



# Policy Notes

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## The Philippine Professional Standards for Teachers

### BACKGROUND

**D**epEd Regional Directors, Bureau Directors and selected teachers finalized the draft professional standards for teachers in a workshop organized by the Teacher Education Council in August 2016. In this workshop, the set of teacher standards was named *Philippine Professional Standards for Teachers (PPST)*.

The development and validation of the *Philippine Professional Standards for Teachers (PPST)* was based on a three-year robust and collaborative research work conducted by the Philippine National Research Center for Teacher Quality (RCTQ) involving thousands of pre-and in-service teachers, principals, supervisors, DepEd Regional Directors and other educators across all regions in the country. The work on PPST stemmed from the results of consultations with key education stakeholder groups whose main recommendations were to: **(1)** address a number of considerations and issues related to National Competency-based Teacher Standards (NCBTS), especially in the light of the K to 12 Reform; and **(2)** make a positive contribution to raising the status of teacher quality in the country.

This policy note provides insights on how the PPST helps define the role of teachers and teacher quality in the Philippines.

The project is a joint initiative of the Philippine and Australian Governments and undertaken by staff from the SiMERR National Research Centre (SiMERR) based at the University of New England (UNE) working in partnership with staff within PNU, the National Center for Teacher Education in the Philippines.

It highlights specific issues on teacher standards and teacher quality in the Philippines and draws out their implications for policy.

### THE PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS

- operationalizes teacher quality aspects of the K to 12 Reform;
- elaborates teacher lifelong learning in terms of career stages;
- is succinct and workable;
- provides a common language for professional discussions among teachers, teacher educators and other concerned stakeholders;
- provides pre- and in-service teachers with a discerning framework against which to evaluate and quality assure their practice; and
- informs the Philippine education agenda on the provision of ongoing professional development and enhancement of teacher quality.

The PPST is a set of standards that articulates teacher quality. It comprises seven *Domains* and 37 *Strands* that are elaborated by 37 *Indicators* for each Career Stage.

The PPST builds on the NCBTS and describes, under four Career Stages,

### RECOMMENDATIONS

This policy brief presents the following recommendations:

- 1.** The proposed set of professional standards for teachers should: (i) form the baseline of practice expected of all qualified teachers across four career stages; and (ii) provide a framework within which judgments about performance and learning can be made.
- 2.** Successful assessment against these standards should be the basis for hiring, promotion and other rewards.
- 3.** Teacher Education Institutions (TEIs) use the proposed standards to assess the training of pre-service teachers before they graduate.
- 4.** The appraisal of teachers (RPMS, classroom observations, self-assessment) be made against the standards, which can be a clear basis for schools to tackle underperformance.
- 5.** Newly hired teachers be assigned probationary status for a period prescribed by the Civil Service Commission and be assessed against Career Stage 2 indicators before full employment.
- 6.** The Department of Education should develop a strategy implementing the PPST with support from CHED, TEC, NCTE, COEs, among others, to manage the introduction of the new standards.

what teachers should know, value and be able to do in their practice. It makes explicit the knowledge, skills and values expected of teachers across a continuum of a teacher's developing professional expertise from undergraduate preparation to being a leader of teaching.

The *Domains* of the professional standards represent distinctive areas of the teaching-learning process that quality teachers in the Philippines need to possess:

**Domain 1: Content Knowledge and Pedagogy** recognizes the importance of mastery of content knowledge and knowing how to teach it;

**Domain 2: Learning Environment** highlights the role of teachers in providing a learning-focused environment;

**Domain 3: Diversity of Learners** emphasizes the central role of teachers in establishing learning environments that are responsive to learners' diversity;

**Domain 4: Curriculum and Planning** addresses teachers' knowledge of and interaction with the national and local curriculum requirements;

**Domain 5: 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;

**Domain 6: Community Linkages and Professional Engagement** affirms the role of teachers in establishing school community partnerships aimed at enriching the learning environment, as well as community engagement in the educative process.

**Domain 7: Personal Growth and Professional Development** focuses on teachers' personal growth and professional development through personal and professional reflection and learning to improve practice.

The following statements characterize teachers at different career stages:

**Beginning Teachers** have gained the qualifications recognized for entry into the teaching profession.

**Proficient Teachers** are professionally independent in the application of skills vital to the teaching and learning process;

**Highly Proficient Teachers** are accomplished practitioners who mentor and work collegially with other staff;

**Distinguished Teachers** are exemplary teachers who have developed skills to lead colleagues in promoting quality learning.

## THE VALIDATION OF THE PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS

The validation of the draft Philippine Professional Standards for Teachers provided evidence that the Indicators exhibit excellent reliability and validity characteristics (see Table 1 below). They also illustrate that the Indicators support and are appropriate to the proposed Career Stages.

**Table 1: Summary of Psychometric Parametrics for the Anchored and Linked Models**

	Anchored Model		Linked Model
	Form A	Form B	
Item Mean	0.00	0.01	0.00
Item SD	0.59	0.66	0.62
Item Reliability	0.88	0.91	0.89
Case Mean	-1.59	-1.52	-1.56
Case SD	1.29	1.28	1.28
Case Reliability	0.95	0.96	0.95

(Note: Reliability measures above 0.7 are considered acceptable)

The qualitative data provided a rich source of authentic evidence that helped explain and qualify many of the quantitative results of surveys, leading to more relevant revisions of the Indicators. They also provided clear guidelines for the nature/type of evidence that might be used at each of the four Career Stages, and for planning the implementation of the professional standards.

The stakeholders saw the Philippine Professional Standards for Teachers as a valid description of the teaching profession and teacher quality, and indicated that the Indicators across Career Stages are achievable in practice.

## POLICY IMPLICATIONS

While the professional standards can be seen to articulate roles and responsibilities of teachers at a range of career stages, issues such as contextual variations in teaching and learning, access to resources, and integration of the professional standards with existing national processes, are but a few of the major considerations that need to be addressed. Further, time needs to be given to effective engagement with the professional standards and to negotiating national agreements on consistent implementation and uses in:

- Endorsement of programs initial teacher education

- Registration and accreditation of teachers
- Raising the quality of professional learning
- Identifying and recognizing exemplary high-level practice
- Developing standards for leadership
- Establishing a consistent evaluation/assessment process associated with each *Career Stage* that preserves the integrity of the professional standards
- Maintaining an efficient documentation process associated with achievement of the Indicators across Career Stages

## CONCLUDING REMARKS

The adoption of the Philippine Professional Standards for Teachers is critical in ensuring that our schools have quality teachers. Such could ultimately result in optimal learning outcomes for our students and in the international competitiveness of our graduates.

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