MODULE

19

PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS

PPST
Resource Package

4.3.2 Adapt and Implement learning programs that ensure relevance and responsiveness to the needs of all learners

NON-PRESCRIPTIVE SUGGESTIVE
TEACHER PRACTICES

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INTRODUCTION TO TEACHERS' RESOURCE PACKAGE

Hello, dear Teacher!
Welcome to this Resource Package.

I am Teacher Rey!

And I am Teacher Dulce!

We are members of your support group in the Department of Education (DepED). Together with your Principal, Master Teachers, and colleagues, we are pleased to be your mentors and companions as you use this resource package.

Are you ready?

We begin by letting you know the journey of how we put together this resource package.

In August of 2017, the Department of Education Secretary Leonor Briones signed the Philippine Professional Standards for Teachers (PPST) into policy through DepEd Order No. 42, S. 2017. The policy states, among other things, that the PPST "shall be used as a basis for all learning and development programs for teachers."

The Department of Education is committed to supporting your continuing professional development. This resource package hopes to contribute to this commitment.

As a teacher, understanding the PPST is crucial in order for you to grow and flourish in your profession. The PPST identifies what you are expected to know, be able to do, and value in your profession.

How can this resource package help you?

This resource package can help you as it:

- serves as your guidebook towards becoming better acquainted with the PPST;
- provides you with another 12 modules for Proficient Teachers based on 12 indicators aligned with the Results-based Performance Management System (RPMS); and
- contains illustrative and instructive information that you will find realistic, sensible and workable, and can help you achieve the target indicators across the curriculum teaching areas and key stages of learners' education.

We are happy to say that this resource package has been developed and compiled by teachers in support of other teachers.

Why do you need this resource package?

You will find the materials here useful if you:

- reflect on your own classroom practices and ensure that your teaching practices are aligned with the next 12 indicators for Proficient Teachers;
- are part of a group of teachers who need materials for your school-based Learning Action Cell (LAC) sessions in order to (i) learn more about the PPST, and (ii) innovate with practices using the samples in the resource package material as guide; and
- want to develop or expand the current work by (i) providing more examples of practices, or (ii) working on other career stages or indicators other than the 12 presented in this resource package.

If learning is your passion, this resource package is for you.

You will discover that each module discusses a specific indicator on becoming a Proficient Teacher. There are key concepts that will be unpacked as you read the next few parts of these modules. Most importantly, they will show you relevant illustrations of practices that may help you understand and attain the indicators.

The modules explore the following indicators.

MODULE 13

1.3.2 Ensure the positive use of ICT to facilitate the teaching and learning process

MODULE 14

1.6.2. Display proficient use of Mother tongue, Filipino and English to facilitate teaching and learning

MODULE 15

2.1.2 Establish safe and secure learning environment to enhance learning through the consistent implementation of policies, guidelines and procedures

MODULE 16

2.4.2. Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning

MODULE 17

3.2.2. Establish a learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic and religious backgrounds

MODULE 18

4.2.2. Set achievable and appropriate learning outcomes that aligned with learning competencies

MODULE 19

4.3.2 Adapt and Implement learning programs that ensure relevance and responsiveness to the needs of all learners

MODULE 20

5.3.2 Use strategies for providing timely, accurate and constructive feedback to improve learner performance

MODULE 21

5.5.2 Utilize assessment data to inform the modification of teaching and learning practices and programs

MODULE 22

6.2.2. Build relationships with parents/guardians and the wider school community to facilitate involvement in the educative process
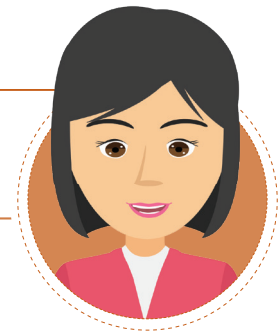
MODULE 23

7.3.2 Participate in professional networks to share knowledge and enhance practice

MODULE 24

7.4.2 Develop personal professional improvement plan based on reflection of one's practice and ongoing professional learning

> Each module contains the following parts:

OVERVIEW introduces you to the indicator for the Proficient career stage and why you need to achieve it;

SELF-REFLECTION allows you to reflect on your knowledge, skills and attitude related to the indicator;

KEY CONCEPTS defines operationally the concepts used pertinent to the indicator;

SUPPORT GROUP allows you to consult and collaborate with your teacher-friends who will provide suggestions on how to improve your current practice;

ILLUSTRATIONS OF PRACTICE walks you through sample illustrations of specific teaching practices that show how the standards are put into action;

PROFESSIONAL DEVELOPMENT PLAN helps you identify your strengths, development needs and plans for specific action for professional development;

RESOURCE LIBRARY provides resources with annotations that can help you further understand the indicator.

Each module takes you through a journey of exploration and discovery, while you learn more about the indicator and apply it to your teaching context.
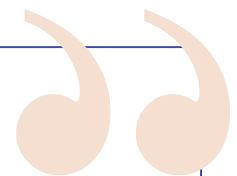
We encourage you to actively engage with the texts as you read through the module.

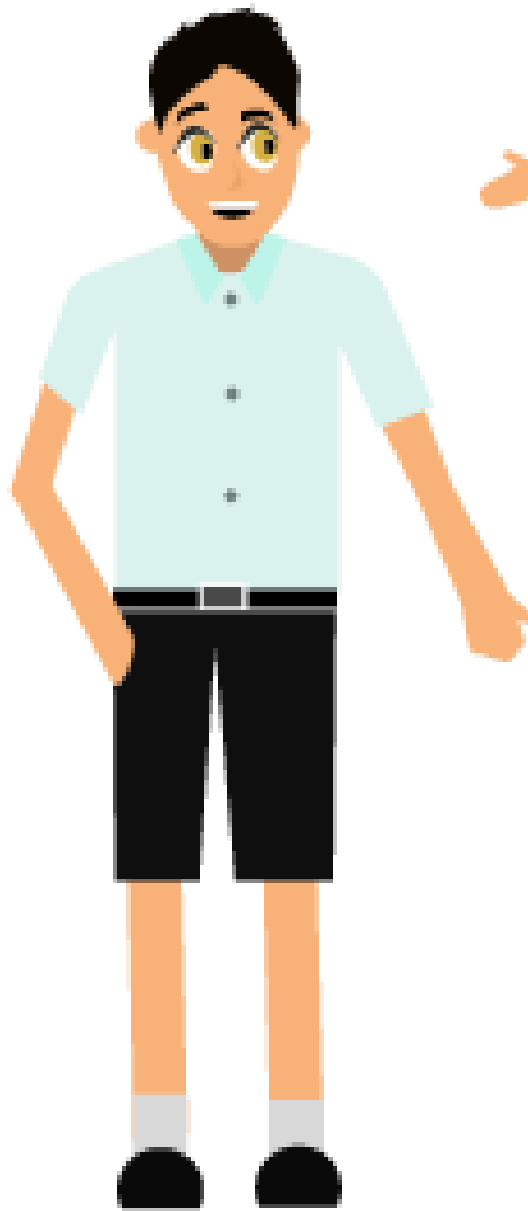We hope that you find the information, materials and resources in this package helpful as you use the Philippine Professional Standards for Teachers as your guide towards professional development.
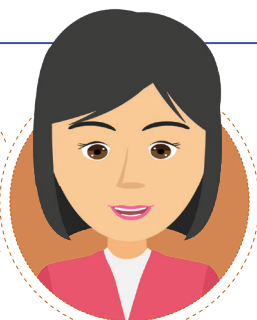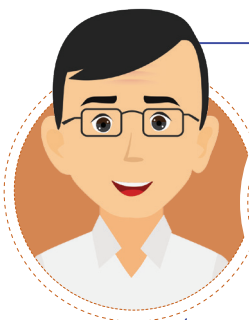
We will be with you every step of the way.
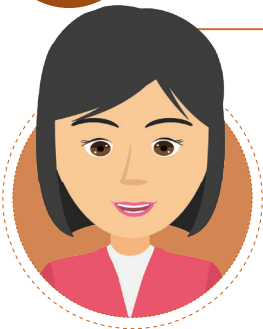
Have a happy journey.

ADAPT AND IMPLEMENT LEARNING PROGRAMS THAT ENSURE RELEVANCE AND RESPONSIVENESS TO THE NEEDS OF ALL LEARNERS

MODULE

19

CONTENTS

OVERVIEW

Hello! Welcome to Module 19.
I am Teacher Dulce. Teacher Rey and I will walk you through this module.

Together, we will also help you explore the practices on adapting and implementing learning programs that ensure relevance and responsiveness to the needs of all your learners.

Let's begin!

As you know, DepEd implements several learning programs along with the core principle of the K to 12 Basic Education Program which puts premium on "inclusivity." These programs are based on international legal and standard-setting instruments such as the UN Conventions on the Rights of the Child (1989), World Declaration on Education for All (1990), UNESCO Salamanca Statement and Framework for Action (1994), 2007 UN Declaration on the rights of the Indigenous Peoples, and the Education 2030 Framework for Action.

The DepEd program for inclusive education also has a number of Philippine legal bases like the 1987 Philippine Constitution (Art. XIV, Sec 1 & 2); RA No. 10533, The Enhance Basic Education Act of 2013; RA No. 8371, The Indigenous Peoples Rights of 1997; P.D. 603 - The Child and Youth Welfare Code; RA No. 7610 – Special Protection of Children against Child Abuse, Neglect, Cruelty, Exploitation and Discrimination; RA No. 9344, The Juvenile Justice and Welfare Act of 2006 and others.

Adapting and implementing any of these learning programs are among the important attributes of a Proficient Teacher. These learning programs follow a system to make learning equitable and cater learners' unique needs.

This module will provide you illustrations of practice of adapting and implementing DepEd learning programs that ensure relevance and responsiveness to the needs of all learners. It hopes to make you more aware and better demonstrate these practices considering the interests and background of your students and also the contexts of learning.

In this module, we will focus on:

STRAND: Relevance and responsiveness of learning programs

INDICATOR: 4.3.2 - Adapt and implement learning programs that ensure relevance and responsiveness to the needs of all learners.

KEY CONCEPTS

Let us now acquaint ourselves with the key concepts used in this module. Reviewing and understanding them facilitates deeper appreciation of the given indicator.

ADAPTION AND IMPLEMENTATION are processes involved to suit learning programs and execute plans for them in addressing learning needs. Adaption of a learning program may contextualize, modify, or localize the current plan. While, implementation of a learning program entails preparation of needs assessment, understanding of goals, setting and following guidelines, conduct relevant activities, teacher resources, setting a time table, and monitoring and evaluation.

LEARNING PROGRAM is an organized and sequenced set of strategies, activities and tasks that effect learning. It refers to the various DepEd learning programs that are responsive and relevant to the needs of all learners (PPST, 2017).

RESPONSIVENESS refers to DepEd's commitment of quality, equitable, culture-based and complete education for all through all its learning programs. It highly considers contexts of learning in an increasingly diverse learners, schools and communities (DepEd Core Principle of the K-12 Basic Education Program, 2017)

RELEVANCE refers to the appropriateness of the DepEd learning program to students' learning needs based on their interests, inclinations, cultural background, gender, and other aspects that need important considerations. It may be connected in some ways to real-world issues, problems, and contexts (DepEd Core Principle of the K-12 Basic Education Program, 2017).

NEEDS OF ALL LEARNERS refers to the important aspects of all learners such as physical, social, intellectual, emotional, and psychological challenges that need to be addressed by the learning programs of DepEd. These needs may include those with various exceptionalities, contexts of learning and sensitivity to culture.

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SELF-REFLECTION

Now that you have become acquainted with the key concepts that I have just shared to you, it is time to reflect on your practice of adapting and implementing relevant and responsive learning programs for your diverse learners.

Now that you have become acquainted with the key concepts that I have just shared to you, it is time to reflect on your practice of adapting and implementing relevant and responsive learning programs for your diverse learners.
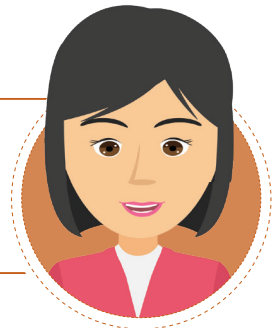
KNOWLEDGE	SKILLS	ATTITUDES
As a Proficient Teacher, **I know...**	As a Proficient Teacher, **I do...**	As a Proficient Teacher, **I feel...**
...the processes involved in adapting and implementing the appropriate learning programs in my class.	*...adapt and implement learning programs that recognize diversity and uniqueness learners with respect to learning contexts.*	*... that I am well-prepared to adapt and implement learning programs that suit the needs of all learners.*

KNOWLEDGE	SKILLS	ATTITUDES
As a Proficient Teacher, **I know...**	As a Proficient Teacher, **I do...**	As a Proficient Teacher, **I feel...**
_____ _____ _____ _____ _____ _____ _____ _____.	_____ _____ _____ _____ _____ _____ _____ _____.	_____ _____ _____ _____ _____ _____ _____ _____.

SUPPORT GROUP

> Welcome to our support group for Proficient Teachers!
>
> It is our pleasure to help you improve your teaching practice. We encourage you to take part in helping other teachers to gain deeper understanding of ensuring the relevance and responsiveness of their learning programs to the needs of all learners.
>
> Before we proceed, let us take a look at how Teacher Dory prepares the profile sheet and utilize it in understanding the needs of her learners. She will use it for a learning program.

Teacher Dory is a Junior High School Teacher. At the start of the school year, she identifies the needs of all her learners by profiling and conducting a needs assessment. Teacher Dory also gets the following information about her students: student's complete name, address, gender, birthday, age, nationality, religion, father's and mother's or guardian's names, parents'/guardians' occupation, hobbies/interests, subject (s) they find easy and difficult to study, learning styles, aspirations, and motto.

Aside from profiling, Teacher Dory also administers a needs assessment with the help of a school guidance counselor. From the profile, Teacher Dory identifies the needs of every learner in her class. The learner's address may indicate that he or she is living in a remote area, parent's occupation may reflect a learner's socio-economic status, easy and difficult subjects may tell about the learner's interests and challenges, and so on.

Teacher Dory uses the results of the learner profiles and needs assessment as bases for adapting and implementing learning programs suited to her leaners' needs.

> We would like you to reflect on the practice of Teacher Dory. Then, we will get back to you on this.
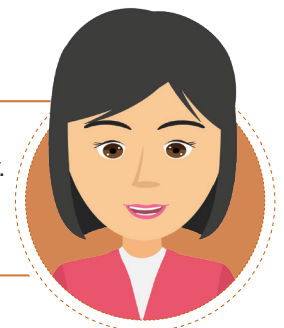
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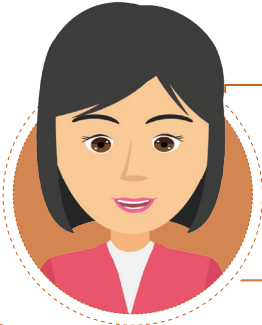
Hi there. After you read through the practice of Teacher Dory in profiling in identifying the needs of her students, I would like you to answer and reflect on the following questions posted below.

1 Why did Teacher Dory to get the Profile of her learners?

_____
_____
_____
_____
_____
_____.

2 Did Teacher Dory get the right amount of information about her students in profiling them for a learning program? Why?

_____
_____
_____
_____
_____
_____.

3 Is it clear to Teacher Dory what learning program she should adapt and implement that is appropriate to the needs of all her learners? Why?

_____
_____
_____
_____
_____
_____.

4 Did Teacher Dory get the right person to help her in administering the needs analysis? Why?

_____
_____
_____
_____
_____
_____.

5 If you were Teacher Dory, what would be a better way of ensuring that the learning programs to be adapted and implemented are relevant and responsive to the needs of all learners?

_____
_____
_____
_____
_____
_____.

Suggestions for Improvement

If you are done answering the questions, this part of the module will provide you information regarding the questions posted earlier. Teacher Dulce and I thought of this out very well so we could share with you valuable information of getting information about your learners' needs before you adapt and implement a learning program. Remember, a learning program should cater the needs of all your learners. No student should be left behind in learning new things in the class.

Profiling learners is important in adapting and implementing learning programs. It is a process of getting information about the learners with consent from the parents or guardians. It can only be used as a reference to understand learners' learning needs in the class. Thus, this learner information is confidential.

The following are the important aspects of the learners that should be captured in the Profiling.

1. Demographic information includes gender, age, ethnicity, location, religion, and family economic background. This information can be used in understanding the learners in adapting and implementing a learning program that is beneficial to them.

2. Learner characteristics include learners' learning preferences and styles, literacy and numeracy, prior learning, and learners' needs and skills for learning. Getting this inform is a good reference of designing a learning program that is contextualized and responsive to the needs of the learners.

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3. Interests/aspirations/learning drivers are essential in motivating the learners to pursue meaningful learning. There serve as intrinsic motivators that should be considered in adapting and implementing a learning program for them to strive and thrive not only in the class, but also in the wider community.

In adapting and implementing a learning program, teachers should determine first the needs of all the learners through needs assessment. A Student Needs Assessment (SNA) is a diagnostic tool intended to identify developmental needs of a learner in a school environment. There are two primary types of SNAs that are typically administered individually. The first examines general development needs of the learner as a growing youth. These diagnostics generally include self-reporting style questions, such as how well the learner is getting along with peers, personal issues, family issues, how he or she feels about school, and even his or her desired career goals. The other type of SNA looks specifically at learners' individual situations that directly determine academic needs.

In administering SNA, teachers should properly coordinate with a school guidance counselor. The guidance counselor could help teachers analyze learners' learning needs based on the information about the students.

ILLUSTRATIONS OF PRACTICE
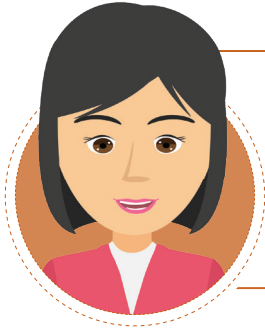
> Teacher Rey and I will now walk you through various illustrations of practice that show specific ways to demonstrate knowledge and understanding of adapting and implementing learning programs that ensure relevance and responsiveness to the needs of all learners.

The K to 12 Basic Education Program goes with Policy Framework which guides all learning programs in DepEd, both formal and non- formal education and the support systems that enable their effective implementation. The guiding principles of inclusive education are as follows:

1. Responsiveness to rights – Education helps realize DepEd commitments of quality, equitable, culture-based and complete education for all. Rights-based Approach (RbA) of recognition, promotion and protection are observed.

2. Sensitivity and Responsiveness to Context – Education recognizes and value the diversity of learners, schools and communities.

3. Inclusion – Education recognizes and respects learners' rights   and is responsive to their contexts. The principle of "no learner left behind" is consistently observed.

These principles are realized through learner-centered and context responsive programs. In particular, inclusive education promotes institutional sensitivity and responsiveness in terms of the nature, situation, and realities of the learners.

With "inclusion" as a key standard and principle, the K to 12 curriculum offers a number of learning programs such as Mother Tongue-based Multilingual Education (MTB-MLE), varied TLE offerings, Senior High School Tracks and Strands, Special Education (SPED), Madrasah Education, Indigenous Peoples Education (IPED), Special Interest Programs (Arts, Sports and Journalism), Alternative Delivery Modes (ADMs), Flexible Learning Options (FLOs), Alternative Learning System (ALS), and Quality Differentiated Instructions thru:
- Contextualization of curriculum and learning materials
- Equal opportunities for active participation in teaching-learning process
- Provision of options to create, learn and share what they know and what they can do in both curricular and co-curricular activities

All teachers are implementers of inclusive education. The table below presents some of these DepEd programs that teachers should adapt and implement to ensure their relevance and responsiveness to the needs of all learners.

DEPED LEARNING PROGRAMS	OVERVIEW	RELEVANT DEPED ORDERS
Philippine Education for All (EFA)	Along with "Education for All", the Philippines is committed to pursue eight timebound and specific targets under the Millennium Declaration which it signed on September 2000. The Declaration, in general, aims to reduce poverty by half in 2015. With the adoption of the Declaration, the Philippines likewise affirmed its commitment to the Millennium Development Goals (MDG) geared towards reducing poverty, hunger, diseases, illiteracy, environmental degradation and discrimination against women. These goals have been mainstreamed in the country's Medium Term Philippine Development Plan (MTPDP) 2004-2010 including policies and plans related to children, access to primary education and gender equality.	• DO 36, s. 2002 – Education for All (EFA) 2015 Plan Preparation • DO 27, s. 2006 – Implementation of the Philippine Education for All (EFA) 2015 Plan's Critical Task on Regular Monitoring of Progress
Every Child a Reader Program (ECARP)	The ECARP is a national program that addresses the thrust of DepED to make every Filipino child a reader at his/her own level. It is designed to equip elementary pupils with strategic reading and writing skills to make them independent young readers and writers. It also provides a year-long training for teachers to make them multi-literate and independent problem solvers.	• DO 45, s. 2002 – Reading Literacy Program in The Elementary Schools • DO 18, s. 2017 – Guidelines on the Utilization of the 2017 Every Child a Reader Program Funds for the Early Language, Literacy, and Numeracy Program: Professional Development Component
Early Language, Literacy and Numeracy Program (ELLN)	In DepEd Order No. 12, Series of 2015, the Department recognizes that the foundation of learning is in a child's early language, literacy, and numeracy skills. These skills, according to DepEd, do not develop naturally, and thus require careful planning and instruction. There is thus, a need, for children to have access to age-appropriate and culturally-sensitive materials to help them develop the habits of reading, speaking, writing, and counting.	• DO 12, s. 2015 – Guidelines on the Early Language, Literacy, and Numeracy Program: Professional Development Component • DO 24, s. 2018 – Guidelines on the Utilization of The Early Language Literacy and Numeracy Program Funds: Professional Development Component

DEPED LEARNING PROGRAMS	OVERVIEW	RELEVANT DEPED ORDERS
Multigrade Program in Philippine Education (MPPE)	The Multigrade Education is one of the Department's strategies to provide access to quality education for all school-age children in remote communities where enrolment does not warrant the organization of monograde classes.	• DO 63, s. 2010 – Enhancing DO 81, s. 2009 "Strengthening The Implementation Of The Multigrade Education Program In Philippine Education"
Special Education (SPED)	Special Education is a program for learners with special needs who cannot profit from general or Regular Education because of disabilities or Exceptional Disabilities including those who are gifted and talented.	• DO 26, s. 1997 – Institutionalization Of SPED Programs in All Schools • DO 11, s. 2000 – Recognized Special Education (SPED) Centers in The Philippines
Indigenous Peoples Education (IPED)	The Indigenous Peoples Education (IPEd) Program aims to improve the appropriateness and responsiveness of the curriculum; build the capacity of teachers, managers and concerned personnel; support the development of culturally appropriate learning resources and learning environment and strengthen the policy environment supportive of IPED. It is, likewise, intended to address the learning needs of IP learners who lack access to basic education services.	• DO 62, s. 2011 – National IPED Policy Framework • DO 32, s. 2015 – Adopting the Indigenous Peoples Education Curriculum Framework • DO 3, s. 2017 – Multi-Year Implementing Guidelines on the Allocation and Utilization of the Indigenous Peoples Education Program Support Fund

> Let us see how Proficient Teachers adapt and implement these learning programs in their own classroom to ensure relevant and responsive learning among the learners

Adapting and Implementing Every Child a Reader Program (ECARP)

As a Proficient Teacher, Teacher Dory is well aware of the various learning programs that the DepEd implements. She reads relevant DepEd orders and adapts the necessary learning programs to respond to the needs of all her learners.

In particular, Teacher Dory adapted the Every Child a Reader Program (ECARP) to respond to the learners' varied needs in reading. She used a tool based on the Philippine Informal Reading Inventory (Phil-IRI). The Phil-IRI provides a classroom-based assessment tool that aims to measure and describe the learners' reading performance in both English and Filipino languages in oral reading, silent reading and listening comprehension.

INDIVIDUAL SUMMARY RECORD OF READING ASSESSMENT

Name: Juan De la Cruz   Date: June 26, 2017

Passage Level	Pre-test								
	Comprehension Questions								
Number	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Score	RC Level
☑ or ☒	✓	✓	✓	X	✓	X	✓	5	Instructional

Types of Miscues	Pre-test			
	Miscue	No. of Miscue	Major Miscue	Self-Corrected
Mispronunciation	IIIII	5	1	1
Substitution	II	2		
Insertion				
Omission	I	1	1	
Reversal	II	2		1
Repetition				
Refusal to pronounce	I	1		
Total		11	2	2

WR Level	Independent	Instructional	Frustration	Non-Reader	
			✓		
Word Recognition (WR)	Independent	Instructional	Frustration	Non-Reader	
60 x 100 = 85 / 71			✓		
Comprehension (RC)	Independent	Instructional	Frustration	Non-Reader	
5 x 100 = 71 / 7		✓			

SUMMARY			
Independent	Frustration	Instructional	Non-Reader
	✓		

Teacher Dory used this form in administering the pre-reading test (oral/silent) to the learners. She noted a couple of data from the learner such as the number and types of miscues, attempts to self-correct, responses to comprehension questions, word recognition and comprehension levels among others.

She noted the information from the learner during the pre-reading test to guide her in designing or adjusting classroom, small group or individualized instruction to fit the learners' needs and abilities.

Test Criteria for Word Recognition and Reading Comprehension (adapted from Phil-IRI)

Level	Word Recogntion	Comprehension
Independent	97 - 100	80 - 100
Instructional	90 - 96	59 - 79
Frustration	89 - below	58 - below

Word Recogntion	Comprehension		Reading Level
Independent	Independent	=	Independent
Independent	Instructional	=	Instructional
Independent	Frustration	=	Frustration
Instructional	Independent	=	Independent
Instructional	Instructional	=	Instructional
Instructional	Frustration	=	Frustration
Frustration	Independent	=	Frustration
Frustration	Instructional	=	Frustration
Frustration	Frustration	=	Frustration

Word recognition level (WR) is computed by applying this formula:

WR = (No. of words – No. of miscues) x 100
　　　　　　　　　No. of words
Example: WR = (71 – 11) x 100
　　　　　　　　　71
　　　　　　　60 x 100
　　　　　　　　71
　　　　　　WR = 85

The level of reading comprehension (RC) is computed using the formula below:
WR = Total correct answer x 100
　　　　　Total no. of questions
Example: RC = 5 x 100
　　　　　　　7
　　　　　RC = 71

One of Teacher Dory's learners got a word recognition rating of 85 which means "Frustration" and a reading comprehension rating of 71 or "Instructional". The learner who has a word recognition of "Frustration" and reading comprehension of "Instructional" corresponds to an overall FRUSTRATION reading level.

After the pre-reading assessment, Teacher Dory consolidated the individual records of the learners and grouped them according to reading level.

Grade 9 - Kindness	Word Recognition	Reading Comprehension	Reading Level
1 Student 1	Independent	Independent	Independent
2 Student 2	Independent	Independent	Independent
3 Student 3	Independent	Independent	Independent
4 Student 4	Independent	Independent	Independent
5 Student 5	Independent	Independent	Independent
6 Student 6	Instructional	Independent	Independent
7 Student 7	Independent	Instructional	Instructional
8 Student 8	Instructional	Instructional	Instructional
9 Student 9	Instructional	Instructional	Instructional
10 Student 10	Instructional	Instructional	Instructional
11 Student 11	Instructional	Instructional	Instructional
12 Student 12	Instructional	Instructional	Instructional
13 Student 13	Instructional	Instructional	Instructional
14 Student 14	Instructional	Instructional	Instructional
15 Student 15	Instructional	Instructional	Instructional
16 Student 16	Instructional	Instructional	Instructional
17 Student 17	Instructional	Instructional	Instructional
18 Student 18	Instructional	Instructional	Instructional
19 Student 19	Frustration	Instructional	Frustration
20 Student 20	Instructional	Frustration	Frustration

To adapt and implement the ECARP in her own classroom, Teacher Dory did the following:

1. Assigned her non-readers and frustrated readers to a reading recovery program, instructional readers to a reading remediation program, and independent readers to a reading enrichment program. Parents or guardians of non-readers and frustrated readers were notified for extra support at home. She also kept track of the learners' reading progress through continual assessment.

2. Ensured that each reading program consists of organized and sequenced set of strategies, activities and tasks tailored to the learners' varying reading needs. For instance, non-readers and frustrated readers in the Reading Recovery Program were taught using direct instruction and phonics method. Instructional readers in the Reading Remediation Program were taught specific reading skills that they have difficulty with. Basic skills such as noting significant details were taught for the learners to develop more complex reading skills like drawing conclusions and making inferences. Finally, independent readers were given access to a wide variety of reading materials. They respond to the text and demonstrate quality literate behaviors.

3. After the learners completed the reading programs, Teacher Dory conducted a post-reading assessment to determine if there were improvements in specific difficulties and overall reading level of the learners. She consolidated the reading assessment data of all classes using another table for analysis.

4. She made a report of the reading profile of her learners. The complete report presents the pre-reading and post-reading assessment results wherein the learners' reading achievement can be gauged.

READING PROFILE OF GRADE 9 LEARNERS

SECTION	ENROLMENT	STUDENT TESTED		PRE-READING ASSESSMENT				POST-TEST ASSESSMENT			
				READING LEVEL			NON-READER	CHANGE IN READING PERFORMANCE			
		PRE	POST	FRUSTRATION	INSTRUCTIONAL	INDEPENDENT		FRUS	INS	IND	NR
Awareness	47	47	47	17	20	10	0	8	24	15	0
Loyalty	46	46	46	15	23	8	0	10	26	10	0
Kindess	48	48	48	18	24	6	0	12	27	9	0
Persistence	50	50	47	20	26	3	1	14	28	5	0
TOTAL	191	191	188	70	93	27	1	44	105	39	0

5. Teacher Dory used the learner attainment data to evaluate the effectiveness of the reading programs she adapted and implemented that ensure relevance and responsiveness to all her learners' different reading needs. The assessment serves as one of the bases in planning, designing/redesigning the reading programs in the school to improve the overall school reading performance.

ILLUSTRATION OF PRACTICE NO. 2

Adapting and Implementing Multigrade Program in Philippine Education (MPPE)

The Multigrade Education is one of the Department's strategies to provide access to quality education for all school-age children in remote communities where enrolment does not warrant the organization of monograde classes.

Ballesteros and Ocampo (2016) presented in their study the best practices of multigrade teachers in Luna, Apayao, Philippines. Apayao is the youngest province in the Cordillera Administrative Region (CAR) which has numerous remote elementary schools. Luna, the government center of the province, has twenty four multigrade teachers in Luna District. These teachers live far from the schools where they are assigned to teach.

Here is an illustration of practice in adapting and implementing MPPE taken from the study of Ballesteros and Ocampo (2016):

Teacher Gigi is an elementary teacher who handles grade five and six classes. To implement the multigrade education program, she uses varied strategies in her work routine and instructional delivery. One of these strategies is the use of a "To Do List" in which she organizes her tasks in order of priority or importance, like preparing DLL and instructional materials before the reports. By doing so, she is able to effectively manage her multigrade class and submit school reports on time.

With the lack of teachers and classrooms to accommodate multigrade classes, Teacher Gigi chooses learners to be para-teachers. In one of her multigrade classes, she allowed an advanced learner to teach a reading lesson to struggling ones. It turned out to be effective as the learners learned how to help themselves and one another. Teacher Gigi strived to establish a multigrade classroom environment that promotes and develops independence among the learners.

Multigrade classes can be chaotic during instructional delivery since learners from one grade level may disturb another. This hampers the effective implementation of multigrade education program in the classroom. To make the program responsive to the learners, Teacher Gigi used her resourcefulness by placing partition of classes. She used a movable divider which also serves as a bulletin board to divide her multigrade class during discussion. She observed that both grades became more focused on their work and that problems in their behavior were minimized.

Here are more ways to effectively adapt and implement multigrade education program in your classrooms (Adapted from Watson, n.d.):

HOW TO DO IT

1. Communicate with school administrators
Talk to your school head or principal about what is required of you. Some multigrade classes are taught with two separate curricula. There are also subjects that can be combined. Inquire how your colleagues can help you in teaching multigrade classes.

2. Orient parents before the school year begins
Parents may question how you will manage a multigrade class which often has a big size. You may orient the parents by showing them how you will effectively handle two grade levels. You may create a brochure or poster with your teaching schedule and details on how you are going to meet the needs of your learners.

3. Consider you multigrade class as a rich resource of abilities
Realistically, you are handling two or more grade levels in one classroom. Some teachers find such perspective discouraging. However, consider looking at your multigrade class as a range of abilities. You can tap advanced learners to be para-teachers, or older learners to guide younger ones in lessons that they have already tackled.

4. Use collaborative and individual tasks
Lessons in reading and writing can be taught to the whole class. Then, the same class may be broken into small groups or individuals for guided reading or direct instruction. In this way, you can effectively respond to the needs of all your learners through the multigrade education program.

5. Use appropriate resources to facilitate multigrade instruction
Teaching two or more grade levels means you have to use multiple teaching resources as well. It may be tempting to teach the same subject matter with the same approach to different grade levels, but this is shortchanging the learners. Use different and appropriate resources based on the curriculum guide to ensure the relevance of the multigrade program to the learners.

6. Set an optimistic mindset

Teaching any subject to one grade level is not a joke. Teaching different subjects to two or more grade levels is even more serious. As a multigrade teacher, it is important to maintain good physical and mental health. Stay positive by being open to great experiences with your learners. Also, do not hesitate to reach out to others when you need help.

Adapting and Implementing Special Education (SPED) through Mainstreaming of Learners with Special Needs

The ultimate goal of special education shall be the integration or mainstreaming of learners with special needs into the regular school system and eventually in the community. Mainstreaming of special education learners provides their right to be in a regular classroom for at least one class to see if they are ready for the challenge. Inclusion involves bringing special education services to a child who is in regular classes, rather than bringing the child to the services, as in a special education classroom. It focuses on the benefits of being in the class, but the requirements for that learner are tailored to the child's special needs. With full inclusion, all learners are brought into the regular classroom, no matter what their disability might be.

When learners with disabilities or special needs enter the mainstream classroom, it can be a challenge for teachers. Let us see how a teacher managed to respond to the needs of a learner with special needs in his regular class.

Teacher Chad identified a learner who has special needs. For a week, he could not get him to participate in the regular class. The learner had major anger issues attributed to attention deficit hyperactivity disorder (ADHD) and he would not complete classroom activities.

Teacher Chad tried to encourage the child, but the learner merely responded what he was dumb and could not do the activity. He decided to conduct an parent conference and consult with a special education teacher. He learned that arts was one of his favorite subjects, although he was performing poorly in that class as well. It was though he had given up.

Then, the teacher assigned a reading activity that also utilized drawing and coloring. The learner with special needs became motivated to do the task, and created a beautiful picture story that is consistent with the text he read.

Instead of just saying good job and moving on, Teacher Chad looked over his paper and enthusiastically said that he was doing a great job over and over again. He kept telling him how smart and creative he was. He continued with this strategy with every activity for several weeks, until he finally noticed that all his papers showed a great improvement.

The learner was participating in class and had fewer cases of outbursts. He was making a passing grade or higher on all his activities. Through modification of the lessons and enthusiastic encouragement, the learner with special needs went from being a quitter to being an achiever.

Special needs learners need a great deal of encouragement. All learners want to achieve something at school and in life, but special learners often feel separated from other learners when he or she fails to accomplish certain tasks. Such predicament causes intense frustration and often manifests into behavioral problems.

Proper encouragement and reassurance help special needs learners to realize that they are capable of achieving success which can prevent apathy toward school. An effective way for a teacher to develop a positive attitude among learners with special needs is to focus on their strengths.

Here some of the best practices for mainstreaming learners with special needs (Adapted from Stevens, 2012):

HOW TO DO IT

1. Review the needs of all learners with disabilities prior to planning the lessons.
Extra planning helps teachers tailor their offerings to the learners' needs. This extra time will also allow them to arrange more classroom helpers for those days when the curriculum might prove to be more than their special needs learners can manage.

2. Use teacher resources to help improve the instruction of all learners
Inclusive schools look at their resources as in a sense all being devoted to improving the instructional program for all learners. Teachers who handle special needs learners should use those resources effectively.

3. Value children with disabilities; value the inclusion of children with disabilities.
Mainstreaming learners with disabilities is not going to be beneficial if the school heads and teachers do not see the value of creating inclusion classrooms for these learners. This will only create a negative environment for these learners.

4. Undergo training to deal with the special needs population.
Teachers need to know how to deal with the behavioral and emotional challenges they are faced with every day in their classrooms. Whether that training comes from the parents of the children in their classrooms, school counselors, school psychologists, or outside consultants – they need to know what to do in difficult situations.

5. Work together to solve problems created by inclusion.
Two heads are always better than one. Collaborating with other teachers can help solve problems that one may have never faced. Teacher collaboration also allows teachers to share what has worked for them in similar situations.

6. Do not segregate learners in prior grades.
If special needs learners are going to attend mainstream classrooms, they need to do so at every grade level. Teachers cannot expect them to suddenly adjust because they are in a higher grade.

Adapting and Implementing Culture-based Education for Indigenous Peoples (IPED)

The Indigenous Peoples Education (IPED) Program aims to improve the appropriateness and responsiveness of the curriculum; build the capacity of teachers, managers and concerned personnel; support the development of culturally appropriate learning resources and learning environment and strengthen the policy environment supportive of IPED. It is, likewise, intended to address the learning needs of IP learners who lack access to basic education services.

To strengthen the education of millions of indigenous peoples in the Philippines will be vital for the country, especially in the context of the ASEAN Integration. An education curriculum that is anchored on Filipino culture will be crucial in maintaining the indigenous identities to prevent the erosion of traditions, beliefs and local stories.

Teaching IP leaners requires sensitivity for their special needs and knowledge about their culture. Successful programs relate content to the real life experiences of all learners including the IPs. Let us see how a particular teacher adapted and implemented a culture-based education to promote cultural responsiveness among his learners. This illustration of practice is based on an article written by Cerise Santoro (2017), who was an English Language Fellow and teacher trainer at the University of Saint Louis, Tuguegarao, Philippines.

Teacher Edgar Maranan taught indigenous learners from the tribe Ata-Manobo at Gupitan Elementary School, located deep in the mountains. In his first teaching assignment, Teacher Edgar faced many challenges. Aside from the lack of books, he had only 20 desks for 48 learners. He had to travel an hour and a half by motorcycle through the mountains, which was rocky and often muddy, to reach the school. But he put extra effort to attending his class regardless of the circumstances knowing that many of his Ata-Manobo learners had to walk for miles just to reach the school. The learners' daily commute included crossing and sometimes swimming across rivers when boats were not available. The greatest challenge for Teacher Edgar is leaving his own family. He and his co-teachers headed to the mountains together every Sunday and returned home every Friday afternoon. During the teaching week, they lived together in a teachers' cottage inside the school.

In spite of the challenges, Teacher Edgar was able to apply productive classroom strategies throughout his 25-hour teaching week. Some of his learners sat on plastic chairs due to the shortage of desks, but he realized that the constant changing of seating arrangements increased the chance for learners to interact with one another. His classroom had two chalkboards on the front wall of the classroom and two more on the back wall. Those chalkboards provided a collaborative writing platform in place of desks. He used the front boards for teacher writing and the back boards for the learners' output. The lack of individual desks allowed for additional peer tutoring opportunities, as he usually grouped high- and low-proficiency learners together.

Teacher Edgar also contextualized lessons and used examples related to the learners' lives which required more planning time than a typical class. He placed importance on the use of indigenous materials in teaching language. For example, when learners were asked to draw based on descriptions

they heard, they used leaves to color their drawings if they did not have crayons. He also introduced materials that were helpful in English learning such as newspapers, brochures, magazines, and high-tech devices.

Teacher Edgar provided many of his learners their first encounter with a laptop and cell phone. He brought his own laptop to class and introduced computer basics to his learners. He also used educational videos to class which contained a compilation of English rhymes with core subjects such as Science and English. He believed it was his responsibility to give students a glimpse of the modern world.

One good practice of teaching indigenous learners is through storytelling. The learners can relate well to such practice because indigenous culture has been passed on through the telling of stories. Teacher Edgar used different stories, especially fairy tales and Filipino legends originally in Tagalog, including local stories that helped learners relate to the content, so they were more willing to share their ideas and prior knowledge about the story. As an activity, he grouped his class according to the number of characters in the story. Each group was assigned a character and a chant related to the personality of that character. Whenever a certain character's name was mentioned in the story, the assigned group immediately shouted out the chant. Chants could include sounds or short expressions that the teacher had made before the story was read. His learners cherished the stories, and that led to increased participation in class discussions.

Teacher Edgar believed that his indigenous learners deserved quality education because they are part of society, and opening the world to them also made them dream bigger for their future. He made sure no one in his class was left behind.

Culturally responsive teaching practices can improve academic outcomes for indigenous learners. However, indigenous peoples are a heterogeneous group, with unique histories, languages, cultural practices and ways of operating within the classroom. One approach to culturally responsive teaching that works with one indigenous learner may not necessarily work with another.
.
Below are more ways to adapt and implement culture-based education to indigenous learners (Adapted from Korff, 2019):

HOW TO DO IT

1. Know cultural needs
Indigenous learners can avoid direct eye contact to an adult as it is considered rude in their culture. When teachers misinterpret indigenous learners' classroom behavior, it may be considered as 'soft racism'. Indigenous learners are also less likely to answer questions in the classroom because traditionally, their culture has been passed on through the telling of stories. Use story telling with visual cues in your teaching to support indigenous learners better, rather than having them read and process materials directly.

2. Give them equal opportunity like other learners
If they are only few indigenous learners, teachers might ignore them and expect them to deliver low results or victimize them. Just like everyone else, there are many indigenous people who become successful in their chosen fields.

3. Relate examples to their environment and community

Teaching indigenous learners needs to convey a "relatedness" which is a key feature of indigenous world views. It stems from the connectedness to every living thing, which is the foundation of indigenous tradition, culture and spirituality. Including local stories and achievements also helps indigenous learners feel more valued and accepted, and boosts their sense of identity.

4. Be aware of a greater sense of autonomy

Indigenous children have been raised to be independent individuals with a right to express their needs and opinions and have them taken seriously. But a strong character can get them into trouble in a classroom. Many behavioral problems can be managed and properly addressed by taking the time to listen and be empathetic to the learners.

5. Include community spirit

Indigenous learners are more used to working for the collective good rather than focusing on individual achievement. It is foreign for them to be tested as 'individuals' for their knowledge, when their usual context is seeing what the group can achieve collectively. Every morning, learners, and often parents, may play traditional games in morning assembly. Parents and guardians often join sack races and tugs of war at sports carnivals and eat lunch with children.

6. Use indigenous learners' first language as resource

Teachers should explain things in more than one way and more than once to enable indigenous learners to understand and learn. Indigenous culture knowledge was passed on through repetitive story-telling. Indigenous children should be taught in their first language before introducing second languages.

7. Promote indigenous culture

For indigenous learners to have a full and productive life, they need to receive an education that enhances and promotes their culture. Teachers can encourage cultural pride through programs such as music and dance.

8. Prepare indigenous learners for walking in two worlds

Many indigenous people are afraid of losing their children to a bigger world, and their children losing their identity and culture. Educational systems designed to Western standards give indigenous people little to motivate them to have faith--on the contrary, many feel disrespected and marginalized. Teaching both worlds might be the answer to these problems.
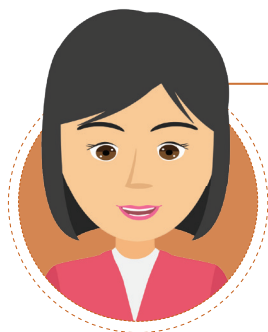
PROFESSIONAL DEVELOPMENT PLAN

You have just gained knowledge and understanding on PPST Proficient Indicator 4.3.2 - Adapt and implement learning programs that ensure relevance and responsiveness to the needs of all learners.

Now, you can reflect on your profession as a Proficient Teacher based on what you have learned from this module.

Fill in the personal action plan below.
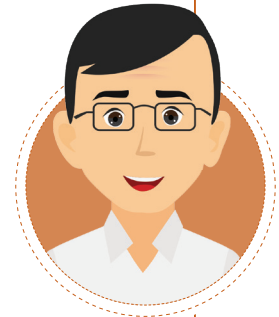
STRENGTHS *What are the skills you are good at?*	DEVELOPMENT NEEDS *What are the skills you need to improve?*	ACTION PLAN *What can you recommend for your development intervention?*	TIMELINE *When will you implement your plan?*	RESOURCE NEEDED *What assistance/ resources do you need to implement the plan?*

Happy planning!

RESOURCE LIBRARY

This section provides you resources that can help you further understand the indicator.

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