14 March 2026

RECEIVED — Date: 1 6 MAR 2026 — Time: 4:38 — By: ___ — DEPARTMENT OF EDUCATION DIVISION OF NUEVA VIZCAYA

THE SCHOOLS DIVISION SUPERINTENDENT
Department of Education
Division of Nueva Vizcaya

Dear Sir / Madame:

We are honored to present to you and request for the issuance of an ADVISORY for our 2026 Summer Webinar Workshops. Our organization is an accredited provider (Accreditation no, 2017- 026) of the Philippine Regulation Commission's (PRC) Continuing Education Program. The schedules of our Webinar Workshops are as follows:

TITLE	TOPICS	PROGRAM DESCRIPTION	DATE AND VENUE
National Webinar-Workshop on Beyond the Recall: Strategies to Develop Proficiency and Critical Thinking Among Filipino Learners *Theme: Designing Lessons and Assessments that challenge learners to think, analyze, and apply learning* *PRC-CPD Accreditation: PTR-2017-026-12501 (8 CPD Units)*	1. Designing Lessons that Build Proficiency, Not Just Coverage 2. Using Questioning Strategies to Promote Critical Thinking 3. Learning Tasks that Require Thinking and Application 4. Assessing Proficiency and Critical Thinking for Learning Improvement	This webinar-workshop is designed to help teachers move learners from rote memorization to deeper understanding and application of knowledge. The program equips participants with practical instructional and assessment strategies that promote analysis, reasoning, and problem-solving across subject areas. Teachers will develop classroom-ready outputs aligned with MELCs and PPST that can be used as MOVs to support improved learner outcomes.	April 24-26, 2026 via ZOOM
National Webinar-Workshop on Leading with Purpose: Instructional and Transformational Leadership in the 21st Century School *Theme: Inspiring people, strengthening instruction, and leading change in dynamic school communities* *PRC-CPD Accreditation: PTR-2017-026-12503 (6 CPD Units)*	1. Leading with Purpose and Vision 2. Instructional Leadership that Improves Teaching and Learning 3. Transformational Leadership: Inspiring and Empowering Teachers 4. Leading Change in 21st-Century School Communities	This webinar-workshop equips school leaders and aspiring leaders with practical strategies in instructional and transformational leadership to improve teaching and learning in today's dynamic school environments. It focuses on inspiring and empowering teachers, strengthening instructional practices, and building a shared vision that drives meaningful and sustainable change. Participants will gain actionable tools to lead with purpose, influence school culture, and support continuous improvement in their school communities.	May 1-3, 2026 via ZOOM
National Webinar-Workshop on Teaching Every Learner: Inclusive, Safe, and Differentiated Instruction in Today's Classrooms *Theme: Creating supportive learning environments that respond to diverse learner needs* *PRC-CPD Accreditation: PTR-2017-026-12502 (4 CPD Units)*	1. Understanding Learner Diversity and Inclusive Education 2. Creating Safe and Supportive Learning Environments 3. Differentiated Instruction for All Learners 4. Assessing Learning and Reflecting for Continuous Improvement	This webinar-workshop equips teachers with practical strategies to address learner diversity through inclusive, safe, and differentiated instructional practices. It focuses on creating classrooms where all learners feel supported, respected, and engaged in meaningful learning. Participants will develop classroom-ready outputs aligned with PPST that may be used as MOVs for instructional and professional practice.	May 8-10, 2026 via ZOOM

MEMORANDUM Date: 3/17/2⁶ Released Records: ___

To:	(/) PSDS/DICs	(/) Elem/Sec School Heads
	(/) Private Schools	(/) Others:

For: (/) Information (/) Dissemination
(/) Guidance ( ) Strict Compliance

ORLANDO E. MANUEL PhD., CESO V
Schools Division Superintendent

By: ☐ ASDS ☐ CID Chief ☐ SGOD Chief ☐ AO ☐ Atty Signature: ___

INSTITUTE OF LEADERS IN EDUCATIONAL
ADVANCEMENT AND DEVELOPMENT
i.LEAD
SEC Reg. No.: CN201530662
Website: http://ileadphils.webs.com
email: i.leadcorp.ph@gmail.com

BACKGROUND / RATIONALE

The Institute of Leaders in Educational Advancement and Development (i.LEAD) is a non-stock, non-government organization whose founding members share the advocacy of spearheading reform in and through education. Coming from various sectors of the academe themselves, founding members are well aware of the needs of teachers in the Philippines, especially in this crucial transition period where many of our teachers in the elementary and secondary levels need a reorientation and re-tooling to continue to become effective agents in the transformation of the Philippine educational system. As stakeholders in our nation's future through continuing education, i.LEAD recognizes the need to provide relevant and quality trainings and workshops for educators by tapping experts in the academe who share the same advocacy and vision of educational transformation.

Founded in 2015, i.LEAD has conceptualized its line-up of activities by carefully studying the needs of educators vis-a-vis the new curricula in the elementary, secondary and tertiary levels. Though many other organizations have the same objectives and share the same vision, i.LEAD has its own pool of experts from various disciplines, and its offerings of seminars, workshops and, in the future, conferences, are products of careful and critical needs and systems analysis to ensure only the highest quality of service for its clientele. After all, we are all stakeholders in education as teachers, parents and students and we all stand to gain in its transformation toward global competitiveness.

For more details, contact mobile number 0998-539-6399 / 0998-542-6982. Alternatively, you may also reach i.LEAD through e-mail at i.leadcorp.ph@gmail.com

Thank you.

Respectfully,

Dr. JONATHAN G. FLORENDO
President
Institute of Leaders in Educational Advancement and Development (i.LEAD), Inc.
0998-539-6399 / 0998-542-6982
i.eadcorp.ph@gmail.com

National Webinar Workshop on
Beyond Recall: Strategies to Develop Proficiency and Critical Thinking Among Filipino Learners

April 24-26, 2026

Theme:

PROGRAM

Day 1 (April 24, 2026)

1:00 PM
Program Orientation

1:30 PM
Session 1: Lecture on Designing Lessons that
Build Proficiency, Not Just Coverage

3:00 PM
Workshop (Asynchronous)

Day 2 (April 25, 2026)

8:30 AM
Session 2: Lecture on Using Questioning Strategies to Promote Critical Thinking"

10:30 AM
Workshop (Asynchronous)

1:30 PM
Session 3: Lecture on Learning Tasks that Require Thinking and Application

3:00 PM
Workshop (Asynchronous)

Day 3 (April 26, 2026)

8:30 AM
Session 4: Lecture on Assessing Proficiency and Critical Thinking for Learning Improvement

10:30 AM
Workshop (Asynchronous)

1:30 PM
Completion of Assessment Tasks

National Webinar Workshop on
Leading with Purpose: Instructional and Transformational Leadership in the 21st-Century School

May 1-3, 2026
Theme:

PROGRAM

Day 1 (May 1, 2026)

1:00 PM
Program Orientation

1:30 PM
Session 1: Lecture on Leading with Purpose and Vision

3:00 PM
Workshop (Asynchronous)

Day 2 (May 2, 2026)

8:30 AM
Session 2: Lecture on Instructional Leadership that Improves Teaching and Learning

10:30 AM
Workshop (Asynchronous)

1:30 PM
Session 3: Lecture on Transformational Leadership: Inspiring and Empowering Teachers

3:00 PM
Workshop (Asynchronous)

Day 3 (May 3, 2026)

8:30 AM
Session 4: Lecture on Leading Change in 21st-Century School Communities

10:30 AM
Workshop (Asynchronous)

1:30 PM
Completion of Assessment Tasks

National Webinar Workshop on
Teaching Every Learner: Inclusive, Safe, and Differentiated Instruction in Today's Classrooms

May 8-10, 2026

Theme:

PROGRAM

Day 1 (May 8, 2026)
1:00 PM
Program Orientation

1:30 PM
Session 1: Lecture on Understanding Learner Diversity and Inclusive Education"

3:00 PM
Workshop (Asynchronous)

Day 2 (May 9, 2026)
8:30 AM
Session 2: Lecture on Creating Safe and Supportive Learning Environments

10:30 AM
Workshop (Asynchronous)

1:30 PM
Session 3: Lecture on Differentiated Instruction for All Learners

3:00 PM
Workshop (Asynchronous)

Day 3 (May 10, 2026)
8:30 AM
Session 4: Lecture on Assessing Learning and Reflecting for Continuous Improvement"

10:30 AM
Workshop (Asynchronous)

1:30 PM
Completion of Assessment Tasks

CPD Council for <u>PROFESSIONAL TEACHERS</u>

I. Course/Program Title: **Webinar-Workshop on Teaching Every Learner: Inclusive, Safe, and Differentiated Instruction in Today's Classrooms**
    Theme: *Creating supportive learning environments that respond to diverse learner needs*

II. Course/Program Brief Description: **This webinar-workshop equips teachers with practical strategies to address learner diversity through inclusive, safe, and differentiated instructional practices. It focuses on creating classrooms where all learners feel supported, respected, and engaged in meaningful learning. At the end of the webinar-workshop, participants will be able to apply inclusive, safe, and differentiated instructional strategies to address learner diversity and promote meaningful participation in the classroom; design learning environments and classroom practices that ensure learners feel supported, respected, and engaged in the learning process; and, produce classroom-ready instructional outputs aligned with PPST that may be used as Means of Verification (MOVs) for instructional and professional practice.**

III. Proposed PQF level: **Level 6**

IV. Particular Continuing Professional Competency/ies:

KSV

Knowledge
Knowledge of inclusive, safe, and differentiated instructional strategies applicable across K–12 learning areas
Understanding of learner diversity, varying abilities, and learning needs, including strategies to address them
Awareness of legal, ethical, and professional standards in promoting a safe and inclusive classroom environment

Skills
Ability to design and implement lessons that differentiate content, process, and assessment to meet diverse learner needs
Skill in creating safe, learner-centered environments that foster participation, engagement, and positive behavior
Ability to use formative assessment and observation to guide instructional adjustments for individual learners

Values
Commitment to fostering respect, equity, and inclusion in the classroom
Appreciation for learner individuality and diversity as an asset to teaching and learning
Responsibility to uphold child protection and professional ethical standards

APPLICATION

Designing inclusive lesson plans and learning activities tailored to the diverse needs of learners
Implementing classroom management and teaching strategies that ensure safety, engagement, and accessibility for all students
Using assessment and observation to inform differentiated instruction and monitor learner progress

DEGREE OF INDEPENDENCE

Independently design and implement differentiated and inclusive instruction across multiple learning areas
Evaluate classroom practices and make informed adjustments to enhance learner safety, participation, and learning outcomes
Lead initiatives or contribute to school-level strategies that promote inclusion, equity, and safe learning environments

CPDD-PTR-02

V.   Content Details:

Sub-Topics and Time Allotment for every topic (in hours)	Area of CPD Activity (Ethics = 5 CUs Professional Development = 40 CUs in a compliance period)	Expected Learning Outcomes	Activities to Achieve Learning Outcomes	Assessment Strategies including, Assessment Tools	Requirements/Outputs

| Day 1 AM
4 Hours

8:00 A.M.-12:00 Noon

Program Orientation

Setting of Program Objectives and Expectations

Pre-test Self-Assessment

DAY 1 PM

"Understanding Learner Diversity and Inclusive Education"

Introduces teachers to the concept of learner diversity, including cognitive, social, emotional, and cultural differences, and explores the foundations of inclusive education in the K–12 classroom.

PPST Alignment:
Domain 3 – Diversity of Learners \| Domain 7 – Personal Growth and | Professional Development | 1. Identify the various dimensions of learner diversity present in their classrooms.
2. Explain the principles and benefits of inclusive education.
3. Recognize barriers to inclusion and strategies to address them. | Presentation and lecture from resource speaker
Brainstorming in breakout rooms
Discussions and open forum | **Reflective Self-Assessment & Scenario Analysis**

Teachers reflect on their classroom learners' diversity and analyze short case scenarios of learners with varied needs.

Assessment Tool

Learner Diversity Reflection & Scenario Worksheet
Prompts include:
• List 3 types of diversity in your classroom (cognitive, social, cultural, emotional).
• Describe a strategy you could use to support a learner in a challenging scenario.
• How can you ensure all learners feel included and valued? | **Reflective Narrative on Learner Diversity and Inclusion**

MOV Label:
Reflective narrative demonstrating understanding of learner diversity and inclusive education |

Professional Development **4 Hours** 1:00-3:00 P.M. Synchronous Lecture 3:01-5:00 P.M. Asynchronous Accomplishment of Output					
"Creating Safe and Supportive Learning Environments" Focuses on strategies to establish physically, socially, and emotionally safe classrooms where all learners can participate and engage meaningfully. **PPST Alignment:** Domain 2 – Learning Environment | Domain 6 – Community of Practice	Professional Development	1. Apply strategies to promote physical, emotional, and social safety in the classroom. 2. Develop classroom norms and routines that foster respect, equity, and collaboration. 3. Identify practices that support positive behavior and learner well-being.	Presentation and lecture from resource speaker	**Classroom Environment Planning Task** Teachers plan classroom norms, routines, and practices that ensure physical, emotional, and social safety. **Assessment Tool** **Safe & Supportive Classroom Plan Template** Sections include: • Classroom rules and routines promoting safety • Strategies for emotional and social support	**Safe and Supportive Classroom Plan MOV Label:** Classroom plan demonstrating strategies to create a safe and supportive learning environment

Day 2 AM 4 Hours				• Engagement strategies for all learners	
8:00 to 10:00 A.M. Synchronous Lecture					
10:01 to 12:00 Noon					
					CPDD-PTR-02
Asynchronous Accomplishment of Output					

"Differentiated Instruction for All Learners" Introduces teachers to differentiation strategies that address varying abilities, learning styles, and interests while maintaining alignment with MELCs and curriculum standards. **PPST Alignment:** Domain 1 – Content Knowledge and Pedagogy | Domain 4 – Curriculum and Planning **DAY 2 PM 4 Hours** 1:00-3:00 P.M. Synchronous Lecture 3:01-5:00 P.M. Asynchronous Accomplishment of Output	Professional Development	1. Design lessons that differentiate content, process, and assessment based on learner needs. 2. Apply instructional strategies that provide scaffolding, enrichment, and support. 3. Adjust lesson pacing and activities to maximize engagement and mastery for all learners.	Presentation and lecture from resource speaker Brainstorming in breakout rooms Discussions and open forum	**Differentiated Lesson Design Task** Teachers apply differentiation strategies to a lesson by modifying content, process, or assessment for different learner needs. **Assessment Tool Differentiated Lesson Plan Template** Sections include: • Learning objectives aligned with MELCs • Differentiated activities for struggling, average, and advanced learners • Differentiated assessment strategies or tools	**Differentiated Lesson Plan MOV Label:** Lesson plan demonstrating differentiated instruction for diverse learners

"Assessing Learning and Reflecting for Continuous Improvement" Focuses on formative assessment strategies and reflective practices that inform differentiated instruction and ensure learning outcomes are achieved by all learners. **PPST Alignment:** Domain 5 – Assessment and Reporting | Domain 7 – Personal Growth and Professional Development **Day 3 AM** **4 Hours** 8:00 A.M to 12:00 Noon Synchronous Lecture **Day 3 PM** **4 Hours** 1:00 – 5:00 P.M. **Post-test Self-Assessment**	Professional Development	1. Develop simple, inclusive assessment tools aligned with learning objectives. 2. Analyze learner performance to guide instructional adjustments. 3. Reflect on teaching practices to improve inclusion, safety, and learner outcomes.	Presentation and lecture from resource speaker Brainstorming in breakout rooms Discussions and open forum	**Formative Assessment and Reflection Task** Teachers create a simple assessment tool and reflect on how results will guide instruction. **Assessment Tool** **Inclusive Assessment & Reflection Template** Sections include: • Formative assessment or performance task aligned with learning objectives • Rubric or checklist for learner performance • Reflection: How will you adjust instruction based on results?	**Inclusive Assessment Tool with Reflection** **MOV Label:** Formative assessment tool and reflective narrative demonstrating use of assessment to guide inclusive instruction

Synthesis and Evaluation Completion and Submission of Outputs					

Feedback mechanism: An online discussion board will allow participants to communicate and provide feedback both to the program coordinator and the learning facilitators. We anticipate that there may be participants who will find access difficult or encounter technical problems. A staff member will be assigned to address these in a timely manner to ensure that all participants will be able to   actively participate and catch up on ongoing activities.

VI.   Financial Projection:

Provisions for online payments: Online via GCash or bank transfer, ATM or over-the-counter payments of registration fee may be made through the following accounts:

a.) BDO (Savings Account)
Account Name: Institute of Leaders in Educational Advancement and Development, Inc.
Account Number: 005470439799
b.) BPI (Savings Account)
Account Name: Jonathan Florendo
Account Number: 0566-4362-01

Other payment options may be arranged upon the request of the participant. Screen shots of deposit slip or transaction records will be sent through email or messenger via i.LEAD FB page which is the primary marketing / advertising and communication tool.

- The proposed registration fee of ONE THOUSAND PESOS (PhP 1,000.00) will cover honoraria of speakers, administrators and staff, printing, and courier fee (for ALL participants as e-copies are not always acceptable and our certificates bear a dry seal of our organization) of certificates (and materials as requested).
- This also covers four (4) scaffolded sessions designed to build upon the preceding session. Each session is also designed to achieve specific outputs.
- Furthermore, we expect that we may get lower that 50 as total number of participants. We can still hold the program with the current proposed registration fee.
- Also factored in are the operational expenses and financial viability of the organization which includes registration with the LGU (Mayor's permit), BIR annual taxes, retainer's fee of bookkeeper, advertising cost on Facebook, mailing expenses for invitation to DepEd all divisions.

MARIA ROSARIO YUMUL-FLORENDO, MA, LPT
Managing Director
INSTITUTE OF LEADERS IN EDUCATIONAL ADVANCEMENT AND DEVELOPMENT, INC. i.LEAD

CPD Council for <u>PROFESSIONAL TEACHERS</u>

I. Course/Program Title: **Webinar-workshop on Beyond Recall: Strategies to Develop Proficiency and Critical Thinking Among Filipino Learners**
Theme: *Designing lessons and assessments that challenge learners to think, analyze, and apply learning*

II. Course/Program Brief Description: **This webinar-workshop is designed to help teachers move learners from rote memorization to deeper understanding and application of knowledge. The program equips participants with practical instructional and assessment strategies that promote analysis, reasoning, and problem-solving across subject areas. At the end of the webinar-workshop, the participants will be able to design and implement instructional strategies that move learners beyond rote memorization toward deeper understanding, application, and critical thinking across learning areas; develop and use assessment strategies and tools that promote analysis, reasoning, and problem-solving while providing meaningful feedback to support learner improvement; and produce classroom-ready instructional and assessment outputs aligned with MELCs and PPST that may be used as Means of Verification (MOVs) to demonstrate improved teaching practice and learner outcomes.**

III. Proposed PQF level: **Level 6**

IV. Particular Continuing Professional Competency/ies:

KSV

Knowledge
Understanding of instructional strategies that develop learner proficiency and critical thinking beyond recall and memorization
Awareness of assessment approaches that promote higher-order thinking aligned with MELCs

Skills
Ability to design lessons and learning tasks that require analysis, reasoning, and application
Skill in crafting assessment tools that measure proficiency and critical thinking

Values
Appreciation of the importance of deep learning and meaningful understanding
Commitment to improving learner outcomes through reflective and evidence-based teaching practices

APPLICATION

Integrating critical thinking strategies into daily lesson planning and classroom instruction
Designing learning activities and assessments that promote higher-order thinking skills
Using reflective practice to improve teaching strategies and learner performance

DEGREE OF INDEPENDENCE

Design and implement proficiency- and critical thinking-focused lessons aligned with MELCs
Develop assessment tools that measure learner understanding and thinking skills
Reflect on instructional practices and make necessary improvements independently

V.   Content Details:

Sub-Topics and Time Allotment for every topic (in hours)	Area of CPD Activity (Ethics = 5 CUs Professional Development = 40 CUs in a compliance period)	Expected Learning Outcomes	Activities to Achieve Learning Outcomes	Assessment Strategies including, Assessment Tools	Requirements/Outputs

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DAY 1 AM **4 Hours** 8:00 A.M.-12:00 Noon **Program Orientation** **Setting of Program** **Objectives and** **Expectations** **Pre-test Self-** **Assessment** **DAY 1 PM** **4 Hours** **"Designing Lessons that** **Build Proficiency, Not** **Just Coverage"** Focuses on planning lessons that prioritize mastery of essential concepts and skills rather than rushing to complete content. **PPST Alignment:** Domain 4 – Curriculum and Planning	Domain 1 – Content Knowledge and Pedagogy	Professional Development	1. Identify essential learning competencies that require deep understanding and application 2. Design lesson objectives that emphasize proficiency and conceptual mastery 3. Plan learning activities that support gradual development of understanding across lessons	Presentation and lecture from resource speaker Brainstorming in breakout rooms Discussions and open forum	**Lesson Enhancement** **Template** Teachers revise one existing lesson by: • Identifying the key concept/skill for mastery • Rewriting objectives to emphasize understanding and application • Adding one activity that promotes deeper learning	**Revised Proficiency-** **Focused Lesson Plan** **MOV Label:** Enhanced lesson plan emphasizing learner proficiency

1:00-3:00 P.M. Synchronous Lecture 3:015:00 P.M. Asynchronous Accomplishment of Output					
"Using Questioning Strategies to Promote Critical Thinking" Explores effective questioning techniques that encourage learners to explain, analyze, and justify their thinking during lessons. **PPST Alignment:** Domain 1 – Pedagogy | Domain 2 – Learning Environment **Day 2 AM** **4 Hours** 8:00 to 10:00 A.M.	Professional Development	1. Distinguish between recall, comprehension, and higher-order questions 2. Construct open-ended questions that promote analysis and reasoning 3. Facilitate classroom discussions that support learner thinking and participation	Presentation and lecture from resource speaker	**Questioning Strategy Worksheet** Teachers develop: • 3 recall questions • 3 higher-order questions (why/how/what if) • A short plan for facilitating discussion	**Critical Thinking Question Set with Facilitation Plan** **MOV Label:** Teacher-developed questioning strategies to promote critical thinking

Synchronous Lecture				
10:01 to 12:00 Noon				

CPDD-PTR-02

Asynchronous Accomplishment of Output				

"Learning Tasks that Require Thinking and Application"	Professional Development	1. Design learning tasks that integrate critical thinking and real-world application	Presentation and lecture from resource speaker	Performance Task Design Template (Basic)	Thinking-Based Learning Task with Rubric
Examines how to design tasks that require learners to apply knowledge, solve problems, and demonstrate understanding across contexts.		2. Align tasks with MELCs and proficiency-based outcomes	Brainstorming in breakout rooms. Discussions and open forum	Teachers design: • One thinking-based task aligned with MELCs • Clear success criteria • A simple rubric or checklist	MOV Label: Performance task and rubric measuring learner understanding and application
PPST Alignment: Domain 1 – Pedagogy | Domain 5 – Assessment and Reporting DAY 2 PM 4 Hours 1:00-3:00 P.M. Synchronous Lecture 3:015:00 P.M. Asynchronous Accomplishment of Output		3. Use criteria or rubrics to clarify expectations and guide learner performance			

CPDD-PTR-02

| "Assessing Proficiency and Critical Thinking for Learning Improvement"

Focuses on assessment practices that measure learner understanding and inform instructional decisions rather than simply assign grades.

PPST Alignment:
Domain 5 – Assessment and Reporting | Domain 7 – Personal Growth and Professional Development

Day 3 AM
4 Hours

8:00 A.M to 10:00 A.M.
Synchronous Lecture

10:01A.M.-12:00 Noon
Asynchronous
Accomplishment of
Output

Day 3 PM
4 Hours | Professional Development | 1. Develop assessment tools that measure proficiency and critical thinking skills

2. Use formative assessment results to adjust instruction and support learners

3. Reflect on assessment practices to improve teaching effectiveness | Presentation and lecture from resource speaker
Brainstorming in breakout rooms
Discussions and open forum | **Formative Assessment & Reflection Tool**

Teachers complete:
- One formative assessment tool (exit slip, checklist, short task)
- A short reflection on how results will inform instruction | **Formative Assessment Tool with Reflective Narrative**

MOV Label:
Formative assessment tool used to improve instruction |
|---|---|---|---|---|---|

Post-test Self-Assessment Synthesis and Evaluation Completion and Submission of Outputs 1:00 P.M.-5:00 P.M.				

Feedback mechanism: An online discussion board will allow participants to communicate and provide feedback both to the program coordinator and the learning facilitators. We anticipate that there may be participants who will find access difficult or encounter technical problems. A staff member will be assigned to address these in a timely manner to ensure that all participants will be able to actively participate and catch up on ongoing activities.

VI.   Financial Projection
   A. Expected Number of Participants: 100
   B. Proposed Charge per Participant: 1000

   C. Relevant Details in Support of the Financial Viability of the Program

      Provisions for online payments: Online, ATM or over-the-counter payments of registration fee may be made through the following accounts. Other payment options may be arranged upon the request of the participant. Screen shots of deposit slip or transaction records will be sent through email or messenger via i.LEAD FB page which is the primary marketing / advertising and communication tool.

      - The proposed registration fee of ONE THOUSAND PESOS (PhP 1,000.00) will cover honoraria of speakers, administrators and staff, printing, and courier fee (for ALL participants as e-copies are not always acceptable and our certificates bear a dry seal of our organization) of certificates (and materials as requested).
      - This also covers four (4) scaffolded sessions designed to build upon the preceding session. Each session is also designed to achieve specific outputs.
      - Furthermore, we expect that we may get lower that 50 as total number of participants. We can still hold the program with the current proposed registration fee.
      - Also factored in are the operational expenses and financial viability of the organization which includes registration with the LGU (Mayor's permit), BIR annual taxes, retainer's fee of bookkeeper, advertising cost on Facebook, mailing expenses for invitation to DepEd all divisions.

MARIA ROSARIO YUMUL-FLORENDO, MA, LPT
Managing Director
INSTITUTE OF LEADERS IN EDUCATIONAL ADVANCEMENT AND DEVELOPMENT, INC. i.LEAD

CPD Council for <u>PROFESSIONAL TEACHERS</u>

I. Course/Program Title: **Webinar-Workshop on Leading with Purpose: Instructional and Transformational Leadership in the 21st-Century School**
With the theme, "Inspiring people, strengthening instruction, and leading change in dynamic school communities"

II. Course/Program Brief Description: **This webinar-workshop equips school leaders and aspiring leaders with practical strategies in instructional and transformational leadership to improve teaching and learning in today's dynamic school environments. It focuses on inspiring and empowering teachers, strengthening instructional practices, and building a shared vision that drives meaningful and sustainable change. At the end of the webinar-workshop, participants will be able to apply instructional and transformational leadership strategies to improve teaching and learning practices in dynamic school environments; develop and use practical leadership tools to inspire, empower, and support teachers in strengthening instructional practices and professional growth; and lead purposeful and collaborative school initiatives by building a shared vision, influencing positive school culture, and promoting continuous improvement within their school communities.**

III. Proposed PQF level: **Level 6**

IV. Particular Continuing Professional Competency/ies:

KSV

Advanced understanding of instructional leadership principles and transformational leadership theories
Knowledge of school improvement processes, instructional supervision, and professional learning communities
Understanding of change leadership in complex and dynamic school contexts

APPLICATION

Analyze instructional practices and school conditions to identify improvement priorities
Design and implement leadership strategies that strengthen teaching and learning
Facilitate collaboration, coaching, and professional dialogue among teachers
Apply reflective and evidence-based decision-making in school leadership

DEGREE OF INDEPENDENCE

Work independently and collaboratively in planning and leading instructional initiatives
Exercise professional judgment in adapting leadership strategies to their school context

CPDD-PTR-02

V.   Content Details:

Sub-Topics and Time Allotment for every topic (in hours)	Area of CPD Activity (Ethics = 5 CUs Professional Development = 40 CUs in a compliance period)	Expected Learning Outcomes	Activities to Achieve Learning Outcomes	Assessment Strategies including, Assessment Tools	Requirements/Outputs
Day 1 AM **4 Hours** 8:00 A.M.-12:00 Noon **Program Orientation** **Setting of Program Objectives and Expectations** **Pre-test Self-Assessment** **DAY 1 PM** **"Leading with Purpose and Vision"** This session explores the role of personal values, purpose, and vision in effective instructional and transformational	Professional Development	1. Articulate a clear leadership purpose aligned with school and DepEd goals 2. Reflect on personal leadership strengths and areas for growth 3. Develop a short personal leadership vision statement	Presentation and lecture from resource speaker Brainstorming in breakout rooms Discussions and open forum	**Assessment Tool:** Leadership Self-Reflection Guide (guided questions) Vision Statement Template (½–1 page)	**Personal Leadership Vision Statement with Reflection (MOV)** Short leadership vision (5–7 sentences) Reflection answering: What leadership values guide my decisions? How does my vision support teaching and learning?

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leadership, especially within the Philippine public school context. **4 Hours** 1:00-3:00 P.M. Synchronous Lecture 3:01-5:00 P.M. Asynchronous Accomplishment of Output					
"Instructional Leadership that Improves Teaching and Learning" This session examines how school leaders influence teaching quality through lesson observation, feedback, coaching, and support for effective instruction. **Day 2 AM** **4 Hours** 8:00 to 10:00 A.M. Synchronous Lecture 10:01 to 12:00 Noon	Professional Development	1. Identify key instructional leadership practices that improve classroom teaching 2. Apply simple, non-threatening strategies for classroom observation and feedback 3. Design an action step to support teachers' instructional improvement	Presentation and lecture from resource speaker	Classroom Observation & Feedback Template (simplified) Instructional Support Action Plan Template	**Instructional Leadership Action Step Plan** Identified instructional focus (e.g., questioning, assessment) Sample observation or coaching note Planned support strategy for teachers **MOV Label** Instructional leadership plan supporting improved teaching practice

					PPST Alignment:
					- Domain 4 – Curriculum and Planning - Domain 5 – Assessment - Domain 6 – Community of Practice
					CPDD-PTR-02
Asynchronous Accomplishment of Output					

| "Transformational Leadership: Inspiring and Empowering Teachers"

This session focuses on how leaders build trust, motivate teachers, and create a collaborative school culture that supports innovation and continuous improvement.
DAY 2 PM
4 Hours

1:00-3:00 P.M.
Synchronous Lecture

3:01-5:00 P.M.
Asynchronous Accomplishment of Output	Professional Development	1. Demonstrate leadership behaviors that build trust and teacher engagement 2. Use motivational and communication strategies to inspire professional growth 3. Plan initiatives that strengthen collaboration and shared leadership	Presentation and lecture from resource speaker Brainstorming in breakout rooms Discussions and open forum	Leadership Scenario Case (common school situations) Teacher Engagement Planning Template	Selected leadership scenario Proposed response and leadership approach One initiative to motivate or empower teachers **MOV Label** Action plan for strengthening collaboration and teacher engagement **PPST Alignment:** Domain 6 – Community of Practice Domain 2 – Learning Environment

CPDD-PTR-02

"Leading Change in 21st-Century School Communities" This session addresses how school leaders manage change, respond to challenges, and lead innovation while aligning initiatives with school improvement goals. **Day 3 AM** **4 Hours** 8:00 A.M to 12:00 Noon Synchronous Lecture **Day 3 PM** **4 Hours** 1:00 – 5:00 P.M. **Post-test Self-Assessment** **Synthesis and** **Evaluation** **Completion and** **Submission of Outputs**	Professional Development	1. Analyze common challenges in leading change within school settings 2. Apply basic change leadership strategies to school-based initiatives 3. Develop a practical action plan for leading instructional or organizational change	Presentation and lecture from resource speaker Brainstorming in breakout rooms Discussions and open forum	Change Readiness Checklist School-Based Change Action Plan Template	**School Change Leadership Action Plan** Identified school challenge or priority Planned steps for implementation Monitoring and sustainability strategies **MOV Label** School-based action plan for leading instructional or organizational change **PPST Alignment:** Domain 6 – Community Engagement Domain 7 – Professional Growth and Leadership

Feedback mechanism: An online discussion board will allow participants to communicate and provide feedback both to the program coordinator and the learning facilitators. We anticipate that there may be participants who will find access difficult or encounter technical problems. A staff member will be assigned to address these in a timely manner to ensure that all participants will be able to   actively participate and catch up on ongoing activities.

VI.   Financial Projection:

Provisions for online payments: Online via GCash or bank transfer, ATM or over-the-counter payments of registration fee may be made through the following accounts:

a.) BDO (Savings Account)
Account Name: Institute of Leaders in Educational Advancement and Development, Inc.
Account Number: 005470439799
b.) BPI (Savings Account)
Account Name: Jonathan Florendo
Account Number: 0566-4362-01

Other payment options may be arranged upon the request of the participant. Screen shots of deposit slip or transaction records will be sent through email or messenger via i.LEAD FB page which is the primary marketing / advertising and communication tool.

- The proposed registration fee of ONE THOUSAND PESOS (PhP 1,000.00) will cover honoraria of speakers, administrators and staff, printing, and courier fee (for ALL participants as e-copies are not always acceptable and our certificates bear a dry seal of our organization) of certificates (and materials as requested).
- This also covers four (4) scaffolded sessions designed to build upon the preceding session. Each session is also designed to achieve specific outputs.
- Furthermore, we expect that we may get lower that 50 as total number of participants. We can still hold the program with the current proposed registration fee.
- Also factored in are the operational expenses and financial viability of the organization which includes registration with the LGU (Mayor's permit), BIR annual taxes, retainer's fee of bookkeeper, advertising cost on Facebook, mailing expenses for invitation to DepEd all divisions.

MARIA ROSARIO YUMUL-FLORENDO, MA, LPT
Managing Director
INSTITUTE OF LEADERS IN EDUCATIONAL ADVANCEMENT AND DEVELOPMENT, INC. i.LEAD