



Republic of the Philippines
Department of Education

REGION IX
SCHOOLS DIVISION OF ZAMBOANGA DEL NORTE

Office of the Schools Division Superintendent

RECORDS SECTION	
DepED, Division of Zambo. Norte	
No.:	
Date:	By:
MAY 23 2024	
RELEASED	

May 27, 2024

Division Memorandum

No. 298 s. 2024

**SCHEDULE AND GUIDELINES FOR THE ON-SITE TEACHING DEMONSTRATION
FOR TEACHER I APPLICANTS FOR INDIGENOUS PEOPLES EDUCATION (IPEd)
AND "SA PINAS, IKAW ANG MA'AM AT SIR" (SPIMS) BENEFICIARIES
FOR THE SY 2024-2025**

To: **Human Resource Merit and Placement Selection Board
CID and SGOD Personnel
Public Schools District Supervisors/District In-Charge
Elementary and Secondary School Heads
Members of the District Screening Committee
All IPEd and SPIMS Teacher Applicants
All Others Concerned
This Division**

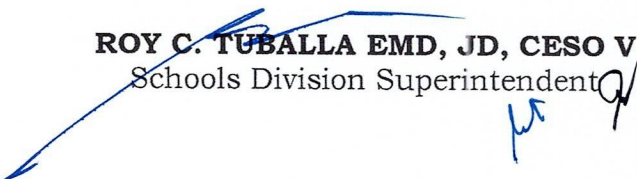
1. Under the Schools Division Office Reform Agenda No. 2 – the **D4D** - (**D**ecentralization, **D**evolution, **D**elegation, and **D**eputization) the District Simultaneous Career Position Assessment (DiSCPA) seeks to harmonize, prioritize, and fast track the filling-up items in the Schools Division through recruitment, placement and appointment to the different career positions.
2. Further, in consonance with Division Memorandum No. **207, s. 2024**, released on **April 1, 2024**, the Schools entitled "**Recruitment and Selection of Teacher I for Elementary, Junior High School (JHS) and Senior High School (SHS) in DepEd Division of Zamboanga del Norte**", attached herein are the schedule and guidelines in the conduct of the on-site Teaching Demonstration for teacher I applicants for IPEd and SPIMS, for the School Year 2024-2025.
3. The Teaching Demonstration will be conducted on **June 7, 2024** in an IPED Implementing School as identified by the DSC, as found in Enclosure No. 1.
4. The guidelines and venue are detailed in the following enclosures:
 - a. **Enclosure No. 1: Venue and Date of the Demonstration Teaching**
 - b. **Enclosure No. 2: Guidelines in the conduct of the Demonstration Teaching for Teacher 1 Applicants Re IPEd and SPIMS**
 - c. **Enclosure No. 3: District Screening Committee Composition**



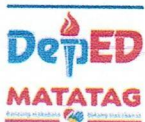
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5. This Memorandum shall serve as travel order for all involve in the comparative assessment of teacher I applicants for IPEd and SPIMS 2024.. Expenses incurred relative to the conduct of the said activity including the honorarium of the IP Elder shall be charged against the local funds/School MOOE of the host school subject to the usual auditing rules and regulations.
6. For questions and concerns related to the activity, you may contact the HRMPSB Secretariat, sheldavapdapan@yahoo.com.ph; 09173011643; ariesmark.nogas@dep.ed.gov.ph; Aries Nogas, 09998487699;
7. Immediate and widest dissemination of this Memorandum is hereby enjoined.

ROY C. TUBALLA EMD, JD, CESO V
Schools Division Superintendent



HRMPSBSEC/IPEd/SPIMS/DOT/2024



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ENCLOSURE NO. 2: Guidelines in the conduct of the Demonstration Teaching for Teacher I Applicants Re IPEd and SPIMS

I. The District Sub-Committee shall:

- a. Prepare Registration/ Attendance Area
- b. Give priority number to the teacher applicants;
- c. Prepare classrooms which will serve as holding area for classroom demonstration teaching; validation, encoding and printing of Individual Evaluation Sheet;
- d. Prepare and print the list of teacher applicants. Provide a copy to the screening committee;
- e. Prepare and print the Classroom Observation Tool such as Inter-Observer Agreement Form and Rating Sheet. (D.O. 7 s. 2023)
- f. Assign learners with parental consent, for the demonstration teaching who can speak the mother tongue;

II. The Teacher Applicants:

- a. Shall be in the venue thirty minutes before the start of the activity and must sign the attendance sheet;
- b. Once done with the Demonstration Teaching the applicant will proceed to the encoding room, review his/her points and sign the Individual Evaluation Sheet (IES);
- c. No applicant shall go home without signing the Individual Evaluation Sheet.

III. Important Reminders:

- a. The District open ranking/ demonstration teaching shall be video recorded, and the copy of the said recording shall be submitted to the Division HRMPSB;
- b. District Ranking shall be done **only** in the **venue** stipulated in the memorandum.
- c. An Open Ranking System shall be adopted to ensure transparency in the process and results of the comparative assessment wherein applicants are present to witness the actual evaluation. Each applicant shall also be given an opportunity to ask questions and seek clarifications on the results of their individual assessment and acknowledge their individual results during the open ranking.
- d. The **Secretariat** shall maintain the minutes of the selection and deliberation process. The minutes shall be signed by the Chair and all members of the DSC.
- e. The **Secretariat** shall consolidate the results of the Comparative Assessment and submit the same to the Division HRMPSB. The CAR shall be signed by the DSC.



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Enclosure No. 3: District Screening Committee Composition

District Screening Committee for IPed/SPIMS

Chair: PSDS/ IPed Focal Person

Members: School Principals; Head Teachers.

Secretariat: AOs II
ICTs
PDOs I

Observers: The recognized IP customary elders/leaders of IP communities where the school/district is located; School Principals; Head Teachers

For IPEd Teacher Applicants

IPEd teacher applicants will be observed using the set of indicators below. Indicators 1, 2 and 5 are similar with regular teacher applicants. **Indicators 3 and 4** are specific to IPEd teacher applicants,

INDICATOR 1	Apply knowledge of content within and across curriculum teaching areas
INDICATOR 2	Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills
IPEd INDICATOR 3	Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning
IPEd INDICATOR 4	Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups
INDICATOR 5	Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements

Indicators for IPEd Teacher Applicants

INDICATOR 3		Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning			
2	3	4	5	6	
The teacher displays Intermediate Low sublevel proficiency in the use of Mother Tongue, and/or Filipino and/or English that somewhat hinders teaching and learning.	The teacher displays Intermediate Mid sublevel proficiency in the use of Mother Tongue, and/or Filipino, and/or English that loosely facilitates teaching and learning.	The teacher displays Intermediate High sublevel proficiency in the use of Mother Tongue, and/or Filipino, and/or English that fairly facilitates teaching and learning.	The teacher displays Advanced Low sublevel proficiency in the use of Mother Tongue, and/or Filipino, and/or English that regularly facilitates teaching and learning.	The teacher displays Advanced Mid sublevel proficiency in the use of Mother Tongue, and/or Filipino, and/or English that progressively facilitates teaching and learning including probing questions and feedback.	
FEATURES OF PRACTICE					
<ol style="list-style-type: none"> Teacher's use of Mother Tongue, and/or Filipino, and/or English is with frequent pauses and self-corrections as he/she searches for appropriate linguistic forms and vocabulary. Misinterpretations arise between teacher and learners but can be resolved by repetition or rephrasing. 	<ol style="list-style-type: none"> Teacher's use of Mother Tongue, and/or Filipino, and/or English is characterized by occasional pauses and self-corrections as he/she searches for adequate vocabulary and appropriate language forms in delivering the lesson. The teacher rarely has difficulty linking ideas and using communication strategies, such as code switching and translation. 	<ol style="list-style-type: none"> Teacher's use of Mother Tongue, and/or Filipino, and/or English is primarily framed using connected ideas. Teacher's use of Mother Tongue, and/or Filipino, and/or English manifests minimal linguistic challenges. 	<ol style="list-style-type: none"> Teacher's use of Mother Tongue, and/or Filipino, and/or English is mostly sufficient, accurate, clear, and precise in conveying ideas to learners without misrepresentation or confusion. Teacher's use of Mother Tongue, and/or Filipino, and/or English is generally understood by the learners. 	<ol style="list-style-type: none"> Teacher's use of Mother Tongue, and/or Filipino, and/or English is marked by a substantial flow of ideas. His/her vocabulary is fairly extensive and appropriate to the level of learners. Teacher's use of Mother Tongue, and/or Filipino, and/or English is concrete, accurate, clear and precise, conveying his/her ideas without misinterpretations or confusion. 	
CLARIFICATIONS					
<p>MOTHER TONGUE the native language or the first language the learner learns as a child (PPST, 2017)</p> <p>PROFICIENCY the use of language (medium of instruction) to communicate effectively in speech and in writing, including code switching and translation</p> <p>Proficiency for SPED teachers handling learners with hearing impairment: use of Total Communication (TC), that is incorporating various modes of communication such as speech, gestures, body language, lipreading, and formal signs (e.g., American Sign Language (ASL), Filipino Sign Language (FSL), Signed Exact English (SEE))</p>		<p>INTERMEDIATE LOW SUBLEVEL PROFICIENCY able to lead class discussions in any of the mediums of instruction (Mother Tongue/Filipino/English) but in a limited number of simple communicative tasks in learning situations</p> <p>INTERMEDIATE MID SUBLEVEL PROFICIENCY able to lead class discussions in any of the mediums of instruction (Mother Tongue/Filipino/English) in a variety of simple communicative tasks in learning situations</p> <p>ADVANCED LOW SUBLEVEL PROFICIENCY able to consistently handle class discussions in any of the mediums of instruction (Mother Tongue/Filipino/English) in a variety of communicative tasks in learning situations</p> <p>ADVANCED MID SUBLEVEL PROFICIENCY able to consistently handle class discussions in any of the mediums of instruction (Mother Tongue/Filipino/English) with ease and confidence in a large number of communicative tasks</p>			

INDICATOR 4		Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups				
2		3	4	5	6	
The teacher employs strategies but fails to address the learning needs of learners from indigenous groups.		The teacher employs strategies which are somewhat culturally appropriate in addressing the learning needs of learners from indigenous groups.	The teacher employs strategies which are partially culturally appropriate in addressing the learning needs of learners from indigenous groups.	The teacher employs strategies which are culturally appropriate in addressing the learning needs of learners from indigenous groups.	The teacher employs a variety of strategies which are culturally appropriate in addressing the learning needs of learners from indigenous groups.	
FEATURES OF PRACTICE						
<ol style="list-style-type: none"> The teacher lacks familiarity with learners' cultural backgrounds and has made no attempts to contextualize instructions. Teacher's instructional strategies do not respond to learners' cultural background. 		<ol style="list-style-type: none"> The teacher demonstrates a limited understanding of a culture-based education. The teacher gives opportunities to only few learners to actively engage in the learning activities. 	<ol style="list-style-type: none"> The teacher displays familiarity of learners' cultural background but sometimes lacks responsiveness in addressing them. 	<ol style="list-style-type: none"> The teacher demonstrates an understanding of the purpose and value of learning in the learners' context. 	<ol style="list-style-type: none"> The teacher provides a culture-based instruction to meet the needs of learners. The adaptation of instruction is realistic and effective. The teacher provides diverse learners with opportunities to actively engage in various learning activities. 	

CLARIFICATIONS	
<p>LEARNERS FROM INDIGENOUS GROUPS people who have, under claims of ownership since time immemorial, occupied, possessed, and utilized ancestral territories, shared common bonds of language, customs, traditions, and other unique cultural traits (RA 8371, IPRA)</p> <p>TEACHING STRATEGIES In the context of IPEd, teaching strategies are embedded in an indigenous cultural community's (ICC) Indigenous Learning System (ILS), which is an ICC's system of educating succeeding generations of youth into the community's cultural system (DO 32, s. 2015).</p> <p>LEARNING NEEDS comprise both essential learning tools (literacy, oral expression, numeracy, and problem solving) and the basic learning content (knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning (UNESCO, 1992)</p>	<p>CULTURE-BASED EDUCATION an education that is grounded in the context of the indigenous communities' life, recognizes their Indigenous Knowledge Systems and Practices (IKSPs), and is inclusive of their cultural perspectives (DO 32, s. 2015, Enclosure p.4)</p> <p>CONTEXTUALIZATION the educational process of relating the curriculum to a particular setting, situation or area of application to make the competencies relevant, meaningful, and useful to all learners; distinguished into two: localization and indigenization (DO 32, s. 2015, Enclosure p.6)</p> <p>VARIETY a range of different strategies employed as required by the learning situation</p> <p>SOMEWHAT APPROPRIATE minimal degree of appropriateness</p> <p>PARTIALLY APPROPRIATE moderate degree of appropriateness</p>



COT-RSP (IPEd)

TEACHER APPLICANT

RATING SHEET

OBSERVER: _____ DATE: _____

APPLICATION CODE OF THE APPLICANT OBSERVED: _____

SUBJECT & GRADE LEVEL TAUGHT: _____

DIRECTIONS FOR THE OBSERVERS:

1. Rate each item on the checklist according to how well the teacher performed during the observation. Mark the appropriate column with a (✓) symbol.
2. Each indicator is assessed on an individual basis, regardless of its relationship to other indicators.
3. Attach your accomplished Observation Notes Form to the completed Rating Sheet.

INDICATORS	2	3	4	5	6	NO*
1. Apply knowledge of content within and across curriculum teaching areas						
2. Use a range of teaching strategies that enhance learner achievement in literacy and/or numeracy skills						
3. Display proficient use of Mother Tongue, Filipino, and English to facilitate teaching and learning						
4. Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups.						
5. Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements						

OTHER COMMENTS:

Signature over Printed Name of the Observer

Signature over Printed Name of the Applicant

NO stands for **Not Observed which automatically gets a rating of 2.*



COT-RSP (IPed)

TEACHER APPLICANT

INTER-OBSERVER AGREEMENT FORM

OBSERVER 1: _____ APPLICATION CODE OF APPLICANT: _____
 OBSERVER 2: _____
 OBSERVER 3: _____ SUBJECT & GRADE LEVEL TAUGHT: _____
 DATE: _____

DIRECTIONS FOR THE OBSERVERS:

Discuss with the other observers your reason/s for rating in each indicator. In case of different ratings, come up with a final rating. **The final rating is NOT an average; it is a rating based on a reasoned and consensual judgment.** Indicate this rating on the column "Final Rating". Add the final rating per indicator to get the total then compute for the *Rating for Classroom Observation* using the formula below. (Note: Weight allocation for Classroom Observation is at 35 points.)

Note that if the applicant gets NO (Not Observed) in an indicator, write 2 as the final rating.

INDICATORS	FINAL RATING
1. Apply knowledge of content within and across curriculum teaching areas	
2. Use a range of teaching strategies that enhance learner achievement in literacy and/or numeracy skills	
3. Display proficient use of Mother Tongue, Filipino, and English to facilitate teaching and learning	
4. Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups	
5. Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements	
TOTAL NO. OF POINTS OBTAINED <i>(highest possible score is 30)</i>	___ / 30
OTHER COMMENTS:	
Rating for the Demonstration Teaching i.e., (Total score / 30) * 35 <i>Example: (20 / 30) x 35 = 23.33 points</i>	___ points

Signature over Printed Name
of Observer 1

Signature over Printed Name
of Observer 2

Signature over Printed Name
of Observer 3

Signature over Printed Name of the Applicant