



Republic of the Philippines
Department of Education
Region IV-A
SCHOOLS DIVISION OF QUEZON PROVINCE

DIVISION ADVISORY NO. 077 s. 2021
June 21, 2021

In reference to the letter of Ms Jermaine P. Ongpin, Training Coordinator, Arczone Professional Development Inc., this advisory is issued for the information of all elementary and secondary school heads, junior and senior high school, public and private.

ARCZONE PROFESSIONAL DEVELOPMENT INC: INTENSIVE CAPACITY-BUILDING PROGRAMS FOR SCHOOL ADMINSITRATORS AND TEACHERS IN THE NEW NORMAL

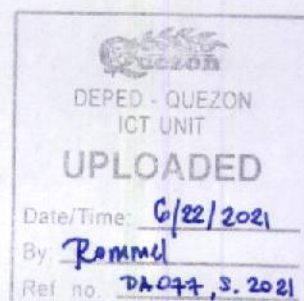
ARCZONE Professional Development Inc., a NEAP-recognized company invites interested teachers and school heads to participate on its Beyond Webinars: Intensive Capacity-Building Programs for School Administrators and Teachers in the New Normal. Coined as SCAFFOLDED (School in Crisis Action for Fundamental Online Leadership and Distance Education), the program is a one-academic calendar package for school administrators while PIVOTAL (Pursuing Innovative Virtual and Offline Teaching and Learning) is also a one-academic calendar program for teachers.

For further details, please see the attached letter.

ELIAS A. ALICAYA JR. EdD
Assistant Schools Division Superintendent
Officer-In-Charge
Office of the Schools Division Superintendent

cid-ims/alp/rqn/06/21/21

DEPEDQUEZON-TM-SDS-04-011-003



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June 21, 2021


DR. ELIAS A. ALICAYA JR.
OIC-Schools Division Superintendent
DepEd-Division of Quezon
Brgy. Talipan, Pagbilao, Quezon



Dear **Dr. Alicaya**:



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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June 11, 2021

DR. CATHERINE P. TALAVERA
Schools Division Superintendent
DepEd Division- Quezon Province
Sitio Fori, Brgy. Talipan, Pagbilao, Quezon

Dear Dr. Talavera:

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 ODKING
Training Coordinator

Subscription Fees: Php 500/participant/month (for 1 schoolyear)



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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



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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

- 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; 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.



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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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as a Learning and Development Institution



National Educators' Academy of the Philippines (NEAP) of the Department of Education
as a Learning Service Provider



Republic of the Philippines
Department of Education
National Educators Academy of the Philippines

awards this

Certificate of Recognition

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

Title of the Program/Course

is recognized for having complied with the requirements of **DepEd Order No. 1, s. 2020**
also known as *Guidelines for NEAP Recognition of Professional Development
Programs and Courses for Teachers and School Leaders.*

ARCZONE Professional Development, Inc.

Name of Provider

LSP-2020-0005-1020



Provider Authorization No.

PD-2021-0022-0517

Program/Course Recognition No.

*The recognition for the above – stated program/course is co-terminus with
the three-year professional development priorities issued
through DepEd Memorandum No. 50, s. 2020.*

Given this 17th day of May 2021 at Pasig, Philippines.


JOHN ARNOLD S. SIENA
Director IV 





Republic of the Philippines
Department of Education
National Educators Academy of the Philippines

awards this

Certificate of Recognition

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

Title of the Program/ Course

is recognized for having complied with the requirements of **DepEd Order No. 1, s. 2020**
also known as *Guidelines for NEAP Recognition of Professional 'Development
Programs and Courses for Teachers and School Leaders.*

ARCZONE Professional Development, Inc.

Name of Provider

LSP-2020-0005-1020

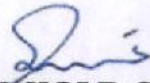
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