



Republic of the Philippines
Department of Education
TEACHER EDUCATION COUNCIL

MODULE

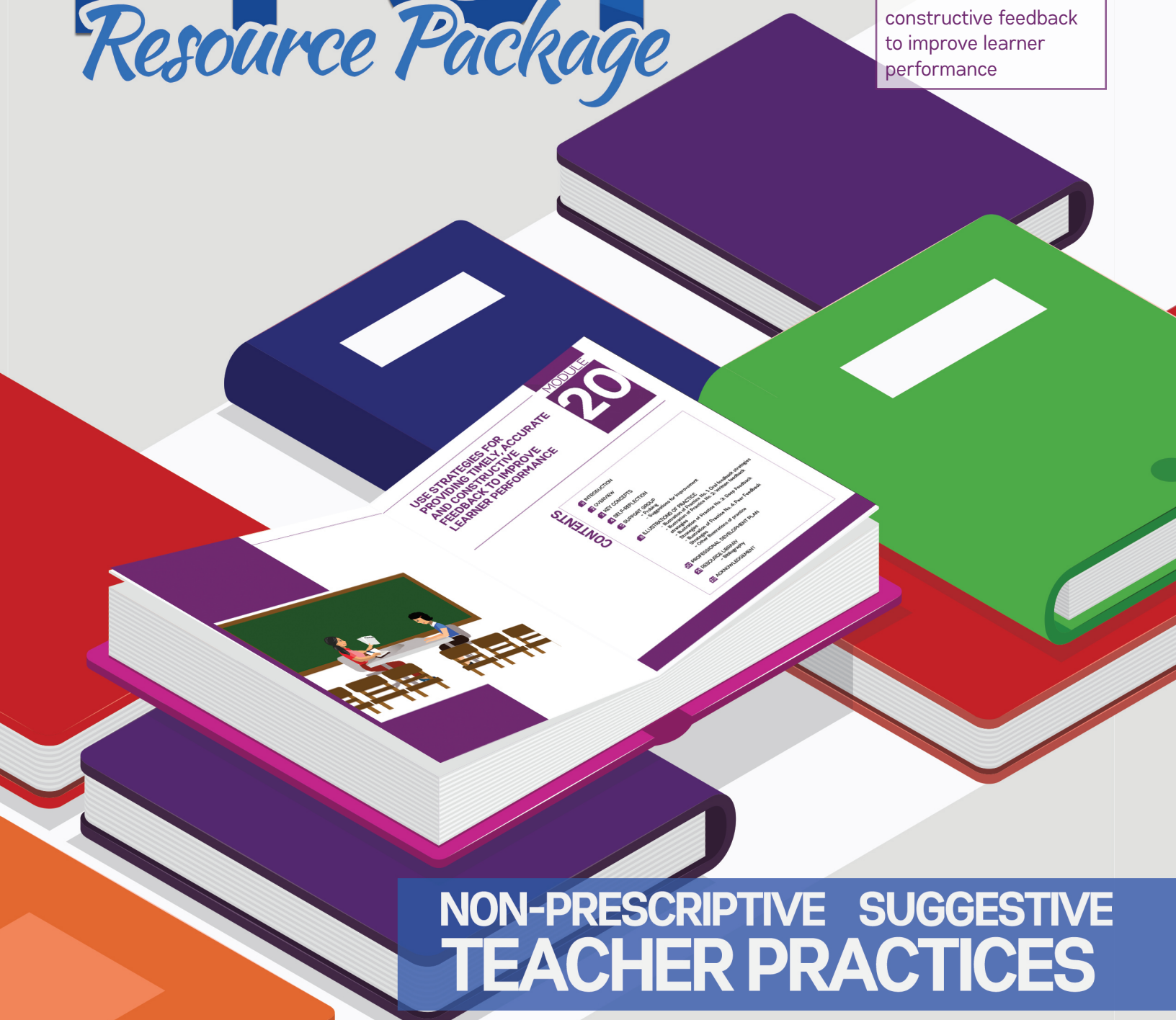
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PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS

PPST

Resource Package

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



NON-PRESCRIPTIVE SUGGESTIVE
TEACHER PRACTICES



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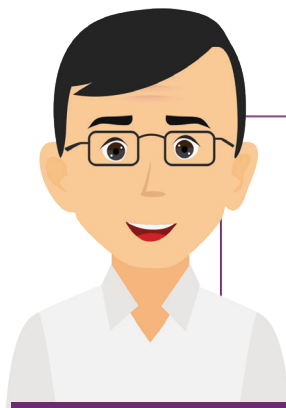
5.3.2 Use strategies for providing timely, accurate and constructive feedback to improve learner performance



NON-PRESCRIPTIVE SUGGESTIVE
TEACHER PRACTICES

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

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

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;

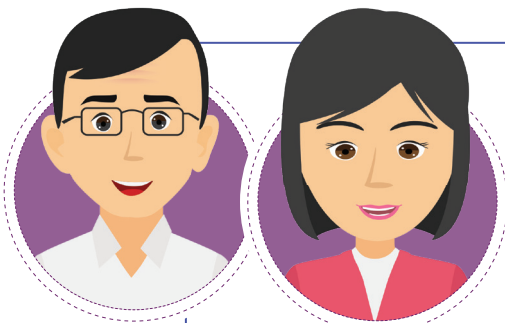


RESOURCE LIBRARY provides resources with annotations that can help you further understand the indicator.

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.

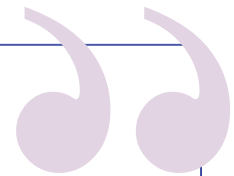
We encourage you to actively engage with the texts as you read through the module.

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!





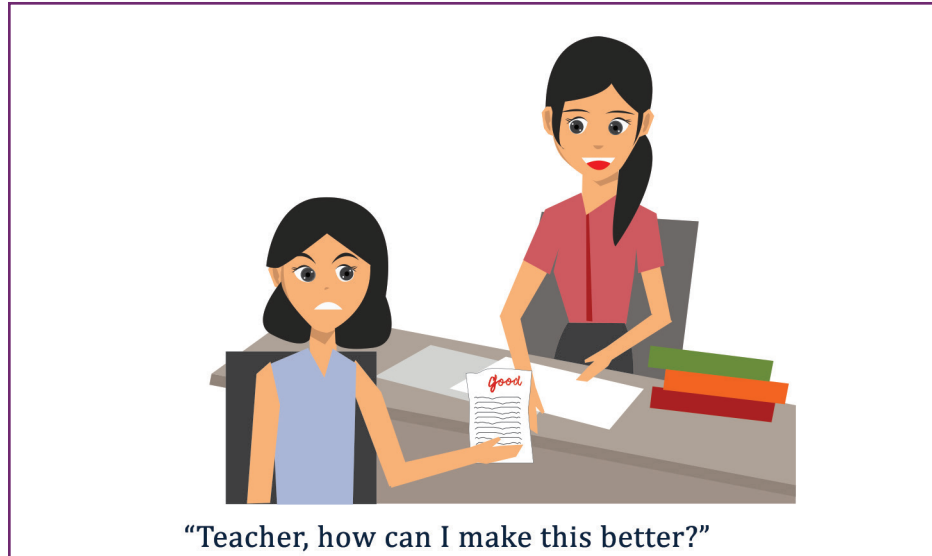
USE STRATEGIES FOR PROVIDING TIMELY, ACCURATE AND CONSTRUCTIVE FEEDBACK TO IMPROVE LEARNER PERFORMANCE

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Hello, Teacher! Welcome to Module 20.



Our ultimate goal as teachers is to help our students learn. To achieve this, we need to provide our students with timely, accurate and constructive feedback so that they can monitor, evaluate and assess their own learning.

Look at the caricature. What would have been a better way of giving feedback to the student? As a teacher, how do you give feedback to your students?

In this module, we will provide you with several illustrations of practice highlighting varied strategies for giving effective feedback to students to improve their performance.

In this module, we will focus on:



STRAND: Feedback to improve learning



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



KEY CONCEPTS



Let us start by introducing to you the key concepts in providing feedback as one of the processes in monitoring, assessing, evaluating and reporting learners' needs, progress and achievement. Understanding these concepts will guide you in appreciating your role as embedded in the indicator 5.3.2 Use strategies for providing timely, accurate and constructive feedback to improve learner performance.



TIMELY FEEDBACK. This is given within a timeframe where the results of the assessment can still enable learners to take specific steps towards the achievement of the learning objectives.

ACCURATE FEEDBACK. This refers to the level and extent of attainment of learners of a given competency, skill, or standard.

CONSTRUCTIVE FEEDBACK. This form of feedback is motivating and sensitive to the the feelings of the learner. It gives the learner the direction to improve better in the class.

LEARNER PERFORMANCE. This describes how the learner demonstrates the knowledge, skills and attitudes they have learned. (Philippine Professional Standards for Teachers, 2017)



SELF-REFLECTION



Let us first reflect on our current practice. As Proficient Teachers, we have knowledge, skills and attitudes regarding providing feedback.

I have written down my own reflections about this. How about you?



KNOWLEDGE

As a Proficient Teacher, I know...

...how to provide a timely, accurate and constructive feedback of the performance of my students based on the learning goals.

SKILLS

As a Proficient Teacher, I do...

...use strategies for providing feedback to my learners to monitor their learning progress and performance.

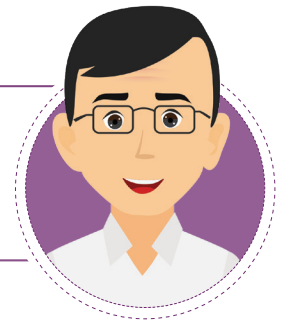
ATTITUDES

As a Proficient Teacher, I feel...

...very accomplished when I see that my learners are improving on their academic performance by giving them provide a timely, accurate and constructive feedback.



Now it's your turn to write down your own personal reflection regarding your current practice in providing feedback. Take a few minutes to think about it and write your reflection in the boxes provided below.



KNOWLEDGE

As a Proficient Teacher, I know...

Blank writing area for Knowledge reflection with horizontal lines.

SKILLS

As a Proficient Teacher, I do...

Blank writing area for Skills reflection with horizontal lines.

ATTITUDES

As a Proficient Teacher, I feel...

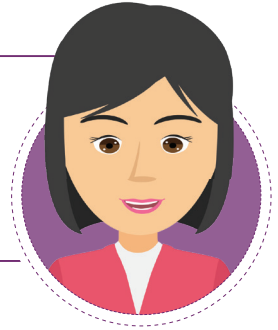
Blank writing area for Attitudes reflection with horizontal lines.



SUPPORT GROUP



This part of the module contains current teaching practice in a classroom. Read and study the teaching episode in Teacher Carol's classroom. Then, try to answer the questions that follow.

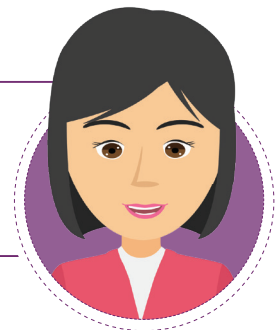


Teacher Carol, a Senior High School teacher facilitates the lesson on writing a short poem applying the various elements, techniques, and literary devices (HUMSS_CW/MP11/12c-f10). She presents varied poems as models and discusses their structure. For the independent writing activity, she asks her class to write their own poem. She also presents the rubrics which will be used to evaluate the poems.

In evaluating their outputs, she writes comments such as: "This can still be improved," "The message is vague," "Please use literary devices." She then asks the class to revise their poems and pass them the next day. When checking the students' outputs, she is a bit disappointed because majority failed to write good poems despite her comments.



Have you finished reading? We're giving you time to think about it and we will surely get back to you.



Probing



We believe that you have fully understood Teacher Carol's situation. Now, please answer the following questions.



1 What specific challenge in teaching practice does Teacher Carol meet?

_____.

2 What could have led to the unsatisfactory performance of her students?

_____.

3 How could Teacher Carol have monitored the performance of the students?

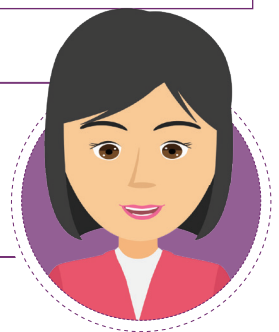
_____.

4 How important is providing timely, accurate and constructive feedback to our students?

_____.



Have you finished answering? For your deeper understanding, we have stated our suggestions to help Teacher Carol.



Suggestions for Improvement

Giving feedback is essential to monitor student learning. In the situation, Teacher Carol has presented the lesson, but she is unable to keep track of her students' progress in performing the writing task. The students could have been guided through effective feedback.

Feedback should be timely, accurate and constructive.

1. Timely. It should be provided immediately after showing proof of learning, the student responds positively and remembers the experience about what is being learned in a confident manner. If we wait too long to give feedback, the moment is lost and the student might not connect the feedback with the action (Reynolds, 2017).
2. Accurate. It should target the appropriate learning needs.
3. Constructive. It should treat learning as developmental rather than a deficit issue. (Doughney, 2014)

As a facilitator of learning, you need to ensure that your students really learn. It is not enough that we deliver the lesson, but more importantly we have to support them along the teaching-learning process. This can be best achieved if we provide them with feedback during and after instruction so that they are guided and monitored towards their attainment of the learning goals.



ILLUSTRATIONS OF PRACTICE



As a Proficient Teacher, you are expected to provide effective feedback to your learners. Together, let us discover and explore the different illustrations of practice anchored on the Philippine Professional Standards for Teachers that show specific ways on how you can provide feedback.



ILLUSTRATION OF PRACTICE NO. 1:

Oral feedback strategies

Teacher Melanie, a Grade 1 teacher, is teaching the competency F1PU-II a-1.11: c 1.2; 1.2a Nakasusulat nang may tamang laki at layo sa isa't isa ang mga letra, Nakasusulat ng malalaki at maliliit na letra to her class. While facilitating the boardwork for her pupils, she notices that a pupil is finding it hard to do the task. With this, she immediately gives oral feedback.



Teacher Melanie, a grade 1 Teacher, allows Mark, a Grade I learner to write the letter M after giving him an oral feedback. Specifically, she points out the better way of writing letter M on the board. In order for the learner to see the better way of writing it, Teacher Melanie demonstrates how it is done.

Teacher Melanie: Mark, bakit ka tumigil sa pagsulat? (Why did you stop writing?)

Pupil Mark: Ma'am nahihirapan po ako. (Ma'am, I'm finding it hard.)

She approaches the pupil who finds writing the letter challenging.

Teacher Melanie: Saan ka nahihirapan? (What's challenging for you?)

Pupil Mark: Hindi ko po ito kaya. (Teacher, I can't do this.)

Teacher Melanie: Kaya mo yan, Mark. (You can do it.)

Teacher Melanie demonstrates how big letter M is written. But still, the pupil finds it hard. She holds her pupil's hand gradually guiding it until the pupil is able to write the letter correctly.

Teacher Melanie: Kaya mo ba nang sumulat ng big M? (Can you write capital M by yourself?)

Pupil 1: Opo. Teacher. (Yes, Teacher).

Here, the teacher identifies immediately a challenge in the learning process and gives feedback. (timeliness of feedback)

The learner is encouraged to give specific feedback about his learning difficulty. Here, the gap is explicitly identified which enabled the teacher to think of an appropriate strategy to address such immediate need.(accuracy of feedback)

At this point, the teacher provides positive comment to the learner. (constructive feedback)

Then, she addresses the learning gap by modelling. The learner then is guided to practice the skill. The teacher reinforces by giving the learner positive comment.

The oral feedback is significant in this illustration because it closes the gap between the current and desired performance by informing student behavior (Peer feedback, n.d.).

In this practice, the teacher provides one-on-one oral feedback where a learner's need is addressed individually during a task. Oral feedback is sometimes considered less formal, but it can be a very powerful and effective tool as it can be provided easily in the 'teachable moment' and in a timely way similar in the presented practice.

For feedback as a formative assessment, you need to address these three important questions (Black & William, 2009)

Question 1: Where the learner is going?

Question 2: Where the learner is right now?

Question 3: How to get there?

Teacher Lisa: Ngayon mga bata, ano kaya ang ibig sabihin ng salitang kusinero sa pangungusap na ito? Sikat ang kusinero ng Lety's Carinderia sa mahusay na pagluluto ng adobo.

Pupil 1: Ma'am, tagatrabaho po.

Teacher Lisa: *Malapit na ang kahulugang sinabi mo.* Kung nagtatrabaho siya sa karinderia, ano ang kaniyang ginagawa?

Pupil 1: Ma'am nagluluto po.

Teacher Lisa: Kung nagluluto ang kusinero, ang ibig sabihin ng kusinero ay?

Pupil 2: Ma'am tagapagluto po.

Teacher Lisa: *Tama ang iyong sagot. Ulitin mo nga.*

Pupil 2: Tagapagluto po.

The teacher acknowledges the pupil's response and gives constructive feedback, reinforcing the learner's attempt to arrive at the correct answer.

She guides the whole-class to think of the appropriate meaning.

The teacher gives accurate feedback to the pupil's correct response.

HOW TO DO IT

For oral feedback to succeed, whether addressed individually or in whole-class, the teacher should:

1. Identify the learning gap immediately.
2. Provide clear and simple oral feedback.
3. Scaffold for learners' better understanding.
4. Reinforce by positively responding to the learners' attempt whether successful or not.

ILLUSTRATION OF PRACTICE NO. 2:

Written feedback strategies

Teacher Bryan, gives feedback to his Grade 4 class’ artworks after he asks them to paint the sketched landscape using colors appropriate to their cultural community (A4EL-IIlf). Using the rubrics as the evaluative tool, he writes specific comments for each artwork based on the set criteria.

RUBRICS FOR LANDSCAPE				
Criteria	4	3	2	1
Depth	Created advanced depth using atmospheric perspective, utilized placement, had background, middle ground and foreground	Created basic depth, utilized placement. Had background and foreground	Created very little depth. Had background only	Could not create a landscape with depth
Details	Included excellent details such as horizon line, proper texture, value, background and shading	Included basic details such as horizon line, simple texture and background details	Included few details such as horizon line. Did not create simple texture	Include little details. No horizon line and texture
Colors	Use appropriate colors to the subject matter in the landscape. Blended different colors together to create a variety of textures and values	Use appropriate colors to the subject matter in the landscape. Attempted to create a small variety of textures and values	Used minimal colors to the subject matter in the landscape. Did not create a variety of textures and values. Flat colored landscape	Used only 1-2 colors. Did not create different textures and values
Creativity	Created a unique and individual landscape	Created a relatively unique landscape	Parts of landscape represented other’s drawings	Landscape resembles a direct copy of other’s drawing

LANDSCAPE FEEDBACK FORM		
Criteria	Score	Comments
Depth	3	This artwork made good use of foreground and background.
Details	2	Had few details
Colors	2	Used minimal colors.
Creativity	2	Parts of the landscape represent others’ drawings

Here, the teacher’s written feedback describes specific learner performance against a set of standards in the rubrics.

Then, he conducts conferencing to discuss, clarify and guide the pupil to identify ways on how the artwork can be improved.

Teacher: Tingnan mo ang feedback form. Paano mo kaya mapapaganda ang iyong artwork? (Go over your feedback form. Can you tell me what do you think do you need so you can improve your artwork?)

Learner: Sir, kailangan ko pa pong gumamit ng kulay. (Sir, I need to add more colors.)

Teacher: Makatutulongbaiyon? (Will it make your drawing better?)

Learner: Opo, sir. (Yes, sir.) Teacher, ano pa po ang pwede kong idagdag sa drawing? (Sir, what else can I add to my drawing?)

Teacher: Pwede kang magdagdag pa ng nakikita mo sa bukid. (You may add other things that you see in the farm.)

Learner: Opo, Sir. Pwede pa kong mag drawing dito ng mga gulay. (Yes, sir. I may draw here some vegetables.)

Teacher: Okey. Puwede mo na ulitin ang iyong drawing. Okey. (You may draw it again.)

Learner: Yes, sir.

The one-on-one conferencing with the learner gives the teacher an avenue to clarify the feedback to the learner. The learner, too, can also ask questions about his performance leading him to reflect and decide to achieve the learning targets.

The learner is given opportunity to reflect and act on how he can improve his performance through feedback.

This practice highlights the use of written feedback after a task. Effective written feedback provides students with a record of what they are doing well, what needs improvement and suggested next steps. Students and teacher might use a log to monitor whether and how well the student has acted on the feedback.

HOW TO DO IT

1. Provide a written feedback that is understandable and actionable for the learner.
2. Include where the student has met the learning intentions and/or success criteria.
3. Tell where the learner still needs to improve.
4. Encourage the learner to think through the answer for themselves.

Source: Effective feedback (n.d.)

ILLUSTRATION OF PRACTICE NO. 3:

Deep Feedback Strategies

Deep feedback strategies generally provide opportunities for teachers to give specific feedback to the learner to assist them in knowing what is working and the next steps.

Teacher Angeline is Math teacher for tenth graders. She uses deep feedback strategies so that she can keep track of her learners' progress after teaching the competency uses appropriate measures of position and other statistical methods in analyzing and interpreting research data. M10SP-IVh-j-1.

With the Met, Not Yet Met, I Noticed technique as reflected in the feedback form below, she has established a system of monitoring each learner's achievement by putting a checkmark on the appropriate column.

FEEDBACK FORM			
Name Learner D			
uses appropriate measures of position and other statistical methods in analyzing and interpreting research data. M10SP-IVh-j-1			
Skill	Met	Not Yet Met	I Noticed
1. Illustrates the following measures of position: quartiles, deciles , percentiles	✓		
2. Calculates a specified measure of position quartiles, deciles, percentiles		✓	He needs to work on computing deciles.
3. Solves problems involving measures of position (quartiles, deciles, percentiles)		✓	He needs to problem-solving skills that require analysis of data.

With this technique, the focus is on aspects of quality or progress within the student's work against the criteria that has been set. The teacher provides information that builds on the student's strengths, points out an area of concern and gives realistic suggestions for success.

HOW TO DO IT

1. Evaluate the skills as to whether they are met or not.
2. Provide specific comments on those undemonstrated skills.
3. Let the students review the comments and take actions towards their improvement.

Here are some other deep feedback strategies that you may use in the classroom.

More of, Less of technique. This technique focuses on helping students to see where to concentrate their efforts and on what specific aspects. Feedback is given in relation to a particular criteria with 2-3 suggestions for what the students need to do more of or less of to be successful on the task.

Key questions technique. This technique focuses on giving students suggestions that build off their strengths and provide specific information to help them to meet their target goals. Feedback is given in relation to the criteria using the following questions as prompts: What's working? What's not? What's next? By giving feedback on what is working, students can build on their strengths, while considering the next steps and what is not yet working.

Source: Descriptive Feedback and Some Strategies standardstoolkit.k12.hi.us

ILLUSTRATION OF PRACTICE NO. 4:

Peer Feedback Strategies

Teacher Edna, a junior high school English teacher teaches the competency EN7WC-III-a-2.2: Compose simple narrative texts. After discussing the features and structure of narrative texts, she then asks her students to compose their compelling narratives telling their personal experiences. She then asks each student to exchange the written output with an assigned peer. Using peer feedback forms, students write their comments on their peer's narrative which are eventually shared and clarified during a peer session.

Peer Feedback Form	
<i>Name of Writer: Student 1</i>	
<i>Name of Peer Reviewer: Student 2</i>	
I.	Three things that you liked about the narrative
	a. <i>His narrative was interesting.</i>
	b. <i>He used word signals between paragraphs.</i>
	c. <i>He used short sentences.</i>
II.	Two suggestions about the work
	a. <i>He could describe the events by using the right word.</i>
	b. <i>Do not use shortened words like 'coz (because), wanna, gonna.</i>

Transcription of the Peer Session

- Student 1:** What do you mean by your first suggestion?
- Student 2:** Maybe you could use adjectives in describing how your feelings that night when you were alone in the house.
- Student 1:** Yeah, I see.
- Student 2:** Instead of saying, I felt afraid, perhaps you could write little details about it.
- Student 1:** Okay, I'll do it. How about your second suggestion?
- Student 1:** I think you use 'coz three times in your story. Just write because.
- Student 2:** Okay, I'll change it.

This illustration of practice highlights the use of structured peer feedback which provides students with the opportunity to give and receive feedback about ongoing work, especially when the focus is on improvement rather than grading.

Peer feedback involves students giving and receiving information about performance or understanding in relation to learning intentions and success criteria. Learning intentions describe what the learners should know and do after an instructional activity while success criteria determine how well students have met these learning intentions.

Peer feedback enables students see other students' work which can deepen their understanding of the lesson. As a strategy, it also encourages collaborative learning and can build and enhance students' capacity for judgement. Students become teachers of themselves and each other, and learn to self-regulate their learning (Peer feedback, n.d.).

HOW TO DO IT

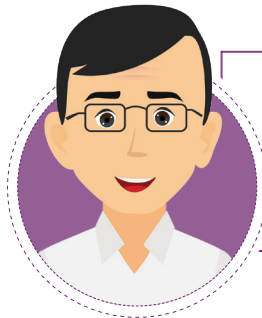
As a Proficient Teacher, peer feedback works best if you:

1. model and role play how to give feedback in a constructive way
2. explicitly teach students how to provide effective feedback to each other
3. hold students accountable for the comments, suggestions and feedback they give one another
4. use scaffolds like peer feedback forms, which can be checked by the teacher to provide more structure to peer conferences.

Here are other techniques related to peer feedback which you may also use:

- **Two stars and a wish:** This technique works best for those students who are newly-introduced to peer feedback. Students are paired up and are asked to write two positive comments (stars) and one constructive comment (wish) about another student’s work.
- **Plus, minus, what’s next:** This allows students to comment on what was done well (plus), point out what should be improved (minus) and suggest a strategy for next steps (what’s next).
- **Thinking hats:** This technique encourages different students to take various roles in providing feedback depending on the color of the hats they wear. For instance, a blue hat encourages students to think about good points in their peer’s work, a red hat lets students to think critically and find weaknesses; and a green hat inspires students to think creatively and find other strategies to improve the output.
- **C3B4ME (See Three Before Me):** This technique urged the students to see three peers and discuss their work before discussing it with their teacher.

Source: (Peer feedback, n.d.)

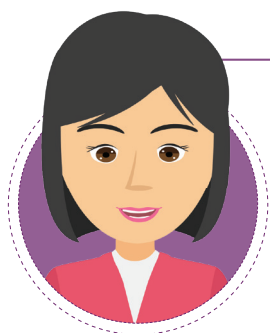


As a Proficient Teacher, as we give feedback we should consider the different levels at which our feedback is directed, in order of least to greatest impact (Hattie & Timperley, 2007).

LEVELS OF FEEDBACK	WHAT IS IT?	SAMPLE PRACTICE
1. Self	Personal evaluation and affect usually positive about the student	Teacher Kaye, a kindergarten teacher tells her learner, “Ang galing mong kumanta. Very good! Palakpakan natin siya. (You’re a very good singer. Let’s clap our hands for her.”
2. Task	Feedback on how well tasks are performed	After reading his learner’s narrative composition, Teacher Luis, an English teacher for Grade 5, suggests: This theme tells the story well. You may add more details to make this more interesting.

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

LEVELS OF FEEDBACK	WHAT IS IT?	SAMPLE PRACTICE
3. Process	Feedback on the learning processes, underlining or relating to and extending tasks	A senior high school teacher gives written feedback in the learner's research paper: You need to cite your sources for this information.
4. Self-regulated	Feedback on how students monitor, direct and regulate their own learning	Teacher Susan, a Grade 9 Araling Panlipunan teacher facilitated a lesson on the competency Nakapagsasagawa ng isang pagpapalano kung paano makapag-ambag bilang mamamayan sa pag-unlad ng bansa AP9MSPIVc-5. To assess whether her learners could apply the concept to their lives, she asked them to write individual report tackling one's roles in nation-building. A peer feedback session which engaged the learners in shared discussion of the reports followed. Learners were then asked to reflect and revised their reports based on the feedback.



Similarly, you should remember the following principles that describe effective feedback strategy (Nicol & Macfarlane Dick, 2006).

Effective feedback:

1. helps clarify what good performance is (goals, criteria, expected standards);

Students can only achieve goals or outcomes, if they understand them, assume some ownership of them and can assess their progress. If students perceive the aims of an assessment task differently to lecturers/tutors it can affect performance and their ability to use any feedback given.

2. facilitates the development of self-assessment (reflection) in learning;

Well-organized, self-assessment can lead to significant improvement in learning especially if integrated with staff feedback. Self and peer assessment processes help develop the skills needed to make judgements against standards.

3. delivers high quality information to students about their learning;

Feedback tells the students how well they are learning and are supported for high achievement.

4. encourages teacher and peer dialogue around learning;

Discussion with the teacher helps students to develop understanding and correct misunderstandings and to get an immediate response to difficulties.

Peer dialogue enhances learning as:

- o students who have just learned something are often able to explain it in a language and in a way that is more accessible than teachers' explanations
- o it exposes students to other perspectives on problems and alternative approaches and methods for addressing problems
- o students develop detachment of judgment (of the work from themselves) which they are able to transfer to assessment of their own work
- o it can encourage students to persist and
- o it is sometimes easier to accept critique from peers

5. encourages positive motivational beliefs and self-esteem;

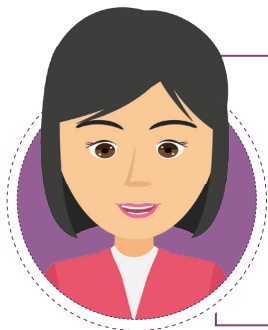
Where feedback praises effort, strategic behavior and progress related to the performance in context. However, the extent of praise must be consistent with the level of performance otherwise students may be confused by mixed messages.

6. provides opportunities to close the gap between current and desired performance;

Feedback is most useful when students have an opportunity to improve work by being able to resubmit the work or receiving feedback during the production process (e.g. comments on drafts) or apply the feedback to a subsequent piece of work. Also, students can benefit from being given help to develop strategies to use feedback.

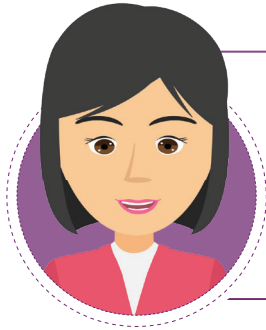
7. provides information to teachers that can be used to help shape teaching.

Frequent low stakes assessment (e.g. diagnostic testing) can provide feedback to students on their learning and information to teachers about students' level of understanding and skill, so that teaching can be adjusted to help students close the gap.



Please bear in mind that feedback may be formative or evaluative. Formative feedback is diagnostic in nature and is intended to help the students revise and improve their work. On the other hand, summative feedback is a final analysis of students' output or performance on which final grades are based (The importance of feedback to students, n.d.).





Having seen how Indicator 5.3.2 can be achieved, you are now better equipped to support your learners through providing effective feedback.

Happy teaching!

Other Illustrations of practice

Formative feedback

A kindergarten teacher uses star cutouts as rewards for her pupils who correctly respond to her questions.

During the PE class, a Grade 4 teacher provides oral feedback to learners on how to execute the dance steps in $\frac{3}{4}$ time signature.

Summative feedback

An elementary teacher uses letter grades to evaluate her pupils' themes in Filipino.

Through conferencing, a Senior High Practical Research teacher provides feedback on the research submitted by the students.

Using data from the individual scoresheet, a teacher-paper adviser gives specific feedback to her campus writer on how the editorial article be written considering the criteria for language and content.

Descriptive Feedback

In a junior high school, a Math teacher uses specific information in the form of written comments for the students who failed to solve the equations accurately.

Non-verbal cues as feedback

A junior high school teacher uses facial expressions and voice tone to signal her agreement or disagreement with students' responses.

Online feedback

After encouraging the students to write travelogues in their blogs, a teacher writes his feedback through comments.

Other experts' feedback

A Senior High School Cookery teacher invited restaurant chefs as evaluators during the food festival the students have prepared. The chefs are then encouraged to present their feedback during the program.



PROFESSIONAL DEVELOPMENT PLAN

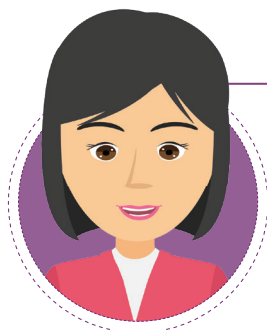


After you have explored the different key concepts and illustrations of practice for providing feedback to students, you now have a better appreciation of this indicator. Based on your learning in this module, think of what you can do to strengthen it.

Fill in the personal action plan below.



STRENGTHS <i>What are the skills you are good at?</i>	DEVELOPMENT NEEDS <i>What are the skills you need to improve?</i>	ACTION PLAN <i>What can you recommend for your development intervention?</i>	TIMELINE <i>When will you implement your plan?</i>	RESOURCE NEEDED <i>What assistance/resources do you need to implement the plan?</i>

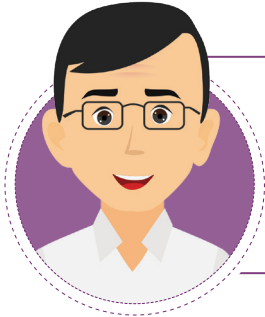


Happy planning!





RESOURCE LIBRARY



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

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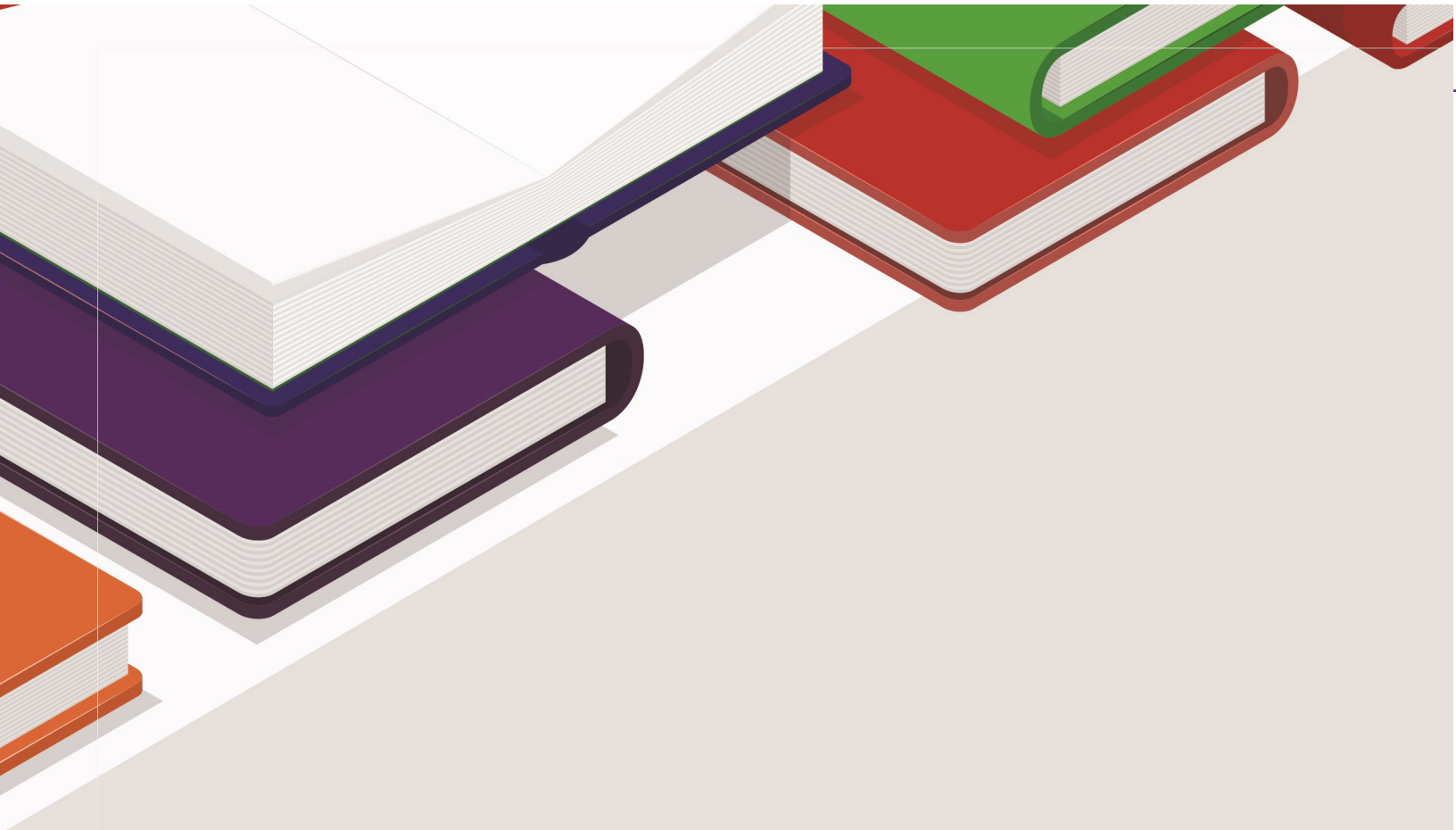
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