



Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION
SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

Office of the Schools Division
Superintendent

OCT 05 2022

MEMORANDUM

**DIVISION TRAINING FOR TEACHERS ON CONNECTING THE GAPS: INNOVATIVE
HYBRID TEACHING IN THE NEW NORMAL**

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. As part of the continuing professional development of teachers and to adapt to the changing demands of the educational system, this Office announces the conduct of the **DIVISION TRAINING FOR TEACHERS ON CONNECTING THE GAPS: INNOVATIVE HYBRID TEACHING IN THE NEW NORMAL** on October 8, 15, and 22, 2022 at the SDO Activity Area, 8:30 a.m. to 4:45 p.m.
2. This training intends to provide teachers with a variety of learning-teaching environments, effective teaching strategies, and opportunities for collaboration. Further, it focuses on the strands of domains 1,2,3,4 and 5 of the Philippine Professional Standards for Teachers (PPST) and is anchored to the Basic Education Learning Continuity Plan (BE-LCP).
3. The participants for this training from each school are one (1) L&D Focal Person and one (1) Master Teacher, or any classroom teacher with experience using hybrid teaching. They are required to register at this link: <https://tinyurl.com/2022-Hybrid-Teaching-Training> on or before October 6, 2022.
4. Likewise, all registered participants are entitled to service credits for the days participated in the training as stipulated in DepEd Order No. 53, s. 2003 *Updated Guidelines on Grant of Vacation Service Credits to Teachers*.
5. Attached are the program and course design for reference.
6. Immediate dissemination of, and strict compliance with this Memorandum is desired.


CARLEEN S. SEDILLA CESO V
Schools Division Superintendent

3131



Encl: None

Reference: None

To be indicated in the Perpetual Index
under the following subjects

SCHOOLS

TEACHERS

TRAININGS PROGRAMS

AFS-IMR / Hybrid Teaching Trainings

328 October 4, 2022



Republic of the Philippines
Department of Education

National Educators Academy of the Philippines

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

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.	09955429934/09664457403
Telephone No.	8805-9935	Email Address	ivy.romano001@deped.gov.ph
NEAP Authorization Number	For Authorized Learning Service Provider only.		

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

LEARNING SERVICE PROVIDER PROFILE

PROGRAM PROFILE

You will need to complete the following components to describe the program you would like to be recognized.

¹ Title	Connecting the Gaps: Innovative Hybrid Teaching in the New Normal
² Rationale	The 'teachers' were highly underscored in one of the four pillars in Sulong Edukalidad-an aggressive reform for quality. The continuous professional development of teachers was foreseen to be one of the most influential variables in determining the quality of learning in the classroom. Consequently, DepEd Order No. 2, s. 2015 – <i>Guidelines on the Establishment and Implementation of the Results-based Performance Management System (RPMS)</i> ensures efficient, timely and quality performance among teaching personnel in warranting the achievement of the DepEd vision, mission, values and strategic priorities toward the delivery of quality education to Filipino learners. 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. DepEd amidst crossroads of challenges advocates to formulate sustainable and flexible learning delivery for young school children who have completely felt the impact of the pandemic. DepEd Order No. 12, s. 2020 provides flexibility in the implementation of the <i>Basic Education Learning Continuity Plan (BE-LCP)</i>. This introduces a clearer guidance to all offices, units, schools, and community learning centers under the department. This will help learners and their parents and generous stakeholders to respond to the dilemma brought by COVID-19. With the sudden shift on learning delivery modality, many teachers are plumped to be more relevant as they engage themselves in the current and adaptive pedagogical strategies. 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 differentiated instructions It is known to all that the conventional method of learning delivery such as face-to-face does not entirely tailor with the demand of education today given the current challenges and harsh realities brought by COVID-19. Also, the booming press for online teaching has become an important support to continuous education in this time of pandemic. However, these are not enough to ensure that learning happens in every corner of the classroom, considering how thousands of learners varied immensely in terms of learning needs and styles. Based on the recent survey conducted by SDO-Muntinlupa in January 2022, facilitated by the CID-EPS Unit, in cooperation with SGOD-HRD Unit, the top 3 preferred modalities by Muntinlupeno learners from Elementary to Senior

	High School are (1) Blended Learning, (2) Online Learning, and (3) Modular Distance Learning Instruction. From the total number of respondents, 45% learners prefer Blended Learning Modality; 29% of the respondents choose Modular Distance Learning; 7.45% voted for Modular Distance Learning: Blended Distance Learning; and only 0.15% respondents urge for Online Distance Learning; Television/Radio-Based Instruction (TV/RBI); and Blended Distance Learning. Also, it is imperative that the concepts of gender-equality as per DO 32 s. 2017 entitled Gender-Responsive Basic Education Policy is integrated in the hybrid teaching plan. This is in support of the Sustainable Development Goal 5- Gender Equality and Women's Empowerment which 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.

³Program Description	Connecting the Gaps: Innovative Hybrid Teaching in the New Normal is one of the SDO's programs that conforms with the changing demands of new approaches to teaching and learning. Hybrid teaching consists of a mixture of digital and on-campus activities, where students may be able to attend on-campus sessions, digital sessions in the same time zone, or digital sessions in a different time zone. TERMINAL OBJECTIVES: By the end of this program, participants will be able to design innovative hybrid teaching lessons as they cater to diverse learners of SDO-Muntinlupa. ENABLING OBJECTIVES: Specifically, it aims the participants to: 1. Describe the nature of hybrid teaching and its application/ implication in classroom setting; 2. Enumerate and discuss the role of teachers and their responsibilities using hybrid teaching in the New Normal; 3. Categorize different strategies in teaching diversity of learners; 4. Recommend instructional materials anchored on the hybrid teaching process; 5. Examine varied assessment for hybrid teaching in different context; 6. Create an effective lesson plan in a hybrid learning modality.
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⁴ Professional Development Priorities	Proficient Teachers to Highly Proficient Teachers Domain 1 Content Knowledge and Pedagogy 1.5.3 Developing and applying effective teaching strategies to promote critical and creative thinking, as well as other higher order thinking skills Domain 2 Learning Environment 2.6.3 Exhibiting effective and constructive behavior management skills by applying positive and non-violent discipline to ensure learning-focused environments Domain 3 Diversity of Learners 3.1.3 Working with colleagues to share differentiated, developmentally appropriate opportunities to address learner’s differences in gender, needs, strengths, interests and experiences Domain 4 Curriculum and Planning 4.1.3 Developing and applying effective strategies in the planning and management of developmentally sequenced teaching and learning processes in varied teaching contexts Domain 5 Assessment and Reporting 5.1.3 Working collaboratively monitoring and evaluation strategies of attainment data to support learner progress and achievement (verb in sessions / applicable / relate)		
⁵ Target Participant	96 Proficient and Highly Proficient Teachers who have been working in the Division for more than 5 years, and with Performance Rating of at least ‘Very Satisfactory’ .In addition, for the purpose of monitoring and evaluation and to ensure the smooth implementation of the program, school leaders and public school district supervisors are accounted in this activity.	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	

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	Connecting the Gaps: Innovative Hybrid Teaching in the New Normal	Proficient Teachers to Highly Proficient Teachers Domain 1 Content Knowledge and Pedagogy 1.5.3 Developing and applying effective teaching strategies to promote critical and creative thinking, as well as other higher order thinking skills Domain 2 Learning Environment 2.6.3 Exhibiting effective and constructive behavior management skills by applying positive and non-violent discipline to ensure learning-focused environments Domain 3 Diversity of Learners 3.1.3 Working with colleagues to share differentiated, developmentally appropriate opportunities to address learner's differences in gender, needs, strengths, interests and experiences	From September 14-16, 2022	Face to Face Learning

		Domain 4 Curriculum and Planning 4.1.3 Developing and applying effective strategies in the planning and management of developmentally sequenced teaching and learning processes in varied teaching contexts Domain 5 Assessment and Reporting 5.1.3 Working collaboratively monitoring and evaluation strategies of attainment data to support learner progress and achievement.		
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COURSE DESIGN 1

¹⁴ Course Title		Connecting the Gaps: Innovative Hybrid Teaching in the New Normal					
¹⁵ Course Description		This course focuses on equipping proficient and highly proficient teachers on the different innovative hybrid teaching strategies. Furthermore, this provides a thorough discussion on the following topics: 1. Hybrid Teaching: Its Nature, Opportunities and Challenges 2. The Qualities of 21 st Century Educators and Hybrid Teaching in the New Normal 3. Teaching Diversity of Learners Using Hybrid Teaching 4 Online and Onsite Assessment in Hybrid Teaching Classroom 5. Developing in Effective lesson Plan in Hybrid Classroom and Effective Instructional Supervisory plan 6. Contextualization Hybrid Teaching Monitoring Tools. This course also discusses the strategic direction of distance learning in Muntinlupa.					
	¹⁶ Duration	¹⁷ Topic	¹⁸ Session Objectives	¹⁹ Methodology	²⁰ Assessment Strategies	²¹ Outputs	²² Resource Person/ Learning Facilitator
Day 1							
1	90 minutes	Topic 1: Hybrid Teaching: Its Nature, Structure, Opportunities and Challenges	At the end of the session participants will be able to describe the nature of hybrid teaching and its application/implication to classroom setting;	Participants will be engaged in a series of 4As-approach lectures and discussions. Question and Answer session for clarification Presentation Hybrid Teaching video	Pre-test and Post-test	Hybrid Teaching Worksheet	Dr. Ador B. Querubin, Principal IV, TNHS

2	90 minutes	Topic 2: The Qualities of 21 st Century Educators and Hybrid Teaching in the New Normal	At the end of the session participants will be able to enumerate and discuss the role of teachers and their responsibilities using hybrid teaching in the New Normal	Participants will be engaged in a series of 4As-approach lectures and discussions. Question and Answer session for clarification	Self-assessment tool through google form	Reflection Sheets/ Learning Logs Pre-test & Post test	Ma. Regale O. Olarte, EPS, SGOD Supervisor
	90 minutes	Topic 3: Teaching Diversity of Learners Using Hybrid Teaching	At the end of the session, the participants will be able to categorize different strategies in teaching diversity of learners	Participants will be engaged in a series of 4As-approach lectures and discussions. Questions and answer session for classification	Pre-Test and Post-Test	Graphic organizer on Classroom Teaching in a Hybrid Model	Ms. Mariel Eugene L. Luna, EPS-AP & HUMSS

Day 2

	90 minutes	Topic 4: Online and Onsite Assessment in Hybrid Teaching Classroom	At the end of the session, participants will be able to examine varied assessment for hybrid teaching in different context;	Participants will be engaged in face to face learning setup. Questions and answer session for classification	Simulation activity Feedback form	Resource chart on Hybrid Classroom Assessment	Dr. Florante C. Marmeto, Principal IV, MSHS
	150 minutes	Topic 5: Developing an Effective lesson Plan in Hybrid Classroom and Effective	At the end of the session, participants will be able to create an effective lesson plan in a hybrid learning modality.	Discussion of the steps on how to develop effective lesson plans in a hybrid classroom using differentiated, developmentally appropriate learning experiences models will be carried out.	Evaluation/ Checklist	Contextualized Lesson Plan in Hybrid Classroom Instructional Supervisory Plan	Mr. Jay Boy E. Evano, PSDS

		Instructional Supervisory Plan		Writeshop on LP Development Questions and Answer session for clarification			
Day 3							
150 minutes	Topic 6: Simple Preparation and Evaluation of Instructional Materials in Hybrid Teaching	At the end of the session, participants will be able to recommend instructional materials anchored on the hybrid teaching process	Participants will be engaged in a series of 4As-approach lectures and discussions. Participants will be tasked to present their output based on the instructional materials anchored on the teaching process.	Simulation activity / question Evaluated instructional materials using rubrics.	Appropriate and competency-based instructional materials in hybrid Teaching	Dr. Gina U. Urquia EPS-LRMS	

PROGRAM IMPLEMENTATION PLAN

²³ Funding Source	How will the program be funded?	²⁴ Budget Requirements	Provide details on how the funds will be allocated. If registration, how much will be collected in each course? Use the attached budget estimate template as reference.
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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	Design innovative hybrid lesson plan	Rubric/ Criteria (Evaluation Tool) Peer Evaluation	Observation Notes	after the training	Training Facilitators TWG Subject Teacher	Google Forms Evaluation Result	Supervisors/School Head/ Learning Area Coordinators/ Master Teachers
BEHAVIOR	Activity participation and output compliance	Observation Sheet Structured Interview Follow-up Survey	Observation results Interview Survey	During the training course	Training Facilitator TWG	Observation Sheet	Program Owner/ M&E Team
LEARNING	Application of knowledge and skills	Presentation and critiquing of hybrid lesson plan Learning Journals Oral responses	Summary of Observations Learning Logs	During and after the training course	Supervisors/ School Principal/ Head Teachers/ Master Teachers	Observation Notes Google Forms	Supervisors/ School Principal/ Head Teachers/ Master Teachers

REACTION	Participants experiences about the topic Expectations of the participants about the training	Experience Survey Expectations using online applications Quarterly Kumustahan	Processed data from the survey. Consolidated and analyzed data Quarterly monitoring report	During and after the training course Quarterly monitoring	Supervisors, School Heads, Master Teachers, Head Teachers/ Learning Area Coordinators Monitoring and Evaluation Section	Google Forms Instructional Supervisory Plan Master Teachers' Program Quarterly monitoring report	Program Owner/ M&E Team
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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.

Sign off by the Program/Course Manager or its equivalent

Program Manager	CARLEEN S. SEDILLA, CESO V
Signature	
Date	

SIG**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
☐	