

2019

RCTQ *Annual Report*

Strengthening Teacher Quality through High-Impact Policy Research



Philippine National
Research Center for Teacher Quality



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through High-Impact Policy Research**



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RCTQ Management & Staff 2019

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Acronyms

3NS	National Network of Normal Schools
ADB	Asian Development Bank
ASDS	Assistant Schools Division Superintendent
BEST	Basic Education Sector Transformation
BHROD	Bureau of Human Resource and Organizational Development
BHROD-SED	Bureau of Human Resource and Organizational Development – School Effectiveness Division
CHED	Commission on Higher Education
COCOPEA	Coordinating Council for Private Education Associations
COD	Center of Development
COE	Center of Excellence
COT	Classroom Observation Tool
CPD	Continuing Professional Development
CTs	Cooperating Teachers
DBM	Department of Budget and Management
DepEd	Department of Education
DFAT	(Australian) Department of Foreign Affairs and Trade
ECCD	Early Childhood Care and Development
E-SAT	Electronic Self-Assessment Tool
GEDSI	Gender Equality, Disability and Social Inclusion
GPE	Global Partnership for Education
HR	Human Resource
HRDD	Human Resource and Development Division
HRMPSB	Human Resource Management Personnel Selection Board
ICT	Information and Communications Technology
ICT-CST	Information and Communications Technology-Competency Standards for Teachers
IDP	Individual Development Plan
ILMP	Instructional Leadership & Management Program
IPeD	Indigenous Peoples Education
IPCRF	Individual Performance Commitment and Review Form
ITO	Information Technology Officer
L&D	Learning and Development
LAC	Learning Action Cell
LCC	Literacy Coordinating Council
LEEP	Learning Effectively through Enhanced and Evidence-Based Pedagogies
NEAP	National Educators Academy of the Philippines
NTOT	National Training of Trainers
OCS	Office of the Cabinet Secretary
PALT	Philippine Association of Language Teachers
PISA	Programme for International Student Assessment
PD	Professional Development
PLP	Professional Learning Packages
PNS	Phinma National Scholarship
PNU	Philippine Normal University
PPSSH	Philippine Professional Standards for School Heads
PPSS	Philippine Professional Standards for Supervisors
PPST	Philippine Professional Standards for Teachers
PSGs	Policies, Standards and Guidelines
PSTePT	Pre-service Teachers' Practice-based Training
RCTQ	Philippine National Research Center for Teacher Quality
RPMS	Results-based Performance Management System
RSP	Recruitment, Selection, and Placement
RTOT	Regional Training of Trainers
SAT	Self-Assessment Tool

SBM	School-based Management
SHDP	School Heads Development Program
SDS	Schools Division Superintendent
SiMERR	Science, ICT, and Mathematics Education for Regional and Rural Australia Research National Centre
SLP	Superintendents Leadership Program
SOLO	Structure of Observed Learning Outcomes
SPED	Special Education
TDNS	Teacher Development Needs Study
TEC	Teacher Education Council
TEI	Teacher Education Institution
TESDA	Technical Education and Skills Development Authority
TIP	Teacher Induction Program
TWG	Technical Working Group
TWG-TQ	Technical Working Group for Teacher Quality
UNESCO	United Nations Educational, Scientific and Cultural Organization

Executive Summary

The Philippine National Research Center for Teacher Quality (RCTQ) was founded seven years ago through the Australia-supported partnership between the Philippine Normal University and the University of New England Australia, with the vision of becoming the hub for research activities and policy recommendations on improving the quality of teachers in the country, particularly by helping the Philippine Government's Kindergarten to Year 12 (K to 12) Program. In 2019, RCTQ's operations were defined by the gains of ten projects that would help bring the Philippines' school system closer to international standards. Since teachers are at the heart of the K to 12 reform, the Center's projects help ensure that they are well equipped and fully supported to deliver the new curriculum.

RCTQ projects in 2019 sought to help in-service teachers by continuing to transform the National Educators Academy of the Philippines (NEAP) into a full-service academy for teachers and educators, developing and validating standards for school heads and supervisors to complement the now-operational Philippine Professional Standards for Teachers (PPST), embedding the PPST in various DepEd systems, and helping teachers understand the PPST indicators better through the development of support materials. In partnership with various institutions, RCTQ also worked to help pre-service teachers by developing PPST-based prototype syllabi on priority areas in pre-service teacher education, and by developing a joint DepEd-CHED policy on the PPST-based pre-service teachers' field study and teaching internship experiences.

Six RCTQ projects were carried over from the previous year: i) National Educators Academy of the Philippines (NEAP) Transformation Study 2; ii) Development and Validation of Professional Standards for Principals/School Heads and Supervisors: Phase 1; iii) Development of Results-based Performance Management System (RPMS) Assessment Tools for Year 2 National Rollout; iv) Development of PPST Support Materials; v) Development of PPST-based Prototype Syllabi on Priority Areas in Pre-Service Teacher Education, and the vi) Development of a Joint DepEd-CHED Policy on the PPST-Based Pre-service Teachers' Field Study and Teaching Internship.

Three new projects and one special project were started in 2019 including the i) National Educators Academy of the Philippines (NEAP) Transformation Study 3 or the implementation of the detailed design of the Academy's transformation which is being piloted in the National Capital Region, ii) Phase 2 of the Validation of the Professional Standards for Principals/School Heads and Supervisors, iii) Development of RPMS systems and tools using the Philippine Professional Standards for School Heads (PPSSH) and the Philippine Professional Standards for Supervisors (PPSS) and further embedding of the PPST in DepEd system (Phase 1), and iv) a special project providing technical assistance to the creation and operationalization of the Technical Working Group for Teacher Quality (TWG-TQ).

This Annual Report presents the descriptions and backgrounds of all projects. It chronicles their vital accomplishments for the year through summarized and tabular formats vis-à-vis the project's expected outcomes. Each activity comes with key observations, reflections and insights from the project team which would guide the project's continued implementation. Each project report also shares the challenges encountered in the course of its implementation, the strategies for addressing them, and the corresponding recommendations. How Gender Equality, Disability and Social Inclusion (GEDSI) principles were embedded in each project is also described in each report. Every project report concludes with important next steps/activities and relevant documents as appendices.

This Report also features important milestones for RCTQ as a growing organization including the celebration of its seven-year accomplishments and renewal of the partnership between its main partner institutions—the PNU and the UNE Australia. Also featured is the conclusion of a major support facility—the Basic Education Sector Transformation (BEST) program where RCTQ's work was mostly supported until the middle of 2019—and how RCTQ's accomplishments were also celebrated at its closing



ceremony. The Report also enumerates how the Center became a top resource for discourses related to teacher development with RCTQ leaders and staff being tapped to speak, sit as judges and facilitate various externally-organized forums, conferences and events during the year.

The following are the highlights of accomplishments per project:

1. National Educators Academy of the Philippines (NEAP) Transformation Study 2

RCTQ—with the NEAP Task Force which included the Center Director, Co-Director and DepEd-appointed officials as members—prepared a detailed design for the implementation of the recommendations in the NEAP Transformation Study 1 completed in 2018, including the institutional transformation and the development of the core programs of the proposed transformed NEAP.

Specifically, the project helped organize the Task Force and manage a secretariat composed of DepEd staff and RCTQ project officer/research officer and technical assistants; convened four (4) workshops/meetings for the Task Force and resource persons/technical working groups based on expected targets, and consultative workshop/meetings for the Task Force with 75 key stakeholders including principals, teachers, and officials from TEIs/COEs; provided research and technical assistance to the Task Force, particularly in guiding them through the recommendations of Study 1 Report; drafted the Detailed Design Report that became the basis of the Task Force Report, and co-presented the Detailed Design Report to the DepEd Secretary in February 2019 resulting in her signing of Memorandum 019, s.2019 which, among others, placed NEAP under the direct supervision of the Office of the Secretary.

2. National Educators Academy of the Philippines (NEAP) Transformation Study 3

The project supported DepEd in setting up a secretariat and in convening the Transition Team that would work on the implementation of the proposed design; convened workshops/meetings for the Transition Team and resource persons/technical working groups based on expected targets, and consultative workshops of the Transition Team with key stakeholders including officials from TEIs/COEs; provided research and technical assistance to the Transition Team, particularly on organizational transformation and program transformation; provided technical assistance to NEAP personnel on change management and communication planning for NEAP Transformation; and collaborated with NEAP on identifying areas of collaborations in 2020 onwards.

In terms of Organizational Transformation, the project capacitated a total of 43 NEAP personnel and HRDD chiefs or representatives on organizational alignment for NEAP Transformation; and on developing the eight (8) new NEAP office functions and 29 job descriptions; facilitated the request for NEAP plantilla items from the Department of

Sec. Leonor Magtolis Briones with the RCTQ staff at the conclusion of the presentation of NEAP Transformation Study 2 Report by the NEAP Task Force on 21 February 2019.

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Budget and Management (DBM), 25 in NEAP central office and 48 for NEAP regional offices or three (3) per region; provided technical assistance in the development of the NEAP interim structure pending approval of the proposed structure; and provided technical assistance to NEAP personnel on the validation meetings on the NEAP new office functions and job descriptions.

In terms of Program Transformation, the project developed draft presentations and proposals for key programs such as the Teacher Induction Program (TIP) and career progression programs; developed a draft proposal on Higher Order Thinking Skills training as NEAP and RCTQ's immediate response to the Programme for International Student Assessment (PISA) results; provided technical assistance to the Office of the Secretary and Office of the Undersecretary for Planning, Human Resource and Organizational Development, and Field Operations, NEAP, and BHROD on the alignment of RPMS to NEAP professional development; and helped develop the NEAP guidelines for the authorization of providers and recognition of professional development programs.

NEAP Transformation Study 3 has been piloted in the National Capital Region. The sub-project capacitated NCR regional supervisors on the PPST and helped in the initial planning of projects, programs, and activities related to specific PPST strands and/or indicators; recommended the detailing/designation of additional personnel from the field to join NEAP in the region; recommended options for the interim structures in the region; and capacitated teachers from various divisions, regional supervisors, and BHROD staff on utilizing the Structure of Observed Learning Outcomes (SOLO) framework in developing intervention programs for the teachers and learners.

Based on DepEd Order No. 11, s. 2019 signed by Sec. Briones, which provided guidelines for the implementation of NEAP transformation, RCTQ will be providing technical assistance to the Transition Team.

3. Development and Validation of Professional Standards for Principals/School Heads and Supervisors: Phase 1

The project reviewed and analyzed the National Competency-based Standards for School Heads (NCBSSH), supervisor standards or equivalent, existing leadership standards in the K to 12 and other relevant documents; convened and capacitated ten (10) members of the technical working groups, which consist of school heads (across island regions, both urban and rural, from small, medium, large and mega schools) and supervisors representing (across functional divisions) in research that relate to their work as school leaders; engaged senior officials of DepEd to provide advice and strategic direction in the development and validation of the standards; drafted and revised the PPSSH and the PPSS based on quantitative and qualitative results, and feedback from the Advisory Board and other stakeholders; engaged more than 2,500 school heads, supervisors and other education stakeholders in the development and validation work; analyzed the results obtained from the validation and revised the draft standards based on results; and collaborated with NEAP, BHROD and DepEd regional offices particularly HRDD in the development and validation of the standards.

4. Validation of Professional Standards for Principals/School Heads and Supervisors: Phase 2

Activities under this project convened and capacitated ten (10) members of the technical working groups for both standards, which consist of school heads and supervisors on research that relate to their work as school leaders; collaborated with NEAP, BHROD and DepEd regional offices particularly the HRDDs in the development and validation of the standards; engaged senior DepEd officials as 'champions' and as Advisory Board members to provide advice and strategic direction in the development and validation of the standards, and endorsement of the final versions of the standards; engaged more than 4,000 school heads, supervisors and other education stakeholders across the country in the development and validation work; validated the PPSSH and the PPSS



nationally, involving school heads and supervisors across different levels and functions; analyzed the results obtained from the validation and revised the draft standards based on results; and developed and finalized the PPSH and the PPSS based on quantitative and qualitative results, and feedback from the Advisory Board and other stakeholders.

Presentation of the draft PPSH and PPSS to regional directors on 24 September 2019.

5. Development of RPMS Assessment Tools for Year 2 National Rollout

The project developed and validated the RPMS assessment tools and associated tools (COT and SAT) for SY 2020-2021 and worked with DepEd particularly BHROD to reorient teachers on RPMS for SY 2019-2020. In developing and refining the Classroom Observation Tool (COT), the project gathered data from 865 teachers and master teachers from 73 schools in Region 5 divisions of Albay, Ligao City, Legazpi City, Sorsogon Province, and Sorsogon City; interviewed 49 teachers, master teachers, head teachers, assistant principals, and school heads who were randomly selected from the project's participants from Region 5 divisions mentioned above; gathered inputs on the use of the tool based on their classroom contexts from 8 COT TWG members and groups of DepEd teachers (10 Indigenous Peoples Education (IPEd), 10 Special Education (SPED), 8 Alternative Learning System (ALS), 7 Kindergarten, and 5 elementary/secondary) through focus group discussions; interviewed and observed 10 SPED, 6 Kindergarten, 3 IPEd, and 3 ALS teachers and master teachers from Region 3 divisions of Pampanga and Tarlac and Region 4A divisions of Lipa City, Tanauan City, and San Pablo City; and refined the PPST-based COT based on all data gathered from observation notes, COT ratings, focus group discussions, unstructured interviews, and classroom observations to better reflect classroom practices of teachers in the field.

6. Development of RPMS systems and tools using PPSS and PPSH and further embedding of PPST in DepEd system Phase 1

The project assisted DepEd-BHROD and TEC by providing technical assistance on the i) RPMS Capacity Building for Raters, ii) Development of Coaching and Mentoring Module for Cooperating Teachers, and iii) RSP Capability Building on Hiring Policy; developed a resource package for the RPMS-PPST Capacity Building for Raters; trained 30 RPMS core group members composed of teachers, master teachers, school heads, and division/regional supervisors from different regions across the country, on the delivery of the resource package for national and regional training; capacitated 1,759 RPMS raters (consisting of master teachers, head teachers, school heads, supervisors, chiefs, superintendents) with DepEd-BHROD across the country for a deeper understanding of the PPST indicators through the capacity building activities and use of the developed materials and tools to objectively rate teacher performance; developed a PPST-aligned Coaching and Mentoring Module for Cooperating Teachers (mentors from DepEd, usually master teachers assigned to train pre-service teachers) available online for

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access of around 900,000 teachers to support them in training pre-service teachers using the competencies expected by the PPST; trained 220 teachers, school heads and supervisors on the use of the module and on the proper orientation and distribution to around 300,000 cooperating teachers and prospective cooperating teachers across the country; and developed PPST-based evaluative assessment tools, forms, processes for the new hiring policy of DepEd expected to be used by around 100,000 teacher applicants in 2020.

7. Development of PPST Support Materials

The project capacitated 178 participants in developing the support materials: 92 teachers and master teachers, 15 principals and school heads, 10 supervisors, 1 schools division superintendent, and 40 students and 20 parents; developed and submitted to DepEd 12 PPST modules aligned with the indicators of the *Proficient* career stage; developed and submitted 5 videos of practice aligned with classroom observable indicators of the *Proficient* career stage; made the e-copies of i) modules and the videos of practice readily available on DepEd and RCTQ websites for use by more than 900,000 teachers and school leaders, as well as other interested stakeholders and ii) 57 sets of *Proficient* modules together with the CDs containing the videos of practice were distributed to PNU and during activities of RCTQ; drafted 12 PPST modules aligned with the indicators of *Highly Proficient* teacher career stage for further review; trained 1,700 teachers on the features and use of the support materials, through RPMS-PPST roll out with BHRD; and developed materials that could support teachers achieve the objectives of the RPMS aligned with PPST.

8. Development of PPST-based Prototype Syllabi on Priority Areas in Pre-Service Teacher Education

Activities under this project mapped the K to12 curriculum to the policies, standards and guidelines (PSGs) of CHED in order to further align the prototype syllabi being developed with the needs of DepEd using a worksheet developed by the research team; capacitated 50 writers from 20 partner COEs and CODs in teacher education and guided them on how to write the full syllabi based on the findings and comments from the validations and reviews; enabled the review and development of enhanced course descriptions and developed course outcomes of the prototype syllabi by curriculum and content specialists from 20 partner institutions, non-partner institutions and representatives from DepEd; validated 200 full syllabi during the national validation conducted with curriculum and content specialists from the academe, including from TEIs, DepEd bureaus and teachers; developed 10 prototype syllabi compendiums for the following themes: i) Professional Education Courses, ii) Early Childhood Education, iii) Elementary Education, iv) English, v) Filipino, vi) Mathematics, vii) Physical Education, viii) Science, ix) Social Studies, and x) Values Education; and drafted activity and research reports on the processes, activities and research processes conducted in the course of the project.

9. Development of a Joint DepEd-CHED Policy on the PPST-Based Pre-service Teachers' Field Study and Teaching Internship

The project developed a framework for practice-based pre-service teacher training which is experiential, developmental, formative, systematic, integrative and aligned with the PPST; developed processes and tools that better support DepEd and TEIs in the implementation of the practice-based training; developed a manual to help facilitate the implementation of the PSTePT, which includes guides for both TEIs and DepEd cooperating schools; reviewed and validated the contents of the Pre-service Teachers' Practice-based Training (PSTePT) framework and manual with 87 representatives of TEIs and DepEd across the country; and prepared activity and research reports on the activities and research processes involved in the development of the outputs.

10. Special Project: Technical Working Group – Teacher Quality (TWG-TQ)

This special project linked RCTQ with the new Cabinet Secretary and secured his support for teacher quality improvement. The project specifically helped re-convene the TWG-TQ under the leadership of the new Cabinet Secretary; submitted the final draft of the TWG-TQ report, *Making Quality Practice Common Practice: Enhancing Teacher and School Leader Quality in the Philippines*, to the Cabinet Secretary; provided technical assistance on interagency discussions involving CHED and DepEd on teacher quality organized by the Chair of the TWG-TQ; and enabled the participation of RCTQ in TWG-TQ meetings to discuss the report.

Special Reports

On 29 August 2019, government officials led by DepEd Secretary Leonor Magtolis Briones and Cabinet Secretary Karlo Alexei Nograles graced the grand celebration of the seven years of high-impact research work of RCTQ. The event also marked the renewal of PNU's partnership with the University of New England (UNE) Australia, its partner in establishing the RCTQ in 2012 with support from the Australian Government. In the same evening, three PNU professors and RCTQ pioneers were awarded with postdoctoral fellowships by UNE for their leadership roles in teacher education research in the Philippines. In the same week, RCTQ hosted a meeting of presidents of the country's normal universities (National Network of Normal Schools or 3NS) with PNU and UNE officials. RCTQ also hosted a research forum for students and teachers from TEIs to highlight the link between the PPST and the pre-service education and training.

RCTQ was showcased at the Formal Closing Ceremony of the Basic Education Sector Transformation (BEST) Program, the Australia-supported education program under which a number of the Center's activities were supported since 2014.

Also in 2019, RCTQ became a primary resource organization in teacher development discourses. A summary of externally-hosted events where RCTQ's knowledge and expertise were tapped is provided in this Report.



Members of the TWG on Teacher Quality led by Sec. Karlo Nograles

Project

Reports



1. NEAP Transformation Study 2

Project Name

**National Educators Academy of the Philippines (NEAP)
Transformation Study 2**

End of Program Outcome

Operationalized transformed NEAP

Timeframe

October 2018 – May 2019

Report Coverage

January 2019 – May 2019

Project Leader
Gina O. Gonong, Ph. D.

Research Officers
Lyndon DC. Morales
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Technical Assistant
Anna Francesca Manguerra

With some assistance from
Noel T. Franco, Jr.
Caleb Ricardo D. Pantoja
(Project Officers)

1.1 Project Description

This project followed through on the first study on Transforming the National Educators Academy of the Philippines (NEAP), which produced the NEAP Transformation Study Report (See Appendix 1-1) outlining recommendations on how to ‘transform’ the NEAP. This second phase was about preparing a detailed design for the implementation of the recommendations, including the institutional transformation and the development of the core programs of the proposed transformed NEAP (See Appendix 1-2, OM-OSEC-2018-001).

This second phase was very significant to DepEd as it embarked on strengthening the professional development support for teachers and other educators through the Academy, and equally significant to RCTQ, for providing DepEd the research support and evidence base in this very important endeavor. The transformation of NEAP following the recommendations of RCTQ in the first study is a huge step towards helping improve teacher quality in the country.

1.2 Background and Rationale

In July 2017, RCTQ met with the Secretary of Education, Secretary Leonor Briones, with then Assistant Secretary and Chief

of Staff Atty. Nepomuceno Malaluan, to discuss about important initiatives being undertaken in the Philippines in achieving quality and accessible basic education for all. RCTQ was joined by officials of the Philippine Normal University: then President Dr. Ester B. Ogena, and Vice President for Academics, Dr. Ma. Antoinette C. Montealegre.

Secretary Briones expressed as a high priority for DepEd to study NEAP and how it could become a “full-service academy” for teachers and educators. This



Photo of PNU and RCTQ leaders with DepEd Secretary Leonor M. Briones and Undersecretary Nepomuceno A. Malaluan after a meeting on NEAP Transformation Study in 2017.

priority aligned well with the new professionalism expected of teachers as evident in the K to 12 reform and as explicitly identified in the career stage structures of the Philippine Professional Standards for Teachers (PPST). This direction also complemented the growing expectations of teachers, the impact of the ASEAN 2015 initiatives, and the demands associated with the internationalization of education. It was expected that NEAP would be more responsive to the professional learning and development needs of teachers and school leaders.

NEAP Transformation Study 1 produced a policy-level concept report submitted by RCTQ to the DepEd Secretary through the Chief of Staff in August 2018. Based on the Study recommendations, the DepEd Secretary issued Office Memorandum 2018-0016, which RCTQ helped draft (See Appendix 1-2), on October 15, 2018, creating a Task Force to evaluate the recommendations of the study and prepare a Detailed Design for NEAP transformation.

NEAP Transformation Study 2, or this phase of the project, was focused on the development of a Detailed Design Report for NEAP transformation. RCTQ Director Dr. Gina Gonong was a member of the Task Force together with SiMERR partners and consultants—Dr. John Pegg, Dr. Joy Hardy, Dr. Bruce Mowbray and Prof. Mike Luz.

DepEd Undersecretary and Chief of Staff Atty. Nepomuceno A. Malaluan was the Chair of the Task Force. DepEd members were: Dir. Joycelyn D.R. Andaya, Director IV of DepEd Bureau of Curriculum Development; Dir. Leila P. Areola, Director IV of DepEd Bureau of Learning Delivery; Dr. Arturo B. Bayocot, Regional Director of DepEd Northern Mindanao; Dr. Shirley Bulosan, OIC-Chief of the Human Resource Development Division of DepEd Region XII; Dir. Wilfredo E. Cabral, Regional Director of DepEd National Capital Region; Mr. Joseph A. Estigoy, Principal III of Lucban Elementary School, Baguio City; Mr. Ernani S. Fernandez, Jr., Master Teacher II, Palo National High School; Dr. William Gando, Schools Division Superintendent of Naga City, DepEd Region V; Dr. Runvi V. Manguerra, Executive Director II, Teacher Education Council Secretariat; Dir. Roger Masapol, Director, DepEd Planning Service; Ms. Ma. Lourdes D. Pantoja, Director IV, Bureau of Human Resource and Organizational Development; Dr. Rita Riddle, Schools Division Superintendent, DepEd Makati; Ms. Bernadette Sumagui, Principal II, Malabag National High School, Cavite; Dr. Diosdado P. San Antonio, Regional Director, DepEd CALABARZON; Dir. John Arnold S. Siena, Director IV of NEAP; and Dr. Harvie Villamor, Chief of Human Resource Development Division, DepEd Region VIII.

Dir. Abram Abanil, Director of DepEd Information and Communication Technology Service, and Ms. Jennifer E. Lopez, OIC-Director of BHROD, served as resource persons.

NEAP Task Force Report Presentation to Secretary Leonor Magtolis Briones held at EDSA Shangri-La in Mandaluyong City on 21 February 2019.



1.3 Summary of Accomplishments

RCTQ, with the NEAP Task Force (TF), prepared a detailed design for the implementation of the recommendations in the NEAP Transformation Study 1, including the institutional transformation and the development of the core programs of the proposed transformed NEAP. Preliminary work and initial discussions of the NEAP Task Force started in the last quarter of 2018. The summary of accomplishments for this report covers January to May 2019.

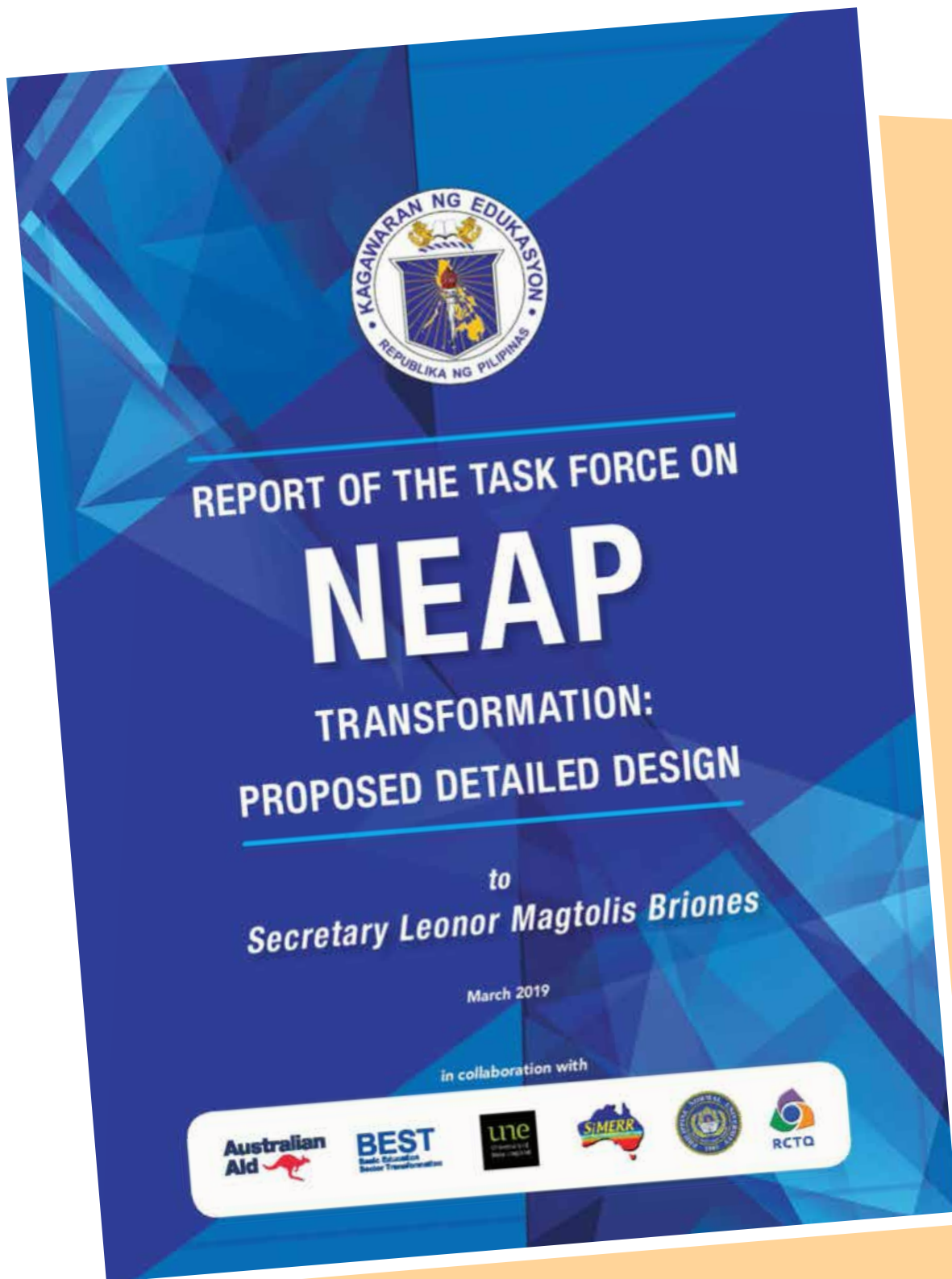
Below is the summary of accomplishments for NEAP Transformation Study 2:

- Helped organize the Task Force and manage a secretariat composed of DepEd staff and RCTQ project officer/research officer and technical assistants;
- Convened four (4) workshops/meetings (see Appendix 1-3) for the Task Force and resource persons/technical working groups based on expected targets, and consultative workshop/meetings for the Task Force with 75 key stakeholders including principals, teachers, and officials from TEIs/COEs;
- Provided research and technical assistance to the Task Force, particularly in guiding them through the recommendations of Study 1 Report (See Appendix 1-1);
- Drafted the Detailed Design Report that became the basis of the Task Force Report (See Appendix 1-4). The report included
 - o the scale of the NEAP-central office and NEAP- regional office (RO) in terms of dedicated staff;
 - o the position titles, position levels, and role descriptions of staff for NEAP-CO and NEAP-RO;
 - o the nature of the impact, if any, of the staffing of NEAP on other DepEd Bureaus or regional offices in terms of their staffing, structures and outcomes;
 - o the core program direction of NEAP and strategy for its delivery (including the pool and qualifications of faculty/instructors);
 - o the budget implications of the transformation; and
 - o a communication strategy and plan.
- Co-presented the report to the Secretary in February 2019 (after the meeting, the Secretary signed DepEd Memorandum 019, s.2019, which, among others, placed NEAP under the direct supervision of the Office of the Secretary; See Appendix 1-5); and
- Helped draft the policy implementing the NEAP transformation design.

The main outputs produced in this phase were

- the Detailed Design Report of the Task Force presented to the Secretary in February 2019 and Detailed Design Final Report submitted in March 2019; and
- the draft policy implementing the NEAP transformation design released in May 2019.





Front cover of the Proposed Detailed Design of the NEAP Transformation.
See Appendix 1-4 for the full copy.

1.4 Activities conducted

The table that follows shows the activities conducted from January to May 2019 to achieve the targets of the project.

Table 1-1. Activities conducted for NEAP Transformation 2 Project

Objective/s	Activities	Date/s conducted	Location/Venue	Participants	Key Observations/ Insights
<p>To discuss the mandates of DepEd bureaus relevant to teacher professional development</p> <p>To further discuss areas that needed detailed design including the structure of NEAP in the regions</p>	<p>3rd Meeting of the NEAP Task Force</p> <p>(Note: The first and second meetings happened on October 18, 2018 and November 21, 2018. The objectives were: (i) to formulate a work plan for the preparation of a detailed design for the institutionalization of NEAP; and (ii) to further discuss the remaining output of the NEAP Transformation Study.)</p>	10 January 2019	ACE Hotel, Pasig City	NEAP Task Force members	The presentations on the mandates of the bureaus helped focus professional development functions on NEAP. The presentation of RDs clarified their thoughts on their preferred and reasonable structure in the regions.
To discuss the draft report	4 th Meeting of the NEAP Task Force	6-7 February 2019	Seda Vertis North, Q.C.	NEAP Task Force members	The meeting was a venue for the members of the Task Force to provide inputs to the draft, thereby giving them ownership of the Report. It was also a good opportunity for all members to critically reflect on the design.
To integrate the feedback of Task Force members and refine the report	Writing Workshop on the NEAP Task Force Report	18 February 2019	Microtel, Q.C.	<p>NEAP Task Force Drafting Committee composed of: Usec. Nepomuceno Malaluan, Regional Director Diosdado San Antonio, Regional Director Wilfredo Cabral, Former Director Ma, Lourdes Pantoja, and Dr. Gina Gonong</p> <p>(Dir. John Siena was unable to attend)</p>	Undersecretaries and ORDs went an extra mile by meeting to further refine the draft report with RCTQ, and integrated the feedback of the members. This level of commitment was essential for NEAP transformation to move ahead.

Objective/s	Activities	Date/s conducted	Location/Venue	Participants	Key Observations/ Insights
To present the Task Force Report to Secretary Briones	Presentation of the NEAP Transformation Study Task Force Report to the Secretary	21 February 2019	EDSA Shangri-La	Secretary Leonor Briones NEAP Task Force	The full support from Task Force members as shown by their participation in the meeting/presentation was very important to secure the approval of the Secretary. The Secretary listened intently, and accepted the recommended design of the Task Force.
To draft the policy implementing the NEAP Transformation for review by DepEd	Drafting the policy implementing the NEAP Transformation	March to April 2019 31 May 2019	PNU and DepEd	G. Gonong, J. Pegg Usec Malaluan	Drafting a policy requires a deep understanding of context, and the 'future' the policy hopes to shape.



NEAP Task Force 3rd Meeting on 10 January 2019.

1.5 Challenges, how they were addressed, and recommendations for future work

Table 1-2. List of challenges met under NEAP Transformation 2 project

Challenges met	How they were addressed	Recommendations
There were reservations on the part of the Teacher Education Council (TEC) on the recommendation of the Study that Teacher Induction Program (TIP) be transferred to NEAP, the Bureau of Curriculum Development on the possibility of having their staff transferred to NEAP, and the Bureau of Learning Delivery on the possibility of losing its 'mandate/KRA on training'.	Engaged the Directors in honest and open discussions with the other members. Clarified their issues and concerns on the NEAP Transformation and presented the research study conducted as bases for the reform initiative. The Office of the Secretary provided the needed leadership and directions.	Continuously engage DepEd officials from all levels of governance and key stakeholders in discussions and decision-making to provide them the sense of ownership and accountability on the reform. The major strength of the project was the leadership of the Office of the Secretary. A project as huge as NEAP transformation can only move forward if it is championed by senior DepEd personnel at the national, regional level, division level and school level. This leadership, level of engagement and commitment should stay for NEAP transformation to keep going ahead.
It was not easy to ensure the attendance/participation of Task Force members in meetings especially the regional directors given their work in the regions and their busy schedules.	Schedules of next meetings agreed upon with them. Advance meeting notices and reminders were sent.	Secure agreements on meeting schedules and provide meeting notice/memo in advance.
Some sectors internal in and external from DepEd were distracting the reform efforts through concerns they raised unofficially.	Force the issue in the open so response could be given officially; otherwise, ignore the ones that simply wanted to distract.	It is very important that DepEd owns NEAP transformation. The leadership of the Secretary and the strong support from the field matter for this kind of reform to work.

1.6 Gender Equality, Disability and Social Inclusion (GEDSI)

The NEAP Task Force met on four occasions between October 2018 and February 2019 in the course of its work. The composition of the NEAP Task Force was based on their positions, expertise, and relevance in the NEAP Transformation, regardless of their gender, disability, ethnicity, and religion. The table that follows shows the distribution of members of the NEAP Task Force according to sex.

Table 1-3. Distribution of NEAP Transformation 2 participants in activities according to sex

Participants	Male	Female	Total
Task Force Members	14	11	25
DepEd Representatives/ Resource Persons	11	10	21
FGD/RTD participants	20	34	54
Total	44	54	98

- Participants in the NEAP Task Force meetings and workshops were invited based on their positions and expertise relevant to decision making for NEAP Transformation.
- Participants and members were invited regardless of gender, religion, ethnicity, and disabilities.
- The proposed structure for the transformed NEAP also considered gender equality and social inclusion that regardless of the gender, religion, ethnicity and disabilities, a qualified and competent personnel can be part of the transformed NEAP staff complement or of the professional learning ecosystem.
- The core programs of the transformed NEAP were proposed to cover special topics such as gender and special education. These areas are also covered in the PPST, which will be the basis of all professional development programs for teachers that NEAP will develop and deliver.

1.7 Next Steps/Activities

RCTQ will continuously support DepEd on the implementation of the recommendations in the Report of the Task Force on NEAP Transformation, particularly on

- providing technical assistance to the Transition Team as it implements the detailed design;
- helping in the development of frameworks and policies relevant to teacher and school leader professional development;
- facilitating the collaborations between NEAP, BHRD and other relevant offices to align work with the professional standards; and
- providing research evidence or evidence-based advice to DepEd partners.

1.8 Relevant appendices

Appendix 1-1. National Educators Academy of the Philippines (NEAP) Transformation Study 1

Appendix 1-2. Office of the Secretary Memorandum 2018-0016 on the Creation of Task Force on National Educators Academy of the Philippines Transformation

Appendix 1-3. Notices of the NEAP Task Force Meetings and Other Discussions

- i. Notice of the Inception Meeting of the Task Force of NEAP Transformation
- ii. Memorandum on the Workshop with Representatives from DepEd Regions and Divisions on NEAP Transformation
- iii. Sample Letter of Invite to University Presidents on the Roundtable Discussion with NEAP Transformation Task Force
- iv. Notice of the 2nd Meeting of the NEAP Task Force
- v. Notice of the 3rd Meeting of the NEAP Task Force
- vi. Notice of the 4th Meeting of the NEAP Task Force
- vii. Notice of the Meeting of the Task Force with Secretary Leonor Briones

Appendix 1-4. NEAP Task Force Report to the Secretary on the Proposed Detailed Design

Appendix 1-5. DepEd Memorandum 19, s. 2019 on placing NEAP under the direct supervision of the Office of the Secretary

2. NEAP Transformation Study 3

Project Name

**National Educators Academy of the Philippines (NEAP)
Transformation Study 3**

End of Program Outcome

Operationalized transformed NEAP

Timeframe

July 2019 – July 2020

Report Coverage

July 2019 – December 2019

Project Leader

Gina O. Gonong, Ph. D.

Project Officer

Lizette Anne L. Carpio

Research Officer

Jerry C. Romanillos

2.1 Project Description

This project is about supporting the Department of Education (DepEd) in operationalizing the Task Force detailed design towards a transformed National Educators Academy of the Philippines (NEAP) as mandated through the Department Order 11, s. 2019 (see Appendix 2-1) or the implementation of the NEAP Transformation.

This project is Phase 3 of the NEAP Transformation Study. Phase 1 produced a report submitted to the Secretary in August 2018 (see Appendix 1-1), which provided recommendations on how to transform NEAP. Phase 2 produced the Detailed Design Report of the Task Force, and D.O 11, s.2019 or the Implementation of NEAP Transformation. The Task Force involved RCTQ and the SiMERR National Research Centre at the University of New England in Australia (UNE-SiMERR) and was created through Department Memorandum 2018-0016 (See Appendix 1-2) in October 2018 to study the recommendations of the NEAP Transformation Study Report and prepare the detailed design based on the Report's recommendations.

This third phase, which is the transition phase, is very significant to DepEd as it embarks on implementing the design, thereby, strengthening the professional development support for teachers and school leaders through the Academy. This is equally significant to RCTQ for providing DepEd the research support and evidence base, as well as the sets of standards (PPST, PPSSH and PPSS) needed in this very important endeavor. The transformation of NEAP following the recommendations of RCTQ and the Task Force (with RCTQ) in the first and second studies, respectively, is a

huge step towards helping improve teacher quality in the country.

2.2 Background and Rationale

As DepEd endeavors to upgrade education quality, it aims to strengthen the professional training and development of its 900,000 teachers. Towards this end, DepEd is embarking on a major reform initiative, the organization and program transformation of NEAP.

In July 2017, RCTQ met with the Secretary and the Assistant Secretary/Chief of Staff Atty. Nepomuceno Malaluan to discuss a study on how to transform NEAP. RCTQ conducted the study under the Australia-supported Basic Education Sector Transformation (BEST) program. In August 2018, RCTQ submitted its report. In October 2018, DepEd created a Task Force which involved RCTQ and UNE-SiMERR to study the recommendations of the report and prepare a detailed design to implement NEAP transformation. In February 2019, the Task Force presented its report to the Secretary, who then approved the proposed design. In May 2019, the Secretary issued D.O. 11, s. 2019 to create the Transition Team that will implement NEAP Transformation based on the design of the Task Force.

The DepEd Order states that RCTQ and its partner, UNE-SiMERR, shall provide the primary technical assistance to the Transition Team. The transformation will happen in two aspects: organization and programs. It is envisioned that in the three-year transition period, NEAP would start to operate as an academy that could support in raising the quality of teachers and school leaders in the Philippines.

2.3 Summary of Accomplishments

NEAP Transformation, as designed by the Task Force and approved by the Secretary, follows a phased transition in terms of organization and programs. While the transition period is designed for three years (up to 2022), many aspects have started moving in 2019.

Below is the summary of accomplishments for NEAP Transformation Study 3 covering July to December 2019:

- Supported DepEd in setting up a secretariat composed of RCTQ project officer, technical assistant/s/research officer/s and DepEd staff and in convening the Transition Team that would work on the implementation of the proposed design;
- Convened workshops/meetings for the Transition Team and resource persons/technical working groups based on expected targets, and consultative workshops of the Transition Team with key stakeholders including officials from TEIs/COEs;
- Provided research and technical assistance to the Transition Team, particularly in organizational transformation (Personnel, Qualification standards, functions, Professional Development-Human Resource alignments such as in promotions) and program transformation (e.g., Teacher Induction Program, career progression programs, special programs);
- Provided technical assistance to NEAP personnel on change management and communication planning for NEAP Transformation; and
- Collaborated with NEAP on identifying areas of collaborations in 2020 onwards.

In terms of **Organizational Transformation**, the specific accomplishments are as follows:

- Capacitated a total of 43 NEAP personnel and HRDD chiefs or representatives on organizational alignment for NEAP Transformation; and on developing the eight (8) new NEAP office functions and 29 job descriptions;
- Facilitated the request for NEAP plantilla items from DBM, 25 in NEAP central office and 48 for NEAP regional offices or 3 per region;



Photos from the first meeting of the NEAP Transition Team on 18-19 July 2019 with DepEd officials and RCTQ Director and Project Leader Dr. Gina Gonong.





- Prepared Budget Estimates
- Provided Job Descriptions
- Prepared other supporting documents;
- Provided technical assistance in the development of the NEAP interim structure pending approval of the proposed structure; and
- Provided technical assistance to NEAP personnel on the validation meetings on the NEAP new office functions and job descriptions (See Appendix 2-2).

In terms of **Program Transformation**, the following were the specific accomplishments:

- Developed draft presentations and proposals for key programs such as the Teacher Induction Program (TIP) and career progression programs (See Appendix 2-3);
- Developed a draft proposal on the training for Higher Order Thinking Skills as NEAP and RCTQ's immediate response to the Programme for International Student Assessment (PISA) results (See Appendix 2-4).
- Provided technical assistance to the Office of the Secretary and Office of the Undersecretary for Planning, Human Resource and Organizational Development, and Field Operations, NEAP, and BHROD on the alignment of RPMS with NEAP professional development (See Appendix 2-5); and
- Helped develop the NEAP guidelines for the authorization of providers and recognition of professional development programs (See Appendix 2-6).

The main outputs produced during this period were the following:

- Draft NEAP Guidelines on Authorization of Providers and Recognition of Programs
- Draft presentations and proposals for key programs including RPMS
- Personnel/plantilla items-related documentations

2.4 Activities conducted

The table that follows shows the activities conducted to achieve the targets of the project.

Table 2-1: NEAP Transformation 3 Project activities

Objective/s	Activities	Date/s conducted	Location/Venue	Participants	Key Observations/ Insights
To support the Office of the Secretary in orienting the Transition Team members on their functions, and the design of NEAP transformation	NEAP Transformation Transition Team Inception Meeting	13 June 2019	DepEd Ecotech, Cebu City	<p>NEAP Transition Team members:</p> <p>Undersecretary and Chief of Staff Atty. Nepo Malaluan</p> <p>Undersecretary for Planning, Human resource and Organization Development, and Field Operations</p> <p>Undersecretary for Finance</p> <p>Undersecretary for Curriculum and Instruction</p> <p>Director of National Educators Academy of the Philippines</p> <p>Director of Bureau of Human Resource and Organizational Development</p> <p>Director of Information and Communications Technology Service</p> <p>All regional directors</p> <p>RCTQ</p> <p>UNE-SiMERR</p>	The regional directors expressed support for NEAP Transformation. They just needed further clarifications on the specific directions on the NEAP Transformation in the regions.
To support the NEAP Transformation Transition Team and NEAP personnel on discussing NEAP transformation implementation plans	Joint NEAP Personnel and NEAP Transformation Transition Team Planning Workshop	July 18-19, 2019	NEAP Marikina	<p>NEAP Transition Team members</p> <p>RCTQ</p> <p>ADB</p> <p>Save the Children</p> <p>DFAT</p>	The meeting provided NEAP personnel an opportunity to better understand NEAP Transformation and discuss with Transition Team members the next steps.

Objective/s	Activities	Date/s conducted	Location/Venue	Participants	Key Observations/ Insights
To support DepEd in opening up collaboration opportunities with the National Network of Normal Schools (3NS)	Meeting with 3NS on NEAP Transformation	29 August 2019	PNU	National Network of Normal Schools (3NS) Presidents Usec Nepomuceno Malaluan NEAP Director John Siena BHROD OIC Director Jennifer Lopez TEC Secretariat Executive Director Runvi Manguerra	The meeting became an avenue for both DepEd and 3NS to explore possible partnerships in terms of providing professional development programs for DepEd teachers and school leaders.
To provide technical assistance to the NEAP Transformation Transition Team on the discussion on priority programs for teachers and school leaders for 2020, professional development and RPMS alignment, and the NEAP interim structures in the regions	2 nd NEAP Transformation Transition Team Meeting	18 October 2019	NEAP Baguio	NEAP Transition Team members Curriculum and Instruction directors RCTQ SiMERR	Transition Team members actively participated in the discussions, bringing with them the contexts in their regions. The PPST figured well in the discussions particularly in ensuring that priority programs are aligned with the PPST, and other sets of standards for school leaders.
To provide technical assistance to the NEAP Transformation Transition Team on the draft authorization and recognition guidelines; programs and activities for 2020; and NEAP interim organizational structure in the regions	3 rd NEAP Transition Team Meeting	5 November 2019	NEAP Marikina	NEAP Transition Team members Curriculum and Instruction directors RCTQ DFAT USAID ABC+	The meeting was a transparent process that provided an opportunity for all members present to provide their feedback on the draft authorization and recognition guidelines, as well as the draft priority programs. The regional directors also expressed their thoughts on options presented (by 3 RDs) for the interim structure in the regions.
To provide technical assistance to NEAP personnel on change management and communication planning for NEAP Transformation	Change Management and Communication Planning Workshop	6-8 November 2019	NEAP Marikina	NEAP central office staff HRDD chiefs or representatives from the regions RCTQ	The workshop gave NEAP personnel an opportunity to deepen their understanding of NEAP transformation. They expressed that their lack of understanding contributed to their low engagement on the NEAP Transformation.

Objective/s	Activities	Date/s conducted	Location/Venue	Participants	Key Observations/ Insights
To collaborate with NEAP on identifying areas of collaborations in 2020 onwards and on discussing engagement with the NEAP Transformation Transition Team	NEAP and RCTQ Planning Workshop	9-10 December 2019	Sequoia Hotel, Q.C.	Undersecretary Nepomuceno Malaluan NEAP central office staff RCTQ	The two-day joint planning workshop strengthened the relationship and collaboration between RCTQ and NEAP. Mutually agreed plans and timelines were charted.



Second meeting of the NEAP Transition Team in Baguio City on 18 October 2019.

Moreover, Tables 2-2 and Table 2-3 below show the specific activities conducted in terms of Organizational Transformation and Program Transformation.

Table 2-2: Activities conducted to achieve targets specific for NEAP Organizational Transformation

Organizational Transformation					
Objective/s	Activities	Date/s conducted	Location/Venue	Participants	Key Observations/ Insights
To capacitate NEAP personnel and HRDD chiefs or representatives on organizational alignment for NEAP Transformation and on developing the eight (8) new NEAP office functions and 29 job descriptions	Organizational Alignment Workshop	7-8 October 2019	NEAP Marikina	NEAP central office staff HRDD chiefs or representatives BHROD (OED and HRDD) RCTQ	The workshop enlightened NEAP personnel on the direction of the NEAP Transformation. They expressed that they now knew better how to push for NEAP priority programs.
	Validation Workshop of the new NEAP Office Functions and Job Descriptions	8-9 October 2019	NEAP Marikina	NEAP central office staff HRDD chiefs or Representatives BHROD (OED and HRDD) RCTQ	NEAP personnel expressed more confidence on how they would do their jobs after understanding their expected functions in the transformed NEAP.
To discuss possible NEAP interim structure in the region	Discussion on the NEAP Interim Structures in the Regions	23 October 2019	DepEd NCR	Regional Director Wilfredo Cabral RCTQ (G. Gonong, J.Pegg)	Three options for the interim structure were discussed: 1. NEAP under RD; 2. NEAP under ARD; and 3. NEAP with HRDD, under the HRDD Chief.
To facilitate the request for NEAP plantilla items from DBM: 25 in NEAP central office and 48 for NEAP regional offices or 3 per Region	Requests for the creation of NEAP plantilla items	30 August 2019 20 September 2019	DepEd and DBM	Usec Nepo Malaluan NEAP BHROD-OED / Personnel RCTQ (L. Carpio)	The request for additional NEAP items enabled current NEAP staff to anticipate manpower projections.

Table 2-3: Activities conducted to achieve targets specific for NEAP Program Transformation

Program Transformation					
Objective/s	Activities	Date/s conducted	Location/Venue	Participants	Key Observations/ Insights
To support NEAP in streamlining professional development and making training activities programmatic and accountable, and effectively link professional development with career progression	Program Committees Preliminary Meeting	30 July 2019	DepEd	NEAP OUCI RCTQ	The meetings were good avenues for exchange of ideas. Constant and open communication is needed to better collaborate on projects.
	TIP Committee Meeting	6 August 2019			
	Meeting with Career Progression Programs Committee and Program Evaluation Committee	17 September 2019			
	Meeting with NEAP Director on NEAP Transformation next steps	13 November 2019	Park Inn Radisson, Q.C.		
To provide technical assistance to DepEd on the proposed concept of RPMS alignment with NEAP	Deliberation on the alignment of RPMS with NEAP professional development (PD) programs	4 October; 28 October 2019	DepEd	NEAP BHROD RCTQ	The discussion on the alignment of RPMS with NEAP PD was a good sign about making efforts to link systems in DepEd.
To co-draft the NEAP authorization and recognition guidelines with NEAP	Drafting of the NEAP authorization and recognition guidelines	August to December 2019	DepEd	Usec. Nepo Malaluan NEAP RCTQ	The work on the drafting and refining of the NEAP Authorization and Recognition Guidelines was a good opportunity for RCTQ and NEAP to work together, exchange ideas and perspectives, and agree to reach a shared objective.

2.5 Challenges, how they were addressed and recommendations for future work

In the implementation of the NEAP Transformation, challenges and opportunities were encountered. Table 2-4 below enumerates the challenges encountered, how they were addressed and recommendations for future work.

Table 2-4: Challenges met in the implementation of NEAP Transformation, how they were addressed and recommendations for future work

Challenges met	How they were addressed	Recommendations
Initial reservations of NEAP staff about the transformation	Involved NEAP staff in the planning and implementation of the NEAP Transformation. Addressed issues and concerns via a Communication Plan that included among others orientation and dialogues.	NEAP staff particularly the Chiefs, need to be involved in the discussions, planning and implementation activities.
Slow movement in the regions on transforming NEAP	Recommended phased transition in the design of NEAP transformation. RDs are also members of the Transition Team. A policy on interim structure in the regions is expected to be out soon.	Continuously involve the regional directors in planning discussions since they are the ones implementing the reforms in their regions.
Lack of staff in all levels of governance to focus on the implementation of the transformation	Prepared an immediate restructuring of NEAP to reflect its central, regional and other field components. Assisted NEAP on the request for additional NEAP staff in central office and regional office.	Capacitate existing and incoming NEAP staff in all levels of governance to help them fully transition to the new structure.

2.6 Gender Equality, Disability and Social Inclusion (GEDSI)

Activities in the implementation of the NEAP Transformation involved participants considering gender equality, disability and social inclusion. The tables that follow show the distribution of members of the NEAP Transformation Transition Team and NEAP personnel and HRDD chief or representatives in terms of sex.

Table 2-5: Distribution of NEAP Transformation Transition Team members based on sex

NEAP Transformation Transition Team	
Male	18
Female	8
Total	26

Table 2-6: Distribution of NEAP Personnel and HRDD Chiefs or Representatives based on sex

NEAP Personnel and HRDD Chiefs or Representatives	
Male	20
Female	23
Total	43

- Participants in the NEAP Transformation activities and workshops were invited based on their positions relevant to decision-making for NEAP Transformation. All Regions were represented in the discussions and meetings.
- Participants were invited regardless of gender, religion, ethnicity, and disabilities.
- The sets of standards that would be used for NEAP programs (PPST, PPSSH and PPSS) reflect strands and indicators that respond to GEDSI and inclusive practices in classrooms and schools.

2.7 Next Steps/Activities

RCTQ will continuously support DepEd in terms of

- providing technical assistance in the following aspects: personnel, programs (Teacher Induction Program, Higher-order Thinking and Assessment, Common Course Structure Differentiated Context: Career Advancement Program, School Heads Development Program (SHDP), Instructional Leadership Management Program (ILMP))
- providing technical assistance in policy development for the following: interim structure for the regions, three-year professional development plan, priority programs, and others
- providing Capacity building workshops for personnel of NEAP, Bureaus, Services and other units in DepEd on PPST, PPSSH, PPSS, SOLO.

2.8 Relevant Appendices

Appendix 2-1. Department Order 11, series of 2019 or the Implementation of the NEAP Transformation

Appendix 2-2. Sample drafted Job Description for Education Program Specialist II position

Appendix 2-3. Excerpt from the program design of Common Course Structure Differentiated Content

Appendix 2-4. Excerpt from the program design of the Higher-order Thinking and Assessment

Appendix 2-5. Visual representation of the RPMS and NEAP alignment

Appendix 2-6. Page 1 of the draft NEAP Authorization of Providers and Recognition of Programs Guidelines

Appendix 2-7. Notices of Meeting for the NEAP Transformation Transition Team

i. NEAP Transformation Transition Team Notice of the Meeting on 18 October 2019

ii. NEAP Transformation Transition Team Notice of the Meeting on 5 November 2019

Appendix 2-8. Letter of Request to DBM for NEAP Plantilla positions drafted by RCTQ

2.1

NEAP Transformation Study 3 in the National Capital Region

Project Name

**National Educators Academy of the Philippines (NEAP)
Transformation Study 3 in the National Capital Region**

End of Program Outcome

Operationalized transformed NEAP

Timeframe

July 2019 – July 2020

Report Coverage

July 2019 – December 2019

Project Leader

Gina O. Gonong, Ph. D.

Project Officer

Lizette Anne L. Carpio

Research Officer

Jerry C. Romanillos

2.1.1 Project Description

This project is part of NEAP Transformation Study 3 presented earlier. However, this report focuses on the work done in collaboration with the DepEd National Capital (NCR) Region.

2.1.2 Background and Rationale

NEAP Transformation was designed to follow a vertical alignment from national to regions to divisions and schools. Every regional office has a NEAP office which is currently under the Chief of the Regional Human Resource Development Division (HRDD), who also takes charge of all human resource functions. The Task Force design approved by the Secretary recommended the separation from HRDD of NEAP so NEAP could concentrate on professional development functions for teachers and school leaders.

The work in the region involves transitioning NEAP from being part of HRDD to being independent under one Director II (or Chief, whatever is agreed with the Department of Budget and Management (DBM) later on) who reports administratively to the Regional Director and technically to NEAP Director for regional implementation. Part of this transition in the region is the recalibration in regional processes related to professional learning and development according to D.O. 11, s.2019 or the Implementation of the NEAP Transformation.

With RCTQ as the provider of primary technical assistance to the NEAP Transformation Transition Team as stated in D.O. 11, s. 2019, the Center found it strategic to collaborate with DepEd NCR (See Appendix 2.1-1) on various activities associated with the transformation which include strengthening of systems and processes in the region that are related to professional learning and development of teachers and school leaders.

2.1.3 Summary of Accomplishments

The following are the specific accomplishments in the region:

- Capacitated NCR regional supervisors on the Philippine Professional Standards for Teachers (PPST) and helped in the initial planning of projects, programs, and activities related to specific PPST strands and/or indicators;
- Recommended the detailing/designation of additional personnel from the field, particularly Master Teachers or supervisors, to join NEAP in the region; Currently, two have started work in the region, and one more is expected to join;
- Recommended options for the interim structures in the region; and
- Capacitated SDO teachers, RO supervisors, and BHROD staff on utilizing the Structure of Observed Learning Outcomes (SOLO) Framework in developing intervention programs for the teachers and learners.



The first training on Structure of Observed Learning Outcomes (SOLO) Framework for DepEd NCR participants conducted by Dr. John Pegg, Director of UNE-SiMERR and RCTQ Co-director.

2.1.4 Activities conducted

The table below shows the activities held to achieve the targets of the project.

Table 2.1-1. Activities conducted for the NEAP Transformation in the National Capital Region

Objective/s	Activities	Date/s conducted	Location/Venue	Participants	Key Observations/ Insights
To plan for the priorities for NEAP NCR	Meeting with Regional Director Wilfredo Cabral and HRDD-NEAP Personnel	2 September 2019	DepEd NCR NEAP Office	DepEd NCR Regional Director Wilfredo Cabral DepEd NCR HRDD Staff RCTQ particularly Dr. Gonong and Dr. Pegg	The meeting opened up initial plans for NEAP NCR which included capacity building for program writers (PPST, SOLO workshop, etc), detailing of field personnel to NEAP, working on the NEAP Portal, and other possible work including preparation of materials
To capacitate regional office supervisors on the Philippine Professional Standards for Teachers	Capacity building on Philippine Professional Standards for Teachers	19 September 2019	DepEd NCR Conference Hall	DepEd NCR regional office supervisors	RO supervisors expressed that they had a better understanding of PPST and how to use it to develop programs, or map it to their respective programs. Their outputs showed a better understanding of how to use the PPST in their programs (See Appendix 2.1-2).
To provide technical assistance to NEAP-NCR personnel on future work for NEAP Transformation	Meeting with HRDD-NEAP Personnel	3 October 2019	DepEd NCR NEAP Office	DepEd NCR HRDD Staff RCTQ	The joint workplan for NEAP NCR served as a guide both for HRDD-NEAP and RCTQ on the activities needed to be conducted for the transformation in the region including capacity building on PPST, PPSS, PPSSH and SOLO and the plan for NEAP portal
To provide technical assistance to NEAP-NCR HRDD personnel on the upcoming SOLO (Structure of Observed Learning Outcomes) workshop	Meeting with HRDD-NEAP Personnel	14 October 2019	DepEd NCR NEAP Office	DepEd NCR HRDD Staff RCTQ	The meeting clarified the works and preparations to be done for the upcoming workshop on SOLO

Objective/s	Activities	Date/s conducted	Location/Venue	Participants	Key Observations/ Insights
To meet with the new regional director and discuss updates about NEAP-NCR and RCTQ collaborations	Meeting with Regional Director Malcolm Garma	21 October 2019	Park Inn, Quezon City	DepEd NCR RD Malcolm Garma RCTQ Director Gina Gonong RCTQ Co-director John Pegg RCTQ consultant Ma. Lourdes Pantoja Senior Manager for Communications and Advocacy	The new regional director expressed support for the partnership and the work that was started in NCR. It was agreed that NEAP-NCR could contribute in terms of modelling professional development initiatives for teachers which could be replicated in other regions. Sample SLE materials have been drafted (See Appendix 2-1.3).
To capacitate participants on how to use the SOLO framework in developing learning intervention materials for teachers and learners	Workshop on Structure of Observed Learning Outcomes (SOLO) Framework	18-19 November 2019	NEAP Marikina	DepEd NCR SDO Teachers DepEd NCR RO Supervisors DepEd BHRD Staff DepEd NCR HRDD Staff RCTQ Staff	The workshop gave the participants initial understanding of the SOLO framework which will help them in developing learning intervention materials for teachers and learners.

2.1.5 Challenges, how they were addressed and recommendations for future work

Below is the table that shows the challenges met in piloting the NEAP Transformation in NCR, how they were addressed, and the corresponding recommendations.

Table 2.1-2. Challenges met, how they were addressed and recommendations for future work

Challenges met	How they were addressed	Recommendations
There was a change in leadership (Regional Director) a few months into the partnership with DepEd NCR.	Paid a courtesy visit to the new RD; scheduled a meeting to discuss the partnership and sought his thoughts on plans for the region.	Ensure an open communication line with leaders.
Confusion in terms of program ownership of NEAP activities in the region (e.g. SOLO workshop implementation) since interim structure had not been released yet.	Reached out to the HRDD Chief (who was appointed focal person for NEAP by former RD before he left) to work out issues on ownership and implementation.	Provide support to partners to understand issues and offer suggestions especially at a transition time when things are fluid.

2.1.6 Gender Equality, Disability and Social Inclusion (GEDSI)

Below are the tables of the participants of different DepEd NCR-NEAP activities disaggregated by sex.

Table 2.1-3. Participants in activities for NEAP Transformation in NCR

DepEd-NCR HRDD-NEAP participants	
Male	4
Female	2
Total	6

Table 2.1-5. Distribution of SOLO Workshop participants

SOLO Workshop participants	
Male	25
Female	33
Total	58

Table 2.1-4. Participants in PPST Capacity Building for NCR Regional Office Supervisors

NCR Regional Office Supervisors	
Male	13
Female	17
Total	30

Participants in the activities related to the NEAP-NCR were invited according to their designation and target skills. All functional divisions (for regional supervisors) and schools divisions (for teachers) were well represented in the activities.

Participants were invited regardless of gender, religion, ethnicity, and disabilities.



RCTQ leaders' meetings with DepEd NCR former Regional Director Wilfredo Cabral (top photo) and current Regional Director Malcolm Garma.

2.1.7 Next Steps / Activities

RCTQ will continuously support DepEd-NCR on

- building capacity of teachers and school leaders on PPST, PPSSH, PPSS and SOLO framework
- providing technical assistance in organizing NEAP in NCR, particularly in terms of job functions of personnel, following the interim structure that is expected to be released by CO
- giving technical assistance in the development of DepEd-NCR NEAP Portal
- providing technical assistance in developing or in contextualizing policies in the region

2.1.8 Relevant Appendices

Appendix 2.1-1. MOU between PNU-RCTQ and DepEd NCR

Appendix 2.1-2. Sample Outputs of Regional Supervisors in the PPST Capacity Building Workshop

Appendix 2.1-3. Sample SLE Episodes

3.

Development and Validation of PPSSH and PPSS: Phase 1

Project Name

Development and Validation of the Philippine Professional Standards for School Heads (PPSSH), and the Philippine Professional Standards for Supervisors (PPSS): Phase 1

End of Program Outcome

Institutionalization of the PPSSH and the PPSS

Timeframe

September 2018 - June 2019

Report Coverage

January 2019 - July 2019

Project Leader

Gina O. Gonong, Ph. D.

Project Officers

**Noel T. Franco, Jr.
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3.1 Project Description

This project was about the development and validation of the Philippine Professional Standards for School Heads (PPSSH) and the Philippine Professional Standards for Supervisors (PPSS). The work complemented DepEd Order No. 42, s. 2017 (see Appendix 3-1), or the National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST). This project aimed to provide DepEd with leadership frameworks for school heads and supervisors to better support teachers and improve their quality.

The initial work on the PPSSH and the PPSS, under the Australia-supported Basic Education Sector Transformation (BEST) program, focused on the review and enhancement of the current professional standards for school heads, and the development of standards for supervisors. Phase 1 also focused on the conduct of validations involving seven (7) regions (BEST Regions, including Region 4A), and the reviews and advice provided by the Advisory Board.

The research activities conducted by RCTQ had strong support from the DepEd-Bureau of Human Resource and Organizational Development (BHRD) and the National Educators Academy of the Philippines (NEAP).

3.2 Background and Rationale

Building on the PPST, DepEd can move towards complementing this reform by reviewing and enhancing the current leadership standards for principals/school heads, and developing standards for supervisors. After all, the school heads/principals and supervisors are among the key people who support teachers and help improve their quality. To better enable them to support teacher quality, school heads and supervisors must also have a set of standards that is K to 12-aligned and internationally comparable.

Currently, there are no professional standards for supervisors, and the present set of standards for school heads needs a thorough review. This will involve extensive revisions or redevelopment of the current standards to make it responsive to the demands of education that is consistent with the K to 12 reform and recognizes recent thinking and practice expected of school leaders internationally.

Research shows that

- the leadership practice with the greatest impact on student outcomes is promoting and participating in teacher learning and development. This can reduce variation in teacher effectiveness within a school, as well as reduce staff turnover and support succession planning;

- workload of school heads and supervisors has increased in recent years and many school leaders are spending too much time on management and administration which reduces the time they have to be an instructional leader;
- greater authority for school decision making is supported by school heads and supervisors but that, coupled with higher community expectations, has led to an increase in workload;
- the main barriers to managing workload of school leaders include limited training and preparation for leadership roles, insufficient administrative support and lack of access to quality support services, tools and systems; and
- school heads and supervisors could better manage their workloads if they were better-coordinated, streamlined and aligned with department expectations, support tools and communications.

To be most effective, professional standards need to focus on the need for leaders to have

- deep pedagogical expertise;
- capacity to lead teaching and learning that has a positive impact on student outcomes;
- strong interpersonal skills; and
- management and leadership skills, including business and strategic acumen.

This activity directed supports the Secretary's agenda:

- Committed to the full implementation of K to 12
- Active, transparent, consultative, collaborative, and corruption-free leadership
- Institutional capacity building to be responsive to the aspirations and most urgent needs of the nation

For the BHRD, this work supports the achievement of DepEd's mandates and priorities by ensuring effective organizational units and improving the human capital. For NEAP, the professional standards for school heads and supervisors can guide the development of appropriate leadership support programs that target identified needs. The standards for school heads can also be an input to enhancing the existing School Heads Development Program.

The resulting work can be aligned with or embedded in the HR systems like recruitment, selection, placement, and induction; results-based performance management; learning and development; rewards and recognition; and school-based management.

3.3 Summary of Accomplishments

Below is the summary of accomplishments for the Validation of Professional Standards for: (1) Principals/School Heads; and (2) Supervisors: Phase 1 covering January to June 2019:

- Reviewed and analyzed the National Competency-based Standards for School Heads (NCBSSH), supervisor standards or equivalent, existing leadership standards in the K to 12 and other relevant documents;
- Convened and capacitated ten (10) members of the technical working groups, which consisted of school heads (across island regions, both urban and rural, from small, medium, large and mega schools) and supervisors representing (across functional divisions) in research that relate to their work as school leaders;
- Engaged senior officials of DepEd such as undersecretaries, regional directors and bureau directors, as well as external partners from the academe and the Office of the Cabinet Secretary, as Advisory Board members to provide advice and strategic direction in the development and validation of the standards;
- Drafted and revised the PPSSH and the PPSS based on quantitative and qualitative results, and feedback from the Advisory Board and other stakeholders. The two sets of standards
 - define what school heads and supervisors are expected to know, understand and do in their profession;
 - serve as basis for HR systems and professional development programs concerning school heads and supervisors to address their career progression and 21st century thinking skills;
 - support the improvement of teacher quality and learner outcomes in the country;
- Engaged more than 2,500 school heads, supervisors and other education stakeholders in the development and validation work;
- Analyzed the results obtained from the validation



TOP: Members of the PPSSH-PPSS Advisory Board, TWGs and the project team during the Second Advisory Board Meeting held in Ace Hotel, Pasig City (11 January 2019)

BOTTOM: DepEd undersecretaries Atty. Nepomuceno Malaluan and Mr. Jesus Mateo with the TWG and research team for leadership standards (January 2019)

and revised the draft standards based on results;
and

- Collaborated with NEAP, BHRD and DepEd regional offices particularly HRDD in the development and validation of the standards.

This phase has produced the following final outputs:

- a draft set of professional standards for principals/ school heads or the PPSSH (see Appendix 3-2); and
- a draft set of professional standards for supervisors or the PPSS (see Appendix 3-3).

3.4 Activities conducted

The table that follows shows the activities conducted to achieve the targets of the project.

Table 3-1. Activities conducted for the development and validation of PPSSH and PPSS (Phase 1)

Objective/s	Activities	Date/s conducted	Location / Venue	Participants	Key Observations / Insights
To present the initial drafts of PPSSH and PPSS, and the Validation Study 1 Plan	Second Meeting of the Advisory Board	11 January 2019	Ace Hotel and Suites, Pasig City	Members of the Advisory Board and the TWG	The activity harmonized the perspectives of the TWG and the Advisory Board on the draft standards.
To gather critical inputs on the initial drafts of PPSSH and PPSS	Brainstorming sessions on the development of PPSSH and PPSS	15 January 2019	Microtel UP-Ayala Technohub, Quezon City	Select school heads and supervisors across regions (60 participants)	School heads and supervisors expressed appreciation on their involvement in the development of draft standards. They provided important inputs for consideration by the members of the TWG.
	Consultative workshop on the development of PPSSH and PPSS	16 January 2019		Select school heads and supervisors from NCR and Region 4A (20 participants), and members of the TWG	
To revise standards based on feedback from the Advisory Board meeting and series of consultative workshops	TWG Writeshop 8	17-18 January 2019		TWG members	The TWG experienced the highly iterative process of drafting and revising the standards and appreciated the involvement of the field in shaping the work.
	TWG Writeshop 9	22-25 January 2019			
	TWG Writeshop 10	29 January-1 February 2019		Select school heads and supervisors (20 participants), members of the TWG, representatives from Basic Education Sector Transformation (BEST)	

Objective/s	Activities	Date/s conducted	Location / Venue	Participants	Key Observations / Insights
To validate the standards across select regions	First validation of the draft PPSSH and PPSS	19 February 2019	Limketkai Luxe Hotel, Cagayan de Oro City, Misamis Oriental	135 school heads and 116 supervisors	The targeted validation study helped ensure the relevance of the standards to the work of the school heads and supervisors. Capturing the voice of the field helped alleviate most concerns about the professional standards.
		20 February 2019	Oriental Hotel, Legazpi City, Albay	136 school heads and 123 supervisors	
		22 February 2019	Midas Hotel, Pasay City	122 school heads and 136 supervisors	
		23 February 2019	Oriental Hotel, Palo, Leyte	150 school heads and 139 supervisors	
		26 February 2019	Marco Polo Plaza, Cebu City, Cebu	122 school heads and 134 supervisors	
		27 February 2019	Seda Atria, Iloilo City, Iloilo	137 school heads and 129 supervisors	
		28 February 2019	Summit Ridge Hotel, Tagaytay City, Cavite	135 school heads and 136 supervisors	
To revise the draft standards based on results obtained from the first validation	TWG Revision Writeshop 1	27-29 March 2019	Luxent Hotel, Quezon City	Members of the TWG	Quantitative and qualitative results from the validation provided a clear guidance to the research team and the TWG in the revision of the drafts.
To present the results of the first validation, as well as revisions made by the TWG	Third Meeting with the Advisory Board	16 April 2019	Holiday Inn Hotel, Makati City	Members of the Advisory Board and the TWG, representatives from School Effectiveness Division (BHRD-SED)	<p>The Advisory Board as well as partners from BHRD-SED acknowledged the alignment of the draft standards with the school-based management (SBM) framework.</p> <p>The Advisory Board provided critical inputs that contextualized the results of the validation, and provided better understanding of results.</p>
To revise the draft standards based on feedback from the third Advisory Board meeting	TWG Revision Writeshop 2	April 29-May 1, 2019	Luxent Hotel, Quezon City	Members of the Technical Working Group	The TWG was able to reflect on and address the feedback from the field and the Advisory Board. The activity helped the TWG to prepare the standards for the second and third validation.

Objective/s	Activities	Date/s conducted	Location / Venue	Participants	Key Observations / Insights
To inform the regional directors and secure their support on the planned second and third validations in the regions	NEAP Transformation Transition Team Inception Meeting	13 June 2019	DepEd Ecotech Center, Cebu City, Cebu	DepEd regional directors, Usec. Nepomuceno Malaluan, Usec. Jesus L.R. Mateo, Usec. Annalyn Sevilla, Usec. Diosdado San Antonio, Chairs of the Advisory Board	The four DepEd undersecretaries (Usec. Malaluan, Usec. Sevilla, Usec. Mateo and Usec. San Antonio) and the regional directors expressed support for the standards. They were looking forward to the completion of the work so the field can start using the standards.

3.5. Challenges, how they were addressed and recommendations for future work

Table 3-2. Challenges met, how they were addressed, and recommendations for future work

Challenges met	How they were addressed	Recommendations
Some school heads, supervisors and other stakeholders that were invited to participate in the consultative workshops were not available due to other commitments.	The project team coordinated with BHRD and HRDD to meet the target participants/respondents.	There has to be constant coordination with the field to reach the target participants. Invite participants ahead of time.
Fewer members of the TWG were able to join the succeeding writeshops because of their various commitments.	School heads and supervisors who had been part of the earlier consultative workshops were invited in some writeshops. RCTQ and BHRD teams were around to help facilitate sessions and provide technical assistance.	Create a core group of strong school heads and supervisors that are capable to do the work of TWG. They can be like the TWG. There should always be coordination with partners in the central office, in this case, the BHRD.
Some schedules needed to change for various reasons, including procurement of venues.	HRDD in the regions provided logistical support. RCTQ teams were in constant touch with the regions.	Coordinate closely with BHRD and HRDD in the regions to address issues.

3.6 Gender Equality, Disability and Social Inclusion (GEDSI)

More than 2,500 school heads, supervisors and other stakeholders were engaged in this project upholding principles of GEDSI. The table below provides a breakdown on the number of participants disaggregated by sex.

Table 3-3. Stakeholders who participated in the development & validation activities for PPSSH & PPSS disaggregated by sex

Participants engaged in PPSSH/PPSS Development and Validation	
Male	1255
Female	1290
Total	2545

- Research sampling criteria used in the validation included the following:
 - position level / item;
 - division classification (small, medium, large, very large divisions);
 - school size (small, medium, large, mega schools); and
 - school typology (urban and rural).
- Members of the TWG were also representative of school heads and supervisors across island regions, position levels, school typologies and division classifications.
- Inclusive practice was included as a strand in the draft of the Philippine Professional Standards for School Heads (PPSSH). The indicators read:
 - *Demonstrate knowledge and understanding of inclusive practices, such as gender sensitivity, mental health awareness and culture responsiveness, to foster awareness, acceptance and respect.*
 - *Exhibit inclusive practices, such as gender sensitivity, mental health awareness and culture responsiveness, to foster awareness, acceptance and respect.*



School Heads and Supervisors from Region 7, during the First Validation of the Draft Professional Standards for School Heads and Supervisors held at Marco Polo, Cebu City on 26 February 2019.



School Heads and Supervisors from Region 10 during the first validation of the draft professional standards for school heads / principals and supervisors held in Cagayan de Oro City on 19 February 2019.

- Engage the wider school community in promoting inclusive practices, such as gender sensitivity, mental health awareness and culture responsiveness, to strengthen awareness, acceptance and respect.
- Create a culture of inclusivity in the school and the community through practices such as gender sensitivity, mental health awareness, and culture responsiveness to promote and strengthen awareness, acceptance and respect.
- Finalize the standards based on results of the validation;
- Engage with the advisory board/regional directors to plan ways forward;
- Draft policies with BHROD to implement the standards;
- Support DepEd in helping the field understand the standards, and embed in DepEd systems including RPMS.

Inclusive practice served as a guiding principle in the development of the PPSS as indicated in the document's preliminaries:

- The PPSS is anchored on the principles of learner-centeredness, lifelong learning and inclusivity to gain understanding of underlying structures, perspectives and beliefs that shape the organization.

3.7 Next Steps/Activities

The next steps for this project are the following:

- Validate the PPSSH and PPSS in all DepEd regions in the country through surveys and focus group discussions;

3.7 Relevant Appendices

Appendix 3-1 DepEd Order No. 42, s. 2017 or the National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST).

Appendix 3-2 Draft Philippine Professional Standards for School Heads (PPSSH)

Appendix 3-3 Draft Philippine Professional Standards for Supervisors (PPSS)

4.

Validation of PPSSH and PPSS: Phase 2

Project Name

Validation of the Philippine Professional Standards for School Heads (PPSSH), and the Philippine Professional Standards for Supervisors (PPSS): Phase 2 (School Heads and Supervisor Professional Standards Incorporated into DepEd)

End of Program Outcome

Institutionalization of the PPSSH and the PPSS

Timeframe

July 2019 - December 2019

Report Coverage

July 2019 - December 2019

Project Leader

Gina O. Gonong, Ph. D.

Project Officer

Mikkey Mari M. Tuazon

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4.1 Project Description

This project was a continuation of the work on the Philippine Professional Standards for School Heads (PPSSH) and the Philippine Professional Standards for Supervisors (PPSS) that started in 2018 (Phase 1) under the Australia-supported Basic Education Sector Transformation (BEST) program. The development of the PPSSH and PPSS complemented DepEd Order No. 42, s. 2017 (see Appendix 3-1), or the National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST).

Phase 2 followed through on the final outcomes accomplished during the Phase 1 of the project where draft standards underwent first validation (in BEST regions plus Region IVA) followed by revisions based on psychometric results and feedback from the Advisory Board. This phase focused on the final validations conducted nationally involving 16 regions, and the final review and advice provided by the Advisory Board.

The research activities conducted by RCTQ had strong support from the DepEd Undersecretary for Planning and Human Resource Development, Bureau of Human Resource and Organizational Development (BHROD) and the National Educators Academy of the Philippines (NEAP).

4.2 Background and Rationale

The school heads/principals and supervisors are among the key people who support teachers and help improve their quality. To better enable them to support teacher quality, school heads and supervisors need separate sets of standards that are K to 12-aligned and are internationally comparable.

The draft PPSSH and PPSS recognize recent thinking and practice expected of school leaders. The draft PPSSH and PPSS were validated in February 2019 during the Phase 1 of the project (See separate report covering Phase 1 of the project). Both drafts were analyzed using quantitative (through Rasch Modeling) and qualitative methods. Overall, the draft indicators got excellent item and case reliability estimates. The drafts went through revisions based on psychometric results, qualitative feedback and review of the Advisory Board.

For BHROD, this work supports the achievement of DepEd's mandates and priorities by ensuring effective organizational units and improving the human capital. For NEAP, the professional standards for school heads and supervisors can guide the development of appropriate leadership support programs that target identified needs. The school heads' standards can also be an input to enhancing the existing School Heads' Development Program.

The resulting work can be aligned with or embedded in the HR systems like recruitment, selection, placement, and induction; results-based performance management; learning and development (L&D); rewards & recognition; and school-based management.

4.3 Summary of Accomplishments

Below is the summary of accomplishments for the Validation of Professional Standards for: (1) Principals/School Heads; and (2) Supervisors: Phase 2 covering July to December 2019:

- Convened and capacitated ten (10) members of the technical working groups for both standards, which consisted of school heads (across island regions, both urban and rural, from small, medium, large and mega schools) and supervisors (across functional divisions) on research that relate to their work as school leaders;
 - Collaborated with NEAP, BHROD and DepEd regional offices particularly the HRDDs in the development and validation of the standards;
 - Engaged senior DepEd officials such as undersecretaries, regional directors and bureau directors, as well as external partners from the academe and the Office of the Cabinet Secretary, as 'champions' and as Advisory Board members to provide advice and strategic direction in the development and validation of the standards, and endorsement of the final versions of the standards;
 - Engaged more than 4,000 school heads, supervisors and other education stakeholders across the country in the development and validation work;
 - Validated the PPSSH and the PPSS nationally, involving school heads and supervisors across different levels and functions;
 - Analyzed the results obtained from the validation and revised the draft standards based on results;
 - Developed and finalized the PPSSH and the PPSS based on quantitative and qualitative results, and feedback from the Advisory Board and other stakeholders. The two sets of standards:
 - define what school heads and supervisors are expected to know, understand and do in their professions;
 - serve as basis for HR systems and professional development programs concerning school heads and supervisors to address their career progression and 21st century thinking skills; and
 - support improvement of teacher quality and learner outcomes in the country;
 - Provided technical assistance to the BHROD in the training of 531 national and regional trainers; and
 - Drafted the policies on the implementation of the PPSSH and the PPSS with DepEd (BHROD, NEAP, and TWG).
- This phase has produced the following final outputs:
- the final set of professional standards for principals/school heads or the PPSSH (see Appendix 3-2);
 - the final set of professional standards for supervisors or PPSS (see Appendix 3-3); and
 - the draft policies on the implementation of the said standards that include policy covers and policy enclosures (see Appendix 4-1).



Presentation of the draft PPSSH and PPSS to the regional directors (top photos) on 24 September 2019 where their comments were articulated and their unanimous endorsement for policy issuance was secured.

4.4 Activities conducted

The table that follows shows the activities conducted to achieve the targets of the project.

Table 4-1. Activities conducted for the validation of PPSSH and PPSS (Phase 2)

Objective/s	Activities	Date/s conducted	Location / Venue	Participants	Key Observations / Insights
<p>To present the development process of PPSSH and PPSS and the latest draft of the standards;</p> <p>To plan for the validation of the standards in all DepEd regions</p>	<p>Planning Meeting on the National Validation of PPSSH and PPSS</p> <p>(DM-PHRDFO-2019-___; See Appendix 4-2)</p>	8 July 2019	Dumaluan Beach Resort, Panglao Island, Bohol	HRDD Chiefs of DepEd regional offices, or their representatives	<p>Involving the HRDDs in the regions in the planning promoted their ownership of the validation process.</p> <p>BHROD organizing the activity was a strong symbol of DepEd central office’s role in the development and validation of the standards.</p>

Objective/s	Activities	Date/s conducted	Location / Venue	Participants	Key Observations / Insights
To validate the standards across all regions	Second and third national validation of the draft PPSSH and PPSS (DM-PHRODFO-2019-00611; See Appendix 4-3)	17-18 July 2019	Ace Hotel and Suites, Pasig City	310 school heads and supervisors from Region 4A	The memorandum to the regional directors from the DepEd Undersecretary for Field Operations and Human Resource Development about their participation in the validation, and sharing the cost of the activity showed strong commitment to the project. DepEd regional offices worked closely with RCTQ and BHRD in the validation activities. The regions ensured the participation of selected school heads and supervisors and focal persons stayed all throughout the two days to co-manage the activity. There was a strong positive endorsement of the standards by school heads and supervisors who participated in focus group discussions.
		22-23 July 2019	NEAP-R2, Carig Sur, Tuguegarao City, Isabela	247 school heads and supervisors from Region 2	
		25-26 July 2019	Quezon City Science High School, Quezon City	478 school heads and supervisors from NCR	
			Milka Hotel, Tacloban, Leyte	256 school heads and supervisors from Region 8	
			Microtel UP-Ayala Technohub, Quezon City	172 school heads and supervisors from Region 4B (MIMARO)	
		29-30 July 2019	Sunlight Guest Hotel, Puerto Princesa City, Palawan	71 school heads and supervisors from Region 4B (Palawan)	
			NEAP-R3, Angeles City, Pampanga	383 school heads and supervisors from Region 3	
			DepEd RO VI, Iloilo City, Iloilo	279 school heads and supervisors from Region 6	
		1-2 August 2019	NEAP-R5, Legazpi City, Albay	167 school heads and supervisors from Region 5	
			Hotel Koresco, Cagayan de Oro City, Misamis Oriental	168 school heads and supervisors from Region 10	
			NEAP-R12, General Santos City, South Cotabato	167 school heads and supervisors from Region 12	
		5-6 August 2019	Pangasinan, Regency Hotel, Calasiao, Pangasinan	338 school heads and supervisors from Region 1	
			Balanghai Hotel and Convention Center, Butuan City, Agusan del Norte	203 school heads and supervisors from Caraga Region	
		7-8 August 2019	DepEd CAR, La Trinidad, Benguet	160 school heads and supervisors from CAR	
		8-9 August 2019	DepEd Ecotech Center, Cebu City, Cebu	216 school heads and supervisors from Region 7	
			NEAP-R9, Pagadian City, Zamboanga del Sur	386 school heads and supervisors from Region 9	
The Royal Mandaya Hotel, Davao City, Davao del Sur	209 school heads and supervisors from Region 11				

Objective/s	Activities	Date/s conducted	Location / Venue	Participants	Key Observations / Insights
To refine the drafts PPSSH and PPSS based on results obtained from the second and third validations	TWG Refinement Writeshop 1	27-30 August 2019	Swiss-Belhotel Blulane, Manila City and RCTQ Office, Gusali ng Wika, Philippine Normal University, Manila City	Members of the TWG	The TWG experienced the highly iterative process of drafting and revising the standards and appreciated the involvement of the field in shaping the work. In the process, they were able to reflect on and address the feedback from the field.
	TWG Refinement Writeshop 2 (See Appendix 4-4)	4-7 September 2019	RCTQ Office, Gusali ng Wika, Philippine Normal University, Manila City		
<p>To finalize the drafts PPSSH and PPSS based on the results of the validations;</p> <p>To draft the policies on the adoption and implementation of the PPSSH and PPSS;</p> <p>To plan for the succeeding activities including the rollout of the standards.</p>	Finalization Workshop for PPSSH and PPSS (See Appendix 4-5)	18-20 September 2019	Red Hotel, Cubao, Quezon City	TWG members; select school heads and supervisors including Metrobank awardees and presidents of national and regional organizations (PESPA, NAPSSHI, PSDSA, SGODCAP)	<p>Participants offered helpful and constructive feedback in the finalization of the standards.</p> <p>Presidents of national and regional organizations of school heads and supervisors, while strong in expressing opinions, none of those opinions were criticisms nor resistance, but the need for better understanding of the standards so they could help in the implementation.</p>
To discuss the PPSSH and PPSS to the regional directors, and secure endorsement for policy adoption	Presentation of the drafts of PPSSH and PPSS (DM-PHRODFO-2019-00809; See Appendix 4-6)	24 September 2019	Hilton Manila, Pasay City	DepEd regional directors, or their representatives, and Undersecretary Jesus L.R. Mateo	The presence of Undersecretary Jesus Mateo who presided over the meeting (and who wrote a memo to the RDs) and RD-members of the Advisory Board was strategic to achieve the objectives of the meeting. It also helped a lot that the TWG members were ready to respond to questions.

Objective/s	Activities	Date/s conducted	Location / Venue	Participants	Key Observations / Insights
<p>To develop the session guides relative to the PPSSH and PPSS rollout;</p> <p>To plan for the succeeding activities including the rollout of the standards</p>	<p>Session Guide Development for PPSSH and PPSS</p> <p>(See Appendix 4-7)</p>	16-18 October 2019	Red Hotel, Cubao, Quezon City	HRDD chiefs (or their representatives) and members of the technical working groups	<p>BHROD showed strong leadership in the activities. They worked closely with RCTQ on the preparation of programs, plans, timeline, and budgets.</p> <p>RCTQ and BHROD have continued to work seamlessly building on years of partnerships started in PPST and in RPMS.</p>
<p>To provide technical assistance to BHROD in the national and clustered orientations on PPSSH and PPSS</p>	<p>National Training of Trainers and Orientation on PPSSH and PPSS</p> <p>(DM-PHRODFO-2019-00876; See Appendix 4-8)</p>	5-7 November 2019	One Tagaytay Hotel Hotel Suites, Tagaytay City, Cavite	Supervisors from DepEd central office (BHROD-SED, BHROD-HRDD, NEAP-PDD, NEAP-QAD) and regional offices (representatives from HRDD, CLMD, FTAD, ESSD, QAD, PPRD)	<p>Participants from the field showed a deeper understanding of the standards through the questions they raised particularly on the concepts of domain, strands, indicators and career stages because of their exposure to PPST.</p>
		12-14 November 2019	The Harvest Hotel, Cabanatuan City, Nueva Ecija	School heads and supervisors from Region 1 (across 14 schools divisions, referred to as SDOs), Region 2 (across 9 SDOs), Region 3 (across 20 SDOs), and CAR (across 8 SDOs)	
		26-28 November 2019	DepEd Ecotech Center, Cebu City, Cebu	School heads and supervisors from Region 6 (across 20 SDOs), Region 7 (across 19 SDOs), and Region 8 (across 13 SDOs)	
		3-5 December 2019	Red Hotel, Cubao, Quezon City	School heads and supervisors from Region 4A (across 20 SDOs), Region 4B (across 7 SDOs), Region 5 (across 13 SDOs), and NCR (across 16 SDOs)	
		10-12 December 2019	Hotel Koresco, Cagayan de Oro, Misamis Oriental	School heads and supervisors from Region 9 (across 8 SDOs), Region 10 (across 14 SDOs), and BARMM (across 8 SDOs)	

4.5 Challenges, how they were addressed and recommendations for future work

Table 4-2. Challenges met, how they were addressed, and recommendations for future work

Challenges met	How they were addressed	Recommendations
A couple of RCTQ staff who worked on Phase 1 ended their contracts.	New members were recruited to become part of the project team as research officers.	Recruit people who can learn the project as quickly as possible. Keep an organized filing system for documents to make the transition to new staff as smooth as possible.
Fewer members of the TWG members were able to join the national and clustered orientations because of their various commitments.	TWG members who were present provided additional support to the team (e.g. PPSSH TWG members helped in the facilitation of PPSS sessions). RCTQ and BHRD teams were around to help facilitate sessions and provide technical assistance.	Create a core group of strong school heads and supervisors that can help explain and champion the standards to the field. RCTQ to continue supporting DepEd in the rollout until they are ready to discuss the standards on their own.
Participants during the national and clustered orientations were focusing this early on the alignment of RPMS with the PPSSH and PPSS, noting how the PPST and PPST-based RPMS were rolled out simultaneously in the field.	Facilitators in the national and clustered orientations clarified the necessity to understand deeply first the professional standards – from which the HR systems, including RPMS, will be anchored later on.	Provide the field a clear and coordinated messaging focused on the standards, and help them understand how the standards would later on be used in HR systems and professional development. Manage their expectations (e.g., no RPMS tools yet).

4.6 Gender Equality, Disability and Social Inclusion (GEDSI)

More than 4,000 school heads, supervisors and other stakeholders were engaged in this project upholding principles of GEDSI. The table below provides a breakdown on the number of participants disaggregated by sex.

Table 4-3. Stakeholders who participated in the validation activities for PPSSH & PPSS - Phase 2 disaggregated by sex

Participants engaged in PPSSH/PPSS Validation	
Male	2013
Female	2817
Total	4830

- Research sampling criteria used in the validation included the following:
 - position level / item
 - division classification (small, medium, large, very large divisions)
 - school size (small, medium, large, mega schools)
 - school typology (urban and rural)
- Members of the TWGs were also representative of school heads and supervisors across island regions, position levels, school typologies and division classifications.
- Inclusive practice was included as a strand in the PPSSH with the following indicators:
 - *Demonstrate knowledge and understanding of inclusive practices, such as gender sensitivity, physical and mental health awareness and culture responsiveness, to foster awareness, acceptance and respect.*
 - *Exhibit inclusive practices, such as gender sensitivity, physical and mental health awareness and culture responsiveness, to foster awareness, acceptance and respect.*
 - *Engage the wider school community in promoting inclusive practices, such as gender sensitivity, physical and mental health awareness and culture responsiveness, to strengthen awareness, acceptance and respect.*
 - *Create a culture of inclusivity in the school and the community through practices such as gender sensitivity, physical and mental health awareness, and culture responsiveness to promote and strengthen awareness, acceptance and respect.*



About 4,000 school heads and supervisors from 16 regions converged in 17 various regional locations nationwide to participate in the second and third national validation of the draft PPSSH and PPSS from 17 July to 9 August 2019.



Region 5



Region 6



Region 7



Region 8



Region 9



Region 10



Region 11



Region 12



Region 13

- Inclusive practice served as a guiding principle in the PPSS, as indicated in the document's preliminaries:
 - *The PPSS is anchored on the principles of learner-centeredness, lifelong learning and inclusivity to gain understanding of underlying structures, perspectives and beliefs that shape the organization.*

4.7 Next Steps/Activities

RCTQ will continuously support DepEd on

- providing technical assistance at clustered orientation on the PPSSH and PPSS to Regions 11, 12 and 13 on the last week of January 2020, and possibly in a few divisions in 2020.
- developing resource materials to help the field better understand the PPSSH and PPSS;
- embedding of the PPSSH and PPSS in the HR systems through working on alignment of RPMS starting April 2020;
- operationalizing the PPSSH and PPSS in the professional development programs for school leaders, which includes the School Heads Development Program (SHDP) and the Instructional Leadership & Management Program (ILMP) by NEAP in 2020; and
- providing technical assistance in developing policies linked to the standards.

4.8 Relevant Appendices

Appendix 4-1 PPSSH and PPSS Policy Covers and Policy Enclosures

Appendix 4-2 Planning Meeting on the National Validation of PPSSH and PPSS (DMPHRODFO-2019-___)

Appendix 4-3 Second and third national validation of the draft PPSSH and PPSS (DM-PHRODFO-2019-00611)

Appendix 4-4 TWG Refinement Writeshop 2

Appendix 4-5 Finalization Workshop for PPSSH and PPSS

Appendix 4-6 Presentation of the drafts of PPSSH and PPSS (DM-PHRODFO-2019-00809)

Appendix 4-7 Session Guide Development for PPSSH and PPSS

Appendix 4-8 National Training of Trainers and Orientation on PPSSH and PPSS (DM-PHRODFO-2019-00876)

5.

Development of RPMS Assessment Tools for Year 2 National Rollout

Project Name

Development of RPMS Assessment Tools for Year 2 National Rollout

Sub-projects

- **Development of RPMS Assessment Tools for Year 2 National Rollout: Self-Assessment Tools**
- **Development of RPMS Tools for Year 2 Rollout: Development and Refinement of Classroom Observation Tools**

End of Program Outcome

PPST-based tools embedded in performance management system for teachers

Timeframe

September 2018 - March 2019

Report Coverage

January 2019 - March 2019

Project Leader
Allan S. Reyes, Ph. D.

Research Officer
Lizette Anne L. Carpio

Development and Refinement of Classroom Observation Tools:

Project Leader
Jennie V. Jocson, Ph. D.

Project Officer
Ma. Izella D. Lampos

Research Officer
Donnadette SG. Belza

Development of Self-Assessment Tool:

Project Leader
Gina O. Gonong, Ph. D.

Research Officer
Michael Wilson I. Rosero

5.1 Project Description

The project supported DepEd in the second year of national rollout of the RPMS Assessment Tools. Specifically, the project developed the RPMS Tools for teachers, including classroom observation and self-assessment tools.

5.2 Background and Rationale

In 2015, the Department of Education through DepEd Order No. 2, s. 2015—Guidelines on the Establishment and Implementation of the Results-based Performance Management System (RPMS) in the Department of Education—followed Civil Service Commission Memorandum Circular No. 06, s. 2012, the Strategic Performance Management System (SPMS), to ensure efficient, timely and quality performance among personnel. Through the RPMS, DepEd ensures that work efforts focus towards achieving its mission, values and strategic priorities towards the delivery of quality educational services to Filipino learners.

In 2017, DepEd Order No. 42, s. 2017 or the National Adoption of the Philippine Professional Standards for Teachers (PPST) (See Attachment 3-1) mandated the use of the new set of professional standards to provide a framework of uniform measures to assess teacher performance. It stipulated further the alignment of all teacher assessment tools and training and development with the new framework for teacher professional development.

RCTQ, with funding from the Australia-funded Basic Education Sector Transformation Program (BEST), assisted DepEd in aligning RPMS with the PPST. The alignment led to a tighter national focus on (i) critical indicators that describe quality teaching and (ii) the development of new results-based assessment tools such as a Classroom Observation Tool (COT) and a Self-Assessment Tool (SAT).

In 2018, the PPST-aligned RPMS was rolled out nationally. The rollout includes the PPST-based RPMS assessment tools and associated tools for teachers which were initially designed to target the 12 PPST indicators for SY 2018-2019.

For SY 2019-2020, the PPST-aligned RPMS had its second year of implementation with the same 12 indicators out of the 37 PPST indicators. RCTQ helped DepEd in addressing further these first 12 indicators through support materials and identifying the next 12 indicators for the succeeding year (SY 2020-2021). Additional work on tool development and other materials were undertaken to achieve the intents of RPMS.

5.3 Summary of Accomplishments

The development of RPMS tools followed similar processes in the development of RPMS tools for Year 1. The following were the activities undertaken:

RPMS Assessment Tools and Associated Tools

The project broadly accomplished the following:

- Developed and validated the RPMS assessment tools and associated tools (COT and SAT) for SY 2020-2021
- Worked with DepEd particularly BHROD to reorient teachers on RPMS for SY 2019-2020

Classroom Observation Tool

The sub-project on the development and refinement of COT accomplished the following:

- Gathered data (composed of teacher's rating and observer's notes using COT) from 865 teachers and master teachers from 73 schools in Region 5 divisions of Albay, Ligao City, Legazpi City, Sorsogon Province, and Sorsogon City;
- Interviewed 49 teachers, master teachers, head teachers, assistant principals, and school heads who were randomly selected from the project's participants from Region 5 divisions mentioned above;
- Gathered inputs on the use of the tool based on their classroom contexts from 8 COT Technical Working Group (TWG) members and groups of DepEd teachers (10 from Indigenous Peoples Education (IPEd) group, 10 from Special Education (SPED), 8 from Alternative Learning System (ALS), 7 from Kindergarten, and 5 from elementary/secondary education) through focus group discussions;
- Interviewed and observed 10 SPED, 6 Kindergarten, 3 IPEd, and 3 ALS teachers and master teachers from Region 3 divisions of Pampanga and Tarlac and Region 4A divisions of Lipa City, Tanauan City, and San Pablo City;
- Refined the PPST-based COT based on all data gathered from observation notes, COT ratings, focus group discussions, unstructured interviews, and classroom observations to better reflect classroom practices of teachers in the field.



Teachers, master teachers, and school heads from Region 5 shared valuable insights on the use of the classroom observation tool in their own classrooms and schools.



One of the classroom observations of Indigenous Peoples Education (IPEd) teachers

5.4 Activities conducted

The following were the activities undertaken for the Development of the RPMS Assessment Tools and Self-Assessment Tools

Table 5-1. Activities for the Development of RPMS Assessment Tools and Self-Assessment Tools

Objective/s	Activities	Date/s conducted	Location/ Venue	Participants	Key Observations/ Insights
To validate assessment tools associated with RPMS	Initial Review of RPMS Assessment Tool for S.Y. 2020-2021	6-9 February 2019	ACE Hotel, Pasig City	BHROD, principals, master teachers, teachers	There were existing challenges in ensuring that there was one understanding of the intent of the RPMS tools and associated tools.
To integrate the electronic version of the SAT in DepEd	RPMS Assessment Tools for SY 2019-2020: Self-Assessment Tools	12-14 February 2019	Midas Hotel and Casino, Pasay City	CMT, ITO, HRDD, programmer, BHROD	The participants raised strong desire to introduce an electronic version of the SAT to further facilitate the collection of data.
To validate assessment tools associated with RPMS	RPMS Validation Workshop	14-17 February 2019	Midas Hotel, Pasay City	Teachers, master teachers, principals	Concerns from the field were mostly addressed by the tools
To further validate assessment tools associated with RPMS	Validation of the Draft RPMS Assessment Tools based on the Next 12 PPST indicators for SY 2020-2021	7-8 March 2019	Microtel by Wyndham, UP Technohub, Commonwealth	SDS, EPS, principals, PSDS, master teachers, SEPS, HRDD, ASDS, teachers, head teachers	Concerns from previous validation workshops were sufficiently addressed with very minor refinements. Processing of comments and feedback from the field requires strong research background and understanding of the RPMS and its context to DepEd.

In developing the Classroom Observation Tool, the following activities were completed:

Table 5-2. Activities for developing and refining the Classroom Observation Tool

Objective/s	Activities	Date/s conducted	Location/Venue	Participants	Key Observations/ Insights
To gather baseline data on the stability of COT ratings To gather inputs on the use of COT in the first implementation year of RPMS	Gathering of quantitative (ratings) and qualitative (interviews) data from participant schools	January - February 2019	Region 5 selected divisions (Albay, Sorsogon Province, Sorsogon City, Legaspi City, Ligao City)	Teachers and master teachers, head teachers, assistant principals, school heads	COT is a good assessment tool of teachers' classroom performance. However, teachers and their observers/ raters need training in understanding the expectations of the PPST classroom observable indicators through the use of COT. This training will help teachers do well in classroom observations (i.e., teach with quality) and aid observers in rating objectively using the tool.
To gather inputs on the ambiguities in the tool, especially in the context of SPED, IPED, ALS, and kindergarten teachers	Focus group discussions with groups of teachers on use of the tool	January - March 2019	Manila, Leyte, Cebu, Legaspi City	COT TWG and group of teachers, master teachers, supervisors for IPED, SPED, ALS, and Kindergarten	When the tool is intently studied, according to one teacher handling a SPED class who confessed to just browsing through the rubric as her practice before an observation, the expectations of the PPST indicators will be understood and reflected in classroom teaching.
To pilot-test the initially refined COT based on the inputs from focus group discussions	Classroom observations and interviews of IPEd, SPED, ALS, Kindergarten teachers		Tanauan City, Lipa City, San Pablo City, Tarlac, Pampanga	Teachers, master teachers, school heads, and division supervisors	



BHRD director and staff, RPMS writers, and participants of the Initial Validation of the draft RPMS Assessment Tools on 7-9 February 2019 in Pasig City

5.5 Challenges, how they were addressed and recommendations for future work

Table 5-3. Challenges met and how they were addressed

Challenges met	How they were addressed	Recommendations
Some participants had misconceptions on the RPMS associated tools.	Data gathering through observations and reports from the field were gathered in order to anticipate frequently asked questions in the field. With an understanding on RPMS based on experience, teachers and school heads who were grassroots implementers of RPMS in the planning and development of the RPMS tools provided insights into issues, challenges, concerns and opportunities.	Name the people to invite from DepEd regions/divisions and/or get good recommendations so the research team will have the best people for the projects. Keep those that turn out valuable inputs.
Some participants sent by DepEd regions/divisions for the first time to join RCTQ's research projects were behind in terms of information on the PPST.	These participants were provided more scaffolding (e.g., introducing PPST, more leading questions) so they could share inputs which the research team needed to achieve its objective.	
There was difficulty in scheduling varied DepEd teachers and leaders to sufficiently cover needs of different types of teachers in the field.	Closely worked with the DepEd central office to ensure that every type of teachers was involved in the development and validation of RPMS associated assessment tools.	Strengthen the strategy in doing a purposive sampling of participants to achieve the project's intent.
Some participants had misconceptions on the expectations of the COT rubrics and thought that the COT did not work for them because the observers did not know their classroom context.	Other than gather data/inputs from participants, the focus group discussions and interviews also served as opportunities to clarify these misconceptions/ difficulty in understanding the expectations of the rubrics.	Design programs and develop activities that will provide long exposure to teachers and observers in studying the COT. Develop more support materials that will show exemplar performance based on the expectations of the assessment tool.

5.6 Gender Equality, Disability and Social Inclusion (GEDSI)

Below is the number of participants in all activities pertaining to the RPMS Assessment Tools in 2019 disaggregated by sex.

Table 5-4. Number of participants for Development of RPMS Assessment Tools in 2019 disaggregated by sex

Participants in the Development of RPMS Assessment Tools Participants		
	RPMS Assessment Tools	Classroom Observation Tools
Male	77	24
Female	93	95
Total	170	119

- Participants were invited to join regardless of gender, disability, socio-economic status.
- Suggested practices in the outputs developed were supportive of all stakeholders regardless of gender, socio-economic status, and religion, etc.



Developed RPMS resource package that includes an RPMS manual, facilitator's guide, FAQs and other support materials.

5.7 Next Steps/Activities

- Provide further technical assistance to DepEd in monitoring the use and implementation of the developed materials, tools and systems.
- Develop more materials and training program for RPMS that will support teachers in the attainment of the PPST indicators.

5.7 Relevant Appendix

Appendix 5-1 Covers of all RPMS Assessment and Associated Tools

6.

Development of RPMS Systems and Tools using PPSS and PPSSH and further embedding of PPST in DepEd system Phase 1

Project Name

Development of RPMS Systems and Tools using PPSS and PPSSH and Further Embedding of PPST in DepEd system Phase 1 (PPST (further) and Leadership Standards embedded in DepEd System through RPMS and other relevant areas)

End of Program Outcome

Full operationalization of Standards-based RPMS and associated tools

Timeframe

September 2019 - February 2020

Report Coverage

September 2019 - December 2019

Project Leader
Jennie V. Jocson, Ph. D.

Project Officer
Ma. Izella D. Lampos

Research Officer
Donnadette SG. Belza

6.1 Project Description

The project is about the development of tools, materials and processes aligned with the Philippine Professional Standards for Teachers (PPST), and the Philippine Professional Standards for School Heads (PPSSH) and Philippine Professional Standards for Supervisors (PPSS), in partnership with DepEd and the Teacher Education Council (TEC). Outputs of these projects are intended to support in-service teachers. In order to seamlessly embed these in the DepEd system, the project also covers providing technical assistance to key education agencies in order to orient and capacitate the field. RCTQ assists DepEd and TEC by providing resource persons and serving as consultant.

6.2 Background and Rationale

With the implementation of the PPST, through DO 42, s. 2017, and the recent development of the Philippine Professional Standards for School Heads (PPSSH) and Philippine Professional Standards for Supervisors

(PPSS), further embedding of these standards leads to the discussion on their alignment with DepEd systems to support the professional development and performance assessment of teachers, school heads and supervisors.

Initiatives to further embed the PPST have been started by different agencies: DepEd - Bureau of Human Resource and Organizational Development (BHROD) on the Results-based Performance Management System (RPMS) and Recruitment, Selection and Placement (RSP) of teachers; National Educators Academy of the Philippines (NEAP) on teacher learning and development; and TEC on aligning Teacher Education Institutions' curriculum and training with the PPST. Program and activities to embed the standards for school heads and supervisors are underway.

Establishing a strong link between programs for school heads, supervisors and teachers targeted at their needs eventually leads to quality teachers and quality education.

6.3 Summary of Accomplishments

The project enables RCTQ to be part of initiatives by DepEd and TEC that involve the PPST and PPST-aligned tools and processes. Below is a summary of accomplishments from various sub-activities conducted to further embed PPST in the DepEd system:

- Assisted DepEd-BHROD and TEC by providing technical assistance on the following activities:
 - RPMS Capacity Building for Raters (Appendix 6-1: Letter from BHROD Inviting RCTQ to the National Training of Trainers for the RPMS Capacity Building of Raters);
 - Development of Coaching and Mentoring Module for Cooperating Teachers (Appendix 6-2: Letter from TEC Inviting RCTQ to the Workshop on the Development Learning Resource Package for Coaching and Mentoring);
 - RSP Capability Building on Hiring Policy (Appendix 6-3: Letter from BHROD Inviting RCTQ to the Recruitment, Selection, and Placement (RSP) Capability Building for Human Resource Management Personnel Selection Board (HRMPSB)).
- Developed a resource package (slide presentations, worksheets, facilitator's guide, program, and other support materials) for the RPMS-PPST Capacity Building for Raters (refer to Appendix 6-4 Figure 1 and Figure 2);
- Trained 30 RPMS core group members composed of teachers, master teachers, school heads, and division/regional supervisors from different regions across the country, on the delivery of the resource package for national and regional training;
- Capacitated 1,759 RPMS raters (as of December 2019, consisted of master teachers, head teachers, school heads, supervisors, chiefs, superintendents) with DepEd-BHROD across the country for a deeper understanding of the PPST indicators through the capacity building activities and use of the developed materials and tools to objectively rate teacher performance;
- Developed the PPST-aligned Coaching and Mentoring Module for Cooperating Teachers (mentors from DepEd, usually Master Teachers assigned to train pre-service teachers) available online for access of around 900,000 teachers to support them in training pre-service teachers using the competencies expected by the PPST (refer to Appendix 6-4 Figure 3);
- Trained 220 teachers, school heads and supervisors on the use of the module and on the proper orientation and distribution to around 300,000 cooperating teachers and prospective cooperating teachers across the country;
- Developed PPST-based evaluative assessment tools, forms, processes for the new hiring policy of DepEd expected to be used by around 100,000 teacher applicants in 2020 (refer to Appendix 6-4 Figure 4).



National Training of Trainers (NTOT) participants with Dr. Jennie Jocson, RCTQ Deputy Director and RPMS Project Leader.

6.4 Activities conducted

Table 6-1. Activities conducted for the RPMS Capacity Building for Raters

Objectives	Activities	Date/s conducted	Location/Venue	Participants	Key Observations/ Insights
To provide technical assistance to BHROD in developing the RPMS-PPST tools and support materials for SY 2020-2021 and in designing the capacity building program	Development of Tools and Support Materials for RPMS Year 2	4-6 September 2019	Swiss-Belhotel Blulane Hotel, Binondo, Manila	Total of 20 teachers, master teachers, school heads, division/regional supervisors, division/regional information technology officers (ITO)	Concerns from the field were considered and addressed in the development of tools for RPMS SY 2020-2021. For instance, errors of the previous versions of electronic Self-Assessment Tools (e-SAT) and Individual Performance Commitment and Review Forms (IPCRF) were corrected and their interface were improved.
To provide technical assistance to BHROD in training a pool of national trainers	Pilot Testing of the Developed RPMS Year 2 Tools and Support Materials	2-4 October 2019	Red Hotel, Cubao, Quezon City	Total of 20 teachers, master teachers, school heads, division/regional supervisors, division/regional information technology officers (ITO)	Protocols and processes embedded in the PPST-aligned RPMS were becoming clearer to the RPMS national trainers. However, there was still a need to capacitate them in understanding the PPST indicators as used in the Classroom Observation Tool (COT). For instance, they have misconceptions on how a teacher integrates across curriculum teaching areas his/her lesson which is directly targeting Indicator 1 (Apply knowledge of content within and across curriculum areas). Some of them view 'across curriculum integration' as simply using an activity that is usual in another learning area, not as teaching a competency/ skill in another learning area.

Objectives	Activities	Date/s conducted	Location/Venue	Participants	Key Observations/Insights
To provide technical assistance to BHROD and the national trainers in the rollout of the next 12 PPST indicators for RPMS SY 2020-2021 and in the conduct of the capacity building activities for raters	National Training of Trainers (NTOT) on the Next 12 PPST Priority Indicators for RPMS SY 2020-2021	23-25 October 2019	Bohol Tropics Resort and Hotel	Total of 107 members of the core team/national trainers and regional trainers	Questions of participants had matured. There were less questions on RPMS-PPST protocols and processes, but more on the achievement of the indicators through COT and how the entire system contributed to learner achievement.
	Regional Training of Trainers (RTOT) and Capacity Building for Raters on the Next 12 PPST Priority Indicators for RPMS SY 2020-2021	November 2019 – January 2020	Regional Venues	Members of the core team/ national trainers and regional trainers Total of 1,759 raters trained as of December 2019	There was a need to further explain how the RPMS-PPST, or the improvement of teacher quality, was imperative in lifting the quality of education in the country as evidenced by international/ national learner achievement. DO 2, s.2015 revisions were anticipated by all regions. Based on the participants' reflection worksheets and insights, the capacity building activities were effective in providing the raters an avenue in looking at the expectations of the COT rubric. The participants realized the importance of observation notes in giving proper rating and how significant these two were in providing technical assistance to the teachers. The new e-SAT and online IPCRF consolidation have become user-friendly and more accurate.

Table 6-2. Development of Coaching and Mentoring Module for Cooperating Teachers

Objective/s	Activities	Date/s conducted	Location/Venue	Participants	Key Observations/ Insights
To co-develop with TEC a coaching and mentoring module intended to guide teachers on how to train beginning teachers	Workshop on the Development of the Coaching and Mentoring Module for Cooperating Teachers	23-26 June 2019	Sunlight Hotel, Palawan	30 representatives (master teachers, school heads, supervisors) from the regions	Participants responded positively to the idea of aligning the coaching and mentoring practices of cooperating teachers (CTs) with the PPST.
To co-develop with TEC a resource package for the PPST-based Coaching and Mentoring Module, intended to guide teachers on how to train beginning teachers	Workshop on the Development Learning Resource Package for Coaching and Mentoring	14-16 August 2019	A. Venue Hotel, Makati City	26 representatives (master teachers, school heads, supervisors) from the regions	Participants appreciated the development of a resource package to accompany the distribution/ rollout of the module. According to them, this would help ensure that all information and details will be disseminated to avoid misconceptions and confusion in the field.
To provide technical assistance to TEC in orienting regional and division focal persons on the developed module for cooperating teachers	TEC-RCTQ Coaching and Mentoring Module Rollout (Luzon)	17-19 September 2019	Purok Marcela Hotel, Pangasinan	Total of 103 Regional and Division Focal Persons, SDSs/ ASDSs	The developed module helped participants to have a better appreciation of aligning the coaching and mentoring practices with the PPST. DepEd teachers expressed concern on whether or not TEs were also doing their part in aligning their curriculum and training with the PPST.
To provide technical assistance to TEC in orienting Regional and Division Focal Persons on the developed module for cooperating teachers	TEC-RCTQ Coaching and Mentoring Module Rollout (Visayas)	6-7 November 2019	Forest Park Hotel, Bacolod	Total of 56 Regional and Division Focal Persons, SDSs/ ASDSs	
To provide technical assistance to TEC in orienting Regional and Division Focal Persons on the developed module for cooperating teachers	TEC-RCTQ Coaching and Mentoring Module Rollout (Mindanao)	20-21 November 2019	Marcian Garden Hotel, Zamboanga	Total of 61 Regional and Division Focal Persons, SDSs/ ASDSs	

Table 6-3. Hiring Policy

Objective/s	Activities	Date/s conducted	Location/Venue	Participants	Key Observations/ Insights
To provide technical assistance to DepEd-BHROD in the session on hiring and promotion policy for teaching positions adapting the PPST-based tools	Recruitment, Selection, and Placement (RSP) Capability Building for Human Resource Management Personnel Selection Board (HRMPSB)	October 2019 – January 2020	Regional venues	RCTQ resource person, BHROD team, regional directors, assistant regional directors, SDSs, ASDSs, chiefs of the administrative divisions, administrative officers and representatives of the accredited employees union Total of 1,107 HRMPSB members trained as of December 2019	Non-teaching personnel better appreciated the new provisions in the hiring policy because it was linked to the DepEd systems anchored to the PPST.



Participants at the Luzon rollout workshop of the Coaching and Mentoring Module for Cooperating Teachers in Pangasinan on 17-19 September 2019 with TEC Executive Director Dr. Runvi Manguerra.

6.5 Challenges, how they were addressed and recommendations for future work

Table 6-4. Challenges met and how they were addressed

Challenges met	How they were addressed	Recommendations
Some participants had misconceptions on PPST which had to be addressed so that they could better appreciate the further embedding being done through additional tools, materials and processes.	Data gathering through observations and reports from the field were gathered in order to anticipate frequently asked questions in the field. RCTQ-trained facilitators and resource persons were capacitated on how to address these concerns.	Develop more support/ informative materials to address concerns in the field. Capacitate regional and division representatives on how to address concerns and give them ideas or best practices that they could implement in their own areas.
Difficulty in scheduling resource persons to go to simultaneous runs of workshops.	More facilitators were trained. Senior/more experienced facilitators were teamed with the newly-trained facilitators.	Train more trainers/resource speakers/ champions not only in the national or core team level but also in the regions and divisions.



Participants from Region 7 during the training on recruitment, selection and placement (RSP) held on 18-21 November 2019 held in Tagbilaran City, Bohol.

6.6 Gender Equality, Disability and Social Inclusion (GEDSI)

Below is the number of participants in all activities related to further embedding the PPST in the DepEd system - Phase 1.

Table 6-5. Number of participants for Further Embedding of PPST in DepEd System - Phase 1 disaggregated by sex

No. of Participants for Further Embedding of PPST	
Male	1,215
Female	1,991
Total	3,206

- Participants were invited to join, and no one was excluded, regardless of gender, disability, socio-economic status, religion and were given equal opportunities to participate.
- Suggested practices in the outputs developed were supportive of all stakeholders regardless of gender, socio-economic status, and religion, etc.
- An indicator in the Classroom Observation Tool promotes the use of differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences (Indicator 13).

6.7 Next Steps/Activities

- Provide further technical assistance to DepEd and TEC in monitoring the use and implementation of the developed materials, tools and systems.
- Develop more support materials for the PPST-aligned DepEd systems such as RPMS and RSP.
- Develop tools aligned with the PPSSH and PPSS.

6.8 Relevant Appendices

Appendix 6-1 Letter from BHROD Inviting RCTQ to the National Training of Trainers for the RPMS Capacity Building of Raters

Appendix 6-2 Letter from TEC Inviting RCTQ to the Workshop on the Development Learning Resource Package for Coaching and Mentoring

Appendix 6-3 Letter from BHROD Inviting RCTQ to the Recruitment, Selection, and Placement (RSP) Capability Building for HRMPSTB

Appendix 6-4 Outputs of the Development of RPMS systems and tools using PPSS and PPSSH and further embedding of PPST in DepEd system Phase 1

7.

Development of PPST Support Materials

Project Name

Development of PPST Support Materials

End of Program Outcome

Teacher professional development programs and resources, including LAC, aligned with the PPST

Timeframe

October 2018 - May 2019

Report Coverage

January 2019 - May 2019

Project Leader
Philip Jay N. Alcoberes, Ph.D.

Research Officers
Jan Albert G. Suing
Rejelyn L. Vega (Part-time)

7.1 Project Description

This project was about developing support materials including videos of practices and modules that would help teachers understand the indicators of the Philippine Professional Standards for Teachers (PPST). This project followed through on what was started in 2018: the development of 12 modules aligned with 12 *Proficient* teacher indicators, and a PPST explainer video.

The focus of this project, which was considered phase 2 of the first development work, was the development of another 12 PPST modules aligned with the next *Proficient* indicators and 5 videos of practice. They contain suggestive teaching practices to support them in their lesson planning, classroom teaching, professional reflections, and engagement with colleagues and parents, among others.

The indicators for the next PPST modules addressed in this phase were the following:

Indicator 1.3.2

Ensure the positive use of ICT to facilitate the teaching and learning process

Indicator 1.6.2

Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning

Indicator 2.1.2

Establish safe and secure learning environments

to enhance learning through the consistent implementation of policies, guidelines and procedures

Indicator 2.4.2

Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning

Indicator 3.2.2

Establish a learner- centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds

Indicator 4.2.2

Set achievable and appropriate learning outcomes that are aligned with learning competencies

Indicator 4.3.2

Adapt and implement learning programs that ensure relevance and responsiveness to the needs of all learners

Indicator 5.3.2

Use strategies for providing timely, accurate and constructive feedback to improve learner performance

Indicator 5.5.2

Utilize assessment data to inform the modification of teaching and learning practices and programs

Indicator 6.2.2

Build relationships with parents/guardians and the wider school community to facilitate involvement in the educative process

Indicator 7.3.2

Participate in professional networks to share knowledge and enhance practice

Indicator 7.4.2

Develop a personal professional improvement plan based on reflection of one's practice and ongoing professional learning

Each of the five (5) videos of practice runs for five (5) minutes and contains one focus Proficient indicator such as:

Indicator 1.4.2

Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills

Indicator 1.5.2

Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills

Indicator 2.3.2

Manage classroom structure to engage learners, individually or in groups, in meaningful explorations, discovery and hands-on activities within a range of physical learning environments

Indicator 3.1.2

Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences

Indicator 4.5.2

Select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals

The development of the PPST support materials began in October 2018 and was a project under the Basic Education Sector Transformation (BEST) Program, a joint initiative of the Philippine and Australian Governments. This initiative is a continued collaboration between RCTQ as a technical support and the National Educators Academy of the Philippines (NEAP), the Bureau of Human Resource and Organizational (BHROD) of the Department of Education, and the Technical Education Council.

7.2 Background and Rationale

The national adoption and implementation of D.O. 42 series of 2017 (see Appendix 3-1) recognizes the importance of the PPST in the continuing professional development and advancement of teachers based on the principle of lifelong learning. It is committed to supporting teachers to raise student achievement. This new teacher framework led to developing support materials for teachers for professional learning and development.

In the first quarter of 2018, in partnership with the Teacher Education Council, RCTQ developed 12 modules aligned with the indicators of the Proficient teacher career stage and an explainer video about the PPST to orient DepEd teachers of the new standards.

The first 12 indicators for the first 12 PPST modules are as follows:

Indicator 1.1.2

Apply knowledge of content within and across curriculum teaching areas

Indicator 1.4.2

Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills

Indicator 1.5.2

Apply a range of teaching strategies to develop critical and creative thinking, as well as higher-order thinking skills

Indicator 2.3.2

Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments

Indicator 2.6.2

Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning- focused environments

Indicator 3.1.2

Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences

Indicator 4.1.2

Plan, manage and implement developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts

Indicator 4.4.2

Participate in collegial discussions that use teacher and learner feedback to enrich teaching practice

Indicator 4.5.2

Select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals

Indicator 5.1.2

Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements

Indicator 5.2.2

Monitor and evaluate learner progress and achievement using learner attainment data

Indicator 5.4.2

Communicate promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians

In the same year, these materials were rolled out to more than 800,000 teachers in the country. The modules were intended to assist teachers in their practices. They can be also be used in their Learning Action Cells (LAC) sessions as a school modality to engage and capacitate teachers for professional development through sharing, discussions, brainstorming, collaboration, planning, and strategizing relevant needs of the learners. Teachers who were able to access the support materials could use them freely both for personal use and for professional development. They are readily available in electronic copies that can be downloaded from DepEd and RCTQ websites. This will allow them to be more reflective, creative and innovative in their practices focusing on the indicators of the PPST. Other than the ones illustrated in the support materials, they could think of other practices that are appropriate to their learners and to their classroom contexts.

The positive feedback on the use of the first 12 modules made RCTQ, alongside BHROD and TEC, develop the materials further for another 12 PPST modules aligned with the next 12 Proficient indicators. Teachers who read and used the modules found these materials helpful both as mentoring materials in their school-based LAC sessions and for personal use. The PPST indicators used in the modules were easier to understand and allowed them to be more creative and innovative in their teaching practices.



Teachers and specialists validate the draft PPST support materials for teachers.

7.3 Summary of Accomplishments

From January to May 2019, the following were accomplished under this project:

- Capacitated 178 participants in developing the support materials: 92 teachers and master teachers, 15 principals and school heads, 10 supervisors, 1 schools division superintendent, and 40 students and 20 parents;
- Developed and submitted to DepEd 12 PPST modules aligned with the indicators of the *Proficient* career stage;
- Developed and submitted 5 videos of practice aligned with classroom observable indicators of the *Proficient* career stage;
- Made the e-copies of modules and the videos of practice readily available on DepEd and RCTQ websites for use by more than 900,000 teachers and school leaders, as well as other interested stakeholders; distributed 57 sets of *Proficient* modules together with the CDs containing the videos of practice to PNU and other activities of RCTQ. Some copies were turned over to BHRD and TEC.
- Drafted 12 PPST modules aligned with the indicators of *Highly Proficient* teacher career stage for further review (see Appendix 7-2 for the Introduction of the module);
- Trained 1,700 teachers on the features and use of the support materials, through the RPMS-PPST rollout with BHRD;
- Conducted initialization meetings with BHRD and TEC in developing the materials. Points raised were on the module design, purpose of the modules, roles of RCTQ as provider of technical assistance and BHRD and TEC as process owners and their participation in the workshops, participants to be involved, and the processes in developing the modules.
- Developed materials that could support teachers achieved the objectives of the RPMS aligned with PPST.



DepEd Undersecretary Jesus Lorenzo Mateo and a team from the Bureau of Human Resource and Organizational Development (BHRD) led by OIC Director Jennifer Lopez receive the PPST support materials from the RCTQ team.

7.4 Activities conducted

The following table shows the activities conducted in 2019 succeeding the series of workshops and focus group discussions in 2018:

Table 7-1. Activities on the Development of PPST Support Materials

Objectives	Activities	Date/s conducted	Location/Venue	Participants	Key Observations/ Insights
Main Objective: To develop the Videos of Practice					
Specific Objective: To review and validate the developed support materials (modules and video scripts/storyboards)	Validation Workshop of PPST Support Materials for the modules and videos	5 January 2019	Hotel H20, Manila Ocean Park Complex, City of Manila	21 Module writers/ Research team, and 45 key stakeholders	Some DepEd participants appeared to have lack of understanding on the standards, except those who read the PPST multiple times and got themselves involved in related workshops. Other participants were not so familiar with the materials and their use despite the rollout made in 2018.
To conduct a production brief and video shoots on the videos of practice	Meeting the participants for the production brief for the videos of practice	16 and 18 January 2019 for the Production brief and 2 & 5 February 2019 for the actual video shoots	Comembo Elementary School and Makati Science High School in Makati City	5 DepEd teachers, 2 school principals, 40 students, and 20 parents	During the production brief, parents were supportive to the effort of DepEd, through the of RCTQ, of setting new standards for teachers by allowing their children to participate in the videos of practice. Both teachers and parents valued the support system for the learners.

7.5 Challenges, how they were addressed and recommendations for future work

Table 7-2.Challenges met and how they were addressed

Challenges met	How they were addressed	Recommendations
DepEd participants were mostly unavailable during weekdays due to their classes.	RCTQ facilitated the workshops on weekends considering their availability.	Communication letters need to be sent a few weeks before the activities. Getting actions from the field takes a considerable amount of time.
The core team encountered writers who were underperforming which resulted in poorly written manuscripts.	The core team took over the work. RCTQ needed also to look for potential writers from the field who understood the PPST well and who had good writing credentials.	Request in advance a recommendation from DepEd to highly recommend potential writers who got involved in their previous projects.
There was a delay in the signing of contract between RCTQ and the outsourced contractor because of careful due diligence on the document.	PNU-RCTQ together with UNE-SiMERR vetted the legal contract to clarify some items. Discussions concluded with Right Brain Creatives as the outsourced contractor.	If possible, PNU must have a list of accredited video contractors for easy negotiation on important aspects of the contract such as cost of the videos, logistics, conditions, etc.



A screenshot of the video of practice for PPST Indicator 1.4.2 which is about using a range of teaching strategies that enhance learner achievement in literacy and numeracy skills, which is available on the RCTQ website (www.rctq.ph).

7.6 Gender Equality, Disability and Social Inclusion (GEDSI)

The project considered inclusivity of participants regardless of gender, socio-economic status, religion, among others. The following table shows the sex-disaggregated data of male and female participants in the activities.

Table 7-3. Participants for various PPST Support Materials Development Activities disaggregated by sex

	Number of module writers	Number of participants for scriptwriting	Number of participants for the video shoots
Male	11	40	3
Female	10	50	2
Total	21	90	5
Grand Total	116		

In developing the support materials, the research team ensured an inclusive representation of male and female participants in various activities of the project.

- Male and female participants were represented in developing the PPST modules.
- Male and female participants were represented in writing the scripts and in the video shoots.
- No participants were excluded in the activities on the basis of gender, socio-economic status, religion, etc.

The following indicators that follow principles of inclusivity were addressed in the materials:

- Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences
- Establish a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds

7.7 Next Steps/Activities

RCTQ will continuously support DepEd on

- providing technical assistance in rolling out the materials to 900,000 DepEd teachers on the use of the PPST support materials for them to better understand the indicators;
- developing 12 PPST modules aligned with *Highly Proficient* indicators for final review and printing in January 2020;
- collaborating further with BHROD, NEAP and TEC in developing the support materials in 2020; and
- engaging more teachers and other key stakeholders in further developing the support materials.



Cover design of one module in the PPST Support Materials

7.8 Relevant Appendices

Appendix 7-1. Sample Cover Page for the Proficient Module (Final Copy)

Appendix 7-2. Sample Module Introduction for the Highly Proficient Module (Draft Only)

Appendix 7-3. Sample Letter of Invitation to Participants for an FGD

Appendix 7-4. Sample Letter of Invitation to Validators

Appendix 7-5. Sample Invitation Letter to Participate in a Writeshop and Critiquing of Manuscripts

Appendix 7-6. Sample Invitation Letter to Module and Script Refinement Activities

Appendix 7-7. Sample Invitation to Mock and Actual Video Shoots

Appendix 7-8. Sample Consent Form (English version) for the participants of the video production

Appendix 7-9. Sample Consent Form (Tagalog version) for the participants of the video production

8.

Development of PPST-based Prototype Syllabi on Priority Areas in Pre-Service Teacher Education

Project Name

Development of PPST-based Prototype Syllabi on Priority Areas in Pre-Service Teacher Education

End of Program Outcome

PPST embedded in prototype syllabi for pre-service teacher education curriculum

Timeframe

July 2018 - June 2019

Report Coverage

January 2019 - June 2019

Project Leader
Jennie V. Jocson, Ph.D.

Project Officer
Ma. Izella D. Lampos

Research Officer
Mariam Jayne M. Agonos

Partner Institutions

1. Angeles University Foundation
2. Ateneo de Naga University
3. Ateneo De Zamboanga University
4. Benguet State University
5. Bicol University
6. Bukidnon State University
7. Cebu Normal University
8. Centro Escolar University
9. De La Salle University - Manila
10. Leyte Normal University
11. Pangasinan State University
12. Philippine Normal University
13. Saint Louis University
14. Southern Leyte State University
15. University of Asia and the Pacific
16. University of San Jose – Recoletos
17. University of the Cordilleras
18. Western Mindanao State University
19. University of Asia and the Pacific
20. Xavier University – Ateneo de Cagayan

8.1 Project Description

The project, in partnership with 20 Centers of Excellence (COEs) and Centers of Development (CODs) in Teacher Education, aimed to help teacher education institutions (TEIs) further align their current teacher education curriculums with the provisions in the Philippine Professional Standards for Teachers (PPST) and with DepEd's standards, systems and procedures. Through this project, TEIs were provided with prototype syllabi in selected teacher education

programs to serve as benchmark that they could adopt/adapt for the enhancement of their curricula. The prototype syllabi were developed through a series of workshops and went through the review of the partner institutions and other key stakeholders. Two to three partner institutions worked on specific courses/ programs, guided by the research team and the TWG.

Ten prototype syllabi compendiums were developed: one for the Professional Education courses which is common to all teacher education programs; and nine (9) for the selected priority areas:

1. Early Childhood Education
2. Elementary Education
3. English
4. Filipino
5. Mathematics
6. Physical Education
7. Science
8. Social Studies
9. Values Education

Soft copies of the compendiums were intended to be rolled out and made available online through the RCTQ and TEC websites.

8.2 Background and Rationale

The National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST), or DepEd Order No. 42, S. 2017, serves as a basis for all learning and development programs for teachers to ensure that they are properly equipped to effectively implement the K to 12 Program. In order to efficiently integrate the PPST in the lives of teachers, all professional development programs, learning and delivery systems, and HR systems from hiring to reclassification are being aligned with the new set of standards.

In accordance with these initiatives for in-service teachers, it was also imperative that Teacher Education Institutions (TEIs) also align their pre-service teacher education curriculum and training with the PPST, specifically the *Beginning Teacher* indicators which articulates the expectations from education program graduates.

To assist TEIs in aligning their curriculum with the PPST, RCTQ together with TEC and select COEs and CODs ventured to develop PPST-based prototype syllabi to complement the CHED-issued Policies, Standards and Guidelines (PSGs) for Teacher Education. Since the PSGs only include the course descriptions, it would be helpful to TEIs, especially those from community colleges and colleges in remote areas, to have syllabi that they could either adopt fully or adapt according to their contexts.

Through the prototype syllabi, TEIs would be guided on enhancing their own teacher education curriculum. From this, teacher quality across the country would achieve an established common ground that meets the demands of DepEd and abides by the requirements stipulated by CHED.

8.3 Summary of Accomplishments

The project started in 2018, with initial meetings with target partner institutions and the technical working group. Two workshops had been conducted, with the outputs being the proposed enhanced course descriptions (based on the PSGs) and the proposed course learning outcomes. Below is a summary of accomplishments from January to June 2019:

- Mapped the K to 12 curriculum to the policies, standards and guidelines (PSGs) of CHED in order to further align the prototype syllabi being developed with the needs of DepEd using a worksheet developed by the research team (Figure 1)
- Capacitated and guided 50 writers from 20 partner COEs and CODs in teacher education (Table 8-1) on how to write the full syllabi based on the findings and comments from the validations and reviews
- Reviewed, in partnership with curriculum and content specialists from 20 partner institutions, non-partner institutions and representatives from DepEd, the enhanced course descriptions, and developed course outcomes of the prototype syllabi
- Validated 200 full syllabi during the national validation conducted with curriculum and content specialists from the academe, including from TEIs, DepEd bureaus and teachers (See Appendix 8-1, Figure 2 and Figure 3)
- Developed 10 prototype syllabi compendiums for the following set of prototype syllabi:
 - Professional Education Courses
 - Early Childhood Education
 - Elementary Education
 - English
 - Filipino
 - Mathematics
 - Physical Education
 - Science
 - Social Studies
 - Values Education
- Drafted activity and research reports on the processes, activities and research processes conducted in the course of the project

8.4 Activities conducted

Table 8-1 Activities conducted for Development of PPST-based Prototype Syllabi on Priority Areas in Pre-Service Teacher Education

Objective/s	Activities	Date/s conducted	Location/Venue	Participants	Key Observations/ Insights
To map the coverage of the K to 12 curriculum to CHED's PSGs for pre-service teacher education in order to serve as additional input in the development of the prototype syllabi	Mapping of the K to 12 Curriculum to the PSGs	January 18, 2019	Midas Hotel, Pasay City	Total of 22 Master teachers, subject specialists from DepEd and different institutions Male: 5 Female: 17	Findings during the mapping indicate K to 12 content that are not apparent in the courses as specified by the PSGs. These findings provided suggestions for inclusion in the development of the prototype syllabi.
To review the proposed enhanced course descriptions and developed course learning outcomes of the prototype syllabi in terms of appropriateness of the covered BTIs and contents covered	Reviews from Partner Institutions	January - February 2019	In-situ, with outputs sent online to the research team	Content specialists and prototype syllabi writers from the 20 partner institutions consulted with their curriculum and	The reviews done enabled a collaborative approach towards the development of the prototype syllabi.
To review the proposed enhanced course descriptions and developed course learning outcomes of the prototype syllabi in terms of appropriateness of the covered BTIs and contents covered	Review from Non-Partner Institutions	January 30 – February 1, 2019	Midas Hotel, Pasay City	Total of 20 Content specialists from DepEd and representatives from non-partner TEIs Male: 6 Female: 14	The positive reviews from non-partner institutions expressing how the prototype syllabi will be helpful in the field validates the intent of the project.
To identify the addressed and/or covered BTIs in the enhanced course descriptions and proposed outcomes of the prototype syllabi To give corresponding comments and/or suggestions for the appropriate language of the standards, content, etc.	CQA Review of the Prototype Syllabi Enhanced Course Descriptions and Proposed Course Outcomes	February 13-16, 2019	Midas Hotel, Pasay City	11 CQA specialists including the RCTQ research team; Dr. Twila G. Punsalan, Pre-service & Curriculum and Assessment Lead (Short Term Adviser), Teaching and Learning Component, BEST; and Dr. Joy Hardy, Deputy Director, SiMERR and CQA Expert Male: 2 Female: 9	The CQA review proved to be a good practice in order to ensure that the PPST is covered in the developed prototype syllabi.

Objective/s	Activities	Date/s conducted	Location/Venue	Participants	Key Observations/ Insights
<p>To begin the writing of the full syllabi</p> <p>To report to the writers the findings from the previous reviews and/or validations</p>	<p>The *Third Writeshop – Writing the Full Syllabi</p> <p>*previous writeshops were conducted in 2018</p>	21-23 February 2019	Ace Hotel and Suites, Pasig City	<p>47 writers from the 20 partner institutions who are experts in content, curriculum and the CQA process</p> <p>Male: 13 Female: 34</p>	Timeline is challenging for the writers since they have to work collaboratively despite coming from different institutions in order to quality check the outputs.
To validate the prototype syllabi developed through CQA, content validation and viability validation	Validation of the Full Prototype Syllabi	5-8 May 2019	Orchid Garden Suites Manila	<p>Total of 60 DepEd teachers, content and curriculum specialists from DepEd bureaus and schools, CHED, specifically the Technical Panel for Teacher Education (TPTE) and TEIs</p> <p>M: 21 F: 39</p>	There were valuable inputs provided by the validators that had to be integrated in the outputs before finalization and rollout.



Validation of the prototype syllabi on 5-8 May 2019.



Teacher Education Council (TEC) Secretariat Director Dr. Runvi Manguerra and RCTQ Deputy Director and Project Leader Dr. Jennie Jocson speak at the launch of the first of a series of compendiums of PPST-based prototype syllabi for pre-service education in Clark, Pampanga on 6 December 2019.

8.5 Challenges, how they were addressed and recommendations for future work

Table 8-2 Challenges and how they were addressed

Challenges met	How they were addressed	Recommendations
<p>It was a challenge identifying participants who are not only expert in content but also have knowledge in curriculum and skills in curriculum mapping.</p>	<p>Recommendations from partners in DepEd and TEIs and other RCTQ research teams were considered. The team also observed participants in order to identify those with potential to be invited in other layers of the work.</p>	<p>Aside from focusing on the intended outcomes of activities, it is also part of the research process to identify participants who have the competencies and deep understanding of the research work. These people will be helpful in the research processes by inviting them in other layers of work so they could provide their own observations and comments relative to the development processes and further improvement of the outputs.</p>
<p>Setting deadlines and coming up with a unified timeline for the writers was challenging due to several factors:</p> <ul style="list-style-type: none"> • Availability of the writers • Logistics (writers from far away institutions) • Differences in the levels/ layers of work to be done (some groups had to address concerns specific to their subject areas) 	<p>The research team had to compromise and plan well with the writers. Constant follow up and negotiating timelines helped the research team monitor the progress of work and enabled the team to work on what was available and to better assist those who need further assistance.</p>	<p>As much as possible, more time is recommended for development projects to avoid the work from overlapping with responsibilities of participants in their respective institutions.</p>

8.6 Gender Equality, Disability and Social Inclusion (GEDSI)

Table 8-3. Participants for the Development of PPST-based Prototype Syllabi on Priority Areas in Pre-service Teacher Education disaggregated by sex

Participants in various project activities	
Male	47
Female	113
Total	160

Participants were invited to join regardless of gender, disability, socio-economic status, religion and were given equal opportunities to participate

No participants were excluded in the activities on the basis of gender, socio-economic status, and religion, etc.

Suggested practices in the outputs developed were supportive of all stakeholders regardless of gender, socio-economic status, and religion, etc.

8.7 Next Steps/Activities

- Do final proofreading of the rest of the compendiums
- Download the remaining compendiums to the field (as of January 2020, only the compendium on Professional Education courses has been made available online)
- Develop a means to monitor how many has accessed the compendiums and how to better disseminate the outputs

8.8 Relevant Appendix

Appendix 8-1 Outputs of the Development of PPST-based Prototype Syllabi on Priority Areas in Pre-Service Teacher Education

9.

Development of a Joint DepEd-CHED Policy on Pre-Service Teachers' Field Study and Internship Experiences

Project Name

Development of a Joint DepEd-CHED Policy on the PPST-Based Pre-service Teachers' Field Study and Teaching Internship Experiences

End of Program Outcome

PPST embedded in pre-service teachers' field study and teaching internship

Timeframe

September 2018 - March 2019

Report Coverage

January 2019 - March 2019

Project Leader
Jennie V. Jocson, Ph.D.

Project Officer
Ma. Izella D. Lampos

Technical Assistant
Gerald P. Santos

Partner Institutions

1. Adamson University
2. Ateneo de Zamboanga University
3. Benguet State University
4. Bicol University
5. Bukidnon State University
6. Central Luzon State University
7. Don Mariano Marcos Memorial State University
8. Far Eastern University
9. Leyte Normal University
10. Negros Oriental State University
11. Palawan State University
12. Saint Louis University
13. Southern Leyte State University
14. Tarlac Agricultural University
15. University of San Jose-Recoletos
16. University of the Cordilleras
17. Western Mindanao State University
18. Xavier University – Ateneo de Cagayan

9.1 Project Description

Led by the Teacher Education Council (TEC), this project was a partnership between RCTQ and 18 Centers of Excellence (COEs) and Centers of Development (CODs) in Teacher Education. The project aimed to help teacher education institutions (TEIs) ensure that the practicum stage trained the pre-service students in meeting the requirements of DepEd by developing a standards-based framework and manual to supplement a planned joint DepEd-CHED policy. DepEd seeks to employ teachers imbued with the standards set by the Philippine Professional Standards for Teachers (PPST).

The research team and the technical working group worked with representatives from the partner institutions in identifying needs, conceptualizing, designing and writing the framework and manual. The manual also includes tools, templates and best practices designed to help pre-service teachers develop the competencies based on the PPST and be better prepared for actual teaching in the field.

The core outputs, the Pre-Service Teachers Practice-based Training (PSTePT) Framework and Manual, intend to address existing gaps in teacher training and are expected to

- supplement the integration of theory and practice in the learned theories and concepts in the Professional Education courses as applied in the actual teaching and learning environment or DepEd cooperating schools;
- ensure that pre-service teachers are acquiring the expected competencies in every stage of practice-based training; and
- support the system-based implementation among key stakeholders.

9.2 Background and Rationale

The kind of teachers needed in the field to support the K to 12 reform had been articulated by DepEd upon its adoption of the PPST in 2017. Consequently, in order for the department to sustainably implement and embed the standards in the field, it is important to align the pre-service teacher education curriculum and training with the expectations of DepEd. This shall complement the professional development programs and training for in-service teachers, and will ensure that eventually, all teachers that will be hired by DepEd are performing in accordance with the competencies of the PPST.

In order to do this, the programs that TEIs offer must be able to meet the needs of DepEd by aligning with its qualifications and standards. The TEIs are called to calibrate the training of pre-service teachers to fully meet the expectations in the *Beginning Teacher* career stage of the PPST. This, in turn, will guide other TEIs on the design of the curriculum, including training, and other complementary activities. Training should support the pre-service teachers in demonstrating what they should know, be able to do, and value in the profession as specified by the *Beginning Teacher* indicators (BTIs) of the PPST.

The *Development of a Joint DepEd-CHED Policy on Pre-service Teachers Field Studies and Teaching Internship Experiences* project aimed to address the need for aligning the pre-service teacher training with what DepEd needs. The project activities were guided by the mandate to develop the principles and processes that would support the practice-based training of pre-service teachers, ensuring that pre-service teachers demonstrate the skills and competencies in the *Beginning Teacher* career stage. Inputs from the cooperating teachers, pre-service teachers, and

specialists underscored the need to strengthen the current system of delivery of pre-service teacher training.

9.3 Summary of Accomplishments

The project started in 2018 with initial meetings with target partner institutions and the technical working group. Two workshops had been conducted which led to the development of the initial draft of the framework and the manual. Below is the summary of accomplishments from January to March 2019:

- Developed a framework for practice-based pre-service teacher training which is experiential, developmental, formative, systematic, and integrative and aligned with the PPST (Appendix 9-1, Figure 1)
- Developed processes and tools that better support DepEd and TEIs in the implementation of the practice-based training (from planning, coming up with a memorandum of agreement, deployment, monitoring and evaluation of the teaching internship) (Appendix 9-1, Figure 2-Figure 5)
- Developed a manual to help facilitate the implementation of the PSTePT, which includes guides for both TEIs and DepEd cooperating schools (Appendix 9-1, Figure 6)
- Reviewed and validated the contents of the Pre-service Teachers' Practice-based Training (PSTePT) framework and manual with 87 representatives of TEIs and DepEd across the country (Appendix 9-1, Table 2)
- Prepared activity and research reports on the activities and research processes involved in the development of the outputs

9.4 Activities conducted

Table 9-1 Activities conducted for Development of a Joint DepEd-CHED Policy on the PPST-Based Pre-service Teachers' Field Study and Teaching Internship Experiences

Objective/s	Activities	Date/s conducted	Location/Venue	Participants	Key Observations/ Insights
To validate/ review the content of PSTePT manual and framework through worksheets	Review of Pre-service Teachers' Practice-based Training Documents	18 January 2019	Midas Hotel, Pasay City	8 faculty members from the Philippine Normal University Male: 0 Female: 8	
To tie loose ends in the manual and do a final review and refinement of the draft framework and manual	Core Group Writeshop on the Framework and the Manual	20-23 January 2019	Ace Hotel and Suites, Pasig City	8 of the best from the pool of 36 writers Male: 2 Female: 6	A smaller group of writers enabled the team to look into deeper layers of work, leading to more polished and quality-assured outputs.
To validate the content and viability of the PSTePT Framework and Manual	Review and validation by specialists from DepEd and TEIs	29-31 January 2019	Midas Hotel, Pasay City	47 reviewers including cooperating teachers (those who train pre-service teachers), principals, teaching internship/practicum faculty member in-charge from TEIs, deans and internship/practicum supervisors Male: 7 Female: 40	Validators (representatives from both TEIs and DepEd Cooperating Schools) agreed that the framework and manual will help them better facilitate the training of pre-service teachers. Although the current practices are working for the stakeholders, invited participants acknowledged that having a standard framework and manual will ensure that the training of pre-service teachers are aligned with the demands of the field. Also, there are several documents that talk about internship in general, and the validators agreed that having one joint DepEd-CHED policy will be more efficient and less confusing to the field.
To validate the content and viability of the PSTePT Framework and Manual	Review and validation by specialists from DepEd and TEIs in the Regions	18-19 Feb 2019	Cagayan de Oro	Total of 24 deans, CQA specialists, practicum unit head/coordinators and/or practicum supervisors handling Prof. Ed. and/or Field Studies Courses Male: 4 Female: 20	Representatives from DepEd appreciated how the framework and manual provided the cooperating teachers with better understanding of their roles and responsibilities. The collaboration among TEIs and cooperating schools was made more evident.
		19-20 Febv 2019	Legazpi		
		22-23 Feb 2019	Leyte		
		25-26 Feb 2019	Cebu		
		26-27 Feb 2019	Iloilo		

9.5 Challenges, how they were addressed and recommendations for future work

Table 9-2 Challenges and how they were addressed

Challenges met	How they were addressed	Recommendations
<p>Although all of the invited writers met the criteria set by the research team, not all of them were able to fully contribute to the development processes. Since outputs were sent as a group, some participants fail to actively participate in the discussions and writing.</p>	<p>In order to address this, the writers were divided into several groups. Later on, the research team identified a core group of writers to help in a more in-depth work towards the finalization of the outputs.</p>	<p>It was recommended that a pool of specialists be formed. They would not only help in the development and writing part but would also be able to help facilitating, consolidating and writing ideas.</p>
<p>Differences in the current practices in terms of pre-service teacher training, specifically teaching internship and deployment of students, was evident even in the review and validation activities. Some participants had difficulty understanding and appreciating the contents of the framework and manual because they had a different practice in their respective institutions. Confusions on which document/s should be followed and which were already superseded were always a concern.</p>	<p>The research team had to always explain the context of the project and outputs to the participants. In the absence of the joint policy, the framework and manual are suggestive and not prescriptive.</p>	<p>The outputs, although described as well-researched and helpful by the participants, will not be fully appreciated until they become part of a national policy. It is recommended that the policy be fast-tracked and thoroughly reviewed together with the developed supplemental materials in order to be used in the field.</p>

9. Development of a Joint DepEd-CHED Policy on the PPST-Based Pre-service Teachers' Field Study and Teaching Internship Experiences



Various activities on the Development of a Joint DepEd-CHED Policy on the PPST-Based Pre-service Teachers' Field Study and Teaching Internship Experiences

9.6 Gender Equality, Disability and Social Inclusion (GEDSI)

Table 9-3 Total number of participants for Development of a Joint DepEd-CHED Policy project disaggregated by sex

Participants for the Development of a Joint DepEd-CHED Policy project	
Male	13
Female	74
Total	87

- Participants were invited to join regardless of gender, disability, socio-economic status, religion and were given equal opportunities to participate
- Suggested practices in the outputs developed were supportive of all stakeholders regardless of gender, socio-economic status, and religion, etc.

9.7 Next Steps/Activities

- Provide technical assistance to TEC in drafting the joint DepEd-CHED policy for teaching internship
- Meantime, the framework should be made available to serve as guide to TEIs who are also reviewing and revising their curriculum and teaching internship systems and processes
- Draft report on how portions and some key principles and contents from the framework and manual were integrated in TEC’s Coaching and Mentoring Module for Cooperating teachers

9.8 Relevant Appendix

Appendix 9.1: Outputs of the Development of a Joint DepEd-CHED Policy on the PPST-Based Pre-service Teachers’ Field Study and Teaching Internship Experiences

10.

Special Project: Technical Working Group – Teacher Quality (TWG-TQ)

Project Name

Technical Working Group – Teacher Quality (TWG-TQ)

End of Program Outcome

Institutionalization or strengthening of an interagency body devoted to the promotion of teacher quality

Timeframe

February 2019 – June 2021

Report Coverage

January 2019 – December 2019

Project Leaders

Gina O. Gonong, Ph. D.
Jennie V. Jocson, Ph. D.

Project Officers

Franchita B. Alcausin
Mikkey Mari M. Tuazon

With some support from

Noel T. Franco, Jr.
Caleb Ricardo D. Pantoja
(in 2018)

10.1 Project Description

TWG-TQ is a special project where RCTQ collaborates with the Office of the Cabinet Secretary (OCS) and various government agencies including DepEd, CHED and TESDA and private stakeholders such as COCOPEA 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. The work is done through the Technical Working Group on Teacher Quality (TWG-TQ) chaired by Cabinet Secretary Karlo Nograles, and was created by then former Secretary Leoncio Evasco Jr. through Memorandum LBE-2017-247 dated 29 August 2017 (see Appendix 10-1).

The functions of the TWG-TQ as stated in the Memorandum are the following:

- Review and recommend changes in the existing structures that impact on quality of teachers and school leaders;
- Identify legislative and executive initiatives to enhance the competence of pre- and in-service teachers;
- Perform other activities required to effectively discharge its function; and
- Submit a final report to the Philippine president.

10.2 Background and Rationale

On 28 July 2017, former Secretary Evasco organized a meeting between the Office of the Cabinet Secretary, DepEd Secretary Leonor Briones, CHED Chair Patricia Licuanan and RCTQ. In this meeting, RCTQ discussed the Philippine Professional Standards for Teachers (PPST) and the results of its Teacher Development Needs Study (TDNS), highlighting the need to prioritize the improvement of teacher quality in the country. Secretary Briones and Chair Licuanan recommended the creation of a TWG that would focus on issues and concerns and provide recommendations towards the improvement of teacher quality.

The TWG membership is composed of

1. Cabinet Secretary Leoncio B. Evasco, Jr., Chair of the TWG-TQ
2. Dr. Evelyn Cruzada, Assistant Secretary, Office of the Cabinet Secretary
3. Dr. Purita Bilbao, Chairperson, Technical Panel for Teacher Education-CHED (*only until January 2018*)
4. Dr. Lorna Dino, Undersecretary for Curriculum and Instruction, Department of Education
5. Mr. Alfonso Francisco, Officer-In-Charge, Technical Education and Skills Development Authority National TVET Trainers Academy (TESDA-NTTA)
6. Dr. Gina O. Gonong, Director, RCTQ



Meeting on 24 July 2019 discussing the proposal to create an ad interim committee that would study the ways forward in ensuring quality in the teaching profession. (Photo by the Office of the Cabinet Secretary)

7. Atty. Magtanggol Gunigundo, former congressman, education advocate
8. Dr. Cristina Manabat, Vice-Chair of Association of Christian Schools, Colleges and Universities of NCR and Region 4A, representing Coordinating Council for Private Education Associations (COCOPEA)
9. Dr. Runvi Manguerra, Executive Director, Teacher Education Council Secretariat
10. Dr. Hilda Montano, Dean, College of Education, West Visayas State University
11. Dr. Ricardo Nolasco, Associate Professor, University of the Philippines-Diliman
12. Mr. Karol Mark Yee, Executive Director, Commission on Higher Education (*only until January 2018*)

The TWG is assisted by a secretariat headed by Dr. Jennie V. Jocson of RCTQ and composed of staff from OCS and RCTQ.

In November 2018, then Cong. Nograles was appointed by President Rodrigo Duterte as Cabinet Secretary. He met with the TWG on 7 February 2019 (see Appendix 10-2) and agreed to continue the work started by former secretary Evasco. His office organized the next meeting held on 24 July 2019 at the CHED Auditorium (see Appendix 10-3) that was attended by the TWG

members and DepEd Undersecretary Nepomuceno Malaluan, as well as CHED Commissioner Lilian delas Llagas with Director Amelia Biglete.

At the the 43rd Cabinet Meeting on 6 November 2019, President Rodrigo Duterte issued a directive to undertake a national effort for quality basic education. In the same meeting, the OCS and CHED were mandated to conduct further interagency discussions on the improvement of teacher quality, with strong focus on pre-service teacher education and its link to in-service. On the other hand, DepEd would work to further strengthen the National Educators Academy of the Philippines (NEAP).

Upon receiving this directive from the President, Secretary Nograles, the current Chair of the TWG-TQ, met with the TWG on 27 November 2019 at the Executive Secretaries' (ES) Gallery, 4F Mabini Hall, Malacanang (see Appendix 10-4). The draft final report of the TWG-TQ, prepared with the assistance of RCTQ, was discussed. Secretary Nograles cited from the report that the basic issue confronting the country is the fact that "the current education system is not currently organized to allow the three principal education organizations namely, DepEd, CHED and TESDA to focus genuinely, at a deep level, on the quality of teachers and school leaders."

10.3 Summary of Accomplishments

The following are the accomplishments of RCTQ covering January to December 2019:

- Linked with the new Cabinet Secretary and secured his support for teacher quality improvement;
- Helped re-convene the TWG-TQ under the leadership of the new Cabinet Secretary
- Submitted the final draft of the TWG-TQ report, *Making Quality Practice Common Practice: Enhancing Teacher and School Leader Quality in the Philippines*, to the Cabinet Secretary (See Appendix 10-5 – TWG-TQ Final Draft Report)
- Provided technical assistance on interagency discussions involving CHED and DepEd on teacher quality organized by the Chair of the TWG-TQ. (Note: The former CHED and DepEd members of the TWG-TQ have either retired or resigned from their positions)
- Participated in TWG-TQ meetings and discussed the report (See Appendix 10-6- Minutes of the Meeting).

10.4 Activities conducted

The table below shows the activities held to achieve the targets of the project.

Table 10-1 Activities conducted for the TWG-TQ project

Objective/s	Activities	Date/s conducted	Location/Venue	Participants	Key Observations/ Insights
To brief the Secretary on the TWG-TQ and its work	Meeting	7 Feb 2019	Diliman, Q.C.	TWG-TQ Members with the Cabinet Secretary	The Cabinet Secretary demonstrated understanding of the TWG-TQ work and its alignment with the priorities of the government. He expressed his support for the work.
To meet with DepEd and CHED representatives to talk about the TWG-TQ and its work from TESDA, CHED, and DepEd.	Meeting	24 July 2019	CHED, Q.C.	TWG-TQ members with DepEd and CHED representatives (Undersecretary Malaluan and Commissioner delas Llagas) Chaired by Secretary Nograles Dr. John Pegg, SIMERR	There were some reservations or resistance to the recommendations of the TWG. This might have stemmed from each agency's (DepEd and CHED) unwillingness to lose 'some power' to the recommended body. This could also be due to lack of deep appreciation for issues and recommendations considering that this meeting was their first official engagement with the TWG. Overall, there was a consensus on the need to improve teacher quality in the country, and the need to address it. Secretary Nograles handled the meeting very well. He listened to the questions, responded well, underscored the need to meet again and discuss. He requested DepEd and CHED representatives to discuss the TWG with their principals and nominate new permanent representatives to the TWG.
To relay the President's directive to the TWG-TQ To present the final draft of the TWG-TQ Report	Meeting	27 Nov 2019	Mabini Hall, Malacanang, Manila	TWG-TQ members	The participants were engaged in the discussion and contributed very good ideas. There was a more concrete agreement among the participants – that was to work on strengthening the TEC by amending its law and, in doing so, strengthening its power and functions.

10.5 Challenges, how they were addressed and recommendations for future work

Below is the table that shows the challenges met by RCTQ and by the TWG-TQ, how they were addressed, and recommendations for future similar work.

Table 10.2. Challenges met, how they were addressed and recommendations for future work

Challenges met	How they were addressed	Recommendations
The former Cabinet Secretary decided to run for an elective post and had to resign from his Cabinet post.	Linked up with the new Cabinet Secretary	Changing cabinet members happens for various reasons in government. It is important to link up immediately with the new Cabinet Secretary to keep the momentum of the work going.
There were some TWG representatives who retired from or are no longer connected to the member-agencies, specifically DepEd and CHED, by the end of 2018.	The concern was discussed with the Cabinet Secretary. He then requested the agencies to nominate new representatives.	Maintain an open line of communication with the Secretary and his office and have a shared goal. This would help keep the TWG running.
Because of various perspectives and interests, some of the recommendations in the report were seen as encroachment to another agency's role.	Engage the agencies in discussions. Provide a report to read; provide options in the recommendations. Respond to questions.	Ensure continuous engagement of partners until they have a deeper understanding of the issues and recommendations to address the issues. Hold regular meetings.



Members of the TWG on Teacher Quality at work.



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.

10.6 Gender Equality, Disability and Social Inclusion (GEDSI)

The table below shows the sex-disaggregated data of male and female members of TWG-TQ who were involved in the project activities.

Table 10-3. Total number of TWG-TQ project participants disaggregated by sex

No. of Participants	
Male	6
Female	6
Total	12

- The members of the TWG-TQ were chosen on the basis of their ability to effect changes in their respective agencies, the decision-making capabilities attached to their respective offices, and their substantial knowledge in the fields of governance and education.
- The members of the TWG or representatives were invited regardless of gender, religion, ethnicity, and disabilities.

10.7 Next Steps/Activities

The next immediate steps for this project are the following:

- CHED and DepEd to nominate permanent representatives to the TWG. The Office of the Cabinet Secretary will write to DepEd Secretary Briones and CHED Chair Prospero de Vera about this request.
- RCTQ to do the initial draft of the legislation which is an amendment to the TEC law.
- The TWG will convene on 15 January 2020 to engage in deeper discussions about Option 1, and start discussions on the draft legislation and/or possible amendments to the TEC law. Resource persons may be invited to help in various aspect of legislation.
- Finalize the draft TWG-TQ report, then submit to the OCS.

10.8 Appendices

Appendix 10-1: Memorandum LBE–2017–247 and TOR part of Memo

Appendix 10-2: Notice of February 7, 2019 meeting

Appendix 10-3: Notice of July 24, 2019 meeting

Appendix 10-4: Notice of November 27, 2019 meeting

Appendix 10-5: TWG-TQ Draft Report

Appendix 10-6: Minutes of the November 27, 2019 meeting

Special *Reports*

1.

Celebration of RCTQ's partnerships and achievements



The Philippine Normal University played host to the grand celebration of the Philippine National Research Center for Teacher Quality's partnerships and achievements on 29 August 2019 with top government officials and academic leaders in attendance.

Government officials led by DepEd Secretary Leonor Magtolis Briones and Cabinet Secretary Karlo Alexei Nograles graced the grand celebration of the seven years of high-impact research work of RCTQ on August 29 at the PNU Alumni Hall. The event also marked the renewal of PNU's partnership with the University of New England (UNE) Australia, its partner in establishing the RCTQ in 2012 with support from the Australian Government.

"In seven years, RCTQ has successfully conducted high-impact applied research on teacher quality in the Philippines resulting in the national adoption and implementation of the Philippine Professional Standards for Teachers (PPST)," said Dr. Ma. Antoinette

LEFT TO RIGHT: RCTQ Director Dr. Gina Gonong, UNE Dean Prof. Michael Wilmore, Australian Ambassador Steven Robinson AO, DepEd Secretary Leonor Magtolis Briones, Cabinet Secretary Karlo Alexei Nograles, PNU OIC Office of the President Dr. Ma. Antoinette Montealegre, SiMERR Director Dr. John Pegg, and RCTQ Deputy Director Dr. Jennie Jocson

Montealegre, officer-in-charge of the PNU Office of the President, in her welcome message. "Our coming together supports not only the objective of RCTQ but also provides the direction in policy studies that will have far-reaching impact on education in the country."

Dr. Montealegre signed the Memorandum of Understanding (MOU) on behalf of PNU, while UNE was represented by Professor Michael Wilmore, Dean of the UNE Faculty of Humanities, Arts, Social Sciences and Education. The MOU provides for two-year extension of the technical assistance from UNE on undertaking research that will inform education policies in the Philippines.

In her speech, Sec. Briones commended RCTQ for its assistance to DepEd. "I'm so pleased that there is an institution exclusively focusing on research in education," Sec. Briones said. "We cannot have quality education or quality learners without quality teachers, and this is what RCTQ is all about."

Briones, who was joined by DepEd undersecretaries Jesus Mateo and Nepomuceno Malaluan, also thanked RCTQ for its active involvement and advice on DepEd's plan to transform the National Educators' Academy of the Philippines (NEAP).

For his part, Sec. Nograles expressed his commitment to 'institutionalizing the reforms that RCTQ has started.' "Now that this government has widely opened up access to education to include higher education, the next step is for us to find ways to improve the quality of education," Sec. Nograles said.

In his speech, he said the Technical Working Group (TWG) on Teacher Quality under his watch will ensure that i) the budget required to push for teacher quality is secured; ii) that the inter-agency approach to improving teacher quality is in place, and iii) that the National Educators Academy of the Philippines (NEAP) is transformed. RCTQ has been assisting DepEd in transforming NEAP since 2018.

"It is indeed very overwhelming to see all the knowledge products which show how much RCTQ has done for the past seven years," Sec. Nograles remarked.

As Australia and the Philippine governments share a strong commitment to evidence-based policy, Australian Ambassador to the Philippines Mr. Steven Robinson AO shared that "Australia is very proud to be part of RCTQ's journey right from the beginning." In his message at the Celebrating RCTQ Partnerships event,

Australian Ambassador to the Philippines Mr. Steven J. Robinson AO said that discussions between the two countries began in 2011 where they jointly identified applied research on teacher quality as a priority area. "This led to the establishment of RCTQ in 2012. Since then, the research partnership between UNE and PNU has made some really critical contributions to policy and institutional development in Philippine education," Mr. Robinson said.

"As Australia enters a new phase of our long-standing partnership with RCTQ, I am absolutely confident that it will continue to provide valuable evidence

and advice to DepEd, the Commission on Higher Education (CHED), and to universities and schools across the country building on the successes over the past 7 years," Mr. Robinson added.

The program concluded with directors Dr. Gina Gonong and Professor John Pegg acknowledging and thanking key partners including DepEd, the Australian Government, the Commission on Higher Education (CHED), presidents of National Network of Normal Schools (3NS), and the Office of the Cabinet Secretary.



Sec. Briones



Sec. Nograles



Amb. Robinson





Hosting a meeting of presidents of the country's normal universities

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 Philippine Normal University (PNU), RCTQ, and University of New England-SiMERR National Research Centre.

The 3NS leaders discussed during the meeting possible faculty-student exchanges between the Philippine normal schools and the UNE, as well as the establishment of partnerships in agriculture, medicine and other medical sciences, environmental science, and disaster relief and management. These are subject areas that are relevant to the key needs of each 3NS member university.

The member universities also discussed the need to improve admission standards in teacher education, tapping into the PNU-UNE partnership on the constant training and re-training of teachers. They also tackled the need to engage in a more systematic research program in response to the advent of the Fourth Industrial Revolution (Industry 4.0/4IR).

The provincial 3NS member universities raised during the meeting the need to hone homegrown teachers who can effectively respond to the varying needs and conditions in their respective provinces.

Presidents of nine (9) normal schools at a meeting with the officials of the Philippine Normal University (PNU), RCTQ, and University of New England-SiMERR National Research Centre.

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

DepEd Undersecretary Atty. Nepomuceno Malaluan first presented DepEd's strategies for 'making the pivot from access to quality' including the Departments' fiscal performance, state of the access to basic education, and quality of basic education before discussing opportunities for teacher education institutions (TEIs) in the transformed NEAP.

RCTQ worked on the NEAP Transformation Study that became the basis for the creation of a task force and the subsequent development of the new NEAP design.

Under the new NEAP design, TEIs are seen as potential partners in providing professional development programs for educators at various governance levels.

The following 3NS members were represented at the meeting: PNU, Bicol University, West Visayas State University, Cebu Normal University, Leyte Normal University, Western Mindanao State University, Bukidnon State University, Palawan State University, Pangasinan State University, and Mariano Marcos State University.





RCTQ Director Dr. Gina Gonong, Deputy Director Dr. Jennie Jocson and former RCTQ Director Dr. Marilyn Balagtas receive their postdoctoral fellowships from Professor Michael Wilmore and Dr. John Pegg of the University of New England Australia.

Conferment of UNE Postdoctoral Fellowships to former & current RCTQ leaders

Three Philippine Normal University (PNU) professors and RCTQ pioneers were awarded with postdoctoral fellowships by the University of New England (UNE) Australia for their leadership roles in teacher education research in the Philippines.

RCTQ Director Dr. Gina Gonong, Deputy Director Dr. Jennie Jocson and former Director Dr. Marilyn Balagtas each received their postdoctoral fellowships from Prof. Michael Wilmore, Dean of the Faculty of Humanities, Arts, Social Sciences and Education, and Dr. John Pegg, Director of the UNE-SiMERR National Research Centre and co-director of RCTQ, during the 'Celebrating RCTQ Partnerships' main program on August 29 at PNU Manila.

In awarding the fellowships to the three, Dr. Pegg read the statement from Prof. Brigid Heywood, Vice Chancellor and Chief Executive Officer (CEO) of UNE, recognizing and commending the work and effort of the three leaders in improving the quality of teacher education in the Philippines.

RCTQ was established in 2012 following a grant awarded to UNE-SiMERR by the Australian Government and after a partnership was formed between UNE and PNU.

Dr. Balagtas, who is currently the Dean of the PNU College of Flexible Learning and ePNU, served as the first director of RCTQ when it was founded in 2012. Dr. Gonong and Dr. Jocson joined RCTQ in 2013 as Deputy Director and Senior Program Manager, respectively.

Dr. Gonong was previously awarded an Honorary Doctor of Letters honoris causa (HonDLitt) by UNE in 2017.

RCTQ-organized research forum

Students and teachers from teacher education institutions (TEIs) including those from the Philippine Normal University took part in a research forum on 30 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. It was part of the three-day 'Celebrating RCTQ partnerships' series of events.

In welcoming the participants, PNU Vice President for Research, Planning and Quality Assurance Dr. Rosemarievic Diaz encouraged the participants to participate in roundtable discussions.

"This is your opportunity to understand the PPST in relation to what you are doing in the classroom, in your school, and in other stations," Dr. Diaz said. "As the National Center for Teacher Education, PNU is hopeful that through RCTQ's high-impact research, teacher quality in the country will be put at a level where we expect it to be."

RCTQ Director Dr. Gina Gonong and UNE-SIMERR Director Dr. John Pegg discussed the PPST as the new framework for Teacher Quality, while Dr. Runvi Manguerra, Executive Director of the Teacher Education Council, spoke extensively about the PPST-based systems approach to pre-service education. Dr. Filmore Caballero, principal of the Valenzuela National High School who is part of the technical working group for the Philippine Professional Standards for School Heads (PPSSH) talked about the draft leadership standards as a systems solution.

Dr. Rosemarievic Diaz, PNU VP for Research, Planning and Quality Assurance (left), welcomes participants to the RCTQ-hosted research forum on 31 August 2019.



2.

Showcase of RCTQ's Accomplishments at BEST Program Closing Ceremony

RCTQ participated in the Formal Closing Ceremony of the Basic Education Sector Transformation (BEST) program, the Australia-supported partnership under which a number of the Center's activities were supported since 2014.

The ceremony, held at the Crowne Plaza Galleria Manila Hotel on 28 May 2019, celebrated the gains of the Program including those accomplished by RCTQ. An RCTQ exhibit was set up at the venue which displayed accomplishments supported by BEST.

Before the Ceremony, a joint meeting of the BEST Program Steering Committee (PSC) and the Program Management Committee (PMC) was held where RCTQ was represented by Dr. Gina Gonong.

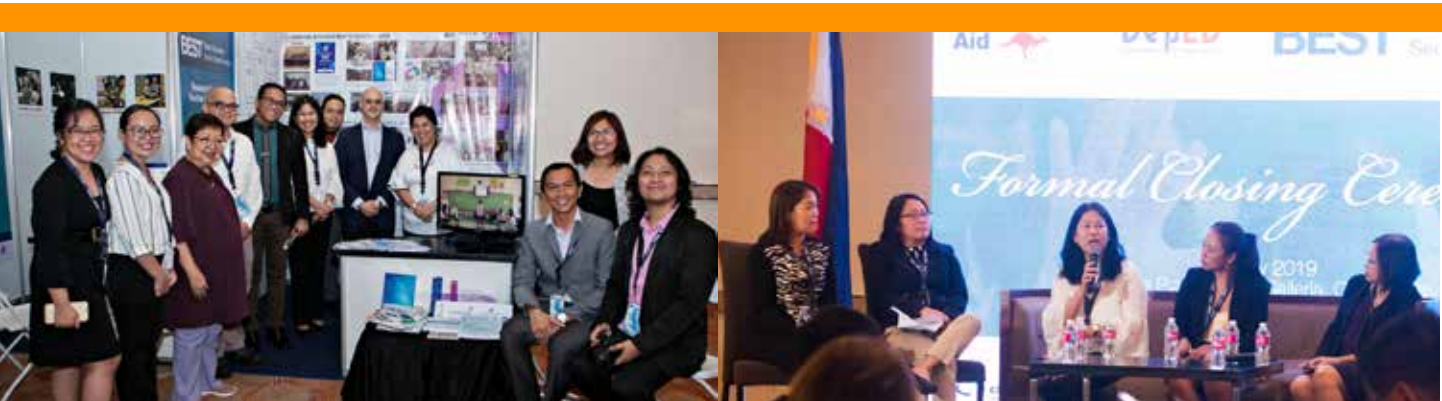
Dr. Gonong also joined other BEST partners at the panel discussion which tackled major BEST accomplishments and what they went through to accomplish them.

Australia's Deputy Head of Mission in the Philippines Mr. Mat Kimberly and DepEd Undersecretary Atty. Nepomuceno Malaluan led the Ceremony to mark the conclusion of the six-year collaboration under the BEST Program.

More than a hundred participants from DepEd, both from the central office and the six BEST regions, as well as from partner organizations, attended the event.

The following RCTQ activities were supported by the Australian Government through BEST:

- Development of Standards for Principals and Supervisors
- Conduct of NEAP Transformation Study
- Development of PPST-based tools: Classroom Observation Tool (COT) and the Self-Assessment Tool (SAT)
- Development of PPST Resource Packages for Proficient Teachers Development of RPMS tools for Year 1 and Year 2
- Curriculum Quality Audit with 32 Centers of Excellence and Centers of Development
- Development of a Joint DepEd-CHED Policy on the PPST- Based Pre-service Teachers' Field Study and Teaching Internship Experiences



LEFT PHOTO: RCTQ staff with Australia's Deputy Head of Mission in the Philippines Mr. Mat Kimberly at the BEST Formal Closing Ceremony. RIGHT PHOTO: RCTQ Director Dr. Gina Gonong (with mic) speaks at the panel discussion on RCTQ's contributions in BEST accomplishments on Teaching and Learning.

3.

RCTQ as Top Resource for Discourses in Teacher Development

In 2019, RCTQ became a primary resource organization in teacher development discourses. The Center’s leaders and staff were tapped by various organizations to provide expert remarks, sit as a judge or assessor in prestigious awards, and facilitate a number of public events and conferences that related to teacher development.

Below is the summary of externally-hosted events and activities in 2019 where RCTQ’s knowledge and expertise were instrumental in achieving their respective objectives:

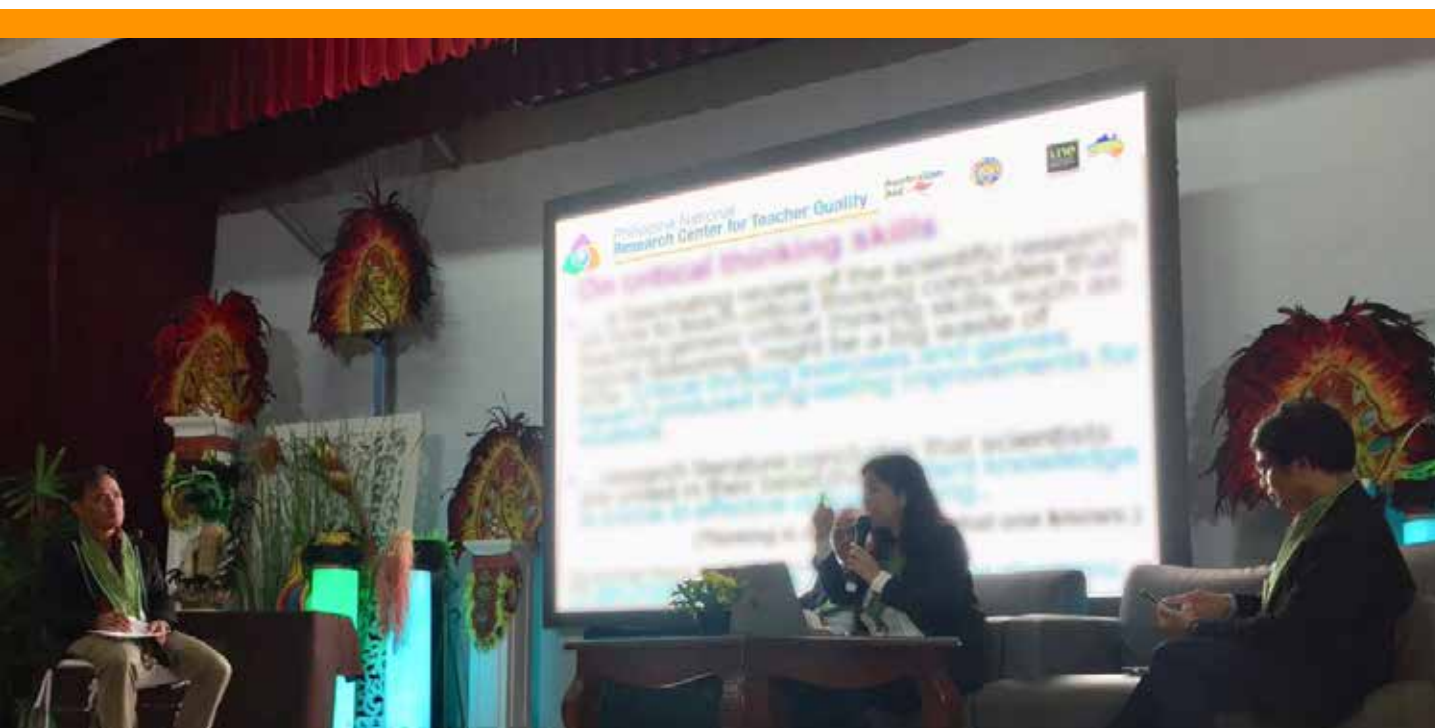
Table 11- Summary of External Activities/Events with RCTQ as Resource Speaker/Facilitator

Name, Date and Location of Event/Conference	Organizer/Host Organization	Objectives	RCTQ’s Role	RCTQ Resource Person
Search for Outstanding Filipinos, Metrobank Plaza, Makati, April 2019	Metrobank Foundation	To select and award exemplary Filipino public teacher	Assessor	Gina O. Gonong, Director
Work with the Bhutan Ministry of Education (MOE) on professional standards for teachers, 8-12 April 2019	Bhutan Ministry of Education	To help the Bhutan Ministry of Education in developing their Bhutan Professional Standards for Teachers	Technical Consultant	Gina O. Gonong, Director
Search for Makati Outstanding Teachers, Makati City, 24 September 2019	DepEd SDO Makati	Selection of outstanding Makati teachers using PPST-based Classroom Observation Tool (COT)	Chair of the Panel of Judges	Gina O. Gonong, Director



Dr. Gina Gonong receives a Certificate of Recognition from Ms. Rita Riddle, Schools Division Superintendent of the Division of Makati City as chair of the board of judges of the 2019 Search for Best Makatizen Teachers.

Name, Date and Location of Event/Conference	Organizer/Host Organization	Objectives	RCTQ's Role	RCTQ Resource Person
Philippine Association of Language Teachers (PALT) Conference, Baguio City, 28 April 2019	Philippine Association of Language Teachers	To update the participants on the trends in language assessment and language research and discuss constructive alignment of the PPST with the activities and plans in language teaching	Resource Speaker on the PPST	Gina O. Gonong, Director
DepEd SOCCSKSARGEN Region School Heads Development Program, General Santos City, 9 September 2019	DepEd SOCCSKSARGEN	Conduct an orientation on the draft Philippine Professional Standards for School Heads (PPSSH)	Resource Speaker	Gina O. Gonong, Director
Seminar for St. Paul College- Bocaue Teachers, Bulacan, 14 September 2019	St. Paul College- Bocaue	To create a forum for continuing professional development for St. Paul College teachers	Resource Speaker on the PPST	Gina O. Gonong, Director
PNU First Alumni Conference on PPST and Ed 4.0, 26 April 2019, PNU Manila	Philippine Normal University	To create a forum for PNU alumni's continuing education	Resource Speaker on the PPST	Gina O. Gonong, Director
Literacy Coordinating Council (LCC) Conference, Iloilo, 9 October 2019	Literacy Coordinating Council	Capacitation of literacy educators and workers	Resource Speaker	Gina O. Gonong, Director



RCTQ Director Dr. Gina O. Gonong was one of the resource speakers on Capacitating Literacy Educators and Workers during the Literacy Coordinating Council Conference in Iloilo City on October 9, 2019. (Photo by LCC Secretariat)

Name, Date and Location of Event/Conference	Organizer/Host Organization	Objectives	RCTQ's Role	RCTQ Resource Person
UNESCO Conference on Transforming Teacher Development, Laguna, 16 October 2019	UNESCO Bangkok	To explore different ideas on how to systematically address practical concerns in implementing ICT-CST in various participating countries.	Resource Speaker on Embedding PPST in DepEd Systems	Gina O. Gonong, Director
Teacher Forum, 2 February 2019, PNU	Faculty of Behavioral and Social Sciences, PNU	To conduct an orientation on the PPST in pre-service education	Resource Speaker	Jennie V. Jocson, Deputy Director
PNU Finishing School conference, 18 March 2019	PNU Institute of Teaching and Learning	To capacitate pre-service teachers with needed skills for practicum teaching	Resource Speaker the PPST	Jennie V. Jocson, Deputy Director
PNU Mindanao Curriculum Review Workshop, 20-21 March 2019	PNU Mindanao	To provide a platform for PNU Mindanao to review and audit its curriculum	Resource Speaker	Jennie V. Jocson, Deputy Director
TEC Workshop on Screening Policy Development, 23-24 July 2019	Teacher Education Council	To undertake review of the proposed screening policy for incoming pre-service teachers	Resource Speaker	Jennie V. Jocson, Deputy Director
PNU Finishing School conference, 24 September 2019	PNU Institute of Teaching and Learning	To capacitate pre-service teachers with needed skills for practicum teaching.	Resource Speaker the PPST	Jennie V. Jocson, Deputy Director



RCTQ Deputy Director Dr. Jennie Jocson speaks to pre-service teachers at the PNU Finishing School conference on 18 March 2019.

Name, Date and Location of Event/Conference	Organizer/Host Organization	Objectives	RCTQ's Role	RCTQ Resource Person
UNESCO Conference on Transforming Teacher Development, Laguna, 16 October 2019	UNESCO Bangkok	To explore different ideas on how to systematically address practical concerns in implementing ICT-CST in various participating countries.	Resource Person on Assessment component of Standards implementation	Jennie V. Jocson, Deputy Director
Retooling of DepEd-Marikina teachers, 9 November 2019	DepEd-Marikina	To conduct a professional development session for Marikina teachers	Resource Person on Literature Strategies in the Classroom	Jennie V. Jocson, Deputy Director
Research Capability Building Workshop, 9 December 2019	DepEd-Quezon City	To capacitate teachers on conducting research	Resource Person on Developing Research capabilities of teachers	Jennie V. Jocson, Deputy Director
1st Pre-service Teachers Congress - PreSTeach Congress 2019 with the theme "Pre-service Teachers and the Changing Approaches and Perspectives in K to 12 Teaching", 12 February 2019, Ateneo de Naga University	Ateneo de Naga University	To prepare future teachers to be responsive to the pressing educational needs and challenges of the teaching profession and be abreast with issues and concerns in the field of education to facilitate teaching and learning	Plenary Session Speaker on Understanding the PPST with a focus on Beginning Teacher Indicators	Ma. Izella D. Lampos, Project Officer
Career Day of Philippine Normal University (PNU) Seniors, 6 April 2019, Employee's Lounge PHINMA Plaza	Phinma National Scholarship (PNS) Program	To prepare graduating students for their life after graduation, which includes sessions on job application, expectations on the field, and some tips from PNS alumna.	Resource Speaker for the session on the PPST	Ma. Izella D. Lampos, Project Officer



Project Officer Ma. Izella Lampos at the 1st Pre-service Teachers Congress - PreSTeach Congress 2019 in Naga City on 12 February 2019.

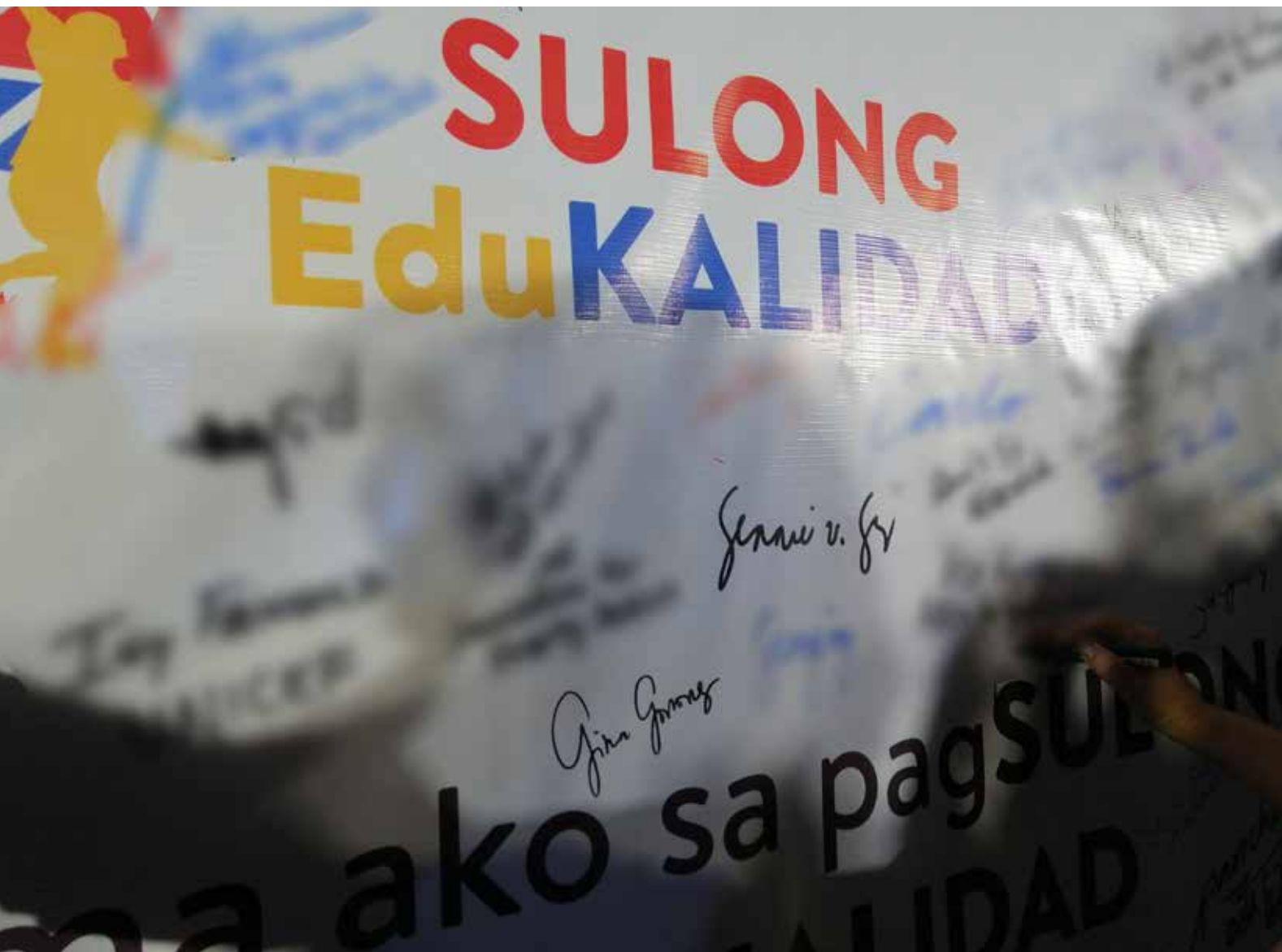


Dr. Gonong as a resource speaker at the UNESCO Conference on Transforming Teacher Development, Laguna on 16 October 2019.

Name, Date and Location of Event/Conference	Organizer/Host Organization	Objectives	RCTQ's Role	RCTQ Resource Person
National Assembly on Teacher Induction Program (TIP) with the theme "TIP: A Step towards Becoming a Proficient and Committed Teacher", 5 September 2019, Vigan, Ilocos Sur	Teacher Education Council (TEC)	To convene TIP implementers across the country and discuss best practices and ways forward for the further enhancement of the TIP	Plenary Speaker on Inducting New Teachers to DepEd Using the PPST	Ma. Izella D. Lamos, Project Officer
Orientation on the PPST and RPMS for Teach for the Philippines, Makati City, 12 September 2019	Teach for the Philippines	To conduct an orientation on the PPST and RPMS in DepEd systems	Resource Persons	Lizette Anne Carpio and Mikkey Mari Tuazon, Project Officers
Journos 2019: Training Workshops and Contest for Elementary Campus Journalists, Floridablanca, Pampanga, 17 August 2019	Squeeze.PH in partnership with Sentro ng Wikang Filipino-UP Diliman, SAAP and Save the Children Philippines	To promote the optimization of campus journalism craft and to hone campus journalists' social consciousness and responsibility	Resource Speaker and Judge for the Feature Writing category	Donnadette S. Belza, Research Officer
Session on Learning Effectively through Enhanced and Evidence-Based Pedagogies (LEEP), Marikina City, 3 July 2019	Knowledge Channel Foundation, Inc	To contribute to the effective translation and implementation of K to 12 curriculum concepts	Resource Speaker on the PPST and draft PPSSH	Mikkey M. Tuazon, Project Officer



Project Officer Mikkey M. Tuazon at the Session on Learning Effectively through Enhanced and Evidence-Based Pedagogies (LEEP) on 3 July 2019.



RCTQ leaders Dr. Gina Gonong and Dr. Jennie Jocson signed the commitment wall for Sulong EduKalidad during its launch on 3 December 2019 at the DepEd central office.

An ally in multisectoral education reform initiatives

RCTQ joined local and international partners, education leaders, champions, advocates and stakeholders, including representatives from the executive and legislative branches of the government, in showing support and commitment to *Sulong EduKalidad* reform campaign of DepEd during its launch on 3 December 2019.

RCTQ was also part of the DepEd-led Philippine Forum for Quality Basic Education (Educ Forum) convened on 6 November 2019 to institutionalize a platform for consultation and collaborative research in strategic basic education policy, planning, and programming to address critical issues in the implementation quality education. The Educ Forum will also be a vehicle for DepEd to join the Global Partnership for Education (GPE), an international multi-stakeholder partnership platform that aims to strengthen education systems in developing countries in order to dramatically increase the number of children who are in school and learning. RCTQ joined other education partners including civil society organizations, education sector organizations, private organizations and foundations, bilateral agencies, and multilateral organizations as members of the Forum.




RCTQ Partnerships
RURAL COMMUNITY TRANSFORMATION QUARTERS

RCTQ

