

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

November 10, 1977

DEPARTMENT MEMORANDUM
No. 254, s. 1977

MASS ORIENTATION OF ELEMENTARY SCHOOL ADMINISTRATORS
ON THE DEC TEXTBOOK PROJECT

To: Bureau Directors
Regional Directors
Chiefs of Services and Heads of Units
Coordinator, State Colleges and Universities
Schools Superintendents

1. To insure effective utilization of DEC textbooks in all public schools and to support the instructional improvement thrust of the Executive Training Institute for school officials and teachers, a mass orientation of elementary school administrators and supervisors on the DEC textbook project will be undertaken by the Department under the sponsorship of the EDPITAF and the Textbook Board Secretariat. The orientation aims to enable every school administrator and supervisor of elementary schools to contribute effectively to the improvement of the elementary education program by assisting in the proper use of the DEC project textbooks.

2. The orientation of school administrators and supervisors will be undertaken in three levels as follows: national (L1) orientation for regional administrators and supervisors; regional (L2) orientation for division administrators and supervisors, and division (L3) orientation for district supervisors, principals, assistant principals and head teachers of elementary schools.

3. Specifically, the participants for each level of orientation are as follows:

Level 1 - chiefs and assistant chiefs of DECRO elementary education divisions
regional supervisors of elementary education
directors of RSDCs

Level 2 - schools division superintendents
assistant schools superintendents (elementary education)
division supervisors (elementary education)

Level 3 - district supervisors
elementary school principals
assistant elementary school principals
and teachers (elementary schools)

4. The five-day orientation programs will be held on the following dates:

National (L1) orientation - December 12 to 16, 1977
Senior Mess, Teachers Camp
Baguio City

Regional (L2) orientation - January 9 to 13, 1978 (tentative)
venue to be designated by the
regional director

Division (L3) orientation - January 23 to 27, 1978 (tentative)
site to be designated by schools
superintendents

The regional directors and the schools division superintendents may decide on the dates for the L2 and L3 orientation depending on the amount of time the regions/divisions will require to organize their local training programs. Participants in the L1 orientation are expected to register at the Senior Mess, Teachers Camp in the afternoon (1:00-5:00) of December 11, 1977.

5. Schools division superintendents shall attend the Level 2 orientation as heads of their delegation and/or as facilitators during the period. They shall be entitled to stipend and reimbursement of actual transportation expenses from official station and back:

5. The regional directors shall announce to the school divisions in their respective areas the dates and venues of their Level 2 orientation. After the Level 2 orientation, the schools superintendents shall similarly inform their respective division officials concerned the details of their Level 3 orientation.

7. Level 1 orientation will be a live-in activity. Board and lodging will be provided and the participants will be entitled only to actual transportation expenses from official station to seminar site and return. This shall be charged against the balance in the region of the Level 3 fund for mass training of teachers. ESDC directors will be reimbursed actual transportation expenses by the EDPITAF except the presidents of Northern Luzon State College, West Visayas State College, Central Luzon Teachers College and Zamboanga State College who will charge the expense against their own budget.

8. Participants on the Level 2 and Level 3 orientation programs shall be entitled to a daily stipend for the duration of the training and a reimbursement of actual transportation expenses from official station to training site and back. EDPITAF will provide the funds. To facilitate the extension of assistance to the L2 and L3 programs,

L1 participants, specifically the chiefs of the elementary education divisions, are requested to bring with them the number of expected participants at their L2 program as well as the basic data for the L3, namely the number of district supervisors, principals, assistant principals and head teachers in each division in their respective regions.

9. The details of the orientation program are given in the inclosures. Inclosure No. 1 lists the objectives of the orientation by levels. Inclosure No. 2 outlines the orientation curriculum for all the levels. Inclosure No. 3 contains the proposed L1 orientation program.

10. It is requested that this Department Memorandum be given preferential attention.

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

Incls.:
As stated

Reference:
None

Allotment: 1-7-8--(D.O. 1-76)

To be indicated in the Perpetual Index
under the following subjects:

OFFICIALS
SCHOOLS
SUPERINTENDENTS
TEACHERS
TEXTBOOKS
TRAINING PROGRAM

ORAS ORIENTATION OF ELEMENTARY SCHOOL ADMINISTRATORS
ON THE DEI TEXTBOOK PROJECT

LEVEL 1 (NATIONAL) OBJECTIVES

1. Identify his overall responsibility relative to the academic utilization and physical management of DEI textbooks and manuals
2. List the problems of teachers and school administrators relevant to the use of DEI textbooks and manuals as a basis for evaluating developmental supervisory and in-service training programs
3. Describe appropriate teaching strategies implicit in the different textbooks and subject areas
4. Identify adequate testing procedures and test materials to evaluate pupil achievement
5. Explain regional practices and policies which can promote effective textbook utilization
6. Define the role of subject area supervisors responsible for such areas as radio, television and audio-visual, guidance, music and arts, adult and community education, industrial arts, and home economics
7. Identify the functions and responsibilities of DEURO, ANSG, DEIC, and DCEI with respect to the DEI textbook program and pertinent to teachers-training and evaluation
8. Suggest local and specific supplementary materials to enrich the use of DEI textbooks and correlated materials
9. Plan an orientation seminar for school administrators on the regional level
10. Identify the implications of the DEI findings for administrators and supervisors

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1977-8 (REGIONAL) OBJECTIVES

1. Describe his overall responsibility relative to the curricular utilization and physical management of DEC textbooks and manuals.
2. Relate the problems of teachers and school administrators relevant to the use of DEC textbooks and manuals to the conducting of developmental in-service teacher training programs.
3. Analyze appropriate teaching strategies implicit in the different textbooks and subject areas.
4. Describe adequate testing procedures and test materials to evaluate pupil achievement.
5. Explain divisional practices and policies which are proven effective textbook utilization.
6. Outline the role of subject/area supervisors responsible for such areas as media, research and evaluation, guidance, music and arts, adult and community education, industrial arts and home economics.
7. Describe the functions and responsibilities of JSCC, PSCC, DEC and ESCI with respect to the DEC textbook program and related to teacher-training and evaluation activities.
8. Identify local and specific supplementary materials to maximize the use of DEC textbooks and curricular materials.
9. Plan an orientation seminar for school administrators on the division level.
10. Identify relationships between the implications of SCCTCOP findings and activities in the classroom.

LEVEL 3 (DIVISION) OBJECTIVES

1. Discuss with teachers the various utilization and physical management of NCF textbooks and materials to realize effective use of the planned utilization of the textbooks
2. Propose an in-service teacher training program to tackle the problem of making pertinent to the effective use of the textbooks and materials
3. Communicate to teachers appropriate teaching strategies implicit in the different textbooks and material used
4. Assist the teachers in the preparation of adequate teaching materials for use with the textbooks and supplementary materials
5. Generate school procedures and policies which can promote effective textbook utilization and storage
6. Suggest ways of working together with subject/area co-ordinators responsible for such areas as: (a) research and evaluation, (b) lesson, (c) test, (d) school community activities, (e) industrial and local activities
7. Identify activities which can support the work of BIC, TIC, SAC, and SCPT with regard to the NCF textbook program and related activities and evaluation activities
8. Prepare a list of local and specific supplementary materials, to amplify points in the textbooks and materials
9. Assist the teachers to apply the implications of OJITE findings pertinent to the cognitive and affective levels.

BASE ORIENTATION OF ELEMENTARY SCHOOL ADMINISTRATORS
ON THE USE OF TEXTBOOK SELECT

ORIENTING TO INSTRUCTION

1. Insights into the LE teacher training:
Briefing on the content of LE training of teachers
SOURCE
2. Orientation analysis:
 - a. discussion on analysis of curriculum materials
 - b. analysis of textbooks, manuals, and training materials
 - c. comparison of the textbooks (subject curricula) to goals, objectives, emphases, activities, learning processes, etc.
 - d. discussion and listing of suggested supplementary materials
3. The instructional approaches of the textbooks and subject areas:
 - a. process approach
 - b. guided discovery
 - c. conceptual approach
 - d. integrated approach
 - e. other instructional approaches
 - f. the dialectic approach
4. Evaluation of pupil achievement:
 - a. preparing a basis of specifications
 - b. composing the test
 - c. item writing and critique
 - d. self assessment and peer evaluation
5. Improving administrative school policies:
 - a. discussion of teachers' problems relative to:
 - (1) instructional aids, services and facilities
 - (2) lesson plans and class programs
 - (3) periodic management of the textbooks
 - (4) others
 - b. generation of working arrangements to solve problems of teachers
 - c. discussion on problems of school administrators relative to the textbooks and their effective utilization:
 - (1) supervisory/assessment of instruction

- (2) coordination of the textbook utilization program at the school/district/division level
 - (3) providing support services and functions
 - (4) physical management of books
5. development of resolutions (to area leads) or policies to coordinate the implementation program
6. Thrusting out programs of WFO-RCs and ASDCs (for level 1 only)
- a. Review of 1977-78 annual
 - b. Reexamining functions and responsibilities:
 - (1) WFO-RC
 - (2) ASDC (RFLC)
 - (3) others, e.g., DLS and WFO
 - c. Planning new directions

1963 ORIENTATION OF ELEMENTARY SCHOOL SCIENCE TEACHERS
 ON THE NEW SCIENCE PROJECT

PROPOSED 11 SESSIONS

<u>TIME</u>	<u>DAY</u>
8:00 - 9:30	<u>Monday, 2/23/64</u>
	1. Opening Session 2. Definition of Inquiry Objectives and Procedures 3. Briefing on the 11 Session Schedule
9:30 - 10:00	Science Work
10:00 - 11:30	<u>Group Activities</u>
	Analysis of curriculum materials
	Group I - Science Group II - Mathematics Group III - English
11:30 - 12:30	Science Work
1:30 - 3:00	<u>Group Sessions</u>
	Analysis of curriculum materials
	Group IV - Mathematics Group V - English Group VI - Social Studies
3:00 - 3:30	Science Work
3:30 - 5:00	<u>Group Sessions</u>
	Analysis of curriculum materials
	Group VII - Mathematics Group VIII - Social Studies Group IX - Language
5:00 - 7:00	<u>Science Work</u>
7:00 - 8:30	<u>EXPERIMENTAL</u>
	GROUPS
	Group X - Sessions I, II, III, IV and V
	Group XI - Sessions VI, VII, VIII, and IX
	Group XII - Sessions X, XI, XII and XIII

<u>TIME</u>	<u>REMARKS</u>
6:30 - 8:00	<u>Group Session</u> Analysis of curriculum materials Group I - Social Studies Group II - English Group III - Science
9:30 - 10:00	Snack Break
10:00 - 11:30	<u>Group Session</u> Analysis of curriculum materials Group IV - English Group V - Science Group VI - Mathematics
12:30 - 1:00	Snack Break
1:30 - 3:30	<u>Group Session</u> Workshop on the development/recommended writing approaches in the textbooks and/or subject areas and the use of the learning materials in relation to the use of the books
3:30 - 4:30	Snack Break
5:30 - 5:45	<u>Faculty Session</u> Comparison of the textbooks for levels of: a) grade and objectives b) approach c) content d) learning/learning processes
5:45 - 7:45	<u>Dinner break</u>
7:00 - 8:30	<u>Group Session</u> Classification or analysis of textbooks and teaching materials for the different subject areas.

W E D

F A T

8:00 - 9:00

Plenary Session

Discussion on instructional evaluation

1. field practices
2. present problems
3. direction and procedure of solving problems

9:30 - 10:00

Snacks Break

10:00 - 11:30

Group Session

Preparation of a table of specifications

1. lecture and demonstration
2. Frachman
3. Planning the composition of a periodic test

11:30 - 12:30

Lunch Break

1:30 - 3:00

Group Session

Preparation of paper-and-pencil type tests

1. Item writing
2. Critique
3. Composing the periodic test

Composing sample items for self-assessment and/or peer evaluation and other types of evaluation instruments, if time permits.

3:00 - 3:30

Snacks Break

3:30 - 5:00

Plenary Session

Problems of textbook utilization in ST 1979-1980

1. present conditions
2. problem arising
3. solutions or administrative challenges

5:00 - 7:00

Dinner Break

7:00 - 8:30

Plenary Session

socials

T E M PD A Y 4

8:00 - 8:15

Group Session

Finding solutions to problems raised by curriculum use of the textbooks

1. Meeting the IV content to the school year
2. Implementing a curriculum without textbooks
3. Modes of instruction
4. Lesson plans
5. Instructional devices
6. Testing practices
7. In-service teaching competencies

8:30 - 10:00

Snack Break

10:00 - 11:30

Plenary Session

Group reports on the agreements/disagreements and recommendations for action at the:

1. regional level
2. division level
3. district level

11:30 - 11:45

Lunch Break

1:30 - 3:00

Group Session

Finding solutions to administrators' problems related to the effective use of textbooks

1. physical management of books
2. supervision of instruction
3. providing support services
4. coordination of regional/division program

3:00 - 3:30

Snack Break

3:30 - 5:00

Group Session

Development of LI orientation seminar

1. Examination of LI plan
2. Validation of local edn. needs in the region
3. Drafting of plan

DAY 1

DAY 4 (Cont.)

5:00 - 7:00

Break

7:00 - 8:30

Group Session

Consolidation of Instructional Devices
and evaluation instruments
Finalizing proposed I2 program

DAY 2

DAY 3

8:00 - 9:30

Plenary Session

Group reports on assignments/disagreements
and recommendations on the day's topics

1. administrators' problems
2. proposed I2 program

9:30 - 10:00

snacks break

10:00 - 11:30

Group Session

1. Consolidation of solutions to problems
on textbook distribution and utilization

11:30 - 1:00

Lunch Break

1:00 - 3:00

Plenary Session

Strengthening Further the RESEARCH

1. The experience so far
2. Identified areas of dysfunction
3. Solutions to problems & look
for the future

3:00 - 3:30

snacks break

3:30 - 5:00

Plenary Session

evaluation of the orientation (I2)
program

Closing Program