



Republic of the Philippines
Department of Education
TEACHER EDUCATION COUNCIL

MODULE

7

PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS

PPST

Resource Package

4.12 PLAN, MANAGE AND IMPLEMENT DEVELOPMENTALLY SEQUENCED TEACHING AND LEARNING PROCESSES TO MEET CURRICULUM REQUIREMENTS THROUGH VARIOUS TEACHING CONTEXTS





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INTRODUCTION TO TEACHER RESOURCE PACKAGE

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



I am Teacher Jen!

And I am Teacher Mike!



We are members of your support group. Together with your principal, master teacher, and co-teachers, we are pleased to be your guides and companions as you walk through the modules.

Are you ready?

We begin by letting you know how the journey started for us in putting together this resource package.

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

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

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

These modules are standalone sections that you can select based on your needs and interests. This means that you can choose and read any module that is most relevant to you. You can take your time in familiarizing yourself with any one module with no pressure to finish reading all 12.

This resource package:

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

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

You will find the materials here useful if you:

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

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





What can you expect to find in each module?

You will discover that each module discusses a specific indicator, defines its key concepts and provides relevant illustrations of practice that may help you understand and attain the indicator.

The modules explore the following indicators:

MODULE 1

1.1.2 Apply knowledge of content within and across curriculum teaching areas.

MODULE 2

1.4.2 Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.

MODULE 3

1.5.2 Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.

MODULE 4

2.3.2 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.

MODULE 5

2.6.2 Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.

MODULE 6

3.1.2 Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.

MODULE 7

4.1.2 Plan, manage and implement developmentally sequenced teaching and learning processes to meet curriculum requirements through various teaching contexts.

MODULE 8

4.4.2 Participate in collegial discussions that use teacher and learner feedback to enrich teaching practice.

MODULE 9

4.5.2 Select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals.

MODULE 10

5.1.2 Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements.

MODULE 11

5.2.2 Monitor and evaluate learner progress and achievement using learner attainment data.

MODULE 12

5.4.2 Communicate promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians.

PARTS OF THE MODULES



The module contains the following parts:



OVERVIEW introduces you to the indicator and why you need to achieve the indicator;



SELF-REFLECTION allows you to reflect on your knowledge, skills and attitude related to the indicator;



KEY CONCEPTS defines key concepts pertinent to the indicator;



SUPPORT GROUP allows you to consult and collaborate with our teacher-friends who will provide suggestions on how to improve your current practice;



ILLUSTRATIONS OF PRACTICE walks you through sample illustrations of specific teaching practices that show how the Standards are put into action;



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

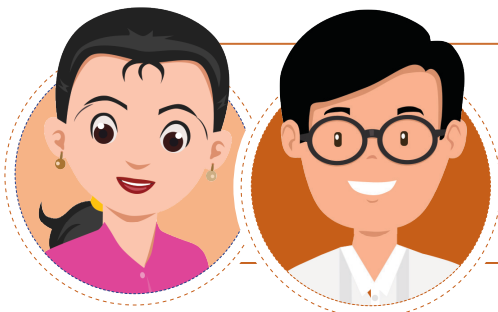


RESOURCE LIBRARY provides you with resources (which may include bibliography, forms, templates, appendices and links) that can help you further understand the indicator.

Each module takes you through a journey of exploration and discovery, while you learn more about the indicator and you apply it in your teaching context.

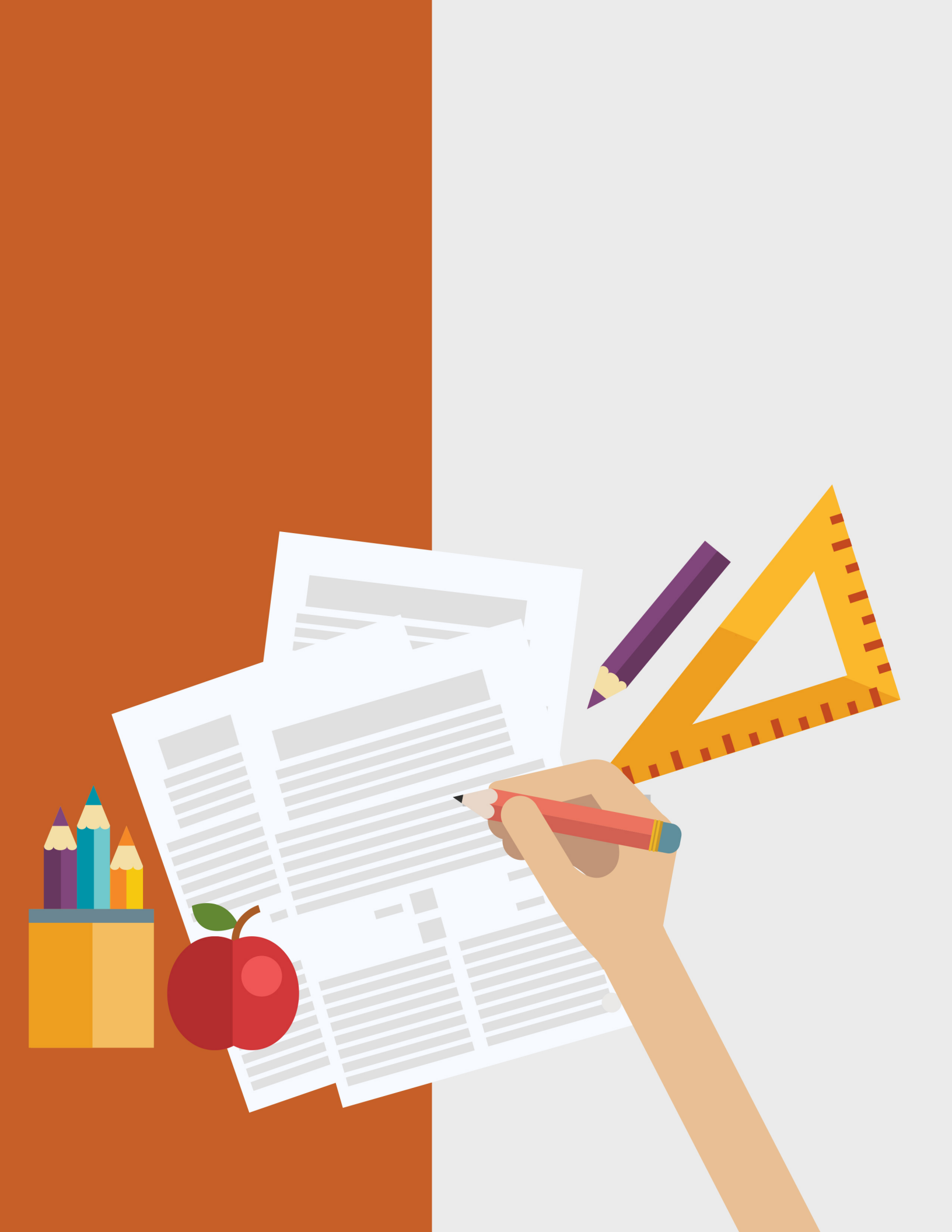
We encourage you to actively engage with the text as you read through the module.

We hope you find the information, materials and resources in this package helpful as you engage with the Philippine Professional Standards for Teachers towards your professional development.



We, Teacher Jen and Teacher Mike, will be with you every step of the way.

Have a happy journey.



PLAN, MANAGE AND IMPLEMENT DEVELOPMENTALLY SEQUENCED TEACHING AND LEARNING PROCESSES TO MEET CURRICULUM REQUIREMENTS THROUGH VARIOUS TEACHING CONTEXTS

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Hello! I am Teacher Mike and with me is Teacher Jen. Welcome to Module 7. Together, we will delve into the content of this module, which focuses on how to plan and manage developmentally-sequenced teaching and learning processes. Before going into details, let us look at what Teacher Abby is thinking about her task as a language teacher.



What does Teacher Abby consider as one of her goals in teaching? Looking at the image, we can see that she imagines her learners being activated to climb up the ladder of education and eventually succeed. Regardless of learners' background, skills, and abilities, Teacher Abby is ought to nurture effective teaching and learning processes in her classroom. Adding up to this task is to ensure that learners step into developmental stages in learning, which is the result of developmentally-fashioned teaching episodes. This crucial task of fostering developmentally-sequenced teaching and learning processes encourage teachers, like Teacher Abby, to be mindful of effective instructional planning which also includes successfully managing and implementing lessons.

In this module, we will be identifying concepts in planning and managing developmentally-sequenced teaching and learning processes, following curriculum requirements and anchoring these processes on various teaching contexts. The module also includes discussions on how to specifically plan for a lesson – from the Daily Lesson Log (DLL) template to knowing appropriate management and implementation procedures to effectively execute instructional plans. Careful planning and management preserves quality teaching and learning processes in our respective classrooms. Let us learn and fulfill these tasks together!

In this module, we will focus on:



STRAND: Planning and management of teaching and learning processes



INDICATOR: 4.1.2 Plan, manage and implement developmentally sequenced teaching and learning processes to meet curriculum requirements through various teaching contexts.



KEY CONCEPTS



To better understand the purpose of this module and to help you clearly realize your role as an effective planner, manager, and implementer of developmentally-sequenced teaching and learning processes, key concepts have to be unlocked. Let's get to know each of them in this module!



CURRICULUM AREAS These are different learning/subject areas taught and learned in the basic education curriculum.

DEVELOPMENTALLY SEQUENCED TEACHING AND LEARNING PROCESSES. These refer to the order of activities that keeps learners engaged in the content and purposely scaffolds learners towards achieving the lesson's objectives by maximizing allotted class time.

INSTRUCTIONAL PLANNING. This refers to the process of systematically preparing, developing, evaluating and managing the instructional process by using principles of teaching and learning.

TEACHING/LEARNING CONTEXTS. These refer to teaching/learning situations and all the circumstances in which learners learn from instruction.



SELF-REFLECTION



This time, let us reflect on our current practice in terms of planning, managing, and implementing teaching and learning processes in our respective classrooms. In keeping with the key concepts previously given, my reflections are the following:



KNOWLEDGE

As a Proficient Teacher, I know...

... that planning lessons entails carefully aligning objectives and activities to the competencies laid out in the Curriculum Guide (CG), taking into account different teaching/learning contexts.

SKILLS

As a Proficient Teacher, I do...

...create developmentally-sequenced teaching and learning encounters inside the classroom, coupled with effective management and implementation of lessons.

As a Proficient Teacher, I feel...

...that consistent efforts and patience lead to successful planning, management, and implementation of developmentally-sequenced teaching and learning processes.



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



KNOWLEDGE

As a Proficient Teacher, I know...

Blank writing area for Knowledge reflection, consisting of ten horizontal lines.

SKILLS

As a Proficient Teacher, I do...

Blank writing area for Skills reflection, consisting of ten horizontal lines.

ATTITUDES

As a Proficient Teacher, I feel...

Blank writing area for Attitudes reflection, consisting of ten horizontal lines.



SUPPORT GROUP



Hi there! Once again, this is Mike. How's everything going? I hope that you are getting the rationale behind this Module. I welcome you now to our Support Group, where we can examine and address teaching-related concerns. Still remember Teacher Abby? She is our first case. Let us see what she does in terms of planning and managing lessons. Get ready to help Teacher Abby. Are you ready?



Teacher Abby is a Grade 10 English Teacher. One of her practices is to plan her lessons before the next day comes. She believes that preparation is everything, so she always tries to think of how she will come up with engaging activities in her Daily Lesson Log (DLL) and imagine all her plans get concretized during teaching-learning encounters.

First, we will look closely into her plans which she writes down in her personal notebook. Her topic concerns a literary piece, "The Gorgon's Head" written by Anne Terry White. Let us see what's on the page of Teacher Abby's notebook and evaluate if she plans for developmentally-sequenced teaching and learning processes for her lesson.

My Plans for "Gorgon's Head"

1. Refer to the Curriculum Guide and the Learner's Material (pp. 35-36).
2. Fill in the needed parts in the DLL.
3. Make the reviews engaging for women.
4. Give thought-provoking questions.
5. Integrate Mulan's story (from Grade 8).
6. Have learners do sustained silent reading.
7. Focus on discrimination in the society.
8. Use the activities/tasks from the Learner's Material.
9. Assessment - if time will permit...
10. Identify famous oral literary pieces for homework.



We'll give you time to think about this and we'll surely get back to you.



Probing



Now, let us look intently at the plans of Teacher Abby for her lesson. Using the enumerated plans from the notebook, provide answers to the questions presented below.



- 1 What can you say about Teacher Abby’s practice of keeping a notebook that contains her plans for the day’s lesson? Do you think it is helpful in instructional planning? Why do you say so?

_____.

- 2 Are the plans written down by Teacher Abby logically sequenced? If “yes,” provide your evidence.

_____.

- 3 If you were Teacher Abby, what item/s from your plans will you remove or improve? Justify your answer.

_____.



For us to better visualize the plans laid out by Teacher Abby for her day's lesson, let us examine an excerpt from her actual Daily Lesson Log (DLL). Only the plans for the first day (July 11, 2017) were retained for purposes of review and critiquing. Provide answers to the succeeding questions given below. This time, we will focus on the excerpted DLL given below.



Monday Date: July 11, 2017	
I. OBJECTIVES	Determine the effect of textual aids on the understanding of the text.
A. Content Standards	The learner demonstrates understanding of how world literature and other text types serve as ways of expressing and resolving personal conflicts; how strategies in linking textual information, repairing, enhancing communication and public speaking, and in incorporating emphasis markers in persuasive texts, different forms of modals, reflexive and intensive pronouns are used.
B. Performance Standards	The learner composes a short but powerful persuasive text using a variety of persuasive techniques and devices.
C. Learning Competencies/ Objectives Write the LC Code for each	EN10RC-Ib-2.15
II. CONTENT	Mythological Story: The Gorgon's Head by Anne Terry
III. LEARNING RESOURCES	Learners' Material and Multimedia Presentation
A. References	
1. Teacher's Guide Pages	pp. 24-26
2. Learner's Materials Pages	pp. 35-36
3. Textbook Pages	
4. Additional Materials from Learning Resource (LR) portal	
IV. PROCEDURES	
B. Other Learning Resources	
A. Reviewing previous lesson or presenting new lesson	Review the plight of a discriminated woman through a song.
B. Establishing a purpose for the lesson	Ask learners the connection of Mulan's life to the concept of discrimination.
C. Presenting examples/instances of the new lesson	Relay other instances where discrimination occurs in the society.
D. Discussing new concepts and practicing new skills #1	Task 2 - DISCRIMINATION CHECK, p. 32
E. Discussing new concepts and practicing new skills #2	Task 12 - MY COAT OF ARMS, pp. 43-44
J. Additional activities for application or remediation	Have learners identify famous oral literary pieces and share them before the class.

- 1 Revisit the plans Teacher Abby wrote in her notebook. Are they consistently reflected in the given Daily Lesson Log (DLL)? Please note any missing item/s if there is/are.

- 2 Refer to the objective set in the Daily Lesson Log (DLL). In reference to the activities presented, will the objective for the day's lesson be achieved by Teacher Abby? How about the time? Will the plans be accomplished in a 60-minute class period? Justify your answers.

- 3 Are the activities in the Procedures developmentally sequenced in such a way that learners are guided from understanding basic concepts until they master and apply the competency needed to be developed? Why? Why not?

Suggestions for Improvement



It's good that Teacher Abby carefully takes into account the practice of consistently planning her lessons. Keeping with her a notebook for her plans is also a good way to strengthen instructional planning, but does it all end with writing the plans? How about checking if the plans are appropriate for our aim – to plan for developmentally-sequenced lessons? Let us consider some suggestions for improvement to help Teacher Abby!



- 1. SCAFFOLDING IS EVERYTHING.** Scaffolding refers to a variety of instructional strategies used to guide or support learners progressively toward better understanding and greater independence in the learning process (The Glossary of Education Reform, 2015). Scaffolding is crucial for learners to move from one ladder of learning to another. To concretize things, the learners need to be guided using simple, basic activities at the beginning, leading to more complex learning encounters so as to reach the point where learners are able to master a specific learning competency.
- 2. KEEP LEARNING ACTIVITIES CONTEXTUALIZED.** One of the priorities in coming up with developmentally-sequenced teaching and learning processes is to make learning activities contextualized, if possible, tailor-made for the context of situation and the type of learners that we have. For instance, if issues about discrimination are highlighted in the lesson, it is better to anchor discussions and activities on discrimination issues in the Philippines or on the learners' immediate community. Activities to acquaint learners about discrimination should not only involve women but also situations where men are discriminated or ostracized, too. The appropriateness of activities to the age and pacing of the learners are also crucial to make the teaching and learning processes meaningful and developmental.
- 3. FOCUS ATTENTION ON THE OBJECTIVE.** The objective of the lesson goes hand-in-hand with the target learning competency from the curriculum guide. To match our aim of providing developmentally-sequenced teaching and learning processes, our activities should be geared towards the objective of the lesson. Enabling activities like preliminary ones would help the learners shape prerequisite knowledge and skills that lead to the attainment of the learning competency. On the one hand, culminating or final activities are given to gauge where the learners are in terms of mastering the competency or if the set objective was successfully met or not.

- 4. ASSESSMENT IS A MUST.** In trying to help learners develop the competencies set in the curriculum guide, the teacher should not only give inputs but also provide assessment activities to identify learners' learning status and, at the same time, create appropriate instructional decisions. Two important types of assessment are formative and summative assessments. Formative assessment is used to identify misconceptions, struggles, and learning gaps during the teaching and learning processes. How to close such gaps is also involved in this type of assessment (Trumbull & Lash, 2013). Remember that formative assessment is recorded but not included in the computation of learners' final grades/ratings. Summative assessment helps the teacher evaluate student learning, knowledge, proficiency or success at the end of an instructional period like a unit, course or program (Theall & Franklin, 2010). This kind of assessment is heavily graded or weighted. Hence, assessment in the teaching and learning processes is not optional but is significantly obligatory.
-



Great job! We hope that you find these suggestions helpful.

To further guide your planning, management and implementation of developmentally sequenced teaching and learning processes, we have provided some teacher practices in the succeeding pages.





ILLUSTRATIONS OF PRACTICE



Hi! It's Teacher Mike once again. We will now continue our journey through this module with our aim of developing developmentally-sequenced teaching and learning processes. For this part, we will be illustrating model practices that would address some issues raised from reviewing the way Teacher Abby planned her lesson. Since keeping a notebook for instructional plans is optional for teachers, we will focus on recalibrating the Daily Lesson Log (DLL) of Teacher Abby, underscoring more developmentally-sequenced activities for her class.

Planning is everything. The planning aspect of teaching is very important that it alone can determine the failure or success of a teacher. However, it is the weekly lesson plan and the specific day-to-day task of planning for instruction that are most lacking in teachers' educational preparation (Arnold, 2010). Planning for a lesson does not end with enumerating the things the teacher will implement in the classroom once the delivery of the lesson has commenced. The bigger challenge is to make the lesson or the embedded activities more developmental.

As Proficient Teachers, we are driven to design lessons that satisfy the need to make teaching and learning processes seamless and progressive for our learners. We start by familiarizing ourselves with the content of the curriculum as the "Bible" from which we refer to in planning our lessons. The competencies found in the curriculum guide (hereafter, CG), are what should be mastered by the learners at the end of every lesson. In terms of designing a developmentally-sequenced learning plan, teachers just need to religiously follow the parts of the Daily Lesson Log (DLL) template. As per DepEd Order 42, s. 2016 also known as the "Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program," the use of the Daily Lesson Log (DLL) or the Detailed Lesson Plan (DLP) enables the teacher to guide, mentor, and support learners in developing and assessing their learning across the curriculum. Even in this Department Order, learner scaffolding is given much attention. Hence, teachers need to be guided by what the DLL or the DLP suggests to capture the conduct of more developmental teaching and learning procedures.

For the first illustration of practice, we will be breezing through the procedures set in the DLL to have a better grasp of how to plan for developmentally-sequenced teaching and learning processes. Once these are established in the lesson preparation, we will then be able to fulfill our role as effective facilitators of learning.

ILLUSTRATION OF PRACTICE NO. 1:

Planning for Developmentally Sequenced Lessons



Get ready to look at how planning for developmentally-sequenced lessons can be done in your Daily Lesson Log. We are to see how the lessons from Ma'am Abby's DLL could be made more developmental. You will notice that the procedures are modified and calibrated to encompass a more engaging and progressive series of learning activities. We will strictly adhere to the developmental nature of the DLL template, which starts with reviewing previous lessons, going to evaluation of learning and provision for additional activities in the form of an assignment or homework. We basically track how a lesson is delivered in a regular lesson plan. However, you have to remember that the following illustration of practice is suggestive in nature. Still, the teacher is the one who will design for developmentally-sequenced lessons applicable to his or her learners. The illustration, hence, is only a recommendation that may provide more inputs towards the realization of the focus of this module.



GRADE 10 DAILY LESSON LOG	Monday Date: July 11, 2017
I. OBJECTIVES	Determine the effect of textual aids on the understanding of the text (EN10RC-IB-2.15).

Your springboard will be the objective of the lesson which also reflects the competency (in code) to be mastered.

For a developmentally-sequenced teaching and learning processes, we start with the REVIEW of the previous lesson to activate learners' schema or prior knowledge. In this DLL, the review taps on the life story of an inspirational speaker who also survived challenges brought about by his physical condition. The review will help the learners begin with combining their prior knowledge to the new knowledge they will be developing from the main lesson.

IV. PROCEDURES	Monday Date: July 11, 2017
A. Reviewing previous lesson or presenting new lesson	Have learners share the life lessons they learned from the story of Nick Vujicic.
B. Establishing a purpose for the lesson	Make learners listen to the song, "Reflection" from the movie Mulan and react on its message

Helping learners establish the purpose of the lesson could be a form of MOTIVATION. A motivation may be a creative activity that could help engage learners to the new lesson. It gives ideas or clues on what to expect with the new lesson, thereby touching on its purpose. The use of the song "Reflection" is a motivation or a way to establish the purpose of the text the learners will be dealing with. The text relates to the message of the song which centers on discrimination.

To make the activities more developmental, it is necessary for the teacher to provide learners with prerequisite information about the texts they are to explore. This is also a form of establishing their mood to ensure a smooth flow of lesson delivery. Hence, for this particular lesson, they are to read about the background of the author and the genre to which the main text is related. The learners will also be accomplishing a prereading activity which requires them to give their anticipations/expectations about the text.

IV. PROCEDURES	Monday Date: July 11, 2017
E. Discussing new concepts and practicing new skills #2	Group the class into five (5) and let each group do sustained silent reading of the featured text.
F. Developing mastery (Leads to Formative Assessment 3)	As a group, let them dissect the main text by answering relevant questions.

This part of the procedure touches on the accomplishment of the learners during reading activities. This is in connection to the prereading activity which will collect learners' anticipations about the text. The teacher could incorporate collaborative activities in the process of "actually reading" the text. Sustained silent reading, where learners read the text silently together, is highlighted in this lesson procedure. On the one hand, after reading the text, the next activity could be one that will activate the new knowledge the learners have developed out of reading the main text. In this case, the teacher may ask a series of questions in relation to the text or the featured narrative. This underscores the formative assessment that teachers need to provide to confirm how well the learners have understood the text. It also allows for important instructional decisions like reteaching the concept or moving forward to the next activities.

IV. PROCEDURES	Monday Date: July 11, 2017
G. Finding practical applications of concepts and skills in daily living	Have learners discuss how the characters from the text conquered discrimination issues, and encourage them to relate it to real-life scenarios.
H. Making generalizations and abstractions	Lead learners into completing “The Hero in Me” Chart where they will be listing the acts of heroism and struggles of the main character of the narrative. They are to provide their realizations about these details.

After making sense of the text through the reading activities, post reading activities have to be dealt with. They include applying what they learned from the text to practical means or real-life scenarios. This makes learning new knowledge more relatable and meaningful. Generalizations and abstractions of learning also count as postreading activities because the learners need to encapsulate what they have produced out of reading the text. For this particular lesson, the learners will be listing the acts of heroism and struggles of the characters found in the text which aligns with the concept of battling out discrimination. Realizations about these details are also expected from the learners.

IV. PROCEDURES	Monday Date: July 11, 2017
I. Evaluating Learning	Prompt each group to design a coat of arms featuring Perseus’ line of defenses to kill the Gorgon. A holistic rubric will be used.

Evaluating learning outcomes is the last step towards planning for developmentally-sequenced teaching and learning processes. It comes with either a paper-and-pencil or a performance-based activity that will gauge where learners are in terms of the competencies they need to master. This lesson features a performance-based evaluation of students’ learning which has to be coupled with a rubric. This is because assigning scores or grades for performances must be based on criteria or standards which should be communicated to the learners prior to the accomplishment of the task.

IV. PROCEDURES	Monday Date: July 11, 2017
J. Additional activities for application or remediation	Have learners identify famous oral literary pieces that center on heroism and human fallacies for class sharing.

It is also crucial for the teacher to extend any learning encounter in the classroom beyond it. Follow-up activities or homework may be given to strengthen new knowledge acquired by the learners or to remediate or further lead them towards better understanding of the lesson for the day. This will make the concepts taught more memorable for the learners.

ILLUSTRATION OF PRACTICE NO. 2:

Managing and Implementing Developmentally Sequenced Lessons



Hi there! I hope you were able to grasp the progressive nature of the procedures found in the previously given DLL for a Grade 10 English lesson, which targets a competency in reading comprehension. At this point, let us take note of the ways on how to appropriately manage and implement the learning activities you included in your DLL. Again, these are only suggested procedures to keep up with this module’s aim to help teachers manage and implement developmentally-sequenced teaching and learning processes. We take a closer look at how these plans could be better actualized in the classroom. Let us see how Teacher Adz, a Head Teacher III in English, made sense of the embedded developmentally-sequenced activities from the previously-given DLL using her observation notes.



Observation Notes:

The teacher was able to manage and implement all the planned activities written on her DLL. She started with a review of the previous concepts which relate to the new knowledge presented in the featured lesson. The motivation engaged the learners well with the lesson because they are familiar to the song the teacher played and were able to relate realistic examples of issues with regard to discrimination and prejudices. I think the story-anticipation guide helped the learners build knowledge about the narrative text on their own. It gave a little hint about how to teach learners independent learning. That's commendable. In terms of the collaborative activity, where learners need to do sustained silent reading, at first, they were unsure of how to start reading the text as a group, but this mechanism was given clarification and justifications by the teacher. She scaffolded each group until they were able to get a feel of the collaborative activity. After which, each member of the group was doing his or her job to finish the given task. Another difficulty is the complexity of the questions provided in the learners' material. It seemed that the questions are too challenging for a majority of learners. The teacher, right there and then, changed the way questions were structured for easy understanding. This made accomplishing the task easier for the learners until such time that they were already accomplishing the postreading activities independently. It was a successful delivery of the lesson because the objective of the lesson was met and the learners were able to generalize or abstract learning from the text. All the groups artistically and effectively produced and presented their coat of arms as part of the evaluation. They really enjoyed each presentation! The assignment given allows for extension of learning. The teacher started and ended her delivery of the lesson within the given time. It was an excellent job for the teacher.



The observations of the Head Teacher on the management and implementation of the planned activities are actually describing developmentally-sequenced teaching and learning processes. The lesson started with a review and followed by the motivation, the during reading activity, the postreading tasks, and finally, the evaluation and the giving of homework or additional activities. What is more meritorious with the management and implementation skills of the teacher was her “instructional instinct” to modify what has been planned to accommodate learners who are at different levels of cognition in the classroom. She also made sure that everything was understood and made clear before proceeding to the next tasks or activities. Scaffolding and guidance were apparent at the beginning until such time that learners were independently working on the other tasks. What the teacher did as regards management and implementation of the teaching and learning processes is progressive and successful.



Having been acquainted with the things you need to know to meet Indicator 4.1.2, you are now ready to plan, manage, and implement developmentally-sequenced teaching and learning processes in your classroom. Whatever the learning area is, it is imperative that we give the best teaching and learning experiences to our learners. Remember that learning becomes successful when the teacher is able to guide the learners in each step of the teaching-learning process leading to independent practice.

To give you more inputs, you may consider other illustrations of practice that will make teaching and learning processes in the classroom developmental, considering the requirements of the curriculum and the varied teaching contexts at hand.



OTHER ILLUSTRATIONS OF PRACTICE

The curriculum guide (CG), as mentioned before, should dictate the competencies and standards of learning to be set in a given lesson or teaching-learning encounter. It is a must that the teacher reviews or familiarizes himself or herself with how the curriculum works to meet teaching and learning requirements. As you plan, manage, and implement developmentally-sequenced lessons, the use of the curriculum guide (CG), the teacher's guide (TG), and the learner's material (LM) would make teachers adhere to the requirements of the learning area and the curriculum at large.

The teacher should not be afraid of modifying or changing what has been planned in terms of instruction. Versatility in effectively delivering lessons requires teachers to be sensitive to their learners' needs during the fulfillment of the teaching and learning processes. Remember that the learners will not have the same pacing or levels of learning. For as long as the changes would still meet the objective/s set, then, this should not be considered as a deviation from the actual lesson but rather, it should be seen as a form of shaping a lesson based on a given teaching context.

Be careful with observing the minor but still important details in planning, management, and implementation of lessons. For instance, the time allotted for the learning area should be strictly followed, or else, it will create a ripple of problems in terms of budgeting time to develop necessary competencies. Also, the use of other references or materials to supplement learning should be within the scope of the curriculum and must be carefully screened or reviewed in consonance with the characteristics and learning contexts experienced by Filipino learners in the classroom.



PROFESSIONAL DEVELOPMENT PLAN



After you have explored the different key concepts on the planning, management, and implementation of developmentally-sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts, you now have a better grasp of the featured indicator.



Fill in the personal action plan below.

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



Happy planning!





RESOURCE LIBRARY



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



Annotated Bibliography

- Arnold, V. D. (2010). Planning for effective instruction. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/08878738809554938?journalCode=utte20>.
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- Department of Education (2016). DO 42, s. 2016 - Policy guidelines on daily lesson preparation for the K to 12 Basic Education Program. Retrieved from <http://www.deped.gov.ph/orders/do-42-s-2016>.
This order presents the guidelines on daily lesson preparation aligned with the K to 12 curriculum and highlights the essence of instructional planning through Daily Lesson Log (DLL) or Detailed Lesson Plan (DLP) preparation in upholding quality education standards.
- The Glossary of Education Reform (2015). Scaffolding. Retrieved from <https://www.edglossary.org/scaffolding/>.
This webpage explores the definition of scaffolding and its distinction from instructional differentiation. Some examples to illustrate a few common scaffolding strategies were also listed.
- Theall, M. & Franklin, J.L. (2010). Assessing teaching practices and effectiveness for formative purposes. In: A guide to faculty development. KJ Gillespie and DL Robertson (Eds). Jossey Bass: San Francisco, CA.
This article focuses on identifying sources of data that may be useful for improving teaching and learning as part of ongoing programs that support professional development and learner achievement.
- Trumbull, E. & Lash, A. (2013). Understanding formative assessment: Insights from learning theory and measurement theory. Retrieved from https://www.wested.org/online_pubs/resource1307.pdf.
This paper explores formative assessment, a process intended to yield information about learner learning - information that teachers can use to shape instruction to meet learners' needs.

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