

PROJECT BRIEF

Development and Validation of Professional Learning Packages (PLPs) for Mathematics, Science and English/Reading for Teachers in Grades 7 and 8, and Grades 9 and 10

March 2021

FAST FACTS

PROJECT NAME

Development and Validation of Professional Learning Packages (PLPs) for Mathematics, Science and English/Reading for Teachers in Grades 7 and 8, and Grades 9 and 10

PROJECT TIMELINE

February - September 2021

FEATURES OF THE PLPs

- Address PPST indicators 1.5.2 and 1.5.3, PPSSH indicator 3.2.2, and PPSS indicator 3.4.2.
- Advocate different learning approaches and modalities through distance and blended (multi-modal) learning
- Suitable for Learning Action Cells (LAC), online presentations, classroom applications and mentoring
- Accessible online and offline

TARGET USERS

Around 900,000 DepEd teachers and school leaders; Private school teachers

RESEARCH METHODOLOGY

Developmental Research Design

Overview

The Philippines, for the first time in 2018, took part in the Programme for International Student Assessment (PISA). It is an assessment that measures 15-year-olds' ability to use their higher-order thinking skills (HOTS) in Reading, Mathematics and Science to meet real-life challenges. Of the 79 countries that participated in the PISA, the Philippines was ranked last in Reading and second last in Mathematics and Science. These results suggest that most Filipino students are not ready for life after school.

These areas of learners' poor performance were interestingly identified in an analysis of teachers' performance in the Teacher Development Needs Study (TDNS, 2014). The poor assessment results for Filipino learners, therefore, necessitate a reform initiative directed at supporting the strengthening of teachers' subject knowledge and pedagogy to improve learner performance. To assist in this reform initiative, the National Educators Academy of the Philippines (NEAP) and the Research Center for Teacher Quality (RCTQ) collaborate to develop Professional Learning Packages (PLPs) in Mathematics, Science, and English/Reading for teachers in grades 7 and 8, and grades 9 and 10.

The PLPs will (i) have a theoretical focus on the Structure of the Observed Learning Outcome (SOLO) model by Biggs and Collis (1982); (ii) address the appropriate indicators in the Philippine Professional Standards for Teachers (PPST), the Philippine Professional Standards for Supervisors (PPSSH), and the Philippine Professional Standards for School Heads (PPSS); and (iii) support the development and application of collaborative expertise in teachers, master teachers and school heads to underpin their own development through the Learning Action Cells (LAC).

The PLPs will also respond to professional development needs identified in DM 50, s. 2020 or the DepEd Professional Development Priorities for Teachers and School Leaders for School Year 2020-2023.

What is the purpose of this project?

This project aims to develop PLPs for Mathematics, Science, and English/Reading for teachers in grades 7 to 8 and grades 9 to 10. Specifically, the project aims to

- develop HOTS items/questions for each learning area using the SOLO model with answers and advice;
- develop guide materials for teachers on pedagogy and assessment practices that promote HOTS; and
- develop guide materials intended for master teachers, school heads, and supervisors to support them in their mentoring roles in schools with a focus on helping beginning teachers.

Project Team

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How will the project be implemented?

This project is a joint undertaking between NEAP and RCTQ. NEAP and RCTQ will work together on capacitating the project's Technical Working Groups (TWG), as well as in the development and validation of PLPs, ensuring that the PLPs respond to the reform initiative of DepEd and its professional development priorities for teachers. They will collaborate on the development and implementation of the PLPs for teachers, master teachers and school leaders to help them develop learners' higher-order thinking skills.

NEAP, as the professional development arm of DepEd, will implement the PLPs, providing access to all teachers and school leaders in the country. RCTQ will provide research and technical assistance to NEAP as indicated in DepEd Order No. 11, series of 2019 or the Implementation of the NEAP Transformation.

The developed PLPs, which will elaborate PPST indicators 1.5.2 and 1.5.3, PPSSH indicator 3.2.2, and PPSS indicator 3.1.2, could form part of the Professional Development programs offered by NEAP to DepEd teachers, which could also be accessed by private school teachers, for their career advancement program.

The project is divided into two phases (Figure 1):

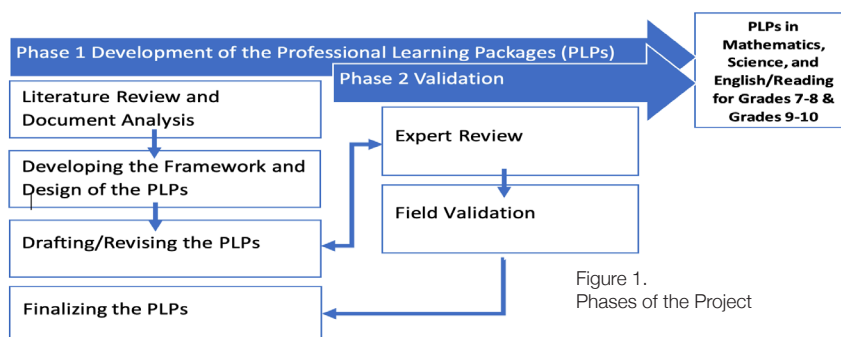


Figure 1.
Phases of the Project

Phase 1 or the development of the PLPs. In this phase, literature review and document analysis will be conducted to establish the policy and theoretical underpinnings of the development of the PLPs. A TWG will be organized for writing the PLPs.

Phase 2 or the validation process of the developed PLPs. In this phase, quantitative and qualitative methodologies will be used to establish face and content validity of the items/questions in the PLPs with the help of target users and subject matter experts. Senior officials and stakeholders will also be consulted.

What benefits can target users get from the project?

The PLPs will

- support teachers in understanding HOTS and in reflecting these skills in their respective classroom practices through the development of HOTS items/questions for Science, Mathematics, and English/Reading subjects;
- help teachers in performing pedagogy and assessment practices that promote HOTS; and
- guide master teachers and school leaders in their mentoring roles in schools with a focus on helping beginning teachers.

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