

Project VACSIN - Validating Academic Compliance of Students through INterventions

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Abstract

To go along with modular distance learning, a Continuous Improvement Program was initiated by grade 11 advisers of Talangan Integrated National High School, Nagcarlan, Laguna, Philippines. It is named Project VACSIN (Validating Academic Compliance of Students through INterventions) and aimed in providing solution to the non-compliance and late submission of output in modular distance learning. This article is a project report of how a group of teachers won over the difficulty of delivering quality education amidst pandemic in a modular distance learning. Through this project, teachers are now more ready and more adaptive to the new normal situation for this second semester of school year 2020-2021. They were able to win the battle against learners' non-compliance and late submission of outputs, and were able to test the cycle of intervention as a very good solution to learners' weaknesses in dealing with the new system of education. Project VACSIN is now fully on its way to shape up quality education for the youth. "Alone, we can do so little. This project was featured in SEAMEO Innovative Teaching Festival List of Interesting Videos (video number 231, https://www.seameo.org/img/Programmes_Projects/2021/SITA/List%20of%20Interesting%20Video%20Clip.pdf?fbclid=IwAR0du-P-vYIwq6NNpiJtVpybvzQ3FJE33X7pcKXXKryNtYVI6c03AGG5KCl4). Together, we can make a difference" (Helen Keller).

Keywords: modular; pandemic; parents; teachers; learners; feedback; resource materials; communication; collaboration; output

1. Introduction

Talangan Integrated National High School proudly presents PROJECT VACSIN, Validating Academic Compliance of Students through Interventions. In accordance with DepEd Order no. 12, s. 2020 otherwise known as Adaptation of the Basic Education Learning Continuity Plan (BE-LCP) for School Year 2020-2021 in light of the COVID-19 Public Health Emergency, the Talangan Integrated National High School adopted the Modular Distance Learning as part of the School Learning Continuity Plan (SLCP).

To go along with this learning delivery modality, a Continuous Improvement Program was initiated which is named Project VACSIN (Validating Academic Compliance of Students through INterventions). It aimed in providing solution to the non-compliance and late submission of output in modular distance learning.

The workforce is mainly composed of grade 11 advisers, Mr. Elymar A. Pascual, Ms. Laarni V. Arban, Ms. Cleopatra M. Tobias, Mrs. Ivey C. Villegas and Mr. Daniel M. Alcazarin, and with the special participation of grade 11 teacher Ms. Vedelyn B. Dorado. The project owner is none other than the Principal II of Talangan Integrated National High School, Ma'am Emma Lim Izon. The team leader and communicator is Dr. Elymar A. Pascual. The scribes are Ma'am Laarni V. Arban and Ma'am Ivey C. Villegas. The process observers are Mr. Daniel M. Alcazarin and Ms. Vedelyn B. Dorado. While the documenter is Ms. Cleopatra M. Tobias.

2. Review of Related Literature

According to the Department of Education (2019) in their book entitled "Alternative Learning System Education and Skills Training Handbook for Implementers" (2019), learning modules are "printed or non-printed materials." They are both for the teachers and the learners intended to guide them in the process of acquiring knowledge, values and competencies. They can be in text or video format. Even online distance

learning makes use of a module before the synchronous, asynchronous or hybrid approach can be implemented. They all start in a production of a module.

The production of a module, though most are coming from higher authorities like the Division, Region or Central Office, should be contextualized or indigenized when brought down to the classroom setting. This is what the Department of Education D.O. 32, s. 2015 stipulate. In the said provision which is rooted in the Indigenous People Education Curriculum Framework or IPed, schools should localize, indigenize and enhance K to 12 Curriculum so as to go with the social context of the community.

Hernando-Malipot (2020) shared a partial report of the enrollees for basic education (K to 12) in the Philippines as of July 2020. She mentioned 7.2 million learners preferring modular distance learning while only 2 million preferring online distance learning. This shows a discrepancy in choice of modality mode by 5.2 million, which is a very large difference.

Vibal (2020) in its webinar entitled "Senior High School in the New Normal: Trends in Conducting Classes and Administrative Operations" with the resource speaker Dr. Mary Erika Bolaños set the dividing line between a textbook, a syllabus, a lesson plan, and a learning module. Though the module can do all the things that the other three can do, it does it in a different and specific way. Lesson plan primarily is for teacher's use but the learning module is both for the learner and the teacher. A textbook showcases the ingame suggests, is flexible or modular in nature, in which the learner can still learn more than what the module presents through world-web links to textual, audio, video, or other embedded media. A syllabus is concise and does not communicate well with the learner with regards to the content of the lesson, while a learning module or a packet is user-friendly, explicit in instruction and somehow complete in information. Also, a learning module elicits response, expects output, or prompts dialogue while a syllabus or course guide does not because it just gives the outlined content and topics to be covered in a given period of time.

Bro. Roderick Aguirre through Vibal (2020) webinar entitled "Using Vibal MDL Materials: A Walkthrough and Practical Reminders for Teachers and Parents" shows disagreement with the popular notion that homeschooled children lacks socialization. On the other hand, according to him, homeschooling is a good arena where the socialization of the child with the parents, considering the ample time that they would be together, is being built, practice, enhanced or refined, so that when the child goes out in the world, he knows in what manner he should behave in communicating with different people of different culture and situation.

"Offline Learning Opportunities: Implementing Modular Approach in the Current Educational System," a Vibal (2020) webinar, has the resource speaker Sir Dax Knows defined modular instruction, "an alternative instructional design that uses developed instructional materials based on the needs of the students." It is created through chunks of instruction that may cover a unit, a chapter, a topic or a segment of instruction, but it is usual that a module comprises a week of reading and task accomplishment. It is linked to the idea of flexible curriculum that is why it should be done with the knowledge of learners' needs, interests, strength and experience. It should be noted that even though a module is designed primarily for the teachers and the learners, it also calls for the participation of the parents, school administrator and the society at large. Objectives of the module should be set in a realistic mode so as to cater to the current situation in which the module is purposely made. Its length does not solely depend on the teaching style of the developer of the module, or on the content of the topic, but on the learners who would be dealing with the module – their learning style, their interests, their strengths, and even their weaknesses.

A basic but nonetheless important understanding of the concept of module is discussed in the webinar by Vibal (2020) entitled "Bite-sized Distance Learning through Practical Modular Approach" with the resource speaker Dr. Glendora Tui. A module is traced back to its root meaning which is sector or section, while modular is flexible or adjustable. The connected concept with these terms is self-learning. Malcolm Knowles definition of self-learning was presented in this webinar, and it is the "process by which individuals take the initiative, with or without the assistance of others, (autonomy) in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, and evaluating learning outcomes (mastery)." This definition takes out the center of the teaching-and-learning process from the educator, to the one who would acquire the competency or skill, and that is, the learners. A module is more learner centered because it is carefully crafted to prompt learner's desire to seek for knowledge, rather than being spoon-fed. They are given the autonomy to contribute to the materials presented in a way that they are

guided on what to search and what to absorb. It is going beyond the traditional schooling from just reading a manuscript to being a lifelong learner hungry of knowledge.

Sarmiento and Orale (2016) mentioned that Philippines is one of the last countries who had evolved from a ten-year curriculum program to 12-year curriculum from elementary to high school. Neighboring countries in Asia have already adopted the K to 12 curriculum even before the Philippines started last school year 2016-2017. Our own K to 12 curriculum is patterned with modification from the United States which has three-year Middle School and three-year High School

Vibal (2020) webinar entitled “Engaging (SHS) Gen Z Learners in the New Normal Classroom,” with the speaker Mr. Erwin Apostol, differentiates Gen X, Gen Y and Gen Z learners. Gen X learners were those born earlier than 1980, Gen Y are those born from 1980 to 1995, while those born beyond 1995 are called Gen Z learners and graduates. Gen Z learners are not just inclined with technology and gadgets, but are also mobile in their home living and even their choice of career after graduating. They are updated and give importance newsfeeds and this characteristic requires strategy in teaching. In presenting the lesson, it is important to deal with them immediately how they will be able to use the competency or skill that they will learn or acquire from the present discussion. Also, since the Gen Z learners are global in such a way that they tend to communicate more with the world compared to Gen X and Gen Y, educators should go along with them in being global as well.

Findings of the study made by Mestry and Grobler (2020) affirms the strengthens the view that “input from the parent community was crucial in both curricular and extra-curricular program of the school.” This South African educational research found out that even though there is an existing contract that parents signed about partnership in school with regards to policy making and other program, it was observed that low participation from the parents were seen especially during school activities. Consequently, it was noted that learners whose parents are less involved in school program have lower academic performance than those who are actively participating in school affairs. This research showed that both collaboration and communication played a vital role in the education of the children and in school governance.

Loughran (2008) in her article lined up the two important elements of having a good working partnership between the teacher and the parent. Every parent wants to know two things about the teacher: (1) that the teacher knows their child, and (2) that the teacher likes their child. With this, the parents are assured of that only the best education will be catered to their children, and this for her is where the parent-teacher collaboration and good relationship begins.

Ritchie (n.d.) in her study on the language and literacy abilities of kids with Down Syndrome found out that they tend to perform better when the environment is positive, and this is true for in school and at home. Constant communication between the teacher and the parents should be established so as to provide the kids with this kind of environment. She attested that collaboration and communication between teachers and parents is an important aspect of student learning.

Dewarle (2014) in her study focused in investigating on how teachers can support parents, and how parents can support teachers in creating meaningful and engaging literacy opportunities for a child. She found out that parents do not always wish to communicate ideas or happenings at home because the teacher may view it negatively. She motioned that teachers can support parents at home by suggesting an adjustment in a daily routine of a child at home which can foster child’s literacy development. Also, she suggested at the end of the study that schools should empower the parents at home in meeting the needs of a child through family literacy initiative that naturally occur at home.

The idea of teacher-parent communication and collaboration seem to permeate only to inclusive education at present. It was seen in the discussion of literature that it is confined to students with Down Syndrom or in special education. Such is the study made by Adama, Harris and Jones (2016) which focused on inclusive education and the partnership of teachers and parents. The main problem that they have encountered in having a meaningful collaboration is the difference in the ideas and beliefs between the school and home. The collaboration between the teacher and the parents create more inclusive classroom environment because the parents show support and the teachers get idea from the parents as to how to best possibly deal with the children. With both the teacher and the parents having accountability with the progress of the learners, the teaching-and-learning process becomes smooth and more enjoyable. The suggestion of the

authors in this study is the existence of fluid partnership that would avoid possible emergence of tension affecting child's educational experience.

Santana (2014) explored on the power of conducting a workshop to parents, handled by teachers. Through the workshop, positive learning environment and mutual respect were formed, leading to parent-teacher collaboration which begins with creating common areas of interest to explore. When this communication became constant, the benefits were clearly seen through learners' academic growth and increased interest of parents in the learning experiences of their children.

The existing issue that Griffin (2014) tackled in the beginning of the study is that parents believe that their participation is not needed, though there is already an existing Individualize Education Program (IEP) in the school. Through the study, the issue was attested because parents expressed that they do not perceive a fully open communication and a transparent collaboration. Though school made an effort to generate comfortable environment for a holistic collaboration through formal meetings, the parents still felt frustration in the special education process including the initiation of services. It was recommended at the end of the study that policy makers should be more involved in the setup of classroom level so as to make innovations on policy and governance.

All the above-mentioned readings and previous studies became the driving force for the group of grade 11 advisers to initiate a project that would aid in assisting the learners come out of the pandemic acquiring quality education.

3. Steps Undertaken

Step 1 – Getting Organized by Looking at the Problem. It was found out that there is 8.70% of outputs in all subjects which were not submitted, and 6.65% of outputs in all subjects which were submitted late.

Step 2 – Talk with the Customer (learners) and Service Provider (Grade 11 teachers). Learners and teachers were asked through social media why do learners commit non-compliance and late submission of modular distance learning output.

Step 3 – Walking the Process. Sorting the responses of teachers, they were able to provide 28 different answers for non-compliance and 29 for late submission. On the other hand, learners freely provide 40 different answer for non-compliance while 35 for late submission.

Step 4 – Identifying Improvement Areas. When all the responses given were sorted in such a way that only those that can be dealt with directly by the teachers were lined-up, 14 causes of non-compliance and 14 causes of late submission were identified.

Step 5 – Doing Root Cause Analysis. Using Fishbone Diagram, it was made clear that the 8.70% status on non-submission of output was due to difficulty of the modular lesson, introduction of the new system, non-support or guidance of parents and personal distractions. It was also established that the 6.65% status on late submission of output was due to curriculum complexity, students' negligence, relational issue and parents' factor.

Step 6 – Developing Solution. A partnership flowchart process was constructed. It began with the collection of school registry of learners' enrolment and first quarter status of submission, then there was the piloting of cycle of intervention - feedback, resource material provision, learner's monitoring, parents' collaboration, and unlocking of difficulties which was added lately in the process. Class and parents orientation on Project VACSIN through social media and info-graphic promotion was conducted. Mediation on learners consecutively committing non-compliance and late submission was executed. Project VACSIN was monthly evaluated. Learners having complete output and punctual submission were recognized.

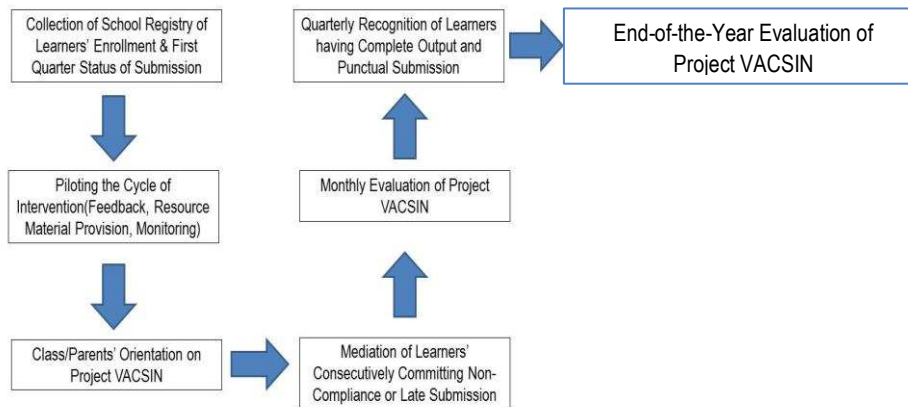


Fig. 1. Partnership flowchart process

Also, a flowchart was created with all the five interventions to be applied every week. For the first intervention, weekly feedback on the output of the learners was sent within three working days from the day of output retrieval. For the second intervention which is weekly provision of resource materials, supplemental learning materials were sent in group chats within four working days. For the third Intervention which is monitoring of learners' progress within a week, learners were inquired regularly about the progress of their output accomplishment. For the fourth intervention which is collaboration in monitoring, parents came along hand-in-hand with the teachers in supervising the learners at home and in providing pictures of learners in action. For the fifth intervention which was added lately, the unlocking of difficulties, subject teacher shared an outstanding output to the group chat of learners.

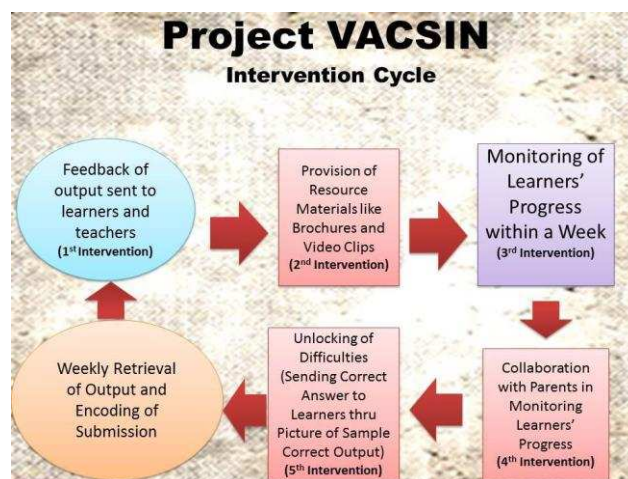


Fig. 2. The intervention cycle

Step 7 – Finalizing Improvement Plans. All the 4 root causes of non-compliance and 4 root causes of late submission were deemed to be solvable by the five interventions. The advisers tackled on small details before plunging into piloting part: What instrument or scale would be used in feed-backing? What possible resource materials could be provided to learners? What day of the week do learners need to receive them? How do we encourage or motivate learners to continue doing their task or output? How regular would this be

done? How do we best encourage parents to provide specimen of learners studying at home? These and other specifics were settled by the advisers before the next stage.

Step 8 – Piloting Solution. One week before the start of second quarter of school year 2020-2021, the interventions were applied, with the internal and external process observers in position. The internal process observer accomplished a questionnaire while getting responses from teacher-participants with regards to their experience and level of implementation of the different interventions. On the other hand, the external process observer took responses from parents and learners through Google forms, inquiring how the stakeholders view the implementation of the different interventions. On the part of the teacher-participants, it was reported during the pilot week that teachers were doing feed-backing on time, providing additional materials for learners so that the lessons would be easily understood, and encouraging the students as well as the parents to keep going in the collaboration. On the part of the parents and learners, weekly feed-backing served as a warning signal to the students, making them alarmed about their status regarding the output submitted. Constant communication enabled them to be informed of their expected learning outcomes. Resource materials served as back- up mechanism for students who were experiencing difficulties. And parent cooperation was a great help to all the teachers in achieving their goal of providing quality education for the learners.

Step 9 – Rolling-Out Solution. The whole second quarter of school year 2020-2021 became a very good venue to have the full implementation of the Project VACSIN. Great insights were received from the implementers themselves. The feed-backing as an intervention was really effective, Provision of resource materials was indeed a challenge but teachers managed to provide quality resources to learners. Teachers were all very keen in monitoring learners' progress by sending them encouraging notes. At first, few parents were able to respond with the teachers' call for collaboration of supervising learners at home, but soon they got the routine of providing pictures of their son or daughter studying at home. Parents and learners had great things to say about the Project VACSIN. They said that weekly feed backing was an effective tool in monitoring the learner's submitted output in a timely manner. Providing supplementary materials was a great help to the students for them to better understand the lesson. Monitoring of learners progress done on a regular basis uplifts them. Parents and teachers working hand-in-hand resulted in a good education. The teacher showing the best output to the learners helped them figure out how they can do better next time.

Step 10 – Checking Progress. There was 8.70% status of non-submission of output during the first quarter, while 8.20 % during the second quarter. The 0.50% decrease in non-submission was somehow a positive report on the aspect of the status of the project and a challenge as well.

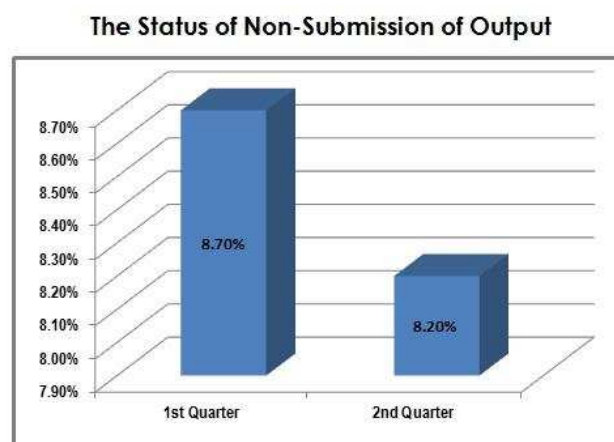


Fig. 3. The status of non-submission of output

There was 6.65 % status of late submission for the first quarter and 4.13 % for the second quarter. As a result, the Project VACSIN helped in one way or another to decrease the number of late-submission during

second quarter by 2.52 %. This was a positive report on in the new normal of education. Project VACSIN helped in decreasing the number of late-submission.

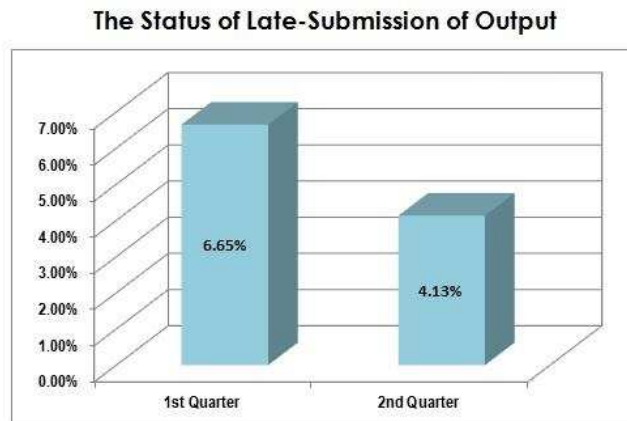


Fig. 4. The status of late submission of output

Step 11 – Continuous Implementation. For the second semester of the school year 2020-2021, the Grade 11 Advisers of Talangan Integrated National High School is now more ready and more adaptive to the new normal situation. They were able to win the battle against learners' non-compliance and late submission of outputs. They were able to test the cycle of intervention as a very good solution to learners' weaknesses in dealing with the new system of education. Project VACSIN is now fully on its way to shape up quality education for the youth. Alone, we can do so little. Together, we can make a difference.

4. The Continuous Implementation

4.1. Result of the Voice of the Stakeholders (Parent, Guardians & Learners), 3RD Quarter, s.y. 2020-2021

Upon reading the stakeholder's answers via google forms which are compose of 125 responses, 64.4% from grade 11 learners and 38.6% from parents and guardians. There are positive comments that uplift the teachers and there are also some comments that inspire the teachers to do better next time. We must never close our room for improvement. According to the gathered data, teachers need to pay attention to the second intervention which is the "weekly provision of resource material".

Figure 5 shows the stakeholders' response for the first intervention, wherein it is the feedback for outputs given to the learners and shared with parents were properly disseminated and clarifications were addressed. Out of 127 respondents there are 51.2% are very highly agree, 23.6% are highly agree and 22.8% are agree. It shows that the project VACSIN is a great help for the stakeholders in modular distance learning as intervention one is concerned.

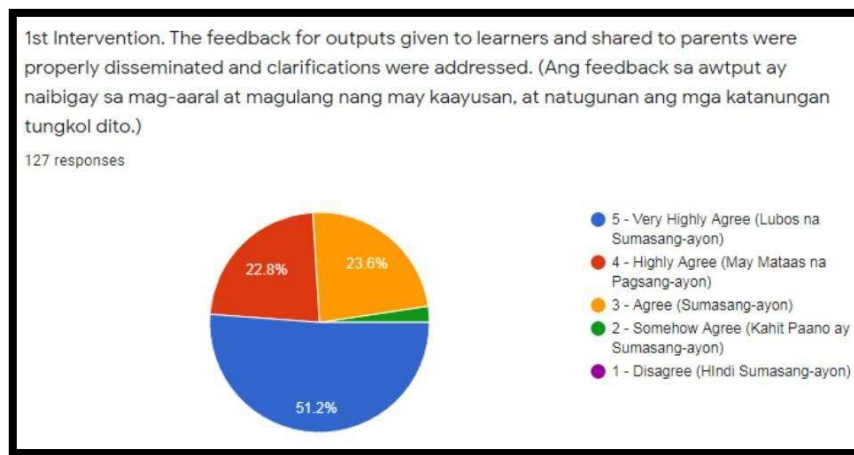


Fig. 5. The stakeholders' response for the first intervention during third quarter

Figure 6 shows the stakeholders' response for the second intervention, wherein it is the additional resource materials provided to the learners in their messenger app, assisting them to understand the topic better. Out of 127 respondents there are 45.7% are very highly agree, 27.6% are highly agree and 23.6% are agree. It shows that the project VACSIN is a great help for the stakeholders in modular distance learning as intervention two is concerned.

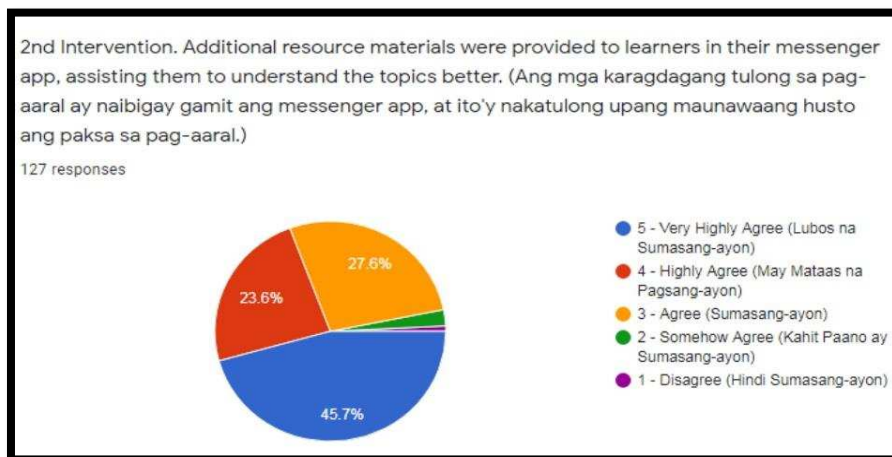


Fig. 6. The stakeholders' response for the second intervention during third quarter

Figure 7 shows the stakeholders' response for the third intervention, wherein it is the teacher-learner relationship is enhanced through regular follow up of teachers about learners' progress. Out of 127 respondents there are 52% are very highly agree, 28.3% are highly agree and 15% are agree. It shows that the project VACSIN is a great help for the stakeholders in modular distance learning as intervention three is concerned.

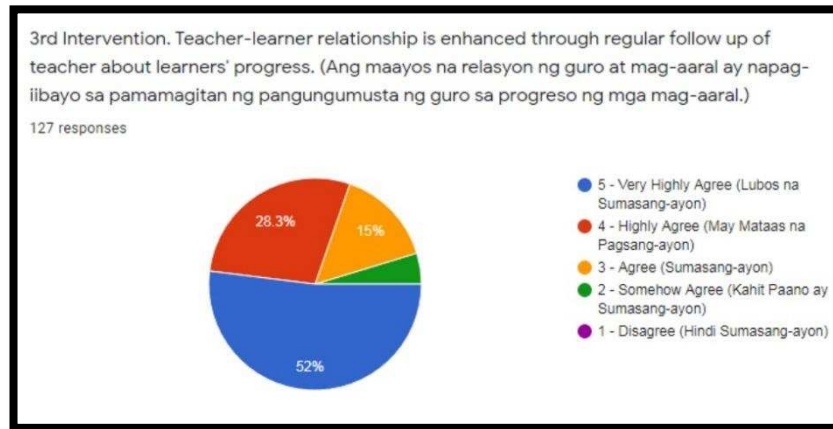


Fig. 7. The stakeholders response for the third intervention during third quarter

Figure 8 shows the stakeholders' response for the fourth intervention, wherein it is the parent-teacher collaboration is present and proof of parent supervision is evident through pictures forwarded in group chat. Out of 127 respondents there are 50.4% are very highly agree, 28.3% are highly agree and 18.9% are agree. It shows that the project VACSIN is a great help for the stakeholders in modular distance learning as intervention four is concerned.

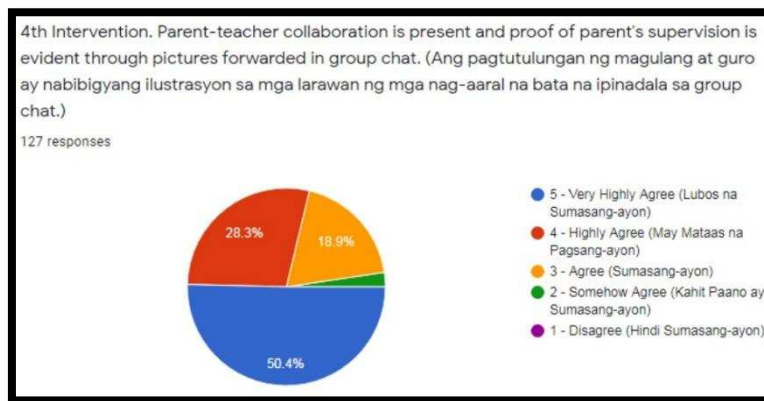


Fig. 8. The stakeholders response for the fourth intervention during third quarter

Figure 9 shows the stakeholders' response for the fifth intervention, wherein the learners are able to improve their performance through correct answers and model output sent to group chats for unlocking of difficulties. Out of 127 respondents there are 43.3% are very highly agree, 31.5% are highly agree and 21.3% are agree. It shows that the project VACSIN is a great help for the stakeholders in modular distance learning as intervention five is concerned.

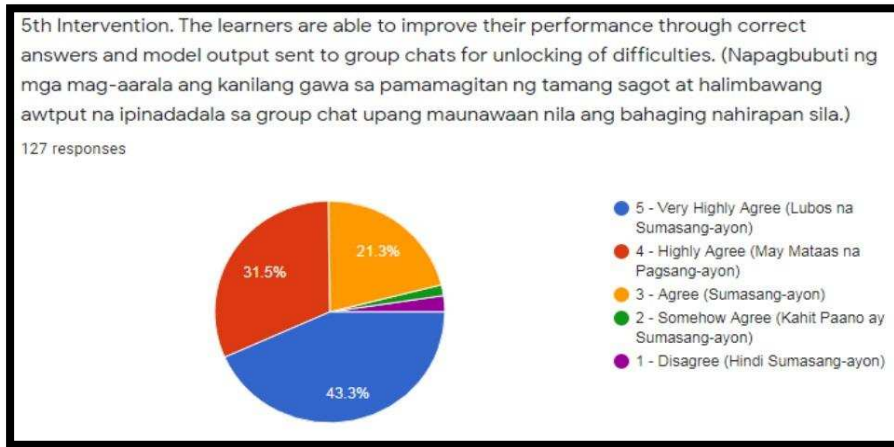


Fig. 9. The Stakeholders Response for the Fifth Intervention during third quarter

4.2. Project VACSIN Meeting for the 3rd Quarter, s.y. 2020-2021



Fig. 6. Project VACSIN third quarter meeting

Mr. Daniel M. Alcazar as one of the Process Observer, discussed the following overall comment for the third quarter implementation of intervention and here are as follows:

First Intervention (Weekly Feed backing) one section was able to have at least 50% of acknowledgment from the sent feedback of the adviser.

Second Intervention (Weekly Provision of Resource Materials) he stated that one adviser was able to send complete additional materials to the learners. Some advisers were able to send in the first two weeks but were not able to continue because of the unexpected lockdowns.

Third Intervention (Monitoring Learners' Progress within a week) even though parents seldom come to school because of the new format, they never failed to initiate contact with the advisers thru Facebook messenger.

Fourth Intervention (Collaboration with Parents in Monitoring) one section successfully had 100% of forwarded pictures from parents as a sign of collaboration.

4.3. Result of the Voice of the Stakeholders (Parent, Guardians & Learners), 4TH Quarter

Upon reading the stakeholder's answers via google forms which are compose of 108 responses, 63 % from grade 11 learners and 37 % from parents and guardians. Just like during the 3rd quarter result of the stakeholder's voice, there are positive comments that uplift the teachers and there are also some comments that inspire the teachers to do better next time, and we must never close our room for improvement.

Figure 10 shows the stakeholders' response for the first intervention, wherein it is the feedback for outputs given to the learners and shared with parents were properly disseminated and clarifications were addressed. Out of 108 respondents there are 47.2% are very highly agree, 30.6% are highly agree and 21.3% are agree. It shows that the project VACSIN is a great help for the stakeholders in modular distance learning as intervention one is concerned.

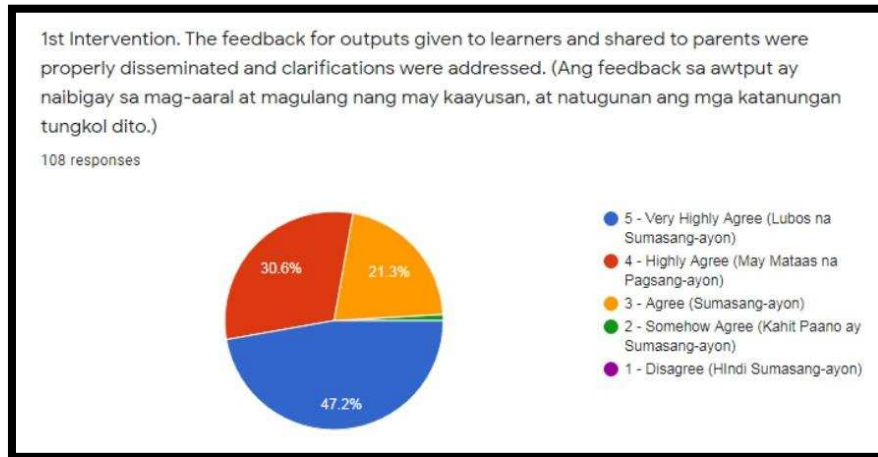


Fig. 10. The stakeholders' response for the first intervention during fourth quarter

Figure 11 shows the stakeholders' response for the second intervention, wherein it is the additional resource materials provided to the learners in their messenger app, assisting them to understand the topic better. Out of 108 respondents there are 41.7% are very highly agree, 29.6% are highly agree and 21.3% are agree, and 7.4% are somehow agree. It shows that the project VACSIN is a great help for the stakeholders in modular distance learning as intervention two is concerned.

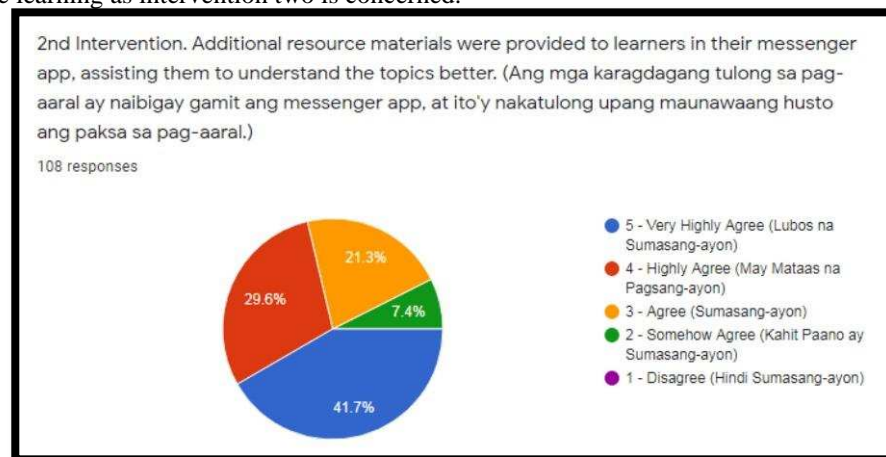


Fig. 11. The stakeholders' response for the second intervention during fourth quarter

Figure 12 shows the stakeholders' response for the third intervention, wherein it is the teacher-learner relationship is enhanced through regular follow up of teachers about learners' progress. Out of 108 respondents there are 48.1% are very highly agree, 29.6% are highly agree and 17.6% are agree. It shows that the project VACSIN is a great help for the stakeholders in modular distance learning as intervention three is concerned.

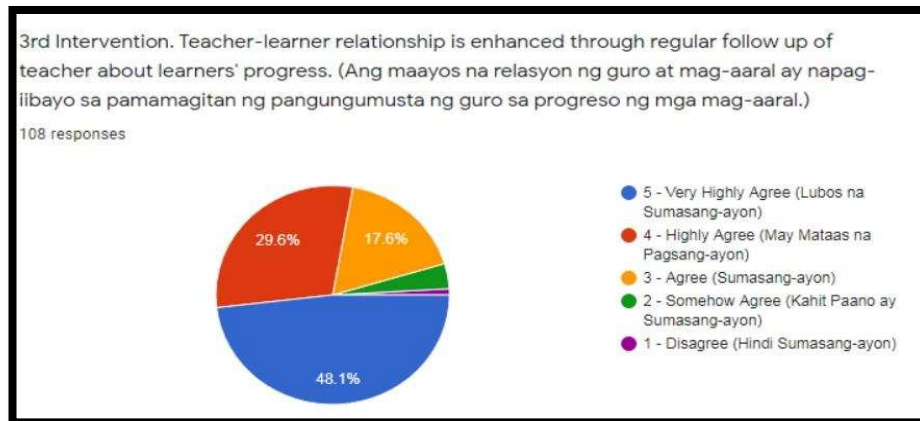


Fig. 12. The Stakeholders Response for the Third Intervention during fourth quarter

Figure 13 shows the stakeholders' response for the fourth intervention, wherein it is the parent-teacher collaboration is present and proof of parent supervision is evident through pictures forwarded in group chat. Out of 108 respondents there are 51.9% are very highly agree, 25.9% are highly agree and 20.4% are agree. It shows that the project VACSIN is a great help for the stakeholders in modular distance learning as intervention four is concerned.

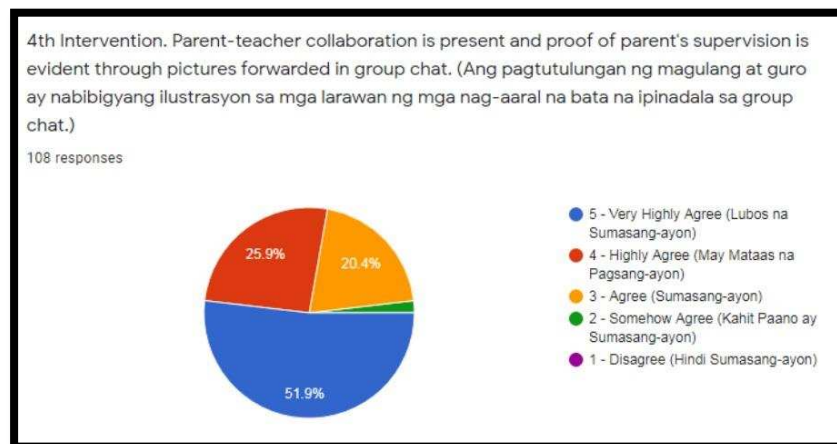


Fig. 13. The Stakeholders Response for the Fourth Intervention

Figure 14 shows the stakeholders' response for the fifth intervention, wherein the learners are able to improve their performance through correct answers and model output sent to group chats for unlocking of difficulties. Out of 108 respondents there are 46.3% are very highly agree, 27.8% are highly agree and 20.4% are agree. It shows that the project VACSIN is a great help for the stakeholders in modular distance learning as intervention five is concerned.

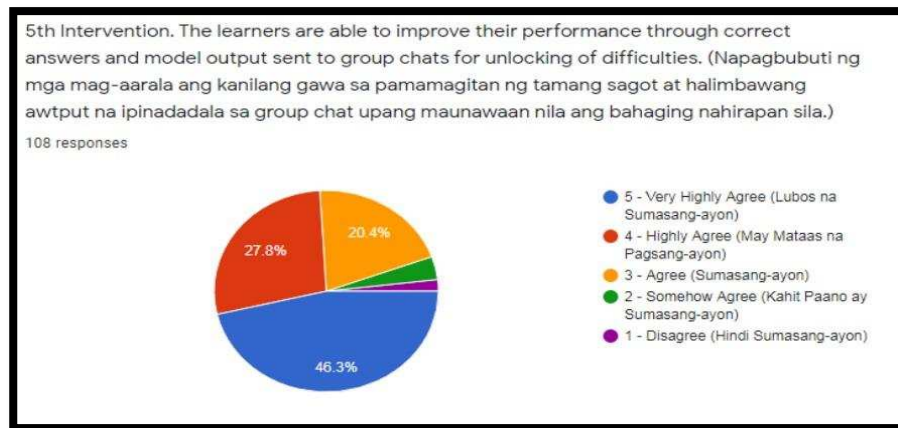


Fig. 14. The stakeholders response for the fifth intervention during fourth quarter

4.4. Project VACSIN Meeting for the 4th Quarter, s.y. 2020-2021



Fig. 15. Project VACSIN fourth quarter meeting

Mr. Daniel M. Alcazarin as one of the Process Observer, discuss the following overall comment for the third quarter implementation of intervention and here are as follows:

First Intervention (Weekly Feed backing) He gave 5 points for the no. 1-6.indicators. According to him, one of the sections got 90% of reaction from the feedback of their adviser. Most sections got almost 50%.

Second Intervention (Weekly Provision of Resource Materials) He gave 5 point for numbers 1-6 indicators. He can say that one of the adviser was able to reach 50% of reaction from students about sending additional resource material.

Third Intervention (Monitoring Learners' Progress within a Week) This intervention received 5 points for indicator numbers 1-5 and for no.6 were 4 points. He said that all advisers are doing their best to monitor their learners' progress every week. Most of them send inspirational quotations to uplift the students and they also held one-on one conversation thru messenger about problem in submission.

Fourth Intervention (Collaboration with Parents in Monitoring) This intervention received 5 points for indicators numbers 1 -5. He can say that the acknowledgements of parents increase every week. There is one section who always 100% have forwarded pictures from parents' participation in monitoring their child's progress. Others are doing very well, too.

4.5. Certificate of Academic Compliance (Complete Output Submitted with Punctuality under Project VACSIN)

The certificates were given to the seventeen learners with complete output submitted and with punctuality under Project VACSIN for the **Third Quarter**. The learners are the following:

1. ARDEZ, CHRISTIAN ANTHON, ALTIRADO – ABM 11
2. COMENDADOR, ARRON, ASENDIDO – ABM 11
3. JOVELLANO, KCRIS JERICHO, VARIN – ABM 11
4. MOLINA, GIO A. – ABM 11
5. NERA, EMMANUEL GABRIEL – ABM 11
6. RONCAL, ANDREI, GALANTA – ABM 11
7. BURBOS, LYKA, BALICOCO – ABM 11
8. CASTILLO, RAVEN RAIN, GABILLO – ABM 11
9. CONSIGNADO, MARIA MAUI AUBREY – ABM 11
10. DORADO, MICHELLE GUEN, BIAGO – ABM 11
11. SULIGUIN, SHEENA, GELIDO – ABM 11
12. TAMPEPE, KATE IRISH – ABM 11
13. BELEN, MARK JOSEPH, HINDRANA – GAS 11
14. ALVAREZ, RODILYN, AGUILAR – GAS 11
15. AROCENA, KRISTEEN, CASTILLO – GAS 11
16. SALONGA, JAMES PAUL, BROSAS – ICT 11
17. VILLEGAS, JADE MAICA, MARQUEZ – ICT 11

The certificates were given to the fifteen learners with complete output submitted and with punctuality under Project VACSIN for the **Fourth Quarter**. The learners are the following:

1. ARDEZ, CHRISTIAN ANTHON, ALTIRADO – ABM 11
2. RONCAL, ANDREI, GALANTA – ABM 11
3. BURBOS, LYKA, BALICOCO – ABM 11
4. CASTILLO, RAVEN RAIN, GABILLO – ABM 11
5. CONSIGNADO, MARIA MAUI AUBREY – ABM 11
6. MATIENZO, KAIZZE DENVER, PECENIO – GAS 11
7. MATIENZO, KEUZZE YEURD P. – GAS 11
8. ALVAREZ, RODILYN, AGUILAR – GAS 11
9. DE SALIZA, JUDY ANN, RESUENA – GAS 11
10. JOYOSA, CLARISSE REENA, BERGAIS – GAS 11
11. COROD, CHRIZIA – Care 11
12. DE TORRES, JASMIN – Care 11
13. GARAY, ANGELYN – Care 11
14. MORALINA JESSA MAE – Care 11
15. AÑONUEVO, RHOELLA MARIEL SOROMERRO – ICT 11

5. The Team Reflection about the Project

"Through Project VACSIN, I learned accountability with my team members, with the parents and with the learners. I feel fulfilled as a teacher when I give feedback, when I communicate with parents and learners, when I deal with their concern. I am happy to be part of this project in the midst of pandemic because helping learners and knowing that they succeed is already a reward for us. **EAP**

Project VACSIN keep teachers, Learners, and parents on track with the new learning delivery modality. Congratulations and Salute to this project. **CMT**

Project VACSIN helped us in systematically checking students output and monitoring their performance. It really helped us in communicating to students as well as with their parents. I'm proud to be a part of the pioneering team of teachers who conducted this project and it would be more joyous if this will be shared in all grade levels. All the lessons I learned in this project, I will still continue. **DMA**

I learned more intervention that will be used modular distance learning. I realized that this Project will help our learners, this time of pandemic situations. Hopefully next year this Project will be implemented or used. Thank you po Sir Elymar as a group leader. Salamat naging part po ako ng project VACSIN. **ICV**

On my first year of teaching, "Project VACSIN" made my work easier. Though at first, I was really struggling with the things that we need to pass every week but as time goes by, I realized that it helped me to become more organized as a teacher. Modular learning is really challenging to us teachers as well to our students, thanks to Project VACSIN and congratulations to all of us because we finished this school year fulfilling our duty as a teacher. **LVA**

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