Teacher Education Department - Bontoc

# LaSLaS

*Extension Program*
*2019 -2022*

## I. CONTEXT OF TED EXTENSION PROGRAM

One of the four-fold functions of the Mountain Province State Polytechnic College (MPSPC) is extension. Since the approval of the MPSPC Extension Program in 2014, the extension services of the college catered to the needs and interests of target clients towards self-reliance and sustainability. It is aligned to the national, regional and provincial agenda for economic growth and development and anchored on the vision, mission, goals and objectives (VMGO) of the College and thrust of the present administration summarized in the acronym HERITAGE, which means Hearty approach to management and governance, and transformation leadership; Enriched academic programs; Relevant student services, development welfare program; International and local linkages; Technology, facilities and assets enhancement program; Aggressive staff development and welfare program; Gainful resources generation and enterprise development programs; and, Excellent researches and relevant extension programs. The College Extension Program also serves as a yardstick for evaluating its extension-related efforts as it works towards universityhood, particularly in transforming different curricular programs through extension to meet ASEAN standards in terms of quality higher education.

The extension program activities of the Teacher Education Department-Bontoc Campus are anchored on the fifth and sixth objectives of the MPSPC Extension Program. The fifth objective is to package knowledge-based technologies that are responsive to the needs of clients in service areas of the College, while the sixth objective is to sustain training and outreach programs of the College that are deemed important for community development in the province.

## II. PROGRAM DESCRIPTION

The TED-Bontoc extension program titled: *"Live and Share Learning across Stakeholders"* (*LaSLaS*) is translated from the *Bontok* dialect which means *"Ifiag ya Ifingay nan Sus-ulo"*. It is anchored on the National Extension Agenda and Programs (NEAP), the MPSPC VMGO, the Provincial Development Plan, and the Regional and National Research Development and Extension Agenda. Under these program components, there is an expectation that teacher–clients must be updated. With the rapidly changing times, teachers are also envisaged as able to cope with innovations and changes that impact the academe and the community.

The TED *LaSLaS* program has two components which are: (1) *CAPE (Capability Advancement for Professional Education); and (2) AGADCCR*

*(Advocacy on Gender & Development and Climate Change Resiliency).* Different identified activities constitute each component while various extension clients include school heads, students/pupils, parents, the community, and other stakeholders.

The first component – CAPE – covers the various specializations in the elementary education program for lifelong learning which includes inclusive education and indigenous people education (IPED). Meanwhile, the secondary education program and the different areas of specialization cover language/literature including proficiency in public speaking, spoken poetry, blogging or online journalism and educational technologies. The second component – AGADCCR – focuses on advocacy. This component addresses the needs of clients for information regarding climate change, gender and development, and sports development, among others.

**A. Goals and Objectives**

The *LaSLaS* extension program aims to produce knowledgeable, skillful, and capable teachers, students, parents and stakeholders. Specifically, the objectives of the TED extension program are to:

1) enhance the development of partner schools towards quality education through relevant extension projects and activities;
2) deliver relevant technologies that will enhance the knowledge and skills of teachers in partner schools;
3) empower students of partner schools, and enhance their knowledge and skills; and,
4) advocate climate change, biodiversity and gender and development (GAD), as well as promote indigenous culture preservation, healthy environment and drug-free communities.

## B. FRAMEWORK

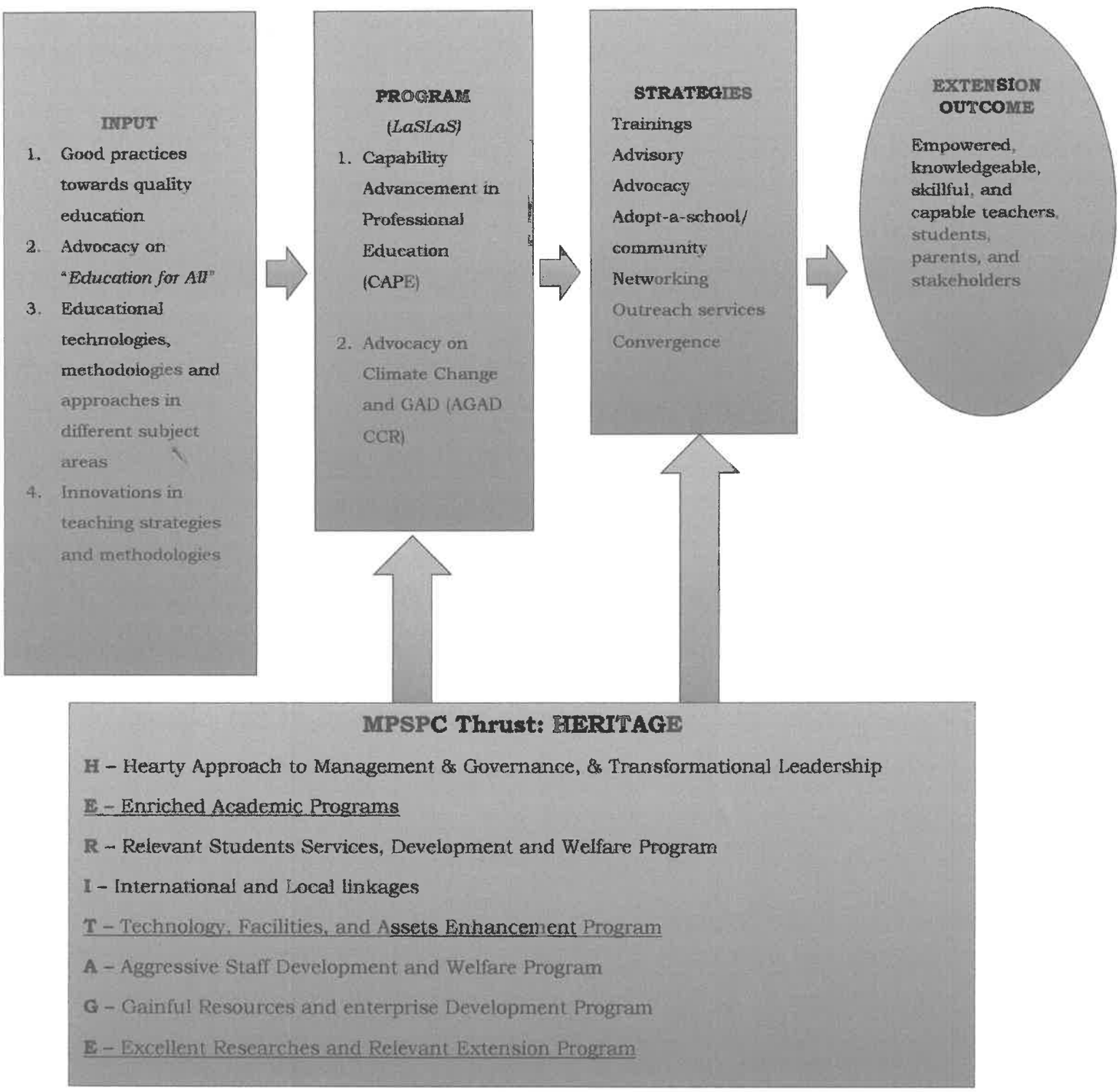


Figure 1. The extension framework of the *LaSLaS* Extension Program

The TED extension framework is anchored on the MPSPC's thrust, particularly on enriched academic programs, technology, facilities, assets enhancement program, and excellent research and relevant extension programs. It deals with good practices towards quality education; advocacy on "Education for All", educational technologies and innovations in teaching strategies and

teaching methodologies. The program or project has two components namely: Capability Advancement and Professional Education (CAPE), and Advocacy components which could be attained through trainings, advisories, advocacy campaigns, adopt-a-community, adopt-a-school and networking. Thus, it is expected that the client-teachers, students of adopted schools and parents of the adopted community will become more knowledgeable, skillful, and capable in their endeavors.

The Teacher Education extension framework contributes towards good practices in quality education, advocacy on *"Education for All"*, educational technologies, methodologies and approaches in different courses, and innovations in teaching strategies and methodologies.

Generally, the TED *LaSLaS* Extension Program is built on the College's thrusts and anchored to the acronym HERITAGE. From this, the Teacher Education Department (TED) shall implement its program components - CAPE and AGADCCR. These extension activities as reflected in its input would upgrade the knowledge and skills of its clientele but must also spur change and development thru its strategies in the form of COAT ANA: Convergence, Outreach services, Advisory, Trainings, Advocacy campaign, Networking, and Adopt-a-school/community.

**C. Strategies**

The following strategies are utilized in the extension action activities

**For CAPE:**

1. Trainings which serve as the actual media for the transfer of knowledge and skills;
2. Advisory is one where counselling, recommendations, or suggestions will be employed after the conduct of activities to spur change and development;
3. Convergence where the Teacher Education Department (Bontoc Campus) will work with the other departments and agencies during the implementation of activities;
4. Coaching and Mentoring is also employed to establish rapport with the adopted school/community. It may be in terms of one-on one or group coaching and mentoring.

**For AGADCCR**, trainers who are knowledgeable in the subject area/s and committed to the task are identified. They are competent in communication skills and in operationalizing the principles of andragogy. Strategies employed include the following:

1. Caravan
2. Festivals like quiz bee, poster/slogan making, games, literary-musical competitions as well as socio-cultural competitions
3. Exhibits such as lesson demonstrations and parades
4. Symposia where other experts are invited
5. Infomercials

## III. PROGRAM COMPONENTS

*LaSLaS* program is geared towards Capability Advancement in Professional Education (CAPE), and advocacy on GAD and climate change resilience. To achieve these programs successfully, strategies like trainings, advisory, advocacy campaign, adopt-a-school/community, networking, outreach services, and convergence will be employed. In using such strategies, it will definitely enhance the development of partner schools/community towards quality education. It will also enhance the knowledge and skills of teachers in their teaching strategies and methodologies. Further, it will positively empower students/pupils of partner schools, and thus enhancing their knowledge and skills. In addition, clients will be knowledgeable about climate change, and gender and development (GAD), as well as promote indigenous culture preservation, healthy environment, drug free communities, and well-informed about other relevant issues that arise.

Table 1. The program components of Teacher Education Department LaSLaS Extension Program

| Program Components | Projects | Activities | Extension Service Delivery |
|---|---|---|---|
| **1. CAPE** | 1.Capability Enhancement on the Different Disciplines | ***a.*** *Professional Education* (Lifelong Learning)<br><br>***b.*** *Language/ Literature* (English Proficiency, Public Speaking, Spoken Poetry, Blogging etc.) | Training<br><br>Advisory<br><br>Convergence<br><br>Coaching and Mentoring |

| | | | |
|---|---|---|---|
| | | ***c.*** *Research*<br>(documentation process, indigenous counting, IPED research)<br><br>***d.*** *Educational Technology*<br>(Mathematics, Science, Filipino, English, Social Studies, and Arts Education)<br><br>***e.*** *Capability Building*<br>*-Child Development Worker (CDW)*<br><br>***f.*** *Inclusive Education*<br>(sign language, updates on Inclusive Education etc.)<br><br>***g.*** *Sports Development*<br><br>***h.*** *Dance Fitness* | Seminar-Workshop<br><br>Training<br>Sports Clinic<br>Mentoring |
| **2. AGADCCR** | 2.Advocacy | *a. GAD*<br><br>*b. Climate Change Resilience* | Caravan<br><br>Festivals<br>-Quiz bee<br><br>Poster/slogan making<br>-Games<br><br>Literary/ Musical/ Socio-cultural<br><br>Exhibits<br><br>Fora<br><br>Infomercials |

## IV. IMPLEMENTATION PROCESS

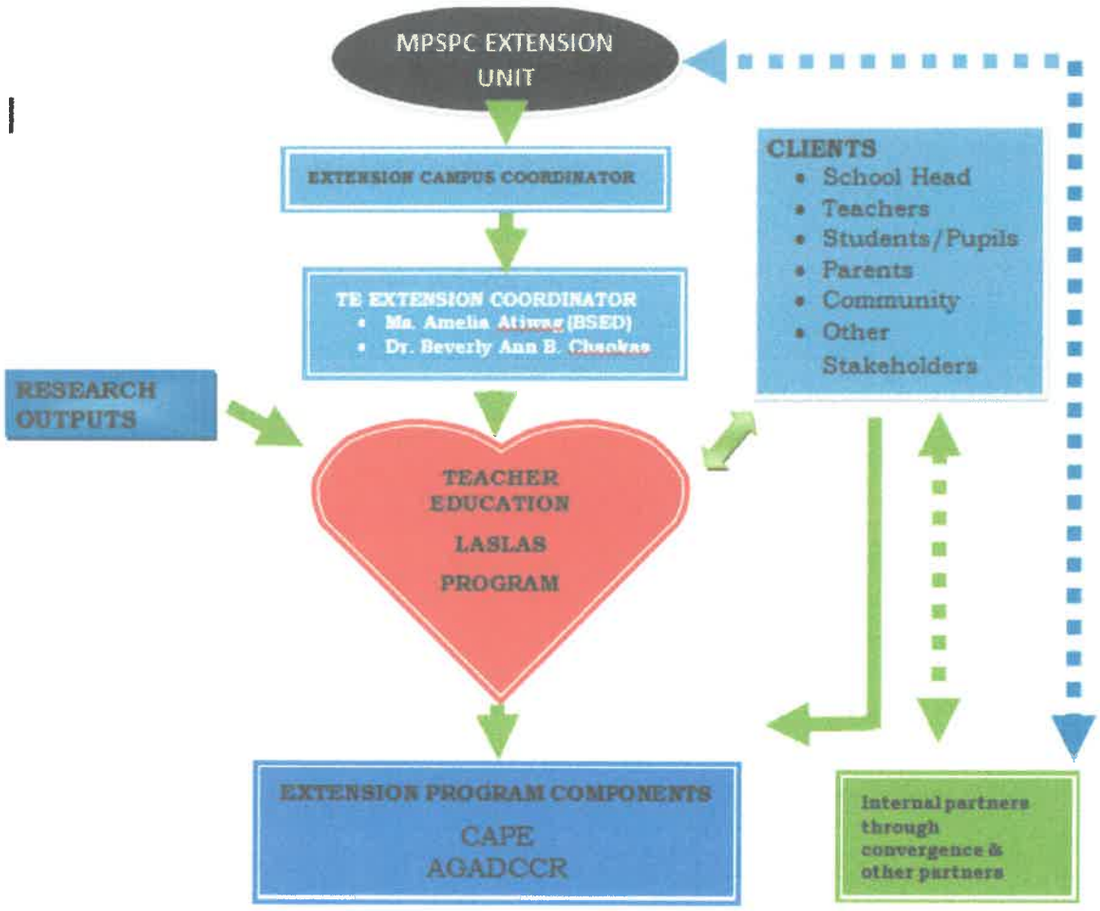


***Figure 2. The implementation Process of TED Extension Services***

The TED Extension Program has three sources. It will be based on the needs of the adopted clients, the requests of walk-in clients, and research outputs. For requests from walk-in clients, the department will course the request to the extension campus coordinator who will coordinate the request to the MPSPC Extension Unit. If the Extension Unit identifies the need to be part of the department's program, then it will be approved for the department for implementation. In case the need is not under the department's program, the extension unit will converge with the other departments as to who will cater to the request.

Another source may also be requests of clients from the different departments in the College who cannot cater to their needs of the former because it is not part of the department's extension program. If this happens, there will be a convergence among internal partners and other extension partners through the campus coordinator to address the need. Upon approval by the extension unit, the request will be given to the responsible department for coordination and implementation.

Additionally, TED extension activities can come from completed research studies. The research coordinator of the department will identify research outputs that can be extended. Since the department has entered an agreement with the adopted school/community, it has a direct coordination with the clients. This will further strengthen an effective implementation of the identified activities. Further, the external partner agencies and other stakeholders have a direct coordination with the extension Unit that will identify which department to cater to their request.

**Methodology:**

1. **Capability Building of Teacher Education Extension Workers**

   Faculty members of the Bachelor of Elementary Education (BEED) and Bachelor in Secondary Education (BSED) programs need to attend various seminars, workshops, and trainings to enhance their expertise.

2. **Conduct of Training Needs Assessment to the Target Schools and Communities**

   A study shall be conducted to determine the training needs, problems and resources of the partner schools which will serve as baseline data information in the conceptualization of training designs for extension projects. Assessment can be done by the teachers themselves, their head teachers, supervisors, or their students. Results of these needs assessment, in turn must be translated into a workable program or project responsive to the identified needs or concerns of target schools and communities.

3. **Setting of Objectives**

   A set of objectives must be formulated and explicitly stated, with objectives incorporating the needs of the teachers or students as the clientele of extension programs. These objectives will guide the organizers, extension workers and trainers in effectively implementing the extension program.

4. **Linkages and Partnership**

   After determining the needs of the partner schools, the Teacher Education Department will collaborate with concerned agencies for partnership in addressing such needs especially in sharing of expertise and resources.

**5. Identification of Trainers/Resource Persons/Facilitators**

Trainers who are knowledgeable in the subject area and committed to the task are identified. They should be competent in communication skills and in operationalizing the principles of andragogy.

**6. Development and Validation of Learning Materials**

Materials (print and non-print) are developed. Competent teachers and trainers are involved. Attention must be given to the format, presentation, and language used in the materials so that teachers would utilize these learning materials to enhance the delivery of the extension program. The developed instructional materials (IMs) will be pilot-tested to establish their validity.

**7. Preparation and Packaging of Extension Projects and Activities**

Training projects and activities are designed to ensure that the needs of the teachers are met in terms of: (a) the subject or content to be covered, (b) the methodology to be used, and (c) the values/attitudes to be inculcated. Selected teachers who can be participants in the training are invited to help in designing the activity.

**8. Implementation of Activities**

Implementation is carried out after all the activity designs shall have been approved by the concerned authorities including its partner agencies. Varied extension service delivery is used to conduct the activities.

**9. Monitoring and Evaluation**

A mechanism in monitoring the conduct of the training/s shall be provided so that feedback/s will be available at all times. Such feedback/s will be used to improve the training on a day-to-day basis.

**10. Impact Assessment**

At the end of this program, a study shall be conducted to determine its impact to the partner school/community.

## V. MONITORING AND EVALUATION

The activities to be monitored are provided under each project in the program components. The different activities are monitored with the use of prepared evaluation tools to check whether or not they are implemented, which include registration sheet or registration forms, profile of participants, profile of speakers, capturing highlights or maybe process documentation. The monitoring schedule will depend on the approval and implementation of the training design. The activities are monitored using other different strategies like field monitoring and evaluation.

Some tools presented here to be used are the Module Delivery Plan (MDP) for Campus Journalism workshops and Capability Building for Child Development Workers and Judging Rubric for Poster Making contest.

## VI. MONITORING AND EVALUATION

Table 2. LaSLaS Monitoring and Evaluation Tools Checklist

| **Program Title: Live and Share Learnings Across Stakeholders (LaSLaS)** | | | | | |
|---|---|---|---|---|---|
| **Program Components** | **Activities** | **Extension Service Delivery** | **Pre-work: Administrative Forms** | **Implementation Results Monitoring Tools** | **Outcome Evaluation Tools** |
| **CAPE** | a. *Professional Education* (Lifelong Learning)<br>b. *Language/ Literature* (English Proficiency, Public Speaking, Spoken Poetry, Blogging and others)<br>c. *Research* (documentation process, indigenous counting, IPED research)<br>d. *Educational Technology* (Mathematics, Science, Filipino, English, Social Studies, and Arts Education) | Training<br>Advisory<br>Convergence<br>Coaching and Mentoring<br>Seminar-Workshop<br>Sports Clinic | Memorandum of Agreement<br>Training Needs Assessment<br>Focus Group Discussion<br>Activity Design/ Project Proposal<br>Authority to Travel | Registration sheet<br>Attendance Sheet<br>Profile sheet of speaker/s<br>Capture tool (proceedings)<br>Post-Test<br>Mentoring Plan<br>Summative Evaluation Tool<br>Terminal Report | Success Story<br>Field monitoring<br>Sustainability Plan<br>Documentation |

| | | | | | |
|---|---|---|---|---|---|
| | e. *Capability Building (Child Development Worker (CDW)*<br>*f. Inclusive Education* (sign language, updates on Inclusive Education and others.<br>*g. Sports Development* | | Communication Forms | | |
| **AGADCCR** | *a. GAD*<br>*b. Climate Change Resilience* | Caravan<br>Festivals<br>-Quiz bee<br>Poster/slogan making<br>-Games<br>Literary/Musical<br>Socio-cultural<br>Exhibits<br>Fora<br>Infomercials | | | |

## Module Delivery Plan (MDP)

Table 3. Training Title: Campus Journalism Workshop of Sadanga Teachers at Sadanga Central School, Mountain Province

| Session | Session Title | Learning Objectives | Delivery Method | Assessment | Resources Needed |
|---|---|---|---|---|---|
| ***Part I***<br><br>➢ Session 1<br>➢ Session 2<br>➢ Session 3<br>➢ Session 4<br>➢ Session 5<br>➢ Session 6<br>➢ Session 7<br>➢ Session 8<br>➢ Session 9<br>➢ Session 10 | **I. Opening Program**<br>**II. Workshop Proper**<br><u>Topics</u><br>1.Copyreading & Headline Writing<br>2.News Writing<br>3. Science & Health Writing<br>4.Editorial Writing<br>5.Opinion Writing<br>6.Editorial Cartooning<br>7.Feature Writing<br>8.Sports Writing<br><br>✚ Photojournalism<br>✚ Lay-outing (1st Draft) | This activity aims to:<br>1. Assist in the re-invigoration of school paper among Elementary and High Schools in Sadanga;<br>2. Promote responsible campus journalism through engaging our partners in critical discussions of the role of campus journalism in the society;<br>3. Enhance journalism skills of student writers and school paper advisers in various categories of writing and publishing for the school paper – editorial writing, news writing, feature writing, sports writing, lay outing and | Workshop<br><br>Lecture<br><br>Discussion<br><br>Feedback | Workshop | **Human Resources**<br>1. Committee for certificate preparation<br>2. Activity Coordinator/s<br>3. Secretariat<br>4. Documentation Committee<br>5.Facilitators<br><br>**Supplies, Property and Equipment Requirements**<br>1.LCD Projector<br>2.Laptop<br>3.Speaker<br>4.Microphone<br>5. Printer<br>6. Vehicle |

| | | | | | |
|---|---|---|---|---|---|
| | | page design, photojournalism, editorial cartooning, and column writing/opinion writing; and<br>4. Create an atmosphere of competitiveness and excellence in undertaking journalism activities and towards achieving the goals of campus journalism. | | | |

## Module Delivery Plan (MDP)

Table 3. Training Title: Capability Building of Child Development Workers in Bontoc, Mountain Province

| Session | Session Title | Learning Objectives | Delivery Method | Assessment | Resources Needed |
|---|---|---|---|---|---|
| ***Part II*** | | This activity aims to: | | | **Human Resources** |
| **Session 1** | Making the Most of Yourself as CDW;<br>Understanding Children's Development & Learning;<br>Creating Profile of Children | 1. Enhance Child Development workers of the province with competencies appropriate to the development of the child;<br>2. Create an interactive learning opportunity for the Child Development Workers; and,<br>3. Boost the teaching strategies of the Child Development workers of the province based on the DSWD Revised Manual of Day Care Worker. | Lecture<br>Discussion<br>Demonstration<br>Film/ Video Viewing | Return Demo<br>Workshop | 1. Committee for certificate preparation<br>2. Activity Coordinator/s<br>3. Secretariat<br>4. Documentation Committee<br>5. Facilitators<br>**Supplies, Property and Equipment Requirements**<br>1. LCD Projector<br>2. Laptop<br>3. Speaker<br>4. Microphone<br>5. Printer<br>6.Vehicle |
| **Session 2** | Designing the Objectives<br>Designing the Curriculum<br>Designing Creative Activities for Children | | | | |
| **Session 3** | Guiding Children's Behavior<br>Dealing with Issues and Concerns<br>Working with Parents, Community, and Stakeholders | | | | |

# Poster Contest Judging Rubric (http://www.nynpa.com/docs/nie/SenecaFalls/PosterRubric.pdf)

Name of Student: _____

| CATEGORY | 4 | 3 | 2 | 1 | SCORE |
|---|---|---|---|---|---|
| Illustrates Theme: (write theme) | Thorough, detailed illustration of theme and many detailed examples given. | Somewhat detailed illustration of theme and few if any examples given. | Lacking detailed illustration of theme, lacking detailed examples. | Little to no illustration of theme and little or no examples given. | |
| Content-Accuracy | At least three accurate facts about voting displayed on the poster. | Two accurate facts about voting are displayed on the poster. | At least one accurate voting fact is displayed on the poster. | There are no voting facts included on this poster. | |
| Labels and Graphic Clarity* | All labels and graphics can be read from at least three feet away. | Almost all labels and graphics can be read from at least three feet away. | Some labels and graphics can be read from at least three feet away. | Labels and graphics are too small to view. | |
| Content- Originality | The text and graphics used on the poster reflect an exceptional degree of student creativity in their creation and/ or display. | One or two of the elements of text and graphics used on the poster reflect student creativity in their creation and/or display. | The text and graphics are made by the students, but are based on the designs or ideas of others. | No original text or graphics made by the student are included. | |
| Graphics-Relevance | All graphics are related to the topic and make it easier to understand. All | All graphics are related to the topic and most make it easier to understand. All borrowed | All graphics relate to the topic. Most borrowed graphics have a source citation. | Graphics do not relate to the topic or several borrowed | |

| | | | | | |
|---|---|---|---|---|---|
| | borrowed graphics have a citation. | graphics have a source citation. | | graphics do not have a source citation. | |
| Spelling/ Grammar | There are no spelling or grammatical mistakes on the poster. | There are no spelling or grammatical mistakes on the poster. | There are two spelling or grammatical errors on the poster. | There are more than two spelling to grammatical mistakes. | |
| Mechanics | Capitalization and punctuation are correct throughout the poster. | There is no error in capitalization or punctuation. | There are two errors in capitalization or punctuation. | There are more than two errors in capitalization or punctuation. | |
| Attractiveness | The poster is exceptionally attractive in terms of design, layout, and neatness. The overall organization and use of color and space make the poster interesting. | The poster is attractive in terms of design, layout and neatness. Color and space use is good but a little disorganized. | The poster is acceptably attractive though it may be a bit messy. | The poster is distractingly messy or very poorly designed. It is not attractive. | |
| **COMMENTS:** | | | | **TOTAL:** | |

## INFOMERCIAL PERFORMANCE RUBRIC

Name: _____

Date : _____ Title of Work: _____

| | Criteria | | | | Points |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | |
| **Communication of Ideas** | Student explained product or "how to" vaguely but explanation was not clear. | Student had a nice explanation of product or "how to" but audience was left underwhelmed or confused. | Student explained everything well but explanation lacked charisma and creativity. | Student explained all steps and how to get product and kept audience engaged. Student had great charisma and creativity within explanation. | ____ |
| **Preparedness** | Presentation was sloppy and thrown together. Student was missing 2 or more of the 3 important components: Visual Aid, Costume, or Memorization. | Presentation was nice. Student was missing 1 of the 3 important components: Visual Aid, Costume, or memorization. | Presentation was good. Student only dropped the ball on the presentation occasionally but overall presentation was well prepared. | Presentation was great! Overall the presentation was well prepared and rehearsed. Student had excellent components. | ____ |
| **Volume** | Student was too quiet to be heard. | Student was too quiet for most portions and had to be asked to speak up 2-3 times. | Student was too quiet for some portions but only had to be asked to speak up once or twice. | Student was always heard and never had to be asked to speak up. | ____ |

| | | | | | |
|---|---|---|---|---|---|
| **Energy** | Student had no energy and put no energy into performance. | Student had some energy but seemed to be lacking energy more often than not. | Student had energy most of the time but lost energy at certain points. | Student had excellent positive energy throughout the performance. | ____ |
| **Overall** | Performance was lacking | Performance was OK | Performance was good | Performance was outstanding. | ____ |
| | | | | **Total---->** | ____ |

**Teacher Comments**:

---

http://teacherjet.com/rubrics/project/InfomercialPerformanceRubric.html

| *GATP at UVM* | **Exhibit Rubric** | | | | |
|---|---|---|---|---|---|
| | **Content** | **Presentation** | **Interactive** | **Imagery** | **Text and Graphs** |
| **Excellent 90-100** | Content is rich,simple and clear.Content leads viewers to newdiscovery. | The display isvisuallyeffective, drawing the eyeto a logical starting placefollowed by a sensiblesequence ofimages andgraphics. | Straightforwardtheme is introducedthrough a simple, creative and well designed interactivedevice. Viewer engagement andcuriosity are piqued. | Straightforwardtheme is conveyedthrough a few finely crafted anddetailed images.Significant creativity andpersonal investment areevident. | Textual andgraphic material is concise,purposeful, and highly legible.There is an opportunity fordiscovery for the viewer. |
| **Very Good 80-89** | Content iscomplete and includes relevant detail. | The display isvisually sensible. The sequence isclearly laid out for the viewer. | A clear theme is introduced through a simple,well designedinteractivedevice. Viewerengagement and | A clear theme is conveyed through a few well crafted images. Personal investment isclearly | Textual andgraphical material isconcise, relevant to the centraltheme, and legible. |
| **Good 70-79** | There is adequatedetail. Some extraneous information andminor gaps are included. | The main themeis still discernible, butthe layout is visually confusing. | A theme is introduced through a plainly designed interactivedevice. Viewers take some notice. | Central theme isevident in a few plainly crafted images despitesome lack of clarity. | Textual andgraphicalmaterial is tooextensive and includes extraneous information. Small print andpoor graphics make material hard to read. |
| **Below Expectations 60-69** | There is insufficient detail, or detail isirrelevant and extraneous. | Lacks visual clarity. A central theme is lacking or not evident. | An interactive device is present, but not clearly linked to atheme. Viewers fail to respond. | Central theme is not evident, and images are poorly rendered and too numerous. | The designer relies too heavily on printed information. Tests and graphics contain irrelevant and extraneous information and |
| Comments and Suggestions: | | | | **TOTAL:** | |

http://gatp.org/wp-content/uploads/2014/06/Exhibit-Rubric.pdf

**References:**


1. Chakas, Rexton F. 2014. MPSPC Road Roller. MPSPC Thrust: HERITAGE
2. Listino Betty C. Training Workshop on knowledge Product (KP), Development and management for Extension. June 2019.
3. Listino, Betty C. Training-Workshop on Monitoring and Evaluation (M&E). June 2019.
4. MPSPC Research Development and Extension Sector. Extension Program.
5. Program Performance Profile. Area VI- Extension and Community Involvement. August 2018.
6. (http://gatp.org/wp-content/uploads/2014/06/Exhibit-Rubric.pdf.
7. http://teacherjet.com/rubrics/project/InfomercialPerformanceRubric.html
8. (http://www.nynpa.com/docs/nie/SenecaFalls/PosterRubric.pdf.

## VII. RECOMMENDATION AND APPROVAL

Prepared by:

**AMELIA MARY A. ATIWAG**
Extension Coordinator, TED-BSED

**BEVERLY ANN B. CHAOKAS**
Extension Coordinator, TED-BEED

Noted:

**PRESTON MARK S. LOPEZ**
Chairperson, Teacher Education Department

Reviewed:

**ELMER D. PAKIPAC**
Director, Extension Unit

**VILMA C. SAPIL**
Coordinator, Learning and Development

Recommending Approval:

**ANNIE GRAIL F. EKID**
Vice President for RDE

Approved:

**REXTON F. CHAKAS**
SUC President III

Mountain Province State Polytechnic College
EXTENSION UNIT
2616 Bontoc, Mountain Province

This briefer is developed by the Teacher Education Department - Bontoc in collaboration with the Extension Unit.