

PROJECT BRIEF

March 2021

Development and Validation of COVID-Responsive Modules on PPST Indicators 3.1.2 and 3.4.2

FAST FACTS

PROJECT NAME

Development and Validation of COVID-Responsive Modules on PPST Indicators 3.1.2 and 3.4.2

PROJECT TIMELINE

February - May 2021

FEATURES OF THE COVID-RESPONSIVE MODULES

- Relevant to the professional practice of all teachers, even after the COVID-19 crisis
- Embraces different learning approaches and modalities through distance and blended (multi-modal) learning
- Suitable for Learning Action Cells (LAC), online presentations, classroom applications and mentoring
- Accessible online

TARGET USERS

Around 900,000 DepEd teachers and school leaders, including the 11,000 new teachers; Private school teachers

RESEARCH METHODOLOGY

Developmental Research Design

Overview

The demand for teaching and learning has changed as a result of the impact of the COVID-19 pandemic. Educational institutions have shifted focus to delivering education remotely through various distance learning modalities. This shift has necessitated extending practical support for teachers and school leaders to help make learning continue amid the pandemic. Any support should also be inclusive to meet the challenges of delivering differentiated learning experiences to students, especially those in difficult circumstances and those who have distinct needs.

To assist in the efforts of the Department Education to support teaching and learning during the pandemic and beyond, the National Educators Academy of the Philippines (NEAP) and the Research Center for Teacher Quality (RCTQ) will develop two online modules. These modules will contain illustrations of good teaching practices based on two indicators of the Philippine Professional Standards for Teachers (PPST):

“Use differentiated, developmentally appropriate learning experiences to address learners’ gender, needs, strengths, interests and experiences” (PPST Indicator 3.1.2);” and

“Plan and deliver 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 disasters; child abuse and child labor practices” (PPST Indicator 3.4.2).

Both indicators enable teachers to learn to adapt and/or react more quickly and effectively to emerging circumstances associated with the COVID-19 crisis or other disruptions due to disasters or calamities. The modules will guide teachers through these indicators, and will also provide support for them in undertaking the Results-based Performance Management System (RPMS).

These indicators are among those identified in DM 50, s. 2020 or the DepEd Professional Development Priorities for Teachers and School Leaders for School Year 2020-2023. They are also identified in the RCTQ’s PPST validation study (2016) as among the most difficult for teachers.

Project Team

DEPED-NEAP

John Arnold Siena
Director IV

Anna Marie San Diego
OIC PDO V, Professional
Development Division

RCTQ-SIMERR

TEAM LEADERS
Gina O Gonong, PhD
John Pegg, PhD

PROJECT LEADERS
Levi E Elipane, PhD
Allen A Espinosa, PhD

RESEARCH TEAM
Joy Hardy, PhD
Eva Callueng, PhD
Arvin Yana
Franchita B. Alcausin
Donnadette SG Belza

PRINCIPAL RESEARCH ADVISER
Ken Vine, PhD

PROJECT ADVISER
Usec. Nepomuceno Malaluan

Contact

National Educators' Academy of the Philippines

2nd Floor, Mabini Building,
Department of Education Complex,
Meralco Avenue, Pasig City,
Philippines 1600

Telefax: +63 2 8638 8638
E-mail: neap.od@deped.gov.ph,
askneap@deped.gov.ph

Facebook:
facebook.com/DepEdNEAP

Research Center for Teacher Quality

2nd Floor, Gusali ng Wika Building,
Philippine Normal University
Taft Avenue cor Ayala Blvd, Manila
Philippines

Phone + 63 (2) 5317-1768 Local
763
Telefax +63 (2) 5336-9755
Email rctq@pnu.edu.ph
Web www.rctq.ph

What is the purpose of the project?

This project aims to develop covid-responsive modules that target PPST indicators 3.1.2 and 3.4.2. Specifically, this aims to

- identify guiding principles for developing modules that are inclusive and responsive to the challenges of pandemic and similar circumstances in the future; and
- elaborate the identified indicators of PPST by providing illustrations of good teaching practices that support the teaching-learning process.

How will the project be implemented?

This project is a joint undertaking between NEAP and RCTQ. NEAP and RCTQ will work with the project's Technical Working Groups (TWG) and will help deepen the members' understanding of PPST indicators 3.1.2 and 3.4.2 in the context of the pandemic; capacitate the members of the TWG on the development of the online modules; and collaborate on the development and validation of the online modules.

NEAP, as the professional development arm of DepEd, will be mainly responsible for the implementation of the modules, while RCTQ will provide research and technical assistance to NEAP as indicated in DepEd Order No. 11, series of 2019 or the Implementation of the NEAP Transformation.

Developmental research design will be utilized to develop and validate the online modules. The project will also use the emergency remote teaching (ERT) approach which will include setting up instructional support for teachers that will be reliably available during an emergency crisis (Hodges, et al., 2020).

The project is divided into two phases (Figure 1):

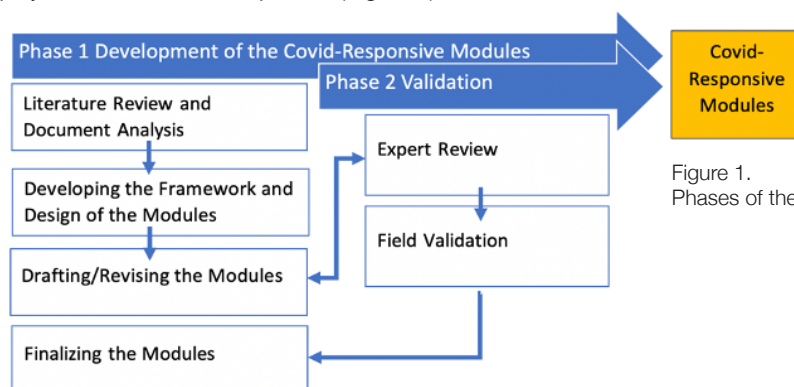


Figure 1.
Phases of the Project

Phase 1 or the development of the online modules. In this phase, literature and document analysis will be conducted to establish the policy and theoretical underpinnings of the development of the online modules. A TWG will be organized for writing the modules.

Phase 2 or the validation of the developed module. In this phase, face and content validity of the developed module will be done with users and identified experts in the field. Senior officials and stakeholders will also be consulted.

What benefits can target users get from the project?

Teachers and school leaders will be

- supported to reflect on their own classroom practices, and to ensure that their teaching practices are aligned with indicators 3.1.2 and 3.4.2,
- capacitated on how to support their students during the pandemic where social distancing and non-traditional working arrangements are widely implemented, and
- capacitated to mentor beginning teachers so they become better in their practice.

REFERENCES

- Government of the Philippines. Department of Education. 2017. DepEd Order No. 42, s. 2017. National Adoption and Implementation of the Philippine Professional Standards for Teachers. Manila.
- Hodges, C., Moore, S., Lockee, B., Trust, T., & A. Bond. 2020. The difference between emergency remote teaching and online learning. *EDUCAUSE Review*, 3.
- Research Center for Teacher Quality. 2016. Final Report of the Validation of the Draft Professional Standards. Manila.