



Republic of the Philippines
Department of Education
Pantay Integrated High School

Induction Program for Beginning Teachers

Course 2: Professional Responsibilities

Notebook

Name of Beginning Teacher
Teacher I

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Module 1 – Understanding the K to 12 Curriculum

Session 1 – Legal Bases

Required Task 1: Review/Research/Independent Learning

This activity will draw upon your prior knowledge or concepts that you may have learned in Teacher Education Institutions or seminars that you might have attended. In case you can't answer the questions, it is an opportunity for you to research about the topic, or you may even ask your colleagues or your mentor.

QUESTIONS	ANSWER	FEEDBACK
Which Act enhances the Philippine basic education system by strengthening and updating its curriculum to become at par with the global education system by providing two more years for basic education? a) RA 10157 b) RA 10524 c) RA 10533 d) RA 10931		
Which policy guidelines on the K to 12 Basic Education Program provides context to and articulate its contexts, features and programs? a) DepEd Order (No. 1, s. 2019) b) DepEd Order (No. 8, s, 2019) c) DepEd Order (No. 9, s. 2019) d) DepEd Order (No. 21, s. 2019)		
What act made Kindergarten mandatory for all learners? a. RA 10157 b. RA 10524 c. RA 10533		

QUESTIONS	ANSWER	FEEDBACK
d. RA 10931		
Which does NOT show the characteristics of the K to 12 graduates? a. They are holistically developed Filipinos who have built foundations for learning throughout life. b. They are individuals equipped with information, media and technology skills, learning and innovation skills, life and career skills, and communication skills. c. They are individuals who pursue their careers for personal development to work abroad. d. They can take challenges and take advantage of the opportunities of the 21st century.		
How many key stages does the K to 12 Program contain? a. 2 b. 3 c. 4 d. 5		
How old is the prerequisite age for preparatory education as defined in the Enhanced Basic Education Act of 2013? a. 4 b. 5 c. 6 d. 7		
The SHS curriculum formulation is a step towards the realization of the Philippine Qualifications Framework (PQF) and is the main policy for the implementation of the new 13-year cycle of basic education. What		

QUESTIONS	ANSWER	FEEDBACK
comprises the SHS curriculum? a. Basic Subjects, Applied Track, Specialized Subjects b. Basic Subjects, Applied Track, Selected Subjects c. Core Subjects, Applied Track, Specialized Subjects d. Core Subjects, Selected Track, Specialized Subjects		

Required Task 2: Independent Learning

Since 2012, DepEd already issued infographics on the Frequently Asked Questions about K to 12 Basic Education Program. Answer the following questions by navigating the Internet or by talking with your colleagues and/or mentor.

You may also click on the link:

<https://www.officialgazette.gov.ph/k-12/?fbclid=IwAR3tiokqamN6sww9P-jxPwFYM3G0vcbdK2p0i4EsU8MWNgEk7HrIH4JhrSw>.

QUESTIONS	ANSWER	FEEDBACK
Is the K to 12 a product of collaboration with other agencies?		
Is the shift from the Basic Education Curriculum to K to 12 Program conceptualized by DepEd alone?		
Was Kindergarten Education mandatory before the K to 12 Program?		
Is Republic Act No. 10533 the basis for the additional two years of Senior High School (SHS)?		
Does the K to 12 Program give importance to the preparation of graduates on ASEAN Integration?		

Key Topic 1: Legal Bases on the K to 12 Basic Education Program

Required Task 3: Mentor-Mentee Collaboration

Answer the following processing questions by discussing them with your mentor.

1. What are the different issues addressed by the legal bases of the K to 12 Curriculum? Which among them affects you the most as a teacher?

2. What do you think are the top three factors that are given emphasis by the different K to 12 laws and orders? Why do you think so?

Session 2 – Salient Features of the K to 12 Program

Preliminary Activity

Let us have an inventory of your ideas about the salient features of the K to 12 education using the chart below.

Salient Features	What I Know	What I need to Know
Inclusive Education		
Early Childhood Education		
Curriculum Relevance		

Salient Features	What I Know	What I need to Know
Curriculum Proficiency Building		

Key Topic 1: Salient features of the K to 12 Curriculum

Required Task 1: Case Studies

Study the following cases and tell what your actions will be on these scenarios. Base your answers on the K to 12 Curriculum and the DepEd Vision and Mission. Limit your response to 100 words.

Case 1: You have a transferee learner who only speaks her mother tongue. As a result, your learners cannot communicate with her properly and the transferee learner feels left out. What can you do as her teacher?

Case 2: You have a learner wanting to take up engineering in college. Upon checking his grades, you have learned that he has not been good in Mathematics. What can you do to help the learner?

Case 3: One of the features of the K to 12 Curriculum is spiral progression. Upon seeing your learners' pre-test results, you have realized that they are yet to master last year's competencies. What will you do to have them meet the requirements of the new level?

Case 4: You have a class which has a sizable number of over-aged learners who have taken the grade level multiple times. How will you decide on the learning plan considering your other learners?



Session 3 – Conceptual Frameworks

Key Topic 1: The K to 12 Basic Education Curriculum Framework

Questions	Answer	Mentor-Mentee Discussions
How is the learner regarded by the K to 12 Program?		
As a teacher, what 21st century skills should be acquired by our learners?		

Questions	Answer	Mentor-Mentee Discussions
Education provides contextualized practice for the application of 21st century skills as these are embedded in different learning areas. What are the possible exit points of the Filipino K to 12 graduates?		
One of the salient features of the K to 12 Program is ensuring integrative and seamless learning. How do you think the learning areas will be taught in the formal schools and non-formal schools such as the Alternative Learning System?		
What support is needed for a Filipino graduate to become 21st century ready?		

Required Task 1: Creating a Learning Plan (Portfolio Output)

In your LAC session, you are assigned to work on a learning plan for the subject you are currently assigned to teach. Your task is to make your own detailed lesson plan for the first quarter, week 3 competencies. Initially, you are given the following questions to guide you.

Complete the table below.

Questions	Response
What topic will I teach?	
In what content areas will I focus on?	
What references will I use?	
What skills should be developed among my pupils?	
What strategies will I use?	
What do I want my learners to become? What are the values I want my pupils to possess?	
What learning theory/ies will I apply?	

Questions	Response
How will I assess my learners' understanding of the lesson?	

Reflection Questions:

1. What did you feel in doing the activity?

2. What are some considerations in making a learning plan?

3. What insight/s did you gain from this activity?

Optional Task 1

Based on your understanding of the K to 12 Curriculum Conceptual Framework, suggest strategies and possible exit points given the specific types of learners.

Learner Description	Subject Matter / Grade Level	Strategies	
A learner who often needs to skip classes to have his check-ups and medical procedures. He is good in the languages and mathematics but has difficulty learning topics in PE and TLE.	PE/Grade 10		

Learner Description	Subject Matter / Grade Level	Strategies	
A learner diligently attends classes; however, she keeps on getting low grades. Her records reveal that she has a learning disability. Her favorite subject is Filipino.	Filipino/Grade 5		

Optional Task 2: Compare and contrast

During the meeting of the Grade 6 teachers for their subject assignments, Mrs. Navarro was assigned to teach both Mathematics and Araling Panlipunan subjects. She decided to study and analyze how the two subjects will be better understood. She compared the two conceptual frameworks. Write Yes if they are similar and No if not.

Questions	Answers	Feedback
Context		
Content		
Skills and processes		
Values and attitudes		
Learners		

Process Questions:

1. What can you say about the similarities and differences between the conceptual frameworks of the two subjects?



2. Try to look at the conceptual framework of the other subjects, do they have the same features? How can you say so?



Module 2 – Navigating the K to 12 Curriculum Guides

Session 1 - Parts/Features of the Curriculum Guide

Prior Knowledge Assessment

In the Policy Guidelines on the K to 12 Basic Education Program (D.O. 21 s. 2019), some important terms are defined to guide educators like you in implementing the curriculum. Try to solve this simple crossword puzzle to become familiar with these words.

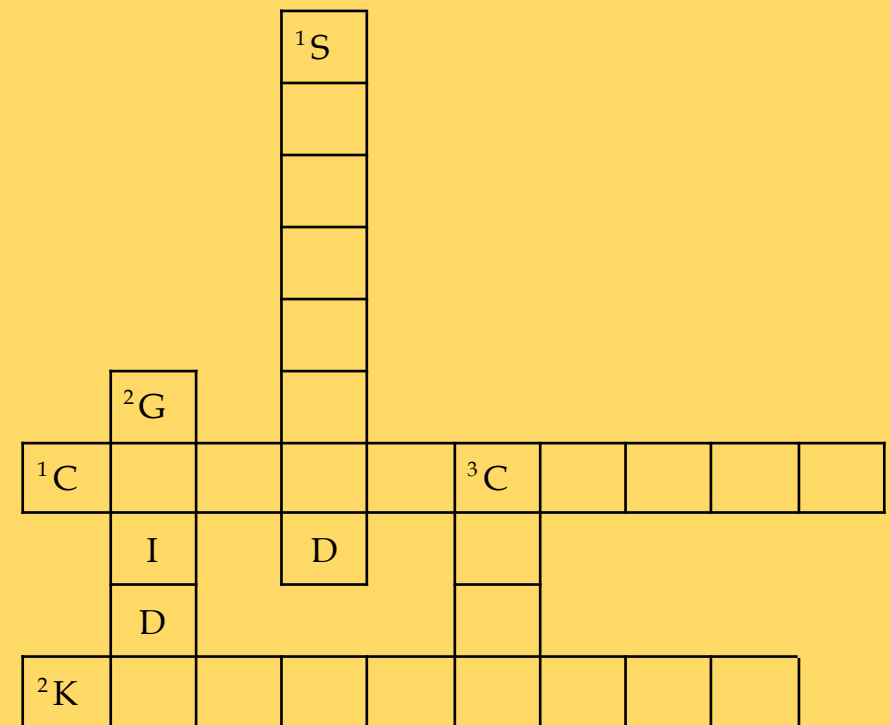
ACROSS

1. It refers to a standards-based sequence of planned experiences where learners practice and achieve proficiency in content and applied learning skills.¹
2. It refers to the K to 12 program reflecting developmental milestones (two words).
3. It refers to a specific skill performed with varying degrees of independence.

DOWN

1. It is something against which other things can be compared to for the purpose of determining accuracy, estimating quantity or judging quality.
2. One that leads or directs another's way; a person who exhibits and explains points of interest; something that provides a person with guiding information.

3. It is the scope and sequence of topics and skills covered in each strand/domain/theme/component.



3									
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Optional Task: KWL Chart

Now that we have defined some of the keywords in this session, it is time for you to give your idea by filling in the KWL Chart with the needed information.

1. For column K, write all the things you know about the curriculum guide and its salient features.
2. For column W, write all the things you want to know about the curriculum guide and its salient features.
3. For column L, answer this after finishing session 1 and write all the things you learned about the curriculum guide and its salient features.

Keywords	K (What I Know)	W (What I want to Know)	L (What I Learned)
The DepEd Curriculum Guide			
Learning Area Standard			
Content Standard			
Performance Standard			

Keywords	K (What I Know)	W (What I want to Know)	L (What I Learned)
Key Stage Standard			
Grade Level Standard			

Required Task 1: Case Analysis

The best way for you to know more about the curriculum guides is by exploring it yourself. Read the following scenario and answer the guide questions:

Sheryll is a new teacher who is assigned to teach Grade 4, 5, and 6 Araling Panlipunan in a small elementary school. Since she will be teaching three levels of the same subject, her master teacher told her to check the Araling Panlipunan curriculum. She reflected on the curriculum by answering the following questions:

a. What are the contents that she will teach in the subject area?

b. What is the difference between Grade 4, 5 and Grade 6 Araling Panlipunan curriculum?



c. What approaches are appropriate and relevant for Grade 4, Grade 5 and Grade 6 Araling Panlipunan learners?



As a colleague, you want to help her figure out these concerns. Go through the Curriculum Guide for Araling Panlipunan and answer Sheryll's questions.

Session 2 - Using the Curriculum Guide in Preparing Daily Lesson Logs and Daily Lesson Plans

Prior Knowledge Assessment

Read DepEd Order No. 42 s. 2016 on Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program then fill in the blanks:

- a. Outstanding
- b. Results-based
- c. Very satisfactory
- d. Daily Lesson Log (DLL)
- e. Daily lesson plan (DLP)
- f. Learning area standard

Statement	Answer
1. _____ is a template that teachers use to log parts of their daily lesson. It covers a day's or a week's worth of lessons and contains the following parts: Objectives, Content, Learning Resources, Procedures, Remarks and Reflection.	
2. _____ is a teacher's "roadmap" for a lesson. It contains a detailed description of the steps a teacher will take to teach a particular topic. It typically contains the following parts: Objectives, Content, Learning Resources, Procedures, Remarks and Reflection.	
3. Daily lesson preparation is part of the teacher's core function as a facilitator of learning inside the classroom. Lesson plans are considered means of verification (MOV) in DepEd's _____ Performance Management System (RPMS).	
4. Teachers must have a deep understanding of the curriculum and strive to teach its content. In planning daily lessons, teachers need to follow the _____ of the learning area being taught. Using this, teachers can plan the many ways to teach what it contains including content and performance standards.	

Statement	Answer
5. Newly-hired teachers who earned a rating of _____ or _____ in the RPMS in a year shall no longer be required to prepare DLPs, while newly-hired teachers who earned a rating of “Satisfactory” shall still be required to prepare DLPs until such time that their RPMS assessment has improved.	

Key Topic 1: Learning Codes

Required Task 1: Mentor-Mentee Collaboration

How will the learning code help you in planning your lesson? Please discuss your answer with your mentor, and list down some collaborative points that emerged in your discussions. Include in the instructions that they will refer to the learning code above for this activity

Question	Answer/Possible Answer	Mentor-Mentee Collaborative Points
What is the learning competency to be taught for that week?		
How long do you have to teach the lesson?		
Why do you think this particular competency will be taught in two weeks?		
How will you unpack the learning competency?		

Question	Answer/Possible Answer	Mentor-Mentee Collaborative Points
What guides you in unpacking the learning competency? How?Why?		
What assessment can be done at the end of the two-week lesson?		

Required Task 2: Complete the table

As a newly hired teacher assigned in a multi-grade school, it is very important that you can easily see the relevance of the learning codes to the subject and grade level you are teaching. Remember that a multi-grade teacher handles more than one grade level at the same time. To further enhance your skills, unpack the learning code listed below.

Code	Subject	Quarter Title	Quarter No.	Number of Weeks/Order	Competency Number
KMKPPam-00-3					
MT1FIIIa-Ivi1.3					
EsP1PIIb - 2					
PE10PF-IVc-h56					
EN11/12OC-Ia-1					

Processing Questions

1. How important are the learning codes to you as a teacher? Answer in a minimum of twenty (20) words.



2. How can the learning code help a teacher in budgeting the learning competencies and planning the lesson for a subject? Answer in a minimum of twenty (20) words.



Required Task 3: Filling out a DLL template (Portfolio Output)

Study the DLL template and samples from DO. 21 s. 2016. Fill-out parts I-III and align them with the curriculum guide of your respective subject area and grade level. Please use the template attached. You may collaborate with your mentor. **You may use a separate Word file for this output.**

Required Task 4: Yes or No

Use the following checklist to self-assess your daily lesson log.

Guide Question	Yes	No
1. As a newly-hired teacher with 5 years of teaching experience, you can already use the DLL format in lesson preparation.		
2. Are you capable of using ICT in your classes?		
3. Are you open to collaboration with other subject teachers?		
4. Are you aware of the learning competencies that your assessments have to meet?		
5. Do your activities allow learners to organize or reorganize their thinking and construct knowledge that is meaningful to them?		

Based on the questions above, determine your strengths and points for improvement.

Strengths	Points for Improvement

Module 3 – Lesson Planning

Session 1 - Curriculum and Instruction Alignment

Required Task 1: Scenario Analysis

Study the given scenario. Give your reaction based on what you have learned from this session.

Scenario: Teacher Gina has been an elementary teacher for more than 15 years. She had taught all grade levels and showed mastery of the subject matter. She regularly submits her lesson plan but admits that she does the bare minimum in its preparation. She rarely updates and adopts current teaching strategies and activities and does not reflect on how her learners performed. Most of her efforts are concentrated on the actual linear delivery of instruction. She believes that following her traditional teaching strategies is enough to indicate that the learners are learning.

Question	Option	Feedback
Teacher Gina’s experience and mastery of the subject matter showed that she is a veteran teacher. Is it advisable that lesson planning requires only the bare minimum because the focus should be placed on the actual execution of the lesson instead?	a. Yes. Lesson plans take time to prepare. The important thing is you know the lesson and how you will deliver it. b. No. Lesson plans are an integral part of the instructional process. It lays out the plan for the lesson. It ensures that the lesson will be taught well.	

Question	Option	Feedback
Preparing lesson plans and the actual delivery of the lesson are not connected with each other. Is this true?	a. Yes. Lesson planning and actual delivery of the lesson are different and separate instructional procedures. b. No. Lesson planning and actual delivery of the lesson are interconnected with one another	
Teacher Gina uses the positive reaction of the pupils to measure the achievement of learning outcomes. As a teacher, should you do the same?	a. Yes. The pupils' positive reaction is a clear indication that they learned something. It was a favorable learning experience for them. Teacher Gina achieved her instructional goals. b. No. A positive reaction does not necessarily attribute to achievement of the learning goals. The lesson may be a pleasurable experience; but it does not necessarily mean that the pupils learned the intended outcomes.	

Session 2 - Nature and Purpose of Lesson Planning

Key Topic 1: Lesson Planning

Required Task 1: Scenario Analysis

Study the given scenario. Give your reaction based on what you have learned from this session.

Teacher Rowel plans his lessons well. His lesson plan shows the detailed activities he intends to do during his actual teaching. He follows a logical sequence of activity as his lesson would unfold. He prepares instructional materials and integrates ICT. He uses

engaging activities that learners find interesting. His school principal observed him during one of his classes. He conducted a short review of the previous lesson using an on-line game application. It took 10 minutes more than he planned it to be. It is evident that the class enjoyed the on-line game as a form of review. However, the scores of the learners in the review was not as high as he expected. This review is essential since the previous lesson is a prerequisite skill for the new lesson. He had given enough number of items during the review to cover all the needed competencies in preparation for the new lesson. He asked the learners if they have any questions regarding the previous lesson. When no one asked a question, he moved on to the lesson proper. He constantly asked his pupils if they understood the lesson. Everyone said yes. They got to the evaluation part of the lesson. Only 50% of the class got mastery level. Teacher Rowel was disheartened by the results. He followed everything in his lesson plan, with the exemption of a 5-minute overtime, he believes that his lesson went accordingly.

Question	Option	Feedback
Assuming that the lesson plan was well-crafted and the activities Teacher Rowel used are all appropriate, what do you think contributed to the low results of the learner evaluation? What could have been done instead?		
Teacher Rowel's use of an on-line game is an effective way to integrate ICT in his lessons. The learners appear to have been engaged in the process. Aside from the learner engagement, what other insights may be derived from his use of this activity?		

Question	Option	Feedback
If you were Teacher Rowel, how would you proceed based on the results of the day's lesson?		

Required Task 2: Moving from Assessment to Progress (Output for Portfolio)

Reflect on the sample lesson plan below. Based on what you have learned about a well-designed lesson plan, provide inputs on how you could improve it. Please put your answer in another sheet of paper and compile it as a part of your portfolio. Please talk to your mentor about your inputs.

A large, empty blue rectangular box with a thin black border, occupying the majority of the page below the text. It is intended for the student to write their reflections and suggestions for improvement on a separate sheet of paper, as instructed in the text above.

Required Task 3: Complete the table

Regardless of what subject you teach, preparing a lesson plan helps you prepare for class by mapping a clear outline for the day. Your lesson plans do not need to be complicated or long. Most importantly, they have to effectively relay your lessons and must be tailored to how you plan to teach the material. It must also clearly define and enumerate the goals and objectives you want your learners to learn and achieve as part of the curriculum.

Creating an effective lesson plan means you need to consider the flow and structure of your lessons. It is a good idea to allot some time to think about what it is you want to accomplish with this lesson plan and/or the goals you want to reach with your class. You may take notes or observe the lesson plans of other teachers if you find them interesting or effective to help improve your own. This is not really necessary every time but if you plan to continually improve your lesson plan, it is a good idea to look at many different sources. One good trick is to create an outline by initially writing it down then continually improving it as you go on. This can be helpful if you want to organize your thoughts as you create your lesson plan.

Complete the table below. Reflect on the sample lesson plan. Choose the part that you would like to comment on and describe it on the 1st column. Give your comment or suggestion on how that part could still be improved. Write your answers on the second column. This could also be done through an interactive group chat with colleagues. An intellectual exchange of ideas among fellow newly-hired teachers would further enrich one's learnings.

Part of the Lesson Plan	Comment or Suggestion

Part of the Lesson Plan	Comment or Suggestion

Session 3 - Parts of the Lesson Plan

Key Topic 1: The Structure of a Lesson Plan

Required Task 1: Scenario Analysis

Study the given scenario. Give your reaction based on what you have learned from this session.

Scenario: Teacher Edawro's lesson plan includes the following activities: a recap and review of the previous lesson, an introduction and analysis of the new lesson, connecting the old and new lessons, and then a summary of everything. All of these are explicitly stated on his lesson plan.

Question	Option	Feedback
Looking back at the activities included in Teacher Edawro's lesson plan, would you say that they are developmentally arranged? a. Yes. The sequence of activities shows the gradual transition from the previous lesson connecting it to the new lesson and wrapping up all that transpired. b. No. Explanation of the new concept should have been done right after the introduction of the new lesson. c. Maybe. What a developmentally arranged lesson plan needs is to simply provide an introduction at the beginning and a closure at the end. d. It does not matter since all the activities are interchangeable.		

Question	Option	Feedback
Teacher Edawro has a series of activities in his lesson plan. Which part of the lesson plan refers to the main part of the lesson? - introduction of the new lesson - establishing connection between the old and new lesson - presentation and explanation of the new concept of the day's lesson - checking of learners' understanding		
The last activity in Teacher Edawro's lesson plan included a summary of what was taught. Considering that ample time and energy had been exerted towards the discussion, why do you think he still included a summary? - It is a form of wrap-up activity that provides closure for the day's lesson. - It allows learners to synthesize everything that they learned. - It gives a useful recap of the entire lesson that helps remind and refresh learners. - All of the above		

Key Topic 2: Lesson Planning in the Public School Context

Required Task 2: True or False

Read the DepEd Order No. 42 s. 2016 and based on your understanding of it, identify whether the following scenarios are TRUE or FALSE.

Question	Option	Feedback
1. Teacher Roger is a veteran teacher with 21 years of teaching experience. He claims that lesson logs are only for new teachers in the field. He also contends that he should be exempted from submitting a DLL.		
2. Teacher Cecile is a newly-hired teacher in the public schools system. Before this, she was a teacher for 4 years in a private school. Her mentor instructed her to follow the DLL format in preparing for her lessons.		
3. In a mentoring session with a Master Teacher, Teacher Phoebe was told that lessons should be consistent with the curriculum guide and the teacher's manual.		
4. In a DLL, other activities do not include intervention and enrichment activities.		
5. For DLL, remarks indicate the learners' mastery level.		

Key Topic 3: Considerations for Lesson Preparation and Teaching

Required Task 3: Case Analysis

Help the following teachers use ICT in their teaching process by suggesting the best platform to deliver their lesson.

Question	Option	Feedback
1. Teacher Cindy is a Math teacher in Grade 6. She hopes to make her computation activities more interactive using technology. What platform can you suggest to Teacher Cindy?		
2. Teacher Earl wants to avoid using social media as a way to announce his academic instruction. He intends to use this platform for virtual class activities. What platform can you suggest to Teacher Earl?		
3. Teacher Genneth intends to present mathematical concepts using slides. Considering logistical constraints, she prefers an offline file to do this task. What platform can you suggest to Teacher Genneth?		
4. Teacher Demmy is a literature teacher who wishes to visualize book characters in three-dimensional representation. What platform can you suggest to Teacher Demmy?		

Question	Option	Feedback
5. Teacher Carissa plans to give a synchronous lecture to her Grade 6 learners. However, their context would not allow them to have face to face classes. What platform can you suggest to Teacher Carissa?		

Key Topic 4: Assessment

Required Task 5: Scenario Analysis

Study the given scenario. Give your reaction based on what you have learned from this session.

Teacher Gemma gives 4 ungraded quizzes in each unit of study. The quizzes are framed sequentially to have an accumulated record of student success on the unit test. The quizzes are scored (though not included in the unit grade) so that students can identify where they need more study and where they are already successful. This is an indicator that Teacher Gemma can gauge where she will need to spend more time and energy with her instruction to help students be successful on the unit test. Using this approach, Teacher Gemma has been able to document significant gains in student achievement in her classroom, nearly closing the achievement gap entirely with 95% - 98% achievement ratings in all of her units of study.

Question	Option	Feedback
As indicated in the practice of Teacher Gemma, what do you think contributed to the significant achievement of the learners?		
Teacher Gemma gives ungraded quizzes and keeps a record of the student's success on the unit test. The quizzes are scored but not included in the unit grade. What can be deduced from this activity?		

Question	Option	Feedback
The scenario gives us an idea of a formative assessment plan, what other ways to achieve growth in the learners' performance?		
Teacher Gemma would like to gauge how far the students' learning of the topic can be extended. She decided to give an alternative assessment. What alternative assessment can she give her students? What must one keep in mind and make sure to do when giving such alternative assessments?		

Module 4 – Implementing Learning Plans and Enriching Teaching Practice

Session 1: Class Disruptions

Prior Knowledge Assessment:

True or False: Determine whether the following statements are true or false.

Question	Option	Feedback
1. The successive local typhoons such as the Ondoy (2009) and Pepeng (2013) caused a major blow to the school calendar. According to existing DepEd protocols, the course of action of every school is to start make-up class which will be derived from Saturdays within the school calendar and vacations from months of October, November, and December.		

Question	Option	Feedback
2. In times of security threats such as foreign wars that may inevitably affect the Philippines, the education department mandates that learning has to stop in order to prioritize the safety of learners.		
3. Home-based learning is a new format of instructional delivery after the 2020 pandemic.		
4. When PAGASA raises Signal Number 2, classes in the secondary level are suspended.		
5. In case of calamities where learners are deeply affected, the school suggests that they forgo the school year's remainder and focus on rehabilitation.		

Key Topic 1: Modular Approach

Required Task 1: Case Analysis

Identify which of the following scenarios respond to certain considerations in crafting the module.

Question	Option	Feedback
1. Teacher ____ a public school teacher in Batangas, is teaching graphic representation of statistical data through Microsoft Excel. As an innovative teacher, she has been recognized by the school as tech-savvy. Her module particularly revolves around the		

Question	Option	Feedback
activities that need the software. However, her learners have limited access to a computer as their town is located in a far-flung area. What is the best module principle which you could share with Teacher Ana?		
2. Teacher ____ is an experienced teacher in a private school who recently entered the public school system. As a Business Math teacher, she designed a module that takes much time on tasking learners to construct a miniature business plant, a task which does not meet curriculum standards. What consideration do you think is Teacher ____ missing out?		
3. Teacher ____ has been teaching oral communications for five years. In constructing his module for the subject, he assigned an entire module for pronunciation which is aligned to the most essential learning competencies. In his graded summative assessment, he asked the learners to list down 100 words with synonyms and antonyms. In this regard, what module principle should he revisit?		
4. Teacher ____ is a PE teacher. He also advocates that PE subjects must be retained even during home-based learning schemes. While he cannot teach dance the way he did, he provided modules with visual representations so learners can easily follow the routine. He also added a video presentation for those who have internet connectivity. What principle of module writing did Teacher ____ apply best?		

Required Task 2: Scenario Activity

Advise a Colleague: Below are scenarios where teachers need advice on. Write your advice based on the DepEd's institution protocols, guiding principles of module writing, and the mission to continue learning. Limit your responses to five (5) sentences.

1. Teacher _____ was asked to write a module on entrepreneurship. Since the expected learning modality is home-based, she is having a hard time going about the module because its subject requires community immersion of business concepts. On a regular school year, entrepreneurship learners are asked to sell in school fairs but this year all extra-curricular activities are cancelled.

A large, empty blue rectangular box with a thin black border, intended for the user to write their advice for the first scenario.

2. Teacher _____ is tasked to write a module for Grade 10 Mathematics. As an experienced teacher, content is not a problem for him anymore. He has a bank of assessments and activities that are time-tested. Despite these factors, he worries about the fact that his assessments are prone to leakage and cheating which may result in problematic learning outcomes.



3. Riza is a learner in a far flung province. Sadly, their town was severely hit by a typhoon which badly affected her family's livelihood. To recover from the calamity, Riza was asked by her parents to stop going to school so she can help in the family's rebuilding process – an advice she resents but is inclined to accept. She informs her adviser Mrs. Reyes about her situation. What help can Mrs. Reyes extend to Riza?



Session 2: Curriculum Requirements and Needs of Learners

Prior Knowledge Assessment:

True or False: Based on your knowledge as a newly-hired teacher, determine whether the following statements are true or false.

Question	Option	Feedback
1. A diagnostic assessment is a tool taken at the end of the lesson to know what the learners learned.		
2. Learning competencies serve as the minimum requirements which a learner must achieve for promotion to the next grade level.		
3. Reinforcements are activities/responses that encourage a learner to continue one's affirmative behavior.		
4. Enrichment activities are given to learners who have difficulty in learning so that they may be able to cope with the lesson.		
5. DepEd offers free remedial classes for those learners who did not meet the learning competencies.		

Key Topic 1: Meeting Learners Needs

Required Task 1: Complete the table
Prepare five sample questions and match them to five different learning competencies based on the curriculum guide of the subject.
The goal of the activity is to articulate how diagnostic tests should meet curricular expectations. (You may use an old diagnostic test or you may borrow a diagnostic test from your mentor.)

Subject: _____ Grade level: _____	
Five Sample Questions	Five Learning Competencies from the Curriculum Guide

Required Task 2: Case Analysis

Below are classroom scenarios. Provide appropriate interventions to learners with different needs for them to meet the learning standards.

Question	Option	Feedback
1. Teacher Agatha has a Grade 4 learner who is excellent in Math. For half of the quarter, the learner shows consistent performance by leading in quizzes. However, the learner tends to be rowdy when he finishes their math activities. What would be the best course of action of Teacher Agatha?	a. Scold the learner and tell him he should be quiet. b. Tell the learner to finish tasks of other subjects. c. Praise the learner and tell him to be humble. d. Provide a challenging task about the lesson.	
2. Teacher Sandy conducted a diagnostic test for his Grade 10 Science class. When the results came out, he noticed that 60% of his learners were not able to satisfactorily answer items on Earth Science. What should he do with the test results?	a. Call a parent-teacher conference to inform them that there was a problem with their previous teacher. b. At Grade 10, learners can easily catch up with new concepts in Earth Science so there is nothing to worry about . c. Use the results to conduct review lessons so that it will be easier for the 60% to understand new lessons in Earth Science. d. Reinforce the idea that they should be cooperative in the class for them to pass the subject.	

Question	Option	Feedback
3. After the second quarter, Teacher Jessie noticed that three of her learners performed poorly for the two consecutive quarters. He decided to help these learners meet the set learning competencies. However, the challenge is that the first two quarters are critical in understanding third quarter lessons. What would be the best course of action of Teacher Jessie?	a. Observe the learners' performance for the next semester. b. Suggest that they should get tutors at their own cost or else they will fail. c. Ask the learners to retake the second quarter periodic exam. d. Do a re-teaching /remedial intervention based on their least mastered skills.	
4. Based on the diagnostic exam results, Teacher Christy noticed that 84% of her learners cannot understand the relation between Philippine art and history. What non-classroom based intervention can she conduct to address the concern?	a. Provide an independent study guide on Philippine art and history. b. Move to the next lesson. They will catch up anyway. c. Give them library time after class hours. d. Ask them to hire a tutor for the mean time because the topic is very important.	

Session 3: Selecting, Developing, Organizing, and Using Appropriate Learning Resources

Prior Knowledge Assessment:

This is a Bingo Card with types of learning materials. Identify or mark the item which you have already used as a teacher whether in your pre-service training or previous teaching experience. Afterwards answer the following questions.

B	I	N	G	O
Sports materials	Prezi	Printed Illustrations	PowerPoint Presentation	Student Create Content
Newspaper Clippings	Puzzles	Video Clip	Google Playstore Applications	Keynote
Comic Strip	Realia	Free!	Local-based materials	Expert Interviews
Video Games	Makerspace	Costumes	Guest Speakers	Augmented Reality
Worksheets	White Board and Marker	Manila Paper and Cartolina	Audio Clip	Board Games

How many items did you get out of 25?

Which among the following materials do you want to explore?

Based on the questions above, what does this reveal about you as a teacher?

Which among the following was effective when you used in the classroom?

Key Topic 1: The Importance of Instructional Materials

Required Task 1: Scenario Analysis

Identify whether the following scenarios demonstrate passive or active learning based on the Dale's Cone of Experience.

Question	Option	Feedback
1. Teacher Kara is teaching art history for Grade 12 learners. Since her school is situated in Manila, she asked her learners to visit the Manila Metropolitan Museum and the National Museum of Fine Arts.	Passive Learning Active Learning	
2. Teacher Jocelyn is teaching physical education. The curriculum included the basic orientation of sports management. In this regard, she made her learners organize mini-intramurals.	Passive Learning Active Learning	
3. Teacher Trina is teaching the elements of drama. After giving a fifteen-minute lecture, she directed the learners to form an improvisation where they are expected to play as actors. When the activity ended, she processed their insights and experiences about improvisation.	Passive Learning Active Learning	
4. Before going to actual teaching, pre-service teachers watch demonstration teachings to witness how a teacher is expected to manage a class. Afterwards, they are asked to write a reflection paper about what they learned from the demonstration.	Passive Learning Active Learning	
5. Teacher Carissa organized a literary festival where learner-writers will have a creative writing workshop. In the workshop, they are	Passive Learning Active Learning	

Question	Option	Feedback
expected to state their own creative process and how they translate it to their work. Guest experts critique their works in response.		

Key Topic 2: Criteria in Selecting and Developing Instructional Materials

Required Task 2: Case Analysis

Based on the following scenarios, determine what instructional material criterion do the following teachers strongly demonstrate.

Question	Option	Feedback
1. Teacher Aaron is a Grade 4 Science teacher. He found a National Geographic educational video that features the concept of predation. Despite its amazing features, he instead chose a cartoon version which covers the same concept. What did Teacher Aaron consider?	a. Alignment to the curriculum b. Developmentally Appropriate c. Effects on classroom management d. Inclusive	
2. Teacher Pauline teaches Grade 7 Filipino. She uses comic strips to ease out the difficulty of reading Ibong Adarna. In this way, learners are more empowered to meet learning objectives.	a. Alignment to the curriculum b. Developmentally Appropriate c. Effects on classroom management d. Inclusive	
3. Teacher Christian teaches Grade 5 Math. He noticed that his learners are anxious in solving word problems. Hence, he uses an interactive board where learners can be playful while doing their computations.	a. Developmentally Appropriate b. Effects on classroom management c. Inclusive	

Question	Option	Feedback
	d. Localization	
4. Teacher John is teaching Grade 4 English. He always makes it a point to represent diverse Philippine ethnicities in his visual aids.	a. Developmentally Appropriate b. Effects on classroom management c. Inclusive d. Localization	
5. Teacher Ram teaches entrepreneurship in a mango-producing town. He takes the opportunity of their place to challenge the learners to invent or innovate mango-based products that would showcase both their town and their business skills.	a. Developmentally Appropriate b. Effects on classroom management c. Inclusive d. Localization	

Congratulations! You've come to the end of Teacher Induction Program
Course 2: Professional Responsibilities.

Please go to this link for the summative assessment:

Don't forget to take a screenshot of your score. It will be submitted to your mentor for verification and recording purposes. Once you're done, kindly input your score here:

[Input your score here.]

Additional reminder:

Compile your portfolio output/s and make sure that your mentor has checked your coursebook.