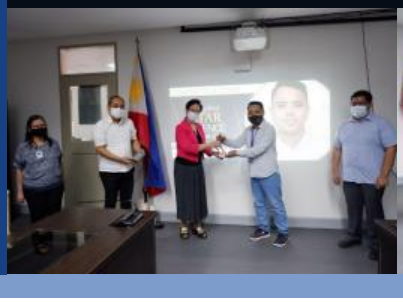

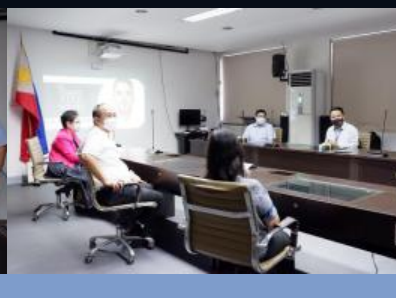

STAR QUARTERLY

Science Teacher Academy for the Regions Newsletter

2020 BRIGHTEST STAR TEACHERS SHINE AMIDST CHALLENGING TIMES

In March, the Department of Science and Technology-Science Education Institute (DOST-SEI) awarded two public school teachers for their exemplary work in STEM education with K-12 students. At the Brightest Science Teacher Academy for the Regions (STAR) Award ceremony held online on March 3, 2021, **Ms. Janice M. Baldelovar** of Don Restituto Baol Central School in Region X was honored for her work in mathematics education while **Mr. Don King O. Evangelista** of Navotas National Science High School in NCR was lauded for his science teaching work.

Since 2014, DOST-SEI has implemented Project STAR to advance science and mathematics education across the country by providing training on innovative teaching strategies to improve instructional capacity and content knowledge to our educators. The Brightest STAR Award seeks to recognize and reward teacher-participants who have used their STAR training to make their classrooms, schools, and the teaching community places of innovation and positive change.

DOST-SEI received a total of 70 nominations for the STAR Award from the 16 Philippine regions. Of these, only six national finalists were chosen, including Ms. Baldelovar and Mr. Evangelista. Finalists include Mr. Mark Joseph C. Pastor of Ilocos Norte College of Arts and Trades and Ms. Janeve Caballa of El Salvador Central School for mathematics and Mr. Mark Joseph Cometa of Palina East National High School and Mr. Mark Anthony Leido of San Teodoro National High School for science.

In this newsletter

From the Director

Welcome to the first newsletter of Project STAR. When we launched this project more than five years ago, it was with the ambition to enhance STEM education and to empower science and mathematics teachers by providing high-impact training to as many teachers as possible all over the country. After numerous training and countless lessons, I believe we have become a community of teachers and learners who share that same vision.

The pandemic has been a big game changer for all of us, particularly in the academe and most especially in STEM education. Yet, I believe Project STAR continues to live up to its name by being the light and guide for our educators and students, even among our marginalized communities. Last year we were able to host 15 online webinars, something we did not imagine we could do if not for our project team and partners. We also initiated the search for the Brightest STAR, and the awarding was held last March 2021.

In this newsletter, we will get to know our two Brightest STAR teachers as well as our four finalists. We will also revisit our first webinar for 2021, featuring Dr. Ricky Magno from West Visayas State University as our guest speaker. We have more activities and webinars to come, and we thank everyone who continue to support us.

I wish everyone good health and safety as we continue to teach and learn through these challenging times.

Josette T. Biyo

Dr. Josette T. Biyo
DOST-SEI Director

ABOUT TEACHER DON KING

Don King O. Evangelista is the first teacher deployed to Navotas National Science High School when it was separated from its mother school in 2017. Since he was a child, he has dreamt of becoming a teacher. He graduated from Philippine Normal University with a bachelor's degree in chemistry for teachers and is currently pursuing his master's degree in science education at National Teachers College.

Formerly a private school teacher, Evangelista's experience as a public school teacher is a sharp contrast to his earlier teaching years. He learned to seek and provide opportunities not just for his students but also for himself. During his first year as a public school teacher, he became a Regional Trainer for Critical Content in Science which led him to Project STAR.

Through STAR, Evangelista bridged the gap between learners and content using relevant pedagogies and approaches that empowered both students and teachers. In particular, he applied language strategies in science education to guide students in research writing. He also focused on inquiry-based teaching, instilling science as a practice rather than a theory.

ABOUT TEACHER JANICE

Janice M. Baldelovar is a mathematics teacher from Don Restituto Baol Central School in Gingoong City. Raised from a modest family who believed that education is the only hope to achieve greater possibilities in life, she strived to be of service to others and pursued teaching. She holds a bachelor's degree in elementary education and a master's degree in educational administration.

With over 15 years of teaching experience, Baldelovar has developed strategies in teaching mathematics to grade school students. Her expertise in teaching mathematics through problem solving was further enhanced when she participated in a STAR training. Through interdisciplinary contextualization and collaboration, she was able to transform teaching practice into building connections between students' personal contexts and meaningful mathematical concepts, making math more accessible and relevant for students.

2020 BRIGHTEST STAR FINALISTS

MATH

For **Mark Joseph Pastor**, education is not the filling of a pail but the lighting of a fire. Through STAR training, he sought avenues to learn more about pedagogical trends which led him to teach mathematics through ICT integration. To implement 21st century teaching activities and strategies in Ilocos Norte College of Arts and Trades, Pastor created localized video lessons and authored self-learning modules for distance learning. He has also developed workbooks for national circulation, including outcome-based education modules in mathematics for Grade 7.

Janeve Caballa believes that each learner has overflowing potential to be unleashed. As a grade school teacher in El Salvador City Central school, she uses her STAR training to adopt learner-centered pedagogies that go beyond correct or incorrect answers. Her approach to teaching mathematics is through problem solving, which focuses on process-based or reflective teaching. Caballa's research in innovative professional development models also aids both students and teachers to go beyond traditional learning experiences.

SCIENCE

To **Mark Joseph Cometa**, being a teacher is not just a job but a commitment to making a change to each and every student. Project STAR enabled him to discover aspects of science teaching he had yet to explore. As a teacher in Palina East National High School, he advocates for inquiry-based teaching approach and language-based teaching strategies. He developed science processes applied in creative experiences that augment science learning and provide opportunities to apply significant concepts and scientific processes through different creative activities.

Mark Anthony Leido's greatest goal is to make students learn, unlearn, and relearn. Using his experience from STAR training, he constantly pursues new approaches and strategies in science teaching. He has written self-learning modules, test booklets, and performance tasks which were adopted by his colleagues in San Teodoro National High School. He has also developed educational games and has authored research on the relationship between academic performance in science and social media platforms.

Last March 31, Dr. Ricky Magno of West Visayas State University shared his knowledge and insights on learner-centered pedagogy and differentiated instruction through a webinar hosted on Zoom and broadcasted live on Facebook. There were over 100 participants in total who joined and participated in the event.

Through an icebreaker that helped the participants identify their learning styles, Dr. Magno introduced the concept of visual, auditory, and kinesthetic learners which were all represented by the participants. Knowing the different learning styles and adopting it in classrooms are vital to learner-centered pedagogy. Teachers should explore other activities that would address the learning styles and needs of their learners.

It is also important for teachers to understand that when students come into class, they come from different educational experiences. Differentiated learning helps educators meet the needs of diverse learners. Students learn and become motivated while teachers can build stronger connections with their students and help them become independent learners. By using appropriate, evidence-based strategies and providing choices and respectful tasks, educators can differentiate through content, process, product, and learning environment and create more meaningful lessons relevant to all learners.

This is the first webinar organized by DOST-SEI for 2021.

DOST-SEI STAR Team

FORTUNATO T. DE LA PEÑA
Secretary
Department of Science and Technology

JOSETTE T. BIYO
Director
Science Education Institute

RUBY CAROLIZA D. LAÑA
Chief Science Research Specialist
Science Education and Innovations Division

CYNTHIA T. GAYYA
Senior Science Research Specialist
Program Development Unit

APRIL D. VALDEZ
Science Research Specialist II

LOVE JOY M. PASCUA
Science Research Specialist II

MONIRA B. SAMAUPAN
Science Research Specialist I

Contact Us

(02) 8837-2071 local 2386
Telefax (02) 8839-0057

sei.pdu@gmail.com

Science Teacher Academy for the Regions