



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
CITY SCHOOLS DIVISION OF CABUYAO
DISTRICT 4A
MARINIG SOUTH ELEMENTARY SCHOOL

PROJECT PDAT (PROFESSIONAL DEVELOPMENT FOR ASPIRING TEACHERS)

A. INTRODUCTION

Teachers play a crucial role in improving the quality of the teaching and learning process. Good teachers are vital to raising pupils' achievement. Hence enhancing teacher quality becomes an utmost importance to develop holistic learners who are steeped in values equipped with 21st century skills and able to propel the country to development and progress, therefore teachers must indulge in professional learning, competent practice and effective engagement.

Beginning teachers who are newly hired in the teaching profession with one to two years of teaching need to be guided and trained in terms of content knowledge and pedagogy, provide them with technical Assistance from preservice to in service training. Thus

Project Title: PDAT (Professional Development for Aspiring Teachers)

Background: During the DLL/DLP checking, different strategies/approaches were not observed. Out of 47 teachers, 10 teachers were given additional technical assistance and close monitoring.

Objectives: To meet the standards of 10 beginning teachers to become proficient teachers by the end of school year 2022-2023.

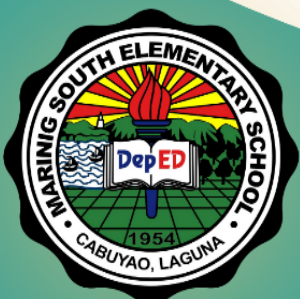
6 out of 11 activities stated in the approved proposal are well executed with accomplished M&E, documentation, reflection notes and outputs.

Root cause: accept innovation; embrace changes.

B. Highlights of Accomplishment

1. Checking of Daily Lesson Log using the monitoring tool.

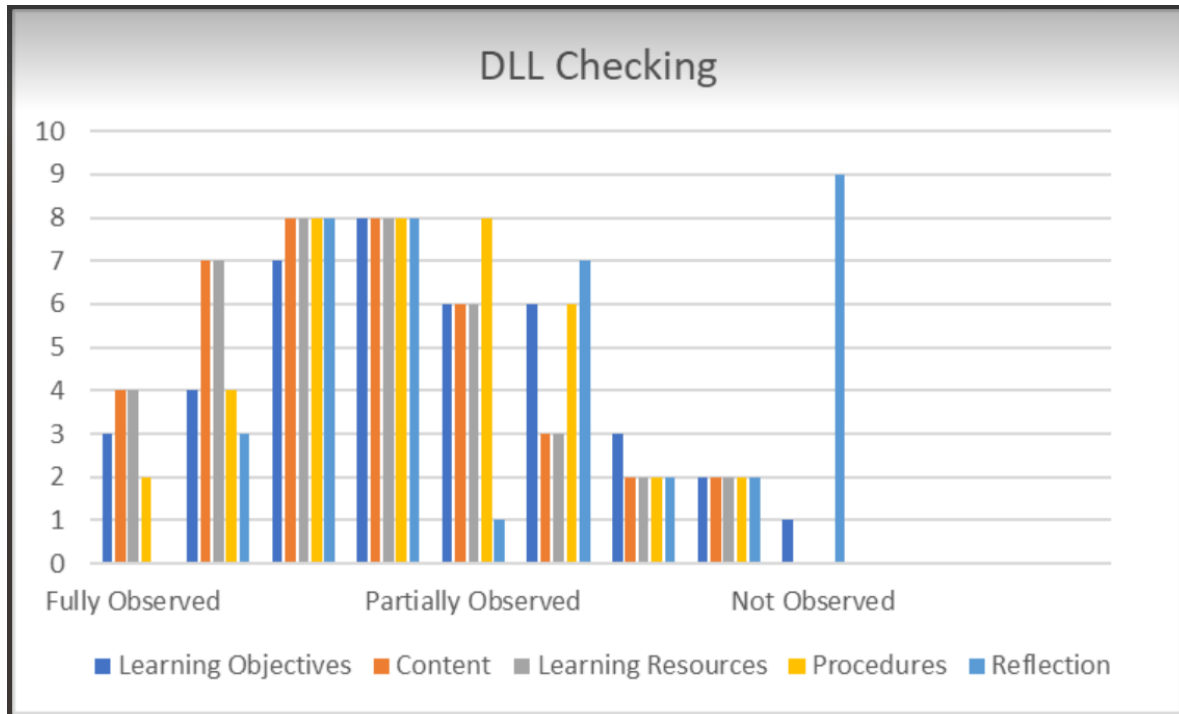
The monthly Supervisory plan informs teachers of the schedule of the checking of the daily lesson plan. Providing Technical Assistance is given during the checking of DLL. There are Learning Objectives, Content Learning





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Resources, Procedures and Reflection to be presented according to indicative statements needed.

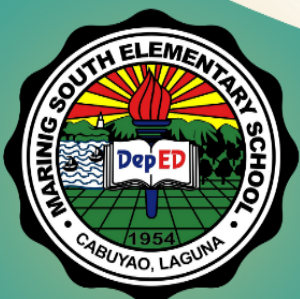


2. SLAC on Innovative Strategies using Technology

One of the mechanisms to support professional development of teachers is through the institutionalization of DepEd Order 35, series of 2016 otherwise known as the “The Learning Action Cell as a Kto12 Basic Education Program School Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning”, that aims to develop and support successful teachers by nurturing their knowledge, attitudes, and competencies in terms of curriculum, instruction, and assessment in their work stations.

During the observation of classes before and after the conduct of LAC. The content knowledge and teaching ability of the teachers have improved, and it was also shown in the performance of the pupils.

Beginning teachers have required to attend the following LAC session.





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a. School-Based Learning Action Cell entitled “Rules in Writing Multiple Choice Questions in a Classroom Assessment” on October 21, 2022

The session aimed to: (a) determine the rules in writing multiple choice questions; (b) understand the rules to consider in writing multiple choice questions; and (c) design a formative test/summative test with multiple choice questions.

b. School-Based Training on Localized Video Materials as an ICT Integration in Teaching on January 27, 2023

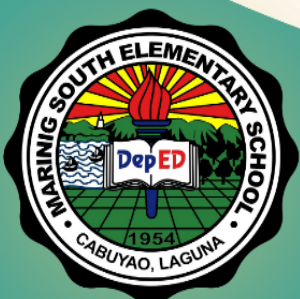
This LAC aimed to capacitate in video making using their locally produce learning resource materials.

c. School-Based Training on Crafting Learning Action Cell (LAC) Proposal last February 24, 2023

The said in-service training aimed to give technical assistance in the construction of LAC proposals to improve and enhance the knowledge and skills of the teachers in crafting LAC proposals. It will give proficient and highly proficient teachers an opportunity to reflect on and improve their ways in writing LAC proposals.

d. School-Based Training on Teaching Methods and Strategies last February 27, 2023

The said in-service training aimed to give technical assistance to the teachers in using different teaching methods and strategies to ease their burden in crafting their daily lesson logs. It will help the proficient and highly proficient teachers in choosing the appropriate methods and strategies that fit their pupils.





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e. School-Based Training on Approaches And Strategies For Inclusive Learning March 17, 2023

Inclusive education is a philosophy and approach to teaching and learning that seeks to provide all students, regardless of their abilities or disabilities, with equal access to high-quality education in the same classroom setting.

f. School-Based Orientation on Multi-Year Guidelines on RPMS-PPST last April 14, 2023

DepEd Order No. 009, s. 2023 about An Order Updating the Multi-Year Implementing Guidelines on the Conduct of the K to 12 Basic Education Program End-of-School-Year Rites.

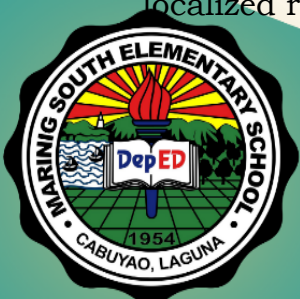
g. Learning Action Cell entitled “School-Based Training on Assessment for learning” last May 29, 2023

Classroom Assessment is an integral part of curriculum implementation. It allows the teachers to track and measure learner’s progress and to adjust instruction accordingly. Classroom Assessment informs the learners, as well as their parents and guardians, of their progress.

The LAC aimed to provide guidance and key points to the teachers about assessment for learning to improve and enhance the knowledge and skills of the teachers in the delivery and facilitation of teaching and learning process.

h. School Based Training on Contextualization and Localization of Instructional Materials held on June 16,2023

This LAC aimed to capacitate teachers on crafting contextualized and localized reading materials in everyday lessons.





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3. Crafting Simplified Strategies (2C2IR)

Teaching and Learning approaches across learning areas that support teacher practice is a guide to all curriculums. It was crafted to provide support in implementing the approaches prescribed in RA10533 expected to develop the informational skills of all the learners in basic education learning and innovation skills, communication skills, life and career skills of all learners in the basic education program.

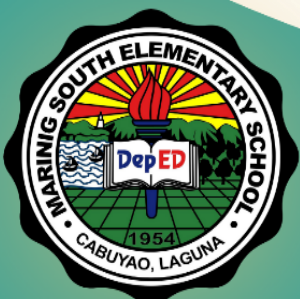
These five major approaches are Constructivist, Collaborative, Integrative, Reflective and Inquiry Based Learning are indicative statements that the teachers apply in the lesson, moreover teachers create simpler approach on a certain lesson that are appropriate to the needs and interest of the learners.

- During DLL Checking, Teachers presented the different strategies in every learning phase (IDEA)
- During the Pre-conference, giving Technical Assistance was done if any revision in the lesson should be made prior to the Classroom Observation. The Master Teacher has to ensure the application of the 2C2IR approach and other effective teaching strategies that are align in the MELC, the objectives and learning resources.

4. Crafting Localized materials using Simplified Strategies / Innovation

Curriculum Contextualization Localization, and Indigenization

Curriculum contextualization is the process of matching the curriculum content and instructional strategies relevant to learners. Student diversity requires that teachers always consider individual differences in lesson planning and implementation. Teachers identify and respond to opportunities to link teaching and learning in the classroom to the experiences, interests, and aspirations of the wider school community and other key stakeholders.





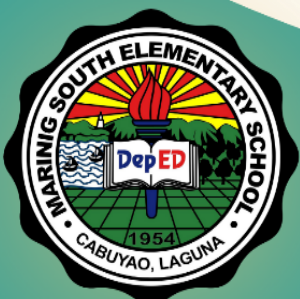
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By linking new content to the local experiences that are familiar to students, learning will be more efficient for and relevant to them. The localization of curriculum is an essential feature of the K to 12 Curriculum. The teacher's guide and learners' materials may be modified to accommodate the unique contexts of a particular locality.

- During the DLL checking, Teachers presented the locally developed and contextualized learning tasks applied in the lesson.
- During the Pre-conference, giving Technical Assistance was done if any revision in the lesson should be made prior to the Classroom Observation. The Master Teacher suggested localized and contextualized learning materials. This brings connection to what the learners know already and can easily understand the lesson.

C. Ways Forward

- Continuous Monitoring and Coaching of Beginning Teachers
- Provide Technical Assistance and follow up the result.
- Conduct action research proposal to capacitate teacher s progress and development.
- Recommend Beginning teachers to become a Proficient teachers.



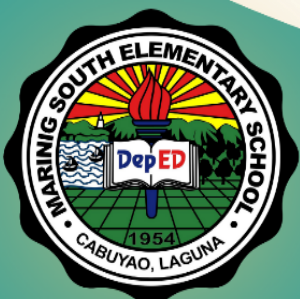


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D. Pictorials



Providing Technical Assistance During Pre- Conference prior to the delivery of Instruction for the Classroom Observation. (The Mentee & The Mentor)





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Actual Teaching during Classroom Observation and Post Conference after the delivery of Instruction. (The Ratee & The Rater)

Prepared:

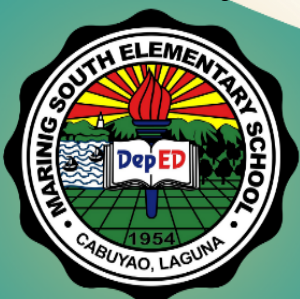
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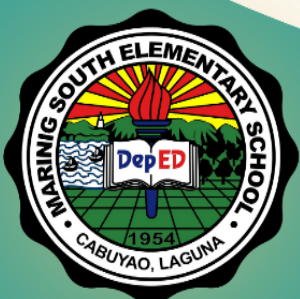


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