



Republic of the Philippines  
Department of Education  
TEACHER EDUCATION COUNCIL

PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS

# PPST

## Resource Package

MODULE

6

3.1.2 USE DIFFERENTIATED,  
DEVELOPMENTALLY  
APPROPRIATE LEARNING  
EXPERIENCES TO ADDRESS  
LEARNERS' GENDER, NEEDS,  
STRENGTHS, INTERESTS AND  
EXPERIENCES







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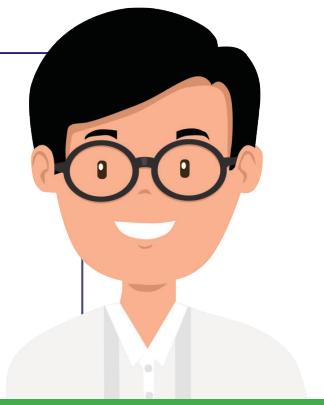


# INTRODUCTION TO TEACHER RESOURCE PACKAGE

*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:

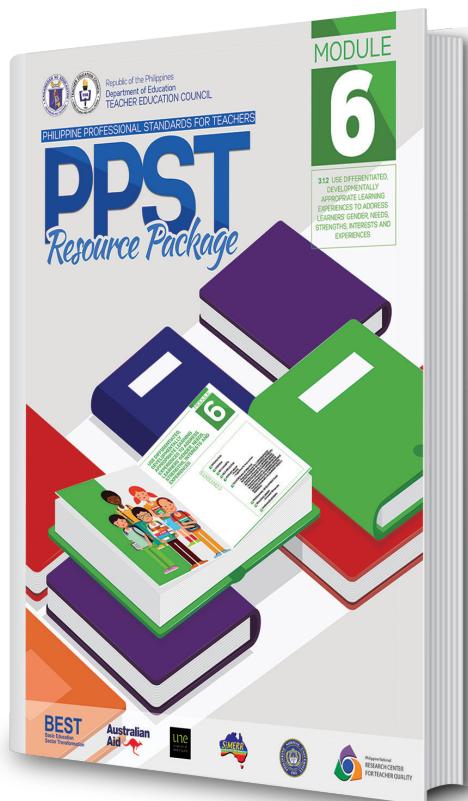
- serves as your guidebook towards becoming better acquainted with the PPST;
- comprises 12 modules corresponding to the 12 indicators that are aligned with the Results-based Performance Management System (RPMS); and
- contains illustrative and instructive information that you will find realistic, sensible 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.**





# USE DIFFERENTIATED, DEVELOPMENTALLY APPROPRIATE LEARNING EXPERIENCES TO ADDRESS LEARners' GENDER, NEEDS, STRENGTHS, INTERESTS AND EXPERIENCES

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Hello! Welcome to Module 6.



I'm Teacher Mike and with me is Teacher Jen. We are your teacher-friends who can help you better appreciate the indicators of the Philippine Professional Standards for Teachers (PPST).

As teachers, we are expected to meet the needs and strengths of learners with different backgrounds in order to provide effective and developmentally-appropriate instruction. We also need to take into account various factors to highly engage learners in daily classroom instruction.

We will act as a support group and will offer authentic and instructive illustrations of practice anchored on the Philippine Professional Standards for Teachers (PPST) to help enhance current practice.

**In this module, we will focus on:**



**STRAND:** Learners' gender, needs, strengths, interests and experiences



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



## KEY CONCEPTS

“

Let us now be familiar with the key concepts on learners' gender, needs, strengths, interests and experiences. Understanding these concepts facilitates deeper appreciation of the indicator and helps you deliver lessons that are responsive to learner diversity.



**DIFFERENTIATED TEACHING STRATEGIES.** These refer to the approaches or tactical procedure used to reach a goal involving a wide variety of texts, tasks, processes and products suited to the various learning needs of diverse range of students.

**LEARNERS' GENDER.** This refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relationships between women and those between men. These attributes, opportunities, and relationships are socially constructed and learned through socialization processes (DepEd Order No. 32, s. 2017).

**LEARNERS' NEED.** These are observable gaps between a learner's present knowledge or competence and the curriculum standards identified as necessary for the grade level.

**LEARNERS' STRENGTHS.** These are pre-existing knowledge or competence that helps a learner meet required standards.

**LEARNERS' INTERESTS.** These are learners' personal preferences, likes or dislikes, which must be considered in the teaching-learning process.

**LEARNERS' EXPERIENCES.** These refer to skill or knowledge that a learner gets from doing something.



# SELF-REFLECTION



Before we go further, let us first reflect on our current practice. As Proficient Teachers, we have our knowledge, skills and attitudes regarding the use of differentiated strategies to address learner diversity.



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

KNOWLEDGE

## **As a Proficient Teacher, I know...**

*... the diversity of personal experiences of my students, given their individual, familial, social and cultural backgrounds.*

SKILLS

## **As a Proficient Teacher, I do...**

*... various classroom activities and instructional strategies to integrate students' personal experiences with my lesson.*

## ATTITUDES

## **As a Proficient Teacher, I feel...**

... that my students learn my lesson in their own personal way, through their own personal encounter with my lesson.



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...**

SKILLS

## **As a Proficient Teacher, I do...**

## ATTITUDES

## **As a Proficient Teacher, I feel...**



## SUPPORT GROUP



Hello, Teacher! Welcome to our support group!

Teacher Grace is a 2nd grade Edukasyon sa Pagpapakatao (EsP/Values Education) teacher. In the excerpt daily lesson plan, she prepares a small group activity.

Will you please take a look at the excerpt below?

I note my observations as I read.



### E. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2

#### *Small Group Activity*

Pangkatin ang mga mag-aaral sa tatlo (3).  
Ipaliwanag ang nilalaman ng kanilang task card.

#### **Pangkat 1: I-arte Natin!**

Tapos nang kumain ang pamilya Udani. Ano ang dapat nilang gawin? Ipakita ang inyong sagot sa pamamagitan ng dula-dulaan.

#### **Pangkat 2: Iguhit Natin!**

Ang pagtatanim ng mga halamang namumulaklak ay nagpapaganda sa ating paligid. Ito ay maituturing ang biyaya mula sa Diyos. Ano ang dapat ninyong gawin upang maipakita ang pagpapahalaga sa mga halaman? Ipakita ang inyong sagot sa pamamagitan ng pagguhit.

#### **Pangkat 3: Mag-rap Tayo!**

Ang pagkakaroon ng maayos na kalusugan at pagiging ligtas sa anumang kapahamakan ay masasabi ring biyaya. Dapat din itong ipagpasalamat sa Diyos.

Gumawa ng awit/chant/tula tungkol dito at ipakita sa klase.

---

NOTE: Teacher Grace groups the learners into three: Group 1: I-arte Natin (Let's act it out); Group 2: Iguhit Natin (Let's draw it); and Group 3: Mag-rap tayo (Let's rap!). This grouping is based on the strengths and the interests of the learners.

---



Now that you have read the activity, can you help Teacher Grace improve on her practice to address learner diversity?



## Probing



We, your teacher friends, can help you in understanding this indicator through our sample situation.



Below are some of the key questions that you may answer to help Teacher Grace improve her practice.

- 1** What kind of activities were given by Teacher Grace? How did she differentiate the activities?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

- 2** Did the activity correspond to learners' diversity? Why or why not?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

- 3** Was Teacher Grace able to use the differentiated teaching strategies to suit the learners' gender, needs, strengths, interests and experiences. If yes, can you cite some?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

- 4** If you were to enrich the same activity, how would you ensure that learners' diversity is addressed?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

## Suggestions for Improvement



You are doing a wonderful job! Here are our suggestions for you to further enrich your current practice.



As shown in the excerpt, Teacher Grace provided a small group activity for her learners in Edukasyon sa Pagpapakatao (EsP/Values Education) based on their strengths and interests. This attempts to differentiate the activity in her lesson. This differentiation can also be done in other aspects of the lesson, such as content, process, product and learning environment.

Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, product, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction.

Teachers can differentiate, at least, four classroom elements based on student readiness, interest, or learning profile:

**Content** – what the student needs to learn or how the student will get access to the information;

**Process** – activities in which the student engages in order to make sense of or master the content;

**Product** – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and

**Learning environment** – the way the classroom works and feels.

Source: Tomlinson (2000)

“

We hope we were able to help you! You can incorporate our suggestions in your lesson plan next time.

This time, we will show you different practices that will serve as guide on how to use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.





## ILLUSTRATIONS OF PRACTICE



Teacher Grace requested our Support Group to show examples of teaching practices anchored on the PPST that could help teachers attain our target indicator.

Teacher Jen and I will walk you through the different illustrations of practice that show specific ways on how to use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.

Have fun! Let's go!



Creating a diverse classroom and maintaining a positive learning climate are both a challenge and an opportunity.

It is a challenge because the moment you start conceptualizing the lesson, you begin to ask yourself how to develop a sense of belongingness among your students.

It is also an opportunity for you to think out of the box and view learners with different backgrounds, sets of experiences, cultural contexts and capabilities, thus establishing an inclusive classroom.

In this module, we will show you how you can use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences through lesson exemplars, instructional materials and assessment tools and strategies.

Are you ready?



In this section, you will see different instances that illustrate how differentiated teaching strategies are utilized to suit learners' gender, needs, strengths, interests and experiences.

Fellow Teacher, the principle one-size -fits-all does not apply in our instruction and is retroactive for our students. The key for meaningful learning at any level and across learning areas is differentiated instruction. In the context of education, differentiation is defined as a teacher's reacting responsively to a learner's need (Tomlinson and Allan, 2000). We have presented here some illustrative examples of differentiation for you to explore.



**ILLUSTRATION OF PRACTICE NO. 1:**

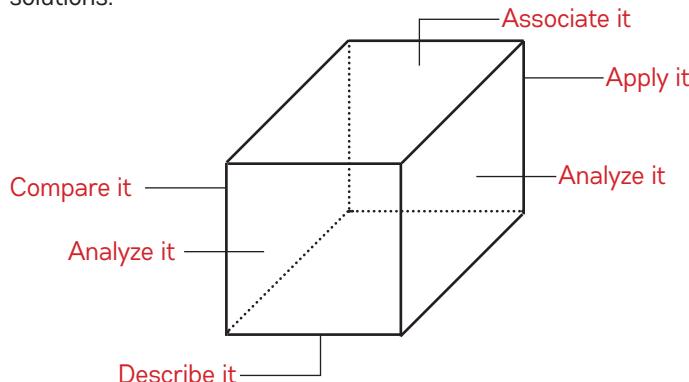
## Differentiated Instruction Based on Learners' Interests

Teacher Angel is a 7th grade Science teacher. The classes she handles are heterogeneous, that is, she handles diverse learners in the classroom. Let us try to explore the differentiated teaching strategy she used to teach the learning competency: investigate properties of unsaturated or saturated solutions (S7MT-Ic-2).

Teacher Angel decided to unpack the learning competency by teaching the properties of unsaturated solutions first, instead of teaching both types the same day.

She used **cubing** strategy in her lesson by requiring the learners to look at a topic from six different angles. The following are the steps undertaken by Teacher Angel:

1. Distribute three samples of unsaturated solution: vinegar.
2. Assign groups based on their readiness to study the samples of unsaturated solutions from different angles.
3. Using the samples of unsaturated solutions as the topic, ask the students to:
  - a. Describe it: How does vinegar look like?
  - b. Compare it: Compare vinegar with something else. What is it similar to or different from?
  - c. Associate it: What do you associate unsaturated solutions with? What does it make you think about?
  - d. Analyze it: Describe the components of each saturated solution. What are the its components? How is it made?
  - e. Apply it: What can you do with a vinegar? How can you use vinegar?
  - f. Argue for or against it: Present an argument for or against unsaturated solutions.



4. Each member shall roll the cube and answer the question based on the cube.
5. Give students about 10 minutes to build a mini-presentation based on their interests.

Teacher Angel uses cubing as differentiated strategy that is based on learners' interest and readiness. The groups were based on the readiness levels since the cubing perspectives begin at the least complex level and become increasingly complex.

Meanwhile, the presentation of the output is based on their interests. The visual cube serves as a starting point for the students to analyze or consider various aspects of unsaturated solutions.

This strategy allows students to think critically about a topic. When students work with cubes, they apply information in new ways. Cubes can be differentiated by interest and readiness (Prezler, 2016).

## ILLUSTRATION OF PRACTICE NO. 2:

## Differentiated Instruction Based on Learners' Gender



Teacher Maynard, a Grade 3 Science teacher, considers his learners' diversity in teaching. In his instruction of the competency S3LT-IIa-b-2 Enumerate healthful habits to protect the sense organs, he provides freedom among his pupils to choose the mode of their performance as reflected in his verbal instructions.



## Teacher's Instructions

Below are performance tasks. Choose one which you can definitely do.  
In a \_\_\_\_\_, present the different healthy habits to protect your sense organs.

jingle	roleplaying	comic strip	slogan
rap	poster	poem	rhyme
song	mime	letter	report

After, each will look for classmates who choose the same task and form a group.

From the illustration, Teacher Maynard differentiates teaching through flexible grouping. He groups the class in such a way that it respects the learners' diversity. It breaks the rigid conventional gender-based groupings of learners (all-boys, all-girls). His technique respects all learners because it considers their preferences.

Similarly, differentiation is evident in the delivery of the teaching process. For the learning activities, he offers a variety of performance tasks reflective of the learners' interests. He provides the pupils opportunity to do what they want to and relate it to what they are learning. This makes learning more meaningful and purposeful.



## HOW TO DO IT?

Adopting flexible grouping:

1. Plan student working arrangements depending on the learners' needs. You may adopt whole-class, small-group or individualized activities.
2. Allow your students with mixed strengths and readiness or learning patterns to work together.



## HOW TO DO IT?

Differentiating the teaching process:

1. Identify the learning goals.
2. Provide varied options of learning activities considering the learners' interests and abilities.

**ILLUSTRATION OF PRACTICE NO. 3:**

## Differentiated Instruction Based on Learners' Experiences



Teacher Arwin, a 4th grade English teacher develops learning tasks on the competency EN4WC-IIIb27 Write or compose a news story. After explicitly teaching the structure and language feature of news stories, he tells his students to write a sample news story with the following prompt:



Task: Write a news report about an event that happened in your barangay last week. Be guided by the following questions:

- What happened?
- Who were in the event?
- Where did it happen?
- When did it happen?
- Why did it happen?
- How did it happen?



The illustration of practice clearly demonstrates that Teacher Arwin considers the learners' experience in his lesson. Here, the content of the formative assessment is drawn from the learners' experience; hence, it becomes more meaningful for the learners. Instead of isolated events as the topic for the writing activity, the teacher provides a common and familiar topic for the learners to work on.



Differentiation enables teachers to adopt one or more of the curricular elements (content, process, products) based on one or more of the student characteristics (readiness, interest, learning profile) at any point in a lesson or unit. However, you need not differentiate all elements in all possible ways. Modify a curricular element only when (1) you see a student need and (2) you are convinced that modification increases the likelihood that the learner will understand important ideas and use important skills more thoroughly as a result (Tomlinson, 1999).

## ILLUSTRATION OF PRACTICE NO. 4:

## Differentiated Instruction Based on Learners' Needs &amp; Readiness



Teacher Filomena is a 6th Grade Mathematics teacher handling heterogeneous classes. She decides to use tiered strategy in teaching graphs to learners with varying needs and readiness.



Below is the transcript of the tiered instruction.

**Lesson Topic:** Graphs

**As a result of this lesson, students will...**

- know – line graphs, bar graphs, pie graphs
- understand – that graphs are visual representations of information which can make data easier to digest.
- be able to do – examine various graphs; compare and contrast different types of graphs

**Sequence of Events:**

- Pre-assessment:** Draw a visual representation of the number of different colors represented in our classmates' clothing. You may include labels, but your primary mode of representation must be visual. If you can think of more than one way to do so, include your additional ideas.
- Divide students into readiness based groups:
  - Blue:** Those who demonstrate sophistication with the skill – even utilizing graphing skills or multiple representations.
  - Red:** Those who have a handle on representing numbers visually, but lack fluency and sophistication.
  - Green:** Those who struggle to depict data visually.
- Group Tasks**
  - Blue Learning Task:** • Examine 3 different graphs (line, bar, pie) taken from the business section of a major newspaper. Discuss the merits and drawbacks of each type. Given a set of data, create 3 different graphs for three different audiences. Be prepared to defend your decisions.
  - Red Learning Task:** • Examine 3 different graphs (line, bar, pie) taken from the "life" or weather section of a newspaper such as The Philippine Daily Inquirer. For each graph, explain... 1) How it is alike and different from the other 2 types, 2) What makes it easy to understand, and 3) What makes it confusing? Given a set of data, create 3 different graphs – one for businessmen, one for your classmates, and one for students in grade 3. Tell why you made these choices.
  - Green Learning Task:** • Examine 3 different graphs (line, bar, pie) taken from teen magazines. With the teacher, 1) discuss each graph in terms of its helpfulness and its confusing aspects, 2) personal and group preferences, etc., 3) Given a set of data, subdivide and make three different graphs depicting the same information 3 ways. Compare, contrast, and evaluate results.

*Adapted from Doubet, 2005*



Teacher Filomena is able to cover what the learners know and understand about graphs including its application. She bears in mind the readiness and needs of the learners in this tiered instruction.



When teachers tier assignments, they make slight adjustments within the same lesson to meet the needs of students. All students learn the same fundamental skills and concepts but through varying modes and activities. The tiers appropriately challenge students at their ability levels. The teacher's challenge is to make sure all tasks, regardless of the tier level, are interesting, engaging, and challenging (Tomlinson, 1999).



### **HOW TO DO IT?**

The following are the steps for a tiered instruction:

1. Identify key concepts, skills, and essential understandings that you want all students to achieve. These elements become the basis for your on-level tasks.
2. Identify how you will cluster groups/activities. Although you can create multiple levels of tiers, keep the number of levels consistent with your group of students. Don't make three tiers if only two groups of students exist in your classroom—those students who are working at grade level and those students who are struggling, for example.
3. Select elements to tier.
4. Create your on-level tier.
5. Next, design a similar task for struggling learners. The task should make adjustments based on student readiness.
6. If needed, develop a third, more advanced activity for learners who have already mastered the basic standard or competency being addressed. Make sure the task actually requires higher-level thinking than the on-level tasks. The advanced tier shouldn't just be more of the same thing.

You might consider the following ways to tier a lesson (Heacox, 2002):

- Tier by challenge level (Bloom's Taxonomy)
- Tier by complexity (When you tier by complexity, you address the needs of students at introductory levels, as well as the needs of students who are ready for more advanced work.)
- Tier by resources (When you choose materials at various reading levels and complexity of content, you are tiering assignments by resources.)
- Tier by outcomes (Students use the same materials but end products vary.)
- Tier by process (The end products are the same but the ways students arrive at those outcomes may vary.)
- Tier by product (Group by multiple intelligences or learning styles followed by assignments that fit those preferences.)



We listed some differentiated strategies that you can use in addressing learners' gender, needs, strengths, interests and experiences.

Come and check it out.



<b>Anchor Activities</b>	Tasks for students to work on independently after assigned work is completed at a high level of quality. Tasks that a portion of the class can be working on when the other part of the class is meeting with the teacher to "sponge" up time without wasting instructional time.
<b>Centers</b>	Areas in the classroom containing collections of activities and/or materials designed to reinforce, or to extend certain skills or concepts, or to motivate students to explore topics of interest.
<b>Choice Boards</b>	Students select from assignments that are placed in pockets and changed as necessary. Teachers can target student need and readiness by directing them to select from a certain row.
<b>Compacting</b>	A three-stage process where teachers assess students prior to teaching a unit or skill to determine what the student does know, does not know, and what alternate experiences will replace those activities already mastered.
<b>Flexible Grouping</b>	Temporarily grouping students by interest, achievement level (readiness), learning profile, activity preference, or special needs.
<b>Group Investigations</b>	(Interest Groups & Interest Inventory): Students are introduced to topics related to something being studied in class and grouped by interests, then are guided through the investigation of a topic with teacher support.
<b>Jigsaw</b>	A cooperative strategy where students work with peers who study one fact of a topic and then return to a "home-base" group for sharing what they have learned.
<b>Learning Contracts</b>	A negotiated agreement between teacher and student which gives students freedom in acquiring knowledge and skills, provides for student choice, delineates working conditions, and establishes what information will be learned and how it will be shared.
<b>Stations</b>	Different spots in the classroom where students work with various tasks simultaneously, which are linked by a set of concepts and skills.

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

<b>Socratic Seminar</b>	A discussion format where students share with each other their thoughts on a particular piece from literature, history, current events, issues, or hypothetical situations.
<b>Tic-Tac-Toe</b>	A menu or options arranged in a 3 x 3 block grid. Students choose their tasks in a vertical, horizontal, or diagonal line.
<b>Tiered Assignments</b>	Changing the depth or complexity of a lesson to create multiple levels of tasks and assigning students to a level according to their readiness.
<b>Web Quests</b>	A teacher designed Internet lesson developed with specific learning goals in mind, some specified and relevant Internet links, and guidelines that support students in the research or inquiry process.



Having seen how Indicator 3.1.2 can be achieved, you are now ready to develop lesson plans, instructional materials and assessment tools applicable to your teaching contexts.



Below are illustrations of practice taken from the Philippine Professional Standards for Teachers Domain 3 Elaboration Document for Proficient Teachers that you may also consider in planning your lessons and activities and in developing your instructional materials and assessment tools.

Happy working!

#### KEY CONCEPTS

#### ILLUSTRATIONS OF PRACTICE

<b>Gender</b>	The teacher initiates learning experiences that are equitable for all learners. The teacher does not show preference for any group over the other (e.g., the teacher does not say that female learners are working better than male learners). The teacher can also assign male and female leaders in small group discussions and activities.
<b>Needs</b>	The teacher integrates into the lessons, activities that promote the emotional well-being of the learners. The teacher encourages learners to work together and practice friendship skills (e.g., helping others, sharing toys or books, and taking turns in games or activities). The teacher also provides positive comments when learners manifest these skills.
	The teacher teaches learners how to manage and how to appropriately express their emotions (e.g., using of emotion words or emotional vocabulary; playing emotional charades; creating feelings collage; using sounds to express emotions; using songs that express different emotions and keeping a feelings journal).

KEY CONCEPTS	ILLUSTRATIONS OF PRACTICE
<b>Strengths</b>	The teacher provides activities that help learners celebrate their strengths. The teacher can use prompts such as "I was proud of myself when I..." or "The things I am good at are..." The teacher can also facilitate activities such as Strength Chats, Genius Hour, Innovation Day and Identity Day.
<b>Interests</b>	The teacher provides varied opportunities for learners to express and pursue their individual interests. He or she offers choices on how learners can accomplish tasks according to the learners' interests (e.g, in a music class, a teacher can assign learners to interpret a song by creating a relevant artwork; presenting an interpretative dance; composing a different lyric or reporting on the background of the song).



## PROFESSIONAL DEVELOPMENT PLAN



After you have explored the different key concepts and illustrations of practice on differentiated strategies, 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 use of differentiated strategies to address learners' gender, needs, strengths, interests and experiences.

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



We also provide you with resources that can help you further understand the indicator.



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*This electronic source gives interactive techniques applicable for learners' diversity.*

**TEACHER EDUCATION COUNCIL**

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Department of Education

**Allan B. De Guzman, Ph.D.**  
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Representative

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Social Studies Subject Representative

**SECRETARIAT**  
**Runvi V. Manguerra, Ph.D.**  
Executive Director II

**Jayson A. Peñafiel**  
Education Program Supervisor

**ACKNOWLEDGEMENTS**

**PROJECT TEAM**

**Gina O. Gonong, Ph.D.**  
Joint Project Team Leader and Director  
PNU-RCTQ

**John Pegg, Ph.D.**  
Joint Project Team Leader and Director  
UNE-SiMERR

**Christine Reading, Ph.D.**  
Senior Research Fellow  
UNE-SiMERR

**Michael Wilson I. Rosero**  
Senior Research Officer  
PNU-RCTQ

**Mikkey Mari M. Tuazon**  
Research Officer  
PNU-RCTQ

**PNU-RCTQ and UNE-SiMERR National Research Centre**

**Jennie V. Jocson, Ph.D.**  
Deputy Director, PNU-RCTQ

**Allan S. Reyes, Ph.D.**  
Senior Program Manager, PNU-RCTQ

**Joy Hardy, Ph.D.**  
Deputy Director, UNE-SiMERR

**Ken Vine, Ph.D.**  
Principal Research Adviser  
UNE-SiMERR

Support Staff  
Silvia Danieli  
June Billings  
Ambrose McDermott

Glinore Morales  
Beverly Estocapio  
Ruby Gantala  
Luis Angelo Abergas  
Lyndon Morales  
Guillen Nabong  
Ezra de Jesus

**WRITER-COORDINATORS**

**Jennifer E. Lopez**  
Education Program Supervisor  
Region IV-A

**Maria Concepcion Beltran - Montenegro**  
Faculty, Ateneo de Manila University

**WRITERS**  
Adelyn R. Bartolome  
Domingo R. Cueto  
Alfred James A. Ellar  
Mark Anthony P. Idang  
Gerlie C. Lopez  
Francis Victor A. Medrano  
May Grace D. Salazar  
Shiela Niña Rea-Santes  
Ryan G. dela Torre  
John Paul dela Rosa  
Grace Urbien-Salvatus  
Karina Angela C. Celestial  
Arlene M. Hernandez  
Christian Mespher A. Hernandez

**REVIEWERS**

Shirley N. Cerbo  
Jerome A. Chavez, Ed.D.  
Mary Leigh Ann C. Perez  
Vivian I. Buhain  
Philip Jay N. Alcoberes, Ph.D.  
Allen U. Bautista, Ed.D.  
Maricel D. Ambid  
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Florpina B. Galay

Sandra A. Garcia  
Eduard O. Gonong  
Ryan H. Homan  
Glen P. Honrado  
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Amparo M. Muñoz  
Natividad V. Nacino  
Aufric Alma N. Navarro  
Carlo Donato E. Olivan  
Jose Ariel S. Padsoyan  
Jennifer M. Rojo  
Gemma A. Realo  
Neil Vincent C. Sandoval

**EDITOR**

Myrna L. Macalinao, Ph.D.

**GRAPHICS & LAYOUT ARTIST**

Raymond S. Bermudez

**AUSTRALIAN EMBASSY**

**Francesca Lawe-Davies**  
First Secretary-Education

**BASIC EDUCATION SECTOR TRANSFORMATION (BEST) PROGRAM**

**Kaye Cox**  
Team Leader

**Alison Atwell, Ph.D.**  
Component Lead  
Teaching and Learning

**Soledad L. Lecaroz**  
Teacher Development Specialist

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