

In-Service Training (INSET) for Grade Seven Teachers of Private Schools July 20 – 22, 2012

TRAINING SCHEDULE & OBJECTIVES

OBJECTIVES

1. To provide teachers with an overview of the content and requirements of the K to 12 Program in general and Grade 7 in particular;
2. To discuss what teaching the standards for understanding means:
 - a. review identified curriculum content and performance standards
 - b. point out the role standards play in the design of instructional materials and assessment
 - c. discuss how to unpack standards and facilitate understanding and mastery of competencies
3. To describe the stages in the FAPE learning modules (LM) which reflect teaching for understanding;
4. To write a draft of learning module for assigned Grade 7 level curriculum content and performance level;

Time Morning	DAY 1
7:00-8:00	Registration
8:00-8:15	Opening Ceremonies
8:15-9:00	<i>Session 1</i> I. Part 1. The Mandate for the K to 12 and The Use of a Standards-based Curriculum COVERAGE: <ul style="list-style-type: none"> • The DepEd Mandate for K to 12 • The Use of Standards and Competencies • Overview of Subject Standards and Competencies
9:00-9:30	BREAK
9:30-12:00	<i>Session 2</i> II. Designing Standards-based Learning Modules for Understanding: COVERAGE: <ul style="list-style-type: none"> • Unpacking Big Ideas from the Standards • Following the Big Ideas in a Learning Module
Afternoon 12:00-1:00	LUNCH
1:00-3:00	<i>Session 3</i> III. Stage 1: Desired Results & Outcomes COVERAGE: <ul style="list-style-type: none"> • The AMT
3:00-3:15	BREAK
3:15-4:45	<i>Session 4</i> IV. Stage 2: Assessment Evidence – Part 1: The Transfer Goal, Performance Task and Rubric Criteria COVERAGE: The Performance or Transfer Task <ul style="list-style-type: none"> • Obtaining Evidence of Understanding through the Performance Task • Transfer vs. Prompts • Authentic Assessment and GRASPS • Rubric Criteria
4:45-6:00	<i>Session 5</i> V. Stage 2: Assessment Evidence – Part 2: Other Evidence (Formative and Summative Assessments) and Facets of Understanding COVERAGE: <ul style="list-style-type: none"> • A Photo Album Approach to Assessment • Assessment for Learning (Formative) and Assessment of Learning (Summative) • Facets of Understanding • OHSP Pre and Post-Assessments

Time Morning	DAY 2
7:30-9:30	<i>Session 6</i> VI. Stage 3: The Learning Plan: Part 1: EXPLORE/Introduction of the Essential Question COVERAGE: <ul style="list-style-type: none"> • Explore/Introduction on the EQ
9:30-10:00	BREAK
10:00-12:00	<i>Session 7</i> VII. Stage 3: Part 2: FIRM UP and DEEPEN/INTERACTION with Different Resources COVERAGE: Interaction with Different Resources <ul style="list-style-type: none"> • Types of Interactions • Use of Graphic Organizers • Reading Comprehension • Differentiated Activities • Use of Technology • Use of Research-based Strategies
12:00-1:00	LUNCH
1:00-3:00	<i>Session 8</i> <ul style="list-style-type: none"> • Continuation of The Learning Plan Part 2
3:00-3:15	BREAK
3:15-4:45	<i>Session 9</i> VIII. Stage 3: The Learning Plan Part 3: Transfer/Integration of Findings to the EU COVERAGE: <ul style="list-style-type: none"> • Concept Map • GRR/Scaffold for Transfer • Performance Task Completion • Articulating The Enduring Understanding
4:45-6:15	<i>Session 10</i> IX. Stage 3: Self-Assessment and Values Integration in the Learning Plan COVERAGE: <ul style="list-style-type: none"> • Metacognition and Self-Assessment • Values Integration
Time Morning	DAY 3
8:00-8:45	<i>Session 11</i> X. Developing Standards-based Learning Module
8:45-9:00	BREAK
9:00-12:00	<i>Session 12</i> XI. Developing the Standards-based Learning Modules
Afternoon 12:00-1:00	LUNCH
1:00-4:00	<i>Session 13</i> XII. Presentation and Critiquing of Standards-based Learning Modules
4:00-4:15	Closing Ceremonies