



Office of the City Schools
Division Superintendent

Republic of the Philippines
Department of Education
Region XI
SCHOOLS DIVISION OF DIGOS CITY
Digos City



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MEMORANDUM

No. 196, series of 2016

TO: **ELSIE C. DAGOY, Ed.D.**
PSDS, Mt. Apo District

Attention: (Field Test Team)

PETER PAUL V. DEIPARINE
Head Teacher III, Binaton Elem. School

JOY JEAN F. MABANDOS
Teacher I, Binaton Elem. School

FERLYN M. TUBICE
Teacher I, Binaton Elem. School

FIDELINA MATAB
Teacher III, Binaton Elem. School

HILDA E. PALMERO
Teacher, Binaton Elem. School

MONICA B. MEJARES
Teacher I, Binaton Elem. School

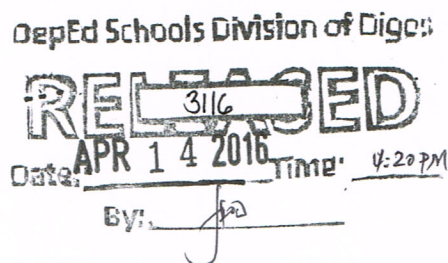
For and in the absence of:

FROM: **DEE D. SILVA, DPA, CESO VI**
Schools Division Superintendent


EMMANUEL P. HUGO
Chief Education Supervisor - SGOD
Officer – In - Charge

SUBJECT: **CONDUCT OF FIELD TEST ON INDIGENIZED LESSON PLANS**

DATE: April 14, 2016

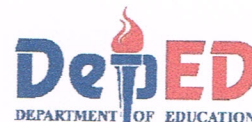


1. As part of the quality assurance of the indigenization of lesson plans for Indigenous Peoples Education (IPed), a field test of an initial 2-3 lesson plans shall be undertaken.
2. The objective is to gather feedback that will serve as basis for further development of the targeted lesson plans for the first two quarters in selected learning areas. The field test is thus a pre – requisite to make all the other lesson plans to be submitted for final contextualization.



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3. Organizing the field test for implementation, the above – named participants compose the Field Test team^{who} shall conduct the field test with the following particulars:

SET A

- Kinder class with 10 learners belonging to the ICC (Bagobo-Tagabawa)
- Teacher – facilitator – Joy Jean F. Mabandos
- Indigenized Thematic lesson plan – Quarter ____, Week ____
- Binaton Elem. School as field test venue
- April 20, 2016 at 9:30 – 10:30 AM

SET B

- Grade I with 10 learners belonging to the ICC (Bagobo-Tagabawa)
- Teacher – facilitator – Ferlyn M. Tubice
- Indigenized lesson plan in Mother Tongue, Grade I, Quarter 1, Week 1
- Binaton Elem. School as field test venue
- April 20, 2016 at 10:30 – 11:30 AM

4. The Field Test Documentation and Discussion Guide for the test be accomplished and submitted to the Central Office, copy furnished, Regional Office, attention: DANILO DAHINO, Ed. D., IPED Regional Focal Person, ROXI, Davao City.

5. For immediate dissemination and compliance.

FIELD TEST GUIDE: Indigenization of Lesson Plans

I. Rationale

As part of the quality assurance of the indigenization of lesson plans for Indigenous Peoples Education (IPEd), a field test of an initial 2-3 lesson plans shall be undertaken. The objective is to gather feedback that will serve as basis for further development of the targeted lesson plans for the first two quarters in selected learning areas. The field test is thus a prerequisite to making all the other lesson plans to be submitted.

The field test shall primarily look into the needed enhancements in the indigenization of lesson plans. While suggestions may arise regarding the usual parameters when doing classroom observation, the primary concern in the field test is to gather suggestions on how to improve the indigenization process.

II. Organizing the Field Test

The Curriculum Implementation Division (CID) of the Division Office shall have oversight on the field testing process at the division level and shall be regularly updated by the Division IPEd Focal Person.

The Curriculum and Learning Management Division (CLMD) of the Regional Office, through the IPEd Regional Focal Person, shall monitor field tests across its divisions as appropriate to the situation in the region.

- /As much as possible, the field test should be conducted in the initially identified schools for the indigenization initiative (i.e., listed as one of the schools with 100 percent indigenous peoples (IP) enrolment per the base year SY 2013-2014 data). Should circumstances make this difficult, the field test should be done in a school with learners belonging to the indigenous cultural community (ICC) on which the lesson plans were based.
- /A field test is to be conducted for each ICC that the division is serving, and for each ICC, there should be a field test for Kindergarten, Grade 1, and Multi-grade lesson plans.

For monograde classes (Kindergarten and Grade 1), a minimum of 10 learners shall compose the class that will undergo the lesson plan being field tested and they should belong to the ICC on which the lesson plans were based. The learners should belong to the grade level for which the lesson was made. They should be of varying learning pace to be able to observe the flexibility of the lesson plan.

For multi-grade classes, a minimum of 5 learners per grade level should compose the field test class.

It is prescribed that the field test class undergo a maximum of two indigenized lesson plans of different learning areas in one sitting, one after the other, preferably learning

areas that were earlier determined to be thematically related. This may be one way to test the thematic dimension of the lesson plans being tested.

The field test team should, at the minimum, include the following:

- ✓• the teacher who will facilitate the class (preferably not the writer of the lesson plan);
- ✓• one community representative (priority should be given to those who have been part of the retooling process);
- ✓• the Division IPed Focal Person (should circumstances make this difficult, a well-oriented representative can substitute);
- ✓• the school head of the school where the field test is to be done; and
- ✓• one or two co-teachers who are also oriented about the IPed Program.

It is strongly recommended that the Regional IPed Focal Person attend at least one field test in the region.

Members of the team should be properly oriented about the field test – its purpose, objectives, and process. This includes going over the Field Test Documentation and Discussion Guide that is attached.

A Field Test Documentation and Discussion Guide should be filled out for each field test done.

The field test should be scheduled as soon as an initial 2-3 lesson plans have been made.

III. Field Test Proper

During the field test, the team should conduct itself in such a way that its presence, while observing the class, will not inhibit the natural and spontaneous dynamic of the learners and the learning process. Discussion about the conduct of the lesson shall be done after the class.

The lessons should run their full course and not be interrupted for comments or suggestions.

The field test and the discussion of the team after the test should be documented by a team member. A member of the field test team, except the teacher who handled the session, should facilitate the discussion after the field test.

Please see the attached Field Test Documentation and Discussion Guide for the format of the field test documentation and suggested points for discussion.

FIELD TEST DOCUMENTATION AND DISCUSSION GUIDE

Region: XI **Division:** DIGOS CITY

Indigenous Cultural Community (ICC): BAGOBO - TAGABAWA

Grade Level (please check the appropriate box):

☒ Kinder ☐ Grade 1

☐ Multigrade (please specify combination) _____

Name of school (site of field test): BINATON ELEMENTARY SCHOOL

School ID: 129774 **Address:** BRGY. BINATON, DIGOS CITY, DAVAO DEL SUR

Field test team (please list names):

Division IPed Focal Person or representative: SOLLIE R. BERNANDINO - OLIVER

School head/TIC: PETER PAUL V. DEIPARINE

Community representative: BAI BABY JERLINA U. OWOK

Teacher who will facilitate: JOY JEAN MABANDOS

Other observers: FEDELINA MATAB

FERLYN M. TUBICE

Date of field test: MARCH 16, 2016

Please attach a copy of the lesson plans used.

Points for discussion:

1. What aspects of the lesson were contextualized? Please check the appropriate box.

☒ language used

☒ materials used

☒ examples used

- ☐ venue of learning (outside the classroom)
- ☒ teaching-learning process (elder/culture-bearer was invited to teach or community way of teaching was used)
- ☒ competency of the lesson was related to community life cycle
- ☒ learning objective/s were indigenized
- ☒ cultural meanings were included
- ☐ others (please specify) _____

2. Was the community and/or cultural context of the lesson appropriately incorporated in the lesson? Points to look into include the following:
 - Was the information regarding the culture or community setting accurate?
 - Was the cultural information used in relation to the DepEd competency appropriate?
 - Was the discussion of cultural information based on the community perspective?
 - Are there any suggestions to make the cultural or community information in the lesson more effective?
3. Was the integration of the community and/or cultural context in the lesson able to facilitate learning? Points to discuss include the following:
 - In what ways did the learners show that they could relate with or that they understood the cultural or community context that was used?
 - Did the cultural or community context facilitate the learning of the lesson? If yes, in what ways was this evident? If not, what can be done to improve the contextualization of the lesson leading to better learning of the class?
4. What difficulties did the teacher encounter in teaching the indigenized lesson? What can be done to address the difficulties identified?
5. **If a community member was requested to take part in the teaching-learning process:** Did the participation of the community member in the teaching-learning process facilitate the learning of the learners? If yes, in what ways was this evident? If not, what needs to be done to improve the participation of community members in the teaching-learning process?

6. **If the class used the outdoors or other spaces outside the classroom for the lesson:** Did the use of the wider community space facilitate the learning of the learners? If yes, in what ways was this evident? If not, what can be done to improve the use of the wider environment for learning?
7. **If the class was made to use locally made instructional materials:** Did the use of instructional materials made of local materials facilitate the learning of the learners? If yes, in what ways was this evident? If not, what can be done to improve the use local materials to facilitate learning?
8. Other suggestions to improve the teacher's approach in teaching/facilitating learning that are not directly related to the indigenization process can be discussed further.