


Research/capstone project teaching guide

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Updated (June 10, 2017): Introduction As the Commission Supports DepEd High School Implementation (SHS), it supports the vision and mission of the K program to 12, stated in Section 2 of the Republic Act 10533, or the Advanced Basic Education Act of 2013, that every graduate of basic education be an authorized person through the program is rooted for ... competence in work and productivity, the ability to coexist in fruitful harmony with local and global communities, the ability to engage in creative and critical thinking, and the ability and willingness to transform others and themselves. To achieve this, the Commission, in partnership with the Philippine Normal University (PNU), the National Center for Educational Education, develop training guides for SHS courses. Together with the PNU, this teaching guide has been studied and reviewed by education and pedagogy experts and expanded with appropriate methodologies and strategies. In addition, the Commission considers that teachers are the most important partners in achieving this goal. The current Teaching Guide is the basis that will guide them in creating lessons and assessment tools, supporting them in promoting activities and issues, and assisting them in deeper areas of content and competence. So the introduction of SHS for SHS Framework. SHS for SHS Framework SHS for SHS Framework, which means Saysay-Husay-Sarili for high school, is the basis of this book. Lessons that combine high-quality content with flexible elements to accommodate diversity of teachers and the environment contribute to these three fundamental concepts: SAYSAY: MEANING Why is it important? As part of this teaching guide, teachers will be able to facilitate understanding of the value of lessons so that each student participates fully in content at both cognitive and affective levels. INTERVIEWER - How do I understand that? Given that the development of mastery goes beyond remembering, teachers should also strive for a deep understanding of where they lead students to analysis and knowledge. SARILI: OWNERSHIP What can I do about it? When teachers give students the opportunity to take responsibility for their learning, they develop independence and self-education by studying both the subject and themselves. Part of the curriculum is a tutorial this tutorial displayed and aligned with the DepEd SHS curriculum, designed to be very used for teachers. It contains classroom activities and pedagogical notes, and is integrated with innovative pedagogy. All of these elements are presented in the following parts: 1. INTRODUCTION Highlight key concepts and identify the main issues of Show the big picture Connect and/or review of preliminary knowledge Clearly inform learning competence and purpose of Motivation through applications and connections with real life 2. INSTRUCTION/DELIVERY Give a demonstration/lecture/modeling/practical activity Show step-by-step solution to sample problems Using multimedia and other creative tools Give Theory Applications a Connect to a Real Problem if applicable 3. PRACTICE Discuss Elaborate Examples Provide Easy-Medium Hard Issues Give Time for Practical Unmanageable Classroom Work and Opening Use of Formative Assessment to Give Feedback 4. ENRICHMENT Provide additional examples and applications to Introduce Extensions or Generalization Concepts Participation in Thought Matters Encourage Analysis through Higher Thinking Tips 5. EVALUATION Supply of a diverse bank issue for writing work and exercise Provide alternative formats for student work: written homework, journal, portfolio, group/individual projects, student-directed research project Teaching Notes Teacher should strive to maintain a good balance between conceptual understanding and object in skills and techniques. Teachers are encouraged to be aware of the content and performance standards and the time frame offered for each lesson, but flexibility in lesson management is possible. Interruptions in class schedules, poor admission, or students' difficulty with a specific lesson may require the teacher to extend a specific presentation or discussion. Calculations on some topics can be facilitated by calculators. It's encour-aged; however, it is important that the student understands the concepts and processes involved in the calculation. Basic Calculus exams can be designed to prevent calculators from being needed. Since higher education is a transitional period for students, the latter must also be prepared for academic rigor at the college level. Some calculus topics require much more rigor and precision than those found in previous math courses, and material processing may differ from teaching more elementary courses. Teacher it is recommended to be patient and careful in presenting and developing topics. To avoid too much technical discussion, discussion, ideas can be introduced intuitively and informally, without compromising rigor and correctness. The teacher is encouraged to study the manual very well, work on examples and do the exercises well before the lesson. The development of calculus is one of mankind's greatest achievements. With patience, motivation and discipline, learning and learning calculus can effectively be implemented by anyone. The training guide is designed to be a valuable resource for this purpose. This release was last updated on June 14, 2016. Other versions will follow. Download THE SHS Senior School Guide: Updated: July 1, 2016 (Download Link: This curriculum has been developed and reviewed by teachers at public and private schools, colleges, and universities. We encourage teachers and other stakeholders in education to email their feedback, comments and recommendations to the Higher Education Commission, K to 12 Transitional Program Management Group - Senior High School Support Team on email protected We appreciate your feedback and recommendations. 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No changes were made. Welcome to my A professional project, this web page is the culmination of the work of the University of Colorado-Global Campus MS in the Teaching and Learning (MSTL) program. Please read below to better understand the contents of the page. The purpose of this website is to show the culmination

work I have completed for this program through the University of Colorado-Global Campus MS's Teaching and Learning (MSTL) program. I focused my work on using data-driven learning, teacher leadership, and collaboration with the teacher. All this seems to be the key to success in the development of teachers and in the development of students. Data Processing Instructions: The data processing instructions are actually just an informed instruction. Teachers focus on collecting and analyzing data to make sure they know where students are starting. From this, teachers can find as a starting point where students show gaps in knowledge. This helps ensure that students get the content they need and at the appropriate level of complexity. It really helps to ensure that students are connected rather than bored or struggling. According to Hattie (2012), the primary goal of schools is to ensure that all students learn, not just that all students are studying. Student education should be the lens through which teachers look at all their practices, policies and procedures (p. 69-70). This data collection process should continue to think it is a unit and a year. The teacher will have a constant stream of information to base his decisions on. Teacher Leadership: Teacher Leadership is an opportunity for teachers to become leaders in learning in their school. These are the teachers who are making changes, providing opportunities for modeling work and professional development. This role is essential to the success of the programs you implement. Collaboration with the teacher: Collaboration with the teacher is not only important for the success of the school, but also important for the success of students in the classroom. When teachers talk about students and work together, great things can happen. According to Hattie (2012), schools cannot help all students learn if teachers work in isolation. Schools need to create structures and cultures that promote effective collaboration - a collaboration that focuses on factors in our sphere of influence to positively impact student learning (69-70). When teachers work together, students have the best chance of success in the classroom and teachers have the best chance of success in implementing school-wide programs. The target audience of this website is teachers' leaders and administrators who currently work in schools with direct access to students. These teachers and administrators should look for support and materials to use when a new programme or curriculum as part of the This website will be used in my own building and department for the benefit of professional training communities and in the form of professional development training. Since we meet for professional development only once a month, the website will serve as a place for teachers in my building to interact and find the materials or resources they need. It is designed to be more like a mixed class where we are still progressing in our time, even when we do not meet in a large group, as during professional development. Throughout the website, you will find a large collection of resources that are available for free. They will be found with their relevant information and examples of how we can use them to achieve our goals. Please use the drop down boxes at the top of the web page to find the sections you need. Have to.

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