



REPUBLIC OF THE PHILIPPINES
DEPARTMENT OF EDUCATION, CULTURE AND SPORTS
Meralco Avenue, Pasig City

OFFICE OF THE SECRETARY

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DECS MEMORANDUM

No. 530, s. 1999

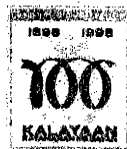
SEARCH FOR QUALIFIED INDIVIDUALS TO SERVE AS EVALUATORS
AND REQUEST FOR FEEDBACK ON THE CONTENT OF NEW GENERATION
TEXTBOOKS AND TEACHER'S MANUALS

To: Undersecretaries and Assistant Secretaries
Bureau/Center/Regional Directors
Schools Division Superintendents
All others concerned

1. This Memorandum pertains to the search for qualified individuals, from the public and private sector, who are able and willing to serve as textbook evaluators for books intended to be used in public schools. At the same time, this memo enjoins all concerned DECS Offices and individuals to submit feedback regarding the content of new generation textbooks and teacher's manuals currently used in elementary and secondary schools.

2. It is desired that each DECS Regional and Division Office develop and improve their capacity to evaluate the content of various types of instructional materials especially textbooks and teacher's manuals. In this connection, each regional and division office is requested to nominate at least one individual for each elementary/secondary subject and grade/year level to serve as a textbook evaluator starting CY2000.

3. The individuals to be nominated must meet the criteria found in Annex 1 of this Memorandum. In addition, the Region/Division must also send the following documents, for each individual, to the DECS Instructional Materials Council c/o DECS IMC Secretariat not later than March 1, 2000: letter of intent to serve as an evaluator and bio-data or curriculum vitae (with picture) containing relevant personal information/experience. Other interested parties may communicate directly with the DECS IMCS on this matter.



Tel. No. 6337208 |
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4. Concerned DECS Offices are also requested to provide general and specific feedback (comments/ suggestions/ recommendations) to the DECS IMC regarding new generation textbooks and/or teacher's manuals used in the schools also by March 1, 2000. The feedback shall be utilized to correct or further improve these learning materials. The DECS Evaluation Instrument/Report and social content guidelines used by DECS Central Office in evaluating such materials found in Annexes 2 and 3 may be used for this purpose.

5. Please address all queries/replies to this memorandum to the Chief, Evaluation and Training Division, DECS Instructional Materials Council Secretariat (IMCS), DECS Central Office, Pasig City.

6. For the information and guidance of all concerned.


ANDREW GONZALEZ, FSC
Secretary 

Encl.: As stated

Reference: None

Allotment: 1--(D.O. 50-97)

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

RULES & REGULATIONS
SEARCH
TEACHING AIDS
TEXTBOOKS

Criteria for Textbook Evaluators As of December 1999

To become eligible to serve as a DECS Textbook Evaluator, an individual:

1. Must be a Filipino citizen;
2. Must be a master teacher, subject area specialist/supervisor (i.e. with at least five years experience in a specific subject or a high school/ college teacher with a major in a specific subject) and/or curriculum expert;
3. Must have undergone DECS training on textbook evaluation* or must have served as textbook evaluator in a previous Textbook Call (but not more than three times);
4. Must not be a writer, contributor, consultant, or editor of any textbook and teacher's manual already approved and/or submitted to DECS for the ongoing Textbook Call and must reveal personal information necessary to ensure no conflict of interest;
5. Must be willing and able to evaluate around 4 to 6 sets of textbooks and teacher's manuals in his/her own time within one and a half months;
6. Must be physically fit, willing, and able to travel to attend and participate in a team evaluation activity lasting between 3 to 10 days and which may or may not be held in his/her province/city;
7. Must have been granted permission/authority by his/her principal/schoolhead or employer to serve as evaluator and attend/perform necessary activities as such;
8. Must have very good communication skills and legible handwriting.

Qualified individuals who have been nominated or who are interested to serve as evaluators shall be invited to attend a five-day live-in training on textbook evaluation. The training is usually scheduled 1 to 2 months prior to the actual evaluation period for a textbook call.

DECS Evaluation Report for Textbooks (TX) and Teacher's Manuals (TM)

Title: _____
 Grade/Year: _____ Subject: _____
 Last Page Number of: Textbook: _____ Teacher's Manual: _____

Directions for the Evaluator:

Evaluate the set of learning materials consisting of a textbook and an accompanying teacher's manual. (For Grades 3-6 English and Grades 3-6 Filipino, there are two textbooks, a language/wika and a reading/pagbasa textbook.)

You are expected to evaluate every page of the TX and TM. Provide examples citing page and line numbers in your answers to all questions. Write your comments, recommendations, and/or examples in English. Your report will be used during the Team Evaluation Workshop. Attach extra sheets if necessary. Write marginal notes in the learning materials using blue ball pen.

Direct all your comments and recommendations to the Publisher. Review your report to ensure correct grammar, spelling, accuracy, clarity, and sufficiency and consistency of reasons, comments, and examples cited.

Your report must be completed in ink. Please write legibly.

A. Learning Competencies

- Does the set of TX and TM sufficiently develop all the learning competencies (LCs) prescribed for the subject and level? Write the specific competencies not developed and/or insufficiently developed in the TX and TM. (Note: A set of TX and TM to be considered acceptable at the initial evaluation stage must have adequately developed at least 90% of the LCs required for the subject and grade/year level. The remaining 10% should not include a major concept or skill.)

Overall Evaluation re *A. Learning Competencies*
 _____ Acceptable _____ Not Acceptable

B. Subject Matter Content

- Are there any topics or sections insufficiently developed in the material?
- Are the informations presented:
 - accurate?
 - up-to-date?
- Are there any unsupported generalizations?
- Are the contents appropriate to the learner's grade/year level?
- Are the contents relevant to Philippine conditions, environment, and society?
- Are the sources of the content lifted and/or adapted from other materials properly acknowledged?

Overall Evaluation re *B. Subject Matter Content*
 _____ Acceptable _____ Not Acceptable

C. Social Content

1. Do the TX and TM contain values that develop:
 - a. respect for the Constitution and laws of the Republic of the Philippines?
 - b. national identity and pride in our country?
 - c. responsible citizenship?
2. Do the TX and TM contain material respectful of the rights, needs, values, and sensibilities of:
 - a. urban/rural and different socio-economic groups?
 - b. different cultural and religious groups?
 - c. persons with disabilities, elderly, and children with special needs?
 - d. different family patterns (nuclear, extended, single, or two parents)?
3. Is there fair treatment of gender in terms of roles, occupations, and contributions in the text and illustrations?
4. Are the TX and TM free from controversial and sensitive issues, language, illustrations, and/or topics which may be difficult to discuss in the classroom?
5. Are unnecessary or inappropriate references to commercial establishments, brand names, or products avoided in the TX and TM?
6. Where safety and/or health are of concern, are adequate warning/precautionary notes provided?

Overall Evaluation re <i>C. Social Content</i>	
_____ Acceptable	_____ Not Acceptable

D. Readability

1. Are the following appropriate to the target learners?
 - a. vocabulary level
 - b. length of sentences
2. Are the sentence and paragraph structures appropriate, varied, and interesting to the target learners?
3. Is there spontaneity and naturalness of speech in the written dialogues?
4. Is there logical and smooth flow of ideas and activities:
 - a. within a lesson?
 - b. from lesson to lesson?

D. Readability (continued)

5. Is there consistently good use of transition devices to focus on the main topics and to signal a change of topic?
6. Are the lessons, instructions, exercises, questions, and activities clear to the target learner?

Overall Evaluation re <i>D. Readability</i>	
Acceptable _____	Not Acceptable _____

E. Instructional Design

1. Are units/chapters and lessons arranged from simple to complex? observable to abstract?
2. Do the units/chapters provide helpful introductions, reviews, and summaries?
3. Does the sequencing of activities within each lesson facilitate the achievement of objectives?
4. Are motivational strategies (i.e. overviews, advance organizers, puzzles, and games) provided?
5. Does the development of the lessons allow for review, comparison, and integration with other lessons?
6. Are there activities provided for the development of higher cognitive skills such as critical thinking, creativity, learning by doing, inquiry, problem-solving, etc.?
7. Are there strategies that allow for the development of social skills such as striving for excellence, accepting responsibility, and working harmoniously with others?
8. Are there materials provided for adequate and appropriate self-evaluation of learners' progress?

Overall Evaluation re <i>E. Instructional Design</i>	
Acceptable _____	Not Acceptable _____

F. Book Design and Presentation

1. Do the layout and typographical organization (i.e. size of letters, choice of font, use of boldface and italics, etc.) enable the learner to easily identify themes and ideas and rank them in order of importance?
2. Are the visuals (illustrations, photographs, charts, graphs, etc.):
 - a. relevant to the text?
 - b. used to facilitate comprehension?
3. Are the visuals consistently clear in content and detail?
4. Does the TX have a glossary of terms? (If *Yes*, is the glossary adequate? If *No*, is a glossary necessary?)

F. Book Design and Presentation (continued)

(Questions 5 and 6 below are only for the guidance of the Publisher and should not be considered in deciding whether the TX and TM is Acceptable or Not Acceptable.)

5. Would the use of second color in the inside pages of the TX enhance presentation and facilitate understanding of concepts? Yes _____ No _____

Is second color used effectively in the inside pages? Yes _____ No _____

6. Would an index be helpful? Yes _____ No _____
 Is there an index? Yes _____ No _____
 Is it adequate? Yes _____ No _____

Overall Evaluation re *F. Book Design and Presentation*
 Acceptable _____ Not Acceptable _____

G. Teacher's Manual

1. Does the TM sufficiently complement the TX in the development of all the learning competencies?
2. Are the objectives, methods, activities, and/or evaluation measures congruent?
3. Does the TM include:
 - a. a table containing the LCs with corresponding TX pages where these are developed?
 - b. suggested time allotment for the units/chapters or lessons?
 - c. useful background information?
 - d. alternative teaching approaches?
 - e. evaluation activities?
 - f. suggested additional remedial and enrichment materials?

Overall Evaluation re *G. Teacher's Manual*
 Acceptable _____ Not Acceptable _____

Summary:**Major Strengths:****Major Weaknesses:****Comments:**

(Please indicate additional findings on the TX/TM not captured on pages 1-8 of this evaluation report.)

Recommendation:Learning Materials Identification
Number (LMIN)

___ **I/We recommend approval of these learning materials, as adequate support for the curriculum for the target subject and level, provided the following adjustments and corrections are made:**
(Publisher must be able to make the adjustments and corrections within 30 days. Be specific, noting page and line numbers. Use separate sheet if necessary.)

___ **I/We do not recommend approval of these learning materials and do not believe that they adequately support the curriculum for the target subject and level, for the reasons stated below and contained in the marginal notes.**
(Use separate sheet if necessary.)

(For your individual evaluation report, please print your name and sign on the space provided. Initial at the back of each page.)

I certify that the above evaluation and recommendation are my own and have been made without any undue influence from others.

Evaluator: _____ Signature: _____

Date: _____

Note: Please submit a photocopy of duly accomplished pages 9 and 10 of this Report upon registration during the Team Evaluation Workshop you are supposed to attend.

Learning Materials Identification Number (LMIN)

CERTIFICATION

We certify that this Team Evaluation Report and Recommendation has been prepared on the basis of our achieving consensus without undue influence from others, as required by the Code of Ethical Standards.

(Print the names of all members of the Evaluation Team. Each member must sign below opposite his/her name and at the back of each page.)

Name

Signature

Date: _____

Social Content Guidelines (as of 30 April 1998)

To ensure that text, art, and photos/illustrations of textbooks and teacher's manuals teach social values as well as Government's educational thrusts, the following guidelines on social content are prescribed:

The Nation and Citizenship

- Treat national symbols and institutions with respect.
- Foster obedience to and respect for the Constitution and the law.
- Encourage participative and responsible citizenship (e.g. depicting individual initiative rather than overdependence on organized government aids and dole-outs).
- Avoid any bias favoring foreign products, practices, and values.
- Use illustrations and photographs of Philippine communities, objects, animals, and people.
- Show Filipino technology, games, dances, dress, food, festivals, celebrations, and customs.

Society

- Depict contributions of men and women, ethnic and cultural groups in economic and social progress.
- Foster attitudes of tolerance, understanding, and appreciation of the diverse sectors and groups in society.
- Present a balanced rural and urban society.
- Give example of lifestyles or situations existing outside Metro Manila. Use both rural and urban situations without stereotyping either.
- Avoid comparisons which may be divisive to social classes, cultural, or religious groups.
- Show respect for different family patterns (nuclear, extended, single parent or two parent).
- Promote and respect the rights of children, elderly, differently abled, and other vulnerable sectors of society.
- Refrain from devoting space and attention to fads or transitory personages and events, untested theories or views.
- Avoid controversial and sensitive issues which may be difficult to discuss in a classroom or worrisome to parents, teachers, or students.
- Promote the need for the high ethical standards and codes of behavior and their observance in all aspects of Philippine society.
- Do not depict physical, sexual, and mental abuse of adults and children as well as violent sports and entertainment.
- Do not glorify crime, violence, and vices.
- Avoid materials that malign people, promote violation of laws and matters contrary to law and morality.

Race, Ethnicity and Culture

- Respect racial, ethnic, and cultural diversity in our society.
- Avoid bias and stereotypes in reference to any individual or groups.
- Avoid inaccurate, unnecessary, or inappropriate portrayal of or reference to racial/ethnic or cultural customs, symbols, observances, festivals, dress, names, or language.

Religion

- Use religious references, symbols, celebrations, and language (in the text, illustrations, and photographs) only when appropriate to the subject matter.
- Ensure that any appropriate references to religious groups are accurate and authentic within the setting and/or period of history presented.

Role Models

- Avoid sex bias; stereotyping of male and female roles.
- Portray husbands and wives as partners in homemaking and family management
- As much as possible avoid choice of living persons as role models, except for persons of exceptional and acknowledged accomplishment or virtue regardless of their racial, ethnic, or cultural origin or affiliation.
- Refrain from glorifying or unduly extolling persons and their accomplishments.
- Present a balanced picture of roles of workers and managers.
- Show good role models of public servants such as police officers, soldiers, and government officials instead of caricaturing or ridiculing them.
- Show workers who contribute to Philippine development.

Gender

- Avoid sexist language, bias, and stereotyping of males and females as to professions, occupations, contributions to society, and home and family roles and behaviors.
- Do not differentiate either explicitly or implicitly between the capability of males and females to contribute to the political, economic, or social well-being of Philippine society or the world.
- Maintain balance in treatment of gender roles, occupations, and contributions in the text and illustrations.

Population

- Promote responsible parenthood and shared decision-making in various areas of home life (e.g. family planning, family financing, education of the children, etc.)

Health and Safety

- Promote physical and mental well-being of both males and females, children and adults.
- Discourage use of tobacco, alcohol, narcotics, and restricted drugs.
- Avoid depicting enjoyment of junk food.
- Promote health and safety standards and precautions.

Environment

- Portray efforts to conserve the country's natural resources and protect the quality of the environment.
- Promote personal and community involvement in environmental management for sustainable development.

Others

- Avoid commercial brand names and corporate logos.
- Encourage humane treatment of animals and respect for life of all kinds (including plants).