

**ALTERNATIVE LEARNING  
SYSTEM-EDUCATION  
SKILLS TRAINING: THE  
SILLIMAN UNIVERSITY WAY**

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# OBJECTIVE

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- Share how curriculum integration is done in *ALS-EST: TSUW*

# Curriculum

A series of planned instruction that is coordinated, articulated and integrated in a manner designed to result in the achievement by students of specific knowledge and skills and the application of this knowledge

Rapatan, 2014



# Articulation vs. Integration

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- Articulation – vertical relationship/progression of learning standards and competencies/skills  
Example: Basic Literacy Enhancement to Elementary Equivalency to Junior High to Senior High
- Integration – horizontal relationship of learning standards and competencies/skill  
Example: Education and Skill integration in the different programs

# Curriculum Components

Mission  
Vision  
Goals

Standards and Competencies

Assessment

Learning  
Activities

Learning  
Resource

Content: Knowledge, Skills,  
Understandings & Values

Source: Rapatan, 2014

# Six Programs (Education & Skills Training Integration)

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- Basic Literacy Enhancement (Numeracy & Literacy)
- Elementary Equivalency (ICT & Entrepreneurship)
- Junior High Equivalency (ICT & Entrepreneurship)
- Senior High School Equivalency
  - ✓ Parateaching,
  - ✓ Library Assistantship
  - ✓ Sports Coaching & Officiating



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- Alternative Learning System-Education Skills Training; The Silliman University Way is K to 12 Program- aligned.

# Features of the K to 12 Program

(Brandt, 1994; Spady, 1994; Marzano, Pickering, McTighe, 1993)

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Results/performance-based

A philosophy/not a uniform set of practices

Not time-based

Goes beyond mastery learning of content

Focuses on what students can do with what they know (content & performance)



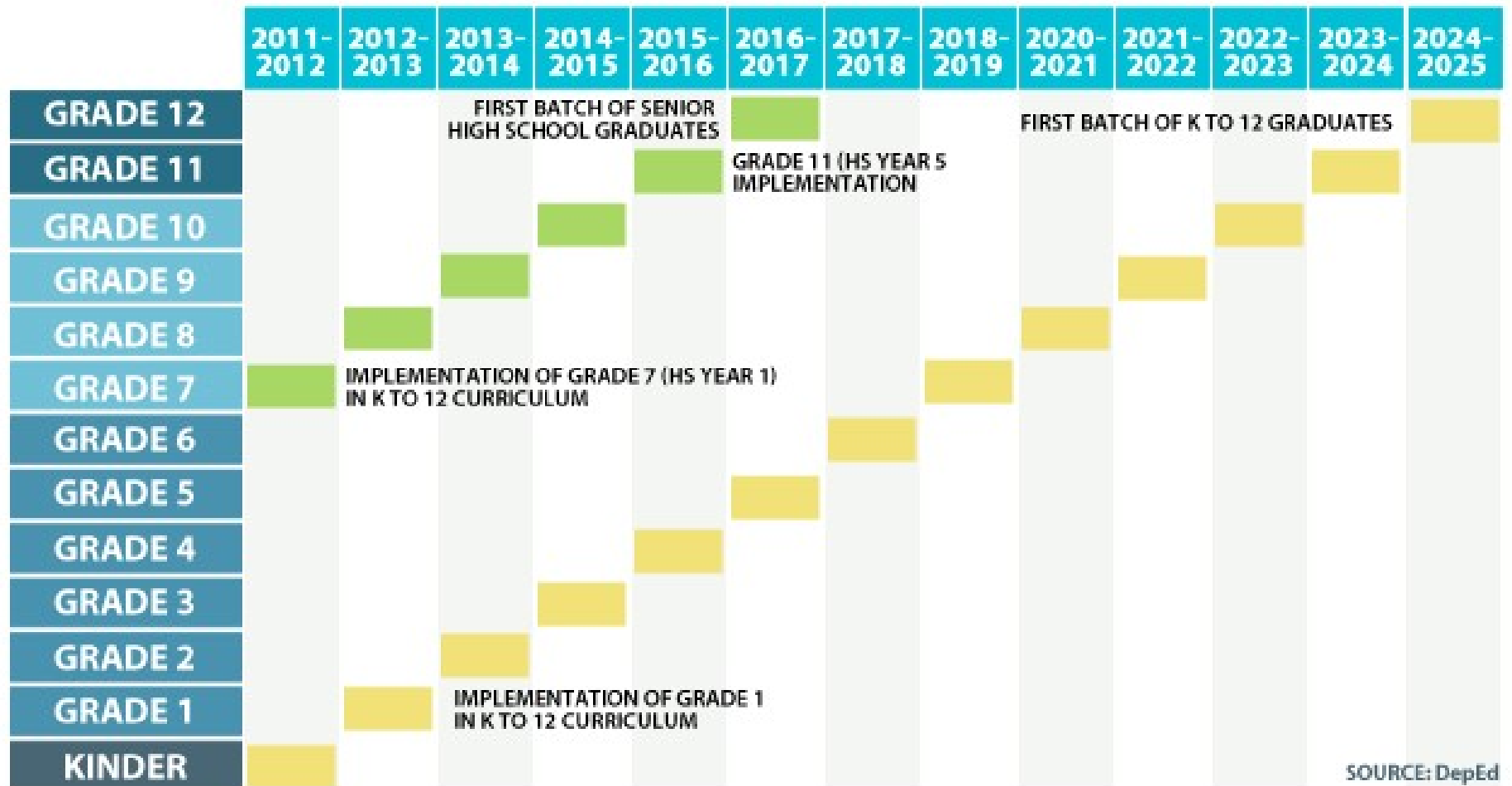
# Four Principles of K to 12 Curriculum

1. Clarity of focus
2. Design down, deliver up/design backward, deliver forward
3. High expectation- all can learn well in different ways at different pacing ( MI-DI)
4. Expanded opportunities (enough formative before summative assessment; varied assessment types)

Spady, 1994

# K - 12 PROGRAM

## SCHEMATIC IMPLEMENTATION PLAN KINDER PLUS 12 YEARS OF BASIC EDUCATION



SOURCE: DepEd

## Goals of the K to 12 Program (DepEd)

*To produce learners/graduates who:*

are communicative & competent;

are intelligent, creative and critical thinkers in life situations;

make informed and values-based decisions;

perform their civic duties and use resources sustainably;  
and,

participate actively in artistic and cultural activities and in the promotion of wellness and lifelong fitness.



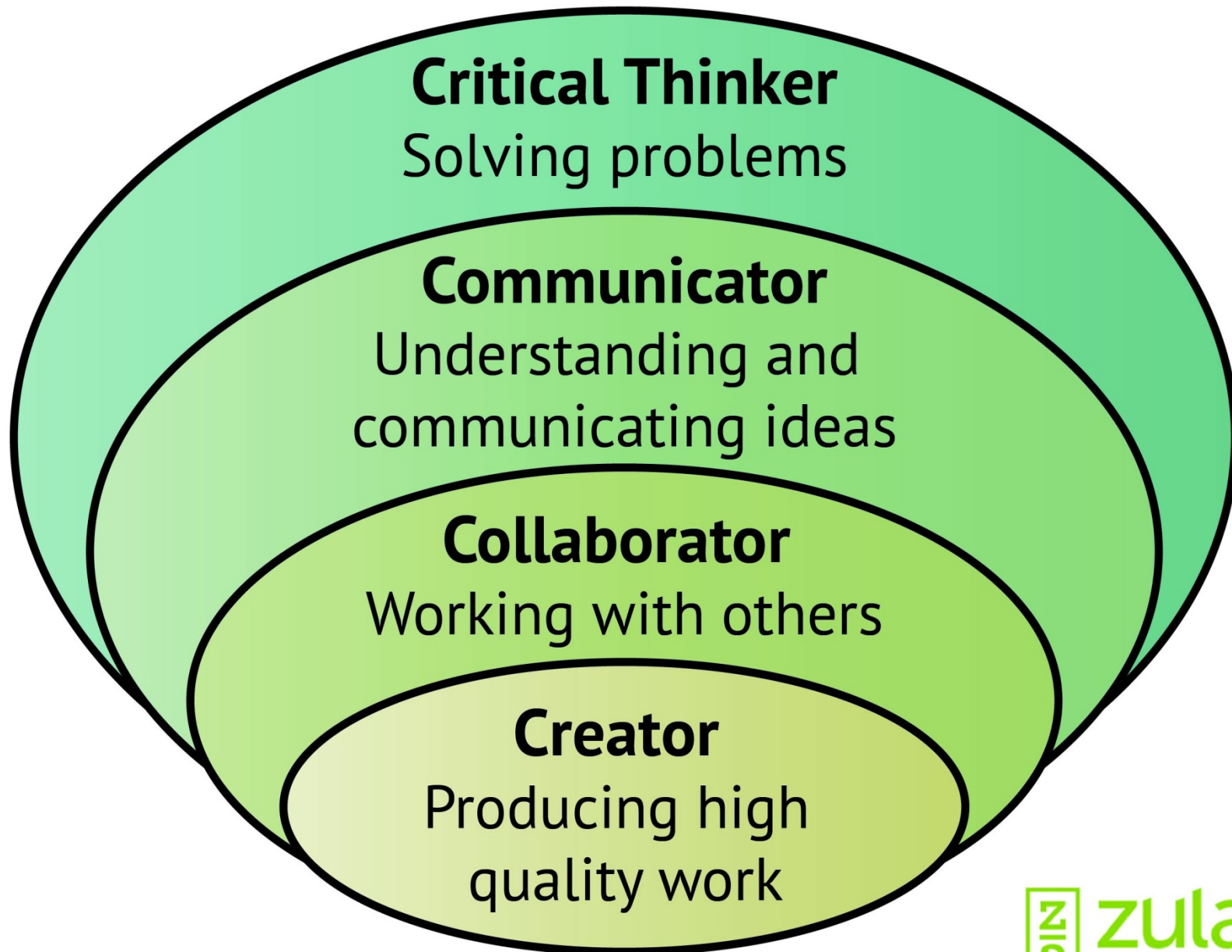
# The K to 12 Graduate



Working Document| Not yet for citation or circulation  
DRAFT COPY| As of 12 March 2012

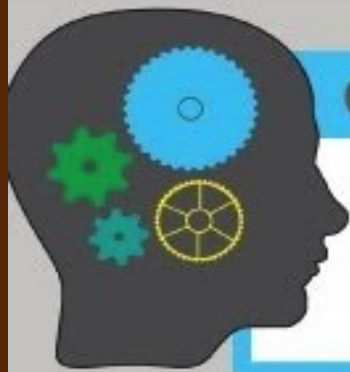
Figure 6. The K to 12 Graduate

# The Four Cs of 21st Century Skills



# 21st Century Skills

## Metro 4Cs Rubric Performance Areas



### Critical Thinking

- Information & Discovery
- Interpretation & Analysis
- Reasoning
- Constructing Arguments
- Problem Solving
- Systems Thinking

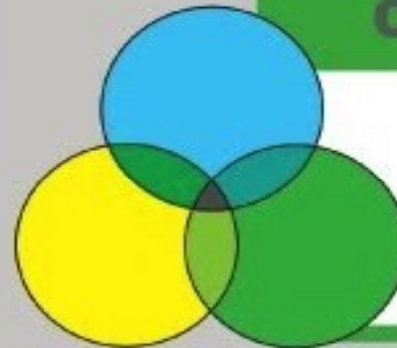


### Communication

- Effective Listening
- Delivering Oral Presentations
- Communicate Using Digital Media
- Engaging in Conversations & Discussions
- Communicating in Diverse Environments

#### Writing to:

- Inform
- Support an Argument With Claims
- Engage and Entertain



### Collaboration

- Leadership & Initiative
- Cooperation
- Flexibility
- Responsibility & Productivity
- Collaborate Using Digital Media
- Responsiveness & Constructive Feedback



### Creativity

- Idea Generation
- Idea Design & Refinement
- Openness & Courage to Explore
- Work Creatively with Others
- Creative Production & Innovation

Source: [sites.google.com](http://sites.google.com)



# 21<sup>st</sup> Century Learning

## 21<sup>st</sup> Century Skills

### Seven Cs

### Component Skills

**Critical Thinking  
& Problem-solving**

Research, Analysis, Synthesis,  
Project Management, etc.

**Creativity & Innovation**

New Knowledge Creation, "Best Fit"  
Design Solutions, Artful Storytelling, etc.

**Collaboration, Teamwork  
& Leadership**

Cooperation, Compromise, Consensus,  
Community-building, etc.

**Cross-cultural Understanding**

Across Diverse Ethnic, Knowledge  
& Organizational Cultures

**Communication  
& Media Fluency**

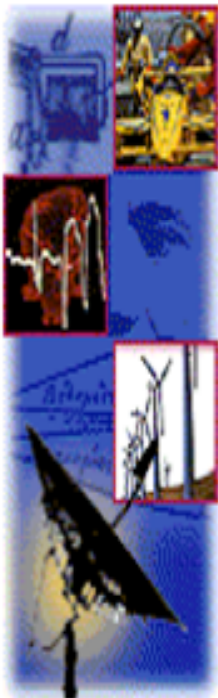
Crafting & Analyzing Messages  
& Using Media Effectively

**Computing & ICT Fluency**

Effective Use of Electronic Information  
& Knowledge Tools

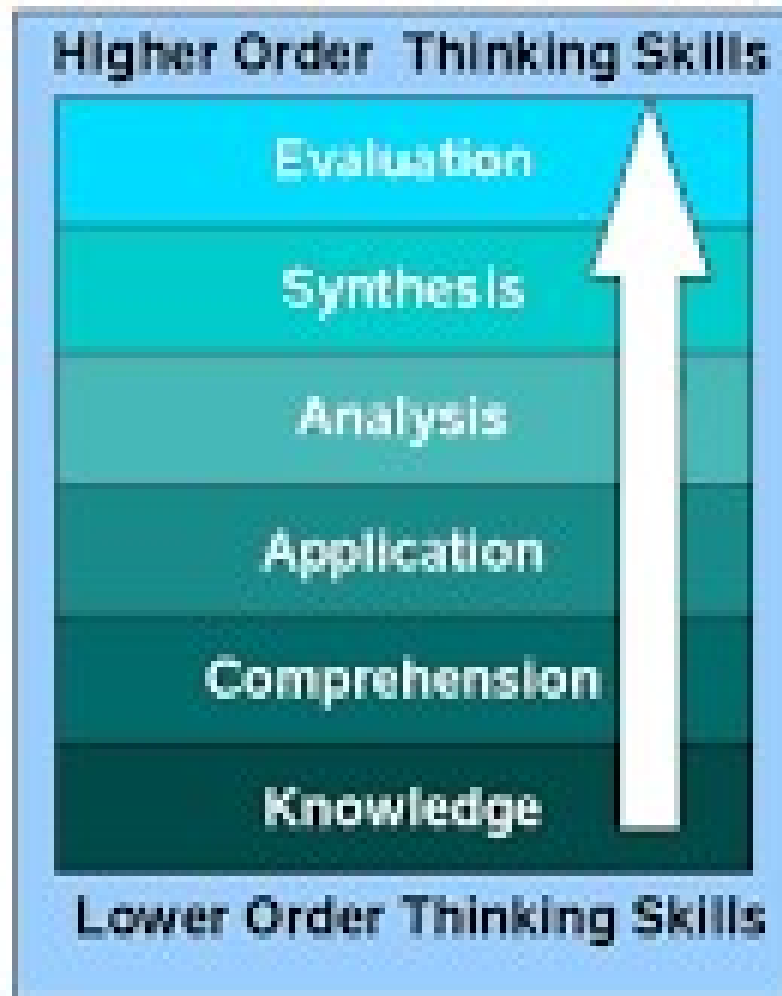
**Career & Learning Self-reliance**

Managing Change, Lifelong Learning  
& Career Redefinition

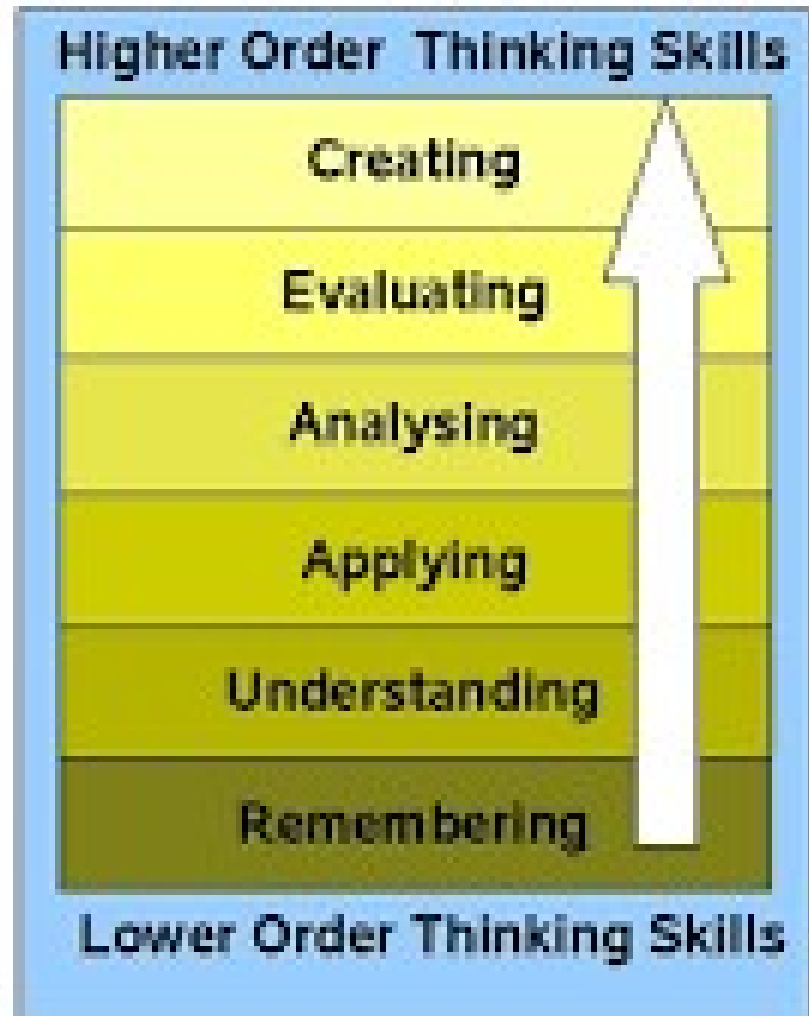


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- Alternative Learning System-Education Skills Training; The Silliman University Way is performance-based with explicit values integration.

## Bloom's Taxonomy

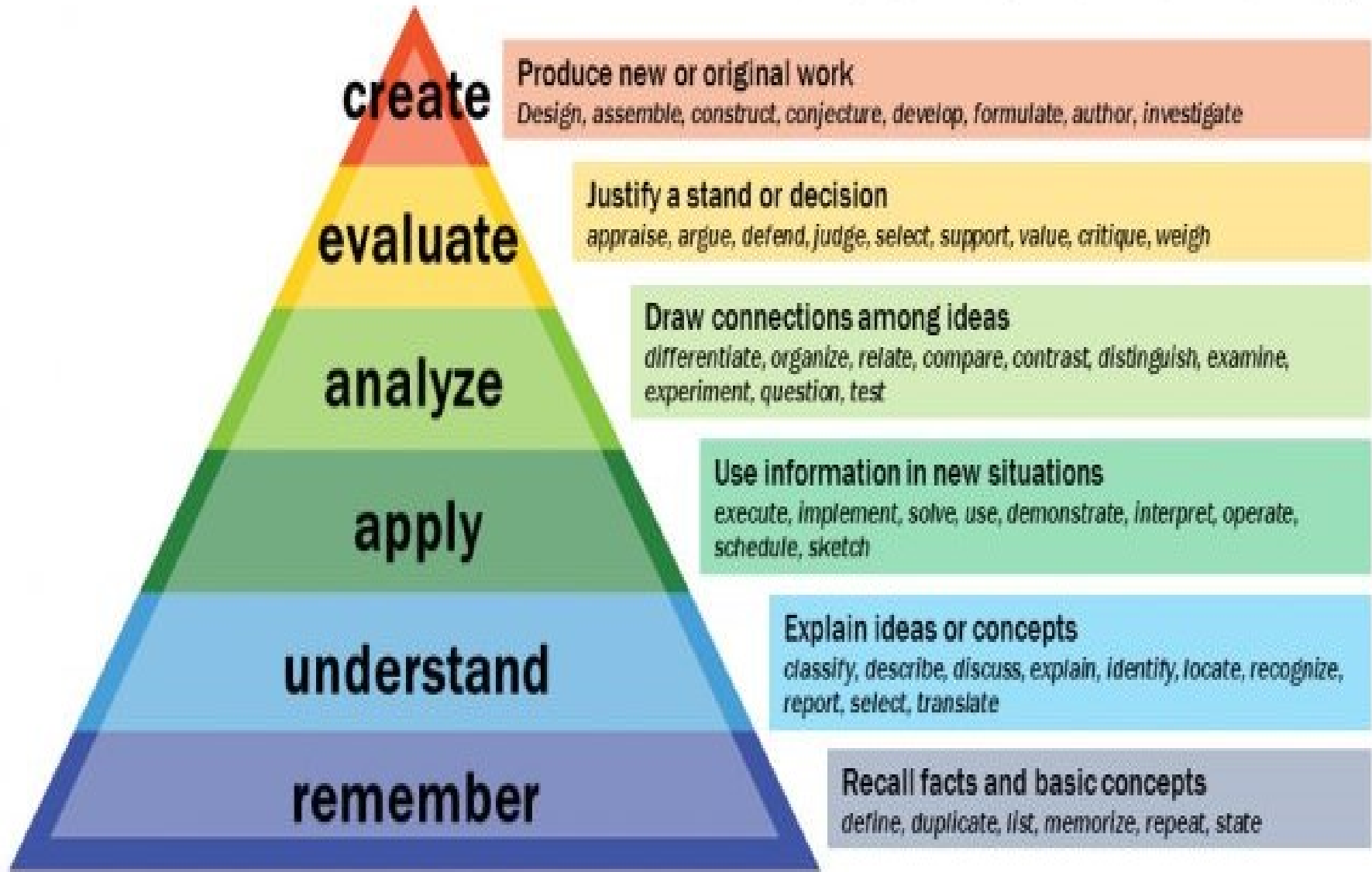


## Bloom's Revised Taxonomy





# Bloom's Taxonomy



# TYPES OF ASSESSMENT DEPENDING ON THE FUNCTION AND PURPOSE

1. Diagnostic assessment

(at the *beginning* of a learning program)

2. Formative

(for and as they are learning)

3. Summative

(of learning at the end of a grading period or school year)

# Performance Task sample

**Goal:**

**Role:**

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**Audience:**

**Situation:**

**Performance:**

**Standards:**



# Performance/Product

**Goal:** To apply what has been learned in lesson planning, teaching and assessing through a final teaching demonstration

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**Role:** Student Teacher

**Audience:** Students, STM, ST Supervisors & Principal

**Situation:** The semester is about to end. You are to do your final demo, the final requirement of your Student Teaching (Educ 46) subject.

**Performance/Product:** Actual teaching & Lesson plan with appropriate activities and assessment tools

**Standards for Rating:** Please refer to the assessment tool

attached.

# Rubrics

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A scoring guide that uses criteria to differentiate between levels of student proficiency.

When scoring criteria are combined with a rating scale, a complete scoring guideline is produced or rubric.

# Holistic Rubric

-The category of the scale contains several criteria, yielding a single score that gives an overall impression or rating

Example:

Level 4: Sophisticated understanding of text indicated with constructed meaning

Level 3: Solid understanding of text indicated with some constructed meaning

Level 2: Partial understanding of text indicated with tenuous constructed meaning

Level 1: Superficial understanding of text with little or no constructed meaning

# Analytic Scale

(One in which each criterion receives a separate score)

Criteria	Outstanding 3	Competent 2	Marginal 1
Content	The ideas are clear and interesting.	The ideas are clear.	Ideas are not very clear which leads to confusion.
Logical Organization of ideas	The work is well-organized with all the required elements.	The work is organized but one or two elements are missing.	The ideas are not organized at all.
Mechanics of Writing	Excellent job on spelling, grammar, punctuation and capitalization.	One or two errors in spelling , grammar, punctuation, and capitalization were noted.	Inaccurate spelling, grammar, punctuation and capitalization were noted
Total			

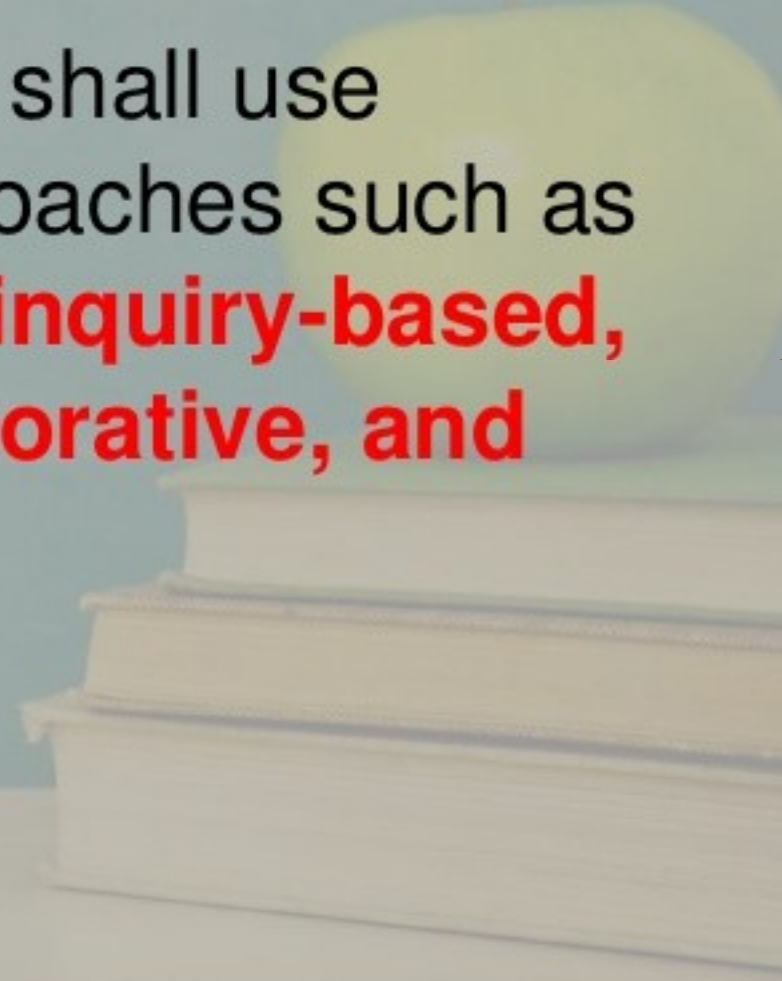


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- Alternative Learning System-Education Skills Training; The Silliman University Way uses portfolio assessment.

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- Portfolio vs Compilation?

## Sec. 5 (e) RA 10533

The curriculum shall use pedagogical approaches such as **constructivism, inquiry-based, reflective, collaborative, and integrative.**

A stack of four books is visible in the bottom right corner of the slide. A green apple is positioned above the books, slightly to the left. The background of the slide is a light blue gradient with a white desk surface at the bottom.

# Instruction

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“Aligned” learning activities and resources that promote constructivism, inquiry-based, reflective, collaborative, and integrative approaches.



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Source: Rapatan, 2014

DepEd  
IRR/CMO

Curriculum  
Guide

Unpacked  
Curriculum  
Guide

School  
Curriculum  
Map

**COMPLIANCE**

**UPGRADE**

**I NNOVATE**

*Curriculum Mapping*

*Source: Rapatan, 2014*

# Curriculum Mapping

is a system that thematically aligns curriculum, assessment, and instruction



# Backward Curriculum Mapping

- is the opportunity for teachers to plan with the end in mind, based on the learning needs of students and this framework emphasizes the teachers' critical role as the designers of students learning.



**DESIGN BACKWARD**



**Intended  
Learning  
Outcomes  
of the  
Lesson**

**Intended  
Learning  
Outcomes  
of the Unit**

**Intended  
Learning  
Outcomes  
of the  
Course**

**Intended  
Learning  
Outcomes  
of the  
Academic  
Program**

**Intended  
Learning  
Outcomes  
of the  
Institution**

**DELIVER FORWARD**



Source: [sites.google.com](https://sites.google.com)

# Steps in Curriculum Mapping

1. Review/Revisit the Formal K -12 content and performance standards/competencies and ALS learning strands
2. Provide the needed competencies for skills training (with reference to tertiary syllabuses, manuals of short course offerings, etc)
3. Identify time allocation and allot actual time needed
4. Breakdown the coverage or process involved in order to achieve the standard/competencies and develop the skills
5. Derive the learning goals of knowledge acquisition, meaning making, and transfer
6. Establish the content and learning progression within and across programs
7. Integrate the VMGs core values (IGO) of SU & DepED

## K to 12 Senior High School Competencies

1. Reading and Writing – LS1
2. Oral Comm – LS1
3. Statistics and Probability – LS3
4. Gen. Math – LS3
5. MIL – LS6
6. Pagbasa at Pagsuri – LS1
7. 21<sup>st</sup> Century Literature – LS1
8. Contemporary Phil. Arts – LS5
9. Earth & Life Science – LS2
10. Personal Development – LS5
11. Physical Science – LS2
12. Understanding Culture, Society, Politics – LS5
13. Intro. To Phil of – LS5
14. PE & Health – LS4
15. Earth Science – LS2
16. Disaster Readiness – LS2
17. Komunikasyon at Pananaliksik – LS1

## Alternative Learning Strands

Communication (English & Filipino) – 1,2,6,7,&17

Scientific Literacy & Critical Thinkers – 9,11,15,&16

Math & Problem-Solving Skills – 3&4

Life & Learner Skills - 14

Understanding the Self – 8,10,12,13

Digital Literacy - 5



## Junior High School Core Subjects

1. English – LS1
2. Filipino – LS1
3. Math – LS3
4. Science – LS2
5. Social Studies – LS5
6. Technology & Livelihood Education – LS6
7. Music, Art, Physical Education & Health – LS4
8. Edukasyon sa Pagpapakatao/CLVE – LS4,5

## Elementary Core Subjects

1. English – LS1
2. Filipino – LS1
3. Math – LS3
4. Science – LS2
5. Social Studies – LS5
6. Technology & Livelihood Education – LS6
7. Music, Art, Physical Education & Health – LS4
8. Edkadsyon sa Pagpapakatao/CLVE – LS4,5
9. MTBL – LS1



Here is an example...



**Thank you  
and  
God bless us all!**

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