

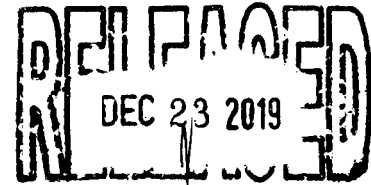


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DEPARTMENT OF EDUCATION
CORDILLERA ADMINISTRATIVE REGION

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REGIONAL MEMORANDUM
NO. 463 S. 2019



DEPED-CAR _____

To: Schools Division Superintendents
All Divisions

Date: December 18, 2019

Subject: **REGIONAL GUIDELINES IN THE MULTIGRADE
ASSESSMENT PROGRAM IN CAR**

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1. The Department of Education-Cordillera Administrative Region issues this guidelines on the implementation of the Multigrade Education (MG) in this region.
 2. The enclosed guidelines will serve as guidepost of all Multigrade Implementers to ensure compliance to standards.
 3. This guidelines will take effect 15 days after its publication in the DepEd-CAR website.
 4. For information, dissemination and compliance of all concerned.


MAY B. ECLAR, Ph.D., CESO V
Regional Director

Encl: As stated



ISO 9001:2015 Certified
Quality Management System
DE-50500784 QM15

OCTOBER 4, 2019

APPROVAL SHEET

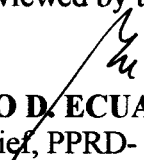
This "Guidelines in Multigrade Assessment Program" in the Cordillera Administrative Region, A regional Policy on Multigrade Program is submitted for review and approval.

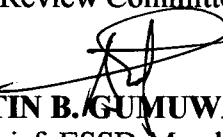
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REGIONAL GUIDELINES IN THE MULTIGRADE ASSESSMENT PROGRAM IN CAR

1. INTRODUCTION:

The 1987 Constitution mandates the state shall provide quality education of every Filipino. "The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make education accessible to all." The rights of every Filipino to quality basic education are further emphasized in the Republic Act 9155 or the Governance of Basic Education Act of 2011. This law reaffirms the policy of the State to protect and promote the rights of all Filipinos by providing free and compulsory basic education with the skills, knowledge and the values they need to become caring, self-reliant, productive and patriotic citizens.

This is in consonance to Department Order 38 b. 1993, Improving access to Elem. Educ. By providing complete grade levels in all public Elem. Schools through combination and / or Multigrade classes.

With the implementation of the RA 10533 known as the Enhanced Basic Education Act of 2013, the State likewise affirmed its commitment that every graduate of basic education shall be an empowered individual who has learned, through a program that is rooted on sound educational principles and geared towards excellence, the foundation for learning throughout life, the competence to engage in work and be productive, the ability to coexist in fruitful harmony with local and global communities, the capability to engage in autonomous, creative, and critical thinking, and the capacity and willingness to transform others and one self.

In the 2018 search for the Best Multigrade Implementing School, only 6 out of the 12 best MG schools from the 6 schools Divisions. Supposedly, if these are the best MG schools, all the (12) twelve schools division entries must have achieved 75% mastery level (DO 8, s. 2015). Not to discount, remaining (6) six still to be reached out to be able to attain at least 75% mastery level of which the one of the identified factors is the achievement of mastery level which improved the Multigrade school is, the schools are those seldom visited by cluster school heads, PSDSs and other instructional leaders.

II. GOAL AND OBJECTIVES

Goal: DepEd-CAR ensures to improve academic performance of all Multigrade schools in the cordilleras through comprehensive implementation of the Multigrade program.

The objectives of this revised guideline are:

1. To provide a framework for more effective implementation of the multigrade education program which set directions for providing access to education and achieving higher learning outcomes;
2. To make multigrade schools the most important learning centers for Filipino learners in the remote and disadvantaged communities in the region; and
5. To ensure that Multigrade schools receive the kind of services they deserve by taking into account the interest and needs of learners and teachers.
6. To ensure quality delivery of instruction in the Multigrade schools through Program Assessment.

III. DEFINITION OF TERMS

Multigrade class- It is defined as a class of two (2) or more grades under the responsibility of one teacher in a complete or incomplete elementary school. The term multigrade is used to include a combination class (composed of two (2) grades) or multigrade class (composed of three (3) or more grades).

Multigrade Teaching- Refers to the teaching of pupils in a class of several grade levels with different curricula under the supervision of one teacher.

Pure Multigrade- A school offering a complete elementary curricula with only three (3) or four (4) teachers teaching combination classes.

Mixed Multigrade- A school offering complete elementary curricula with five (5) or more teachers teaching combination classes and monograde classes (one (1) teacher per one grade level).

Itinerant Teacher- Teacher handling one kindergarten class in one school in the morning and handles another kindergarten class in another school in afternoon of and adjacent school or barangay.

Modified Scheduling- The kindergarten class takes 7:30 to 10:00 as mono class. Then combined with the graders until 10:30 as the Kinder will be having the outdoor/indoor activity and meeting time 3 while the graders will be having group or individual instruction.

Implementer- They are the instructional leaders such as school heads, Public Schools District Supervisor' and Education Program Supervisors who are responsible in supervising Multigrade classes and giving technical assistance to MG teachers to ensure quality delivery of the K12 Curriculum.

IV. IMPLEMENTATION GUIDELINES

POLICY FRAMEWORK

To ensure an effective and efficient implementation of the Multigrade Program in CAR, there shall be an inventory of the current competencies of teachers, School Heads, PSDSs on the MG program. The implementers are evaluated in terms of their knowledge on the organization of combination classes, curriculum content, curriculum delivery, learning resources appropriate for Multigrade as well as trainings. Appropriate tools will be used for each component. This policy however is focused on learning curriculum, learning delivery and assessment. Other sources of data are observations during school visits and monitoring activities by the implementers.

MULTIGRADE ASSESSMENT PROGRAM FRAMEWORK

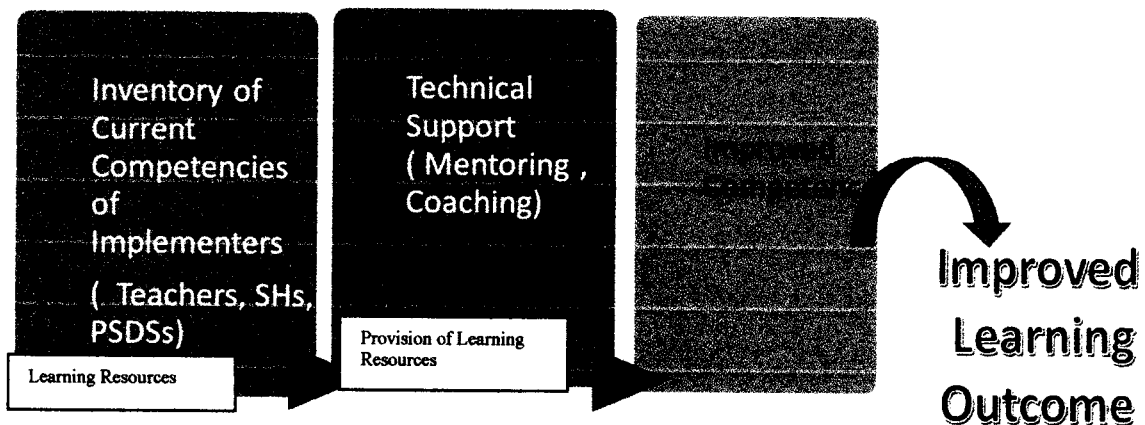


Fig. 1- CAR MG FRAMEWORK

The data gathered, will be the basis in providing technical assistance to the Multigrade teachers or school heads whichever the case maybe. It will also serve as basis for educational planning on the appropriate strategy to address the identified needs and challenges. Monitoring and supervision will be the main activity to determine when, what, who the technical assistance will be delivered. In this process, mentoring, coaching, or capability building activities are main strategies in over shooting the challenges in the implementation of the Multigrade program.

In continuing support for the successful implementation of the program, the region continuously supports the development of locally prepared learning resources adherence to the LRMDs standards. Learning resource doesn't limit on the learners materials (LM). This policy encourages the development of teachers' materials (TM) and professional development (PDM). Materials to serve as guide for the new teachers and school heads assigned to Multigrade classes/schools. These quality assured materials can be accessed through the LR portal and CAR website landing page.

The well-trained Multigrade implementers with appropriate learning resources, positive attitude and high commitment of both teachers and instructional leaders, there's no doubt that the Multigrade classes will be at par or even better than the mono-classes. They may also be excelling in academic, other co-curricular activities and performances.

A. Organization of Multigrade classes

1. Class Scheduling

For effective and efficient management and delivery of multigrade instruction, Region CAR developed a special Multigrade class program for Kindergarten classes appropriate to its geographical conditions. If there are less than 5 enrollees in Kindergarten class, the teacher will combine it to the adjacent grade levels. However, teacher must employ maximum creativity to ensure quality instruction for both groups of learners.

The Region also developed Multigrade class program as one of the options stipulated in DepEd Order No. 96, s. 1997 as shown below:

2. Schemes

Planning lessons is very essential in the delivery of teaching and learning in schools. It supports teachers in organizing and managing their classes and lessons towards quality education as stipulated in DepEd Order No. 96, s. 1997 determining first the teaching scheme is requisite before actually writing a lesson plan. The objective to be

developed in all groups will tell what scheme is most appropriate. The teaching scheme will likewise suggest the format of the lesson plan. Hence, MG teachers will have different DLP format to suit to Multigrade teaching schemes.

The minimum enrolment of five (5) and a maximum of twenty five (25) learner per MG classes shall be observed. Whenever possible and when the teachers and other facilities warrant, classes shall be divided as follows:

Grades Offered	No. of Personnel and Classes	
	Option 1 Offering 4 classes	Option 2 Offering 3 classes
Kinder to Grade 6	Kinder Class = 1 teacher	Kinder Class = 1 teacher
	Grades 1 & 2 = 1 teacher	Grades 1, 2 & 3 = 1 teacher
	Grades 3 & 4 = 1 teacher	Grades 4, 5 & 6 = 1 teacher
	Grades 5 & 6 = 1 teacher	
Total	4 teachers	3 teachers

A maximum of four (4) MG classes shall be organized per Pure MG School. Each class maybe composed of 2 or 3 adjacent grade levels except the Kindergarten class which will be treated as single grade class and shall be managed by one teacher. (Kindergarten Omnibus Policy DO 47 s. 2016)

B. Curriculum Instruction

Following the implementation of the K to 12 Basic Education Program, all MG schools shall also offer the same K to 6 elementary curricula. To facilitate the teaching and learning process in the multigrade context, the Budget of Work (BOW) is developed to serve as teacher's reference in preparing multigrade lesson plans and other multigrade teaching and learning activities. The BOW contains parallel competencies for two (2) or more grade level arranged per learning area to create a theme of work for the class.

C. Learning Materials and Resources

The Division shall initiate the development of multigrade learning materials to be quality assured following the LR process.

D. Roles and Responsibilities

The RO and SDOs shall conduct, Assessment, monitoring as basis of technical assistance provision to schools.

The school head will assess the teacher every quarter to determine the gaps plan for catch-up activities in the next quarter. The activity shall be captured during the SMEA.

Public Schools District Supervisor (PSDS) shall capture the SMEA reports then conducts Assessment in the district. Findings shall be the basis of planning and giving of technical assistance.

The **Division/Region Education Program Supervisor (Focal Person)** shall analyze the District Monitoring , Evaluation and Adjustment (DisMEA) and shall develop a TA plan then give the technical assistance not later than the end of the third quarter.

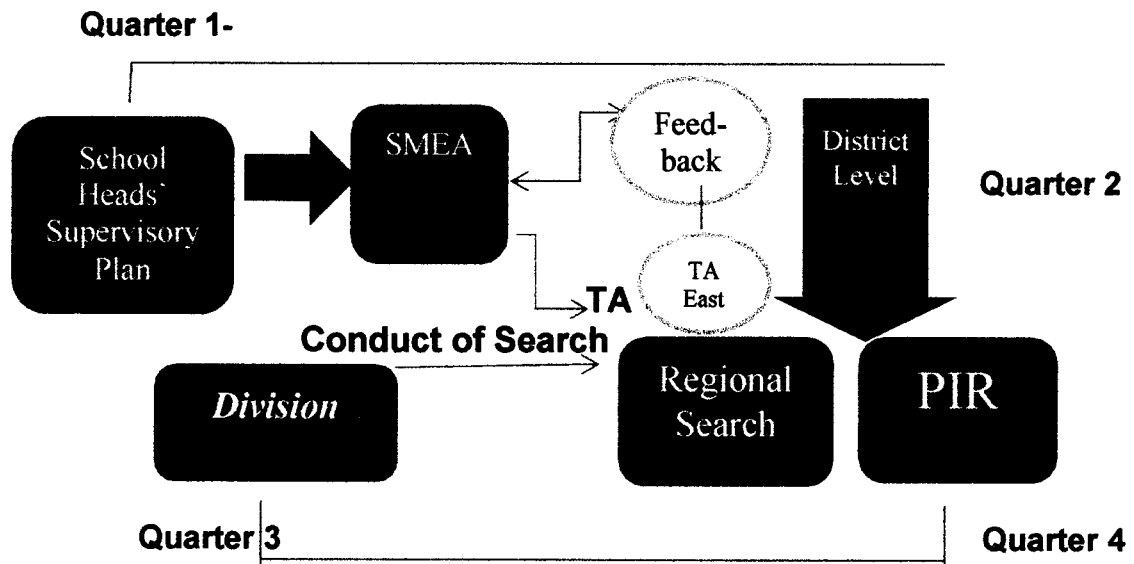


Fig. 2. Monitoring and Evaluation

E. Assessment

The following are to be monitored and assessed:

- **School Level-**

1. Utilization of the class program options developed and agreed upon based on DO 97, s. 1997;
2. Utilization of the MG-LPs and leveled reader materials to improve instruction and reading abilities of learners.
3. To ensure that all MG classes/schools are visited, the flow chart above shall be observed. The school head shall conduct quarterly assessment through the SMEA covering the competencies accomplished and least mastered. Likewise, assessment shall include the teaching competencies of the teachers appropriate to Multigrade class.

- **District Level-**

The Public Schools District Supervisor (PSDS) shall facilitate a district wide assessment through DisMEA to gather data or issues and concerns then develop together with the school heads a technical assistance plan to address the gaps in the first quarter. Intensified monitoring and evaluation shall be done in the second quarter to ensure that the TA was implemented and effective at the same time the districts shall have identified their contender to the division search for the Best MG teacher and Best MG Implementing Schools.

- **Division Level-**

The division collects issues and concerns via M&E and through the DMEA. This shall be the basis of the technical assistance to the schools/districts. The division shall create a team to conduct monitoring *cum* division search.

- **Regional Level-**

The regional Multigrade focal person collects and analyzes the data gathered from the divisions' reports/entries then develops technical assistance plan and provide appropriate interventions to the division/s concern.

To strengthen the implementation of the Multigrade program, the region shall spearhead an annual search for the best Multigrade teacher and Best Implementing Multigrade Schools.

Multigrade Festival-

Multigrade Festival shall serve as avenue for learning assessment and showcasing of talents among Multigrade learners. This will start from school level, district, division then regional level.

F. Recognition of Multigrade Teachers and School

To recognize the exemplary performance, contribution and dedication of multigrade teachers, school officials and community to the development of children, starting SY 2017 the region shall conduct the following:

- a. Search for Multigrade Teacher Achiever
- b. Search for Effective Multigrade Schools
- c. Search for Multigrade School Head Achiever

G. Research

To ensure the continuous improvement of the program, the divisions, districts and schools are enjoined to conduct researches on their instructions, to find the gaps issues and concerns to be addressed, and to determine effective practices that could be replicated by other schools.

References:

DepEd Order No. 96. s. 1997
DepEd Order No. 8. s. 2015
DepEd Order No. 47, s. 2016..(Kindergarten)