



Republic of the Philippines
Department of Education

14 DEC 2016

DepEd MEMORANDUM
No. **220**, s. 2016

**DEVELOPMENTALLY APPROPRIATE PRACTICES IN THE EARLY LANGUAGE
LITERACY AND NUMERACY TRAINING PROGRAM**

To: Regional Secretary, ARMM
Regional Directors
Schools Division Superintendents
Public Elementary School Heads

1. The Department of Education (DepEd) remains steadfast in strengthening its reading program through the implementation of the **Early Language, Literacy, and Numeracy (ELLN) Training Program**.
2. The purpose of the Program is to develop in Filipino children literacy and numeracy skills and attitudes, which will contribute to lifelong learning. With this, it is the goal of DepEd to improve the literacy and numeracy skills of Kindergarten to Grade 3 learners following the K to 12 Basic Education Curriculum by establishing a sustainable and cost-effective professional development system for teachers.
3. The regions were downloaded with funds to conduct the Phase 2 (Developmentally Appropriate Practices in the ELLN) of the professional development component of the Program. This is a seven-day training for educators (education program supervisors in English, Mathematics, Kindergarten and Multigrade, master teachers, public schools district supervisors, school heads and one select teacher) who have attended the Phase 1 Ten-Day ELLN Training. The matrix of budget allocation per region, including the expenditure and training matrix relative to the conduct of the aforementioned training is provided in Enclosure No. 1.
4. Relative to this, the regional offices are required to submit an accomplishment report every after the conduct of training using the proforma contained in Enclosure No. 2.
5. The whole amount of the training funds will be allotted for the conduct of the professional development or educator's training of educators on ELLN Program, such as: (1) board and lodging; (2) consumables of training materials; and (3) the procurement of training hall/venue pursuant to DepEd Order No. 12, s. 2015 entitled *Guidelines on the Early Language, Literacy, and Numeracy Program: Professional Development Component*. The training funds is chargeable to OSEC-HRTD Fiscal Year 2016 funds, subject to the usual accounting and auditing rules and regulations.

6. For more information and inquiries, all concerned may contact the **Bureau of Learning Delivery-Teaching and Learning Division (BLD-TLD)**, 4th Floor, Bonifacio Building, Department of Education (DepEd) Central Office, DepEd Complex, Meralco Avenue, Pasig City at telephone nos. (02) 638-4799; (02) 687-2948 or through email address: rosalina.villaneza@deped.gov.ph.

7. Immediate dissemination of this Memorandum is desired.


LEONOR MAGTOLIS BRIONES
Secretary

Encls.:

As stated

Reference:

DepEd Order No. 12, s. 2015

To be indicated in the Perpetual Index
under the following subjects:

BASIC EDUCATION
LANGUAGE
LEARNERS
PROGRAMS
TRAINING PROGRAMS

R-MCR/DM-Early Language Literacy and Numeracy Training
0795/October 22, 2016/11-22/12-9

**Budget for Regional Enhancement Training on
Developmentally Appropriate Practices in
Early Language, Literacy and Numeracy**

Region	Educators to be Trained						Training Cost (computed @ 1,200/pax/day for 7days) This will cover the board and lodging of the Participants)	Remarks
	EPS		PSDS	School Head	K to 3 Teacher	Total		
	Region	Division						
I	5	12	39	371	371	798	6,703,200.00	
II	5	50	50	474	474	1,053	8,845,200.00	
III	5	50	51	424	424	954	8,013,600.00	
IVA	5	65	62	564	564	1,260	10,584,000.00	
IVB	5	0	0	427	427	859	7,215,600.00	
V	5	50	51	5,014	5,014	10,134	40% of 10,134 = 4,055 24,045,200.00	LEAPS Region
VI	5	15	47	310	310	687	5,770,800.00	
VII	5	86	43	567	567	1,268	10,651,200.00	
VIII	5	50	50	4,144	4,144	8,353	40% of 8,353 = 3,357 25,290,200.00	LEAPS Region
IX	5	40	37	2,474	2,474	4,940	40% of 4,940 = 1,972 15,584,800.00	LEAPS Region
X	5	35	71	768	768	1,647	13,834,800.00	
XI	5	56	56	284	284	685	5,754,000.00	
XII	5	188	189	436	436	1,254	10,533,600.00	
ARMM	5	35	36	555	555	1,186	9,962,400.00	
CAR	5	41	30	1,549	1,549	3,172	40% of 3,172 = 1,268 10,651,200.00	LEAPS Region
CARAGA	5	50	50	1,678	1,678	3,461	40% of 3,461 = 1,384 21,625,600.00	LEAPS Region
NCR	5	50	50	279	279	663	5,569,200.00	
Total							204,523,200.00	

Prepared by:

GAUDENCIO LUIS N. SERRANO
Senior Education Program Specialist

Approved by:

ROSALINA VILLANEZA, PhD
Chief, Teaching and Learning Division

LAC M& E Tools

SCHOOLBASED LEARNING ACTION CELL MONITORING TOOL 1

To The Supervising Personnel:

Please indicate your observations on the Schoolbased LAC Implementation for the K to 3 Early Literacy and Numeracy Program by accomplishing the questionnaire below:

Name of School: _____ District: _____

Division: _____ Date of Visit: _____

SCHOOL LAC MANAGEMENT (may be accomplished once a semester)

ACTIVITIES	Yes	No	Comments	Suggestions
1. The school has developed a LAC plan identifying the topics, schedule, facilitators, LAC groupings				
2. The school has identified LAC leaders				
3. The school has identified resources for LAC implementation				
4. The school has conducted an orientation for the LAC				

SCHOOL LEARNING ACTION CELL MONITORING TOOL 1

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SCHOOL LEARNING ACTION CELL MONITORING TOOL 2 (Page 1 of 3)

To The Supervising Personnel:

Please indicate your observations on the School LAC Implementation for the K to 3 Early Literacy and Numeracy Program by accomplishing the questionnaire below:

Name of School: _____ District: _____

Division: _____ Date of Visit: _____

LAC ACTIVITIES/LAC PROPER

Name of the LAC Leader	
Name of the LAC Facilitator	
Name of the LAC Members	
Name of the LAC Documenter	
LAC Topic	

THE LAC LEADER

ACTIVITIES	Yes	No	Comments	Suggestions
BEFORE THE SESSION				
Has secured resources for the LAC session				
Has prepared the venue for the LAC session				
DURING THE SESSION				
Observes the LAC Session				
Identifies the strengths and weaknesses of the session and the facilitator				
AFTER THE SESSION				
Conducts debriefing				
Identifies plans for improvement for the next session				
Gathers from the documenter the individual plans of the team members				
Observes the implementation of the plan				
Gathers evidences of implementation of the plan				
Develops with members the next session plan				

THE LAC FACILITATOR

ACTIVITIES	Yes	No	Comments	Suggestions
BEFORE THE SESSION				
Has prepared a session guide				
Has announced the schedule and venue of the session				
Has announced the schedule and venue of the session				
DURING THE SESSION				
Exhibited skills in facilitating the session				
Manage the members' participation				
Was able to successfully bring out agreements				
Used the materials appropriately				
AFTER THE SESSION				
Discusses with the LAC Leader the results of the session				
Identifies areas for improvement for the session				
Develops plan for improvement of the session				

THE LAC MEMBERS

ACTIVITIES	Yes	No	Comments	Suggestions
BEFORE THE SESSION				
Have obtained the information about the LAC session				
Have prepared relevant materials for the LAC session, where applicable				
DURING THE SESSION				
Are all present in the session				
Actively participated in the discussion				
Observed norms of behaviour				
Developed plans for implementation				
AFTER THE SESSION				
Allows the LAC leaders and other members to observe the implementation of plan in the classroom				
Submits to the LAC leader evidences of implementation				
Shares with others in informal meetings practices				

SCHOOL LEARNING ACTION CELL MONITORING TOOL 2 (Page 2 of 3)

THE LAC DOCUMENTER

ACTIVITIES	Yes	No	Comments	Suggestions
BEFORE THE SESSION				
Prepares the materials necessary for documentation				
Discusses with the facilitator and LAC leader the manner of documentation				
DURING THE SESSION				
Takes down the minutes of the meeting, as well as the agreements				
Gathers all documents				
AFTER THE SESSION				
Arranges the documents				
Finalizes the reports				
Submits the report to the LAC Leader				

Name and Signature of Supervising Personnel

Name and Signature of LAC Leader/School Head

Submitted to:

SCHOOL LEARNING ACTION CELL MONITORING TOOL 2 (Page 3 of 3)

SCHOOL LEARNING ACTION CELL MONITORING TOOL 3

To The District/Division LAC Coordinator

Accomplish the LAC Implementation Report below

School	Contact details (school phone, email address or mobile number)	SLAC schedule/frequency (period of coverage, days, time)	School Head/LAC Leader	LAC Facilitators	No of LAC Groupings

Prepared by:

Submitted to:

Developmentally-Appropriate Practices in Early Language, Literacy, and Numeracy

DAY 1		DAY 2		DAY 3		DAY 4		DAY 5		DAY 6		DAY 7	
Time	Session	Time	Session	Time	Session	Time	Session	Time	Session	Time	Session	Time	Session
8:00-9:00	Opening Program Direction Setting Training Mechanics	8:00-9:00	Session 4: Emerging Literacy Games and Activities for K-1	8:00-12:00	Session 9: Developing Thinking Skills: The concept of number and counting; operation on whole number	8:00-9:00	Session 12: Workshop Working with themes: Learning about the physical and social world through activities, projects, and graphic organizers	8:00-12:00	Session 11: Assessing reading performance using informal reading inventories	8:00-9:30	Session 13: Common Math difficulties Error analysis Introduction to Math Remediation	8:00-9:30	Session 17: Working with Teachers: Applying Theories of Adult Development and Learning to In-Service Capacity Building
9:00-10:30	Session 1: Principles of Child Growth and Development	9:00-11:00	Session 5: Instruction essentials for emerging readers	9:00-12:00	Numeracy stations on operations on whole number	9:00-12:00	Session 13: Developmental Screening and Assessment within the classroom: Using the Philippine ECD Checklist	9:30-12:00	Session 14: Strategies to address common math difficulties Principles of remediation The remedial plan	9:30-10:30	Session 18: Planning School-based/District-based Staff Development Activities -Learning Action Cells (LACs)	10:30-11:30	Clearing House Awarding Closing Program
10:30-12:00	Session 2: Workshop/Activity How do children grow, develop, and learn? (7k para sa bata)	11:00-12:00	Session 6: Breaking the reading code: Reading and Language Arts for Grades 1-2										
12:00-1:00				LUNCH									
1:00-3:00	Session 2 (continued): 7k para sa bata	1:00-4:00	Session 7: Comprehension and Vocabulary: Challenges for Gr. 2&3 -Reading and Language Arts Guidelines for Gr. 3 Literacy Stations for Grades 2-3	1:00-3:00	Session 10: Number activities: The concept of number (place value)	1:00-2:30	Developmental Screening and Assessment within the classroom: Using Informal Classroom Assessment Tools for Kto3	1:00-3:00	Session 12: Planning for instruction: a) Oral Language and Vocabulary b) Phonological Awareness c) Alphabet Knowledge d) Word Identification e) Fluency f) Comprehension	1:00-2:30	Workshop 3: Remedial Planning Workshop		
3:00-5:00	Session 3: Developing Thinking Skills: Foundations of Literacy Learning	4:00-5:00	Session 8: Literature-based Experiences/Using Graphic Organizers: Meaningful Explorations of Story Elements	3:00-5:00	Session 11: Number activities: multi-digit addition and subtraction Number activities: multi-digit multiplication and division	2:30-5:00	Session 10: Reading development, reading programs, and reading difficulties	3:00-5:00	Workshop 3: Reading interventions	2:30-3:30	Session 15: Optimizing learning in the K to 3 classroom: -Walkthrough of the Blocks of Time	3:30-5:00	Session 16: Principles of DAP and Implications for effective implementation of K-12
5:00-6:00								MATERIALS PRODUCTION					