PROJECT COMPASS (COORDINATING ORGANIZED TEACHING METHODS THROUGH PROVIDING TECHNICAL ASSISTANCE TO SECONDARY SCIENCE TEACHERS): ITS USE IN RESPONSE TO NEW NORMAL

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Completed 2021

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

Project Compass (Coordinating Organized Teaching Methods Through Providing Technical Assistance to Secondary Science Teachers): Its Use in Response to New Normal

An ACTION RESEARCH
Presented to
Regional Research Committee (RRC)
and Department of Education

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Basic Education Research Fund 2020

May 2021

ABSTRACT

**Project Compass (Coordinating Organized Teaching Methods Through Providing Technical Assistance to Secondary Science Teachers):
Its Use in Response to New Normal**

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This action research aimed to determine the contribution of Project COMPASS (Coordinating Organized teaching Methods through providing technical assistance to Secondary Science teachers). This technical assistance rendered was comprised of the provision of training and consultations, development of teaching resources, and promotion of quality assurance.

This action research employed a mixed-methods design. The participants of the study were the Science teachers at San Roque National High School in the Division of Navotas City selected through purposive sampling technique. In the qualitative part, a semi-structured interview was used to obtain information on the technical assistance provided. Teachers also created a reflection. For the quantitative part, the researcher gathered numerical data on Individual Result Commitment Report Form (IPCRF), ESAT (Electronic Self-Assessment Tool), and teachers' ICT capability level assessment survey before and after to know what area they improved after the technical assistance. The qualitative data underwent coding analysis. All the responses were coded, and thematic analysis of the data was done for the presentation of the result while the quantitative data were statistically analyzed using frequency, percentage, and mean.

The findings revealed that Project COMPASS helped science teachers developed their needed skills and competencies. However, an organized action plan and process are needed to gain the maximum benefit and contribution of the project. Technical assistance is only effective for mastering new skills and practices when active participation and cooperation of the participants are given. It is hoped that this project may be used by other department heads within the division.

Keywords: teaching and learning,technical assistance,mix methods, Navotas City

ACKNOWLEDGMENT

Utmost gratitude and appreciation are extended by the researcher to the following people that gave her a significant motivation to pursue and complete this action research.

To her school head, **Ms. Joji R. Fernando** who approved this research and who first believed in her capability in doing action research.

To **Dr. Gemma Villaluna**, Chief of SGOD, and **Dr. Isabelle S. Sibayan**, ASDS., for the approval of this research, for the suggestions and motivations that help the researcher to conceptualize and complete the study.

Mr. Bonifacio Dullas IV, SEPS on Planning and Research of SDO Navotas, for guiding her and for sharing valuable information and insights regarding the conduct of her research.

To **Mr. Russell P. Samson**, EPS-Science her research consultants, for guiding her in the journey.

To all the **Science teachers** of San Roque National High School who willingly participate and cooperate in the implementation of the study, for sharing their time and knowledge, and for being honest and open-minded during the whole process of study.

And above all to the **Almighty God**, for the strength, wisdom, and guidance has bestowed her which made this study a reality.

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I. Context and Rationale

Many sectors have been affected, especially the education sector due to the COVID-19 crisis. Despite the pandemic, the Department of Education (DepEd) of the Philippines, Secretary Leonor Briones ensured educational continuity. The continuation of learning under the new normal through blended education. Blended education means the adoption or use of a combination of learning tools and methodologies such as online and offline tools, modules, the use of television and radio, and various digital platforms.

This "new normal" was indeed a challenge for many sectors including the education sector. Though the teachers had attended various online upskilling and retooling seminars about the different tools and platforms to be used in teaching in response to the new normal, still, the preparation and execution of blended learning great challenge for the teachers.

In line with the DepEd Order No. 12, s. 2020 regarding the Adoption of the Basic Education Learning Continuity Plan for the school Year 2020-2021 in the light of the Covid-19 Public Health Emergency, unnumbered Memorandum dated July 21, 2020, "Suggested Strategies in Implementing Distance Learning Delivery Modalities (DLDM) for School Year 2020-2021", the primary aim of the study was conceptualized and proposed.

Under, the schools' Division Office (SDO)Navotas Learning Continuity Plan (LCP), the Division embraced and implemented Blended Learning Delivery Modality employing both Modular Distance Learning and Online Distance Learning for the

School Year 2020-2021. Also, the SDO Navotas "NavoBox" was already distributed in all public schools in the division for modular distance learning.

Most teachers are eager to learn, want to improve, and work hard at their craft. However, many teachers need time and assistance in developing the skills needed to ensure success in teaching and learning. Based on observations, the teachers are having confusion about what appropriate teaching methodologies to be employed for different types of learners and how will these students be managed properly without face-to-face interaction. It is difficult to manage online teaching that is new for most teachers. Teachers are challenged on the preparation, simulation, and implementation of continuing teaching and learning process during this time of the pandemic.

Aside from that, the teachers have different areas of strength and developmental needs. There is a need to develop a plan for providing help for teachers that focus on areas that need improvement. Since the researcher is a department head of Science, it is her duty and obligation to provide support and technical assistance to teachers to improve their performance and work, hence, it is for this reason that this study was pursued.

In response to these challenges that teachers are facing and might encounter in the future, the researcher as a department head provided technical assistance to secondary Science teachers of San Roque National High School. This covered the first and second quarters for the school year 2020-2021. This action research primarily aimed to determine the contribution of Project COMPASS (Coordinating Organized teaching Methods through Providing technical Assistance to Secondary Science

teachers). Hence, this study aimed to provide an effective and efficient action plan to be used by department heads to monitor, evaluate, and assist their supervised teachers in the new normal.

II. Innovation, Intervention, or Strategy

The innovation is called Project COMPASS which means **C**oordinating **O**rganized teaching **M**ethods through **P**roviding technical **A**ssistance to **S**econdary **S**cience teachers in response to new normal. This technical assistance rendered was comprised of the provision of training and consultations, development of teaching resources, and promotion of quality assurance. Rigorous application of technical assistance to teachers was monitored and evaluated. This action research was a starting point to determine the effects of Project COMPASS which was about technical assistance in short, and know its benefits or contribution to the development of science teachers of San Roque National High School.

In a journal article by Trohanis TA Projects at the Frank Porter Graham Child Development Institute (2014), technical assistance was defined as a "collaborative and coordinated approach to building the capacity of individuals, developing improved ways of doing things, and ultimately, achieving agreed-upon outcomes".

Blasé (2009) highlighted the use of technical assistance as a common strategy for encouraging and ensuring the uptake of new information gradually, it is becoming the instrument for supporting administrative and scheme change. It can provide better preparation for the development of a functional partnership between the head and the teachers, considering the objectives are defined and clear. He further stated that the researches on technical assistance impact are still indefinite and

laborious, there are still indicators that technical assistance matters, and there are yet emerging evaluation and research methods whereupon its processes and outcomes can be built.

III. Action Research Questions

This study generally aimed to determine the contribution of Project COMPASS (Coordinating Organized teaching Methods through Providing technical Assistance to Secondary Science teachers) in assisting the Science teachers of San Roque National to improve their developmental needs in response to the new normal instruction.

Specifically, it sought to answer the following questions:

1. What are the developmental needs of science teachers based on Electronic Self Assessment Tool(ESAT).?

2. What is the perception of science teachers in the new normal?

3. How do the Science teachers adapt to the new normal setting

4. What are improvements gained by the Science teachers after the project?

5. How does the Project COMPASS help improve the developmental needs of Science teachers in response to the new normal?

6. What action plan may be proposed based on the results of the study?

IV. Action Research Methods

A. Research Design

This action research employed a mixed-methods design (both qualitative and quantitative). The rationale for choosing a mixed-methods design was to provide a wider perspective of the context of using Project COMPASS in the new normal setting

as well as to have a greater understanding of the research questions posed in this study (Almalki 2016). A mixed-methods approach allows the researcher to compensate for the fundamental weaknesses that are associated with using only a quantitative or qualitative study.

B. Participants and Sources of Data

The participants of the study were the Science teachers at San Roque National High School in the Division of Navotas City selected through purposive sampling technique since they are supervised and handled by the researcher. The participants who were purposively chosen were all teachers from science department and had willingly answered the survey questionnaires. Moreover, these teachers are of legal age and consent is immaterial for the implementation of the study.

The sources of qualitative data were semi-structured interviews, reflection guides, and observations while for the quantitative data, the sources of data were IPCRF and ESAT. A development-need monitoring survey was administered to determine the improvement gained after conducting the project. An online interview was conducted with the participants to get their feedback on the implementation of project COMPASS.

C. Data Gathering Methods

In the qualitative part, a semi-structured interview was used as the data gathering to obtain information on the technical assistance provided, teachers' feedback on the project, and focus group discussion about the lessons via video conferencing. Teachers created a reflection through the reflection guide given to the participants.

For the quantitative part, the researcher gathered numerical data on Individual Result Commitment Report Form (IPCRF), ESAT (Electronic Self-Assessment Tool) before and after to know what areas they improved after the technical assistance. They were asked to answer a survey questionnaire online on how they adapt to the new normal and how they go about the process of accomplishing it together with other teachers.

D. Data Analysis

The qualitative data underwent coding analysis. All the responses were coded, and a thematic analysis of the data was done for the presentation of the result.

The quantitative data were statistically analyzed using frequency, percentage, and mean. Statistical treatment of the data was checked with the help of a Statistics teacher. Interpretation of data was made to answer the questions posed in the statement of the problem part. The organized findings will be the basis for reaching conclusions and making recommendations.

V. Discussion of Results and Reflection

A. Result and Findings

This section presents the findings of the study. The results were organized based on the arrangement of research questions.

1. Developmental Needs of the Science teachers based on their Electronic Self-Assessment Tool (SAT)

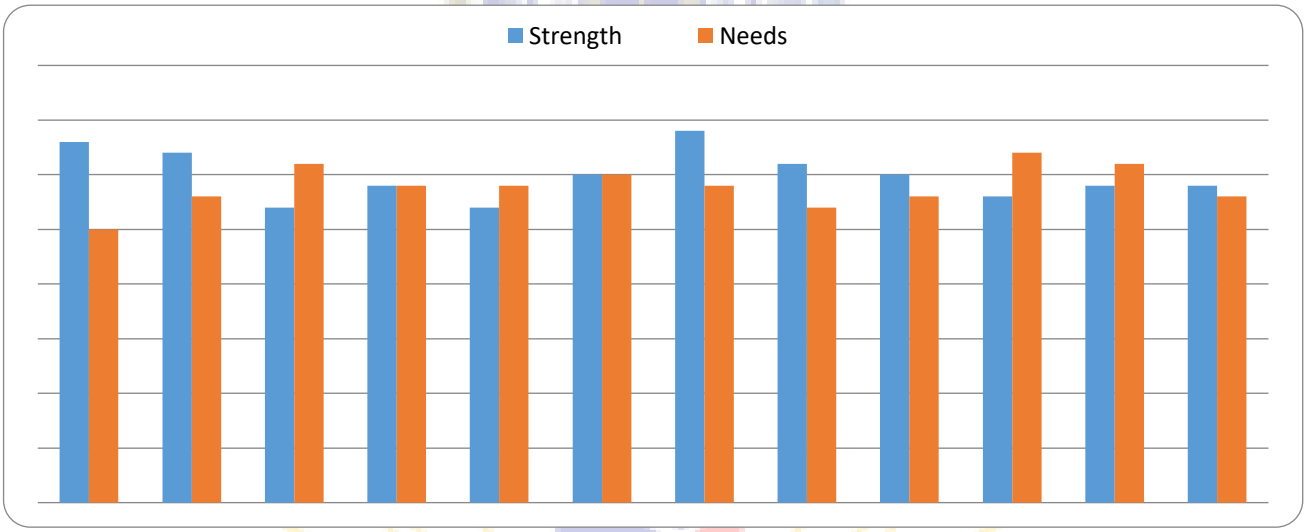

Figure 1

Core Behavioral Competencies of Science Teachers

Figure 1 presents the strength and developmental needs of Science teachers for the School Year 2020-2021. It shows that Science teachers' level of capability is high on the following objectives: **3.1.** *Selected, developed, organized, and used appropriate teaching and learning resources, including ICT, to address learning goals,* followed by **1.1.** *Applied knowledge of content within and across curriculum teaching areas,* and **1.2** *Ensured the positive USE of ICT to facilitate the teaching and learning process*.

On the other hand, they need technical assistance and support on the following objectives, **1.3***Applied a range of teaching strategies to develop critical and*

creative thinking, as well as other higher-order thinking skills, **4.2.** *Participated in professional networks to share knowledge and to enhance practice,* and **4.3.** *Developed a personal improvement plan based on reflection of one's practice and ongoing professional learning*.

The researcher focused on the developmental needs of Science teachers specifically on ICT skills, teaching strategies, assessment, connecting to professional networks such as learning action cells, and technical assistance.

Figure 2.*Core Behavioral Competencies of Science Teachers*

Figure 2 shows the strength and developmental needs of science teachers on the core behavioral competencies. The core competencies of Science teachers are high on the indicators, Teamwork as the highest, second is Result Focus and third is Service Orientation. However, the consecutive lower-value indicator reflects the developmental needs of the Science teacher's innovation, Self-management, and Professional Ethics. This means that Science teachers need support in these areas, which became the focus or priority needs for the technical assistance provided.

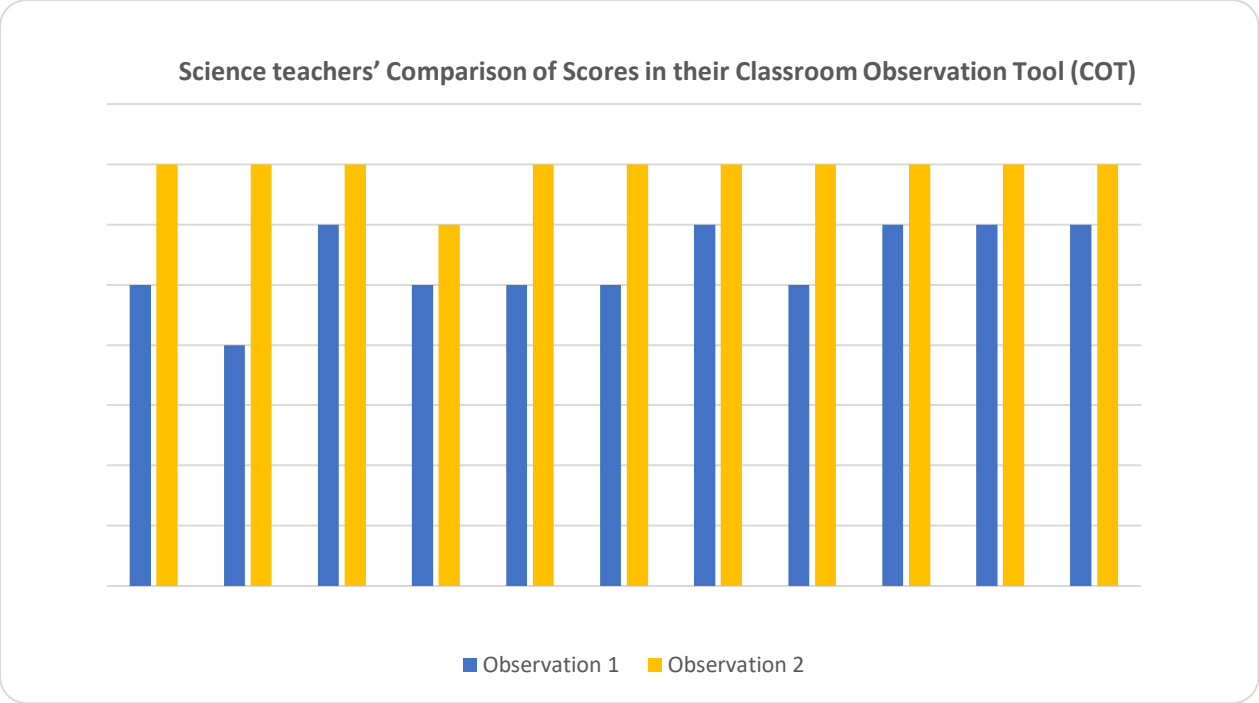

Figure 3. *Science teachers' Comparison of Scores in their Classroom Observation Tool (COT)*

Figure 3 shows the graph of the comparison of scores of the Science teachers in their observations 1 and 2 through the Classroom Observation Tool (COT). As shown the scores of all the Science teachers increase by 1 to 2 points in the second observation. During the second observation, their teaching strategies are improved, the new application of ICT skills is seen, and applied considerations on classroom management and students' assessment.

Science teachers' Comparison of Scores in their Classroom Observation Tool (COT)

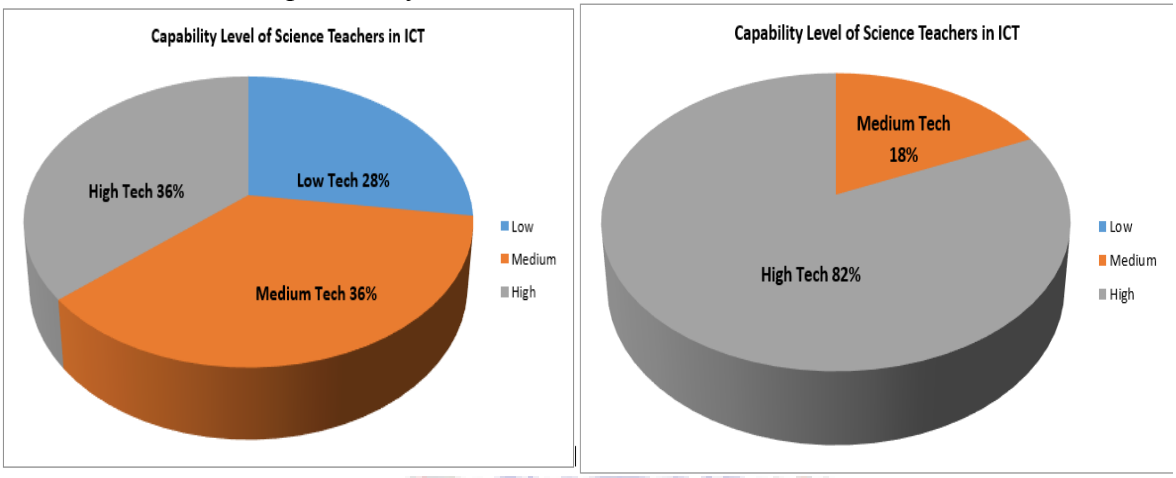

Figure 4. Capability Level of Science teachers in ICT

Figure 4 presents the capability level of Science teachers in using ICT before and after the project. The left side (before) while the right side (after) the implementation. Before the technical assistance, 36% are high-tech and medium-tech while 28% are low tech. After the project, 82% became high tech while 18% are medium-tech. Comparing the two, an increase of the high tech is observed, and the low tech becomes a high or medium-tech. An improvement in the capability level of teachers on the use of ICT in instruction was highly observed. It can be said that after the project or technical assistance, teachers improved in the area of utilizing technology and managing online classroom instructions.

2. Science Teachers' Perception in the New Normal

In the semi-structured interview with the Science teachers, they were asked several questions. They were asked, "What is your fear in teaching in the new normal?". Their responses are, "*fear of using new technologies and different applications*", "*difficulty of credibility and fairness of assessment*", "*not getting the quality of education*", and "*reaching out to the students*". In the question, "How do

you want to be assisted or supported to cope in the new normal? Do you want individually or in the group?", the participants' responses are: "*to be in a group", and training from reliable and knowledgeable person*".

They were also asked on "What Technical Assistance do you need in this new normal?". The participants' answers are: "*utilizing technology and teaching applications*", "*easier way to reach the students*", and "*way of assessment*".

For the question, "What is the major challenge you can consider in this pandemic?", the participants' answer is: "*teaching online*", "*reaching out to the students*", and "*handling students*".

Based on the gathered responses, it can be said that Science teachers have fear of the new normal education due to the use of technology and the difficulty of reaching out and assessing students, hence, effective quality education is at risk, which causes fear and a need to assist the teachers.

3. Science Adaptation to the New Normal

A semi-structured interview with the Science teachers was conducted to solicit responses on their adaptation to the new normal, they were asked several questions such as, "How do you adapt with the teaching in the new normal?". Their responses are, "*connecting with advisers and subject teachers*", "*attending learning action cell*", "*attending the technical assistance session*", "*regular communication with our department head*" *attending Online Kumustahan sessions,* and "*educating oneself to cope with the new normal*".

In the question, "Did you solve the problem? What best practices or intervention you did to solve the issue?". The participants' responses are: "*having*

communication with the teacher and students", "applying the advice and learning from technical assistance session", "providing printed worksheets to those who cannot attend online class", and "providing video lessons in our group page for students who cannot attend online class".

Based on the information gathered, Science teachers were able to adapt to the new normal through the course of the project COMPASS and attending school learning action cell.

4. Improvements Gained by the Science teachers through Technical Assistance

Based on the online classroom observations, Science teachers gain improvements in the following areas: creating PowerPoint Presentations, developing video lessons and editing, utilizing various online platforms and applications, use of different google applications in teaching, writing effective worksheets and Self-Learning Modules, improving teaching strategies, building relationships with parents and students, gaining strategies for learners' improvement, acquiring assessment strategies in the new normal, and conducting interactive online learning lessons. Most of all they realized that during pandemic openness and cooperation is very important to survive.

5. Feedbacks of Science Teachers on the Provision of Technical Assistance

The following feedbacks of the participants are gained during the interview:

Participant 1: "*The project helps us Science teachers to share our expertise and provide solutions or interventions that we see in the new learning delivery modality*".

Participant 2: "*This kind of technical assistance helps one another solve the challenges and unlock the potential of colleagues*".

Participant 3: "*We can adapt to the new normal because of this technical assistance provided to us*".

Participant 4: "*This kind of technical assistance helps one another solve the challenges and unlock the potential of colleagues*".

Participant 5: "*It is a need to have hands-on assistance on the classroom instruction of teachers*".

Participant 6: "*Through the project, we can manage and learn various teaching platforms and applications and improve our ICT skills*".

Participant 7: "*Feeling great and accomplished and we became motivated*".

Participant 8: "*It helps me to gain confidence in teaching in the new setting. It helps us to make out lessons easier. Project COMPASS makes me feel important.*".

Participant 9: "*Grateful because the assistance and guidance are needed in this time of pandemic*".

Participant 10: "*I feel grateful because I was able to intervene in the challenges I encounter in the course of teaching in the new normal*".

Participant 11: "*Through the project, preparing materials for teaching and conducting lesson via an online platform and conducting lesson for synchronous learning becomes easy*".

Based on the responses, Science teachers are satisfied with the implementation of project COMPASS. It helped them gain confidence in teaching,

assisted them in online classroom instruction, and improve their technology and technical skills in response to the new normal.

Based on the results of the study, the project COMPASS helped the Science teachers improved their performance in teaching specifically in classroom instruction and the use of technology for the new normal teaching-learning process. The technical assistance is conducted to take the form of sharing information and expertise, instruction, skills training, the transmission of working knowledge, and consultation meeting that improve the group of Science teachers. The target goal of technical assistance which is to maximize the quality of project implementation and impact by supporting through the capacity building made a great contribution to improving the developmental needs of Science teacher-participants.

Technical assistance turned out to be a collaborative and coordinated approach to facilitate change, building the capacity of teachers, developing improved ways of doing things, and ultimately, achieving agreed-upon outcomes.

The main purpose of this action research was to determine the contribution of Project COMPASS on improving the developmental needs of Science teachers. Based on the evidence presented in the data and the findings of the study, the following conclusions can be made: (a) Project COMPASS helped teachers through technical assistance on various developmental needs in the teaching-learning process, and (b) technical assistance was found helpful developing the teachers' skills and competencies needed to adapt in the new normal. (c.) Reflected in the success of project compass as technical assistance monitoring, a holistic approach in addressing weaknesses and that build a close relationship in the science department.

(d.) There should be a continuation of Project COMPASS using holistic approach, an approach that comprises of mental, physical and emotional well being of each teacher for better improvement of their performance and outputs.

Based on the findings and conclusions of the study, the following are recommended: the division supervisors, school heads, and department heads are urged to practice the process done in the Project COMPASS, it may be considered as a regular best practice to assist the teachers attaining effective quality instruction and improve their skills; the teachers, not only science teachers are encouraged to attend or join in technical assistance provided by their leaders or department heads for their development; the technical assistance provided to the teachers should be based on their developmental need to gain outcome and improvement, and similar studies are encouraged to be conducted with a more large and diverse set of teacher-respondents.

B. Reflection

Project COMPASS in a form of technical assistance is indeed effective to assist and improve the teachers in a different area of competencies. However, an organized action plan and process are needed to gain the maximum benefit and contribution of the project. As a department head in Science, I will continue to implement Project COMPASS and will arrange and organize a more comprehensive action plan for teachers' developmental needs. Technical assistance is only effective for mastering new skills and practices when active participation of the participants is given. The learning process, multiple and varied opportunities to apply what has been learned, coaching/mentoring over time, regular self-assessment activities, evaluation

of how effectively new knowledge is being used, and ongoing feedback in a supportive environment are important components of the project. It is hoped that this project may be used by other department heads and in other schools in the Division of Navotas.

VI. Action Plan

Teachers play an important role in boosting learners' engagement in education affected by the COVID-19 pandemic. The teachers should ensure that the learners stay engaged and do not lose their motivation.Moreover, teachers are like learners, they also need support to be able to stay committed and motivated in this most trying times. Thus, Project COMPASS will continue in providing holistic technical assistance to science teachers to ensure effective teaching and achieve better learning outcome. Providing holistic technical assistance will help teachers cope with the pandemic more readily. Through Project COMPASS, teachers' performance and learning outcomes will have significant change.

I. General Objectives

1. Continue the Project COMPASS using holistic approach.
2. Share best practices in Project COMPASS to other department heads.
3. Maximize technical assistance using holistic approach
4. Validate the effectiveness of different technical assistance to the participants.

Objectives	Activities /Strategies	Person Involve	Time Frame
Conduct a second part of Project COMPASS using Holistic approach.	• Focus Group Discussion • LAC session • Observation/mentoring/ coaching • Online-Kumustahan/ Feedbacking	Science EPS Master teacher Head teacher Science Teachers Department Heads	October to January ,2022 February to May,2022

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VIII. Annexes

APPENDIX A

SEMI-STRUCTURED INTERVIEW QUESTIONS AND RESPONSES

Questionnaire no.1

Project COMPASS SURVEY QUESTIONNAIRES	RESPONDENT ANSWER
1.What is your fear in teaching in the new normal?	• how to reach all the students that need to learn. • Using new technologies and different application I am not familiar with but needed in Teaching amidst pandemic • Credibility and fairness will be hard to teach and learn • I fear that my students will not get the quality education they deserve because learning in this kind of setup is challenging for both the teacher and the student • Interruption because of poor internet connections. Recovering students' outputs. • The student has limited internet access which will affect their academic performance. • My fear is on how I will conduct remediation to those students who are not available online.
2. How do you want to be assisted or supported to cope in the new normal? Do you want individually or in a group?	• in a group • Training from a knowledgeable person in terms of using ICT by group • Group • in group. Addressing problems and challenges can be solved easily if there is a collaboration among the teachers • By group • in group. problems and challenges can be solved easily if there is a collaboration among the teachers especially on students' attendance and submission of outputs. • Through workshops of basic skills for blended learning. I prefer group assistance

3. What Technical Assistance do you need in this new normal?	• the new apps and an easier way where the students will cope up • Utilizing technology to maximize interaction with learners. • more platforms to choose from and way of assessment especially for students who are not able to attend online class and they are fully modular • Internet allowance • Free teaching apps • more platforms to choose from and way of assessment especially for students who are not able to attend online class and they are fully modular • Assistance in tapping community leaders for students monitoring
4. What is the major challenge you can consider in this pandemic?	• Reaching out to all the students that we need to cater • It is hard to teach online with few students due to unstable or lack of internet connection. • Handling all students online that are not even interested • in assessing students who cannot attend online. • Reaching out to all the students that we need to cater • Reaching out to the students and even parents. • Everything is new and we need to cope in the fastest way we can. • Handling all students online that are not even interested • Connecting with parents and students. • The major challenge in this pandemic is the students' attendance and participation. • Internet connection and Expenses I spend for online teaching. • Time management, we spend
5. Did you solve the problem? What best practices or interventions you did to solve the issue?	• Regular communication: teacher to students, students to students and teacher to teacher strategy and, even teacher to parent strategy • Provide video lessons that can be watched by the students if they have an available load or internet connection. Constant communication through messenger. Provide a soft copy of learning materials for students. • No. They are hard to find and are not cooperating at all

	• Before. yes. The hard copy of the modules is collected and checked by the teacher. But since the students only have both and they are not able to pass their works/outputs in school because of the limitations prescribed by the IATF • Provide video lessons that can be watched by the students if they have an available load or internet connection. Constant communication through messenger. Provide a soft copy of learning materials for students. • Yes, just go with the flow and follow the instructions given to us. • Contact the parents via FB Messenger and through text
6.What technical assistance helped you improve teaching and learning?	• By LAC and TQC by level • Department and Learning Action Cell about utilizing new applications and technologies in teaching as well as teaching strategies suitable to the current situation we are facing. • Webinars on teaching online and using different apps • Assistance from my department head and MT through our department LAC • LAC and TQC by level • Coaching and mentoring with Head, MT, and colleagues • Department and Learning Action Cell about utilizing new applications and technologies in teaching as well as teaching strategies suitable to the current situation we are facing. • The webinars we attended helped a lot in giving us many ideas on how to deal with the new normal. • Webinars on teaching online and using different apps • LAC Sessions, In-Service Training, and webinars
7. Give suggestions you think best to enhance and maximize your potential in this new normal.	• mentoring and coaching • Continue upskilling through virtual or face-to-face sessions following IATF rules. • Free apps to use in teaching. The administration should help in reaching the students and not giving all the works to the teachers • Collaboration with other teachers especially those who are science specialists. (it may be from another school) • More collaboration on the use of Google Apps • Collaboration with other teachers

	• Be patient and be a problem solver • more activities and strategies but this time we can focus on activities for students who can't attend online or an app that could make teachers be organized and updated especially to a given task (if there is an app like that))
8. Which among the Project COMPASS interventions you like the most? Explain Briefly.	• Department kumustahan session. On that way teachers can share their agony and they will realize that if they are working in a group, that agony will turn into challenges that will unlock their potential that is only hiding inside them " Basta Sama Samakayang Kaya" • Technical Assistance from colleagues through Online TQC • Department kamustahan session, coaching • During Pre observation session Where Department Head and MTs give their support beforehand • All interventions are of big help. • Lac sessions especially in using Google Apps to make learning more engaging. • Online TQC or Virtual TQC in our grade level with the guidance of the department head and master teacher. It helps us cope with this new learning setup.
9. Message for the Giver of Technical Assistant.	• I'm very thankful to my mentors and coach for making these difficult times to make it easier and productive despite the overloaded task by combined home and schoolwork • Thank you for sharing what they know and for extending time and effort "*Basta Sama SamakayangKaya*" • Listen and feel the teachers and the real situation. • I would like to thank my department head and MT for assisting me when I need it. They are always available for us and they extend their time and effort for us. • Thank you for sharing your skills and knowledge • Thank you for being always available. Keep safe • Thank you for taking care of us always and of course for sharing your skills and knowledge. Keep safe
10. Lesson learned in implementing blended	• I've learned that you need to adopt all changes that happen by embracing them and enjoy and find happiness..so it will transfer to the students whom the

distance learning in the new normal.	most affected by this situation...better give a deep understanding of the shoes of others. • It is challenging but we need to continue whatever happens. As an educator, we must upskill and equip ourself and continue to adjust to the changing needs of educations. • We cannot do it better if students and parents are not cooperative • The students should be well-identified whether they have online access, limited access, or no access so that the teacher will know what kind of strategy and actions to use in class. • As a teacher, we must embrace and love more our students. Give them not only the learnings but as well as mental support for this time of the pandemic. • It is challenging but we need to continue whatever happens. As an educator, we must upskill and equip ourselves and continue to adjust to the changing needs of educations. • Be kind and considerate because everyone is new in this 'new normal. • We need to adapt and embrace these changes

2.Project COMPASS: Provision of Technical Assistance in the New Normal	
1. Give feedback on the technical assistance given to you by your master teacher and department head.	• My head and Master Teacher are very hands-on regarding our queries and they assist us whenever we are facing difficulties regarding the new normal setup. • My department head is very supportive and understanding, they both extend help anytime I need them. • Preparation of my lesson plan and the strategies to achieve a high score. • They are always willing to listen and provide immediate feedback when something needs to be corrected.
2. How does Pre Virtual Observation Conference improves teaching and learning?	• It identifies the different competencies and skills that should be evident during the observation. It also points out the things that we have discussed with our heads in our previous observations.

3.What major accomplishment or improvement you achieved in this pandemic through Project COMPASS?	• I have managed to use different platforms and apps to make distance learning and teaching works for me and my students.
4. Suggestions to improve mentor and mentee relationships?	• The mentor and mentee should develop a positive relationship *"they should exert effort to be more relational"* meaning a feeling of familiarity and acquaintance. • *"Both should be open for improvements and suggestions, should have respect on the ideas of both parties, and agree in helping one another to achieved the desired outcomes"*.

Project COMPASS Unstructured Questions

QUESTIONS	RESPONSE
1. How do you feel after participating in the Project COMPASS?	• Grateful because the assistance and guidance are needed in this time of the pandemic • Feeling great and accomplished • I feel grateful. • I am motivated. • I am more motivated. • More Confident in synchronous teaching. • Confident and happy
2. How does Project COMPASS help you cope in the new normal setting of the teaching and learning process?	• My head and master teacher guide me with my difficulties in this kind of setup. • It helps me to gain confidence in teaching in a new setting. • It helps us to make out lessons easier. • Project COMPASS makes me feel important. • Provides me proper direction like Compass. • As new teachers, it makes me feel connected to my department and feels not alone. • Makes my work easy.
3. What specific area do you think was strengthen after the	• Pre observation will serve as a guide for our strategies to use during the observation period • Preparing materials for teaching and conducting lesson via an online platform

implementation of Project COMPASS?	• Conducting lesson for synchronous learning • My capabilities to abreast in the new normal • LAC and demo teaching may be in collaboration with other science teachers in a different school in the division of Navotas, where, best practices may be shared. • The project compass helped develop my ability to integrate Apps for synchronous and asynchronous learning. • My capabilities to abreast in the new normal
4. Would you recommend Project COMPASS to continue to improve further the capabilities of science teachers?	• Yes • Yes • Yes • Yes • Yes • Yes • Yes
5.What possible topic/project/activities would you suggest for the improvement of the Project COMPASS?	• Collaborative Project compass where instead of individual guidance, it should be done with grade-level co-teachers • Virtual Science Class demonstration utilizing apps...technology or new strategies in teaching amidst the pandemic. • Collaborative Project Compass where, instead of individual guidance, it should be done with grade-level co-teachers. • Project QuARTS • Effective strategies to improve students' participation and attendance. • integrative assessment

Questionnaire no 3

A. Project COMPASS intervention that helps teachers cope with changes in the New Normal	SA (5)	A (4)	MA (3)	DA (2)	SDA (1)
1. Virtual Teachers Quality Circle and Observation (Focus Group Discussion)	7	3			
2. Mentoring and Coaching	10				
3. Department LAC	7	3			

4. Department Kamustahan Session	10				
5. Project QuARTS	6	4			

B. Level of Improvement through Project COMPASS Implementation	O (5)	VS (4)	S (3)	US (2)	P (1)
1. PowerPoint Presentation	3	7			
2. Development of video lesson/ Video editing	3	7			
3. Use different Teaching Platforms of Google Meet/Zoom/Messenger Rooms	10	1			
4. Use of different Google Apps in teaching	3	7			
5. Writing of Worksheet and SLM	3	7			
6. Teaching strategies synchronous and asynchronous	3	7			
7. Build relationship with parents/guardians	3	7			
8. Strategies to improve learners' outcomes.	3	7			
9. Assessment Strategies in the new normal	3	7			
10. Conduct Interactive Online Learning	3	7			

X. List of Tables

APPENDIX B

Scores of Teachers Virtual Observations

Group	Respondents	Indicator	Pre Observation (Before TA)	Actual Observation (After TA)	Difference
A	Teacher 1	1	5	7	2
		2	4	6	2
		3	3	5	2
	Teacher 2	1	6	7	1
		2	5	6	1
		3	3	6	3
	Teacher 3	1	6	7	1
		2	5	6	1
		3	5	6	1
	Teacher 5	1	5	6	1
		2	5	6	1

B		3	3	5	2
	Teacher 5	1	5	6	1
		2	4	5	1
		3	3	5	2
	Teacher 6	1	4	6	2
		2	3	5	2
		3	6	7	1
C	Teacher 7	1	6	7	1
		2	5	6	1
		3	5	6	1
	Teacher 8	1	4	6	2
		2	6	7	1
		3	5	6	1
	Teacher 9	1	6	7	1
		2	5	6	1
		3	5	6	1
D	Teacher 10	1	6	7	1
		2	5	6	1
		3	5	6	1
	Teacher 11	1	5	6	1
		2	6	7	1
		3	5	6	1

Table 1. List of Teachers In Terms of Capability in Integrating ICT

Low Technology	Medium Technology	High Technology
TEACHER 1	TEACHER 4	TEACHER 8
TEACHER 2	TEACHER 5	TEACHER 9
TEACHER 3	TEACHER 6	TEACHER 10
	TEACHER 7	TEACHER 11

Table 2. Teachers Preferred Type of Supervision

Direct Instruction	Collaborative	None -Directive
TEACHER 1	TEACHER 4	TEACHER 7
TEACHER 2	TEACHER 5	TEACHER 8
TEACHER 3	TEACHER 6	TEACHER 9
		TEACHER 10
		Teacher 11