

2018

TEACHER INDUCTION PROGRAM

MODULE 1
DEPARTMENT OF EDUCATION

BEST | CARDNO

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REFERENCES

Module 1

Welcome to the Department of Education!

We are pleased to have you as a member of the family.

We invite you to take time to read through the Department of Education (DepEd) **Teacher Induction Program** (TIP) modules.

This module will help you get acquainted with the organization. It introduces you to DepEd values as it translates to the way it delivers its service in accordance to its mandate, vision, mission and goals. More importantly, it sets out DepEd's policies and guidelines that reflect standards on teaching practices that are consistent with DepEd's core values—*Maka-Diyos, Maka-Tao, Makakalikasan* at *Makabansa*. This module aims to help you realize your professional development goals in your journey at DepEd.

As you go through the different sessions, consider the following as your desired learning outcomes.

I. SESSION 1: MANDATE, VISION, MISSION, CORE VALUES (VMV), AND STRATEGIC DIRECTIONS

A. Desired Learning Outcomes

| Beginning Teacher | Proficient Teacher |
|---|---|
| <p>Domain 7: <i>Personal Growth and Professional Development</i></p> <p>Strand: <i>Philosophy of Teaching</i></p> | |
| <p>BTI 7.1.1</p> <p>Articulate a personal philosophy of teaching that is learner-centered</p> | <p>PTI 7.1.2</p> <p>Apply a personal philosophy of teaching that is learner-centered</p> |

B. Objectives

- a. Demonstrate understanding of the DepEd’s Mandate, VMV, and strategic directions and its learner-centered philosophy of education
- b. Write one’s own philosophy of teaching that is aligned to DepEd’s learner-centered philosophy
- c. Use varied and appropriate teaching strategies to deploy one’s personal teaching philosophy as aligned to DepEd’s learner-centered philosophy

C. Pre-Test

You are given different courses of actions or situations. Tell whether each statement is relating to:

- a. DepEd's Mandate
- b. Vision
- c. Mission
- d. Core Value
- e. Strategic Direction

Write the letter of your answer on the space provided before each number.

- _____ 1. Teachers facilitate learning and constantly nurture every learner.
- _____ 2. Abide by the rules of the school, community and country.
- _____ 3. Make education accessible to all.
- _____ 4. DepEd formulates, implements, and coordinates policies, plans, programs, and projects.
- _____ 5. Modernize educational management and governance.
- _____ 6. DepEd, a learner-centered institution, continuously improves itself to better serve its stakeholders.
- _____ 7. Engage oneself in worthwhile spiritual activities.
- _____ 8. Improve quality and relevance of education.
- _____ 9. Students learn in a child-friendly, gender-sensitive, safe, and motivating environment.
- _____ 10. Supervise all elementary, secondary education institutions including Alternative Learning System.

D. Glossary of Terms

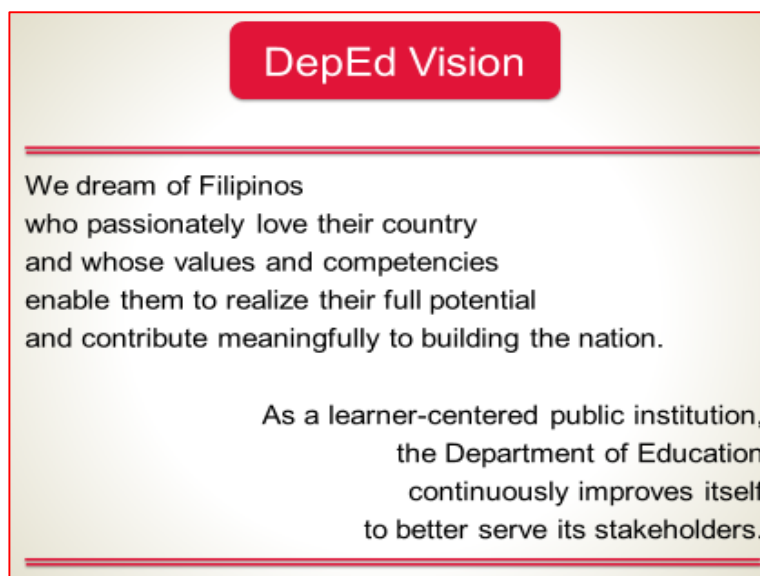
| Term | Definition |
|----------------------------|--|
| DepEd's Mandate | obligation enforced by law |
| Vision | an aspirational description of what an organization would like to achieve or accomplish. It is intended to serve as a clear guide for choosing current and future courses of action. |
| Mission | a declaration of an organization's core purpose and focus that is normally unchanged over time. |
| Values | are the principles the Department adheres to in pushing the programs into action. |
| Strategic Direction | a course of action that leads to the achievement of organizational goals. |

E. Key Concepts

What is the DepED Mandate?

1. The DepEd Mandate
2. "The State shall protect and promote the right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all."
3. *(Article 14, Section 1 of the Philippine Constitution)*
4. The Department of Education (DepEd) formulates, implements, and coordinates policies, plans, programs and projects in the areas of formal and non-formal basic education. It supervises all elementary and secondary education institutions, including alternative learning systems, both public and private; and provides for the establishment and maintenance of a complete, adequate, and integrated system of basic education relevant to the goals of national development.

What is the DepEd Vision, Mission, and Core Values (VMV)?



What does the DepEd Vision mean?

“We dream of Filipinos who passionately love their country ...”

*Our vision is more than just the end-goal of a plan. It is **a dream, a wish, a prayer** – what we fervently hope for and what **we diligently work towards**.*

By envisioning, we begin to fulfill our mandate and responsibilities as a teacher and do our duty as Filipinos.

*We want to develop learners who are **true citizens and patriots**, who have a strong desire to serve their country and work for its betterment.*

...and whose values and competencies enable them to realize their full potential...

We can do two things:

*Inculcate the **values** and develop the necessary **competencies** deemed necessary and desirable to ensure a lifelong learning.*

...and contribute meaningfully to building the nation...

*Because as a learner-centered institution we want them to know how to improve themselves and realize their dreams, **while keeping in mind and heart their love for the country and care for fellowmen**, maximizing the endowment of skills and talents, not for selfish gain, but **to contribute to building a nation every Filipino deserves**.*

As a learner-centered public institution...

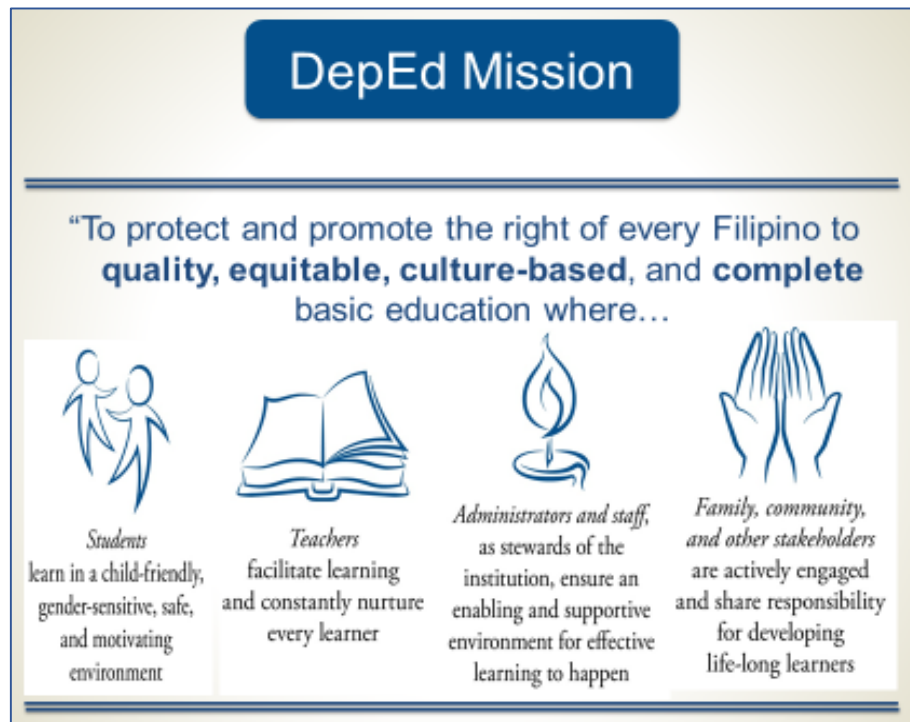
As stated in our mandate, the Department of Education (DepEd), “shall protect and promote the rights of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all”.

*In all our decisions and actions, **we put the Filipino learner first.** In the end, our most important stakeholders are our learners...*

...the Department of Education continuously improves itself.....to better serve its stakeholders.”

*Just like our students, we do not stop learning. **We constantly seek to be better,** both as individuals and as an organization.*

What is the DepED Mission



| Core Values | Behavior Statements | Indicators |
|-------------|--|---|
| Maka-Diyos | Expresses one's spiritual beliefs while respecting the spiritual beliefs of others | <ol style="list-style-type: none"> 1. Engages oneself in worthwhile spiritual activities 2. Respects sacred places 3. Respects religious beliefs of others 4. Demonstrates curiosity and willingness to learn about other ways to express spiritual life |
| | Shows adherence to ethical principles by upholding truth | <ol style="list-style-type: none"> 1. Tells the truth 2. Returns borrowed things in good condition 3. Demonstrates intellectual honesty 4. Expects honesty from others 5. Aspires to be fair and kind to all 6. Identifies personal biases 7. Recognizes and respects one's feelings and those of others |
| Makatao | Is sensitive to individual, social, and cultural differences | <ol style="list-style-type: none"> 1. Shows respect for all 2. Waits for one's turn 3. Takes good care of borrowed things 4. Views mistakes as learning opportunities 5. Upholds and respects the dignity and equality of all including those with special needs 6. Volunteers to assist others in times of need 7. Recognizes and respects people from different economic, social, and cultural backgrounds |
| | Demonstrates contributions toward solidarity | <ol style="list-style-type: none"> 1. Cooperates during activities 2. Recognizes and accepts the contribution of others toward a goal 3. Considers diverse views 4. Communicates respectfully 5. Accepts defeat and celebrates others' success 6. Enables others to succeed 7. Speaks out against and prevents bullying |

| | | |
|---------------|---|--|
| Makakalikasan | Cares for the environment and utilizes resources wisely, judiciously, and economically | <ol style="list-style-type: none"> Shows a caring attitude toward the environment Practices waste management Conserves energy and resources Takes care of school materials, facilities, and equipment Keeps work area in order during and after work Keeps one's work neat and orderly |
| Makabansa | Demonstrates pride in being a Filipino; exercises the rights and responsibilities of a Filipino citizen | <ol style="list-style-type: none"> Identifies oneself as a Filipino Respects the flag and national anthem Takes pride in diverse Filipino cultural expressions, practices, and traditions Promotes the appreciation and enhancement of Filipino languages Abides by the rules of the school, community, and country Enables others to develop interest and pride in being a Filipino |
| | Demonstrates appropriate behavior in carrying out activities in the school, community, and country | <ol style="list-style-type: none"> Manages time and personal resources efficiently and effectively Perseveres to achieve goals despite difficult circumstances Conducts oneself appropriately in various situations |

DepEd's Strategic Directions

- The Strategic Plan of the Department of Education (DepEd)¹ provides that by 2022, we will have a nation-loving and competent lifelong learners able to respond to challenges and opportunities through quality, accessible, relevant and liberating K to 12 Program delivered by a modern, professional, pro-active, nimble, trusted and nurturing DepEd. Hence, the subsequent goals:
 - Expand Access to Basic Education
 - Improve Quality and Relevance
 - Modernize Education Management & Governance

¹ Source: DepEd Strategic Plan/Direction (2017-2022)

F. Activities and Assessment

1. In what specific ways can you contribute to the attainment of the DepED mandate in the following areas?

Implementation of policies, plans, programs and projects in:

Formal Basic Education:

Alternative Learning System:

2. What can you do as a beginning teacher to:

promote quality education?

make education accessible to all?

3. Answer the following questions based on the readings above:

As a teacher, how do you encourage your students:

to discover their full potential that may contribute for the betterment of the society?

to apply the competencies prescribed in the curriculum?

to reflect and evaluate their home- and culture-based values?

Which among your specific roles/functions as a teacher can signify your responsibility among your students and people in the community?

What plans do you have as a teacher to achieve the learner-centered philosophy?

What can you do to better serve the learners in relation to learner-centered philosophy?

How can you foster partnership and extend linkages to your stakeholders?

4. Students learn in a child-friendly, gender sensitive, safe, and motivating environment.

What can you contribute to ensure a child-friendly, gender-sensitive, safe, and motivating environment?

How do you address the uniqueness of each learner?

How do you ensure an enabling and supportive environment for effective learning to happen?

What are some ways to develop lifelong-learners?

5. My Philosophy in Teaching

State briefly your philosophy in teaching which spells your vision in entering the teaching profession towards effective, learner-centered and meaningful teaching experience. It must be something you believe that will drive you to success and to being a meaningful agent of change to students and your community.

6. Vision Sharing (write your vision and share your thoughts about it to your co-teacher)

VISION Sharing

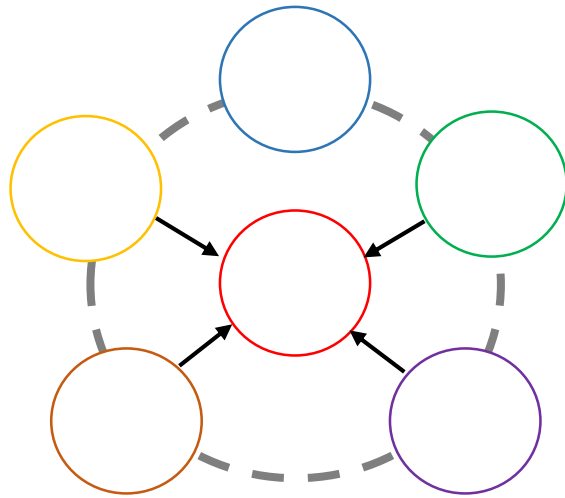
Make a vision board based on the following question:

How do you see your learners 10 years from now?

7. What strategies do you intend to apply a learner-centered philosophy to ensure the attainment of your vision?

8. **Concept Mapping.** Using the terms written inside the box, label the following schema appropriately in order to come up with a Concept Map showcasing the DepEd Operational Priorities.

| |
|---|
| <i>Strategic Directions</i> <i>Mission</i> <i>Learners</i> <i>Vision</i> <i>Mandate</i> <i>Core Values</i> |
|---|



9. Realigning of Personal Vision to DepEd’s Mandate, VMV and Strategic Directions

Now that you have completely understood the guiding principles of DepED, revisit and examine your stated philosophy in teaching or personal vision in Activity 1. Should you find your own vision inconsistent with that of DepEd’s organizational principles, make necessary revisions, polish, and finalize it.

| <i>My personal vision in teaching</i> | <i>DepED Vision</i> | <i>Re-aligned personal with DepED vision</i> |
|---------------------------------------|---------------------|--|
| | | |

10. Vision Attainment

| | |
|---|--|
| Vision Statement | |
| | |
| Cite Strategies on How to successfully | |

| | |
|--|--|
| attain your desired Vision | |
| How is it relevant to the DepEd Mandate, VMV, and Strategic Directions? | |

G. Reflection

After going through this lesson, (DepEd Mandate, Vision, Mission, Core Values, and Strategic Directions), answer in your journal the following questions:

1. In what concrete ways has this session helped you become a more agentive teacher in promoting “learner-centered” teaching?
2. How has this session helped you clarify your vision and motive in serving your learners better and in promoting a learner-centered environment for them?
3. What is the impact of the Department Mandate, VMV and Strategic Directions in your vocation as a teacher? How can your understanding of DepEd’s Mandate and VMV provide impact to your work as a teacher?
4. What are your personal beliefs and values that are aligned with the DepEd’s VMV?
5. How can you contribute to improve quality and relevance in education?

H. Post-Test

Tell whether the following statements are relating to:

- DepEd's Mandate
- Vision
- Mission
- Core Value
- Strategic Direction

Write the letter on the space provided before each number.

- _____ 1. Engage oneself in worthwhile spiritual activities.
- _____ 2. DepEd, a learner-centered institution, continuously improves itself to better serve its stakeholders.
- _____ 3. Modernize educational management and governance.
- _____ 4. DepEd formulates, implements, and coordinates policies, plans, programs, and projects.
- _____ 5. Teachers facilitate learning and constantly nurture every learner.
- _____ 6. Supervises all elementary, secondary education institutions including Alternative Learning System.
- _____ 7. Make education accessible to all.
- _____ 8. Abides by the rules of the school, community and country.
- _____ 9. Students learn in a child-friendly, gender-sensitive, safe, and motivating environment.
- _____ 10. Improve quality and relevance of education.

II. SESSION 2: DEPED ORGANIZATIONAL STRUCTURE AND SCHOOL PROCESSES

A. Desired Learning Outcomes

| Beginning Teacher | Proficient Teacher |
|---|--|
| <p>Domain: <i>Community Linkages and Professional Engagement</i></p> <p>Strand: <i>School Policies and Procedures</i></p> | |
| <p>BTI: 6.4.1</p> <p>Know and understand school policies and procedures to foster harmonious relationship with the wider school community.</p> | <p>PTI: 6.4.2</p> <p>Comply with and implement school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders.</p> |

B. Objectives

- a. Know and understand the DepEd organizational structure;
- b. Describe the different school systems and processes and their support to school policies and procedures to foster harmonious relationship with the wider school community;
- c. Show proofs of compliance to school policies and procedures intended to foster harmonious relationship with learners, parents, and other stakeholders.

C. Pre-Test

Each box at the left column contains positions at the central, regional, and schools division offices of DepEd. Arrange the positions from highest to lowest based on your knowledge. Write your answers on space provided.

Central Office

Assistant
Secretary,
Bureau
Director,
Secretary,
Undersecretary
,Chief
Education
Supervisor

Chief,
Regional
Director, Legal
Officer IV,
Administrative
Officer V,
Assistant
Regional
Director,
Education
Program
Supervisor,
Supervising
Administrative
Officer,
Accountant III

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Schools Division Office

Administrative
Officer V, Legal
Officer IV, Schools
Division
Superintendent,
Chief Education
Supervisor,
Education Program
Supervisor,
District
Supervisor,
Assistant Schools
Division
Superintendent,
Senior Education
Program Specialist

A large rectangular box containing ten horizontal empty rectangular slots, likely for signatures or names.

D. Glossary of Terms

| Term | Definition |
|-----------------------------|--|
| Quality Education | The appropriateness, relevance, and excellence of the education given to meet the needs and aspirations of an individual and society. |
| Basic Education | Early childhood, elementary, and high school education as well as alternative learning systems for out-of-school youth and adult learners and includes education for those with special needs. |
| Special Needs Education | The education of children and youth with special needs corresponding to elementary and secondary education that require modified school practices, curricula, programs, special services, and facilities. This includes children and youth who are gifted, talented, fast learners, and those with disabilities. |
| Formal Education | The systematic and deliberate process of hierarchically structured and sequential learning corresponding to the general concept of elementary and secondary level of schooling. At the end of each level, the learner needs a certification to enter or advance to the next level. |
| Alternative Learning System | A parallel learning system to provide a viable alternative to the existing formal education instruction. It encompasses both the nonformal and informal sources of knowledge and skills. |
| Learning Facilitator | The term is used in the existing Alternative and Equivalency Program (A & E). For consistency and proper reference, there is a need to include the definition of a teacher in the formal system since being learning facilitator is only one of their roles. |
| Adult Learners | Learners aged 25 years and above who are illiterates or neo-literates who either have had no access to formal education or have reverted illiteracy. |
| Out-of-School Youth | School-age children who have not attended a formal school system or who have dropped out of formal elementary or secondary education. |
| School Head | A person who performs administrative and instructional supervision of a school or cluster of schools. |

| Term | Definition |
|--------------------|---|
| Cluster of Schools | A group of schools that are geographically connected and brought together to improve learning outcomes. |
| Integrated Schools | A school that offers complete basic education in one school site and has unified instructional programs and under one school head. |
| Learning Center | A physical space to house learning resources and facilities of a learning program for out-of-school youth and adults. It is a venue for face-to-face learning activities and other learning opportunities for community development and improvement of the people's quality of life |

E. Key Concepts

What is Republic Act 9155?

Republic Act 9155, or “The Governance of Basic Education Act of 2001,” is “An act instituting a framework of governance for basic education, establishing authority and accountability, renaming the Department of Education, Culture and Sports as the Department of Education, and For Other Purposes.”

Governance of basic education begins at the national level. It is at the regions, divisions, schools, and learning centers—also known as field offices—where the policies and principles for the governance of basic education are translated into programs, projects, and services developed, adapted, and offered to fit local needs.

What are the purposes and objectives of this Act?

The purposes and objectives of this Act are:

- To provide the framework for the governance of basic education which shall set the general directions for educational policies and standards and establish authority, accountability, and responsibility for achieving higher learning outcomes;
- To define roles and responsibilities of, and provide resources to, the field offices which shall implement educational programs, projects, and services in communities they serve;
- To make schools and learning centers the most important vehicle for the teaching and learning of national values and for developing in the Filipino learners love of country and pride in its rich heritage;
- To ensure that schools and learning centers receive the kind of focused attention they deserve and that educational programs, projects, and services take into account the interests of all members of the community;
- To enable the schools and learning centers to reflect the values of the community by allowing teachers/learning facilitators and other staff to have the flexibility to serve the needs of the learners;
- To encourage local initiatives for the improvement of schools and learning

centers and to provide the means by which these improvements may be achieved and sustained; and

- To establish schools and learning centers as facilities where schoolchildren are able to learn a range of core competencies prescribed for elementary and high school education programs or where the out-of-school youth and adult learners are provided alternative learning programs and receive accreditation for at least the equivalent of a high school education.

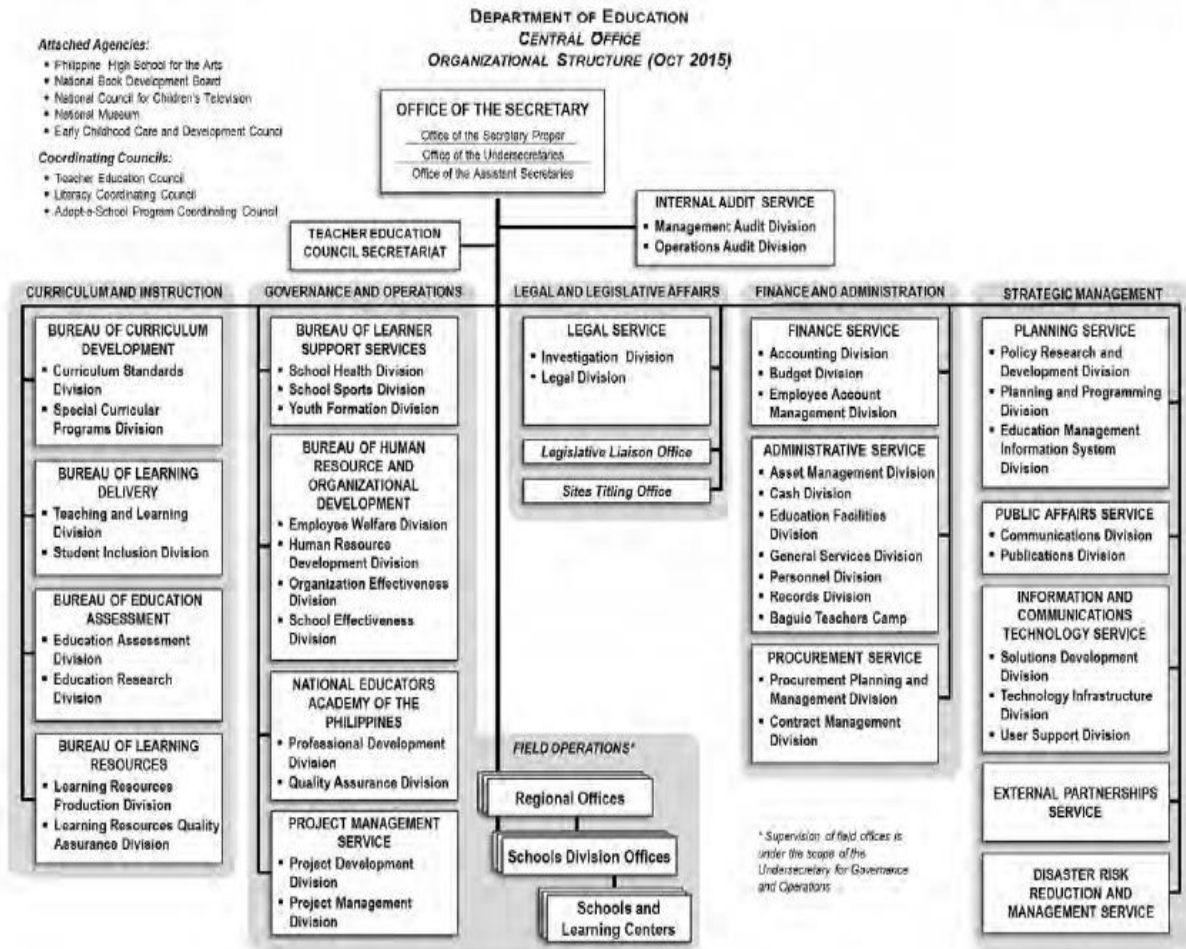
What is the DepEd Rationalization Program?

DepEd was restructured to a function-based structure with the necessary staffing requirement through its Rationalization Plan, which was approved by the Department of Budget and Management (DBM) on November 15, 2013 under Executive Order No. 366 (EO 366, s. 2004). The EO seeks to fulfil the purposes of focusing government efforts and resources on its vital/core service; improve the quality and efficiency of government services delivery by eliminating/minimizing overlaps and duplication, and improve agency performance through the rationalization of service delivery and support; and providing options and incentives for government employees who may be affected by the rationalization of the functions and agencies of the executive branch.

The goals are as follows:

- a. Have a **more efficient and effective central office** that focuses on policy-making, standards-setting and overall leadership of the department;
- b. Have a **reengineered regional office** that focuses on localization of policies, quality assurance and on being the technical support hub of its divisions; and
- c. Have a **reengineered division office** that focuses on field leadership and supervision to better support our schools in delivering our education services to the learners.

This reform area is one of the key steps undertaken by the Department toward K to 12 Basic Education Program implementation.

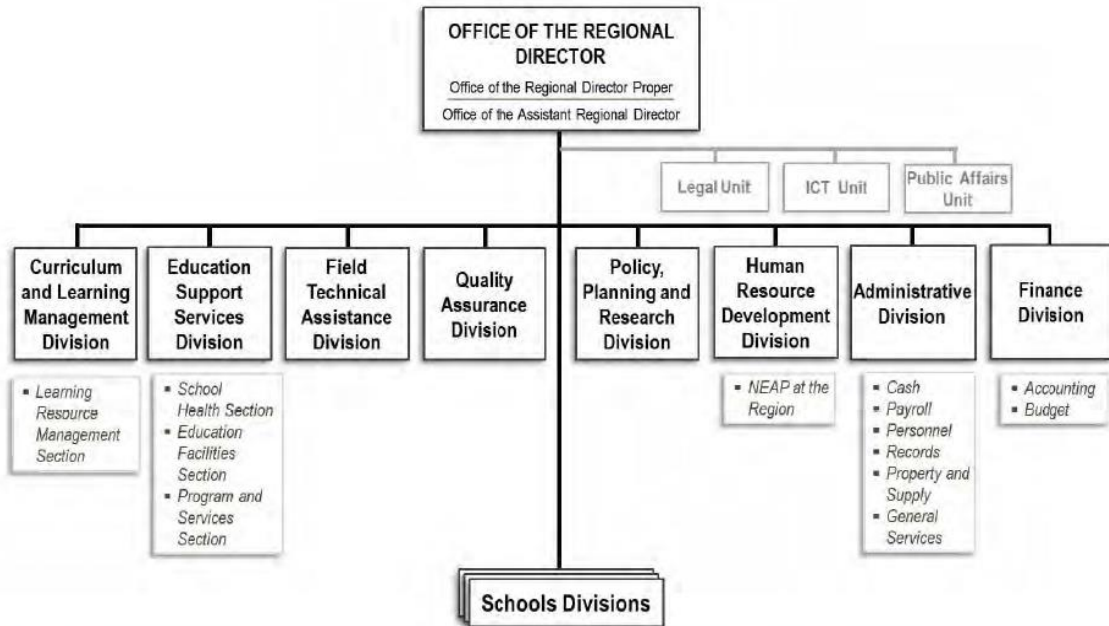


Organizational Structure of the Central Office
Figure 1

Central Office

- Sets overall education agenda, directions, and policies
- Formulates systems and standards for national adoption
- Performs investment programming
- Articulates national frameworks to guide the organization in the performance of its core functions and the provision of support
- Oversees quality assurance and performance accountability
- Builds partnerships with NGAs and nongovernment organizations (NGOs)

DEPARTMENT OF EDUCATION
APPROVED ORGANIZATIONAL STRUCTURE
REGIONAL OFFICE



Organizational Structure of the Regional Office

Figure 2

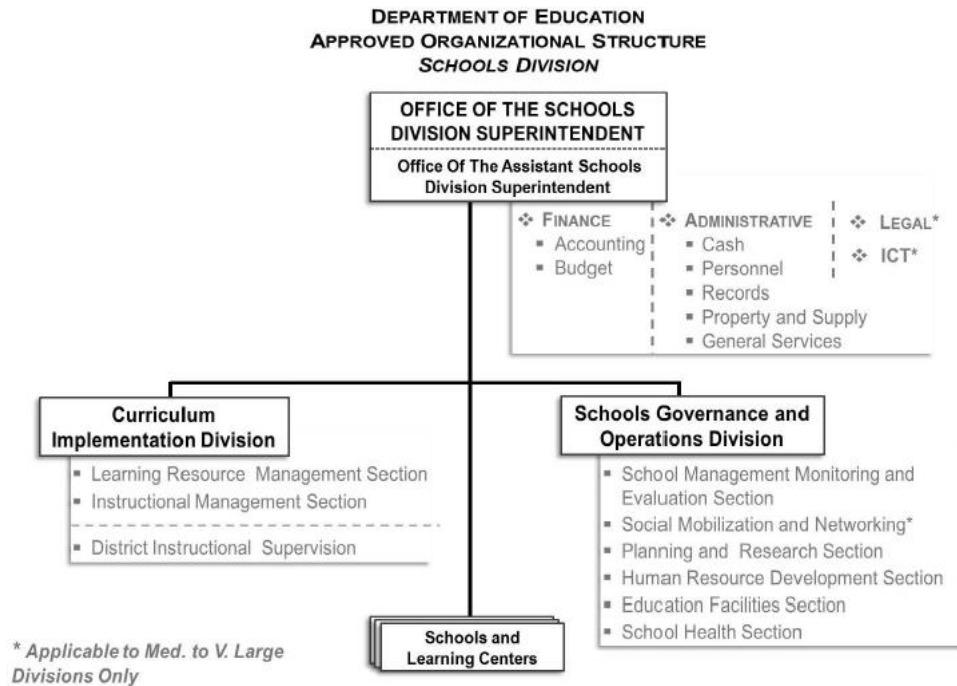
Regional Office

- Sets regional agenda, directions, and policies
- Localizes curriculum
- Adapts to or adopts standards
- Manages quality assurance
- Provides technical assistance to divisions
- Manages program investment and equitable allocation of resources
- Establishes and manages partnerships

The reengineered regional office works with the local government units and educational stakeholders to develop a policy framework that reflects the needs, opportunities, and aspirations of the regional community.

It provides overall field leadership to schools divisions by setting regional policy directions, standards, and strategies consistent with the national framework for the development and management of programs and projects relevant to the sociocultural context of the region.

Thus, it is responsible and accountable for **building a community of schools divisions and their continuous development** in order to create a collective effort to achieve the region's goals.



**Organizational Structure of the Schools Division Office
Figure 3**

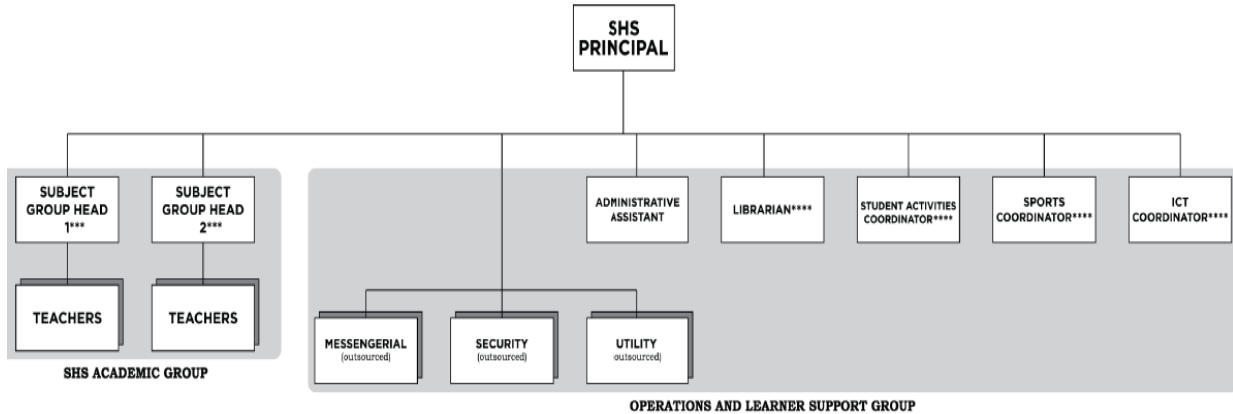
Schools Division Office

- Implements education agenda and policies
- Manages curriculum implementation
- Provides instructional supervision
- Builds communities of schools and learning centers
- Gives technical assistance to schools/learning centers
- Executes equitable distribution of resources
- Establishes and manages partnerships

As frontline office of the department for the management of basic education delivery, the Schools Division Office (SDO) supervises schools and learning centers, which are the direct implementers of educational programs for learner development.

This is carried out through a strategic division education plan that considers the needs and concerns of the division, districts, schools, and learning centers and aligned with the regional education development plans.

Department of Education
 Small Stand-alone Senior High School
Overall Organizational Structure



Organizational Structure and Staffing Pattern of Small Stand-alone Senior High School, Overall Organizational Structure

A Senior High School (SHS) is headed by a school head. Subject Group Heads (SGH) supervise teachers who teach a specific senior high school subject. The number of SGHs depends on the number of subject groups taught in school. These positions are designated by the school head to teaching staff. Nurses and guidance counselors may be deployed at a school as deemed necessary.

A junior high school is headed by a school head. Department heads (DH) supervise teachers in a specific subject area. DH are Master Teachers or Head Teachers and are usually designated by the School Head.

An elementary school is headed by a School Head. The School Head selects the grade-level coordinators to lead teachers in a specific grade level.

School/Learning Centers

- Takes accountability for learner outcomes
- Implements the curriculum
- Provides equitable opportunities for all learners in the community
- Creates an environment conducive to teaching and learning
- Leads and manages the school and its resources
- Establishes and manages linkages with stakeholders

F. Activities and Assessment

Activity 1. The statements below are powers, duties, and functions of the National (N) Level, Regional (R) Level, Division (D) Level, Schools District (SD) Level and School (S) Level. Read them carefully and put a check mark on the appropriate box

on who is responsible for exercising such.

| <i>Powers, Duties, and Functions</i> | <i>Levels</i> | | | | |
|---|---------------|----------|----------|-----------|----------|
| | <i>N</i> | <i>R</i> | <i>D</i> | <i>SD</i> | <i>S</i> |
| Formulating educational policies | | | | | |
| Promoting awareness of and adherence by all schools and learning center to accreditation standards prescribed by the Secretary of Education | | | | | |
| Promulgating educational standards | | | | | |
| Offering educational programs, projects, and services which provide equitable opportunities for all learners in the community | | | | | |
| Supervising the operations of all public and private elementary, secondary and integrated schools, and learning centers. | | | | | |
| Undertaking educational research and studies | | | | | |
| Approving the establishment of public and private elementary and high schools and learning centers | | | | | |
| Curricula Supervision | | | | | |
| Introducing new and innovative modes of instruction to achieve higher learning outcomes | | | | | |
| Monitoring the utilization of funds provided by the national government and the local government units to the schools and learning centers. | | | | | |

Activity 2. Answer the following questions.

1. What key provisions of Republic Act 9155, The Governance of Basic Education Act of 2011 should a newly hired teacher be familiar with?
2. Why do think that RA 9155 states that, “The school shall be the heart of the formal education system?” Cite specific conditions.
3. Identify the best practices in your school that adhere to the existing laws and regulations stated on RA 9155. Make a checklist and share it with your colleagues.

Activity 3. Choose from the two options below.

1. *Option A:* Share your insight to your mentor or to your School Head.
2. *Option B:* Look for at least three (3) similar newly-hired teacher in your school, cluster, or district who will serve as your partner, share your insights and compare your answer to their answers.

Activity 4. Discuss which office or person can help you, and the process that must be followed to resolve an issue or concern in the situations given below:

Situation 1: You are asked to submit your Performance Commitment and Review Form.

| Office/People to Contact | Process to be followed |
|--------------------------|------------------------|
| | |

| | |
|--|--|
| | |
|--|--|

Situation 2: You are assigned as a school paper adviser aside from your regular teaching load. You want to ask more about your task and how it will affect your assignment.

| Office/People to Contact | Process to be followed |
|--------------------------|------------------------|
| | |

Situation 3: You are assigned as the class adviser. You want to know your students' profile and find out how some of their personal problems affect their studies.

| Office/People to Contact | Process to be followed |
|--------------------------|------------------------|
| | |

Situation 4: You would like to find a good exposure trip or immersion for your SHS students.

| Office/People to Contact | Process to be followed |
|--------------------------|------------------------|
| | |

Situation 5: Your students have failing grades. You want to provide proper academic guidance.

| Office/People to Contact | Process to be followed |
|--------------------------|------------------------|
| | |

Situation 6: You would like to know your salary, deductions and benefits.

| Office/People to Contact | Process to be followed |
|--------------------------|------------------------|
| | |

Situation 7: You are a science teacher and your laboratory equipment are inadequate or need repair.

| Office/People to Contact | Process to be followed |
|--------------------------|------------------------|
| | |

Situation 8: A parent would like to sue you because her son was running for honors

and got a failing grade in your subject.

| Office/People to Contact | Process to be followed |
|--------------------------|------------------------|
| | |

Situation 9: You would like to organize a new interest club and get support from various stakeholders.

| Office/People to Contact | Process to be followed |
|--------------------------|------------------------|
| | |

Situation 10: There is a typhoon but there is no announcement if classes will be suspended.

| Office/People to Contact | Process to be followed |
|--------------------------|------------------------|
| | |

Activity 5. Answer the following:

1. What processes were identified to be employed?
2. Are there processes not identified but should be followed? What are these, if any?
3. Who are the personnel and other individuals or groups identified to be involved in this case?
4. Are there other people who should be included in addressing the situation? If so, who else? Why?

Activity 6. Reflect on the empowerment given to your school head as stipulated on RA 9155.

1. Observe how your school head adopts shared governance. Provide evidence showing her effective management of the school as an instructional leader and administrative manager.
2. Look for an experienced teacher in your school whom you think is trusted. Share your observations about how you perceive your school head adopt shared governance and effectively manage the school as an instructional leader and administrative manager. Ask that teacher if you have the same observations.

Activity 7. Make a plan of action out of the following situations.

1. The schools division superintendent shall have authority, accountability, and responsibility to ensure compliance of quality standards for basic education programs. Write a commitment on how you will help its realization.
2. As a newly hired teacher, how will you help your school head and the school in general to establish a strong partnership and linkages to its community?

G. Reflection

Journal Writing. Share your thoughts on the following:

1. What is the importance of knowing the DepEd organization structure and school processes in the performance of your duties as a teacher?
2. Why should a teacher know who to approach in addressing concerns related to his or her duties?

H. Post-Test

1. Each box at the left column contains positions at the central, regional, and schools division offices of DepEd. Arrange the positions from highest to lowest based on your knowledge. Write your answers on space provided.

Central Office

Assistant
Secretary,
Bureau
Director,
Secretary,
Undersecretary
,Chief
Education
Supervisor

| |
|--|
| |
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Chief,
Regional
Director, Legal
Officer IV,
Administrative
Officer V,
Assistant
Regional
Director,
Education
Program
Supervisor,
Supervising
Administrative
Officer,
Accountant III

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Schools Division Office

Administrative
 Officer V, Legal
 Officer IV, Schools
 Division
 Superintendent,
 Chief Education
 Supervisor,
 Education Program
 Supervisor,
 District
 Supervisor,
 Assistant Schools
 Division
 Superintendent,
 Senior Education
 Program Specialist

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| |

2. Match Column A with Column B. Write the letter of the correct answer on the blank before each number.

| <i>Column A</i> | <i>Column B</i> |
|--|--------------------------------|
| _____ 1. It is a lifelong process of learning. | a. Alternative Learning System |
| _____ 2. Any organized, systematic educational activity to provide selected types of learning. | b. Basic Education |
| _____ 3. It encompasses early childhood, elementary, high school education, out-of-school youth and adult learners and for those with special needs. | c. Formal Education |
| _____ 4. An educational institution undertaking the educational operation. | d. Informal Education |
| _____ 5. It is the systematic and deliberate process of hierarchically structured and sequential learning. | e. Learner |
| | f. Learning Center |

| | |
|--|--|
| <p>_____ 6. Any individual seeking basic literacy skills and functional life skills.</p> <p>_____ 7. A venue for face-to-face learning activities for the improvement of people’s quality of life.</p> <p>_____ 8. A key-learning support who is responsible for supervising and facilitating the learning process and activities.</p> <p>_____ 9. It is the appropriateness, relevance, and excellence of education given to meet the needs and aspirations of individuals and society.</p> <p>_____ 10. It encompasses both the non-formal and formal sources of knowledge and skills.</p> | <p>g. Non-Formal Education</p> <p>h. Quality Education</p> <p>i. School</p> <p>j. Integrated School</p> <p>k. Learning Facilitator</p> <p>l. School Head</p> |
|--|--|

3. The statements below are powers, duties, and functions of the National (**N**) Level, Regional (**R**) Level, Division (**D**) Level, Schools District (**SD**) Level and School (**S**) Level. Read them carefully and put a check mark on the appropriate box on who is responsible for exercising such.

| Powers, Duties, and Functions | Levels | | | | |
|--|---------------|----------|----------|-----------|----------|
| | N | R | D | SD | S |
| 1. Formulating educational policies | | | | | |
| 2. Promoting awareness of and adherence by all schools and learning center to accreditation standards prescribed by the Secretary of Education | | | | | |
| 3. Promulgating educational standards | | | | | |
| 4. Offering educational programs, projects, and services which provide equitable opportunities for all learners in the community | | | | | |
| 5. Supervising the operations of all public and private elementary, secondary and integrated schools, and learning centers. | | | | | |
| 6. Undertaking educational research and studies | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| 7. Approving the establishment of public and private elementary and high schools and learning centers | | | | | |
| 8. Curricula Supervision | | | | | |
| 9. Introducing new and innovative modes of instruction to achieve higher learning outcomes | | | | | |
| 10. Monitoring the utilization of funds provided by the national government and the local government units to the schools and learning centers. | | | | | |

III. SESSION 3 TEACHING AS A PROFESSION AND AS A VOCATION

A. Desired Learning Outcome

| Beginning Teacher | Proficient Teacher |
|--|--|
| <i>Domain 7: Personal Growth and Professional Development</i> <i>Strand: Philosophy of Teaching</i> | |
| BTI 7.2.1 Demonstrate behaviors that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity. | PTI 7.2.2 Adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity. |

B. Objectives

- a. Describe and synthesize teaching as a profession and as a vocation;
- b. Evaluate yourself vis-a-vis professional characteristics of teachers;
- c. Show behaviors that uphold the dignity of teaching as a profession
- d. by exhibiting qualities such as caring attitude, respect, and integrity.

C. Pre-Test

Read the paragraph below then choose three phrases that best describe your own philosophy in the teaching profession. Justify your answer.

1. Teaching is a noble profession as well as a vocation that calls to the heart of an individual. The teacher plays a vital role in the lives of the learners, hence they are called heroes of the new generations. They touch lives and influence others—making a big difference to the lives of the learners. Teachers should take pride in upholding the qualities of being a professional and to live according to the expectations of teaching as a profession and as a vocation.
 - a. Phrase 1:
 - b. Justification

 - c. Phrase 2:
 - d. Justification

 - e. Phrase 3:
 - f. Justification

D. Key Concepts

1. A profession is an occupation that involves specialized training and formal qualification. To be a professional teacher, one has to satisfy the following requisites by the Professional Regulatory Commission (PRC):
 - a. Must have passed the Licensure Examination for Teachers (LET).
 - b. Must be a member of the Philippine Public School Teachers' Association (PPSTA), then known as National Organization of Professional Teachers (NOPT) and earlier known as the Philippine Association for Teacher Education (PAFTE).
 - c. Must continuously grow in the profession by attending or participating in professional development activities like seminars, workshops, conferences and other activities for the enhancement of skills and knowledge. Today, this requirement is mandated by Republic Act no. 10912, an Act Mandating the Continuing Professional Development Program for All Regulated Professions, creating the Continuing Professional Development Council. You can also read Resolution No. 11, Series of 2017 which contains the Operational Guidelines in the Implementation of RA 10912. *Please read RA No. 10912 and Resolution No. 11, Series of 2017 in the Appendices.*
 - d. Must abide by the code of ethics for the profession.

2. *Why is Teaching a Vocation?*²

A vocation is a calling to and from the heart of an individual. A profession can be a vocation as well but can also be a choice made from different criteria. A vocation cannot be denied; it burns in the heart and soul of a person and cannot be quenched until it is answered, whereas a profession can be chosen based on family demands, income, status, or location. A teacher who practices teaching as his or her vocation responds to the strong feeling, or calling for service just like the

² Maynard 2015

historic biblical figures.

According to Butisingh (2007) teaching is more than a noble profession. The teacher is the most important person in any civilization, as on him depends the molding of the nation. There are not many born teachers but there are those who love teaching and there are those who enter it as an occupation.

It is rare to meet a teacher who does not explain that she or he wanted to be a teacher to help children, or to change the world through teaching children, or to give back what was received from a teacher, to be a hero to others as teachers were heroes to them. Perhaps this heightened sense of vocation is because, in our culture, additional rewards for teaching are difficult to find. The rewards are not income and status as it is in some other vocations, or as teaching is in other cultures.

3. *What are the Qualities of a Professional Teacher?*

A professional teacher must have a deep understanding of the theoretical knowledge about learning and human behavior.

“The best indicator of successful teaching is learning. Learning is a human behavior. Theoretical knowledge about learning and human behavior is a strong foundation that should serve to guide your actions as a teacher. Newly hired teachers like you often find it difficult to internalize, translate and apply theoretical knowledge you learned in college to the solution of practical problems. You should use your knowledge of teaching and learning theories to interpret situations and solve problems that you meet in the classroom events. Your dilemma as a new professional teacher is not that the theories you have learned are not workable but that they are difficult to interpret in order to solve practical problems.”

A professional teacher demonstrates attitudes that foster learning and genuine human relationship.

“Attitudes have a direct effect on the professional teachers’ behavior. The major categories of attitudes that affect teacher behavior are (a) teacher’s attitudes toward himself/herself; (b) teacher’s attitudes toward children; (c) teacher’s attitudes toward peers, superiors, and parents; and (d) teacher’s attitudes toward the subject.”

Your attitude toward yourself

If you are to understand and sympathize with your students’ feelings, you must recognize and understand your own feelings first. Lessons in psychology tell us that persons who deny or cannot cope with their own emotions are likely to be incapable of respecting and coping with the feelings of others. A positive attitude toward yourself will help you make a good start.

Your attitude toward children

If you have empathy for your students and value them as unique individuals, they will respond to you positively. Research on teachers’ expectations (Rosenthal and Jacobson 1992) showed that when teachers hold low expectations of their students, it becomes a self-fulfilling prophecy. Students tend to conform to the teachers’ low expectations. On the other hand, when teachers hold high expectations and

communicate these high expectations, students will often act in ways to live up to these expectations. The teachers' attitude toward students is a powerful influence on whether or not students learn.

Your attitude toward peers, superiors, and parents

A teacher does not exist in isolated classrooms. The concept of the classroom is no longer confined within the four walls of the building. It is a vast environment where learning can take place. Your co-teachers in the school organization are part of the learning environment. The parents who are the important stakeholders in their children's education are individuals you have to relate to. A harmonious relation with your peers and the parents will make your work more enjoyable and rewarding. Likewise, an appropriate regard of your superior would make you a better professional.

Your attitude toward the subject matter

A teachers' attitude is caught by the students. If you show enthusiasm, interest, and excitement in your teaching, then the students will be motivated to learn. But if you show an "I don't care attitude" then the same feeling will be demonstrated by the students. A positive attitude is necessary in teaching. You have to be passionate about what to teach in order to become an efficient and effective teacher.

A professional teacher must have a mastery of the subject matter.

"A professional teacher must have a good command of subject matter. This means mastery of the subject matter content and the judicious selection of the learning resources to be used to teach the subject matter. Curricular content must be appropriate to the objectives and the educational level of the learners. It is, therefore, necessary that the professional teacher must have a thorough understanding of the school curriculum, its content, learning experiences and the evaluation of the learning outcomes."

"As a professional teacher, you must be able to choose the appropriate teaching methodology or pedagogy for your subject matter. Professional teachers should be able to translate the content knowledge into forms and levels that meet the abilities and needs of the learners. You should be a teacher who gives clear and pertinent examples, makes analogies, demonstrations and explanations that transform the subject matter into bits of knowledge that your students can understand. Jerome Bruner believes that there is no subject matter which is difficult to learn. It is the method that the teacher uses that makes the subject matter easy or difficult to learn."

A professional teacher must possess competencies in the use of teaching skills that facilitate student learning.

"Aside from the mastery of the subject matter, a professional teacher must possess a repertoire of teaching skills. The different learning styles of students will require the use of appropriate teaching styles. Professional teachers must have developed teaching skills which will foster student learning. The recognition of multiple intelligences by Howard Gardner challenges the creativity and multiple talents of teachers in order to match those of the students. Professional teachers should apply knowledge they have acquired to

the practice in the classrooms. They have to consider the particular context or situations in their classrooms and adapt their teaching behavior accordingly.”

Professional teacher must possess competencies in the use of teaching skills that facilitate student learning.

“Professional teachers have their own beliefs, insights, and habits that will enable them to do their job well. In recent years, educational researchers have noted the usefulness of personal practical knowledge in solving problems, resolving tensions and simplifying work in the classroom. Cases have shown that teachers’ personal knowledge adds important dimension to the teachers’ competence.”

E. Activities and Assessment

Activity 1. Answer the following:

1. What is a profession?
2. Is teaching a profession? Why?
3. What are the requisites by the PRC one should satisfy before he/she becomes a professional?
4. What are the qualities of a professional teacher?
5. What is a vocation?
6. How is vocation different from profession?
7. When can teaching be a vocation?
8. What are the characteristics of a teacher who takes teaching as a vocation?
9. How can you make teaching both a profession and a vocation?
10. Write how you manifest the first quality of a professional teacher.
11. Write the attitude you have that foster learning and genuine human relationship.
12. What attitude do you need to improve?
13. Write what you do to manifest mastery of subject matter? What do you need to improve?
14. What are the effective teaching strategies that you use to facilitate student learning? Write them down and share these to your partner.
15. What are some of your personal beliefs, insights, and habits that help you do your work well?

Activity 2. Read and analyze the following situations then share your findings to your peer.

1. Situation 1

Mr. Manalo divided his *Araling Panlipunan* class according to the abilities and interests of his students. At the end of the lesson, the groups had the following outputs: The first group composed a song, the second had a skit, and the third had an artwork.

What professional quality did Mr. Manalo exhibit?

2. Situation 2

The school principal visited the Science class of Miss Bravo. The principal observed that Miss Bravo was reading from the textbook and her notes while explaining the lesson on ecosystem.

What could have been done by Miss Bravo to improve her teaching performance?

Activity 3. Let your pupils/students answer this survey form.

| Put a check if your teacher manifests the following professional qualities. | | |
|---|-----|----|
| Professional Qualities | Yes | No |
| Caring attitude | | |
| Treat others with respect | | |
| Integrity | | |
| Commitment towards work | | |
| Love of country | | |
| Honesty | | |
| Professionalism | | |
| Punctuality | | |
| Service-oriented | | |
| Competent | | |

F. Reflection

As a newly hired teacher, I am already manifesting the following qualities like _____.

_____ . However, I need to improve my qualities _____.

_____.

G. Post-Test

Resolve the issue.

Is teaching more of a vocation or more of a profession?

IV. SESSION 4: PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS (PPST)

A. Desired Learning Outcome

| Beginning Teacher | Proficient Teacher |
|--|---|
| <p>Learning Outcomes: 7 Domains of PPST Strand: 37 Strands of PPST (Beginning and Proficient)</p> | |
| <p>BTI</p> <p><i>Understand the set of standards that makes explicit what teachers should know, be able to do, and value to achieve competence, improved learning outcomes, and eventually quality education.</i></p> | <p>PTI</p> <p><i>Adopt practices that demonstrate understanding on the PPST.</i></p> |

B. Objectives

- a. Familiarize and discuss the seven domains and the different career stages of the PPST in realizing one's professional goals;
- b. Demonstrate understanding on the PPST and its impact to the realization of one's professional practice and goals; and
- c. Design an individual professional development plan based on the PPST and an Individual Performance Commitment and Review (IPCR) intended to realize the professional development plans.

C. Pre-Test

Check whether each statement is true or false.

| | TRUE | FALSE |
|--|-------------|--------------|
| 1. PPST stands for Philippine Professional Standards for Teachers. | | |
| 2. There are 37 Domains and 7 strands in the PPST. | | |
| 3. There are 4 career stages from Beginning to Proficient Teacher. | | |
| 4. The number of years in service determines the career stages of teachers. | | |
| 5. Providing safe learning environment is the sole duty of a school head. | | |
| 6. Every teacher is expected to know diversity of learners. | | |
| 7. Learning outcomes should be aligned with the learning objectives. | | |
| 8. Learners and parents should inform the teachers about the results of the learning assessment. | | |
| 9. Beginning teachers can only get professional growth through seminars. | | |
| 10. All teachers need to have professional goals to improve teaching practice. | | |

D. Glossary of Terms

| Term | Definition |
|--|---|
| Career stages | <p>Levels of professional development for teachers, which happen in a continuum—from beginning to exemplary practice that articulate developmental progression, develop refine their practice, and respond to the complexities of providing quality basic education.</p> <p>It consists of the following stages:</p> <ul style="list-style-type: none"> • Career Stage 1 or Beginning Teachers - have gained the qualifications recognized for entry into the teaching profession; • Career Stage 2 or Proficient Teachers - professionally independent in the application of skills vital to the teaching and learning process; • Career Stage 3 or Highly Proficient Teachers - consistently display a high level of performance in their teaching practice; and • Career Stage 4 or Distinguished Teachers - embody the highest standard for teaching grounded in global best practices. |
| Domain | broad conceptual sphere of teaching and learning practices, defined by specific strands in the set of Professional Standards for Teachers |
| Indicator | concrete, observable, and measurable teacher behaviors/practices covered in every strand in the set of professional standards for teachers |
| Philippine Professional Standards for Teachers (PPST) | Public document that defines teacher quality through well-defined domains, strands, and indicators, that provide measures of professional learning, competent practice, and effective engagement |
| Professional Reflection | the teacher’s capacity to reflect in action (while teaching) and on action (after teaching) which is an important feature of professional development program of teachers. |
| Strand | more specific dimensions of teacher practice under every domain in the set of professional standards for teachers. |

E. Key Concepts

1. DepEd provides the Philippine Professional Standards for Teachers (PPST) that sets forth standards and competencies through well-defined domains, strands, and indicators that provide measures of professional learning, competent practice, and effective engagement of quality public basic education teachers.
2. The PPST also describes the levels of performance in the teaching practice for professional development, provision of appropriate and proper assistance and support, and eventually to ensure and sustain quality basic education.
3. The PPST: (i) sets out clear expectations of teachers along defined career stages of professional development; (ii) engages teachers to actively embrace a continuing effort in attaining proficiency; and (iii) applies a uniform measure to assess teacher performance, identify needs, and provide support for professional development. It aims to improve teacher quality—developing teachers who are properly equipped and prepared to assume the roles and functions expected to effectively implement the K to 12 Program.
4. This lesson helps you understand the PPST by going through an individual self-reflection of your actual teaching practice. This will give you a chance to analyze and reflect on your practice, leading you to make your own professional development goals based on your identified strengths and areas for improvement along with indicators from the PPST. As a teacher, you will be guided by the new PPST in the competent and effective performance of your duties and engagement as you aim for continuous professional advancement.

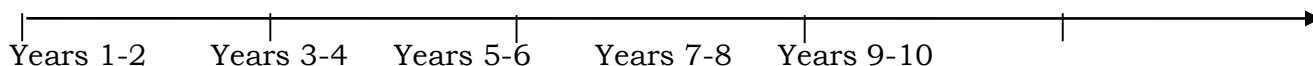
F. Activities and Assessment

A. “Map Me”

In this activity, you are going to make your own career map by answering the question below. (*Note: Please read and understand DepEd Order 42, s.2017*)

Make your own timeline.

Beginning – Proficient - Highly Proficient – Distinguished



| Years in Teaching | Career Stage |
|--------------------------|---------------------|
| Years 1-2 | Beginning Teacher |
| Years 3-4 | |
| Years 5-6 | |
| Years 7-8 | |
| Years 9-10 | |

1. In what career stage are you now as a teacher?
2. In what career stage do you situate yourself 10 years from now?
3. What professional development activities would you engage in to achieve your desired career stage?

B. Read

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

Answer the questions that follow.

1. What are the different career stages of teachers?
2. How will you go to the next higher career stage?
3. Is it possible for a beginning teacher to stay in 1 career stage for 5–10 years? Why or why not?

C. What I Learned

What are the seven domains of the PPST? Discuss each domain briefly based on your own understanding.

| Domains | Brief Discussion |
|---------|------------------|
| | |
| | |

| Domains | Brief Discussion |
|----------------|-------------------------|
| | |
| | |
| | |
| | |
| | |
| | |

1. What is the difference between domains and strands, and strands and indicators?
2. Why do we need to set standards for teachers?
3. As a beginning teacher, which do you consider as the most important among the seven domains? Justify your stand.

D. What I Do

Read thoroughly Domain 1 Content Knowledge and Pedagogy particularly the three indicators in the beginning and proficient teachers. Answer the questions that follow.

| Domain 1. Content Knowledge and Pedagogy | | | | |
|---|---|--|---|--|
| Domain 1 recognizes the importance of teachers' mastery of content knowledge and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding of the application of theories and principles of teaching and learning. This Domain encompasses teachers' ability to apply developmentally appropriate and meaningful pedagogy grounded on content knowledge and current research. It takes into account teachers' proficiency in Mother Tongue, Filipino and English in the teaching and learning process, as well as needed skills in the use of communication strategies, teaching strategies, and technologies to promote high-quality learning outcomes. | | | | |
| <i>Strands</i> | Beginning Teachers | Proficient Teachers | Highly Proficient Teachers | Distinguished Teachers |
| Strand 1.1 Content knowledge and its application within and across curriculum areas | 1.1.1 Demonstrate content knowledge and its application within and/or across curriculum teaching areas. | 1.1.2 Apply knowledge of content within and across curriculum teaching areas. | 1.1.3 Model effective applications of content knowledge within and across curriculum teaching areas. | 1.1.4 Model exemplary practice to improve the applications of content knowledge within and across curriculum teaching areas. |
| Strand 1.2 Research-based knowledge and principles of teaching and learning | 1.2.1 Demonstrate an understanding of research-based knowledge and principles of teaching and learning. | 1.2.2 Use research-based knowledge and principles of teaching and learning to enhance professional practice. | 1.2.3 Collaborate with colleagues in the conduct and application of research to enrich knowledge of content and pedagogy. | 1.2.4 Lead colleagues in the advancement of the art and science of teaching based on their comprehensive knowledge of research and pedagogy. |
| Strand 1.3 Positive use of ICT | 1.3.1 Show skills in the positive use of ICT to facilitate the teaching and learning process. | 1.3.2 Ensure the positive use of ICT to facilitate the teaching and learning process. | 1.3.3 Promote effective strategies in the positive use of ICT to facilitate the teaching and learning process. | 1.3.4 Mentor colleagues in the implementation of policies to ensure the positive use of ICT within or beyond the school. |

Which of the indicators can you confidently say you are doing?

1. Which of the indicators are you NOT doing yet?
2. What do you notice about the indicators from beginning to proficient teacher?

D. Read the following teaching practices. With all honesty, choose your answer by ticking (/) the box that corresponds to your answer.

A- Always S- Sometimes N- Never

How often do you do the following in your teaching practice?

| Indicators | A | S | N |
|--|---|---|---|
| 1.Demonstrates content knowledge and its application within and /or across curriculum teaching areas | | | |
| 2.Shows skill in the positive use of ICT to facilitate the Teaching –Learning Process | | | |
| 3.Demonstrates knowledge of strategies that promote reading and numeracy skills | | | |
| 4.Applies teaching strategies that develop critical and creative thinking and/or other higher order thinking skills | | | |
| 5. Demonstrates an understanding of the range of verbal and nonverbal classroom communication strategies that support learner understanding, participation, engagement, and achievement. | | | |
| 6.Uses Mother Tongue, Filipino, and English to facilitate teaching and learning | | | |
| 7.Demonstrates understanding of research based knowledge and principle of teaching and learning | | | |

E. What I Realize

Read thoroughly Domain 3 Diversity of Learners particularly the three indicators in the beginning and proficient teachers. Answer the questions that follow.

| Domain 3. Diversity of Learners | | | | |
|---|---|---|---|---|
| Domain 3 emphasizes the central role of teachers in establishing learning environments that are responsive to learner diversity. This Domain underscores the importance of teachers’ knowledge and understanding of, as well as respect for, learners’ diverse characteristics and experiences as inputs to the planning and design of learning opportunities. It encourages the celebration of diversity in the classrooms and the need for teaching practices that are differentiated to encourage all learners to be successful citizens in a changing local and global environment. | | | | |
| Strands | Beginning Teachers | Proficient Teachers | Highly Proficient Teachers | Distinguished Teachers |
| Strand 3.1 Learners’ gender, needs, strengths, interests and experiences | 3.1.1 Demonstrate knowledge and understanding of differentiated teaching to suit the learners’ gender, needs, strengths, interests and experiences. | 3.1.2 Use differentiated, developmentally appropriate learning experiences to address learners’ gender, needs, strengths, interests and experiences. | 3.1.3 Work with colleagues to share differentiated, developmentally appropriate opportunities to address learners’ differences in gender, needs, strengths, interests and experiences. | 3.1.4 Lead colleagues to evaluate differentiated strategies to enrich teaching practices that address learners’ differences in gender, needs, strengths, interests and experiences. |
| Strand 3.2 Learners’ linguistic, cultural, socio-economic and religious backgrounds | 3.2.1 Implement teaching strategies that are responsive to the learners’ linguistic, cultural, socio-economic and religious backgrounds. | 3.2.2 Establish a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds. | 3.2.3 Exhibit a learner-centered culture that promotes success by using effective teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds. | 3.2.4 Model exemplary teaching practices that recognize and affirm diverse linguistic, cultural, socio-economic and religious backgrounds to promote learner success. |
| Strand 3.3 Learners with disabilities, giftedness and talents | 3.3.1 Use strategies responsive to learners with disabilities, giftedness and talents. | 3.3.2 Design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents. | 3.3.3 Assist colleagues to design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents. | 3.3.4 Lead colleagues in designing, adapting and implementing teaching strategies that are responsive to learners with disabilities, giftedness and talents. |

1. What teaching practices do you think are responsive to the call of the indicators in Domain 3 to address diversity of learners?
2. To address learner diversity, what teaching practices would you employ to enable you to move from beginning to the proficient career stage?

G. Reflection

As a teacher, what are the indicators under beginning stage that you can do? Is it possible that you can move to the higher career stage? Knowing where you are, what professional development goals could you prepare based on your strength and areas for improvement?

Based on the results of the self-assessment tool, make a professional development plan.

Professional Development Goal

| Strengths | Areas for Improvement | Recommended Development/Intervention | Time frame | Persons Involved |
|-----------|-----------------------|--------------------------------------|------------|------------------|
| | | | | |

H. Post-Test

Check whether each statement is true or false.

| | TRUE | FALSE |
|---|-------------|--------------|
| I. Learning outcomes should be aligned with the learning objectives. | | |
| II. Providing safe learning environment is the sole duty of a school head. | | |
| III. There are 4 career stages from Beginning to Proficient Teacher. | | |
| IV. The number of years in service determines the career stages of teachers. | | |
| V. There are 37 Domains and 7 strands in the PPST. | | |
| VI. PPST stands for Philippine Professional Standards for Teachers. | | |
| VII. Every teacher is expected to know diversity of learners. | | |
| VIII. Learners and parents should inform the teachers about the results of the learning assessment. | | |
| IX. Beginning teachers can only get professional growth through seminars. | | |
| X. All teachers need to have professional goals to improve teaching practice. | | |

V. SESSION 5: CAREER PATH WITHIN THE DEPARTMENT OF EDUCATION

A. Desired Learning Outcome

| Beginning Teacher | Proficient Teacher |
|--|--|
| <i>Domain 7: Personal Growth and Professional Development</i> <i>Strand: Professional Development Goals</i> | |
| BTI 7.5.1 Show motivation to realize professional development goals based on the PPST. | PTI 7.5.2 Set professional development goals based on the PPST. |

B. Objectives

- a. Determine the career stages based on the PPST
- b. Assess the personal teaching practices based on the PPST
- c. Prepare a road map to serve as the career path in the DepEd journey of a beginning teacher.

C. Pre-Test:

INSTRUCTION: Read the characteristics of teachers in their respective stages. Write **B** if you think the teacher being described is a beginning Teacher; **P** Proficient; **HP** for Highly Proficient; and **D** for Distinguished Teacher after the number and write it in the blank provided.

- ___1. Seeks advice from experienced colleagues to consolidate their teaching practice.
- ___2. Manages learning programs and have strategies that promote learning based on the learning needs of their students.
- ___3. Has a strong understanding of the subjects/areas in which they are trained in terms of content knowledge and pedagogy.
- ___4. Possesses the requisite knowledge, skills, and values that support the teaching and learning process.
- ___5. Is professionally independent in the application of skills vital to the teaching and learning process.
- ___6. Provides focused teaching programs that meet curriculum and assessment requirements.
- ___7. Displays skills in planning, implementing, and managing learning programs.
- ___8. Actively engages in collaborative learning with the professional community and other stakeholders for mutual growth and advancement.
- ___9. Continually seeks to develop their professional knowledge and practice by reflecting on their own needs, and those of their colleagues and students.
- ___10. Consistently displays a high level of performance in their teaching practice.
- ___11. Manifests an in-depth and sophisticated understanding of the teaching and learning process.
- ___12. Has high education-focused situation cognition, are more adept in problem solving and optimize opportunities gained from experience.
- ___13. Embodies the highest standard for teaching grounded in global best practices.
- ___14. Exhibits exceptional capacity to improve their own teaching practice and that of others.
- ___15. Recognized as leaders in education, contributors to the profession,

and initiators of collaborations and partnerships.

D. Glossary of Terms

| Term | Definition |
|------------------------------|---|
| Previous Performance | rated the aspirants of required experiences with at least descriptive rating of very satisfactory (VS) for the three previous school years (SYs). |
| Outstanding Accomplishments | the meritorious achievements, innovations, and research attained and produced by the aspirants. |
| Education | the educational degree of the aspirants relative to job description for aspired position specified in the qualification standards. |
| Learning and Development | the attended trainings, developed innovations, attained recognitions, and implemented research. |
| Interview (Behavioral Event) | process that captures potential performance of the aspirants through past experiences. |
| Professional Development | process that focuses on improving the competencies of personnel in line with their mandated roles and responsibilities in order for them to achieve expected standards (MPPD 2010). |
| Professional Growth | personalized individual learning pathway gearing toward personal and professional growth. (professionalgrowth.sweetwaterschools.org .) |
| Career Pathing | process to chart a course for progress on career laterally |
| Beginning Teachers | <ul style="list-style-type: none"> • have gained the qualifications recognized for entry into the teaching profession • have a strong understanding of the subjects/areas in which they are trained in terms of content knowledge and pedagogy • possess the requisite knowledge, skills, and values that support the teaching and learning process • manage learning programs and have strategies that promote learning based on the learning needs of their students • seek advice from experienced colleagues to consolidate their teaching practice |
| Proficient Teachers | <ul style="list-style-type: none"> • professionally independent in the application of skills vital to the teaching and learning process • provide focused teaching programs that meet curriculum and assessment requirements • display skills in planning, implementing, and managing learning programs • actively engage in collaborative learning with the professional community and other stakeholders for mutual growth and advancement • are reflective practitioners who continually consolidate the knowledge, skills and practices of Career Stage 1 teachers |
| Highly Proficient Teachers | <ul style="list-style-type: none"> • display a high level of performance in their teaching practice • manifest an in-depth and sophisticated understanding of the teaching and learning process • have high education-focused situation cognition, are more |

| Term | Definition |
|------------------------|--|
| | <p>adept in problem solving and optimize opportunities gained from experience</p> <ul style="list-style-type: none"> • provide support and mentoring to colleagues in their professional development, as well as work collaboratively with them to enhance the learning and practice potential of their colleagues • continually seek to develop their professional knowledge and practice by • reflecting on their own needs, and those of their colleagues and students |
| Distinguished Teachers | <ul style="list-style-type: none"> • embody the highest standard for teaching grounded in global best practices • exhibit exceptional capacity to improve their own teaching practice and that of others • recognized as leaders in education, contributors to the profession and initiators of collaborations and partnerships • create lifelong impact in the lives of colleagues, students and others • consistently seek professional advancement and relevance in pursuit of teaching quality and excellence • exhibit commitment to inspire the education community and stakeholders for the improvement of education provision in the Philippines |

E. Key Concepts

1. Creating a career path is an essential component of your lifelong career toward developmental growth of your profession as teacher.
2. Career pathing requires the teacher to take an honest look at their career goals, skills, needed knowledge, experience, and personal characteristics requiring a plan to obtain what is necessary to carry out the career path.
3. You can develop a career path by looking at your desired job/jobs within the organization. Then, chart a course put it in writing and then own it.
4. Recognizing and reflecting on these stages provides teachers lateral movement, transfers, promotion in rank and positions, and rewards and recognitions.
5. Attaining the desired goals will also require the teachers to develop skills, pursue employee development opportunities, and obtain certain experiences as they progress along their career path through the organization.
6. Coaching and mentoring assistance from the more experienced teachers, master teachers, department heads, school heads, education program supervisors, and other experts in the field will help and guide in coursing your paths.

7. The entry level of a newly-hired teacher is Teacher I regardless of experience. A teacher may be promoted to Teacher II or Teacher III depending on the units earned in their master's degree and other qualifications for promotion. A Teacher III may opt to be a Master Teacher (MT) or a Head Teacher (HT) depending on the degree that the teacher has earned. An MT or HT may opt to take the principal's test and become school head if he or she successfully passes the said test. In some cases, principals and teachers who have the qualifications may apply directly to the division office, regional office, or even at the central office.

F. Activities and Assessment

A. Study the table below and ask assistance from your mentor then answer the questions that follow.

| POSITION | RANK | | | | | |
|----------------|------|------|-------|------|-----|------|
| Teacher | TI | TII | TIII | | | |
| Master Teacher | MTI | MTII | MTIII | MTIV | | |
| Head Teacher | HTI | HTII | HTIII | HTIV | HTV | HTVI |
| School Head | PI | PII | PIII | PIV | | |

1. What are the qualifications for a Teacher I to be promoted to Teacher II?
2. What are the qualifications for a Master Teacher? A Head Teacher?
3. Is it possible for a newly hired teacher to become a Master Teacher or Head Teacher after 1 year in service? Why or why not?

B. Conduct a research and find out the qualification standards of different positions at DepEd that you can apply for in the next years.

| Position/ Title | Salary Grade | Education | Experience | Training | Eligibility |
|---------------------|-----------------|-----------|------------|----------|-------------|
| Teacher II | | | | | |
| Teacher III | | | | | |
| Master Teacher I | | | | | |

| Position/ Title | Salary Grade | Education | Experience | Training | Eligibility |
|---|-------------------------|------------------|-------------------|-----------------|--------------------|
| Head Teacher I | | | | | |
| Principal I | | | | | |
| Public Schools District Supervisor | | | | | |
| Education Program Supervisor | | | | | |

C. Resolve the issue

Teacher A is a Teacher III in Rizal Elementary School for 5 years. She was able to earn a master’s degree in educational leadership and management with specialization in Curriculum, Instruction, and Assessment. Coincidentally, there is one Master Teacher I (Salary Grade 19) item available in the school and one Senior Education Program Specialist (SG 19) in the division office. The division office and the school are situated in the city. Given the situation, if you are Teacher A, which position would you choose? Why?

D. My Gains

Answer the questions that follow.

1. What did you learn about professional development? What is the connection between personal growth and professional development?
2. How does professional development affect your teaching performance?
3. Would you recommend these professional development activities to your colleagues? Why or why not?

E. Beginning with an End in Mind

Knowing your own strengths and weaknesses, **draw a professional development road map**. Make this activity an illustration of your personal journey, and how you view yourself 6 years from now.

Here’s what’s required on the road map:

- The first stop on the road map should be your entry to public school system; you can decide how the map “ends” in 10 years from now.
- There should be five other “stops” on the map, representing different key concepts that could help or hamper your journey in achieving professional development. They may be experiences that you have or have yet to experience.

- Record three major future events that you hope will happen on your road map. Indicate on your map your age when you want these things to happen. (Possible examples- graduating from graduate school, getting promoted, implemented innovations, and improved teacher development stage etc.)
- The map should have small illustrations of each event—this can be a symbol, picture, magazine cut-out, clip art, etc.
- The map should be in color! How you decorate and map out your professional growth journey is up to you.

Be guided by the following rubric:

| | Level 1 | Level 2 | Level 3 | Level 4 |
|-----------------------------|--|---|--|--|
| Required Elements | One or more required element is missing from the road map. | Road map includes all required elements. | Road map includes all required elements and one additional element. | Road map includes all required elements as well as a few additional elements. |
| Map Illustrations | The road map lacks illustrations for life events | Some events are illustrated with an image or symbol. | Each event is illustrated with an image or symbol. | Each event is illustrated with a detailed and creative image or symbol. |
| Presentation and Creativity | The road map lacks neatness, creativity, and effort. | The road map presentation demonstrates some neatness, effort, and creativity, | The road map presentation demonstrates neatness, effort, and creativity, | The road map presentation demonstrates excellent neatness, effort, and creativity, |

The first step is to sketch out your life map before you actually start the project. Use the space below to create a rough sketch.

G. Reflection

Choose ONE of the two writing prompts to write a well-developed response in paragraph form.

1. From your map, choose two events to write about. Consider the following questions when writing about each of these: why did you choose to include this event on your map? How will this event affect your pursuit for professional development?
OR
2. From your map, choose your top future entry (goal) and clearly describe what steps you could take to help you reach this goal (minimum of three steps). Describe what resources you would need to meet these goals. Why is it important for you to achieve such professional growth?

H. Post-Test

INSTRUCTION: Read the characteristics of teachers in their respective stages. Write **B** if you think the teacher being described is a beginning Teacher; **P** Proficient; **HP** for Highly Proficient ; and **D** for Distinguished Teacher after the number and write it in the blank provided.

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- ___4. Possesses the requisite knowledge, skills, and values that support the teaching and learning process.
- ___5. Is professionally independent in the application of skills vital to the teaching and learning process.
- ___6. Provides focused teaching programs that meet curriculum and assessment requirements.
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- ___8. Actively engages in collaborative learning with the professional community and other stakeholders for mutual growth and advancement.
- ___9. Continually seeks to develop their professional knowledge and practice by reflecting on their own needs, and those of their colleagues and students.
- ___10. Consistently displays a high level of performance in their teaching practice.
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- ___12. Has high education-focused situation cognition, are more adept in problem solving and optimize opportunities gained from experience.
- ___13. Embodies the highest standard for teaching grounded in global best practices.
- ___14. Exhibits exceptional capacity to improve their own teaching practice and that of others.
- ___15. Recognized as leaders in education, contributors to the profession

and initiators of collaborations and partnerships.

VI. SESSION 6: MAGNA CARTA FOR PUBLIC SCHOOL TEACHERS

A. Desired Learning Outcome

| Beginning Teacher | Proficient Teacher |
|--|---|
| | |
| Domain 6: <i>Community Linkages and Professional Engagement</i> | |
| Strand: <i>Professional Ethics</i> | |
| | |
| BTI 6.3.1 | PTI 6.3.2 |
| Be aware of existing laws and regulations that apply to the teaching profession. | Regularly review personal teaching practices using existing laws and regulations that apply to the teaching profession. |
| | |

B. Objectives

- a. Demonstrate awareness on the Magna Carta of Public School Teachers in Basic Education and your professional rights, opportunities, benefits, and responsibilities.
- b. Reflect on the personal teaching practice in relation to the relevant provisions of the Magna Carta.
- c. Write a commitment on how you will perform your rights and responsibilities guided by the Magna Carta.

C. Pre-Test

Fill in the blank with the correct answer.

1. An Act to promote and improve the social and economic status of public school teachers is called _____.
2. All persons engaged in classroom teaching in any level of instruction whether full or part time basis are called _____.
3. In _____, minimum educational qualification is only one of the criteria on recruitment, selection and promotion appointment of teachers.
4. Cost of living allowance and special hardship allowance are under the _____ in the Magna Carta for Public School Teachers.
5. Free compulsory medical examination, free medical treatment and or hospitalization, and reimbursement for travelling expenses in regions where there is a scarcity of medical facilities are under the provision of Magna Carta on _____.
6. The additional unit requirement to be taken in case a person is a graduate of bachelor's degree in arts and sciences is called _____.
7. The act that states before any person is allowed to practice as a professional teacher in the Philippines, one must have a valid certificate of registration and a valid professional license from the PRC is known as _____.
8. The actual number of hours of classroom teaching in a day that a teacher needs to render is _____.
9. Study leave and indefinite leave are kinds of entitled leaves given to a teacher under the _____ of the Magna Carta.
10. The section on _____ of the Magna Carta for Public School Teachers allows the teacher to establish and join organizations to further and defend their interests.

D. Key Concepts

1. As teachers' efforts are being recognized in building the nation, an Act was passed into law to look after the welfare of the public school teachers and to promote, improve, and secure the professional rights of a teacher—known to be the RA 4670 or Magna Carta for Public School Teachers.
2. A teacher is defined in this act as “all persons engaged in teaching (look into the provision of the law: *in any level of instruction, on full-time basis*) basic education in public schools and all other persons performing supervisory functions in all public schools in basic education, specifically: department heads, assistant school heads, school heads, district, division, and regional supervisors, assistant schools division superintendent, schools division superintendents, assistant regional directors, regional directors and bureau/service/center directors, but shall not include support personnel such as legal, medical and dental, planning, property/ supply, financial and human resource employees.”
3. The Magna Carta for Public School Teachers aims to improve the social and economic status of public school teachers in basic education, their living and working conditions, employment, and career prospects.

E. Activities and Assessment

Activity 1. THROWBACK

Recall a time when you were recruited and employed at DepEd. What were the challenges and problems you encountered and how did you overcome them.

1. Illustrate the process experienced on the manner you were recruited, selected, and appointed.
2. Illustrate the things and objects symbolic of the process of recruitment, selection, and appointment you have experienced. For example, a small stone signifies an easy process and a huge to very huge stone indicates the degree of difficulty on a particular stage of your recruitment, selection, and appointment.

Activity 2. Answer the following questions by putting a check mark inside the circle if you Agree or Disagree to the following statements and then justify your answer on the space provided.

1. As teachers are professionals and hired as the right people to the right position, it follows that in exercising professionalism in teaching, they need to know the standards that they need to teach, and the need to know on how to teach in the most effective ways.
2. Being well-compensated in monetary and other benefits in teaching, it is a must for teachers to render exemplary performance.
3. If the teachers teach well in their 6 hours of actual teaching loads and care more about their students, the result would bring a favorable impact to students to do well and to do better in their

studies.

4. These are the following criteria with respective points used in the evaluation and selection procedure in the hiring of Teacher 1. Education 20%, Teaching Experience 15%, LET/PBET Rating 15%, Specialized Training Skills 10%, Interview 10%, Demonstration Teaching 15%, and Communication Skills 15%.
5. No teacher may be transferred without his or her consent. Should there be an urgent need or demand for transfer, the school superintendent must notify the teacher beforehand and state the reasons.
6. Any dues can be deducted to teachers aside from what is stipulated by law.
7. If a teacher reaches the age and service requirements for retirement, he or she is allowed to enjoy the one-range salary raise.
8. It is just to pay additional compensation to a teacher who renders 8 hours of actual teaching.
9. If a teacher is married to one who is also a public school teacher, they are not allowed to teach in the same school.
10. During disciplinary procedures, teachers are not entitled to due process and must not be given a written notice, a time to access evidence, to make a defense, a time for preparation and appeal.

Activity 3. Direction: Challenge yourself by justifying your answer to uphold the integrity and professional duties of a teacher.

1. Any teacher engaged in actual classroom instruction shall not be required to render more than 6 hours of actual classroom teaching per day with all the classroom teaching preparation, checking of given exercises and other related work to their normal teaching duties. Provided however, that where the exigencies of the service so require, any teacher may be required to render more than 6 hours but not exceeding 8 hours of actual teaching hours a day. How does this affect your integrity and professional duties as a teacher?
2. There shall be no discrimination whatsoever in the entrance to the teaching profession, and/or during in exercising its duties or even in the termination of tenure in service. Does this affect your integrity and professional duties as a teacher?
3. As a teacher you submitted yourself in the evaluation and hiring process of your Schools Division by following what was stipulated in DO 7, s. 2015. In the RQA, you were ranked number 1. It so happened the appointing authority selected and appointed the teacher next in rank to you. Did the appointing authority violate your rights as a teacher? Does this affect your integrity and professional duties as a teacher?
4. DepEd provides the curricula to be implemented and teachers are encouraged to be innovative in their teaching and classroom methods. The department supports the academic freedom of the teacher in the discharge of their professional duties, particularly with regard to teaching and classroom

- management. Does this affect your integrity and professional duties?
5. Salary scales of teachers shall provide for a gradual progression from a minimum to a maximum salary by means of regular increments, granted automatically after 3 years to the maximum steps, as provided by law. Provided, that the efficiency rating of the teacher concerned is at least Satisfactory. How true is this? Does this affect your integrity and professional duties as a teacher?

F. Reflection

In the Department of Education, we are saddened to hear news of malpractices of teachers in the profession. Let us uplift ourselves and our profession. Write your commitment to complete the paragraph below.

As member of the DepEd learning community, I commit myself to help realize the DepEd mission and vision. I promise to

G. Post-Test

Fill in the blank with the correct answer.

1. An Act to promote and improve the social and economic status of public school teachers is called _____.
2. All persons engaged in classroom teaching in any level of instruction whether full or part time basis are called _____.
3. In _____, minimum educational qualification is only one of the criteria on recruitment, selection, and promotion appointment of teachers.
4. Cost of living allowance and special hardship allowance are under the _____ in the Magna Carta for Public School Teachers.
5. Free compulsory medical examination, free medical treatment and/or hospitalization, and reimbursement for travelling expenses in regions that lack medical facilities are under the provision of Magna Carta on _____.
6. The additional unit requirement to be taken in case a person is a graduate of bachelor's degree in arts and sciences is called _____.
7. The act that states before any person is allowed to practice as a professional teacher in the Philippines, one must have a valid certificate of registration and a valid professional license from the PRC is known as _____.
8. The actual number of hours of classroom teaching in a day that a teacher needs to render is _____.
9. Study leave and indefinite leave are kinds of entitled leaves given to a teacher under the _____ of the Magna Carta.
10. The section on _____ of the Magna Carta for Public School Teachers allows the teacher to establish and join organizations to further and defend their interests.

H. Appendix

THE MAGNA CARTA FOR PUBLIC SCHOOL TEACHERS

I. DECLARATION OF POLICY COVERAGE

Sec. 1. Declaration of Policy. It is hereby declared to be the policy of this Act to promote and improve the social and economic status of public school teachers, their living and working conditions, their terms of employment and career prospects in order that they may compare favorably with existing opportunities in other walks of life, attract and retain in the teaching profession more people with the proper qualifications, it being recognized that advance in education depends on the qualifications and ability of the teaching staff and that education is an essential factor in the economic growth of the nation as a productive investment of vital importance.

Sec. 2. Title Definition. This Act shall be known as the "Magna Carta for Public School Teachers" and shall apply to all public school teachers except those in the professorial staff of state colleges and universities.

As used in this Act, the term "teacher" shall mean all persons engaged in classroom teaching, in any level of instruction, on full-time basis, including guidance counselors, school librarians, industrial arts or vocational instructors, and all other persons performing supervisory and/or administrative functions in all schools, colleges and universities operated by the Government or its political subdivisions; but shall not include school nurses, school physicians, school dentists, and other school employees.

II. RECRUITMENT AND CAREER

Sec. 3. Recruitment and Qualification. Recruitment policy with respect to the selection and appointment of teachers shall be clearly defined by the Department of Education: *Provided, however,* That effective upon the approval of this Act, the following shall constitute the minimum educational qualifications for teacher-applicants:

- a. For teachers in the kindergarten and elementary grades, Bachelor's degree in Elementary Education (B.S.E.ED.);
- b. For teachers of the secondary schools, Bachelor's degree in Education or its equivalent with a major and a minor; or a Bachelor's degree in Arts or Science with at least eighteen professional units in Education.
- c. For teachers of secondary vocational and two years technical courses, Bachelor's degree in the field of specialization with at least eighteen professional units in education;
- d. For teachers of courses on the collegiate level, other than vocational, master's degree with a specific area of specialization;

Provided, further, That in the absence of applicants who possess the minimum educational qualifications as hereinabove provided, the school superintendent may

appoint, under a temporary status, applicants who do not meet the minimum qualifications: *Provided*, further, That should teacher-applicants, whether they possess the minimum educational qualifications or not, be required to take competitive examinations, preference in making appointments shall be in the order of their respective ranks in said competitive examinations: And provided, finally, That the results of the examinations shall be made public and every applicant shall be furnished with his score and rank in said examinations.

Sec. 4. Probationary Period. When recruitment takes place after adequate training and professional preparation in any school recognized by the Government, no probationary period preceding regular appointment shall be imposed if the teacher possesses the appropriate civil service eligibility: *Provided, however*, That where, due to the exigencies of the service, it is necessary to employ as teacher a person who possesses the minimum educational qualifications herein above set forth but lacks the appropriate civil service eligibility, such person shall be appointed on a provisional status and shall undergo a period of probation for not less than one year from and after the date of his provisional appointment.

Sec. 5. Tenure of Office. Stability on employment and security of tenure shall be assured the teachers as provided under existing laws.

Subject to the provisions of Section three hereof, teachers appointed on a provisional status for lack of necessary civil service eligibility shall be extended permanent appointment for the position he is holding after having rendered at least ten years of continuous, efficient and faithful service in such position.

Sec. 6. Consent for Transfer Transportation Expenses. Except for cause and as herein otherwise provided, no teacher shall be transferred without his consent from one station to another.

Where the exigencies of the service require the transfer of a teacher from one station to another, such transfer may be effected by the school superintendent who shall previously notify the teacher concerned of the transfer and the reason or reasons therefore. If the teacher believes there is no justification for the transfer, he may appeal his case to the Director of Public Schools or the Director of Vocational Education, as the case may be. Pending his appeal and the decision thereon, his transfer shall be held in abeyance: *Provided, however*, that no transfers whatever shall be made three months before any local or national election.

Necessary transfer expenses of the teacher and his family shall be paid for by the Government if his transfer is finally approved.

Sec. 7. Code of Professional Conduct for Teachers. Within six months from the approval of this Act, the Secretary of Education shall formulate and prepare a Code of Professional Conduct for Public School Teachers. A copy of the Code shall be furnished each teacher: *Provided, however*, that where this is not possible by reason of inadequate fiscal resources of the Department of Education, at least three copies of the same Code shall be deposited with the office of the school principal or head teacher where they may be accessible for use by the teachers.

Sec. 8. Safeguards in Disciplinary Procedure. Every teacher shall enjoy equitable safeguards at each stage of any disciplinary procedure and shall have:

- a. the right to be informed, in writing, of the charges;
- b. the right to full access to the evidence in the case;
- c. the right to defend himself and to be defended by a representative of his choice and/or by his organization, adequate time being given to the teacher for the preparation of his defense; and
- d. the right to appeal to clearly designated authorities.

No publicity shall be given to any disciplinary action being taken against a teacher during the pendency of his case.

Sec. 9. Administrative Charges. Administrative charges against a teacher shall be heard initially by a committee composed of the corresponding School Superintendent of the Division or a duly authorized representative who should at least have the rank of a division supervisor, where the teacher belongs, as chairman, a representative of the local or, in its absence, any existing provincial or national teacher's organization and a supervisor of the Division, the last two to be designated by the Director of Public Schools. The committee shall submit its findings and recommendations to the Director of Public Schools within thirty days from the termination of the hearings: *Provided, however*, that where the school superintendent is the complainant or an interested party, all the members of the committee shall be appointed by the Secretary of Education.

Sec. 10. No Discrimination. There shall be no discrimination whatsoever in entrance to the teaching profession, or during its exercise, or in the termination of services, based on other than professional consideration.

Sec. 11. Married Teachers. Whenever possible, the proper authorities shall take all steps to enable married couples, both of whom are public school teachers, to be employed in the same locality.

Sec. 12. Academic Freedom. Teachers shall enjoy academic freedom in the discharge of their professional duties, particularly with regard to teaching and classroom methods.

III. HOURS OF WORK AND REMUNERATION

Sec. 13. Teaching Hours. Any teacher engaged in actual classroom instruction shall not be required to render more than six hours of actual classroom teaching a day, which shall be so scheduled as to give him time for the preparation and correction of exercises and other work incidental to his normal teaching duties: *Provided, however*, that where the exigencies of the service so require, any teacher may be required to render more than six hours but not exceeding eight hours of actual classroom teaching a day upon payment of additional compensation at the same rate as his regular remuneration plus at least twenty-five per cent of his basic pay.

Sec. 14. Additional Compensation. Notwithstanding any provision of existing law to the contrary, co-curricula and out of school activities and any other activities outside of what is defined as normal duties of any teacher shall be paid an additional compensation of at least twenty-five per cent of his regular remuneration

after the teacher has completed at least six hours of actual classroom teaching a day.

In the case of other teachers or school officials not engaged in actual classroom instruction, any work performed in excess of eight hours a day shall be paid an additional compensation of at least twenty-five per cent of their regular remuneration.

The agencies utilizing the services of teachers shall pay the additional compensation required under this section. Education authorities shall refuse to allow the rendition of services of teachers for other government agencies without the assurance that the teachers shall be paid the remuneration provided for under this section.

Sec. 15. Criteria for Salaries. Teacher's salaries shall correspond to the following criteria:

- a. they shall compare favorably with those paid in other occupations requiring equivalent or similar qualifications, training and abilities;
- b. they shall be such as to insure teachers a reasonable standard of life for themselves and their families; and
- c. they shall be properly graded so as to recognize the fact that certain positions require higher qualifications and greater responsibility than others: *Provided, however,* That the general salary scale shall be such that the relation between the lowest and highest salaries paid in the profession will be of reasonable order. Narrowing of the salary scale shall be achieved by raising the lower end of the salary scales relative to the upper end.

Sec. 16. Salary Scale. Salary scales of teachers shall provide for a gradual progression from a minimum to a maximum salary by means of regular increments, granted automatically after three years: *Provided,* That the efficiency rating of the teacher concerned is at least satisfactory. The progression from the minimum to the maximum of the salary scale shall not extend over a period of ten years.

Sec. 17. Equality in Salary Scales. The salary scales of teachers whose salaries are appropriated by a city, municipal, municipal district, or provincial government, shall not be less than those provided for teachers of the National Government.

Sec. 18. Cost of Living Allowance. Teacher's salaries shall, at the very least, keep pace with the rise in the cost of living by the payment of a cost-of-living allowance which shall automatically follow changes in a cost-of-living index. The Secretary of Education shall, in consultation with the proper government entities, recommend to Congress, at least annually, the appropriation of the necessary funds for the cost-of-living allowances of teachers employed by the National Government. The determination of the cost-of-living allowances by the Secretary of Education shall, upon approval of the President of the Philippines, be binding on the city, municipal or provincial government, for the purposes of calculating the cost-of-living allowances of teachers under its employ.

Sec. 19. Special Hardship Allowances. In areas in which teachers are exposed to hardship such as difficulty in commuting to the place of work or other hazards

peculiar to the place of employment, as determined by the Secretary of Education, they shall be compensated special hardship allowances equivalent to at least twenty-five per cent of their monthly salary.

Sec. 20. Salaries to be Paid in Legal Tender. Salaries of teachers shall be paid in legal tender of the Philippines or its equivalent in checks or treasury warrants. *Provided, however,* that such checks or treasury warrants shall be cashable in any national, provincial, city or municipal treasurer's office or any banking institutions operating under the laws of the Republic of the Philippines.

Sec. 21. Deductions Prohibited. No person shall make any deduction whatsoever from the salaries of teachers except under specific authority of law authorizing such deductions: *Provided, however,* that upon written authority executed by the teacher concerned, (1) lawful dues and fees owing to the Philippine Public School Teachers Association, and (2) premiums properly due on insurance policies, shall be considered deductible.

IV. HEALTH MEASURES AND INJURY BENEFITS

Sec. 22. Medical Examination and Treatment. Compulsory medical examination shall be provided free of charge for all teachers before they take up teaching, and shall be repeated not less than once a year during the teacher's professional life. Where medical examination show that medical treatment and/or hospitalization is necessary, same shall be provided free by the government entity paying the salary of the teachers.

In regions where there is scarcity of medical facilities, teachers may obtain elsewhere the necessary medical care with the right to be reimbursed for their traveling expenses by the government entity concerned in the first paragraph of this Section.

Sec. 23. Compensation for Injuries. Teachers shall be protected against the consequences of employment injuries in accordance with existing laws. The effects of the physical and nervous strain on the teacher's health shall be recognized as a compensable occupational disease in accordance with existing laws.

V. LEAVE AND RETIREMENT BENEFITS

Sec. 24. Study Leave. In addition to the leave privileges now enjoyed by teachers in the public schools, they shall be entitled to study leave not exceeding one school year after seven years of service. Such leave shall be granted in accordance with a schedule set by the Department of Education. During the period of such leave, the teachers shall be entitled to at least sixty per cent of their monthly salary: *Provided, however,* That no teacher shall be allowed to accumulate more than one year study leave, unless he needs an additional semester to finish his thesis for a graduate study in education or allied courses: *Provided,* further, That no compensation shall be due the teacher after the first year of such leave. In all cases, the study leave period shall be counted for seniority and pension purposes.

The compensation allowed for one year study leave as herein provided shall be subject to the condition that the teacher takes the regular study load and passes at least seventy-five per cent of his courses. Study leave of more than one year may be permitted by the Secretary of Education but without compensation.

Sec. 25. Indefinite Leave. An indefinite sick leave of absence shall be granted to teachers when the nature of the illness demands a long treatment that will exceed one year at the least.

Sec. 26. Salary Increase upon Retirement. Public school teachers having fulfilled the age and service requirements of the applicable retirement laws shall be given one range salary raise upon retirement, which shall be the basis of the computation of the lump sum of the retirement pay and the monthly benefits thereafter.

VI. TEACHER'S ORGANIZATION

Sec. 27. Freedom to Organize. Public school teachers shall have the right to freely and without previous authorization both to establish and to join organizations of their choosing, whether local or national to further and defend their interests.

Sec. 28. Discrimination Against Teachers Prohibited. The rights established in the immediately preceding Section shall be exercised without any interference or coercion. It shall be unlawful for any person to commit any acts of discrimination against teachers which are calculated to

(a) make the employment of a teacher subject to the condition that he shall not join an organization, or shall relinquish membership in an organization,

(b) to cause the dismissal of or otherwise prejudice a teacher by reason of his membership in an organization or because of participation in organization activities outside school hours, or with the consent of the proper school authorities, within school hours, and (c) to prevent him from carrying out the duties laid upon him by his position in the organization, or to penalize him for an action undertaken in that capacity.

Sec. 29. National Teacher's Organizations. National teachers' organizations shall be consulted in the formulation of national educational policies and professional standards, and in the formulation of national policies governing the social security of the teachers.

VII. ADMINISTRATION AND ENFORCEMENT

Sec. 30. Rules and Regulations. The Secretary of Education shall formulate and prepare the necessary rules and regulations to implement the provisions of this Act. Rules and regulations issued pursuant to this Section shall take effect thirty days after publication in a newspaper of general circulation and by such other means as the Secretary of Education deems reasonably sufficient to give interested parties general notice of such issuance.

Sec. 31. Budgetary Estimates. The Secretary of Education shall submit to Congress annually the necessary budgetary estimates to implement the provisions of the Act concerning the benefits herein granted to public school teachers under the employ of the National Government.

Sec. 32. Penal Provision. A person who shall willfully interfere with, restrain or coerce any teacher in the exercise of his rights guaranteed by this Act or who shall in any other manner commit any act to defeat any of the provisions of this Act shall, upon conviction, be punished by a fine of not less than one hundred pesos

nor more than one thousand pesos, or by imprisonment, in the discretion of the court.

If the offender is a public official, the court shall order his dismissal from the Government service.

Sec. 33. Repealing Clause. All Acts or parts of Acts, executive orders and their implementing rules inconsistent with the provisions of this Act are hereby repealed, amended or modified accordingly.

Sec. 34. Separability Clause. If any provision of this Act is declared invalid, the remainder of this Act or any provisions not affected thereby shall remain in force and in effect.

Sec. 35. This Act shall take effect upon its approval.

Approved: June 18, 1966

VII. SESSION 7: CODE OF ETHICS

A. Desired Learning Outcome

| Beginning Teacher | Proficient Teacher |
|---|---|
| <p>Domain 6: <i>Community Linkages and Professional Engagement</i></p> <p>Strand: <i>Professional Ethics</i></p> | |
| <p>BTI 6.3.1 Be aware of existing laws and regulations that apply to the teaching profession, and be familiar with the responsibilities specified in the Code of Ethics for Professional Teachers.</p> | <p>PTI 6.3.2 Regularly review personal teaching practices using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers</p> |
| <p>Domain 7: <i>Personal Growth and Professional Development</i></p> <p>Strand: <i>Dignity of Teaching as a Profession</i></p> | |
| <p>BTI 7.2.2 Demonstrate behaviors that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity</p> | <p>PTI 7.2.2 Demonstrate behaviors that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity</p> |

B. Objectives

- a. Demonstrate understanding of the key provisions of the code of ethics and become familiar with the responsibilities of a professional teacher.
- b. Describe how the code of ethics can help or guide a teacher in the day to day performance/tasks of his work, hence resulting to a good teacher
- c. Describe and become familiar with the responsibilities specified in the Code of Ethics for Professional Teachers.
- d. Exhibit professional behavior as set out by the Code of Ethics for Teachers in the Philippines.

C. Pre-Test

Choose the letter with the correct answer.

1. Toward the end of the school year, the mother of one of the candidates for honors visits you to ask about her child's chances of graduating with honors. She brings a basket of fruits in season for you. What should you do?
 - a. Reject the basket of fruits and tell her that you have enough at home.
 - b. Accept the fruits and assure the mother that the daughter will be given honor student.
 - c. Respectfully reject the offer and explain that you might be accused of bribery.
 - d. Explain the chance of the daughter objectively and graciously accept the offer.

2. Which of the following is NOT correct under the Code of Ethics for Teachers regarding teacher and business?
 - a. No teacher shall act, directly or indirectly, as agent of, or be financially interested in any commercial venture which furnishes textbooks and other school commodities.
 - b. A teacher has no right to engage, directly or indirectly, in legitimate income generation.
 - c. A teacher shall maintain a good reputation with respect to the financial matters such as in the settlement of his debts and loans in arranging satisfactorily his private financial affairs.
 - d. None of the above.

3. Every teacher shall participate in the _____ program of the PRC and shall pursue other studies as will improve his efficiency, prestige and strengthen his competence.
 - a. Professional Enhancement
 - b. Maximizing Learning Competence
 - c. Continuing Educational Enhancement
 - d. Continuing Professional Education

4. During the distribution of the report card, which of the following must be the foremost concern of a teacher?
 - a. Discuss the projects of the school.
 - b. Discuss the progress as well as the deficiencies of the students.
 - c. Discuss the unsettled bill of the students.
 - d. Discuss the complaints of other teachers and classmates of the students.

5. Miss Reyes is a new teacher like you. During her first few weeks in school, she felt like quitting teaching. At the end of the day she is totally burned out. If you were in her place from whom will you ask assistance?
 - a. from the principal
 - b. from the parents
 - c. from co-teachers
 - d. from pupils

D. Glossary of Terms

| Terms | Definition |
|-----------------------|---|
| Code of Ethics | a guide of principles designed to help professionals act with honesty and integrity. A written set of rules and management to help them conduct their actions in accordance with its primary values and standards. (Oxford English Dictionary) |
| Teacher | a person who facilitate learners to gain knowledge, skills, and values that enhance development. A person who has the knowledge, skills, attitude, and special trainings in teaching, explaining, and educating. (R.A. 9155) |
| Professional | a person who characterized by or conforming to the technical or ethical standards of a profession. A person who exhibits courtesy, conscientiousness, and generally manners that are acceptable resulting improvement of the organization he belongs. |
| Behavior | the way in which one acts or conducts oneself, especially toward others and to the organization he or she is serving. |
| School | is an educational institution, private, and public, understating operation with a specific age group of pupils or students pursuing defined studies at defined level, receiving instruction from teachers, usually located in a building or a group of buildings in a particular physical site. (R.A. 9155) |
| Learner | any individual seeking basic literacy skills and functional life skills or support services for the improvement of the quality of his/her life (R.A. 9155) |

E. Key Concepts

1. The Code of Ethics for Professional Teachers serves as guide for teachers specifically to new teachers for them to exhibit proper behavior to the learning community at all times. It is imperative that you observe and practice this set of ethical and moral principles, standards, and values.
2. In everyday life, you are confronted with the challenges to do the right thing. When you are faced with professional decisions that seem to have ethical implications, there are conditions and provisions of the Code of Ethics that will guide you to determine the best actions.
3. Teachers have the responsibility to push their learners to their full potential and to develop their personality.
4. Teachers have great influence in the lives of their learners. They are expected to be professionally competent in the practice of their profession. Moreover, they need also to possess good reputation not only in the school but in the

entire community. Having this big responsibility in the learning environment, teachers must be guided by this document which comprehensively discuss the different expectations from a teacher.

5. As mandated in the Code of Ethics for professional teachers, you have the responsibility to interact positively with parents, community members, and other stakeholders of the school. Contact with parents must be conducted regularly and be kept professional and free from arguments. If you have an issue with parents, community members, or stakeholders it must be presented during meetings and conferences. Being a teacher you must recognize that education is a public service and strive to keep the public informed of the programs, projects and activities.
6. In the school you are expected to collaborate with your school administrators, co-teachers, and other personnel in order to provide a safe, friendly learning experiences for the learners.
7. As part of the DepEd organization, you are further expected to follow the directions and instructions of your school administrator and higher DepEd officials.
8. Being a teacher, you should consider your co-teachers and other personnel in achieving the goals of education. They must be treated with courtesy, consideration, and mutual respect. You should also be punctual in the submission of office reports and other tasks to facilitate the completion of the work by the support personnel.

F. Activities and Assessments

Activity 1. After reading the key concepts, work on the following:

Self-Reflection

I realized that ...

Teacher as role model

Teacher's personality

| | |
|---|--|
| | |
| Teacher's social adjustment | |
| | |
| Teacher's professional growth and development | |
| | |
| Teacher's accountability | |
| | |

Activity 2. Study the following cases. Guided by your understanding of the Code of Ethics for Professional Teachers (Appendix 1), identify the article and the provision that can guide the teacher to come up with his best action. Write your answers on the space provided in each number.

Case 1

Mr. Antonio B. Baguio received a complaint from the guardian of one of his students regarding the grade of his daughter in English. Mr. Baguio listened to the complaint of the guardian with sympathy and referred it to the teacher concerned for clarification.

| Article in the Code of Ethics | Provision statement | Is Mr. Baguio right in his action <i>(Explain based on the provision of the article)</i> |
|-------------------------------|---------------------|---|
| | | |

| | | |
|--|--|--|
| | | |
|--|--|--|

Case 2

During barangay fiesta, Mr. Ben Y. Maya, a public school teacher, was designated as the fiesta directorate chairman. Because of his talent, he accepted the task willingly even without any honorarium. He facilitated the culture-based activities that resulted to a very organized celebration of their barrio fiesta. Is it alright for Mr. Maya not to receive payment for the services he rendered during the barrio fiesta?

| Article in the Code of Ethics | Provision statement | Is Mr. Maya right in his action <i>(Explain based on the provision of the article)</i> |
|--------------------------------------|----------------------------|--|
| | | |

Case 3

Mrs. Jenny San Jose is a new teacher in Malaban National High School. The school is scheduled to hold its Reading Camp on a Saturday. Relative to this activity, Mrs. Josie Rivera, the school principal, advised the faculty to attend and help the organizers to facilitate the event.

Mrs. San Jose who is enrolled in a master’s degree program informed the principal that she could not make it for she needs to attend her Saturday class. Is it correct not to render service on a Saturday because of her studies?

| Article in the Code of Ethics | Provision statement | Is Mrs. San Jose correct in his action? <i>(Explain based on the provision of the article)</i> |
|--------------------------------------|----------------------------|--|
| | | |

| | | |
|--|--|--|
| | | |
|--|--|--|

Case 4

Mrs. Anna Lee A. Amores does not want her student named Joel to be the highest honor awardee but she prefers Leonard, another student to get the recognition. In order to ensure that Leonard will get the highest honor award, she gave Joel low grades in recitation and in performance tasks. Is it right to give Joel low grades just to make Leonard the awardee?

| Article in the Code of Ethics | Provision statement | Is Mrs. Amores right in her action <i>(Explain based on the provision of the article)</i> |
|--------------------------------------|----------------------------|---|
| | | |

Case 5

Mr. Mario B. Reyes has been teaching for the last 15 years. Every time his principal would ask him to attend training, he would always decline and would ask another teacher to attend the said training. Is this proper?

| Article in the Code of Ethics | Provision statement | Is Mr. Reyes correct in his action? <i>(Explain based on the provision of the article)</i> |
|--------------------------------------|----------------------------|--|
| | | |

ACTIVITY 3. Now that you are done reading and analyzing the different provisions and articles specified in the Code of Ethics for Professional Teachers, you are requested to share your insights focusing on the learning that you gained from this session and at the same time, other information that you think are necessary to

understand about the Code of Ethics.

| | |
|---|---|
| <i>What are my significant learnings?</i> | <i>How will these learnings be of help to you as a teacher?</i> |
| | |

| | |
|---|---|
| <i>Other information relative to Code of Ethics that I want to know</i> | <i>How will these learnings be of help to you as a teacher?</i> |
| | |

MY PLEDGE OF COMMITMENT

*I, _____, teacher _____ of _____
 commit myself to adhere to the Code of Ethics, which will serve as
 my guide in everything I do in the service of my profession.
 It is my goal to establish maximum services to my clientele, being
 a public servant.
 I vow to utilize government resources effectively and efficiently for
 the betterment of everyone.*

Name and Signature of Teacher

G. Reflection

Study the following situations. Choose the best option by putting a check on the space provided for each choice. Explain your answer.

Situation no. 1

Being a person known for his integrity and credibility, Mr. Elbert R. Tolentino has been serving as part of the Board of Election Canvassers for the past 10 years. However, in the coming elections, his mother will be running as barangay captain. Because of this, he is asked to campaign for her. Is it alright for him to campaign for his mother's candidacy? Explain your answer.

Situation no. 2

Mr. Mario Ocampo, who has been teaching for the last 25 years, refused to attend an important conference in Mindanao. Every time he is asked by the principal to attend such an activity, he always requests a new teacher to attend. As a professional teacher, is it right to express refusal in attending conferences.

Situation no. 3

Ms. Rose Q. Reyes posted two-piece swimwear picture of herself in her Facebook page. She received negative comments from the community and stakeholders. Ms. Reyes justified that she has the right to post anything on her Facebook account since it was her personal account. Is it right for Mrs. Reyes to do such?

Situation no. 4

During barangay fiesta, Mr. Ben Y. Maya was designated as the fiesta directorate chairman. Because of his talent, he accepted the task willingly even without any honorarium. He facilitated culture-based activities that made their barangay fiesta a significant one. Is it alright for Mr. Maya not to receive any compensation for his services rendered since this will be a precedent for the succeeding activity coordinator?

Situation no. 5

Mrs. Dae P. Habalo, of Sibulan National High School refused to admit a student for not being a resident of the said barangay where the school is located. Is it right for her to do so?

Situation no. 6

Traditionally, a civic parade is held with school participating during Independence Day. All teachers and students are required to attend. All of Mrs. Katherine Y. Sedillo's students are excited to join the said parade but she did not join them due to personal reason and only asked the president of the class to check the attendants of his classmates. Is the decision of Mrs. Sedillo not answerable for any untoward incident to happen to the students?

Situation no. 7

Madam Estelita Ramos, a teacher III at Malunta Elementary School has a take-home pay of P 7,500.00 every month. She decided to borrow money from Provincial Savings Bank with a monthly deduction of P3,500. In the same month she also borrowed money to First Diamond Lending Company with a monthly deduction of P 3,500.00. In the first 2 months she enjoyed a take home pay of P7,500.00 because the 2 lending institutions will deduct on the 3rd month from the date she borrowed. Is it alright for Mrs. Ramos to borrow the amount considering that she don't have enough take home pay when the deduction will take effect?

Situation no. 8

Mr. Ricky dela Cruz is one of the youngest teacher in Silab Community High School. Due to his young age he has lots of friends and barkadas. After school hours, he is always seen with his friends in an internet café playing Dota, in gambling dens, and in beerhouses. He also frequently seen in discos during weekends. Is Mr. Cruz acting as a good model to his students?

H. Post-Test

Choose the letter of the correct answer.

1. Toward the end of the school year, the mother of one of the candidates for honors visits you to ask about her child's chances of graduating with honors. She brings a basket of fruits in season for you. What should you do?
 - a. Reject the basket of fruits and tell her that you have enough at home.
 - b. Accept the fruits and assure the mother that the daughter will be given honor student.
 - c. Respectfully reject the offer and explain that you might be accused of bribery.
 - d. Explain the chance of the daughter objectively and graciously accept the offer.

2. Which of the following is NOT correct under the Code of Ethics for Teachers regarding teacher and business?
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 - b. A teacher has no right to engage, directly or indirectly, in legitimate income generation.
 - c. A teacher shall maintain a good reputation with respect to the financial matters such as in the settlement of his debts and loans in arranging satisfactorily his private financial affairs.
 - d. None of the above.

3. Every teacher shall participate in the _____ program of the PRC and shall pursue other studies as will improve his efficiency, prestige, and strengthen his or her competence.
 - a. Professional Enhancement
 - b. Maximizing Learning Competence
 - c. Continuing Educational Enhancement
 - d. Continuing Professional Education

4. During the distribution of the report card, which of the following must be the foremost concern of a teacher?
 - a. Discuss the projects of the school.
 - b. Discuss the progress as well as the deficiencies of the students.
 - c. Discuss the unsettled bill of the students.
 - d. Discuss the complaints of other teachers and classmates of the students.

5. Miss Reyes is a new teacher like you. During her first few weeks in school, she felt like quitting teaching. At the end of the day she is totally burned out. If you were in her place from whom will you ask assistance?
 - a. from the principal
 - b. from the parents
 - c. from co-teachers
 - d. from pupils

I. Appendix

CODE OF ETHICS FOR PROFESSIONAL TEACHERS

Pursuant to the provisions of paragraph (e), Article 11, of R.A. No. 7836, otherwise known as the Philippine Teachers Professionalization Act of 1994 and paragraph (a), section 6, P.D. No. 223, as amended, the Board for Professional Teachers hereby adopt the Code of Ethics for Professional Teachers.

Preamble

Teachers are duly licensed professionals who possess dignity and reputation with high moral values as well as technical and professional competence in the practice of their noble profession, and they strictly adhere to, observe, and practice this set of ethical and moral principles, standards, and values.

Article I: Scope and Limitations

Section 1. The Philippine Constitution provides that all educational institution shall offer quality education for all competent teachers. Committed to its full realization, the provision of this Code shall apply, therefore, to all teachers in schools in the Philippines.

Section 2. This Code covers all public and private school teachers in all educational institutions at the preschool, primary, elementary, and secondary levels whether academic, vocational, special, technical, or non-formal. The term “teacher” shall include industrial arts or vocational teachers and all other persons performing supervisory and /or administrative functions in all school at the aforesaid levels, whether on full time or part-time basis.

Article II: The Teacher and the State

Section 1. The schools are the nurseries of the future citizens of the state; each teacher is a trustee of the cultural and educational heritage of the nation and is under obligation to transmit to learners such heritage as well as to elevate national morality, promote national pride, cultivate love of country, instill allegiance to the constitution and for all duly constituted authorities, and promote obedience to the laws of the state.

Section 2. Every teacher or school official shall actively help carry out the declared policies of the state, and shall take an oath to this effect.

Section 3. In the interest of the State and of the Filipino people as much as of his own, every teacher shall be physically, mentally and morally fit.

Section 4. Every teacher, individually or as part of a group, has a right to seek redress against injustice to the administration and to extent possible, shall raise grievances within acceptable democratic possesses. In doing so, they shall avoid jeopardizing the interest and the welfare of learners whose right to learn must be respected.

Section 5. Every teacher has a right to invoke the principle that appointments, promotions, and transfer of teachers are made only on the basis of merit and needed in the interest of the service.

Section 6. A teacher who accepts a position assumes a contractual obligation to live up to his contract, assuming full knowledge of employment terms and conditions.

Article VII: School Officials, Teachers, and Other Personnel

Section 1. All school officials shall at all times show professional courtesy, helpfulness and sympathy towards teachers and other personnel, such practices being standards of effective school supervision, dignified administration, responsible leadership and enlightened directions.

Section 2. School officials, teachers, and other school personnel shall consider it their cooperative responsibility to formulate policies or introduce important changes in the system at all levels.

Section 3. School officials shall encourage and attend the professional growth of all teachers under them such as recommending them for promotion, giving them due recognition for meritorious performance, and allowing them to participate in conferences in training programs.

Section 4. No school officials shall dismiss or recommend for dismissal a teacher or other subordinates except for cause.

Section 5. School authorities concern shall ensure that public school teachers are employed in accordance with pertinent civil service rules, and private school teachers are issued contracts specifying the terms and conditions of their work; provided that they are given, if qualified, subsequent permanent tenure, in accordance with existing laws.

Article VIII: The Teachers and Learners

Section 1. A teacher has a right and duty to determine the academic marks and the promotions of learners in the subject or grades he handles, provided that such determination shall be in accordance with generally accepted procedures of evaluation and measurement. In case of any complaint, teachers concerned shall immediately take appropriate actions, observing due process.

Section 2. A teacher shall recognize that the interest and welfare of learners are of first and foremost concern, and shall deal justifiably and impartially with each of them.

Section 3. Under no circumstance shall a teacher be prejudiced or discriminate against a learner.

Section 4. A teacher shall not accept favors or gifts from learners, their parents or others in their behalf in exchange for requested concessions, especially if undeserved.

Section 5. A teacher shall not accept, directly or indirectly, any remuneration from tutorials other what is authorized for such service.

Section 6. A teacher shall base the evaluation of the learner's work only in merit and quality of academic performance.

Section 7. In a situation where mutual attraction and subsequent love develop between teacher and learner, the teacher shall exercise utmost professional discretion to avoid scandal, gossip and preferential treatment of the learner.

Section 8. A teacher shall not inflict corporal punishment on offending learners nor make deductions from their scholastic ratings as a punishment for acts which are clearly not manifestation of poor scholarship.

Section 9. A teacher shall ensure that conditions contribute to the maximum development of learners are adequate, and shall extend needed assistance in preventing or solving learner's problems and difficulties.

Article IX: The Teachers and Parents

Section 1. Every teacher shall establish and maintain cordial relations with parents, and shall conduct himself to merit their confidence and respect.

Section 2. Every teacher shall inform parents, through proper authorities, of the progress and deficiencies of learner under him, exercising utmost candor and tact in pointing out the learner's deficiencies and in seeking parent's cooperation for the proper guidance and improvement of the learners.

Section 3. A teacher shall hear parent's complaints with sympathy and understanding, and shall discourage unfair criticism.

Article X: The Teacher and Business

Section 1. A teacher has the right to engage, directly or indirectly, in legitimate income generation; provided that it does not relate to or adversely affect his work as a teacher.

Section 2. A teacher shall maintain a good reputation with respect to the financial matters such as in the settlement of his debts and loans in arranging satisfactorily his private financial affairs.

Section 3. No teacher shall act, directly or indirectly, as agent of, or be financially interested in, any commercial venture which furnish textbooks and other school commodities in the purchase and disposal of which he can exercise official influence, except only when his assignment is inherently, related to such purchase and disposal; provided they shall be in accordance with the existing regulations; provided, further, that members of duly recognized teachers cooperatives may participate in the distribution and sale of such commodities.

Article XI: The Teacher as a Person

Section 1. A teacher is, above all, a human being endowed with life for which it is the highest obligation to live with dignity at all times whether in school, in the home, or elsewhere.

Section 2. A teacher shall place premium upon self-discipline as the primary principle of personal behavior in all relationships with others and in all situations.

Section 3. A teacher shall maintain at all times a dignified personality which could serve as a model worthy of emulation by learners, peers and all others.

Section 4. A teacher shall always recognize the Almighty God as guide of his own destiny and of the destinies of men and nations.

Article XII: Disciplinary Actions

Section 1. Any violation of any provision of this code shall be sufficient ground for the imposition against the erring teacher of the disciplinary action consisting of revocation of his Certification of Registration and License as a Professional Teacher, suspension from the practice of teaching profession, or reprimand or cancellation of his temporary/special permit under causes specified in Sec. 23, Article III or R.A. No. 7836, and under Rule 31, Article VIII, of the Rules and Regulations Implementing R.A. 7836.

Article XIII: Effectivity

Section 1. This Code shall take effect upon approval by the Professional Regulation Commission and after sixty (60) days following its publication in the Official Gazette or any newspaper of general circulation, whichever is earlier.

VIII. SESSION 8: RESULTS-BASED PERFORMANCE MANAGEMENT SYSTEM (RPMS)

A. Desired Learning Outcomes

| Beginning Teacher | Proficient Teacher |
|--|---|
| DOMAIN 7: PERSONAL GROWTH AND PROFESSIONAL DEVELOPMENT STRAND: PROFESSIONAL REFLECTION AND LEARNING TO IMPROVE PRACTICE | |
| BTI 7.4.1 UNDERSTAND HOW PROFESSIONAL REFLECTION AND LEARNING CAN BE USED TO IMPROVE PRACTICE. | PTI 7.4.2 DEVELOP A PERSONAL PROFESSIONAL IMPROVEMENT PLAN BASED ON REFLECTION OF ONE'S PRACTICE AND ONGOING PROFESSIONAL LEARNING. |

B. Objectives

- a. Understand individual performance and one's personal accountability in becoming an effective teacher through the RPMS.
- b. Reflect on current teaching practices and identify development needs for personal and professional improvement.
- c. Prepare Individual Performance Commitment and Review Form (IPCRF)/Personal Professional Improvement Plan (PPIP) based on the reflection to ensure improve practices.

C. Glossary of Terms

| Term | Definition |
|--|--|
| Effectiveness/ Quality | The extent to which actual performance compares with targeted performance. The degree to which objectives are achieved and the extent to which targeted problems are solved. In management, effectiveness relates to <i>getting the right things done</i> . |
| Efficiency | The extent to which time or resources is used for the intended task or purpose. Measures whether targets are accomplished with a minimum amount of quantity of waste, expense, or unnecessary effort. In management, efficiency relates to <i>doing the things right</i> . |
| Head of Agency (Principal) | refers to the approving authority enumerated in Annex A (DO 2, s 2015) who determines the final performance rating of an individual employees based on proof of performance |
| Individual Performance Commitment and Review Form (IPCRF) | the form that shall reflect the individual commitments and performance, which shall be accomplished by individual employees. |
| Key Result Area (KRA) | They refer to the general outputs or outcome—the mandate or the functions of the office and/or the individual employee. The KRAs are the very reasons why an office and/or a job exists (D.O. No. 2, s. 2015). In the context of the RPMS Tools, the KRAs capture the Domains of the PPST – a document that defines teacher quality in the country. The KRAs are: (1) Content Knowledge and Pedagogy, (2) Learning Environment and Diversity of Learners, (3) Curriculum and Planning, (4) Assessment and Reporting, and the (5) Plus Factor. |
| Major Final Output (MFO) | a good or service that an organization, unit, or individual personnel is mandated to deliver to internal and external clients through the achievement of specific objectives under the key result areas |
| Means of Verification (MOV). | The MOV column gives Ratees and Raters list of documents that can prove the teachers' attainment of objectives. They have been judiciously selected to show evidence of attainment of objectives. Teachers gather, select, organize and annotate MOV to help Raters in assessing teacher performance. |

| | |
|--|--|
| | MOV include classroom observation tool (COT) rating sheet and/or interobserver agreement form; lesson plans/modified daily lesson logs (DLLs); instructional materials; formative and summative assessment tools; compilations of student outputs; certificates of attendance to professional development activities like graduate studies, seminars, forums, and/or learning action cells; and evidence showing the conduct of collaborative activities with parents/colleagues/other stakeholders. |
| Objective | They are specific tasks that an office and/or individual employee needs to do to achieve the KRAs. In the RPMS Tools, teachers target thirteen (13) objectives to realize the five (5) KRAs. These objectives are aligned with the indicators of the Philippine Professional Standards for Teachers (PPST). |
| Performance Indicator (PI) | This part provides the exact quantification of objectives, which shall serve as the assessment tool that gauges whether performance is positive or negative (D.O. No. 2 s. 2015). In the RPMS Tools, the performance indicators provide descriptions of quality and quantity given five performance levels: 5-Outstanding, 4-Very Satisfactory, 3-Satisfactory, 2-Unsatisfactory, and 1-Poor. |
| Performance Monitoring and Coaching Form (PMCF) | the form intended for capturing the significant incidents. |
| Ratee | are the teachers from all career stages, Teacher I-III and Master Teacher I-IV who submit their portfolios as evidence of their teaching performance. Senior High School teachers, including those who are in probationary status, shall use the tools corresponding to their current rank/position, regardless of the years in service. |
| Rater | refer to the School Heads (e.g. Principals, Teachers-in-Charge, Head Teachers), Department Heads and/or Master Teachers who assess teacher portfolios to gauge teacher performance. |
| Result-based Performance Management System (RPMS) Tools | RPMS Tools pertain to the two different teacher performance assessment instruments, one for Teacher I-III (Proficient Teachers) and another for Master Teacher I-IV (Highly Proficient Teachers). Each tool describes the duties and responsibilities of teachers across career stages; |

| | |
|-------------------|---|
| | <p>the Key Result Areas (KRAs) for the realization of those duties and the specific objectives to attain the KRAs. Each tool also presents in detail the various Means of Verification (MOV) that serve as proof of the attainment of specific objectives alongside performance indicators, from outstanding to poor performance, to help both Ratees and Raters in the assessment process.</p> |
| Timeliness | <p>Measures whether the deliverable was done on time based on the requirements of the rules and regulations, and/or clients/stakeholders. Time-related performance indicators evaluate such things as project completion deadlines, time management skills and other time-sensitive expectations.</p> |

D. Key Concepts

1. Who uses the RPMS Tools?

Raters and Ratees from across career stages use the RPMS Tools for gauging the quality of teacher performance.

Raters refer to the School Heads (e.g. Principals, Teachers-in-Charge, Head Teachers), Department Heads and/or Master Teachers who assess teacher portfolios to gauge teacher performance.

Ratees are the teachers from all career stages, Teacher I-III and Master Teacher I-IV who submit their portfolios as evidence of their teaching performance. Senior High School teachers, including those who are in probationary status, shall use the tools corresponding to their current rank/position, regardless of the years in service.

2. What are the RPMS Tools?

RPMS Tools pertain to the two different teacher performance assessment instruments, one for Teacher I-III (Proficient Teachers) and another for Master Teacher I-IV (Highly Proficient Teachers).

Each tool describes the duties and responsibilities of teachers across career stages; the Key Result Areas (KRAs) for the realization of those duties and the specific objectives to attain the KRAs. Each tool also presents in detail the various Means of Verification (MOV) that serve as proof of the attainment of specific objectives alongside performance indicators, from outstanding to poor performance, to help both Ratees and Raters in the assessment process.

RPMS Tool for Teacher I-III (Proficient Teachers). This tool is for Teacher I, Teacher II and Teacher III (TI-TIII). They are expected to be proficient in their practice and professionally independent in the application of skills vital to the teaching and learning process.

Generally, teachers at this level are expected to: (i) display skills in planning, implementing, managing and evaluating learning programs; (ii) actively engage in collaborative learning with the professional community and other stakeholders for mutual growth and advancement; and (iii) reflect on their practice to continually consolidate the knowledge, skills and practices of career stage 1 teachers.

RPMS Tool for Master Teacher I-IV (Highly Proficient Teachers). This tool is for Master Teacher I to Master Teacher IV. They are expected to be at the Highly Proficient career stage, which means that they consistently display a high level of performance in their teaching practice. Generally, Master Teacher I-IV are expected to: manifest an in-depth and sophisticated understanding of the teaching and learning process; • have high education-focused situation cognition, are more adept in problem solving and optimize opportunities gained from experience; provide support and mentoring to colleagues in their professional development, as well as work collaboratively with them to enhance the potential for learning and practice of their colleagues; and • continually seek to develop their professional knowledge and practice by reflecting on their own needs and those of their colleagues and learners.

3. *What are the parts of the RPMS Tools?*

All RPMS Tools contain the following parts:

Job Summary. This part shows the position and the competency profile of the ratee.

Qualification Standards. This part lists the Civil Service Commission (CSC) requirements and other preferred requirements for the particular position.

Duties and Responsibilities. This section presents all the duties and responsibilities of the teachers, which vary in complexity or expectation depending on the teachers' position or rank.

Key Result Areas. They refer to the general outputs or outcome—the mandate or the functions of the office and/or the individual employee. The KRAs are the very reasons why an office and/or a job exists (D.O. No. 2, s. 2015).

In the context of the RPMS Tools, the KRAs capture the Domains of the PPST – a document that defines teacher quality in the country.

The KRAs are: (1) Content Knowledge and Pedagogy, (2) Learning Environment and Diversity of Learners, (3) Curriculum and Planning, (4) Assessment and Reporting, and the (5) Plus Factor.

Objectives. They are specific tasks that an office and/or individual employee needs to do to achieve the KRAs. In the RPMS Tools, teachers target thirteen (13) objectives to realize the five (5) KRAs. These objectives are aligned with the indicators of the Philippine Professional Standards for Teachers (PPST).

Means of Verification (MOV). The MOV column gives Ratees and Raters list of documents that can prove the teachers' attainment of objectives. They have been judiciously selected to show evidence of attainment of objectives.

Teachers gather, select, organize and annotate MOV to help Raters in assessing teacher performance.

MOV include classroom observation tool (COT) rating sheet and/or interobserver agreement form; lesson plans/modified daily lesson logs (DLLs); instructional materials; formative and summative assessment tools; compilations of student outputs; certificates of attendance to professional development activities like graduate studies, seminars, forums, and/or learning action cells; and evidence showing the conduct of collaborative activities with parents/colleagues/other stakeholders.

Performance Indicators. This part provides the exact quantification of objectives, which shall serve as the assessment tool that gauges whether performance is positive or negative (D.O. No. 2 s. 2015).

In the RPMS Tools, the performance indicators provide descriptions of quality

and quantity given five performance levels: 5-Outstanding, 4-Very Satisfactory, 3-Satisfactory, 2-Unsatisfactory, and 1-Poor.

4. *What are the steps in the RPMS?*

Refer to the *Results-Based Performance Management System Manual for Teachers and School Heads* for your guide to using RPMS Toos for Teachers, from portfolio preparation to assessment.

E. **Activities and Assessment**

Recall your teaching practices and make a list of your strengths and development needs.

| Strengths | Development Needs | Actions to be undertaken | Timeline | Resources Needed |
|-----------|-------------------|--------------------------|----------|------------------|
| | | | | |

Provide appropriate objectives, activities, and outputs on the given KRAs

| KRAs | Objectives | Activities | Outputs/MOV |
|--------------------------|------------|------------|-------------|
| Classroom management | | | |
| Professional Development | | | |
| Community | | | |

| KRAs | Objectives | Activities | Outputs/MOV |
|-------------|-------------------|-------------------|--------------------|
| Development | | | |

Write down performance indicators based on the identified objectives and KRAs.

| KRAs | Objectives | Performance Indicators |
|-------------------------------------|-------------------|-------------------------------|
| Class management | | |
| Professional growth and development | | |
| Community development | | |

F. Reflection

Reflect on the following questions.

1. Recall your experience on how you have accomplished your previous IPCRF and learning activities and assessment. What insights have you learned from them?
2. Are there other interventions you need to continuously improve yourself? Cite examples.
3. In a form of a journal, write your synthesis of learning gained from this lesson and the points that challenge and inspire you as a newly hired teacher.

XI. SESSION 9: SALARIES, WAGES, AND BENEFITS OF TEACHERS

A. Desired Learning Outcome

| Beginning Teacher | Proficient Teacher |
|---|---|
| Domain 6: Community Linkages and Professional Engagement Strand: <i>Professional ethics</i> | |
| BTI 6.3.1 Be aware of existing laws and regulations that apply to the teaching profession, and be familiar with the responsibilities specified in the Code of Ethics for Professional Teachers. | PTI 6.3.2 Regularly review personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers. |

B. Objectives

- a. Enumerate and explain the existing laws and regulations on the different incentives, privileges, benefits, awards, and recognition for teachers.
- b. Discuss how teachers can avail themselves of these benefits.
- c. Reflect on the importance of the benefits being given to teachers.

C. Pre-Test

Directions: Encircle the letter of the best answer.

1. What is the program requiring newly hired teachers to read the series of learning modules and do several activities?
A. orientation program C. in-service program
B. induction program D. professional program
2. What do you call to the “2 months’ summer vacation pay” being paid to teachers?
A. teacher’s leave pay C. proportional vacation pay
B. special leave pay D. leave of absence pay
3. What privilege is given to a pregnant, married or unmarried teacher?
A. teacher’s study leave C. maternity leave
B. teacher’s sick leave D. all of the above
4. Who among these teachers can avail of wedding anniversary leave?
A. A teacher who has rendered 7 years of continuous service.
B. A teacher who has accumulated service credits.
C. A teacher who does not enjoy the 2 months long vacation.
D. Only married teachers.
5. Which of the following benefits is not given annually?
A. Clothing Allowance
B. Step Increment
C. Cash gift of five thousand pesos
D. Performance Based Bonus
6. Which of the following is the primary basis for the computation of the retirement benefits?
A. Age of the teacher C. Age and number of years in service
B. Health condition D. Number of teaching experience
7. What Republic Act allows one salary grade higher upon retirement?
A. R.A 4670 B. R.A. 4760 C. R.A. 7640 D. R.A.1476
8. What government agencies take care of the social security protection of teachers both public and private schools?
A. GSIS and Philhealth C. Philhealth and SSS
B. GSIS and SSS D. Philhealth and Pag-ibig
9. What is the primary requirement for a public school teacher to avail study and scholarship grants?
A. Must be less than 50 years old.
B. Must have taught for at least 2 years and must hold a regular appointment.
C. Must hold a college degree related to the field of study or has sufficiently demonstrated ability and experience in the scholarship field.

D. Must have no pending application for scholarship or studygrant under another program.

10. What law allows the solo parent employee to avail parental leave where physical presence is required?

- A. Civil Service Commission Memorandum Circular No. 07, series 2004.
- B. Civil Service Commission Memorandum Circular No. 08, series 2004.
- C. Civil Service Commission Memorandum Circular No. 09, series 2004.
- D. Civil Service Commission Memorandum Circular No. 10, series 2004.

D. Key Concepts and Vocabulary

1. Trainings

Teachers, when employed by the government, are provided incentives to develop and harness their personal assets and potentials to enhance their skills, talents, and values for better public service.

Examples of these incentives are trainings to which you may be sent. These trainings can be either local or even abroad. The agency shall ensure that each teacher shall undergo at least one planned training per year based from the training needs of teachers' survey conducted by the school head. These trainings include the following:

- a. **Induction program** - program for newly hired teachers for them to develop a sense of pride, belongingness, and commitment to public service.
- b. **Orientation program** - activities and courses to inform new teachers about the government programs, thrusts, and operations as well as duties, responsibilities, benefits, and privileges.
- c. **Reorientation program** - introduce new duties, responsibilities, policies and programs to employees including teachers who have been in the service for some time.
- d. **Professional, Technical, Scientific Program** - trainings in specific areas to enhance teachers' skills and knowledge.
- e. **Career path program** - a set of professional activities conducted to enhance skills, capabilities, and maximize the professional growth and promotion in the service of teachers. Enrolment in a graduate program is a career path teacher may pursue.

2. Study Grants, Scholarships, Fellowships

Competitive or noncompetitive scholarship grants are also available to teachers in the department, as well as study leave with pay both for local or foreign studies.

Scholarship Guidelines:

- a. For local scholarships, one must be less than 50 years old; there is no age limit for foreign scholarship unless otherwise specified by the donor country or institution.
- b. One must have taught for at least 2 years and must hold a regular appointment.
- c. One must be a college degree holder related to his or her field of study or has sufficiently demonstrated ability and experience in the scholarship field.
- d. One must have no pending application for scholarship or study grant under another program.
- e. One must ensure that the normal work is not hampered when availing the scholarship grant.
- f. A scholarship program with service contract will oblige you to render return service for the privilege you earned before you can apply for another scholarship.
- g. Your selection as a scholar includes criteria on knowledge, potential training needs, a very satisfactory performance rating in the previous years of service, relevance of the training to the work, and number of training programs attended (local and/or foreign).

Available scholarships:

a. Local Scholarship Program of the Civil Service Commission

This scholarship program is open to all government employees who want to pursue a one-year master's degree.

Criteria:

1. Must have passed the written and oral examinations of the admitting school.
2. Must be endorsed by the employing agency.

As an LSP scholar you may be allowed to study but at the same time report to your school for duty provided your course is finished within the prescribed time. If you will not be allowed to study on official time, you may go on official vacation leave with pay, or leave without pay. This leave should not be more than 1 year in case you have no more leave credits.

b. Scholarship as Provided in the Magna Carta for Public School Teachers.

This scholarship privilege is made available by the government through the DepEd teachers who have served the public school for at least 7 years and need time to complete a master's degree. The guidelines are provided by the Civil Service Commission and it can be enjoyed by teachers in any recognized schools.

Private organizations or other sponsoring agencies also offer scholarship grants with specific guidelines, Memorandum of Agreement, and Scholarship Contract.

3. Leave Privileges of Teachers

Teaching is a full-time job. Teachers spend 8 hours a day in school or even more, often bringing home some school work. If a teacher is poor in time management he/she may get exhausted. Leave privileges are provided aside from the 2 months' long vacation in summer, based on the provisions of the DepEd 2002 Service Manual for Public School Teachers.

The leave privileges available for public school teachers are leave of absence, maternity leave, paternity leave, teacher's leave, and special leave privileges as stipulated in the Service Manual for Public School Teachers. For those teaching in the private schools, these privileges are stipulated in their incentives and collective bargaining agreements as provided by the Department of Labor.

Teachers who render work during the prescribed office hours and do not enjoy the 2 months' summer vacation shall be entitled to 15 days' vacation and 15 days sick leave every year.

Only married pregnant women who are teaching and have rendered at least an aggregate of 2 years of service are entitled to maternity leave of 60 calendar days with full pay. You can avail yourself of this maternity leave even if the delivery or miscarriage happens to fall during the 2 months long vacation. You can claim for both the maternity benefits and the proportional vacation pay. However, the enjoyment of maternity leave cannot be deferred. You should avail of it either before or after the actual period of delivery in a continuous and uninterrupted manner, not exceeding 60 calendar days. You can avail of maternity leave in every instance of pregnancy regardless of the frequency. If you are a qualified female teacher who has rendered service for over a year but less than 2 years, you may avail yourself of the privilege but the payment shall be computed in proportion to the length of service. You can be

entitled to 60 days' leave but you will be paid only for the number of days based on the ratio of 60 days to 2 years of service.

Only married male teachers are entitled to paternity leave of 7 days for the first 4 children regardless of whichever legal wife you have, gives birth. You cannot accumulate nor convert to cash any paternity leave. Like the wife, it can be enjoyed by the husband, before, during or after the childbirth or miscarriage of his legitimate wife.

There are other two kinds of teachers' leave. The study leave and the sick leave. If you have rendered at least 7 years of continuous service, you are entitled to a study leave with pay not exceeding 1 school year subject to the approval of the head of the office. Sick leave with pay can be availed of by the teacher if such leave will be charged against your accrued service credits. You earn service credits if you render services during summer, Christmas vacation, or holidays as authorized by proper authorities.

The special leave privileges which can be enjoyed are funeral or mourning leave for a nearest relative to include spouse, children, sibling, and parents; graduation leave for spouse and children; enrolment leave, wedding anniversary leave, birthday, hospitalization leave, accident leave, relocation leave, government transaction leave, and calamity leave. However, you are not entitled to these leaves if you are enjoying the 2-month long vacation. Being paid while on vacation is a privilege that teachers enjoy besides the opportunities to grow in the profession through scholarships grants. Parental leave is a leave benefit granted to solo parents to enable said parent to perform parental duties and responsibilities where physical presence is required as provided under Civil Service Commission Memorandum Circular No. 08, series 2004. Parental leave of 7 days shall be granted to any solo parent employee subject to the following conditions:

- a. The solo parent must have rendered government service for a least 1 year, whether continuous or broken, reckoned at the time of the effectivity of the law on 22 September 2002, regardless of the employment status.
- b. The parental leave shall be availed of every year and shall not be convertible to cash. If not availed within the calendar year, said privilege shall be forfeited within the same year.
- c. The parental leave shall be availed of on a continuous or staggered basis, subject to the approval of the administrator. In this regard, the solo parent shall submit the application for parental leave at least 1 week prior to availing the solo parent leave, except on emergency cases.
- d. The solo parent employee may avail of parental leave under any of the following circumstances:
 1. Attend to personal milestones of a child such as birthday, communion, graduation, and other similar events;
 2. Perform parental obligations such as enrollment and attendance in school programs, PTA meetings, and the like;
 3. Attend to medical social, spiritual, and recreational needs of the child; Other similar circumstances necessary in the performance of parental duties and responsibilities, where physical presence of the parent is required.

4. The head of agency/office concerned may determine whether granting of parental leave is proper or may conduct the necessary investigation to ascertain if grounds for termination and withdrawal of the privilege exist.

4. Entitlements/Benefits for Teachers

The tables below illustrate in detail the on top benefits of teachers aside from their compensation or salaries.

| Compensation and Benefits | | | |
|--|---|------------------|---|
| Particulars | Amount | Frequency | Legal Basis |
| Basic Salary | Refer to the Attached Salary Schedule | Monthly | DBM NBC No. 546 dated February 24, 2016 |
| Personnel Economic Relief Allowance (PERA) | 2,000.00 | Monthly | DBM NBC No. 2009 -3 dated August 18, 2009 |
| * Representation and Transportation Allowance (RATA) | Refer to the Attached RATA Schedule | Monthly | DBM NBC No. 546, dated January 17, 2013 |
| Mid-Year Bonus | One (1) month basic salary | Annually | DBM NBC No. 546 dated February 24, 2016 |
| Year-End Bonus | One (1) month basic salary | Annually | DBM NBC No. 2010 -1 dated April 28, 2010 |
| Cash Gift | 5,000.00 | Annually | |
| <i>* Applicable only for Division Chiefs positions and above</i> | | | |
| DEPARTMENT OF EDUCATION | | | |
| Particulars | Amount | Frequency | Legal Basis |
| Productivity Incentive Benefit (PIB) | 2,000.00 | Annually | DBM Circular Letter Nos. 3-97, 2001-6 and 2002-3 dated January 31, 1997, March 2, 2001 and January 2, 2002 |
| Performance-Based Bonus (PBB) | Ranges from 35,000.00 (Highest) to 5,000.00 (Lowest) depending on the performance of each delivery unit | Annually | Executive Order No. 80 s. 2012 entitled Directing the Adoption of a Performance Based Incentive System (PBIS) for Gov't Employees |
| Productivity Enhancement Incentive (PEI) | 5,000.00 | Annually | DBM Budget Circular No. 2013-3 dated November 21, 2013 |
| DEPARTMENT OF EDUCATION | | | |

Compensation and Benefits

| Particulars | Amount | Frequency | Legal Basis |
|--------------------|---|-----------|--|
| Clothing Allowance | 5,000.00 | Annually | DBM NBC No. No. 2012-1 dated February 23, 2012 |
| Loyalty Pay | 10th year: P10,000.00 15th year: P5,000.00 20th year: P5,000.00 25th year: P5,000.00 30th year: P5,000.00 35th year: P5,000.00 40th year: P5,000.00 | | COA Circular No. 2013-003A s. 2013 |
| Step Increment | One (1) Step Increment shall be granted to officials and employees for three (3) years of continuous satisfactory service in the position | | Joint CSC and DBM Circular No. 1, s. 1990 |

DEPARTMENT OF EDUCATION

a. Disability Benefits

There are three types of benefits for public school teachers: permanent total disability, permanent partial disability, and temporary total disability. Similar benefits are also provided for the private school teachers.

- i. **Permanent Total Disability** - If you are in active service at the time of disability or has been separated from service but have paid 36 monthly contributions to GSIS within the last 5 years immediately following the disability or you have paid a total of at least 180 monthly contributions, you are entitled to disability benefits. Your benefit is in the form of a monthly income for life. This is equivalent to the basic monthly pension plus a cash payment equivalent to 18 times your basic monthly pension effective the date of your disability.
- ii. **Permanent Partial Disability** - If you are in service at the time of disability or is separated from service but have paid 36 monthly contributions within the last 5 years immediately preceding the disability or have paid a total of at least 180 monthly contributions, you are eligible for permanent partial disability benefits in the form of cash payment.
- iii. **Temporary Total Disability** - If you are in active service at the time of your disability and you have exhausted your sick leave credits or if you are separated but have rendered at least 3 years of service and have paid at least 6 monthly contributions in the 12-month period immediately following the disability, you may be entitled to benefits. The temporary disability however, must not be due to your grave misconduct, notorious negligence, habitual intoxication or willful intention to kill yourself or another.

b. Medical Care

Public and private school teachers are entitled to medical care benefits from the Philippine Health Insurance (Phil Health). These benefits include hospitalization and other medical services as stipulated by the Medicare law. As a member, must have paid at least 3 monthly contributions during the 6-month period prior to the month of availment.

c. Other Benefits

Aside from the many benefits mentioned earlier, there are other benefits which are provided by specific laws and circulars of appropriate governmental agencies. The same may have been provided by the private sector. These other benefits include the following:

- i. **One salary grade increase** on retirement as provided by R.A. 4670. When you retire, you will be given the corresponding step of the next higher range, which shall be the basis of the computation of both the lump sum and the monthly benefits you will receive.
- ii. You will have **salary adjustments** based on approved record form of Teachers Appropriation provided annually in GAA (Circular Letter No. 84-4, May 30, 1984)
- iii. **Step increment**- If you are a deserving teacher based on merits and length of service you will be given step increment. An appropriation is provided annually in the GAA. Sec. 13 of R.A. 6758 and joint CSC and DBM Cir. No. 1, s. 1990 provides the guideline for such benefit.
- iv. Provident **fund** for DepED personnel including teachers. A provident fund provides loans for emergency needs like tuition fees of your children, expenses of your immediate dependent and for similar purposes.
- v. **Shelter Program for Teachers**-Teachers need decent and affordable housing. Housing loans are available from GSIS, the PAG-IBIG Fund and Home Mortgage Finance Corporation.
- vi. **Automatic Upgrading of Positions** for Eligible Public School Teachers through Equivalent Records Form (ERFs) Scheme. Automatic position upgrading is granted to Teachers I who have rendered 20 years or more of satisfactory teaching service without the need for filling an application for ERF upgrading.

E. Activities and Assessment

Reflect on the following statements and write your impressions.

1. Teachers employed by the government are provided incentives to develop and hone their potentials, and values for better public service.
2. Induction programs are activities to update newly-hired teachers about the government thrusts, operations, duties, responsibilities, benefits, and privileges.

3. A scholarship program service contract will oblige you to render return service for the privilege you earned before you can apply for another scholarship.
4. A local scholarship program may be allowed to teachers who may at the same time report to school provided the degree or course is finished within the prescribed period. However, if teachers will not be allowed to study on official time, they may go on official vacation leave with pay, or leave without pay. This leave should not be more than 1 year in case there are not enough leave credits.
5. A graduate program is a career path teachers may pursue to enhance and maximize professional growth and for promotion in the department.

Complete the table by providing data

| Leave Privileges | Are you entitled with this leave? (Yes or No) | State the said provision as stated in the law | Is it reasonably lawful? Explain. |
|-------------------------|--|--|--|
| 1. Maternity Leave | | | |
| 2. Paternity Leave | | | |
| 3. Study Leave | | | |
| 4. Sick leave | | | |
| 5. Vacation leave | | | |
| 6. Parental Leave | | | |

F. Reflection

“I AM VALUED AND REWARDED”

Write insights gained and perceived on teacher’s entitlements benefits, rewards, and recognition.

G. Post-Test

Direction: Encircle the letter of the best answer.

1. What is the program requiring a newly hired teachers to read series of learning modules and do several activities?
A. orientation program
B. induction program
C. in-service program
D. professional program
2. The so-called “2 months’ summer vacation pay” paid to teachers?
A. teacher’s leave pay
B. special leave pay
C. proportional vacation pay
D. leave of absence pay
3. A privilege that a pregnant teacher, married and / or unmarried is entitled to is called
A. teacher’s study leave
B. teacher’s sick leave
C. maternity leave
D. all of the above
4. Who among of these teachers can avail the wedding anniversary leave?
A. A teacher who has rendered 7 years of continuous service.
B. A teacher who has accumulated service credits.
C. A teacher who does not enjoy the 2-months long vacation.
D. Only married teachers.
5. Which of these benefits teachers cannot enjoy annually?
A. Clothing Allowance.
B. Step Increment.
C. Cash gift of P5,000.00.
D. Performance-Based Bonus
6. Which of the following is the primary basis for the computation of the retirement benefits?
A. Age of the teacher
B. Health condition
C. Age and number of years in service
D. Number of teaching experience
7. What Republic Act allows one salary grade higher upon retirement?
A. R.A 4670 B. R.A. 4760 C. R.A. 7640 D. R.A.1476
8. The agencies that take care of the social security protection of teachers both public and private schools are
A. GSIS and Philhealth
B. GSIS and SSS
C. Philhealth and SSS
D. Philhealth and Pag-ibig
9. What is the primary requirement for a public school teacher in availing themselves of study and scholarship grants?
A. Must be less than 50 years old.
B. Must have taught for at least 2 years and must hold a regular appointment.
C. Must hold a college degree related to the field of study or has sufficiently demonstrated ability and experience in the scholarship field.
D. Must have no pending application for scholarship or study grant under another program.

10. What law allows the solo parent employees to avail parental leave where his or her physical presence is required?
- A. Civil Service Commission Memorandum Circular No. 07, series 2004.
 - B. Civil Service Commission Memorandum Circular No. 08, series 2004.
 - C. Civil Service Commission Memorandum Circular No. 09, series 2004.
 - D. Civil Service Commission Memorandum Circular No. 10, series 2004.

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