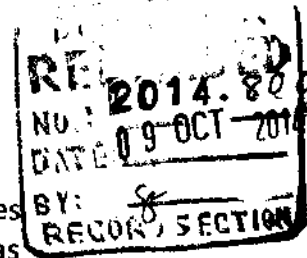




Republic of the Philippines  
Region VII, Central Visayas  
**SCHOOLS DIVISION OF NEGROS ORIENTAL**  
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October 9, 2014

MEMORANDUM TO :

**MS. LELANI T. CABRERA**  
Education Program Supervisor

This Office

Please be informed of your attendance to the National Training of Trainers (NTOT) on Multiliteracy and Numeracy on October 12-22, 2014 in Tagaytay (specific venue will be communicated later).

Traveling/Transportation and other incidental expenses incurred shall be charged against HRTD Funds, subject to the usual accounting and auditing rules and regulations.

Attached is a copy of your Travel Order from the Regional Director, for reference.

For your information, guidance and compliance.

GOD BLESS!

  
**SALUSTIANO T. JIMENEZ, LI. B., CESO VI**  
Schools Division Superintendent

STJ/bing

*"EFA 2015: Karapatan ng Lahat, Pananagutan ng Lahat"*



*Fafed*  
 10-9  
**REPUBLIKA NG PILIPINAS**  
 REPUBLIC OF THE PHILIPPINES  
**KAGAWARAN NG EDUKASYON**  
 DEPARTMENT OF EDUCATION  
**REHIYON VII, GITNANG VISAYAS**  
**REGION VII, CENTRAL VISAYAS**  
 Sudlon, Lahug, Cebu City



## TRAVEL ORDER

**TO: LEILANI CABRERA - Negros Oriental**

You are hereby directed to attend as replacement of Nilita Ragay in the National Training of Trainers (NTOT) on Multiliteracy and Numeracy on October 12-22, 2014 in Tagaytay (specific venue will be communicated later).

Your traveling and other incidental expenses shall be charged against HRTD Funds subject to the usual accounting and auditing rules and regulations.

For your compliance.

*C. Dulangon*  
**CARMELITA Y. DULANGON, Ed. D.**  
 Officer-in-Charge  
 Office of the Regional Director

CTD/LCJ/nvm  
 CLMD '14

Regional Director's Office: Tel. nos.: (032) 231-1433; 231-1309; Telefax 414-7399; 414-7325; Asst. Regional Director's Office Telefax: (032) 255-4542;  
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Sudlon, Lahug, Cebu City



## TRAVEL ORDER


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Your traveling and other incidental expenses shall be charged against HRTD Funds subject to the usual accounting and auditing rules and regulations.

For your compliance.

  
CARMELITA T. DULANGON, Ed. D.  
Officer-in-Charge  
Office of the Regional Director

CTD/tci/nvm  
CLMD '14

**Multiliteracy and Numeracy Training**

**Program Objectives:**

- Strengthen K-3 teachers' capacity to teach and assess literacy and numeracy skills
- Strengthen school heads' capacity to supervise and support K-3 classroom teachers
- Strengthen school-based learning action cells (SLACs) as an avenue for continuous teacher development

| Day/Session                      | Topic/Activity  | Speaker/Facilitator | Materials  |
|----------------------------------|---|---------------------|--|
| Day 1<br>Session 1:<br>1:00-2:30 | Opening Program / Expectations Check<br>Program Walk-through<br>Introduction of speakers and facilitators<br>Lecture:<br><ul style="list-style-type: none"> <li>• Rationale and DepEd policy on early grades education</li> <li>• Results from assessments: EGRA, NAT, Phil-IRI, SReVA</li> </ul> | Ma'am Rose V.       | PPT on BESRA, DepEd policies [DO 31 s 2012 (MT) DO 32 s 2012 (Kinder)], assessment results |
| 3:00-4:30                        | Lecture:<br><ul style="list-style-type: none"> <li>• The nature of K-3 Learners                             <ul style="list-style-type: none"> <li>o Language learning</li> <li>o Literacy learning</li> <li>o Language – literacy relationship</li> </ul> </li> </ul>                            | Usec Ocampo         | Videos of children showing language and literacy development milestones                    |
| 4:30-6:00                        | Debriefing  |                     |  |
| 7:00 – 8:00                      |   |                     |  |

| Day/Session              | Topic/Activity   | Speaker/Facilitator | Materials   |
|--------------------------|--|---------------------|---|
| Session 1<br>8:30-10:00  | <b>Lecture-Workshop</b> <ul style="list-style-type: none"> <li>How do children learn to read? What concepts do they have to understand? (Literacy Domains)                             <ul style="list-style-type: none"> <li>Cluster 1: attitudes towards reading</li> <li>Cluster 2: emergent literacy concepts: book and print awareness and phonological awareness, alphabet knowledge</li> <li>Cluster 3: oral language, listening comprehension, vocabulary and grammar</li> </ul> </li> </ul> | Dr. Pado            | Curriculum Guides<br><br>Expectations per domain per grade level based on CG  |
| Session 2<br>10:30-12:00 | <b>Lecture-Workshop: (Literacy Domains continued)</b> <ul style="list-style-type: none"> <li>Cluster 4: phonics and word recognition, spelling and fluency</li> <li>Cluster 5: Reading-writing connection: handwriting and composing</li> <li>Cluster 6: Reading Comprehension and Study Strategies</li> </ul>   | Dr. Pado            | Expectations per domain per grade level based on CG   |
| Session 3<br>1:00 – 2:30 | <b>Lesson Plan Walk Through:</b> How is teaching and assessment of these literacy domains achieved a week-long lesson plan?<br>Sample LPs for Kinder, Grade 1, Grade 2 and Grade 3   | BEE                 | Annotated lesson plan for 1 week, laid out per 40-50 minute sessions – show what domains are developed in each part of the plan |
| Session 4<br>3:00-4:30   | Continue Lesson Plan Walk Through  | BEE                 |   |
| Session 5<br>5:00-6:30   | <b>Lecture-Workshop: Bridging</b><br>What domains are transferred from L1 to L2 to L3? What needs to be retaught? Bridging in the 14 domains across languages  | Dr. Pado            | BASA video on Bridging?   |
| 7:00 – 8:00              | Debriefing   |                     |   |
| Session 1<br>8:30-10:00  | <b>Lecture:</b> <ul style="list-style-type: none"> <li>Evidence-based teaching/diagnostic teaching</li> <li>Classroom-based assessment principles and strategies</li> </ul>  | T. Portia           |   |
| Session 2                | Lecture-demo   | Dr. Pado            |   |

| Day/Session              | Topic/Activity  | Speaker/Facilitator     | Materials   |
|--------------------------|---|-------------------------|---|
| 10:30-12:00              | Phil-IRI: what and how<br>Recording the miscues   |                         |   |
| Session 3<br>1:00 – 2:30 | <b>Workshop:</b><br>Recording the miscues   | Dr. Pado                | Video of Grade 2 student reading Phil-IRI test in Filipino and Grade 3 student reading Phil-IRI test in English |
| Session 4<br>3:00-4:30   | <b>Lecture:</b><br>Phil-IRI: scoring, interpreting and using the results  | Dr. Pado                |   |
| Session 5<br>4:30-5:30   | <b>Lecture/Sharing</b> <ul style="list-style-type: none"> <li>• Programs and projects of existing Library Hubs</li> <li>• Acquiring materials for classroom libraries</li> <li>• Action plan for setting up libraries and acquiring literacy materials</li> </ul> | Library Hub Coordinator |   |
| Session 6<br>7:00-8:30   | <b>Lecture:</b> <ul style="list-style-type: none"> <li>• Introduction to children's literature</li> <li>• Appreciation, genre, curriculum connections, book selection</li> </ul>  | T. Portia               |   |
| 9:00                     | <b>Debriefing</b>   |                         |   |
| Session 1<br>8:30-10:00  | <b>Lecture</b> <ul style="list-style-type: none"> <li>• Formulating objectives for a reading lesson (linked to CGs, TGs, LMs)</li> </ul>  | DepEd BEE               | Copy of CG, TG, LM for a specific language, grade, week   |
| Session 2<br>10:30-12:00 | <b>Lecture</b> <ul style="list-style-type: none"> <li>• Pre-reading Strategies (for any reading activity)</li> </ul>  | T. Hazel                |   |
| Session 3<br>1:00-2:30   | <b>Workshop:</b> <ul style="list-style-type: none"> <li>• Pre-reading Strategies</li> </ul>   |                         |   |
| Session 4<br>3:00-4:30   | <b>Lecture</b> <ul style="list-style-type: none"> <li>• During reading strategies (for any reading activity)</li> </ul>   | T. Hazel                |   |

| Day/Session   | Topic/Activity   | Speaker/Facilitator | Materials   |
|---|--|---------------------|---|
| Session 5<br>4:30-6:00  | <b>Workshop:</b><br>• During reading strategies  |                     |   |
| Session 6<br>7:00-8:30  | <b>Creative Storytelling Workshop for Teachers</b>   | Zarah Gagatiga      |   |
| 9:00  | <b>Debriefing</b>  |                     |   |
| <p>UNIVERSITY OF CALIFORNIA, BERKELEY<br/>         DEPARTMENT OF EDUCATION<br/>         400 TOWER DRIVE, BERKELEY, CA 94720-1680<br/>         TEL: (415) 863-8100 FAX: (415) 863-8101<br/>         WWW.EDUCATION.UMC.BERKELEY.CA.US</p> |  |                     |   |
| Session 1<br>8:30-10:00   | <b>Lecture: (Post-reading)</b><br>• Levels of Comprehension<br>• The art of questioning<br>• Other post-reading activities   | T. Portia           |   |
| Session 2<br>10:30-12:00  | <b>Workshop</b><br>• Formulating questions for postreading discussion<br>• Post-reading activities   |                     |   |
| Session 3<br>1:00 - 2:30  | <b>Lecture:</b><br>• Post-reading strategies (engagement activities, etc.)<br>• Writing development  | T. Yvette           | Materials:<br>Sample writing outputs<br>from students -- per<br>grade level |
| Session 4<br>3:00-4:30  | <b>Lecture</b><br>• Classroom-based assessment tools:<br>○ Attitudes towards reading<br>○ Book and print awareness<br>○ vocabulary<br>○ Writing (composing)<br>○ Listening and reading comprehension | T. Yvette           |   |
| Session 5   | <b>Video-Workshop:</b>   |                     | BASA videos on read-  |

| Day/Session              | Topic/Activity  | Speaker/Facilitator | Materials                                     |
|--------------------------|---|---------------------|---|
| 5:00-6:30                | Prepare a lesson plan (pre, during, post-reading)   |                     | aloud (pre-post reading)                      |
| 7:00 -- 8:00             | Debriefing  |                     |   |
| Session 1<br>8:30-10:00  | <b>Demo-Lecture</b> <ul style="list-style-type: none"> <li>• Explicit Teaching Framework</li> <li>• Teaching Vocabulary, Oral language, Grammar</li> </ul> <b>Lecture:</b> <ul style="list-style-type: none"> <li>• Classroom-based assessment tools for                             <ul style="list-style-type: none"> <li>o Vocabulary</li> <li>o Grammar</li> <li>o Oral language</li> </ul> </li> </ul> <b>Workshop:</b><br>Oral language and grammar teaching and assessment materials | T. Vic              | Video on explicit teaching of language lesson |
| Session 2<br>10:30-12:00 |   | T. Vic              |   |
| Session 3:<br>1:00-2:30  |   |                     |   |
| Session 4:<br>3:00-4:30  | <b>Lecture-Demo:</b><br>Explicit teaching and assessment of phonological awareness, alphabet knowledge, phonics and word recognition (with vocabulary), spelling, fluency <ul style="list-style-type: none"> <li>• Synthetic phonics</li> <li>• Use of controlled texts</li> </ul>  | T. Vic              | Video on Explicit teaching of decoding        |
| Session 5:<br>5:00-6:30  | <b>Lecture</b> <ul style="list-style-type: none"> <li>• The bridging of decoding instruction from L1-L3</li> <li>• Differentiated instruction</li> </ul>  | T. Vic              |   |
| 7:00 -- 8:00             | Debriefing  |                     |   |



| Day/Session  | Topic/Activity   | Speaker/Facilitator | Materials   |
|--|--|---------------------|---|
| Session 1<br>8:30-10:00  | Workshop:<br>LP on Phonological Awareness, Alphabet Knowledge, Phonics and Word Recognition, Spelling, Fluency                         |                     |   |
| Session 2<br>10:30-12:00   | Lecture:<br>How do children learn math? What concepts do they have to learn?<br>K-3 Math Curriculum: Contents, standards, competencies | T. Nong             |   |
| Session 3<br>1:00 – 2:30   | Lecture:<br>Formulating objectives for a math lesson plan (linked to CG, TG, LM)<br>Video<br>Developing and Assessing Math Skills      | T. Nong             | Video: Differentiated instruction in Math   |
| Session 4<br>3:00-4:30   | Lecture:<br>Developing and Assessing Math Skills   | T. Nong             |   |
| Session 5<br>5:00-6:30   | Workshop<br>Teaching-Assessment materials for Math   |                     |   |
| 7:00-8:00  | Debriefing   |                     |   |
| Day 8<br>Objectives<br>1. Develop a lesson plan for a math lesson.<br>2. Assess student learning in a math lesson.<br>3. Differentiate instruction in a math lesson.<br>4. Develop and assess math skills in a math lesson.<br>5. Teach and assess math skills in a math lesson. |  |                     |   |
| Session 1:<br>8:30-10:00   | Presentation:<br>ACTRC Best Practices in MTB-MLE   | ACTRC               |   |
| Session 2<br>10:30-12:00   | Lecture-Demo:<br>Curriculum connections (AP, MAPEH, ESP, Science, Math)  | T. Nong             |   |
| Day 9<br>Objectives<br>1. Develop a lesson plan for a math lesson.<br>2. Assess student learning in a math lesson.<br>3. Differentiate instruction in a math lesson.<br>4. Develop and assess math skills in a math lesson.<br>5. Teach and assess math skills in a math lesson. |  |                     |   |
| Session 1<br>8:30-10:00  | Curriculum Connections (continued)<br>Putting it all together – daily teaching schedule by grade level<br>Use of learning logs         | DepEd               | <ul style="list-style-type: none"> <li>• Concept Matrix for Grades 1-3</li> <li>• Daily Schedule</li> <li>• Proposal from Usec</li> <li>• Kinder Schedule</li> <li>• Learning Logs</li> </ul> |

| Day/Session   | Topic/Activity  | Speaker/Facilitator | Materials          |
|---|---|---------------------|--------------------|
| Session 2<br>10:30-12:00                                      | Lecture: The learning environment<br>The importance of play and developmentally appropriate practices in early childhood education<br>Physical classroom set-up | T. Nong             |                    |
| Session 3<br>1:00 – 2:30                                      | Lecture: Classroom Management   | PNU                 |                    |
| Session 4<br>3:00-4:30  | Lecture: Classroom Management   | PNU                 |                    |
| Session 5<br>5:00-6:30  | Prepare for microteaching   |                     |                    |
| 7:00 – 8:00   | Debriefing  |                     |                    |
| <b>Session 6: 8:30-10:00 AM - Microteaching 1</b>             |   |                     |                    |
| Session 1<br>8:30-10:00                                       | Microteaching 1   |                     |                    |
| Session 2<br>10:30-12:00                                      | Microteaching 1   |                     |                    |
| Session 3<br>1:00 – 2:30                                      | Microteaching 2   |                     |                    |
| Session 4<br>3:00-4:30  | Microteaching 2   |                     |                    |
| Session 5<br>5:00-6:30  | Expectations from participants<br>Rationale for training simulation   | Usec Ocampo         |                    |
| 7:00 – 8:00   | Debriefing  |                     |                    |
| <b>Session 7: 8:30-10:00 AM - Lecture and action planning</b> |   |                     |                    |
| Session 1<br>8:30-10:00                                       | Lecture and action planning<br>What are LACs, why are they needed? When and how?<br>Key players and responsibilities  | Rose V.             | BASA video on LACs |

| Day/Session              | Topic/Activity   | Speaker/Facilitator | Materials |
|--------------------------|--|---------------------|-----------|
| Session 2<br>10:30-12:00 | <p>Mentoring skills and processes</p> <p>Planning and preparing for training simulation</p> <p>Participants will be grouped (by region?). Each group will be assigned a topic. Group has to come up with session guides, facilitator's guides, etc.</p> <p>Groups also have to come up with their regional plan – timeline of training, program design, participants</p> |                     |           |
| Session 3<br>1:00 – 2:30 | Training Simulation  |                     |           |
| Session 4<br>3:00-4:30   | Training Simulation  |                     |           |
| Session 5<br>5:00-6:30   | Closing Program  |                     |           |