



Republic of the Philippines  
Department of Education  
TEACHER EDUCATION COUNCIL

MODULE

12

PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS

# PPST

## Resource Package

5.4.2 COMMUNICATE PROMPTLY AND CLEARLY THE LEARNERS' NEEDS, PROGRESS AND ACHIEVEMENT TO KEY STAKEHOLDERS, INCLUDING PARENTS/GUARDIANS







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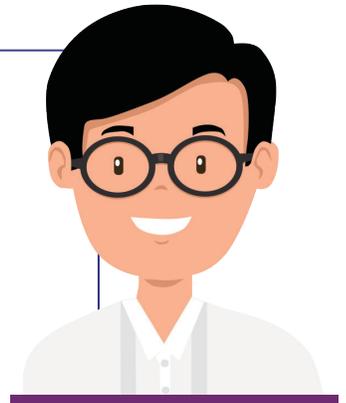
# INTRODUCTION TO TEACHER RESOURCE PACKAGE

*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.*





# COMMUNICATE PROMPTLY AND CLEARLY THE LEARNERS' NEEDS, PROGRESS AND ACHIEVEMENT TO KEY STAKEHOLDERS, INCLUDING PARENTS/GUARDIANS

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Hello! Welcome to Module 12.

Communication with key stakeholders offers a stable path for teachers to deliver better academic services to learners.

Modes of communication to stakeholders include personal dialogue, group consultation, home visitation and general assembly/forum.



In this module, we will learn to improve our practices in communicating learners' needs, progress and achievement to our stakeholders, specifically to parents or guardians.

We will explore (a) how we can utilize the various modes of communication in the school setting, (b) when to communicate learners' information through these modes, and (c) how we can enrich these modes through devising/using documenting tools that will allow us to have accessible reference about learners' school and academic status.

There are sections in this module where Jen and I provide some illustrations of practice, as well as some parameters of consideration in choosing appropriate modes of communication. Nevertheless, the entire module invites us to understand further the documenting and reporting procedures in stakeholder communication.

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



**STRAND:** 5.4 Communication of learner needs, progress and achievement to key stakeholders



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



## KEY CONCEPTS



Understanding these facilitates deeper appreciation of the indicator so let us now acquaint ourselves with the following significant key concepts.



**COMMUNICATION.** This refers to various modes, either directly or indirectly, for transferring relevant information about learner's need, progress and achievement to stakeholders.

**LEARNER NEEDS.** This refers to the observable behavior or attitude of a learner that the teacher must address immediately.

**LEARNER PROGRESS.** This refers to a trail of stages of a learner's school and academic status.

**LEARNER ACHIEVEMENT.** This pertains to the remarkable curricular or co-curricular performance of a learner recognized by the school.

**STAKEHOLDER.** This refers to either internal (teachers, school administrators and personnel) or external (parents/guardian, community and industry partners) individuals or group of individuals who participate or collaborate towards the attainment of the school's academic and institutional goals.





## SUPPORT GROUP



Welcome to our support group! We always feel great to help teachers who would like to improve their practices. We encourage you and your colleagues, including the Master Teachers, Head Teachers and School Head, to take part in helping other teachers in need. You may extend your fruitful discussion by using this module in your next LAC session.

For now, let us look at how Teacher Ching communicates to key stakeholders. She said that she wants to enhance her skills on this. What advice can we offer her?



Teacher Ching engages in a personal dialogue with a parent and a learner regarding school status.

At the end of the dialogue, she asks the parent to affix his or her signature in the anecdotal report.



She presents the report card to the parent.

She also shows some performance activities in support of the learner's academic record.



She conducts home visitation to learners with school and academic needs.

She shows records of school performance of the learner to the parent, and takes notes on the details of their conversation for documentation.



She facilitates a stakeholders' (teachers, parents, community officials and industry partners) general assembly/forum.

She then reports on the performance of the learners, and some other pertinent information about their school and academic status.

## 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 our teachers improve their practice.

- 1 How did Teacher Ching communicate learners' needs, progress and achievement to stakeholders, particularly parents/guardians?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_.

- 2 How do you assess the suitability of the modes of communication chosen by Teacher Ching?

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- 3 If you were in those situations, how would you facilitate the prompt and clear communication regarding learners' needs, progress and achievement?

\_\_\_\_\_

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\_\_\_\_\_.

## Suggestions for Improvement



All efforts exerted by our teachers are highly appreciated. In the conduct of prompt and clear communication of learners' needs, progress and achievement to key stakeholders, here are other important things which we can consider.



**MAKE IT CLEAR.** In communicating with stakeholders, especially to parents and guardians, we make sure that they have a clear understanding of the situation. In many instances, we make time to meet personally with them rather than just write a letter for them to read and sign.

**MAKE IT PROMPT.** We communicate learners' progress and learners' achievement accordingly through quarterly parents' assembly or group consultation with different stakeholders. However, we may also consult with them as soon as we see the need for it.

**CONFIDENTIALITY MATTERS.** The four possible modes of communication are (a) personal dialogue, (b) group consultation, (c) home visitation and (d) general assembly or forum. We may choose from among these depending on the confidentiality of the information that we want to communicate and on the situation of the stakeholder who we need to communicate with.

**DEVISE TOOLS TO TRACK COMMUNICATION.** For us to track or follow up on the needs, progress and achievement that we communicate with key stakeholders, we may devise tools which we and the stakeholders can sign as a form of agreement.

**LOOK AT THE BRIGHTER SIDE.** Oftentimes, we call on parents to communicate negative behaviors shown by the learners. This may make the parents feel that we call on them only when there is a problem. Let us not forget that besides learners' needs and progress, we also communicate learners' achievements.



Great suggestions! We hope that these can help you and other teachers, too!

To guide you in the conduct of communicating with key stakeholders the needs, progress and achievement of the learners, we have provided several teaching practices in the next section.





## ILLUSTRATIONS OF PRACTICE



Teacher Jen and I will now walk you through the different illustrations of practice that show specific ways to demonstrate knowledge and understanding of communicating promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians. Before that, let us read some important points.

In selecting the most appropriate mode of communication with stakeholders, we may take note of the following parameters of consideration:

**Information Confidentiality.** The nature and content of the information – is it a personal concern of the learner or is it a matter of public interest that is to be shared?

Content of information, such as academic difficulties or behavioral delinquencies, can be highly personal. Such information must be in a mode of communication that will preserve the integrity of the learner. Learners' progress updates and achievement can be communicated to the general public especially for stakeholders such as community or industry partners.

**Stakeholder Accessibility.** The communication preference of the stakeholder – is the stakeholder an individual or a group?

An appropriate mode of communication can be characterized by sensitivity to the preferences of the stakeholders. Individual stakeholders may have a different preference on the mode of communication, as compared to preferences of stakeholders that are collectively considered a group. Individual stakeholders can easily be accessed while group stakeholders may have requirements, since they may follow some organizational protocols.

**Learner's Concern.** The learner's details of concern – is it about the learner's need, the learner's progress, or the learner's achievement?

Any mode of communication is possible in addressing learner's concern. However, in communicating the needs, progress or achievement, other considerations have to be highlighted in such a way that information confidentiality is protected, stakeholder accessibility is recognized, and teacher's accountability is preserved.

**Teacher's Accountability.** The purpose of the teacher in communicating the information – is it an academic concern or is it about the learners' welfare?

The teacher has the responsibility on the information she communicates to stakeholders and on the possible consequences that there may be. Hence, the teacher has to be clear about the purpose of communicating any information to stakeholders.



Now that we know the parameters of consideration in choosing the appropriate mode of communication, let us take a look at the following illustrations of practice.



ILLUSTRATION OF PRACTICE NO. 1:

## Personal Dialogue with Parents



In conducting personal dialogue, probable stakeholders may include parents/guardians, teachers, school administrators, industry partners and learners. Let us see what prompted Teacher Aldrin, a Grade 6 English teacher, to conduct a personal dialogue with the parents of one learner.



*During the first month of the school year, Teacher Aldrin noticed that one of his learners had difficulty in focusing on the lessons. While his other classmates were very enthusiastic in doing the activities, Rene kept distracting his classmates and transferring from one place to another. His classmates complained about him. At first, he thought that Rene was an attention-seeker. Fortunately, in one of the reading activities that he prepared, Teacher Aldrin called on Rene to read the story in front of the class. Despite Teacher Aldrin's encouragement, the child was too shy to stand and he just mumbled the words. It was then that Teacher Aldrin found out that Rene could not read well in English. He then decided to promptly call on the parents for a personal dialogue regarding Rene's case. He made sure that the situation was clear to the parents and his aim was to help Rene improve in his studies. After the dialogue, he asked the parents to sign the agreement and scheduled the next meeting for follow-up.*

As soon as Teacher Aldrin realized that there is a need to communicate with Rene's parents, he did not wait for the end of the quarter. He promptly called on the parents so that proper remediation could be made to address Rene's needs.

The teacher's responsible act will not only help the learner but also the teacher himself. There are instances where learners seek attention because they need help.



Personal dialogue is suited to concerns related, but not limited to, learners' grades, learners' interpersonal behavior, school and academic counseling/coaching, and learners' personal concerns/matters such as relationships, pregnancy, behavioral delinquencies, psychosocial trauma, etc.

To facilitate a productive personal dialogue with stakeholders, we may bear the following in mind.





**HOW TO DO IT?**

DOs	DON'Ts
<ul style="list-style-type: none"> <li>• Keep information secured and intact, yet accessible.</li> <li>• Devise a communication plan in meeting stakeholders.</li> <li>• Always do quarterly track assessment of needs; focus on the positive lead for needs.</li> <li>• Always be courteous in facilitating personal dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>• Overstate the information, especially learners' personal matters.</li> <li>• Show special treatment to any stakeholder.</li> <li>• Take for granted a learner's concern, even the tiniest detail of an event.</li> <li>• Underestimate reactions of stakeholders.</li> </ul>

**ILLUSTRATION OF PRACTICE NO. 2:**

**Group Consultation**



When conducting group consultation, your possible stakeholders are the following: teachers, school administrators, parents/guardians, school personnel/staff, industry partners, and community officials.

The learners' concerns may include, but not limited to, classroom/school activities and/or programs, deliberation of learners' grades, class schedules, learners' curricular and/or co-curricular participation and learners' subject progress status.

To facilitate group consultation, take note of the following:



*In the junior high school where Teacher Jona is teaching, the learners are heterogeneously distributed in all the sections in Grade 8.*

*When she was recording the scores of student performance, she noticed that Matthew was performing very well in her subject. It was surprising for her for she knew that Matthew was always in the Guidance Office the last school year. His anecdotal records from the previous years revealed the same. Puzzled if it was only in her subject that Matthew was doing well, she decided to have a group consultation with her colleagues and she was happy to learn that Matthew was, indeed, performing well in almost all of his subjects. Teacher Jona believed that she and her colleagues must be doing something right for Matthew. The positive change they saw in Matthew's performance inspired them to work harder for their learners. Eventually, Teacher Jona communicated Matthew's achievements to his parents and to the learner himself.*

Teacher Jona did her job well as an adviser. When she realized that there was a change in Matthew's performance, she immediately consulted the other teachers. She knew that she should not only watch out for the negative behavior of the learners to surface but also for the positive ones.



The teachers' keen attention to the performance of the learners helps them to immediately see progress and achievements of the learners. Learners will be inspired to persevere more and trust in their own abilities, knowing that their teachers trust them and care about the things they do.



Learners' concerns which can be addressed by group consultation may include classroom/school activities and/or programs, deliberation of learners' grades, class schedules, learners' curricular and/or co-curricular participation and learners' subject progress status.

In facilitating group consultation, we may take note of the following:



#### HOW TO DO IT?

##### DOs

- Always be honest, rational and systematic in disclosing information.
- Maintain transparency between and among stakeholders.
- Provide relevant and sufficient data of learners' needs, progress and achievement.
- Take note of the available feedback from the stakeholders.

##### DON'Ts

- Overlook information presented during consultation.
- Misinterpret opinions of the group in place of the factual information.
- Confuse a learner's concern as a problem, when interpreted as problem by the group.
- Make your responsibility the sole responsibility of the group.

#### ILLUSTRATION OF PRACTICE NO. 3:

### Home Visitation



During home visitation, the usual stakeholders are parents or guardians, together with the learners.



Let us see what prompted Teacher Jamie, a Grade 11 teacher, to conduct home visitation regarding a concern about one of her learners.

*During the second quarter, Teacher Jamie noticed the drastic change in the performance of John. From being a happy and participative learner, he suddenly turned into a quiet, timid learner. For Teacher Jamie, who had been teaching for 20 years now, this was an area of concern. She knew that John was not ready to talk about it. She even started talking to some of his closest friends and neighbors but they had no idea. She then handed a letter to John to ask his parents to visit the school but no one came over.*

*Finally, Teacher Jamie, together with the Guidance teacher who happened to live in the same area where John lives, went for a home visitation. She talked to John’s mother to ask if she noticed any changes in John’s behavior. After the visitation, Teacher Jamie found out that there was a problem in the family and that was the root cause of the drastic change. Knowing that the problem at home was beyond her control, Teacher Jamie planned to help John in whatever way she could while at school.*

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As teachers, a sudden change in our learners’ behavior bothers us. Manifestations come when there is a decline in performance or when learners suddenly become indifferent. This leads us to look for clues and, ultimately, to confer with the parents to know how we can help. If all possible means are exhausted but no one from home visits the school, home visitation is our final resort.

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Conducting home visitation could be our final resort in communicating concerns like learners’ absenteeism, classroom performance and personal matters such as relationships, health issues, and family problems which affect learners’ behavior and performance.

For safety concerns, we may request assistance from someone we trust who is familiar with the place or from the local officials.

In facilitating home visitation, consider the following:



**HOW TO DO IT?**

**DOs**

- Focus on informing the parents regarding the learner’s concern.
- Determine which stakeholder’s feedback is relevant, and which is not essential.
- Communicate the most important concern of the learner.
- Make the conversation as comfortable and friendly as possible.

**DON'Ts**

- Discuss information which is not validated or confirmed.
- Underestimate the information or opinions given by stakeholders.
- Exaggerate the extent of the learner’s concern.
- Reveal details of location, address and other similar information of the stakeholders.

ILLUSTRATION OF PRACTICE NO. 4:

## General Assembly/Forum



During a general assembly/forum, the information being disseminated is for general interest; hence, the presence of all stakeholders is strongly encouraged.

Let us see what prompted Teacher Raffy, the school's MAPEH coordinator, to call for a general assembly of the concerned key stakeholders.



*In his MAPEH classes, it is inevitable for Teacher Raffy to discover learners with talents in the performing arts. In one of the batches he handled, many learners were undeniably inclined to baseball but the equipment that they had that time was too old to be used during trainings. Because of this, he decided to communicate the learners' needs to the neighboring subdivisions, some barangay officials, the PTCA and alumni. He presented the situation, and then he let the learners showcase their skills in playing baseball using the old equipment. They convinced the stakeholders that they are in need of new baseball equipment and that they have the desire to give honor to the school.*

*In the end, the learners' skills prompted the stakeholders to address their needs and to provide them with uniform for the upcoming District Meet. The next time that Teacher Raffy invited the stakeholders was during the awarding ceremonies.*

Apart from the parents and the learners, we can communicate with other stakeholders. They are helpful people who we can tap to help us address learners' needs. After certain needs are addressed, we can also communicate with them the learners' progress and/or achievements because of their help.



This mode of communication may not only address learners' needs but also issues/concerns related to school affairs, such as consultation for school activities and programs, school's updates and development and learners' achievements or accomplishments.

To facilitate a stakeholders' general assembly/forum, you can provide the stakeholders with copies of the classroom/school newsletters to update them on the different events and milestones of the school. Communication reports must be also readily available for dissemination.

In facilitating a stakeholders' general assembly/forum, you may consider the following:





**HOW TO DO IT?**

**DOs**

- Organize the information suited to various stakeholders.
- Keep stakeholder profiling for appropriate communication.
- Always be fair in discussing needs, progress and achievement of the learners during an assembly.
- Provide copies of the agenda and minutes of resolution of the assembly.

**DON'Ts**

- Give “side comments” on information during the assembly.
- Label stakeholders inappropriately.
- Conceal or obscure the information about learners’ concern.
- Inject personal opinions on information, other than what the data speak of.



Now that Teachers Aldrin, Jona, Jamie and Raffy have communicated with key stakeholders, their next question could be ‘How can we properly document the communications we’ve had?’

In the next illustration, Jen and I will present suggested templates which you may use at your discretion.



**ILLUSTRATION OF PRACTICE NO. 5:**

**Utilizing Documentation and Communication Tools**



In most cases, although we may be prompt and clear in communicating learners’ needs, progress and achievements to stakeholders, we could be neglecting another important part – documentation.

In this illustration of practice, we will present suggested tools and how we can utilize them. Samples of accomplished templates are also provided.



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

*TEMPLATE NO. 1*

**LEARNER'S NEEDS, PROGRESS AND ACHIEVEMENT CARDEX**

Name: \_\_\_\_\_ Gender:  Male  Female

Grade and Section: \_\_\_\_\_ Birthday: \_\_\_\_\_

Address: \_\_\_\_\_ Adviser: \_\_\_\_\_

Contact No.: \_\_\_\_\_ E-mail: \_\_\_\_\_ Quarter: \_\_\_\_\_ SY: \_\_\_\_\_

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

**Remarks:**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Template No. 1: Learner's Needs, Progress and Achievement Cardex**

The template consists of the following parts:

- **Date Reported.** This indicates the date when a behavioral incident was observed or an academic comment is recorded.
- **Report Intended for.** This determines the category of the reported observation which can be need, progress or achievement.
- **Details of Concern.** This presents a brief description of the report.
- **Action to be Taken.** This indicates the appropriately chosen mode of communication which can be dialogue, consultation, home visitation or assembly/forum.
- **Remarks of Action Taken.** This contains the status of reported observation or incident. It also serves as our general evaluation about the concern. We may also write the persons we communicated with.
- **Remarks.** This provides additional space for important notes.

**Template No. 2: Parent/Guardian Communication Cardex**

The template consists of the following parts:

- **Date Reported.** This indicates the date of encounter with the parents.
- **Type of encounter.** This shows the mode of communication used during the encounter.
- **Details of concern.** This provides a brief description of the reason why the encounter has to be done.
- **Agreed Resolution.** This specifies a brief description of the agreed resolution between the parent and the teacher regarding the details of concern.
- **Signature over Printed Name.** This column provides space for the parent and teacher to sign. This confirms that there was, indeed, an agreement between both parties.
- **Remarks.** This provides additional space for important notes.

*TEMPLATE NO. 2*

**PARENTS/GUARDIANS COMMUNICATION CARDEX**

Name: \_\_\_\_\_  Parent  Mother  Father

Address: \_\_\_\_\_  Guardian  Relative  Other (Specify)

Contact No.: \_\_\_\_\_

Name of Student: \_\_\_\_\_ Gender:  Male  Female

Grade and Section: \_\_\_\_\_ Quarter:  1<sup>st</sup>  2<sup>nd</sup>  3<sup>rd</sup>  4<sup>th</sup>

Name of Adviser: \_\_\_\_\_ School Year: \_\_\_\_\_

Date Reported	Type of Encounter	Details of Concern	Agreed Resolution	Signature
	<input type="checkbox"/> Dialogue <input type="checkbox"/> Consultation <input type="checkbox"/> Home Visitation <input type="checkbox"/> Assembly/Forum			Parent/Guardian: _____ Teacher: _____
	<input type="checkbox"/> Dialogue <input type="checkbox"/> Consultation <input type="checkbox"/> Home Visitation <input type="checkbox"/> Assembly/Forum			Parent/Guardian: _____ Teacher: _____
	<input type="checkbox"/> Dialogue <input type="checkbox"/> Consultation <input type="checkbox"/> Home Visitation <input type="checkbox"/> Assembly/Forum			Parent/Guardian: _____ Teacher: _____
	<input type="checkbox"/> Dialogue <input type="checkbox"/> Consultation <input type="checkbox"/> Home Visitation <input type="checkbox"/> Assembly/Forum			Parent/Guardian: _____ Teacher: _____

**Remarks:**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Template 1: Learner's Needs, Progress and Achievement Cardex



At this point, let us take a look at some examples of accomplished templates for learners' needs, progress and achievement:



Basic information about the learner in a given school year

*TEMPLATE NO. 1*

**LEARNER'S NEEDS, PROGRESS AND ACHIEVEMENT CARDEX**

**Name:** Dela Cruz, John A.      **Gender:**  Male  Female

**Grade and Section:** HUMSS 11A      **Birthday:** December 21, 2000

**Address:** 194 National Road, Tinga Itaas, Batangas City      **Adviser:** Mr. Jaime Ellar

**Contact No.:** 0999-143-1234      **E-mail:** aljamel33@yahoo.com      **Quarter:** 2nd      **SY:** 2017-2018

Date Reported	Report Intended for	Details of Concern	Action to be Taken	Remarks of Action Taken
9/August/2017	<input checked="" type="checkbox"/> Need <input type="checkbox"/> Progress <input type="checkbox"/> Achievement	Teachers have observed that John has been less active in participating in class in the last two weeks compared to his performance in the first quarter.	<input checked="" type="checkbox"/> Dialogue <input checked="" type="checkbox"/> Consultation <input type="checkbox"/> Home Visitation <input type="checkbox"/> Assembly/Forum	<input checked="" type="checkbox"/> Ongoing <input type="checkbox"/> Accomplished Details: <i>Talk to teachers and to students; communicate to parents ASAP</i>
25/August/2017	<input type="checkbox"/> Need <input checked="" type="checkbox"/> Progress <input type="checkbox"/> Achievement	John became less active in participating in class because of cellphone bullying. We have addressed this and we are monitoring students periodically.	<input type="checkbox"/> Dialogue <input checked="" type="checkbox"/> Consultation <input type="checkbox"/> Home Visitation <input type="checkbox"/> Assembly/Forum	<input type="checkbox"/> Ongoing <input checked="" type="checkbox"/> Accomplished Details: <i>Follow up with teachers their observation of learner's progress; communicate to parents ASAP</i>

Status of action to be taken in relation to the details of concern

Notice that the two sets of details of concern are interrelated. The first is intended to report the "need" of the learner and the second is the "progress" or a report if need has been addressed.

Notice that the action to be taken can be more than one mode of communication based on the details of concern, as well as to whom the action to be taken will be communicated.

Brief information details as to whom the action to be taken will be communicated

Template 2: Parents/Guardians Communication Cardex



We may use this cardex to keep track of our encounter with the parents. We may use the details in the upper portion to record the basic information of the parent/guardian of the learner. The tool has columns which are described below.



Basic information about the parent/guardian of the learner

Basic information about the learner in a given school year

Signature specimen of the parent/guardian and teacher (adviser) as evidence of the meeting

*TEMPLATE NO. 2*

**PARENTS/GUARDIANS COMMUNICATION CARDEX**

**Name:** Margarita A. Dela Cruz       **Parent**       **Mother**  
 **Guardian**       **Father**  
 **Relative**  
 **Other (Specify)**

**Address:** 194 National Road, Tinga Itaas, Batangas City

**Contact No.:** 0917-324-2435

---

**Name of Student:** Juan A. Dela Cruz      **Gender:**     **Male**     **Female**

**Grade and Section:** HUMSS 11A      **Quarter:**     **1<sup>st</sup>**     **2<sup>nd</sup>**     **3<sup>rd</sup>**     **4<sup>th</sup>**

**Name of Adviser:** Mr. Jaime A. Ellar      **School Year:** 2017-2018

Date Reported	Type of Encounter	Details of Concern	Agreed Resolution	Signature
25/August/2017	<input checked="" type="checkbox"/> Dialogue <input type="checkbox"/> Consultation <input type="checkbox"/> Home Visitation <input type="checkbox"/> Assembly/Forum	• Regarding Mr. Dela Cruz's (son) observable inactiveness in class due to cell phone bullying • As reported by teachers based on counselling session. • Notification of involved students	• It has been agreed upon that the student will still be academically assisted by teachers. • Amicable agreement has been deliberated among the parents involved.	Parent/Guardian: Teacher:

Mode of communication for this particular concern

Details regarding the concern/issue at hand. Notice that the contents are in outline format for easy reference of the concern/issue.

Agreed upon resolution regarding details of concern by the involved stakeholders, particularly the parents, and teachers and the learners themselves



These tools may go with the Anecdotal Records that we already have in school. In completing these, always remember to treat the records with high confidentiality. Disclose the information only to the proper office or authority, if needed.



To comprehensively present samples in utilizing these documentation tools, here are samples of document entry for achievement of the learner:

*TEMPLATE NO. 1*

**LEARNER'S NEEDS, PROGRESS AND ACHIEVEMENT CARDEX**

Name: Dela Cruz, John A. Gender:  Male  Female  
 Grade and Section: HUMSS 11A Birthday: December 21, 2000  
 Address: 194 National Road, Tinga Itaas, Batangas City Adviser: Mr. Jaime Ellar  
 Contact No.: 0999-143-1234 E-mail: aljamel33@yahoo.com Quarter: 2nd SY: 2017-2018

Date Reported	Report Intended for	Details of Concern	Action to be Taken	Remarks of Action Taken
9/August/2017	<input checked="" type="checkbox"/> Need <input type="checkbox"/> Progress <input type="checkbox"/> Achievement	Teachers have observed that John has been less active in participating in class in the last two weeks compared to his performance in the first quarter.	<input checked="" type="checkbox"/> Dialogue <input checked="" type="checkbox"/> Consultation <input type="checkbox"/> Home Visitation <input type="checkbox"/> Assembly/Forum	<input checked="" type="checkbox"/> Ongoing <input type="checkbox"/> Accomplished Details: <i>Talk to teachers and to students, communicate to parents ASAP</i>
25/August/2017	<input type="checkbox"/> Need <input checked="" type="checkbox"/> Progress <input type="checkbox"/> Achievement	John became less active in participating in class because of cellphone bullying. We have addressed this and we are monitoring students periodically.	<input type="checkbox"/> Dialogue <input checked="" type="checkbox"/> Consultation <input type="checkbox"/> Home Visitation <input type="checkbox"/> Assembly/Forum	<input type="checkbox"/> Ongoing <input checked="" type="checkbox"/> Accomplished Details: <i>Follow up with teachers their observation of learner's progress, communicate to parents ASAP</i>
28/October/2017	<input type="checkbox"/> Need <input type="checkbox"/> Progress <input type="checkbox"/> Achievement	John won the second place in the festival of talents during the celebration of senior high school day	<input type="checkbox"/> Dialogue <input type="checkbox"/> Consultation <input type="checkbox"/> Home Visitation <input checked="" type="checkbox"/> Assembly/Forum	<input type="checkbox"/> Ongoing <input checked="" type="checkbox"/> Accomplished Details: <i>To communicate to parents during classroom assembly</i>

Notice that the data entry for achievement of learner in a given quarter is reported in the Learner's Cardex and in the Parent's Cardex.

*TEMPLATE NO. 2*

**PARENTS/GUARDIANS COMMUNICATION CARDEX**

Name: Margarita A. Dela Cruz  Parent  Mother  
 Address: 194 National Road, Tinga Itaas, Batangas City  Guardian  Father  
 Contact No.: 0917-324-2435  Relative  
 Other (Specify)

Name of Student: Juan A. Dela Cruz Gender:  Male  Female  
 Grade and Section: HUMSS 11A Quarter:  1<sup>st</sup>  2<sup>nd</sup>  3<sup>rd</sup>  4<sup>th</sup>  
 Name of Adviser: Mr. Jaime A. Ellar School Year: 2017-2018

Date Reported	Type of Encounter	Details of Concern	Agreed Resolution	Signature
25/August/2017	<input checked="" type="checkbox"/> Dialogue <input type="checkbox"/> Consultation <input type="checkbox"/> Home Visitation <input type="checkbox"/> Assembly/Forum	<ul style="list-style-type: none"> <li>Regarding Mr. Dela Cruz's (son) observable inactiveness in class due to cell phone bullying</li> <li>As reported by teachers based on counselling session.</li> <li>Notification of involved students</li> </ul>	<ul style="list-style-type: none"> <li>It has been agreed upon that the student will still be academically assisted by teachers.</li> <li>Amicable agreement has been deliberated among the parents involved.</li> </ul>	Parent/Guardian: <u>[Signature]</u> Teacher: <u>[Signature]</u>
12/October/2017	<input type="checkbox"/> Dialogue <input type="checkbox"/> Consultation <input type="checkbox"/> Home Visitation <input checked="" type="checkbox"/> Assembly/Forum	<ul style="list-style-type: none"> <li>Mr. John Dela Cruz was recognized during the festival of talents</li> </ul>	The adviser has advised the parents to continuously support their son.	Parent/Guardian: <u>[Signature]</u> Teacher: <u>[Signature]</u>



### HOW TO DO IT?

Here is a sample procedure in utilizing and introducing the templates to stakeholders:

- Affix your school header on the template.
- During the first homeroom or parents' general assembly, distribute the cardex for parents to fill out; then retrieve the cardex for filing.
- State the purpose of the cardex to parents/guardians clearly.
- Make a portfolio folder for the parents/guardians' cardex and a separate folder for learners' cardex.
- Assign synchronized reference numbers for both learner and parents/guardians cardex.
- Record student's details of concern immediately upon receiving the report from other teachers or from your own observation.
- Follow up details of concern regularly, periodically, or as the situation occurs.



You, too, can devise your own template for documenting and reporting learner's need, progress and achievement.



### HOW TO DO IT?

You may follow the process below:

- Review the type and nature of your stakeholders.
- Determine clearly the goal, aim, objective, purpose of function of your template.
- List down possible contents or elements of your template.
- Use terms or phrases that are self-instructive, e.g. "Agreed Resolution."
- Design your template in a simple, visually appealing, yet comprehensive way.
- Pilot test your template.
- Revise your template as per comments or suggestions of the users and/or stakeholders.

**OTHER ILLUSTRATIONS OF PRACTICE**

The following are some other illustrations of practice in facilitating stakeholder communication in every key concept. Please take note that these are suggested practices that you may considerably adopt in your own school or classroom context:

- 
- The teacher develops a semestral stakeholders' communication plan, including the use of learners and parents cardex, to strategically organize and facilitate communication encounters with the key stakeholders.
  - The teacher devises a consolidated information sheet to be used in communicating report to key stakeholders, such as teachers, school administrators, community officials and industry partners.
  - Having accessible information, the teacher utilizes media technology such as texting or calling, as well as through email or social media such as Facebook.
- 
- The teacher addresses immediately the school and academic needs, specially behavioral or attitudinal concerns of the learners, through personal dialogue.
  - The teacher engages in group consultation with other subject teachers of the learner and/or school administrators for support and suggestion.
  - The teacher devises a teacher's reflection diary as his/her own weekly personal classroom journal.
- 
- The teacher holds homeroom meeting every quarter to discuss learners' progress and achievement.
  - The teacher prepares a classroom-based newsletter weekly, monthly, quarterly, or even every semester to provide updates to stakeholders.
  - The teacher can also call for group consultation among selected parents/guardians about special concern like academic or school activities such as festival of talents, student research forum, etc.
  - The teacher can also provide feedback in some classroom observable skills and behaviors of learners. She can also solicit suggestions from stakeholders to better provide academic services to the learners.
-



## PROFESSIONAL DEVELOPMENT PLAN



After you have explored the different key concepts on communication to stakeholders, you now have a better appreciation of the indicator. Based on your learning in this module, think of what you can do to enhance your professional development.



Fill in the personal action plan below.

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



### Annotated Bibliography

Department of Education. (2015). Positive discipline in everyday teaching: A primer for Filipino teachers. Retrieved from <http://www.deped.gov.ph/sites/default/files/page/2016/POSITIVE%20DISCIPLINE%20IN%20EVERYDAY%20TEACHING%20%20A%20Primer%20for%20Filipino%20Teachers.pdf>.

*This primer discusses in detail the process of facilitating positive discipline in different grade levels. This is useful information for teachers to know how and why implementing positive discipline is necessary in the academic formation of the learners under the K-12 educational system.*

Institute of Education Sciences. (2011). Stakeholder communication: Tips from the states. SLDS best practices brief. Institute of Education Sciences (IES) SLDS Grant Program. Retrieved from [https://nces.ed.gov/programs/slds/pdf/best\\_practices.pdf](https://nces.ed.gov/programs/slds/pdf/best_practices.pdf)

*This article presents a variety of approaches in conducting communication. Approaches are designed according to the types of stakeholders.*

School Communication Planning Guide. Retrieved from <http://cdn2.hubspot.net/hubfs/296999/School-Communication-Planning-Guide.pdf>

*This learning package presents comprehensive information regarding the conduct of school communication including the sustainable ways to maintain communication with school stakeholders.*

Te Puri Kokiri. (2007). Communicating with stakeholders. Retrieved from <https://www.tpk.govt.nz/documents/.../93/tpk-commicategwithstakeholders-2007.pdf>

*This booklet describes the basic nature of stakeholder communication. It also presents various modes of communication through media technology.*

# Appendices

## Template No. 1: Learner's Needs, Progress and Achievement Cardex

TEMPLATE NO. 1

### LEARNER'S NEEDS, PROGRESS AND ACHIEVEMENT CARDEX

Name: \_\_\_\_\_ Gender:  Male  Female

Grade and Section: \_\_\_\_\_ Birthday: \_\_\_\_\_

Address: \_\_\_\_\_ Adviser: \_\_\_\_\_

Contact No.: \_\_\_\_\_ E-mail: \_\_\_\_\_ Quarter: \_\_\_\_\_ SY: \_\_\_\_\_

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

**Remarks:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Template No. 2: Parents/Guardians Communication Cardex

TEMPLATE NO. 2

### PARENTS/GUARDIANS COMMUNICATION CARDEX

Name: \_\_\_\_\_  Parent  Mother  
 Father  
Address: \_\_\_\_\_  Guardian  Relative  
 Other (Specify)  
Contact No.: \_\_\_\_\_  
Name of Student: \_\_\_\_\_ Gender:  Male  Female  
Grade and Section: \_\_\_\_\_ Quarter:  1<sup>st</sup>  2<sup>nd</sup>  3<sup>rd</sup>  4<sup>th</sup>  
Name of Adviser: \_\_\_\_\_ School Year: \_\_\_\_\_

Date Reported	Type of Encounter	Details of Concern	Agreed Resolution	Signature
	<input type="checkbox"/> Dialogue <input type="checkbox"/> Consultation <input type="checkbox"/> Home Visitation <input type="checkbox"/> Assembly/Forum			Parent/Guardian: _____ Teacher: _____
	<input type="checkbox"/> Dialogue <input type="checkbox"/> Consultation <input type="checkbox"/> Home Visitation <input type="checkbox"/> Assembly/Forum			Parent/Guardian: _____ Teacher: _____
	<input type="checkbox"/> Dialogue <input type="checkbox"/> Consultation <input type="checkbox"/> Home Visitation <input type="checkbox"/> Assembly/Forum			Parent/Guardian: _____ Teacher: _____
	<input type="checkbox"/> Dialogue <input type="checkbox"/> Consultation <input type="checkbox"/> Home Visitation <input type="checkbox"/> Assembly/Forum			_____ _____ _____

**Remarks:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Matrix of Stakeholders' Mode of Communication and Parameters of Consideration

Mode of Communication	Possible Type of Stakeholder	Learner's Concerns	Suggested Facilitation in relation to Parameters of Consideration	
			Dos	Don'ts
Personal Dialogue	<ul style="list-style-type: none"> <li>Parents/ Guardians</li> <li>Teachers</li> <li>Administrators</li> <li>Industry partners</li> <li>Learners</li> </ul>	<ul style="list-style-type: none"> <li>Learner's grade</li> <li>Learner's behavior</li> <li>School/academic counseling and/ or coaching</li> <li>Learner's personal concerns/ matters</li> </ul>	<ul style="list-style-type: none"> <li>For [IC], keep information secured and intact, yet accessible.</li> <li>For [SA], keep communication plan in meeting stakeholders.</li> <li>For [LC], always do quarterly track assessment of needs; focus on the positive lead for needs.</li> <li>For [TA], be courteous in facilitating personal dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>For [IC], overstate the information.</li> <li>For [SA], keep special treatment of particular stakeholders.</li> <li>For [LC], take for granted learner's concern.</li> <li>For [TA], underestimate reactions of stakeholders.</li> </ul>
Group Consultation	<ul style="list-style-type: none"> <li>Teachers</li> <li>Administrators</li> <li>Parents/ Guardians</li> <li>Personnel/Staff</li> <li>Industry partners</li> <li>Community</li> </ul>	<ul style="list-style-type: none"> <li>Classroom/ school activities</li> <li>Grade deliberation</li> <li>Class schedules</li> <li>Learner's curricular and/ or co-curricular participation</li> <li>Learner's subject progress status</li> </ul>	<ul style="list-style-type: none"> <li>For [IC], be honest, rational and systematic in disclosing information.</li> <li>For [SA], facilitate consultation as transparent as possible among stakeholders.</li> <li>For [LC], have relevant and sufficient data of learner's needs, progress and achievement.</li> <li>For [TA], take note of the available feedback from the stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>For [IC], overlook information presented during consultations.</li> <li>For [SA], misinterpret opinion of the group in place of the actual information.</li> <li>For [LC], confuse learner's concern as problem, when interpreted as problem by the group.</li> <li>For [TA], make your responsibility the sole responsibility of the group</li> </ul>
Home Visitation	<ul style="list-style-type: none"> <li>Parents/ Guardians</li> <li>Learners</li> </ul>	<ul style="list-style-type: none"> <li>Learner's absenteeism</li> <li>Learner's classroom performance</li> <li>Learner's personal concerns/ matters</li> </ul>	<ul style="list-style-type: none"> <li>For [IC], focus on informing the parents regarding the learner's concern.</li> <li>For [SA], determine which stakeholder's feedback is relevant, and which is not essential.</li> <li>For [LC], communicate the most important concern of the learner.</li> <li>For [TA], make the conversation comfortable as possible.</li> </ul>	<ul style="list-style-type: none"> <li>For [IC], include information which is not validated or confirmed.</li> <li>For [SA], underestimate the information or opinions given by stakeholders.</li> <li>For [LC], exaggerate the extent of learner's concerns.</li> <li>For [TA], reveal details of location, address and other similar information of the stakeholders.</li> </ul>
General Assembly/ Forum	<ul style="list-style-type: none"> <li>Parents/ Guardians</li> <li>Teachers</li> <li>Administrators</li> <li>Personnel/staff</li> <li>Industry Partners</li> <li>Community</li> </ul>	<ul style="list-style-type: none"> <li>Consultation for school activities and programs</li> <li>Learner's achievements/ accomplishments</li> <li>School updates and development</li> </ul>	<ul style="list-style-type: none"> <li>For [IC], organize the information suited to various stakeholders.</li> <li>For [SA], keep stakeholder profiling for appropriate communication.</li> <li>For [LC], be fair in discussing needs, progress and achievement of the learners during assembly.</li> <li>For [TA], provide copies of agenda and minutes of resolution of the assembly.</li> </ul>	<ul style="list-style-type: none"> <li>For [IC], give side comment on information during the assembly.</li> <li>For [SA], label stakeholders inappropriately.</li> <li>For the [LC], make cover up of the information about learner's concern.</li> <li>For [TA], inject personal opinions on the information, other than what the data speak of.</li> </ul>

Legend: [IC] – Information Confidentiality; [SA] – Stakeholders Accessibility; [LC] – Learner Concern; [TA] – Teacher Accountability

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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  
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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  
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EDITOR

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GRAPHICS & LAYOUT ARTIST

Raymond S. Bermudez

AUSTRALIAN EMBASSY

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

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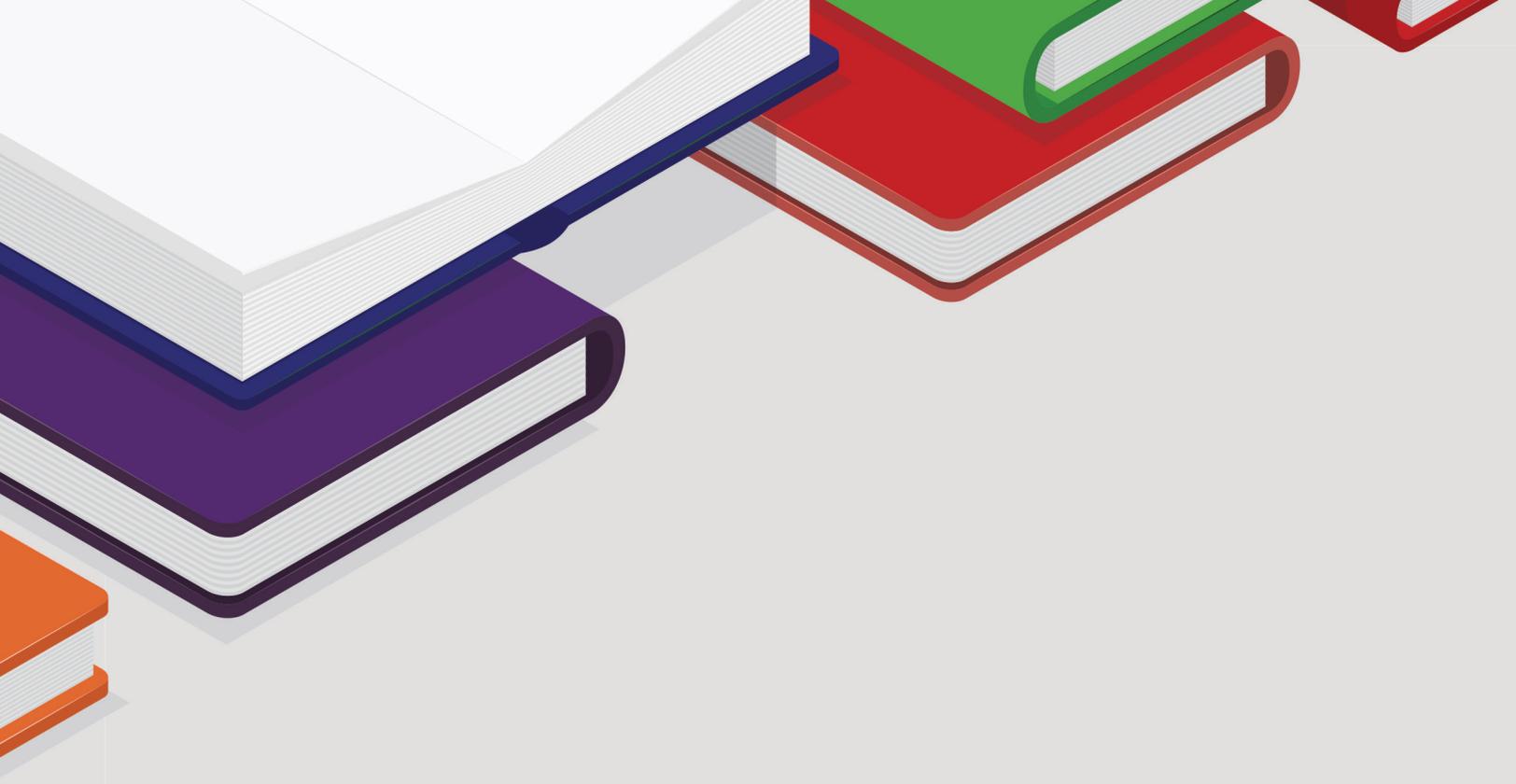
**Kaye Cox**  
Team Leader

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

**Soledad L. Lecaroz**  
Teacher Development Adviser

*Special thanks: All Regional Directors, Superintendents and Principals who supported the project*





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The PPST Resource Package was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government through the Basic Education Sector Transformation (BEST) Program.

