
	Department of Education Region III <b>DIVISION OF CITY SCHOOLS</b> Angeles City Jesus Street, Pulungbulu, Angeles City		Document Code: SDO-QF-OSDS-SDS-005  Revision: 00  Effectivity date: 10/31/2018
	<b>DIVISION ADVISORY</b>		Name of Office: <b>OSDS-SDS</b>

# **DIVISION ADVISORY**

No. 166, s. 2019

**To** : Heads of Public Elementary and Secondary Schools

**From** : The Schools Division Superintendent

**Subject:** Resource for Educators and Academic Professionals (REAP)

**Date** : July 29, 2019

**RELEASED**

JUL 30 2019

By DepEd Angeles City  
Division of City Schools

Please be informed that Rex Book Store Inc. has a training provider called "Resource for Education and Academic Professionals (REAP)" that would suit the identified and assessed professional development needs of teachers and/or school leaders which are anchored on the Philippine Professional Standards for Teachers under the K to 12 of DepEd.

Attached is the letter of Leandro Van P. Agudo, Jr., Senior Manager, REAP, with Summary Table of Professional Development Topics for K to 12 Teachers and Coordinators, for reference.

**LEILANI SAMSON-CUNANAN, CESO V**  
Schools Division Superintendent

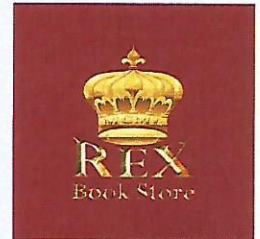
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SPS Leilani S. Cuhanan, CESO V1

ASDS Maria Cefina L. Vega, CEE

DepEd - Angeles City Division

**Dear Sir / Madam,**

We would wish to extend our appreciation for your kind time and attention for receiving this letter of introduction of the Resource for Educators and Academic Professionals (REAP, as its acronym).

REAP aspires to be a leading “resource” of choice as a provider of relevant learning solutions with the goal of addressing the continuing professional development of Teachers and School Leaders. In that way, we can be of service in elevating the quality of The Whole Teacher that would enable him/her to equip his/her students with 21<sup>st</sup> century knowledge and skills.

REAP has the capability as a duly accredited Professional Regulations Commission (PRC) *Training Provider* under the Council of Education training of teachers and school leaders for collaborative, customized training programs covering contemporary education techniques innovations and solutions for the purpose of developing the ‘whole Filipino child’:

*“well-rounded, aware of himself as a human being, values-centered and capable of answering to and meeting the demands and challenges of a rapidly changing 21<sup>st</sup> century global community.”.*

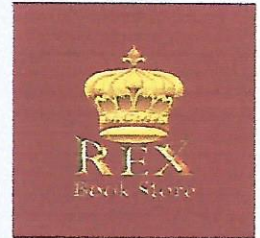
To guide you in the selection of the appropriate training program that would suit the identified and assessed professional development needs of your Teachers and/or School Leaders, we have included in this letter the Table of Professional Development Offerings that you may choose from initially. We have aligned the structure the professional development offerings as anchored with the Philippine Professional Standards for Teachers (PPST) under the K to 12 program of DepEd.

We invite you to take a look at the presentation of the professional development



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offerings as a *targeted and progressive curriculum* for Beginner, Proficient, Highly Proficient, and Distinguished Teachers according to their career level and matched with the corresponding PPST domains, strands and indicators. Should you wish to learn more information of what services REAP can further provide, these are enumerated below:

- 1) Create the training program as requested by the
- 2) Provide a qualified and experienced resource speaker that will deliver the program.
- 3) Processing of the training program application of PRC CPD accreditation units under the Council of Education
- 4) Provide the required relevant program materials and handouts to the participants
- 5) Develop marketing material for the program which could be used to promote and publicize the program

As this letter contains limited information at the moment, we would like to invite you to communicate with us your intention to provide further information through the contact information details to below:



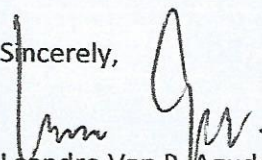
Resource for Educators and Academic Professionals

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Sincerely,  
  
Leandro Van P. Agudo, Jr.  
Senior Manager -REAP





**Professional Development Topics for K to 12 Teachers and Coordinators**  
**(Summary Table)** (author: Albert Flores, Chief Design Officer, 6/27/2019)

PPST Domain	Topic	Target Participants
Content Knowledge and Pedagogy	21 <sup>st</sup> Century Teaching Strategies	Beginning Teachers Proficient Teachers
	Lesson Studies	Proficient Teachers Highly Proficient Teachers
	Technology Integration in the Classroom	Beginning Teachers Proficient Teachers
	Fundamentals of Singapore Mathematics	Beginning Teachers
	Project-based Learning	Proficient Teachers
	MTB-MLE: Basic Principles, Challenges and Impact to Learning	Beginning Teachers
	Design Thinking for Educators	Beginning Teachers
Assessment and Reporting	The Influence of Mindset on Assessment	Beginning Teacher Proficient Teachers
Diversity of Learners	Basic Concept and Principles of Differentiated Instruction	Beginning Teacher

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Nothing follows.







## Professional Development Topics for K to 12 Teachers and Coordinators

(Author: Albert Flores, Chief Design Officer, 6/27/2019)

PPST Domain	Strand	Topic	Objectives	Target Participants
Content Knowledge and Pedagogy	1.2 Research-based knowledge and principles of teaching and learning	21 <sup>st</sup> Century Teaching Strategies	Identify innovative teaching strategies and best practices on 21 <sup>st</sup> century education  Develop lesson plans and teaching materials that are reflective of innovative strategies and best practices	Beginning Teachers  Proficient Teachers
Content Knowledge and Pedagogy	1.2 Research-based knowledge and principles of teaching and learning	Lesson Studies	Determine the principles behind lesson studies  Appreciate lesson studies in developing exemplar and learner-centered lesson plans  Identify the steps in conducting lesson studies  Plan out lesson study activities among subject area teachers	Proficient Teachers  Highly Proficient Teachers
PPST Domain	Strand	Topic	Objectives	Target Participants
Content Knowledge and Pedagogy	1.3 Positive Use of ICT	Technology Integration in the Classroom	Understand the role of technology in teaching and learning  Familiarize oneself in various technologies and tools that can be used in the classroom  Design lesson plans that has meaningful technology integration	Beginning Teachers  Proficient Teachers
Content Knowledge and	1.4 Strategies for promoting literacy and numeracy	Fundamentals of Singapore Mathematics	Identify best practices in teaching Mathematics in Singapore	Beginning Teachers



Pedagogy			Differentiate conceptual and procedural understanding and its impact in teaching mathematics	
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### Professional Development Topics for K to 12 Teachers and Coordinators

(author: Albert Flores, Chief Design Officer, 6/27/2019)

PPST Domain	Strand	Topic	Objectives	Target Participants
Content Knowledge and Pedagogy	1.5 Strategies for developing critical and creative thinking, as well as other higher-order thinking skills	Project-based Learning	Understand the features of high-quality project-based learning  Identify the steps in developing PBL tasks or units  Appreciate how PBL develop 21 <sup>st</sup> century skills including critical thinking and creativity	Proficient Teachers
Content Knowledge and Pedagogy	Strand 1.6 Mother Tongue, Filipino and English in teaching and learning	MTB-MLE: Basic Principles, Challenges and Impact to Learning	Understand the underpinning principle of MTB-MLE  Appreciate the role of MTB-MLE in students' learning  Understand MTB-MLE in the context of K to 12 program	Beginning Teachers
PPST Domain	Strand	Topic	Objectives	Target Participants
Assessment and Reporting	Strand 5.1 Design, selection, organization and utilization of assessment strategies	The Influence of Mindset on Assessment	Understand the difference among assessment of (summative), assessment for (formative) and assessment as (self-assessment) learning  Identify different	Beginning Teacher  Proficient Teachers



			assessment strategies and methodologies for assessment of (summative), assessment for (formative) and assessment as (self-assessment) learning in the context of K to 12 curriculum	
PPST Domain	Strand	Topic	Objectives	Target Participants
Diversity of Learners	3.1 Learners' gender, needs, strengths, interests and experiences	Basic Concept and Principles of Differentiated Instruction	Understanding basic concepts or fundamentals of differentiated learning to address the various needs, strengths, interests and experiences.  Classroom practices and Teaching Strategies for Differentiated Instruction.	Beginning Teacher  Proficient Teachers
Content Knowledge and Pedagogy	1.5 Strategies for developing critical and creative thinking, as well as other higher-order thinking skills	Design Thinking for Educators	Learn the design thinking process as a way to creatively solve problems in your classroom and school.	Beginning Teachers

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