

### Activity 3

**B.A.S.I.C.** is an acronym to state the principles of curriculum content.

Principle 1: Curriculum Content	Sample																		
<p><b>Balance</b> <i>Equitable assignment of contents, time, experiences and other elements</i></p> <p>Write the contents in one (1) subject area for the first grading period.</p>	<p><b>First Grading Period</b>            A. Branches of earth science            B. Realms of the earth                I. Meteorology                  1. Elements of weather                  2. Earth atmosphere                  3. biogeochemical cycle                  4. weather conditions in the Philippines</p>																		
<p><b>Articulation</b> <i>Curriculum is arranged vertically or horizontally</i></p> <p>Write a sample content of one (1) topic in a subject from level to level or grade to grade.</p>	<table border="1"> <thead> <tr> <th data-bbox="768 1440 899 1532">Grade 1</th> <th data-bbox="899 1440 1073 1532">Grade 2</th> <th data-bbox="1073 1440 1360 1532">Grade 3</th> </tr> </thead> <tbody> <tr> <td data-bbox="768 1532 899 1746">1.1 add and subtract integers</td> <td data-bbox="899 1532 1073 1746">2.1 add and subtract decimals</td> <td data-bbox="1073 1532 1360 1746">3.1 apply arithmetic operations to solve the problems</td> </tr> <tr> <td data-bbox="768 1746 899 2001">1.2 multiply and divide integers</td> <td data-bbox="899 1746 1073 2001">2.2 multiply and divide decimals</td> <td data-bbox="1073 1746 1360 2001">3.2 apply arithmetic operations through fractions</td> </tr> <tr> <td data-bbox="768 2001 899 2200"></td> <td data-bbox="899 2001 1073 2200">2.3 recognize negative numbers</td> <td data-bbox="1073 2001 1360 2200">3.3 define rational and irrational number</td> </tr> <tr> <td data-bbox="768 2200 899 2290"></td> <td data-bbox="899 2200 1073 2290"></td> <td data-bbox="1073 2200 1360 2290">3.4 Understand basic rules of</td> </tr> </tbody> </table>	Grade 1	Grade 2	Grade 3	1.1 add and subtract integers	2.1 add and subtract decimals	3.1 apply arithmetic operations to solve the problems	1.2 multiply and divide integers	2.2 multiply and divide decimals	3.2 apply arithmetic operations through fractions		2.3 recognize negative numbers	3.3 define rational and irrational number			3.4 Understand basic rules of			
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		exponents
<p><b>Scope</b> <i>Content, topics, learning experiences and organizing the threads of an educational plan.</i></p> <p>Write sample topics in a subject area.</p>	<p>1. <b>General Subject:</b> History of Western Music. <b>Specific Topic:</b> Renaissance Musical Instruments</p> <p>2. <b>Module 1 curriculum:</b> concepts nature and purposes</p> <p><b>Lesson 1:</b> concept, nature and purposes of curriculum</p> <p><b>Lesson 2:</b> Elements components of curriculum/</p> <p><b>Lesson 3:</b> Teaching Learning process and curriculum development</p>	
<p><b>Integration</b> <i>Curriculum is integrated and interconnected.</i></p> <p>Cite a lesson which is integrated in other subjects.</p>	<p>In the basic Education Curriculum a cluster of subjects Is assigned under MAKABAYAN. These include among others, Social Studies, Physical Education, Health and HELE. In its implementation MAKABAYAN subjects may choose to have common theme.</p>	
<p><b>Continuity</b> <i>Vertical repetition and recurring approaches of content.</i></p> <p>Write sample topics in a subject area where content is organized in spiral fashion in breadth and depth.</p>	<p>When grade I lesson in living things is repeated in the next grade level with higher complexity, a construction should be made. In the high school, the same content heading as living things is included but the content taken in the elementary level.</p>	

Curriculum Model	Best Features	Insights
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## 1. GRASSROOTS APPROACH

- Subjects are organized in different learning areas
- Mastery of the subject
- Topics to be covered
- Directly learned by the learners through social interactions.
- Centralized test
- Subject demonstration
- Students engagement
- This can be use in different level both elementary and secondary.
- There are really appropriate ways on experiencing Subject matter content.
- This will develop the abilities or skills of the learners.
- It also allows the learners to become more productive and expert on the learning of different subjects.

## My Personal Insights

Curriculum development is a dynamic process involving many different people and procedures. It is very necessary for a teacher to know and master the curriculum in order for her/his to have a good quality of teaching learning process.

Through the identifying of different curriculum, as future educator I can identify what specific and appropriate curriculum that can use and integrate to the learners that they can easily get and apply to their learning experiences. That is why the curriculum models are very important to the learning of teacher and students.

### 2. Educational experiences related to the purposes

#### 3. Organization of the experiences

For example, if students need to meet the objective of writing an

essay, the learning experience might be a demonstration by the

teacher writing immediately? Either way could work and preference is

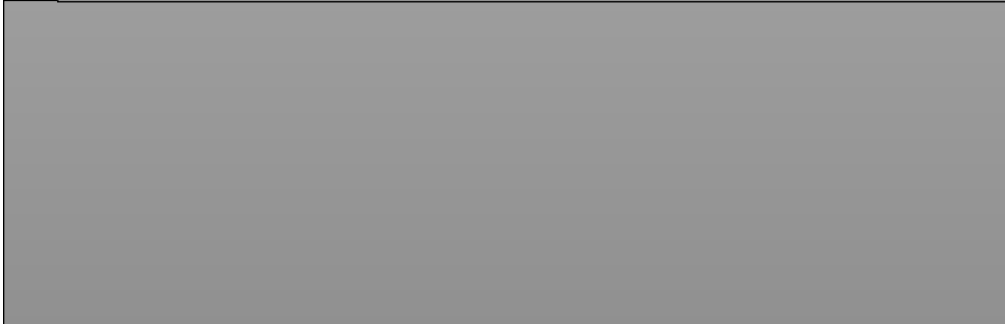
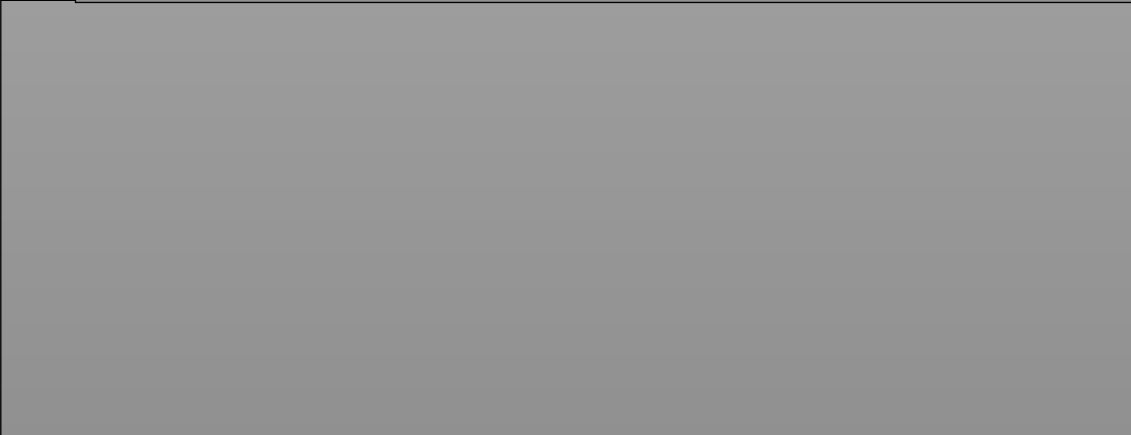
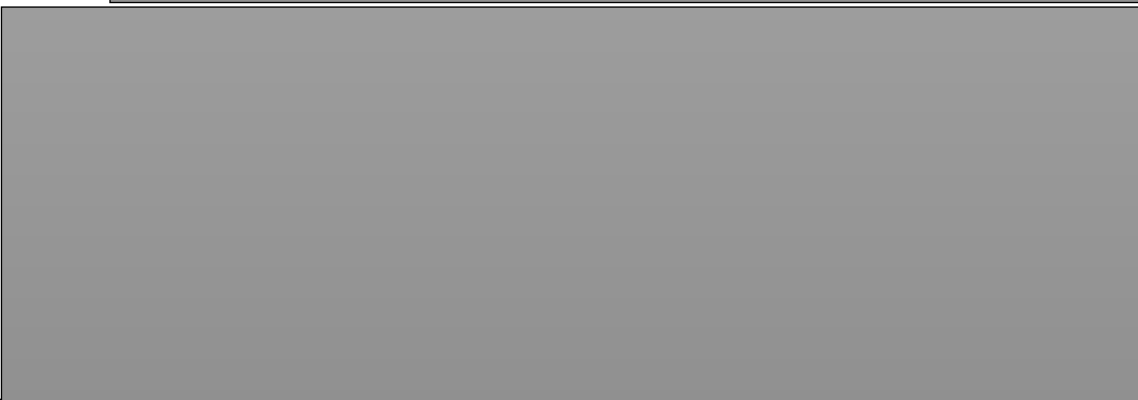
determined by the philosophy of the teacher and the needs of the

students. The point is that the teacher needs to determine a logical

order of experiences for the students.

#### 4. Evaluation of the experiences

For example, the teacher could have the students write an essay



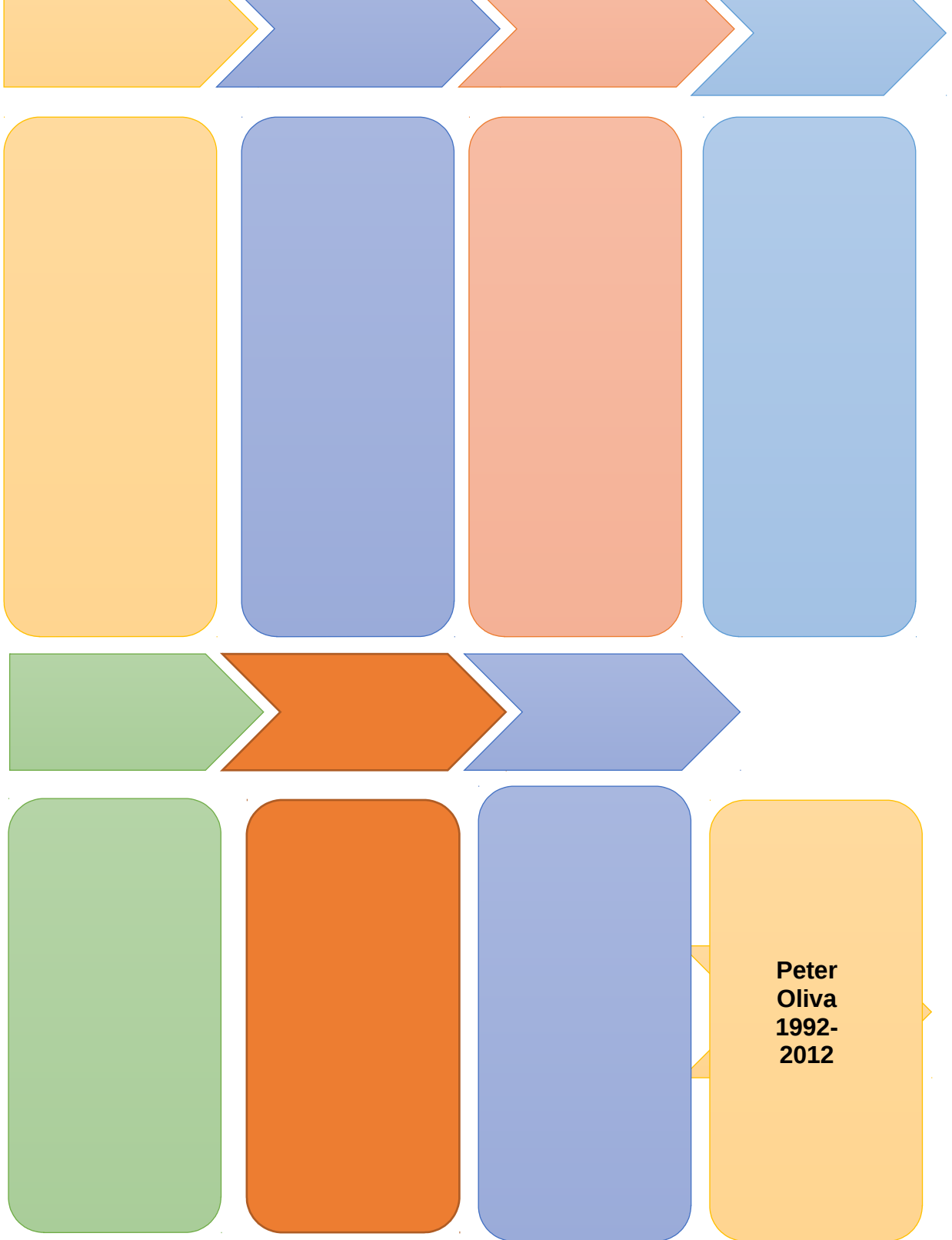
**He views**  
 He believes that subject matter is developed around the interest of the learners and their social functions. So, the curriculum is a set of experiences. Learners must experience what they learn.

**He believes that the objectives, along with the corresponding activities should revolve around the students' needs and interests.**

For him, the purpose of curriculum is child development, theoretical and growth, and pedagogical social foundations of relationship. He also introduced the use of small group interaction, and the project method as the foundations of curriculum for children.

**Hilda Taba 1902-1967**

He introduced the concept of the development of the whole child, the inclusion of social studies, and the importance of curriculum planning in advance.



Foundations of Curriculum	Samples/ Situations
<b>1. Philosophical Foundations</b>	<p>Educational planners and policy makers most have philosophy, a belief about education and schooling and 3 R's</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• 'Riting</li> <li>• 'Rithmetic</li> </ul>
<b>2. Historical Foundations</b>	<p>It shows us the chronological developmental a long a time line. It is where the curriculum development came from our great contributors.</p>
<b>3. Psychological Foundations</b>	<p>Provides a basis to understand the teaching and learning process. It unifies the elements of the learning process.</p>
<b>4. Social Foundations</b>	<p>Students who develop identity and self-awareness are more likely developed a sense of morality. And Subjects varies in every field of social sciences.</p>

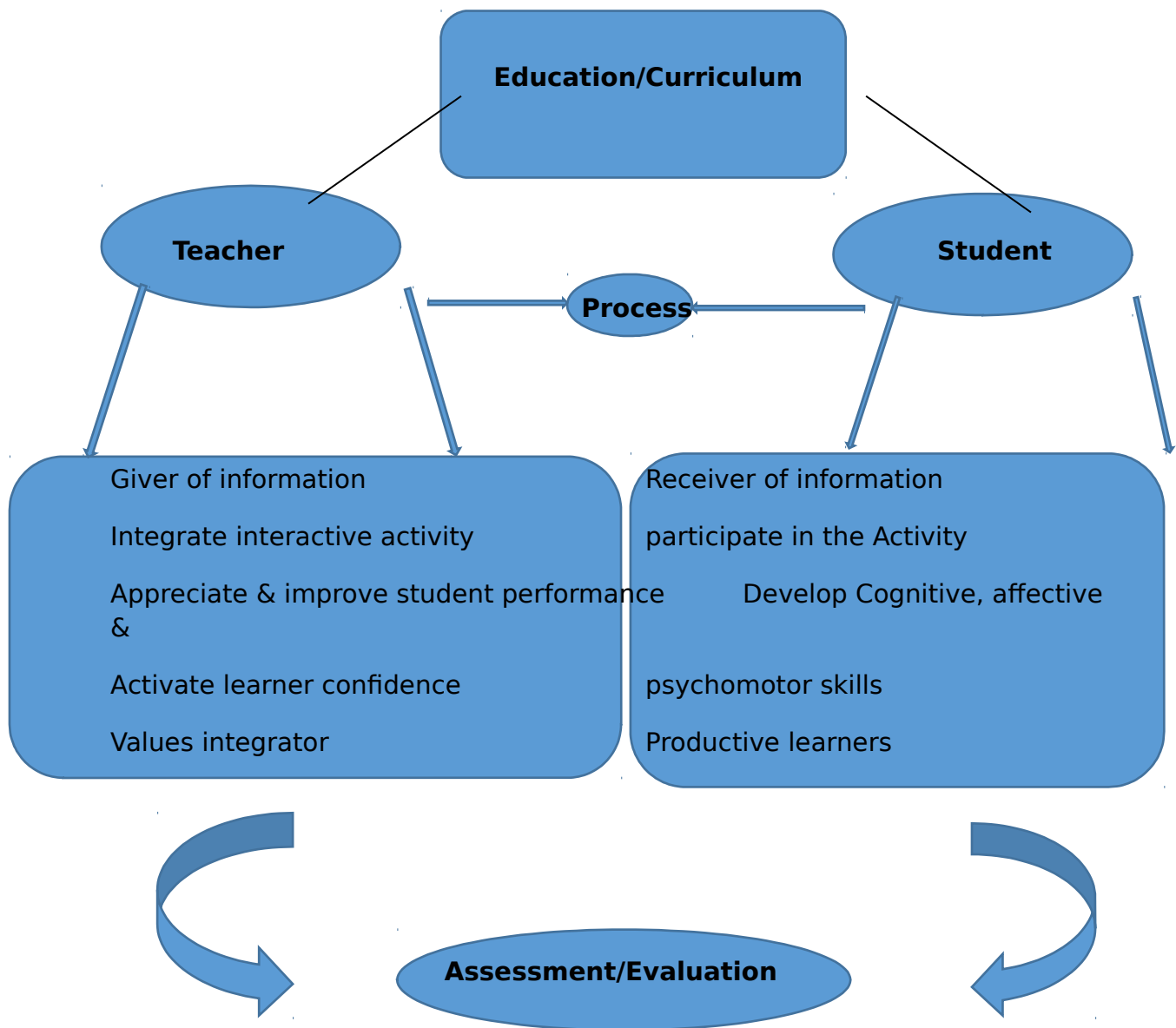
### My Personal Insights

Curriculum development is anchored on a very solid foundation. Although considered to be a new discipline, its significance in the in the light global developments has now been acknowledged. It is considered as a cooperative endeavor for change but school and society must work together for it. I learned that there are foundations in every planned curriculum. These foundations have greatly helped the curriculum to become effective to all learners and teachers. And there are people behind these foundations who were great contributors of the curriculum development.

I realized that before implementing a curriculum we really need to plan it properly by learning the foundations of curriculum. We should build a curriculum that will cater the needs and interest of the learners. Learners should be the center in the teaching-learning process.

### Activity 3

Evolve your own philosophy based on the existing philosophies of education. Illustrate through a graphic organizer. Explain this will be applied, if you are going to put up your own school.



### Explanation

It is very clear in my own philosophy of education that in teaching and learning process there are only two main factors which are the teacher and the learner. These two factors have relationship with each other. They are both important in terms of education. One job of being a teacher is to be giving the needs of their students for learning by creating engaging and relevant learning experiences every day. The best way to engage students is to have a solid classroom management plan and a well-planned lesson that is grounded in relevant should have a purposeful activity that will develop the different skills of the learners. And the job of being a student is to response to the planned and method that is being integrated by the teacher to the student.



### My Learning Activities

#### Activity 1

Accomplish the matrix by interviewing an administrator and a teacher to explain how the ten (10) axioms are realized in the school setting, the administrator or the teacher has the option to choose the axiom that she/he wishes to explain.

Ten(10) Axioms for Curriculum Designers	Situations/Samples on How These Axioms are Realized in the School Setting
<p>1. <b>Curriculum change is inevitable, necessary and desirable.</b></p>	<p>It was stated that one of the characteristics of curriculum is its being dynamics. Because of this, teachers should respond to the changes that occur in school and in its context. Schools and school systems grow and develop in proportion to their ability to respond to change and adapt to changing conditions. Society and its institutions continuously encounter problems to which they must respond.</p>
<p>2. <b>Curriculum reflects its own time. It is a product of its time</b></p>	<p>A relevant curriculum should respond to changes brought about by current social forces, philosophical positions, psychological principles, new knowledge and educational reforms. This is also called the timelines. The curriculum responds to, and is changed by, factors such as social forces, philosophical positions, psychological principles, accumulating knowledge, and educational leadership at its moment in history.</p>
<p>3. <b>Curriculum changes made earlier can exist concurrently with newer curriculum changes.</b></p>	<p>A revision in a curriculum starts and ends slowly. More often, curriculum is gradually phased in and phased out. Thus the changes that occur can</p>

	<p>coexist.</p> <p>Curriculum revision rarely starts and ends abruptly. Changes can coexist and overlap for long periods of time. Usually curriculum is phased in and phased out on a gradual basis.</p>
<p><b>4. Curriculum change depends on people who will implement the change.</b></p>	<p>Curriculum revision rarely starts and ends abruptly. Changes can coexist and overlap for long periods of time. Usually curriculum is phased in and phased out on a gradual basis.</p>
<p><b>5. Curriculum development is a cooperative group activity</b></p>	<p>People who will implement the curriculum should be involved in its development. When individuals internalize and own the changes in curriculum, the changes will be effective and long-lasting.</p>
<p><b>6. Curriculum development is a decision making process made from choices or alternatives.</b></p>	<p>Significant and fundamental changes in curriculum are brought about as a result of group decisions. Any significant change in the curriculum should involve a broad range of stakeholders to gain their understanding, support, and input.</p>
<p><b>7. Curriculum development is an on-going process.</b></p>	<p>Examples of decisions curriculum developers must make include what to teach, what philosophy or point of view to support, how to differentiate for special populations, what methods or</p>

	strategies to use to deliver the curriculum, and what type of school organization best supports the curriculum.
8. Curriculum development is more effective if it is a comprehensive process not piecemeal.	Continuous monitoring, examination, evaluation, and improvement of curricula are needed. No curriculum meets the needs of everyone. As the needs of learners change, as society changes, and as new knowledge and technology appear, the curriculum must change.
9. Curriculum development is more effective when it follows a systematic process.	A set of procedures, or models, for curriculum should be established in advance, and be known and accepted by all who are involved in the process. The model should outline the sequence of steps to be followed for the development of the curriculum.
10. Curriculum development starts from where the curriculum is.	Curriculum planners and designers should begin with existing curriculum. An existing design is a good starting point for any teacher who plans to enhance and enrich the curriculum.  Most curriculum planners begin with existing curriculum. Oliva advises planners to "hold fast to that which is good."

Intended Learning Outcomes	Subject Matter or Learning Content	Teaching/Learning Methods	Assessment/Evaluation
<ul style="list-style-type: none"> <li>Identify the elements of story</li> <li>Determine</li> </ul>	Grade 11  <ul style="list-style-type: none"> <li>Elements of</li> </ul>	DEDUCTIVE METHOD	<ul style="list-style-type: none"> <li>Quiz</li> </ul>

<p>the used of elements in the story and;</p> <ul style="list-style-type: none"> <li>• Perform the elements of the story</li> </ul>	<p>Story</p>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Activity</li> </ul> <p>Performance based</p>	<ul style="list-style-type: none"> <li>• Oral recitation</li> </ul>
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## My Learning Activities

### Activity 1

These are types of Curriculum Design Models. Complete the template given below by sitting their features/ advantages.

CURRICULUM DESIGN	BEST FEATURES/ADVANTAGES
1. SUBJECT- CENTERED DESIGN	curriculum design has variations which are

	focused on the individual subject
1.1 Subject Design	it requires fewer participants, making the process much more streamlined and less resource heavy
1.2 Discipline Design	Easy to design, build and operate.
1.3 Correlation Design	We can make predictions about things when we know about correlations. If two variables are correlated, we can predict one based on the other.
1.4 Scrap field Design/ interdisciplinary Design	It synthesizes more than one discipline and creates teams of teachers and students that enrich the overall educational experience
<b>2. LEARNER- CENTERED DESIGN</b>	It emphasizes a variety of different types of methods that shifts the role of the instructors from givers of information to facilitating student learning.
2.1 Child-Centered Design	<ul style="list-style-type: none"> <li>• Students develop learning and other skills and gain meaningful knowledge that will help them throughout life.</li> <li>• The relationship between rights and responsibilities is learned.</li> <li>• Students discover that learning is interesting and fun.</li> </ul>
2.2 Experienced-Centered Design	It is focused on the experienced of the learners
2.3 Humanistic Design	If the child feels good about him or herself then that is a positive start. Feeling good about oneself would involve an understanding of ones' strengths and weaknesses, and a belief in one's ability to improve
<b>3. PROBLEM- CENTERED Design</b>	It allows learners to become producers rather than consumers of knowledge.
3.1 Life Situation Design	Students will see direct relevance to what they are studying if the content is organized around aspects of community life.
3.2 Core Problem Design	It centers on general education and the problems are based on the common human activities. The central focus of the core design includes common needs, problems and concerns of the students.

## My Personal Insights

Upon answering this activity I could say that this curriculum design models is very relevant to the learners. First, learner will develop skill in reading and activate their critical thinking. Second, learners will also develop their comprehension and understanding to any subject to be taught. Third, it will also develop the behavior and discipline of the learner. Fourth, learner will activate their schema where in their prior knowledge will be used for the new learnings. Fifth, learner will allow their mind to think and choose for the betterment of their learnings. Sixth, through the use of child-centered design, experience-centered design, humanistic design, learner will engage and experience real setting that they can use for their learnings, where in they will choose various activities that can apply to their own phase of growth and also they can have opportunities to empower to shape their own learning. Lastly, learner will be trained to solve real life problems that come about because of the needs, interest and abilities of the learners. Problems persistent in life and society that affect daily living are also considered. It will also develop the learners

<b>Name</b>	<b>Signature</b>	<b>Perceptions on K to 12 Program</b>
<b><i>Jiepy Abroguina</i></b>		It gives opportunities to the young individuals in a sense of they can build confident through there learning.
<b><i>Susan Lubguban</i></b>		Provide a competency-based, self-paced program with clear quantifiable objectives. Instruction will be provided in a variety of ways best suited to the individual student's needs
<b><i>Marve Jane Gallemaso</i></b>		K to 12 program is somehow helping the educative process as well as enabling the learners to be globally competitive to trends

<b><i>Donna Mae Maglangit</i></b>		Provide students with a success-oriented program to obtain academic and employability skills in a school environment.
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### **My Insights**

The major goal of k – 12 program is to provide opportunities for the students failing in the traditional classroom setting to obtain academic credit, career exploration activities, vocational work experience, and extended teacher/peer support in an alternative setting where the ultimate goal is that of obtaining a diploma. This is done through methods aimed at helping and encouraging at-risk students.

Most of the answers are most likely the advantages of the K-12 curriculum. So indeed, k-12 curriculum will help students to their cognitive and psychomotor. In that they will learn more that will help them on their future. The longer educational cycle seen as critical in giving the learners the higher a quality of the education. The k-12 curriculum gives the students time to master basic academic skills.

### **My Analysis**

In the OBE syllabus categorize in a table there is the specific objectives, content, resources and assessment. Each component is connected to one another. It is a guide lines for the teachers on how to teach their students and what is the appropriate materials that are being use depends on the subject matter. It is used to convey the enthusiasm for the topic and our expectations for the course and to help the students sees their readiness for the course by identifying pre-requisite areas of knowledge.

Categories of Curriculum Change	Situation/Samples
<p><b>1. <u>Substitution</u></b>  <b>Replace the present with a new one.</b></p>	<p>Revising the old book into a new book by revising.</p>
<p><b>2. <u>Alteration</u></b>  <b>Introduce minor changes or modification on the current one.</b></p>	<p>Instead of computing using a ballpen and a paper we can already use calculator.</p>

<p><b>3. <u>Restructuring</u></b>  <b>Introduce major modification of the current curriculum.</b></p>	<p>A involvement of the parents of the children instead leaving everything to the teacher.</p>
<p><b>4. <u>Perturbation</u></b>  <b>Changes happen within a fairly short time.</b></p>	<p>A extra curriculum or activities may happen that is why a 2 hours class will be lessen into 1 and a half hour.</p>
<p><b>5. <u>Value Orientation</u></b>  <b>Respond to shift in emphasis within the vision/mission of the school</b></p>	<p>Teachers that are undergo induction program which is a special curriculum for newly hired teachers.</p>

We really need to change the curriculum form time to time it is because we really need to consider the needs, learning styles, and different intelligence of our students. We must also bear in mind that we are in the 21<sup>st</sup> century and learners evolved. And because of the society's values and needs change over time. In the 1950s, there was a lot more emphasis on the home economics and industrial arts type of things, more emphasis on simply memorizing facts and rules. Nowadays, with technology shifts, and an economy that is based on

different skills, if we had the same curriculum, it would be a catastrophe. Curricula have changed to meet the different needs that we have now.

# **Reforms in the Philippine education system: The K to 12**

# Program



In Photo: Students of the Bagong Tanyag Elementary School in Bicutan, Taguig, shows their Abakada book. In each classes, three school hours per session is only being accommodated for they are lacking in classrooms. The question is what can a student learn from a three-hour class. The Philippine educational system is faced with a slew of problems, including lack of classrooms, dilapidated school buildings and shortage of teachers.

By Cyril John Barlongo

QUALITY education is viewed as any country's pillar of success.

Restructuring the Philippines's basic educational system through the K to 12 Program is a tough but strategic move by the government to

ensure that it produces competent graduates who can serve as the backbone for a highly skilled and employable work force.

In Photo: Grade 1 pupils from Pasay City Elementary School at Leveriza Street in Pasay City take time to write on their paper during the opening of classes in Metro Manila area and other provinces.

Introduced in 2011 by the Department of Education (DepEd), headed by Secretary Armin Luistro, FSJ, the K to 12 Program made kindergarten a prerequisite to basic education. It lengthened basic schooling to include a two-year senior high school and offered technical and vocational courses to students not planning to go to college, thus giving them more chances of getting employed in blue-collar work

The program replaced the 10-year basic education curriculum, which consisted of six years in grade school and four years in high school that concentrated on the English language and Filipino, the sciences, arithmetic and mathematics, and the social sciences. It also incorporated these basic lessons to include basic science and technology, engineering, mathematics, accountancy, business and management, humanities and social sciences, and general academic courses such as technical-vocational-livelihood, arts and design, and sports.

The implementation of the program has aroused fear among 13,600 teachers and 11,400 nonteaching staff in higher education institutions (HEIs) that they would end up losing their jobs due to the lack of college enrollees.

Petitions have been submitted to the Supreme Court to suspend the program because politicians and groups find the new system as insufficient preparation for life after school.

Lack of infrastructure is also one of the issues confronting the DepEd prior to and during the initial implementation of the program. Needed for the new curriculum are 30,000 new classrooms; 30,000 new teachers; and 6,000 nonteaching staff.

Like most government endeavors, public education cannot succeed without the support of the private sector. With the help of companies and business groups, programs by the government are important in building a strong future for the country that would enhance our competitiveness in the global community and would advance the competencies of Filipino graduates to stand at par with global practices and be equipped with relevant skills and knowledge in their chosen professions. Different programs will give the youth a steady and confident footing in pursuing a career that will empower them to become able and productive participants in the shared task of nation-building.

Toward this end, business organizations have been supporting the K to 12 Program on its continued and proper reform implementation. Consistent support has been provided by the Makati Business Club, Philippine Business for Education (PBE), Philippine Chamber of Commerce and Industry, Management Association of the Philippines, the Information Technology and Business Process Association of the Philippines, Employers Confederation of the Philippines, American Chamber of Commerce of the Philippines, German-Philippine Chamber of Commerce and Industry, and the Australia-New Zealand Chamber of Commerce of the Philippines.

Studies have repeatedly shown that “more schooling leads to a higher income, averaging a 10-percent increase for every additional year in school.”

The League of Cities of the Philippines has also expressed its full and unwavering support for the flagship education reform of the Aquino administration, led by Quezon City Mayor Herbert Bautista.

Quality education is the best that the country can offer, a call that leads to quality employment for a better quality of life. Hence, lawmakers should still be in the lookout for potential advancements in the current status of our education system.

As of January 2015, the Philippine Statistics Authority Labor Force Survey showed a 6.6-percent unemployment rate from 7.5 percent the

previous year. Meanwhile, the survey also showed employment grew to 93.4 percent, up from 92.5 percent the preceding year.

If industries, members of academe and society as a whole can work concertedly toward empowering the students with global-standard competencies, the country's employment rate will improve further.

Despite the massive number of graduates the country's institutions of higher learning produce annually, not all possess the life skills needed to enter and become productive members of the work force.

Workers in the services sector dominated the largest proportion by 54.6 percent, comprised of those engaged in wholesale and retail trade, or in the repair of motor vehicles as the largest percentage. Meanwhile, workers in the agriculture and industry sector comprised the second and the smallest group with 29.5 percent and 15.9 percent, respectively. Laborers and unskilled workers have remained in the largest group, accounting for 31 percent.

Due to financial reasons, many high-school graduates today cannot proceed to college, which contributes to the aggregate of about 15 million out-of-school youth, according to PBEd.

The nonprofit organization proposes a voucher system to the DepEd and Commission for Higher Education (CHED) to give out-of-school youth a chance to pursue tertiary education.

According to PBEd, the Unified Financial Assistance System for Higher and Technical Education (UniFAST) and the Tertiary Education Transition Fund (TETF) will facilitate the funding for the program if Congress will pass the two bills into law.

The UniFAST bill will harmonize government scholarships, grants-in-aid and loan programs, while the TETF bill, in turn, will establish a development and welfare fund, PBEd says.

The UniFAST bill has been approved on third and final reading in the House of Representatives and on second reading at the Senate.

The community where the students live is a key factor in collective assistance and encouragement. With the help of volunteers through the DepEd's Brigada Eskuwela program, the public and private sectors unite to provide services and resources through the repair and ensuring the safety and cleanliness of classrooms and schools for the opening of public schools this June.

The program brings together teachers, parents, community members and stakeholders every third week of May in an effort to maximize civil participation and utilize local resources to prepare public schools for the opening of classes.

During the long week event, volunteers take time doing minor repairs, painting and cleaning of school campuses.

The program has become the DepEd's model of genuine public and private partnership to curb challenges that Philippine education is facing and serves as one of its front-line initiatives.

The Gulayan sa Paaralan Program of the DepEd, which began in 2007, also helps to address child malnutrition among elementary students. The crops harvested from school gardens, which were also planted by the students, are used to sustain the school's feeding programs. Children lacking proper nutrients have lesser energy, physically and mentally, hence are unable to fully participate in class.

Because of significant inflation in the country and improvement of facilities, private institutions have raised their tuition in 313 private colleges and universities for the coming school year, slightly higher than the 287 HEIs allowed by the CHED last year, for an increase in tuition and other fees.

The CHED said that of the 313 schools, only 283 HEIs were allowed to increase tuition, 212 would increase other fees, and 182 out of 313 schools were allowed to increase both tuition and other school fees.

Despite the higher number compared to that of last year, the increases were lower from an average of P35.66 per unit to P29.86. Other school fees were also lowered to P135.60 from P141.55 last year.

Due to Super typhoon Yolanda that devastated a wide swath of land in Eastern Visayas in 2013, the CHED did not approve any application from the schools affected to increase tuition and other school fees.

As no applications were submitted to CHED, no increases were imposed in the provinces of Batanes, Cagayan, Isabela, Nueva Vizcaya and Quirino in Region 2; Albay, Camarines Norte, Camarines Sur, Catanduanes, Masbate and Sorsogon in Region 5; Bohol, Cebu, Negros Oriental and Siquijor in Region 7; Camiguin, Misamis Oriental, Lanao del Norte, Bukidnon and Misamis Occidental in Region 10.

For a program to go through, right appropriation is essential to deliver a smooth program implementation. Mandated by the Philippine Constitution, the government must allocate the highest proportion of its budgetary needs to education. As part of the Aquino administration vow, of the P2.606-trillion national budget, the Department of Budget and Management (DBM) allocated P367.1 billion for the DepEd, the highest among the government agencies. The 2015 budget increased by 18.6 percent from last year.

Among the DepEd's programs are Abot-Alam Program, Alternative Delivery Mode Projector e-IMPACT, Basic Education Madrasah Program, Computerization Program, Redesigned Technical-Vocational High School Program and Government Assistance to Students and Teachers in Private Education.

Modernizing the higher public education system is an integral part of making school facilities a conducive environment for students to learn. Hence, to improve the country's state universities and colleges (SUCs), a total of P44.4 billion was allocated to the SUCs, 16.8 percent higher from last year.

The P2.5-billion allocation is designed to aid 40,453 Pantawid Pamilyang Pilipino Program beneficiaries.

To aid students who want to earn a college degree, the DBM allotted P7.9 billion for scholarship grants and financial assistance. Under this allocation, the CHED's Students Financial Assistance Program was appropriated a total of P763 million that will help 54,208 students nationwide.

Education is very important to everyone. It can change personality, social status of people. In the clippings above, it is very clear that in our country we have a poor educational system. This poor educational system will not make our country globally competitive that is why there are reforms that being newly implemented to sustain the quality of education and to provide the necessary needs like skills, knowledge of every learners.

It is very clear that the stakeholders are the foundation of curriculum development. Because of them the beauty and the importance of developing the curriculum become more effective. I realized that both of them are important in curriculum development. That is why as future teacher I will give importance to the people that can give and contribute to the curriculum development

The stakeholders are very important in the role of curriculum. They have the biggest impact because they are developing the learners in physical and in mental. Without these stakeholders then there will be no learning at all.

In the learners they are the core of the curriculum, they are the one who will learn to the teachers. They have more dynamic participation from the planning and implementing. In the teacher they are the one who will plan the curriculum that they are teaching. They are the most important person in curriculum implementation. The better the teacher the more widely the knowledge that the students will have.

Parents are the one who will guide their students when they are in their respective homes. The values that their students have learned to their parents. That is why teachers encourage the parents of the students to take a look up to them and assist their children.

They are individuals or institution that is interrelated in the school curriculum and the one who put into action and give life to the curriculum, lastly shape the school curriculum implementation. The primary stakeholders in the curriculum since the learners are the primary stakeholders in the curriculum, the universal as well as the individual characteristics of the students should be considered. Age, gender, physical, mental, emotional development, cultural background, interests, aspirations and personal goals are some of the factors that should be considered in the implementation of any curriculum.

My bases in evaluating a school curriculum are the impact of the applied curriculum to the needs of the learners, their performance level in the class, and the values they acquire from the teacher. I usually assess my teachers especially on how they deliver their lesson in a creative and interactive way of teaching. Effective curriculum starts from the teachers because they are the one who will teach the lesson. So, I need to evaluate my curriculum as a principal in order to have active and excellent students.

Curriculum evaluation may refer to the formal determination of the quality, effectiveness or value of the program, process, and product of the curriculum. It is a new idea for many teachers, not knowing that every day the teacher is involved in several components of evaluation. There are two ways of looking the curriculum evaluation.

I learned that in order to have an effective curriculum we must evaluate curriculum from time to time. Curriculum refers not only to the specific school but also to the teachers and students. It greatly helps to the needs of the students and teachers in creating a better change in the school.

I realized that curriculum evaluation is really important to the success and development of the said curriculum. It can help the learners meet the intended outcomes and goals. And it also helps the school to develop in quantity and quality.

As a future teacher, I should evaluate my school curriculum in order for me to learn and realize the unnecessary instructions that we need to delete. I will not only focus to myself but prioritize the needs of the disciples. I will give my best as a teacher in order to mold the young individuals to learn.

## SAMPLE EVALUATION FORM #1

Topic Title: \_\_\_\_\_  
Participant's Name (optional): \_\_\_\_\_

### EVALUATION TOOL

We appreciate your help in evaluating this program. Please indicate your rating of the presentation in the categories below by circling the appropriate number, using a scale of 1 (low) through 5 (high). Please fill out both sides of this form:

#### **OBJECTIVES**

This program met the stated objectives of:

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Identify three types of neurological complications often found after traumatic brain injury.    | 1 | 2 | 3 | 4 | 5 |
| 2. Identify three types of other traumatic complications often found after traumatic brain injury. | 1 | 2 | 3 | 4 | 5 |
| 3. List two types of medications to be avoided after traumatic brain injury.                       | 1 | 2 | 3 | 4 | 5 |

#### **SPEAKERS** (generally)

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Knowledgeable in content areas             | 1 | 2 | 3 | 4 | 5 |
| 2. Content consistent with objectives         |   |   |   |   |   |
| 3. Clarified content in response to questions |   |   |   |   |   |

1 2 3 4 5

1 2 3 4 5

**CONTENT**

1. Appropriate for intended audience

1 2 3 4 5

2. Consistent with stated objectives

1 2 3 4 5

**TEACHING METHODS**

1. Visual aids, handouts, and oral presentations clarified content

1 2 3 4 5

2. Teaching methods were appropriate for subject matter

1 2 3 4 5

1 2 3 4 5

**FACULTY**

Knowledgeable in  
Content area

Content consistent  
with objectives

Clarified content in  
response to questions

Dr. Smith

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

**COMMENTS:**

**Activity 3**

Design/Secure a copy of a curricular evaluation checklist and paste on this page.

**RELEVANCY**

1. Information could be applied to practice

1 2 3 4 5

2. Information could contribute to achieving personal, professional goals

1 2 3 4 5

**FACILITY**

1. Was adequate and appropriate for session

1 2 3 4 5

2. Was comfortable and provided adequate space

1 2 3 4 5

This program enhanced my professional expertise.       Substantially       Somewhat       Not at all

I would recommend this program to others.       Yes       No       Not sure

**COMMENTS/PROGRAM IMPROVEMENTS:**

I would like (name of APA-approved sponsor) to provide seminars or workshops on the following topics:

**IN GENERAL**

Do you prefer:     half-day seminars     full-day seminars     multi-day seminars

Do you prefer seminars in:     hotels     hospital     no preference

How much time do you need to respond to a program announcement?  
 less than 1 month     4 to 6 weeks     more than 6 weeks

How did you learn about this program?  
 brochure     supervisor     colleague     other

How far did you travel to attend this program?  
 0-25 miles     25-50 miles     50-100 miles     over 100 miles

If you would like to comment in person, please feel free to call the Office of Education at [phone number].

**THANK YOU**

**SAMPLE EVALUATION FORM #2**

**Workshop Evaluation**

A. Course Design (Circle the number to indicate your level of agreement/disagreement with each of the aspects of course design.)

- |    |   | Strongly agree |   |   |   | Strongly |
|----|---|----------------|---|---|---|----------|
|    |   | disagree       |   |   |   |          |
|    |   | 1              | 2 | 3 | 4 | 5        |
| 1. | The program content met my needs.                               |                |   |   |   |          |
| 2. | Length of the course was adequate                               |                |   |   |   |          |
| 3. | What did you like most about the course?                        |                |   |   |   |          |
| 4. | What specific things did you like least about the course?       |                |   |   |   |          |
| 5. | If the course was repeated, what should be left out or changed? |                |   |   |   |          |

B. Course objectives (Circle the number to indicate your level of agreement/disagreement with the degree to which course objectives were met.)

		Strongly agree				Strongly disagree
		1	2	3	4	5
1.	Understanding of prevalence and diversity of mental health problems among the elderly					
2.	Skills development in the area of and group therapy	1	2	3	4	5
3.	Increases knowledge in the area and of documentation	1	2	3	4	5
4.	Awareness of available psychological and assessment tools	1	2	3	4	5
5.	Information on expected standard and for clinical contributions	1	2	3	4	5
6.	Knowledgeable of responsibilities of and Area and District Managers	1	2	3	4	5
7.	Knowledge of credentialing and and scoring	1	2	3	4	5
8.	Increases knowledge of policy issues and	1	2	3	4	5

C. Evaluation of each faculty member in stated area:

		Strongly agree				Strongly disagree
		1	2	3	4	5
1.	Content was presented in an organized					
2.	Content was presented clearly and effectively	1	2	3	4	5
3.	Was responsive to questions/comments	1	2	3	4	5
4.	Teaching aids/audiovisuals were used effectively	1	2	3	4	5
5.	Teaching style was effective	1	2	3	4	5
6.	Content met stated objectives	1	2	3	4	5
7.	Content presented was applicable to my practice	1	2	3	4	5

D. As a result of attending this course, I see the value to me in the following ways (check all that apply):

- I gained one or more specific ideas that I can implement in my area of practice.
- I learned a new approach to my practice.
- It may help me do a better job.
- I do not see the impact of this course on my job.

\_\_\_ Other

E. By attending this course, I believe (check all that apply):

\_\_\_ I was able to update my skills.

\_\_\_ I acquired new and/or advanced skills.

\_\_\_ I have better knowledge upon which to base my decisions/actions in the practice setting.

\_\_\_ I am reconsidering my views toward the topic(s) presented.

\_\_\_ The topic presented was appropriate, but I am undecided as to my own views.

\_\_\_ Other

E. Facilities/Arrangements (Circle the appropriate number to indicate your level of satisfaction or circle NA if the item is not applicable to you.)

						Unsatisfactory		
						Satisfactory		
1. Lodging	1	2	3	4	5	NA		
2. Food Services		1	2	3	4	5	NA	
3. Meeting rooms and facilities			1	2	3	4	5	NA
4. Restrooms		1	2	3	4	5	NA	
5. Day of week	1	2	3	4	5	NA		
6. Time of day	1	2	3	4	5	NA		
7. Location	1	2	3	4	5	NA		

Comments:

Overall I would rate this workshop as:

\_\_\_ Excellent

\_\_\_ Good

\_\_\_ Average

\_\_\_ Poor

Other learning needs: (List any other topics you would be interested in for the future)

## SAMPLE EVALUATION FORM #3

In order to continue to improve the quality of educational programming, the Department of Psychiatry, would appreciate you taking a few minutes of your time to complete this evaluation. Your comments and suggestion will help us to plan future lectures to meet your educational needs.

**SESSION TITLE:** \_\_\_\_\_

**SESSION DATE:** \_\_\_\_\_

**PRESENTER:** \_\_\_\_\_

- 1. Please rate the degree to which the following objectives of this series/lecture were met (5=Completely; 4=to a high degree; 3=moderately; 2=minimally; 1=not at all)**

**Upon completion of this program, I will be able to:**

Conceptualize cases from the point of view of a cognitive therapist 5\_\_\_ 4\_\_\_ 3\_\_\_  
2\_\_\_ 1\_\_\_

Understand a range of techniques that could be applied in \_\_\_\_\_ 5\_\_\_ 4\_\_\_ 3\_\_\_  
\_\_\_\_\_ 2\_\_\_ 1\_\_\_  
each situation

**For questions below: 5=Strongly Agree; 4=Agree; 3=Neutral; 2=Disagree; 1=Strongly Disagree**

- 2. I acquired new skills or knowledge in relation to topic discussed** 5\_\_\_ 4\_\_\_ 3\_\_\_  
\_\_\_\_\_ 2\_\_\_ 1\_\_\_

- 3. The Lecture description was accurate** 5\_\_\_ 4\_\_\_ 3\_\_\_  
2\_\_\_ 1\_\_\_

- 4. The teaching format/length was suitable to content** 5\_\_\_ 4\_\_\_ 3\_\_\_  
\_\_\_\_\_ 2\_\_\_ 1\_\_\_

- 5. The teaching level was appropriate to audience** 5\_\_\_ 4\_\_\_ 3\_\_\_  
2\_\_\_ 1\_\_\_

- 6. The quality of the facilities was adequate for learning** 5\_\_\_ 4\_\_\_ 3\_\_\_  
2\_\_\_ 1\_\_\_

- 7. Presenter for this session:**

		<u>Excellent</u>		<u>Good</u>
		<u>Fair</u>	<u>Poor</u>	
Expressed ideas clearly	2	1	4	3
Presented useful examples	2	1	4	3
Thoroughness of content	2	1	4	3
Speaking/teaching ability	2	1	4	3
Effectiveness of audiovisual aids	2	1	4	3
Responsiveness to questions	2	1	4	3
Handouts	2	1	4	3

**8. Where did you learn about this Lecture?**

Printed brochure \_\_\_\_\_ Colleague \_\_\_\_\_ Website \_\_\_\_\_ Other: \_\_\_\_\_  
\_\_\_\_\_

**9. Suggestions for future topics, as well as comments on how this program could be improved to better suit your educational needs are always welcomed.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Research Title: **Tasks and Responsibilities of School Teachers**

Researcher(s): **Luanne Kelchner**

Findings: (Write the salient forms in bullet form).

- Teacher may work with children in small groups or with individual students who may be struggling with the classroom material, school teachers instruct students to work collaboratively with other children.
- School teachers schedule field strips for students during the year to provide learning experiences outside of the classroom.
- School teacher motivate and inspire young children to develop a lifelong love of learning and education.
- School teachers may use demonstrations and props to teach subjects.
- School teachers assign home works to students to reinforce the lesson learned in the classroom.
- Lesson plan include classroom work, such as class instruction, tests and quizzes.
- School teachers develop lesson plans that teach students a variety of subjects.
- School teachers play an important role in the education and development of children.