



Republic of the Philippines
Department of Education
Region VII – CENTRAL VISAYAS
SCHOOLS DIVISION OF BOHOL

**Office of the Schools Division
Superintendent**

August 27, 2021

DIVISION MEMORANDUM

No. 729 s. 2021

**REQUEST FOR ASSISTANCE IN THE PRE-REGISTRATION OF TEACHERS IN THE PROFESSIONAL
DEVELOPMENT PROGRAM ON ASSESSMENT AND EMERGING LITERACIES
WITH FOCUS ON PISA**

To: Public Schools District Supervisors
Secondary School Principals

1. With reference to the Regional Memorandum No. 740, s.2021, the office of Undersecretary Nepomuceno A. Malaluan is preparing a professional development program for teachers titled, "*Professional Development Program on Assessment and Emerging Literacies with focus on PISA*".
2. This office is requesting three Junior High School teachers from each Junior High School with Math, Science and English Specializations to participate in the said training program.
3. Please see attached communication for more details.
4. Immediate and wide dissemination of this Memorandum is desired.


BIANITO A. DAGATAN EdD, CESO V
Schools Division Superintendent 





Republic of the Philippines
Department of Education
REGION VII - CENTRAL VISAYAS

Office of the Regional Director

AUG 25 2021

REGIONAL MEMORANDUM

No. **0740**, s. 2021

REQUEST FOR ASSISTANCE IN THE PRE-REGISTRATION OF TEACHERS IN THE PROFESSIONAL DEVELOPMENT PROGRAM ON ASSESSMENT AND EMERGING LITERACIES WITH FOCUS ON PISA

To: Schools Division Superintendents
Assistant Schools Division Superintendents
All Others Concerned

1. Enclosed is a Memorandum from Usec. Nepomuceno A. Malaluan, Chief of Staff, Office of the Secretary dated August 18, 2021, titled **Request for Assistance in the Pre-Registration of Teachers in the Professional Development Program on Assessment and Emerging Literacies with Focus on PISA**, which is self-explanatory.
2. For details, refer to the attached communication.
3. In view of the above, you are requested to submit to this Office the name of the Division Focal Person for this undertaking through this email addresses, region7@deped.gov.ph and pprd.ro7@deped.gov.ph.
4. More information may be inquired from:
Dr. Rey P. Tan
DepED RO7, Sudlon, Lahug, Cebu City
09457623193 loc. nos. 733 and 734
5. For immediate dissemination and compliance of all concerned.

SALUSTIANO T. JIMENEZ JD, EdD, CESO V
Director IV
Regional Director

STJ/CAE/PPRD/BDT



MEMO 421-0898-207 2:15pm



Republic of the Philippines
Department of Education
OFFICE OF THE SECRETARY

MEMORANDUM

TO : **UNDERSECRETARY REVSEE A. ESCOBEDO**
Field Operations, Palarong Pambansa Secretariat, DEACO

All Regional Directors

FROM : *Nepomuceno A. Malaluan*
UNDERSECRETARY NEPOMUCENO A. MALALUAN
Chief of Staff

SUBJECT : **REQUEST FOR ASSISTANCE IN THE PRE-REGISTRATION OF TEACHERS IN THE PROFESSIONAL DEVELOPMENT PROGRAM ON ASSESSMENT AND EMERGING LITERACIES WITH FOCUS ON PISA**

DATE : 18 August 2021

1. As presented during the July 28 Joint Execom-Mancom Meeting, in support of the Department's ongoing preparations for its participation in the 2022 cycle of the Programme for International Student Assessment (PISA), my office is currently preparing a professional development program for teachers titled *Professional Development Program on Assessment and Emerging Literacies with focus on PISA*, in partnership with the Bureau of Education Assessment and the Bureau of Learning Delivery, as well as some NEAP-accredited Learning Service Providers. This program aims to improve teachers' assessment literacy and content knowledge to help them align their classroom practice with the emerging literacies measured by international assessments. **In view of this, we would like to request for assistance of all regional directors in facilitating the urgent pre-registration of teachers in the said PD program, which is set to start by the 3rd week of September.**
2. Every public Junior High School is requested to send three (3) teachers to participate in the said training program, with one teacher each for Math, Science, and English specializations. Further, the teacher participants must be teaching either in Grade 8 or Grade 9.
3. To assist in the pre-registration process, it is requested that each Schools Division Office (SDO) and Regional Office (RO) identify one (1) focal person who will be contacted by my office. RO and SDO focal persons are requested to submit their

contact details by accomplishing the following form on or before **20 August 2021, Friday**: <https://bit.ly/APDFocalPersons>.

4. The Pre-registration Process for this professional development program shall follow the following steps:

a. School level

- i. Upon review of the details of the professional development program in **Annex A - Program Details**, teachers who are interested to participate must express their interest by informing their respective school heads. SDO Focal Persons are requested to ensure that **Annex A** shall be disseminated to teachers within their SDO.
- ii. If more than three (3) teachers are interested in each school, the school head may set up an internal selection process to meet the criteria in Item No. 2 of this memorandum.
- iii. Once the final list of participants for the school is determined, the school head is requested to accomplish the **Annex B - Endorsement of Participants (School Level)** and submit it to their SDO focal person. The soft copy of this form may be downloaded from <https://bit.ly/AnnexBSchoolLevel>.
- iv. The deadline for the submission of **Annex B** to SDO Focal Persons is on **25 August 2021, Wednesday**.

b. Division level

- i. Upon receipt of **Annex B** from the school heads, the SDO focal person shall encode the names and details of teacher participants in **Annex C - Endorsement of Participants (School Level)**, which is a Google Sheet that will be sent directly to the SDO focal person upon confirmation of their contact details.
- ii. SDO focal persons are requested to validate the qualifications and contact details of the participants before encoding in their respective Google Sheets.
- iii. The deadline for encoding the details of the participants is on **31 August 2021, Tuesday**.
- iv. Upon completion of **Annex C**, the SDO focal person shall download a copy of their form and submit it to the RO focal person.

c. Regional level

- i. The RO focal person shall consolidate all **Annex C** submissions for their region and subsequently endorse the same to the National Educators Academy of the Philippines at the Central Office by sending them in one e-mail thread through askneap@deped.gov.ph, copy furnish my office through oucos@deped.gov.ph.
- ii. The deadline of endorsement to NEAP CO is on **3 September 2021, Friday**.

5. For any related questions or clarifications, please send an email to oucos@deped.gov.ph.

Thank you.

Annex A

PROGRAM DETAILS

Professional Development Program on Assessment and Emerging Literacies with Focus on PISA

I. Rationale

The Department of Education (DepEd) is committed to engage in various national and international system assessments to guide its efforts to address the challenge of improving the quality of basic education. Towards this end, DepEd participated in the Programme for International Student Assessment (PISA) for the first time in its 2018 cycle. The Department likewise participated in the Southeast Asia Primary Learning Metrics (SEA-PLM) 2019 and in the Trends in International Mathematics and Science Study (TIMSS) 2019.

The results of the participation by the Philippines in these international large-scale assessments (ILSA) bring to light the need to accelerate the efforts to improve education quality. One way to contribute to the improvement of quality of basic education is to enhance the alignment of classroom assessment with ILSAs such as PISA. Studies have shown that proper alignment between formative assessments and subsequent summative assessment is crucial in effective learning and assessment quality. For instance, Gulikers et al. (2013) submit that formative assessments should “change along with summative assessment innovations,” highlighting that teachers’ conceptions must be addressed to ensure the development of formative assessment practices that are aligned to such innovations. Further, according to Care (2018), “It is essential that there is strong alignment, not only between curriculum, assessment and pedagogy, but also across the different assessment levels - from classroom to national system - if stated learning goals and the educational philosophy of the country are to be realised.”

This professional development program, entitled Professional Development Program on Assessment and Emerging Literacies with focus on PISA, will thus aim to improve teachers’ assessment literacy and content knowledge, which should help them align their classroom practice with the emerging literacies measured by international assessments. The ultimate goal is for such alignment to translate to the improvement of the Reading, Math, and Science literacy of Junior High School Students.

II. Program Description

The Professional Development Program on Assessments and Emerging Literacies with focus on PISA aims to improve teachers’ assessment literacy and content knowledge in order to develop the Reading, Math, and Science literacy of Junior High School Students.

Enabling objectives include the following:

- Improve teachers’ basic assessment literacy
- Introduce emerging literacies in Math, Science, and Reading

- Integrate emerging international directions in classroom assessment practice and interventions
- Assess teachers' content knowledge in Reading, Math, and Science in order to inform the direction of future cycles of the PD

The content of this training program covers the following Professional Development Priorities of the National Educators Academy of the Philippines (NEAP): Philippine Professional Standards for Teachers (PPST) Strands 1.5, 3.1, 4.1, 4.2, 4.5, 5.1, and 5.2.

III. Target Participants and Indicative Schedule

The program aims to cater to Grade 8 and 9 English, Science, and Math teachers in the 9,344 public junior high schools nationwide.

The program shall be implemented from September 2021 to March 2022.

IV. Component Courses

Course Title	Brief Description	Topics
Enhancement of Teachers' Assessment Competencies	This course introduces the assessment competencies that teachers are expected to be equipped with based on the national and international standards. It consists of three parts: (1) Assessment Competencies for Teachers, (2) Building Assessment Competence, and (3) Feedback to Inform Learning. The course starts with pre-assessment of the participants' competencies. The teachers will be able to identify their strengths and weaknesses that could serve as their basis in improving their assessment practices. Moreover, this course provides a venue to build the teacher's competence in terms of assessment purposes, planning, evidence collection, interpretation of assessment evidence, use of assessment interpretation, evaluation of assessment processes, and feedback giving to improve student performance.	<p>A. Assessment Competencies Required for Teachers</p> <ol style="list-style-type: none"> 1. Assessment Competencies from the PPST and other standards 2. Exercise in self-assessment and action plan (Status, gaps, goals, and plans) <p>B. Building Basic Assessment Competence</p> <ol style="list-style-type: none"> 1. Assessment purposes 2. Assessment planning 3. Evidence collection 4. Interpretation and use of student data during classroom discussions 5. Interpretation and use of student data between lessons

Annex C

ENDORSEMENT OF PARTICIPANTS (DIVISION LEVEL)

Taxi-taxi Pre-registration of Participants

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SDO Taxi-taxi Participants