

# RCTQ *at* 10

**Celebrating A Decade of High-Impact Policy Research  
2012-2022**

**Research Center for Teacher Quality**



## **RCTQ at 10: Celebrating A Decade of High-Impact Policy Research**

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by the Philippine National Research Center for Teacher Quality (RCTQ)  
Phone +63 2 53171768 Local 763/764 Telefax +63 2 53369755  
Email [rctq@pnu.edu.ph](mailto:rctq@pnu.edu.ph)  
Address 2nd Floor, Gusali ng Wika, Philippine Normal University, Taft Ave., Manila

The Philippine National Research Center for Teacher Quality (RCTQ) is a partnership between the Philippine Normal University and the University of New England Australia through the SiMERR National Research Centre, supported by the Australian Government.

Text and Design by Arvin Yana

October 2022

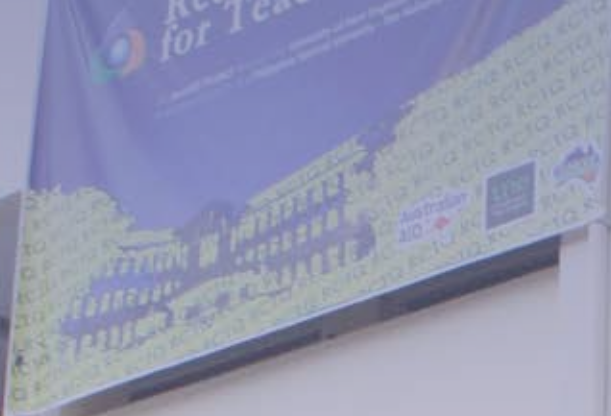
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# GUSALI NG WIKA



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# Message



Congratulations to the Research Center for Teacher Quality or RCTQ for the ten years of impactful work in the education sector. And congratulations also to the Philippine Normal University and the University of New England Australia for forging a partnership that resulted in the successful creation of this research organization.

The Department of Education values the immense contribution of the RCTQ to the Philippine education system over the past ten years.

At a time when we needed to be aggressive in responding to the call to improve the quality of basic education in our country, RCTQ assisted DepEd as we transform systems and processes aimed at improving the quality of teaching methods and learning experience of Filipino children.

May this coffee table book inspire many more collaborations and game-changing innovations in the years to come.

Patuloy nating mahalín ang Pilipinas. Shukran. Maraming salamat.

**(SGD) HON. SARA Z. DUTERTE**  
Vice President of the Philippines  
Secretary, Department of Education



# Message

When the Philippine Normal University was officially designated as the National Center for Teacher Education by virtue of R.A. No. 9647 in 2009, we were mandated to optimize the potentials of our country's teaching force by helping other teacher education institutions (TEIs) produce more quality teachers. The establishment of the Philippine National Research Center for Teacher Quality (RCTQ) in 2012 was a very timely development as we started engaging with the National Network of Normal Schools (3NS) for research, teacher training, and curriculum development. RCTQ strengthens the PNU's role in undertaking research that helps shape our country's education policies.

I thank the Australian Government for brokering our partnership with the University of New England (UNE), which has been our significant partner in undertaking research work that truly transformed and continues to transform the teaching profession in the Philippines. We are also grateful to all our partners such as the Department of Education (DepEd) for their steadfast commitment in operationalizing RCTQ's research outputs such as the Philippine Professional Standards for Teachers (PPST), Philippine Professional Standards for School Heads (PPSSH), and the Philippine Professional Standards for Supervisors (PPSS), as well as the transformation of the National Educators Academy of the Philippines (NEAP), among others. Our gratitude goes out to our partner TEIs for being our conduit in improving teacher education across the country.

Congratulations to the RCTQ team and its partners for a decade of hard work and for being a significant part in the improvement of the professional careers of our teachers and school leaders! Here's to more years of relevant research in quality education in the service of our Filipino learners and teachers.

**(SGD) BERT J. TUGA, PhD**  
President  
Philippine Normal University

# Message



It is with great pride that I congratulate the Philippine Normal University (PNU) and the Philippine National Research Center for Teacher Quality (RCTQ) on the occasion of RCTQ's tenth founding anniversary. The University of New England (UNE) is extremely honoured to be part of RCTQ's journey.

The Philippine Government continues to address the challenges of the quality of its basic education by, among others, investing in the quality of teachers—which is a major determinant of children's learning and well-being. Our work with RCTQ, through the SiMERR National Research Centre, demonstrates the importance of undertaking applied research to improve teacher quality.

Since 2012, the partnership and collaborative systems-based work of RCTQ and SiMERR has resulted in high-impact knowledge products and policies. Examples of the result of the applied research was the adoption and national implementation of professional standards for teachers, school heads, and supervisors; the alignment of the Department of Education (DepEd)'s Results-based Performance Management System with the Philippine Professional Standards for Teachers (PPST); the development of DepEd's Career Progression Program, Teacher Induction Program, Assessors' Training Program and Resource Packages for Teachers; and the Mapping Study of Teacher Education Institutions (TEIs) serving the Bangsamoro region.

I am also aware that in 2019, the World Bank cited the PPST as one of the key policy levers for the country's human capital development.<sup>1</sup> This and the passage of the Excellence in Teacher Education Act as a national law (RA 11713) by both houses of parliament signed by President Duterte in 2022 encapsulated much of the work of RCTQ-SiMERR carried out over the last ten years.

All of these policies have affirmed the mutual commitment of our two countries in the improvement of teacher quality as a top priority in our education partnership. We thank the PNU and DepEd for trusting UNE-SiMERR as RCTQ's research partner. We look forward to more collaborative work with Education stakeholders in the Philippines in the next decade as we create more lasting legacies together for Philippine education.

**(SGD) PROF. SIMON EVANS**

Interim Vice-Chancellor and Chief Executive Officer  
University of New England, Australia



# Introduction

In 2012, the Philippine National Research Center for Teacher Quality (RCTQ) was established with focus on applied research in the area of teacher quality. RCTQ's work aimed to support both pre-service and continuing-service teacher professional development in areas directly associated with the expansion of the education system in the Philippines through the K to 12 Reform.

Since 2012, RCTQ has undertaken national research studies focused on providing evidenced-based advice or recommendations to the Department of Education (DepEd) and the Commission on Higher Education (CHED). A major outcome of the work since then has been the development of the Philippine Professional Standards for Teachers (PPST), signed into policy through DepEd Order No. 42, s. 2017 by the former DepEd Secretary Leonor Magtolis Briones, which triggered the realignment of other education agenda for both pre-service and in-service education with the standards.

In helping operationalize the PPST as a way to address challenges in the quality of our teachers, RCTQ actively collaborated with DepEd in i) embedding the standards in its HR systems, ii) transforming the DepEd's training academy—the National Educators Academy of the Philippines (NEAP), iii) developing similar standards for school heads and supervisors, iv) developing assessors programs to advance reforms on teacher and school leader quality, v) developing a career progression system to guide the career movement and professional growth of teachers and school leaders, and vi) participating in the legislation of a proposed policy that would link pre-service teacher education to in-service training. RCTQ also worked with teacher education institutions (TEIs) in ensuring that the standards for Career Stage 1 or Beginning Teachers are carefully embedded in teacher education programs.

The past decade has seen RCTQ's research-based innovations making national impact affecting 900,000 teachers and 28 million students in the Philippines. This photo-intensive publication chronicles important milestones and aims to showcase the journey of an only research organization that is fully dedicated to the improvement of teacher quality in the country. RCTQ's impact in the education sector would not have been possible without the valuable partnerships with major education stakeholders, which are also featured in this book.

# 1. Establishment of RCTQ

Bilateral discussions between Australia and the Philippines in 2011 identified applied research on teacher quality as a priority area for cooperation.

In July 2012, the Australian and Philippine governments agreed to establish a research center to be called the Philippine National Research Center for Teacher Quality (RCTQ), which focused on improving teacher quality. The center would be based at the Philippine Normal University (PNU), Manila, designated as the National Center for Teacher Education (RA 9647).

RCTQ would be supported by the National Centre for Science, ICT and Mathematics Education for Rural and Regional Australia (SiMERR) at the University of New England (UNE), Australia. The then Australian Agency for International Development (AusAID) provided initial funding under its Public Sector Linkages Program (PLSP) for the *'Establishment of an*

*Applied Research and Development Partnership between the Philippine Normal University and the University of New England in the area of Teacher Education Curriculum, Assessment and Accreditation'*.

RCTQ started operations as soon as the PSLP grant was signed, and was fully operational in terms of office space, equipment and staff appointments by September 2012.

Behind the creation of a new research center in 2012 was the expressed intention of then DepEd Secretary Bro. Armin Luistro to continue to build strong and meaningful linkages between the Philippines and Australia at a time of great innovation in Philippine education. One of the top suggested linkages concerned the quality of education, particularly teacher quality.

RCTQ was expected to undertake strategic national research studies that would guide and support the development and implementation of evidenced-based approaches within DepEd and the Commission on Higher Education (CHED).

The focus of the new research center from its inception was *policy-relevant, applied research concerning teacher quality, supporting both pre-service and in-service teacher professional development in areas directly associated with the expansion of the education system in the Philippines through the K to 12 Reform (RA 10533).*



## Initial meetings between AusAID, UNE and PNU

The series of meetings between representatives of then Australian Agency for International Development (AusAID), University of New England (UNE)- Australia SiMERR National Research Centre, and the Philippine Normal University (PNU) in 2012 firmed up the establishment of RCTQ.



## RCTQ's Formal Opening

RCTQ was formally opened on 15 February 2013 through the unveiling of the RCTQ marker, and ribbon cutting ceremonies attended by Bro. Armin Luistro, FSC, Secretary of the Department of Education; Dr. Patricia Licuanan, Chairperson, Commission on Higher Education; Hon. Bill Tweddell, Australian Ambassador to the Philippines; Dr. Ester Ogena, President of the Philippine Normal University; Steve Tobias, Dean of the College of Education, University of New England; Prof. John Pegg, Director, UNE SiMERR National Research Centre; Octavia Borthwick, AusAID Manila Minister Counsellor; Elaine Ward, AusAID Counsellor; and stakeholders from the academe, government agencies, institutions, and civil society organizations.

Ambassador Tweddell said the establishment of RCTQ formed part of Australia's broader assistance to the Philippines' education sector. He said, "Australia believes that investing in quality education will provide better opportunities for all. It is a pathway out of poverty for the most disadvantaged."







## Unveiling of RCTQ Marker

Ambassador Tweddell and Secretary Luistro led the unveiling of the RCTQ marker at the RCTQ Office within the PNU Manila campus.

# THE HON JULIE BISHOP, MP

AUSTRALIAN FOREIGN MINISTER

## Basic Education Sector Transformation (BEST) Program

Neptali Gonzales High School

February 2014



### Launch of BEST Program

Australian Foreign Minister Julie Bishop (3rd from the left) recognized the partnership between the University of New England (UNE) and the Philippine Normal University (PNU) during the launch of the Basic Education Sector Transformation (BEST) program on 21 February 2014 at the Neptali Gonzales High School in Mandaluyong City. She was joined by Mandaluyong City Mayor Benjamin Abalos, Jr., DepEd Secretary Bro. Armin Luistro and Australian Ambassador Bill Tweddell.

Ms. Bishop emphasized that the partnership between these two universities, an important component of BEST, would enable Australian experts to support Philippine experts to innovate policies around the K to 12 program. She emphasized teacher quality in her speech, saying that “one of the most important elements of students’ education outcomes is the quality of the teacher.”

BEST was implemented from 2013 to 2019 through a multi-faceted program involving seven partner organizations, including RCTQ. Under BEST, RCTQ made significant contributions to the Program’s Goal 1 (Improved quality of education outcomes in the Philippines) and Goal 3 (Improved service delivery through better governance) through extensive applied research.

## 2. Pre-service and In-service Needs Studies

Five studies were designed and initiated after the establishment of RCTQ.

The **Developmental-National Competency-based Teacher Standards (D-NCBTS) study** involved a review and enhancement of the then National Competency-based Teacher Standards (NCBTS) to meet new teacher quality requirements of the K to 12 Curriculum, implications of the Association of Southeast Asian Nations (ASEAN) 2015 Integration and world standards. The project led to the development of the provisionally-titled 'Developmental-National Competency-based Teacher Standards', which was later renamed as the Philippine Professional Standards for Teachers (PPST).

The **Teacher Development Needs Study (TDNS)** assessed in-service teachers' knowledge of subject content and pedagogical

knowledge of Mathematics, Science, English and Filipino for teachers of Grades 6, 8 and 10 relative to the K to 12 Curriculum.

The **Pre-service Teacher Development Needs Study (PTDNS)** assessed pre-service teachers' knowledge of subject content and pedagogical knowledge of Mathematics, Science, English and Filipino for teachers in training for elementary school (Grade 6) or secondary school (Grades 8 and 10) relative to the K to 12 Curriculum.

The **Teacher Educator Teacher Development Needs Study (TEDNS)** assessed teacher educators' knowledge of subject content and pedagogical knowledge of Mathematics, Science, English and Filipino relative to the K to 12 Curriculum.

The **Teacher Quality Study (TQS)** initiated the development and validation of PPST-based tools and resources for RPMS and classroom observation. This study was continued and expanded through the following phases.

The findings of the said studies identified evidence-based development needs for teachers, pre-service teachers and teacher educators.

RCTQ's instruments developed for the TEDNS and the PTDNS were used by the World Bank (WB) in 2015 when it undertook its Public Expenditure Tracking System-Quantitative Service Delivery Survey (PETS-QSDS).



# Orientation for Regional Directors

RCTQ oriented all regional directors on the nationwide conduct of the Teacher Development Needs Study in 2014.





## Preparation of survey tool

RCTQ and study experts met for the development of the survey tool for the Teacher Educator Teacher Development Needs Study (TEDNS) in October 2014.



## Conduct of TDNS

Teachers from Region IV-A participated in the Teacher Development Needs Study survey in 2014. The study assessed in-service teachers' pedagogical knowledge of Mathematics, Science, English and Filipino for teachers of Grades 6, 8 and 10.

# 3. Development and Validation of Professional Standards

The findings of the pre-service and in-service needs studies led to the development of the Philippine Professional Standards for Teachers (PPST). RCTQ worked with DepEd in developing, validating, and finalizing the PPST from 2013 until its adoption by DepEd in 2017. Then DepEd Secretary Leonor Magtolis-Briones issued DepEd Order No. 42, s. 2017 on 11 August 2017 to provide guidelines for the national adoption and implementation of the PPST.

The new standards, which build on the previously-adopted National Competency-based Teacher Standards (NCBTS), define what competencies constitute teacher quality both in pre-service and in-service education, and in the context of the K to 12 reform. It has well-defined domains, strands, and indicators that

provide measures of professional learning, competent practice and effective engagement. The PPST is used as basis for all learning and development programs for teachers to ensure that they are properly equipped to effectively implement the K to 12 program.

On 5 October 2017, Australian Embassy and DepEd launched the PPST at the opening of the National Teachers Day celebration in Legazpi City.

Similar sets of standards were developed by RCTQ and DepEd for school leaders with a similar extent of national validation in 2019. In September 2020, Sec. Briones signed DO 24, s. 2020 or the National Adoption and Implementation of the Philippine Professional Standards for School Heads (PPSSH), and DO 25, s. 2020 or the National Adoption and Implementation of the Philippine Professional Standards for Supervisors (PPSS).



## Validation of PPST

Thousands of pre-service and in-service teachers, principals, supervisors, and senior officials of DepEd from every region validated the PPST from 2013 until 2016 through surveys, workshops and meetings before it was finalized with the Teacher Education Council (TEC).

# Adoption of PPST by DepEd

In issuing DO 42, s. 2017 on the National Adoption and Implementation of the PPST, Sec. Briones said: “The implementation of the PPST comes at a perfect time when DepEd is instituting reforms to respond to a changing landscape in education. It enables us to achieve a kind of teacher quality that is well aligned with new requirements triggered by the K to 12 reform, ASEAN integration, globalization and the evolving character of the 21st century learners. The PPST provides a new platform to empower teachers to reflect on and assess their own practices as they aspire for personal growth and professional development.”

Copies of the PPST were distributed at the National Teachers Day celebration in Legaspi City on 5 October 2017.



# Launch of PPST

Australian Embassy First Secretary Mr. Nigel Bruce led the launch of the PPST on 5 October 2017 at the National Teachers Day celebration in Legaspi City. He was joined by Teacher Education Council (TEC) Secretariat Executive Director Dr. Runvi Manguerra and RCTQ directors Dr. Gina Gonong and Dr. John Pegg.



# Validation of PPSSH and PPSS

Region VIII participants of the national validation survey and focus group workshop in Palo, Leyte were joined by Regional Director Dr. Ramir Uytico and RCTQ leaders in August 2019.





# Orientation on PPSSH and PPSS

School heads and supervisors from the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) participated in the orientation on the PPSSH and the PPSS. They were joined by a team from the BHROD, RCTQ and members of the PPSSH-PPSS Technical Working Group during the orientation on the leadership standards held at Cagayan de Oro City in 2019.





## Presentation of draft PPSH and PPSS to regional directors

RCTQ and members of the Technical Working Group (TWG) for the PPSH and PPSS presented the draft sets of the standards to regional directors on 24 September 2019 where their comments were articulated and their unanimous endorsement for policy issuance was secured.

# PPSSH and PPSS Advisory Board Meeting

Members of the PPSSH-PPSS Advisory Board, TWGs, and the project team met at the Second Advisory Board Meeting held in Pasig City in January 2019.



# 4. NEAP Transformation

RCTQ assisted DepEd in transforming the National Educators Academy of the Philippines (NEAP) to help the organization fulfill its original mandate as a full-blown academy.

RCTQ's assistance was in three phases:

Phase 1 produced a report submitted to the Secretary in August 2018 which provided recommendations on how to transform NEAP;

Phase 2 produced the Detailed Design Report of the Task Force, and DepEd Order 11, s. 2019 or the Implementation of NEAP Transformation; and

Phase 3 is a transition phase where RCTQ provided assistance in implementing the NEAP design, thereby strengthening the professional

development support for teachers and school leaders through the Academy.

DepEd Order 11, s. 2019 named RCTQ and SiMERR as NEAP's partners in providing research and technical assistance.

The research and technical assistance provided to NEAP by RCTQ revolves around the two aspects of transformation: (1) organizational transformation, which entails the restructuring of NEAP in the Central Office and in the Regions; and (2) program transformation, which covers the design, development and implementation of standards-based professional development programs and courses for teachers and school leaders.



## NEAP Task Force report presentation

RCTQ joined other members of the NEAP Task Force in presenting the NEAP Task Force Report to Secretary Briones at an event in EDSA Shangri-La in Mandaluyong City in February 2019.



# NEAP Transition Team

RCTQ Director Dr. Gina Gonong joined other members of the NEAP Transition Team in its first meeting in July 2019.



# Helping operationalize the NEAP design

NEAP and RCTQ met in January 2020 at a workshop that discussed the NEAP authorization and recognition guidelines for non-DepEd learning service providers (LSPs). This led to the review, revision and refinement of the NEAP forms.



# 5. Technical Assistance to BHR0D

After working on the three sets of professional standards which became DepEd policies, RCTQ continued to provide technical assistance to DepEd in embedding these standards across various human resource systems.

RCTQ worked with the DepEd-Bureau of Human Resource and Organizational Development (BHR0D) in the

- embedding of the Professional Standards (PPST, PPSSH, PPSS) in the DepEd System through the Results-Based Performance Management System (RPMS);
- developing the Assessors' Programs to Advance Reforms on Teacher and School Leader Quality;
- crafting the career progression system, signed by President Rodrigo Duterte as Executive Order 174, s. 2022, that would help facilitate the career movement and professional growth of public school teachers; and
- analysis, design, development, validation, and finalization of the National Qualifying Examination for School Heads (NQESH).



# Embedding of PPST in the RPMS

RCTQ supported DepEd in integrating the professional standards for teachers and school leaders in its Results-based Performance Management System (RPMS) through the development of assessment tools and materials and the overall implementation that allowed for a more systematic and fair performance assessment.

A total of 1,759 DepEd raters across all DepEd regions were trained on the use of the tools and support materials for Year 2 of the RPMS.

During the pandemic, RCTQ helped the BHROD in the planning and conduct of the virtual field validation of the plans and tools of the PPST-based RPMS, recalibrated to be responsive to the challenges of the pandemic. One of the virtual collaboration meetings was captured in the right photo below.



# Advancing reforms on teacher and school leader quality

The BHROD team worked with RCTQ in developing the Assessors Programs to Advance Reforms on Teacher and School Leader Quality, a project that aimed to support the proposed BHROD system for promotion based on the PPST. Moving from being education-and-training-based to competency-based, the new promotion system needs assessors who will look at the performance of the teacher across the PPST indicators for movement within and across the career stages.

Photo shows the RCTQ team with the participants and facilitators of Phase I of the Development of the Assessors' Programs in 2020.



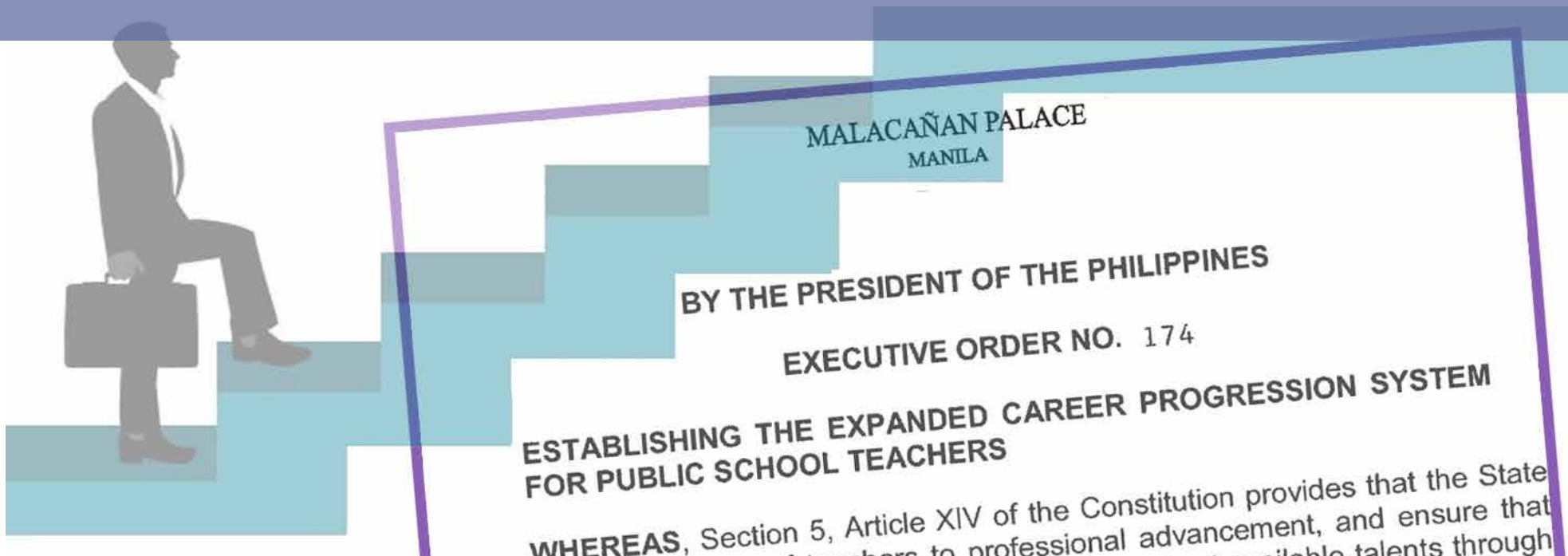
Susan S. Collano

# Helping facilitate the movement and professional growth of public school teachers

RCTQ provided technical assistance in crafting the career progression system that would help facilitate the career movement and professional growth of public school teachers. It was signed by President Rodrigo Duterte as Executive Order No. 174, series of 2022 on 23 June 2022.

EO 174 officially creates new teaching positions, namely, Teacher IV, Teacher V, Teacher VI, Teacher VII, and Master Teacher V, and promotes professional development and career advancement among public school teachers. The Order also creates two career lines— classroom teaching or school administration.

The classroom teaching career line includes Master Teacher I, Master Teacher II, Master Teacher III, Master Teacher IV and Master Teacher V while the school administration career line consists of School Principal I, School Principal II, School Principal III and School Principal IV.





## Assistance in developing PPSSH-based qualifying exam for school heads

RCTQ assisted the BHROD in the analysis, design, development, validation, and finalization of the National Qualifying Examination for School Heads (NQESH) focusing on its alignment with Career Stage 1 of the Philippine Professional Standards for School Heads (PPSSH) or DepEd Order No. 024, s. 2020.

During the validation of NQESH, BHROD Director III Dr. Jennifer Lopez said: “The new NQESH will test the expected competencies of aspiring school heads. This will ensure that each NQESH passer has the knowledge and skills expected of every school head and knows exactly what to do once he/she is assigned to manage a public school.”



## Turnover of NQESH items to DepEd

PNU President Dr. Bert J. Tuga led the formal turnover of the test items for this year's NQESH to DepEd during a meeting held at the PNU on 11 March 2022.

After receiving the test items, Atty. Anne Rachel Miguel, Director IV of the BHROD said: “the development of the NQESH test items is a testament to DepEd’s rich partnership with PNU. We are very thankful to PNU RCTQ for being our partner in this undertaking. The quality of the NQESH exam is guaranteed because of this partnership.”

# 6. Initiatives for Pre-service Teacher Education

RCTQ helped strengthen pre-service teacher in education in the Philippines through the development and delivery of the Curriculum Quality Audit (CQA), which capacitated teacher educators to review and align pre-service teacher education programs with the Philippine Professional Standards for Teachers (PPST). With the help of the SiMERR National Research Centre, CQA was designed and introduced in the Philippines by RCTQ as a way to help TEIs improve their pre-service teacher and make them outcome-based. A total of 32 TEIs were assisted by RCTQ and were expected to share the process with fellow TEIs.

RCTQ also developed the following materials for pre-service teachers:

- Supporting Beginning Teachers: A Coaching and Mentoring Module for DepEd Supervisors of Experiential Learning Students
- PPST-based Prototype Syllabi on Professional Education Courses Compendium
- Pre-service Teachers' Practice-based Training (PSTePT) Framework

# Capacity building on Curriculum Quality Audit

Photo below was taken at the closing ceremony and recognition of selected Centers of Excellence (COE) and Centers of Development (COD) in Teacher Education after completing the second batch of Outcome-based Pre-service Teacher Education Program: Curriculum Quality Audit (CQA) Phase 3 in Manila on August 3, 2018.



# CQA: Standardized syllabi and program indicators

After being trained by RCTQ, partner TEIs came home and began applying the CQA in their respective programs, including the Negros Oriental State University (NORSU). NORSU Vice-President for Academic Affairs Dr. Rosemarie Pinili said that the CQA process made them develop standardized syllabi and uniform program indicators across disciplines in all their campuses, unlike before “when teachers would just draft their respective syllabi on their own”.

A CQA workshop was conducted by NORSU professors where they reviewed an Education course syllabus using the Beginning Teacher Indicators (BTIs). NORSU became a finalist in the Development Academy of the Philippines (DAP) Government Best Practice Recognition 2019 with its Instructional Management: The NORSU Program Standard through Curriculum Quality Audit (NPS through CQA). *Photo by NORSU*





# Development of a module for coaching and mentoring pre-service teachers

RCTQ developed the Coaching and Mentoring Module with the Teacher Education Council (TEC) to guide Cooperating Teachers (CTs) and future CTs on how to coach and mentor pre-service teachers, based on the expectations of the Philippine Professional Standards for Teachers (PPST). In addition, this module also suggests activities for the School Heads and other academic personnel for a more efficient conduct of the pre-service teachers' Experiential Learning courses.

Photo shows participants at the workshop for the Luzon rollout of the mentoring and coaching module in Pangasinan on 17-19 September 2019.



# Development of PPST-based Prototype Syllabi on Professional Education Courses

RCTQ helped produce a compendium of Prototype Syllabi on Priority Programs in Pre-service Teacher Education with the Teacher Education Council (TEC), in partnership with select Centers of Excellence and Centers of Development in Teacher Education. A total of ten prototype syllabi are now available for download.

The PPST-based prototype syllabi aim to provide a benchmark that TEIs can adopt or adapt to further align their current teacher education curricula with the Philippine Professional Standards for Teachers (PPST).

Photo below shows participants from the final validation workshop for the prototype syllabi in 2019.



# Practice-based training for pre-service teachers

In partnership with select Centers of Excellence (COE) and Centers of Development (COD) in Teacher Education, RCTQ helped develop the Pre-service Teachers' Practice-based Training (PSTePT) Framework and a corresponding manual for pre-service teachers. The framework is based on the Philippine Professional Standards for Teachers (PPST) and includes core principles to help teacher education institutions (TEIs) in aligning their pre-service teacher training with the needs of DepEd. PSTePT writers came from various partner TEIs.

Project Leader Dr. Jennie Jocson presented the framework at the 6th Annual Convention of Centers of Excellence and Centers of Development in Teacher Education in 2019.



# 7. Development of Support Resources for Teachers

To help simplify the PPST, RCTQ developed support materials including videos of practice and modules that would help teachers understand the 24 indicators of the PPST better. They were rolled out to 800,000 teachers nationwide following the implementation of the DO 42, s. 2017.

RCTQ assisted NEAP in enhancing the Teacher Induction Program (TIP), and in developing COVID-Responsive Modules on PPST Indicators 3.1.2 and 3.4.2, and Professional Learning Packages (PLPs) for Mathematics, Science and English/Reading for Teachers in Grades 7 and 8, and Grades 9 and 10.



## Development of PPST-based resource materials for teachers

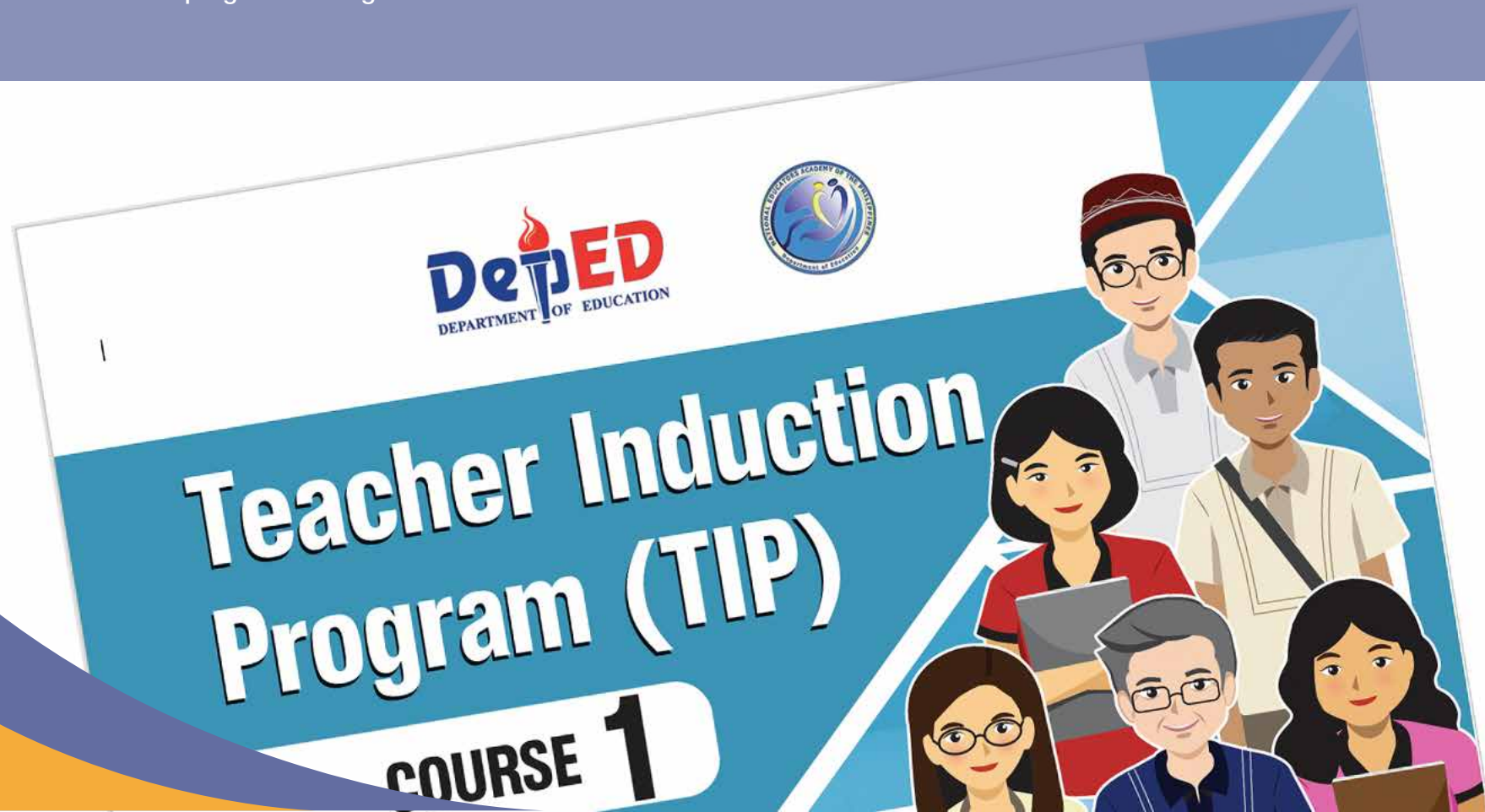
These are 24 modules and five videos of practice intended to assist teachers align their practices with the Proficient indicators of the PPST. They contain suggestive teaching practices to support them in their lesson planning, classroom teaching, professional reflections, and engagement with colleagues and parents, among others. They are available on the RCTQ website.

# Enhancement of Teacher Induction Program

In 2020, RCTQ worked with NEAP and the TEC Secretariat in developing induction courses for newly-hired teachers as part of the features of the enhanced Teacher Induction Program.

Newly-hired public school teachers may now access the hard copies of the RCTQ-assisted Enhanced Teacher Induction Program (TIP) coursebooks which have been distributed to all Department of Education regional offices. The materials have also been uploaded to the DepEd's Professional Development Learning Management System.

RCTQ Director Dr. Gina Gonong said the enhanced TIP can help new teachers in DepEd “transition into their new roles, apply theories in practice, demonstrate good or quality teaching based on the professional teacher standards, and help them progress in their careers.” The TIP has become one of the program offerings of the transformed NEAP.





## Enhancement of Teacher Induction Program

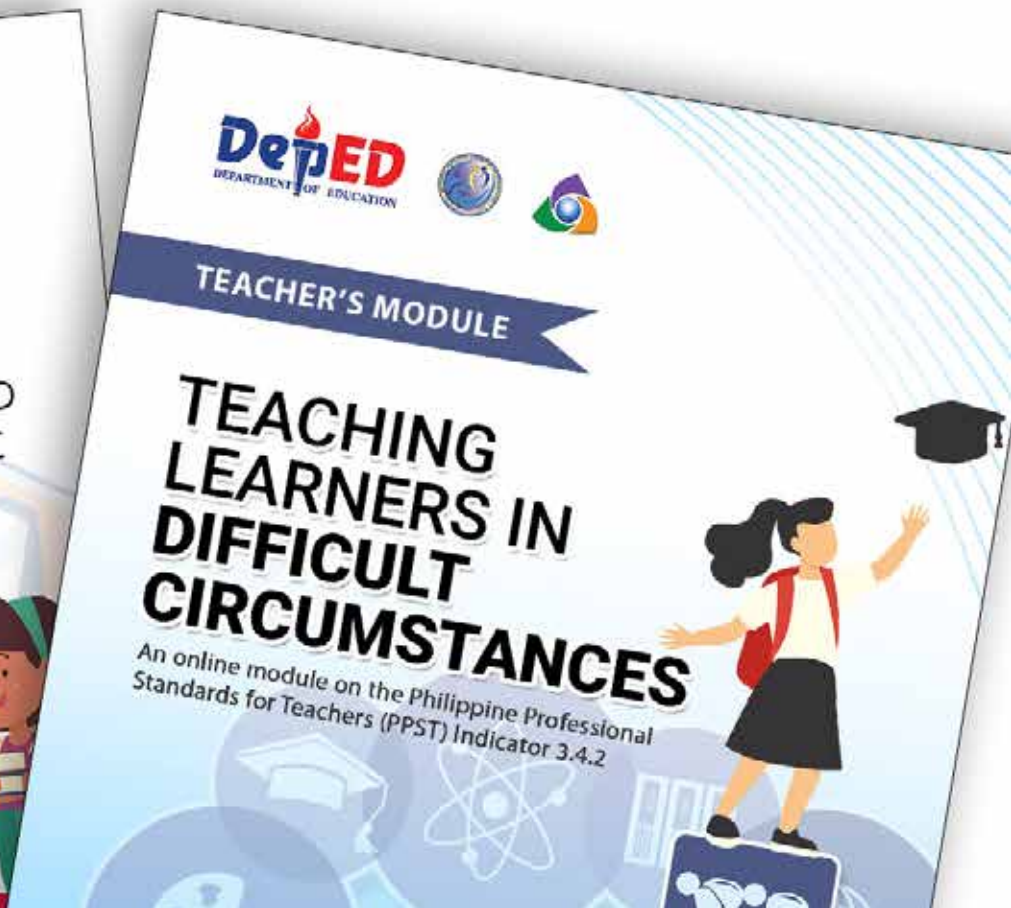
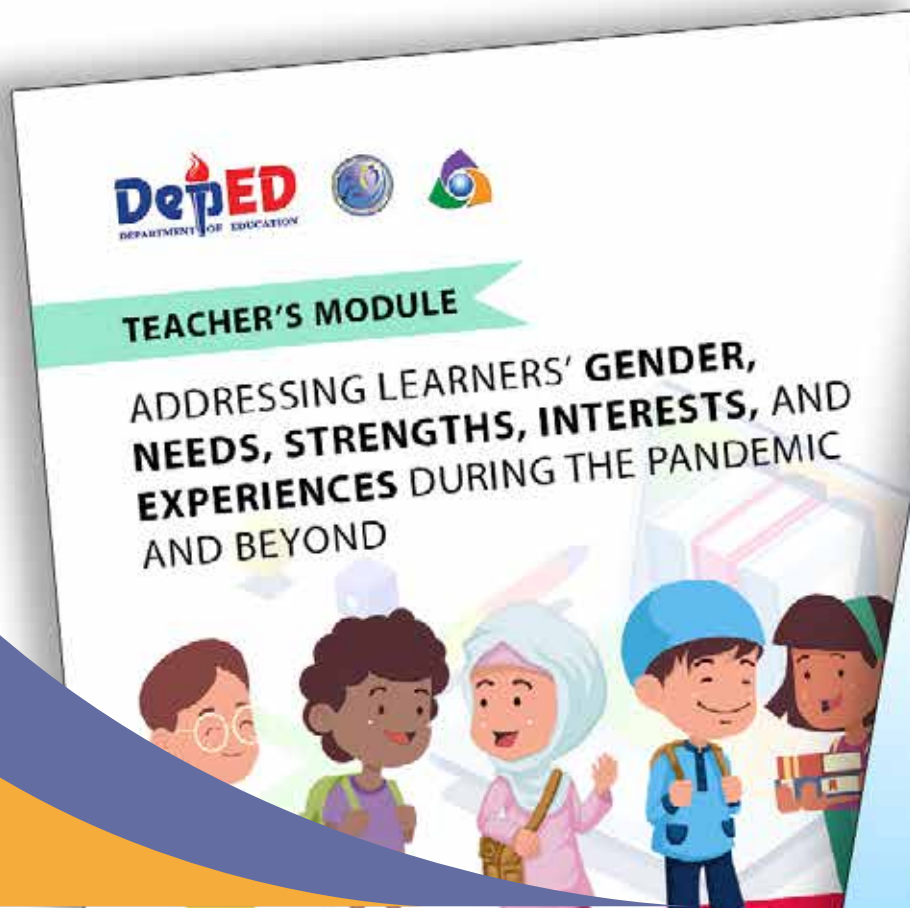
DepEd writers joined RCTQ and SiMERR deputy directors and staff at the workshop on enhancing the Teacher Induction Program.

# Development and Validation of COVID-Responsive Modules on PPST Indicators 3.1.2 and 3.4.2

RCTQ developed and rolled out, with NEAP, two modules that offer DepEd teachers and school leaders illustrations of good teaching practices. They elaborate two indicators of the Philippine Professional Standards for Teachers (PPST), namely:

*“Use differentiated, developmentally appropriate learning experiences to address learners’ gender, needs, strengths, interests and experiences” (PPST Indicator 3.1.2), and*

*“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” (PPST Indicator 3.4.2).*





# Development and Validation of Professional Learning Packages (PLPs) for Mathematics, Science and English/Reading for Teachers in Grades 7 and 8, and Grades 9 and 10

RCTQ and NEAP jointly developed and validated Professional Learning Packages (PLPs) for Mathematics, Science and English/Reading for Teachers in Grades 7 and 8 and Grades 9 and 10 as part of DepEd's response to the findings of the Programme for International Student Assessment (PISA) for Filipino learners. The project aimed to provide support materials for teachers to help them develop the higher order thinking skills of their students in the identified subject areas.

The project produced HOTS items/questions for each learning area using the Structure of the Observed Learning Outcome (SOLO) framework with answers and advice; developed guide materials for teachers on pedagogy and assessment practices that promote HOTS; and developed guide materials intended for master teachers, school heads, and supervisors to support them in their mentoring roles in schools with a focus on helping beginning teachers.



# 8. Work with BARMM Education Ministry

RCTQ has collaborated with the Australia-supported Education Pathways to Peace in Mindanao (Pathways) program, the Mindanao State University (MSU), the Western Mindanao State University (WMSU) and the Bangsamoro Ministry of Basic, Higher and Technical Education (MBHTE) to undertake three projects in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) since 2020. The consortium for the two Teacher Development projects includes the Cotabato State University (CSU).

1. Mapping Study of TEIs in the BARMM
2. Teacher Development in the BARMM Higher Education
3. Teacher Development in Madrasah Education (Islamic Studies and Arabic Language Teachers)



## *Ceremonial Signing of* **Memoranda of Understanding**

**Philippine Normal University, University of New England,  
Mindanao State University and Western Mindanao State University**

*for the conduct of the Mapping Study of Teacher Education Institutions serving  
the Bangsamoro Autonomous Region in Muslim Mindanao  
and other collaborations on pre-service teacher education*

18 August 2020, 10:00-11:15 AM via Zoom



# Mapping Study of TEIs serving the BARMM

Completed in 2021, the Mapping Study of Teacher Education Institutions (TEIs) in the BARMM reviewed the profiles of the pre-service training offered by TEIs which produce teachers for the BARMM, and the academic programs they offer, specifically the approaches to K-3 teaching; and provided recommendations on how the Pathways program could constructively engage with TEIs and schools in the region.

Officials of the Philippine Normal University (PNU), University of New England (UNE) Australia, Mindanao State University (MSU), and the Western Mindanao State University (WMSU) performed ceremonial signing of memoranda of understanding for the Mapping Study. PNU President Dr. Bert J. Tuga, MSU President Dr. Habib W. Macaayong, WMSU Officer-in-Charge Dr. Teresita A. Narvaez and Prof. Brigid Heywood, Vice Chancellor and Chief Executive Officer of UNE virtually inked the agreement at an online ceremony attended by MBTHE Minister Mohagher M. Iqbal and Ms. Francesca Lawe-Davies, First Secretary of the Australian Embassy. Cabinet Secretary Karlo Nograles sent a video message during the ceremony.

# Teacher Development in the BARMM Higher Education

The Mapping Study of teacher education institutions (TEIs) resulted in a new collaboration with the Pathways program, MSU, WMSU and the CSU. The Teacher Development in the BARMM Higher Education consists of Curriculum Quality Audit (CQA), development of a Licensure Examination for Teachers (LET) Review Program, a review of existing majors/subjects on early childhood education, and a study on developing a new or enhancing an existing major subject to increase focus on preparatory and kindergarten instruction.

*Left photo:* Dr. Levi Elipane, Project Leader and Senior Program Manager Ms. Cristy Mendoza, Research Officer discussed good practices on the development of a LET review and coaching program suited to the BARMM at a workshop with the project's Component Specialist Groups (CSGs) in Davao City.

*Right photo:* MSU System President Atty. Basari Dimakuta Mapupuno, CSU President Dr. Sema G. Dilna, PNU President Dr. Bert J. Tuga, WMSU President Dr. Ma. Carla A. Ochotorena were joined by Director General Marjuni Maddi, MBHTE Director General for Higher Education at the signing ceremony in Davao City in June 2022.



# Teacher Development in Madrasah Education (ISAL Teachers)

The project aims to support the Islamic Studies and Arabic Language (ISAL) and Tahderiyah-3 (T-3) teachers/facilitators through professional development programs/interventions. It focuses on Learning and Development (L&D) Systems, Learning Resource (LR) Systems, and Professionalization of Islamic Studies and Arabic Language (ISAL) teachers. Among the expected outputs are the draft curriculum design to professionalize ISAL teachers, exemplar professional development (PD) programs/interventions/resource packages, and ICT-enabled solutions to support the strengthening of the LR and L&D systems.

MBHTE Directorate General for Madaris Education (DGME) Director General Prof. Ustadz Tahir G. Nalg (left photo below) delivered a message during a project workshop in Davao City in August 2022.



# 9. Assistance in the legislation of TEC reform

RCTQ collaborated with the Office of the Cabinet Secretary (OCS) and various government agencies including the Department of Education (DepEd), Commission on Higher Education (CHED), and private stakeholders as part of the Malacañang-led Technical Working Group for Teacher Quality (TWG-TQ) in 2017. The group was convened to recommend necessary approach/es in improving the quality of educators (teachers and school leaders) in the Philippines, particularly through the strengthening of the Teacher Education Council (TEC) or the creation of a new agency.

In November 2019, Pres. Duterte directed the OCS “to organize a national effort for quality basic education and conduct inter-agency discussions for teacher quality and on how to best address the low learner outcomes reflected by the Philippines in many assessments and many other issues related to teacher quality.”

Various meetings with the TWG led to the drafting of a proposed bill reforming the TEC, with assistance from the RCTQ Director. This led to RCTQ’s and Philippine Normal University’s participation in various legislative hearings and committee meetings both at the Senate and the House of Representatives.

President Rodrigo Duterte signed in April 2022 the consolidated bill as Republic Act 11713 or the Excellence in Teacher Education Act.

## Formation of TWG-TQ

A meeting among education officials and advocates on 28 July 2017 in Malacañang led to the creation of the Technical Working Group on Teacher Quality (TWG-TQ). DepEd Secretary Leonor Magtolis Briones and CHED Chair Dr. Patricia Licuanan were joined by Undersecretary Gloria Jumamil-Mercado and Assistant Secretary Evelyn Cruzada from the Office of Cabinet Secretary, Cong. Magtanggol Gunigundo, education advocate Dr. Ricardo Nolasco, and Dr. Gina Gonong and Dr. Jennie Jocson of RCTQ.



# TWG-TQ Meetings

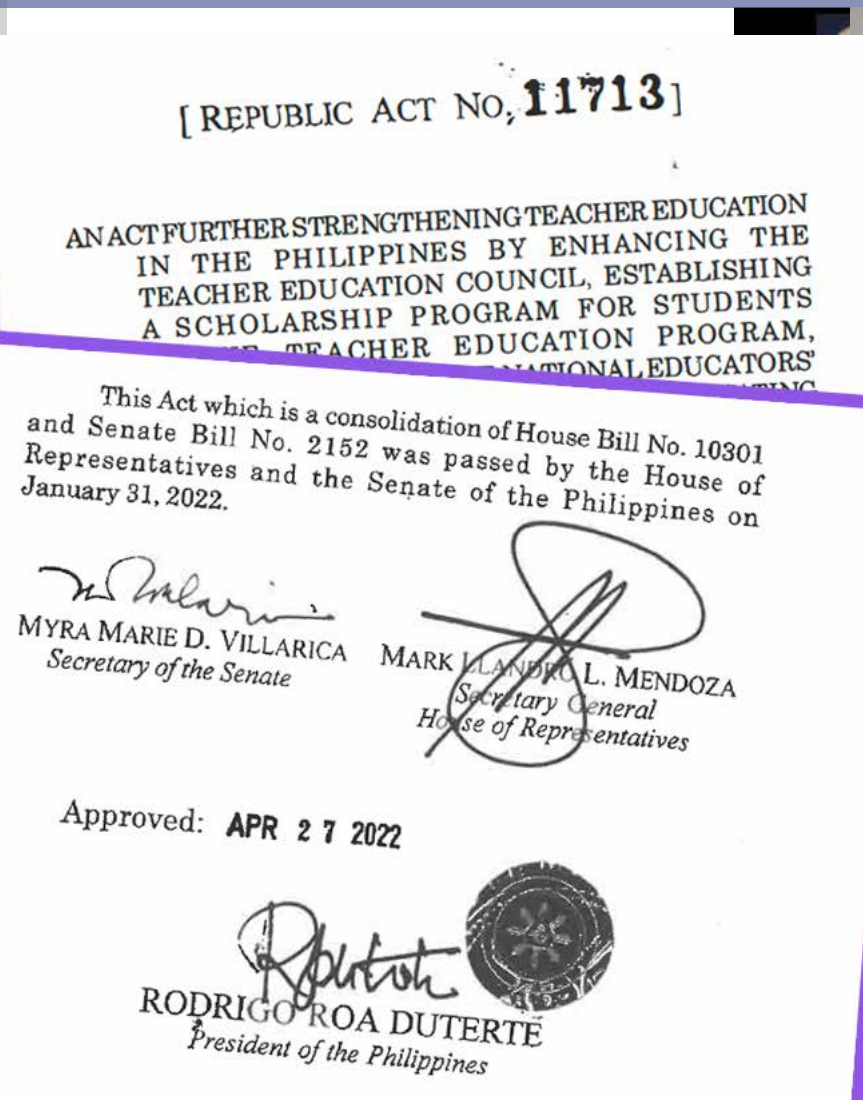
RCTQ took part in the meetings of the TWG for Teacher Quality since 2017 which continued even during the pandemic.





# Work with the Senate and Congress

RCTQ Director Dr. Gina Gonong joined other officials from the Philippine Normal University (PNU) during meetings with House Chairman on Basic Education and Culture Rep. Roman Romulo, Cabinet Secretary Karlos Nograles, and Sen. Sherwin Gatchalian, the principal sponsor of the TEC reform bill in the Senate. The bill, which became the Excellence in Teacher Education Act, was signed by President Duterte as RA 11713 in April 2022.



# 10. Celebration of RCTQ's 7 Years of Partnerships & Achievements

RCTQ celebrated its seven years of partnerships and major achievements with stakeholders on 29-31 August 2019 at the PNU Manila campus. At the main event on August 29, government officials led by DepEd Secretary Leonor Magtolis Briones and Cabinet Secretary Karlo Alexei Nograles graced the celebration at the PNU Alumni Hall.

The event, which was attended by Australian Ambassador to the Philippines Mr. Steven J. Robinson AO and University of New England (UNE) Dean of the Faculty of Humanities, Arts, Social Sciences and Education Prof. Michael Wilmore, also marked the renewal of PNU's partnership with UNE, its partner in establishing the RCTQ in 2012.

# “No quality education without quality teachers”

In her message during the gala event, Secretary Briones commended RCTQ for its assistance to DepEd. She said: “I’m so pleased that there is an institution exclusively focusing on research in education. We cannot have quality education or quality learners without quality teachers, and this is what RCTQ is all about.”



# Meeting with 3NS, DepEd

The 'Celebrating RCTQ Partnerships' event on August 29 paved the way for presidents of member universities of the National Network of Normal Schools (3NS) to meet with the officials of the PNU, RCTQ, and UNE-SiMERR. The 3NS leaders discussed during the meeting possible faculty-student exchanges between the Philippine normal schools and the UNE, among others.

In a succeeding meeting, DepEd presented the proposed design of the new National Educators Academy of the Philippines (NEAP) before the 3NS presidents.





## RCTQ-organized research forum

Students and teachers from teacher education institutions (TEIs) including those from the PNU took part in a research forum on 31 August 2019 at the PNU Alumni Hall. The forum highlighted the link between the Philippine Professional Standards for Teachers (PPST) and the pre-service education and training.

In welcoming the participants, PNU Vice President for Research, Planning and Quality Assurance Dr. Rosemarievic Diaz encouraged them to participate in roundtable discussions. UNE Dean Prof. Michael Wilmore and PNU Office of the President Officer in Charge Dr. Ma. Antoinette Montealegre also greeted the forum participants.

# Management and Staff

As of August 2022

## SENIOR MANAGEMENT TEAM (RCTQ-SiMERR)

### PNU-Research Center for Teacher Quality

**Gina Gonong, PhD**, Director

**Ma. Lourdes D. Pantoja**, Deputy Director

**Levi E. Elipane, PhD**, Senior Program Manager

**Allan S. Reyes, PhD**, Senior Program Manager

### University of New England – SiMERR National Research Centre (UNE-SiMERR)

**John Pegg, PhD**, Director

**Joy Hardy, PhD**, Deputy Director

**Ken Vine, PhD**, Principal Research Adviser

### SENIOR PROJECT OFFICER

**Ma. Izella D. Lampos**

### PROJECT OFFICERS

**Lizette Anne L. Carpio**

**Michael Wilson I. Rosero**

**Mikkey Mari M. Tuazon**

### ADMINISTRATIVE STAFF

**Rey Leonard O. Cordova**, Finance Officer

**Beverly E. Estocapio**, Executive Assistant

**Norrisa Opiña-Satumbaga**, Administrative Assistant

**Angielyn M. Diego**, Administrative Assistant

### RESEARCH OFFICERS

**Cristy A. Mendoza**

**Diwata R. Parong**

### TECHNICAL ASSISTANTS

**Riza Q. Abarca**

**Lara Kaye P. Recto**

**Irvin Jen P. Imperial**



# Education Policies informed by RCTQ's Work

**Executive Order No. 174, s. 2022** Establishing the Expanded Career Progression System for Public School Teachers

**DepEd Memorandum No. 004, s. 2022** Implementation of the Results-Based Performance Management System – Philippine Professional Standards for Teachers (RPMS-PPST) for School Year 2021-2022

**Republic Act No. 11713** Excellence in Teacher Education Act

**DepEd Memorandum DM-PHROD-2021-0010** Guidelines on the Implementation of the Results-based Performance Management System for School Year 2020-2021

**DepEd Memorandum No. 045, s. 2020** Results-based Performance Management System Guidelines for School Year 2019-2020 Yearend Activities in Light of COVID-19 Measures

**DM-PHRODFO-2020-00199** Updates on the Results-based Performance Management System for School Years 2019-2020 and 2020-2021

**DepEd Order No. 024, s. 2020** National Adoption and Implementation of the Philippine Professional Standards for School Heads (PPSSH)

**DepEd Order No. 025, s. 2020** National Adoption and Implementation of the Philippine Professional Standards for Supervisors (PPSS)

**DepEd Memorandum No. 050, s. 2020** DepEd Professional Development Priorities for Teachers and School Leaders for School Year 2020-2023

**DepEd Order No. 006, s. 2020** Adoption of the National Educators Academy of the Philippines (NEAP) Interim Structure

**DepEd Order No. 001, s. 2020** Guidelines for NEAP Recognition of Professional Development Programs and Courses for Teachers and School Leaders

**DepEd Order No. 011, s. 2019** Implementation of NEAP Transformation

**Office Memorandum-Office of the Secretary-2018-001 (OM-OSEC-2018-001)** Creation of Task Force on NEAP Transformation

**DepEd Order No. 42, s. 2017** National Adoption and Implementation of the Philippine Professional Standards for Teachers



**Research Center for Teacher Quality**