



# Performance Of The Secondary School Teachers In Mangaldan, Pangasinan

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**Abstract:** This study aimed to determine the level of performance of the secondary school teachers based on the classroom observation indicators.

It was found out that all of the respondents are educationally qualified to teach in the Secondary Schools, Majority of them have earned units leading to the Master's degree and some on the doctoral program. In-service trainings at the regional, national and international levels appear to be inadequate, while trainings at the district, and division appear to be adequate. Majority of the teachers have 1- 6 years teaching experience . A small number however, have 7 and above teaching experience in this field. The level of performance of the Secondary School Teachers both the proficient and the highly proficient is very satisfactory, There is significant relationship between the level of performance of the Secondary School Teachers and the profile variables although it is negligible in some variables and slight relationship in other areas., There is significant difference between the perception of teachers themselves and the school heads on the level of performance based on the classroom observation indicators. There is no significant difference between the perception of proficient and highly proficient teachers on the level of performance based on the classroom observation indicators.

Based on the findings, it was concluded that: All the respondents are educationally qualified to teach in the Secondary Schools. Majority of them have earned units leading to the Master's degree and some on the doctoral program Majority of the teachers have 1- 6 years teaching experience. A small number however, have 7 and above teaching experience in this field. The level of performance of the Secondary School Teachers both the proficient and the highly proficient is very satisfactory. There is significant relationship between the level of performance of the Secondary School Teachers and the profile variables although it is negligible in some variables and slight relationship in other areas. There is significant difference between the perception of teachers themselves and the school heads on the level of performance based on the classroom observation indicators. There is no significant difference between the perception of proficient and highly proficient teachers on the level of performance based on the classroom observation indicators.

Based on the above conclusions, it was recommended therefore that teachers who teach in the Secondary Schools should pursue higher education. Teachers should attend regional, national and international trainings and seminars to keep abreast themselves. The training program prepared by the researcher should be sent to higher authorities for further implementation. Findings of this study should be used by future researchers as springboard for similar investigations in other learning areas.

## Rationale

Education is one of the primary key for an individual to become a functional member of the society. Being armored with the acquired knowledge and skills, individual becomes a productive member of the society he/she belongs. Education can be one of the basic instruments to overcome all the challenges in life. It is a weapon that utilizes to combat poverty, famine, and calamities as well as it could improve the wellbeing of people. However, to establish and maintain a high quality education system, appropriate investment must be made. (World Bank: 2012).

In the Philippines, education was put as the top priority. It is in the desire of the people and its good governance to promote education as it was the key to equip the people with knowledge to attain a high quality of living just like other countries abroad.

To accomplish this, teacher as well as the learners must work hand in hand with the stakeholder to provide a meaningful experience and life-long learning that will help the students exposed in the real world challenges.

**The most respected profession in the world is teaching. According to Panda and Mohanty, teachers are the pivot of any educational system. In fact, teachers are the strength of the nation. Teachers develop performance style characteristics to other ways of relating to the world, perceptually as well as cognitively. It is universally recognized that teachers' instructional performance** plays a key role in students' learning and academic achievement (Panda and Mohanty).

According to Sahan a professional teacher is one who has attained a competent image in the world of professionals after undergoing a series of mental exercise and practice of proper actions toward the building up of their polished actuations in the teaching career. Competence in teaching is an intellectual potency and flexibility that exists in the teachers' mind and which is realized in doing their job professionally. He continued that the belief on teachers' competencies not a sudden event, but it provides an axiom that "without teachers, everybody is useless". This axiom reminds all to think that teachers are people, who have competency to guide students so they will have certain competencies as needed wherever, whenever, and however they are, and whatever they will do. In reality, to get good competence is not an easy task. While taking too much burden on teaching tasks at school, teachers are sometimes forced with a lot of tasks outside their daily routines at home or other places.

In teaching, effective teachers offer students engaging and developmentally appropriate learning opportunities. They recognize that students who are absorbed in real-world problem solving, collaboration and critical thinking do not need to be 'managed.' Effective teachers create strong relationships with their students, communicate high expectations and help students to envision a powerful future for them. It means that effective teaching needs to embrace knowledge and processes and practices, as well as provide multiple opportunities for students to use these processes and apply them across many experiences. [http://www.schoolimprovement.com/docs/Teacher\\_Effectiveness\\_White\\_Paper1.pdf](http://www.schoolimprovement.com/docs/Teacher_Effectiveness_White_Paper1.pdf)

Teacher Effectiveness is achieved through a process that requires preparation, dedication of day-to-day work, constant self-examination and improvement, and most importantly, the support of administrators and leaders. Most administrators understand good teaching and understand their teachers, but many struggle to find a way to help all of their teachers to truly improve practice on a large scale. (Leith: 2011).

Effective teaching requires that the curriculum, materials, and methods all be appropriate to the intrinsic objectives of whatever part of the school system a teacher is working in.

Teacher education programs can make a difference to student achievement depending on the type of education program and support is put in place. Specific factors such as the years of teacher training (initial and in service), the teacher's verbal fluency, subject matter knowledge, possession of books and materials and mindful utilization of such, teacher expectation of pupil performance, time spent on classroom preparation, and frequent monitoring of student progress are all key factors identified in some key research studies that have a positive bearing on the quality of teachers' performance and effectiveness and, consequently, student achievement.

When teachers are actively involved and empowered in the reform of their own schools, curriculum, pedagogy, and classrooms, even those with minimal levels of formal education and training are capable of dramatically changing their teaching behavior, the classroom environment, and improving the achievement of their students.

The teachers in the 21<sup>st</sup> century teaching should be prepared to the changes in the program. For instance, most high school teachers who are known to teach the content -based knowledge must be equipped with the different knowledge of the subject areas for them to effectively improve teaching through the use of enhanced pedagogies. Subjects are taught from the simplest concepts to more complicated concepts through grade levels ([www. The K to 12 Basic Education Program.html](http://www.TheKto12BasicEducationProgram.html))

Secondary teachers who have previous experienced as a local school board, as a private teacher were trained on the new trends in teaching that they could apply to enhance their teaching skills. In addition to, most teachers are able to get all the necessary training and experiences that will serve as their avenue in teaching the curriculum. The call for teacher-training programs that are responsive to the growing diversity of learners is high. The 21<sup>st</sup> century learners need teachers who are not only experts in their own field but also are knowledgeable in other discipline (Queensland College of Teachers: 2012).

Teachers are comparable to the quality of curriculum they have, because like the curriculum the teachers are always in the process of improving and have the capacity to keep on changing and supplement the needs of the learners. On the other hand, for better pedagogy in schools, teachers must perform their roles effectively. And they must gain support from other resources to comply with an adequate teaching facilities, materials and equipment. (Okabe: 2013).

DepEd teachers will be given sufficient in-service training on content and pedagogy to implement this program. Current DepEd teachers shall be retrained to meet the content and performance standards. The pre-service education training for aspiring teachers will also be modified to conform to the requirements of the program. DepEd, in coordination with CHED, shall ensure that the Teacher Education curriculum offered in Teacher Education Institutions TEIs will meet the necessary quality standards for new teachers. Training of teachers will follow the phased-in introduction of the enhanced curriculum. ([www. The K to12 Basic Education Program.html](http://www.TheKto12BasicEducationProgram.html)).

As cited under the General Provision of the RA No. 10533, *Enhanced Basic Education Act, Rule III. Teachers Qualifications, Training and Continuing Professional Development*. Section 12 it states that to ensure that the enhanced basic education program meets the demand for quality teachers and school leaders, the DepEd, CHED, and TESDA shall conduct teacher education and training programs, in collaboration with relevant partners in government, academe, industry, and non governmental organizations. Such professional development programs shall be initiated, conducted and evaluated regularly throughout the year to ensure constant upgrading of teacher skills.

Section 12.1 of the In-service Training and Content Pedagogy. The DepEd teachers who will implement the enhanced basic education curriculum but have not undergone pre-service education that is aligned with the enhanced basic education curriculum shall be trained to meet the content and performance standards of the enhanced basic education curriculum. With this order teachers are given the opportunity to be trained in accordance to the needs of the learners in the 21<sup>st</sup> century.

Therefore, this research aims at providing relevant data that will highlights the performance of the teachers on the new curriculum. The results of this research can also be a baseline data for designing a training program that will help teachers to be more prepared and competent for the challenges that they may have in the secondary school.

## Theoretical Framework

This study is anchored on the **theories on levels of teaching competencies**. It is known that education plays a vital role in human development and social transformation and teaching competence is a part of it. It is considered as one of the pillars in developing a particular person.

Another theory where this study is based, is the **theory on effectiveness and efficiency**. Teachers play a vital role on developing/ honing our learners. There is therefore a need for teachers to prepare themselves in order to become effective and efficient.

Applied to the educational institution as a work environment, performance ratings as evaluated and assessed by the academic superiors are expected to lead towards better institutional competencies. This is because teachers when functionally evaluated are given the accurate feedback and measure on their strength and weakness. Hence, they are expected to become motivated and empowered in that they are able to determine and define the areas where they excel and which are recognized by the superiors. On the other hand, they are also provided the leeway and the avenue to further improve on their competencies particularly so when remedial measures and faculty development programs are functionally implemented.

The evaluation and assessment of teachers' competencies is therefore expected to serve as the entry point towards the promotion and realization of organizational growth and development in an education-based organization. As Schein (2016) stressed, the need for faculty evaluation emanates from the principle that organizational growth takes place when the human resource is properly managed towards organizational effectiveness. In this particular study, the output is expected to be alongside the promotion of relevance in the educational institutions' systems of operations particularly in instruction functions and activities where teachers who are expected to take full responsibility and utmost commitment to the service in the pursuit of quality education. Hence, the action plan will serve as the study's major output.

## Conceptual Framework

This study was conceptualized on **Republic Act 9155** otherwise known as the Governance of Basic Education Act. This law provides the general rule of basic education to develop the Learners by providing them basic competencies in literacy and numeracy, critical thinking and learning skills, patriotic and responsible citizens. In line with this, **Republic Act No. 9155** under paragraph (g) that it is the state's responsibility to establish schools and learning centers as facilities where schoolchildren are able to learn a range of core competencies prescribed for elementary and high school education programs or where the out-of-school youth and adult learners are provided alternative learning programs and receive accreditation for at least the equivalent of a high school education.

In line with the promotion of quality education, the Department of Education holds into the need for Continuing Professional Education among its teachers which may be a good medium in updating the teachers' skills, attitude and knowledge based on the present needs.

With the foregoing, the bases of establishing Educational Associations that will promote core competencies through Continuing Professional Education among the learners are in tune with the global standards.

With teachers aimed at developing the learners, skills they also make it a point to qualify themselves as mandated under the Code of Ethics for Professional Teachers through a Continuing Professional Education that will qualify them in their areas of specialization and update them as well with the current issues and trends.

A competent teacher is one who has honed his skills in the art of teaching he demonstrates proficiency in the use of language, adopts varied teaching strategies, recognizes change, applies motivations, revises techniques for optimum results, and allows himself to be guided by acknowledge principles and theories in education which are embodied in the domains of teaching standards.

The Department of Education (DepEd) recognizes that the success of any education system greatly relies on the competence of its teachers. Hence, one of the primary issues the Department aims to address through its comprehensive implementation of the new curriculum or the K to 12 Basic Education Program, highly- competent teachers in public elementary and secondary schools is a necessity. The program plans to achieve this objective through significantly improving professional standards that will better ensure that the teachers hired are able to substantially contribute to the development of lifelong learners. (DepEd Order No. 7, s. 2015.)

**However**, not all teachers will have the same level of competence in all areas from the outset. To develop competence, teachers need to progress from awareness to capacity building. Some practical ways of bringing up awareness-level competencies to capacity building would be through induction and mentoring within the school, professional development courses and training programs or learning with more experienced teachers through professional learning communities.” (<http://singteach.nie.edu.sg/issue23-teachered/>)

As demands in the new curriculum was on the stage of building its roadmap for a better future, all the teachers on the other hand are made to adjust to innovative practices integrated in the preparation of lessons, actual delivery of teaching, rating student performances and of the overall classroom management.

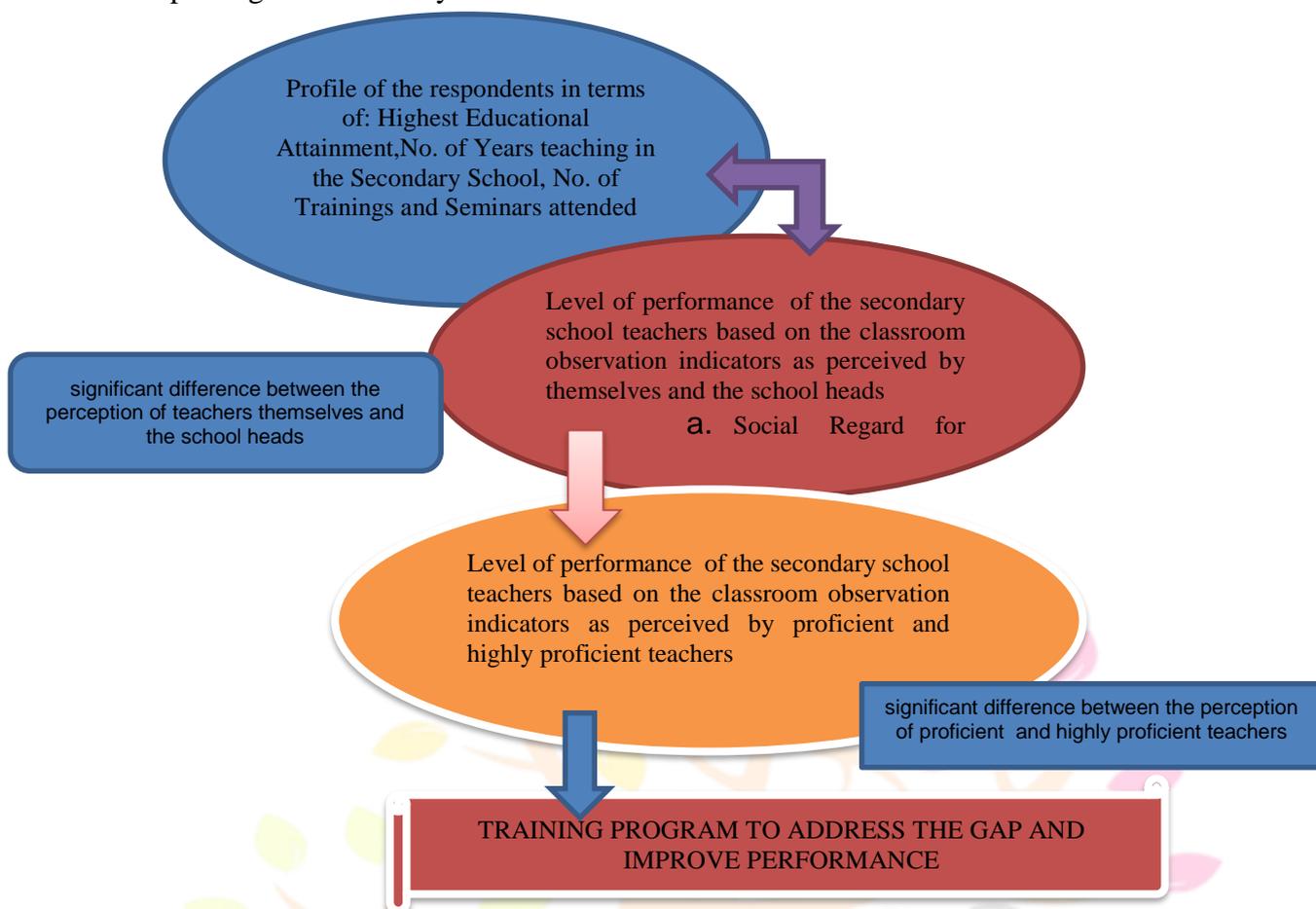
At present, there is a more comprehensive and a strong implementation on the guidelines in hiring competent teachers, specifically, the teachers who will bring the holistically- developed Filipinos of the 21<sup>st</sup> century

The realization of the new curriculum's benefits rest largely on the action of the education sector whereas the roadmap to ASEAN 2015 is placed on the competitiveness of Filipino professionals and the competitiveness of graduates of Philippine Educational institutions (Garcia: 2015).

This study has been conceptualized also with the framework of the different literatures and theoretical models underscoring the teacher's performance on the competency- based teaching standards.

This study therefore aims to show the teacher's performance on performing their functions based on the Classroom Observation Tool, which will also serve as basis for designing a training program that will help teachers to be more prepared for the challenges of the new curriculum. This can also serve as benchmarks that can help teachers identify the competencies they need and continue to build on them throughout their teaching career, through practice and professional development.

The paradigm of this study is shown below.



**Figure 1**  
**Paradigm of the Study**

**Statement of the Problem**

This study aimed to determine the level of performance of the secondary school teachers based on the classroom observation indicators.

Specifically, it sought to answer the following questions;

1. What is the profile of the respondents in terms of:
  - a. Highest Educational Attainment
  - b. No. of Years teaching in the Secondary School
  - c. No. of Trainings and Seminars attended
2. What is the level of performance of the secondary school teachers based on the classroom observation indicators as perceived by themselves and the school heads?
3. Are there significant relationships between the profile of teachers and the level of performance based on the classroom observation indicators?
4. Is there significant difference between the perception of teachers themselves and the school heads on the level of performance based on the classroom observation indicators?
5. Is there significant difference between the perception of teachers themselves and the school heads on the level of performance based on the classroom observation indicators?
6. Based on the findings, what training program can be proposed to address the gaps and improve performance?

### **Hypotheses of the Study**

1. There is significant difference between the perception of teachers themselves and the school heads on the level of performance based on the classroom observation indicators
2. There are significant relationships between the profile of teachers and the level of performance based on the classroom observation indicators.

### **Assumptions of the Study**

1. The Secondary School Teachers are ready to teach in the Secondary Level.

### **Scope and Delimitation of the Study**

This study will be conducted in selected Secondary Schools in Mangaldan, Pangasinan during the school year 2022 – 2023. Teachers in this area will be chosen to be the respondent of the study.

The researcher covers the assessment of the teacher respondents. The instrument to be used is the classroom observation tool and will be acquired from the department of education. The study is concerned in determining the performance of teachers based on the classroom observation indicators

### **Significance of the Study**

Specifically, the results of this study may be beneficial to the following:

**School Administrators.** The result may help them address possible problems that new teacher's may encounter on the onset of their work. It enables administrator to assessed the present conditions of the teachers in their working station and identify their weaknesses and strength, to be able to provide them with meaningful training and seminars for personal and professional development.

**Cooperating Schools.** The result of this study will provide substantial information on the arising problem and issues that maybe encountered by secondary teachers especially on the implementation of their lesson and raised some possible solutions to solve the problem.

**High School Teachers.** The result of this study will provide them with some concepts on the role of teachers in their teaching profession, and at the same time this study will give opportunity for teachers to reflect and assess themselves on the competencies underlying the NCBTS which is basically use to describe aspects of teachers' quality.

**Students.** As the recipients of the newly reformed educational system, they will be benefited since they will be provided with better education through competent, effective and efficient teachers who had undergone several trainings and seminars in order to cater the skills necessary for teaching the holistic students of the 21<sup>st</sup> century.

**Parents and Community.** As the threshold of the nation building, they will be able to grasp the importance of education and adapt with the changes of the educational reform. Also parents are encourage in supporting the needs of their children and assessed them throughout their studies.

**Other researchers** – They can utilize the results of this study as guide in pursuing a study related to the teachers' readiness in teaching secondary school. They could also use it as springboard for coming up with studies related to current issue about the teacher's competency and readiness.

### **Definition of Terms**

To facilitate reading convenience and optimize understanding of the readers, the following terminologies are defined in accordance to their usage in this study.

**Competency** – it specifies the "how" of performing job tasks, or what the person needs to do the job successfully.

**Assessment**–the act of measurement something, an output of a performance.

**Congested curriculum**– a curriculum that is compressed to cover the entire year of the curriculum offered. Ex. 12 years of study is congested to 10 years.

**Curriculum Domain-** a curriculum that is compressed to cover the entire year of the curriculum offered. Ex. 12 years of study is congested to 10 years.

**New Curriculum-** the course offered by an educational institution and refers to the K to 12 Curriculum.

**Degree of readiness** –the extent of preparedness in the implementation of the new curriculum.

**Descriptive equivalent** – the level such as High, Satisfactory, Fair, Low that describes the level of competence of teachers in terms of knowledge, skills as and trainings.

**High School** – a higher stage of education after elementary level. Under K to 12, it start with grade 7 to 10 as junior high and grade 11-12 as senior high.

**K to 12** – a term used to the new curriculum that denote the addition of two more years to the existing four years of secondary education, which will extend basic education to 12 years, and one year kindergarten as mandated by the basic education program.

**Newly-hired teachers** – are fresh, energetic and vibrant newly appointed secondary teachers who have passed the licensure examination for teachers (LET).

**Pedagogy** - teacher's methods and ways of teaching

**Perception** - refers to one's awareness or recognition on a certain issue or phenomena.

## Chapter 2 METHODOLOGY

This chapter discusses the research design, sources of data, instrumentation and data collection and the tools for data analysis.

### Research Design

The researcher will employ the descriptive method of research by utilizing a questionnaire as the main tool in gathering the needed data. As defined by Calmorin (2016), it is descriptive because it aims to provide an accurate description of a situation of an association between variables from which one can then make some statements about a certain group or population. The primary aim in administering this method is to describe the nature of situation as it exists at the time of the study and to explore the causes of the phenomena.

Along this line, the descriptive method of research will be employed in this study to describe the profile of the secondary school teachers in selected schools in Mangaldan, Pangasinan. Furthermore, the same descriptive method of research will be utilized to assess the performance of teachers in performing the seven domains of teaching standards.

This study will also be developmental as it develops a training program proposal addressing the challenges encountered and to improve performance as an output of this study.

### Sources of Data

The subjects of this study were the 100 secondary school teachers and 26 school heads in selected schools in Mangaldan, Pangasinan.

**Table 1**  
**Distribution of Respondents**  
**N = 126**

Schools	No. of School Heads	No. of Teachers	Total	%
A	3	<b>10</b>	<b>13</b>	10.32
B	3	<b>10</b>	<b>13</b>	10.32
C	10	<b>35</b>	<b>45</b>	35.71
D	10	45	55	43.65
Total	<b>26</b>	<b>100</b>	<b>126</b>	<b>100</b>

### Instrumentation and Data Collection

The researcher used the questionnaire as the major data instrument in this study.

The researcher adopted a questionnaire of similar researches on the Performance of teachers on the seven domains of teaching which consisted of (1) The profile of secondary school teachers in terms of 1.1 Highest Educational attainment, 1.2 years of experience in teaching in the Secondary School 1.3 Relevant seminars/ in-service trainings attended; the frequency counts and corresponding percentage (%) was computed for each of the forecited variables.

Before the conduct of the study the researcher observed the following standard operation procedures: Secure permit from the Schools Division Superintendent and a letter of permission was sent to the public schools' district supervisors and different school heads of the secondary schools to administer the questionnaires to the intended respondents. The researcher personally administered and retrieved the instrument. Data was based from the respondent's answers and was carefully tallied, tabulated, and analyzed.

### Tools for Data Analysis

Appropriate statistical tools were utilized to enable the researcher to come up with a valid and reliable interpretation of the data gathered.

**For sub-problem No. 1** on the profile of the respondents, frequency counts and percentages were used.

$$P = \frac{F}{N} \times 100 \quad ; \quad AWM = \frac{\sum X}{N} \times 100$$

Where:

P = percentage ,AWM= Ave.Wt. Mean  
f = frequency ,  $\sum X$ =Sum of the mean  
N = no. of cases

**For sub-problem No. 2** on the level of performance of teachers in performing the seven domains of teaching standards as perceived by the teachers and the school heads; the average weighted mean and a five-point Likert's scale was used as shown below and the descriptive equivalent.

Rating Scale	Point Range	Descriptive Equivalent
5	4.21 – 5.00	Outstanding
4	3.41 - 4.20	Very Satisfactory
3	2.61 - 3.40	Satisfactory
2	1.81 – 2.60	Unsatisfactory
1	1.00 – 1.80	Poor

**For sub-problem No. 3 and No. 5** on the significant difference on the perception of the teachers themselves and the school heads relative to the level of performance of teachers in performing the seven domains of teaching standards, Z-test was used.

$$Z = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{SD_1^2 + SD_2^2}{N}}}$$

Where, Z= Z test;  $\bar{X}_1$ = mean of the first;  $\bar{X}_2$ = mean of the second

$SD_1^2$ = Variance of the first mean;  $SD_2^2$ =variance of the second mean

N = no of population

**For sub-problem No. 4** on the significant relationship between the level of performance of teachers in performing the seven domains of teaching standards and the profile variables, Spearman Coefficient Correlation was used.

$$r_s = 1 - \frac{6 \sum D^2}{N^3 - N} \quad \text{where: } r_s \text{ - Spearman rho}$$

**For sub-problem No. 6**, the researcher prepared a training program to address the challenges and improve performance.

### Ethical Consideration

As a form data-privacy is concern, all actions pertaining to personal information and identity of all involved in this investigation will be kept confidential. This study investigation assures all will keep all responses concealed. As a result, participants will be advised not to include any personally identifiable information in their questionnaire or test material. Their responses will likewise be kept confidential. To preserve each subject's identity, the researcher will keep their information confidential; all information acquired from the study will be coded. No names or other identifying information will be used while discussing or reporting data. The researcher will securely preserve any files and data gathered. Once the data has been completely analyzed, it will be discarded.

**Chapter 3****RESULTS AND DISCUSSIONS**

This chapter presents the tabulated data regarding the profile of the teachers, the performance level of teachers based on classroom observation indicators, its relationship and the gap analysis between the performance of proficient and highly proficient teachers.

**PROFILE OF TEACHERS**

This portion covers a discussion on the presentation, analysis and interpretation of the profile of respondents as shown below.

Table 2-A below shows the profile of teachers on educational attainment

**Table 2-A****PROFILE OF TEACHERS ON HIGHEST EDUCATIONAL ATTAINMENT****N=100**

<b>Highest Educational Attainment:</b>	<b>Frequency</b>	<b>Percentage</b>
Bachelor's Degree (BEED/BSE)	10	10.00
Bachelor's Degree (BEED/BSE)with MA Units	30	30.00
Bachelor's Degree (BEED/BSE)with MA Academic Requirements	30	30.00
Master of Arts in Education	10	10.00
MA Degree with Doctoral Units	10	10.00
Doctoral Degree Graduate	0	0
Others: BSE with MED acad. Reqts.	10	10.00
<b>Total</b>	<b>100</b>	<b>100</b>

It can be seen from table 2 that there are 10 or 10 % of the respondents a bachelor's degree holder, thirty (30) or 30% are bachelor's degree holder with MA units, while thirty or 30% finished MA academic requirements. Ten or 10 % from the respondents finished MAED and there are also 10 who finished MAED but with doctoral units and there are 10 who finished bachelor degree with MED academic requirements. Nobody is a graduate in the doctoral program.

Table 2-B reflects the profile of respondents on no. of years in teaching in

the secondary school

**Table 2-B****PROFILE OF TEACHERS ON NO. OF YEARS IN TEACHING IN THE SECONDARY SCHOOL****N=100**

<b>No. of Years in Teaching Science</b>	<b>Frequency</b>	<b>Percentage</b>
1-3 years	30	30.00
4-6 years	30	30.00
7-10 years	20	20.00
11 yrs. and above	20	20.00
<b>Total</b>	<b>100</b>	<b>100</b>

It can be seen from the table that most of the respondents are new in the service. Thirty or 30 % from the respondents are in the service teaching in the Secondary School for 1-3 years and 4-6 years respectively. Twenty or 20% from respondents have been in the service for 7-10 years and 11 years and above. Forty percent are experienced already having taught in the Secondary Schools for 7 -11 years and above. This indicates that some are old in the service and not all are new in the service.

Table below reflects the profile of respondents on relevant trainings attended.

**Table 2-D**  
**PROFILE OF TEACHERS ON THE NUMBER OF RELEVANT TRAININGS ATTENDED**  
**N=100**

Relevant Trainings Attended	Frequency	Percentage
District	100	100
Division	100	100
Regional	20	20.00
National	20	20.00
International	1	1.00

It can be deduced that teachers teaching in the Secondary Schools attended relevant trainings. There 100 or 100 percent attended the district level, and division level, 20 or 20 attended the regional level, the same with that of the national level of relevant trainings and only one or 1 percent attended the international level training.

Table below shows the level of performance of the secondary school teachers based on the classroom observation indicators as perceived by themselves for proficient teachers.

**Table 3**  
**LEVEL OF PERFORMANCE OF THE SECONDARY SCHOOL TEACHERS BASED ON THE**  
**CLASSROOM OBSERVATION INDICATORS AS PERCEIVED BY THEMSELVES FOR**  
**PROFICIENT TEACHERS**  
**N95**

Classroom Observation Tool	Rating	DE
Applied knowledge of content within and across curriculum teaching areas.	4.37	Very Satisfactory
Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	<b>4.41</b>	Very Satisfactory
Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	4.34	Very Satisfactory
. Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.	4.40	Very Satisfactory
Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning focused environments.	4.40	Very Satisfactory
Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.	4.42	Very Satisfactory
Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts	4.50	Outstanding
Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals.	4.30	Very Satisfactory
Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements	4.50	Outstanding
<b>Total AWM</b>	<b>4.40</b>	<b>Very Satisfactory</b>

Rating	Rating Scale	Descriptive Equivalent
5	4.50-5.0	Outstanding (O)
4	3.50-4.49	Very Satisfactory (VS)
3	2.50-3.49	Satisfactory(S)
2	1.50-2.49	Unsatisfactory (US)
1	1.00-1.49	Poor(P)

It can be seen from the table that teachers themselves rated the indicator Applied knowledge of content within and across curriculum teaching areas. very satisfactory with an average weighted mean of 4.37

Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills. was rated very satisfactory with an average weighted mean of 4.41, Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills was rated very satisfactory with an average weighted mean of 4.34 .

Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments was rated very satisfactory with an average weighted mean of 4.40

Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning focused environments. was rated Very Satisfactory with an average weighted mean of 4.40

Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences. was rated very satisfactory with an average weighted mean of 4.42.

Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts was rated Outstanding with an average weighted mean of 4.50

Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals. was rated Very Satisfactory with an average weighted mean of 4.30

and Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements was rated Outstanding with an average weighted mean of 4.50.

**Table 4**

**LEVEL OF PERFORMANCE OF THE SECONDARY SCHOOL TEACHERS BASED ON THE CLASSROOM OBSERVATION INDICATORS AS PERCEIVED BY THE SCHOOL HEADS PROFICIENT TEACHERS**

**N=26**

Classroom Observation Tool	Rating	DE
Applied knowledge of content within and across curriculum teaching areas.	4.00	Very Satisfactory
Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	3..50	Very Satisfactory
Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	3..50	Very Satisfactory
. Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.	4.40	Very Satisfactory
Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning focused environments.	3..50	Very Satisfactory
Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.	4.40	Very Satisfactory
Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts	3.50	Very Satisfactory
Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals.	4.30	Very Satisfactory
Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	3.50	Very Satisfactory
<b>Total AWM</b>	<b>3.84</b>	<b>Very Satisfactory</b>

Rating	Rating Scale	Descriptive Equivalent
5	4.50-5.0	Outstanding (O)
4	3.50-4.49	Very Satisfactory (VS)
3	2.50-3.49	Satisfactory(S)
2	1.50-2.49	Unsatisfactory (US)
1	1.00-1.49	Poor(P)

Table 4 reflects the level of performance of the secondary school teachers based on the classroom observation indicators as perceived by the school heads for proficient teachers. All the indicators were rated by the school heads, very satisfactory. These are applied knowledge of content within and across curriculum teaching areas. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills. Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills. Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments. Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning focused environments. Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences. Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts. Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals. Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements with an average weighted mean of 4.00, 3.50, 3.50, 4.40, 3.50, 4.40, 3.50, 4.30, 3.50 respectively.

**Table 5**

**LEVEL OF PERFORMANCE OF THE SECONDARY SCHOOL TEACHERS BASED ON THE CLASSROOM OBSERVATION INDICATORS AS PERCEIVED BY THEMSELVES FOR HIGHLY PROFICIENT TEACHER**

**N=5**

<b>Classroom Observation Tool</b>	<b>Rating</b>	
Modeled effective applications of content knowledge within and across curriculum teaching areas.	4.50	Outstanding
Developed and applied effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills.	<b>4.41</b>	Very Satisfactory
Worked with colleagues to model and shared 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.	4.54	Outstanding
. Exhibited effective and constructive behavior management skills by applying a positive and non-violent discipline to ensure learning-focused environments.	4.40	Very Satisfactory
Worked with colleagues to share differentiated, developmentally appropriate opportunities to address learners' differences in gender, needs, strengths, interests and experiences.	4.49	Very Satisfactory
Developed and applied effective strategies in the planning and management of developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts.	4.50	Outstanding
<b>Total AWM</b>	<b>4.47</b>	<b>Very Satisfactory</b>

Rating	Rating Scale	Descriptive Equivalent
5	4.50-5.0	Outstanding (O)
4	3.50-4.49	Very Satisfactory (VS)
3	2.50-3.49	Satisfactory(S)
2	1.50-2.49	Unsatisfactory (US)
1	1.00-1.49	Poor(P)

Table above shows the level of performance of the secondary school teachers based on the classroom observation indicators as perceived by themselves for highly proficient teacher. Three indicators were rated outstanding and these were Modeled effective applications of content knowledge within and across curriculum teaching areas, Worked with colleagues to model and shared effective techniques in the management of classroom structure to engage learners, and individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments. And developed and applied effective strategies in the planning and management of developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts, with an average weighted mean of 4.50 and 4.54 respectively. While three also from the indicators like developed and applied effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills.; Exhibited effective and constructive behavior management skills by applying a positive and non-violent discipline to ensure learning-focused environments.; and Worked with colleagues to share differentiated, developmentally appropriate opportunities to address learners' differences in gender, needs, strengths, interests and experiences.

Were rated by themselves Very Satisfactory with an average weighted mean of 4.41, 4.40, 4.49 respectively.

Table 6 shows the level of performance of the secondary school teachers based on the classroom observation indicators as perceived by the school heads for highly proficient teacher.

**Table 6**

**LEVEL OF PERFORMANCE OF THE SECONDARY SCHOOL TEACHERS BASED ON THE CLASSROOM OBSERVATION INDICATORS AS PERCEIVED BY THE SCHOOL HEADS FOR HIGHLY PROFICIENT TEACHER**

**N=26**

Classroom Observation Tool	Rating	
Modeled effective applications of content knowledge within and across curriculum teaching areas.	4.50	Outstanding
Developed and applied effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills.	<b>4.41</b>	Very Satisfactory
Worked with colleagues to model and shared 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.	4.44	Very Satisfactory
. Exhibited effective and constructive behavior management skills by applying a positive and non-violent discipline to ensure learning-focused environments.	4.40	Very Satisfactory
Worked with colleagues to share differentiated, developmentally appropriate opportunities to address learners' differences in gender, needs, strengths, interests and experiences.	4.41	Very Satisfactory
Developed and applied effective strategies in the planning and management of developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts.	4.50	Outstanding
<b>Total AWM</b>	<b>4.44</b>	<b>Very Satisfactory</b>

Rating	Rating Scale	Descriptive Equivalent
5	4.50-5.0	Outstanding (O)
4	3.50-4.49	Very Satisfactory (VS)
3	2.50-3.49	Satisfactory(S)
2	1.50-2.49	Unsatisfactory (US)
1	1.00-1.49	Poor(P)

The school heads rated the following indicators outstanding. Modeled effective applications of content knowledge within and across curriculum teaching areas and Developed and applied effective strategies in the planning and management of developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts with an average weighted mean of 4.50 and 4.50 respectively. Other indicators were rated by the school heads very satisfactory. These indicators are Developed and applied effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills. Worked with colleagues to model and shared 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. Exhibited effective and constructive behavior management skills by applying a positive and non-violent discipline to ensure learning-focused environments. Worked with colleagues to share differentiated, developmentally appropriate opportunities to address learners' differences in gender, needs, strengths, interests and experiences with an average weighted mean of 4.41, 4.41, 4.44, 4.40 respectively.

**Table 7**

**SIGNIFICANT RELATIONSHIPS BETWEEN THE PROFILE OF TEACHERS AND THE LEVEL OF PERFORMANCE BASED ON THE CLASSROOM OBSERVATION INDICATORS**

**N=100**

Profile Variables	Computed Value		Tabular Value	Interpretation
<b>Highest Educational Attainment</b>	<b>0.1619</b>	<b>PT</b>	<b>0.00 to 0.20</b>	<b>Negligible Relationship</b>
	<b>0.1786</b>	<b>HPT</b>	<b>0.00 to 0.20</b>	<b>Negligible Relationship</b>
<b>No. of Years in Teaching</b>	<b>0.2979</b>	<b>PT</b>	<b>0.21 to 0.40</b>	<b>Slight Relationship</b>
	<b>0.0928</b>	<b>HPT</b>	<b>0.00 to 0.20</b>	<b>Negligible Relationship</b>
<b>Related Seminars/Trainings Attended</b>	<b>0.3125</b>	<b>PT</b>	<b>0.21 to 0.40</b>	<b>Slight Relationship</b>
	<b>0.1142</b>	<b>HPT</b>	<b>0.00 to 0.20</b>	<b>Negligible Relationship</b>

**PT-Proficient Teacher      HPT-Highly Proficient Teacher**

Table above reflects the significant relationships between the profile of teachers and the level of performance based on the classroom observation indicators. It can be noted that highest educational attainment has negligible relationship with the level of performance based on the classroom observation indicators of both the proficient and the highly proficient teachers with a computed value of 0.2979 and 0.0928 which is within the range of 0.00 to 0.20. This indicates that you can perform very well even if you have not finished your higher degree course. Also Teachers can perform very well regardless of the position whether Teacher 1 to 3 or Master Teacher 1-3. Number of Years in teaching has slight relationship with the level of performance based on the classroom observation indicators for proficient teachers with a computed value of 0.2979 which is within the range of 0.21 to 0.40, and negligible relationship with the level of performance based on the classroom observation indicators for highly proficient teachers with a computed value of 0.0928 which is within the range of 0.00 to 0.20. Related seminars attended has slight relationship with the level of performance based on the classroom observation indicators for proficient teachers with a computed value of 0.3125 which is within the range of 0.21 to 0.40, and negligible relationship with the level of performance based on the classroom observation indicators for highly proficient teachers with a computed value of 0.1142 which is within the range of 0.00 to 0.20..

Table 8 below presets the significant difference between the perception of teachers themselves and the school heads on the level of performance based on the classroom observation indicators.

**Table 8**  
**SIGNIFICANT DIFFERENCE BETWEEN THE PERCEPTION OF TEACHERS THEMSELVES AND THE SCHOOL HEADS ON THE LEVEL OF PERFORMANCE BASED ON THE CLASSROOM OBSERVATION INDICATORS**

N=100

Computed Value	TV @ 0.01	Interpretation
3.92	2.58	Significant

The computed value is 3.92 which is greater than the tabular value of 2.58 at 0.01 level of significance. The null hypothesis is rejected. There is significant difference between the perception of teachers themselves and the school heads on the level of performance based on the classroom observation indicators.

Table 9 shows the significant difference between the perception of proficient and highly proficient teachers.

**Table 9**  
**SIGNIFICANT DIFFERENCE BETWEEN THE PERCEPTION OF PROFICIENT AND HIGHLY PROFICIENT TEACHERS**

N=100

Computed Value	TV @ 0.01	Interpretation
1.0	2.58	Not Significant

It can be noted that the computed value is 1.0 which is lesser than the tabular value of 2.58 at 0.01 level of significance. The null hypothesis here is accepted therefore it is concluded that there is no significant difference between the perception of proficient and highly proficient teachers on the level of performance based on the classroom observation indicators..

## Chapter 4 SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the findings, conclusions formulated, and the recommendations made resulting from the analysis and interpretation of the gathered data.

### SUMMARY

This study aimed to determine the level of performance of the secondary school teachers based on the classroom observation indicators.

Findings:

1. All of the respondents are educationally qualified to teach in the Secondary Schools.
2. Majority of them have earned units leading to the Master's degree and some on the doctoral program.
- 3.. In-service trainings at the regional, national and international levels appear to be inadequate, while trainings at the district, and division appear to be adequate.
- 4.. Majority of the teachers have 1- 6 years teaching experience . A small number however, have 7 and above teaching experience in this field.
5. The level of performance of the Secondary School Teachers both the proficient and the highly proficient is very satisfactory.
6. There is significant relationship between the level of performance of the Secondary School Teachers and the profile variables although it is negligible in some variables and slight relationship in other areas.
7. There is significant difference between the perception of teachers themselves and the school heads on the level of performance based on the classroom observation indicators.
8. There is no significant difference between the perception of proficient and highly proficient teachers on the level of performance based on the classroom observation indicators.

## CONCLUSIONS

Based on the findings, it was concluded that:

1. All the respondents are educationally qualified to teach in the Secondary Schools.
2. Majority of them have earned units leading to the Master's degree and some on the doctoral program.
3. Majority of the teachers have 1- 6 years teaching experience. A small number however, have 7 and above teaching experience in this field.
4. The level of performance of the Secondary School Teachers both the proficient and the highly proficient is very satisfactory.
5. There is significant relationship between the level of performance of the Secondary School Teachers and the profile variables although it is negligible in some variables and slight relationship in other areas.
6. There is significant difference between the perception of teachers themselves and the school heads on the level of performance based on the classroom observation indicators.
7. There is no significant difference between the perception of proficient and highly proficient teachers on the level of performance based on the classroom observation indicators.

## RECOMMENDATIONS:

Based on the above conclusions, the following recommendations are offered for possible course of action:

1. Teachers who teach in the Secondary Schools should pursue higher education.
2. Teachers should attend regional, national and international trainings and seminars to keep abreast themselves.
3. The training program prepared by the researcher should be sent to higher authorities for further implementation.
4. Findings of this study should be used by future researchers as springboard for similar investigations in other learning areas

## TRAINING PROGRAM FOR SECONDARY SCHOOL TEACHERS

BY:  
DIANA V. BALANGUE

## INTRODUCTION

The most respected profession in the world is teaching. According to Panda and Mohanty, teachers are the pivot of any educational system. In fact, teachers are the strength of the nation. Teachers develop performance style characteristics to other ways of relating to the world, perceptually as well as cognitively. It is universally recognized that teachers' instructional performance plays a key role in students' learning and academic achievement (Panda and Mohanty).

Teacher education programs can make a difference to student achievement depending on the type of education program and support is put in place. Specific factors such as the years of teacher training (initial and in service), the teacher's verbal fluency, subject matter knowledge, possession of books and materials and mindful utilization of such, teacher expectation of pupil performance, time spent on classroom preparation, and frequent monitoring of student progress are all key factors identified in some key research studies that have a positive bearing on the quality of teachers' performance and effectiveness and, consequently, student achievement.

One of the programs that could enhance performance of both teachers and learners is a training program. Below is the proposed training program for Secondary School teachers.

## PROPOSED TRAINING PROGRAM FOR THE SECONDARY SCHOOL TEACHERS ALONG SOCIAL REGARD FOR LEARNING DOMAIN

	OBJECTIVE	COMMITTEE	TIME FRAME
Legal Issues on School Policies and Implementation	To enable teachers to properly implement school policies and procedures	Guidance Councilors Head Teachers Resource Speaker	First day 10:00 am– 12:00 pm

	<p>To help teachers understand policies and procedures of the school</p> <p>To demonstrate awareness on the various learning experience and resources</p> <p>To enhance teachers competent and effectiveness through personality development</p> <p>To help teachers understand the dynamics of teaching learners from different background</p>		
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**PROPOSED TRAINING PROGRAM FOR THE SECONDARY SCHOOL TEACHERS ALONG LEARNING ENVIRONMENT DOMAIN**

TOPIC/S	OBJECTIVE	COMMITTEE	TIME FRAME
Classroom Management	<p>To enrich teachers understanding on the dynamics of teaching learners from diverse background</p> <p>To upgrade learning activities that allow all learners to reach their full potential</p> <p>To conduct activities despite physical and environment constrains</p> <p>To provide timely and appropriate reinforcement on learners behavior</p>		First day 1:00 pm – 2:00 pm
How to create stress – free Environment	<p>To help teachers know the elements and importance of establishing stress- free learning environment</p> <p>To learn concept, importance and</p>	Guidance Councilors Head Teachers Resource Speaker	First day 2:00 – 5:00 pm

	techniques of social reinforcement		
Managing Conflicts	To learn strategies on managing conflict		

### PROPOSED TRAINING PROGRAM FOR THE SECONDARY SCHOOL TEACHERS ALONG DIVERSITY OF LEARNERS DOMAIN

TOPIC	OBJECTIVE	COMMITTEE	TIME FRAME
High School Dilemmas on Classroom set-up	<p>To help teachers understand the theories and concept of multiple intelligences and learning style</p> <p>To know techniques and strategies in dealing with high school dilemmas</p> <p>To know cultural background of students and teaching</p> <p>To apply appropriate strategies for learners with special needs</p>	Guidance Councilors Head Teachers Resource Speaker	Second Day 8:00 am – 9:00 pm

### PROPOSED TRAINING PROGRAM FOR THE SECONDARY SCHOOL TEACHERS ALONG CURRICULUM DOMAIN

TOPIC	OBJECTIVE	COMMITTEE	TIME FRAME
Upgrading Teachers and Learners Competence, and Level of Performance in the Implementation of the K to 12 program	<p>To enhance the skills of teachers in their subject areas by improving methodologies and teaching strategies</p> <p>To adopt appropriate teaching methods and approaches needed in the 21<sup>st</sup> century teaching</p>	Guidance Councilors Head Teachers Resource Speaker	Second day 9:00 am- 12:00 pm

	To enable teachers to enumerate ways and techniques of improving learning performances of students		
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### PROPOSED TRAINING PROGRAM FOR THE SECONDARY SCHOOL TEACHERS ALONG PLANNING, ASSESSING AND REPORTING DOMAIN

TOPIC	OBJECTIVE	COMMITTEE	TIME FRAME
Developing Appropriate Instructional Plans for Teachers for Classroom Enhancement	<ol style="list-style-type: none"> <li>To identify and develop appropriate and varied assessment procedures</li> <li>To help teachers upgrade on proper implementation of instructional plan</li> <li>To develop strategies on employing different assessment tool appropriate for different learning styles of learners</li> </ol>	Guidance Councilors Head Teachers Resource Speaker	Second day 1:00 pm – 3:00 pm

### PROPOSED TRAINING PROGRAM FOR THE SECONDARY SCHOOL TEACHERS

TOPIC	OBJECTIVE	COMMITTEE	TIME FRAME
Learning Environment of Students as a Response to the community	<ol style="list-style-type: none"> <li>To know the various community resources available in the environment to enhance learning</li> <li>To help teachers know the social realities outside the classroom to make learning relevant</li> <li>To show sensitivity to the need of the community</li> </ol>	Guidance Councilors Head Teachers Resource Speaker	Second day 3:00 pm – 5:00 pm

### PROPOSED TRAINING PROGRAM FOR THE SECONDARY SCHOOL TEACHERS

TOPIC	OBJECTIVE	COMMITTEE	TIME FRAME
Legal, Personal and Professional Development for Teachers	<ol style="list-style-type: none"> <li>To know the ethical and moral principles standard and values for the code of ethics for professional teachers</li> <li>To engage in self -assessment to enhance personal qualities</li> <li>To know accountability and responsibility towards students learning performance</li> </ol>	Guidance Councilors Head Teachers Resource Speaker	Third day 8:00 am – 10:00 am

	4. To know the concepts and strategies for self evaluation.		
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**PROPOSED TRAINING PROGRAM FOR THE SECONDARY SCHOOL TEACHERS**

TOPIC	OBJECTIVE	COMMITTEE	TIME FRAME
Upgrading Teachers and Learners Competence, and Level of Performance in the Implementation of the K to 12 program	1.To enhance the skills of teachers in their subject areas by improving methodologies and teaching strategies 2.To adopt appropriate teaching methods and approaches needed in the 21 <sup>st</sup> century teaching 3. To enable teachers to enumerate ways and techniques of improving learning performances of students	Guidance Councilors Head Teachers Resource Speaker	Second day 9:00 am- 12:00 pm

**PROPOSED TRAINING PROGRAM FOR THE SECONDARY SCHOOL TEACHERS**

TOPIC	OBJECTIVE	COMMITTEE	TIME FRAME
Developing Appropriate Instructional Plans for Teachers for Classroom Enhancement	1.1. To identify and develop appropriate and varied assessment procedures 1.2. To help teachers upgrade on proper implementation of instructional plan 3.To develop strategies on employing different assessment tool appropriate for different learning styles of learners.	Guidance Councilors Head Teachers Resource Speaker	Second day 1:00 pm – 3:00 pm

**PROPOSED TRAINING PROGRAM FOR THE SECONDARY SCHOOL TEACHERS**

TOPIC	OBJECTIVE	COMMITTEE	TIME FRAME
Learning Environment of Students as a Response to the community	1. To know the various community resources available in the environment to enhance learning 2. To help teachers know the social realities outside the classroom to make learning relevant 3. To show sensitivity to the need of the community	Guidance Councilors Head Teachers Resource Speaker	Second day 3:00 pm – 5:00 pm

**PROPOSED TRAINING PROGRAM FOR THE SECONDARY SCHOOL TEACHERS**

TOPIC	OBJECTIVE	COMMITTEE	TIME FRAME
Legal, Personal and Professional Development for Teachers	To know the ethical and moral principles standard and values for the code of ethics for professional teachers  To engage in self - assessment to enhance personal qualities  To know accountability and responsibility towards students learning performance  To know the concepts and strategies for self evaluation	Guidance Councilors Head Teachers Resource Speaker	Third day 8:00 am – 10:00 am

**THE QUESTIONNAIRE****QUESTIONNAIRE FOR SECONDARY SCHOOL TEACHERS AND SCHOOL HEADS****Part I. Profile of Secondary School Teachers**

**Directions:** Kindly put a check (✓) mark on the blank provided for each item.

**A. Highest Educational Attainment**

- Doctor of Education/ Doctor of Philosophy  
 Master of Arts in Education  
 Master of Arts with Academic Requirements in EdD/PhD  
 Master of Arts with units in EdD/PhD  
 Others (Please specify)

**B. Number of Years of Experience as School Head**

\_\_\_ 0-6 years

\_\_\_ 7-10 years

\_\_\_ 11 and above

**C. Relevant In-Service Trainings Attended as School Heads**

\_\_\_ International Level \_\_\_\_\_

\_\_\_ National Level \_\_\_\_\_

\_\_\_ Regional Level \_\_\_\_\_

\_\_\_ Division Level \_\_\_\_\_

**Part II. Level of performance of teachers in based on classroom observation indicators.**

For each of the statement below, put a check mark on the column that indicate your performance/performance of your teachers in performing the identified domains of teaching standards.

Rating Scale	Point Range	Descriptive Equivalent
5-7	4.50-5.0	Outstanding (O)
4-6	3.50-4.499	Very Satisfactory (VS)
3-5	2.50-3.499	Satisfactory(S)
2-4	1.50-2.499	Unsatisfactory (US)
1=3	1.00-1.499	Poor(P)

Indicators	COT/RPMS for MT 1-IV					
		5	4	3	2	1
1	Modeled effective applications of content knowledge within and across curriculum teaching areas.					
2	Developed and applied effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills.					
3	Worked with colleagues to model and shared 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.					
4	Exhibited effective and constructive behavior management skills by applying a positive and non-violent discipline to ensure learning-focused environments.					
5	Worked with colleagues to share differentiated, developmentally appropriate opportunities to address learners' differences in gender, needs, strengths, interests and experiences.					
6	6. Developed and applied effective strategies in the planning and management of developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts.					

<b>Indicators</b>	<b>COT/RPMS for T I-III</b>							
1	Applied knowledge of content within and across curriculum teaching areas.							
2	Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.							
3	Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.							
4	Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.							
5	Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning focused environments.							
6	Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.							
7	Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.							
8	Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals.							
9	6Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements.							

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