



Republic of the Philippines
Department of Education
TEACHER EDUCATION COUNCIL

MODULE

21

PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS

PPST

Resource Package

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



NON-PRESCRIPTIVE SUGGESTIVE
TEACHER PRACTICES



Republic of the Philippines
Department of Education
TEACHER EDUCATION COUNCIL

MODULE

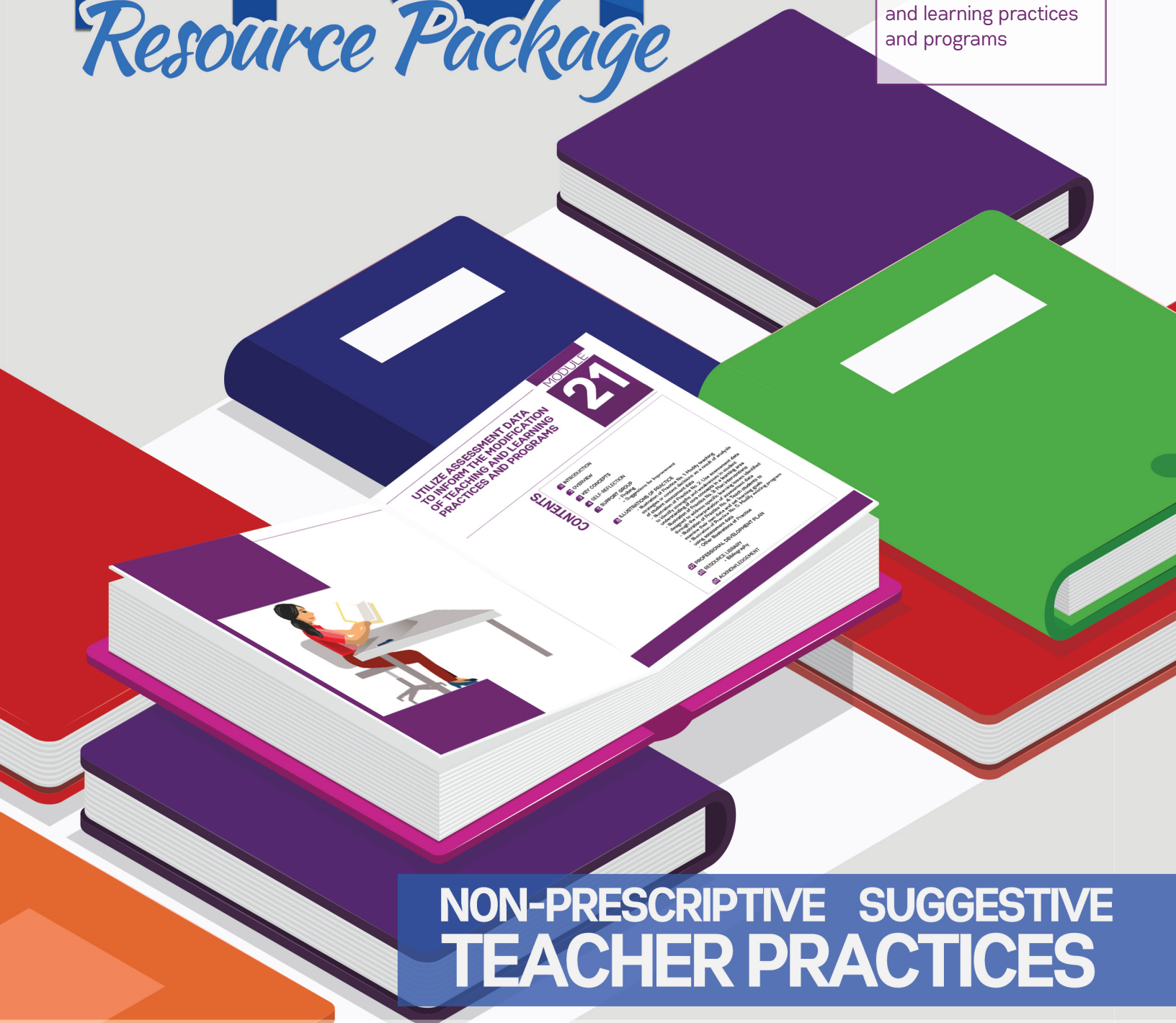
21

PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS

PPST

Resource Package

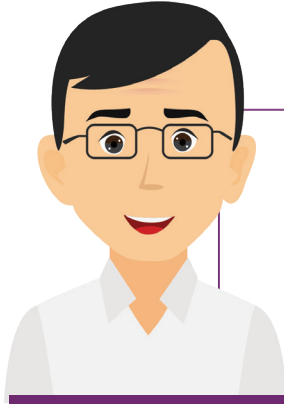
5.5.2 Utilize assessment data to inform the modification of teaching and learning practices and programs



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

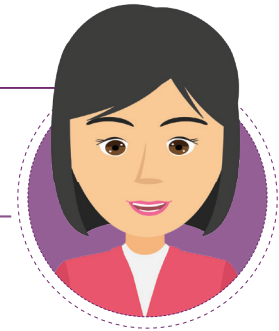
7.3.2 Participate in professional networks to share knowledge and enhance practice

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;

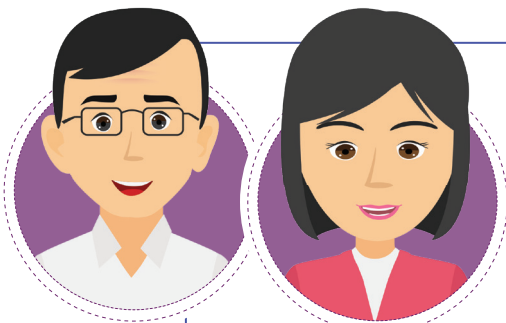


RESOURCE LIBRARY provides resources with annotations that can help you further understand the indicator.

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.

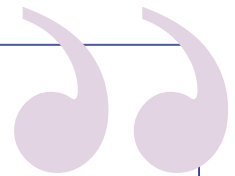
We encourage you to actively engage with the texts as you read through the module.

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!





UTILIZE ASSESSMENT DATA TO INFORM THE MODIFICATION OF TEACHING AND LEARNING PRACTICES AND PROGRAMS

CONTENTS

- ii** INTRODUCTION
- 2** OVERVIEW
- 3** KEY CONCEPTS
- 4** SELF-REFLECTION
- 5** SUPPORT GROUP
 - Probing
 - Suggestions for Improvement
- 8** ILLUSTRATIONS OF PRACTICE
 - Illustration of Practice No. 1: Modify teaching strategies or content decisions as a result of analysis of student assessment data
 - Illustration of Practice No. 2: Use assessment data to identify strengths and weaknesses in student understanding of core concepts in a learning area
 - Illustration of Practice No. 3: Plan interventions designed to address specific learning issues identified through the interpretation of assessment data
 - Illustration of Practice No. 4: Teach students to examine their own data and set learning goals
 - Illustration of Practice No. 5: Modify existing program using assessment data
 - Other Illustrations of Practice
- 27** PROFESSIONAL DEVELOPMENT PLAN
- 28** RESOURCE LIBRARY
 - Bibliography
- 30** ACKNOWLEDGEMENTS



Hello, I am Teacher Dulce and with me is Teacher Rey. As your teacher support group, we will help you better understand the indicator focusing on how you can utilize assessment data to inform the modification of teaching and learning practices and programs.



LOOKING CLOSELY AT THE DATA. The teachers of Lucena Dalahican National High School (LDNHS) convene regularly to utilize assessment data to inform the modification of teaching and learning practices and programs.

As Proficient Teachers, we interact with our learners to assess how they learn, grow and adapt. Through these interactions, we obtain data which are essential to teachers becoming responsive to the learning needs of the learners.

In addition, we trust the results from these assessments because of their direct relationship to classroom instructional goals. These classroom assessments are utilized to make improvements. It is essential that as Proficient Teachers we need to see assessment as an integral part of the instruction process and as crucial for helping students learn.

When these assessment data are used meaningfully, we can better deliver instructional practice effectively.

In this module, we will focus on:



STRAND: Feedback to improve learning



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



KEY CONCEPTS



To better appreciate the indicator, let us learn about the following key concepts in the context of this module



ASSESSMENT DATA. This pertains to the learner data obtained from diagnostic, formative and/or summative assessment practices (PPST, 2017).

MODIFICATION. This refers to adjustments implemented by teachers relative to the teaching-learning process based on the assessment data to achieve instructional goals.

TEACHING AND LEARNING PRACTICES. These practices are customary, habitual, or expected procedures or ways that are involved in the teaching and learning process.

TEACHING AND LEARNING PROGRAMS. This term refers to the set of related measures or activities with a long-term aim duly implemented by Department of Education (DepEd) to aid in the holistic development of Filipino learners.



SELF-REFLECTION



Let us first reflect on current practice regarding utilizing assessment data to inform the modification of teaching and learning practices and programs.

Considering the key concepts, I have written down my reflections on this.



KNOWLEDGE

As a Proficient Teacher, I know...

that assessment data obtained from my class serve different purposes such as instructional decision-making, planning for instruction and remediation.

SKILLS

As a Proficient Teacher, I do...

use assessment data to modify my teaching practices and existing programs so that it can answer the needs of my learners.

ATTITUDES

As a Proficient Teacher, I feel...

empowered and in control of my instructional decision when I use meaningful and evidence-based learner assessment data.



These are good reflections, Teacher Dulce. Now it's your turn to reflect on your knowledge, skills and utilizing assessment data to inform the modification of teaching and learning practices and programs.



KNOWLEDGE

As a Proficient Teacher, I know...

SKILLS

As a Proficient Teacher, I do...

ATTITUDES

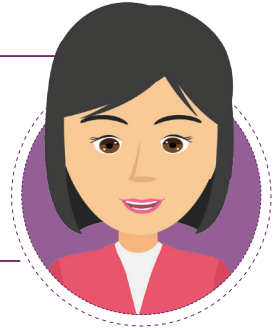
As a Proficient Teacher, I feel...



SUPPORT GROUP



Welcome to our support group! We are here to help you enrich your teaching practice. Let's get to know how Teacher May Grace utilizes assessment data in targeting the learning competency in her class.



Teacher May Grace teaches 7th Grade English. Her lesson is on distinguishing between literal and figurative language (EN7LT-ii-a-4). Below is the excerpt detailed lesson plan used in her class on literal and figurative language. Let us focus on the assessment data she obtained and her entries on the Reflection part.

H. Making generalizations and abstractions about the lesson	There are two ways to understand our spoken communication: 1) Literal Language ✓ To write or say something that means its actual definition ✓ It states exactly what it means ✓ It stays the same all the time 2) Figurative Language ✓ There is room for interpretation ✓ It does NOT mean exactly what it sounds like ✓ A person has to make a 'smart' guess based on what is happening in the environment or with the person when the language is being used
I. Evaluating learning	5-item quiz Identify if the sentence uses literal or figurative language. 1) The sky is full of dancing stars. (<i>figurative</i>) 2) The field is calm and quiet. (<i>literal</i>) 3) The darkness surrounded them with a cold embrace. (<i>figurative</i>) 4) Time is money. (<i>figurative</i>) 5) I stayed up late last night, I'm so tired! (<i>literal</i>)
J. Additional activities for application or remediation	
V. REMARKS	
VI. REFLECTION	
A. No. of learners who earned 80% on the formative assessment	Grade 7 Gumamela - 42 Grade 7 Waling-waling - 43 Grade 7 Azucena - 41
B. No. of learners who require additional activities for remediation	Grade 7 Gumamela - 12 Grade 7 Waling-waling - 15 Grade 7 Azucena - 14
C. Did the remedial lessons work? No. of learners who have caught up with the lesson	Yes.
D. No. of students who continue to require remediation	None.
E. Which of my teaching strategies worked well? Why did these work?	<i>The General Information (GI) game worked well since it allows learners to work collaboratively.</i>
F. What difficulties did I encounter which my principal or supervisor can help me solve?	None.
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	None.

Prepared by:

MAY GRACE D. SALAZAR
Grade 7 Teacher of English
English Department Coordinator

Noted by:

CARMEN H. MACATUGOB
Principal I

To identify learners who need remediation for the day's lesson, Teacher May Grace uses a 5-item quiz.

She identified that there are 41 learners from the three sections she handles who needs remediation.

After class hours, she meets the learners who require additional activities for remediation. She discusses the lesson and clears some confusion among learners. Then, she provides worksheets on literal and figurative language to be completed at home.

The next day, Teacher May Grace checks on the progress of the learners who learners who require additional activities for remediation. She finds out that these learners can grasp literal and figurative language based on the result of the activity provided. Then, she completes these parts to accomplish the entries in the Reflection of her lesson plan.

Probing



What can you say about the instructional practice undertaken by Teacher May Grace in terms of assessment data?

Dear Teachers, below are some of the key questions that you may answer to help Teacher May Grace improve her practice.

- 1 Do you think the 5-item quiz on literal and figurative language can solely gauge learners' progress?

_____.

- 2 What other sources of data can you consider to gauge learners' progress?

_____.

- 3 Do you think intervention and/or remediation activities given by Teacher May Grace will help the learners better understand literal and figurative language?

_____.

- 4 Do you have anything in mind to enhance this teaching practice?

_____.

Suggestions for Improvement

Teacher May Grace used a 5-item quiz as formative assessment after a lesson on literal and figurative language. This assessment data helped her identify the number of learners who obtained a passing score and the learners who need remediation.

She utilized the assessment data as a basis for instructional decisions. In her case, she opted to provide additional activities for remediation to cater the needs of these learners.

On the other hand, the 5-item quiz alone could not measure the learners' understanding of the lesson. There are still other observations to consider in arriving at an instructional decision. Thought-provoking questions can also be used to gauge learners' understanding of the topic.

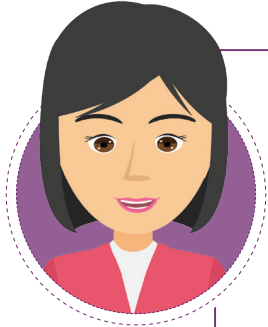
As Proficient Teachers, we can develop our capacity to use classroom data well by expanding our conception of what counts as "assessment data". These data can be obtained from formative and summative assessment.

Teachers have daily contact and myriad interactions with learners across a school year. These instances enable us to understand their learning needs. Hence, assessment is not separate from classroom teaching but embedded in everyday interactions.

Allowing ourselves to reflect on this rich information and to consider each learner in the class regularly is the groundwork of good assessment and teaching. Reflection on the class and on individuals within the class is important in arriving at an instructional decision.



ILLUSTRATIONS OF PRACTICE



Teacher Rey and I will walk you through illustrations of practice that utilize assessment data to inform the modification of teaching and learning practices and programs

We hope you'll have fun! Let's go!

As Proficient Teachers, we should understand several conditions required for the use of assessment data to achieve the impact we hoped for:

- The data need to provide teachers with curriculum-relevant information
- The information from the data needs to be seen by teachers as something that informs teaching and learning, rather than as a reflection of the capability of individual students and to be used for sorting, labelling and credentialing
- Teachers need enough knowledge of the meaning of the assessment data to make appropriate adjustments to practice
- Teachers need improved pedagogical content knowledge to make relevant adjustments to classroom practice in response to the assessment information
- All within the school need to be able to engage in systematic evidence-informed cycles of inquiry that build the relevant knowledge and skills identified above

(Timperley, 2009)

As Proficient Teachers, learning about learners' knowledge through assessment is important in the teaching-learning process. Meanwhile, it is equally significant to reflect on the effectiveness of one's own teaching. If teachers begin by planning a lesson around what he or she wants learners to know and be able to do through development of student learning outcomes, then by reflecting on the gap between what he or she wants learners to know and how they do on assessments teachers can learn more about their teaching.

According to Priya, Matthew & Peechattu (2017), reflective teaching...

- involves 'thinking about one's teaching'.
- is a process where teachers think over their teaching practices, analyze how something was taught and how the practice might be improved or changed for better learning outcomes.

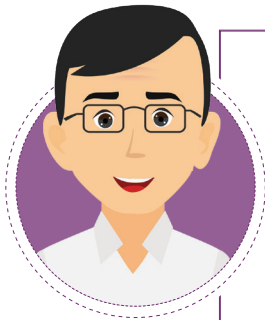
Utilize assessment data to inform the modification of teaching and learning practices and programs

These authors suggested some points to consider in the reflection process

- might be what is currently being done
- why it's being done and
- how well students are learning

By collecting information about what goes on in the classroom, and by analyzing and evaluating this information, teachers identify and explore their own practices and underlying beliefs. This may then lead to changes and improvements in their teaching.

(Priya, Matthew & Peechattu, 2017)



Considering these important notes, you are now ready to explore more illustrations of practice that will enable you to utilize assessment data to inform the modification of teaching and learning practices and programs.

Enjoy this learning journey!

ILLUSTRATION OF PRACTICE NO. 1

Modify teaching strategies or content decisions as a result of analysis of student assessment data



Teacher Aires uses the identified student strengths and weaknesses to reflect on current teaching practice and plan for the inclusion of opportunities to address identified issues. Using these data, she provides an opportunity to include specific learning experiences to develop student understanding of the competencies through strategic intervention material (SIM).



Third Grading Period

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	ALLOTTED DAYS	LEARNING COMPETENCIES	CODE	LEARNING MATERIALS			
Grade 7- Living Things and Their Environment THIRD QUARTER/ THIRD GRADING PERIOD									
No. of Days: 45									
I. Motion in One Dimension 1. Descriptors of Motion 1.1 Distance or Displacement 1.2 Speed or Velocity 1.3 Acceleration 2. Motion Detectors	The Learners demonstrate an understanding of: motion in one dimension	The Learners shall be able to: conduct a forum on mitigation and disaster risk reduction	The Learners should be able to...		57FE-IIIa-1	* Science Learner's Module - Grade 7 Module 1: Describing Motion pp 3-16			
			(2 Days) 2. differentiate quantities in terms of magnitude and direction;						
			Day 1	The Learners should be able to...					
				2.1 differentiate scalars from vector quantities					
				2.2 identify the different vector quantities					
			Day 2	2.3 compute for the resultant vector					
			(5 Days) 1. describe the motion of an object in terms of distance or displacement, speed or velocity, and acceleration;				57FE-IIIa-2		
			Day 1	1.1 Locate objects using different frames of reference					
			Day 2	1.2 differentiate distance from displacement					
			Day 3	1.3 differentiate speed from velocity 1.4 Compute for the speed and velocity of a moving body					
Day 4	1.5 describe the motion of objects through graphs								
Day 5	1.6 compute for the acceleration of the moving body								

Score	Gumamela		Waling-waling		Azucena	
	f	fx	f	fx	f	fx
10	4	40	12	120	1	10
9	8	72	2	18	2	18
8	8	64	5	40	8	64
7	13	91	8	56	2	14
6	1	6	5	30	9	54
5	1	5	1	5	1	5
4	2	8	2	8	12	48
3	12	36	15	45	1	3
2	1	2	2	4	9	18
1	6	6	2	2	7	7
0	5	0	5	0	8	0
Total	61	330	59	328	60	241
Σfx		5.40984		5.55932		4.01667
Index of Mastery		54.0984		55.5932		40.1667
		No mastery		No mastery		No mastery

After teaching these topics, Teacher Aires found out through computing for the index of mastery that the learners from the sections she handles obtained got an index of mastery of 54.09 (Gumamela), 55.59 (Waling-waling) and 40.16 (Azucena) which means they have 'not mastered' the competency. Teacher Aires reflects on her teaching practice by going back to the activities used to teach the competencies, the assessment strategies employed and formative assessment data.

At this point Teacher Aires reflects on her teaching practices by looking at several aspects such as formative and summative assessments, strategies and techniques employed during the lesson, lesson plan and other factors.

Here are the reflections made by Teacher Aires.

Point of Reflection	Teacher Aires' Reflection
Formative assessment	<i>I used several formative assessments to check on their progress. However, I have not given them enough drills to enhance their skills.</i>
Summative assessment	<i>I used a 10-item quiz after teaching the competencies for 5 days. I feel that this is not enough to gauge their understanding about the competency.</i>
Strategies and techniques	<i>In teaching this competency, I observed that I mostly used the discussion method which made the lesson less engaging to the learners. I feel that I could have provided meaningful and exploratory activities for them in teaching this competency.</i>
Lesson plan	<i>The lesson plan I used is the same with the other Science teachers in the grade level. I realized that I should have contextualized my lesson plan based on the learners I have. The plan might work for them, but in my case, it did not. I guess I must modify these lesson plans to suit the needs of my learners.</i>
Other factors	<i>The numeracy level of the learners is low. We had struggles during the computation part of the lesson. The learners have low knowledge about graphs. I had to teach them about graphs before we can move on to the next phase of the lesson.</i>
Plan of action: <i>Having reflected on these several aspects, I will develop a strategic intervention material (SIM) in this competency. After I administer this, I will look again into their assessment data. Also, this is an opportunity for me to undertake an action research about using this SIM to improve the learners' skills in describing the motion of an object in terms of distance or displacement, speed or velocity and acceleration.</i>	

Teacher Aires feel the value of assessment data obtained from her class since it is a curriculum-relevant information that can be used as basis in her instructional decision.

Moreover, there is a need to look closely at the formative and summative assessment to keep track of learners' progress.

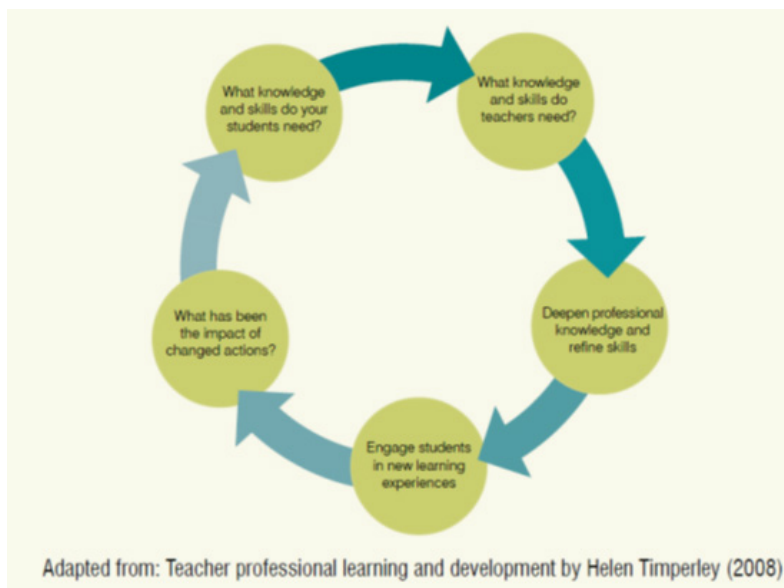
As part of Teacher Aires' reflection of her teaching practice she looked into the strategies and techniques employed in her class. She realized that strategies along with techniques must be chosen appropriately in teaching a competency.

Teacher Aires had reflected on other factors that might have contributed to the 'not mastered' result of the competency. She feels the value of identifying the strengths and weaknesses of the learners so she could scaffold towards learning the competency.

Assessment data are valuable in conducting action researches. These serve as indicator if a certain strategy and/or technique works for the learners. Also, these data serve as guide for teachers' further instructional decisions.

Meanwhile, to reflect on teacher’s practice, it is necessary to use an effective process, and have the correct mindset and guidance. According to Timperley et al. (2008), teachers must use a process of inquiry and systematic knowledge building to learn more effective teaching practices.

A cycle of teacher inquiry and knowledge building to promote valued learner outcomes is represented in the following diagram adapted from Timperley (2008).



Using this cycle, Teacher Aires reviews on her teaching practice. Let us look at her own inquiries.

What knowledge and skills do my students need?	My learners need to describe the motion of an object in terms of distance or displacement, speed or velocity and acceleration.
What knowledge and skills do I need?	I need to have wide knowledge and skills on describing the motion of an object in terms of distance or displacement, speed or velocity and acceleration.
How do I deepen professional knowledge and refine skills?	I must do advanced reading on these topics. I will collaborate with colleagues for the development of a strategic intervention material (SIM) for this competency.
How will I engage students in a new learning experience?	The developed SIM will be administered to the learners. It contains engaging activities to hook them with the lesson.
What has been the impact changed actions?	Theirs scores from the SIM will be validated. If they have learned the competency, then, I will proceed with the next lesson.



In the next sections, we will show you the intervention material developed by Teacher Aires.



Loop A Word

Directions: Read each sentence clue and figure out what motion concept is being described. Find each word in the word search. Words are written across and down.



- It refers to the rate of distance traveled per unit time.
- It refers to the rate of movement with respect to the direction.
- It measures the length of the path travelled by the object.
- The shortest length between the point of origin and its point of destination and also concerned with the direction the object moved to.
- It refers to the rate of change in velocity of a moving object.



Moving On!

A. SPEED

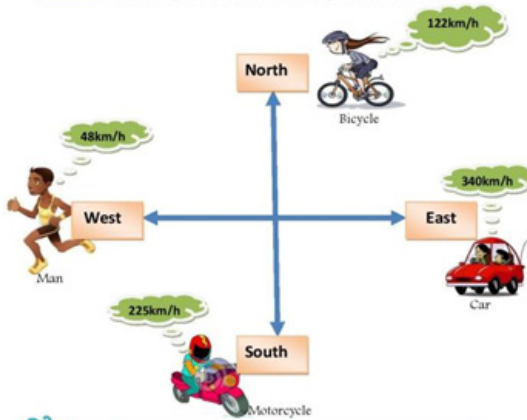
Directions: Analyze the table below and answer the question that follows.

MAN/ ANIMAL/ MACHINE	MAXIMUM SPEED (km/h)
1. Swimmer (man) 	8
2. Sea Lion 	40
3. Racing Yacht 	48
4. Submarine 	65
5. Power boat 	113

- What is the speed of the racing yacht?
- How fast is the Sea Lion compared to the Swimmer?
- Which among the man, animal and machine is fastest?

B. VELOCITY

Directions: Study the diagram below to answer the question that follows.



- What is the velocity of a motorcycle?
- Which has the velocity of 48 km/s?
- Which has the greater velocity?



Speed vs. Velocity

Directions: Determine whether the following suggest a measure of speed or velocity. Write \checkmark if it suggests speed and \surd if it suggests velocity.

- 50m/s \rightarrow
- 10 m/s, North \rightarrow
- 25 m/s \rightarrow
- 32 m/s \rightarrow
- 15 m/s, West \rightarrow

New learners' resources and assessment items have been developed by Teacher Aires to enable learners to practice the skills required, demonstrate their ability to describe the motion of an object in terms of distance or displacement, speed of velocity and acceleration.

GUIDE CARD

Student's Note
Please check the box
After reading this page...


I understand what the lesson is all about
 I still do not understand what the lesson is all about

When I think about the things to do...

Easy Difficult

For this lesson I want to study...

Alone
 With my classmates to work with
 Within a group



Motion makes the world go 'round. Motion makes the moon go 'round too. In fact, motion makes lots of things go. When we think of motion we often think of cars, bicycles, kids running, basketball bouncing and airplanes flying. Motion is important to our lives. It is the changing of position or location.

To describe the motion of an object, you must determine its speed and velocity. Speed is important in describing motion because it tells how fast an object is moving away from its beginning position while velocity tells both how fast an object is moving (its speed) and which way it is going (its direction of motion).

The following activities will help you!!

- Activity Card 1 is entitled Loop-A-Word. It will help them to become familiar with the different terms in motion.
- Activity Card 2 will help you determine the speed and velocity of a given object.
- Activity Card 3 helps to identify the difference between speed and velocity.
- Assessment Card involves computation in finding speed and velocity.
- Enrichment Card involves problem Solving.

ASSESSMENT CARD

Student's Note
How much Did I know?

Nothing
 A Little
 More...
 Much, Much More!

SpeedySpeed!

Directions: Use the table below to compute for the speed and velocity of the following vehicles.

Vehicle	Point of Departure	Destination	Direction	Distance (km)	Time of Travel (h)
1. Bus	Cubao, Quezon City	Los Banos, Laguna	South	75	2
2. Car	Cubao, Quezon City	Los Banos, Laguna	South	75	1
3. Jeepney	Cubao, Quezon City	Los Banos, Laguna	South	75	3
4. Van	Lacena City	Cubao, Quezon City	North	145	4
5. Motor - cycle	Lacena City	Tiaong, Quezon	North	15	1

Directions: Complete the table below.

VEHICLE	SPEED	VELOCITY
1. Bus		
2. Car		
3. Jeepney		
4. Van		
5. Motorcycle		

ENRICHMENT CARD

Solve it fast!


Direction: Use the following equations to answer the following problems.

$$\text{speed} = \frac{\text{distance}}{\text{time}}$$

$$\text{velocity (v)} = \frac{\text{displacement (d)}}{\text{time (t)}}$$

1. If Paul throws the football 50 meters in 3 seconds, what is the speed of the football?

Answer:


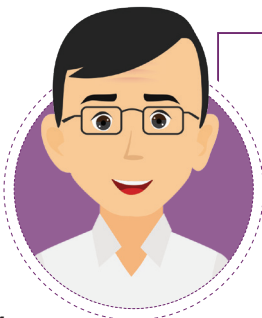


Given:	Solution:

2. If Justin races his Ford down east on route 1 for 2560 m in 60 seconds, what is his velocity?

Answer:

Given:	Solution:

Teacher Aires provides more learning opportunities for the learners through guided activities to practice their skills and demonstrate their understanding of the topics.

ILLUSTRATION OF PRACTICE NO. 2

Use assessment data to identify strengths and weaknesses in student understanding of core concepts in a learning area



Teacher Hazrat teaches 7th Grade Mathematics. He prepares this checklist at the beginning of the school year.

Let's explore his practice of using assessment data to identify strengths and weaknesses in his learners' understanding of core concepts in Mathematics.



MATHEMATICS LEARNER'S PROFILE

paste your picture here

LEARNER'S PROFILE

Surname _____ First Name _____ Middle Name _____

Birthday _____ Age _____ Gender / Sex _____ Current Grade/Level _____

Father's Name _____ Mother's Name _____

Address:

Block _____ Lot _____ Street _____ Purok/Subdivision _____ Barangay _____

Town _____

Person to contact in case of emergency _____ Contact Number _____

NUMERACY RECORD									
SCALE: 4 - Advance			2 - Developing			CODE: D - Diagnostic Score			
3 - Proficient			1 - Beginner			R - Remedial Score			
BASIC OPERATION					GEOMETRY				
Whole Numbers	Scale	D	R	REMARKS	Undefined Terms	Scale	D	R	REMARKS
Fractions					Types of Angles				
Decimals					Types of Lines				
Integers					Name of Polygons				
Rational Numbers					Types of Triangles				
Polynomials					Parts of Triangles				
NUMBER SENSE					MEASUREMENT				
Place Value	Scale	D	R	REMARKS	Types of Tetragon	Scale	D	R	REMARKS
Comparison					Properties of Polygon				
Prime & Composite					Name of Solid				
Divisibility					Parts of Circle				
Factors					Basic Construction				
LCD					PROBABILITY & STATISTICS				
LCM					Data Collection	Scale	D	R	REMARKS
Order of Operation					Data Presentation				
Ratio					Tables & Graphs				
Proportion					Range				
Percent					Mean				
Decimals & Money					Median				
PATTERNS & ALGEBRA					OPERATION ON SETS				
Simple Pattern	Scale	D	R	REMARKS	Union	Scale	D	R	REMARKS
Number Series					Intersection				
Algebraic Expressions					Complement				
Solve Unknown					Difference				
Linear Equation					Venn Diagram				
Linear Inequalities									
Quadratic Equation									
Quadratic Inequalities									
OPERATION ON SETS									
Union	Scale	D	R	REMARKS					
Intersection									
Complement									
Difference									
Venn Diagram									

Assessed by: _____

Mathematics Teacher _____ School Year _____

Teacher Hazrat gives this checklist to the learners to keep in their portfolio.

One of the features of this checklist is the learner's profile that bears basic information about the learner for easy access.

This checklist contains the core competencies for 7th Grade Mathematics. After teaching each competency, Teacher Hazrat records the learner's score in formative and summative assessments.

These assessment data are used to determine if the learner needs remediation.

At the end of the school year, Teacher Hazrat compiles these checklists to be handed over to the next grade level Mathematics teacher as baseline data.

Teacher Hazrat performs evidence-informed teaching. He has a set of evidences which he uses meaningfully in his instructional decision-making. In connection with this, Timperley and Parr (2004) identify five key principles for evidence-informed teaching:

Principle 1: The process of making teaching decisions involves a consideration of both the curriculum and the evidence of student achievement about specific learning intentions.

Principle 2: The focus should be on the effectiveness of day-to-day teaching activities, not additional programmes.

Principle 3: The collection of evidence needs to be ongoing and should be used both to identify student needs and to monitor the effectiveness of the intervention.

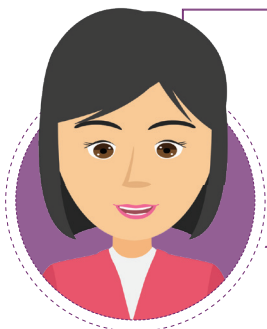
Principle 4: Best practice is established by examining the data by class and finding the most successful teacher or teachers who can then assist others.

Principle 5: The process should be an inclusive one at all points. Achievement information is analyzed together, and interpretations and decisions are collectively owned.

Source: Timperley and Parr (2004, pp. 103-104)

ILLUSTRATION OF PRACTICE NO. 3

Plan interventions designed to address specific learning issues identified through the interpretation of assessment data



After the administration of the Quarter 2 periodic test, the teachers of English analyze the data using the mean, percentage and score.

Let's look closely at their practice.



 Republic of the Philippines Department of Education Region IV - A (CALABARZON) Schools Division of Lucena City		Document Code: DEPED-LCN-CID-MPS
		Document Title: MEAN-PERCENTAGE SCORE FORM
		Revision: 1 Page: 1 of 2
		Prepared: LOA Reviewed: CID CHEF
		Approved: SDS Effectivity: SEPT. 24, 2018

MEAN-PERCENTAGE SCORE FORM

School: LUCENA DALAHICAN NATIONAL HIGH SCHOOL
 District: SOUTH
 Learning Area: ENGLISH

SD	7.19	16.42	20.19	12.15				
MPS	45.58	34.42	43.9	36.82				
Mean	22.79	17.12	21.95	18.41				
No. of Learners	718	560	431	420				
Score	Grade 7		Grade 8		Grade 9		Grade 10	
	f	fx	f	fx	f	fx	f	fx
50	0	0	0	0	0	0	0	0
49	0	0	0	0	0	0	0	0
48	0	0	0	0	0	0	0	0
47	1	47	0	0	0	0	0	0
46	2	92	0	0	3	138	0	0
45	2	90	0	0	1	45	1	45
44	1	44	0	0	6	264	0	0
43	4	172	1	43	9	387	0	0
42	1	42	0	0	7	294	0	0
41	1	41	3	123	9	369	0	0
40	6	240	1	40	8	320	0	0
39	5	195	3	117	18	702	0	0
38	7	266	1	38	15	570	1	38
37	5	185	11	407	15	555	2	74
36	11	396	3	108	19	684	1	36
35	6	210	12	420	18	630	2	70
34	12	408	9	306	15	510	4	136
33	13	429	7	231	16	528	3	99
32	14	448	12	384	18	576	7	224
31	15	465	16	496	17	527	7	217
30	20	600	22	660	17	510	9	270
29	17	493	22	638	13	377	9	261
28	18	504	25	700	12	336	10	280
27	24	648	24	648	17	459	10	270
26	31	806	20	520	12	312	18	468
25	40	1000	28	700	20	500	28	700
24	38	912	24	576	18	432	21	504
23	38	874	27	621	12	276	21	483
22	44	968	32	704	12	264	29	638
21	33	693	30	630	13	273	36	756
20	42	840	20	400	5	100	43	860
19	58	1102	23	437	12	228	27	513
18	42	756	33	594	9	162	28	504
17	31	527	30	510	12	204	27	459
16	30	480	22	352	13	208	20	320
15	29	435	27	405	10	150	18	270
14	25	350	17	238	11	154	16	224
13	21	273	16	208	6	78	7	91
12	11	132	17	204	8	96	6	72
11	9	99	9	99	4	44	1	11
10	6	60	7	70	0	0	5	50
9	3	27	1	9	1	9	2	18
8	1	8	2	16	0	0	0	0
7	0	0	3	21	0	0	0	0
6	1	6	0	0	0	0	0	0
5	0	0	0	0	0	0	1	5
4	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0

The mean-percentage-score form for Quarter 2 English reveals that competencies taught are 'not mastered'. The teachers of English led by the department coordinator convened and discussed these assessment data. The following sections explore more of their steps in addressing these issues.

 Republic of the Philippines Department of Education Region IV - A (CALABARZON) Schools Division of Lucena City		Document Code: DEPED-LCN-CID-LMS	
		Document Title: Least Mastered Skills Form	
		Revision: 1	Page: 1 of 3
		Prepared: LOA	Reviewed: CID CHIEF
		Approved: SDS	Effectivity: SEPT. 24, 2018

LEAST MASTERED SKILLS FORM

School: LUCENA DALAHICAN NATIONAL HIGH SCHOOL
 District: SOUTH
 Learning Area: ENGLISH

Item No.	Grade 7		Grade 8		Grade 9		Grade 10	
	CR	%	CR	%	CR	%	CR	%
1	380	52.92	453	80.89	204	47.33	171	40.71
2	387	53.90	424	75.71	137	31.79	268	63.81
3	292	40.67	250	44.64	160	37.12	267	63.57
4	341	47.49	217	38.75	240	55.68	138	32.86
5	320	44.57	392	70.00	251	58.24	371	88.33
6	393	54.74	286	51.07	261	60.56	147	35.00
7	402	55.99	234	41.79	220	51.04	249	59.29
8	374	52.09	208	37.14	234	54.29	354	84.29
9	446	62.12	202	36.07	255	59.16	148	35.24
10	349	48.61	253	45.18	324	75.17	147	35.00
11	321	44.71	194	34.64	293	67.98	127	30.24
12	385	53.62	310	55.36	248	57.54	208	49.52
13	252	35.10	136	24.29	287	66.59	294	70.00
14	201	27.99	295	52.68	279	64.73	137	32.62
15	252	35.10	190	33.93	246	57.08	186	44.29
16	261	36.35	219	39.11	280	64.97	125	29.76
17	232	32.31	227	40.54	205	47.56	222	52.86
18	215	29.94	199	35.54	244	56.61	61	14.52
19	230	32.03	187	33.39	285	66.13	159	37.86
20	293	40.81	190	33.93	307	71.23	189	45.00
21	304	42.34	156	27.86	245	56.84	111	26.43
22	305	42.48	125	22.32	278	64.50	190	45.24
23	336	46.80	224	40.00	241	55.92	219	52.14
24	312	43.45	188	33.57	277	64.27	199	47.38
25	332	46.24	153	27.32	287	66.59	134	31.90
26	281	39.14	166	29.64	280	64.97	127	30.24
27	304	42.34	166	29.64	284	65.89	108	25.71
28	272	37.88	133	23.75	284	65.89	158	37.62
29	268	37.33	143	25.54	224	51.97	177	42.14
30	234	32.59	169	30.18	195	45.24	180	42.86
31	196	27.30	108	19.29	136	31.55	194	46.19
32	259	36.07	161	28.75	161	37.35	228	54.29
33	131	18.25	140	25.00	202	46.87	283	67.38
34	179	24.93	134	23.93	125	29.00	128	30.48
35	174	24.23	172	30.71	116	26.91	94	22.38
36	303	42.20	227	40.54	188	43.62	124	29.52
37	295	41.09	243	43.39	243	56.38	118	28.10
38	256	35.65	241	43.04	144	33.41	124	29.52
39	218	30.36	207	36.96	273	63.34	109	25.95
40	193	26.88	216	38.57	278	64.50	112	26.67
41	178	24.79	244	43.57	296	68.68	112	26.67
42	227	31.62	212	37.86	298	69.14	135	32.14
43	205	28.55	296	52.86	129	29.93	246	58.57
44	346	48.19	193	34.46	215	49.88	139	33.10
45	344	47.91	159	28.39	130	30.16	93	22.14
46	319	44.43	278	49.64	203	47.10	93	22.14
47	184	25.63	277	49.46	170	39.44	54	12.86
48	224	31.20	343	61.25	174	40.37	135	32.14
49	288	40.11	326	58.21	171	39.68	90	21.43
50	196	27.30	268	47.86	132	30.63	86	20.48
No. of Learners	718		560		431		420	

The teachers of English looked at the item analysis. They identified the least mastered skills in each grade level. These least mastered skills are the entries inside the red boxes.

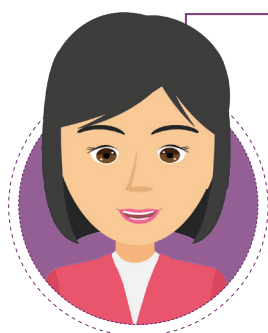
 Republic of the Philippines Department of Education Region IV-A (CALABARZON) Schools Division of Lucena City		Document Code: DEPED-LCN-CID-LMS	
		Document Title: Least Mastered Skills Form	
		Revision: 1	Page: 3 of 3
		Prepared: LOA	Reviewed: CID CHIEF
		Approved: SDS	Effectivity: SEPT. 24, 2018

FIVE LEAST MASTERED COMPETENCIES

Grade Level	Item No.	Competencies	%
7	33	EN7LTC-II-a-5: Extract information from a text using a paraphrase	18.25%
	35	EN7LTC-II-a-5: Extract information from a text using a paraphrase	24.23%
	41	EN7G-II-e-1: Use sentences appropriately and meaningfully	24.79%
	34	EN7LTC-II-a-5: Extract information from a text using a paraphrase	24.93%
	47	EN7G-II-b-1: Use prepositional phrases appropriately and meaningfully	25.63%
8	31	EN8LT-II-a-9.2: Identify the distinguishing features of notable East Asian poems, folktales, and short stories	19.29%
	22	EN8V-III-10.1.4: Identify figures of speech	22.32%
	28	EN8V-II-e-24: Discriminate between literal and figurative language	23.75%
	34	EN8LT-II-a-9.2: Identify the distinguishing features of notable East Asian poems, folktales, and short stories	23.93%
	13	EN8LC-II-g-7: Employ appropriate listening skills and strategies suited to long descriptive and narrative texts	24.29%
9	35	EN9G-II-a-19: Use adverbs in narration	26.91%
	34	EN9G-II-a-19: Use adverbs in narration	29.00%
	43	EN9RC-II-e-19: Get information from various print media like brochures, pamphlets, periodicals, and audio-video recordings	29.93%
	45	EN9RC-II-e-19: Get information from various print media like brochures, pamphlets, periodicals, and audio-video recordings	30.16%
	50	EN9LT-II-e-2.2.2: Explain the literary devices used	30.63%
10	47	EN10LT-III-19: Evaluate literature as a vehicle of expressing and resolving conflicts between and among individuals or groups	12.86%
	18	EN10LT-II-b-14.2: Explain how the elements specific to a selection build its theme	14.52%
	50	EN10LT-III-19: Evaluate literature as a vehicle of expressing and resolving conflicts between and among individuals or groups	20.48%
	49	EN10LT-III-19: Evaluate literature as a vehicle of expressing and resolving conflicts between and among individuals or groups	21.43%
	45	EN10LT-II-h-3: Explain how a selection may be influenced by culture, history, environment, or other factors	22.14%

At this point, the pool of teachers determines the five least mastered competencies. They use these assessment data to come up with a remediation program for the learners focusing on these least mastered competencies. They, too, use these assessment data to reflect on their teaching practices. Having reflected on their teaching practices, they work on the development of individual remediation plan for the learners focusing on the least mastered skills.

The pool of teachers uses reflective teaching. Reflective teaching is an inquiry approach that emphasizes an ethic of care, a constructivist approach to teaching, and creative problem solving (Henderson, 2001). This ethic of care respects the wonderful range of multiple talents and capacities of all individuals regardless of cultural, intellectual, or gender differences. Teachers using a constructivist approach place emphasis on big concepts, student questions, active learning, and cooperative learning, and they interweave assessment with teaching (“Reflective Teaching Model”, 2018).



After reflecting on their practices, each teacher work independently on their remediation lesson.

Let’s look at how Teacher Rosalie, one of the teachers in 8th Grade English, craft her remediation plan focusing on the competency EN8V-IIf10.1.4 Identify figures of speech.



Republic of the Philippines
Department of Education
 Region IV – A CALABARZON
 Division Office - Lucena City
LUCENA DALAHICAN NATIONAL HIGH SCHOOL
 Lucena City
 TEL NO. +63 042 717 0972



REMEDIATION PLAN
 Quarter 2 | SY 2018 – 2019

Date:	October 29-30, 2018 (After class hours)	Sections:	Narra, Gmelina, Acacia	
Least Mastered Skills	Objective	Strategy	Activity	Assessment
EN8V-IIf10.1.4 Identify figures of speech.	Identify figures of speech in the texts provided	Tiered instruction	Tiered activity <ul style="list-style-type: none"> □ Figurative language sort activities □ Figurative language choice boards Tiered assignment <ul style="list-style-type: none"> □ Identifying figures of speech (low) □ Comparing figures of speech (middle) □ Writing figures of speech (high) 	20-item quiz

Teacher Rosalie decides to use tiered instruction in her remedial plan.

HOW TO DO IT

According to Heacox (2002), there are six ways to tier a lesson

- Tier by challenge level (Bloom's Taxonomy)
- Tier by complexity (When you tier by complexity, you address the needs of students at introductory levels as well as the needs of students who are ready for more advanced work)
- Tier by resources (When you choose materials at various reading levels and complexity of content, you are tiering assignments by resources)
- Tier by outcomes (Students use the same materials, but the end products vary)
- Tier by process (The end products are the same, but the ways students arrive at those outcomes may vary)
- Tier by product (Group by multiple intelligences or learning styles followed by assignments that fit those preferences).

ILLUSTRATION OF PRACTICE NO. 4

Teach students to examine their own data and set learning goals



Teacher Alma teaches 6th Grade Technology and Livelihood Education (TLE). In her class, she explains expectations and assessment criteria. She believes that students can better interpret their achievement data and set learning goals when they have a clear understanding of performance expectations and assessment criteria.

Let's look at Teacher Alma's practice.



K to 12 BASIC EDUCATION CURRICULUM					
CONTENT	CONTENT STANDARD	PERFORMANCE STANDAR	LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
			2.5.2 demonstrates skill in harvesting/capturing animal/fish 2.5.3 prepares marketing strategy by asking help from others or using the Internet 2.5.4 markets animals/fish harvested/captured 2.5.5 computes the income earned from marketed products (Gross Sale – Expenses = Net income) 2.5.6 prepares plans for expansion of animal-raising venture		
Grade 6 – HOME ECONOMICS					
1. Management of family resources	demonstrates an understanding of and skills in managing family resources	manages family resources applying the principles of home management	1.1 identifies family resources and needs (human, material, and nonmaterial) 1.1.1 lists of family resources 1.1.2 lists of basic and social needs	TLE6HE-0a-1	T.H.E II Teacher's Manual. 1991. pp. 18
			2. enumerates sources of family income	TLE6HE-0a-2	
			1.3 allocates budget for basic and social need such as: 1.3.1 food and clothing 1.3.2 shelter and education 1.3.3 social needs: social and moral obligations (birthdays, baptisms, etc.), family activities, school affairs savings/emergency budget (health, house repair)	TLE6HE-0b-3	T.H.E II Teacher's Manual. 1991. pp. 23-24.
			1.4 prepares feasible and practical budget 1.4.1 manages family resources efficiently 1.4.2 prioritizes needs over wants	TLE6HE-0b-4	T.H.E II Teacher's Manual. 1991. pp. 20-21.
2. Sewing of household linens	demonstrates an understanding of and skills in sewing household linens	sews household linens using appropriate tools and materials and applying basic principles in sewing	2.1 classifies tools and materials according to their use (measuring, cutting, sewing)	TLE6HE-0c-5	
			2.2 prepares project plan for household linens	TLE6HE-0c-6	
			2.3 identifies supplies/ materials and tools needed for the project	TLE6HE-0c-7	
			2.4 drafts pattern for household linens 2.4.1 steps in drafting pattern 2.4.2 safety precautions	TLE6HE-0d-8	
			2.5 sews creative and marketable household linens as means to augment family income 2.5.1 assesses the finished products as to the quality (using rubrics)	TLE6HE-0d-9	
			2.6. markets finished household linens in varied/ creative ways. 2.6.1. packages product for sale creatively/ artistically; prepares creative package and uses materials using local resources, packages products artistically, and labels packaged product		
			2.6.2. computes costs, sales, and gains with pride		
			2.6.3. uses technology in advertising products		
			2.6.4. monitors and keeps record of production and sales		
3. Food preservation	demonstrates an understanding of and skills in the basics of food preservation	preserve food/s using appropriate tools and materials and applying the basics of food	3.1 explains different ways of food preservation (drying, salting, freezing, and processing) 3.1.1 conducts an inventory of foods that can be preserved/ processed using any of the processes on food preservation 3.1.2 discusses the processes in each of the food preservation/ processing method 3.1.3 explains the benefits derived from food preservation/ processing	TLE6HE-0f-10	1. MISOSA-V Iba't-ibang Pamamaraan ng Pagimbak. 2. Textbook: -Makabuluhang Gawiang Pantahanan at Pangkabuhayan
			3.2 uses the tools/utensils and equipment and their substitutes in food preservation/	TLE6HE-0g-11	

Prior to the teaching of the different competencies in Home Economics (a component of TLE), Teacher Alma informs the students about the content and performance standard expected of them to achieve in the rating period.

Hand Sewing Project Rubric			
	Poor (1 point)	Fair (6 points)	Good (10 points)
Stitch Formation	Stitches are not formed correctly	Most of the stitches are formed correctly	All stitches in project are formed correctly
Stitch Uniformity	Stitches are not evenly spaced the correct distance apart, or of the same length	Most of the stitches are evenly spaced the correct distance apart, and are the correct length	All of the stitches are evenly spaced the correct distance apart and are the same in length.
Cutting	Project was not cut (60% off) to the correct size and edges are uneven and jagged	Project was cut to the correct size 80%, and most of the edges are smooth with only a very few uneven spots	Project was cut 100% to the correct size and edges are smooth and even
Time Management	Project was not turned in on time		Project was turned in on time or early
Threads	Loose threads and knots are visible	A few loose threads and knots are visible	No loose threads or knots are visible
Creativity	student put thought into the design and drew a pattern 60% of the time	Student put much thought and consideration in the design and improved it when needed	Student worked steadily on the design elements to personalize and craft their sewing project(s) 90% of the time.

Source: Rcampus.com

Teacher Alma informs the learners of the set assessment criteria for the hand sewing project.

She, too, involves the students in the process by letting them add or modify the presented rubrics.

After their consultation, they arrive at a consensus of which component receives highest and lowest points. They, too, determine the if there are additional components to be added in the rubrics.

Teacher Alma desires her learners to examine their own data and set their learning goals. Below is the portfolio checklist form she prepares for the learners.

Name: _____
Grade & Section: _____

PORTFOLIO CHECKLIST FORM

Portfolio Component	Date Completed	Teacher Approval	Comments
Section 1 – Documents			
Title Page	October 15, 2018	Approved	Elaborate designs
Table of Contents	October 15, 2018	Approved	Complete parts
Portfolio Checklist Form	October 15, 2018	Approved	Complete
Reflection	October 15, 2018	Approved	Complete
Section 2 – Management of family resources			
Family resources and needs	October 15, 2018	Approved	Complete
Feasible and practical family budget	October 15, 2018	Approved	Complete
Section 3 – Sewing of household linens			
Project plan for household linens	October 15, 2018	Approved	Needs improvement
Draft pattern of household linens	October 15, 2018	Approved	Complete
Section 4 – Food preservation			
Simple research in food preservation	October 15, 2018	Approved	Incomplete research
Product marketing	October 15, 2018	Approved	Complete

This is sample portfolio checklist form for Teacher Alma's learners. This enables them to examine their own data and set learning goals in their subject TLE. This is attached to the student's portfolio. By doing so, the learners are be guided of the different targeted competencies for a specific quarter.

ILLUSTRATION OF PRACTICE NO. 5

Modify existing program using assessment data



Lucena Dalahican National High School (LDNHS) supports the reading culture in the Division of Lucena City by cascading the division-wide reading program.

However, there are several instances when a need to modify the existing program arise.

Let's look at how the teachers of English in LDNHS work on its modification.



Republic of the Philippines
 Department of Education
 Region IV – A CALABARZON
 Division of Lucena City
LUCENA DALAHICAN NATIONAL HIGH SCHOOL
 Lucena City
 TEL. NO. +63 042 717 0972
ENGLISH DEPARTMENT



ENGLISH DEPARTMENT'S ACTION PLAN
 SY 2018 – 2019

Project	Activity	Objectives	Time Frame	Key Persons Involved				Source of Fund	Success Indicator
				Grade 7	Grade 8	Grade 9	Grade 10		
Project IRA (Increased Reading Ability of Struggling Readers)	5-Minute Reading With Me	to provide students with opportunities to read sentences, paragraphs and short stories, be exposed to vocabulary words and check the comprehension skills of the students	Year round during English time	MSalazar				N/A	100% participation of all sections in all grade levels
	Reading Remediation Program in support for Brigada Basa (Division Memorandum No. CID 75, s. 2017)	to equip struggling readers with necessary reading skills & develop the reading skills of instructional and independent readers	Year round	Ms. Curia	Ms. Apritado	Ms. Reyes	Ms. Serrano		
	Reading Month Celebration (tie up with Filipino Department)	to celebrate the annual Reading Month and undertake activities relevant to the celebration	November 2018	Ms. Salazar Ms. Serrano All teachers of English				MOOE PhP 30,000.00	Decrease the percentage of struggling readers to 5%
	Administration of Public Secondary Schools Reading Assessment Tool (Pretest & Posttest)	to administer silent & oral reading (pre-test & post-test) to all learners in order to gauge their reading levels as basis for a reading remediation program	July 2018 (Pre-test) March 2019 (Post-test)	Pretest		Posttest		English Dept. Fund	100% participation of all sections in all grade levels

Project Increased Reading Ability of Struggling Readers (IRA) is the school-based reading program of LDNHS which covers activities such as 5-minute reading with me, reading intervention, among others.



Republic of the Philippines
 Department of Education
 Region IV – A CALABARZON
 Division of Lucena City
LUCENA DALAHICAN NATIONAL HIGH SCHOOL
 Lucena City
 TEL. NO. +63 042 717 0972



READING PERFORMANCE IN ENGLISH OF GRADE 7 LEARNERS
 SY 2018-2019

Nos.	Section	Nos. of students /section	Reading Level		
			Independent	Instructional	Frustration
1	Sampaguita	62	10	36	16
2	Rosal	64	13	37	14
3	Rosas	65	9	33	23
4	Jasmin	66	8	40	18
5	Ilang-ilang	62	12	30	20
6	Gladiola	61	15	32	14
7	Lirio	62	15	29	18
8	Kalachuchi	54	2	16	36
9	Waling-waling	62	15	40	7
10	Azucena	62	18	38	6
11	Gumamela	66	19	39	8
12	Sta. Ana	64	18	32	14
TOTAL		690	154	402	194

However, based on the reading assessment administered to the Grade 7 learners, section Kalachuchi has the greatest number of frustrated readers. Referring to Project IRA, the activities stated are insufficient to address the needs of these struggling readers.

At this stage, the teachers of English collaborate to come up with measures to address the needs of the struggling readers. Having the greatest number of frustrated readers, the teachers decide to focus on section Kalachuchi.

The pool of teachers decides to have after class remedial sessions to these struggling readers to enable them to reach their expected reading level. In preparation for this, parents' and guardians' orientation is conducted.

The following is the remediation program, to enhance the progress of the struggling readers in section Kalachuchi.



Republic of the Philippines
Department of Education
 Region IV – A CALABARZON
 Division of Lucena City
LUCENA DALAHICAN NATIONAL HIGH SCHOOL
 Lucena City
 TEL NO. +63 042 717 0972

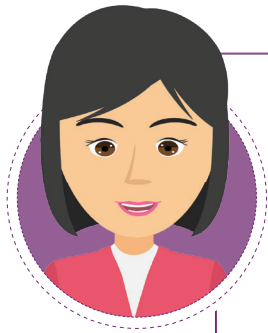


ENHANCING PROGRESS FOR STRUGGLING READERS

Areas for Support	Frequency or Regularity of Session	Suggested Strategies	Monitoring of Progress
Phonemic awareness and the teaching of phonics	Daily	Isolated Sound Recognition Word, Syllable and Phoneme Counting Sound-to-Word Matching: Compound Phonemic Awareness Word-to-Word Matching Sound Deletion	Monthly monitoring of learners' progress based on the identified areas of support
Decoding and word studies, including the learning of a sight vocabulary	Daily	Memory Search Word Game Word Bingo	
Language development, to include vocabulary development	Daily	Semantic Maps Word Wizard Word Detective Word Connect	
The explicit teaching of comprehension strategies	Twice a week	Metacognition Graphic and semantic organizers Answering questions Generating questions Recognizing story structure Summarizing	
Meaningful writing experiences	Once a week	Use Mentor Texts Demonstration Balance Prompt Writing Free Choice Writing	
The development of fluent reading by reading and rereading familiar texts	Twice a week	Reading Exercises	
Provision for wide-range of reading materials	Daily	Use of parallel texts Use of nonlinear texts	
Opportunities for both guided and independent reading	Once a week	Guided and independent reading	

The teachers identified the areas for support. Upon establishing this, the frequency or regularity of session is identified. Then, suggested strategies to aid the areas of support are given. This gives remedial teachers ideas on the strategies to be used. A monthly monitoring of learners' progress is scheduled to assess the current reading level of the learners. This assessment data will serve as basis for another modification the existing program.

Other Illustrations of Practice



Having seen how Indicator 5.5.2 can be achieved, you are now ready to develop lesson plans, instructional materials and assessment tools applicable to your teaching contexts.

Below are other illustrations of that you may also consider in utilizing assessment data to inform the modification of teaching and learning practices and programs.

Happy working!

Make data part of the ongoing cycle of instructional improvement

- Teacher Lea collects and prepares a variety of data about student learning to gain a deeper understanding of students' learning needs. She collects data from multiple sources, such as division-wide assessments, and school assessments, classroom performance data, and other relevant data.
- Teacher Jocelyn interprets data and develops hypotheses about how to improve student learning. Interpreting data allows her to identify the strengths and weaknesses of an entire class as well as individual students. As she examines the data, she can develop hypotheses about factors that affect students' learning and ways to improve instruction to help all students achieve.
- Teacher Sarah Kaye modifies instruction to test hypotheses and increase student learning. After forming hypotheses about students' learning needs, she examines current instruction and test the hypotheses by implementing instructional changes they believe are likely to raise student achievement. Drawing from the data, she needs to determine whether to continue the instructional improvement in its current form, modify or extend the approach, or try a different approach.

Teach students to examine their own data and set learning goals

- Teacher Imelda provides feedback to students that is timely, specific, well formatted, and constructive. She understands that as Proficient Teacher it is a must to provide students with feedback that helps them understand their strengths and weaknesses and identifies specific areas for improvement. Effective tools and strategies include student-developed assessment rubrics and peer reviews.
- Teacher Jonalyn provides tools that help students learn from feedback. Students need time and tools to help them analyze the data, diagnose their own errors, and learn from feedback. Tools such as teacher- and student-generated graphs and reflective questions guide students' data analysis and help them make data-based decisions to improve their performance.
- Teacher Maricris uses students' data to guide instructional changes. She believes that as Proficient Teachers there is a need to collect and review students' learning goals and analyses to identify content areas and skills that need to be reinforced and factors that may motivate student learning.



PROFESSIONAL DEVELOPMENT PLAN

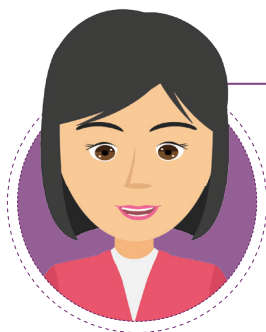


After you have explored the how to utilize assessment data to inform the modification of teaching and learning practices and programs, you now have a better appreciation of the indicator. Based on your learning in this module, think of what you can do to enhance your professional development.

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>

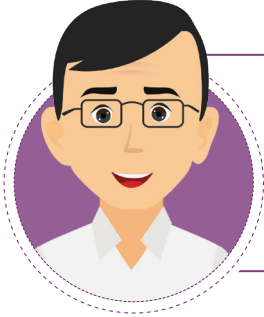


Happy planning!





RESOURCE LIBRARY



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



Bibliography

Australian Institute for Teaching and School Leadership. (2019). Learning from practice [Ebook] (pp. 24-25). Australia. Retrieved from https://www.aitsl.edu.au/docs/default-source/general/learning-from-practice.pdf?sfvrsn=740ee33c_2
This provides reading on reflective teaching.

Andrade, R.Q. (2018) Quarter 1 remedial plan. Lucena Dalahican National High School SDO Lucena City.
This plan shows the strategy and activities to be implemented for the remedial lessons in 8th Grade English for Quarter 2.

Ameen, H. O.K.M. (2018). Mathematics learner's profile [Checklist]. Lucena Dalahican National High School SDO Lucena City.
This checklist provides a list of the core competencies for 7th Grade Mathematics.

Heacox, D. (2002). Differentiation Instruction in the Regular Classroom: How to Reach and Teach All Learners, Grades 3 - 12. Minneapolis, MN: Free Spirit.
This provides the six ways to tier a lesson.

Henderson, J. G. (2001). Reflective Teaching: Professional Artistry through Inquiry. Upper Saddle River, N.J: Merril/Prentice Hall.
This reading provide definition for reflective teaching.

Jimenez, A. L. (2017). Science strategic intervention material (SIM). Lucena Dalahican National High School SDO Lucena City.
This strategic intervention material is used to address the learning needs of students in 7th Grade Science.

Priya, M., Matthew, P., & Pechattu, P. (2017). Reflective practices: a means to teacher development. Retrieved from https://apiar.org.au/wp-content/uploads/2017/02/13_APJCECT_Feb_BRR798_EDU-126-131.pdf

Reflective Teaching Model. (2018). Retrieved from <https://emu.edu/education/model>
This website provides information on reflective teaching model.

Salazar, M. G. D. (2018) MPS and least learned competencies report. Lucena Dalahican National High School SDO Lucena City.
This report provides assessment data on based on the Quarter 2 Periodic Test on English from Grade 7 to Grade 10.

Salazar, M. G. D. (2018) Reading performance report. Lucena Dalahican National High School SDO Lucena City.
This report provides the reading performance of Grade 7 learners upon administering a reading assessment.

Salazar, M. G. D. (2018) English Department action plan. Lucena Dalahican National High School SDO Lucena City.
This action plan provides the list of programs implemented by the English Department for SY 2018-2019.

Timperley, H., & Parr, J. (2004). Using evidence in teaching practice: Implications for professional learning. Auckland, NZ: Hodder Moa Beckett.

For teachers to use evidence to improve teaching and learning in their classrooms they need information about what their students know and can do, evidence about their own practice and its impact on students, and knowledge of the research evidence and that from other established sources to give direction for improvements to practice.

Timperley, H. (2008). Teacher professional learning and development. Educational Practices Series – 18, International Academy of Education.
This provides the diagram for teacher inquiry.

Timperley, H., Wilson, A., Barrar, H. & Fung, I. (2008). Teacher professional learning and development: Best evidence synthesis iteration. New Zealand: Ministry of Education. Retrieved from www.educationcounts.govt.nz/publications/series/2515/15341
This provides a discussion on teacher inquiry and knowledge-building cycle as basis for instructional decision.

TEACHER EDUCATION COUNCIL

Leonor Magtolis Briones
Secretary
Department of Education

Allan B. De Guzman, Ph.D.
Luzon Zonal Representative

Rita May P. Tagalog, Ph.D.
Visayas Zonal Representative

Evelyn G. Chavez, Ph.D.
Mindanao Zonal Representative

Lourdes R. Baetiong, Ph.D.
Language Subject Representative

Myrna B. Libutaque, Ph.D.
Mathematics Subject
Representative

Lorina Y. Calingasan, Ph.D.
Social Studies Subject Representative

SECRETARIAT

Runvi V. Manguerra, Ph.D.
Executive Director II

Jayson A. Peñafiel
Education Program Supervisor

ACKNOWLEDGMENTS

PROJECT TEAM

Philip Jay N. Alcoberes, Ph.D.
Senior Program Manager and Project
Leader

Christine Reading, Ph.D.
Senior Research Fellow
UNE-SiMERR

Jan Albert G. Suing
Research Officer
PNU-RCTQ

Rejelyn L. Vega
Research Officer
PNU-RCTQ

**PNU-RCTQ and UNE-SiMERR National
Research Centre**

Gina O. Gonong, Ph.D.
Director, PNU-RCTQ

Jennie V. Jocson, Ph.D.
Deputy Director, PNU-RCTQ

Allan S. Reyes, Ph.D.
Senior Program Manager, PNU-RCTQ

John Pegg, Ph.D.
Director, UNE-SiMERR

Joy Hardy, Ph.D.
Deputy Director, UNE-SiMERR

Ken Vine, Ph.D.
Principal Research Adviser
UNE-SiMERR

Support Staff

Silvia Danieli, FCA, MBA, B Bus
June Billings
Ambrose McDermott
Pamela L. Lamparas
Beverly E. Estocapio
Ruby Ann G. Gantalao
Michael Wilson I. Rosero
Mikkey Mari M. Tuazon
Sarah Joy T. Alimboyong
Rey L. Galido

WRITER-COORDINATORS

Jennifer E. Lopez
OIC Director III
Bureau of Human Resources and
Organizational Development

Maria Concepcion Beltran - Montenegro
Faculty, Ateneo de Manila University

WRITERS

Alfred James A. Ellar, Ph.D.
Annie Michelle F. Laurzano
Arcangel Q. Bañez Jr.
Domingo R. Cueto
Gregorio T. Mueco
Hermes P. Vargas
John Paul O. Dela Rosa
May Grace D. Salazar
Ma. Regaele A. Olarte
Ryan G. Dela Torre
Shiela Nina L. Rea-Santes
Vilma A. Buhay

REVIEWERS

Neil Vincent C. Sandoval, Ph.D.
Allen U. Bautista, Ed.D.
Vivian Buhain, Ed.D.
Leonardo Munalim, Ph.D.
Amparo M. Muñoz, Ed.D.
Mary Ann P. Malipe
Jacinto S. Bose
Karen Clarissa L. Perez
Francis G. Baltazar
Marcela B. Lazaro
Ofelia C. Ribot
Mercedes S. Oplas
Maricel D. Ambid
Bobby P. Caoagdan
Eliseo P. Buhain
Leah C. Vidal
Odessa R. Duping
Estrella B. Bulay
Christine Joy T. Beloken
Richard Rizalino S. Salazar
Gemma S. Santiago
Lederma A. De Guzman
Marvin R. Victorio
Jobert Rodriguez
Diane Marie B. Lavarias
Aileen I. Carbonell
Jennie Joie A. Malangis

Christopher A. Cantos
Carmina L. Patriarca
Ma. Julieta San Jose
Nancy D. Landicho
Merlinda C. Dominguez
Vilma S. Fernando
Joyce Karen D. Dulnuan
Isabel U. Bongtiwon
Miltrudes A. Dango
Delia A. Macalalad
Leonora C. Rubio
Imee P. Aldea
Ronald C. Dumapias
Jose Ariel S. Padsuyan
Ronald C. Lontoc
Merlyn Conchita O. De Guzman

EDITOR

Leonore L. Mingo, Ph.D.

GRAPHICS & LAYOUT ARTIST

Raymond S. Bermudez

PNU PRESS

Special Thanks

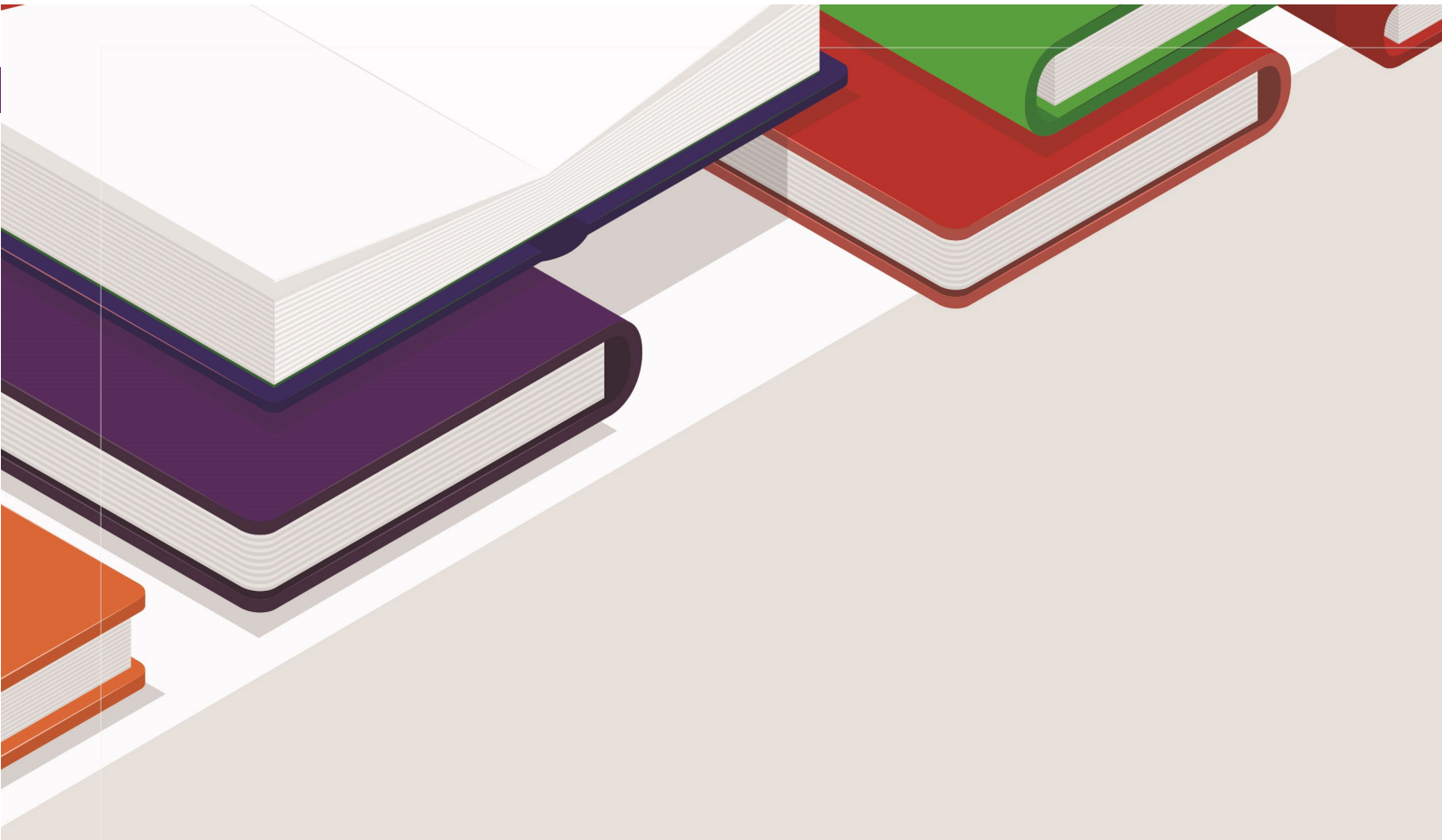
AUSTRALIAN EMBASSY

Francesca Lawe-Davies
First Secretary-Education

BASIC EDUCATION SECTOR
TRANSFORMATION (BEST)
PROGRAM
Alison Atwell, Ph.D.
Team Leader

**Special thanks: All Regional
Directors, Superintendents and
Principals who supported the
Project**

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



**BUREAU OF HUMAN RESOURCE
AND ORGANIZATIONAL DEVELOPMENT**

© Department of Education - Teacher Education Council

The PPST Resource Package was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government through the Basic Education Sector Transformation (BEST) Program

