



REPUBLIKA NG PILIPINAS
REPUBLIC OF THE PHILIPPINES
KAGAWARAN NG EDUKASYON, KULTURA AT ISPORTS
DEPARTMENT OF EDUCATION, CULTURE AND SPORTS
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Pasig, Metro Manila

TANGGAPAN NG KALIHIM
(OFFICE OF THE SECRETARY)

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DECS MEMORANDUM

No. 326, s. 1998

ENCOURAGING IMPLEMENTATION OF WINNING STRATEGIES

To: Regional Directors
Schools Superintendents
Private Elementary School Principals

1. The Department of Education, Culture and Sports aims for quality education and academic excellence. To genuinely improve schools, there is a need to explore efforts and initiatives in the methods of delivering elementary education. As the department studies and reflects on the challenges facing elementary education, studies and researches could serve as agenda for action.
2. In this regard, the different regions and divisions undertook various researches in their respective places to enhance teaching techniques and delivery of instruction. Fresh insights and interests stimulated the conduct of researches so that other regions may likely start with such attempts in the coming school year. These researches responded to the diverse needs of the regions. Proven effective, these researches are now considered the regions' best practices or winning strategies.
3. The inclosure contains abstracts of these winning strategies that all regions and/or school divisions may replicate or further explore. For full-blown proposals and other details, please feel free to contact the research implementors: c/o The Chief, Elementary Education Division, Regional Office.
4. Immediate and wide dissemination of this Memorandum is desired.

Andrew Gonzalez
ANDREW GONZALEZ, FSC
Secretary

Incl.:
As stated

Reference:
None

Allotment: 1—(D.O. 50-97)

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

Course of Study, ELEMENTARY
PROJECTS

THE DECS WINNING STRATEGIES

PROJECT LEAD: LEARNING FOR EFFECTIVE ADMINISTRATOR DEVELOPMENT (REGION I):

Project LEAD (Learning for Effective Administrator Development) is an intensive training project for school administrators. It started in summer 1994 after a series of consultative conferences that resulted to basic working agreements among three lead agencies of the project: SEAMEO-INNOTECH, DECS and Pangasinan State University. Project LEAD aims to define better and appropriate delivery strategies toward excellence. Among its significant achievements are: a.) tangible and intangible changes in pupil achievement; b.) better classroom management/development; c.) school image and community cooperation; and d.) the opportunity provided to the concerned institutions to work together and achieve more in terms of partnerships and synergy towards higher excellence in education. The initial batch of LEAD trained schools showed very favorable results in terms of improved managerial and supervisory skills of school managers. The result of the Regional Achievement Test where Pangasinan I got the highest mean percentage score in all subjects tested attested to this. Cognizant of the favorable impact of Project LEAD, INNOTECH and DECS forged agreements to continue the project. On going are special arrangements on the effective implementation of said project to other divisions.

COMPARATIVE ANALYSIS OF THE 1995 TEACHER-CHILD PARENT (TCP) REGIONAL ACHIEVEMENT TEST RESULTS IN TCP AND NON-TCP ELEMENTARY SCHOOLS (REGION II):

The Teacher-Child Parent (TCP) approach is a highly powered, systematic and comprehensive way of spreading the word of health and nutrition concepts in the elementary schools. There were concepts integrated in science and health, "edukasyong pantahanan at pangkabuhayan" (EPP) and "heograpiya, kasaysayan at sibika" (HKS) to improve the health and nutritional status of pupils by that raising the achievement level for quality education. The comparative analysis revealed that the TCP Approach as employed here showed high level of effectiveness. Therefore, it is recommended that the approach be also done in non-TCP schools all over the region.

ELEMENTARY EDUCATION DIVISION FLAGSHIP SCHOOLS BY DIVISION, BY LEARNING AREAS (REGION III):

The division identified "Flagships Schools" per learning area. The schools selected were from the best performing public elementary schools in the district and the division in terms of the NEAT. These schools also excelled in terms of teaching and management staff. On top of these were the quality of school's facilities and implementation of environment projects. Pre- and posttests

conducted aimed to gauge the quality of education and the progress of the elementary pupils in each learning area at the beginning and end of the school year. The project had training-workshops to further enhance the learning and activity program. The project in general, strengthened the grassroots educators' set of knowledge, skills and orientation. Similarly, it improved the supervisors and principals' technical skills in teacher supervision and school administration.

PARENTS' BRIGADE (REGION IV):

Dolores Elementary School organized the Parents' Brigade in response to the growing involvement of school children (especially boys) on "fraternities." This involvement was the root cause for absenteeism and ultimately low pupil performance. The program provided for a five-session forum held for five consecutive Sundays of September 1995. Parents and teachers met to exchange ideas and opinions on how they could be partners in helping their children discover themselves. Each session tackled specific themes such as: "Expectation Building," "Ako Bilang Anak," "Ako Bilang Magulang," "Ako Bilang Guro," and "Pangako ng Bukas." The forum's participants included all presidents and officers of the different classes, teachers and parents. As a result, quantitative data showed that absences were reduced. Fewer boys got involved in fraternities and eventually stopped joining these gangs. Improved pupil behavior and performance indicators of the school in general, showcased the success of the Parents' Brigade.

THE BICOL TRANSLATED PORTAGE CHECKLIST (REGION V)

This is a translation of the Filipino Adaptation of the Portage Checklist validated by a set of jurors composed of SPED teachers, master teachers, school administrators and parents of preschool SPED children. The checklist contains a listing of specific developmental skills to be mastered by children ages 0-6 in the five developmental areas at certain age levels namely: cognitive, language, motor, self-help and socialization. Among the activities undertaken in this program are: home visits and observation of preschool age children by teachers in the targeted barangay, and assessment of the children for any developmental lag. Assessment of the child includes observation of the performance of the child on specific skills. Such skills are checked against the Portage Checklist. Should the child fail to manifest at least ten skills, the assessment level of the child is determined under a developmental area. The chronological age of the child is compared to the age group of his assessment level to determine his range. The Bicol Translated Portage Checklist, aside from being an assessment tool in identifying developmental lags could also serve as curriculum for preschool children be they handicapped, with developmental delays, or normal.

**EARLY INTERVENTION PROGRAM FOR
CHILDREN WITH DEVELOPMENTAL DELAYS
(REGION V)**

The community-based Early Intervention Program of DECS Region V made use of the Portage Checklists in assessing developmental delays in cognitive, language, motor, self-help and socialization among 88 children from five barangays in the Bicol Region. The program had seven components: identification/assessment where teachers and community workers visited barangays to look for signs and assess these developmental delays among the children in the barangay; home-based training where facilitators taught parents how to teach their children at home; nutrition and health care where children covered by the program were periodically examined by physicians and were given medicines/vitamins; staff training where SPED teachers and DSWD parateachers met periodically at SPED Regional Centers; community participation where barangay officials supported SPED teachers and other workers through logistics etc.; interagency linkages where the program generated support from such agencies as DECS RO V, DOH, DSWD, Simon of Cyrene (NGO); research where monitoring and evaluation of the program were implemented. From August 1994 - July 1997, a total of 88 children with developmental delays from 5 barangays were involved in the program.

**ORAL GRAPHIC SYMBOLIC LANGUAGE PROGRAM
(REGION VI):**

The program investigated the effectiveness of the Oral Graphic Symbolic Language (OGSL) on grade four-six nonreaders and grade one beginning readers. Using the pretest-posttest design, the program analyzed differences in the reading ability of the participants in the experimental and control groups. Results showed that the treatment significantly benefitted the nonreaders and beginning readers. Both groups learned accurately letter names, their phonemic values, and visual letter forms. This knowledge of phonemes and orthography helped the participants in reading sentences and short passages. Therefore, the OGSL program was recommended for use in remedial reading classes. It also suggested future experiments on wider scale for beginning readers.

**OPERATION:ALIS TINIK
(REGION VII):**

Operation: Alis Tinik is a joint project of the Central Visayas regional and division offices that aimed to assist classroom teachers in preparing their daily lesson plans so they could spend more time in preparing their daily lessons and instructional materials. The region first held a two-day conference workshop on "Use of Lesson Guides as Alternative to Teacher-Made Lesson Plans." Here, the staff oriented the writers and editors composed of education supervisors on the process of lesson plan writing. The activities during the workshop included lecture-discussions on the lesson guide, features and content, standards for a good lesson guide, etc. Workshop outputs included written lesson

guides critiqued and evaluated in the plenary session. Prior to final reproduction was the evaluation, editing and field testing of the draft lesson plans.

THE DISTRICT SUBJECT SPECIALIST SCHEME (REGION VII)

The District Subject Specialist Scheme was a decentralized training system that enhanced pupil achievement through improved teachers' teaching competence. The scheme called for district-based trainers in English, science and mathematics to assist the teachers in their own districts. District Subject Specialists selected were from the ranks of master teachers and classroom teachers. A regional selection team headed by two regional supervisors with the assistance of the division supervisors in English, science and math selected the trainers endorsed by the district supervisors and division superintendents. The EED staff produced session guides (SLEs) that they used as training materials. There were 65 session guides, 84 trainer references and 66 teachers' readings/activity worksheets produced for English, science and math. Methodologies employed were experiential learning (4As), lecturettes, demonstrations, activity worksheets and peer teaching.

INTENSIVE CARE SUPERVISION (REGION VIII):

The Intensive Care Supervision was an intensive supervisory program designed to improve the quality of elementary education in Region VIII. It believed in the premise that close cooperation and teamwork between and among the school stakeholders lead to quality education. The program sought to foster desirable working relations, unity and teamwork between teachers and school administrators and to enhance instructional supervisory skills of school administrators. Among its strategies were periodic class observations, constant post-visit conference with teachers, close coordination with schoolheads and periodic monitoring of pupil performance. The results of the initial implementation of the said program showed marked improvement in the NEAT score of Region VIII schools. More significant was that Region VIII placed first (1st) in the national level with an overall mean of 85.16.

MASTER TEACHERS LEADING OTHER TEACHERS (MTLOT) (REGION IX):

Master Teachers, believed to possess leadership qualities far above the ordinary teacher, could be the answer to the training needs of most teachers who have much to be desired in terms of instructional management. This was the premise of Project MTLOT (Master Teachers Leading other Teachers). Master Teachers were expected to assist other teachers in improving their deficiencies like lesson planning, proper use of MLC and budget of work. The school administrators were aware of the need for a closer supervision and establishing better school environment through well-

structured and well-equipped classrooms to stimulate pupils' desire to learn. The general positive results of the program served to encourage more district supervisors to accept the program as an effective vehicle for effective instructional management. Among the significant positive results of the program were improved working attitude and better working relationships among teachers, minimized absenteeism and behavioral problems among students, full and effective usage of instructional materials, and much improved lesson planning among teachers.

PROJECT "KALAMBOAN" (REGION IX)

Project "Kalamboan" was an umbrella project of the Dipolog City Schools Division geared toward improving performance in all areas of endeavors be it academic, physical, sports or culture. All schools undertook the programs and activities in coordination with the city government and the NGOs. Within the project were four subprojects namely: "Kasingkasing" (heart) to foster desirable values, traits and habits among learners; "Kaanindot" (beauty) to make surroundings worth seeing and appreciating; "Kakugi" (industriousness) to promote activities that will improve the economic condition of the community; and "Tinabangay" (helping one another) to encourage all members of the community to work together for the success of an undertaking. The achievements of the project were attributed to the successful implementation of the four projects. The same were regularly monitored by the division superintendent, division subject area supervisors, school administrators and community members.

HOPIA : HOME ORIENTATION PARENT INSTRUCTIONAL ASSISTANCE (REGION XI):

Several studies already showed the importance of parental influence on the cognitive, psychological and social development of children. Parental modeling, encouragement and approval resulted to enhanced pupil achievement. On this basis, both parents and teachers instituted "HOPIA"-Home Orientation Parent Instructional Assistance- as a concerted effort to guide the pupils toward a better academic performance. The program strove to make responsible parents and teachers work together to cause close cooperation between the home and school. Activities undertaken, through the Parent Teacher Association included HOPIA project advocacy campaign during the PTA Education Forum, and encouragement of parents to have HOPIA notebooks in all subject areas where they could assist their children in answering homework, to be checked and discussed in class. The HOPIA program of Mawab Central Elementary School in the division of Davao succeeded in involving parents in their children's school achievement that resulted in close pupil-parent relationships. Spelling and reading comprehension also significantly improved.

**NEEDS-BASED SUPERVISION
(NATIONAL CAPITAL REGION)**

This was a project conceived after analyzing the Regional Achievement Test Results. The schools involved in this project were those whose performance in the test was below the expected level. The subject area supervisors, the principals and the teachers sat together and identified the strategies needed to raise the performance level of pupils on each of the least-mastered skills in question. There were instances when certain lessons were prepared in advance. There was coaching, even demonstration on lesson presentation, just to make the teachers concerned confident and competent in teaching a particular concept. Close monitoring was the key strategy used in this scheme. Consequently, monitoring revealed its relevance in addressing a particular identified need of the schools concerned. The test of this scheme's effectiveness was the result of the succeeding school year's achievement evaluation. All schools involved in this project showed a big percentage increase in performance, particularly on the skills previously considered least mastered.

**RESOURCE MATERIALS IN MATHEMATICS AND
HEOGRAPIYA, KASAYSAYAN AT SIBIKA
(NATIONAL CAPITAL REGION)**

Results of the Regional Achievement Tests revealed that elementary pupils in NCR least mastered some five skills in mathematics and some ten in HKS. Identified as causes of non-mastery of the skills were non-mastery/insufficient knowledge for pupils and inability of teachers to develop the skills as revealed by their lesson plans, interviews and observations done. In line with this, division and regional supervisors of math and HKS developed resource materials for teachers covering both basic concepts and the most complex skills. They field tested, printed and distributed the materials to different schools. Simultaneously, they oriented the supervisors, principals and teachers on the nature, scope and utilization of these materials. At the end of the year, The Regional Achievement Test scores showed significant increases in these areas.

**THE MOBILE TEACHING PROGRAM (MTP)
(CORDILLERA ADMINISTRATIVE REGION)**

The topography and the unique situation of CAR paved the way for the Mobile Teaching Program. The MTP aimed at realizing the specific objectives of a.) increasing elementary participation rate and cohort survival rate; b.) infusing Cordillera culture and values in the multigrade teaching materials; c.) attaining capability building and technology transfer; d.) increasing participation of various sectors and sustaining the MTP as a strategy of providing basic education in inaccessible areas. To achieve these objectives, the following strategies were employed: a.) focused promotion; b.) development and use of local resources which included the development of multigrade materials, training of multigrade teacher trainers; training of multigrade mobile teachers; c.) regional and national

networking and linkage; and d.) utilization of indigenous social systems. UNICEF initially funded the program for school year 1993 - 1994. To sustain the program, the Region networked with the Asian Institute of Journalism, NEDA, Local Government Units, the DECS and the Non-Government Agencies and other interested parties. The MTP was included as a regular item in the budget (GAA) with a funding of P5 million. There are now 96 mobile centers with an enrolment of 1440. For school year 1998-1999, the region organized eighteen (18) additional mobile centers and assigned nine (9) new teachers.

**COMPARATIVE STUDY ON THE ACADEMIC PERFORMANCE OF GRADE II PUPILS
IN THE MONOGRADE, MULTIGRADE DEMONSTRATION SCHOOLS, MULTIGRADE-
REGULAR AND MOBILE TEACHING CLASSES
(CORDILLERA ADMINISTRATIVE REGION)**

The study generally aimed to assess and compare the academic performance of grade II pupils in the monograde, multigrade demonstration schools, multigrade-regular and mobile teaching classes in the Cordillera Administrative Region, school year 1996-1997, as basis of instructional, curriculum and teacher development adjustments. Specifically, it aimed to a.) identify the skills not mastered, b.) find out causes contributory to the non-mastery of skills and c.) identify the problems encountered and also their degree of seriousness. The study revealed that there was much to be desired in improving achievement rate of grade II pupils that need the concerted effort of educators, parents and community. The mastery of learning skills was within the control of the teachers, administrators and supervisors, hence could be remedied. More in-depth researches related to the present study were encouraged for more information and validation.

**PROJECT ICIST: IMPROVING COMPETENCIES OF
INTERMEDIATE SCHOOL TEACHERS
(CARAGA REGION)**

The Project ICIST (Improving Competencies of Intermediate School Teachers) was a pilot project of the Division of Agusan del Sur. The project addressed the PRODED findings that teachers lack knowledge of the subjects they are teaching. Project ICIST focused on the training of teachers on the learning content of English, Filipino, science, mathematics and social studies. The said project initially ran from July 1995 - February 1996. The area supervisors of these subjects carried out a training need assessment on the five learning areas cited. They did a two-day intensive training of teachers in clusters. These subject area supervisors, DECS integrated scholars, RECSAM scholars, regional trainers and some teachers facilitated the training of 675 intermediate grade teachers. The regional achievement test showed discernible improvement of performance of Grade V and VI on the subject areas. Buoyed by the initial success, Project ICIST will expand to training Grades III and IV teachers in school year 1998.