

Session 4

Assessment in the Context of the Philippine Professional Standards for Teachers (PPST)

A. Introduction

A nation's teachers are its foundation. The Philippines' ability to foster holistic learners who are morally grounded, technologically savvy, and ready to drive the country forward depends on the caliber of its teaching force. This aligns with the goal of the Philippine Department of Education to create citizens who are deeply patriotic and whose core beliefs and skills set them up to reach their most significant potential as productive members of society.

Teachers' responsibilities go beyond imparting only "subjective knowledge" to their charges. The teachers are the pupils' examples to follow. They are tasked with involving pupils in a wide variety of classroom activities. In addition to the evaluation reports, they must provide the students with the necessary comments. They may be a guide, tutor, friend, or spectator. They do more than just instruct; they bolster the pupils' confidence. Teachers should inspire their pupils to pursue their interests with enthusiasm and self-assurance. Teachers who invest a great deal of time and energy into their students' education are more likely to impact their pupils' development as learners positively.



The teachers need to evaluate the pupils once they have finished instructing the students in the classroom on the various subjects. As a result, evaluation helps assess the pupils' levels of learning. The teachers will be able to give appropriate comments to the kids once they have seen the reports. The delivery of this

feedback should bolster the students' self-assurance, and they should be encouraged to do their best work as a result.

In this lecture, we will explore how teachers are construed as the lifeblood of the school through the Philippine Professional Standards for Teachers (PPST). As a pre-service teacher, you are prepared to be at least a beginning teacher equipped with the basic knowledge, pedagogy, and competencies to handle basic education classes accurately, appropriately, and adequately.

Session 3 Conclusion

Assessment in learning is figuring out how students learn and what they have learned and evaluating how relevant and effective teaching is. The teaching and learning process is assessed for three main reasons: planning to teach, monitoring learning progress with students' participation, and measuring the extent and degree of student learning.

B. Session Objectives

After completing this module, you are expected to be able to:

1. Describe the career development path of teachers;
2. Explore the domains and strands of the PPST; and,
3. Discuss the educational standards and performance goals in assessing the teaching and learning process.

C. Session Content

1. The Career Development Path of Teachers in the Philippines

The progression from initial training to advanced model practices is an essential part of the professional development of teachers. The professional standards for teachers acknowledge the relevance of an archetype that articulates developmental progression as instructors evolve, polish their practice, and adapt to the complexity of educational reforms. These standards are founded on the notion of learning that continues throughout life.

The following instances, which outline the job that teachers do at various times of their careers, make apparent the components of high-quality teaching appropriate for the 21st century. They include descriptions shaped by teachers' understandings of what is necessary at each of the four Career Stages, and they are a part of the Career Development Framework. The descriptors provide a foundation for attracting, preparing, developing, and supporting educators, symbolizing a progression of professional growth within the teaching profession.

Career Stage 1: Beginning Teaching. Beginning Teachers have earned the credentials necessary to work as educators. They are well-versed in the material and pedagogy of their respective fields of study. They have the background and disposition to help students learn and grow as individuals. Based on the individual requirements of their pupils, they administer learning programs and employ tactics that foster academic growth. To strengthen their teaching methods, they consult with more seasoned teachers.

Career Stage 2: Proficient Teaching. Proficient teachers have achieved professional independence in the use of skills that are essential to the process of teaching and learning. They provide pedagogically oriented programs that are compliant with the criteria of the curriculum and the assessments. They demonstrate competence in developing, implementing, and managing educational programs. They participate actively in collaborative learning with professional community members and other stakeholders to foster growth and advancement for all parties involved. They are practitioners who engage in reflective practice and consistently consolidate teachers' knowledge, abilities, and procedures in Career Stage 1.

Career Stage 3: Highly Proficient Teaching. Superior in capability, teachers' performance is consistently strong, which is a testament to the quality of their instruction. They have a deep and sophisticated understanding of the educational process, which is an asset. They have a high education-focused situation cognition, are more skilled in problem-solving, and can maximize the opportunities learned through experience. Stage 3 of a Career Teachers work with their colleagues to improve both their teaching and their student's learning, and they also provide their colleagues assistance and mentorship. They are constantly working to advance their professional knowledge and practice by considering their requirements and the requirements of their other teachers and pupils.

Career Stage 4: Distinguished Teaching. Regarding education, teachers represent the pinnacle of excellence based on international best practices. They have an extraordinary ability to elevate education standards for themselves and their students. They are pioneers, influential educators, and innovators in forming new relationships. Their influence on their coworkers, pupils, and others lasts a lifetime. In their quest for superior education, they relentlessly pursue professional growth and relevance. They show dedication to motivating educators and other stakeholders to enhance educational opportunities for Filipinos.

2. Domains and Strands of PPST

The Philippine Professional Standards for Teachers defines teacher quality in the Philippines. The standards define what students should learn from their teachers as they progress. Teachers can better comprehend the standards when they apply them to a broader and more distinct variety of classroom settings.

The following specifies the breadth of the Seven Domains needed for 21st-century teachers to be successful in the Philippines. To be considered a quality educator in the Philippines, one must have the following traits.

- a. **Content Knowledge and Pedagogy** - be familiar with the value of topic knowledge, its interconnection across curricular areas, and a critical awareness of teaching and learning theories and practices. They engage in developmentally appropriate and relevant education based on topic knowledge and current research. They employ communication, teaching, and technology abilities to assist in teaching and learning in Mother Tongue, Filipino, and English.
- b. **Learning Environment** - promote safe, secure, fair, and supportive learning environments that encourage student responsibility and success. They successfully regulate student behavior in real and virtual spaces and create a learning-focused atmosphere. Teachers use diverse tools and engage students in interesting activities to promote positive classroom relationships and achieve high learning levels.
- c. **Diversity of Learners** - create inclusive learning environments. They consider participants' different traits and experiences while designing learning opportunities. They promote classroom diversity and varied education to prepare students for a changing local and global context.
- d. **Curriculum and Planning** - meet national and local curricular standards. They create meaningful learning activities based on successful teaching and learning techniques from curricular material. They use their professional expertise to plan and develop well-structured, sequenced, contextually relevant, responsive, and multi-resource classes alone or with colleagues. They express learning goals to encourage involvement, comprehension, and success.

- e. **Assessment and Reporting** - use various assessment methods to track, evaluate, document, and report students' needs, progress, and success. Assessment data informs and improves teaching and learning initiatives. Feedback from learners influences the reporting cycle and helps teachers choose and implement effective assessment methods.
- f. **Community Linkages and Professional Engagement** - build school-community collaborations to improve learning and community participation. They seek opportunities to connect classroom learning to the experiences, interests, and goals of the school community and other stakeholders. They understand and respect professional ethics, responsibility, and openness to build harmonious relationships with students, parents, schools, and the community.
- g. **Personal Growth and Professional Development** - Prioritize personal and professional progress and show great regard for the profession by retaining care, respect, and honesty in teaching. Personal and professional reflection and practice improvement are essential to them. They take charge of lifelong learning via personal and professional progress.

3. Focus on Domain 5: ASSESSMENT and REPORTING

The procedures linked with the many different assessment instruments and tactics that instructors utilize in monitoring, assessing, recording, and reporting learners' needs, progress, and accomplishments fall within the purview of Domain 5. This domain focuses on how assessment data may be used to improve and inform the teaching and learning process and programs. It is the responsibility of instructors to provide learners with appropriate feedback regarding the results of their learning. This input is included in the reporting cycle, allowing educators to select, organize, and implement valid assessment procedures.

This domain comprises five strands that elaborate on how assessment is planned, implemented, and evaluated so that results are reported accordingly.

Strand 5.1

Design, selection, organization, and utilization of assessment strategies

The assessment policies and guidelines that relate to the design, selection, organization, and use of adequate diagnostic, formative, and summative assessment procedures are evaluated by the teacher as the first step in determining whether or not they are appropriate for the curriculum requirements.

Strand 5.2

Monitoring and evaluation of learner progress and achievement

Teachers are enjoined to assist coworkers with properly analyzing and utilizing learner attainment data and provide guidance on this topic. Find out where your pupils are at skill-wise. Create well-defined academic objectives. Collect proof by observing your classes. Maintain order. Examine your findings in light of established criteria for educational achievement. Inform your folks how things are coming along.

Strand 5.3

Feedback to improve learning

Feedback is an integral part of the way we learn. It can be used to improve teaching and learning methods because it has an instant effect on the learning process and directly affects both teaching and learning.

Feedback helps all students understand what they are learning and shows them how to improve their way of learning. Feedback can help students feel better about themselves, learn more about themselves, and get excited about their learning. Students can do better in school or research if they get helpful input.

Strand 5.4

Communication of learner needs, progress, and achievement to key stakeholders

Teachers are expected to share with their peers various strategies that ensure effective communication of learner requirements, progress, and achievement to key stakeholders, such as parents/guardians.

Strand 5.5

Use of assessment data to enhance teaching and learning practices and programs

The desired learning results are the main things used to plan, create, and evaluate the teaching and learning process. Many countries don't keep good records on who learns and who doesn't, so it's hard to know how big the learning gap is. Assessments of learning give information about how well people are learning, which can be used to check on the quality of processes and how well students are learning. Regular tracking can show how things change over time in response to measures meant to help students do better, giving feedback and more information that can be used to make decisions.

D. Conclusion

Domain 5 of the Philippine Professional Standards for Teachers (2017), Assessment and Reporting, along with its five strands, determines the ideals teachers consider in designing, using, and evaluating assessment strategies. Among the standards are the congruence to the curriculum guides and learning essentials to the assessment instrument being designed.

E. References

- Department of Education Order No. 42, series of 2017: National Adoption and Implementation of the Philippine Professional Standards for Teachers [Public Document] [Accessed on May 28, 2018] https://www.deped.gov.ph/wp-content/uploads/2017/08/DO_s2017_042-1.pdf
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