

# Teacher training

[Profession](#), [Teacher](#)



Teacher Education and Development Program (TEDP) — National Competency-Based Teacher Standards (NCBTS) Philippine Education Reform

Beatriz G. Torno, DPM Executive Director II Teacher Education Council I wish I could persuade every teacher to be proud of his/her occupation-not conceited or pompous , but proud. People who introduce themselves with the shame remark that they are, “ just teachers”, give me despair in my heart. Did you ever hear a lawyer say depreciatingly that he was only a patent attorney? Did you ever hear a physician say “ I am just a brain surgeon? ” I beg of you to stop apologizing for being a member of the most important profession in the world. Draw yourself up to your full height; look at anybody squarely in the eye and say, “ I AM A TEACHER. ” William Garr Department of Education Overview Mission: to provide quality basic education that is equitably accessible to all and lay the foundation for life-long learning and service for the common good Overview Total enrollment- SY 2008-2009 = 19. 4 million Elementary: Pre-school, Grades 1-6; Public: 12, 304, 207 Private: 1, 092, 781 Total = 13, 396, 988 Secondary: First Yr — 4th yr: Public: 5, 126, 459 Private: 1, 332, 846 Total = 6, 459, 305 TOTAL NUMBER OF TEACHERS: Elementary: Public: 348, 082 Private: 49, 440 397, 368 Secondary: Public: 131, 865 Private: 53, 018 184, 883 GRAND TOTAL: 582, 255 BASIC EDUCATION SECTOR REFORM AGENDA (BESRA) TEDP and NCBTS TEDP is TEACHER EDUCATION and DEVELOPMENT PLAN - is the master plan for Teacher Education. - is the articulation of a singular competencybased framework for teaching and teacher development that would guide all policies, reforms, and activities related to teaching and teacher development. The Teacher Education and Development Map Retirement

Preparation DepED Entry to Teacher Education DepED/CHED/TEIs  
CHED/TEIs/Schools In-Service Training and Professional Development Pre-  
Service Training DepED National Competency-Based Teacher Standards  
Induction Training (BEd/BSEd/PGCEd) PRC Teacher Licensure DepED\* / Civil  
Service Teacher Human Resource Planning, Recruitment, Selection,  
Deployment and Recognition System \*Includes public and private schoo  
Introduction At the heart of the TEDP map is the Philippine National  
Competency-Based teacher Standards (NCBTS) CARAGA What is TEDP? TEDP  
conceptualizes a teacher's career path as a continuum that starts with the  
entry to a teacher education program and concludes when a teacher reaches  
retirement from formal service What is TEDP? Agencies working hand in  
hand for the good of the teaching profession are Department of Education  
(DepEd), Commission on Higher Education (CHED), Professional Regulation  
Commission (PRC), Civil Service Commission (CSC) and Teacher Education  
Institutions (TEIs) Abstraction The National Competency\_ Based Teacher  
Standards (NCBTS) is at the heart of the TEDP. It is the key element of the  
TEDP (Teacher Education and Development Program). What is a standard? -  
NORM - CRITERION - BENCHMARK - YARDSTICK - MODEL - MEASURE -  
PARADIGM - TOUCHSTONE What is NCBTS? NCBTS defines effective teaching  
as being able to help all types of students learn the different learning goals  
in the curriculum What is NCBTS? An integrated theoretical framework that  
defines the different dimensions of effective teaching What is NCBTS? It is  
based on the core values of Filipino teachers and on effective teaching and  
learning with seven (7) domains, 23 strands and 80 performance indicators.  
Teacher Education Institutions (TEIs) shall use it to design and implement

effective pre-service teacher education curricula Professional Regulation Commission (PRC) shall refer to it to design the LET Institutions and agencies that provide Professional Development or INSET shall refer to it to develop the intervention they desire - Award giving bodies DepEd shall use the NCBS to formulate its hiring, promotion, supervision and other policies related to the teaching profession. Most of all, individual teachers in all public elementary and high schools shall use it for their professional development activities

Domain 1: Social Regard for Learning Key Question for the Teacher: “ Can my students appreciate and model the value of learning through my interactions with them? ” Domain 1: Social Regard for Learning Explanation: The domain of Social Regard for Learning focuses on the ideal that teachers serve as positive & powerful role models of the values of the pursuit of learning & of the effort to learn, & that the teachers actions, statements, & different types of social interactions with students exemplify this ideal. Domain 2: Learning Environment Key Question for the Teacher: “ Do I create a physical and social environment in class that allows my students to attain maximum learning? ” Domain 2: Learning Environment Explanation: The domain of Learning Environment focuses on importance of providing for a social and physical environment within which all students, regardless of their individual differences in learning, can engage the different learning activities and work towards attaining high standards of learning.

Domain 3: Diversity of Learners Key Question for the Teacher: “ Can I help my students learn whatever their capabilities, learning styles, cultural heritage, socio-economic backgrounds, and other differences are? ” Domain 3: Diversity of Learners Explanation: The domain of Diversity of Learners

emphasizes the ideal that teachers can facilitate the learning process in diverse types of learners, by first recognizing and respecting individual differences, then using knowledge about students' differences to design diverse sets of learning activities to ensure that all students can attain appropriate learning goals. Domain 4: Curriculum Key Question for the Teacher: " Can my students understand and attain the goals of the curriculum through the various learning resources and activities I prepared? Have I made use of ICT appropriately" Domain 4: Curriculum Explanation: The domain of Curriculum refers to all elements of the teaching-learning process that work in convergence to help students attain high standards of learning and understanding of the curricular goals and objectives. These elements include the teacher's knowledge of subject matter, teaching-learning approaches and activities, instructional materials and learning resources including ICT. Domain 5: Planning, Assessing and Reporting Key Question for the Teacher: " Do I assess my students' learning and knowledge using appropriate educational assessment procedures, and do I use the information from these assessment procedures in planning my teaching-learning activities for the students? " Domain 5: Planning, Assessing and Reporting Explanation: The domain of Planning, Assessing & Reporting refers to the aligned use of assessment and planning activities to ensure that the teaching-learning activities are maximally appropriate to the students' current knowledge and learning levels. In particular, the domain focuses on the use of assessment data to plan & revise teaching-learning plans, as well as the integration of formative assessment procedures in the plan and implementation of teaching-learning activities. Domain 5: Planning,

Assessing and Reporting (continuation) In particular, the domain focuses on the use of assessment data to plan & revise teaching-learning plans, as well as the integration of formative assessment procedures in the plan and implementation of teaching-learning activities.

**Domain 6: Community Linkages**  
Key Question for the Teacher: “ Are the goals and characteristics of the teaching-learning activities I implement relevant to the experiences, values and aspirations in my students’ communities? ”

**Domain 6: Community Linkages**  
Explanation: The domain of Community Linkages focuses on the ideal that school activities are meaningfully linked to the experiences and aspirations of the students in their homes and communities. Thus, the domain focuses on teachers’ efforts directed at strengthening the links between school and community activities as these help in the attainment of the curricular objectives.

**Domain 7: Personal Growth and Professional Development**  
Key Question for the Teacher: “ Do my actions and statements indicate a high regard for the teaching profession and for my continuous development as a professional teacher? ”

**Domain 7: Personal Growth and Professional Development**  
Explanation: The domain of Personal Growth and Professional Development emphasizes the ideal that teachers value having a high personal regard, concern for professional development, and continuous improvement as teachers.

DepEd Current Intervention — offshoot of the NCBTS is the Teacher Induction Program (TIP)— institutionalized support system for beginning teachers with 0-3 yrs in service

TIP Package includes 17 self-paced modules with Pre and Post Assessments - Modules 1-5: Orientation learning guides to help teachers be acquainted with the DepEd system especially their roles and responsibilities

and their rights and benefits; - Modules 6 – 17 : Curriculum and Instruction focuses on the teaching of the different subjects: content update, teaching strategies, authentic assessment of learning outcomes and lesson exemplars

Thank you for listening. National Competency- Based Teacher Standards (NCBTS) Teacher Strengths and Needs Assessment (TSNA) and Individual Plan for Professional Development ( IPPD) for Teachers

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Executive Director II- DepED TEDP FRAMEWORK NCBTS- FRAMEWORK & STRUCTURE

DOMAIN 1: SOCIAL REGARD FOR LEARNING DOMAIN 2: THE LEARNING ENVIRONMENT DOMAIN 3: THE DIVERSITY OF LEARNERS DOMAIN 4: CURRICULUM DOMAIN 5: PLANNING, ASSESSING & REPORTING DOMAIN 6: COMMUNITY LINKAGES DOMAIN 7: PERSONAL GROWTH & PROFESSIONAL DEVELOPMENT

BESRA KRT2 BESRA as a policy reform is expected to create critical changes necessary to accelerate, broaden, deepen and sustain the improved education effort already started by DepEd. BESRA KRT2 will raise teacher standards in the profession to meet the demands for better learning outcomes. Main Policy Actions of BESRA KRT2 A framework for competency-based standards for teachers. A rolling 5-year projection of teacher hires. Progressive upgrades in division level teacher hiring practices. Regional, division and school level targets for distribution of class sizes. Main Policy Actions of BESRA KRT2 Regional, division and school level targets for distribution of class sizes. Division and school focus in improving teaching practices in schools. Pre-service teacher education and licensing to support future hiring standards. New legislation governing teacher (non-teaching staff) compensation, benefits and conditions of employment. Background

National Competency-Based Standards (NCBTS) defines Effective Teaching.

NCBTS clearly stated the strategic and indispensable role of the TEACHER in the learning process of the students. NCBTS to TSNA Teacher Strengths and Needs Assessment (TSNA) was designed in the context of NCBTS. TSNA is anchored on the overarching concept of teacher professional development to promote student learning. TSNA will be utilized for Individual Plan for Professional Development (IPPD) IPPD as an input to the School Improvement Plan (IPPD) TSNA System Framework General Purposes of TSNA To gather data for the continuous training and professional development of teachers To identify teacher's professional attributes, knowledge, understanding, skills and attitudes. To identify teacher strengths that would complement the learning needs and requirements of the learners. Specific Purposes of TSNA Determine the competency status profile, strengths and weaknesses of individual teacher vis a vis the standards set by NCBTS in the 7 seven domains. Determine the Individual Professional Teacher Index from the TSNA results and use the data to develop teachers Individual Plan for Professional Development Specific Purposes of TSNA To consolidate the TSNA results at the school, division levels as reference to the School Improvement Plan (SIP) and the Annual Improvement Plan (AIP) EXPECTED OUTPUT At the Individual Level An Individual Teacher Scoring Template that contains TSNA results indicating the strengths and training needs in each of the 7 domains, 23 strands, 80 indicators and 270 KSAs. EXPECTED OUTPUT At the School Level School data-based results that reflect the general strengths and learning needs of the teachers in the particular school. EXPECTED OUTPUT At the cluster/division level Division data-based results of participating schools teachers in a given cluster/division. Domains, Strands, Indicators, KSAs in the



TSNA Tool Domains Strands Indicators KSA D1-Social Regard for Learning 2 5  
 18 D2-Learning Environment 5 17 59 D3-Diversity of Learners 1 8 27 D4-  
 Curriculum 7 22 78 D5- Planning, Assessing & Reporting 4 12 40 D6-  
 Community Linkages 1 6 18 D7- Personal Growth and Professional  
 Development 3 10 30 Total 23 80 270 Manual Version —TSNA Response The  
 instrument contains clusters of KSAs specific to a particular competency  
 indicators and with the stem: “ At what level do I . . . . . ” As self-assessment  
 tool, the responses to each item is expressed in qualitative progression as:  
 Low level (L-1), Fair level (F-2), Satisfactory level (S-3), High level (H-4).  
 Interpretation- TPDIndex Competen cy Level Labels for the Index Description  
 3. 51- 4. 00 Expert Teacher has almost all the competencies for effective  
 teaching at high level. These are the identified strengths, which have to be  
 sustained and enhanced. 2. 51-3. 50 Experienced Teacher has majority of  
 the competencies at high level for effective teaching. Enhance strengths,  
 training and professional needs to be addressed. 1. 51-2. 5 Developing  
 Teacher has average of all the competencies at high level for effective  
 teaching. Enhance strengths, training and professional needs to be  
 addressed with priority. 1. 00-1. 50 Beginning Teacher has very few of the  
 competencies at high level for effective teaching. Priority and urgency be  
 given to training needs. Electronic Version The e-version follows the manual  
 version but the teacher has to use a computer to answer each item and  
 automatically, the result will be given and interpreted by domain. The e-  
 version has been made userfriendly that any teacher can easily use it. The  
 Individual Plan for Professional Development (IPPD) The TSNA results to a  
 teacher individual profile along the seven domains, the strands and the

indicators. From analysis and interpretation based on the TPDIndex, the teacher can determine the trainings which are urgently needed. The individual profile of the teachers may now be considered by the school head in the School Improvement Plan (SIP) and the Annual Improvement Plan (AIP). The collective profile of the teachers may also be utilized in the Division Educational Development Plan. Thus.... The use of TSNA will guide individual teacher and school heads in following the Teacher Capacity Building Roadmap as shown in the next figure. Thank you very much