



Republic of the Philippines
Department of Education

REGION IV- A CALABARZON
CITY SCHOOLS DIVISION OF THE CITY OF TAYABAS

Advisory No. **113** s. 2026
May 20, 2026

In Compliance with DepEd Order (DO) No. 8 s. 2013
this advisory is issued not for endorsement per DO 28 s. 2001,
but only for the information of DepEd officials,
personnel/staff, as well as the concerned public
(Visit www.deped.gov.ph)

**INVITATION FOR PROFESSIONAL DEVELOPMENT PROGRAMS OF
APOTHEM LEARNING CENTER**

Apothem Learning Center extends its invitation to the educators, school leaders and personnel to participate in a series of professional development programs designed to strengthen instructional competence, research capability, classroom management, and instructional supervision.

The activities will be conducted online via Zoom and are open to teachers, coordinators, master teachers, school heads, and education professionals.

Attached is the letter containing the programs offered and implementation schedules, list of topics, and registration link.

For more information, please contact:

Email: apothemic@gmail.com

Facebook page: Professional Development for Teachers

Contact Number: 09688923610

Dissemination of this advisory is desired.

SGOD- invitation for professional development programs of apothem learning center
RECE0872-008984/ May 20, 2026



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APOTHEM LEARNING CENTER

DTI Registration No.: 6222512 | TIN: 771-203-429-00000 | PRC CPD Accreditation No.: PTR-2025-735

May 19, 2026

The Superintendent

Schools Division Office
Department of Education

Dear Superintendent,

Greetings of good health and high spirits!

Apothem Learning Center respectfully extends its invitation to the educators, school leaders, and personnel of your Schools Division to participate in a series of professional development programs designed to strengthen instructional competence, research capability, classroom management, and instructional supervision.

These training programs aim to provide relevant, research-based, and practical learning experiences aligned with the current needs of educators and the professional standards for teachers and school leaders. The activities will be conducted online via Zoom and are open to teachers, coordinators, master teachers, school heads, and education professionals.

The following programs are scheduled for implementation:

1. **Action Research for Educators: From Data Collection to Classroom Innovation**
June 12–14, 2026 | 24 Training Hours | 10 CPD Units | Php 750.00
2. **Structured Design, Active Engagement: Strategies for Instructional Design and Adult Facilitation**
June 17, 2026 | 8 Training Hours | 4 CPD Units | Php 500.00
3. **Effective Classroom Management: Establishing Structure and Enhancing Situational Awareness**
June 18, 2026 | 8 Training Hours | 5 CPD Units | Php 500.00
4. **Leading through Data: Advancing Instructional Supervision for Enhanced Learning Outcomes**
June 19, 2026 | 8 Training Hours | 5 CPD Units | Php 500.00

In this regard, we humbly request your good office to disseminate this invitation to interested teachers and school personnel in your division. We believe that these initiatives will contribute significantly to continuous professional growth and improved educational outcomes.

Attached herewith are the program details and registration links for reference.

For further details, feel free to contact us:

Contact Number: 09688923610

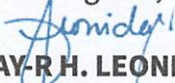
Email: apothemlc@gmail.com

Facebook Page: *Professional Development for Teachers*

We look forward to your favorable response and continued support for professional learning and educational excellence.

Thank you very much.

Warm regards,


JAY-R H. LEONIDAS

Executive Director, Apothem Learning Center



ACTION RESEARCH FOR EDUCATORS: FROM DATA COLLECTION TO CLASSROOM INNOVATION

Program Description

This training-workshop equips educators with practical competencies in conducting action research to improve classroom instruction and learner outcomes. Participants will learn how to identify classroom problems, develop research designs, collect and analyze data, and transform findings into innovative teaching interventions aligned with DepEd standards and the Philippine Professional Standards for Teachers (PPST). The program promotes evidence-based practice, reflective teaching, and a stronger culture of research and innovation in schools.

General Objectives

At the end of the training-workshop, the participants shall be able to:

1. Identify classroom problems and formulate relevant action research questions aligned with learner needs and PPST indicators;
2. Develop appropriate research methodologies, instruments, and ethical data collection procedures;
3. Analyze and interpret quantitative and qualitative data using simplified statistical and thematic approaches;
4. Design localized interventions, innovations, or strategies (IIS) based on research findings;
5. Prepare structured action research reports following DepEd standards and ethical guidelines; and
6. Utilize research outputs to support instructional improvement, professional growth, and school development initiatives.

PPST Alignment

| Training Competency | PPST Domain | Strand |
|---|--|--|
| Research-based classroom inquiry and reflective practice | Domain 1: Content Knowledge and Pedagogy | Strand 1.2 – Research-based knowledge and principles of teaching and learning |
| Development and utilization of assessment and data collection tools | Domain 5: Assessment and Reporting | Strand 5.1 – Design, selection, organization, and utilization of assessment strategies |
| Monitoring learner progress through data analysis | Domain 5: Assessment and Reporting | Strand 5.2 – Monitoring and evaluation of learner progress and achievement |
| Use of research findings for instructional improvement | Domain 5: Assessment and Reporting | Strand 5.5 – Use of assessment data |
| Development of learner-centered interventions and innovations | Domain 3: Diversity of Learners | Strand 3.1 – Learners' gender, needs, strengths, interests, and experiences |
| Ethical conduct in research and data privacy compliance | Domain 6: Community Linkages and Professional Engagement | Strand 6.3 – Professional ethics |

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| Professional reflection and dissemination of research outputs | Domain 7: Personal Growth and Professional Development | Strand 7.4 – Professional reflection and learning to improve practice |
| Research utilization for professional and institutional growth | Domain 7: Personal Growth and Professional Development | Strand 7.5 – Professional development goals |

List of Topics

Module 1: The Research Foundations

- Identifying Problems of Practice
- Writing the Statement of the Problem (SOP)
- Aligning Action Research with PPST and School Priorities

Module 2: Methodology and Data Collection

- Qualitative and Quantitative Research Designs
- Sampling Techniques and Ethical Considerations
- Instrument Development and Validation
- Data Gathering Procedures

Module 3: Data Analysis and Statistical Interpretation

- Basic Statistics for Classroom Research
- Interpreting Pre-test and Post-test Results
- Introduction to Thematic Analysis


Module 4: From Findings to Classroom Innovation

- Translating Findings into Interventions
- Designing Interventions, Innovations, or Strategies (IIS)
- Localization and Contextualization of Learning Materials
- Planning for Classroom Implementation

Module 5: Dissemination and Professional Ethics

- Writing the Action Research Summary Report
- Research Ethics and Data Privacy Act Compliance
- Presentation and Dissemination of Research Outputs

Registration Link

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|  | <p><i>Action Research for Educators: From Data Collection to Classroom Innovation</i></p> <p>https://forms.gle/nHyaffrQNXN1R36W9</p> |
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Effective Classroom Management: Establishing Structure and Enhancing Situational Awareness

Program Description

This professional development program equips educators with practical and research-informed classroom management strategies that promote structure, consistency, and responsiveness in diverse learning environments. The training focuses on establishing clear expectations, routines, and positive behavioral systems while enhancing teachers' situational awareness to effectively recognize, anticipate, and respond to classroom dynamics in real time. Anchored on the Philippine Professional Standards for Teachers (PPST), the program aims to help teachers foster safe, inclusive, engaging, and learning-focused classrooms that maximize learner participation and instructional effectiveness.

General Objectives

At the end of the training program, the participants shall be able to:

1. Establish structured classroom systems through clear expectations, routines, and procedures;
2. Apply positive and proactive classroom management strategies that support learner engagement and discipline;
3. Demonstrate situational awareness in identifying and responding to classroom behaviors and interactions;
4. Implement adaptive management approaches that maintain instructional flow and productive participation;
5. Create safe, inclusive, and learner-responsive classroom environments aligned with PPST indicators; and
6. Strengthen professional competence in managing diverse learners and dynamic classroom situations.

PPST Alignment

| Training Competency | PPST Domain | Strand |
|--|---------------------------------|---|
| Establishing safe and orderly learning environments | Domain 2: Learning Environment | Strand 2.1 – Learner Safety and Security |
| Promoting fairness, respect, and learner engagement | Domain 2: Learning Environment | Strand 2.2 – Learner Engagement |
| Managing classroom routines, transitions, and instructional flow | Domain 2: Learning Environment | Strand 2.3 – Management of Classroom Structure and Activities |
| Applying positive and non-violent discipline strategies | Domain 2: Learning Environment | Strand 2.4 – Support for Learner Participation |
| Maintaining responsive and engaging learning environments | Domain 2: Learning Environment | Strand 2.5 – Promotion of Purposeful Learning |
| Responding appropriately to learners in difficult circumstances | Domain 3: Diversity of Learners | Strand 3.5 – Learners in Difficult Circumstances |

List of Topics

Module 1: Establishing Structure in the Learning Environment

- Foundations of Effective Classroom Management
- Establishing Classroom Rules, Routines, and Procedures
- Structuring Physical and Instructional Learning Environments
- Positive Behavior Support and Preventive Strategies
- Building Respectful and Learning-Focused Classroom Culture

Module 2: Enhancing Situational Awareness in Classroom Management

- Understanding Classroom Dynamics and Behavioral Cues
- Recognizing and Anticipating Potential Disruptions
- Decision-Making and Adaptive Responses in Real-Time Situations
- Maintaining Instructional Flow and Learner Engagement
- Responsive Strategies for Diverse and Challenging Classroom Scenarios

Registration Link



Effective Classroom Management: Establishing Structure and Enhancing Situational Awareness

<https://forms.gle/8Ny4bN5p1GfV68Gv7>



Structured Design, Active Engagement: Strategies for Instructional Design and Adult Facilitation

Program Description

This professional development program equips educators with essential competencies in instructional design and adult facilitation to enhance learner engagement and instructional effectiveness. The training focuses on creating structured, aligned, and learner-centered instructional experiences grounded in research-based pedagogical principles and constructive alignment. It also develops participants' facilitation skills in managing adult learning environments that promote collaboration, reflection, participation, and meaningful engagement. Anchored on the Philippine Professional Standards for Teachers (PPST), the program empowers educators and instructional leaders to design coherent learning pathways and facilitate transformative learning experiences across diverse educational settings.

General Objectives

At the end of the training program, the participants shall be able to:

1. Apply research-based principles of instructional design in planning structured learning experiences;
2. Develop aligned instructional objectives, learning activities, and assessment strategies;
3. Design coherent and learner-centered instructional pathways that support mastery and engagement;
4. Demonstrate effective facilitation strategies grounded in adult learning principles;
5. Foster inclusive, participatory, and collaborative learning environments for adult learners; and
6. Strengthen professional practice through reflective facilitation and instructional planning.

PPST Alignment

| Training Competency | PPST Domain | Strand |
|---|--|---|
| Application of research-based teaching and learning principles | Domain 1: Content Knowledge and Pedagogy | Strand 1.2 – Research-based knowledge and principles of teaching and learning |
| Management of engaging and structured learning activities | Domain 2: Learning Environment | Strand 2.3 – Management of classroom structure and activities |
| Promotion of learner participation and supportive learning environments | Domain 2: Learning Environment | Strand 2.4 – Support for learner participation |
| Planning and implementation of sequenced teaching-learning processes | Domain 4: Curriculum and Planning | Strand 4.1 – Planning and management of teaching and learning process |

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| Alignment of learning outcomes with competencies | Domain 4: Curriculum and Planning | Strand 4.2 – Learning outcomes aligned with learning competencies |
| Collaboration and sharing of professional practice | Domain 7: Personal Growth and Professional Development | Strand 7.3 – Professional links with colleagues |

List of Topics

Module 1: Instructional Design for Structured Learning

- Foundations of Instructional Design
- Constructive Alignment in Teaching and Learning
- Writing Learning Outcomes and Competency Alignment
- Designing Instructional Strategies and Learning Activities
- Aligning Assessments with Instructional Objectives
- Developing Structured and Coherent Learning Pathways

Module 2: Facilitating Adult Learning

- Principles of Andragogy and Adult Learning
- Facilitating Inclusive and Participatory Learning Environments
- Strategies for Active Engagement and Collaboration
- Moderating Discussions and Reflective Practice
- Managing Diverse Adult Learners in Physical and Virtual Settings
- Facilitation Techniques for Meaningful Learning Experiences

Registration Link

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|  | <p><i>Structured Design, Active Engagement: Strategies for Instructional Design and Adult Facilitation</i></p> <p>https://forms.gle/wCtT1Lnn9apRjugu9</p> |
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**Leading through Data:
Advancing Instructional Supervision for Enhanced Learning Outcomes**

Program Description

This professional development program equips educators and instructional leaders with the competencies needed to utilize data effectively in instructional supervision and school improvement. The training focuses on interpreting learner performance data, identifying instructional gaps, and developing data-driven supervisory plans that support teacher growth and enhanced learner outcomes. Anchored on the Philippine Professional Standards for Teachers (PPST) and aligned with evidence-based leadership practices, the program strengthens participants' ability to transform assessment results and classroom performance indicators into actionable strategies for instructional improvement, coaching, and monitoring.

General Objectives

At the end of the training program, the participants shall be able to:

1. Interpret and analyze learner performance data to identify instructional strengths and gaps;
2. Utilize assessment and classroom data to support evidence-based instructional decision-making;
3. Develop strategic supervisory and coaching plans aligned with learner needs and school goals;
4. Apply data-driven approaches in monitoring instructional effectiveness and learner progress;
5. Strengthen leadership competencies in instructional supervision and professional collaboration; and
6. Promote a culture of accountability, continuous improvement, and evidence-based practice in schools.

PPST Alignment

| Training Competency | PPST Domain | Strand |
|--|--|---|
| Application of research-based teaching and learning principles | Domain 1: Content Knowledge and Pedagogy | Strand 1.2 – Research-based knowledge and principles of teaching and learning |
| Interpretation of learner assessment data for instructional improvement | Domain 5: Assessment and Reporting | Strand 5.3 – Reporting and awareness of learner processes and achievement |
| Utilization of assessment data to modify teaching and learning practices | Domain 5: Assessment and Reporting | Strand 5.5 – Utilization of assessment data |
| Collaboration and professional networking for instructional improvement | Domain 7: Personal Growth and Professional Development | Strand 7.3 – Professional links with colleagues |

List of Topics

Module 1: Data Interpretation and Performance Analysis

- Foundations of Data-Driven Instructional Leadership
- Understanding Learner Performance Data
- Identifying Learning Gaps and Performance Trends
- Connecting Data to Teaching and Learning Goals
- Ethical Use of Educational Data and Data Privacy Principles
- Developing Evidence-Based Insights for Instructional Improvement

Module 2: Data-Driven Supervisory Planning

- Principles of Instructional Supervision and Coaching
- Translating Data into Actionable Supervisory Strategies
- Designing Monitoring and Coaching Plans
- Setting Measurable Instructional and School Improvement Goals
- Supporting Teachers through Data-Informed Feedback
- Building a Culture of Accountability and Continuous Improvement

Registration Link



Leading through Data: Advancing Instructional Supervision for Enhanced Learning Outcomes

<https://forms.gle/rRv72zfq4w1W4z5G9>