	Terms of Reference	Outputs	Timeline
Phase 3: Learning Action Cells (LACs)				**School Heads and Teacher-Mentors:** Conduct LAC sessions in their respective schools. (Please see Annex 6 for additional details on the conduct of LACs)	LAC Output: 1. Action plans 2. Lesson plans 3. LAC Documentation	

K-3 Early Language, Literacy, and Numeracy Training (10-days)

Session/Time	Day 1	Day 2	Day 3	Day 4	Day 5
8:30-10:00		How do children learn to read? Developing the 14 domains: 1) ATR 2) BPK, PA, AK 3) OL, LC, V, G	Evidence-based teaching (diagnostic teaching) Classroom-based assessment	Formulating objectives for a reading lesson	Workshop: Formulating questions for postreading discussion Post-reading activities
10:30-12:00		4) PWR, S, F 5) HW, C 6) RC, SS	Phil-IRI: What and How	Prereading strategies	Writing development (expectations per grade level) Teaching writing
		MORNING BREAK			
1:00-2:30	Opening Program Expectations Check Program walk through Direction Setting Introduction of Facilitators	Week-long lesson plan walk through (14 domains) 1 LP per level – K, G1-G3	Workshop on recording miscues	Workshop on prereading strategies	Classroom-based assessment tools: • Attitudes • Book and print • Vocabulary • Writing • Listening and reading comprehension
		LUNCH BREAK			
3:00-4:30	Rationale and DepEd policy on early grades education Results from assessments: EGRA, NAT, SreYA	Week-long LP walk through (emphasizing development of 14 domains in one week)	Phil-IRI: scoring, interpreting, using the results	Lecture-workshop on During reading strategies	Workshop: Literature-based lesson plan (with assessment) (pre-post reading)
		AFTERNOON BREAK			
4:30-6:00	The nature of K-3 learners: Language learning Literacy learning Language-literacy relationship	Bridging in the 14 domains across languages	Introduction to Children's Literature	Levels of Comprehension/ The art of questioning/ Other postreading activities	Demo-Lecture Explicit Teaching framework Teaching Oral language and Grammar
7:00 – 8:30			DEBRIEFING		

K-3 Early Language, Literacy, and Numeracy Training (10-days)

Session/Time	Day 6	Day 7	Day 8	Day 9	Day 10
8:30-10:00	Lecture: Classroom-based assessment tools for oral language and grammar	K-3 Math Curriculum: Domains and grade level standards	Best Practices in MTB-MLE	Microteaching 1	Formulating action plans for regionwide training/SLAC
10:30-12:00	Workshop: Oral language and grammar teaching and assessment materials	Formulating objectives for a math lesson (matching with CG, TG and LM) Developing Math Skills (Teaching Strategies)	Developmentally Appropriate Practices	Microteaching 1	Training Simulation
		MORNING BREAK			
1:00-2:30	Lecture-demo Explicit teaching of: • PA • AK • PWR and Vocab • Spelling • Fluency Synthetic Phonics framework Use of controlled texts	Developing and Assessing Math Skills	Classroom Management	Microteaching 2	
		LUNCH BREAK			
3:00-4:30	Lecture: Bridging decoding instruction from L1-L3 Differentiated instruction	Workshop: Teaching-assessment materials for math	Prepare for microteaching	Microteaching 2	Training Simulation
		AFTERNOON BREAK			
4:30-6:00	Workshop: LP on Phonological Awareness, alphabet knowledge, word recognition, spelling and fluency	Curriculum Connections • Integrating with AP, MAPEH, ESP, Science • Daily teaching schedule by grade level • Use of learning logs	Prepare for microteaching	SLACs – rationale, key players, conduct or implementation guidelines	Closing Program
		DEBRIEFING			

Guidelines for School-Based Learning Action Cells (LACs) on Early Language, Literacy, and Numeracy Program

1. Rationale

1.1 School-based Learning Action Cells (LACs) are consistent with the procedures of School Based Management (SBM), and School Improvement Plans (SIP), but are more focused on the teaching-learning processes. It is a venue for continuous and cost-effective in-service training and teacher development. LACs provide an opportunity for teachers and colleagues to come together, and talk about professional topics. LACs can also function as support groups for innovative practices that are envisioned to solve problems at the school level. LACs serve as a safe environment aimed to promote collaboration and innovation, as LAC members review specific instructional concerns, and work together on action plans for identified problems in their locality.

1.2 LACs are an alternative to the cascade model of teacher-training. Instead of a top-down process of problem solving and initiative-building, LACs capacitate practitioners to solve school-based problems in schools. This is grounded on the idea that problems in school must be solved at the school level.

2. Objective
2.1 To improve the teaching-learning process that will lead to improved learning among the students

3. Procedure

3.1 LACs are a form of School-Based In-Service Training (INSET). Following the Framework for School or Cluster-Based INSET as described in the SBM Operations Manual (2006), there are four basic steps or processes to follow.

3.2 Figure 1 shows the basic steps in conducting school or cluster-based INSET.

Figure 1: Framework for School or Cluster-Based INSET

Planning	Implementation	Evaluation

| • Identification of training needs or problems of school personnel through TNA (may include instructional problems or least-learned skills, further training on subject matter content, etc.)
• Setting desired objectives
• Determining alternative strategies | • Employment of appropriate strategies: (e.g. Lectures, Discussion, Practicum, Orientation, Meetings, Cliniquing, Coaching, Workshops, etc.)
• Development of instructional materials (IMs) | • Determining performance efficacy (e.g. impact on students)
• Assessment of training strategies
• Application of skills learned in training |

| Follow-up | • Corrective measures
• Policy decisions
• Reassignment
• Retraining |

3.3 The cyclical scheme shown in the framework provides process continuity and assures a continuing system of improvement.

3.4 Within the **Planning** Stage, LAC members are expected to:

3.4.1 Assess or identify a teaching or learning problem

3.4.2 Analyze the problem and identify causes and solutions

3.4.3 Abstract from the analysis, state desired outcomes, and articulate proposed strategy or solution in four or five steps. Teachers will prepare their individual action plans detailing how they will apply the proposed strategies into their teaching-learning processes. School heads will also prepare action plans detailing how they will monitor the effects of the proposed strategies.

3.5 Within the **Implementation** Stage, LAC members are expected to act or implement the proposed strategy.

3.6 Within the **Evaluation** Stage, LAC members are expected to monitor the effects of the strategy, and share their findings with the group.

3.7 Within the **Follow-up** Stage, LAC members are expected to identify areas for improvement or modification of the strategies, as well as communicate their findings to other stakeholders (community, school division, etc.)

4. Composition of LACs

4.1 For small schools, all teachers in the Key stage can convene (for example, Key Stage 1: Kinder to Grade 3 teachers).

4.2 For big schools, all teachers in a particular grade level can convene (for example, all Grade 1 teachers).

4.3 For multi-grade schools, all teachers in the school can convene.

4.4 There should be a minimum of 2, and a maximum of 15 members per LAC grouping.

5. Frequency of LAC meetings

5.1 LACs should be conducted on a weekly or bi-weekly basis. Each meeting should last for at least 2 to 4 hours. LACs should not be held less than two times a month. LACs must not affect class time with children.

6. LAC Topics

6.1 LAC topics are the identified priority needs (Knowledge, Skills, and Attitudes) of the Kinder to Grade 3 teachers based on existing competency assessment tools or teacher's self-appraisal reports.

6.2 Here are some LAC topics that focus on Early Language, Literacy, and Numeracy development.

Program Components	Early Literacy and Numeracy LAC topics/focus	References and resources (can be used when relevant to the abstraction)
Curriculum	Adaptation of K-3 literacy and numeracy curriculum for special groups (IPEd, Muslim, CSN, etc.)	• Lectures and videos from the Early Literacy and Numeracy Training
Materials	Development of appropriate and contextualized instructional	• Web-based

Program Components	Early Literacy and Numeracy LAC topics/focus	References and resources (can be used when relevant to the abstraction)
	materials for literacy and numeracy development	resources (ex. LRMDS, etc.) • Professional books, research articles, etc. • Resource speakers from TEIs, the Division and Regional offices, or from the community
	Regional songs, rhymes, poems, riddles and traditional literature (stories, fables, legends, etc.) that can be used in language and literacy classes	
	Proper utilization or adaptation of existing TGs, LMs and other IMs	
Learning Environment	Designing of existing classroom space, classroom resources, and other school-based services for improved student learning	
	Effective Classroom Management: transition tips and strategies for young learners	
Teacher Development	Training strategies or training designs for improved teaching processes	
Assessment	Administration and use of Phil-IRI as classroom-based assessment tool for reading	
	Other classroom-based assessment protocols that can be used effectively in the schools	
Instruction	Developing emergent literacy skills (for Kinder learners)	
	Developing beginning reading skills (for early graders)	
	Developing numeracy skills	
	Multi-media assisted instruction	

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Program Components	Early Literacy and Numeracy LAC topics/focus	References and resources (can be used when relevant to the abstraction)
	Planning, managing and implementing differentiated instruction	
	Developmentally appropriate teaching practices	

7. LAC Facilitation

7.1 Principals and School Heads

7.1.1 They should organize and monitor LAC groupings and meetings

7.1.2 They can assign LAC facilitators or leaders, members, and documenters for each group, but do not necessarily have to facilitate LAC meetings themselves.

7.1.3 They should provide technical assistance whenever possible.

7.2 LAC leaders

7.2.1 LAC leaders are assigned for each LAC topic. Members of the same group can take turns as LAC leaders.

7.2.2 They are responsible for facilitating LAC sessions for their topic, making sure that each LAC member contributes his or her ideas and outputs collaboratively with others.

7.3 LAC members

7.3.1 LAC members actively take part in the LAC meetings by researching possible strategies for identified problems.

7.3.2 They are also responsible for implementing the proposed strategies and monitoring effects of the implementation.

7.4 LAC documenters

7.4.1 LAC documenters record the minutes, agreements, and next steps of each LAC meeting.

7.4.2 They will provide principals and school heads records of LAC meetings as requested.

8. LAC Documentation

8.1 Attendance sheets should be filled out during each LAC session

8.2 Several LAC sessions can be devoted to the resolution of a specific issue or problem. LAC documentation for such sessions can be submitted quarterly or bi-annually (depending on the duration of the intervention or implementation), patterned after School Improvement and Innovation Projects (SIIP) reports, which would include the following components:

8.2.1 Problem/Issue and Program Component involved

8.2.2 Background of the Problem or Issue

8.2.3 Description of the Strategy or Identified Solution

8.2.4 Methodologies Used

8.2.5 Significance of the Results of the LAC Project

8.2.6 Receipts and Expenditures

8.2.7 Problems Met and Solutions Applied

8.2.8 Lessons Learned and Recommendations for Replication and Sustainability

9. Roles of Different Offices

9.1 School's Role

9.1.1 Plan, implement, document, and evaluate LACs;

9.1.2 Integrate LACs in the school's SIP/AIP;

9.1.3 Mobilize resources for the conduct of LACs;

9.1.4 Provide feedback to the District and Division (for example, which topics are often discussed, which topics need more inputs, and which policies/programs are working)

9.1.5 Share with and adapt LAC practices from other schools thereby developing a culture of collaboration and continuous improvement; and

9.1.6 Communicate LAC successes to stakeholders.

9.2 District and Division's Role

9.2.1 To publish and promote effective interventions generated from LACs through LAC conferences

9.2.2 To scale-up and adopt effective LAC strategies / LAC good practices and promote communities of good practice

9.2.3 To incentivize effective LAC practices

9.2.4 To monitor and evaluate LACs

9.3 Region's Role

9.3.1 Monitoring and evaluation of LACs, DisLACs, and DivLACs

9.3.2 To provide technical assistance to school divisions on scaling up good practices

9.3.3 To showcase successful interventions through Regional LAC conferences

9.3.4 To create content and resources for LAC use

9.3.5 To incentivize effective LAC with awards and citations

9.4 Central Office's Role

9.4.1 Monitoring and evaluation of LACs, DisLACs, DivLACs, and RLACs

9.4.2 To create policies on LACs

9.4.3 To provide technical assistance to Districts, Divisions, and Regions

9.4.4 To create content and resources for LAC use

9.4.5 To communicate LAC successes to stakeholders

10.   Monitoring and Evaluation Framework of LACs

10.1 Monitoring is the collection of data on the school's actual performance in programs and projects against the targets set in the school's development plans, identification of problems and issues encountered by the programs and projects, and formulation of possible solutions to improve or correct program and project implementation.

10.2 Evaluation looks at the results. It involves the identification and measurement of the overall teaching-learning outcomes of the school's programs and projects against its stated goals and targets on student achievement and participation or completion rates.

10.3 Results of the monitoring and evaluation will be used to improve LAC sessions, and determine the way LACs improve student performance as a result of improved teaching and classroom assessment.

10.4 How do we know it is happening?

10.4.1 LAC members should sign attendance sheets every session. School heads should consolidate these forms, and prepare quarterly or bi-annual reports on the conduct of LACs which should include dates of sessions, number of participants, and topics and issues discussed or acted on.

10.5 How do we categorize LAC interventions?

Proposed Categories of LAC intervention (by Program Component)
Curriculum
Instruction
Materials
Assessment
Learning Environment
Teacher Development

10.6 How do we measure effects?

    10.6.1 LAC members share and report their experiences on the application of content and skills that they have learned through the LAC sessions or the solutions that the group has agreed to implement. These sharing sessions will be documented.

    10.6.2 School Heads should monitor the application of training gains in the classrooms by conducting classroom observations, consultations with teachers, and/or looking at evaluation or test results of students if applicable.

    10.6.3 The M&E will depend on the categories of LAC intervention or the program components involved in the LAC sessions conducted.

11.   LAC financing

    11.1 Must be allowed to charge to School MOOEs the following:

        11.1.2 Refreshments for LAC meetings

        11.1.3 School supplies needed for LACs

        11.1.4 Transportation for inter-school LACs (maximum of 4 times per year, and only for MG schools)

        11.1. 5 Photocopy of professional development materials based on fair use

Republic of the Philippines
Department of Education
DepEd Complex, Meralco Avenue, Pasig City, Philippines
Direct Line : (632) 633-7202 Telefax: (632) 636-4879

DepED

Early Language, Literacy, and Numeracy Training

A Training Guidebook

This training guidebook will aid you in providing Early Language, Literacy, and Numeracy training to teachers, school heads, and supervisors of priority schools across the country.

CONTRIBUTORS

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

INTRODUCTION LETTER FROM THE DEPARTMENT OF EDUCATION

Dear Trainers,

The **Early Language, Literacy, and Numeracy Training** program aims to strengthen the capacity to teach and to assess early reading and numeracy skills in the K-3 levels. Its main goal is to improve the reading and numeracy skills of Kinder to Grade 3 learners using the revised K-12 Program by establishing a sustainable and cost-effective professional development system for teachers. With this, the department is dedicated in providing you with the necessary tools to roll out quality region-wide and school-based training for this program. This training program will be conducted in three phases.

The purpose of this training guidebook is to aid you in providing training to teachers, school heads, and supervisors of the priority schools across the country. The participants of the region-wide training will then be expected to share what they have learned, as well as the resources they have gathered during the training program to their respective schools through Learning Action Cells (LACs).

Early Language, Literacy, and Numeracy Training Objectives:

1. Enhanced knowledge, skills, and attitudes on basic pedagogy in early literacy and numeracy;
2. Improved ability to assess learners' literacy and numeracy skills;
3. Sustained commitment in mentoring/sharing of teaching experiences to improve instruction and outcomes.

Included in this training guidebook are a Trainer's Guide, Session Guides, and other material that are needed for the training program. The Session Guides (SG) were formulated to be used in conjunction with the videos of the lectures that were presented during the 11-day training held last October 2014. The Session Guides (SG) should be able to support trainers in: 1) delivery of content, and 2) time spent on relevant tasks. An external hard drive containing all the videos of each lecture, a flash drive, and big books were also given to you prior to the release of this guidebook. Kindly use them according to the sessions in this guidebook.

We thank you for your dedicated service to ensuring quality, equitable, culture-based, and complete basic education for the Filipino children, and wish you well in your training endeavors.

DR. MARILYN D. DIMAANO
Director IV
Bureau of Elementary Education

DEVELOPING THE
TRAINING GUIDEBOOK

This training guidebook went through a process of development that entailed contributions from several individuals from the Department of Education, and external consultants and reviewers. The outcome of these contributions amounted to a collaborative work that ensured the quality, and delivery of the Early Language, Literacy, and Numeracy Training program.

Phases	Persons Involved
Phase 1: Reviewing and editing the content of the videos from the training Each raw video file was reviewed. Pertinent parts of the videos were noted, and sent to the videographer for final editing.	Dr. Rose Villaneza, Bureau of Elementary Education, Curriculum Development Division Anne Tan-Choi, Office of the Undersecretary for Programs and Projects Rubeza Hilario, Bureau of Elementary Education, Curriculum Development Division
Phase 2: Session Guide Writing Each writer accomplished 2-8 session guides. Completed session guides were submitted to the K-3 EA from the Office of the Undersecretary for Programs and Projects for reviewing, formatting, and editing.	Dr. Rose Villaneza, Bureau of Elementary Education, Curriculum Development Division Dr. Valeria Fides G. Corteza, Department of Education Regional Office 9 Dr. Victoria D. Mangaser, Department of Education Regional Office 9 Grace U. Rabelas, Department of Education Regional Office 5 Anne Tan-Choi, Office of the Undersecretary for Programs and Projects Josephine Gayl Porter-Laurel, Office of the Undersecretary for Programs and Projects
Phase 3: Reviewing, formatting, and editing Collated session guides were formatted for uniformity. The session guides were then subjected to language, and content editing.	Josephine Gayl Porter-Laurel, Office of the Undersecretary for Programs and Projects

Phases	Persons Involved
Phase 6: Creating a training guidebook A format for the training guidebook was created. Content for the training guidebook was produced (eg. introduction letter, duties of persons involved, objectives and description, training design, trainer's guide, training evaluation form, and training video guide)	Josephine Gayl Porter-Laurel, Office of the Undersecretary for Programs and Projects Anne Tan-Choi, Office of the Undersecretary for Programs and Projects Dr. Rose Villaneza, Bureau of Elementary Education, Curriculum Development Division
Phase 7: Language Review The training guidebook was subjected to language review, and content review by EAs from the Office of the Undersecretary for Programs and Projects.	Naomi Fontanos, Office of the Undersecretary for Programs and Projects Josephine Gayl Porter-Laurel, Office of the Undersecretary for Programs and Projects
Phase 8: Finalization The training guidebook was presented to the BEE. Final version of the training guidebook was submitted to the DepEd Undersecretary for Programs and Projects.	Josephine Gayl Porter-Laurel, Office of the Undersecretary for Programs and Projects Anne Tan-Choi, Office of the Undersecretary for Programs and Projects Dr. Rose Villaneza, Bureau of Elementary Education, Curriculum Development Division

DUTIES OF TRAINERS, PARTICIPANTS, AND FACILITATORS

Phase 1 – National Training of Supervisors and Subject Matter Specialists

The **trainers** are expected to conduct the training sessions, and to provide additional materials such as notes, handouts, PowerPoint presentations, and other necessary training materials to conduct Phase 2.

The **regional participants** are expected to participate actively throughout the training. They are also expected to undergo a training simulation in preparation for Phase 2.

The **facilitators** are expected to facilitate the process of the training, and to provide assistance in conducting the Phase 2 training if necessary.

Phase 2 – Regionwide Training of Supervisors, School Heads and Teachers

The **trainers** are expected follow the recommended training design in the conduct of the nationwide training. They should also be able to ensure the quality and intensity of training by doing the training in small batches (50-75 participants per batch), and to provide additional technical assistance in Phase 3 if necessary.

The **participants** are expected to participate actively throughout the training. They are also expected to undergo a training simulation in preparation for Phase 3.

Phase 3 – Learning Action Cells

The **division/district supervisors** are expected to provide technical assistance, and to monitor the administration of LAC sessions. They are also expected to consolidate, and to submit observation reports on LACs to the Regional Office.

The **school heads and teacher-mentors** are expected to conduct LAC sessions in their respective schools.

OBJECTIVES AND DESCRIPTION OF THE THREE-PHASE TRAINING DESIGN

Phase	Trainers/ Participants	Objective	Materials	Terms of Reference	Outputs	Timeline
Phase 1: National Training Of Supervisors, and Subject Matter Specialists	**Trainers:** Early Grades Literacy and Numeracy Experts from Teacher Education Institutions **Participants:** 1. From each Region: a) Chief, CLMD (1) b) Early Literacy and Numeracy Coordinator (1) c) Master Teachers (1) d) EPS (English, Filipino, MT, Math, Kindergarten / e)Multigrade (5) 2. From Central Office: a) Training Facilitators (10)	To capacitate the chiefs of the Curriculum and Learning Management Division (CLMD) and selected regional and divisional Education Program Supervisors (EPS) in each region in the conduct of Early Language, Literacy and Numeracy Training	1. Copies of K-3 Curriculum Guides 2. Copies of K-3 TGs and LMs in Mother Tongue, Filipino, English and Math 3. Big Books (Picture storybooks) 4. PowerPoint presentations and other handouts from resource speakers	**Trainers:** 1. Conduct the training sessions 2. Provide additional materials (notes, handouts, PowerPoint presentation) necessary for the conduct of Phase 2. **Regional Participants:** 1. Participate actively throughout the training 2. Undergo a training simulation in preparation for Phase 2. **Facilitators:** 1. Facilitate the training process 2. Help in the conduct of Phase 1 training as needed	Workshop output from the participants: 1. Session Guides 2. Lesson plans 3. Region-wide Training Plans Training Kit to be used for Phase 2: 1. Videos of all lectures and other instructional videos 2. PowerPoint presentations and handouts from speakers 3. Session guides 4. Forms for personal reflections 5. Training Evaluation Forms	First batch: October 2014 Second batch: March 2015

Phase	Trainers/ Participants	Objective	Materials	Terms of Reference	Outputs	Timeline
Phase 2: Region-wide Training of Supervisors, SHs, and Teachers	**Trainers:** CLMD chief and Regional and Division EPSs and DepEd facilitators from Phase 1 **Participants:** Annex 1 lists the Priority Schools for each region. Annex 2 details the selection criteria for each division, district and school representative Per Selected Division/ District EPS in: 1. MT 2. Filipino 3. English 4. Math 5. Kindergarten / Multigrade Per Selected School 1. School Head 2. Selected K-3 Teacher/ Mentor	To capacitate the Division, and District Supervisors, School Heads, and K-3 Teacher Mentors in the conduct of Learning Action Cells (LACs) to improve early language, literacy and numeracy instruction in the priority schools	Training Kit from Phase 1 which includes: 1. Lecture videos for each topic/ session 2. PowerPoint presentations, notes and handouts 3. Session guides detailing use of videos and other training materials 4. Forms for personal reflections 5. Training Evaluation forms	**Trainers:** 1. Conduct the region-wide training following the training design stipulated in Annex 2. Ensure quality and intensity of training by doing the training in small batches (50-75 participants per batch) 3. Provide additional technical assistance for Phase 3 as needed. **Participants:** 1. Participate actively throughout the training 2. Undergo training simulation in preparation for Phase 3.	Workshop output from the participants: 1. Session Guides 2. Lesson plans 3. Region-wide Training Plans Training Kit to be used for Phase 2: 1. Videos of all lectures and other instructional videos 2. PowerPoint presentations and handouts from speakers	Summer 2015 onwards

Phase	Trainers/ Participants	Objective	Materials	Terms of Reference	Outputs	Timeline
Phase 2: Region-wide Training of Supervisors, SHs, and Teachers				**Facilitators:** 1. Facilitate the training process 2. Help in the conduct of Phase 2 training as needed.	Workshop output: 1. Lesson plans 2. Teaching-learning materials 3. School-Based LACs Training Plan, and Session Guides 4. Filled out Accomplishment Report Form	Summer 2015 onwards

Phase	Trainers/ Participants	Objective	Materials	Terms of Reference	Outputs	Timeline
Phase 3: Learning Action Cells (LACs)	**Trainers/ Mentors:** Participants from the Division, District and Priority Schools who attended Phase 2. **Participants:** Kinder to Grade 3 teachers in the priority schools listed in Annex 1	To capacitate the school heads and early grades teachers in the priority schools in identifying and solving problems and issues in early language, literacy and numeracy instruction in their respective schools and classes	Relevant videos, PowerPoint presentations, notes and handouts from Phase 2	**Division/ District Supervisors:** 1. Provide technical assistance and monitor the conduct of LAC sessions 2. Consolidate and submit observation reports on LACs to the Regional Office **School Heads and Teacher-Mentors:** Conduct LAC sessions in their respective schools. (Please see Annex 6 for additional details on the conduct of LACs)	Workshop output from the participants: 1. Session Guides 2. Lesson plans 3. Region-wide Training Plans Training Kit to be used for Phase 3: 1. Videos of all lectures and other instructional videos 2. PowerPoint presentations and handouts from speakers LAC Output: 1. Action plans 2. Lesson plans 3. LAC Documentation	Summer 2015 onwards

TRAINING DESIGN: K-3 EARLY LANGUAGE LITERACY AND NUMERACY TRAINING
(10 DAYS)

Session/ Time	Day 1	Day 2	Day 3	Day 4	Day 5
8:30-10:00	Registration SG1 Training Workshop Orientation	SG3 The Nature of K-3 Learners	SG6 Week Long K-3 Lesson Plan Walk Through	SG9 (continued) Phil-IRI: Scoring, Interpreting, Using the results	SG13 During Reading Strategies
MORNING BREAK					
10:30-12:00	SG2 Status Report in Early Grades Education	SG3 (continued) The Nature of K-3 Learners	SG6 (continued) Week Long K-3 Lesson Plan Walk Through	SG10 Introduction to Children's Literature	SG13 (continued) During Reading Strategies
LUNCH BREAK					
1:00-2:30	SG2 (continued) Status Report on Early Grades Education	SG 4 Domains of Literacy – Emergent and Beginning Literacy	SG7 Bridging in the 14 Domains and Among Languages	SG11 Formulating Objectives for a Reading Lesson	SG14 Post Reading Strategies
AFTERNOON BREAK					
3:00-4:30	SG2 (continued) Status Report on Early Grades Education	SG 4 (continued) Domains of Literacy – Emergent and Beginning Literacy	SG8 Evidence-Based Teaching	SG12 Pre-reading strategies	SG 14 Continued Post Reading Strategies
4:30-6:00		SG5 Developing the 14 Domains: Literature-Based Lesson Plan Walk Through	SG9 Phil-IRI: What and How	SG12 (continued) Pre-reading Strategies	SG 15 Classroom-Based Assessment Tools
7:00 – 8:30	DEBRIEFING				

Session/ Time	Day 6	Day 7	Day 8	Day 9	Day 10
8:30-10:00	SG 16 Explicit Teaching Framework	SG19 Bridging in Decoding Instruction from L1-L3	SG23 Curriculum Connections	Microteaching 1	Formulating action plans for School-Based Learning Action Cells
MORNING BREAK					
10:30-12:00	SG 16 (continued) Explicit Teaching Framework	SG 20 Differentiated Instruction	SG 24 Best Practices in MTB-MLE	Microteaching 1	Training Simulation
LUNCH BREAK					
1:00-2:30	SG17 Grammar and Oral Language Lesson Plan Walk Through	SG21 How do children learn Math?	SG25 Developmentally Appropriate Practices	Microteaching 2	Training Simulation
AFTERNOON BREAK					
3:00-4:30	SG18 Principles of Decoding and Explicit Instruction	SG22 How do we Teach and Assess Math?	SG26 Classroom Management	Microteaching 2	Training Simulation
4:30-6:00	SG18 (continued) Principles of Decoding and Explicit Instruction	SG22(continued) How do we Teach and Assess Math?	SG27 Instructions for Microteaching	SG28 Learning Action Cells	Closing Program
7:00-8:30	DEBRIEFING				

TRAINER'S GUIDE:
AN OVERVIEW OF THE SESSIONS

DAY 1 08:30 AM -06:00 PM Objectives: • Understand bases of DepEd policies on Early Grades Education (Key Stage 1) • Reflect on current status of learners and of policy implementation					
SG 1	**Title:** Training Workshop Orientation	**Speaker/s:** Trainer	**Video/s:** None	**Materials and Equipment:** • Laptop • LCD projector • Speakers • Training Workshop Orientation PPT • Manila papers • Markers	**Time Allotment:** 30 minutes
SG 2	**Title:** Status Report on Early Grades Education	**Speaker/s:** Undersecretary Dina Ocampo	**Video/s:** • Status Report on Early Grades Education Part 1 • Status on Early Grades Education Part 2	**Materials and Equipment:** • Laptop • LCD projector • Speakers • PPT for Priming Activity **Handouts:** • Status on Early Grades Education PDF	**Time Allotment:** 4.5 hours

DAY 2
08:30 AM -06:00 PM

Objectives:

- Gain a deeper understanding of the K-3 Language Arts Curriculum (Contents, standards, competencies)
- Identify the developmental characteristics of 4-7 year old children
- Understand how children learn language and literacy through their developmental levels
- Classify the Domains of Literacy which need to developed in each stage of a child's development
- Identify appropriate strategies and activities in developing the domains of literacy in a lesson

SG3	Title: The Nature of K-3 Learners	Speaker/s: Dr. Felicitas Pado	Video/s: • Quiz: How well do you know your learners? • How do young children learn language and literacy?	Materials and Equipment: • Laptop • LCD projector • Speakers • paper, pencil/pen, crayons, Manila paper, markers Handouts: • How do young children learn language and literacy PDF	Time Allotment: 3 hours
SG 4	Title: Domains of Literacy – Emergent Literacy And Beginning Literacy	Speaker/s: Dr. Felicitas Pado	Video/s: • Quiz: Domains of Literacy • Domains of Literacy - Emergent Literacy Part 1 • Domains of Literacy - Emergent Literacy Part 2	Materials and Equipment: • Laptop • LCD projector • Speakers Handouts: • Domains of Literacy - Emergent Literacy Domains PDF	Time Allotment: 3 hours

SG 4			Video/s (continued): ● Domains of Literacy – Beginning Literacy	Materials and Equipment (continued): ● Domains of Literacy – Beginning Literacy PDF	
SG 5	**Title:** Developing the 14 Domains: Literature-Based Lesson Plan (LP) Walk Through	**Speaker/s:** Dr. Felicitas Pado	**Video/s:** ● Developing the 14 Domains: Literature-Based Lesson Plan Walk Through	**Materials and Equipment:** ● Laptop ● LCD projector ● Speakers ● Sample charts ● Manila paper ● Markers ● Meta cards ● Storybooks **Handouts:** ● Developing the 14 Domains: Literature-Based Lesson Plan Walk Through PDF	**Time Allotment:** 1.5 hours

DAY 3

08:30 AM -06:00 PM

Objectives:

- Gain a deeper understanding of bridging
- Identify the strategies that can be used in bridging domains
- Understand how to use evidence-based teaching in the classroom
- Identify effective instructional materials for language and literacy instruction
- Gain a deeper understanding of the Phil-IRI

SG 6	Title:	Speaker/s:	Video/s:	Materials and Equipment:	Time Allotment:
	Developing the 14 Domains: K-3 LP Walk Through	Dr. Rose Villaneza Ms. Angel Jabines Mr. Galileo Go	• LP Walk Through: Kinder to Grade 1 • LP Walk Through: Grade 2 • LP Walk Through: Grade 3	• Laptop • LCD projector • Speakers Handouts: • Walkthrough of the TGs and LMs PDF	3 hours
SG 7	Title: Bridging Among the 14 Domains, and Bridging Among Languages	Speaker/s: Dr. Felicitas Pado	Video/s: • Bridging in the 14 Domains • Basa Pilipinas Video on Bridging	Materials and Equipment: • Laptop • LCD projector • Speakers • Manila paper • Markers • Meta cards Handouts: • Bridging Among Languages PDF • FAQs on Bridging	Time Allotment: 1.5 hours

SG 8	Title: Evidence-Based Teaching	Speaker/s: Prof. Portia Padilla	Video/s: ● Schema Activation on Evidence-Based Teaching ● Evidence-Based Teaching	Materials and Equipment: ● Laptop ● LCD projector ● Speakers ● Sample KWL chart ● Sample KWLP chart ● Manila paper ● markers ● Post-It notes Handouts: ● Evidence-Based Teaching PDF	Time Allotment: 1.5 hours
SG 9	Title: Phil-IRI: What and How	Speaker/s: Dr. Felicitas Pado	Video/s: ● Part 1 – Feedback from the field on Phil-IRI	Materials and Equipment: ● Laptop ● LCD projector ● Speakers ● Manila paper ● Markers ● Meta cards ● Miscue Analysis Worksheets Handouts: ● Phil-IRI PDF	Time Allotment: 1.5 hours

DAY 5

08:30 AM -06:00 PM

Objectives:

- Identify different strategies during "during reading" stages
- Identify different strategies during the "post reading" stage
- Present discussion questions for a selection
- Plan and present post-reading activities that develop reading comprehension, study skills and writing
- Understand classroom-based assessment of language and literacy skills

SG 13	Title: During Reading Strategies	Speaker/s: Prof. Hazelle Preclaro-Ongtengco	Video/s: • During Reading Strategies	Materials and Equipment: • Laptop • LCD projector • Speakers • Worksheet • Anticipation Guide • Markers Handouts: • Pre Reading and During Reading PDF	Time Allotment: 3 hours
SG 14	Title: Post-reading Strategies	Speaker/s: Prof. Yvette Alcazar	Video/s: • Post Reading Strategies Part 1 • Post Reading Strategies Part 2 • BASA Video 5_Reading Writing Connection	Materials and Equipment: • Laptop • LCD projector • Speakers • Chart paper • Markers Handouts: • Post Reading PDF	Time Allotment: 3 hours

SG 15	Title: Classroom-Based Assessment Tools	Speaker/s: Trainer	For Trainers Only (Video): • Classroom-Based Assessment Tools Part 1 • Classroom-Based Assessment Tools Part 2	Materials and Equipment: • Laptop • LCD projector • Speakers • Manila paper • Markers • Meta cards • Sample Chart • Sample Lesson Plan Handouts: • Assessing Print Awareness and Vocabulary • Grade 1 Writing Rubric • Observation Checklist for Reading Attitudes • Student-Friendly Writing Rubric 6+1 Traits	Time Allotment: 1.5 hours

DAY 6

08:30 AM -06:00 PM

Objectives:

- Create lesson plans following the explicit teaching framework
- Gain an understanding of the use of explicit instruction in decoding, grammar, and oral language development
- Identify principles of decoding, and the use of explicit instruction in the reading process
- Identify strategies for differentiated instruction

SG 16	Title: Explicit Teaching Framework Sample Lesson Plans Following Explicit Teaching	Speaker/s: Prof. Portia Padilla	Video/s: • Explicit Teaching Framework • Sample Lesson Plans following Explicit Teaching • BASA Video 4_Tahasang Pagtuturo	Materials and Equipment: • Laptop • LCD projector • Speakers • Manila paper • Markers • Meta cards Handouts: • Explicit Teaching Framework PPT • Sample Lesson Plans following Explicit Teaching PPT	Time Allotment: 3 hours
SG 17	Title: Grammar and Oral Language LP Walk Through	Speaker/s: Prof. Portia Padilla	Video/s: • Grammar and Oral Language LP Walk Through	Materials and Equipment: • Laptop • LCD projector • Speakers • Manila paper • Markers • Meta cards Handouts: • Grammar and Oral Language LP	Time Allotment: 1.5 hours

SG 18	Title: Principles of Decoding and Explicit Instruction Explicit Teaching of Phonological Awareness Explicit Teaching of Decoding	Speaker/s: Dr. Leonor Ercillo-Diaz	Video/s: • Principles of Decoding and Explicit Instruction • Explicit Teaching of Phonological Awareness • Explicit Teaching of Decoding	Materials and Equipment: • Laptop • LCD projector • Speakers • Manila paper • Markers • Meta cards Handouts: • Explicit Teaching and Assessment of Decoding PDF	Time Allotment: 3 hours

DAY 7

08:30 AM -06:00 PM

Objectives:

- Identify different strategies for differentiated instruction
- Identify different stages and processes in how children learn math
- Plan teaching and assessment activities for Math based on the standard topics in the early grades

SG 19	Title: Bridging in Decoding Instruction	Speaker/s: Dr. Leonor Ercillo-Diaz	**For Trainers Only (Video):** Discussion on the Video on Differentiated Instruction **Video/s:** • Bridging and Differentiated Instruction • Basa Video 6_Differentiated Instruction	**Materials and Equipment:** • Laptop • LCD projector • Speakers • Manila paper • Markers • Meta cards **Handouts:** • Bridging and Differentiated Instruction PDF	**Time Allotment:** 1.5 hours
SG 20	Title: Differentiated Instruction	Speaker/s: Trainer	**Video/s:** Differentiated Activities (from the Basa Pilipinas flash drive)	**Materials and Equipment:** • Laptop • LCD projector • Speakers • Sample charts	**Time Allotment:** 1.5 hours
SG 21	Title: How Do Children Learn Math?	Speaker/s: Dr. Leonor Ercillo-Diaz	**Video/s:** • How Do Children Learn Math	**Materials and Equipment:** • Laptop • LCD projector • Speakers • Sample charts **Handouts:** • How Do Children Learn Math PDF	**Time Allotment:** 1.5 hours

SG 22	Title:	Speaker/s:	Video/s:	Materials and Equipment:	Time Allotment:
	How Do We Teach and Assess Math?	Dr. Leonor Ercillo-Diaz	• How Do We Teach and Assess Math	• Laptop • LCD projector • Speakers • Sample chart • Manila paper • Markers **Handouts:** • How Do We Teach and Assess Math PDF	2 hours

DAY 8

08:30 AM -06:00 PM

Objectives:

- Identify ways of how to integrate subject matters or content areas meaningfully
- Identify the correct strategies, activities, and materials, as well as other considerations when creating an integrated lesson
- Listen to and reflect on best practices in MTB-MLE
- Distinguish developmentally appropriate practices for the classroom and for the school
- Understand components of the learning environment conducive for early childhood education

SG 23	Title: Curriculum Connections	Speaker/s: Dr. Leonor Ercillo-Diaz	Video/s: • Curriculum Connections	Materials and Equipment: • Laptop • LCD projector • Speakers • Puzzle • Sample chart • Manila paper • Markers Handouts: • Curriculum Connections PPT	Time Allotment: 1.5 hour
SG 24	Title: Best Practices in MTB-MLE Implementation	Speaker/s: Dr. Romylyn Metila Lea S. Pradilla	Video/s: • Best Practices in MTB-MLE Implementation Part 1 • Best Practices in MTB-MLE Implementation Part 2	Materials and Equipment: • Laptop • LCD projector • Speakers • Manila paper • Markers • Meta cards Handouts: • Practices in MTB-MLE PDF	Time Allotment: 2 hours

SG 25	Title: Developmentally Appropriate Practices (DAP)	Speaker/s: Dr. Maria Rita Lucas	Video/s: • Developmentally Appropriate Practices	Materials and Equipment: • Laptop • LCD projector • Speakers • Sample chart Handouts: • Developmentally Appropriate Practice PDF	Time Allotment: 1.5 hours
SG 26	Title: Classroom Management	Speaker/s: Dr. Maria Rita Lucas	Video/s: • Classroom Management	Materials and Equipment: • Laptop • LCD projector • Speakers • Manila paper • Markers • Meta cards Handouts: • Classroom Management PDF	Time Allotment: 1.5 hours
SG 27	Title: Preparation for Microteaching	Speaker/s: Trainer	Video/s: None	Materials and Equipment: • Laptop • LCD projector • Speakers • Manila paper • Markers • Meta cards Handouts: • Mechanics for Microteaching • Microteaching Evaluation Rubric • Lesson Plan Format	Time Allotment: 30 minutes

DAY 9

08:30 AM -06:00 PM

Objectives:

- Apply all theory and methods into a microteaching session
- Create a lesson plan for a 50-minute class

SG 28	Title:	Speaker/s:	Video/s:	Materials and Equipment:	Time Allotment:
	Learning Action Cells (LACs)	Trainer	None	• Laptop • LCD projector • Speakers • Manila paper • Markers • Meta cards • LAC PowerPoint Presentation Handouts: • Action Plan Template	1.5hours

DAY 10

08:30 AM -06:00 PM

Objectives:

- Formulate an Action Plan for School-Based Learning Action Cells (LACs)
- Participate in a training simulation

SG 28	Title:	Speaker/s:	Video/s:	Materials and Equipment:	Time Allotment:
	Learning Action Cells (LACs) (continuation of Day 9 SG 28)	• Trainer • Participants	None	• Laptop • LCD projector • Speakers • Markers • LAC PowerPoint Presentation Handouts: • Action Plan Template	8 hours

SESSION GUIDES

The session guides were created to aid you in facilitating each session of the training program. Kindly follow the flow and content of the session guides to ensure the quality and consistency of the training program. Reading through all the session guides may help you in familiarizing yourself with the flow and structure of the sessions.

A few things to remember:
1. Watch the videos for the session/s that you will be facilitating prior to the start of the training.
2. Read the session guides thoroughly, and prepare expected answers for the discussion questions.
3. Make sure that you have the materials and equipment necessary to conduct the session.
4. Always take note of the time allotment for each session, and for each part of the session so that you can manage your time effectively.
5. be ready with any material that you have to prepare in advance for each session such as sample charts, activity sheets, etc.

Session Guide 1
Training Workshop Orientation

I.   **Greetings**
     Say:
     Good day everyone, I am _____. I will be facilitating the session on the Training Workshop Orientation.

II. **Introduction**
     Say:
     Education is a continuous process. It is never ending. For us to be effective agents of change, we need to continuously LEARN, UNLEARN, and RELEARN. One avenue for this is through in-service training/workshop. An event such as this should be taken seriously, and should ensure that the objectives are met.

     Objectives:
     After this session, participants will be able to:
     1. Understand the objectives of the training
     2. Share their expectations about the training
     3. Identify the different topics/sessions of the 10 days training

III. **Time Allotment:**
     Session: 30 minutes

IV. **Materials**
     Manila paper, markers

V.   **Procedure**
     A. Activity: (10 minutes)
        Do the "Data Processing Activity" (slides 3 and 4)
        Have them post their output on the wall.

     B. Continue with the presentation up to the last slide.
        When the slide for the training design will be presented, give emphasis on the different topics, and the expected outputs.

Session Guide 2
Status Report in Early Grades Education

I. **Greetings**

Good day everyone, I am _____. I will be facilitating the very first session on the, "Status Report in Early Grades Education" as presented by the DepEd Undersecretary of Programs and Projects, Dr. Dina Ocampo.

II. **Introduction**

Say:

In this presentation, the Undersecretary will provide for us the context of this 11-day training on Early Language, Literacy and Numeracy.

Objectives:

At the end of this session, you are expected to:

1. Have a deeper understanding of the K-3 curriculum
2. Realize the significant role of instructional supervision in improving the quality of education
3. Be aware of current K-3 student achievement levels

III. **Time Allotment**

A. Session: 4.5 hours (divided into 3 parts)
B. Video: Part 1 approximately 53 minutes, Part 2 approximately 50 minutes

IV. **Materials**

A. Videos: Status Report on Early Grades Education Part 1, Status Report on Early Grades Education Part 2
B. PowerPoint for the Priming Activity

V. **Procedure**

A. Priming Activity (5 minutes)

Present the following concepts one at a time:

- Early Grades
- Key Stage 1
- NAT
- SReYA
- EGRA

Ask participants to rate their knowledge about these concepts using the following Vocabulary Knowledge Scale:

1 – I haven't heard of the term before
2 – I have seen this term before, but I don't know what it means
3 – I have seen this word/phrase before. I think it means....
4 – I know the term. It means...
5 – I know this term very well. I can talk about what it means extensively.

B. Analysis and Discussion (10 minutes)
   Call on participants who answered 4 or 5 to explain each concept.

C. Abstraction (approximately 180 minutes)
   Say:
   There are 5 major topics to be discussed in this presentation:
   1.   Key Stage 1
   2.   K to 3 Curriculum
   3.   K to 3 Curricular Goals
   4.   Our K to 3 Learners: Results of National Assessment
   5.   Helping our K to 3 Learners

   Say:
   Usec. Ocampo begins by discussing what the first Key Stage is. She also discusses features of the K to 3 Curriculum. She clarifies the goals of the K to 3 curricula, or what we expect our learners to achieve at the end of Key Stage 1. Then, she presents results of the SReYA, or what our current Kinder students' most learned and least learned items are based on assessment. She also presents the results of the Early Grades Reading Assessment conducted in 2014 in 4 languages – Ilokano, Hiligaynon, Sinigbuanang Binisaya, and Maguindanaoan. This was an assessment of Grade 1 and Grade 2 students. Finally, she also presents results of the National Achievement Test for Grade 3 learners.

   She ends her presentation by discussing current initiatives and programs in improving the literacy and numeracy skills of our K to 3 learners. Throughout the discussion, she emphasizes the role of educational supervisors and school heads as instructional leaders who should focus on

instructional supervision and provision of technical assistance to teachers in schools.

Usec. Ocampo's talk is almost 2 hours long. We will try to listen to her inputs and pause in between topics so that we will have time to process and discuss what has been said.

Focus Questions:

Here are some questions that you can focus on:

For Part 1 (Part 1 of the video from 0:00 – 41:25)
1. Our educational policies are based on which two things? How can we personally ensure accuracy of data from where policies are based on?
2. Why do we need to focus on Kinder to Grade 3 education in light of the K to 12 Basic Education Program?

Note to trainers: Please pause the video approximately every 15-20 minutes to allow for a short discussion or processing of what has been said by the speaker.

Please pause the video at the 41:25 mark to discuss the focus questions before moving on to Part 2.

For Part 2: (Part 1 of the video from 41:26 to Part 2 of the video up to 02:23)
1. What does she say about homogenous sectioning? Do you agree or disagree?
2. What does SReYA data tell us about what Kindergarteners are learning and not learning?
3. What are some of the most important skills that Kindergarteners should learn to help them develop literacy and numeracy skills?

Please pause the video at 02:23 mark to discuss the focus questions before moving on to Part 3.

For Part 3 (Part 2 of the video from 2:24 – end)

1. What does classroom observation data from EGRA tell us about how much time is spent on reading? What are the implications of this finding?

2. What were Usec. Ocampo's concrete suggestions on teacher deployment and delivery of learning resources in the regions?

Note to trainers: Please pause the video approximately every 15-20 minutes to allow for a short discussion or processing of what has been said by the speaker.

D. Post-video Discussion (30 minutes)

Start the discussion by answering the focus questions. Below are additional questions for discussion.

1. Aside from the current initiatives from the Central Office, what are some of the things that you can do in your school or region that can help your particular learners develop their literacy and numeracy skills?
2. What are your personal takeaways from Usec. Ocampo's talk?
3. What are some concrete steps that you plan to take to help improve teaching and student learning in your region/division/school? You may want participants to fill out reflective journals or personal action plans.

Session Guide 3
The Nature of K-3 Learners

I. **Greetings**
Say:
Good day everyone, I am _____. I will be facilitating the session "How Well Do You Know Your Learners", and "How Do Young Children Learn Language and Literacy".

In the first part of the lecture, we will explore the characteristics of the four to seven year old learners in the four areas of development: physical-motor, socio-emotional, language and intellectual or cognitive.

In the second part of the presentation, we will also explore the ways on how these learners acquire their first language, how they learn a second language, and the importance of language development in acquiring literacy. This will be shared to us by Dr. Felicitas Pado, a retired professor of the University of the Philippines, and DepEd consultant for the K to 12 Program.

II. **Introduction**
By knowing the learners' characteristics, we can understand and appreciate general patterns of growth as well as the individual differences among the pupils in the same grade level. Moreover, we will realize that the cultural background of the children may spell the difference from one learner to another, hence should be an important consideration in planning the lessons. This knowledge is significant as basis for guiding children's learning: planning appropriate activities, selecting materials, and assessing development and learning.

Further, as part of knowing each learner we shall discover the difference between acquiring a learner's first language and learning a second language and learning using the language as a medium of instruction. Being equipped with the language used in instruction forms part of the foundation by which a child develops literacy successfully. We will realize the importance of learning a language as a foundation for literacy learning.

Objectives:

After this session, participants are expected to:

1. Identify the developmental characteristics of children aged four to seven
2. Realize the importance of knowing the developmental characteristics of the learners to the designing developmentally appropriate lessons
3. Identify the stages of learning to read
3. Cite the relationship between the knowledge of the language used for instruction and the development of literacy skills

III. **Time Allotment:**
   A. Session: 3 hours
   B. Video: approximately 85 minutes

IV. **Materials:**
   A. PowerPoint presentations from Dr. Pado (as handouts)
   B. Video:
      - How Well Do You Know Your Learners?
      - How Do Young Children Learn Language and Literacy?
   C. paper, pencil/pen, crayons, Manila paper, markers

V. **Procedure**
   A. Priming Activity (Schema Activation) (15 minutes)
   Think of a child who could be 4, 5, 6 or 7 years old. What is s/he capable of doing? What is s/he not capable of doing yet?

   Draw a figure that represents him/her (*a stick figure, cartoon, caricature*).

   What could he/she be saying? What could he/she be thinking of? What does he/she like to do? Write these in dialog boxes or callouts around your figure.

   Why do you think s/he says this? Thinks this way? Likes to do this?

   Ask 2-3 participants to share their drawings to the big group.

   B. Analysis and Discussion Questions (15 minutes)

   Play the video: How Well Do You Know Your Learners?
   Show the part in the video presentation which presents the answers to the quiz. (Video time: 13:46 – 17:00 mark)

Ask:

Do you think that you know your learners' developmental characteristics? What else do you want to know about them? Why do you want to know them more?

C. Abstraction (90 minutes)
Say:

This time, let us take this opportunity of knowing more and appreciating our K to 3 learners through this video presentation.

In this first video, Dr. Pado presents the following topics:

Outline:
1. Importance of Knowing the K to 3 Learners
2. Developmentally Appropriate Practices
3. What Teachers in Early Grades Should Know
4. Developmental Characteristics of Early Graders

Focus Questions:
1. Please prepare a similar chart in your respective notebooks. While listening, please take down notes to help you remember important ideas.

Sample Chart (to be shown):

Topic:	Key Terms:
Topic:	Key Terms:
Topic:	Key Terms:
Topic:	Key Terms:
Important Quotations:	

2. Say:
   While watching the video, please take note of the following (to be shown to the participants):
   a. Why is it important to know our learners in the early grades?
   b. What practices are developmentally appropriate?
   c. What are the physical-motor, socio-emotional, intellectual-cognitive and language developmental characteristics of:
      i. 4-year old children
      ii. 5-year old children
      iii. 6-year old children
      iv. 7-year old children

Note to trainers: Video is blacked out from 9:14-13:47 and again from 17:01-18:00. Please disregard or fast forward during those times.

Please discuss the answers to the focus questions before proceeding to the second video.

3. In this second video, Dr. Pado presents the following topics:

   Outline:
   1. Language Learning vs. Language Acquisition
   2. Learning to Read

4. While watching the video, please take note of the following (to be shown to the participants):
5.

   a. In what ways do children acquire their first language?
   b. In what ways do they learn another (a second) language?
   c. Why is it more advantageous for the learners to be taught to read in their mother tongue (first language) first?
   d. How does oral language development facilitate learning to read?
   e. What are the stages of reading?
   f. What strategies can teachers use to help children learn to read at a particular stage?

6. Please prepare a similar chart in your respective notebooks. While listening, please take down notes to help you remember important ideas.

   Sample Chart (to be shown):

Stage	Strategies/Activities

D. Post-video Discussion or Open Forum (15 minutes)
   Start the discussion by answering the focus questions. Below are additional questions for discussion.
   1. Revisit your drawing. Based on the video presentation what would you remove from it? What would you add to it?
   2. In what ways can you apply what you have learned in this session?

VI.   Workshop/Application (15 minutes)

Arrange participants into 8 groups. Assign a grade level for each group (2 groups per level.

Say:

Think of a topic for your grade level. List down specific developmentally appropriate activities for:

Kindergarten

Grade I

Grade II

Grade III

Present the group output.

Session Guide 4
Domains of Literacy – Emergent Literacy and Beginning Literacy

I. **Greetings**
    Say:
    Good day everyone, I am _____. I will be facilitating the
    session "Domains of Literacy in the Different Stages: Emergent Literacy
    Stage, Beginning Literacy Stage and Fluency Stage". This will be shared to us
    in detail by Dr. Felicitas Pado in a three-part video presentation. Dr. Pado is
    a retired professor from the University of the Philippines. She is one of the
    DepEd consultants on the K to 12 Curriculum.

    Objectives:
    After this session, you are expected to:
    1. Identify the different domains of literacy in the K to 12 Languages
        curriculum
    2. Recall the characteristics of the learners at the emergent, beginning and
        fluency stages and identify the literacy skills that should appropriately be
        developed in each stage.
    3. Point out the importance of developing prerequisite skills before teaching
        other literacy skills
    4. Identify strategies and activities which are appropriate in developing each
        domain of literacy among the learners

II. **Time Allotment:**
    A. Session: 3 hours
    B. Video: approximately 1 hour and 50 minutes

III. **Materials:**
    A. PowerPoint presentation from Dr. Pado (as handouts)
    B. Videos:
       • Quiz- Domains of Literacy
       • Domains of Literacy - Emergent Literacy Stage, Part 1
       • Domains of Literacy - Emergent Literacy Part 2 Part 2
       • Domains of Literacy – Beginning Literacy Stage
       • Domains of Literacy – Fluency Stage
    C. Sample chart (to be shown to participants), Manila paper, markers

IV. **Procedure**
    A. Priming Activity (Schema Activation) (13 minutes)

Say:

We will have a "pretest" which will allow us to check our initial understanding of the domains of literacy.

(Play video on the Quiz on Domains).

B. Analysis and Discussion Questions (10 minutes)
Ask:
1. How did you fare in the quiz?
2. What do your answers in the activity reveal about your knowledge and understanding of the domains of literacy?
3. What do you intend to do after this realization?

C. Abstraction (115 minutes)
Say:
This time, we will view a video presentation which will comprehensively delve into the specifics of the topic. I will be showing the video in three parts.

Part 1- Domains of Literacy-Emergent Literacy Stage

1. The first video presents the following topics:

Outline:
1. Introduction/Review on the Characteristics of Learners and Domains of Literacy that should be developed in this stage
2. Discussion of the following literacy domains
   a. Attitude towards Literacy, Language and Literacy
   b. Listening Comprehension
   c. Oral Language Development

2. Focus Questions:
Ask:
What do the domains enumerated above mean? How are they developed in the emergent literacy stage? In the succeeding stages?

Say:
Please prepare a similar chart in your respective notebooks.
Sample chart (to be shown to participants)

Domain of Literacy	Strategies/Activities in introducing/ developing them	Other Skills Indirectly Developed
Important Quotations/Key Terms:		

As you watch the video, try to answer the following questions:

1. What domains of literacy should be developed among the early learners? Why should these be developed at this stage?
2. Why do we need to develop the attitude towards literacy, language and literature first? In what ways can this be developed?
3. What is listening comprehension? How is this different from reading comprehension? What strategies/activities can be done to develop this?
4. How significant is oral language development in early literacy? How can this be developed among the early learners?

Note to trainers: Please discuss answers before moving on to Part 2.

Part 2- Domains of Literacy: Emergent Literacy (continuation)

1. Say:
   This time we will continue to view the video presentation. In this part, Dr. Pado discusses four more domains of literacy, and she suggests examples of activities in order to develop them.

   A. Domains:
   1. Phonological Awareness
   2. Book and Print Knowledge
   3. Alphabet Knowledge
   4. Handwriting

   B. Activities in a preschool or Grade 1 Class that will develop these domains

2. Focus Questions:
   Say:
   What are the domains of literacy in the emergent literacy stage which would serve as prerequisites for learning to read? What activities in a preschool or Grade 1 class will develop these domains?

Please prepare a similar chart in your respective notebooks.
Sample chart (to be shown to participants)

Domain of Literacy	Strategies/Activities	Other Skills that May Indirectly Be Developed
Important Quotations/Key Terms:		

As you watch the video, be guided by the following questions:

1. What is phonological awareness? How should we teach this domain?

2. How can children learn book and print knowledge?

3. What skills are developed under Alphabet Knowledge?

4. How do we teach letter names? Letter sounds? How is vocabulary development indirectly taught while teaching alphabet knowledge?

5. What daily activities in a preschool or a Grade 1 class will develop the domains of literacy? Can these activities be done in your school?

Note to trainers: Please discuss answers before moving on to Part 2.

Part 3- Beginning Literacy and Fluency Stage

Say:
This part of the video presentation discusses the domains of literacy in the beginning reading and the fluency stage. The outline of the presentation is as follows:

Outline:
    A. Domains of Literacy in the Beginning Reading Stage
        1. Teaching Word Recognition
            • Techniques in Teaching Word Recognition
            • Other domains involved in teaching word recognition: vocabulary, spelling, fluency, reading comprehension
            • Shifting to Filipino and English
        2. Spelling

3. Teaching a Grammar Lesson
   - Using a story or other activities as springboard in introducing a grammar lesson
4. Composing
   - Focusing on the ideas of children first before emphasizing mechanics

B. Domains of Literacy in the Fluency Stage
   1. Fluency
   2. Vocabulary Development
      - The importance of developing word recognition, fluency and vocabulary development in developing reading comprehension
   3. Reading Comprehension
      - Teaching explicitly each comprehension skill
   4. Study Strategies

2. Focus Questions:

Say:

Try to answer the following questions as you view the video. Use note-taking cards to record important ideas.

1. How should we teach word recognition skills in the Mother Tongue and Filipino?
2. How should the teaching of word recognition shift from MT and Filipino to English? What are the difficulties in shifting to word recognition in English?
3. Why is a print-rich environment important for beginning readers?
4. How should we teach a grammar lesson?
5. What activities can develop composing skills?
6. What strategies can help develop fluency, comprehension, vocabulary development and study skills?
7. How do word recognition, vocabulary development, and fluency affect comprehension?

D. Post-video Discussion (20 minutes)

Start the discussion by answering the focus questions.

V.   Workshop/Application (10 minutes)
      In the same groups of 4 ask participants to design a brief lesson sequence.

      Group 1- Kinder   Group 3- Grade 2

      Group 2- Grade 1   Group 4- Grade 3

Session Guide 5
Developing the 14 Domains: Literature-Based Lesson Walk Through

I. **Greeting**
    Say:
    Good day everyone, I am _____. I will be facilitating the session, "Developing the 14 Domains: Literature-Based Plan Lesson Walk Through" which will be shared by Dr. Felicitas Pado, a retired professor of the University of the Philippines, and DepEd consultant for the K to 12 Program.

II. **Introduction**
    Say:
    In the past we used to categorize the different competencies in the curriculum into the macro skills (listening, speaking, reading, and writing). In the K to 12 Basic Education Program, the competencies are further presented in a more understandable way through the 14 domains of literacy.
    In this session we will be presented with a week-long lesson plan where the different competencies are introduced, and developed in an integrated (almost seamless) way.

    Objectives:
        After this session, you will be able to:
    1. Realize how a story (read by the teacher or the pupils) serves as a springboard in introducing and developing specific literacy skills
    2. Identify the specific domains that are developed in a particular lesson/activity
    3. Realize how lessons or activities are developed in a week lesson in an integrated way
    4. Reflect on your teaching-learning experiences, and relate these to the lesson presented

III. **Time Allotment:**
    A. Session: 1.5 hrs
    B. Video: approximately 31 minutes
IV. **Materials:**
    A. PowerPoint presentations from Dr. Pado (as handouts)
    B. Video: Developing the 14 Domains: Literature-Based Lesson Plan Walk Through

C. Sample charts to be shown (for note-taking purposes during video viewing), Manila paper, markers, meta cards, video, storybooks

V. **Procedure:**
   A. Priming Activity: Think – Pair – Share (Kagan, 1994) (10 minutes)
      Say:
      1. As a teacher, a supervisor, or a principal think of how a week-long lesson should look like. How many domain/s may be covered in a day's lesson – give an example. (1 minute)
      2. Pair up with a partner and relate your thoughts to one another (2 minutes)
      3. Share with the class (selected participants are requested to share in the class what they have discussed during the pairing activity)

   B. Analysis/Discussion Questions (10 minutes)
      Trainer / Facilitator will write key words shared by the selected participants (e.g. complete, with different activities, 2 to 3 domains a day)

   C. Abstraction (40 minutes)
      Say:
      In this video, Dr. Pado continues to present the following topics:
      Outline:
      A Week-long Lesson
      1. Day 1 lesson and domain/s being developed
      2. Day 2 lesson and domain/s being developed
      3. Day 3 lesson and domain/s being developed
      4. Day 4 lesson and domain/s being developed
      5. Day 5 lesson and domain/s being developed

      Focus Questions:
      1. Please prepare a similar chart in your respective notebooks. While listening, please take down notes.

      Sample Chart (to be shown):

Day	Domain/s Developed	Activities Used

2. Say:

   While watching the video, please take note of the following (to be shown to the participants):

   a. What domains are developed in day 1, day 2, day 3, and so on?
   b. What activity or activities were used to develop the domain?
   c. How were the different literacy skills presented and developed in a smooth or seamless way?
   d. What is meant by literature-based integrated lesson?
   e. Based on the walkthrough, how should a week-long lesson look like?

D. Post-video Discussion (10 minutes)
   a. What do our experiences tell us?
   b. Are our practices similar to what we have observed? Why? Why not?
   c. Are the activities presented in this sample lesson doable in your own setting? Why/Why not?

VI. **Workshop/Application(20 minutes)**

   Arrange the participants into 6 groups. Each group is given a TG (1-2 MT/3-4 Filipino/5-6 English).

   Have each group identify the different domains to be developed each day, and the activity or activities than can be used to develop the domain using the template below.

   Learning Area:

Day	Domain/s Developed	Activities Used

   Groups will present their work.
   Facilitators can provide feedback and suggestions as needed.

Session Guide 6
Developing the 14 Domains: K-3 LP Walk Through

I. **Greetings**
    Say:
    Good day everyone, I am _____. I will be facilitating the session on "Developing the 14 Domains: K-3 LP Walk Through", which will be shared to us by Dr. Rose J. Villaneza, the OIC Chief of the CDD-BEE DepEd Central Office, followed by Ms. Angel Jabines, EPS from CDD-BEE, and Mr. Galileo Go, a Senior Education Program Specialist from the CDD.

II. **Introduction**
    Say:
    As teachers, we have lesson plans to help us maintain focus. With a classroom full of children, it is very easy for a lesson to be sidetracked or derailed, and the best way for a teacher to steer the lesson back on course is if you have a lesson plan.
    In this session we will walkthrough four lessons: in the Kindergarten, in the Mother Tongue, in Filipino, and in English.

    Objectives:
    After the session, the participants will be expected to be able to:
    1. Familiarize oneself with the parts of a weeklong lesson
    2. Describe how the different domains develop in the lesson
    3. Identify the activity or activities that develop the domain or domains

III. **Time Allotment**
    A. Session: 3 hours
    B. Video: approximately 1 hour and 40 minutes

IV. **Materials**
    A. Videos: LP Walk Through: Kinder to Grade 1, LP Walk Through: Grade 2, LP Walk Through: Grade 3
    B. Manila paper, markers, pro forma

V. **Procedure**
    A. Priming Activity: (5 minutes)
        Ask:
        Can you name the 14 Domains of Literacy for K-3? Let us complete this Ferris wheel.

The 14 Domains of Literacy diagram (circles numbered 1-14 surrounding "14 Domains of Literacy")
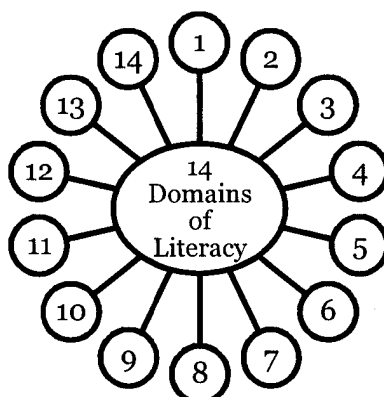
B. Analysis/Discussion (10-15 minutes)
Ask:
In small groups, please discuss among yourselves:
How do you think we can target the different domains of literacy in our lessons? How have you done this in your past lesson plans?

C. Abstraction (100 minutes)
Say:
The video will be shown in three parts. The flow will be as follows:

Outline:
1. The 14 Domains of the Literacy
2. LP Walk Through: Kinder to Grade 1
3. LP Walk Through: Grade 2
4. LP Walk Through: Grade 3

Let us watch the video, and do the activity as directed by the speaker using the pro forma.

Pro Forma (to be shown to the participants)

Grade Level: _____

Day	Domain/s	Objectives	Activity
1			
2			
3			
4			
5			

Do this process for MT, Filipino and English or for each of the languages.

Note to trainer: Please discuss their outputs (filled-out templates) before proceeding to the next video.

D. Post-Video Discussion: (20 minutes)
Below are additional questions for discussion:
1. What are your observations on the weeklong lesson for:
   a. Kindergarten
   b. Grade 1
   c. Grade 2
   d. Grade 3
2. Is it easy to follow? Why? Why not?
3. Do you think the teachers will be able to use these materials effectively? Why? Why not?

Session Guide 7
Bridging Among the 14 Domains
Bridging Among Different Languages of Instruction

I.   **Greetings:**
      Say:
      Good day everyone, I am _____. I will be facilitating the
      session on "Bridging among the 14 Domains, and among the Different
      Languages of Instruction", which will be shared by Dr. Felicitas Pado, a
      retired professor of the University of the Philippines and DepEd consultant of
      the K to 12 Program.

II.   **Introduction:**
      Say:
      The use of Mother Tongue as the language for learning from K to 3 is the
      salient feature of the K to 12 Program. This is in response to the UNESCO's
      call for an inclusive Education for all.

      The 21st century skills demand for a universal language for global
      competitiveness. This requires critical thinking and reasoning ability that is
      facilitated by language. It is with this premise that the three languages--- MT,
      Filipino (national language), and English (the global language)--- are used as
      the languages of instruction. One concept that arises in using these three
      languages is *translanguaging* or bridging among the languages. How do we
      bridge these three languages to ensure that they complement and support
      learning?

      In this session Dr. Pado will discuss the what, why, and how bridging should
      be done among the 14 domains of literacy, and among the three languages of
      instruction.

      Objectives:
      After the session, it is expected that you will be able to:
      1. Explain the meaning and importance of bridging
      2. Identify the domains where explicit bridging among the languages may be
          done
      3. Identify the strategies used in bridging among these languages
      4. Explain the transitioning from one language to the next/other languages
      5. Evaluate one's personal experiences in teaching and relate this to what
          they have learned

III. Time Allotment
A. Session: 1.5 hours
B. Video: approximately 40 minutes

IV. Materials
A. Video:
B. PPT from Dr. Pado (as handouts)
C. Manila paper, markers, meta cards

V. Procedure
A. Priming Activity: "Guessing Game" (5 minutes)

Present the following expressions, and have the participants guess their meaning, and what kind of language is used. (Good morning in different languages)

Maayung Buntag	-	S. Binisaya
Maayung Aga	-	Hiligaynon
Magandang Umaga	-	Filipino
Mapia Kapipita	-	Maranao
Masanto a kabuasan ed sikayon amin – Pangasinan		
Naragsak ken nagasat a bigatyoamin – Ilokano		

B. Analysis: (10 minutes)

Ask:

1. What does the first expression mean? In what language is it? (Ask the same question for the next expressions/greetings)
2. Are there similarities and differences in the expressions? In what aspect/s? (in meaning and maybe in structure)

What have you realized about the languages in this activity?

C. Abstraction: (60 minutes)

Say:

To enrich our knowledge and skills on the languages, and how their similarities and differences facilitate teaching and learning using the 14 domains of literacy, let us listen and watch to Dr. Pado as she presents the following topics:

Outline:

1. The bridging process
2. The 14 domains and the bridging possibilities among the languages

3.   The strategies use in the bridging process

Focus Questions:
While watching the video, let us try to take down notes on the following questions. We will have the discussion after.
   1. What is bridging?
   2. What are the domains that can be explicitly bridged, and what are those that have limited opportunities for bridging?
   3. What are the strategies used in bridging among these domains? Among the three languages?

D. Post-video Discussion (15 minutes)
   Start the discussion by answering the focus questions. Below are additional questions for discussion:
   1. How do we bridge or how do we transition from one language to other language/s?
   2. In your own understanding and experience, does the use of the mother tongue support learning another language? Why? Why not?
   3. What other areas of bridging have you encountered as a teacher? How did you do them?

Session Guide 8
Evidence-Based Teaching

I. **Greetings**
   Say:
   Good day everyone, I am _____. I will be facilitating the session "Evidence-Based Teaching". We will also explore the ways on how these learners learn a language, then use language for literacy development. This will be shared to us by Prof. Portia Padilla, a professor at the University of the Philippines.

II. **Introduction**
   Say:
   Assessment plays a major part in instruction. It should inform teaching. Teachers need to make decisions based on assessment results to improve outcomes, mutually benefitting the students and teachers.
   Essentially, evidence-based teaching is not about telling teachers what to do. "It is in fact quite the opposite. This is about empowering teachers to make independent, informed decisions about what works, by generating good quality evidence, and using it thoughtfully." *(Goldacre, 2013)*

   Objectives:
   After this session, you are expected to:
   1. Define evidence-based teaching
   2. Explain the importance of evidence-based teaching.
   3. Describe a classroom-based assessment and diagnostic teaching
   4. Discuss the connection of classroom-based assessment and diagnostic teaching to evidence-based teaching
   5. Cite plans of action to employ evidence-based teaching

III. **Time Allotment:**
   A. Session: 1.5 hours
   B. Video: approximately 30 minutes

IV. **Materials:**
   A. PowerPoint presentations from Prof. Padilla (as handouts)
   B. Videos: Evidence-Based Teaching, Schema Activation on Evidenced-Based Teaching
   C. Sample KWL chart, sample KWLP chart, Manila paper, marking pen, Post-It notes (any two colors)

V. Procedure

A. Priming Activity (Schema Activation) (15 minutes)

Ask participants the questions below. Record their answers on the KWL chart.

What do you know about evidence-based teaching?

What do you want to learn/know about evidence-based teaching?

What have you learned about evidence-based teaching? *(to be answered after the session)*

K	W	L

Say:

Let us now know how other educators/teachers see evidence-based teaching.

Show the video on "Schema-Activation on Evidence-Based Teaching".

B. Analysis and Discussion Questions (15 minutes)

Ask:

1. What are our common understanding and questions about evidence-based teaching?

2. What are the implications of these to our teaching practices?

C. Abstraction (35 minutes)

Say:

Let us have a deeper understanding of evidence-based teaching. I will show a video presentation of Teacher Portia's explanation and discussion of the topic. It has the following sequence:

Outline:

1. Evidence-based Teaching
2. Classroom-based Assessment
   a. Assessment
   b. Meaningful Assessment
   c. Teacher's Role in Assessment
   d. Principles of Classroom-Based
   e. Assessment
3. Diagnostic Teaching

Focus Questions:

Say:

Here are some questions which would allow you to look into specific important details in the presentation. Use note-taking cards to record these.

> 1. Why is evidence-based teaching an on-going process?
> 2. What are the sources of evidence in planning for instruction?
> 3. How should classroom-based assessment be?

D. Post-video Discussion or Open Forum (20 minutes)
   Start the discussion by answering the focus questions.

   Say:
   Go back to the KWL Chart.
   What are your insights and significant new learnings in this session? Write these in yellow "post-it" and paste it on the 3rd column.
   Let us add another column and label it P.

K	W	L	P

Ask:
What are your plans to start or continue evidence-based practices in the classroom? Write this in pink "post it" and place it on the 4th column.

Note to trainers: You may wish to emphasize that schools are not homogeneous and thus, what works in one school may not work in another school.

Session Guide 9
The PHIL-IRI: Assessing the Learners' Reading Difficulties and Designing Appropriate Intervention

I.   **Greetings**
     Say:
     Good day everyone, I am _____. I will be facilitating the session on the "Philippine Informal Reading Inventory" which will be presented by Dr. Felicitas Pado. Dr. Pado presents an evaluation of the Phil-IRI, and tries to find ways to improve it.

II. **Introduction**
     Objectives:
     After this session, participants will be expected to:
     5. Discuss feedback and suggestions from the field regarding the use of Phil-IRI as an assessment tool in schools
     6. Assess the learner's reading difficulties using Phil-IRI
     7. Follow the steps in administering Phil-IRI
     8. Analyze and interpret Phil-IRI results

III. **Time Allotment**
     A. Session: 3 hours
     B. Video: approximately 94 minutes

IV. **Materials**
     A. Videos: Phil-IRI Part 1, Phil-IRI Part 2, Phil-IRI Part 3, Phil-IRI Part 4, Phil-IRI videos for workshop (nos. 4, 6, 23)
     B. Phil-IRI Miscue Analysis Worksheets (for workshop)
     C. Sample chart, Manila paper, markers, meta cards

V.   **Procedure**
     A. Priming Activity: (5 minutes)
        Say:
        Raise your hand if you the statement applies to you.
        Ask:
        In what level will you belong based on the following statements?
        Level 1   I have heard of Phil-IRI.
        Level 2   I know about Phil-IRI, but I have never used it.
        Level 3   I know about Phil-IRI, I can talk about it, but I have never used it in my class.
        Level 4   I know about Phil-IRI, I use it in my class as an assessment tool.
        Level 5   I know about Phil-IRI, I use it in my class as an assessment tool for classroom intervention.

B. Analysis and Discussion Questions (10 minutes)
Group the participants according to their levels. Have them give at least one
adjective that will describe Phil-IRI's:
   a. Strengths
   b. Weaknesses
   c. Challenges

C. Abstraction (120 minutes)

For Phil-IRI Part 1

Say:
We will be viewing the video in four parts. The presentation will be as
follows:

1. Feedback from the field on Phil-IRI
2. Phil-IRI – Assessing the Learner's Reading Difficulties
3. Steps in Administering the Phil-IRI

Say:
Video 1 presents feedback from teachers gathered by Dr. Pado and her team
regarding the use of Phil-IRI as a reading assessment tool in the different
grade levels. Try to relate the feedback gathered by Dr. Pado's team with the
output of your group during the Analysis and Discussion (Part B).

Play the video, "Phil-IRI Part 1".

Ask:
From the video presentation, which of the feedback presented do you agree
with?
Which do you not agree with? Why? Why not?
Note to trainer: Discuss answers before proceeding to Part 2.

For Phil-IRI Part 2

Say:
Before we continue to the second video, consider the following questions, and
try to answer them while you are watching the video.
   1. What is the overall goal and objectives of Phil-IRI?
   2. What is Phil-IRI designed to address?
   3. What reading skills are diagnosed or assessed in Phil-IRI?

4. What are the things to consider when preparing intervention activities for each of the reading deficiencies or difficulties for the learners? What are the aims of each component of the Phi-IRI? Describe and explain each:
    a. Group Screening Test
    b. Reading Passages
5. What information does the readability level provide? Describe the materials used in the readability passages i.e. text passages, comprehension questions, etc.
6. What factors affect the readability of the materials? Why should these factors be considered in the reading assessment?
7. How does the Phil-IRI assess the following:
    a. Oral reading performance
    b. Listening comprehension
    c. Silent reading
8. What do differences in the results of these three tests tell teachers?
9. How will this information help the reading teacher?

Play the video, "Phil-IRI Part 2".
Note to trainers: Answer the focus questions before proceeding to the next video.

For Phil-IRI Part 3

Say:
In this video we find out the different steps in administering the 2014 version of the Phil-IRI. The video presents the following:
- Stages in Administering the Phil-IRI
    o Stage 1: Administering and Interpreting the Group Screening Test
    o Stage 2: Administration of the Phil-IRI
        ▪ Oral Reading Test
            - Identifying and Marking Miscues
            - Scoring the Oral Reading Miscues
            - Quantitative Analysis of the Oral Reading Test
            - Determining and Describing the 3Reading Levels
            - Understanding the Reading Profile of Pupils
            - Qualitative Analysis of Pupil Behavior while Reading

You may use this chart to help you with taking down notes. Create a bigger chart so that you can take down sufficient notes

Sample chart (to be shown to participants)
Steps in Administering the Phil-IRI

Stage 1	
Stage 2	
Stage 3	
Stage 4	

Listen carefully to the presentation.
Focus Questions:
1. How does the 2014 version of the Phil-IRI different from the old version?
2. Why were these modifications or changes made?

Play the video, "Phil-IRI Part 3".

Provide opportunities for the participants to ask questions regarding the steps and interpretations of the Phil-IRI.

For Phil-IRI Part 4

Say:
The fourth video brings us into a deeper exploration of the Phil-IRI assessment tool, and delves into the following topics:
- Review of some Feedback and suggestion from the field.
- Administering the Listening Comprehension Test
- Administering the Phil-IRI Silent Reading Test
- Interpreting the Silent Reading Result
- How should the Phil-IRI be used?

Play the video, "Phil-IRI Part 4".

D. Post-Video Discussion (15 minutes)
   Answer the focus questions.

VI. **Workshop/Application (30 minutes)**

Give out copies of the Phil-IRI Miscue Analysis Worksheets to the participants.

Say:

I will show to you three videos. I will show each video twice. For the first viewing, simply watch the video. For the second viewing, carefully listen for miscues, and mark them on the texts provided to you.

- o Show Phil-IRI_4
  - o The Tricycle Man

- o Show Phil-IRI_6

  - o Magpalipad Tayo Ng Saranggola

- o Show Phil-IRI_23

  - o Egg On The Grass

Discuss their answers after viewing all the videos.

Session Guide 10
Introduction to Children's Literature

I.   **Greeting**
     Say:
     Good day everyone, I am _____. I will be facilitating the
     session on "Introduction to Children's Literature", which will be shared by
     Professor Portia Padilla, a professor at the University of the Philippines and
     Doped consultant for the K to 12 Program.

II. **Introduction**
     Say:
     Children's literature enhances the development of language and thinking
     skills which provide the foundation for learning. More importantly, literature
     is a powerful vehicle for children to understand themselves, their homes, and
     the world around them. More so, exposing children to books in their early
     years sets the stage for the development of the love and passion for reading.

     Objectives:
         At the end of the session, the participants are expected to:
     1. Describe the different types of children's literature
     2. Point out the values derived from children's literature
     3. Explain the implications of children's literature selections for teaching
         early grade reading

III. **Time Allotment**
     A. Session: 1.5 hours
     B. Videos: approximately 60 minutes

IV. **Materials**
     A. Videos: Genres of Children's Literature, Values of Children's Literature
     B. Human BINGO template, Sample charts

V.   **Procedure**
     A. Priming Activity: Human BINGO (5 minutes)
         Distribute copies of the Human BINGO template to the participants. Ask
         them to complete their BINGO cards with participants who have read the
         book titles on the card. Whoever completes his/her card first, wins.
         *Note to trainer: Feel free to revise the Human BINGO template to include categories
         of books that are familiar to you and your participants.*

B. Analysis/ Discussion (5 minutes)
Say:
Call on the winner of the Human BINGO game. Have him/her call on those who signed her sheet to state the titles of the books that they have read (corresponding to the categories they signed on).

C. Abstraction (65 minutes)
Say:
Professor Portia P. Padilla presents the following topics in this video:

Outline:
1. Aims of Reading Instruction
2. What is Children's Literature?
3. Values of Children's Literature
4. Types/Kinds of Children's Literature
5. Young Children's Reading Interests
6. Basic Considerations in Choosing Books

Focus Questions:
Say:
We will view the video in two parts. While watching the video, take note of the answers to the following questions:
Part 1
1. What are the two major values of children's literature?
2. What personal life values can children learn from children's literature? Use this note-taking chart to remember important ideas.

Sample Chart (to be shown to the participants)
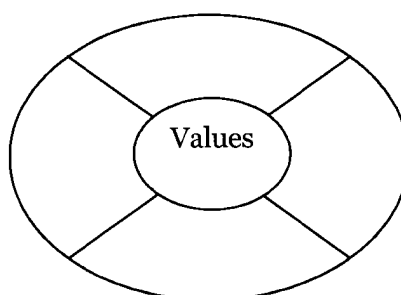
Part 2
5. What kinds/genre of children's literature do we have? Take note of some sample titles for each kind.

Genre	Types	Sample Book Titles

6. What kinds of books are interesting for children?
7. Why is it important to consider the reader, the text, and the context in choosing books for children?

D. Post-video Discussion (10 minutes)
Begin by answering the focus questions.

VI. **Workshop/Application (8-10 minutes)**
In your journal, complete the unfinished sentences.

I learned that children's literature in the Philippines is _____.
Of all the books introduced or discussed, I would love to be able to share (state specific book title/s) with my students in class because _____.

Session Guide 11
Formulating Objectives for a Reading Lesson

I.   **Greetings**
      Say:
      Good day everyone, I am _____. I will be facilitating the
      session on "Formulating Objectives for a Reading Lesson", which will be
      shared by Dr. Rosalina J. Villanova the OIC Chief CDD-BEE, Depend CO.

II.   **Introduction**
      Say:
      Learning objectives set the teaching learning process. Without learning
      objectives, it is difficult for students to know what they are supposed to be
      learning. Goals on the other hand are fundamental components to long term
      success. You cannot get where you need to go until you clearly define where
      the destination is.

      Objectives:
      After this session, you will be able to:
      1. Differentiate goals from objectives
      2. Give examples of different types of objectives
      3. Formulate well-stated goals and objectives

III. **Time Allotment:**
      A. Session: 1.5 hours
      B. Video: approximately 22 minutes

IV.   **Materials:**
      A. Video: Formulating Objectives
      B. PPT from Dr. Villanova (as handouts)
      C. Sample chart, Manila paper, markers, meta cards, storybooks, curriculum
         guides

V.   **Procedure:**
   A. Priming Activity: (5 minutes)
      Arrange the participants into 8 groups. Have each group develop a word web
      around each of these target words:
         1. Goal
         2. Objective
         3. Expressive Objective
         4. Instructional Objective

Here is an example of a Word Web for an objective:
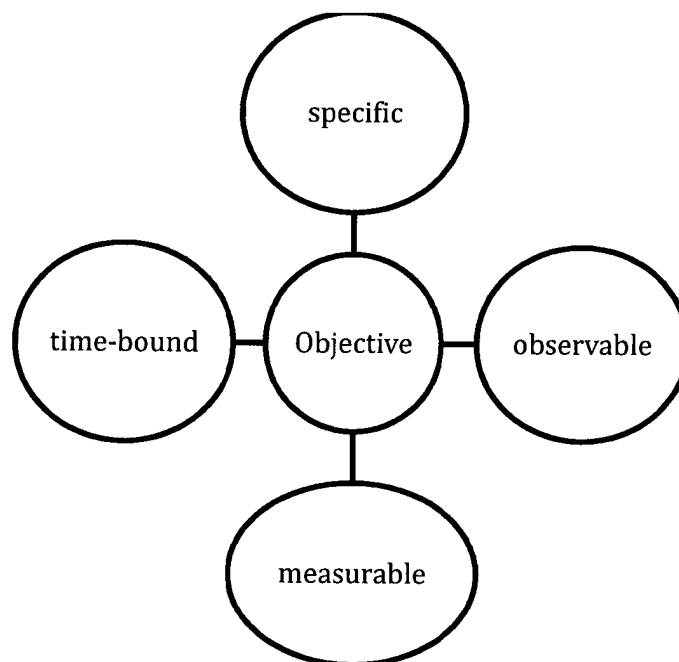
B. Analysis and Discussion Questions (10 minutes)
Trainer / Facilitator will point out the similarities and differences in the answers of the participants.

C. Abstraction (30 minutes)
Say:
In this video, Dr. Villanova presents the following topics:

Outline:
6. Goals
7. Objectives
8. Significance of Goals and Objectives
9. Types of Objectives
10. Guidelines in Formulating Objectives

Say:
Let us now watch the video. Note how the speaker differentiates between goals and objectives. Please also note her tips on formulating objectives.

D. Post-video Discussion or Open Forum (10 minutes)
1. What is a goal?
2. What is an objective?

3. How do goals and objectives differ?
4. Differentiate expressive from instructional objective.
5. Do we need to explicitly measure expressive objectives? Why? Why not?

VI. Workshop/Application(30 minutes)

1. Arrange participants into groups, and provide them with copies of Curriculum Guide, and a storybook.
2. Have each group prepare two expressive and two instructional objectives from their storybooks. Facilitator may assign a group (or 2 groups) to work on a specific title (depending on the titles available).
3. Instruct participants to formulate objectives based on competencies expected for their target grade level (consult their Curriculum Guides).
4. Groups will present their work.
5. Facilitators can provide feedback and suggestions as needed.

Session Guide 12
Pre-reading Strategies

I.   **Greetings**
      Say:
      Good day everyone, I am _____. I will be facilitating the session, "Pre-reading Strategies", which will be shared by Professor Hazelle Preclaro-Ongtengco, a professor at the Reading Education Department, College of Education, University of the Philippines, Diliman.

II.   **Introduction of Topic**
      During the previous sessions, we were introduced to the different kinds of children's literature that we can use for our lessons. We were also taught how to formulate expressive and instructional objectives for our reading and literacy lessons. In this session, we will learn how to achieve some of those objectives by planning pre-reading strategies that are appropriate for your lessons.

      At the end of this session, you are expected to:
      1. Understand the importance of pre-reading activities
      2. Identify and formulate effective pre-reading strategies

III. **Time Allotment**
      A. Session: 3 hours
      B. Video: Approximately 38 minutes total

IV.   **Materials**
      A. Videos: Pre-reading Strategies Part 1, Pre-reading Strategies Part 2
      B. Handout: PowerPoint presentation on Pre-reading Strategies
      C. Workshop materials: identified storybooks, chart paper, markers, meta cards

V.   **Procedure**
      A. Priming Activity (10 minutes)
          Divide the group into small groups consisting of 6-8 members each. Have each group brainstorm the activities that they usually do prior to reading a story. Ask them to list each activity on a Meta card. After 5 minutes, ask members of the group to categorize these activities according to their

objectives. Ask them to place their Meta cards on a three-column chart such as the one below:

To develop concepts or vocabulary	To activate students' background knowledge	To develop a purpose for reading/listening
Activity 1	Activity 4	Activity 2
Activity 3		

B. Analysis and Discussion (20 minutes)

Have groups post their charts (list of strategies/activities). Discuss similarities and differences in their list.

- Did the groups present similar activities? Which are more commonly done? Which are less commonly done?
- Can certain activities serve two purposes? (ex. Develop vocabulary and develop purpose for listening?)

Ask:

Why is it important to do these things before asking students to read or listen to a story?

C. Abstraction (60 minutes)

Say:

In the video that we will be watching, Professor Preclaro-Ongtengco further expounds on the importance of pre-reading strategies in literacy instruction. She describes and demonstrates pre-reading activities that can be used for a) developing concepts/vocabulary, b) activating prior knowledge, and c) developing a purpose for reading. She provides tips on conducting these activities in order to help us achieve our lesson objectives.

While watching the video, please note the answers to the following questions:

Focus Questions:

1. What are some questions to ask prior to planning your pre-reading activities?

2. What are some ways by which we can develop concepts and vocabulary relevant to the selection?
3. Why is it important to activate students' prior knowledge?
4. Differentiate motivation and motive questions. What are some tips on formulating motivation and motive questions?

Play the first part of the video at the 18:38 mark until end.
Discuss answers to focus questions covered by Part 1.

Play the second part of the video.
Discuss answers to focus questions covered by Part 1.

D. Post-video Discussion (20 minutes)
Below are additional questions for discussion:
1. What are some pre-reading strategies that you would personally want to try out in your classes? Discuss with a partner (think-pair-share) some pros and cons of these pre-reading strategies in your particular context.
2. In the video, the speaker discussed strategies that the teachers can do prior to reading aloud stories to their students. Will these strategies also work when asking students to read stories/texts on their own (especially for Grades 2 or 3)? If not, how may these prereading strategies be modified for independent reading sessions?

VI. **Workshop/Application (1hour)**
Arrange the participants into groups consisting of 6-8 members each. Assign a book to each group (Or let them choose a selection from the DepEd Teacher Guide or Learner Materials). Instruct groups to:
1) Formulate expressive objectives
2) Formulate instructional objectives
3) Identify words to be unlocked
4) Identify concepts that need to be clarified
5) Make a motivation-motive tandem question

Provide chart paper and markers to each group. Have each group post their output at the end of the session. Facilitator may focus critiquing and feedback by story.

Note to trainers: Please make sure to go around the groups during the workshop time to be able to give feedback to groups while they are working.

Session Guide 13
During Reading Strategies

I. **Greetings**

Good day everyone, I am _____. I will be facilitating the session on During Reading Strategies, which will be also be shared by Professor HazellePreclaro-Ongtengco, a professor at the Reading Education Department, College of Education, University of the Philippines, Diliman.

II. **Introduction**

In the previous session, we have already learned about pre-reading strategies and we have also prepared a lesson plan focusing on pre-reading activities for a particular selection. In this session, we will learn about activities and teaching strategies that we can use during reading. At the end of this session, you will be able to:

1. Demonstrate how to conduct a read-aloud session
2. Select appropriate during reading activities for a particular selection
3. Differentiate different types of during reading strategies

III. **Time Allotment**

A. Session: 3 hours
B. Video: approximately 80 minutes

IV. **Materials**

A. Selected storybooks (same as the ones used for session on Pre-reading Strategies)
B. Video: During Reading Strategies
C. Anticipation Guide
D. Workshop: Chart paper and markers

V. **Procedure**

A. Priming Activity (10 minutes)
Anticipation Guide

Check under Agree or Disagree for each of the following statements:

Statements	Agree	Disagree
1. It is important to ask questions about the story after reading each page of the book.		
2. Questions asked during reading help the teacher keep track of student's understanding of the selection.		
3. Shared reading is just another word for Read aloud.		
4. Graphic organizers can be used during reading.		
5. During reading activities can also be used to help students develop specific comprehension skills.		

B. Analysis and Discussion (10-15 minutes)
Call for volunteers to discuss their answers to the anticipation guide. (1-2 participants per statement)

C. Abstraction (110 minutes)
We will be able to find out whether your answers are correct or not after we watch this video. Stories can be read by different means: Teachers can read aloud or do shared reading with the whole class, guided reading with a smaller group of students or ask students to read the text independently. Prof. Preclaro-Ongtengco discusses each of these methods in turn, but with a particular emphasis on conducting read-aloud sessions. She presents the following topics in the video:

Outline:
1. Teaching-demo of a story read-aloud
2. Tips for asking questions during reading
3. Values of conducting read-aloud sessions
   a. During reading strategies for deepening comprehension
   b. During reading activities for modeling particular skills
4. Shared reading sessions
5. Guided reading sessions
6. Independent reading sessions

Here are some questions to focus on while you are watching the video:

Focus Questions:

1. What tips does Prof. Preclaro-Ongtengco give about asking questions during reading? When is it appropriate to ask questions? What kinds of questions can we ask during reading?
2. What are some graphic organizers that can be used during reading? What are the benefits of using graphic organizers?
3. Differentiate the different kinds of reading activities using this chart:

Reading activities	Who reads?	What skills/domains does this type of reading activity develop?	What materials are best suited for this type of reading activity?
Read-aloud			
Shared Reading			
Guided Reading			
Independent Reading			

D. Post-video Discussion (20 minutes)

Begin by answering the focus questions. Below are additional questions for discussion:

1. What can you say about how Prof. Preclaro-Ongtengco reads a story?
2. What are some tips and techniques that you learned from her that you would definitely try to apply in your classes?

VI. Workshop/Application (30 minutes)

Participants continue to work with their groups. Using the same story and objectives from the workshop on Pre-reading Strategies, groups will now come up with their during reading activities. Each group will:

1. Practice Reading Aloud
2. Identify which portions of the text you would need to stop and ask a question.
3. Make 4-5 during reading questions.
4. Identify a skill that you would like to model during reading. Prepare necessary charts.

Facilitators can randomly choose who will present after the working period.

Session Guide 14
Post Reading Strategies

I.   **Greetings**
      Good day everyone, I am _____. I will be facilitating the
      session on Post Reading Strategies which will be shared by Professor Yvette
      Concepcion-Alcazar, a professor at the Teaching in the Early Grades
      Department, College of Education, University of the Philippines, Diliman.

II.   **Introduction**
      In the previous sessions, we have already learned about the pre-reading and
      during reading activities that can be done in class. In this session, we will
      start exploring the different activities that we can do after reading a story to
      the students.

      Objectives:
      After this session, you are expected to:
      1. Differentiate engagement and enrichment activities
      2. Understand and give examples of questions that develop the 5 levels of
          comprehension
      3. Formulate appropriate discussion questions
      4. Select appropriate engagement and enrichment activities

III. **Time Allotment**
      A. Session: 3 hours
      B. Video: Part 1 approximately 55 minutes, Part 2 approximately 50 minutes

IV.   **Materials**
      A. Videos: Post Reading Strategies Part 1, Post Reading Strategies Part 2
      B. Handout: Post Reading
      C. Slide showing outline of presentation
      D. Workshop: chart paper, markers

V.   **Procedure**
      A. Priming Activity (3-5 minutes)
         Quick write: Ask participants to answer the following questions in their
         respective notebooks:
         What do you usually do after reading to your class? Why do you do those
         things?

B. Analysis and Discussion (10-15 minutes)

After the Quick Write activity, have participants discuss their answers with a partner or small group for 5-7 minutes. Call on 3 volunteers to share answers with the plenary.

C. Abstraction (110 minutes)

Say:

In the video that we will watch, Teacher Yvette will present some of the activities that can be done after reading a story. Most of these activities aim to deepen the students' understanding of the story.

Outline:

1. Post-reading Discussion: The art of questioning
   a. Why is discussion important?
   b. 5 levels of reading comprehension
2. Engagement activities
   a. Why do we give EA?
   b. How do we choose proper engagement activities?
   c. Examples of EA
   d. How can children work as a group?
   e. How can we achieve maximum learning for the children?
3. Enrichment Activities
   a. Reading-Writing Connection
   b. Creative Dramatics
   c. Arts and Crafts
   d. Inquiry Activities
4. Writing as Composing
   a. Writing prompts
   b. Conventions of writing

Say:

The first video will focus mostly on the formulation of different kinds of discussion questions. Part 2 of the video focuses mostly on engagement activities.

Focus Questions: (Part 1)

Say:

Here are some questions you can focus on while listening to her talk:

1. Why is it important to discuss the story after reading it?
2. What are the five levels of comprehension? How are they different from each other?
3. Why is it not advisable to ask "Did you like the story?" to students right after reading to them?
4. How do you determine the sequence, type and number of questions to be asked?

Play the video (part 1).

Note to trainer: You may pause the video at about 15-20 minute intervals to allow for discussion of answers to focus questions or clarifications.

Say:

We will do an activity in between videos (see Workshop/Application).

Play the second part of the video after the activity.

Focus Questions: (Part 2)

Say:

Here are some questions you can focus on while listening to the talk:

1. What makes engagement and enrichment activities different?
2. What were the types of engagement activities (organized according to the elements of the story they focus on) that caught your attention during the presentation?
3. When do you make the children answer engagement activities? Before or after discussing the story?
4. Why should we not correct student's spelling errors as they do engagement activities?
5. Are engagement activities only for children who can already read and write?
6. What steps did Teacher Yvette suggest to ensure that students are properly supported as they learn to answer engagement activities?

Note to trainer: You may pause the video at about 15-20 minute intervals to allow for discussion of answers to focus questions or clarifications. You may stop the

video at the 49:12 mark. The rest of the video focused on a limited discussion of writing. For a more detailed discussion of the reading-writing connection and writing as composing, please see the Basa Pilipinas video on Reading-Writing Connection (available in your flash drives).

D. Post-video Discussion (20 minutes)

Begin by answering the focus questions. Below are additional questions for discussion:

1. Why is it important for teachers to understand the different levels of comprehension?
2. To what extent do you currently develop the different levels of comprehension among your students?
3. What new strategies do you plan to employ once you go back to your classrooms?

VI. **Workshop/Application (after Part 1 session) (40 minutes)**

Participants will continue to work with their respective groups on the story assigned to them. They will be asked to formulate appropriate discussion questions that are properly sequenced, and help achieve the previously stated objectives. Have at least 2 groups present their outputs for critiquing.

Rubrics for critiquing:

1. Questions are logically arranged or sequenced. Expected answers to the preceding question leads to succeeding questions.
2. Different types of questions are listed. They help develop both low-level and high-level thinking skills.
3. Questions help achieve targeted objectives.
4. Listed questions are neither too many nor too few.

Session Guide 15
Classroom-Based Assessment Tools

Special Instruction for Trainers:
In preparation for this session, kindly watch the video For Trainer's Only: Classroom-Based Assessment Tools to see how Prof. Padilla facilitated the discussion in the video.

I. **Greetings**
   Say:
   Good day everyone, I am _____. I will be facilitating the session, "Classroom-Based Assessment Tools".

II. **Introduction**
   As early grades teachers, how do we gauge student progress? What are the activities or the tools that we use to measure learning?

   Objectives:
   After this session, you are expected to:
   1. Identify the ways of how to use classroom-based assessment tools during and after instructions
   2. Differentiate between formative and summative assessment

III. **Time Allotment:**
   A. Session: 1.5 hours
   B. Video: approximately 62 minutes

IV. **Materials:**
   A. Handouts: Assessing Print Awareness and Vocabulary, Grade 1 Writing Rubric, Observation Checklist for Reading Attitudes, Student-Friendly Writing Rubric 6+1 Traits, Sample Lesson Plan
   B. Videos: Classroom-Based Assessment Tools 1, Classroom-Based Assessment Tools 2 (For Trainer's Only)
   C. Sample lesson plan

V. **Procedure**
   A. Priming Activity (Schema Activation) (15 minutes)
      Say:
      Tell me what you think of each word/phrase that I will to show you. Use the given scale as a guide.

      1 - I've never seen this word/phrase before.

2 - I've seen this word/phrase before,
but I don't know what it means.
3 - I have seen this word/phrase before,
and I think it means _____.
4 - I know this word/phrase.
   It means _____.
5 - I know this word/phrase.
   I can use this in a sentence.

a. Assessment
b. Assessment During Instruction
c. Assessment After Instruction
d. Classroom-Based
e. Classroom-Based Assessment
f. Classroom-Based Tools

B. Analysis and Discussion Questions (15 minutes)
Ask:
For those who answered 3 / 4, can you please complete the sentence with your answers?

3 - I have seen this word/phrase before,
and I think it means _____.
4 - I know this word/phrase.
   It means _____.

For those who answered 5 in the scale, can you use the word in a sentence?

5 - I know this word/phrase.
   I can use this in a sentence.

C. Abstraction (30 minutes)
Ask:
Reflect on why I asked you to do the activity. Why do you think I did it?

Say:
What we just did was a modified version of the vocabulary knowledge scale. I did pre-assessment of what you knew about our topic today.
So what is assessment? Assessment is "a systematic process of gathering information about what a student knows, is able to do, and is learning to do (Manitoba Education and Training, Reporting on Student Progress

and Achievement, 1997)". For classroom-based assessment, there are two characteristics that you should keep in mind: It should be meaningful, and it should be purposive.

Ask:
1. Why do we need to perform assessments in the classroom?
2. Why does classroom-based assessment need to be meaningful? Why does it have to be purposive?

Say:
As teachers, we should be able to collect information using classroom-based assessment tools before, during, and after instruction. These tools can go beyond tests and paper and pen activities.

Can you give examples of how you can perform an assessment...:
a. Before instruction?
b. During instruction?
c. After instruction?

Ask:
1. Can you tell me the difference between asking a student to write 2-3 sentences after a grammar lesson, and asking a student to undergo a final exam?
2. Which one do you think is the formative assessment, and which one is the summative assessment?
3. What is the difference between the two? Can you give examples?

Say:
We use formative assessments throughout the teaching and learning process. We need feedback on our instruction and student progress. Formative assessments are what we frequently use in our daily instruction in the classroom. On the other hand, summative assessments are usually done at the end of a school year, quarter, or an instructional unit.

VI. **Workshop/Application (30 minutes)**
Go over the sample lesson plans by Prof Alcazar and Prof. Padilla. Ask the participants to list the different kinds of assessment tools used in the lesson plan. Ask them to specify which part of the lesson plan the assessment tool was used.

Part of the LP	Assessment Tool

Note to trainers: After the workshop, distribute the other assessment tools (handouts) and invite participants to comment on the usefulness of such tools.

Session Guide 16
Explicit Teaching Framework

Special Instruction for Trainers:
In preparation for this session, kindly watch the whole video on Explicit Instruction as well as the demo-teaching video of a Grammar Lesson (from the Basa Pilipinas flash disk). However, please only show a specific portion (15:00-37:21) of the video of Teacher Portia's lecture to the participants.

I. **Greetings**
    Say:
    Good afternoon everyone, I am _____. I will be facilitating the session on "Explicit Teaching Framework" which was presented by Teacher Portia P. Padilla, a professor at the University of the Philippines and DepEd consultant of the K to 12 Program.

II. **Introduction**
    Say:
    In Vygotsky's "Zone of Proximal Development" (ZPD), Vygotsky stressed the need for scaffolding in teaching. As teachers we need to provide explicit instruction to aid in literacy development.

    In this session, we will watch a demo-teaching video of Teacher Evelyn Mamangonas she explicitly teaches her 3rd grade students the proper use of pronouns in Filipino. We will also go through a lecture from Teacher Portia Padilla as she describes and explains the different components of explicit instruction especially as it applies to grammar and oral language lessons.

    After this session, you will be able to:
    1. Identify the different components of the Explicit Teaching framework
    2. Appreciate the activities that will develop grammar and oral language

III. **Time Allotment**
    A. Session: 3 hours
    B. Video: approximately 55 minutes

IV. **Materials**
    A. Videos: Tahasang Pagtuturo ng Gramatika (From Basa Pilipinas flash drive), Explicit Teaching Framework – (Please only show 15:00 to 37:21 of the video)

V. **Procedure**
    A. Priming Activity: List-Group-Label (10 minutes)
        1. Work in groups of 5. Brainstorm some words that come into mind when you hear the phrase "Explicit Instruction." List these words.

2. Combine the words into groups based on similarities.
3. Come up with a label for each group of words.

B. Analysis and Discussion (10-15 minutes)
Present selected group outputs.
Facilitator will note similarities and differences in the group outputs. Are similar words listed? Are categories (or labels) similar or different across groups?

C. Abstraction (60 minutes)
Part 1
Say:
We will begin understanding more about explicit instruction by watching the demo-teaching video of Teacher Eve. While you watch, please note down the activities that the teacher had for each part of her lesson:

PARTS	Activities Observed
a. Introduction	
b. Modeling	
c. Guided Practice	
d. Group Practice	
e. Independent Practice	

After the video, allow about 10-20 minutes for a quick discussion of what they have watched, focusing on the activities observed for each part of the lesson.
Sample questions:
How did the teacher introduce the lesson?
How did she model the target skills for her students?
What was the first activity which allowed her students to practice the skill?
How did she provide guidance and feedback?
Did the drawing and writing activity enable the teacher to assess her students' learning?

Part 2
Say:
Now, let us watch as Teacher Portia discusses explicit instruction explicitly. In her lecture, she will present to us:
1. What is explicit instruction?
2. Why do we teach explicitly?
3. How do we do explicit teaching?
    a. Guide Questions for teachers planning lessons
    b. Steps or components of explicit instruction

Please take note of the important considerations for each component of the lesson.

D. Post video Discussion (20 minutes)
1. Do you agree or disagree with the statement:
Explicit Instruction is best for teaching beginning readers only.
Why or why not?
2. What is scaffolding and why is it important in explicit teaching?
3. Based on what you have watched and heard, how do you plan to modify your instruction or teaching practices when you go back to your classrooms?

VI. **Workshop/Application (60 minutes)**
Working in groups of 4, have each group write a lesson plan showing how the explicit teaching framework can be applied in a grammar or oral language lesson.

Lesson Plan Template

Grade Level: _____ No. of students in class: _____

Subject: _____ Students' L1: _____

I. Objective(s)

II. Selection/Materials

III. Procedure

 a. Introduction

 b. Teaching/Modeling

 c. Guided Practice

 d. Independent Practice

Session Guide 17
Grammar and Oral Language LP Walk Through

I.   **Greetings**
     Say:
     Good day everyone, I am _____. I will be facilitating the
     session on "Grammar and Oral Language LP Walk Through" which will be
     presented by Professor Portia P. Padilla a faculty of the College of Education,
     University of the Philippines, and a consultant of DepEd on the K to 12
     Program.

II. **Introduction**
     Say:
     In our last session, we examined the explicit teaching framework and we saw
     how this was applied in an actual Grade 3 class. In this session, Prof. Padilla
     describes and explains another lesson plan for grammar and oral language
     following the explicit teaching framework. She facilitates in the discussion of
     a prepared lesson plan that shows a form of grammar use that is oral in
     nature.

     Objectives:
     After this session, you will be able to:
     3. Identify the different parts of Explicit instruction on grammar and oral
        language
     4. Appreciate the activities that will develop grammar and oral language
     5. Develop a lesson following the steps of explicit instruction of a grammar
        lesson with emphasis on the development of oral language.

     The Outline of the presentation is:
          A. Introduction to the lesson plan
          B. Walk through of the parts of the lesson plan
               1. Objectives
               2. Pre-lesson Assessment of Target Skills
               3. Introduction
               4. Teaching/ modeling
               5. Guided Practice
               6. Independent Practice
               7. Post-lesson Assessment of Target Skills

III. **Time Allotment**
     A. Session: 1.5 hours
     B. Video: approximately 22 minutes

IV. **Materials**
    A. Video: Grammar and Oral Language LP Walk Through
    B. Manila paper, markers, meta cards
    C. Workshop: Grammar and Oral Language Sample Lesson Plan

V. **Procedure**
    A. Priming Activity: Role Play (5 minutes)
    Arrange the participants into 6 groups. Each group will be given one part of the lesson plan that they will role play. Other groups will try to guess or identify the part of the lesson being presented.

    B. Analysis and Discussion Questions (10 minutes)
    Ask:
    How do teachers develop the oral language skills of learners?
    Can grammar lessons be used in developing the oral language of learners? How?

    C. Abstraction (30 minutes)
    Say:
    Let us now watch the video. Note how the speaker presents each part of the plan, and how it is applied in the ideal classroom. Pay close attention to the activities the teacher has incorporated into the plan that allow her to achieve 100% assessment of the grammar skill taught through oral language.
    While watching the video, think of how you can translate this in your own classroom. Explore possible options where you can assess the oral language of all of the learners in your classes.

    Play the video.

    D. Post- video Discussion: (20 minutes)
    Below are questions for discussion.
    1. What perspective on the explicit instruction of grammar did you get from the video? Why?
    2. Why do you think teachers should focus on the development of grammar using oral language especially in the early grades?
    3. How can the teacher put emphasis on the concept being taught without the learners reading the sentence?
    4. How can teachers meet the challenge of conducting one-on-one oral language activities with each learner in the regular public school classroom?
    5. How will you be able to know if the learners can already use the skill or skills taught appropriately using oral language?
    6. When can the oral independent practice serve as post lesson assessment?

VI. Workshop/Application (20 minutes)

Distribute copies of the Grammar and Oral Language Sample Lesson Plan. Go through the lesson plan together, and identify the activities where oral language will/can be developed in the different parts of the lesson plan.

Session Guide 18
Principles of Decoding and Explicit Instruction

I. **Greetings**
Say:
Good day everyone, I am _____. I will be facilitating the session on "Principles of Decoding and Explicit Instruction", which will be shared by Dr. Leonor Ercillo-Diaz, a professor from the College of Education at the University of the Philippines.

II. **Introduction**
Say:
Reading is a very important skill. It is an essential learning skill to support learning in all other subjects at school and for some learning that takes place out of school. By building a strong foundation in teaching the learners how to read, teachers will be able to help students succeed.

Objectives:
After this session, the participants are expected to:
1. Identify steps in teaching word reading, word recognition, spelling, vocabulary, comprehension, writing sentences and paragraphs
2. Identify the steps in explicit teaching of phonological and phonemic awareness, and beginning reading and writing
3. Explain the reading process
4. Demonstrate explicit teaching in reading
   - Alphabet knowledge
   - Phonics and Word Recognition
   - Fluency
   - Spelling
   - Handwriting

III. **Time Allotment**
   A. Session: 3 hours
   B. Video: approximately 1 hour and 55 minutes

IV. **Materials**
   A. Video: Principles of Decoding and Explicit Instruction
   B. Manila paper, markers, meta cards, storybooks

V. **Procedure**
   A. Priming Activity: (5 minutes)
      Have the participants read the paragraph.

Yodle's First Day at School
(http://www.etni.org/reading/Nonsense_text2_yodle.doc)

On the first day at his new school, poor Yodle couldn't glant anything. He was very snam because even the quims plended his plosg and leuthed his ontibs. Mr. Golan, the school gornisht, saw that and wanted to help. He called Yodle to his munt and spoke to him gently. Then, Mr Golan trungled the quims very strintly. After the break, he also minched Yodle some riglands. When I met Yodle on Thursday, he looked much brinder. He forgot all the troubles he had had two days before.

B. Analysis/Discussion (5 minutes)
Ask the participants if they understood the paragraph. What made it difficult for them to understand?

Say: This is exactly the experience of our pupils who can simply decode, but cannot comprehend what they are reading. As teachers it is important to use effective processes and steps in teaching our students to read. This is so that the students will not become merely decoders of text, but they will also be able to comprehend what they are reading.

C. Abstraction (120 minutes)
Say:
Dr. Ercillo-Diaz presents the following topics in the video:

Outline:
1. A Guiding Principle in Teaching Decoding
2. The Reading Process
3. Phonological Awareness
4. Phonemic Awareness
5. Assessment
6. Marungko Method

Let us now watch the video. Note how the speaker explains the process of reading. Please also take notes on her tips on teaching and assessing reading.

Play the video.

D. Post-Video Discussion (15 minutes)
Below are additional discussion questions:
1. What is the guiding principle in teaching reading that we have focused on today?
2. What is the gap between decoding and reading comprehension?

3. What are the domains included in teaching beginning reading?
4. Why are phonological and phonemic awareness important in the foundation in teaching beginning reading?
5. Why do we need to follow the systematic, multi-sensory, and sequential approach to word reading recognition and spelling development?

VI. **Workshop/Application (30 minutes)**

Arrange the participants into 5 groups. Ask them to role play the explicit teaching of the following:

      i. Group 1 - Alphabet knowledge
     ii. Group 2 - Phonics and Word Recognition
    iii. Group 3 - Fluency
    iv. Group 4 - Spelling
     v. Group 5 - Handwriting

Give the participants 10 minutes to plan their presentations. Each group is given only 3-4 minutes to act this out.

Session Guide 19
Bridging in Decoding Instruction

I. **Greetings**

Say:

Good afternoon everyone, I am _____. I will be facilitating the session on "Bridging in Decoding Instruction", shared to us by Dr. Leonor Ercillo-Diaz, a professor of the University of the Philippines, and DepEd consultant for the K to 12 Program.

II. **Introduction**

Say:

In this session, we will be discussing two topics. The first one is about bridging in decoding instruction. The second one is about differentiated instruction.

In the previous session, Dr. Ercillo-Diaz spoke at length about systematic and explicit instruction as a means to teach phonics and word recognition skills. She focused on how we can teach decoding in English and also in Filipino. In this session with Dr. Ercillo-Diaz, she will deepen our understanding on how we can bridge phonics and word recognition skills of students across languages.

In the second part of the video, Dr. Ercillo-Diaz will be presenting to us the importance of differentiated instruction and some guidelines that can help us as we plan for such instruction.

Objectives:

After this session, participants are expected to:
1. Identify difficulties in decoding instruction across different languages
2. Identify different techniques in ensuring that the learners can decode between/among languages
3. Understand and explain the benefits of differentiated instruction

III. **Time Allotment**
   A. Session: 1.5 hours
   B. Video: approximately 38 minutes

IV. **Materials:**
   A. Video: Bridging and Differentiated Instruction
   B. Handout: PPT from Dr. Ercillo-Diaz
   C. Manila paper, markers, meta cards

D. PowerPoint for priming activity

V.   Procedure

A. Priming activity: Matching and Identifying Game (5 minutes)
Have the participants read the following word (flash it on screen):
"away"

Presuming that they read the word in English, present this sentence:
Naghahanap ng **away**ang lasing nalalaki.

If they read the word in Filipino, present this sentence.
Rain, rain, go away!

B.   Analysis: (10 minutes)
Ask:
How did you read the word when I presented it in isolation? What phonics rules did you apply when you read that word?

How did you read the word in the sentence? Do the same phonic rules apply? Why or why not?

I know that you are adults and proficient readers so you know when rules apply and when they don't, but what about our beginning readers? Do you think it would be easy or difficult for them?

C. Abstraction: (20 minutes)
   Say:
   Dr. Ercillo-Diaz presents the following topics in this session:

   Outline:
   1.   Cognates and false cognates in bridging

   Focus Questions:
   Let us now watch the video. While watching the video, please take note of the following (to be shown to the participants):

   1.   What are cognates? What are false cognates?
   2.   When can we possibly use bridging in these aspects?

   Note to trainers: Play video only until 16:00 mark.

D. Post-video Discussion: (5 minutes)
   Begin by answering the focus questions.

Additional question to ask:
1. Identify some specific difficulties and confusions that you have noticed among your students who are now learning to read in MT and Filipino.
2. Are their confusions due to differences in the vocabularies (false cognates) or differences in phonic rules (letters that look the same but have different sounds)?

In the second part of the video, Dr. Ercillo-Diaz will be presenting to us the benefits of differentiated phonics instruction. She will also be presenting a sample lesson plan for a class whose students will be divided according to their decoding skills.

Here are some focus questions:

1. How are groupings determined?
2. Why is it important for the teacher to listen to her students read individually or in small groups rather than in chorus or with the whole class?
3. In her sample lesson plan, what does the basic group do? The average group? The fast group?
4. Where does explicit instruction take place in this lesson? Where does guided practice and independent practice take place in the lesson?

Answer the focus questions. Invite participants to list down additional questions that they may have about differentiated instruction. Tell them that the next session will also focus more on differentiated instruction.

Session Guide 20
Differentiated Instruction

Special Instruction for Trainers:
In preparation for this session, kindly watch the video For Trainer's Only: Discussion on Differentiated Instruction to see how Dr. Ercillo-Diaz facilitated the discussion of the video.

I. **Greetings**
Good day everyone, I am _____. I will be facilitating the session on "Differentiated Instruction" through a demonstration-teaching video by Teacher Rose Ann Pamintuan, a Master Teacher from NCR.

II. **Introduction**
In the previous session, Dr. Ercillo-Diaz has already discussed with us why differentiated instruction is an effective way to address students' varying skill levels. She has also presented to us sample lesson plans that show how we can plan for differentiated instruction within a class. We thought it would be more effective to see how this can be done in an actual class. In this video, we will see how Teacher Rose teaches reading through differentiated instruction.

Objectives:
At the end of this session, participants are expected to:
1. Have a deeper understanding of necessary ingredients for success in implementing differentiated instruction
2. Realize the importance of formative assessment when planning lessons
3. Reconstruct the lesson plan used by the teacher
4. Plan a reading lesson for a class composed of students of varying skill levels

III. **Time Allotment**
A. Session: 1.5 hours
B. Video: approximately 25 minutes

IV. **Materials**
A. Video: Differentiated Activities (from the Basa Pilipinas flash drive)
B. Sample chart

V. **Procedure**
A. Priming Activity (5 minutes)
Think-Pair-Share

1. How do you address your students' varying reading skills in your class?
2. What are some questions you may have about differentiated instruction?

B. Analysis (5 minutes)
Invite some participants to share their answers for #1, and list down some questions from #2.

C. Abstraction (30 minutes)
Say:
While watching this video, I invite you to:
1. Look closely at the instructions and materials given to each group. Make an educated guess as to the objectives the teacher had for each group as well as the skills possessed by her students in each group. Reconstruct the lesson plan using the format given below.

Fill in the table below:

Group Name	Students' Current Skills	Teacher's Objectives for this lesson	Instruction and Materials Given

2. What were some of the essential rules that she implemented in class that helped her manage her students as they did differentiated activities?

D. Post-video Discussion (10 minutes)
1. Was the teacher successful in addressing her students' different needs? What made it successful/not successful?
2. Why is careful observation (during small group instruction), and continuous assessment necessary?
3. How can you continuously monitor student needs and performance in your class?
4. What are your personal takeaways from the demo-teaching lesson?
5. In this video, students were grouped according to ability. How else can students be grouped?

VI.   Workshop (30 minutes)

Arrange participants into 10 groups with 5 members in each. Each group will formulate lesson plans that address at least 2 different groups of students. Have groups fill in the following template.

Objectives:
Group 1:
Group 2:

Time Allotment	Group 1	Group 2
	Oral Work Materials: Instructions:	**Seat Work** Materials: Instructions:
	Seat Work Materials: Instructions:	**Oral Work** Materials: Instructions:

Session Guide 21
How Do Children Learn Math

I. **Greetings**
   Say:
   Good day everyone, I am _____. I will be facilitating the session, "How Do Children Learn Math". This will be shared to us by the Chairperson of the Department of Teaching in the Early Grades of the UP College of Education, Dr. Leonor Ercillo-Diaz.

II. **Introduction**
   As early grades teachers, it is important for us to know how our learners receive and process information to achieve learning. This is so that we will be able to understand how we can provide the most appropriate instruction to suit different kinds of learners.

   Objectives:
   After this session, you are expected to:
   1. Identify the three main theories with implications in math instruction
   2. Identify and understand how children learn math through the different stages and processes

III. **Time Allotment:**
   A. Session: 1.5 hours
   B. Video: approximately 56 minutes

IV. **Materials:**
   A. PowerPoint presentation from Dr. Ercillo-Diaz (as handouts)
   B. Video: How do children learn math?
   C. Sample charts to be shown (for note-taking purposes during video viewing)

V. **Procedure**
   A. Priming Activity (Schema Activation) (2 minutes)
   Ask the participants to get a sheet of paper as they will be solving a mystery message.

   Play the video ("How do children learn math"). After Dr. Ercillo-Diaz gives the instructions on how to complete the activity, pause the video at the 0:25 mark. Ask the participants if they can solve the mystery message.

B. Analysis and Discussion Questions (5 minutes)
   Ask the participants who were able to solve the mystery message

   Ask:
   How do you usually teach the sum of 5 + 3 to children in the early years?

   Take note of the different answers and methods of the participants. With
   their answers, identify which participants had different methods for
   different ages. Emphasize that children learn math in different stages and
   processes in learning math, and that we have to incorporate these into our
   instruction.

C. Abstraction (70 minutes)
Say:
In this video, Dr. Ercillo-Diaz will present the following topics:

Outline:
1. How do the K-3 children learn Mathematics?
2. What do they have to learn in Mathematics?
3. How do we teach and assess Mathematics skills?

Focus Questions:

Please prepare a similar chart in your respective notebooks. While listening,
please take down notes as Dr. Ercillo-Diaz discusses how children learn math.
   Sample Chart (to be shown):

1. LEARNING IS:		HIGHLIGHTS
Theory		
Proponent		
Stages/Process		
Proponent		
Stages/Process		

Proponent		
Stages/Process		
2. LEARNING IS:		**HIGHLIGHTS**
Theory		
Proponent		
Stages/Process		
3. LEARNING IS:		**HIGHLIGHTS**
Theory		
Proponent		
Stages/Process		
Proponent		
Stages/Process		
Proponent		
Stages/Process		

1. While watching the video, you can pause it briefly to have a short interaction with the participants:
   a. At the 13:30 mark of the video, "How do children learn math", Dr. Ercillo-Diaz reads a story for the participants. Pause the video at the 16:41. Ask the participants the questions on the Think Back slide. Continue playing the video after this brief discussion.
      i. Why does the character say "More for Me"? What does he want more of?
      ii. Guess the age of the character. What grade is he in?
      iii. Why do you say so? What are his characteristics?
   b. Pause the video, "How Do Children Learn Math" at the 35:55 mark. Ask the participants which method they prefer: Reading the summary first or reading things in order?

D. Post-video Discussion or Open Forum (15 minutes)
   1. What are the three main learning implications or theories in math instruction?
   2. What are the similarities and differences among the learning theories in math instruction?
   3. Why is it important to adjust our instruction method to the different kinds of learners?
   4. How does knowing that children have "multiple intelligences" (Gardner) help us improve our instruction of math?

Session Guide 22
How Do We Teach and Assess Math

    I.   **Greetings**
          Say:
          Good day everyone, I am _____. I will be facilitating the session "How Do We Teach and Assess Math". This will be shared to us by a Professor of the UP College of Education, Dr. Leonor Ercillo-Diaz.

    II.   **Introduction**
          Now that we are aware of how our learners receive and process information in learning math, we will now move on to learning how to provide the most appropriate instruction and assessment for our learners.

          Objectives:
          After this session, you are expected to:
          1. Identify the standard topics in math instruction in the early grades
          2. Identify the correct strategies, activities, and materials in teaching each topic targeting different learning styles
          3. Ascertain the proper assessment for different kinds of learners and topics

    III.   **Time Allotment:**
          A. Session: 2 hours
          B. Video: approximately 1 hour and 20 minutes

    IV.   **Materials:**
          A. PowerPoint presentations from Dr. Ercillo-Diaz (as handouts)
          B. Video: How do we teach and assess math?
          C. Sample charts to be shown (for note-taking purposes during video viewing)
          D. Workshop: Manila paper, markers

    V.   **Procedure**
          A. Priming Activity (Schema Activation) (2-3 minutes)
              Ask the participants to raise their hands if they agree with each statement.
                  1. Math is a process of investigation and exploration.
                  2. Short-term understanding is the goal in learning and teaching math.
                  3. There is rote learning involved in math.

4. The students are allowed to discover the steps in solving a math problem on their own.
5. Learning math is for future application.

B. Analysis and Discussion Questions (5 minutes)
Say:
In the first part of the video, Dr. Ercillo-Diaz told us that how we answer these statements reflects how we believe math should be taught.

Ask:
Based on the first part of the video, what are the factors that we need to consider when we are teaching math to our young learners?

Emphasize that we do not only need to be flexible and adaptable to the needs of the different learners, but also to come up with the correct teaching strategies in math instruction. Remind the participants that young learners learn math through concrete examples and experiences.

C. Abstraction (90 minutes)
Say:
In this video, Dr. Ercillo-Diaz continues to present the following topics:

Outline:
4. How do the K-3 children learn Mathematics?
5. What do they have to learn in Mathematics?
6. How do we teach and assess Mathematics skills?

Focus Questions:
7. Please prepare a similar chart in your respective notebooks. While listening, please take down notes as Dr. Ercillo-Diaz discusses how to teach and assess children in math. Make sure that you create enough space for your notes.

Sample Chart (to be shown):

TOPIC	WHY DO WE TEACH THIS	HOW TO TEACH THIS	SUGGESTED ACTIVITIES AND MATERIALS
Counting			
Place Value			

Addition			
Subtraction			
Fractions			
Geometry/Shapes			
Patterns/Algebra			
Measurement			
Statistics and Probability			

8. Say:
   While watching the video, please take note of the following (to be shown to the participants):
   a. What is the difference between Rote Counting and Rational Counting?
   b. Does the inability of the learner to verbalize the right answer mean that he or she does not understand the concept being taught? How is this important in assessment?
   c. Why is it important to teach place value in the early grades?
   d. How should the pictures or concrete examples be presented to learners in teaching operations (addition and subtraction)?
   e. How do you avoid having more than one answer when teaching patterns?
   f. Why do we teach measurement using non-standard units in the early grades instead of standard units?

9. While watching the video, you can pause it briefly to have a short interaction with the participants:
   a. Pause the video, "How do we teach and assess math" at the 11:32 mark. Ask the participants to answer Dr. Ercillo-Diaz's question: "Why is it called a connecting level?"
   b. Pause the video, "How do we teach and assess math" at the 22:28 mark. Ask the participants to choose which one of the three figures on the screen is a circle.
   c. Pause the video, "How do we teach and assess math" at the 01:15:34 mark. Ask the participants: If you were the teacher, how can you improve the graph?

D. Post-video Discussion or Open Forum (10 minutes)
Start the discussion by answering the focus questions. Below are additional questions for discussion.

1. Why should your materials be manipulative or "movable" in teaching number sense?
2. Why is it important to know your students based on their levels of skill? How is this relevant to assessment?
3. When do you use explicit instruction in teaching math? When can you use discovery learning?

VI. **Workshop/Application(20 minutes)**
Arrange the participants into groups with 6-7 members each. Have each group come up with a field dependent activity, and a field independent activity for a specific topic.
Ask:
What is an example of a field dependent activity in math instruction? What is an example of a field independent activity in math instruction?

Output:

(Topic) (Age or Grade-level)	
Field Dependent Activity	**Field Independent Activity**

Session Guide 23
Curriculum Connections

I. **Greetings**
    Say:
    Good day everyone, I am _____. I will be facilitating the session "Curriculum Connections". This will be shared to us by the Chairperson of the Department of Teaching in the Early Grades of the UP College of Education, Dr. Leonor Ercillo-Diaz.

II. **Introduction**
    As early grades teachers, we continue to create lessons for our learners that take into account their interests, balanced with the subject matter disciplines that need to be taught. This is so that we will be able to make learning more meaningful for them by connecting their interests with the lesson.

    Objectives:
    After this session, you are expected to:
    1. Identify the ways of how to integrate several subject matters or content areas meaningfully
    2. Distinguish the types of integration
    3. Identify the correct strategies, activities, and materials when creating an integrated lesson
    4. Discern the considerations in creating an integrated lesson

III. **Time Allotment:**
    A. Session: 1.5 hours
    B. Video: approximately 32 minutes

IV. **Materials:**
    A. PowerPoint presentations from Dr. Ercillo-Diaz (as handouts)
    B. Video: Curriculum Connections
    C. 8 big cut-out puzzle pieces with letters spelling out the word, "integration"
    D. Sample charts to be shown (for note-taking purposes during video viewing)
    E. Workshop: Manila paper, markers

V. Procedure

A. Priming Activity (Schema Activation) (2-3 minutes)

Group the participants into eight (8) groups with approximately six (6) members each. Give a set of puzzle pieces to each group, and tell them to connect the puzzle pieces together to reveal the word that will be formed. First group to connect the pieces wins.
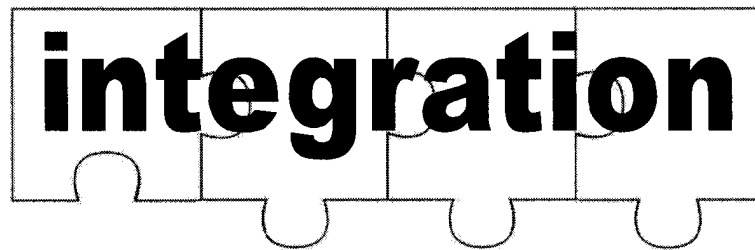
B. Analysis and Discussion Questions (5 minutes)

Ask:

How were you able to solve the puzzle? What did you have to do to the pieces to form the word?

Emphasize that content areas should be taught by connecting subject matters meaningfully through integration.

C. Abstraction (90 minutes)

Say:

In this video, Dr. Ercillo-Diaz continues to present the following topics:

Outline:
1. Integration/Integrated Teaching
2. Theoretical Background of Integration
3. Types of Integration
4. How to Create An Integrated Lesson
5. Considerations in Creating An Integrated Lesson

Focus Questions:
1. Please prepare similar charts in your respective notebooks. While listening, please take down notes as Dr. Ercillo-Diaz discusses how to connect the curriculum into an integrated lesson. Make sure that you create enough space for your notes.

Sample Chart (to be shown):

Types of Integration

A.	B.

Integration Lesson Plan

STRENGTHS	WEAKNESSES

2. Say:
    While watching the video, please take note of the following (to be shown to the participants):
    a. What is Integration or Integrated Teaching?
    b. How do you create an integrated lesson?
    c. What are the strengths and weaknesses of an integrated lesson plan?
    d. What are some considerations in creating an integrated lesson?
3. While watching the video, you can pause it briefly to have a short interaction the participants:
    a. Pause the video after the story.
      1. Ask: What type of integration did Dr. Ercillo-Diaz use in the storytelling activity?
         Ask the participants to fill in this chart with the subject matters or content areas that they think can be part of an integrated lesson by using the story. After the participants are done, continue playing the video.

Sample Chart (to be shown):
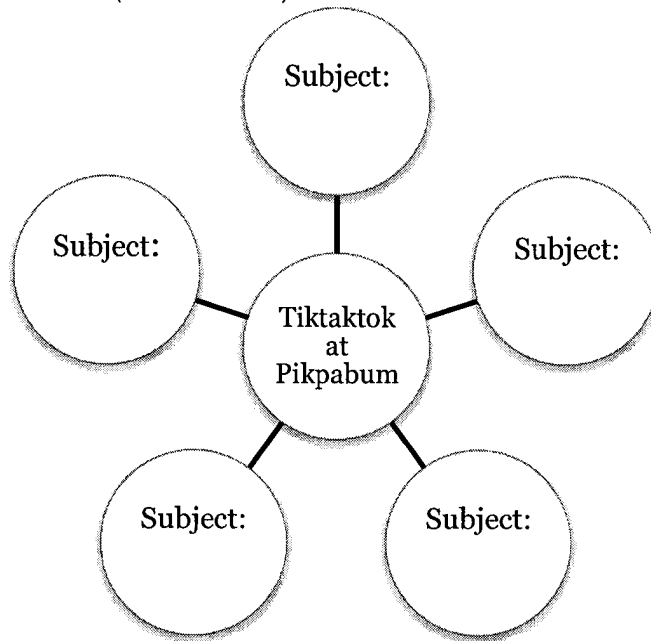
D. Post-video Discussion or Open Forum (30 minutes)
   Start the discussion by answering the focus questions. Below are additional questions for discussion.
   1. When does a lesson become meaningful when using integration?
   2. What are the implications of the theories behind integration when we create an integrated lesson?

VI. Workshop/Application (30 minutes)
   Arrange the participants into 8 groups. Ask each group to fill in this chart with subject matters or content areas that they think can be part of an integrated lesson by using a specific topic.

Subject:

Subject: Topic: Subject:

Subject:
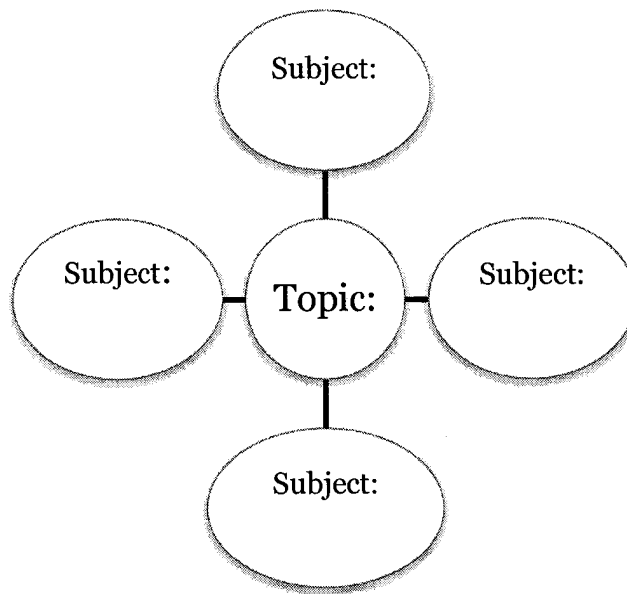
Session Guide 24
Best Practices in Mother Tongue-Based Multilingual Education (MTB-MLE) Implementation

I. **Greetings**
Say:
Good day everyone, I am _____. I will be facilitating the session on "Best Practices in Mother Tongue-Based Multilingual Education (MTB-MLE) Implementation", which will be shared by Ms. Lea Pradilla from the ACTRC, and Dr. Romylyn Metila, a professor at the Department of Language Education of the University of the Philippines.

II. **Introduction**
Say:
Mother Tongue–Based Multilingual Education (MTB-MLE) is the salient feature of the K to 12 Program. DepEd Order No. 74 s. 2009 (Institutionalizing MTB-MLE) and Republic Act 10533 known as the Basic Education Act of 2013 paved the way for the use of the child's first language or the child's language at home as the language of learning in school.

In this session, research–based practices of Mother Tongue-Based Multilingual Education will be presented to us.

Objectives:
After the session, it is expected that you will be able to:
1. Deepen your knowledge on the what, why, and how of MTB-MLE
2. Identify the practices that teachers and schools have employed in the implementation of the MTB-MLE
3. Relate these practices to your own experiences

III. **Time Allotment**
A. Session: 2 hours
B. Video: Part 1: from 0:00 to 40:00, Part 2: from 0:00 – 35:56

IV. **Materials**
A. Video: Best Practices in Mother Tongue-Based Multilingual Education (MTB-MLE) Implementation Part 1 and Part 2
B. Manila paper, markers, pro forma

V. **Procedure (95 minutes)**
A. Priming activity: "Sharing Time"(5 minutes)

Ask participants to form dyads or triads. Within their small groups, have them list down some questions that are typically asked of them (by parents, by co-teachers, etc.) about MTB-MLE.

B. Analysis/Discussion (5 minutes)
Call on some participants to share their questions. List down some of their questions.

C. Abstraction: (90 minutes)
Say:
We begin our discussion of MTB-MLE by answering some of the frequently asked questions about MTB-MLE. Some of these questions that Dr. Metila answers are:
1. Why use MT in school?
2. Why should learners learn MT in school when they can already speak it?
3. Won't the use of MT hamper the pupil's English skills?

After helping us answer some of these frequently asked questions, Dr. Metila also shares with us the research conducted in Lubuagan, Kalinga.

While watching the video, let us try to answer these focus questions:

1. What does the research tell us about ....
   a. learning a language?
   b. learning to read?
   c. Basic Interpersonal Communication Skills (BICS)
   d. Cognitive Academic Language Proficiency (CALP)

   Note to trainers: It would be best to pause the video in between the discussion of the frequently asked questions regarding MTB-MLE. Pausing the video and processing what has been heard through a short discussion would help participants get the most of Teacher Rom's lecture.

   You may stop the video at the 40:00 mark.
   Have them ready their notebooks or reflective journals to answer reflection questions: What is your favorite insight from Dr. Metila's presentation?

Say:
Part 2 of the video talks about the research conducted by the Assessment, Curriculum, and Technology Research Center (ACTRC) on Best Practices in MTB-MLE implementation. They explained the research methodology as well as their findings. They will share with us some practices that can be adapted to improve MTB-MLE implementation.

Focus Questions:
Say:
Let us read the questions on the screen, and try to answer them while watching the video.

1. Based on their research, how is MTB-MLE implemented in schools?
2. What are some key strategies or practices that are highlighted in the study that would help to improve program management or instruction in school?
3. Are they different from how your school does it?
4. Knowing how this is implemented in other schools and relating these to your personal experiences, how do you intend to improve what you have been doing with MTB-MLE implementation?

Note to trainers: Stop the video at the 35:56 mark.

D. Post-Video Discussion (10 minutes)
   Begin the discussion by answering the focus questions.

VI. Workshop/Application (10 minutes)
   Have the participants do the reflection part of the presentation of Dr. Metila. Play the video from 35:57-37:25. Allow participants to listen to Dr. Metila's reflection questions which include:
   1. Which among the strategies are you doing in your schools?
   2. Which among the strategies are you interested in implementing?
   3. Are there any strategies that you are currently practicing that were not featured in the study?

   Have participants reflect for 5 minutes. Call on 2-3 to share their reflections.

Session Guide 25
Developmentally Appropriate Practices (DAP)

I. **Greetings**

Say:

Good day everyone, I am _____. I will be facilitating the session "Developmentally Appropriate Practice (DAP)". This will be shared to us by one of the curriculum writers in the development of the K-12 curriculum, and the head of the Education Program at Centro Escolar University, Dr. Maria Rita Lucas.

II. **Introduction**

Connect this presentation to the previous one: How Well Do You Know Your Learners?

Say:

In the previous lecture, we learned about the characteristics of learners at particular stages of development.

As early grades teachers, we need to assist our learners into reaching optimal development and learning. With this, we need to understand how a child develops, and how we can teach them best based on their backgrounds, interests, and developmental progress.

Objectives:

After this session, participants are expected to:
1. Gain an understanding of why the early childhood years are important
2. Discuss/Identify what developmentally appropriate practices mean

III. **Time Allotment:**

A. Session: 1.5 hours
B. Video: approximately 30 minutes

IV. **Materials:**

A. PowerPoint presentation from Dr. Lucas (as handouts)
B. Video: Developmentally Appropriate Practice
C. Sample charts to be shown (for note-taking purposes during video viewing)

Note for Trainers: Kindly visit the website of the National Association for the Education of Young Children for additional resources about DAP. (www.naeyc.org/dap)

V. Procedure

    A. Priming Activity (Schema Activation) (10 minutes)

       Read the short anecdote out loud to the participants. After reading the anecdote, ask the participants if they think the teacher in the story was exercising developmentally appropriate practices.

       "Mrs. K sits with Keira, going over letter-sound correspondence. Then she goes to the block area to help Shelley. Mrs. K doesn't make pronouncements; instead, she respectfully waits for the right moment to build on children's existing conversations. She listens attentively and understands where, when, and how to intervene. She joins in the children's play, modeling positive behavior. Her contributions are subtle, playful, and full of teaching."
       (http://www.naeyc.org/dap/kindergarteners)

    B. Analysis and Discussion Questions (10 minutes)

       Ask:

       How did the teacher exercise developmentally appropriate practice in the anecdote? Cite a few examples from the anecdote.

       Emphasize that as early grades teachers, we have to be aware of appropriate practices that should be exercised to target optimal learning and development.

    C. Abstraction (50 minutes)

       Say:

       In this video, Dr. Lucas presents the following topics:

       Outline:
       1. Early Childhood as the Crucial/Foundation Years
       2. Direction of Transformation
       3. Five Key Aspects of Teacher's Role
       4. Making A Decision in a DAP Way

    Focus Questions:
    1. Please prepare similar charts in your respective notebooks. While listening, please take down notes as Dr. Lucas discusses how to connect the curriculum into an integrated lesson. Make sure that you create enough space for your notes.

       Sample Chart (to be shown):

Five Key Aspects of Teacher's Role

2. Say:
   While watching the video, please take note of the following (to be shown to the participants):
   a. Why are the early childhood years called the foundation years? Why does knowing brain research aid in understanding our young learners?
   b. What is the direction of the transformation?
   c. What is the key to transformation?
   d. Why do we need a paradigm shift to effect transformation?
   e. What is a developmentally appropriate practice?
   f. Why do field trips and other activities in the early grades class need to be intentional?
   g. What are examples of developmentally appropriate activities?
   h. How do you make a decision in a DAP way?

3. Begin the video, "Developmentally Appropriate Practice" at the 03:30 mark.

4. While watching the video, you can pause it briefly to have a short interaction the participants:
   a. Pause the video at the "Developmentally Appropriate Practice" 14:09 mark. Continue the video after this brief exercise.
   b. Say:
      Here is an exercise of shifting one's perspective. What do you see? Do you see an old woman or a young woman?

D. Post-video Discussion or Open Forum (20 minutes)
Start the discussion by answering the focus questions. Below are additional questions for discussion.
   1. Why do we need to be aware of ourselves as teachers, and how we look at things? How does this contribute to our learning about developmentally appropriate practice?
   2. Why is it important to contextualize what we teach to our learners? Why do we need to consider the age, the individuality, and social and cultural backgrounds of our learners?

Session Guide 26
Classroom Management

I.   **Greetings:**
      Say:
      Good day everyone, I am _____. I will be facilitating the session of "Classroom Management", which will be shared by Dr. Rita D. Lucas, Head of the Education Department, Centro Escolar University, who is considered an authority in Early Childhood Education in the country.

II.   **Introduction:**
      Say:
      Classroom management is the backbone of every learning environment; the way a classroom is managed by teachers is said to directly affect the quality of instructions young children receive in school. According to Marzano (2003), classroom management is significant because it is rated first among teacher-level factors that affect student achievement.[1] It is therefore essential that teachers understand and appreciate how the classroom environment motivates children to learn and how it can be used to further improve the teaching-learning process.

      In this session, you will learn more about effective classroom strategies and techniques that will make the learning environment stimulating, challenging and productive, and also fun and safe for the young learners in key stage 1 or K to 3. The session also provides teachers with tips on how to handle the overwhelming tasks of caring, educating, and nurturing children in K to 3.

      Objectives:
      After this session, you will be able to:
      1. Define classroom management
      2. Identify the 3 divisions of classroom management and how it is applied in the classroom
      3. Determine the key elements to an effective classroom management
      4. Identify different goals, strategies and solutions for effective classroom management.

III. **Time Allotment:**
      C. Session: 1.5 hrs
      D. Video: approximately 1 hour

IV.   **Materials:**
      A. Video: Classroom Management
      B. Handout: PPT

C. Manila paper, markers, meta cards

V. Procedure:

A. Priming Activity: (5 minutes)

Arrange the participants into 6 groups. Each group will develop concept map for each one (1) of the words given below.

Say:

Each of the words or phrases below is written in rolled papers. Each group picks one word. The group will make a concept map by writing as many words as they can, that is part of the concept of the word on the piece of paper.

1. Classroom Management
2. Physical Environment in the classroom
3. Misbehaviors in the classroom
4. Routine
5. Rules
6. Classroom Management Strategies

Let the group reporter present the output to the big group.

B. Analysis and Discussion Questions (10 minutes)

1. What are the common practices of teachers in managing their classroom? (What is, not what they think is the ideal).
2. How do you usually solve behavioral problems of pupils in the classroom? Do they work?
3. Do these practices effectively manage the classroom? How do they influence the behavior of the pupils in the short term? In the long term?
4. When can we say that a teacher is successful in managing her classroom?

C. Abstraction (65 minutes)

Say:

Dr. Lucas presents the following topics in her presentation:

Outline:

1. Components of Classroom Management
2. Keys to Effective Classroom Management
3. Common Issues, Goals, Overviews, and Solutions in Classroom Management

Focus Questions:

Say:

Let us now watch the video. Note how the speaker differentiates the 3 divisions based on the resulting environment from the way a teacher manages her class and how each influence the behaviors of the children. Please also note down her tips on the following:

1. how the learning environment should be structured according to the 3 divisions;
2. how teachers can be successful in developing well-managed classrooms; and
3. the different techniques and strategies to effective classroom management

Play the video.

D. Post-video Discussion: (10 minutes)
7. How do you think classrooms should be structured to maximize the pupils' potentials based on the 3 divisions discussed by the speaker?
8. There were five (5) issues that Dr. Lucas mentioned in her lecture, describe each and tell how you can apply her tips in your classroom.
9. Based on the lecture, what qualities should effective K to 3 teachers possess to be effective?

VI. Evaluation/Assignment
Write a reflection paper based on the presentation of Dr. Lucas by answering the following questions:
1. What concepts are no longer new to me?
2. What concepts are new to me?
3. What concept/s struck me most? Why?
4. What realization did I get from the session?

Session Guide 27
Instructions for Microteaching

I.   **Introduction**

Say:

Our 11-day training is almost over. We have already received inputs from our resource speakers, and we have already reflected on and discussed among ourselves the takeaways we had for each session. Now let us see if we can apply all that we have seen, heard, and learned by coming up with our own lesson plans and demonstrating these to our colleagues.

II.   **Time Allotment**

Session: 30 minutes

III.   **Materials**

Handout containing:
1. Mechanics for Microteaching,
2. Microteaching Evaluation Rubric,
3. Lesson Plan Format

IV.   **Procedure**

Present and explain the handouts containing the mechanics and expected LP formats, as well as the rubrics for evaluation.

Notes:
1) It is suggested that the trainers already assign what type of lesson plan (i.e., Literature-Based LP, Skills-Based LP or Math LP) to be prepared by each group. However, groups would still get to choose what grade level and subject/language (if assigned to a Literacy lesson) to focus on.
2) Please clarify that groups are to prepare a lesson plan for one class session (50 minutes).
3) Please arrange for the logistics of the microteaching session. Specify time and venue of sessions. For example:

For a group of 50 participants, to be divided into smaller groups with 4 or 5 members, there will be a total of 10-12 small groups who will be demonstrating their lesson plans.
Groups can be clustered so that each group will only demo-teach to those in their cluster.

Time	Cluster 1 (venue/room)	Cluster 2 (venue/room)	Cluster 3 (venue/room)
9:00 – 10:00	Group 1 (Lit-based LP)	Group 1 (Lit-based LP)	Group 1 (Lit-based LP)
10:30 – 11:30	Group 2 (Grammar/Oral Language LP)	Group 2 (Grammar/Oral Language LP)	Group 2 (Grammar/Oral Language LP)
1:00 – 2:00	Group 3 (Decoding LP)	Group 3 (Decoding LP)	Group 3 (Decoding LP)
2:30 – 3:30	Group 4 (Math LP)	Group 4 (Math LP)	Group 4 (Math LP)
Facilitator-in-charge			

Session Guide 28
Learning Action Cells (LACs)

I.   **Greetings**
Say:
Good day everyone, I am _____. I will be facilitating the session on "Learning Action Cells (LACs)".

II.   **Introduction**
Say:
I would like to start this session with a quote from a line in the *Panunumpa ng Kawani ng Gobyerno*: "*Sisikapin kong madagdagan ang aking talino at kakayahan upang ang antas ng paglilikod sa bayan ay patuloy na maitaas.*" What is the implication of this line for us as government employees? What do we need to do to upgrade our knowledge and skills? How is this related to the conduct of the learning action cell? These are the questions that we need to reflect on during this session.

After this session, participants will be able to:
1. Understand the concept and importance of a Learning Action Cell (LAC)
2. Reflect and internalize their roles and responsibilities in the Learning Action Cell (LAC)
3. Prepare a Mentoring Plan via LAC

III. **Time Allotment**
Session: 1.5 hours

IV.   **Materials**
A. LAC PowerPoint presentation
B. Manila paper, markers, meta cards
C. LAC Template

V.   **Procedure**
A. Activity: Discussion Time (10 minutes)
    Directions:
    1. Divide the group into 6.
    2. Have each group brainstorm/discuss the following:
        Group 1:   What comes to mind when you hear the word Learning Action Cell? What LAC sessions have you attended so far?
        Group 2:   What do you think should be the roles and responsibilities of the school heads in the LAC?

	Group 3:	What do you think should be the roles and responsibilities of the district Supervisors in the LAC?
	Group 4:	What do you think should be the roles and responsibility of the division EPS in the LAC?
	Group 5:	What do you think should be the roles and responsibilities of the regional EPS in the SLAC?
	Group 6:	What makes an effective LAC?

B. Analysis (10 minutes)
   Discuss the group outputs. Ask other participants to comments on what was presented.

C. Abstraction (20 minutes)
   Present the PowerPoint presentation to affirm, and to deepen their understanding of the LAC.

   The Outline of the presentation is:
   1. The Concept and the Importance of Learning Action Cell
   2. Roles and Responsibilities of the different stakeholders
   3. Action Planning

D. Post-presentation Discussion (10 minutes)
   Ask:
   1. Are your answers to the different questions the same with what are presented?
   2. Can we still improve what we have been doing? How?
   3. From your output to this presentation do you think that we will be able to come up with a sound and feasible LAC action plan?

   Say:
   Let's work on it, using this template.

   Present the template.

VI. Workshop/Application (40 minutes)
    Let each group prepare their LAC Action Plans.
    Have the group present their plans (if possible) for critiquing.

TRAINING EVALUATION FORM

EARLY LANGUAGE LITERACY AND NUMERACY

EVALUATION SHEET

Rating Scale: Poor (P); Fair (F); Satisfactory (S); Very Satisfactory (VS); Excellent (E)

Relevant Items	Rating	Remarks
1. Preparation and management of the training		
2. Extent of achievement of the objectives of the training		
3. Extent of achievement of personal objectives in attending the training.		
4. Extent of how the training has helped prepare for the roll-out of the School-Based LAC program		
5. Rating for the following		
a. Topics		
Training Orientation Workshop		
Status on Early Grades Education		
How well do you know your learners? How do young children learn language and literacy?		
Domains of Literacy – Emergent Literacy and Beginning Literacy		
Developing the 14 Domains: Literature-Based Lesson Plan Walk Through		
Week Long K-3 Lesson Plan Walk Through		

Bridging Among Languages *FAQs On Bridging*		
Evidence-Based Teaching		
Phil-IRI		
Introduction to Children's *Literature* *Genres of Children's* *Literature* *Values of Children's* *Literature*		
Formulating Objectives		
Pre-reading Strategies		
During Reading Strategies		
Post-Reading Strategies		
Classroom-Based Assessment *Tools*		
Explicit Teaching Framework *Sample Lesson Plans* *Following Explicit Teaching*		
Grammar and Oral Language *LP*		
Principles of Decoding and *Explicit Instruction* *Explicit Teaching of* *Assessment and Decoding*		
Bridging and Differentiated *Instruction*		
Discussion on the Video on *Differentiated Instruction*		
How Do Children Learn *Math?*		
How Do We Teach and Assess *Math?*		
Curriculum Connections		
Best Practices in MTB-MLE *Implementation*		
Developmentally Appropriate *Practices (DAP)*		

Classroom Management		
Microteaching		
LAC		
b. Conduct of Sessions		
Time Management		
Level of Learning		
c. Trainers/Facilitators		
d. Videos and Materials Used		
e. Venue		
f. Accommodation		
g. Food		
6. What is your overall rating for this training?		
7. What would you like to be included in the next/future trainings?		
8. Comments/ Suggestions:		

Region: _____

TRAINING VIDEO GUIDE

Session Guides	Original Raw Title	Actual Title
SG 2	UsecOcampo Part 1	Status on Early Grades Education Part 1
	UsecOcampo Part 2 How well do you know your K-3 learners?	Status on Early Grades Education Part 2
SG 3	How well do you know your learners?	Quiz: How well do you know your learners?
	How do young children learn language and literacy?	How do young children learn language and literacy?
SG 4	Day 2 Domains of Literacy – Emergent Literacy – Quiz	Quiz: Domain of Literacy
	Day 2 Domains of Domains of Literacy – Emergent Literacy Part 1	Domains of Literacy - Emergent Literacy Domains Part 1
	Domains of Literacy – Emergent Literacy Part 2	Domains of Literacy - Emergent Literacy Domains Part 2
	Dr. Pado Day 2 Beginning Literacy part	Domains of Literacy – Beginning Literacy
SG 5	Day 2 – Pado (Developing the 14 Domains: Literature-Based Lesson Plan Walk Through)	Developing the 14 Domains: Literature-Based Lesson Plan Walk Through
SG 6	Day 2 Rose – walk through	LP Walk Through: Kinder to Grade 1
	Angel – Grade 2	LP Walk Through: Grade 2
	Gali – Week-long LP walk through	LP Walk Through: Grade 3
SG 7	Day 2 – Pado (Bridging in the 14 domains)	Bridging in the 14 Domains
SG 8	Part 1 – Schema Activation on Evidence-Based teaching	Schema Activation on Evidence-Based Teaching
	Part 2 – Evidence Based Teaching	Evidence-Based Teaching
SG 9	Part 1 – Feedback from the field on	Part 1 – Feedback from the field on

	Phil-IRI	Phil-IRI
	Part 2 – Phil-IRI – Assessing the Learner's Reading Difficulties	Part 2 – Phil-IRI – Assessing the Learner's Reading Difficulties
	Part 3 – Steps in Administering the Phil-IRI	Part 3 – Steps in Administering the Phil-IRI
	Part 4 – Steps in Administering the Phil-IRI	Part 4 – Steps in Administering the Phil-IRI
SG 10	Philippine Children's Lit BINGO game (for trainers only)	Philippine Children's Lit BINGO game (for trainers only)
	Part 1 – Genres of Children's Literature	Genres of Children's Literature
	Values of Children's Literature	Values of Children's Literature
SG 11	Day 4 – Rose Formulating Objectives	Formulating Objectives
SG 12	Part 1 – Hazel Pre-reading Stage	Pre-reading Strategies Part 1
	Part 2 – Hazel Prereading Stage	Pre-reading Strategies Part 2
SG 13	Hazel During Reading Strat	During Reading Strategies
SG 14	Day 5 Yveth Levels of Compre Part 1	Post Reading Strategies Part 1
	Day 5 Yveth Levels of Compre Part 2	Post Reading Strategies Part 2
SG 15	Day 5 – Portia Classroom Assessment tools part 1 (for trainers only)	Classroom-Based Assessment Tools Part 1 (For Trainers Only)
	Day 5 – Portia classroom assessment tools part 2	Classroom-Based Assessment Tools Part 2 (For Trainers Only)
SG 16	Part 1 – explicit teaching framework	Explicit Teaching Framework
	Part 2 – Sample Lesson plans following the explicit teaching framework	Sample Lesson Plans following Explicit Teaching
SG 17	Classroom based assessment tools for oral language	Grammar and Oral Language LP Walk Through
SG 18	Part 1 – Explicit Teaching	Principles of Decoding and Explicit Instruction
	Part 2 – Explicit Teaching	Explicit Teaching of Phonological Awareness

	Part 3 – Explicit Teaching of Decoding	Explicit Teaching of Decoding
SG 19	Bridging and Differentiated Instruction	Bridging and Differentiated Instruction
SG 20	Morning Session Teacher Nong	Discussion on the Video on Differentiated Instruction (For Trainers Only)
SG 21	Part 1 – How do children learn math	How Do Children Learn Math?
SG 22	Part 2 – How do we teach and assess math	How do we Teach and Assess Math?
SG 23	Curriculum Connecting T. Nong Final	Curriculum Connections
SG 24	T. Rom	Best Practices in MTB-MLE Implementation Part 1
	Understanding Best Practices in MTB-MLE in the	Best Practices in MTB-MLE Implementation Part 2
SG 25	Developmentally Appropriate Practice	Developmentally Appropriate Practices
SG 26	Classroom management	Classroom Management

Note to trainers: Kindly rename the file names of the videos accordingly.

LIST OF HANDOUTS, SESSION GUIDE MATERIALS, AND SUPPLEMENTAL READING

Kindly use these handouts, session guide materials, and supplemental reading as references for the sessions. Refer to the session guides for the appropriate material to be given out to the participants.

List of handouts, session guide materials, and supplemental reading per Session Guide

SG 2   Status on Early Grades Education
SG 3   How Do Young Children Learn Language and Literacy?
SG 4   Domains of Literacy – Emergent Literacy
        Domains of Literacy – Beginning Literacy
SG 5   Developing the 14 Domains: Literature-Based Lesson Plan Walk Through
SG 6   Week Long K-3 Lesson Plan Walk Through
SG 7   Bridging Across Languages
SG 8   Evidence-Based Teaching
SG 9   Phil-IRI – Assessing the Learner's Reading Difficulties and Designing
        Appropriate Intervention
        Miscue Analysis Sheet (Three short stories)
SG 10 BINGO template
        Introduction to Children's Literature
SG 11 Formulating Objectives
        Curriculum Guides
SG 12 Pre-reading Strategies
SG 13 During Reading Strategies
SG 14 Post-Reading Activities
SG 15 A Beginning Reading Lesson Plan on "Magic Mat"
        Assessing Print Awareness, Vocabulary
        Observation Checklist for Reading Attitudes
        Grade 1 Writing Rubric
        Student-Friendly Writing Rubric 6+1
SG 16 Explicit Teaching Framework
SG 17 Grammar and Oral Language LP Walk Through
SG 18 Explicit Teaching and Assessment of Decoding
SG 19 Bridging and Differentiated Instruction
SG 21 How Do Children Learn Math?
SG 22 How Do We Teach and Assess Math?
SG 23 Curriculum Connections
SG 24 Practices in MTB-MLE Implementation
SG 25 Developmentally Appropriate Practices (DAP)
SG 26 Classroom Management Strategies

LIST OF ABBREVIATIONS

SG	Session Guide
K-3	Kindergarten, Grade 1, Grade 2, Grade 3
LP	Lesson Plan
MTB-MLE	Mother Tongue-Based – Multilingual Education
DAP	Developmentally Appropriate Practice
LAC	Learning Action Cell
PHIL-IRI	Philippine Informal Reading Inventory

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Early Language, Literacy and Numeracy Region-wide Training

Accomplishment Report Form

Region: _____

Divisions Covered: _____

Training Batch	Inclusive Dates	Venue	Number of Participants		
			Division	District	School
Total No. of Batches			Total No. of Participants:		

Topics Covered (Please check all that apply)	Relevance of Session Guides	Other Materials Used

Write a brief report containing:

1. Training design followed
2. General comments and issues encountered
3. Strengths and areas for improvement based on the feedback on the training evaluation forms submitted by the trainees
4. Training management
5. Recommendations