



**The Validation of
Developmental National Competency-based
Teacher Standards (D-NCBTS)**

Executive Summary

Report to the Department of Education

**Philippine National
RESEARCH CENTER FOR TEACHER QUALITY**

July 2015

Executive Summary

This Executive Summary offers the Department of Education (DepED) and the Commission on Higher Education (CHED) information and insights into the validation of the Developmental-National Competency-based Teacher Standards (D-NCBTS).

The validation of D-NCBTS provides a clearly defined set of standards that: operationalizes teacher quality aspects of the K to 12 Reform; elaborates teacher lifelong learning in terms of career stages; is succinct and workable; and provides an acceptable common language for professional discussions among teachers, teacher educators and other concerned stakeholders. It also provides pre- and in-service teachers with a discerning framework against which to evaluate their expertise, and informs the Philippine education agenda on the provision of ongoing professional development and enhancement of teacher quality.

At the Consultative Meeting held on February 3, 2015 with Secretary of Education, Br. Armin Luistro, Undersecretary for Programs and Projects Dina Ocampo and NEAP Director Ma. Lourdes Pantoja, approval was given to proceed to the final national validation of the D-NCBTS.

The D-NCBTS describes, under four Career Stages, what teachers should know and be able to do in their practice. Built upon the National Competency-based Teacher Standards (NCBTS), the D-NCBTS has seven Domains and 37 Strands that are elaborated in 37 Indicators for each Career Stage. It makes explicit the knowledge, skills and values expected of teachers across a continuum of a teacher's developing professional expertise from undergraduate preparation to being a leader in the teaching profession.

The empirical evidence to validate the D-NCBTS was drawn from the following sources:

- extensive and ongoing meetings with DepED, CHED and other Stakeholders over the life of the project (as exemplified in the list that follows);
- results of lexical and content analyses undertaken on DepED and other government documents, print discourse and international teacher standards;
- psychometric studies of Indicators differentiated according to Career Stages;
- views from teacher educators and final-year pre-service teachers; and
- feedback from national focus group workshops about teachers' shared understandings of their practice, and the D-NCBTS Career Stages, Domains, Strands and Indicators.

A validation study in this context is concerned with determining the extent to which D-NCBTS reflects the views and career aspirations of teachers, while at the same time being cognizant of the evolving expected demands of teachers in the 21st Century.

Research prior to February 3, 2015

The work on D-NCBTS had its genesis in a Consultative Mission in January 2012, six months prior to Philippine National Research Center for Teacher Quality (RCTQ) being incorporated. The

strong message that arose from key education stakeholder groups was the importance of addressing a number of considerations and issues related to NCBTS, especially in the light of the K to 12 Reform and other significant agenda, such as ASEAN 2015 and the relative poor performance of Filipino students in comparison with students in other countries.

During this Mission, stakeholders responded positively to the ideas of a *developmental* set of teacher standards. Among their recommendations were: to revise NCBTS to include career stages; to give a more prominent focus to content knowledge and pedagogy; to acknowledge nationally in policy the new ideas in the K to 12 Reform related to teacher quality; to offer a set of standards in a form that was tighter and more useable by TEIs, schools and teachers; and to provide a more focused basis for an internationally acceptable quality assurance framework. Further, there was strong agreement that the process should be collaborative, involving government and non-government agencies, and the results of the work should capture the 'voice' of the profession, as well as be at the cutting edge of new international developments in this area.

Following the establishment of RCTQ in September 2012, the RCTQ-SiMERR team undertook an extensive series of consultations involving meetings, major presentations, workshops and forums with key stakeholders. Most of these meetings occurred more than once and often involved many participants. In summary these meetings involved:

- For DepED, the Joint Advisory Board (JAB), DepED Undersecretary Dina Ocampo, DepED Undersecretary Rizalino Rivera, DepED Execom, National Educators Academy of the Philippines (NEAP) Directors Maria Lourdes Pantoja and John Siena, Former DepED Secretary Fe Hidalgo, Former DepED Undersecretary Yolanda Quijano, and DepED senior staff and Regional Directors.
- For CHED, Commission on Higher Education (CHED) Chair Patricia Licuanan, Commissioner Cynthia Bautista, Commissioner Minella Alarcon, CHED Technical Panel for Teacher Education (TPTE) Chair Purita Bilbao, some members of TPTE and the Technical Committees, and Presidents and senior academic staff of a range of TEIs drawn from across the country.
- For other stakeholders, Philippine Business for Education (PBE) President Chito Salazar, Teacher Educators from TEIs, RCTQ Executive Committee and the Reference Panel composed of representatives from DepED and CHED, Professional Regulations Commission (PRC), Civil Service Commission (CSC), PBE members, Foundation for Upgrading the Standard of Education (FUSE), and Southeast Asian Ministers of Education Organization-Regional Center for Educational Innovation and Technology (SEAMEO-INNOTECH).

Quantitative and Qualitative analyses prior to February 3, 2015

Following the drafting of D-NCBTS with extensive consultations, the design clarification process was undertaken. The purpose was to provide data on:

- whether each of the draft Indicators has clarity of meaning;
- whether each of the draft Indicators is important to teachers and at an appropriate level; and
- how teachers assess the level of difficulty of draft Indicators in terms of achievement across the four Career Stages.

The results of the Rasch analysis of teacher views demonstrated excellent reliability characteristics. These results indicate that the respondents were able to identify with and understand the Indicators, could see the alignment of Indicators with important aspects of their professional practice and responded in a highly consistent way across the profession.

The accompanying qualitative data added support to the quantitative analysis, and provided a richer perspective to the data by capturing the reasons and thinking behind the numerical ratings from teachers.

In practice this means that the writing team’s efforts based on the preliminary lexical work and the numerous consultations with stakeholders over nearly two years had resulted in a statistically strong model of teacher professional standards. With refinements included into the draft set of professional standards based on those suggested by the analysis, a new enhanced set of professional standards provided a sound basis for the final validation phase.

Final Validation post February 3, 2015

The final validation, commenced when Regional Directors were convened to elicit support to prepare their Region for a National Focus Group Workshop to be conducted between March and April 2015. The workshops in each of the 17 Regions involved selected teachers (at a range of career stages), principals and supervisors from both public and private schools. Teachers participated on the first day; principals and supervisors participated on the second day. Each day comprised three main sessions focused on:

1. a detailed review and analysis of Indicators within Career Stages across Strands;
2. an evaluation of types of evidence that would demonstrate the Indicators; and
3. a discussion of practical implications for the implementation of D-NCBTS.

Session 1 addressed issues of trustworthiness, i.e., whether the Indicators represented important and appropriate practice within a Career Stage. Participants analyzed Indicators within Career Stages in depth.

Commentary provided strong validation for Career Stages and D-NCBTS in general. Participants:

- expressed that the D-NCBTS is aligned with K to 12 and the Results-based Performance Management System (RPMS), and is supportive of teacher practice and career growth;
- indicated that Career Stages are a sound basis for planning professional development, and would inspire teachers to be better in their practice;

- believed the Domains covered teacher quality requirements in the K to 12, would help uplift the competencies of teachers in the field, and reflected the important targeted areas for development of teachers;
- expressed the view that the inclusion of Content Knowledge and Pedagogy as the first Domain was very timely and appropriate;
- considered the inclusion of Mother Tongue in teaching and learning as very important;
- stated that the Strands addressed the competencies expected of teachers;
- recognized that the Indicators were appropriate and relevant to all K to 12 teachers and pointed out that the Indicators showed ‘spiral progression’; and
- indicated that the reduction of Indicators to 37 would encourage teacher honesty, sincerity and seriousness in self-evaluation.

In addition to helpful suggestions on words and phrases used in D-NCBTS, participants acknowledged that the language of D-NCBTS was clear and simple. The commentary from participants provided additional information that would be valuable to DepED (and CHED), covering issues such as: ways of integrating D-NCBTS with existing DepED systems; how D-NCBTS might be implemented across the country; possible assessment mechanisms; and how D-NCBTS should impact on pre-service teacher training.

Session 2 also considered the trustworthiness of the standards through the identification of possible evidence, ‘artefacts,’ or means of verification (MOV) that teachers might provide to show attainment of Indicators at different Career Stages. Again, commentary provided insightful ideas that are helpful in terms of moving D-NCBTS forward. These ideas were related to teachers presenting authentic evidence; the objectivity of evaluators, particularly principals; and, the uniformity of means of verification across the country.

Commentary in Session 3 focused around the following issues: means of orienting teachers in the field about D-NCBTS; how, and over what timeframe, might D-NCBTS be implemented; the kind of support teachers might expect to receive from administrators; how to move forward those teachers who might be reluctant or resistant to seek to improve/enhance their practice; and approaches for pre-service teachers to meet the Indicators for the first Career Stage.

Concurrent with this work with DepED, validation activities were also undertaken with more than 4,000 pre-service teachers in their final year and over 500 teacher educators from many successful Teacher Education Institutions (TEIs) in the country. The research showed there was great commonality and consistency across all stakeholder groups with that of teachers.

As a result, the Indicators in D-NCBTS at each Career Stage constitute the most measurable and agreed aspects of the complex process of teaching. An effective teacher is able to integrate and apply knowledge, skills and values to create teaching environments where learning is valued.

Concluding Remarks

The validation of D-NCBTS using a well-designed psychometric study involving significant input from in-service teachers, principals, supervisors, pre-service teachers in their final year and teacher educators ensures that this set of professional standards for teachers reflects the views and aspirations of teachers, as well as the relevance of the standards to teachers' professional practice.

The field saw the D-NCBTS as a valid description of the teaching profession and teacher quality and that the Indicators across Career Stages are achievable in practice. Teachers, having accepted the veracity of the D-NCBTS and the benefits in its acceptance across the Philippines moved to consider implementation. Areas they identified that would need to be considered or planned for included:

- how to reliably and validly categorize a teacher into a specific Career Stage;
- how to effectively and efficiently assess teachers using a nationally consistent criteria; and
- what rewards/incentives would there be for teachers who attain the higher career stages?

Finally, there was strong positive endorsement for the D-NCBTS as a valid representation of teacher quality in the Philippines. This set of professional standards for teachers was seen to have the potential to empower the profession and encourage teachers to stay in the teaching track while engaging in high-quality teaching to provide high-quality learning to students.

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