



Republic of the Philippines
Department of Education

NATIONAL CAPITAL REGION
SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

Office of the Schools Division
Superintendent

FEB 22 2022

MEMORANDUM

**DIVISION-OWNED NEAP-RECOGNIZED TRAINING FOR TEACHERS
2021 PURSUING UPGRADES OF SKILLS TOWARDS
S.M.A.R.T HEADWAY (PUSH) PROGRAM
LEARNING SERIES 1: #TEACHTECH
REVOLUTIONIZING LEARNING THROUGH TECHNOLOGY**

To: OIC – Assistant Schools Division Superintendent
Chief Education Supervisor, Curriculum Implementation Division
Chief Education Supervisor, School Governance and Operations Division
Public Elementary and Secondary School Heads/OICs
All Others Concerned

1. In line with the continuing effort of this Division to ensure that the professional growth of all teachers is being taken cared of, the first Division-owned NEAP-recognized Training dubbed as 2021 Pursuing Upgrade of Skills towards S.M.A.R.T. Headway (PUSH) Program Learning Series 1: #TEACHTECH: Revolutionizing Learning through Technology will be conducted on March 2, 3, and 4, 2022 via Zoom in 2 different batches: Batch 1: Morning Session (8:00 to 12:00 p.m.) and Batch 2: Afternoon Session (1:00-5:00 p.m.).
2. This activity aims to equip teachers on digital, problem solving, and time management skills, and up-to-date teaching strategies in dealing with distance learning education as they cater to diverse learners of this time.
3. Inspired by the Muntinlupa S.M.A.R.T. School Program and anchored on the Professional Development Priorities for Teachers SY 2020-2023, this event will underscore several strands of Domains 1,2,3, and 4 of the Philippine Professional Standards for Teachers (PPST).
4. SDO-Muntinlupa thru the Human Resource Development (HRD) Unit is poised to reach more or all of the teachers in the elementary, junior, and senior high schools as they will be using their NEAP SIM Card to engage in this activity. Likewise, this will provide them CPD units which are necessary in the renewal of their license and other professional-related engagement and transactions.
5. All interested teachers are directed to pre-register to any of the following links: <https://tinyurl.com/NEAP-SMART-Batch1> or <https://tinyurl.com/NEAP-SMART-Batch2>. Registration link is open February 22-25, 2022. Registered participants will be notified and shall receive the Zoom meeting link through their DepEd email at least day before the event.



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0822019

6. Unregistered participants and those who will not be able to complete the 3-day online training will not receive their certification.
7. Attached is the course design, for your reference.
8. Wide dissemination of and strict compliance this Memorandum is desired.


DOMINICO C. IDANAN CESO V
Schools Division Superintendent

Encl: As stated
Reference: As stated
To be indicated in the Perpetual Index
under the following subjects

PROGRAMS

SCHOOLS

TEACHERS

IMR/ Division-Owned NEAP-Recognized Training

073 February 21, 2022

DIVISION-OWNED NEAP-RECOGNIZED TRAINING FOR TEACHERS 2021 PURSUING UPGRADES OF SKILLS
TOWARDS S.M.A.R.T HEADWAY (PUSH) PROGRAM
LEARNING SERIES 1: #TEACHTECH: REVOLUTIONIZING LEARNING THROUGH TECHNOLOGY
COURSE DESIGN

	¹⁶ Duration	¹⁷ Topic	¹⁸ Session Objectives	¹⁹ Methodology	²⁰ Assessment Strategies	²¹ Outputs	²² Resource Person/ Learning Facilitator
Day 1							
1	60 minutes	The Rise of e-Learning: How Prepared Are We?	At the end of the session, the participants will be able to assess the readiness of teachers in utilizing various tools necessary for distance learning, and identify the strength and weaknesses of e-learning and enumerate some of the basic and intermediate digital skills that are useful in e-learning.	<i>Detailed:</i> The participants engages themselves in the online lecture via Google Meet. The participants are tasked to response to questions via Mentimeter app. The participants are directed to do the task reflected in the slide deck presented, related to the strength and weaknesses of e-learning. The participants are opted to see the video on digital literacy skills. <i>Shorter version:</i> Lecture-discussion using 4As strategy Use of Mentimeter as preliminary activity	Posttest using Google Form Professional Reflection	Generated Individual Results Filled-up Professional Reflection	MA. REGAELE A. OLARTE <i>SGOD Education Program Supervisors Metrobank Most Outstanding Teacher 2016</i>

				Presentation of videos and other related slides for deepening of understanding Q&A Session for clarification			
2	90 minutes	Understanding the Digital Natives and their Grasp for Learning	At the end of the session, the participants will be able to distinguish various characteristics of the digital natives and their study habits, compare and contrast learners of two different generation who both aim for higher learning yet acquire knowledge in different ways.	<i>Detailed:</i> The participants engages themselves in the online lecture via Google Meet. The participants are tasked to response to questions through the use Chat Box. The participants are directed to do the task reflected in the slide deck presented, related to the different characteristics of learners. The participants are opted to see the video on the digital natives and the ways they learn better. <i>Shorter version:</i> Lecture-discussion using 4As strategy	Venn Diagram on the Characteristics of Learners in two different generation	Filled-up Venn Diagram	DR. FLORANTE C. MARMETO <i>Principal IV Certified NEAP Facilitator</i>

				Presentation of videos and other related slides for deepening of understanding Q&A Session for clarification			
3	90 minutes	Creating a Positive Virtual Environment	At the end of the session, the participants will be able to recognize simple authentic activities that promote positive virtual environment and distinguish online norms and/or netiquettes to be observed in conducting online class.	<i>Detailed:</i> The participants engages themselves in the online lecture via Google Meet. The participants are directed to do the task reflected in the slide deck presented, related to the netiquettes to be observed in conducting online class. The participants are tasked to see the video on simple ways to create positivity in a virtual class. <i>Shorter version:</i> Lecture-discussion using 4As strategy Presentation of videos and other related slides	Survey checklist using Google Form Worksheet on the Ideal Virtual Learning Environment	Generated answers from the survey Answered Worksheet on the Ideal Virtual Learning Environment	DR. SUE ANN R. YAGO <i>Project Development Officer Registered Guidance Counselor (RGC)</i>

				for deepening of understanding			
				Q&A Session for clarification			
Day 2							
4	90 minutes	Getting Acquainted with the Google Advantage	At the end of the session, the participants will be able to identify different Google Apps for learning and list down advance functions of several google apps in enhancing learner engagement and performance.	<i>Detailed:</i> The participants engages themselves in the online lecture via Google Meet. The participants are directed to do the task reflected in the slide deck presented, relative to the different Google Apps for learning and their functions. The participants are tasked to enumerate advance functions of Google Apps thru a Game using Kahoot. <i>Shorter version:</i> Lecture-discussion using 4As strategy Presentation of videos and other related slides for deepening of understanding	Interactive Game using Kahoot.	Generated result from Interactive Game via Kahoot.	MR. SHERWIN G. LOMEDA <i>EdTech Specialist CO-Education Technology Unit</i>

				Online Games for Enrichment			
				Q&A Session for clarification			
90 minutes	Practice Perfect in Utilizing Google Apps for Learning	At the end of the session, the participants will be able to apply their learnings on different Google apps for learning such as creation of drills using Google Jamboard, writing review items using Google form and sharing ideas with the use of Google Sheet, etc.	<i>Detailed:</i> The participants are directed to listen and participate actively to the discussion on the different Google Apps for learning. The participants engages themselves in the online Focus Group Discussion (small group) on the simple know-hows of: Google Jamboard Google Form Google Sheet Google Classroom Google Meet Google Calendar Google Doc The participants are tasked to enumerate advance functions of Google Apps thru a Game using Kahoot.	Self-Assessed Hand-on Activity Checklist	Generated Individual Data on the Self-Assessed Hand-on Activity Checklist	JOSEPH D. NILO <i>Education Program Specialist, M&E Google Certified Educator Level 1</i>	

				<i>Shorter version:</i> Lecture-discussion using 4As strategy Presentation of videos and other related slides for deepening of understanding Online Games for Enrichment Q&A Session for clarification			
60 minutes	#TeachTECH Share to Learn Session	At the end of the session, the participants will be able to acquire significant tips in utilizing Google apps in enhancing learner engagement and performance.	<i>Detailed:</i> The participants presents their output based on the modeling made the learning facilitator. The participants engages themselves in the constructive session for learning using their KWL graphic organizer. The participants are tasked to highlight the learning gain from the presentation and later	KWL Graphic Organizer	Filled-up KWL Graphic Organizer	JOSEPH D. NILO <i>Education Program Specialist, M&E Google Certified Educator Level 1</i>	

				share them to the rest of the group. <i>Shorter version:</i> Modeling of presentation by the facilitator Presentation and positive critiquing of outputs of the participants Sharing of ideas Q&A Session for clarification			
Day 3							
	120 minutes	Educational Apps for Effective and Engaging Learning	At the end of the session, the participants will be able to identify and apply different educational online apps for learners active engagement and tracking of attendance such as: • MyClass Attendance • A+Teacher's Aide • Attendink	<i>Detailed:</i> The participants are directed to listen and participate actively to the discussion on the different educational online apps for learner's active engagement and tracking of attendance. The participants engages themselves in the online Focus Group Discussion (small group) on the simple know-hows of:	Online Cloze Test	Generated individual data from the cloze test	KRISTINE ANN DG. BARREDO <i>Master Teacher I</i> <i>Google Certified Educator Level 2</i>

			• Edevo Teacher • TeacherKit	• MyClass Attendance • A+Teacher's Aide • Attendink • Edevo Teacher • TeacherKit The participants are tasked to respond in the Online Cloze Test. <i>Shorter version:</i> Lecture-discussion using 4As strategy Presentation of videos and other related slides for deepening of understanding Online Cloze Test for assessment of understanding Q&A Session for clarification			
120 minutes	Educational Apps for High Performance	At the end of the session, the participants will be able to identify and apply different educational online apps to elevate	<i>Detailed:</i> The participants are directed to listen and participate actively to the discussion on the different educational	Posttest via Google Form	Generated individual data from the Google Form	RANDY M. VARGAS <i>IT Officer I</i> <i>Google Certified Educator Level 2</i>	

			learners performance such as: • Kahoot • Thinkific • Mentimeter • Quiiziz • Cram • Cognifit	online apps to elevate learners performance. The participants engages themselves in the online Focus Group Discussion (small group) on the simple know-hows of: • Kahoot • Thinkific • Mentimeter • Quiiziz • Cram • Cognifit The participants are tasked to respond to the different questions in the Google Form. <i>Shorter version:</i> Lecture-discussion using 4As strategy Presentation of videos and other related slides for deepening of understanding Short quiz via Google Form for assessment of understanding Q&A Session for clarification			
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