



Republic of the Philippines
DEPARTMENT OF EDUCATION
Region VII, Central Visayas

SCHOOLS DIVISION OF NEGROS ORIENTAL
www.depednegor.net

October 15, 2018

DIVISION MEMORANDUM

No. 672; s. 2018

DISSEMINATION OF DEPED ORDER NO. 039, S. 2018 ENTITLED "CLARIFICATIONS AND ADDITIONAL INFORMATION TO DEPED ORDER NO. 30, S. 2017 (GUIDELINES ON WORK IMMERSION)"

TO : Assistant Schools Division Superintendents
Division Chiefs
Education Program Supervisors/Division Coordinators
Public Schools District Supervisors/Districts-In-Charge
Public/Private Secondary School Heads
All Others Concerned

1. This office disseminates DO No. 039, s. 2018 to the field entitled "Clarifications and Additional Information to DepEd Order No. 30, s. 2017 (Guidelines on Work Immersion) for information and guidance of all concerned.
2. Attached is the copy of DO No. 039 s. 2018.
3. For widest dissemination.

WILFREDA D. BONGALOS, Ph.D., CESO V
Schools Division Superintendent

10/15/18

16 OCT 2018

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Republic of the Philippines
Department of Education

21 SEP 2018

DepEd ORDER
 No. **039**, s. 2018

**CLARIFICATIONS AND ADDITIONAL INFORMATION TO DEPED ORDER NO. 30, S. 2017
 (GUIDELINES ON WORK IMMERSION)**

To: Undersecretaries
 Assistant Secretaries
 Bureau and Service Directors
 Regional Directors
 Schools Division Superintendents
 All Others Concerned

1. Further to DepEd Order (DO) No. 30, s. 2017 entitled Guidelines for Work Immersion, the Department of Education issues this DepEd Order to provide the following clarifications and additional information:

Clarifications

| | | |
|----|---|--|
| a. | Work Immersion as a requirement for Senior High School (SHS) Graduation | <ul style="list-style-type: none"> • Though the intention of Work Immersion is to provide SHS learners with opportunities to become familiar with the workplace, simulate employment, and to apply their competencies in areas of specialization/ applied subjects in actual work environments, DepEd recognizes other options that may equally prepare learners for all curriculum exits. • For all tracks, schools may opt to devise unique delivery model with a minimum of 80 and a maximum of 320 hours following the Curriculum Guide. |
| | i. For Technical-Vocational Livelihood (TVL) Track, Work Immersion is a requirement. | <ul style="list-style-type: none"> • All TVL learners shall have completed the required learning competencies of a particular specialization before Work Immersion. • The nominal duration of a specialization for TVL shall be considered in crafting the delivery model of the school. |
| | ii. For other tracks, learners may have Work Immersion or other options stated in the next column. They shall start taking the chosen option in Grade 12. | Accounting, Business and Management (ABM) learners may have Business Enterprise Simulation (Enclosure No. 1). Humanities and Social Science Strand (HumSS) learners may take Culminating Activity (Enclosure No. 2). Science, Technology, Engineering and Mathematics (STEM) learners may take |

| | | |
|--|---|--|
| | | <p>Research/Capstone Project (Enclosure No. 3).</p> <p>General Academic Strand (GAS) learners may take Research/Capstone Project or Culminating Activity.</p> <p>For the Sports Track, learners may take Apprenticeship (off-campus) (Enclosure No. 4).</p> <p>For the Arts and Design Track, learners may take Performing Arts Production or Exhibit for Arts Production (Enclosure No. 5).</p> |
| | <p>b. On Section 5, Item 5.h in the enclosure to DO 30, s. 2017 Memorandum of Agreement (MOA) for Work Immersion</p> | <ul style="list-style-type: none"> • The Department recognizes the help (such as insurance, transportation allowance and other relevant expenses) provided by the partner institution and other organizations for Work Immersion. Hence, it reiterates that such donation may be included under DepEd's Adopt-A-School Program. • All MOA shall be signed by the school principal or school head at the school level, while the schools division superintendent shall sign the MOA/MOU at the schools division level. • All schools through its school head or principal shall orient its partner institutions on the relevant policies that might concern them such as, but not limited to, Child Protection Policy, Gender-Responsive Basic Education Policy. • The school head may serve as the School Partnership Focal Person or may assign a personnel/teacher to perform the said duties as deemed necessary. |
| | <p>c. On Section 5, Item 9 in the enclosure to DO 30, s. 2017 Expenses in securing partnerships</p> | <p>As stipulated in DO No. 9, s. 2018, letter D number 14, maintenance and other operating expenses (MOOE) can be used "to fund activities as identified in the approved SHS Implementation Plan." Since Work Immersion is a SHS subject, its expenses for meetings like transportation shall be covered by MOOE.</p> |
| | <p>d. On Section 5, Item 10 in the enclosure to DO 30, s. 2017 Fees for Work Immersion</p> | <p>All DepEd schools shall not collect any fees for Work Immersion. However, the Parents-Teachers Association (PTA) may initiate consultation among its members for any contribution or expenses their children would have for the said subject on voluntary basis. Schools shall only be</p> |

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| | | <p>informed and not be involved with the collection of payment from the parents.</p> <p>For private schools, Work Immersion fee must undergo consultation and approval from General Parents-Teachers Association (GPTA) before it can be charged against the learners.</p> |
| e. | <p>On Section 6 in the enclosure to DO 30, s. 2017 Work Immersion Delivery Models</p> | <ul style="list-style-type: none"> • The Department recognizes the different set up and context of schools across the country. Hence, a unique delivery model is encouraged if any of the delivery models does not fit their need. However, schools with the endorsement of schools division office (SDO) must still seek the approval of regional office (RO) following the Checklist for Unique Delivery Model (Enclosure No. 6). • Schools that intend to have a unique delivery model for the new school year shall submit their requirements on/or before April 31 of each year starting 2019. <p>The RO shall release an approval letter to the schools that meet the requirements stated in Enclosure No. 6.</p> |

Additional information

| | | |
|----|---|--|
| a. | <p>Schedule of Monitoring and Evaluation (M&E) of Work Immersion</p> | <ul style="list-style-type: none"> • The Curriculum and Instruction Division (CID) through the Division Senior High School Supervisor-in-Charge or assigned focal person in charge of Work Immersion shall conduct at least two Progress Monitoring to be scheduled before and during the Work Immersion using the Progress Monitoring Tool (Enclosure No. 7). • The CID shall conduct a one shot evaluation of Work Immersion using the Annex F of DO 30, s. 2017, two weeks after the Work Immersion of schools. It shall be submitted to the Curriculum and Learning Management Division (CLMD) through the Regional Senior High School Supervisor-in-Charge for consolidation in the first week of April of each year. |
| b. | <p>Annual Submission of Regional Report on Work Immersion</p> | <p>The Department acknowledges the needs and concerns of each region, hence, systematic feedback mechanism shall be reinforced to impact the national policy and standards. Therefore, all ROs shall submit a Regional Report on Work</p> |

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| | | Immersion (Enclosure No. 8) on the third Friday of May of each year, to the Bureau of Curriculum Development (BCD), addressed to the Director IV. |
| c. | Learners' Health Permit or Doctor's Certification | <p>The Department realizes the nature or sensitivity of some partner institutions' operations that may require learners to secure health permit or doctor's certification indicating that they are physically fit. Hence, DepEd schools shall assist learners who are seeking the said document from the nearest health centers or government hospitals. The cost of learners' health permit or doctor's certification may be shouldered by the partner institution, which must be included in its agreement with the school.</p> <p>For private or non-DepEd schools, their school clinic shall facilitate the process of securing these documents for the learners.</p> |
| d. | Learners with Special Needs in Work Immersion | Identified learners with special needs enrolled in the mainstream classes who will undergo Work Immersion shall be given program accommodation, modification and adaptation based on their abilities and after consultation with the concerned school personnel. Their program of activities and its assessment shall vary based on their conditions but shall still be anchored on the competencies used in the mainstream. |
| e. | Learners' Religious and Cultural Practices | It shall be recognized and permitted in the Work Immersion as long as it does not impede the learners' activities and partner institution's operations. |
| f. | Work Immersion during summer breaks or holidays | <ul style="list-style-type: none"> • All schools shall consider the enrollment of learners who undergo Work Immersion even during summer, following DO No. 13, s. 2018 entitled Implementing Guidelines on the Conduct of Remedial and Advancement Classes During Summer for the K to 12 Basic Education Program, which states the eligibility of incoming Grade 12 learners who will undertake Work Immersion in the succeeding semester, semestral breaks or holidays as part of the school year. • DepEd teachers or personnel who will render services during these periods must be given service credits as stipulated in DO 53, s. 2003 entitled |

| | | Updated Guidelines on Grant of Vacation Service Credits for Teachers. |
|-----------|--|---|
| g. | Allowable Time for Work Immersion | <ul style="list-style-type: none"> • Learners shall perform their Work Immersion activities during daytime only (6:00 a.m.–6:00 p.m.), with eight or less hours per day. • In case of class suspensions, Work Immersion session shall also be suspended and shall have a make-up schedule to compensate for the lost hours. |

2. All DepEd Orders and other related issuances, rules and regulations, and provisions, which are inconsistent with these guidelines, are repealed, rescinded, or modified accordingly.

3. Immediate dissemination of and strict compliance with this Order is directed.


LEONOR MAGTOLIS BRIONES
 Secretary

Encl.:

As stated

References:

DepEd Order (Nos.: 53, s. 2003, 30, s. 2017, and 9, s. 2018)

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

BUREAUS AND OFFICES
 CHANGES
 LEARNERS
 POLICY
 SCHOOLS
 SENIOR HIGH SCHOOL

(Enclosure No. 1 to DepEd order No. 039, s. 2018)

BUSINESS ENTERPRISE SIMULATION

**K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – ACCOUNTANCY, BUSINESS AND MANAGEMENT (ABM) SPECIALIZED SUBJECT**

Grade: 12

Semester: 2nd

Core Subject Title: Business Enterprise Simulation

No. of Hours/ Semester: 80 hours

Prerequisite: Business Math, Organization & Management; FABM1&2; Principles of Marketing; Business Finance

Co-requisite: Applied Economics; Ethics and Social Responsibility

Subject Description: This course integrates all the key concepts and processes of Accounting, Business and Management (ABM) as applied in real-life activities following the business cycle: business opportunity search, product/service development, business formation and organization, business implementation and control, business wind-up, and relevant management reporting in the context of ethical standard and social responsibility. Technologies are used in a business enterprise as appropriate.

| CONTENT | CONTENT STANDARD | PERFORMANCE STANDARD | LEARNING COMPETENCIES | CODE |
|---|--|---|--|---------------------------|
| Key Concepts from the ABM Strand Subjects | The learners demonstrate an understanding of... the key concepts of Accounting, Business and Management through identification in potential business opportunities. | The learners shall be able to undertake research on and analysis of business opportunities present in their community | The learners... 1.1 scan the market and identify potential business opportunities to capitalize on | ABM_BES12-Ia-c-1 |
| | | | 1.2 use appropriate analysis framework and methodology in choosing a product which is feasible in terms of the market, operations and financials; | ABM_BES12-Ia-c-2 |
| | | | 1.3 choose the appropriate methodology (research, sampling and data processing) in determining the demand and market acceptability of proposed product | ABM_BES12-Ia-c-3 |
| | | | 1.4 draw conclusions and formulate recommendations | ABM_BES12-Ia-c-4 |
| Key Concepts from the ABM Strand Subjects | the key concepts Accounting, Business and Management through the preparation of a | apply knowledge from his/her previous business courses through the preparation of a | 2.1 prepare a strategic plan outlining the competitive environment and focusing | ABM_BES12-Id-j-c-5 |

BUSINESS ENTERPRISE SIMULATION

**K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – ACCOUNTANCY, BUSINESS AND MANAGEMENT (ABM) SPECIALIZED SUBJECT**

| CONTENT | CONTENT STANDARD | PERFORMANCE STANDARD | LEARNING COMPETENCIES | CODE |
|---|--|---|--|---------------------------------|
| <p><i>2 weeks of lectures (to review marketing, operations, and financials)</i></p> <p><i>5 weeks of preparation and research for inputs to the business plan</i></p> | <p>business plan, which outlines the different management aspects of the business, particularly those essential to execution</p> | <p>business plan that will guide the eventual implementation of the venture</p> | <p>on the appropriate competition strategy</p> | |
| | | | <p>2.2 prepare a marketing plan that will describe the product offering, the value it brings to the consumer, and the subsequent tactical plan on how to reach consumers (4Ps), and conclude with a sales forecast</p> | <p>ABM_BES12-Id-j-c6</p> |
| | | | <p>2.3 design an operating plan to ensure that the inputs and processes required to deliver the product or service are identified, and estimate the costs needed for production</p> | <p>ABM_BES12-Id-j-c7</p> |
| | | | <p>2.4 craft a financial plan, the inputs of which are from the results of the marketing plan (sales) and operations plan (operating costs), and which will define the financial goals that will be his/her target upon eventual execution</p> | <p>ABM_BES12-Id-j-c8</p> |
| | | | <p>2.5 craft a full business plan for review of mentors before actual execution</p> | <p>ABM_BES12-Id-j-9</p> |

BUSINESS ENTERPRISE SIMULATION

**K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – ACCOUNTANCY, BUSINESS AND MANAGEMENT (ABM) SPECIALIZED SUBJECT**

| CONTENT | CONTENT STANDARD | PERFORMANCE STANDARD | LEARNING COMPETENCIES | CODE |
|---|---|--|---|----------------------------|
| Key Concepts from the ABM Strand Subjects | The learners experience actual management execution and decision making by executing their business plans | execute the business plan and monitor the same using business control tools and regular management and performance reports | 3.1 simulate/operate a small business enterprise *(Model A) or in the community with an industry partnership *(Model B) of a Team of students | ABM_BES12-IIa-h-10 |
| | | | 3.2 wind up a business enterprise and draw up a culminating report including significant values learned in the entire business cycle | ABM_BES12-II d-j-11 |

*Model A: School-based mentored by the ABM teachers

*Model B: Community-based mentored by business-industry partners

BUSINESS ENTERPRISE SIMULATION

**K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – ACCOUNTANCY, BUSINESS AND MANAGEMENT (ABM) SPECIALIZED SUBJECT**

Code Book Legend

Sample: ABM_BES12-Ia-c-1

| LEGEND | | SAMPLE | |
|---|---|--|-----------|
| First Entry | Learning Area and Strand/ Subject or Specialization | Accountancy, Business and Management | ABM_BES12 |
| | Grade Level | Grade 12 | |
| Uppercase Letter/s | Domain/Content/ Component/ Topic | Business Enterprise Simulation | |
| | | | - |
| Roman Numeral <i>*Zero if no specific quarter</i> | Quarter | First Quarter | I |
| Lowercase Letter/s <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i> | Week | Weeks one to three | a-c |
| | | | - |
| Arabic Number | Competency | scan the market and identify potential business opportunities to capitalize on | 1 |

(Enclosure No. 2 to DepEd Order No. 039, s. 2018)

CULMINATING ACTIVITY CURRICULUM GUIDE

**K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – HUMANITIES AND SOCIAL SCIENCES (HUMSS) TRACK**

Grade: 12

Subject Title: Culminating Activity

Semester: Second Semester

No. of Hours/ Semester: 80 hours/ semester

Prerequisite: Specialized Subjects in Humanities and Social Sciences

Subject Description: This course is designed to provide students the opportunity to integrate their learning in the different learning areas of the humanities and social sciences through a creative culminating activity. It focuses on the exhibitions/exhibits of authentic products and performances as evidence of their learning in the humanities and social sciences.

| CONTENT | CONTENT STANDARD | PERFORMANCE STANDARD | LEARNING COMPETENCY | CODE |
|--|---|---|---|----------------------------|
| HUMSS 1. Introduction to World Religions and Belief Systems 2. Discipline and Ideas in the Applied Social Sciences (DIAS) 3. Creative Writing 4. Creative Nonfiction 5. Discipline and Ideas in the Social Sciences 6. Philippine Politics and Governance 7. Megatrends and Critical Thinking in the 21st Century Culture 8. Community Engagement, Solidarity, and Citizenship | <i>The learners demonstrate an understanding of...</i> key concepts, principles, and processes of humanities and social sciences | <i>The learners shall be able to...</i> produce a creative portfolio that will integrate their learning in specialized learning areas under humanities or social sciences | <i>The learners...</i> 1. make appropriate decisions on how understanding of the key concepts, principles, and processes of humanities and social sciences shall be demonstrated based on sound criteria | HUMSS_CA12-Ia-d-1 |
| | | | 2. define the roles, functions, and responsibilities of members of the production team | HUMSS_CA12-Ia-d-2 |
| | | | 3. write a concept paper that will encapsulate their learning in humanities or social sciences | HUMSS_CA12-Ia-d-3 |
| | | | 4. evaluate insights from the observations, comments, and recommendations of peers and/or teachers | HUMSS_CA12-Ia-d-4 |
| | | | 5. fulfill group goals by performing assigned tasks and collaborating with team members | HUMSS_CA12-Ia-d-5 |
| | | | 6. simulate, practice, and apply previous learning on key concepts, principles, and processes of humanities and social sciences to prepare for the exhibit/exhibition | HUMSS_CA12-Ie-IIf-6 |
| | | | 7. showcase their understanding of the key concepts, principles, and processes of humanities and social sciences through an | HUMSS_CA12-IIg-7 |

CULMINATING ACTIVITY CURRICULUM GUIDE

**K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – HUMANITIES AND SOCIAL SCIENCES (HUMSS) TRACK**

| CONTENT | CONTENT STANDARD | PERFORMANCE STANDARD | LEARNING COMPETENCY | CODE |
|----------------|-------------------------|-----------------------------|----------------------------|-------------|
| | | | exhibition | |

GLOSSARY

Creative Portfolio

Refers to various forms of authentic products or performances that will integrate learning in the different specialized learning areas of humanities and social sciences

CULMINATING ACTIVITY CURRICULUM GUIDE

**K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – HUMANITIES AND SOCIAL SCIENCES (HUMSS) TRACK**

CODE BOOK LEGEND

SAMPLE CODE: HUMSS_CA12-Ia-1

| LEGEND | | SAMPLE | |
|---|-----------------------|---|-----------------|
| First Entry | Track/ Strand | Humanities and Social Sciences Strand | HUMSS_CA |
| | underscore_ | | |
| | Track/ Strand Subject | Culminating Activity | |
| | Grade Level | 12 | |
| | | | - |
| Roman Numeral *Zero if no specific quarter | Quarter | Quarter | I |
| Lowercase Letter *Put a hyphen (-) in between letters to indicate more than a specific week | Week | Week | a |
| | | | - |
| Arabic Number | Competency | Make appropriate decisions on how the portfolio shall be demonstrated based on sound criteria | 1 |

(Enclosure No. 3 to DepEd Order No. 039, s. 2018)

RESEARCH/ CAPSTONE PROJECT CURRICULUM GUIDE

K to 12 BASIC EDUCATION CURRICULUM

SENIOR HIGH SCHOOL – SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM) SPECIALIZED SUBJECT

Grade: 12

Subject Title: Research/Capstone Project

Quarter: Second

No. of Hours/ Semester: 80 hours

Prerequisite:

Subject Description: In this course, students, under the guidance of a research adviser, will identify a scientific, technological, or mathematical problem, design and apply an appropriate methodology, formulate hypothesis, and draw conclusions based on their investigation. At the end of the semester students will prepare a scientific report/paper to be presented/defended in a forum.

Note: The culminating activity may take the form of a schoolwide S&T project exposition.

| CONTENT | CONTENT STANDARD | PERFORMANCE STANDARD | LEARNING COMPETENCIES | CODE |
|----------------------------------|---|---|--|--------------------------|
| The Scientific Problem | <i>The learners demonstrate an understanding of...</i> 1. a scientific problem or question 2. applied and basic research problems | <i>The learners shall be able to...</i> Present the study conducted both orally and in writing through a public presentation or defense, and submission of a complete technical report or scientific paper | <i>The learners...</i> 1. identify a scientific problem or question | STEM_RP12-IIa-e-1 |
| | | | 2. differentiate applied and basic research problems | STEM_RP12-IIa-e-2 |
| The Scientific Literature | 3. the scientific literature and its relevance to the chosen scientific problem | | 3. set selection criteria for studies relevant to a chosen scientific problem | STEM_RP12-IIa-e-3 |
| | | | 4. review, digest, and concisely state the relevance of the studies cited | STEM_RP12-IIa-e-4 |
| Hypothesis | 4. hypothesis formulation | | 5. formulate possible outcomes of the investigation, or in the case of mathematics research, conjectures about the mathematical problem or topic | STEM_RP12-IIa-e-5 |
| Methodology | | | 6. design a strategy or sequence of steps that will | STEM_RP12-IIa-e-6 |

RESEARCH/ CAPSTONE PROJECT CURRICULUM GUIDE

K to 12 BASIC EDUCATION CURRICULUM

SENIOR HIGH SCHOOL – SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM) SPECIALIZED SUBJECT

| CONTENT | CONTENT STANOARD | PERFORMANCE STANDARD | LEARNING COMPETENCIES | CODE |
|------------------------------------|---|----------------------|--|---------------------------|
| | 5. designing investigatory methodologies | | address the scientific question at hand | |
| Data Collection | 6. establishing appropriate method of data collection | | 7. select appropriate methods of data collection | STEM_RP12-IIa-e-7 |
| | | | 8. develop the criteria that will address the completeness of the data collection method | STEM_RP12-IIa-e-8 |
| Oata Analysis | 7. extracting useful information from data sets | | 9. analyze the data obtained from the investigation | STEM_RP12-IIa-e-9 |
| Conclusions | 8. drawing logical conclusions | | 10. draw logical conclusions supported by processed data | STEM_RP12-IIa-e-10 |
| Recommendations | 9. the purpose of making relevant recommendations | | 11. make recommendations that are relevant to the study | STEM_RP12-IIa-e-11 |
| The Scientific Report/Paper | 10. the different components of a scientific report/paper | | 12. write a complete scientific report/paper | STEM_RP12IIf-j -12 |
| | | | 13. defend the science project before a panel | STEM_RP12IIf-j -13 |

RESEARCH/ CAPSTONE PROJECT CURRICULUM GUIDE

K to 12 BASIC EDUCATION CURRICULUM

SENIOR HIGH SCHOOL – SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM) SPECIALIZED SUBJECT

Code Book Legend

Sample: STEM_RP12-IIa-e-1

| LEGEND | | SAMPLE | |
|--|---|--|------------------|
| First Entry | Learning Area and Strand/ Subject or Specialization | Science, Technology, Engineering and Mathematics Research/Capstone Project | STEM_RP12 |
| | Grade Level | Grade 12 | |
| Uppercase Letter/s | Domain/Content/ Component/ Topic | Research Project | |
| | | | - |
| Roman Numeral <i>*Zero if no specific quarter</i> | Quarter | Second Quarter | II |
| Lowercase Letter/s <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i> | Week | Weeks one to five | a-e |
| | | | - |
| Arabic Number | Competency | identify a scientific problem or question | 1 |

(Enclosure No. 4 to DepEd Order No. 039, s. 2018)

APPRENTICESHIP (OFF-CAMPUS) CURRICULUM GUIDE

**K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – SPORTS TRACK**

Grade: 12

Core Subject Title: Apprenticeship (Off-campus)

Semester: Second

No. of Hours/Semester: 80 hours/semester

Pre-requisite: Practicum (In-campus)

Core Subject Description: This course provides the learner with hands-on off-campus experience in his/her area of specialization: student-athlete enhancement, practice coaching, practice officiating and tournament management or fitness/sports/recreation leadership. This course will allow the learner to explore opportunities for advanced certification.

| CONTENT | CONTENT STANDARD | PERFORMANCE STANDARD | LEARNING COMPETENCIES | CODE |
|--|--|---|---|--------------------------|
| APPRENTICESHIP (Off-campus) I. Student athlete enhancement | <i>The learner...</i> demonstrates understanding of integrating the knowledge of safety and first aid human movement, psychosocial aspects of sports and exercise, fitness testing and exercise programming for developing sports potential | <i>The learner...</i> shows measureable improvement in set performance parameter | <i>The learner...</i> 1. assesses own performance for goal setting | SP_APA12-IIa-t-1 |
| | | | 2. designs a personal training program | SP_APA12-IIa-t-2 |
| | | | 3. exhibits mastery of sports skills | SP_APA12-IIa-t-3 |
| | | | 4. displays improvement of personal best performance | SP_APA12-IIa-t-4 |
| | | | 5. applies safety practices to prevent deconditioning as a result of injury | SP_APA12-IIa-t-5 |
| | | | 6. identifies emerging trends in training | SP_APA12-IIa-t-6 |
| | | | 7. employs stress management techniques to cope with training and competition demands | SP_APA12-IIa-t-7 |
| | | | 8. applies psychosocial techniques achieves sport-life balance | SP_APA12-IIa-t-8 |
| | | | 9. realizes the importance of having positive attitude towards sports participation | SP_APA12-IIa-t-9 |
| | | | 10. realizes one's potential through sports participation | SP_APA12-IIa-t-10 |
| II. Practice coaching | demonstrates understanding of integrating the knowledge of coaching, safety and first aid, human movement, psychosocial aspects of sports and | assists competently the coach of in-campus sports team (varsity and club) | 1. demonstrates appropriate personal, social, and ethical behavior while coaching | SP_APC12-IIa-t-1 |
| | | | 2. utilizes management skills during games/competitions | SP_APC12-IIa-t-2 |
| | | | 3. articulates personal coaching philosophy | SP_APC12-IIa-t-3 |
| | | | 4. provides assessment tools options for the coach | SP_APC12-IIa-t-4 |

APPRENTICESHIP (OFF-CAMPUS) CURRICULUM GUIDE

**K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – SPORTS TRACK**

| CONTENT | CONTENT STANDARD | PERFORMANCE STANDARD | LEARNING COMPETENCIES | CODE |
|---|--|---|---|--------------------------|
| | exercise, fitness testing and exercise programming for developing one's potential as a coach | | 5. carries out assessment of team members under coach supervision | SP_APC12-IIa-t-5 |
| | | | 6. implements training program designed by the coach | SP_APC12-IIa-t-6 |
| | | | 7. documents player performance during games, progression towards goals, and strategies and tactics of opposing teams | SP_APC12-IIa-t-7 |
| | | | 8. observes safety practices to prevent deconditioning of team members as a result of injury | SP_APC12-IIa-t-8 |
| | | | 9. identifies emerging trends in training and coaching | SP_APC12-IIa-t-9 |
| | | | 10. recommends psychosocial strategies (goal setting, team building activities and stress management) | SP_APC12-IIa-t-10 |
| | | | 11. realizes one's potential as a coach through sports participation | SP_APC12-IIa-t-11 |
| III. Practice officiating and tournament management | demonstrates understanding of integrating the knowledge of officiating and activity management, safety and first aid, psychosocial aspects of sports and exercise for developing one's potential as a sports official and tournament manager | manages competently a sports tournament | 1. demonstrates appropriate personal, social, and ethical behavior while officiating | SP_APO12-IIa-t-1 |
| | | | 2. utilizes proper communication techniques in officiating and tournament management | SP_APO12-IIa-t-2 |
| | | | 3. applies safety practices to prevent injuries during the conduct of the tournament | SP_APO12-IIa-t-3 |
| | | | 4. implements a tournament plan | SP_APO12-IIa-t-4 |
| | | | 5. conducts post-event evaluation | SP_APO12-IIa-t-5 |
| | | | 6. identifies recent developments in officiating and emerging trends in tournament management | SP_APO12-IIa-t-6 |
| | | | 7. recognizes the dynamics of working with the group to achieve teamwork in carrying out a tournament | SP_APO12-IIa-t-7 |
| | | | 8. realizes one's potential as an official and tournament manager | SP_APO12-IIa-t-8 |

APPRENTICESHIP (OFF-CAMPUS) CURRICULUM GUIDE

**K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – SPORTS TRACK**

| CONTENT | CONTENT STANDARD | PERFORMANCE STANDARD | LEARNING COMPETENCIES | CODE |
|--|---|--|---|--------------------------|
| IV. Fitness/Sports and Recreation leader | demonstrates understanding of integrating the knowledge of fitness/sports and recreation leadership, human movement, safety and first aid, fitness testing and exercise programming, psychosocial aspects of sports and exercise, and coaching for developing one's potential as a sports official and tournament manager | <ol style="list-style-type: none"> 1. delivers a fitness program for an apparently healthy individual or group (for fitness leader) 2. leads an existing sports and recreational program(for sports and recreation leader) | 1. demonstrates appropriate personal, social, and ethical behavior while performing leadership tasks | SP_APL12-IIa-t-1 |
| | | | 2. carries out health and fitness evaluation of students or clients | SP_APL12-IIa-t-2 |
| | | | 3. designs/implements fitness program(for fitness leader) | SP_APL12-IIa-t-3 |
| | | | 4. implements an existing sports and recreation program(for sports and recreation leader) | SP_APL12-IIa-t-4 |
| | | | 5. exhibits proficiency in exercise techniques or sports skills | SP_APL12-IIa-t-5 |
| | | | 6. applies safety practices to prevent injury during exercise or sports participation | SP_APL12-IIa-t-6 |
| | | | 7. identifies emerging trends in sports, fitness, and recreation | SP_APL12-IIa-t-7 |
| | | | 8. employs motivational techniques in promoting exercise adherence and enjoyment | SP_APL12-IIa-t-8 |
| | | | 9. realizes the importance of having a positive attitude towards sports, fitness and recreation participation | SP_APL12-IIa-t-9 |
| | | | 10. realizes one's potential in sports, fitness and recreation leadership | SP_APL12-IIa-t-10 |

APPRENTICESHIP (OFF-CAMPUS) CURRICULUM GUIDE

**K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – SPORTS TRACK**

Code Book Legend

Sample: **SP_APA12-IIa-t-2**

| LEGEND | | SAMPLE | |
|--|---|--|-----------------|
| First Entry | Learning Area and Strand/ Subject or Specialization | Sports | SP_APA12 |
| | Grade Level | Grade 12 | |
| Uppercase Letter/s | Domain/Content/Component/ Topic | Apprenticeship: Athlete Enhancement | |
| | | | - |
| Roman Numeral <i>*Zero if no specific quarter</i> | Quarter | Second Quarter | II |
| Lowercase Letter/s <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i> | Week | Week one to twenty | a-t |
| | | | - |
| Arabic Number | Competency | realizes the importance of having positive attitude towards sports participation | 2 |

| DOMAIN/ COMPONENT | CODE |
|--|------|
| Apprenticeship: Student Athlete Enhancement | APA |
| Apprenticeship: Practice Coaching | APC |
| Apprenticeship: Practice Officiating and Tournament Management | APO |
| Apprenticeship: Fitness/Sports/Recreation Leader | APL |

APPRENTICESHIP (OFF-CAMPUS) CURRICULUM GUIDE

K to 12 BASIC EDUCATION CURRICULUM SENIOR HIGH SCHOOL – SPORTS TRACK

References:

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- K to 12 Senior High School Sports Track – Apprenticeship (Off-campus) May 2016*

(Enclosure No. 5 to DepEd Order No. 039, s. 2018)

EXHIBIT FOR ARTS PRODUCTION CURRICULUM GUIDE

**K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – ARTS AND DESIGN TRACK**

Grade: 12

Track Subject Title: Exhibits for Arts Production (Media Arts and Visual Arts)

Semester: 2nd Semester

No. of Hours/ Semester: 80 hours

Pre-requisite:

Track Subject Description: As a final culminating project, the course prepares the students to exhibit creative outputs using the skills learned during their apprenticeship period with emphasis on artistic, educational, cultural values and work ethics.

| CONTENT | CONTENT STANDARD | PERFORMANCE STANDARD | LEARNING COMPETENCIES | CODE |
|---|--|---|---|----------------------------|
| ARTS & DESIGN FORMS A. VISUAL ARTS Painting (including drawing and printmaking), architecture (including interior design and landscape architecture), photography and film making (including video) and crafts B. APPLIED ARTS Media arts (including animation, web design, interactive mobile applications and the like), decorative arts (including furniture, ceramics, jewelry and clothing, costume and set design) | <i>The learner...</i> exhibits advance skills in handling materials, techniques, and software operation in the chosen art and design field. | <i>The learner...</i> produces art and design outputs based on instructions, observations, and knowledge acquired from the mentor during the intensive period of apprenticeship. | <i>The learner...</i> 1. defines presentation and exhibition concepts. | AD_EAP12VA-IIIa-b-1 |
| | | | 2. applies learned skills in producing art works for exhibition. | AD_EAP12VA-IIIc-j-2 |
| | | mounts a presentation or exhibition of art works as an individual or a group. | 3. prepares exhibition materials for culminating project. | AD_EAP12AA-IVa-d-1 |
| | | | 4. prepares comprehensive visual presentation, plans exhibition space, and writes exhibition notes. | AD_EAP12AA-IVe-h-2 |
| | | | 5. presents culminating project in a presentation or exhibition as an individual or as a group. | AD_EAP12AA-IVi-j-3 |

PRODUCTION IN THE PERFORMING ARTS CURRICULUM GUIDE

**K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – ARTS AND DESIGN TRACK SPECIALIZED SUBJECT**

Grade: 12

Track Subject Title: Production in the Performing Arts

Semester: 2nd Semester

No. of Hours/ Semester: 80 hours

Pre-requisite: Apprenticeship and Exploration
in the Performing Arts

Track Subject Description: This course is a showcase of performing arts skills enhanced and developed through a program of apprenticeship.

| CONTENT | CONTENT STANDARD | PERFORMANCE STANDARD | LEARNING COMPETENCIES | CODE |
|---|--|---|---|--------------------------|
| A. Production Organizations and Responsibilities 1. Creative (Director; Playwright; Costume, Set and Props Designer; Choreographer; Musical Director) 2. Performer (actors, dancers, singers and movers) 3. Technical (Technical Director, Stage Manager, Lights & Sounds crew) 4. Marketing and Publicity (Marketing Officers, Ushers) 5. Documentation (Video, Photo, etc.) | <i>The learner...</i> demonstrates an understanding of the range of processes, structures and functions in the field of performing arts | <i>The learner...</i> plans and organizes pre-production processes by designing a working timetable, developing the working script, conducting and documenting production meetings and preliminary outputs from the various production teams | <i>The learner...</i> 1. identifies the various departments as well as designs an organizational structure in a theater production | AD_PPA12-IIIa-1 |
| | | | 2. identifies the possible careers associated with the performing arts field by undergoing the process of a production | AD_PPA12-IIIa-2 |
| B. Production Conceptualization and Collaboration with Different Arts 1. Selection of materials 2. Conceptualization 3. Dramaturgy 4. Survey of local traditional theater and other artistic forms | | | 1. conceptualizes a chosen material for staging which may include reworking of a pre-existing material or creating an original piece | AD_PPA12-IIIb-d-3 |
| | | | 2. collaborates with other art disciplines | AD_PPA12-IIIb-d-4 |
| | | | 3. creates music, dance and designs appropriate to the production concept | AD_PPA12-IIIb-d-5 |
| | | | 4. recognizes local heritage and folk tradition or other artistic forms that may be used in staging a chosen piece | AD_PPA12-IIIb-d-6 |

**K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – ARTS AND DESIGN TRACK SPECIALIZED SUBJECT**

| CONTENT | CONTENT STANDARD | PERFORMANCE STANDARD | LEARNING COMPETENCIES | CODE |
|---|---|---|---|---------------------------|
| | | | 5. identifies appropriate performance venue | AD_PPA12-IIIb-d-7 |
| C. Production Mounting and Staging 1. Story Conference/Story Improvisation 2. Rehearsal Process a. scene work, production work, technical work, music and dance rehearsals b. Putting together of production components c. Mastery of the performance | | | 1. develops the initial part of theatrical performance either by way of text analysis or by engaging into stage experimentations and improvisations | AD_PPA12-IIIe-j-8 |
| | | | 2. designs the physical action and movement on stage of the theatrical performance through blockings and other appropriate techniques for staging and execution | AD_PPA12-IIIe-j-9 |
| | | | 3. rehearses musical numbers with singers, dancers and accompaniment | AD_PPA12-IIIe-j-10 |
| | | | 4. prepares production and technical requirements such as sets, lights, sounds, costumes, props and multimedia | AD_PPA12-IIIe-j-11 |
| | | | 5. devises marketing strategies for production | AD_PPA12-IIIe-j-11 |
| D. Execution of the Production 1. Dress and technical rehearsals 2. Final critiquing and cliniquing of the performance 3. Performance run | demonstrates an understanding of the range of processes, structures and functions in the field of performing arts | showcases creative collaboration in the performing arts exemplified in the pre-production processes, actual performance, and post-performance | 1. finalizes the integration of the different production components | AD_PPA12-IVa-g-1 |
| | | | 2. incorporates the criticisms and proposals for production enhancement | AD_PPA12-IVa-g-2 |
| | | | 3. performs with a level of mastery | AD_PPA12-IVh-3 |
| E. Post-Production 1. Evaluation 2. Production Book completion and performance documentation | | | 4. evaluates the whole learning experience on an individual and organizational level | AD_PPA12-IVi-j-4 |
| | | | 5. produces documentation of the performance | AD_PPA12-IVi-j-5 |

Note: The type of production will depend on the available resources.

**K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – ARTS AND DESIGN TRACK SPECIALIZED SUBJECT**

Code Book Legend

Sample: AD_PPA12-IIIa-1

| LEGEND | | SAMPLE | |
|--|---|---|-----------------|
| First Entry | Learning Area and Strand/ Subject or Specialization | Arts and Design | AD_PPA12 |
| | Grade Level | Grade 12 | |
| Uppercase Letter/s | Domain/Content/ Component/ Topic | Production in the Performing Arts | |
| | | | - |
| Roman Numeral <i>*Zero if no specific quarter</i> | Quarter | Third Quarter | III |
| Lowercase Letter/s <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i> | Week | Week one | a |
| | | | - |
| Arabic Number | Competency | identifies the various departments as well as designs an organizational structure in a theater production | 1 |

EXHIBIT FOR ARTS PRODUCTION CURRICULUM GUIDE

**K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – ARTS AND DESIGN TRACK**

Grade: 12

Semester: 2nd Semester

Track Subject Title: Exhibit for Arts Production (Literary Arts)

No. of Hours/ Semester: 80 hours/ semester

Track Subject Description: The course is a culmination of acquired skills for creative writing through scriptwriting for a stage production.

| CONTENT | CONTENT STANDARD | PERFORMANCE STANDARD | LEARNING COMPETENCIES | CODE |
|--|---|--|--|-----------------------------|
| Quarter III. Introduction to Play Elements of Drama | <i>The learner...</i> understands conflict, character, setting, stagecraft, dialogue and other elements of drama | <i>The learner...</i> collaborates with peers in writing a play | <i>The learner...</i> PRE-WRITING | |
| | | | 1. generates ideas from various literary works as well as approaches and techniques in playwriting | AD_PPALA12-IIIa-c-1 |
| | | | 2. compares ideas from various literary works as well as approaches and techniques in playwriting | AD_PPALA12-IIIa-c-2 |
| | | | 3. compares and contrasts the text of a play vs. a play as performed in the form of a written review | AD_PPALA12-IIIId-3 |
| | | | 4. engages in various pre-writing activities that enhance critical and creative writing skills | AD_PPALA12-IIIId-4 |
| | | | WRITING 5. drafts a one-act play | AD_PPALA12-IIIId-g-4 |
| REWRITING 6. revises work according to mentor's comments and peer's feedback | AD_PPALA12-IIIId-j-5 | | | |

EXHIBIT FOR ARTS PRODUCTION CURRICULUM GUIDE

**K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – ARTS AND DESIGN TRACK**

| CONTENT | CONTENT STANDARD | PERFORMANCE STANDARD | LEARNING COMPETENCIES | CODE |
|--|---|---|---|---------------------------|
| Quarter IV. Writing for Media Scriptwriting for television and radio | demonstrates basic knowledge of scriptwriting | collaborates with others in writing a script for mass media | PRE-WRITING 1. analyzes various types of dialogues in scripts | AD_PPALA12-IVa-1 |
| | | | 2. engages in various free writing activities. | AD_PPALA12-IVa-c-2 |
| | | | 3. creates a storyboard | AD_PPALA12-IVc-3 |
| | | | WRITING 4. writes a script for a radio commercial or television show or a short film | AD_PPALA12-IVd-f-4 |
| | | | REWRITING 5. assesses criticism given through workshops, stage reading and other performances | AD_PPALA12-IVg-h-5 |
| | | | 6. revises work according to critics' and audience's comments | AD_PPALA12-IVi-j-6 |

EXHIBIT FOR ARTS PRODUCTION CURRICULUM GUIDE

**K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – ARTS AND DESIGN TRACK**

CODE BOOK LEGEND

SAMPLE CODE: AD_PPALA12-IIIa-c-1

| LEGEND | | SAMPLE | |
|---|----------------------|---|--------------|
| First Entry | Track/ Strand | Arts and Design Track | AD |
| | underscore_ | | |
| | Track/Strand Subject | Exhibit for Arts Production (Literary Arts) | PPALA |
| | Grade Level | 12 | 12 |
| | | | - |
| Roman Numeral *Zero if no specific quarter | Quarter | 3 | III |
| Lowercase Letter *Put a hyphen (-) in between letters to indicate more than a specific week | Week | Week 1 to 3 | a-c |
| | | | - |
| Arabic Number | Competency | generates ideas from various literary works as well as approaches and techniques in playwriting | 1 |



Checklist for the Unique Delivery Model

- Letter of Intent addressed to the Regional Director
- Endorsement Letter from the Schools Division Superintendent
- Rationale of Unique Delivery Model (this includes justification/s why the school intends to implement it)
- Safety measures for the students (per specialization if applicable)
- List of specializations and school demographics
- List of Partner Institutions
- SEC Registration of each partner institution
- Company Profile of each partner institution (if applicable, this should indicate the departments or offices that will handle the students)
- Copy of Memorandum of Agreement (MOA) per partner institution
- List Students' Activities using the Annex C of DO 30, s. 2017 (per specialization)
- Proposed class schedule showing that the budget of work or its equivalent of affected subjects will still be complied
- Photocopy of National Certificate (NC) of Work Immersion Partner Institution Supervisor (per specialization if applicable)
- Fees to be collected (for private schools only if applicable)*
- Minutes of consultation with GPTA showing the approval of parents re Work Immersion's delivery model

*Attached documentation of consultation conducted with students' parents

(Enclosure No. 7 to DepEd Order No. 039, s. 2018)



Republic of the Philippines
Department of Education
Department of Education Complex, Meralco Avenue, Pasig City



Work Immersion Progress Monitoring Tool

Name of School: _____
School Head: _____

Division & Region: _____
Date of Monitoring: _____

Directions: Check the box that corresponds to your answer in each item using the legend below.

LEGEND: E- Evident EI- Evident but Inadequate OP- On Process NE- Not Evident NA- Not Applicable

| AREAS TO BE MONITORED | EVIDENCE (should be compiled per specialization) | E | EI | OP | NE | NA |
|---|---|----------|-----------|-----------|-----------|-----------|
| I. Curriculum Implementation and Compliance | | | | | | |
| 1. Curriculum Guide is being followed properly. | Class schedule | | | | | |
| 2. The offerings are appropriate to the community. | List of offerings vs community demographics | | | | | |
| 3. Specializations are aligned to the work immersion partner institution. | List of Partner Institutions and their nature of business vs students' specialization | | | | | |
| II. Work Immersion Delivery Process | | | | | | |
| 1. Activities of the students are programmed based on the competencies. | Prescribed Template of Students' Activities and Matrix of Students' Competencies per specialization | | | | | |
| 2. Students are being prepared before the actual Work Immersion. | Evaluation of student's readiness for Work Immersion which should be tailored to the context of the school | | | | | |
| 3. Students' personal agenda/goals are being channeled for their knowledge, skills, and values development in the Work Immersion. | Student's statement of personal goals in the Work Immersion vs list of competencies and activities that will be identified together with the partner institution supervisor | | | | | |
| III. Assessment of Student's Progress | | | | | | |
| 1. Students are oriented on how their performance will be measured. | Documentation of student's orientation about the assessment of their performance | | | | | |
| IV. Supervision of Work Immersion Implementation | | | | | | |
| 1. A clear Monitoring Plan (Work Immersion Teacher, School Partnership Focal Person, and School Head) | Monitoring Plans of School Head, School Partnership Focal Person, and Work Immersion Teacher) | | | | | |



| AREAS TO BE MONITORED | EVIDENCE (should be compiled per specialization) | E | EI | OP | NE | NA |
|---|---|---|----|----|----|----|
| before the start of the Work Immersion is evident. | | | | | | |
| 2. Capacity building for Work Immersion is being conducted. | Documentation of teachers and personnel training with the attached utilized budget | | | | | |
| V. Administrative Concerns | | | | | | |
| 1. Students accomplish their parental consent before the actual Work Immersion. | Compiled Accomplished Parental Consents | | | | | |
| 2. Orientation for students and their parents is conducted by both the School and Partner Institution before the start of Work Immersion. | Documentation of students and parents' orientation on Work Immersion | | | | | |
| 3. An adequate budget is allotted for Work Immersion expenses. | Approved budget vs Financial Report of Work Immersion | | | | | |
| 4. Profiles of confirmed Work Immersion partners are organized and available for reference by students, parents, and teachers. | Display of the profiles of confirmed Work Immersion partners | | | | | |
| 5. Memorandum of Agreement (MOA) is duly notarized and properly documented. | Organized compilation of MOAs | | | | | |
| 6. Materials and relevant supplies are available for the students and teachers of Work Immersion. | Inventory of supplies and materials vs reports of utilization | | | | | |
| 7. The school has a Joint Working Group, which is formed before the start of Work Immersion. | List of the approved Joint Working Group, their minutes of meeting and other relevant documentation | | | | | |
| 8. The facilities and venues are accessible to teachers and students. | Map of facilities and venues in relation to the school's location | | | | | |
| 9. Students are provided with insurance during their Work Immersion. | Insurance documents of the students and the budgetary allotment | | | | | |
| 10. Duties and responsibilities of personnel are clearly defined. | Documentation of orientation for the personnel and teachers | | | | | |

SUMMARY OF RESULTS



Write the total number of checks per area and identify those that are not evident, evident but inadequate, on process, which merit actions to be taken.

| AREAS TO BE MONITORED | E | NE | OP | EI | NA | REMARKS |
|--|---|----|----|----|----|---------|
| I. Curriculum Implementation and Compliance | | | | | | |
| II. Work Immersion Delivery Process | | | | | | |
| III. Assessment of Student's Progress | | | | | | |
| IV. Supervision of Work Immersion Implementation | | | | | | |
| V. Administrative Concerns | | | | | | |

| AREAS NOT EVIDENT/ EVIDENT BUT INADEQUATE/ ON PROCESS TO BE FILLED UP BY MONITOR | ACTIONS TO BE TAKEN TO BE FILLED UP AT THE POST-CONFERENCE BY SCHOOL HEAD | ACCOUNTABLE PERSON & POSITION | FOLLOW UP Date: _____ Indicate whether actions to be taken are <u>Implemented</u> or <u>Not Implemented</u> in the next monitoring |
|---|--|-------------------------------------|---|
| Ex. Curriculum Guide is being followed properly. | Ensure that CG will be followed properly in Academic Track . | Juan de la Cruz, School Head | |
| | | | |

This certifies that the monitoring results have been discussed with me. I understand that my signature does not necessarily indicate agreement, but acknowledges receipt of the report, and that I may respond to any and all issues contained in this evaluation. Written response must be submitted to the undersigned supervisor within 10 working days of date noted below.

School Head: _____
 Signature over printed name

Date: _____

Monitored by: _____
 Signature over printed name

Designation: _____



Write the total number of checks per area and identify those that are not evident, evident but inadequate, on process, which merit actions to be taken.

| AREAS TO BE MONITORED | E | NE | OP | EI | NA | REMARKS |
|--|---|----|----|----|----|---------|
| I. Curriculum Implementation and Compliance | | | | | | |
| II. Work Immersion Delivery Process | | | | | | |
| III. Assessment of Student's Progress | | | | | | |
| IV. Supervision of Work Immersion Implementation | | | | | | |
| V. Administrative Concerns | | | | | | |

| AREAS NOT EVIDENT/ EVIDENT BUT INADEQUATE/ ON PROCESS TO BE FILLED UP BY MONITOR | ACTIONS TO BE TAKEN TO BE FILLED UP AT THE POST-CONFERENCE BY SCHOOL HEAD | ACCOUNTABLE PERSON & POSITION | FOLLOW UP Date: _____ Indicate whether actions to be taken are <u>Implemented</u> or <u>Not Implemented</u> in the next monitoring |
|---|--|-------------------------------------|---|
| Ex. Curriculum Guide is being followed properly. | Ensure that CG will be followed properly in Academic Track . | Juan de la Cruz, School Head | |
| | | | |

This certifies that the monitoring results have been discussed with me. I understand that my signature does not necessarily indicate agreement, but acknowledges receipt of the report, and that I may respond to any and all issues contained in this evaluation. Written response must be submitted to the undersigned supervisor within 10 working days of date noted below.

School Head: _____
 Signature over printed name

Date: _____

Monitored by: _____
 Signature over printed name

Designation: _____

TEMPLATE OF REGIONAL REPORT ON WORK IMMERSION

LETTERHEAD OF THE REGION

REGIONAL REPORT ON WORK IMMERSION

Region: _____ No. of Divisions: _____ No. of Work Immersion Implementers: _____
Supervisor in Charge: _____ Office Contact No.: _____
Email Address: _____ Mobile No.: _____

A. Regional Profile

Complete the table below using the consolidated data from your respective divisions.

| Track | Specialization | Total No. of Schools offering the track/specialization | Total No. of learners |
|-------|----------------|--|-----------------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

| Track | Specialization | Name of WI Partner Institution | Total No. of learners |
|-------|----------------|--------------------------------|-----------------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

B. Evaluation Results

Indicate the total number of Work Immersion Implementers that have:
Evident (E), Evident but Inadequate (EI), Not Evident (NE) and Not Applicable (NA) ratings.

| AREA | E | EI | NE | NA |
|---|---|----|----|----|
| I. Curriculum Implementation & Compliance | | | | |
| 1. Curriculum Guide is being followed properly. | | | | |
| 2. Objectives of the program are achieved at the end of the semester. | | | | |
| 3. The offerings are appropriate to the community. | | | | |
| 4. Specializations are aligned to the work immersion partner institution. | | | | |
| II. Work Immersion Delivery Process | | | | |
| 1. Activities of the learners are programmed based on the competencies. | | | | |
| 2. Learners are being prepared before the actual Work Immersion. | | | | |
| 3. Learners are being given feedback about their performance in the Work Immersion. | | | | |
| 4. Learners' personal agenda/goals are being channeled for their knowledge, skills, and values development in the Work Immersion. | | | | |
| III. Assessment of Learner's Progress | | | | |
| 1. Learners are oriented on how their performance will be measured. | | | | |

TEMPLATE OF REGIONAL REPORT ON WORK IMMERSION

LETTERHEAD OF THE REGION

| AREA | E | EI | NE | NA |
|--|---|----|----|----|
| 2. Assessment results are explained to the learners, leading to their realization of the areas for improvement. | | | | |
| 3. Learners can keep track of their progress in the Work Immersion. | | | | |
| IV. Supervision of Work Immersion Implementation | | | | |
| 1. A clear Monitoring Plan (Work Immersion Teacher, School Partnership Focal Person, and School Head) before the start of the Work Immersion is evident. | | | | |
| 2. Monitoring Plan is properly implemented. | | | | |
| 3. Monitoring results are discussed with the concerned personnel so as to encourage actions needed to improve Work Immersion delivery. | | | | |
| 4. Monitoring results are utilized to improve Work Immersion delivery. | | | | |
| 5. Proper coordination, planning, and a feedback system are being enforced. | | | | |
| 6. Capacity building for Work Immersion is being conducted. | | | | |
| V. Administrative Concerns | | | | |
| 1. Learners accomplish their parental consent before the actual Work Immersion. | | | | |
| 2. Orientation for learners and their parents is conducted by both the School and Partner Institution before the start of Work Immersion. | | | | |
| 3. An adequate budget is allotted for Work Immersion expenses. | | | | |
| 4. Profiles of confirmed Work Immersion partners are organized and available for reference by learners, parents, and teachers. | | | | |
| 5. Memorandum of Agreement (MOA) is duly notarized and properly documented. | | | | |
| 6. MOA is strictly followed by both School and Partner Institution. | | | | |
| 7. Materials and relevant supplies are available for the learners and teachers of Work Immersion. | | | | |
| 8. The school has a Joint Working Group, which is formed before the start of Work Immersion. | | | | |
| 9. The facilities and venues are accessible to teachers and learners. | | | | |
| 10. Learners are provided with insurance during their Work Immersion. | | | | |
| 11. Duties and responsibilities of personnel are clearly defined. | | | | |
| 12. Correct reports are submitted. | | | | |

TEMPLATE OF REGIONAL REPORT ON WORK IMMERSION

LETTERHEAD OF THE REGION

C. SUMMARY OF RESULTS

Write the total number of checks per area and identify those that are not evident and evident but inadequate which merit actions to be taken.

| AREAS | EVIDENT | NOT EVIDENT | EVIDENT BUT INADEQUATE | NOT APPLICABLE |
|--|---------|-------------|------------------------|----------------|
| I. Curriculum Implementation and Compliance | | | | |
| II. Work Immersion Delivery Process | | | | |
| III. Assessment of Learner's Progress | | | | |
| IV. Supervision of Work Immersion Implementation | | | | |
| V. Administrative Concerns | | | | |

List the items with NE and EI, and provide an explanation for each. Indicate the actions to be taken which will serve as a reference of your next report.

| Areas with Not Evident and Evident but Inadequate items | Explanation | Actions to be taken |
|---|-------------|---------------------|
| | | |
| | | |
| | | |

D. ISSUES, CONCERNS AND RECOMMENDATIONS

Enumerate the issues and concerns met not covered by the evaluation tool and indicate your corresponding recommendation to address it.

| Issues and concerns met not covered by the tool | Recommendations |
|---|-----------------|
| | |
| | |
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| | |

Prepared by:

Education Program Supervisor in charge of Work Immersion

Verified by:

CLMD Chief

Approved by:

Regional Director