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What is nobts and ppst. Difference between nobts and ppst. What is nobts. Nobts vs ppst pdf.



Why nobts change to ppst.

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



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

How Does the NCBTS Define Good Teaching?

- ✓ Domains: a distinctive sphere of the teaching learning process, and also a welldefined 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 behaviors, actions, habits, actions, routines, and practices known to create, facilitate, and support enhanced student learning.

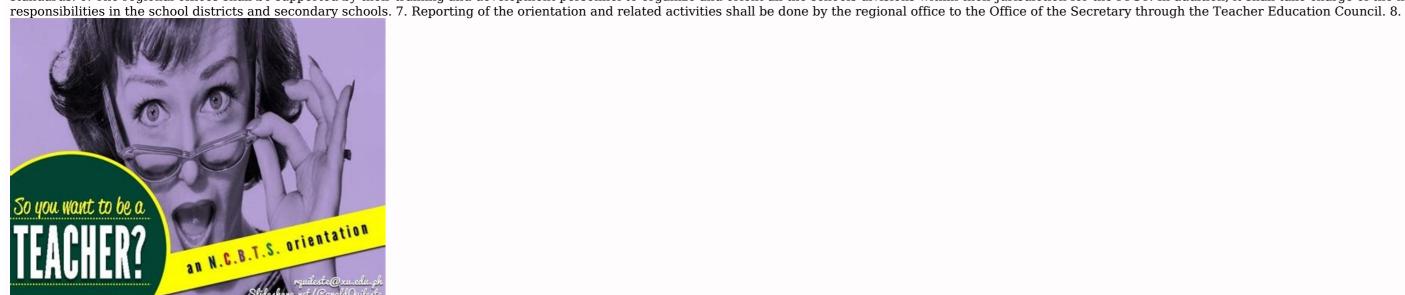
Why is NCBTS Important?

school-level up to the national level

- 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

2017 NATIONAL ADOPTION AND IMPLEMENTATION OF THE PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERSThe 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 5, Assessment and Reporting, is composed of 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, and taking cognizance of unequivocal evidence that good teachers are vital to raising student achievement. Quality learning is contingent upon quality teaching. Hence, enhancing teacher quality becomes of utmost importance for long term and sustainable nation building. 3. The changes brought about by various national and global frameworks such as the K to 12 Reform, ASEAN Integration, globalization, and the changing character of the 21st century learners necessitate 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 division swithin 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

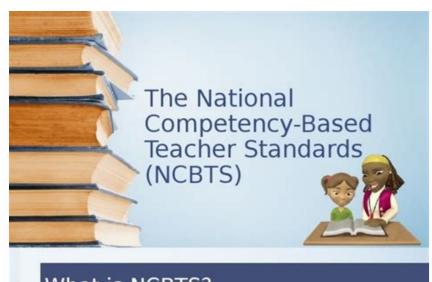


Immediate dissemination of and strict compliance with this Order is directed. LEONOR MAGTOLIS BRIONES Secretary INTRODUCTION Role of teachers the Philippines can develop holistic learners who are steeped in values, equipped with 21st century skills, and able to propel the country to development and progress. 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 the changing character of the 21st century learners necessitate improvement and adaptability of education, and the changing character of the 21st century learners necessitate improvement and adaptability of education, and the changing character of the 21st century learners necessitate improvement and adaptability of education, and the changing character of the 21st century learners necessitate improvement and adaptability of education, and the changing character of the 21st century learners necessitate improvement and adaptability of education, and the changing character of the 21st century learners necessitate improvement and adaptability of education, and the changing character of the 21st century learners necessitate improvement and adaptability of education, and the changing character of the 21st century learners necessitate improvement and adaptability of education, and the changing character of the 21st century learners necessitate improvement and adaptability of education, and the changing character of the 21st century learners necessitate improvement and adaptability of education and the changing character of the 21st century learners necessitate improvement and adaptability of education and the changing character of the 21st century learners necessitate improvement and adaptability of education and the changing character of the 21st century learners necessitate improvement and adaptability of education and the changing character of the 21st century learners necessitate improvement and adaptability of education and the changing character of the 21st century learners necessitate in the 21st century learners necessita 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. 52, 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 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 Ph



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.

Why do we need NCBTS?

Provides a single framework that define

The standards describe the expectations of teachers' increasing levels of knowledge, practice and professional engagement. At the same time, the standards allow for teachers' growing understanding, applied with increasing sophistication across a broader and more complex range of teaching/learning situations. The following describes the breadth of 7 Domains that are required by teachers to be effective in the Philippines. Quality teachers in the Philippines need to possess the following characteristics: recognize the importance of mastery of content knowledge and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding of the application of theories and principles of teaching and learning. They apply developmentally appropriate and meaningful pedagogy grounded on content knowledge and current research. They display proficiency in Mother Tongue, Filipino and English to facilitate the teaching and learning process, as well as exhibit the needed skills in the use of communication strategies, teaching strategies and technologies to promote learning environments that are safe, secure, fair and supportive in order to promote learning environments that are safe, secure, fair and supportive in order to promote learning environments that are safe, secure, fair and supportive in order to promote learning environments that are safe, secure, fair and supportive in order to promote learning environments that are safe, secure, fair and supportive in order to promote learning environments that are safe, secure, fair and supportive in order to promote learning environments that are safe, secure, fair and supportive in order to promote learning environments that are safe, secure, fair and supportive in order to promote learning environments that are safe, secure, fair and supportive in order to promote learning environments that are safe, secure, fair and supportive in order to promote learning environments that are safe, secure, fair and supportive in order to promote learning environments that are safe, secure, fair and supportive in order to promote learning environments that are safe, secure, fair and supportive in order to promote learning environments that are safe, secure, fair and supportive in order to promote learning environments that are safe, secure, fair and supportive in order to promote learning environments. and virtual space. They utilize a range of resources and provide intellectually challenging and stimulating activities to encourage constructive classroom interactions geared towards the attainment of high standards of learning environments that are responsive to learner diversity. They respect learners' diverse characteristics and experiences as inputs to the planning and design of learning opportunities. They encourage the celebration of diversity in the classroom and the need for teaching practices that are differentiated to encourage all learners to be successful citizens in a changing local and global environment. interact with the national and local curriculum requirements. They translate curriculum content into learning activities that are relevant to learners and based on the principles of effective teaching and learning. They apply their professional knowledge to plan and design, individually or in collaboration with colleagues, well-structured and sequenced lessons that are contextually relevant, responsive to learners' needs and incorporate a range of teaching and achievement. apply a variety of assessment tools and strategies in monitoring, evaluating, documenting and reporting learners' needs, progress and achievement. They use assessment data in a variety of ways to inform and enhance the teaching and learning process and programs. They provide learners with the necessary feedback about learning outcomes that informs the reporting cycle and enables teachers to select, organize and use sound assessment processes. establish school-community partnerships aimed at enriching the learning environment, as well as the community's engagement in the educative process. They identify and respond to opportunities that link teaching and learning in the classroom to the experiences, interests and aspirations of the wider school community and other key stakeholders. They understand and fulfill their obligations in upholding professional ethics, accountability and transparency to promote professional and harmonious relationships with learners, parents, schools and the wider community. value personal growth and professional development and exhibit high personal growth and professional development and exhibit high personal regard for the professional and the wider community. and integrity. They value personal and professional reflection and learning to improve their practices. They assume responsibility for personal growth and professional development for lifelong learning. 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: Content knowledge and principles of teaching and learning Positive use of ICT Strategies for promoting literacy and numeracy Strategies for developing critical and creative thinking, as well as other higher-order thinking skills Mother Tongue, Filipino and English in teaching and learning Environment, consists of six strands: Learner safety and security Fair learning Environment, consists of six strands: Learner participation Promotion of purposive learning Management of learner behavior Domain 3, Diversity of Learners from indigenous groups Domain 4, Curriculum talents Learners in difficult circumstances Learners from indigenous groups Domain 4, Curriculum and Planning, includes five strands: Planning and learning process Learning process Learning outcomes aligned with learning process Learning process Learning outcomes aligned with learning process Learning outcomes aligned with learning process Learning process Learning process Learning outcomes aligned with learning process Le composed of five strands: Design, selection, organization and utilization of assessment strategies Monitoring and evaluation of learner needs, progress and achievement to key stakeholders Use of assessment data to enhance teaching and learning practices and programs Domain 6, Community Linkages and Professional Engagement, consists of four strands: Establishment of learning environments that are responsive to community in the educative process Professional ethics School policies and procedures Domain 7, Personal Growth and Professional Development, contains five strands: Philosophy of teaching Dignity Dignit Anchored on the principle of lifelong learning, the set of professional standards for teachers recognizes the significance of a standards framework that articulates developmental progression as teachers develop, refine their practice and respond to the complexities of educational reforms. The following statements, which define the work of teachers at different career stages, make explicit the elements of high-quality teaching for the 21st century. They comprise descriptors that have been informed by teachers' understandings of what is required at each of the four Career Stages. The descriptors represent a continuum of development within the profession by providing a basis for attracting, preparing, developing and supporting teachers. Career Stage 1 or Beginning Teachers have gained the qualifications recognized for entry into the teaching profession. They have a strong understanding of the subjects/areas in which they are trained in terms of content knowledge and pedagogy. They possess the requisite knowledge, skills and values that support the teaching and learning process. They manage learning programs and have strategies that promote learning based on the learning needs of their students. They seek advice from experienced colleagues to consolidate their teaching practice. Career Stage 2 or Proficient Teachers are professionally independent in the application of skills vital to the teaching process. They provide focused teaching programs that meet curriculum and assessment requirements.

Career Stage 3 or Highly Proficient Teachers consistently display a high level of performance in their teaching and learning process.

They have high education-focused situation cognition, are more adept in problem solving and optimize opportunities gained from experience. Career Stage 3 Teachers work collaboratively with colleagues and provide them support and mentoring to enhance their learning and practice. They continually seek to develop their professional knowledge and practice by reflecting on their own needs, and those of their colleagues and students. Career Stage 4 or Distinguished Teachers embody the highest standard for teaching grounded in global best practices. They exhibit exceptional capacity to improve their own teaching practice and that of others. They are recognized as leaders in education, contributors to the profession and initiators of collaborations and partnerships. They create lifelong impact in the lives of colleagues, students and others. They exhibit commitment to inspire the education community and stakeholders for the improvement of education provision in the Philippines. Domains/ Strands/ Indicators for Different Career Stages Domain 1 recognizes the importance of teachers' mastery of content knowledge and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding

They display skills in planning, implementing, and managing learning programs. They actively engage in collaborative learning with the professional community and other stakeholders for mutual growth and advancement. They are reflective practitioners who continually consolidate the knowledge, skills and practices of Career Stage 1 teachers.

of the application of theories and principles of teaching and learning. This Domain encompasses teachers' ability to apply developmentally appropriate and meaningful pedagogy grounded on content knowledge and current research. It takes into account teachers' proficiency in Mother Tongue, Filipino and English in the teaching and learning process, as well as needed skills in the use of communication strategies, teaching strategies, and technologies to promote high-quality learning outcomes. StrandsBeginning TeachersProficient TeachersPr curriculum teaching areas.1.1.2 Apply knowledge within and across curriculum teaching areas.1.1.4 Model exemplary practice to improve the applications of content knowledge within and across curriculum teaching areas. Strand 1.2 Research-based knowledge and principles of teaching and learning 1.2.1 Demonstrate an understanding of research-based knowledge and principles of teaching and learning to enhance professional practice. 1.2.3 Collaborate with colleagues in the conduct and application of research to enrich knowledge of content and pedagogy. 1.2.4 Lead colleagues in the advancement of the art and science of teaching based on their comprehensive knowledge of research and pedagogy. Strand 1.3 Positive use of ICT to facilitate the teaching and learning process. 1.3.2 Ensure the positive use of ICT to facilitate the teaching and learning process. 1.3.3 Promote effective strategies in the positive use of ICT to facilitate the teaching and learning process. 1.3.4 Mentor colleagues in the implementation of policies to ensure the positive use of ICT within or beyond the school. Strand 1.4 Strategies for promoting literacy and numeracy 1.4.1 Demonstrate knowledge of teaching strategies that promote literacy and numeracy skills, 1,4,2 Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills, 1,4,2 Use a range of teaching strategies that enhance learner achievement in literacy and numeracy, 1,4,4 Model a comprehensive selection of effective teaching strategies that promote learner achievement in literacy and numeracy. Strand 1.5 Strategies for developing critical and creative thinking, as well as other higher-order thinking skills.1.5.1 Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills. 1.5.4 Lead colleagues in reviewing, modifying and expanding their range of teaching strategies that promote critical and creative thinking, as well as other higher-order thinking skills. Strand 1.6 Mother Tongue, Filipino and English to facilitate teaching and learning 1.6.2 Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning.1.6.3 Model and support colleagues in the proficient use of Mother Tongue, Filipino and English to improve teaching and learning, as well as to develop the learners' pride of their language, heritage and culture.1.6.4 Show exemplary skills in and advocate the use of Mother Tongue, Filipino and English in teaching and learning to facilitate the learners' language, cognitive and academic development and to foster pride of their language, heritage and culture. Strand 1.7 Classroom communication strategies that support learner understanding, participation, engagement and achievement.1.7.2 Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement.1.7.3 Display a wide range of effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement.1.7.4 Exhibit exemplary practice in the use of effective verbal and non-verbal classroom communication strategies to support learning Environment Domain 2 highlights the role of teachers to provide learning environments that are safe, secure, fair and supportive in order to promote learner responsibility and achievement. This Domain centers on creating an environment that is learning-focused and in which teachers to utilize a range of resources and provide intellectually

challenging and stimulating activities to encourage constructive classroom interactions geared towards the attainment of high standards of learning.

StrandsBeginning TeachersProficient TeachersDistinguished Teachers Strand 2.1 Learner safety and security 2.1.1 Demonstrate knowledge of policies, guidelines and procedures that provide safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures. 2.1.4 Apply comprehensive knowledge of and at as a resource person for, policies, guidelines and procedures that relate to the implementation of safe and secure learning environments for learning environments for learning environments that promote fairness, respect and care to encourage learning. 2.2.2 Maintain learning environments that promote fairness, respect and care to encourage learning. 2.2.4 Advocate and facilitate the use of effective practices to foster learning environments that promote fairness, respect and care to encourage learning. Strand 2.3 Management of classroom structure and activities within the available physical learning environments. 2.3.2 Wanage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments. 2.3.4 Model exemplary practices in the management of classroom structure and activities within a range of physical learning environments. 2.3.4 Model exemplary practices in the management of classroom structure and activities within a range of physical learning environments. 2.3.4 Model exemplary practices in the management of classroom structure and activities within a range of physical learning environments. 2.3.4 Model exemplary practices in the management of classroom structure and activities within a range of physical learning environments. 2.3.4 Model exemplary practices in the management of classroom structure and activities and lead colleagues at the whole-school level to review and evaluate their p

Strand 2.4 Support for learner participates, cooperate and inspire learner participates, cooperate and inspire learner participate, cooperate and collaborate in continued learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning environments that nurture and inspire learners to work productively per assuming responsibility for their own learning 2.4.4 Facilitate processes to review the effectiveness of the school's learning environments that motivate learners to work productively by assuming responsibility for their own learning 2.5.2 Apply a range of successful strategies that maintain learning environments that effectively motivate learners to work productively by assuming responsibility for their own learning 2.5.4 Lead and empower colleagues in promoting learning environments that effectively motivate learners to work productively by assuming responsibility for their own learning. Strand 2.6 Management of learner behavior 2.6.1 Demonstrate knowledge of positive and non-violent discipline in the management of learner behavior 2.6.2 Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments. 2.6.4 Provide leadership in applying a wide range of strategies in the implementation of positive and non-violent discipline policies/procedures to ensure learning-focused environments. Domain 3. Diversity of Learners Domain 3 emphasizes the central role of teachers in establishing learning environments that are responsive to learner diversity. This Domain underscores the importance of teachers' fiverse characteristics and experiences as inputs to the planning and design of learning apportunities of teachers' from the cachers' fr

stated 3.5 bearings with disabilities, giftedness and talents.3.3.4 Dearners with disabilities, giftedness and talents.3.3.5 Assist to difficult circumstances and talents.3.3.4 Assist to difficult circumstances and talents.3.3.5 Assist to difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.3.4.2 Palanand calcumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.3.4.2 Palanand calcumstances, incl

learning process to meet curriculum requirements.4.1.2 Plan, manage and implement developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts. 4.1.4 Model exemplary practice and lead colleagues in enhancing outcomes that are aligned with learning competencies.4.2.2 Set achievable and appropriate learning outcomes that are aligned with learning competencies to cultivate a culture of excellence for all learners.4.2.4 Exhibit high-level skills and lead in setting achievable and challenging learning outcomes that are aligned with learning programs 4.3.1 Demonstrate knowledge in the implementation of relevant and responsive learning programs 4.3.2 Adapt and implement learning programs that ensure relevance and responsiveness to the needs of all learners. 4.3.3 Work collaboratively with colleagues to evaluate the design and implementation of relevant and responsive learning programs that develop the knowledge and skills of learners at different ability levels. Strand 4.4 Professional collaboration to enrich teaching practice.4.4.2 Participate in collegial discussions that use teacher and learner feedback to enrich teaching practice.4.4.3 Review with colleagues, teacher and learning resources including ICT4.5.1 Show skills in the selection, development and use of a variety of teaching practice. Strand 4.5 Teaching practice including ICT4.5.1 Show skills in the selection, development and use of a variety of teaching practice. and learning resources, including ICT, to address learning goals.4.5.2 Select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals.4.5.3 Advise and guide colleagues in the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address learning goals.4.5.3 Advise and guide colleagues in the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address learning goals.4.5.3 Advise and guide colleagues in the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address learning goals.4.5.3 Advise and guide colleagues in the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address learning goals.4.5.3 Advise and guide colleagues in the selection, organization, development and use of appropriate teaching and learning goals.4.5.3 Advise and guide colleagues in the selection, organization, development and use of appropriate teaching and learning goals.4.5.3 Advise and guide colleagues in the selection, organization, development and use of appropriate teaching goals.4.5.3 Advise and guide colleagues and guide co specific learning goals.4.5.4 Model exemplary skills and lead colleagues in the development and evaluation of teaching and learning resources, including ICT, for use within and beyond the school. Domain 5. Assessment and Reporting Domain 5 relates to processes associated with a variety of assessment tools and strategies used by teachers in monitoring, evaluating, documenting and reporting learners' needs, progress and achievement. This Domain concerns the use of assessment data in a variety of ways to inform and enhance the teaching and learning process and programs. It concerns the use of assessment data in a variety of ways to inform and enhance the teaching and learning process and programs. informs the reporting cycle and enables teachers to select, organize and use sound assessment processes. StrandsBeginning TeachersProficient TeachersProficient TeachersProficient Teachers to select, organization and utilization of assessment strategies 5.1.1 Demonstrate knowledge of the design, selection, organization and use of diagnostic, formative and summative assessment strategies consistent with curriculum requirements. 5.1.2 Design, select, organize and use diagnostic, formative assessment strategies consistent with curriculum requirements. 5.1.2 Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements. organization and use of a range of effective diagnostic, formative and summative assessment policies and guidelines that relate to the design, selection, organization and use of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements.5.1.4 Lead initiatives in the evaluation of assessment policies and guidelines that relate to the design, selection, organization and use of effective diagnostic, formative and summative assessment policies and guidelines that relate to the design, selection, organization and use of effective diagnostic, formative and summative assessment policies and guidelines that relate to the design, selection, organization and use of effective diagnostic, formative and summative assessment policies and guidelines that relate to the design, selection, organization and use of effective diagnostic, formative and summative assessment policies and guidelines that relate to the design, selection, organization and use of effective diagnostic, formative and summative assessment policies and guidelines that relate to the design and the policies and guidelines that relate to the design and guidelines that r consistent with curriculum requirements. Strand 5.2 Monitoring and evaluation of learner progress and achievement using learner attainment data. 5.2.3 Interpret collaboratively monitoring and evaluation strategies of attainment data to support learner progress and achievement. 5.2.4 Provide advice on, and mentor colleagues in the effective analysis and use of learner attainment data. Strand 5.3 Feedback to improve learning 5.3.1 Demonstrate knowledge of providing timely, accurate and constructive feedback to improve learner performance. 5.3.2 Use strategies for providing timely, accurate and constructive feedback to improve their own learning. 5.3.4 Exhibit exemplary skills and lead initiatives to support colleagues in applying strategies that effectively provide timely, accurate and constructive feedback to learner needs, progress and achievement to key stakeholders 5.4.1 Demonstrate familiarity with a range of strategies for communicating learner needs progress and achievement. 5.4.2 Communicate promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians. 5.4.3 Apply skills in the effective communication of learner needs, progress and achievement to key stakeholders, including parents/guardians. 5.4.3 Apply skills in the effective communication of learner needs, progress and achievement to key stakeholders, including parents/guardians. 5.4.3 Apply skills in the effective communication of learner needs, progress and achievement to key stakeholders, including parents/guardians. 5.4.3 Apply skills in the effective communication of learner needs, progress and achievement to key stakeholders, including parents/guardians. 5.4.3 Apply skills in the effective communication of learner needs, progress and achievement to key stakeholders, including parents/guardians. 5.4.4 Share with colleagues a wide range of the communication of learner needs, progress and achievement to key stakeholders, including parents/guardians. 5.4.5 Apply skills in the effective communication of learner needs, progress and achievement to key stakeholders, including parents/guardians. 5.4.5 Apply skills in the effective communication of learner needs, progress and achievement to key stakeholders, including parents/guardians. strategies that ensure effective communication of learner needs, progress and achievement to key stakeholders, including parents/guardians. Strand 5.5 Use of assessment data to enhance teaching and learning practices and progress and achievement to key stakeholders, including parents/guardians. Strand 5.5 Use of assessment data to enhance teaching and learning practices and progress and achievement to key stakeholders, including parents/guardians. and programs. 5.5.2 Utilize assessment data to inform the modification of teaching and learning practices and programs to further support learner progress and achievement. 5.5.4 Lead colleagues to explore, design and implement effective practices and programs using information derived from assessment data. Domain 6. Community Linkages and Professional Engagement Domain 6 affirms the role of teachers in establishing school-community partnerships aimed at enriching the learning environment, as well as the community's engagement in the educative process. This Domain expects teachers to identify and respond to opportunities that link teaching and learning in the classroom to the experiences, interests and aspirations of the wider school community and other key stakeholders. It concerns the importance of teachers' understanding and fulfilling their obligations in upholding professional ethics, accountability and transparency to promote professional and harmonious relationships with learners, parents, schools and the wider community. Strands Beginning Teachers Proficient Teachers Proficient Teachers Strand 6.1 Establishment of learning environments that are responsive to community contexts. 6.1.2 Maintain learning environments

that are responsive to community contexts. 6.1.3 Reflect on and evaluate learning environments that are responsive to community contexts. Strand 6.2 Engagement of parents and the wider school community in the educative process 6.2.1 Seek advice concerning strategies that build relationships with parents/guardians and the wider school community to facilitate involvement in the educative process. 6.2.3 Guide colleagues to strengthen relationships with parents/guardians and the wider school community to maximize their involvement in the educative process. 6.2.4 Lead in consolidating networks that strengthen relationships with parents/guardians and the wider school community to maximize their involvement in the educative process. 6.2.4 Lead in consolidating networks that strengthen relationships with parents/guardians and the wider school community to maximize their involvement in the educative process. 6.2.4 Lead in consolidating networks that strengthen relationships with parents/guardians and the wider school community to maximize their involvement in the educative process. 6.2.4 Lead in consolidating networks that strengthen relationships with parents/guardians and the wider school community to maximize their involvement in the educative process. 6.2.3 Guide colleagues to strengthen relationships with parents/guardians and the wider school community to maximize their involvement in the educative process. 6.2.3 Guide colleagues to strengthen relationships with parents/guardians and the wider school community to maximize their involvement in the educative process. 6.2.4 Lead in consolidating networks that strengthen relationships with the responsibilities and procedures to fexisting and procedures to fexisting and procedures to fexisting and procedures to fexisting and procedures to foster harmonious relationships with learners, parents and other stakeholders. 6.4.2 Evaluate existing school policies and procedures to foster harmonious relationships with learners, parents and other stakeholders. 6.4.2 Evaluate exi

Personal Growth and Professional Development Domain 7 focuses on teachers' personal growth and professional regard for the professional professional professional professional professional professional professional philosophy of teaching that is learner-centered teaching philosophy of teaching that is learner-centered teaching philosophy of teaching particles that stimulate colleagues to engage in further professional learning. Strand 7.2 Dignity of teaching as a profession of profession by exhibiting qualities such as carring attitude, respect and integrity. 7.2.3 Ideaching as a profession of the public of teaching as a profession by exhibiting qualities such as carring attitude, respect and integrity. 7.2.3 Personal professional profession of the public of teaching as a profession of the public of teaching and learning culture within the school. 7.4.2 Deputing the public of teaching as a profession of the public of teaching and learning culture within the school. 7.4.2 Deputing the professional professio

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 TeachingTeachingTeachingTeachingTeaching processes involving a wide variety of texts, tasks, processes and products suited to the various learning practices defined by specific strands in the set of professional standards for teachers Formative assessmentRefers to a wide variety of methods that teachers use to conduct in-process evaluations of 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 SkillsComplex thinking processes which include logical and critical analysis, evaluation and synthesis thinking that enable individuals to reflect, solve problems and create products/solutions IndicatorsConcrete, observable and measurable teacher behaviors/practices covered in every strand in the set of professional standards for teachers Indigenous groupsPeople 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 DataEvidence of learning, progress or achievement in learner interestsPertain to student's personal preferences, likes or dislikes, which must be considered in the teachinglearning process. The first step to differentiate for interests is to find out what learners care about and like to do. Learner needsRefer to an observable gap between the learners care about and like to do. Learner needsRefer to an observable gap between the learners care about and like to do. Learner needsRefer to an observable gap between the learners care about and like to do. Learner needsRefer to an observable gap between the learners care about and like to do. Learner needsRefer to an observable gap between the learners care about and like to do. Learner needsRefer to an observable gap between the learners care about and like to do. Learner needsRefer to an observable gap between the learners care about and like to do. Learner needsRefer to an observable gap between the learners care about and like to do. Learner needsRefer to an observable gap between the learners care about and like to do. Learner needsRefer to an observable gap between the learners care about and like to do. Learner needsRefer to an observable gap between the learners care about and like to do. Learner needsRefer to an observable gap between the learners care about and like to do. Learner needsRefer to an observable gap between the learners care about and like to do. Learner needsRefer to an observable gap between the learners care about and like to do. strengthsRefer to the learner's present knowledge or competence that helps him/her in meeting the standards identified. Learning experiencesRefer to any interaction, course, program, or other involvement in which learning takes place, whether it occurs in traditional academic settings (schools, classrooms) or nontraditional settings (outside-ofschool locations, outdoor environments), or whether it includes traditional interactions (students learning from teachers and professors) or nontraditional interactions (students learning from teachers and professors) or nontraditional interactions (students learning from teachers and professors) or nontraditional interactions (students learning from teachers and professors) or nontraditional interactions (students learning from teachers and professors) or nontraditional interactions (students learning from teachers and professors) or nontraditional interactions (students learning from teachers and professors) or nontraditional interactions (students learning from teachers and professors) or nontraditional interactions (students learning from teachers and professors) or nontraditional interactions (students learning from teachers and professors) or nontraditional interactions (students learning from teachers and professors) or nontraditional interactions (students learning from teachers and professors) or nontraditional interactions (students learning from teachers and professors) or nontraditional interactions (students learning from teachers and professors) or nontraditional interactions (students learning from teachers and professors) or nontraditional interactions (students learning from teachers and professors) or nontraditional interactions (students learning from teachers and professors) or nontraditional interactions (students learning from teachers and professors) or nontraditional interactions (students learning from teachers and professors) or nontraditional interactions (students learning from teachers and professors) or nontraditional interactions (students learning from teachers and professors) or nontraditional interactions (students learning from teachers and professors) or nontraditional interactions (students learning from teachers and professors) or nontraditional interactions (students learning from teachers and professors) or nontraditional interactions (students learning from teachers and goalsReflect 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 OutcomesProducts and performance targets through which students demonstrate the knowledge, skills and attitudes they have learning ProgramsOrganized and sequenced set of strategies, activities and tasks that effect learning Learning ContextsTeaching Context 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 learning process Mother tongue to engage students in the learning process Mother tongue to engage students in the learning process Mother tongue to engage students in the learning process Mother tongue to engage students in the learning process Mother tongue to engage students in the learning process Mother tongue to engage students in the learning process Mother tongue to engage students in the learning process Mother tongue to engage students in the learning process Mother tongue to engage students in the learning process Mother tongue to engage students in the learning process Mother tongue to engage students in the learning process Mother tongue to engage students in the learning process Mother tongue to engage students in the learning process Mother tongue to engage students in the learning process Mother tongue to engage students in the learning process Mother tongue to engage students in the learning process Mother tongue to engage students in the learning process Mother tongue to engage students in the learning process Mother tongue to engage students in the learning process Mother tongue to engage students in the learning process Mother tongue to engage to Education Non-verbal communication strategiesCommunication that does not involve the use of words, e.g., facial expressions, gestures, and tone of voice Non-violent discipline that avoids the use of punishment such as spanking, verbal abuse and humiliation (see Positive discipline) Numeracy and literacy skillsReading, writing, and mathematical skills needed to cope with everyday life Philosophy of teaching Teachers' views, understandings and conceptualization of teaching which usually includes a safe classroom with appropriate devices for teaching and learning Positive disciplineNon-violent, respectful and diplomatic means of disciplining a learner or managing learner behavior through dialogue and counseling instead of punishment (see Non-violent disciplining a learner or managing learner behavior through dialogue and counseling instead of punishment (see Non-violent disciplining a learner or managing learner behavior through dialogue and counseling instead of punishment (see Non-violent disciplining a learner or managing learner or managing learner behavior through dialogue and counseling instead of punishment (see Non-violent disciplining a learner or managing learner behavior through dialogue and counseling instead of punishment (see Non-violent disciplining a learner or managing learner behavior through dialogue and counseling instead of punishment (see Non-violent disciplining a learner or managing learner behavior through dialogue and counseling instead of punishment (see Non-violent disciplining a learner or managing learner behavior through dialogue and counseling instead of punishment (see Non-violent discipline) and the punishment (see Non-violent discipline) and the punishment (see Non-violent discipline) and the punishment (see Non-violent discipline) are set of the punishment (see Non-violent discipline) and the punishment (see Non-violent discipline) are set of the punishment (see Non-violent discipline) and the punishment (see Non-violent discipline) are set of the pu colleagues and other stakeholders to enrich the teaching-learning practice Professional learningSomething most 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 networkRefers 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 to which teachers go to share and learn. These groups reflect their values, passions, and areas of expertise. Professional reflection (while teaching) and on action (after teaching), which is an online community like LinkedIn among others. This is a vibrant, ever-changing group of connections to which teachers go to share and learn. important feature of professional development program for teachers. Professional standards for teachers public document that defines teacher quality through well-defined domains, strands, and indicators that provide measures of professional learning, competent practice, and effective engagement Purposive learning Knowledge and skills acquisition designed with a clear purpose, goal or objective in mind Research-based knowledge or data acquired through systematic investigation and logical study School/learning/community contextSee learning context StrandMore specific dimensions of teacher practice under every domain in the set of professional standards for teachers Summative assessmentUsed 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 resourcesTeaching 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 but also to assist learners to meet the expectation and meaning Virtual spaceThe

online environment like the social media where people can interact Wider school communityRefers 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