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Philippine Normal University
National Center for Teacher Education

College of Graduate Studies and Teacher Education Research
Taft Avenue, Manila



**FRAMEWROK FOR A CONTINUING PROFESSIONAL DEVELOPMENT
PROGRAM OF TEACHERS**

**A THESIS
Presented to
The Faculty of College of Graduate Studies and Teacher Education
Research
Philippine Normal University
Manila**

**In Partial Fulfillment
of the Requirements
for the Degree
MASTER OF ARTS
in
EDUCATIONAL LEADERSHIP AND MANAGEMENT**

Rodelio B. Gonzales

2022

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APPROVAL SHEET

This thesis entitled “**FRAMEWORK FOR A CONTINUING PROFESSIONAL DEVELOPMENT PROGRAM OF TEACHERS**” prepared and submitted by **RODELIO B. GONZALES** in partial fulfilment of the requirements for the degree of **Master of Arts in Education with Specialization in Educational Management**, is hereby recommended for approval and acceptance.



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ABSTRACT

Name : Rodelio B. Gonzales
Title: : Framework for a Continuing Professional Development Program of Teachers
Key Concepts: : Framework, Continuing Professional Development Program, Teachers
Adviser: : Dr. Ronald Allan S. Mabunga

The main purpose of this study was to develop a framework for a continuing professional development program of teachers. Specifically, it assessed teachers' performance based on their core behavioral skills and competencies rating. The questionnaire used as its main instrument was adapted from DepEd's Individual Performance Commitment and Review Form. The sample participants were consisted of 199 which is the total population of elementary teachers in the locale of the study. The research design employed was descriptive developmental since it described and interpreted processes that involved systematic study of designing, developing, reviewing, and evaluating processes that must meet criteria of internal consistency and effectiveness. Based on the findings of the study, the result focus and written communication were determined with the lowest numerical ratings. These findings served as the basis and reference of the researcher in the creation of framework for continuing professional development program for teachers. Results revealed that: (a) among the core behavioral competencies, Result Focus was identified as the focal point for improvement; (b) among the core skill competencies, Written Communication was found to be the top priority. However, in the summary of results and interpretation, it showed that teachers consistently performed their core behavioral and skill competencies.

DEDICATION

To

My best parents:

+ RICARDO SUNIDO GONZALES SR. & ELVIRA BALMES GONZALES

My loving children:

DENISSE ANNE ADAP GONZALES DEAN ANDREI ADAP GONZALES

DAN ABRAM ADAP GONZALES

My supportive wife and best friend

ANNABEL ADAP GONZALES

and

TO ALL THE SCHOOL LEADERS, TEACHERS, LEARNERS, AND PARTNERS

IN THE EDUCATION SECTOR

TO GOD BE THE HIGHEST GLORY!

ACKNOWLEDGMENT

The researcher expresses his gratitude to the following individuals, groups, and institutions for assisting him in the successful completion of this academic endeavor for the common good of all in the education and research sector.

To all the study participants, the school principals, headteachers, and all fellow educators in the DepEd for granting and accommodating the request for answering the questionnaires.

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To all the School Heads in Baliwag North District, and fellow teachers in Sabang Elementary School for their assistance in any way possible.

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To everyone who in one way or another help the researcher accomplish this academic engagement.

Above all, to the Lord Almighty, the source of wisdom and strength throughout these opportunities and blessings!

Forever grateful.

Maraming Salamat!

RODELIO B. GONZALES

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CHAPTER 1

The Problem and Literature Review

Background of the Study

In the school setting as in other organizations, knowledge is never static and as time moves forward, information accumulates, new technologies are developed, and various occurrences of discoveries and events affect globally people's lives and welfare and in certain locales. In the academic sector, educators play a key and important role in improving the quality of education in the country. It is imperative that teachers must be equipped with ideals and prepared with 21st century skills and be ready to propel the country for growth and success. Based on various studies and evidence, quality teachers are important in improving student achievement. In this regard, teachers' quality enhancement become of ultimate significance for long-term and prosperous nation building. Teachers' ongoing professional development (CPD) attracts a great deal of support from policy makers, educators, school administrators, teachers, and professional developers around the world. As an essential factor in the development of the teaching and learning process, the significance of CPD for teacher is increasingly recognized. Teachers must practice in ways that improve students' critical thinking and analytical performance (Cordingley & Bell, 2012). In addition, they must be offered a variety of effective professional learning to maintain competence and sophisticated teaching which is required for this mission. Furthermore, professionals are expected to keep up with the developments and trends since these influences the quality of services they provide to people in the practice of their profession. Based on the provisions for the policy of the State to regulate and professionalize the practice of teaching, whereas Section 2 of Article I of Republic Act (RA) No. 7836 also known as the "Philippine

Teachers Professional Act of 1994," the vital role of educators through a responsible and liberated citizenry in the nation's development and growth is acknowledged. To this end, through adequate supervision and control of the licensing review and professionalization of the practice of teaching professions, the state shall ensure and promote quality education. In this regard, while Section 15, Article IV of the Continuing Professional Development Act No. 10912 grants the Professional Regulatory Boards the power to prescribe, as necessary and specific to their respective professions their own criteria and procedure relating to Continuing Professional Development. In fact, as the mandatory prerequisite for the renewal of Professional Identification Card, this act requires continuing professional development. In this case, professional teachers are required with minimum credit units which can be used as point of reference from General Transitory Period. In compliance to the credit units required for teachers, Resolution No. 11, s. 2017, mandates that the renewal of the Professional Identification Card will take effect on December 2017 with a minimum required of 15 credit units. In 2018, another 15 credit units shall be obtained from January to December and on January 2019 onwards, teachers should have gradually completed the 45 CPD credit units in a compliance period of three years. It is stated in Section 6 of the resolution, that CPD activities shall be divided in two (2) major areas, and these include Ethics which covers Ethics, Values and Attitude with a minimum of five (5) credit units while in Professional Development, it covers the technical aspects with a minimum of forty (40) credit units (CPD Act, 2016). Moreover, the Professional Regulatory Commission (PRC) Resolution 2013-774 s. 2013 defines continuing professional growth as "the inculcation of advanced knowledge, skills and ethical values in a specialized area of study and self-directed lifelong learning." Alongside with this, is the promulgation of Executive Order No. 83 by former President Benigno S. Aquino on the 1st of October 2012, institutionalizing the Philippine Qualifications Framework (PQF) which

emphasizes-places value on lifelong learning which refers to “all learning activities undertaken throughout life, which results in improving knowledge, know how, skills, competencies, and professional reasons” (UNESCO). Lifelong learning could be formal, non-formal or informal. Formal learning takes place in educational institutions that follow curricula and other teaching-learning requirements leading to diploma. Informal learning, on the other hand, refers to the learning that happens in everyday life experiences in the workplace and through individual activities and interests. The word experiential learning is used in some cases to refer to informal learning that relies on the CPD Bill for learning from experience (UNESCO). Currently, Continuing Professional Development Bill in Congress and in the Senate is awaiting approval. When this bill becomes a law, Continuing Professional Development will become mandatory for all professionals thus updating and improving the professional’s knowledge and capacities that will lead to better service to their stakeholders. Similarly, it could possibly be the moving of professionals to the next higher qualification level. Compliance to these requirements is in alignment with the provisions of the Philippine Qualifications Framework that encourages all professionals to engage in continuous learning, updating and eventually earning credit units that may be earned and moved towards higher level of qualification. In this regard, the Philippine Qualifications Framework national committee which is composed of government agencies including the Philippine Regulatory Commission and Commission on Higher Education are working on the development of a Philippine Credit Transfer System (PCTS) which will open doors for professionals to level up. Professional learning not only occurs on a single day of school year but rather is part of everyday mission of an educator. Teachers, administrators, and other staff of the school system need time to work, prepare, perform action studies together and take part in workshops and mentoring each other for educational purposes. As an important part of the

professional life of teachers, most schools today create opportunities for professional development. Both public and private institutions respond to faculty development activities to upgrade their teachers and staff. In this manner, the link between Individual Performance Commitment and Review Form (IPCRF) in the context of Results-based Performance Management System (RPMS) and Teachers' Performance enabled the researcher to design a framework for Continuing Professional Development Program to improve teachers' performance.

Today's performance management is applied in organizations through the implementation of objective management and performance assessment that was developed some time (Armstrong, 2009). The basic sense of performance management by Armstrong stresses that it should be continuous process in organizations with a structured set of agreed priorities and objectives that will advance the organization. Similarly, Performance Management is used as a method to relate the organization's priorities to a collection of job objectives at the heat of this phase for employees with objective setting and structured evaluation (Armstrong et al.,2009). On the other hand, goals often establish the atmosphere in which the person is evaluated according to his or her own results and production with established assessment criteria (Nyembezi, 2009).

Performance Management is characterized as a "holistic process" in relation to the Center for Instructional and Professional Development which incorporates all the different needs needed to achieve an advantageous method of people management that focuses on learning. It gives the duty to teams and individuals to take responsibility for their own continual development of their abilities, contributions, and actions. Based on management and organizational behavior, Performance Management is ultimately an integrative activity that permeates every facet of organization's operations (Mullines, 2009). To assess the training outcome and to relate it to institutional outcomes, performance assessment should be performed. Moreover, Performance

Management Framework is growth oriented hence the provision for skills deficiency preparation is in terms of their personal development plans and skills profiles (Maila, 2009). Training and development initiatives are such institutional enhancement projects designed to bring about a reasonably lasting shift in the awareness, skills, attitudes, and social actions of employees (Cascio and Aguinis, 2008). In other words, in every organization, implementing a Performance Management Framework, preparation and growth should form part of interventions. The government sector, through its administrators and stakeholders, is accountable to the public. It is committed to total compliance with the “law of responsibility” which maintains that over the long haul, the non-performers and those guilty of abuse of power in the eyes of the people likely lose out (Krishna, 2011). Therefore, there is a need for the government sector to sustain and develop a sound management structure that follows a performance focused on competency-based performance that will inspire government employees to achieve high performance and accountability to ensure that goals and commitments are met under the agencies Key Results Areas (KRAs).

In the meantime, personal attempts to reward outstanding civil-servants and even well-performing organizations in organizational performance are set up to ensure and further improve performance management and assessment in the government sector. Such a need has motivated administrators tasked with service delivery to the public to access the status of the implementation of the performance management system (Ballesteros, 2013). Performance Management of teachers is an ongoing method that seeks to define, assess, and improve teachers’ job performance so that the school’s priorities and objectives are more effectively achieved. In a "pro formative state" environment, teachers are actively employed. This in turn, contributes to the development of “new technology” namely performance management, to track and regulate the work of teachers. The

conceptual and political underpinnings of performance management are considered by most government education departments as the most suitable way for policy makers to assess the works of teachers. It is in this light, that this study aspires to benefit some individuals and groups. School principals would have a better understanding of the teachers' level of efficiency, effectiveness, and productivity thus they can initiate sessions for teachers' personal and continuous professional development. Further, the study will try to establish which among the key result areas and competencies should be improved by the teachers. Administrators of the schools can be provided with information and insights that may be used as a reference in identifying the appropriate management styles to improve teachers' productivity and performance. The research will also encourage leaders and members of professional organizations and educational institutions to learn from each other in the field of Continuing Professional Education (CPE). Professional societies and educational institutions should be able to replicate the best practices that will arise from the descriptive study both in public and private schools to evaluate or assess their strengths and weaknesses.

Knowing their development plans, the validity and efficacy of their training and development programs for Filipino professionals will be reviewed, reconsidered, and evaluated by professional associations, educational institutions, and external CPE providers. In addition, these organizations and educational institutions should recognize in their program's main areas of growth and change. The importance of the performance management system is to continually enhance the performance of the company which is accomplished by improved performance of the individual employees (Macky & Johnson, 2010). Therefore, this study will be conducted to thread a new path leading to the investigation of the pattern of performance management system and teachers' performance as basis for the continuing professional development program.

In line with this, by means of the Teacher Education Council (TEC), the Department of Education (DepEd), has released DepEd Order No. 42, s. 2017 entitled “National Adoption and Implementation of the Philippine Professional Standards for Teachers” (PPST). The agency acknowledges the value of professional standards in the ongoing professional development and promotion of teachers based on the principle of lifelong learning. The changes brought about by various national and global structures such as the K-12 reform, ASEAN integration, globalization, and the evolving character of 21st century learners are other issues that have been considered, requiring reforms and calling for the rethinking of the National Competency-Based Teacher Standards (NCBTS) hence, the creation of the PPST.

The Philippine Professional Standards for Teachers strive to realize the following: set specific teacher expectations over well-defined career stages of professional development from beginning to distinguished practice; engage teachers to actively embrace an ongoing effort to achieve competence; and apply a structured measure to evaluate the performance of teachers, identify needs; and provide support for professional development. The Philippine Professional Standards for Teachers shall be used as a basis for all teacher learning and development programs to ensure that teachers are adequately prepared to execute the K to 12 curriculums effectively. Also, it can be used for teacher selection and promotion. All performance evaluations for teachers must also be based on this common set of criteria. To support the need for this set of standards, specifically on the roles and teachers’ quality in the Philippines, different theories, and concepts on professionalism of teachers and their consequences for the curriculum in teacher education were studied in a global perspective.

Professionalism among teachers is highly expected from society based on a research conducted in Europe, which is why the question was raised whether teacher education curricula

prepare teachers to meet those broader expectations (European Council, 2009). Furthermore, it was indicated that the primary driver of the difference in school performance is the quality of student learning (Barber and Mourshed, 2007 p.12). The quality of teachers has a greater effect on the learning of pupils than the quality of the curriculum, the teaching techniques, the school building, or the role of parents, based on a large-scale analysis on the factor affecting pupil learning outcomes (Hattie, 2009). As a result of the generally understood value of teachers, a great deal of attention is paid to teacher quality policies, both at the national and European levels. In addition, the European Council and the European Commission have released policy papers and recommendations aimed at improving the standard of teacher and teacher education and at stimulating national governments to invest in updating or developing of teacher quality (Commission 2007; European Council 2007, 2009). Professional learning for educators in practice covers an incredibly wide variety of subjects and formats. For instance, teachers' professional development opportunities may be provided by the school, district, state budgets and programs, or they may be sponsored through a grant from a foundation or other source of private funding. Development plans can range from a one-day conference to a multi-year advanced-degree program to a two-week workshop. The services can be delivered in person or online, through one-on-one interactions or in group settings, during the school day or outside of regular school hours. Teachers may be directed and facilitated inside a school by educators or may be supplied by outside consultants or organizations recruited by the school or district. In the case of England, the government stressed that it has a role to play in supporting continued professional growth in teaching, as education is a field with a strong public interest (Crawford, 2009). A separate research in South Korea centered on a collaborative learning group as it explored how characteristics of a collaborative skilled learning operation encourage and impede teacher learning and development

by analyzing the experiences of three secondary teachers who participated in a school-based collective teacher learning project (Park & So,2014). The results showed that this learning opportunity assisted teachers in their learning and professional development in three ways: (1) teachers experienced professional growth through interactive learning with peers; (2) teachers learned to focus on their classrooms (3) and the program encouraged a teaching inquiry role. In addition, terms such as the "reflective practitioner" or the "school as a learning organization" are also discussed and the responsibilities of teachers are emphasized in "secondary" processes. As part of the transformation of the teaching profession, this additional focus on secondary roles is also welcomed. Teachers are included as scholars, as colleagues' feedback listeners, as innovators, as involved colleagues, as principals' partners, and often called "teacher leadership" as manifesting hats (European Commission, 2010). The researcher thus suggests that continued professional development will significantly contribute to improving the performance of teachers. To this end, this research will allow potential researchers to gain knowledge and will be inspired to explore the same field further.

Literature Review

This study presented previous research and studies which are closely associated to describing the teachers' professional development in bringing the influences in terms of teaching competence and qualifications of teachers. It is worth mentioning that the ideas, concepts, approaches, quality in teachers, were derived to come up with the framework of the study. This also addresses the significance of the ongoing professional growth of teachers, its relevance to the teaching profession, and the notion of professionalism. This also addresses the significance of the ongoing professional growth of teachers, its relevance to the teaching profession, and the notion of professionalism. Several topics emerged from the literature based on the study of some

educational experts, such as the evolving model of professional development, its effect on teaching practice, key effectiveness features, enhancement of teaching practice, and the motivation of teachers to change.

Description and purpose of Professional Development

Professional Development Programs are attempts to change the teachers' attitude, values, and learning outcomes of students in the classroom. For teachers in general, staff growth is very critical. It encourages professional development, although lack of it could lead to a deterioration of teacher skills. Teachers belong to a career in which, above all, they expect to find appreciation, respect, and self-improvement. To improve their technical competence, they need opportunities for study leave to pursue degree programs in their respective expertise. It is predicted that the higher the teachers' academic qualifications, the safer they will be at work and contributes for the betterment of society (Silver, 2008).

The aim of professional education growth is to build an effect on teacher and student learning, if teachers and their activities have the greatest impact on student learning (Visser, Coenders and Pieters, 2010). Admittedly, the professional development process is a complex one, particularly the challenges involved in implementation, sustainability, and change measurement. Based on a report on professional development as a catalyst of change for school improvement the key to professional development is not only providing the experiences but also ensuring that the experiences are meaningful and useful (Smith, 2008). Results suggested that quality professional development will enhance both the practice of teachers and the achievement of students (Hirsch, 2009). The scientists identified common elements of professional development such as the following attributes : professional development of high quality is ongoing and allows teachers time to practice what they have learned and gain input on how well they apply what they have learned;

high-quality professional development linked to student learning outcomes in school and district is more likely to improve student performance; and professional development based on enhancing teacher curriculum skills is more likely to improve student performance that influence teacher practices and enhance student success. One of the most potent sources of influence on students and teachers is a school-based tutor. Mentors also need comprehensive planning that encompasses both material and procedure. In the Continuing Professional Development (CPD) direction of experienced teachers (European Agency for Development of Special Need), the development and subsequent development of mentoring skills can be an essential step.

In the public school system, specifically in the school where the researcher is currently connected, mentoring is considered as a powerful tool in guiding the newly hired teachers. The Master Teachers serve as the grade leaders or considered as the seasoned teachers who give instructions to their subordinates of what should be done in accomplishing the task assigned. An example of an activity is the annual checking of the school's School Based Management System (SBM). The different dimensions and indicators will be evaluated which are categorized as Level 1, Level 2, and Level 3 respectively. In this regard, teachers will be grouped to collaborate, coach and mentor each other, plan together, and efficiently accomplish the tasks assigned to them. More importantly, the ultimate purpose of this kind of endeavor is for the benefit of its stakeholders particularly the students, parents, and the community in general.

Teachers' Continuing Professional Development: A New Approach

Continuing Professional Development (CPD) is becoming increasingly a focus in education in most countries all over the world. It is commonly seen as the most successful way of properly training teachers and improving their teaching and intervention methods when they join the workforce (Fraser et al 2010). In other words, one of the main factors in ensuring that education

reforms are successful at every level is the CPD of teachers. International evidence seems to indicate that the success of educational reforms depends on the individual and collective ability of teachers and their link to the promotion of pupil education across the school system (Stoll et al., 2009). The idea of Continuing Professional Development in education is often ill-defined, with the distinct concepts of formal training and on-the-job learning that further complicate the issue. The current formulation of teacher training policy and design and continuing professional development initiatives, however, supports the notion of life-long learning and sees teacher learning as a continuum rather than consisting of distinct phases. Whatever is done in any process, what has been learned before and what is likely to be learned later should be told and influence. In other words, one must keep long-term professional goals in sight while being mindful of what happened in the past when developing opportunities to encourage teacher learning and growth at any point. Consequently, teacher education has moved from a degree-oriented perspective to a development-oriented perspective in many countries (Schwille, 2008). Furthermore, most research paper cited that it may be helpful to differentiate between professional learning and professional development, which in theory and practice frequently seem different (European Commission and Bruce et al., 2010). Ongoing professional growth requires more than just learning from experts. Instead, it encompasses a broad variety of activities in which skilled teachers learn from experience and the learning is continuous through active practical participation. The Commission's European Paper called for a contrast from the conventional one in today's CPD. It asserted that it should be dynamic, constant, continuous, and set in the everyday lives of teachers in today's CPD. It must be incorporated into the context of the classroom and built through experience and practice and retained in iterative cycles of setting, preparation, practice, and reflection of objectives. A further research into the CPD definition was cited in Matseliso Lineo Mokehle's published pre-doctoral

paper on Teacher's Perspectives on Continuing Professional Development in South Africa in August 2011. The premise of the study holds that, if professional development is worthwhile and appropriate for teacher development and enhancement of their classroom practices, learning of the students will become more evident. However, despite attending and engaging in several programs of professional development, the classroom activities of teachers have not improved. Regarding these observations, Mokehle's study concluded two important elements based on extensive case studies performed on multiple teachers for a strong conceptual structure for CPD. First, since its meaning varies from one person to another, there must be a framework that describes CPD that is tailored to individuals and their teaching environment. Second, in teaching, CPD should be collective and never as an individual activity. A good structure and cooperation between teachers will, therefore, build a good conceptual framework for CPD. It was notable that transition is fundamental to teaching practice and reacting to that shift poses major challenges for teachers, requiring flexibility on their behalf (Sachs, 2016). Therefore, it is firmly believed that for these teachers, CPD is about teacher learning and its purpose and results are transformative. Its mandate is not only about the classroom of a teacher, but also about social change in which education is a guiding force. In addition, good teaching is due to the systematic use of suitable methods to produce and evaluate the teaching. On the other hand, competent teachers have strong understanding of material and can therefore be translated to sound learning goals and are able to pick and execute the most appropriate teaching method or style (Stronge, 2007). In addition, it was clarified that the entire strategy emphasizes all facets of the growth of teachers, including attitude, experience, and practice, which are important contributors to the efficacy of teaching (McCray, 2009).

In comparison, in professional development workshops, the mindset of teachers about a subject area or an educational activity is seldom discussed. However, several research studies suggest that attitude is closely linked to the acquisition of teacher awareness and practice in the classroom (Wilkins, 2008). In addition, behavior influences the thinking, motivation and behavior of teachers and mediates the process of professional creation and implementation in the classroom. The strength of the positive attitude of teachers helps to decide "how much effort they will use in a lesson, how long they will endure when faced with barriers, and how resilient they will be when faced with adversity" (Vartuli, 2008). The entire approach of teachers makes professional learning more likely to impact substantive improvements in teaching by directly discussing the mindset of teachers. In addition, information as the second aspect of the development of teachers, is the primary focus of most professional development programs (Chen, 2011). The knowledge emphasis in the entire teacher's approach to professional development is primarily pedagogical content knowledge, which is the integration of the three types of data: (a) knowledge of what to teach (content knowledge); (b) knowledge of how to teach it (teaching methods); and (c) knowledge of who is being taught (understanding of both general child development and individual child). These three forms of information are handled separately in most professional development programs, but in the classroom environment, content, pedagogy, and knowledge of children. These three forms of information are handled separately in most professional development programs, but material, pedagogy, and children's awareness are still interrelated in the classroom setting. Integrating them is believed to make material teachable and to contextualize pedagogy. Likewise, when they are suitable for the developmental needs of children, they become more effective. Therefore, the whole teacher approach accounts for the difficulties facing teachers when pedagogical material awareness is adequately addressed and makes learning more meaningful. Finally, the teacher's aim is to

improve practice in the classroom. It is also the case, however, that much of the teaching needs to be taught "on the job." It is undeniable that teachers eventually face unforeseen challenges when implementing skills and strategies gained through professional development programs that require changes to make the practices successful. Teachers immerse themselves in both knowledge-construction and knowledge-internalization processes by creating new methods. In the same way, through proactive processes of developing and incorporating knowledge, they deepen their understanding. They tend to internalize and see the connection of these practices to their current teaching methods while focusing on the introduction of new practices. Upon reflecting in the implementation of new practices, they begin to internalize and see the relation of these practices to their existing methods in teaching.

Time is viewed as a key element in introducing innovative practices to make a difference in the classroom. The one-time workshop is also still the dominant format for professional growth. In this way, educators are not offered the chance to carry out what they have learned with encouragement and to share with experienced colleagues what they have tried (Darling-Hammond et. al, 2009). The whole method of the instructor designates hours and allocates money. It asserts that the assistance of teachers through implementation is as important as the initial distribution of curriculum for successful professional learning to materialize. As such, due to the continuing assistance of teachers in actual classroom settings, successful practice is better developed; role playing, or modeling is often incomparable during workshop time. Furthermore, the entire teacher approach accepts that actual practice encounters are strongly contextualized and distinct as classes differ widely in the diversity of pupils, external capital, and skills of teachers.

Quality in Teachers' Continuing Professional Development

Studies have demonstrated that a high-quality teacher has the potential, as discussed in "Teacher Quality: Evidence Review," to dramatically affect student performance (ODE, 2014). As revealed in a recent study of twenty high-quality studies assessing the influence of teacher quality, professionalism is the single most significant school-level predictor affecting student achievement (Humpage & Ravina, 2011). In addition, these results reinforce a host of other studies in high-income countries that demonstrate this significant feature of teacher efficiency (Hill, Rowan, & Ball, 2007). Therefore, the strong positive associations between the standard of teacher and student achievement are continuously borne out of study, as most relevant in school variables explaining success and between in-service teaching and student results (Darling-Hammond, et al, 2008). Against this context, the European Union's emphasis on high-quality teaching as a crucial requirement for high-quality education and training highlights the obligation of schools to inspire young people, to be internationally successful, to respond to complex environments where imagination, innovation, initiative, entrepreneurship, and dedication to continuous learning are as important as their commitment to continuous learning. Similarly, it was important to encourage the growth of teacher competence in the teaching of transversal competencies, heterogeneous classrooms, and cooperation with peers and parents. Moreover, in-service teaching (INSET) is the most common professional duty in almost half of all European states, based on international studies carried out on teachers and their professional development. The responsibility for preparing and coordinating Ongoing Career Learning rests with schools or local councils in a few European countries, including the countries of the Netherlands, the United Kingdom, Ireland, and Eastern Europe, which are in step with those of the Netherlands, the United Kingdom and Eastern Europe. However, despite granting them the authority and duty to enforce CPD, in many of them, only a

few responds entirely and only optionally because there seem to be few resources to promote interest in CPD and punishments for no activity are rare. On the other hand, several research findings in some developed nations have revealed deficiencies in the curriculum provided by teacher training institutions. This will, though, be strengthened if stronger regulatory frameworks are used to determine the needs of students. Increasing instruction in appraisal approaches (Gove and Cvelich, 2011); improving pedagogical expertise of teachers (Tatto et al., 2012); helping learners from varied cultures and with special needs (Blömeke, 2012; Nguyet and Ha, 2012) offering training with experience with a variety of instructional methods and techniques that improve skills (Blömeke, 2012; Nguyet and Ha, 2012) providing instruction with knowledge in a range of teaching methods and techniques to build expertise through the use of activity-based teaching methods that include students (Akyeampong, Pryor, Westbrook and Lussier, 2013); and providing training in how to teach reading to children.

A research undertaken in Mali found that: Teachers were inadequately trained to apply the teaching methods necessary and did not devote proper attention to promoting the reading of pupils. This is no doubt an important explanation why, at the end of Grade 2, almost half of the students in Mali are unable to read a word of their own language. (Varly, 2010, qtd.in 2014 by UNESCO, p. 238). Mali's example also draws attention to topics related to language teaching. For example, in Senegal, where efforts are made to use local languages in schools, teacher preparation is offered in French only, and a survey showed that only 8% of trainees expressed faith that they could teach reading in local languages (Acheampong, Pryor et al, 2013).

In this case, language has been shown to be an effective tool for transmitting the right message to the recipient. Although we consider "Filipino" as our national language, this scenario is also valid in our nation; we are bound by several local dialects that cause communication

problems. However, the implementation of a Mother Tongue-Based teaching filled the gap in communication which resulted to better understanding of the lessons imparted to the learners. In addition, teachers are becoming more confident in teaching if the lessons are being taught in a dialect or language; they are comfortable with. The standard of teachers has become a subject of growing concern, as mentioned previously. Numerous research suggest that their continued professional growth and learning through productive professional development is the secret to growing teacher competence in teaching (PD, Darling-Hammond & Adamson, 2010). In addition, successful professional development updates the awareness of teachers' content, introduces them to innovative teaching techniques, preserves their teaching effectiveness, and promotes continual growth (Desimone, 2009). It is also said that what constitutes high-quality professional growth in service is defined by a wide body of literature (Wei et al.,2010). The key reasons observed include (a) the use of an ongoing process instead of a one-shot workshop; (b) stressing collective interaction rather than independent teachers; (c) tailoring instruction to suit teachers' specific areas as opposed to teachers' specific areas; (d) offering hands-on opportunities to create new information instead of seminars aimed at communicating knowledge; and (e) relating workshop-developed knowledge through coaching or follow-up sessions to classroom practice. At the heart of the education reform campaign is a highly trained teacher. To assess when students are meeting certain expectations, such steps have been taken and the interest in school improvement has been given to civic participation in the interest and promotion of the success of all students by public transparency. In the picture of a well-educated community, the development of teaching and studying is the path that will lead all students to their proper place. In every classroom, high-level teaching and learning relies on a competent and successful teacher.

Continuing Professional Development and Life-long Learning

Education is a method of lifelong learning. In the life of a human being, it is an ongoing occurrence and not just an individual event that happens once in a lifetime. As such, it must be consciously sought by members of an organization or technical body as a personal objective and a mutual good expressed. Teachers can clearly distinguish what their respective careers demand them to be and what their pupils or employers want them to do by seriously seeking professional growth. Teachers can distinguish precisely what their respective careers demand them to be and what pupils or employers want them to do by seriously seeking professional growth. In the broadest context, continued professional growth is known. After one's bachelor's degree, it is any sort of education intended to enhance and develop the level of competence of an individual. It may be applied in scientific, non-technical and ethical authority and has always been part of the broader field of lifelong learning that believes that from infancy to adulthood the human being is an inherently learning being. The limitations of such an activity are fundamentally individual-related internal variables such as beliefs, behaviors, ability, expertise, level of motivation and personal drive. However, there are teachers who work hard and well despite all odds because they are seeking progress in their career, increase in salary step and more importantly fostering lifelong learning and development personally and professionally.

The Department of Education strongly supports the continuous professional growth of its teaching staff in the Philippine education system; based on the concept of lifelong learning and the devotion of the institution to improving the capacity of teachers directed at their progress in the field. The Learning Action Cell (LAC) includes this proposal as a School-centered Continuing Professional Development Plan for the advancement of teaching and learning based on the K to 12 Basic Education Curriculum. This practice is incorporated with the application of Act 10533 of

the Republic, or the 2013 Improved Basic Education Act. The Department of Education has agreed that the level of instruction is substantially impacted by the quality of teaching. It is also imperative that the Department of Education employ good teachers and encourage their growth in the teaching profession. Organizing technical learning groups can enable teachers to build new teaching knowledge and to update common attitudes and beliefs about school, culture, teaching and learning to address the real needs of learners (Little, 2008). The affirmative justification for this approach is also taken from the learning of many educational initiatives, such as the Third Elementary School Initiative, Program for Decentralized Education (PRODED) (TEEP), the Secondary Education Growth and Progress Initiative (SEDIP) and longitudinal research on related professional development projects indicate that the involvement of teachers in professional development initiatives has a positive effect on the values and behaviors of teachers, the performance of students and the implementation of educational reforms (UNESCO ISO, 2006). A consultation, "A world-class teaching career," was issued by the Department of Education in 2014. It noted that 'it is important that teachers have access to on-going, high-quality opportunities to upgrade and refresh their skills and expertise' and that 'evidence-driven, career-long learning is the hallmark of top careers.' Teachers also complain that much too much educational development is of low quality at present and has little too little effect on improving the quality of their teaching (Department for Education, 2014: 10). Accredited educational associations and providers of Continuing Professional Learning must be sincerely informed with the individuals they educate and improve in this respect. They need to invest in true-to-goodness teaching, rather than just handing knowledge to individuals, which calls for bringing out the best in individuals by 'educating' what is possible in them and translating the abilities they possess into something tangible. In addition, the training and development policies and activities they pursue must reflect

both local and global market demands. They help Filipino professionals to be globally competitive and skilled academic leaders of the 21st century by doing so

Relevant Findings on Teachers' Continuing Professional Development

Numerous studies described the intersection between the conviction and experience of teachers as the catalyst for professional learning in the sense of the professional growth of teachers (Opfer et al., 2010). However, there was an argument on mutual causative association between the beliefs of the teacher, learning and improvements in behavior (Pedder & Layicza, 2010). Changes in faith are even more difficult: they challenge the core values held by people about the purpose of education: beliefs are often not explicit, discussed or understood, but rather buried at the level of unstated assumptions (p.44). The literature has indicated that only after teachers have gained complete comprehension of the latest knowledge learned would teaching style improve (Timperley et al, 2007). Based on the findings of their study, that the changing of teachers is not a sequential process as proposed by other scholars. As a result, it was proposed that teachers should be given ample opportunity to absorb and incorporate new strategies in their classroom (Timperley, 2008). This confirms the assertion that teachers can be motivated by their values regarding teaching knowledge and skills in learning contexts (Fives & Buehl, 2008). These convictions will cause them to doubt the importance of the evidence presented; to make rational conclusions about the essence of knowledge teaching; to question the relevance of the quality of knowledge; and to affirm their views on teaching and the need for teacher education (p. 135). This suggests that educators will place a high emphasis on studying and abilities that confirm their own values (Opfer et al, 2010). The success of the professional development of teachers is also measured by their encouragement and level of involvement to strengthen their work. Moreover, teachers must exercise their educational experiences for any professional development to be successful

(Buczynski & Hansen, 2010). For this purpose, this research analysis would also look at the variables that influence the dedication and commitment of teachers to improve their teaching practice. Furthermore, it also explores the feasibility of these shifts. This argument was reinforced by suggesting that this exists when individual teachers will view professional development differently (Morewood et al., 2010). Therefore, studies of teacher professional learning that showed the lower results for their students were the ones described as having the least focus on hypotheses from the six studies on teacher professional learning reviewed in the Best Evidence Synthesis (BES). The claim that the theory-oriented approach is necessary for the professional growth of teachers to have some influence on teaching practice was further reinforced by this result. Teachers commonly assumed that some of the professional learning activities they completed had a major effect on their teacher development (Gabriel et al., 2011). It is suspected that engagement in professional learning has some influence on the capacity of teachers to learn and objectively improve the expertise, skills and emotional intelligence required for effective professional reasoning, preparing and practice for their students and colleagues at every point of their teaching lives (Buczynski and Hansen, 2010; Gabriel et al, 2011). It was asserted that career learning also influences the capacity of teachers to decide and introduce valuable improvements in teaching and leadership actions so that they can instruct their students more efficiently (Desimone, 2009). In the long run, teachers have found that their participation in career learning enabled them to gain greater faith in their work (Buczynski and Hansen, 2010). Teachers engaged in their study viewed their involvement of career development as having a positive effect on their teaching faith (Harris et al., 2010).

Statement of Purpose

The main objective of this study is to develop a framework for a continuing professional development program to improve teachers' performance.

Specifically, the study aims to:

1. assess teachers' performance based on their core behavioral skills and competencies rating.
2. design a framework for a continuing professional development program of teachers.

Conceptual Framework

The Continuing Professional Development (CPD) field of teachers is of increasing importance in the Philippines and globally. Teachers' professional development requirements range from individual to individual and from school to school. Therefore, it is necessary for schools to find agreement about the content, timing, and mode of their CPD with teachers. It is expected that teachers will have the same vision and direction as the classroom. They would accordingly match their needs for professional advancement. Teachers serve as part of the school community and collaboration between teachers creates synergies that are central to the CPD needs of the individual. In addition, the educational duty of teachers is to organize and monitor their own CPD. Professional learning focused on schools only continues well where schools include the teachers' individual interests in preparing, encouraging, and tracking their CPD. Teachers should consult with their schools on an acceptable compromise of school and teacher standards when drafting CPD plans. For both the school and its students, it is desirable to hold formal CPD lists of teachers. The CPD records and personnel growth plans of teachers can also be used as an important part of the annual report and strategy of the school. In addition, the Teachers' Competencies Framework, like a map, serves as a traveler's guide to the professional development of teachers. It points out

the career learning environment and offers a sense of "where they are" in the road to fuller professional maturity for both individual teachers and their schools. However, the map does not dictate the routes to be undertaken by the traveler. In addition, the Philippines Department of Education has introduced a set of standards for effective teaching in the Philippine Professional Standards for Teachers in public educational institutions (PPST). It stipulates that the PPST should be referred to by anyone interested in improving teaching practices. It further asserts that the PPST will be used by individual teachers in all public elementary and high schools throughout the country as a basis for all teacher learning and development programs to ensure that they are properly equipped to implement the K to 12 programs effectively. The same thing can also be used for teacher selection and promotion; all performance evaluations are based on this set of standards (DepEd Order No. 42, s. 2017). The country's landscape of teacher quality requirements has changed, requiring an equivalent supportive focus on high-quality teachers who are properly equipped and ready to take on the roles and functions of a K to 12 teachers (K to 12 reforms, 2013). It should also be remembered that the backdrop, which includes mechanisms and procedures, also reflects the trends brought on by different national and global contexts, such as the K-12 reforms, the convergence of ASEAN, globalization, and the evolving existence of 21st century learners, forcing education to be strengthened and adapted and calling for a rethink of existing teacher education.

The Philippine Ethical Requirements for Teachers, which determine the caliber of teachers in the Philippines, is shown in Figure 1. The NCBTS-based PPST complements teacher quality reform programs, from pre-service instruction to in-service preparation. In the K to 12 reforms, it articulates what constitutes instructor quality across well-defined spheres, strands, and metrics that include skilled learning measurements, qualified practice, and successful participation. This set of

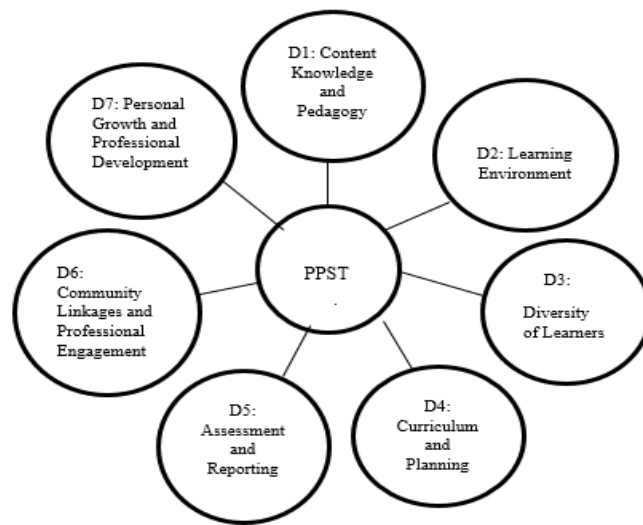
expectations clarifies what teachers should recognize, be able to do and respect to promote excellence, better levels of student success, and ultimately quality education. It is focused, among other things, on teaching principles of learner-centeredness, lifelong learning, and inclusiveness. Therefore, professional expectations are a collective pledge of professional duty that will help teachers focus on and examine their own activities as they strive to personal development. The diagram explains the extent of seven realms in the Philippines that are expected by teachers to be successful in the 21st Century. Quality educators in the Philippines need to have the following features: recognize the value of subject awareness mastery and its interconnectedness inside and through program fields, combined with a sound and critical understanding of the implementation of teaching and learning theories and concepts. They incorporate developmentally appropriate and meaningful training focusing on content knowledge and modern type research. They exhibit skills in Mother Tongue, Filipino and English to encourage the process of teaching and learning, as well as to demonstrate the skills necessary in the use of communication strategies, teaching strategies and technology to promote high-quality learning outcomes; provide healthy, stable, equal, and welcoming learning environments to promote learner accountability and achievement. They build a learning-focused environment and successfully control the actions of learners in a physical and virtual space. They use a variety of tools to offer intellectually engaging and motivating experiences to facilitate positive relationships in the classroom aimed at achieving high learning standards; set up learning environments that are responsive to learners' differences. They value the different features and perspectives of learners as contributions to the preparation and design of learning possibilities. They promote the celebration of classroom diversity and the need for differentiated educational methods to encourage all learners to be good people in a changing local and global environment; and engage with the criteria of the national and local curriculum. They

transform the material of the program into learning experiences that are important to learners and are focused on appropriate teaching and learning values. They apply their technical experience to prepare and develop well-structured and sequenced lessons that are contextually appropriate, attentive to the needs of learners, independently or in partnership with peers, and integrate a variety of teaching. To facilitate learner engagement, comprehension, and accomplishment, they convey learning goals; apply a range of appraisal methods and techniques in tracking, assessing, recording, and communicating the needs, success, and achievement of learners. In several areas, they use appraisal data to educate and improve the method and services of teaching and learning. They provide learners with the appropriate input on learning results that inform the reporting cycle and encourage teachers to pick, coordinate and use sound appraisal processes; create relationships between schools and communities to enrich the learning environment; and co-operate with teachers. They recognize and respond to opportunities that connect the experiences, desires and expectations of the broader school population and other primary partners in teaching and learning in the classroom. To foster professional and harmonious partnerships with learners, parents, schools, and the broader community, they recognize and perform their duties in upholding professional integrity, accountability, and transparency; respect personal growth and career advancement and demonstrate high personal regard for the profession by retaining values that uphold the integrity of teaching, such as caring attitude, respect, and integrity. To maximize their work, they respect personal and technical reflection and learning. For lifelong learning, they take responsibility for personal growth and career advancement. The area of personal growth and advancement stresses the notion that teachers deserve high personal esteem, caring for professional progress, and quality improvement. The optimal state is that the teachers can define their development practice in the development continuum of the practice. The figure below indicates

the different components which include learning environment, personal growth and professional development, content knowledge and pedagogy, diversity of learners, curriculum and planning, assessment and reporting and community linkages and professional engagement.

Figure 1

The Seven Domains of PPST adopted from the DepEd's NCBTS Guide



The Philippine Professional Standards for Teachers has been used as an instrument to assess and evaluate teachers in aid to create faculty development plan for continuous development. Figure 2 illustrates that the growth of teachers exists in a cycle from beginning to outstanding work. The set of professional guidelines for teachers, based on the concept of lifelong learning, acknowledges the importance of a standard structure that articulates developmental improvement as teachers grow, improve their practice, and adapt to it. The following points describe the teacher's job at multiple career stages; make the elements of high-quality teaching for the 21st century clear. They contain descriptors that have been told of what is expected at each of the four Career Stages

through teachers' understandings the profession. The figure indicates the professional development of teachers.

Figure 2

Teachers' Professional Development or Career Stages



Career Stage 1 or Beginning Teachers

The credentials recognized for admission into the teaching profession have been obtained by Career Stage 1 or Starting Teachers. In terms of awareness of content and pedagogy, they have a good grasp of the subjects/areas in which they are educated. They possess the essential expertise, skills and principles that sustain the process of teaching and learning. They plan curriculum plans and provide methods that facilitate learning depending on their students' learning needs. To consolidate their teaching practice, they seek guidance from seasoned colleagues.

Career Stage 2 or Proficient Teachers

In the application of knowledge essential to the teaching and learning process, Career Stage 2 or Proficient Teachers are technically autonomous. They have focused teaching services that satisfy the criteria for instruction and evaluation. In designing, executing, and handling learning activities, they demonstrate skills. They regularly connect with the educational community and other partners for shared development and progress of collective learning. They are reflective educators who constantly consolidate Career Stage 1 teachers' expertise, qualifications, and activities.

Career Stage 3 or Highly Proficient Teachers

In their teaching practice, they regularly show a high degree of results. They demonstrate a comprehensive and sophisticated understanding of the method of teaching and learning. Cognition in highly trained situations is more proficient in solving challenges and optimizing rewards acquired by training. They collaborate with peers collaboratively to provide them with support and mentoring to develop their understanding and experience. Through focusing on their own interests, and those of their peers and pupils, they actively strive to improve their technical skills and practice.

Career Stage 4 or Distinguished Teachers

They represent the highest quality based on worldwide best practice for teaching. They have an excellent potential to strengthen their own teaching practice and that of others. They are known as educational practitioners, donors to the discipline and collective and collaboration initiators. In the lives of friends, students, and others, they create a lifetime influence. In pursuit of teaching consistency and competence, they actively pursue professional development and significance. They are committed to empowering the educational community and partners to strengthen the provision of education in the Philippines.

To assess teachers, the researcher used the core behavioral skills and competencies rating adapted from the Teachers' Individual Performance Commitment and Review Form. The Core Behavioral Competencies comprise of six dimensions namely: Self-Management, Professional Ethics, Result Focus, Teamwork, Service Orientation, and Innovation. On the other hand, the Core Skills are composed of three dimensions, which are Oral Communication, Written Communication, and Computer or ICT Skills.

Written Communication

It emphasizes the needs of teachers to disseminate information with clarity, fluency, conciseness, and effectiveness following the prescribed formats used in the Department of Education.

Result Focus

It highlights the roles and responsibilities of teachers in maximizing the use of resources with carefulness to deliver error-free outputs. They are also expected to align their works in conformity with the set standards and procedures in the organization to achieve best results and improve their performance.

Innovation

It challenges the role of teachers in translating creative and intuitive minds into something concrete or tangible changes that would encourage others to do better using minimal resources but guarantees efficiency. They are also expected to promote positive environment to inspire others in developing new and original ideas.

ICT/Computer

It addresses the needs and central role of teachers to utilize the use of technology specifically the computer in preparing reports and lesson presentations to adapt to the fast and evolving change in education system. It is expected of them to access information that could be useful in making classroom-based researches and means of communication both locally and globally.

Service Orientation

It affirms the role of teachers in improving services to the school's stakeholders. This dimension expects teachers to participate and take personal responsibility in dealing with

correcting customer's issues and concerns following the standard operating procedures and mandates based on DepEd's strategies and directions to enhance service delivery. It also upholds in empowering men and women in the workplace and in the community.

Self-Management

It reflects on professional objectives, direction, and development needs of teachers. It stresses the behavior of teachers and emotional intelligence for the career selected by retaining attributes that will favor the children under their parental control and the organization's colleagues. This domain values prioritizing activities and schedules of operation to accomplish defined priorities.

Teamwork

It values shared responsibilities among the group and the people in the organization. This dimension emphasizes collaboration in formulating ideas and making of decisions that would arrive at a win-win agreement. It considers teachers' ability in doing work constructively to remove barriers to teamwork among members in the organization and team ownership of decision.

Oral Communication

It emphasizes the responsibility of teachers to appropriately use the required medium in expressing self clearly, fluently, and articulately. This dimension concerns teachers' ability to adjust to the communication style to others. It adheres in following instructions accurately to avoid misunderstanding and miscommunication between and among peers to meet the set objectives in accomplishing tasks.

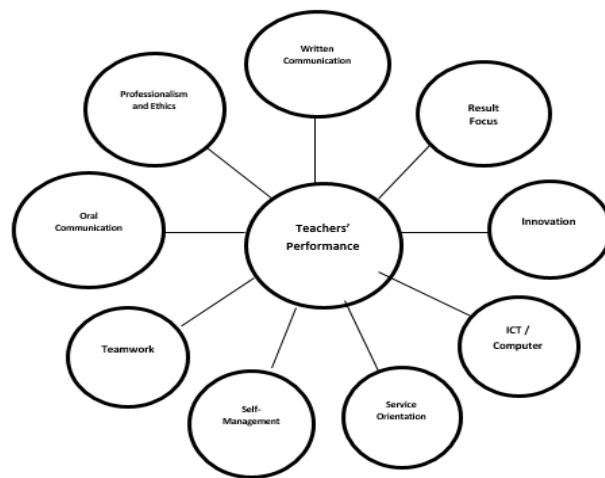
Professionalism and Ethics

It concentrates on the personal growth and career advancement of teachers. The fundamental task of teachers to exercise ethical and professional behavior always is included in

this dimension. It values personal and ethical reflection that upholds the reputation of teaching as a discipline and shows characteristics such as respect, competence, trustworthy, regularity and punctuality, kindness, good hygiene within the school to create a healthy learning community. It understands the value of the obligation of teachers with a sense of urgency for personal growth and career advancement for lifelong learning.

Figure 3

Assessing Teachers' Performance using the following Criteria



The conceptual framework (Figure 3) shows the relationships of the concepts or ideas on its basic structure. The lines illustrate the connection among the Assessment of teachers' core behavioral and Skill Competencies, Teachers' Level of Performance of teachers. The components of IPCRF consist of the core behavioral and core skill competencies, which were used to determine and assess the level of performance of teachers. This procedure served as basis to come up with the proposed framework, which is called Multi-Phased Approach. In the latter, the expected result will be quality teachers with improved students' achievement.

Limitation

Specifically, the purpose is to assess the core behavioral and skill competencies of teachers in the locale of the study. The variables involved were the profile of the respondents in terms of age, sex, and civil status, and highest educational attainment, major field of specialization, present position, and years in service. However, the variables used to assess the teachers under study were limited to core behavioral and skill competencies of teachers.

Definition of Terms

Some of the terms in in this research are given operational definitions to contextualize better and provide common understanding of their use.

Competency-it pertains to teachers' ability to perform or carry out assigned tasks that need to be demonstrated and accomplished to achieve the set objectives in school for the common good of all.

Core Behavioral Competencies-these are teachers' innate abilities, attributes, and personal actions that are clear and purposive which consider personal goals and values congruent to that of the school's objective.

Core Skill Competencies- These pertain to systematically focused combinations of teachers' technology and production skills that support the organization's accomplishment and improvement of efficiency for the attainment of school's goals and functions.

Framework- It refers to a structure, schematic plan or set of rules in the study which can be used as guide to achieve its purpose for the continuing professional development of teachers.

Continuing Professional Development-It refers to a wide variety of in-service trainings, formal or informal education, and advanced professional learning intended to continuously improve the

skills and behavior of teachers to become competent, efficient, and effective in delivering quality instruction.

CHAPTER II

Methods

This part of the paper presents the researcher's specific actions and measures to fulfill the current study's purpose. It provides an overview of the design, sampling method, and the detailed research process. It discusses the data analysis, and most importantly the consideration of the applicable ethical issues.

Research Design and Method

The descriptive developmental technique was employed by the researcher. According to Gillaco (2014), this method seeks the true facts in respect to current situation. In this study, the strategy used was focused on describing analyzing and interpreting data about the teachers as the respondents. In addition, this approach was also applied as the systematic study of designing and evaluating the framework that must fulfill standard or criteria for continuity and effectiveness.

Sampling and Participants

Participants in the study were the total population of teachers in the locale which is one hundred ninety-nine (199), regardless of their gender. The researcher intended to include all teachers since it involves examining the entire population that has a set of experience, attributes, skills, knowledge, and exposure to an event.

The tables below indicate the presentation of the respondents based on their personal and professional profile.

Table 1

Frequency Distribution of Respondents of the Schools

No.	Code	Frequency	Percentage
1	School A	31	15.58%
2	School B	24	12.06%
3	School C	27	13.57%
4	School D	25	12.56%
5	School E	23	11.56%
6	School F	18	9.05%
7	School G	13	6.53%
8	School H	5	2.51%
9	School I	12	6.03%
10	School J	8	4.02%
11	School K	7	3.52%
12	School L	6	3.01%
		199	100%

Table 2

Frequency Distribution of Respondents in Terms of Gender

Gender	Frequency	Percentage	Rank
Male	19	9.55%	2
Female	180	90.45%	1
Total	199	100.00%	

A glance on the distribution of responses reveals that most of the teachers are female (180 or 90.45%). It can be inferred that teaching preferences is indeed a female-dominated career.

Table 3*Frequency Distribution of Respondents in Terms of Civil Status*

Civil Status	Frequency	Percentage	Rank
Single	41	20.60%	2
Married	158	79.40%	1
Total	199	100.00%	

Further review of table 3 shows that the highest distribution is noted under married which generated 158 or (79.40%) responses from a total of 199. This is followed by single with 41 or (20.60%).

Table 4*Frequency Distribution of Respondents in Terms of Age Range*

Range	Frequency	Percentage	Rank
21-30 years old	33	16.58%	3
31-40 years old	71	35.68%	1
41-50 years old	67	33.67%	2
51 years old and above	28	14.07%	4
Total	199	100.00%	

The age range of the respondents is from 21 years of age to 51 years and above. Among the 199 respondents, the highest distribution is between 31-40 years old with 71 or (35.68%); The youngest of the group are under 21-30 years old with 33 or 16.58%; the age range between 41-50 years old got the second rank with 67 or 33.67%; and the oldest are 28 or (14.07%) in the 51 years and above category which got the lowest rank.

Table 5*Frequency Distribution of Respondents in Terms of Educational Attainment*

Attainment	Frequency	Percentage	Rank
Bachelor's degree	73	36.68%	2
With Masteral Units	106	53.27%	1
Master's Degree Holder	19	9.55%	3
With Doctoral Units	1	.50%	4
Doctoral Degree	0	0	5
Total	199	100.00%	

The table shows that majority of the respondents have earned units in Masteral with 106 or (53.27%) which got the highest rank; the second in rank falls under the bachelor's degree; the third in rank is noted under master's degree holder category with 19 or (9.55%); only 1 or (.50%) earned Doctoral Units; and finally, no one has finished the Doctoral Degree yet.

Number of Years in Present Position

Table 6*Frequency Distribution of Respondents in Terms of Number of Years in Present Position*

Number of Years in Present Position	Frequency	Percentage	Rank
5 years and below	58	29.15%	1
6-10 years	41	20.60%	2
11-15 years	29	14.57%	3
16-20 years	20	10.05%	6
21-25 years	28	14.07%	4
26 years and above	23	11.56%	5
Total	199	100.00%	

Table 6 on the number of years of work experience of the respondents indicates a range from below 5-26 years and above. Among the 199 respondents, quite several of them are new in

public school system which is categorized under 5 years and below with 58 or (29.15%) which received the highest rank; followed by 6-10 years in their respective schools with 41 or (20.60%); in third rank is from 11-15 years with 29 or (14.57%); fourth in rank falls under 21-25 years in service with 28 or (14.07%); ranked fifth is from 26 years and above with 23 or (11.56%); and the last in rank is from 16-20 years with 20 or (10.05%).

Instrumentation

In this section, the researcher adapted and modified DepEd's Teachers' Individual Performance Commitment and Review Form. The instrument is currently being used in public schools to assess the performance of teachers by means of rating the tasks accomplished within a year. The instrument consists of three parts, which include the personal and professional profile, core behavioral skills and competencies rating. The ratings obtained from the study can be used for assessing the strengths, weaknesses, and the appropriate development plans of the teachers.

There were two sets of questionnaires: one set for the core behavioral competencies and another set for core skills. Each skill and competency have five corresponding numbers of choices with description. Number 1 stands for *rarely demonstrates*; 2 *as sometimes demonstrates*; 3 *as most of the time demonstrates*; 4 *as consistently demonstrates*; and 5 *as role model*.

Data Gathering Procedure

The researcher followed the involved institution's information protocols and policies in performing the overall activities related to accomplishing the study. Specifically, it started with crafting of the request letter which was checked and signed by the researcher's Adviser and the informed consent form to be sent to the District Supervisor and to the principals. After it was done, the researcher sought permission from the District Supervisor before the distribution of the questionnaire. After it has been approved, it was endorsed to the principals of the different schools

in the locale of the study. During the Supervisor's meeting with the principals, the researcher was given the opportunity to facilitate and explain well on how to answer the questionnaires properly. It was emphasized that the purpose is to assess the teachers' performance based on their core behavioral and skill competencies. It was suggested that the retrieval of the questionnaires be at least a month after the distribution. The findings from the study will serve as bases in the development of framework intended for continuing professional development of teachers. The researcher made sure that the data or records were kept confidential since the identities were not revealed for anonymity of the participants.

Data Analysis

The data gathered were organized, collated, and were treated statistically using the statistical tools reflected in the matrix. They were analyzed by the researcher and to come up with accurate results, the Statistical Package of the Social Sciences or (SPSS) was utilized. In graphical or matrix type, all the numerical data is provided to make it easy to interpret the data (Weerahandi, 2003). All these were the bases in crafting a proposed framework for a continuing professional development program of teachers. The said developed framework is planned to be communicated to the participants and the research community in a form of Learning Action Cell (LAC) Session for their continuing professional development program.

Statistical Treatment of the Data

The data gathered were compiled, tallied, and summarized. They were compared and analyzed using the following arithmetical and non-parametric tools.

Percentage. It is a descriptive measure used to determine the relationship between two magnitudes, particularly the relationship of a part of a whole.

Ranking. This is used to show the relative position of the mean scores arranged according to size or magnitude. This **method** is one of the simplest to administer.

Weighted Mean. It is used to evaluate the answers that as a group would be representative of the respondents. A weighted average is a type of average. Any data points add more "weight" than others, instead of each data point adding evenly to the final mean. If all the weights are equal, so the arithmetical mean is equal to the weighted mean.

The formula:

$$\bar{X} = \frac{\sum (f)(p)}{n}$$

Where:

$\bar{X}$ = Mean

F = frequency

p = weight

n = number of respondents

Standard Deviation. It is seen as an example of how-to spread-out estimates. The standard deviation (SD, also defined by the Greek letter) in statistics is Sigma σ or the Latin letter s) is a metric used to calculate the quantity of variance or dispersion of the values in the data set. A low standard deviation means that the average is very similar to each of the figures. A high standard deviation indicates the numbers are spread out.

The formula is:

$$\sigma = \sqrt{\frac{1}{N} \sum_{i=1}^N (x_i - \mu)^2}$$

Ethical Considerations

As anchored on the Philippine Normal University Code of Ethics Framework (2015), research endeavors uphold respect for life, dignity and reputation of both researchers and participants. The same manner that the best interest of the research participants is ultimately important. Research intentions and processes adhere to generally accepted scientific principles of

fairness, equality, and merit. In addition, the researcher discloses in this study any financial or other substantive conflict of interest that might arise to influence the results or interpretation of the research. It is also assured that the given information by the participants was kept confidential and secured as guaranteed by the researcher. On the other hand, the anonymity of participants was ensured by using code for privacy.

Moreover, there was no coercion or force to take advantage from the informants. Full voluntary guarantee and approval from the informants were considered from the organization being studied. There was no misinterpretation or misuse of the data collected as well. In this regard, the researcher asked the teachers as respondents of the study by filling out the informed consent form to certify that he/she understands what was involved and liberally consents to participate in this study. The knowledge produced was used exclusively to explain the growth of teaching and learning theories. It was the duty of the researcher to perform the study process and comply with both corporate and university policies. The data would not be transferable to another individual or entity by any means. The research was carried out according to the university's protocols, laws, and regulations. To share the outcome of the test findings, the researcher does not belong to any professional organizations. The four steps of research ethics will be accompanied by good architecture, data processing types, data interpretation, and proper distribution. The confidentiality and anonymity of informants that engaged in the study or showed knowledge was valued.

Chapter III

Results and Discussion

This chapter presented, analyzed, and interpreted the data gathered based on the interpreted results. The form has two parts: Core Behavioral Competencies and Core Skills. The Core Behavioral Competencies comprise of six dimensions namely: Self-Management, Professional Ethics, Result Focus, Teamwork, Service Orientation, and Innovation. On the other hand, the Core Skills are composed of three dimensions which are Oral Communication, Written Communication, and Computer or ICT Skills. The researcher used numerical rating with verbal description to rate key performance indicators. They are as follows: 5 as *Role Model*; 4 as *Consistently Demonstrates*; 3 as *Most of the Times Demonstrates*; 2 as *Sometimes Demonstrates*; and 1 as *Rarely Demonstrates*.

The underlying results in the different dimensions and key performance indicators are presented in the tables that follow. Tables 1 to 9 show the results obtained through frequency, percentage, mean, median, mode, rank, and standard deviation. Results revealed that among the core behavioral competencies, Professionalism and Ethics got the highest mean score or the strength of teachers. On the other hand, Result Focus received the lowest mean score which means that this is the weakness of the teachers in that aspect. However, in terms of core skills competencies, tables revealed that Oral Communication is the strength of teachers while Written Communication is their weakness. The results serve as bases in addressing the statement of purpose of the study which is to develop a framework and program for continuing professional development of teachers.

The following tables present the summary and interpretation pertaining to the evaluated core behavioral competencies of teachers.

Self-Management

Self-Management of teachers refers to a procedure in which educators are given a high degree of autonomy to manage and complete their own work within the parameters set by the school and their work groups.

Table 7

Assessment of Respondents in Terms of Self-Management Criteria

No.	Key Performance Indicator	M	MD	MO	SD	RANK
1	Plans for self-improvement, direction, and needs to achieve personal objectives.	4.04	4	4	0.642	2
2	Aligns clear and purposive goals about personal actions and behavior towards school's vision and mission.	3.92	4	4	0.646	5
3	Shows positive attitude and maturity towards work in accomplishing higher goal.	4.00	4	4	0.667	3
4	Accomplishes assigned tasks and schedules to meet set goals and standards.	4.11	4	4	0.680	1
5	Sets high standards, stimulating and attainable objectives for self and others	3.93	4	4	0.644	4
Total Mean Score		20.00				
Average Mean Score		4.00				

Table 7 reveals that Key Performance Indicator number 4 having the highest mean score of 4.11 indicates that teachers prioritize assigned task in the set schedules to achieve target goals or objectives. Meanwhile, indicator number two receives the lowest mean score of 3.92 which means that teachers need to exert much effort to undertake personal actions and behaviors that are clear and purposive which make personal goals and values in cognizance to that of the organization.

However, the mean scores under self-management show minor disparity and majority of the respondents answered 4 which indicate that teachers consistently demonstrate this specific criterion. Teachers' self-management methods have a greater impact on the quality and quantity of individual production, as well as on completing given tasks to meet defined goals and objectives. According to Bakker (2014), for a worker to be most productive, he or she must be able to achieve personal goals. Improving self-management abilities is essential for increasing overall productivity and output quality. These results denote those teachers believe and support the principle of planning for self-improvement, setting attainable objectives, directions and needs to achieve personal goals. Furthermore, in teaching, teachers are expected to set objectives both for students and to their daily tasks to be accomplished. Accordingly, these become the bases of educators if the set objectives for self, others, and for the organization are met.

Professionalism and Ethics

Professionalism means that teachers fully accept the challenges of teaching which are reflected in the three primary indicators of professionalism namely, responsibility, respect and risk taking (Hyland, 2002). Teachers' professionalism is adherence to the code of conduct, commitment, and perception of the code of ethics.

Table 8

Assessment of Respondents in Terms of Professionalism and Ethics

No.	Key Performance Indicator	M	MD	MO	SD	RANK
1	Displays ethical values and behavior embed in the Norms of Conduct and Ethical Standards for public government officials and employees (RA 6713).	4.22	4	4	0.666	1.5
2	Observes proper conduct and behavior and responsible for his//her own actions and decisions.	4.15	4	4	0.647	3

3	Practices professionalism, regularity and punctuality in attendance and good personal hygiene always.	4.22	4	4	0.621	1.5
4	Does personal sacrifices to meet institution's needs.	4.08	4	4	0.734	4
5	Acts responsibly and immediately to improve school's system and efficiency.	4.00	4	4	0.711	5
Total Mean Score		20.67				
Average Mean Score		4.13				

Table 8 shows that indicators 1 and 3 got the highest mean score of 4.22. This states that teachers demonstrate the values and behavior enclosed with the norms and ethical standards for public employee and maintain professional image by being trustworthy, punctual in attending meetings regularly, maintain good grooming and communication. These results denote those teachers are expected to display ethical and desirable values and behavior that are worthy of emulation since educators are expected to be role models of students as well as colleagues in school. Various authors and experts on teacher performance claim that a code of conduct is extremely important for improved teacher performance. McKee and McArdle (2007), for example, found that professionalism and performance go hand in hand, and that one of the trademarks of any profession is its members' dedication to a code of ethics that defines professional ideals and obligations. According to Genza (2008), teachers are expected to be role models and authoritative figures who can communicate moral ideals by adhering to a code of conduct or professionalism. Analysis of the tabulated data shows that the first and third indicators respectively are clearly observed by teachers since they rated them as the highest among the key performance indicators. In the Department of Education, specifically in public schools, teachers are guided with the norms of conduct and ethical standards for public government officials and employees stipulated in RA 6713. Teachers have great responsibility to do the right thing and act accordingly especially when confronted with challenges and must make decisions that involves ethical implications. Moreover,

teachers need to possess good reputation not only in the school but in the entire community. Being responsible as teachers, it is expected also to have positive interaction with the internal and external stakeholders of the school and to provide friendly learning experience to the learners. As part of the DepEd organization, teachers are further expected to attend meetings regularly and with punctuality. They must follow the directions and instructions of the administrators and higher DepEd officials with regards to the submission of reports and other tasks to facilitate the completion of work with urgency, efficiency, and accuracy.

Result Focus

Goal setting or result focus attitude in organizations enhances performance of teachers by influencing their cognitive processing that stimulates the development of specific strategies to realize the organization's targets (Locke & Latham, 2013).

Table 9

Assessment of Respondents in Terms of Result Focus

No.	Key Performance Indicator	M	MD	MO	SD	RANK
1	Always realizes outcomes with maximum use of time and resources.	3.95	4	4	0.649	1
2	Prioritizes organization's needs by delivering effective methods for error-free outputs/products.	3.81	4	4	0.604	3.5
3	Conforms with school's standard operating procedure regularly for error-free results of work.	3.78	4	4	0.621	5
4	Focuses on effective methods or techniques to improve efficiency to meet set objectives.	3.90	4	4	0.632	2
5	Adjusts work method and system to improve quality of work and performance.	3.81	4	4	0.675	3.5
Total Mean Score		19.25				
Average Mean Score		3.85				

Table 9 describes those teachers perform well as evident in indicator number 1 because it got the highest mean score of 3.95. This behavioral skill of teachers highlights their roles and responsibilities in always maximizing time and effort. According to TSC (2020), the first step in performance management is target setting. Teachers and their supervisor (head of department or deputy principal) are therefore required to have a target setting meeting where they share understanding of what they aim at; discuss the competency areas and set deadlines as per school calendar of activities. Based on personal experiences, teachers in public schools set targets and objectives to be achieved and performed within a school year. These are stipulated in the Individual Performance Commitment and Review Form (IPCRF) of teachers. In this regard, teachers desire to do better in their work as educators. Based on the results, it is notable that they consistently demonstrate result-oriented attitude towards work. According to Janes & Dobson (2016) study established that improved learning and teaching is experienced when it becomes habit of the organization to use goals as part of the performance appraisal.

Teamwork

In fulfilling the school's objectives and goals within and across the organization, teamwork is heavily stressed for teacher professional development. Collaboration, it might be stated, would result in higher motivation, efficacy, and positive self-esteem for educators (Jos. Blase & Jo. Blase, 2000).

Table 10*Assessment of Respondents in Terms of Teamwork*

No.	Key Performance Indicator	M	MD	MO	SD	RANK
1	Accomplishes assigned tasks with sense of willingness, responsibility, and accuracy.	4.23	4	4	0.655	1
2	Encourages group efforts and eliminate hindrances to cooperation and attainment of goals across the institution.	4.06	4	4	0.705	3
3	Applies compromise values to arrive at win-win agreement	4.00	4	4	0.696	4
4	Initiates unanimous decisions and concerted efforts of the group.	3.96	4	4	0.654	5
5	Works productively and cooperatively with fellow teachers within and across the organization to achieve school's goals.	4.09	4	4	0.665	2
Total Mean Score		20.34				
Average Mean Score		4.07				

Table 10 illustrates the key performance indicators of teachers in terms of teamwork. It can be noted that the item “Accomplishes assigned tasks with sense of willingness, responsibility and accuracy” got the highest computed weighted mean of 4.23. On the other hand, the lowest overall mean of 3.96 was registered on the indicator “Initiates unanimous decisions and concerted efforts of the group.

These results denote those teachers practice the value of responsibility, willingness and accuracy in accomplishing given tasks. They understand that this action has significant effect to attain the goals set by the school. Furthermore, the findings assume that teachers work collaboratively and productively with fellow teachers, school heads and stakeholders to accomplish the tasks at hand. Based on personal experiences as grade level leader, collaboration of the members of the team always gears towards achieving best results or outputs. These findings

show that school development requires active partnership in terms of planning, operation, evaluation, and decision-making (Erawan, 2008).

Service Orientation

In compliance with DepEd regulations and directives, teachers participate in the revision of the office's vision, mission, mandates, and strategies. Addressing and/or resolving customer service concerns and complaints is a personal duty for educators. Initiatives aiming at increasing men's and women's empowerment are launched.

Table 11

Assessment of Respondents in Terms of Service Orientation

No.	Key Performance Indicator	M	MD	MO	SD	RANK
1	Follows and expresses organizational directions, issues, and problems.	3.99	4	4	0.634	2
2	Takes full responsibility in dealing with stakeholders' issues and concerns.	4.02	4	4	0.639	1
3	Promotes activities and advocacies that encourages women empowerment.	3.87	4	4	0.617	5
4	Plays part in updating school's vision, mission, strategies, and directions based on DepEd's mandates.	3.88	4	4	0.624	4
5	Adopts and enhances school's program and activities to stakeholders through simplified procedures for improved services.	3.96	4	4	0.632	3
Total Mean Score		19.72				
Average Mean Score		3.94				

Table 11 specifies that key performance indicator number 2 received the highest mean score of 4.02 which indicate that teachers display high regard in dealing with the issues and concerns of stakeholders. Service delivery should be ensured that it is done effectively and qualitatively (Alozie, 2017). Furthermore, educationalists have claimed that motivating teachers

is one strategy to preserve high-quality teacher service delivery (Adiele & Abraham, 2017). Teacher motivation refers to the use of intrinsic and extrinsic, monetary, and nonmonetary incentives to guarantee that teachers' unique requirements are addressed in exchange for their services (Okorie, 2009). In the Department of Education, they are consistently giving incentives and other perks to teachers to assure that quality services are given to the stakeholders. These parameters are found to be effective in motivating teachers in terms of monetary. However, aside from these perks, teachers are intrinsically motivated to perform and deliver quality service specifically to pupils because their achievements are being recognized in an annual recognition of teachers and in assessing teachers' application for higher position or the so-called ranking system.

Innovation

Teaching staff innovation competency is defined as a collection of distinct capacities and skills that teachers require to improve current educational services (Kasule, Wesselink & Mulder, 2014). It is undeniable that, more than ever before, innovation competency is viewed as a critical asset that can help an individual, organization, or country survive in the knowledge and innovation boom era (Darso, 2012; Kibwika, 2006).

Table 12

Assessment of Respondents in Terms of Innovation

No.	Key Performance Indicator	M	MD	MO	SD	RANK
1	Employs innovative skills and proposes improved methods in things efficiently.	3.84	4	4	0.721	4
2	Concentrates on refining personal productivity for effective results of work.	3.91	4	4	0.687	2.5
3	Inspires fellow educators to imbibe innovative ideas or solutions to develop positive attitude towards work.	3.91	4	4	0.690	2.5

4	Transforms innovative ideas into concrete solutions to improve the group.	3.81	4	4	0.734	5
5	Exhibits creativity and capacity to succeed in the organization by utilizing less resources.	3.93	4	4	0.644	1
Total Mean Score		19.39				
Average Mean Score		3.88				

Table 12 exhibits the assessment of teachers in terms of their innovative skills, ideas, and solutions to improve the group in the organization. Analysis of the tabulated data shows that teachers clearly displayed this key performance indicator. In conformity of the above findings, Darso (2012) noted that innovative competence is the ability to produce new ideas while navigating complex processes in collaboration with others. As a result, employees dealing with innovation should have a different mindset, knowledge, abilities, and attitudes than those working with ordinary tasks in the field (Cerinsek & Dolinsek, 2009; Kibwika, 2006). In this regard, teachers in the locale of the study are consistently producing innovations in the different subjects such as action-based research as an intervention or solution to the problems encountered especially now in the new normal education. Another is the strategic instructional materials and continuous improvement projects for effective results of work and improved methods in accomplishing the tasks efficiently and effectively which in the latter could help improving the whole education system. Furthermore, the Department of Education is giving virtual in-service trainings addressing the different needs of teachers to improve professionally and one of them is the innovative skill of teachers.

The following tables present the summary and interpretation pertaining to the evaluated core skill competencies of teachers.

Oral Communication

Most organizations' success is dependent on effective communication. It is critical in a variety of situations because making smart decisions necessitates most of it. Teachers can use this skill to interact and operate more effectively and efficiently. Internal communications, in theory, should play a key role in cultivating favorable attitudes among employees, such as trust, commitment, and harmonious relationships (Men and Stacks,2014).

Table 13

Assessment of Respondents in Oral Communication

No.	Key Performance Indicator	M	MD	MO	SD	RANK
1	Follows given instructions precisely.	4.28	4	4	0.686	1
2	Expresses self clearly and accurately.	4.07	4	4	0.652	4
3	Uses suitable language for expression.	4.08	4	4	0.662	3
4	Uses appropriate communication style to fellow teachers.	4.10	4	4	0.668	2
5	Leads discussion between and among colleagues to meet set objectives.	3.99	4	4	0.643	5
Total Mean Score		20.52				
Average Mean Score		4.10				

Table 13 exhibits the assessment of teachers as regards to oral communication skill. A closer look at the table reveals that key performance indicator “Follows given instructions precisely” got the highest computed weighted mean score of 4.28 from the respondents. It can be noted that teachers’ ability to follow the given instructions were evident. This finding reveals that if communication was delivered in a clear and understandable way, successful implementation of programs or activities in school will be achieved.

On the other hand, if instructions are unclear, it will lead to miscommunication which could greatly affect the quality of their outputs. Therefore, teachers' communication skill is a determining factor to the success or failure in an organization.

Written Communication

Written communication is a way in delivering, receiving, and exchanging messages with other people (Koprovwsa,2014). It is a non-verbal communication which covers appearance, expression, and paralinguistic features during the communication process. It is as significant as the verbal communication.

Table 14

Assessment of Respondents in Terms of Written Communication

No.	Key Performance Indicator	M	MD	MO	SD	RANK
1	Distinguishes and applies the different written business communication formats used in the DepEd.	3.62	4	4	0.741	5
2	Writes varied reports and communications such as memos, minutes, and others with less mistakes in grammar and spelling.	3.69	4	4	0.748	4
3	Acquires information from needed references (i.e. directories, schedules, notices, instructions) for definite objectives.	3.80	4	4	0.772	1
4	Self-edits words, numbers, phonetic notation, and content as needed.	3.75	4	4	0.762	2
5	Exhibits written communication skills with clarity, conciseness, and effectivity.	3.73	4	4	0.735	3
Total Mean Score		18.59				
Average Mean Score		3.72				

Table 14 illustrates that key performance indicator number 3 got the highest mean score of 3.80 which implies that teachers secure information from required references like directories, schedules, notices, and instructions for specific purposes. In the DepEd, teachers are being updated with the different activities enjoined with the memorandum from the table of higher authorities down to its recipients in the different departments in public schools for wide dissemination of information. This serves as teachers' guide and point of reference to perform specific tasks assigned and to meet the set objectives. On the part of the Department of Education, the written information was carefully planned and analyzed by the proponents to convey clear, and concise message before its dissemination. In the school level, the school head or the teacher-in-charge are the persons responsible in cascading the memorandum. Based on personal experience, there were instances that teachers' understanding of the written memos or notices vary which greatly affects the accomplishments of objectives. This imply that understanding the message given and using exact language are two important aspects of excellent communication; wrong phrases can lead to misunderstandings (Russo et al. 2013).

ICT and Computer

Integration of Information, Communication, and Technology (ICT) will assist teachers in meeting the global demand for technology-based teaching and learning tools to replace traditional teaching techniques. In education, ICT integration refers to a technology-based teaching and learning process that is directly linked to the use of learning tools in schools.

Table 15*Assessment of Respondents in Terms of ICT and Computer*

No.	Key Performance Indicator	M	MD	MO	SD	RANK
1	Formulates basic skills and compositions using MS Word and Excel in doing reports.	3.84	4	4	0.841	5
2	Recognizes different parts of computer and other gadgets or technology to work on given tasks with speed and accuracy.	3.90	4	4	0.826	2
3	Makes simple presentations using Power Point.	3.94	4	4	0.908	1
4	Utilizes technologies to access information tools for conducting research and medium to communicate through local and global networks.	3.88	4	4	0.832	3.5
5	Endorses applicable and efficient technology for enhancement of teaching techniques and productivity in accomplishing tasks.	3.88	4	4	0.854	3.5
Total Mean Score		19.44				
Average Mean Score		3.89				

Table 15 indicates the assessment of teachers in terms of their skill in integrating technology-based instruction. As manifested in the table, item “Makes simple presentations using Power Point” got the highest computed weighted mean score of 3.94 from the respondents. This shows that teachers are integrating this learning tool to adapt to the fast-changing way of delivering instruction to learners. Furthermore, because children are comfortable with technology and will study more effectively in a technology-based environment, ICT integration in schools, particularly in the classroom, is critical. The application of ICT will lead to effective learning with the help and support of ICT elements and components. The use of technology in education contributes a lot in the pedagogical aspects in which the application of ICT will lead to effective learning (Jamieson-Procter et al., 2013). Amid the situation in the country with the new normal set up in education,

teachers utilize technology and effectively apply for enhancement of teaching techniques, communication to parents, and in attending virtual meetings. In this regard, the Department of Education are giving virtual in-service trainings for teachers in upskilling and retooling their knowledge in using technology particularly in teaching. On the other hand, in the different schools in our district, Learning Action Cell (LAC) sessions with focus on the application of computer-based instruction is given for the teachers to adapt to the abrupt changes in education due to the pandemic. However, one of the common problems encountered and a source of frustrations for students and teachers is the technical difficulty which causes interruptions in teaching and learning process. According to Türel and Johnson's (2012) study, technical issues constitute a key barrier for teachers. Aside from the technical difficulty, not all learners have the internet connection to attend to online classes. However, since our school adapted the blended mode of learning, they can learn the lessons asynchronously through their modules with parents as para-teachers of their children.

Based on the findings of the study, the data revealed that result focus under core behavioral competencies has the lowest mean which indicates that teachers have difficulty in maximizing the use of resources with carefulness to deliver error-free outputs. They are challenged to align their works in conformity with the set standards and procedures in the organization to achieve best results and improve their performance.

In terms of teachers' core skills, the data revealed that written communication performed the lowest means in which teachers having a hard time to disseminate information with clarity, fluency, conciseness, and effectiveness following the prescribed formats used in the Department of Education. Assessments of these needs are vital for the administration to provide necessary

timely help in the form of continuing professional improvement. This result gave the researcher to develop a framework for continuing professional development for teachers.

PROPOSED FRAMEWORK FOR A CONTINUING PROFESSIONAL DEVELOPMENT PROGRAM OF TEACHERS

I. Rationale

The improvement of teachers to teach to a higher degree has been deemed a pillar of on-going professional growth. Findings from the Ministry of Education in Singapore (MOE, 2012) rationalized those teachers will be best prepared to face the demands and complexities of education in the 21st century through this form of educational experience. In addition, the “Teacher Smith Model” conceptualized professional learning as a process that starts with initial planning and induction, on-going growth and development, and lifetime career milestone initiatives (Cheng and Fong, 2012). Any curriculum built for clinical practice, according to Danielson (2007), must offer instruction about what a teacher does while teaching and the skills required to be a successful teacher. Despite this, the conceptual structure incorporates the multiple competencies that have acted as guidance and desired qualities to be established by teachers to ensure that quality student learning results are achieved. Furthermore, Lalitha (2010) published a thorough review on the case of CPD in Sri Lanka, in which it suggested the need for a systemic structure for the growth of teachers to change the performance of students. In addition, Sachs (2016) argued that if a well-respected teaching career is encouraged in its professional learning, increased success of teachers and students becomes more obvious in his paper "Learning to enhance or improve learning: the dilemma of continuing development of teachers". Whitehouse (2011), however, noted that good instructional structures ensure that resources are open and open to teachers with all approaches to professional development programs. The Department of Education is also expected to ensure the

continued professional growth of teachers within the context of the Philippine Professional Standards for Teachers reflected in the School Improvement Plan (SIP).

II. Objectives

The Framework for Continuing Professional Development of Teachers aims to improve the quality of education holistically specifically, to:

1. Identify the development needs of teachers among the dimensions in the core behavioral and core skills competencies based on their individual commitment and review form.
2. Apply the appropriate interventions embedded in the proposed framework based on the results of the study
3. Consistently use the proposed framework for a continuing professional development program to further improve performance.

The suggested framework for continuing professional growth of teachers is intended to improve the culture of success, quality, and transparency to overcome the gaps found in this report.

III. The Proposed Framework: Multi-phased Approach

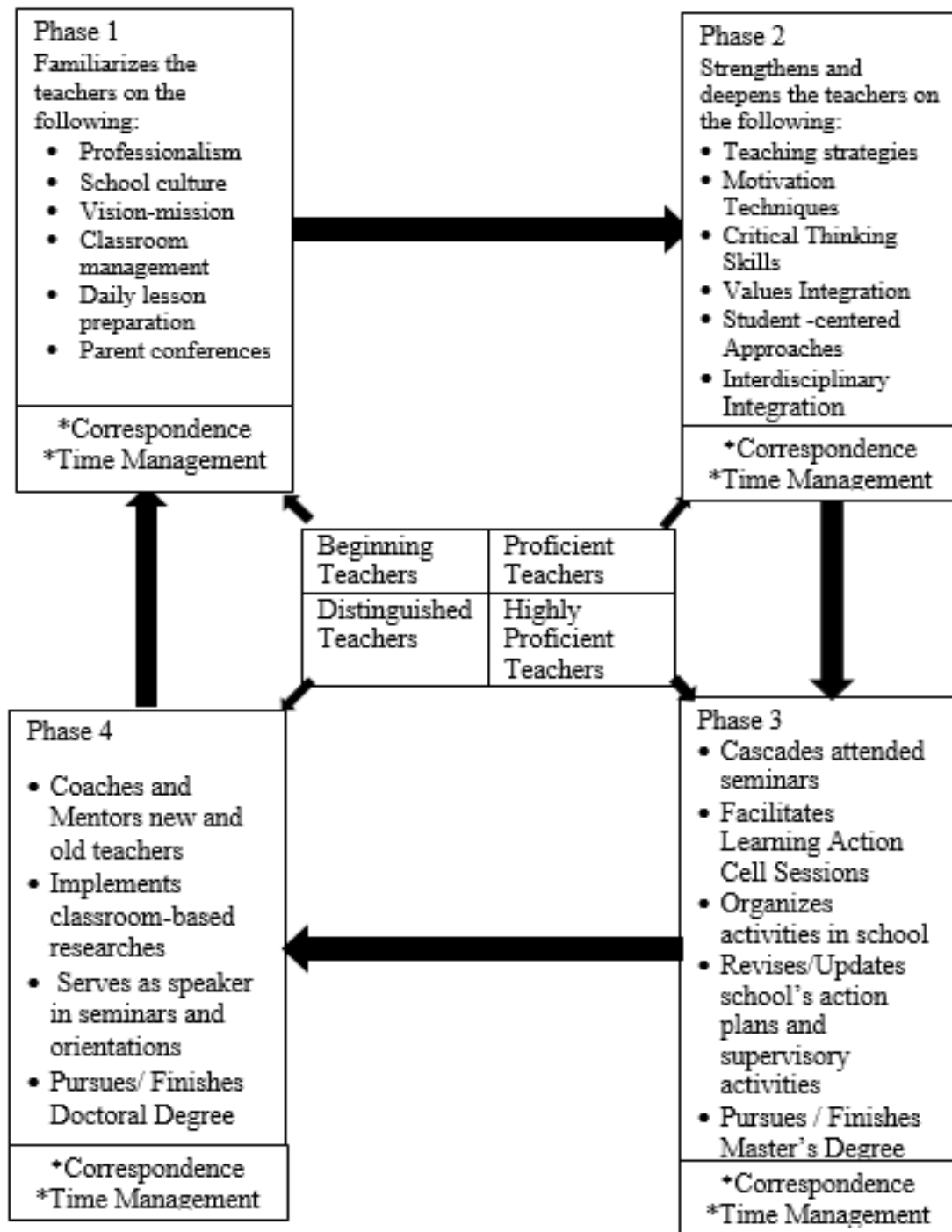


Figure 1. Model Framework for a continuing professional development program of teachers.

The framework is called **Multi-Phased Approach** because the teachers must pass through the four phases which interplay with the career stages. However, at the bottom part in every phase, **correspondence** is added as an intervention to enhance the **written communication** of teachers under core skill competencies and **time management** as interference to improve **result-focus** of teachers under core behavioral competencies based on the results of the study. These two added activities in all phases should be consistently performed by the teachers to further develop their skills in those aspects. However, other core behavioral and skill competencies which were not that low in mean scores were also highlighted in the summary of results which could be consistently performed by the teachers since the ultimate purpose of the study is to develop a framework for the continuing professional development of teachers. Moreover, the proposed framework can be modified based on the development needs of teachers.

The **first phase** includes different activities that teachers are expected to perform and should give much focus on since they are considered novice in the field of teaching. This stage includes **professionalism** as the foundation of every professional teacher upon entering the teaching profession in general. It is also a common knowledge that one must adapt the **school's culture** like the standard operating procedure in all its endeavors. To be effective as a member of the organization, the teacher must articulate the **vision and mission** statement and be able to translate them into actions. Further, to be effective in handling students, any teacher must be equipped with skills and abilities in **classroom management** to maintain order and conduciveness in learning. In addition, a teacher must come to school prepared and should be guided by the **daily lesson log**. This serves as a tool to impart ideas, motivating students and at the same time to assess or evaluate them before proceeding to the next lesson.

The **second phase** includes activities that could strengthen and deepen teachers' understanding. At this stage, **teaching strategies** must be applied well in their daily encounter with students particularly in delivering specific lessons. To have maximum participation of students, teachers must be able to apply appropriate **motivation techniques** that could arouse interest. Alongside is the ability of teachers to ask questions that would develop **critical thinking skills** of students. To have meaningful lessons, **values** must be infused because learning becomes more evident if it is applied in real life experiences of students. Moreover, **student-centered approaches** should be employed so that skills and practices of students would lead to a life-long learning, and they become independent problem-solving thinkers. Lastly, teachers should have the knowledge and skill in **interdisciplinary integration** to further enhance students' understanding of other themes and relationships to real world.

The **third phase** consists of activities that would display teachers' high proficiency level. They are expected to manifest deeper understanding of their responsibility in the organization and among colleagues and students' needs. Teachers have responsibility to **cascade attended seminars or workshops** to benefit others. It is also expected of them to facilitate **Learning Action Cell** sessions in school to impart their knowledge and ideas to fill in other loopholes of new and old teachers if necessary. Sphere heads in **organizing school's activities**. This is one way of working with colleagues collaboratively so that their learning and practice in that manner will be enhanced. In addition, they collaborate with colleagues in **updating and revising action plan and supervisory activities** to enrich their knowledge, content, and pedagogy in teaching. It is also expected at this stage that they are **pursuing or have finished their master's degree** for them to provide more skills and knowledge that could help and guide colleagues. The last stage is events that will show the outstanding potential of teachers to strengthen their educational practices and those of others. They

are expected to ***coach and mentor*** new and old teachers that need improvement. They serve as a focal person in ***implementing and leading classroom-based research*** of teachers to solve school problems in terms of teaching students. It is also expected of them to serve as ***speakers in seminars and orientations*** of new teachers as part of their induction program. Lastly, it is expected that they are ***pursuing doctorate degree or have finished the course***.

IV. Scope/ Coverage

The proposed framework shall cover all the teachers in the twelve schools of the study.

V. Key Players and Responsibilities

The following is the composition of the team responsible in the application and implementation of the proposed framework.

- District Supervisor
- Principals
- Researcher
- Teachers

VI. Administration and Management of Proposed Framework

The proposed framework for a continuing development program of teachers will be piloted in the twelve schools in the locale of study to test its effectiveness before it will be administered formally to teachers.

VII. Proposed Framework Review/Evaluation

The proposed framework design will be subjected for review and evaluation by the District Supervisor with the assistance of the principals to test its applicability and validity to improve teachers' performance.

VIII. Effectivity

The wide implementation of the Framework for Continuing Professional Development Program of teachers shall take effect immediately after its approval.

Chapter IV

Summary, Conclusions and Recommendations

This chapter presented the major findings; the conclusions arrived at based on the findings, and the recommendations given in accordance with the conclusions.

Summary of the Study

The study focused on the development of framework for a continuing professional development program to improve teachers' performance which is the main objective of the study. In academic field, it is expected that teachers must be equipped with knowledge, skills, competence, and values to become effective agents of change. In the country and even globally, ongoing development of teachers through the professional development is recognized. It is believed in many studies that this ensures the growth of teachers which in turn improve the performance of students and the quality of education in general. Specifically, the proponent of the study assessed teachers' performance in the locale based on their core behavioral and skill competencies. Teachers' performance assessment is a significant method for continuous improvement and effectiveness of teaching. These served as bases to come up with the design of framework for a continuing development program of teachers and to address the gaps found in the study.

Thus, this study employed the descriptive developmental strategy because it focused mainly on describing, analyzing, and interpreting data of teachers. In the same manner, this method was also applied to provide comprehensive understanding of the teachers' performance to come up with the design of the framework that follows certain standard or criteria for continuity and effectiveness.

Summary of Findings

The study determined the results based on the assessments done in the teachers' core behavioral and skill competencies in the locale of the study. Using the procedures described in the preceding chapter, the purposes set in this study were reflected and summarized as follows:

1. Findings revealed that in **core behavioral competencies**, teachers got the lowest mean score in terms of **result focus**. However, based on the descriptive and numerical rating, the following competencies: self-management, professionalism and ethics, teamwork, service orientation, and innovation were consistently demonstrated.

2. In the same manner, **teachers' core skill competency in written communication** got the lowest mean score. On the other hand, teachers consistently demonstrated in terms of oral communication and ICT skills.

Based on the results found, result focus in core behavioral competencies will be the priority for their development and in terms of core skill competencies, written communication will be given much attention. However, the different dimensions both in core behavioral and skill competencies will be developed continuously by teachers through the proposed framework to improve their performance.

Moreover, the overall results served as the bases to come up with the design of framework for the continuing professional development program of teachers.

Conclusions

Based on the findings of the study, teachers are challenged to align their works in conformity with the set standards and procedures in the organization to achieve best results and improve their performance. To improve the performance of the teachers, continuing professional development program is necessary. The program is a critical factor towards building the strong

foundation of an educational system to ensure quality education. Enriching faculty in key domains of teaching and professional areas is perceived to improve as well as their educational environment, which enhances academic performance of learners. With this, a unified and standard continuing professional development program that provides structure tailored to match the desired goals and educational needs for teacher is proposed. Such programs demand resources, budget, administrative efforts and support, space, and commitment.

In addition, the yearly evaluation of teachers in the context of Individual Performance Commitment and Review Form could become basis of what competencies should need development and improvement. Hence, the framework could intensify teachers' efficiency and effectiveness, which could lead to better performance and in the end, improvement of students' achievement.

Recommendations

Considering the findings and conclusions of the study, the following recommendations were drawn:

1. Since the main purpose of the study is for the continuing professional development program of teachers, the proposed framework could be utilized and intensified to improve the performance based on the core behavioral and skill competencies of teachers.
2. For the Graduate and Teacher Education Institutions, consider reviewing and evaluating the Continuing Professional Development Framework of this study to validate its effectiveness towards the improvement of their competence, performance, and reflective thinking in their chosen field of specialization.
3. Continuous grant of scholarships from the Department of Education to deserving

teachers in pursuing their higher degree may be sustained to increase morale as well as their competence to respond and adapt to education's changing needs.

4. For future researchers, further study along this line could be conducted. Inclusion of other dependent variable such as students' academic achievement may be considered to further validate the effectiveness of the Framework for the Continuing Professional Development Program of Teachers.

APPENDIX A

PERFORMANCE INDICATORS FOR A CONTINUING PROFESSIONAL DEVELOPMENT PROGRAM OF TEACHERS BASED ON THEIR CAREER STAGES

Dimension 1. Written Communication Dimension 1 emphasizes the needs of teachers to disseminate information in a form of written communication with clarity, fluency, conciseness, and effectiveness following the prescribed formats used in the Department of Education.				
Indicators	Beginning	Proficient	Highly Proficient	Distinguished
Indicator 1.1 Distinguishes and applies the different written business communication formats used in the DepEd.	Indicator 1.1.1 Demonstrates an understanding on the use of the different business communication formats in the DepEd.	Indicator 1.1.2 Uses the prescribed format on the different written business communication in the DepEd.	Indicator 1.1.3 Displays a wide variety of productive use of the various formats of business correspondence in DepEd.	Indicator 1.1.4 Exhibits exemplary practice in the use of effective written business communication formats in the DepEd.
Indicator 1.2 Writes varied reports and communications such as memos, minutes, and others with fewer mistakes in grammar and spelling.	Indicator 1.2.1 Demonstrates an understanding in preparing correspondence, minutes, and different descriptive reports with slight errors/s in grammar and usage.	Indicator 1.2.2 Displays proficient understanding in preparing correspondence minutes and different descriptive reports with slight error/s in grammar and usage.	Indicator 1.2.3 Models' proficient skills in writing correspondence, minutes, and different descriptive reports with no error/s found in the grammar and usage.	Indicator 1.2.4 Exhibits exemplary skills in writing correspondence, minutes, and different descriptive reports with no error/s in the grammar and usage.
Indicator 1.3 Self-edit, if required terms, numbers, phonetic notation, and content.	Indicator 1.3.1 Confers self-edit words, numbers, phonetic notation, and content from experienced colleagues.	Indicator 1.3.2 Ensures accuracy of self-edit words, numbers, phonetic notation, and content.	Indicator 1.3.3 Displays consistency and independently in editing words, numbers, phonetic notation, and content.	Indicator 1.3.4 Exhibits high level of skills and mastery in editing words, numbers, phonetic notation, and content.
Indicator 1.4 Writes correspondence demonstrating clarity, conciseness, fluency and impact.	Indicator 1.4.1 Gains comprehension in his written communications in demonstrating consistency, fluency, effects, conciseness, and effectiveness.	Indicator 1.4.2 Maintains competence in his written communications to show consistency, fluency, effects, conciseness, and effectiveness.	Indicator 1.4.3 High competence in showing transparency, fluency, effects, conciseness, and effectiveness in his/her written communications applies	Indicator 1.4.4 Models of outstanding skills in his written correspondence to show transparency, fluency, influence, conciseness, and effectiveness.
Indicator 1.5 Secures data from the required references (i.e., directories, schedules, notices and instructions).	Indicator 1.5.1 Gains understanding in securing information from required references for specific purposes.	Indicator 1.5.2 Builds understanding in securing information from required references for specific purposes.	Indicator 1.5.3 Displays a wide range of skills and understanding in securing information from required references for specific purposes.	Indicator 1.5.4 Models a wide range of skills in securing information from required references for specific purposes.

Dimension 2. Result Focus Dimension 2 highlights the roles and responsibilities of teachers in maximizing the use resources with carefulness to deliver error-free outputs. They are also expected to align their works in conformity the set standards and procedures in the organization to achieve best results and improve their performance.				
Indicators	Beginning	Proficient	Highly Proficient	Distinguished
Indicator 2.1 Conforms with school's standard operating procedure regularly.	Demonstrates understanding in delivering error-free outputs which conforms to standard operating procedures correctly and consistently	Indicator 2.1.2 Shows competent expertise in the delivery of error-free outputs that properly and reliably adhere to standard operating procedures	Indicator 2.1.3 Models highly proficient skill in delivering error-free outputs which conforms to standard operating procedures correctly and consistently	Indicator 2.1.4 Exhibits exemplary skills in delivering error-free outputs which conforms to standard operating procedures correctly and consistently.
Indicator 2.2 Prioritizes organization's needs by delivering effective methods to error-free outputs.	Indicator 2.2.1 Shows dedication in prioritizing organization's needs through effective work to avoid mistakes resulting to wastage of time and material resources	Indicator 2.2.2 Maintains consistent dedication in prioritizing organization's needs through effective work to avoid mistakes resulting to wastage of time and material resources	Indicator 2.2.3 Works with consistent dedication in prioritizing organization's needs through effective work to avoid mistakes resulting to wastage of time and material resources	Indicator 2.2.4 Leads colleagues and model dedication in prioritizing organization's needs through effective work to avoid mistakes resulting to wastage of time and material resources.
Indicator 2.3 Adjusts work method and system to improve quality of work and performance.	Indicator 2.3.1 Seeks advice from seasoned colleagues in making specific changes in the system or in own work methods to improve performance	Indicator 2.3.2 Develops self-initiative in making specific changes in the system or in own work methods to improve performance	Indicator 2.3.3 Assists colleagues to imbibe the value of initiative in making specific changes in the system or in own work methods to improve performance	Indicator 2.3.4 Leads colleagues to imbibe the value of initiative in making specific changes in the system or in own work methods to improve performance
Indicator 2.4 Focuses on effective methods or techniques to meet set objectives.	Indicator 2.4.1 Demonstrates efficiency and innovativeness to minimize waste of time and resources to meet the set goals	Indicator 2.4.2 Maintains efficiency and innovativeness to minimize waste of time and resources to meet the set goals	Consistently exhibits efficiency and innovativeness to minimize waste of time and resources to meet the set goals	Indicator 2.4.4 Exhibits high level of efficiency and innovativeness to minimize waste of time and resources to meet the set goals
Indicator 2.5 Always realizes outcomes with minimum use of time and resources.	Indicator 2.5.1 Manages optimal use of time and resources to achieve best results	Indicator 2.5.2 Ensures optimal use of time and resources to achieve best results	Indicator 2.5.3 Exhibits evidently the optimal use of time and resources to achieve best results	Indicator 2.5.4 Exhibits high level of optimal use of time and resources to achieve best results

Dimension 3. Innovation Dimension 3 challenges the role of teachers in translating creative and intuitive minds into something concrete or tangible changes that would encourage others to do better using minimal resources but guarantees efficiency. They are also expected to promote positive environment to inspire others in developing new and original ideas.				
Indicators	Beginning Teacher	Proficient Teacher	Highly Proficient	Distinguished Teacher
Indicator 3.1 Transforms innovative ideas into concrete solutions to improve work unit.	Indicator 1.3.1 Demonstrates understanding in using creative thinking as concrete solutions to changes and problems to improve the organization and work unit	Indicator 1.3.2 Adapts and uses creative thinking as concrete solutions to changes and problems to improve the organization and work unit	Indicator 1.3.3 Develops and applies creative thinking as concrete solutions to changes and problems to improve the organization and work unit	Indicator 1.3.4 Shows comprehensive skill in applying creative thinking as concrete solutions to changes and problems to improve the organization and work unit
Indicator 3.2 Employs innovative skills and proposes improved methods to do things with efficiency.	Indicator 3.2.1 Demonstrates ability and openness to encourage new concepts, methods, and ways of doing things better.	Indicator 3.2.2 Maintains desire and openness to encourage new innovations, practices, and recommendations for doing things better.	Indicator 3.2.3 Shows a wide variety of willingness and transparency to encourage new concepts, procedures, and suggested ways of doing things better.	Indicator 3.2.4 It indicates a high degree of desire and openness to encourage new concepts, procedures, and ways of doing things better.
Indicator 3.3 Concentrates on refining personal productivity to produce effective results on works.	Indicator 3.3.1 Demonstrates concentration on improving personal productivity to achieve greater benefit and outcomes	Indicator 3.3.2 Establishes an emphasis on improving personal efficiency to achieve greater value and outcomes	Indicator 3.3.3 Develops and insists on improving personal competitiveness to build greater benefit and outcomes	Indicator 3.3.4 Leads colleagues to work on enhancing personal efficiency and generate better value and outcomes
Indicator 3.4 Inspires fellow educators to imbibe positivity to develop innovative ideas and solution to problems in the workplace.	Indicator 3.4.1 Seek guidance or mentoring from seasoned teachers to foster a creative atmosphere and encourage colleagues to produce innovative ideas or solutions	Indicator 3.4.2 Maintains the opportunity to cultivate an innovative atmosphere and encourage staff to create fresh ideas or solutions	Indicator 3.4.3 Assists colleagues in promoting a collaborative atmosphere and allows colleagues to create innovative ideas or solutions	Indicator 3.4.4 Mentors' co-workers to cultivate a creative atmosphere and motivates staff to generate original ideas or solutions
Indicator 3.5 Exhibits creativity and the capacity to succeed in the organization with less resources.	Indicator 3.5.1 Possesses skills in demonstrating resourcefulness to succeed in the workplace using minimal resources	Indicator 3.5.2 Develops proficiently the skills in demonstrating resourcefulness to succeed in the workplace using minimal resources	Indicator 3.5.3 Effectively applies the skills in demonstrating resourcefulness to succeed in the workplace using minimal resources	Indicator 3.5.4 Empowers colleagues in demonstrating resourcefulness to succeed in the workplace using minimal resources

Dimension 4. ICT/Computer Dimension 4 addresses the needs and central role of teachers to utilize the use of technology specifically the computer in preparing reports and lesson presentations to adapt to the fast and evolving change in education system. It is expected of them to access information that could be useful in making classroom-based researches and means of communication both locally and globally.				
Indicators	Beginning Teacher	Proficient Teacher	Highly Proficient Teacher	Distinguished Teacher
Indicator 4.1 Prepares simple compositions using Word Processing and Excel, such as letters, papers, spreadsheets, and visual presentations	Indicator 4.1.1 Use Word Processing and Excel to apply knowledge of simple compositions such as letters, papers, spread sheets and visual presentations	Indicator 4.1.2 Using Word Processing and Excel, simple compositions such as documents, records, spread sheets and visual displays are used skilfully.	Indicator 4.1.3 Displays a broad spectrum of expertise with simple compositions such as Word Processing and Excel letters, papers, spread sheets and visual presentations	Indicator 4.1.4 Exhibits a high degree of proficiency in the use of simple compositions, such as Word Processing and Excel messages, papers, spread sheets and graphical presentations
Indicator 4.2 Identifies various computer components, switches the computer on/off and operates with reasonable speed and accuracy on a specified job, linking computer peripherals (e.g., printers, modems, multi-media projectors, etc.)	Indicator 4.2.1 Demonstrates expertise in the identification of various device components switches the computer on/off and operates with sufficient speed and accuracy on a specified task, linking computer peripherals (e.g., printers, modems, multi-media projectors, etc.)	Indicator 4.2.2 Connects computer peripherals with adequate speed and accuracy by applying data and the ability to discriminate between separate computer units, turning the computer on/off, and running on a given job. (e.g., printers, modems, video projectors, etc.)	Indicator 4.2.3 Shows a wide variety of information and skills to recognise various computer components, switches the computer on/off, and operates with sufficient speed and accuracy on a given task, linking computer peripherals (e.g., printers, modems, multi-media projectors, etc.)	Indicator 4.2.4 Shows a high degree of skill in the recognition of various computer components, turns the computer on/off, and operates with appropriate speed and accuracy on a given mission (e.g., printers, modems, multi-media projectors, etc.)
Indicator 4.3 Prepares simple presentations using PowerPoint.	Indicator 4.3.1 Demonstrates knowledge and understanding in preparing simple presentations using Power Point.	Indicator 4.3.2 Applies knowledge and skill in preparing simple presentations using Power Point.	Indicator 4.3.3 Exhibits knowledge and skill in preparing simple presentations using Power Point.	Indicator 4.3.4 Exhibits high level of proficiency in preparing simple presentations using Power Point
Indicator 4.4 Uses technology to access knowledge to increase professional productivity; helps to perform analysis and connect across local and global professional networks.	Indicator 4.4.1 Applies expertise and experience with information access technology to increase professional effectiveness allows to perform analysis and communicate through local and global professional networks.	Indicator 4.4.2 Shows knowledgeable skills and experience in the use of knowledge access technology to increase professional effectiveness allows to perform analysis and communicate across local and global professional networks.	Indicator 4.4.3 Exhibits qualified skills and experience with information access technology to increase professional effectiveness allows to perform analysis and interact across local and global professional networks.	Indicator 4.4.4 Shows outstanding skills and experience in the use of knowledge access technology to increase professional effectiveness allows to perform analysis and interact across local and global professional networks.
Indicator 4.5 Recommends equipment that is sufficient and revised to increase effectiveness and clinical practice.	Indicator 4.5.1 Gains awareness and expertise in recommending effective and up-to-date technologies to increase effectiveness and clinical practice.	Indicator 4.5.2 Sets criteria for the recommendation of suitable and upgraded technologies to increase efficiency and clinical practice.	Indicator 4.5.3 Guides peers and suggests suitable and upgraded technologies to increase effectiveness and best practice.	Indicator 4.5.4 Leads and advises peers in recommending effective and improved software to increase effectiveness and clinical practice.

Dimension 5 Service Orientation Dimension 5 affirms the role of teachers in improving services to the school's stakeholders. This Dimension expects teachers to participate and take personal responsibility in dealing with correcting customer's issues and concerns following the standard operating procedures and mandates based on DepEd strategies and directions to enhance service delivery. It also upholds in empowering men and women in the workplace and in the community.				
Indicators	Beginning Teacher	Proficient Teacher	Highly Proficient Teacher	Distinguished Teacher
Indicator 5.1 Initiates programs to foster advocacy for the empowerment of men and women.	Indicator 5.1.1 Demonstrates initiative in promoting activities that empower men and women in the workplace	Indicator 5.1.2 Maintains initiative in promoting activities that empower men and women in the workplace	Indicator 5.1.3 Advice and guides colleagues in maintaining initiative in promoting activities that empower men and women in the workplace	Indicator 5.1.4 Leads and empowers colleagues in maintaining initiative in promoting activities that empower men and women in the workplace
Indicator 5.2 Participates in reviewing the vision, mission, mandates & policies of the office based on the strategies and guidance of DepEd.	Indicator 5.2.1 Demonstrates interest in reviewing the vision and mission of the office, mandates and policies focused on DepEd strategies and advice	Indicator 5.2.2 Demonstrates consistent engagement in updating the vision and mission of the office, mandates and objectives focused on DepEd strategies and guidance.	Indicator 5.2.3 Exhibits high level of continuity and engagement in reviewing the vision and mission of the office, mandates and policies focused on DepEd strategies and guidelines	Indicator 5.2.4 Model a set of high-level expertise and engagement in updating the vision and mission of the office, mandates and policies focused on DepEd strategies and guidelines.
Indicator 5.3 Creates and implements programs for quality enhancement by streamlined processes that can help enhance the delivery of services.	Indicator 5.3.1 Demonstrates willingness by streamlined processes to create and implement service management initiatives that further improve service delivery.	Indicator 5.3.2 Manages proficient expertise in designing and executing programs for service enhancement by standardized processes that further enhance service delivery.	Indicator 5.3.3 Advises and directs employees through streamlined processes to create and execute service management programs to further improve service delivery.	Indicator 5.3.4 Facilitates colleagues by streamlined methods to create and implement service management programs to further improve service delivery.
Indicator 5.4 Follows and articulates organizational directions, issues and problems.	Indicator 5.4.1 Demonstrates followership in articulating organization's directions, issues, and problems.	Indicator 5.4.2 Develops followership in articulating organization's directions, issues, and problems.	Indicator 5.4.3 Develops and applies followership in articulating organization's directions, issues, and problems.	Indicator 5.4.4 Exemplary model of follow-up in articulating the directions, challenges, and concerns of the organization.
Indicator 5.5 Takes full responsibility for resolving and/or fixing questions and complaints about customer care.	Indicator 5.5.1 Gains comprehension by receiving advice from seasoned teachers about how to deal with and correct customer care complaints and issues by managing professional responsibilities.	Indicator 5.5.2 Develops personal responsibility for solving and/or correcting questions and questions about customer service.	Indicator 5.5.3 Guides and advises colleagues on challenges and issues in coping with and/or correcting customer care.	Indicator 5.5.4 Mentors' colleagues in dealing with and/or correcting customer service issues and concerns

Dimension 6 Self-Management Dimension 6 reflects on professional objectives, direction, and development needs of teachers. It stresses the behavior of teachers and emotional intelligence for the career selected by retaining attributes that will favor the children under their parental control and the organization's colleagues. This domain values prioritizing activities and schedules of operation to accomplish defined priorities.				
Indicators	Beginning	Proficient	Highly Proficient	Distinguished
Indicator 6.1 Undertakes personal actions and behaviors that are clear, purposive which considers personal goals and standards consistent to that of the organization.	Indicator 6.1.1 Demonstrates responsibility in undertaking personal actions and behavior that is clear and purposive which considers personal goals and values congruent to that of the organization.	Indicator 6.1.2 Develops and applies responsibility in undertaking personal actions and behavior that is clear and purposive which considers personal goals and values congruent to that of the organization.	Indicator 6.1.3 Models to colleagues the responsibility in undertaking personal actions and behavior that is clear and purposive which considers personal interests and principles that are compatible with that of the group.	Indicator 6.1.4 Models outstanding conduct and leads colleagues the duty of performing personal acts and behavior that is consistent and purposive which considers personal interests and principles congruent to that of the company.
Indicator 6.2 Set high quality, demanding, practical targets for yourself and others.	Indicator 6.2.1 Demonstrates the high quality, demanding, practical targets set for oneself and others.	Indicator 6.2.2 Demonstrates and articulates the high quality, demanding, practical targets set for oneself and others.	Indicator 6.2.3 Guides colleagues to formulate high-quality, difficult, practical targets for themselves and those in the set.	Indicator 6.2.4 Leads colleagues to formulate high quality, demanding, practical targets for themselves and those in the collection.
Indicator 6.3 Displays emotional intelligence and passion for greater priorities and is confronted by them.	Indicator 6.3.1 Possesses strong understanding in displaying emotional maturity and enthusiasm which is set with higher goals	Indicator 6.3.2 Builds strong foundation in displaying emotional maturity and enthusiasm which is set with higher goals	Indicator 6.3.3 Displays a wide range in displaying emotional maturity and enthusiasm which is set with higher goals	Indicator 6.3.4 Models a range of high-level skill in displaying emotional maturity and enthusiasm which is set with higher goals
Indicator 6.4 Sets personal priorities and path, needs and development.	Indicator 6.4.1 Demonstrates and applies the set personal goals and - path, needs and growth.	Indicator 6.4.2 Develops and applies consistently the set personal goals and direction, needs and development	Indicator 6.4.3 Exhibits proficient skill in setting personal goals and direction, needs and development	Indicator 6.4.4 Exhibits exemplary skill in setting personal goals and direction, needs and development
Indicator 6.5 Prioritizes work tasks and schedules to achieve set goals.	Indicator 6.5.1 Sets focus in prioritizing work tasks and schedules to achieve set goals.	Indicator 6.5.2 Manages proficiently in prioritizing work tasks and schedules to achieve set goals.	Indicator 6.5.3 Assists colleagues in prioritizing work tasks and schedules to achieve set goals.	Indicator 6.5.4 Leads colleagues in prioritizing work tasks and schedules to achieve set goals.

Dimension 7 Teamwork Dimension 7 values shared responsibilities among the group and the people in the organization. This Dimension emphasizes collaboration in formulating ideas and making of decisions that would arrive at a win-win agreement. It considers teachers' ability in doing work constructively to remove barriers to teamwork among members in the organization and team ownership of decision.				
Indicators	Beginning	Proficient	Highly Proficient	Distinguished
Indicator 7.1 Drives consensus and team ownership of decisions.	Indicator 7.1.1 Participates in formulating decisions made by most teachers in the organization.	Indicator 7.1.2 Demonstrates proficient skill in driving the group in formulating team ownership of decisions.	Indicator 7.1.3 Works collaboratively with the group in formulating team ownership of decisions.	Indicator 7.1.4 Empowers colleagues in formulating team ownership of decisions.
Indicator 7.2 Applies the ideals of negotiation in achieving win-win settlements.	Indicator 7.2.1 Adapts the rules of negotiating to achieve win-win deals.	Indicator 7.2.2 Adapts and incorporates concepts of negotiating to achieve win-win settlements.	Indicator 7.2.3 Assists colleagues in incorporating the concepts of diplomacy of achieving win-win settlements.	Indicator 7.2.4 Leads colleagues in incorporating the concepts of negotiating to achieve win-win settlements.
Indicator 7.3 Promotes cooperation and eliminates obstacles to coordination and corporate goal achievement.	Indicator 7.3.1 Demonstrates openness and willingness in promoting collaboration and removal of barriers to teamwork among the members of the organization to accomplish goals	Indicator 7.3.2 Maintains initiative in promoting collaboration and removal of barriers to teamwork among the members of the organization to accomplish goals	Indicator 7.3.3 Guides colleagues in maintaining initiative in promoting collaboration and removal of barriers to teamwork among the members of the organization to accomplish goals	Indicator 7.3.4 Advocates and facilitates colleagues in maintaining initiative in promoting collaboration and removal of barriers to teamwork among the members of the organization to accomplish goals
Indicator 7.4 Acts constructively and collaboratively to achieve corporate priorities and goals for others and through organizations.	Indicator 7.4.1 Possesses positive work ethics and cooperation within and across the organization to accomplish set goals and objectives	Indicator 7.4.2 Demonstrates constructive and collaborative work ethics with others and across organizations to accomplish organizational goals and objectives.	Indicator 7.4.3 Exhibits constructive and collaborative work ethics with others and across organizations to accomplish organizational goals and objectives.	Indicator 7.4.4 Exhibits excellent positive and inclusive professional ethics to meet school's priorities and goals for others and through organizations.
Indicator 7.5 Does his/her share of responsibility willingly and accurately	Indicator 7.5.1 Demonstrates willingness to share his/her time and efforts with sense of responsibility and accuracy in team related activities	Indicator 7.5.2 Demonstrates proficient skill to share his/her time and efforts with sense of responsibility and accuracy in team related activities	Indicator 7.5.3 Exhibits high proficiency skill to share his/her time and efforts with sense of responsibility and accuracy in team related activities	Indicator 7.5.4 Exhibits exemplary skill to share his/her time and efforts with sense of responsibility and accuracy in team related activities

Dimension 8 Oral Communication Dimension 8 emphasizes the responsibility of teachers to appropriately use the required medium in expressing self clearly, fluently, and articulately. This Dimension concerns teachers' ability to adjust to the communication style to others. It adheres in following instructions accurately to avoid misunderstanding and miscommunication between and among peers to meet the set objectives in accomplishing tasks.				
Indicators	Beginning Teacher	Proficient Teacher	Highly Proficient Teacher	Distinguished Teacher
Indicator 8.1 Guides discussions to achieve a goal within and within peers.	Indicator 8.1.1 Seeks advice from seasoned colleagues to be guided in discussions between and among peers to achieve a target.	Indicator 8.1.2 Demonstrates proficient skill in guiding discussions between and among peers to meet an objective	Indicator 8.1.3 Exhibit high proficient skill in guiding discussions between and among peers to meet an objective	Indicator 8.1.4 Exhibit exemplary skill in guiding discussions between and among peers to meet an objective
Indicator 8.2 Expresses self clearly, fluently, and articulately.	Indicator 8.2.1 Demonstrates knowledge and understanding to express self clearly, fluently, and articulately	Indicator 8.2.2 Proficiently articulates self clearly and with fluency.	Indicator 8.2.3 Displays high proficient skill in expressing self clearly, fluently, and articulately	Indicator 8.2.4 Model exemplary skill in expressing self clearly, fluently, and articulately
Indicator 8.3 Uses appropriate medium for the message.	Indicator 8.3.1 Demonstrates knowledge in using appropriate medium for self -expression	Indicator 8.3.2 Demonstrates proficient skill in using appropriate medium for self -expression	Indicator 8.3.3 Exhibits high proficient skill in using appropriate medium for self -expression	Indicator 8.3.4 Exhibits high level of proficiency in using appropriate medium for self -expression
Indicator 8.4 Adjusts communication style to others.	Indicator 8.4.1 Applies flexibility in adjusting communication style to others	Indicator 8.4.2 Religiously applies flexibility in adjusting communication style to others	Indicator 8.4.3 Develops and applies flexibility in adjusting communication style to others	Indicator 8.4.4 Models a high-level flexibility in adjusting communication style to others
Indicator 8.5 Follows instructions accurately.	Indicator 8.5.1 Demonstrates a sense of accuracy in following the given instructions.	Indicator 8.5.2 Develops and applies a strong sense of accuracy in following the given instructions	Indicator 8.5.3 Exhibits high proficiency skill in following the given instructions accurately	Indicator 8.5.4 Empowers and guides colleagues in following the given instructions accurately

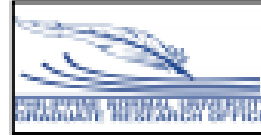
Dimension 9 Professionalism and Ethics Dimension 9 concentrates on the personal growth and career advancement of teachers. The fundamental task of teachers to exercise ethical and professional behavior always is included in this dimension. It values personal and ethical reflection that upholds the reputation of teaching as a discipline and shows characteristics such as respect, competence, trustworthy, regularity and punctuality, kindness, good hygiene within the school to create a healthy learning community. It understands the value of the obligation of teachers with a sense of urgency for personal growth and career advancement for lifelong learning.				
Indicators	Beginning Teacher	Proficient Teacher	Highly Proficient Teacher	Distinguished Teacher
Indicator 9.1 Works with a sense of urgency and transparency to satisfy the demands of the organisation, develops processes and helps others enhance their effectiveness.	Indicator 9.1.1 Demonstrates response and urgency to the immediate needs of the organization and people to improve systems and others' efficiency	Indicator 9.1.2 Maintains and applies response and urgency to the immediate needs of the organization and people to improve systems and others' efficiency	Indicator 9.1.3 Guides colleagues in responding with urgency and responsibility to the immediate needs of the organization and people to improve systems and others' efficiency	Indicator 9.1.4 Leads colleagues in responding with urgency and responsibility to the immediate needs of the organization and people to improve systems and others' efficiency
Indicator 9.2 Makes personal sacrifices to fulfil the demands of the company.	Indicator 9.2.1 Demonstrates behavior that upholds in sacrificing personal interests to meet the organization's needs	Indicator 9.2.2 Demonstrates consistently the behavior that upholds in sacrificing personal interests to meet the organization's needs	Indicator 9.2.3 Displays positively and consistently the behavior that upholds in sacrificing personal interests to meet the organization's needs	Indicator 9.2.4 Models exemplary the behavior that upholds in sacrificing personal interests to meet the organization's needs
Indicator 9.3 Practices behavior and conduct worthy and admirable to colleagues.	Indicator 9.3.1 Demonstrates conduct and behavior that is ethical, professional, and worthy of emulation by others	Indicator 9.3.2 Demonstrates and applies conduct and behavior that is ethical, professional, and worthy of emulation by others	Indicator 9.3.3 Exhibits consistently the behavior that is ethical, professional, and worthy of emulation by others	Indicator 9.3.4 Models exemplary that is ethical, professional, and worthy of emulation by others
Indicator 9.4 Maintains a respectable image: trustworthiness, regularity and punctuality of participation, strong grooming, and contact.	Indicator 9.4.1 Seeks opportunities to maintain professional image of being trustworthy, punctual, good personal hygiene and communication	Indicator 9.4.2 Consistently demonstrates and maintains professional image of being trustworthy, punctual, and with good personal hygiene and communication	Indicator 9.4.3 Exhibits and leads colleagues in maintaining professional image of being trustworthy, punctual, and with good personal hygiene and communication	Indicator 9.4.4 Advocates and facilitates colleagues in maintaining professional image of being trustworthy, punctual, and with good personal hygiene and communication
Indicator 9.5 Demonstrates the principles and actions of elected officers and staff in the Code of Conduct and Ethical Standards (RA 67133).	Indicator 9.5.1 Demonstrates experience and appreciation of the principles and actions in the Codes of Conduct and Ethical Standards.	Indicator 9.5.2 Demonstrates and regularly applies the principles and actions in the Code of Ethics and Ethical Standards.	Indicator 9.5.3 Exhibits and advises peers in the demonstration and implementation of the principles and actions found in the Code of Conduct and Ethical Standards.	Indicator 9.5.4 Models' typical values and behavior stated in the Norms of Conduct and Ethical Standards for public officials and employees.

APPENDIX B

Approved Letter from the Supervisor



Philippine Normal University
The National Center for Teacher Education
Taft Ave., Manila, Philippines



November 20, 2018

ARCELI T. RALLETA

District Supervisor
Baliwag North District
DepEd Bulacan

Madam:

In partial fulfillment of the requirements for the degree *Master of Arts in Education* major in Educational Management, I am asking your permission to allow me to distribute survey questionnaire to all teachers in Baliwag North District.

This is in connection with my study on **"FRAMEWORK FOR A CONTINUING PROFESSIONAL DEVELOPMENT PROGRAM OF TEACHERS"**.

Rest assured that the responses and data gathered will be treated with strict confidentiality.

Thank you for your kind consideration to this request.

Very truly yours,


RODELIO B. GONZALES
Researcher

Noted:


RONALD ALLAN S. MABUNGA, Ph. D
Adviser

Approved:


ARCE T. RALLETA
District Supervisor

APPENDIX C

Approved Letter from the Principals



Philippine Normal University
The National Center for Teacher Education
Taft Ave., Manila, Philippines



November 26, 2018

ROSALIE S. SANTOS

Principal III
Tilapayong Elementary School
Tilapayong, Baliwag, Bulacan

Madam:

In connection with the study that I am conducting, entitled "**FRAMEWORK FOR A CONTINUING PROFESSIONAL DEVELOPMENT PROGRAM OF TEACHERS**", I would like to ask permission to distribute survey questionnaire to all teachers in your school.

This is in partial fulfillment of the requirements for the graduate degree of Master of Arts in Education major in Educational Management.

Rest assured that any information gathered will be handled with utmost care and strict confidentiality.

Thank you and God bless.

Very truly yours,

[Redacted Signature]

RODELIO B. GONZALES
Researcher

Approved:

[Redacted Signature]

ROSALIE S. SANTOS
Principal III



Philippine Normal University
The National Center for Teacher Education
Taft Ave., Manila, Philippines



November 26, 2018

MA. LUISA E. SANTOS

Principal II

Josefa V. Ycasiano Memorial School
San Roque, Baliwag, Bulacan

Madam:

In connection with the study that I am conducting, entitled "**FRAMEWORK FOR A CONTINUING PROFESSIONAL DEVELOPMENT PROGRAM OF TEACHERS**", I would like to ask permission to distribute survey questionnaire to all teachers in your school.

This is in partial fulfillment of the requirements for the graduate degree of Master of Arts in Education major in Educational Management.

Rest assured that any information gathered will be handled with utmost care and strict confidentiality.

Thank you and God bless.

Very truly yours,


RODELIO B. GONZALES
Researcher

Approved:


MA. LUISA E. SANTOS
Principal II



Philippine Normal University
The National Center for Teacher Education
Taft Ave., Manila, Philippines



November 26, 2018

MILAGROS L. MACABATAO

Principal III
Jacinto Ponce Elementary School
Tangos, Baliwag, Bulacan

Madam:

In connection with the study that I am conducting, entitled "**FRAMEWORK FOR A CONTINUING PROFESSIONAL DEVELOPMENT PROGRAM OF TEACHERS**", I would like to ask permission to distribute survey questionnaire to all teachers in your school.

This is in partial fulfillment of the requirements for the graduate degree of Master of Arts in Education major in Educational Management.

Rest assured that any information gathered will be handled with utmost care and strict confidentiality.

Thank you and God bless.

Very truly yours,

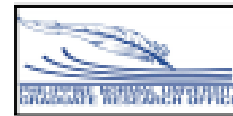

RODELIO B. GONZALES
Researcher

Approved:


MILAGROS L. MACABATAO
Principal III



Philippine Normal University
The National Center for Teacher Education
Taft Ave., Manila, Philippines



November 26, 2018

LEONILA R. YANTO
Principal I
Subic Elementary School
Subic, Baliwag, Bulacan

Madam:

In connection with the study that I am conducting, entitled "**FRAMEWORK FOR A CONTINUING PROFESSIONAL DEVELOPMENT PROGRAM OF TEACHERS**", I would like to ask permission to distribute survey questionnaire to all teachers in your school.

This is in partial fulfillment of the requirements for the graduate degree of Master of Arts in Education major in Educational Management.

Rest assured that any information gathered will be handled with utmost care and strict confidentiality.

Thank you and God bless.

Very truly yours,


RODELIO B. GONZALES
Researcher

Approved:


LEONILA R. YANTO
Principal I



Philippine Normal University
The National Center for Teacher Education
Taft Ave., Manila, Philippines



November 26, 2018

LORNA E. BOJANGIN

Head Teacher III
Catulinan Elementary School
Catulinan, Baliwag, Bulacan

Madam:

In connection with the study that I am conducting, entitled "**FRAMEWORK FOR A CONTINUING PROFESSIONAL DEVELOPMENT PROGRAM OF TEACHERS**", I would like to ask permission to distribute survey questionnaire to all teachers in your school.

This is in partial fulfillment of the requirements for the graduate degree of Master of Arts in Education major in Educational Management.

Rest assured that any information gathered will be handled with utmost care and strict confidentiality.

Thank you and God bless.

Very truly yours,

[Redacted Signature]

RODELIO B. GONZALES

Researcher

Approved:

[Redacted Signature]

LORNA E. BOJANGIN

Head Teacher III



Philippine Normal University
The National Center for Teacher Education
Taft Ave., Manila, Philippines



November 26, 2018

MA. ROWENA C. CABABA

Head Teacher I
Hinukay Elementary School
Hinukay, Baliwag, Bulacan

Madam:

In connection with the study that I am conducting, entitled "**FRAMEWORK FOR A CONTINUING PROFESSIONAL DEVELOPMENT PROGRAM OF TEACHERS**", I would like to ask permission to distribute survey questionnaire to all teachers in your school.

This is in partial fulfillment of the requirements for the graduate degree of Master of Arts in Education major in Educational Management.

Rest assured that any information gathered will be handled with utmost care and strict confidentiality.

Thank you and God bless.

Very truly yours,


RODELIO B. GONZALES
Researcher

Approved:


MA. ROWENA C. CABABA
Head Teacher I



Philippine Normal University
The National Center for Teacher Education
Taft Ave., Manila, Philippines



November 26, 2018

SHIERRIE H. ORTEGA

Head Teacher I
Paitan Elementary School
Paitan, Baliwag, Bulacan

Madam:

In connection with the study that I am conducting, entitled "**FRAMEWORK FOR A CONTINUING PROFESSIONAL DEVELOPMENT PROGRAM OF TEACHERS**", I would like to ask permission to distribute survey questionnaire to all teachers in your school.

This is in partial fulfillment of the requirements for the graduate degree of Master of Arts in Education major in Educational Management.

Rest assured that any information gathered will be handled with utmost care and strict confidentiality.

Thank you and God bless.

Very truly yours,

RODELIO B. GONZALES
Researcher

Approved:

SHIERRIE H. ORTEGA
Head Teacher I



Philippine Normal University
The National Center for Teacher Education
Taft Ave., Manila, Philippines



November 26, 2018

MA. CRISTINA R. FLORES

Principal II
Engr. Vicente R. Cruz Memorial School
Tibag, Baliwag, Bulacan

Madam:

In connection with the study that I am conducting, entitled "**FRAMEWORK FOR A CONTINUING PROFESSIONAL DEVELOPMENT PROGRAM OF TEACHERS**", I would like to ask permission to distribute survey questionnaire to all teachers in your school.

This is in partial fulfillment of the requirements for the graduate degree of Master of Arts in Education major in Educational Management.

Rest assured that any information gathered will be handled with utmost care and strict confidentiality.

Thank you and God bless.

Very truly yours,

RODELIO B. GONZALES
Researcher

Approved:

MA. CRISTINA R. FLORES
Principal II



Philippine Normal University
The National Center for Teacher Education
Taft Ave., Manila, Philippines



November 26, 2018

MA. AUREA RHODORA DC. GERONIMO, Ph.D.

Principal I

Dr. Nicolas V. Rustia Memorial School

Piel, Baliwag, Bulacan

Madam:

In connection with the study that I am conducting, entitled "**FRAMEWORK FOR A CONTINUING PROFESSIONAL DEVELOPMENT PROGRAM OF TEACHERS**", I would like to ask permission to distribute survey questionnaire to all teachers in your school.

This is in partial fulfillment of the requirements for the graduate degree of Master of Arts in Education major in Educational Management.

Rest assured that any information gathered will be handled with utmost care and strict confidentiality.

Thank you and God bless.

Very truly yours,

RODELIO B. GONZALES

Researcher

Approved:

MA. AUREA RHODORA DC. GERONIMO, Ph.D.

Principal I

Appendix D

Questionnaire on the Framework for a Continuing Professional Development Program of Teachers”

I. Profile of the Respondent

Please provide the most accurate information in the following by putting a checkmark (✓) before each item.

A. Teacher

1. Age

_____ 21 to 30 years old

_____ 31 to 40 years old

_____ 41 to 50 years old

_____ 51 years old and above

2. Sex

_____ male

_____ female

3. Civil Status

_____ single

_____ married

4. Highest Educational Attainment

_____ BS degree

_____ MA degree holder

_____ BS degree with MA units

_____ MA with doctorate units

_____ Ed.D /Ph D

5. Major Field of Specialization

_____ Math

_____ English

_____ Science

_____ others, please specify _____

6. Present Position

_____ Teacher I _____ Master Teacher I

_____ Teacher II _____ Master Teacher II

_____ Teacher III

7. Years in Service

_____ 5 years and below _____ 16 to 20 years

_____ 6 to 10 years _____ 21 to 25 years

_____ 11 to 15 years _____ 26 years and above

II. Core Behavioral Competencies

Direction: Below are statements about the core behavioral competencies and core skills of teachers. Put a check on the appropriate column for your answer based on the given descriptive ratings. 5 – **Role Model**; 4 – **Consistently Demonstrates**; 3 – **Most of the Time Demonstrates**; 2 – **Sometimes Demonstrates**; and 1 – **Rarely Demonstrates**

Self-Management	5	4	3	2	1
1. Plans for self -improvement, direction and needs to achieve personal objectives.					
2. Aligns clear and purposive goals about personal actions and behavior towards school's vision and mission.					
3. Shows positive attitude and maturity towards work in accomplishing higher goals.					
4. Accomplishes assigned tasks and schedules to meet set goals and standards.					
5. Sets high standards, stimulating, and attainable objectives for self and others.					
Professionalism and Ethics	5	4	3	2	1
1. Displays ethical values and behavior embed in the Norms of Conduct and Ethical Standards for public government officials and employees (RA 6713)					
2. Observes proper conduct and behavior and responsible for his//her own actions and decisions.					

3. Practices professionalism, regularity and punctuality in attendance and good personal hygiene always.					
4. Does personal sacrifices to meet institution's needs.					
5. Acts responsibly and immediately to improve school's system and efficiency.					

Result Focus	5	4	3	2	1
1. Always realizes outcomes with maximum use of time and resources.					
2. Prioritizes organization's needs by delivering effective methods for error- free outputs/products.					
3. Conforms with school's standard operating procedure regularly for error-free results of work.					
4. Focuses on effective methods or techniques to improve efficiency to meet set objectives.					
5. Adjusts work method and system to improve quality of work and performance.					
Teamwork	5	4	3	2	1
1. Accomplishes assigned tasks with sense of willingness, responsibility, and accuracy.					
2. Encourages group efforts and eliminate hindrances to cooperation and attainment of goals across the institution.					
3. Applies compromise values to arrive at win-win Agreement					
4. Initiates unanimous decisions and concerted efforts of the group					
5. Works productively and cooperatively with fellow teachers within and across the organization to achieve school's aims and goals.					

Service Orientation	5	4	3	2	1
1. Follows and expresses organizational directions, issues, and problems.					
5. Takes full responsibility in dealing with stakeholders' issues and concerns					
3. Promotes activities and advocacies that encourage men and women empowerment.					
4. Plays part in updating school's vision, mission, strategies, and directions based on DepEd's mandates.					
5. Adopts and enhances school's program and activities to stakeholders through simplified procedures for improved services.					
Innovation	5	4	3	2	1
1. Employs innovative skills and proposes improved methods in things efficiently.					
2. Concentrates on refining personal productivity for effective results of work.					
3. Inspires fellow educators to imbibe innovative ideas or solutions to develop positive attitude towards work.					
4. Transforms innovative ideas into concrete solutions to improve the group.					
5. Exhibits creativity and capacity to succeed in the organization by utilizing less resources.					

Oral Communication	5	4	3	2	1
1. Follows given instructions precisely.					
2. Expresses self clearly and accurately.					
3. Uses suitable language for expression.					
4. Uses appropriate communication style to fellow Teachers					
5. Leads discussion between and among colleagues to meet set goals/objectives					
Written Communication	5	4	3	2	1
1. Distinguishes and applies the different written business communication formats used in the DepEd.					
2. Writes varied reports and communications such as memos, minutes and others with less mistakes in grammar and spelling.					
3. Acquires information from needed references (i.e., directories, schedules, notices, instructions) for definite objectives.					
4. Self-edits words, numbers, phonetic notation and content, as needed.					
5. Exhibits written communications skills with clarity, conciseness and effectivity.					

III. Core Skills

Computer/ICT Skills	5	4	3	2	1
1. Formulates basic skills and compositions using MS Word and Excel in doing reports.					
2. Recognizes different parts of computer and other gadgets or technology to work on given tasks with speed and accuracy.					
3. Makes simple presentations using PowerPoint.					
4. Utilizes technologies to access information; tools for conducting research and medium to communicate through local and global networks.					
5. Endorses applicable and efficient technology for enhancement of teaching techniques and productivity in accomplishing tasks.					

End of Questionnaire

Appendix E

Informed Consent Form for the Participants



Philippine Normal University
The National Center for Teacher Education
EDUCATIONAL POLICY RESEARCH AND DEVELOPMENT CENTER
Taft Avenue, Manila 1000, Philippines
Tel. / Fax: (632)317-1768 loc. 750/751 e-mail: epfdc@pnu.edu.ph



Informed Consent for the Participants

I, _____ being over the age of 18 years old (legally independent) hereby consent to participate/ be a respondent in this project titled: **Framework for a Continuing Professional Development Program of Teachers.**

I am aware that I should keep a copy of the Letter of Introduction and Consent Form for future reference;

I understand that:

I may not directly benefit from taking part in this research.

I am free to withdraw from the participation in this research at any time and I am free to refuse to answer particular questions

While the information gained in this study will be published as explained, I will not be identified, and individual information will remain confidential.

I may ask the audio recording be stopped at any time, and that I may withdraw at any time from the interview without disadvantage.

Participant's signature: _____ Date: _____

I certify that I have explained the purpose of research to the participant and consider that she/ he understands what is involved and liberally consents to participate.

RODELIO B. GONZALES
Researcher
(Signature over printed name)

November 18, 2018

Consent Form Adopted from PNU EPRDC PNU-MN-2016-EPR-FM-037

Appendix F

Sample Accomplished Informed Consent Form

	Philippine Normal University The National Center for Teacher Education EDUCATIONAL POLICY RESEARCH AND DEVELOPMENT CENTER Taft Avenue, Manila 1000, Philippines Tel. / Fax: (632)317-1768 loc. 750/751 e-mail: epfdc@pnu.edu.ph	
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EPRDC Form 37

INFORMED CONSENT FORM

I, [REDACTED] being over the age of 18 years old (legally independent) hereby consent to participate/ be a respondent in this project titled: **Framework for a Continuing Professional Development Program of Teachers.**

I am aware that I should keep a copy of the Letter of Introduction and Consent Form for future reference;

I understand that:

- I may not directly benefit from taking part in this research.
- I am free to withdraw from the participation in this research at any time and I am free to refuse to answer particular questions
- While the information gained in this study will be published as explained, I will not be identified, and individual information will remain confidential.
- I may ask the audio recording be stopped at any time, and that I may withdraw at any time from the interview without disadvantage.

Participant's signature: [REDACTED] Date: Nov. 18, 2018

I certify that I have explained the purpose of research to the participant and consider that she/ he understands what is involved and liberally consents to participate.

[REDACTED]
RODELIO B. GONZALES
Researcher
(Signature over printed name)
November 18, 2018

Reference Code: PNU-MN-2016-EPR-FM-037
Revision: 00

Effective Date: 11/07/2016

Appendix G

Clearance to Proceed

 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave. Cor. Apaya Blvd., Pasig, Manila 1000 Philippines Telephone: +63 2 117 1781/1782/1783 Fax: +63 2 117 1784/1785/1786 Email: pnu@pnu.edu.ph, pnu@pnu.edu.ph Website: www.pnu.edu.ph	Index No.	PNU-MN-2016-EPH-FM-016	
	Issue No.	01	
	Rev. No.	01	
	Date:	09-24-2018	
	Page	1 of 1	
EPDC	CLEARANCE TO PROCEED	QAC No.	CC-09242018-023

BASIC INFORMATION

REC Code:	101618-284
Research Proposal Title:	A Framework for Continuing Professional Development for Teachers
Researcher / Project Leader and Designation/Affiliation:	Rodelio B. Gonzales

The following items [✓] have been received and reviewed in connection with the above study to be conducted by the above researcher.

- [✓] Research Proposal in prescribed format
- [✓] Informed Consent Form/s /Assent Form
- [✓] Data Collection Tools

and hereby approved:

- [✓] To proceed to the validation of the data gathering tools
- [✓] To proceed to data collection, organization and write-up

Date of Issuance: **October 16, 2018**


TERESITA T. RUNGDUIN, Ph.D.
Head, Secretariat
Research Ethics Committee


NAPOLEON Q. REYES, Ph.D.
Chair
Research Ethics Committee

(All documents without the PNU QM Stamp or Control Identifier are uncontrolled)

Appendix H

Certificate of Compliance

 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave. Cor. Ayala Blvd., Ermita, Manila 1000 Philippines Telephone: +63-2-317-1768 loc 750/751 A eprdc@pnu.edu.ph A www.pnu.edu.ph	Index No.	PNU-MN-2016-EPR-FM-020
	Issue No.	01
	Rev. No.	01
	Date:	09-24-2018
	Page	1 of 1
EPRDC	CERTIFICATE OF COMPLIANCE	QAC No. CC-09242018-027

BASIC INFORMATION

REC Code:	08202020-15
Title of the Research Project/Thesis/Dissertation:	Framework for a Continuing Professional Development Program of Teachers
Researcher/Project Leader and Designation/Affiliation:	Rodelio B. Gonzales

The following items [v] have been received and reviewed in connection with the above study conducted by the above researcher/principal investigator:

- ☒ Thesis
☐ Dissertation
☐ Research Article in APA Format

And hereby certified that it has fully complied with the PNU Code of Research Ethics and Guidelines for Review as stipulated in the BOR Resolution No. U-2303 s. 2015.

Date of Issuance: **August 20, 2020**

Dr. TERESITA T. RUNGDUIN (SGD)
 Secretary
 Research Ethics Committee

Dr. RENE R. BELECINA (SGD)
 Chair
 Research Ethics Committee

(All documents without the PNU QM Stamp or Control Identifier are uncontrolled)

Appendix I

Authenticity Result

	Philippine Normal University <i>The National Center for Teacher Education</i> PUBLICATION OFFICE Taft Avenue, Manila 1000, Philippines	
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AUTHENTICITY RESULT

Date of Release:	February 5, 2021
Result Code:	2020-0745
Submission ID:	1501851145
Title of Output:	Framework for a Continuing Professional Development of Teachers
Author (s):	Rodelio B. Gonzales

Authenticity Report:

Similarity Report: 11%

- Interpretation: A similarity of 11% means that 11% of the entire paper is similar to sources in Turnitin's (authenticity software) online repository. The colored bibliographical references denote the sources of similarity to previously published work which maybe from internet sources (10%), publications (3%), and student papers (6%) for the remaining similarity percentage.
- Highlighted text in the Manuscript:
 - Red marks and highlights are set of texts directly or exactly copied from online sources.
 - Other color marks and highlights are set of text exactly copied from other sources (student papers and publications).


Marie Paz E. Morales, Ph.D.
Director

PNU-MN-2016-PUB-QM-001
Revision No.: 01

Effective Date: August 10, 2017

Appendix J

Certificate of Language Editing

Philippine Normal University
College of Teacher Development
Faculty of Arts and Languages

16 April 2021

CERTIFICATION OF EDITING

This is to certify that I have edited in its entirety the thesis of MR. RODELIO B. GONZALES on *Framework of a Continuing Professional Development Program for Teachers*.

Yours truly,



Prof. Ma. Concepcion Y. Raymundo, M.A.
Language Editor

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- <http://www.hettler.com/Direct/Assess/USING%20THE%20CONTEXT>
- <https://www.ipl.org/essay/Descriptive-Developmental-Methodology-PKJQXCSK6C>

CURRICULUM VITAE



RODELIO B. GONZALES

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EDUCATIONAL BACKGROUND

1995	Baliuag University Bachelor of Science in Elementary Education
1989	St. Augustine College High School
1985	St. Augustine College Grade School

AFFILIATION to ORGANIZATIONS

2014 to present	BANDIPESTA (Baliwag North District Public Elementary Schools Teachers' Association) Officer and member
2017-present	SESTA (Sabang Elementary School Teachers' Association) Officer and member
1999-2013	BULPRISA (Bulacan Private Schools Association) Member

ELIGIBILITY

August 1996	Passed the Board Licensure Examination for Professional Teacher
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WORK EXPERIENCE

Division of Bulacan Validator on the Conduct of Virtual Field Testing of Localized Learning Resources in Bocaue District (November 2021)

Department of Education, Schools Division of Bulacan, Module Writer in MAPEH (July 2021)

Team Leader, Continuous Improvement Plan, Project IWAS-COVID (February 2020)

Division-Demo Teacher on Creating Instructional Videos in Music, Arts, and Physical Education (August 2020)

Resource Speaker, District Webinar on Creating Instructional Videos in Music, Arts, and Physical Education (September 2020)

Public Information Officer, SESTA (2019-present)

Grade Level Leader, Sabang Elementary School (June 2019 to present)

BSP Resource Speaker, Facilitator, and Organizer in Baliwag North District (November 2019)

School Paper Adviser, The Moulder (June 2018-present)

BAPESTA Officer (Baliwag Association of Public Elementary Teachers' Association) (2018-present)

District Music Coordinator (2017-present)
District Trainor in Campus Journalism (June 2017-present)
Grade School Teacher, DepEd Bulacan (2014-present)
National Finalist, Coach in Science Journalism (February 2015)
Regional Champion, Coach in Science Journalism (December 2014)
St. Mary's College of Baliwag, Filipino Area Coordinator (2011-2014)
St. Mary's College of Baliwag, Chairman: PAASCU Administration Area (2009-2010)
Grade School Teacher, St. Mary's College of Baliwag (June 1996-March 2014)

SEMINARS/TRAININGS ATTENDED

Virtual Orientation for Thesis and Dissertation Writing-Participant
(June 5, 2021-PNU Manila)

Virtual Training Workshop on Professional Development Program with Microsoft
Education-Participant (August 30, 2021)

Virtual Training Workshop on Retooling of Teachers Capacity in using ICT and
Emerging Technology-Participant (August 30, 2021)

Virtual Training Workshop on The Wisdom Behind Grammarly-Participant
(August 31, 2021)

Virtual Training Workshop on Creative Utilization of Canva for Students' Performance
Tasks-Participant (September 1, 2021)

Virtual Training Workshop on Mobile Apps Development for Teachers-Participant
(September 1, 2021)

Virtual Training Workshop on Google Educators' Group and Professional Development
Program-Participant (September 2, 2021)

National Training Workshop on the Use and Curation of Open Educational Resources for
the 21st Century Teachers-Participant (October 24-26, 2019)

School-based DRRM Training and Workshop-Participant/Organizer
(October 23, 2019)