

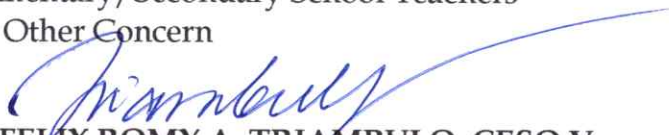
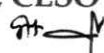


Republic of the Philippines
Department of Education
REGION IX
SCHOOLS DIVISION OF DAPITAN CITY

DIVISION MEMORANDUM

No. 361, s. 2021

TO: Assistant Schools Division Superintendent
CID/SGOD Chiefs
Education Program Supervisors
Public Schools District Supervisors
Elementary/Secondary School Heads
Elementary/Secondary School Teachers
All Other Concern

FROM:  **FELIX ROMY A. TRIAMBULO, CESO V**
Schools Division Superintendent 

SUBJECT: **ZEAL FOR PROGRESS IN READING**

DepEd Zamboanga Peninsula Region's Response to Hamon: Bawat Bata
Bumabasa

DATE: November 4, 2021

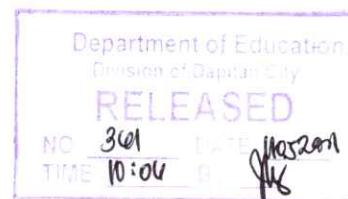
This is to announce to the field Regional Memorandum No. 446, s. 2021 re: Zeal for Progress in Reading in response to DepEd Memorandum No. 173, s. 2020 entitled Hamon: Bawat Bata Bumabasa, DepEd RO IX - Zamboanga Peninsula through the Curriculum Implementation and Learning Management Division (CLMD) shall implement a four-year reading intervention program dubbed as Zeal for Progress in Reading.

The program aims to contribute to DepEd's goal of developing holistic learners with 21st Century Skills by improving the reading ability of learners across key stages through one-reading material at a time, and by encouraging maximum involvement of teachers in the teaching of reading through content-based instruction.

Attached is the program description of Zeal for Progress in Reading for your ready reference.

All schools are enjoined to align their programs, projects and activities related to reading literacy with the Zeal for Progress in reading program.

For the information and compliance of all concerned.



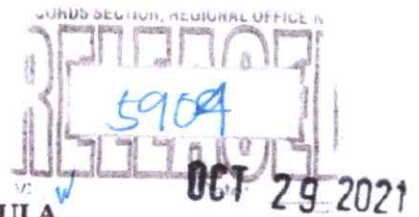
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Republic of the Philippines
Department of Education
REGIONAL OFFICE IX, ZAMBOANGA PENINSULA



Office of the Regional Director

October 21, 2021

Regional Memorandum



No. 446 s.2021

To : **SCHOOLS DIVISION SUPERINTENDENTS**
Chiefs, Curriculum Implementation Division
Division Reading Coordinators
School Heads/Principals
This Region

Zeal for Progress in Reading

DepEd Zamboanga Peninsula Region's Response to *Hamon: Bawat Bata Bumabasa*

1. In response to DepEd Memorandum No. 173, s. 2020 entitled *Hamon: Bawat Bata Bumabasa*, the Department of Education Regional Office IX – Zamboanga Peninsula through the Curriculum and Learning Management Division (CLMD) shall implement a four-year reading intervention program dubbed as **Zeal for Progress in Reading**.
2. The program primarily aims to contribute to DepEd's goal of developing holistic learners with 21st Century Skills by improving the reading ability of learners across key stages through one-reading material at a time, and by encouraging maximum involvement of teachers in the teaching of reading through content-based instruction.
3. The program description of **Zeal for Progress in Reading** is enclosed for your ready reference. The roles of the different functional divisions in the Regional Office are outlined in the program description.
4. All Functional Divisions and Schools Division Offices are enjoined to align their programs, projects, and activities related to reading literacy with the **Zeal for Progress in Reading** program.
5. For the information and compliance of all concerned.


DR. RUTH L. FUENTES, CESO V
Director III
Officer-in-Charge
Office of the Regional Director


ORD-CLMD-RM 060 2021
/RJR





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I. RATIONALE

The State recognizes and supports endeavors that promote reading and literacy and acknowledges the importance of promoting reading as a shared activity among the youth, families, educators and the private sector, thereby emphasizing personal interaction and facilitating the exchange of ideas throughout the country.

The importance of literacy cannot be overemphasized. If learners fail to learn how to read, they will find it difficult to study other disciplines. Truly, the ability to read is the foundation of academic learning.

Literacy is a fundamental skill that unlocks learning and provides individuals with the means to pursue knowledge and enjoyment independently. Thus, literacy skills need to grow and mature over the course of a person's life, giving each individual the reading, writing, and thinking skills needed for success in academic, workforce and personal situations (American Institute for Research, 2015).

However, the growing concern about the worsening handicap in reading of many learners, specifically in reading comprehension, posits one of the most pressing challenges in terms of communication in the country today. As reported by CNN Philippines 2020, the country stands above most of the world's nations when it comes to literacy as one of the key factors by which a country's overall competence is measured. There are more than one million pre-literates in the country and more than six million people are deemed illiterate (DepEd, 2020).

The 2018 Philippine Informal Reading Inventory (Phil IRI) Manual had only three categories for learners' levels of reading – independent, instructional and frustration level. Under the frustration level are learners who find reading materials so difficult that they cannot successfully respond to them. In other words these are learners who can only decode and can answer questions which are explicitly stated in the text. However, based on the data gathered, there were still learners who fell below this category. These are those who were unable to recognize and sound out letter-sound connections for single consonants, consonant blends, and others; thus, they were categorized as non-readers.

In the case of the Division of Pagadian City, at least 518 or 4.69% of learners were recorded as Non-Readers, while 2,599 or 23.52% of learners belong to the Frustration level among Grades 4-6 learners. The results came out after the division-wide Phil IRI Oral Reading Pre-Test for School Year 2019-2020. On the other hand, the post-test yielded 153 non-readers, and 1,386 frustration level.

Moreover, in Division of Zamboanga del Sur, a number of learners with reading difficulties were recorded. For District I, its first quarter of SY. 2019-2020 reported that out of **13,602** grade Two pupils, **5,584 can already read, 3,164 can read few sentences and phrases, 2,236 can read CVC words**, 1,336 are syllable readers and 1,282 are alphabet knowledge and cannot read yet.

Meanwhile, Division of Zamboanga Sibugay reading data for the school year 2021-2022, recorded 6,644 learners or 10.14% were Non-Readers out of the 65,495 combined Grades 1to 10 learners tested for the Diagnostic Test. At 23,287 learners or 35.56% belong to the Frustration level, 23,117 learners or 35.30% are under Instructional reading level, and only 12,232 learners or 18.68% achieve the Independent reading level.

While other Schools Division Offices are yet to submit their respective Reading Reports, some results of monitoring and evaluation reveal that there are still learners from who struggle to read.





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Therefore, the promise of high level of literacy in the region must be fulfilled by every teacher regardless of the grade level or learning area he or she is handling. It is a commitment of the DepEd RO9 that every teacher in its area of jurisdiction shall be a reading teacher.

Moreover, it has been said time and again that for education to have meaning, it should possess quality. Indeed, quality education is achieved through the educators' countless efforts, sacrifices, thrusts, resourcefulness and determination. In support of *Hamon: Bawat Bata Bumabasa* (3Bs), the Department of Education Regional Office 9 is launching a program dubbed as **Zeal for Progress in Reading** which signifies that DepEd for Zamboanga Peninsula Region puts premium on reading instruction to promote quality education.

II. PROGRAM OBJECTIVES

Anchored on the key principles of *Hamon: Bawat Bata Bumabasa* and Every Child A Reader Program (ECARP), this program has the following objectives:

General Objective:

The **Zeal for Progress in Reading** for Zamboanga Peninsula Region aims to contribute to DepEd's goal of developing holistic learners with 21st Century Skills by improving the reading ability of learners across key stages through one-reading material at a time, and by encouraging maximum involvement of teachers in the teaching of reading through content-based instruction.

Specific Objectives:

In consideration of the design and framework of the K to 12 Basic Education Curriculum, the **Zeal for Progress in Reading** program has a distinctive objective for each Key Stage, to wit:

Key Stage 1: Equip learners with fundamental literacy skills and competencies needed for academic success in the succeeding key stages.

Key Stage 2: Provide learners avenues for enhancement and application of learned literacy competencies to varied content areas in preparation for academic demands of high school.

Key Stage 3: Arm learners with the skills and competencies to interpret, evaluate, and represent information within and between learning area texts and discourses.

Key Stage 4: Develop ability of learners to apply reading skills to a wide range of materials and integrate information representing multiple and potentially conflicting perspectives, using multiple criteria and generating inferences across distant pieces of information to determine how the information may be used

To achieve the targets of this program, the following shall serve as the **enabling objectives**:

- a. Capacitate teachers across grade levels and learning areas to become effective reading teachers;
- b. Strengthen the implementation of reading intervention programs in the SDOs through research development and policy formulation;
- c. Bridge the gap in reading ability or proficiency of learners to meet the reading standards of their grade level;
- d. Expand access of teachers and learners to teaching and learning reading materials;
- e. Enhance skills of supervisors and school heads in giving technical assistance to reading teachers; and

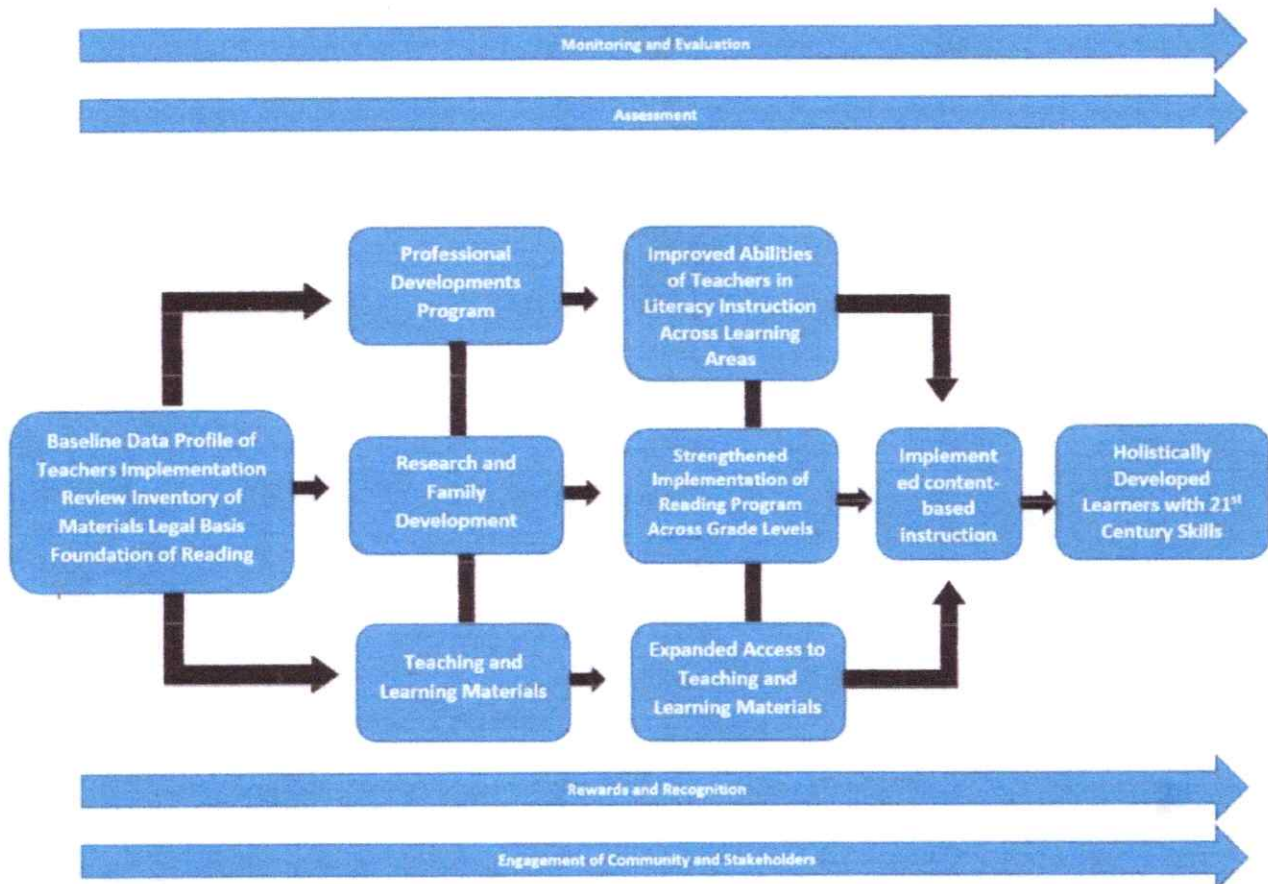




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- f. Recognize SDOs, schools, and teachers with effective reading instruction and program implementation.

The figure below shows the implementation framework of **Zeal for Progress in Reading** program.



III. PROGRAM COMPONENTS

According to Diamond (2006), an effective reading program develops reading competence in all learners and is based on proven practices. Three components are critical to the design, implementation, and sustainability of powerful reading instruction: professional development that equips educators with a solid knowledge base; effective instructional tools that are aligned to the knowledge base; and school systems that support and nurture implementation.

The inputs shall be analyzed, evaluated, and interpreted to (1) design and conduct relevant professional development programs on reading instruction and intervention, (2) formulate and issue policy guidelines on the recruitment, selection, placement, and induction of K to 3 reading teachers and other aspects relevant to literacy instruction (3) develop researches on reading to improve teaching practices, and (4) develop grade level appropriate, contextualized and interesting reading materials for learners.

Assessment, on the other hand, is indispensable in the implementation of the program. The results of international, national, and local assessments shall provide the program implementers with empirical data to come up with informed decisions. Furthermore, the reading assessment tool shall be



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contextualized and simplified in consideration of distance learning modalities implemented by schools across Region 9.

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Figure 2: Zeal for Progress in Reading Framework

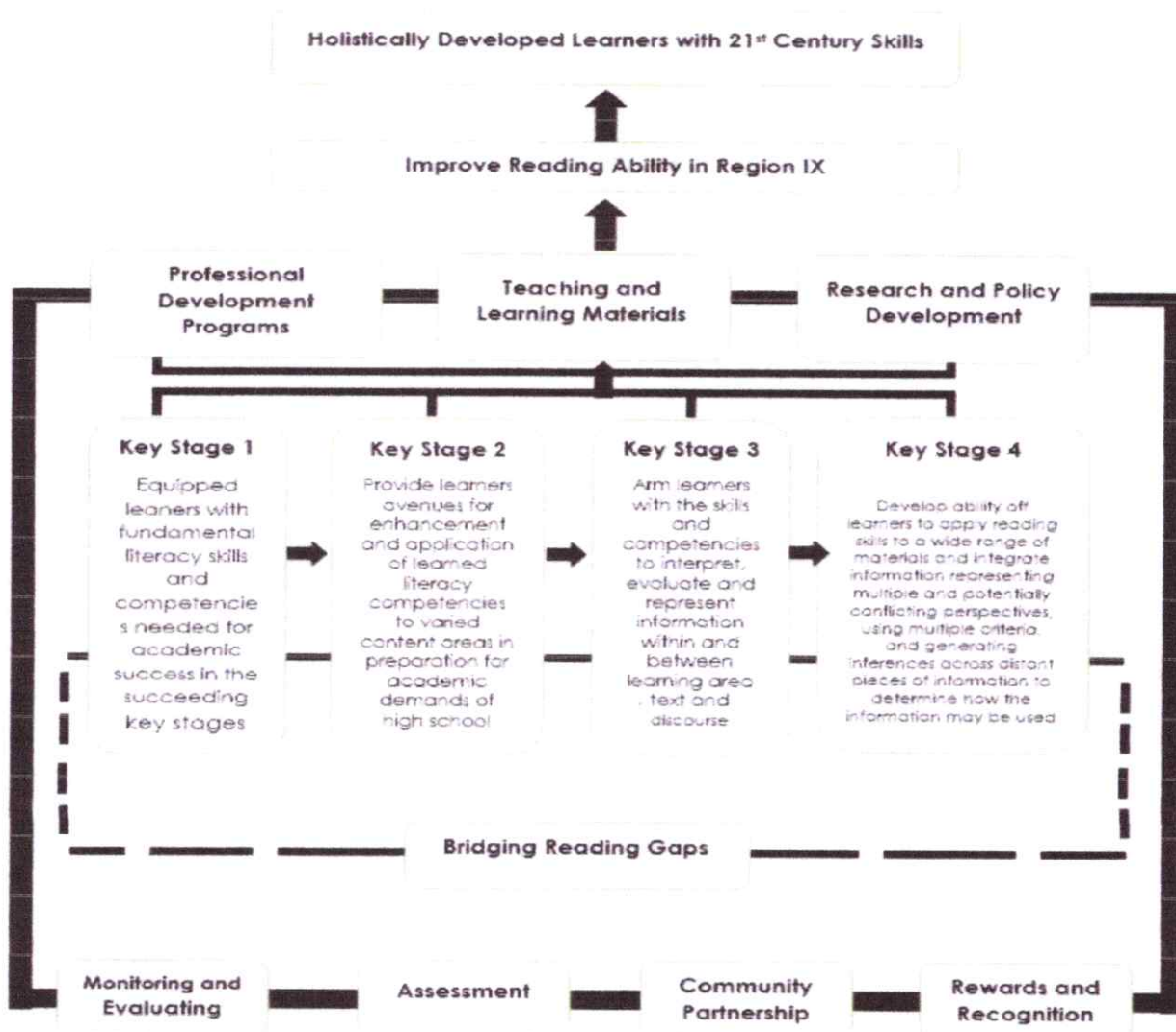
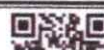


Figure 2 shows the framework of the **Zeal for Progress in Reading**. The program shall consider data on reading assessment, profile of teachers, results of implementation review, inventory of materials, and foundations of reading from which the directions of all other components of the program shall be drawn.

The said figure encapsulates how RO9 would respond to *Hamon: Bawat Bata Bumabata*. The **Zeal for Progress in Reading** program shall start with the profiling of teachers and learners which shall serve as baseline data for the development of all efforts that shall make every learner in Region 9 a reader. The indispensability of profiling learners is emphasized in a study conducted by Boakye (2017), which states that there have been a number of studies on reading interventions to improve





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learners' reading efficiency, yet the majority of these interventions are undertaken with the assumption that learners' reading challenges are obvious and generic in nature.

The **Zeal for Progress in Reading** program is grounded on the needs of the learners for the development of subsequent interventions. The framework provides a succinct yet coherent system on how the program will work to achieve its goals in closing achievement gaps through a culture of reading.

Capacity Building Activities

In line with the new professional standards for teachers, the Department of Education (DepEd), through the Teacher Education Council (TEC), issued DepEd Order No. 42, s. 2017 entitled National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST). PPST sets out clear expectations of teachers along well-defined career stages of professional development from beginning to distinguished practice.

PPST, which is built on National Competency-Based Teacher Standards (NCBTS), complements the reform initiatives on teacher quality from pre-service education to in-service training. It articulates what constitutes teacher quality in the K to 12 Reform through well-defined domains, strands, and indicators that provide measures of professional learning, competent practice, and effective engagement.

PPST puts premium on the strategies of teachers in promoting literacy and numeracy under the Content Knowledge and Pedagogy Domain. Thus, teachers across grade levels are expected to at least use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills. The quality standard must already be possessed by teacher education graduates prior to entering the service.

The competencies of teachers, school heads, and instructional supervisors to implement effective reading instruction and remediation activities shall be outlined. These will serve as bases for the synergetic professional development activities of the key players in the reading program including the inclusion of various strategies such as the content-based instruction (CBI).

The Early Language Literacy and Numeracy (ELLN) courseware and existing pedagogical retooling programs shall provide inputs on the program implementation to teachers, school heads, and supervisors. Also, the teachers shall be trained on the theoretical foundations of reading in order to design lessons and materials suited to the various needs of learners towards teachers' improved ability in literacy instruction. Key personnel, including key teachers, from the SDOs will be trained first on literacy instruction and material development. Supervisors and school heads will undergo enhancement training on reading program development and implementation and provision of technical assistance to reading teachers.

The professional development programs shall be designed based on the results of reading assessment, program implementation review, and NEAP PDP Agenda. It is the aim of the program to standardize the training programs and provide guidelines for the development and implementation of appropriate intervention programs through Learning Action Cell (LAC) sessions in each governance level.





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Policy and Research Development

The program shall carefully look into existing policies and guidelines on literacy instruction and analyze implementation gaps for policy development. Ergo, one major component of the program is policy review and development. The program shall focus on the qualifications of K to 3 reading teachers and induction program on literacy instruction for teachers across grade levels. Other aspects related to reading instruction will also be reviewed. The development of reading policy shall strengthen the implementation of reading programs in schools across Region 9.

Once a policy is in place, schools shall have their guide in designing and implementing their reading program based on sound data. The policy will be formulated to ensure that a system is ready for each learning scenario in literacy instruction.

Reading First for Region 9 entails the development of basic and action researches on literacy instruction and program implementation for the continuous improvement of reading interventions. The program shall explore various strategies and practices proven to be effective in improving the reading ability of learners.

The researches shall be based on the inputs (refer to Figure 1) and shall be used for policy formulation. It is imperative that the Reading First in Region One program's implementation shall be based on empirical data for continuous improvement.

Teaching and Learning Materials

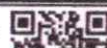
The program aims to expand access of teachers and learners to teaching resource materials on literacy instruction. The development of materials shall be based on needs analysis, foundations of reading, implementation review, and inventory of existing materials.

The learning materials intend to help teachers understand the nature of reading and how to teach it in the context of either face-to-face classroom interaction or distance learning modalities. The learners will be given access to materials carefully developed to improve their reading ability. To guide parents in teaching their children beginning reading and to help them perform their role in distance learning, a Parent's Manual on Literacy Instruction will also be fleshed out.

It has been drawn out that the reading conundrum also prevails in other key stages. The move to make learning materials on literacy instruction for Key Stage 1 is just the start of a huge program that aims to fulfill the ultimate goal of making each learner a reader.

DepEd R9 personnel, together with reading experts, shall sit together and finalize the competencies and topics to be included in both the printed and digital materials. The workshops will focus on the development of the needed instructional materials for each lesson and other reading intervention instructional resources in print and video formats, for teachers and learners. The Parent's Manual shall guide home tutors and parents in utilizing the materials.

It is important to note that learners may receive either printed or video/digital materials. If a learner has no device to play the instructional videos, he will be provided with printed materials. The Parent's Guide will give step-by-step procedure on how to utilize the materials in the absence of face-to-face interaction with a teacher.





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The video materials, on the other hand, shall feature interactive activities that will ensure that learners shall move from one reading level to another. The video will be based on current trends and established theories on reading instruction.

The teachers will also be given materials, both printed and digital, on literacy instruction. The materials will give teachers a comprehensive discussion on the teaching of reading.

The learners' resource materials shall be based on the Big 6 of Reading Education. A specific set of materials shall be given to learners based on their reading ability or level of proficiency.

M&E and Partnerships

The program shall be subject to monitoring and evaluation to ensure effectiveness. Data gathering on the status and feedback of its implementation using survey questionnaires shall be conducted. Monitoring and evaluation in the field offices and schools through report validation, classroom observations, and interviews shall be spearheaded by the Curriculum and Learning Management Division (CLMD).

The schools, division offices, and the regional office shall engage communities and stakeholders in the attainment the goal of this program. Moreover, DepEd Region 9 shall forge partnership with Teacher Education Institutions for them to offer an elective subject on Literacy Instruction. The move aims to bridge the gap between pre-service and in-service teacher training programs.

Rewards and Recognition

Division offices, schools and teachers with effective reading instruction and program implementation will be given recognition which will serve as motivation for the personnel to perform well. The recognition will be aligned with the assessment and monitoring & evaluation strategies of the reading program. It will have four levels with increasing level of achievements. Any division or school which qualifies to the criteria in the different levels will be recognized.

The levels of award will also be used as the achievement levels of the schools and divisions in the reading program implementation. Schools and divisions which will not receive awards will be the focus of monitoring and evaluation for technical assistance and other forms of support.

Schools that meet all reading standards in each grade level shall be awarded with the **Zeal for Progress in Reading**. The award shall be given to schools whose learners from each grade level meet the reading competencies expected of them based on reading assessment.

On the other hand, SDOs will be given the status of **CENTER ZEAL FOR PROGRESS IN READING** if at least 85% of their schools are awarded with Seal of Excellence in Reading Education.



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Towards Improving Learners' Reading Proficiency

In line with *Hamon: Bawat Bata Bumabasa*, the entire program is geared towards achieving improved learners' reading proficiency where learners can read and comprehend independently at their grade level.

IV. Program Implementation

The program shall be implemented in three phases.

Phase 1 (Preparatory Phase):

- ◆ The program proposal shall be presented to the Regional Director and the Assistant Regional Director for approval.
- ◆ The program will be launched in November of 2021.
- ◆ Reading Report shall be gathered from the SDOs to identify and analyze the needs of learners and teachers teaching reading.
- ◆ The search for Most Effective Reading Program will be launched to look for best schools and SDOs which have shown best practices in their reading interventions. Top schools/SDOs will be awarded with **Zeal for Progress in Reading**. The said search will commence in November 2021 and will culminate in December 2021 as its first year of implementation.

Phase 2 (Implementation Phase):

- Professional Development Programs

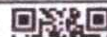
Relevant capacity-building activities for teachers, school heads, and instructional leaders shall be done in collaboration with the National Educators Academy of the Philippines (NEAP) starting April 2021.

NEAP as a training institution, shall design capacity building activities for program implementers in terms of both program management and program content.

It is important to note that the PDPs shall focus not only on the foundations of reading education but also on the processes involved in the implementation of the reading program. NEAP, in coordination with CLMD, shall identify and enhance the competencies of human resources involved in the program for its effective implementation.

Moreover, the CLMD shall identify essential competencies for the implementation of the program in each Key Stage. Each Key Stage requires a different set of capacity building activities since each stage has a distinct program objective.

- Research and Policy Development





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The program implementation shall be guided by sound research data. The Regional Office shall conduct a series of researches to evaluate and improve the implementation of the reading program. The researches shall focus on the following:

- a. Reading Proficiency of Learners across Key Stages
- b. Effective Teaching Reading Strategies in line with Distance Learning
- c. Profile of K to 3 Reading Teachers
- d. Effective Reading Assessment Tools and Strategies
- e. Effective Strategies in Bridging Reading Gaps

The profile of reading teachers shall be gathered through an online questionnaire. Focus group discussion with the field personnel shall also be conducted to review the implementation of reading intervention programs.

The policy on reading shall revolve around the following:

- a. Qualifications of K to 3 Reading Teachers
- b. Teacher Induction Program for Reading Teachers
- c. Deployment and Transfer of Reading Teachers
- d. Teaching of Reading Across Grade Levels
- e. Reading Assessment
- f. Reading Instruction
- g. Bridging Reading Gaps
- h. Support Mechanisms for the Reading Program

The policy review and development shall start in April 2021 and shall observe the provisions of DepEd Order No. 13, s. 2015 or the Establishment of a Policy Development Process at the Department of Education.

○ Teaching and Learning Materials

For the sustainability of the program, teaching and learning reading materials as well as supplementary reading materials to support reading instruction shall be developed.

The development of materials shall be subject to LR policy guidelines. Before the development proper, a consultation workshop shall be conducted to determine the sessions per reading component to be covered by the materials.

The learning materials shall include the following:

- a. Learning Package for Teachers on Beginning Reading Instruction
- b. Learning Package for Teachers on Literacy Instruction across Grade Levels
- c. Learning Materials for K to 3 Learners
- d. Learning Materials for Learners across Grade Levels
- e. Guide for Parents on Literacy Instruction





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Phase 3 (Monitoring and Evaluation Phase):

- Component 1: Data gathering on the status and feedback of program implementation using survey questionnaires. Award current best practices on reading interventions of SDOs and schools.
- Component 2: Monitoring and evaluation in the SDOs and schools through report validation, survey questionnaires, classroom observations, and interviews.
- Component 3: Analyzing, interpreting, and evaluating overall results of the post-test of the regional reading assessment and the national assessments for student learning.
- Component 4: Giving of recognition to divisions, schools and teachers with effective reading instruction and program implementation.
- Component 5: Planning for the program's next strategic directions.

V. Implementation Arrangements

The Curriculum and Learning Management Division (CLMD) shall take the lead in the implementation of the program. Moreover, the CLMD shall coordinate with RO Functional Divisions and SDO key personnel for the effective execution of the program.

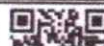
The National Educators Academy of the Philippines Region 9 shall align the professional development programs for teachers with this reading program. NEAP R1 shall also set a 3-year Professional Development Agenda for school heads, and instructional leaders in the implementation of Reading First for Region 9.

The Policy, Planning, and Research Division shall encourage RO and field personnel to conduct researches in line with the implementation of this program. Likewise, the PPRD shall assist the CLMD in developing policies along the areas specified in this program proposal.

The Quality Assurance Division shall lead in the development of monitoring tools to ensure the effective implementation of the reading program. Likewise, QAD shall assist CLMD in developing a reading assessment tool which may be administered in the absence of face-to-face classroom instruction.

The Education Support Services Division (ESSD) shall continue to forge partnerships with stakeholders to help the field personnel in implementing the program.

The Field Technical Assistance Division (FTAD) shall provide needs analysis on the kinds of professional development on teaching reading that the teachers need. Also, it shall coordinate with the Teacher Education Institutions (TEI) for the inclusion of reading literacy instruction in the BSEd and BEEd curricula to bridge the gap between pre-service teacher training and in-service teacher training.





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The **Schools Division Offices (SDOs)** shall:

1. Assign a Focal Person for Zeal for Progress in Reading in Region 9;
2. Align reading interventions with Zeal for Progress in Reading data, researchers, and policy;
3. Design intervention programs to achieve the objective of each key stage based on assessment and other empirical data;
4. Identify writers and curators for the development of learning resource packages;
5. Assess reading level of learners through the developed reading assessment tool;
6. Ensure the inclusion of the provisions of Reading First in Region 9 program in the LAC sessions in the schools and districts;
7. Monitor and evaluate the implementation of Reading First in Region 9 in districts and/or schools.
8. Provide technical assistance to schools in reading instruction and program implementation

VI. Road Map

Component	Activities				FD Involved
	Year 1	Year 2	Year 3	Year 4	
Professional Development Program	Orientation of the Program, capacity building, and initial awarding of current reading programs of schools and SDOs	Capacity Building for Teachers, School Heads, and Instructional Supervisors on Integrating Reading Instruction across Grade Levels	Capacity Building for Teachers, School Heads, and Instructional Supervisors on Effective Reading Assessment Tools and Strategies		CLMD, HRDD, QAD
	Awarding of Zeal for Progress in Reading to SDOs and schools	Capacity Building for Teachers, School Heads, and Instructional Supervisors on the Use of LRP on Literacy Instruction focused on Oral Language and Phonemic Awareness	Capacity Building for Teachers, School Heads, and Instructional Supervisors on the Use of LRP on Literacy Instruction focused on Alphabet Principle and Vocabulary Development	Capacity Building for Teachers, School Heads, and Instructional Supervisors on the Use of LRP on Literacy Instruction focused on Reading Fluency and Reading Comprehension	CLMD, HRDD, QAD



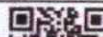


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Component	Activities				FD Involved
	Year 1	Year 2	Year 3	Year 4	
Teaching and Learning Materials	Development, Validation, Revision, and Finalization of Learning Package for Teachers focused on Oral Language and Phonemic Awareness	Development, Validation, Revision, and Finalization of Learning Package for Teachers focused on Alphabet Principle and Vocabulary Development	Development, Validation, Revision, and Finalization of Learning Package for Teachers focused on Reading Fluency and Reading Comprehension		CLMD
	Development, Validation, Revision, and Finalization of Learning Package for K to 3 Learners focused on Oral Language and Phonemic Awareness	Development, Validation, Revision, and Finalization of Learning Package for K to 3 Learners focused on Alphabet Principle and Vocabulary Development	Development, Validation, Revision, and Finalization of Learning Package for K to 3 Learners focused on Reading Fluency and Reading Comprehension	Development Validation, Revision, and Finalization of Parent's Guidebook on the use of LRP on Literacy Instruction	CLMD
	Inventory of Reading Materials	Distribution of LRP on Literacy Instruction (Package 1) for Teachers and Learners	Distribution of LRP on Literacy Instruction (Package 2) for Teachers and Learners	Distribution of LRP on Literacy Instruction (Package 3) for Teachers and Learners	CLMD
Development Research and Policy	Implementation Review of Reading Programs and Partnership with TEIs for the inclusion of Literacy Instruction in the BEEd and BSEd curricula	Development of First Draft of Reading Policy (Qualifications of Teachers, TIP for Reading Teachers, Deployment and Transfer of Teachers)	Development of Final Draft of Reading Policy (Reading Assessment and Reading Instruction)	Issuance of Comprehensive Regional Reading Policy	CLMD, PPRD, FTAD

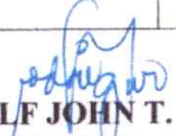




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Component	Activities				FD Involved
	Year 1	Year 2	Year 3	Year 4	
	Development of Reading Assessment Tool and Profiling of Learners	Conduct of Research on Reading Proficiency of Learners across Key Stages			CLMD, PPRD
		Conduct of Research on Effective Reading Assessment Tools and Strategies			CLMD, PPRD
		Conduct of Research on Integration of Reading in Learning Areas across Grade Levels			CLMD, PPRD
	Profiling of Teachers				CLMD, PPRD


Prepared by:


RODOLF JOHN T. RODRIGUEZ
EPS, ENGLISH/ Regional ELLN Coordinator


Noted by:


EUGENIO B. PENALES, EdD.
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Recommending Approval:


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