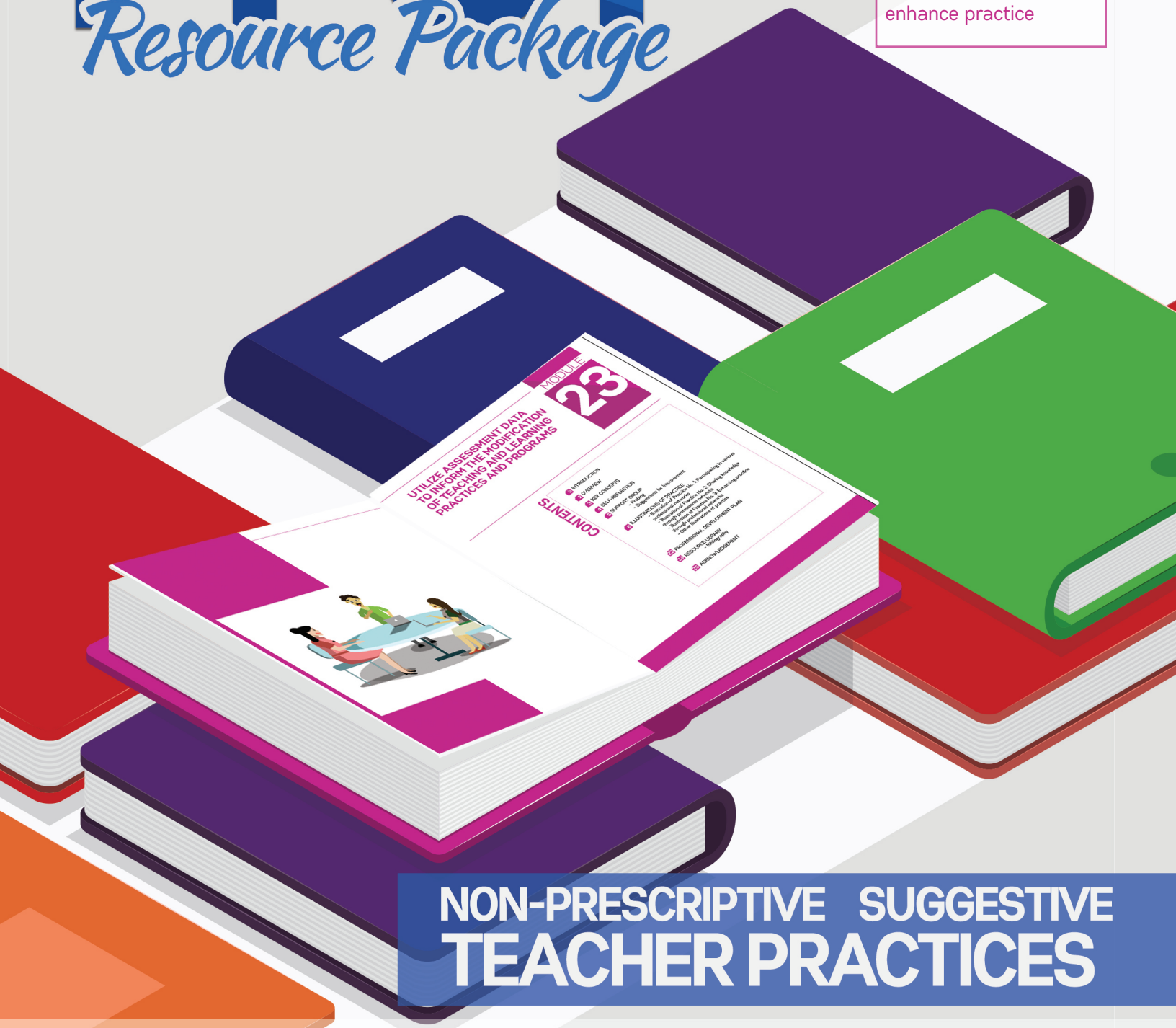
Republic of the Philippines
Department of Education
TEACHER EDUCATION COUNCIL

PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS

PPST Resource Package

MODULE 23

7.3.2 Participate in professional networks to share knowledge and enhance practice



NON-PRESCRIPTIVE SUGGESTIVE TEACHER PRACTICES

BEST Basic Education Sector Transformation

Australian Aid

une University of New England

SiMERR

Philippine Normal University

Philippine National RESEARCH CENTER FOR TEACHER QUALITY

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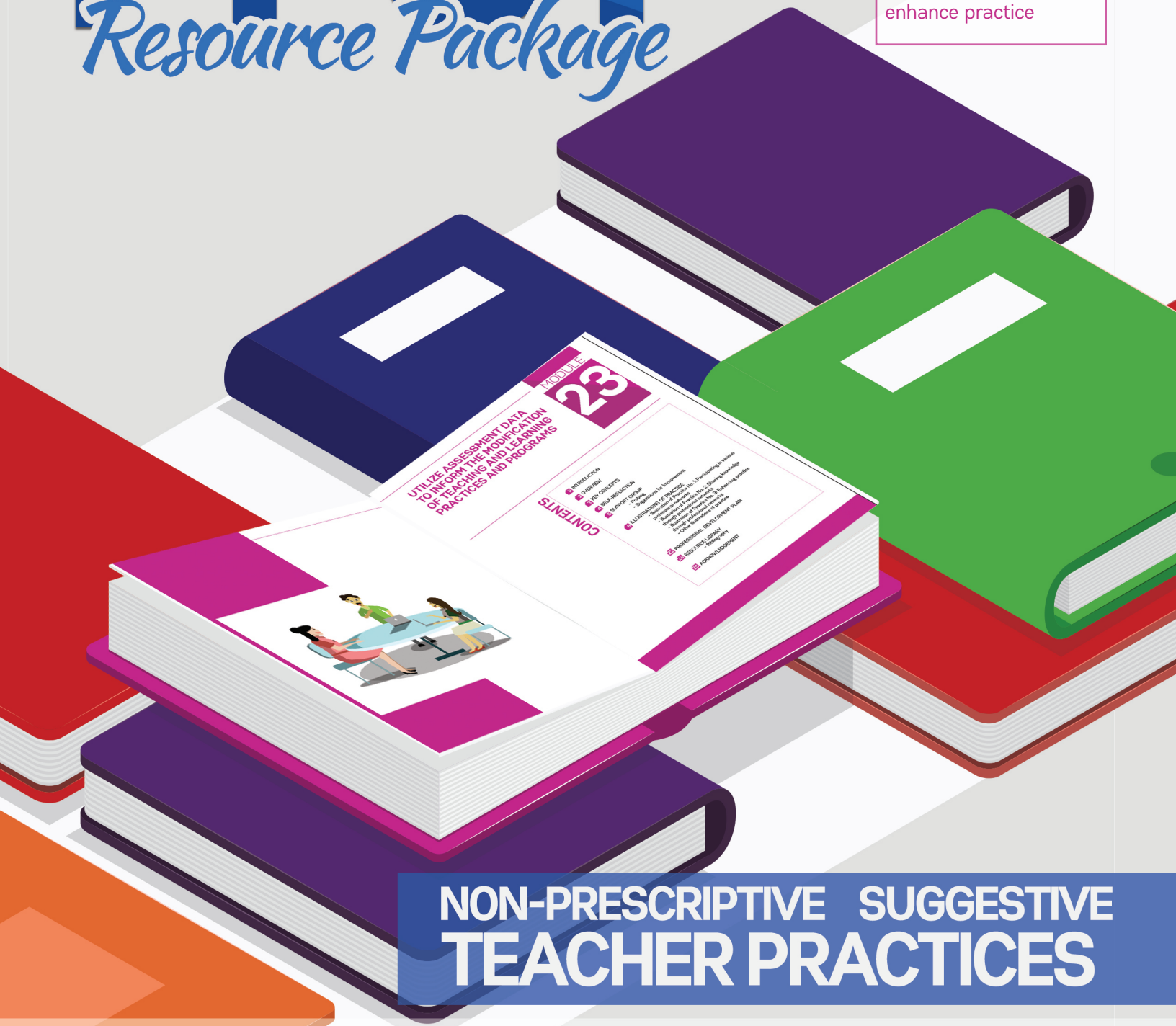

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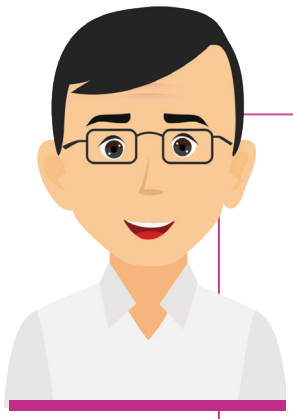
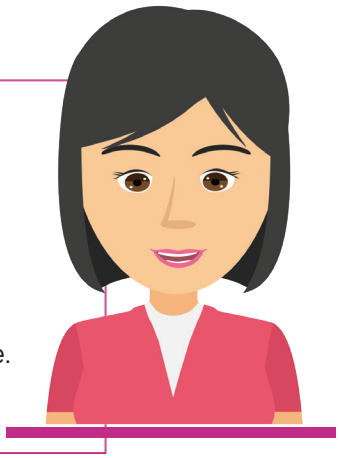
INTRODUCTION TO TEACHERS' RESOURCE PACKAGE

Hello, dear Teacher!
Welcome to this Resource Package.



I am Teacher Rey!

And I am Teacher Dulce!



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

Are you ready?

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

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

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

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

How can this resource package help you?

This resource package can help you as it:

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

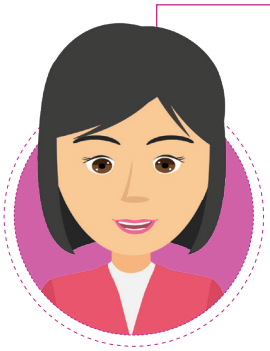
We are happy to say that this resource package has been developed and compiled by teachers in support of other teachers.

Why do you need this resource package?

You will find the materials here useful if you:

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

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



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

The modules explore the following indicators.

MODULE 13
1.3.2 Ensure the positive use of ICT to facilitate the teaching and learning process

MODULE 14
1.6.2. Display proficient use of Mother tongue, Filipino and English to facilitate teaching and learning

MODULE 15
2.1.2 Establish safe and secure learning environment to enhance learning through the consistent implementation of policies, guidelines and procedures

MODULE 16
2.4.2. Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning

MODULE 17
3.2.2. Establish a learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic and religious backgrounds

MODULE 18
4.2.2. Set achievable and appropriate learning outcomes that are 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

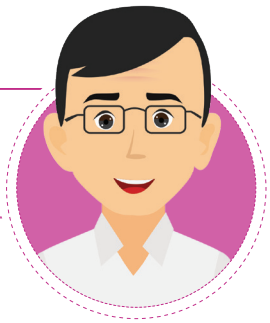
MODULE 21
5.5.2 Utilize assessment data to inform the modification of teaching and learning practices and programs

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;

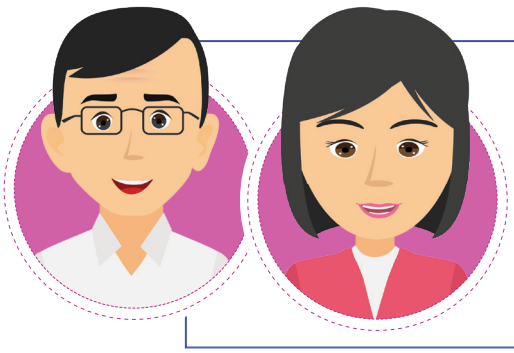
PROFESSIONAL DEVELOPMENT PLAN helps you identify your strengths, development needs and plans for specific action for professional development;

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!

MODULE

23

PARTICIPATE IN PROFESSIONAL NETWORKS TO SHARE KNOWLEDGE AND TO ENHANCE PRACTICE

CONTENTS

ii INTRODUCTION

2 OVERVIEW

3 KEY CONCEPTS

4 SELF-REFLECTION

5 SUPPORT GROUP
- Probing
- Suggestions for Improvement

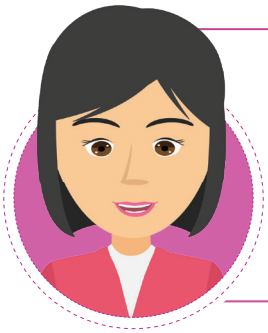
8 ILLUSTRATIONS OF PRACTICE
- Illustration of Practice No. 1: Participating in various professional networks
- Illustration of Practice No. 2: Sharing knowledge through professional networks
- Illustration of Practice No. 3: Enhancing practice through professional networks
- Other Illustrations of practice

22 PROFESSIONAL DEVELOPMENT PLAN

23 RESOURCE LIBRARY
- Annotated Bibliography

25 ACKNOWLEDGEMENTS

OVERVIEW



Hello! Welcome to Module 23. I am Teacher Dulce and with me is Teacher Rey. Together, we will walk you through this module.

You are about to explore various practices in participating with colleagues and other stakeholders to enrich your teaching-learning practices.

As Proficient Teachers, you are expected to value personal growth and professional development and exhibit high personal regard for the profession. You must actively engage in collaborative learning with the professional community and other stakeholders for mutual growth and advancement. You also need to assume responsibility for personal growth and professional development for lifelong learning.

In this module, you will find authentic and instructive illustrations of practice anchored on the Philippine Standards for Teachers (PPST) intended to help teachers' current practice.

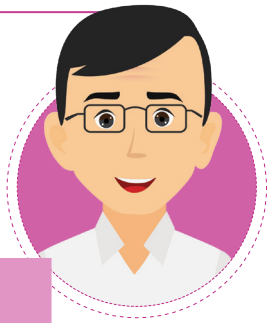
This module focuses on:

STRAND: Professional links with colleagues

INDICATOR: 7.3.2 Participate in professional networks to share knowledge and to enhance practice

KEY CONCEPTS

Understanding the following key concepts facilitates deeper appreciation of the indicator and helps you effectively participate in professional networks to share knowledge and to enhance practice.



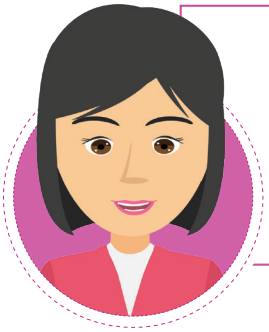
PARTICIPATION. This refers to teachers' involvement in a professional networks that will help them enhance their knowledge and improve their teaching skills.

PROFESSIONAL NETWORK. This is a connected community of educators, which may also exist online, e.g., LinkedIn, that provides teachers with opportunities to develop professional knowledge and/or practice.

SHARING OF KNOWLEDGE. This refers to an activity through which information, skills, or expertise is selflessly imparted to colleagues and other stakeholders to enrich the teaching-learning practice.

ENHANCEMENT OF PRACTICE. This is the enrichment of teachers' manner or habit in the delivery of instruction. It reflects the teachers' actions to improve knowledge, skills, values and attitudes as they perform their duties and responsibilities in teaching.

SELF-REFLECTION

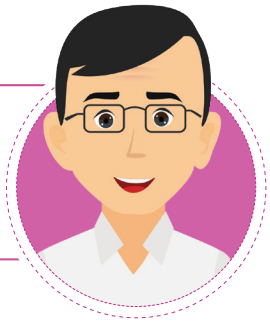


Let us now reflect on our current practice regarding participating in professional networks to share knowledge and to enhance practice

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

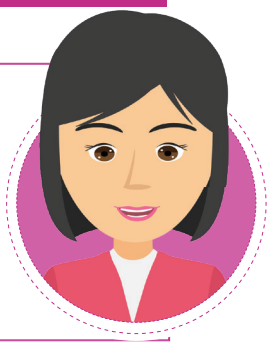
KNOWLEDGE	SKILLS	ATTITUDES
As a Proficient Teacher, I know...	**As a Proficient Teacher, I do...**	**As a Proficient Teacher, I feel...**
...various professional networks can help me develop professional knowledge and practice.	*...participate in professional networks that enable me to enrich my teaching–learning practices.*	*...connected to the academic circle that highly values professional growth and development.*

Good reflection, Teacher Dulce! Now, it is your turn to reflect on your knowledge, skills and attitudes in relation to the indicator. You may write it in the boxes below.



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

SUPPORT GROUP



Welcome to our support group! We always feel great helping teachers who would like to improve their practices.

Let us see the following illustration of teachers' current practice in terms of participating in professional networks:

Teacher Charie makes sure that she always participates in the sessions, meetings, conferences and training held by the department, school or division.

She documents her participation in professional networks by signing the attendance sheet, noting important details, and receiving a certificate of participation as means of verification (MOV).

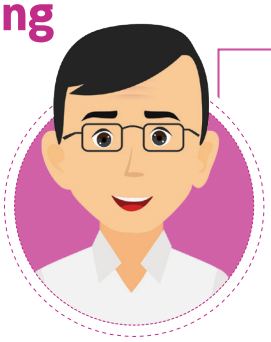
© Jolito Brecia 2016

During this particular session, Teacher Charie worked collaboratively with her colleagues by sharing the insights she gained from the session. She did this by participating in the LAC session with her colleagues. She discussed some classroom concerns to address and resolve similar problems that she and her co-teachers experienced in teaching.

One of Teacher Charie's co-teachers complained about the misbehavior of her learners. Through the LAC, where they shared knowledge acquired from the session, Teacher Charie and her co-teachers decided to develop together interactive activities to engage the learners in the lesson and minimize misbehavior.

The enhancement of Teacher Charie's and her colleagues' teaching practices was validated by the positive and active response of the learners to their lessons.

Probing



Looking closely at the given scenario, please try to answer and reflect on the questions presented below.

1. As a Proficient Teacher, what was the role of teacher Charie in joining the LAC?

_____
_____
_____
_____
_____.

2. What did Teacher Charie get from the LAC so she could use them as means of verification (MoV)?

_____
_____
_____
_____
_____.

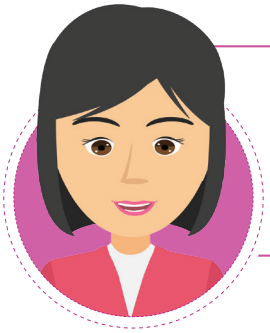
3. What specific knowledge did she learn from the LAC session? Do you think this could help her in enhancing her teaching practice?

_____
_____
_____
_____
_____.

4. If you were the one who participated in the session/meeting, how would you share knowledge and enhance practice?

_____
_____
_____
_____
_____.

Suggestions for Improvement



You are doing a wonderful job! Here are our suggestions for you to further enrich your current practice.

We are glad that Teacher Charie shared with us how she uses professional networks, LAC sessions and focus groups, as opportunities to share her knowledge and work together with her colleagues to enhance practice. For Proficient Teachers to develop professionally, you may take note of the following suggestions:

Explore other professional networks. Except from the regular sessions, meetings, conferences and trainings held by the department, school or division, you may also participate in professional development programs sponsored by professional teacher organizations and development centers.

Create professional networks among peers. Professional networks may also be formed among peers such as focus groups, co-planning and collaborative teaching teams. There are also a number of online communities for educators that can be accessed anytime and anywhere. You may choose to participate in any of these professional networks depending on your needs and purpose.

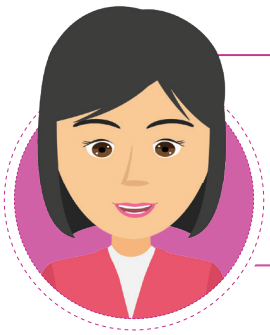
Adhere to norms while sharing knowledge. Observe ground rules and confidentiality of information to ensure a respectful and smooth group discussion. You may also share knowledge with your colleagues through co-planning lessons, collaborative teaching, and using online platforms/tools like planbook.com, Google Drive, Facebook, etc. Contribute to these networks by combining your own strengths with others' in developing instructional innovations.

Set objectives for enhancement of practice. There are a number of professional networks that you may participate in. However, not all of them specifically target your needs to improve teaching practice. As a reference, use tools such as the Classroom Observation Tool (COT-RPMS) to assess which indicators require improvement. You may set objectives to enhance specific areas of practice by participating in professional networks that target such areas.

Great suggestions! We hope that these can help you and other teachers, too!

To guide you in your participation in professional networks to share knowledge and to enhance practice, we have provided several illustrations of practice in the next section.

ILLUSTRATIONS OF PRACTICE



Teacher Rey and I will now walk you through the different illustrations of practice that provide multiple opportunities in sharing knowledge and enhancing practice through participation in professional networks.

In the following illustrations, you will witness the journey of a Proficient Teacher who has a passion for learning. She managed to become an effective classroom teacher because of a supportive, cooperative, and nurturing school community.

ILLUSTRATION OF PRACTICE NO. 1

Participating in various professional networks

Source: techcrunch.com

A professional network is a connected community of educators. As part of curriculum and planning, Proficient Teachers should participate in collegial discussions that use teacher and learner feedback to enrich teaching practice.

Let's see how Teacher Kath, a junior high school teacher, participates in various professional networks.

1.1 PARTICIPATING IN LEARNING ACTION CELL (LAC) SESSIONS

As a Proficient Teacher, Teacher Kath knows well all the professional network activities regularly conducted in her school. Every school year, she actively participates in most, if not all, of the activities such as Learning Action Cell (LAC) sessions.

Learning Action Cell (LAC) is a group of teachers who engage in collaborative learning sessions to solve shared challenges encountered in the school facilitated by the school head or a designated LAC Leader. LACs will become school-based communities of practice that are positive, caring, and safe spaces (DepEd Order No. 35, s. 2016).

On the day of the LAC session, Teacher Kath came early to prepare herself for the day's activities. She signed the attendance sheet then joined her co-teachers as the emcee conducted the preliminary activities. Highly Proficient Teachers served as resource persons in discussing, demonstrating, and facilitating workshops about differentiated instruction. Teacher Kath wrote personal notes and insights from the session, as follows:

SCHOOL-BASED LEARNING ACTION CELL (LAC) SESSION

Date: September 14, 2018
Topic: Differentiated Instruction
Session Notes/Insights:

1. *Today's classroom is marked by learner diversity.*
2. *Differentiated instruction (DI) is a teaching philosophy based on the premise that teachers should adapt instruction to learner differences.*
3. *Teachers should modify their instruction to meet learners' varying readiness levels, learning preferences, and interests.*

During the session, Teacher Kath took down notes of the meaning of concepts such as the 'differentiated instruction', 'learner diversity', 'readiness level', 'learning preferences', 'interests, and others. She found them important to know for her to familiarize these concepts.

Teacher Charie participated also during the discussion by sharing her own teaching experience in using differentiation strategies. Furthermore, other teachers who also participated in the session brought up issues and challenges in using the differentiated instruction such as weak motivation of learners for learning, disparity in individual differences among learners, the density of students per classroom, not suitable classroom design, unavailability of education equipment and instruments, mismatch of assessment system to the differentiated instruction strategy, etc. Teachers shared their strategies to address these challenges. Teacher Kath, as a Proficient Teacher, was so fulfilled and motivated to differentiate instruction. She learned valuable input from her colleagues as they also do from her.

Aside from their practical experience, teachers was also provided with readings on theoretical underpinnings of differentiated instruction. Like Teacher Charie, her colleagues read some interesting points from literature on the importance of differentiated instruction in the class.

1.2 PARTICIPATING IN ONLINE TEACHER COMMUNITIES

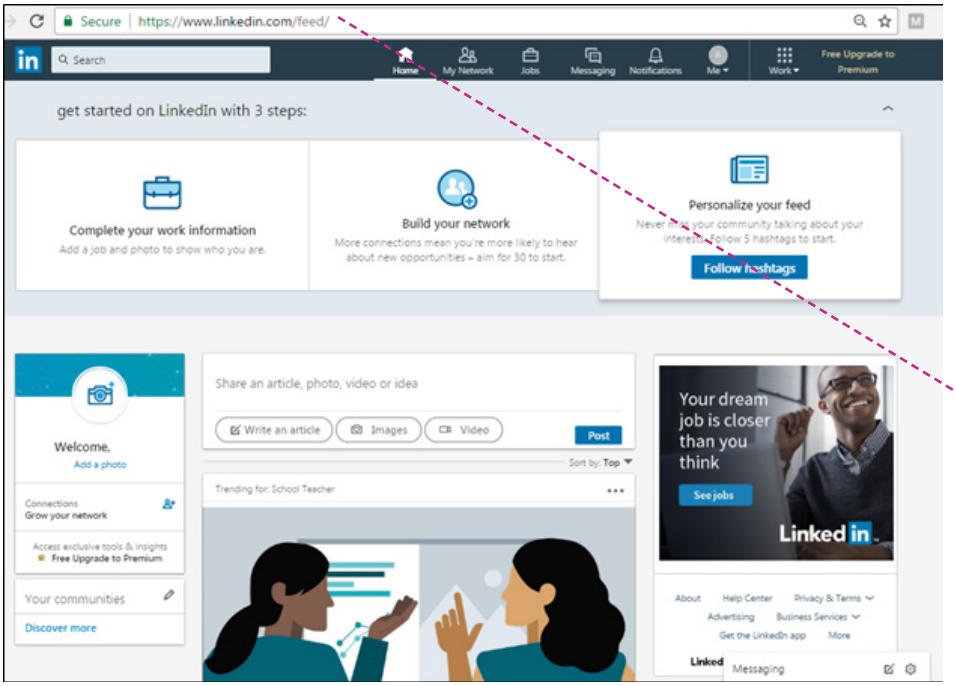
Teacher Kath also participates in online communities for educators that she can access anytime and anywhere.

Online teacher communities offer ways for new and veteran educators to keep up with industry trends. These communities encourage teachers to collaborate and share resources with colleagues, discuss teaching strategies and connect with experts in the education field. Joining a teacher community can also help teachers find resources to chart a professional-development plan (Klindt, 2013).

In particular, Teacher Kath is a member of the LinkedIn online community. LinkedIn is a business and employment-oriented service that operates via websites and mobile apps. It allows members (both workers and employers) to create profiles and "connections" to each other in an online social network which may represent real-world professional relationships.

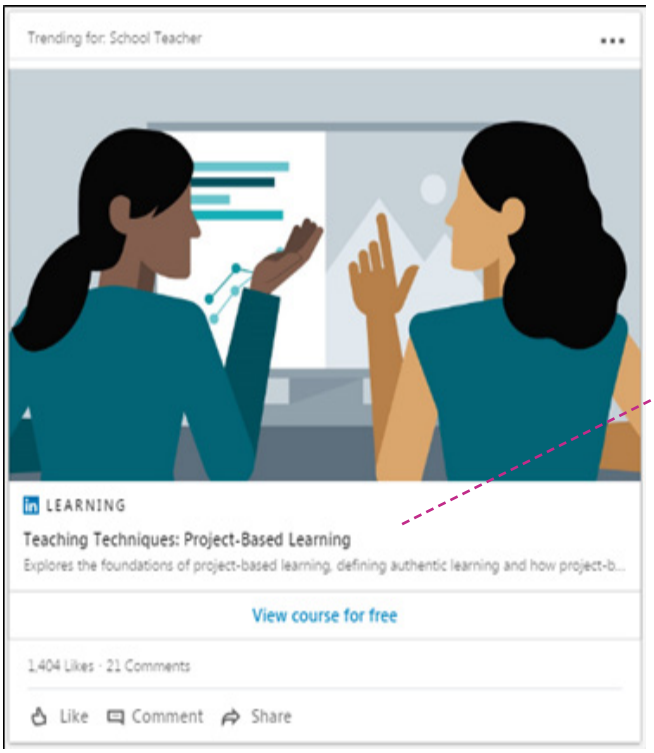
Here is how Teacher Kath participates in the online professional network:

HOW TO DO IT



Teacher Kath typed the URL of the network site in the address bar of the web browser. LinkedIn can be accessed through https://www.linkedin.com/feed/

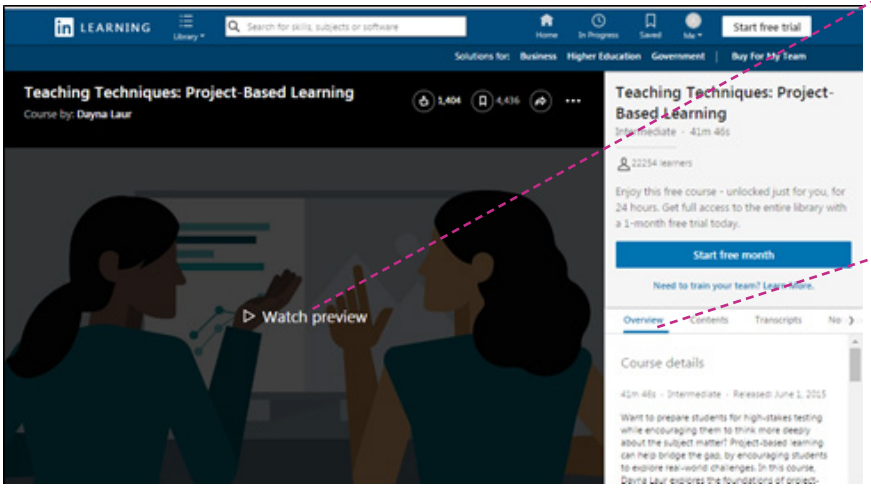
There is a need to sign up in this network site. Work information must be completed to gain a full access of the network.



Teacher Kath explored posts that are relevant to her lesson about advocacy campaigns. She selected the post: "Teaching Techniques: Project -Based Learning".

Some posts target practice-specific content to address teachers' needs and purpose.

Professionals may interact with one another by sharing posts and comments.



By clicking the post, Teacher Kath accessed the free course in the form of a video. Courses may also be in the form of an article or graphical presentation.

The course includes the overview, contents, transcripts, and notebooks.

The overview section provides the course details, learning objectives, and profile of the instructor.

By participating in this online professional network, Teacher Kath was able to gain knowledge about Project-based Learning which she considered using in her lesson about advocacy campaigns to make her learners' learning more authentic and relevant.

Proficient Teachers are expected to participate not only in the professional networks stated above but also in other sessions, meetings, conferences and training held by the department, school or division, including professional development programs sponsored by professional teacher organizations. Other professional networks are described as follows:

- **In-service Training for Teachers (INSET)** – This is defined as the relevant courses and activities in which a serving teacher may participate to upgrade his/her professional knowledge, skills, and competence in the teaching profession. Therefore, it encompasses all forms of education and training given to a teacher who is already on the job of teaching and learning (Osamwonyi, 2016).
- **Professional Teacher Organizations** – They offer knowledge and membership benefits to students, graduates and teachers. There are professional teacher organizations for nearly every subject matter and educational specialty, and the majority offer publications, newsletters and expert information relating to their association's specific focus (Campbellsville University Online Programs, 2018).

ILLUSTRATION OF PRACTICE NO. 2

Sharing knowledge through professional networks

Sharing what you know, or asking someone else to share what they know, may not seem like such a big deal, but peer knowledge sharing can be a powerful tool to help educators teach more effectively in the blended classroom. This often overlooked strategy is one of the best ways to uncover problems, discover best practices, and find new or better resources for teaching.

Different methods of teacher professional development are implemented throughout the Department of Education (DepEd) to improve teaching-learning process. However, most of these are top-down processes while there are fewer bottom-up teacher professional development programs (DepEd Order No. 35, s. 2016).

Top-down teacher development programs are led by Distinguished and Highly Proficient Teachers who share or transfer expert knowledge to Proficient and Beginning Teachers. Examples of these are lectures or workshops during cascaded or echoed teacher training and short-term courses.

Bottom-up teacher development programs are where colleagues study content and pedagogies together, plan lessons collaboratively, and conduct action research as a group. Examples of these are school-based learning action cells, teaching circles, communities of practice, and lesson study.

Let us now see some illustrations of practice by Teacher Kath in terms of sharing knowledge through bottom-up method.

2.1 SHARING KNOWLEDGE IN LAC SESSIONS THROUGH FOCUS GROUP DISCUSSION (FGD)

Teacher Kath believes that knowledge is meant to be shared. So, she takes every chance to learn from Distinguished and Highly Proficient Teachers, as well as from her peers, to share the knowledge she gained among her colleagues and other stakeholders.

During the LAC session on differentiated instruction, Teacher Kath joined the grade-level teachers for the breakout session. The teachers conducted a focus group discussion (FGD) which is basically a small-group discussion guided by a facilitator or leader. It is used to learn about opinions on a designated topic, and to guide future action.

The focus group of grade 9 English Teachers met to discuss how they address the needs of learners with varying readiness levels in the classroom. The FGD facilitator gave an introduction then explained the process highlighting the need to gather information and to meet some general agreement. Teacher Kath was the first to share the effectiveness of using tiered activities for struggling, grade-level, and advanced learners. Another teacher talked about using anchor activities to create groups, while others shared about directing the higher level questions to the learners who can handle them and adjusting questions accordingly for learners with greater needs. All the while, the teachers observed smooth and respectful turn-taking during the group discussion with the guide of the FGD facilitator.

At the end of the FGD session, Teacher Kath was very happy of the knowledge she imparted to and learned from her colleagues. Here are ways to successfully share knowledge in FGD sessions just like Teacher Kath:

HOW TO DO IT

1. Listen attentively and follow carefully the instructions of the FGD facilitator. He or she may discuss the purpose of the FGD, confidentiality of information, ethical considerations, process of the group discussion, and ground rules. Clarifications must be made before the FGD facilitator asks the first question to be discussed.
2. When given the turn to share opinion, make sure to take some time to think before answering the questions. Try to address all the issues without simply repeating what was already said.
3. Remain tactful in asserting strong opinions especially as response to others' ideas which may be disagreeable to you.
4. Take note of salient points in the discussion as these will be summarized by the FGD facilitator at the end. There may be a need to make clarifications as to whether the summary captured the essence of the discussion or not in order to meet some general agreement.
5. Consider the results of the FGD session to guide your future action especially in the enhancement of teaching practice.

2.2 SHARING KNOWLEDGE BY CO-PLANNING LESSONS

Lesson planning is sometimes difficult to do by just one teacher. The subject matter may be too difficult or the teacher is new to the curriculum, standards or grade level. This challenging situation may be seen as an opportunity to collaborate with colleagues instead.

One effective way of sharing knowledge and experiences with colleagues is through co-planning lessons. Co-planning is where two teachers who are going to teach together decide how they will implement instruction to meet the needs of all learners. During the planning process the general goals of the lesson are developed along with ways to meet the academic and/or behavioral needs of individual learners.

Teacher Kath teaches English to grade nine learners. She found it difficult to teach the learning competency "Recognize faulty logic, unsupported facts, and emotional appeal" which she unpacked into sub-competencies namely, "Identify types of fallacies in arguments" and "Use fallacies in advocacy campaigns."

I. OBJECTIVES	DAY 1
A. Content Standards	The learner demonstrates understanding of how Anglo-American literature and other text types serve as means of connecting to the world; also how to use ways of analyzing one-act play and different forms of verbals for him/her to skillfully perform in a one-act play.
B. Performance Standards	The learner skillfully performs in one-act play through utilizing effective verbal and non-verbal strategies and ICT resources based on the following criteria: Focus, Voice, Delivery, and Dramatic Conventions.
C. Learning Competencies/Objectives	**EN9LC-IIId-6.5:** Recognize faulty logic, unsupported facts, and emotional appeal - Identify types of fallacies in arguments - Use fallacies in advocacy campaigns
II. CONTENT	*Content is what the lesson is all about. It pertains to the subject matter that the teacher aims to teach in the CG. The content can be tackled in a week or two.* Fallacies

This particular topic was difficult for the learners, so there was a need for Teacher Kath to address her learners' varied interests with the use of ICT resources. Teacher Kath was equipped with strategies in differentiated instruction but she needed support in ICT. She asked Teacher Cris to work with her in co-planning the lesson. She shared her knowledge in differentiated instruction to Teacher Cris and gained knowledge in ICT from him. The result was an exemplar lesson plan that exhibits both teachers' strengths.

The following parts or activities of the lesson plan highlight Teacher Kath and Cris' collaborative work:

Task 3: Fall for Fallacies

- Explain the practical applications of fallacies as persuasive techniques in advocacy campaigns.
- Facilitate a collaborative game called "Fall for Fallacies" designed by using PowerPoint program.
- Present the mechanics of the game and manner of scoring.

This section of the lesson plan was designed for the learners to find practical application of concepts and skills in daily living. The topic of faulty logic or fallacies was related to persuasive techniques in advocacy campaigns.
This was done through the integration of a PowerPoint-based game which exposed the learners to different media platforms like campaign posters, videos, jingles, etc.

Final Task (4): Campaign for a Difference (RAFT-Differentiated)

- Instruct the class to work in groups.
- Have the groups choose an advocacy of their interest: *Anti-bullying, Environmental Protection, Gender Equality, Drug Awareness, Teenage Pregnancy, Animal Welfare, Healthy Living, Education for All, Responsible Parenthood, etc.*
- Explain that groups must convince the audience to support their advocacy by using persuasive techniques based on fallacies in performing one of the tasks given.

ROLE	AUDIENCE	FORMAT	TOPIC
1. Visual Artist	Viewers	**Advocacy Campaign Poster** using Photoshop, Adobe In-Design	A Vision of Change
2. Singer	Listeners	**Advocacy Campaign Jingle** using song composer application or download a pop song and modify the lyrics	Sing for the Society
3. Radio Broadcaster	Listeners	**Radio Advocacy Campaign** using sound recorder and editor	Stop, Listen, Act!
4. TV Talent	Viewers	**TV Advocacy Campaign** using camera and video editor	My Advocacy, Our Future

- Have the students integrate ICT in presenting the tasks.
- Let the students post their work on social media and see how many people you can convince to support your advocacy through "Likes" and Shares."
- Assess the learners' performance based on the rubric.
- As project or extension activity, have the class do the following:
  - Develop a school-based or community-based advocacy organization.
  - Create work plan of the program you would like to implement that will encourage people to support your advocacy.
  - Include in your program the title, objectives, resources, activities (include advocacy campaigns, information dissemination, etc.)
  - Document your activities and present them in the class or in school-based/community-based conferences.

The evaluation section of the lesson plan highlighted the integration of ICT resources and differentiated instruction.
Role-Audience-Format-Topic (RAFT) is an approach based on the learners' interests. Learners are free to choose the role that they want to perform as long as they meet the standards in the rubric assessment.
The learners are encouraged to use computer or mobile applications to enhance their presentation. They will also post their work on social media for them to experience firsthand the process of campaigning for a cause.

Teacher Kath also used the knowledge she gained from the online professional network, LinkedIn. Through a project-based learning activity, the learners are encouraged to think more deeply and explore real-world challenges.

At the end of the co-planning activity, Teacher Kath became more confident in delivering her lesson because of the mutual support she got from her colleague. Here are ways to successfully co-plan lessons just like Teacher Kath and Teacher Cris:

HOW TO DO IT

1. If planning lessons as a team, give each member a clearly-defined set of responsibilities according to individual strengths. The idea is for each team member to choose an area where he or she feels knowledgeable and has valuable ideas to contribute
2. Keep co-planning meeting on track with a planning template and an effective leader. A planning template may be given by the grade level leader prior to the meeting. Each member brainstorms a number of effective strategies/activities for teaching each skill in the coming week or unit, and comes to the meeting with the template completed.
3. Collaborate more effectively with the use of cloud storage data. Your team may use lesson planning website or application like planbook.com which offers a collaborative planning option. You can also use the free tool Google Drive where you can create Google Docs or Google Spreadsheets for your lessons. Colleagues can add comments or make edits if you allow them to, which means each person can offer input on lesson plans at a time that is convenient for him or her.
4. Make the best of whatever your co-planners can offer and consider their lessons a framework for your own. Accept the lesson plans your team members provide and simply leave out the parts you don't want to implement, inserting your own ideas instead.
5. Create your own separate co-planning strategies apart from your grade level team. Co-planning with just one or two colleagues you respect is also an effective strategy. Partner up with a colleague whose teaching style is similar to yours and split the work of fine-tuning the final lesson plans.
6. You can also look for someone outside your school to team up with like another teacher in your division. Even if you don't currently know another great local teacher in your grade or subject area, you can seek them out online through platforms like Facebook groups for teachers, Twitter chats, Instagram hashtags, etc. that will allow you to find like-minded teachers and collaborate with tools like Google Drive, Skype, Facetime, Voxer, and so on.

(Adapted from Watson, 2016)

ILLUSTRATION OF PRACTICE NO. 3

Enhancing practice through professional networks

As a Proficient Teacher, you participate in professional networks not only to share knowledge but also to enhance practice. The following illustrations of practice show how Proficient Teachers effectively enhance practice through professional networks.

3.1 ENHANCING PRACTICE THROUGH COLLABORATIVE TEACHING

One of the ways to enhance practice is through collaborative teaching. Collaborative teaching, sometimes called cooperative teaching or team teaching, involves educators working in tandem to lead, instruct and mentor groups of learners. Teachers together set goals for a subject, prepare individual lesson plans, teach learners, and evaluate the results. They share insights, argue with one another, and perhaps even challenge learners to decide which approach is better.

After co-planning their lesson, Teacher Kath and Teacher Cris decided to conduct collaborative teaching in the delivery of the lesson. They adopted a co-teaching rotation structure in which they took turns between delivering the lesson and observing student learning and assisting learners who need support.

While Teacher Kath was teaching her class, Teacher Cris was observing learners' understanding so that they can better plan future instruction. Sometimes, specific learners were watched closely so that the teachers can determine new strategies to use with them. Teacher Cris also moved around the classroom, assisting whoever needs support especially the struggling learners. After Teacher Kath taught her class, it was her turn to be the observer and assistant in Teacher Cris' class.

This collaborative teaching practice helped learners spend more time with the teachers and get more individual attention. The learners also had the opportunity to learn from two teachers who have different teaching styles, ideas, perspectives and experience. It is made easier for teachers to implement differentiated instruction and individualized learning. Here are effective ways to do collaborative teaching:

HOW TO DO IT

1. **Respect each other**. Mutual respect is critical to co-teaching relationship. Share ideas openly and do much of your work facing learners together. It is fine to disagree with someone's ideas, but don't make the disagreement deals about the person.
2. **Clearly define roles and responsibilities.** Co-teaching works better when the partners agree on who does what, when. Clearly defined roles and responsibilities prevent either partner from feeling the other has overstepped a boundary or avoided responsibilities.
3. **Be flexible**. Innovation is difficult. That is why so many teachers find themselves falling back on comfortable activities and strategies. Co-teaching allows you to gain another person's perspective on how instruction might be improved, how learners might be best addressed, what resources to use, and so much more. Below are other co-teaching structures described by Friend and Cook (1996, in Peery, 2017):
    - **Parallel teaching:** The class is divided in two groups and the same material is presented simultaneously by both teachers. The teachers plan the two groups deliberately to maximize the success of all learners; this is not simply a "pull-out" or intervention group sitting in the same room.
    - **Station teaching**: Both teachers are actively involved in instruction as learners are divided into groups and rotate from one station to the next. There may be stations where learners work independently or with a paraprofessional in addition to the two stations the co-teachers facilitate.
    - **Alternative teaching**: One teacher takes a small group of learners and provides them more intensive or specialized instruction that is different than what the large group receives from the other teacher.
    - **Team teaching**: Both teachers teach the content at the same time in tandem or "tag team" fashion.
4. **Plan together**. The co-teaching relationship brings together two people with wonderfully rich expertise and experiences. Co-teaching teams need ample planning time to work through how to best utilize their strengths.
5. **Learn from your teaching experience**. Innovation requires failure. Many times, teachers feel they have failed somehow during instruction, and in reality, the learners haven't even noticed. We are often our own worst critics. Revisiting or correcting something later in the day (or the next day) doesn't mean you failed earlier. It means you've learned something since. This is the kind of ongoing learning we want to model for our learners.
6. **Communicate constantly**. Planning time is one thing; constant communication is another. Not only should co-teachers frequently plan for what standards will be covered, how material will be taught, and how learners will be assessed, they should also regularly communicate in less formal ways.
7. **Seek administrative support.** Sometimes, teachers have been scheduled to co-teach by administrators but didn't have much advance notice. If you and your partner don't have a common planning time when you can frequently collaborate, ask for it. Go to your principal with a couple of proposals about how this can work without too much disruption to the rest of the schedule.

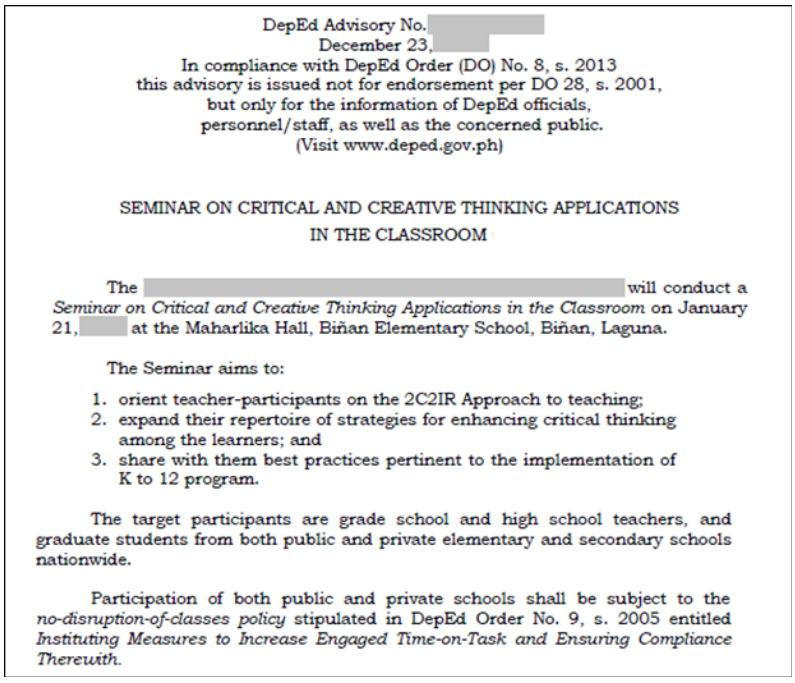
(Adapted from Perry, 2017)

Teacher Kath has just gone through her classroom observation assessment. She had three observers including a master teacher, department head teacher, and the school principal. A copy of the inter-observer agreement form was handed to her as MOV.

THE TEACHER:	Observer 1	Observer 2	Observer 3	AGREED RATING
1. Applies knowledge of content within and across curriculum teaching areas	5	6	6	**6**
2. Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills	6	4	5	**5**
3. Applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills	4	5	4	**4**
4. Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments	4	6	5	**5**
5. Manages learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments	7	6	5	**6**
6. Uses differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences	6	7	7	**7**
7. Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts	6	6	5	**6**
8. Selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT, to address learning goals	7	6	7	**7**
9. Designs, selects, organizes, and uses diagnostic, formative and summative assessment strategies consistent with curriculum requirements	5	6	5	**6**

Based on the COT-RPMS Inter-observer Agreement Form, Teacher Kath's participation in various professional networks paid off. She got mostly high ratings especially in the use of differentiated activities and ICT integration. However, she got a low rating in indicator number 3. She set new objectives for the enhancement of practice. She aimed to improve the indicator in which she had the lowest rating: Applies a range of teaching strategies to develop critical thinking and creative thinking, as well as other higher-order thinking skills.

Aside from participating in relevant school-based LAC sessions, Teacher Kath also took the initiative to choose from the DepEd advisories regarding training or seminar-workshops to be conducted that focus on critical and creative thinking applications in the classroom:



DepEd Advisory No. [redacted]
December 23, [redacted]
In compliance with DepEd Order (DO) No. 8, s. 2013
this advisory is issued not for endorsement per DO 28, s. 2001,
but only for the information of DepEd officials,
personnel/staff, as well as the concerned public.
(Visit www.deped.gov.ph)

SEMINAR ON CRITICAL AND CREATIVE THINKING APPLICATIONS
IN THE CLASSROOM

The [redacted] will conduct a *Seminar on Critical and Creative Thinking Applications in the Classroom* on January 21, [redacted] at the Maharlika Hall, Biñan Elementary School, Biñan, Laguna.

The Seminar aims to:

1. orient teacher-participants on the 2C2IR Approach to teaching;
2. expand their repertoire of strategies for enhancing critical thinking among the learners; and
3. share with them best practices pertinent to the implementation of K to 12 program.

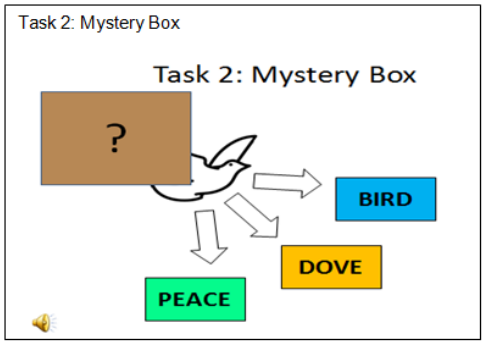
The target participants are grade school and high school teachers, and graduate students from both public and private elementary and secondary schools nationwide.

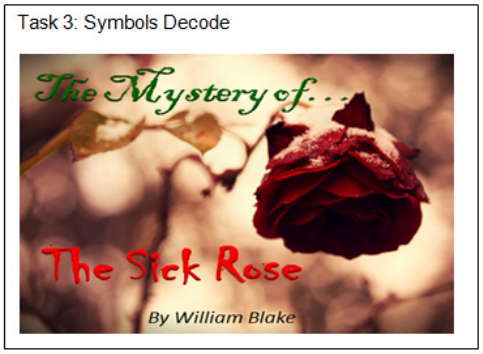
Participation of both public and private schools shall be subject to the *no-disruption-of-classes policy* stipulated in DepEd Order No. 9, s. 2005 entitled *Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance Therewith.*

She first asked permission from the school principal before she was given a travel order upon approval. Participation of teachers in such seminar shall be subject to the no-disruption-of-classes policy stipulated in DepEd Order No. 9, s. 2005 entitled Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance Therewith.

After participating in the professional network, Teacher Kath applied what she learned from the activity in planning her lesson and in teaching her classes.

I. OBJECTIVES	DAY 1
A. Content Standards	The learner demonstrates understanding of how Anglo-American literature and other text types serve as means of enhancing the self; also how to use processing, assessing, summarizing information, word derivation and formation strategies, appropriate word order, punctuation marks and interjections to enable him/her to participate actively in a speech choir.
B. Performance Standards	The learner actively participates in a speech choir through using effective verbal and non-verbal strategies based on the following criteria: Focus, Voice, Delivery, Facial Expressions, Body Movements/ Gestures and Audience Contact.
C. Learning Competencies/Objectives	**EN9LT-Ie-2.2.2:** Explain the literary devices used - Interpret symbols in poetry - Explain how symbolism builds the theme of the poem
II. CONTENT	*Content is what the lesson is all about. It pertains to the subject matter that the teacher aims to teach in the CG. The content can be tackled in a week or two.* Literary Devices in Poetry: Symbolism





Teacher Kath's lesson plan on interpreting symbolism in poetry, which she unpacked from the grade nine competency of "Explain the literary devices used," included a range of strategies like visualization, questioning techniques, problem-based learning, and RAFT to develop critical and creative thinking, as well as other HOTS among her learners.

As an evaluation of the lesson, she gave her learners a differentiated task using RAFT or Role-Audience-Format-Topic in congruence with the objective of analyzing symbols used in poetry. She provided another poem rich in symbolism for the learners to interpret in different formats like song, dance, poster, or pantomime. The learners were given the choice to do the task they like and were clustered into groups based on their interests.

The presentations were assessed based on the rubric which vividly exhibited how her learners developed critical and creative thinking, as well as other HOTS through the various strategies she used in her lesson.

After another classroom observation assessment, Teacher Kath successfully used a range of teaching strategies to develop critical thinking and creative thinking, as well as other higher-order thinking skills among the learners.

A comparison of COT-RPMS Assessments shows explicitly the enhancement of practice. Below is the result of teacher Kath's new Classroom Observation Assessment:

THE TEACHER:	Observer 1	Observer 2	Observer 3	AGREED RATING
1. Applies knowledge of content within and across curriculum teaching areas	6	5	6	**6**
2. Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills	6	4	6	**6**
3. Applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills	7	6	7	**7**
4. Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments	6	5	6	**6**
5. Manages learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments	7	6	6	**6**
6. Uses differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences	7	7	6	**7**
7. Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts	6	6	5	**6**
8. Selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT, to address learning goals	6	7	7	**7**
9. Designs, selects, organizes, and uses diagnostic, formative and summative assessment strategies consistent with curriculum requirements	5	6	5	**5**

Teaching is not an individual career; it is impossible to work as a classroom teacher and be entirely removed from your peers and colleagues. In fact, the strength of teachers often comes from their connections with other educational professionals. As a Proficient Teacher, it is essential that you lean on your fellow educators as well as learn from your experience to effectively impart knowledge and enrich teaching practice.

Having seen how Indicator 7.3.2 can be achieved, you are now ready to think of strategies to help you participate in professional networks to share knowledge and to enhance practice effectively.

The following table presents a summary of illustrations of practice that you may also consider in making your teaching practices aligned with this indicator.

Other Illustrations of Practice

The teacher participates in other professional networks and teacher development programs such as scholarships, distance learning, group action research, teaching circles, communities of practice, and lesson study. He or she seeks opportunities to gain knowledge from diverse networks in order to keep abreast of new educational trends.

For instance, distance or online learning for teachers is a mode of study that allows teachers to study most or all of a course without attending at a campus-based institution. Distance can refer to both material and interaction. Distance learning provides access to learning when the source of information and the learners are separated by time and distance, or both. During this type of education teacher-students communicate with the faculty and other students via e-mail, electronic forums, videoconferencing, chat rooms, bulletin boards, instant messaging and other forms of computer-based interaction.

The teacher shares knowledge gained from participating in professional networks through other means like group research writing, oral and poster presentations, publications, and posts in teacher online communities.

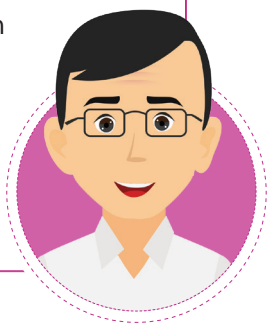
As an example, the teacher does not only search for and download materials from online professional networks. He or she also interacts with other professionals by posting teaching articles, images, videos and by offering tips, ideas, and solutions to problems. In return, he or she is exposed to an entirely different world of information and career growth opportunities.

The teacher enhances practice by applying knowledge gained from professional networks to teaching-learning process. Enhancement of practice based on the indicators is assessed through the COT-RPMS conducted four times within the school year. The teacher also assesses the improvement of his or her practice through the monitoring and evaluation of learner progress and achievement as these inform the teacher about his or her teaching and help him or her make more informed instructional decisions.

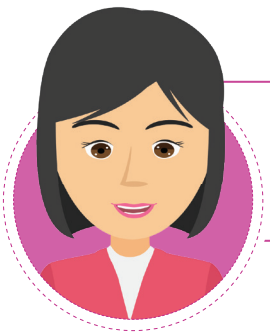
PROFESSIONAL DEVELOPMENT PLAN

After you have explored the different key concepts on participating in professional networks to share knowledge and to enhance practice, 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.

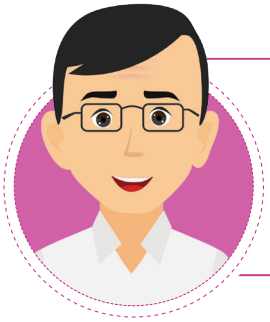


STRENGTHS *What are the skills you are good at?*	**DEVELOPMENT NEEDS** *What are the skills you need to improve?*	**ACTION PLAN** *What can you recommend for your development intervention?*	**TIMELINE** *When will you implement your plan?*	**RESOURCE NEEDED** *What assistance/ resources do you need to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



Happy planning!

RESOURCE LIBRARY



We also provide you with resources with annotations that can help you further understand the indicator. We hope that you find them useful to know the indicator and to improve your teaching practice.

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This article explains how joining a professional teacher organization can be one way to keep up with the latest breakthroughs, technology and information in education.

Department of Education. (2016). The Learning Action Cell as K to 12 Basic Education Program School-based Continuing Professional Development Strategy for the Improvement of Teaching and Learning. Department Order No. 35, s. 2016.
The DepEd Order provides guidelines for the development and implementation of Learning Action Cell Sessions as continuing professional development strategy for the improvement of teaching and learning.

Department of Education. (2005). Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance Therewith. Department Order No. 9, s. 2005.
The DepEd Order provides specific measures for the increase of engaged time-on-task in order to meet the required number of school days in every school year and the time allotment for the different subjects in every school day by lessening activities that take teachers and/or students away from the classroom.

Klindt, Rob. (2013). The Best Online Communities for Teachers. Retrieved from http://online-education-degrees.org/2013/09/12/online-communities-teachers/
This article identifies and provides an overview of some of the more popular teacher communities.

LinkedIn Corporation. (2018). Retrieved from https://www.linkedin.com/feed/
This online community for educators and other professionals allows members to create profiles and "connections" to each other in an online social network which may represent real-world professional relationships.

Osamwonyi, Eduwen. (2016). In-Service Education of Teachers: Overview, Problems and the Way Forward. Retrieved from http://files.eric.ed.gov.fulltext/EJ1115837.pdf
This research article focuses on the overview and problems of in-service education of teachers. It also provides relevant suggestions to achieve better staff development program aimed at helping teachers to update their knowledge, expertise, skills, and competence in the teaching profession.

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Watson, Angela. (2016). 6 Ways to Make Co-Planning Lessons More Efficient. Retrieved from https://thecornerstoneforteachers.com/truth-for-teachers-podcast/6-ways-make-co-planning-lessons-efficient/
This post gives suggestive ways in co-planning lessons efficiently as support for teachers.

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BASIC EDUCATION SECTOR TRANSFORMATION (BEST) PROGRAM
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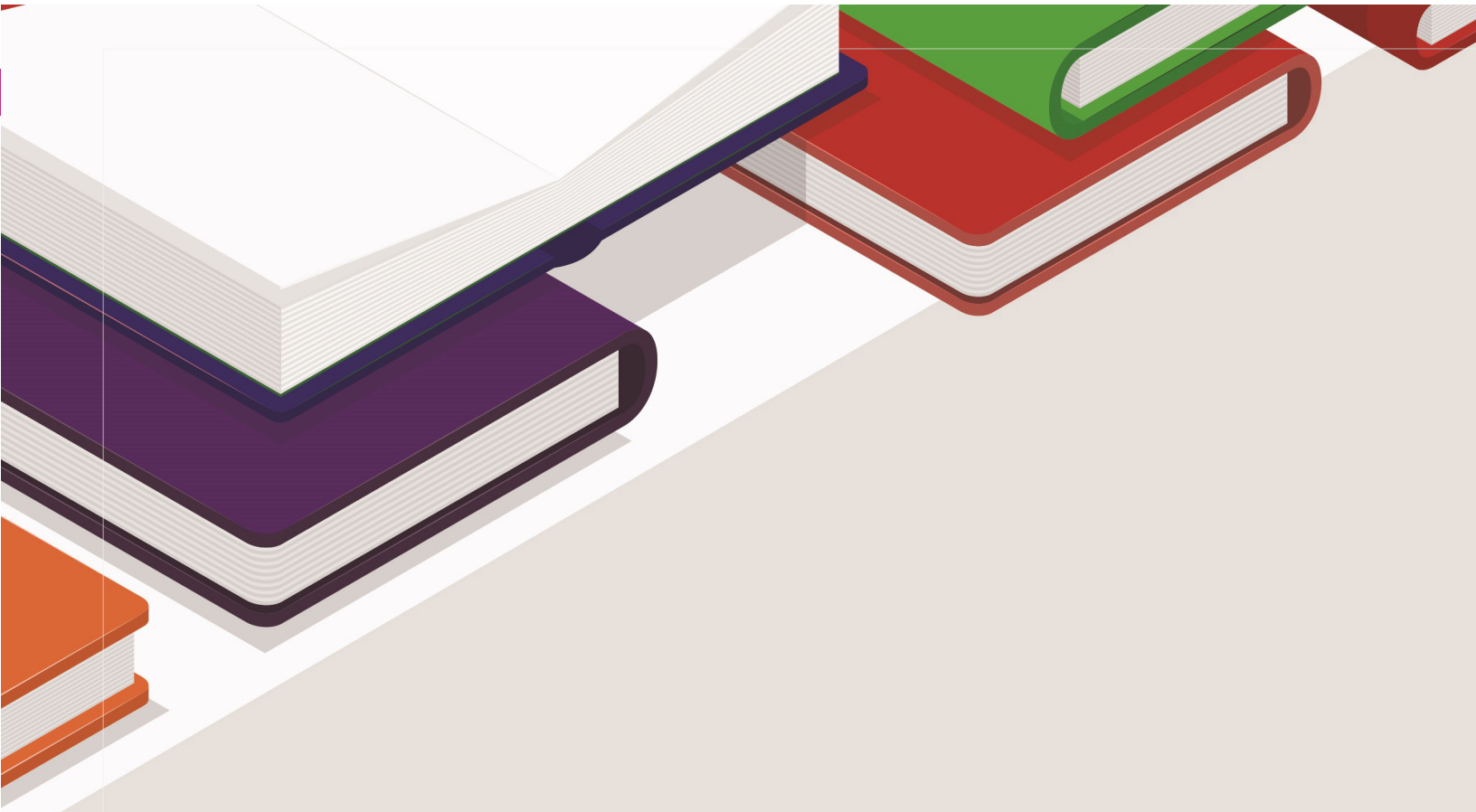

BUREAU OF HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT

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BEST Basic Education Sector Transformation

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