The Philippine Professional Standards for Teachers

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“The quality of an education system cannot exceed the quality of its teachers.”

(McKinsey, 2007)

Internationally, Teacher Quality is articulated in Professional Standards for Teachers

Professional Standards:

- Is a public statement of professional accountability
- Makes explicit what teachers should know, be able to do and value in the profession
- Is sufficiently generic to represent practice across Grade levels and subject areas

For many years, DepEd has used National Competency-based Teacher Standards (NCBTS) as a framework for teacher quality

- Training and Development System (DO 30, s. 2009)
- Teacher Strengths and Needs Assessment Tool, Individual Plan for Professional Development, Teacher Induction Program, Instructional Supervision, Professional Development of Teachers (DO 32, s. 2009; DO 23, s. 2010)
- Teacher Education and Development Program – Deployment of Pre-service Teachers (DO 3, s. 2007)

In 2013, RA 10533 (K to 12 Reform) was signed into law

This prompted the following:

- Need to revisit NCBTS as a Framework for Teacher Quality; and, address teacher quality requirements in the K to 12 (e.g., content knowledge and pedagogy, career stages)

- Work on teacher standards was approved in 2012 by the Joint Advisory Board chaired by Former Sec Armin Luistro

The development of the new Professional Standards for Teachers

A three-year, robust quantitative and qualitative research and development work was undertaken that included, among others:

- Wide consultation with key education stakeholders and thousands of in- and pre- service teachers, principals, supervisors, and teacher educators across the country
- Review and analyses of teacher standards across 42 international jurisdictions, as well as Philippine government and media discourse on teacher quality
- National validation approved by Br. Armin in Feb 2015
- Finalization by TEC, Regional Directors, Bureau Directors in August 2016

Consultations with DepED

Consultative Meeting
with Usec Dina Ocampo
February 13, 2014; DepED

Consultative Meeting
with Br. Armin Luistro, Usec Dina Ocampo and Dir Maria Lourdes Pantoja
February 3, 2015; DepED

Meeting with Directors about Focus Group Workshops
Feb 27 2015; Century Park Hotel

Reference Panel Meetings
March 24, 2014; May 28, 2014; May 8, 2015

Australian Aid
DepED
BEST Basic Education Sector Transformation
Contextualization and Finalization of the Professional Standards for Teachers / Developmental National Competency-based Teacher Standards (D-NCBTS)

Australian Aid
DepED
BEST Basic Education Sector Transformation

National Focus Group Workshops

MAR

March 17-18
Focus Group Workshops in Regions II and IV-A

March 19-20
Focus Group Workshops in Regions I, VIII, CAR and ARMM

March 23-24
Focus Group Workshop in Region III

March 25-26
Focus Group Workshop in Region XIII

March 26-27
Focus Group Workshop in Region VI

March 30-31
Focus Group Workshops in Regions V, VII, IX, X, XI and XII

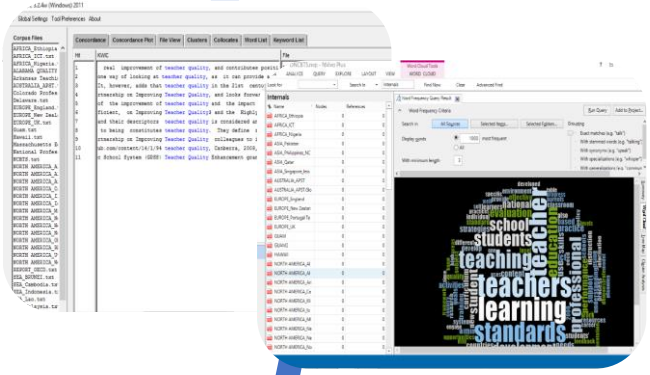
April 28-29
Focus Group Workshops in Region IV-B and NCR

APR

Consultations with DepED, CHED and other key Stakeholders

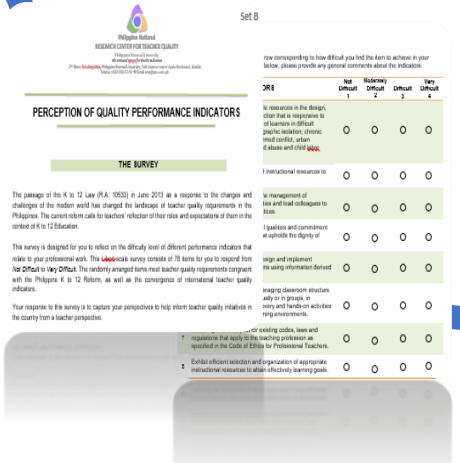
Feedback from National Focus Group Workshops

Lexical and content analyses of Teacher Quality Discourse and International Standards



Work on the Philippine Professional Standards for Teachers

Survey of in-service and pre-service teachers, as well as teacher educators)



Anchored Model				Linked Model	
Form A		**Form B**			
Item Mean	0.00	Item Mean	0.01	Item Mean	0.00
Item SD	0.59	Item SD	0.66	Item SD	0.62
Item Reliability	0.88	**Item Reliability**	0.91	**Item Reliability**	0.89
Case Mean	-1.59	Case Mean	-1.52	Case Mean	-1.56
Case SD	1.29	Case SD	1.28	Case SD	1.28
Case Reliability	0.95	**Case Reliability**	0.96	**Case Reliability**	0.95

Psychometric studies of indicators

Capturing teacher quality

Philippine Professional Standards for Teachers as the **New** Framework for Teacher Quality and Teacher Development

Professional Standards as a Framework for Teacher Quality and Teacher Professional Development

Four Career Stages (developmental, lifelong learning)

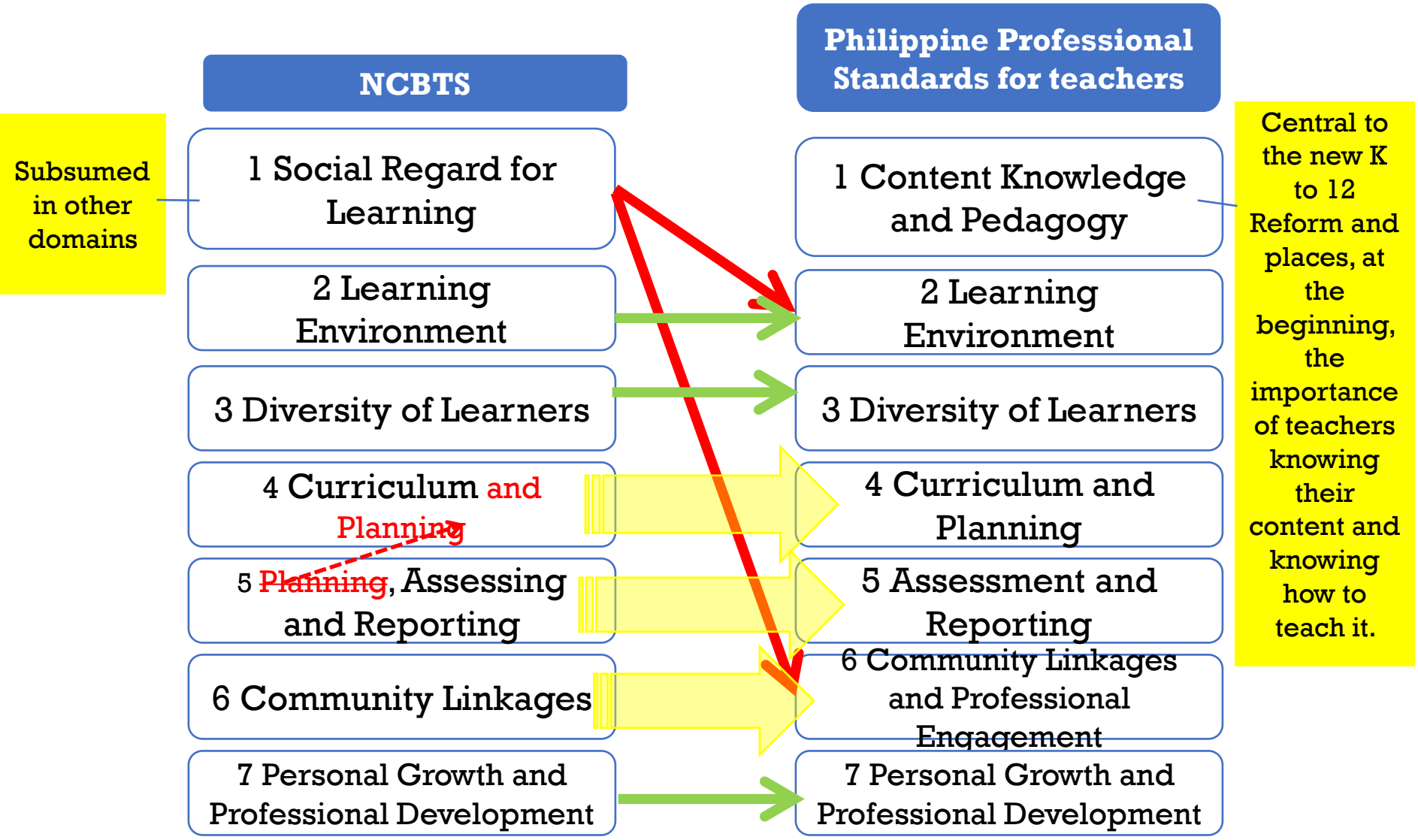
Seven Domains ("distinctive spheres of the teaching-learning process")

(37) Strands ("more specific dimensions of positive teacher practices")

(37) Indicators per Career Stage (concrete, observable, measure teacher practices)

Note: Pls refer to the copy.

Domains


NCBTS
Philippine Professional Standards for teachers
Subsumed in other domains
1 Social Regard for Learning
2 Learning Environment
3 Diversity of Learners
4 Curriculum and Planning
5 Planning, Assessing and Reporting
6 Community Linkages
7 Personal Growth and Professional Development
1 Content Knowledge and Pedagogy
2 Learning Environment
3 Diversity of Learners
4 Curriculum and Planning
5 Assessment and Reporting
6 Community Linkages and Professional Engagement
7 Personal Growth and Professional Development
Central to the new K to 12 Reform and places, at the beginning, the importance of teachers knowing their content and knowing how to teach it.

Social Regard for Learning

NCBTS

Strand 1.1. Teacher's actions demonstrate value for learning

1.1.1. Implements school policies and procedures

1.1.2. Demonstrates punctuality

1.1.3. Maintains appropriate appearance

1.1.4. Is careful about the effect of one's behavior on students

Strand 1.2. Demonstrates that learning is of different kinds and from different sources

1.2.1. Makes use of various learning experiences and resources

Professional Standards for Teachers

Strand 6.4 School policies and procedures
6.4.2 Comply with and implement school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders.

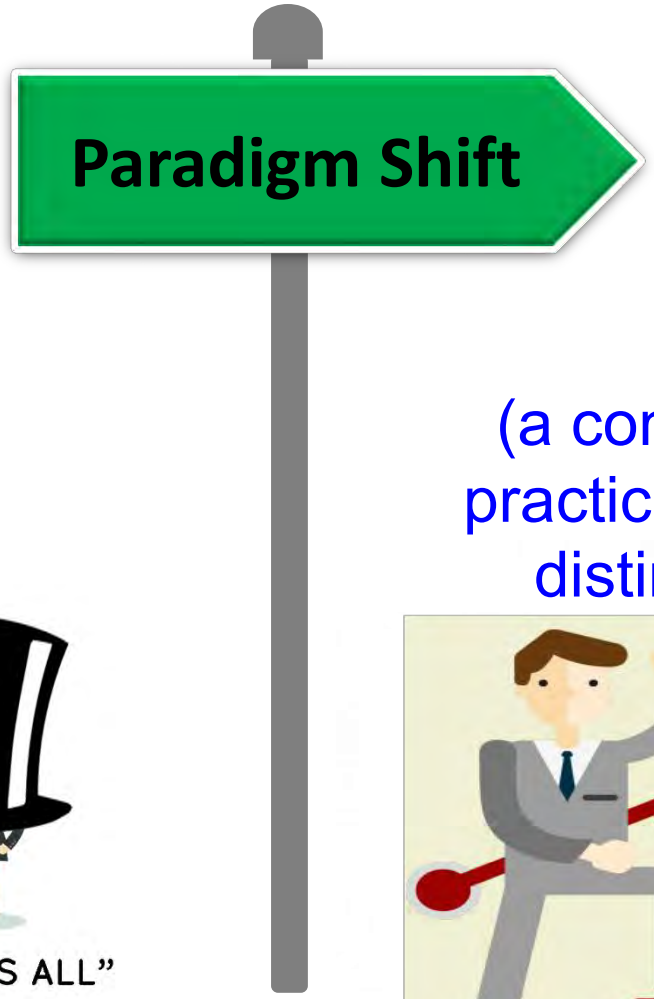
Strand 6.3 Professional ethics
6.3.2 Review regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers.

Strand 2.3 Management of classroom structure and activities
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.

The Paradigm Shift

Before K to 12

NCBTS



K to 12

The Professional Standards

(a continuum of teaching practice defined in terms of distinct career stages)

Rationale for Career Stages

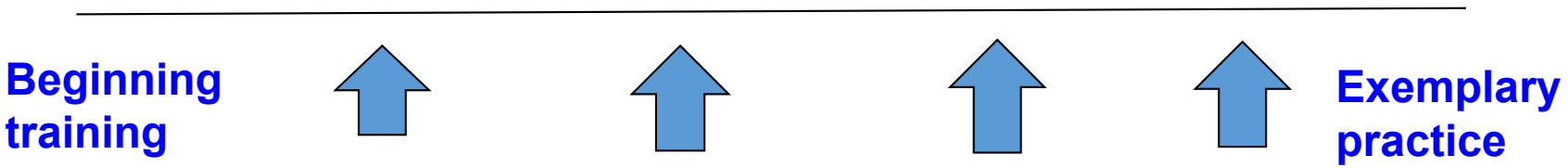
The description of standards at different career stages provides "a framework for the teacher development continuum." (OECD,2005)

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 in Strauss, 2012)

Teacher Professional Growth

Teacher professional growth can be represented by:



It is valuable to have sign posts along the way to help identify progress.

Teacher quality Stages are developmental in nature and exist on a quality continuum.

This is about teachers, not leadership roles such as Principals and Supervisors.

Four Career Stages

The first (Beginning) concerns people who complete their training from TEIs

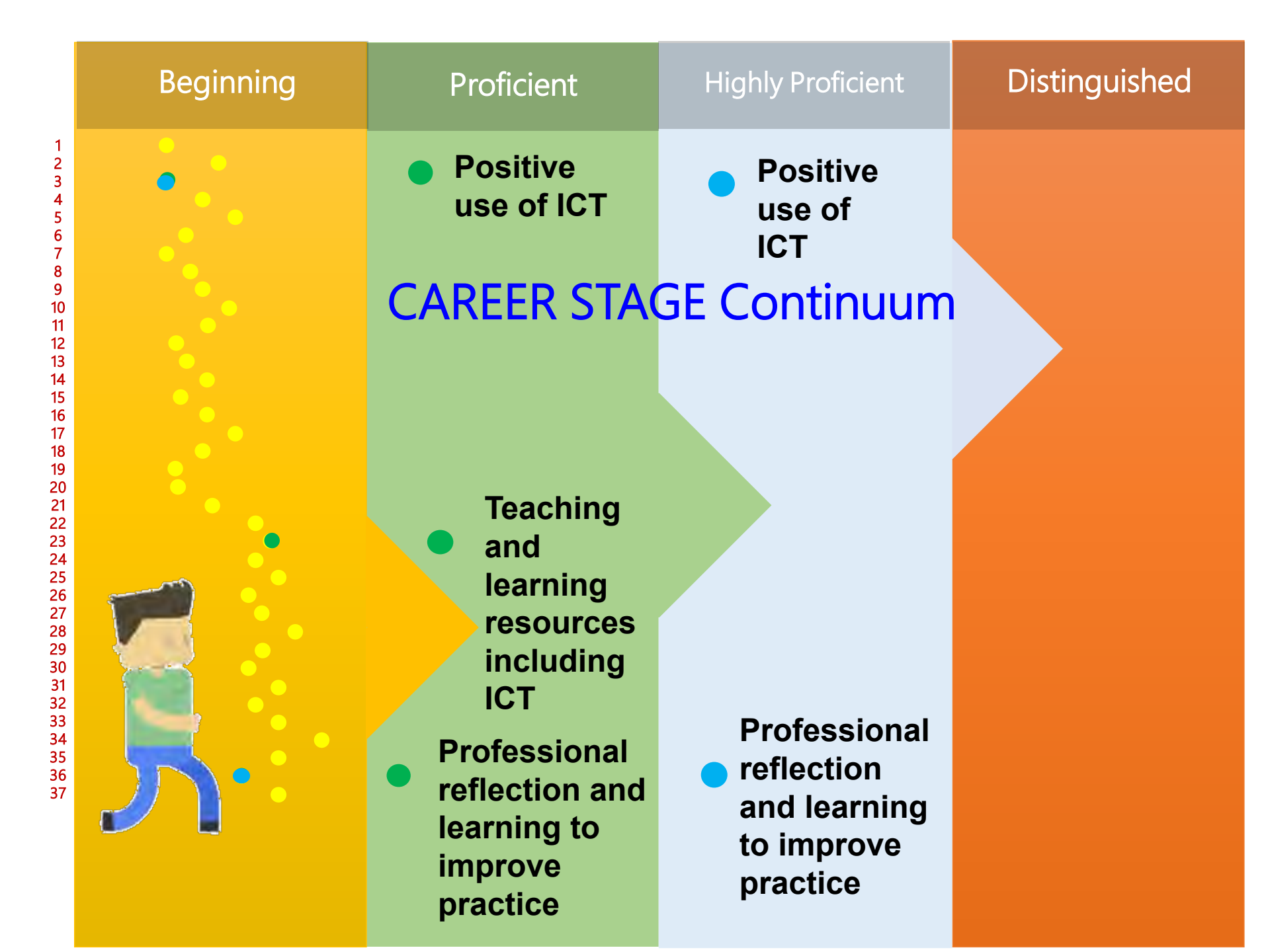
The second (Proficient) concerns an acceptable standard for all teachers. It should be a standard reached within the first few years of teaching

The third (Highly Proficient) concerns accomplished practitioners who mentor and work collegially with other staff

The fourth (Distinguished) concerns exemplary teachers who have developed skills to lead colleagues in promoting quality learning

Career Stage Description

Career Stage 1: Beginning	Career Stage 2: Proficient Teachers	Career Stage 3: Highly Proficient Teachers	Career Stage 4: Distinguished Teachers
• possess the requisite knowledge and skills vital to the teaching and learning process • seek professional support from more experienced colleagues	• professionally independent in the application of skills vital to the teaching and learning process • display skills in planning, implementing and managing learning programs	• consistently display a high level of performance in their teaching practice • provide support and mentoring to colleagues in their professional development	• embody the highest standard for teaching grounded in global best practice • recognized as educators, leaders, contributors to the profession

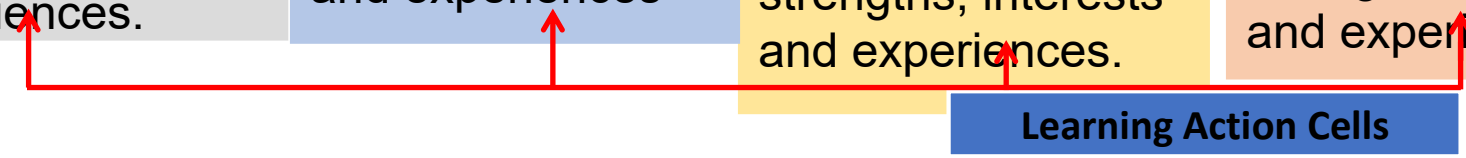

Beginning
Proficient
Highly Proficient
Distinguished
Positive use of ICT
Positive use of ICT
CAREER STAGE Continuum
Teaching and learning resources including ICT
Professional reflection and learning to improve practice
Professional reflection and learning to improve practice

Targeted Professional Development for Teachers

Domain 3. Diversity of Learners

Strand 3.1 Learners' gender, needs, strengths, interests and experiences

Stage 1	Stage 2	Stage 3	Stage 4
3.1.1 Demonstrate knowledge and understanding of differentiated teaching to suit the learners' gender, needs, strengths, interests and experiences.	3.1.2 Use differentiated, developmentally-appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences	3.1.3. Work with colleagues to share differentiated, developmentally-appropriate opportunities to address learners' differences in gender, needs, strengths, interests and experiences.	3.1.4 Lead colleagues to evaluate differentiated strategies to enrich teaching practices that address learner differences in gender, needs, strengths, interests and experiences



Features of a Developmental Approach

(AITSL, Looking at classroom practice, p.6)

- Gives clarification to what it means to "get better" in areas of teacher expertise
- Defines direction: describes and illustrates professional growth and development for teachers
- Enables teachers to reflect on their practice, diagnose strengths and areas needing improvement
- Provides vision and details of the next level of performance based on teacher quality
- Is sensitive to the continuum of lifelong learning of teachers' professional practice

Teacher Professional Development Framework

Recruitment and Hiring

Teacher Entry Requirement

Teacher Education

Career Path

Stage 1 (Beginning)

Stage 2 (Proficient)

Stage 3 (Highly Proficient)

Stage 4 (Distinguished)

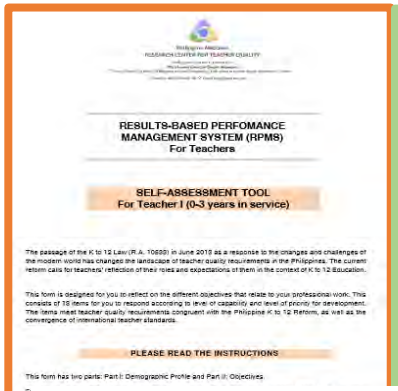
Learning Action Cells

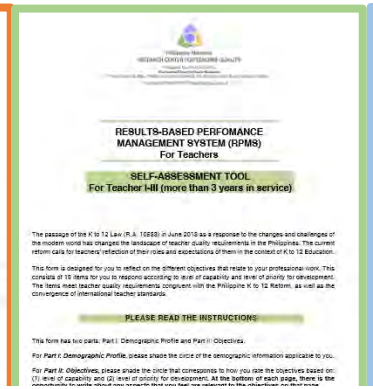
Teacher Induction Program 1 → 2

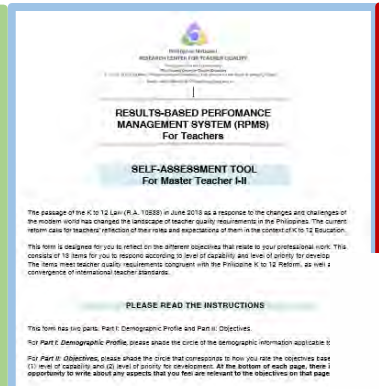
Rewards, Compensation?

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

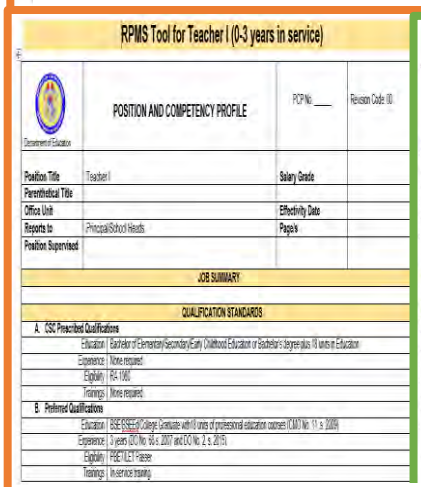
Classroom Observation Tool & Self-assessment Tool
Targeted Professional Development and Teacher Training

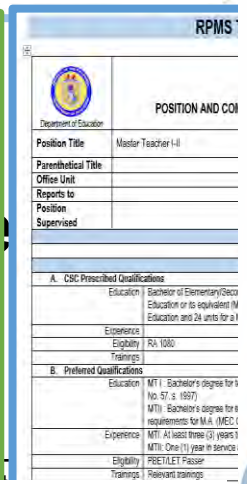


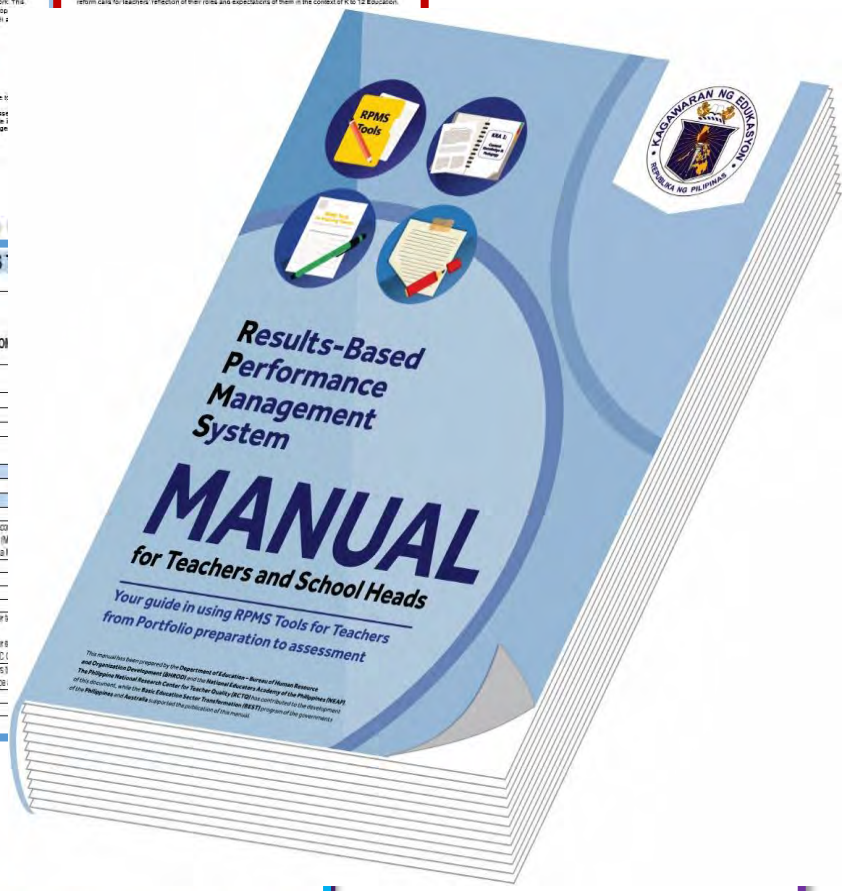




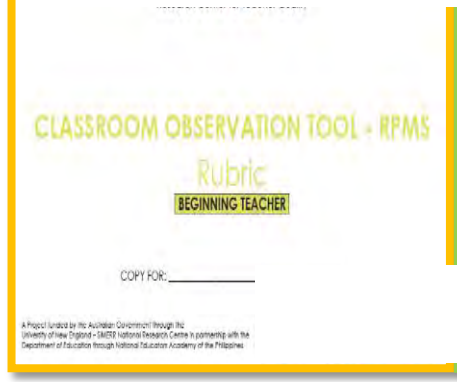
Self-Assessment Tools

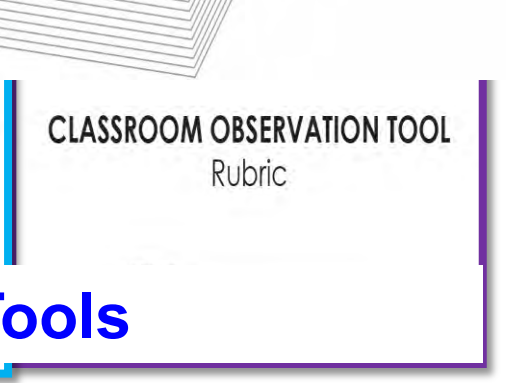






RPMS Tools

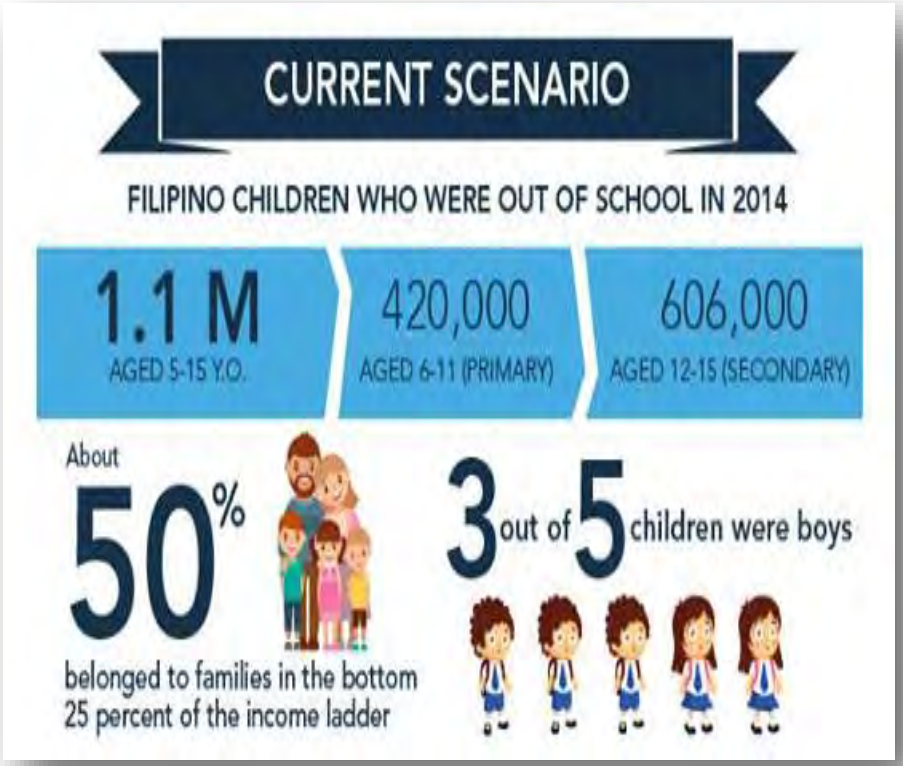


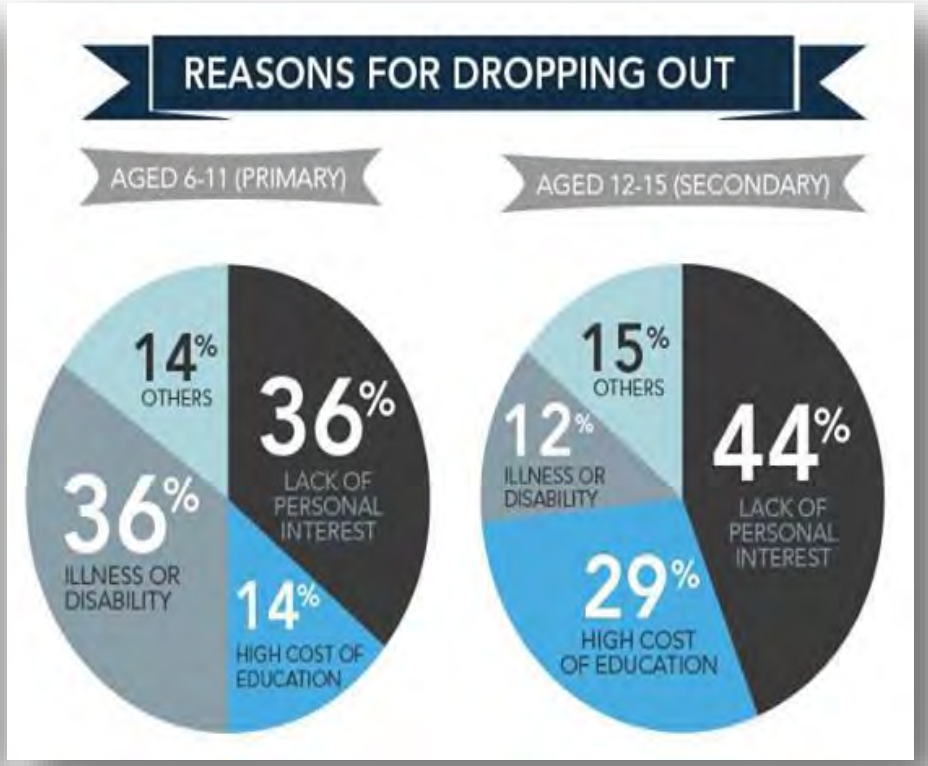


Classroom Observation Tools

Teachers teach because of the learners.

They should have qualities that support learners to stay in school.





Source: Albert, JR. (2016). What do statistics say about basic education in the Philippines. Philippine Institute for Development Studies

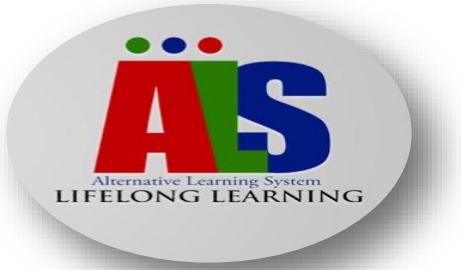
Why Are Many Filipino Kids Not In School?

…there remains more than a million school-age Filipino children who are not in school."

All, most especially ALS Teachers, should respond to Learner Diversity and see learners in their social context

Strand 3.4.2 Plan and deliver 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.

Strand 3.5.2 Adapt and use culturally appropriate teaching strategies to address the needs of leaners from indigenous groups



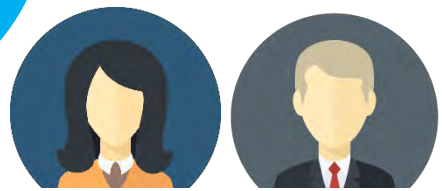
Marginalized learners

- street children
- indigenous peoples
- farmers
- fisherfolks
- women
- adolescents
- solo parents
- children in conflict areas not reached by the formal school system
- rebel returnees and others.

Source: Department of Education

As articulated in the Philippine Professional Standards, teachers must, among others:

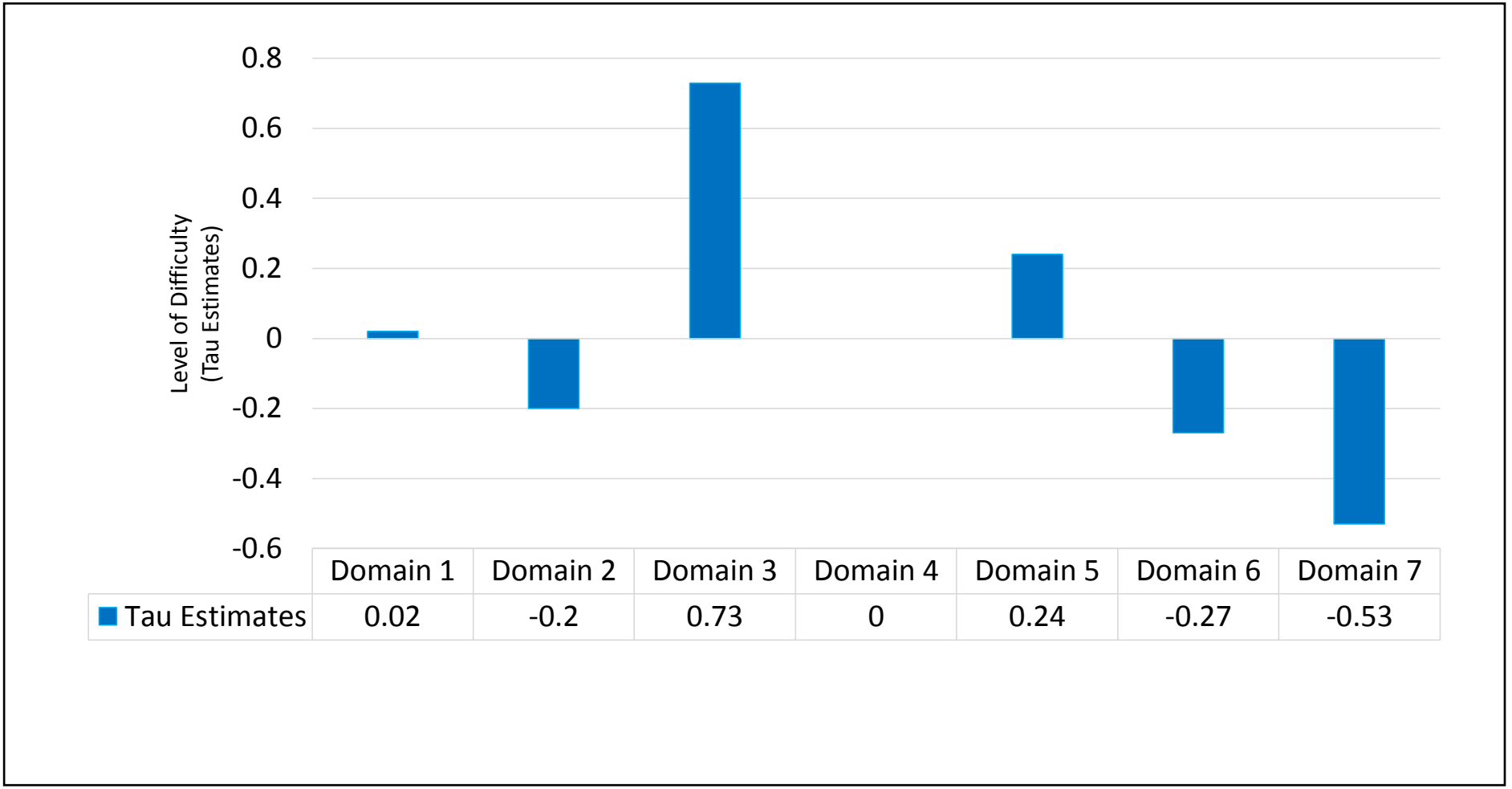
- Develop learners to become critical thinkers
- Recognize, respect and celebrate individual differences
- Know what to teach and how to teach it
- Respond to the different needs of learners; see learners in their social contexts
- Plan and design effective teaching and learning processes
- Establish community relationships and uphold professional ethics
- Engage in professional reflection



Teacher Quality as articulated in the Professional Standards

- Know what to teach and how to teach it
  - Use of Mother Tongue, Filipino and English in instruction
  - Strategies for promoting literacy and numeracy
  - Knowledge of research
  - Strategies for developing critical and creative thinking skills
- Maintain a learning-focused environment
  - Classroom communication strategies
- Are responsive to learner diversity
  - Learners' linguistic, cultural, socio-economic and religious backgrounds
  - Learners in difficult circumstances
  - Learners from Indigenous Groups
- Plan and design effective instruction
- Use a variety of assessment tools to inform and enhance the teaching and learning process
- Establish community relationships and uphold professional ethics
- Engage in professional reflection and assume responsibility for personal professional learning

Level of Difficulty: Domains



	Domain 1	Domain 2	Domain 3	Domain 4	Domain 5	Domain 6	Domain 7
Tau Estimates	0.02	-0.2	0.73	0	0.24	-0.27	-0.53

Final National Validation: Questions on Implementation

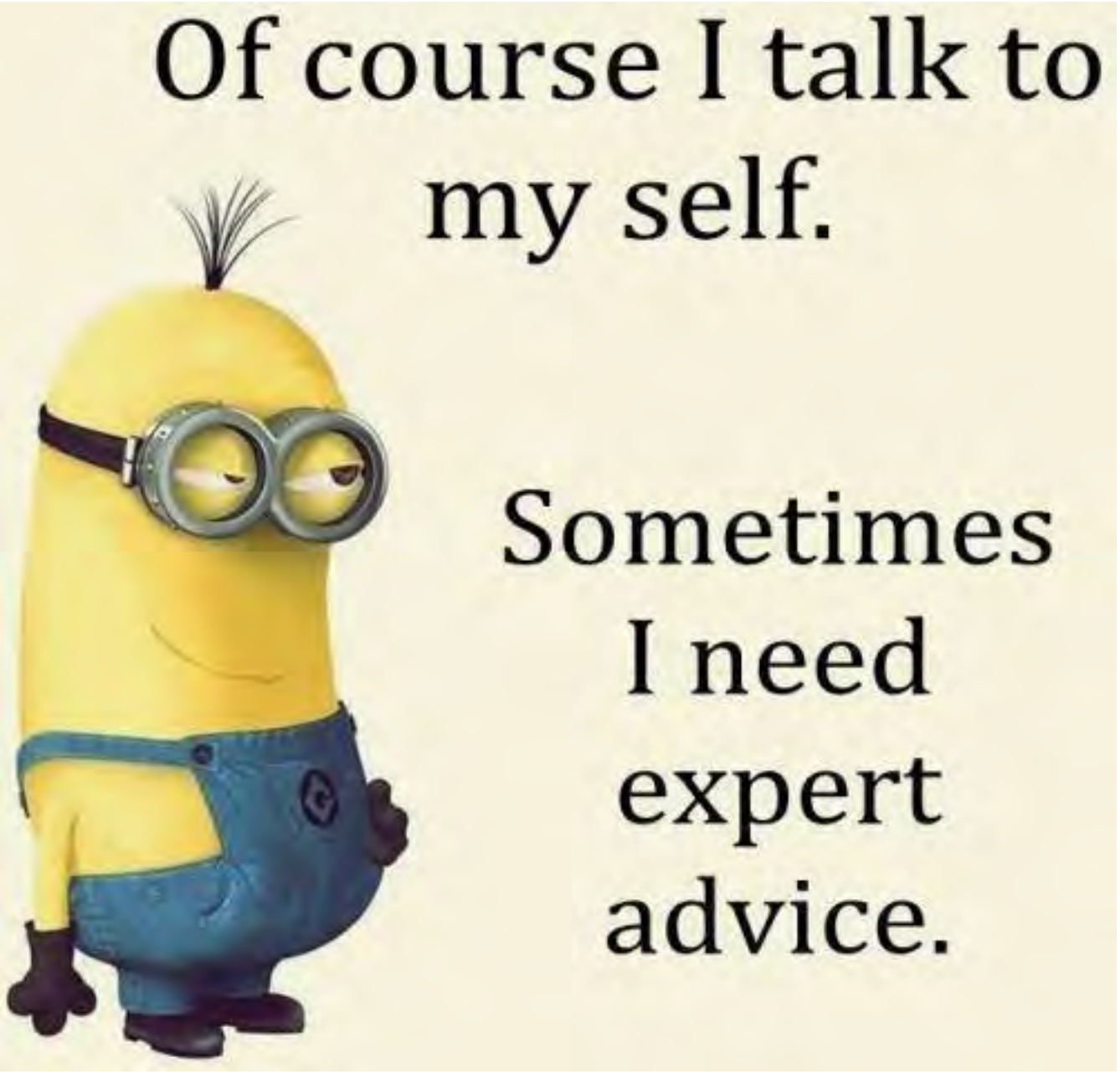
The commentary across Surveys and the Focus Group Workshops was extremely positive. However, the profession has questions about implementation.

- How do we integrate the Professional Standards with existing national processes?

- What support structures and resources are needed to ensure efficient implementation?
  - How will teachers be supported to become aware of and to understand the Standards?
  - Will School Heads be trained too? How can the practice of “favoritism” among School Heads be mitigated? Will they have their own ‘new’ Professional Standards?
  - How can the involvement of politicians be mitigated in the process of hiring and promoting teachers?

- Will there be a clear timeline of implementation?
- How will the teacher's career stage be identified? How will teachers move to the next career stage?
- What if after three years, a teacher remains to be a beginning teacher in practice? Will she stay as a teacher?
- What if Master Teachers are not really highly proficient based on the indicators of Career Stage 3? What if a Teacher 2 or 3 is better than a MT?
- If a teacher moves to the next career stage, will there be an incentive or increase in salary?
- Will teachers be assessed on all indicators? What if a school, for example, has no learners from indigenous groups? Or no resources to teach Mother Tongue? Or no computers to use as a learning resource?

Implementation Ideas?



Ideas can be life-changing. Sometimes all you need to open the door is just one more good idea.

--Jim Rohn

BigPictureCoaching.net

Thank you very much. ☺

-Gina

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