

Supporting Beginning Teachers

A Coaching and Mentoring Module for
DepEd Supervisors of
Experiential Learning Students

The Supporting Beginning Teachers: A Coaching and Mentoring Module for DepEd Supervisors of Experiential Learning Students was developed through the Teacher Education Council and the Philippine National Research Center for Teacher Quality, based at the Philippine Normal University, with support from the University of New England-SiMERR National Research Centre, and the Australian Government.

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Preface

Teachers play a crucial role in improving the quality of the teaching and learning process. They are considered as the most significant part of any educational reform. In support of this role of teachers, DepEd adopted into policy the Philippine Professional Standards for Teachers (PPST) (DO 42, s 2017), which sets clear expectations of teachers along well-defined career stages.

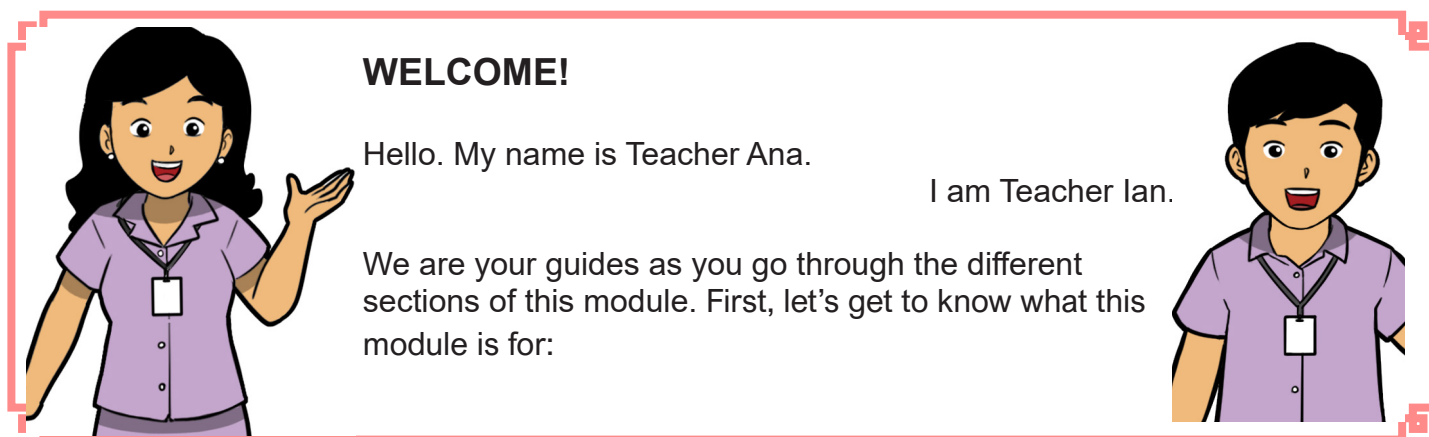
The alignment of the new Teacher Education curriculum to PPST has led to various support work in the TEIs. Beginning teachers are trained in the Teacher Education Institutions (TEIs) and supported in the DepEd schools.

This module supports the development of the Beginning career stage of the PPST by equipping DepEd teachers, who serve as Supervisors for the Beginning Teachers from TEIs, with PPST-based coaching and mentoring program. The module guides DepEd teachers with the basics of coaching and mentoring. It describes the appropriate tools and processes to assess performance, and explains the general system and guidelines aim to render program successful.

List of Acronyms

ASEAN	Association of Southeast Asia Nations
BTI	beginning teacher indicator
COT	Classroom Observation Tool
CT	cooperating teacher
CID	Curriculum Implementation Division
DLL	daily lesson log
DLP	daily lesson plan
EPS	Education Program Specialist
E-SAT	Electronic Self-Assessment Tool
FS	Field Study
HP	Highly Proficient
LAC	Learning Action Cells
LP	Lesson Plan
OECD	Organization for Economic Cooperation and Development
PPST	Philippine Professional Standards for Teachers
PST	Pre-service teacher
PSTePT	Pre-service Teachers' Practice-based Training
PSDS	Public Schools District Supervisor
RPMS	Results-based Performance Management System
SGOD	School Governance and Operations Division
SH	School Head
SDO	Schools Division Office
SDS	Schools Division Superintendent
SAT	Self-Assessment Tool
TEI	Teacher Education Institution

Introduction to the Coaching and Mentoring Module



WELCOME!

Hello. My name is Teacher Ana.

I am Teacher Ian.

We are your guides as you go through the different sections of this module. First, let's get to know what this module is for:

This Coaching and Mentoring module is intended to guide Cooperating Teachers (CTs) and future CTs on how to coach and mentor pre-service teachers, **based on the expectations of the Philippine Professional Standards for Teachers (PPST)**.

In addition, this module also suggests activities for the School Heads and other academic personnel for a more efficient conduct of the pre-service teachers' Experiential Learning courses.

The activities and discussions in this Coaching and Mentoring module follows the framework for practice-based learning:

- experiential,
- developmental,
- formative,
- integrative, and
- system-based.

This module includes suggestive and non-prescriptive coaching and mentoring activities.

There are four sections in the module and you may go through them at your own pace. There are series of learning experiences suggested, which you may accomplish alone or with peers. It may help you fully grasp the concepts presented upon discussing your understanding with your peer who are also reading the same material. This will help you both firm up your understanding.

Sounds exciting! But before I lead you to the next section, let me share with you some important details on the importance of this module. Turn to the next page for a discussion on how this module helps you better understand your role in training pre-service teachers.



How does this module support the training of the pre-service teachers?

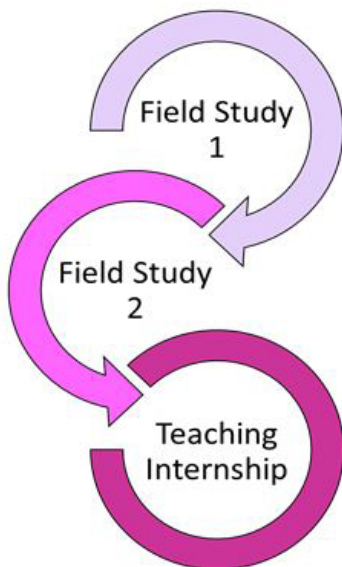
The PPST supports progression of career stages: Beginning, Proficient, Highly Proficient, Distinguished. The expectation is that the beginning career stage is developed and trained in the Teacher Education Institutions (TEIs). While TEIs are adjusting their curriculum and training, it is crucial for DepEd to establish a system of coaching and mentoring Pre-service Teachers (PSTs) while they are doing the Experiential Learning Courses of their curriculum.

Experiential Learning in the current curriculum for teacher education issued by CHED (Memorandum Orders 74-76 s. 2017) covers:

- **Field Study 1 (Observations of Teaching-Learning in Actual School Environment)**
 - Pre-service teachers are expected to observe and immerse in actual classroom situation and learning environment.
- **Field Study 2 (Participation and Teaching Assistantship)**
 - Pre-service teachers are expected to participate and assist in limited actual teaching-learning activities.
- **Teaching Internship**
 - Pre-service teachers will be under the mentorship of a cooperating teacher and are expected to demonstrate their learnings in actual classroom teaching.

It is highly suggested that a DepED school supports the training of PSTs from FS 1 to Teaching Internship to ensure continuity of coaching and mentoring.

How does this module help both the TEIs and DepEd Cooperating Schools?



The Coaching and Mentoring module is designed to integrate the expectations of CHED among the PSTs via the Experiential Learning Courses: Field Study 1 and 2 and Teaching Internship and the expectations of DepEd based on PPST.

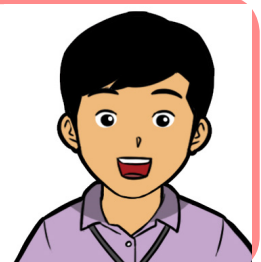
It is expected that through this module, the partnership between TEIS, cooperating schools and cooperating teachers will produce quality teacher graduates.

TEIs should, in essence, satisfy the standard requirements of DepEd for its new entrant teachers. This means that new entrant teachers should already manifest the Beginning

Figure 1. Experiential Learning Courses

Your role as a Cooperating Teacher (CT) is crucial in achieving the expectations of this module.

CTs play an important role in ensuring that the PSTs' training is aligned with what both DepEd and TEIs aim to achieve: future teachers who are competent to teach in the field.





You're almost ready to begin your journey towards improving your skills and competencies as CT.

I walk you through the different sections and features of this module. Read on below to get a better glimpse of what awaits you as you go on this journey with me and your fellow CTs.

What are the sections of the module?

Section 1 includes the preliminary information for this module. It specifies the suggested timeline of the coaching and mentoring activities, roles and responsibilities of the school personnel involved in the training of PSTs, and processes to mentor and assess using the PPST as gauge.

Section 2 supports the CT in mentoring the PST on their understanding of the PPST and its role in ensuring teacher quality. The section provides helpful tips in guiding the PSTs understanding of the domains, strands and indicators of the PPST.

Section 3 is the heart of the coaching and mentoring module. Each PPST indicator is unpacked through further elaboration and detailed activities to assist the CT in coaching the PST's in their attainment of the expectations of the PPST.


Section 4 discusses the processes and details in the use of the PPST-based tools. The section also includes suggested strategies to help determine when the tools may best serve their purpose.

What are the features of the module?

The module has the following **Key Features**:


- Learning Outcomes for attainment of the section's objectives for CTs
- Suggested mentoring and coaching program and timeline
- Suggested coaching and mentoring activities and assessment for the PSTs
- Prompts to help process the attainment of learning outcomes: **Think, Remember** and **Transfer**

These prompts are represented by the following icons:



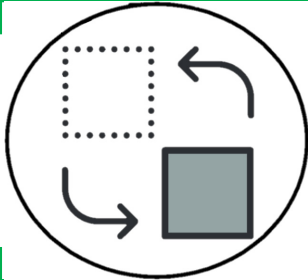
THINK

The THINK parts of the module are activities that will help you reflect on your learnings and practices




REMEMBER

The REMEMBER parts are for key concepts you need to learn as CT.




TRANSFER

The TRANSFER parts are for activities which are intended for the PSTs to accomplish/do. These are suggested opportunities for the CT to apply what they have learned in the module to the actual coaching and mentoring of PSTs.



We hope you're now ready and excited to learn and do the activities in the module. For the first section, you'll learn more about your roles and responsibilities and how to go about your coaching and mentoring journey.



Let's go!

Section 1

PRE-SERVICE TRAINING AND ITS LINK TO TEACHER QUALITY

Section 1 includes the preliminary information for this module. It specifies the **suggested timeline of the coaching and mentoring activities, roles and responsibilities of the school personnel involved in the training of PSTs, and processes to mentor and assess using the PPST as gauge.**

Learning Outcomes:

At the end of this section, cooperating teachers shall be able to:

1. demonstrate understanding of the concepts of coaching and mentoring aligned with the PPST;
2. demonstrate understanding of their roles and responsibilities as coach and mentor of pre-service teachers;
3. demonstrate understanding of the needs and expectations of pre-service teachers; and
4. plan for the pre-service teacher' professional development/ coaching and mentoring using the models presented in the section.



Welcome to the first section of the Coaching and Mentoring Module. In this section, you will have further understanding of the following:

- Definition of Coaching and Mentoring
- The Beginning Teacher
- The Beginning Teacher Indicators
- Roles and Responsibilities of Cooperating Teachers and other Implementers

Let us begin by understanding this quote:

**“The quality of an education system
cannot exceed the quality of its teachers”**
(McKinsey and Co., 2007).

What are your thoughts about the quote? Share with us your insight.
What implication does it have on your role as CT?



Although there are several factors at play in the education sector, it is undeniable that teacher quality has the greatest potential of contributing to the improvement of our education system. Teachers build the foundation of our future by playing the crucial role of educating the next generation. With the adoption of the [Philippine Professional Standards for Teachers \(PPST\)](#), a clear set of expectations has been set not only for in-service teachers, but pre-service teachers as well.

Your role as Cooperating Teachers has significant contributions to the development of quality among future teachers through details of coaching and mentoring.

Let us get to know better your crucial role as CT by knowing more about the definition of ‘coaching’ and ‘mentoring’. Are they one and the same? Let’s find out!



What is Coaching?

It is an interactive process that aims to close performance gaps, teach skills, impart knowledge and inculcate values and desirable work behaviors to pre-service teachers (PST) by the cooperating teachers (CT). It is helping the pre-service teacher unlock their potential to maximize their own performance. Thus, helping them to deliver results. The practice of coaching will help the coach create an environment for learning and growth.

In other words, coaching is a structured, sustained process for **enabling the development of a specific aspect** of a professional learner's practice (Lofthouse, Leat & Towler, 2010).

What is Mentoring?

It is a deliberate pairing of a more skilled or experienced person, the cooperating teacher, with a lesser skilled or experienced one, the pre-service teacher, with the agreed-upon goal of having the less experienced person grow and develop specific competencies as stated in the Beginning Teacher indicators (BTIs) in the Philippine Professional Standards for Teachers. It is a relationship which gives the cooperating teacher the opportunity to share their professional and personal skills and experiences with and provide support and encouragement to the pre-service teachers.

In addition, mentoring is a structured, sustained process for supporting professional learners **through significant career transitions** (Lofthouse, Leat & Towler, 2010).



THINK

Before PPST was adopted into policy, what was the focus of your coaching and mentoring practices?



Wow, coaching and mentoring are indeed big tasks, right? But I guarantee, it is a rewarding opportunity to be part of a future teacher's journey. Given these great expectations, you should also know more about the roles and responsibilities of a CT. In the next portion, you will get to know more about your role and the roles of other people that you are going to work with.

Who is the Cooperating Teacher?

A Cooperating Teacher is someone who has met the expectations of a mentor from the PPST. Specifically, anyone who has achieved performance in the Highly Proficient (HP) Career Stage is a good candidate for Cooperating Teacher. The PPST stipulates the following expectations of HP teachers:

Career Stage 3 or Highly Proficient Teachers **consistently display a high level of performance** in their teaching practice. They manifest an **in-depth and sophisticated understanding of the teaching and learning process**. They have high education-focused situation cognition, are more adept in problem solving and optimize opportunities gained from experience.

Career Stage 3 Teachers work collaboratively with colleagues and provide them support and mentoring to enhance their learning and practice. They continually seek to develop their professional knowledge and practice by reflecting on their own needs, and those of their colleagues and students.

While DepEd transitions to the full operationalization of the PPST, anyone who can perform the role of the mentor as described in this module, can be a Cooperating Teacher.

What are the roles of Cooperating Teachers and other implementers of the training of pre-service teachers?

Providing a clear set of activities for the entire PST Experiential Learning in DepED schools ensures that expectations from all stakeholders are met. It will also foster a more harmonious relationship between TEIs and DepEd. The table on the next page also supports details of accountabilities among different roles.

**Table I. Key Roles of Personnel in Charge of the Experiential Learning Courses/
Practice-based Training**

Personnel/Office	Key Roles
DepEd	
Schools Division Superintendent (SDS)	<p>Review and sign the memorandum of agreement/ memorandum of understanding with the TEIs</p> <p>Ensure that the Schools Division Office (SDO) has clear systems and processes in:</p> <ul style="list-style-type: none"> • choosing qualified Deped schools to become Cooperating Schools • deployment of PSTs • monitoring and evaluation of the conduct of Experiential Learning Courses/practice-based training <p>Assign personnel/offices to be in charge of the above systems and processes</p>
School Governance and Operations Division (SGOD)	<p>Delegate personnel to oversee and assist in the conduct of the Experiential Learning Courses, as advised by the SDS.</p> <p>The SGOD has a School Management Monitoring and Evaluation division which is tasked to provide technical assistance to schools. This unit may take charge of the management of the Experiential Learning Courses of PSTs. The focal person may also be from this office.</p>
Curriculum and Instruction Division (CID)	<p>Assist the SGOD in the conduct of the Experiential Learning Courses for PSTs</p> <p>Provide personnel to help in the deployment, monitoring and evaluation of the duration of the Experiential Learning Courses</p> <p>Part of CID's function is to provide technical assistance to schools in terms of instructional supervision, and to ensure full implementation of the articulated basic education curriculum. Their assistance in the training of pre-service teachers ensures that cooperating schools are able to provide necessary instructional supervision to guide PSTs in learning and delivering DepEd's curriculum.</p>
Education Program Supervisors (EPS) and Public Schools District Supervisors (PSDS)	<p>Assist in the deployment, monitoring and evaluation of the conduct of Experiential Learning</p> <p>Visits Cooperating Schools to provide technical assistance to the School Head, Cooperating Teachers and PSTs and to monitor and evaluate the conduct of PSTs' training</p>

Focal Person	<p>Serve as link between the TEIs and the Division Office personnel:</p> <ul style="list-style-type: none"> • Reviews and discusses the MOA with either party (TEI and Division Office) • Coordinates with the SGOD and CID offices in choosing qualified Cooperating Schools • Coordinates with the SGOD and CID offices in delegating EPS/s and PSDS/s who will assist in the deployment, monitoring and evaluation of the conduct of Experiential Learning • Coordinates with the SGOD and CID offices and the TEI focal person/s for any concerns on the deployment and training of the PSTs • Coordinates with the TEIs to know how many PSTs will be deployed • Coordinates with the Cooperating Schools to ensure that they could accommodate the needs of TEIs (i.e are there enough CTs and subject specialists to mentor the PSTs)
Cooperating Principal/ School Head	<p>Lead</p> <ul style="list-style-type: none"> • the planning and designing of the pre-service teachers' training in the school • in setting standards in the conduct of the activities <p>Coordinate with assigned Cooperating Teachers on the conduct of activities</p> <p>Assign qualified Cooperating Teacher to pre-service teachers in DepEd.</p>
Cooperating Teacher (CT)	<p>Coordinate</p> <ul style="list-style-type: none"> • with fellow cooperating teachers regarding the conduct of activities • with Cooperating Principal/Master Teacher/Department Head on the implementation of the practice-based training • with TEI Coordinator regarding the conduct of activities <p>Guide the pre-service teachers in the tasks of the teachers (making lesson plans, making instructional materials, teaching strategies)</p> <p>Evaluate</p> <ul style="list-style-type: none"> • the implementation of the practice-based training and reports to the Cooperating Principal/Master Teacher/Department head • the pre-service teacher using the tools

TEI	
TEI Coordinator/ Focal Person	<p>Coordinate</p> <ul style="list-style-type: none"> with other personnel within the TEI on the implementation of the activities with DepEd coordinator (Regional/Division or school level) on the conduct of the activities <p>Conduct</p> <ul style="list-style-type: none"> constant conference with pre-service teachers evaluation conference, with other implementers, to assess pre-service teachers performance <p>Manage the schedule of deployment, visits/observations and evaluation/post conferences</p>
Experiential Learning Supervisors	<p>Monitor the progress of deployed pre-service teachers by:</p> <ul style="list-style-type: none"> observing PST's classes and providing feedback assessing PST's outputs (journal, lesson plans, etc.) ensuring that the PSTs are well-taken care of in the Cooperating School ensuring that PSTs report to the Cooperating School and follow the TEIs' and the Cooperating School's rules and guidelines providing technical assistance to PSTs and also the CTs <p>Assist the TEI Coordinator/Focal Person in managing the deployment and monitoring and evaluation of the conduct of the program</p> <p>Supervisors should be assigned to a group of PSTs with the same subject specialization.</p>



THINK

What can you say about the roles and responsibilities listed above? Are there some provisions that are new to you? You may discuss these with your colleagues.



Now that you have a clearer understanding of your role as coach and mentor, let's get to know more about the pre-service teachers (PSTs). With PPST as framework, what aybe expected from them? Find out in the succeeding discussion.

There are four career stages in the PPST. Each stage stipulates the expectations of what teachers should know, be able to do, and value in their profession:

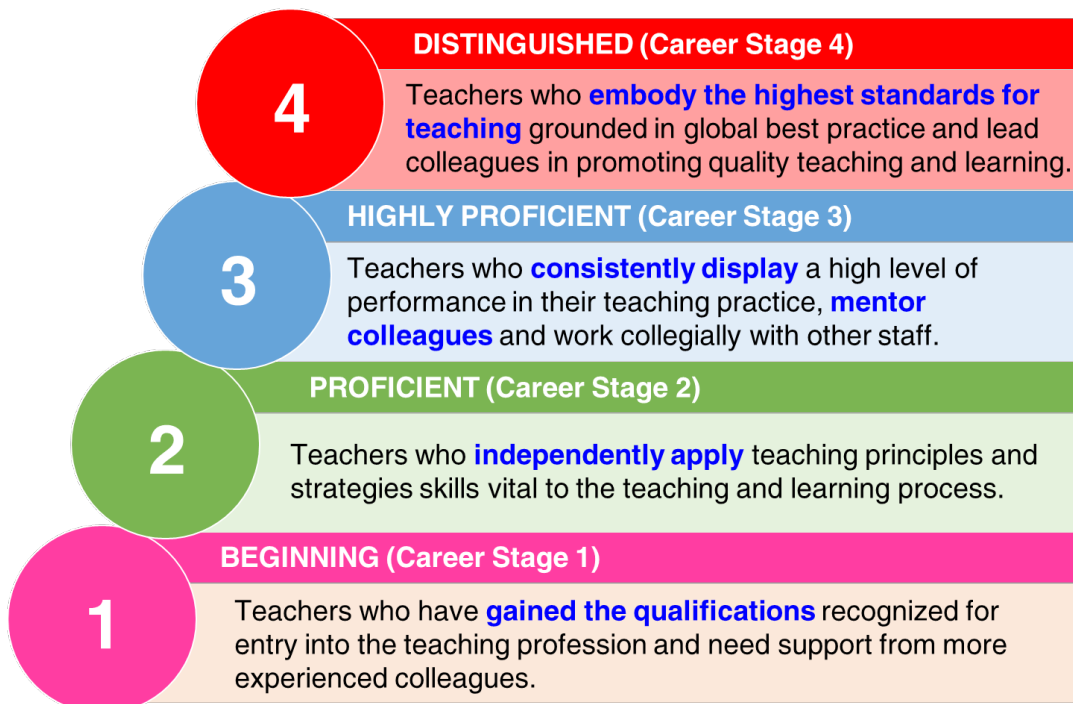


Figure 2. Expectations from each career stage of the PPST

The Beginning Teacher Indicators as gauge for PSTs

The first career stage of the PPST is the **Beginning Teacher** and is developed while a pre-service teacher is in the teacher training institution.

Career stage 1 offers:

- realistic requirements of teachers in training
- TEIs what they need to guide the design of teacher education programs and judge pre-service teacher quality

What are the expectations from the Beginning Teacher?

A Beginning Teacher is expected to perform in the expectations of the PPST. As described in the PPST, **Career Stage 1 or Beginning Teachers:**

- have gained the qualifications recognized for entry into the teaching profession;
- have a strong understanding of the subjects/areas in which they are trained in terms of content knowledge and pedagogy;
- possess the requisite knowledge, skills and values that support the teaching and learning process;
- manage learning programs and have strategies that promote learning based on the learning needs of their students; and
- seek advice from experienced colleagues to consolidate their teaching practice.

These are further elaborated by the Beginning Teacher Indicators (BTIs) of the PPST:

DOMAIN 1	DOMAIN 2
1.1.1 Demonstrate content knowledge and its application within and/or across curriculum teaching areas.	2.1.1 Demonstrate knowledge of policies, guidelines and procedures that provide safe and secure learning environments.
1.2.1 Demonstrate an understanding of research-based knowledge and principles of teaching and learning.	2.2.1 Demonstrate understanding of learning environments that promote fairness, respect and care to encourage learning.
1.3.1 Show skills in the positive use of ICT to facilitate the teaching and learning process.	2.3.1 Demonstrate knowledge of managing classroom structure that engages learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within the available physical learning environments.
1.4.1 Demonstrate knowledge of teaching strategies that promote literacy and numeracy skills.	2.4.1 Demonstrate understanding of supportive learning environments that nurture and inspire learner participation.
1.5.1 Apply teaching strategies that develop critical and creative thinking, and/or other higher-order thinking skills.	2.5.1 Demonstrate knowledge of learning environments that motivate learners to work productively by assuming responsibility for their own learning.
1.6.1 Use Mother Tongue, Filipino and English to facilitate teaching and learning.	2.6.1 Demonstrate knowledge of positive and non-violent discipline in the management of learner behavior.
1.7.1 Demonstrate an understanding of the range of verbal and non-verbal classroom communication strategies that support learner understanding, participation, engagement and achievement.	

DOMAIN 3	DOMAIN 4
3.1.1 Demonstrate knowledge and understanding of differentiated teaching to suit the learners' gender, needs, strengths, interests and experiences.	4.1.1 Prepare developmentally sequenced teaching and learning processes to meet curriculum requirements.
3.2.1 Implement teaching strategies that are responsive to the learners' linguistic, cultural, socio-economic and religious backgrounds.	4.2.1 Identify learning outcomes that are aligned with learning competencies.
3.3.1 Use strategies responsive to learners with disabilities, giftedness and talents.	4.3.1 Demonstrate knowledge in the implementation of relevant and responsive learning programs.
3.4.1 Demonstrate understanding of the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.	4.4.1 Seek advice concerning strategies that can enrich teaching practice.
3.5.1 Demonstrate knowledge of teaching strategies that are inclusive of learners from indigenous groups.	4.5.1 Show skills in the selection, development and use of a variety of teaching and learning resources, including ICT, to address learning goals.

DOMAIN 5	DOMAIN 6
5.1.1 Demonstrate knowledge of the design, selection, organization and use of diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	6.1.1 Demonstrate an understanding of knowledge of learning environments that are responsive
5.2.1 Demonstrate knowledge of monitoring and evaluation of learner progress and achievement using learner attainment data.	6.2.1 Seek advice concerning strategies that build relationships with parents/guardians and the wider community.
5.3.1 Demonstrate knowledge of providing timely, accurate and constructive feedback to improve learner performance.	6.3.1 Demonstrate awareness of existing laws and regulations that apply to the teaching profession, and become familiar with the responsibilities specified in the Code of Ethics for Professional Teachers.
5.4.1 Demonstrate familiarity with a range of strategies for communicating learner needs, progress and achievement.	6.4.1 Demonstrate knowledge and understanding of school policies and procedures to foster harmonious relationships with the wider school community.
5.5.1 Demonstrate an understanding of the role of assessment data as feedback in teaching and learning practices and programs.	

DOMAIN 7

7.1.1 Articulate a personal philosophy of teaching that is learner-centered.	7.4.1 Demonstrate an understanding of how professional reflection and learning can be used to improve practice.
7.2.1 Demonstrate behaviors that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity.	7.5.1 Demonstrate motivation to realize professional development goals based on the Philippine Professional Standards for Teachers.
7.3.1 Seek opportunities to establish professional links with colleagues.	

THINK



As a Cooperating Teacher, what are your expectations from pre-service teachers? Go through the BTIs. Use the table below to list down which competencies you already expect PSTs to have, and which competencies you think are yet to be developed further with the help of a CT.

I expect my Student Teacher/PST to know the following:	I believe that my PST could further develop these competencies with my help:

REMEMBER



Each BTI represents what the PST needs to perform to become a good teacher. No one BTI is more important than the other.



Congratulations! You are now more adept with what your PSTs' need, based on the expectations of the PPST. You will play a big role in helping future teachers achieve the competencies necessary for them to effectively teach different kinds of learners.

Next off, you have to learn how to manage the activities and processes involved in the Experiential Learning Courses of the PSTs where you, through your Division Office and/or school, will be involved. Given here is a suggested timeline of activities.

Table II. Suggested Timeline of Activities for the PST Experiential Learning Courses/ Practice-based Training

Inclusive Time	Activity	DepEd Personnel/Office In-Charge	Interface with TEI
Before	<p>Division Orientation of TEIs It is a recommended practice to orient TEIs on the conduct of the Experiential Learning Courses/Practice-based Training in the DepEd schools. The PPST should be discussed to TEIs. Depending on the number of TEIs in the area, this could be done as a one-time activity, in clusters, or by district.</p> <p>PPST Orientation for TEIs It is also recommended that the division plans for a PPST orientation for all PSTs to be deployed.</p>	<p>Schools Division Superintendent (SDS) - issue an official invite to all TEIs in the division</p> <p>SGOD Chief and/or CID Chief - plan for the orientation program and list agenda to be discussed</p> <p>DepEd/Division Focal Person - coordinate with the TEIs for the schedule and processing of invite and ensure that all TEIs will be represented</p> <p>Principal/School Heads - attend the orientation so that they will be informed on the agreements, roles and responsibilities of TEIs and the Cooperating Schools in the practice-based training of PSTs</p>	<ul style="list-style-type: none"> • Vice President for Academic Affairs • College of Education Dean • TEI Coordinator/ Focal Person • Experiential Learning Supervisor/s <p>Pre-service Teachers (PSTs)</p>
	<p>MOU review and signing ensure that key aspects of the Coaching and Mentoring (structured meetings between TEI Supervisor and Cooperating school's Coaching and Mentoring Team, use of PPST as measure of PST training) are stipulated in the MOA</p>	<p>Schools Division Superintendent (SDS) - review and approval</p> <p>SGOD Chief and/or CID Chief - review and approval</p> <p>DepEd/Division Focal Person - facilitate the review, transfer of documents, and negotiations between and among DepEd offices and the TEI</p> <p>Principal/School Head - recommending approval</p>	<ul style="list-style-type: none"> • TEI President • College of Education Dean • TEI Coordinator/ Focal Person • Experiential Learning Supervisor/s

Inclusive Time		Activity	DepEd Personnel/Office In-Charge	Interface With TEI
During	Field Study 1	Orientation on the classroom and school observation system and protocol	School Head Department Head Cooperating Teachers Other DepED personnel (SDS, EPS, PSDS or Division Focal Person)	TEI Coordinator/Focal Person Experiential Learning Supervisor/s Pre-service Teachers (PSTs)
		Conduct of FS1		
		Post Conference/Evaluation of the FS1 course		
	Field Study 2	Orientation on the teaching assistantship system, expectations and protocols		
		Conduct of FS2		
		Post Conference/Evaluation of the FS2 course		
Internship	Orientation on the Teaching Internship system, expectations and protocols			
	Conduct of the Teaching Internship			
After	Post Conference Presentation of PST's Portfolio Awarding and issuance of coaching and mentoring certificate	School Head Department Head Cooperating Teachers Other DepED personnel (SDS, EPS, PSDS or Division Focal Person)	College of Education Dean TEI Coordinator/Focal Person Experiential Learning Supervisor/s Pre-service Teachers (PSTs)	

Table II is a generic suggested timeline of activities which contains the main activities that should be present in the system (MOA signing, orientation, post conference).

Ideally, the practice-based training of PSTs should be conducted in the same school, starting FS1 and FS2 up to Teaching Internship. This will enable longer time for adjustment and immersion for the PSTs, and more time for the supervisors and CTs to coach and mentor the PSTs.

However, TEIs may have their own contextualized or enhanced models like the following:

- **In-campus and Off-campus Internship**

Some TEIs with laboratory schools opt to conduct FS 1 and FS 2 of their PSTs in the lab schools. Therefore, some PSTs will only be exposed to the DepEd system come Teaching Internship.

If this will be the case, the orientation of these PSTs should be more comprehensive to include introduction on the DepEd system and orientation on the PPST.

- **FS1, FS2 and Teaching Internship in Public and Private Schools**

Some TEIs schedule the PST's FS1, FS2 and Teaching Internship to cover both immersion in public and private schools. Thus, these PSTs spend half of the course in a private school and the other half in the public school.

The PPST covers all teachers in the profession, including private schools. However, DepEd Cooperating Schools and CTs are expected to have more in-depth knowledge of the PPST. An orientation should be conducted to ensure that all PSTs will be knowledgeable of the PPST and the expectations from teachers in DepEd.



REMEMBER

As Cooperating Teachers, your main task is to develop the PST according to the expectations of the PPST. With the Beginning Teacher Indicators, you are better guided on which competencies are targeted in your coaching and mentoring of the PSTs.

It is in the best interest of DepED schools to train PSTs based on how the Department puts premium on teacher quality. **Any PST trained well will make a good teacher.**

The success of the training of PSTs, while deployed in the DepED schools, will result in:

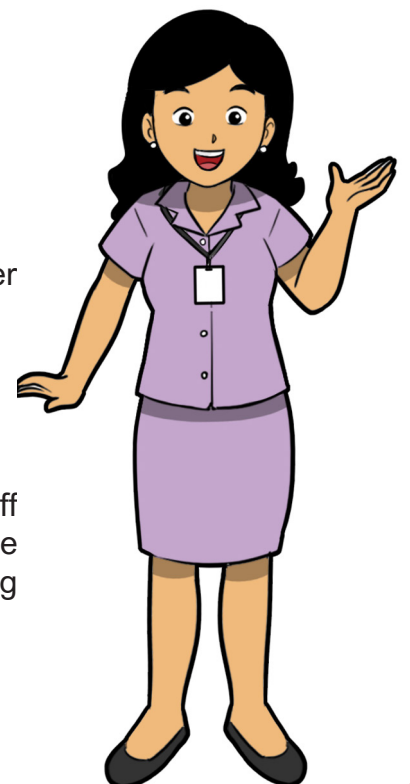
- clear and achievable expectations for PSTs using PPST
- holistic approach in maintaining quality among future in service teachers

Good job! Now you have learned more about the following:

- Definition of Coaching and Mentoring
- The Beginning Teacher
- The Beginning Teacher Indicators
- Roles and Responsibilities of Cooperating Teachers and other Implementers

Share with us your greatest learning so far.

Great! Now, lastly before you proceed to the next section, let's cap off this section's discussion by asking you to study and think about the different models on how you could design and organize your Coaching and Mentoring Plan with your PST. Ready?



How to Plan/Organize Coaching and Mentoring program

There are there (3) models to select your target PPST indicators as bases for the training of the PSTs assigned to you.



Model 1: Professional Development Plan using results of the Self-Assessment Tool

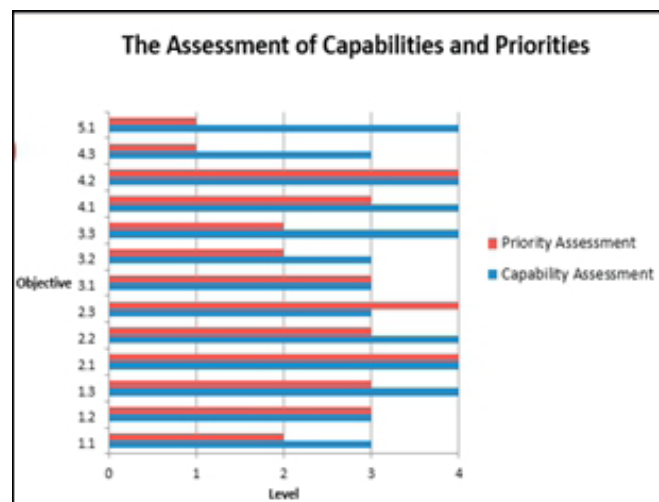
To use this model, the PST answers the SAT.

The Self-Assessment Tool (SAT) is a common tool for assessing teacher performance that can be used as a starting point for informal purposes of self-reflection to:

- clarify performance expectations and determine which competencies to focus on;
- monitor the progression or improvement of teacher competencies;
- validate whether the interventions provided are effective; and
- guide discussions about goal-setting and professional development needs.

The results of the SAT supports what the PST thinks as crucial indicators that she/he needs to further develop.

There is an electronic version of the SAT (E-SAT) and it could generate the following results:



The results could also provide summary table showing results of assessment of objectives:

Objective	Capability Assessment	Priority Assessment
1.1 Modeled effective applications of content knowledge within and across curriculum teaching areas.	3	2
1.2 Collaborated with colleagues in the conduct and application of research to enrich knowledge of content and pedagogy.	3	3
1.3 Developed and applied effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills.	4	3
2.1 Worked with colleagues to model and share effective techniques in the management of classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on	4	4
2.2 Exhibited effective and constructive behavior management skills by applying positive and non-violent discipline to ensure learning-focused environments.	4	3
2.3 Worked with colleagues to share differentiated, developmentally appropriate opportunities to address learners differences in gender,	3	4

And, a rating of Core Behavioral Competencies:

Objectives	Core Behavioral Competencies
Core Behavioral Competencies	Rating
Self-Management	5
Professionalism and Ethics	5
Result Focus	5
Teamwork	5
Service Orientation	5
Innovation	5



Using the results of the SAT, a Professional Development Plan for the Internship of the PSTs could be designed and serve as guide in choosing which among the 37 Beginning Teacher Indicators (BTIs) should be the focus of the coaching and mentoring.

This makes for an individualized and targeted training for the PST.

Model 2 Priority Strands based on RPMS



This model follows the priority strands in the Results-based Performance Management System (RPMS)



REMEMBER

There are priority strands for RPMS in 2018, re-enforced in 2019. DepED will release another set of priority strands by 2020, and 2021 respectively.

Table of RPMS Strands Per Year

Priority Indicators for SY 2019-2020	Priority Indicators for SY 2020-2021	Priority Indicators for SY 2021-2022
Apply knowledge of content within and across curriculum teaching areas	Apply knowledge of content within and across curriculum teaching areas	Apply knowledge of content within and across curriculum teaching areas
Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills	Ensure the positive use of ICT to facilitate the teaching and learning process	Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement
Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills	Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning	Maintain learning environments that promote fairness, respect and care to encourage learning
Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments	Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures	Apply a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning
Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments	Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning	Design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents
Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences	Establish a learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic and religious backgrounds	Plan and deliver teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices
Plan, manage and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts	Use strategies for providing timely, accurate and constructive feedback to improve learner performance	Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups
Select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals		
Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements		



In this model, the PST will be trained on the same strands you are providing MOVs for your RPMS. Model 2 provides link between what the CT does in relation to his/her IPCRF and the program designed for the PST.

Model 3 CT-nominated priority strands



Model 3 lists the priority strands chosen by the CT from among all 37 strands of the PPST. This model allows the CT to decide which of the strands he/she thinks the PST needs to develop within the timeframe of the Experiential Learning training.



THINK

Which model will you use? Give your reasons for choosing it.

Section 2

The Philippine Professional Standards for Teachers as new framework for Teacher Quality

Section 2 supports the CT in mentoring the PST on their understanding of the PPST and its role in ensuring teacher quality. The section provides helpful [tips in guiding the PST's understanding of the domains, strands and indicators of the PPST](#).

Learning Outcomes

At the end of this section, cooperating teachers shall be able to:

1. discuss the PPST, its career stages, features and role in the teacher development framework;
2. share understanding of the PPST to the pre-service teachers; and
3. facilitate discussion with the pre-service teacher on the role of PPST in his/her training as future teacher.



Welcome to Section two of the Coaching and Mentoring Module! In order for you to become more effective in training pre-service teachers' competencies aligned to the PPST, we have prepared this section to deepen your understanding of the PPST as the new framework for teacher quality. In this section, you will learn more about the following:

- DepEd Order No. 42, s. 2017
- PPST Career Stages
- PPST Domains, Strands and Indicators
- The Teacher Development Framework

Moreover, this section starts to make use of the Transfer feature, wherein there are activities that you could ask your PST to answer. Therefore, as you learn more about the PPST, you are also guided on how to transfer your learning to the PST.

Sounds exciting! Let's begin!

DepEd Order No. 42 s. 2017

In August 11, 2017, DepEd Secretary Leonor Magtolis-Briones signed into policy the ***National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST)***. The DO stipulates that the PPST:

- sets clear expectations of teachers along well-defined career stages of professional development from beginning to distinguished practice;
- engages teachers to embrace ongoing professional learning for their professional development to enhance their own teaching;
- provides a framework of uniform measures to assess teacher performance; and
- provides a basis for building public confidence in and support for the work of teachers.

In addition,

- The PPST shall be used as a basis for all learning and development programs for teachers to ensure that they are properly equipped to effectively implement the K to 12 Program.
- It can also be used for the selection and promotion of teachers.
- All performance appraisals for teachers shall be based on this set of Standards.





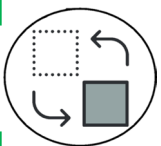
THINK

How is your PPST journey? What are the key changes in your work as teacher when PPST was introduced?

Before PPST,

After PPST,

Good insights! It will be helpful if you could also share these thoughts to your PST as you discuss with him/her the PPST. Take note that there may be PSTs who will be assigned to you who will not have heard, or who have limited knowledge of what the PPST is. Listed below are some activities that you may use.



TRANSFER

Below is a list of activities and some guide questions to introduce or open up a conversation with your PST about the PPST.

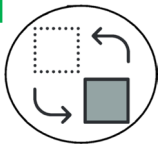
Does your PST have background on the PPST already? You may ask him/her the following questions:

1. How was PPST introduced to you by your course teachers?
2. What is your understanding of the PPST? What do you like about it?
3. How do you think could the PPST help you as a future teacher?

Is your PST new to the PPST? You may:

1. Ask him/her to read DepEd Order No. 42 and the PPST.
2. Present the slides used in the PPST orientation or ask him/her to study it. You may access it through this link: <http://deped.in/PPSTSlides>
3. Ask him/her to watch the PPST Explainer Video available through this link: <http://deped.in/PPSTExplainerVideo>

Ask him/her to share insights on the PPST and provide additional information when necessary. Better yet, you could ask the PST to write about PPST on his/her journal.

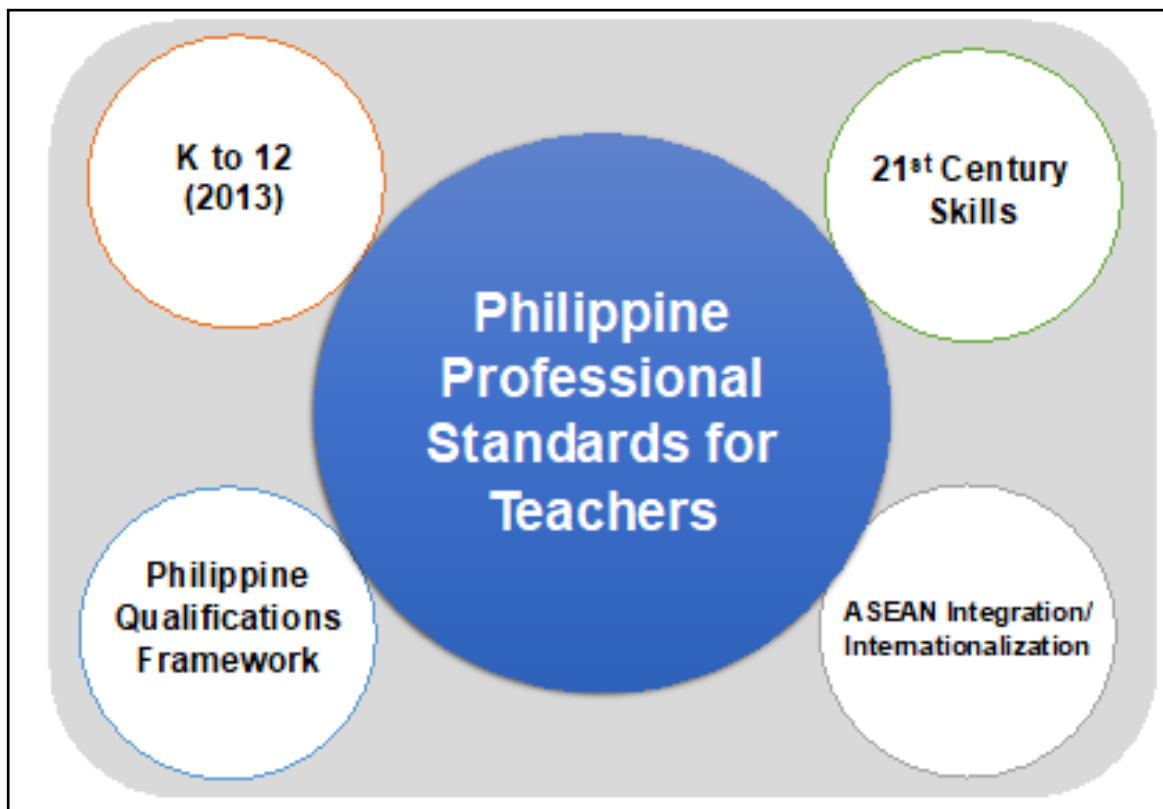


TRANSFER

You may also use the worksheet below to gauge how your PST sees PPST's role in the Philippine education landscape.

Worksheet 1: PPST in the Philippine Education Landscape

Study the slide. Do you understand the link between the concepts shown? Discuss it with your CT or fellow PSTs.



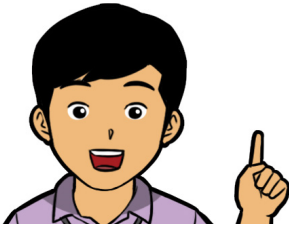
This slide is from the PPST Key Slides from DepEd. The whole presentation could be accessed here: <https://drive.google.com/file/d/13WMEMIGjywt6HOFxwjOolDaPpNkVk7Lt/view?usp=sharing>

Write your insights here:



REMEMBER

With the PPST, teachers across the country are given a common standard that defines teacher quality. The PPST also focuses on the main function of teachers, which is to teach. Teaching is highly regarded as a profession not only because it gives way to other professions, but also because those who are teaching abide by a set of standards that clearly define their progression across career stages. The learning never stops! Now, we should no longer hear that we are JUST teachers. We ARE teachers, and not everyone is for this kind of challenging profession.



Good job for you and your PST! Now that you have an overview of what the PPST means to the teaching profession, let me walk you through one of its key features: the Career Stages.

The PPST Career Stages

One of the key features of the PPST are the career stages. Anchored on the principle of lifelong learning, the PPST recognizes the significance of a standards framework that articulates developmental progression as teachers develop, refine their practice and respond to the complexities of educational reforms. The PPST acknowledges that teacher professional development takes place in a continuum from beginning to exemplary practice.

The importance of career stages is further explained by OECD and Dr. Darling-Hammond:



The description of standards at different career stages provides “a framework for the teacher development continuum.” (OECD,2005)



Teacher evaluation should be based on professional teaching standards and should be sophisticated enough to assess teaching quality across the continuum of development from novice to expert teacher. (Darling-Hammond in Strauss, 2012)

Developmental Career stages can help teachers

- guide professional development that provides achievable quality targets, focused advice and feedback on performance
- achieve realistic outcomes of development of practical quality in teaching

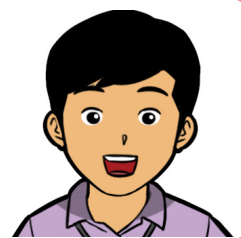


THINK

How is the idea of career stages different from the concept of 'one size fits all'? As a CT, how do you apply the concept of career stages to your coaching and mentoring?



Thank you for sharing! I'm sure your PST will also be curious to know about the change in paradigm from 'one size fits all' towards a developmental progression. To help you better explain the career stages, you may refer to the discussion below by Teacher Ana:



Teacher professional growth can be represented by:

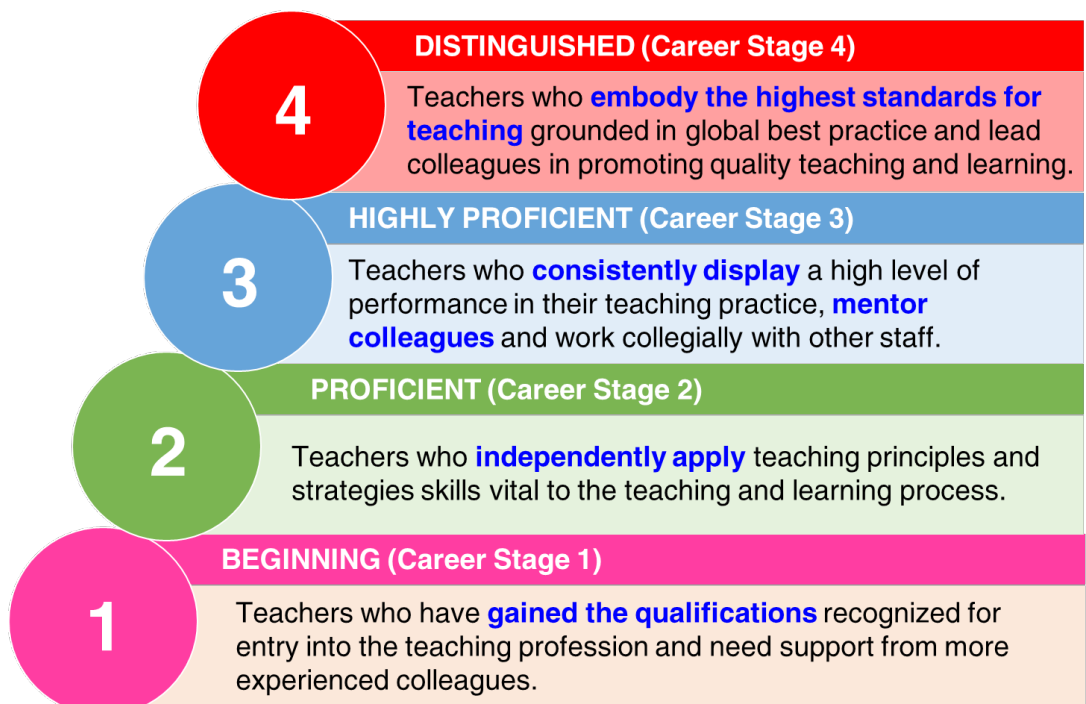
Beginning training     Exemplary practice

It is valuable to have *sign posts* along the way to help identify progress.

Teacher quality Stages are *developmental* in nature and exist on a *quality continuum*.



These are the PPST career stages:

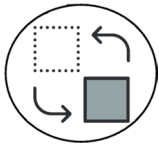




REMEMBER

To be proficient, one must exhibit Proficient Level of practice in all 37 Indicators. This is also true for Highly Proficient and Distinguished.

Take note that a teacher is not “boxed” in a Career Stage. A teacher may exhibit majority of his/her practice in Indicators for the Beginning Career Stage but may exhibit Proficient or even Highly Proficient of teaching practice on some Indicators.



TRANSFER

Ask the PST to reflect on his/her understanding of the PPST career stages. Use the worksheet below to relate the PST’s current training to the expectations of teachers in the field. This will help the PST realize how important it is that they are trained well in the TEIs so that their progression to the next career stage will be easier.

Worksheet 2: From Pre-service to In-service

What are the expectations from the in-service teachers?	What training or course/coursework in the TEI supports the expectations?

To help you process the PST’s answers on this worksheet, turn to the next page. You may also use the PST’s answers in planning for his/her coaching and mentoring program.



Sample outputs for **Worksheet 1: From Pre-service to In-service**

In service work	Pre-service Training
1. writing LPs focused on specific K to 12 competency	1. writing objectives, developing topical and detailed LPs
2. developing formative assessment tools	2. developing different types of tests



THINK

Study the output of the previous activity. Are there gaps in the training that your PST received and the expectations of the Department?

How would you bridge the gap/s? Would the coaching and mentoring program for PSTs address such gap? You may discuss these with the PST.



I hope you and your PST was able to have a fruitful discussion. I'm sure you both enjoyed the sharing from each other's perspective. In order for you and the PST to better appreciate the career stages, this next portion will discuss the parts of the PPST: the domains, strands, and indicators.

PPST Domains, Strands and Indicators

The PPST is defined in domains, strands and indicators. Understanding the structure of the PPST will help you better understand how the progression of practice across continuum is exhibited in the standards.

Domain

Broad conceptual sphere of teaching and learning practices defined by specific strands

Strand

Specific dimensions of teacher practice under every domain

Indicators

Concrete, observable and measurable teacher behaviors/practices covered in every strand

Domain

Strands	Beginning Teachers	Proficient Teachers	Highly Proficient Teachers	Distinguished Teachers
Domain 3. Diversity of Learners Domain 3 emphasizes the central role of teachers in establishing learning environments that are responsive to learner diversity. This Domain underscores the importance of teachers' knowledge and understanding of, as well as respect for, learners' diverse characteristics and experiences as inputs to the planning and design of learning opportunities. It encourages the celebration of diversity in the classrooms and the need for teaching practices that are differentiated to encourage all learners to be successful citizens in a changing local and global environment.				
Strand 3.1 Learners' gender, needs, strengths, interests and experiences	3.1.1 Demonstrate knowledge and understanding of differentiated teaching to suit the learners' gender, needs, strengths, interests and experiences.	3.1.2 Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.	3.1.3 Work with colleagues to share differentiated, developmentally appropriate opportunities to address learners' differences in gender, needs, strengths, interests and experiences.	3.1.4 Lead colleagues to evaluate differentiated strategies to enrich teaching practices that address learners' differences in gender, needs, strengths, interests and experiences.
Strand 3.2 Learners' linguistic, cultural, socio-economic and religious backgrounds	3.2.1 Implement teaching strategies that are responsive to the learners' linguistic, cultural, socio-economic and religious backgrounds.	3.2.2 Establish a learner-centered culture and implement teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds.	3.2.3 Assist colleagues to design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents.	3.2.4 Model exemplary teaching practices that recognize and affirm diverse linguistic, cultural, socio-economic and religious backgrounds to promote learner success.
Strand 3.3 Learners with disabilities, giftedness and talents	3.3.1 Use strategies responsive to learners with disabilities, giftedness and talents.	3.3.2 Design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents.	3.3.3 Assist colleagues to design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents.	3.3.4 Lead colleagues in designing, adapting and implementing teaching strategies that are responsive to learners with disabilities, giftedness and talents.

PPST Domains

DOMAIN 1 Content Knowledge and Pedagogy

DOMAIN 2 Learning Environment

DOMAIN 3 Diversity of Learners

DOMAIN 4 Curriculum and Planning

DOMAIN 5 Assessment and Reporting

DOMAIN 6 Community Linkages and Professional Engagement

DOMAIN 7 Personal Growth and Professional Development

THINK



Review the PPST booklet. Read the different domain descriptions and think of your daily practices that fall under each domain.

Are there tasks that you do that do not fall under the domains?

Thank you for sharing your thoughts. We hope that you were able to see your self in the descriptions of the PPST domains. These are the same competencies expected of the PSTs, so make sure that you align your coaching and mentoring program with the PPST, specifically the Beginning Teacher Indicators (BTIs).



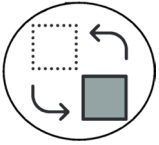
REMEMBER



The PPST:

- Is a public statement of professional accountability
- Makes explicit what teachers should know, be able to do and value in the profession
- Is sufficiently generic to represent practice across Grade levels and subject areas

TRANSFER



To further assess what your PST knows, and what your PST has understood so far regarding the PPST, specifically each domain, you may ask him/her to answer the worksheet below.

Worksheet 3: From Pre-service to In-service

List the key features of each domain based on your experiences so far as a PST. Are there specific practice you do as a PST that fall under each domain?

Domain 1

Domain 2

Domain 3

Domain 4

Domain 5

Domain 6

Domain 7

--	--



Hooray for your progress so far! Now you know more about the 7 Domains. Up next, let's get you more acquainted with the strands and indicators.

PPST Strands and Indicators

Domain 1. Content Knowledge and Pedagogy
 Domain 1 recognizes the importance of teachers' mastery of content knowledge and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding of the application of theories and principles of teaching and learning. This Domain encompasses teachers' ability to apply developmentally appropriate and meaningful pedagogy grounded on content knowledge and current research. It takes into account teachers' proficiency in Mother Tongue, Filipino and English in the teaching and learning process, as well as needed skills in the use of communication strategies, teaching strategies, and technologies to promote high-quality learning outcomes.

Strands	Beginning Teachers	Proficient Teachers	Highly Proficient Teachers	Distinguished Teachers
Strand 1.1 Content knowledge and its application within and across curriculum areas	1.1.1 Demonstrate content knowledge and its application within and/or across curriculum teaching areas.	1.1.2 Apply knowledge of content within and across curriculum teaching areas.	1.1.3 Model effective applications of content knowledge within and across curriculum teaching areas.	1.1.4 Model exemplary practice to improve the applications of content knowledge within and across curriculum teaching areas.
Strand 1.2 Research-based knowledge and principles of teaching and learning	1.2.1 Demonstrate an understanding of research-based knowledge and principles of teaching and learning.	1.2.2 Use research-based knowledge and principles of teaching and learning to enhance professional practice.	1.2.3 Collaborate with colleagues in the conduct and application of research to enrich knowledge of content and pedagogy.	1.2.4 Lead colleagues in the advancement of the art and science of teaching based on their comprehensive knowledge of research and pedagogy.
Strand 1.3 Positive use of ICT	1.3.1 Show skills in the positive use of ICT to facilitate the teaching and learning process.	1.3.2 Ensure the positive use of ICT to facilitate the teaching and learning process.	1.3.3 Promote effective strategies in the positive use of ICT to facilitate the teaching and learning process.	1.3.4 Mentor colleagues in the implementation of policies to ensure the positive use of ICT within or beyond the school.

The PPST has 37 strands across all 7 domains.

Domain 1. Content Knowledge and Pedagogy
 Domain 1 recognizes the importance of teachers' mastery of content knowledge and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding of the application of theories and principles of teaching and learning. This Domain encompasses teachers' ability to apply developmentally appropriate and meaningful pedagogy grounded on content knowledge and current research. It takes into account teachers' proficiency in Mother Tongue, Filipino and English in the teaching and learning process, as well as needed skills in the use of communication strategies, teaching strategies, and technologies to promote high-quality learning outcomes.

Strands	Beginning Teachers	Proficient Teachers	Highly Proficient Teachers	Distinguished Teachers
Strand 1.1 Content knowledge and its application within and across curriculum areas	1.1.1 Demonstrate content knowledge and its application within and/or across curriculum teaching areas.	1.1.2 Apply knowledge of content within and across curriculum teaching areas.	1.1.3 Model effective applications of content knowledge within and across curriculum teaching areas.	1.1.4 Model exemplary practice to improve the applications of content knowledge within and across curriculum teaching areas.
Strand 1.2 Research-based knowledge and principles of teaching and learning	1.2.1 Demonstrate an understanding of research-based knowledge and principles of teaching and learning.	1.2.2 Use research-based knowledge and principles of teaching and learning to enhance professional practice.	1.2.3 Collaborate with colleagues in the conduct and application of research to enrich knowledge of content and pedagogy.	1.2.4 Lead colleagues in the advancement of the art and science of teaching based on their comprehensive knowledge of research and pedagogy.
Strand 1.3 Positive use of ICT	1.3.1 Show skills in the positive use of ICT to facilitate the teaching and learning process.	1.3.2 Ensure the positive use of ICT to facilitate the teaching and learning process.	1.3.3 Promote effective strategies in the positive use of ICT to facilitate the teaching and learning process.	1.3.4 Mentor colleagues in the implementation of policies to ensure the positive use of ICT within or beyond the school.

Each strand is defined as specific competencies reflective of each career stage. These are the indicators.



THINK

Look at each strand and take note of the progression from the beginning career stage towards the distinguished career stage. Take note of how the verbs change (ex: from demonstrate to apply, then model). Do the indicators help you better see the progression of your teaching practices?



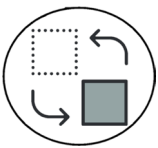
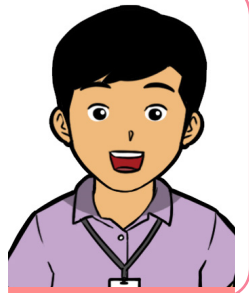
REMEMBER

The role of the Teacher Education Institutions (TEIs) is to develop all 37 Beginning Teacher Indicators (BTIs). Thus, your role as Cooperating Teacher is to help ensure the PST's achievement of these by providing opportunities to demonstrate what they have learned into actual practice. You may also have to help in assessing and/or filling in some gaps in the PST's competencies.

However, don't forget that teachers are not boxed in the career stage, so it is possible that some strands could be exemplified by your PST in a higher career stage/ in the proficient level.

I hope you were able to understand better your role as CT in terms of the expectations of the PPST from beginning teachers or your PST.

You may have to sit down with your PST and discuss further the parts of the PPST (the domains, strands and indicators). Emphasize that he/she is currently on Career Stage 1.



TRANSFER

Use the worksheet below to get insights from your PST after your discussion.

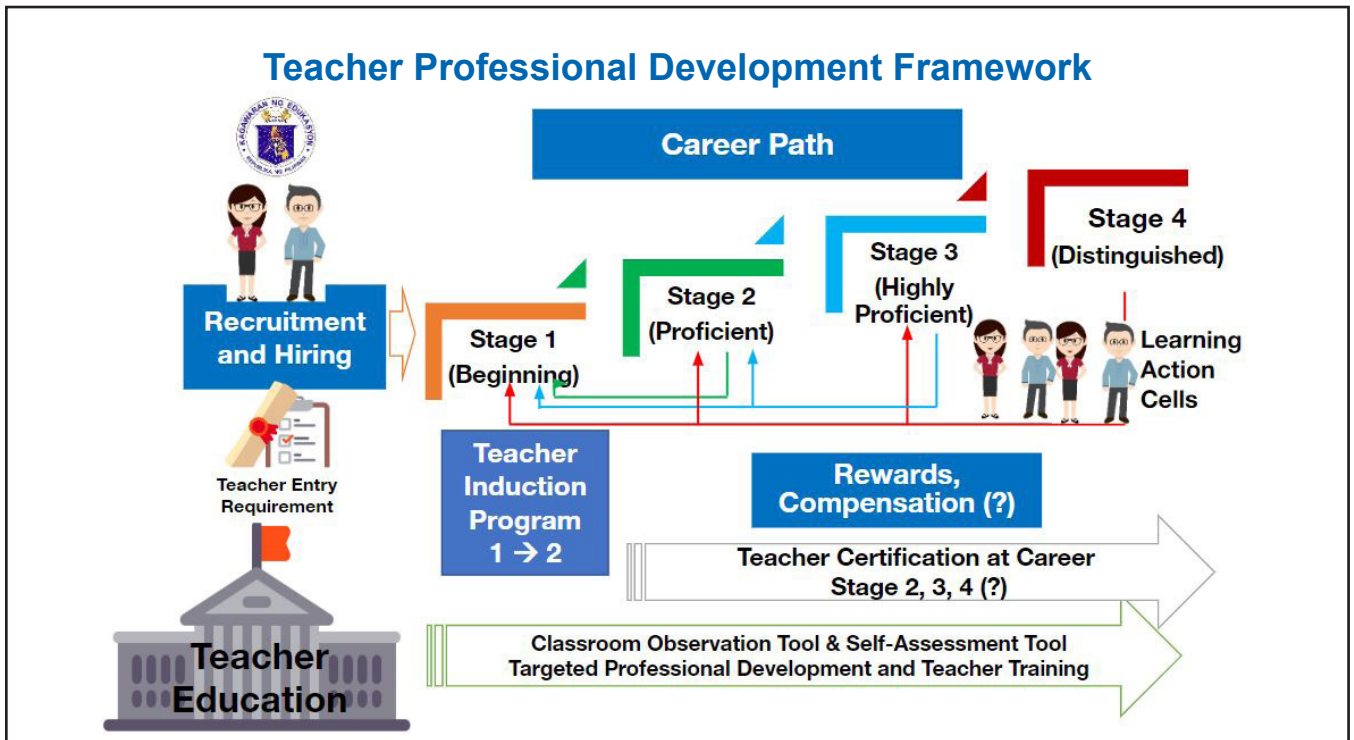
Worksheet 4: From Pre-service to In-service

Continue getting acquainted with the PPST. Do you understand the link between domains and strands? What about the strands and the indicators?

Write your reflection.



We're almost done with section 2! Lastly, We want to share with you the **Teacher Professional Development Framework** as adopted by the Department of Education. Teachers are expected to move progressively from career stages. DepED sets the minimum expectation of teachers to be at Proficient career stage.



Background Information:

- The Career Stages encourage the teacher to move from a certain stage to the next higher level as it provides the path for the teachers.
- However, the development of the teachers does not start at Stage 1. The development of the teachers starts at the TEIs. These institutions produce the teachers deployed by DepEd in different schools. As such, it is the TEIs that must produce pre-service teachers who possess the “Teacher Entry Requirement”
- Given that graduates (from the TEIs) possess the Teacher Entry Requirement, recruitment and hiring will be easy for them. This is because they already acquired the skills of Teachers in the Stage 1. However, Stage 1 is just a transition Stage. On the minimum, an in-service Teacher should be on the second Career Stage or higher.
- Other systems in the DepEd can be anchored to the Professional Standards such as the Learning Action Cells, Rewards and Compensations, Teacher Accreditation, Teacher Induction Program and Tools (Classroom Observation, Self-Reflection, and etc.)

THINK



Reflect on the framework. Do you agree with the minimum expectation of DepEd? Do you have some questions at this point that you need some clarification on?



REMEMBER

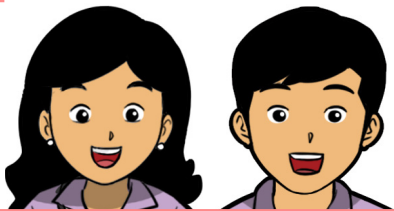
The PPST encapsulates the expectations of teachers in today's education:

- K to 12 curriculum- PPST expects teachers to know the curriculum and how to teach it.
- 21st century skills- Teachers are expected to be adept with the demands of current education paradigms
- ASEAN integration/Internationalization- As the country moves towards meeting local standards, teachers are also expected to respond to the global expectations.
- Philippine Qualifications Framework- The local measure of quality supports upgrading the set of standards of teachers.

The PPST puts premium to quality in what teachers know, do, and value. The 7 domains, 37 strands and 37 indicators across four career stages support teachers' progression. Teachers are supported to move from one career stage to another through well-defined and targeted professional development programs.

The PPST-based tools (Classroom Observation Tool and Self-Assessment Tool) will be used to measure teacher performance across career stages. The results will be used to plan out the development programs targeted at the needs of teachers.

The Learning Action Cells are also expected to discuss topics that target the needs of teachers in each career stage.



Congratulations for completing Section 2! Don't forget to check on your PST's understanding of the PPST. It is important that you both share an understanding of the standards that will guide you through the coaching and mentoring program. Are there other features in the slide that you have questions on? Do you know that there are other resource materials you can check for better clarifications on the PPST? Check out the list below.

See you on the next section of the module! :)

List of links to access additional resources on PPST

Quick Links:

[ALL RPMS MATERIALS]

<http://deped.in/RPMSPPSTSY20192020>

[UPDATED RPMS MANUAL]

<http://deped.in/RPMSManualver2019>

[SUPPLEMENTAL DOCUMENT TO RPMS MANUAL 2018]

<http://deped.in/RPMSSupplemental>

[UPDATED RPMS TOOLS]

<http://deped.in/RPMSY1TOOLS2019>

[IPCR FORMS PART I-IV]

<http://deped.in/IPCRForms>

[E-SAT PACKAGE]

<http://deped.in/eSATPackage>

[RPMS ORIENTATION MATERIALS]

<http://deped.in/RPMSOrientation>

[PPST] RESOURCE PACKAGES]

<http://deped.in/PPSTResourcePackages>

[RPMS IEC MATERIALS]

<http://deped.in/RPMSInfographics>

Section 3

COACHING AND MENTORING PSTs TO BECOME QUALITY IN-SERVICE TEACHERS

Section 3 is the heart of the coaching and mentoring module. [Each PPST indicator is unpacked through further elaboration and detailed activities to assist the CT](#) in coaching the PST's in their attainment of the expectations of the PPST.

Learning Outcomes:

At the end of this section, cooperating teachers shall be able to:

1. demonstrate understanding of his/her role in the experiential learning courses;
2. transfer knowledge of the beginning teacher indicators to the pre-service teachers; and
3. facilitate discussion with the pre-service teacher on the beginning teacher indicators.



Welcome to the most exciting section of our module! We say most exciting since this is where we will guide you to learn more about possible activities and practices for:

- the Experiential Learning courses; and
- each of the Beginning Teacher Indicators or BTIs.



The activities are non-prescriptive. You may revise and contextualize based on the availability of resources, capacity of the pre-service teacher/s, and your own discretion as coach and mentor.

This section aims to further enrich your existing practices and align them with the new set of standards.

PART I. The Experiential Learning Courses

As Cooperating Teacher, you will be involved in the following courses under the Experiential Learning of pre-service teachers: Field Study 1, Field Study 2 and Teaching Internship. What are the expected outcomes of these courses and what is your role as CT? Let's find out.

Course Title	Experiential Learning
Course Description	<p>This course is a year-long engagement that supports authentic experiential learning from field study and actual classroom immersion of the prospective teachers. It begins with field study experiences through (a) observation and (b) participation and will progress to (c) teaching assistantship and (d) guided/ mentored classroom teaching.</p> <p>The PPST domains shall be used as guideposts in developing the content, pedagogy and implementation scheme of this course.</p>
Course Credits	12 units (FS 1 - 3 units, FS 2 - 3 units, Teaching Internship - 6 units)
Contact Hours	<p>FS 1 & 2 6hrs per week for one semester taken with 2 or 3 academic subjects</p> <p>Teaching Internship Fulltime 30-40hrs per week for one semester</p>
Prerequisite	All required academic subjects for the degree should be taken before Teaching Internship.

from the CHED 2017 Policies, Standards and Guidelines (PSGs)

Course Title	Field Study 1 - Observations of Teaching-Learning in Actual School Environment
Course Description	This is the first experiential course, which will immerse a future teacher to actual classroom situation and learning environment where direct observation of teaching learning episodes that focus on the application of educational theories learned in content and pedagogy courses will be made. Observations on learners' behavior, motivation, teacher's strategies, classroom management, and assessment in learning among others shall be given emphasis. A portfolio shall be required in the course.
Course Credits	3 units
Contact Hours	3 hours per week
Prerequisite	All professional and major/specialization subjects

from the CHED 2017 Policies, Standards and Guidelines (PSGs)

For Field Study 1, a group of pre-service teachers may be assigned to observe your class. Be reminded of the following classroom observable strands of the PPST which you may exhibit in your class. You will not be able to exhibit all of these explicitly and in full, but try to target at least seven per lesson.

- **Strand 1.1** Content knowledge and its application within and across curriculum areas
- **Strand 1.3** Positive use of ICT
- **Strand 1.4** Strategies for promoting literacy and numeracy
- **Strand 1.5** Strategies for developing critical and creative thinking, as well as other higher-order thinking skills
- **Strand 1.6** Mother Tongue, Filipino and English in teaching and learning
- **Strand 1.7** Classroom communication strategies

- **Strand 2.1** Learner safety and security
- **Strand 2.2** Fair learning environment
- **Strand 2.3** Management of classroom structure and activities
- **Strand 2.4** Support for learner participation
- **Strand 2.5** Promotion of purposive learning
- **Strand 2.6** Management of learner behavior

- **Strand 3.1** Learners' gender, needs, strengths, interests and experiences
- **Strand 3.2** Learners' linguistic, cultural, socio-economic and religious backgrounds
- **Strand 3.3** Learners with disabilities, giftedness and talents
- **Strand 3.4** Learners in difficult circumstances
- **Strand 3.5** Learners from indigenous groups

Strand 4.1 Planning and management of teaching and learning processes

Strand 4.5 Teaching and learning resources including ICT

Strand 5.1 Design, selection, organization and utilization of assessment strategies

Strand 5.3 Feedback to improve learning

Pre-service teachers will not spend their FS 1 observing classes only. They will have to see the life of teachers outside of the classroom and in relation to other stakeholders and the wider school community.

Below are the non-classroom observable strands of the PPST and some suggested activities that pre-service teachers could observe during their FS1:

Strand 1.2 Research-based knowledge and principles of teaching and learning

The pre-service teachers may be asked to observe or attend the following:

- a. meeting on School Improvement Plan (SIP)
- b. a class demonstrating a teacher's research-based classroom practice or strategy:
example: a school-based research revealed that their students learn better when they work on activities with a buddy or group, instead of individual tasks. A teacher applies this in his/her class by giving seatworks, quizzes and other forms of assessment in pairs or in groups. It will be notable for pre-service teachers to observe how this is done and how the students respond.

Strand 4.2 Learning outcomes aligned with learning competencies

The pre-service teachers may be asked to study a variety of exemplary lesson plans across grade levels and content areas that show learning outcomes aligned with learning competencies. They may be asked to study the lesson plans vis a vis the DepEd K to 12 Curriculum Guides.

Strand 4.3 Relevance and responsiveness of learning programs

The pre-service teachers may be asked to:

- a. attend an activity or meeting on school learning programs like Every Child A Reader Program, School Feeding Program, and other school- or community-related programs
- b. read/study documents on learning programs being implemented in the school
- c. interview teachers, students, and/or other personnel involved in the program

Strand 4.4 Professional collaboration to enrich teaching practice

The pre-service teachers may be asked to:

- a. attend Learning Action Cell (LAC) sessions
- b. observe collaborative teaching/team teaching classes

Strand 5.2 Monitoring and evaluation of learner progress and achievement teaching practice

The pre-service teachers may be asked to interview teachers on how they conduct remediation or intervention activities for learners. Through this, they will learn how the teachers monitor and evaluate learners. The pre-service teachers could also interview coaches or trainers so they could share how they scout or identify learners with potential and how they monitor and evaluate them.

Strand 5.4 Communication of learner needs, progress and achievement to key stakeholders

The pre-service teachers may be asked to:

- a. observe card-giving and take note of how the teachers communicate reports of the learners' performance to the parents
- b. study the qualitative comments written in the cards
- c. observe a parent and teacher meeting

Strand 5.5 Use of assessment data to enhance teaching and learning practices and programs

The pre-service teachers may be asked to interview teachers on how they use the results of quizzes and examinations to reflect on their teaching practices.

Strand 6.1 Establishment of learning environments that are responsive to community contexts

The pre-service teachers may be asked to:

- a. attend student co-curricular or extra-curricular activities which are in partnership with the community or local government
- b. interview the local barangay officials or a representative from the school to find out about partnerships between the school and the community
- c. familiarize themselves on the context of the local community and brainstorm ideas on how the teachers and school could respond to the needs of the community

Strand 6.2 Engagement of parents and the wider school community in the educative process

The pre-service teachers may be asked to:

- a. familiarize themselves with how the CT and the school relate to the school stakeholders during programs and meetings within the school or in the community
- b. sit during parent-teacher conference

Strand 6.3 Professional ethics

The pre-service teachers may be asked to:

- a. share with fellow PSTs his/her beliefs on ethical standards
- b. attend professional development activities which focus on ethics in education

Strand 6.4 School policies and procedures

The pre-service teachers may be asked to:

- a. develop, with fellow PSTs, campaign to ensure that school policies and procedures are followed by all stakeholders

Course Title	Experiential Learning
Course Description	<p>This course is a year-long engagement that supports authentic experiential learning from field study and actual classroom immersion of the prospective teachers. It begins with field study experiences through (a) observation and (b) participation and will progress to (c) teaching assistantship and (d) guided/ mentored classroom teaching.</p> <p>The PPST domains shall be used as guideposts in developing the content, pedagogy and implementation scheme of this course.</p>
Course Credits	12 units (FS 1 - 3 units, FS 2 - 3 units, Teaching Internship - 6 units)
Contact Hours	<p>FS 1 & 2 6hrs per week for one semester taken with 2 or 3 academic subjects</p> <p>Teaching Internship Fulltime 30-40hrs per week for one semester</p>
Prerequisite	All required academic subjects for the degree should be taken before Teaching Internship.

The next parts of this section are the activities that you can do with your PST while they are enrolled in the Internship of the Experiential Learning.



Let us continue reviewing PPST so that

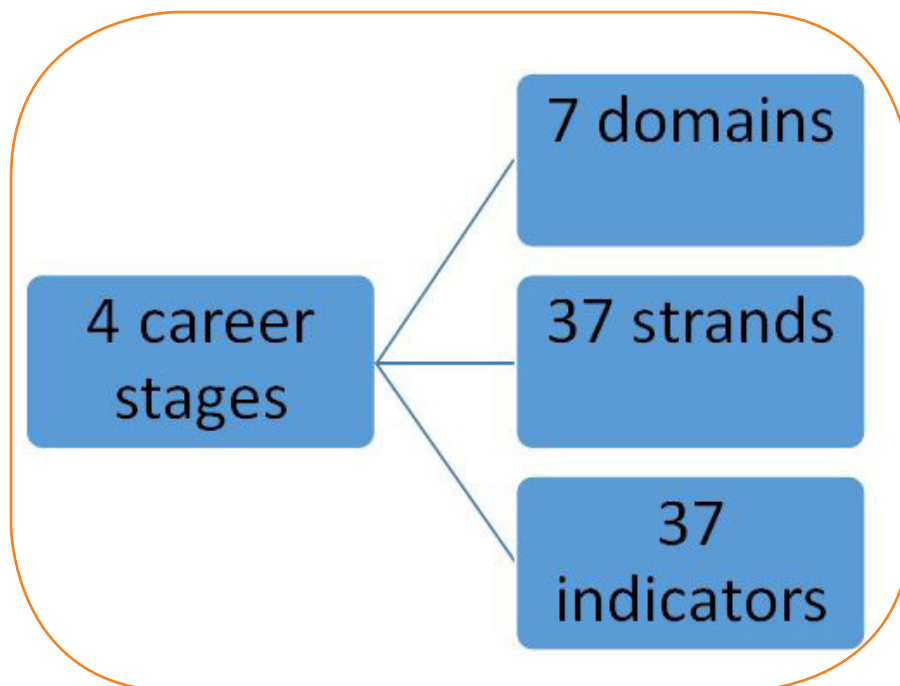


- In this section, each BTI is given a portion where we provide you with:
- further elaboration, additional inputs and/or clarifications on the BTI
 - activities for you, the Cooperating Teacher
 - activities for the pre-service teachers
 - additional resources

There are 37 BTIs to be discussed in this section, so let's start now!

Section 3 lists all 37 indicators to teach the PSTs in ensuing quality in their performance as teachers. Activities to support further understanding of each indicator is provided for the PSTs to do, guided by the CT.

Let us review key learning from PPST.



The contents of Section 3 has 3 major parts:

Indicator and its structure based on PPST

Elaborations of the BTI

Activities to support further understanding of the BTIs

DOMAIN

CONTENT KNOWLEDGE and PEDAGOGY

1

Number of Strands: 7

Domain 1 recognizes the importance of teachers' mastery of content knowledge and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding of the application of theories and principles of teaching and learning. This Domain encompasses teachers' ability to apply developmentally appropriate and meaningful pedagogy grounded on content knowledge and current research. It takes into account teachers' proficiency in Mother Tongue, Filipino and English in the teaching and learning process, as well as needed skills in the use of communication strategies, teaching strategies, and technologies to promote high quality learning outcomes.

Strand 1.1 Content knowledge and its application within and across curriculum areas

**CLASSROOM
OBSERVABLE**

BTI 1.1.1 Demonstrate content knowledge and its application within and/or across curriculum teaching areas.

ELABORATIONS

Expectation from the PSTs:

requires that the PST knows what they are teaching and how to teach it. The PST is expected to teach the competencies that teachers are expected to master to teach efficiently and effectively. The PST is expected to know their area of content specialization. It is expected that the PST knows all the details of the content. Moreover, the PST must also show knowledge of integration to other content areas.

Key Concepts:

Content Knowledge

Competencies that teachers are expected to master for them to teach efficiently and effectively

Curriculum Areas

Different learning/subject areas taught and learned in the basic education curriculum

Within Curriculum Teaching Areas

Inclusion of appropriately chosen intra-disciplinary topics and enabling learning competencies within the curriculum guide of a specific learning area and grade level

Across Curriculum Teaching Areas

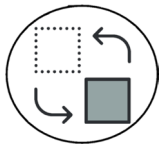
Making meaningful connections and including appropriate interdisciplinary topics and learning competencies cited in the curriculum guide of other learning areas in any grade level.



THINK

Reflect on your current practice. How do you ensure that you *apply* knowledge of content within and across curriculum teaching areas?

Now that you know more about BTI 1.1.1, you may use the following activities to help your PST better understand the indicator.



TRANSFER

Activities for your
PST

ACTIVITY 1: 1.1.1 Key Concepts

Start off your discussion by reviewing a lesson prepared/delivered by your PST. Ask him/her to identify the content knowledge and curriculum area/s covered in the lesson.

Ask whether he/she was able to share content knowledge within and/or across the curriculum teaching areas. These may not be seen in the lesson plan, but may have been part of the actual delivery of the lesson.

Share how you think he/she could better demonstrate the indicator in his/her next lessons. You may ask the PST to read through the curriculum guides to get more ideas on which topics could work well integrated with other topics.



TRANSFER
Activities for your
PST

Use the worksheet below to help your PST enhance his/her ability to demonstrate BTI 1.1.1.



Worksheet 1: Integration to Other Content Areas

Analyze target learning competencies for the current week . Think of how you could deepen and/or broaden your discussion of the subject matter by listing down what topics could be integrated in your future lessons.

Lessons scheduled for teaching in the current week	Topics within and/or across curriculum areas that could be included in the lesson



Don't forget to check your PST's answers and provide feedback. Next time that you check his/her lesson plans and when you observe his/her class, take note if the PST was able to demonstrate BTI 1.1.1.

If you need additional resources, you may check out the PPST Resource Package Module 1 available at this link: <http://deped.in/PPSTResourcePackages>

Strand 1.3 Positive Use of ICT

CLASSROOM OBSERVABLE

BTI 1.3.1 Show skills in the positive use of ICT to facilitate the teaching and learning process.

ELABORATIONS

Key Concepts:

Positive Use of ICT refers to the responsible, ethical and appropriate use of ICT to ensure and achieve learning (PPST, 2017).

ICT includes, but not limited to, computer hardware and software, digital resources (e.g., books, journals, research reports, databases, scripts, etc., in digital form), and digital media (e.g., digital images, video, audio, websites, web pages, social media, etc.) that can be used for instruction.

Standards in the Positive Use of ICT in Education

-facilitate and inspire student learning and creativity, design and develop digital age learning experiences and assessments, model digital age work and learning, promote and model digital citizenship and responsibility; and engage in professional growth and leadership (ISTE, 2008)

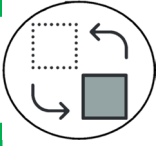


THINK

Reflect on your current practice. How do you **use** research-based knowledge and principles of teaching and learning to enhance professional practice?

Now that you know more about BTI 1.1.2, you may use the following activities to help your PST better understand the indicator.





TRANSFER

Activities for your
PST

ACTIVITY 1: 1.2.1 Key Concepts

Ask the PST to read and reflect on the definitions below. Then ask the questions that follow.

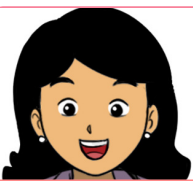
Positive Use of ICT refers to the responsible, ethical and appropriate use of ICT to ensure and achieve learning (PPST, 2017).

ICT includes, but not limited to, computer hardware and software, digital resources (e.g., books, journals, research reports, databases, scripts, etc., in digital form), and digital media (e.g., digital images, video, audio, websites, web pages, social media, etc.) that can be used for instruction.

1. What does responsible, ethical and appropriate use of ICT mean?

2. How do you become a responsible and ethical user of ICT in teaching and learning process?

3. Why is there a need to transfer those positive skills to your learners?



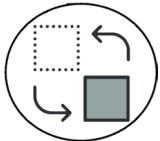
During your discussion, you may share your own practices and share additional inputs. You may lead the discussion towards common issues on the use of ICT such as cyber-bullying, plagiarism, etc. You may refer to additional inputs below:

Copyright- The exclusive legal right to reproduce, publish, sell or distribute the matter and form of something (as a literary, musical or artistic work)

Infringement- The encroachment or trespass on a right or privilege

Attribution- The act of attributing especially the ascribing of a work (as of literature or art) to a particular author or artist

Plagiarism- The act of using another person's words or ideas without giving credit to that person.



TRANSFER
Activities for your
PST

The previous activity enables you and the PST to have better understanding of the key concepts in the indicator. This time, you may use the following worksheet for the PST to explore ways on how to use ICT positively.



Worksheet 1: Illustrations of Positive Use of ICT

Listed in the table below are some common ICT-related resources/materials. Suggest ways on how to use them positively and write these on the space provided.

ICT-RELATED RESOURCES/ MATERIALS	HOW TO POSITIVELY USE IT
Facebook	
Applications (in phones, computers, etc.)	
Online Research Repositories	
Blogs	
Videos from the Internet	



Don't forget to check your PSTs answers and provide feedback. Next time that you check his/her lesson plans and when you observe his/her class, take note of the positive use of ICT.

If you need additional resources, including latest trends on the use of ICT, you may check out PPST Resource Package Module 13 available at this link: <http://deped.in/PPSTResourcePackages>

Strand 1.4 Strategies for promoting literacy and numeracy

**CLASSROOM
OBSERVABLE**

BTI 1.4.1 Demonstrate knowledge of teaching strategies that promote literacy and numeracy skills.

ELABORATIONS

Key Concepts:

Expectation from the PSTs: PSTs are expected to build a strong foundation in literacy and numeracy among learners, and strengthen their ability to engage in education, reach their potential and participate fully in the community.

Literacy and numeracy skills are crucial for accessing the broader curriculum as they are used in many aspects of our lives. Obtaining an acceptable level of literacy and numeracy can greatly enhance learners' achievement because they are used in many aspects of their lives. Workplace numeracy, literacy and employability skills are often used in conjunction with one another. These required skills often overlap and are necessary for any task.

LITERACY refers to the capability one acquires in order to read, understand, and construct textual material. This ability is useful in regular academic and non-academic situations and contexts within the school community and in different occupational areas. Literacy is not confined to merely learning to read and write; it also encompasses a range of more complex skills including the ability to apprehend ideas and concepts.

NUMERACY refers to the ability to understand and use mathematical knowledge for calculating, problem solving, and interpreting information in order to arrive at educated and well-informed decisions. Numeracy is an important skill for learners to master to help them prepare for life beyond the school and within the workplace

TEACHING STRATEGIES refer to techniques, practices, approaches, and systems teachers employ in their classroom practice to advance student learning. and greater community.



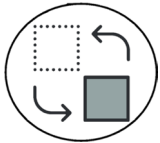
THINK

Reflect on your current practice. How do you **use** a range of teaching strategies that enhance learner achievement in literacy and numeracy skills?

Now that you know more about BTI 1.4.1, you may use the following activities to help your PST better understand the indicator.



TRANSFER



Activities for your
PST

**ACTIVITY 1:
1.5.1**

Worksheet 1: Illustrations of Literacy and Numeracy activities

How is literacy and numeracy shown in your class? If needed, show how you may improve on them.

Instances of addressing literacy and numeracy	How the teacher supported the students
The teacher addresses literacy by working on some word games and discussing with students	Teacher provided all the necessary assistance to students while doing the activities.

Strand 1.5 Strategies for developing critical and creative thinking, as well as other higher-order thinking skills

**CLASSROOM
OBSERVABLE**

BTI 1.5.1 Apply teaching strategies that develop critical and creative thinking, and/or other higher-order thinking skills

Key Concepts:

BTI 1.5.1 requires the PST to use teaching strategies that go beyond rote learning and spoon-feeding.

Definition of terms:

Critical thinking skills

High-level thinking skills such as analysis, evaluation, interpretation, or synthesis of information and application of creative thought to form an argument, solve a problem, or reach a conclusion.

Creative thinking skills

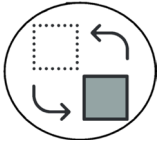
Thinking skills that involve exploring ideas, generating possibilities and looking for many right answers rather than just one.

Higher Order Thinking Skills

Complex thinking processes which include analysis, evaluation, synthesis, reflection and creativity.

Teacher-guided activities/practices that exhibit this indicator includes:

1. The teacher employs a range of strategies to ensure that most learners are given opportunities to give opinions about the lesson and to react to the opinions of others.
2. The teacher creates a genuine discussion among learners, providing adequate time for them to respond, as well as to step aside when appropriate.
3. The teacher gives learners opportunities to compare and contrast ideas.



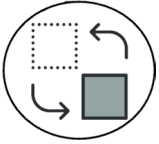
TRANSFER

Activities for your
PST

ACTIVITY 1: 1.5.1 Key Concepts

Listed below are some teaching-learning strategies that could be used to develop critical and creative thinking, and/or other higher-order thinking skills in students. Complete the table below and write how you could integrate these in your lesson and how you could integrate them. Indicate which skill/s are targeted by the activity.

Strategy/Activity	In which lesson could you integrate this activity/strategy? How?	Skill/s developed in students
Problem-solving	In my grade 7 class, we will study about protection and conservation of natural resources. In groups, I will ask them to explore ideas on how we could use Earth's resources sustainably. They will present in class and comment on others' work.	Critical thinking skills, Creative thinking skills and Higher Order Thinking skills
Debate		
Interactive Games		
Creating Scenarios		

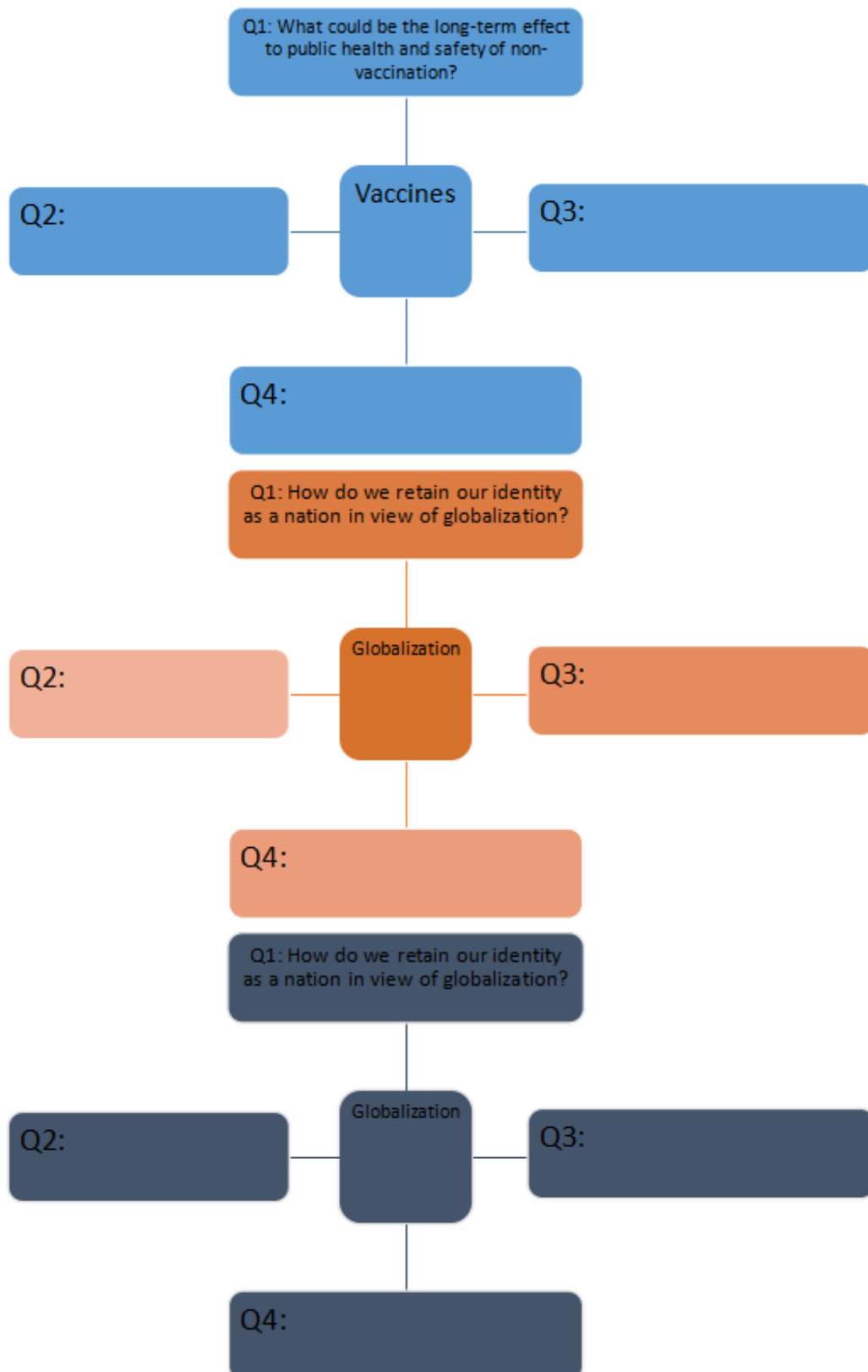


TRANSFER

Activities for your
PST

ACTIVITY 2: 1.5.1 Key Concepts

Critical, creative, and higher order thinking skills could be developed in learners with good art of questioning. Listed below are some common topics which make for good classroom discussion. List down questions that could develop critical, creative, and higher order thinking skills in learners. You're given some examples to help you get started.



Strand 1.6 Mother Tongue, Filipino and English in teaching and learning

CLASSROOM OBSERVABLE

BTI 1.6.1 Use Mother Tongue, Filipino and English to facilitate teaching and learning.

ELABORATIONS

BTI 1.6.1 requires the PST to use language that enables him/her to effectively communicate with the students and facilitate the discussion in class.

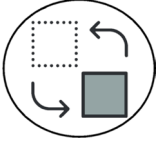
Key Concepts:

MOTHER TONGUE

the native language or the first language the learner learns as a child (PPST, 2017)

Teacher-guided activities/practices that exhibit this indicator includes:

1. Teacher's use of Mother Tongue, and/or Filipino, and/or English is mostly sufficient, accurate, clear, and precise in conveying ideas to learners without misrepresentation or confusion.
2. Teacher's use of Mother Tongue, and/or Filipino, and/or English is generally understood by the learners.
3. The teacher uses precise vocabulary and intonation to express meaning and often shows great fluency and ease in delivering the lesson.



TRANSFER

Activities for your
PST

ACTIVITY 1: 1.6.1 Key Concepts

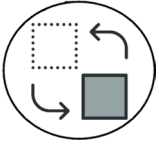
Study the class scenario below then answer the questions that follow.

- Teacher Nathan: Good morning, class!
- Learners: Good morning, sir!
- Teacher Nathan: Today, we are going to discuss the basic needs of humans, plants and animals. Does anyone have an idea what these needs are? (Students raise their hands.)
Yes, Micah.
- Micah: Food, sir.
- Teacher Nathan: That's good. What else? Yes, Christian.
- Christian: Water, sir.
- Teacher Nathan: Correct! Very good. Why?
- Christian: Water is one of our basic needs because majority of the parts of our body is composed of water.
- Teacher Nathan: That's a great answer Christian.
- Teacher Nathan: What else? Are there other basic needs?
- Learners: (falls silent trying to think of an answer)
- Teacher Nathan: Class, can you think of our other basic needs?
- Learners: (Long pause from the students as if they could hardly answer the question)
- Teacher Nathan: Agyu yu ba alampusan ing komunidad a sapak keng asok manibat kareng pabrika? (Can you survive if our community suffers from pollution from factories?)
Makapangisnawa tamu kaya masalese? (Do you think we can breathe properly?)
Yes, Jane.
- Jane: Air. Sir, I don't think if we can survive without clean air.
- Teacher Nathan: Very good! What is an important element that makes the air clean?
- Learners: (falls silent again)
- Teacher Nathan: Anybody? Who would like to answer it? Okay. Ini ing importanteng parti na malinis keng angin. (This is an important substance of that makes the air clean.)
- Teacher Nathan: Come on. Yes, Carrie.
- Carrie: Oxygen, Sir.
- Teacher Nathan: Good job! Oxygen is correct!

How did Teacher Nathan facilitate the discussion when students were already being silent and not answering? Do you think this was a helpful strategy?

Do you agree that teachers should be allowed to alternate between languages while teaching? How could this help facilitate the discussion?

What other strategies do you use to facilitate your discussion whenever you think the learners do not fully comprehend the lesson or when they cannot answer your questions?



TRANSFER

Activities for your
PST

ACTIVITY 2: 1.6.1 Key Concepts

COMMUNICATION STRATEGY	DESCRIPTION	
Context Clues	Hints or information that can help the learner understand the meaning of a difficult word or phrase. These hints or information can be a synonym, antonym, example, or definition (Nordquist, 2018).	Teacher: What do you mean by fictional? Learners: (falls silent) Teacher: For example, unicorns and dragons in fantasy stories are fictional.
Paraphrasing	A restatement or recasting of original statement in another form or other words usually to simplify the meaning of the text. (Nordquist, 2018).	Instead of saying “Giraffes like Acacia leaves and hay, and they can consume 75 pounds of food a day.”, the teacher opted to say “A giraffe can eat up to 75 pounds of Acacia leaves and hay daily.”
Verbal Cues	Prompts in the form of concise phrases that are used to indicate a need for a response or reaction from the listeners (Landin, 2012).	Teacher: Okay class, you need to remember that when handling glassware, you need to hold it with both hands. Is that clear?
Funneling	It involves starting with a general question and then going down to more specific point in each question in order to gather more and more details (Manktelow, Swift, et al, 2018).	Teacher: What is our lesson yesterday? Learners: Ecosystem Teacher: What did you learn about the ecosystem? Learner 1: I learned about the major types of ecosystems. Teacher: Could you give me one type of ecosystem and then describe it?

COMMUNICATION STRATEGY	DESCRIPTION	
Structural Analysis	Dividing a word into parts to understand or get the meaning of the difficult word (Wilson, 2018).	<p>Teacher: What is an 'angle bisector'?</p> <p>Learners: (falls silent)</p> <p>Teacher: 'Bisect' means to divide into two equal parts. What do you think does an 'angle bisector' do to an angle?</p> <p>Learner 1: The angle bisector divides the angle into two equal angles?</p> <p>Teacher: That's correct. Very good.</p>
Visual Imagery	The forming of images or objects in the mind of the learners as they read or listen. The teacher can use rich and stimulating words and expressions to help learners activate their prior knowledge in order to help them form visual images in their minds. This process helps the learners better understand the reading and listening texts (Gambrell & Koskinen, 2002).	
Sentence Frame	Is a method of scaffolding that teachers can use to help learners formulate a comment or a response in sentence form. The teacher states an incomplete sentence and the learners will provide the missing words (Donnelly & Roe, 2010).	
Translation	Is the use of a language to understand or interpret the meaning of a word from another language (Florentina, 2007).	

DOMAIN

LEARNING ENVIRONMENT

Number of Strands: 6

2

Domain 2 highlights the role of teachers to provide learning environments that are safe, secure, fair and supportive in order to promote learner responsibility and achievement. This Domain centers on creating an environment that is learning-focused and in which teachers efficiently manage learner behavior in a physical and virtual space. It highlights the need for teachers to utilize a range of resources and provide intellectually challenging and stimulating activities to encourage constructive classroom interactions geared towards the attainment of high standards of learning.

Strand 2.1 Learner Safety and Security

**CLASSROOM
OBSERVABLE**

BTI 2.1.1 Demonstrate knowledge of policies, guidelines and procedures that provide safe and secure learning environments.

ELABORATIONS

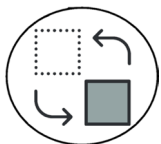
A healthy learning environment that does not only enhance the child's academic achievement but also ensure his or her physical, psychological, social, and emotional growth (SIP Annex 2A). UNICEF (2000) elaborates that positive learning outcomes generally sought by educational systems happen in quality learning environments. The PST is then expected to translate concretely in the classroom given definitions of quality learning environment such as school infrastructure and its interaction, classroom maintenance, space and furniture, behavior of teacher and learners, school discipline policies, and inclusive environment.



THINK

Reflect on your current practice. How were you able to **establish** safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures?

Now that you know more about BTI 2.1.1, you may use the following activities to help your PST better understand the indicator.



TRANSFER

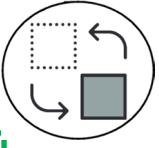
Activities for your
PST

WORKSHEET 1:

Checking on Safety and Security in the Classroom

The following checklist is adapted from the Child-Friendly School (SIP Annex 2A) aimed at attaining a safe and secure learning environment. Tick the box of the action items which you can accomplish or is doing on a regular basis in the classroom.

- Your classroom has proper ventilation and lighting and enough space for the learners.
- Your classroom desks and other furniture are sized to the age of the learners. In the case of shared desks, each learner has enough space to do seatwork.
- Your classroom's layout and furniture allow learners to interact and do group work.
- Your classroom has a bulletin board or a corner that displays helpful learning materials such as posters, illustrations, newspaper and magazine clippings, and your learners' own works.
- Your classroom and premises are regularly maintained and kept clean.
- Your classroom has safe facilities in place to address hazard threats (e.g. fire exits, fire extinguishers, appropriate electrical wirings).
- Your classroom has adequate emergency/first aid kits that are readily available.
- Your classroom has a policy against discrimination with regard to gender, cultural origin, social status, religious belief, and others.
- Your activities cater to learners with special needs.
- Your activities use non-threatening styles of discipline.
- Your classroom has written policies and regular practices that promote good health
- Your classroom/lesson integrates health education and life skill development in its curriculum
- Your classroom encourages learners to care for each other
- Your classroom does not tolerate physical punishment on learners
- Your classroom has clear guidelines for conduct between learners and does not allow bullying



TRANSFER

Activities for your
PST

WORKSHEET 2: Your Features of Practice

List down additional practices which you can do to ensure a safe and secure learning environment:

Practice 1

Practice 2

Practice 3

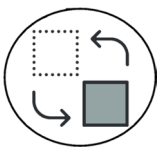
Strand 2.3 Management of classroom structure and activities

CLASSROOM OBSERVABLE

BTI 2.3.1 Demonstrate knowledge of managing classroom structure that engages learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within the available physical learning environments.

ELABORATION

BTI 2.3.1 refers to the ability of the PST to ensure that the classroom is conducive for student learning. It requires that the PST understands how learning takes place in the classroom so that a more suitable physical and teaching-learning activities will be planned.



TRANSFER

Activities for your
PST

WORKSHEET 1: Managing Classroom Structure

Study the screenshot below. Then answer the questions that follow.

CLASSROOM STRUCTURE. This refers to the physical set-up of the learning environment, which generally includes the arrangement of chairs, tables, and other equipment in the classroom designed to maximize learning.

CLASSROOM ACTIVITIES. These are activities that the teacher intends to use based on the lesson objectives which can be:

- discovery learning activities* that require learners to draw on their past and existing knowledge to discover facts, relationships, and new knowledge to be learned.
- hands-on learning activities* that require physical participation of learners to construct, consolidate or explain concepts.
- meaningful exploration* that leads to learners' full understanding of concepts and how they relate to other concepts.

Screenshot from PPST Module 4. You may access it through this link: <http://deped.in/PPSTResourcePackages>

What does it mean by managing classroom structure?

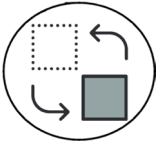
How would you describe an engaging classroom?

How about a classroom activity that allows for discovery and hands-on learning?

List all possible activities that will require your students to:

a. Participate in activities that will require them to construct, consolidate, or explain concepts:

b. Participate in activities that will require your students to draw on their past experiences to draw on new knowledge:



TRANSFER

Activities for your
PST

WORKSHEET 2: Understanding BTI 2.3.1

Think of **at least 2 possible classroom activities** which Teacher Luis may use to show his understanding of BTI 2.3.1. Details of his lesson are as follows:

Teacher Luis' class is on the use of the different measuring devices used in the olden times. The class wants to compare purposes of the old devices compared to the modern ones. The main question written on the board is *"If the measuring devices are still used this day, would they be used for the same purpose?"*

Here is the list of measuring devices Teacher Luis showed his class:

Ganta – used to measuring grains

Long stick- used to measure distances

Garter – used for the purpose of tape measure

ACTIVITY 1:

ACTIVITY 2:

Strand 2.4 Support for Learner Participation

CLASSROOM OBSERVABLE

BTI 2.4.1 Demonstrate understanding of supportive learning environments that nurture and inspire learner participation.

ELABORATION

DepEd Order No. 36, s. 2013 enacts the official adoption of the Department of Education's Vision, Mission and Core Values serving as the guide and direction of every individual taking part as stakeholders in the education service delivery in our country.

DepEd Mission states:

To protect and promote the right of every Filipino to quality, equitable, culture-based and complete basic education where students learn in a child-friendly, gender sensitive and safe and motivating environment.

Teachers facilitate learning and constantly nurture every learner. Administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen.

Family, community and other stakeholders are actively engaged and share responsibility for developing life-long learners.

An environment that would work well for our learners to be inspired and nurtured towards their full participation may be described to have the following:

Physical Environment. It refers to the level of upkeep, ambient noise, lighting, indoor air quality and/or thermal comfort of the school's physical building and its location within the community. (Ref. National Center on Safe Supportive Learning Environment, 2019)

Socio - Emotional Environment. This refers to the support to the need to belong and to love, the need for power, the need for freedom and the need to have fun. It is characterized by respect, caring, acceptance, trust, high expectations, belief in each other, joy and fun. (Ref. 21stcenturyschools.com)

Support Group/Organizations. This refers to a composition of individuals forming a group, a unit, a society, a team, or an organization which provide support in the provision of learning opportunities among children and adults. They may be composed of students, or student leaders, or individual students with commonalities/similarities. They may also be representing the teachers or the parents or the community people or a combination of any of them. They are formed and are governed with the common end – provide support to the learning needs of the children.

Another concept that may help give you new definition of a learning environment is derived from the SEAMEO – Innotech GURO21 Course 1, Module 1 which says:

“The new learning environment refers to innovative and modern ways of teaching and learning, such as the use of technology as a teaching/learning tool. But, new learning environment is more than the use of technology in instruction. The 21st century learning environment is also characterized by being more student-centered than teacher-centered. It also entails learning that goes beyond the confines of the classroom. This is in contrast with the traditional learning environment, which is usually characterized by rote memorization in a teacher-centered classroom, and the “chalk and talk” lecture method that predominates instruction. Foremost in the new learning environment in the 21st century is the availability of new Information and Communication Technologies (ICTs), such as mobile phones, computers, and the internet, in the classroom and in schools. These are breaking barriers of time and space for global access to updated information by anyone, anytime, and anywhere. These ICTs provide new learning environments that offer opportunities for teachers and learners to explore new ways of delivering and receiving instruction. Instead of the usual instruction being done inside the “four walls of the classroom”, interactive technologies allow for exchange of ideas between teachers and students in various schools in “real time.” The availability of the new ICTs also encourages new types of learning interactions: between teacher-learner, teacher-teacher, learner-experts, and between learners-computer.”

Misconceptions:

Some say that learning environment is synonymous to the physical environment of the learners which include only the playground, school buildings, classrooms, toilets, seats, blackboards, lighting and ventilation. Others include in this learning environment the trees, plant gardens, trash/garbage bins, tables and chairs of the teacher, shelves where books can be accessed.

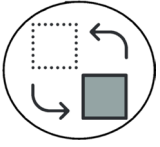
And with some classroom evaluations being conducted in some clusters of schools, districts and divisions, a checklist showing the minimum requirements are also described by more to be the standards of a so-called best learning environment.

These are not true. **Learning environment is not just the physical environment nor the checklist of the minimum requirements of what can be found inside the classroom or in the school.** Learning environment is a system of support that tends to nurture and inspire learners so that they perform well and participate in every activity in and out of the four walls of the classroom within and even outside the perimeter of the school and the whole community.



THINK

After reading through the elaborations, were there also some misconceptions which were cleared out? What are these misconceptions?



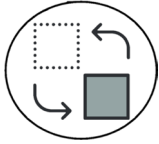
TRANSFER

Activities for your
PST

WORKSHEET 1: Supportive Learning Environments

Describe your idea of what a supportive learning environment is.

Guide questions: How would you describe the teachers and students in this kind of environment?
What do we need to do in order to maintain this environment?



TRANSFER

Activities for your
PST

WORKSHEET 1: Analyzing Classroom Situations

Answer the questions that follow each given situation. Your understanding of Beginning Teacher Indicator (BTI 2.4.1) and the line from the DepEd Mission should guide you:

“Students learn in a child-friendly, gender-sensitive, safe, and motivating environment.”

Situation 1

Suyen is a nine-year old student in a community elementary school. Having been afflicted with polio when she was a baby, she now walks with a noticeable limp. One afternoon, Suyen came home in tears. Her mother, Mrs. Feng, asked her what happened. Suyen replied that some of her classmates bullied her and made unkind remarks about her gait. Some even mockingly imitated the way she walked. Suyen tried to approach her teacher to tell her classmates to stop teasing her but she was simply ignored.

- Describe the feeling of Suyen.

- If you were Suyen’s teacher, what would you have done?

- What advice would you have given to the teacher who ignored Suyen’s request for help?

- Are her classmates justified in teasing Suyen? Why? Why not?

- Did the situation reflect a respect for people’s differences? Why? Why not?

Situation 2

Teacher Lani called for the Parent-Teacher Conference two weeks after the Second Quarter, i.e. Saturday, November 9, 2019 to report to the parents the progress of her class. She found out that the parents of Learners 7, 18, 21 and 23 were not able to come again. It was their third successive miss outs coming to attend to the conference called by the teacher. Teacher Lani even sent out letters to all and ensured that the letters to these particular parents would reach their hands. Yet, they did not appear. She worries much because Learners 7, 18, 21 and 23 are those who come to school late. They miss classes at least twice in a month. And she noticed also that they are all recipients of the School-Based Feeding Program.

Teacher Lani informed her School Principal that she would conduct home visit to find out possible reasons why these identified parents weren't able to attend to the scheduled conferences. And because she does not know where their houses are located, she requested assistance of the Brgy. Officials.

- Did Teacher Lani do the right thing?

- Who provided her support in her desire to reach out and understand more the family of her four learners?

- If there are still other who could provide support, name them.

Strand 2.6 Management of Learner Behavior

CLASSROOM OBSERVABLE

BTI 2.6.1 Demonstrate knowledge of positive and non-violent discipline in the management of learner behavior.

ELABORATION

Unlocking of Key Words:

LEARNER BEHAVIOR. This refers to the learner’s manner of conducting himself/herself involving action and response to stimulation. It emphasizes the crucial link between the way in which learners learn and their social knowledge and behavior. (PPST Resource Package – Module 5, 2012)

POSITIVE AND NON-VIOLENT DISCIPLINE. This involves the constructive discipline through non-violent, respectful and diplomatic means. It is a way of disciplining a learner or managing learner behavior through dialogue and counseling. It avoids the use of punishment such as spanking, verbal abuse and humiliation. (PPST Resource Package – Module 5, 2012)

MANAGEMENT OF LEARNER BEHAVIOR. This refers to made strategies and systems that will manage and eliminate difficult behaviors that prevent students from succeeding in an academic environment. (Jerry Webster, 2019)



THINK

Do you have trademark or personalized teaching strategies in managing learner behavior that you have developed/acquired/adopted? How effective are these in terms of positive and non-violent discipline?

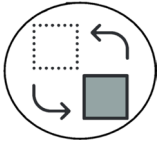
Food for thought!

“Discipline is the bridge between goals and accomplishment” – Jim Rohn

“The best discipline has nothing to do with yelling, bribing, or threatening. It’s about creating motivation to get the child to want to do what you desire.” – Marvin Marshall

“Thinking of a child as behaving badly disposes you to think of punishment. But, thinking of a child as someone struggling in handling something difficult encourages you to help him/her through his/her distress.” – Holly Graber

“A child’s behavior is always telling something.” – Pam Leo



TRANSFER

Activities for your
PST

WORKSHEET 1: KSA Inventory

Based on what you know and what you see, what thoughts do you have about **Learner's Behavior**?

Example: As a PST, I know... I do... and I feel...

I know that learner's behavior can affect in a positive or negative way the mood of my class and the flow of my lesson.

I (do) observe that there are different learners' behaviors. And I need to handle them in different ways.

I feel that addressing them well can help in the successful delivery of my lessons.

Now, it is your turn to write your thoughts. You may write them in the boxes below.

KNOWLEDGE

As a Pre-Service Teacher, I know...

Blank writing area for Knowledge with 12 horizontal lines.

SKILLS

As a Pre-Service Teacher, I do...

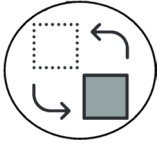
Blank writing area for Skills with 12 horizontal lines.

ATTITUDES

As a Pre-Service Teacher, I feel...

Blank writing area for Attitudes with 12 horizontal lines.

*This activity was adopted from the PPST Resource Package – Module 5



TRANSFER

Activities for your
PST

WORKSHEET 2: Probing

At this point, let us probe if your classroom practices manifest positive and non-violent discipline. List five (5) of your usual/popular classroom policies for managing learners' behavior implemented in the classroom and, then, answer the probing questions. Enjoy and learn!

Write five (5) of your Classroom Policies formulated and implemented in your class.	Usually, how do the learners react to this rule?	What general feeling/s can you observed from the learners toward this rule?	What positive and non-violent discipline element/s (words, gestures or actions) can you possibly add when implementing this Classroom Policies?

DOMAIN

DIVERSITY OF LEARNERS

Number of Strands: 5

3

Domain 3 emphasizes the central role of teachers in establishing learning environments that are responsive to learner diversity. This Domain underscores the importance of teachers' knowledge and understanding of, as well as respect for, learners' diverse characteristics and experiences as inputs to the planning and design of learning opportunities. It encourages the celebration of diversity in the classrooms and the need for teaching practices that are differentiated to encourage all learners to be successful citizens in a changing local and global environment.

Strand 3.1 Learners' gender, needs, strengths, interests and experiences

CLASSROOM OBSERVABLE

BTI 3.1.1 Demonstrate knowledge and understanding of differentiated teaching to suit the learners' gender, needs, strengths, interests and experiences.

ELABORATIONS

BTI 3.1.1 enables the PSTs to differentiate classroom activities to match the learners' gender, needs, strengths, interests and experiences to maximize learners' potentials. It would allow the PSTs to acquire comprehensive conceptualization of differentiated instruction requiring them to deliver lessons at varying levels of difficulty based on the ability of the learners.

Teacher-guided activities/practices that exhibit this indicator includes:

1. Using gender-fair language in the classroom.
2. Providing equal opportunities for learners regardless of gender.
3. Taking measures to prevent bullying.
4. Responding to learners' emotional needs.
5. Encouraging the learners' appropriate interests.
6. Providing opportunities and activities that enhance learners' strengths.
7. Relating lessons and activities to the learners' personal experiences.

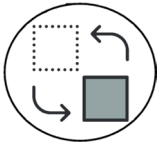
(Source: Draft Domain 3 Elaboration of Proficient Teacher Practice)



THINK

How do you demonstrate the following teacher-guided practice in your class?
Complete the table below.

Teacher-guided activities/practices that address learners' gender, needs, strengths, interests and experiences	My illustrations of practice:
1. Using gender-fair language in the classroom.	
2. Providing equal opportunities for learners regardless of gender.	
3. Taking measures to prevent bullying.	
4. Responding to learners' emotional needs.	
5. Encouraging the learners' appropriate interests.	
6. Providing opportunities and activities that enhance learners' strengths.	
7. Relating lessons and activities to the learners' personal experiences.	



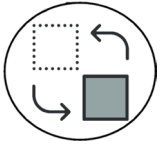
TRANSFER

Activities for your
PST

WORKSHEET 1: Competencies to Differentiated Activities

Translate learning competencies to behavioral objectives then design differentiated activities to address learners' gender, needs, strengths, interests and experiences.

LEARNING COMPETENCIES	BEHAVIORAL OBJECTIVES	DIFFERENTIATED ACTIVITIES	PROCEDURE
	Cognitive Affective Psychomotor		



TRANSFER

Activities for your
PST

WORKSHEET 2: Competencies to Differentiated Activities

Choose a lesson that you are yet to teach/write a lesson plan on. Design activities for four different types of learner groups.

Group 1

Group 2

Group 3

Group 4

Strand 3.2 Learner’s linguistic, cultural, socio-economic and religious backgrounds.

**CLASSROOM
OBSERVABLE**

BTI 3.2.1 Implement teaching strategies that are responsive to the learner’s linguistic, cultural, socio-economic and religious backgrounds.

ELABORATIONS

Being an effective PST requires the implementation of creative and innovative teaching strategies in order to meet students’ individual needs. These teaching strategies will work best for the students and teacher so that there is no ‘one size fits all’ solution, utilizing an effective teaching strategy can also inspire best classroom practice.

Teacher-guided activities/practices that exhibit this indicator includes:

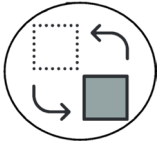
1. Demonstrating positive attitudes towards the use of different languages in class.
2. Providing content and activities that are culturally inclusive and appropriate.
3. Adjusting instructional strategies according to the learners’ socioeconomic backgrounds.
4. Helping learners develop a positive understanding and attitude towards religious diversity.

(Source: Draft Domain 3 Elaboration of Proficient Teacher Practice)



THINK

Which learners’ background do you find most challenging to address?



TRANSFER

Activities for your
PST

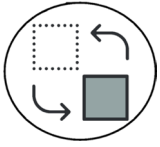
WORKSHEET 3: Human Bingo

Are you familiar with the Human Bingo Game? In this game, unique attributes are written in the cards instead of numbers. The participants of the game should find a person who fits the description and ask him/her to sign. The person who manages to have all boxes signed shall win the game.

Your task now is to create a Human Bingo Card, taking into consideration the attributes/ learner backgrounds that you think should be relevant for you as a teacher to know about your learners. Use the Bingo card below as guide. Some samples are provided for you.

Whose mother/ father/guardian works abroad		Is an only child		
	Identifies as an Introvert			

Take note that this activity is only intended for the PST to list down different learner backgrounds that he/she is familiar with or considers most relevant. It is not advised to use this in actual classroom game of Human Bingo. Some learners may not be comfortable sharing personal or sensitive information about themselves.



TRANSFER

Activities for your
PST

WORKSHEET 4:

Responding to Diverse Needs of Learners

Choose four learner attributes/backgrounds from your Human Bingo Card and list down strategies or activities that will enable you to respond to the learner's need.

Learner A: _____

Strategy/Actiity: _____

Learner B: _____

Strategy/Actiity: _____

Learner C: _____

Strategy/Actiity: _____

Learner D: _____

Strategy/Actiity: _____

DOMAIN

CURRICULUM AND PLANNING

Number of Strands: 5

4

Domain 4 addresses teachers' knowledge of and interaction with the national and local curriculum requirements. This Domain encompasses their ability to translate curriculum content into learning activities that are relevant to learners and based on the principles of effective teaching and learning. It expects teachers to apply their professional knowledge to plan and design, individually or in collaboration with colleagues, well-structured and sequenced lessons. These lesson sequences and associated learning programs should be contextually relevant, responsive to learners' needs and incorporate a range of teaching and learning resources. The Domain expects teachers to communicate learning goals to support learner participation, understanding and achievement.

Strand 4.1 Planning and management of teaching and learning process

**CLASSROOM
OBSERVABLE**

BTI 4.1.1 Prepare developmentally sequenced teaching and learning process to meet curriculum requirements.

ELABORATIONS

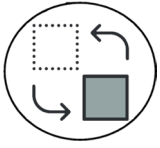
BTI 4.1.1 requires that the PST prepares developmentally sequenced teaching and learning process or lesson with smooth transition between in order to meet optimum learning outcomes. The PST is expected to craft lesson plans that are competency-based or what is being required by the curriculum. Moreover, the PST must know how to organize learning segments that will ensure achievement of the end goals of the lesson. This will also help the PST to prepare necessary materials, references and learning resources prior to the delivery of the lesson.

(Source: Draft Domain 4 Elaboration of Proficient Teacher Practice)



THINK

Reflect on your current practice. How do you **plan, manage and implement** developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts?



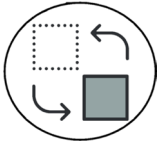
TRANSFER

Activities for your
PST

WORKSHEET 1: Competencies to Learning Objectives

Review and analyze the learning competencies for the day. Think how the learning competencies be translated to learning objectives. What are your bases or references?

LEARNING COMPETENCY (for the day)	LEARNING OBJECTIVES
	<ol style="list-style-type: none"><li data-bbox="826 757 1029 790">1. Knowledge<li data-bbox="826 1137 933 1171">2. Skill<li data-bbox="826 1518 981 1552">3. Attitude



TRANSFER

Activities for your
PST

WORKSHEET 2:

Sequence of the Lesson to Learning Activities

What is the lesson for the day? Do you have concerns on how are you going to arrange your lesson?

Craft a lesson following the standard sequence in lesson planning. Then think and analyze varied activities and align these to the learning objectives to make sure that they target multiple intelligences as possible and be able to achieve end goals of the lesson.

LEARNING OBJECTIVES	SEQUENCE	ACTIVITIES
1. Knowledge	Introduction of the lesson	1. 2.
	Springboard/Motivation	1. 2.
2. Skill	Development of the lesson	1. 2.
	Generalization	1. 2.
3. Attitude	Application	1. 2.
	Agreement	1. 2.

Strand 4.2 Learning outcomes aligned with learning competencies

CLASSROOM OBSERVABLE

BTI 4.2.1 Identify learning outcomes that are aligned with learning competencies

ELABORATIONS

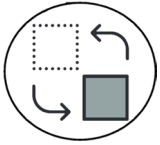
BTI 4.2.1 requires that the PST knows how to plan the type of activities that must be provided to achieve learning outcomes aligned with the learning competencies. The PST is expected to design varied and meaningful learning activities as well as the expected outputs appropriate for the level of their learners. It is important to become very familiar with the different levels of learning where these activities are or may be based.

(Source: Draft Domain 4 Elaboration of Proficient Teacher Practice)



THINK

Reflect on your current practice. How do you **set** achievable and appropriate learning outcomes that are aligned with learning competencies?



TRANSFER

Activities for your
PST

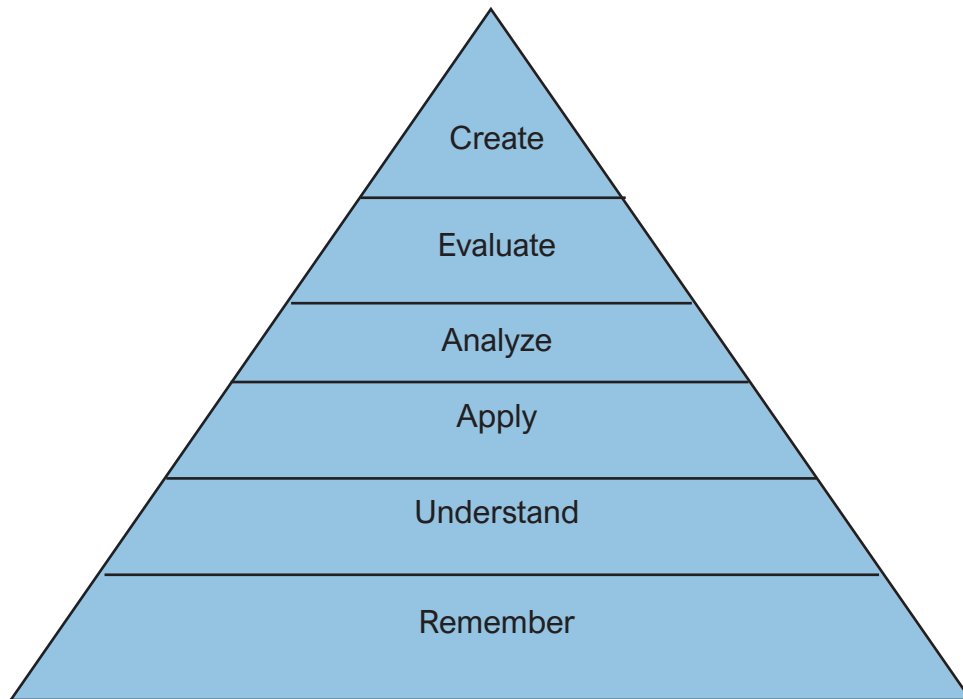
WORKSHEET 2:

Aligning Learning Outcomes with Learning Objectives

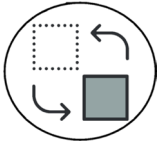
Using your responses in Worksheet 1 for BTI 1.1.1 where you have translated competencies into learning objectives, complete the last two columns of the succeeding table by providing activities which you may use in the class to achieve learning outcomes that are aligned with the learning competencies and the expected outputs the learners will present.

Remember to consider the different levels of learning in designing or choosing the right kind of activity for your learners.

- Learning Outcomes refers to products and performance targets through which learners demonstrate the knowledge, skills and attitudes they have learned.
- Levels of Learning



Competencies scheduled for teaching in the current week	Translate the competencies into objectives	Learning Outcomes	
		List all possible activities to meet the objectives/competencies	List all possible activities to meet the objectives/competencies
(answers provided in B.1.1.1)	(answers provided in B.1.1.1)		



TRANSFER

Activities for your
PST

WORKSHEET 3: A Guided Reflection

Do you think your PST has provided activities appropriate for the learners?

Is the PST able to meet or achieve the learning objectives through the activities provided?

How do you measure the effectiveness of the activity for the intended learners?

Ask your PT to make a lesson plan on your next lesson and check if the activities she has provided meet the learning objectives for the day's lesson. Provide suggestions if needed.

Strand 4.3 Relevance and responsiveness of learning programs

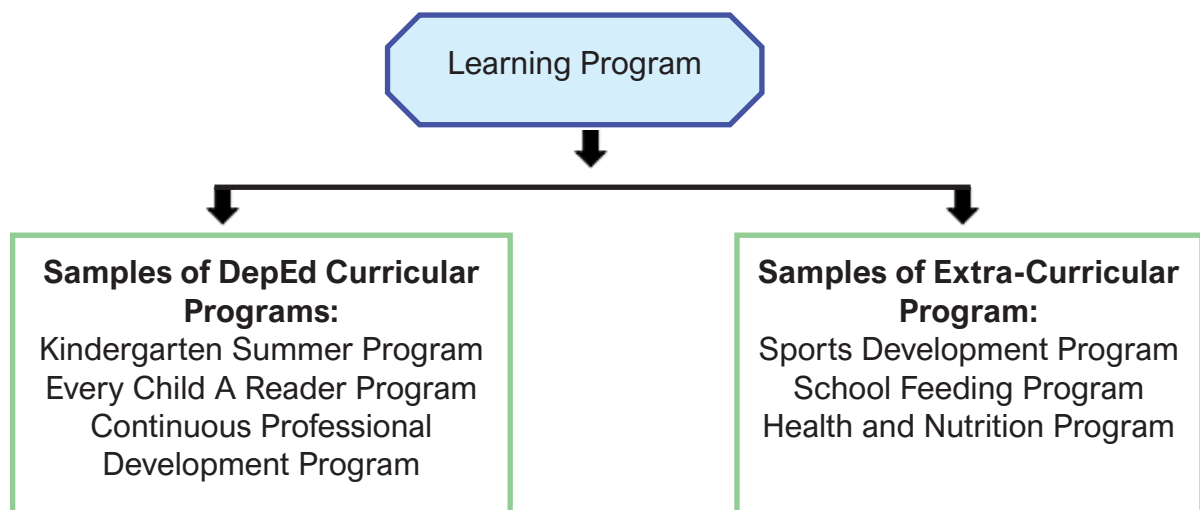
CLASSROOM OBSERVABLE

BTI 4.3.1 Demonstrate knowledge in the implementation of relevant and responsive learning programs.

ELABORATIONS

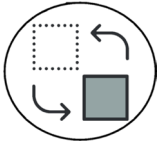
BTI 4.3.1 requires that the PST must have a background knowledge with the existing relevant and responsive learning programs existing in the assigned school to be able to demonstrate knowledge in the implementation of such program/s. Learning programs can be curricular (academic) and extra-curricular (non-academic) in nature.

(Source: Draft Domain 4 Elaboration of Proficient Teacher Practice)



THINK

Reflect on your current practice. How do you **adapt and implement** learning programs that ensure relevance and responsiveness to the needs of all learners?

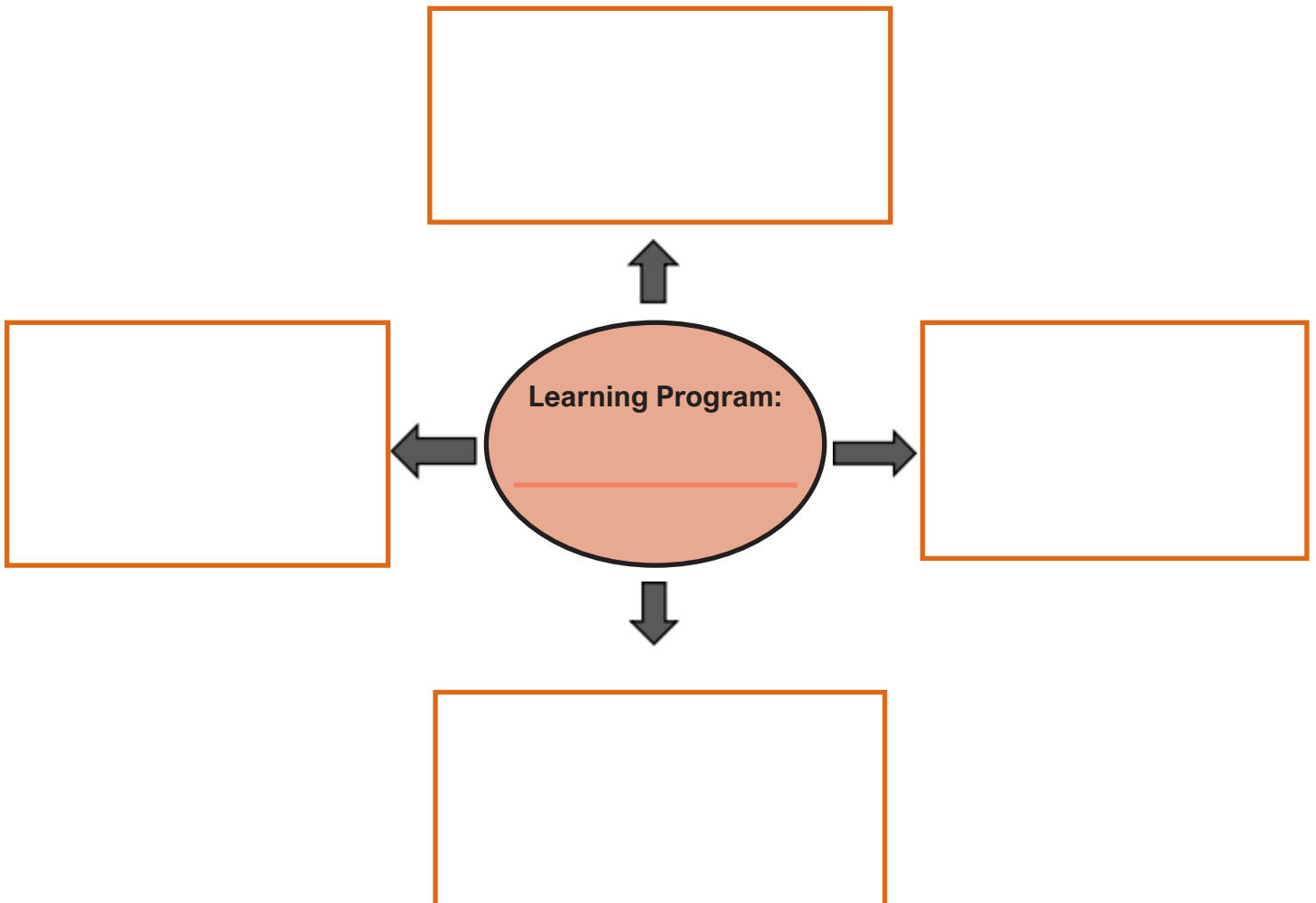


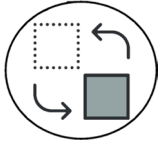
TRANSFER

Activities for your
PST

WORKSHEET 4: School Learning Program

Instructions: Identify at least 1 existing learning program in this school and specifically write the ways how to enhance the implementation to make the program more responsive and relevant. Use the graphic organizer below as your guide.





TRANSFER

Activities for your
PST

WORKSHEET 5: My Learning Journey

Instructions: Based from your learning journey on the different DepEd Learning Programs, use this worksheet to share what you have discovered, learned and apply these learnings in the future.

I discovered...

I learned...

If given the chance one day to be a focal person of a certain learning program, I will...

Strand 4.4 Professional Collaboration to enrich teaching practice

**CLASSROOM
OBSERVABLE**

BTI 4.4.1 Seek advice concerning strategies that can enrich teaching practice.

ELABORATIONS

BTI 4.4.1 requires that the PST knows how to seek advice in order to improve his/her teaching practices using Blended Learning. The PST is expected to ask the Cooperating Teacher on his/her enhanced teaching-learning process using blended learning.

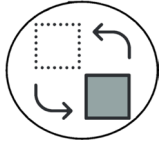
Blended Learning is an approach in which students learn via electronic and online media as well as traditional face to face teaching. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace.

(Source: Draft Domain 4 Elaboration of Proficient Teacher Practice)



THINK

Reflect on your current practice. How do you **participate** in collegial discussions that use teacher and learner feedback to enrich teaching practice?



TRANSFER

Activities for your
PST

WORKSHEET 6: Getting into the Role

Direction: Let the Pre-service Teacher (PST) fill out the template below.

List down all possible questions you want to ask your Cooperating Teacher in order to enrich your teaching practice using **Blended Learning**. Please refer to the first question as example.

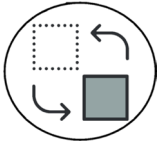
1. How do I use Blended Learning in my lesson on _____ to make it more effective and meaningful?

2. _____

3. _____

4. _____

5. _____



TRANSFER

Activities for your
PST

WORKSHEET 7: Dialogue with Cooperating Teacher on Blended Learning Strategy

Please select a lesson on _____. Fill out the worksheet on how to go about blended learning strategy in the conduct of the teaching-learning process you have chosen.

Name of Cooperating Teacher (CT):		
Name of Pre-service Teacher (PST):		
Content	Objectives of the Lesson	Procedure
	K	
	S	
	A	
	K	
	S	
	A	
	K	
	S	
	A	

Strand 4.5 Teaching and learning resources including ICT

CLASSROOM OBSERVABLE

BTI 4.5.1 Show skills in the selection, development and use of a variety of teaching and learning resources, including ICT, to address learning goals.

ELABORATIONS

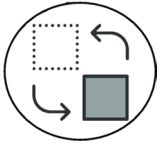
BTI 4.5.1 encourages the Pre-Service Teacher (PST) to demonstrate skills in the selection, development and use varieties of learning resources including ICT to be used in the teaching and learning process. It is embraced by educators that students can learn less from one type of instructional material alone and believed that the teachers can best determine what quality learning resources are relevant to the content are effective for diverse learners. Supplemental learning resources help teachers differentiate instruction and engage students who need enrichment beyond the core classroom material. Thus, teachers in the beginning stage of the PPST should develop the competencies to be able to show the skills.

(Source: Draft Domain 4 Elaboration of Proficient Teacher Practice)



THINK

Reflect on your current practice. How do you **Select, develop, organize and use** appropriate teaching and learning resources, including ICT, to address learning goals?



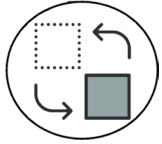
TRANSFER

Activities for your
PST

WORKSHEET 1: Selecting and Developing Learning Resources including ICT

Assist the PST in the accomplishment of the following checklist in the selection and development of learning resources that is appropriate to the lesson (content).

Competency of Learners to be developed		
Learning Objectives Knowledge: Skill: Attitude:		
In the selection and development of learning resources including ICT, please mark CHECK (✓) on the appropriate column if the indicator is applied in the process.		
Indicator	YES	NO
The learning resource...		
1. is aligned to the learning competencies and learning objectives		
2. takes consideration on the diversity of interests and perspectives of learners		
3. considers the variety of abilities and learning styles of learners		
4. stimulates growth in factual knowledge of learners		
5. stimulates literary appreciation and aesthetic values of learners		
6. ensures that resources are suitable for the age group		
7. ensures learners' opportunity to develop the practice of critical analysis		
8. fosters gender sensitivity among learners		
9. assures the appropriateness of placing principle above personal opinion		
10. integrates the application of information, communication technology		



TRANSFER

Activities for your
PST

WORKSHEET 2:

Utilization of Learning Resources including ICT

Let the Pre-Service Teacher fill-out Actions Taken in column 2 of the table below by providing at least two appropriate actions to be done in each of the tips/strategies in the utilization of learning resources including ICT during the teaching-learning process. The first strategy on the Planning and Preparation is done as example.

Tips/Strategies	Actions Taken
Planning and Preparation	Do it yourself first as independent practice of lessons and activities
	Learning resources are laid out and ready before students arrive
Create efficient procedures	
Eliminate "Free Time" (Manage Time Wisely)	
Give Clear and Concise Directions (Practice Procedural Steps with learners)	
Ensure Quick Transitions	
Stay on Task	
Have a Backup Plan	

DOMAIN

ASSESSMENT AND REPORTING

5

Number of Strands: 5

Domain 5 relates to processes associated with a variety of assessment tools and strategies used by teachers in monitoring, evaluating, documenting and reporting learners' needs, progress and achievement. This Domain concerns the use of assessment data in a variety of ways to inform and enhance the teaching and learning process and programs. It concerns teachers providing learners with the necessary feedback about learning outcomes. This feedback informs the reporting cycle and enables teachers to select, organize and use sound assessment processes.

Strand 5.1 Design, selection, organization and utilization of assessment strategies.

**CLASSROOM
OBSERVABLE**

BTI 5.1.1 Demonstrate knowledge of the design, selection, organization and use of diagnostic, formative and summative assessment strategies consistent with curriculum requirements

ELABORATIONS

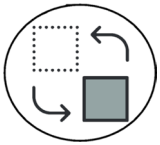
BTT 5.1.1 refers to the ability of the PST to design, select and utilize assessment strategies appropriate to curriculum requirements. It requires the PST to understand the concepts on the use of formative, diagnostic and summative assessment to be able to decide on suitable assessment strategies.

(Source: Draft Domain 5 Elaboration of Proficient Teacher Practice)



THINK

Reflect on your current practice. How do you **design, select, organize and use** diagnostic, formative and summative assessment strategies consistent with curriculum requirements?



TRANSFER

Activities for your
PST

WORKSHEET 1: Types of Assessment

Assessment and instruction are parallel in a classroom that focuses on the learner. Teachers need to use a variety of strategies to assess learner readiness for a particular unit of study and to plan their instruction around the needs the learners demonstrate. Ongoing assessment of student learning is an important part of the planning process.

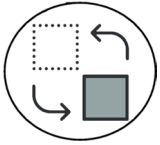
There are three main types of assessment. They are pre-assessment, formative assessment, and summative assessment. As we move along, we will come across a selection of assessment strategies applicable in each type of assessment.

For PST: Using the table below, write your idea about the three types of assessment. Refer to the guide questions.

	Pre - Assessment	Formative Assessment	Summative Assessment
What is it?			
When it is used?			
Why it is used?			
What strategies can be applied?			

For CT: Table below clears up some misconceptions about assessment.

	Pre - Assessment	Formative Assessment	Summative Assessment
What is it?	Assessment that is used to collect information about learners' strengths, weaknesses, knowledge and skills prior to instruction	Assessment that gathers information about student learning	Assessment that shows what learners have learned
When is it used?	Before a lesson or new unit of study	During a lesson or unit of study	At the end of a lesson or unit of study
Why is it used?	To determine the readiness level of learners and to inform instruction	To track learners' progress and to make changes to instruction	To provide evidence of what learners learned
What strategies can be applied?	Memory Matrix Chart Ponder and Pass Content Knowledge Boxes Signal and Action response Anticipation Guide Pre-test	Observation Show of Hands Demonstration station Open-Ended Questions Grafitti Wall Rhythmic Fanfare Reflection Journals One Sentence Summaries Exit Cards	One-on-One Checklists Performance Task



TRANSFER

Activities for your
PST

WORKSHEET 2: Choosing Appropriate Assessment Strategies

Choose a lesson assigned to you. What strategies will you utilize on diagnostic assessment, formative assessment and summative assessment? Write the details of the strategies used.

Lesson/ Topic	Types of Assessment		
	Pre-assessment	Formative	Summative

Reference: PPST Resource Package: Module 10

Strand 5.2 Monitoring and evaluation of learner progress and achievement

CLASSROOM OBSERVABLE

BTI 5.2.1 Demonstrate knowledge of monitoring and evaluation of learner progress and achievement using learner attainment data.

ELABORATIONS

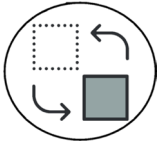
BTI 5.2.1. requires the PST to track the learner's progress regularly.

(Source: Draft Domain 5 Elaboration of Proficient Teacher Practice)



THINK

Reflect on your current practice. How do you **monitor and evaluate** learner progress and achievement using learner attainment data?



TRANSFER

Activities for your
PST

WORKSHEET 3: Item Analysis

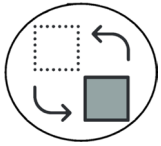
Have you ever experienced making an item analysis? (If Yes, proceed to the Transfer part. If No, the CT will show how item analysis is done. Refer Item Analysis to the PPST Resource Package.

Prepare an item analysis for the summative test(s) conducted.

Record the scores of the students. Find out which of the items were least learned through item analysis.

Reflect on the findings of item analysis focusing on the least learned items.

What are the factors that contributed to low scores?	What can you do to improve the achievement of your learners?



TRANSFER

Activities for your
PST

WORKSHEET 4: Portfolio Analysis

Accomplish the tracking sheet using your existing data on portfolio.

Learner Name	PORTFOLIO				
	Localized Materials	Journalistic Writings	Reflection of Activities	Movie Analysis	Others
Learner 1					
Learner 2					
Learner 3					

What is the data telling you?

What steps will you take so that all learners will be able to improve their performance?

What factors contributed to the learner's high performance?

What other options will you use to help learners improve their performance?

Strand 5.3 Feedback to improve learning

CLASSROOM OBSERVABLE

BTI 5.3.1 Demonstrate knowledge of providing timely, accurate and constructive feedback to improve learner performance.

ELABORATIONS

BTI 5.3.1 requires the PST to have a knowledge on how to provide timely, accurate and constructive feedback to improve learner performance

(Source: Draft Domain 5 Elaboration of Proficient Teacher Practice)

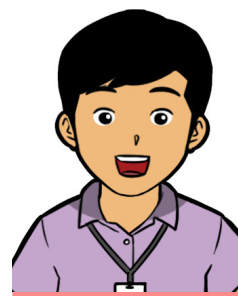


THINK

Reflect on your current practice. How do you **use** strategies for providing timely, accurate and constructive feedback to improve learner performance?

You start by introducing to the PST the key concepts in providing feedback as one of the processes in monitoring, assessing, evaluating and reporting learners' needs, progress and achievement. Sharing these key concepts will guide the PST in appreciating his/her role as embedded in the indicator 5.3.1 which is to demonstrate knowledge of providing timely, accurate and constructive feedback to improve learner performance.

Discuss the key concepts below which were lifted from **PPST Resource Package Module 20** with the PST.

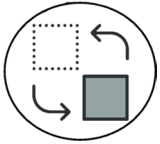


TIMELY FEEDBACK. This is given within a timeframe where the results of the assessment can still enable learners to take specific steps towards the achievement of the learning objectives.

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

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

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



TRANSFER

Activities for your
PST

WORKSHEET 5: Processing

Let the PST answer the following question and discuss his/her answer. After listening to him/her, provide suggestions for improvement. Aside from the material provided below you can use other sources so that you can enlighten the PST as regards the BTI. It is also suggested that you go through the Illustrations of Practice found in the Resource Package for Module 20 pp. 8-19

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

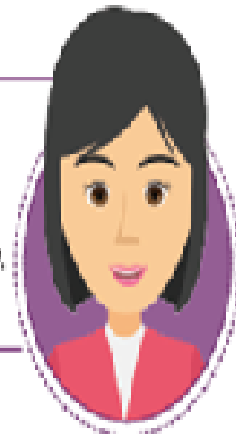
MODULE 20



SUPPORT GROUP



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



Teacher Carol, a Senior High School teacher facilitates the lesson on writing a short poem applying the various elements, techniques, and literary devices (HUMSS_CW/MP11/12c-110). She presents varied poems as models and discusses their structure. For the independent writing activity, she asks her class to write their own poem. She also presents the rubrics which will be used to evaluate the poems.

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

Probing



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

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

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

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

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



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



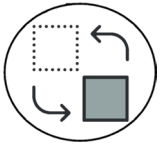
Suggestions for Improvement

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

Feedback should be timely, accurate and constructive.

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

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



TRANSFER

Activities for your
PST

WORKSHEET 6: Observation Sheet

Allow the PST to observe you while using the strategies for providing timely, accurate and constructive feedback to improve learner performance. Let the PST accomplish the observation sheet.

NAME OF PST: _____

NAME OF CT: _____

DATE OF OBSERVATION: _____

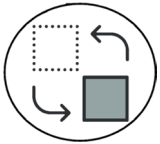
FOCUS OF OBSERVATION: ON PROVIDING TIMELY, ACCURATE AND CONSTRUCTIVE
FEEDBACK TO IMPROVE LEARNER PERFORMANCE

OBSERVATION SHEET

What are the strategies used by the teacher in providing feedback?

What are the skills you observed that will help the learner performance?

If you were the teacher, what strategies are you going to use in providing feedback to help the learners improve their performance ?



TRANSFER

Activities for your
PST

WORKSHEET 7: Personal Action Plan

Let the PST demonstrate his/her knowledge on BTI 5.3.1 by allowing her to handle the class for observation. After which, conduct Post Conference and let her/him accomplish the Personal Action Plan.

PPST RESOURCE PACKAGE



PROFESSIONAL DEVELOPMENT PLAN

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

Fill in the personal action plan below.



STRENGTH What are the strengths and goals?	DEVELOPMENT NEEDS What are the areas you need to improve?	ACTION PLAN What can you implement to address it?	TIME LINE When will you implement your plan?	RESOURCE NEEDED What do you need to implement the plan?



Happy planning!

Strand 5.4 Communication of learner needs, progress and achievement to key stakeholders

**CLASSROOM
OBSERVABLE**

BTI 5.4.1 Demonstrate familiarity with a range of strategies for communicating learner needs, progress and achievement.

ELABORATIONS

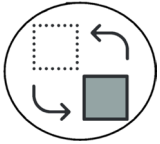
BTI 5.4.1 refers to the understanding of the PST on the different modes of communicating learner needs, progress and achievement. The PST is expected to effectively and efficiently practice the importance of communication/feedback with regard to the actual performance of the learners in the classroom.

(Source: Draft Domain 5 Elaboration of Proficient Teacher Practice)



THINK

Reflect on your current practice. How do you **communicate promptly and clearly** the learners' needs, progress and achievement to key stakeholders, including parents/guardians?



TRANSFER

Activities for your
PST

WORKSHEET 8: Learner's Cardex

Accomplish the learner needs, progress and achievement Cardex based on your observations and teaching-learning encounters with your learners. Lifted from PPST Learning Resource Package)

LEARNER NEEDS, PROGRESS AND ACHIEVEMENT CARDEX

Name: _____

Gender: _____

Grade and Section: _____

Birthday: _____

Address: _____

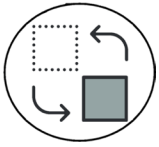
Adviser: _____

Contact Number: _____

Quarter: ____ S.Y. ____

Date Reported	Report Intended for	Details of Concern	Action to be Taken	Remarks of Action Taken
	<input type="checkbox"/> Need <input type="checkbox"/> Progress <input type="checkbox"/> Achievement		<input type="checkbox"/> Dialogue <input type="checkbox"/> Consultation <input type="checkbox"/> Home Visitation <input type="checkbox"/> Assembly	<input type="checkbox"/> Ongoing <input type="checkbox"/> Accomplished
	<input type="checkbox"/> Need <input type="checkbox"/> Progress <input type="checkbox"/> Achievement		<input type="checkbox"/> Dialogue <input type="checkbox"/> Consultation <input type="checkbox"/> Home Visitation <input type="checkbox"/> Assembly	<input type="checkbox"/> Ongoing <input type="checkbox"/> Accomplished

Parent's Signature : _____



TRANSFER

Activities for your
PST

WORKSHEET 9: My Online Feedback Strategy

Communication/feedback can be delivered in different modalities. One of these modalities is the social media. What innovative social media strategy will you utilize to effectively and efficiently provide a timely, relevant or accurate feedback on the performance of your learners? How will you apply it as Pre-Service Teacher?

My Online Feedback Strategy

Strand 5.5 Use of assessment data to enhance teaching and learning practices and programs

**CLASSROOM
OBSERVABLE**

BTI 5.5.1 Demonstrate an understanding of the role of assessment data as feedback in teaching and learning practices and programs.

ELABORATIONS

BTI 5.5.1 refers to the ability of the PST to use of assessment data in enhancing teaching learning practices and programs. It requires the PST to understand the role of assessment data in providing feedback in improving teaching and learning practices and programs.

(Source: Draft Domain 5 Elaboration of Proficient Teacher Practice)



THINK

Reflect on your current practice. How do you **utilize** assessment data to inform the modification of teaching and learning practices and programs?

To better appreciate the indicator, let us learn about the following key concepts.

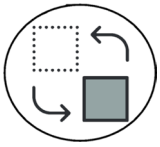


ASSESSMENT DATA. This pertains to the learner data obtained from diagnostic, formative and/or summative assessment practices (PPST, 2017).

FEEDBACK. This refers to interaction of the teacher and learner based on assessment results in improving teaching and learning practices and programs.

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

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



TRANSFER

Activities for your
PST

WORKSHEET 10: Assessment Data Analysis

Caselet 1:

Teacher Grace teaches 7th Grade English. Her lesson is on distinguishing between literal and figurative language (EN7LT-ii-a-4).

Below is the excerpt detailed lesson plan used in her class on literal and figurative language.

To identify learners who need remediation for the day's lesson, Teacher Grace uses a 5-item quiz. She identified 41 learners from the three sections she handles who needs remediation.

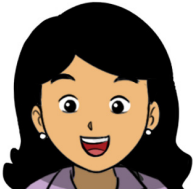
After class hours, she meets the learners who require additional activities for remediation. She discusses the lesson and clears some confusion among learners.

Then, she provides worksheets on literal and figurative language to be completed at home.

The next day, Teacher May Grace checks on the progress of the learners who learners who require additional activities for remediation. She finds out that these learners can grasp literal and figurative language based on the result of the activity provided.

Then, she completes these parts to accomplish the entries in the Reflection of her lesson plan.

VI. REFLECTION	
No. of learners who earned 80% on the formative assessment	<i>Grade 7 Gumamela – 42</i> <i>Grade 7 Waling-waling – 43</i> <i>Grade 7 Azucena – 41</i>
No. of learners who require additional activities	<i>Grade 7 Gumamela – 12</i> <i>Grade 7 Waling-waling – 15</i> <i>Grade 7 Azucena – 14</i>
Did the remedial lessons work? No. of learners who have caught up with the lesson.	<i>Yes</i>
No. of learners who continue to require remediation	<i>None</i>
Which of the teaching strategies worked well? Why did these work?	<i>The General Information (GI) game worked well since it allows learners to work collaboratively.</i>
What difficulties did I encounter which my principal or supervisor can help me solve?	<i>None</i>
What innovations or localized materials did I use/discover which I wish to share with other teachers?	<i>None</i>



For PST: What can you say about the teaching and learning practice undertaken by Teacher Grace in terms of assessment data?

1

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

2

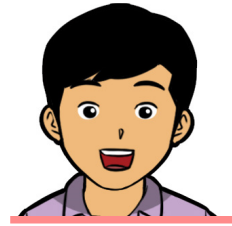
What sources of data can you consider to gauge learners' progress?

3

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

4

Do you have in mind to enhance/ improve this teaching practice?

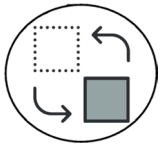


For CT: We should understand several conditions required for the use of assessment data to provide feedback and achieve the impact we hoped for:

- The data need to provide teachers with curriculum-relevant information.
- The information from the data needs to be seen by teachers as something that informs teaching and learning rather than as a reflection of the capability of the individual students and to be used for sorting, labelling and credentialing.
- Teachers need enough knowledge of the meaning of assessment data to make appropriate adjustment to practice.

- Teachers need improved pedagogical content knowledge to make relevant adjustments to classroom practice in response to assessment information.
- All within the school need to be able to engage in systematic evidence-informed cycles of inquiry that build the relevant knowledge and skills identified above.

(Timperley, 2009)



TRANSFER

Activities for your
PST

WORKSHEET 10: Assessment Data Analysis

Caselet 2:

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

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



Republic of the Philippines
Department of Education
Region IV – A CALABARZON
Division of Lucena City
LINCERA BALAHICAN NATIONAL HIGH SCHOOL
Lucena City
TEL NO. 463 042 717-2672



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

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

For PST: Develop a Remediation program using the format below.

Title of the Remediation Program: _____			
Areas of Support	Frequency or Regularity of Session	Suggested Strategies	Monitoring of Progress
Phonemic awareness and the teaching of phonics	Daily	Isolated Sound Recognition, Word, Syllable and Phoneme Counting Sound-to-Word Matching Compound Phonemic Awareness Word-to-word Matching	Monthly monitoring of learners' progress based on the identified areas of support

For CT: This is the sample Remediation Program to be discussed with the PST



SCHOOL OF THE FUTURE
Department of Education
Region III - CALABARZON
SCHOOL OF LEARNING
CENTRAL CALABARZON DIVISION OFFICE
Marikina City
RD, No. 402/09, 01/7/2015



ENHANCING PROGRESS FOR STRUGGLING READERS

Area for Support	Frequency or Regularity of Session	Suggested Strategies	Monitoring of Progress
Phonemic awareness and the teaching of phonics	Daily	Isolated Sound Recognition Word, Syllable and Phoneme Counting Sound-to-Word Matching Compound Phonemic Awareness Word-to-Word Matching Sound Deletion	Monthly monitoring of learners' progress based on the identified areas of support
Decoding and fluency studies, including the learning of a sight vocabulary	Daily	Monkey Search Word Game Word Bingo	
Language development, to include vocabulary development	Daily	Semantic Maps Word Detective Word Connect Word Association	
The explicit teaching of comprehension strategies	Twice a week	Graphic and semantic organizers Answering questions Generating questions Reciprocal strategy structure Summarizing	
Meaningful writing experiences	Once a week	Use Master Cards Demonstration Sentence Prompt Writing Free-Choice Writing	
The development of fluent reading by reading and rereading to raise skills	Twice a week	Reading exercises	
Provision for wide-range of reading materials	Daily	Use of parallel texts Use of contextual texts	
Opportunities for both guided and independent reading	Once a week	Guided and independent reading	

DOMAIN COMMUNITY LINKAGES AND PROFESSIONAL ENGAGEMENT

Number of Strands: 4

6

Domain 6 affirms the role of teachers in establishing school-community partnerships aimed at enriching the learning environment, as well as the community's engagement in the educative process. This Domain expects teachers to identify and respond to opportunities that link teaching and learning in the classroom to the experiences, interests and aspirations of the wider school community and other key stakeholders. It concerns the importance of teachers' understanding and fulfilling their obligations in upholding professional ethics, accountability and transparency to promote professional and harmonious relationships with learners, parents, schools and the wider community.

Strand 6.2 Engagement of parents and the wider school community in the educative process

**CLASSROOM
OBSERVABLE**

BTI 6.2.1 Seek advice concerning strategies that build relationships with parents/guardians and the wider community



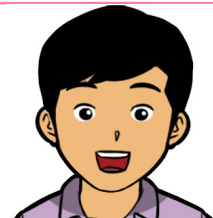
THINK

Reflect on your current practice. How do you **build** relationships with parents/guardians and the wider school community to facilitate involvement in the educative process?

REMEMBER as CTs the following areas are helpful in developing sustainable partnership with the community (Program for Decentralized Education (Department of Education, Culture and Sports:1983)

1. Develop intelligent public understanding of the school on all aspects of its operation.
2. Help citizens feel more responsibly for the quality of education the school provides.
3. Earn the goodwill, respect and confidence of the public in the professional and personal services of the school
4. Involve the community in the work of the school and in solving educational problems.
5. Promote a genuine spirit of cooperation between the school and community for the improvement of the community
6. Secure community support for the school and its program.
7. Keep the community informed of developments and educational trends.
8. Secure an unofficial but honest evaluation of the school program in terms of educational needs as the community sees it.

The CTs may suggest to the PST several ways on how to build and sustain partnership with the wider community. If given the opportunity the PST may join the CT is conducting the following activities:



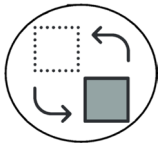
1. Conduct Home Visits. A teacher who conducts a home visit will have a clear understanding of the learner's home conditions. Getting to know the parents and their children well is the first step in fostering relationships.

2. Organize Seminars for Parents. There are various seminars which are appropriate for the parents. Topics such as responsible parenthood, child development and understanding learners are close to the hearts of parents. These seminars can equip parents with the skills and understanding necessary to help their children.

3. Maximize Parent Conferences. The adviser must take the opportunity to talk to parents during conferences. The purpose of the conference must be clear to the parents. The achievement and needs of the learners must be communicated to their parents. The teacher must be honest, direct to the point and organized. The conference may be informal to facilitate more fluid communication.

4. Create School-Home Projects. Busy parents have a hard time attending school affairs. However, there are alternatives such as sending letters to parents informing them of the school programs. Printed materials can be sent to parents to update them on various school events.

5. Establish Two-Way Communication with Parents/Community. A dialogue between the school and parents/community can develop open communication. In this way, trust and honesty develop between the school and the parents/community.



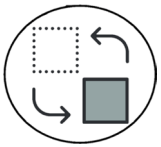
TRANSFER

Activities for your
PST

WORKSHEET 1: Check Me In, Check Me Out

Below are pool of activities to be initiated by a teacher when conducting Early Registration (usually commence every last Saturday of January wherein all incoming Grade 7 students are enlisted for the next school year). Put a check (✓) mark on the space provided if the activity is an strategy that build relationships with parents/guardians and the wider community which would lead to the success of the said event:

- _____ Share social media announcement in their own social media account;
- _____ Create text brigade to parents, learners and other concerned parties;
- _____ Share through word of mouth and home visitation;
- _____ Directly inform learners inside the classroom about early registration;
- _____ Write letters to parents informing them about it;
- _____ Conduct Parents' Meeting;
- _____ Conduct meeting among colleague to create Action Plan for Early Registration;
- _____ Tie-up with local radio station to promote early registration;
- _____ Post advertisements and distribute flyers about the event;



TRANSFER

Activities for your
PST

WORKSHEET 2: Fill MSy Colorful World

Suggest some strategies that build relationships with parents/guardians and the wider community which would lead to the success of the given activity below. Write your suggestions in the Strategy polygon:



DOMAIN

PERSONAL GROWTH AND PROFESSIONAL DEVELOPMENT

Number of Strands: 5

7

Domain 7 focuses on teachers' personal growth and professional development. It accentuates teachers' proper and high personal regard for the profession by maintaining qualities that uphold the dignity of teaching such as caring attitude, respect and integrity. This Domain values personal and professional reflection and learning to improve practice. It recognizes the importance of teachers' assuming responsibility for personal growth and professional development for lifelong learning.

Strand 7.3 Professional links with colleagues

**CLASSROOM
OBSERVABLE**

BTI 7.3.1 Seek opportunities to establish professional links with colleagues

ELABORATIONS

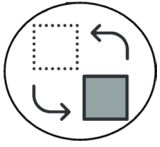
BTT 7.3.1 refers to the ability of the PST to engage in online or face to face interactions with fellow educators to share knowledge and to enhance practice. A professional network is a connected community of educators. As part of curriculum and planning, PST should participate in collegial discussions that use teacher and learner feedback to enrich teaching practice.

(Source: Draft Domain 7 Elaboration of Proficient Teacher Practice)



THINK

Reflect on your current practice. How do you **participate** in professional networks to share knowledge and to enhance practice?



TRANSFER

Activities for your
PST

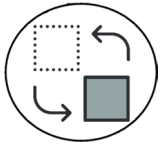
WORKSHEET 1: Engage in Progressional Networks

1. What professional networks have you engaged in?

2. How were you able to connect with the professional networks you mentioned in item 1?

3. What benefits have you gained from participating in professional activities/discussions?

4. What other professional networks would you like to try?



TRANSFER

Activities for your
PST

WORKSHEET 2: Learning Action Cells

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 : The Learning Action Cell as a K-12 Basic Education program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning)

In the DepEd, a **Learning Action Cell** 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 the school-based communities of practice that are positive, caring, and safe spaces.

1. As PST, what challenges have you encountered in your classroom teaching that you would like to share during LAC sessions?
2. What support do you need from your colleagues?
3. What are your best practices in teaching that you could share to your colleagues?
4. In what way could you also provide support to others?

Strand 7.4 Professional Reflections and learning to improve practice

CLASSROOM OBSERVABLE

BTI 7.4.1 Demonstrate an understanding of how professional reflection and learning can be used to improve practice

ELABORATIONS

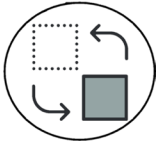
BTT 7.3.1 refers to the ability of the PST to be self-aware on his/her professional practice and how it is affecting the learners for the goal of self-improvement

(Source: Draft Domain 7 Elaboration of Proficient Teacher Practice)



THINK

Reflect on your current practice. How do you **develop** a personal professional improvement plan based on reflection of one's practice and ongoing professional learning?



TRANSFER

Activities for your
PST

WORKSHEET 3: Reflection

At the beginning of the internship, require the PST to maintain a daily journal of her activities/self-reflection. You may want to refer to the PPST Resource Package Module 24, p.20 as a sample of a journal entry. Mentor the PST on key ideas of the journal entry (such as but not limited to classroom management, learner achievement, activity design). Using her daily reflections, you follow it up with the following questions:

Doing the daily self-reflection, write down your answers on the following questions:

- What is your biggest realization?

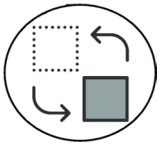
- Knowing your current knowledge, skills and attitudes, what teaching practice was most helpful to you?

After PST presented his/her answers, ask the following coaching questions:

- With your reflections, what do you consider as your strengths?
- What do you consider as areas for improvement?
- What is the most important need you need to address now?
- What possibilities are there to address this need given your present resources?
- What new perspective will you take to help you implement your strategy?
- When is the soonest time that you can start your plan?



You might want to end the conversation by agreeing on a timeline to follow-up on the PST on the strategy she did.



TRANSFER

Activities for your
PST

WORKSHEET 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 during class observation. The CT writes the observations on the COT Note form and is given to the PST during post conference. (PPST Resource Package Module 24 p. 23)

Assuming that the COT Rating sheet and the COT Notes Form were used during classroom observation, the following questions may be used to coach and mentor the PST. Let the PST identify at least 2 areas of improvement and fill out the "See, Feel and Think" Table.

"See, Feel and Think"

I See (What is the observed behavior)	I Feel (What is the effect on me or what is the emotional response on me)	I think (What is the consequence on my work)
I see that the students became noisy when I lectured all the time.	I felt uncomfortable with the noise.	I think I should use other classroom strategies aside from lecture.
I see..	I feel..	I think..
I see..	I feel..	I think..
I see..	I feel..	I think..

You may close the coaching and mentoring session by asking questions to the PST:

- Realizing the consequences that will affect the way you teach, what steps would you like to do first?
- What preparations do you need to be able to jumpstart your plan?
- Aside from me, who else can help you in your plan?
- When do you plan to demonstrate your planned strategy



You may close the coaching and mentoring session by asking how/he she feels.

4

ASSESSING PRE-SERVICE TEACHERS USING PPST-BASED TOOLS

Section 4 discusses the [processes and details in the use of the PPST-based tools](#). The section also includes [suggested strategies](#) to help determine when the tools may best serve their purpose.

Learning Outcomes:

At the end of this section, cooperating teachers shall be able to:

1. use PPST-based tools to assess the performance of pre-service teachers; and
2. use PPST-based tools to provide formative and summative assessment of the pre-service teacher's performance.

Introduction



Understanding Key Concepts

This section will introduce you to PPST-based tools that you may use in assessing the performance of pre-service teachers. You are not new to some of these tools, since they are also used in the field. But in this section, you will be guided on how to use these in your role as CT:

1. Self-Assessment Tool (SAT) for Beginning Teachers
2. Classroom Observation Tool (COT) - Beginning
3. Teacher Reflection Form (TRF)
4. Pre-service Teachers' Practice-based Training (PSTePT) Portfolio

A. What are the different PPST-based tools and when are they used?



The Self-Assessment Tool (SAT) for Beginning Teachers

This tool is designed for pre-service teachers (PSTs) to reflect on the different objectives related to their practice-based training. Cooperating teachers may use this in designing an Individualized Development Plan for PSTs.

The first thing that a CT could do upon meeting the PST/s assigned to him/her is to administer the SAT. The results of the SAT could guide the CT in getting an initial assessment of the strengths and points for improvement of the PST. It could also be used in designing a coaching and mentoring plan that will address the needs of the PST.

Some PSTs may only be given one month for their Teaching Internship, and it will not be possible to cover all 37 beginning teacher indicators. The results of the SAT will guide the CT to focus on mentoring the PST on the indicators that are either assessed as **low in the Level of Capability** or **very high in the Priority Areas to be Addressed**. See example on the next page:

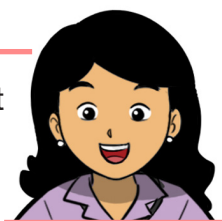
OBJECTIVES	Level of Capability				Priority for Development			
	Low	Moderate	High	VeryHigh	Low	Moderate	High	VeryHigh
	1	2	3	4	1	2	3	4
Curriculum and Planning								
19. Prepared developmentally sequenced teaching and learning processes to meet curriculum requirements.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
20. Identified learning outcomes that are aligned with learning competencies.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>



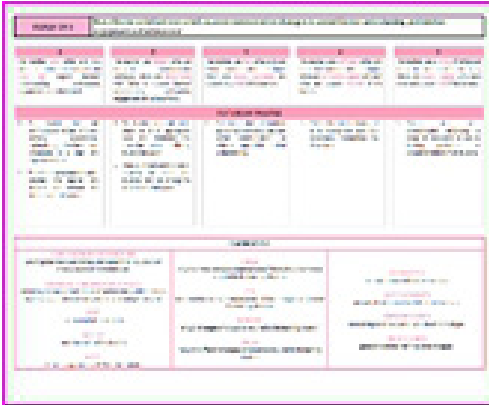
Let's take a look at this sample SAT by a student named Jane. Based on the answers for Objective 19, Jane acknowledged that her level of capability to prepare developmentally sequenced learning processes is still low, and also assigned it as Very High in the priority for development. Objective 19 could be one of the indicators that you could focus on in the duration of Jane's Teaching Internship.

What activities could you design for Jane to help her develop the competency under Objective 19?

Look again at the sample SAT. Do you think Objective 19 should be part of the priority indicators for Jane's internship? Why or why not?



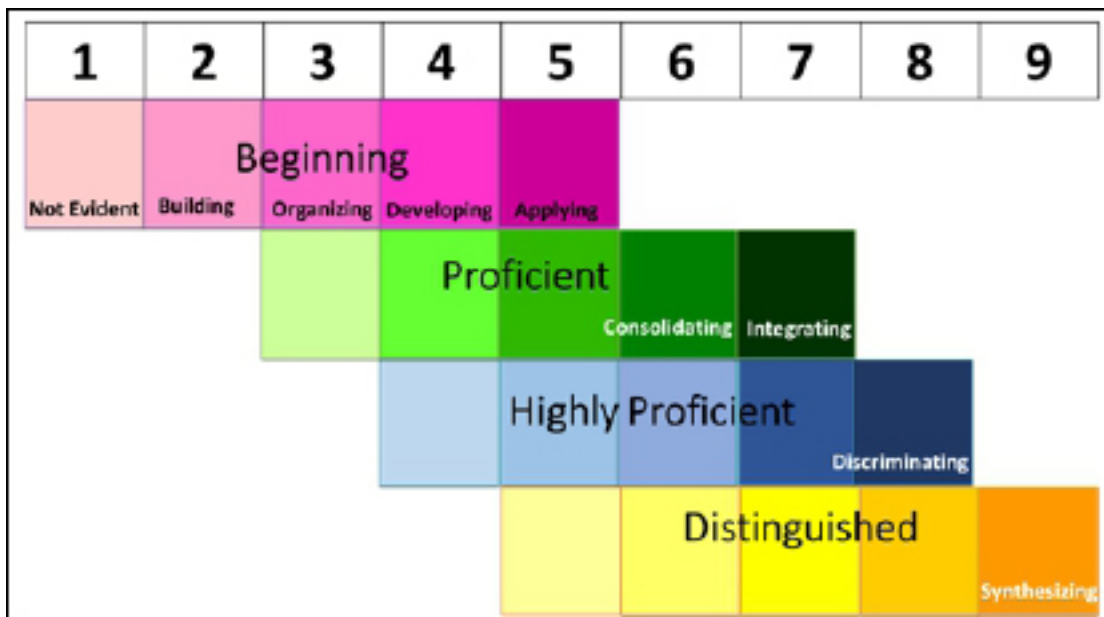
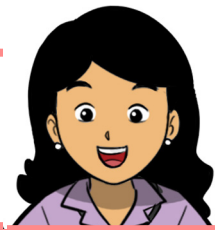
Designing an individualized development plan will be best discussed together with the PST, and ideally, also with the TEI supervisor.



The Classroom Observation Tool (COT) - Beginning

This tool measures the demonstration of the **Classroom-observable indicators**. It is a subset of the PPST-based COT for the use of TEIs and Cooperating Teachers in assessing the PST's achievement of the expected competencies that cover the Beginning Teacher career stage, with levels 1-5 (Applying level as the highest).

If you ever wondered why the COT being used in the field starts at level 3, it is because levels 1 and 2, up to level 5, are for beginning teachers. See the diagram below:



The accompanying forms and the rating process is very much similar to how the COT is used in the field. The forms will just vary depending on the model of choosing the priority/target PPST indicators (could be from the individualized development plan, the RPMS priority indicators, or as selected by the CT).



Teacher Reflection Form (TRF)

This form is used to measure the **Non-classroom observable indicators**. It is similar to a journal or teaching and learning log where PSTs write down about their experience.

A key feature of the TRF is that it prompts the PSTs to share about experiences that reflect their understanding or demonstration of the non-classroom observable indicators. This serves as a physical document that the PST could compile in a portfolio.

Here's an excerpt from the TRF with possible prompt questions:

Column 1 Non-classroom observable Beginning Teacher Indicators	Column 2 Reflection	Column 3 Remarks
6.1.1 Demonstrate an understanding of learning environments that are responsive to community contexts.	How do you maintain a learning environment that is responsive to your community's context? Describe the context in your area and share how your practices as a teacher contributes to further improvement of your community.	

The Cooperating Teacher could also change the prompt questions if ever they wish to have the PSTs write a reflection about a specific activity or experience. See sample situation below:

The pre-service teacher assigned to Teacher Donna, Hanna, identified indicator 6.1.1 with a high priority for development when she answered the SAT. Teacher Donna gave her an activity to help her develop this indicator. She asked her to write a reflection following these guide questions:

What different community contexts did you learn about in the activity?
 How were these contexts addressed?
 How did the activity help you better understand indicator 6.1.1?

REFERENCES

- Commission on Higher Education. (2017). *Policies, Standards, and Guidelines on Teacher Education*. Philippines.
- Department of Education. (2018). *Results-based Performance Management System Manual for Teachers and School Heads*. Philippines.
- Department of Education and Teacher Education Council. (2017). *Philippine Professional Standards for Teachers*. Philippines.
- McKinsey and Co. (2007). *How the world's best-performing school systems come out on top*.
- Department of Education - Teacher Education Council (2018). *Minutes of the Workshop on Deployment Policy 14-18 March 2018*. Tayabas, Quezon
- Teacher Education Council, Department of Education, and Commission on Higher Education. (2009). *Experiential Learning Courses Handbook*. Philippines.
- Department of Education - Teacher Education Council. (2017). *Philippine professional standards for teachers*.
- Department of Education - Teacher Education Council. (2018). *Philippine professional standards for teachers (PPST) resource package*.

APPENDICES

Appendix 1

Prototype MOA 1

This MOA is between the TEI and the Division Office. This is recommended so that the Division Office, through the SGOD and/or CID could monitor and have control of which schools in their division are qualified to be Cooperating Schools. The Division Office, through its designated office/s and focal person/s in charge of the pre-service teachers' practice-based training should coordinate with the schools to arrange for the deployment of pre-service teachers.

MEMORANDUM OF AGREEMENT

Know All Men By These Presents:

This Memorandum of Agreement (hereinafter referred to as "MOA") is made and entered by and between:

_____ represented by its President, _____, with principal address in _____ and hereinafter referred to as the FIRST PARTY;

-and-

The Schools Division of _____ represented by the SCHOOLS DIVISION SUPERINTENDENT _____ with principal address in _____ and herein referred to as the Second Party.

WITNESSETH:

WHEREAS, the FIRST PARTY is a higher learning institution offering teacher education programs and desirous of producing quality teachers as characterized in the Philippine Professional Standards for Teachers (PPST) and in the Teacher Education Curriculum from the Commission on Higher Education (CHED);

WHEREAS, the SECOND PARTY is a stakeholder representing the basic education schools in its division and desirous to improve the quality of education in elementary and secondary schools by providing authentic environment, coaching and mentoring to pre-service teachers from TEIs;

WHEREAS, both parties aim to improve the quality of basic education in the Philippines by providing pre-service teachers (PSTs) with a practice-based training aligned with the Philippine Professional Standards for Teachers (PPST) and the Teacher Education Curriculum from the Commission on Higher Education (CHED); NOW THEREFORE, for and in consideration of the foregoing premises, hereby agree the following terms and conditions of this MOA:

For the First Party:

1. Attend orientations required by the Second Party;
2. Determine the readiness and ability of the pre-service teacher to go off-campus for the Experiential Learning Courses: Field Study 1, Field Study 2 and Teaching Internship;
3. Submit a letter of intent to conduct pre-service training in the division, together with a list of qualified pre-service teachers to the _____ at least two weeks before the practice-based training commences;
4. Coordinate with the _____ for the name/list of Cooperating Schools where the pre-service teachers will be assigned;
5. Coordinate with the school principal/school head at least a week before the pre-service teachers are deployed to the TEI;
6. Provide timeline, duration and specified number of load for the pre-service teachers' stay in the cooperating school;
7. Share with the public school system the technology, human and material resources available in the institutions;

For the Second Party:

1. Conduct necessary orientation for the First Party and the schools within the division;
 2. Assess which schools in the division are qualified to become Cooperating Schools;
 3. Assign offices and focal persons to be in charge of the assignment and scheduling of the deployment of pre-service teachers;
 4. Provide necessary compliment to secure the safety of pre-service teachers during their stay in the cooperating school;
 5. Provide the pre-service teachers with the best mentors to enhance their experience in preparation for teaching for life;
 6. Share with the pre-service teachers, faculty and cooperating teachers the access to information regarding the school and community for research and professional development/training purposes;
 7. Submit performance evaluation report of the conduct of the pre-service teachers' practice-based training.
- This AGREEMENT shall take effect immediately upon signing by all parties concerned and shall remain in force unless sooner terminated by mutual consent.

Appendix 2

Prototype MOA 2

This MOA is between the TEI and the Cooperating School. This is recommended if the Division Office and/or the TEI decides that:

1. There should also be a MOA between the TEI and the Cooperating School; or
2. The MOA should be between the TEI and the Cooperating School.

For the option 1, Prototype MOA 1 will be accomplished between the Division and the TEI. Once the Division assigns the Cooperating School, the TEI forges a MOA (Prototype 2) with the Cooperating School, still for recommending approval of the SDS.

For option 2, the MOA is forged between the TEI and the Cooperating School. This will be subject to the review and approval of the SDS. It is recommended that the Division Office releases a list of qualified cooperating schools before the TEIs choose which school they will choose to partner with.

MEMORANDUM OF AGREEMENT

Know All Men By These Presents:

This Memorandum of Agreement (hereinafter referred to as "MOA") is made and entered by and between:

_____ represented by its President, _____
, with principal address in _____ and hereinafter referred to as the FIRST PARTY;

-and-

The _____ with principal address in _____
_____ represented by the SCHOOLS DIVISION SUPERINTENDENT _____
_ and herein referred to as the Second Party.

WITNESSETH:

WHEREAS, the FIRST PARTY is a higher learning institution offering teacher education programs and desirous of producing quality teachers as characterized in the Philippine Professional Standards for Teachers (PPST) and in the Teacher Education Curriculum from the Commission on Higher Education (CHED);

WHEREAS, the SECOND PARTY is a basic education school in its division and desirous to improve the quality of education in elementary and secondary schools by providing authentic environment, coaching and mentoring to pre-service teachers from TEIs;

WHEREAS, both parties aim to improve the quality of basic education in the Philippines by providing pre-service teachers (PSTs) with a practice-based training aligned with the Philippine Professional Standards for Teachers (PPST) and the Teacher Education Curriculum from the Commission on Higher Education (CHED);

NOW THEREFORE, for and in consideration of the foregoing premises, hereby agree the following terms and conditions of this MOA:

For the First Party:

1. Attend orientations required by the Second Party;
2. Determine the readiness and ability of the pre-service teacher to go off-campus for the Experiential Learning Courses: Field Study 1, Field Study 2 and Teaching Internship;
3. Submit a letter of intent to conduct pre-service training, together with a list of qualified pre-service teachers to the Second Party, at least two weeks before the practice-based training commences;
4. Provide timeline, duration and specified number of load for the pre-service teachers' stay in the cooperating school;
5. Share with the public school system the technology, human and material resources available in the institutions;

For the Second Party:

1. Conduct necessary orientation for the First Party;
2. Assess teachers to identify who are qualified to become Cooperating Teachers;
3. Assign focal persons to be in charge of the assignment and scheduling of the deployment of pre-service teachers;
4. Provide necessary compliment to secure the safety of pre-service teachers during their stay;
5. Share with the pre-service teachers, faculty and cooperating teachers the access to information regarding the school and community for research and professional development/training purposes;
7. Submit performance evaluation report of the conduct of the pre-service teachers' practice-based training.

This AGREEMENT shall take effect immediately upon signing by all parties concerned and shall remain in force unless sooner terminated by mutual consent.

Appendix 3

Performance Evaluation Report Template for the Cooperating School

(to be submitted to the Division Office for Evaluation and Feedback to the Cooperating Schools and TEIs)

Report on the Implementation of the Pre-service Teachers' Practice-based Training

Name of Cooperating School: _____

Address: _____

Partner Teacher Education Institution/s: _____

Duration of the Practice-based Training: _____

SY _____ Inclusive Dates _____

Part I.

Issues and Concerns Encountered <i>These could be on the processes in forging the MOA, scheduling and deployment of pre-service teachers, communications, monitoring of the practice-based training, and others</i>	Solutions	Recommendations

Part II.

1. What are your school's best practices in terms of coaching and mentoring the pre-service teachers? What interventions, resources and other activities helped in the conduct of the practice-based training?

2. How did you orient/train the Cooperating Teachers and the overall school community in preparation for their role as coaches and mentors in the pre-service teachers' practice-based training?

3. What are the general strengths and areas for improvement of the pre-service teachers deployed in your school? What do you suggest to TEIs in order to further strengthen their pre-service teacher education curriculum in preparation for the practice-based training in cooperating schools and actual teaching in the future?

Prepared by:

(Name and Signature of School Head/Principal)

Witnesses:

Name and Signature of School Focal Persons/
Master Teachers:

Date Submitted to the Division Office:

Received by:

Appendix 4

Performance Evaluation Report Template for the Teacher Education Institution

(to be submitted to the Division Office for Evaluation and Feedback to the Cooperating Schools and TEIs)

Report on the Implementation of the Pre-service Teachers' Practice-based Training

Name of Teacher Education Institution: _____

Address: _____

Name of Cooperating School/s: _____

Duration of the Practice-based Training:

SY _____ Inclusive Dates _____

Number of pre-service teachers deployed: _____

Part I.

Issues and Concerns Encountered	Solutions	Recommendations
<i>These could be on the processes in forging the MOA, scheduling and deployment of pre-service teachers, communications, monitoring of the practice-based training, and others</i>		

Part II.

1. What best practices in terms of coaching and mentoring the pre-service teachers did you observe from the cooperating schools? What interventions, resources and other activities helped in the conduct of the practice-based training?

2. How did you orient/train the TEI Coordinator/Focal Person/s and Experiential Learning Supervisor/s in preparation for the pre-service teachers' practice-based training?

3. What are the general strengths and areas for improvement of the cooperating school/s and cooperating teachers? What specific competencies do you suggest that should be developed or enhanced by the cooperating teachers in order for them to be better coaches and mentors of the pre-service teachers?

Prepared by:

(Name and Signature of School Head/Principal)

Witnesses:

Name and Signature of School Focal Persons/
Master Teachers:

Date Submitted to the Division Office:

Received by:

Appendix 5

Annual Performance Evaluation Report Template for the Division Office

(Summary of the evaluation submitted by Cooperating Schools and Partner Teacher Education Institutions. To be submitted to the Teacher Education Council Secretariat.)

Annual Report on the Implementation of the Pre-service Teachers' Practice-based Training

Schools Division Office of _____ Address: _____
Division Focal Person for pre-service teachers' practice-based training: _____
Contact Number/s: _____

List of Cooperating Schools:

- 1.
- 2.
- 3.

Partner Teacher Education Institutions:

- 1.
- 2.
- 3.

Pre-service Teachers' Practice-based Training for School Year: _____
Total Number of pre-service teachers deployed: _____

Part I. Summary of Issues and Concerned from Cooperating Schools

List down the top three issues and concerns based on the consolidated evaluation report from Cooperating Schools

Issues and Concerns Encountered <i>These could be on the processes in forging the MOA, scheduling and deployment of pre-service teachers, communications, monitoring of the practice-based training, and others</i>	Solutions	Recommendations

Part II. Summary of Issues and Concerned from Teacher Education Institutions

List down the top three issues and concerns based on the consolidated evaluation report from **TEIs**

Issues and Concerns Encountered <i>These could be on the processes in forging the MOA, scheduling and deployment of pre-service teachers, communications, monitoring of the practice-based training, and others</i>	Solutions	Recommendations

Part III. Summary of Responses

1. Based on the **consolidated report from Cooperating Schools and Teacher Education Institutions**, what are the **top five best practices** in terms of coaching and mentoring and the over-all conduct of the pre-service teachers' practice-based training?

1. 2. 3. 4. 5.
--

2. Fill in the table below:

Top three strengths of pre-service teachers <i>(based on consolidated responses from the Cooperating Schools)</i>	Top three areas for improvement of pre-service teachers <i>(based on consolidated responses from the Cooperating Schools)</i>	Top three strengths of Cooperating Schools and Cooperating Teachers <i>(based on consolidated responses from the TEIs)</i>	Top three areas for improvement of Cooperating Schools and Cooperating Teachers <i>(based on consolidated responses from the TEIs)</i>
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.

**This data may be used by the division office to send feedback to TEIs and Cooperating Schools, and will be the basis of action plan towards programs or initiatives to improve the pre-service teachers' practice-based training.*

3. How could the Division Office assist Cooperating Schools in their preparation and capacity-building for the pre-service teachers' practice-based training?

Prepared by:

 (Name and Signature of Practice-based Pre-service Teacher Training Focal Person)

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Date Submitted to Teacher Education Council Secretariat:

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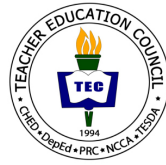
Appendix 6

Sample Program of Activities for the Orientation of TEIs

Time	Duration (mins)	Session	Purpose	Key Message/Output of the Session
8:00 - 8:30 AM	30	Registration Opening Program and Preliminaries		
8:30 - 9:15 AM	45	Appreciating Coaching and Mentoring in the context of DepED system	To set the context of coaching and mentoring and link it to the DepED systems and the pre-service teacher training.	Coaching and Mentoring is an integral part of the DepED system.
9:15 - 10:00 AM	45	Understanding the role of Philippine Professional Standards for Teachers in Coaching and Mentoring of Pre-service Teachers	To further the TEIs' understanding of the PPST in the context of Coaching and Mentoring by discussing: <ul style="list-style-type: none"> • PPST as the new framework for teacher quality • PPST Career Stages • Expectations of the Beginning Career stage • CHED issued Policies, Guidelines and Procedures and its alignment with DepED system 	The pre-service teachers' practice-based training or the Experiential Learning Courses of PSTs in the DepEd Cooperating Schools is crucial to the development of Beginning Teachers imbued with the expectations of PPST. Pre-service teachers should be trained based on the PPST.
10:00 - 10:15 AM	BREAK			
10:15 - 11:00 AM	45	PPST-based Tools and Resource Materials for Coaching and Mentoring	To orient TEIs on the PPST-based assessment tools used in DepEd: <ul style="list-style-type: none"> • SAT • COT 	Pre-service teachers should be assessed using the PPST-based tools to ensure that they are imbued with the competencies and skills expected from them in the field.
11:00 – 12:00 NN	60	Discussion of Expectations and Agreements between the DepEd Division Office and TEIs for the Pre-service Teachers' Practice-based Training	To discuss the Division's expectations, protocols and guidelines in the deployment and coaching and mentoring of pre-service teachers.	The Division Office and TEIs should agree on their roles and expectations in order to provide pre-service teachers with a standards-based and responsive training.

Appendix 7

Pre-service Teachers Practice-based Training
PSTePT Framework



Philippine National
Research Center
for Teacher Quality

Pre-service Teachers
Practice-based Training

PSTePT
Framework



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4 Pre-service Teacher Practice-based Training (PSTePT) Framework

Pre-service Teachers Practice-based Training (PSTePT) Framework

Frameworks serve as a compass to guide institutions and organizations towards attaining set goals. They establish an order by which principles and other relevant elements connect and interplay. It offers a set of standards and initial processes to ensure that all stakeholders have shared understanding of the system.

With DepEd's adoption of the Philippine Professional Standards for Teachers (PPST) as the framework for teacher quality, Teacher Education Institutions (TEIs) are expected to respond by ensuring that the curriculum and training they offer is aligned with what the system needs. To support TEIs, the Pre-service Teachers Practice-based Training (PSTePT) framework is designed to serve as guide in training pre-service teachers to reach the qualifications of the Beginning Teacher career stage as defined in the PPST.

Pre-service Teachers Practice-based Training (PSTePT) Framework

The Pre-service Teachers Practice-based Training (PSTePT) framework covers practice-based training integrated in the Professional Education courses, Field Studies courses, Teaching Internship courses, and in other complementary activities.

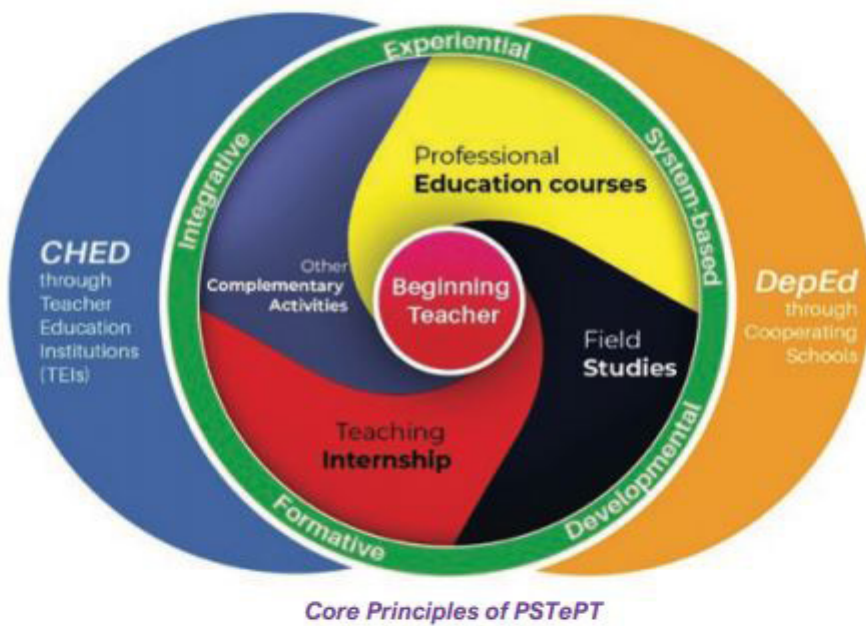


Figure 1. Graphical representation of PSTePT Framework

The Core Principles of PSTePT

1. Practice-based training is experiential.

The *PSTePT* ensures that in every Professional Education course, the pre-service teachers are provided with training opportunities that allow them to translate their knowledge and skills into practice. The translation process is done through experiential learning. This requires the preservice teachers to “learn by doing” certain activities relevant to teaching and learning by being exposed to authentic school settings and other actual teaching and learning experiences.

2. Practice-based training is developmental.

The *PSTePT* supports the building of knowledge and skills of the preservice teachers as acquired in the essential stages of learning and development. New learnings become more meaningful to the pre-service teachers when they experience bits of teaching tasks, carefully planned from one course to another, from specific to complex.

As such, the *PSTePT* is designed in a developmental progression within a course and across the various Professional Education Courses leading to Field Study courses and Teaching Internship in terms of:

- a. acquisition of content knowledge, skills, and values
- b. exploration and interpretation of learned theories through observation/s in the classroom
- c. application of learning through participation, assistantship, guided and mentored classroom teaching

3. Practice-based training is formative.

The *PSTePT* introduces the concept of signposts, as a system of scaffolding which prompts Teacher Education Institutions to formatively assess pre-service teachers' progress against concrete targets. The signposts are distributed in the course of the four-year training.

This **system of scaffolding** is supported by:

- a. **Tracking/Monitoring and Coaching.** Tracking/Monitoring guides pre-service teachers and their mentors to track the progress of pre-service teachers. This further serves as an indicator of attainment of each signpost. Findings from tracking and monitoring feed into coaching, which closes the gap between what is learned and what is performed as assessed using PPST-based tools:
 - Classroom Observation Tool (COT),
 - Self-Assessment Tool (SAT)
 - *PSTePT* Portfolio Rubric

- b. **Giving Feedback.** In the process of giving feedback, the pre-service teacher is informed of the concerns on his or her exhibited performance in reference to the expected performance. This helps each pre-service teacher in identifying the areas which he or she must improve on.
- c. **Self-Assessment and Reflecting on one's own learning.** Practice-based training guides pre-service teachers to assume responsibility in tracking his or her own learning and to be responsive for his or her own development through reflective practice.

4. Practice-based training is integrative.

The *PSTePT* integrates theory and practice to ensure embedding of authentic learning experiences and maintains that the courses are not compartmentalized, rather, built on one another in reference to the outcomes set in the Beginning Teacher indicators. The development of standards-based competencies is integrated within every course across all the Professional Education courses. This principle is essential in achieving the goal of producing future teachers who demonstrate the following core competencies as indicated in the seven domains of the PPST:

- a. Applying developmentally appropriate and meaningful pedagogy grounded on content knowledge and current research (Domain 1)
- b. Managing learning environment and resources (Domain 2)
- c. Planning and designing differentiated and developmentally appropriate learning experiences (Domain 3)
- d. Planning and managing of teaching and learning processes to meet curriculum requirements (Domain 4)
- e. Designing, selecting, organizing, and utilizing assessment strategies (Domain 5)
- f. Identifying and responding to opportunities that link teaching and learning in the classroom to the experiences, interests, and aspirations of the wider school community and other key stakeholders (Domain 6)
- g. Improving practice through personal and professional reflection (Domain 7)

5. Practice-based training is system-based.

The conduct of the *PSTePT* is guided by systems and guidelines as outlined in the *PSTePT* Manual. It allows reasonable adjustments to address local needs and particularities. The systems within *PSTePT* involve collaborations among stakeholders: DepEd through its regional and division offices, CHED through the TEIs, and other public and private cooperating basic education schools.

These systems are in place in the following practice-based training environments:

- a. **Commission on Higher Education, through governing policies for Teacher Education Institutions (TEIs).**
 - 1) Practice-based training outcomes are developed and attained in all courses in the Teacher Education program.
 - 2) The Teacher Education curriculum links theory and practice.
 - 3) A system of assessment exists to address gaps leading to internship.
 - 4) Signposts are set in place to ensure the quality of the structure of training, serving as check and balance in the delivery of training.
- b. **Department of Education (DepED), through the Cooperating Schools.** The Department of Education schools provide quality learning spaces conducive for practice-based training and actual environment to support training that meets the PSTePT expectations.
- c. **DepED and TEIs.** Partnerships between DepED and TEIs are established in the conduct of authentic classroom experiences, including internship.
- d. **TEIs with other TEIs.** TEIs share best practices in the delivery of PSTePT as support to other TEIs.

Pre-Service Training as a Tool for Change

Guided by the core principles of the *PSTePT*, TEIs and Cooperating Schools are expected to work jointly in providing future teachers with opportunities that will enable them to become effective teachers in the classroom and stimuli for change as they engage with the professional and local community. The skills and competencies acquired by the pre-service teachers can make positive impact as they educate 21st century learners, rippling positive influence, through effective delivery of the curriculum. In doing so, they develop themselves into the kind of educators that the Philippines needs.

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