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
Program Manager	Orlando T. Valverde, EdD	Darwin S. Talambayan, EdD
Learning Managers	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
Resource Speaker/s	Kindergarten: Jane A. Suazo, EdD Lanie S. Roman Lorena V. Ereve Lady Ann M. Valerio Grade 1: Mark Anthony P. Idang, EdD Zoila I. Badulis, EdD Flora Bhel D. Manalo, EdD Marvin A. Umali, EdD Mylene M. Dimaculangan, EdD English: Orlando T. Valverde, EdD Eva Marie S. Cambe Godofredo C. Mercado Evelyn P. Navia, EdD Kristine P. Perez, PhD Merlen B. Sancha Science: Myline N. Solomon, EdD Maria Teresa S. Dela Cruz Cecilia B. Castillo, PhD Florante A. Francisco Loreza M. Argente AP/IPEd: Roderica R. Camacho	Mathematics: Ma. Rona I. Aguja Benjie M. Buendicho Mirza J. Linga Armina C. Lumibao, PhD Ester R. Arao Filipino: Zarina G. Llarena, EdD Edrian A. Advento Enrico G. Ortega Leomar G. Mercado 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 MAPEH: Armin O. Cabrales Menandro A. Zubieto, PhD Judith V. Clemente Roderick C. Tobias, EdD Rosie M. Rogado

	Florentina C. Rancap, EdD Liezel O. Martin, EdD Lucia F. Pagalanan, EdD Arthur Robert P. Limongco Laarni M. Cruz GMRC/Values Ed: Laurita P. Arca, PhD Frene W. Monsalud Sheralyn V. Reyes Manuel G. San Juan Rhoda M. Manual, EdD	
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	Medical Officer Roselyn L. Urias, MD Kindergarten: Jerome C. Mendoza Grade 1: Ma. Rhodora Y. Mercado Science: William M. Asuncion English: Ruby A. Eduarte AP/IPEd: Karen Q. Cortezano GMRC/Values Ed: Ara M. Aguilar	Mathematics: Marisa P. Fabunan Filipino: Ma. Janette B. Labit EPP/TLE: Benigno V. Bueser MAPEH: Katrine Ann A. Cabuhat

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	- 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	

Prepared by:

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OIC–Senior Education Program Specialist-
HRDS
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Noted by:

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DARWIN S. TALAMBAYAN, EdD
Chief, SGOD
Date: April 19, 2024

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ORLANDO T. VALVERDE, EdD
Chief, CID
Date: April 19, 2024

Recommending Approval as to Availability of Fund:

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Budget Officer
Date: April 22, 2024

Recommending Approval:

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BUDDY CHESTER M. REPIA
Assistant Schools Division Superintendent
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Approved:

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