

**DepEd Regional Advisory No. 004, s. 2021**  
**January 13, 2021**

In compliance with DepEd Order (DO) No. 8, s. 2013  
This advisory is issued not for endorsement per DO 28, s. 2001,  
but only for the information of DepEd officials,  
personnel/staff, as well as the concerned public.  
(Visit [deped.in/ro8issuances](http://deped.in/ro8issuances))

**BEYOND WEBINARS: INTENSIVE CAPACITY BUILDING PROGRAMS FOR SCHOOL  
ADMINISTRATORS, TEACHERS, AND PARENTS IN THE NEW NORMAL**

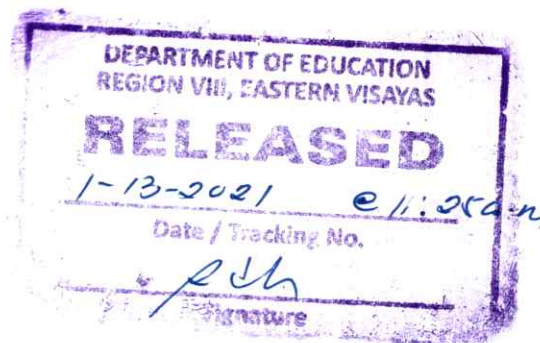
Attached is a letter from Ms. Jermaine P. Ogking, Training Coordinator of **ARCZONE Professional Development, Inc.**, announcing the conduct of its training programs collectively entitled as "Beyond Webinars: Intensive Capacity Building Programs for School Administrators, Teachers, and Parents in the New Normal."

For inquiries and reservations, contact 0921 576 1676 or send an e-mail to [arczone\\_eduphil@yahoo.com](mailto:arczone_eduphil@yahoo.com). See attached for the details of the said training programs. Also, visit their website [www.arczoneprofdev.com](http://www.arczoneprofdev.com) and Facebook page @ArczoneProfDev.

Participation of DepEd teaching and non-teaching personnel is subject to the provisions in DepEd Order No. 9, s. 2005 entitled *Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance Therewith*.

Considering that this is an Advisory, Schools Division Superintendents are given the discretion to act on this matter.

HRDD- DSS  
DepEd RO8 ATA-F21 (CY2018-v03-r00)





# ARCZONE

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January 11, 2021

**DR. RAMIR B. UYTICO**  
Regional Director  
Department of Education  
Region VIII

Dear Sir/Madam:

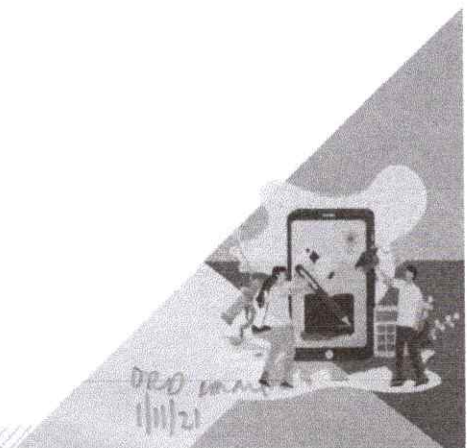
With all parts of the country still within the quarantine protocols, we have to slowly try to come to terms with the “new normal” in the educational system and in taking teaching and learning in the cyberspace. At the heart of these changes and challenges are the crucial roles of the key players – school administrators, teachers and parents.

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. Consequently, continuous learning and professional upgrading among administrators and teachers cannot be ignored. Interestingly, **parents** have to share this role of educating their children while in quarantine. Inherent in this initiative is the idea of lifelong learning.

The current situation of our country beset by the COVID-19 pandemic cannot keep us from creating learning experiences for our educators and students. Considering the many versions of the Community Quarantine (MGCQ, GCQ, ECQ, MECQ), the Department of Education has issued guidelines on how the new normal should be implemented and incorporated into classroom dynamics.



OFFICE OF THE DIRECTOR IV	
Date and Time Received	Signature
1-11-21 - 3:50	
Date and Time Released	Signature
1-11-21 - 6:00	





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With these developments, **ARCZONE Professional Development, Inc.** introduces new programs (not just webinars) which aim to address these needs in the new normal.

## **“Beyond webinars: Intensive capacity building programs for school administrators, teachers, and parents 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.
3. The **LEADERS @ Home in the Midst of COVID Pandemic (Leading, Educating, and Developing Resilient Students)** for parents will be realized through a series of webinars, online discussions, and online asynchronous activities. **Pre-webinar** and **post-webinar** activities are conducted to ensure (1) that parents are prepared for the actual webinar and (2) that they would be able to apply what they have learned in assisting their children in lessons for the opening of classes.

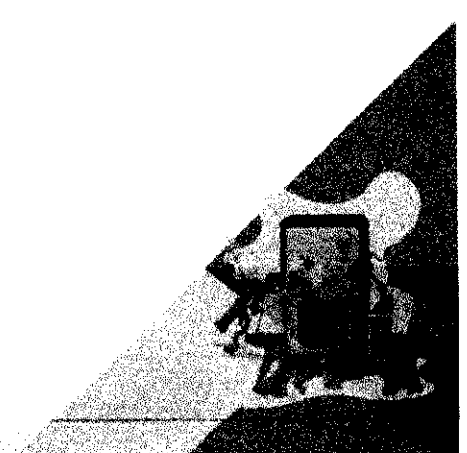
The training programs shall run over a period of one academic calendar where webinars are scheduled on a particular day decided upon by the Department of Education and ARCZONE. Pre and post webinar activities (*online discussions, consultations with e-mentors and content area experts, other asynchronous activities*) are scheduled accordingly.

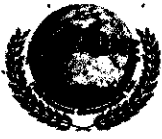
Attached in this communication are our Certificate of Authorization issued by DepEd-NEAP for your reference and the other training programs that we offer. We are hoping that these proposals merit your support and approval. We look forward to working with you in bringing these innovative and relevant training programs in the new normal to the educators and parents in your region.

Respectfully yours,

MS. JERMAINE P. OGKING

*Training Coordinator*





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**Subscription Fee:Php 4,500 (for 1 school year; may be paid in staggered basis)**

**Target No. of Participants:250-300 pax per group**

## **Program Information:**

1. For school administrators:

**SCAFFOLDEd (School in Crisis Action For Fundamental Online Leadership and Distance Education)**

### Proposed Groupings:

One group for Elementary School Administrators

One group for JHS and SHS Administrators, EPS, and PSDS

2. For teachers:

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

### Proposed Groupings:

For **Kindergarten to Grade 3**, one to two groups per level

For **Grades 4-6**, one group per learning area

For **Grades 7-10**, one group per learning area

For **SHS**, one group per track and/or strand

3. For parents:

**LEADERS @ Home in the Midst of COVID Pandemic (Leading, Educating, and Developing Resilient Students)**

### Proposed Groupings:

For **Kindergarten to Grade 3**, one to two groups per level

For **Grades 4-6**, one group per learning area

For **Grades 7-10**, one group per learning area

For **SHS**, one group per track and/or strand



## Phases:

**Phase I** 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**

**For Synchronous:** 2 sessions of 1-hr webinar are to be delivered weekly

**For Asynchronous:** 3 days of self-paced asynchronous hands-on training per week with technical and e-Mentor support on standby

## 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

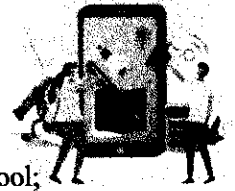
#### **Week 4: Creating a plan for flexible learning deliveries**

- 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**

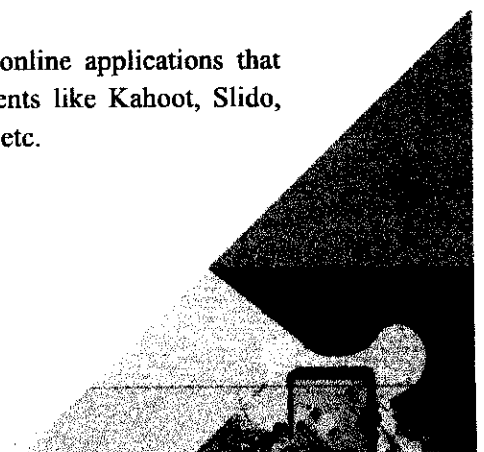
- Trains teachers in the process of analyzing F2F materials and strategically migrating lessons to flexible and/or online modality.
- Introduces participants to learning commons like the DepEd Commons which are open sources of learning resources for K to 12

### **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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## LEADERS @ Home

### **Weeks 1 & 2: Motivating my child to learn at home**

- Devise ways to sustain the interest of the child to learn
- Provide solutions to case scenarios
- Collaborate with other parents to design home activities that interests the child

### **Weeks 3 & 4: How to teach my child?**

- Demonstrate different ways of facilitating learning
- Plan a lesson that follows a teaching and learning principle
- Use the national curriculum to determine what to teach the child

### **Weeks 5 & 6: Preparing instructional materials for learning**

- Use instructional materials to deliver a lesson
- Design an instructional material for a lesson
- Get involved with other parents to select useful instructional materials for the child

### **Weeks 7 & 8: Ensuring that the child is learning**

- Determine evidence of learning
- Make drills and exercises for the child
- Design tasks that show higher order thinking and outcomes

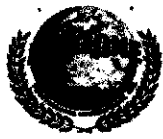
**Duration: 2 months**

*Phase 2 is curriculum integration and implementation through ALL (Administrators as Learners and Leaders), PLC (Professional Learning Communities), and PALs (Parents as Learners) which are an online learning community 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, class advisers, and/or parents. 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**

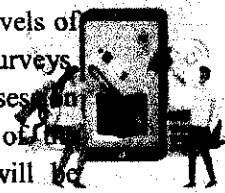




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**Phase 3** involves **assessment, evaluation, and research**. The program takes four (4) levels of evaluation such as reaction, learning, behavior, and results. Data will be collected from surveys, interviews, discussion boards, focus group discussions, reflections of participants, LAC sessions, 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

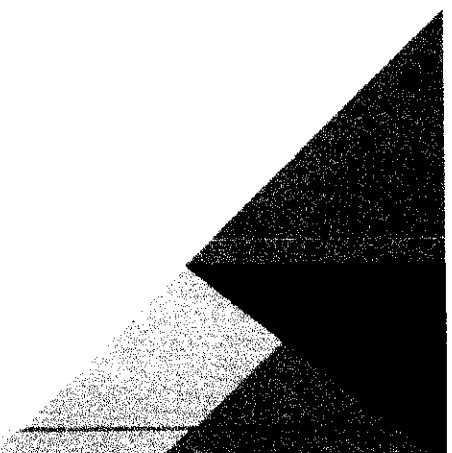
**For inquiries and reservations please contact us through the following:**

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## A 5-day Online Seminar-Workshop on Addressing Mental Health Issues Amidst the COVID-19 Pandemic (9 CPD Units)

### Training Details

Dates: **To be determined by the Division**

Webinar platform: via **Zoom/Google Meet**

Post webinar platform: **Schoology/Google Classroom** (Learning Management System)

Target participants: *School Administrators, Mid-level School Managers, Guidance Counsellors, Homeroom Advisers and Teachers*

Registration fee: **Php 2,000/pax**

**\*\*Minimum of 250 participants**

### **Program of Activities**

<b>Day 1</b>	9:00am-12:00nn	Topic 1: <b>Re-orientation of mental health</b> Topic 2: <b>Learning Skills on Mental Health Check</b>
	Afternoon	<i>Asynchronous Workshop Reinforcement Activities</i>
<b>Day 2</b>	9:00am-12:00nn	Presentation of Outputs/Feedback Session
<b>Day 3</b>	9:00am-12:00nn	Topic 3: <b>Basic Concepts of Psychological First Aid</b> Topic 4: <b>Psychological First Aid in the context of COVID</b>
	Afternoon	<i>Asynchronous Workshop Reinforcement Activities</i>
<b>Day 4</b>	9:00am-12:00nn	Presentation of Outputs/Feedback Session
<b>Day 5</b>	9:00am-12:00nn	Topic 5: <b>Stress and its Effects on Mental Health</b> Topic 6: <b>Adjusting to the New Normal</b>
	Afternoon	<i>Post Webinar Activities Reflection</i>

*Guest lecturers/facilitators are registered psychologists, guidance counselors, psychometricians, certified mental health first aider from Philippine Normal University – Manila, De La Salle University – Taft, University of the Philippines – Diliman, University of Santo Tomas – España, etc.*



**A 5-day Online Seminar-Workshop on Remote Learning through  
Radio-based Instruction in the New Normal**

**Training Details**

Dates: **To be determined by the Division**  
 Webinar platform: **via Zoom/Google Meet**  
 Post webinar platform: **Schoology/Google Classroom**  
 Target participants: **School Administrators and Teachers**  
 Registration fee: **Php 2,000/pax**  
*\*\*Minimum of 250 participants*

**Program Topics**

<b>AM</b>	Radio as a Medium  Writing for the Ear  Basic Radio Performance	The Radio Production Process  Radio for Instruction  Radio and the Online Media	Producing Live Radio	Strategies in addressing learners' needs in the new normal	Active learning through synchronous and asynchronous teaching
<i>Asynchronous Activities via LMS</i>					
<b>PM</b>	Live and Pre-recorded Radio  Radio Equipment and Studios for Live and Pre-recorded	Audio Technologies  Recording, Editing and Sound Design	Producing Pre-recorded Radio	Continuation of strategies in addressing learners' needs in the new normal	Assessment in Remote Learning
<i>Asynchronous Activities via LMS</i>					

**Accredited by:**

**National Educators Academy of the Philippines (NEAP)**  
as a Learning Service Provider  
**Civil Service Commission (CSC)**  
as a Learning and Development Institution

**Authorized by:**

**Professional Regulation Commission (PRC)**  
as CPD Provider

