



National Competency Based Teacher Standards

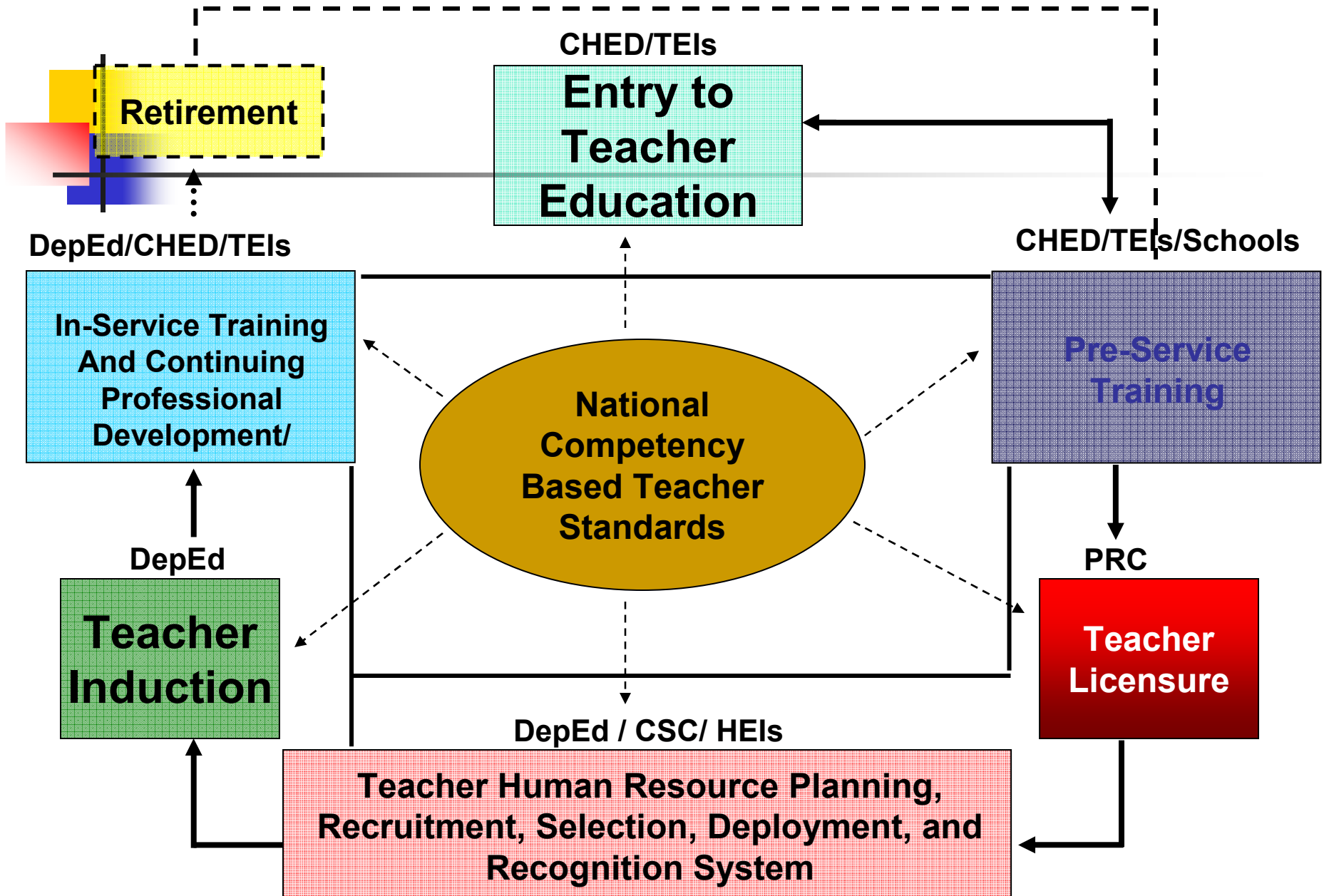
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TEACHER EDUCATION DEVELOPMENT PLAN (TEDP)

**DEPARTMENT OF EDUCATION
BASIC EDUCATION SECTOR
REFORM AGENDA (BESRA)**

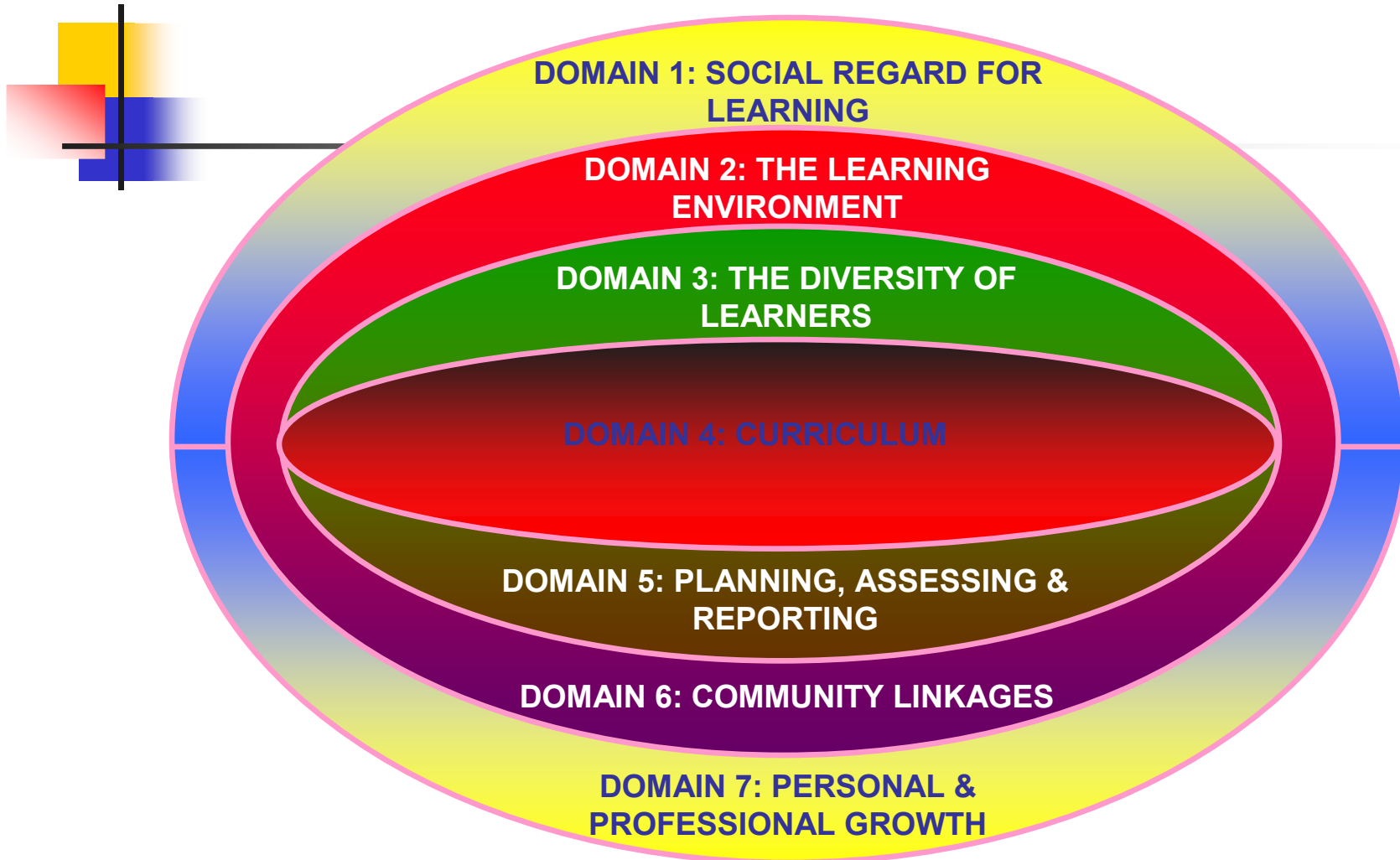
Teacher Development Map





- DepEd's articulation of a new paradigm for quality teaching
- A common framework for understanding teaching quality
- Policy initiatives to reform the teaching system and to improve teaching quality

The NCBTS Structure





The Old and New Paradigms

The Old Paradigm

- Teacher knowledge is technical knowledge applicable to all learners and contexts.

The NCBTS Paradigm

- Teacher knowledge is essentially complex and problematic; applicability varies across learners and contexts.



The Old and New Paradigms

The Old Paradigm

- Teaching involves consistent application of technical knowledge.

The NCBTS Paradigm

- Teaching involves reflective and flexible application of technical knowledge in ways that best bring about student learning.



The Old and New Paradigms

The Old Paradigm

- Effective application of teacher knowledge dependent on prerequisite inputs in teaching environment.

The NCBTS Paradigm

- Effective teaching is determined within the limits and opportunities found in the learning environment.



The Old and New Paradigms

The Old Paradigm

- The teacher is a subordinate of the formal educational bureaucracy who is monitored for compliance with directives from higher authorities.

The NCBTS Paradigm

- The teacher is a professional who is empowered to make important decisions in the educational process and is accountable for their students' attainment of learning goals.



The Old and New Paradigms

The Old Paradigm

- Teacher development is informational; it involves providing new and updated technical knowledge for teachers.

The NCBTS Paradigm

- Teacher development is transformational, experiential & contextual; it involves engaging teachers to critically reflect on old and new technical knowledge as these facilitate student learning in actual contexts.



The Old and New Paradigms

The Old Paradigm

- Teachers are passive recipients of new technical knowledge in the teacher development process.

The NCBTS Paradigm

- Teachers are active and reflective processors and constructors of teacher knowledge, who are responsible for their own development as teachers.



Proposed Reforms

- The articulation of a singular competency-based framework for teaching and teacher development that would guide all policies, reforms, and activities related to teaching and teacher development, and which shall be called the National Competency Based Teacher Standards (NCBTS).

NCBTS



- NCBTS is not new, it draws from many existing positive expressions of good teaching found in Philippine experiences.
- Good teaching is defined in terms of actual competencies associated with features of teaching in high-learning classroom activities.
- The qualities of good teaching are unified under a the teaching paradigm.

NCBTS



- The NCBTS is the proposed common framework for all teaching and teacher development programs in the Philippine formal education sector.
- The NCBTS defines seven domains within which teachers can develop professionally.
- Under each domain, specific strands and indicators are defined.



The domains can be classified into 2 broad categories, the first category can further be divided into two sub-categories:

- Domains that relate to the teacher as facilitator of learning (Domains 2 to 6)
 - Domains on the knowledge and skills for facilitating learning (Domains 3-5)
 - Domains on linking the knowledge and skills to context (Domains 2 & 6)
- Domains that relate to the teacher as a learner (Domains 1 & 7)



Domains

Definitions and Key Questions

Domain 1:

Social Regard for Learning

Key Question for the Teacher:

“Can my students appreciate and model the value of learning through my interactions with them?”

Domain 1:

Social Regard for Learning

Explanation:

The domain of Social Regard for Learning focuses on the ideal that teachers serve as positive & powerful role models of the values of the pursuit of learning & of the effort to learn, & that the teachers actions, statements, & different types of social interactions with students exemplify this ideal.

Domain 2:

Learning Environment

Key Question for the Teacher:

“Do I create a physical and social environment in class that allows my students to attain maximum learning?”

Domain 2:

Learning Environment

Explanation:

The domain of Learning Environment focuses on importance of providing for a social and physical environment within which all students, regardless of their individual differences in learning, can engage the different learning activities and work towards attaining high standards of learning.

Domain 3:

Diversity of Learners

Key Question for the Teacher:

“Can I help my students learn whatever their capabilities, learning styles, cultural heritage, socio-economic backgrounds, and other differences are?”



Domain 3: Diversity of Learners

Explanation:

The domain of Diversity of Learners emphasizes the ideal that teachers can facilitate the learning process in diverse types of learners, by first recognizing and respecting individual differences, then using knowledge about students' differences to design diverse sets of learning activities to ensure that all students can attain appropriate learning goals.



Domain 4: Curriculum

Key Question for the Teacher:

“Can my students understand and attain the goals of the curriculum through the various learning resources and activities I prepared?”



Domain 4: Curriculum

Explanation:

The domain of Curriculum refers to all elements of the teaching-learning process that work in convergence to help students attain high standards of learning and understanding of the curricular goals and objectives. These elements include the teacher's knowledge of subject matter, teaching-learning approaches and activities, instructional materials and learning resources.



Domain 5: Planning, Assessing & Reporting

Key Question for the Teacher:

“Do I assess my students’ learning and knowledge using appropriate educational assessment procedures, and do I use the information from these assessment procedures in planning my teaching-learning activities for the students?”



Domain 5: Planning, Assessing and Reporting

Explanation:

The domain of Planning, Assessing & Reporting refers to the aligned use of assessment and planning activities to ensure that the teaching-learning activities are maximally appropriate to the students' current knowledge and learning levels. In particular, the domain focuses on the use of assessment data to plan & revise teaching-learning plans, as well as the integration of formative assessment procedures in the plan and implementation of teaching-learning activities.



Domain 6: Community Linkages

Key Question for the Teacher:

“Are the goals and characteristics of the teaching-learning activities I implement relevant to the experiences, values and aspirations in my students’ communities?”



Domain 6: Community Linkages

Explanation:

The domain of Community Linkages focuses on the ideal that school activities are meaningfully linked to the experiences and aspirations of the students in their homes and communities. Thus the domain focuses on teachers' efforts directed at strengthening the links between school and community activities, particularly as these links help in the attainment of the curricular objectives.



Domain 7: Personal Growth and Professional Development

Key Question for the Teacher:

“Do my actions and statements indicate a high regard for the teaching profession and for my continuous development as a professional teacher?”



Domain 7: Personal Growth and Professional Development

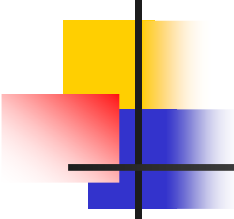
Explanation:

The domain of Personal Growth and Professional Development emphasizes the ideal that teachers value having a high personal regard, concern for professional development, and continuous improvement as teachers.

NCBTS Domain

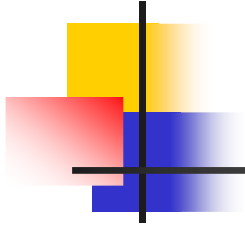


1. Social Regard for Learning



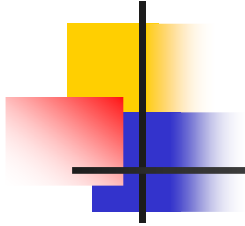
Strand 1.1 Teacher's Actions demonstrative value for learning

- Indicator 1.1.1 Implements school policies and procedures
 - Know school policies and procedures
 - Understand school operations
 - Inform students, parents and other concerned persons regarding school policies and procedures
 - Abide by school policies and procedures

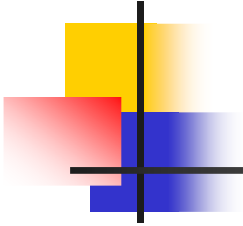


- Indicator 1.1.2 Demonstrates Punctuality

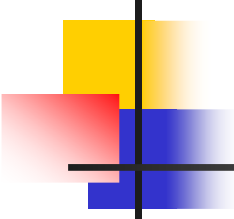
- Possess awareness on the implementation of “time on task” in all responsibilities
- Demonstrate punctuality in accomplishing expected tasks and functions
- Model the value of punctuality or being on time



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- Indicator 1.1.3 Maintains appropriate appearance
 - Know appropriate appearance and decorum of teachers
 - Maintain appropriate appearance and decorum on all occasions
 - Value appropriate appearance and decorum expected of teachers



- Indicator 1.1.4 is careful about the effect of one's behavior on students
 - Know the concepts and principles of social learning
 - Show appropriate behavior as example to my students
 - Apply knowledge on social learning in dealing with students
 - Consider the influence my behavior has on students

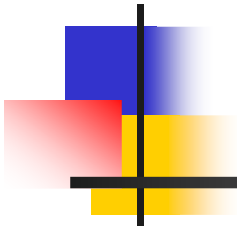


Strand 1.2 Teacher demonstrates that learning is of different kinds and comes from different sources

- Indicator 1.2.1 Makes use of various learning experiences and resources
 - Know a range of sources through which social learning may be experienced
 - Use information from a variety of sources for learning
 - Appreciate that students learn from different social experiences

NCBTS Domain

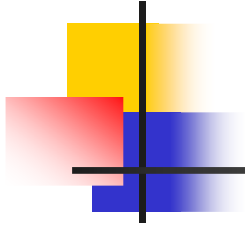
2. Learning Environment



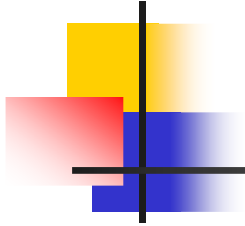


Strand 2.1 Teacher creates an environment that promotes fairness

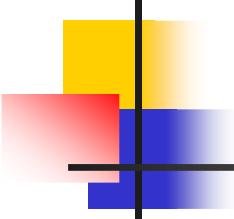
- Indicator 2.1.1 Maintains a learning environment of courtesy and respect for different learners
 - Understand the dynamics of teaching learners from diverse backgrounds
 - Maintain a learning environment that promotes courtesy and respect for all learners regardless of their culture, family background and gender
 - Show courtesy and respect to everyone at all times



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- Indicator 2.1.2 Provides gender-fair opportunities for learning
 - Understand the objectives, principles and strategies for Gender and Development
 - Provide gender-fair learning opportunities
 - Uphold gender sensitivity in my daily dealings with my learners

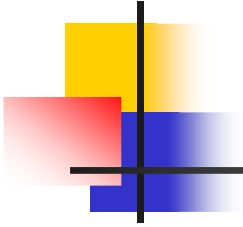


- Indicator 2.1.3 Recognizes that every learner has strengths
 - Understand the physical, psychological and social foundations of learners' growth and development
 - Know about potentialities and uniqueness of individual learners
 - Provide learning activities that allow all learners to reach their full potential
 - Recognizes learner's individual potentials and strengths

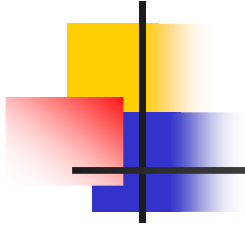


Strand 2.2 teacher makes the classroom environment safe and conducive to learning

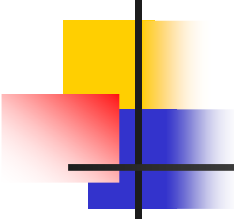
- Indicator 2.2.1 Maintains a safe and orderly classroom free from distractions
 - Know the principles of classroom management, room structuring, and safety measures
 - Maintain a safe, clean and orderly classroom free from distractions
 - Show concern for classrooms which is safe and conducive for learning



- Indicator 2.2.2 Arranges challenging activities in a given physical environment
 - Know various challenging activities that can be adapted in any given physical environment
 - Conduct challenging learning activities despite difficult physical environment
 - Show enthusiasm to conduct varied learning activities at any given situation

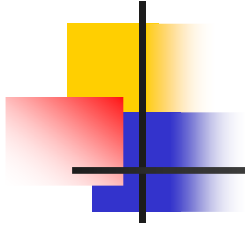


- Indicator 2.2.3 Uses individual and cooperative learning activities to improve capacities of learners for higher learning
 - Understand the importance and the process of both individual and cooperative learning
 - Know varied strategies for individual and cooperative learning
 - Balance the use of individual and cooperative learning activities
 - See the value in facilitating for individual and cooperative learning activities

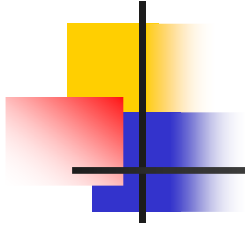


Strand 2.3 Teacher communicates higher learning expectations to each learner

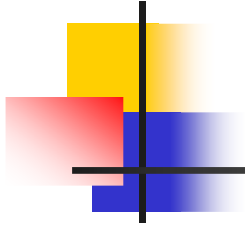
- Indicator 2.3.1 Encourages learners to ask questions
 - Know the art of questioning and different techniques of asking and responding to higher order questions
 - Provide opportunities for learners to ask and answer questions
 - Ask questions that stimulate critical, creative and higher level thinking among learners
 - Show an accepting / challenging response / gesture in dealing with questions of learners



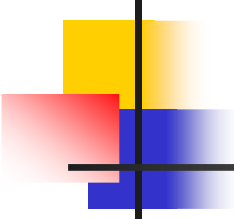
- Indicator 2.3.2 Provides learners with a variety of learning experiences
 - Know various strategies that raise students' level of learning
 - Engage learners with variety of experiences that enhance learning
 - Willingly select and facilitate challenging learning activities



- Indicator 2.3.3 Provides varied enrichment activities to nurture the desire for further learning
 - Understand how enrichment activities enhance the learners desire to learn
 - Know ways of motivating the learners to learn further and more effectively facilitate varied enrichment activities that are interesting to improve further learning
 - Show interest and diligence in making enrichment materials

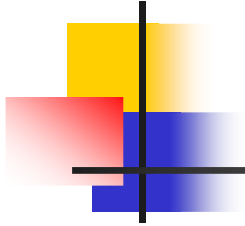


- Indicator 2.3.4 Communicates and maintains high standards of learning performance
 - Know ways of achieving high standards of learning for total human development
 - Help learners maintain high standards of learning
 - Inspire learners to values and set high performance target for themselves

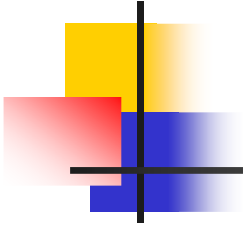


Strand 2.4 Teacher establishes and maintains consistent standards of learner's behavior

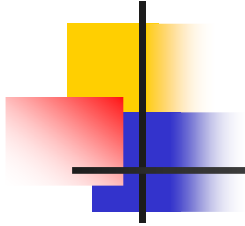
- Indicator 2.4.1 Handles behavior problems quickly and with due respect to children's rights
 - Understands the rights and responsibilities of the child as embodied in different laws such as RA 7610 – Child Labor Program, and PD 603 – Philippine Child and Youth Welfare Code 1974
 - Know behavior management techniques for learners with behavioral problems
 - Identify learners with behavioral problems
 - Use appropriate procedures and actions consistently when dealing with learners with behavioral problems
 - Show comparison and caring attitude towards learners in managing behavior problems



- Indicator 2.4.2 Gives timely feedback to reinforce appropriate learner's behavior
 - Know the concept, importance, and techniques of social reinforcement
 - Provide timely and appropriate reinforcement on learner's behavior
 - Respond that positive reinforcement leads to improved learner behavior



- Indicator 2.4.3 guides individual learners to the development of appropriate moral, social and learning behavior
 - Understand the learners' moral and social development stages
 - Know different strategies that enhance learners' moral and social development
 - Use varied teaching-learning strategies that encourage development in social interaction
 - Show patience in managing different social and learning activities

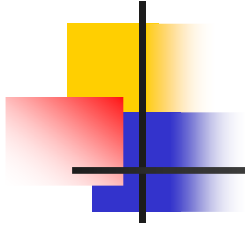


- Indicator 2.4.4 Communicates and enforces school policies and procedures for appropriate learner behavior
 - Know DepED/School policies and procedures on student discipline
 - Explain to students policies on discipline and procedures related to student's behavior
 - Adhere to enforce school policies and procedures on student discipline

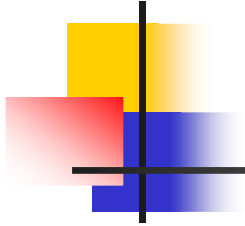


Strand 2.5 Teacher creates a healthy psychological climate for learning

- Indicator 2.5.1 Encourages free expression of ideas from students
 - Know the concepts and principles of democratic expression of ideas
 - Provide activities that will encourage respect and free expression of ideas
 - Encourage learners to express their ideas freely and responsibly



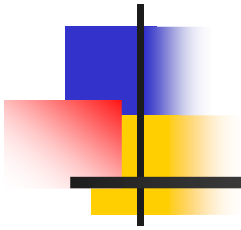
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- Indicator 2.5.2 Creates a stress-free environment
 - Know the elements and importance of establishing a stress-free learning environment
 - Manage conflicts and other stressful situations
 - Initiate and participate in programs and activities that promote stress-free environment
 - Get involve in advocacy activities that contribute to a stress-free learning environment

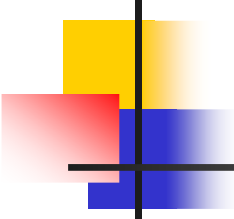


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- Indicator 2.5.3 Takes measures to minimize anxiety and fear of the teacher and/or the subject
 - Know about child-friendly teaching strategies that minimize anxiety and fear among learners
 - Encourage learners to develop a positive attitude towards their subject and teacher
 - Make my students feel they are accepted and cared for

NCBTS Domain

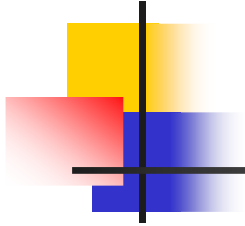
3. Diversity of Learners



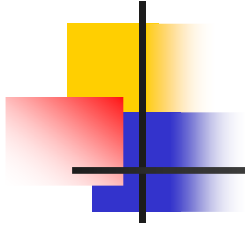


Strand 3.1 Teacher determines, understands, and accepts the learners' diverse knowledge and experience

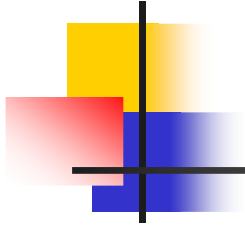
- Indicator 3.1.1 Obtains information on the learning styles, multiple intelligences and needs of learners
 - Understand the theories and concepts of multiple intelligences and learning styles
 - Identify learning styles and multiple intelligences of learners
 - Show interest and diligence in obtaining information on differentiated learning strengths and needs



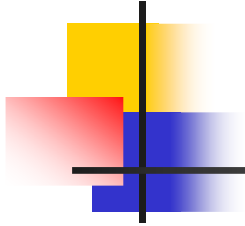
- Indicator 3.2.1 Designs or selects learning experiences suited to different kind of learners
 - Know techniques and strategies in designing/selecting activities for varied types of learners
 - Utilize varied designs of activities for the different types of learners
 - Show respect and concern for individuals differences in the designated selection of learning experiences



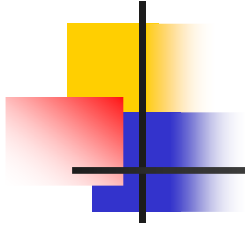
- Indicator 3.1.3 Establishes goals that define appropriate expectations for all learners
 - Understand the requirements in setting goals for different kinds of learning
 - Use varied activities to meet expected learning goals of learners
 - Assist learners in setting learning goals appropriate for themselves
 - Appreciate the need to consider individual differences in experiences and capabilities of learners in setting learning goals



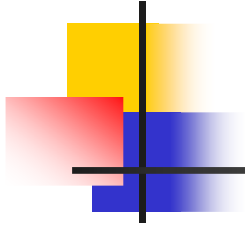
- Indicator 3.1.4 Paces lessons appropriate to needs and difficulties of learners
 - Know teaching principles and strategies that address learners' needs and difficulties
 - Move from one part of the lesson to the next according to learners' needs and difficulties
 - Show flexibilities in moving from one part of the lesson to the next in order support the needs of the learners



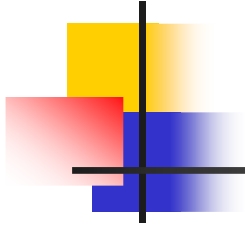
- Indicator 3.1.5 Initiates other learning approaches for learners whose needs have not been met by usual approaches
 - Have the knowledge about teaching principles and strategies for students-at-risk
 - Keep track of students-at-risk in my class
 - Provide appropriate intervention activities for learners-at-risk in my class
 - Appreciate and value the need to help students-at-risk



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- Indicator 3.1.6 Recognizes multi-cultural background of learners when providing learning opportunities
 - Know the cultural background of my students and its implications to teaching-learning
 - Provide appropriate learning activities for students coming from different cultural background
 - Show interest and appreciation for cultural diversities of learners

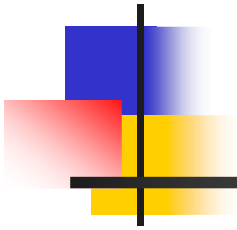


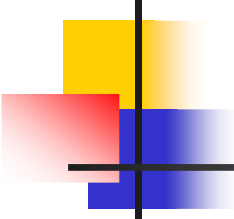
- Indicator 3.1.7 Adopts strategies to address needs of differently-abled students
 - Know the educational psychology of learners with special strengths and need
 - Use appropriate teaching-learning strategies for learners with special needs
 - Show sensitivity and compassion to learners with special strengths and needs



- Indicator 3.1.8 Makes appropriate adjustments for learners of different socio-economic backgrounds
 - Understands the effects of socio-economic status of learners on their learning performance
 - Consider the different socio-economic background of learners in adjustment of my teaching
 - Use techniques to motivate learners of the lower socio-economic status
 - Show fairness and consideration to all learners regardless of their socio-economic status

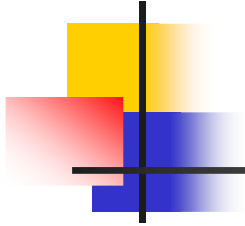
NCBTS Domain 4. Curriculum



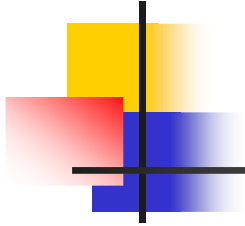


Strand 4.1 Teacher demonstrates mastery of the subject

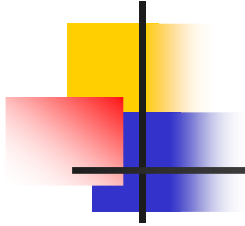
- Indicator 4.1.1 Delivers accurate and updated content knowledge using appropriate methodologies, approaches and strategies
 - Have updated knowledge in content and teaching strategies in my subject area
 - Apply the updated content and appropriate strategies in my teaching
 - Commit to use accurate and updated content knowledge in my teaching



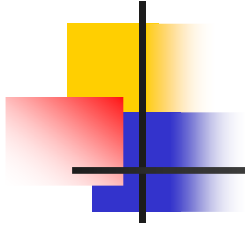
- Indicator 4.1.2 Integrates language, literacy and quantitative skill development and values in the subject area
 - Have knowledge about multi-disciplinary integrative modes and techniques of teaching
 - Use multi-disciplinary integrative modes and techniques of teaching my subject area
 - Support the integration of language, literacy, skill development and values in the school and community activities



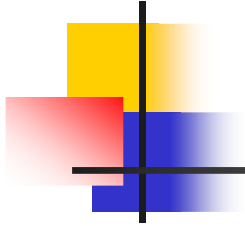
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- Indicator 4.1.3 Explains learning goals, instructional procedures and content clearly and accurately to students
 - Possess in-depth understanding of the subject area's learning goals, instructional procedures and content based on the current curriculum
 - Explain clearly and accurately the learning goals, concept and process to my learners
 - Give sufficient time to explain the lessons for clear understanding of my learners



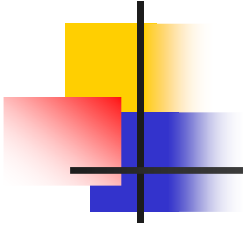
- Indicator 4.1.4 Links the current content with past and future lessons
 - Understand interrelationship of topics/contents within the subject area I teach
 - Link the present subject matter content with past and future lessons
 - Value the need to relate prior knowledge of learners with the present and future lessons



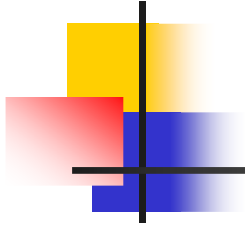
- Indicator 4.1.5 Align with lesson objectives the teaching methods, learning activities, and instructional materials or resource appropriate to learners
 - Have the knowledge in designing lessons with congruent objectives, teaching methods, learning activities and materials
 - Teach lessons that have congruent objectives, procedure, materials, and evaluation
 - Appreciate the value of aligning objectives with all the parts of a lesson



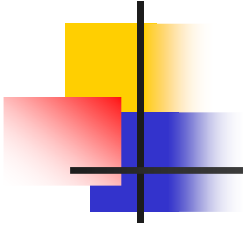
- Indicator 4.1.6 Creates situations that encourage learners to use high order thinking skills
 - Understand the concept of critical, higher order thinking and the facets of understanding
 - Engage learners in activities that develop higher order thinking skills
 - Patiently motivate and encourage learners to develop higher order thinking skills



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- Indicator 4.1.7 Engages and sustains learners' interest in the subject making content meaningful and relevant to them
 - Know strategies and materials to teach content meaningfully and promote authentic learning
 - Apply various appropriate strategies or technology to motivate and sustain learning
 - Believe in relating classroom learning to real world experiences



- Indicator 4.1.8 Integrates relevant scholarly works and ideas to enrich the lesson as needed
 - Update myself with relevant scholarly works and ideas
 - Integrate scholarly works and ideas to enrich the lesson for the learners
 - Show enthusiasm and openness to teach new learning

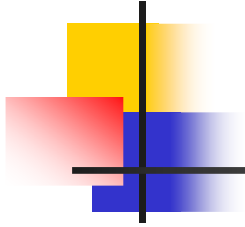


- Indicator 4.1.9 Integrates content of subject area with other disciplines
 - Know about other disciplines related to the subject I am teaching
 - Integrate contents of my subject area with other disciplines
 - Appreciate integrative interdisciplinary mode of teaching



Strand 4.2 Teacher communicates clear learning goals for the lessons that are appropriate for learners

- Indicator 4.2.1 Sets appropriate learning goals
 - Know the learning goals/objectives vis-a-vis specific subject content of the level I am teaching
 - Set do-able and appropriate daily learning goals/objectives for the learners
 - Reflectively choose appropriate learning goals/objectives

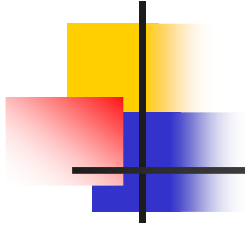


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- Indicator 4.2.2 Understand the learning goals
 - Understand the connection of the short-term goals/objectives to the long-term goals of learning
 - Practice connecting short-term goals to long-term goals for learning
 - Value the importance of learning goals set in the curriculum

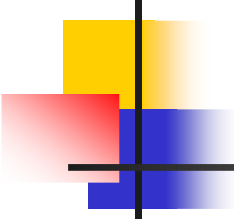


Strand 4.3 Teacher makes good use of allotted instructional time

- Indicator 4.3.1 Establishes routines and procedures to maximize instructional time
 - Understand the principles and procedure of maximizing instructional time
 - Apply techniques of “time on task” in planning and delivering lessons
 - Observe strict observance in the use of my time in teaching

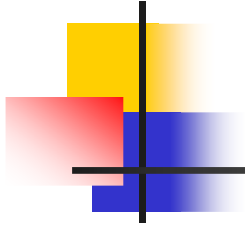


- Indicator 4.3.2 Plans lessons to fit within available instructional time
 - Know the principles and techniques of lesson planning taking into consideration the allotted instructional time
 - Design parts of the lesson within the allotted instructional time
 - Show efficiency in the use of time to effectively attain learning goals/objectives

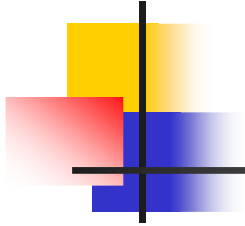


Strand 4.4 Teacher select teaching methods, learning activities and the instructional materials or resources appropriate to the learners and aligned to objectives of the lesson

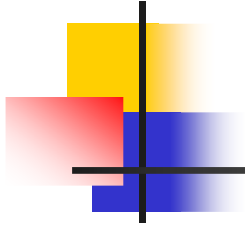
- Indicator 4.4.1 Translates learning competencies to instructional objectives
 - Know the learning competencies in the students' learning areas in order to formulate appropriate instruction objectives
 - Translate learning competencies into instructional objectives
 - Show a reflective attitude in translating learning competencies to instructional objectives



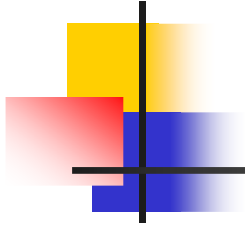
- Indicator 4.4.2 Selects, prepares, and utilizes technology and other instructional materials appropriate to the learners and the learning objectives
 - Know various technology and instructional materials appropriate to my learning area
 - Select and utilize updated and appropriate technology/instructional materials
 - Use appropriate technology resources to achieve curriculum standards and objectives
 - Prepare adequate and appropriate instructional materials to support the learning objectives of the learners
 - Manifest resourcefulness in preparing instructional materials



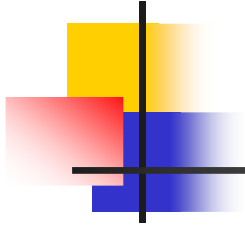
- Indicator 4.4.3 Provides activities and uses materials which fit the learners' learning styles, goals and culture
 - Know the principles of instructional material preparation for different types of learners
 - Use relevant activities and materials suited to the learning styles, goals and culture of the learners
 - Values the need to provide activities and use materials appropriate to the learners



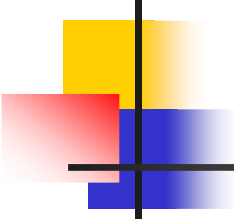
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- Indicator 4.4.4 Uses a variety of teaching approaches and techniques appropriate to the subject matter and the learners
 - Understand the theories, approaches and strategies in teaching the subject area
 - Use variety of teaching strategies and techniques appropriate to the learners and subject matter
 - Show enthusiasm in using varied innovative and appropriate teaching techniques



- Indicator 4.4.5 Utilizes information derived from assessment to improve teaching and learning
 - Understand the proper use of assessment results to improve teaching and learning
 - Use assessment results in setting learning objectives for specific learning activities
 - Appreciate the value of assessment in improving teaching and learning

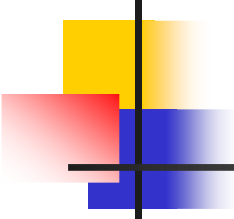


- Indicator 4.4.6 Provides activities and uses materials which involve student in meaningful learning
 - Know various educational theories and their implication to meaningful learning
 - Apply relevant teaching approaches that involve the students to achieve meaningful learning
 - Use improvised, local indigenous materials for meaningful learning
 - Appreciate teaching approaches and use materials which would result to meaningful learning



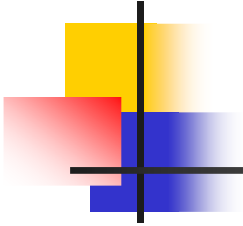
Strand 4.5 Teacher recognizes general learning processes as well as unique processes of individual learners

- Indicator 4.5.1 Designs and utilizes teaching methods that take into account the learning process
 - Know different teaching methods, approaches and strategies suitable to various learners
 - Have knowledge about general and specific learning processes
 - Apply teaching-learning methodologies that respond to general and specific learning processes
 - Recognize the need to design teaching methods that match with the learning process



Strand 4.7 Teacher demonstrates skills in the use of Information and Communication Technology in teaching and learning

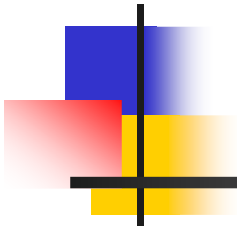
- Indicator 4.7.1 Utilizes Information and Communication Technology to enhance teaching and learning
 - Know the nature and operations of ICT systems as they apply to teaching and learning
 - Understand how ICT-based instructional materials/learning resources support teaching and learning
 - Understand the process in planning and managing ICT-assisted instruction
 - Design, develop new or modify existing digital and/or non-digital learning resources

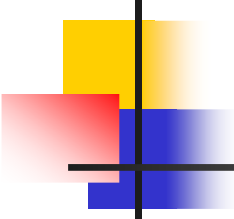


- Use of ICT resources for planning and designing teaching-learning activities
- Use of ICT tools to process assessment and evaluation data and report results
- Demonstrate proficiency in the use of computers to support teaching and learning
- Use of ICT tools and resources to improve efficiency and professional practice
- Value and practice social responsibility, ethical, and legal use of ICT tools and resources
- Show positive attitude towards the use of ICT in keeping records of learners

NCBTS Domain

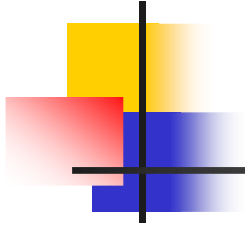
5. Planning, Assessing, and Reporting



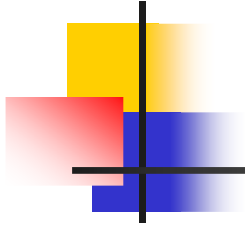


Strand 5.1 Teacher develops and utilizes creative and appropriate instructional plan

- Indicator 5.1.1 Show proofs of instructional planning
 - Know the elements and process of developing and instructional plan
 - Arrange sequentially the learning units with reasonable time allotment
 - Identify appropriate learning objectives, strategies, and accompanying materials in the plan
 - Identify appropriate and varied assessment procedures
 - Show enthusiasm in sourcing materials as guides for instructional planning



- Indicator 5.1.2 Implements instructional plan
 - Know the factors for successful implementation of the instructional plan
 - Adjust the instructional plan to ensure attainment of objectives
 - Appreciate the value of instructional planning

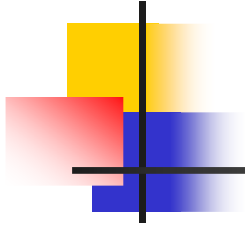


- Indicator 5.1.3 Demonstrates ability to cope with varied teaching milieu
 - Know the different teaching-learning situations that could affect the implementation of the instructional plans
 - Cope with varied situations and conditions in teaching
 - Manifest openness to make necessary adjustments to improve the instructional plan appropriate for the teaching condition

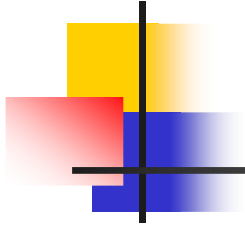


Strand 5.2 Teaching develops and uses a variety of appropriate assessment strategies to monitor and evaluate learning

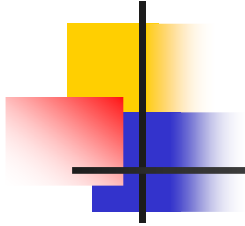
- Indicator 5.2.1 Prepares formative and summative test in line with the curriculum
 - Know the principles and purposes of instructional assessment including formative and summative testing
 - Construct valid and reliable formative and summative tests
 - Appreciate the value of testing as a tool to improve instruction and learning performance



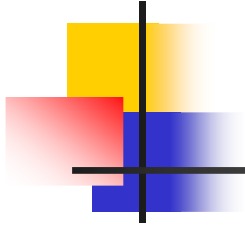
- Indicator 5.2.2 Employs non-traditional assessment techniques
 - Know the concepts, principles and strategies of non-traditional assessment
 - Use appropriate non-traditional assessment techniques
 - Value the use of non-traditional assessment



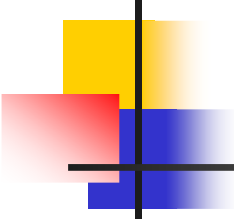
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- Indicator 5.2.3 Interprets and uses assessment results to improve teaching and learning
 - Know concepts, principles on interpretation and utilization of assessment results
 - Interpret and use test results to improve teaching and learning
 - Manifest fairness in the interpretation of test results



- Indicator 5.2.4 Identifies teaching – learning difficulties and possible causes and takes appropriate action to address them
 - Know the concept and principle of diagnostic testing
 - Know the types of remedial activities for slow learners
 - Identify teaching-learning difficulties and possible causes
 - Manage remediation activities
 - Manifest willingness and patience in conducting remediation activities

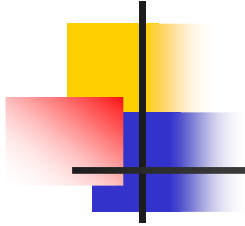


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- Indicator 5.2.5 Uses tools for assessing authentic learning
 - Know the concepts and principles in the use of the tools for assessment of authentic learning
 - Utilize appropriate tools for assessing authentic learning
 - Enthusiastically develop and use tools for assessing authentic learning

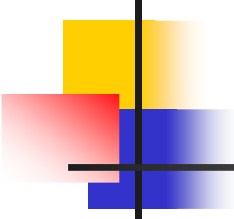


Strand 5.3 Teacher regularly monitors and provides feedback on learners' understanding of content

- Indicator 5.3.1 Provides timely and accurate feedback to learners to encourage them to reflect on and monitor their own learning growth
 - Know the principles of giving and receiving feedback on learners' progress
 - Use strategies for giving feedback/reporting progress of individual learner
 - Motivate learners' to reflect and monitor their learning growth
 - Consistently provide timely and accurate feedback

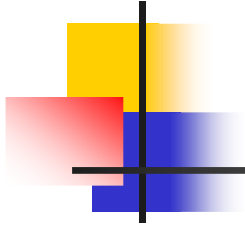


- Indicator 5.3.2 Keeps accurate records of grades/performance levels of learners
 - Know the current guidelines about grading system
 - Maintain accurate and updated learners' records



Strand 5.4 Teacher communicates promptly and clearly to learners, parents, and superiors the learner's progress

- Indicator 5.4.1 Conducts regular meetings with learners and parents to report learners' progress
 - Know the importance of communicating learners' progress to students, parents, and other stakeholders
 - Hold regular meetings to report learners' progress to students and parents
 - Manifest accountability and responsibility in communicating the learners' progress to intended stakeholders

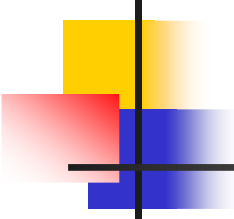


- Indicator 5.4.2 Involves parents to participate in school activities that promote learning
 - Understand the role and responsibilities of parents in supporting school programs to enhance children's learning process
 - Involve parents to participate in school activities that promote their children's learning process
 - Establish rapport and a cooperative working relationship with parents to support learning



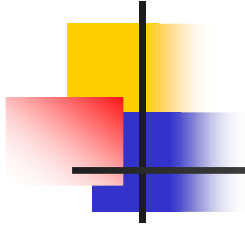
NCBTS Domain

6. Community Linkages

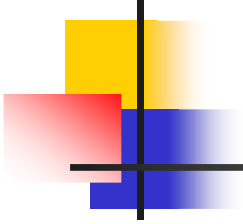


Strand 6.1 Teacher establishes learning an environment that responds to the aspirations of the community

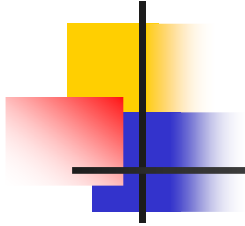
- Indicator 6.1.1 Involves community in sharing accountability for learners' achievement
 - Know the programs, projects, and thrusts of DepEd on school-community partnership
 - Involve the community in the programs, projects and thrusts of the school
 - Promote shared accountability for the learners achievement



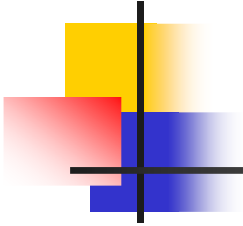
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- Indicator 6.1.2 Uses community resources to support learning
 - Know the various community resources available to enhance learning
 - Use available community resources to support learning
 - Recognize community resources to support learning



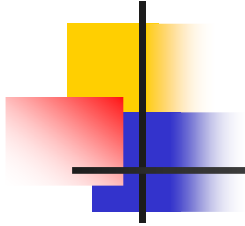
- Indicator 6.1.3 Uses community as a laboratory for learning
 - Know the community resources and strategies for experiential learning
 - Make use of the community as a laboratory for learning
 - Appreciate the whole community as a learning environment



- Indicator 6.1.4 Participates in community activities that promote learning
 - Know my social responsibilities in the community
 - Get involve in community work
 - Show enthusiasm in joining community activities

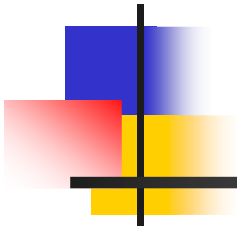


- Indicator 6.1.5 Uses community networks to publicize school events and achievements
 - Know the community networks and disseminate information
 - Use community network to communicate the school events and achievements
 - Take interest to share information on school events and achievements to the community



- Indicator 6.1.6 Encourages students to apply classroom learning to the community
 - Know the social realities in the community to make learning relevant
 - Provide activities that ensure application of learning to home and communities
 - Show concern about needs of communities by encouraging application of learning

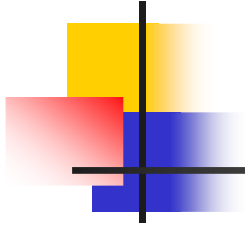
NCBTS Domain 7. Personal Growth and Professional



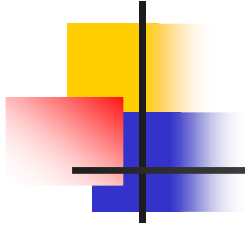


Strand 7.1 Teacher takes pride in the nobility of teaching as a profession

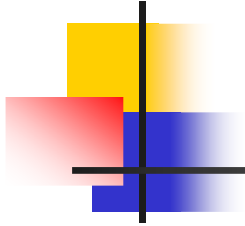
- Indicator 7.1.1 Maintains stature and behavior that upholds the dignity of teaching
 - Know the set of ethical and moral principles, standards and values embodied in the Code of Ethics for Professional Teachers
 - Abide by the practice the Code of Ethics for Professional Teachers
 - Manifest the values that uphold the dignity of teaching



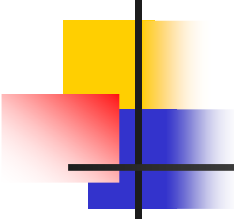
- Indicator 7.1.2 Allocates time for personal and professional development through participation in educational seminars and workshops, reading educational materials regularly and engaging in educational research
 - Know the requirements/expectations for personal and professional development of teachers
 - Prepare and implement my Individual Personal and Professional Development Plan (IPDP)
 - Manifest enthusiasm in undertaking educational research



- Indicator 7.1.3 Manifests personal qualities like enthusiasm, flexibility, and a caring attitude
 - Know the value of personal qualities such as enthusiasm, flexibility and a caring attitude and the strategies to enhance them
 - Engage in self-assessment to develop my personal qualities
 - Exhibit personal qualities such as enthusiasm, flexibility and a caring attitude among others

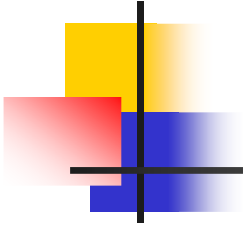


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- Indicator 7.1.4 Articulates and demonstrates one's personal philosophy of teaching
 - Understand the value of having a personal philosophy of teaching
 - Translate my philosophy of teaching into action
 - Share my personal philosophy of teaching with my peers



Strand 7.2 Teacher builds professional links with colleagues to enrich teaching practice

- Indicator 7.2.1 Keeps abreast with recent developments in education
 - Update myself with recent developments in education
 - Apply updated knowledge to enrich my teaching practice
 - Manifest openness to recent developments in education

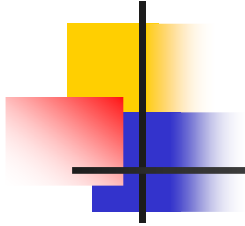


- Indicator 7.2.2 Links with other institutions and organizations for sharing best practices
 - Know the institutions and organizations with a goal to improve teaching practice
 - Link with other institutions and organizations that are helpful to the teaching profession
 - Get involved in professional organizations and other agencies that improve teaching practice

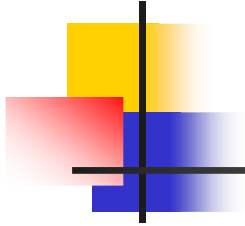


Strand 7.3 Teacher reflects on the extent of the attainment of professional development goals

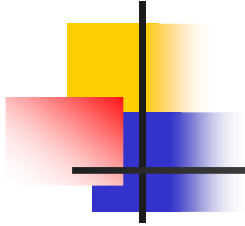
- Indicator 7.3.1 Reflects on the quality of his/her own teaching
 - Know the techniques and benefits derived from theory-guided introspection
 - Make a self assessment of my teaching competencies
 - Desire to improve the quality of my teaching



- Indicator 7.3.2 Improves teaching performance based on feedback from the mentor, students peers, superiors and others
 - Know the purposes and approaches in establishing an effective feedback system
 - Actively seek feedback from a range of people to improve my teaching performance
 - Manifest positive attitude towards constructive comments, suggestions, and recommendations



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- Indicator 7.3.3 Accepts personal accountability to learners' achievement and performance
 - Know my accountability and responsibilities toward students' learning performance
 - Examine myself vis-à-vis my accountability for the learners and to the teaching profession
 - Accept my personal accountability to the learners



- Indicator 7.3.4 Uses self-evaluation to recognize and enhance one's strength and corrects one's weaknesses
 - Know the concept and strategies for self-evaluation
 - Identify my strengths and weaknesses as a person and as a teacher
 - Manifest determination to become a better person and teacher

