



Republic of the Philippines
Department of Education
REGION X- NORTHERN MINDANAO
DIVISION OF MALAYBALAY CITY

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DIVISION ADVISORY


This Division Advisory is issued in compliance with DepEd Order No. 8, s. 2013, this is not an endorsement by the Division of Malaybalay City per DepEd Order No. 28, s. 2001, but for the information of DepEd Officials, personnel/staff and the public.

“Beyond Webinars: Intensive Capacity Building Programs for School Administrators, Teachers and Parents in the New Normal”

In view with the letter of invitation from the ARCZONE Professional Development Inc. Re: “Beyond Webinars: Intensive Capacity Building Programs for School administrators, teachers, and parents in the new normal”. The company is inviting teachers, professionals and parents/stakeholders to subscribe on the program for professional development.

The participation in the said activity is on **voluntary basis** only. Attached is the letter and the details of the program for reference.

Should there be queries, contact the Training Director Ms. Jesusa Flores through email address at arczone-eduphd@yahoo.com or www.arczoneprofdcv.com.


ALIENA S. DAJAY, PhD., CESE
Assistant Schools Division Superintendent

Enclosed:

As stated

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ARCZONE

PROFESSIONAL DEVELOPMENT INC.

August 26, 2020

DR. VICTORIA V. GAZO

Schools Division Superintendent
DepEd – Division of Malaybalay City
Casisang, Malaybalay City



Dear Dr. Gazo:

With most parts of the country still under the General Community Quarantine (GCQ) and a few still in total lockdown, we have to slowly try to 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, teachers and parents.

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. Consequently, continuous learning and professional upgrading among administrators and teachers cannot be ignored. Interestingly, **parents** have to share this role of educating their children while in lockdown. Inherent in this initiative is the idea of lifelong learning.

The current situation of our country beset by the COVID-19 pandemic cannot keep us from creating learning experiences for our educators and students. Considering the many versions of the Community Quarantine (GCQ, ECQ, MECQ), the Department of Education has issued guidelines on how the new normal should be implemented and incorporated into classroom dynamics.

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With these developments, **ARCZONE Professional Development, Inc.** introduces new programs (not just webinars) which aim to address these needs in the new normal.

“Beyond webinars: Intensive capacity building programs for school administrators, teachers, and parents 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.
3. The **LEADERS @ Home in the Midst of COVID Pandemic (Leading, Educating, and Developing Resilient Students)** for parents will be realized through a series of webinars, online discussions, and online asynchronous activities. **Pre-webinar** and **post-webinar** activities are conducted to ensure (1) that parents are prepared for the actual webinar and (2) that they would be able to apply what they have learned in assisting their children in lessons for the opening of classes.



The training programs shall run over a period of one academic calendar where webinars are scheduled on a particular day decided upon by the Department of Education and ARCZONE. Pre and post webinar activities (online discussions, consultations with e-mentors and content area experts, other asynchronous activities) are scheduled accordingly.

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 in the new normal to the educators and parents in your Division.

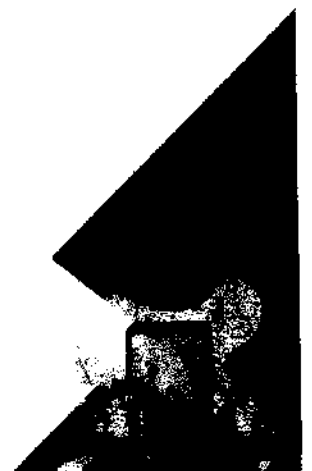
Truly yours,


MS. YESUSA FLORES
Training Coordinator

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ARCZONE

PROFESSIONAL DEVELOPMENT INC.

Subscription Fee: Php 4,500 (for 1 schoolyear; may be paid in staggered basis)

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
3. For parents:
LEADERS @ Home in the Midst of COVID Pandemic (Leading, Educating, and Developing Resilient Students)

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

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- 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

- 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

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



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

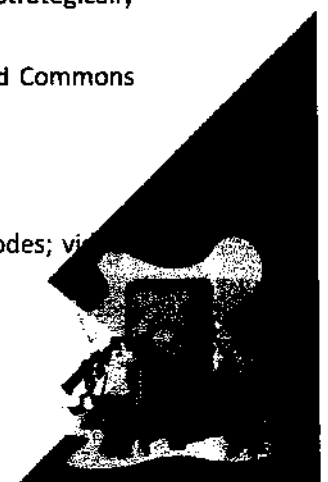
Weeks 5 & 6: Designing Instructional Materials for Flexible Learning

- Talks about modules or self-learning kits, radio lesson episodes; video clips, and other interactive online materials

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- 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.

LEADERS @ Home

Weeks 1 & 2: Motivating my child to learn at home

- Devise ways to sustain the interest of the child to learn
- Provide solutions to case scenarios
- Collaborate with other parents to design home activities that interests the child

Weeks 3 & 4: How to teach my child?

- Demonstrate different ways of facilitating learning
- Plan a lesson that follows a teaching and learning principle
- Use the national curriculum to determine what to teach the child

Weeks 5 & 6: Preparing instructional materials for learning



- Use instructional materials to deliver a lesson
- Design an instructional material for a lesson
- Get involved with other parents to select useful instructional materials for the child

Weeks 7 & 8: Ensuring that the child is learning

- Determine evidence of learning
- Make drills and exercises for the child
- Design tasks that show higher order thinking and outcomes

Duration: 2 months

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Phase 2 is curriculum integration and implementation through **ALL (Administrators as Learners and Leaders), PLC (Professional Learning Communities), and PALS (Parents as Learners)** which are an online learning community 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, class advisers, and/or parents. 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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