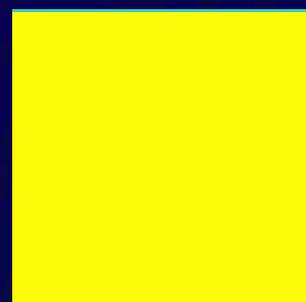


# LAC Resource Materials for Multigrade Teachers

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Republic of the Philippines  
DEPARTMENT OF EDUCATION  
Bureau of Learning Delivery  
Teaching and Learning Division

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DEPARTMENT OF EDUCATION  
Bureau of Learning Delivery  
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Bureau of Learning Delivery, Teaching and Learning Division

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Developed and published by the Department of Education (DepEd), Bureau of Learning Delivery (BLD), Teaching and Learning Division (TLD) through the participation of DepEd Regional and Division Offices represented by their competent multigrade teachers, principals, district supervisors, and education program supervisors, in partnership with SEAMEO INNOTECH and UNICEF Philippines.

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*“Tell me and I forget. Teach me and I remember.  
Involve me and I learn.” — Benjamin Franklin*

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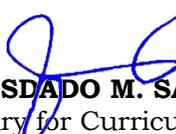
## FOREWORD

Improving access to quality education for children in remote and underserved areas continues to be a major focus of the Department of Education (DepEd). Multigrade education is seen as the best mode that can reach children in far-flung areas in the most cost-effective manner. Multigrade schools have been in existence in many parts of the country since the early 19th century. The schools provide viable and equally effective education as monograde schools, especially in areas with low population density.

Multigrade teaching is a complex and challenging task. Handling two or more grade levels at the same time, teachers struggle to provide learning opportunities for children within the curriculum, which is typically designed for monograde classes. They cannot simply disregard individual and development differences among learners, nor be unprepared for the day's lessons. Therefore, they need to be adept at organizing and adapting instructional activities and strategies so they can work effectively with pupils in the multigrade setting. As Miller (1991) observes, "the multigrade classroom is not for the timid, inexperienced, or untrained teacher."

Research studies indicate that teachers and administrators, given appropriate interventions and continuous capability building, can perform to the desired standards. The main purpose of developing the **LAC Resource Materials for Multigrade Teachers** is to provide multigrade teachers with support mechanisms to improve their competence in teaching and managing multigrade classes. This training material is designed to be used during the conduct of Learning Action Cell (LAC) of multigrade teachers as part of their professional development activity at the school level. It contains varied resource materials that will introduce multigrade teachers to important factors influencing successful multigrade teaching, such as the utilization of different multigrade teaching and learning materials, appropriate strategies and techniques, classroom management, assessment, and monitoring and evaluation.

To all multigrade writers, who have relentlessly poured their time and talent in crafting this training kit, my sincerest appreciation and heartfelt gratitude to you. I wish also to acknowledge the participation and contribution of the Southeast Asian Ministers of Education Organization Innovation and Technology (SEAMEO INNOTECH) and the United Nations Children's Fund (UNICEF) Philippines in the creation and reproduction of this training kit. The development of this material would have never been completed without the earnest guidance and supervision of the Multigrade Program in Philippine Education (MPPE) management team who have spent countless hours facilitating and coordinating with the participants and venues of various writeshops, and processing the outputs for review and editing. Your efforts and services are much appreciated. Your contributions will surely proliferate the knowledge and skills of multigrade teachers to become more productive and better-equipped. CONGRATULATIONS!

  
**DIOSDADO M. SAN ANTONIO**

Undersecretary for Curriculum and Instruction



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Involve me and I learn.” — Benjamin Franklin*

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## INTRODUCTION

The development of a multigrade LAC resource guide supports the implementation of DepEd Order No. 35, s. 2016, enjoining all regions in the country to implement the Learning Action Cell (LAC) as a platform for teachers' continuing professional development at the school level. While the Department of Education (DepEd) provided our schools with the materials for the conduct of LAC sessions, such materials were not designed for multigrade setting. The activities were geared towards teaching monograde classes and did not consider the existence and unique needs of multigrade classes.

The lack of specific multigrade training has a bearing on the multigrade teachers' teaching practices. Their multidimensional tasks require enthusiasm and creativity in teaching and managing multigrade classes. They need to be regularly trained and provided with a sufficient support system in teaching so they can teach effectively in a multigrade setting. Literature indicates that multigrade teachers are confronted with many curricular challenges, as they have to teach two or more grades at the same time using more than one curriculum in different learning areas (Joyce 2014; and Lapuz, 2008). When teachers are well-prepared and well-trained to teach children of varying ages and abilities, then both the teachers and the learners will enjoy the experience together. If children are to learn effectively in multigrade settings, teachers need to be constantly well-trained, well-resourced, well-supported, and to hold a positive attitude to multigrade teaching.

The Multigrade LAC Resource Materials for Multigrade Teachers will provide many opportunities for multigrade teachers to become effective classroom teachers. The different session guides were designed to address several issues on the implementation of K to 12 Curriculum in multigrade schools, specifically, on instructional planning, instructional delivery such as on the use of ICT tools, and monitoring and evaluation of school performance.

To enable multigrade teachers to integrate Information and Communication Technology (ICT) into the teaching and learning process, sessions on ICT integration were designed, particularly Session Guides 6 and 10. These LAC materials will help teachers better understand the process of selection and creation of appropriate and effective ICT materials to enhance the development of learning competencies for multigrade learners. They are intended to help strengthen the delivery of multigrade instruction and to maximize the use of School-in-a Bag (SIAB) technological learning packages as an example of ICT educational tools that were provided to fifty multigrade schools in Region VIII under the SDMG R8 project. As an alternative, the session guides were deliberately designed in place of the capacity-building opportunities on ICT integration of DepEd personnel in Region VIII, following the withdrawal of the plan due to the Covid-19 pandemic. Hence, the integration of ICT into LAC materials will not only provide ICT learning opportunities to multigrade

teachers in Region VIII but also other multigrade teachers in different regions of the country.

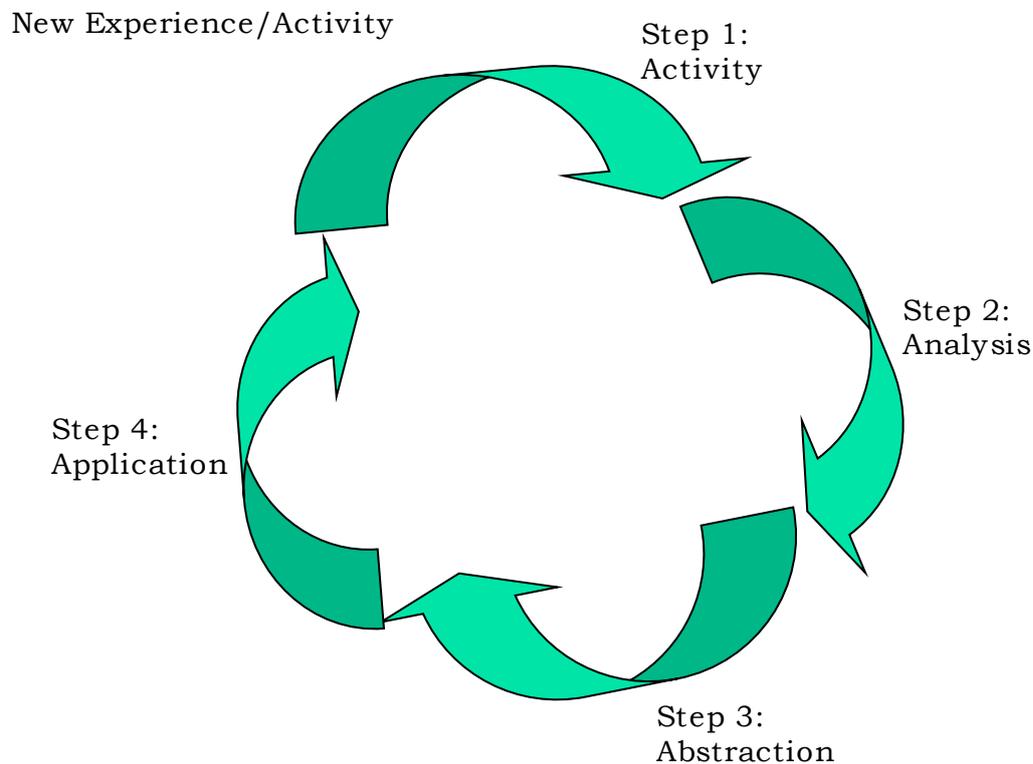
This training kit for multigrade schools is designed by the Department of Education (DepEd) initiated by the Bureau of Learning Delivery (BLD) through the Teaching and Learning Division (TLD). It is specially prepared for use by multigrade teachers nationwide during the conduct of the school-based LAC session.

The kit contains twenty-three (23) LAC Session Guides (SGs) that include:

- SG 1: Introduction to the Multigrade Budget of Work
- SG 2: Enhancement of the Multigrade Budget of Work
- SG 3: Benefits of the Multigrade Budget of Work
- SG 4: A Walkthrough of the Multigrade Daily Lesson Plan
- SG 5: Steps in Preparing a Multigrade Daily Lesson Plan
- SG 6: Designing an ICT-Enhanced Multigrade Daily Lesson Plan
- SG 7: Demonstrating the Multigrade Daily Lesson Plan and Giving Feedback
- SG 8: A Walkthrough of the Integrated Multigrade Lesson Plan
- SG 9: Steps in Preparing an Integrated Multigrade Lesson Plan
- SG 10: Designing an ICT-Enhanced Integrated Multigrade Lesson Plan
- SG 11: Demonstrating the Integrated Multigrade Lesson Plan and Giving Feedback
- SG 12: Managing Student Behavior
- SG 13: Instructional Strategies in Multigrade Classes
- SG 14: Peer Tutoring
- SG 15: Group Management
- SG 16: Classroom Assessment: An Overview
- SG 17: Assessment Strategies and Tools
- SG 18: Understanding of Monitoring and valuation
- SG 19: Performance Dashboards for MG Schools
- SG 20: Tool for Tracking Competencies Covered
- SG 21: Mapping Learners' Whereabout
- SG 22: Unpacking the Multigrade Classroom Observation Tool
- SG 23: Contextualization

The training session guides are designed around the dynamics of experiential or adult learning. The learning process includes four stages:

- Activity
- Analysis
- Abstraction
- Application



Each stage in the learning cycle is described as follows:

### **Step 1. Activity (experience)**

The structured experience or experiences are designed to actively engage the learner with the concepts to be learned.

### **Step 2. Analysis (reflective feedback)**

This is the process of inquiry on the results of the *Activity*.

### **Step 3. Abstraction**

This is the generalization that can be derived from the *Activity* and *Analysis* steps. It includes theory inputs, lectures, and other activities where the trainers or resource persons explain, integrate, and recapitulate the various concepts covered in the learning episode.

#### **Step 4. Application**

These are activities directed to the learner's need to transfer the insights and abstractions into his/her real-life concerns.

The active involvement of teachers in the learning process and the emphasis on the application of learning from the different sessions contribute to the impact of a teachers' professional development for effective multigrade instruction.

Each session guide consists of activities that clearly explain the concept of the topics and practice exercises for mastery of the concepts and skills being learned.

#### **How to Use this LAC Training Kit**

The following suggestions are designed to help facilitators and teachers get the most out of this kit:

1. Study carefully each session guide.
2. Follow the suggested activities and exercises in each session guide.
3. Make adjustments when necessary to meet the specific needs of teachers.
4. Supplement necessary activities/exercises in every topic to further enhance learning.
5. Prepare ahead of time the materials needed for the presentation or discussion, e.g., video presentation, worksheets, references
6. Be consistent with the allotted time for every session.
7. Use the suggested training techniques for active participation.
8. Keep reading for mastery of the contents in various sessions.

This multigrade training kit will contribute to the training goal of improving the teachers' competence in teaching and managing multigrade classes. It will also enhance the trainers' knowledge and skills in conducting and facilitating the training for teachers.



Department of Education  
Bureau of Learning Delivery  
TEACHING AND LEARNING DIVISION

# Module 1

## The Budget of Work

Session 1: Introduction to the Multigrade Budget of Work

Session 2: Enhancing the Multigrade Budget of Work

Session 3: Benefits of Using the Budget of Work





**Session  
1**

## **Introduction to the Multigrade Budget of Work**

### **Overview**

The Multigrade Budget of Work (MG–BOW) is a resource material for teaching multigrade classes. It serves as a teacher’s reference in preparing his/her Daily Lesson Plan (DLP), Daily Lesson Log (DLL), or Integrated Multigrade Lesson Plan (IMG–LP).

This session will orient multigrade teachers on the content, purpose, and rationale behind the development of the BOW. It will also guide them on the ways of enhancing the BOW to conform it to the conditions and needs of their school and learners.

### **Objectives**

1. To familiarize oneself with the contents and purpose of the Multigrade Budget of Work
2. To appreciate the benefits of the BOW as a tool in helping multigrade teachers in their lesson preparation

### **Resources**

#### **Materials**

- complete copy of BOW
- curriculum guide
- laptop
- manila paper
- pentel pen
- masking tape

#### **Fund Source**

- MOOE
- Other school funds

#### **Duration**

- 2 hours



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## Procedure

### **Note to Facilitator:**

*Greet the participants and introduce the title of the session, followed by the objectives.*

### **Priming Activity** (5 minutes)

Ask the following questions to assess participants' initial understanding of the MG–BOW and to guide them in the succeeding discussions.

1. What is a Budget of Work or BOW?
2. Why is it called a Budget of Work?
3. What are its contents?
4. What is a Budget of Work used for?

### **Activity** (35 minutes)

1. Divide the participants into three groups.
2. Give each group a copy of the MG–BOW. Invite the groups to a walkthrough of the BOW.  
Group 1—Mother Tongue 1, 2, 3 Q1, W6  
Group 2—Filipino 4, 5, 6, W1, Q2  
Group 3—EsP 3, 4  
(For a school-based session, the participants will work individually based on their grade level combination.)
3. Show the guide questions that participants will answer in the activity. Have them write their answers on a manila paper.
4. Ask the groups to present their output.
5. Give each group 10 minutes to prepare and five minutes to present.

### Guide Questions:

1. What are the parts of the BOW?
2. Did you notice a pattern in the arrangement of the competencies? How are the competencies grouped?
3. Are the suggested learning activities enough to develop the competencies? Are they doable or applicable in the context of your learners? Explain briefly.
4. Are the suggested assessment activities sufficient to evaluate the learning of pupils in the target competencies?

### **Analysis** (30 minutes)

Ask the following:

1. What does the activity tell about BOW?
2. What are the similarities and differences of the BOW in the three subjects?
3. What benefits can multigrade teachers get from the BOW?

#### **Note to Facilitator:**

*For question no. 2, the participants will compare the answer of each group in the activity guide questions 1 and 2. For question 3, they will synthesize their answers in the activity questions 3 and 4.*

### **Abstraction** (25 minutes)

Ask: What are your findings as you went through the different learning areas in the BOW? (10 minutes)

Say: To deepen our understanding of BOW, let us proceed to the next part of our session.

Have a lecture-discussion on the following using a slide presentation.

#### 1. Definition of BOW

Point out that the BOW is only a reference in making daily and/or weekly lesson plans and cannot be used as a substitute for lesson plans even by those teachers with more than a year of teaching experience.

#### 2. Contents of BOW

a. Show and describe the contents of the BOW that were not presented clearly in the activity.

##### 1) Subject and grade level combinations

The grade level combinations are designed to address as many grade level combinations as possible. For example, in the first set (Grades 1, 2, and 3), if the grade combination in a school is only Grades 1 and 2, the teacher will disregard the column for Grade 3.

##### 2) Time allotment per session

##### 3) Quarter of the school year

##### 4) Three major headings in the table

The table is divided into three major headings: Competencies, Suggested Learning Activities, and Suggested Assessment Activities. Under these headings are the grade level combinations.

Show that the learning competencies were taken from the curriculum guide of the K to 12 Basic Education Program. Explain that some of the competencies were rearranged in the BOW to align with similar competencies in the grade level combinations. However, take note that the alignment of competencies is only within a quarter.

Focus the attention of the participants to the codes in the learning competencies and review their meanings. Inform them that the code can be used to determine if a learning competency has been moved from its original position in the curriculum guide. The movement of competencies is only allowed within a quarter.

The code will also guide teachers in sorting the competencies in Mother Tongue, Filipino, and English because the arrangement of the domains in the languages follows a prescribed sequence. These are:

- Subdivisions by Week/Day, Theme, and Genre (for Languages)
- Covered Domains and Strands in a given week (for Languages)

Knowing this will help teachers make the necessary adjustments that will ensure the smooth connection between a given competency and a previous competency.

b. Compare the BOW of the different subject areas.

Point out that there are minor differences in the template of the BOW, such as the placement of the days, weeks, themes, genre, domains, and strands.

There are also differences in the way the BOW of the different subjects is arranged. In Mother Tongue, English, Math, and MAPEH, the competencies and suggested learning activities are arranged by days. These are arranged by weeks in other subjects—Filipino, Science, Araling Panlipunan, ESP, and EPP. In all learning areas, the suggested learning activities are categorized as *with a teacher, independent, or group activity*. The learning activities are arranged strategically to allow the smooth transition of the lesson from one grade level to another.

### 3. Enhancement of the BOW

Discuss the ways of enhancing the BOW:

a. Grouping of competencies and activities into days

Point out and explain the considerations in grouping/aligning the learning competencies and activities—approach/methodology in a given subject and logical flow of learning activities. Guide the teachers in grouping the competencies by days in the learning areas or subjects with competencies sorted by weeks (Filipino and ESP).

b. Contextualization (changing, revising, or enhancing) of suggested learning and assessment activities

Explain that the BOW is only a guide for the multigrade teacher. The arrangement/alignment of the competencies, the suggested learning activities, and the assessment strategies/activities can be contextualized depending on the condition and needs of the multigrade school. However, point out that the teacher can only rearrange the competencies within a week. The principle of the K to 12 Program that competencies are non-negotiable should be observed strictly. No competency should be removed or left out. But, teachers are allowed to sub-task the competencies in some learning areas. Encourage the teachers to contextualize the BOW.

Lead the participants to go back to their answers to questions 3 and 4 in the activity. Ask them to suggest ways on how they can contextualize the learning and assessment activities in the BOW that they worked on. Discuss the appropriateness of the suggested enhancements.

c. Integration of content knowledge within and across learning areas

Explain how to integrate the content knowledge in one subject to another subject such as using Araling Panlipunan lessons (*talambuhay ng bayani*) in developing lessons in Filipino (*pag-unawa sa binasa*). Another is to relate the concepts learned in a given subject to the concepts in other subjects like connecting the concept of water cycle (Science) to the life of farmers (Araling Panlipunan), to sports (P.E.), to the spelling and meaning of the processes of water cycle (English), and the like.

Encourage participants to integrate content knowledge within and across learning areas in the BOW assigned to them. Discuss the appropriateness of the suggested integration.

### **Application** (15 minutes)

SaBow Eh! (Sample BOW Enhancement)

1. Use the same grouping in the first activity.
2. Let each group select another BOW to enhance, this time, applying the three modes of enhancement that they have learned using the format they crafted.
3. Let each group present their work. Ask them to give a brief explanation of the enhancement they made.
4. Give each group 10 minutes to prepare and five minutes to present.

#### **Note to Facilitator:**

*Give comments on the appropriateness of the enhancement the participants made. If no enhancement is done, suggest possible ones or express commendation of the BOW.*

Have an agreement with the participants that they will have a walkthrough of the BOW of other learning areas as their assignment. They will take note of the contents that need enhancement. The assignment is a preparation for the next session.

### **Reflection** (5 minutes)

Ask participants to complete the statements.

My most significant learning in this session is \_\_\_\_\_.

I need to know more about \_\_\_\_\_.

### **Closure** (5 minutes)

The quality of multigrade teaching does not exceed the quality of multigrade teachers.



**Session  
2**

## **Enhancing the Multigrade Budget of Work**

### **Overview**

This session guide is designed to help you improve and enrich the Multigrade Budget of Work (MG–BOW). In Session 1, you might have noticed that there are learning activities and assessment tasks that need to be enhanced by using differentiated activities. You might have observed that there are competencies that need to be sub-tasked or omitted. You can resolve these by analyzing the different competencies, learning activities, and assessment strategies/tasks to come up with an enhanced BOW. This session will guide you in doing that. In this session, you will create, contextualize, and suggest modifications in the learning activities and assessment strategies/tasks to prepare you in writing your own Daily Lesson Plan, Integrated Multigrade Lesson Plan, and Daily Lesson Log (DLP/IMG–LP/DLL).

### **Objectives**

1. To enhance teachers' knowledge about Budget of Work by analyzing the alignment of content, learning activities, assessment tasks/strategies with a specific competency
2. To enrich the suggested learning activities and assessment strategies/tasks in the BOW to address the diverse learning needs of Multigrade learners

### **Resources**

#### **Materials**

- Copy of BOW
- Task cards/Checklist
- Copy of Session Guide 2

#### **Fund Source**

- School MOOE

### Duration

- 2 hours

### Procedure

#### Priming Activity (5 minutes)

Recall your learnings and experience in using the BOW. Was it beneficial? Did it meet your expectations? Why do you say so?

#### Activity (15 minutes)

### Task Card 1

Do this.

1. Go over the BOW of the grade level you are handling.
2. Select a learning area, a quarter, and a week of that quarter.
3. Analyze the contents and elements of the BOW.
4. Use checklists A, B, and C to record your observations.
5. Observe honesty in answering.

### Checklists

<b>A. Learning Competencies</b>	<b>Yes</b>	<b>No</b>
1. Are the complete competencies in the Curriculum Guide included in the BOW?		
2. Are the competencies grouped or clustered properly?		
3. Are the competencies parallel to the grade levels?		
4. Are the competencies attainable within the allotted time?		
5. Are the prerequisite competencies of a lesson taken up before that particular lesson?		

<b>B. Suggested Learning Activities</b>	<b>Yes</b>	<b>No</b>
1. Are the learning activities congruent with the competencies to be developed?		
2. Are the learning activities sufficient to develop the identified competencies?		
3. Are the learning activities engaging?		
4. Are the learning activities doable?		
5. Are the learning activities designed to address the diverse needs of learners?		
6. Do the learning activities develop the critical thinking skills of learners?		
7. Are the learning activities achievable within the allotted time?		

<b>C. Suggested Assessment Tasks</b>	<b>Yes</b>	<b>No</b>
1. Are the assessment tasks designed to address the diverse learning abilities of learners?		
2. Are the assessment tasks appropriate to evaluate the identified learning competencies?		
3. Are the assessment tasks sufficient to measure the identified learning competencies?		
4. Are the assessment tasks varied and differentiated?		
5. Are the assessment tasks doable within the allotted time?		

### **Analysis** (60 minutes)

How did you find the activity? What are your realizations while answering the questions?

Your answers in Task Card 1 will help you evaluate the parts of the Budget of Work that need enhancement and the activities and assessments that are not congruent with the learning needs of the learners.

## Task Card 2

### Checklist A

Write your observations/comments to the questions in Checklist A, where you answered NO. Specify the competencies you are commenting on. Give suggestions to remedy the issues or areas of concern. Record your answers in a table similar to the one below.

Questions	Observations/ Comments	Competencies	Suggested Action to be Taken

## Checklist B

Write your observations/comments to the questions in Checklist B, where you answered NO. Specify the learning activities you are commenting on. Give suggestions to enhance or replace these learning activities. Record your answers in a table similar to the one below.

Questions	Observations/ Comments	Learning Activities	Enhancement/ Replacement

### Checklist C

Write your observations/comments to the questions in Checklist C, where you answered NO. Specify the assessment tasks you are commenting on. Give suggestions to enhance or replace these assessment tasks. Record your answers in a table similar to the one below.

Questions	Observations/ Comments	Assessment Tasks	Enhancement/ Replacement

## Abstraction (10 minutes)

The following key concepts will help you better understand the MG-BOW.

- The competencies included in the BOW were all taken from the K to 12 Curriculum Guide for all learning areas.
- Not every competency was provided with a suggested activity and assessment task.
- Several competencies can be developed from a particular suggested learning activity and measured in an assessment task.
- The following are possible ways of contextualizing the contents of the BOW:

### A. Competencies

1. Sub-task the competencies that are complex or broad.
2. Decongest competencies by transferring these to any day within the week.

### B. Suggested Learning Activities

1. Modify learning activities according to the appropriateness, sufficiency, level of difficulty, and diverse needs of learners.
2. Provide learning activities that are doable within the allotted time.

### C. Suggested Assessments

Modify assessments according to appropriateness, sufficiency, level of difficulty, the capacity to be done within the allotted time, and diverse learning abilities of learners.

- You are free to enhance, improve, or contextualize the learning activities and assessment tasks according to the needs of your learners.
- Make sure that the competencies are congruent with the learning activities and assessment tasks when improving the DLP and IMG-DLP.

### Application (20 minutes)

You are now ready to do the enhancement of the BOW.

Put together the competencies and the corresponding activities and assessment tasks that you suggested in Task Cards 1 and 2. Be sure that the improvements apply to the lesson.

You may check the following references for teaching methods, assessment tools, and classroom assessment guidelines.

- <https://teaching.uncc.edu> files
- cmrweb.gfps.k12.mt.us uploads
- D.O #8 s. 2015 Policy Guidelines on Classroom Assessment for K to12 BEP

Use the table in Appendix 1 to write your suggested learning activities and assessment tasks.

### Reflection (5 minutes)

How do you feel about the task you have accomplished?

Did you have new learnings?

Do you commit to do the following?

- Start enhancing the BOW
- Continue enhancing the BOW
- Share the enhanced BOW to fellow teachers

### Closure (5 minutes)

May today's success be the beginning of tomorrow's achievements.

Appendix 1

**Task Card 3**

Instructional Activities and Assessment for Improvement

Subject: English

Quarter: 3<sup>rd</sup>

Week No. :       

Week/ Day	Competencies			Enhanced Learning Activities			Enhanced Assessment Tasks		
	Grade ___	Grade ___	Grade ___	Grade ___	Grade ___	Grade ___	Grade ___	Grade ___	Grade ___



*“Tell me and I forget. Teach me and I remember.  
Involve me and I learn.” — Benjamin Franklin*



**Session  
3**

## **Benefits of Using the Multigrade Budget of Work**

### **Overview**

The Multigrade Budget of Work (MG-BOW) is a response to the felt need of MG teachers for resources that could serve as their guide in teaching and budgeting work for multigrade classes. It is also a material that will hone teachers' creativity in the art of teaching MG classes. Teachers will find the material useful because it is written in simple everyday English or Filipino language as the learning area requires. The activities are simple and easy to perform and the suggested materials are readily available.

As a whole, the MG-BOW is flexible such that every lesson can be adapted or enhanced by the MG teacher. For beginning teachers in the multigrade, MG-BOW is a resource guide that will help them appropriately plan every lesson for a particular grade combination. For teachers who are experts in multigrade teaching, they can easily enrich their lessons.

In this session, the multigrade teachers will strengthen their understanding on the benefits of using the MG-BOW; contextualize learning activities and assessments that are appropriate, sufficient, and designed to cater to diverse learners; and provide feedback on the utilization of MG-BOW in the development of MG-DLPs.

### **Objectives**

1. To strengthen the understanding of MG teachers on the advantages of using the MG-BOW in multigrade instruction
2. To provide feedback on the utilization of MG-BOW in the development of MG-DLPs

## Resources

### Materials

- Copy of BOW in English, Mother Tongue, Araling Panlipunan, and Mathematics for Grades 1, 2, 3; 3, 4; and 4, 5, 6
- Task Card No. 3 from Session 2 and Task Card No.1 for Session 3
- Projector
- Laptop

### Funds

- School MOOE

### Duration

- 1 to 2 hours

#### **Note to Facilitator:**

*All materials mentioned above should be ready before the LAC session starts. The laptop and projector are optional.*

## Procedure

### Priming Activity (5 minutes)

Ask:

1. What do you usually consider in planning your lessons?
2. Where do you get the clustered competencies when you plan your lessons?
3. Can you easily make a lesson plan without the MG BOW? Why?

### Activity (15 minutes)

Guided by the following, have the participants present and share their outputs in Task Card No. 3 from LAC Session No. 2:

1. Reason for choosing the particular week
2. Considerations for enhancing the activities and assessments
3. Challenges and difficulties experienced
4. Ways of addressing these difficulties
5. Significant learnings, observations, or discoveries

**Task Card No. 3-S2**

Clustered Competencies or Skills being Developed			Contextualized					
			Activities			Assessment		
Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade
___	___	___	___	___	___	___	___	___

**Note to Facilitator:**  
*Take note of the common answers of participants. Process their answers based on the appropriateness and sufficiency of the contextualization done.*

**Analysis** (20 minutes)

Ask the following:

1. Do you share similar or different experiences as you went through the given task? Why?
2. Do you agree with the appropriateness and sufficiency of the given contextualization/enhancement? Why?
3. Using the appropriate and sufficient contextualized activities and assessments done in the BOW, can you now visualize the flow of your lesson? Explain.
4. What is your realization while doing this activity?

**Abstraction** (20 minutes)

In monograde classes, the competencies from the Curriculum Guide (CG) are budgeted and aligned across grade levels daily or weekly. In the multigrade, the Budget of Work or BOW is the teacher’s guide in teaching and budgeting work for multigrade classes. It is also used in honing the teacher’s creativity and art in teaching MG classes. The suggested activities and assessments can be adapted and contextualized to suit the learning environment of MG classes.

Using the MG Budget of Work, teachers will be assured that:

- the competencies of two to three grade levels are aligned;
- the suggested activities and assessments are aligned with the competencies;
- the daily activities and assessments vis-à-vis the target competencies are easy to identify; and
- the preparation of daily lesson plans becomes easier.

**Note to Facilitator:**

*Some competencies for the day may not be fully developed in the daily suggested activities and assessments. However, these competencies could be part of the discussion or may be embedded in other activities. Thus, priority competencies were given emphasis.*

**Application** (30 minutes)

Say: Fill out Task Card No. 1 with specific clustered competencies from the BOW Quarter 4, Week 1, Day 1. Then, contextualize the individual and group activities and assessments to develop the clustered competencies.

- Grades 1 and 2: Mother Tongue
- Grades 3 and 4: Araling Panlipunan
- Grades 5 and 6: Mathematics

**Task Card No. 1–S3**

Clustered Competencies	Activities		Assessments	
	Individual	Group	Individual	Group

**Reflection** (15 minutes)

Complete the statements based on what you have learned from the outputs and presentations. Write your responses in your notebook under the heading “Personal Notes on LACs/FGDs/Meetings.” Then, share your responses with the group.

1. The activity was \_\_\_\_\_  
because \_\_\_\_\_.
2. By using the MG–BOW, I learned that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

**Closure** (5 minutes)

“Great leaders don’t tell you what to do. They show you how it’s done.”

—*Martin W. Rivera*



Department of Education  
Bureau of Learning Delivery  
TEACHING AND LEARNING DIVISION

## Module 2

# The Multigrade Daily Lesson Plan

**Session 4: A Walkthrough of the Multigrade Daily Lesson Plan**

**Session 5: Steps in Preparing a Multigrade Daily Lesson Plan**

**Session 6: Designing an ICT-Enhanced Multigrade Daily Lesson Plan**

**Session 7: Demonstrating the Multigrade Daily Lesson Plan and Giving Feedback**





**Session  
4**

## A Walkthrough of the Multigrade Daily Lesson Plan

### Overview

This session is designed to connect what the teachers have learned about Budget of Work (BOW) with their Daily Lesson Plan (DLP) preparation. In this session, teachers will be acquainted with the parts and features of a DLP, its format, and its use. Moreover, participants will walk through all the components of the MG-DLP and see how these components are woven together to come up with a lesson plan that is suited to the grade level combinations and easy for the multigrade teacher to deliver. A walkthrough of the MG-DLP will make teachers realize that the MG-DLP is a customized instructional material intended for the learners in the multigrade classes but is not totally different from that of a monograde lesson plan. It is hoped that after the session, the MG teachers will gain an understanding of the features/components of this MG-DLP and appreciate its importance for the benefit of the Filipino multigrade learners.

### Objectives

1. To know the format, coherence, use, and other components of the MG-DLPs
2. To compare the format of MG-DLP with the monograde DLP
3. To realize the importance of MG-DLPs to MG teachers and learners

### Resources

#### Materials

- Copy of MG-DLP exemplars
- Copy of Monograde DLP exemplars
- Meta cards and markers
- Checklist
- PowerPoint Presentation

#### Funds

- MOOE

## Duration

- 2 hours

## Procedure

### Priming Activity (5 minutes)

#### Simple Recall

Ask two to three teachers to share their significant insights on the utilization of BOW.

Say: Your prior learning about BOW will help you understand MG-DLP as you walk through its components in the next activity.

### Activity (40 minutes)

#### Walkthrough

**Note to Facilitator:**

Do the activity as individual tasks if the group is small.

#### Directions:

1. Group the teachers into four. Ask each group to compare the format, use, and other features of MG-DLP with the monograde DLP.
2. Provide a copy of MG-DLP Exemplar and Monograde DLPs to Groups 1, 2, and 3. Give Group 4 a copy of MG-DLP in English, Filipino, Mother Tongue, Science, Mathematics, and Araling Panlipunan.

Group 1 – MG-DLP for Grades 1, 2, 3  
and monograde DLPs (English)

Group 2 – MG-DLP for Grades 3 and 4  
and monograde DLPs (Mathematics)

Group 3 – MG-DLP for Grades 4, 5, 6  
and monograde DLPs (Science)

Group 4 – Copy of all MG-DLPs  
(one per subject, in any grade combination)

3. Have the first three groups look through the MG-DLP and Monograde DLP and compare their formats using Venn Diagram (Appendix A). Have the last group walk through all the MG-DLPs in all learning areas. (Appendix B and C). Then, have each group present their output.

### **Analysis** (35 minutes)

Ask:

1. How was your experience in comparing the MG-DLP with the Monograde DLP?
2. How are the monograde and multigrade lesson plans the same or different in terms of format? What about their other components?
3. Do the six learning areas in the MG-DLPs carry the same features? Explain.
4. What did you realize about the format, coherence, and use of the MG-DLP?
5. As a multigrade teacher, how important is the MG-DLP to you?

### **Abstraction** (25 minutes)

Synthesize the responses of the participants and highlight the features of the MG-DLP. (Appendix C)

- Difference between the MG-DLP and the monograde DLP
- Salient Features/Components of MG-DLPs
  - the use of icons
  - transition/flow of the lesson
  - shifting of the teacher from one grade level to the other
  - whole-class instruction
- Importance of MG-DLPs

### **Application and Reflection** (15 minutes)

Tell participants make a journal of their realizations about the features/components of MG-DLP. (Appendix D)

### **Closure**

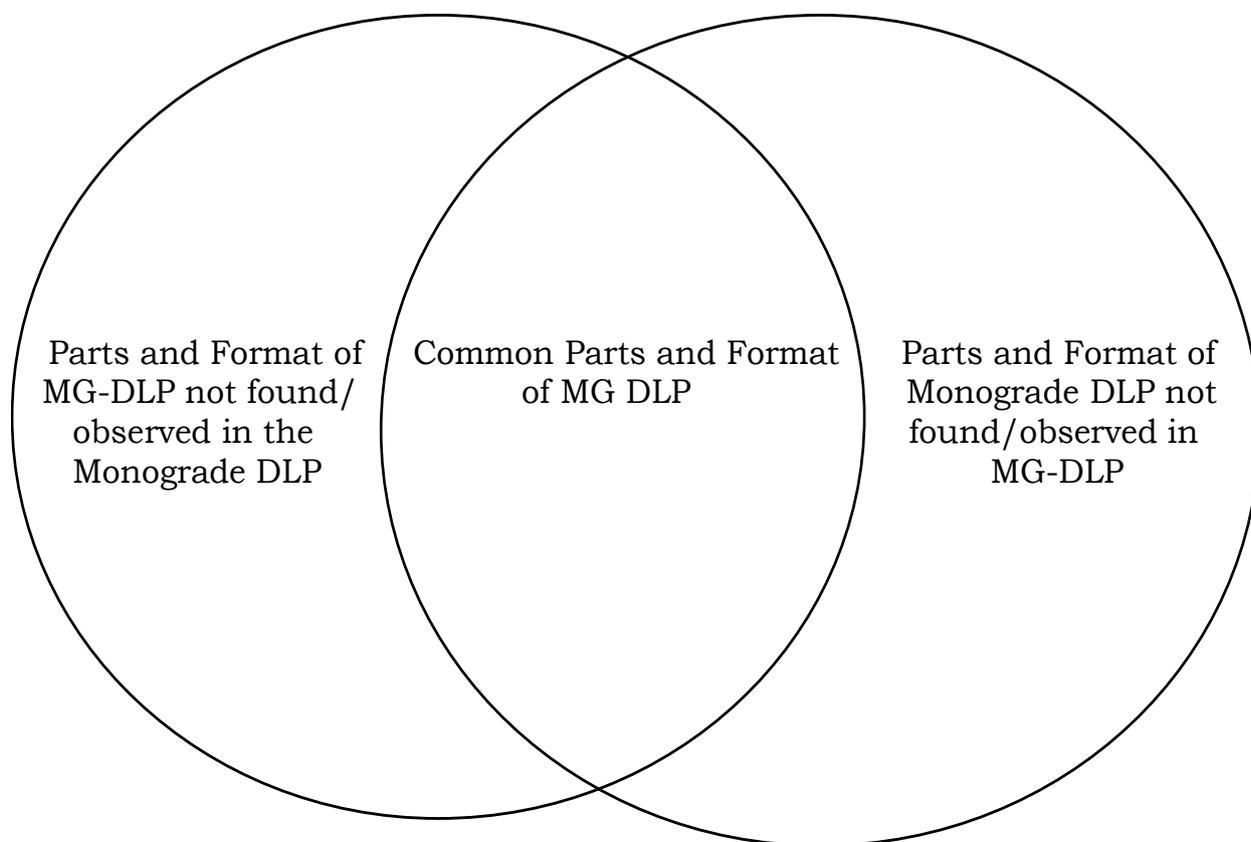
Say: According to Thomas Monson,

“As you walk through life, always walk toward the light, and the shadows of life will fall behind you.”

May your significant insights in this session guide you as you proceed to the next activity for MG-DLP.

## Appendix A

Directions: Fill in the Venn Diagram with the desired information following the format below.



## Appendix B

Walkthrough the features in terms of format, coherence, use, and other components of MG-DLP in the six learning areas using the checklist below.

Features	English		Filipino		Mother Tongue		Math		Science		Araling Panlipunan	
	Evident	Not Evident	Evident	Not Evident	Evident	Not Evident	Evident	Not Evident	Evident	Not Evident	Evident	Not Evident
Use of icons												
Transition/ Flow of the lesson												
Shifting of Teacher												
Whole-Class Instruction												
Other Comments (if any)												

## Appendix C

### Short Lecture

Synthesize the responses of the participants and highlight the features/ components of the MG-DLP (Appendix B)

- Difference between the MG-DLP and the monograde DLP
- Salient Components of MG-DLPs
  - the use of icons
  - transition/flow of the lesson
  - shifting of the teacher from one grade level to the other
  - whole-class instruction
- Importance of MG-DLPs

### Features/Components of Multigrade Daily Lesson Plans

The format of the MG-DLP is similar to the Monograde DLP. It varies only in the procedure wherein the flow and transition of the lesson in the multigrade class depend on the shifting of the teacher from one grade level to the other as signaled by the icons.

The learning objectives are identified under each learning area and written in the first column of the lesson. Letter icons are also included in the plan to prompt the teacher when to move from one grade level to another. Icons are placed on the right side of each column to signal the flow of movement from the start of the lesson to the end. The icons are interpreted as follows:

- T Direct Teaching**  
The teacher is directly teaching or assessing the group/grade.
- G Group Activity**  
The group/grade is having a group work with less monitoring and supervision of the teacher.
- I Individual Activity**  
The pupils are doing individual activity all at the same time with the guidance and monitoring of the teacher.
- A Assessment**  
The pupil/group/teacher is doing an assessment activity.

Classroom management or shifting of the teacher from one Grade to another is guided by using the four icons which are T, I, G, and A.

The whole-class instruction is intended for the introduction where the teacher may address all grade levels as one group.

Each set of lessons is to be taught for five days—one lesson per day.

The MG-DLP Package is an essential tool customized for MG teachers that will help them make their learners excel. Further guidelines on the utilization of this MG-DLP will be discussed in the next session.

## Appendix D

Complete the statements below with your realizations about the features/components of the MG-DLP as you walked through the lesson plans.

After walking through the features/components of MG-DLP, I realized that \_\_\_\_\_ . With this, I commit myself to \_\_\_\_\_ .



**Session  
5**

## Steps in Preparing a Multigrade Daily Lesson Plan

### Overview

Multigrade teachers like you play a vital role in handling different grade levels all at the same time and shifting from one grade to another at another time or when needed. To help you in your teaching delivery and instruction, the Department of Education crafted Multigrade Daily Lesson Plans (MG–DLP) that cover the skills and competencies needed in every grade level. As such, every MG–DLP is your “road map” in the delivery of your lesson. It contains a description of the steps you should undertake in teaching a particular topic. It is divided into the following parts: Objectives, Subject Matter, Learning Resources, Procedure, Remarks, and Reflection. The parts are similar to that of a monograde class but developed in a way that considers a smooth transition from one grade level to another.

In this session, you will be introduced to the guidelines and process in preparing a Multigrade Daily Lesson Plan. You will be led to discover and appreciate the uniqueness of the MG–DLP, including classroom management techniques, differentiated instruction, contextualized activities, and learning assessment activities. More importantly, this session will be an opportunity for you to reflect on the importance of having a prepared DLP, how you could start developing your own DLP, and how to make teaching in MG classes more meaningful and substantial.

### Objectives

1. To identify the process and guidelines in preparing a multigrade daily lesson plan
2. To deepen understanding of the different teaching schemes in preparing a multigrade lesson plan
3. To exhibit eagerness in doing the assigned task

## Resources

### Materials

- MG Budget of Work (BOW)
- Task cards
- Sample of MG–DLP
- Slide presentation

### Funds

- MOOE
- Other sources

### Duration

- 2 hours

## Procedure

### Priming Activity (5 minutes)

For each statement that you read, have participants say “Goodbye, MG” if the statement tells about monograde instruction, “Welcome, MG” if it tells about multigrade instruction, and “Wow!” if it tells about both.

1. The teacher stays in one grade level only.
2. Varying degrees of difficulty are employed in the activities.
3. The teacher directs more than one grade level at the same time.
4. Teachers have more vacant time because there is clustering of competencies.
5. Icons serve as the teacher’s guide in shifting from one grade level to another and in giving the activities for every grade level.

### Activity (30 minutes)

#### Exploring the MG–DLP

Form participants into three groups. Assign the following:

- Group 1 – MG–DLP 1, 2 and 3
- Group 2 – MG–DLP 3 and 4
- Group 3 – MG–DLP 4, 5 and 6

Have each group perform the following task using the Multigrade Daily Lesson Plan.

**Task Card No. 1**

1. Read the sample MG–DLP.
2. Look into the different parts and features of the MG–DLP.
3. List these parts and features.
4. Have the leader of each group present their outputs.

**Analysis** (20 minutes)

Ask the following questions:

1. How did you feel while doing the activity?
2. How are the competencies written?
3. What teaching schemes are used?
4. How is the shifting of the teacher from one grade level to another being done?
5. What instructional strategies are used?
6. Are the learning assessments evident? How are they formulated?
7. What makes the MG-DLP similar to or different from the monograde?

**Abstraction** (30 min)

Say: To prepare a good multigrade lesson plan, it is important to know and follow the guidelines, process, teaching schemes, classroom management schemes, and strategies. The following are key points to remember when preparing an MG-DLP.

1. The Process of Preparing a Multigrade Lesson Plan (Appendix 1)
2. The MG-DLP template (Appendix 2)
3. Guidelines in Using the Multigrade Lesson Plan (Appendix 3)
4. Multigrade Teaching Schemes (Appendix 4)
5. Classroom Management/Shifting from One Grade Level or Activity to Another (Appendix 4)
6. Differentiated Instruction (Appendix 4)
7. Varied Learning and Contextualized Activities (Appendix 4)
8. Assessment (Refer to D.O. 8, s. 2015)

**Note to Facilitator:**

*After the discussion, have the teachers read this statement as part of their mandate as stated in the Philippine Professional Standards for Teachers (PPST), Indicator 7:*

“A proficient teacher plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.”

**Application (20 minutes)**

**Note to Facilitator:**

*Provide participants with copies of BOW as reference for competencies that they could use.*

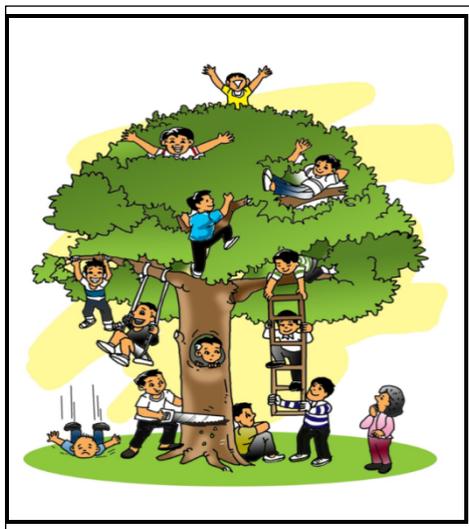
Using the template of MG–DLP, do the following:

**Task Card No. 2**

1. Fill out the template of the MG–DLP.
2. Write an outline of the activities per grade level.
3. Plot the learning icons to show the teaching flow of the lesson.
4. Have a presentation of one finished output using the template. (See Appendix 2)

## Reflection (5 minutes)

Write your reflection to the following in your “My Personal Reflection” journal.



How do you rate your learning on the following?

- knowledge on the process of preparing an MG-DLP
- understanding of the features of MG-DLP
- readiness in preparing an MG-DLP

Base your rating on the picture at the left.

Which are you in the picture? Why do you say so?

## Closure

Read the lines.

---

*“We need to give each other the space to grow, to be ourselves, to exercise our diversity. We need to give each other space so that we may both give and receive such beautiful things as ideas, openness, dignity, joy, healing, and inclusion.”*

*–Max de Pree*

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### **Note to Facilitator:**

*The closure statement could be modified by using lines that are common in the locality where the multigrade teachers are teaching. It is suggested to be in the dialect of the community but should focus on the significance of proper planning, exercising diversity, and embracing uniqueness. It is encouraged to give a short background of the notable person who made the statement if there is any.*

### **The Process of Preparing an MG-DLP**

1. Use the paired-learning competencies in the BOW in planning and developing the lesson.
2. Identify the learning objectives for each particular learning area for the two or three grade-level combinations.
3. Use letter icons to prompt the teacher when to move from one grade level to another.
4. Place the icons on the right side of each column to signal the flow of movement from the start of the lesson to the end.

The icons are interpreted as follows:

**T** Direct Teaching  
The teacher is directly teaching or assessing the group/grade.

**G** Group Activity  
The group/grade is having a group work with less monitoring and supervision of the teacher.

**I** Individual Activity  
The pupils are doing individual activity all at the same time with the guidance and monitoring of the teacher.

**A** Assessment  
The pupil/group/teacher is doing an assessment activity.

## Appendix 2

### Lesson Plans for Multigrade Classes Grades 1, 2 and 3

Learning Area:

Quarter:

Week:

Grade Level	Grade 1	Grade 2	Grade 3
Content Standard			
Performance Standard			
Competencies			
<b>Day 1</b>			
Lesson Objectives			
Subject Matter			
Learning Resources	TM, TG, BOW, (others)	TM, TG, BOW, (others)	TM, TG, BOW, (others)
<p><b>Procedure</b></p> <p><i>Use these letter icons to show methodology and assessment activities.</i></p> <p><b>T</b> Direct Teaching</p> <p><b>G</b> Group Work</p> <p><b>I</b> Independent Learning</p> <p><b>A</b> Assessment</p>	<p><b>Grouping Structures</b> (tick boxes):</p> <p><input type="checkbox"/> Whole Class  <i>Describe the parts of the lesson (for example the introduction), where you may address all grade levels as one group.</i></p> <p><input type="checkbox"/> Mixed Ability Groups  <input type="checkbox"/> Grade Groups</p> <p><input type="checkbox"/> Ability Groups  <input type="checkbox"/> Friendship Groups  <input type="checkbox"/> Other (specify)  <input type="checkbox"/> Combination of Structures</p>		
<b>Teaching, Learning and Assessment Activities</b>			

<b>Remarks</b>			
<b>Reflection</b>			
<b>Day 2</b>			
<b>Lesson Objectives</b>			
<b>Subject Matter</b>			
<b>Learning Resources</b>	TM, TG, BOW, (others)	TM, TG, BOW, (others)	TM, TG, BOW, (others)
<b>Procedure</b>	<b>Teaching, Learning and Assessment Activities</b>		
<b>Remarks</b>			
<b>Reflection</b>			
<b>Day 3</b>			
<b>Lesson Objectives</b>			
<b>Subject Matter</b>			
<b>Learning Resources</b>	TM, TG, BOW, (others)	TM, TG, BOW, (others)	TM, TG, BOW, (others)
<b>Procedure</b>	<b>Teaching, Learning and Assessment Activities</b>		

Remarks			
Reflection			
<b>Day 4</b>			
Lesson Objectives			
Subject Matter			
Learning Resources	TM, TG, BOW, (others)	TM, TG, BOW, (others)	TM, TG, BOW, (others)
Procedure	<b>Teaching, Learning and Assessment Activites</b>		
Remarks			
Reflection			
<b>Day 5</b>			
Lesson Objectives			
Subject Matter			
Learning Resources	TM, TG, BOW, (others)	TM, TG, BOW, (others)	TM, TG, BOW, (others)
Procedure	<b>Teaching, Learning and Assessment Activites</b>		
Remarks			
Reflection			

## Appendix 3

### Guidelines in Using the Multigrade Daily Lesson Plans

1. Determine the lessons to be taken up for each learning area within the grading period. Get familiarized with the contents and format of the lesson.
2. Each set of lessons is to be taught for five days – one lesson per day. But there are times when a lesson allotted for the day is not done or completed. In this case, continue the lesson on the following day. It is important that you know when to break the lesson when the time allotted for the subject is over. Remember to mark the lesson where it ended for easy reference during the next day's session.
3. Rubrics for assessment are used to determine the pupils' performance level in the assigned learning task. Assessment on performance is more valid and reliable if pupils are involved in evaluating their own work using rubrics.
4. Use of Icons

The icons are interpreted as follows:

**T** Direct Teaching

The teacher is directly teaching or assessing the group/grade.

**G** Group Activity

The group/grade is having a group work with less monitoring and supervision of the teacher.

**I** Individual Activity

The pupils are doing individual activity all at the same time with the guidance and monitoring of the teacher.

**A** Assessment

The pupil/group/teacher is doing an assessment activity.

5. There are activities that need the assistance of a pupil leader. Prior to performing a particular learning activity, orient the pupil leader on the procedures of the activity and provide the materials to use including a copy of possible answers or responses to questions or exercises.



*“Tell me and I forget. Teach me and I remember.  
Involve me and I learn,” —Benjamin Franklin*

6. For Grades 1, 2, and 3 combination, the teaching time allotted for Grade 1 is not followed such as in English and Filipino. Instead, it follows the Grades 2 and 3 time allotment. The teacher will provide activities to Grade 1 pupils that would parallel the lesson and time allotted for Grades 2 and 3 pupils.
7. In the absence of a competency in Grade 1, the pupils are given activities that are appropriate to their grade level competencies to keep up with the time while the teacher is directly teaching in another grade level. This should be done to avoid the possibility of dismissing the pupils early.

## Appendix 4

### Features of the Multigrade Daily Lesson Plan

One of the functions of the Instructional Manager is to plan instruction. The Curriculum Guide is the main source for writing the instructional plan or competency. This is prepared using the Budget of Work (BOW) for the different learning areas.

Before the teacher actually writes the lesson plan based on the pre-assessment results, it is good to determine first which teaching scheme or way of teaching to use. The objectives/skills developed in the grade level combination will tell the most appropriate scheme to use. The teaching schemes will likewise suggest the format of the lesson plan.

There are five schemes in handling multigrade classes. These are as follows:

#### **Scheme A – The learning objectives of all groups are common in terms of behavior and content**

When the objectives of all the groups are common in terms of behavior and content, take all the grades as one class. Use content materials from the three grade levels. In the presentation of the lesson use the Material of the lowest group first (Grade I): followed by the material of the next group (Grade II), then of the material of the last group (Grade III).

Note: Filipino 4–6, Q3–W2

IV	V	VI
Naipamamalas ang paggalang sa ideya, damdamin, at kultura ng may akda ng tekstong napakinggan o nabasa		
F4PL-0a-j-3	F5PL-0a-j-3	F6PL-0a-j-3

**Scheme B – When two adjacent grades have the same instructional objectives while the other grade has a different objective**

Note: English 4-6, Q3 – W3 – D4

IV	V	VI
Identify and use words that show degrees of comparison of adjectives in sentences EN4G-IIIc-14	Use a particular kind of sentence for a specific purpose and audience asking permission, making requests EN5G-IIIa-1.8.1, 1.8.3	Use a particular kind of sentence for a specific purpose and audience making requests EN6G-IIIc-1.8.3

**Scheme C – Three levels or groups have the same behavior but have different content or they differ in difficulty**

Note: Math 4–6, Q4–W9, Domain – Probability and Statistics

IV	V	VI
Solve routine and non-routine problems involving a simple experiment (M4SP-IVj-12)	Solve routine and non-routine problems involving experimental probability (M5SP-IVj-17)	Solve routine and non-routine problems involving experimental and theoretical probability (M6SP-IVj-24)

**Scheme D – There are three developmental lessons because the instructional objective of the three groups have no commonality**

Note: Science 4–6, Q4–W9

IV	V	VI
Describe the role of the Sun in the water cycle S4ES-IVi-10	Identify star patterns that can be seen at particular times of the year S5FE-IVi-j-1	Construct a model of the solar system showing the relative sizes of the planets and their relative distances from the sun S6ES-IVi-j-7

**Scheme E – The objective/skill in the first grade is a prerequisite to the next grade level, and the skill in the second grade is a prerequisite to the skill in the third grade**

Note: Math 1–3, Q1–W1

I	II	III
Visualizes and represents numbers from 0 to 100 using a variety of materials	Visualizes and represents numbers from 0 to 100 with emphasis on numbers 101 to 1,000 using a variety of materials	Visualizes and represents numbers up to 10,000 with emphasis on numbers 1,001 to 10,000

**Classroom Management/Shifting of Teacher from One Grade Level or Activity to Another.** Four icons, represented by letters of the alphabet, signal the shift of the teacher from one grade level to another or from one activity to another. Direct teaching is represented by (T); independent activity by (I); group learning activity by (G); and assessment by (A) (See Appendix 3).

**Differentiated Instruction (DI).** This is a child-centered approach that is done by providing learners with different avenues for learning in terms of acquiring content; processing, constructing, or making sense of ideas; and developing teaching materials and assessment measures. This way, all learners within a classroom learn effectively, regardless of differences in ability. In using this approach, learners are engaged in group and individual instruction using varied activities.

**Varied Learning Activities.** These learning and contextualized activities utilize materials that are appropriate for diverse learners such as the struggling, on-level, and advanced-level learners. Learner materials are carefully made and prepared ahead of time.

**Assessment.** Assessment can be done before, during, and after the lesson. Refer to D.O. 8, s. 2015.



**Session  
6**

## **Designing an ICT-Enhanced Multigrade Daily Lesson Plan**

### **Overview**

Instructional planning is essential in ensuring quality teaching and learning process. In a Multigrade class, curriculum implementation and lesson planning can be easily done with the use of appropriate strategies and knowing well the different parts of the MG–DLP. When teaching preparation is addressed systematically, it is more likely that the teachers are effective and efficient in the delivery of instruction to achieve quality learning outcomes.

In this session, the MG teacher will develop a Multigrade lesson plan following the template used in designing the Multigrade Daily Lesson Plan (MG–DLP) exemplar. Before writing, teachers will need the MG–DLP Checklist, Budget of Work, ICT tools and materials, and other related teaching resources.

It is expected that at the end of the session, the teachers will be able to develop multigrade lesson plans for their class with the integration of ICT or the use of ICT tools or materials. This will help make the lessons more interesting and interactive and develop high-level learning skills among students.

The integration process should strengthen learning to achieve quality learning outcomes among learners. Effective ICT integration processes depend largely on the awareness of teachers on the appropriate materials to use and in overcoming the difficulties encountered during delivery of the lesson where technology is used to support learning.

### **Objectives**

1. To describe the basic steps in preparing a Multigrade daily lesson plan
2. To identify appropriate ICT tools and resources to be used in the integration of ICT in the lesson plan
3. To describe effective ways of utilizing appropriate ICT tools and materials to augment the delivery of the multigrade lesson plan



*“Tell me and I forget. Teach me and I remember.  
Involve me and I learn,” —Benjamin Franklin*

4. To design an ICT-enhanced multigrade daily lesson plan
5. To show appreciation for the integration of ICT into the lesson plan

## Resources

### Materials

- Budget of Work (BOW)
- Task cards
- Small red flags/Blue flags
- Multigrade daily lesson plan exemplars
- ICT tools and materials
- Guidelines and Evaluation Checklist
- Laptop/LCD Projector/TV
- Presentation slides on ICT integration

### Funds

- MOOE

### Duration

2 hours

## Procedure

**Priming Activity** (5 minutes)

### True or False

**Note to the Facilitator:**

*This activity assesses the prior knowledge of the participants about the features and design of the MG-DLP.*

Raise the yellow flag if the statement is TRUE and the blue flag if the statement is FALSE.

1. The multigrade lesson plans are designed to improve the teaching and learning practices and management of instructional time in the multigrade classroom. – TRUE
2. Letter icons or symbols are included in the lesson plan to prompt the teacher when to move from one grade to another. – TRUE
3. The icons are placed on the LEFT side of each column to signal the flow of the teacher's movement from the start of the lesson to the end. – FALSE
4. There are activities in the lesson plan that need the assistance of a pupil-leader. – TRUE



*“Tell me and I forget. Teach me and I remember.  
Involve me and I learn,” —Benjamin Franklin*

5. The letter T in the TGIA symbols is interpreted as “Direct Teaching” with the whole class or grade level. – TRUE
6. The letter G symbolizes children doing individual or independent activity with minimal supervision of the teacher. – FALSE
7. The letter I means “Group Activity” that is given to the class/grade with less monitoring and supervision of the teacher. – FALSE
8. Letter A means the whole/grade is doing an assessment activity. – TRUE
9. In the absence of a competency in Grade 1, the pupils are given activities parallel to their grade level competencies to keep up with the time while the teacher is directly teaching in another grade level. – TRUE
10. Assessment of performance is more valid and reliable if pupils are involved in evaluating their work using rubrics. – TRUE

**Activity 1** (20 minutes)

Ask: Were you able to answer all the questions correctly? What did you discover? The next activity will allow you not only to review but to analyze the contents of the multigrade daily lesson plan.

**Task Card No. 1**  
**Analyzing the Contents of the MG-DLP**

Directions:

1. Find a partner.
2. Choose a learning area from the prototype weekly MG-DLP. Study and analyze the contents of the lesson plan using the following questions:
  - a. Do the objectives of the lesson follow the SMART approach?
  - b. Are the activities adequate to carry out the objectives?
  - c. Are the activities relevant and appropriately designed to suit the learners’ needs?
  - d. Are the activities congruent with the objectives?
  - e. Are the assessment tasks congruent to the objectives?
  - f. Which part of the lesson plan needs to be improved? How will you improve it?
3. Discuss your outputs with the group.

### **Analysis 1** (15 minutes)

Answer the following:

1. What did you notice about the contents and strategies used in the lesson plan you studied?
2. Which part of the lesson plan needs improvement? How would you enhance it? Describe and give a specific example.
3. What are the added features of the lesson plan?
4. What are the most important elements in planning a multigrade daily lesson plan?
5. How do you ensure effective delivery of the lesson and management of instructional time between and among two or three grade levels?

*Say:* The MG-DLP is a customized lesson plan for teaching a multigrade class. It is specifically designed to guide you in preparing your daily lesson plan that is suited to the context of your learners. It is important to note that in writing a multigrade lesson plan, the same curriculum is being developed as in a monograde class. However, it requires flexibility in terms of its delivery in the multigrade classroom since the curriculum is designed for monograde teaching. The strategy in delivering the curriculum in multigrade classes, therefore, differs because it is designed to meet the diverse learning needs of multigrade learners in combination classes.

**Activity 2** (40 minutes)

After analyzing the contents of the MG-DLP, you will map the lesson plan for possible ICT integration. Follow the directions.

**Task Card No. 2**

**Mapping MG DLP for ICT Integration**

Directions:

1. Work again with your partner in the previous activity.
2. Using the MG-DLP that you analyzed, identify the part or parts of the lesson plan where you can integrate ICT.
3. Identify the ICT materials that you could use to substitute or augment that part of the lesson. Consider that these ICT materials are available for use in your school or in your class.
4. Describe how the ICT materials can enhance your teaching as well as the learning of your students.
5. Present your outputs. Use the sample template below as your guide. Change the contents of the template according to the learning area and grade levels you analyzed.

Learning Area: Science					
Grade Combination: Grades 3 and 4					
Grade Level	Learning Competencies	Subject Matter	Part of the LP that needs ICT integration	ICT Tool/Material to Use	Reasons for Using the ICT Tool/Material
Grade 3	Describe proper ways of handling and using solids found at home	Proper Use and Handling of Solids Found at Home			
Grade 4	Describe changes in solid materials when they are bent	Changes in Solid Materials When They Are Bent			



*“Tell me and I forget. Teach me and I remember. Involve me and I learn,” —Benjamin Franklin*

## Analysis 2 (20 minutes)

Answer the following:

1. What did you consider for choosing the part of the lesson where ICT will be integrated?
2. How did you identify the appropriate ICT materials to use?
3. What did you consider in selecting the ICT materials?
4. Why do you think there is a need to integrate ICT materials in the lesson?
5. What benefits do the learners get for using ICT? What about the teacher?
6. What challenges and barriers do you anticipate in integrating ICT in the teaching and learning process?
7. How will you overcome these challenges?
8. How did you feel after working on the task?

## Abstraction (30 minutes)

### **Note to Facilitator:**

*Discuss the following to deepen teachers' understanding of the development of an ICT-enhanced multigrade daily lesson plan. (Refer to Appendix 1–4)*

1. Materials needed for the development of MG-DLP such as the BOW, Prototype MG-DLP and ICT Resources.
2. The process of developing a multigrade daily lesson plan that includes the following:
  - a. Parts of the multigrade daily lesson plan
  - b. The icons used in the lesson plan
  - c. Grouping techniques
3. Teaching and learning with information and communications technology
4. MG-DLP development checklist

**Application** (60 minutes)

A. Writing an ICT-enhanced MG-DLP (60 minutes)

Refer to the copy of the template in Appendix 2 of Session 5. This will serve as your guide in developing your ICT-enhanced MG-DLP. The template is designed according to the grade level combinations: Grades 1, 2, and 3; Grades 3 and 4; and Grades 4, 5 and 6. Change the grade level combination indicated on top of the page according to the levels you will write. Using the BOW or the K to 12 Curriculum, prepare a daily lesson plan for your class making use of appropriate and relevant ICT tools/materials. Choose the learning area and the topic that you would like to develop.

B. Simulation: Accomplishing the Self-Evaluation form on the prepared MG-DLP and giving of technical assistance by the facilitator/school head (10 minutes)

C. Assess the quality of the ICT-enhanced MG-DLP you have prepared with your facilitator/school head. Use the checklist. (Appendix 4)

**Reflection** (5 minutes)

Tick the column of your answer. Give the reason for your answer.

Level	Question	Yes	No	Reason for Your Answer
Cognitive	Does my lesson plan address the needs of learners?			
	Does my lesson plan help improve the learners' performance?			
	Do I have enough knowledge in designing an ICT-enhanced MG-DLP?			
Affective	Do I appreciate the innovation applied in designing MG-DLP?			
Psychomotor	Do I consider that the lesson plan I prepared is ICT-enhanced?			

**Closure** (5 minutes)

Share your idea on this quote.

“Educational technology is not, and never will be transformative on its own...computers cannot replace teachers – teachers are the key to whether technology is used appropriately and effectively.”

–Carlson and Gadio, 2002

## Appendix 1

### Materials Needed for the Development of the MG–DLP

<b>Materials</b>	<b>Description</b>
Budget of Work	<ul style="list-style-type: none"><li>• The BOW contains the K to 12 competencies and suggested teaching and learning activities and assessment tasks in which teachers can use in preparing the Multigrade lesson plan exemplar.</li></ul>
Prototype ICT-enhanced MG-DLP in different learning areas and grade combinations	<ul style="list-style-type: none"><li>• The ICT-enhanced Multigrade Daily Lesson Plan (MG-DLP) exemplar is a ready-made prototype detailed daily lesson plan aligned with the K to 12 Curriculum. ICT materials are integrated in the teaching and learning activities. It serves as a resource guide for teachers in teaching a class of two (2) or three (3) different grade levels. Grouping techniques are also emphasized in each lesson to guide teachers in maximizing the use of time in managing the class.</li></ul>
ICT Tools	<ul style="list-style-type: none"><li>• These tools include hardware and software materials that can be used to enhance the delivery of the lesson.</li></ul>

## Appendix 2

### Process of Developing MG-DLP

Parts of an MG–DLP	Description
1. Lesson Objectives (Layunin ng Aralin)	<ul style="list-style-type: none"> <li>• Statements that describe what the learners are expected to learn by the end of the lesson</li> </ul>
2. Subject Matter (Paksang Aralin)	<ul style="list-style-type: none"> <li>• The information or ideas that are discussed or dealt with in a lesson</li> </ul>
3. Teaching and Learning Resources (Mga Kagamitan sa Pagtuturo)	<ul style="list-style-type: none"> <li>• Text-based and non-text-based teaching and learning resources to be used in preparing the MG-DLP and learner’s materials</li> </ul>
4. Procedure (Pamamaraan)	<ul style="list-style-type: none"> <li>• The teaching and learning process where differentiated and learner-centered activities are introduced to ensure effective and efficient delivery and development of the lesson</li> </ul>
<p><b>Icons</b></p> <p><b>T Direct Teaching</b> The teacher is directly teaching or assessing the group/grade.</p> <p><b>G Group Activity</b> The group/grade is having a group work with less monitoring and supervision by the teacher.</p> <p><b>I Individual Activity</b> The children are doing individual/ independent activity all at the same</p>	<ul style="list-style-type: none"> <li>• The letter icons are used to prompt the teachers when to move from one grade level to another or from one activity to the next. They are placed on the right side of each column to signal the flow of the teacher’s movement from the start of the lesson to the end</li> </ul>

<p>time with minimal guidance and monitoring of the teacher.</p> <p><b>A Assessment</b></p> <p>The whole class/grade is doing an assessment activity.</p>	
<p><b>Teaching-Learning Activities</b></p>	
<p><b>Grouping Structures</b></p> <ul style="list-style-type: none"> <li>✓ Whole Class</li> <li>✓ Mixed Ability Groups</li> <li>✓ Ability Groups</li> <li>✓ Friendship Groups</li> <li>✓ Grade Groups</li> <li>✓ Friendship Groups</li> <li>✓ Combination of Structures</li> </ul>	<ul style="list-style-type: none"> <li>• Group structures are used to guide the teacher in facilitating and managing a multigrade class and in maximizing the use of instructional time for the class as the teacher shifts from one grade level to another.</li> </ul>
<p>Remarks (Puna)</p>	<ul style="list-style-type: none"> <li>• To know if the percentage of passing and the objectives were met</li> </ul>
<p>Reflection (Pagninilay)</p>	<ul style="list-style-type: none"> <li>• Insights, observations, and comments</li> </ul>

## Appendix 3

### Teaching and Learning with Information and Communication Technology (ICT)

Teaching and learning with ICT can be broadly defined as a process of using any ICT resources including information on the web, multimedia programs in CD-ROMs, learning objects, or other tools to enhance student learning. (Williams, 2003)

#### Why ICT in Education?

- The rapidly growing usage of technology in today's world is pushing teachers to consider the integration of ICT into the classroom.
- ICT can be used as a tool for motivating learners to learn differently.
- ICT can be effective and efficient.
- ICT gives learners immediate access to richer sources materials.
- It can be dynamic and interactive.

#### Characteristics of ICT Integration Approach

- Learner-centered curriculum-related task
- Tasks that are open-ended to support problem-solving and critical thinking
- Contextualized activities
- Task that develops collaborative group skills
- Enhance and stimulate thinking around issues presented in the lessons
- Provide opportunities for knowledge application within real-life contexts

#### Advantages of Using ICT in Lessons

- Increased commitment to learning tasks
- Enhanced enjoyment and interest in learning
- Increase in self-directed learning and independence
- Getting a lot of information and ideas
- Increased motivation to stay on work, behave better and produce quality output
- Learn more independently at their own pace
- Do more work and work more quickly

<https://www.slideshare.net/Vijirayar/information-and-communication-technology-in-education-57360802>

## **Implications of Integrating ICT in Teaching and Learning**

- ICT helps to provide interactive learning competencies.
- It provides opportunities to make learning more fun and enjoyable.
- It encourages more active participation in the learning process.
- It makes teaching more effective.
- It aids in the understanding of difficult concepts and processes.
- It increases knowledge retention.
- It stimulates and motivates pupils to learn.
- It makes learning interesting and meaningful.
- It caters to the different learning styles, interests, and needs.
- It aids in collaboration and group work.

## **Advantages for the Learner**

- Learners can develop essential life skills, e.g. critical thinking, collaborating, solving problems, communicating, etc.

## **Advantages for the Teacher**

- Teachers can use different software applications or trusted online resources to enhance the traditional ways of teaching and to keep learners more engaged.
- Teachers can use a lot of time in teaching.
- Teachers can improve their knowledge and skills in collaborating and sharing knowledge with other teachers.

## Appendix 4

### MG-DLP Development Checklist

Criteria	Yes	No	Remarks
<b>A. Content</b>			
1. Lessons are aligned with standards and competencies			
2. A manageable number of competencies are being addressed (3–4 per lesson)			
3. Lesson content and activities are appropriate for each grade level			
4. Content is relevant and meaningful to learners: <ul style="list-style-type: none"> <li>• accurate</li> <li>• contextualized, where appropriate</li> <li>• relevant to real-life experiences of learners</li> <li>• inclusive and culturally appropriate</li> </ul>			
5. Content addresses appropriate cognitive process dimensions for each grade			
6. Content reinforces positive Filipino attitude, behavior, values, and habits such as respect for diversity, peace, and responsibility			
7. Content addresses differentiation and includes activities for mastery of learning			
8. Graphics/Illustrations are properly labeled and are aligned with the text			
9. Illustrations are: <ul style="list-style-type: none"> <li>• age-appropriate</li> <li>• culture and gender-inclusive</li> <li>• inclusive of students with disabilities</li> </ul>			
<b>B. Language</b>			
10. Lessons are written and easy for teachers to understand			
11. Free from errors in spelling and grammar			
12. The language used in lessons is appropriate for age/cognitive levels of learners			

Criteria	Yes	No	Remarks
<b>Teaching-Learning Activities and Strategies</b>			
13. Lesson objectives are congruent with the learning and assessment activities			
14. The teaching-learning activities use a balance of learner-centered activities and explicit teaching			
15. Instructional procedures are easy to follow			
16. Icons are placed next to each activity to guide the teacher on the activity to do			
17. Learning activities encourage students to participate actively in the lessons			
18. Relevant worksheets and rubrics are attached			
19. Activity sheets for students can be easily photocopied or reproduced			
<b>Integration of ICT Resources</b>			
20. The purpose of selecting the ICT tools/materials was appropriate to the content and learning strategies			
21. The integration of ICT tools/materials was relevant and supported the difficult part of the lesson			
22. The ICT tools/materials were effectively used in some parts of the lesson in every grade level			
23. The ICT tools/materials bridge and strengthen learners' prior knowledge to build new knowledge			
24. The ICT tools/materials optimize interactive and meaningful learning experience and stimulate learners' interest and collaboration			
25. The ICT tools/materials address or support the diversity of learners			
26. The integration of ICT resources ensures to facilitate the teaching and learning process			

Criteria	Yes	No	Remarks
<b>Assessment</b>			
27. Formative assessment activities were evident in the lessons and were aligned with the curriculum standards and competencies			
28. Formative assessment activities were designed to cater to the different cognitive abilities of students in each grade level			
29. Formative assessment activities used a range of assessment methods-observation, talking to learners, analyzing learner's products and test			
<b>Other Factors</b>			
30. The DLP shall employ the different grouping structures to effectively manage the entire class and provide an opportunity for every pupil to participate in learning objective			



**Session  
7**

## **Demonstrating the Multigrade Daily Lesson Plan and Giving Feedback**

### **Overview**

Demonstration teaching is the actual execution and effective delivery of the lesson vis-à-vis the Multigrade Daily Lesson Plan (MG-DLP) where teaching and learning processes and learning assessment shall take place in a multigrade way. Hence, it shows evidently on how the demonstration teacher handles multigrade classes in one setting but of different activities and level of difficulties appropriate to the diversity of learners. It also shows how she/he shifts a class in one grade level to another grade level.

This session is designed to enhance your knowledge, skills, and competencies on demonstration teaching in a multigrade way utilizing the teacher-made MG-DLP found in session 6. This may also provide you an avenue to evaluate the execution of the teacher-made MG-DLP. Hence, you are empowered to give feedback for professional development.

Moreover, you can utilize experiential learning activities (4A's – Activity, Analysis, Abstraction, and Application) to present or run the whole session. In giving feedback on demonstration teaching vis-à-vis the teacher made MG-DLP, you can utilize the MG-COT and Classroom Coaching Dialogue Form.

### **Objectives**

1. To execute and demonstrate the teacher-made MG-DLP
2. To assess the teaching skills of the demonstration teacher vis-à-vis the teacher-made MG-DLP
3. To provide feedback on the demonstration teaching vis-à-vis the teacher-made MG-DLP for professional development

## Resources

### Materials

- Teacher-made MG–LP
- Session Guide/Tool or Checklist
- Coaching Dialog Form
- MG Classroom Observation Tool
- Classroom Observation Tool (COT) DO 42, s. 2017 RPMS–PPST
- Checklist on the Criteria for the Quality Assurance (QA) of the MG–LP

### Funds

- MOOE Fund
- Local Fund
- SEF

### Duration

- 2 hours

## Procedure

### **Note to Facilitator:**

*Be reminded that the activities and instructions are all suggestive. You are empowered to modify them based on the need of the target participants and the workability of the demonstration lesson.*

### **Activity** (60 minutes)

This is an activity in which the demonstration teacher executes and demonstrates the teacher-made MG–DLP while the observers evaluate the MG–DLP considering these indicators: Lesson Plan/Lesson Organization and Instructional Practices and Strategies such as Lesson Delivery, Use of Instructional Materials/Technology, Support for Diverse Learners, and Learning Assessment.

The activity has three stages: the pre-conference, demonstration teaching, and post-conference.

### **Stage 1: Pre-Conference** (5 minutes)

This is the first stage of the demonstration of the MG-LP in which the demonstration teacher and observers convene before the class starts to come up with an agreement on the purpose of the demonstration teaching and how the observation will be conducted.

In this stage, the observers also orient the teacher on the tools to be used in assessing his/her performance in executing the MG-LP.

### **Stage 2: Demonstration Teaching** (50 minutes)

The demonstration teacher should inform the learners about the observation before the lesson starts. The observers should arrive a few minutes early and be as discrete as possible: sit in the back of the room, focus solely on the observation, and observe the entire lesson and make a detailed descriptive record for the post-observation meeting.

During the demonstration, the teacher and the observers should treat each other with respect.

### **Stage 3: Post-Conference** (5 minutes)

Observers should remember to commend the teacher after the demonstration, like:

- I'd like to commend you for trying your best in teaching.
- Very well said. Congratulations!

Both the teacher and the observers should reflect and discuss what happened in the classroom. Do this under *Analysis*.

### **Analysis** (15 minutes)

Discuss the following:

1. How was your teaching?
2. Which part of the lesson did you enjoy most? Why do you say so? What did you realize afterward?
3. Which part or parts did you find difficulties? Why?
4. What significant insights did you gain from the activity?

**Abstraction** (20 minutes)

1. Present and discuss the results or findings of the demonstration teaching based on the assessment tools used. Do this using a slide presentation.
  - Multigrade Classroom Observation Tool Checklist (MGS–ME Manual)
  - Multigrade Coaching Dialogue Form (MGS–ME Manual)
2. Based on your assessment of your demo teaching, what do you think you still need to improve on?

**Application** (5 minutes)

- Gather all feedback and suggestions generated from the assessment tools and review.
- Based on the feedback, enhance, improve, or make innovations to strengthen your teaching skills. Apply these skills in your everyday teaching and continually assess yourself.

**Reflection** (5 minutes)

Have participants complete the self-reflection chart below.

I realized that	
I need to unlearn	
I need to improve/continue	

**Closure**

*Develop a passion for learning. If you do, you will never cease to grow.*

—Anthony J. D’Angelo

## Appendix 1

### MULTIGRADE CLASSROOM OBSERVATION TOOL

(Adapted from MGS–MES Manual)

Date: \_\_\_\_\_ Time Started: \_\_\_\_\_ Time Finished: \_\_\_\_\_

Subject/Learning Area and Grades: \_\_\_\_\_

Language of Instruction Used: \_\_\_\_\_

Observer: \_\_\_\_\_

Teacher Observed: \_\_\_\_\_ Observation Focus: \_\_\_\_\_

Area of Observation	Grade		Grade		Grade		Grade		Remarks
	E	NE	E	NE	E	NE	E	NE	
<b>I. Lesson Plan/Lesson Organization:</b> The best way to examine preparatory activities in a Multigrade setting is by looking at the teacher’s lesson plan. Examine this according to the target objectives, flow of activities, and instructional support for diverse learners.									
<b>1. Prepares a Multigrade Lesson Plan using:</b>									
• Daily Lesson Log (DepEd template/ lesson outline)									
• Daily Lesson Plan (DepEd detailed lesson exemplar)									
• Integrated Daily Lesson Plan									
• Multigrade Lesson Plan (Teacher-made)									
• Multigrade Budget of Work									
• K to 12 Curriculum Guide									
<b>2. States lesson plan objectives:</b>									
• In behavioral terms									
• For each grade level									
• Appropriately according to the experiences and capabilities of the learners									

Area of Observation	Grade		Grade		Grade		Grade		Remarks
	E	NE	E	NE	E	NE	E	NE	
<b>3. Sets teaching and learning activities that are:</b>									
• Aligned with the objectives of the lesson									
• Adequate for each grade level to achieve the objectives									
• Presented in a logical sequence									
• Using ICT-based resources									
<b>4. Prepares lessons that that are adapted to the specific context of the learners and are differentiated according to:</b>									
• Each grade level									
• The needs/abilities/interests of pupils across grade levels (literacy level, cross-age, peer grouping, others)									
• Process (e.g., activities or exercises vary from simple to complex)									
• Product/output (e.g., products or outputs vary depending on the learning competency per grade level)									
<b>5. Sets differentiated assessments that are aligned with the objectives of the lesson, such as:</b>									
• Paper-and-pencil test									
• Oral recitation									
• Performance-based assessment									
• Project-based assessment									
• Peer assessment									
• Pupil Self-Assessment									
• Portfolio Assessment									
• Others, please specify									
<b>6. Provides for differentiated assignments/agreements (home-stretched activities) according to:</b>									
• Grade levels									

Area of Observation	Grade		Grade		Grade		Grade		Remarks
	E	NE	E	NE	E	NE	E	NE	
• Abilities (e.g., cognitive, skills)									
• Interests									
• Needs									
• Ethno-linguistic groups									
• Others, please specify									
<b>7. Covers the appropriate content in the curriculum</b>									

**Rating Guidelines:** Use the following rubric in assessing each observation area by marking the item with 4, 3, 2, 1 for each corresponding grade level.

4	3	2	1
Very evident throughout the class session	Evident during most, but not the whole, of the class session	Evident during a limited portion of the class session	Not evident to any degree during the class session

Area of Observation	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Remarks
---------------------	------	------	------	------	------	------	---------

**II. Instructional Practices and Strategies:** This section focuses on Multigrade instructional delivery, use of instructional materials/technology, ways to support diverse learners, and forms of assessment that were evident during the observation.

**A. Lesson Delivery**

1. Uses language that the pupils understand							
2. Reviews pre-requisite skills/ concepts							
3. Demonstrates command of the subject matter							
4. Provides accurate and updated content/concept							
5. Builds on pupil's prior learning							
6. Engages and sustains learners' interest through use of meaningful activities							
7. Contextualizes the lesson according to pupils' background							

<b>4</b>	<b>3</b>	<b>2</b>					<b>1</b>	
Very evident throughout the class session	Evident during most, but not the whole, of the class session	Evident during a limited portion of the class session					Not evident to any degree during the class session	
Area of Observation		Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Remarks
8. Uses appropriate examples that are relevant to pupils' experience								
9. Initiates activities that promote "learning by doing"								
10. Integrates across subject areas (e.g., language, literacy skills, values, others)								
11. Presents lessons in a logical manner								
12. Asks questions within the level of pupil's understanding								
13. Asks questions requiring varying levels of thinking (e.g. literal, inferential, evaluative, application, etc.)								
14. Responds to pupils' questions and comments for a deeper understanding of the lesson								
15. Gives clear directions for differentiated activities								
16. Speaks clearly with a modulated voice								
17. Gives equal to boys and girls in each grade level								
18. Uses ICT-based activities that facilitate learning								
<b>B. Use of Instructional Materials/Technology</b>								
1. Writes clearly and legibly on the board								
2. Uses local resources in materials production								
3. Uses helpful instructional technologies (e.g., ICT-based learning, etc.)								
4. Supports the lesson using appropriate instructional materials (e.g., visual aids, flash cards, charts, etc.) for diverse learners								
5. Provides varied learning resources according to pupils' level (e.g., MG learning materials, textbooks, concrete materials, story books)								

<b>4</b>	<b>3</b>	<b>2</b>					<b>1</b>	
Very evident throughout the class session	Evident during most, but not the whole, of the class session	Evident during a limited portion of the class session					Not evident to any degree during the class session	
Area of Observation		Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Remarks
6. Demonstrates use of innovative teaching/learning resources								
7. Creates new and different learning experiences through technology use, such as:								
a. Learning stations that may have elements of ICT-based resources								
b. Interacting with information in a meaningful way, e.g.,: (1) learning from other people, students would otherwise not have been able to (e.g., videos of subject matter/topic experts); (2) virtual field trips; and (3) use of virtual manipulatives, (e.g., for lessons on perimeter, area)								
c. Creating and sharing information/knowledge with others which may not be regularly done								
<b>C. Support for Diverse Learners</b>								
1. Paces the lessons appropriately to meet specific needs and difficulties of the learners								
2. Adjusts oral or written questions for students with different needs								
3. Utilizes activities that are relevant to the pupil's level and background								
4. Addresses the needs of both boys and girls in different grade levels								
5. Shifts classes, when necessary to cater to the needs of the other class (e.g., road mapping)								
6. Provides appropriate support (remediation/enrichment) during class that address:								
a. Varying ability levels (e.g., basic/fast learners)								
b. Interests and experiences								

<b>4</b>	<b>3</b>	<b>2</b>					<b>1</b>	
Very evident throughout the class session	Evident during most, but not the whole, of the class session	Evident during a limited portion of the class session					Not evident to any degree during the class session	
Area of Observation		Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Remarks
c. Linguistic, cultural, socio-economic and religious backgrounds								
d. Disabilities (e.g., physically disabled, deaf)								
e. Giftedness								
f. Pupils from indigenous groups								
g. Pupils in difficult circumstances (e.g., geographic isolation, chronic illness; displacement due to armed conflict, urban resettlement, or disasters; child abuse and child labor practices)								
7. Utilizes differentiated tasks and activities for varied grade levels through:								
a. Flexible grouping								
b. Tapping on pupil's learning preferences (e.g., auditory/visual/tactile activities, provision for those who need to move around while learning)								
c. Anchoring activities: activities that pupils may do at any time (e.g., problem to solve, journal to write, project to work on)								
d. Tiered activities (series of related activities that increase in difficulty)								
e. Learning center activities that take into account different pupils' abilities and level of readiness								
f. Independent and shared study projects								

<b>4</b>	<b>3</b>	<b>2</b>					<b>1</b>	
Very evident throughout the class session	Evident during most, but not the whole, of the class session	Evident during a limited portion of the class session					Not evident to any degree during the class session	
Area of Observation		Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Remarks
<b>D. Learning Assessment</b>								
1. Provides appropriate formative assessments that are aligned to the learning objectives for each grade level								
2. Affirms or commends correct responses by:								
a. giving general feedback (e.g., Very Good!)								
b. giving specific feedback (e.g., Good job for following directions.)								
3. Provides specific and useful feedback for an incorrect, incomplete, or non-response (e.g., You need to review the verb you used.)								
4. Provides timely and appropriate feedback to pupils' response/behavior								
5. Gets feedback from the pupils regarding how well they understand the lesson (e.g., asking if there are clarifications)								
6. Elicits a pupil-stated generalization (learning insight) at the end of the lesson								
7. Uses assessment strategies to address diverse learners according to:								
a. Grade Levels								
b. Abilities (e.g., cognitive, skills)								
c. Interests								
d. Needs								
e. Ethno-Linguistic Groups								
f. Others, please specify								

<b>4</b>	<b>3</b>	<b>2</b>					<b>1</b>	
Very evident throughout the class session	Evident during most, but not the whole, of the class session	Evident during a limited portion of the class session					Not evident to any degree during the class session	
Area of Observation		Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Remarks
8. Uses varied forms of assessment. Mark which of the following is used:								
a. Paper and pencil								
b. Oral recitation								
c. Performance-based assessment								
d. Project-based assessment								
e. Peer assessment								
f. Pupil Self-Assessment								
g. Portfolio Assessment								
h. Others, please specify								
<b>III. Learner Response and Behavior</b>								
1. Demonstrates interest/engagement in class tasks								
2. Listens to the teacher's or classmates' ideas								
3. Asks questions for clarification								
4. Expresses ideas during class discussions								
5. Performs learning tasks with some levels of independence while the teacher is working with other groups								
6. Willingly takes part as a team member in collaborative work								
7. Shows understanding of the lesson through different forms of accomplished outputs (e.g. worksheet, group chart, etc.)								
8. Demonstrates healthy competition in classroom interactions								

<b>4</b>	<b>3</b>	<b>2</b>					<b>1</b>	
Very evident throughout the class session	Evident during most, but not the whole, of the class session	Evident during a limited portion of the class session					Not evident to any degree during the class session	
Area of Observation		Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Remarks
<p><b>IV. Classroom Environment and Culture:</b> This refers to the effectiveness of the teacher in creating a classroom conducive to learning by planning the use of classroom space, carrying out multiple lessons at the same time, using class time efficiently, and establishing norms of behavior.</p>								
<b>A. Classroom Structure</b>								
1. Uses the classroom space to facilitate various forms of flexible seating arrangements for different pupil activities such as: <i>(Observer may draw the classroom layout when necessary)</i>								
a. For whole class: teach all grades together								
b. By grades: teach one grade while others work independently								
c. By level of task difficulty: Teach one subject for all levels with varying levels of difficulty								
d. For independent work								
e. For groupings according to some criteria (e.g., by ability, interest, pupil's choice, etc.)								
2. Organizes the room so that learning materials and resources are readily available and accessible to pupils								
<b>B. Classroom Culture</b>								
1. The teacher:								
a. Responds positively and sensitively to pupils								
b. Shows fairness in dealing with learners								
c. Shows equal attention to boys and girls in each grade level								
d. Responds appropriately to non-engaged learners								
e. Shows respect, love and care for pupils as human beings								

<b>4</b>	<b>3</b>	<b>2</b>					<b>1</b>	
Very evident throughout the class session	Evident during most, but not the whole, of the class session	Evident during a limited portion of the class session					Not evident to any degree during the class session	
Area of Observation		Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Remarks
f. Projects respectful and caring attitude toward pupils								
g. Demonstrates passion for teaching								
2. The pupils:								
a. Show respect to the teacher and classmates								
b. Appear to be joyful and pleasant								
c. Get along well with each other								
<b>C. Classroom Management</b>								
1. Uses positive discipline in the classroom								
2. Sets standards of pupils' behavior in class								
3. Establishes class rules to facilitate the management of pupils' behavior and conduct of class activities in different grade levels								
4. Ensures that pupils follow routine and procedures to maximize instructional time for whole class activities and differentiated tasks (e.g., able to finish the target learning objectives on time)								
5. Practices flexibility in terms of time management								
6. Makes pupils in different grades/groups adopt a self-/peer-checking mechanism to instill discipline								
<b>V. Remedial/Enrichment Activities:</b> Each pupil in a multigrade class is different in terms of ability and the teacher's role is to facilitate the optimum development of each learner. This section refers to the provision of additional support for pupils outside class hours, when necessary.								
1. Provides supplemental activities to address the needs of the following learners:								
a. Pupils with varying ability levels (e.g., basic/fast learners)								

<b>4</b>	<b>3</b>	<b>2</b>					<b>1</b>
Very evident throughout the class session	Evident during most, but not the whole, of the class session	Evident during a limited portion of the class session					Not evident to any degree during the class session
<b>Area of Observation</b>							
	<b>Gr 1</b>	<b>Gr 2</b>	<b>Gr 3</b>	<b>Gr 4</b>	<b>Gr 5</b>	<b>Gr 6</b>	<b>Remarks</b>
b. Pupils of both genders (according to strengths, interests, and experiences)							
c. Pupils from different linguistic, cultural, socio-economic and religious backgrounds							
d. Pupils with disabilities (e.g., physically disabled, deaf)							
e. Gifted pupils							
f. Pupils in difficult circumstances (e.g., geographic isolation, chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices)							
g. Pupils from indigenous groups							
If evident, enumerate the nature of supplemental activities (e.g., practicing skills, giving of assignments)							
2. Utilizes effective supplemental activities							

For the scoring, get the total score per area of observation divided by the number of indicators to get the weighted average.

<b>Score</b>	<b>Description</b>
3.01 – 4	Highly proficient
2.01 – 3	Proficient
1.01 – 2	Moderately proficient
1 and below	Beginner

## Appendix 2

### COACHING DIALOGUE FORM

Date: \_\_\_\_\_

Observation Focus	Area to Work On	Suggested Plan
I. Lesson Plan/Lesson Organization		
II. Instructional Practices and Strategies		
A. Lesson Delivery		
B. Use of Instructional Materials/ Technology		
C. Support for Diverse Learners		
D. Learning Assessment		
III. Learner Response and Behavior		
A. Interaction between the teacher and learner		
B. Interaction between the learner and learner		
C. Interaction between the learner and instructional materials		
IV. Classroom Environment and Culture		
A. Classroom Structure		
B. Classroom Culture		
C. Classroom Management		
V. Remedial/Enrichment Structure		

Guide Questions:

1. Which part of the lesson did you find most interesting to your learners?
2. Which part of the lesson did you find difficult to deliver?

Teacher's Comments: \_\_\_\_\_

Observer's signature: \_\_\_\_\_

Teacher's signature: \_\_\_\_\_



## Module 3

# The Integrated Multigrade Lesson Plan

**Session 8: A Walkthrough of the Integrated Multigrade Lesson Plan**

**Session 9: Steps in Preparing an Integrated Multigrade Lesson Plan**

**Session 10: Designing an ICT-Enhanced Integrated Multigrade Lesson Plan**

**Session 11: Demonstrating the Integrated Multigrade Lesson Plan and Giving Feedback**





**Session  
8**

## **A Walkthrough of the Integrated Multigrade Lesson Plan**

### **Overview**

This session guide is designed to introduce the specific features of the Integrated Multigrade Lesson Plan (IMG-LP) to be used in teaching multigrade classes. It is expected that multigrade teachers will gain a common understanding of the content and utilization of the IMG-LP. Thematic-based integration was employed in the development of the IMG-LP exemplars anchored on the MG-BOW. Moreover, this is specifically designed to cater to the needs of multigrade teachers to effectively facilitate the teaching-learning process and to ensure the achievement of higher learning outcomes.

### **Objective**

1. To orient multigrade teachers with the content, features, and processes involved in the development of the IMG-LP
2. To examine the features and the connection of one grade level to the other

### **Resources**

#### **Materials**

- Copy of IMG-LP Exemplars
- Individual Task Card No. 1
- Hat or any object that will serve the same purpose
- Any upbeat music
- Audio/Video Equipment
- Presentation slides of the Features of the IMG-LP

#### **Fund Source**

- MOOE

#### **Duration**

- 2 hours

**Note to Facilitator:**

- *Prepare the venue and all the needed materials before the conduct of the LAC session.*
- *Make sure that the MG teachers have a copy of the IMG–LP with them before going to the venue. The LAC Facilitator is expected to have the same copy of the IMG–LP.*

**Procedure** (with Facilitator)**Priming Activity** (10 minutes)**Game:** Pass the Hat

Instruct the multigrade teachers to form a circle. Explain the mechanics of the game as stated below.

Directions: As the music plays, each of the participants will pass the hat containing different words in a counterclockwise direction. As the music stops, the one holding the hat will pick a word and will define or explain it using prior knowledge.

Below are the words to be placed inside the hat:

- |                 |                |
|-----------------|----------------|
| a. Integration  | c. Assessment  |
| b. Competencies | d. Culmination |

Ask the MG teachers the following questions related to their current MG practices.

1. What are your experiences in preparing your MG–LP?
2. Can you think of another way of preparing your LP that will save your time and effort? How?

**Activity** (35 minutes)

1. Group the MG teachers into three for the walkthrough activity.
  - Group 1 – Grades 1, 2, and 3 (Health Education—Healthy Practices in School)
  - Group 2 – Grade 3 and 4 (Arts and Culture—Festivity)
  - Group 3 – Grades 4, 5, and 6 (Climate Change—*Kahandaan sa Panganib, Sakuna, o Kalamidad sa Pamilya*)
2. Ask the teachers to get a copy of the IMG–LP exemplar assigned to them.

3. Let them discuss among themselves their observations/findings of the IMG-LPs by accomplishing Task Card No. 1 (Appendix 1).
4. Have them present their accomplished task card.

**Analysis** (30 minutes)

Ask the following questions regarding the activity.

1. What have you noticed as you explore the IMG-LP exemplars?
2. How are the different parts of IMG-LP exemplar linked to each other?
3. How are the lessons unfolded from one grade level to another grade level? from one subject to the other subjects?
4. What is the importance of priming? culminating activity? How are they conducted in the IMG-LP?
5. What have you realized in doing the activity?

**Abstraction** (25 minutes)

Present a short lecture (slide presentation) emphasizing the following key concepts:

- Features of the IMG-LP exemplars
- Significance of the “theme” in preparing the IMG-LP

**Application and Reflection** (15 minutes)

Have the teachers complete the Pledge of Commitment.

**Pledge of Commitment**

After the session on the walkthrough of the IMG-LP, I realized that \_\_\_\_\_ and do promise to use my learnings in preparing IMG-LPs. Moreover, I will work for the betterment of my service to MG learners.  
So help me GOD!

\_\_\_\_\_  
Signature over Printed Name of the MG Teacher

**Closure** (5 minutes)

- Read and share the quotation below.

“We do not learn from experience... we learn from reflecting on experience.”

—John Dewey

## Appendix 1

### Task Card No.1

Instructions:

1. Look for the different parts/features of the IMG–LP.
2. Answer the different questions regarding the features of the IMG–LP.  
Write it in the table below.

Questions	Responses/Comments/Suggestions
1. Does the theme support the government’s thrust? How?	
2. Is the priming activity appropriate to the different activities in the IMG–LP? How?	
3. Are the learning resources suited to the needs of MG learners? Why?	
4. What teaching-learning strategies/activities are utilized in the IMG–LP?	
5. Are the teaching-learning strategies/activities interrelated to each other? Why?	
6. Does the theme facilitate the development of targeted competencies among grade levels and across subject areas? Why?	
7. When is the best time to use the thematic approach in planning a lesson?	
8. What assessment strategies were employed in the conduct of the culminating activity?	

## Appendix 2

### The Features of the IMG-LP

- It has one common theme that is derived from the thrusts of the government.
- It has one common priming activity that serves as a springboard for the entire lesson.
- It uses a thematic-based approach as a model of integration.
- It has one common culminating activity that assesses all the learning competencies at the end of the lesson.
- The lessons are aligned with standards and competencies set by the Department of Education.
- The number of competencies is manageable.
- The content and activities are appropriate for each grade level.
- The content is relevant and meaningful to learners.
- The content reinforces positive Filipino values.
- The content addresses differentiation.
- The illustrations are properly labeled and aligned with the text.
- The lessons are written simply and clearly.
- There is a seamless transition or shifting of lesson from one grade level to the other.
- The instructional procedures are easy to follow.
- The icons are placed next to each activity and to guide the teacher.
- The learning activities encourage learners to participate actively in the lessons.
- Relevant worksheets and rubrics are attached.
- Activity sheets for learners can be easily photocopied or reproduced.
- Formative assessment activities are evident and aligned with curriculum standards and competencies.
- Formative assessment activities are designed to cater to different cognitive abilities of learners in every grade level.

The IMG-LP was crafted using the diagram below as guide.

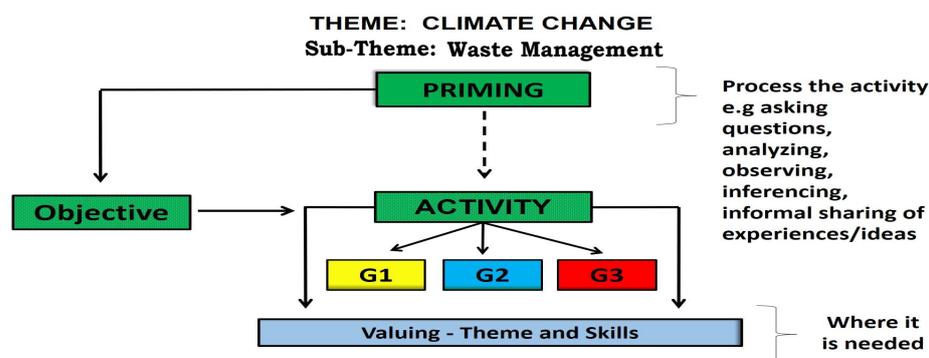


Figure 1: Concept Map of the Integrated Multigrade Lesson Plan



**Session  
9**

## Steps in Preparing an Integrated Multigrade Lesson Plan

### Overview

This session guide was designed to equip teachers with the step by step processes of preparing an integrated multigrade lesson plan (IMG-LP) as well as enhance teachers' competence on its utilization in multigrade instruction.

Teaching in a multigrade class can be very challenging especially for those teaching in the multigrade for the first time. Some issues that these teachers encounter include maximizing pupils' potentials across grade levels and managing the efficient use of instructional time in handling two to three grade levels or more. Another crucial point is the limited time in covering all the competencies of each learning area in a given quarter. To lessen this dilemma, the IMG-LPs were developed to help teachers manage their instructional time through the integration of contents and skills across learning areas using a particular theme. These have unique features designed to help multigrade teachers respond to the challenges of teaching multigrade classes.

### Objectives

1. To identify the steps in preparing an IMG-LP
2. To develop a concept map in preparing an IMG-LP
3. To gain a better understanding of the processes of preparing an IMG-LP

### Resources

#### Materials

- Copy of MG-BOW
- Copy of IMG-LP exemplars
- Activity sheets
- Slide presentation

## Funds

- School MOOE

## Duration

- 2 hours

Note to Facilitator:

*Prepare the needed materials before conducting the LAC session.*

*Make sure that the participants have a copy of MG-BOW, MG-DLP, and IMG-LP exemplars.*

## Procedure

### Priming Activity (20 minutes)

1. Provide MG teachers with copies of MG-DLP and IMG-LP exemplars used in their assigned class. Let them go over the contents of the materials.
2. Let them accomplish the table below to show their observations in the two types of multigrade lesson plans.

<b>Elements</b>	<b>MG-DLP</b>	<b>IMG-LP</b>
Grade Level		
Learning Areas		
Competencies		
Learning Activities		
Assessment Tasks/Activities		
Other Observations		

3. Let them present their observations. Discuss their outputs highlighting the instructional approach used in each type of lesson plan. Emphasize the use of an integrated approach in preparing the IMG-LP.

**Activity** (50 minutes)

1. Have participants share their experiences about concept mapping in teaching a multigrade class.
2. Ask the following after the sharing:
  - Are you familiar with a concept map?
  - What is a concept map?
  - Have you tried to use a concept map in your classroom instruction? How do you use it? How important is it in your teaching?
3. Distribute these task cards one at a time.
  - Task Card 1: Concept Mapping on a Specific Theme (Climate Change)
  - Task Card 2: Mapping out Across Learning Areas
  - Task Card 3: Mapping out Across Competencies

**Task Card No. 1**

Directions: Design a concept map using the theme “Climate Change.” Provide ideas as many as you can in relation to the theme.

Climate  
change

### Task Card No. 2

Directions: Identify at least three sub-themes from your concept map in Task Card 1. Indicate the learning area by checking where the sub-theme can be integrated.

Sub-theme	Learning Areas								
	EsP	Eng	Fil	AP	Math	MTB	Sci	EPP	MAPEH
1.									
2.									
3.									

#### Analysis 1

1. What learning areas can be integrated into each of the identified sub-themes or related ideas?
2. How were you able to determine learning areas that can be integrated into a particular sub-theme?
3. What is the implication of this activity in the preparation of multigrade lesson plans?

### Task Card No. 3

Directions: Identify the competencies from the K-12 Curriculum Guide under each grade level that are related to the identified sub-theme found in Task Card 2. Use only the code for the competencies found in the CG.

Note to the Facilitator: *Provide individual activity sheet for each sub-theme.*

Sub-theme 1: _____		Quarter: _____				
Learning Areas (for integration)	Competencies					
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
e.g., English, Math, Science, AP						

Sub-theme 2: _____		Quarter: _____				
Learning Areas (for integration)	Competencies					
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
e.g., English, Math, Science, AP						

Sub-theme 3: _____		Quarter: _____				
Learning Areas (for integration)	Competencies					
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
e.g., English, Math, Science, AP						

## Analysis 2

1. What insights can be learned from this activity?
2. What is the implication of integrating competencies in teaching?
3. How does the integration of competencies improve the development of skills across learning areas and grade levels?

### Abstraction (25 minutes)

Provide a brief lecture on the following using presentation slides.

- Integration Approach Models
- Multigrade Integrated Teaching Process
- Processes in Preparing an IMG-LP

The processes involved, i.e., from concept mapping and integration of themes and sub-themes within and across learning areas and across grade levels (which will be the basis for curriculum matrix crafting), are important in the preparation of integrated multigrade lesson plans.

### Application (20 minutes)

#### **Note to Facilitator:**

*Provide the teachers with copies of IMG-LP exemplars on Health Education.*

Directions: Fill out the template to make an IMG-LP (see Appendix 1).

### Reflection (5 minutes)

- Think of an object or a symbol that represents your learnings from this session and share it with your co-teachers.
- How do you see the value of using the thematic approach in preparing a lesson plan for multigrade teaching?

### Closure

Present the quotation below to the participants. Have them read it orally.

Connections can empower people.

It can ease the burden of work.

It can create awareness of unity through a common goal.

—Mamara

## Appendix 1

Directions: Study the IMG–LP exemplar on Health Education. Plot the appropriate information for each box.

	<b>Theme:</b> _____ <b>Sub-theme:</b> _____		
	<b>Grade</b> ____	<b>Grade</b> ____	<b>Grade</b> ____
<p><b>Procedure</b></p> <p><i>Use these letter icons to show methodology and assessment activities.</i></p> <p><input type="checkbox"/> T Direct Teaching</p> <p><input type="checkbox"/> G Group Activity</p> <p><input type="checkbox"/> I Individual Activity</p> <p><input type="checkbox"/> A Assessment</p>	<p><b>Grouping Structures</b> (tick boxes):</p> <p><input type="checkbox"/> Whole Class <i>Describe the parts of the lesson (for example the introduction), where you may address all grade levels as one group.</i></p> <p><input type="checkbox"/> Mixed Ability Groups    <input type="checkbox"/> Friendship Groups</p> <p><input type="checkbox"/> Ability Groups            <input type="checkbox"/> Combination of Structures</p> <p><input type="checkbox"/> Grade Groups                Other (specify) _____</p>		
	<b>Teaching, Learning, and Assessment Activities</b>		
	<b>PRIMING ACTIVITY</b>		

<b>DAY 1</b> Learning Area Time Allotment Learning Competencies			
<b>DAY 2</b> Learning Area Time Allotment Learning Competencies			
<b>DAY 3</b> Learning Area Time Allotment Learning Competencies			
<b>DAY 4</b> Learning Area Time Allotment Learning Competencies			
<b>DAY 5</b> Culminating Activity Whole Day			



**Session  
10**

## **Designing an ICT-Enhanced Integrated Multigrade Lesson Plan**

### **Overview**

The development of an ICT-enhanced Integrated Multigrade Lesson Plan (IMG-LP) is one of the instructional planning strategies in addressing the needs of managing effective instructional time in Multigrade classes. It is also a tool in improving the teaching-learning process through an integration of content and skills in different learning areas using thematic approach and Information and Communication Technology (ICT). The themes will be taken from the government thrust for basic education namely, climate change; peace education; health education; financial literacy; and culture and the arts.

Integration highlights the relationship of knowledge across learning areas. It assumes that learners learn better when a theme is integrated into the lesson/s because they can make connections out of the different information given. It makes the teaching of content and skills more interesting, meaningful, relevant, and effective because learners can relate their learnings to personal experiences. Moreover, they can apply their learnings to real-life situations.

The emergence of the Fourth Industrial Revolution created a new landscape in the field of education – the use of ICT in every school. Its use supports the effective delivery of integrated lessons by providing opportunities to make learning activities more interactive, attractive, and collaborative. It is presumed that ICT integration aids in the understanding of difficult concepts and processes, and improves learning engagement and knowledge retention.

In this session, you are expected to design and write an IMG-LP using thematic approach with the integration of ICT across learning areas and grade levels.

## Objectives

1. To design an ICT-enhanced Integrated Multigrade Lesson Plan Exemplar for a class of two or three grade levels
2. To identify appropriate ICT tools and resources that can be integrated in the IMG-LP
3. To describe the importance of selecting and utilizing appropriate ICT tools and materials to augment the delivery of an IMG-LP

## Resources

### Materials

- Budget of Work (BOW)
- Concept Map (*Use the concept map you constructed in Session 9*)
- Task Card 2: Appropriate ICT Tools and Resources for Integration
- Task Card 3: Basic Steps for Designing IMG-LP
- Task Card 4: Writing an IMG-LP
- Evaluation Tool for IMG-LP

### Fund

- MOOE

### Duration

- 4 hours

## Procedure

### Priming Activity (15 minutes)

- A. Let us determine the learning you have gained from the previous sessions. Reflect on the following using the LW chart.

Task Card 1		
Focus	What I Learned	What I Want to Know
Theme/Sub-theme		
Integration Process ( <i>Integration of theme across learning areas</i> )		
Differentiated Activities/Instruction		
ICT Integration/Use of ICT		

Integrated Multigrade Lesson Plan (IMG-LP)		
Concept Map		
Curriculum Matrix		
Culminating Activities		

B. Answer the following questions.

1. What important concepts did you learn from the previous sessions?
2. What other things do you still want to learn?
3. What integration processes are you familiar with?
4. How important is the theme in an integration process?
5. What ICT tools are familiar to you? Is it possible to integrate the use of ICT tools in the integrated lesson plan?

Let us do the next activities to check if our ideas are right regarding the thematic approach in writing the IMG-LP with ICT integration.

**Activity** (85 minutes)

Before doing the activities, let us get acquainted with the steps and salient tools in writing an IMG-LP. The first tool is the Integrated Curriculum Matrix (ICM). Read the features of the ICM.

<b>INTEGRATED CURRICULUM MATRIX</b>	
Definition	A systematic organization of learning competencies and main activities aligned to the theme that serves as a guide in writing an IMG-LP. This includes what will be done, who will do it, and the allotment of time.
Purpose	<ul style="list-style-type: none"> <li>• To identify competencies and learning activities appropriate to the integration of the theme across learning areas and grade levels</li> <li>• To determine teaching-learning activities suitable for ICT integration</li> <li>• To create the best learning experiences that support pupil learning on which learning outcomes are appropriately addressed</li> </ul>
Content	<ul style="list-style-type: none"> <li>• Grade Level Combination</li> <li>• Theme/Sub-Theme <i>(based on the government's thrusts in education)</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Learning Area</li> <li>• Time Allotment</li> <li>• Learning Competencies</li> <li>• Topic/Subject Matter</li> <li>• Main Activity/Activities <i>(Learning activities congruent to the theme and intended skills following the principles of integration and differentiation)</i></li> <li>• Activities with ICT Integration/Kind of ICT tool <i>(Learning activities where ICT can be integrated/the kind of ICT too to be used)</i></li> <li>• Culminating Activity <i>(Performance-based activities done on the fifth day that will give pupils the options on how to express their learning in multiple ways)</i></li> </ul>
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Next, read the steps in designing and writing an IMG-LP. For this purpose, you will examine a sample IMG-LP exemplar.

**Task Card 2** (40 minutes)

Basic Steps in Designing an IMG-LP

Do the following:

1. Examine the sample IMG-LP exemplar (Climate Change 456, Q2W1 – Kahandaan ng Pamilya sa Panganib, Sakuna o Kalamidad). Check for completeness in content as specified in the ICM.
2. Identify the theme (*usually taken from the government’s thrusts for basic education*).
3. Integrate the theme across learning areas and grade levels, taking note of the dominant learning area where the theme will be anchored.
4. Identify the part of the IMG-LP where ICT will be integrated (*ICT tools to be used in the different parts of the lesson such as in the priming activity, developmental activities, or assessment*).
5. Define the instructional strategies and activities to adopt and recognize the learning assessment to use.

After examining the IMG-LP exemplar, identify the appropriate ICT tools or materials that could be used or integrated in the IMG-LP.

**Task Card 3** (45 minutes)

Appropriate ICT Tools and Resources for Integration

Answer the questions below.

1. Is ICT or the use of ICT tools present in the IMG-LP?
2. If yes, are these ICT tools and resources properly and appropriately integrated in the IMG-LP? Why do you say so?
3. If not, in what part of the IMG-LP could you integrate ICT?
4. What do you consider in selecting the appropriate ICT tools to be integrated into the lesson?
5. Why is it important to choose only the ICT tool that is applicable in delivering the lessons?
6. What benefits do teachers and learners get from integrating ICT in the teaching and learning activities?

You will now prepare your ICM. Read the following guidelines to help you make one. You will need the MG–BOW and concept map you crafted in IMG-LP LAC Session 9 as references in writing your ICM. A template is also attached in this guide where you will write your ICM.

### **Guidelines in Making an Integrated Curriculum Matrix**

Fill out the ICM template following the instructions.

1. Indicate the grade level combination and quarter where the learning competencies were harvested.
2. Specify the theme and sub-theme you have selected based on your concept map.
3. Organize the competencies per learning area using the MG–BOW.
4. Determine the dominant learning area where you could anchor the theme.
5. Then, identify the other learning areas where the theme could be linked next. *(In combining learning areas, always take note of the skills and concept to be developed in each learning area.)*
6. Indicate the time allotment for each learning area.
7. Plan for the main activities, assessment, and culminating activity congruent to the theme, learning competencies, and intended skills as products of each learning competency. *(You can use the suggested activities and assessment indicated in the MG–BOW if it is suitable for your learners. If not, you are free to enhance and contextualize it.)*
8. Determine the activities where ICT integration will be possible, ICT tools suited for the activity, and the type/kind of ICT activity.

## Integrated Curriculum Matrix

IMG-LP		Quarter	Grade Level Combination			
Theme:			Sub-Theme:			
Learning Area	Time Allotment	Learning Competencies	Topic/Subject Matter	Main Activities	Activities with ICT Integration	ICT Tool Used
Day 1						
Day 2						
Day 3						
Day 4						
Day 5 Culminating Activity						

**Analysis** (20 minutes)

Answer the following:

1. What challenges did you encounter while preparing your ICM?
2. What guided you in doing the following?
  - a. Integration using the thematic-based approach
  - b. Integration across learning areas and grade levels
  - c. Differentiated activities/instruction
  - d. ICT integration/Use of ICT
3. What is the importance of the ICM in writing/developing the IMG-LP?
4. What activities in the curriculum matrix used or integrated ICT? What kind of ICT was employed?
5. What are the implications in teaching and learning the integration of ICT in the IMG-LP exemplars?
6. What are the limitations of the use or integration of ICT in the teaching and learning process?

**Note to Facilitator:**

*The session will temporarily end here. Remind the participants to bring copies of their MG-BOW, Concept Map, and ICM in the next meeting.*

**Recall** (15 minutes)

Check participants' recall of the lessons that transpired during the first meeting. Ask the following questions:

1. What did you learn from the last meeting that are significant to you?
2. Why do you consider these significant?
3. What is your idea about each of the following?
  - a. Integration by thematic-based approach
  - b. Integration across learning areas and grade levels
  - c. Differentiated activities/instruction
  - d. ICT integration/Use of ICT
4. What is the importance of MG-BOW, Concept Map, and ICM in writing the IMG-LP?
5. What the benefits and limitations of the use or integration of ICT in the IMG-LP activities?

Say: Let us determine if your answers are correct and proper. Listen attentively as I present to you the fundamental and important elements and processes to consider in designing your IMG-LP.

## **Abstraction** (25 minutes)

In designing an IMG-LP, always keep in mind the essential elements and processes to make your lesson plan unique, effective, flexible, and creative. Below are the essential elements to remember when writing an IMG-LP.

- **Integration**

Integration is the process of combining two or more concepts into one lesson. Specifically, these lessons need to cross over learning areas and grade levels while addressing a specific learning competency. With this, you can save instructional time and improve the teaching-learning process.

- **Thematic Approach**

The thematic approach is a way of teaching and learning, whereby learning areas are connected and integrated within a theme. It allows learning to be more natural and less fragmented. It is also an opportunity for the learners to see learning as a connected process that has application to real-life situations.

- **Differentiated Activities/Instruction**

These are activities that are congruent with the theme, competencies, and skills to be developed among learners. Learning tasks should be developmentally appropriate, including the level of difficulty and the type of learning activities for the grade level and the learning needs, interests, capabilities, and cultural background of the learners.

- **ICT Integration/Use of ICT**

It is important to put into consideration the integration of ICT or the use of ICT in multigrade classes because it makes teaching and learning more engaging, attractive, and meaningful to the 21st-century learners who are “digital natives.” It implies that teachers must enhance their competencies in ICT and be familiar with using these tools. ICT includes, but is not limited to, computer hardware and software, digital resources (e.g., books, journals, research reports, and databases in digital form) and digital information/media (e.g., digital images, video, audio, websites, web pages, and social media) that can be used for instruction.

In using ICT, it is important to consider the following:

- purpose of applying ICT tools/materials
- the difficult part of the lesson that can be supported by ICT tools
- available ICT resources
- part of the lesson in each grade level where ICT could be integrated effectively
- ways of optimizing learning experience
- the characteristics of a meaningful ICT tool such as the following:
  - ✓ educational
  - ✓ one that encourages collaboration
  - ✓ supports integration
  - ✓ supports play and learning
  - ✓ leaves the learner in control
  - ✓ transparent and intuitive
  - ✓ avoids violence or stereotyping
  - ✓ supports the development of awareness of health and safety issues
  - ✓ supports parents' involvement

These ICT tools do not become truly meaningful until they are supported by evidence-based high impact teaching strategies.

Further, ICT integration refers to the extent to which information and communication technologies have been adopted into the school environment and the degree of impact on the school's organization and pedagogies. It is the embedding of ICT into teaching and learning environments as a set of tools to create more effective teaching and learning or the use of ICT gadgets in teaching and learning. Positive use of ICT means responsible, ethical, and appropriate use of ICT to ensure and achieve learning.

### **Application** (60 minutes)

Equipped with the knowledge and skills gained in the previous activities, you will now write your IMG-LP. Be ready with copies of Budget of Work (BOW), Concept Map, and Curriculum Matrix (refer to Task Card no. 3).

Use the crafted IMG-LP exemplar and the Criteria for the Quality Assurance of the Integrated Multigrade Lesson Plan attached in this session guide (Appendix 1 and Appendix 2) as your standard and guide in designing and writing your IMG-LP.

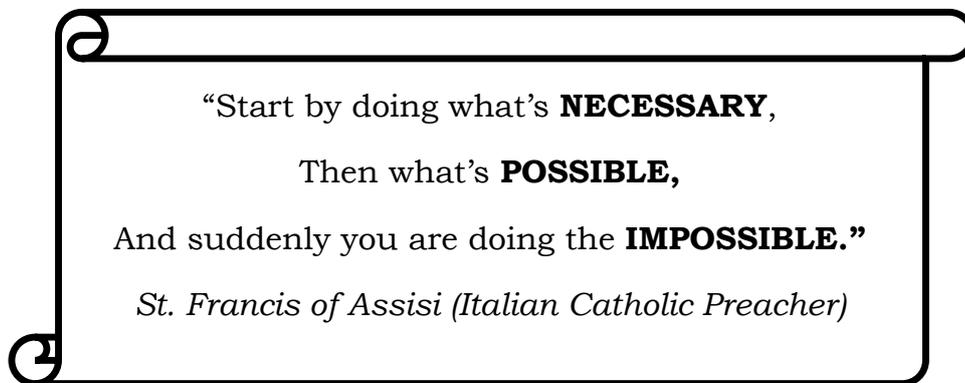
**Reflection** (15 minutes)

What word or statement describes your experience in crafting your IMG-LP? Complete the chart to prove your statement.

<b>Reflection Chart</b>	
<b>Question</b>	<b>Answer</b>
1. What task did I accomplish?	
2. How well did I accomplish the task?	
3. How can I use the knowledge I gained to improve the teaching-learning process?	
4. What else do I need to know?	
5. How do I describe my experience in integrating ICT in the IMG-LP?	
6. What is my next course of action?	

**Closure** (5 minutes)

Think about this quotation and let it be your inspiration.





DAY 2 Learning Area Time Allotment Learning Competencies			
DAY 3 Learning Area Time Allotment Learning Competencies			
DAY 4 Learning Area Time Allotment Learning Competencies			
DAY 5 Culminating Activity Whole Day			

*Note: Your IMG-LP will be presented during the next LAC session.*

## Appendix 2

Evaluate your IMG–LP using the tool below.

### **Criteria for the Quality Assurance of the Integrated Multigrade Lesson Plan**

Rating Scale:

4 – Excellent; 3 – Satisfactory; 2 – Needs Some Improvement; 1 – Total Revision Required; N/A – Write N/A in the remarks column if this is not applicable.

<b>Criteria</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Remarks</b>
<b>Content</b>					
1. Lessons are aligned with standards and competencies					
2. A manageable number of competencies are being addressed (3–4 per lesson)					
3. Lesson content and activities are appropriate for each grade					
4. Content is relevant and meaningful to learners: <ul style="list-style-type: none"> <li>• accurate</li> <li>• contextualized, where appropriate</li> <li>• relevant to real-life experiences of learners</li> <li>• inclusive and culturally appropriate</li> </ul>					
5. Content addresses appropriate cognitive process dimensions for each grade					
6. Content reinforces positive Filipino attitude, behavior, values, and habits such as respect for diversity, peace, and responsibility					
7. Content addresses differentiation and includes activities for mastery of learning					
8. Illustrations are properly labeled and are aligned with the text					
9. Illustrations are: <ul style="list-style-type: none"> <li>• age-appropriate</li> <li>• culture and gender-inclusive</li> <li>• inclusive of pupils with disabilities</li> </ul>					

<b>Language</b>				
10. Lessons are well-written and easy for teachers to understand				
11. Lessons are free from errors in spelling and grammar				
12. The language used in the lessons is appropriate for the age/cognitive levels of learners				
<b>Teaching-Learning Activities and Strategies</b>				
13. Lesson objectives are congruent with the learning and assessment activities				
14. The teaching-learning activities use a balance of learner-centered activities and explicit teaching				
15. Instructional procedures are easy to follow				
16. Icons are placed next to each activity to guide the teacher on the next activity to do				
17. Learning activities encourage pupils to participate actively in the lessons				
18. Relevant worksheets and rubrics are attached				
19. Activity sheets for pupils can be easily photocopied or reproduced				
<b>ICT Integration/Use of ICT Tools</b>				
20. The purpose of applying the ICT tools/materials is proper and appropriate to the content and learning strategies				
21. The ICT tools support the difficult parts of the lesson				
22. The available ICT resources are used instead of creating new materials				
23. The ICT tools or materials are used effectively in some parts of the lesson in each grade level				
24. The use of ICT tools optimizes learning				

experience.					
25. The ICT tools used are appropriate or relevant to the lesson					
26. The integration of ICT resources ensures to facilitate the teaching and learning process					
<b>Assessment</b>					
27. Formative assessment activities are evident in the lessons and are aligned with the curriculum standards and competencies					
28. Formative assessment activities are designed to cater to the different cognitive abilities of pupils in each grade level					
29. Formative assessment activities use a range of assessment methods – observation, talking to learners, analyzing learner products, and test					
<b>Other Factors</b>					
30. The IMG-LP template is manageable					
31. There are no copyright concerns in the content and illustrations					
32. References are included and formatted correctly					

For the scoring, get the total score per area of observation divided by the number of indicators to get the weighted average.

Legend:

Score	Description
3.50 – 4.00	Excellent/Outstanding
2.50 – 3.49	Satisfactory
1.50 – 2.49	Needs Improvement
1.00 – 1.49	Poor



**Session  
11**

## **Demonstrating an Integrated Multigrade Lesson Plan and Giving Feedback**

### **Overview**

This session guide has been prepared to showcase the steps in teaching an integrated multigrade lesson using thematic approach. The themes, as previously mentioned, were based on the different government thrusts for basic education.

During the demonstration teaching of the integrated multigrade lesson plan, the teacher will be assessed and evaluated using the Multigrade Classroom Observation Tools (MG-COT) and Coaching and Dialogue Form.

The instructional coaching session will enable the teacher to explain and reflect on his/her practices. The teacher should be open to constructive feedback because this will be used as basis for professional development and provision of technical assistance.

### **Objectives**

1. To execute and demonstrate the teacher-made IMG-LP
2. To assess and evaluate the teaching skills of the demonstration teacher
3. To provide feedback on the demonstration teaching to serve as basis for professional development and provision of technical assistance

### **Resources**

#### **Materials**

- Teacher-made IMG-LP
- Session Guide/Tool or Checklist
- Coaching Dialog Form
- Multigrade Classroom Observation Tool
- Classroom Observation Tool (COT) DO 42, s. 2017 RPMS-PPST
- Criteria for Quality Assurance Checklist of the IMG-LP

## Funds

- MOOE Fund
- Local Fund
- SEF

## Duration

- 2 hours

## Procedure

### **Note to Facilitator:**

*The activities and instructions that follow are intended as suggestions. You can modify them to fit the needs of your participants and make the demonstration lesson more doable.*

### **Activity** (60 minutes)

As the demonstration teacher executes the teacher-made IMG–DLP, the observers evaluate the lesson plan based on these indicators: lesson plan/lesson organization; instructional practices and strategies such as lesson delivery, use of instructional materials/technology, support for diverse learners, and learning assessment; learner response and behavior; classroom environment and culture including classroom structure, classroom culture, and classroom management; and remedial/enrichment activities.

The activity has three stages: the pre-conference, demonstration teaching, and post-conference.

### **Stage 1: Pre-Conference** (10 minutes)

The demonstration teacher and the observers convene before the class session begins to come up with a common understanding of the specific purpose of the demonstration, agree about how the observation will be conducted, and discuss the tools to be used in assessing and evaluating the teacher's performance.

### **Stage 2: Demonstration Teaching** (45 minutes)

The demonstration teacher informs the learners about the observation before the lesson starts. The observers sit in the back of the room and be as discreet

as possible, focus solely on observing the entire lesson and making a detailed descriptive record for the post-observation meeting.

During the demonstration, the teacher and the observers should treat each other with respect.

### **Stage 3: Post-Demonstration Teaching Conference** (5 minutes)

The observers should commend the teacher after the demonstration, e.g., I'd like to commend you for giving your best in teaching. Congratulations!

### **Analysis** (15 minutes)

Both the teacher and the observers should reflect and discuss what happened in the classroom.

1. How was your teaching?
2. Which part of the lesson did you enjoy the most? Why did you say so? What did you realize afterward?
3. Which part or parts did you find difficult? Why?
4. What significant insights did you gain from the activity?

### **Abstraction** (20 minutes)

1. Present and discuss the results or findings of the demonstration teaching based on the assessment tools used. Do this using a slide presentation.
  - Multigrade Classroom Observation Tool Checklist (MGS–ME Manual, see Session 7, Appendix 1)
  - Multigrade Coaching Dialogue Form (MGS–ME Manual, see Session 7, Appendix 2)
2. Based on your observation of your demo teaching, what do you think you still need to learn?

### **Application** (5 minutes)

- Gather all feedback and suggestions generated from the assessment tools and review.
- Based on this feedback and suggestions, enhance, improve, or make innovations to strengthen your teaching skills. Apply these skills in your everyday teaching and continually assess yourself.

## Reflection (5 minutes)

Have the participants fill in the self-reflection chart below.

What I realized	
What I need to unlearn	
What I need to improve/continue	

## Closure

One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child.

**-Carl Jung**





Department of Education  
Bureau of Learning Delivery  
TEACHING AND LEARNING DIVISION

# Module 4

## Classroom Management

Session 12: Managing Student Behavior

Session 13: Instructional Strategies in Multigrade Classes

Session 14: Peer Tutoring

Session 15: Group Management





**Session  
12**

## Managing Student Behavior

### Overview

Classroom management is related to promoting appropriate student behavior. A sense of order inside the classroom creates a positive learning environment and supports effective and productive learning. The elements or components of a successful learning environment need to be organized in such a way that learning experiences can be provided without disruption.

In this session, you will experience how multigrade teachers manage their classrooms to develop appropriate behavior among all the children.

### Objectives

1. To identify strategies in managing student behavior in a multigrade class
2. To implement appropriate strategies in managing student behavior in multigrade classes

### Resources

#### Materials

- task cards
- manila paper
- readings

#### Funds

MOOE

#### Duration

1.5 hours

### Procedure

#### Activity 1 (30 minutes)

1. Form participants into six groups.
2. Let the groups choose a leader, reporter, and recorder.

3. Distribute the task cards to the groups.
4. Let the groups present role-plays based on the task cards.

### **TASK CARD 1**

(for Groups 1 and 2)

1. Let the leader read the situation as the members listen.
2. The leader leads in the analysis of the situation.
3. Prepare for a role-play of the situation.
4. Give possible endings of the situation.
5. Clap your hands if you have accomplished the task.

#### **Situation**

The teacher writes on the board while three pupils make signs to each other, talk, then giggle until the teacher loses his/her cool and...

### **TASK CARD 2**

(for Groups 3 and 4)

1. Let the leader read the situation as the members listen.
2. The leader leads in the analysis of the situation.
3. Prepare for a role play of the situation.
4. Give possible endings of the situation.
5. Clap your hands after finishing the task.

#### **Situation**

The classroom is small and is not set according to the standard structure of a multigrade classroom. The class has begun. One girl comes in late. She enters the room and greets the class very loudly. Everybody laughs. The teacher continues to teach. Two boys enter the room late as well. The teacher asks why they are late. The boys answer arrogantly. The teacher gets angry and immediately gives an unscheduled quiz. The whole class reacts.

### **TASK CARD 3**

(for Groups 5 and 6)

1. Let the leader read the situation as the members listen.
2. The leader leads in the analysis of the situation.
3. Prepare for a role play of the situation.
4. Give possible endings to the situation.
5. Clap your hands after finishing the task.

#### **Situation**

The teacher is busy teaching and working with one grade level group in the class. Meanwhile, there is another group of students of a different grade level waiting for the teacher because they have finished their task. This group is becoming restless and noisy. The teacher has to stop teaching and request the group to wait quietly.

#### **Analysis 1 (10 minutes)**

Ask:

1. What problems are shown in each class?
2. What are the causes of the problems? (Label their answers.)
3. What can you say about the reaction of the teacher in each situation?
4. What can you say about the pupils?
5. Do these situations happen in the classroom?
6. If you were faced with the same problems, how would you solve these?

Group the responses according to the headings in the chart below.

<b>Teacher-related Causes</b>	<b>Pupil-related Causes</b>	<b>Classroom-related Causes</b>

**Activity 2** (10 minutes)

1. Ask the participants to group themselves into three and explore possible solutions to the problems.
2. Post a manila paper on a strategic place in the hall. Show the following headings on the manila paper:
  - Solution to teacher-related problems
  - Solution to pupil-related problems
  - Solution to lesson-related problems
3. Instruct groups to post their solutions on the manila paper. They will move from one post to another at a given cue.

<b>Solutions to Teacher-related Problems</b>	<b>Solutions to Pupil-related Problems</b>	<b>Solutions to Classroom-related Problems</b>

### **Analysis 2** (10 minutes)

Discuss the solutions given. Ask:

1. What strategies were used in solving the problems?
2. Are these solutions achievable?

### **Abstraction** (15 minutes)

Deliver a short lecture on the Principles of Classroom Management.

### **Application** (5 minutes)

1. Have the groups discuss among their members the answers to these questions.
  - In case of misbehavior, how would you settle it in an objective and unbiased manner?
  - How do you reinforce appropriate behavior in your classroom?
2. Ask the groups to report their answers.

### **Reflection** (5 minutes)

Think about your practices in managing the behavior of learners in your class. Are these strategies still workable based on what you have learned in this session? Are there strategies that you want to improve on? Write these in your journal.

### **Closure** (5 minutes)

Consider this quotation and be inspired.

A successful classroom management system is reasonable and takes into account that our students are diverse, and we may not know all the factors that affect their behavior.

—Thomas Kerman and Paula Kondratko

## Readings

### Principles of Classroom Management

One characteristic trait of an effective teacher is the ability to manage resources to facilitate learning. These resources include the three Ms – moment, materials, and man. In the context of teaching and learning, these are time, teaching materials, and the learners themselves.

Below is a list of principles on classroom management backed up by research as cited by James H. Stronge in his book *Qualities of Effective Teachers* (2002).

1. **Consistent, proactive behavior management is crucial for effective classroom management.**

“Prevention is better than cure,” so goes the adage. If we are proactive in our approach to student behavior, we prevent unnecessary disciplinary problems from cropping up. We do not need to wait for problems to erupt before we teach appropriate behavior in the classroom. It is analogous to picking up a banana peeling when we see one scattered along the sidewalk before anyone will slip and break his or her bones. We may pick up the banana peeling after the accident but it is quite late for damage has already been done. In short, let us anticipate potential problems and nip them in the bud.

We need to be consistent in both words and actions by applying the principles of classroom management. All learners, regardless of creed, color, economic status, or academic standing in the class, should be treated fairly. In this way, we maintain our credibility.

2. **Establish routines for all daily tasks and needs.**

The routinized collection of assignments, passing of papers, and preparation for experiments saves us a lot of time and effort. There is no need to explain or instruct our learners on how to pass papers, collect assignments, prepare for experiments day in and day out because we have established the routines for these everyday tasks. These become habits for each member of the class. Routine procedures give rise to an orderly learning environment and maximum and optimum use of precious time.

Doyle says, “routinization makes classroom activities less susceptible to breakdown and interruptions because students know the normal sequence of events and what is expected of them.” (Ornstein, p. 96).

3. **Implement smooth transitions and continuity of momentum throughout the day.**

Effective and effort management of the CLRM procedure facilitates smooth transition and continued momentum. This ensures that every instructional moment is maximized.

4. **Strike a balance between variety and challenge in students’ activities.**

A variety of student activities will ensure that students’ multiple intelligences and varied learning styles are considered in the conduct of student activities. Most of the time our activities are suited to the linguistically intelligent group of students. Games that require word use, talking, writing will certainly challenge the linguistically intelligent students but bore the logic and math wizards and other groups of different intelligences. When boredom creeps into the classroom, the students are not challenged with engaging learning activities and their behavior will become restless and inappropriate.

An extremely easy learning task does not challenge our pupils. Neither does an extremely difficult one. It is the golden mean between the extremes of easy and difficult that will keep our pupils/students engaged in their learning.

5. **As a classroom manager, be aware of all actions and activities in the classroom.**

The heightened awareness of everything that is happening in our classroom puts our pupils and students on their toes all the time. While our back faces them when we write on the board, our “eyes on the back of our heads” will make our pupils and students feel that we know what they are doing. Our visibility in and outside the classroom may serve as a deterrent in the outbreak of inappropriate student behavior. Research

findings point that effective classroom management skills include the use of space and proximity or movement around the classroom for nearness to trouble spots and to encourage attention (Stronge, 2002)

**6. Resolve minor inattention and disruption before it becomes a major disruption.**

The adage “a stitch in time saves nine” aptly applies here. We do not need to wait until our class is out of control. Misdemeanors can have a “ripple effect” if not addressed promptly. Teachers need to timely respond to inappropriate behavior promptly.

**7. Reinforce positive behavior. Be generous with genuine praise, incentives, and rewards.**

“Teachers’ praise needs to be genuine and it must be given according to merit. It is our way of appreciating and recognizing hard work, progress, effort, and appropriate good behavior.

Some teachers are quite stingy with praise. They do not praise the students enough when progress and good effort are demonstrated.”

**8. Treat minor disturbance calmly (Ornstein, 1990).**

“Do not make a mountain out of a molehill.” If a stern look or gesture kills the inappropriate behavior, so be it. That’s the end, period! Let us not make a fuss about it.

**9. Work out a physical arrangement of desks and chairs that facilitate an interactive teaching-learning process.**

There is no doubt that the external environment affects us. The most common arrangement of tables and chairs in the classroom is one where the teacher’s table and chair are in front, and the students’ desks or chairs are arranged in rows facing the teacher. This seat arrangement does not always enhance interaction among students. Work for a flexible seating arrangement where the seats or desks can be rearranged to suit pupils’ learning needs and conditions.



**Session  
13**

## **Instructional Strategies in Multigrade Classes**

### **Overview**

Meaningful teaching and learning experiences make you a better teacher. Every teaching-learning event, positive or negative, enriches your life as a teacher, more so, in the delivery of lessons.

As a multigrade teacher, your role in instructional delivery is more complex. Your choice of teaching strategies needs to compliment the classroom management strategies you will employ. They should be compatible since you will be teaching two or three groups of grade levels with varying needs, interests, and characteristics.

Certain methods are especially effective in a multigrade classroom and the multigrade teacher should be prepared to implement these.

It has been emphasized that cooperation and peer support are critical to effective multigrade teaching. There is a felt need for a multigrade teacher to maximize group work. A multigrade teacher needs to know how to form and organize working groups, how to structure learning experiences for groups of pupils, and how to teach the skills needed for successful cooperation within these groups and among the different groups in the class.

In this session, you will explore different teaching and learning strategies that you can adapt and utilize in your multigrade class.

### **Objectives**

1. To describe the different instructional strategies in a multigrade class
2. To adapt and utilize instructional strategies in multigrade classes
3. To appreciate the instructional strategies employed in multigrade classes

## Resources

### Materials

- Video of a multigrade school
- Newsprint
- Readings

### Duration

- 1.5 hours

### Activity 1 (10 minutes)

1. Ask each participant to give one or two teaching strategies that they think apply to a Multigrade class. Use this format:

<b>Strategies</b>	<b>Description</b>	<b>Reason Why It is Applicable to Multigrade Classes</b>

2. Organize participants into teams of four to six.
3. Let each team discuss among their members the reasons for choosing the strategies.
4. Have each team come up with their list.
5. Call on each group to report on their output.

(As each group reports, the facilitator highlights the characteristics of the strategies being discussed).

### Analysis 1 (15 minutes)

Ask:

1. What are the common characteristics of the strategies that you have reported?
2. Why do you think they apply to multigrade teaching?
3. What classroom management strategies should be employed as the multigrade teacher utilizes these strategies?

### Abstraction (20 minutes)

1. Say: You are about to view a video of a multigrade school. Observe how the teacher handles the instruction phase of the teaching-learning process and what teaching strategies/techniques are employed in teaching a multigrade classroom setting.
2. Present the guide questions before viewing the video.
  - a. What are the reasons for setting up multigrade schools?
  - b. What teaching strategies/techniques does the teacher use?
  - c. Which of these strategies do you use in your respective classes?
  - d. What different active modes of instruction can a multigrade teacher utilize?
  - e. What different forms of groupings can a multigrade teacher employ in teaching a multigrade class?
  - f. How can you involve the parents of your pupils and the community in the multigrade school?

In closing the abstraction, say:

The teacher is a critical figure in the learning process of the children. In the past, the teacher was just a transmitter of knowledge. She/He was the primary source of knowledge. The teacher was concerned about **what** the children should learn, rather than the process of **how** children learn best.

Today, the teacher is the facilitator of knowledge. It is in this context that the teacher must provide more opportunities for the children to explore and discover things around them. Teachers need to continually increase their knowledge of many different teaching and learning strategies available that are appropriate for the different student abilities and learning styles in their class.

Most importantly, a multigrade teacher should have mastery of these interactive strategies because she/he is handling a group of children with varying ages, interests, and needs.

**Application** (30 minutes)

1. Form mixed conference groups. In your group, nominate –
  - a. an organizer – to get the group started and to stay on task
  - b. a recorder – who writes down the group’s ideas
  - c. a timekeeper – who watches the clock and reminds the group how much time they have left
  - d. an encourager – who makes sure that all good ideas are acknowledged and that everyone is involved
  - e. a reporter – who reports back to the larger group their group’s ideas
2. Ask the participants to discuss and answer the questions about multigrade teaching and learning before viewing the video. (10 minutes)
3. Have them watch the video in four segments.
4. Let them discuss and review their answers to the questions when the video is paused after each segment.
5. Decide in your group one highlight, comment, or question for the Reporter to share with the whole group.

**SEGMENT 1: WHY THE MULTIGRADE SCHOOL**

- What are the reasons for setting up multigrade schools?

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**SEGMENT 2: THE MULTIGRADE INSTRUCTION**

- What teaching strategies are used in a multigrade classroom?

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**SEGMENT 3: INSTRUCTION MODEL**

- What are the variables involved in the learning environment? Describe how each variable influences the quality of the learning environment.  
*(A variable is something or a condition that is likely to change.)*

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- How do you incorporate positive reinforcement in a classroom setting?

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**SEGMENT 4: THE MULTIGRADE CLASSROOMS AND THE COMMUNITY**

- How can you involve the parents of your pupils and the community in the multigrade school?

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- What must you do to make your multigrade school more effective?

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Have participants discuss the answers to these questions after watching the video.

1. What new learnings did you gain from watching the video?
2. What must a multigrade teacher remember in handling instruction?
3. What different active modes of instruction can a multigrade teacher utilize?
4. What can you say about the strategies you use in your multigrade class? Compare the strategies with the ones discussed.
5. How are they similar?
6. How are they different?

**Reflection** (10 minutes)

After learning about the different instructional strategies, what do you plan to do? Use the format below.

<b>My Plan of Action</b>

**Closure** (5 minutes)

Why do you teach a child? Remember this:

The objective of teaching a child is to enable him to get along without a teacher.

*—Elbert Hubbard*

## Readings

The common classroom scene is that pupils are seated inside a classroom listening to a teacher who is standing or sitting in front of the room teaching a lesson, either through a lecture or using the blackboard to write important notes or figures. Some pupils are asked to recite or sometimes called to go to the blackboard to write or solve problems.

After the lesson, the class works on assigned worksheets individually or in groups then they report to the big class. Later after the topic has been finalized, a short test is given. This process goes on and on until the school year ends.

There is little or nothing about classroom life as it is conducted that suggests the existence of or need for norms of group cohesion and cooperation for the achievement of a shared purpose, and this is what a multigrade class needs.

Methods frequently used by teachers in the field such as lecture-discussion, recitation, and direct instruction are found useful as well but when overused, they become an obstacle to nurturing cooperative learning which is a very important element in multigrade teaching. Why? It is because the class can easily figure out the “best” pupils since they always give the correct answer. The teacher usually calls on them more often or especially after another pupil gives the wrong answer. So pupils will soon learn to use “keeping quiet” as a coping mechanism and defense to let these smart pupils do the talking.

Among the most effective instructional strategies in a multigrade classroom that can be used as a combination with the methods that teachers frequently use are individualized and independent studies.

Individualized Instruction involves the following:

1. The teacher gets to know students and determines their individual needs through a variety of diagnostic devices and strategies such as observing student behavior in different situations, analyzing student responses during discussions or recitations, seatwork or assigned homework, interacting with students while engaged in an activity, and analyzing patterns of student performance on tests.

2. The teacher takes notes of observable behaviors and utilizes the process of lesson preparation and grouping pupils.
3. The teacher thinks about appropriate activities that will effectively respond to pupils needs and includes these activities in the class program either within a small-group work situation, individual, or whole group activities.
4. During the implementation of activities, the teacher clarifies expectations and monitors learning, again keeping track of individual student progress so that individual student needs can again be considered for continuing planning.

Individualization of instruction also involves respecting the individual learning styles of pupils, their pace, and their interests.

The major advantage of individualized instruction is the improvement of the quality of instruction as the teacher can monitor problems, progress and achievements so that students who need additional help will receive it and those who need more enrichment or challenging tasks will also receive these types of activities.

Individualizing instruction is easy to implement in many and varied learning materials and resources that are available.

Independent study as an instructional approach is closely related to individualized instruction. It involves several features:

1. The pupil may be involved in the selection of the activity or approach to working on a project.
2. Clear instructions have to be provided and expectations are clear to pupils.
3. Pupils should have access to all the necessary materials and resources.
4. Pupils can work along with two or in groups of three to five pupils.
5. The teacher is always ready to assist the pupils as needed but it is clear to the pupils that they should try to work independently.
6. There should be opportunities to assess the student's output with the participation of the teacher as soon as possible (preferably upon completion) so that immediate feedback can be provided. This enhances the quality of the learning process.

The use of activity cards or task cards is necessary for facilitating independent work. These cards can be prepared by teachers beforehand and the pupils can use them for independent study individually or in small groups.

The following are examples of task cards or activity cards that are useful for independent work. These can be made available for students to use from a learning center.

### Sample 1. English

#### **Proper/Common Noun**

Grade II

Time : 30 minutes

You will need : scratch paper, crayons, pencil

You will do :

With a partner, think of a noun that starts with any letter of the alphabet. Draw and write about each word on a sheet of paper. Color your drawings. Remember to use capital letters for proper nouns.

Example:

**F f**

*Illustration of fish*

## Sample 2. Science

### Eyes in the Dark

- What has eyes but cannot see?

Answer: Potato!

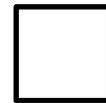
The little white bumps that grow on a potato's skin are called "eyes." An eye can grow into a new potato plant.

- You will need: potato, potting soil, flower pot or plastic glass
- You will do:
  1. Put the potato in a dark cupboard or closet. Check it daily for small bumps called "eyes" to appear.
  2. When the eyes appear, ask an adult to cut them off the potato.
  3. Fill a flowerpot half full with potting soil and lay the piece of potato on it with the "eyes" facing up.
  4. Cover the "eyes" with one inch of soil. Water. Keep moist, but not wet. Watch closely for about two weeks.

Draw what you observe after one week and after two weeks.

## Sample 3. Mathematics

### Are You a Square?



- Get a partner.
- You will need a piece of string.
- Cut the string equivalent to your height then do the following:
  1. Compare your height to reach both arms outstretched sideward.
  2. Decide if you are: a square (that is height = reach)  
a tall rectangle (that is height > reach) or  
a wide rectangle (that is height < reach)
  3. Draw your shape in your notebook. Write your name inside the shape.
  4. Present your results on a sheet of paper for others to see.

## **Independent Study**

In an independent study, pupils have a chance to immediately process and apply skills or concepts just introduced. The teacher has opportunities to circulate among the small groups and immediately receive feedback about student learning through observation. This also allows the teacher to provide direct instruction for students who have difficulty understanding a particular concept. Teachers must begin by teaching pupils to handle responsibility and self-direction before assigning them to one of these strategies, and then, only when they are ready.

## **Self-Directed Learning**

Meeting the learning needs of individual members of pupils in a classroom where there are multiple levels of ability, achievement, and social and physical development is the major challenge for a multigrade teacher. A multigrade teacher must be well-organized, a good planner, resourceful, and develops independent and self-directed students.

Working with students of different ages and grade levels is more manageable for a multigrade teacher if students can work independently, while the teacher meets with small groups for direct instruction or works with small groups on other activities requiring close adult supervision. Independent self-directed students learn to “self-correct” much of their work on their own.

Self-directed learning involves a fully-focused learner who can assume responsibility for starting and working on a task to its completion.

To teach pupils to become self-directed learners, a multigrade teacher must:

- Help pupils understand why it is important to learn certain skills and concepts by presenting these in ways that are relevant to their lives and making learning interesting for them.
- Help them learn to pay attention by reinforcing appropriate behavior and setting-up classroom conditions that make it easy for them to pay attention. For example, learning centers with Rules for Using the Learning Center.
- Nurture children’s curiosity by encouraging them to ask questions and listening to their questions and encouraging exploration.

- Teach them self-management skills, such as where to find information or assistance in the classroom.
- Encourage students to assist one another in concentrating on the task and completing it.
- Teach them to support and mentor each other.
- Group students according to combinations of children who can learn good study habits from each other rather than those who will distract each other.
- Model appropriate behavior of taking work seriously and not wasting precious classroom time by coming to class late or unprepared.
- Set-up the classroom environment in such a way that children are familiar with where the necessary learning materials and books are stored.
- Involve students in orienting other children to classroom rules and routines. They are the most effective “allies” and “assistants” for helping other classmates, especially new students, learn to move about independently in the classroom.
- Provide as many opportunities for self-evaluation as possible so students will learn to monitor their learning and to assess their strengths and weaknesses. For example, students could write in a “Learning Log” or a “Journal” regularly about what they have learned and what they would like to learn more about or what skills they want to improve.

The more learner-centered a classroom is with a rich variety of activities and learning experiences, the more conducive it is to develop independent self-directed learners.

## References

*The Multigrade Teacher’s Handbook*, Bureau of Elementary Education

Booklet 5: *Managing Inclusive Learning-Friendly Classroom*, UNESCO Asia and Pacific Region, Bureau of Education



*“Tell me and I forget. Teach me and I remember.  
Involve me and I learn.” -Benjamin Franklin-*



**Session  
14**

## Peer Tutoring

### Overview

A **peer** is someone of equal status. In the classroom, it is another student, while a **tutor** is anyone who teaches someone something.

New teachers to multigrade classes often worry about the management of groups and students they are not directly working with at a particular time. Peer tutoring may then be adapted by the multigrade teacher. Peer tutoring is a flexible peer-mediated strategy that involves students serving as an academic tutor. Usually, a higher-performing student is paired with a lower performing student to review critical academic or behavioral concepts

In this session, you will identify the skills that good peer tutors will need to learn, and some of the tasks that they can perform.

### Objectives

1. Identify the advantages of using peer tutors in the classroom
2. Plan a Class Skills Directory to identify the pupil's talents

### Resources

- An example of a directory (e.g., a telephone directory)
- Overhead projector
- Presentation slides or transparencies
- Large blank paper for creating a Class Skills Directory

### Duration

- 1.5 hours

## Procedure

### Activity (15 minutes)

1. Work with a partner, perhaps someone you know well or someone you have worked with during this workshop.
2. Talk with each other about your special skills, talents, or interests. Think about the skills used outside of the classroom as well. You could ask some questions such as:
  - Do you like reading?
  - Are you an expert with numbers?
  - Are you a good dancer?
  - Do you have the skills in creating something? If yes, give an example of these things.
  - Do you make people laugh?
  - What do you like helping others to do? What kind of help do you like to give to others?
  - Are you a good singer?
  - Do you like cooking?
  - Are you a good storyteller?
  - What do you like doing best at work/school?
  - What do you like doing best on weekends?
  - What have you enjoyed learning this year?

### Analysis (15 minutes)

1. Did you discover that your partner had a special talent or skill or interest that others may not have?
2. Do you have a skill that you can share with others?
3. What is the term used when you share or teach others about your talents and skills?
4. Do you think peer tutoring can also be used in the classroom?
5. How many peer tutors could there be in a class group?

### Abstraction (25 minutes)

Deliver a short lecture with the use of transparencies or presentation slides. (Appendix 1)

After the discussion, tell participants to make a general statement about peer tutoring and how this could benefit their learners.

**Application** (15 minutes)

**Create a Class Skills Directory**

1. Look at the answers to the questions that you asked your partner. Decide what special skills and talents you can write about your partner in the Class Skills Directory – you can be creative!

\_\_\_\_\_ (name)

is an expert at \_\_\_\_\_ (skill)

She/he can help others learn to \_\_\_\_\_ (activity)

She/he can also \_\_\_\_\_ (skill or talent)

2. Write this information on one of the enlarged Class Skills Directory charts on the wall in alphabetical order, if possible. Look at the sample Class Skills Directory.

**Our Class Skills Directory**

<b>Name</b>	<b>Class Expert</b>	<b>Can help others learn to ....</b>	<b>Also good at doing ....</b>
<i>Jeanne</i>	<i>Multigrade strategies</i>	<i>Manage a multigrade class</i>	<i>Singing</i>

## Reflection (15 minutes)

Complete the following statements. Write your answers in your journal:

1. The good thing/things about peer tutoring is/are \_\_\_\_\_.
2. The hard thing/things about tutoring is/are \_\_\_\_\_.

In a scale of 1–5, where 5 is the highest and 1 is the lowest, how good are you as a peer tutor? Explain your answer.

## Closure

Many ideas grow better when transplanted into another mind  
than the one where they sprang up.

—*Oliver Wendell Holmes*

## Appendix 1

### **Training students to be peer tutors**

Students in all cultures learn from one another through instruction, modeling, questioning, sharing, and copying. They often prefer to learn from their peers who use the same language. Peer tutoring is a good way of teaching individual students in the class. It encourages students to help each other, to respect each other's abilities, and to talk with each other before asking the teacher for help. This is specifically useful when the teacher is busy working with another group.

All students in the classroom can act as peer tutors for their classmates at different times and to achieve different objectives. It is also a good idea to teach some of the faster students to become regular peer tutors. The teacher can tell those peer tutors selected that they will not only be helping others but that their learning will also improve. In peer tutoring, students work together best in pairs.

The cooperative group skills that students learn in the multigrade classroom are also useful for helping them to become successful peer tutors.

### **Successful peer tutors do the following:**

- give feedback in a positive way
- listen intently to the student they are tutoring
- ask good and relevant questions
- respect others' ideas and opinions
- make suggestions without being bossy
- help someone without doing the task for them or giving them the answer
- encourage others when they make mistakes
- develop ways of remembering things

Teachers have to teach the tutors the cooperative skills they need the most help with. Teachers also need to train the tutors on the rules to be a good peer tutor. Peer tutors (helpers) need to be taught some simple teaching strategies so they know exactly what to do. It is important that the peer tutors encourage, show, and guide but do not do the work for the students.

## **Praise and Encouragement**

Peer tutors should receive encouragement and praise for the job that they do. Teachers can do this by presenting awards such as a certificate or a free choice of an activity from the learning center. Learners too need encouragement and praise for their work with the peer tutors.

Here are examples of what to teach a peer tutor to do and what not to do.

## **Simple teaching strategies for peer tutors**

### **1. Show and do**

- a. The tutor or helper shows the learner how to do the skill for example – *how to solve a math problem, read a page from a book, measure the perimeter of a mat.*
- b. The learner does the task.

### **2. Test-teach-test**

- a. The tutor asks the learner to show what he or she can do. Example: read a page, spell some topic words
- b. The helper shows the learner how to do the task and then the learner practices it.
- c. The peer tutor tests the learner to see what he or she can do.

### **3. Take turns**

- a. The helper does the first part of the task.
- b. The learner does the second.
- c. The helper does the next and so on.

### **4. Do together**

The helper and the learner do the task together. An example is reading together.

### **5. Look, say, trace, cover, write, check**

This is useful for learning to spell words correctly.

- a. The tutor shows the learner the word on a card, blackboard, or paper and the learner looks carefully at the word.
- b. The learner says the word while tracing the letters with his or her finger.
- c. The word is then covered and the learner spells or writes the word.
- d. Together the tutor and the learner check to see if the word is correct.
- e. This is repeated five times for each word.

## Being a Good Peer Tutor

### Dos

### Don'ts

Say hello and call your partner by name.

→ Don't be cross or grumpy.

Tell your partner in a friendly voice about what you are going to do together.

→ Don't be bossy.

Show your partner how to do the work.

→ Don't do the work of your partner for him/her.

Be attentive as your partner does his/her work.

→ Don't let your partner get distracted and lose focus.

Give praise for good work. Use the words, "Well done;" "That's right;" "Good work;" "That was a good try;" "That's better than the last time..."

→ Don't tell your partner that what he is doing is wrong all the time. Instead, motivate or encourage his efforts.

When your partner makes a mistake, allow him/her five seconds to correct the mistake.

→ Don't rush in too quickly to do your partner's thinking for him/her. Wait and see if he/she can self-correct. Praise him/her.

If your partner corrects the mistake, give praise by saying that he/she did well. For example, say, "That was difficult but you remembered to ..."

→ Don't ignore little mistakes.

Help your partner when he/she makes a mistake. Ask: "Does it make sense?" or "Does it look right?" or "Remember when..." etc.

→ Don't do the work for your partner. He/she must learn to do it the right way and at the appropriate time.

Be patient and observe how your partner makes a try. It may be a different way of doing the task.

→ Don't say, "Hurry up, you are too slow." This does not encourage or help your partner feel good about himself/herself.

## Readings

### Peer Teaching or Peer Tutoring

Peer teaching is also known as child-to-child learning. It occurs when more able or older children finish their work and then help younger or other learners to finish their assignments. It involves a situation in the classroom where two or more children cooperate and help each other to learn.

In peer teaching, learning can take place in two ways:

1. one pupil assumes the role of teaching a skill or helping a pupil understand a concept; or
2. both pupils are engaged in an interchange where they assist each other with practicing and enhancing their mastery of a skill or understanding of a topic.

Peer tutoring can involve pupils of the same age and grade level or pupils of different age and grade levels.

Both the “tutor” and the “pupil” learn and benefit from a peer teaching situation. They both develop a more positive attitude towards the subject and towards learning in general because of the positive experience in cooperative learning.

There is also an efficient use of instructional time in the classroom as there are more pupils receiving assistance from someone else in the classroom, compared with working alone without receiving feedback or struggling with a problem without receiving any help. Most importantly, peer teaching improves the self-confidence of both the “pupil” and the “tutor.”

In the multigrade classroom, peer teaching is a necessity and a potential asset or strength. It happens incidentally in a single-grade classroom, whether the teacher plans it or not. But in a multigrade classroom, it is part of the instructional strategy and delivery system.

It is important to remember that a multigrade teacher is in full control of the peer teaching situation. The teacher is the organizer, planner, and supervisor of the entire learning plan



**Session  
15**

**Group Management**

**Overview**

Teachers in multigrade classes have to deal with learners who have different learning abilities, interests, and ages. It is not feasible to teach classes as a whole. To be efficient and effective, multigrade teachers should know a variety of teaching and learning strategies and good management. Group work is one of the highly recommended strategies.

In this session, you will learn about group work: its advantages and disadvantages, the different types of groups that can be formed in the class for different purposes, and the roles of teachers and learners during group work. You will also learn how to plan and manage different groups in the classroom.

**Objectives**

- To identify ways of grouping and managing learners within a class
- To describe the benefits of grouping learners together to perform a task
- To determine the roles of teachers and learners during group work
- To discuss some strategies that can be applied in group work

**Resources**

**Materials**

- Group task board, task cards, name tags
- Basic Education Curriculum (BEC)
- Overhead transparencies or presentation slides
- Meta strips (5 colors)
- Masking tape
- Markers



*“Tell me and I forget. Teach me and I remember.  
Involve me and I learn”. -Benjamin Franklin-*

**Fund**

- MOOE

**Duration**

- 1.5 hours

**Procedure****Activity** (20 minutes)

1. Demonstrate how to use a Group Task board.
2. Group participants. Then, tell participants to sit in the group assigned to them. Have the members choose a name for their group. Ask a member of each group to read the task assigned to them.
3. Ask the following questions. You may show this through a presentation or by writing on the board.
  - a. What is group work? Describe briefly using only words or phrases.
  - b. What are the advantages and disadvantages of group work?
  - c. What are the different types of groups?
  - d. What are the roles of teachers and learners during group activity?
  - e. Give one example of strategy that can be applied in group work.
4. Give ample time for the participants to answer each question.
5. When everyone is done, request them to post their answers on the board, grouping the meta strips by color, starting with their answers to the first question.

**Analysis** (20 minutes)

1. What are the advantages of using a Group Task board?
  - a. for the teacher
  - b. for the learners
2. What are the benefits of using group work as a strategy in teaching/learning?
3. How do you plan and manage different ability groups working within a class?

**Abstraction** (40 minutes)

Deliver a short lecture on the following information through presentation slides. (Appendix 2)

### Application (30 minutes)

1. Form mixed groups of participants as shown on the Group Task board. The number of groups will depend on how many participants there are.
2. Each group needs to appoint the following:

**Organizer** To get the group started and go through the tasks.

**Timekeeper** To keep an eye on the clock and remind the group how long they have to go.

**Recorder** To write down the groups' ideas.

**Encourager** To make sure that all good ideas are acknowledged and that everyone is involved.

**Reporter** To report back to the bigger group about what was discussed in their small group.

**Go-for** To gather and return any resource materials needed/used.

3. Have them read their group's task as shown in the Group Task board.
4. Each group can plan whole class and group activities using either the
  - a. Peel off grouping strategy or the
  - b. One input, many activities, shared output grouping strategy for two Grade levels
5. Let the groups discuss and choose:
  - a. the two grade levels
  - b. the subject area, unit/topic for the group to plan the group activities
  - c. the two related competencies from the BEC
6. Have them write a broad plan of the type of activities the class could do together and in their ability/grade levels and then together as a round-up sharing time together (for "one input, many activities, shared output" strategy). This is a brainstorm of the different activities the groups could do and how they will be managed by the teacher. It is not a detailed lesson plan.
7. The groups can design their graphic organizer or use the blank forms suggested on the next two pages.

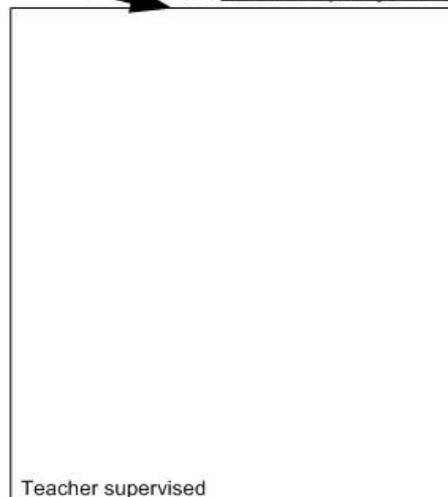
## 'Peel off' Grouping Strategy

Whole class doing the same subject, competency / unit and related learning outcomes.  
2 Grades (or ability groups) introduced to new skills at their level

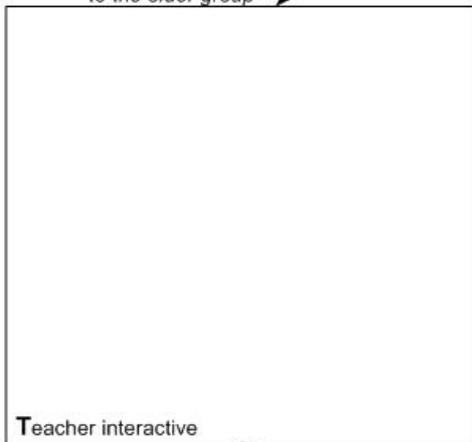
### 1. Direct Teaching *to the whole class*



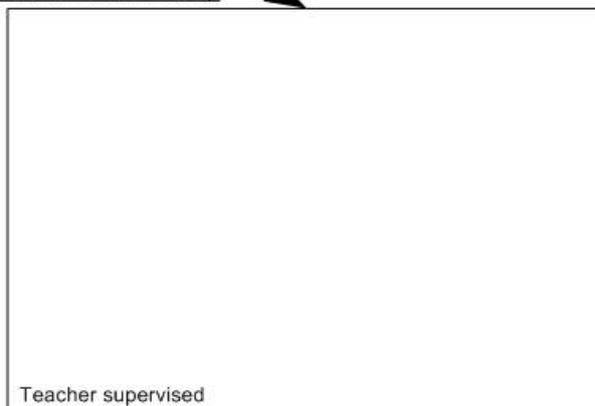
### 2. Peel off 'younger' Group



### 3. Direct Teaching *to the older group*

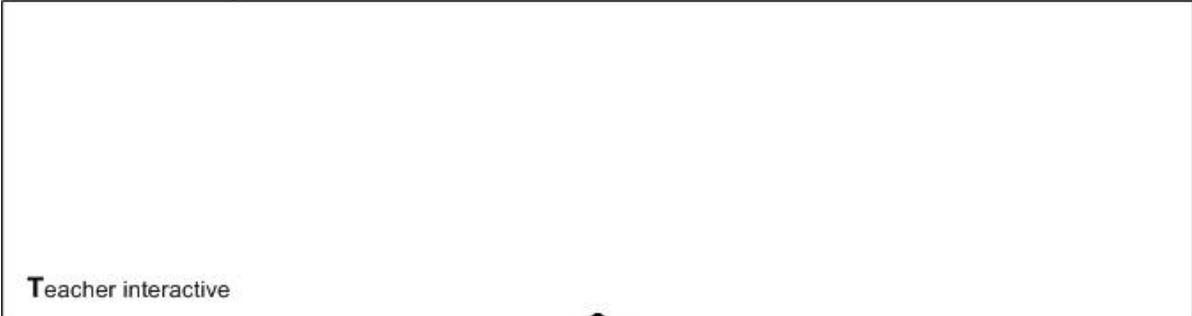


### 4. Peel off 'older' Group

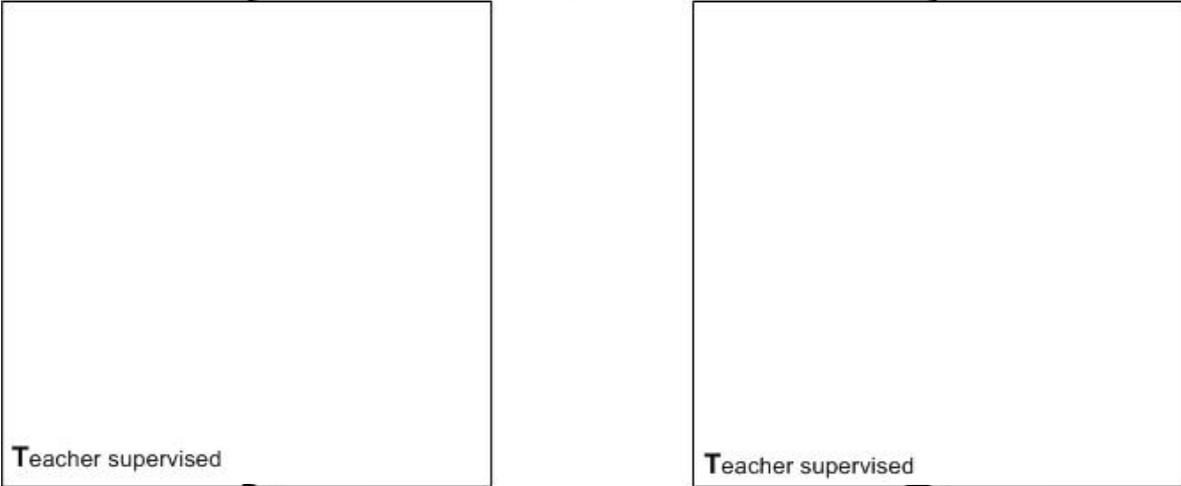


One input, many activities, shared output

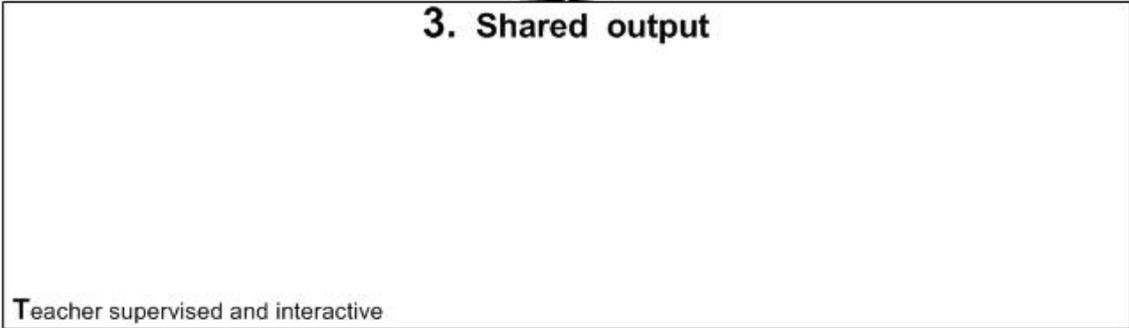
**1. One input to whole class**



**2. Many activities**



**3. Shared output**



## Reflection (5 minutes)

In your groups, share your insights to each question in the chart.

<b>What I learned</b>	<b>What I need to unlearn</b>	<b>What I need to improve</b>

## Closure

Read the lines.

---

*No matter how brilliant your mind or strategy, if you're playing solo game, you'll lose out to a team.*

*—Reid Hoffman*

---

## Appendix 1

Look at the example of a Group Taskboard and decide which groups are

1. **teacher interactive** – receiving direct teaching from the teacher,
2. **teacher supervised** – receiving guidance and monitoring by the teacher sometimes,
3. **teacher independent** – receiving peer group assistance only.

### A Group Task Board (An Elementary English example)

		(First Activity)	(Second Activity)
Red Group	Fidelia	Margaret	<div style="border: 1px solid black; padding: 5px;"> <h3 style="text-align: center;">Build a Sentence</h3> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <span>Pik</span> <span>yumi</span> <span>go</span> <span>pilai</span> </div> </div>
	Timothy	Pius	
	Charles	Anne	
Blue Group	Kila	Ayem	<div style="border: 1px solid black; padding: 5px;"> <h3 style="text-align: center;">Quiet Reading</h3> <div style="text-align: center; margin-top: 10px;">  </div> </div>
	Michael	Peter	
	Frieda	Rachael	
Yellow Group	Caleb	Clara	<div style="border: 1px solid black; padding: 5px;"> <h3 style="text-align: center;">Word Building</h3> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p>p i k</p> </div> <div style="text-align: center;"> <p>g o</p> </div> </div> </div>
	Antiphas	Yoman	
	Eare	Petronila	
Green Group	Lama	Rachel	<div style="border: 1px solid black; padding: 5px;"> <h3 style="text-align: center;">Tell a Story.</h3> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; width: 40px; height: 30px;"></div> <div style="border: 1px solid black; width: 40px; height: 30px;"></div> <div style="border: 1px solid black; width: 40px; height: 30px;"></div> <div style="border: 1px solid black; width: 40px; height: 30px;"></div> </div> </div>
	Joseph	Wesley	
	Haring	Maria	

A **Group Task board** (as discussed in Session 15) is a helpful organizational tool when working with groups. The task board instructions would enable the students to become more independent and take responsibility for getting their group organized and working quickly while the teacher is working with the group marked with **T** for teacher time.

### **What are the benefits of students working in groups?**

Students working in small groups enable them to:

1. talk with each other and stimulate their thinking and learning
2. generate more ideas
3. learn from each other and teach each other, explain, question and remind each other in their language in a way in which they are most comfortable
4. share experiences

The students can be grouped in a variety of ways for different purposes. All groups should be small (two to six members). This will maximize participation by all of the group members.

### **How can students be grouped?**

Students may work in the following groupings:

- **Mixed ability groups** – with other students of different ability levels. They could be called by animals names to identify them quickly (e.g., fish, birds, dogs, and cows groups).

The mixed ability groups will need many opportunities for working with the same students for a few weeks so that they can develop the skills of working together and establish good work routines.

- **Similar ability groups** – with others of the same ability levels, who are at a similar stage of development in English, Filipino, or Mathematics. Instruction can be efficient and effective for pupils with similar ability levels. They could have color names to identify themselves (e.g., red, blue, green, and yellow groups).

The same ability groups will need to be flexible and change members when needed as the students learn and develop at different rates.

- **Temporary groups** – with others who have a temporary specific common learning need and the teacher has formed this group for a specific purpose for one lesson. For example, a small group of students may need more instruction about writing a sentence but the remainder of the class has already mastered this skill.
- **Gender groups** – for short times to learn the specific skills needed.
- **Friendship groups** – this can be motivating if the students can concentrate well with their friends. Sometimes the students may be encouraged to choose their group members e.g. for team activities, or arts.

The groupings may change monthly, weekly, at the end of the term, or the end of a theme or topic depending on the purpose of a group.

### **Managing groups in the classroom**

There are many different ways or strategies for organizing and managing groups within the classroom. Creative teachers will pilot and develop these and new patterns of group work as they work towards a more child-centered classroom.

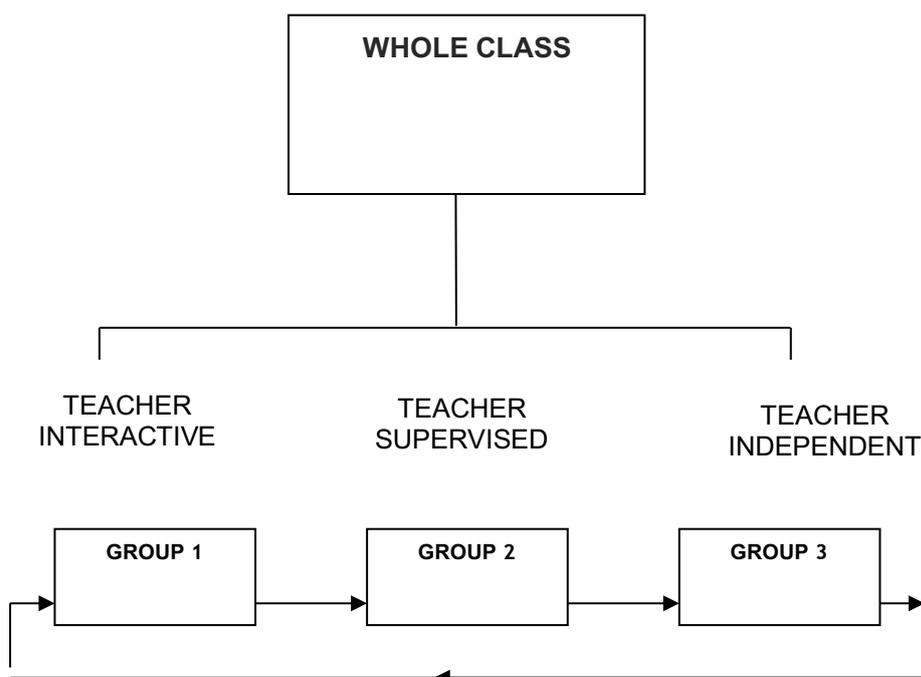
#### *The Teacher's Role*

The teacher's role in managing groups in the classroom could fit into three broad categories of activities.

1. **Teacher-interactive** – the teacher is directly teaching or assessing a group and the teacher-student interaction is intensive.  
(direct teaching)
2. **Teacher-supervised** – the students work together in their group with some guidance and monitoring by the teacher.  
(guided and checked)
3. **Teacher-independent** – the group works on a revision activity (e.g., from a learning center) requiring little teacher assistance. The teacher monitors this group from a distance.  
(peer group support)

Group work management is illustrated in the simple diagram below. These groups would rotate during the day/week to experience the three different methods of management. Every group will have a direct teaching lesson with the teacher during a three-day cycle.

Four groups can be managed in the same way with one group being teacher-interactive, two groups teacher-supervised, and one group teacher-independent.



### Peel Off Grouping Strategy

When the teacher needs to teach new skills to students in their ability level groups, then the Peel Off grouping strategy can be used, as illustrated in the diagram on the next page. The groups in this diagram are called by animal names instead of grades. This allows for slower or faster students to work outside of their grade level with children of the same ability level and progress at their own pace of learning.

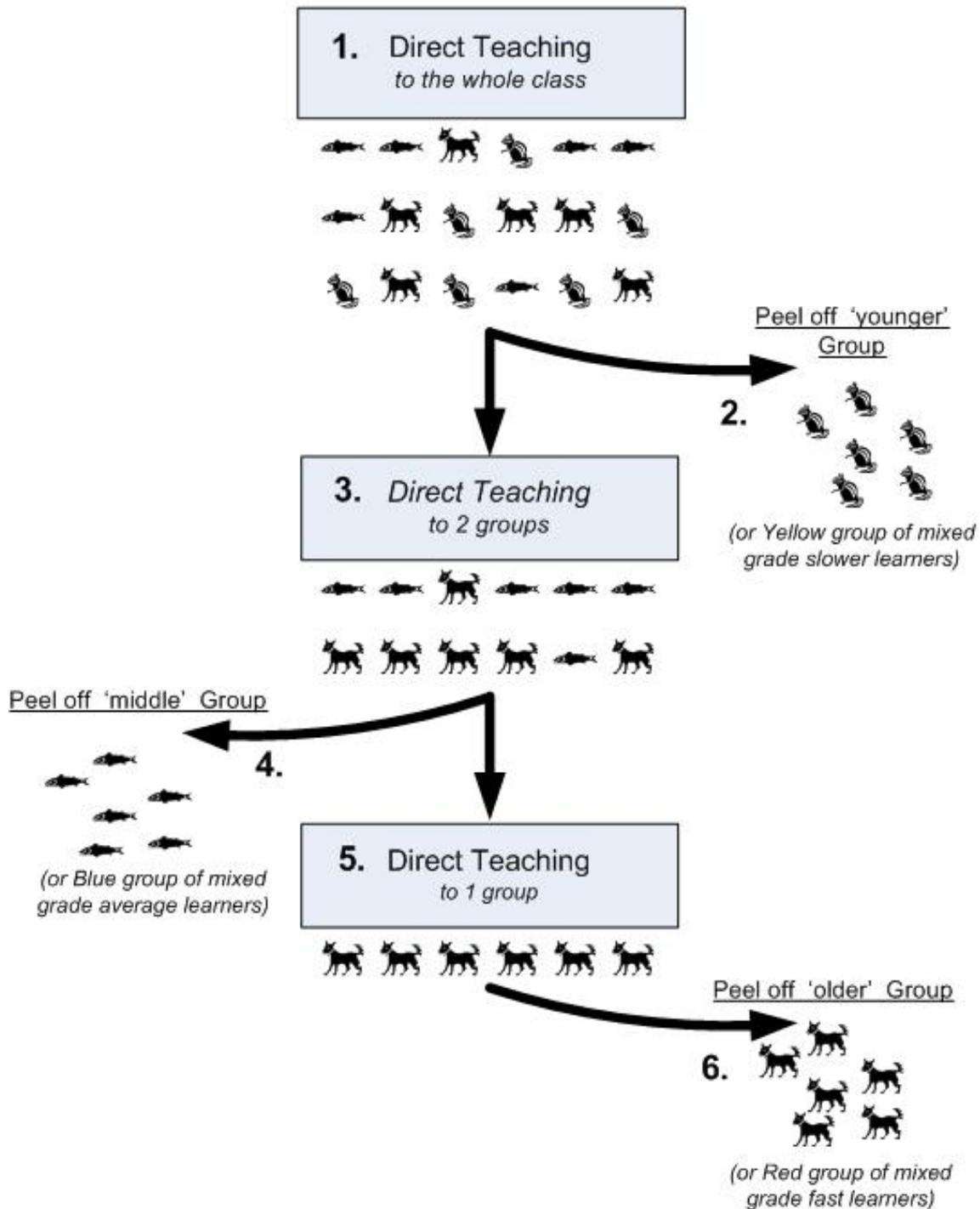
### **Peel Off Grouping Strategy Method**

Study the Peel Off grouping strategy diagram on the next page and follow the role of the teacher when managing three different ability groups (or grades) in the classroom. In the diagram, these three groups are called animals' names: "mice" (Grade 1), "fish" (grade II), "dogs" (grade III).

1. The teacher introduces a topic or demonstrates a new English or Mathematics topic to the whole class.
2. Then, the teacher "peels off" the "mice group" (younger or slower group) to do their related activity. They can get busy quickly as their concentration span may be shorter than the other two groups.  
*(The whole class can hear their instructions and other faster learners may be able to help this younger or slower group to finish their work later.)*
3. The teacher then teaches some more direct instruction to the two older or faster groups.
4. Then the next "fish group" (or middle group) can be "peeled off" and given their instructions to do their more complex activity/task.  
*(The remaining faster group can also listen and help them later.)*
5. The teacher can then introduce more advanced skills to the "dogs group" (or faster, more mature group.)
6. The 'dog group' (or more mature, faster group) then 'peel off' to start their related activity at a higher level.
7. The teacher is then free to rotate and support the "mice," then the "fish," and back to the "dogs" to check on their understanding.
8. At the end of the lesson, the groups can share their learning with the rest of the class.

# 'Peel off' Grouping Strategy

How to manage 3 ability groups to work at their own level.



### **One Input, Many Activities, Shared Output Grouping Strategy**

This is a teaching and learning strategy that many teachers use in a multigrade or a monograde classroom.

1. Teachers plan one shared experience for the whole class **(one input)**
2. Then, teachers plan three or four learning activities with different learning outcomes for the different groups related to the same topic **(many activities)**
3. At the end of the lesson, the groups can come together and share (report back) or present their learning or contribute their work towards a whole class project **(shared output)**.

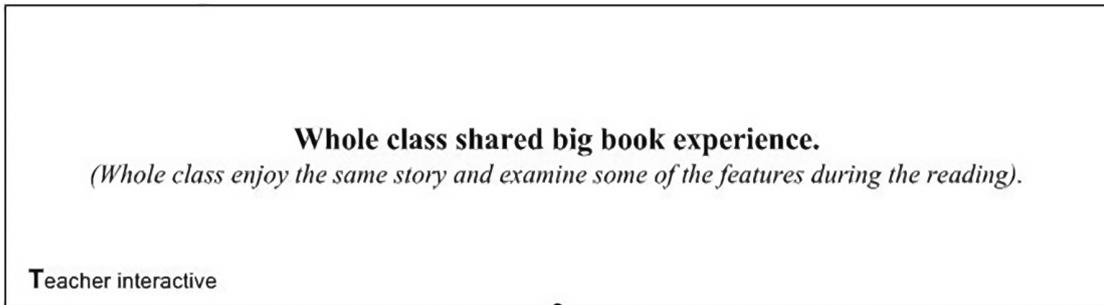
An example of this strategy for an English lesson for a Grades IV, V, and VI combination class is as follows:

1. The whole class shared a big book experience. The same story is read. (one input)
2. Then, a different learning activity is given to each of the groups about the same story. (many activities)
  - Group one may draw a story map or comic strip with labels of the events in the story in the correct sequence (Grade IV or younger group).
  - Group 2 may answer questions about the story. These questions could include different levels of thinking such as (a) recalling the events or characters and (b) thinking reflectively and evaluate ideas: “What do you think about...” Or “How did you feel about...” (Grade V or middle group).
  - Group 3 may predict and write a continuing story about other events that could happen next after the book is finished (Grade VI or older group)
3. At the end of the unit of work (after two or more lessons) each group may share their work in the form of group presentations. A whole-class display may be created with the story maps, questions, and continuing events in the story for everybody to share (shared output).

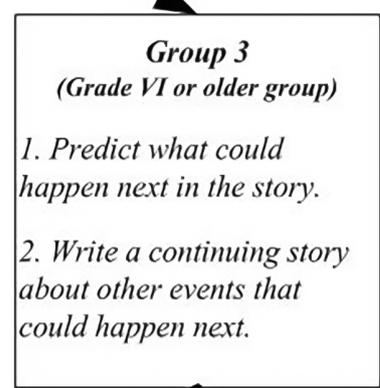
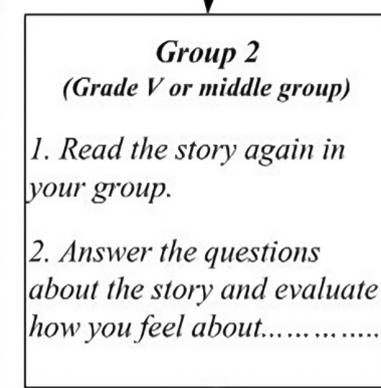
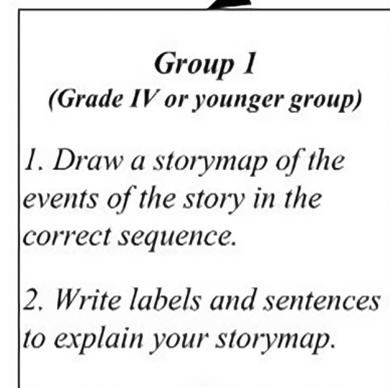
In this strategy, each group can be challenged at their level but also contribute to a whole class topic or theme. During the group presentations, the students learn from each other and gain new ideas to try later. They will be making connections and integrating their speaking and listening learning outcomes during their presentations. See the following sample diagram.

## One input, many activities, shared output

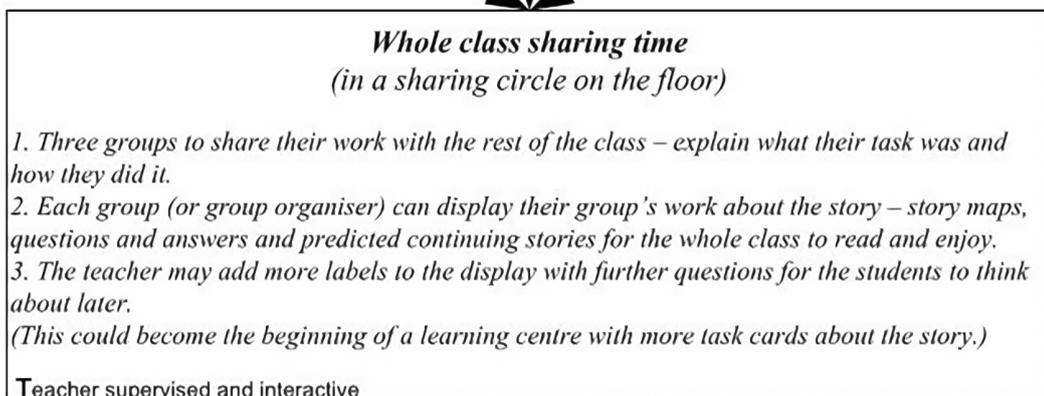
### 1. One input to whole class



### 2. Many activities



### 3. Shared output



## Readings

### Planning for successful mixed ability group work

When you are organizing mixed ability groups, think about the group structure of the members to ensure that the groups will work well. For example, each group will need an even mixture of: mature students, young students; active students; leaders; quiet and loud students; ability levels; and boys and girls. Think and plan the structure of the groups to ensure everyone has the opportunity to participate and receive help from the faster students (peer tutors) if needed.

Here are examples of different types of groups and their purposes.

Type of Group	Purpose of Group
Similar ability groups <i>(not necessarily grade groups)</i>	Teach/Learn new challenging skills, e.g., English, Mathematics
Mixed ability groups	Cooperative learning activities, all subject areas
Interest groups	Learn more skills in an area of interest, e.g., MAPEH
Friendship groups	Choose a friend to work with, e.g., for a P.E. lesson
Peer groups (age or grade)	Assist learning and self-confidence, e.g., reading, Math task, spelling, writing
Temporary group <i>(for a short time, once or twice only)</i>	Teach or practice a specific skill needed, e.g., English, Mathematics, craft skill, sports skill

### Working with Whole-Class Mixed-Ability Groups

Whole-class mixed-ability grouping gives the teacher opportunities to observe developing relationships among children and to get a feel for the dynamics between and among the children as a whole group.

For multigrade teaching to succeed, the class and the way it functions as a social unit is extremely important. Developing a **cooperative learning environment** greatly assists the effective working of whole-class mixed-ability





Department of Education  
Bureau of Learning Delivery  
TEACHING AND LEARNING DIVISION

# Module 5

## Classroom Assessment

Session 16: An Overview of Classroom Assessment

Session 17: Assessment Strategies and Tools





**Session  
16**

## **An Overview of Classroom Assessment**

### **Overview**

“Welcome to this session on classroom assessment. In this session, we shall discuss what Classroom Assessment is and how different it is from Evaluation. Also, we shall discuss the different strategies or tools that may be used in classroom assessment and determine which of these are appropriate in assessing pupils’ learning and performance. We shall also be able to realize the usefulness and importance of classroom assessment in multigrade teaching and learning.”

### **Objectives**

1. To describe classroom assessment and its importance
2. To identify what is to be assessed in the classroom
3. To describe how learners are assessed in the classroom
4. To describe how the learners’ progress is recorded and computed
5. To determine how the core values are reflected in the report card

### **Resources**

#### **Materials**

- Meta strips (5 colors)
- Masking tape
- Markers (for Activity 1)
- Presentation

#### **Duration**

- 1.5 hours

## Procedure

### Activity (15 minutes)

Question and Answer (Participants will write their answers on meta strips.)

Go through the following steps:

1. Distribute colored meta strips to the participants. Make sure that there are four colors available for their use.
2. Tell them to use a particular color for their answers to every question, e.g., pink for question a, blue for question b, etc.
3. Ask or show on the board/screen the following questions:
  - a. What is Classroom Assessment? Describe briefly using only words or phrases.
  - b. What is to be assessed in the classroom?
  - c. How are learners assessed in the classroom?
  - d. How are the learners' progress recorded and computed?
  - e. How are the core values reflected in the report card?
4. Give ample time for the participants to answer each question (5-10 min.). Grouping may be done.
5. When everyone is done, request them to post their answers on the board, grouping the meta strips by color, starting with their answers to the first question.

### Analysis (20 minutes)

1. Ask the first question again and read the participants' responses. Solicit others' help to group those strips with similar or the same answers.
2. You can make this portion interactive by soliciting clarifications or additional contributions from the participants. Give some inputs whenever needed.
3. Use the same procedure for the second, third, fourth, and fifth questions.
4. Solicit answers to each of the following questions:
  - a. What are the two types of assessment?  
(Answer: Formative Assessment and Summative Assessment)
  - b. How does one differ from the other?
  - c. When do you use each of them?
5. How useful or important is assessment in multigrade teaching?

**Abstraction** (30 minutes)

Deliver a short lecture about classroom assessment using presentation slides. (See Appendix for reference and DO No. 08, s. 2015)

Make the lecture as interactive as possible.

**Application** (15 minutes)

Have participants do the following:

1. Choose a competency from the list below.
  - Solve one-step word problems involving addition of whole numbers including money
  - Multiply mixed decimals by mixed decimals with hundredths
  - Trace the path of blood as it flows from the heart to the different parts of the body
  - Explain how the skeletal system protects the internal organs
  - Read conversations/dialogs orally observing proper intonation
  - Use courteous expressions in appropriate situations, such as participating in club meetings and conducting an interview
2. Identify the appropriate type of classroom assessment you will use.
3. Describe the task you will use to measure your pupils' learning and performance level.
4. Use the format below.

<b>Learning Competency</b>	<b>Types of Assessment To Use</b>	<b>Assessment Tasks</b>

**Reflection** (5 minutes)

Ask participants to fill out the self-reflection chart.

What I realized about classroom assessment	
What I need to unlearn	
What I need to improve/continue	

**Closure** (5 minutes)

Cap this session by showing this quotation and soliciting some reactions.

*Without quality classroom assessment,  
instruction cannot work  
and schools cannot be effective.*  
—Richard J. Stiggins

## Appendix

### **Difference between Assessment and Evaluation**

*Assessment* is the collection of data to inform both the teacher and the pupil as to how the learning is progressing (formative) or how it has been applied (summative). This involves gathering data through one or more assessment strategies or techniques like paper and pencil tests or performance-based assessments.

*Evaluation* is the process of interpreting and judging the information gathered through assessment and giving value to the results in the form of a score or grade for reporting purposes. This can be used to provide a picture of student achievement levels over a period of time. It gives the teacher, the school, and the wider education system a clear indication of how well they are performing.

The *assessment* process reveals what a pupil understands, knows, and can do. The *evaluation* process interprets and judges (gives value to) the information gathered during assessment.

Assessment and evaluation provide ongoing feedback to pupils, teachers, and parents to enhance pupil learning.

### **Classroom Assessment**

Classroom assessment refers to all activities in the classroom that enable pupils to demonstrate what they understand, what they know, and what they can do. It includes both *formative* and *summative* assessment. This is among the teacher's most essential educational tools. It does more than just measure learning. What we assess, how we assess, and how we communicate the results, sends a clear message to students about what is worth learning, how it should be learned, and how well we expect them to perform. When properly developed and interpreted, assessments can help teachers better understand what their pupils are learning.

### **Formative Assessment**

Formative assessment is sometimes defined as “*assessment for learning*” because it is an essential part of the learning process while the students are doing their learning activities and assessment tasks.

Teachers use assessment strategies such as a *conference* or discussion with the student, *observation*, and *analyzing student’s work samples* (or products) to find out valuable information about their work in progress or their developing skills. This information assists the student and the teacher to find out if they are making progress and plan what they need to do next to improve and build on their learning. This process of assessment produces valuable feedback for the students about their progress.

The teacher learns information about the students which helps him/her to plan future lessons to meet their learning needs. The teacher can formulate plans for teaching and learning and modify instructional methods and materials during an educational program. Information about both learning processes and learning outcomes is used in formative assessment.

### **Summative Assessment**

Summative assessment is sometimes defined as “*assessment of learning*” because it happens at the end of a unit of work, a grading period, or a year. It is often used to identify what students have learned using the strategies of tests or examinations which can sometimes cause stress for students and teachers. Performance tasks and projects may be designed as summative assessments which can be less stressful but as a summative assessment, they would occur at the end of a teaching period. There is less opportunity for feedback to enhance the teaching and learning program after the summative assessment.

Summative assessments often provide numbers for the grades and are designed to provide an accurate picture of student achievement over a period of time. This may be used for reporting to parents, the district, division, or region when a school-wide picture of achievement is required.

## **Importance of Classroom Assessment**

Educational research indicates the importance of pupil-centered classroom assessment in building pupil confidence and increasing success in school.

When pupils are involved in their assessment and evaluation, they are required to think about their learning and articulate their understandings which helps them learn (Schon, et al, 1991).

When pupils are involved in their assessment, mistakes become feedback they can use to adjust what they are doing. When pupils' mistakes are identified by others and feedback is limited to marks or letters, pupils are less likely to know what to do differently next time. (Butler, et al, 1986).

Classroom assessment also:

- Gives useful information about what the pupils are learning and the extent to which the teacher is achieving the specific goals.
- Assists pupils in diagnosing their learning; helping them become more effective, self-assessing, and self-directed learners (Angelo & Cross, 1993).
- Determines the extent to which the teacher has attained the curriculum objectives. It is important to choose classroom assessment strategies/techniques that are appropriately suited to measuring the students' learning.

## **Two Categories/Types of Classroom Assessment**

There are two categories or types of classroom assessment. These are the traditional and nontraditional assessment.

### **A. Traditional (Conventional) Assessment**

Traditional strategies of assessment (short-answer tests, true-false tests, multiple-choice, fill-in-the-blank tests, matching, standardized tests, and brief essays) have been used in schools for years. Sometimes they are used to measure student progress, sometimes as a basis for teachers to understand what students appear to have understood from one or more lessons. Often traditional tests are used to meet the school, divisional, regional, or national assessment requirements. Students typically select an answer or recall information to complete the assessment. These tests may be standardized or teacher-created. They may be administered locally

or region-wide, or nationally. While traditional tests can be used to monitor learning growth for individual students, they usually focus on the recall of facts, concepts, and rules and what may be called *lower-level learning*.

Advantages: They are easy to administer and score, and they can test a broad range of knowledge and skills quickly.

Disadvantages: Developing such tests to accurately measure more complex, higher-level thinking skills is difficult and time-consuming.

## B. Nontraditional (Contemporary) Assessment

Nontraditional assessment strategies include a variety of different methods that usually require the students to create a sustained response to a task or question. This is in direct contrast to traditional assessment methods which usually require the students to choose a response from a multiple-choice, true-false, or matching a given list.

Nontraditional assessment tasks often ask students to solve real issues or problems in a way that produces a result, a demonstration, or a product that clearly shows what the students can do and what they have learned. For example, a research project, report, poster, graphic organizer, a demonstration, a debate, a real performance, or a model.

Nontraditional assessment is also called “*Alternative*” assessment (AA) or “*Performance-based*” assessment, by different people from different countries. Some nontraditional assessment approaches which directly involve real-life situations, problems, and demonstrations of learning are also called “*Authentic*” assessments. Therefore, nontraditional assessment can include all three terms to mean the same type of approach to student assessment – *alternative assessment, performance-based assessment, and authentic assessment are all forms of nontraditional assessment*.

Nontraditional assessment strategies can measure students’ problem-solving, reasoning, critical thinking skills, work habits, attitudes, ability to cooperate, and a sense of responsibility. These strategies can include performance-based assessment tasks (for example, oral presentations, demonstrations), authentic assessment tasks and projects (related to real-

life situations), portfolios of work samples (or product), and self-assessment tasks.

Performance-based assessment requires the student to solve a problem, create a product, or construct a response that demonstrates skill, process, or concept. Performance assessments can be presented to pupils as real-life projects that may be done over an extended period and require pupils to locate, gather, organize, and interpret information. Typically, the project or product of the assessment is rated by the teacher, peers, or students themselves, using clear criteria in rubrics.

**Advantages:** Pupils demonstrate their understanding, reasoning, and communication skills as they apply their knowledge and skills.

**Disadvantages:** They can be time-consuming to design, administer, and score. Also designing complex assessments that are truly valid and reliable will require skill and practice.

Authentic Assessment is a form of performance-based assessment that is structured around real-life problems or work-related situations. Although a conventional multiple-choice question can describe a real-life situation, the term “authentic assessment” usually is applied to performance assessments. It aims to assess pupils’ abilities in “real-world” contexts. In other words, pupils learn how to apply their skills to authentic tasks and projects.

Authentic assessment does not encourage rote learning and passive test-taking. Instead, it focuses on pupils' analytical skills, ability to integrate what they learn, creativity, ability to work collaboratively, and written and oral expression skills. It values the learning process as much as the finished product.

Examples of authentic assessment tasks include:

- doing science experiments
- conducting social-science research
- writing stories, reports

- reading and interpreting literature
- solving math problems that have real-world applications
- performing a role-play, dance, choral speaking, song/rap,
- demonstrating a new skill learned

Traditional Assessment		Nontraditional Assessment	
Selected Response	Constructed Response	Products	Performance
True-false Matching items Classification items Multiple Choice items	Short-answer items Fill-in-the-blank, sentence completion Cloze, modified cloze Extended responses Problem solutions	Essay Research paper Log/Journal Lab Report Story/play Poem Portfolio Art exhibit Project Notebook	Oral presentation Dance/movement Demonstration Athletic competition Dramatic reading Enactment Debate Musical recital Panel discussion Video/Audio-Tape

### Categories of Classroom Assessment

(This is based on what pupils do in the assessment and what data is generated by the assessment.) An extended assessment, such as a test or a project, may include a few different types, such as the ones that follow.

<b>Assessment Types</b>	<b>Examples</b>	<b>Usefulness and Resulting Evidence</b>
<b>Closed Tasks</b>	<ul style="list-style-type: none"> <li>• Multiple-choice items</li> <li>• True-false items</li> <li>• Fill in the blanks</li> <li>• Solve (without showing process)</li> </ul>	<ul style="list-style-type: none"> <li>• Usefulness for assessing content-based standards; not useful for process-based standards</li> <li>• Assess student knowledge of facts, skills, or concepts</li> <li>• Take less time, thus allowing time for open-ended and performance tasks</li> </ul>
<b>Open Tasks and Constructed Responses</b>	<ul style="list-style-type: none"> <li>• Tasks with different possible answers</li> <li>• Tasks with different possible processes</li> </ul>	<p>Useful for assessing student:</p> <ul style="list-style-type: none"> <li>• Use of processes or strategies</li> <li>• Ability to interpret information</li> <li>• Ability to apply information</li> <li>• Reasoning</li> <li>• Ability to communicate thinking</li> </ul>
<b>Performance Tasks</b>	<ul style="list-style-type: none"> <li>• Integrative tasks that yield specific products</li> <li>• Authentic assessments</li> <li>• Extended projects</li> </ul>	<p>Useful for assessing student:</p> <ul style="list-style-type: none"> <li>• Ability to organize, synthesize, and apply information and skills</li> <li>• Use of resources</li> </ul>
<b>Informal Assessments</b>	<ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Teacher checklists</li> <li>• Conversations and interviews (student-teacher conferences)</li> </ul>	<p>Depending on what is discussed or observed, these informal assessments will reveal how the students are:</p> <ul style="list-style-type: none"> <li>• Processing their learning and the strategies used</li> <li>• Reasoning</li> </ul>

	<ul style="list-style-type: none"> <li>Analyzing students' products or outputs</li> </ul>	<ul style="list-style-type: none"> <li>Understanding a topic or concepts</li> <li>Able to communicate and collaborate</li> </ul>
<b>Self-Assessment or Reflection</b>	<ul style="list-style-type: none"> <li>Student journals or reflection logs</li> <li>Student checklists</li> <li>Group (whole class or small group) reflection activities</li> <li>Daily or weekly self-evaluations</li> <li>Teacher-student interviews</li> </ul>	<ul style="list-style-type: none"> <li>Develops student awareness of strengths and weaknesses and conscious use of thinking skills (metacognitive skills)</li> <li>Can show student process and thinking and reasoning skills</li> <li>Reveals students' attitude toward topic or learning</li> <li>Helps teachers and students identify student's personal goals</li> </ul>

*Adapted from NCTM (2000) with additional information from Marzano & Kendall (1996)*

## Reference

Richard J. Stiggins, Phi Delta Kappan, November 1999. Vol. 81, No.3



**Session  
17**

## **Assessment Strategies and Tools**

### **Overview**

Students in a multigrade classroom do not learn in the same way. Students who have different learning styles typically have different methods of demonstrating what they have learned. The use of a variety of assessment approaches is needed to allow students to demonstrate what they have learned.

To gain the most valuable evidence from assessments, the teacher needs to know how to choose the most suitable assessment strategy for each situation, and how to make the assessment tool as effective as possible. A poorly chosen or poorly developed assessment will fail to provide useful evidence about the learners' learning. It could even provide misleading information. Only with good, properly chosen developed assessments will teachers gather evidence of what their pupils have learned.

Authentic classroom assessment activities are desired whenever possible. That is, assessment tasks should not only examine simple recall of information but should also demonstrate the extent to which students have understood and applied the information.

This session discusses how to construct different assessment strategies for assessing students' progress as well as evaluating the impact of instructional strategies.

### **Objectives**

1. To identify different strategies and tools for assessing students' learning achievement and performance
2. To construct different types of traditional and nontraditional assessment tools
3. To prepare a product or performance to be assessed by their peers using the criteria in a given rubric

## Resources

### Materials

- Manila paper
- Pentel pens

### Duration

- 2.5 hours

## Procedure

### Priming Activity (5 minutes)

Present a video with the title “Because of a Teacher” (youtube.com).

After the viewing, ask: How do teachers affect the lives of their students?

### Activity 1 (15 minutes)

#### Traditional/Conventional Assessment

1. Show test items to the participants through a presentation (one test item at a time; see Appendix 1).
2. Let the participants evaluate each test item whether it is good or poor.
3. After evaluating the test items, tell them to set aside their answer sheets for a while. (These answers will be used during the Application exercise.)

### Analysis 1 (15 minutes)

Ask:

1. What do you consider when you are writing test items?
2. What are the qualities of a good test item?
3. How did you rate each test item? (Discuss their answers to every item and their reason behind it. Then, elicit their knowledge on constructing such test items.)
4. What insights/learning did you gain from the activity? (Let the participants interact with one another on the answers to the different questions.)

#### Note to Facilitator:

After discussing their answers, invite participants to another activity.

**Activity 2** (15 minutes)

**Nontraditional Assessment**

Ask the participants to do the following task.

1. Get into small groups with four members each.
2. Read the following checklist for some English competencies on Reading and Writing for Grades II and III classes.
3. Discuss with your group how a checklist as an assessment tool can help a multigrade teacher.

There are a variety of levels of criteria from both Grade II and Grades III competencies. The teacher can use the same checklist for the whole class and record against the criteria suitable for each learner.

The codes (**A** – achieved, **S** – sometimes, **N** – not yet achieved) will help make the recordings quickly. The date (month/day) can also be written in the box to see the progress made over a period of time. (Example, 9/3 = September 3)

<b>Grades II and III English</b> Reading and Writing Competencies: _____	<b>M</b> <b>o</b> <b>n</b> <b>a</b>	<b>D</b> <b>o</b> <b>v</b> <b>i</b> <b>e</b>	<b>R</b> <b>o</b> <b>y</b>	<b>A</b> <b>r</b> <b>m</b> <b>a</b> <b>n</b>	<b>J</b> <b>o</b> <b>e</b> <b>l</b>
<b>Key: A = Achieved</b> <b>S = Sometimes N = Not yet</b>					
<b>Reading criteria</b>					
Reads high frequency words	<b>A</b> <b>9/3</b>	<b>S</b> <b>9/3</b>	<b>A</b> <b>9/3</b>	<b>N</b> <b>9/3</b>	<b>A</b> <b>9/3</b>
Reads a set of related pictures					
Can match heading to pictures					
Reads frequently used sentences	<b>A</b> <b>9/3</b>	<b>S</b> <b>9/3</b>	<b>A</b> <b>9/3</b>	<b>N</b> <b>9/3</b>	<b>A</b> <b>9/3</b>
Builds frequently used sentences					

Reads words using spelling clues					
Uses context clues to make meaning					
Reads dialogues with intonation	<b>A</b> <b>9/1</b>	<b>A</b> <b>9/1</b>	<b>A</b> <b>9/1</b>	<b>S</b> <b>9/1</b>	<b>S</b> <b>9/1</b>
<b>Writing criteria</b>					
Copies sentences legibly	<b>A</b> <b>9/9</b>	<b>S</b> <b>9/9</b>	<b>A</b> <b>9/9</b>	<b>S</b> <b>9/9</b>	<b>S</b> <b>9/9</b>
Uses capital letters appropriately					
Writes important dates	<b>A</b> <b>9/8</b>	<b>S</b> <b>9/8</b>	<b>A</b> <b>9/8</b>	<b>A</b> <b>9/8</b>	<b>A</b> <b>9/8</b>
Writes own address correctly					
Writes sentences or statements					
Writes questions					
<b>Comments:</b>					

**Analysis 2** (20 minutes)

1. How do you think a multigrade teacher uses this type of checklist?
2. What benefits does a teacher gain from using a checklist?
3. How could the information recorded in the checklist be used to improve the students' learning?

**Note to Facilitator:**

Here are sample answers:

1. It can record students' progress and achievements and identify those students who need more assistance.
2. It can assist the teachers in lesson planning and by providing valuable information on reporting students' progress.

3. It can help identify the students who have achieved the objectives and need more challenging work and those who need more assistance from the teacher or peer tutors.

**Abstraction** (40 minutes)

Deliver a short lecture on the guidelines for constructing test items for traditional types of assessment and on the different types of nontraditional assessment. (Appendix 2 and Appendix 3)

**Application** (30 minutes)

1. Show the test items again. Ask the participants to check their answers or comments whether they are right or wrong.
2. Ask each group to construct one test item for each of the following test types. Have them state the corresponding competencies.
  - a. Multiple-Choice  
Competency:  
Item:
  - b. True-False  
Competency:  
Item:
  - c. Matching Type  
Competency:  
Item:
  - d. Fill-in-the-Blank or Completion Type  
Competency:  
Item:
  - e. Essay Tests  
Competency:  
Item:
  - f. Problem-Solving Questions  
Competency:  
Item:
3. Have each group express what they have learned in the session using one of the following: an advertisement/poster, a poem, song, mind map, a role-play (no longer than five minutes), or a presentation to parents about multigrade teaching and learning.
4. Ask each group to present their outputs. Have the other groups make comments or suggestions for improvement, if necessary.

Have participants read the following rubric<sup>1</sup> that they will use to assess task no. 3.

<b>Assessment Criteria</b>	<b>Satisfactory (70–79%)</b>	<b>Very Good (80–89%)</b>	<b>Outstanding (90–100%)</b>
Content	<ul style="list-style-type: none"> <li>• Demonstrates 2 or 3 main multigrade management strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates 4 or 5 main multigrade management strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates more than 5 main multigrade management strategies</li> </ul>
Organization of ideas	<ul style="list-style-type: none"> <li>• Some of the main multigrade ideas are presented in a logical sequence.</li> <li>• Some ideas are communicated and understood by the audience (for example, simple words, clear visual or audio aids).</li> </ul>	<ul style="list-style-type: none"> <li>• Most of the main multigrade ideas are presented in logical sequence.</li> <li>• Most ideas are communicated and understood by the audience (for example, simple words, clear visual or audio aids).</li> </ul>	<ul style="list-style-type: none"> <li>• All of the main multigrade ideas are presented in logical sequence.</li> <li>• All ideas are communicated and understood by the audience (for example, simple words, clear visual or audio aids).</li> </ul>
Presentation	<ul style="list-style-type: none"> <li>• Displays little creative imagination</li> <li>• Gains attention of a few of the audience</li> <li>• Presented information accurately with more than 2 errors</li> </ul>	<ul style="list-style-type: none"> <li>• Displays some creative imagination</li> <li>• Gains attention of most of the audience</li> <li>• Presented information accurately with 1 or 2 errors</li> </ul>	<ul style="list-style-type: none"> <li>• Displays a lot of creative imagination</li> <li>• Gains attention of all of the audience</li> <li>• Presented information accurately with no errors</li> </ul>

<sup>1</sup> A rubric is 'a set of criteria expressed as a scale used to assess different levels of student performance' (Rutherford 1997). Each level of performance is described in a short narrative, to give a clear picture of what the product would look like at the different levels.

<p>Group Cooperative Skills</p>	<ul style="list-style-type: none"> <li>• A few group members actively participated and contributed to producing the output.</li> <li>• A few group members listened and respected each other's ideas</li> <li>• A few group members encouraged and helped each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Most group members actively participated and contributed to producing the output.</li> <li>• Most group members listened and respected each other's ideas</li> <li>• Most group members encouraged and helped each other.</li> </ul>	<ul style="list-style-type: none"> <li>• All group members actively participated and contributed to producing the output.</li> <li>• All group members listened and respected each other's ideas</li> <li>• All group members encouraged and helped each other.</li> </ul>
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An example of a rubric for a Performance-based assessment related to managing Multigrade Teaching and Learning.

### Reflection (5 minutes)

Think over what you learned in the session. Answer the following:

1. Can you now write test items based on the guiding principles for constructing test questions?
2. Can you now decide when to use traditional and nontraditional assessment to evaluate your students' learning?

### Closure

Present the following quotation in a presentation:

The test of a good teacher is not how many questions he can ask his pupils that they will answer readily, but how many questions he inspires them to ask which he finds it hard to answer.

–Alice Wellington Rollins

## Appendix 1

### List of Questions

1. Skinner developed programmed instruction in \_\_\_\_\_.
  - a. 1953
  - b. 1954 (correct)
  - c. 1955
  - d. 1956
2. Skinner developed programmed instruction in the \_\_\_\_\_.
  - a. 1930s
  - b. 1940s
  - c. 1950s (correct)
  - d. 1970s
3. Bloom's cognitive taxonomy of objectives includes six levels of objectives, the lowest being knowledge. (True-False)
4. Bloom's cognitive taxonomy includes six levels of objectives. Knowledge is the lowest-level objective of Bloom's cognitive taxonomy. (True-False)
5. The first president of the Philippines was \_\_\_\_\_. (two words)
6. Give the first and last name of the first president of the Philippines.  
\_\_\_\_\_
7. Describe the role of instructional objectives in education.
8. Discuss Bloom's contribution to the evaluation of instruction.
9. Describe and differentiate between behavioral (Mager) and cognitive (Gronlund) objectives about their (1) format and (2) relative advantages and disadvantages for specifying instructional intentions.

## Appendix 2

### Writing Test Questions

Once you have defined the important learning objectives and have, in the light of these objectives, determined which types of questions and what form of test to use, you are ready to begin the second step in constructing an effective achievement test. This step is writing the questions.

#### General Principles

While the different types of questions—multiple-choice, fill-in-the-blank or completion type, true-false, matching type, and essay—are constructed differently, the following principles apply to constructing questions and tests in general.

1. Make the instructions for each type of question simple and brief.
2. Use simple and clear language in the questions. If the language is difficult, students who understand the material but who do not have strong language skills may find it difficult to demonstrate their knowledge. If the language is ambiguous, even a student with strong language skills may answer incorrectly if his or her interpretation of the question differs from the instructor's intended meaning.
3. Write items that require specific understanding or ability developed in that course, not just general intelligence or test-wiseness.
4. Do not suggest the answer to one question in the body of another question. This makes the test less useful, as the test-wise student will have an advantage over the student who has an equal grasp of the material, but who has less skill at taking tests.
5. Do not write questions in the negative. If you must use negatives, highlight them, as they may mislead students into answering incorrectly.
6. Specify the units and precision of answers. For example, will you accept numerical answers that are rounded to the nearest integer?

In constructing test items, you must consider a variety of issues:

#### The topics and materials to be tested

For achievement tests, this calls for *content analysis* in which the key subject areas are listed and the percentage of the test to be devoted to each subject area is decided. Content analysis for classroom achievement tests can be

highly subjective if created by a single individual with no feedback from knowledgeable colleagues.

### **The kind of questions to be constructed**

The answer to this question is partially dependent upon the educational objectives you want to include in the test.

### **The taxonomy of educational objectives**

The taxonomy of educational objectives was developed by Benjamin Bloom in 1956, which involves knowledge and development of intellectual skills. The cognitive domain is composed of six categories that are ordered from simple to complex. They vary in difficulty to cognitive abilities or level of understanding.

1. *Knowledge* – the recall of specific facts. Knowledge questions can be identified by key verbs such as *define, identify, list, and name*.
2. *Comprehension* – understanding the purpose or meaning of something. Comprehension questions can be identified with key verbs such as *describe, convert, explain, and summarize*.
3. *Application* – using information and ideas in novel situations. Application questions can be identified with key verbs such as *demonstrate, compute, determine, and solve*.
4. *Analysis* – breaking down large pieces of information to examine the structure and interrelationships among its parts. Analysis questions can be identified by key verbs such as *analyze, interpret, differentiate, and relate*.
5. *Synthesis* – combining various elements or parts into a structural whole. Synthesis questions can be identified by key verbs such as *design, device, formulate, and plan*.
6. *Evaluation* – making a judgment based upon reasoning. Evaluation questions can be identified by key verbs such as *compare, critique, evaluate, and judge*.

Bloom's Taxonomy was revised in 2001 by Lorin Anderson and David Krathwohl.

**Note:** Present also the revised version of Bloom's Taxonomy and make a comparison.

## Appendix 3

### **Nontraditional Assessment Strategies and Tools**

The main role of the teacher is to make sure that their students learn. The main purpose of an assessment is to make sure that learning is happening. Teachers need to know what their students *know and can do* concerning the K to 12 Basic Education Curriculum.

There is a wide range of assessment strategies and tools that teachers can use which are all suitable in both multigrade and monograde classes. These include:

- **Student portfolios** – a collection of student’s works that shows a range of skills and progress made over a period of time
- **Student/teacher conferences** – involve interviews and discussion between the teacher and the student about their work and their goals for future learning or follow up action
- **Observation** – is useful throughout the day but also when students are engaged in a presentation, performance, or cooperative group work. Information can be recorded on a checklist or rubric against assessment criteria related to a learning outcome. Observations can also be written in anecdotal note form in a journal or on a grid. It is important to date observations to show progress made over time.
- **Projects, reports, and assignments** – encourage students to become involved in group or individual research activities. These products can be assessed using the criteria in a rubric.
- **Peer and self-assessment** – encourage students to make decisions about their peer’s and their performance based on specific criteria decided on by the teacher or the particular group of students
- **Marking keys** – are the written assessment criteria, for the teacher to provide feedback to the students when marking their work. The student understands clearly what is expected of them and how they can improve their work. In a multigrade class, there may be two or three different marking keys to show different developmental levels of criteria or different grades of competencies.

Below is an example of a marking key.

Tick the box if these criteria have been achieved.

1. The main ideas of the text have been written.
2. Ten of the key words have been remembered.
3. The written work shows understanding of the topic.
4. The sentences are correctly structured.
5. The key words are spelt correctly.
6. The main idea (big idea) has been clearly stated with three supporting ideas (small ideas)

*How many skills did you remember to include in your writing?*

- **Checklists** – are a quick and easy method of recording students’ progress and achievements and identifying those who need more assistance. A checklist clearly shows the teacher and the students the objectives or assessment criteria they are working towards achieving related to an associated competency.

Another purpose for assessment is for reporting to parents/guardians, future teachers, head teacher, or the Grade VII teacher at the end of Grade VI. The report should accurately describe what the student can do and also show their learning needs. This can be achieved using data from the teacher’s records (e.g., work samples in student portfolios, notes from teacher-student conferences, checklists, and observations). Each student’s work samples, conference notes, etc. will be different in a multigrade class.

## Readings

### CONSTRUCTING SPECIFIC TEST ITEMS

Many decisions must be made by the test developers if the test is Objective (multiple-choice, true-false, matching type) or Subjective (essay tests) in nature. The answer to this depends upon the cognitive objectives being assessed. Some tests may have a combination of objective and subjective methods.

#### Objective Types of Tests

##### A. Multiple-Choice Tests

###### Advantages

- Objective scoring procedures means anyone can score a particular examination and come up with the same grade. (helps to increase the reliability of the test)
- A representative sample of questions from all subject areas to be tested can be easily obtained.
- The examination can be scored relatively quickly; very suitable for large numbers of test-takers.

###### Disadvantages

- Take considerable time to create compared to essay tests.
- Much more difficult to assess higher-order cognitive objectives such as analysis and evaluation.
- Can be made unintentionally more difficult by the use of negatives or (even worse) double negatives within the question and interlocked items, where you must get the correct answer to a preceding question to get the right answer to the current question.
- Can be made easier by the use of interrelated items.

#### Guidelines for Constructing Multiple-Choice Items

1. The question format is preferred to an incomplete statement. If an incomplete statement is used, the blank should be at the end of the statement.
2. State the question clearly and should be appropriate to the reading level of the students.
3. Place as much of the item in the stem as possible. Answer choices should be as short as possible.

4. Use opinion questions sparingly and cite the source or authority of the opinion.
5. Four to five choices are standard, but two or three choices can be used as well.
6. If the answer choices have a natural order, arrange them in that fashion. (dates, ages). Otherwise, answer choices should be randomly arranged.
7. Try to make answer choices equal in length and complexity.
8. Try to make all answer choices plausible, but only one correct answer.
9. Formulate a logical reason why someone who doesn't know the correct answer would select from the distracter set.
10. Avoid the use of negatives, and in particular, double negatives.
11. Ambiguous and tricky options should be avoided.
12. Specific determiners should be avoided, and "all of the above" and 'none of the above' questions should be infrequent.
13. Place options in stacked format, rather than row by row.
14. Make sure the number of items tested is appropriate for the time constraints of the testing session.
15. Item difficulty should be such that overall performance is halfway between chance (pure guessing) and 100%. This will give your testing measure the maximum ability to separate according to performance.

### Sample Multiple-Choice Items

1. Make the content meaningful. Do not test trivial or unimportant facts.

**Poor:** Skinner developed programmed instruction in \_\_\_\_\_.

- a. 1953
- b. 1954 (correct)
- c. 1955
- d. 1956

**Better:** Skinner developed programmed instruction in \_\_\_\_\_.

- a. 1930s
- b. 1940s
- c. 1950s (correct)
- d. 1970s

2. Make all alternatives plausible as correct responses. To make sure your alternatives are plausible, define the class of things to which all of the answer choices should belong.

**Poor:** What is a claw hammer?

- a. a woodworking tool (correct)
- b. a musical instrument
- c. a gardening tool
- d. a shoe repair tool

**Better:** What is a claw hammer?

- a. a woodworking tool (correct)
- b. a metalworking tool
- c. an autobody tool
- d. a sheet metal tool

## B. True-False Items

True-False items are some of the most commonly used and simplest to create test items. They are sometimes criticized for encouraging rote memorization. True-False answers are affected by the use of specific determiners such as *never*, *always*, and *only*, indicating a statement that is usually false. *Often*, *sometimes*, and *usually* commonly indicate a true statement.

### Advantages

- True-false items are fairly easy to write.
- They are very easy to grade.

### Disadvantages

- True-false items can only test for factual information.
- They allow for a high probability (50%) of guessing the correct answer.
- They limit assessments to lower levels of learning (knowledge and comprehension).

## Guidelines for Constructing True-False Statements

1. Ensure the statements deal with non-trivial information to discourage rote memorization.
2. Keep statements short in length and unambiguous.
3. Avoid negatively stated items, especially double negatives.
4. Avoid specific determiners such as *always*, *never*, and *only*.
5. On opinion statements, cite the source of the opinion.
6. Avoid tricky items.
7. Make true and false statements about equal length and include an equal amount of both.

8. Make wrong answers more attractive by wording items in such a way that they are not obviously wrong.

### Sample True-False Items

1. Be certain that the statement is entirely true or entirely false.

**Poor:** A good instructional objective will identify a performance standard.

(**Note:** The correct answer here is technically *false*. However, the statement is ambiguous. While a performance standard is a feature of some “good” objectives, it is not necessary to make an objective good.)

**Better:** A performance standard of an objective should be stated in measurable terms.

(**Note:** The answer here is true).

2. Convey only one thought or idea in a true-false statement.

**Poor:** Bloom’s cognitive taxonomy of objectives includes six levels of objectives, the lowest being knowledge.

**Better:** Bloom’s cognitive taxonomy includes six levels of objectives. Knowledge is the lowest-level objective of Bloom’s cognitive taxonomy.

3. Require learners to write a short explanation of why false answers are incorrect.

4. Incorporate third or fourth choices such as opinion (as opened to fact) – “sometimes, but not always true,” “cannot be resolved,” etc.

### C. Matching Items

Matching items are reasonably easy to construct. The drawback is that matching items primarily test lower-order cognitive objectives, and thus encourage rote memorization.

#### Guidelines for Constructing Matching Items

1. Arrange the premise and response options in a clear logical column format, with question stem on the left-hand side and to be matched items on the right.
2. Number the question stems sequentially and use letters to differentiate among response choices.

3. Use between six to 15 question stems, and two to three more response options than question stems.
4. Specify whether the matching is one-to-one, one-to-many, and whether or not response choices can be used more than once.
5. Put the entire matching section on a single test page for clarity.

#### Advantages

- A large amount of material can be condensed to fit in less space.
- Students have substantially fewer chances for guessing correct associations than on multiple-choice and true-false tests.

#### Disadvantage

- Matching tests cannot effectively test higher-order intellectual skills.

### D. **Short-Answer/Fill-in-the-Blank/Completion Test Items**

#### Advantages

- Since the expected answers are specific, scoring can be fairly objective.
- These tests can test a large amount of content within a given period.

#### Disadvantages

- These test items are limited to testing lower-level cognitive objectives, such as the recall of facts.
- Scoring may not be as straightforward and objective as anticipated.

### **Guidelines for Constructing Short-Answer/Fill-in-the-Blank/Completion Test Items**

Word the test items so that only one answer is correct. Otherwise, scoring will become more subjective, and, when grades are at issue, arguments with students will become more frequent.

#### Example:

**Poor:** The first president of the Philippines was \_\_\_\_\_. (two words)

**(Note:** The desired answer is Emilio Aguinaldo, but students may write “from Cavite,” “a general,” and other creative expressions.)

**Better:** Give the first and last name of the first president of the Philippines.

## Subjective Types of Tests

### A. Essay Questions

#### Advantages

- Essays can test for higher-order intellectual skills and cognitive strategies.
- They are relatively easy to construct.
- They allow learners to display mastery of an entire range of knowledge about a subject and to practice their writing skills.
- A “short” essay requires a highly focused response.
- A “long” essay allows the learner more opportunity to express and defend a point of view.

#### Disadvantages

- The more expansion or divergence allowed, the more difficult the grading is.
- Because students will have time to write only a few essays, a limited number of concepts or principles relating to a topic can be tested.
- If the questions asked are not focused, students may stray off the topic or misinterpret the type of response required.
- The time required for different learners to complete an essay test will vary greatly.
- Much time and care must be taken when grading to be as objective as possible and to avoid making personal judgments.
- Subjectivity in grading means two people can evaluate the same essay to calculate different grades.
- Grading essays takes a significant amount of time (may not be feasible for tests of a large group of people).
- Because of the time it takes to write an essay, may not be able to survey a large portion of the subject material. (problem with representative sampling)

### Guidelines for Constructing Essay Tests

1. Make the questions as specific and focused as possible.

**Poor:** Describe the role of instructional objectives in education.  
Discuss Bloom’s contribution to the evaluation of instruction.

**Better:** Describe and differentiate between behavioral (Mager) and cognitive (Gronlund) objectives concerning their (1) format and (2)

relative advantages and disadvantages for specifying instructional intentions.

2. Inform students of the grading criteria and conditions. Will spelling count? How important is organization? Are all parts of the essay worth the same number of points? Can a dictionary be used? Do dates of historic events need to be indicated?
3. Write or outline a model answer. It will help you to focus on content, assign points to key concepts included, and grade more objectively and reliably.
4. Grade essays “in the blind”, that is, without knowing the writers’ identities. When multiple essay questions are required, evaluate a given question for all students before scoring the next essay.
5. Do not give students a choice of essays; have all respond to the same questions.

## B. **Problem-Solving Questions**

Advantages

- Problem-solving questions are well suited to evaluate higher-level cognitive outcomes.
- They are generally easy to construct.

Disadvantages

- Scoring is fairly difficult, especially in situations in which there are alternative solution approaches and possible answers.

### **Guidelines for Constructing Problem-Solving Questions**

1. Specify the criteria for evaluation.
2. Award partial credit or give a separate score for using correct procedures when the final answer is incorrect. On many problems, a careless error may result in a wrong answer, even though the work shown conveys a full understanding of the problem.
3. Construct a model answer for each problem that indicates the amount of credit to be awarded for work at different stages.

## **REVIEWING YOUR TEST ITEMS**

Once you have constructed your test items, regardless of the type and the format, ask yourself the following questions:

- Do the items truly measure what I am trying to measure?
- Will the intent of the items be clear to someone reading it for the first time?

- Do my learners have all of the information they need to answer the items?
- Is the wording as clear and concise as possible? If not, can the item be revised and still understood?
- Is the correct answer clearly correct and up-to-date according to experts in the field?

## **NONTRADITIONAL ASSESSMENT STRATEGIES**

### **Why is there a need for nontraditional assessment strategies?**

Students are all individuals who learn, process, and communicate their understanding in different ways. Therefore, a range of different assessment strategies needs to be used to enable all students to demonstrate their knowledge, skills, attitudes, values, and work habits. Using only one type of assessment strategy will not provide the holistic information needed to make accurate decisions about student’s learning. It is important to select what you want to assess first (objectives based on the K to 12 competencies) and then choose a strategy that is best suited to demonstrate this.

### **What do you need to remember when planning an assessment strategy?**

Assessment strategies should be useful and enjoyable learning experiences. When selecting or designing and planning an assessment strategy, make sure that the students will understand the purpose of the tasks and how to complete them. The assessment criteria, (or **what** is being assessed) should be discussed or negotiated with the students before they begin.

When teachers talk to the students about their work, they can check that their assessment is accurate. Using a variety of assessment types and strategies gives the teacher and the student a broader picture of what they can do and what they need to learn next.

Nontraditional assessment strategies can be grouped into approximately four broad categories:

1. Performance-based strategies
2. Authentic strategies
3. Portfolios
4. Peer and self-assessment strategies

## Assessment Tasks

Assessment tasks are developed by teachers within these four broad assessment strategies. The tasks will relate to what is being assessed to enable the students to demonstrate their learning progress. Examples of tasks are stated within each strategy on the following pages.

## Performance-based Assessment Strategies

Performance-based assessment strategies are referred to as all non-traditional assessments. They require students to **create** a sustained response to a question or a task, which are often open-ended with more than one possible correct response. Students demonstrate and apply their knowledge, skills, attitudes, and interactions in practical ways. They can show their cooperative skills, or demonstrate their level of understanding and at the same time be encouraged to use higher-order thinking skills in creative ways. Performance-based assessments are usually supported or measured by teachers' observation notes, checklists, marking keys, or rating scales in a rubric.

Performance-based assessment strategies include (1) real performances, (2) written tasks, (3) visual tasks, (4) oral tasks, and (5) authentic assessment tasks.

1. **Real performances** provide another way for students to express their ideas when they may have difficulty with the written language of instruction. Such tasks could include a role-play, dance, choral speaking, song/rap, demonstration of a new skill learned, design a science experiment, a dramatization, readers' theater, character interviews, etc.
2. **Written assessment tasks** are used when examples of work are required for analyzing over a period of time to show progress in writing skills for reporting to parents and the student. Examples of written tasks include reports, research projects, class charts, reflective journals, essays, student-designed tests and quizzes, a written speech, a letter or an invitation, class newsletter, advertisement, student-generated questions, envoy, written poem, and book report.
3. **Visual tasks** are useful for students to show what and how they are thinking, their level of understanding, and their values related to a topic or a text. A lot of information can be shown in a few words. This strategy is good for students who have difficulty expressing their ideas in writing.

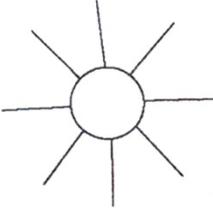
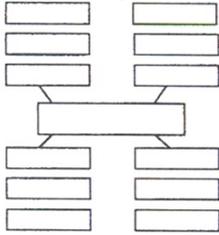
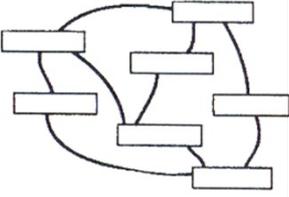
The visual assessment tools could include paintings, drawings, diagrams, collages, constructions, models, dioramas, dated work samples for portfolios, an advertising poster, gallery walk, bulletin board, illustrations.

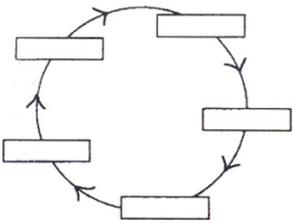
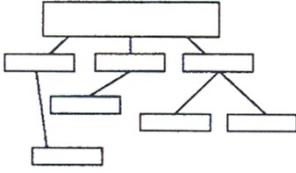
Graphic organizers are also a useful visual tool for students to show their level of thinking about a topic. They are a good example of an open-ended task that encourages creativity and higher-order thinking skills and can be used:

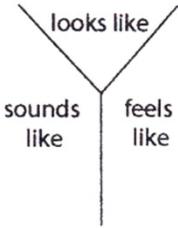
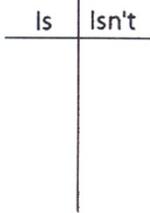
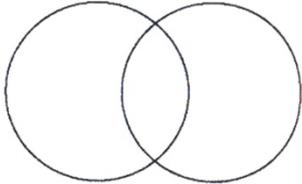
- at the beginning of a unit of work to show what the students already know or
- during a unit/theme of work to help students show what they are thinking and help them to think through a topic more clearly or
- at the end of a unit of work to show what they have learned.

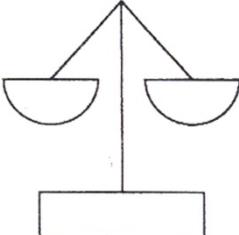
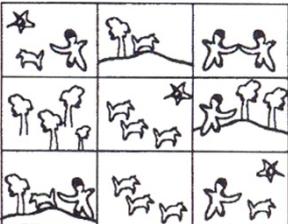
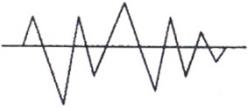
Students can design different graphic organizers to show:

- the sequence of events and ordering of their ideas (on a flow chart or cycle circle)
- what they have learned about a topic, recalling main key ideas, grouping and summarizing them (on a concept map, story map, or a mind map)
- the analysis of an idea and studying its parts such as the specific group skills needed for cooperative group work (on a Y chart or a Venn diagram)
- planning and making decisions as a class, in groups, or individually (on scales to weigh up the good and the bad parts of a decision...)

<p>These graphic organizers are used for remembering, grouping, classifying, and summarizing ideas.</p>	 <p>Spider diagram</p>	 <p>Affinity/cluster web</p>	 <p>Concept map</p>
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<p>These graphic organizers are used for sequencing events and ordering ideas.</p>	 <p>Cycle circle</p>	 <p>Flow chart</p>	 <p>Twister</p>
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<p>These graphic organizers are used for analyzing an idea deeply and breaking it up into parts.</p>	 <p>Y chart</p>	 <p>T chart</p>	 <p>Venn diagram</p>
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<p>These graphic organizers are used for planning and making decisions or for review.</p>	 <p>Scales</p>	 <p>Comic strip</p>	 <p>ECG graph</p>
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(Adapted from K Murdoch & J Wilson 2004)

4. **Oral assessment** encourages students who may have difficulty writing their ideas but can confidently express themselves orally. Students can learn from each other during oral presentations which can be open-ended and allow for individual creativity. The most often used oral assessment that teachers do with the students is conferences about their work in small groups or individually. By asking strategic questions, the teacher can find out what the student is learning and how they are thinking and feeling. Other oral assessment strategies are debates, retelling a text heard or read, interviews, photograph/picture/product presentations.
  
5. **Authentic assessment tasks** are also included as performance-based assessment strategies. The main distinguishing features are that, authentic assessment tasks are more specifically related to the students' context, focus on real-life issues or events, may involve an authentic audience, and the assessment task or project may be continued over a longer period of time or more than one day. Some examples of authentic assessment tasks include a community action project, information displays for the school community about relevant local topics, and a reaction to environmental issues.

When designing an effective authentic assessment activity or project, teachers could consider literature topics, current events, or integrated themes from learning areas such as Araling Panlipunan or Science that suit the students' interests and work habits. An authentic assessment project could integrate competencies across different learning areas enabling teachers to assess several outcomes from one assessment task.

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Department of Education  
Bureau of Learning Delivery  
TEACHING AND LEARNING DIVISION

# Module 6

## Monitoring and Evaluation System

Session 18: Understanding Monitoring and Evaluation

Session 19: Performance Dashboards for Multigrade Schools

Session 20: Tool for Tracking Competencies Covered

Session 21: Mapping Learners' Whereabouts

Session 22: Multigrade Classroom Observation Tool

Session 23: Contextualization of Multigrade Teaching and Learning





**Session  
18**

## **Understanding Monitoring and Evaluation**

### **Overview**

Monitoring and Evaluation (M&E) are two different categories and as the name implies, monitoring precedes evaluation. Monitoring is defined as a continuous assessment that aims to provide detailed information about a program or project. Evaluation, on the other hand, is a systematic and objective examination concerning the relevance, effectiveness, efficiency, and impact of the program or project based on set objectives.

Monitoring is generally done before, during, and after implementation of a program/project. At any of the stages, it can be determined if the outputs, deliveries, and schedules are complied with as planned. As such, action can be taken to correct any deficiencies as fast as possible. In evaluating a program or project, errors are determined and isolated so as not to repeat them and to “underline and promote the successful mechanisms” for future programs/projects.

Based on these definitions, M&E in the education sector is considered as one of the most important systems necessary to sustain the delivery of quality basic education services to all learners. At the community level, a functional M&E allows multigrade school heads to immediately and effectively respond to their respective school’s internal issues (bottlenecks) and external factors (barriers) that affect learners’ participation and performance. The prompt responses to these bottlenecks and barriers will help multigrade schools in enforcing the K to 12 Basic Education Curriculum with ease and comfort.

This module is a foundational session on M&E. Knowledge of the basic concepts and principles of M&E will enable the participants to easily understand how M&E operates and find out the context of M&E tools and techniques that will be introduced in the next sessions.

## Objectives

1. To understand the basic concepts and principles in doing monitoring and evaluation work
2. To enumerate and compare the different classifications of M&E tools and techniques
3. To describe the contribution of school-level M&E in effectively managing school services

## Resources

### Materials

- Presentation slides on M&E
- Laptop and LCD
- Manila paper
- Meta cards
- Pentel pen
- Masking tape

### Funds

- MOOE Fund
- Local Fund

### Duration

2 hours

## Procedure

### Priming Activity (5 minutes)

#### **To the Facilitator:**

*Since Monitoring and Evaluation is not new to most participants, start the session by getting the participants' understanding of M&E. Based on their responses, introduce the objectives for this session then explain the mechanics of the workshop for the succeeding activity.*

**Activity** (15 minutes)

1. Divide the participants into three groups (a minimum of two members per group). Ask each group to answer the following questions:
  - a. What is your understanding of monitoring? evaluation?
  - b. How does your school practice M&E? List the activities that you do that are related to M&E.
  - c. What challenges and/or limitations have you encountered in doing M&E work?
2. After 10 minutes, ask each group to present and explain their responses. Allot five minutes for each group.
3. After the presentation, clarify their responses when necessary.

**Analysis** (30 minutes)

To facilitate the processing and analysis of the groups’ responses, use Table 1 below. Have them organize and classify their understanding, practices, and challenges/limitations responses into 1) scoping activity, 2) data collection activity, 3) validation of practices, 4) data analysis, 5) reporting, and 6) decision-making.

*Table 1. Organizing M&E Activities*

<b>M&amp;E Activity</b>	<b>Question 1 (Understanding)</b>	<b>Question 2 (Practices)</b>	<b>Question 3 (Challenges)</b>
Scoping activity			
Data collection activity (quantitative)			
Validation of practices, issues (qualitative)			
Data analysis (generating insights)			
Reporting			
Decision-making			

Use the following notes to explain the above table.

**Scoping activity** pertains to defining the framework of M&E and establishing the coverage and/or boundaries of the M&E. This includes the use of the dashboard, Pareto analysis, and key performance indicators (KPIs) as bases for M&E.

**Data collection activity** includes formulating of questionnaires and templates and gathering and collating of data. The collection is limited to quantitative data.

**Data validation activity** includes verifying issues affecting performance. This activity is undertaken after determining key areas with performance issues using interviews, focus group discussion, observation, and other similar techniques. Validation is focused on stories or qualitative data rather than numbers.

**Data analysis** is the process of examining the quantitative and qualitative data to generate insights, lessons, and trends. Data analysis is done through a formalized process using analytical tools such as problem tree analysis; objectives tree; strengths, weaknesses, opportunities, and threats (SWOT) analysis; stakeholder analysis matrix; and other similar techniques.

**Reporting** includes packaging of narrative reports and/or preparing slides presentation to show or communicate the key findings.

**Decision-making** is the process of meeting together to discuss and make decisions based on the findings.

After classifying the responses, discuss and integrate. Show the results of the matrix and ask the participants to reflect on the results. To process the activity, ask the following process questions:

1. What M&E activity has the highest number of responses?
2. What M&E activity has the lowest number of responses?

End the processing or analysis by integrating the participants' responses about M&E at the start of the session.

## Abstraction (40 minutes)

### To the Facilitator:

To have a holistic understanding of Monitoring and Evaluation, discuss the key concepts, principles, and techniques of M&E to participants. Tell them that a thorough knowledge of how M&E works will largely influence their respective school's practices and help them address the challenges and limitations M&E work brings. Start the discussion with the definition of M&E (Appendix 1).

1. Below are the critical points to highlight in the definition:
  - **Achieve the key performance objectives.** The ultimate objective of M&E is to narrow the gap between actual performance and the desired objectives or targets. Objectives or targets define the scope of M&E.
  - **M&E is about managerial actions.** Any M&E initiatives should lead to decisions that include adjustment in strategies, implementing immediate corrective actions, and adjustment in resources.
  - **M&E is not reactive.** M&E is a proactive undertaking manifested by finding solutions to performance issues through evidence-based data and information.
  - **M&E is a system with different processes.** These processes include (a) organizing data to define the scope of M&E, (b) data validation process to verify practices and issues on areas with performance gap(s), (c) series of analysis using quantitative and qualitative analysis to generate insights on the implementation of the Multigrade Program in Philippine Education (MPPE), and (d) reporting and communicating key findings to facilitate decisions or adjustments.
2. Discuss and differentiate the various types of M&E.
  - **Impact Evaluation.** This is an ex-post type of M&E performed by an external or third party. The main objective is to determine the program or project's contribution to Goal.
  - **Results M&E.** This is also known as *outcome evaluation*. An ex-post type of M&E is undertaken immediately after the program or project completion to determine if the interventions can generate the desired outcomes. This is also performed by a third party.

- **Initial Gains Evaluation.** This is a type of M&E that focuses on outcomes but is undertaken during program implementation by the MPPE implementers. The main objective is to determine if the MPPE program is on track or not.
  - **Progress M&E.** This focuses on delivery and timeliness of outputs and utilization of resources (cost). It compares the target outputs versus the actual outputs delivered. Progress M&E is used to determine program efficiency.
  - **Readiness Monitoring.** This tracks the availability of critical inputs that are necessary for managing program implementation and sustaining program benefits. This focuses on resources, systems, and capability of MPPE implementers.
3. Enumerate and discuss the key principles of M&E. These include the following: (*Refer to the Readings in this session guide for reference.*)
- Scope Management
  - Hierarchy of Objectives
  - Objectively Verifiable Indicators (OVI) and KPIs
  - Means of Verification
  - M&E as a Platform for Decision-making
4. Enumerate and discuss the different M&E tools and techniques. Classify the M&E tools into four categories: (1) scoping tools, (2) data validation tools, (3) tools for analysis, and (4) presentation tools.
- Scoping tools pertain to M&E tools that will help define and/or clarify the coverage or boundary of the M&E work to be undertaken. Scoping tools are also used to locate or pinpoint areas or groups having performance difficulties. These will provide the context for the data validation tools.
  - Data gathering or validation tools refer to tools that will provide more in-depth and qualitative information about MG school performance. These tools are used to collect stories, practices, and implementation issues on M&E.
  - Tools for analysis are tools used to “connect the dots.” These are tools that will link internal and external factors into one holistic picture. These tools are used to generate insights and lessons and facilitate the identification of solutions.

- Presentation tools are used to convince decision-makers and stakeholders to act or make a decision. These tools are used to communicate key findings and recommendations.
5. Explain this suggested flow of discussion for M&E tools.
- **Learn to select the right tools for the situation.** Each M&E tool is designed for a purpose. Two types of M&E tools or techniques will produce different results. Hence, it is important to correctly apply the right tool for a certain situation.
  - **Use the tools correctly.** Incorrect usage or application of the right tools will provide wrong answers or lead to wrong analysis.
  - **Complement one tool with another tool for a more holistic analysis.** Avoid a one-size-fits-all tool, i.e., using only one tool to analyze everything.

**Application** (25 minutes)

Using Table 1, ask participants to compare their understanding of M&E at the start of the session (including practices and challenges) with the M&E concepts and principles discussed. Fill out the same table using the M&E key concepts, principles, and tools and techniques discussed.

M&E Activity	Question 1 (Understanding)	Question 2 (Practices)	Question 3 (Challenges)
Scoping activity	Defining the coverage or boundary of M&E	Focus on key performance indicators. Start by using performance dashboards	<b>Selected DepEd staff is unfamiliar with the use of KPIs.</b> This challenge can be addressed by orienting everybody on what each KPI represents
Data collection activity (quantitative)	Collecting additional data or information that will help locate the source/cause of the performance gap	Use Pareto analysis and/or segmentation technique to identify priority areas, and/or locate	<b>Data collected were more for inventory rather than understanding the KPIs.</b>

		contributors to poor performance	This issue can be addressed by understanding the determinants of each KPI
Validation of practices, issues (qualitative)	Understanding the performance gaps by discovering the practices, relationships, and external factors that hinder performance	Use rapid appraisal technique to triangulate, describe the situation as it is seen, and understand the context of the issue or problem	<b>Too many schools to cover.</b> To address this, focus data validation to priority schools or areas identified as major contributors to poor performance
Data analysis (generating insights)	Generating insights and seeing things from a more holistic perspective using quantitative and qualitative data	Findings are discussed and analyzed by a team using different analytical tools such as problem analysis and SWOT analysis	<b>Limited sharing of data and information.</b> A team approach to analyzing data and information should be the norm
Reporting	Communicating findings, create urgency, and stimulate people to act	Use infographics and slides presentation materials; use few data and information	<b>Reports are mostly narratives and with too much data and information.</b> Reporting should be minimal, and more time is allotted for discussion and decision-making
Decision-making	Facilitating decision-making and/or making corrective actions are the main reasons for doing M&E work	M&E as a mechanism that provides the venue for the school and stakeholders to make necessary	<b>M&amp;E activity usually ends with a report that nobody uses.</b> Instead, a utilization-

		adjustments (decide, act) to improve school and learners' performance	focused M&E should be operationalized to make M&E more relevant
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After contextualizing the M&E concepts, practices, and challenges with the M&E activities, ask the participants for questions or queries.

### Reflection (5 minutes)

Answer the following in your journal:

1. Before this session, my knowledge about monitoring and evaluation \_\_\_\_\_  
\_\_\_\_\_
2. After attending this session, I realized that \_\_\_\_\_  
\_\_\_\_\_
3. I am confident that \_\_\_\_\_
4. I plan to \_\_\_\_\_

### Closure

Everything that can be counted  
does not necessarily count;  
everything that counts  
cannot necessarily be counted.

—Albert Einstein

## Readings

### Understanding Monitoring and Evaluation

#### What is Monitoring and Evaluation?

Monitoring and Evaluation (M&E) is the systematic process of organizing and/or gathering, processing, analyzing and interpreting, and storing data and information about the performance thereby setting into motion a series of managerial actions, to ascertain the realization of set objectives. (\*Macalindong & Rasul)

#### Key Principles of M&E

##### 1. Scope Management

*Scope.* This is the clear coverage and/or boundary as to what is going to be monitored and evaluated; the essential things to be covered or to be included in the implementation to achieve the desired objectives.

*Scope Creep.* These are the outputs and/or activities implemented that are not part of the plan.

##### 2. Hierarchy of Objectives

*Goal.* The broader objective to which the program or project contributes.

*Outcomes.* The reason we are producing the outputs. These pertain to the end-of-program situation, benefits, and/or improvements in the situation of the target group.

*Outputs*

- The things (products or services), we as good managers, are committed to produce or provide
- Deliverables
- Provision of these outputs will directly lead to the achievement of outcomes

*Inputs.* These are the resources we consume and the activities we undertake.

### 3. Objectively Verifiable indicator and Key Performance Indicator

*What is an Objectively Verifiable Indicator (OVI)?*

- An OVI is a qualified/quantified parameter which details the extent to which an objective has been achieved within a given time frame and in a specified location.
- OVIs are performance standards that translate the objectives into empirically observable, quantified, and concrete measurements.
- OVIs define the performance to be reached in to achieve the objective.

*Types of Objectively Verifiable Indicators*

Goal	–	Impact Indicators
Outcomes	–	End-of-Program Indicators; Success Indicators
Outputs	–	Accomplishment Indicators
Inputs	–	Progress Utilization Indicators

*Suggested Steps in Formulating an OVI*

<b>Step One</b>	<b>Identify Indicator</b> <i>Reading competencies of nonreaders in Grade 7</i>
<b>Step Two</b>	<b>Quantify</b> <i>Reading competencies of 35 nonreaders in Grade 7</i>
<b>Step Three</b>	<b>Set Quality</b> <i>Improve reading competencies of 35 nonreaders in Grade 7 from frustration to independent level</i>
<b>Step Four</b>	<b>Specify Timeframe</b> <i>Improve reading competencies of 35 nonreaders in Grade 7 from frustration to independent level by end-of-schoolyear 2016-17</i>

*What is Key Performance Indicator (KPI)*

- **Key** – provides a means of achieving or understanding something
- **Performance** – a particular action, deed, or proceeding
- **Indicator** – a thing that indicates the state or level of something

*KPI is a thing that:*

- shows you how you are doing at...
- a particular activity...
- to achieve a particular level or outcome...

#### 4. Means of Verification (MoVs)

- Also known as Sources of Verification (SOVs)
- MoVs indicate WHERE and HOW the OVI's can be obtained
- Two types of MoVs
  - Official documents (most authoritative source) – reports, receipts
  - Primary verification – interview, focus group discussion, observation, survey, inspection
- OVI's and MoVs operationalize your monitoring system.

*How to determine MoVs*

**Step 1.** Are MoVs obtainable from already existing and accessible sources, e.g., statistics, reports, observations?

How reliable are these sources/data?

**Step 2.** Is gathering of special data required?

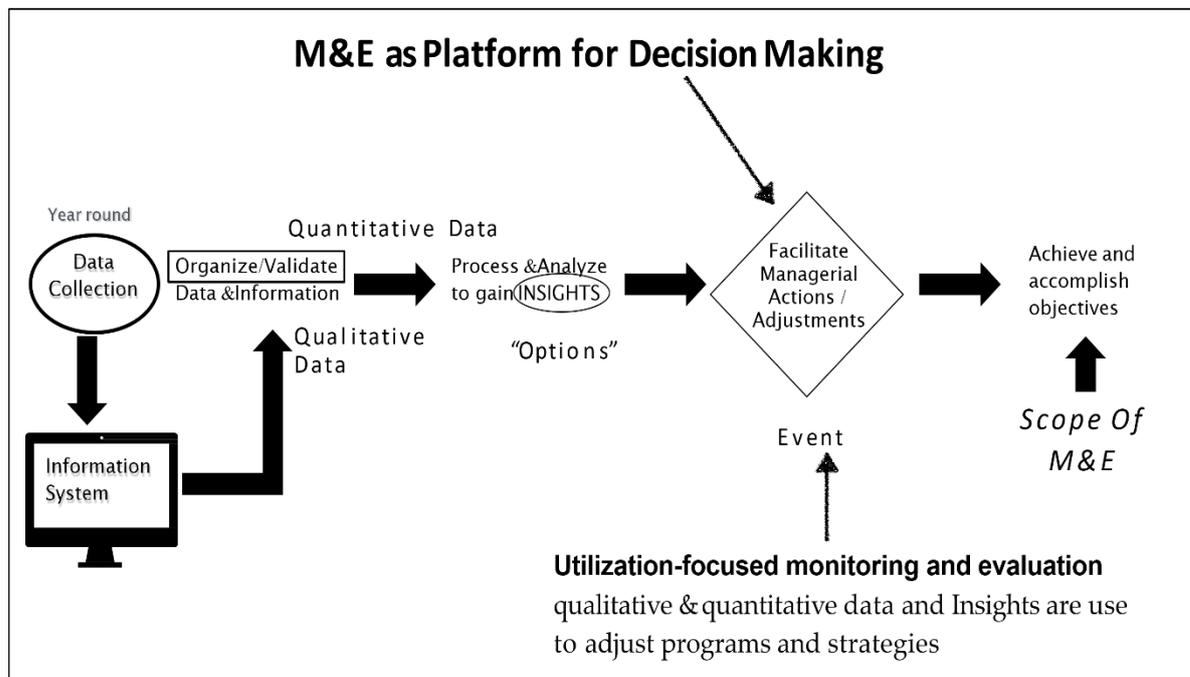
If yes, provide for an activity (monitoring activity) so that appropriate resources are assigned.

**Step 3.** If one cannot find meaningful/cost-effective MoVs, the indicator has to be changed.

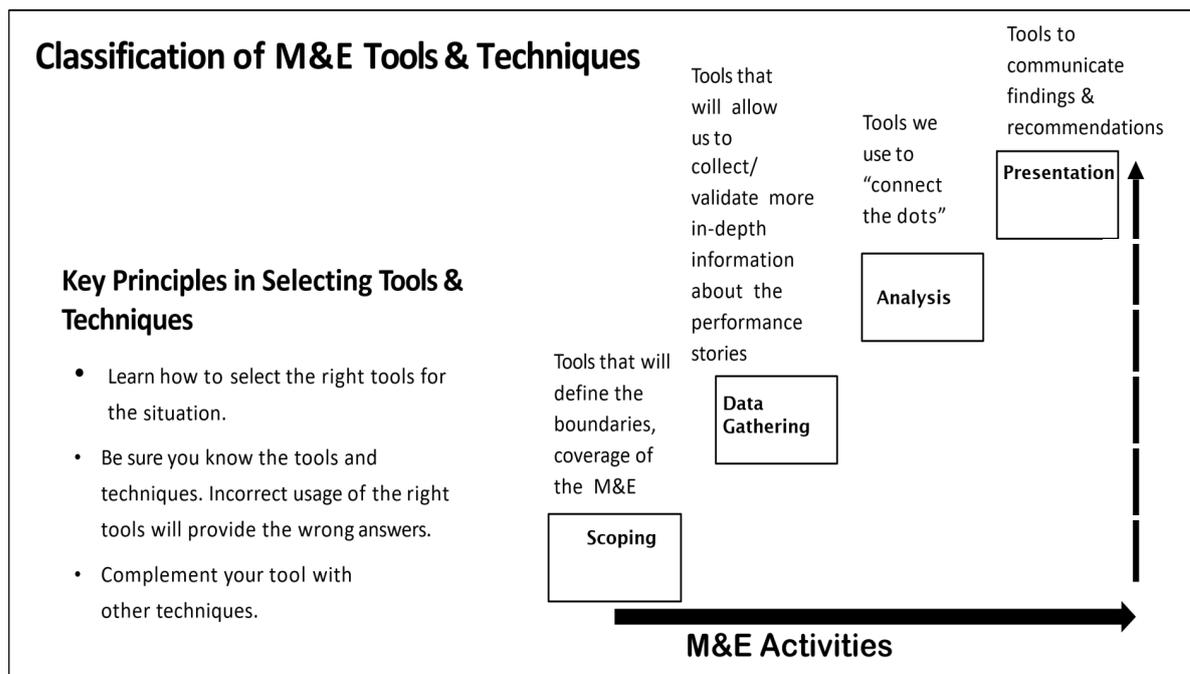
3<sup>rd</sup> Column  
Means of Verification (MoV)

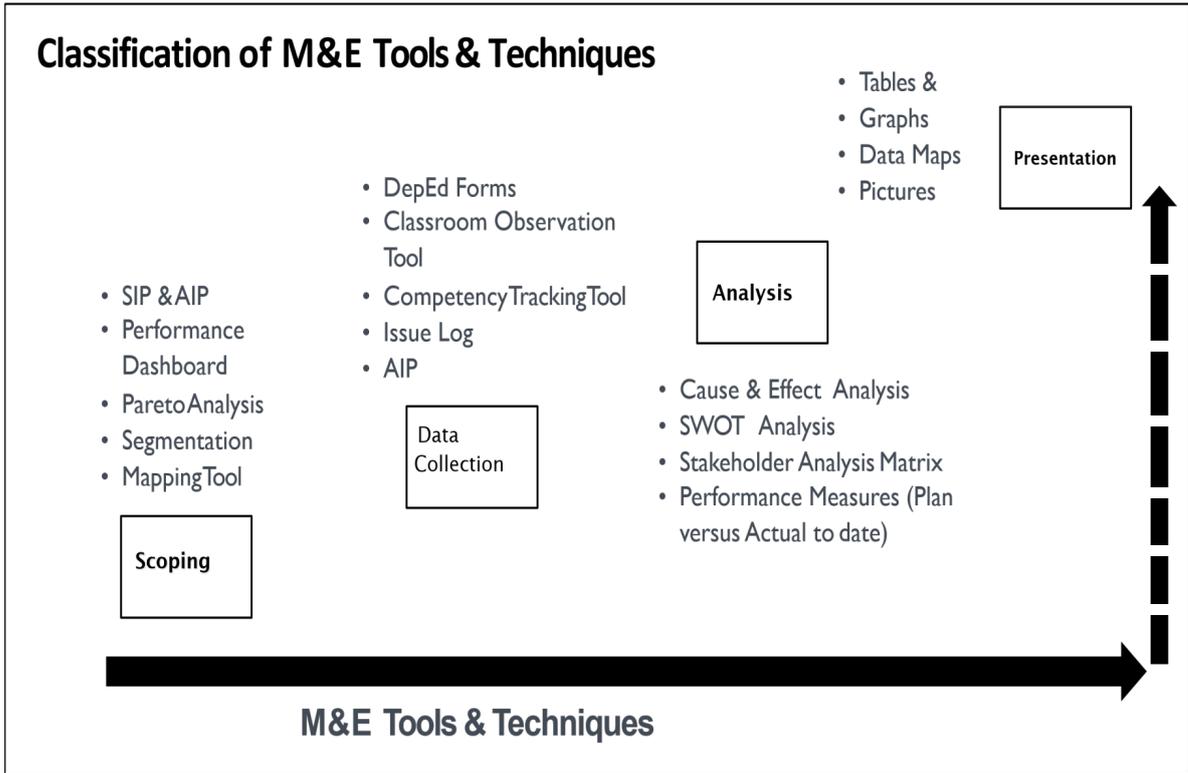
Hierarchy Of Objectives	Objectively Verifiable Indicators	Means of Verifications
<u>Goal</u>	Performance yardstick for assessing impact	Reports Survey
<u>Purpose</u>	Performance yardstick for assessing effectiveness	Interviews Focus Group Discussion
<u>Output</u>	Performance yardstick for assessing efficiency	Observation Inspection Artefacts Review
<u>Inputs</u>	Performance yardstick – resource utilization	

## 5. M&E as a Platform for Decision-making



## M&E Tools and Techniques







**Session  
19**

## **Performance Dashboards for Multigrade Schools**

### **Overview**

The School Monitoring, Evaluation, and Adjustment (SMEA) is one of the M&E processes in the Philippine Multigrade Schools Monitoring & Evaluation System (PMS-MES) which could be found at <https://www.seameo-innotech.org>. The SMEA is a periodic review of the MG school's performance on access, efficiency, and quality. It is an outcome-driven, evidence-based, participatory process, and utilization-focused M&E for improving learners' performance. Through the SMEA, MG schools can immediately take corrective actions of their plans and strategies and identify issues needed to be "red-flagged" or elevated to the District Supervisors and the Schools Division Office (SDO). The MG school, with the participation of community stakeholders, will be able to address in real-time the barriers and bottlenecks affecting learners' participation and performance.

A key feature of the SMEA is the use of a *performance dashboard*. A performance dashboard is a single page/slide document showing a few but essential school metrics. The use of this tool enables the school head and the community stakeholders to focus on critical performance metrics and peel-off unnecessary or trivial data. A performance dashboard is an important component of the SMEA process. It provides the most important element in analyzing learners' needs and in making demand-responsive decisions. It sets the monitoring task in the right direction.

This session aims to equip the school head and teachers with skills on how to prepare and use a performance dashboard for the MG school. It is designed to strengthen the MG school's ability to analyze and use the key performance indicators (KPIs) to improve learners' participation and academic performance and learn how to ask critical or probing questions before undertaking further data gathering or collection.

## Objectives

1. To explain the different KPIs for multigrade schools
2. To prepare a sample performance dashboard
3. To use the multigrade school's performance dashboard in identifying the performance gaps

## Resources

### Materials

- Case exercise: Identifying and interpreting key performance indicators
- Laptop and LCD
- Manila paper, meta cards, pentel pen, masking tape
- Sample dashboards for MG School

### Duration

- 2 hours

## Procedure

### Priming Activity (5 minutes)

Start the session by showing a car dashboard (*PMS-MES, p.168*). Ask the participants to identify the “indicators” used in the sample car dashboard. After soliciting responses from the participants, discuss the car indicators and what each indicator represents. Then highlight the following analogy:

*A car has “hundreds of parts” and yet it only uses five indicators (i.e., speedometer, revolution per minute (RPM), temperature gauge, fuel indicator, and clock) in its dashboard. Everything about the performance of the car is provided by these five indicators.*

Highlight the following key learning points during the discussion:

- Performance dashboards provide real-time data about the “car’s performance.” It allows the driver to equally focus on “driving” and “monitoring” the car’s condition.
- The few indicators on a dashboard allow the driver to focus on the essential things and not be overwhelmed with so many things/information while driving.
- The car indicators provide holistic information about the car’s performance thus, the driver need not bother himself/herself with the individual parts of the car.

- Performance dashboards will be able to show that there is a problem in the car.
- However, the car dashboard is limited to the overall performance or condition of the car. It does not provide information on what part of the car is not working. That will be determined with further analysis.

Before proceeding further, ask the participants' understanding of the MG school's KPIs on access and retention. Their responses will guide you on how to handle the main session. Review the important KPIs for MG schools if needed.

Inform the participants about the two main parts and the focus of the session, namely: (a) the use of performance dashboard and (b) how to prepare a performance dashboard for an MG school using DepEd's KPIs.

### **Activity** (35 minutes)

1. Have participants form three working teams.
2. Instruct each group to appoint a leader who will facilitate the group work/discussion.
3. Present the case exercise (*see Appendix*). Instruct all members of the group to carefully read the instruction in the case exercise. Ask them if they understand it clearly.
4. Each group will prepare a performance dashboard using the facts (numbers) in the case exercise, provide their interpretation of the MG school's performance, and enumerate at least two or three probing questions.
5. Ask each group to present their outputs.

### **Analysis** (35 minutes)

Acknowledge the outputs and efforts of each group. Elaborate on what were presented especially the experience of the group while doing the activity. Use the following questions:

1. What do the facts tell you?
2. Why do you think you arrived at such output?
3. How do you compare the dashboard and the questions? What are the similarities? the differences?
4. What are your insights about the performance dashboard?

Provide some guidance on how to enhance the performance dashboard, improve data interpretation, and provide additional probing questions. Ask:

- How should you understand your dashboard (1) to lead you to the analysis of your learners' needs and (2) to make responsive decisions to raise your multigrade school's performance in general?

### Abstraction (25 minutes)

1. Discuss the key concepts and principles of a performance dashboard. Explain the KPIs of the MG school and what each KPI represents. Highlight the following elements:
  - a. Visual display of information seen at a glance, as much as practicable using a single screen
  - b. Uses few critical metrics or the most important indicators of performance
  - c. Shows the overall picture of performance
2. Show a sample school dashboard (PMS–MES p.106)

Name of School Performance Dashboard as of June 2018 June SMEA																			
<b>Access</b>																			
<b>90%</b> of mapped children in community in-school				<b>86%</b> of mapped 5-year-old in-school				<b>86%</b> of learners who returned to school				<b>86%</b> of MG school graduate transitioned to secondary stage							
• Total number of mapped children (in the community)		50		• Total number of mapped five-year-old (in the community)		10		• Total number of MG graduates from Your School (last SY)		10		• Total number of learners (G1-6) who should be returning from previous SY (K-G5)		40					
• Total number of mapped children (in the community) in your school		40		• Total number of mapped five-year old (in the community) in Your school		10		• Total number of MG graduates from your School who transitioned to Secondary		10		• Total of learners from previous SY enrolled in Your School		40					
• Total number of mapped children (in the community) in Other school		5		• Total number of mapped five-year old (in the community) in Other school		5		• Total number of MG graduates from your School not in Secondary level		5		• Total number of learners from previous SY enrolled in Other School		0					
Percentage of mapped children (in the community) in school		90%		Percentage of mapped children (in the community) in school		100%		Percentage of mapped children (in the community) in school		100%		Percentage of mapped children (in the community) in school		100%					
<b>Quality</b>																			
<b>17%</b> are non-readers				<b>30%</b> of readers at frustration level				<b>53%</b> of readers at comprehension level				<b>37%</b> of pupil are numerates				<b>90%</b> of pupils are non-numerates			
	G1	G2	G3	G4	G5	G6	Total	%		G1	G2	G3	G4	G5	G6	Total	%		
Non-readers	5	4	2	0	0	0	11	17%	Numerates	5	4	2	0	0	0	11	37%		
Frustration	4	4	5	3	2	1	19	30%	Non-numerates	4	4	5	3	2	1	19	63%		
Comprehension	1	4	5	7	8	9	34	53%											
Total	10	12	12	10	10	10	64	100%	Total	9	8	7	3	2	1	30	100%		

3. Demonstrate how to read, analyze, and interpret the information. For the demonstration, use the two-step process and guide questions below:

a. Interpreting the dashboard

Start by asking the following questions:

- 1) What is the performance dashboard telling us about the school's performance?
- 2) What indicator shows a high performance? low performance?

After generating responses from the participants, interpret the sample dashboard.

Bring to attention the indicators that show the school is performing and highlight the indicators that need to be further probed.

Highlight the following principle: "The dashboard shows the overall performance but will not provide information on where the performance is high/low." Also, highlight the importance of probing.

b. Probing and locating

After interpreting the dashboard, teach the participants how to probe and locate the indicators using a set of probing questions. For a starter, use these sample probing questions.

- 1) What grade level has the highest incidence or number of non-readers?
- 2) What subject registered the highest number of failures?
- 3) Who are those learners that scored below mastery level?
- 4) What school initiatives need to be improved?

4. Based on the discussion, come up with generalizations to the following:

- a. As managers and instructors, the specific areas of your work where performance dashboard is most useful
- b. The advantages of using a performance dashboard
- c. Challenges and limitations in using the performance dashboard

5. Show and discuss the proposed MG school performance dashboard for the SMEA process.

- a. June SMEA Performance Dashboard (PMS MES p. 106)
- b. August–October–January SMEA Performance Dashboard (PMS MES p. 108)
- c. March SMEA Performance Dashboard (PMS MES p. 110)

### **Application** (15 minutes)

Ask the participants to examine the dashboard they have done. Have them revise/adjust this using their own recent data/actual figures. Tell them to apply what they have learned in the discussion.

### **Reflection** (5 minutes)

After gaining firsthand experience in preparing and interpreting a performance dashboard, ask the participants to reflect:

As a \_\_\_\_\_ of a multigrade school, what is the importance of a dashboard to me? How can I use it in planning? in monitoring? in decision-making?

### **Closure**

*A performance dashboard is a practical tool to improve management effectiveness and efficiency not just a pretty retrospective picture in an annual report.*

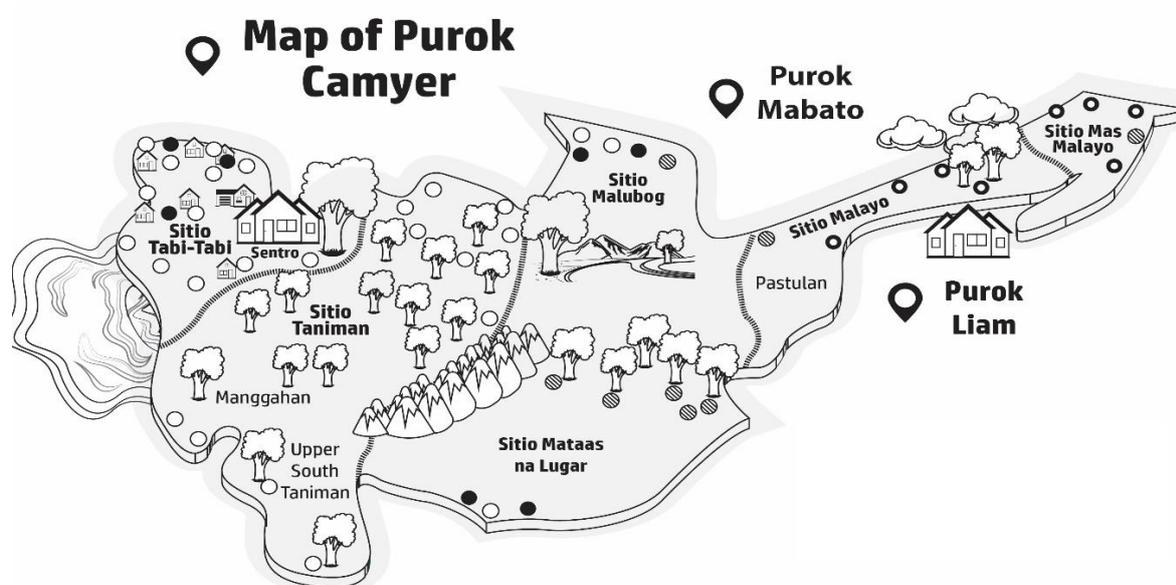
*—Pearl Zhu*

## Appendix

### Purok Camyer Case

Purok Camyer Case1 Barangay Kung Saan is a remote barangay located in the northern section of the province. Approximately, the Barangay has less than 100 households. Over the years, it has experienced an increase and decrease in population depending on the peace and order situation in the area. Five years ago, the Barangay was also in the path of Typhoon Andy, experiencing landslides and flooding in selected areas.

The Barangay is bounded by the West Philippine sea and the Bundok mountains. It is the main access route of the other barangays when they go to the City of Dreams. It also shares boundary with Barangay Di Kita sa Mapa.



Barangay Kung Saan is divided into three *purok* – Camyer, Mabato, and Liam. The largest is Purok Camyer which is divided into five sitios. These are Sitio Tabi-tabi, Sitio Taniman, Sitio Malubog, Sitio Mataas na Lugar, Sitio Malayo, and Sitio Mas Malayo.

Sitio Tabi-tabi is the largest in terms of population and smallest in land area. It serves as the gateway to other barangays and to the City of Dreams. The tag *tabi-tabi* is coined because the community members prefer to live close to each other. Tabi-tabi also means *malapit sa tabing dagat, tabing barangay, and tabing eskwela*. Currently, Sitio Tabi-tabi has 15 households. The main source of livelihood is fishing. The Purok's Multigrade School or Your School

is located in Sentro, Sitio Tabi-Tabi. It can easily be found as it is near a big old mango tree. There are 15 school-age children in Upper Tabi-tabu, all except one is in school. This is a ten-year old male who dropped out due to a reading deficiency issue.

There are also ten children in Tabing Dagat. Five are already in school. The other five are not of school age. In three years' time, they will enter Kindergarten. In Sentro, households nearest the school has ten school-age children. All of them are actively participating in school.

Sitio Taniman is the largest in terms of area. It is divided into three big areas, Manggahan, Lower South Taniman, and Upper South Taniman. Mostly are farm laborers. As per census last year, the community has 15 households dispersed in the three areas. Manggahan has seven households. There are 21 children in the area but only seven are school age. All six are already in-school. One is an incoming kindergarten (enrolled).

In Lower South Taniman, there are only two school-age children. They dropped out two years ago but have returned to school. Because of the effort of the school head, the parents of the children were convinced to send them back to school. Upper South Taniman has only two school-age children; both are in school. However, these two are always late in coming to school.

Sitio Malubog is the most problematic. Children from this community have to cross one river eight times to reach the school. During the rainy season, the river is almost always impossible to cross. With four school-age children in school, two have already dropped out.

Sitio Mataas na Lugar is the most difficult to access. It is bounded by a razor-sharp mountain, and can only be reached through the Tirad Pass. It will take a four-hour hike to reach the Sitio by foot from Upper South Taniman, faster if by horse or *habal-habal*. It has two main settlement areas, Pinagsibaan and Matarik. There are three school-age children in Pinagsibaan but only one goes to school. Matarik has five school-age children but none goes to school.

Sitio Malayo and Mas Malayo are farthest from the MG School in Sentro. They need to walk eight hours a day to reach Sentro. However, they are nearer to a school in Purok Liam. Based on the data of the barangay health worker, there are 10 children from different households in Sitio Malayo. Five are in the Pastulan area, and five are in the Bagong Sibol Area. None of the school-age children in Pastulan goes to school, as they prefer to help their parents

herd their cows and goats. All school-age children from Bagong Sibol goes to the Other School in Purok Liam. The ages of these five children are 4, 7, 8, 9, and 10.

Last but not the least is Sitio Mas Malayo. It is the site of an abandoned mine. It used to be inhabited by many households but ever since the mining company left, only a few households remain. Currently, there are five incoming kindergarten children from the area, but one did not enroll. All of them will go to the Other School in Purok Liam.

It will also be good to note that some children from Purok Mabato went to Your School in Purok Camyer. These ten children were enrolled in Your School as it is more accessible to them, a 30-minute walk from their sitio. Two children already graduated, eight are expected to go back to Your School this school year. Currently, there are 30 school-age children in Purok Mabato and they are all in school.

Purok Liam increased its enrollment from 22 to 30. This is because of the enrollees from Sitio Malayo and Mas Malayo. However, it should be noted that despite the increase in enrollment of the Other School in Purok Liam, there are 12 school-age children from this Purok who are not currently in school.

**Task:** Prepare a community map showing the location of school-age children in Purok Camyer. Distinguish (using color, symbol) children in-school and not in-school.

After preparing the map, determine the following:

1. How many school-age children has Purok Camyer?
2. How many school-age children from Purok Camyer are in school? not in school?
3. How many children are enrolled in Your School?

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**Session  
20**

## **Tool for Tracking Competencies Covered**

### **Overview**

The tool for tracking the learning competencies covered in a school year will be used by multigrade teachers in tracking and recording the competencies they have covered vis-a-vis the standard competencies outlined in their Budget of Work (BOW), Daily Lesson Plan (DLP) and Daily Lesson Log (DLL). This data-capture tool will be used to document the competencies commonly covered and the least covered competencies. At the school and district levels, the same tool can be used by the school head and district supervisor in tracking the implementation of the multigrade curriculum. This will also be used as one of the reference materials in the SMEA for August, October, and January.

This session guide outlines the necessary inputs for orienting the MG teachers on the importance of tracking the curriculum, how to use the tracking tool, and how to process and use the results for improving the curriculum implementation.

### **Objectives**

1. To explain the importance of monitoring the implementation of the K to 12 Curriculum using multigrade instruction
2. To fill out a *Tracking Competencies Covered* template
3. To explain how the findings from a competency tracking tool can be used to analyze the learners' performance and improve curriculum coverage

### **Resources**

#### **Materials**

- Presentation slides on the *Tool for Tracking Competencies Covered*
- Sample BOW, DLP, and DLL
- Laptop and LCD
- Manila paper
- Meta cards

- Pentel pen
- Masking tape

### Duration

- 2 hours

### Procedure

#### Priming Activity (10 minutes)

Start the session by asking the teachers to share their experience in preparing the BOW, DLL, and DLP. Focus the discussion on the standard competencies to be mastered by the multigrade learners.

#### Activity (15 minutes)

##### **Note to Facilitator:**

*After the priming activity, present the objectives of the session. Ask the multigrade teachers about their expectations and for any additional concerns about the session.*

1. Divide the teachers into groups of (at least) three. Preferably, group the teachers according to the subject matter (science, math, etc.) they are handling.
2. Ask them to share their experiences in teaching/implementing the K to 12 Curriculum. Use the following questions to guide the interaction among the participants:
  - a. What are your favorite competencies or core learning areas to teach? Why?
  - b. What competencies or topics are you having difficulty to facilitate/teach/deliver? Why?
  - c. What learning competencies in the BOW are often delayed in implementation?
  - d. What learning competencies in the BOW are often not covered at all?
3. Ask each group to write down their responses on a manila paper and present their outputs to the entire class.

### Analysis (20 minutes)

1. Process and jot down the groups' responses. Focus on the reasons cited both for the internal and external factors influencing or affecting their decision to cover, delay, or skip some topics/learning competencies. Ask follow-up questions when necessary.
2. Conclude the discussion by asking the following questions:
  - What is the impact on learners when competencies are not covered?
  - On the internal and external factors, what actions or mitigating measures were implemented to ensure these have minimal effect on the teaching and learning process?
  - What tools are you currently using to track the competencies covered?

### Abstraction (40 minutes)

1. Introduce the *Tool for Tracking Competencies Covered*.
2. Discuss the tool's content and the information requirements per column.
  - Column 1 **Week** – shows the week the competency will be covered. This is taken from the BOW and DLL.
  - Column 2 **Domain/Strand** – This shows the list of domains/strands.
  - Column 3 **Competencies** – These competencies were lifted from the BOW and DLL.
  - Column 4 **Total Competencies** – Refers to the number of competencies per week and per strand as per BOW and DLL.
  - Column 5 **Covered** – This column will be used to record the competencies covered. (Legend: 1 when competencies were covered; 0 when competencies were not yet covered)
  - Column 6 % of **Competencies Covered** – This column will be used to measure (in percentage) the total competencies covered per week and strand.
  - Column 7 **Remarks** – This column will be used to document whether the competency was covered on time, was covered but delayed in covering (including reasons for delay), or was not covered at all (including reasons for skipping).

*Template 1. Sample Competency Tool*

<b>Week No. (1)</b>	<b>Domain/ Strand and Grade Level (2)</b>	<b>Competencies (3)</b>	<b>Total Competencies (4)</b>	<b>Covered (5)</b>	<b>% Competencies Covered (7)</b>	<b>Remarks (8)</b>
	Force, motion, and energy		10	8	80%	
1		Describe the position of a person or an object in relation to a reference point such as a chair, door, another person (S3FE-IIIa-b-1)	1	1	100%	Covered according to schedule
2		Describe the movement of a person or an object in relation to a reference point such as chair, door, another person (S3FE-IIIa-b-1)	1	1	100%	Covered according to schedule
3		Identify things that can make objects move such as water and wind 3FE-IIIc-d-2	1	1	100%	Covered according to schedule
4		Identify things that can make objects move such as people and magnets 3FE-IIIc-d-2	1	1	100%	Covered according to schedule
5		Describe the movements of objects such as fast/slow S3FE-IIIe-f-3	1	1	100%	Covered but delayed due to class suspension (typhoon)
6		Describe the movements of objects such as forward/backward and stretching/compressing; S3FE-IIIe-f-3	1	1	100%	Covered but delayed due to class suspension (typhoon)
7		Describe sources of light and sound S3FE-IIIg-h-4	1	1	100%	Covered but delayed due to class suspension (typhoon)
8		Describe sources of heat and electricity S3FE-IIIg-h-4	1	1	100%	Covered but delayed due to class suspension (typhoon)

9	Enumerate uses of light and sound S3FE-IIIi-j-3	1	0	0%	Not yet covered due to delay in coverage of other competencies
10	Enumerate uses of heat and electricity S3FE-IIIi-j-3	1	0	0%	Not yet covered due to delay in coverage of other competencies

3. Discuss the content of the Tracking Report on Competencies Covered which summarizes the overall performance of teachers in terms of curriculum coverage. The same report contains the list of competencies not covered and factors affecting the delivery of competencies. Demonstrate how the information in the Tracking Tool will be used in the Tracking Report.

*Template #2. Tracking Report on Competencies Covered*

Grade 3 Science (Subject): = 88.24% of Competencies Covered for the Period			
Month	Total # of Competencies	Total # of Competencies Covered	% of Competencies Covered
June	10	10	100%
July	12	10	83.33%
August	12	10	83.33%
Total (for the Period)	34	30	88.24%
List of Competencies Not Covered		Reasons or Causes	
1. Use appropriate measuring tools and correct standard units (S5FE-IIIb-2)		No appropriate measuring tools available in the school	
2. Describe sources of heat and electricity (S3FE-IIIg-h-4)		Classes were suspended for three days due to typhoon and flooding in the area. Predecessor competencies are not yet covered.	

### **Application** (25 minutes)

1. Ask each multigrade teacher to fill out a blank *Tracking Tool and Tracking Report* for one subject and one domain/strand (latest month).
2. Ask selected teachers to present their filled-out *Tracking Tool and Tracking Report*. Also, ask the participants for their insights while filling out the templates and their suggestions on how the templates can be further improved.
3. Conclude the session by providing a short input on the SMEA, particularly the August–October–January SMEA. Demonstrate how the results of the Tracking Tool and Tracking Report will be used in the M&E MPPE program.
4. Before closing the session, ask some clarifications from the participants. In case the participants may have questions or future difficulties in using the tool, provide your contact details for further support.
5. Acknowledge the participants' active participation in this session.

### **Reflection** (10 minutes)

Based on the learnings you gained from the session, answer the following questions:

1. What was your best learning experience in this session?
2. What was the most challenging activity? Why?
3. How will you respond to those challenges next time?
4. How well did you track the learning competencies covered for your class?
5. What do you think one should do to ensure that all competencies expected of each learning area are effectively monitored and completely covered?

### **Closure**

The mediocre teacher tells. The good teacher explains.

The superior teacher demonstrates. The great teacher inspires.

—William A. Ward



**Session  
21**

## Mapping Learners' Whereabouts

### Overview

Mapping learners' whereabouts is one of the access strategies used by MG schools in bringing all children in the community to the school. Specifically, the process involves identifying and locating school-age and overage children and bringing them to school. It also includes determining the physical or environmental challenges affecting children's access to quality basic education in remote and disadvantaged communities.

In this session, school heads, teachers, and participating community members will be taught how to prepare a learner's whereabouts map to help them determine (a) the total number of children in the community, (b) their whereabouts or location, and (c) the number of school-age children in school and not in school.

### Objectives

1. To describe a learners' whereabouts map
2. To discuss the guiding principles for mapping the learners' whereabouts
3. To prepare a learners' whereabouts map with the help of key stakeholders

### Resources

#### Materials

- Presentation slides on mapping learners' whereabouts
- Case exercise: Purok Camyer Case (Refer to Session Guide 19)
- Laptop and LCD
- Manila paper, meta cards, colored papers, scissors, pentel pens, masking tape

### Duration

- 2.5 hours

## Procedure

### Priming Activity (30 minutes)

1. Ask the participants the following questions:
  - a. What are some beautiful and popular landmarks in your community? Describe each.
  - b. Where are these landmarks located?
  - c. How long will it take to go to these sites? (Using the school as reference).
2. Challenge the participants to draw a map of the community and locate these landmarks on the map.
3. Introduce the session objectives and topics to the participants. Also, provide an overview of the current issues on access and how a mapping technique can be used to ensure inclusive education for all types of learners.

### Activity (30 minutes)

1. Divide the participants into groups of four or five members each. Ask each group to select a leader or facilitator and provide each group with a workshop kit.
2. Introduce the case exercise: Purok Camyer Case. Ask each group to recall or read and discuss the case for 10 minutes.
3. Instruct them to prepare a map and solve the case. Have them answer the following questions:
  - a. How many school-age children are there in Purok Camyer?
  - b. How many children in Purok Camyer are in school? not in school
  - c. How many children in Purok Camyer are in Your School?
  - d. How many are in Other School?
  - e. How many children are enrolled in Your Multigrade School?
4. Ask each group to present their map and their answers to the questions.

### Analysis (30 minutes)

1. Discuss the case exercise. Check the results.
2. Highlight the key features of each group's output (map) and provide clarificatory questions or queries regarding their maps and answers when needed.

3. Count the number of children in school, not in school.
4. Count the total number of enrollees in Your School.
5. Ask the participants for insights and queries about the exercise and suggestions on how to improve the tool.
  - What are your insights from the case exercise?
  - Do you have any questions? Do you foresee challenges or difficulties in using the tool? How do you propose to address them?

**Abstraction** (30 minutes)

Discuss the key mapping concepts, guiding principles, and suggested steps in preparing a learners' whereabouts map.

1. Define community mapping on learners' whereabouts. The following are the essential elements to highlight in the definition:

**Process.** A process requires more than one activity or step. A process is undertaken as accurately as possible.

**Participants.** The key informants include (in order of priority) children in school, community stakeholders, local government, and other development workers. The two main informants are the schoolchildren or learners and the community members.

**Map.** The activity requires preparing a map that will show the location or whereabouts of all children in the community.

**Environmental features.** These include landmarks and trails learners use to and from the school, danger spots, or critical areas that affect children in giving access to schooling.

**Main objective.** The main objective of mapping is to determine the following: How many children are there in the community? Where are they? Who are they? What are the key environmental features in the community that influence or affect children's readiness for schooling?

2. Discuss the steps on how to prepare the learners' whereabouts map (Appendix 1).

Step 1. Create a map with learners.

Step 2. Create a map with the community.

Step 3. Triangulate the results of mapping.

Step 4. Present the community map to stakeholders.

3. Explain the guiding principles for mapping learners' whereabouts.

**Inclusion.** All children or learners in remote and disadvantaged communities regardless of ethnicity, physical and mental ability, and religious beliefs will be considered in the mapping.

**Triangulation.** Triangulation will provide a more accurate count of children, and a more holistic understanding of the challenges and difficulties affecting learners' participation and performance. Methodologies to be used include key informant interviews (KIIs), community meetings or workshops, group workshops with learners in school, collaboration with other government agencies, and document review.

**Community is the main source of data.** Data collection and validation will be undertaken with the participation of the learners and community stakeholders. The community is the main resource for the mapping strategy. Their age-old knowledge of their environment will help enrich the mapping strategy.

**Less is more.** The mapping activity will focus on counting, identifying, and locating schoolchildren in the community. As a strategy, the mapping process will resist the urge to gather seemingly important detailed data which may "paralyze" the MG school and the community stakeholder from making quick decisions resulting from too much information. Gathering of data will be limited to a few essential information needed to locate and bring all school-age children to school.

#### **Application** (15 minutes)

1. Ask the participants to prepare a learners' whereabouts map using their knowledge of the community.
2. Then, have each group prepare an action plan detailing their proposed activities to develop the learners' whereabouts map. The following is the suggested template for the action plan.

Table 1. Action Plan – Preparing a Learners’ Whereabouts Map

Activities	Persons/ Groups Involved	Duration	Schedule	Output	Resource Requirements

3. Ask each group to present their action plan. When necessary, critique and/or suggest inputs to improve their action plans.
4. To conclude the session, enumerate the different uses of the learners’ whereabouts map (Appendix 2).
5. Before closing the session, ask any clarifications from the participants.

**Reflection** (5 minutes)

After learning about the steps in tracking your learners, are you now ready to take action about your learners’ whereabouts? If you had been doing this, are there areas you missed? What are these? What do you plan to do? Write your responses in your journal.

**Closure**

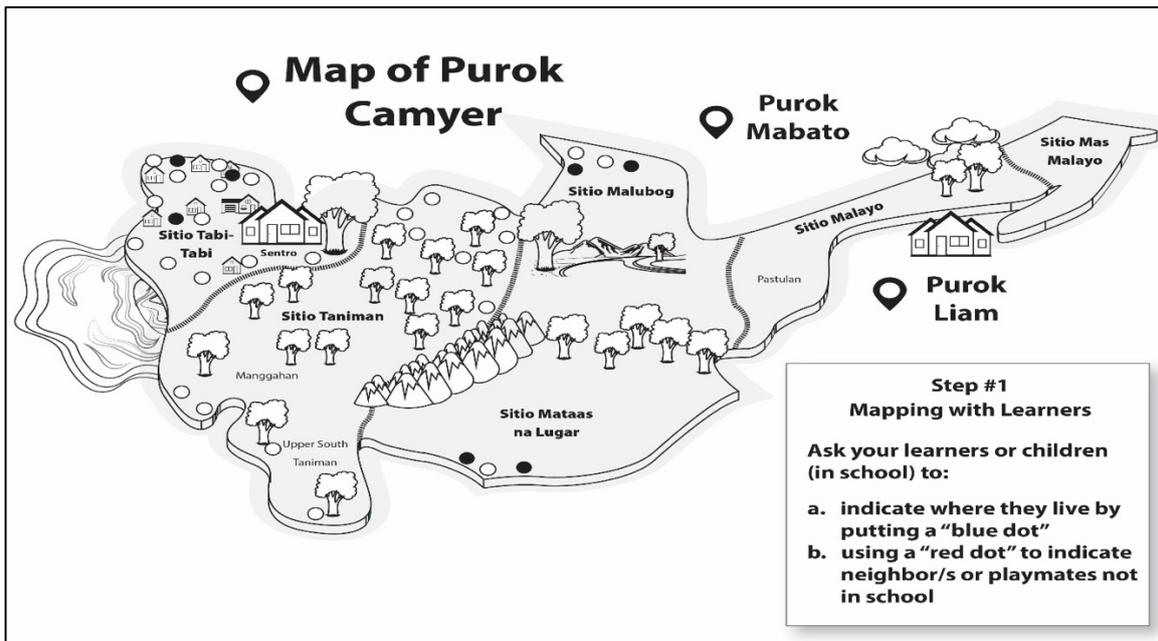
Questioning is the ability to organize our thinking around what we don’t know.  
*–The Right Question Institute*

## Appendix 1

Steps	Suggested Steps
1. Ask learners or children in school.	<ul style="list-style-type: none"> <li>• Conduct this step as a classroom activity. Make it creative and fun.</li> <li>• Map where the pupils, their classmates, playmates, and neighbors live.</li> <li>• Include the physical and environmental barriers in going to school.</li> </ul>
2. Draw a map of the community, including the stakeholders.	<ul style="list-style-type: none"> <li>• Show landscapes and landmarks.</li> <li>• Show stakeholders including the barangay officials.</li> <li>• Use the school as the center or main reference point.</li> <li>• Identify households with children ages 2 to 4, school-age, in-school and out-of-school, and children with disabilities.</li> </ul>
3. Triangulate map with data from barangay, health worker, social worker, and other key players in the community.	<ul style="list-style-type: none"> <li>• Seek help and discuss.</li> <li>• When necessary, visit selected household to validate data/information.</li> </ul>
4. Present community map to school community stakeholders for finalization.	<ul style="list-style-type: none"> <li>• Use map as a scoping document.</li> <li>• Agree on the “map” especially on the number of children in the community.</li> </ul>

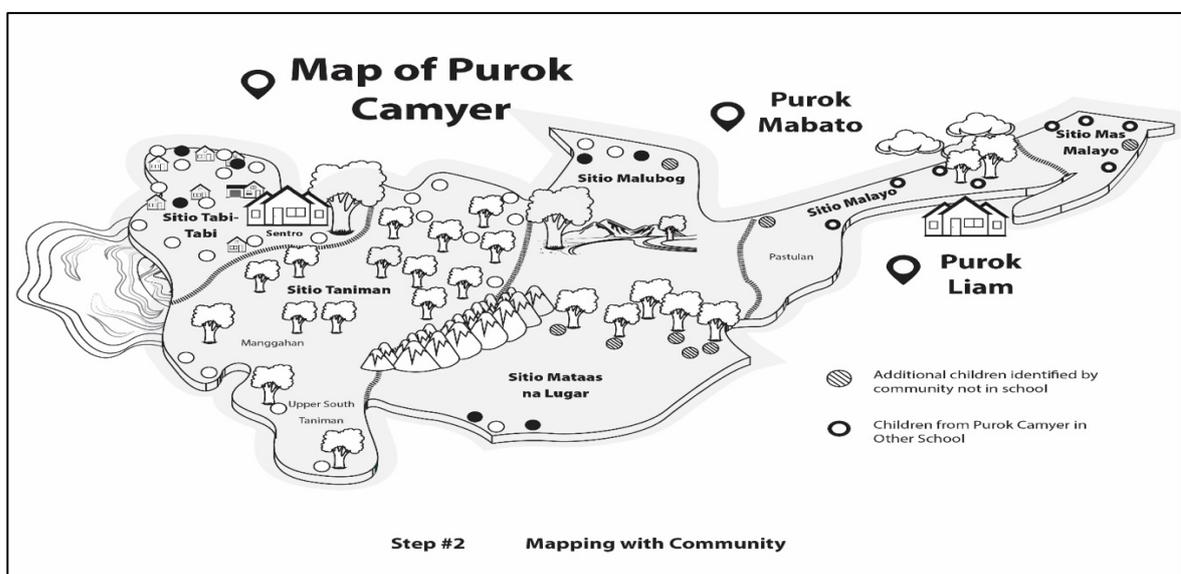
### Step 1 Mapping with Learners

Step #1. Mapping with Learners	Results of Step 1	
<p>Ask your learners or children (in school) to:</p> <ol style="list-style-type: none"> <li>indicate where they live by putting a “blue dot”</li> <li>using a “red dot” to indicate neighbor/s or playmates not in school</li> <li>count the “blue dots” and the “red dots”</li> <li>ask the learners for information re “red dots” learners</li> </ol>		
Location		
Sitio Tabi-tabi	12	3
Sitio Taniman	11	0
Sitio Mataas na Lugar	1	2
Sitio Malubog	2	2
Sitio Malayo	0	0
Sitio Mas Malayo	0	0
<b>Total</b>	<b>26</b>	<b>7</b>



## Step 2 Mapping with Community

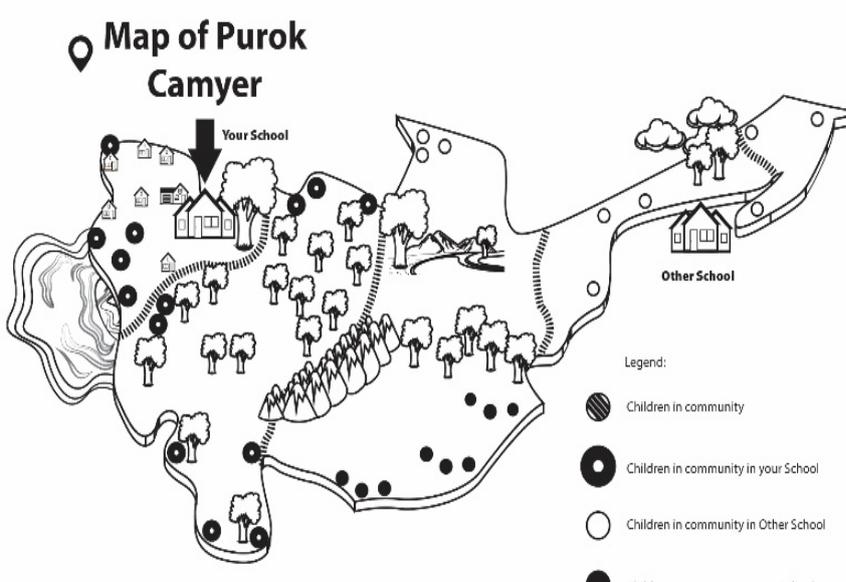
1. Meet participating community stakeholders including participants from nearby schools, areas, present objectives of the meeting.
2. Present the map prepared with the learners; validate information.
3. Ask participants for additional information – children not yet on the map (use "black dot"), additional landmarks, danger areas, etc.
4. After mapping, count the "blue dots" and the "red dots."
5. Ask community members for additional information on "red-dot" children.



### Step 3: Triangulate Mapping Results

1. Consolidate findings from Map 1 and Map 2.
2. Present the result of mapping to barangay, health and social workers, and other development workers in the area.
3. Compare “notes.”
4. When necessary, conduct house visitation – households with children with limited information.
5. Agree on the final list of children in the community.

### Step 4: Present Community Map to Stakeholders



**Map of Purok Camyer**

The map shows a geographical area with two schools: 'Your School' and 'Other School'. A legend indicates the following categories:

- Children in community (represented by a shaded circle)
- Children in community in your School (represented by a circle with a dot)
- Children in community in Other School (represented by an open circle)
- Children in community Not in School (represented by a solid black circle)

**Step #4 Present Community Map to Stakeholders.**

- a. present triangulated map to stakeholder and ask for additional inputs before finalizing.
- b. explain how this will be used by the school
- c. agree on how to handle children not in school; generate support/actions from stakeholders.
- d. update map every year, getting input from learners

## Appendix 2

### Key Pointers in Mapping

1. Access means children in school and children not in school.
2. Scoping means we know how many children are out there.
3. “Highlight” children/learners on the map; all other items keep in the background (by using light or dull color).
4. A precise map is not needed.
5. A learner’s whereabouts map is considered an MOV, an authoritative document on number of children in the community.
6. Consider learners or children in school as the most important informants.

### Uses of Whereabouts Map

1. Input School Improvement Plan (SIP), particularly strategies on “bringing children to school”
2. A tool for collaborating with nearby schools in searching for learners
3. A scoping tool or reference tool when conducting the school MEA.
4. Input to Division and District Supervisors in conducting the district- level MEA
5. Identify areas or environmental factors affecting learners’ access to schooling



## Overview

Monitoring multigrade instructional delivery is important and necessary to support effective teaching and learning practices in multigrade setups. This is to ensure that quality education is delivered and the diverse needs of learners are addressed. With this in mind, there is a need for a substantial tool by which we can assess the quality of MG instruction in our classrooms. The MG Classroom Observation Tool (MG-COT) is designed specifically for this purpose. It serves as a significant reference and covers important elements in monitoring the MG teaching and learning process.

This session on unpacking the MG-COT is designed for teachers and school heads so that they can further understand the elements of effective instructional delivery in multigrade schools. Participants will be equipped with the necessary knowledge, skills, and attitude in properly monitoring MG instructional practices at the classroom level.

## Objectives

1. To discuss the purposes of the MG Classroom Observation Tool
2. To identify the elements of effective MG instructional delivery
3. To use the MG Classroom Observation Tool
4. To explain the roles of the teacher and the school head during the Coaching Dialogue

## Resources

### Materials

- Presentation slides on Unpacking the MG Classroom Observation Tool
- Copy of MG Classroom Observation Tool
- An MG Lesson Plan used by each teacher the past week
- Laptop and LCD
- Manila paper
- Meta cards

- Pentel pen
- Masking tape

## **Funds**

MOOE

## **Duration**

- 2 hours

## **Procedure**

### **Priming Activity** (20 minutes)

Start the session by acknowledging participants and their knowledge and understanding of multigrade classroom observation.

Ask:

1. What tools do you currently use to monitor and observe MG instruction in the classroom?
2. How do you describe these tools?

### **Activity** (10 minutes)

Divide the participants into two groups and have each group discuss their assigned topic. Responses may be written on manila paper using semantic web.

- (A) Purpose of classroom observation
- (B) Important classroom aspects to observe

### **Analysis** (30 minutes)

Have Groups A and B share and explain their responses. Ask the other participants after each presentation if they have other responses not covered by the group who just presented. Encourage them to give more detailed responses to each item. Document the additional responses by adding them to the manila paper. If possible, organize and classify additional responses under similar categories (for example, for important classroom aspects to observe).

Carefully synthesize the responses of the participants before proceeding to the next activity.

## **Abstraction (40 minutes)**

Discuss the following:

### **Purpose of the MG Classroom Observation Tool**

- The MG-COT is primarily designed to support effective instructional practices in MG setups.
- It can assist school heads and supervisors as they conduct focused observations and monitor multigrade teachers over time.
- It covers comprehensive elements of instructional delivery and contains clear indicators of what is expected in a multigrade classroom that supports learning for diverse pupils.
- The end outcome of the use of this tool is effective coaching and provision of support towards developing reflective multigrade teachers.

Discuss the specific purposes of the MG Classroom Observation Tool (Refer to Session Guide 7 for a copy).

Compare this with the responses of Group A in their chart. Take note of the similarities/differences. Highlight the keywords and briefly elaborate these: reflective teaching, support for teachers.

### **Features of the MG Classroom Observation Tool**

To optimize the use of this tool, every multigrade teacher should have a copy of this at the start of the school year. Regular examination of the multigrade delivery elements covered in this tool would create awareness of essential factors that contribute to effective instruction. This can encourage teachers to engage in *reflective teaching* on their classroom practices.

It is recommended that observations by the school head/supervisor be done several times across the year. It is also important to carefully study the content of this classroom observation tool before its use.

Now go back to the output chart of Group A. Ask the participants if there is anything to be added to their chart after the discussion. Let them document this by adding the new idea to the chart, preferably using a different color of marker.

## **Elements of MG Instructional Delivery to Monitor in the Observation**

Present the five main elements/aspects of MG instructional delivery for observation (Refer to the copy in Session 7).

1. Lesson Plan/Lesson Organization
2. Instructional Practices and Strategies
  - a. Lesson Delivery
  - b. Use of Instructional Materials/Technology
  - c. Support for Diverse Learners
  - d. Learning Assessment
3. Learner Response and Behavior
4. Classroom Environment and Culture
  - a. Classroom Structure
  - b. Classroom Culture
  - c. Classroom Management
5. Remedial/Enrichment Activities

Compare this with the output of Group B. Point out the similarities and differences. Ask the participants if there is anything to be added to their chart after the discussion. Let them document this by adding the new idea to the chart with a different color of marker.

Discuss the directions for use of the tool. At this point, give everyone a copy of the MG Classroom Observation Tool since this will be a main reference during the session. Let them take note that you will discuss the directions on how to use it and you will cover the elements one at a time.

### **How to Use the MG Classroom Observation Tool**

- It is unlikely that all elements of MG instructional delivery would be documented in a single classroom visit; hence, decide which among these elements would be the observation focus. Inform the teacher of the MG element targeted for the observation and when this will be done.
- Fill out the details about the class to be observed. It is important to take note of the date of observation. Multiple observations of the same MG element over a school year would be good bases for supporting effective MG teacher practices. This can track progress in specific instructional areas over time.

- Since observation of the MG classroom covers several levels, it is important to monitor and rate the instructional and learning processes for each grade level.
- Request for the lesson plan of the teacher to be observed. Examine this carefully and mark the first section of this tool under Lesson Plan (LP)/Organization. Check each item under E (Evident) or NE (Not Evident) depending on the content of the LP. Then, note the evidence under the Remarks column.

### **Elements of the MG Classroom Observation Tool**

#### *Lesson Plan/Lesson Organization*

It is important to take note of the basis of the MG lesson plan. It is through this that we can see what available resources are used by the teacher and how they use these. If they have no copies of the other MG resources, the school head/supervisor should devise a way to make the materials accessible to them.

Discuss the indicators under the element of lesson plan/organization.

#### *Instructional Practices and Strategies*

For instructional practices and strategies (as well as Learner Response and Behavior, and Classroom Environment and Culture), use this rating guideline. Mark the item in the tool with 4, 3, 2, or 1. Take note of the evidence of your rating.

Discuss the indicators under the element of Instructional Practices and Strategies. You may also refer to the MG Classroom Observation Tool.

#### *Learner Response and Behavior*

- Discuss the indicators under Learner Response and Behavior.
- For the elements under Instructional Practices and Strategies, Learner Response, and Classroom Environment and Culture, use the following rating guidelines and mark the item in the tool with 4, 3, 2, or 1. Take note of the evidence of your rating.

### *Classroom Environment and Culture*

- Discuss the indicators under the element of Classroom Environment and Culture. You may also refer to the MG Classroom Observation Tool.

### *Remedial/Enrichment Activities*

- Discuss the indicators under the element of Remedial/Enrichment Activities. You may refer to the MG-COT.

### **Application** (40 minutes)

Ask the teachers to bring out one LP that they have used the past few days. Have them use the MG-COT as they recall how they taught the lesson. Let them mark ratings for themselves. They can discuss their ratings with a partner.

### **Reflection** (10 minutes)

Discuss the following with the participants:

1. In what ways is the MG-COT similar/different to what you are currently using to monitor instructional delivery?
2. How can the MG-COT influence the way you monitor and deliver multigrade instruction in your classrooms?
3. How useful is this tool in your line of work? Assess it from 1 to 10 with 10 being the highest.
4. What advantages and challenges do you anticipate in using this tool?

### **Closure**

Observation more than books and experience  
more than persons, are the prime educators.

*–Amos Bronson Alcott*



**Session  
23**

## Contextualization of Multigrade Teaching and Learning

### Overview

Quality instructional delivery ensures that it is learner-centered and teachers can support learners through relevant and meaningful learning. This is an important consideration in any classroom as well as in multigrade setups with diverse students. What are the ways by which teachers can create environments that contextualize teaching and learning to promote engaged, motivated, and interested learners?

This session on contextualization is designed for teachers and school heads so that they will be equipped with the necessary knowledge, skills, and attitude as they contextualize teaching and learning in the multigrade classroom for effective instructional delivery.

### Objectives

1. To explain the bases/reasons for the contextualization of teaching and learning
2. To discuss the different approaches to contextualization
3. To apply contextualization approaches in designing lessons for multigrade learners

### Resources

#### Materials

- Presentation slides on *Contextualization*
- Laptop and LCD
- Manila paper, meta cards, pentel pen, masking tape
- MG DLPs
- Reading materials for the facilitator before the LAC Session  
(See Reference list at the end of this session guide)

#### Funds

- MOOE
- Other school funds

## Duration

- 2 hours

## Procedure

### Note to Facilitator:

*To better deliver this session, prepare a slides presentation of the important parts.*

## Activity (10 minutes)

### Reflect, Group, and Share

1. Divide the participants into two groups (a minimum of two per group where there are few participants).
2. Have each group answer one point from the following. Responses are to be written in the second column of the KNI chart under *Know*.

Group A: Why do we contextualize teaching and learning in our multigrade classroom? What are the bases for this?

Group B: In what ways do you contextualize teaching and learning in your multigrade classroom?

	<b>Know</b> <b>What we Know</b>	<b>New</b> <b>What is New</b>	<b>Issues</b> <b>What are Issues</b>
(A) Why we contextualize teaching and learning	<hr/> <hr/>		
(B) Ways we contextualize multigrade teaching and learning	<hr/> <hr/>		

### **Analysis** (20 minutes)

Ask each group to share their responses. Ask the other participants after each presentation if they have other responses not covered by the group who just reported. Encourage the participants to give more detailed responses to each item. Document the additional responses by adding this on the KNI chart under the column *Know*.

Carefully synthesize the responses of the participants before proceeding to the next activity.

### **Abstraction** (40 minutes)

#### **Note to Facilitator:**

*Compare the ideas given by the participants to the topic to be discussed.*

1. Discuss the following: bases for contextualization and approaches to contextualization.

#### **Bases for Contextualization**

There are evidence-based reasons why there is a need to contextualize teaching and learning in our MG classrooms: the legal and the theoretical.

#### **Legal Bases**

##### **RA 10533: Enhanced Basic Education Act of 2013**

Section 10.2: The Standards and Principles of the Curriculum states that:  
*“The curriculum shall be:*

- *learner-centered, inclusive and developmental*
- *relevant, responsive, and research-based*
- *gender and culture-sensitive*
- *contextualized and global*

It further states that the curriculum shall *“adhere to the principles of MTB-MLE, which starts from where the learners are and from what they already know proceeding from the known to the unknown...”*

*“It should be flexible enough to enable and allow schools to localize, indigenize, and enhance...based on their respective educational and social contexts.”*

2. Tell participants that the legal bases are aligned with the definitions of a contextualized curriculum. Have them examine the definitions below, look for key words in the definitions, and compare with the content of RA 10533.
  - “diverse family of instructional strategies designed to more seamlessly link the learning of foundational skills and academic content by focusing teaching and learning on *concrete applications in a specific context that is of interest to the student...*” (Mazzeo, et. al., 2003, pp. 3–4, as cited in Perin, 2011)
  - “a group of learning experiences that encourages students *to transfer their understanding of key concepts to situations that mirror real life...*” (Queensland Studies Authority, 2004, p.11)

## Theoretical Bases

### Note to Facilitator:

*Check other references to further discuss the topics below. You may do this using a slide presentation.*

#### ➤ **Constructivism**

This is anchored on the belief that learners actively construct their understanding of new knowledge that is anchored on their background experience and prior knowledge. This is in direct contrast to the transmission model of teaching where the teacher is the source of information and knowledge.

#### ➤ **Socio-Cultural Theory**

Vygotsky’s theory asserts that learning and development occur within one’s socio-cultural context. These external influences have a strong bearing on how children make sense of their world. This view believes that learning and development occur through the interaction within the cultural context of every child, thus, this is key to facilitating their understanding of new concepts and knowledge.

#### ➤ **Motivation Theory**

Literature and research have shown that learners are drawn to engage in activities that are interesting, meaningful, and relevant to their lives. When students view the relationship of new concepts to their lives, they become motivated to learn new concepts.

➤ **Experiential Learning Model**

This view believes that learning by doing is one of the more effective ways to introduce new concepts, ideas, and information regardless of age. This is a progressive instructional approach that moves away from teaching by telling. (Discuss the Experiential Learning Model).

3. Ask the participants: In what ways do the theoretical bases relate to contextualization?
4. Have participants go back to the KNI chart during the priming activity and invite them to incorporate what is NEW for them in the N column in line with the reasons why teachers contextualize instruction. Let them document this by adding the new idea to the chart, preferably using a different color of marker. The output may look like the chart below. Synthesize the final output.

	<b>Know</b> What we Know	<b>New</b> What is New	<b>Issues</b> What are Issues
(A) Why we contextualize teaching and learning		<ul style="list-style-type: none"> <li>• <i>Legal Bases</i> RA 10533: Enhanced Basic Education Act of 2013</li> <li>• <i>Theoretical Bases</i> <ul style="list-style-type: none"> <li>➤ Constructivism</li> <li>➤ Socio-Cultural Theory</li> <li>➤ Motivation Theory</li> <li>➤ Experiential learning</li> </ul> </li> </ul>	
(B) Ways we contextualize MG teaching and learning			

## ***Approaches to Contextualization***

According to the study of Fernandes, et. al. (2013), there are varied approaches to contextualization. Their review of literature indicated five main trends/ways by which contextualization of teaching and learning is undertaken in classrooms. These are place-based, focus on the student, based on pedagogical practice, attention to diversity, and based on disciplinary contexts. A common feature of all these approaches is the attempt to be learner-centered to promote meaningful and significant learning. While each is discussed separately, each is interrelated to each other. Let us find out how each approach relates to the others.

- **Place-Based**

“The subject matter and learning processes should be relevant to the daily lives of the people.” Learning activities and resources should be based on the local knowledge of students so that connections with the unfamiliar content are created. This result is an improved understanding of new concepts.

- ...should be based on knowledge from the local environment and economic surroundings
- ...should deal with people’s problems and needs, which arise differently in each environment.” (Sahasewiyon, 2004 as cited in Fernandes, 2013)

Place-based contextualization may be done at different levels, which may involve varied processes such as localization and indigenizing of the curriculum.

*Localization of the curriculum* is undertaken when there is a consideration of the context of the community where the learner lives. This is what we commonly do when we incorporate the local folklore, songs/chants, practices, livelihood, or geography of our students in the curriculum and instructional delivery. Anchoring classroom experiences in the context of the community make learning relevant and meaningful to the students.

Indigenizing the curriculum refers to a much deeper sense of contextualization. There is the continuous involvement and engagement of the community or indigenous peoples’ elders, leaders, or culture bearers in the validation of the contextualization of the

curriculum and learning resources. At times, these people are also engaged in the teaching-learning process. This is to ensure that the contextualized curriculum and learning resources are sensitive and responsive to their cultural and social context. In this way, there is appropriate incorporation of their knowledge systems, practices, and community history (DepEd Order 22 s. 2016) in the contextualization process.

- “Teaching in this way does not require the elimination of non-local knowledge so much as the simple inclusion of the local.” (Smith, 2005, as cited in Fernandes, 2013)
- ...Based on the local and extend it to the global...

- **Focus on the Student**

Contextualization that focuses on the student promotes a relationship between the curriculum and the learners’ characteristics, capabilities, and interests so that they will be motivated to learn. It is also starting with the experiences that students bring with them to the classroom.

- Developmentally appropriate  
This is planning teaching and learning experiences that address:
  - ✓ characteristics of students at particular ages
  - ✓ individual needs and levels of children
  - ✓ the culture and language of our learners
- Inclusive (Anti-bias; Gender-sensitive)
- Based on the students’ profile

- **Based on Pedagogical Practice**

Curricular contextualization is attained through diverse teaching practices to promote a better understanding of concepts and knowledge. To this end, efforts are done to transform the curriculum so that it meets the needs of all learners and is oriented towards each student. This consists of:

- How teachers act
- How they manage the classroom
- How they set up the teaching and learning environment
- How the curriculum is adapted and adjusted to the students
- Varied teaching approaches e.g., Integration of concepts across subjects

- **Attention to Diversity**

What each child brings to the classroom, his/her experiences and understanding of the world, including his/her cultural identity, has to be respected and acknowledged. Thus, contextualization through this approach addresses the unique identity of every student in the classroom regardless of his cultural background. In the process, equitable education for all students is achieved.

- Culturally relevant
- Culturally appropriate
- Culturally congruent
- Culturally responsive
- Culturally compatible

- **Based on Disciplinary Contexts**

Contextualization in this way addresses the concepts/subjects that students do not find easy to understand. The challenge for the teacher is how to create relevant and meaningful learning opportunities that facilitate an easier understanding of new concepts and new knowledge by the students, especially in challenging disciplinary contexts e.g., Math or Science. For instance, how does finding the perimeter, area, and volume relate to the learners' daily lives? In what way is the understanding of probability useful to their lives? There is a need to connect the concepts and ideas presented in class to students' applications in their daily lives so they will be more engaged in meaningful learning.

5. Ask participants: In what ways can we apply these as we contextualize our lessons? Do you notice how these approaches overlap?
6. Go back to the outputs of Group B during the Priming Activity (Ways they contextualize teaching and learning). Ask the participants if there is anything to be added to their chart after the discussion. Let them document this by adding the new idea to the chart, preferably using a different color of marker.

	<b>Know</b> What we Know	<b>New</b> What is New	<b>Issues</b> What are Issues
Why we contextualize teaching and learning		<ul style="list-style-type: none"> <li>• <i>Legal Bases</i> RA 10533: Enhanced Basic Education Act of 2013</li> <li>• <i>Theoretical Bases</i> <ul style="list-style-type: none"> <li>➤ Constructivism</li> <li>➤ Socio-Cultural Theory</li> <li>➤ Motivation Theory</li> <li>➤ Experiential learning</li> </ul> </li> </ul>	
Ways we contextualize MG teaching and learning		<ul style="list-style-type: none"> <li>• Based on Place</li> <li>• Focus on the Student</li> <li>• Based on Pedagogical Practice</li> <li>• Attention to Diversity</li> <li>• Based on Disciplinary Contexts</li> </ul>	

**Questions to ask to ensure that there is contextualization of teaching and learning**

- Have the participants work in groups to come up with questions to ask themselves as they contextualize the curriculum and learning resources. These questions should be anchored on how they understand the process of contextualization. They may go back to their notes on the bases and approaches to contextualization.  
*Example: “Are You Teaching Contextually?” (CORD, 1999)*
- Summarize the questions of the group. These questions become the checklist for the next activity.

### **Application** (40 minutes)

1. Choose one DLP on any subject/level from the MG resources and enhance it guided by the important points in contextualizing teaching and learning. Do this together in small groups. The focus may be on a DLP for a day or two. Should there be not enough time, another LAC session may be done in line with this.
2. Further critique the output to refine it. Implement this in the classroom. Then, the teachers can meet together again to discuss the strengths and areas for improvement of the DLP where contextualization is the focus. Discuss the performance of the students and to what level learning was evident.

### **Reflection** (10 minutes)

Discuss the following with the participants:

1. In what way/s is the discussion on contextualization similar/different to what you currently do?
2. How useful is contextualization in your line of work? Assess it from 1 to 10 with 10 being the highest.
3. What do you anticipate as issues in contextualizing MG teaching and learning?

The responses for the issues (last point above) may be documented using the KNI chart under the fourth column under Issues (I). Let the participants think of ways to address the mentioned issues.

	<b>Know</b> What we Know	<b>New</b> What is New	<b>Issues</b> What are Issues
Why we contextualize teaching and learning		<ul style="list-style-type: none"> <li>• <i>Legal Bases</i> RA 10533: Enhanced Basic Education Act of 2013</li> <li>• <i>Theoretical Bases</i> <ul style="list-style-type: none"> <li>➤ Constructivism</li> <li>➤ Socio-cultural Theory</li> <li>➤ Motivation Theory</li> <li>➤ Experiential learning</li> </ul> </li> </ul>	
Ways we contextualize MG teaching and learning		<ul style="list-style-type: none"> <li>• Based on Place</li> <li>• Focus on the Student</li> <li>• Based on Pedagogical Practice</li> <li>• Attention to Diversity</li> <li>• Based on Disciplinary Contexts</li> </ul>	

## Closure

If a child can't learn the way we teach,  
Maybe we should teach the way they learn.

*–Ignacio Estrada*

## References

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RA 10533: Enhanced Basic Education Act of 2013



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