



Republic of the Philippines
Department of Education
TEACHER EDUCATION COUNCIL

MODULE

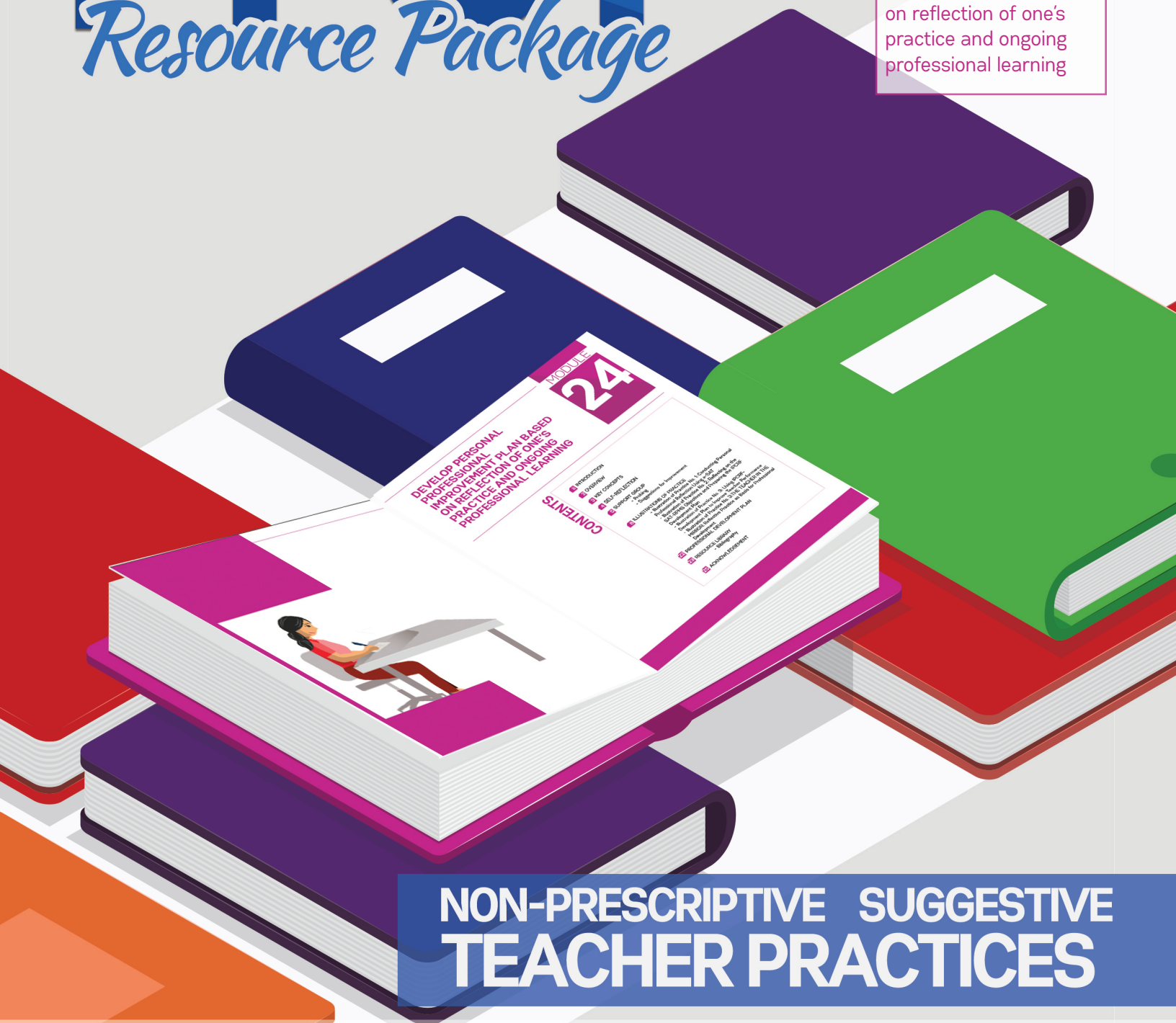
24

PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS

PPST

Resource Package

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



NON-PRESCRIPTIVE SUGGESTIVE
TEACHER PRACTICES



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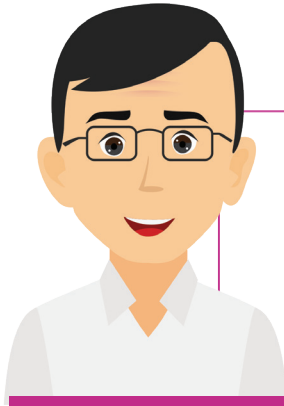
7.4.2 Develop a personal professional improvement plan based on reflection of one's practice and ongoing professional learning



NON-PRESCRIPTIVE SUGGESTIVE
TEACHER PRACTICES

INTRODUCTION TO TEACHERS' RESOURCE PACKAGE

*Hello, dear Teacher!
Welcome to this Resource Package.*

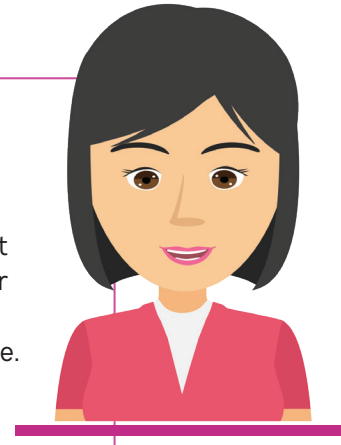


I am Teacher Rey!

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?

And I am Teacher Dulce!



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

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

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

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

How can this resource package help you?

This resource package can help you as it:

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

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

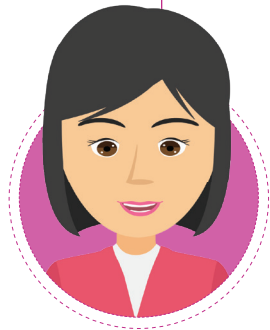
Why do you need this resource package?

You will find the materials here useful if you:

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

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





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



The modules explore the following indicators.



MODULE 13

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

MODULE 14

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



MODULE 15

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

MODULE 16

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



MODULE 17

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



MODULE 18

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

MODULE 19

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



MODULE 20

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

MODULE 21

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



MODULE 22

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



MODULE 23

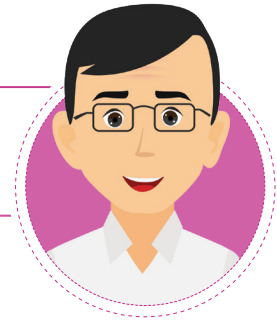
7.3.2 Participate in professional networks to share knowledge and enhance practice

MODULE 24

7.4.2 Develop a 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;

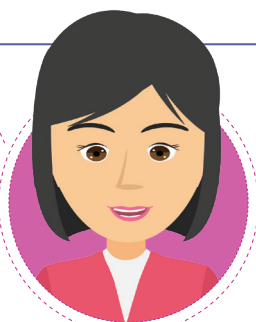
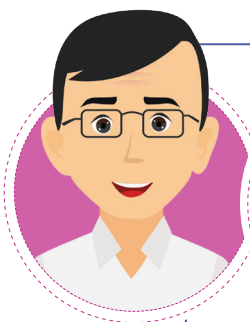


RESOURCE LIBRARY provides resources with annotations that can help you further understand the indicator.

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.

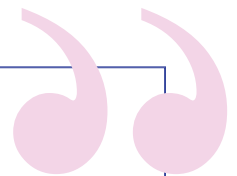
We encourage you to actively engage with the texts as you read through the module.

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.





DEVELOP A PERSONAL PROFESSIONAL IMPROVEMENT PLAN BASED ON REFLECTION OF ONE'S PRACTICE AND ONGOING PROFESSIONAL LEARNING

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OVERVIEW



Hello, Teachers! Welcome to Module 24.

I'm Teacher Rey and with me is Teacher Dulce. We are members of the support group. In this module, we will help you develop a professional development plan based on your reflection of practice and ongoing professional learning. You might need our input here in order for you to perform well in your teaching practice.

As we move along, let's consider this picture.



Analyzing the results of your RPMS-SAT will help you identify the possible plan of action for your Personal Professional Improvement Plan

We will conduct personal professional reflection of your teaching practices to identify your level of capability and priority for development based on the objectives of Self-Assessment Tool (SAT-RPMS). Moreover, we will analyze the results of your Self-Assessment Tool - Results-Based Performance Management System (SAT-RPMS) and will develop a plan that incorporate activities and interventions that can enhance your professional learning. We will also look on how these interventions or activities can help address your priority for development and / or improve more on the area where your level of capability as a teacher is high.

Proficient teachers, just like any other students, have unique learning styles. Each learning style requires the development of a personalized improvement plan.

The different modalities of learning and development programs like Learning and Action Cell, Formal Knowledge or Skill Transfer, Relationship and Discussion-Based Learning and Job Embedded Learning, need to develop into some more comprehensive professional development opportunities which are ongoing and aligned with the Philippine Professional Standards for Teachers (PPST) to further enhance current practice and significantly contribute to the teaching-learning process. Furthermore, the modalities of learning and development program to be selected must be modified to make it responsive to the identified needs of teachers.

In this module, we will focus on:



STRAND: Professional links with colleagues



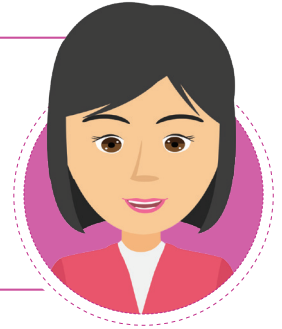
INDICATOR: 7.3.2 Participate in professional networks to share knowledge and to enhance practice



KEY CONCEPTS



To better appreciate the indicator, let us study the following key concepts in the context of this module. Knowing these concepts will help us gain a deeper understanding of the indicator and develop a personal professional improvement plan that will improve our teaching practice.



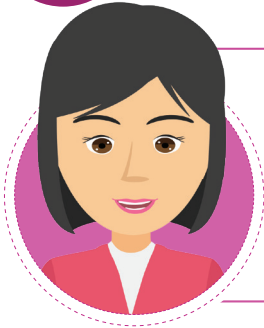
PERFORMANCE COMMITMENT AND REVIEW FORM

DEVELOPMENT PLAN (IPCRF-DP) refers to the RPMS-PPST Development Plan developed based on the results of the Self-Assessment Tools (SAT) and reflection of one's practice and ongoing professional learning. It is part of the Individual Performance Commitment Review Form (IPCRF).

PROFESSIONAL LEARNING refers to learning that develops professional knowledge and /or practice.



SELF-REFLECTION



Before we go further, let us reflect on our current practice regarding the preparation of IPCRF-Development Plan. Are you ready?

By looking at the indicator, I have written down my own reflections on the IPCR-Development Plan.



KNOWLEDGE

As a Proficient Teacher, I know...

...that a development plan is prepared based on reflection of one's practice and is used for ongoing professional learning.

SKILLS

As a Proficient Teacher, I do...

...reflect on my teaching practice using the e-Self Assessment Tool (e-SAT) and develop IPCRF-Development Plan based on its results.

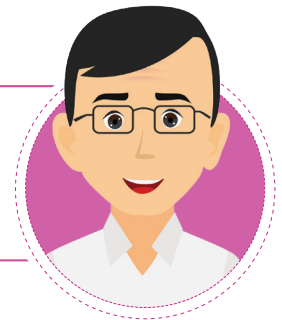
ATTITUDES

As a Proficient Teacher, I feel...

...I am more reflective on my personal and professional teaching practice to know my level of capability and priority for development.



Amazing! It was a good reflection, Teacher Dulce! Now, dear Teachers, 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

As a Proficient Teacher, I know...

SKILLS

As a Proficient Teacher, I do...

ATTITUDES

As a Proficient Teacher, I feel...



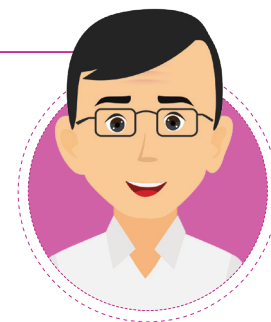
SUPPORT GROUP



Hello Teachers! I am Teacher Rey. I am here again to guide you through in using this module with the indicator 7.4.2 Develop a personal professional improvement plan based on reflection of one's practice and ongoing professional learning.

Let me introduce to you Teacher Joan, a Proficient Teacher handling Grade Seven Science. She will share with us her experience in developing IPCRF-Development Plan. Let us see how we can help Teacher Joan come up with appropriate plan that will enhance her professional learning.

The following is a transcript of the discussion between Teacher Joan and her principal, Principal Rhea when they met to discuss the results of her SAT-RPMS.



Principal Rhea: Based on the results of your SAT-RPMS, what objective did you identify as your priority for development?

Teacher Joan: Ma'am, the results of self-assessment shows that I have low level of capability in Objective 2.3. It is about using differentiated, developmentally-appropriate learning experiences to address learner's gender, needs, strengths, interests and experiences.

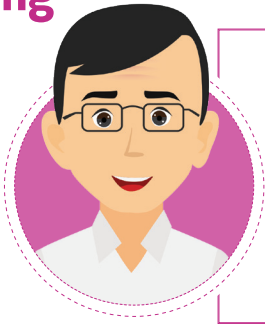
Principal Rhea: Would you like to share with me your experiences and practices on this indicator and the reasons why you think your level of capability is low?

Teacher Joan: This objective was actually one of the focus areas of my IPCRF-Development Plan last school year. However, there were failures on my part to come up with specific plan of action that will address the specific needs and diversity of learners in the classroom. I had always the tendency to use similar strategies and activities in all my classes, failing to consider their diverse needs and interests. I think I have to adjust my plan last year so that it will be more learner-responsive and specific.

Comment: Also add that the teacher intends to participate in professional development activities, e.g., learning action cells, e-learning, workshops and seminars in order to acquire new strategies on using differentiated, developmentally appropriate learning experiences. Please refer to the sample IPCRF-Development Plan (see attached).

Principal Rhea: I am glad that you can reflect on your practices in the classroom. I am now challenging you to think of different strategies/intervention that will make your teaching better and will address the specific needs of your learners.

Probing



After determining your areas of strength and priorities for improvement, you should discuss it with your principal, just like what Teacher Joan did.

You may wish to answer the following questions so that you can come up with your final plan of action for your personal professional improvement.

- 1 Based on Teacher Joan’s meeting with Principal Rhea, what is her priority for development? What is her level of capability for that objective? Write your answer in the table below.

TEACHER JOANA’S PRIORITY FOR DEVELOPMENT:

Objective:	Level of Capability	Priority for Development

- 2 What is the reflection of Teacher Joan in terms of her practice of Objective 2.3?

_____.

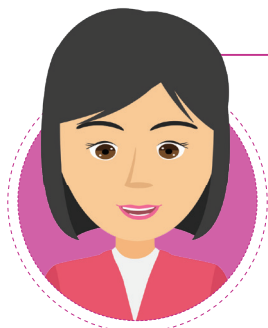
- 3 Why should the teacher discuss the results of RPMS-SAT with the principal?

_____.

- 4 If you were to suggest three strategies that will help Teacher Joan to improve her practice as a teacher, what would these be?

_____.

Suggestions for Improvement



As teachers, we are on an endless journey where we always look for new ideas and strategies to improve our skills, learn new information, all gears toward helping our learners to succeed.

It takes a lot of effort and hard work to improve as a professional teacher. Furthermore, it takes a lot of patience and time to continuously grow. That is why, after determining the priority for development, teachers must select appropriate strategies and interventions improve personally and professionally.

The following are tips that can help teachers identify strategies and activities for professional improvement:

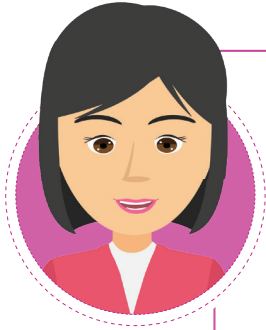
1. Focus on your identified priorities for development.
2. Review and analyze your teaching practices that contributed to your identified level of capability.
3. Gather feedback from colleagues and use them in selecting appropriate intervention. Take advantage of these feedback given during your mentoring and coaching sessions with your school head and master teacher.
4. Keep records of daily reflection in a journal and use them as basis for professional improvement. Use also the reflection parts in your DLL to determine the kind of intervention that will help address the priority for development.
5. Ask advise from your school head and colleagues for the needed professional and logistical support as well as for possible professional trainings that you can attend.

Other strategies:

- 1. Read** – Join a professional scholarly journal, go online and read educational blogs, or read some literature on education. Knowledge is power.
- 2. Participate** – Go to educational conferences or workshops, or attend online seminars. Participation in these types of event will make you a more effective teacher.
- 3. Join a Group** – There are many groups you that you can join, online and off. All of these groups are a great source of information as well as inspiration. You can learn a lot from other professionals who have years of experience.
- 4. Observe Your Peers** – An effective teacher takes the time to observe other teachers. These teachers can be a great source of knowledge for you. You can find a new strategy to teach or behavior management plan to implement.
- 5. Share** – Once you have improved your performance, then you should share your knowledge with others. Contribute to your profession, and others will be thankful.



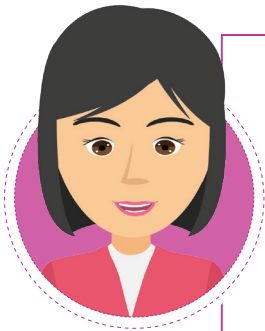
ILLUSTRATIONS OF PRACTICE



As teachers, we all want to grow -- that's why we develop IPCRF-Development Plan that will help improve our professional practice. This plan helps to keep our progress as teachers and leads us to self-improvement. Our role as a teacher has many dimensions, and oftentimes it's easy to get overwhelmed and stressed out. Developing IPCRF-Development Plan can help alleviate some of those negative feelings and make you feel better about yourself and your career. The following illustrations of practice will help us in our journey to professional improvement.

ILLUSTRATION OF PRACTICE NO. 1:

Conducting Personal Professional Reflection Using e-SAT

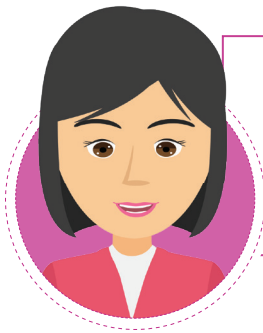
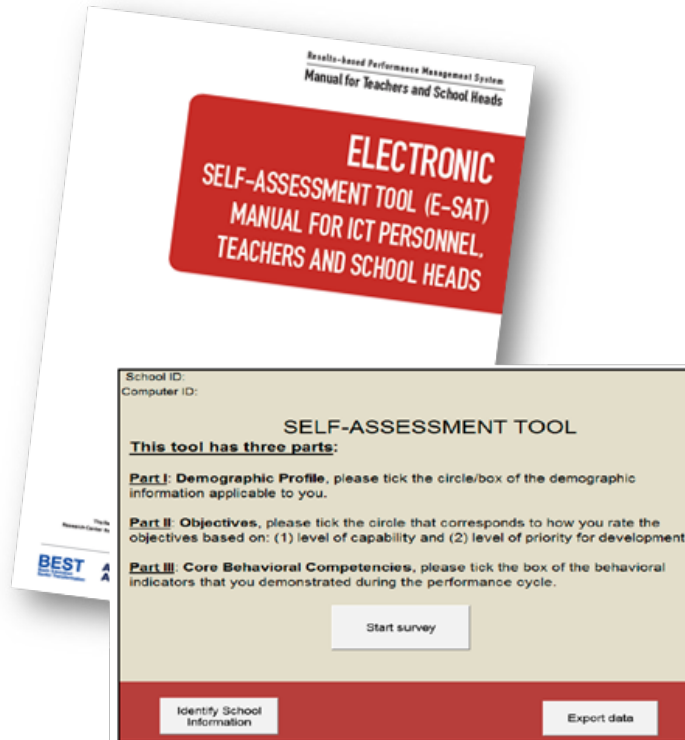


Reflecting on the objectives of SAT-RPMS will help the teacher to look back at his/her teaching practice. It also enables the teacher to understand himself/herself and more importantly, the learners. Reflecting on these objectives does not only mean just looking back on past actions in the classroom, but also taking a conscious look at possible actions, interventions and responses that will help improve the existing level of practice (Peechattu, Matthew & Matthew, 2016).

While the IPCRF-Development is prepared at the beginning of the school year to serve as guide of the teacher, it is also important that the teacher makes use of reflection as part of professional practice. Consequently, at the beginning of the school year, the reflections based on each of the SAT-RPMS objectives can be used as basis for the development of a plan that will help improve teaching practices in the succeeding school year.

An electronic version of the Self-Assessment Tool (e-SAT) was also developed and rolled out for use by teachers. The e-SAT is accompanied by a guide.

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



Let us first help Teacher Joan, a Grade 9 Science teacher, accomplish the e-SAT and then reflect on the objectives so that the levels of capability shall be reflective of her actual practice.

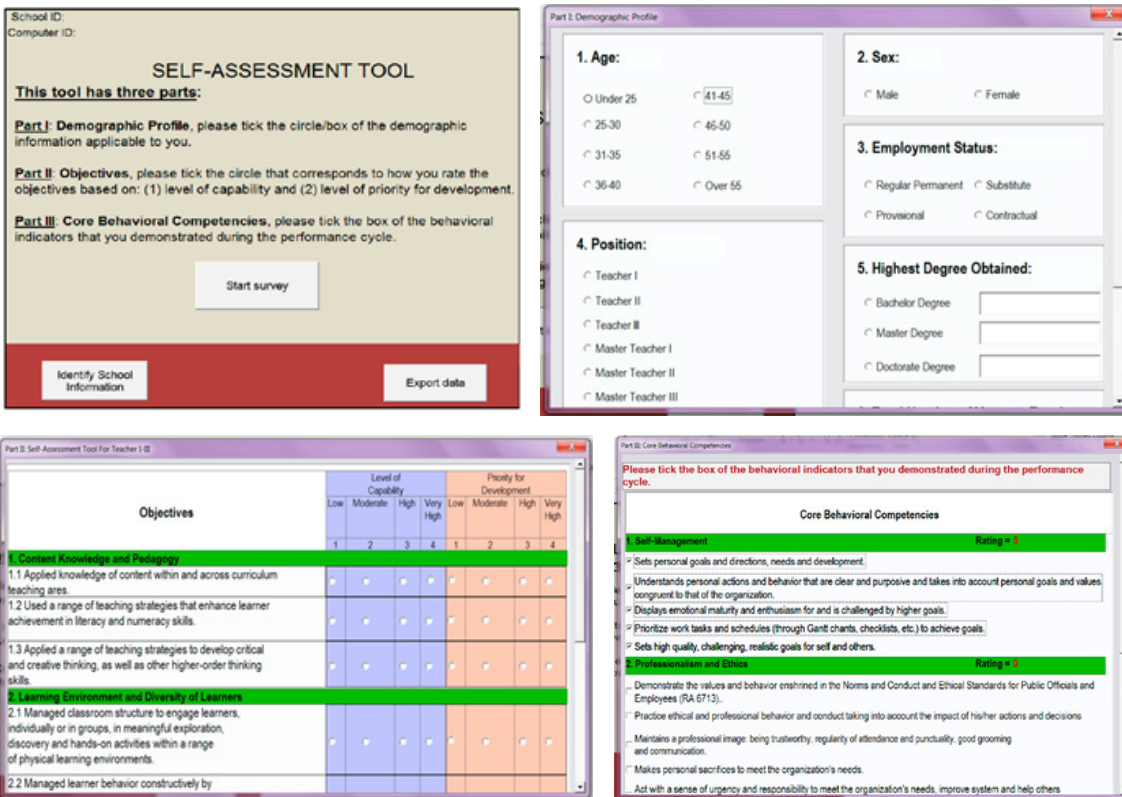
Accomplishing the e-SAT

The e-SAT is a self-assessment questionnaire designed for teachers to reflect on the different objectives based on the PPST indicators that relate to their professional work. The results of the e-SAT will guide the teacher on which RPMS indicators he or she must improve and what areas he or she needs coaching and mentoring.

Ultimately, the purpose of e-SAT is to support teachers' performance and professional development.

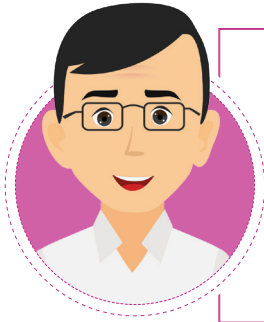
Parts of the e-SAT:

- 1. Introduction.** This page introduces the parts and purposes of the e-SAT.
- 2. Demographic Profile.** This part collects the teacher’s demographic information, such as age, sex, rank or position, highest degree obtained, among others.
- 3. Objectives.** This page contains the 13 objectives of the SAT-RPMS. Using a four-point Likert scale, the teachers will rate themselves in terms of how capable they are in performing each objective and what level of development priority they give to each objective.
- 4. Core Behavioral Competencies.** This part allows teachers to rate themselves in terms of the behavioral indicators that they demonstrate during the performance cycle. These competencies are the same for all DepEd personnel.



HOW TO DO IT

- The RPMS-PPST Manual presents the following steps when accomplishing the e-SAT:
1. Identify your SAT-RPMS corresponding to your position. As Proficient Teachers you should use the SAT-RPMS for Teacher I-III. If you are a Senior High School Teacher, use the SAT-RPMS corresponding to your rank / position regardless of the number of years in service.
 2. Take the e-SAT. After consenting to take the survey, accomplish the different parts, namely: 1) Demographic Profile; 2) Objectives; 3) Core Behavioral Competencies.
 - a. Provide demographic information about yourself in Part I by shading the circle that is appropriate to you. This information includes age, sex, rank or position, among others



Teacher Joan, a 23 year-old Regular Permanent Teacher has been in the service for only one year. Her specialization is Biology but she teaches all components of Science in Grade 7 at a Junior High School in Region IV-CALABARZON. Using all these information, let us help her accomplish the first part of the SAT-RPMS.

After accomplishing the Part I of the SAT-RPMS based on the information about Teacher Joan, it will look like this:

PART I: DEMOGRAPHIC PROFILE
Please shade the circle that is applicable to you.

- Age**
 - Under 25
 - 25-30
 - 31-35
 - 36-40
 - 41-45
 - 46-50
 - 51-55
 - Over 55
- Sex**
 - Male
 - Female
- Employment Status**
 - Regular Permanent
 - Provisional
 - Substitute
 - Contractual
- Position**
 - Teacher I
 - Teacher II
 - Teacher III
- Total Number of Years in Teaching**
 - 0-3 years
 - 4-10 years
 - More than 10 years
- Highest Degree Obtained**
 - Bachelor's Degree _____
 - Master's Degree _____
 - Doctorate Degree _____
- Area of Specialization**
 - English
 - Filipino
 - Mathematics
 - General Science
 - Biology
 - Chemistry
 - Physics
 - Others (Specify) _____
- Subject(s) Taught**
 - English
 - Filipino
 - Mathematics
 - Araling Panlipunan
 - MAPEH
 - Values Education
 - Others (Specify) _____
- Grade Level Taught**
 - Kindergarten
 - Elementary
 - Secondary
 - Junior High School
 - Senior High School
- Curricular Classification of the School**
 - Kindergarten
 - Grade 1-6
 - Grade 7-10
 - Kinder and Grade 1-6
 - Kinder and Grade 7-10
 - Grade 1-6 and Grade 7-10
 - Kinder, Grade 1-6, Grade 7-10
 - Kinder, Grade 1-6, Grade 7-10 attached to Tertiary
 - Grade 11-12
 - Kinder and Grade 11-12
 - Grade 1-6 and Grade 11-12
 - Grade 7-10 and Grade 11-12
 - Grade 1-6, Grade 7-10 and Grade 11-12
 - Kinder, Grade 1-6, Grade 7-10 and Grade 11-12
 - Kinder, Grade 1-6, Grade 7-10 and Grade 11-12 attached to Tertiary
 - Kinder, Grade 7-10 and Grade 11-12
 - Kinder, Grade 1-6 and Grade 11-12
- Region**
 - Luzon**
 - National Capital Region
 - Cordillera Administrative Region
 - I - Ilocos
 - II - Cagayan Valley
 - III - Central Luzon
 - IV - CALABARZON
 - IV - MIMAROPA
 - V - Bicol
 - Visayas**
 - VI - Western Visayas
 - VII - Central Visayas
 - VIII - Eastern Visayas
 - Mindanao**
 - IX - Zamboanga Peninsula
 - X - Northern Mindanao
 - XI - Davao Region
 - XII - SOCCSKSARGEN
 - XIII - Caraga
 - Autonomous Region in Muslim Mindanao

b. Accomplish Part II. This part contains the 13 objectives of the SAT-RPMS. Using a four-point Likert scale, rate yourself in terms of how capable you are in performing each objective and the development priority you give to each objective.

This part looks like this:

PART II: OBJECTIVES

There are two columns for every objective. Please shade one circle in each column corresponding to how you rate each objective according to the **level of your capability in performing each objective** and the **development priority you give to each objective**.

In the box below, please provide any general comments you may have about the objectives.

OBJECTIVES	Level of Capability				Priority for Development			
	Low	Moderate	High	Very High	Low	Moderate	High	Very High
	1	2	3	4	1	2	3	4
1. Content Knowledge and Pedagogy								
1.1 Applied knowledge of content within and across curriculum teaching areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2 Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3 Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Learning Environment and Diversity of Learners								
2.1 Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2 Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3 Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional: In the space provided, you may want to make some personal comments about your practice and the objectives on this page.

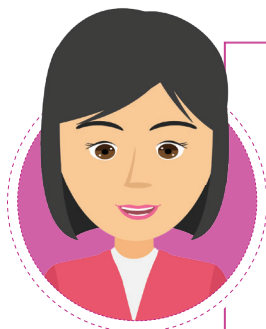
Note: The teacher can rate an objective "High" or "Very High" in terms of level of priority of development even if he or she already rated it "High" or "Very High" in terms of capability. The teacher is encouraged to make it an objective identified as strength a priority or areas for improvement if he or she aspires to enrich it.

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

3. Print the results of the e-SAT, with the assistance of the school ICT coordinator and prepare your IPCRF-Development Plan based on the results of the e-SAT.
4. Discuss your IPCRF-Development Plan with your Principal.
5. Come to an agreement with your Principal about your final Development Plan.

ILLUSTRATION OF PRACTICE NO. 2:

Reflecting on the SAT-RPMS Objectives and Preparing the IPCRF Development Plan



After accomplishing the e-SAT, you are now ready to prepare your Development Plan. This plan basically contains the objectives where you, as a teacher is strong, and the objectives that will be your priorities for improvement. Some of the objectives might have also been one of your priorities for development during the previous year. In this case, there is a need to identify strategies and activities that will enhance your previous plan. You will also indicate the time line by which you intend to carry out these strategies. Several strategies can be used to be able to accomplish your objectives.

Let us consider the sample SAT-RPMS below. It shows the teacher's responses to different objectives under Content Knowledge and Pedagogy and Learning Environment and Diversity of Learners.

OBJECTIVES	Level of Capability				Priority for Development			
	Low	Moderate	High	Very High	Low	Moderate	High	Very High
	1	2	3	4	1	2	3	4
1. Content Knowledge and Pedagogy								
1.1 Applied knowledge of content within and across curriculum teaching areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2 Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3 Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Learning Environment and Diversity of Learners								
2.1 Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2 Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3 Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1. Based on the rating, the following analysis can be made:
 - a. In Objective 1.1, the teacher rated herself Moderate in terms of capability in performing the objective and High in terms of priority for development. Though the teacher thinks that her performance of this objective is at moderate level, she thinks that there is still a need for her to improve so she rated herself High instead of Very High. In her Professional Development Plan, this objective will be one of her priorities for development.
 - b. If the rating for an objective is Very Low in terms of capability to perform and Very High in terms of priority for improvement, the teacher should consider it as a top priority for improvement.
 - c. In Objective 2.3, the rating is Low in terms of her level of capability in performing the objective. Consequently, said objective will be her high priority for development. Her plan of action should therefore focus on improving her ability to use differentiated and developmentally appropriate activities for different types of learners.
 - d. Your plan of action should focus on at least three (3) priority areas. In the case of the sample e-SAT, there is only one objective with Very Low Capability, so the teacher can include those with Moderate level in her priorities for development.
 - e. You can seek the assistance of Master Teachers or senior teacher in your school in analyzing the results of your SAT-RPMS. Your school principal will also help you in finalizing your plan of action both for your areas of strength and priorities for development.

HOW TO DO IT

Deciding on the Personal Professional Development Strategies

To help you achieve your objectives, there is a need to choose carefully your personal professional development strategies. It may be helpful if you know the different strategies that can improve your priorities for development. It is also important to write more specific professional activities you intend to engage in to achieve your objectives. Examples are: Attending District Training on Differentiated Instruction and Surfing online materials and strategies in providing differentiated activities for learners with special needs.

Some strategies can be done by the teacher through her own initiative. These are collectively called as independent actions by the teacher. There are a lot of online resources that teachers can visit to look for the latest and more effective strategies and techniques in teaching. Teachers can also learn on her own different software that can enhance her teaching practice. To improve and to gather evidences, teachers can also conduct action research that will help her develop teaching and learning interventions. Moreover, a lot of reading materials and professional magazines are available both online and commercially which can be source of teachers' professional learning.

Other strategies are those that are called supported actions. Teachers may engage in any of the following to further enhance teaching practices:

- School visit
- Peer Review or Peer Observation
- Continuing formal education (graduate studies)
- Attending trainings, seminars, workshops
- Joining Professional Learning Community

Tapping Possible Resources:

A. Human Resource

This includes potential mentors who may be sitting right beside you just waiting to share their talent and time. These are your co-teachers who may have STRENGTHS in the objective where your rating is Low. You may also act as Peer Adviser to fellow teachers in the objective where you rated yourself High or Very High. Your school principal also possesses the capability to help you through coaching and mentoring. Human Resource may also include the experts in the Division Office from other schools and from the community who may possess the expertise to help you achieve your objectives.

B. Material Resource

This includes materials that can be availed from the district and division office. The Department of Education has its own learning resource system called Learning Resource Management and Development System (LRMDS), a portal that contains learning materials, curriculum guides and teaching guides which can be accessed by teachers online.

Other teaching materials can be downloaded from reliable internet sites to support the teachers' personal professional activities. Some examples of online sites are: Science Buddies, technology.com, among others.

C. Logistics

Funding for trainings and seminars may be sourced from the school MOOE. There are other trainings and workshops sponsored by private colleges and universities and industries for free. Those trainings sponsored by the Department of Education can be attended through the MOOE and local funds subject to usual accounting guidelines, while those that are offered by private organizations cannot be charged to MOOE.

Setting the Time Frame

The IPCRF-Development Plan is for a period of one school year. The time frame you will set for yourself depends on your determination and commitment to do something for the improvement of your professional practice based on the identified urgent and priority areas for development. Do not forget that one important consideration in setting the time frame is that it must be realistic and doable. The dates you will write in your plan should serve as an alarm clock that will remind you of your responsibility for yourself and your learners.

Here is an example of a completed Personal Professional Improvement Plan:

PROFESSIONAL DEVELOPMENT PLAN				
Name: Joan Irish P. Francia School: Cotta National High School		Division : Lucena City School Year: 2019-2020		
Strengths <i>(The competencies which the ratee demonstrated consistently and the area where the ratee meet or exceeds expectations)</i>	Development Needs <i>(The competencies which the ratee rarely demonstrates and the area where the ratee has room for improvement)</i>	Action Plan <i>(What can you recommend for your development intervention in using differentiated developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences?)</i>	Timeline <i>(When will you implement your plan?)</i>	Resources Needed <i>(What assistance/ resources do you need to implement the plan?)</i>
Teaching Competencies (PPST)				
KRA 2, Indicator 2 Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments	KRA 2, Indicator 3 Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences	<p>Strategies</p> <p>"I will maximize student learning by improving my craft in preparing and using differentiated strategies that will address gender, needs, interests and experiences of my learners to get to at least 75% mastery level every periodical assessment. This will be evidenced by rating of at least 5 to 7 on indicator 3 of Domain 2.</p> <p>Benchmarking best practices of Highly Proficient Teachers in designing and using differentiated learning experiences to learners.</p> <p>Self-managed learning focused on reading professional teachers' magazines and online sites with articles on differentiated teaching and learning, and developmental growth of learners and their learning styles and interests.</p> <p>Joining teacher learning community</p> <p>Requesting for technical assistance from Master Teachers and school head thru coaching/counseling.</p>	Year-round	<p>Learning and Development Team</p> <p>Master Teachers, Head Teachers, Principals, Supervisors</p> <p>School Fund/ MOOE/ stakeholders</p>

ILLUSTRATION OF PRACTICE NO. 3:

Using IPCRF-Development Plan to Improve Teacher Performance

The IPCRF-Development Plan shall be updated during Phase 4: Performance Rewarding and Development Planning and shall be informed by the actual ratings of the IPCRF in Phase 3: Performance Review and Evaluation. The results can inform various development interventions in preparation for the next school year, such as conducting Learning Action Cells (LAC) Sessions and Teacher Induction Program (TIP).

Both the teacher and the Principal may also refer to the Development Plans in the monitoring and coaching of the teacher's performance and in providing the necessary interventions.

The IPCRF-Development Plan can also be used to monitor the progression or improvement of teacher competencies during Phase II: Performance Monitoring and Coaching) and validate whether the interventions provided are effective during Phase III: Performance Review and Evaluation. It can guide discussions about goal-setting and professional development needs during Phase IV: Performance Rewarding and Development Planning (Department of Education, 2018).

Further, after Phase III, teachers will update their Development Plan based on the actual results of their IPCRF.

Implementing Development Plan Interventions to Improve Teacher Performance

The following are examples of development plan interventions which the teachers can implement to improve teaching performance:

A. Collaborative Partnership Between and Among Teachers

Teacher collaboration means teachers working together to increase student learning and achievement. It can be considered a journey where the ultimate destination is student achievement. It is an ever-changing, ongoing process which can be enhanced by social networks and new technology (Laurence, 2018).

The practice of teacher collaboration can be done in the afternoon after classes. Collective work in a teaching environment provides an opportunity for inquiry and sharing, allowing teachers to gain new ideas that can be practical in their classroom. Additionally, collaboration can contribute to a shared responsibility for student achievement.

Organizing a teaching learning community as a form of teacher collaboration is the most common practice that can be done in school. It can help provide teachers with the following benefits:

1. Increased opportunities to discuss concepts, skills and problems that arise during professional development experiences.
2. Increased opportunities to share common curriculum and assessment materials.
3. Ability to integrate what they learn with other aspect of instructional context.
4. Ability to sustain changes in practice over time
5. Development and strengthening of shared professional culture

HOW TO DO IT

To make Teacher Learning Communities work, Hanover Research (2017) recommended the following practices:

1. Have a clear mind before starting a TLC.
2. Rotate group leadership.
3. Make sure all adopted strategies are grounded in research.
4. Try the ideas in a real-world setting.
5. Create protocols for talking and behaving.
6. Have each participant write down the action they commit to taking before the next meeting takes place.
7. Keep a journal to track your experiences and reflect on implementing the new strategies.



A teacher-learning community at work

SUGGESTED TLC MEETING AGENDA

AGENDA	PERSON RESPONSIBLE	TASKS
Introduction	Facilitator	<ul style="list-style-type: none"> • Review roles and expectations • Review agenda for the day
Previous Topic Homework	All members	<ul style="list-style-type: none"> • Sharing and reflecting on classroom experiences and students works
New Topic	Facilitator and Members	<ul style="list-style-type: none"> • Introduction of New Topic • Identify what to reflect on • Make commitment about classroom practices & activities teachers will try and who will be responsible presenting next meeting.

B. GETTING THE BEST OUT OF MENTORING

Mentoring is a development tool with proven beneficial impact on teacher's effectiveness, confidence and career advancement. It is conducted based on mutual trust between the mentee and the mentor who uses expertise and knowledge to support the development of a colleague. Most mentoring happens between a more senior teachers and more junior colleagues, but peer mentoring can also be possible between colleagues with little or no difference in seniority (Anders and Richmond, 2014).

Benefits of Mentoring for the mentee

- Increased self-awareness, motivation and confidence
- Greater clarity of purpose and productivity
- Increased organizational knowledge and know-how
- Improved skills
- Focus and preparation for the future and career aspirations

Benefits for the mentor include:

- Gain new perspectives
- Keeping in touch with the realities and challenges facing junior teachers
- Development of inter-personal skills
- Personal satisfaction
- Contribution to wider departmental and school goals

At the heart of mentoring is the relationship between the mentee and the mentor. In common with all relationships it is dynamic – it changes over time. A mentoring relationship that works well for someone at a certain stage of their career might not work at another stage. Sometimes the chemistry just doesn't work. When the mentoring relationship has run its course – it is no longer useful for the mentee – then it is time to bring it to a close.

Here are some suggestions on how a Mentee can Benefit the Most out of Mentoring:

- Take responsibility for their own learning
- Actively shape the mentoring conversations
- Accept challenge
- Be open and honest about themselves
- Be willing to take risks
- Have realistic expectations that are shared and agreed with the mentor
- Take prime responsibility for the meeting arrangements and the agenda

OTHER SUGGESTED STRATEGIES FOR PROFESSIONAL IMPROVEMENT

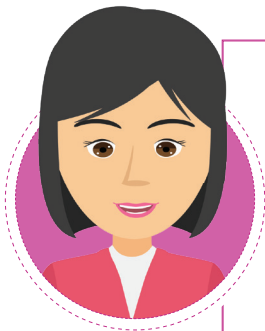
- Attending seminars and workshops
- Subscribing to professional magazines
- Establishing and joining network of teachers
- Searching online
- Enrolling in a graduate or short course
- Attending LAC Sessions
- Benchmarking of practices

ILLUSTRATION OF PRACTICE NO. 4:

THE TEACHER IN THE MIRROR: Reflective Practice as Basis for Professional Development

Reflective practice plays a central role in the teacher's continuous professional development. Systematically inquiring on one's teaching practice enables the teacher to understand himself/herself and more importantly, the learners. Reflecting on one's practice does not only mean just looking back on past actions in the classroom, but also taking a conscious look at emotions, experiences, possible actions and responses that will help improve the existing level of practice (Peechattu, Matthew & Matthew, 2016).

While the Plan for Professional Development is prepared at the beginning of the school year to serve as guide by the teacher, it is also important that the teacher makes use of reflection as part of professional practice. Consequently, at the beginning of the school year, the reflections can be used as basis for the development of a plan that will help improve teaching practices in the succeeding school year.



Let us consider the experiences of Teacher Joana, a Grade 9 Science teacher. She would like to ensure that her plan to improve and promote the quality of her teaching and classroom practices is attained. As a Proficient Teacher, she still believes that there are a lot of techniques that she can explore so that she can improve her plan for professional development or improve her practices that will eventually help her learners achieve better learning outcome. Let us help her think of different strategies to come up with a sound plan based on her teaching practices.

Strategies for Reflective Practice:

1. Use of Reflective Journal / Diary

The easiest way to begin a process of reflection is writing a journal or a diary because it is purely personal. This is simply writing in a notebook what took place during the lesson. The teacher may just describe own reactions and feelings about what was observed during the lesson. The following are the suggested guide questions in writing a journal/diary.

Lesson Objectives

- Did the students understand what we did in the lesson?
- What problems did the students have (if any)?
- Was there a clear outcome for the students?
- What did they learn or practice in the lesson? Was it useful for them?

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

Activities and materials

- What different materials and activities did we use?
- Did the materials and activities keep the students interested?
- Could I have done any part of the lesson differently?

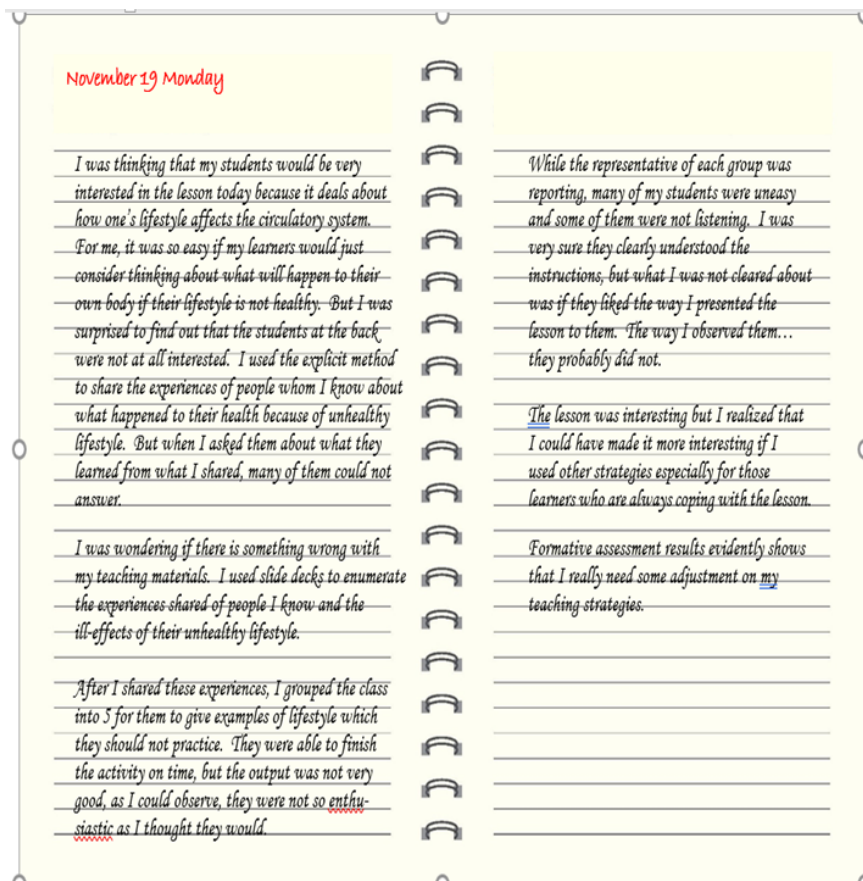
Students

- Were all the students on task (i.e. doing what they were supposed to be doing)?
- If not, when was that and why did it happen?
- Which parts of the lesson did the students seem to enjoy most? And least?

Classroom management

- Did activities last the right length of time?
- Was the pace of the lesson right?
- Did I use whole class work, groupwork, pairwork or individual work?
- What did I use it for? Did it work?
- Did the students understand what to do in the lesson?
- Were my instructions clear?
- Did I provide opportunities for all the students to participate
- Was I aware of how all the students were progressing?

The journal entry below shows the experiences of Teacher teacher in teaching Science. The collection of journal entries can be used by the teacher in coming up with intervention plans to improve teaching practices



2. Recording Lessons

Video or audio recording of your lesson can provide useful information for reflection. Watching your own video or inviting your peers to watch your video recording can help you become aware of your own teaching practices. As a teacher, you may have prepared and did many things to help your learners learn the lesson, but you may not be aware about many things which you can only see in video recordings. It can vividly capture the whole process of teaching and can give you clear idea of what you are while teaching. Consequently, it can trigger your reflective thinking and reflect on your weakness and think of inspiring ideas for your teaching practice to improve. The following considerations can be taken when watching yourself in the video recording:

How much do you talk?

Do you provide clear explanations and instructions?

Do you provide learners opportunities to talk?

How do you respond to the questions of the learners?

How much time do you provide for the activities?

3. Using Feedback from Master Teachers and Peers for Reflection

The idea that even the best teachers can get better can be used as a starting point in making use of peer feedbacks for reflection. Traditionally, classroom teachers get feedback only from instructional leaders such as the principal and supervisors for evaluation.

One good practice to come up with intervention for professional improvement is to reflect on the feedback given by peers. Having teachers exchange collegial feedback gives teachers time to reflect on their own teaching while learning from one another in a nonthreatening manner (Bramschreiber, 2012).

Let us consider the experience of Teacher Wendy, a novice teacher of Araling Panlipunan. She is very eager to learn new things from her colleague so she invited them to visit her in her classroom so she can gather suggestions from them which she can use for improvement. This practice can be used by the school and the gathered feedback throughout the year can be used for self-reflection and basis for the preparation of Individual Development Plan.

However, this practice must be properly supervised, and all the teachers must be guided on how to do feedbacking. The following are useful suggestions:

1. Exchanging of collegial feedback must provide opportunities for self-reflection to improve teaching in a nonthreatening manner.
2. Teachers' acceptance of consistent mutual feedback will not happen overnight, so the school thru the leadership of the school head and the master teacher must train the

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

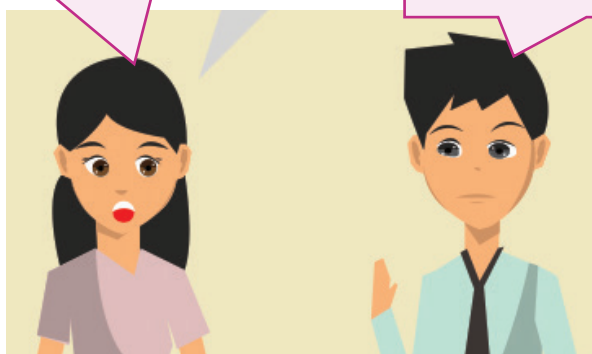
teachers on how to provide and accept mutual feedback and how to use them as basis for the preparation of Individual Development Plan. Through this, the culture of feedback can be created in the school

3. Instill the message to all teachers that everyone improves.

The following are examples of feedback which teachers can make use for reflection:

"You did a good job by presenting to the learners a video about the effects of unhealthy lifestyle to the circulatory system. I think I we can make the lesson more relevant if we can invite an actual person who had experience of having affected by unhealthy lifestyle. Maybe we can invite a friend of mine to share with our Science class next time.

Thank you very much for your suggestion. I appreciate your offer to invite your friend.



Learners' feedback can be useful on providing the teachers about what goes on in the classroom. Their perceptions can add a valuable source for reflection and this can be done by merely asking them and by asking them to answer simple questionnaires.


4. Reflecting based on Classroom Observation Tool (COT)

Classroom observation is a process of providing feedback to a teacher's classroom practice. Feedback given provides quality input for the continuous improvement of teacher practice and provides opportunities to share ideas and expertise, as well as promote mentoring and coaching among colleagues.

During class observation, the instructional supervisor writes the observations on the COT Note form and is given to the teacher during post conference. In one school year, the teacher will have at least four (4) COT which can be used by teacher to read and reflect on own classroom practices. Another COT tool used in classroom observation is the rating sheet which reflect the level of practice of the teacher on a specific indicator.

Shown below are sample COTs:

COT – RPMS OBSERVATION NOTES FORM	
Observer : <u>MA. CORAZON RUBIO</u>	Date: <u>July 18, 2018</u>
Name of Teacher Observed: <u>MARIBEL B. MILLARES</u>	Time Started: <u>8:00AM</u>
Subject & Grade Level Taught: <u>English Grade 7</u>	Time Ended: <u>9:00AM</u>
Observation: ___1 ___2 ___3 ___4	
<ol style="list-style-type: none"> 1. <i>The teacher showed mastery of content within and across curriculum areas .</i> 2. <i>Teacher Mabelle used pictures as motivation in the presentation of her lesson. May I suggest the use of television, laptop and LCD Projector to further engage the learners?</i> 3. <i>Teacher Mabel's teaching strategy is highly effective to some of her students. She should also use a range of teaching strategies that will enhance learners' achievement in literacy and numeracy.</i> 4. <i>She encouraged learners' participation by providing recognition and positive discipline feedback that led to the active involvement of the learners in the activity.</i> 5. <i>I commend the teacher for using varied teaching strategies. However, It would be for the learners' benefit if the teacher will apply other strategies that will engage those learners who are not active in the group activities especially those learners with special needs.</i> 	
<hr style="width: 20%; margin: 0 auto;"/> Observer	



COT-RPMS

TEACHER I-III

RATING SHEET

OBSERVER: Felma A. Dehag DATE: August 05, 2018

NAME OF TEACHER OBSERVED: Marilyn B. Millares

SUBJECT & GRADE LEVEL TAUGHT: English, Grade 7

OBSERVATION 1 2 3 4

DIRECTIONS FOR THE OBSERVER:

1. Rate each indicator on the checklist according to how well the teacher performed during the classroom observation. Mark the appropriate column with a (✓) mark.
2. Each indicator is assessed on an individual basis, regardless of its relationship to other indicators.
3. Attach your Observation Notes Forms to the completed rating sheet.

THE TEACHER:	3	4	5	6	7	NO
1. Applies knowledge of content within and across curriculum teaching areas			✓			
2. Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills		✓				
3. Applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills			✓			
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				✓		
5. Manages learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments					✓	
6. Uses differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences			✓			
7. Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts				✓		
8. Selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT, to address learning goals			✓			
9. Designs, selects, organizes, and uses diagnostic, formative and summative assessment strategies consistent with curriculum requirements			✓			

OTHER COMMENTS:

congratulations for presenting a good demo teaching. to further improve your craft you can integrate ICT and other disciplines in your lesson. your topic will be more interesting if you will apply a variety of teaching strategies. God bless.

Note: For schools with only one observer (i.e. Principal), this form will serve as the final rating sheet.

Signature over Printed Name of the Observer: Felma A. Dehag

Signature over Printed Name of the Teacher: Marilyn B. Millares

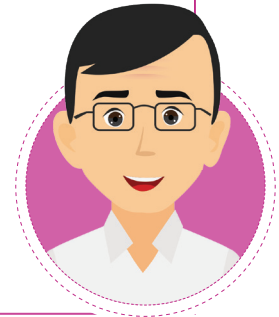
This form is part of the Classroom Observation Tool-RPMS, which was developed through the Philippine National Science Center for Teacher Quality (PCTQ) with support from the Australian Government.



PROFESSIONAL DEVELOPMENT PLAN

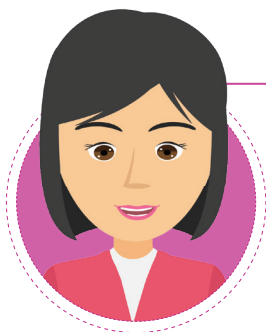


After you have explored the different key concepts on personal improvement plans, you now have a better appreciation of the indicator. Based on your learning in this module, think of what you can do to enhance your personal professional improvement plan.



Fill in your personal professional improvement plan, which is your IPCRF-Development 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>

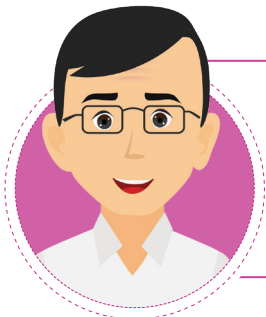


Happy planning!





RESOURCE LIBRARY



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

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An online article about how a teacher-mentee can benefit from mentoring.

Teacher Education And Support System. (2016). Texas. Retrieved from: https://teachfortexas.org/Resource_Files/Evaluation_Process/GSPD_Sample_Document.pdf

An article about Professional Development Plans of teachers.

Teaching English. (2004). Writing a teaching diary – Think. Retrieved from: https://www.teachingenglish.org.uk/sites/teacheng/files/teaching_diary.pdf

This online article gives teachers insights on how to keep track of one's professional teaching practice through a journal of reflection and diary.

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

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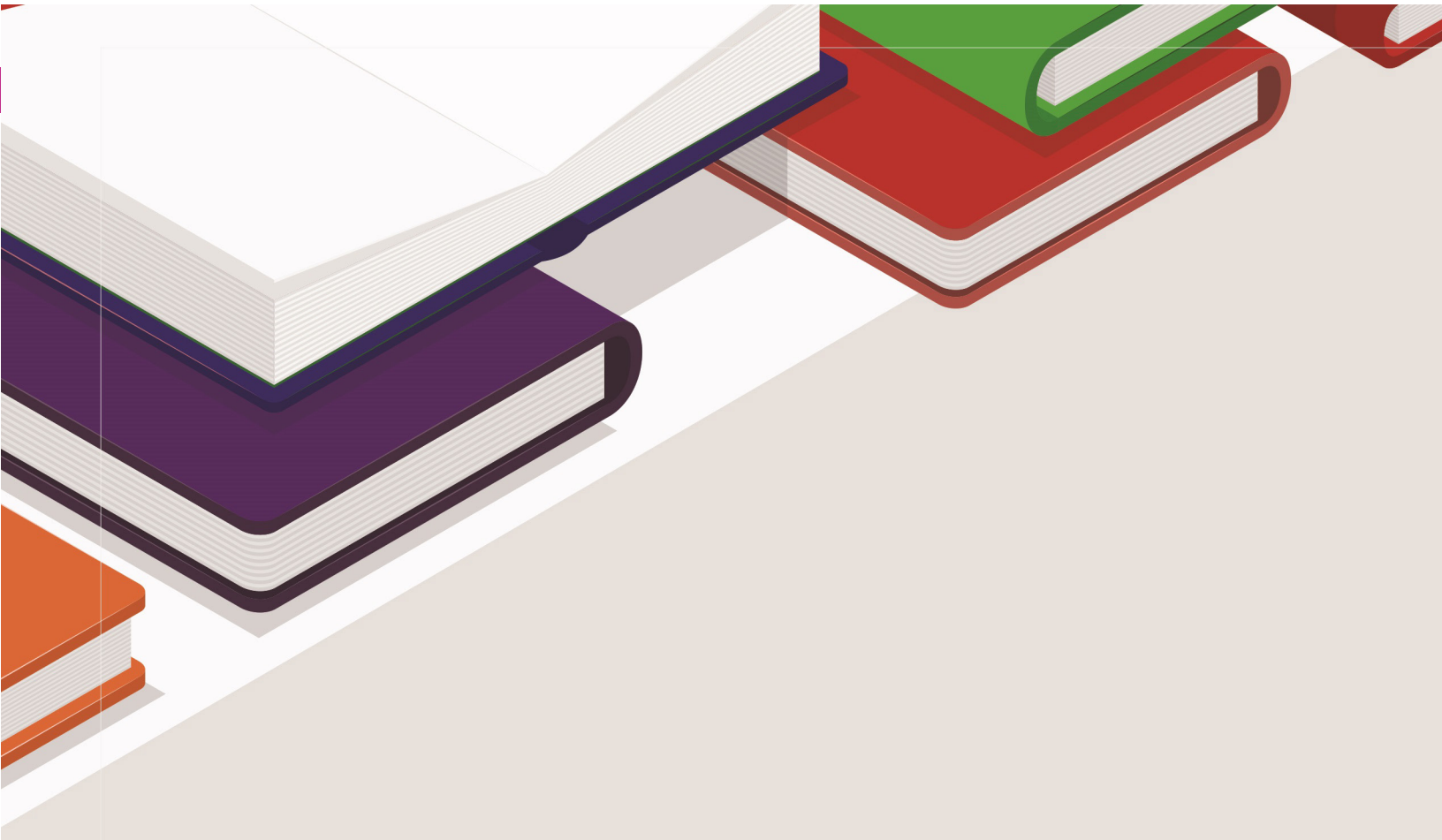
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