



February 1, 2019

Division Memorandum  
No. 067 s. 2019

**PILOT TESTING AND QUALITY ASSURANCE OF ENHANCED  
KINDERGARTEN BLOCKS-OF-TIME**

To: Assistant Superintendents  
Chiefs, CID and SGOD  
Education Supervisors/Coordinators  
District Supervisors/OICs  
Elementary School Heads

1. This Office announces the conduct of the **Pilot Testing and Quality Assurance on Enhanced Kindergarten Blocks-of-Time** in the selected schools on **February 4, 6, 11, 12 and 13, 2019**.

2. The quality assurance team or observers during the pilot testing activity is composed of the following:

<b>CLMD Chief</b>	-	<b>Dr. Emeliano Elnar</b>
<b>Regional EPS in Kindergarten</b>	-	<b>Dr. Gilda Bangcog</b>
<b>CID Chief</b>	-	<b>Dr. Mary Ann Flores</b>
<b>EPS in Kindergarten</b>	-	<b>Mrs. Maria Elena T. Paras</b>
<b>District Kindergarten Coor.</b>	-	<b>Mrs. Angelie Guangco</b>
<b>Public Sch. District Supervisor</b>	-	<b>Dr. Gladys Balagtas</b>
		<b>Mr. Vicente Tolomia</b>
<b>Elementary School Principal</b>	-	<b>Mrs. Imelda Gealon</b>

3. The members of the team are to accomplish the attached Observation Tool and to observe strictly the procedures in the conduct of the pilot testing and quality assurance activity. Please refer to the attached Regional Memo. No. 53, s. 2019 for more information.

4. The following are the identified schools to be visited by the team and the dates of the visits:

<b>Date and Time</b>	<b>School and District</b>	<b>Week No./Days of Block of Time to be Pilot tested</b>
February 4, 2019 – AM PM	Taloot CS, Argao District 2 Guiwanon ES, Argao Dist. 2	Week 8, Day 1 Week 8, Day 2
February 6, 2019 – AM PM	Bulasa ES, Argao Dist. 2 Binlod ES, Argao Dist. 2	Week 8, Day 3 Week 8, Day 4
February 11, 2019 – AM PM	Argao CS, Argao Dist. 1	Week 8, Day 5 Week 28, Day 1
February 12, 2019 – AM PM	Mantalongon ES, Dalaguete District 1	Week 28, Day 2 Week 28, Day 3



February 13, 2019 – AM PM	Dalaguete CS, Dalaguete District 1	Week 28, Day 4 Week 28, Day 5
------------------------------	---------------------------------------	----------------------------------

5. Principals of the identified schools are hereby instructed to identify who among his/her KG teachers will do the demonstration teaching and to secure a copy of the Contextualized Blocks-of-Time (Weeks 8 and 28) from Mrs. Maria Elena Paras on or February 1, 2019.
6. Travelling, per diem and other incidental expenses that may be incurred by Regional/Division Personnel and PSDSs shall be chargeable against **Regional/Division funds**, while travelling, per diem and other incidental expenses of school heads involved in this activity shall be chargeable against **school MOOE/SEF/PTA funds**, subject to the usual auditing and accounting rules and regulations.
7. This Memorandum serves as **Authority to Travel**.
8. Immediate and wide dissemination of this Memorandum is directed.

  
**RHEA MARIA ANGTUD, Ed.D, CESO VI**  
Schools Division Superintendent

Telephone Numbers:

Schools Division Superintendent:	(032) 255-6405
Asst. Schools Division Superintendent:	(032) 4147457
Accounting Section:	(032) 254-2632
Disbursing Section:	(032) 255-4401

Website : [www.depedcebuprovince.com](http://www.depedcebuprovince.com)  
E-mail Add : [depedcebuprovince@yahoo.com](mailto:depedcebuprovince@yahoo.com)



REPUBLIKA NG PILIPINAS  
REPUBLIC OF THE PHILIPPINES  
**KAGAWARAN NG EDUKASYON**  
DEPARTMENT OF EDUCATION  
**REHIYON VII, GITNANG VISAYAS**  
**REGION VII, CENTRAL VISAYAS**  
Sudlon, Lahug, Cebu City



JAN 24 2018

**REGIONAL MEMORANDUM**

No. 0053 s. 2019

**PILOT TESTING AND QUALITY ASSURANCE OF ENHANCED KINDERGARTEN  
BLOCKS-OF-TIME**

To: **ALL SCHOOLS DIVISION SUPERINTENDENTS**

1. This Office through the Curriculum Learning and Management Divisions enjoins all Schools Division Offices to conduct the pilot testing of the Enhanced Kindergarten Blocks-of-Time on January 28 to February 12, 2019 in the identified pilot schools of the division in order to get its strengths and limitations and eventually generate an improved and final copy to be used in the field.
2. The quality assurance team or observers during the pilot testing activity shall be composed of;
  - a. CLMD/CID Chief;
  - b. Regional/Division EPS in Kindergarten;
  - c. District Kindergarten Coordinator (school head trained in Kindergarten Blocks-of-Time);
  - d. Master teacher handling Kindergarten class, and;
  - e. Public Schools District Supervisor trained on Kindergarten Blocks-of-Time.
3. The Kindergarten teachers of the selected schools shall do the demonstration teaching.
4. The following procedures shall be followed;

**BEFORE**

  - a. Identify pilot schools and kindergarten teacher-demonstrators.
  - b. Provide the kindergarten teachers with the copy of the Enhanced Blocks-of-Time a week before the scheduled demonstration teaching for the teacher to prepare the needed materials.
  - c. Inform the school principal, district supervisor and QA team or observers of the schedule and provide them with a copy of the Enhanced Blocks-of-Time and Observation Tool.

Office of the Director (ORDir), Tel. Nos.: (032) 231-1433; 231-1309; 414-7399; 414-7325; Office of the Assistant Director, Tel. No.: (032) 255-4542  
Field Technical Assistance Division (FTAD), Tel. Nos.: (032) 414-7324 Curriculum Learning Management Division (CLMD), Tel. Nos.: (032) 414-7323  
Quality Assurance Division (QAD), Tel. Nos.: (032) 231-1071 Human Resource Development Division (HRDD), Tel. No.: (032) 255-5239  
Education Support Services Division (ESSD), Tel. No.: (032) 254-7062 Planning, Policy and Research Division (PPRD), Tel. Nos.: (032) 233-9030;  
414-7065 Administrative Division, Tel. Nos.: (032) 414-7326; 414-4367; 414-7366; 414-7322; 414-4367  
Finance Division, Tel. Nos.: (032) 256-2375; 253-8061; 414-7321

*"EFA 2015: Karapatan ng Lahat, Pananagutan ng Lahat"*

**DURING**

- a. Demonstration Teaching of the Enhanced Blocks-of-Time
- b. Observation (Accomplishment of Observation Tool)
- c. The demonstration teacher should accomplish part II (Reflection) of the Enhanced Blocks-of-Time after the Demonstration Teaching.

**AFTER**

- a. The Division EPS in Kindergarten shall take the lead in the conduct of the Post Conference.
  - b. Assign documenter to record the proceedings of the conference.
  - c. QA team/Observers shall share their comments, suggestions and recommendations about the teaching process. (A copy of the observation notes and evaluation results shall be submitted to the documenter)
  - d. Valid suggestions and recommendations shall be incorporated in the Enhanced Blocks-of-Time.
5. Validated and improved copy of the Enhanced Blocks of Time, Accomplished Observation Tool and Post Observation Template shall be submitted to the Regional Office on or before February 15, 2019.
  6. Expenses relative to the conduct of the activity shall be charged against division/school /local funds subject to the usual accounting and auditing rules and regulations.
  7. Immediate dissemination of and compliance with this Memorandum is directed.

  
JULIET A. JERUTA PhD, CESO IV  
Director IV

**ASSIGNED WEEK PER DIVISION FOR THE PILOT TESTING OF THE  
ENHANCED BLOCKS-OF-TIME**

<b>QUARTER 1</b>		
<b>WEEK</b>	<b>Theme</b>	<b>Division</b>
1	I belong to a Kindergarten class	Region
2	I do many things in school	Bais
3	I can learn with others	Bayawan
4	I am unique	Bogo
5	I have feelings	Bohol
6	I have a body and I can do many things with my body	Carcar
7	I can see and hear	Cebu City
8	I can smell, taste and touch	Cebu Province
9	I can take care of my body	Danao
10	I am me	Dumaguete

<b>QUARTER II</b>		
<b>WEEK</b>	<b>Theme</b>	<b>Division</b>
11	I belong to a family	Guihulngan
12	We care for one another in our family	Lapulapu
13	My family members help one another by doing different roles	Mandaue
14	My family provides my shelter	Naga
15	My family provides my food	Neg Or
16	My family provides my clothing needs	Siquijor
17	My family celebrates special occasions	Tagbilaran
18	My family participates in the school activities	Talisay
19	My family participates in the community activities	Tanjay
20	I have a family	Toledo

**ASSIGNED WEEK PER DIVISION FOR THE PILOT TESTING OF THE  
ENHANCED BLOCKS-OF-TIME**

<b>QUARTER III</b>		
<b>WEEK</b>	<b>Theme</b>	<b>DIVISION</b>
21	<b>I belong to a community</b>	<b>Region</b>
22	<b>There are places of learning in the community</b>	<b>Bais</b>
23	<b>There are places in the community where we can have fun</b>	<b>Bayawan</b>
24	<b>There are places in the community where we can get services that will keep us healthy</b>	<b>Bogo</b>
25	<b>There are places in the community where I can get services that will keep us safe</b>	<b>Bohol</b>
26	<b>There are places of worship and prayer in the community</b>	<b>Carcar</b>
27	<b>There are places in the community where we can buy and sell things</b>	<b>Cebu City</b>
28	<b>We can go to different places in many ways and means (land)</b>	<b>Cebu Province</b>
29	<b>We can go to different places in many ways and means (water and air)</b>	<b>Danao</b>
30	<b>We are members of a community</b>	<b>Dumaguete</b>

<b>QUARTER 1V</b>		
<b>WEEK</b>	<b>Theme</b>	<b>Division</b>
31	<b>I am part of a bigger community</b>	<b>Guihulngan</b>
32	<b>Worship</b>	<b>Lapulapu</b>
33	<b>We care for the environment</b>	<b>Mandaue</b>
34	<b>We care for plants in the environment</b>	<b>Naga</b>
35	<b>We have animals in the environment</b>	<b>Neg Or</b>
36	<b>We care for animals in the environment</b>	<b>Siquijor</b>
37	<b>I have responsibilities</b>	<b>Tagbilaran</b>
38	<b>We had fun in Kinder</b>	<b>Talisay</b>
39	<b>Thank you and Goodbye Kinder</b>	<b>Tanjay</b>
40	<b>I am ready for Grade 1</b>	<b>Toledo</b>

Enclosure # \_\_\_\_\_ to RM # \_\_\_\_\_ s. 2019

## OBSERVATION TOOL

Division: \_\_\_\_\_ Week No. \_\_\_\_\_

Directions:

BLOCKS OF TIME	Put (✓), if observed	REMARKS/ Suggestions
<b>ARRIVAL TIME</b>		
The teacher welcomes the children as they arrive.		
The teacher engages the children in conversation.		
Children engage in conversation with classmates and the teacher.		
There are routines and activities in place upon arrival.		
Check those observed: <input type="checkbox"/> Attendance Chart <input type="checkbox"/> Job Chart <input type="checkbox"/> Signing-in <input type="checkbox"/> Others		
Children have internalized arrival routines.		
Children engage in free play.		
<b>MEETING TIME 1</b>		
Check those observed: <input type="checkbox"/> Community Greeting <input type="checkbox"/> Daily message <input type="checkbox"/> Attendance check <input type="checkbox"/> Teaching with the calendar <input type="checkbox"/> Going through the day's schedule <input type="checkbox"/> Weather graph <input type="checkbox"/> Others: _____		
There are open-ended questions to trigger discussion.		
Children are given opportunity to share their stories, experiences and opinions.		
There is/are questions that help teacher draw from children the message of the day		
Concepts previously introduced are discussed and connected to the new concept.		
<b>WORK PERIOD 1</b>		
All tasks and the concepts are explained clearly.		
There are varied independent activities to choose from and engage in.		
Competencies/Learning Objectives of IAs are SMART.		
Materials are specific.		
IAs are Developmentally Appropriate		
TS activity is Developmentally Appropriate		
Competencies/Learning Objectives are SMART.		
The teacher rotates children through the teacher-supervised tasks.		
Children work in small groups, in pairs or individually for the entire block of time.		
Higher Order Thinking Questions are asked.		
The teacher goes around different groups of children to observe and process their activities.		
Children work on different IAs per day.		
TS Activity is included in the IA the following day for mastery		
<b>MEETING TIME 2</b>		
The teacher asks questions about children's work during Work Period.		
Children are given time to talk about their work and output.		
There are transition activities to help children move to the next block of time or activity.		
Successful transition to the next activity is ensured		
The teacher wraps-up the activity.		
<b>RECESS AND QUIET TIME</b>		
There is interaction and free conversation between teachers and learners and among learners.		
Children exhibit self-help skills.		
The teacher sets the mood for children to relax and rest.		
The teacher gives choices as to how children may spend Quiet Time.		
<b>STORY TIME</b>		
One of the following is used: Big book, Regular picture book, Song, Poem/rhyme, Wordless book		
There are Before reading activities like Vocabulary building, Activation of prior knowledge, Setting a purpose for listening.		

Story is repetitive in nature and contains not more than 200 words.		
The teacher reads/tell the story, poem, etc. well.		
Modelled Reading for first day		
Guided Reading the second day (Few Questions are asked while reading)		
Shared Reading for 3 <sup>rd</sup> day (HOTS questions are asked, children tell what happens next)		
Shared Reading/independent reading for fourth day (Children retell/HOTS questions are asked)		
Independent Reading/Application for the last day (Retelling/Drama/Drawing)		
Story is developmentally and culturally appropriate.		
A few questions that will help children predict are asked.		
A few think-aloud questions that modeled thinking about the story are asked		
Children are engaged during storytelling.		
There are after reading activities like discussion of the story, activities that focused on the elements of the story (plot, characters, theme, setting), Enrichment activities, Curricular content using the story as springboard		
Discussion of the story sounded natural and conversational.		
Activities after reading are engaging for the children.		
The children are given opportunity to ask questions about the story.		
The text or story chosen was appropriate for the children.		
Transitions from one block of time to another are smooth and seamless.		
Used a variety of instructional materials		

Provided clear transitions between activities		
Summarized major points of lesson		
Included informal assessment of lesson's learning outcomes		
<b>LEARNING CHECKPOINTS</b>		
Objectives in the learning checkpoints are SMART and stated in English		
<b>Transitions</b>		
Transition questions connects one block to the next block.		
Transition activities are appropriate for children.		
Arts of questioning is evident.		
Instructions/directions are clear.		
<b>WORK PERIOD 2 &amp; Indoor Outdoor</b>		
Children engage in free play.		
The teacher goes around different groups of children to observe and process their activities.		
The teacher notes down observations.		
All tasks and the concepts are explained clearly.		
There are varied independent activities to choose from and engage in.		
Competencies/Learning Objectives of IAs are SMART.		
Materials are specific.		
IAs are Developmentally Appropriate		
TS activity is Developmentally Appropriate		
Competencies/Learning Objectives are SMART.		
There is clear instruction that teacher rotates children through the teacher-supervised tasks.		
Children are given opportunity to work in small groups, in pairs or individually for the entire block of time.		
Higher Order Thinking Questions are asked.		
Children will work on different IAs per day.		
TS Activity is included in the IA the following day for mastery		
Instructions/directions are clear		
There is play or movement activity		
Clear instruction is given before play..		
<b>Meeting time 3</b>		
Good questions about the days activities tackled by the learners are ask.		
Teachers wraps up the days activity.		



Teacher dismiss learners with happy disposition.		
<b>OTHERS</b>		
Provided clear tasks for student groups.		
Provided group tasks that were related to the lessons learning outcomes		
Provided group tasks that promoted higher-level learning		
Provided clear directions for forming learners groups		
Activities can be done in a given time.		
Promotes critical thinking skills.		
Varied instructional materials are used.		
Included appropriate material that is worth knowing.		
Audio-visual materials/ ICT materials are used.		
There is clear statement of purpose and learning outcomes of the lesson		
Topics/questions are arranged in a logical sequence		
Provided opportunities for learners to apply content		
Provided clear transitions between activities		
Summarized major points of lesson		
Included informal assessment of lesson's learning outcomes		
Adapted smoothly to problems during lesson		
Each block is started in an organized manner		
Used appropriate words to strengthen retention and interest.		
Utterances reflects respect and sensitivity to diverse learners.		
Provided clear tasks for student groups.		
Provided group tasks that were related to the lessons learning outcomes		
Provided group tasks that promoted higher-level learning		
Provided clear directions for forming student groups		
Facilitated learning in learners' groups.		
Encouraged learners to asked questions		
Elicited learners ideas about the lesson.		
Develop student learning through active participation in lesson activities.		
Asked questions that require varying level of thinking		
Promoted critical thinking		
Questions promoted students reflections on their own level or performance		
Font style is Calibri and font size is 10.		
BOT format is followed.		
Tune for transition songs are reflected.		
The following domains are developed: (Please check)		
<input type="checkbox"/> Oral language <input type="checkbox"/> Listening comprehension <input type="checkbox"/> Alphabet knowledge		
<input type="checkbox"/> Attitude towards Language, Literacy and Literature <input type="checkbox"/> Book and print knowledge <input type="checkbox"/> Composing <input type="checkbox"/> Vocabulary		
<input type="checkbox"/> Phonological awareness <input type="checkbox"/> Study skills		
What part of the lesson/activities need improvement or revision?		
_____		
_____		
Recommendations/Suggestions: _____		
_____		
_____		

Observed by:                      QUALITY ASSURANCE TEAM

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_