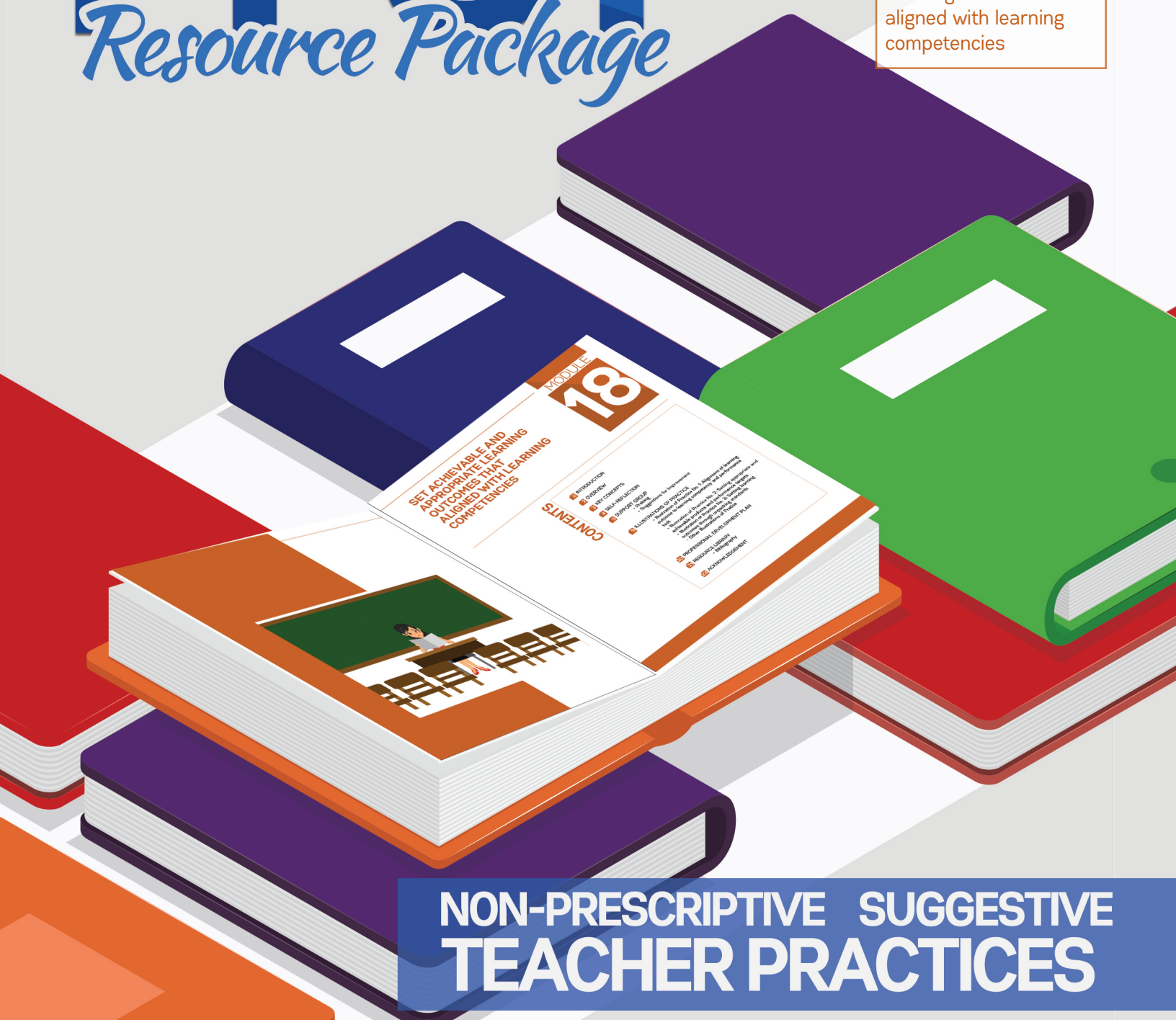MODULE

18

PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS

PPST
Resource Package

4.2.2. Set achievable and appropriate learning outcomes that aligned with learning competencies

NON-PRESCRIPTIVE SUGGESTIVE
TEACHER PRACTICES

PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS

PPST
Resource Package

MODULE

18

4.2.2. Set achievable and appropriate learning outcomes that aligned with learning competencies

NON-PRESCRIPTIVE SUGGESTIVE
TEACHER PRACTICES

INTRODUCTION TO TEACHERS' RESOURCE PACKAGE

Hello, dear Teacher!
Welcome to this Resource Package.

I am Teacher Rey!

And I am Teacher Dulce!

We are members of your support group in the Department of Education (DepED). Together with your Principal, Master Teachers, and colleagues, we are pleased to be your mentors and companions as you use this resource package.

Are you ready?

We begin by letting you know the journey of how we put together this resource package.

In August of 2017, the 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 other things, 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.

How can this resource package help you?

This resource package can help you as it:

- serves as your guidebook towards becoming better acquainted with the PPST;
- provides you with another 12 modules for Proficient Teachers based on 12 indicators 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 the curriculum teaching areas and key stages of learners' education.

We are happy to say that this resource package has been developed and compiled by teachers in support of other teachers.

Why do you need this resource package?

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 next 12 indicators for Proficient Teachers;
- are 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 with practices using the samples in the resource package 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 resource package.

If learning is your passion, this resource package is for you.
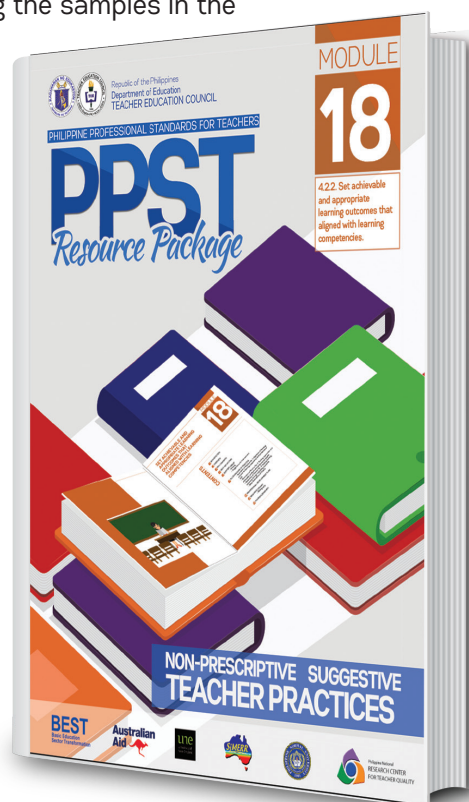
You will discover that each module discusses a specific indicator on becoming a Proficient Teacher. There are key concepts that will be unpacked as you read the next few parts of these modules. Most importantly, they will show you relevant illustrations of practices that may help you understand and attain the indicators.

The modules explore the following indicators.

MODULE 13

1.3.2 Ensure the positive use of ICT to facilitate the teaching and learning process

MODULE 14

1.6.2. Display proficient use of Mother tongue, Filipino and English to facilitate teaching and learning

MODULE 15

2.1.2 Establish safe and secure learning environment to enhance learning through the consistent implementation of policies, guidelines and procedures

MODULE 16

2.4.2. Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning

MODULE 17

3.2.2. Establish a learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic and religious backgrounds

MODULE 18

4.2.2. Set achievable and appropriate learning outcomes that aligned with learning competencies

MODULE 19

4.3.2 Adapt and Implement learning programs that ensure relevance and responsiveness to the needs of all learners

MODULE 20

5.3.2 Use strategies for providing timely, accurate and constructive feedback to improve learner performance

MODULE 21

5.5.2 Utilize assessment data to inform the modification of teaching and learning practices and programs

MODULE 22

6.2.2. Build relationships with parents/guardians and the wider school community to facilitate involvement in the educative process
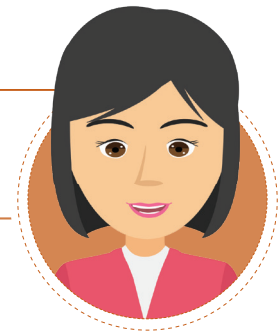
MODULE 23

7.3.2 Participate in professional networks to share knowledge and enhance practice

MODULE 24

7.4.2 Develop personal professional improvement plan based on reflection of one's practice and ongoing professional learning

"Each module contains the following parts:

OVERVIEW introduces you to the indicator for the Proficient career stage and why you need to achieve it;

SELF-REFLECTION allows you to reflect on your knowledge, skills and attitude related to the indicator;

KEY CONCEPTS defines operationally the concepts used pertinent to the indicator;

SUPPORT GROUP allows you to consult and collaborate with your 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, development needs and plans for specific action for professional development;
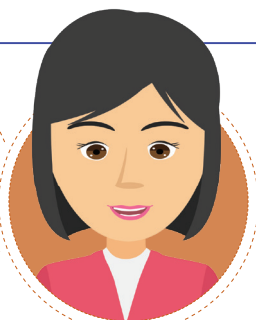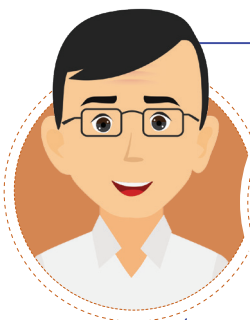
RESOURCE LIBRARY provides resources with annotations that can help you further understand the indicator.

Each module takes you through a journey of exploration and discovery, while you learn more about the indicator and apply it to your teaching context.
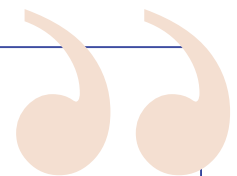
We encourage you to actively engage with the texts as you read through the module.
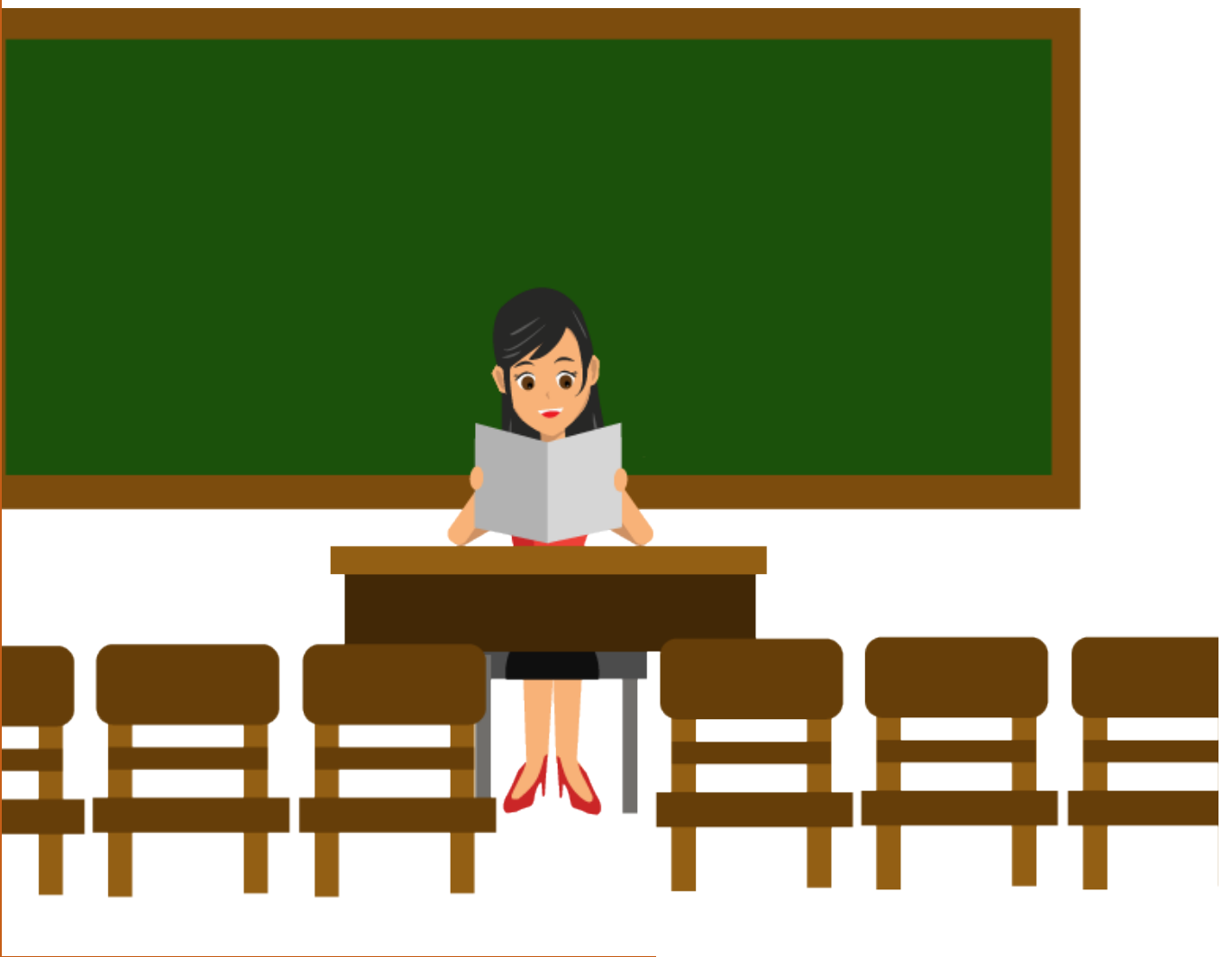
We hope that you find the information, materials and resources in this package helpful as you use the Philippine Professional Standards for Teachers as your guide towards professional development.

We will be with you every step of the way.

Have a happy journey!

MODULE
18

SET ACHIEVABLE AND APPROPRIATE LEARNING OUTCOMES THAT ALIGNED WITH LEARNING COMPETENCIES
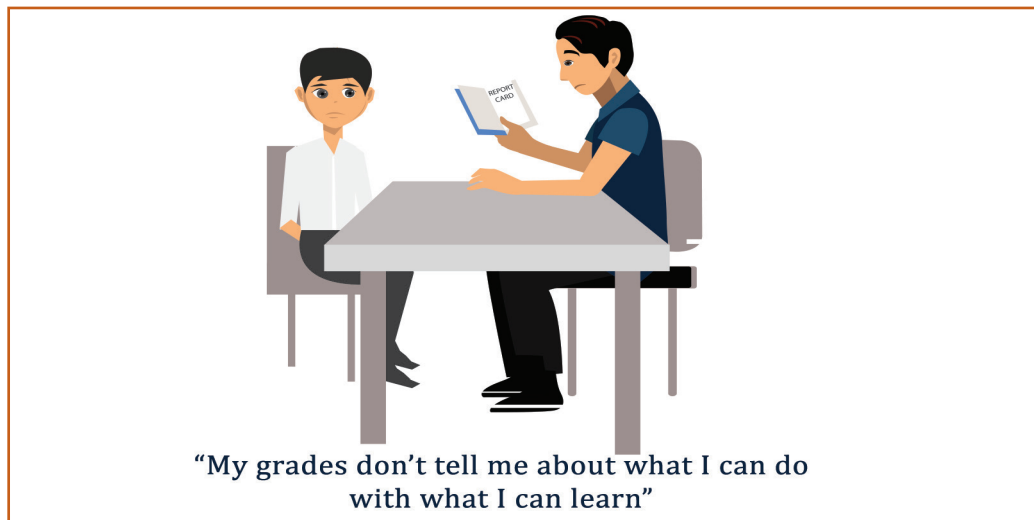
CONTENTS

OVERVIEW

Hello, Teacher! Welcome to Module 18.

As teachers, our role is centered in translating curriculum content into learning activities that will enable our learners to integrate and demonstrate the knowledge and skills they have acquired during a learning activity.

"My grades don't tell me about what I can do with what I can learn"

With this in mind, we need to ask ourselves questions like "How do we plan our lesson?" "How do we make these learning competencies come alive in our learners' behavior?"

Look at the caricature. What does it tell about learning from the learners' perspective? The challenge then for us teachers, is to consider learning outcomes as part of our instructional planning because they describe how our learners utilize the knowledge they have acquired.

In this module, we will provide you with several illustrations of practice highlighting different strategies that can be used in setting achievable and appropriate learning outcomes that are aligned with the learning competencies.

In this module, we will focus on:

STRAND: Curriculum and planning

INDICATOR: 4.2.2 Set achievable and appropriate learning outcomes that are aligned with learning competencies

Set achievable and appropriate learning outcomes that
aligned with learning competencies.

MODULE 18

KEY CONCEPTS

"

Let us start by introducing to you the key concepts relevant to setting appropriate and achievable learning outcomes aligned with learning competencies. Understanding these concepts will guide you in appreciating your roles embedded in the indicator 4.4.2 Set achievable and appropriate learning outcomes aligned with learning competencies.

ACHIEVABLE LEARNING OUTCOME is a set within the range of abilities of the learners (Academic Programmes Quality Resources Unit, University of Malta, 2009)

APPROPRIATE LEARNING OUTCOME is targetting relevant skills, knowledge, and attitudes.

ALIGNMENT WITH THE COMPETENCY is the congruence of the learning outcomes to the level of knowledge, skills, and attitudes described in the competency.

LEARNING COMPETENCIES. These refer to the knowledge, understandings, skills and attitudes the students need to demonstrate. There are particular learning competencies set for every lesson/learning activity. (Department of Education, 2015)

SELF-REFLECTION

Let us first reflect on our current practice. As Proficient Teachers, we have knowledge, skills and attitudes regarding setting achievable and appropriate learning outcomes.

I have written down my own reflections about this.

KNOWLEDGE	SKILLS	ATTITUDES
As a Proficient Teacher, I know...	**As a Proficient Teacher, I do...**	**As a Proficient Teacher, I feel...**
... ... that setting achievable and appropriate learning outcomes aligned with the learning competencies is necessary in instructional planning	....plan my lessons around achievable and appropriate learning outcomes aligned with the learning competencies.	.... driven in setting achievable and appropriate learning outcomes with the learning competencies

Wow! That was a really nice reflection, Dulce! Now, dear Teachers, it's your turn to write your insights. You may write them in the boxes below.

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

Set achievable and appropriate learning outcomes that
aligned with learning competencies.

MODULE 18
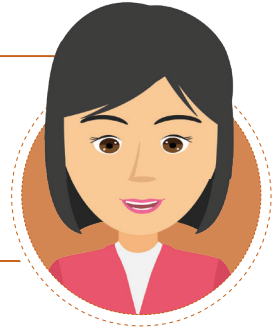
SUPPORT GROUP

> This part of the module contains current teaching practice in a classroom. Read and study the teaching episode in Teacher Pauline's class. Think about how she has planned and delivered her lesson.

Teacher Pauline is a Grade 3 English teacher. In teaching the lesson for the competency EN3G-Ic-1 Identify an imperative sentence, she plans to use varied pictures as a springboard to elicit the target grammatical structure from her class. She then thinks of providing her pupils with different examples of these sentences as used in varied situations - in school, in the market and at home. To reinforce their understanding, she will ask them to write imperative sentences on a given situation.

> Have you finished reading? We're giving you time to think about it and we will surely get back to you.
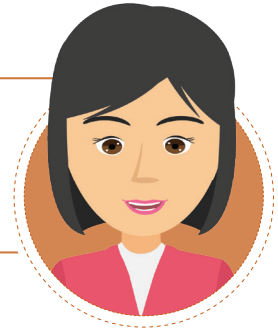
Probing

We hope that you have fully understood Teacher Pauline's situation. Now, please answer the following questions.

1 How does Teacher Pauline plan and teach the content?

_____
_____
_____
_____
_____
_____.

2 Prior to instructional delivery, she has planned for her lesson. Do her instructional goals go beyond knowing and understanding? Why? Why not?

_____
_____
_____
_____
_____
_____.

3 Does she set achievable and appropriate learning outcomes aligned with the learning competencies? Why? Why not?

_____
_____
_____
_____
_____
_____.

Have you finished answering? For your deeper understanding, we have stated our suggestions to help Teacher Pauline

Set achievable and appropriate learning outcomes that
aligned with learning competencies.

MODULE 18
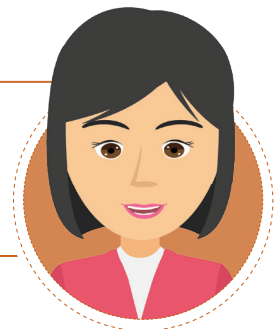
Suggestions for Improvement

The illustration of practice has demonstrated a narrow perspective in instructional planning. Though Teacher Pauline thinks of content as learning competencies, she fails to plan in terms of learning outcomes.

As a Proficient Teacher, planning our lesson needs careful thinking particularly in addressing the key question "What should the students know and realistically be able to do by the end of the class, an assignment, an activity or a quarter?"

The difference between learning outcomes and learning competencies is that the former focus on the application and integration of the content knowledge from the perspective of the learners. They can more explicitly and directly address expectations for student learning.

Instead of focusing on coverage of material, learning outcomes articulate how students will be able to employ the material, both in the context of the class and more broadly (University of Toronto, n.d). Learning outcomes include
products or performance targets our learners need to demonstrate by the end of a particular assignment, class or any learning activity.

In setting learning outcomes, we should think of active verbs that would demonstrate our learners' knowledge and understanding in terms of specific actions. With this, it is helpful to review the different cognitive skills as listed in Bloom's/Anderson Krathwohl's Taxonomy.

Taxonomies of Cognitive Domain

Remembering	Recognizing or recalling knowledge from memory	Define Identify List Name Recall Recognize Record Relate Repeat Underline
Understanding	Constructing meaning from different types of functions	Choose Cite examples of Demonstrate use of Describe Determine Differentiate between Discriminate Discuss Explain Express Give in own words

7

		Identify Interpret Locate Pick Report Restate Review Recognize Select Tell Translate Respond Practice Simulates
Applying	Using learned material, or to implement material in new and concrete situations	Apply Demonstrate Dramatize Employ Generalize Illustrate Interpret Operate Operationalize Practice Relate Schedule Shop Use Utilize Initiate
Analyzing	Breaking materials or concepts into parts, determining how the parts relate to one another or how they interrelate, or how the parts relate to an overall structure or purpose.	Analyze Appraise Calculate Categorize Compare Conclude Contrast Correlate Criticize Deduce Debate Detect Determine Develop Diagram Differentiate Distinguish Draw conclusions Estimate Evaluate Examine Experiment Identify Infer Inspect Inventory Predict Question Relate Solve Test Diagnose
Evaluating	Making judgments based on criteria and standards through checking and critiquing.	Appraise Assess Choose Compare Critique Estimate Evaluate Judge Measure Rate Revise Score Select Validate Value Test

| Creating | Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, | Arrange Assemble Collect Compose Construct Create Design Develop Formulate Manage Modify Organize Plan Prepare Produce Propose Predict Reconstruct Set-up Synthesize Systematize Devise |

Source: Anderson, L.W., & Krathwohl, D. R. (Eds.). (2001). A taxonomy for learning, teaching, and assessing: A revision of bloom's taxonomy of educational objectives. New York: Longman.

Since learning outcomes are built from the content and performance content standards, we have to observe these principles:

1. They should be achievable.
They should be set within the range of abilities of the learners (Academic Programmes Quality & Resources Unit, University of Malta, 2009)
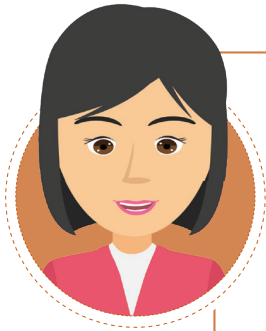
2. They should be appropriate.
They should be targeting relevant skills, knowledge, and attitudes.

3. They should be aligned with the learning competencies.
They should be in congruence with the learning competencies set for the learning area and level.

ILLUSTRATIONS OF PRACTICE

As a Proficient Teacher, you are expected to plan your lessons carefully. To help you further understand this, let us discover and explore different illustrations of practice anchored on the Philippine Professional Standards for Teachers that show setting achievable and appropriate learning outcomes aligned with learning competencies.

ILLUSTRATION OF PRACTICE NO. 1:

Alignment of learning outcome to learning competency and performance task

Teacher Shiela is a Junior High School Math Teacher for Grade 7 students. She will teach the competency Illustrates the measures of central tendency (mean, median, and mode) of a statistical data M7SP-IVf-1. During her lesson planning, she asks herself, "How would I want my students to use the knowledge about measures of central tendency? Believing that it is not enough to have her students solve problems in the textbook, she thinks of allowing her students to work in appropriate performance task.

HOW TO DO IT

1. Identify the cognitive level of the competency.

Illustrates the measures of central tendency (mean, median, and mode) of a statistical data M7SP-IVf-1.

Teacher Shiela analyzes the learning competency by looking at its key verb. The verb illustrates works at the application level of cognitive domain.

2. Think about what the learners should be able to know or demonstrate after the instruction.

Learning Outcome (LO):
Compute the measures of central tendency (mean, median, mode)
(BEHAVIOR)
in a simple survey
(CONDITION)
accurately.
(CRITERIA)

Since the key verb- illustrates in the learning competency operates at the application level, Teacher Shiela crafts a learning outcome that will enable her learners to use the knowledge in a concrete situation. Here, the learning outcome and the learning competency are aligned since both operate at the same cognitive level.

As you notice, the learning outcome contains three parts.
1.   BEHAVIOR: an action verb to describe what students will be able to do as a result of a learning activity
2.   CONDITION: an environment or situation in which the students will perform the behavior or the tools/information they will be given when they demonstrate their learning
3.   CRITERIA: are limits or range of successful learning, i.e., addressing the question of how well the learner has to perform for one to be able to say that the LO has been achieved.
Source: Academic Programmes Quality & Resources Unit, University of Malta (2009).

3. Plan a learning activity that will reinforce the teaching based on the set outcome.

Performance Task:
1. Conduct a simple survey among your twenty classmates on the question: How do you spend your leisure time?
2. Present these data in a frequency distribution.
3. Compute for the mean, median and mode.
4. Interpret these measures of central tendency.

Teacher Shiela thinks of a performance task that will develop the learning outcome.

Here, the teacher sets the learning outcomes by deconstructing the competency.
In deconstructing or unpacking the competency, the teacher should:

1. Identify whether the competency describes knowledge, reasoning, skills, or product learning target.
2. Consider the knowledge, reasoning, and/or skills prerequisite to the competency. These questions can be used as guide:
    a. What does a learner need to know and understand to attain mastery on this competency?
    b. What patterns of reasoning, if any, are required to attain mastery of this competency?
    c. On what specific performance skills, if any, must learner attain proficiency to attain mastery of this competency?
   d. What products, if any, would learners be proficient in creating if they have mastered this competency?

Source: Chappuis, S., Commodore, C., & Stiggins, R. (2017). Balanced assessment systems: Leadership, quality, and the role of classroom assessment

Setting appropriate and achievable products and performance targets

Learning outcomes can be specific products or performance targets that we want our learners to demonstrate. Products generally refer to varied concrete evidences of learning while performance targets are the expected skills that our learners should demonstrate after any instructional activity.

This is illustrated in the Verb Wheel based on Bloom's Taxonomy below.
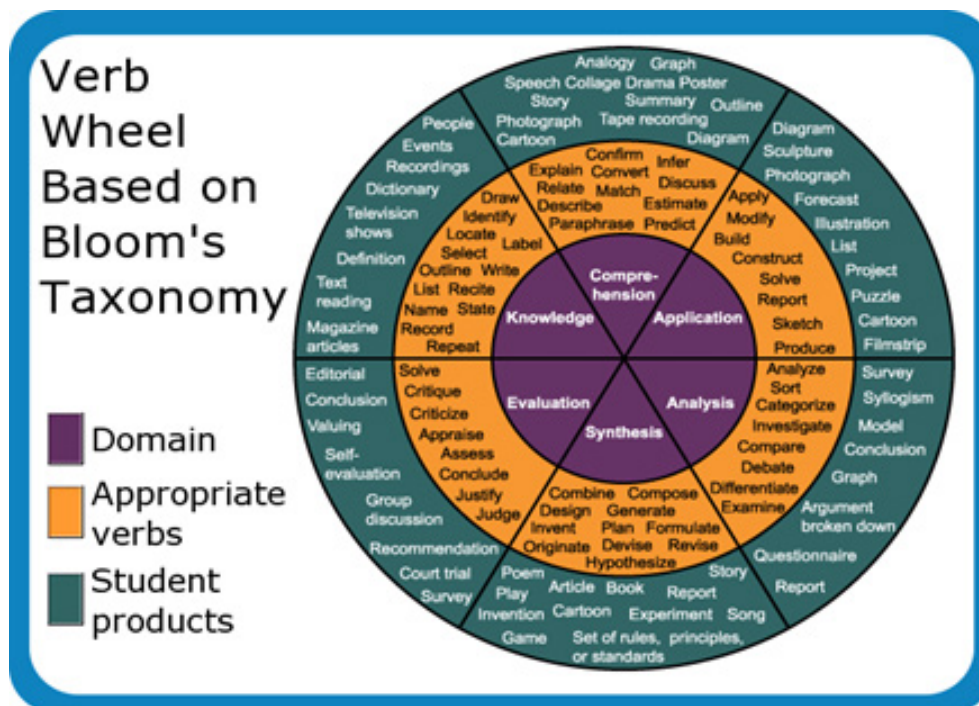
Source: Verb wheel based on Bloom's taxonomy. (n.d.).
https://web.uri.edu/assessment/files/BloomsTaxonomyWheel_000.pdf

To illustrate this, a Grade 6 Science teacher, Teacher Monaliza considers the grade level standard for a unit study in the First Quarter in setting the products and performance targets for her week-long instruction.

Here, Teacher Monaliza sees the connection of these competencies enabling her to set a learning outcome after the unit, one that is a clear demonstration of the integration and application of the previously taught competencies.

She sets the learning outcome in terms of product and performance target through which the learners can demonstrate the knowledge and skills they have learned.

Grade V Science Quarter I		Learning Competency			
		Day 1	*Day 2-3*	*Day 4*	***Learning Outcome***
Unit Standard	*At the end of the unit, learners **recognize** that when mixed together, materials may not form new ones thus these materials may be recovered using different separation techniques.*	The learners should be able to **identify** the appearance and use uniform and non-uniform mixtures	The learners should be able to **enumerate** techniques in separating mixtures such as decantation, evaporation, filtering, sieving and using magnets (S6MTId-f-2).	The learners should be able to **tell** the benefits of separating mixtures from products in community (S6MTIg-j-3).	***The learners should be able to write a report on beneficial mixtures at home*** ***Product: Written Report Performance Target: Writes a report***
Key Verb	*recognize*	*describe*	*enumerate*	*tell*	***write***
Cognitive Level	*remembering*	*remembering*	*remembering*	*remembering*	***remembering***

While setting the learning outcomes, Teacher Monaliza considers and answers these key questions.

Key Question	Yes	No	Why?
1. Is the learning outcome appropriate?	✓		It focuses on a relevant knowledge, and skill. This is evident through the rightful selection of the product and performance target.
2. Is the learning outcome achievable?	✓		It is within the range of skills of the learners.
3. Is the learning outcome aligned with the learning competency?	✓		It describes knowledge and skill in a similar cognitive level.

To set the learning outcomes for a longer span of instruction, consider the following as cited by Popenic and Milla (2015):

1. Think about what students should be able to know or do after the unit/quarter. Refer to the grade level standards in the curriculum guide.
2. Indicate the main skills, abilities and knowledge they will acquire.
3. Begin with a clear statement. Write, "At the end of the unit/quarter, students should be able to ……
4. Avoid verbs susceptible to different interpretations of what actions they require. This type of verb indicates in general behaviors that cannot be objectively measured (e.g., know, understand, become aware of, appreciate, learn, become familiar with, think)
5. Use clear, simple and concise sentences that can be understood by students, peers, teachers, school administrators, and other stakeholders.

As in the presented teacher practice, Teacher Monaliza has set only one learning outcome as this is appropriate for the unit. However, the number of learning outcomes will always vary according to the level of study and desired outcomes. Therefore, there is no set or good number of learning outcomes after any instructional activity. The only valid criteria are to set the number of learning outcomes that are able to be supported and enhance the learning to provide optimum alignment with content, resources (e.g., time allocated for study) and forms of assessment (Popenic & Milla, 2015)

Set achievable and appropriate learning outcomes that aligned with learning competencies.

MODULE 18

ILLUSTRATION OF PRACTICE NO. 3:

Setting learning outcomes through unpacking standards

Teacher Joy is a Senior High School Cookery teacher. In planning the learning outcomes, she thinks first of the specialization in broader perspective as presented in the Home Economics Curriculum map below. (Note to LA: Arrowhead should be pointing to cookery and should be locked.)

HOME ECONOMICS CURRICULUM MAP

No.	Grade 7/8	Grade 9	Grade 10	Grade 11	Grade 12
1, 2, 3	*Beauty/Nail Care (NC II)		Wellness Massage (NC II)	Hairdressing (NC II)	
4	*Caregiving		*Caregiving (COC)	Caregiving	**Caregiving (COC or NCII)
5, 6	*Dressmaking (NC II)			Tailoring (NC II)	
7, 8, 9, 10	*Front Office Services (NC II)		Travel Services (NC II)	Tour Guiding Services (NC II)	Tourism Production (NC II)
11, 12	*Cookery (NC II)			Bread and Pastry Production (NC II)	Food and Beverage Services (NC II)
	*Household (NC II)			Housekeeping (NC II)	Attractions and Theme Parks (NC II)
17	Handicraft (Non-NC)	Handicraft (Non-NC) Needlecraft: embroidery, quilting, knitting, crochet	Handicraft (Non-NC) Fashion Accessories Paper Craft	Handicraft (Non-NC) Basketry Macrame	Handicraft (Non-NC) Woodcraft Leathercraft

* Students cannot take a specialization in Grades 9 and 10, if they have not taken 40 hours of the course in Grades 7 or 8.
** Students may only qualify for an NC II certification if they have taken Caregiving from Grades 7-12. If students only began taking Caregiving in Grade 11, should they finish, they will only qualify for a Certificate of Completion (COC).

Cookery Content: Prepare salad and dressing		
Content	**Learning Competencies**	**Learning Outcomes**
1. Tools, equipment and utensils needed in preparing salad and dressing 2. Classification of salads and dressings 3. Classifications of salads according to place in the meals 4. Nutritional values of salads and dressing	1.1 Identify tools and equipment needed in the preparation of salad and dressing 1.2 Clean, sanitize and prepare tools, utensils and equipment based on the required tasks 1.3 Identify ingredients according to given recipe 1.4 Prepare ingredients based on the required form and time frame	***Prepare mise en place (putting in place)*** TLE-HECK9-12SD-IIb-g-8
5. Components of salads 6. Important considerations in salad preparation 7. Tools and equipment needed in salad making 8. Methods of preparing salad 9. Kinds of salad dressing and their ingredients	2.1 Identify the components of salad 2.2 Identify the factors to consider in salad preparation 2.3 Select and use correct equipment in preparing salads and dressings 2.4 Prepare a variety of salads	***Prepare a variety of salads and dressing*** *(TLE-HECK 9-12SD-IIb-g-8).*

She also addresses these key questions.

Key Question	Yes	No	Why?
1. Are the learning outcomes appropriate?	✓		They focus on a relevant skill which clearly demonstrates the expected skill after the course.
2. Are the learning outcomes achievable?	✓		They realistically set what the students are expected to learn and demonstrate at the end of the course.
3. Are the learning outcomes aligned with the learning competency?	✓		They describe the expected skill accurately.

Looking at the HE curriculum map, the horizontal alignment shows that Cookery is a prerequisite course to Bread and Pastry Production. This is why Teacher Joy always considers learning outcomes not only aligned with the students' present course but also thinks of how the development of these learning outcomes can contribute to their success in the succeeding course.

It can also be noted that at the content level, she crafts a learning outcome that integrates the learning competencies she teaches daily. For her class' learning activities, she plans to conduct a mini-food festival to showcase her students' skills in preparing salads. Then, she uses rubrics that will evaluate their skills in food safety and sanitation, organization, culinary techniques, taste and presentation.
This process of aligning learning activities, learning outcomes and assessment with the course and program goals is called curriculum mapping (UNSW, n.d).

Here are the steps that you may take in unpacking the course of study (Lease, 2016):
      1. Identify program goals.
      2. Identify course learning objectives.
      3. Prepare instructional support materials.
      4. Plan for formative course assessment.
      5. Plan for summative assessment.

While going through these steps, it is also important that you always focus on the learning outcomes, what you really want your students do with what they learn.

In any instructional activity, we need to self-evaluate the learning outcomes that we have crafted. Popenic and Milla (2015) present the features of effective learning outcomes:

1. Learning outcomes are clearly stated, in clear and unambiguous language.
>Use active verbs that specifically describe the expected knowledge, skill, understanding or attitudes the students need to demonstrate.
>Avoid using the terms "know" or "understand". Instead, find accurate verbs to describe their learning.

2. They should clearly indicate what the students should learn.
>Learning outcomes should accurately tell the content the students should learn or demonstrate.

3. They provide a guide for the development of learning activities, teaching and assessment.
>Learning outcomes should establish systematic instructional planning linking teaching methodologies to assessment.

4. They can be assessed effectively – you can envision assessment tasks able to achieve this.
>Learning outcomes should be measurable.

You might also have noticed that the presented practices highlight learning outcomes for the cognitive domain. Equally important are the learning outcomes set for the affective and psychomotor domains, as with the illustrations of practice below.

Other Illustrations of Practice

Having seen how Indicator 3.2.2 can be achieved, we believe that every Proficient Teacher can create learner-centered culture in his/her classes.

Here are more illustrations of practice that you can consider in aligning you teaching practices with this Indicator.

AFFECTIVE DOMAIN

Learning outcome for affective domain

With this performance standard for Edukasyon sa Pagpapakatao for Grade I, Naipakikita ang kakayahan nang may tiwala sa sarili, Teacher sets learning outcomes that will enable her pupils to demonstrate their abilities and talents through different ways- singing, dancing, reciting a poem, acting, etc.

To set the outcome for the affective domain, you should consider Bloom's levels of processes (from lowest order to the highest).

1. **Receiving:** attending to a stimulus, e.g., listening to instructions
2. **Responding:** reacting to a stimulus, e.g., participating in a discussion
3. **Valuing:** attaching value to an object, phenomenon, behavior or principle, e.g., demonstrate appreciation of good teamwork
4. **Organization:** organizing different values into the beginning of an internally consistent value system, e.g., adopt a systematic approach to problem solving
5. **Characterizing:** internalizing a value system & behaving accordingly in a pervasive, consistent & predictable manner, e.g. ,display self-reliance, work independently & diligently, act ethically. For each level, here are sample action verbs that you can use to set the learning outcome.

Receiving	ask, choose, describe, follow, give, hold, identify, locate, name, point to, select, sit, erect reply, use
Responding	Answer, assist, aid, comply, conform, discuss, greet, help, label, perform, practice, present, read, recite, report, select, tell, write
Valuing	complete, demonstrate, differentiate, explain, follow, form, initiate, invite, join, justify, propose, read, report, select, share, study, work
Organizing	adhere, alter, arrange, combine, compare, complete, defend, explain, formulate, identify, integrate, modify, order, organize, prepare, relate, synthesize
Characterizing	Act, discriminate, display, influence, listen, modify, perform, practice, propose, qualify, question, revise, serve, solve, verify

Source: Academic Programmes Quality & Resources Unit, University of Malta (2009).

PSYCHOMOTOR DOMAIN

Learning outcome for psychomotor domain

As part of his instructional plan in PE for Grade 8 students, Teacher Mark tells his students to prepare a daily physical activity program for the class- a learning outcome he sets in culmination of his weekly instruction.

For the psychomotor domain, Simpson (1972) specified seven levels (from lowest order processes to highest):

1. Perception: using sense organs to obtain cues about a motor activity, e.g., repeat o ral instructions for performing an experiment
2. Set: demonstrating readiness to take a particular action, e.g., explain the series of steps involved in a process
3. Guided response: early stage of learning a performance skill including imitation and trial-and-error, e.g., follow directions
4. Mechanism: later stage of learning a performance skill when it can be performed with proficiency,e.g., follow the same procedure smoothly and confidently
5. Complex overt response: skillful performance of a complex movement pattern, e.g., perform a routine procedure quickly
6. Adaptation: skills that are so well-developed that the individual can modify them to fit the situation, e.g., alter a routine procedure to deal with an unfamiliar problem
7. Origination: creating new movement patterns based on highly developed skills, e.g., develop a new procedure to deal with new situations

For each level, here are sample action verbs that you can use to set the learning outcome

Perception	choose, describe, detect, differentiate, distinguish, identify, isolate, relate, select
Set	begin, display, explain, move, proceed, react, show, state, volunteer
Guided Response	copy, trace, follow, react, reproduce, respond
Mechanism	assemble, calibrate, construct, dismantle, display, manipulate, measure, mend, mix, organize, sketch
Complex Overt Response	Same as mechanism but includes adverbs such as quicker, more accurate, automatic
Adaptation	Adapt, alter, rearrange, reorganize, revise, vary, change
Origination	Arrange, build, combine, compose, construct, create, design, initiate, make, originate

Source: Academic Programmes Quality & Resources Unit, University of Malta (2009)

"

Having seen how Indicator 4.2.2 can be achieved, you are now better equipped to plan your lessons by setting achievable and appropriate learning outcomes aligned with the learning competencies.

Happy planning!
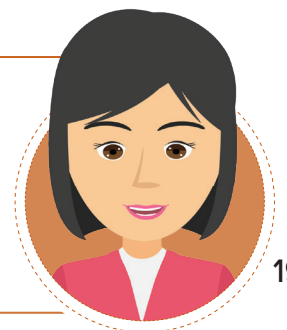
PROFESSIONAL DEVELOPMENT PLAN

After you have explored the different key concepts and illustrations of practice of setting achievable and appropriate learning outcomes, you now have a better appreciation of this indicator. Based on your learning in this module, think of what you can do to strengthen it.

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

Happy planning!

RESOURCE LIBRARY

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

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Set achievable and appropriate learning outcomes that aligned with learning competencies.