

Republic of the Philippines
Department of Education
National Capital Region
DIVISION OF CITY SCHOOLS
City of Mandaluyong



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January 23, 2015

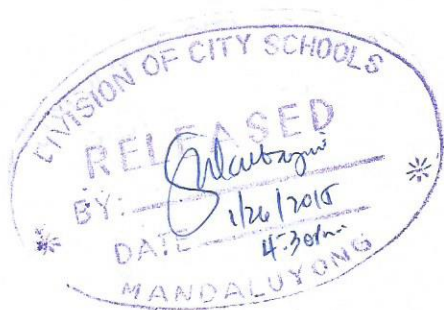
MEMORANDUM


To : Education Program Supervisors/Coordinators
Public School District Supervisor
Public Elementary School Principals

The Isaac Lopez Integrated School, one of the SPED.Centers in this division, will pilot the Organization of Headstart Kindergarten for Gifted and Talented Preschoolers in the division this School Year 2015-2016.

Attached are the Guidelines on the Organization of the Headstart Program; Flow Chart for Recruitment, Screening and Identification ; and the steps for the Recruitment, Screening and Identifying the Gifted and Talented Preschoolers.

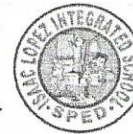
Wide dissemination of this **Memorandum** is desired.




NERISSA L. LOSARIA, CESO VI
Officer In-charge
Office of the Schools Division Superintendent

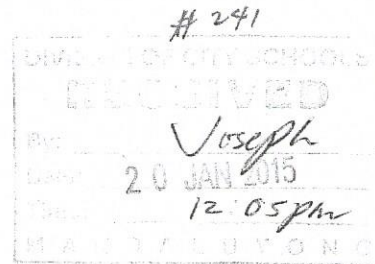


DIVISION OF CITY SCHOOLS
City of Mandaluyong
ISAAC LOPEZ INTEGRATED SCHOOL
SPECIAL EDUCATION CENTER



January 20, 2015

DR. NERISSA L. LOSARIA, CESO VI
Officer-in- Charge
Office the Schools Division Superintendent
City of Mandaluyong



Madam:

All can agree that gifted children have special learning needs that must be addressed. Isaac Lopez Integrated School is dedicated to meeting the needs of all students and will strive to meet the needs of gifted children in the city.

Headstart Program for the gifted and talented preschoolers in public elementary schools is a preparatory program for 4 and 5-year old children who manifest superior intelligence beyond their chronological age.

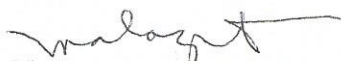
To ensure that all gifted and talented preschoolers in the city are given the necessary support to attain the highest standard of achievement, Isaac Lopez Integrated School would like to pilot the organization of Headstart Kindergarten for Gifted and Talented Preschoolers in the division this coming school year 2015-2016.

Currently, the plan to organize the aforementioned additional SPED program is in the early stages of the preliminary organization process. To date, a coordination plan has been prepared. At several stages throughout the organization, meetings with Ms. Zenaida Concon, Education Program Specialist II, Special Education Bureau of Elementary Education, Deped Central Office will be held to coordinate with and receive output from her.

In line with this, may we ask for your support by issuing memorandum from your office for dissemination re: recruitment, screening and identification of gifted and talented preschoolers. Attached are the Guidelines on the Organization of the Headstart Program; Flow Chart for Recruitment, Screening and Identification; Steps for the Recruitment, Screening and Identifying the Gifted and Talented Preschoolers.

Thank you for your willingness to support the efforts of ILIS- SPED Center and make a difference in the lives of gifted/talented preschoolers.

Sincerely,


DR. MANUEL A. LAGUERTA
PRINCIPAL II

GUIDELINES ON THE ORGANIZATION OF THE HEADSTART PROGRAM

The guidelines in the organization of the Headstart Program follow that of the regular preschool program as stipulated in DepEd Order No. 106, s. 1989 (Standards for the Organization and Operation of Preschools) except that it uses an enriched curriculum intended for the gifted and talented preschoolers.

A. Selection of Preschool Teachers (In reference to DepEd Order No. 57, s., 2007, Guidelines on Hiring and Deployment of Preschool Teachers)

1. The applicant must be LET/PBET eligible, not more than 45 yrs. Old, computer literate and has obtained any of the following degrees:
 - BS in Preschool Education or
 - BEEd major in Preschool Education/Early Childhood Education (ECE) Special Education or
 - BS Psychology with at least 18 units in Preschool Education or
 - BSEd with 21 units in Preschool Education/Early Childhood Education/SPED
 - BEEd with specialized training in Preschool Education or SPED for the gifted/FL and Talented.
 - BEEd major in Teaching Early Grades
 - BSEd with 21 units in Early Childhood Education or Preschool/SPED
2. Teacher-Applicants with teaching experience in handling classes for the gifted/FL or Talented must be given preference/priority.
3. Shall possess the characteristics of an effective teacher for the Gifted Learners (Chapter VI of the Handbook - The Headstart Teacher)

B. Organization of Preschool Classes for the Headstart Program

Advocacy

1. The conduct of advocacy activities/public information campaign for the Headstart Program shall be done as early as *January* of the current school year.

Screening and Identification

2. The screening and identification of prospective Headstart enrollees/preschoolers should be done as early as **March** of the current school year following the Screening and Identification Procedure. (Please see Inclosure No. 2)
3. Instrument and procedure used in data collection must be valid and reliable for their intended use.
4. The headstart teacher may recommend the exceptional children for acceleration to Department of Education Central Office through channels .

Grading System

5. Descriptive grading system with numerical equivalent shall be used. Exceptional children however, shall have Individualized Educational Plan.

Acceleration

6. Decision to proceed to limit the grade acceleration must only be considered after a thorough assessment.

Graduates of the Headstart class now compose the Fast Learners for Grade I Class.

Class size

7. A Headstart class shall be composed of minimum of 15 and a maximum of 25 pupils.

Orientation

8. Orientation of parents of Headstart Preschoolers shall be done in April of the current school year following the suggestions for the conduct of orientation day and giving emphasis to the ABCs for Parent Involvement (Chapter VII of the Handbook – Parents and Stakeholders)

Teacher

- a. The Headstart Teacher shall use the enriched curriculum in teaching the gifted/fast learners/talented.
- b. Teacher aid maybe hired to assist the Headstart teacher if feasible.

- c. The teacher shall handle two classes /sessions a day. However, if only one class is organized, he or she may be given load in the regular preschool as the case maybe.

SPED Centers

10. SPED centers with programs for the gifted/talented/fast learners shall organize a Headstart class/classes.
11. Regular schools with SPED programs and services for the G/FL and Talented are also encouraged to organize Headstart class/classes.

C. Roles and Functions

1. DepEd Central Office

- a. Releases funds for instructional materials/work texts for the headstart classes

2. Regional Offices

- a. Implement the program to the Division level
- b. Supervise and monitor the program implementation
- c. Evaluate/Assess the program in the different divisions
- d. Submit accomplishment report to the central office on the last week of April of every school year

3. Division Offices

1. Hire teachers for Headstart classes and conduct orientation – training to Headstart teachers.
2. Supervise Headstart classes
3. Monitor if instructional materials are distributed and properly utilized.
4. Submit accomplishment report to the Regional Office on the second week of April

RECRUITMENT, SCREENING AND IDENTIFYING THE GIFTED AND TALENTED PRESCHOOLERS

STEP 1

Recruitment – A division memorandum from the Division Superintendent will be issued to the field for dissemination re: recruitment, screening and identification of gifted and talented preschoolers. Recruitment of pupils from the different barangays, public and private preschools, Day Care centers will be done through day care and preschool teachers. Any child who exhibits exceptional ability in any academic or non-academic areas (arts, music, leadership skills, social skills, etc.) may be considered in the recruitment of the gifted and talented preschoolers.

ENTRY REQUIREMENTS

1. Submission of a duly accomplished information sheet with 2 x 2 picture of the child
2. Birth Certificate
3. Medical/Dental Record
4. Accomplished Parent's Checklist / Questionnaire on Identifying Gifted and Talented Preschooler

The Recruitment Committee shall be composed of the SPED Supervisor, guidance counselor, principal, key teacher, and a SPED teacher.

STEP 2

Screening – screening of prospective gifted and talented preschoolers shall be done by the Screening Committee composed of the SPED Supervisor, guidance counselor, and selected key teacher and SPED Teachers. Information sheet and other pertinent papers submitted will be evaluated. Interview of prospective gifted and talented preschoolers will be conducted based on the papers submitted.

STEP 3

Assessment/identification – The informal assessment of gifted and talented children will be multi-dimensional and multi-factored. Informal assessment using the *Parent's Checklist and Questionnaires (Headstart Form 2)* and *Pupil Interview Guide (Headstart Form 3)* will be used including the SPED teacher-made mental ability and creativity tests by the assessment team.

The formal assessment using standardized mental ability tests will be taken by the child on the merit of the informal assessment results. It is however, suggested that administration and interpretation of these tests be done by a psychologist. Hence the Assessment Team has to develop linkages with schools or institutions that may have any, but not limited, to the following commonly used mental ability and creativity tests for children:

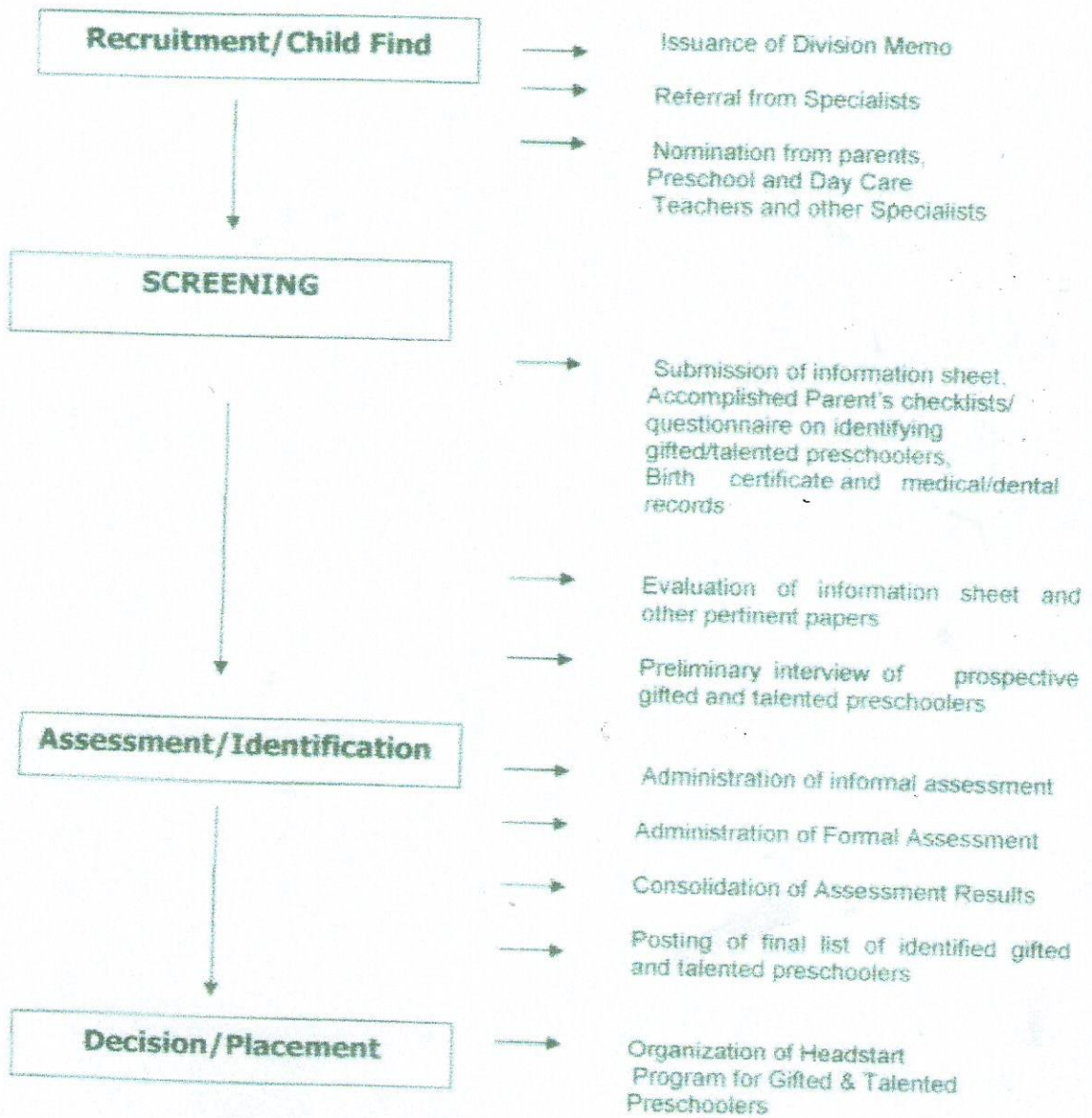
- Standard Progressive Matrices (Raven's Test)
- Wechsler Intelligence Scale for Children (WIS-C)
- Wechsler Pre-School and Primary Scale of Intelligence (WPPSI)
- Otis-Lennon Mental Ability Test (OLMAT)
- Otis-Lennon School Ability Test (OLSAT)
- Philippine Indigenized Pre-School and Primary Intelligence Test (PIPIT)
- Philippine Creative Thinking Tests adapted from E. Paul Torrance
- Figural Tests A and B by E. Paul Torrance
- Creativity Test by Enriquez

Consolidation of Assessment Results The Assessment Team meets to consolidate results of informal and formal appraisals done, agrees and submits the assessment report with the corresponding recommendations to the Principal. All applicants who are ranked 1 – 30 are qualified for admission to the Headstart Program for the Gifted and Talented Preschoolers. The final list of qualifiers will be posted for information of all concerned. The Principal being the Head of the Assessment Team will inform the parent/guardian that his/her child qualifies to the Headstart Program. Parents of qualified pupils will be interviewed and given orientation regarding the program.

STEP 4

Decision/Placement Pre-schoolers who are identified gifted and talented are now officially enrolled in SPED Centers and regular schools with Headstart Programs.

FLOW CHART ON RECRUITMENT, SCREENING AND IDENTIFICATION



Isaac Lopez Integrated School

Special Education Center

SY 2013-2014



THE PROPOSAL

**Head Start Program for the
Gifted and Talented
Pre-schoolers**



Isaac Lopez Integrated School
Special Education Center
Ilino Cruz St., Vergara, Mandaluyong



August 23, 2013

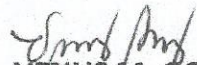
MANUEL A. LAGUERTA
Principal II
Isaac Lopez Integrated School
City of Mandaluyong

DIVISION OF CITY SCHOOLS	
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By: <u>mae</u>	
Date: <u>29 AUG 2013</u>	
Time: <u>4:05 PM</u>	
MANUEL A. LAGUERTA	

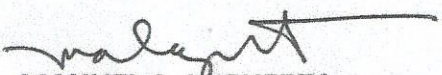
Sir:

May I submit herewith the SPED's proposal to organize HEAD START PROGRAM FOR THE GIFTED AND TALENTED PRE-SCHOOLERS to be implemented this coming S.Y. 2014-2015 for your perusal and approval.

Very truly yours,


VENUS M. GONZALES
SpEd Coordinator

Approved by:


MANUEL A. LAGUERTA
Principal II, Isaac Lopez Integrated School

PROPOSAL: HEADSTART PROGRAM FOR THE GIFTED AND TALENTED PRESCHOOLERS

Background

The Headstart Program for the Gifted and Talented Preschoolers in Public Elementary Schools has organized 44 classes with 1,600 pupils during its pilot year last March 2006. The expansion of the program is expected to be organized in SPED Centers and Regular Schools with SPED programs and services. This Headstart Program pilot would meet the needs of the prescribed learning outcomes for 4-5 years old children who manifest superior intelligence beyond their chronological age.

For education purposes, Marland (1972) defined gifted and talented children as those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and services beyond those normally provided by the regular school program in order to realize their contribution to self and society. Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas: 1) general intellectual aptitude; 2) specific academic aptitude; 3) creative or productive thinking; 4) leadership ability; and 5) visual and performing arts.

Other definitions were created after Marland classified the gifted and talented children. According to Gallagher and Gallagher (1994), gifted should be defined (as suggested by Renzulli and Reis 1991b) for purposes of education as those who have demonstrated or shown potential for the following in a given domain or field:

1. High ability (including high intelligence)
2. High creativity (the ability to formulate ideas and apply them to the solution of problems)
3. High task commitment (a high level of motivation and the ability to see a project through to its conclusion)

The reason for using the multiple-criterion definition is that all three characteristics – high ability, high creativity, and high task commitment – seem to be necessary for truly gifted performance in any field.

Rationale

This Headstart Program is proposed to ensure that all gifted and talented preschoolers are given the necessary support to attain the highest standard of achievement that matches with their abilities, intelligence and skills.

Legal Basis

Pursuant to DepEd Order No. 99, series 2009, "*Organization of Headstart Classes for the Gifted and Talented Preschoolers*," and to ensure that all gifted and talented preschoolers in the city are given necessary support to attain the highest standard of achievement, Isaac Lopez Integrated School would like to propose to pilot the organization of Headstart Kindergarten for Gifted and Talented Preschoolers in the public school in the City of Mandaluyong in school year 2014-2015.

Entry/Exit Requirements

For this proposal, any child who exhibits exceptional ability in any academic and non-academic areas may be considered in the recruitment of the gifted and talented preschoolers. To ensure that only the qualified applicants can avail the said program, we propose to form a screening committee composed of the SPED supervisor, guidance counselor, selected key teachers and SPED teachers. Formal and informal assessment can also be done to qualified applicants. The applicants will be ranked 1-15 or 1-12 to qualify for admission to the Headstart Program for the Gifted and Talented. As pilot of the program, it will be important to be able to share our process of creating and implementing the Headstart Program for the Gifted and Talented and its best practices with the other schools in the city. Further research can be considered to investigate the impact to the National Achievement Test Result of the division. Putting in place at the start of the implementation of the program a framework for impact evaluation will also allow the understanding and efficacy of the program.

All students produced by Headstart Program will proceed to Grade I class.

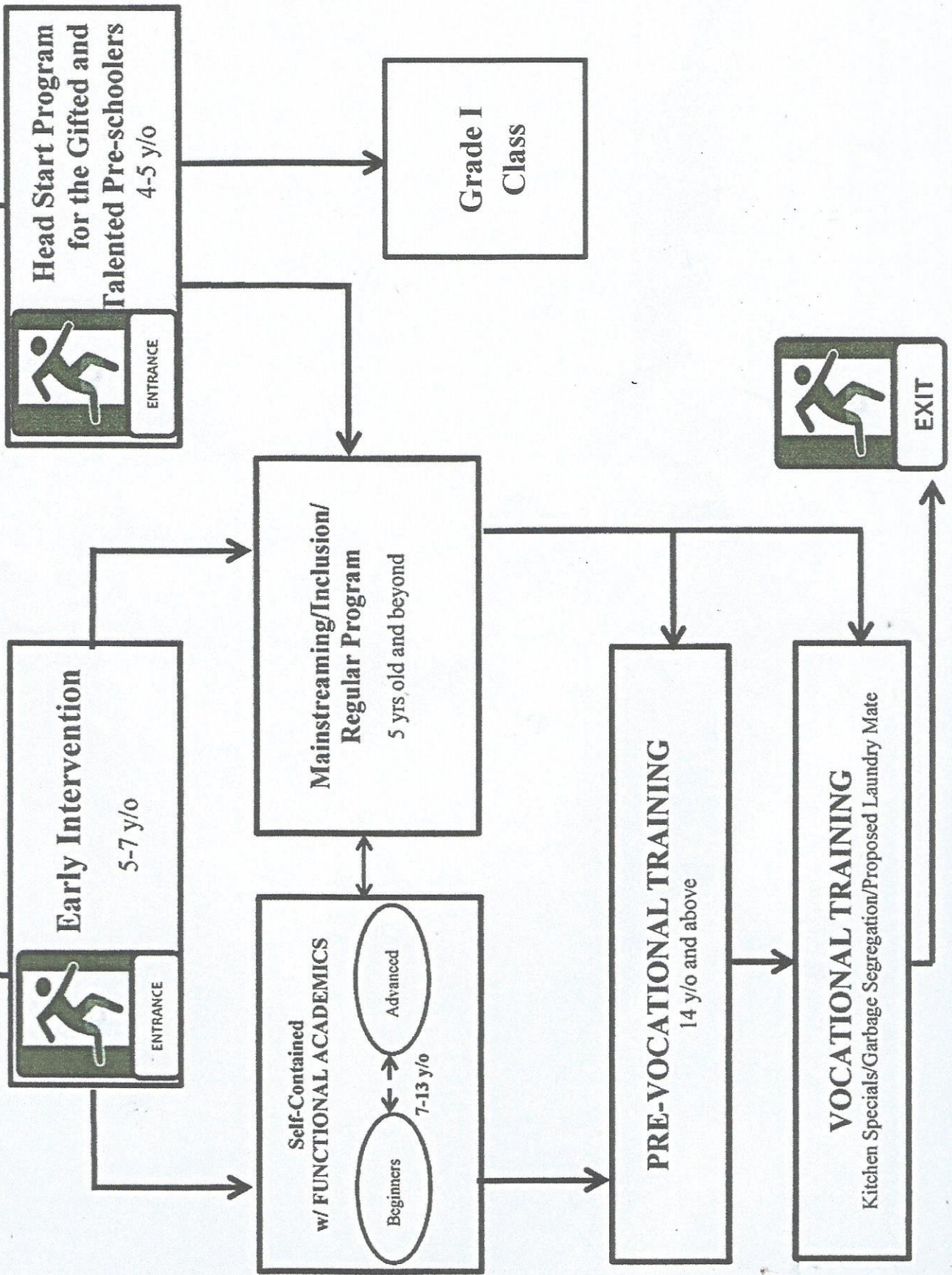
References:

Gallagher, James J. and Gallagher, Shelagh A. 1994. *Teaching the Gifted Child 4th Edition*. Allyn and Bacon, Massachusetts.

Marland, S. 1972. *Education of the Gifted and Talented* (Report to the Congress of the United States by the U.S. Commissioner of Education) Washington, DC: US Government Printing Office.

Organization of Headstart Classes for the Gifted and Talented Preschoolers, DepEd Order No.99, s.2009, released September 18, 2009

ILIS-SPED



PROPOSED DAILY SCHEDULE

		M	T	W	T
9:10am-9:25am	15 minutes	Circle Time	Circle Time	Circle Time	Circle Time
9:25am-10:15am	50 minutes	Reading	Math	Reading	Math
10:15am-11:05am	50 minutes	Language	Filipino	Language	Filipino
11:05am-11:25am	20 minutes	Lunch	Lunch	Lunch	Lunch
11:25am-11:40 pm	15 minutes	Music/Creative Movement	Music/Creative Movement	Music/Creative Movement	Music/Creative Movement
11:40 pm-12:30 pm	50 minutes	Science	Science	Science	Science
12:30pm-01:10 pm	40 minutes	Computer Literacy	Computer Literacy	Computer Literacy	Computer Literacy
TOTAL = 240 mins		FRIDAY: Creative Arts/ Leisure/Recreation/			

PROGRAM

INCLUSION CRITERIA

DYNAMICS

PROGRAM	INCLUSION CRITERIA	Age	Others	School/ Name of Teacher	Schedule	Duration	Class Size	Types of lessons
A. EARLY INTERVENTION	-not schooled yet	5-7 Y/O		Isaac Lopez Integrated School Loremia C. Loremia	M-F 8:00-10:00 10:00-12:00	2 hrs./ session 1 hr./ II (Individualized Instruction)	Minimum of 4 per class One on one	Kindergarten
Following the Mainstreaming/ Inclusion Procedure								
A.1. MAINSTREAMING/ INCLUSION								
A.2. SELF-CONTAINED W/ FUNCTIONAL ACADEMICS								
A.2.1. BEGINNERS	-cannot cope with the demands of an academic program.	7-13 Y/O		Isaac Lopez Integrated School Venus M. Gonzales Jane Miranda	M-F 8:00-11:00 12:00-3:00 11:00-12:00 7:00-8:00	3 hrs. / session 1 hr./ II (Individualized Instruction)	Minimum of 5 per class One on one	Math, Reading/Writing, Oral Communication Science, Self-Help
B. HEAD START PROGRAM FOR THE GIFTED AND TALENTED PRE-SCHOOLERS	-manifest superior intelligence beyond their chronological age.	4-5 Y/O		Isaac Lopez Integrated School Jane Miranda	M-F 9:10 - 1:10	4 hrs. per session	Minimum of 12-15 per class	Reading, Math, Language, Computer Literacy, Music/ Creative Movement, Science, Filipino

<p>C. PRE-VOCATIONAL PROGRAM</p>	<p>13 Y/O & Above</p>	<p>-demonstrates emerging work behaviors necessary for future vocational activities</p>	<p>Isaac Lopez Integrated School Maricel Ramos</p>	<p>M-F 8:00-11:00 11:00-2:00</p>	<p>3 hrs. per session</p>	<p>Minimum of 5-6 per class</p>	<p>Task Oriented Activities, IADLs/ADLs Leisure and Recreation, Performing Arts, Functional Academics Food preparation</p>
<p>D. VOCATIONAL PROGRAM</p>		<p>-good work skills -good work behaviors</p>	<p>Isaac Lopez Integrated Leah Llusala</p>	<p>M-F whole day</p>	<p>Minimum of 10-12 per class</p>		

Source: PROJECT TEACH Therapy, Education and Assimilation of Children with Handicap