



Republic of the Philippines
Department of Education
REGION VII – CENTRAL VISAYAS
Division of City Schools – Tagbilaran City

**Office of the Schools Division
Superintendent**


April 11, 2025

DIVISION MEMORANDUM
NO.: 221, s. 2025

DISSEMINATION OF CLMD'S SHARE
(Selecting, Harvesting, Acknowledging, Recognizing Excellence
in Varied Instructional Learning Resources)

TO: Assistant Schools Division Superintendent
Chief, CID and SGOD
Education Program Supervisors
All Public Elementary and Secondary Principals
All Others Concerned

1. This Office, through the Curriculum Implementation Division, hereby disseminates Regional Memorandum No. 320, s. 2025 titled "**Dissemination of CLMD's Project SHARE (Selecting, Harvesting, Acknowledging and Rewarding Excellence in Varied Instructional Learning Resources)**".
2. For more details, please see enclosures.
3. For immediate dissemination and strict compliance.


WILFREDA D. BONGALOS PhD CESO V
Schools Division Superintendent

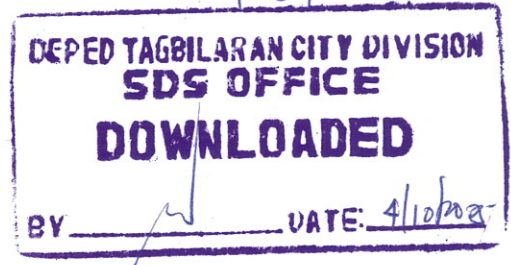
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Republic of the Philippines
Department of Education
REGION VII - CENTRAL VISAYAS



Office of the Regional Director

REGIONAL MEMORANDUM


No. 0320, s. 2025

APR 10 2025

**DISSEMINATION OF CLMD'S PROJECT SHARE
(Selecting, Harvesting, Acknowledging & Recognizing Excellence in Varied
Instructional Learning Resources)**

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

1. In line with DepEd Region VII's commitment to quality education through strategic and transformative approaches that empower and support teachers, this Office, through the Curriculum and Learning Management Division (CLMD), disseminates the Project SHARE (Selecting, Harvesting, Acknowledging & Recognizing Excellence in Varied Instructional Learning Resources).
2. Anchored in CLMD's Contextualized Curriculum Framework, Project SHARE addresses learning gaps, empowers educators, and supports student success. It provides teachers with high-quality and contextualized instructional plans (iPlans) aligned with curriculum standards and diverse learning needs.
3. The implementation of this initiative will be spearheaded by CLMD, with the 20 Schools Division Offices (SDOs) expected to collaborate and extend full support.
4. To ensure effective implementation, an Orientation Workshop on the Mechanics of Project SHARE will be conducted in April or May 2025 for CID Chiefs, two Education Program Supervisors (EPS) per SDO as Project SHARE focal persons, and selected School Heads.
5. For reference and alignment, a full copy of Project SHARE is attached. An electronic version can also be accessed at <https://rb.gv/p3ngnj>. Kindly note that the document is continuously being refined, and updates will be made as necessary.
6. For inquiries, please contact Dr. Emiliano B. Elnar Jr. via email at emiliano.elnar@deped.gov.ph or through +639773295904 (local 717 or 718).
7. Immediate dissemination of this Memorandum is directed.


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

STI/FYA/CLMD/EBE3/Dec



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 DepEd Tayo Region VII

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

Office of the Regional Director

CERTIFICATE OF APPROVAL

This is to certify the approval of Project SHARE (Selecting, Harvesting, Acknowledging, and Recognizing Excellence in Varied Instructional Learning Resources) by the Curriculum and Learning Management Division (CLMD) as a transformative initiative designed to elevate the quality and accessibility of instructional materials, thereby enhancing teaching and learning across all levels of the education system.

By systematically identifying, curating, and celebrating exemplary learning resources, particularly instructional plans, Project SHARE provides valuable support to teachers in effectively delivering the revised K-10 curriculum.

This initiative has undergone a series of consultations with the CLMD team, including Division Chiefs and Education Program Supervisors, as evidenced by the attached accomplished activities conducted.

Issued this 7th day of April 2025 at the Department of Education Region VII Office, Sudlon, Lahug, Cebu City, Philippines.

SALUSTIANO T. JIMENEZ JD, EdD, CESO III
Director IV
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ACCOMPLISHMENT REPORT OF PROJECT SHARE

(Selecting Harvesting, Acknowledging and Recognizing Excellence in Varied Instructional Learning Resources)

Date	Activity	Participants/In-Charge
February 18, 2025	Brainstorming of Project SHARE	CLMD Chief and EPS
February 25, 2025	Initial Draft of the Project SHARE	CLMD Chief and EPS
March 4, 2025	Writing of the Mechanics of Project SHARE	CLMD Chief and EPS
March 10, 2025	Presentation of the Mechanics and Timeline	CLMD Chief and EPS
March 12-14, 2025	Making of the QA Process and Finalization of the schematic diagram	CLMD Chief and EPS
March 18, 2025	Virtual Field Orientation on Project SHARE	CID Chiefs and Recommended Project SHARE Focals
March 25-27, 2025	Revision of the Project SHARE	CLMD Chief and EPS
April 3, 2025	Finalization of Project SHARE	CLMD Chief and EPS
April 7, 2025	Approval of Project SHARE	CLMD Chief and Regional Director

Prepared by:

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Noted by:

DR. EMILIANO B. ELNAR JR.
CLMD Chief



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

DepEd Region VII Office - Lahug, Cebu City

Project SHARE

(Selecting, Harvesting, Acknowledging and Rewarding Excellent Varied Instructional Learning Resources)

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ACKNOWLEDGMENT

With immense gratitude and excitement, we proudly acknowledge the unwavering dedication and collaborative spirit behind Project SHARE (Selecting, Harvesting, Acknowledging, and Rewarding Excellent Varied Instructional Learning Resources). This initiative stands as a demonstration of our shared commitment to elevating the quality of education through the curation and recognition of outstanding instructional materials.

At the core of this initiative is the Curriculum and Learning Management Division (CLMD) Team, led by Chief Emiliano B. Elnar Jr., whose vision and leadership have been instrumental in shaping Project SHARE. His innovation in developing the iPlan template and Evaluation Checklist for quality assurance has significantly strengthened this initiative, ensuring that the selection and recognition of instructional resources adhere to the highest standards of excellence.

A heartfelt appreciation goes to our Education Program Supervisors (EPS), whose invaluable insights in reviewing the mechanics of Project SHARE have been essential in refining its processes. Your expertise, critical evaluation, and commitment to quality have ensured that this initiative remains well-structured, transparent, and impactful for all educators and learners.

A heartfelt appreciation also goes to Atty. Fiel Y. Almendra, Assistant Regional Director, for believing in this initiative, and to Dr. Salustiano T. Jimenez, Regional Director, for his trust, approval, and unwavering support in making Project SHARE a regional priority.

A special appreciation goes to the On-the-Job Trainees from Cebu Normal University—Bran Lloyd Caballes, Yuan Bhenlyn Duarte, Krisha Nicole Pafiares, Mea Camille Pefiaranda, and Stephanie Sheene Sebial—who have generously shared their talent and creativity in designing the official logo of Project SHARE and the schematic diagram of its mechanics. Your artistic vision and design expertise have given this initiative a strong visual identity, making it more engaging and accessible to educators and stakeholders. Your dedication and ingenuity have brought our vision to life, adding a dynamic and professional touch to this project.

As we embark on the full implementation of Project SHARE, let us carry forward the spirit of excellence, innovation, and shared responsibility. May this initiative not only recognize outstanding learning resources but also ignite a culture of continuous improvement, collaboration, and inspiration among our educators.

Together, let us SHARE the best for our learners!

With gratitude and anticipation.

CLMD Team

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I. Background of Project SHARE

The drive for quality education in DepEd Region VII is anchored on a strategic and transformative approach to curriculum development and implementation. Rooted in the Contextualized Curriculum Framework of the Curriculum and Learning Management Division (CLMD), the region's commitment to addressing learning gaps, empowering educators, and fostering student success takes shape through Project SHARE—Selecting, Harvesting, Acknowledging, and Recognizing Excellent Varied Instructional Learning Resources.

Projects SHARE emerge as a critical initiative designed to bridge disparities in instructional quality by ensuring that teachers and learners have access to the highest measure of learning materials. The program embodies the three foundational elements of the region's curriculum framework: the presence of true, honest, efficient, and supportive educational leaders; high-performing teachers and staff; and quality learning resources. Together, these elements form the backbone of an educational ecosystem that thrives on collaboration, innovation, and continuous improvement.

At its core, Projects SHARE serves as the driving force within the gear-shaped process element of the framework, symbolizing movement, efficiency, and collective effort. Through the meticulous selection of instructional materials aligned with curriculum standards, the harvesting of resources from exemplary teaching practices, and the acknowledgment and recognition of outstanding contributions to learning, Projects SHARE fosters an environment where excellence is the norm. By providing a structured mechanism for evaluating and curating instructional content, the program ensures that only the most effective and relevant materials reach the hands of educators and learners alike.

One of the flagship components of Project SHARE is the Instructional Plan (iPlan) for 2025, a pioneering initiative that underscores the integration of evidence-based teaching methodologies into lesson planning. The iPlan framework enables educators to design dynamic, student-centered lessons that promote critical thinking, collaboration, and real-world applications. By equipping teachers with structured yet flexible guidelines, Projects SHARE ensures that lesson planning is not just a procedural requirement but a transformative tool for engaging and empowering students.

The outcomes of Projects SHARE align seamlessly with the overarching goals of the curriculum framework—quality education and the development of empowered and employable learners. By institutionalizing a culture of excellence in instructional resource management, the program directly contributes to the enhancement of teaching effectiveness, the enrichment of student learning experiences, and the overall advancement of educational outcomes in Region VII.

As DepEd Region VII forges ahead in its mission to create a future-ready education system, Projects SHARE stands as a testament to the region's commitment

to strategic curriculum management and instructional excellence. Through this initiative, we reaffirm our dedication to ensuring that every learner has access to the tools and opportunities necessary for success in an ever-evolving global landscape. The time to act is now—through Projects SHARE, we are not just shaping lessons; we are shaping futures.

II. SHARE as a Strategic Process in the Contextualized Curriculum Framework

The Contextualized Curriculum Framework serves as a structured guide to enhancing the quality, relevance, and effectiveness of education by aligning instructional practices with local needs, global standards, and 21st-century competencies. Within this framework, the SHARE process—which stands for Selecting, Harvesting, Acknowledging, and Recognizing Excellent Varied Instructional Learning Resources—functions as a systematic mechanism to ensure the continuous improvement and contextualization of learning resources.

SHARE ensures that the curriculum remains adaptive, inclusive, and responsive to evolving educational demands. It strengthens teacher capacity, enhances resource accessibility, and fosters innovation, making the curriculum more relevant to learners' experiences. Moreover, by leveraging the collective expertise of educators, it promotes sustainability and equity in curriculum implementation.

Through SHARE, the Contextualized Curriculum Framework becomes an ongoing cycle of improvement, where instructional resources are continuously refined and validated to meet the evolving needs of learners. This process ultimately ensures that education remains engaging, high-quality, and transformative for all students.

III. Project SHARE Multilevel Objectives

Project SHARE (Selecting, Harvesting, Acknowledging, and Recognizing Excellent Varied Instructional Learning Resources) is a multi-level initiative designed to enhance the development, utilization, and dissemination of high-quality instructional materials.

1. **At the School Level**, the focus is on empowering teachers and school heads to create, implement, and refine high-quality, contextualized learning resources. This is achieved through mentoring, Learning Action Cells (LAC), collaborative expertise sessions, and the recognition of exemplary outputs.
2. **At the Division Level**, efforts are directed toward selecting, harvesting, and scaling the best learning resources. This includes rigorous quality assurance through extensive review and validation processes, storing outputs in a dedicated learning resources repository, and recognizing outstanding contributions at the division level.
3. **At the Regional Level**, the project is institutionalized to ensure sustainability and excellence. It involves selection, quality assurance, repository management, and formal acknowledgment and recognition of the best learning resources, particularly those developed by high-performing teachers.

IV. Project SHARE's Aim, Purpose, Core Processes and Benefits

Aim: Project SHARE (Selecting, Harvesting, Acknowledging, and Recognizing Excellent Varied Instructional Learning Resources) is a transformative initiative aimed at elevating the quality and accessibility of instructional materials to enhance teaching and learning across all levels of the education system. By systematically identifying, curating, and celebrating outstanding learning resources, Project SHARE fosters a culture of excellence, collaboration; and continuous improvement in curriculum implementation.

Purpose: Project SHARE ensures that teachers and learners have access to high-quality, contextualized, and innovative instructional materials that align with curriculum standards and diverse learning needs. The initiative empowers educators by providing them with effective tools and resources that enhance lesson delivery, foster student engagement, and support differentiated instruction.

Core Processes

1. **Selecting** – The initiative prioritizes the identification of instructional materials that are relevant, evidence-based, and aligned with national curriculum standards. These include textbooks, multimedia, digital tools, and other supplementary resources that enhance conceptual understanding and skills development. Regular updates ensure that materials reflect the latest educational trends and workforce demands.
2. **Harvesting** – Through an inclusive approach, Project SHARE gathers and curates a wide range of instructional resources created by teachers and educational experts. A centralized repository is established to facilitate sharing, allowing schools to access, adapt, and utilize high-quality materials that meet diverse student needs.
3. **Acknowledging & Recognizing** – To sustain a high standard of instructional material development, Project SHARE evaluates, validates, and celebrates exceptional resources and best teaching practices. Recognizing outstanding contributions through awards, certifications, and public commendations motivates educators, fosters innovation, and strengthens partnerships with stakeholders in education and industry.

Benefits of Project SHARE

- a. **High-Quality Learning Resources** – Provides well-developed, research-based instructional materials to support effective teaching and learning.
- b. **Enhanced Teaching and Learning** – Equips teachers with innovative tools and strategies for delivering engaging, inclusive, and student-centered instruction.
- c. **Collaboration and Professional Growth** – Fosters a culture of knowledge-sharing and professional learning communities where educators mentor, refine, and enhance instructional materials.

- d. Standardized Quality Assurance – Ensures all instructional resources undergo thorough review and validation, maintaining high academic and pedagogical standards.
- e. Scalability and Sustainability – Establishes a long-term repository of best instructional practices and materials, accessible and adaptable across schools, divisions, and regions.
- f. Recognition and Motivation – Honors educators' contributions, fostering a culture of excellence, innovation, and continuous improvement in instructional material development.

V. The Logo of Project SHARE



The **SHARE** logo represents an initiative focused on Selecting, Harvesting, Acknowledging, and Recognizing Excellent instructional learning resources. At its center, the gear symbolizes continuous improvement, productivity, and the dynamic nature of educational resources. The red and blue colors reflect the Philippine flag, emphasizing national pride and dedication to quality education. Supporting the gear, the outstretched hands signify empowerment, collaboration, and the upliftment of teachers through recognition and resource-sharing. The dots, depicted as human figures, symbolize the strong collaboration of stakeholders, working together to advance education. Additionally, these figures represent the ripple effect of knowledge dissemination, while the radiant background conveys inspiration and

innovation. Altogether, the logo encapsulates the initiative's mission to celebrate and elevate educators by providing access to high-quality instructional materials, fostering a culture of excellence and shared learning.

VI. Target Implementation of Project SHARE

Year	Target
2025	1. Harvesting of Instructional Plans for Kindergarten, Grades 1,4 and 7 across all learning areas. 2. Development of Diagnostic, Unit, and Summative Assessment Items for Kindergarten, Grades 1,4 and 7 across all learning areas.
2026	1. Harvesting of Learning Resources for Grades 2, 3, 5, and 8. 2. Development of Diagnostic, Unit, and Summative Assessment Items for Grades 2, 3, 5, and 8.
2027	1. Harvesting of Learning Resources for Grades 6, 9 and 10. 2. Development of Pre-Test, Unit, and Summative Assessment Items for Grades 6, 9 and 10.
2028	1. Harvesting of Learning Resources for Grades 11 and 12. 2. Development of Pre-Test, Unit, and Summative Assessment Items for Grades 11 and 12.
2029	1. Administration of Division Achievement Test (DAT) and Region Achievement Test (RAT). 2. Benchmarking Phase 1 – Conduct benchmarking activities in other Regions
2030	1. Benchmarking Phase 2: Conduct Benchmarking in 2 Asian Countries 2. Program Review and Strategic Planning: Conduct a comprehensive review of harvested resources and assessment outcomes, followed by planning for future initiatives.

VII. The Focus on Project SHARE for 2025

In 2025, Project SHARE (Selecting, Harvesting, Acknowledging, and Recognizing Excellent Instructional Resources) will play a pivotal role in strengthening instructional design across Region VII, ensuring alignment with the Curriculum Management System (CMS). This strategic initiative aims to elevate the quality of education by fostering an environment where teachers are empowered to design structured, outcome-driven lessons through the Instructional Plan (iPlan)- a central tool that integrates curriculum goals with innovative teaching strategies.

At the core of this initiative, the iPlan serves as a blueprint for crafting high-quality lesson plans that promote student-centered learning. It positions teachers not merely as transmitters of knowledge but as facilitators who guide students through critical thinking, problem-solving, and collaboration.

The iPlan framework emphasizes:

- Innovative Teaching Strategies – Incorporating project-based learning (real-world problem-solving), inquiry-based learning (encouraging exploration and

questioning), and collaborative activities (peer-based problem-solving and learning).

- Engaging, Differentiated Instruction – Moving beyond traditional lecture-based methods to design lessons that inspire curiosity and accommodate diverse learning styles, abilities, and paces.
- Assessment-Driven Learning – Embedding both formative and summative assessments to track student progress, inform instructional adjustments, and ensure mastery of competencies.

The iPlan Format is found in Appendix A.

VIII. The Multilevel Mechanics of Project SHARE

A. Preliminaries

1. The DepEd Regional Office, through the Curriculum and Learning Management Division (CLMD), will conduct field consultations and present Project SHARE as a core process within the CLMD Contextualized Curriculum Framework.
2. A Regional Memorandum will be issued to formalize the dissemination and implementation of Project SHARE.
3. Training sessions will be conducted for Schools Division Office (SDO) CID Chiefs, Project SHARE focal persons or learning area supervisors, and selected school heads to ensure a clear understanding of Project SHARE's mechanics and familiarize them with the Instructional Plan (iPlan) format.
4. SDOs will spearhead the implementation of Project SHARE at the school level by identifying high-performing teachers to develop high-quality instructional plans and ensuring the quality of instructional materials.
5. Under the leadership of the CID Chiefs, SDO Learning Area Supervisors will oversee the selection of participating schools, school heads, high-performing teachers, and the Quality Assurance (QA) Team. They will also facilitate an orientation on Project SHARE in the most efficient and effective manner possible.

Table 1. Grade Level Assignment

SDO	G1	G4	G7	ALS	Total Assignment per SDO
Bais	Q1		Q1	Strand 1	3
Bayawan	Q2		Q2	Strand 2	3
Canlaon	Q3		Q3	Strand 3	3
Dumaguete	Q4		Q4	Strand 4	3
Guihulngan		Q1	Q1	Strand 5	3
Negros Oriental		Q2	Q2	Strand 6	3
Siquijor		Q3	Q3	Strand 1	3
Tanjay		Q4	Q4	Strand 2	3
Bohol	Q1		Q1	Strand 3	3
Carcar	Q2		Q2	Strand 4	3
Cebu City	Q3		Q3	Strand 5	3
Cebu Province	Q4		Q4	Strand 6	3
City of Bogo		Q1	Q1	Strand 1	3
City of Naga		Q2	Q2	Strand 2	3
Danao		Q3	Q3	Strand 3	3
Lapu-Lapu		Q4	Q4	Strand 4	3
Mandaue	Q1	Q1		Strand 5	3
Tagbilaran	Q2	Q2		Strand 6	3

Talisay	Q3	Q3		Strand 1	3
Toledo	Q4	Q4		Strand 2	3
Total complete sets of Harvested iPlans	3	3	4	3	Initial Count (1200 iPlans per Learning Area with complete G1-G4 & G7 levels)

B. School Level Implementation

- Four schools per grade level and learning area will enhance the iPlan for each assigned quarter per SDO.

Table 2. Example of School Assignment

SDO	Quarter	Week	No. of iPlans	Assigned School	Learning Area	Grade Level
SDO A	Q1	1-2	8-10	School A	Science	Grade 7
		3-4	8-10	School B	Science	Grade 7
		5-6	8-10	School C	Science	Grade 7
		7-8	8-10	School D	Science	Grade 7

- In accordance with DO 12, s. 2024, the following time allotment per instructional plan (iPlan) shall be observed:

Table 3. Time allotment per iPlan

Learning Areas	Minutes per Day/ per iPlan	Days Covered
English, Math, Science, GMRC/VE	45	Monday-Friday
EPP/TLE, MAPEH, AralPan, and Filipino	50	Monday-Thursday

- The iPlan writers must meet these criteria:
 - Master Teachers or adept lesson planners
 - Experienced in instructional plan development (division, regional, or national levels)
 - Outstanding performance ratings for the last three years
- Writers may use open-source materials, Canva, or original illustrations with proper attribution.
- Responsibilities of iPlan writers:
 - Select and refine existing lesson plans from SY 2024-2025
 - Enhance them by prescribed iPlan template (Appendices A, B & C)
 - Complete a quarter's iPlans within 30 days (coded as Version 0.1)

6. Each iPlan must include:
 - a. Formative test/activity
 - b. End-of-lesson assessment
 - c. Rubric
 - d. Activity sheet
 - e. Slide decks (for lesson delivery)
7. School-Level Quality Assurance (QA) Team:
 - a. Two Master Teachers or experienced teachers
 - b. One School Head
 - c. Public Schools District Supervisor (PSDS) or Cluster Head
8. QA evaluation of iPlans using the Instructional Plan Evaluation Checklist (IPEC) will take 15 days.
9. Writers will revise per QA recommendations and conduct field testing for 15 days.
10. A different teacher from the same or a neighboring school must conduct the field test, preferably at the same grade level. The iPlan should be tested with learners who have completed Q1–Q4 competencies (e.g., Grade 1 iPlans with Grade 2 learners, Grade 4 with Grade 5, and Grade 7 with Grade 8).
11. Testing with learners who have mastered the competencies helps the teacher-writer assess if the iPlan reinforces prior knowledge and aligns with curriculum standards.
12. To minimize class disruptions, each teacher may test up to two iPlans, preferably on Fridays/remedial days. The school head or PSDS shall oversee the process.
13. After field testing, the teacher must complete the Reflection and Continuous Improvement section (Appendix A) and submit feedback to the iPlan writer for necessary revisions.
14. Writers will refine and finalize the iPlans as Version 0.2 within 10 days.
15. Once completed, the iPlans will be submitted to the Schools Division Office (SDO) Curriculum Implementation Division (CID) for division-level quality assurance.
16. Schools shall organize recognition events to acknowledge the contributions of iPlan writers and illustrators.

C. Division Level Implementation

1. Each SDO will conduct quality assurance on endorsed iPlans (Version 0.2) with a Division QA Team:
 - a. LR Supervisor
 - b. One Learning Area Supervisor/Coordinator
 - c. Two specialized School Heads
 - d. Four Master Teachers/Specialized Teachers

Table 4.: SDO QA Team Distribution

Supervisor	School Heads	Master Teachers/ Specialized	Week	iPlans	Learning Area	Grade Level
1	1	1	1-2	8-10	Science	Grade 7
		1	3-4	8-10	Science	Grade 7
	1	1	5-6	8-10	Science	Grade 7

Supervisor	School Heads	Master Teachers/ Specialized	Week	iPlans	Learning Area	Grade Level
		I	7-8	8-10	Science	Grade 7

2. QA evaluation will take one month/30 days using the iPEC.
3. Learning Area Supervisors will:
 - a. Lead QA
 - b. Create a division-based repository (e.g., Microsoft OneDrive)
4. Writers will revise iPlans (Version 0.3) within 15 days.
5. Learning Area Supervisors will endorse finalized iPlans to the Regional Office (CLMD Learning Area Supervisors).
6. SDOs will recognize contributors.

D. Regional Level Implementation

1. All 20 SDOs based on assigned Quarter will submit iPlans (Version 0.3) for regional QA.
2. Regional QA Team:
 - a. Regional Learning Area Supervisors
 - b. SDO Supervisors
 - c. Master Teachers/Specialized Teachers
3. Each SDO's quarter output will be assigned to a Regional QA Team (one Supervisor and 16 Master Teachers/Specialized Teachers).
4. The Quality Assurance will be 15 days using iPEC.

Table 5. Complete QA Team of Teachers in 1 SDO

SDO	English	Math	Science	Filipino	AP	VE	TLE	MAPEH	ALS	Total
SDO A	16	16	16	16	16	16	16	16	16	144

Note: Those assigned to TLE and MAPEH may require more than 2 Evaluators

Table 6. Distribution of Assignment per Learning Area

Regional Supervisor	SDO Supervisor	Quarter	Master Teachers/ Specialized	Week	iPlans	Learning Area	Grade Level
1	1	I	4	1-2	8-10	Science	Grade 7
			4	3-4	8-10	Science	Grade 7
			4	5-6	8-10	Science	Grade 7
			4	7-8	8-10	Science	Grade 7

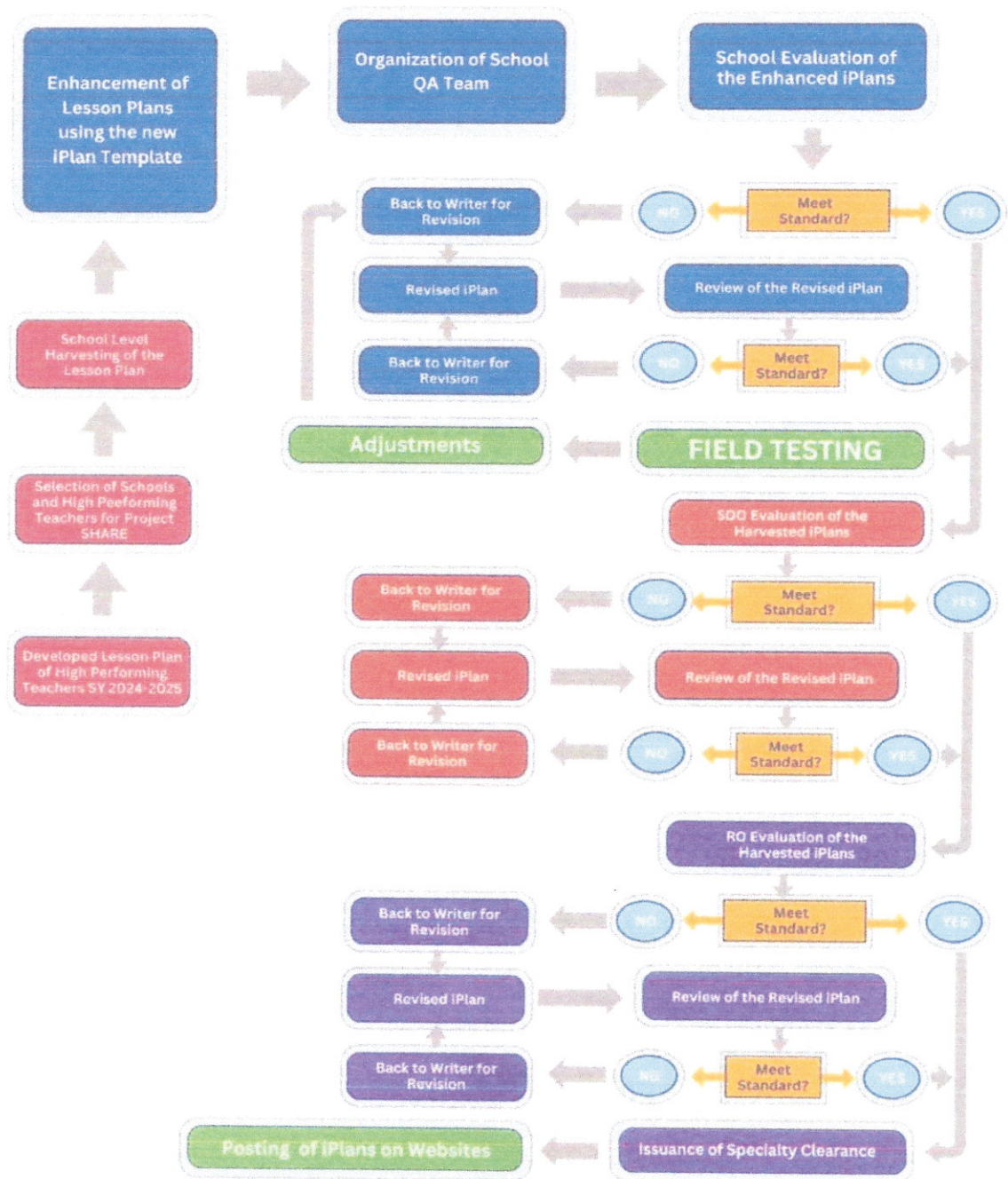
5. The SDO assignment for QA for CY 2025 will be as follows:

Table 7. SDO Assignment

SDO QA TEAM	Assigned SDO with iPlans for QA
Bais	Tanjay
Bayawan	Negros Oriental
Bohol	Cebu Province
Canlaon	Guihulngan
Carcar	City of Naga
Cebu City	Mandaue
Cebu Province	Bohol
City of Bogo	Danao
City of Naga	Carcar
Danao	City of Bogo
Dumaguete	Siquijor
Guihulngan	Canlaon
Lapu-Lapu	Tagbilaran
Mandaue	Cebu City
Negros Oriental	Bayawan
Siquijor	Dumaguete
Tagbilaran	Lapu-Lapu
Talisay	Toledo
Tanjay	Bais
Toledo	Talisay

6. The iPlan writers will implement the corrections within 15 days and finalize Version 1.0
7. Regional Learning Area Supervisors will:
- Lead regional QA
 - Establish an iPlan repository (Microsoft OneDrive preferred)
 - Ensure all materials are electronically uploaded
 - Review submissions for completeness
 - Issue Specialty Clearance for iPlans
 - Upload Version 1.0 to the DepEd RO 7 Portal
8. Recognition through the **iPOWER Awards (Instructional Planning and Outstanding Work in Education Recognition)**:
- iPOWER Excellence Award** – Best Lesson Plan per Quarter (Individual)
 - iPOWER Innovation Award** – Best Lesson Plan Set per Quarter (SDO)
 - iPOWER Creative Award** – Best iPlan Illustration (Individual)
 - iPOWER Quality Award** – Most Compliant and Comprehensive QA Team (SDO)
9. Awarding ceremony scheduled for December 2025.

IX. Quality Assurance Process Flow

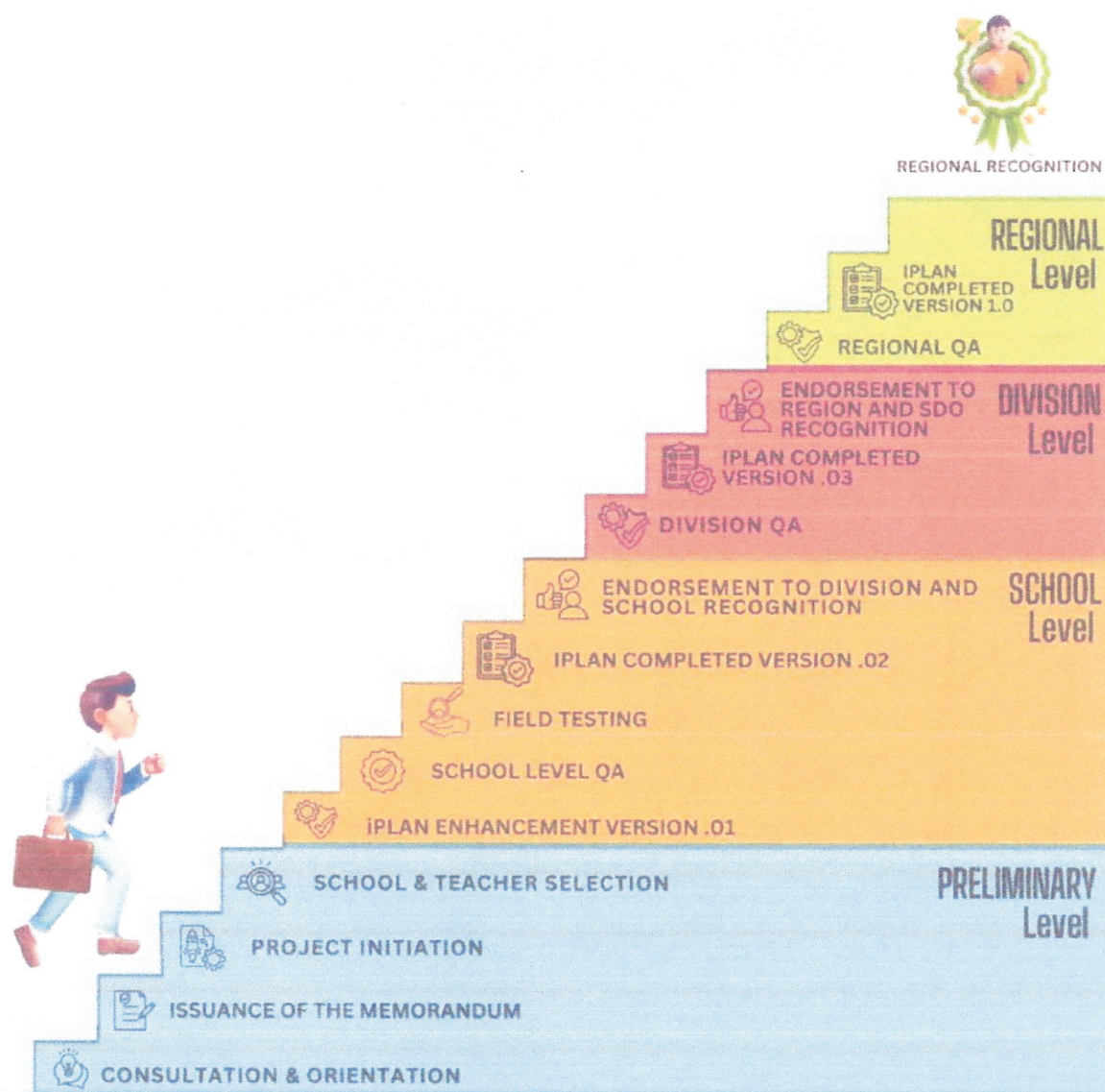


X. Timeline of Project SHARE

Phase	Significant Activities	Key Person in-Charge	Timeline (Days Covered)	Expected Output
Preliminary	Field consultations and presentation of Project SHARE as a core process within the CLMD Contextualized Curriculum Framework	DepEd Regional Office (CLMD)	March 2025 (1 day)	Project SHARE integrated into CLMD Framework
	Finalization and Issuance of Regional Memorandum for dissemination	Regional Director	March 2025 (5 days)	Formalized dissemination of Project SHARE
	Training sessions for SDO focal persons, learning area supervisors, and school heads	Regional and Division CLMD Team	April 2025 (5 Days)	Trained SDO focal persons and school heads
	Selection of schools, high-performing teachers and QA Team for instructional plan (iPlan) development	School Heads, SDO Supervisors	May 2025 (7 days)	Identified teachers for iPlan development
School Level	Development of iPlans by high-performing teachers	Assigned Teachers	May-June 2025 (30 days)	Initial draft of iPlans (Version .01)
	Quality assurance by school-level QA team	QA Team (Master Teachers, School Head, PSDS)	June 2025 (15 days)	Accomplished iPEC
	Field testing of iPlans by teachers and learners	Assigned Teachers	July 2025 (15 days)	Feedback and recommendations for improvement
	Final review and revision of iPlans based on field test results	iPlan Writers, QA Team	July 2025 (10 days)	Revised iPlans (Version .02)
Division Level	Submission of iPlans (Version .02) to SDO for division-level QA	School Heads	August 2025 (3 days)	iPlans endorsed to SDO
	Division-level quality assurance by SDO QA Team	Learning Area Supervisors, Division QA Team	August-September 2025 (30 days)	Accomplished iPEC
	Review and revision of iPlans	iPlan Writers, QA Team	September 2025 (15 days)	Revised iPlans (Version .03)
	Endorsement of iPlans (Version .03) to Regional Office	Learning Area Supervisors	October 2025 (5 days)	Endorsed iPlans for regional review

Regional	Regional-level quality assurance by Regional QA Team	CLMD Learning Area Supervisors, SDO Supervisors	October 2025 (15 days)	Final set of iPlans with regional QA approval
	Review and revision of iPlans	iPlan Writers, QA Team	October 2025 (15 days)	Revised iPlans (Version .03)
	Submission of finalized iPlans (Version 1.0) to DepEd RO7 repository	Regional Learning Area Supervisors	November 2025 (5 days)	Region-approved iPlans uploaded to the repository
	Issuance of Specialty Clearance for all approved iPlans	Regional CLMD Team	November 2025 (5 days)	Specialty clearance granted to iPlans
	Selection of Best iPlans	Regional CLMD Team	November 2025 (15 days)	List of awardees
	Recognition of iPlan contributors through iPOWER Awards	DepEd RO7	December 2025 (1 day)	iPOWER Award winners recognized

XI. Schematic Diagram of the Implementation



XII. Monitoring

Illustrative Example 6: Submission Dashboard

NUMBER	SDOS	SUBMISSION 1	SUBMISSION 2	SUBMISSION 3	SUBMISSION 4	PROGRESS %	REMARKS
1	BAIS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%	COMPLETE
2	BAYAWAN	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%	COMPLETE
3	BOHOL	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%	COMPLETE
4	CANLAON	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%	COMPLETE
5	CARCAR	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%	COMPLETE
6	CEBU CITY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	25%	SUBMISSION 1
7	CEBU PROVINCE	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	50%	SUBMISSION 1
8	CITY OF BOGO	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25%	SUBMISSION 1
9	CITY OF NAGA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25%	SUBMISSION 2
10	DANAO	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	50%	SUBMISSION 2
11	DUMAGUETE	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	50%	SUBMISSION 1
12	GUIHULNGAN	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	25%	SUBMISSION 1
13	LAPU-LAPU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	50%	SUBMISSION 1
14	MANDAUE	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	50%	SUBMISSION 1
15	NEGROS ORIENTAL	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	50%	SUBMISSION 1
16	SIQUIJOR	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	50%	SUBMISSION 2
17	TAGBILARAN	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	50%	SUBMISSION 1
18	TALISAY	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	50%	SUBMISSION 1
19	TANJAY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25%	SUBMISSION 1
20	TOLEDO	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	50%	SUBMISSION 1

This Monitoring Dashboard for the Submission of Instructional Plans provides a structured way to track and evaluate the submission compliance of different Schools Division Offices (SDOs) in a region. The dashboard includes columns for each submission period, progress percentage, and remarks, making it a comprehensive tool for supervisors to oversee instructional planning.

Key Components of the Dashboard:

1. Number & SDOs Columns – Lists the different Schools Division Offices (SDOs) being monitored.
2. Submission Status (Submission 1-4) – Uses checkmarks (✓) to indicate whether an SDO has submitted its instructional plans for each period.
3. Progress % Column – Shows the overall completion rate for each SDO based on the number of submissions made.
4. Remarks Column – Provides a summary of the submission status:
 - o "COMPLETE": The SDO has submitted all required instructional plans.

How Learning Area Supervisors Can Use This Dashboard:

1. Monitoring Submission Compliance – Supervisors can quickly identify which SDOs have completed their instructional plans, and which ones are lagging behind.
2. Ensuring Accountability – Helps track trends and follow up with SDOs that are consistently late or incomplete in their submissions.
3. Data-Driven Decision Making – Enables targeted interventions, such as coaching or support, for divisions with low completion rates.
4. Generating Reports – The structured format allows for easy reporting and documentation, supporting regional and division-level decision-making.

5. Aligning with QMS Standards – Ensures instructional planning follows the ISO 9001:2015 Quality Management System, reinforcing a culture of excellence.

APPENDIX A

Instructional Plan (iPlan) Format

DepED Order No. 42, s. 2016

POLICY GUIDELINES ON DAILY LESSON PREPARATION FOR THE K TO 12 BASIC EDUCATION PROGRAM

- **Planning lessons** is **fundamental to** ensuring the **delivery of teaching and learning** in schools. These guidelines aim to **support teachers** in organizing and managing their classes and lessons **effectively and efficiently and ensure the achievement of learning outcomes.**
- A **Detailed Lesson Plan (DLP)** is a teacher's "roadmap" for a lesson. It contains a **detailed description of the steps** a teacher will take **to teach a particular subject.**
- **Instructional Planning** is the process of systematically planning, developing, evaluating, and managing the instructional process by **using principles of teaching and learning.**

Instructional Planning Template (IPT) _ v.12

Lesson/Instructional Plan No.	Learning Area:	Grade Level:	Quarter:	Duration (mins.)
Learning Competency/ies: <i>(Taken from the Curriculum Guide)</i>				
(Work Instruction)				
Key Concepts / Understandings to be Developed				
<ol style="list-style-type: none"> 1. Encode below the topic 2. Highlight all important concepts about the topic 3. From the highlighted key concepts, select four that can be used in the crafting of Learning Objectives for Knowledge, Skills, Attitude, and Values and copy each to the appropriate spaces provided below 				

I. Learning Objectives – begin with the “End in Mind”

When crafting learning objectives, it's important to use behavioral verbs that are measurable, and describing observable behaviors or actions. However, certain verbs might be ambiguous or subjective, making them less suitable for learning objectives. Here are some behavioral verbs that describe internal cognitive processes or emotions that cannot be directly observed or generally considered not measurable:

- Understand
- Appreciate
- Know
- Believe
- Enjoy
- Feel
- Realize
- Grasp
- Learn
- Comprehend

A. Cognitive Domain
 (Knowledge - The fact or condition of knowing something with familiarity gained through experience or association)

Category	Behavioral Verbs	Sample Learning Objectives in Higher Order Thinking	What do learners want to know, be able to do, and understand?
<p>Creating The learner can put elements together to form a functional whole, create a new product or point of view.</p> <p>In the revised Bloom's Taxonomy, the Creating category (formerly known as Synthesis in the original taxonomy) involves higher-order thinking skills and focuses on generating new ideas, designing, planning, or constructing something original. The behavioral verbs (or action verbs) associated with</p>	<p>Design</p> <p>Assemble</p> <p>Construct</p> <p>Formulate</p> <p>Develop</p> <p>Generate</p> <p>Plan</p> <p>Produce</p> <p>Invent</p> <p>Compose</p> <p>Devise</p> <p>Hypothesize</p> <p>Imagine</p> <p>Collaborate (<i>when working with others to create something</i>)</p>	<p>Generate innovative ideas and solutions by applying creative thinking techniques and utilizing available resources effectively.</p> <ul style="list-style-type: none"> • Hypothesize potential cause-and-effect relationships, based on the available evidence and relevant scientific principles. • Plan an experiment to test a specific scientific hypothesis. • Design a visually appealing and cohesive presentation slide using 	<p>(Work Instruction)</p> <ol style="list-style-type: none"> 1. Paste below the selected key concept for Knowledge 2. Craft the objective for Knowledge using appropriate Behavioral Verb belonging to the Creating Category 3. After crafting a clear and quality objective, use any of the following as appropriate for the content and participants: a template, table, an advance organizer, a graphic organizer, or an outline to plan for effective instructional delivery.

<p>this category are designed to guide the formulation of tasks and assessments that require creativity, innovation, and synthesis of information.</p>	<p>Originate <i>These verbs encourage students to apply knowledge in new ways, synthesize information from various sources, and create something novel, whether it's a product, solution, or idea.</i></p>	<p>appropriate layout, color schemes, and fonts. • Develop a comprehensive marketing strategy for a new product, considering target audience, pricing, promotion, and distribution.</p>	
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B. Psychomotor Domain
Skills (manual or physical skills) - The ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carry out complex activities or the ability, coming from one's knowledge, practice, aptitude, etc., to do something

In the Psychomotor Domain, which focuses on physical skills and the development of motor abilities, the **Origination** category represents the highest level of skill development. This category involves creating new physical actions or patterns by combining and adapting previously learned movements into novel or unique performances.

Category	Behavioral Verbs	Sample Learning Objectives in Higher Order Thinking	What should learners do with what they know? (Transfer or use their learning in real life situations)
<p>Origination <i>Creating new movement patterns to fit a particular situation or specific problem. Learning</i></p>	<p>Create Design Invent Develop Formulate</p>	<p>a) Arrange a collection of musical notes to create a unique melody or composition. b) Build a complex structure using various materials,</p>	<p>(Work Instruction) 1. Paste below the selected key concept for Skill 1. Craft the objective for Skill using appropriate Behavioral Verb belonging to the Origination Category 2. After crafting a clear objective, use any of the following as appropriate for the content and participants: a template, table.</p>

<p>outcomes emphasize creativity based upon highly developed skills.</p> <p>In the Origination category of the psychomotor domain, behavioral verbs typically describe activities that require the learner to initiate, invent, or create new motor actions. Some common behavioral verbs associated with the Origination category in the psychomotor domain are:</p>	<p>Construct Establish Devise Originate Compose Arrange Integrate Synthesize Configure Build</p> <p><i>These verbs focus on the learner's ability to apply their motor skills creatively and to combine or adjust their movements to form new techniques, routines, or patterns. This could be in contexts like performing in sports, dance, or any other discipline requiring complex physical action.</i></p>	<p>incorporating principles of engineering and design.</p> <p>c) Combine different dance movements and techniques to choreograph a new routine.</p> <p>d) Compose a piece of artwork using different mediums and techniques to convey a specific emotion or concept.</p> <p>e) Construct a functional prototype or model that solves a practical problem or addresses a specific need.</p> <p>f) Create an original recipe by combining different ingredients and cooking techniques to produce a unique dish.</p> <p>g) Design a sustainable garden that optimizes space, water usage, and plant growth.</p> <p>h) Initiate a group project that addresses a social or environmental issue.</p> <p>i) Make an original piece of clothing or accessory using various materials and sewing techniques.</p> <p>j) Originate a new method or process to streamline a specific task or operation.</p>	<p><i>an advance organizer, a graphic organizer, and an outline to plan for effective instructional delivery.</i></p>
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C. Affective Domain

Attitude *(Growth in feelings or emotional areas. A settled way of thinking or feeling about someone or something, typically one that is reflected in a person's behavior)*

In the **Affective Domain** of Bloom's Taxonomy (which focuses on attitudes, values, and emotions), the **Internalizing Values** category refers to the highest level of development, where learners fully integrate and adopt values, attitudes, or beliefs into their personal systems. This is not merely about recognizing or responding to values, but about embodying and living them in everyday behavior.

Category	Behavioral Verbs	List of Attitudes	Sample Learning Objectives in Higher Order Thinking	(Work Instruction)
<p>Internalizing values <i>(Characterization): Has a value system that controls their behavior. The behavior is pervasive, consistent, and predictable. Instructional objectives are concerned with the student's general patterns of</i></p>	<p>Act, Discriminate Display, Influence, Listen, Modify, Perform, Practice, Propose, Qualify, Question, Revise, Serve, Solve, Verify</p>	<p>self-esteem, self-confidence, wellness, respect, honesty, personal discipline, perseverance, sincerity, patience, critical thinking, open-mindedness, interest, courteous, obedience, hope, charity, fortitude, resiliency, positive vision, acceptance, determined, independent, gratitude, tolerant,</p>	<p>a) Act with self-confidence and self-esteem when presenting ideas or opinions in group discussions. b) Discriminate between different cultural perspectives and display respect and openness to diverse viewpoints.</p>	<p>1. Paste below the selected key concept for Attitude 2. Craft the objective for Attitude using appropriate Behavioral Verb belonging to the Internalizing Values Category 3. After crafting a clear objective, use any of the following as appropriate for the content and learners: a template, table, an advance organizer, a graphic organizer, and an outline to plan for effective instructional delivery.</p>

<p>adjustment (personal, social, emotional).</p> <p><i>In this category, learners exhibit behaviors that show they have incorporated a particular value or attitude into their personal belief system, making it a fundamental part of who they are. For example, they may demonstrate respect for others in all situations, advocate for fairness, or live by principles of honesty.</i></p>	<p>Adopt, Internalize, Integrate, Commit, Live by, Embody, Defend, Demonstrate, Internalize, Act upon, Uphold, Advocate, Commit to</p>	<p>cautious, decisive, self-control, calmness, responsibility, accountability, industriousness, industry, cooperation, optimism, satisfaction, persistent, cheerful, reliable, gentle, appreciation of one's culture, globalism, compassion, work ethics, creativity, entrepreneurial spirit, financial literacy, global, solidarity, making a stand for the good, voluntariness of human act, appreciation of one's rights, inclusiveness, thoughtful, seriousness, generous, happiness, modest, authority, hardworking, realistic, flexible, considerate, sympathetic, frankness, dependability, gratefulness, optimism</p>	<p>c) Display patience, perseverance, and resiliency when faced with challenges or setbacks, maintaining a positive vision for personal growth.</p>
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D. Affective Domain

Values [A learner's principles or standards of behavior; one's judgment of what is important in life. Go beyond learner's life on earth, include more than wealth and fame, and would affect the eternal destiny of millions. It is advocated to intentionally add value to people everyday.]

In the **Affective Domain** of Bloom's Taxonomy (which focuses on attitudes, values, and emotions), the **Internalizing Values** category refers to the highest level of development, where learners fully integrate and adopt values, attitudes, or beliefs into their personal systems. This is not merely about recognizing or responding to values, but about embodying and living them in everyday behavior.

Category	Behavioral Verbs	List of Values	Terminal values are the ultimate objectives or end-goals that individuals strive for in their lives. They represent the desired states or outcomes that people aim to achieve.	Instrumental values are the preferable modes of behavior or means of achieving the terminal values. They represent the ways in which individuals believe they should conduct themselves in order to achieve their ultimate goals.	Sample Learning Objectives in Higher Order Thinking	What Values can be integrated in the lesson? (Work Instruction)
Internalizing values (Characterization): Has a value system that controls their behavior.	Act, Discriminate, Display, Influence, Listen, Modify, Perform, Practice, Propose,	1. Maka-Diyos love of god, faith, trusting, spirituality, inner peace, love of truth, kindness, humble 2. Maka-tao	A comfortable life (a prosperous life) An exciting life (a stimulating, active life) A sense of accomplishment (lasting contribution)	Ambitious (hardworking, aspiring) Having a strong desire to achieve success and make progress toward goals. Broad-minded (open minded)	a) Act with love of God, faith, and spirituality in personal beliefs and interactions with others. b) Discriminate between truth and falsehood.	<ol style="list-style-type: none"> Paste below the selected key concept for Values Craft the objective for Values using appropriate Behavioral Verb belonging to the Internalizing Values Category <p>After crafting a clear objective, use any of the following as appropriate for the content and learners: a template, table, an advance organizer, a graphic organizer, and an outline to plan for effective instructional delivery.</p>

<p>The behavior is pervasive, consistent, and predictable. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).</p>	<p>Qualify, Question, Revise, Serve, Solve, Verify</p>	<p>concern for others, respect for human rights, gender equality, family solidarity, generosity, helping, oneness, knowing and accepting oneself, work and play, health, punctuality, interpersonal relationship, loyalty, commitment to the family</p>	<p>A World at Peace (free of war and conflict) The absence of conflict and violence on a global scale, promoting harmony among nations and peoples. A world of beauty (beauty of nature and the arts) Equality (brotherhood, equal opportunity for all) The belief in fair treatment and opportunities for all individuals, regardless of differences. Family Security (taking care of loved ones) Ensuring the well-being and</p>	<p>Capable (competent, effective) Cheerful (lighthearted, joyful) Clean (neat, tidy) Courageous (standing up for your beliefs) Facing challenges and adversity with bravery and determination. Forgiving (willing to pardon others) Helpful (working for the welfare of others) Honest (sincere, truthful) Being truthful and sincere in interactions with others. Imaginative (daring, creative) Independent (self-reliant, self-sufficient)</p>	<p>c) Display a commitment to honesty and integrity in all endeavors. d) Influence others positively by actively listening and showing kindness, humility, and concern for their well-being. e) Listen with mindfulness and self-reflection to know and accept oneself, fostering personal growth and self-improvement. f) Modify personal behaviors and practices to promote inner peace, self-awareness, and a balanced approach to work and play. g) Perform acts of generosity. h) Practice helping others, demonstrating a commitment to</p>
<p>In this category, learners exhibit behaviors that show they have incorporated a particular value or attitude into their personal belief system,</p>					

<p><i>making it a fundamental part of who they are. For example, they may demonstrate respect for others in all situations, advocate for fairness, or live by principles of honesty</i></p>	<p>orderliness, saving the ecosystem, environmental sustainability 4. Makabansa peace and order, heroism and appreciation of heroes, national unity, civic consciousness, social responsibility, harmony, patriotism, productivity, love for family and country</p>	<p>stability of one's family members. Freedom (independence, free choice) The ability to act and make choices without undue constraint or interference. Happiness (contentedness) The state of feeling content, joyful, and fulfilled in life. Health: The condition of being physically and mentally well, free from illness or disease. Inner Harmony (freedom from inner conflict) A sense of peace, balance, and tranquility within oneself. Mature love (sexual and spiritual intimacy)</p>	<p>Intellectual (intelligent, reflective) Logical (consistent, rational) Loving (affectionate, tender) Obedient (dutiful, respectful) Polite (courteous, well-mannered) Integrity: Adhering to moral and ethical principles, even in challenging situations. Responsible (dependable, reliable) Taking ownership of one's actions and obligations. Self-controlled (restrained, self-disciplined) Exercising control over</p>	<p>oneness and solidarity. i) Propose solutions and practices that qualify and promote gender equality, respect for human rights, and family solidarity. j) Qualify your love for family and country, demonstrating patriotism, productivity, and a sense of national identity. k) Question effectively probing inquiries that encourage critical thinking, promote deeper understanding and facilitate meaningful discussions or investigations. l) Revise personal beliefs and actions to foster environmental sustainability and</p>
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			<p>National security (protection from attack) Pleasure (an enjoyable, leisurely life) Salvation (saved, eternal life) Self-respect (self-esteem) Social recognition (respect, admiration) Success: Achieving one's goals and aspirations, often in career or personal endeavors. True Friendship (close companionship) Having meaningful relationships characterized by mutual trust, support, and companionship. Wisdom: The ability to make sound judgments</p>	<p>one's impulses and actions. Compassion: Showing empathy and concern for the well-being of others. Perseverance: Continuing to pursue goals despite obstacles or setbacks. Respect: Treating others with dignity, consideration, and esteem. Cooperation: Working collaboratively with others toward common goals. These instrumental values are considered important because they guide individuals in their actions and behaviors, ultimately</p>	<p>responsible consumerism. m) Serve the community by practicing cleanliness, orderliness, and responsible management of the environment, including disaster risk management. n) Solve problems related to environmental protection, ecosystem conservation, and sustainable practices. o) Verify the truthfulness of online sources, considering domain expertise, website credibility, and presence of reliable citations.</p>	
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		and decisions based on knowledge and experience.	influencing their ability to achieve their desired terminal values. Different cultures and belief systems may prioritize these instrumental values to varying degrees.	
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Add Transition/s: (Statement/s and or Question/s, graphics, etc.)

II. Content:

III. Learning Resources:

IV. Procedures

- 1. Introductory Activity/Motivation/Preparation** (minutes). This part introduces the lesson content. Although at times optional, it is usually included to serve as a review/warm-up activity to give the learners a zest for the incoming lesson and an idea about what to follow. One principle in learning is that learning occurs when it is conducted in a pleasurable and comfortable atmosphere.

Guide for Curriculum Contextualization

1. What Local Heritage Theme/s that can be used to contextualize the lesson?
 - A. Annual Rites (Festivals, and Rituals (Historical/Religious Festivals, Local Cultural Festivals, Local Delicacies/Products Festivals, Rituals, Wedding Ritual, Palih Ritual, Burial Ritual)
 - B. Literary Anthologies Written in Local Language (BALITAW, BALAIK, Folktales/ Short Stories, Local Heroes)
 - C. Historical Events (indigenous Materials, Indigenous Cultural Communities/ Indigenous People, Indigenous Games)
 - D. Topography, Flora/ Fauna (Falls, Mountains, River, Cave, Trees, Flower, Fauna)
 - E. Food & Local products
 - G. Role Model Family
2. What community situations can be used to contextualize the curriculum?
 - a) weather conditions/climate

- b) traditions
- c) beliefs
- d) livelihoood
- e) advancement of technology

Cognitive Domain (Knowledge)		(Work Instruction) Encode in the appropriate space/s below how you will start the lesson/topic using any of the given behavioral verbs.
Categories	Behavioral Verbs	
Remembering	identify, retrieve, recognize, duplicate, list, memorize, repeat, describe, reproduce	
Understanding	interpret, exemplify, classify, summarize, infer, compare, explain, paraphrase, discuss	
Applying	execute, implement, demonstrate, dramatize, interpret, solve, use, illustrate, convert, discover	
Analyzing	differentiate, distinguish, compare, contrast, organize, outline, attribute, deconstruct	
Evaluating	coordinate, measure, detect, defend, judge, argue, debate, describe, critique, appraise, evaluate	
Creating	Categorize, combine, compile, compose, create, devise, design, explain, generate, modify, organize, plan, rearrange, reconstruct, relate, reorganize, revise, rewrite, summarize, tell, write	
Psychomotor Domain (Skill)		
Categories	Behavioral Verbs	
Perception	choose, describe, detect, differentiate, distinguish, identify, isolate, relate, select	

Set	begin, display, explain, move, proceed, react, show, state, volunteer
Guided Response	copy, trace, follow, react, reproduce, respond
Mechanism	assemble, construct, dismantle, display, fasten, fix, heat, manipulate, measure, mend, mix, organize, sketch
Complex overt response	Skills demonstrated are the same with mechanism. However, adjective must be added to indicate better, quicker, and more accurate performance
Adaptation	alter, change, rearrange, reorganize, revise, vary, modify
Origination	Arrange, build, combine, compose, construct, create, design, initiate, make, originate
Affective Domain (Attitude)	
Categories	Behavioral Verbs
Receiving Phenomena	ask, choose, describe, erect, follow, give, hold, identify, locate, name, point to, reply, select, sit, Study, use
Responding to Phenomena	aid, answer, assist, comply, conform, discuss, greet, help, label, perform, practice, present, read, recite, report, select, tell, write
Valuing	work, complete, demonstrate, differentiate, explain, follow, form, initiate, invite, join, justify, propose, read, report, select, share, study
Organization	adhere, alter, arrange, combine, compare, complete, defend, explain,

	formulate, generalize, identify, integrate, modify, order, organize, prepare, relate, synthesize
Internalizing Values (<i>characterization</i>)	Act, discriminate, display, influence, listen, modify, perform, practice, propose, qualify, question, revise, solves, solve, verify.

Add Transition/s as necessary: (Statement/s and or Question/s, graphics, etc.)

2. Activity (minutes). This is a direct purposeful experience and an interactive strategy to elicit learner's prior learning experience. It serves as a springboard for new learning. It illustrates the principle that learning starts where the learners are. Carefully structured activities such as: individual or group reflective exercises, group discussion, self-or group assessment, dyadic or triadic interactions, simulations or role-play, cybernetics exercise, gallery walk, debates, journal writing, conferences, essays, stories, poems, storytelling, listening activities, reading, calculations, experiments, comparisons, number games, using evidence, formulating and testing hypothesis, deductive and inductive reasoning, concept maps, graphs, charts, art products, metaphorical thinking, visualization videos, slides, visual presentations, athletic activities, manipulatives, hands-on demonstrations, miming/mimicking/representing, playing music, singing, rapping, whistling, clapping, analyzing sounds and music, community-involvement projects, cooperative learning, team games, peer tutoring, social activities, sharing, student choice, journal writing, self-evaluation, personal instruction, independent study, ecological field trips, environmental study, caring for plants and animals, pattern recognition, and the like may be created. Clear instructions should be considered in this part of the lesson.

The Framework for Selecting Activities for Differentiated Instruction is presented below.

Climate in the Classroom	Knowing the Learners	Assessment	Learning Tasks
<ul style="list-style-type: none"> Nurturing Inclusive Multi-sensory Stimulating 	<ul style="list-style-type: none"> Complex Challenging Questioning 	<ul style="list-style-type: none"> Traditional Assessments- refer to conventional methods of testing, usually standardized, and use pen and paper with multiple-choice, true or false, or matching type test items. Authentic assessments - refer to assessments wherein students are asked to perform real-world tasks that demonstrate meaningful application of what they have learned. 	<ul style="list-style-type: none"> TAPS Total Group Alone Paired Small Group

The instructional strategy, standards, and principles to be used shall adhere to RA 10533 as follows:

Constructivist	Inquiry-Based	Reflective	Collaborative	Integrative
<ul style="list-style-type: none"> include activities that promote active learning use graphic organizers to help learners understand the concepts 	<ul style="list-style-type: none"> include activities that promote deeper exploration of the content promote divergent thinking promote critical thinking and creativity 	<ul style="list-style-type: none"> include questions for meaningful discussion integrate thought-provoking ideas and challenging activities 	<ul style="list-style-type: none"> include activities and exercise for group cooperation among students provide opportunities for group planning and 	<ul style="list-style-type: none"> provide historical backgrounds for each idea/skill include activities and questions that require learners to examine connections to other disciplines

<ul style="list-style-type: none"> consider the background knowledge and prior experiences of the learners include pre-assessment activities 	<ul style="list-style-type: none"> use activities for differentiated learning provide examples, explanations, and illustrations that are relevant to the contexts of the learners 	<ul style="list-style-type: none"> seek deeper understanding and appreciation of concepts 	<ul style="list-style-type: none"> allow the learners to do independent study 	<ul style="list-style-type: none"> evaluation 	<ul style="list-style-type: none"> use varied activities based on the learning styles of the learners focus on concept learning
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Constructivist teaching strategies are centered around the idea that students actively build their own understanding and knowledge through experiences and reflection. Here are ten examples of constructivist teaching strategies:

- 1. Problem-Based Learning (PBL):** Present students with real-world problems or scenarios that require them to research, analyze, and solve. This approach encourages critical thinking and self-directed learning.
- 2. Socratic Questioning:** Engage students in discussions by asking open-ended questions that prompt them to think deeply and articulate their thoughts. This encourages them to construct their own understanding.
- 3. Concept Mapping:** Have students create visual representations of their understanding by connecting key concepts and their relationships. This helps them see how ideas are interconnected.
- 4. Collaborative Learning:** Encourage students to work in groups or pairs on projects or assignments. Through discussion and interaction, they construct knowledge together.
- 5. Inquiry-Based Learning:** Allow students to ask questions and explore topics of interest. They then research and experiment to find answers, fostering a sense of ownership over their learning.
- 6. Experiential Learning:** Provide hands-on experiences or simulations that allow students to learn through direct engagement with the subject matter, which can be especially effective in science and engineering subjects.
- 7. Peer Teaching:** Have students teach each other. When students explain concepts to their peers, they often gain a deeper understanding themselves.
- 8. Reflective Journals:** Ask students to keep journals in which they record their thoughts, observations, and reflections on what they're learning. This helps them make sense of their experiences and learning.
- 9. Role-Playing:** Have students take on different roles related to the topic being studied. This can help them see issues from multiple perspectives and construct their own insights.
- 10. Problem-Solving Scenarios:** Present students with complex, real-life scenarios that require them to apply their knowledge and skills to find solutions. This encourages them to construct their understanding in a practical context.

Remember that constructivist teaching strategies often involve a shift in the role of the teacher from being the primary source of information to being a facilitator and guide in the learning process. These strategies aim to foster active engagement and critical thinking in students, helping them construct their knowledge more effectively.

Inquiry-based teaching strategies focus on fostering students' natural curiosity and encouraging them to ask questions, investigate, and explore topics independently. Here are ten examples of inquiry-based teaching strategies:

- 1. Questioning:** Encourage students to ask questions about the topic being studied. These questions can serve as the starting point for their inquiries.
- 2. Problem-Based Learning (PBL):** Present students with a real-world problem or challenge and task them with researching and finding solutions through inquiry.
- 3. Think-Pair-Share:** Pose a question or problem, have students think about it individually, discuss it with a partner, and then share their thoughts with the class. This strategy promotes collaborative inquiry.
- 4. Research Projects:** Assign students research projects where they must investigate a specific topic, gather information from various sources, and present their findings to the class.
- 5. Socratic Seminars:** Hold structured discussions where students explore complex questions, engage in critical thinking, and construct their understanding through dialogue.
- 6. Discovery Learning:** Provide students with hands-on activities or experiments where they can explore and make observations to draw conclusions.
- 7. Jigsaw Method:** Divide students into small groups, each responsible for researching and becoming experts on a specific aspect of a larger topic. They then share their findings with the rest of the class.
- 8. Field Trips:** Take students on field trips to relevant locations, such as museums, parks, or local businesses, where they can ask questions and explore real-world contexts.
- 9. Debate and Argumentation:** Have students research and present arguments on controversial topics, encouraging them to investigate multiple perspectives and construct well-informed opinions.
- 10. Inquiry Journals:** Ask students to keep journals where they record their questions, observations, and discoveries as they investigate a particular topic. This helps them document their learning process.

Inquiry-based teaching strategies empower students to take an active role in their learning, develop critical thinking skills, and cultivate a lifelong love of learning. These strategies encourage curiosity and the pursuit of knowledge through exploration and discovery.

Reflective teaching strategies involve educators regularly and critically examining their teaching practices, learning from their experiences, and making improvements. Here are ten examples of reflective teaching strategies:

1. **Journaling:** Teachers keep reflective journals to record their thoughts, observations, and insights about their teaching experiences. This helps them identify areas for improvement and document their professional growth.
 2. **Peer Observation:** Teachers observe their colleagues' classes and provide constructive feedback. This process allows for cross-pollination of effective teaching strategies and promotes self-awareness.
 3. **Video Self-Analysis:** Teachers record their own lessons and review the footage to evaluate their teaching methods, classroom management, and interactions with students.
 4. **Action Research:** Teachers engage in small-scale research projects within their classrooms to investigate specific teaching and learning issues. They then use the findings to adapt their teaching methods.
 5. **Feedback from Students:** Collect feedback from students through surveys or discussions to gain insights into what is working well and what needs improvement in the classroom.
 6. **Collaborative Lesson Planning:** Work with colleagues to plan lessons and units together. Reflect on the process and outcomes to enhance teaching effectiveness.
 7. **Professional Learning Communities (PLCs):** Participate in PLCs where teachers come together to discuss teaching practices, share experiences, and collectively identify areas for improvement.
 8. **Portfolio Assessment:** Maintain a teaching portfolio that includes lesson plans, student work samples, and reflections on the effectiveness of each lesson. This serves as evidence of professional growth.
 9. **Mentoring and Coaching:** Engage in mentoring relationships or seek out instructional coaches who can provide guidance, observe your teaching, and offer constructive feedback.
 10. **Self-Assessment Surveys:** Use self-assessment tools to evaluate teaching practices, such as the Teaching Style Inventory or the Reflective Practice Questionnaire. This helps identify areas for improvement.
- Reflective teaching strategies foster continuous improvement and professional development. They encourage educators to be self-aware, open to feedback, and committed to enhancing their teaching skills and effectiveness.

Collaborative teaching strategies involve educators working together to plan, deliver, and assess instruction. These strategies can be particularly effective in promoting a diverse and engaging learning environment. Here are ten examples of collaborative teaching strategies:

1. **Co-Teaching:** Two or more teachers work together in the same classroom, often with different expertise or roles, such as a content specialist and a special education teacher, to meet the needs of all students.
2. **Team Teaching:** Educators jointly plan and teach lessons, combining their strengths to create a more comprehensive learning experience. This approach can be applied to interdisciplinary topics.
3. **Project-Based Learning Teams:** Teachers from different subjects collaborate to design and lead cross-curricular project-based learning experiences that integrate multiple disciplines.
4. **Professional Learning Communities (PLCs):** Teachers meet regularly to discuss instructional strategies, share resources, and collaboratively problem-solve to improve student outcomes.
5. **Peer Coaching:** Educators pair up to observe and provide constructive feedback to each other on their teaching practices. This promotes professional growth and peer support.
6. **Cross-Grade Level Collaboration:** Teachers from different grade levels work together to ensure a smooth transition for students as they progress through their educational journey.
7. **Guest Experts:** Invite professionals or experts from outside the school, such as scientists, authors, or artists, to collaborate on lessons and share their knowledge with students.
8. **Coordinated Assessment and Data Analysis:** Teachers collaborate to analyze student data and assessments, allowing for a more comprehensive view of student progress and the effectiveness of instructional methods.
9. **Parent-Teacher Partnerships:** Collaborate with parents and guardians to involve them in their child's education, seeking their input on curriculum and classroom activities.
10. **Global Collaborations:** Use technology to connect with classrooms from around the world, fostering cultural awareness and allowing students to work on collaborative projects with peers from different countries.

Collaborative teaching strategies promote a dynamic and inclusive educational environment where educators can leverage their collective expertise to enhance the learning experience for all students.

Integrative teaching strategies involve connecting and combining different subjects, concepts, or skills to create a more holistic and meaningful learning experience. Here are ten examples of integrative teaching strategies:

1. **Interdisciplinary Units:** Design units of study that integrate concepts from multiple subjects. For example, a unit on the environment could include elements of science, social studies, and literature.
2. **Service Learning Projects:** Engage students in community service projects that require them to apply knowledge and skills from various subjects to address real-world issues.
3. **Thematic Instruction:** Organize instruction around a central theme or topic, incorporating relevant content and skills from different subject areas. For instance, a theme like "Exploration" could encompass history, geography, science, and literature.
4. **STEAM Education:** Combine science, technology, engineering, arts, and mathematics to encourage creative problem-solving and hands-on learning.
5. **Literacy Across the Curriculum:** Emphasize reading and writing skills in all subjects, enabling students to communicate their understanding and ideas effectively.
6. **Project-Based Learning (PBL):** Implement PBL units that integrate multiple subjects, with students working on long-term projects that require research, collaboration, and presentations.
7. **Multicultural Studies:** Explore diverse cultures through a variety of subjects, incorporating elements of history, geography, language, and the arts to promote cultural understanding.
8. **Environmental Education:** Teach environmental concepts and sustainability practices across the curriculum, connecting science, social studies, and ethics.
9. **Global Perspectives:** Infuse global perspectives into lessons by examining how different countries and cultures approach similar issues, fostering global citizenship.

10. Cross-Curricular Assessments: Develop assessments that require students to demonstrate their understanding by applying knowledge and skills from different subjects to solve complex problems or create integrated projects.
 integrative teaching strategies encourage students to see the connections between different subjects and how their learning applies to the real world. This approach can enhance engagement, critical thinking, and the ability to transfer knowledge across domains.

Learning Styles

Visual Modality	Auditory Modality	Kinesthetic/ Tactile Modality
<ul style="list-style-type: none"> - Learner remembers information better if he/she writes it down. - Learner looking at the person helps keep him/her focused. - Learner needs a quiet place to get his/her work done. - When a learner takes a test, he/she can see the textbook page in his/her head. - Learner needs to write down directions, not just take them verbally. - Music or background noise distracts the learner's attention from the task at hand. - Learner doesn't always get the meaning of a joke. - Learner doodles and draws pictures on the margins of his/her notebook pages. - Learner has trouble following lectures. - Learner reacts very strongly to colors. 	<ul style="list-style-type: none"> - Learner's papers and notebooks always seem messy. - When Learner reads, he/she needs to use his/her index finger to track the place on the line. - Learner doesn't follow written directions well. - If the learner hears something, he/she will remember it. - Writing has always been difficult for the learner. - Learner often misreads words from the text (i.e., "them" for "then"). - Learner would rather listen and learn than reads and learns. - Learner is not very good at interpreting an individual's body language. - Pages with small print or poor-quality copies are difficult for learners to read. - Learner's eyes tire quickly, even though his/her vision check-up is always fine. 	<ul style="list-style-type: none"> - Learner starts a project before reading the directions. - Learner hates to sit at a desk for long periods of time. - Learner prefers first to see something done and then to do it him/herself. - Learner uses the trial and error approach to problem-solving. - Learner likes to read his/her textbook while riding an exercise bike. - Learner takes frequent study breaks. - Learner has a difficult time giving step-by-step instructions. - Learner enjoys sports and does well at several different types of sports. - Learner uses his/her hands when describing things. - Learner has to rewrite or type his/her class notes to reinforce the material.

Gender and Learner Characteristics

Boys	Girls
<ul style="list-style-type: none"> - Show more areas in the brain dedicated to spatial-mechanical strengths - Often misdiagnosed with learning disabilities and attention-deficit issues - Boys' brains need more rest times during a day of learning. - Boys are hardwired to be single-task focused - Many boys have a difficult time sitting still to hear the teacher's story, as they are movement-driven (kinesthetic) in their learning process - "Boys do their best work when teachers establish authentic purpose and meaningful, real-life connections." (Gurian, 2006). - Topics of learning particularly interesting to boys include ideas they can directly apply to their lives (science projects involving the germination of a seed, etc.). - Allow boys to choose topics in reading that appeal to them (superheroes, nonfiction works, etc.). 	<ul style="list-style-type: none"> - Generally demonstrate a focus on verbal-emotive processing - Girls are generally hardwired to be less impulsive, enabling them to sit still, focus, read, and write at an earlier age - Girls' hardwiring demonstrates strength in multitasking - Girls, on the other hand, are more predisposed to cooperative negotiation, have a much easier time with impulse control, and can sit "cross-apple-sauce" in the reading circle with ease - Girls tend to verbalize during problem-solving via cooperation and interactive learning

Integrated Teaching-Three-level Strategy: Putting together the parts of a whole in order to arrive at a holistic, complete and more accurate view of reality.

Facts level - The students learn isolated facts: Conduct a field trip to a polluted river. Ask them to jot down their observations or show pictures of /film on polluted rivers in contrast with clear rivers and ask them to write down what they see.

Concepts level - Pivotal questions: what happens when water gets polluted? What causes water pollution? How does water pollution affect us?
 Activities: come up with a comic strip to present how fishes and plants in the polluted river would explain what water pollution is if they could talk. If a polluted river could talk what could it tell you?

Evaluation: Present the meaning, causes and effects of water pollution by means of a graphic organizer.

Values level - Pivotal questions: In what ways do we contribute to water pollution? Can we say that the root cause of water pollution is our very own indifference? How can we show care for our rivers and other bodies of water? What are possible solutions to the problems on water pollution? If we continue to pollute the rivers, what would happen?

Cognitive Domain (Knowledge)		(Work Instruction) Encode in the appropriate space/s below the activity/ strategy you will ask learners to experience or do. Choose from any of the behavioral verbs that is/are appropriate for the diverse learners in the class.
Categories	Behavioral Verbs	
Remembering	identify, retrieve, recognize, duplicate, list, memorize, repeat, describe, reproduce	
Understanding	interpret, exemplify, classify, summarize, infer, compare, explain, paraphrase, discuss	
Applying	execute, implement, demonstrate, dramatize, interpret, solve, use, illustrate, convert, discover	
Analyzing	differentiate, distinguish, compare, contrast, organize, outline, attribute, deconstruct	
Evaluating	coordinate, measure, detect, defend, judge, argue, debate, describe, critique, appraise, evaluate	
Creating	Categorize, combine, compile, compose, create, devise, design, explain, generate, modify, organize, plan, rearrange.	

	reconstruct, relate, reorganize, revise, rewrite, summarize, tell, write	
(Work Instruction)		
<i>Encode in the appropriate space/s below the activity/ strategy you will ask learners to experience or do. Choose from any of the behavioral verbs belonging to the psychomotor domain that is/are appropriate for the diverse learners in the class.</i>		
Categories	Behavioral Verbs	
Perception	choose, describe, detect, differentiate, distinguish, identify, isolate, relate, select	
Set	begin, display, explain, move, proceed, react, show, state, volunteer	
Guided Response	copy, trace, follow, react, reproduce, respond	
Mechanism	assemble, construct, dismantle, display, fasten, fix, heat, manipulate, measure, mend, mix, organize, sketch	
Complex overt response	Skills demonstrated are the same with mechanism. However, adjective must be added to indicate better, quicker, and more accurate performance	
Adaptation	alter, change, rearrange, reorganize, revise, vary, modify	
Origination	Arrange, build, combine, compose, construct, create, design, initiate, make, originate	

(Work Instruction)	
<i>Encode in the appropriate space/s below the activity/ strategy you will ask learners to experience or do. Choose from any of the behavioral verbs belonging to the affective domain that is/are appropriate for the diverse learners in the class.</i>	
Categories	Behavioral Verbs

Receiving Phenomena	ask, choose, describe, erect, follow, give, hold, identify, locate, name, point to, reply, select, sit, study, use
Responding to Phenomena	aid, answer, assist, comply, conform, discuss, greet, help, label, perform, practice, present, read, recite, report, select, tell, write
Valuing	work, complete, demonstrate, differentiate, explain, follow, form, initiate, invite, join, justify, propose, read, report, select, share, study
Organization	adhere, alter, arrange, combine, compare, complete, defend, explain, formulate, generalize, identify, integrate, modify, order, organize, prepare, relate, synthesize
Internalizing Values (characterization)	Act, discriminate, display, influence, listen, modify, perform, practice, propose, qualify, question, revise, serves, solve, verify

Multiple Intelligences	Descriptions	<i>(Work Instruction)</i> Encode in the appropriate space/s below the activity/ strategy you will ask learners to experience or do. Choose from any of the multiple intelligences that is/are appropriate for the diverse learners in the class.
Visual-Spatial	Think in terms of physical space, as do architects and sailors. Very aware of their environments. They like to draw, do jigsaw puzzles, read maps, daydream. They can be taught through drawings, verbal and physical imagery. Tools include models, graphics, charts, photographs, drawings, 3-D modeling, video, videoconferencing, television, multimedia, texts with pictures/charts/graphs.	

Bodily-kinesthetic	Use the body effectively, like a dancer or a surgeon. Keen sense of body awareness. They like movement, making things, touching. They communicate well through body language and be taught through physical activity, hands-on learning, acting out, role playing. Tools include equipment and real objects.
Musical	Show sensitivity to rhythm and sound. They love music, but they are also sensitive to sounds in their environments. They may study better with music in the background. They can be taught by turning lessons into lyrics, speaking rhythmically, tapping out time. Tools include musical instruments, music, radio, stereo, CD-ROM, multimedia.
Interpersonal	Understanding, interacting with others. These students learn through interaction. They have many friends, empathy for others, street smarts. They can be taught through group activities, seminars, dialogues. Tools include the telephone, audio conferencing, time and attention from the instructor, video conferencing, writing, computer conferencing, E-mail.
Intrapersonal	Understanding one's own interests, goals. These learners tend to shy away from others. They're in tune with their inner feelings; they have wisdom, intuition and motivation, as well as a strong will, confidence and opinions. They can be taught through independent study and introspection. Tools include books, creative materials, diaries, privacy and time. They are the most independent of the learners.
Linguistic	Using words effectively. These learners have highly developed auditory skills and often think in words. They like reading, playing word games, making up poetry or stories. They can be taught by encouraging them to say and see words, read books together. Tools include computers, games, multimedia, books, tape recorders, and lecture.
Logical - Mathematical	Reasoning, calculating. Think conceptually, abstractly and are able to see and explore patterns and relationships. They like to experiment, solve puzzles, ask cosmic questions. They can be taught through logic games, investigations, mysteries. They need to learn and form concepts before they can deal with details.

Add Transition/s as necessary: (Statement/s and or Question/s, graphics, etc.)

3. Analysis (minutes) Essential/powerful/reflective questions are included to serve as a guide for the teacher in clarifying key understandings about the topic at hand. Critical points are organized to structure the discussions allowing the learners to maximize interactions and sharing of ideas and opinions about expected issues. Affective questions are included to elicit the feelings of the learners about the activity or the topic. The last questions or points taken should lead the learners to understand the new concepts or skills that are to be presented in the next part of the lesson.

Types of Questions:

1. Closed Questions (a one-word answer, a yes or no, Do you drive, what's your name) Useful for warming up group discussion, getting a quick answer)

2. Open Questions (require a little more thought, encourage wider discussion and elaboration. What do you think of your boss, Why did you choose that car? Useful for critical or creative discussion, finding out more information about a person or subject)
3. Probing Questions (useful for gaining clarification and encouraging others to tell you more information about the subject. When do you need the finished project, and is it ok if I email it to you?)
4. Leading Questions (Do you have any issues with the project?, or did you enjoy working on that project, this project is going well, isn't it?)
5. Loaded Questions (Have you stopped stealing pens)
6. Funnel Questions ('what's your name?' and 'what do you do?' - before broadening out into more open-ended questions, such as 'why did you choose to be a firefighter?' as you become more comfortable talking to each other. What do you do for a living? Do you work at night? Did you see a break-in? Was there more than one person? And so on.
7. Recall and Process Questions ('What's seven times seven?' and 'Where did you put the keys?' or 'What's your login password?') 'What are the advantages of asking a closed question?' or 'Why are you the right person to lead this project?'
8. Rhetorical Questions (Isn't it nice working with such a friendly team?' Is more engaging than 'this team is friendly'. Which doesn't require any mental participation from the respondent)
9. Categorical Questions - are an aggregate of questions that often have an accompanying list of category members (or response alternatives).
Examples: Are you a vegetarian? ... What's your favorite food? ... Which types of meat do you like? ... What's your household income? ... What's your favorite beverages? ... On a scale of 1-5, how would you rate our store cleanliness?

Specific/Main Questions

(Work Instruction)

1. Encode in the appropriate space/s below the essential/powerful questions you will ask based on the activity/strategy.
2. Make sure the last question will connect /transition to the lesson/topic to be delivered.

- a) Begin with "what" or "how" - avoid "why" "when" or "who."
- b) Contain an "I" - avoid "they," "them" or "we."
- c) Focus on action - avoid inaction.

Add Transition/s as necessary: (Statement/s and or Question/s, graphics, etc.).

- 4. Abstraction** (minutes). This outlines the key concepts, important skills that should be enhanced, and the proper attitude that should be emphasized.

This is organized as a lecturette that summarizes the learning emphasized from the activity, analysis and new inputs in this part of the lesson.

(Work Instruction)

1. Encode here the topic
1. Add Transition/s: *(Statement/s and or Question/s, graphics, etc.)*
2. Encode the appropriate learning objective to each Learning Task

Learning Task 1:

Add Transition/s: (Statement/s and or Question/s, graphics, etc.).

Add Transition/s as necessary: (Statement/s and or Question/s, graphics, etc.)

1. **Application** (minutes). This part is structured to ensure the commitment of the learners to do something to apply their new learning in their own environment.

(Work Instruction)

1. Encode the appropriate learning objective to each Learning task

Learning Task 2
Add Transition/s as necessary: (Statement/s and or Question/s, graphics, etc.).
 Learning Task 4:

Add Transition/s as necessary: (Statement/s and or Question/s, graphics, etc.)

- 6. Assessment** (minutes). For the Teacher to:
- 6.1 Based on Classroom Assessment Resource Book (CARB)
- a) Assess whether learning objectives have been met for a specified duration,
 - b) Remediate and/or enrich with appropriate strategies as needed, and
 - c) Evaluate whether learning intentions and success criteria have been met.
- (Reminder: Formative Assessment may be given before, during, or after the lesson). Choose any from the Assessment

Methods below:

Assessment Method	Possible Activities	(Work Instruction)
a) Observation <i>(formal and informal observations of learners' performance or behaviors are recorded, based on assessment criteria)</i>	Investigation, Role Play, Oral Presentation, Dance, Musical Performance, Skill Demonstration, Group Activity (e.g. Choral Reading), Debate, Motor & Psychomotor Games, Simulation Activities, Science Experiment	1. Encode below the appropriate assessment method you will use in this lesson
b) Talking to Learners / Conferencing <i>(Teachers talk to and question learners about their learning to gain insights on their understanding and to progress and clarify their thinking)</i>	Hands-on Math Activities, Written Work and Essay, Picture Analysis, Comic Strip, Panel Discussion, Interview, Think-Pair-Share, Reading	

c) Analysis of Learners' Products <i>(Teachers judge the quality of products produced by learners according to agreed criteria)</i>	Worksheets for all subjects, Essay, Concept Maps/Graphic Organizer, Project, Model, Artwork, Multi-media Presentation, Product made in technical-vocational subjects
d) Tests <i>(Teachers set tests or quizzes to determine learners' ability to demonstrate mastery of a skill or knowledge of content)</i>	Skill Performance Test, Open-Ended Question, Practicum, Pen and Paper Test, Pre and Post Test, Diagnostic Test, Oral Test, Quiz

6.2 The PISA (Programme for International Student Assessment) style of question format is focused on measuring how well students can apply their knowledge and skills in real-world contexts, beyond just recalling facts. Here's a breakdown of the key components:

1. Contextual Understanding

- The questions are framed in practical scenarios or contexts that resemble real-life situations. This could involve problems or dilemmas that might occur in daily life, the workplace, or social environments.
- For example, a math question might be set in a scenario where students need to figure out how to divide resources or calculate costs in a business setting, rather than just solving abstract equations.
- This approach tests whether students can understand and navigate the world around them using the concepts they've learned.

2. Higher-Order Thinking

- PISA-style questions go beyond testing basic recall. They challenge students to engage in critical thinking, analysis, and synthesis.
- Students are asked to evaluate situations, make decisions, and provide justifications or reasoning for their answers. This reflects a focus on reasoning and problem-solving, rather than simple fact memorization.
- An example might be a science question where students need to evaluate the potential impact of an environmental policy using their knowledge of ecosystems, economics, and social dynamics.

3. Real-Life Application

- The questions often require students to connect abstract concepts to practical, everyday situations. The goal is to assess whether students can transfer their knowledge to real-life problems.
- For example, a question might present a scenario where students need to use their understanding of statistical data to interpret a news article or a public health report.

- This tests whether students can bridge the gap between classroom learning and the world outside of school, an essential skill for both higher education and future employment.
- In summary, PISA-style questions are less about memorizing content and more about applying learned concepts to new, real-world situations. They require students to think critically, reason through problems, and use their knowledge in a practical, thoughtful way.

PISA Type of Assessment	Questions

Add Transition/s as necessary: (Statement/s and or Question/s, graphics, etc.)

7. Assignment (minutes).

Focus	(Work Instruction)
	1. Encode below your instructions for the assignment
• Reinforcing / strengthening the day's lesson	
• Enriching / inspiring the day's lesson	
• Enhancing / improving the day's lesson	
• Preparing for the new lesson	

Add Transition/s as necessary: (Statement/s and or Question/s, graphics, etc.)

8. Wrap-up/Concluding Activity (to complete work on something; to bring something to an end) (minutes).

Describe how you will complete the lesson and bring the work to a conclusion/end. This can be done by:

- Summarizing; recapitulating.
- Providing a brief but affective closing activity such as a strong quotation, a short song, an anecdote, parable or a letter that inspires the learners to do something to practice their new learning.

(Work Instruction)
 1. Encode here a brief but effective closing activity
 End with a Familiar Song (Optional)

<p>V. Remarks (Work Instruction) Indicate below special cases including but not limited to continuation of lesson plan to the following day in case of re-teaching or lack of time, transfer of lesson to the following day, in cases of class suspension, etc. This part is accomplished after the lesson presentation.)</p>	
<p>VI. Reflections (Work Instruction) Reflect on your teaching and assess yourself as a teacher. Think about your student's progress this week. What works? What else needs to be done to help the students learn? Identify what help your instructional supervisors can provide for you so that when you meet them, you can ask them relevant questions. Indicate below whichever is/are appropriate. This part is accomplished after the lesson presentation.</p>	
<p>A. No. of learners who earned 80% in the evaluation.</p>	
<p>B. No. of learners who require additional activities for remediation.</p>	
<p>C. Did the remedial lessons work? No. of learners who have caught up with the lesson.</p>	
<p>D. No. of learners who continue to require remediation.</p>	
<p>E. Which of my learning strategies worked well? Why did these work?</p>	
<p>F. What difficulties did I encounter which my principal or supervisor can help me solve?</p>	
<p>G. What innovation or localized materials did I use/discover which I wish to share with other teachers?</p>	

<p>(Work Instruction) To the user of this Instructional/Lesson Plan:</p> <p><i>Please send your comments and suggestions to the Instructional/Lesson Plan Writer whose details appear below.</i></p> <p>Thanks. User</p>	Feedback/Comments		Opportunity For Improvement (OFI)	
	Name	School	Division/Office	Contact Details
			Cellphone	email

Instructional/Lesson Plan Writer:

Name:	School:
Position/Designation:	Division/Office:
Contact Number:	Email address:

9. For Continuous Improvement

<p>(Work Instruction) To the user of this Instructional/Lesson Plan:</p>	Feedback/Comments		Opportunity For Improvement (OFI)	

<p><i>Please send your comments and suggestions to the Instructional/Lesson Plan Writer whose details appear above. Thanks.</i></p>			
User		Name	
School		Division/Office	
Cellphone		Email address	
Contact Details			

Reference

- Bibliography
- Appendices: (attach all materials that will be used)
1. Enclosures...
 2. Activity Sheet ...
 2. Formative Assessment ...
 3. Answer Key ...
 4. Handouts ...
 5. PowerPoint Presentation ...
 6. Others...

APPENDIX B

Instructional Plan (iPlan) Template (English Version)

iPlan No.	Learning Area:	Grade Level:	Quarter:	Duration: minutes
Learning Competency/ies: <i>(Taken from the Curriculum Guide)</i>				Code:
Key Concepts / Understandings to be Developed				
I. Objectives <i>Knowledge</i>				
<i>Skills</i>				
<i>Attitude</i>				
<i>Values</i>				
II. Content / Topic				

III. Learning Resources	
IV. Procedure	
1. <i>Introductory Activity</i> (___ minutes)	
2. <i>Activity/ Strategy</i> (___ minutes)	
3. <i>Analysis</i> (___ minutes)	
4. <i>Abstraction</i> (___ minutes)	
5. <i>Application</i> (___ minutes)	
6. <i>Assessment</i> (___ minutes)	
7. <i>Assignment</i> (___ minutes)	

<p>8. <i>Wrap-up/ Concluding Activity</i> (___ minutes)</p>	
<p>V. Remarks</p>	
<p>VI. Reflections</p>	

<p>Name of Teacher/Writer:</p>	<p>School:</p>
<p>Position/Designation:</p>	<p>Division/Office:</p>
<p>Contact Number:</p>	<p>Email Address:</p>

APPENDICES:

- A. ACTIVITY SHEETS
- B. ANSWER KEY
- C. REFERENCES
- D. RUBRIC
- E. SLIDE DECKS

APPENDIX C
INSTRUCTIONAL PLAN TEMPLATE (Filipino Version)

Big. Ng iPlan.:	Asignatura:	Baitang:	Kwartar:	Duration:
Mga Kasanayang Pampagkatuto: <i>(Hango mula sa Gabay Pangkurikulum)</i>				Code:
Susing Konsepto / Pag-unawa na Dapat Malinang				
I. Mga Layunin				
<i>Kaalaman</i>				
<i>Kasanayan</i>				
<i>Kaasalan</i>				
<i>Kahalagahan</i>				
II. Nilalaman/Paksa				
III. Kagamitang Pampagkatuto				
IV. Pamamaraan				
1. <i>Panimitang Gawain</i> (3 minuto)				
2. <i>Gawain/Estratehiya</i> (5 minuto)				
3. <i>Pagsusuri</i> (3 minuto)			1.	

<p>4. Pagtatalakay (15 minuto)</p>	
<p>5. Paglalapat (10 minuto)</p>	
<p>6. Pagtataya (10 minuto)</p>	
<p>7. Takdang-Aralin (2 minuto)</p>	
<p>8. Paglalagam/ Panapos na Gawain (2 minuto)</p>	
<p>V. Mga Tala</p>	
<p>VI. Pagninilay</p>	

Name:	
Position/Designation:	
Email address:	
Division	
Office/School	

APPENDICES:

- A. ACTIVITY SHEETS
- B. ANSWER KEY
- C. REFERENCES
- D. RUBRIC
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Appendix D
Instructional Plan Evaluation Checklist (iPEC)

Name of Evaluator: _____ School/Office: _____

 Position/Designation: _____ Division: _____
 Contact No. _____ Date: _____

Name of the iPlan Writer: _____
 Division: _____ School: _____
 Quarter: _____ Week Number: _____
 Topic or Title: _____

Greetings!

This checklist is to be accomplished by the School, Division and Region subject matter experts as members of the Quality Assurance Team to ensure quality of the Instructional Plan (iPlan). The responses will be the basis for making the necessary revisions/modifications for improvement. Please answer all the questions/items and feel free to give your honest comments.

Thank you for your cooperation.

Elements of the Instructional Plan	Yes (Y)/ No (N)/ Not Applicable (NA)	Comments <small>(If answer in previous column is NO)</small>
A. PRELIMINARIES		
iPlan Scope and Sequence		
1. iPlan number is consistent with the subject scope and sequence		
Learning Competency/ies		
2. Competency/ies (with code) is/are exactly copied from the Curriculum Guide		
Key Concepts/Understandings to be Developed		
3. Are aligned with the learning competency/ies and Content		

B. Terminal Learning Objectives (TLO)		
4. The behavioral verb used in the Knowledge Objective belonging to Creating category is appropriate to the identified key concepts/understandings to be developed		
5. The behavioral verb used in the Skill Objective belonging to Origination category is appropriate to the identified key concepts/understandings to be developed		

6. The Attitude Objective contains behavioral verb belonging to Internalizing Values category and the specific Attitude to be integrated/emphasized		
7. The Values Objective contains behavioral verb belonging to Internalizing Values category and the specific values to be integrated/emphasized		

C. CONTENT		
8. The title of the content/lesson is aligned with the key concepts/ understandings to be developed		

D. LEARNING RESOURCES		
9. All learning resources needed are identified <i>(Materials, Technology, References)</i>		

E. PROCEDURES		
Introductory Activity		
1. Provides specific instruction/s that contains Behavioral Verb/s coming from the categories of the different Domains		
2. Prepares/engages/motivates the learners for the lesson		
3. Promotes a pleasurable and comfortable atmosphere/climate		
4. Achieved within the allotted time		
Activity		
5. Provides specific instruction/s that contains Behavioral Verb/s coming from the categories of the different Domains		
6. Engages learners for Differentiated Instructions		
7. Considers the appropriate Local Heritage themes for curriculum contextualization		
8. Elicits learners' prior knowledge or serves as springboard for new learning		
9. Provides careful structure and clear instructions		
10. Addresses the diverse needs of boys and girls		
11. Considers the Multiple Intelligences of learners		
12. Achieved within the allotted time		
Analysis		
13. Provides essential/main questions to stimulate critical thinking		
14. Includes affective questions		
15. Offers questions or statements that transition from Analysis to Abstraction		
16. Achieved within the allotted time		
Abstraction		
17. Key concepts/understanding/content are presented and emphasized accurately		

18. The activity sheet/ tool/ mechanism used specifies tasks/instructions up to its finest details		
19. Objective for knowledge is achieved		
20. Objective/s for Attitude / Values is/are achieved		
21. Achieved within the allotted time		
Application		
22. Aligned with the Terminal Learning Objectives for skills		
23. The activity sheet/ tool/ mechanism used specifies tasks/instructions up to its finest details		
24. Ensures transfer of learning		
25. Objective for skills is achieved		
26. Objective/s for Attitude / Values is/are achieved		
27. Instructions are clear		
28. Achieved within the allotted time		
Assessment		
29. Aligned with the learning objectives and emphasizes real-world problem-solving. The focus is on analyzing how students use knowledge in novel situations rather than simply recalling facts.		
30. Is closely linked to the learning process		
31. Achieved within the allotted time		
Assignment		
32. The assignment given is appropriate. This is a follow-up task that reinforces the lesson and deepens understanding.		
33. Specific instructions are provided		
34. Achieved within the allotted time		
Concluding Activity		
35. Inspires the learners to do something to practice their new learning. This activity should synthesize the lesson and reinforce key takeaways.		
36. Achieved within the allotted time		

Others:		
A. Required		
37. Observes correct grammar		
38. Language used is appropriate to the intended learners/users		
39. Observes proper Formatting (Font – Times New Roman & size 11, standard layout)		
40. Optional		
41. Differentiation: Strategies for supporting diverse learners, such as providing extra time, using visual aids, or adjusting the complexity of tasks for advanced students.		

<p>42. Extensions: Extra activities for students who finish early, such as researching advanced renewable energy technologies or building a 3D model of their design.</p> <p>43. Technology Integration: How technology will be used in the lesson (e.g., apps, online platforms, design software).</p>		
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Bibliography		
44. Sources are acknowledged properly. (For on-line sources, links are provided for pictures, texts, worksheets, audio and video clips, etc.)		
45. The Chicago Manual of Style (CMoS) as referencing guide is followed		

Appendices (as needed)		
46. Complete as indicated in the sections of the plan		
47. Rubric for the group project (assessment criteria for design, creativity, feasibility, and presentation).		
48. Handouts		
49. Assessment instrument		
50. Answer Key		

Name and Signature of the Evaluator