



**INTERNATIONAL INSTITUTE OF INFLUENCERS
PROJECT REPORT**

**INTERNATIONAL MASTER DIPLOMA
IN
GUIDANCE AND COUNSELING**



Submitted by:
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MT-II
CALASIAO COMPREHENSIVE NATIONAL HIGH SCHOOL



Submitted to:
Dr. SHAMA HUSSAIN
Founder and CEO III of
INTERNATIONAL INSTITUTE OF INFLUENCERS

INNOVATIVE WORK PLAN

PROJECT “MLA”

(MOTIVATIONAL LEARNING AWARDS)

S.Y. 2023-2024



JESSELIE L. CALANGIAN, PhD

Master Teacher-II
Calasiao Comprehensive National High School-SHS
Calasiao I District

September 02, 2024

Dr. Shama Hussain

Founder and CEO III

International Institute of Influencers

Dr. Shama,

Greetings of hope and peace!

I have the honor to request permission from your good office to allow me to conduct an *Innovative Work Plan* entitled PROJECT MLA (“MOTIVATIONAL LEARNING AWARDS”) which will contribute to the realization of the following objectives geared towards the improvement of the teaching-learning and school governance: Specifically, Project MLA aims to:

1. Promote the efficiency and effectiveness of the learners in their studies through the giving of awards.
2. Invigorate the behavior and exemplary work attitude of the students in their academic performance.
3. Intensify collaboration in an independent and creative experience for effective learning to happen.

CULMINATING ACTIVITY

Introductory Message

For the facilitator:

Welcome to the Culminating Activity – Senior High School

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. This also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances and to assess the students' accomplishments/achievements.

In addition to the material in the main text, you will also see this box in the body of the activity:

Note to the Teacher

This contains helpful tips or strategies that will help you in guiding the learners.

As a facilitator, you need to keep track of the learners' progress while allowing them to manage their learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the activity.

For the learner:

Welcome to the Culminating Activity – Senior High School.

This activity was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This Activity has the following parts with their corresponding icons:

Expectation

Learning Competency

• Formulate a plan that will demonstrate the key concepts, principles, and processes of humanities and social sciences.

Learning Objectives:

At the end of this lesson, the learners are expected to:

- 1. Know and understand the term “portfolio” and its purpose;
- 2. Identify the different types of “portfolio”
- 3. Determine the parts of the “portfolio”

Explain

What is a Portfolio?

A portfolio is a “flat case for carrying papers and drawings” (Merriam Webster Dictionary, 2015) Indeed, Portfolios are used by painters, architects, and other artists to showcase samples of their best work. Portfolios in education, on the other hand, contain samples or evidence of what students have learned in a particular subject area at a given time.

What is a Portfolio?

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“A portfolio is a purposeful, integrated collection of student work showing effort, progress, or achievement in one or more areas” (Belgrad, Burke, and Fogarty, 2008, 2). It is also a “record of learning that focuses on students’ work and their reflections on the work” (Benson and Barnett, 1999, 14). Indeed, it is another way of assessing student learning without the use of standardized tests and evaluations.

In general, there are four types of portfolios used in education (Johnson, Mims-Cox, and Doyle-Nicholas, 2010, 38).

- a. Showcase Portfolio -Similar to the original meaning of “portfolio,” a showcase portfolio is a collection of a student’s best work in a given discipline or subject area. The student is the one who selects which work he/she considers best and why.
- b. Growth Portfolio -A growth portfolio demonstrates how a student developed a particular skill or knowledge over time. It provides evidence of a student’s progress in a learning area. Unlike a showcase portfolio, you not only see a student’s best work but also see the student’s journey toward achieving excellence in the given skill.
- c. Project Portfolio -A project portfolio emphasizes how a student completed discipline-based procedures or processes. The projects documented usually represent tasks or skills that professionals in the field usually do in real life.
- d. Academic Portfolio or Standards-Based Portfolio -An academic portfolio is a collection of student work that represents achievement of the content and performance standards for a given course.

Read this!

Explore

The following are the Portfolio guidelines:

MY HUMSS PORTFOLIO

You may use any printed format for this portfolio as long as it contains all required components. It must also comply with the criteria as reflected in the rubric provided.

PURPOSE OF THE PORTFOLIO

To showcase the student’s best work (within or outside class) that reflects the achievement of learning goals in each of the specialized subjects under the HUMSS Strand.

Explain

Portfolio Development Phases

According to Johnson, Mims-Cox, and Doyle-Nicholas (2010), the development of portfolios in education normally goes through six phases, namely:

- 1. Projection-This is the stage where students define the goal or purpose of the portfolio. In this case, the purpose of the portfolio is to showcase their best work and connect them to the course standards. At this stage, the students also identify subtasks necessary in developing the portfolio. They would also estimate the time and resources available for the project.
- 2. The student collects and retrieves as much evidence or outputs from the course.
- 3. Selection-the student evaluates all of the artifacts gathered using criteria appropriate for the portfolio. In this case, the criteria would focus on excellent artifacts that are aligned with the standards of the course.
- 4. Reflection-The student makes personal and academic insights based on the artifacts gathered. This includes reflections for each artifact and reflections for the whole portfolio.
- 5. Self-Assessment – Using the rubric or criteria provided by the teacher, the student evaluates the completed portfolio. A student enhances the portfolio in the areas he/she rated low.
- 6. Connection and Presentation-Students share their portfolio with classmates, teachers, and even parents. They are also allowed to provide feedback on the portfolio. In terms of management of portfolio ideas, Johnson, Mims-Cox, and Doyle-Nichols (2010) provided some tips which you may follow:

Expectation Learning Competency:

- • Synthesize insights from the observations, comments, and recommendations of peers and/or teachers

Learning Objectives: At the end of the lesson, the learners shall be able to:

- 1. Categorize the observations, comments, and recommendations of peers and/or teachers
- 2. Integrate the observations, comments, and recommendations of peers and/or teachers; and
- 3. Propose a plan of action based on the observations, comments, and recommendations of peers and/or teachers

Engage

Instructions: In a clean sheet of paper (a4 size) please answer the following questions below in 3 to 5 sentences ONLY. Make sure your work is neat, understandable, and follows proper capitalization, punctuation, and grammar rules. Five (5) points is the highest possible score for each item.

- 1. What is synthesizing?
- 2. What do you know about integrating?
- 3. How will you apply categorizing?

Explain

What is Synthesizing?

Synthesizing is similar to baking a cake. When we bake a cake, we combine all of the separate ingredients – eggs, flour, sugar, butter, etc – to make a new thing, a cake! When

we synthesize, we take what we already know and mix it with what we have learned from reading and discussion to create new ideas and understandings.

Learning to synthesize can be challenging for some students, but there are a few different support strategies that teachers can use in their lessons.

The REST Method

For upper elementary and middle school grades, an easy approach to teaching synthesizing is the REST method.

- R – read two different sources about a topic and record ideas.
- E – edit notes and combine similar concepts.
- S – synthesize by combining notes with what you already know about the topic.
- T – think about your new ideas and connect them to what you already know.

Teachers will need to model using the REST method and provide a lot of practice for students to master this strategy. While practicing REST, some students may like to draw pictures while others may refer to writing notes. As long as students are recording their information, teachers should allow each student to process the information the way that works best for him or her.

DEPARTMENT OF EDUCATION
REGION I
CALASIAO COMPREHENSIVE NATIONAL HIGH SCHOOL
SENIOR HIGH SCHOOL

**SCHOOL BASED TRAINING FOR
CULTURE and ARTS**

**"ANG MULING PAGBABALIK
NG SIGLA AT KULTURA"**

Jesselie L. Calangian
Master Teacher II

A School-based Training for Culture and Arts

In charge are Teachers major in MAPEH and Arts

The objective is to recapitulate and give utmost importance to our culture dim appreciate and be able to hone the talents of the students in the field of Arts.



Preliminary Activities are facilitated by the Teachers and HUMSS students in charge of the activities. All the culminating activities are connected with our culture and our passion for the Arts.

 <p>Princess Judea Most Friendly, Best in Oratory</p>	 <p>Jayson Gilledo Best in Performance, Most Responsible</p>	 <p>Nina Ricci Lopez Best in Written Report, Most Punctual</p>	 <p>Joseph Garcia Most Discipline, Most Innovative</p>
 <p>Kim Kresin Julia E. Zara A wilyin Math, Best Performer awarded As Best in Music</p>	 <p>Kyla Joy De Vera Awarded as Most Creative</p>	 <p>John Paul Ferrer Perfect Attendance, Best Performer</p>	 <p>Mia Margau Dioma Most Obedient & Talented</p>



Veronica Dela Cruz
Most Creative



Virgil Bugayong
Best in Digital technology



Justin Mark Borja
Best Performer, Best in Math



Shaira Angela Paragas
Best in Performance Task & Music



Best Performer, Best in Music, Most Active, Most Improved

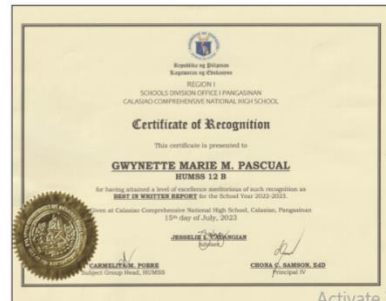
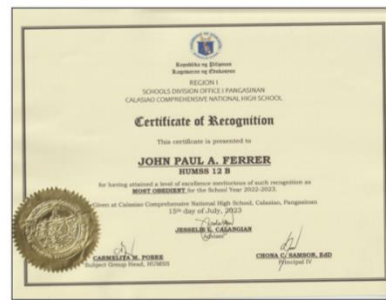
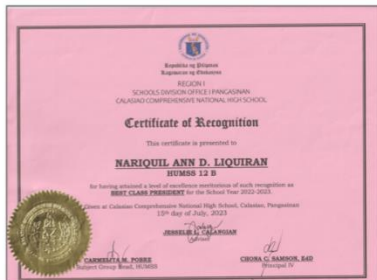


Nariquil Liquiran - Most responsible, Most Active, Best in Performance, Most Punctual, Best in Attendance

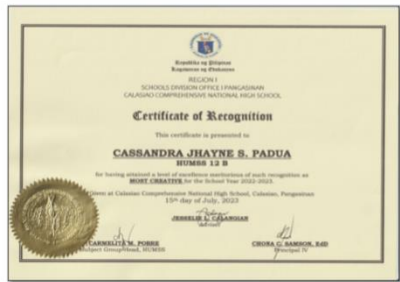


NARIQUIL LIQUIRAN

A million Dollar Smile as she took her winning post as a consistent Top student with Highest Honor



Activate Windows
Go to Settings to activate Windows



INNOVATIVE WORK PLAN

PROJECT MLA

("MOTIVATIONAL LEARNING AWARDS")
2023-2024



JESSELIE L. CALANGIAN

Master Teacher II
Calasiao Comprehensive National High School
Calasiao I District

Activate Windows
Go to Settings to activate Windows





3. How does empathy contribute to successful conflict resolution in schools? (Dr. Jesselie Calangian) Conflicts among students or between students and teachers are common in schools, and empathy plays a key role in resolving these issues. By approaching conflicts with empathy, school leaders and teachers can better understand each party's perspective. For instance, if two students are in a disagreement, an empathetic teacher might facilitate a conversation where each student can express their feelings and viewpoints. By acknowledging each side's emotions and concerns, the teacher can help the students find common ground and reach a fair resolution. This approach not only resolves the conflict but also teaches students valuable skills in empathy and communication. Doc Glo : Empathy in conflict resolution not only resolves issues but also teaches students vital skills in understanding and communication.

I was so overwhelmed that I started the class 66 students and they have graduated 66 students also and a lot of them got with high and with highest honors because of their determination, dedication, and commitment to their Education. I made several follow-ups with those students who were not performing well and being with them not only as an Educator but also as their second parents in school brought them a lot of changes not only in their behavior but also their perspective in life which I'm so grateful to God for I entrusted to Him their future and aspiration in life. I have empowered them and touched their lives. To God Be the Glory...









Jesselie Calangian

July 19, 2023 · 🌐



No words can describe the feeling that I want to express to you and how grateful I am to be one of your FIRST advisory students. From the first day 'til our Graduation, you have been so ever supportive to each and every one of us, your dear students. I am not so good with words and my expressions, but do trust me when I say I am deeply proud if you po for coming this far and for doing a commendable job for handling your first advisory class. I may not have been the best, but I am forever grateful to you everyday.

I, Gwynette Marie Menor Pascual, your honor student, class treasurer, most improved and outstanding in social sciences, am thankful for your teachings and lessons that I will surely use from my college life and the entirety of my life. I love you, Ma'am Jess!!! ❤️❤️❤️

- Love, Gwyn 💖



Jesselie Calangian

July 19, 2023 · 🌐



Dear Ma'am Jesselie

From the first day po that I entered your classroom, I knew I was in the presence of someone extraordinary. Your passion po for teaching and dedication to us is truly inspiring. You have po the unique ability to make even the most complex subjects understandable and engaging, and I have learned so much po under your guidance.

But it's not just po your knowledge and expertise that make you po an exceptional teacher. Your kindness, patience, and genuine care for each of us are what set you apart. Your encouragement po and belief in us have boosted our confidence and motivated us to strive for excellence.

As I move forward po in my academic journey, I will carry po the lessons I have learned from you po ma'am and strive to make a positive impact on others, just as you have done po for me ma'am. Your influence po ma'am will always be a guiding light, and I will cherish po the memories and knowledge I gained in your classroom.

Once again, thank you po ma'am from the bottom of my heart for being an exceptional teacher. You have made po a great impact on my life ma'am and I am truly blessed to had the opportunity to learn from you po ma'am. May your passion po for teaching continue to touch the lives of many more students in the years to come.

Sincerely yours,
Justin Mark G. Borja

THE POWER OF CONSISTENCY

HOW BEING CONSISTENT CAN GUARANTEE YOUR SUCCESS IN ANY AREA OF YOUR LIFE



<p>Quarter - 2nd Semester</p> <p>High Honors</p> <p>94.571</p> <p><i>grats!</i></p> <p>MARTY, JESSICA C.</p>	<p>Quarter - 2nd Semester</p> <p>High Honors</p> <p>94.571</p> <p><i>grats!</i></p> <p>MANGILA, PSALM B.</p>	<p>Quarter - 2nd Semester</p> <p>High Honors</p> <p>94.857</p> <p><i>grats!</i></p> <p>ZARA, KIM KRISTIN JU</p>
<p>Quarter - 2nd Semester</p> <p>High Honors</p> <p>95.143</p> <p><i>grats!</i></p> <p>PASCAL, GWYNETTE MA</p>	<p>Quarter - 2nd Semester</p> <p>High Honors</p> <p>95.143</p> <p><i>grats!</i></p> <p>BORJA, JUSTIN MARK</p>	<p>Quarter - 2nd Semester</p> <p>High Honors</p> <p>95.571</p> <p><i>grats!</i></p> <p>PEREZ, AN AN M.</p>
<p>Quarter - 2nd Semester</p> <p>High Honors</p> <p>95.714</p> <p><i>grats!</i></p> <p>CATABAY, AIRAH B.</p>	<p>Quarter - 2nd Semester</p> <p>High Honors</p> <p>95.857</p> <p><i>grats!</i></p> <p>LIQUIRAN, NARIQUIL AN</p>	<p>WITH HIGH HONORS</p>

HUMSS 12-B

ACADEMIC ACHIEVERS

HUMSS 12-B

1ST QUARTER - 2ND SEMESTER

CARD GIVING DAY

MAY 06, 2023

100001 CALANGIAN (KLAS 40110)

<p>Quarter - 2nd Semester</p> <p>High Honors</p> <p>89.714</p> <p><i>grats!</i></p> <p>CATUGAS, DIVINE SHAIN</p>	<p>Quarter - 2nd Semester</p> <p>High Honors</p> <p>89.714</p> <p><i>grats!</i></p> <p>PERALTA, JORSEN LOUIE</p>	<p>Quarter - 2nd Semester</p> <p>High Honors</p> <p>89.714</p> <p><i>grats!</i></p> <p>MANLINCOS, JAYLA C.</p>
<p>Quarter - 2nd Semester</p> <p>High Honors</p> <p>89.857</p> <p><i>grats!</i></p> <p>KO, ANGELA JOY</p>	<p>Quarter - 2nd Semester</p> <p>High Honors</p> <p>90.143</p> <p><i>grats!</i></p> <p>ZARATE, JOHN PAOLO</p>	<p>Quarter - 2nd Semester</p> <p>High Honors</p> <p>90.143</p> <p><i>grats!</i></p> <p>QUITANIA, MARITONI GRA</p>
<p>Quarter - 2nd Semester</p> <p>High Honors</p> <p>90.714</p> <p><i>grats!</i></p> <p>KIM, PHILLIP G.</p>	<p>Quarter - 2nd Semester</p> <p>High Honors</p> <p>90.857</p> <p><i>grats!</i></p> <p>GILLEDO, JAYSON S.</p>	<p>Quarter - 2nd Semester</p> <p>High Honors</p> <p>90.857</p> <p><i>grats!</i></p> <p>MAMARIL, WINMAR FE</p>
<p>Quarter - 2nd Semester</p> <p>High Honors</p> <p>91.714</p> <p><i>grats!</i></p> <p>HILOMEN, JUSTIN BENEDU</p>	<p>Quarter - 2nd Semester</p> <p>High Honors</p> <p>91.857</p> <p><i>grats!</i></p> <p>LABEY, DAREEN JAME</p>	<p>Quarter - 2nd Semester</p> <p>High Honors</p> <p>91.857</p> <p><i>grats!</i></p> <p>ESTRADA, BEA ANTONET</p>
<p>Quarter - 2nd Semester</p> <p>High Honors</p> <p>92</p> <p><i>grats!</i></p> <p>BARRERAN, LIBBY R.</p>	<p>Quarter - 2nd Semester</p> <p>High Honors</p> <p>92.286</p> <p><i>grats!</i></p> <p>GARCIA, JOSEPH C. JR</p>	<p>Quarter - 2nd Semester</p> <p>High Honors</p> <p>92.286</p> <p><i>grats!</i></p> <p>LOPEZ, NINA RICCI</p>
<p>Quarter - 2nd Semester</p> <p>High Honors</p> <p>93</p> <p><i>grats!</i></p> <p>DIOMA, MIA MARGAU</p>	<p>Quarter - 2nd Semester</p> <p>High Honors</p> <p>93.429</p> <p><i>grats!</i></p> <p>FERRER, JOHN PAUL</p>	<p>Quarter - 2nd Semester</p> <p>High Honors</p> <p>93.429</p> <p><i>grats!</i></p> <p>FERNANDEZ, PRINCESS JUDI</p>
<p>Quarter - 2nd Semester</p> <p>High Honors</p> <p>93.714</p> <p><i>grats!</i></p> <p>PARAGAS, SHAIRA ANGLI</p>	<p>Quarter - 2nd Semester</p> <p>High Honors</p> <p>94.429</p> <p><i>grats!</i></p> <p>ISPERAS, JA JASMIN</p>	<p>Quarter - 2nd Semester</p> <p>High Honors</p> <p>94.429</p> <p><i>grats!</i></p> <p>PADU, CASSANDRA</p>

The Power of Consistency was being practiced in the school of Calasiao Comprehensive National High School- SHS

Consistency in any behavior can:

- *Build momentum.* Getting started is usually the hardest part of any task. Once you have a rhythm and a proven process started, it is easier to keep going. If you have a behavior that moves you toward your goals, momentum is a powerful force.
- *Build your skills.* Repetition is key when mastering any skill. Consistency in performing any action helps build our skills in that action. Over time, that consistency will improve the results of the action.
- *Boost self-confidence.* Success breeds confidence. Knowing you can be successful makes you more willing and confident in your efforts. Increased confidence tends to directly affect the results, cultivating the confidence/competence loop.
- *Build trust with others.* Consistent performance teaches people what they can expect from you. Meeting or exceeding the expectations of others builds trust between you.

Of course, this power can be used for good or ill. Consistently doing something harmful to yourself, your self-image, or others will get the same results in a negative direction.

Practices to Help

Here are five ways to put more consistency in your life, well, more consistently.

- *Have a clear why.* When we know why we are doing something, it takes less discipline to do it. Let your clear why for a goal (or life in general) be the source of the consistency you seek.
- *Live from your values.* With a clear set of values to guide you, consistency in most things comes more naturally. And the rest of this list also gets easier.

- *Decide.* Based on your why and your values, decide where you want or need to be more consistent. Until you have a definitive picture of the consistency you desire, you can never create it.
- *Establish routines.* Routines or habits drive your consistency. Your consistency becomes more natural and automatic when you create intentional routines.
- *Grant yourself some grace.* Whether you call it grace or self-compassion, remember that you are human. Being consistent doesn't mean being perfect. If you miss an opportunity to practice the behavior you want, don't beat yourself up or worse, give up. Rather, learn from the miss or bobble, and keep going.

Consistent in Everything?

Perhaps we should elaborate on a quote from Emerson: "*A foolish consistency is the hobgoblin of little minds.*" The keyword here is foolish.

This leads us to a sixth way to increase consistency - *Be consistent in effort, and flexible in approach.* Consistency, like any other virtue, can be taken too far. Leaning into consistency as justification to never consider alternatives or try new things can become a barrier to accomplishment. Innovation is sometimes stifled in the name of consistency and "we've always done it that way." Consistency can also be about the constant and unrelenting effort applied toward the goal rather than the methods used. Framed in that way, the power of consistency remains strong and beneficial.

TEACHERS REFLECTION ABOUT LEARNERS' PERFORMANCE FEEDBACK

by:

JESSELIE L. CALANGIAN
Master Teacher II

Calasiao Comprehensive National High School (SHS)

As an Educator, I wholeheartedly appreciate and value my students' feedback regarding their performance tasks. Their input is a precious resource that allows me to grow and enhance my teaching practices. Taking their feedback into account, I engage in deep reflection to ensure I effectively address their needs and concerns.

When examining the feedback, I make it a priority to acknowledge and celebrate their strengths. By carefully reviewing the positive aspects highlighted by my students, I gain insights into the teaching strategies and approaches that resonated with them. This information empowers me to build upon these successful elements in future lessons, nurturing their confidence and competence in those areas.

Simultaneously, I attentively address the concerns and constructive criticism voiced by my students. Their feedback holds valuable information that helps me identify potential areas for improvement. I create a safe and open environment where students feel comfortable expressing their concerns, recognizing that their perspectives play a crucial role in refining the learning experience. Their feedback prompts me to critically evaluate my teaching methods, instructional materials, and performance design to ensure they are optimized for their learning.

By analyzing patterns and common themes in feedback, I gain deeper insights into recurring issues or successes. This performance sheds light on whether the practicum given was effectively aligned with the learning objectives and whether I provided sufficient guidance and support, identifying concepts or modifying the pace of instruction as needed. It also provides an opportunity to reflect on the effectiveness of my communication and the clarity of my instructions.

To ensure a thorough understanding of the feedback, I proactively seek clarification when needed. I reach out to individual students or the entire class, creating an open dialogue to gather further context and ensure that I grasp their perspectives accurately. This communication helps build trust and foster a collaborative learning environment, where students feel heard and valued.

Based on the feedback I receive; I adapt my future instruction accordingly. Whether it involves incorporating more hands-on activities, adjusting the use of technology, or providing additional resources, videos, I strive to create a tailored learning experience that supports my students' unique needs and preferences. The feedback serves as a compass, guiding me toward more effective teaching practices and methods that resonate with my students.

Lastly, I actively communicate with my students about the steps I am taking to address their feedback. Sharing my reflections and the actions I am implementing demonstrates transparency and reinforces the idea that their opinions have a direct impact on their educational journey. This open dialogue fosters a sense of ownership and investment in their learning, as they witness the tangible outcomes of their feedback.

Through this reflective process, I was able to touch the lives of my students through the different methods presented in Guidance and Counseling and continuously evolve as an educator, refining my teaching methods, and creating a more engaging and effective educational environment. By embracing the valuable insights provided by my students, I ensure that their educational experience remains at the forefront of my instructional practices.