



TEACHER ASSESSMENT

Presented during the 12th National Convention, PATEF-UPDATE
23 October 2015, Bayview Park Hotel, Roxas Boulevard, Manila

Theme: Teacher Education in the K to 12 Reform: Policies, Programs and Standards

**The mediocre teacher
tells. The good teacher
explains. The superior
teacher demonstrates.
The great teacher inspires.**



QUOTE-ID.COM

William Arthur Ward
American Author
1921 - 1994

OBJECTIVES

By the end of this presentation, the participants shall have:

1. Familiarized themselves with DepEd strategic direction and priorities
2. Examined teacher assessment policy direction of the Department of Education
3. Related teacher assessment to performance management
4. Identified critical points in teacher assessment relevant to teacher education and training

OUTLINE OF THE PRESENTATION

- DepEd Strategic Direction and Priorities
- The K to 12 Curricular Reform and its Demands on Teacher Quality
- Teacher Quality Definition based on Professional Standards: NCBTS and Its Proposed Revision
- The Results-Based Performance Management System and Teacher Assessment

DEPED VISION

We dream of Filipinos
who passionately love their country
and whose values and competencies
enable them to realize their full potential
and contribute meaningfully to building the nation.

As a learner - centered public institution,
the Department of Education
continuously improves itself
to better serve its stakeholders.

DEPED MISSION

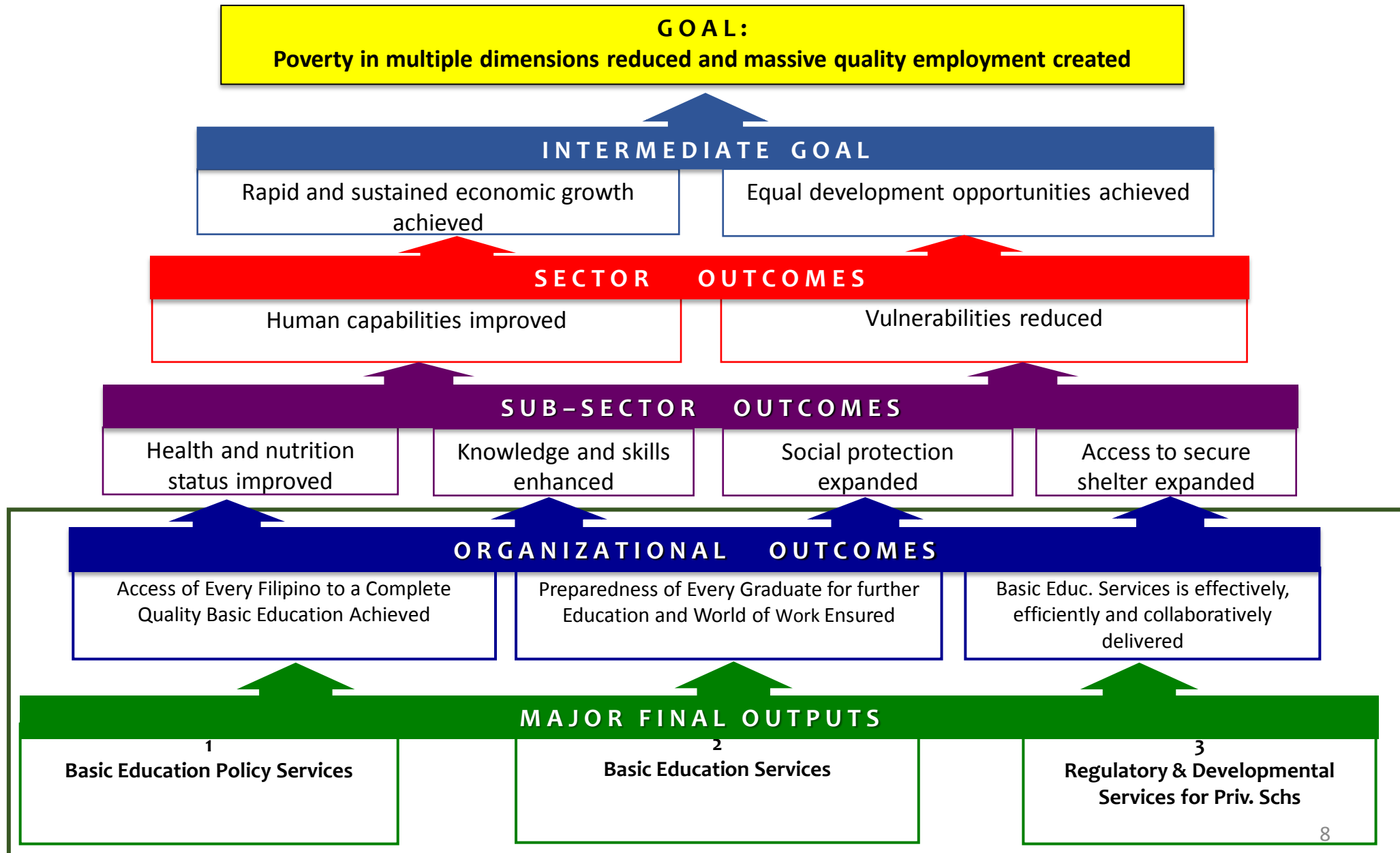
To protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where:

- *Students learn in a child-friendly, gender-sensitive, safe and motivating environment.*
- *Teachers facilitate learning and constantly nurture every learner.*
- *Administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen.*
- *Family, community and other stakeholders are actively engaged and share responsibility for developing life-long learners.*

DEPED CORE VALUES

- **Maka-Diyos**
- **Makatao**
- **Makabansa**
- **Makakalikasan**

DepEd OPIF



Strategic Directions



Every Filipino has access to complete basic education

Create conducive learning institutions

Provide affirmative action to learners with special needs and/or learners in special circumstances

Engage the private sector in broadening opportunities for basic education

Use technology in expanding reach

Every Filipino graduate of complete basic education is prepared for higher education, employment or entrepreneurship

Development of an Enhanced Learner-Centered Curriculum

Provide instructional materials and equipment

Improve quality of instruction and professional development of teachers

Delivery of basic education services to learners is effective, efficient and collaborative

Improve internal systems and processes

Strengthen education leadership and management, and build people's capacities

Expand the network and participation of stakeholders

The K to 12 Philippine Basic Education Curriculum Framework

Holistically Developed Filipino with 21st Century Skills

Being and Becoming a Whole Person

SKILLS

*Information, Media, and Technology Skills
Learning and Innovation Skills
Communication Skills
Life and Career Skills*

LEARNING AREAS

*Language
Technology and Livelihood Education (TLE)
Mathematics and Science
Arts and Humanities*

Curriculum Support System

Teachers

*Materials,
Facilities,
and
Equipment*

*ICT
Environment*

Assessment

*School
Leadership
and
Management*

*Schools
Divisions
Technical
Assistance*

*Community-
Industry
Relevance
and
Partnerships*

Monitoring and Evaluation System

FEATURES OF THE K TO 12 CURRICULUM

*learner-centered,
inclusive, and research-
based*

*standards- and
competence-based,
seamless, decongested*

*culture-responsive and
culture-sensitive,
integrative and
contextualized, relevant
and responsive*

*flexible, ICT-based,
and global*

THE K TO 12 PEDAGOGY

- The curriculum shall use pedagogical approaches that are
 - Constructivist
 - inquiry-based
 - Reflective
 - Collaborative, and
 - Integrative

(RA 10533: Enhanced Basic Education Act of 2013)

WHAT KIND OF TEACHER FOR K TO 12?

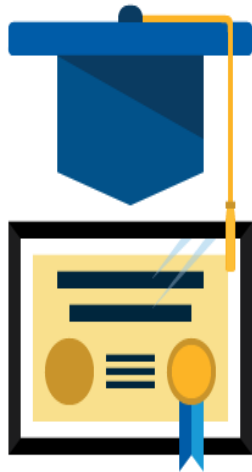
BENEPISYO NG K TO 12



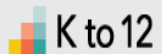
TRABAHO



NEGOSYO



KOLEHIYO



A learner-centered education system
#GoKto12



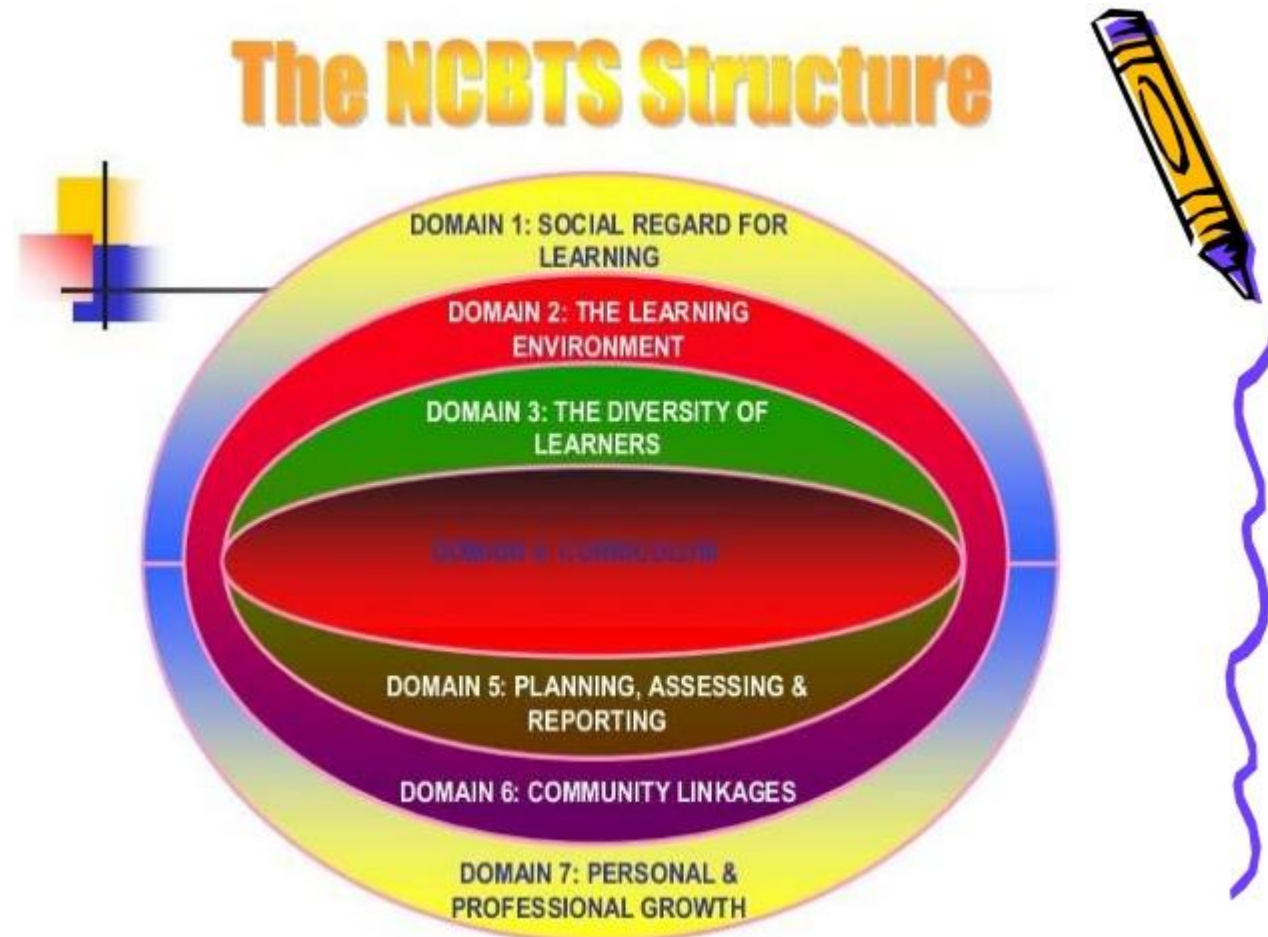
WHAT KIND OF TEACHER FOR K TO 12?

Teachers matter.
Improving teacher
quality is the single
most effective way to
improve student
outcomes.



<http://www.slideshare.net/WSU/teacher-quality-power-point>

DEFINITION OF TEACHER QUALITY



DEFINITION OF TEACHER QUALITY

- CURRICULUM
- PLANNING, ASSESSING AND REPORTING
- DIVERSITY OF LEARNERS
- LEARNING ENVIRONMENT
- COMMUNITY LINKAGES
- SOCIAL REGARD FOR LEARNING
- PERSONAL AND PROFESSIONAL GROWTH AND DEVELOPMENT

THE PROPOSED REVISION OF THE NCBTS

- Content Knowledge and Pedagogy
- Learning Environment
- Diversity of Learners
- Curriculum and Planning
- Assessment and Reporting
- Community Linkages and Professional Engagement
- Personal Growth and Professional Development

CONTENT KNOWLEDGE AND PEDAGOGY

- Recognizes the importance of teachers' mastery of content knowledge and its interconnectedness within and across curriculum areas, coupled with sound and critical understanding of the application of theories and principles of teaching and learning

LEARNING ENVIRONMENT

- Highlights the role of teachers to provide learning environments that are safe, secure, fair and supportive in order to promote learner responsibility and achievement. It centers on creating an environment that is learning-focused and in which teachers efficiently manager learner behavior in physical and virtual space.

DIVERSITY OF LEARNERS

- It underscores the importance of teachers' knowledge and understanding of, as well as respect for, learners' diverse characteristics and experiences as inputs to the planning and design of instructional opportunities.

CURRICULUM AND PLANNING

- Refers to teachers' ability to translate curriculum content into learning activities that are relevant to learners and based on the principles of effective instruction that will enable them to plan, design, individually or in collaboration with colleagues, well-structured and sequenced lessons.

ASSESSMENT AND REPORTING

- Relates to processes associated with a variety of assessment tools and strategies used by teachers in monitoring, evaluating, documenting, and reporting learners' needs, progress and achievement.

COMMUNITY LINKAGES AND PROFESSIONAL ENGAGEMENT

- Refers to teachers' ability to identify and respond to opportunities to link teaching and learning in the classroom to the experiences, interests and aspirations of the wider school community and other key stakeholders.

PERSONAL GROWTH AND PROFESSIONAL DEVELOPMENT

- Accentuates teachers' proper and high personal regard of the profession by maintaining stature and behavior that uphold the dignity of teaching. This domain recognizes the importance of reflection on practice and assuming responsibility for personal and professional learning.

Content
Knowledge
and
Pedagogy

Curriculum
and Planning

Assessment
and
Reporting

Personal and
Professional
Development

Community
Linkages and
Professional
Engagement

Diversity of
Learners

Learning
Environment



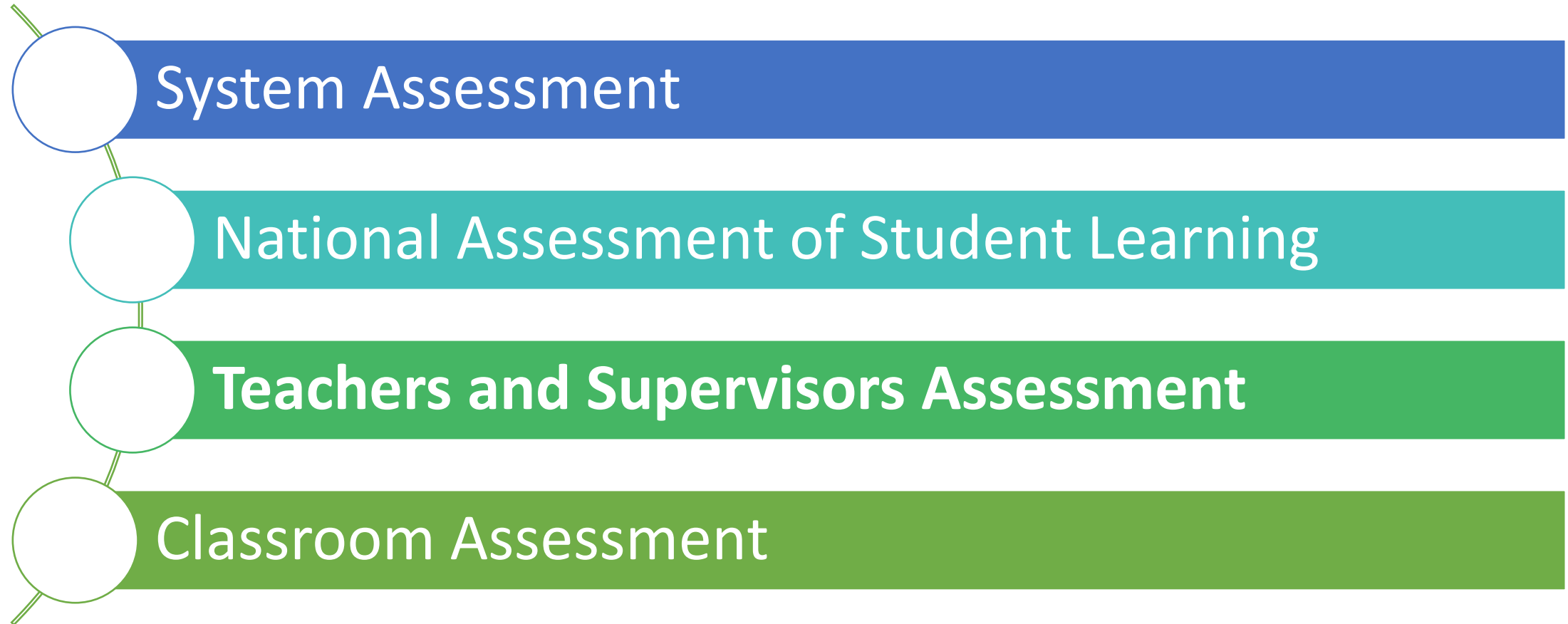
NATIONAL ASSESSMENT SYSTEM OF K TO 12

- **Department Memorandum No. 2, 2. 2015** created the TWG on the Assessment System of the K to 12 Program
- The National TWG is chaired by Undersecretary Dina Ocampo with members from the Central Office Bureaus, Field Supervisors, ACTRC and RCTQ

TOR OF THE TWG

3. The National TWG shall be responsible for the following:
 - a. formulating an assessment framework for assessing quality performance in the system, national, teacher and classroom levels;
 - b. establishing quality standards/protocols on assessment instruments development and administration, data processing, communication and utilization of assessment data;
 - c. formulating and adopting policy guidelines on implementing and institutionalizing a national assessment system for the K to 12 Program to promote quality assurance in education;
 - d. designing the capability building program required for the roll out of the K to 12 assessment system; and
 - e. formulating mechanisms on utilization of assessment data to inform decision making at different levels of education governance (i.e., Region Education Development Program, Division Education Development Program, School Improvement Program).

ASSESSMENT SUB-TWGs



TOR OF THE SUB-TWG



Teachers and Supervisors Assessment

Teachers and Supervisor Assessment

- a. formulating an assessment framework for assessing teacher competencies;
- b. evaluating of teacher assessment mechanisms and tools at different levels (i.e., department, school, district, etc.); and
- c. formulating policies in teacher assessment in collaboration with TEC and NEAP in relation to requirements set under the K to 12 system.

RELATED ACTIVITIES CONDUCTED

Meetings

Consultations

Framework
Development

Competency
Review

Tool
Development

THE RPMS

DepEd Order No.2, s. 2015 (Guidelines on the Establishment & Implementation of the Results - based Performance Management System (RPMS) in the Department of Education)

- Stipulates the strategies, methods, tools and rewards for assessing the accomplishment vis-à-vis the commitments.
- This will be used for measuring and rewarding higher levels of performance of the various units and development planning of all personnel in all levels.

ALIGNING TEACHER ASSESSMENT AND RPMS



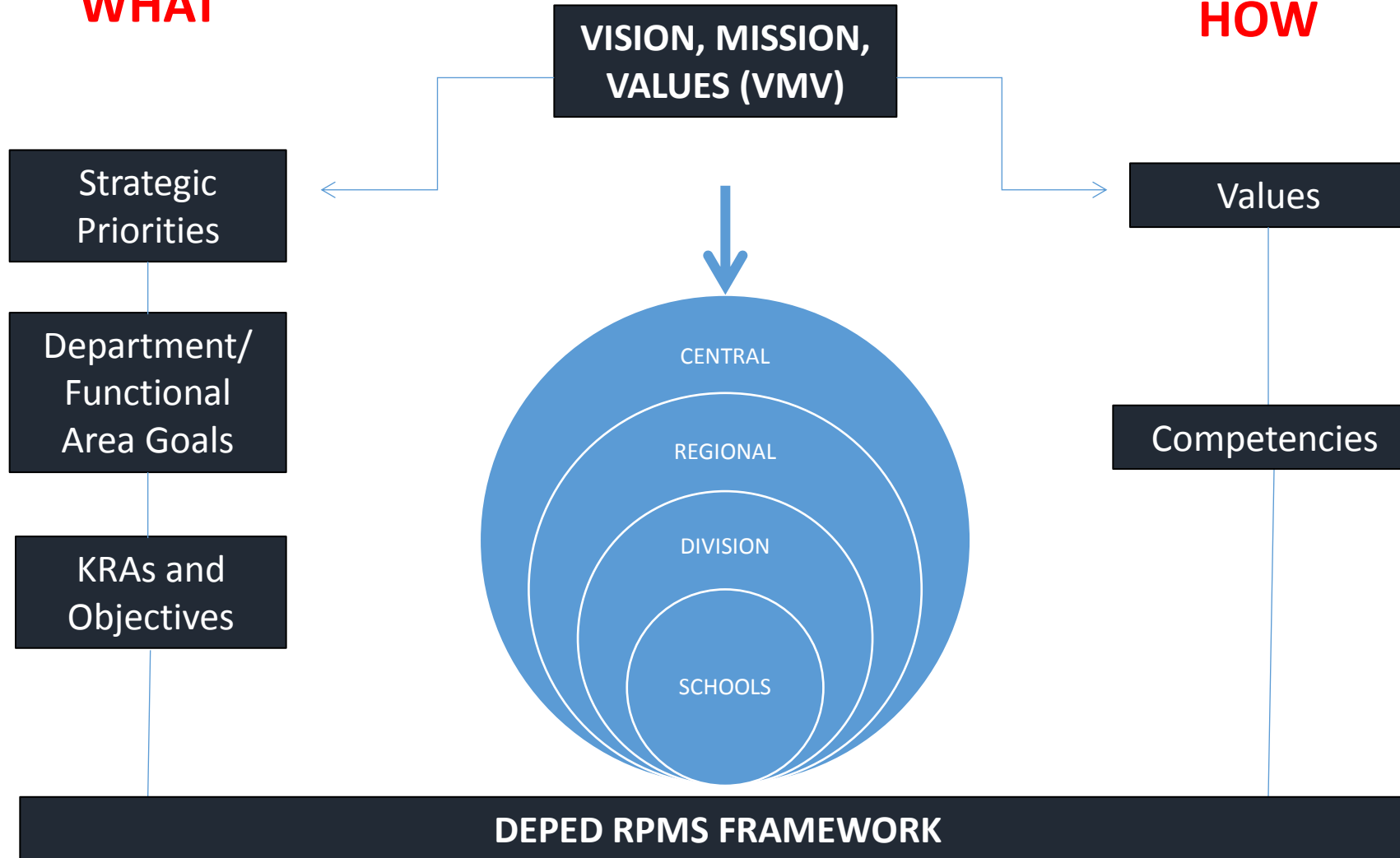
An organization-wide process to ensure that employees focus work efforts towards achieving DepEd's Vision, Mission and Values (VMV).



A systematic approach for continuous and consistent work improvement and individual growth.

THE DEPED RPMS FRAMEWORK

WHAT



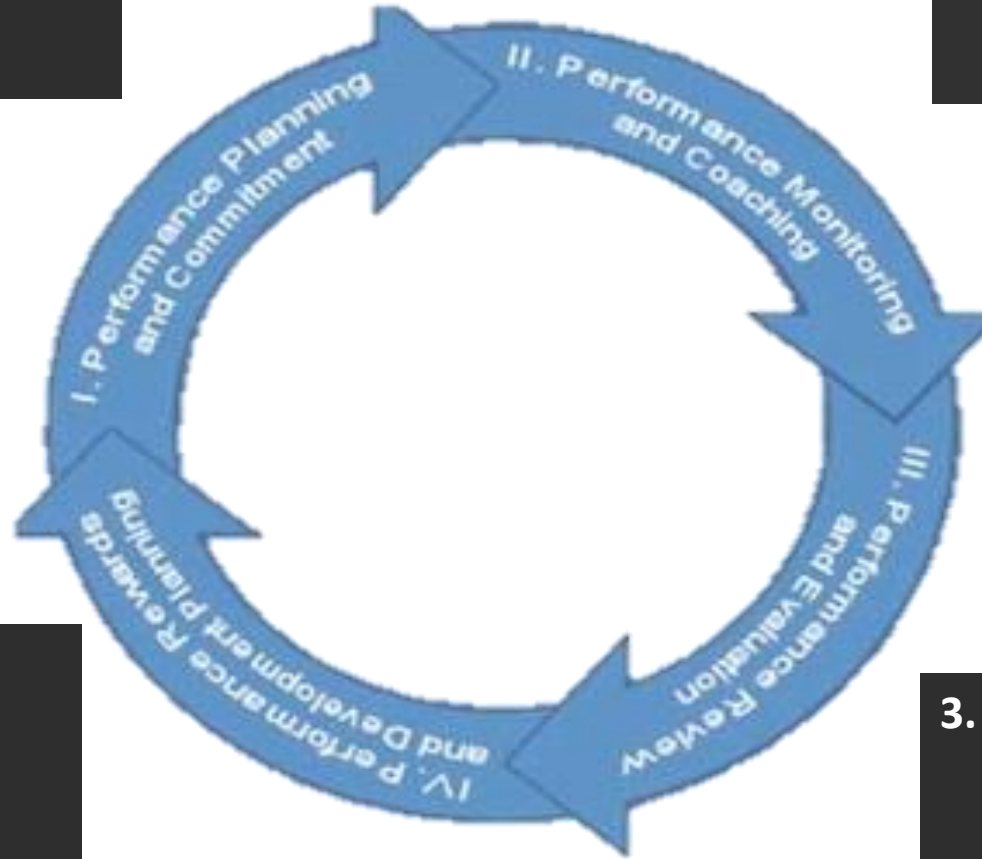
DEPED RPMS AND CSC RPMS

1. Performance Planning and Commitment

2. Performance Monitoring and Coaching

3. Performance Review and Evaluation

4. Performance Rewarding and Development Planning



PERFORMANCE PLANNING

Involves target setting based on Key Result Areas and Individual Objectives aligned to the strategic direction and priorities of the organization/school/DepEd and Self-Assessment on the Teaching Competencies

PREPARING THE RPMS FORM





1. Discuss Unit's Objectives



2. Identify Individual KRAs, Objectives and Performance Indicators



3. Discuss Competencies Required and Additional Competencies Needed



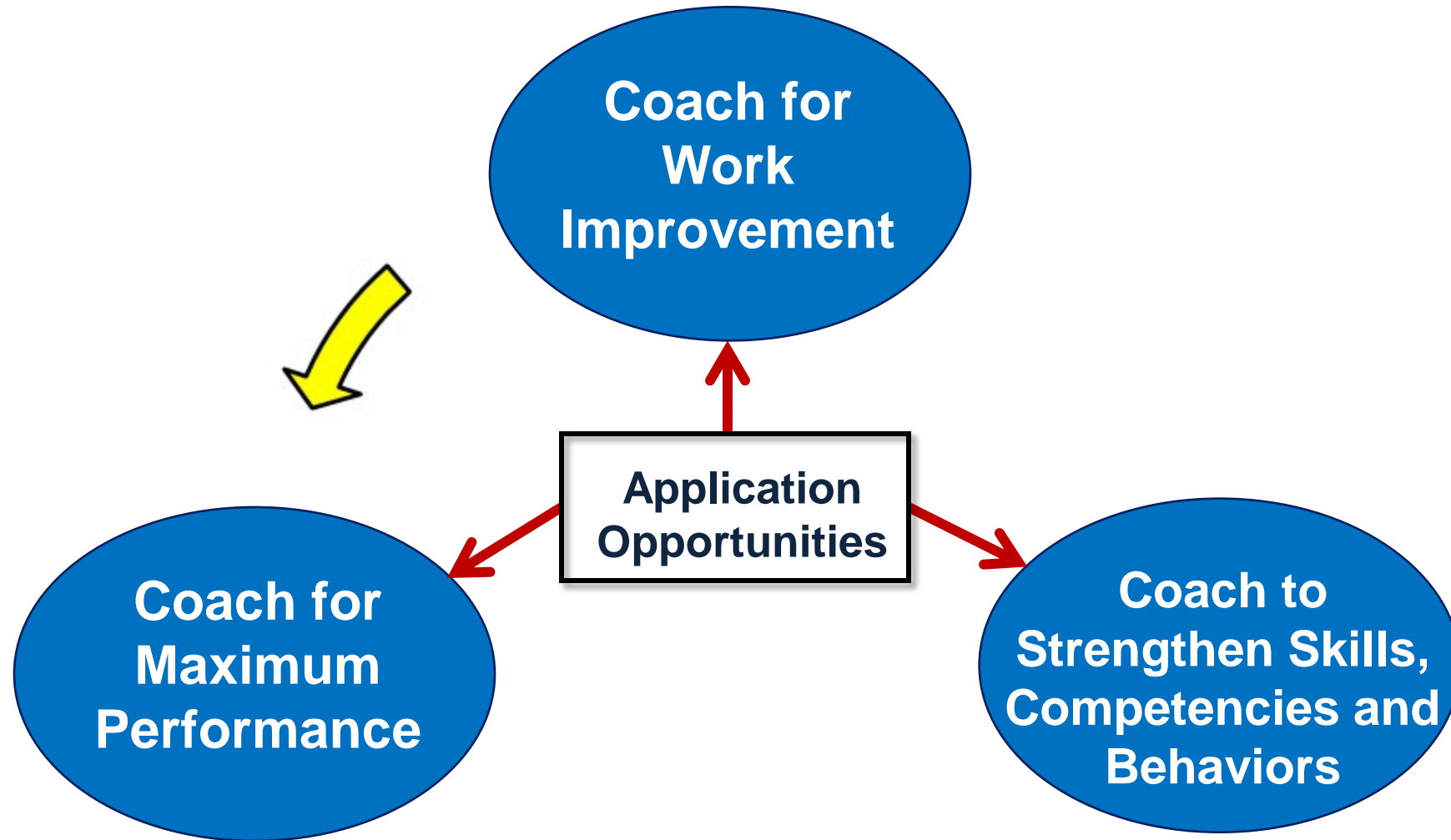
4. Reaching Agreement

PERFORMANCE MONITORING

This phase is considered the heart of the RPMS. This requires not simply tracking the performance of the employee/teacher but more importantly this provides an opportunity to give feedback to the teachers with the end view of improving teaching practice.

Classroom observations may be done here observing appropriate process and tools

Coaching Model for DepEd



PERFORMANCE REVIEW AND EVALUATION

This phase is the quantification of performance based on the evidences gathered. The process should be consultative.



1. Review Performance



2. Discuss Strengths and Improvement Needs

PERFORMANCE REWARDING AND DEVELOPMENT PLANNING

At this stage, the teacher and the school as a whole must be able to determine in what areas along the professional teachers' standard should be given more attention in so far as teacher development intervention is concerned. It is at this point where the IPPD and the SPPD are updated based on the results of the performance review and evaluation.

STEPS IN DEVELOPMENT PLANNING

1. Identify development needs
2. Set goals for meeting these needs
3. Prepare actions plans for meeting the development need
 - sanction learning activities
 - resources / support
 - measures of success
4. Implement Plans
5. Evaluate



TEACHER DEVELOPMENT INTERVENTIONS

- Benchmarking
- Seminars/workshops
- Formal education/classes
- Assignment to task forces/committees/ special projects
- Job enhancements / redesign
- Functional cross-posting
- Geographical cross-posting
- Coaching/counseling
- Developmental/lateral career moves
- Self-managed learning

ALIGNING TEACHER ASSESSMENT AND RPMS

PHASES OF RPMS	ELEMENTS	TOOLS
Performance Planning	Performance Targets Teaching Competencies	IPCRF Self-Assessment Tool IPPD/SPPD
Performance Monitoring and Coaching	Teaching Competencies	Classroom Observation Tool
Performance Review	Attainment of Performance Targets Teaching Competencies	IPCRF
Performance Rewarding and Development Planning	Attainment of Performance Targets Teaching Competencies	IPPD/SPPD



"Except for
parents, **no
one is more
important** to
children's
futures **than
their teachers.**"

-Kate Walsh



END OF PRESENTATION
Thank You Very Much