



Republic of the Philippines
Department of Education
REGION X – NORTHERN MINDANAO
SCHOOLS DIVISION OF EL SALVADOR CITY

**Office of the Schools
Division Superintendent**

DIVISION ADVISORY
No. 052, s. 2021
June 16, 2021

*In compliance with DepEd Order No. 8, s. 2013,
This Advisory is issued not for endorsement as per DO No. 28, 2001
but for the information of DepEd Officials, Personnel Staff and the concerned public
(visit <https://depedelsalvadorcity.net>)*

**BEYOND WEBINARS: INTENSIVE CAPACITY BUILDING PROGRAMS FOR
SCHOOL ADMINISTRATORS AND TEACHERS IN THE NEW NORMAL**

The ARCZONE Professional Development Inc. is inviting school leaders and teachers to join Beyond Webinars: Intensive Capacity Building Programs for School Administrators and Teachers in the New Normal over a period of one academic calendar (SY 2021-2022) via Zoom platform.

Further, this Office shall adhere to Equal Opportunity Principle (EOP) in indorsing participants to the Beyond Webinars: Intensive Capacity Building Programs for School Administrators and Teachers in the New Normal. Hence, all actions shall be based solely on guidelines set with no discrimination on the account of age, gender, identity, sexual orientation, civil status, disability, religion, ethnicity, or political affiliation.

Participation shall be subject to the *no-disruption-of-classes policy* stipulated in DepEd Order No. 09, s. 2005 entitled *Instituting Measures to Increase Engaged Time-On-Task and Ensuring Compliance Therewith*. Attached is the letter from the organizer for your reference.

For information and guidance.

OLGA C. ALONSABE, PhD, CESE
Assistant Schools Division Superintendent
OIC, Office of the Schools Division Superintendent

Encl:

As stated

Reference:

Letter from the Organizer

To be indicated in the Perpetual Index
under the following subjects:

TRAINING PROGRAMS

SGOD/HRD/MPM



June 14, 2021

DR. OLGA ALONSABE

Schools Division Superintendent
DepEd-Division of El Salvador City
Zone 3, Poblacion, El Salvador City
Misamis Oriental, 9017

Dear **Dr. Alonsabe**:

With most parts of the country still under various versions of community quarantine, we have slowly come to terms with the “new normal” in the educational system and in taking teaching and learning in the cyberspace. At the heart of these changes and challenges are the crucial roles of the key players – school administrators and teachers.

Given the context of the pandemic, the **school heads'** function becomes critical in the implementation of various modalities to extend the education of every learner.

Teachers, on the other hand, interpret and implement curricular intents as they deal with the learners and handle the day-to-day demands of instructional aims.

The current situation of our country beset by the COVID-19 pandemic cannot keep us from creating learning experiences for our educators and students. With is premise, the Department of Education has issued guidelines on how the new normal should be implemented and incorporated into classroom dynamics. Thus, **ARCZONE Professional Development, Inc.** introduces new programs (**not just webinars**) which aim to address these needs in the new normal.

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“Beyond webinars: Intensive capacity building programs for school administrators and teachers in the new normal”

1. **SCAFFOLDED** - *School in Crisis Action for Fundamental Online Leadership and Distance Education*. This program allows school administrators to demonstrate the standard leadership skills through an online mode. The online lessons are composed of webinars, reading materials, exercises and feedback on their sample work using a Learning Management System.
2. **PIVOTAL** in the New Normal: *Pursuing Innovative Virtual and Offline Teaching and Learning*. This training program aims to provide online professional development activities/learning sessions on various topics relevant to curriculum, instruction, and K-12 requirements in the “new normal” with follow through programs/sessions during the school year, or on schedule based on availability of teachers.

The training programs shall run over a period of **one academic calendar** where online training sessions are scheduled upon the decision of the Department of Education Division Offices and ARCZONE. Pre and post synchronous activities (online discussions, consultations with e-mentors and content area experts, other asynchronous activities) will be scheduled accordingly.

To help the Division address economic challenges in the availing of these programs, ARCZONE is offering manageable settlement of **subscription fees of five hundred pesos only (Php 500.00) per nine (9) months, a total of Php 4,500.00 for per participant for a minimum of three hundred (300) participants per program.**

We are hoping that this proposal merits your support and approval. We look forward to working with you in bringing these innovative and relevant training programs to the educators in your division.

Truly yours,



MS. JERMAINE OGKING
Training Coordinator



Program Information:

1. For school administrators:

SCAFFOLDED - *School in Crisis Action for Fundamental Online Leadership and Distance Education.*

2. For teachers:

PIVOTAL in the New Normal: *Pursuing Innovative Virtual and Offline Teaching and Learning.*

Phases:

Phase 1 deals with capacity building activities for participants to help them prepare online modules and create effective and engaging learning environment both synchronous and asynchronous. This involves participation in series of webinars, online discussions, consultations with e-mentors and content area experts for the first two (2) months of program implementation.

Duration: 2 months

Topics and Objectives:

SCAFFOLDED

Week 1: The role of school heads in managing flexible learning

- Determines the important characteristics of school heads in managing flexible learning environment
- Identifies critical results of flexible learning modes
- Analyzes cases of different instructional leaders managing alternative delivery modes

Week 2: Building Professional Learning Communities for flexible learning

- Creates a program on teacher training on flexible learning
- Creates an intervention program using the priority learning competencies
- Plans a specific program to help teacher in a flexible learning environment.

Week 3: Evaluating the Results of flexible learning modes

- Uses achievement test results to evaluate flexible learning modes
- Uses assessment results to help teachers improve on their delivery
- Creates an individual instructional development plan for a teacher

Week 4: Creating a plan for flexible learning deliveries

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- Integrates in the school improvement plan the flexible learning delivery modes
- Identifies strategies to implement learning delivery modes
- Provides success indicators for the learning delivery modes

Weeks 5 & 6: Flexible Learning – the New Normal

- Introduces participants to various strategies in flexible learning via modules delivered through courier services; tele-lessons; radio school; and online LMS.

Weeks 7 & 8: Migrating Classes to Flexible mode

- Trains participants in the process of analyzing F2F materials and strategically migrating lessons to flexible and/or online modality. This session also introduces participants to learning commons like the DepEd Commons which are open sources of learning resources for K to 12.

PIVOTAL

Weeks 1 & 2: Flexible Learning – the New Normal

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Weeks 3 & 4: Migrating Classes to Flexible mode

- Trains teachers in the process of analyzing F2F materials and strategically migrating lessons to flexible and/or online modality.
- Introduces participants to learning commons like the DepEd Commons which are open sources of learning resources for K to 12

Weeks 5 & 6: Designing Instructional Materials for Flexible Learning

- Talks about modules or self-learning kits, radio lesson episodes; videos clips, and other interactive online materials
- Prepares of a huge online resource where localized and contextualized learning materials are made accessible to the participants
- **Weeks 7 & 8: Assessment in the Flexible Learning Environment**
- Trains participants on preparing assessment materials for remote learning in general and for online classes in particular
- Familiarizes language teachers on the various online applications that may be used for designing interactive assessments like Kahoot, Slido, Quizlet, Flipgrid, Formative, Plickers, Socrative, etc.



Phase 2 is curriculum integration and implementation through **ALL (Administrators as Learners and Leaders) and PLC (Professional Learning Communities)** which are online learning communities of participants. This will be carried through LAC sessions. These communities intend to build a collaboration in promoting a culture of good teaching, leading, managing, and parenting. The goal of their actions is to enhance their effectiveness as managers and educators so that students benefit (Astuto et al., 1993).

Due to the current situation, some LAC sessions will be done online. These sessions are facilitated by designated administrators, teachers, and class advisers. The activities in the e-LAC sessions can range from small group discussions, sharing of best practices, analysis of articles, critique of theories, and research. The e-LAC sessions include the following: (1) Best practices in teaching and educational management, (2) analysis of students learning, (3) sharing of instructional and assessment plans, (4) conducting simulations approach in teaching, and (5) sharing of resources to enhance content knowledge.

Duration: 10 months

Phase 3 involves **assessment, evaluation, and research**. The program takes four (4) levels of evaluation such as reaction, learning, behavior, and results. Data will be collected from surveys, interviews, discussion boards, focus group discussions, reflections of participants, LAC session observations, webinar participation, and monthly module evaluation. By the end of the program, results of studies will be disseminated through project reports. These will be converted into journal article format which will be submitted to well-recognized and renowned *ISI* and *Scopus* indexed journals.

Duration: 10 months

Levels of Evaluation	Possible Respondent/Sources of Information	Participatory Techniques for Data Gathering	Timeline for Data Gathering
Level 1: Reaction	Participants, program management team	Survey using tools for daily evaluation of session, facilitators and daily operations. Online focus group discussion with select participants. Daily monitoring and evaluation of outputs using the Learning Management System (LMS)	During and immediately after delivery of the training and e-LAC session
Level 2: Learning	Participants	Administration of pre- and post-webinar assessment. Workshop activities, online demonstrations and presentations	During the conduct of training and e-LAC session
Level 3: Behavior	Participants, immediate superior, peers, and subordinates of participants,	Survey via Google Forms, online focus group discussion, and virtual interviews Result of performance evaluation/ classroom observation/recording of online classes Quality of implementation of work application projects or special projects	After the training and e-LAC Sessions
Level 4: Results	Participants, immediate superior, peers and subordinates of participants, students	Impact studies Assessing student learning competencies	After completion of training and e-LAC sessions

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