



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

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WARMING THE HEART



*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

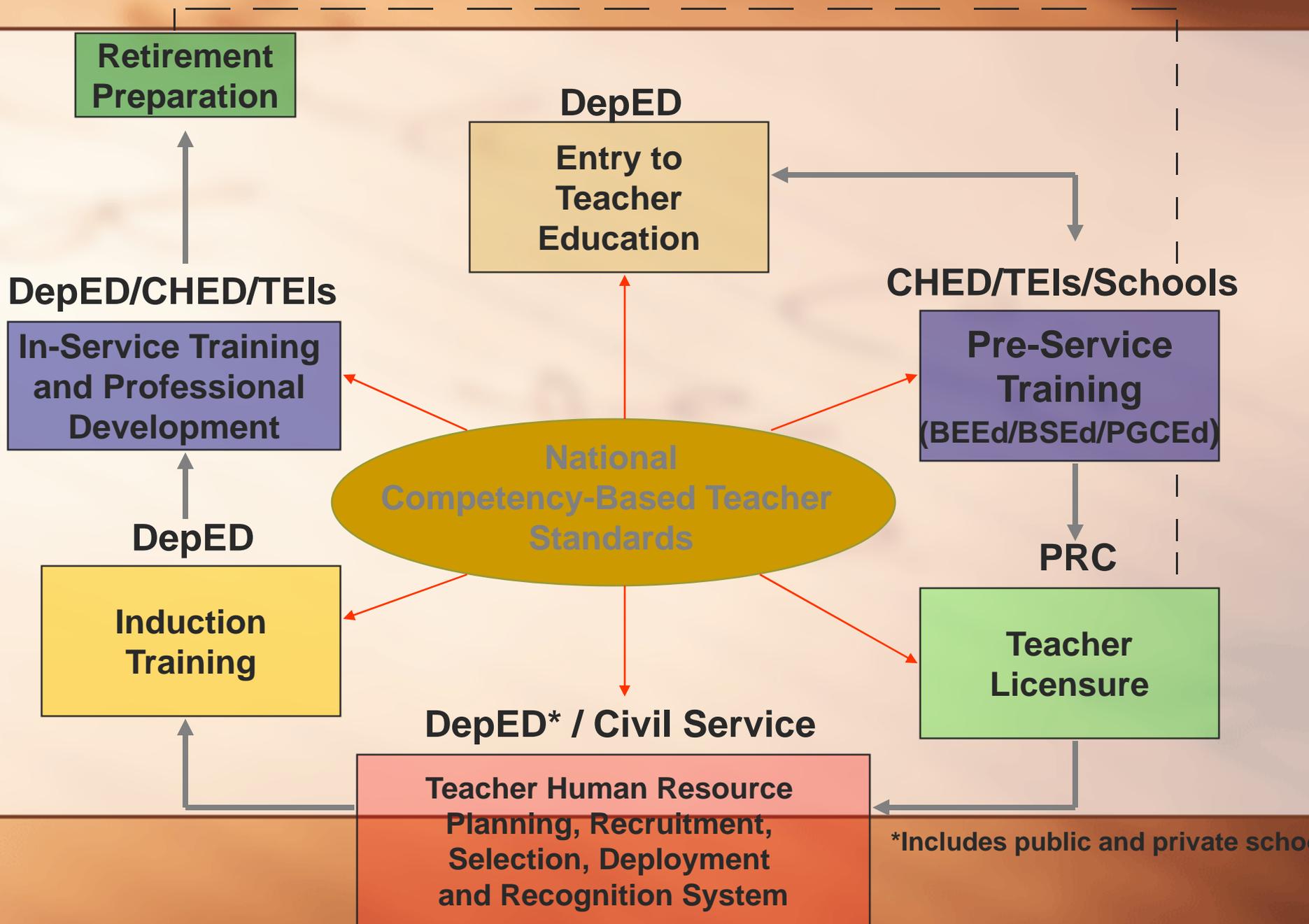
GRAND TOTAL: 582,255

BASIC EDUCATION SECTOR REFORM AGENDA (BESRA) TEDP and NCBTS

TEDP is TEACHER EDUCATION and
DEVELOPMENT PLAN

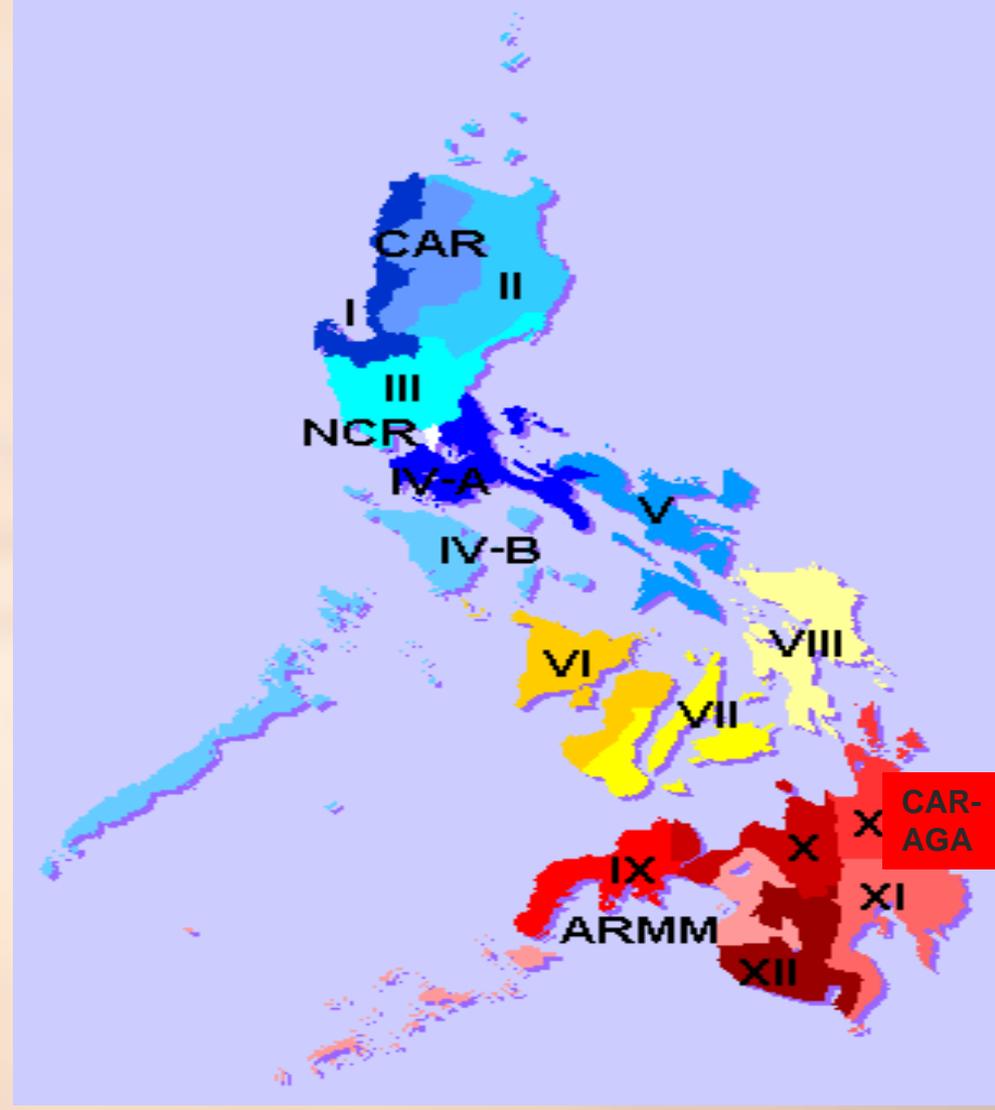
- is the master plan for Teacher Education.
- is the articulation of a singular competency-based framework for teaching and teacher development that would guide all policies, reforms, and activities related to teaching and teacher development.

The Teacher Education and Development Map



Introduction

At the heart of the TEDP map is the Philippine National Competency-Based teacher Standards (NCBTS)



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)

What is NCBTS?

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.

Who Should Use the NCBTS?

- ❖ **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

Who Should Use the NCBTS?

- ❖ Institutions and agencies that provide Professional Development or INSET shall refer to it to develop the intervention they desire
- Award giving bodies

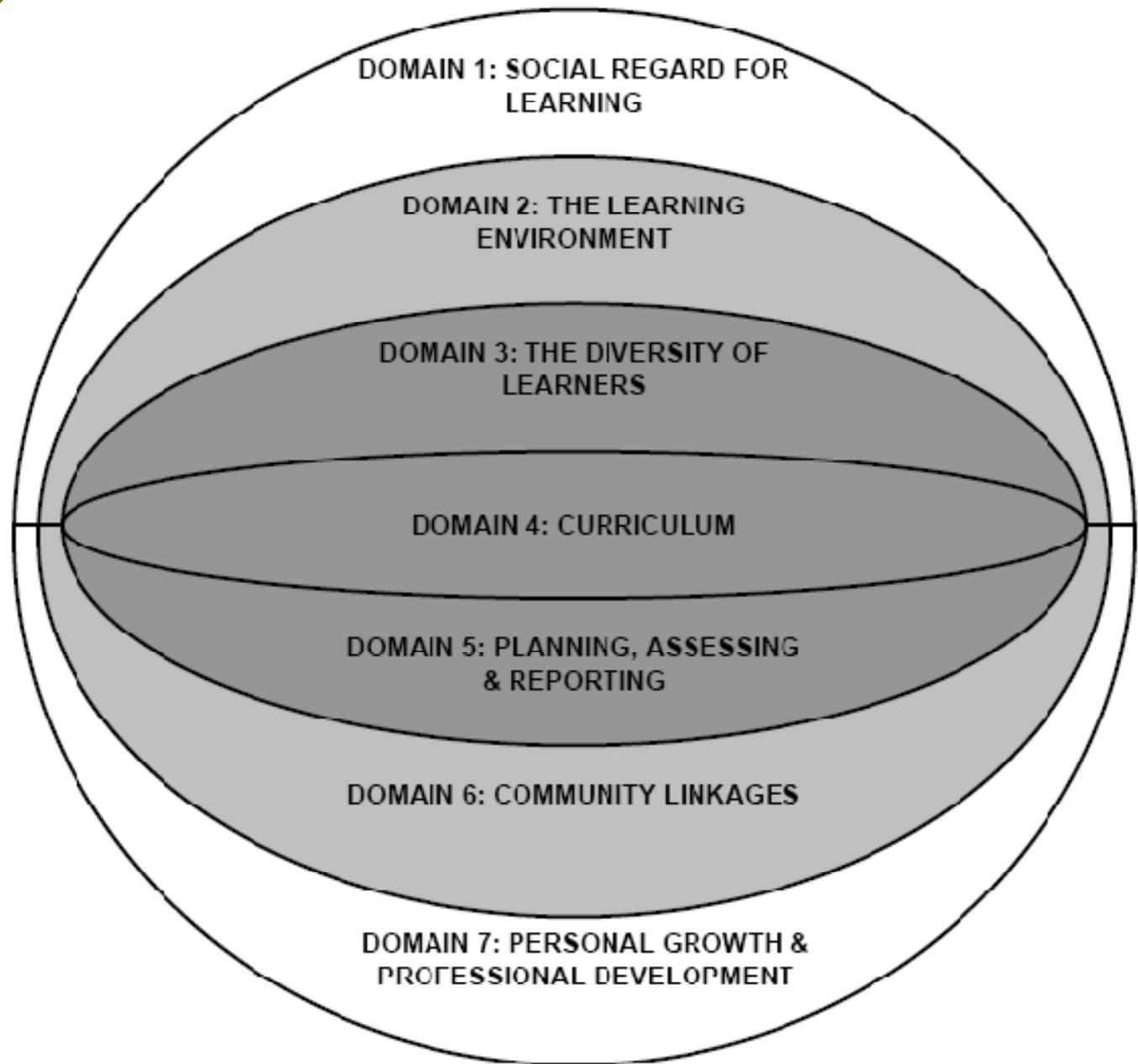
Who Should Use the NCBTS?

❖ DepEd shall use the NCBTS to formulate its hiring, promotion, supervision and other policies related to the teaching profession.

Who Should Use the NCBTS?

- ❖ Most of all, individual teachers in all public elementary and high schools shall use it for their professional development activities

The seven domains of NCBTS



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

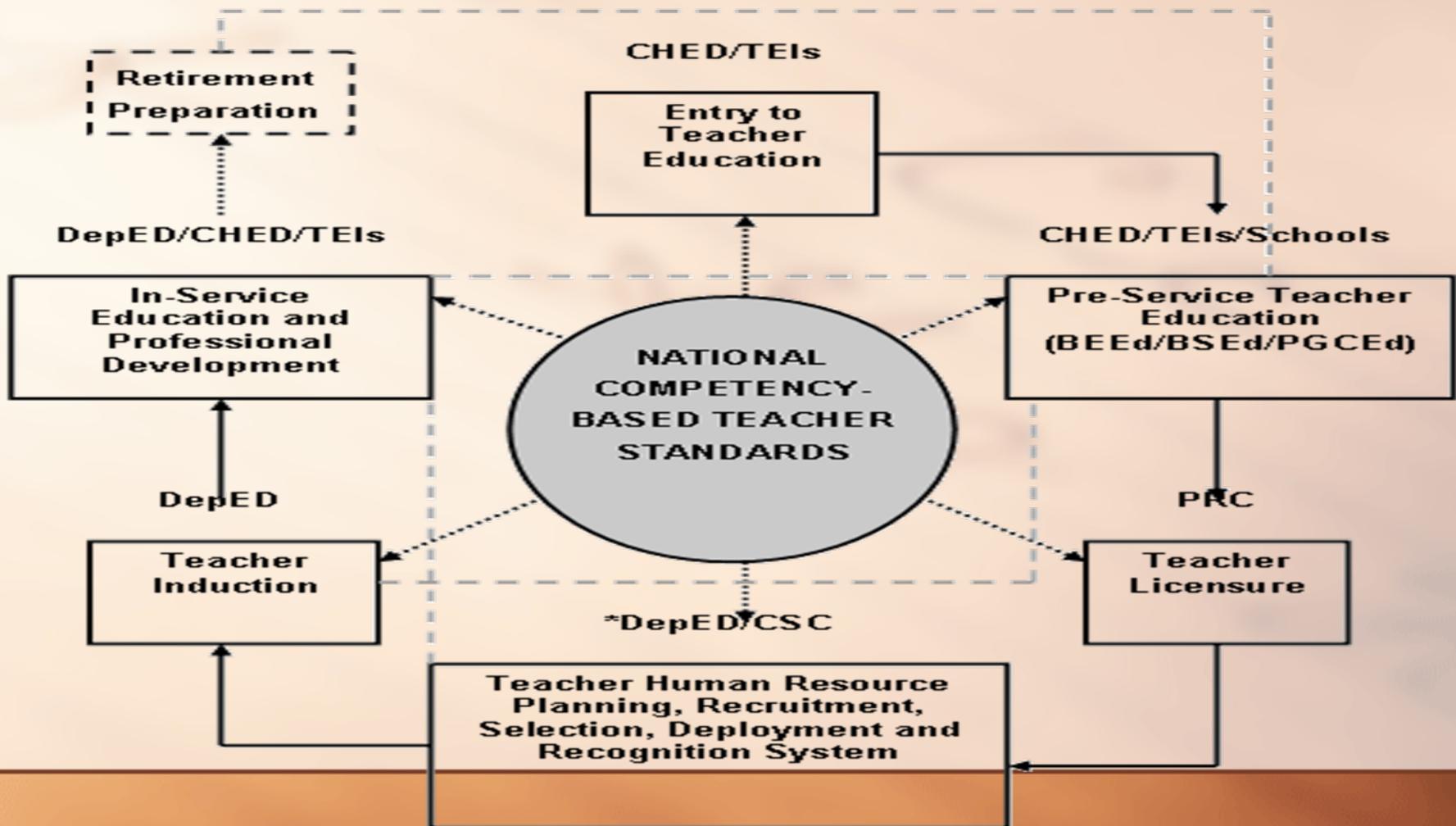
Thank you for listening.

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

**Dr. Beatriz G. Torno
Executive Director II- DepED**

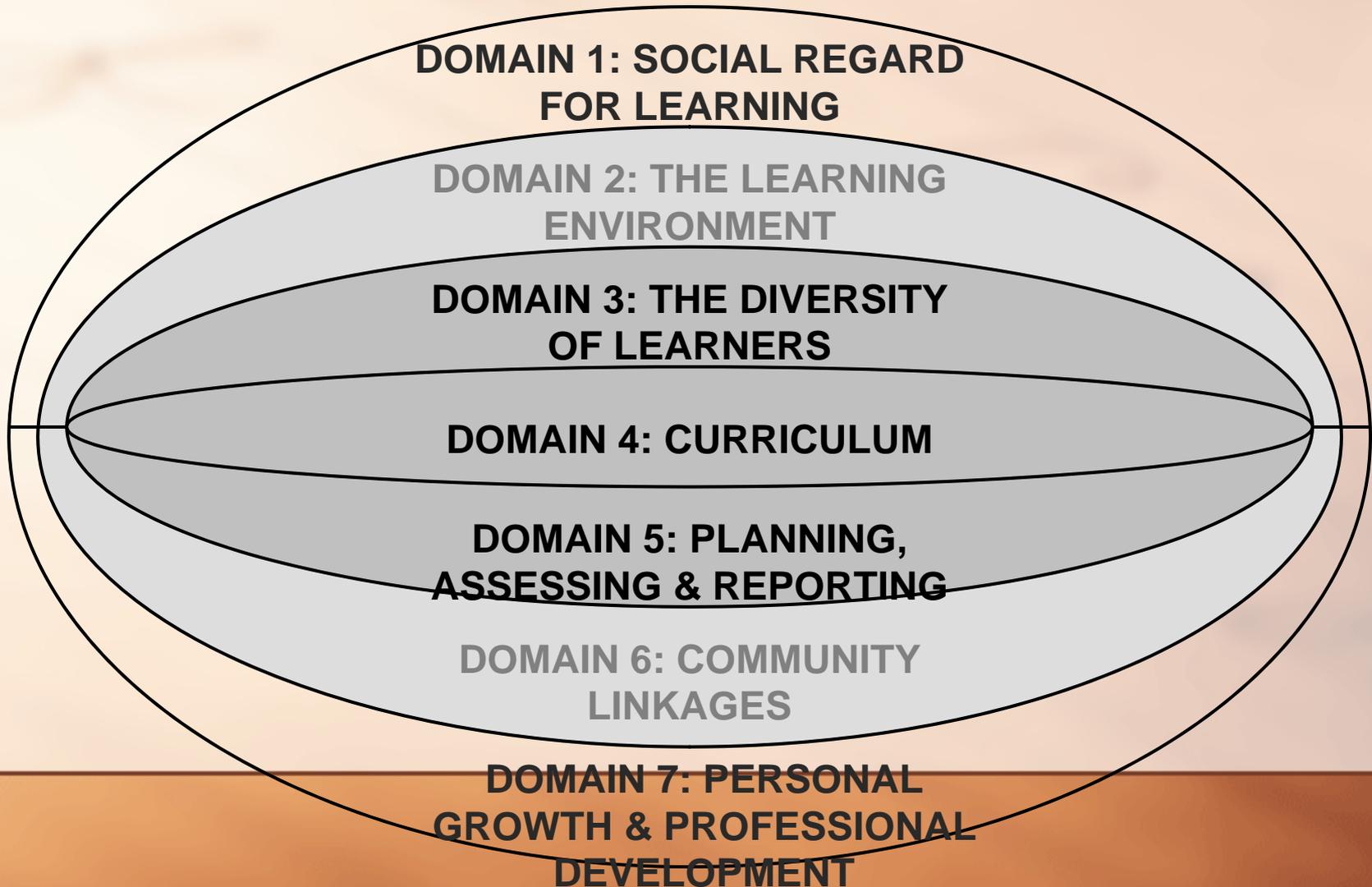
TEDP FRAMEWORK

TEACHER EDUCATION & DEVELOPMENT MAP



* Includes Public and Private Schools

NCBTS- FRAMEWORK & STRUCTURE



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

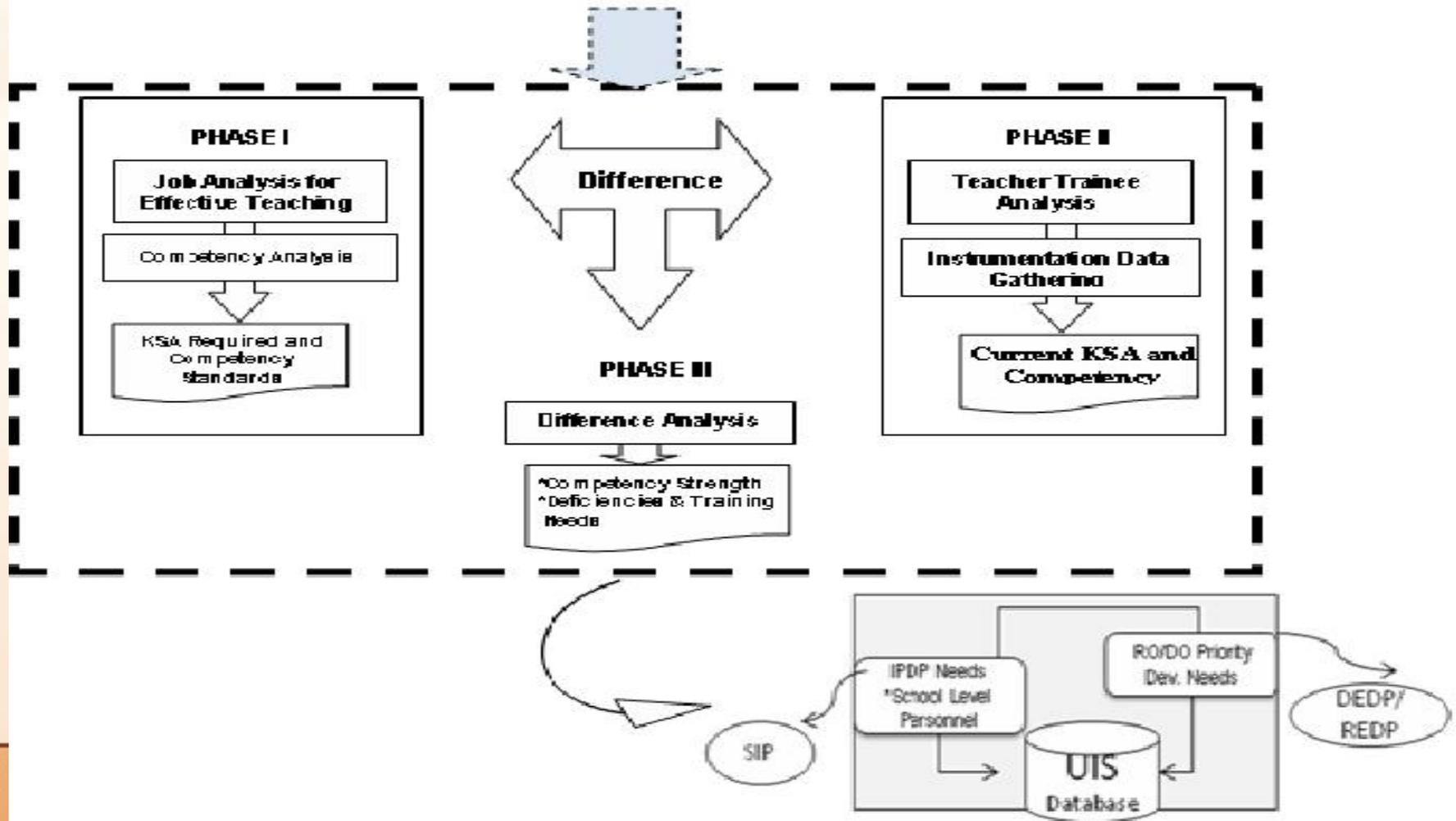
- National Competency-Based Standards (NCBTS) defines Effective Teaching.
- NCBTS clearly stated the strategic and indispensable role of the TEACHER in the learning process of the students.

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 (IPP)

TSNA System Framework

TEACHER'S STRENGTH AND NEEDS ASSESSMENT



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 user-friendly that any teacher can easily use it.

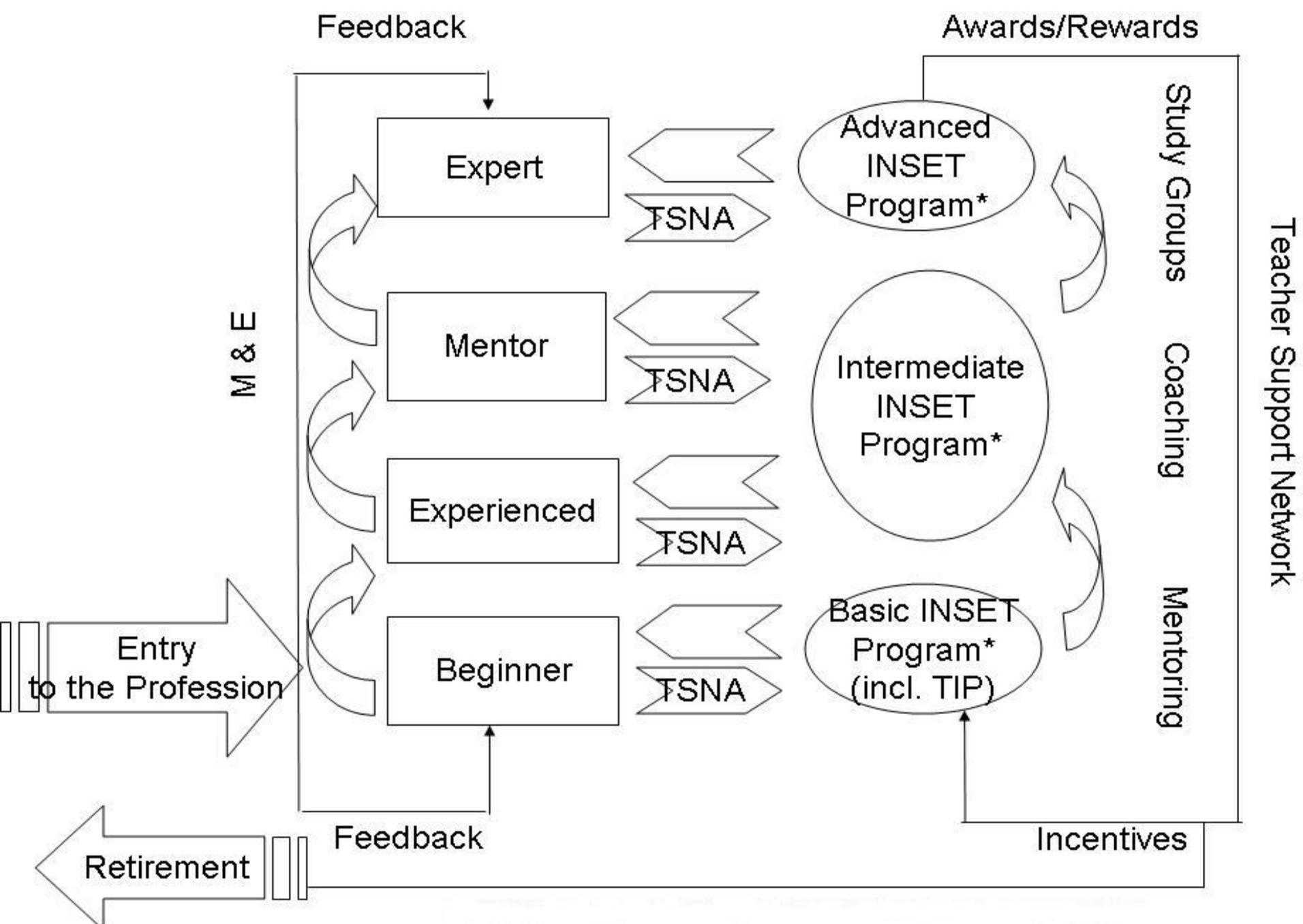
The Individual Plan for Professional Development (IPPD)

- 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.

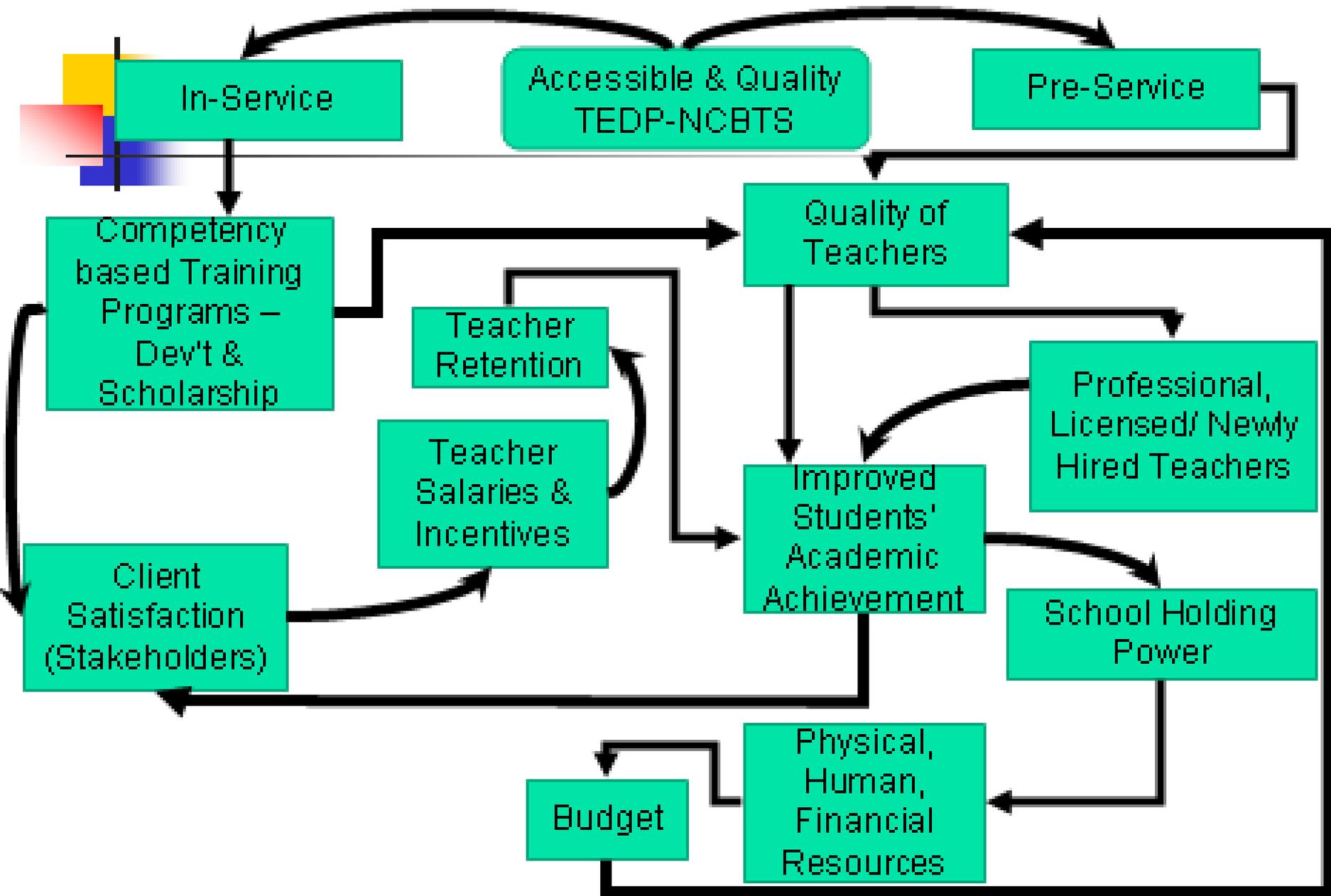
Thus....

The use of TSNA will guide individual teacher and school heads in following the Teacher Capacity Building Roadmap as shown in the next figure.



* Or its equivalent alternative PDP

Common Road Map to TEDP-NCBTS Implementation



Thank you very much