Defining Teacher Quality: Standards-based Tools

Criteria for an Effective Teacher Evaluation System

Teacher evaluation should be based on professional teaching standards and should be sophisticated enough to assess teaching quality across the continuum of development from novice to expert teacher.

(Darling-Hammond, 2012)

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Teacher Professional Development Framework

Career Path

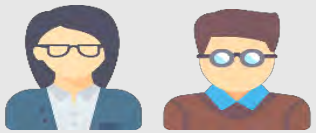
Stage 1
(Beginning)

Stage 2
Proficient

Stage 3
Highly
Proficient

Stage 4
Distinguished

Learning Action Cells



Recruitment and Hiring

Teacher Entry Requirement

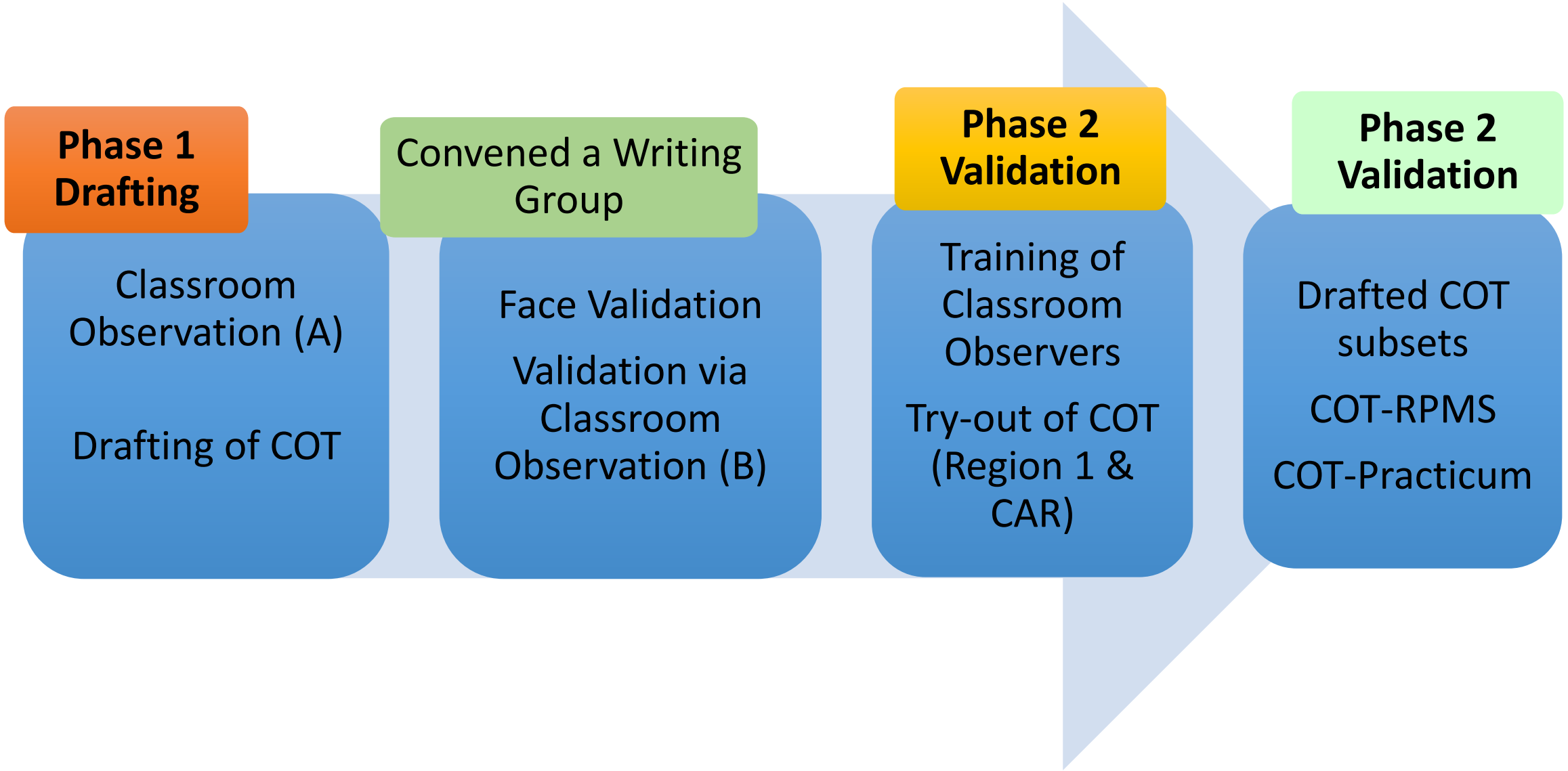
Compensation

Teacher Accreditation at Career Stage 2, 3, 4 and Head Teacher Position

Teacher Education

Classroom Observation Tool & Self-Reflection Tool
Targeted Professional Development and Teacher Training

Classroom Observation Tool (COT)


Phase 1 Drafting
Classroom Observation (A)
Drafting of COT
Convened a Writing Group
Face Validation
Validation via Classroom Observation (B)
Phase 2 Validation
Training of Classroom Observers
Try-out of COT (Region 1 & CAR)
Phase 2 Validation
Drafted COT subsets
COT-RPMS
COT-Practicum

Process of Drafting COT (A)

Review of Literature on Teacher Quality

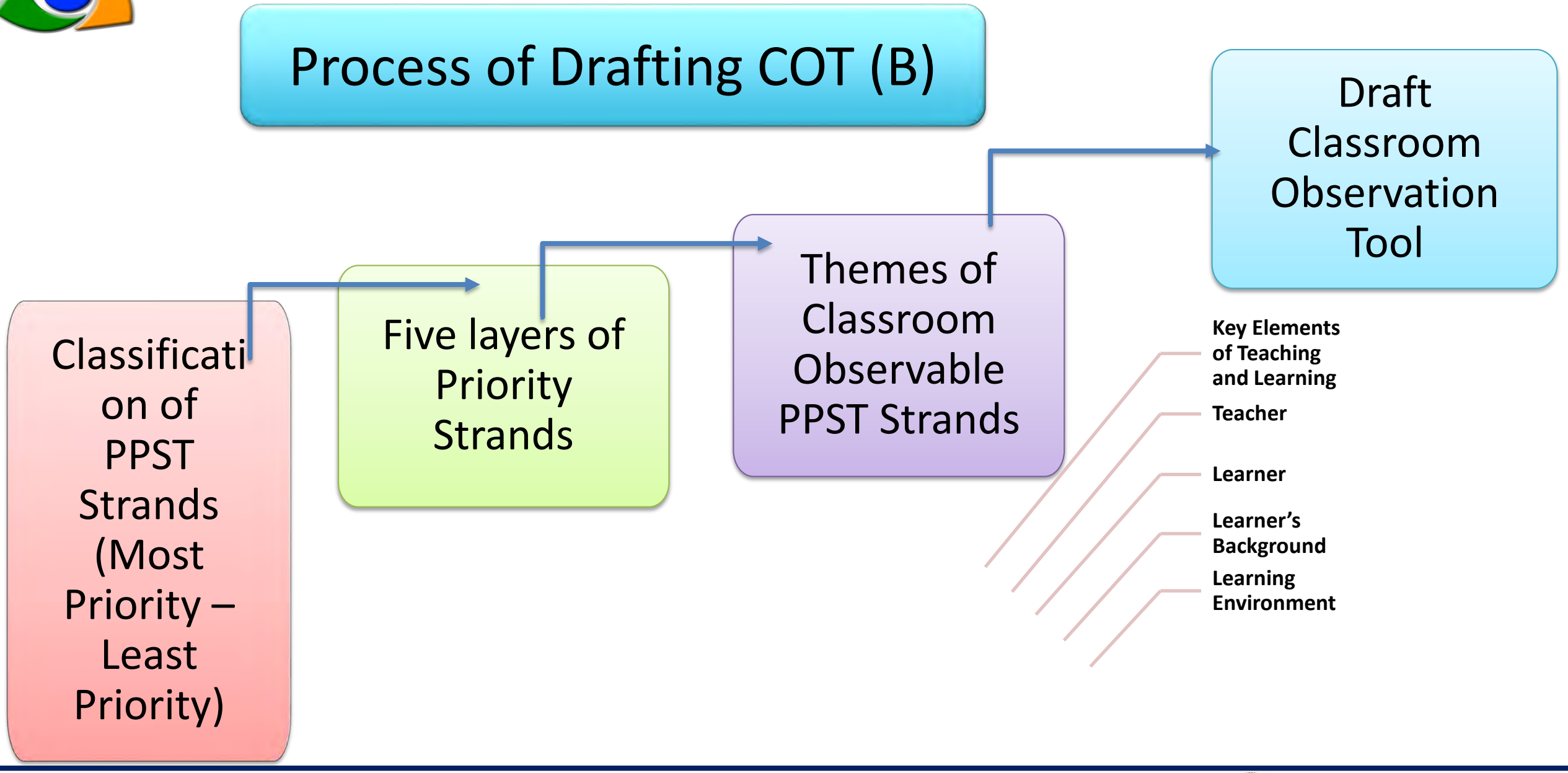
Review of COTs from the Philippines &

Other countries

Classroom Observation at selected classes using SCOPE Tool

Identified Classroom Observable PPST Strands

Process of Drafting COT (B)



Classroom Observable Indicators in the Philippine Professional Standards for Teachers

Philippine Professional Standards for Teachers

Domain 1. Content Knowledge and Pedagogy

Indicator 1 Applies knowledge of content within and across curriculum content teaching areas

Strand 1.2 Research-based knowledge and principles of teaching and learning

Indicator 4 Ensures the positive use of ICT to facilitate the teaching and learning process

Indicator 7 Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills

Indicator 2 Applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills

Indicator 8 Displays proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning

Indicator 9 Uses effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement

Classroom Observation Tool Indicators

Classroom Observable Indicators in the Philippine Professional Standards for Teachers

Philippine Professional Standards for Teachers

Domain 2. Learning Environment

Indicator 18 Establishes safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures

Indicator 20 Maintains learning environments that promote fairness, respect and care to encourage learning

Indicator 19 Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments

Indicator 10 Maintains supportive learning environments that nurture and inspire learners to participate, cooperate, and collaborate in continued learning

Indicator 11 Applies a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning

Indicator 12 Manages student behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments

Classroom Observation Tool Indicators

Classroom Observable Indicators in the Philippine Professional Standards for Teachers

Philippine Professional Standards for Teachers

Classroom Observation Tool Indicators

Domain 3. Diversity of Learners

Indicator 13 Uses differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences

Indicator 14 Establishes a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds

Indicator 15 Designs, adapts and implements teaching strategies that are responsive to learners with special educational needs that include giftedness, talents and disabilities

Indicator 16 Plans and delivers teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices

Indicator 17 Adapts and uses culturally appropriate learning strategies to address the needs of learners from indigenous groups

Classroom Observable Indicators in the Philippine Professional Standards for Teachers

Philippine Professional Standards for Teachers

Domain 4. Curriculum and Planning

Indicator 21 Plans, manages and implements developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts

Strand 4.2 Learning outcomes aligned with learning competencies

Strand 4.3 Relevance and responsiveness of learning programs

Strand 4.4 Professional collaboration to enrich instruction

Indicator 3 Selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT, to address learning goals

Classroom Observation Tool Indicators

Classroom Observable Indicators in the Philippine Professional Standards for Teachers

Philippine Professional Standards for Teachers

Domain 5. Assessment and Reporting

Indicator 5 **Designs, selects, organizes, and uses diagnostic, formative and summative assessment strategies consistent with curriculum requirements**

Strand 5.2 Monitoring and evaluation of learner progress and achievement

Indicator 6 **Uses strategies for providing timely, accurate and constructive feedback to improve learning performance**

Strand 5.4 Communication of learner needs, progress and achievement to key stakeholders

Strand 5.5 Use of assessment data to enhance teaching and learning practices and programs

Classroom Observation Tool Indicators

Classroom Observable Indicators in the Philippine Professional Standards for Teachers

Philippine Professional Standards for Teachers	Classroom Observation Tool Indicators
Domain 6. Community Linkages and Professional Engagement	
Strand 6.1 Establishment of learning environments that are responsive to community contexts	
Strand 6.2 Engagement of parents and the wider school community in the educative process	
Strand 6.3 Professional ethics	
Strand 6.4 School policies and procedures	

Classroom Observable Indicators in the Philippine Professional Standards for Teachers

Philippine Professional Standards for Teachers	Classroom Observation Tool Indicators
Domain 7. Personal Growth and Professional Development	
Strand 7.1 Philosophy of teaching	
Strand 7.2 Dignity of teaching as a profession	
Strand 7.2 Professional links with colleagues	
Strand 7.4 Professional reflection and learning to improve practice	
Strand 7.5 Professional development goals	

Heat map: Classroom Observable Indicators in the Philippine Professional Standards for Teachers

Domain 1	Domain 2	Domain 3	Domain 4	Domain 5	Domain 6	Domain 7

21 out of 37 indicators are classroom observable

A project of the Department of Foreign Affairs and Trade–Australian Aid Program
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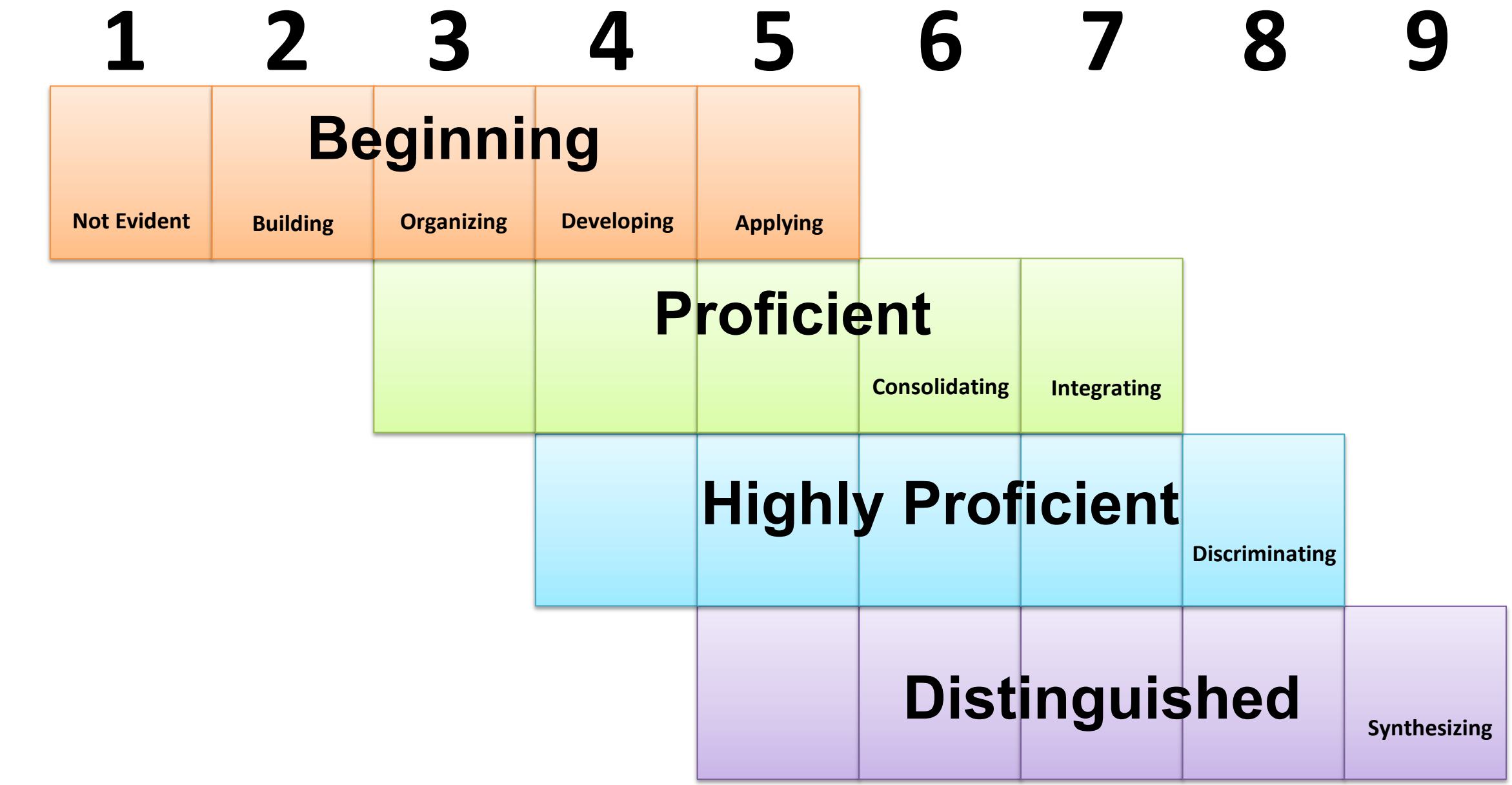

A project of the Department of Foreign Affairs and Trade–Australian Aid Program
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TRY-OUT of COT in Region 1 and CAR

A project of the Department of Foreign Affairs and Trade–Australian Aid Program
through the efforts of the University of New England–SiMERR National Research Centre
in partnership with the Philippine Normal University, the National Center for Teacher Education

Criteria in choosing schools for COT tryout

Geographical Location	School Size	School Type	Distance (from the Regional Office)
Rural Partially Urban Urban	Small Medium Big	Monograde Multigrade Integrated Main/General Extension (Annex) SPED TECHVOC Science School School for the Arts Part of a cluster (with one Principal/School Head)	Near Far (remote) Difficult to reach in terms of traveling (long hours of traveling and with several modes of transportation)

Criteria in choosing teachers for COT tryout

Years of Teaching	Criteria	
0 – 3 years 4 – 10 years 11 – 20 years Over 20 years	Kindergarten teachers	Any subject
	Grade 1 teachers	Any subject
	Grade 2 teachers	Any subject
	Grade 3 teachers	Any subject
	Grade 4 teachers	Filipino, MAPEH
	Grade 5 teachers	TLE, AP
	Grade 6 teachers	Filipino, Math and Science
	Grade 7 teachers	TLE, EP
	Grade 8 teachers	English, Math and Science
	Grade 9 teachers	MAPEH, AP, EP
	Grade 10 teachers	English, Math and Science

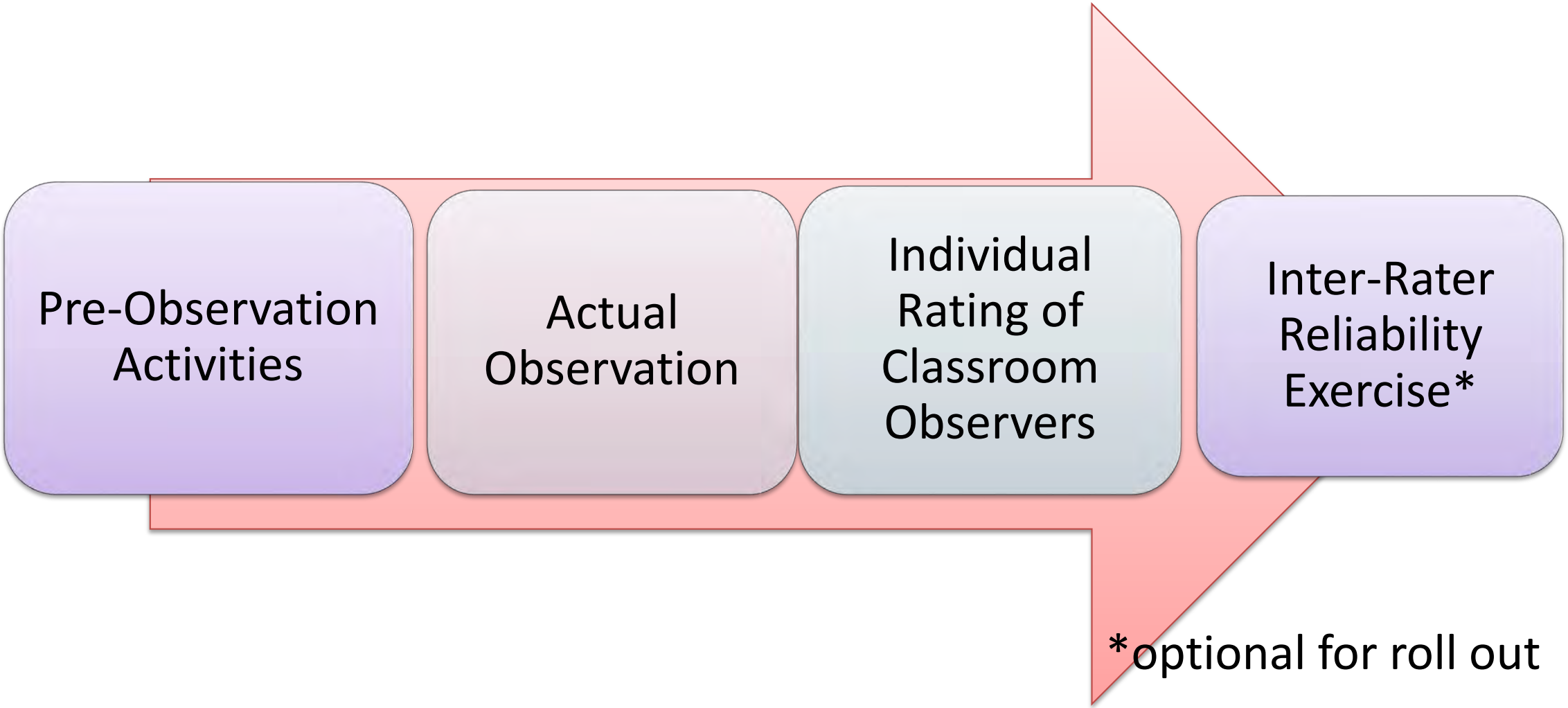
Sample Profile of the Teacher Participants

Name of School	School Profile			Teacher Profile		Grade / Subject
	Urban/ Rural Classification	School Size	School Type	Years of Teaching	Rank / Designation	
Sto. Tomas Elementary School	Urban	Small	Multigrade	25 years	Teacher III	Grade 1 / Filipino
Jose P. Laurel Elementary School	Urban	Big	Monograde	27 years	Master Teacher I	Grade 4 / English
Pinget National High School	Urban	Small	Multigrade	22 years	Master Teacher II	Grade 10 / Filipino
Joaquin Smith National High School	Urban	Small	Multigrade	10 years	Teacher III	Grade 10 / TLE
Baguio City National High School	Urban	Big	Monograde	9 years	Teacher I	Grade 9 / FIlipino
Happy Hollow National High School	Urban	Small	Multigrade	3 years	Teacher I	Grade 9 / Science
Tayum Central School	Partially Urban	Big	Multigrade	15 years	Master Teacher III	Grade 6- AP
Suyo National High School	Partially Urban	Small	Monograde	25 years	Teacher III	Grade 1- English
Lusod Community School	Partially Urban	Small	Multigrade	17 years	Teacher III	Grade 1 & 2 / Multigrade
Piwong Elementary School	Rural	Small	Multigrade	4 months	Teacher I	Grade 6 / Hekasi

Profile of Classroom Observers

Invited Classroom Observers	Number of Classroom Observers
Content Specialist from selected TEIs	25
Teacher Education Specialist from BEST	2
Supervisors from Region 1 and CAR	3
Principals from Region 1 and CAR	9
Head Teachers from Region 1 and CAR	3
Master Teachers from Region 1 and CAR	4
Total	**46**

Observation Process/Protocol



*optional for roll out

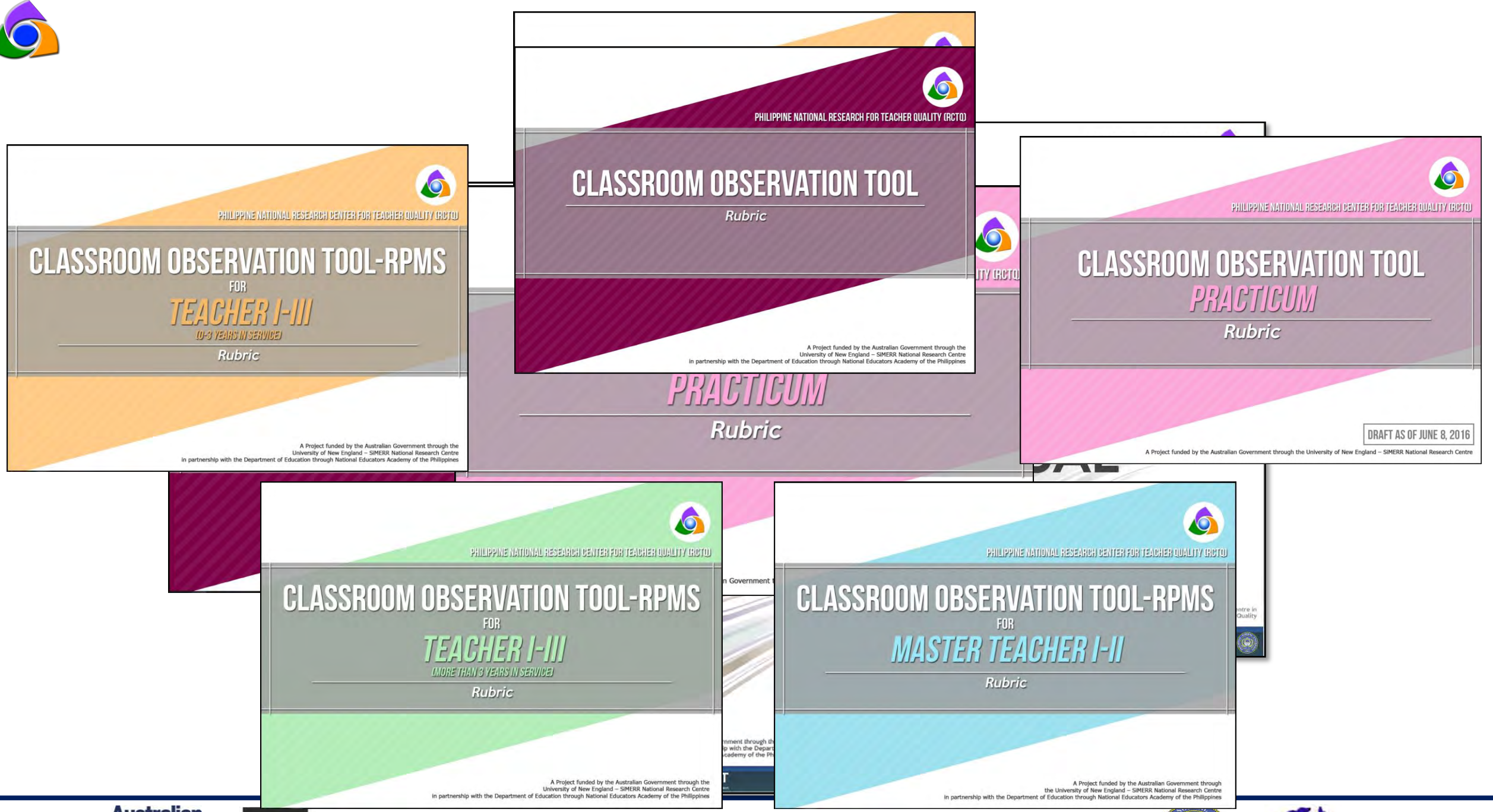
Results of the Tryout

Reliability	0.921

Sample Feedback from the tryout:

- add more “elaborations” and “possible examples”
- Split some indicators to re-align its focus
- change some terms
  “Possible Examples” to “Features of Practice”
  “Elaborations” to “Clarifications”
  “Global Scanning Form” to “Observation Notes Form”
- develop a manual of use
- develop subsets of COT

Lets look at the COT tool


PHILIPPINE NATIONAL RESEARCH CENTER FOR TEACHER QUALITY (RCTQ)
CLASSROOM OBSERVATION TOOL-RPMS
FOR
TEACHER I-III
(0-3 YEARS IN SERVICE)
Rubric
A Project funded by the Australian Government through the University of New England – SiMERR National Research Centre in partnership with the Department of Education through National Educators Academy of the Philippines
PHILIPPINE NATIONAL RESEARCH FOR TEACHER QUALITY (RCTQ)
CLASSROOM OBSERVATION TOOL
Rubric
A Project funded by the Australian Government through the University of New England – SiMERR National Research Centre in partnership with the Department of Education through National Educators Academy of the Philippines
PRACTICUM
Rubric
PHILIPPINE NATIONAL RESEARCH CENTER FOR TEACHER QUALITY (RCTQ)
CLASSROOM OBSERVATION TOOL
PRACTICUM
Rubric
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A Project funded by the Australian Government through the University of New England – SiMERR National Research Centre
PHILIPPINE NATIONAL RESEARCH CENTER FOR TEACHER QUALITY (RCTQ)
CLASSROOM OBSERVATION TOOL-RPMS
FOR
TEACHER I-III
(MORE THAN 3 YEARS IN SERVICE)
Rubric
A Project funded by the Australian Government through the University of New England – SiMERR National Research Centre in partnership with the Department of Education through National Educators Academy of the Philippines
PHILIPPINE NATIONAL RESEARCH CENTER FOR TEACHER QUALITY (RCTQ)
CLASSROOM OBSERVATION TOOL-RPMS
FOR
MASTER TEACHER I-II
Rubric
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Results-based Performance Management System (RPMS) Tools

A project of the Department of Foreign Affairs and Trade–Australian Aid Program through the efforts of the University of New England–SiMERR National Research Centre in partnership with the Philippine Normal University, the National Center for Teacher Education

Background of Alignment of Standards with RPMS

- The idea of alignment emerged from the National Focus Group Workshops conducted between March and April 2015 across 17 regions in the country.

- Participants consistently and strongly expressed the need to align PPST with RPMS.

Research Methodology of the RPMS-Professional Standards for Teachers Project

Phase 1

- Drafting the Tools with the DepED teachers, principals and supervisors
- Review and Refinement of Draft Tools with the DepED teachers, principals and supervisors
- Review and Refinement of Draft Tools with Rubric Specialists

Phase 2

- First Visit: Focus Group Discussions with DepED Teachers and Principals on the Current RPMS Tools and Processes
- First Visit: Field Tryout of the Draft Tools in Selected Schools
- Second Visit: Focus Group Discussions with DepED Teachers and Principals on the RPMS-Professional Standards for Teachers Tools
- Revision of Tools based on the results of the Tryout

Phase 3

- Review of Revised Tools and Portfolios with DepED teachers, principals and supervisors
- Drafting Guidelines for Teacher RPMS Portfolio Assessment with DepED teachers, principals and supervisors
- Tryout of the Draft Guidelines on for the Teacher RPMS Portfolio Assessment with DepED teachers, principals and supervisors

Participants in the Development of the RPMS Tools

Region	Teacher I-III		Master Teacher		Principal		Head Teacher		Teacher-In-Charge		Total		Overall Total
	M	F	M	F	M	F	M	F	M	F	M	F	
IV-A	1	10	0	8	2	8	1	3	0	1	4	30	34
NCR	1	4	1	1	0	3	0	0	0	0	2	8	10
Total	2	14	1	9	2	11	1	3	0	1	6	38	44

Participants in the Field Tryout of the RPMS Tools for Teachers

School	Beginning Teacher	Proficient Teacher	Master Teacher	Principal	Total
Bacoor Elementary School	1	1	2	1	5
Silang Central Elementary School	1	1	2	1	5
Malabag National High School	1	2	1	1	5
Tagaytay City Science National High School	1	1	2	1	5
Lumil National High School	1	3	1	1	6
Malvar Central School	1	1	2	1	5
Banjo Laurel National High School	1	1	2	1	5
Manila High School	1	2	2	1	6
Balara Elementary School	1	2	2	1	6
Demetrio Tuazon Elementary School	0	2	1	1	4
TOTAL					52

Participants in the RPMS Assessment Workshops

RPMS Activity	Total		Overall Total
	M	F	
Tryout and Review of the RPMS Guidelines on Teacher RPMS Portfolio Assessment	8	22	30
Tryout and Review of the RPMS Guidelines on Preparation of Documents and Organization of Portfolio	6	18	24
Workshop on Exploring Annotation Guidelines for the RPMS Portfolio	7	18	25
Workshop on Exploring Decision Rules in RPMS Portfolio Assessment	6	19	25
RPMS Manual Development	20	40	60
RPMS Manual Finalization	10	20	30
RPMS Manual Revision and Finalization	1	6	7
Total	58	143	201

June 29-30; July 9-11
Hotel H2O
Drafting the RPMS Tools with the DepED teachers, principals and supervisors

September 21-28
Region IV-A and NCR
Field Tryout of the Draft Tools in Selected Schools (1st Visit)

November 26-27
Luneta Hotel
Revision of Tools based on the results of the Tryout

August 4
Presentation of D-NCBTS to DepED Sub-TWG on Assessment Incorporating D-NCBTS in the Draft Policy on Teacher Assessment

August 17-18; Bayleaf
Review and Refinement of Draft Tools with Rubric Specialists

October 13-20
Region IV-A & NCR
Field Tryout of the Draft Tools in Selected Schools (2nd Visit)

RPMS-Professional Standards for Teachers

December 8-10; Luxent Hotel
Workshop on Portfolio Assessment Processs

January 6, 13-14. 21-23; March 9-12
RPMS Manual Development

January 28-29; Luxent Hotel & Microtel
Tryout and Review of Guidelines on the Preparation of Documents and Organization of Teacher RPMS Portfolio and RPMS Portfolio Assessment (with teachers)

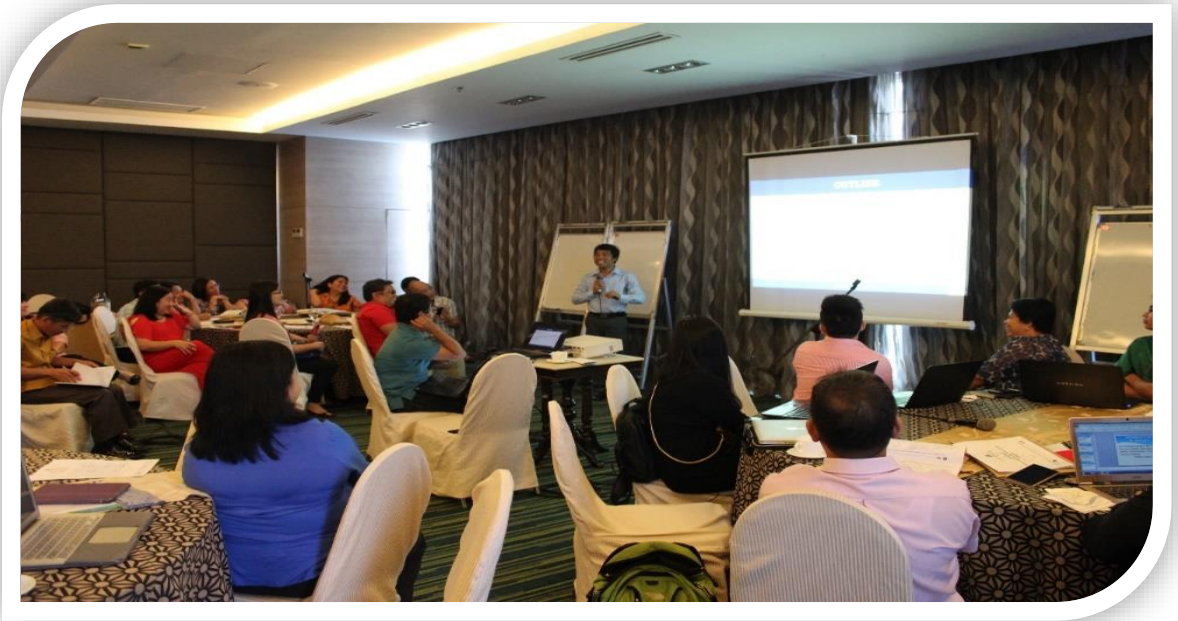
February 3-5; Microtel
Exploring Annotation Guidelines and Decision Rules

Key Activity 1: Drafting of the RPMS-DNCBTS Tools

June 29-30; July 9-11; August 16-18, 2015

Objectives

To address the demand of the field to align the D-NCBTS and RPMS



Key Activity 2: Field Tryout of the Tools

September 21-28; October 13-20, 2015

Objectives

This key activity primarily aimed at determining:

- whether the prototype RPMS-DNCBTS tools embodied the design ideas/purpose of DepED RPMS;
- whether the prototype RPMS-DNCBTS tools were practical (in terms of time demands) to use in schools;
- whether the prototype RPMS-DNCBTS tools achieved their purpose, i.e. (i) support/encourage teacher quality; (ii) understandable by teachers and principals; and (iii) manageable by teachers and principals); and,
- other related concerns

Tryout of the RPMS Tools

Key Activity 3: RPMS Portfolio Assessment Process Workshop

November 25-27; December 7-10; December 21-23, 2015

Objectives

This activity aimed to:

- determine how Principals/Head Teachers/Master Teachers rate the evidence in Portfolios based on the tool;
- determine whether the Principals/Head Teachers/Master Teachers assess for quality and how they do it;
- gather feedback on the Classroom Observation Tool Levels in the RPMS;
- gather feedback on annotations and its effect in the assessment of the Portfolio; and
- improve the Portfolio assessment process.

Key Activity 4: RPMS Manual/Guidelines Development

January 6, 13-14, 21-23, 2016

Objectives

This activity aimed to:

- develop manual/guidelines that will help principals and teachers in preparing and organizing Teacher RPMS Portfolio and assessment of portfolio

Key Activity 5: Tryout and Review of the RPMS Manual/Guidelines

January 28-29, 2016

Objectives

This activity aimed to:

- assess the draft version particularly in the preparation of documents, organization of portfolio, and portfolio assessment

Key Activity 6: Annotation Guidelines for RPMS Portfolio

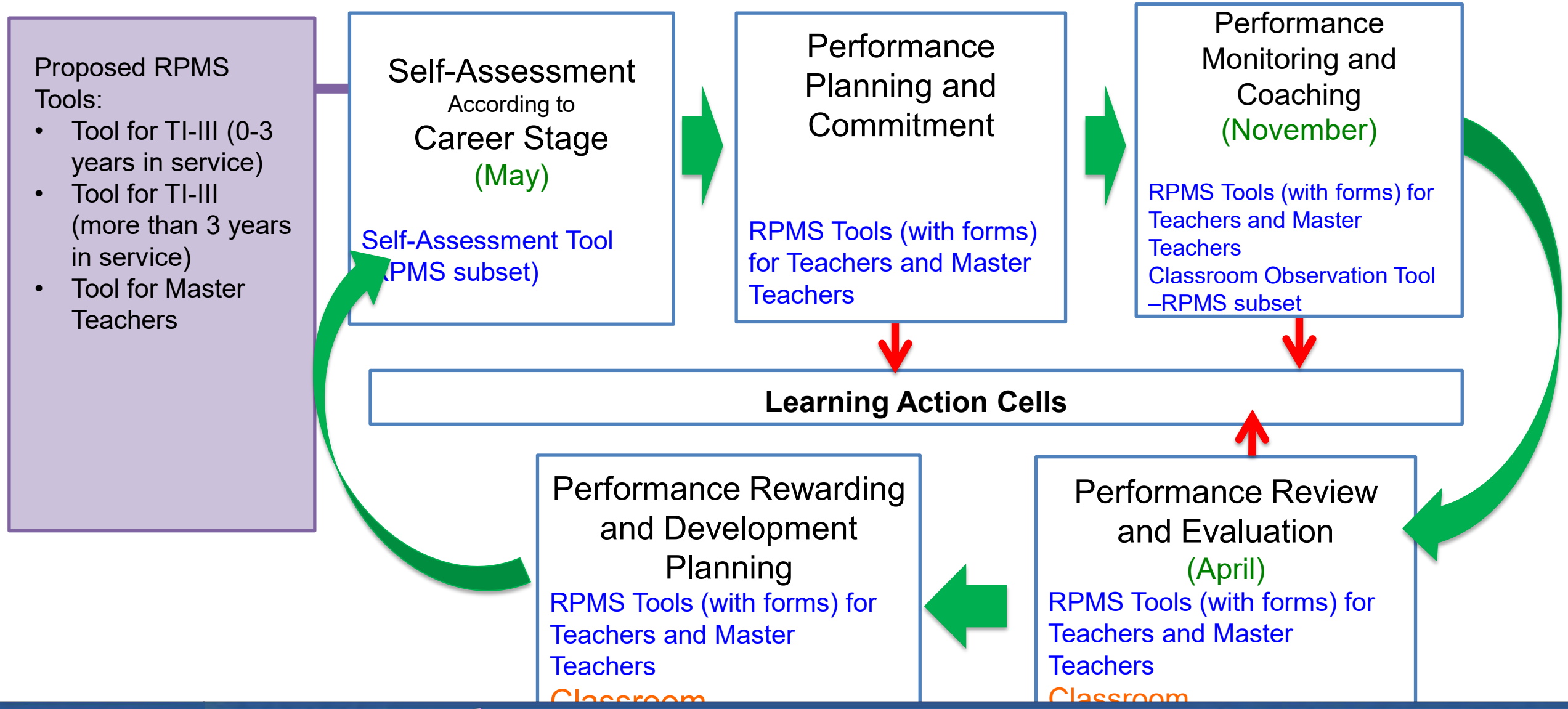
February 3-5, 2016

Objectives

This activity aimed to:

- identify common decision rules when assessing portfolios,
- draw issues and concerns that are potential inputs to decision rules from workshops with DepEd principals and other raters,
- draft decision rules for integration into the manual.

RPMS Tools within the RPMS Cycle



RPMS Tool for Teacher I (0-3 years in service)

Department of Education	POSITION AND COMPETENCY PROFILE	PCP No. _____	Revision Code: 00
Position Title	Teacher I	**Salary Grade**	
Parenthetical Title			
Office Unit		**Effectivity Date**	
Reports to	Principal/School Heads	**Page/s**	
Position Supervised			

JOB SUMMARY

CATION STANDARDS

Childhood Education or Bachelor's degree plus 18 units in Education

ts of professional education courses (CMO No. 11, s. 2009)
, s. 2015)

RPMS Tool for Teacher I-III (more than 3 years in service)

Department of Education	POSITION AND COMPETENCY PROFILE	PCP No. _____	Revision Code: 00
Position Title	Teacher I - III	**Salary Grade**	
Parenthetical Title			
Office Unit		**Effectivity Date**	
Reports to	Principal/School Heads	**Page/s**	
Position Supervised			

JOB SUMMA

QUALIFICATION

A. CSC Prescribed Qualifications	
Education	Bachelor of Elementary/Secondary/Early Childhood Ed
Experience	None required
Eligibility	RA 1080
Trainings	None required
B. Preferred Qualifications	
Education	BSE/BSEEd/College Graduate with18 units of professi
Experience	3 years (DO No. 66, s. 2007 and DO No.2 s. 2015)
Eligibility	PBET/LET Passer
Trainings	In-service training

RPMS Tool for Master Teacher I-II

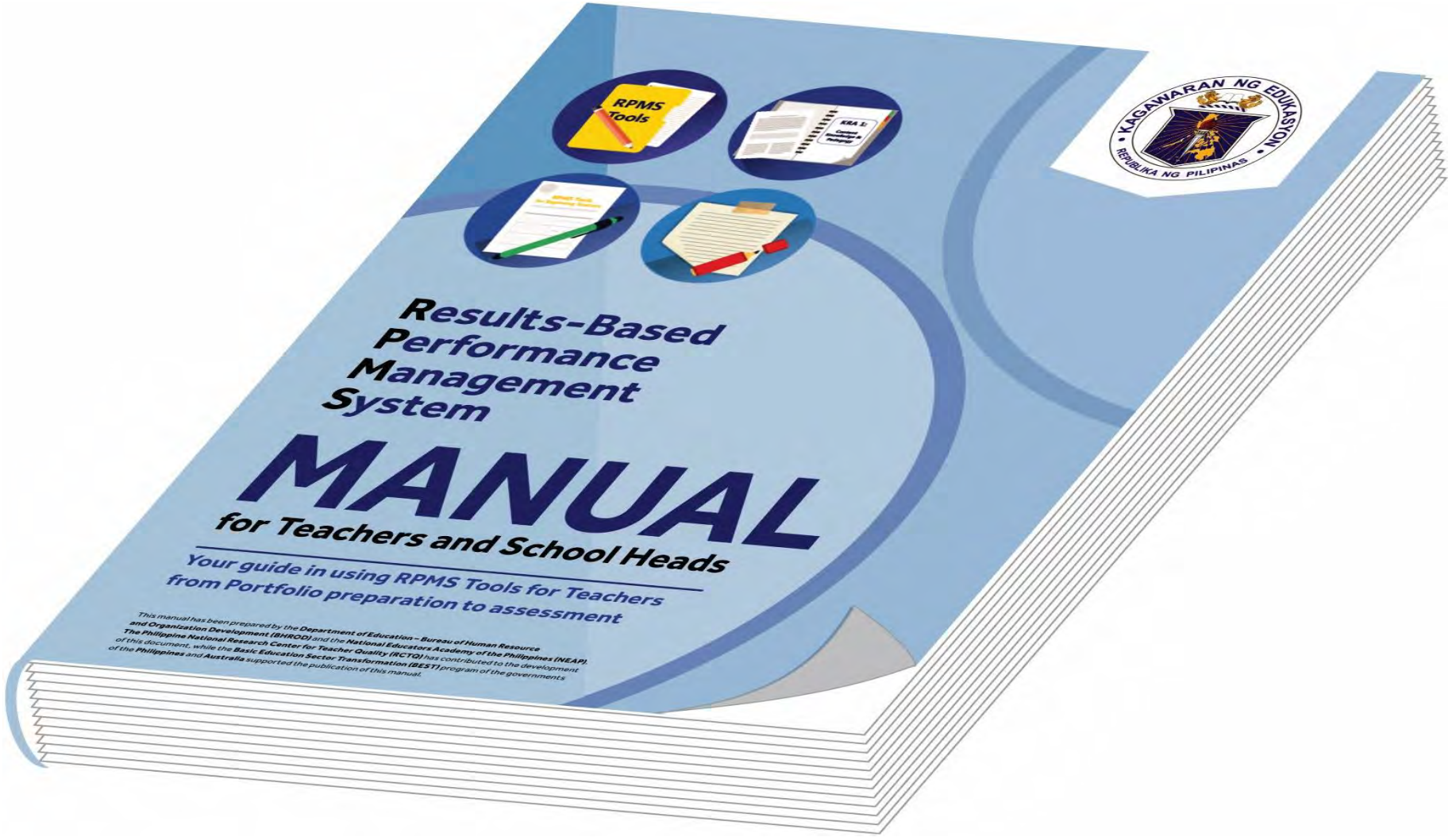
Department of Education	POSITION AND COMPETENCY PROFILE	PCP No. _____	Revision Code: 00
Position Title	Master Teacher I-II	**Salary Grade**	
Parenthetical Title			
Office Unit		**Effectivity Date**	
Reports to		**Page/s**	
Position Supervised			

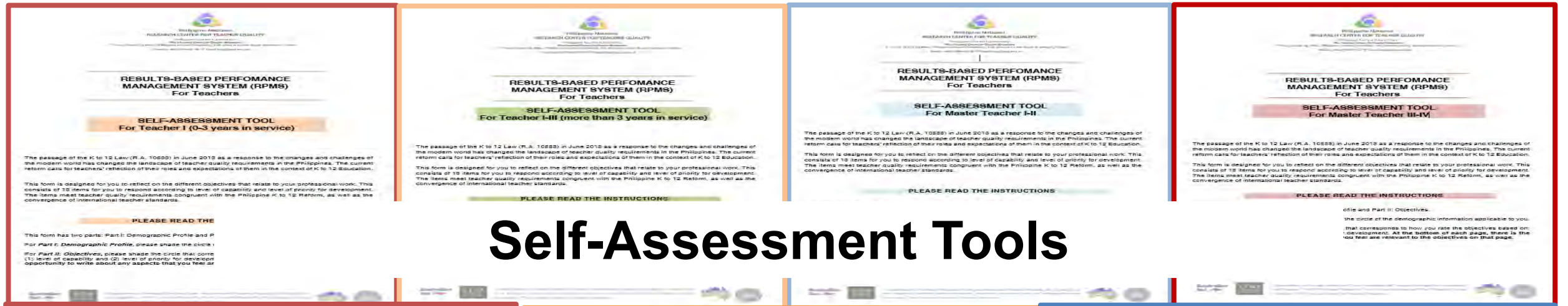
JOB SUMMARY

QUALIFICATION STANDARDS

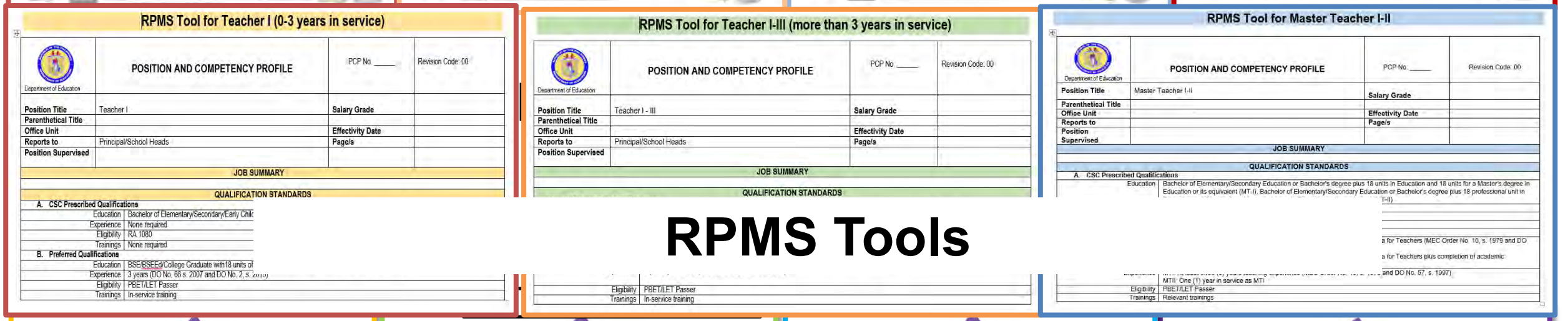
A. CSC Prescribed Qualifications	
Education	Bachelor of Elementary/Secondary Education or Bachelor's degree plus 18 units in Education and 18 units for a Master's degree in Education or its equivalent (MT-I), Bachelor of Elementary/Secondary Education or Bachelor's degree plus 18 professional unit in Education and 24 units for a Master's degree in Education or its equivalent (MT-II)
Experience	
Eligibility	RA 1080
Trainings	
B. Preferred Qualifications	
Education	MT I : Bachelor's degree for teachers or equivalent as provided in Magna Carta for Teachers (MEC Order No. 10, s. 1979 and DO No. 57, s. 1997) MTII : Bachelor's degree for teachers or equivalent as provided in Magna Carta for Teachers plus completion of academic requirements for M.A. (MEC Order No. 10, s. 1979 and DO No. 57, s. 1997)
Experience	MTI: At least three (3) years teaching experience (MEC Order No. 10, s. 1979 and DO No. 57, s. 1997) MTII: One (1) year in service as MTI
Eligibility	PBET/LET Passer
Trainings	Relevant trainings

With accompanying manuals

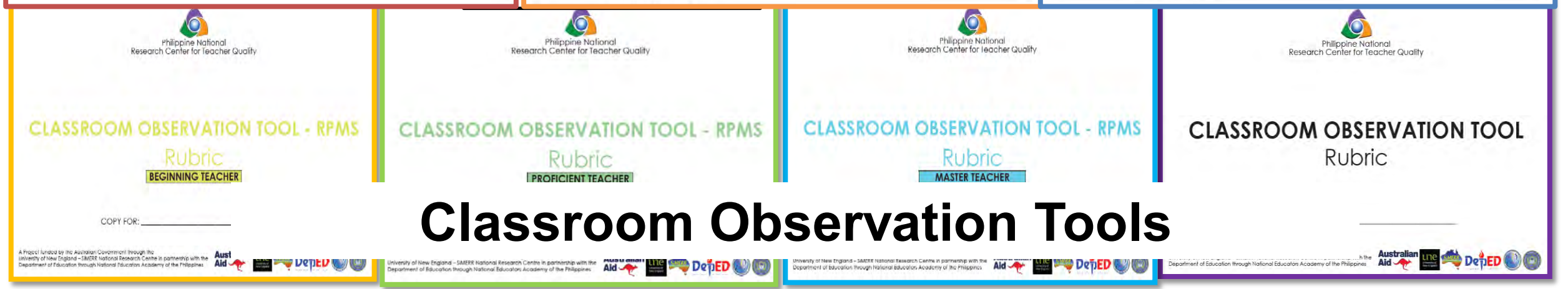




Self-Assessment Tools



RPMS Tools



Classroom Observation Tools