PCSS-Based Action Plan
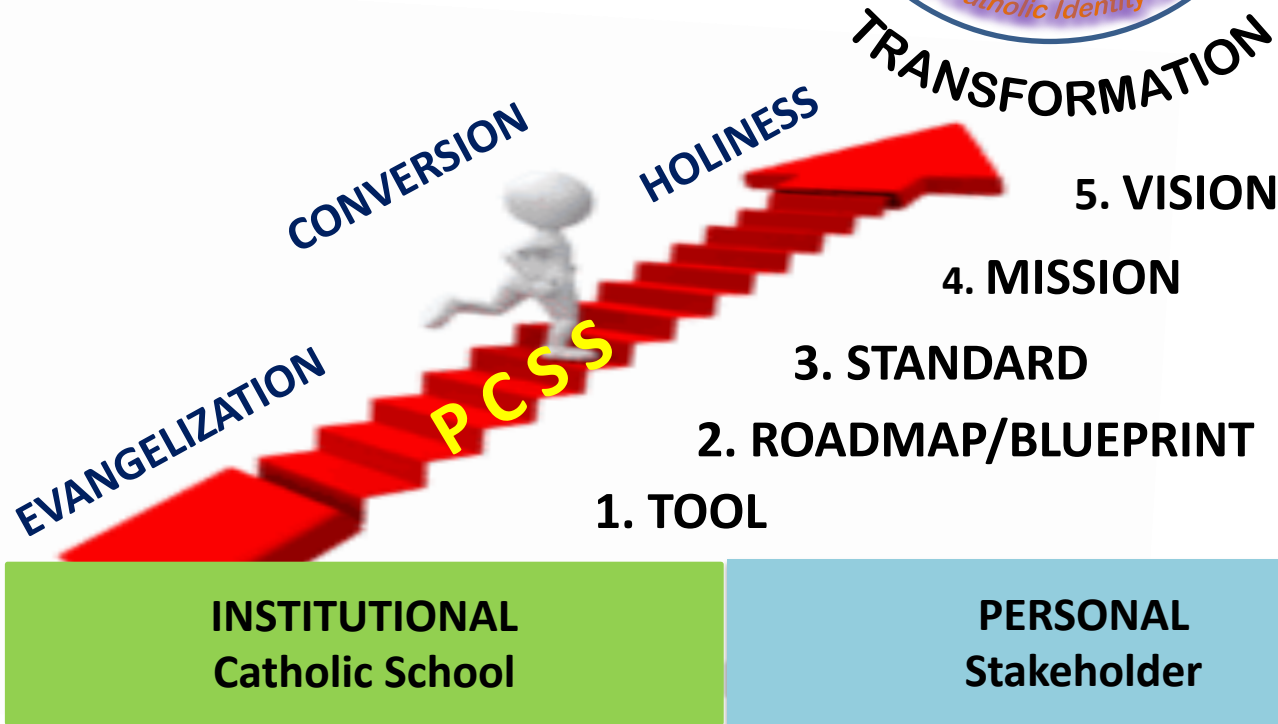
2019 CEAP National Convention

SPU Iloilo

Sept 24, 2019

Philippines Renewed

World Transformed

New Evangelization

New Way of Being Church

INSTITUTIONAL

PERSONAL Fullness of Life

Witnessing to Catholic Identity and Excellence

TRANSFORMATION

CONVERSION

HOLINESS

EVANGELIZATION

P C S S

5. VISION

4. MISSION

3. STANDARD

2. ROADMAP/BLUEPRINT

1. TOOL

INSTITUTIONAL Catholic School	PERSONAL Stakeholder

Hebrews 12:1-2: *"Let us run with perseverance the race that is set before us, looking to Jesus the pioneer and perfecter of our faith."*
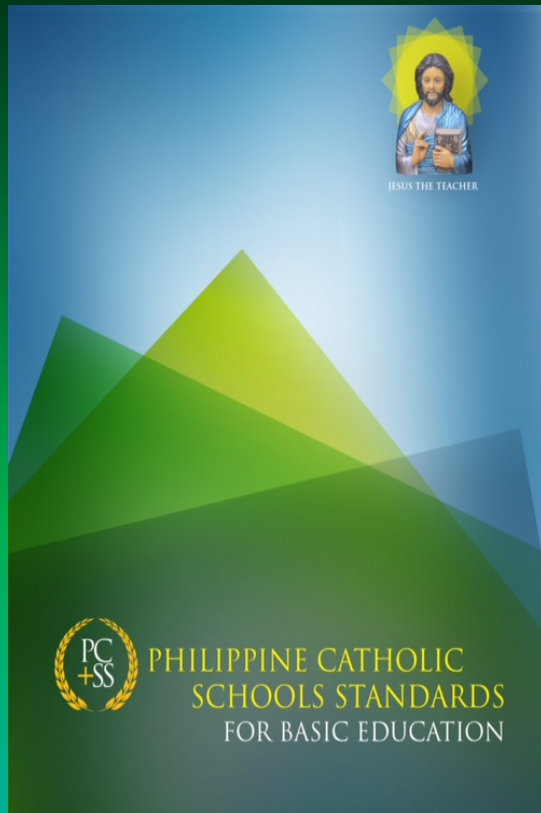
OBJECTIVE

- **to present a PCSS-Based Action Plan Model as an alternative way of implementing PCSS**

Outline

1. IMPETUS: ASFES, Bangkok Benchmarking experience, using PCSS as a Strategic Plan Guide
2. Review descriptions of Standards, Benchmarks, Rubrics
3. PROCEDURE and SAMPLE: Benchmark 9.3

IMPETUS

1. **ASFES: 14 schools, core group per school, conducted Modules 1-8, each core group delivered Modules 1-8 to their respective schools (students, teachers & staff, parents)**
   - **Problem with Step 5 of Assessment process: lack of primary documents related to the Benchmark Strands**
   - **Lack of related policies, programs and activities**

GUIDED PROCESS FOR RUBRIC SCORING (GPRS)

8. Agree on proposed final rubric score for validation by the school community

7. Analyze, interpret summary of data; analyze evidence

6. Execute search process, gather additional evidence, summarize

5. Define the search process in detail

4. Agree on initial rubric score

3. List evidence and data that are lacking, difficult to locate, need to have, or in disagreement with

2. List existing evidence and data sources you will find in the school

1. Read and understand the benchmark and rubrics

IMPETUS

2. Bangkok Benchmarking (Jan 9-11, 2019)

Objectives: The participants will be able to

a) Identify and describe the features that make a school excellent and successful (Identity and Mission)

b) Transfer one specific learning under Leadership and Governance (LG), Learner Development (LD), Learning Environment (LE) and Operational Vitality (OV) through an action plan (by school directors), program for the system (by Superintendents) and policy formulation (by Board of Trustees)

c) Appreciate the cultural mindset and practices manifested in the school operations

PHILIPPINE CATHOLIC SCHOOLS STANDARDS FOR BASIC EDUCATION

STANDARDS (15)

- **expectations of excellence and effectiveness**
- **drawn from the DC's**
- **describe desired values, policies, programs, and processes**
- **point to ideal or ultimate outcome that school aspires to become**

LEARNER DEVELOPMENT

Benchmark 8.7   Instruction is supported by information and communication technology (ICT) to meet the challenges and demands of the changing world.

Rubric Level 3:   Instruction is supported by an ICT plan to address the demands and challenges of the changing times. School policies and practices facilitate an effective approach to the use of ICT to support contemporary student learning. Teachers and learners have access to an integrated ICT system and resources. Thus, the development of skills for independent learning and research is ably supported.

Look For	Available	Not Available	Transferable	Not Applicable	Remark/s
ICT Plan					
ICT Resources					
Teacher-made learning materials (online)					

IMPETUS

3. **A simple way: From using PCSS as an assessment tool and assessment results as bases for formulating a School Improvement Plan to "treating" PCSS as a Strategic Plan Guide**

   – **FRAMEWORK: inverted procedure – from action plan to assessment later**

An excellent Catholic school provides relevant and meaningful teaching and learning experiences delivered by a community of professionally qualified, competent, and committed school personnel.

9.3 Teachers provide teaching and learning experiences that develop 21st century literacies for lifelong learning that contribute to learners' spiritual growth.

Level 4 Exceeds Benchmark	Teachers consistently provide the learners with programs and meaningful and relevant learning experiences that develop 21st century literacies for lifelong learning. Teachers faithfully and deliberately provide varied opportunities for the learners to continuously grow in their spirituality. Teachers are actively engaged in the spiritual formation of the learners and are accountable for the learners' faith development. Evidence of these are the various innovative and exemplary projects/products.
Level 3 Fully Meets Benchmark	Teachers provide meaningful and relevant learning experiences that develop 21st century literacies for lifelong learning. Along with the development of 21st century literacies, teachers consistently ensure the spiritual formation of the learners as may be gleaned in the provision of varied projects/products.
Level 2 Partially Meets Benchmark	Teachers plan learning experiences that develop 21st century literacies for lifelong learning and spiritual growth of the learners. Although there are plans, the implementation is limited and inconsistent as shown by the learners' projects/products.
Level 1 Initially Meets Benchmark	Teachers rarely plan learning activities for the development of 21st century literacies for lifelong learning and spiritual growth of the learners.

Possible Sources of Evidence	• Academic profile of students/pupils • Action Plan/Development Plan per subject area • Calendar of school activities • Christian Formation Program/Spiritual Formation Program • Course offerings • Curriculum maps • Instructional Development Plan • Lesson plans/learning logs/portfolios • Induction program for newly-hired academic personnel • Learning/instructional modules and materials • Mentoring/Coaching Program • Learning/instructional modules • Records of prevalent teaching strategies used in classroom instruction • Projects and performance tasks of students • Records of teachers' pre and post conferences • School's core values (behavior indicators) • Syllabi • Other evidence that the school may have

Benchmarks

- state specific actions
- describe what must be done to achieve the Standards
- more concrete, observable, and measurable descriptors of excellence and effectiveness in Catholic schools
- contain strands of concepts correlated with the Big Ideas in the Standards

Rubrics

- **breakdown the Benchmark strands into performance indicators at varying levels of attainment**

- **function as assessment tools to determine the school's level of compliance**

- **FOR US: we will use rubrics to guide our planning**

- **PCSS can serve as a Strategic Plan**

PHILIPPINE CATHOLIC SCHOOLS STANDARDS FOR BASIC EDUCATION

PROCEDURE

1. **Write the Domain**

2. **Copy the Standard**

   –underline which aspect of the Standard
     is addressed by the Benchmark

3. **Copy the Benchmark**

SAMPLE Benchmark 9.3

- **Domain**: LEARNER DEVELOPMENT   **1**

- **Standard 9**:   An excellent Catholic school <u>provides relevant and meaningful teaching and learning experiences</u> delivered by a community of professional qualified, competent, and committed school personnel.   **2**

- **Benchmark 9.3** Teachers provide teaching and learning experiences that develop 21st century literacies for lifelong learning that contribute to learners' spiritual growth.   **3**

PROCEDURE

4. Rubric Level 3: break down the rubric into number of sentences / ideas and mark them (a), (b), (c), etc.

- The sentences/ideas in most cases correspond to the **strands of the Benchmark**

- Pay attention to the verb in each sentence

5. Convert each sentence/idea into a Step

- use Step A, B, C as label

- Start the step with a VERB or find the appropriate VERB and copy the rest of the sentence

Benchmark 9.3

Rubric Level 3: **(a)**Teachers **provide** meaningful and relevant learning experiences that develop 21st century literacies for lifelong learning. **(b)** Along with the development of 21st century literacies, teachers consistently **ensure** the spiritual formation of the learners as may be gleaned in the provision of varied projects/products. **4**

- **Step A. Provide** meaningful and relevant learning experiences that develop 21st century literacies for lifelong learning. **5**

- **Step B. Ensure** consistently the spiritual formation of the learners as may be gleaned in the provision of varied projects/products.

PROCEDURE and SAMPLE

6. Aspect of PVMCV that is realized by the Benchmark

- **Philosophy**: Catholic Education is <u>formation</u>, mediation, and transformation.

7. Timeframe and Specific Dates

- −11 months

- −April 22, 2019 – March 31, 2020

PROCEDURE

8. CREATE a TABLE with the following COLUMNS:

Column 1: Step Number & Text (e.g. Step A)

Column 2: Enabling Activities

Column 3: Specific Date

Column 4: Person/s Responsible

Column 5: Document (to be produced as Evidence for the Benchmark)

9. Determine the Budget

SAMPLE

Step	Enabling Activities	Specific Date
A. **Provide** meaningful and relevant learning experiences that develop 21st century literacies for lifelong learning."	1. Collect sources of data of learning outcomes	1 day 4/22/2019
	2. Analyze and categorize the gathered data according to proficiency level and create a table with the following columns: Grade Level, Number of Students, Subject, Level of Proficiency per Quarter (Q1-Q4: B,D,AP,P)	4 days 4/22-25/2019
	3. Review Curriculum Map (CM)	3 days 4/26-30/2019
	4. Align Instructional Plan with Curriculum Map	22 days 5/ 2-31/2019
	5. Monitor and Evaluate the Implementation of the Step and Enabling Activities	9 months June to March 2020

ENABLING ACTIVITY

#1. Collect sources of data of learning outcomes

- Master Grade sheets,
- Table of Specifications
- NAT Results
- NCAE Results
- BEA Exit Tests
- Promotions Rate
- Completion Rate
- Graduation
- Survival Cohort

ENABLING ACTIVITY
#3. Review Curriculum Map (CM)

- Identify the areas of the curriculum map that needs to be updated, enhanced, revised and/or deleted to improve learning outcomes.

- Identify weaknesses of the map

- Identify effective teaching strategies (TS).

- Identify and integrate the 21st century literacies and spiritual values and experiences in the CM & TS using E-Learning.

ENABLING ACTIVITY

#4. Align Instructional Plan with Curriculum Map

- Create meaningful (constructive and long-lasting) and relevant (applicable, opportunity to practice) learning experiences.

- Guide and monitor faculty & staff in examining every existing practice
  - Identify/write program goals
  - Identify/write learning objectives (and utilize SMART objectives that contains KSAVE- knowledge, Skills, Attitudes, Values and Ethics)
  - Plan an assessment process for both formative and summative assessment following the elements of Instructional Plan: Content Standards, Performance Standards (GRASPS), Learning Competencies, and Transfer Goal.

- Submit the instructional plan two weeks before the start of each quarter

23

ENABLING ACTIVITY
#4. Align Instructional Plan with Curriculum Map

a. Update assessment plan based on the curriculum map and instructional plan; include the following:

- Standards, competencies, and 21st century literacies per quarter
- Summative (assessment of learning), Formative (assessment for learning and Reflective (assessment as learning) and schedule of assessments per quarter and per unit.

b. Formulate and submit different types of assessment per quarter (2weeks before the start of the quarter) to the Principal.

c. Provide copies of assessment plan to individual students and parents.

SAMPLE

Enabling Activities	Person/s Responsible
1. Collect sources of data of learning outcomes	School Head, Principal, Academic Coordinator
2. Analyze and categorize the gathered data according to proficiency level and create a table with the following columns: Grade Level, Number of Students, Subject, Level of Proficiency per Quarter (Q1-Q4: B,D,AP,P)	School Head, Principal, Academic Coordinator, Subject Teachers
3. Review Curriculum Map	School Head, Principal, Academic Coordinator, Subject Teachers
4. Align Instructional Plan with Curriculum Map	School Head, Principal, Academic Coordinator, Subject Teachers, Guidance Coordinator/Counsellor
5. Monitor and Evaluate the Implementation of the Step and Enabling Activities	School Head, Principal, Academic Coordinator, Subject Teachers

SAMPLE

Enabling Activities	Documents (as Evidence)
1. Collect sources of data of learning outcomes	Master Grade sheets, Table of Specifications, NAT Results, NCAE Results, BEA Exit Tests, Promotions Rate, Completion Rate, Graduation, Survival Cohort
2. Analyze and categorize the gathered data according to proficiency level and create a table with the following columns: Grade Level, Number of Students, Subject, Level of Proficiency per Quarter (Q1-Q4: B,D,AP,P)	Table of Proficiency Level per grade level/subject
3. Review Curriculum Map	Updated Curriculum Map
4. Align Instructional Plan with Curriculum Map	Revised Instructional Plan, Monitoring Scheme, Revised Procedures, Assessment Plan, Schedule of Assessment
5. Monitor and Evaluate the Implementation of the Step and Enabling Activities	Supervisory Plan

SAMPLE

Step	Enabling Activities	Specific Date
B. . **Ensure** consistently the spiritual formation of the learners as may be gleaned in the provision of varied projects/products.	1. Validate if the spiritual formation standards are properly integrated in the Instructional Plan specifically in the students' products/projects	June 3, 2019 – March 31, 2020
	2. Evaluate the Students' Products/Projects	QUARTERLYQ1 – July 8, 2019 Q2 – Oct 14, 2019 Q3 – Dec. 16, 2019 Q4 – Feb.17, 2020

SAMPLE

8

Enabling Activities	Person Responsible	Documents (as Evidence)
1. Validate if the spiritual formation standards are properly integrated in the Instructional Plan specifically in the students' products/projects	School Head Principal Academic Coordinator Subject Teachers	Validation results, Checklist of Indicators of Learners' Spiritual Growth Student made products/projects
2. Evaluate the Students' Products/Projects	Subject Teachers	Evaluation Tool with Rubrics

PROCEDURE

1. Write the Domain
2. Copy the Standard
3. Copy the Benchmark
4. Break down the rubric into number of sentences / ideas and mark them (a), (b), (c), etc.
5. Convert each sentence/idea into a Step
6. Aspect of PVMCV that is realized by the Benchmark
7. Timeframe and Specific Dates
8. CREATE a TABLE with 5 COLUMNS: Step Number & Text, Enabling Activities, Specific Date, Person/s Responsible, Document as Evidence
9. Determine the Budget

SAMPLE Benchmark 9.3

Benchmark 9.3 Teachers provide teaching and learning experiences that develop 21st century literacies for lifelong learning that contribute to learners' spiritual growth.
Possible SOURCES of EVIDENCE:
- Updated Curriculum Map
- Revised Instructional Plan, Monitoring Scheme
- Assessment Plan, Schedule of Assessment
- Supervisory Plan
- Validation results, Checklist of Indicators of Learners' Spiritual Growth
- Evaluation Tool with Rubrics
- Student made products/projects

Standard 9: An excellent Catholic school provides relevant and meaningful teaching and learning experiences delivered by a community of professional qualified, competent, and committed school personnel..

Benchmark 9.3 Teachers provide teaching and learning experiences that develop 21st century literacies for lifelong learning that contribute to learners' spiritual growth.

Strand/s: A) Teachers <u>provide</u> meaningful and relevant learning experiences that develop 21st century literacies for lifelong learning. **(B)** Along with the development of 21st century literacies, teachers consistently <u>ensure</u> the spiritual formation of the learners as may be gleaned in the provision of varied projects/products.

Level	Key Differences Strand A	Evidence Source-1 Instructional Plan at each level	Evidence Source-2 Curriculum Map at each level	Evidence Source-3 Assessment Plan at each level	What the Total Score Level Means
4	Teachers <u>consistently provide the learners with programs</u> and meaningful and relevant learning experiences that develop 21st century literacies for lifelong learning.				
3	Teachers <u>provide</u> <u>meaningful and relevant learning experiences</u> that develop 21st century literacies for lifelong learning.				
2	Teachers <u>plan</u> learning experiences that develop 21st century literacies for lifelong learning ….				
1	Teachers <u>rarely plan learning activities</u> for the development of 21st century literacies for lifelong learning				

COMPLETE EVIDENCE SOURCES 1-3.
Using the name of the evidence as the subject of the sentence, write an operational equivalent of the corollary at each rubric level.

WRITE A SUMMARY OF THE DIFFERENT DESCRIPTORS.

Begin with the corollary at level 3.
(EXAMPLE: *In line with the descriptor in level 3, the evidence document of Strategic Plan will show that* etc…

STEP 5 **Define the search process**

Level	Key Differences **Strand A**	Evidence Source 1 **Instructional Plan**
4 .	Teachers <u>consistently provide the learners with programs</u> and meaningful and relevant learning experiences that develop 21st century literacies for lifelong learning.	In line with the descriptor in level 4, In line with the descriptor in level 4, the instructional plan show <u>3-year seamless programs</u> that are <u>constructive, applicable, practicable and value-laden</u> learning experiences <u>in and outside the classroom</u> that develop 21st century literacies for lifelong learning <u>across all subject areas and grade levels.</u>
3	Teachers <u>provide</u> <u>meaningful and relevant learning experiences</u> that develop 21st century literacies for lifelong learning.	In line with the descriptor in level 3, the instructional plan show <u>constructive, applicable practicable and value-laden</u> learning experiences that develop 21st century literacies for lifelong learning <u>across all subject areas and grade levels.</u>
2	Teachers <u>plan</u> learning experiences that develop 21st century literacies for lifelong learning ….	In line with the descriptor in level 2, the instructional plan <u>implements the content and performance standards and competencies of K-12</u>.
1	Teachers <u>rarely plan learning activities</u> for the development of 21st century literacies for lifelong learning	In line with the descriptor in level 1, there is <u>no instructional plan</u>, <u>only limited learning activities about</u> <u>some</u> 21st century literacies.

Standard 1: An excellent Catholic school is animated and driven by a philosophy, vision, mission and core values that embrace and preserve its Catholic Identity.

Benchmark 1.2: Members of the school community share and adhere to a clear and well-articulated philosophy, vision, mission, and core values which are effectively communicated to the public.

Strand/s: A) Members of the school community share and adhere to a clear and well-articulated PVMCV. B) PVMCV is effectively communicated to the public.

Level	Key Differences Strand A	Evidence Source-1 Instructional Plan at each level	Evidence Source-2 Curriculum Map at each level	Evidence Source-3 Assessment Plan at each level	What the Total Score Level Means
4	Members of the school community are able to express a **common and deep** [understanding of philosophy, vision,] [and its]...	The Strategic Plan provides for regular inter-departmental discussions and sharing of personal experiences by members of the school community on [the PVMCV]...	The Orientation Program asks members to share their personal experiences of the PVMCV. A glossary is used to ensure a common understanding of the terms in the PVMCV. During the program, members'...	Narratives of FGD show clear agreement on the PVMCV. Participants share insights and personal experiences on how...	Common and deep understanding of and adherence by members to the PVMCV are the result of the use of standard interpretation and sharing of personal experiences and reflections.
3					Common understanding and adherence by members to the PVMCV are anchored on the use of standard interpretations based on a glossary of terms.
2	...[members] have [understanding of PVMCV.] [PVM]CV is [used] and/or	The Strategic Plan provides for regular departmental discussions by members of the school community on the PVMCV.	The Orientation Program does not make use of a glossary to ensure a common understanding of the terms in the PVMCV. The Orientation Program encourages different departments to come up with their own interpretation of the PVMCV. During the program, example plans and activities showing different formats and conflicting applications of the PVMCV are exhibited.	Narratives of FGD show conflicting interpretations of the PVMCV. Participants argue over the meaning of key concepts in the PVMCV.	Understanding of and adherence by members to the PVMCV is divided due to freedom given to departments to make their own interpretations.
1	Members of the school community have a **superficial understanding** of the PVMCV. Their adherence to the PVMCV is **vaguely or not evident** in plans, programs and/or activities.	The Strategic Plan enjoins members of the school community to comply with the PVMCV.	The Orientation Program does not use of a glossary to ensure a common understanding of the terms in the PVMCV. The Orientation Program provides new members with copies of the PVMCV and enjoins them to read the text. During the program, no sample plans and activities showing the application of the PVMCV are exhibited.	Narratives of FGD show simple understanding of the PVMCV. Participants mention the lack of opportunities to clarify questions about the PVMCV.	Understanding of and adherence by members to the PVMCV is limited to compliance.

DESCRIPTORS ARE WHAT YOU EXPECT TO SEE, OR WHAT YOU WILL LOOK FOR, WHEN YOU EXAMINE EACH SOURCE OF EVIDENCE.

ONLY AFTER YOU HAVE ACCOMPLISHED THIS PART (STEP 5) WILL YOU EXAMINE THE ACTUAL EVIDENCE SOURCE 1-3.

PHILIPPINE CATHOLIC SCHOOLS STANDARDS FOR BASIC EDUCATION

Thank You