
		Department of Education – Schools Division Office of Laguna	
Document Title		Document No.	SGOD-HRD-FO-004
ACTIVITY PROPOSAL		Revision No.	0
		Effectivity Date	August 15, 2018
		Page No.	1 of 2

Title	Division Training of MATATAG Sub-Office Trainers and School Leaders																																				
Date/ Venue	April 29 – May 3, 2024/																																				
No. of Participants	576 Pax (EPSs, PSDSs, Schoolheads, Head Teachers, Master Teachers)																																				
Budget Estimate	<table border="1"> <thead> <tr> <th colspan="5">BUDGET BREAKDOWN</th> </tr> <tr> <th rowspan="2">PARTICULARS</th> <th>NO. OF</th> <th>NO. OF</th> <th rowspan="2">UNIT COST</th> <th rowspan="2">TOTAL ESTIMATED COST</th> </tr> <tr> <th>PAX</th> <th>DAYS</th> </tr> </thead> <tbody> <tr> <td>Board and Lodging</td> <td>576</td> <td>5</td> <td>10,000.00</td> <td>5,760,000.00</td> </tr> <tr> <td>Travel Expenses</td> <td>576</td> <td>2</td> <td>1,500.00</td> <td>864,000.00</td> </tr> <tr> <td>Training Supplies</td> <td>576</td> <td></td> <td>300.00</td> <td>172,800.00</td> </tr> <tr> <td>TOTAL</td> <td colspan="3"></td> <td>6,796,800.00</td> </tr> </tbody> </table>					BUDGET BREAKDOWN					PARTICULARS	NO. OF	NO. OF	UNIT COST	TOTAL ESTIMATED COST	PAX	DAYS	Board and Lodging	576	5	10,000.00	5,760,000.00	Travel Expenses	576	2	1,500.00	864,000.00	Training Supplies	576		300.00	172,800.00	TOTAL				6,796,800.00
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TOTAL				6,796,800.00																																	
Source of Funds	HRD Fund for the conduct of trainings on the MATATAG Curriculum - RO-4A-24-0158																																				
Objective	The activity focuses on providing professional development support for teachers and school leaders ensuring that they have in-depth understanding of the general shape of the MATATAG curriculum. Specifically, it aims to equip the 576 personnel with the necessary knowledge, skills, and competencies to effectively implement the said curriculum.																																				
Expected Outputs/Outcomes	576 teaching-related personnel and teachers teaching Kindergarten, Grades 1, 4 and 7 were trained for the initial implementation of the MATATAG Curriculum.																																				

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**CONTINUATION OF DIVISION TRAINING OF MATATAG ^{SUB OFFICE} TRAINERS
AND SCHOOL LEADERS**
April 29 – May 3, 2024

Prepared by: ✓

Magpale
MARK ANTHONY P. IDANG, EdD
Education Program Supervisor, LRMS
MATATAG Curriculum Focal

Funds Available:

Cruz
IRENE A. FERNANDEZ
Accountant III

Allotment Available:

Lavin
ERMINIO A. LAVIN
Administrative Officer V – Budget

Reviewed:

Talambayan
DARWIN S. TALAMBAYAN, EdD
Chief, SGOD

Orlando
ORLANDO T. VALVERDE, EdD
Chief, CID


Recommending Approval:

Lopo
JAYPEE E. LOPO
OIC-Asst. Schools Division Superintendent

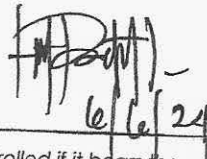
Approved:


Atendido
EDITHA M. ATENDIDO, CESO V
Schools Division Superintendent

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	Department of Education – Schools Division Office of Laguna		
	Document Title	Document No.	SGOD-HRD-FO-004
	ACTIVITY PROPOSAL	Revision No.	0.1
		Effectivity Date	February 1, 2018
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Title	Division Training of School Trainers on MATATAG Curriculum				
Date/ Venue	April 29- May 3, 2024 Venue: Great Eastern Hotel, Quezon City				
No. of Participants	133 PAX				
Budget Estimate	BUDGET BREAKDOWN				
	PARTICULARS	NO.OF PAX	NO. OF DAYS	UNIT COST	TOTAL ESTIMATED COST
	Board and Lodging	133	5	2,000	1,330,000.00
	TEV	133		1,500	199,500.00
	Training Supplies	133		300	39,900.00
					1,569,400.00
Source of Funds	2024 Division HRTD Fund				
Objectives	<ul style="list-style-type: none"> - The Activity focuses on providing professional development support for teachers and school leaders ensuring that they have in- depth understanding of the general shape of the MATATAG Curriculum. Specifically, it aims to equip them with the necessary knowledge, skills and competencies to effectively implement the said curriculum. 				
Expected Outputs/Outcomes	<ul style="list-style-type: none"> - 100% of the School Leaders and teachers teaching in Kindergarten, Grades 1,4 and 7 were trained for the initial implementation of the MATATAG Curriculum. 				

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**CONTINUATION OF DIVISION TRAINING OF MATATAG SUB-OFFICE TRAINERS
AND SCHOOL LEADERS (SUPPLEMENTAL BUDGET)**

April 29 – May 3, 2024

Prepared by: ✓

Mark Anthony P. Idang
MARK ANTHONY P. IDANG, EdD
Education Program Supervisor, LRMS
MATATAG Curriculum Focal

Funds Available:

Irene A. Fernandez
IRENE A. FERNANDEZ
Accountant III

Allotment Available:

Erminio A. Lavin
ERMINIO A. LAVIN
Administrative Officer V – Budget
5/23/24

Reviewed:

Darwin S. Talambayan
DARWIN S. TALAMBAYAN, EdD
Chief, SGOD

Orlando T. Valverde
ORLANDO T. VALVERDE, EdD
Chief, CID

Recommending Approval:

Jaypee E. Lopo
JAYPEE E. LOPO
OIC-Asst. Schools Division Superintendent

Approved:

Editha M. Atendido
EDITHA M. ATENDIDO, CESO V
Schools Division Superintendent

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TEMPLATE FOR INSTRUCTIONAL DESIGN OF PROPOSED CONTINUING PROFESSIONAL DEVELOPMENT (CPD) PROGRAM

CPD Council for PROFESSIONAL TEACHERS

- I. Course/Program Title: Division Training of Trainers on MATATAG Curriculum
- II. Course/Program Brief Description: **This 5-day training program for teachers and school leaders primarily focuses on MATATAG curriculum implementation aimed at ensuring a seamless and effective implementation of the curriculum across school environments. By empowering school leaders and teachers with the necessary knowledge and skills, the school community can foster an educational culture that embodies the principles of the MATATAG Curriculum and ultimately enhances the learning experiences and outcomes for learners at the Kindergarten, Grade 1, Grade 4, and Grade 7 levels.**
- III. Proposed PQF level: **Level 6**
- IV. Particular Continuing Professional Competency/ies: **Professional Standards for Teachers, Professional Standards for School Heads, and Professional Standards for Supervisors**
- V. Content Details:

Sub-Topics and Time Allotment for every topic (in hours)	Area of CPD Activity (Ethics = 5 CUs Professional Development = 40 CUs in a compliance period)	Expected Learning Outcomes	Activities to Achieve Learning Outcomes	Assessment Strategies including, Assessment Tools	Requirements/ Outputs
The General Shape of the MATATAG Curriculum (1 hour)	Professional Development	<ul style="list-style-type: none">• understand the context of the MATATAG K to 10 Program• describe the curriculum revision process and factors which guided the revisions• identify the salient features of	ACTIVITY: Hot Air Balloon Retrospective 1. Explain the mechanics of the Hot Air Balloon Retrospective. 2. Using colored metacards, ask the participants to write their answers about the four questions posted on the screen (word or phrase) Orange or yellow: Hot air Blue: sunny skies,	Checking of the Worksheet (Reflections) through a rubric	Accomplished Worksheet (Reflection)

		<p>the MATATAG Curriculum</p> <ul style="list-style-type: none">• reflect on the aspirations and ways forward of the MATATAG Curriculum	<p>Brown: sandbags Gray: dark clouds</p> <p>ANALYSIS</p> <p>1. To process the activity, raise guide questions to the participants. Ask some participants to share their answers to the plenary.</p> <p>2. Close the analysis activity by reminding the participants that failure to align instructional practices with curriculum standards can lead to a lack of clarity in educational outcomes such as misalignment of learning objectives and inconsistent classroom practices.</p> <p>ABSTRACTION</p> <p>1. Play the recorded video which discusses the following contents:</p> <p>a. Context of the MATATAG K to 10 Curriculum</p> <p>b. Curriculum Revision Process c. Factors which Guided the Revision Accomplished Worksheet 1 (Reflection)</p> <p>d. Salient Features of the MATATAG Curriculum e.</p>	
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			<p>Ways Forward and Aspirations of the MATATAG Curriculum</p> <p>2. To check the participants' understanding, the video has been spliced per key content. Elicit answers from the participants on the provided questions.</p> <p>APPLICATION: My Learning Journey</p> <p>1. In two minutes, ask the participants to write down what they have learned at every stage of the general shape of the MATATAG Curriculum?</p> <p>2. The participants may opt to share their answers using the online interactive platform PADLET or the printed worksheet.</p> <p>3. Provide the mechanics in using the PADLET and show the QR Code for the activity. 4. After 2 minutes, present the PADLET interface then read the live responses of the participants.</p> <p>CLOSING</p> <p>1. Wrap up the session by going back to the Hot Air Balloon</p>		
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			<p>Retrospective and relate it to the key contents of the MATATAG Curriculum.</p> <p>2. Share the quote to the participants about “A good curriculum is not about covering content; it's about creating experiences for students to engage with and make meaning of the content.” - Grant Wiggins</p>		
<p>21st Century Skills in the MATATAG Curriculum (1 hour 30 minutes)</p>	<p>Professional Development</p>	<ul style="list-style-type: none"> • classify discipline – specific competencies according to the four (4) domains of 21st Century Skills Framework; • design assessment /technical assistance/ instructional supervision strategies requiring the integration of the 21st Century Skills; and • appreciate the need to recognize and determine the integration of 21st Century 	<p>ACTIVITY</p> <p>1. Ask the participants to go to mentimeter.com and use the code 1934 5597. Using the pictures shown , they will guess the 21st Century Skills mentioned in the MATATAG Curriculum.</p> <p>ANALYSIS</p> <p>1. Ask how many have/ have not accessed the mentimeter? 2. Call participants to share their experience while accessing mentimeter. 3. Ask whether our students will have the same experience as we had.</p>	<p>Evaluation of the 21st Century Instructional Supervision Strategies vis-a-vis chosen learning competencies through a checklist</p>	<p>21st Century Assessment/Technical Assistance/Instructional Supervision Strategies vis-à-vis the chosen learning competency</p>

		<p>Skills vis-à-vis the MATATAG Curriculum</p> <p>4. Emphasize that in today's fast-paced and changing world, it is becoming increasingly important to have a deeper knowledge of 21st Century Skills.</p> <p>ABSTRACTION</p> <p>1. Discuss the four (4) Domains which comprise the 21st Century Skills Framework, namely:</p> <ul style="list-style-type: none"> ○ Information, Media, and Technology Skills; ○ Learning and Innovation Skills; ○ Communication Skills, and ○ Life and Career Skills. <p>APPLICATION</p> <p>1. Present the four (4) domains of the 21st Century Skills with the skills, competencies, values and attributes.</p> <p>2. Project a specific competency taken from the subject-specific Curriculum Guides.</p> <p>3. Let them determine the domain of the projected competency.</p>		
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			<p>4.Call participants to share their thoughts, learnings, realizations and or insights regarding 21st Century Skills.</p> <p>CLOSING</p> <p>Wrap up the session by presenting key ideas about the topic and by asking them if the objectives set were met. Let them watch a video titled Lessons From Geese</p>		
<p>Walkthrough of [Learning Area] Shaping Paper (2 hours 15 minutes)</p>	<p>Professional Development</p>	<ul style="list-style-type: none"> • explain the Salient Features of the Learning Area Shaping Paper • share one's appreciation on the importance of the Shaping Paper to the teaching and learning process 	<p>ACTIVITY</p> <ol style="list-style-type: none"> 1. The participants will be divided into groups. 2. Each group will be asked to provide words/ideas regarding the MATATAG Curriculum (refer to the session guide, each learning area has an identified phrase/topic) 3. Each group will also compare and contrast the K-12 Curriculum (MELCS) and the MATATAG Curriculum 4. The facilitator will ask the groups/representatives to present their outputs <p>ANALYSIS</p> <ol style="list-style-type: none"> 5. The facilitator will process the outputs of the groups through guide questions 	<p>Evaluation of the Reflective Journal through a rubric</p>	<p>Reflective Journal</p>

			<p>(refer to the session guides)</p> <p>ABSTRACTION</p> <p>6. The facilitator will proceed with the discussion on the goals of the curriculum.</p> <p>7. The session will continue with interactive lecture discussion covering the curriculum, Framework, Learning Area Standards/structure.</p> <p>APPLICATION</p> <p>8. Recap key takeaways from the session through a reflective journal</p>		
<p>Quarter 1 Curriculum Standards and Unpacking/ Clustering of Learning Competencies (3 hours 15 minutes)</p>	<p>Professional Development</p>	<ul style="list-style-type: none"> acquire skills in identifying critical contents Identify critical contents of Quarter 1. develop skills in unpacking/merging of learning competencies. analyze and interpret scope and sequence of 	<p>1. The RP will present and have an in-depth discussion on acquiring skills on how to identify critical contents</p> <p>2. The discussion will focus on familiarizing oneself on the standards and learning competencies for Quarter 1.</p>	<p>Critiquing of Unpacked/Merged Learning Competencies (Quarter 1) using a checklist</p>	<p>Accomplished Worksheet on Unpacking/Merging of Learning Competencies (Quarter 1)</p>

		<p>topics covered in Quarter 1.</p> <ul style="list-style-type: none"> • identify effective strategies based on curriculum content. 	<ol style="list-style-type: none"> 3. The RP will elicit possible challenges and solutions in handling critical contents of the curriculum. 4. The RP will present and have an in-depth discussion on understanding learning competencies and acquiring skills on how to unpack/merge learning competencies. 5. The RP will also elicit possible teaching strategies on how to deliver the scope of Quarter 1. 6. The participants will be divided into groups to demonstrate learning on identifying critical contents and unpacking/merging learning competencies. 7. To close the session, the RP will proceed with the question and answer session to 		
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			clarify contents of Quarter 1.		
Quarter 2 Curriculum Standards and Unpacking/ Clustering of Learning Competencies (3 hours 15 minutes)	Professional Development	<ul style="list-style-type: none"> • acquire skills in identifying critical contents • Identify critical contents of Quarter 2. • Develop skills in unpacking/merging of learning competencies. • Analyze and interpret scope and sequence of topics covered in Quarter 2. • Identify effective strategies based on curriculum content. 	<ol style="list-style-type: none"> 1. The RP will present and have an in-depth discussion on acquiring skills on how to identify critical contents in Quarter 2. 2. The discussion will focus on familiarizing oneself on the standards and learning competencies for Quarter 2. 3. The RP will elicit possible challenges and solutions in handling critical contents of the curriculum. 4. The RP will present and have an in-depth discussion on understanding learning competencies and acquiring skills on how to unpack/merge learning competencies. 	Critiquing of Unpacked/Merged Learning Competencies (Quarter 2) using a checklist	Accomplished Worksheet on Unpacking/Merging of Learning Competencies (Quarter 2)

			<p>5. The RP will also elicit possible teaching strategies on how to deliver the scope of Quarter 2.</p> <p>6. The participants will be divided into groups to demonstrate learning on identifying critical contents and unpacking/merging learning competencies.</p> <p>7. To close the session, the RP will proceed with the question and answer session to clarify the contents of Quarter 2.</p>		
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<p>MATATAG Curriculum: Instructional Design Framework (1 hour 30 minutes)</p>	<p>Professional Development</p>	<ul style="list-style-type: none"> • define Instructional Design Framework (IDF); • identify the different components of the Instructional Design Framework (IDF); and • express appreciation of the importance of Instructional Design as a foundation for designing learning opportunities using the reflective journal. 	<p>ACTIVITY</p> <ol style="list-style-type: none"> 1. Form 5 groups 2. Provide each group with a copy of the anticipation guide 3. Present the mechanics of the activity <p>ANALYSIS</p> <ol style="list-style-type: none"> 1. Process the responses of the participants. 2. Allow group discussion to enrich the conversation. <p>ABSTRACTION</p> <ol style="list-style-type: none"> 1. Present and discuss the: <ol style="list-style-type: none"> a. Overview and foundations of the instructional design framework b. Fundamental principles directing successful instructional design, 4 C's c. Key elements for the development of an appropriate teaching and learning process, 4 I's and 4 E's d. Significance of the curriculum, Teaching 	<p>Evaluation of Reflective Journal using a rubric</p>	<p>Reflective Journal</p>
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			<p>(Pedagogy) and assessment in the IDF</p> <p>e. Adopting reflective practices to improve teaching and learning process</p> <p>f. Better understanding of the K to 10 Instructional design as articulated in the reflection paper</p> <p>APPLICATION</p> <p>1. Ask the participants to complete the reflection journal template.</p> <p>2. By pairs, the participants will briefly share their reflections.</p> <p>CLOSING</p> <p>1. Read the quotation shown in the slide.</p>		
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<p>MATATAG (Learning Area) IDF Pedagogy and Assessment (2 hours 45 minutes)</p>	<p>Professional Development</p>	<ul style="list-style-type: none"> • explain the instructional design framework of MATATAG Curriculum • apply the pedagogy and assessment strategy aligned with the targeted learning competency; and • appreciate the value of applying appropriate pedagogy and assessment in attaining the targeted competency through crafting a teaching plan 	<p>ACTIVITY: Here's What I Can Do</p> <p>Allow participants to look at the images that will be shown on screen. Every time they look at the image, they need to name it with their partner, discuss its use and importance.</p> <p>ANALYSIS:</p> <p>Participants answer the following questions:</p> <ol style="list-style-type: none"> 1. What images were shown on screen? 2. What is common among these images? 3. What potential challenges may happen if we do not have these things? 4. How do you relate the importance of a roadmap, blueprint, and compass to that of an instructional design framework of a curriculum? 5. What are the potential challenges that teachers may face if they lack knowledge about the instructional design framework of a curriculum? 	<p>Critiquing of Outputs (Accomplished Planning Template) using a checklist</p>	<p>Accomplished Planning Template</p>
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			<p>ABSTRACTION</p> <p>Juxtaposition of IDF and Learning Area Curricula Framework and Key Stage Domains</p> <p>APPLICATION:</p> <p>Participants will accomplish a Planning Template that will actualize the steps in preparing learners for the learning competency. Under every planning stage, they need to write the appropriate activities and suggest corresponding resources.</p> <p>CLOSING</p> <p>Explain this quote by William A. Ward:</p> <p><i>The mediocre teacher tells.</i></p> <p><i>The good teacher explains.</i></p> <p><i>The superior teacher demonstrates.</i></p> <p><i>The great teacher inspires.</i></p>		
MATATAG (Learning Area) Walkthrough of Learning Resources (2 hours)	Professional Development	<ul style="list-style-type: none"> explain the design of the teaching-learning resources for the 	ACTIVITY: Case Analysis (Think-Pair-Share)	Checking of Analysis on Lesson Plan using a checklist	Analyzed Lesson Plan

		<p>MATATAG curriculum;</p> <ul style="list-style-type: none"> • enhance a sample lesson plan by aligning it with the K to 10 IDF and the prescribed pedagogy; and, • appreciate the value of designing teaching-learning resources that align with the K to 10 IDF and the prescribed pedagogy 	<ol style="list-style-type: none"> 1. Participants will be given a case to be analyzed. 2. They will be given 5 minutes to read the caselet. 3. After five minutes, they will turn to their seatmate and discuss the teaching practices of teachers in general. 4. They will identify and analyze the impact of their teaching practices, particularly in crafting lesson plans. <p>ANALYSIS</p> <p>Ask the following questions:</p> <ol style="list-style-type: none"> a. In the caselet, what differences do you observe in the teaching practices of Mrs. Liwayway and Mr. De la Cruz? b. How might the pedagogically-aligned lesson plans of Mrs. Liwayway contribute to the long-term success of her learners? c. .What role does a lesson plan play in guiding the teaching practice? 		
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			<p>d. In your view, what constitutes a good lesson plan</p> <p>ABSTRACTION</p> <p>Explain the following components:</p> <ul style="list-style-type: none">• Curriculum Content, Standards, and Lesson Competencies• Content Standards• Performance Standards• Learning Competencies and Objectives• Content• Integration• Learning Resources• Teaching and Learning Procedures• Activating Prior Knowledge (Short Review, and Feedback)• Establishing Lesson Purpose (Lesson Purpose, Unlocking Content Area Vocabulary• Developing and Deepening Understanding• Making Generalizations• Evaluating Learning, Formative Assessment, and Teacher's Reflection• Evaluating Learning• Teacher's Remarks• Reflection		
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			<p>APPLICATION</p> <p>Let the participants analyze a lesson plan to determine learning resources by answering the following questions:</p> <ol style="list-style-type: none">1. Are the learning objectives clearly stated and aligned with the curriculum standards?2. Are the teaching methods and strategies appropriate for the objectives?3. Are formative assessments included in the lesson plan and do they focus on checking for understanding of the text?4. Are the assessments designed to measure both content understanding and genre-specific skills?5. Are the elements of IDF evident in the lesson plan?6. Does the lesson plan account for differentiated instruction to meet the diverse needs of learners?7. 8. Is there an opportunity for learner reflection on		
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			<p>their learning at the end of the lesson?</p> <p>CLOSING</p> <p>Explain the quotation</p> <p><i>“A good plan is like a roadmap: it shows the final destination and usually the best way to get there.” – H. Staneley Judd</i></p>		
<p>Integrating 21st Century Skills in Classroom-based Assessment (1 hour 45 minutes)</p>	<p>Professional Development</p>	<ul style="list-style-type: none"> • identify the key principles of effective assessment; • list down suggested strategies for integrating the 21st century skills in classroom assessment; and • discuss formative assessment instructional resource (FAIR) integrating 21st century skills in the context of MATATAG curriculum; and • share a reflection on the key principles and 	<p>ACTIVITY : Classroom Genie</p> <ol style="list-style-type: none"> 1. Present the Stress Check Slide and tell the participants to look at both dolphins and find more than one or two differences. 2. Instruct the participants to think of one thing about assessing students that they find challenging or confusing and would like the genie's help with? <p>ANALYSIS</p> <ol style="list-style-type: none"> 1. Ask questions about the activity and gather responses from the participants. 2. Highlight some points that lead to the idea of the session which is the implementation of classroom assessments that seamlessly integrate 21st-century skills. <p>ABSTRACTION</p>	<p>Evaluation of the Outputs (Reflection Notes) using a rubric</p>	<p>Reflection Notes through a Short Note or Message</p>

		<p>importance of integrating 21st century skills in classroom assessment</p>	<p>1. Ask participants to raise an item: green = true red = false</p> <p>2. Encourage participants to share their understanding of classroom assessment for each item.</p> <ul style="list-style-type: none"> • formative and summative assessment • interconnected nature of teaching, learning, and assessment • importance of assessment in enabling teachers to monitor students' progress over time • self- and peer assessment • assessment principles • Alignment with Curriculum • Validity • Reliability and Consistency • Fairness and Inclusivity • Manageability for Learners and Teachers • Variety in Assessment Methods • Transparent and Ongoing Assessment Process • Effective Use of Feedback 	
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			<p>3. Show different samples of PISA items and explore these samples together and reflect on how 21st century skills can be effectively incorporated into the instructional strategies and assessment practices.</p> <p>4. Discuss DO No. 8, s. 2015: Embracing the Zone of Proximal Development, Glaser's Model vs. Bloom's Taxonomy and their implications for Assessing Developmental Levels.</p> <p>5. Discuss 21st Century Skills: Anchored on DepEd Vision, and give specific examples and how these are integrated into Classroom Assessment Practice</p> <p>6. Discuss and display key points about and key steps in using Formative Assessment Instructional Resource (FAIR).</p> <p>7. Tell them to use this link to access samples of FAIR for each learning area – English, Science, and Mathematics: https://bit.ly/FAIR_Samples</p> <p>APPLICATION</p> <p>1. Ask participants to revisit their outputs from the sessions on unpacking learning competencies, formulating</p>		
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			<p>learning objectives, determining 21st-century skills, and understanding pedagogy and assessment.</p> <p>2. Ask them to analyze their learning objectives and teaching strategies to identify which 21st-century skills can be targeted within the context of their subject area.</p> <p>3. Ask them to review their previously identified assessment methods. With reference to the identified 21st-century skills, they will modify their assessment strategies.</p> <p>4. Participants will use the provided worksheet template to document their analysis and modifications.</p> <p>5. Ask them that they will share their insights and key takeaways from the activity.</p> <p>CLOSING</p> <p>1. Ask them to write a short note or message to the Classroom Genie, summarizing what you gained from the session and expressing your gratitude.</p>		
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			2. Show quote from Carol Ann Tomlinson and thank them.		
Classroom Practices to Promote Inclusion for Special Needs Education Learners (SNED) (1 hour 30 minutes)	Professional Development	<ul style="list-style-type: none"> Differentiate inclusion, inclusive education, types of disability and how they impact students' learning experiences. Identify equitable learning opportunities through classroom accommodations and modifications in an inclusive classroom. Appreciate the activities to promote inclusive education. 	<p>ACTIVITY</p> <ol style="list-style-type: none"> Organize seven groups. Each group will be given an envelop containing a task to be done and they will also be assigned to an area in the room to perform the task. After the task, the participants will be asked to return to their seats. <p>ANALYSIS</p> <ol style="list-style-type: none"> Processing questions will be asked through a padlet. Summarize the responses and provide insights to the group. <p>ABSTRACTION</p> <ol style="list-style-type: none"> Present and discuss: <ol style="list-style-type: none"> Inclusive Education Universal Design for Learning Modification/ Accommodation. Encourage participants to share their thoughts and insights about the concepts. <p>APPLICATION</p> <ol style="list-style-type: none"> Provide mechanics of the activity 	Critiquing of Output guided by a checklist	List of types of accommodations and modifications for learners with disabilities

			<p>2. Flash on screen the scenarios</p> <p>3. Provide inputs on the responses</p> <p>CLOSING</p> <p>1. Provide a synthesis of the session</p> <p>2. Flash on screen the quote, “Inclusion is not just about changing the education system: It’s about changing attitudes, attitudes, values, teaching strategies and perceptions towards diversity.”</p>		
Collaborative Expertise (2 hours)	Professional Development	<ul style="list-style-type: none"> analyze situations illustrating collaborative expertise. acknowledge the value of diversity in teaching styles and perspectives within a team. practice collaborative expertise through review and improvement of a lesson exemplar. 	<p>ACTIVITY: How’s your LAC?</p> <p>1. Flash and read the question. Pause for at least 5 seconds and call from the group to share their answer.</p> <p>2. Affirm their responses and reactions and connect it to the review of DO no. 35, s. 2016</p> <p>ANALYSIS</p> <p>1. Flash and read the question. Pause for at least 5 seconds and call from the group to share their answer.</p> <p>a. What are the topics delivered during LAC sessions?</p>	Critiquing of Plans for Collaborative Expertise Session using a checklist	Plan for Collaborative Expertise Session

			<p>b. How are the topics chosen when conducting LAC sessions?</p> <p>2. Read the scenario or ask a participant to read the scenario then call a random participant from the registration list. Enrich the processing by allowing the group to pitch in ideas.</p> <p>ABSTRACTION</p> <p>1. Discuss the characteristics of a “Visible Teacher” of John Hattie. Ask them if they possess the 8 mind frames.</p> <p>2. Present a timetable that can be used in conducting CE through LAC.</p> <p>APPLICATION</p> <p>1. Read the activity instructions and provide the template on planning for collaborative expertise session</p> <p>CLOSING</p> <p>1. Wrap up the session by having a quick reflection with the help of emojis.</p>		
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			<p>2. Read the question and call one or two participants to share their insight.</p> <p>3. Provide 5 summary points to end the session.</p> <p>4. Present the session objectives and confirm with the participants if all objectives were achieved.</p>		
<p>Class Observation in the Context of MATATAG Curriculum (1 hour 45 minutes)</p>	<p>Professional Development</p>	<ul style="list-style-type: none"> Revisit the nature of classroom observation, its protocols, tools and key players; Review some of the classroom observable indicators relative to the implementation of MATATAG Curriculum; and Refine the prepared lesson plan based on the indicators presented leading to demonstration teaching. 	<p>ACTIVITY</p> <ol style="list-style-type: none"> Read instructions Encourage participants to share their experiences <p>ANALYSIS</p> <p>Synthesize participant's experiences to the literature on classroom observation.</p> <p>ABSTRACTION</p> <p>Present and discuss the important points of classroom observation</p> <p>APPLICATION</p> <p>Present sample indicators observed during classroom observation and allow participants to refine prepared lesson plans</p>	<p>Critiquing of the Refined Lesson Plans using a checklist</p>	<p>Refined lesson plan based on the indicators presented</p>

Management of School-based Professional Development Programs (1 hour 45 minutes)	Professional Development	<ul style="list-style-type: none"> discuss the significant roles of school leaders in leading and managing School-Based Professional Development Programs to improve teacher practice; integrate the concept and elements of the whole-school approach to curriculum planning and its link to teachers' ongoing professional learning, articulating the effect size and its impact on learning outcomes; discuss the Implementation Strategies for the Conduct of School-Based Training on the 	<p>ACTIVITY:Keepin' My Memory On</p> <ol style="list-style-type: none"> Read the instructions and distribute the template. Make sure that each participant has a copy of the MSBPDP Session Template A: Keepin' My Memory On. Ask them to share their answers in triads.Call participants to share their insights. <p>ANALYSIS</p> <ol style="list-style-type: none"> Call participants to answer the processing questions. Write key concepts mentioned by the participants on the white board or sheets of manila paper. <p>ABSTRACTION</p> <ol style="list-style-type: none"> Discuss effect size and the relationship between variables or the difference between groups. Discuss DepEd policies and the issues the agency faces. Facilitate group processing <ol style="list-style-type: none"> Human Carousel Paper Carousel 	Presentation and Critiquing of Accomplished Work Application Plan (WAP) using a checklist	Accomplished Work Application Plan (WAP)
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		<p>MATATAG Curriculum;</p> <ul style="list-style-type: none"> • develop a WAP capturing the general concepts of MATATAG Curriculum articulating a doable school-based professional development plan for teachers on the MATATAG Curriculum; and • display willingness to implement the WAP to improve learning outcomes. 	<p>My Story</p> <p>4. Ask participants to individually accomplish the MSBPDP Template B: My Story.</p> <p>5. Ask them to share their responses in groups and note common roles and responsibilities in the conduct of the activities, processes, and programs at the school level.</p> <p>6. Process the activity by asking them to share usual concerns or challenges and proposed solutions to support our schools so they can effectively implement these PD activities</p> <p>7. Discuss the significance of the whole-school approach</p> <p>8. Discuss the school-based PD programs such as:</p> <ol style="list-style-type: none"> a. InSET b. LAC c. CE <p>9. Discuss the TPDC Framework.</p> <p>Thumbs Up, Thumbs Down, and Thumbs Straight</p>		
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			<p>10. Ask them to show a thumb up/down for the suggested strategies appropriate in their school context in implementing the Training on MATATAG Curriculum for K147.</p> <p>11. After performing the activity, solicit from the participants best practices and suggestions doable in their respective contexts.</p> <p>It's a WAP Wrap!</p> <p>12. Organize the participants by 5's.</p> <p>13. Provide each one of them with a copy of the caselet.</p> <p>14. Engage each participant to read the caselet provided.</p> <p>15. Let the participants answer some questions about the caselets in their groups.</p> <p>16. Call some participants to share their answers in plenary.</p> <p>Work Application Plan (WAP)</p> <p>17. Discuss the content of the WAP template</p> <p>APPLICATION</p> <p>1. Provide each participant with a WAP template.</p>		
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			<p>2. Ask them to complete the WAP template and share it with their partner.</p> <p>CLOSING</p> <p>1. Wrap up the session by asking them if the objectives set were met.</p> <p>2. Share a quote and thank them.</p>		
<p>Creating Excellent and Powerful Learning Facilitation (1 hour 45 minutes)</p>	Professional Development	<ul style="list-style-type: none"> discuss the important elements in creating an excellent and powerful learning Facilitation; demonstrate ways on effective learning facilitation; and express commitment to apply the tips in learning facilitation of the MATATAG curriculum. 	<p>ACTIVITY</p> <p>By pair, answer and discuss answer to the posted questions</p> <p>ANALYSIS</p> <p>1.Post processing question.</p> <p>2.Call participants to answer.</p> <p>ABSTRACTION</p> <p>1.Present and discuss:</p> <ul style="list-style-type: none"> a. Elements in presentation b. Facilitating learning c. Presenting content d. Using technology effectively e. Managing oneself f. Tips for an excellent and powerful presentation g. Facilitating conditions <p>APPLICATION</p> <p>1. Provide the mechanics.</p>	Evaluation of the Commitment Paper using a checklist	Commitment Paper

PRE/POST TEST for the Training on the MATATAG Curriculum

TRAINING ON THE MATATAG CURRICULUM

Total: 25 Points 

* Required

Profile

1. REGION *

- ☐ CAR
- ☐ Region 1
- ☐ Region 2
- ☐ Region 3
- ☐ Region 4 CALABARZON
- ☐ Region 4 MIMAROPA
- ☐ Region 5
- ☐ NCR
- ☐ Region 6
- ☐ Region 7
- ☐ Region 8
- ☐ Region 9
- ☐ Region 10
- ☐ Region 11
- ☐ Region 12
- ☐ CARAGA
- ☐ Central Office

2. Full Name (ex. Juan Santos)

3. Position (Do not abbreviate.)

4. Key Stage you are assigned in for this training. *

☐ Key Stage 1

☐ Key Stage 2

☐ Key Stage 3

5. Key Stage 1 Area of Specialization (Intended Breakout Room Assignment/Participation) *

☐ Kinder

☐ Grade 1

6. Key Stage 2 Area of Specialization (Intended Breakout Room Assignment/Participation) *

- ☐ English 4
- ☐ Math 4
- ☐ Science 4
- ☐ Filipino 4
- ☐ AP 4
- ☐ GMRC/VE 4
- ☐ MAPEH 4
- ☐ EPP/TLE 4

7. Key Stage 3 Area of Specialization (Intended Breakout Room Assignment/Participation) *

- ☐ English 7
- ☐ Math 7
- ☐ Science 7
- ☐ Filipino 7
- ☐ AP 7
- ☐ GMRC/VE 7
- ☐ MAPEH 7
- ☐ EPP/TLE 7

POST TEST Proper

8. Based on the joint memorandum signed by Usec. Cabral and Usec. Gonong dated December 20, 2023, which among the following statements should a School Head employ during the implementation of in service training for teachers? There are two answers. (1 Point)

Please select 2 options.

- ☐ Maximize the load of beginning teachers per learning area who are not involved in the initial phase of training
- ☐ Maximize the load of other teachers per learning area from other grade levels not involved in the initial phase of the training
- ☐ Tap teacher assistants/ teacher trainees/ or anyone available for voluntary services during the duration of the training program
- ☐ Tap teacher applicants for voluntary services during the duration of the training program
- ☐ Schedule a half-day training for K, Gr.1, 4 & 7 teachers with a walkthrough of the topics so that regular classes will continue without disruption

9. Which of the following scenarios does NOT show the correct conduct of Learning Action Cells? (1 Point)

- ☐ Principal A noticed low-test scores in Grade 10 ESP, she called the LAC facilitator to coordinate with the concerned teachers and organize a LAC.
- ☐ A subject coordinator, observed the repetitive strategies used by his teachers. He asked the school head for him to discuss new strategies to share with his teachers during a LAC.
- ☐ A master teacher, organized a LAC session and invited a finance agent to discuss financial literacy and new bank product that can be availed by the teachers.
- ☐ A school Principal organized a LAC session with the assistance of the PSDS to discuss with the non-majors teachers teaching kindergarten approaches in handling early grade learners.

10. Which among the options is correct based on the content of the following statements?

i. Performance standards describe the abilities and skills that learners are expected to demonstrate in relation to the content standards.

ii. Content standards identify and set the essential knowledge and understanding that should be learned. (1 Point)

- ☐ Only statement i is true
- ☐ Only statement ii is true
- ☐ Both statements are false
- ☐ Both statements are true

11. In managing a school-based training program, what qualities or considerations should you exhibit? There are three answers. (1 Point)

Please select 2 options.

- ☐ Enough understanding of program concepts despite its insignificance
- ☐ Has full grasp of teacher's performance and how to improve teaching competencies through providing continuous professional development programs or learning and development interventions
- ☐ Has all the documents on teacher's performance ready despite not going through consultation and agreement with teachers
- ☐ Comprehensive understanding of the concepts and significance of a school-based training program
- ☐ Is able to work with teachers through developing and implementing their Individual Action Plans

12. A week from now, A male teacher has a scheduled classroom observation. He prepared his lesson ahead of time and asked some of his co-teachers to sit down to observe him. What "visible learning" teacher characteristic is he exhibiting?

(1 Point)

- ☐ Build rapport and trust in students
- ☐ Continually gain professional learning
- ☐ Reflecting practices on student learning outcomes
- ☐ Regularly taking feedback

13. Which program aims to enhance the Philippine basic education system by strengthening its curriculum and increasing the number of years of basic education from the usual 10 years?

(1 Point)

- ☐ K to 10 Program
- ☐ K to 12 Program
- ☐ RBEC Program
- ☐ MATATAG Curriculum

14. Which of the following is NOT one of the findings of the curriculum review? (1 Point)

- ☐ Congested curriculum content
- ☐ Misplaced prerequisite learning competencies
- ☐ Age-appropriate competencies
- ☐ Imbalance distribution of cognitive demand

15. What are some features of the MATATAG Curriculum?

I. Focus on Foundational Skills

II. Decongested Curriculum

III. Increased Learning Areas

IV. Clearer Articulation of 21st Century Skills (1 Point)

- ☐ a) I, II and III
- ☐ b) II, III and IV
- ☐ c) I, III and IV
- ☐ d) I, II and IV

16. How many learning areas are there in Gr. 1 of MATATAG Curriculum?

(1 Point)

- ☐ five
- ☐ six
- ☐ seven
- ☐ eight

17. What is one of the essential contents of MAKABANSA? (1 Point)

- ☐ Technology
- ☐ Innovation
- ☐ Civics
- ☐ Language

18. What learning area focuses on nurturing the learner's essential socio-emotional skills such as empathy and resilience, contributing to their emotional well-being and interpersonal relationships? (1 Point)

- ☐ Reading and Literacy
- ☐ Araling Panlipunan
- ☐ Science
- ☐ GMRC/VALUES EDUCATION

19. With focus on the aim of developing foundational skills, which of the following is being strengthened in the Mathematics Curriculum among early grade learners? (1 Point)

- ☐ early numeracy
- ☐ mathematics achievement
- ☐ reading proficiency
- ☐ scientific literacy

20. What issuance mandates the implementation of GMRC/ VE Curriculum? (1 Point)

- ☐ RA 11487 Good Manners and Right Conduct Act
- ☐ RA 11206 Good Morals and Right Conduct Act
- ☐ RA 11476 Good Manners and Right Conduct Act
- ☐ RA 10533 Good Measures and Right Conduct

21. What does the K–10 Instructional Design Framework aim to achieve? (1 Point)

- ☐ To provide learners' immediate feedback
- ☐ To encourage among learners' creativity and collaboration
- ☐ To gauge the competencies and skills of learners
- ☐ To assist teachers in creating educational opportunities

22. Which four instructional principles are stated in the Instructional Design Framework? (1 Point)

- ☐ Context, connection, collaboration, creativity
- ☐ Constructivist, inquiry-based, reflective, collaborative
- ☐ Engage, explore, experience, empathize
- ☐ Inclusive, ideational, integrative, innovative

23. What is the main emphasis of the "inclusive" educational principle? (1 Point)

- ☐ Producing concepts or ideas to explain a mental process
- ☐ Creating educational opportunities that are accessible to all learners
- ☐ Combining various components to create a cohesive whole
- ☐ Investigating fresh and inventive approaches of teaching

24. What role does assessment play in the process of instructional delivery? (1 Point)

- ☐ To give educators prompt feedback
- ☐ To gauge the values and attitudes of learners
- ☐ To assess the efficiency of instructional techniques
- ☐ To direct the activities and considerations of education

25. What is the key feature of Cooperative Learning as a pedagogical approach? (1 Point)

- ☐ It encourages individual competition for academic success.
- ☐ It emphasizes a teacher-centered approach with minimal student interaction.
- ☐ It promotes collaborative efforts among students to achieve common learning goals.
- ☐ It focuses solely on traditional lecture-based instruction.

26. What is the key characteristic of the Behaviorist pedagogical approach? (1 Point)

- ☐ It gives emphasis on student-centered learning.
- ☐ It focuses on observable behaviors and external stimuli.
- ☐ It promotes critical thinking skills.
- ☐ It emphasizes collaborative group activities.

27. What is the role of the teacher in creating learning activities based on the Instructional Design Framework? (1 Point)

- ☐ The teacher adheres to a specified procedure.
- ☐ The teacher presents pedagogical approaches.
- ☐ The teacher gives out standardized tests.
- ☐ The teacher does not include learners in decision-making.

28. Which instructional principle is concerned with creating concepts for a mental model or process? (1 Point)

- ☐ Ideational
- ☐ Inclusive
- ☐ Integrative
- ☐ Innovative

29. In the Constructivist pedagogical approach, how is learning viewed? (1 Point)

- ☐ a passive process where knowledge is transmitted from teacher to student.
- ☐ an active process where students construct their own understanding through exploration and reflection.
- ☐ centered around standardized testing and assessments.
- ☐ primarily based on rote memorization and repetition.

30. What DepEd Issuance introduced the concept of Collaborative Expertise through the Learning Action Cell? (1 Point)

- ☐ DepEd Order No. 14, s. 2023
- ☐ DepEd Order No. 36, s. 2016
- ☐ DepEd Memo No. 35, s. 2023
- ☐ DepEd Memo No. 14, s. 2022

31. Which skill set under 21st century skills empower students to face challenges, recover from setback, adapt to change and persevere in the face of hardship? (1 Point)

- ☐ Digital Literacy
- ☐ Resilience and Adversity Management
- ☐ Critical Thinking and Problem
- ☐ Future Thinking

32. What 21st Century Skill covers Creativity, Openness, Critical Thinking, Problem Solving and Reflective Thinking? (1 Point)

- ☐ Communication Skills
- ☐ Learning and Innovation
- ☐ Life and Career Skills
- ☐ Media and Information Skills

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TITLE OF ACTIVITY: Division Training of Trainers on the MATATAG Curriculum

TYPE OF ACTIVITY:

<input checked="" type="checkbox"/> SEMINAR/ WORKSHOP/ FORUM	<input type="checkbox"/> LEARNING SESSIONS IN THE CONVENTION	<input type="checkbox"/> EDUCATIONAL TOUR	<input type="checkbox"/> OTHERS (Please Specify)
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CPD COUNCIL/S THIS APPLICATION IS SUBMITTED: PROFESSIONAL TEACHERS

DATE: April 29 to May 3, 2024

VENUE/PLATFORM: Axiaa Hotel

TARGET NO. OF PARTICIPANTS: 362

BREAKDOWN OF EXPENSES:

EXPENSE ITEMS	DETAILS OF THE EXPENSES				AMOUNT
1. Online Platform	N/A				N/A
2. Venue	362 pax X 2,000.00 X 5 days				3 620 000.00
3. Meals					
4. Honoraria a. Speaker (or panel of experts) b. Facilitator c. Moderator/Master of Ceremony d. Secretariat	N/A				N/A
5. Itemized materials (e.g. hand book/handouts, certificates, pencil and papers, seminar kits, ink for printers)	Item	No. of pax/ Quant ity	Unit price	Total	P108 600
	Tote Bag	362	P170.00	P61540	
	Filler Notebook	362	P10.00	P3620	
	Ballpen	362	P7.00	P2534	
	ID	362	P10.00	P3620	
	Pentel Pen	75	P45.00	P3375	
	Manila Paper	340	P6.00	P2040	
	Cartolina	328	P7.00	P2296	
	Masking Tape	54	P45.00	P2430	
	Medicines	1	P12,000.00	P12000	
	Colored Paper	25	P310.00	P7750	
	Bond Paper (A4)	25	P255	P6375	
	Expanded Envelopes	30	P22.00	P660	
	Folders (Long)	45	P8.00	P360	

6. Advertising expenses	N/A	N/A
7. Transportation a. Speaker/s b. Staff	362 pax X 1,500.00	P543 000
8. Accommodation (for the speaker)	<i>(included already in the venue and meals for 362 paxs)</i>	
9. Processing Fee (Accreditation Fee)	N/A	N/A
10. Supplies and Equipment	<i>(included already in the itemized materials)</i>	
11. Laboratory	N/A	N/A
12. VAT (12%)	N/A	N/A
13. Entrance Fees (for museum, heritage/historical sites, cultural centers, exhibits, geographical sites, other sites, etc.)	N/A	N/A
14. Tour guide/Facilitator's fee	N/A	N/A
15. Miscellaneous (Please specify)	N/A	N/A
TOTAL EXPENSES:		P4 271 600

Note: For any of the listed expenses not applicable to the applied program, Not Applicable or N/A shall be indicated.

Division Training Implementation Plan (DTIP)

for the Division Training of Trainers on MATATAG Curriculum Implementation

SDO: Laguna

I. Rationale/Needs Assessment

The Enhanced Basic Education Program or K to 12 Basic Education Program is a response to local and global community needs and demands through its mission to strengthen the values of the Filipino people; develop a strong sense of nationalism; develop productive citizens who contribute to the building of a progressive, just, and humane society; ensure environmental sustainability; and cultivate global partnerships for development. The implementation of the K to 12 Basic Education Curriculum is considered one of the most significant educational reforms in the country, introducing several programs and projects that all aim to expand and improve the delivery of the Philippine basic education. Its primary goal is to equip Filipino learners with the necessary skills and competence to prepare them to take on the challenges of the 21st century. It also endeavors to make the basic education system in the Philippines on a par with international standards by ensuring that it is appropriate, responsive, and relevant to the learners and to national and global realities (DepEd, 2019).

As with any curricular reform, however, the K to 12 Program is not without challenges. Results of both national and international standardized assessments reveal no improvement in the academic performance of Filipino learners (Schleicher, 2018; Mullis, Martin, Foy, Kelly, & Fishbein, 2020; UNICEF & SEAMEO, 2020). Moreover, the emergence of copious compelling research on the nature of learners and the process of learning emphasizes the need for basic education institutions to keep abreast of global future trends while addressing the changing needs and learning challenges of children (Jorgenson, 2006). These, in turn, prompted a re-examination and enhancement of the K to 12 curriculum to identify points for improvement to ultimately lift the quality of basic education. The Department of Education, with the Assessment Curriculum and Technology Research Centre (ACTRC), has reviewed the intended curriculum to verify claims about and solve existing gaps in the document. As a result, the Shape of the MATATAG Curriculum is therefore crafted to communicate the process behind the curriculum review and revision, and more importantly, set the future direction and provide a basis for developing the shaping papers for each learning area.

This 5-day training program for teachers and school leaders primarily focuses on MATATAG curriculum implementation. aimed at ensuring a seamless and effective implementation of the curriculum across school environments. By empowering school leaders and teachers with the necessary knowledge and skills, the school community can foster an educational culture that embodies the principles of the MATATAG Curriculum and ultimately enhances the learning experiences and outcomes for learners at the Kindergarten, Grade 1, Grade 4, and Grade 7 levels.

After the National Core Trainer Orientation (ONCT) and National School Leader Training (NTSL), the training program shall deliver Regional Training of Trainers (RTOT), Division Training of Trainers (DTOT), and School-based Training of Teachers (SBTT).

The training rollout of the MATATAG Curriculum to be implemented through RTOT, DTOT, and SBTT can be more effective, efficient, and responsive to the needs of teachers, knowing school heads and teachers, as stewards of schools, play a crucial role in ensuring an enabling and supportive environment for effective teaching and learning. Through this quality training, the Department of Education (DepEd) can develop quality teachers and holistic learners who are steeped in values, equipped with 21st-century skills, and able to propel the country to development and progress.

The Division Training of Trainers will cater a total of 603 participants from Kindergarten, Grade 1, and Grades 4 and 7 across learning areas.

Lot 1

Learning Area	PAX	NO. OF BREAKOUT ROOMS/ CLASSES	DPMT	Trainer	TOTAL
Kindergarten	52	1	3	4	59
Grade 1	45	1	3	5	53
English	65	2	4	6	75
Science	63	2	4	5	72
AP/IPeD	57	2	4	6	67
GMRC/Values Ed	47	2	4	6	57

Lot 2

Learning Area	PAX	NO. OF BREAKOUT ROOMS/ CLASSES	DPMT	Trainer	TOTAL
Mathematics	76	2	4	5	85
Filipino	48	2	4	4	56
EPP/TLE	99	2	5	9	113
MAPEH	51	2	4	5	60

Note: DPMT for Kinder and Grade 1 is composed of the following:

- 1 QAME associate/Process Observer
- 1 documenter/registration personnel
- 1 nurse

DPMT for Kinder and Grade 1 is composed of the following:

- 2 QAME associates/Process Observer
- 1 documenter/registration personnel
- 1 nurse

Other PMT/TWG:

	Lot 1	Lot 2	Total
Top Management	2	1	3
ICT Personnel	2	2	4
Lead Secretariat	1	1	2
Lead M&E	1	1	2
Medical Officer	1		1
Administrative Officer V	1		1
Monitoring Officials (CO)	1	1	2
Monitoring Officials (RO)	1	1	2
Total	10	7	17

At the end of the 5-day training, the participants shall be able to:

- a. demonstrate necessary knowledge, skills, and competencies in implementing MATATAG Curriculum for Kindergarten, Grade 1, Grade 4, and Grade 7;
- b. apply the instructional design framework, varied pedagogies, and assessment strategies: and
- c. develop Workplace Application Plan for MATATAG Curriculum implementation.

II. Training Schedule and Matrix

1. Proposed schedule: April 29, 2024 to May 3, 2024
2. Propose training strategyTraining duration: Face-to-Face/5 days (40 hours)
 - a. Number of Participants Per class:

Lot 1

LEARNING AREA	GRADE	NUMBER OF PAX/ CLASS
Kindergarten	Kindergarten	52
Grade 1	1	45
English	4	30
English	7	35
Science	4	24
Science	7	39
AP/IPEd	4	30
AP/IPEd	7	27
GMRC	4	30
Values Ed	7	17

Lot 2

LEARNING AREA	GRADE	NUMBER OF PAX/ CLASS
Mathematics	4	34
Mathematics	7	42
Filipino	4	26
Filipino	7	22
EPP	4	56
TLE	7	43
MAPEH	4	32
MAPEH	7	19

III. Roles and Responsibilities

The following are the compositions of the Program Management Team (PMT) for the DTOT on MATATAG Curriculum implementation:

Overall Lead: Editha M. Atendido, CESO V

Overall Co-lead: Jaypee E. Lopo

Buddy Chester M. Repia

Members of the Program Management Team	Cluster 1	Cluster 2
<i>Program Manager</i>	Orlando T. Valverde, EdD	Darwin S. Talambayan, EdD
<i>Learning Managers</i>	Jane A. Suazo, EdD Mark Anthony P. Idang, EdD Godofredo C. Mercado Cecilia B. Castillo, PhD Lucia F. Pagalanan, EdD Rhoda M. Manual, EdD	Mirza J. Linga Zarina G. Llarena, EdD Cristina E. Talambayan, EdD Judith V. Clemente
<i>Resource Speaker/s</i>	<p>Kindergarten: Jane A. Suazo, EdD Lanie S. Roman Lorena V. Ereve Lady Ann M. Valerio</p> <p>Grade 1: Mark Anthony P. Idang, EdD Zoila I. Badulis, EdD Flora Bhel D. Manalo, EdD Marvin A. Umali, EdD Mylene M. Dimaculangan, EdD</p> <p>English: Orlando T. Valverde, EdD Eva Marie S. Cambe Godofredo C. Mercado Evelyn P. Navia, EdD Kristine P. Perez, PhD Merlen B. Sancha</p> <p>Science: Mylene N. Solomon, EdD Maria Teresa S. Dela Cruz Cecilia B. Castillo, PhD Florante A. Francisco Loreza M. Argente</p> <p>AP/IPeD: Roderica R. Camacho</p>	<p>Mathematics: Ma. Rona I. Aguja Benjie M. Buendicho Mirza J. Linga Armina C. Lumibao, PhD Ester R. Arao</p> <p>Filipino: Zarina G. Llarena, EdD Edrian A. Advento Enrico G. Ortega Leomar G. Mercado</p> <p>EPP/TLE: Darwin S. Talambayan, EdD Severa C. Versola, EdD Erickson C. Barrios Ma. Nenita L. Tan, EdD Cristina E. Talambayan Maura Tacderas, Wilma Dorado Jason R. Guisando Mark Anthony S. Paloma</p> <p>MAPEH: Armin O. Cabrales Menandro A. Zubieto, PhD Judith V. Clemente Roderick C. Tobias, EdD Rosie M. Rogado</p>

	<p>Florentina C. Rancap, EdD Liesel O. Martin, EdD Lucia F. Pagalanan, EdD Arthur Robert P. Limongco Laarni M. Cruz</p> <p>GMRC/Values Ed: Laurita P. Arca, PhD Frene W. Monsalud Sheralyn V. Reyes Manuel G. San Juan Rhoda M. Manual, EdD</p>	
M and E Manager	Frenie V. Aquino	Jerson T. Volpane
Secretariat/Logistics Officer	Joan B. Bisco Luisito B. De La Torre Jr	Julie Ace P. Averion Aldred S. Paluga
Welfare Officer	<p>Medical Officer Roselyn L. Urias, MD</p> <p>Kindergarten: Jerome C. Mendoza</p> <p>Grade 1: Ma. Rhodora Y. Mercado</p> <p>Science: William M. Asuncion</p> <p>English: Ruby A. Eduarte</p> <p>AP/IPed: Karen Q. Cortezano</p> <p>GMRC/Values Ed: Ara M. Aguilar</p>	<p>Mathematics: Marisa P. Fabunan</p> <p>Filipino: Ma. Janette B. Labit</p> <p>EPP/TLE: Benigno V. Bueser</p> <p>MAPEH: Katrine Ann A. Cabuhat</p>

The Division Trainers were identified based on the following qualifications set as per DepEd Memo no. 44, s. 2023:

- a. Education - Master's Degree related to the Learning Area assigned.
- b. Experience - Teaching Experience related to Kindergarten, Grade 1, Grade 4 and Grade 7

- c. Training Attended and Conducted are relevant to the Learning Area assigned.
d. At least VERY SATISFACTORY for IPCRF

IV. Budget and Logistics

	Pax	Amount	Total
Board and Lodging	724	10,000.00	7,240,000.00
Supplies	724	300.00	217,200.00
-Tote Bag	724	170.00	123,080.00
-Filler Notebook	724	10.00	7,240.00
-Ballpen	724	7.00	5,068.00
-ID	724	22.00	15,928.00
Pentel Pen	120	45.00	5,400.00
Manila Paper	200	6.00	1,200.00
Cartolina	213	7.00	1,491.00
Masking Tape	81	45.00	3,645.00
Medicines	2	5,000.00	10,000.00
Colored Paper	26	310.00	8,060.00
Bond Paper (A4)	24	255.00	6,120.00
Expanded Envelopes	101	22.00	2,222.00
Brown Envelopes (L)	85	3.00	255.00
Folders (Long)	110	8.00	880.00
Scissors	80	110.00	8,800.00
Molding Clay (Y,B,G,R)	4	28.00	112.00
Crayons (8s)	10	38.00	380.00
Glue (small)	12	18.00	216.00
Sleep Eye Mask	2	120.00	240.00
Mega Box (Small)	77	215.00	16,555.00
Paper Clip (Big)	11	28.00	308.00
Travel Expenses	724	1,500.00	1,086,000.00
Total			8, 543, 200.00

Monitoring, Evaluation, and Reporting

To ensure that the program objectives are met, the following methods and tools will be utilized for monitoring and evaluation following the four (4) levels of Kirkpatrick Model:

Level of M&E	Objectives	Methods and Tools	Data Sources	Schedule of M&E	Person/s Responsible	Support Needed
Level 4 - Results (The degree to which targeted outcomes as a result of the training and support and accountability package.)	To measure improvement/increase student learning outcomes and individual's performance ratings To analyze qualitative data drawn from the FGD/survey	IPCRF, Learners' Achievement Data Review Data Analysis Tool	IPCRF, Documentation/MOVs Qualitative Data drawn from the FGDs/ surveys	6-12 months after the completion of the theoretical phase of the course	Program Management Team (PMT), Participants	Online Database, Review and Analysis Tools
Level 3 - Behavior (The degree to which participants apply what they learned during training when they are back on the job.	To evaluate the implemented WAP reflecting improvement on identified PD indicators	Evaluation of the Implementation of WAP/JEL Plan using the Evaluation Tool	WAP/JEL Plan, Completion Report	1-6 months after the completion of the theoretical phase of the course	PMT, Participants	Online Database, Evaluation Tools
Level 2 - Learning (The degree to which participants acquire the intended knowledge, skills, attitude,	To compare pre-test and post-test scores To evaluate participants' outputs	Assessment Results (Pre-tests and Post-tests) Evaluation of Outputs	Assessments (Pretest and Posttest) Evaluation Results	Before, during, and after all the sessions during the theoretical phase	PMT, Participants	Online Database, Pre-test and Post-Test, Evaluation Tools

confidence, and commitment based on their participation in the training.)							
Level 1 – Reaction (The degree to which participants find the training favorable, engaging, and relevant to their jobs.)	To evaluate participants' satisfaction in terms of attainment of objectives, program/activity management, venue and accommodation, delivery of the sessions, etc.	M&E using the End-of-Day Evaluation Tool	M&E Reports	Daily (after the last session of the day)	PMT, Participants	Online Database, End-of-Day Evaluation Tool	

V. Contingency Plan

The table below shows the possible risks, their impact to the training, and the solutions/responses that the Program Management team shall implement to address the possible risks.

Possible Risk	Impact	Solution/Response
1. Absence of assigned learning facilitator due to health-related reason/s	Unable to deliver the assigned session based on the schedule/matrix	Assign alternate facilitator who can handle the assigned session
2. Stoppage of the conduct of training due to natural disaster in the area where venue is located	Unable to finish or complete the conduct of training	Require the participants and PMT members to go home and shift to online modality to finish the conduct of the training
3. Intermittent internet connection	Unable to download the needed materials/worksheets and/or accomplish the activity online	<ul style="list-style-type: none"> - Coordinate with the hotel/venue management to prepare other source of internet - Require participants to download the worksheets before the sessions start

			- Provide participants hard copies of the needed worksheets	
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Prepared by:

ENRICO G. ORTEGA
ENRICO G. ORTEGA
**OIC-Senior Education Program Specialist-
 HRDS**

Date: April 18, 2024

Noted by:

DARWIN S. TALAMBAYAN
DARWIN S. TALAMBAYAN, EdD
Chief, SGOD

Date: April 19, 2024

ORLANDO T. VALVERDE
ORLANDO T. VALVERDE, EdD
Chief, CID

Date: April 19, 2024

Recommending Approval as to Availability of Fund:

ERMINIO A. LAVIN
ERMINIO A. LAVIN
Budget Officer

Date: April 22, 2024

Recommending Approval:

JAYPEE E. LOPO
JAYPEE E. LOPO
Assistant Schools Division Superintendent

Date: April 23, 2024

BUDDY CHESTER M. REPIA
BUDDY CHESTER M. REPIA
Assistant Schools Division Superintendent

Date: April 23, 2024

Approved:

EDITHA M. ATENDIDO
EDITHA M. ATENDIDO, CESO V
Schools Division Superintendent

Date: April 24, 2024