



Republic of the Philippines
Department of Education

NATIONAL CAPITAL REGION
SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

Office of the Schools Division
Superintendent

MEMORANDUM

**DIVISION-OWNED NEAP-RECOGNIZED TRAINING FOR TEACHERS 2022 PURSUING
UPGRADES OF SKILLS TOWARDS S.M.A.R.T HEADWAY (PUSH) PROGRAM
LEARNING SERIES 1: #TEACHTECH REVOLUTIONIZING
LEARNING THROUGH TECHNOLOGY - WAVE 2.0**

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 keeping with our Division's ongoing efforts to guarantee that all teachers' professional development needs are met, the second wave of the **Division-owned, NEAP-recognized 2022 Pursuing Upgrade of Skills Toward S.M.A.R.T. Headway (PUSH) Program Learning Series 1: #TEACHTECH: Revolutionizing Learning through Technology** will take place on September 14, 15, and 16, 2022 via Zoom in two separate 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 intends to provide teachers with the digital, problem-solving, and time management skills, as well as the most recent teaching techniques, needed to facilitate blended learning. This program will highlight numerous strands of Domains 1, 2, 3, and 4 of the Philippine Professional Standards for Teachers, which are anchored on the Professional Development Priorities for Teachers SY 2020-2023. (PPST).
3. SDO-Muntinlupa, through the Human Resource Development (HRD) Unit is poised to reach 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 licenses and other professional-related engagement and transactions.
4. All interested teachers who were unable to attend the first roll-out of this training in March 2022 are directed to pre-register at the link: <https://tinyurl.com/Push-Wave-2>. Registration link is open until September 2, 2022. Registered participants will be notified and shall receive the Zoom meeting link through their DepEd email at least a day before the event.



Student Center for Life Skills Bldg., Centennial Ave, Brgy Tunasan,
Muntinlupa City
(02) 805-9935, (02) 805 - 9940
sdomuntinlupa@gmail.com



08 25001

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


CARLEEN S. SEDILLA 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



Republic of the Philippines
Department of Education
National Educators Academy of the Philippines
National Capital Region (NEAP – NCR)

awards this

Certificate of Recognition

for the

“2021 Pursuing Upgrades of Skills towards S.M.A.R.T Headway (PUSH) Program”

Title of the Program/ Course

as a NEAP-NCR recognized Professional Development Program/Course compliant with the requirements of **DepEd Order No. 001, s. 2020** “Guidelines for NEAP Recognition of Professional Development Programs and Courses for Teachers and School Leaders”.

SDO MUNTINLUPA

Name of Provider

NCR-PD-2021-0001-0721

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 15TH day of July 2021 at Quezon City, Philippines.

WILFREDO E. CABRAL

Regional Director, DepEd NCR and
Officer-In-Charge, Office of the Undersecretary
Human Resource & Organizational Development



A legacy as rich as excellence!
Misamis St., Bago Bantay, Quezon City
Tel. Nos.: 920-5824; 926-2213 loc. 801
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Website: <http://www.deped.gov.ph/regions/ncr/>



Republic of the Philippines
Department of Education

National Educators Academy of the Philippines

FORM R.1 Professional Development Program/Course Recognition Application Form

INSTRUCTIONS: Input the necessary details. Indicate N/A if not applicable. **DO NOT ABBREVIATE.**

LEARNING SERVICE PROVIDER PROFILE

Learning Service Provider	SDO-Muntinlupa City		
Complete Office Address	Student Center for Life Skills Bldg., Centennial Avenue (former Laguerta St.), Tunasan, Muntinlupa City		
Contact Person	Ivy M. Romano	Mobile No.	(+63) 966-4457403
Telephone No.	8805-9935	Email Address	ivy.romano002@deped.gov.ph
NEAP Authorization Number	For Authorized Learning Service Provider only.		

PROGRAM PROFILE

¹ Title	2022 Pursuing Upgrades of Skills towards S.M.A.R.T Headway (PUSH) Program - Wave 2.0 Learning Series 1: #TeachTECH: Revolutionizing Learning Through Technology
² Rationale	DepEd's reform project, Sulong EduKalidad, stresses on teachers and school heads' upskilling and reskilling. Relatively, this aims at raising and globalizing the quality of education in the country through teacher development, which is directly associated with the major goals of basic education, as stipulated in the Republic Act No. 9155, also known as the Governance of Basic Education Act of 2001. This has been one of the battle cries of SDO-Muntinlupa since it launched its flagship reform called S.M.A.R.T. Program as per Division Unnumbered Memorandum dated January 21, 2020, entitled The Making of Muntinlupa S.M.A.R.T. School Program, which provides a strategic mechanism in creating a holistically performing division. The said program hits the goal of the five dimensions of growth in SDO-Muntinlupa namely: SBM Dimension, Managerial Competence Dimension, Academic Excellence Dimension, Research Champion Dimension, and Technological-Driven Initiatives Dimension. The Division-initiated Teacher Needs Assessment for Digital Learning Readiness thru the collaboration of ICT and HRD Units in April 2020 reveals that almost 22% of the respondents were in the beginning level in the use of online and offline educational program, 54% in average level, and only 19% are considered expert. There were still 15% of the teacher-respondents who have no knowledge in downloading files, 14% who do not know how to use emails, and 25% who cannot operate a media player. Out of the total respondents, there were only an average of 28.85% of the respondents are considered expert in basic Microsoft office, use of internet browser, email, media player & online and offline educational, and even social media. Relative to this, and with the sudden shift away from the physical classroom, many teachers opted to become more relevant as they engage themselves in various appropriate online learning platforms. DepEd Order No. 42, s. 2017, known as the National Adoption and Implementation of Philippine Professional Standards for Teachers, underscores different indicators that align the teachers' characteristics with those of today's digital age learners who are highly critical, integrative, collaborative, innovative, and with divergent thinking strategies. Such characteristics are needed to be enhanced whereby teaching is undertaken remotely and on various digital platforms. Likewise, the tenets of Applied Learning Theory which introduce the concept that skills are mastered only when one is exposed to numerous means of learning application is of prime importance. This provides more options for hands-on activities and allows performance of specific and complex objectives. Additionally, it has been proven that most people, especially adults use their life experiences to facilitate understanding and to

	develop a higher sense of self-direction and motivation as per the Principles of Adult Learning by Malcolm Shepherd Knowles. It is therefore imperative that focused involvement, sensible representation, and real-time execution of knowledge are well persuaded. Moreover, DO 32 s. 2017 entitled Gender-Responsive Basic Education Policy, in support to the Sustainable Development Goal 5-Gender Equality and Women's Empowerment must be accentuated to greatly promote the principles of gender equality including provision of equal opportunity for all regardless of gender, race, status, and religion. Through this, eradication of discrimination and other improper practices in the course for learning is prevented. With the distinctive rise of e-learning, this Division takes the opportunity to better develop the digital skills of teachers through a timely and relevant virtual training on skill enhancement. Significantly, this reinforces shared accountability among teachers and school leaders as we pave the way towards the revolutionized learning era.
³Program Description	The 2021 Pursuing Upgrades of Skills towards S.M.A.R.T Headway (PUSH) Program, a major L&D program of the Division that is aligned with the strategic thrusts of the Muntinlupa S.M.A.R.T. School Program, hits the goals of the five dimensional growth of the 28 public schools in Muntinlupa namely: SBM Dimension, Managerial Competence Dimension, Academic Excellence Dimension, Research Champion Dimension and Technological Driven Dimension. TERMINAL OBJECTIVES: Hitting the 3 dimensions of Muntinlupa S.M.A.R.T. Program, this PUSH Program for Learning and Development, significantly 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. ENABLING OBJECTIVES: By the end of this Program, participants will be able to: 1. Assess the readiness of teachers in utilizing various tools necessary for distance learning, 2. Enumerate some of the basic and intermediate digital skills that are useful in e-learning, 3. Distinguish various characteristics of the digital natives and their study habits, 4. Recognize simple authentic activities that promote positive virtual environment including online norms and/or netiquettes to be observed in conducting online class,

	5. Compare and contrast flexible learning strategies applicable for diverse learners in a distance learning set-up, 6. Identify different Google Apps for learning and list down advance functions of several google apps in enhancing learner engagement and performance. 7. Use different educational apps in creating sample leaning enrichment activities, 8. Create distance learning individual plan for teachers considering diverse learners' characteristics and the distance learning set-up		
⁴ Professional Development Priorities	Professional Development Priorities for Teachers SY 2020-2023 Domain 1: Content and Knowledge and Pedagogy 1.5 Developing and applying effective teaching strategies to promote critical and creative thinking, as well as other higher order thinking skills Domain 2: Learning Environment 2.1 Exhibiting effective strategies that ensure safe and secure learning environment to enhance learning through the consistent implementation of policies, guidelines and procedures 2.6 Exhibiting effective and constructive behavior management skills by applying positive and non-violent discipline to ensure learning-focused environment Domain 3: Diversity of Learners 3.3 Designing, adapting and implanting teaching strategies that are responsive to learners with disabilities, gifted and talents 3.4. Planning and delivering teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including geographic isolation, chronic illness; displacement due to armed conflict, urban resettlement or disaster; child abuse and child labor practices Domain 4: Curriculum and Planning 4.1 Developing and applying effective strategies in the planning and management of developmentally sequenced teaching and learning process for varies learning needs and contexts 4.5 Advising and guiding colleagues in the selection, organization and development of appropriate teaching and learning resources including ICT, to address specific learning goals		
⁵ Target Participant	Proficient Teachers who have been working in the Division for 1 year and above, with Performance Rating of at least 'Very satisfactory'	⁶ PRC Program	(For Non-DepEd LSPs)

		Accreditation No.	N/A
⁷ Delivery Platform	Online via Google Meet and/or Zoom Apps	⁸ Indicative Date of Implementation	Learning Series 1: September 14-16, 2022

COURSE LIST

Learning Service Providers can attach one or more courses in a program for recognition. You are required to list courses you are applying for recognition in the table below and then provide a detailed description of each course on the **COURSE DESIGN** page.

⁹ Course	¹⁰ Title	¹¹ Professional Standards Covered	¹² Schedule	¹³ Modality
1	2022 Pursuing Upgrades of Skills towards S.M.A.R.T Headway (PUSH) Program - Wave 2.0 Learning Series 1 – #TeachTECH: Revolutionizing Learning Through Technology	Domain 1: Content and Knowledge and Pedagogy 1.5 Developing and applying effective teaching strategies to promote critical and creative thinking, as well as other higher order thinking skills Domain 2: Learning Environment 2.6 Exhibiting effective and constructive behavior management skills by applying positive and non-violent discipline to ensure learning-focused environment Domain 4: Curriculum and Planning 4.1 Developing and applying effective strategies in the planning and management of developmentally sequenced teaching and learning process for varies learning needs and contexts 4.5 Advising and guiding colleagues in the selection, organization and development of appropriate teaching and learning resources including ICT, to address specific learning goals Domain 7: Personal Growth and Professional Development	From September 14-16, 2022	Online Training

		7.5 Reflecting on the Philippine Professional Standards for Teachers to plan personal professional development goals and assist colleagues in planning and achieving their own goals		
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Add more rows to add courses.

COURSE DESIGN 1

¹⁴ Course Title		2022 Pursuing Upgrades of Skills towards S.M.A.R.T Headway (PUSH) Program - Wave 2.0 Learning Series 1 – #TeachTECH: Revolutionizing Learning through Technology					
¹⁵ Course Description		This course focuses on equipping proficient teachers on various teaching strategies anchored on technology-aided instruction. Also, this introduces among teachers the latest and effective educational apps which can be utilized in implementing distance learning. The soft side of this training gives emphasis on the pluses of technology in education including basic netiquettes in creating a positive virtual atmosphere for learning. This highlights simply ways by which teachers can create authentic learning materials for their virtual classroom use with the little assistance from Mr. Google and other related apps.					
	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	<i>Detailed:</i> The participants engages themselves in the online lecture via Google Meet. The participants are tasked to respond to questions via Mentimeter app.	Posttest using Google Form Professional Reflection	Generated Individual Results Filled-up Professional Reflection	MA. REGAELE A. OLARTE <i>SGOD Education Program Supervisor Metrobank Most Outstanding Teacher 2016</i>

			strength and weaknesses of e-learning and enumerate some of the basic and intermediate digital skills that are useful in e-learning.	The participants are directed to do the task reflected in the slide deck presented, related to the strength and weaknesses of e-learning. The video on digital literacy techniques will be shown to the participants. <i>Shorter version:</i> Lecture-discussion using 4As strategy Use of Mentimeter as preliminary activity 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 generations who both aim for higher learning yet acquire	<i>Detailed:</i> The participants engage themselves in the online lecture via Google Meet. The participants are tasked to respond to questions through the use of a Chat Box. The participants are directed to do the task reflected in the slide deck presented, related	Venn Diagram on the Characteristic s of Learners in two different generation	Filled-up Venn Diagram	DR. FLORANTE C. MARMETO <i>Principal IV Certified NEAP Facilitator</i>

			knowledge in different ways.	to the different characteristics of learners. The participants will see the video on the digital natives and the ways they learn better. <i>Shorter version:</i> Lecture-discussion using 4As strategy 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>	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</i>

				Lecture-discussion using 4As strategy Presentation of videos and other related slides 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 engage 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 advanced functions of Google Apps through 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 EdTech Specialist CO-Education Technology Unit Teacher 3, TNHS

				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. <i>Shorter version:</i> Lecture-discussion using 4As strategy	Self-Assessed Hand-on Activity Checklist	Generated Individual Data on the Self-Assessed Hand-on Activity Checklist	JOSEPH D. NILO <i>Planning Officer</i> <i>Google Certified</i> <i>Educator Level 1</i>	

				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 present their output based on the modeling made by the learning facilitator. The participants engage 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 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	KWL Graphic Organizer	Filled-up KWL Graphic Organizer	JOSEPH D. NILO <i>Education Program Specialist, M&E Google Certified Educator Level 1</i>	

				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 • Edevo Teacher • TeacherKit	<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: • 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	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>

				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 learners performance such as: • Kahoot • Thinkific • Mentimeter • Quiiziz • Cram • Cognifit	<i>Detailed:</i> The participants are directed to listen and participate actively to the discussion on the different educational 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>	Posttest via Google Form	Generated individual data from the Google Form	MAY L. BORJAL <i>IT Officer I</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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PROGRAM IMPLEMENTATION PLAN

Funding Source 2022 HRTD Fund	All related expenses shall be charged against the 2022 HRTD Fund subject to the usual accounting and auditing procedures Participants are free of charge.	P28, 500.00	Please see the attached Budget Estimate Template, for details.
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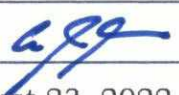
MONITORING AND EVALUATION PLAN							
Levels of M & E	Indicators	Methods and Tools	Data Sources	Schedule of M and E	Person/s Responsible	Resources	User of M and E Data
RESULTS	Learners Performance	Analytics on Learners Performance	MPS	January 2023	Training Facilitator	Internet connection	All concerned
		Classroom Assessment	Assessment data		TWG	Google Forms	
		Focus Group Discussion	FGD results			Guide Questions	
BEHAVIOR	Activity participation and output compliance	Observation Sheet Structured Interview Follow-up Survey	Observation results Interview data Survey data		Training Facilitator TWG	Internet connection Observation Sheet	All concerned
LEARNING	Level of awareness and understanding on the content of the topic	Knowledge and Skill Assessment, Skill Demonstration, and Reflection	Assessment Results Skill inventory data Reflection rubric	September 14-16, 2022	Training Facilitator TWG	Internet connection Google Forms Rubrics	All concerned
REACTION	Participants experiences about the topic	Experience Survey	Processed data from the survey.	September 14-16, 2022	Training Facilitator TWG	Internet connection	All concerned

						Survey Questionn aire	
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Declaration:

I hereby declare the information provided in this application is true and correct and there have been no misleading statements, omission of any relevant facts nor any misinterpretation made.

I agree that the DepEd-National Educators Academy of the Philippines to be the co-owner of all the data gathered and the copyright of any publication of the use of these data.

Program Manager	CARLEEN S. SEDILLA CESO V
Signature	
Date	August 23, 2022

Required Attached Documents:	
☐	Detailed Course Design
☐	Sample Learning Resources (Modules, Worksheets, etc.)
☐	Sample Session Guides
☐	Sample Assessment Tools
☐	CVs of Primary, Secondary, or Alternate Resource Persons

☐ Budget Estimate Form
☐ Monitoring and Evaluation Plan