

Philippine Professional Standards for Teachers



CONTENTS

Table of Contents	i
Introduction	ii
Role of teachers	ii
Professional standards for teachers	ii
Teacher quality in the Philippines	iii
Career Stages	vi
Philippine Professional Standards for Teachers	1
Glossary of Terms	16
Acknowledgements	20

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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. 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. 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 21st Century 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 high-quality learning outcomes.
- provide learning environments that are safe, secure, fair and supportive in order to promote learner responsibility and achievement. They create an environment that is learning-focused and they efficiently manage learner behavior in a physical 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.
- establish 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 learning resources. They communicate learning goals to support learner participation, understanding 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 regard for the profession by maintaining qualities that uphold the dignity of teaching such as caring attitude, respect and integrity. They value personal and professional reflection and learning to improve their practice. 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:

1. Content knowledge and its application within and across curriculum areas
2. Research-based knowledge and principles of teaching and learning
3. Positive use of ICT
4. Strategies for promoting literacy and numeracy
5. Strategies for developing critical and creative thinking, as well as other higher-order thinking skills
6. Mother Tongue, Filipino and English in teaching and learning
7. Classroom communication strategies

Domain 2, Learning Environment, consists of six strands:

1. Learner safety and security

2. Fair learning environment
3. Management of classroom structure and activities
4. Support for learner participation
5. Promotion of purposive learning
6. Management of learner behavior

Domain 3, Diversity of Learners, consists of five strands:

1. Learners' gender, needs, strengths, interests and experiences
2. Learners' linguistic, cultural, socio-economic and religious backgrounds
3. Learners with disabilities, giftedness and talents
4. Learners in difficult circumstances
5. Learners from indigenous groups

Domain 4, Curriculum and Planning, includes five strands:

1. Planning and management of teaching and learning process
2. Learning outcomes aligned with learning competencies
3. Relevance and responsiveness of learning programs
4. Professional collaboration to enrich teaching practice
5. Teaching and learning resources including ICT

Domain 5, Assessment and Reporting, is composed of five strands:

1. Design, selection, organization and utilization of assessment strategies
2. Monitoring and evaluation of learner progress and achievement
3. Feedback to improve learning
4. Communication of learner needs, progress and achievement to key stakeholders
5. Use of assessment data to enhance teaching and learning practices and programs

Domain 6, Community Linkages and Professional Engagement, consists of four strands:

1. Establishment of learning environments that are responsive to community context

2. Engagement of parents and the wider school community in the educative process
3. Professional ethics
4. School policies and procedures

Domain 7, Personal Growth and Professional Development, contains five strands:

1. Philosophy of teaching
2. Dignity of teaching as a profession
3. Professional links with colleagues
4. Professional reflection and learning to improve practice
5. Professional development goals

Career stages

Teacher professional development happens in a continuum from beginning to exemplary practice. 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 and learning process. They provide focused teaching programs that meet curriculum and assessment requirements. 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.

Career Stage 3 or Highly Proficient Teachers consistently display a high level of performance in their teaching practice. They manifest an in-depth and sophisticated understanding of the 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 consistently seek professional advancement and relevance in pursuit of teaching quality and excellence. They exhibit commitment to inspire the education community and stakeholders for the improvement of education provision in the Philippines.

PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS

CAREER STAGES

Career Stage 1 Beginning Teachers	Career Stage 2 Proficient Teachers	Career Stage 3 Highly Proficient Teachers	Career Stage 4 Distinguished Teachers
<p>Beginning Teachers have gained the qualifications recognized for entry into the teaching profession.</p> <p>They have a strong understanding of the subjects/areas in which they are trained in terms of content knowledge and pedagogy.</p> <p>They possess the requisite knowledge, skills and values that support the teaching and learning process.</p> <p>They manage learning programs and have strategies that promote learning based on the learning needs of their students.</p> <p>They seek advice from experienced colleagues to consolidate their teaching practice.</p>	<p>Proficient Teachers are professionally independent in the application of skills vital to the teaching and learning process.</p> <p>They provide focused teaching programs that meet curriculum and assessment requirements.</p> <p>They display skills in planning, implementing and managing learning programs.</p> <p>They actively engage in collaborative learning with the professional community and other stakeholders for mutual growth and advancement.</p> <p>They are reflective practitioners who continually consolidate the knowledge, skills and practices of Career Stage 1 teachers.</p>	<p>Highly Proficient Teachers consistently display a high level of performance in their teaching practice.</p> <p>They manifest an in-depth and sophisticated understanding of the teaching and learning process.</p> <p>They have high education-focused situation cognition, are more adept in problem solving and optimize opportunities gained from experience.</p> <p>They provide support and mentoring to colleagues in their professional development, as well as work collaboratively with them to enhance the learning and practice potential of their colleagues.</p> <p>They continually seek to develop their professional knowledge and practice by reflecting on their own needs, and those of their colleagues and students.</p>	<p>Distinguished Teachers embody the highest standard for teaching grounded in global best practices.</p> <p>They exhibit exceptional capacity to improve their own teaching practice and that of others.</p> <p>They are recognized as leaders in education, contributors to the profession and initiators of collaborations and partnerships.</p> <p>They create lifelong impact in the lives of colleagues, students and others.</p> <p>They consistently seek professional advancement and relevance in pursuit of teaching quality and excellence.</p> <p>They exhibit commitment to inspire the education community and stakeholders for the improvement of education provision in the Philippines.</p>

DOMAINS/ STRANDS/ INDICATORS FOR DIFFERENT CAREER STAGES

Domain 1. Content Knowledge and Pedagogy

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 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.

<i>Strands</i>	Beginning Teachers	Proficient Teachers	Highly Proficient Teachers	Distinguished Teachers
Strand 1.1 Content knowledge and its application within and across curriculum areas	1.1.1 Demonstrate content knowledge and its application within and/or across curriculum teaching areas.	1.1.2 Apply knowledge of content within and across curriculum teaching areas.	1.1.3 Model effective applications of content 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.	1.2.2 Use 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	1.3.1 Show skills in the 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.	1.4.3 Evaluate with colleagues the effectiveness of teaching strategies that promote 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 teaching strategies that develop critical and creative thinking, and/or other higher-order thinking skills.	1.5.2 Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	1.5.3 Develop and apply effective teaching strategies to promote 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 in teaching and learning	1.6.1 Use 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	1.7.1 Demonstrate an understanding of the range of verbal and non-verbal 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 learner understanding, participation, engagement and achievement in different learning contexts.

Domain 2. 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 efficiently manage learner behavior in a physical and virtual space. It highlights the need for 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.

Strands	Beginning Teachers	Proficient Teachers	Highly Proficient Teachers	Distinguished 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.	2.1.2 Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.	2.1.3 Exhibit effective strategies that ensure 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 act as a resource person for, policies, guidelines and procedures that relate to the implementation of safe and secure learning environments for learners.
Strand 2.2 Fair learning environment	2.2.1 Demonstrate understanding of 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.	2.2.3 Exhibit effective practices to foster 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	2.3.1 Demonstrate knowledge of managing classroom structure that engages learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within the available physical learning environments.	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.	2.3.3 Work with colleagues to model and share effective techniques in the management of 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, and lead colleagues at the whole-school level to review and evaluate their practices.

<p>Strand 2.4 Support for learner participation</p>	<p>2.4.1 Demonstrate understanding of supportive learning environments that nurture and inspire learner participation.</p>	<p>2.4.2 Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning.</p>	<p>2.4.3 Work with colleagues to share successful strategies that sustain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning.</p>	<p>2.4.4 Facilitate processes to review the effectiveness of the school's learning environment to nurture and inspire learner participation.</p>
<p>Strand 2.5 Promotion of purposive learning</p>	<p>2.5.1 Demonstrate knowledge of learning environments that motivate learners to work productively by assuming responsibility for their own learning.</p>	<p>2.5.2 Apply a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning.</p>	<p>2.5.3 Model successful strategies and support colleagues in promoting learning environments that effectively motivate learners to work productively by assuming responsibility for their own learning.</p>	<p>2.5.4 Lead and empower colleagues in promoting learning environments that effectively motivate learners to achieve quality outcomes by assuming responsibility for their own learning.</p>
<p>Strand 2.6 Management of learner behavior</p>	<p>2.6.1 Demonstrate knowledge of positive and non-violent discipline in the management of learner behavior.</p>	<p>2.6.2 Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.</p>	<p>2.6.3 Exhibit effective and constructive behavior management skills by applying positive and non-violent discipline to ensure learning-focused environments.</p>	<p>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.</p>

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' knowledge and understanding of, as well as respect for, learners' diverse characteristics and experiences as inputs to the planning and design of learning opportunities. It encourages the celebration of diversity in the classrooms and the need for teaching practices that are differentiated to encourage all learners to be successful citizens in a changing local and global environment.

Strands	Beginning Teachers	Proficient Teachers	Highly Proficient Teachers	Distinguished Teachers
Strand 3.1 Learners' gender, needs, strengths, interests and experiences	3.1.1 Demonstrate knowledge and understanding of differentiated teaching to suit the learners' gender, needs, strengths, interests and experiences.	3.1.2 Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.	3.1.3 Work with colleagues to share differentiated, developmentally appropriate opportunities to address learners' differences in gender, needs, strengths, interests and experiences.	3.1.4 Lead colleagues to evaluate differentiated strategies to enrich teaching practices that address learners' differences in gender, needs, strengths, interests and experiences.
Strand 3.2 Learners' linguistic, cultural, socio-economic and religious backgrounds	3.2.1 Implement teaching strategies that are responsive to the learners' linguistic, cultural, socio-economic and religious backgrounds.	3.2.2 Establish a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds.	3.2.3 Exhibit a learner-centered culture that promotes success by using effective teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds.	3.2.4 Model exemplary teaching practices that recognize and affirm diverse linguistic, cultural, socio-economic and religious backgrounds to promote learner success.
Strand 3.3 Learners with disabilities, giftedness and talents	3.3.1 Use strategies responsive to learners with disabilities, giftedness and talents.	3.3.2 Design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents.	3.3.3 Assist colleagues to design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents.	3.3.4 Lead colleagues in designing, adapting and implementing teaching strategies that are responsive to learners with disabilities, giftedness and talents.

<p>Strand 3.4 Learners in difficult circumstances</p>	<p>3.4.1 Demonstrate understanding of the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.</p>	<p>3.4.2 Plan and deliver teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.</p>	<p>3.4.3 Evaluate with colleagues teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.</p>	<p>3.4.4 Model a range of high level skills responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.</p>
<p>Strand 3.5 Learners from indigenous groups</p>	<p>3.5.1 Demonstrate knowledge of teaching strategies that are inclusive of learners from indigenous groups.</p>	<p>3.5.2 Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups.</p>	<p>3.5.3 Develop and apply teaching strategies to address effectively the needs of learners from indigenous groups.</p>	<p>3.5.4 Show comprehensive skills in delivering culturally appropriate teaching strategies to address effectively the needs of learners from indigenous groups.</p>

Domain 4. Curriculum and Planning

Domain 4 addresses teachers' knowledge of and interaction with the national and local curriculum requirements. This Domain encompasses their ability to translate curriculum content into learning activities that are relevant to learners and based on the principles of effective teaching and learning. It expects teachers to apply their professional knowledge to plan and design, individually or in collaboration with colleagues, well-structured and sequenced lessons. These lesson sequences and associated learning programs should be contextually relevant, responsive to learners' needs and incorporate a range of teaching and learning resources. The Domain expects teachers to communicate learning goals to support learner participation, understanding and achievement.

Strands	Beginning Teachers	Proficient Teachers	Highly Proficient Teachers	Distinguished Teachers
Strand 4.1 Planning and management of teaching and learning process	4.1.1 Prepare developmentally sequenced teaching and learning processes to meet curriculum requirements.	4.1.2 Plan, manage and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	4.1.3 Develop and apply effective strategies in the planning and management of developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	4.1.4 Model exemplary practice and lead colleagues in enhancing current practices in the planning and management of developmentally sequenced teaching and learning processes.
Strand 4.2 Learning outcomes aligned with learning competencies	4.2.1 Identify learning outcomes that are aligned with learning competencies.	4.2.2 Set achievable and appropriate learning outcomes that are aligned with learning competencies.	4.2.3 Model to colleagues the setting of achievable and challenging 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 competencies towards the cultivation of a culture of excellence for all.

Strand 4.3 Relevance and responsiveness of 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 of learning programs that develop the knowledge and skills of learners at different ability levels.	4.3.4 Provide advice in 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	4.4.1 Seek advice concerning strategies that can 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 learner feedback to plan, facilitate, and enrich teaching practice.	4.4.4 Lead colleagues in professional discussions to plan and implement strategies that enrich teaching practice.
Strand 4.5 Teaching and learning resources including ICT	4.5.1 Show skills in the selection, development and use of a variety of teaching 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 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 teachers providing learners with the necessary feedback about learning outcomes. This feedback informs the reporting cycle and enables teachers to select, organize and use sound assessment processes.

Strands	Beginning Teachers	Proficient Teachers	Highly Proficient Teachers	Distinguished Teachers
Strand 5.1 Design, selection, 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 and summative assessment strategies consistent with curriculum requirements.	5.1.3 Work collaboratively with colleagues to review the design, selection, organization and use of a range 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 strategies consistent with curriculum requirements.
Strand 5.2 Monitoring and evaluation of learner progress and achievement	5.2.1 Demonstrate knowledge of monitoring and evaluation of learner progress and achievement using learner attainment data.	5.2.2 Monitor and evaluate 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 learner performance.	5.3.3 Use effective strategies for providing timely, accurate and constructive feedback to encourage learners to reflect on and 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 learners to improve learning achievement.
Strand 5.4 Communication of 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.	5.4.4 Share with colleagues a wide range of 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 programs	5.5.1 Demonstrate an understanding of the role of assessment data as feedback in teaching and learning practices and programs.	5.5.2 Utilize assessment data to inform the modification of teaching and learning practices and programs.	5.5.3 Work collaboratively with colleagues to analyze and utilize assessment data to modify 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	Highly Proficient Teachers	Distinguished Teachers
Strand 6.1 Establishment of learning environments that are responsive to community contexts	6.1.1 Demonstrate an understanding of knowledge 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.	6.1.4 Model exemplary practice and empower colleagues to establish and maintain effective 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 community.	6.2.2 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.
Strand 6.3 Professional ethics	6.3.1 Demonstrate awareness of existing laws and regulations that apply to the teaching profession, and become familiar with the responsibilities specified in the <i>Code of Ethics for Professional Teachers</i> .	6.3.2 Review regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the <i>Code of Ethics for Professional Teachers</i> .	6.3.3 Discuss with colleagues teaching and learning practices that apply existing codes, laws and regulations that apply to the teaching profession, and the responsibilities specified in the <i>Code of Ethics for Professional Teachers</i> .	6.3.4 Lead colleagues in the regular review of existing codes, laws and regulations that apply to the teaching profession, and the responsibilities as specified in the <i>Code of Ethics for Professional Teachers</i> .

<p>Strand 6.4 School policies and procedures</p>	<p>6.4.1 Demonstrate knowledge and understanding of school policies and procedures to foster harmonious relationship with the wider school community.</p>	<p>6.4.2 Comply with and implement school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders.</p>	<p>6.4.3 Exhibit commitment to and support teachers in the implementation of school policies and procedures to foster harmonious relationships with learners, parents and other stakeholders.</p>	<p>6.4.4 Evaluate existing school policies and procedures to make them more responsive to the needs of the learners, parents and other stakeholders.</p>
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Domain 7. Personal Growth and Professional Development

Domain 7 focuses on teachers' personal growth and professional development. It accentuates teachers' proper and high personal regard for the profession by maintaining qualities that uphold the dignity of teaching such as caring attitude, respect and integrity. This Domain values personal and professional reflection and learning to improve practice. It recognizes the importance of teachers' assuming responsibility for personal growth and professional development for lifelong learning.

Strands	Beginning Teachers	Proficient Teachers	Highly Proficient Teachers	Distinguished Teachers
Strand 7.1 Philosophy of teaching	7.1.1 Articulate a personal philosophy of teaching that is learner-centered.	7.1.2 Apply a personal philosophy of teaching that is learner-centered.	7.1.3 Manifest a learner-centered teaching philosophy in various aspects of practice and support colleagues in enhancing their own learner-centered teaching philosophy.	7.1.4 Model a learner-centered teaching philosophy through teaching practices that stimulate colleagues to engage in further professional learning.
Strand 7.2 Dignity of teaching as a profession	7.2.1 Demonstrate behaviors that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity.	7.2.2 Adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity.	7.2.3 Identify and utilize personal professional strengths to uphold the dignity of teaching as a profession to help build a positive teaching and learning culture within the school.	7.2.4 Act as a role model and advocate for upholding the dignity of teaching as a profession to build a positive teaching and learning culture within and beyond the school.
Strand 7.3 Professional links with colleagues	7.3.1 Seek opportunities to establish professional links with colleagues.	7.3.2 Participate in professional networks to share knowledge and to enhance practice.	7.3.3 Contribute actively to professional networks within and between schools to improve knowledge and to enhance practice.	7.3.4 Take a leadership role in supporting colleagues' engagement with professional networks within and across schools to advance knowledge and practice in identified areas of need.
Strand 7.4 Professional reflection and learning to improve practice	7.4.1 Demonstrate an understanding of how professional reflection and	7.4.2 Develop a personal professional improvement plan based on reflection of one's	7.4.3 Initiate professional reflections and promote learning opportunities with colleagues to improve practice.	7.4.4. Demonstrate leadership within and across school contexts in critically evaluating practice and setting clearly

	learning can be used to improve practice.	practice and ongoing professional learning.		defined targets for professional development.
Strand 7.5 Professional development goals	7.5.1 Demonstrate motivation to realize professional development goals based on the Philippine Professional Standards for Teachers.	7.5.2 Set professional development goals based on the Philippine Professional Standards for Teachers.	7.5.3 Reflect on the Philippine Professional Standards for Teachers to plan personal professional development goals and assist colleagues in planning and achieving their own goals.	7.5.4 Lead reforms in enhancing professional development programs based on an in-depth knowledge and understanding of the Philippine Professional Standards for Teachers.

GLOSSARY OF TERMS

Assessment Data	Learner data obtained from diagnostic, formative and/or summative assessment practices
Classroom Structure	The physical set-up of the learning environment which generally includes the arrangement of chairs, tables, and other equipment in the classroom designed to maximize learning
Content Knowledge	Competencies that teachers are expected to master for them to teach efficiently and effectively
Culturally-appropriate teaching strategies	Teaching strategies that respect cultural differences between and among students and teachers
Curriculum Areas	Different learning/subject areas taught and learned in the basic education curriculum
Creative thinking skills	Involve exploring ideas, generating possibilities and looking for many right answers rather than just one.
Critical thinking skills	Refer to the many kinds of intellectual skills that (in its most basic expression) occurs when students are analyzing, evaluating, interpreting, or synthesizing information and applying creative thought to form an argument, solve a problem, or reach a conclusion.
Developmentally Appropriate Learning Experience	Teaching and learning activities and tasks suited to the needs, abilities, skills, and developmental level of learners
Diagnostic assessment	Assesses what the learner already knows prior to instruction. It also analyzes the nature of difficulties and misconceptions that the learner might have, which, if undiagnosed, might affect their learning of newer concepts. 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 standards identified as necessary for the grade level.
Learner strengths	Refer to the learner's present knowledge or competence that helps him/her in meeting the standards identified.
Learning experiences	Refer 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-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	Reflect 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	Something 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 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 to which teachers go to share and learn. These groups reflect their 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 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	Information, knowledge or data acquired through systematic investigation and logical study
School/learning/community context	See <i>learning context</i>
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

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