



Professional Standards for Teachers/ Developmental NCBTS

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*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*



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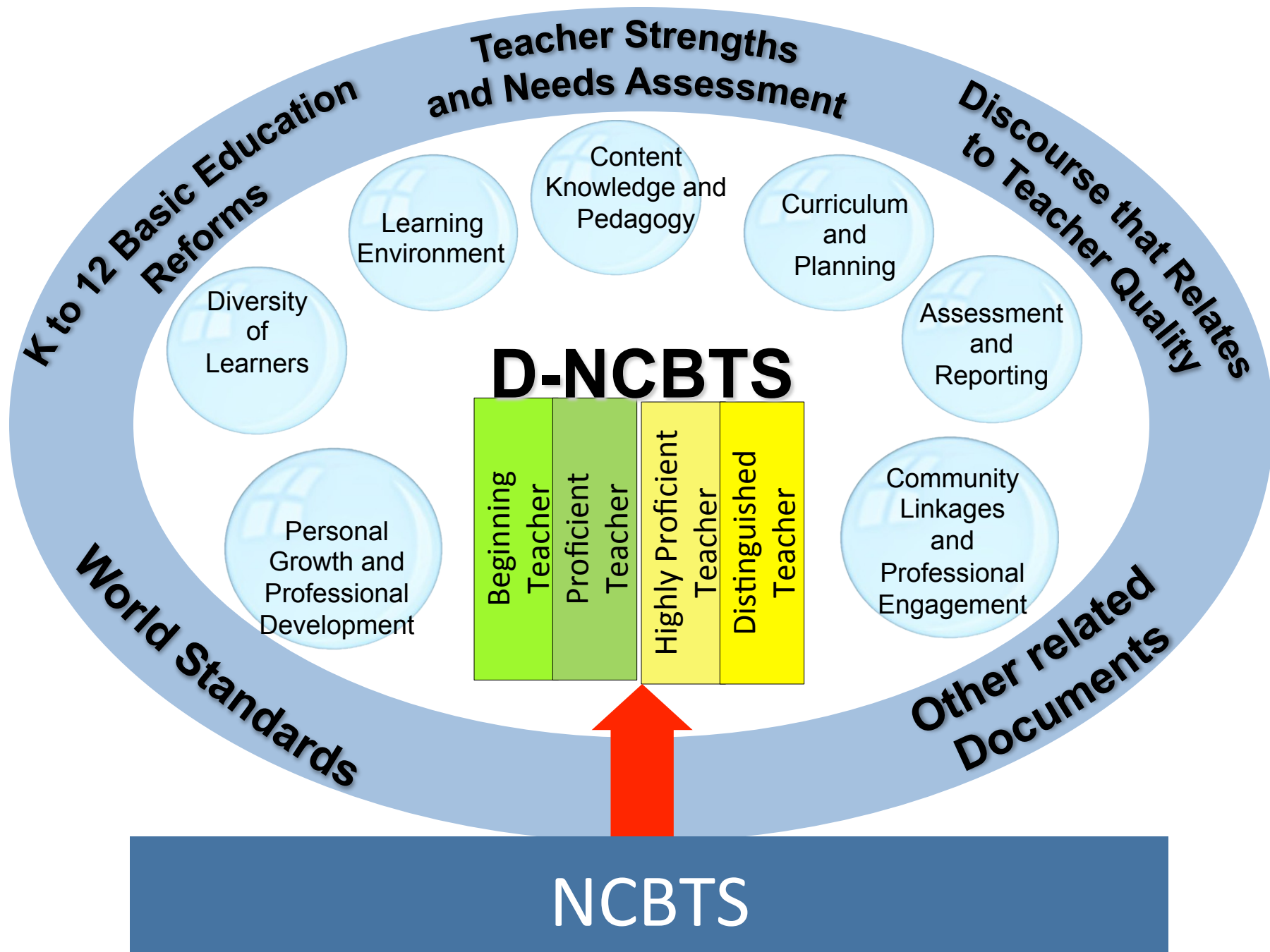
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Product of validation undertaken with pre-service teachers, teacher educators, teachers, principals and supervisors

(National validation was approved by Br. Armin in February 2015.)

Teachers in the Philippines:





Structure of **Domains** of Professional Standards for Teachers



Subsumed in other domains

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.



The Paradigm Shift

Pre-K to 12

NCBTS



Paradigm Shift

K to 12

D-NCBTS

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



Teacher Professional Growth

Teacher professional growth can be represented by:



It is valuable to have **sign posts** along the way to help identify progress. We call these **career stages**.

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

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

Rationale for Career Stages

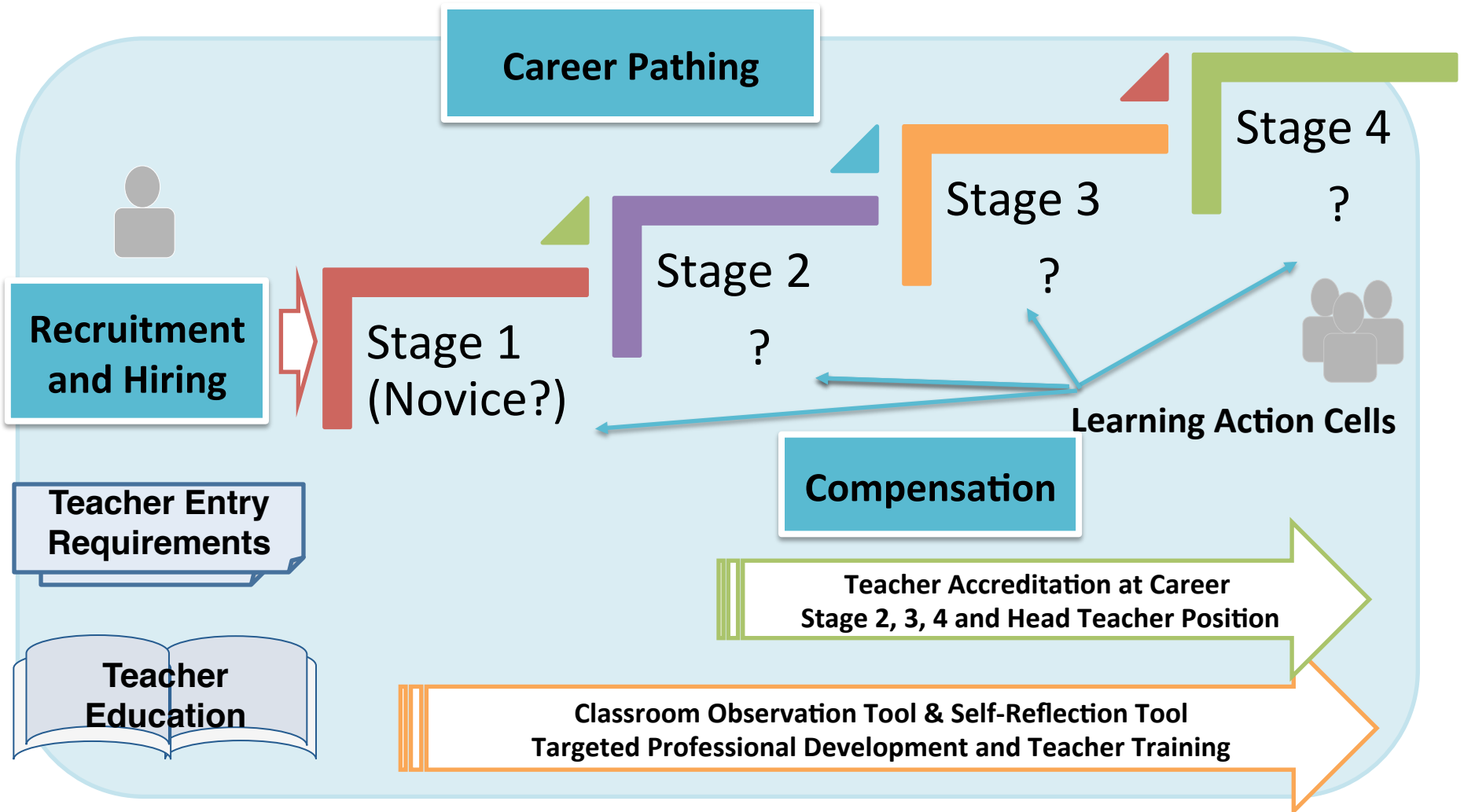
The description of standards at different career stages provides “a **framework for the teacher development continuum.**”

(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)

Developmental Pathway for Teachers



Career Stage Description

Career Stage 1 – Novice?	Career Stage 2: Proficient Teachers/ ?	Career Stage 3: Highly Proficient Teachers/ ?	Career Stage 4: Distinguished Teachers/ ?
<ul style="list-style-type: none"> • meet the entry requirements in the profession • possess the requisite knowledge and skills vital to the teaching and learning process • seek professional support from more experienced colleagues 	<ul style="list-style-type: none"> • professionally independent in the application of skills vital to the teaching and learning process • display skills in planning, implementing and evaluating learning programs 	<ul style="list-style-type: none"> • consistently display a high level of performance in their teaching practice • provide support and mentoring to colleagues in their professional development 	<ul style="list-style-type: none"> • embody the highest standard for teaching grounded in global best practice • recognized as educators, leaders, contributors to the profession and initiators of collaboration and partnership



Targeted Professional Development for Teachers

NCBTS Domain 2. Learning Environment

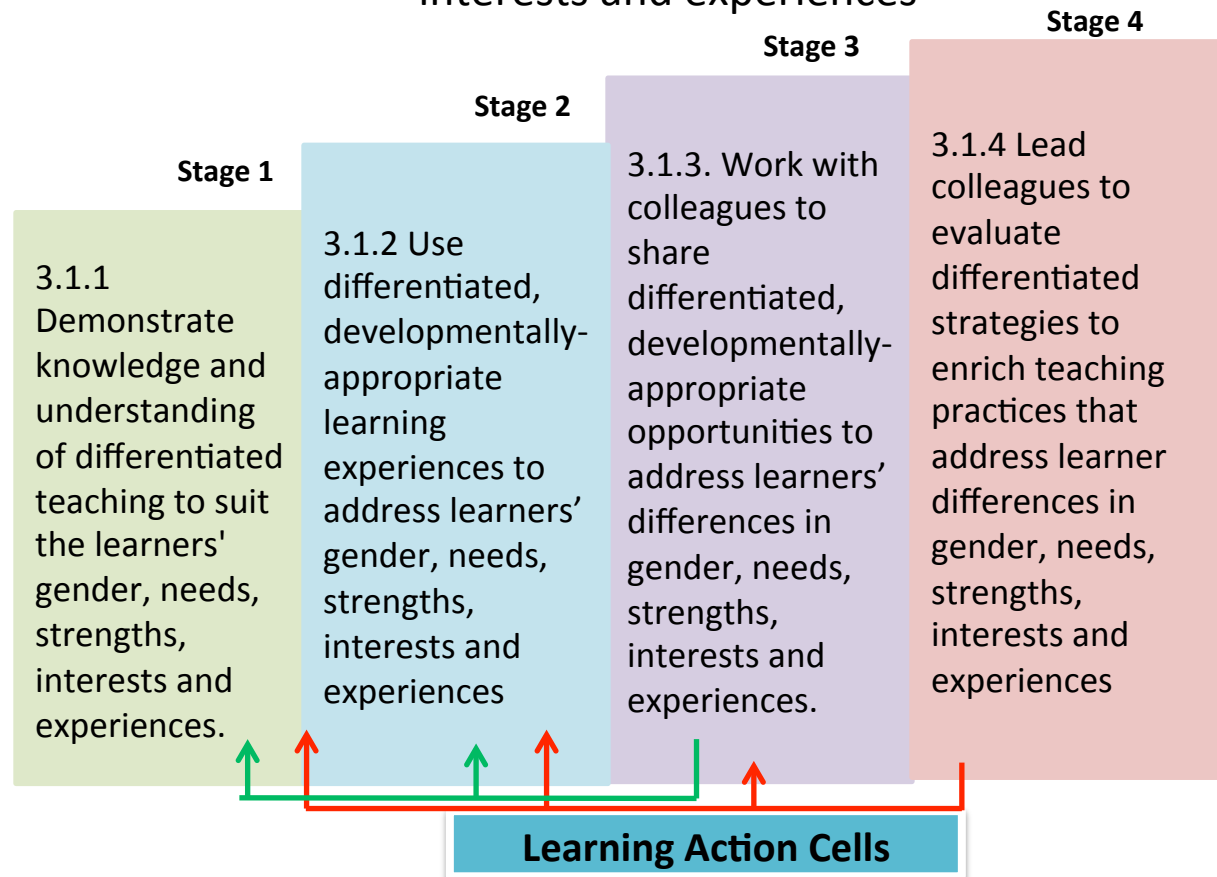
2.1.3 Recognizes that every learner has strengths

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“One size fits all”

D-NCBTS Domain 3. Diversity of Learners

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



Targeted professional development

The Development of Professional Standards for Teachers and the Validation

- consultations with key stakeholders over the life of the project
- lexical and content analyses undertaken on DepED and other government documents, print discourse and international teacher standards in over 40 jurisdictions

- psychometric studies of indicators differentiated according to career stages

- Do the indicators have clarity of meaning?
- Are the indicators important to teachers and are at their appropriate level?
- How do teachers assess the level of difficulty of indicators across the four stages?

Indicators have excellent item reliability

Summary of Psychometric Parameters for the Anchored and Linked Models

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

Validation through Focus Group Workshops

Secretary of Education, Br. Armin Luistro, gave his approval to proceed to the national validation of the standards across 17 regions on February 3, 2015.

National Focus Group Workshop Questions

- What are the participants' **perspectives/ views/opinions** on the draft D-NCBTS domains, strands, indicators and career stages?
 - Are the indicators **assessable**?
- What constitutes **evidence** of meeting the indicators?

- Overwhelming response was very positive
- Field saw the set of standards as a valid description of the teaching profession
 - Indicators across career stages are achievable in practice

The validated set of professional standards for teachers:

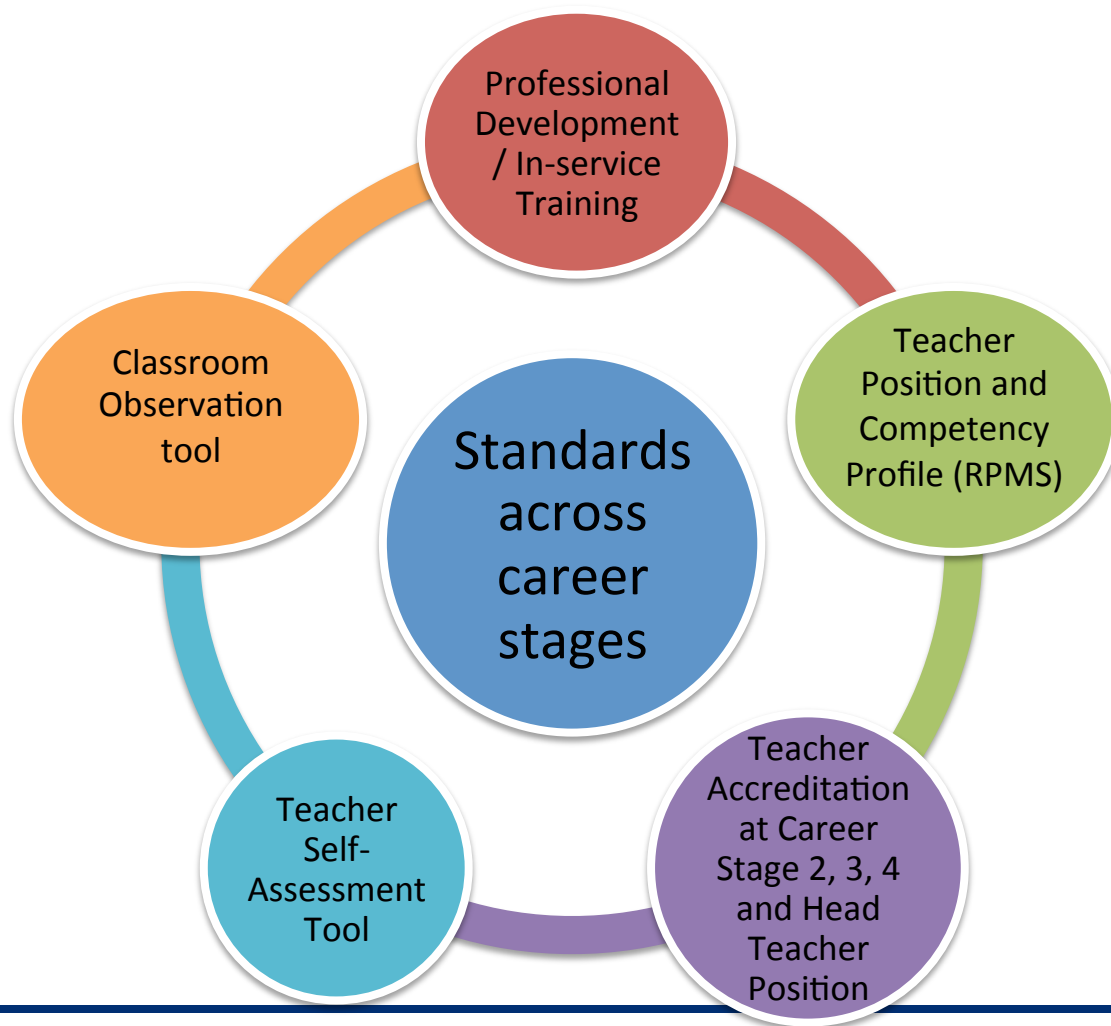
- reflects the views and aspirations of teachers, as well as the relevance of the standards to teachers' professional practice;
- is seen to have the potential to empower the profession and encourage teachers to stay in the teaching track;

The validated set of professional standards for teachers:

- Is already being used in draft form by DepED in the pilot version of the new Results-based Performance Management System (RPMS).



System Anchored on Developmental Standards



Proposed Assessment Process for Teachers

Proposed Career Stage (CS) for teachers who are in service prior to May 2016*:

- CS1- TI (0-3 years in service)
- CS2- TI (4 years or more in service), TII, TIII
- CS3- MTI, MTII
- CS4- MTIII, MTIV

Self-Assessment
According to
Career Stage
(May)

Performance Planning and Commitment
RPMS: Identifying Objectives and Performance Indicators

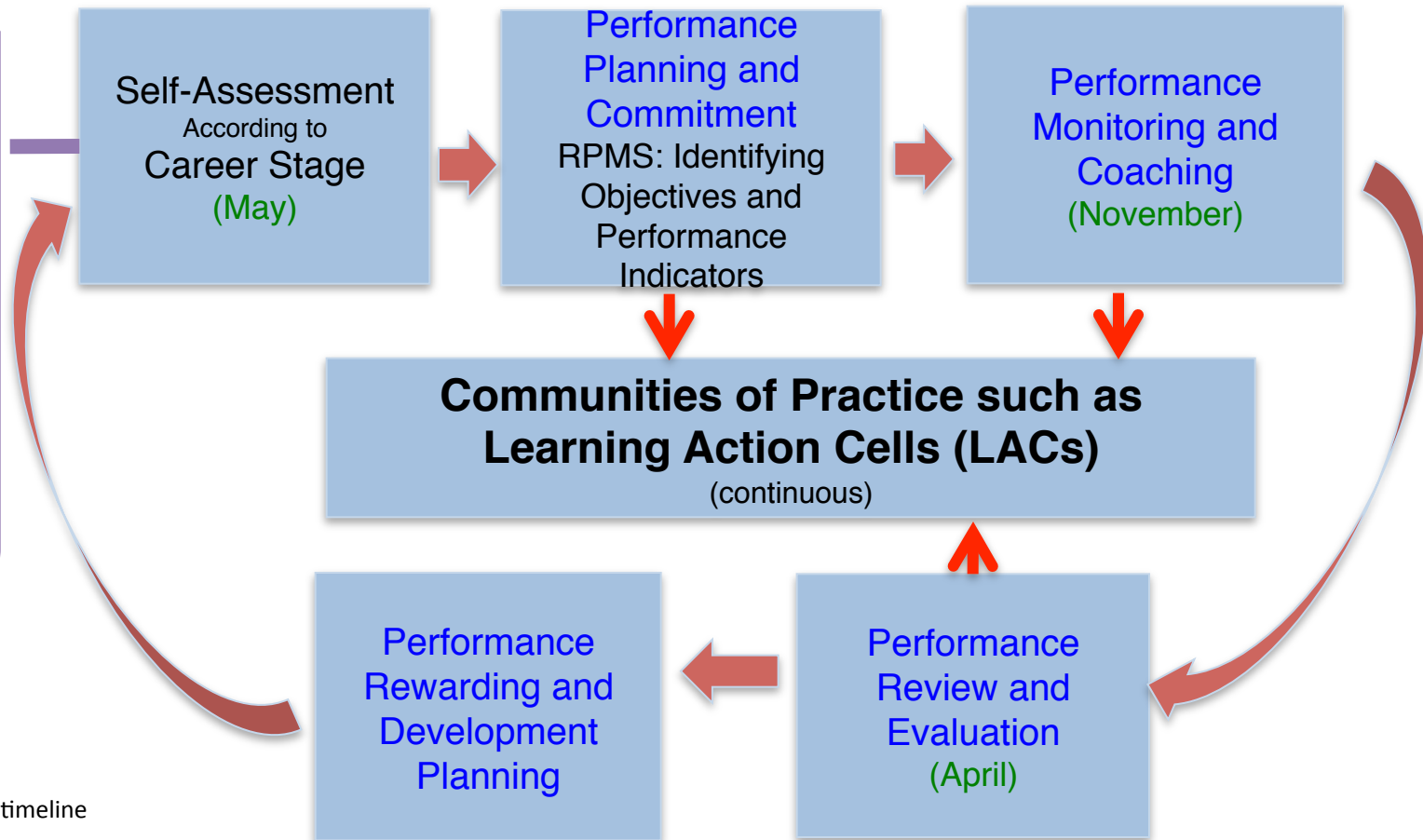
Performance Monitoring and Coaching
(November)

Communities of Practice such as Learning Action Cells (LACs)
(continuous)

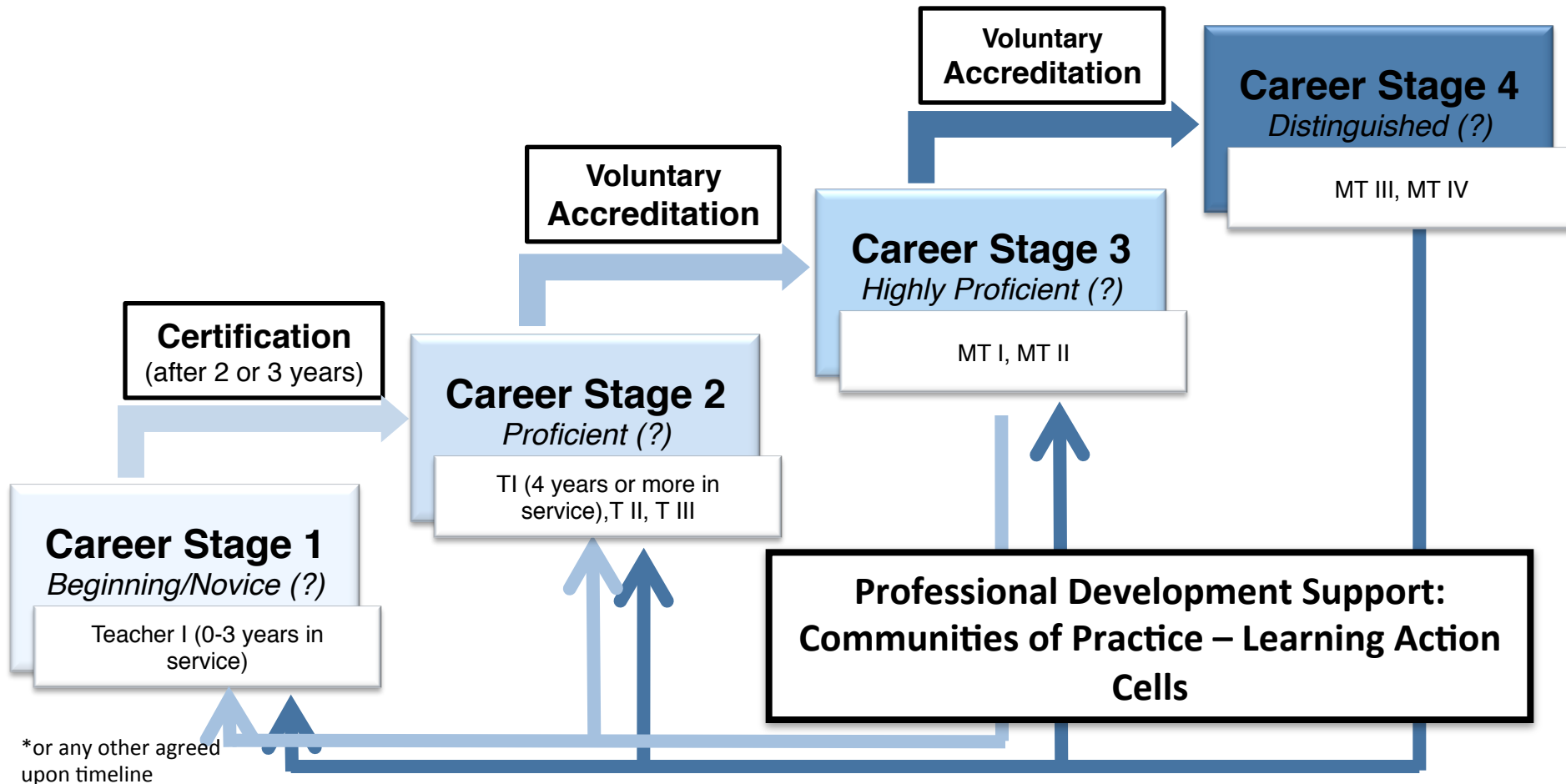
Performance Rewarding and Development Planning

Performance Review and Evaluation
(April)

*or any other agreed upon timeline



Proposed Flowchart for the Movement to Career Stages





Thank you. 😊



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