

WORKSHOP on
*CURRICULUM INTEGRATION, PROJECT-BASED LEARNING
and PORTFOLIO ASSESSMENT*

February 27 to March 2, 2019
L'FISHER, Bacolod City

COMPLETION REPORT

Submitted by the ALS-EST Team

From DepEd, Office of the Secretary, Chief of Staff and
Basic Education Sector Transformation (BEST)

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INTRODUCTION

The Workshop for teachers/trainers of ALS- EST pilot schools in Region VI was conducted from 27 February to 2 March, 2019. It covered three topics: Curriculum Integration, Portfolio Assessment, and Project- based Learning.

The workshop was hosted by the Division of Negros Occidental, Bacolod City, through the Schools Division Superintendent. Funds for the Workshop were downloaded by DepEd Central Office to the Host Division who took charge of selecting the venue of the Workshop, arranging local transport, and planning with Inocencio V. Ferrer Memorial School of Fisheries for the school visit and observation of ALS-EST classes.

BEST, in consultation with the ALS -EST Team from the Office of USEC Malaluan, provided technical expertise -- from designing the Workshop activities, to recruitment of Resource Persons on the workshop topics, to facilitation of the workshop sessions, to writing of the Completion Report.

- **Workshop Background and Rationale**

The ALS-EST program is a new initiative of the Department of Education which complements the regular ALS by integrating a skills training component with the existing Basic Literacy Program and Accreditation and Equivalency interventions. The ALS-EST program aims to produce completers who are not only able to catch up with basic academic education but have also acquired technical competencies suitable for immediate employment.

Currently, there are 98 pilot ALS-EST schools. They have been implementing the program since school year 2017-2018. In the cluster coordination meetings in November 2018, some issues surfaced: many schools and their trainers have limited experience in linking/integrating education and skills training; ALS-EST delivery of instruction requires varied modes but not many schools utilize project-based learning (PBL); and the assessment strategies, especially the use of

performance based and portfolio assessment, is limited so that documentation of students' progress over time is not practiced consistently.

These concerns led to the conceptualization of a four -day seminar workshop that included 1) plenary inputs from experts and practitioners of curriculum integration, project-based learning and portfolio assessment, 2) workshops to enhance practice in the areas mentioned above, and 3) observation of ALS-EST classes.

○ **Workshop Objectives**

The Workshop aimed to enhance the capacity of ALS-EST teachers/trainers to :

- practice seamless curriculum integration;
- use project-based learning;
- assess learners' performance over time using portfolio with rubrics; and
- observe ALS-EST classes to see actual practice in curriculum integration, use of PBL and portfolio assessment .

○ **Workshop Design Features**

Two aspects were considered in designing the workshop: 1) participants are either ALS Facilitators or Tech-Voc Skills Teachers; they have different perspectives and levels of experience about ALS and ALS-EST; 2) resource persons must have real experience in the subject under discussion so that they can easily facilitate their workshop sessions.

To achieve the objectives, the workshop had the following features:

- **Participatory:** During the plenary sessions, participants interacted with the Resource Persons. In the workshop, participants in small groups, practiced the techniques and skills required of the topic under discussion. This strategy allowed feedback, from both the Resource Person and peers in the group, thus helping a participant understand what she/her can do to improve his/her work.
- **Informal and Flexible:** The sessions allowed a good deal of friendly discussion among participants in small groups and with the Resource Persons, not the formal approach where the Resource Person presents the materials to be absorbed by an attentive

audience. Flexible, because the participatory and informal approach influenced the direction and pace of the workshop; Resource Persons had to adjust discussion but with the objectives in mind.

- Focused: A pre-workshop orientation was done with each Resource Person to discuss the coverage and number of hours for the assigned session. Each topic was allotted at least four hours to cover both the inputs and the workshops. But Portfolio Assessment (PA) was allotted more hours than Project-based Learning (PBL) and Curriculum Integration (CI). The reason is that PA is relatively new to ALS-EST and rubrics are difficult to develop. Understanding how portfolio is done and assessed served as background during the PBL and CI sessions.
- Geared towards creating a 'community of ALS- EST practitioners'. The interactive plenary and workshop sessions engaged participants in the learning process and promoted hands-on, minds-on and hearts-on experiences. The participants were grouped differently in varied sessions, depending on the nature of outputs required. This grouping allowed them to meet new friends and enabled them listen to different points of view. Thus, the workshop created a sense of community or common purpose among its participants.

The Workshop Design is in Annex 1.

PROFILE OF PARTICIPANTS AND RESOURCE PERSONS

The Participants

The Directory of Participants, Resource Persons, ALS- EST Team from the DepED Office of the Secretary/Chief of Staff and BEST and guests is in Annex 2. Participants registered for the Workshop on-line, an initiative of the OSEC Team. Table 1.0 summarizes the number of schools per division and the distribution of participants according to their role/position.

Of the 10 ALS-EST pilot schools in Region VI, the Division of Aklan had the most number. Each school sent four participants to the workshop, made up mostly of teacher facilitators (TF, handling basic literacy) and skills trainers (ST). Some schools sent their school head (SH) or a division representative (DR) . One school participant was the ALS Focal Person (FP). Though the

memo/invitation sent by the Office of USEC Malaluan advised schools to send four participants (two pairs of TFs and STs), more Skills Trainers than Teacher Facilitators attended the workshop. The Division office of Negros Occidental had four representatives, thus the total of 44. Based on headcount during the workshop, there were more female (25) than male (19) participants, but there is no difference in gender distribution among Skills Trainers.

Table 1.0 The Participants

Division	Schools	Role/Position of Participants					Total
		TF	ST	SH	DR	ALS FP	
Aklan	5	5	11	4	-	-	20
Antique	1	2	2	-	-	-	4
Capiz	1	2	2	-	-	-	4
Iloilo	1	1	2	1	-	-	4
Negros Occ.	1	1	1	-	1	1	4
La Carlota	1	2	2	-	-	-	4
Total	10 X 4 pax per school	13	20	5	1	1	40 + 4*= 44

*The four participants came from the Host Division Office

The Resource Persons

○ **On Portfolio Assessment (PA)**

Dr. Marilyn Balagtas is a professor at the Philippine Normal University (PNU) and currently Dean of the College of Flexible Learning and ePNU. She teaches courses on educational assessment, evaluation, statistics and research. She specialized in *Mathematics Education at PNU, both in her BEED and MA in Education degree. She earned a Ph.D. in Education, with specialization in Research and Evaluation, at UP Diliman.* Dr. Balagtas has been a recipient of academic awards and competitive scholarships for her undergraduate, post-graduate and doctorate degrees in the Philippines and abroad.

Dr. Balagtas had formal training on assessment, evaluation and professional education in countries like Malaysia, Australia, and Poland and served as resource person /speaker in the area of pedagogy, assessment and research in various educational institutions in the Philippines and other countries, including digital portfolios.

She has published books for basic education students, teachers, teacher educators (including a manual on the use of portfolios for pre-service teachers), and research articles in national and international journals and books on pedagogies in teaching and assessment (portfolio assessment), educational evaluation and research, basic education, and teacher education in the Philippines.

Dr. Balagtas is a demonstration teacher, researcher, writer, paper presenter, reviewer, and adviser of theses and dissertations and consultant in curriculum and assessment. Currently, she is President of the Philippine Educational Measurement and Evaluation Association (PEMEA).

- **On Project-based Learning (PBL)**

Dr. Sevilla Panaligan has long years of experience in providing direction in the implementation of the Alternative Learning System in the Philippines.

Before her retirement from DepEd in 2018, she was the Chief Education Program Specialist of the Bureau of Curriculum Development, Special Curricular Program Division, that includes ALS. Her earlier assignment was as Chief of the Literacy Division of the Bureau of Non-formal Education (BNFE) and Chief of the Continuing Education Division of the then Bureau of Alternative Learning System (BALS). She served as Editor of the more than 350 modules used in the A & E Program.

Dr. Vi's involvement with ALS-EST started in 2017 when she attended the Forum among ALS and ALS-EST practitioners from government and nongovernment sectors. Later, she was designated as co-team leader of the ALS-EST Handbook development project, taking charge of the DepEd writers. Currently, Dr Vi, serves as consultant in the BCD ALS Curriculum-related projects and of the ALS Task Force.

- **On Curriculum Integration**

The **Negros Occidental Curriculum Integration Task Force (NOCITF)** is Chaired by the Schools Division Superintendent, Portia M. Mallorca, Ph.D., CESO V and Co-Chaired by the former Principal of Inocencio V. Ferrer Memorial School of Fisheries and now the Public Schools District Supervisor, Dency Grace A. Padillon.

Mr. June Dionisio, the presenter/facilitator of the session, is a Head Teacher III (TVD), ALS-EST Coordinator, and Sub-Committee Chair of the NOCITF. Besides Mr. Dionisio, the Task Force includes highly skilled experts/trainers of different course offerings assigned as writers as they are well-experienced at the grassroots level: Jude Caesar R. Martinez –Senior High School Teacher III for EPAS, Edwin L. Ditchon – SHS Teacher III for SMAW, Raymundo F. Ereje – SHS Teacher II for Plumbing, Falina V. Dormitorio- JHS Teacher III for Food Processing, Arlene M. Trecho – SHS Teacher II for Cookery, and Eden G. Sardinola for ALS K to 12 Curriculum. The writers are assisted in the process of curriculum integration by Romeo S. Sanchez, Jr. – Administrative Officer IV for applicability and budget preparations, Leah P. Rosal, PhD for the stages of Curriculum Integration development, Yolly Salem for the ALS K to 12 Curriculum, and Mr. Dennis Hijastro as the ALS -EPSA II of the Division Office.

HIGHLIGHTS of the WORKSHOP PROGRAM

The Opening Activity

The Workshop was formally opened by Ms. Merlie Asprer, Director IV, representing USec Malaluan. She provided the background for the activity and acknowledged the support of the Host Division. The welcome remarks was delivered by Dr. Leah P. Rosal, the CIDS Chief of the Division of Negros Occidental who also discussed the ALS and ALS-EST program and their accomplishments in the Division. Ms. Justine Bernabe of OSec organized a ‘getting-to-know-you’ activity. The Pre-workshop Questionnaire was then distributed to participants to gather information on their experiences and prior knowledge related to ALS and ALS -EST as well as their perceived level and confidence in doing the activities related to the workshop topics.

Synthesis of the Inputs

- Overview of the ALS-EST Program and the Workshop

This introductory topic was presented by Dr. Merle Tan, Short-term Adviser for BEST. She explained the background of the ALS-EST program and gave updates on its accomplishments, e.g., the conduct of cluster coordination meeting in Luzon, Visayas, and Mindanao, the creation of the Project Management Team, and the development of a Handbook for ALS-EST

Implementers. To put the workshop topics in context, Dr. Tan discussed the three components of the teaching and learning process, specifically the interaction between and among Curriculum, Instruction and Assessment (CIA) and aligned them with the workshop themes. She presented the flow of the workshop giving a reason why the first session was on Portfolio Assessment, followed by Project-based Learning, then Curriculum integration. Though the main reason was availability of the Resource Person on Assessment, she highlighted the importance of having Assessment ahead of Instruction (delivery through PBL) to ensure that assessment is not an 'after-thought' but a well-planned activity. And because the class observation was on a Saturday, the session on CI fitted the flow. See Annex 3-1 for the PPP. Reminders on workshop rules were presented while moderators for each session were assigned to participants by groups. The assigned groups handled the energizers and gave a short recap of each activity as well as their 'take away' from the preceding session.

The rationale for the ALS-EST program was reiterated by M. Asprer on the second day because the pre-workshop questionnaire revealed that most of the participants are Skills Trainers. Many have not seen the ALS K to 12 Curriculum, hence not familiar with the six learning strands and the competencies under each strand. It is important for participants to know the similarities and differences between ALS and ALS-EST to avoid confusion in the succeeding sessions, especially on curriculum integration.

- Performance-based Assessment and Portfolio Assessment

Dr. Marilyn Balagtas discussed the changing nature of assessment, engaging learners in the discussion. She emphasized the changing focus from **assessment of learning** (summative) to **assessment for learning** and **assessment as learning** (formative). In the context of ALS-EST, she highlighted the importance of **doing less** the traditional paper and pencil test and **using more** performance-based/authentic assessment and portfolio assessment. She emphasized the difference between an ordinary collection of outputs from a work portfolio – the latter requiring learners to put in writing reflections on their submissions. She also stressed the importance of using rubrics for performance-based assessment and portfolio assessment. See Annex 3.2 for the PPP.

During the workshop, Dr. Balagtas guided the participants in making their own rubrics. She also underscored the need to consider a point system for ALS-EST learners, different from that of regular ALS by putting more weight on skills performance and other authentic assessments rather than paper and pencil test. Her recommendation for ALS-EST was 20% on tests, 40% on Performance, and 40% on Portfolio.

- **Project-based Learning (PBL)**

This session was handled by Dr. Vi Panaligan. She showed a video about PBL. Then, she discussed what is PBL and why it is important for ALS-EST. She emphasized that PBL helps learners develop skills for living in a knowledge-based, highly technological society. The old-school model of passively learning facts and reciting them out of context is no longer sufficient to prepare students to survive in today's world.

She differentiated ordinary projects (those that apply core academic skills learned in a specific learning area to creatively solve problems in real-world situations) from projects required for ALS-EST (those that require learners to plan, investigate and respond to an authentic, engaging, and complex question, problem, or challenge, and applying learned concepts and skills from across ALS learning strands in different subject areas). She reiterated that an ALS-EST project is usually done by a Team, over an extended period of time, and could be an exposure to entrepreneurial or income-generating activities. She summarized PBL as not only providing opportunities for learners to collaborate or drive their own learning, but develops problem solving, creative thinking and other skills integral to their future, such as critical thinking and time management. She quoted the PBL guru, John Dewey “We do not learn from experience. We learn from reflecting on experience”, thus PBL. Sample projects that could be undertaken in the ALS EST program were given. See Annex 3.3 for the PPP.

In the workshop, participants were guided on how to choose projects that have real life applications following some guide questions.

- Curriculum Integration (CI)

The Team from Inocencio Ferrer Memorial School of Fisheries led by Dency Padillon (District Supervisor) and June Dionisio (teacher and ALS Focal Person) shared their experiences in doing curriculum integration. They highlighted the need to align the ALS K to 12 competencies with the skills required for national certification of TESDA. In the workshop, participants went through a step-by-step process of doing a curriculum map, a curriculum web, a curriculum brief and session guide. See Annex 3. 4 for the PPP.

WORKSHOP MECHANICS AND DESCRIPTION OF OUTPUTS

Each workshop started with a brief introduction by the Resource Person of the TASK at hand and the time allotted for working on it. The outputs of each group were written in Manila Paper, hang on the wall. Constructive critiquing ensued.

The Portal

Workshop outputs were uploaded in the portal ([tinyurl.com.Feb2019WorkshopMaterials](http://tinyurl.com/Feb2019WorkshopMaterials)) developed by Ms. Justine. She taught participants to upload outputs after every workshop. Participants can review and/or adapt the work of others, especially that some schools have similar skills offerings. The inputs/presentations of the Resource Person and other speakers were also uploaded to allow participants to revisit the main ideas on the topic and guide questions in the presentations.

On Assessment

The focus was on Rubrics Development. Based on the PPP of Dr. Balagtas, a rubric is a set of guidelines or descriptions in scoring different qualities of products or levels of performance. It is the key to corrections/feedbacking in assessing a competency embedded in a performance-task.

Workshop 1 and 1 dealt on Developing Rubrics for Performance-based Assessment and Critiquing of Outputs. Grouping was by school; groups selected one skill offering and prepared rubrics for it. The Resource Person used the “Half-Stay, Half-Stray Strategy where half of the

Group stay in their station to answer questions and the other half move around to see other outputs. Critiquing was based on the guidelines for rubrics, such as completeness, clarity or acceptability of the criteria, and indicators of quality.

Workshop 3 and 4 focused on Developing Rubrics for Portfolio Assessment and Critiquing of Outputs. Grouping was by skill and Hairdressing was used as example. Presentation and critiquing were done in plenary.

On PBL

The workshop was on how to guide learners in developing a project plan. They answered the following questions based on a template: 1)What the Project is? 2) What is the problem to be solved? 3) How much time will you need to do this project? 4) What are the steps to be undertaken? 5) What are the resources needed? 6) Who will support you on this project? 7) What are the expected results of your Project? 8) How will your project be assessed? 9). What are the measures of success? The outputs were discussed in plenary.

On Curriculum Integration

Four workshops were undertaken- one each on developing a curriculum map, a curriculum web, a curriculum brief, and session guide. The idea of the exercise was to improve the outputs of each stage of the process because one will not be able to tell for example if the ALS competency and Skills map is okay until he/she finds difficulty in doing the web, or if the curriculum web is correct until they start doing the curriculum brief and so on until the session guide. Volunteer groups presented their outputs.

OBSERVATION OF ALS-EST CLASSES

○ The Observation Forms: 1 and 2

Form 1 is an open-ended instrument used to capture a robust visualization of the actual implementation of an ALS-EST lesson. It enables the observer to record each part of the lesson from beginning to end and to describe the interaction between the teacher and students and among

students in their small groups. The observations will be transferred in appropriate sections in Form 2: Summary of Observed Teaching Practices.

Form 2 covers six aspects, each with indicators/evidence of practice: curriculum integration, teaching strategies/mode of delivery, performance-based/authentic assessment used, extent of contextualization, interest of learners, and relevance of skill training to learners, community and industry. Using a three-point Likert scale (*Clearly Observed, Observed but Not Sufficiently Developed, Not Observed*), participants reviewed Form 1 and then filled up Form 2.

- The School Visited

The description of the school was submitted by Ms. Dency, in consultation with the SDS. The Inocencio V. Ferrer Memorial School of Fisheries (IVFMSF), formerly known as the Talisay School of Fisheries, was established in 1967 by virtue of Republic Act No. 3401. The bill was authored and sponsored by the Honorable Inocencio V. Ferrer Sr, former SSS Commissioner and Congressman of the 3rd District of Negros Occidental, who saw the dire need of establishing a fishery school in the northern part of the province. The current name, Inocencio V. Ferrer Memorial School of Fisheries, honors the late Congressman and was inaugurated on his 82nd Birthday by virtue of Republic Act 8017 which was sponsored by Hon. Jose Carlos Lacson, Congressman of the 3rd District.

In response to the demand of the global and local economy, the school offered highly specialized Technical-Vocational courses for students. These are Electronics Product Assembly and Servicing, Plumbing, ICT-Computer Programming, Computer System Servicing, Shielded Metal Arc Welding, Food Processing, Aquaculture and Fish Capture. The IVFMSF is a demand-driven institution committed to produce graduates with values, highest competencies and essential trainings in Fisheries and Technical-Vocational Education for higher learning, entrepreneurship and life-long gainful employment fit for the global workplace.

The IVFMSF cooperatively and intensely works with stakeholders to equip regular students in Academic with technical-vocational knowledge, training and skills as well as develop the ALS-EST learners' aptitude to prepare them for the demands of the work place, locally and globally.

The ALS-EST Program was conceived after a surprise visit of Undersecretary Atty. Nepomuceno Malaluan who challenge the school head to implement ALS – EST, by virtue of DO 46 s. 2017. Talisay City Local Government Unit supported the Program by allocating sufficient budget for the construction of the Learning Center and assigned one Literacy Teacher for ALS-EST who will serve as another Teacher-facilitator of the existing ALS-Curriculum.

The IVFMSF has offered two batches of students under the ALS-EST program. The number of students per batch (B1/B2) for each skill offered is given below.

Table 2. ALS-EST students in IVFMSF

Skills Offered	Students (B1/B2)	Skills Offered	Students
Shielded Metal Arc Welding (SMAW)	44/43	Plumbing	7/10
Food processing	21/22	Cookery	0/18
Electronics	0/7		

- **Skills Training Classes Observed**

Participants observe four skills classes:

Cookery

Food Processing

EPAS

SMAW

After the class, observers had the chance to do a collegial discussion with the Teacher on some important points for the lesson just delivered. All participant and the ALS-EST Team got a well-designed box that contained a piece of smoke-*bangus*, a product of the Food Processing class. PBL in action.

- **Processing the Classroom Observations**

This session was facilitated by Kay Anonuevo, BEST Short Term Adviser. Since more than 10 people observed the Cookery and Food Processing classes, these groups were further subdivided in two groups during the debriefing session to allow everyone to participate.

She used the **W3 process- What, So What, Now What?** when processing in small groups the information from Observation Forms 1 and 2. **W³** is a *Liberating Structure* or process that

offers an alternative way to approach and design how people work together, (refer to <http://www.liberatingstructures.com>)

Part 1: Participants reviewed their observation forms, then answered, “**WHAT? What happened? What did you notice, what facts or observations stood out?**” in groups. Since the workshop focused on *Authentic Assessment, Project-Based Learning, and Curriculum Integration*, the participants were asked to give observations/facts related to these three aspects as much as possible. Sample facts or observations from the six groups are listed below:

- The teacher used English as the medium of instruction.
- The lesson was connected to real-life situations.
- Students collaborated during the group activities.
- There was clear evidence of curriculum integration (e.g. the learners were asked to figure out the selling price of a salted egg using the salted egg recipe and the 140 % return of investment (ROI) ‘rule’).
- The teacher used performance-based assessment.
- The teacher demonstrated the proper techniques in hand washing and proper way of putting on the Personal Protective Equipment (or PPE).
- The teacher used the 4 As (*Activity, Analysis, Abstraction, Application*) as a strategy.
- The teacher did not explicitly mention the lesson/session objectives.
- The teacher used a video presentation to motivate the learners and present the lesson.
- The teacher used a rubric in rating the learners’ group work.

Part 2: After all the salient/common observations have been collected, they asked each other, “**SO WHAT? Why is that important? What patterns or conclusions are emerging? What hypotheses can we make?**” Sample patterns/conclusions from the six groups are given below:

- Appropriate activities were used by the teacher.
- Foreign videos/videos in English are not very motivating for the learners.
- The demonstration allowed the learners to clearly see the process; thus, the learners were able to understand and remember the steps in the process.
- Participatory (authentic) learning took place. The learners were able to share their knowledge and ideas.
- Rubrics were useful in motivating the learners.
- Curriculum integration is possible.

Part3: After the sense making, the participants discussed “**NOW WHAT? What actions make sense?**” Sample actions from the groups include:

- Sustain the good ALS-EST practices (such as use of collaborative learning) in terms of delivery and assessment.

- Rubrics can be used to assess learners' performance.
- The teacher should give supplementary explanations using the vernacular to ensure lesson comprehension.
- Always include real-life situations in lessons so that learners are able to understand the lessons better.
- ALS-EST sessions must focus on the skills of the students. The theoretical aspects must be integrated in the skills training.

Given the outputs and discussions of the groups, it is safe to say that there are good ALS-EST teaching-learning practices that are already being used with some consistency at IVFMSF, such as the integration of the education and skills training and use of group activities and collaboration in the sessions. Teachers at IVFSF have also started to use rubrics they learned during the workshop.

EVALUATION

The template of the questionnaire was provided by BEST M and E. The ALS-EST Team contextualized the questions to suit the workshop topics. The contents of the two pre and post workshop questionnaires are compared below. The underlined words or group of words tell the difference.

Table. 3

Pre-workshop Questionnaire	Post-workshop Questionnaire
Respondent /General information Name of respondent, school/address, skill offered by school subjects taught	Respondent Information Name of respondent
Respondent <u>expectations</u>	Respondent <u>feedback</u>
Knowledge about ALS and ALS-EST, Curriculum integration in ALS-EST, importance of PBL, Portfolio assessment, difference between work and presentation portfolio, how to assess portfolio	Knowledge about ALS and ALS-EST, Curriculum integration in ALS-EST, importance of PBL, Portfolio assessment, difference between work and presentation portfolio, how to assess a portfolio
Skills and experience (In Likert scale): familiar how to do CI, PBL, PA; <u>experience doing</u> CI, PBL, PA; comfortable to train colleagues on CI, PBL, PA	Skills and experience (in Likert scale): familiar how to do CI, PBL, PA; <u>confidence doing</u> CI, PBL, PA; Comfortable to train colleagues on CI, PBL, PA
Relevance of CI, PBL, PA	Relevance of CI, PBL, PA
-----	<u>Overall Feedback and Comments (Likert Scale) on: Training content, Trainers' delivery/presentation. How trainers' respond to questions, methodology of trainers sessions, time allotment, venue, AV equipment, food and refreshments</u>
-----	<u>Additional comments and recommendations</u>

o Information from the Filled-up Questionnaires

Pre-Workshop Questionnaire

Expectations

Most answers were related to learning more about ALS-EST, specifically on Curriculum Integration, Project-based Learning, and Portfolio Assessment. Specific expectations include:

- how to enhance teaching skills using basic competencies from different subjects;
- how to choose good projects
- how to assess learners' performance using portfolios,
- clear policies in the conduct of ALS-EST, and
- different teaching styles to help learners acquire the competencies and skills.

Other expectations include having a fruitful and meaningful conduct of the workshop and having fun while learning more about the topics in the workshop. They expect that all participants will be active all throughout during the four-day activity.

What they hope to gain

Participants had a positive outlook. They wanted to benchmark practices with others schools and hope that all participants reach a common understanding of ALS-EST. Besides gaining more insights about ALS and ALS- EST so that they can implement the program more effectively and help target learners, they hope to gain more friends and confidence in sharing ideas with teachers from other schools.

B. Post-Workshop Questionnaire

Participants Feedback

1. What were learned/gained that will help fulfill their role or function:

All answers were positive and encouraging. These include:

- keep abreast of/updated with the ALS- EST program
- know the difference between ALS and ALS -EST;
- how to contextualize ALS;
- make rubrics;
- how to integrate ALS competencies in skills training;
- confidence in teaching Skills;
- outputs are useful for my work;
- learned a lot observing classes.

2. Topics participants want to learn more

- how to align portfolio with ALS curriculum
- how to do curriculum integration
- how to make analytic rubrics
- how to assess learners' performance using portfolio
- how to teach diverse learners of ALS-EST

3. Constraints

- limited time to coordinate ALS and ALS- EST; multi-tasking in school and LGU; full time teaching from Monday to Sunday; prepare materials

- diversity of learners; how to sustain their interest; poor attendance;
- difficult for first time ALS-EST teacher to do CI, PBL and PA
- no copy of ALS K to 12 Curriculum
- No unified guide in implementing ALS- EST (when Handbook be released?)
- School heads not compensated for implementing ALS -EST

Comparison of Knowledge of Participants

When analyzing the answers, the Team referred to key words under each component evaluated. For words whose meaning is similar to the key word, they are counted as positive. Below are verbatim answers of participants to the questions.

Pre	Post
<p>Difference between ALS and ALS-EST</p> <p>Key words for ALS Focus on basic literacy, towards A and E; more on paper and pencil test; modular mode; facilitated by mobile teachers; done in ALS center; learners go through elementary and secondary school; curriculum aligned with the K to 12 of formal school, long period to finish; minimal hands-on activities</p> <p>Key words for ALS-EST Integrates/links literacy competencies with TVL skills; skills offered are for TESDA certification, completers ready for work or entrepreneurship; taught by NC II holders; targets are OSCY 15 and above; assessment skills can be learned over short period; uses PBL and PA</p>	
<p>ALS: Most key words were mentioned, but they used different words for the same concept.</p> <p>Examples: literacy/basic education competencies- theories, core competencies, academics); written test assessment; no assessment in skills; assessed thru A&E; center-based; facilitated by DALC and mobile teachers; few hands-on learning; modular mode of learning, time bound</p> <p>ALS -EST: Generic words were used</p> <p>Examples: Focus on skills or skills training, more hands-on activities; with competency and skills assessment; learners have different specializations, TESDA accredited; taught by</p>	<p>ALS: Most key words were included, they used almost similar answers as in pre-workshop questions.</p> <p>Examples: Focus on literacy and numeracy/basic competencies; more on education; academics; more on theories; more on K; regular class; done on weekdays; delivered by ALS mobile teachers and DALCs using modules; more on paper and pencil test; caters to elementary and high school dropouts; minimal hands- on activities</p> <p>ALS-EST: Used more specific descriptors</p> <p>Examples: Connects knowledge(basic competencies) and skills; integrate skills with literacy for wholistic education; action-</p>

NCII holders; center-based; caters to all dropouts; integrated with regular curriculum- for OSY and OSA of the community, focus on evaluation of performance and outputs; develops love of work;

oriented; focus on products/outputs; performance/actual manipulation; done on weekends; empowering learners in the Informal education system to have equal opportunities w/ those in formal school; getting certifiable skills for employment; delivered by skilled/NCII (TVL) trainers; less time required. Caters only to Sec OSCY; learners have different specializations

Curriculum Integration

Key words: Mapping of basic competencies (Communications, Math, Science) in skills training or vice versa; integrating K with S; contextualized learning; preparing students for work or entrepreneurship; product-oriented; reduce time for learning skills and literacy competencies; maps and webs used to guide development of curriculum briefs and session guides

Used many key words but included other features not necessarily under CI.

Examples: Integrating skills in literacy class; marrying ALS and ALS-EST competencies to have source of income-skills demanded by community/country; mapping of content and objectives of both programs; one way to prepare learners to different exits; specialized skills courses are handled by teachers experts in their field; minimize time spent in literacy classes; catering to all well-skilled but cannot enroll in regular schools ; students select area of interest; presenting K to ALS learners in line with their capacity and K; More quality education and appropriate subject matter; how to integrate TVL subjects into actual job launching; TVL into ALS; Learners must finish the program with skills and products based on their choice;

Used more key words and in appropriate context.

Examples: Integrating ALS and ALS-EST, skills and education across disciplines; competencies for ALS contextualize in skills development; literacy put in context of skill, apply mathematics skills and communication skills to have a successful (future) business; alignment of Learning strands from ALS K to 12 with TVL competencies; Competency integration/mapping, webbing, briefs, session guides development; integration of education and skills to decongest competencies of ALS-EST learners; focus on skills for use in the future; how to mold learners as a whole package; give opportunities to relate to real world what was learned; use literacy in S, E., M in skills training; fusing Curriculum; framework for learning of ALS-EST systematized skills; enhanced competencies of ALS

Is PBL important?

Key words: Applies learnings thru projects with real value; enhance/strengthen Knowledge and skills; prepares learners for livelihood activities; develops creativity; develops research skills; learning-by-doing; serves to assess learners K and S; for use as authentic assessment

All answers support the statement that PBL is important. Some explained why; mentioned long term effects of PBL

Examples: Will enhance learners' skills and develop ability to develop worthwhile outputs; making of projects strengthen skills; prepare learners for life; an outline in making learning more productive and meaningful; answers the needs of learners on different exits for promotion in G11/G12 and employment; courses are enhanced and leveled up; Focus on projects that undergo feasibility study, M & E; focused on product of L; S with K; focused on specific/basic skills in prep for life-long skills; provide direction in ALS- EST training; for Ls to fully appreciate and use skills learned; more exposure to field of expertise; Ls can easily learn, projects are actual and concrete; learning by doing; focus on performance; for use to assess learning; to enhance K and S of Ls; that is of standard is more important than simply the project accomplished

All answers support the statement that PBL is important. More explanation given. Included higher order thinking skills and values development as part of PBL.

Examples: Focus of ALS- EST; allows learners to do/produce an output for their own benefit; mastery of K and S due to 'learning by doing'; one way of applying K and S learned, a tool to assess progress of Ls; to develop a wholistic program; makes Ls become productive so they can stand alone when they become entrepreneur or skillful; to provide opportunities to express skills, creativity while doing something useful; helps deepen ideas in teaching ALS-EST; to apply skills in actual world of work; develops creativity and exposure to diff opportunities where they can use their skills; for Ls to value what they can do and be inspired to what person they can become; helps to explore the real work of work; helps understand a lesson as they see concrete/actual projects; assess outputs/ performance if at standard level; apply K and S; hands- on experience; to validate and improve actual learning; learning thru engaging activities; thinking critically and creating unique projects; common ground of Education and skills training

Is PA important?

Key words: Collection of outputs; Track learners progress, whatever the quality of performance is; can help T and S identify strengths and weaknesses; kinds-Work Folder and Presentation Portfolio; indicates learners' growth in terms of skills and knowledge; a record of 'memories' as student; shows creativity and depth of learning as they write reflections; criterion-reference based on standards of performance as in rubrics

All answers lead to a YES, but some reasons are inaccurate; some included PA as a way of monitoring the program.

Examples: PA is an evaluation of learners' accomplishments; to trace accomplishments-distinguish strengths and weaknesses; to

All answers led to a YES; talked about tracing the journey of learners, but PA could not substitute for attendance; otherwise it is a self-learning activity nor can it be used to compare outputs; ALS- EST is criterion reference hence rubrics are needed.

monitor program implementation; tracks Ls progress esp. on skills; assess Ls performance; learners' refresh what they have learned; serves as bases for progress and achievement of every L; monitor progress of Program; to organize courses accord to no. of enrollees n how they fare well in competencies learned; to evaluate learners' outputs-pass or fail; help Ls find job after graduation; to check implementation-what has been developed or achieved; measure Ls progress in relation to the Curriculum; monitor progress of Ls (3); guide in assessment; to be competent of skills mandated in TESDA TM; tracking and help Ls know which part to improve; to assess if competency is acquired; to review outputs; ---; evidence of learning; to assess learning; one way to assess; ---; to know if they are ready for assessment; determine progress; theories learned that will result to skillfulness; tool to assess learning of K and S

Examples: Shows all things that ALS EST Ls can perform; consolidation of work or Ls journey; allows T to discover Ls potential and capability; serve as collection or evidence of learning/achievement or acquired competencies; collection of K and memories; keeps track of Ls accomplishment/progress, from beginning to end, an indicator of learners growth and development; evidence of learners' progress; a document of Ls' outputs; serves as collection of overall achievement and tells where to go next; file of all docs pertaining to activities of Ls; good for those who cannot attend classes regularly so they can exercise their skills to be rated by trainers; puts great value on the skills acquired and the people to helped -teachers, school, community; assess quality of performance; to rate and comments on projects; gives Ls chance review and Ts to compare outputs; evidence of work/learning; if learners cannot attend classes regularly -can submit a portfolio; documentation for future use; an assessment tool

Work Folder (WF) /Presentation Portfolio (PP)

Key words: **WF:** contains personal data; assessment results e.g., RPL, BLT, ALL outputs (test results, projects); can be assessed using rubrics; record of accomplishments; can be pictorial
PP: includes personal data; collection of BEST outputs, can be used for applying for work; contains pictures of work or testimonies/commendations of clients, teacher

In the Pre-workshop questionnaire, description of WF is unclear to many.

Examples: Competency-based; compilation of tasks; activities to be performed; guide or plan of action; target performance, basis of outputs; states activities; docs related to performance of skills; documentary proof of skills; activities and performance during the training file of outputs; list of competencies achieved, project plan; outputs per skill learned; evidence of activities per L in a portfolio; all activities printed n paper;

In the Post Workshop Q, answers are clearer but some adjectives used are not suitable for PP.

Examples: Composite of la earners' output and how he/she works throughout his/her journey, outputs per skill; Tasks. Verbal, Actual learning; collection of day-to-day work, a bank of the Ls' work; ; evidence of all outputs; collection of evidence of theories learned and skills acquired; file of evidence

PP: Some description in the pre workshop Q are also unclear. Some refer to PP as file of actual tasks; others describe WF.

Examples; used to discuss how P was done; represents actual projects finished; the best outputs; RPL, Assessment forms-FLS and PIS; assessment; performance, manipulation of skills; actual products; display of evidence pf implementation and stages of assessment; activities, integration, LGU interaction, accreditation; output presentation' for evaluation; step by step procedure of activities done; records of outputs; outputs, performance measures, level of proficiency; plan for ALS EST; docs related to enhancement of K; actual evidence of skills; outputs based on their performance; actual outputs; demonstration of skills; actual presentation of work; record of assessment; - --; finished product; final; outputs assessed by certified assessor; evidence of activities presented with documentation; presentation thou PPP

PP: Clearer description in post workshop Q; most used the word "best" outputs

Examples: product; all outputs consolidated and presented as docs of K and S; collection of best outputs for whole course; pictures, illustrations, distance learning; actual hands on demonstration by Ls; summary of records; collection of evidence both on K and S; evidence vs actual task; even without actual demo can show skill; evidenced filed and presented;

How to assess

Key words: rubrics for consistency and fairness; based on a set of criteria /standards of performance; agreed by students and teachers before work is done.

Most participants mentioned rubrics

Examples: Rubrics, rating sheets, based on criteria, based on performance and competencies; based on quality

Most participants mentioned rubrics but gave more description

Examples: Assessed by experts; rubrics can be holistic or analytic; use of rubrics with reflection, agreed upon by Ls and T, ensure consistency and fairness ; based on standard procedure, content accuracy, reliability; teacher-made rubrics; based on totality of the curriculum; rubrics, journals with personal reflections; based on content, criteria condition; based on actual performance;

Skills and Experience (Pre Workshop N=42); Post Workshop N=44)

A 1. I am familiar with how to do curriculum integration.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
0	6	16	15	5
0	0	3	14	27

2. I am familiar with how to do problem-based learning.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
0	9	22	9	2
0	0	3	18	23

3. I am familiar with how to do portfolio assessment.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
0	4	24	12	2
0	0	4	16	24

B.1. I am confident in doing curriculum integration.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	10	19	12	0
0	0	4	18	22

2. I am confident in doing project-based learning.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	7	22	12	0
0	0	4	16	24

3. I am confident in assessing learners' performance using portfolio.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
0	5	18	19	0
0	0	5	13	26

C.1. I am comfortable to train colleagues on curriculum integration.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
0	2	21	15	4
0	0	5	19	20

2. I am comfortable to train colleagues on project-based learning.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
0	4	22	14	2
0	0	5	16	23

3. I am comfortable to train colleagues on portfolio assessment.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
0	1	22	14	2
0	0	5	18	21

Relevance

Rate your perception on the relevance of the topics to be undertaken in this workshop.

Topics	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Curriculum integration	2	7	13	12	8
Curriculum integration	0	1	2	17	24
2. Project-based learning	2	3	19	15	3
Project-based learning	0	1	1	16	22
3. Portfolio assessment	2	5	14	18	3
Portfolio assessment	0	1	1	18	24

Overall Feedback and Comments (Post only)

In this section, ask for respondents' feedback on facilitation and logistics of the training through this 5 five-point rating scale.

SD – Strongly Disagree D – Disagree N – Neutral A – Agree SA – Strongly Agree

Area	Rating					Comment/s
	SD	D	N	A	SA	
1. Trainers are knowledgeable on training content.	0	0	1	21	22	
2. Trainers present the content in a way that encouraged learning.	0	0	1	20	23	
3. Trainers are open and responsive to feedback and questions from participants.	0	0	0	12	32	

4. The methodology/ies used is/are effective in achieving the objectives of the activity.	0	0	1	11	32	
5. The time allotted for the activity is adequate.	0	2	4	15	23	
6. The venue is conducive to learning.	0	0	0	17	27	
7. The audio-visual equipment used are adequate and effective.	0	0	0	10	34	
8. The food and refreshments are satisfactory.	0	0	4	8	32	

Synthesis of Results

In all aspects in Experience and Skills, the workshop experience showed a shift from NEUTRAL rating in the Pre-Workshop and more AGREE and STRONGLY AGREE in the Post workshop. Though these are based on perception of participants, the result are encouraging and connotes a successful workshop.

OVERALL IMPRESSIONS and RECOMMENDATIONS

The interactive plenary and hands-on, minds-on, and hearts-on workshops were appreciated by all participants. They said that understanding and doing well all the three topics: curriculum integration, PBL and PA are important for the success of the ALS-EST program.

From the ALS- EST Team

- On the Workshop
 - 1) The workshop was a pilot and done only in Region VI with 10 ALS-EST schools and 40 implementers participating. A comparison of the answers in the pre and post workshop questionnaire show that most are now “more confident than before to do CI, PBL and PA”.
 - 2). There are 98 ALS EST implementing schools. The workshop can be replicated in another region to reach more schools and more ALS-EST implementers. The design and time allocation for each topic can be reviewed to give attention to topics that needed more time.

- 3). Based on the outputs in the Workshop, each school or cluster of schools can organize small group sessions to enhance their skill in aspects of ALS-EST that they think they are still weak in.
 - 4). The newly formed 'community of ALS-EST practitioners' can be expanded by inviting other implementers in their school to develop an integrated ALS-EST curriculum for specific specializations, use PBL and authentic assessments, and document students' learning progress using portfolio with rubrics.
- On the Classroom Observation

Based on the outputs, the following are suggested.

- 1) The creation of a Learning Action Cell (LAC) session guide on the use of English and mother tongue. In the ALS-EST Handbook, it is cited that learning facilitators can use the learners' mother tongue, Filipino, English, or a combination, as long as the learning sessions are able to prepare the learners to take the assessment/s for the exit/s they chose;
- 2) The development of a sample lesson plan demonstrating the use of videos from other countries and how that can be supplemented with a Filipino video or an actual demonstration; and
- 3) The creation of a LAC session guide on the use of rubrics based on the workshop on *Authentic Assessment*.

From the Participants

Participants' verbatim impressions and recommendations to improve future workshops under the ALS-EST program are included below.

Excellent, Congratulations, Very successful, Kudos, Productive, Continue and sustain, Clear, Thank you.

Specific recommendations

1. *More days; More time to digest/internalize the different topics*
2. *More trainings; More on CI, More on PA, Enhancement training*
3. *Provide kits and handouts*
4. *Make training performance-based*
5. *When will the Manual/Handbook be released?*
6. *Include Focal persons and DO as participants*

ANNEXES