



Republic of the Philippines
Department of Education

Enclosure A

LIST OF AUTHORIZED SERVICE PROVIDERS

Service Provider (Name of DSP or LSP)	Title of the Course	Brief Description	Beneficiaries		Professional Standards Covered			Qualifications and Course Criteria
			Target	Career Stage	PPST	PPSSH	PPSS	
Research Triangle Institute (RTI) International/ABC+: Advancing Basic Education in the Philippines	Training on the Use of Supplementary Reading Materials (Regional Trainers)	The five (5) day online training course for Regional Trainers focuses on the use of supplementary reading materials and the different instructional strategies in supporting literacy domain skills development through the use of supplementary reading materials. The participants shall be able to define and model different instructional strategies for effective use of supplementary reading materials, and ensure application of these through developing a	Master Trainers and Regional Trainers				Strand 3.1 (3.1.2) Strand 3.2 (3.2.2) Strand 3.6 (3.6.2) Strand 4.2 (4.2.2) Strand 4.3 (4.3.2) Strand 4.4 (4.4.2) Strand 5.4 (5.4.2) Strand 5.5 (5.5.2)	



	Training on the Use of Supplementary Reading Materials (K-3 Trainers)	plan to improve lesson preparation and delivery.	K-3 Teachers from Region 5 and Region 6	Proficient and Highly Proficient	Strand 1.4 (1.4.2, 1.4.3) Strand 1.6 (1.6.2, 1.6.3) Strand 1.7 (1.7.2, 1.7.3) Strand 2.3 (2.3.2, 2.3.3) Strand 2.4 (2.4.2, 2.4.3) Strand 3.1 (3.1.2, 3.1.3) Strand 3.2 (3.2.2, 3.2.3) Strand 4.1 (4.1.2, 4.1.3) Strand 4.4 (4.4.2, 4.4.3) Strand 4.5 (4.5.2, 4.5.3) Strand 6.2 (6.2.2, 6.2.3) Strand 7.3 (7.3.2, 7.3.3) Strand 7.4 (7.4.2, 7.4.3)			
	Improving Early Grade Literacy in School and at Home (Regional Trainers)	The five (5) day Online Training Course for Regional Trainers and Teachers focuses on the domains of literacy and the instructional strategies that can be used in bridging languages, facilitating oral language discussion, and practicing students in language domains to improve their literacy skills. The participants shall be able to recognize the importance of various learning modalities and how they can implement the K-3 literacy strategies to ensure learning continuity and transition from school to at home learning.	Master Trainers and Regional Trainers	(Proficient)			Strand 3.1 (3.1.2) Strand 3.2 (3.2.2) Strand 3.6 (3.6.2) Strand 4.2 (4.2.2) Strand 4.3 (4.3.2) Strand 4.4 (4.4.2) Strand 5.4 (5.4.2) Strand 5.5 (5.5.2)	
	Improving Early Grade Literacy in School and at Home (K-3 Teachers)		K-3 Teachers from Region 5 and Region 6	Proficient and Highly Proficient	Strand 1.4 (1.4.2, 1.4.3) Strand 1.6 (1.6.2, 1.6.3) Strand 1.7			

					(1.7.2, 1.7.3) Strand 2.3 (2.3.2, 2.3.3) Strand 2.4 (2.4.2, 2.4.3) Strand 3.1 (3.1.2, 3.1.3) Strand 3.2 (3.2.2, 3.2.3) Strand 4.1 (4.1.2, 4.1.3) Strand 4.4 (4.4.2, 4.4.3) Strand 4.5 (4.5.2, 4.5.3) Strand 6.2 (6.2.2, 6.2.3) Strand 7.3 (7.3.2, 7.3.3) Strand 7.4 (7.4.2, 7.4.3)			
	Training of School Heads and Public Schools District Supervisors on Instructional Supervision and Early Literacy Instructional Strategies, School Climate/Culture, SEL, and Wellbeing – Batch 1	By the end of this training, participants will be able to implement a project initiative using instructional supervision practices grounded on the idea of the school as a learning organization to improve student performance with particular focus on literacy in the early grades. <ul style="list-style-type: none"> Make a shared vision of a school fostering a culture of continuous learning and growth that will be used as a guide in developing LACS and supervisory plans 	School Heads (SHDs) and Public Schools District Supervisors (PSDS)			Domain 1 (1.1 1.2 1.7) Domain 4 (4.1 4.2 4.5 4.6) Domain 5 (5.3)	Domain 1 (1.1 1.2 1.3) Domain 3 (3.1) Domain 4 (4.1 4.3 4.4)	
	Training of School Heads and Public Schools District Supervisors on Instructional Supervision and Early Literacy Instructional Strategies, School Climate/Culture, SEL, and Wellbeing – Batch 2	<ul style="list-style-type: none"> Design supervisory plan for school heads/teachers to engage in a dialogue that covers the following topics: (1) constructs of learning climate (school, classroom, home or 	School Heads (SHDs) and Public Schools District Supervisors (PSDS)			Domain 1 (1.1 1.2 1.7) Domain 4 (4.1 4.2 4.5 4.6) Domain 5 (5.3)	Domain 1 (1.1 1.2 1.3) Domain 3 (3.1) Domain 4 (4.1 4.3 4.4)	

		<p>different learning settings), learning conditions and instructional strategies that support their own social and emotional competencies and that of their students; (2) the interdependencies between learning climate, SEL and literacy learning; (3) positive discipline through collaborative problem solving and the Positive Discipline for Everyday Teaching (PDET)</p> <ul style="list-style-type: none"> Implement a LAC that improves literacy for Kindergarten to Grade 3 levels 						
SEAMEO Innotech	GURO21 Course 1: Facilitating the Development of 21st Century Skills	Excellence in School Leadership for Southeast Asia (eXCELS) is a suite of courses for school heads to develop their competencies in areas of instructional leadership, instructional supervision, disaster and risk management, peace and culture advocacy and health programs management.	Teachers	Proficient	Domain 1: 1.1,1.4, and 1.5 Domain 3: 3.1, 3.3, 3.4, and 3.5 Domain 7: 7.2, 7.3,7.5			
	GURO21 Course 2: Higher Order Thinking Skills		Teachers	Highly Proficient	Domain 1: 1.1,1.4, and 1.5 Domain 3: 3.1, 3.3, 3.4, and 3.5 Domain 7: 7.2, 7.3,7.5			
	TEACHeXCELS		School Heads	Proficient		Domain 3: 3.1,3.2,3.4,3.5,3.8 Domain 4: 4.4		
	SUPEReXCELS			Highly Proficient		Domain 3: 3.1,3.2,3.4,3.5,3.8 Domain 4: 4.4		
	PEACeXCELS			Distinguished: School Heads or individually as courses		Domain 1: 1.1,1.2,1.7 Domain 2: 2.1,2.2,2.3,2.4,2.5,2.6		

				applicable for all SH regardless of their career stage (1 or 2 or 3 or 4)		Domain 4:4.4 Domain 5:5.1		
	LEADeXCELS					Domain 1: 1.1,1.2,1.7 Domain 2: 2.1,2.2,2.3,2.4,2.5,2.6 Domain 4:4.4 Domain 5:5.1		
	HEALTHeXCELS					Domain 1: 1.1,1.2,1.7 Domain 2: 2.1,2.2,2.3,2.4,2.5,2.6 Domain 4:4.4 Domain 5:5.1		
Southeast Asian Institute of Educational Training, Inc. (SEAIETI)	Safeguarding Education: Education Continuity Planning and the Whole- School Approach Innovation in Education	This online training program is proposed to equip participants with useful and relevant teaching and learning strategies that they can apply in their classroom. Twenty first century teaching requires approaches that actively meets the demands of digital natives (students that are familiar with computers and other advanced technologies at an early age) (Scott, 2015), thus, this training is designed to update teachers of the current trends and technologies available that may revolutionize the way education is delivered in the classroom. They will also be able to acquire information about up-to-date applications that are useful for teachers and may simplify their day to day tasks. Since the world is in 'New Normal,' this training will be delivered through an online modality using advanced technological tools. Even so, participants of this training will experience activities on different educational applications and software. They will also emerge in the endless possibilities of various technologies and will be equipped with new ideas to	Teacher	Proficient	Domain 1: 1.2, 1.2.2, 1.3, 1.3.2, 1.4, 1.4.2, Domain 4: 4.1, 4.1.2, 4.2, 4.2.2, 4.3, 4.3.2, 4.4, 4.4.2, 4.5, 4.5.2			
	Innovation in Education				Domain 1: 1.2, , 1.2.2, 1.3, 1.3.2, 1.4, 1.4.2 Domain 2: 2.4, 2.4.2 Domain 4: 4.3, 4.3.2, 4.5, 4.5.2 Domain 7: 7.3, 7.3.2, 7.4, 7.4.2, 7.5 7.5.2			
	Education in the Virtual Environment				Domain 1:1.2, 1.2.2, 1.3.2, 1.4, 1.4.2 Domain 2: 2.4, 2.4.2 Domain 4: 4.1, 4.1.2, 4.2, 4.2.2, 4.3, 4.3.2,			

		integrate in the classroom. It will be very useful for teachers' development and will help them adapt to the 'New Normal.'			4.4, 4.4.2, 4.5, 4.5.2			
	Classroom Management: Uncovering Deeper Layers of Learning and Supporting Students with Learning Disabilities				Domain 2: 2.3, 2.3.2, 2.4, 2.4.2 Domain 3: 3.1, 3.1.2, 3.1, 3.3.2 Domain 4: 4.1, 4.1.2, 4.2, 4.2.2			
	Demofest on Educational Innovations, Technology and Classroom Management Global Filipino Teachers				Domain 1: 1.2, 1.2.2, 1.3, 1.3.2, 1.4.2 Domain 2: 2.4, 2.4.2 Domain 4: 4.2, 4.2.2, 4.3, 4.3.2, 4.4, 4.4.2, 4.5, 4.5.2			
Philippine Normal University	Customized Diploma Program for Non-Specialists Phase 1	<p>This program combines academic courses and training done in PNU and JEL. The program has 8 academic courses that lead to a diploma (certificate).</p> <p>Each 3-unit course is delivered in a 54-hour combined academic classes and training in PNU and Job Embedded Learning. Each course supports development of 2-3 NEAP priority indicators from PPST. JEL is supported by a portfolio, RPMS outputs and IPCRF ratings are samples of job-embedded learning outputs. Each course (combined academic with training and JEL) has an embedded assessment to signify attainment of the NEAP priority indicators. A gateway assessment will be given at the end of the program.</p>	<p>Teachers</p> <p>(Non-specialists are teachers who have been teaching subjects not aligned with their training for the last five years.)</p>	Career Stage 1-4	Total of 20 indicators in the PPST for Phase 1 - All priority strands for 2020-2023 Phase 1 one-year training (Gateway Assessment to receive Diploma)			

		<p>The following are the PNU customized programs for Non-Specialists:</p> <p>Master's</p> <ol style="list-style-type: none">1. Master ng Sining sa Edukasyon Pangwika sa Filipino2. Master of Arts in English Language Education3. Master of Arts in Reading Education4. Master of Arts in Mathematics Education (Streams: with Specialization in Elementary School Teaching, with Specialization in Secondary School Teaching, with Specialization in College Teaching)5. Master of Arts in Science (Streams: with Specialization in Chemistry, with Specialization in Physics, with Specialization in Integrated Science, with Specialization in Biology)6. Master of Arts in Counseling7. Master of Arts in Values Education8. Master of Arts in Social Science Education9. Master of Arts in Early Childhood Education10. Master of Arts in Educational Assessment and Evaluation11. Master of Arts in Educational Leadership and Management						
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		<p>12. Master of Arts in Education with Specialization in Curriculum and Instruction</p> <p>Doctorate</p> <ol style="list-style-type: none"> 1. Doctor of Philosophy in English Language Education 2. Doctor of Philosophy in Reading Education 3. Doktor ng Pilosopiya sa Edukasyong Pangwika sa Filipino 4. Doctor of Philosophy in Mathematics Education 5. Doctor of Philosophy in Science Education 6. Doctor of Philosophy in Counseling 7. Doctor of Philosophy in Curriculum and Instruction 8. Doctor of Philosophy in Educational Leadership and Management 						
	Customized Program for Specialists Phase 1	<p>This program combines academic courses and training done in PNU. The program has 8 academic courses that lead to a diploma (certificate). Each 3-unit course is delivered in a 54-hour combined academic classes and training in PNU.</p> <p>The following are the PNU customized programs for Specialists:</p> <p>Master's</p> <ol style="list-style-type: none"> 1. Master ng Sining sa Edukasyon Pangwika sa Filipino 2. Master of Arts in English Language Education 	<p>Teachers</p> <p>(Specialists are teachers who have BSEd/BEED/ Certificates in teaching degrees aligned with the subjects they are teaching.)</p>	Career Stage 1-4	Total of 20 indicators in the PPST for Phase 1 - All priority strands for 2020-2023 Phase 1 one-year training (Gateway Assessment to receive Diploma)			

		3. Master of Arts in Reading Education 4. Master of Arts in Mathematics Education (Streams: with Specialization in Elementary School Teaching, with Specialization in Secondary School Teaching, with Specialization in College Teaching) 5. Master of Arts in Science (Streams: with Specialization in Chemistry, with Specialization in Physics, with Specialization in Integrated Science, with Specialization in Biology) 6. Master of Arts in Counseling 7. Master of Arts in Values Education 8. Master of Arts in Social Science Education 9. Master of Arts in Early Childhood Education 10. Master of Arts in Educational Assessment and Evaluation 11. Master of Arts in Educational Leadership and Management 12. Master of Arts in Education with Specialization in Curriculum and Instruction Doctorate 1. Doctor of Philosophy in English Language Education						
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		2. Doctor of Philosophy in Reading Education 3. Doktor ng Pilosopiya sa Edukasyong Pangwika sa Filipino 4. Doctor of Philosophy in Mathematics Education 5. Doctor of Philosophy in Science Education 6. Doctor of Philosophy in Counseling 7. Doctor of Philosophy in Curriculum and Instruction 8. Doctor of Philosophy in Educational Leadership and Management						
	Executive Program for Career Stage 2 and 3 of School Heads Phase 1	This program is 432 hour program for School heads to support their: <ul style="list-style-type: none"> Consolidation of practice from career stage 2 (possibly P1 and P2) Provision for progression to career stage 3 (possibly P3) 	Schools Heads	Career Stage 2 and 3		Total of 20 indicators in the PPSSH for Phase 1 - All priority indicators of PPSSH		
	Executive Program for Career Stage 2 and 3 of Supervisors Phase 1	This program is 432 hour program for School heads to support their: <ul style="list-style-type: none"> Consolidation of practice from career stage 2 (possibly EPS 2 and EPS2) Provision for progression to career stage 3 (possibly Chiefs of division) 	Supervisors	Proficient and Highly Proficient			Total of 10 indicators in the PPSS for Phase 1 - All priority indicators of PPSS	