



PHILIPPINE NATIONAL RESEARCH CENTER FOR TEACHER QUALITY

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FREQUENTLY ASKED QUESTIONS on the *Philippine Professional Standards for Teachers*

General Information on Department Order No. 42, s. 2017

1. What is Department Order (DepEd) No. 42, s. 2017)?

DepEd Order No. 42, S. 2017 stipulates the national adoption and implementation of the *Philippine Professional Standards for Teachers* (PPST). The Order was signed on August 11, 2017 by DepEd Secretary Leonor Magtolis-Briones. See link: <http://www.deped.gov.ph/orders/do-42-s-2017>

2. What is the Philippine Professional Standards for Teachers (PPST)?

The PPST is a public statement of what teachers need to know, value, and be able to do in their practice. It has four career stages: Beginning, Proficient, Highly Proficient, and Distinguished. It is built on the National Competency-based Teacher Standards (NCBTS). It comprises seven Domains and 37 Strands, and 37 Indicators for each Career Stage.

3. What are uses of the Philippine Professional Standards for Teachers?

According to DO No. 42, s. 2017, 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.” Teacher performance appraisals shall also be aligned to the PPST. Further, the PPST can also be used for the selection and promotion of teachers.

A. Development of the *Philippine Professional Standards for Teachers*

1. Why was the PPST developed?

The PPST was developed after major consultations with key stakeholders, particularly the senior officials of the Department of Education. The wide consultations emphasized the rethinking of the National Competency-Based Teacher Standards (NCBTS) because of changes brought about by various national and global frameworks such as the K to 12 Reform and ASEAN Integration, as well as globalization and the changing character of the 21st century learners.

See link: <http://www.deped.gov.ph/orders/do-42-s-2017>

2. Does PPST replace NCBTS?

Yes. This happens upon the signing into policy of DepEd Order No. 42, S. 2017 on the *National Adoption and Implementation of the Philippine Professional Standards for Teachers*.

3. Why do we need the *Philippine Professional Standards for Teachers*?

Internationally, teacher quality is articulated in teacher standards. The PPST is a framework for teacher quality and teacher development.

Among others, the *Philippine Professional Standards for Teachers* can be used in: (i) endorsing programs for initial teacher education; (ii) registering and accrediting teachers; (iii) raising the quality

of professional learning; (iv) identifying and recognizing exemplary high level practice; (v) developing standards for leadership; (vi) establishing a consistent evaluation/assessment process associated with each Career Stage that preserves the integrity of the PPST; and (vii) maintaining an efficient documentation process associated with achievement of the Indicators across Career Stages.

4. Why focus on teacher quality?

Evidence 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.

5. How was the PPST developed?

The Department of Education through the Joint Advisory Board chaired by the Secretary of Education approved the development and validation of developmental teacher standards comprising distinct career stages.

The Philippine National Research Center for Teacher Quality (RCTQ) based at the Philippine Normal University led the research development work, with support from the SiMERR National Research Centre in Australia.

DepEd Regional Directors, Bureau Directors and selected teachers finalized the PPST in a workshop organized by the Teacher Education Council, supported by the Basic Education Sector Transformation program.

6. Were key stakeholders involved in the process of development and validation of the PPST?

Yes. Over 10,000 pre- and in-service teachers, principals, supervisors, DepEd Regional Directors and other educators across all regions in the country were involved in the development and validation of the PPST over three years.

Government agencies other than DepEd (e.g., Professional Regulation Commission, Commission on Higher Education, Civil Service Commission), as well as non-government organizations (e.g. Philippine Business for Education, Foundation for Upgrading the Standard of Education) were part of the Reference Panel.

7. Who funded the development of the PPST?

The PPST project was funded by the Australian Department of Foreign Affairs and Trade (DFAT). DFAT supports the Research Center for Teacher Quality.

B. Important Features of PPST

1. What are some important features of PPST?

The PPST captures teacher quality requirements in the K to 12. Among others, it gives a focus on: (i) mother tongue to facilitate teaching and learning; (ii) learners in difficult circumstances; (iii) strategies for promoting literacy and numeracy; (iv) positive use of ICT; and (v) classroom communication strategies.

PPST has a domain called Content Knowledge and Pedagogy. This is at the core of the K to 12 Program, and sends a message to teachers that for them to be considered quality teachers, they should know what to teach and how to teach it, among others.

PPST also has four career stages, namely, Beginning, Proficient, Highly Proficient, and Distinguished. There are 37 indicators in each career stage showing developmental progression from beginning to distinguished practice.

2. What are the Domains of PPST?

These are the seven Domains of PPST: (1) Content Knowledge and Pedagogy; (2) Learning Environment; (3) Diversity of Learners; (4) Curriculum and Planning; (5) Assessment and Reporting; (6) Community Linkages and Professional Engagement; and (7) Personal Growth and Professional Development.

3. What qualities are expected of teachers based on these Domains of the PPST?

As articulated in the Domains of PPST, teachers must, among others: i) know what to teach and how to teach it; ii) maintain a learning-focused environment; iii) respond to learner diversity; iv) plan and design effective instruction; v) use a variety of assessment tools to inform and enhance the teaching and learning process; vi) establish community relationships and uphold professional ethics; and vii) engage in professional reflection and assume responsibility for personal professional learning.

4. What are the four Career Stages of the PPST?

Beginning Teachers (Career Stage 1) are those who have gained the qualifications recognized for entry into the teaching profession. Teachers at this stage are supported to reach Career Stage 2 within two to three years.

Proficient Teachers (Career Stage 2) are professionally independent in the application of skills vital to the teaching and learning process. This stage shows the acceptable standards for all teachers, which should be reached within the first two or three years of teaching.

Highly Proficient Teachers (Career Stage 3) consistently display a high level of performance in their teaching practice. They are accomplished practitioners who mentor and work collegially with other staff. This is the stage that Master Teachers are expected to be at.

Distinguished Teachers (Career Stage 4) embody the highest standards for teaching grounded in global best practice. They are recognized as leaders in education, contributors to the profession and initiators of collaborations and partnerships.

5. Why are Career Stages important?

The description of standards (i.e., in PPST, the indicators) at different career stages provides a “framework for the teacher development continuum.” (OECD, 2005). Anchored on the principle of lifelong learning, the PPST 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.

C. Teacher Assessment based on the PPST

1. Are there tools based on PPST that may be used for teacher assessment?

Yes. RCTQ developed teacher assessment tools in partnership with DepEd Bureau of Human Resource and Organization Development (BHROD) with support from the BEST program. These tools include: (1) Self-Assessment Tools (SAT); 2) Classroom Observation Tools (COT); and 3) Results-based Performance Management System (RPMS) Tools for Teachers.

These tools have been rigorously validated.

2. Can we craft our own PPST-based tools?

Yes. But you have to ensure that the tools are based on the PPST, as indicated in DepEd Order No. 42, S. 2017.

You also have to keep in mind that locally produced tools are unlikely to be validated, which may call the reliability and credibility of their results into question.

3. Can the PPST be used as a rubric to assess teachers' performance?

The PPST is not a rubric and is not a tool to assess teachers' performance. However, it can be used as a framework upon which teacher support tools such as self-assessment tools, classroom observation tools and RPMS tools can be based.

4. Will teachers be assessed on all indicators? What if a school, for example, has no learners from indigenous groups?

No. Teachers do not need to be assessed on indicators that do not apply in their school contexts. In terms of pre-service teachers, however, Teacher Education Institutions (TEIs) are expected to train them on all indicators to prepare them to handle various teaching contexts.

5. How can we measure the competencies of our teachers in every strand/indicator objectively? Are there specific means of verification (MOV) for each indicator?

The Results-based Performance Management System (RPMS) Tools based on PPST have specific MOV for the 12 indicators of the PPST.

The Classroom Observation Tools have specific examples of classroom practice to guide observers.

6. Will PPST assessment tools be used for the hiring and promotion of teachers?

Policies concerning these matters are yet to be developed.