

# National Competency Based Teacher Standards (NCBTS)

## What is the NCBTS?

The NCBTS is an integral theoretical framework that defines the different dimensions of effective teaching, where effective teaching means being able to help all types of student learn the different learning goals in the curriculum.

## Why Do We Need the NCBTS?

Filipino teachers often get mixed signals about what it means to be an effective teacher. What may have been taught definitions of good teaching in their pre-service education seem to be different from what their principals and supervisors expect them in their schools or teachers are taught new teaching approaches that seem inconsistent with the Performance Appraisal System. The NCBTS provides a single framework that shall define effective teaching in all aspects of a teacher's professional life and in all phases of teacher development. The use of a single framework should minimize confusion about what effective teaching is. The single framework should also provide a better guide for all teacher development programs and projects from the school level up to the national level.

## Who Should Use the NCBTS?

Anyone who is interested in improving teaching practices should refer to the NCBTS. Thus, teacher education institutions shall use the NCBTS to design and implement effective pre-service teacher education curricula. The PRC shall refer the NCBTS in designing the Licensure Exam for Teachers. Organizations and agencies that implement in-service education for teachers (INSET) shall refer to the NCBTS in developing their interventions. Award-giving bodies shall refer to the NCBTS in defining their criteria for outstanding teachers. The DepED shall use this in formulating its hiring, promotion, supervision, and other policies related to the teaching profession. It shall use the NCBTS to guide its INSET programs for teachers.

## How Should Teachers Use the NCBTS?

Teachers can use the NCBTS in many ways:

- As a guide on their current teaching practices
- As a framework for creating new teaching practices
- As a guidepost for planning and professional development goals
- As a common language for discussing teaching practices with other teachers

The best way to begin using the NCBTS is to use the competency-based framework as the guide for thinking critically about whether the teacher's current practices are helping students attain learning goals in the curriculum.

These competency-based teachers' standards are organized hierarchically. The "basic" level categories of the standards are seven domains. A domain is defined as a distinctive sphere of the teaching-learning process, and is well-defined arena for demonstrating positive teacher practices. Each domain is defined in terms of a principle of ideal teaching associated with enhanced student learning.

Under each domain, there are standards. Strands refer to more specific dimensions of positive teacher practices under the broad conceptual domain.

At the lowest level of the hierarchical organization, under the strands, specific indicators are defined. These indicators are concrete, observable, and measurable teacher behaviour, actions, habits, routines, and practices known to create, facilitate, support and enhanced student learning.

A teacher can use various elements of the NCBTS to determine whether their different actions and strategies as teachers are effective in helping their students learn the desired curriculum objectives. Thus, the NCBTS can be used as a self-assessment tool.

This self-assessment can help teachers plan for their professional development in the short-term and in the long-term. For example, using the NCBTS the teacher can be aware of her strengths as a teacher and ensure that she

becomes more consistent in demonstrating her strengths. At the same time, she can plan on professional development strategies so that she can improve on her weaknesses.

Thus, the NCBTS can help each Filipino teacher become a better teacher, and assist each teacher to continuously think about improving professionally to become even better and better as facilitators of student learning.

With NCBTS, all Filipino teachers also share common vocabulary for discussing their teaching practice, for defining their ideals as teachers, for negotiating and creating strategies to improve their practice, and for addressing their various stakeholders regarding the improvement of the teaching profession.

### **What Are These Seven Domains?**

1. Social Regard for Learning
2. Learning Environment
3. Diversity of Learners
4. Curriculum
5. Planning, Assessing, and Reporting
6. Community Linkages
7. Personal Growth and Professional Development

Source: **Experiential Learning Courses Handbook**, a Project of Teacher Education Council (TEC), Department of Education (DepED), and Commission On Education (CHED)

### **What does NCBTS stand for?**

- It is an integrated theoretical framework that defines the different dimensions of effective teaching.

### **National Competency Base National Competency-Based Teacher Standards**

- The Philippine NCBTS has defined what Effective Teaching is. It has clearly stated the strategic and indispensable role of the Teacher in the learning process of the students.

### **The NCBTS Framework is divided in 7 Domains:**

1. Social Regard for Learning
2. Learning Environment
3. Diversity of Learners
4. Curriculum
5. Planning, Assessing, reporting
6. Community Linkages
7. Personal growth and Professionalism

According to the Framework, ***"This will allow teachers to self-assess their own performance against the Competency Standards in order to identify areas of strength as well as areas that need to be developed further in order for them to function more effectively as facilitators of learning."***

## **Domain 1. Social Regard for Learning (SRFL)**

The SRFL domain focuses on the ideal that teachers serve as positive and powerful role models of the value in the pursuit of different efforts to learn. The teacher's action, statements, and different types of social interactions with students exemplify this ideal.

## **Domain 2. Learning Environment (LE)**

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

## **Domain 3. Diversity of Learners (DOL)**

The DOL domain emphasizes the ideal that teachers can facilitate the learning process even with diverse learners, by recognizing and respecting individual differences and by using knowledge about their differences to design diverse sets of learning activities to ensure that all learners can attain the desired learning goals.

## **Domain 4. Curriculum (Curr.)**

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

## **Domain 5. Planning, Assessing & Reporting (PAR)**

This domain refers to the alignment of assessment and planning activities. In particular, the PAR focuses on the (1) use of assessment data to plan and revise teaching-learning plans; (2) integration of assessment procedures in the plan and implementation of teaching-learning activities, and (3) reporting of the learners' actual achievement and behaviour.

## **Domain 6. Community Linkages (CL)**

The LC domain refers to the ideal that classroom activities are meaningfully linked to the experiences and aspirations of the learners in their homes and communities. Thus, this domain focuses on teachers' efforts directed at strengthening the links between schools and communities to help in the attainment of the curricular goals.

## **Domain 7. Personal Growth & Professional Development (PGPD)**

The PGPD domain emphasizes the ideal that teachers value having a high personal regard for the teaching profession, concern for professional development, and continuous improvement as teachers.

### **Why Do We Need the NCBTS?**

- Provides a single framework that define effective teaching in all aspects of a teacher's professional life & in all phases of teacher development.
- Minimize confusion about what effective teaching is.
- Provides a better guide for all teacher development programs