Activity - RPMS Tools Word Strips
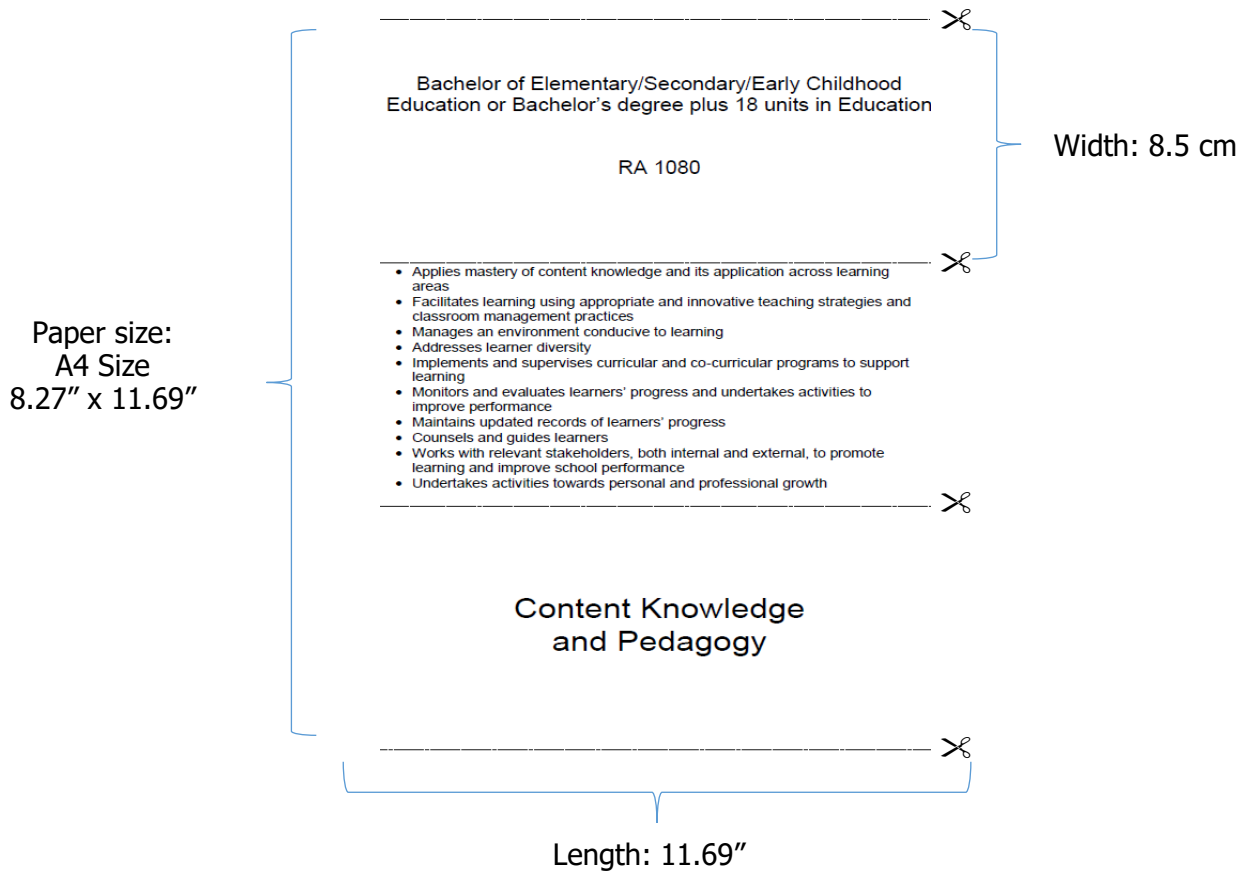
Instructions for the Facilitator/s:

1. Make a set of Word Strips.

A set containing word strips written in a A4 size bond paper cut into sections, which should be arranged according to its classification to form a sample set of RPMS tools and its parts for Teacher I-III (Proficient), and Master Teacher I-II (Highly Proficient).

One set should be provided for each group of five persons.

To prepare a set, cut the dividers/sections as provided in the paper.

Paper size:
A4 Size
8.27" x 11.69"

Bachelor of Elementary/Secondary/Early Childhood Education or Bachelor's degree plus 18 units in Education

RA 1080

- Applies mastery of content knowledge and its application across learning areas
- Facilitates learning using appropriate and innovative teaching strategies and classroom management practices
- Manages an environment conducive to learning
- Addresses learner diversity
- Implements and supervises curricular and co-curricular programs to support learning
- Monitors and evaluates learners' progress and undertakes activities to improve performance
- Maintains updated records of learners' progress
- Counsels and guides learners
- Works with relevant stakeholders, both internal and external, to promote learning and improve school performance
- Undertakes activities towards personal and professional growth

Content Knowledge and Pedagogy

Width: 8.5 cm

Length: 11.69"

Use A4 size bond paper for producing the document. After printing the document, cut all the word strips. The size of the word strips must be exactly the same size. Next, re-arrange the word strips and put them in a brown envelope. Remember, each small group should have a one complete set inside the brown envelop.

Activity - RPMS Tools Word Strips

2. **Divide the bigger group into 3-5 smaller groups** *(depending on the number of participants per big group)* **with at least 8-10 participants.**

   If there are extra participants, distribute them accordingly.

3. **Give one set of envelope with a manila paper/cartolina and a tape to each group.**

   All participant are responsible for one envelope but cannot open it until all of the instructions have been given and groups are directed to begin.

4. **Explain the activity to the group.**

   Goal: To identify the parts of the RPMS tool and classify as well as arrange the word strips according to the career stage. Do this before the other teams do. The task is completed when each team member has identified the parts of the RPMS tool and arranged the word strips according the career stage.

   Instructions and Rules:

   • Participants shall post/put their answers/outputs in a manila paper/cartolina.
   • Let the participants use the tape to stick/put the word strips.
   • Participants are not allowed to look/check the RPMS Manual/tool.
   • If a team completes the task, check their output. *(Facilitator/s refer to the sample set of word strips with guide answers).*
   • Give the participants 20 minutes accomplish the task. First group to finish the task correctly shall receive a prize.

   Ask the groups/participants who are already finish to remain silent while waiting for the other group to finish and ask them be prepared to present/report their output.

5. **Tell the group to begin.**

   Participants may need to be reminded again not to look/check the RPMS Manual/Tool during the exercise.

   The activity will end when at all the group least three teams have completed the task correctly.

6. Sample Expected Output

Parts	Teacher I-III (Proficient Teachers)	Master Teacher I-II (Highly Proficient Teachers)
Qualification Standards	Bachelor of Elementary/Secondary/Early Childhood Education or Bachelor's degree plus 18 units in Education RA 1080	Bachelor of Elementary/Secondary Education or Bachelor's degree plus 18 units in Education and 18 units for a Master's degree in Education or its equivalent Bachelor of Elementary/Secondary Education or Bachelor's degree plus 18 professional unit in Education and 24 units for a Master's degree in Education or its equivalent RA 1080
Duties & Responsibilities	• Applies mastery of content knowledge and its application across learning areas ☐ Facilitates learning using appropriate and innovative teaching strategies and classroom management practices ☐ Manages an environment conducive to learning ☐ Addresses learner diversity ☐ Implements and supervises curricular and co-curricular programs to support learning ☐ Monitors and evaluates learners' progress and undertakes activities to improve performance ☐ Maintains updated records of learners' progress ☐ Counsels and guides learners ☐ Works with relevant stakeholders, both internal and external, to promote learning and improve school performance ☐ Undertakes activities towards personal and professional growth	Models exemplary practice in the application of content knowledge and pedagogy showing its integration within and across learning areas ☐ Conducts in-depth studies or action researches on teaching-learning innovations ☐ Works with colleagues to create learning-focused environments that promote learner responsibility and achievement ☐ Assists colleagues to implement differentiated teaching strategies that are responsive to learner diversity ☐ Leads in the preparation and enrichment of curriculum
KRA/s	Content Knowledge and Pedagogy	Content Knowledge and Pedagogy
Objective/s	Applied knowledge of content within and across curriculum teaching areas	Modeled effective applications of content knowledge within and across curriculum teaching areas
Performance Indicator/s		
MOVs	1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about knowledge of content within and across curriculum teaching areas with a rating of at least level 6 2. Lesson plans/modified DLLs developed highlighting integration of content knowledge within and across subject areas 3. Instructional materials highlighting mastery of content and its integration in other subject areas 4. Performance tasks/test material(s) highlighting integration of content knowledge within and across subject areas	1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about effective applications of content knowledge within and across curriculum teaching areas with a rating of at least level 7 2. Lesson plans/modified DLLs used in demonstration teaching highlighting integration of content knowledge within and across subject areas 3. Instructional materials developed highlighting effective application of content knowledge within and across subject areas 4. Performance tasks/test material(s) used in demonstration teaching highlighting integration of content knowledge within and across subject areas 5. 5. Results of assessment used in demonstration teaching highlighting mastery of lessons learned

7. **Discuss the process:**

Ask the presenters to report their output. After all the groups have presented. Ask the group using the following list of processing questions in the slide

- Were you able to place all texts in the correct column?
- What made you accomplish the task?
- Has your perspective about RPMS tools changed? Give examples.