Work on the Philippine Professional Standards for Teachers
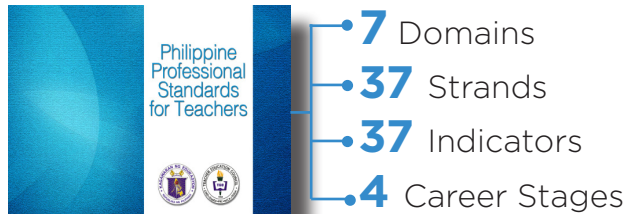
The Standards is based on a robust and collaborative three-year project

lexical and content analyses of International Teacher Standards and teacher quality discourse

consultations with DepED, CHED and other key stakeholders

PPST

psychometric studies of indicators

feedback from National Focus Group Workshops

survey of pre-service, in-service teachers and teacher educators

- **7** Domains
- **37** Strands
- **37** Indicators
- **4** Career Stages

CAREER STAGES

- **Beginning Teachers** have gained the qualifications recognized for entry into the teaching profession.
- **Proficient Teachers** are professionally independent in the application of skills vital to the teaching and learning process.
- **Highly Proficient Teachers** are accomplished practitioners who mentor and work collegially with other staff.
- **Distinguished Teachers** are exemplary teachers who have developed skills to lead colleagues in promoting quality learning.

Tools based on the Philippine Professional Standards for Teachers
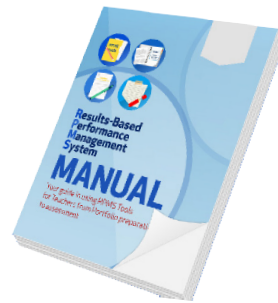
Results-Based Performance Management System (RPMS) Tools for Teachers

Classroom Observation Tools (COT)

Self-Assessment Tools (SAT)

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to leadership in the professsion

from undergraduate preparation

PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS

Primer

Australian Aid

une University of New England

SiMERR

Rationale

- make a positive contribution to raising the status of teacher quality in the country
- provide an equivalent supportive focus on teacher quality to complement the K to 12 Reform process
- provide DepED with a more clearly defined instrument of educational reform, one that is sensitive to the continuum of teachers' professional practice
- provide teachers with a framework that reflects both the directions of the K to 12 Reform, and the views and career aspirations of teachers, while at the same time being cognizant of the evolving demands of teachers in the 21st century.

Finalization of the Philippine Professional Standards for Teachers

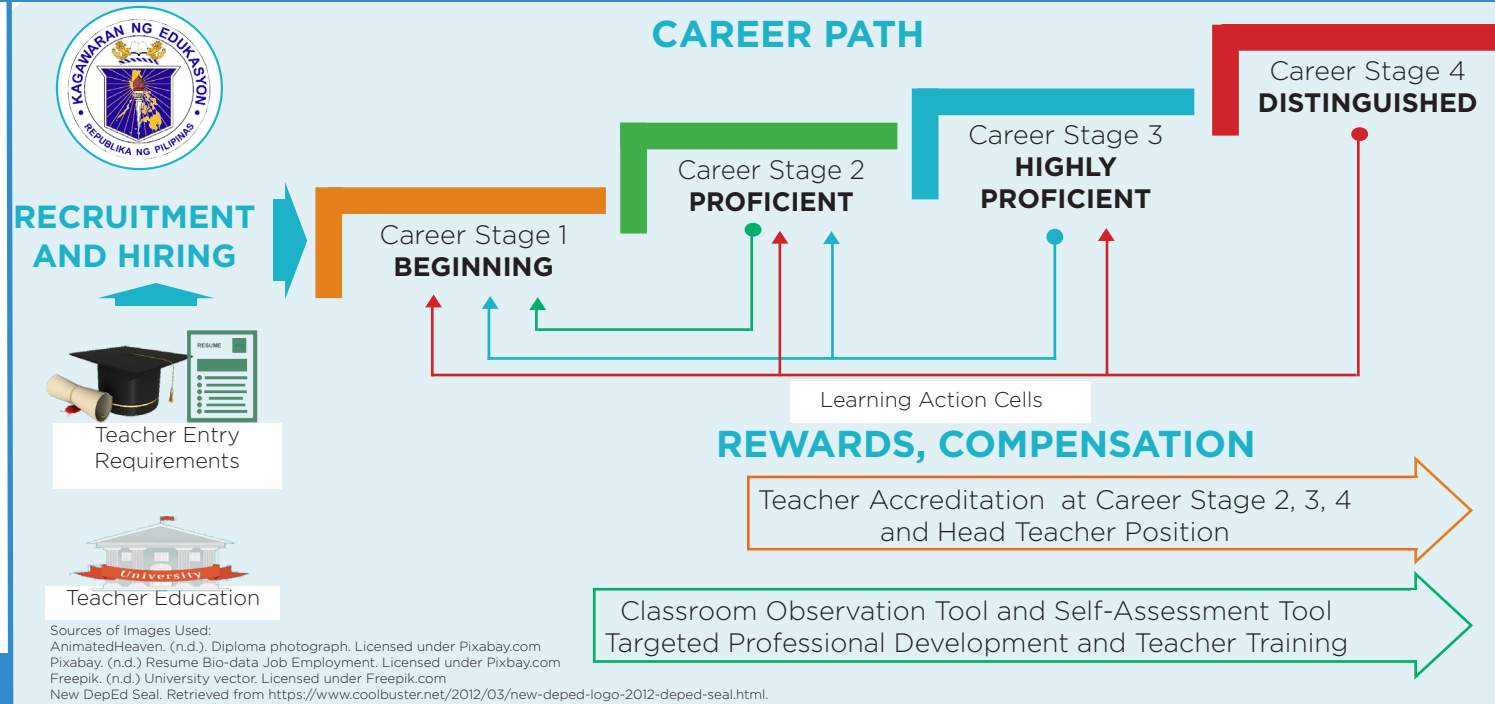(previously referred to as the Developmental-National Competency-based Teacher Standards or D-NCBTS)

organized by **Teacher Education Council** through

DM-CI-2016-00114 Memorandum from the Office of DepED Undersecretary for Curriculum and Instruction

DepED Regional Directors, representatives from Central Office and selected teachers from different regions finalized the Philippine Professional Standards for Teachers on August 4-5, 2016.

Teacher Development Framework
based on the Philippine Professional Standards for Teachers

CAREER PATH

RECRUITMENT AND HIRING

Teacher Entry Requirements

Teacher Education

Career Stage 1 **BEGINNING**

Career Stage 2 **PROFICIENT**

Career Stage 3 **HIGHLY PROFICIENT**

Career Stage 4 **DISTINGUISHED**

Learning Action Cells

REWARDS, COMPENSATION

Teacher Accreditation at Career Stage 2, 3, 4 and Head Teacher Position

Classroom Observation Tool and Self-Assessment Tool Targeted Professional Development and Teacher Training
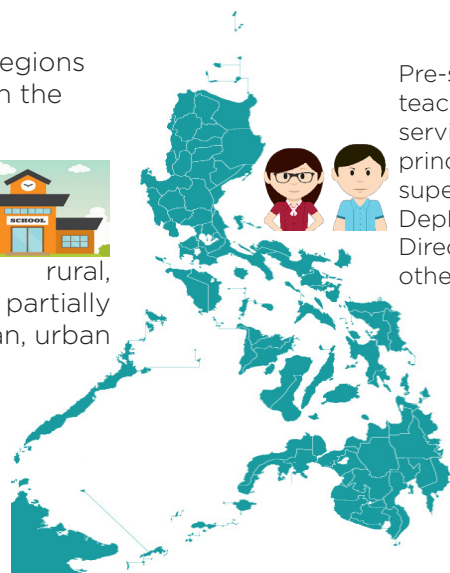
National Validation of the Professional Standards

17 regions in the rural, partially urban, urban

Pre-service teachers, in-service teachers, principals, supervisors, DepED Regional Directors and other educators

Domains of the Philippine Professional Standards for Teachers

Domain 1 Content Knowledge and Pedagogy
Know what to teach and how to teach it

Domain 2 Learning Environment
Maintain a learning-focused environment

Domain 3 Diversity of Learners
Respond to learner diversity

Domain 4 Curriculum and Planning
Plan and design effective instruction

Domain 5 Assessment and Reporting
Use a variety of assessment tools to inform and enhance teaching-learning process

Domain 6 Community Linkages and Professional
Establish school-community relationships and uphold professional ethics

Domain 7 Personal Growth and Professional Development
Engage in professional reflection and personal professional learning