



2021 IN-SERVICE TRAINING FOR JUNIOR HIGH SCHOOL TEACHERS (ONLINE)

Theme: Teaching and Assessing the K-12 Standards Across the Different Learning Modalities

PROGRAM AND SCHEDULE

OBJECTIVES: At the end of the seminar-workshop, the participants are able to:

1. Prepare curriculum maps that are standards-based, streamlined, unpacked and aligned
2. Design sample learning plans based on curriculum maps and in accordance with the writing style of particular modalities
3. Prepare varied assessments of student learning of the K-12 standards and competencies across the different modalities
4. Evaluate the adequacy of their curriculum maps, learning plans and assessments in line with their school’s modality and using the standards in the JHS CAI and evaluation form

SESSION TOPICS

DAY 1				
SESSION NO.	TIME	ADDITIONAL SUBJECTS (REGULAR TRACK)	ACADEMIC SUBJECTS (REGULAR TRACK)	ACADEMIC SUBJECTS (ADVANCED TRACK)
	8:30-9:00 AM	Preliminaries and Orientation		
1	9:00-10:00 AM	-Overview of the 2021 Training Program and Process for Additional Track Subjects -The Mandate and Goals of the K-12 Standards-based Curriculum and its	-Overview of the 2021 Training Program and Process for Regular Track Subjects -The Mandate and Goals of the K-12 Standards-based Curriculum and its	-Overview of the 2021 Training Program and Process for Advanced Track Subjects -The Mandate and Goals of the K-12 Standards-based Curriculum and its

		<p>Delivery in Different Teaching-Learning Modalities</p> <ul style="list-style-type: none"> -School Quality Assurance through Recertification using the PEAC Certification Assessment Instrument (CAI) -Teacher as Designer, Assessor and Facilitator in the K-12 Program -Levels of Engagement in the Different Modalities -The Preparation of a Standards-based Curriculum Map: From Streamlining to Unpacking and Alignment 	<p>Delivery in Different Teaching-Learning Modalities</p> <ul style="list-style-type: none"> -School Quality Assurance through Recertification using the PEAC Certification Assessment Instrument (CAI) -Teacher as Designer, Assessor and Facilitator in the K-12 Program -Levels of Engagement in the Different Modalities -The Preparation of a Standards-based Curriculum Map: From Streamlining to Unpacking and Alignment 	<p>Delivery in Different Teaching-Learning Modalities</p> <ul style="list-style-type: none"> -School Quality Assurance through Recertification using the PEAC Certification Assessment Instrument (CAI) -Teacher as Designer, Assessor and Facilitator in the K-12 Program -Levels of Engagement in the Different Modalities -The Preparation of a Standards-based Curriculum Map: From Streamlining to Unpacking and Alignment -Formulating Unit Learning Targets
	10:00-10:30 AM	BREAK		
2	10:30-12:00 NN	<ul style="list-style-type: none"> -Workshop on Preparation of a Standards-based Curriculum Map: From Streamlining to Unpacking and Alignment 	<ul style="list-style-type: none"> -Workshop on Preparation of a Standards-based Curriculum Map: From Streamlining to Unpacking and Alignment 	<ul style="list-style-type: none"> -Workshop on Preparation of a Standards-based Curriculum Map: From Streamlining to Unpacking and Alignment and Formulating Unit Learning Targets
	12:00-1:00 PM	LUNCH		
3	1:00-3:00 PM	<ul style="list-style-type: none"> -A Framework for Standards-based Assessment and Types of Knowledge -The Preparation of a Table of Specification - Protocol for Designing Teaching and Assessment of Students' Transfer of Unit Standards and Learning Competencies Across the Learning Modalities through Scaffolded and Differentiated 	<ul style="list-style-type: none"> -A Framework for Standards-based Assessment and Types of Knowledge -The Preparation of a Table of Specification - Protocol for Designing Teaching and Assessment of Students' Transfer of Unit Standards and Learning Competencies Across the Learning Modalities through Scaffolded and Differentiated 	<ul style="list-style-type: none"> -A Framework for Standards-based Assessment and Types of Knowledge -The Preparation of a Table of Specification - Protocol for Designing Teaching and Assessment of Students' Transfer of Unit Standards and Learning Competencies Across the Learning Modalities through Scaffolded and Integrated

		Performance Tasks and Rubric Writing	Performance Tasks and Rubric Writing	Performance Tasks and Rubric Writing -Expanding the Core GRASPS Design of a Performance Task with <ul style="list-style-type: none"> • Authentic Real World Experiences • Integration of 21st Century Skills • Modality-based • Inter-Subject Integration
	3:00-3:30 PM	BREAK		
4	3:30-5:00 PM	-Characteristics of Quality Rubric -Writing a Rubric for a Performance Task and Self-Assessment of Students' Transfer Skills	-Characteristics of Quality Rubric -Writing a Rubric for a Performance Task and Self-Assessment of Students' Transfer Skills	-Characteristics of Quality Rubric -Writing a Rubric for a Performance Task and Self-Assessment of Students' Transfer Skills
DAY 2				
5	8:00-9:30 AM	-Protocol for Designing Teaching and Assessment of Students' Acquisition of Unit Standards and Learning Competencies Across the Learning Modalities -Online Student Participation Techniques and Apps -Writing Selected Response Assessment Items	-Protocol for Designing Teaching and Assessment of Students' Acquisition of Unit Standards and Learning Competencies Across the Learning Modalities -Online Student Participation Techniques and Apps -Writing Selected Response Assessment Items	-Protocol for Designing Teaching and Assessment of Students' Acquisition of Unit Standards and Learning Competencies Across the Learning Modalities -Integrating Research-based Strategies in Classroom Instruction -Online Student Participation Techniques and Apps -Writing Selected Response Assessment Items
	9:30-10:00 AM	BREAK		
6	10:00-12:00 NN	-Protocol for Designing Teaching and Assessment of Students' Meaning Making of Unit Standards and	-Protocol for Designing Teaching and Assessment of Students' Meaning Making of Unit Standards and	-Protocol for Designing Teaching and Assessment of Students' Meaning Making of Unit Standards

		<p>Learning Competencies Across the Learning Modalities</p> <ul style="list-style-type: none"> -Shallow vs. Deep Processing of Text -Preparing the Guided Generalization -Writing Constructed Response Assessment Items 	<p>Learning Competencies Across the Learning Modalities</p> <ul style="list-style-type: none"> -Shallow vs. Deep Processing of Text -Preparing the Guided Generalization -Writing Constructed Response Assessment Items 	<p>and Learning Competencies Across the Learning Modalities</p> <ul style="list-style-type: none"> -Shallow vs. Deep Processing of Text -Close Reading -Preparing the Guided Generalization -Writing Constructed Response Assessment Items
	12:00-1:00 NN	LUNCH		
7	1:00-3:00 PM	-Continuation of Writing Constructed Response Assessment Items	-Continuation of Writing Constructed Response Assessment Items	-Continuation of Writing Constructed Response Assessment Items
	3:00-3:30 PM	BREAK		
8	3:30-5:00 PM	<ul style="list-style-type: none"> - Standards of Compliance for Learning Plans in the PEAC JHS CAI Area of Curriculum, Assessment and Instruction -Putting Together a Unit Learning Plan from Explore to Transfer following the Design Protocol -Writing Style for Self-Instruction Materials -Writing Style for Online Learning Materials -Evaluating Learning Plans with the PEAC CAI on Curriculum, Assessment and Instruction -PEAC Classroom Observation Form 	<ul style="list-style-type: none"> - Standards of Compliance for Learning Plans in the PEAC JHS CAI Area of Curriculum, Assessment and Instruction -Putting Together a Unit Learning Plan from Explore to Transfer following the Design Protocol -Writing Style for Self-Instruction Materials -Writing Style for Online Learning Materials -Evaluating Learning Plans with the PEAC CAI on Curriculum, Assessment and Instruction -PEAC Classroom Observation Form 	<ul style="list-style-type: none"> - Standards of Compliance for Learning Plans in the PEAC JHS CAI Area of Curriculum, Assessment and Instruction -Putting Together a Unit Learning Plan from Explore to Transfer following the Design Protocol -Writing Style for Self-Instruction Materials -Writing Style for Online Learning Materials -Evaluating Learning Plans with the PEAC CAI on Curriculum, Assessment and Instruction -PEAC Classroom Observation Form
DAY 3				
9	8:00-10:00 AM	Group Workshop for Curriculum Map, Learning Plan Output and Assessments	Group Workshop for Curriculum Map, Learning Plan Output and Assessments	Group Workshop for Curriculum Map, Learning Plan Output and Assessments

	10:00-10:30 AM	BREAK		
10	10:30-12:00 NN	Continuation of Group Workshop for Curriculum Map, Learning Plan Output and Assessments	Continuation of Group Workshop for Curriculum Map, Learning Plan Output and Assessments	Continuation of Group Workshop for Curriculum Map, Learning Plan Output, Learning Calendar and Assessments
	12:00-1:00 PM	LUNCH		
11	1:00-4:00 PM	-Presentation and Critiquing of Workshop Outputs -Synthesis and Closing -Program Evaluation	-Presentation and Critiquing of Workshop Outputs -Synthesis and Closing -Program Evaluation	-Presentation and Critiquing of Workshop Outputs -Synthesis and Closing -Program Evaluation

N.B. Schedule subject to adjustments.

REGULAR TRACK	ADVANCED TRACK
Subjects	Subjects
Araling Panlipunan English Filipino Mathematics Science	Araling Panlipunan English Filipino Mathematics Science
<u>Additional Subjects</u> Music Physical Education TLE-HE TLE-ICT Values Education	