

Republika ng Pilipinas
(Republic of the Philippines)
KAGAWARAN NG EDUKASYON AT KULTURA
(DEPARTMENT OF EDUCATION AND CULTURE)
Manila

November 25, 1975

DEPARTMENT MEMORANDUM
No. 210, s. 1975

EVALUATION SEMINAR-WORKSHOP ON ENVIRONMENTAL EDUCATION

To the: Bureau Directors
Regional Directors
Chiefs of Services
and Heads of Units

1. A live-in seminar-workshop to evaluate the instructional materials and gadgets on environmental education prepared in schools during this school year will be held at Teachers Camp, Baguio City, on February 23 to 28, 1976.

2. The seminar-workshop aims to:

- a. Evolve criteria for evaluating the instructional materials and gadgets prepared and projects adopted during the series of workshops held.
- b. Prepare research design for evaluating the impact of the instructional materials and projects on school children and the community.
- c. Evaluate the finished materials, gadgets and projects based on criteria drawn up.
- d. Revise and improve the instructional materials for use in 1976-77.
- e. Prepare practical project proposals on solution of a major local environmental problem to be implemented in 1976-77.

3. Delegates to this national evaluation seminar-workshop will be division and/or regional supervisors/administrators who are knowledgeable in the field of science, social studies, communication arts, practical arts, health and PE,

and adult and community education. Each region is entitled to send six (6) delegates. At least one of the six delegates should come from the private school sector.

4. The regional director and/or superintendent should consider delegates who will be able to multiply training programs, undertake curricular development programs and administer/supervise school and community environmental education projects.

5. The Bureau of Elementary, Secondary and Higher Education may also send five delegates each; Curriculum Development Centers, two delegates each; one from elementary, one from secondary; and the National Research and Development Center for Teacher Education, state colleges and universities and DDC Applied Nutrition Center, one each.

6. Names of the delegates should be submitted to each of the Office, care of the School Health Program Unit, not later than February 2, 1976.

7. Regional directors and Superintendents are encouraged to attend this seminar-workshop.

8. A registration fee of \$100 will be charged each delegate to defray expenses for supplies and materials for the seminar-workshop. This fee does not include meals.

9. Delegates are requested to bring:

- a. At least 15 copies of the instructional materials, action programs and school campaign plans on environmental education prepared during previous workshops.
- b. Report on the layout of these materials and implementation of projects.
- c. Course guides and/or syllabi.
- d. Sample of prepared gadgets.
- e. List of pilot schools on environmental education, grades/years involved, name of principal and coordinator in both division and regional levels.

10. Expenses incident to attendance of participants from the field are to be charged against regional funds set aside for this purpose; for other participants, against funds of their respective offices, subject to the usual accounting and auditing regulations.

11. Inclosed are the tentative program and list of the DEC officials, consultants and resource persons who will participate in the National Evaluation Seminar-Workshop. Inclosed also are sample evaluation guides.

12. It is desired that this matter be immediately brought to the attention of those concerned.

(SGD.) JUAN L. MANUEL
Secretary of Education and Culture

Incls.:
As stated

(Inclosure No. 2 to Department Memorandum No. 210, s. 1975)

TENTATIVE LIST OF PSC OFFICIALS AND CONSULTANTS/RESOURCE PERSONS

CONSULTANTS

Dr. Liceria Brillantes Soriano - Director of Elementary Education
Atty. Andres Asistia - Director of Secondary Education
Atty. Antonio Lumao - Director of Higher Education
Dr. Teodoro Bequero - DSO Regional Director - Region I
Dr. Pedro E. Ocala - DSO Special Consultant
Dr. Escela Senora - Chairman, Man and the Biosphere Intergency

RESOURCE PERSONS

Mr. Efraim G. Abadía	Dr. Paz Nadol
Mr. René Salado	Dr. Pablo Habivides
Dr. Paulina Casafio	Mrs. Maricela C. Basobas
Mr. Edgardo Datar	Dr. Josefina R. Serion
Mr. Tomas N. Domingo	Dr. Lourdes Sumagaysay
Mrs. Melba Cuyapoc	Dr. Melba Tugade
Dr. Esperanza Gonzales	Mrs. Rosalinda Valino
Miss Fe Hidalgo	Miss Rachel A. Vallo
Dr. Erine Jimenez	Mrs. Reigida Marty
Dr. Luciana C. Pagpalisagan	

EXECUTIVE COMMITTEE

Mrs. Silvana C. Laya - Chairman and Project Director
Miss Hortensia S. Pencoza - Co-chairman

MEMBERS

Superintendent Demaso Pangasinan
Superintendent Andres Lopez
Mr. Mariano O. Panting
Dr. Francisco S. Solinas, Jr.
Dr. Esperanza Gonzales
Mr. Angel C. Martin
Mrs. Remedios Naranjo
Dr. Leticia Salazar
Dr. Felix Santos
Dr. Lourdes Sumagaysay
Dr. Nilda Surtaria

COMMITTEES

Invitation and

Evaluation

Esperanza Gonzales
Reigida Marty
Leticia

Chairman: Dr. Erine Jimenez
Co-Chairman: Dr. Melba Tugade

Special Services

CRITERIA FOR EVALUATING THE LEARNING UNITS
FOR ENVIRONMENTAL EDUCATION

To what extent were the following criteria considered in the preparation of the learning units

	Very Much	Much	Moderately	Slightly	Not at all
1. Does the material serve the objectives for environmental literacy?					
2. Are the objectives stated in behavioral terms?					
3. Does the material draw upon relevant content from the specific subject area?					
4. Are the concepts presented suitable to the student's level of comprehension?					
5. Does the material contain accurate information?					
6. Are the materials easily understood and free from bias?					
7. Does the material provide for active involvement of the child, either individually or in groups?					
8. Does it provide for "first hand" experiences in his immediate environment?					
9. Do the activities utilize "environmentally centered strategies?"					
a. community survey					
b. field trips					
c. laboratory procedures					
d. environmental sensitivity					
e. problem solving					
f. value clarification					

FIFTEEN YEAR TRACKING STUDY
SOCIAL STUDIES
EVALUATION SHEET

SCHOOL DIVISION _____ NO. OF DAYS STATE WAS
CORRECTED _____
TEACHER _____ CONCEPT _____

Part I

A. Directions: Please check the appropriate column after using this guide.

	Very often	Frequently	Slightly	Not at all
	5	4	3	2
1. Objectives				
Are they				
1.1 Desirable?				
1.2 clear?				
1.3 workable?				
1.4 measurable?				
1.5 comprehensive - a				
balance of emphasis				
on				
1.51 Cognitive				
1.52 affective				
1.53 Psychomotor				
2. Content				
2.1 Does it stress				
concepts more than				
facts?				
2.2 Are the instructional				
materials and/or il-				
lustrative content				
up-to-date, accurate,				
and helpful in the				
development of the				
generalization?				
2.3 Do the recommended				
materials accommodate				
a wide range of				
abilities? (i.e.,				
reading, etc.)				
2.4 Are the materials				
drawn from different				
disciplines?				
2.5 Is the content sup-				
portive of the				
objectives?				
3. Procedures				
3.1 Are the learning				
activities sequen-				
tially and logical-				
ly planned?				
3.2 Are the generaliza-				
tions based on ade-				
quate data?				
3.3 Are the students				
provided with a wide				
and rich range of				
learning activities?				

	Very Much	Much	Not at all	Slightly	Not at all
2.4 Does it recommend a variety of media for learning through the different senses?					
2.5 To what extent are inquiry processes (e.g., predicting, comparing, and solving problems) emphasized?					
2.6 Do learning activities encourage decision-making?					
2.7 Are learning activities sufficient to meet individual differences?					
Description					
3.1 Do the instruments used measure the extent to which the objectives have been realized?					
3.2 Do they provide for self-evaluation?					
3.3 Do they leave an option for self-improvement?					

Part B

A. Directions: Please answer the following as best as you can. An extra sheet of paper may be used if space provided is not adequate.

What problems have you encountered in the use of the guides?

What are the reactions of the students to the unit?

Which part of the unit did you like best? Why?

Which part of the unit did you like least? Why?

Did you face any difficulties?

Did you find the unit too easy?

Can you give any suggestions for improvement?

Comments and Recommendations

11. Which of the suggested materials did you not use?
(Write the data in the chart below.)

Page	Concept Write the order as found on the page	Activity	Suggested Materials	Reason for not being used	Substituted Materials	Success

12. Write a number, 1 to 5, indicating the degree to
which each skill was improved in each topic of
the unit.
(Use the chart below.)
5 = most improved
1 = least improved

Topic	Observation	Inference	Hypothesis	Graphmaking	Recording Data

The following questions can be answered on another sheet:

13. Explain the additional activities you used—indicate
under which concepts they were used.
14. Which concepts did you add to make the topic more
complete? Indicate under which topic you added the
concept.
15. Write your suggestions for any change in the order
of concepts and topics.
16. What are your comments on the objectives? (way
stated, number, type, etc.)
17. What other difficulties did you encounter which
were not mentioned?
18. What other suggestions could you make?
19. In the unit test, what results did you get for the
following:

Highest possible score _____ Arithmetic mean _____
Lowest score _____

(Please enclose a copy of your unit test.)

20. What comments do you have on the materials in the
Appendix?

Suggested Evaluative Criteria
For Practical Arts (First Year)

School/Division _____ No. of days unit was completed _____
Teacher _____

Part I

A. Direction: Please check the appropriate column after using the Guide.

C r i t e r i a

Very Good Good Fair Poor Very Poor

1. Objectives:
1.1 Are the objectives based on the needs of the students?
1.2 Are they in hierarchical order according to taxonomy?

2. Content:
2.1 Is the content supportive of the objective?
2.2 Are the instructional materials and/or illustrative content up-to-date, accurate and helpful in the development of generalization?
2.3 Do the recommended materials offer variety of abilities?
2.4 Are the suggested topics workable and attainable for the first year offerings?

3. Process:
3.1 Do the learning activities vary in their degree of complexity?
3.2 Do generalization allow for flexibility?
3.3 Are the students provided with a wide and rich range of learning activities appropriate for their curricular level?
3.4 Does it recommend a variety of media for learning through the different senses?
3.5 Do learning activities encourage decision-making?
3.6 Do learning activities vary to allow for individual differences?

4. Evaluation:
4.1 Are there instrument or means of measuring what extent the objectives have been attained?
4.2 Are there provisions for self-evaluation?

Part II

A. Direction: Please answer the following questions as honestly as possible. Extra sheet may be used if spaces provided for are inadequate.

1. What problems have you encountered in the use of the teaching guides?

2. How do students react to the various units of the guide
3. Which part of the guide did you
 - a. Omit? Why?
 - b. Modify? Why?
 - c. Enrich?
 - d. Find too difficult?
 - e. Find too easy?
 - f. Find unnecessary?
 - g. Recommend for improvement?
4. Remarks and recommendations

1. Inappropriate materials (specify)
2. Not enough activities for concept
3. Activity does not clearly illustrate the concept
4. Added concepts needed
5. Lack of time
6. Instructions too slow (specify, i.e. need for diagram, etc.)
7. Inadequate background for teachers
8. Lack process in activity
9. Proceed not clearly realized in activity

Activity	Successful (Indicate on a 5-point scale)	Successful by Teachers (Why?)	Not Used (Why?)	Suitability for grade level

(If this space is not enough, continue on the back.)

EVALUATION FORM FOR TRIAL CURRICULUM GUIDE

IN ELEMENTARY SCIENCE GRADE _____

To the Teacher:

Please accomplish this report as frankly as you can. The attitude should be to bring out the strong and the weak points of the materials and give suggestions for their improvement.

1. Name of Teacher _____

2. Have you ever had a previous in-service training:

in this process unit? Yes No

on the process approach? Yes No

3. How long (time)? _____

4. In what level? National Regional

Division District Municipal

5. Name of school _____

Address _____

6. Name of Unit _____

A. Date Started _____ Date Completed _____

B. Number of days used for the unit (duration) _____

C. What do you suggest for the time allotment? _____

7. Length of class period in minutes _____

8. Grade Section _____ Number of Pupils _____

9. Students' background in process approach

() third grade guide () fourth grade () other process materials
guide

10. Instructions for the use of the checklist. As indicated on the chart below, list the concepts and/or activities that you wish to comment on. Then go across the chart and check the correct column. For columns 2, 3 and 4 write the number corresponding to the statements below:

1. Materials not available