


☐

I'm not robot


reCAPTCHA

Continue

Ppst vs ncbs pdf

What is ncbs and ppst. Difference between ncbs and ppst. What is ncbs. Ncbs vs ppst pdf.



Why ncbs change to ppst.

August 11, 2017 DepEd Order No. 42, s.



Prepared by: Maricel Manalo-Pines
EDUC 212 Module 3 Presentation
WVSU UDEP - DIT Modklat, Summer 2019

Introduction

The Teacher Education and Development Program (TEDP) was conceived for the improvement of both pre-service and in-service teacher education and to advocate a greater format partnership between the following:

- Commission on Higher Education (CHED)
- Teacher Education Institutes (TEIs)
- Philippine Regulatory Commission (PRC)
- Department of Education (DepEd)
- Civil Service Commission (CSC)

One key element of TEDP is the establishment of NCBTS in order for teachers to have standards in carrying out a satisfactory performance of their roles and responsibilities. What is expected of the teacher in the classroom and in the community is basically spelled out in the NCBTS.

What does NCBTS stand for?

The National Competency-Based Teacher Standards (NCBTS) is an integrated theoretical framework that defines the different dimensions of effective teaching. Where effective teaching means being able to help all types of students learn the different learning goals in the curriculum.

The NCBTS is a set of competencies (behaviors, attitudes, and skills) that each teacher must possess to function effectively and satisfactorily. These are standards of good teaching in the Philippines that consist of **7 domains**, **21 strands** and **80 performance indicators**.

How Does the NCBTS Define Good Teaching?

- Domains:** a distinctive sphere of the teaching learning process, and also a well-defined arena for demonstrating positive teacher practices.
- Strands:** specific dimensions of positive teacher practices under the broad conceptual domain.
- Performance Indicators:** are concrete, observable, and measurable teacher behavior, actions, habits, actions, routines, and practices known to create, facilitate, and support enhanced student learning.

Why is NCBTS Important?

- Provides a single framework that define effective teaching in all aspects of a teacher's professional life & in all phases of teacher development
- Minimize confusion about what effective teaching is
- Provides a better guide for all teacher development programs & projects from the school-level up to the national level

2017 NATIONAL ADOPTION AND IMPLEMENTATION OF THE PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS The 7 Domains collectively comprise 37 strands that refer to more specific dimensions of teacher practices. Domain 1, Content Knowledge and Pedagogy, is composed of seven strands: Domain 2, Learning Environment, consists of six strands: Domain 3, Diversity of Learners, consists of five strands: Domain 4, Curriculum and Planning, includes five strands: Domain 5, Assessment and Reporting, is composed of five strands: Domain 6, Community Linkages and Professional Engagement, consists of four strands: Domain 7, Personal Growth and Professional Development, contains five strands: Career stages Domains/ Strands/ Indicators for Different Career Stages NATIONAL ADOPTION AND IMPLEMENTATION OF THE PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS To: Undersecretaries Assistant Secretaries Bureau and Service Directors Regional Directors Schools Division Superintendents Public and Private Elementary and Secondary Schools Heads All Others Concerned 1. In line with the new professional standards for teachers, the Department of Education (DepEd), through the Teacher Education Council (TEC), issues this DepEd Order entitled National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST). 2. The DepEd recognizes the importance of professional standards in the continuing professional development and advancement of teachers based on the principle of lifelong learning. It is committed to supporting teachers, and taking cognizance of unequivocal evidence that good teachers are vital to raising student achievement. Quality learning is the improvements and call for the rethinking of the National Competency-Based Teacher Standards (NCBTS); hence, the development of the PPST. 4. The PPST aims to: a. set out clear expectations of teachers along well-defined career stages of professional development from beginning to distinguished practice; b. engage teachers to actively embrace a continuing effort in attaining proficiency; and c. apply a uniform measure to assess teacher performance, identify needs, and provide support for professional development. 5. The PPST shall be used as a basis for all learning and development programs for teachers to ensure that teachers are properly equipped to effectively implement the K to 12 Program. It can also be used for the selection and promotion of teachers. All performance appraisals for teachers shall be based on this set of standards. 6. The regional offices shall be supported by their training and development personnel to organize and orient all the schools divisions within their jurisdiction for the PPST. In addition, it shall take charge of the monitoring and evaluation at the division level implementation. The schools division office shall have the same functions and responsibilities in the school districts and secondary schools. 7. Reporting of the orientation and related activities shall be done by the regional office to the Office of the Secretary through the Teacher Education Council. 8.



Immediate dissemination of and strict compliance with this Order is directed. LEONOR MAGTOLIS BRIONES Secretary INTRODUCTION Role of teachers Teachers play a crucial role in nation building. Through quality teachers, the Philippines can develop holistic learners who are steeped in values, equipped with 21st century skills, and able to propel the country to development and progress. This is in consonance with the Department of Education vision of producing: "Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation" (DepED Order No. 36, s. 2013). Evidences show unequivocally that good teachers are vital to raising student achievement, i.e., quality learning is contingent upon quality teaching. Hence, enhancing teacher quality becomes of utmost importance for long-term and sustainable nation building. The changes brought about by various national and global frameworks such as the K to 12 Reform and the ASEAN integration, globalization, and the changing character of the 21st century learners necessitate improvement and adaptability of education, and a call for the rethinking of the current teacher standards. Professional standards for teachers The Philippine Government has consistently pursued teacher quality reforms through a number of initiatives. As a framework of teacher quality, the National Competency-Based Teacher Standards (NCBTS) was institutionalized through CHED Memorandum Order No. 52, s. 2007 and DepED Order No. 32, s. 2009. It emerged as part of the implementation of the Basic Education Sector Reform Agenda (BESRA), and was facilitated by drawing on the learning considerations of programs, such as the Basic Education Assistance for Mindanao (BEAM), the Strengthening Implementation of Visayas Education (STRIVE) project and the Third Elementary Education Project (TEEP). The K to 12 Reform (R.A. 10533) in 2013 has changed the landscape of teacher quality requirements in the Philippines.

WHAT IS NCBTS?

- The NCBTS is an integrated theoretical framework that defines the different dimensions of effective teaching,
- where effective teaching means being able to help all types of students learn the different learning goals in the curriculum.

The reform process warrants an equivalent supportive focus on teacher quality - high quality teachers who are properly equipped and prepared to assume the roles and functions of a K to 12 teacher. The Philippine Professional Standards for Teachers, which is built on NCBTS, complements the reform initiatives on teacher quality from pre-service education to in-service training. It articulates what constitutes teacher quality in the K to 12 Reform through well-defined domains, strands, and indicators that provide measures of professional learning, competent practice, and effective engagement. This set of standards makes explicit what teachers should know, be able to do and value to achieve competence, improved student learning outcomes, and eventually quality education. It is founded on teaching philosophies of learner-centeredness, lifelong learning, and inclusivity/inclusiveness, among others. The professional standards, therefore, become a public statement of professional accountability that can help teachers reflect on and assess their own practices as they aspire for personal growth and professional development. Teacher quality in the Philippines The Philippine Professional Standards for Teachers defines teacher quality in the Philippines.

Based on DepEd Order No. 8, s. 2015, there are only two types of classroom assessment, namely, formative and summative. Formative assessment already covers diagnostic assessment. Differentiated Teaching/Teaching-learning processes involving a wide variety of texts, tasks, processes and products suited to the various learning needs of diverse students Domain/Broad conceptual sphere of teaching and learning practices defined by specific strands in the set of professional standards for teachers Formative assessment Refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessments help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support. (Please also refer to DepEd Order No. 8, s. 2015, p. 2 on its 3-paragraph definition.) Higher Order Thinking Skills/Complex thinking processes which include logical and critical analysis, evaluation and synthesis thinking that enable individuals to reflect, solve problems and create products/solutions Indicators/Concrete, observable and measurable teacher behaviors/practices covered in every strand in the set of professional standards for teachers Indigenous groups/People who have, under claims of ownership since time immemorial, occupied, possessed and utilized ancestral territories, shared common bonds of language, customs, traditions, and other unique cultural traits (RA 8371: IPRA) Learner Attainment Data/Evidence of learning, progress or achievement in learner performance reflected in various assessment results, portfolios, class records and report cards Learner interests/Pertain to student's personal preferences, likes or dislikes, which must be considered in the teaching/learning process. The first step to differentiate for interests is to find out what learners care about and like to do. Learner needs/Refer to an observable gap between the learner's present knowledge or competence and the curriculum standard identified as necessary for the grade level. Learner needs may be identified through a variety of means, such as through direct observation, interviews, or other involvement in which learning takes place, whether it occurs in traditional academic settings (classrooms) or nontraditional settings (outside of school locations, outdoor environments), or whether it includes traditional educational interactions (students learning from teachers and professors) or nontraditional interactions (students learning through games and interactive software applications). Learning Focused/Instructional and assessment strategies that target meaningful learning Learning goals/Refer to long-term objectives to learn new skills, master new tasks, or understand new things. They refer to specific knowledge, skills, attitudes and values stated as curriculum competencies that children must develop as a result of the teaching-learning process Learning Outcomes/Products and performance targets through which students demonstrate the knowledge, skills and attitudes they have learned Learning Programs/Organized and sequenced set of strategies, activities and tasks that effect learning Learning/Teaching Contexts/Teaching/learning situations and all the circumstances in which learners learn from instruction Local curriculum/Educational curriculum content that is informed by and responsive to the "cultural and socioeconomic realities" (UNESCO, 2012: 31) of local populations in order to engage students in the learning process Mother tongue/The native language or the first language the learner learns as a child National curriculum/Subjects or topics taught in schools as prescribed by the Department of Education Non-verbal communication strategies/Communication that does not involve the use of words, e.g., facial expressions, gestures, and tone of voice Non-violent discipline/A form of discipline that avoids the use of punishment such as spanking, verbal abuse and humiliation (see Positive discipline) Numeracy and literacy skills/Reading, writing, and mathematical skills needed to cope with everyday life Philosophy of teaching/Teachers' views, understandings and conceptualization of teaching and learning Physical space/physical learning environment/Any area conducive to learning which usually includes a safe classroom with appropriate devices for teaching and learning Positive discipline/Non-violent, respectful and diplomatic means of disciplining a learner or managing learner behavior through dialogue and counseling instead of punishment (see Non-violent discipline) Positive use of ICT/Responsible, ethical or appropriate use of ICT to achieve and reinforce learning Professional collaboration/Teachers working together with colleagues and other stakeholders to enrich the teaching-learning practice Professional learning/Anything that teachers and educators do every day, as they reflect on their professional practice, work together and share ideas, and strive to improve learner outcomes. Professional network/Refers to the connected community of educators, which may also be an online community like LinkedIn among others. This is a vibrant, ever-changing group of connections with which teachers go to share and learn. These groups may be formal or informal, and may be based on values, passions, and areas of expertise. Professional reflection/Refers to the teacher's capacity to reflect in action (while teaching) and on action (after teaching), which is an integral part of the teacher's professional development. Public domain/Information that is not owned by any individual or organization and is available for use by all people. Public domain information is not subject to copyright and is free to use. Public domain knowledge/Information that is not owned by any individual or organization and is available for use by all people. Public domain knowledge is not subject to copyright and is free to use. Research-based knowledge/Information, knowledge or data acquired through systematic investigation and logical study School/learning/community context/See learning context Strand/More specific dimensions of teacher practice under every domain in the set of professional standards for teachers Summative assessment/Used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, quarter, semester, program, or school year. (Please also refer to DepEd Order No. 8, s. 2015, pp. 2-3 for additional description of summative assessment.) Teaching and learning resources/Teaching aids and other materials that teachers use not only to enhance teaching and learning but also to assist learners to meet the expectations for learning as defined by the curriculum. Verbal communication strategies/Oral or spoken means of transmitting information and meaning Virtual space/The online environment like the social media where people can interact Wider school community/Refers to both internal and external stakeholders Walk-through Philippine Professional Standards for Teachers (PPST) Powerpoint Presentation by Margarita L. Galias - Download at TeacherPH Facebook Group