PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS

PPST
Resource Package

MODULE

8

4.4.2 PARTICIPATE IN COLLEGIAL DISCUSSIONS THAT USE TEACHER AND LEARNER FEEDBACK TO ENRICH TEACHING PRACTICE

Republic of the Philippines
Department of Education
TEACHER EDUCATION COUNCIL

PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS

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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.
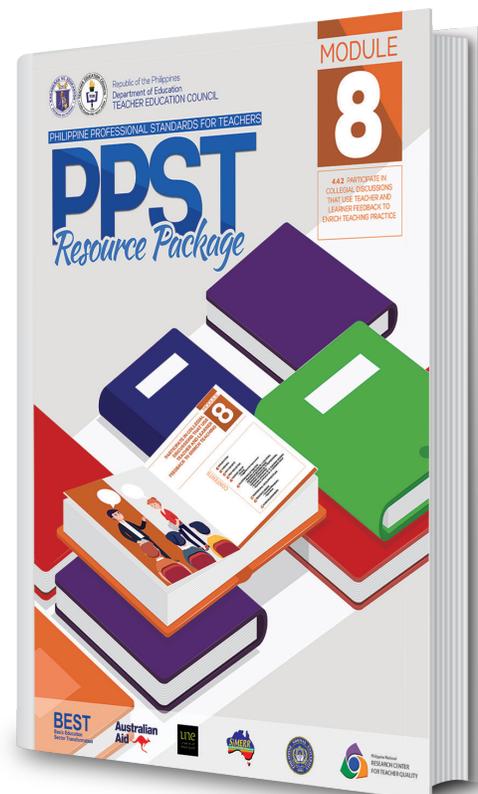
What can you expect to find in each module?

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.
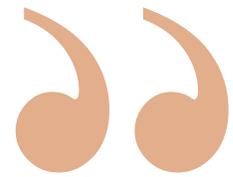
The modules explore the following indicators:

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.

PARTICIPATE IN COLLEGIAL DISCUSSIONS THAT USE TEACHER AND LEARNER FEEDBACK TO ENRICH TEACHING

MODULE

8

CONTENTS

Hello! I am Teacher Mike and with me is Teacher Jen. We are part of your support group! We're here to help you better understand the indicator highlighting your vital roles in collegial discussions.

We know that you had experienced difficulty in your teaching. From whom do you usually seek advice? It's good practice that you're collaborating with your colleagues.

I just have this feeling... If our two departments could just collaborate, we could come up with something that's truly amazing.

Our profession demands collaboration so we can continuously improve our teaching-learning processes. As members of our school communities, we need to participate in various activities that highlight collaboration with our colleagues.

To help you build strong collaboration among your colleagues and school leaders, we will provide you with several illustrations of practice of collegial discussions which you can adopt. These are important in collectively thinking, reflecting and acting to enrich your current teaching practices.

In this module, we will focus on:

STRAND: Professional collaboration to enrich teaching practice

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

KEY CONCEPTS

" Hi! This is Teacher Jen. Let us start by introducing to you the key concepts in professional collaboration. Understanding these concepts will guide you in appreciating your roles embedded in the indicator 4.4.2 Participate in collegial discussions that use teacher and learner feedback to enrich teaching practice.

PROFESSIONAL COLLABORATION. This refers to teachers working together with colleagues and other stakeholders to enrich the teaching-learning process.

COLLEGIAL DISCUSSION. This refers to mutually respectful professional conversation with colleague/s, which can be formal or informal, that promotes shared responsibility in enhancing the current practice.

FEEDBACK. This refers to information given about the teacher's and learners' performance for enriched teaching practice.

SELF-REFLECTION

Let us first reflect on our current practice regarding professional collaboration in our school. As Proficient Teachers, we have knowledge, skills and attitudes regarding professional collaboration.

By looking at the indicator, I have written down my own reflections on this. How about you?

KNOWLEDGE	SKILLS	ATTITUDES
As a Proficient Teacher, I know...	**As a Proficient Teacher, I do...**	**As a Proficient Teacher, I feel...**
... ... that professional collaboration is working together with my colleagues.	...share my best practices to my colleagues in my school.	... that collaboration with my colleagues will enhance my teaching practice.

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

SUPPORT GROUP

> Take time to read the transcript and find out how a group of teachers utilized the focus group discussion (FGD), one of the mechanisms for professional collaboration, to address the challenge in teaching by drawing various feedback from teachers.

Master Teacher: We have received the summary of classroom observations from the office and findings have identified that our pupils do not participate that much in the class. Any reaction?

Teacher A: I think that's not the case in my classroom.

Master Teacher: Really? I assume that it might have been observed in your class. When I came to pass by your room one time, I noticed that your learners at the back were just playing. How about you, Ma'am?

Teacher B: I think we need to figure out the reasons why such observations were noted.

Master Teacher: Obviously, your activities might be too dull and boring. You should have prepared exciting tasks for your learners. You should have established rules. You should have performed better during class observations. I think if you do these things, then you'll engage your learners.
Does everybody agree with me?

Teachers: Yes, Ma'am.

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

Probing

Based on the FGD presented earlier, try to answer and reflect on the following questions.

1 What specific challenge to the teaching practice was discussed in the focus group discussion?

_____
_____
_____
_____
_____
_____.

2 Did the Master Teacher engage the teachers to address the challenge? Why? Why not?

_____
_____
_____
_____
_____
_____.

3 If you were the Master Teacher, what questions would you have asked to draw feedback from your colleagues?

_____
_____
_____
_____
_____
_____.

4 Did the discussion reflect teacher collegiality? Why? Why not?

_____
_____
_____
_____
_____
_____.

5 What roles do teachers play in collegial discussions?

_____
_____
_____
_____
_____
_____.

Suggestions for Improvement

> Have you finished answering the questions posed earlier? We're providing you here the possible responses.

In the presented FGD, the Master Teacher (MT) initiated the discussion. However, the MT failed to engage the teachers in the discussion tackling the reasons behind the learners' low level of engagement in the class.

Generally, the discussion lacked collegiality because the MT dominated the entire conversation. It also turned to be a fault-finding session. Since the discussion became person-directed, the MT was not able to establish shared inquiry into the practice.

For deep probing into the teaching difficulty, instead of imposing the rules, the MT should have asked questions like "_What do you think were the reasons? How could we address this? What could be done?_"

Collegial discussion is built on mutual respect and trust. For it to become a meaningful professional conversation, the teachers should be actively listening and providing honest feedback. These will provide a common ground for collaboratively reflecting and directing efforts to the enhancement of the teaching practice.

> How are your answers? We hope that you're starting to appreciate the importance of this indicator.
>
> Now, we'll be showing you different practices that highlight collegial discussions which you can adopt in your schools.

ILLUSTRATIONS OF PRACTICE

As a Proficient Teacher, you are expected to demonstrate professional collaboration. In this module, together let us discover the different illustrations of practice aligned with the Philippine Professional Standards for Teachers that show specific ways on how you can participate in collegial discussions.

The Focus Group Discussion (FGD) is just one of the various modes that engage teachers in collegial discussion. You need to remember that collegial discussions can include a range of professional conversations, which can either be formal or informal.

For your better understanding, we will present you various practices for participation in collegial discussions using teachers' and learners' feedback to enrich teaching practice:
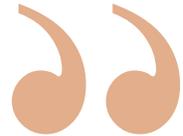
ILLUSTRATION OF PRACTICE NO. 1:

Collegial Discussion between Peers

In a school, a 2nd grade teacher finds teaching reading challenging. She knows that her colleague has a broad knowledge of different reading strategies. She talks to her and requests for a peer observation. On the agreed date, the peer teacher models the reading technique that she finds effective for her class. After, they engage in a discussion clarifying how the new teacher can apply the technique to her own class.

Teacher Jennifer Macatangay shares her knowledge on strategies to her colleague, Teacher Vicky Rebay (Photo credit: Monaliza Cabahug, 2018).

Take time to read the transcript of their collegial discussion after the peer observation.

Teacher A: I'd like to thank you, Ma`am, for accepting my request for peer observation.

Teacher B: You're very much welcome. So how did you find the strategy that I used?

Teacher A: I thought that my kids would really enjoy the lesson, too.
When you showed the video, the children really enjoyed rapping. The chant on words with initial /p/ sound really caught their attention and they even sang it, too.

Teacher B: What else do you think would work for your own class?

Teacher A: I particularly liked the guessing game that you did. Kids were really excited to guess the object inside the box.

Teacher B: That's nice. I hope I have helped you.

In this conversation, we can observe that there is more freedom of exchange of views regarding practices. Here, the teacher's feedback is channeled through a less threatening and more friendly conversation. Likewise, the decision to enrich one's practice is already built through effective modelling.

You have noted that peer observation involves teachers observing each other's practice and learning from each other. Here, teachers have the opportunity to give and receive feedback about teaching practice and develop awareness about their own teaching (Australian Institute for Teaching and School Leadership).

HOW TO DO IT?

In its three stages: pre-observation, during observation and post-observation, you can consider these roles depending whether you will be the observer or the host-teacher (americanenglish.state.gov, n.d.):

1. For the pre-observation meeting, the observer meets with the teacher before the class to learn about the lesson's focus and objectives. The teacher should define a focus area and make sure you are both in agreement about how the observation will be conducted (duration, seating, etc.).

2. During the observation stage, the observed teacher should inform learners about the observation before the lesson. The observer should arrive a few minutes early and be as discreet as possible: sit in the back of the room; focus solely on the observation and observe the entire lesson and make detailed descriptive records for the post-observation meeting.

3. In the post-observation meeting, both the teacher and the observer should reflect and discuss what happened in the classroom. Teachers should treat each other with respect and offer opinions in a kind and constructive way. Participants should set action plans/goals based on what they learn.

> Fellow Teacher, you need to remember that peer observation is generally a friendly classroom observation.
>
> It should NOT be a surprise classroom observation. This should be well-communicated. To do this, you may engage in a pre-conference with your colleague to identify your role, as well as the specific areas in the instructional practice for the focus of peer observation.

ILLUSTRATION OF PRACTICE NO. 2:

Professional Learning Communities (PLCs)

In an elementary school, the teachers, with the Master Teacher as the LAC leader, conduct school-based professional learning sessions that focus on the different instructional approaches for K to 12. Teacher-experts lead the discussion and the demonstration teaching.

The LAC leader then evaluates the teachers' application of learnings from the LAC through classroom observation.

Teachers of Rosario Elementary School engage in a collaborative learning session that discusses the different strategies in learning areas in K to 12 (Photo credit: Edna Pangilinan, 2018).

> As you observed, the teachers in the sample illustration of practice participated in the school-based Learning Action Cell (LAC). Teachers like you can improve your practice through its collaborative learning sessions. Your active participation in LAC will equip you with the content knowledge and pedagogical skills which you can utilize to enrich your instructional practices. Likewise, you can also share your best classroom practices in the LAC for your colleagues to reflect on and apply.

Remember, that professional learning communities like LAC sessions can be maximized to improve learner performance, with teachers discussing a range of topics to support teaching and learning. They are also vital in addressing their professional development needs, sharing challenges in teaching, strategies and best practices, and even sharing new skills and knowledge learned in other trainings.

For successful LAC implementation, our department highlights its stages and the underlying processes. The first stage generally aims to build trust and clarifies purpose by setting the norms for the LAC session. The next stage emphasizes working together and planning to identify the focus and direction of the LAC. The final stage describes how the LAC team will track their progress.

HOW TO DO IT?

As a member of your school's professional learning community, you have significant roles to make it succeed (**As stated in the DepEd Order No. 35 s. 2016**):

1. Serve as LAC facilitator or documenter or resource person for certain topics when assigned such roles;
2. Develop plans to apply what has been learned and implement agreed action plan in one's classroom;
3. Monitor one's progress in relation to the LAC Plan;
4. Prepare and submit documents or materials as needed and bring materials relevant to the topic;
5. Reflect on the implementation;
6. Share learnings with colleagues in informal settings;
7. Prepare to share in each LAC session; and
8. Allow LAC leader to observe how the learning was applied.

Remember, LAC is NOT just a meeting. It is a purposeful professional learning activity for us teachers which focuses on addressing critical areas in instruction that need improvement.

Aside from LAC, you can also enrich your practice by engaging in instructional coaching. Find time to read the illustration of this practice below.

Coaching Session

Teacher Lina Pasicolan encourages Teacher Karen Vergado to self-reflect on her teaching practice in an instructional coaching session (Photo credit: Monaliza Cabahug, 2018).

Master Teacher: I'd like to commend you for trying your best in teaching.

Teacher: Thank you, Ma'am.

Master Teacher: How's your teaching? Which part of the lesson did you enjoy the most?

Teacher: I found it truly enjoying particularly when I presented the lesson.

Master Teacher: Why did you say it?

Teacher: My pupils were all active and they particularly enjoyed the game.

Master Teacher: What did you realize after?

Teacher: I thought that using games really helped. My learners were really engaged.

Master Teacher: Well, that's good. How about the part of the lesson you found difficult or was challenging for your learners?

Teacher: I found that my learners struggled in discussing the concepts. They were not able to say it in their own words.

Master Teacher: What do you think was the reason for such?

Teacher: Probably they don't know the right words for their answers. I thought that I should have presented vocabulary words that were related to volume of cylinder.

Master Teacher: So what will be your plans after this?

Teacher: Ma'am, I'm going to reteach this lesson. I'll reinforce the understanding of key concepts like volume by using different exercises and activities.

Master Teacher: How will you do it?

Teacher: I'll try a different strategy, Ma'am. Today, I just used a word problem. I'll let them work on real problems tomorrow probably. I'm thinking of letting them work on a problem that they need to measure volume using concrete objects like beaker and measuring cups.

Master Teacher: Very well said, Ma'am.

As you have observed, the collegial discussion is established by building rapport and trust. Here, the Master Teacher starts the conversation by acknowledging the teacher's effort.

Through probing, the MT then enables the teacher to reflect on the specific strong instructional points. This draws the teacher to be more open for feedback since the discussion is centered on the practice.

As the conversation progresses, the MT guides the teacher to self-reflect on areas that need improvement.

As closure, the MT allows the teacher to think and build on their conversation to improve the instruction without necessarily imposing the strategy to be used.

After reading the transcript, have you realized the importance of instructional coaching to enrich your practice? Have you had a similar experience of being involved in a post-conference with your principal or your mentor?

Through the instructional coaching session, you are enabled to explain and reflect on your practices while opening also yourself for constructive feedback.

Based on this practice, instructional coaching can become a meaningful and powerful tool to engage teachers in professional learning. It comprises a collaborative partnership supporting teachers' goal-setting, using research-informed teaching practices. The coach focuses on supporting the professional growth of individual teachers through modelling practice, classroom observation and reflection, joint problem-solving, and conversations about teaching practice (AITSL, n.d.)

HOW TO DO IT?

You'll definitely get the most from every instructional coaching session if you:
1. Provide honest evaluation of your personal teaching practices.
2. Seek and be open to suggestions.
3. Reflect on your practices, build on them and modify them if necessary.

Fellow Teacher, I know that you are quite hesitant to engage in instructional coaching. But you should not be. Bear in mind that it is NOT a session for finding faults in the teachers' practice. Rather, it will guide you to enhance your practices through self-directed reflection.

Collegial discussions can also happen through a classroom visit. Read the sample illustration of practice and find out how this can help you enhance your teaching.

ILLUSTRATION OF PRACTICE NO. 4:

Learning Walk

The teachers participate in a classroom visit to learn from the classroom management styles of the host-teacher. Prior to the visit, they communicate the idea to the host-teacher who positively agrees and prepares for it. On the scheduled date, the teacher-walkers visit her classroom while she teaches. They are able to collect evidence of her effective techniques. After the visit, they engage in a professional dialogue that highlights sharing of the host-teacher's effective practices like pair work and differentiating learning activities.

Grade six teachers of Rosario Elementary School engage in a professional conversation after a collegial visit to Teacher Jean Hernaez's classroom (Photo credit: Edna Pangilinan, 2018).

Take time to read the transcription of their professional dialogue:

Teacher-Walker A: I'd like to thank you, Ma'am, for accommodating us in your class.

Host Teacher: You're welcome, Ma'am.

Teacher-Walker B: We have observed that pair work really works in your class. How did you do it, Ma'am?

Host Teacher: Well at first I tried to do it with their seatmate, but it didn't turn out that well. There are times that they don't actually work together. But the idea really is that I want them to have a buddy while studying so that they would find the challenging tasks quite manageable. So, I asked my learners to choose somebody, maybe a friend in the class whom they want to study with.

Teacher-Walker B: So how did your learners find pair work?

Host Teacher: They really enjoyed it because they're studying together. When I employed it in Math, I allowed them to solve challenging problems together. Aside from they completed the tasks accurately and fast, they also developed friendship.

"

The transcription presented highlights professional conversation after a learning walk. Here, the host-teacher and the teacher-walkers discuss a specific area in the instructional practice that impacted learners' performance. They collaboratively probe the reasons for such practice and the way they implement the practice in class.

The practice described illustrates Learning Walk which consists of a group of teachers, and perhaps school leaders (usually called walkers), visiting and observing the practices of the teacher (host) in the classroom. Here, the group identifies a relevant teaching and learning focus, and gathers evidence related to this focus from across the school. Observers, then, build a whole school picture of practice in the identified focus area while also developing insights into their own professional practice (Australian Institute for Teaching and School Leadership).

HOW TO DO IT?

If you take the role of the host, you may consider these:
1. Provide authentic evidences for the agreed area of focus of the learning walk.
2. Provide your colleagues/walkers with sample evidence of your best practices.
3. Seek for clarifications in your practices.
4. Reflect on the discussion and apply relevant learning.

You might have developed the stigma of threatening unplanned visits in the classroom, but a learning walk is different.

It is NOT a surprise classroom visit. It should be well-communicated. The observer-walkers and the host-teachers should identify and agree on a common area for discussion.

It should also be non-disruptive and non-invasive to the host classroom activities.

It is not evaluative nor is it designed for individual feedback (Williamson and Blackburn, 2013).

Aside from these formal and structured modes of collegial discussion, you may also have engaged in these similar informal professional conversations:

HOW TO DO IT?

1. During the learners' recess, a teacher-adviser approaches and asks the MAPEH teacher of the class to check if his or her learner has obeyed the class rules they both set.
2. A teacher in an informal dialogue airs his or her concerns about the frequent absences of his or her learner to a teacher-friend. In their exchange, the teacher agrees with the friends advice to conduct a home visit and to talk to the learner's parents.
3. A teacher engages in an informal discussion in a social media platform when he or she seeks advice about her problem in finalizing his or her class list in the Learners' Information System.

Fellow Teacher, you also have to consider that your professional collaboration is not exclusive with your colleagues in your school because you may also collaborate and engage in collegial discussions that are beyond your immediate school environment, as illustrated in the practices shown on the following page:

HOW TO DO IT?

1. After attending a seminar, a teacher engages in a conversation with the speaker/resource person/trainer on the topic. The teacher asks the speaker possible ways of how the learnings from the seminar could be applied to his or her practice.
2. As part of the Leader School team, a teacher shares her practices with the teachers of the Partner School in a capability-building session. The receiving teachers also seek her assistance in the development and evaluation of their localized materials (Based on DepEd Order 44, s. 2016 School to School Partnership).
3. In a regional training of learner-writers, the school paper advisers and trainers from different divisions collaborate and implement an intensive writing workshop based on individual learner's needs.

Collegial discussions are generally built on feedback, whether they are about teacher performance or learner performance. Feedback should be timely and specific and can take many forms. Informal verbal feedback is usually unplanned and brief. An observer might stop by a teacher's classroom after class to give positive comment about an observation earlier in the day. It can also be written such as an email. On the other hand, formal verbal feedback is more extensive and is usually given during structured sessions. When written, they are detailed and specific about what the teacher/learner did that was not effective or which needed to be adjusted (Marzano, Simms, Roy, Heflebower, & Warrick, 2012).

For your participation in collegial discussions, you need to develop trust and respect for your colleagues because they can provide you with significant feedback which you can utilize to enrich your teaching practices.

Likewise, your commitment to apply whatever learnings you have gained from these professional collaborations will contribute immensely to the enrichment of your teaching practices.

Having seen how Indicator 4.4.2 can be achieved, you are now better equipped to engage in collegial discussions.

Happy collaborating!

For your better appreciation of this indicator, here are other illustrations of practices.

KEY CONCEPTS	ILLUSTRATIONS OF PRACTICE
Professional collaboration	To address the cases of struggling readers, a group of reading teachers collaborate in planning and implementing a reading program. After, they evaluate the impact of their intervention program. In their LAC session, teachers work together to develop a module to help learners who have difficulty in solving math problems.
Collegial discussion *(collegial discussion among teachers of the same level)*	Teachers seek the feedback of their colleagues in the periodic tests they developed in a learning area.
(collegial discussion between the school head and the teacher)	A teacher talks to her principal to seek technical assistance to improve her teaching techniques for struggling learners. The principal advises the teacher to utilize game-based techniques.
(collegial discussion between teachers and the school head)	In a meeting, the principal asks the teachers possible mechanisms to recognize learners with exemplary conduct. The teachers cite and explain various strategies. With the principal-led discussion, the teachers unanimously agree to conduct an Appreciation Day.
(collegial discussion between a teacher and the guidance counselor)	A senior high school teacher engages in a professional dialogue with the school's guidance counselor. This concerns the report about his learners' misconduct during the flag-raising ceremony.
(collegial discussion between a teacher and a teacher-friend)	A senior high school teacher engages in an informal talk. She seeks her teacher-friend's advice about dealing with the learners' unruly behavior.
(collegial discussion between teachers teaching the same subject)	A teacher engages in a professional discussion with a colleague to reflect on the outcomes of his instructional plan. He refers to his lesson for teaching two-step word problems involving improper fractions. He emphasizes the importance of partner and small group learning, connecting new learning to previous learning and learner evaluation. Both teachers draw on their expertise in working with learners of different ages to evaluate effective strategies for achieving successful learning outcomes.
(informal collegial discussion between teachers of different disciplines)	With learner discipline being a challenge, an English teacher seeks advice from the teachers of other department.

KEY CONCEPTS	ILLUSTRATIONS OF PRACTICE
(informal collegial discussion among teachers)	A teacher in an informal dialogue airs her concerns about the frequent absences of her learner to a teacher-friend. In their exchange, the teacher agrees with the friend's advice to talk to the learner.
(informal collegial discussion using social media)	A teacher engages in an informal discussion with co-teachers in a group chat. He or she seeks advice on how he or she can deal cases of absenteeism among his or her learners.
Teacher feedback *(collegial discussion based on MT/mentor's feedback)*	After the class observation, the Master Teacher (MT) of an elementary school conducts a post-conference with the teacher. As an instructional coach, the Master Teacher guides the teacher to reflect on her instructional technique. They both agree on the schedule of another classroom observation so the MT can determine the teacher's extent of application of the learnings from their coaching.
Learner feedback *(collegial discussion among teachers using learner feedback to enrich current practice)*	A physics teacher in a junior high school conducts a simple survey among his learners. His teacher-made questionnaire focuses on questions that seek the learners' feedback on their preferred teaching style. The teacher discovers that majority of the learners like the use of video clips in instruction rather than the conventional lecture. The teacher, in turn, modifies his techniques and adopts the video clips. He later observes that his learners are more engaged in the teaching-learning process. In one of his conversations with his colleague, he shares his insights from this experience.

PROFESSIONAL DEVELOPMENT PLAN

After you have explored the different key concepts and illustrations of practice on professional collaboration, you now have a better appreciation of the indicator. Based on your learning in this module, think of what you can do to strengthen your participation in collegial discussions in your school.

Fill in the personal action plan below.

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

Happy planning!

RESOURCE LIBRARY

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

Annotated Bibliography

American English. (n.d.). Teachers helping teachers: Peer observations. Retrieved from
https://americanenglish.state.gov/files/ae/resource_files/peer_observation_handout.pdf
This material stresses the significance of peer observation as a method for teacher collaboration. It also discusses its stages and the roles of both the observer and the observed teacher.

Australian Institute for Teaching and School Leadership (n.d.). The essential guide to
professional learning: Collaboration. Retrieved from https://www.aitsl.edu.au/docs/default-source/default-document-library/the-essential-guide-to-professional-learning---collaborationc e4a8891b1e86477b58fff00006709da.pdf?sfvrsn=86a2ec3c_0
This online material provides insights and practical strategies to help teachers and school leaders engage in effective professional collaboration. It explores the importance of collaborative professional learning, as well as the role of the school leader/mentor in supporting a collaborative learning culture.

Cueto, D. R. (2017). Minutes of a focus group discussion. Rosario Elementary School.
This reports the collaborative probing of teacher practice through a focus group discussion. It also describes the priority areas for improvement by drawing the participants' feedback.

Department of Education (2017). National Adoption and Implementation of the Philippine Professional
Standards for Teachers. Department Order No. 42, s. 2017.
This set of standards defines teacher quality in the country and describes the roles of teachers, the professional standards for teachers, the teacher quality in the Philippines, the seven domains which collectively comprise 37 strands, and the career stages. Further, the definitions of some key concepts in this module are taken from the PPST glossary of terms.

Department of Education. (2016). The Learning Action Cell as a K to 12 Basic Education Program
School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning. Department Order No. 35 s. 2016.
This provides the guidelines that support continuing professional development of teachers through the school-based Learning Action Cell (LAC) which primarily functions as a professional learning community to help them improve practice and learner achievement.

Department of Education. (2016). Guidelines on the School-to-School Partnerships for Fiscal Year 2016. Department Order No. 44, s. 2016.
This document presents the department guidelines that strengthen collaboration among schools. It highlights school-to-school partnerships where high performing schools are tapped as valuable resource as coaches, mentors and role models for schools that need technical support in instruction.

Marzano, R., Simms J., Roy, T., Heflebower, T., & Warrick, P. (2012). Coaching classroom instruction. Marzano Research.
The authors discuss the various mechanisms for instructional coaching that teachers, school leaders and mentors can utilize to enrich their current practice.

Panaligan, Mary Joy. (2017). Peer observation notes. Rosario Elementary School.
This document describes the practice of a teacher during a peer observation. It also identifies the instructional techniques used and their impact on learning from the perspective of a colleague.

Peer observation. (n.d.). The University of Newcastle Australia. Retrieved from https://www.newcastle.edu.au/__data/assets/pdf_file/0020/211853/Guide-to-Peer-Observation.pdf
This material presents the significance of peer observation as a mode for professional develpment among teachers. It suggests processes and steps teachers may follow in conducting peer observation.

Professional learning communities. (n.d.). Retrieved from from https://www.aitsl.edu.au/docs/default-source/feedback/aitsl-professional-learning-communities-strategy.pdf?sfvrsn=c42dec3c_2
This material highlights the significance of professional learning communities in improving teacher practices by suggesting techniques for their implementation.

Williamson, R. & Blackburn, B. (2013). Five collaborative professional learning activities. Retrieved from https://www.naesp.org/communicator-october-2013/five-collaborative-professional-learning-activities
The authors suggest strategies and offer new ways for teachers to work collaboratively and gain the knowledge and skills necessary to positively impact learner learning.

Appendices

Appendix 1: Minutes: Focus group discussion on classroom observation findings

Republic of the Philippines
Department of Education
Region IV-A CALABARZON
Division of Cavite
Municipality of Rosario
ROSARIO ELEMENTARY SCHOOL

MINUTES
FOCUS GROUP DISCUSSION (FGD) ON CLASSROOM OBSERVATION FINDINGS

Date and Time: July 21, 2017 4:30 p.m

Attendees:

Name	Position
Marissa Barrera	Master Teacher II
Domingo R. Cueto	Master Teacher I
Jennifer Macatangay	Teacher III
Ricardo Abeledo	Teacher III
Ludivina Brosas	Teacher III
Elizalde Dura	Teacher III
Vicelinda Mallari	Teacher III
Edna Pangilinan	Teacher III
Gina B. Baluyot	Teacher II
Monaliza Cabahug	Teacher I
Bryan Dave Brito	Teacher I
Karen Vengado	Teacher I

A.The FGD was conducted to discuss the findings of the recent classroom observation and propose possible intervention.
B. Among the classroom observation findings were:

1. Good points
   a. Teachers displayed mastery of the subject matter. They knew their content well.
   b. Instructional materials were provided. Majority used charts and textbooks. Some utilized slide presentations.
   c. Positive classroom discipline was highly-evident.

2. Areas for Enhancement
   a. Feedback Mechanism for Pupils
      Learners' responses, particularly the correct ones, were provided verbal feedback such as "Good, Very Good'. However, feedback should also be provided to the learners as they perform individual activities. The teachers reported that they need to understand deeply the

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varied types of feedback mechanism for the pupils so they can apply them appropriately.

b. Time Management
Some class exceeded the time allotment. The group decided that instructional planning should consider the allotted time. They told that they need to be acquainted with various teaching techniques in classroom management particularly maximizing contact time   in the classroom.

C. To address the areas for improvement, the group agreed to conduct Learning Action Cell on:
1. Utilization of Learner Feedback
2. Techniques for Time Management in the Class

D. The Master Teachers will serve as the LAC Facilitators on July 28, 2017 at 4:00 p.m in the RES Library.

Prepared by:

DOMINGO R. CUETO
Master Teacher

Appendix 2: Peer observation notes

Republic of the Philippines
Department of Education
Region IV-A CALABARZON
Division of Cavite
Municipality of Rosario
ROSARIO ELEMENTARY SCHOOL

January 13, 2018

PEER OBSERVATION NOTES

Since I found teaching beginning reading challenging, I asked my teacher-friend and Grade II English teacher, Ms. Rocell Bautista, for a peer observation.

On the agreed date, she modeled explicit teaching on the beginning /p/ sound. She prepared various teaching-learning materials. When she showed the video, the children really enjoyed rapping. Similarly, the chant on words with initial /p/ sound really caught their attention and they even sang it too. I particularly found the guessing game to be effective for the kids. They were really excited to guess the object inside the box.

In guided practice, she allowed the learners to work in small groups to help the learners overcome their anxiety in reading words with /p/ sound. In her evaluation, she used worksheets where kids can draw objects with the initial /p/ sound.

After, we had a collegial discussion. She told me that instruction should consider the interests of the learners. Activities which integrated games, songs and drawings are generally engaging to the kids.

MARY JOY L. PANALIGAN
Peer Observer

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