



Republic of the Philippines
DEPARTMENT OF EDUCATION
Region III
DIVISION OF CITY SCHOOLS
City of San Jose del Monte



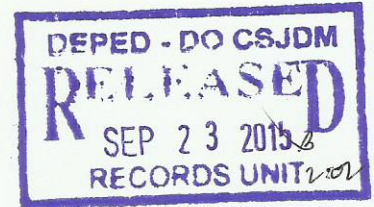
website: www.depedcsjdm.webs.com / e-mail: deped_csjdm@yahoo.com / telefax: (044) 815-2815

September 23, 2015

DIVISION MEMORANDUM

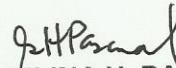
No. 179 s.2015

To: **Education Program Supervisors
Public Schools District Supervisors
Public Elementary School Heads**



**REITERATING EFFECTIVE IMPLEMENTATION OF EARLY LITERACY,
LANGUAGE AND NUMERACY**

1. Per DepEd Order no. 12 s. 2015, *Guidelines on the Early Literacy, Language and Numeracy Program: Professional Development*, this Office reiterates its strict implementation in all K to 3 classes in all public elementary schools effective September 2015.
2. To achieve *THE EARLY, THE BETTER* mission of the training, it specifically targets to:
 - a. Effectively implement the K to 12 Curriculum;
 - b. Develop Continuous and cost-effective professional growth for K to 3 teachers and school heads and
 - c. Improved learning outcomes in early grades
3. All elementary school heads and K to 3 teachers are enjoined to attend the Cluster District Learning Action Cells on dates specified in the enclosed District Mentoring Plan.
4. It is expected that all elementary school heads, public schools district supervisors and subject area education program supervisors to monitor and submit observation reports on LAC sessions.
5. Provision for snacks for all attendees will be charged to School's MOOE subject to usual liquidation rules.
6. Immediate and wide dissemination of the contents of this Memorandum is enjoined.


GERMELINA H. PASCUAL CESO V
Schools Division Superintendent



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MENTORING ACTION PLAN
DISTRICT LEARNING ACTION CELL

ACTIVITY	OBJECTIVE/S	PERSONS INVOLVED	RESOURCES NEEDED	TIME FRAME	EXPECTED OUTPUT/S
A. Preparation 1. Train mentees from kinder, Grade 1, 2, 3 teachers	1. Identify mentees to undergo district-wide training program 2. Decide date/venue	Mentor/Principal/PSDS/ EPS	Photocopies of mentoring directory with teachers' names, grade level	August 18, 2015	Consolidated list of mentees/their profiles/Approved schedules/venues of DISLAC
B. Implementation		Mentor/Principal/mentees/ stakeholders such as parents, concerned/ private individuals or potential supporters	Photocopies of hand-outs, activity materials like cartolina, manila paper, pens, crayons, projectors, laptop, etc.		100% attendance or participation of K to 3 mentees Increased achievement across curriculum thru standardized tests, low drop-out rate, among others
1. 1 Usec - Status Report on Early Grades Education /K to 3 Learners Characteristics	1. Help K to 3 teachers understand the status of early grades education and the nature of its learners			1. Sept. 4, 2015	

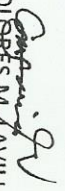
2. 14 Domains on emergent literacy, beginning and early reading -Formulating objectives for Reading	2. Enlighten mentees on teaching emergent literacy, beginning and early reading; Help mentees formulate objectives for reading			2. Sept. 11, 2015	
3. Pre-reading Strategies	3. Utilize mentees skills on varied pre-reading activities like unlocking difficulties, motivation and motive questions			3. Sept. 18, 2015	
4. During Reading Strategies	4. Keep mentees engaged on varied/interesting/ during reading activities			4. Sept. 25, 2015	
5. Post Reading	5. Employ appropriate post reading activities to achieve learning			5. Oct. 2, 2015	
6. Explicit Teaching on strands of literacy like phonological awareness, alphabet knowledge, PWR and vocabulary, spelling, fluency and synthetic phonetics	6. Provide mentees skills on the strands of literacy- both on execution and assessment			6. Oct. 9, 2015	


7. Explicit teaching oral language/grammar	7. Equip mentees with the skills in direct teaching of oral language/ grammar			7. Oct.16, 2015	
8. Walkthrough on the K to 3 LP	8. Discuss with mentees the K to 3 LP			8. Oct. 23, 2015	
9. Bridging	9. Tutor mentees on bridging one language to another			9. Oct. 30, 2015	
10. How to teach Children's Literature	10. Encourage mentees to immerse themselves with children's literature			10. Nov. 6, 2015	
11. Engagement/Writing	11. Provide mentees knowledge on varied engagement activities in writing			11. Nov. 13, 2015	
12. Differentiated Instruction	12. Stir mentees imagination on varied instructions catering different needs of learners			12. Nov. 20, 2015	
13. How children learn Math?	13. Orient mentees on K-3 Math curriculum and and on formulating objectives for Math LP			13. Nov. 27, 2015	


14. Classroom-based assessment	14. Equip mentees skills on classroom-based assessment			14. Dec. 4, 2015	
15. LP walk thru from Kinder to Grade 3	15. Reactivate mentees' knowledge and skills on lesson planning			15. Dec.11, 2015	
16. Developmentally Appropriate Practices	16. Ensure fun and meaningful learning through DAP			16. Jan. 15, 2016	
17. Classroom Management	17. Let mentees realize the essence of managing a healthy learning environment			17. Jan. 22, 2016	
18. PHIL-IRI what/how/miscues analysis/scoring/interpreting results	18. Rediscover mentees perceptions about the conduct/analysis/interpreting results of PHIL-IRI			18. Jan. 29, 2016	
19. Microteaching	19. Develop lesson plans for literacy language and numeracy			19. Jan. 29, 2016	


<p>C. Monitoring</p> <ol style="list-style-type: none"> 1. School 2. District 3. Regional 4. National 	<p>Compile data gathered from mentoring engagement so as to get best practices, etc.</p> <p>Assess effectiveness of the DLAC topics through class observations</p>	<p>Mentor/principal/District supervisor/EPS/Stakeholders' Representative</p>	<p>Photocopies of Monitoring Forms, Conference attendance allowance for mentors, teachers, principals</p>	<p>Weekly, quarterly</p>	<p>100% active execution of learned skills as reflected on weekly/quarterly report per school</p>
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Prepared by:

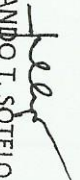

DOLORES M. LAVILLA
 PSDS


EPIFANIA F. DE LEON
 PSDS

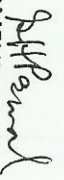

TERESITAS S. PADILLA
 PSDS


ESPERANZA DIAZ-CRUZ
 EPS 1

Recommending Approval:


ROLANDO T. SOTELO
 CIB Chief

Approved:


GERMELINA H. PASCUAL
 Schools Division Superintendent