

### Republic of the Philippines **DEPARTMENT OF EDUCATION** Negros Island Region

### SCHOOLS DIVISION OF NEGROS ORIENTAL Office of the School Governance and Operations Division

Capitol Area, Dumaguete City

www.depednegor.net

negros.oriental@deped.gov.ph SGOD Office (035) 225 - 6180

June 15, 2016

**DIVISION MEMORANDUM** No. 338 s. 2016

### SEMINAR/WORKSHOP ON MAPEH, MSEP, HELE, TLE, VALUES EDUCATION AND RESEARCH

TO: District Supervisors/District In-Charge

Public Elementary and Secondary School Heads

All Others Concerned

- Attached is Regional Memorandum No. 113, s. 2016, disseminating the Seminar/Workshop on MAPEH, MSEP, TLE, HELE, ESP, Values Education and Research on June 24-26, 2016 at the Negros Oriental Convention Center, Dumaguete City.
- For details, see attached Regional Memorandum. 2.
- For the information, guidance and compliance of all concerned. 3.

LELANIE T. CABRERA, CESE Assistant Schools Division Superintendent Officer In-Charge

### Scanned /emailed: 20 06-06-2011



## REPUBLIC OF THE PHILIPPINES DEPARTMENT OF EDUCATION NEGROS ISLAND REGION



June 6, 2016

RELEASED

REGIONAL MEMORANDUM No. 113 s. 2016 D: 0/08/10/2

CONTROL No. 150
RELEASED BY: 6VV
DATE RELEASED: 44 V

SEMINAR/WORKSHOP ON MAPEH, MSEP, HELE, TLE, ESP, VALUES EDUCATION AND RESEARCH

To: All Schools Division Superintendents
All Concerned

- The Department of Education-Negros Island Region in cooperation with the Private Schools Association of the Philippines (PRISAAP) will be holding a Seminar/Workshop on MAPEH, MSEP, HELE, TLE, ESP, Values Education and Research on June 24-26 2016 at the Negros Oriental Convention Center, Durnaguete City.
- 2. The workshop aims to:
  - a. Gather together all teachers, public and private, in their respective areas of specialization;
  - b. Identify the diverse roles of Filipino Educators in the advent of the new curriculum:
  - c. Provide the 21<sup>st</sup> Century teachers with lifelong skills to be taught to the 21<sup>st</sup> Century learners; and
  - d. Provide more insights to participants in understanding the curricular shifts.
- Participants to the workshop are the Central School Principals, Poblacion/Mother School Secondary School Heads, Master Teachers and MAPEH, MSEP, HELE, TLE, ESP, Values Education and Research Teachers.
- Registration fee of Three Thousand Five Hundred pesos (3,500) and traveiling expenses can be charged to school MOOE/local funds/SEF subject to the usual accounting and auditing rules and regulations.
- 5. For pre-registration details, please find attached letter invitation for your information and guidance.

GILBERT TAADSAD, CESO

**OIC-Regional Director** 

PSO/Apulle



### Princip Schools and School Administrators Accolution of the Philippines

### (PRISSAAP)

c/o Murcia Open Bible Christian Academy Murcia, Negros Occidental

|                                            | May 31. 2016 |
|--------------------------------------------|--------------|
|                                            |              |
|                                            |              |
| Dear <b>fellow School Administrators</b> : |              |

### Greetings from PRISSAAP!

Maximizing time, effort and resources, the Private Schools and School Administrators' Association of the Philippines (PRISSAAP) is holding SEMINAR WORKSHOPS for the following subject areas on June 24-26, 2016 at Negros Convention Center, Dumaguete City:

- A. Elementary/Junior High School
  MAPEH/MSEP, HELE/TLE, ESP/VALUES EDUCATION
- B. Senior High School Research Trainers

The foregoing workshops aim to:

- gather together oil teachers, public and private, in their respective areas of specialization;
- identify the diverse roles of Filipino Educators in the advent of the new curriculum;
- 3. provide the 21st Century teachers with life-long skills to be taught to the 21st Century learners; and
- 4. provide more insights to participants in understanding the curricular shifts.

Please find attached the Timetable of Activities for your ready reference. The congress fee of **Php. 3,500,00** will defray expenses for accommodation, food, congress kit, speakers' honoraria and transportation, moterials and other miscellaneous and other incidental expenses. Participants are requested to send the sconned copy of their pre-registration to <u>vinacalsado@yahoo.com</u> and may deposit their registration fee thru Asia United Bank (AUB) with **PRISSAAP Current Account No. 204-01-0000726**. For more information please feel free to contact the following:

Ms. Vina M. Caisado – 09184075373 Mr. Rufi

Mr. Rufel Z. Batallones - 09086791911

Thank you very much for your confinued support.

Truly yours,

REV. EXEQUIBL F. GUANZON, CKEd.D. PRISSAAP - National President





Department of Education
in coordination with
Private Schools and School Administrators Association of the Philippines

# SEMINAR WORKSHOPS ON MISEP/MAPEH, EPP/TLE, EsP/ValEd and Research Teachers June 24-26, 2016 Negros Convention Center, Dumaguete City

# Training Matrix

| Day 1 - June 24, 2016 | 6                                        |                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| Time                  | MSEP/MAPEH                               | ED9 /7   E                                              | 1 7 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 1:00 - 2:00           |                                          | E77).L.C.                                               | ESP/VALUES EDUCATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | RESEARCH                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 2:00 - 3:30           |                                          | Heggsta                                                 | Registration and Billeting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| (with working snocks) |                                          | OPENIN                                                  | OPENING CEREMONIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 3:30 - 5:00           | Talk 1 Creativity in Education           | Talk 1                                                  | Tax 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 5:00 - 6:30           | Talk 2<br>Enhancing Teacher's Creativity | The General Framework of EPP/TLE in the K to 12 Program | Education in the K to 12 Program Talk 2 Spiral Progression in the Teaching of                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Research Capability Survey My Own Research Capability Creating an Institutional Research Agenda                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 6:30                  |                                          |                                                         | Dinner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Day 2 - June 25, 2016 | · · · · · · · · · · · · · · · · · · ·    |                                                         | CIRC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Time                  | MSEP/MAPEH                               | EPP/T.LE.                                               | ESP/VALUES EDUCATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 7:30 - 10:00          |                                          |                                                         | Breakfast                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | A STATE OF THE PARTY OF THE PAR |
| (with working snacks) | The Teaching of MSEP/MAPEH               | Talk 2                                                  | Talk 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Presentation and Critiquing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 10:00 12:00           | Talk 4                                   | Curriculum for SY 2015-2016                             | Talk 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Choosing the Most Appropriate Research Methodology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                       | MSEP/MAPEH                               |                                                         | Classroom Examples in the Teaching of Esp. Values Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Guiding Learners to Write the Title                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 12:00 - 1:00          |                                          |                                                         | Transfer and Control of the Control |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 1:00 - 3:00           | Talk 5                                   | T-#-3                                                   | runch                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| (with working snacks) | Spiral Progression in the Teaching of    | Spiral Progression in the Teaching of                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Guiding Students to Write the Conceptual                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| •                     | MSEP/MAPEH                               | HELE/T.LE.                                              | Workshop  MODEL FOR A CREATIVE CURRICULUM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Framework of the Study Guiding the Learners to Write the Statement of the Problem and Statement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 3-00                  |                                          |                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | of the Hypothesis  Guiding the Students to Complete the  Research Proposal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                       | MODEL FOR A CREATIVE CURRICULUM          | Enhancing EPP/TLE Towards PRODUCTIVITY                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Applying the Most Appropriate Statistical Tool                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                       |                                          |                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Interpret Data WORKSHOP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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Day 3 – June 26, 2016

| Facilitator                                                                                                               | 11:00 - 12:00      | (with working snacks)                                                                                       | 7:30 - 11:00 | 6:30 - 7:30          | 71 |
|---------------------------------------------------------------------------------------------------------------------------|--------------------|-------------------------------------------------------------------------------------------------------------|--------------|----------------------|----|
| Mrs. EVANGELINE C. LINDAYAG Owner/Principal Holy Rosary School of Paombong Author, LEAPS AND BOUNDS                       |                    |                                                                                                             |              | MSEP/MAPEH           |    |
| Mrs. TEODELYN C. DE BORJA Principal Tambo Elementary School Division of Paranaque Author, Pre-School Books                | CLOSIN             | Workshop SHARING OF BEST PRACTICES {Teaching Demonstrations}                                                |              | EPP/T.LE.            |    |
| Dr. REY M. REVUELTO International Lecturer Principal Brightfields Academy Consultant St. Augustine Publications, Inc.     | CLOSING CEREMONIES |                                                                                                             | Breakfast    | EsP/VALUES EDUCATION |    |
| Dr. MYRNA D. MATIRA Consultant Subic Montessori, Olongapo City Author, Research for the 21 <sup>st</sup> Century Learners |                    | Gulding Learners to Extract Findings, Conclusions and Offer Recommendations Workshop Presentation of Output |              | RESEARCH             |    |



### PRIVATE SCHOOLS AND SCHOOL ADMINISTRATORS ASSOCIATION OF THE PHILIPPINES (PRISSAAP)

OF THE PHILIPPINES (PRISSAAP)
c/o Murcia Open Bible Christian Academy
Murcia, Negros Occidental

### Seminar Workshop on

### MSEP/MAPEH, EPP/TLE, EsP/ValEd and Research Teachers

| CONTROL No.:                                                                 | PRE-REGIST                                                          | RATION FORM                                                                                         |
|------------------------------------------------------------------------------|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Province:                                                                    | Division:                                                           | Total no. of participant/s:                                                                         |
|                                                                              |                                                                     |                                                                                                     |
| Address:                                                                     |                                                                     |                                                                                                     |
|                                                                              |                                                                     | Email Address:                                                                                      |
| NAM                                                                          | E OF PARTICIPANTS                                                   | DESIGNATION                                                                                         |
| 1.                                                                           |                                                                     |                                                                                                     |
|                                                                              |                                                                     |                                                                                                     |
| 3.                                                                           |                                                                     |                                                                                                     |
| 4.                                                                           |                                                                     |                                                                                                     |
|                                                                              |                                                                     | ras Occidental                                                                                      |
| •                                                                            |                                                                     | orkshop on  Project and Research Teachers                                                           |
|                                                                              | ISEP/MAPEH, EPP/TLE, Es                                             | orkshop on P/VaiEd and Research Teachers  RATION FORM                                               |
| CONTROL No.:                                                                 | ISEP/MAPEH, EPP/TLE, Est                                            | P/ValEd and Research Teachers RATION FORM                                                           |
| Province:                                                                    | ISEP/MAPEH, EPP/TLE, Est  PRE-REGIST  Division:                     | P/ValEd and Research Teachers                                                                       |
| Province:  NAME OF SCHOOL:                                                   | ISEP/MAPEH, EPP/TLE, Est  PRE-REGIST  Division:                     | P/ValEd and Research Teachers  *RATION FORM  Total no. of participant/s:                            |
| CONTROL No.: Province: NAME OF SCHOOL: Address:                              | ISEP/MAPEH, EPP/TLE, Est  PRE-REGIST  Division:                     | P/ValEd and Research Teachers  *RATION FORM  Total no. of participant/s:                            |
| Province:  NAME OF SCHOOL:  Address:  Tel/Mobile numbers: _                  | ISEP/MAPEH, EPP/TLE, Est  PRE-REGIST  Division:                     | P/VaiEd and Research Teachers  *RATION FORM  Total no. of participant/s:                            |
| Province:  NAME OF SCHOOL:  Address:  Tel/Mobile numbers:  NAME              | ISEP/MAPEH, EPP/TLE, Est  PRE-REGIST  Division:                     | P/VaiEd and Research Teachers  RATION FORM                                                          |
| Province:  Province:  NAME OF SCHOOL:  Address:  Tel/Mobile numbers:  NAM  1 | ISEP/MAPEH, EPP/TLE, Est  PRE-REGIST  Division:  AE OF PARTICIPANTS | P/VaiEd and Research Teachers  RATION FORM Total no. of participant/s:  Email Address:  DESIGNATION |