Instructional design of a blended teacher professional development (TPD) course in the Philippines

Panel: Disrupting the status quo of continuous teacher professional development: alternative models for improved learning outcomes
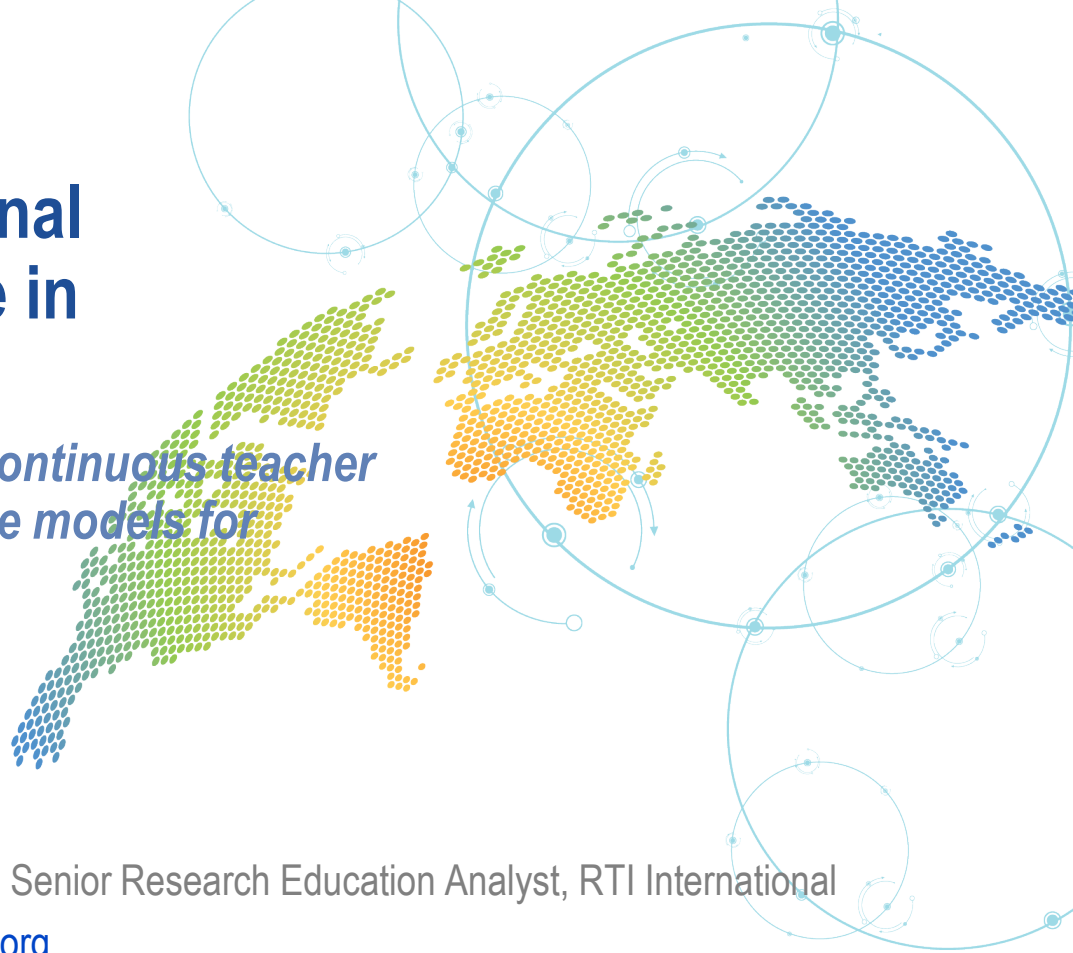
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The objective

o To assist the Philippine Department of Education's (DepEd) Bureau of Learning Delivery (BLD) in designing and delivering an **online** professional development training program on **formative assessment** for K-3 teachers.

o Assistance was provided under the USAID/Philippines task order All Children Reading (ACR) – Philippines, which provided actionable research, targeted training, and other support to DepEd in achieving high impact of early grade reading programs.

o Given the nature of ACR – Philippines, which focused on technical assistance but not implementation support, DepEd is responsible for scale-up.

Three challenges

Model and test the implementation of DepEd's 2020 [Guidelines for the Recognition of Professional Development Programs and Courses for Teachers and School Leaders](#), developed to ensure that all programs and courses by internal or external providers are aligned with the National Educators Academy of the Philippines' (NEAP's) [Professional Standards for Teachers](#) and [School Heads](#).

Design and implement a formative assessment course that provided teachers with a learning experience that was aligned with **evidence-based good practices in TPD as well as in blended delivery** (online + in-person) of professional development programs.

Provide DepEd with the **inputs and tools** to enable them to take the course to **scale** themselves beyond the end of USAID support and **sustain** its ongoing rollout in the long term.

Challenge 1: Design and Pilot a New Model of TPD Delivery and Achieve NEAP Recognition

NEAP's professional development framework for teachers and school leaders was designed to:

Utilize a wide range of modalities, including Formal Learning, possibly with Job Embedded Learning (JEL), Learning Action Cell (LAC), relationship and discussion-based learning;	Promote a wide range of delivery platforms, including online, face-to-face, and blended learning delivery;	Ensure immediate and effective translation of professional development into classroom application and innovations for education quality.

Course recognition required defining learning outcome indicators and a plan for measuring them.

Challenge 2(a): Apply Principles of Instructional Design for Online or Learning
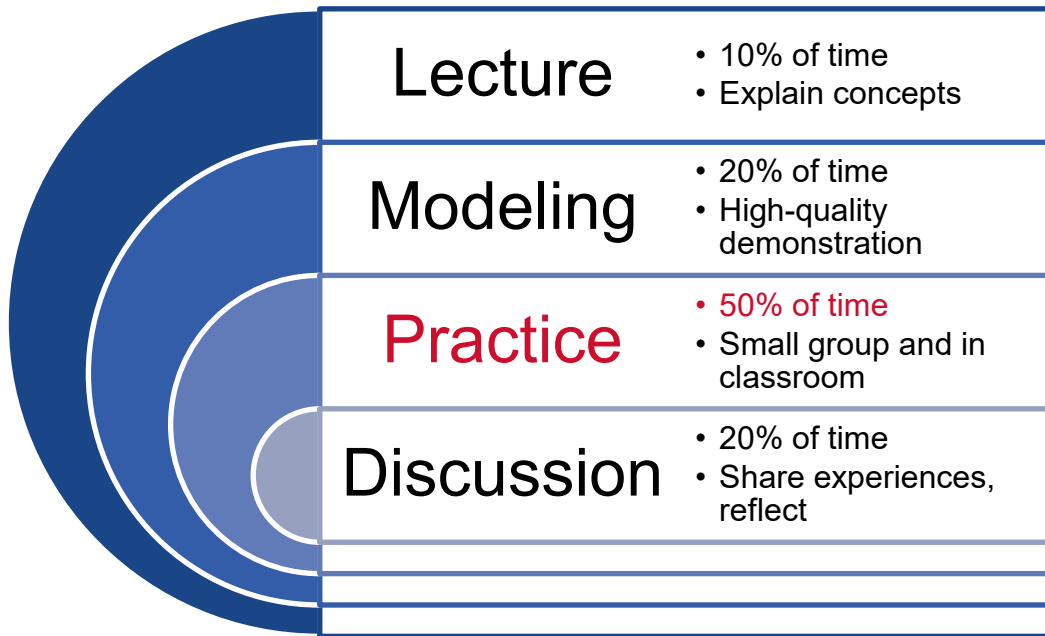
Traditional teacher training design

o 'Online' may mean a TPD session facilitated on Zoom, or a digital repository of learning materials.

o Content is delivered in 3-5 days in an intense (3-5 days) residential setting.

o New content is delivered through several layers of a cascade.

o Teacher learning is not usually monitored or evaluated during the training event.

Innovations in instructional design

o True online learning experience akin to Massive Open Online Course (MOOCs).

o Content is broken into smaller chunks, with repetitive exposure, and delivered in spaced-out sessions via the Moodle Learning Management System (LMS).

o New content is delivered directly to each learner through instructional videos that also model strategies.

o Teacher learning can be monitored and evaluated in real time on the LMS.

Challenge 2(b): Apply Evidence of What Works in TPD Delivery

o Based on the Gates Foundation's *Science of Teaching* evidence synthesis and [How-to Guide on Teacher Professional Development: Teacher Training](), we designed a training program that applied four training methods.

Lecture	• 10% of time • Explain concepts
Modeling	• 20% of time • High-quality demonstration
Practice	• 50% of time • Small group and in classroom
Discussion	• 20% of time • Share experiences, reflect

RTI's research has found that teachers prefer practice and modeling, and projects with successful student outcomes tend to use more practice in their trainings.

Three main phases of learning; multiple methods of delivery

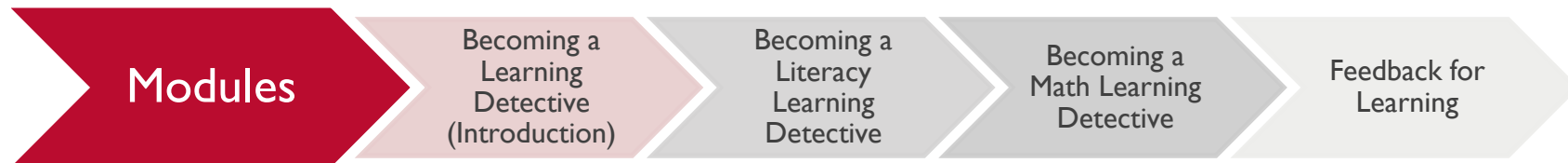1. New content presented and teaching strategies are modeled through **instructional videos** on Moodle.

2. Peer-to-peer practice, discussion, and reflection takes place in **Learning Action Cells** (LACs).
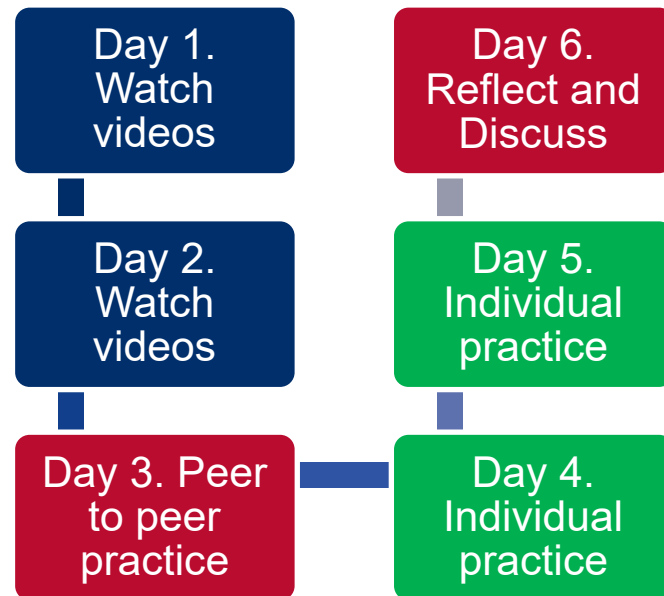
3. Classroom-based practice takes place in… the **classroom**!

Spaced out, repetitive exposure to content

Modules	Becoming a Learning Detective (Introduction)	Becoming a Literacy Learning Detective	Becoming a Math Learning Detective	Feedback for Learning

- The full course program takes ≈30 days to complete

- Each module takes roughly one week to complete.

- Each participant, school, and Learning Action Cell had some flexibility in deciding the pace at which they complete each phase.

Day 1. Watch videos	Day 6. Reflect and Discuss
Day 2. Watch videos	Day 5. Individual practice
Day 3. Peer to peer practice	Day 4. Individual practice

Challenge 3: Provide DepEd with Inputs and Tools for Sustainable, at Scale Implementation

We conducted qualitative evaluation of the course to:

1. Identify real and potential assets and bottlenecks in course delivery.
2. Learn how to better scaffold the course.
3. Review the course against the TPD@Scale Framework of best practices for scalability, sustainability, equity, quality, and efficiency.
4. Apply findings toward the development of a Scaling Guidebook for DepEd.

Led by Foundation for Information Technology Education and Development, Inc. (FIT-ED)

Key findings:

o Teachers and facilitators understood the three distinctive parts of the course model and how these interact.

o The course materials were clear and easy to follow.

o LAC sessions were enjoyable and energetic.

o Course design could be more flexible to adapt to each schools' circumstances.

o Course required better scaffolding for unusual circumstances (offline, remote learning, etc.)

Teachers viewing instructional videos

Teachers in a Learning Action Cell

Teacher practicing formative assessment strategy in her classroom

Figure 10. Phase 1 PLAN Steps

Step 1: Decide the course modality

Task 1.1 Use the decision tree to determine whether the school is suitable for the online or offline modality for the course delivery.

[Decision Tree]

Step 2: Conduct a baseline readiness assessment and set preliminary targets

Task 2.1 Schools conduct a baseline readiness check to ensure the successful implementation of either the online or offline model. The check is completed using the School Readiness Assessment Tool (S-RAT), Division Readiness Assessment Tool(D-RAT), and Division Technical Assistance Provision Readiness Assessment Tool (D-TAP-RA).

[S-RAT (Online) (Offline)]

[D-RAT D-TAP-RA]

Task 2.2 Schools set their preliminary targets based on readiness results. Schools submit their baseline readiness results and targets to the Division Office.

[Division TPD Record]

Task 2.3 Divisions conduct their baseline assessment using the D-RAT-TAP for Technical Assistance Provision based on schools readiness submissions (D-Summary of Schools Readiness). The Division sets its preliminary targets for TA Provision and submits to the region.

Step 3: Bridge the readiness gaps and plan the scale-up

Task 3.1 The schools and the Division Office take the necessary steps to address the gaps on readiness based on the evidence from the baseline.

[School Planning Template]

Task 3.2 Develop the school implementation plan with M&E.

Task 3.3 Develop the division implementation plan with M&E.

[Division Planning Template]

Step 4: Conduct pre-implementation readiness assessment and finalize scale-up plans

Task 4.1 The schools conduct pre-implementation assessment to check for improved readiness and adjusts targets accordingly using the School RAT.

[S-RAT (Online) (Offline)]

Task 4.2 The division office conducts pre-implementation assessment to check for improved readiness and adjusts targets accordingly using the D-RAT-TAP.

[D-RAT D-TAP-RA]

**Task 4.3** Finalize the school implementation plan with M&E.

[School Planning Template]

Task 4.4 Finalize the division implementation plan with M&E.

[Division Planning Template]

Handover to DepEd

- ✓ Scaling Up Guidebook
- ✓ Open-source Learning Management System (Moodle) with guidance on how to integrate with DepEd systems
- ✓ 34 Animated Instructional Videos
- ✓ 5 LAC Facilitation Guides
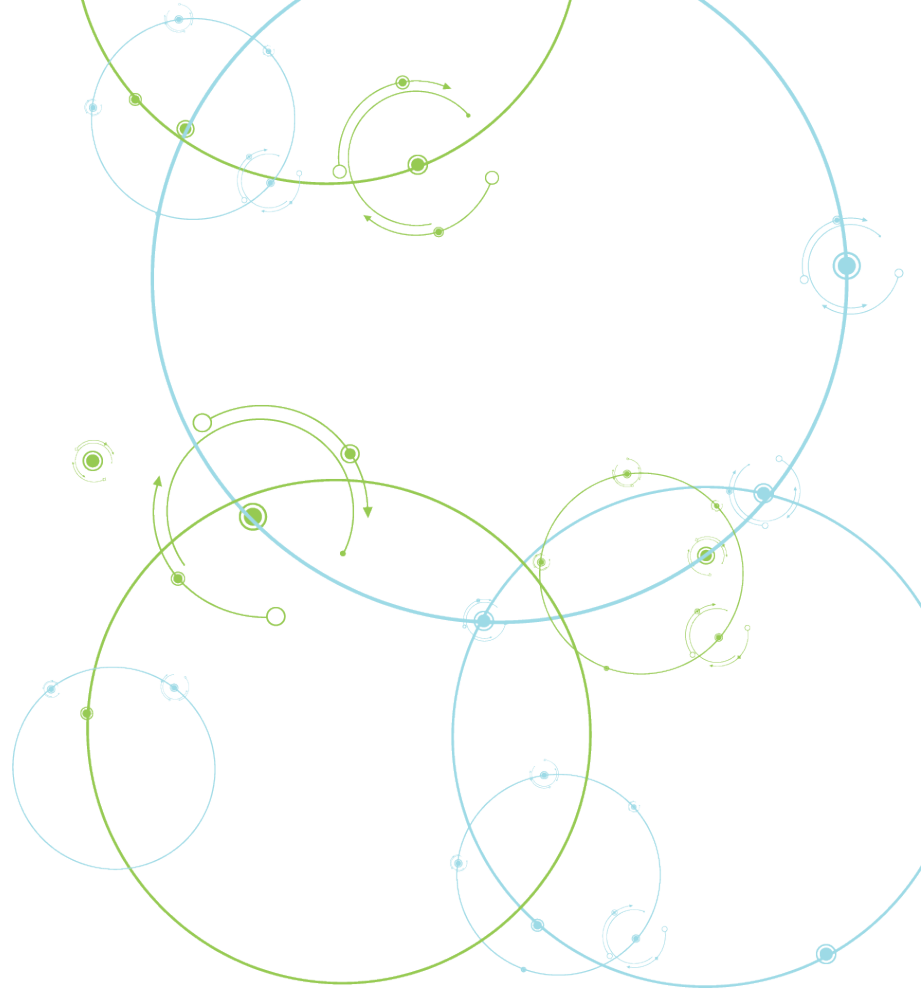
Results & Aftermath

- NEAP Recognition received in January 2023

- Incipient interest in scale-up in select regions

- New government and DepEd administration as of July 2022.

- Around February 2023, NEAP issued a moratorium on delivery of all courses developed by non-DepEd learning service providers

Republic of the Philippines
Department of Education
National Educators Academy of the Philippines

Certificate of Recognition

Becoming a Learning Detective for Early Language Learning and Numeracy
Title of the Program/Course

is recognized for having complied with the requirements of **DepEd Order No. 1, s. 2020** also known as *Guidelines for NEAP Recognition of Professional 'Development Programs and Courses for Teachers and School Leaders.*

Bureau of Learning Delivery – Teaching and Learning Division (BLD-TLD)
Name of Provider

N/A
Provider Authorization No.

PD-2022-0104-0202
Program/Course Recognition No.

The recognition for the above – stated program/course is co-terminus with the three-year professional development priorities issued through DepEd Memorandum No. 50, s. 2020.