



Republic of the Philippines
Eastern Visayas State University
Dulag Extension Campus
Dulag, Leyte

Name: Bardillon, Sweet Sweet L.
Course Code: FS 6
Time: 2:00 – 3:00 pm
Date: 11-02-20

Year & Section: BEED 4A
Course Title: On Becoming a Teacher
Instructor: Mrs. Zaida J. Rebao

MODULE 1

1. Identify the essential qualities of one of your teachers that made teaching and learning successful and memorable.

- These are the essential qualities of one of my teachers that made teaching and learning successful and memorable: demonstrates confidence, motivator, technology capable, strong communicators, listen well, shows empathy, focuses on collaboration, adaptable, intelligent, compassionate, fair, dedication to teach, patience, engaging students in learning and emotionally stable. All of these characteristics I knew a few of my teachers possessed. And when I become a future educator, I promise myself to have all these qualities for my students.

Explain why you considered them essential.

- I considered them essential because I have seen and felt these qualities are effective in teaching-learning process, not only for the sake of learning and profession but it teaches me to see how to have this genuine characteristic of a teacher and dedication to teach.
I even started to admire my teacher for their teaching and learning methods by applying the characteristics I mentioned above.

Do an interview with an experienced teacher:

Name: **Mark Anthony Lacaba**
Teacher 1
San Juan National High School Cainta Rizal

Interview Questions:

✚ For you. what are the essential qualities of teacher that makes teaching and learning successful and memorable?

- Motivator, patience, good communicator, leader, listener, flexible/adaptable, giving good relationships with the co-teachers and students and keeping professional growth and learning.



✚ **What makes you happy as a teacher?**

- Continuous learning, sharing my expertise with others makes me happier especially to students, commending me for good feedback, influencing my students in many aspects: moral, social, behavioral. In academics: fostering what I have experienced or even theoretical based. As a teacher. There's so much to be happy. More learning, more sharing. More fun.

✚ **What professional development activities/trainings have you participated in?**

- DepEd provide seminars and trainings that is necessary for teachers, locally we conducted INSET or In-Service Training. GAD- Gender and Development. Seminar, WEBINARS for educators and many to mention, sports coaching seminar Cainta District, UST's Seminar Workshop in Arta and Literature etc.

✚ **As a professional teacher what code of conduct do you strictly follow?**

- No teacher shall engage in political or religious entity. As much as possible teacher should avoid prejudicing both entities.

✚ **As a professional teacher what is your Philosophy of education?**

- **Reconstructionalism.** This philosophy of education, for me, defines and answer the needs and what is necessary in terms of social, political, and related issues of the society. Wherein, as teacher, your important role is to provide innovative ideas or perspectives that fit into the standards of the said terms. Likewise, in the school premises, you as teacher should present situations and dilemmas that will raised the stand of your learners, of course with your guidance thus looking towards the students plan of action and priorities that will imply in the situation.
- **Essentialism.** From the word itself, meaning teaching the essentials, as teacher we should develop and instill what is the most and needed, in terms of skills, character, and knowledge. I the sense, for me, teaching what is observed is indirectly real but fundamental to do the basic.

2. What is your philosophy of education as a future teacher?

Cite a situation in a classroom where you as the teacher manifests that philosophy of education. Then identify which school of thoughts or philosophy of education did you implement.

- Progressivism. I believe in Albert Einstein quote which is my philosophy in teaching as I am reaching my career soon in God's willing,

"Education is not the learning of facts but the training of the mind to think".

We teachers should apply the very efficient strategies in the learning of our students. Factual information is outdated and students don't learn well without application and collaboration of mind. Real world application is pretty much strong in captivating a learner's interest into something. Experience and exploration are but one best teacher that we could deliver to our students.

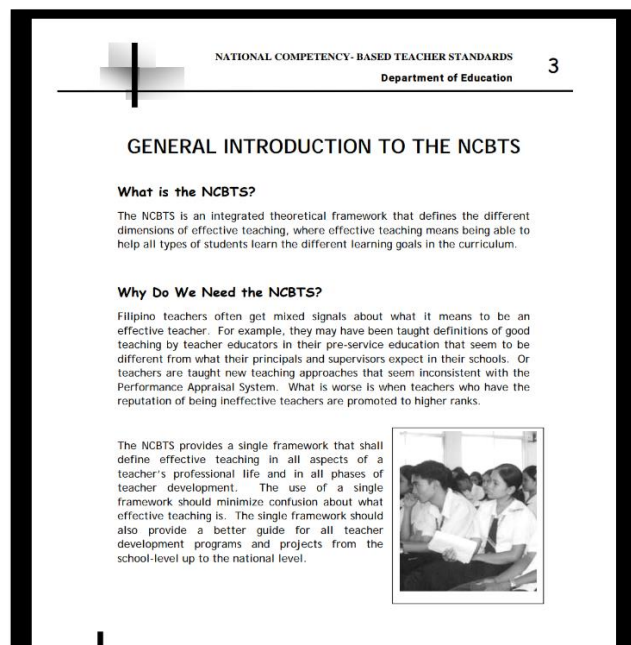
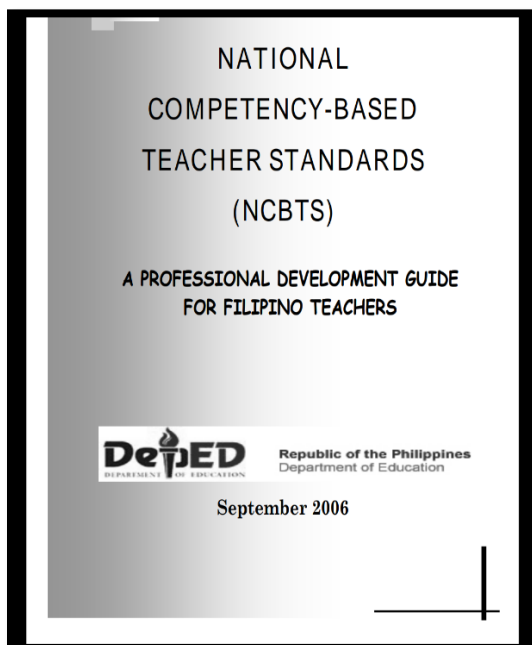
One example of a real world teaching was way back in my last year when in my field study, oftentimes my cooperating teacher has to go out for an important matter, me acting as a “teacher-on-board” has to think fast on what strategies would I apply to these pupils that would result the best learning experience from me, gladly I have this natural way of delivering an enjoyable and happy environment to these pupils. I even found it out myself that these strategies are far better than talking in front which will result in boredom of the learners. I was happy because I proved that someday I will become a good teacher.



MODULE 1

Learning Activities

1. Identify the different domains of NCBTS.



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 the NCBTS in formulating its hiring, promotion, supervision, and other policies related to the teaching profession. It shall also use the NCBTS to guide its INSET programs for teachers.

Most important, individual teachers in all the public elementary and high schools all over the country shall use the NCBTS for their professional development activities.



How Should Teachers Use the NCBTS?

Teachers can use the NCBTS in many ways:

- As a guide to reflect on their current teaching practices
- As a framework for creating new teaching practices
- As a guidepost for planning for 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 the learning goals in the curriculum.

A teacher can use the 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.

It is most likely that in using the NCBTS, a teacher will see herself as demonstrating some dimensions of effective teaching, but not others. As all teachers aim to be more effective facilitators of student learning, the NCBTS can then serve as a framework for revising current practices or for developing new teaching practices that would make teaching more effective. In other words, the NCBTS can cue the teacher about what she should be doing, in case she finds her current practice less than ideal.

What Does Competency-Based Mean?

Basically, competency-based means that the standards or criteria for characterizing good teaching are defined in terms of what the teacher is competent to do. So instead of defining good teaching practice in terms of the teacher's credentials, LET scores, grades in graduate school, degrees, personality traits, and so on, we look at what the teacher can do competently. In the NCBTS, good teaching is being defined in terms of those practices that help students learn better. So the NCBTS is concerned with whether teachers are competent in helping students learn.

How Were These Competencies Chosen? How Was the NCBTS Decided?

The competencies in the NCBTS were derived from (a) educational theories and empirical research on characteristics learning environment and teaching practices that lead to effective student learning, and (b) documented successful practices and programs of schools, divisions, regions, and educational reform projects in different parts of the country. A technical working group was set up to study what types of classroom learning experiences were associated with high levels of student learning in the Philippines. Then the teaching practices associated with these learning experiences were defined. These practices were then organized and then presented in a series of national, zonal, and sectoral consultations for validation and finalization.

The bulk of the participants in the consultation were teachers and master teachers, so we can be sure that actual classroom teachers validated these competencies. But there were also school heads, principals, supervisors, superintendents and other division officials, regional directors and other regional officials, representatives from academe, teacher education institutions, NGOs and other government agencies like the CHED, PRC, CSC, and NEDA, among others.

How Can the NCBTS Help Teachers Improve Their Teaching?

First, the NCBTS makes certain assumptions about improving teaching. In particular, the NCBTS assumes that:

- Individual teachers have various types and levels of motivation to improve their teaching in ways that better enhance student learning.
- Individual teachers have different capabilities to constantly improve their teaching for better student learning.
- Individual teachers have diverse ranges of opportunities to pursue their motivations and raise their capabilities to teach better, in whatever situations they are.
- The process of improving teacher is an individual process, but this is sustained and enhanced when the efforts are collaborative and synergistic among communities of teachers.
- Individual teachers may develop improved teaching practice for enhanced student learning, but the full impact on student learning is best achieved by integrated and cumulative improved efforts of many teachers.
- The qualities of good teaching for enhanced student learning are found in individual teachers, but such qualities are strengthened and valued more when it is supported by communities of teachers and educators.

These assumptions point to the understanding that teachers themselves are the most important agents in the improvement of their teaching. But their personal efforts are enhanced when groups of teachers work together to improve their teaching and when the immediate and larger work environment supports the efforts of the teachers.

Therefore, the NCBTS shall ensure that all the stakeholders in the teachers' work environment (i.e., the principal/school head, supervisors, superintendents, community, parents, etc.) would marshal all their efforts to support the improvement of the teachers' practices to be in better alignment with the NCBTS.

How Does the NCBTS Define Good Teaching?

The competency-based teacher 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 also a 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 strands. 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 behaviors, actions, habits, actions, routines, and practices known to create, facilitate, and support enhanced student learning.

The domains, strands, and indicators may be characterized in terms of the following dimensions:

- Nature/quality: This dimension refers to the question, "How well are the essential qualities or critical features demonstrated/observed in the positive teacher practices?"
- Frequency, consistency and appropriateness: This dimension refers to the questions, "How often is the ideal teaching practice demonstrated?", "Is the demonstration appropriate to the particular teacher-learning process?", and "Is the teacher consistent in demonstrating this ideal?"
- Self-awareness: This dimension refers to the question, "Is the teacher aware or mindful of the premises, rationale, nature, and effects of the demonstrated teacher-learning process?"

What Are These Seven Domains?

The seven domains are:

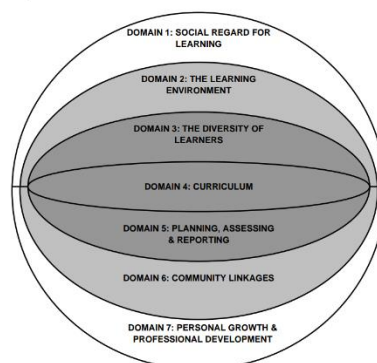
- (1) social regard for learning
- (2) learning environment
- (3) diversity of learners
- (4) curriculum
- (5) planning, assessing, and reporting
- (6) community linkages
- (7) personal growth and development



Each domain will be defined in greater detail in the later parts of this guide. But it is important to know that the seven domains are closely connected to each other in very meaningful ways, and that the seven domains is best understood as constituting an integrated whole as shown in the figure below.

To understand how the seven domains comprise an integrated whole, it would help to see the seven domains as falling under two broad categories. The middle domains 2, 3, 4, 5, and 6 [the shaded areas] represent standards referring to "The Teacher as Facilitator of Learning," whereas the two outer domains 1 and 7 [the unshaded areas] represent standards referring to "The Teacher as Learner."

The middle domains can further be divided into two sub-categories. The innermost domains 3, 4, and 5 [the darker shaded areas] represent the specific teacher practices related to the technical aspects of the teaching-learning processes, whereas the other domains 2 and 6 [the lighter shaded areas] represent the specific teacher practices that embed the learning process in appropriate contexts.



We can discuss the integration of the seven domains from the inside going out. At the center of the series of domains [the dark shaded areas] are the technical aspects of the teaching-learning process. The domains of The Diversity of Learners (3), Curriculum (4), and Planning, Assessing, and Reporting (5) refer to what may be called good teaching strategies, and are very closely related to each other. These domains express the new paradigm on teaching shown in Table 1.

The NCBTS Framework is divided in 7 Domains:

1. Social Regard for Learning (SRFL)

Acts as a positive role model for students.

Key Question: Can my students appreciate and model the value of learning through my interactions with them?

It focuses on the importance of providing for a social and physical environment within which all students, regardless of their individual differences in learning. Teachers can engage students to the different learning activities and work towards attaining high standards of learning.

2. Learning Environment (LE)

Creates an environment that promotes fairness.

Makes the physical environment safe and conducive to learning.

Communicates higher learning expectations to each learner.

Establishes and maintains consistent standards of learners' behavior.

Key Questions: Do I create a social environment in my class where my students feel that they are treated fairly?

Do I create a physical environment in my class where my students feel that they are safe and able to learn?

Do I create a classroom atmosphere that encourages students to attain high levels of learning?

Do I create a consistent and orderly social climate and organization in the classroom for my students?

It emphasizes the ideal that teachers can facilitate the learning process in diverse types of learners: — recognizing and respecting individual differences — using knowledge about students' differences.

Teachers design diverse sets of learning activities to ensure that all students can attain appropriate learning goals.

3. Diversity of Learners (DOL)

Diversity of Learners Strands is familiar with learners' background knowledge and experiences. Demonstrates concern for holistic development of learners.

Key Questions: Can I help my students learn whatever their capabilities, learning styles, cultural heritage, socio-economic backgrounds, and other differences are?

Do my students feel that I am trying to help them learn, whatever their capabilities, learning styles, cultural heritage, socio-economic backgrounds, and other differences are?

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

4. Curriculum (Curr.)

Demonstrates mastery of the subject. Communicates clear learning goals for the lessons that are appropriate for learners. Makes good use of allotted instructional time. Selects teaching methods, learning activities and instructional materials or resources appropriate to learners and aligned to the objectives of the lesson?

Key Questions: Do my students see how well I understand the subject matter I am teaching that they understand and appreciate the importance of the lessons?

Can my students see and appreciate the value of the curricular goals and objectives I have set for the different lessons in my class?

Am I able to help my students attain all the curricular goals within the time provided in the school calendar?

Do I use teaching- learning activities and learning resources efficiently to challenge my students to meet high levels of mastery and understanding of curricular objectives?

This refers to the aligned use of assessment and planning activities to ensure that the teaching- learning activities are maximally appropriate to the students' current knowledge and learning levels. It focuses on the use of assessment data to plan and revise teaching-learning plans, as well as the integration of formative assessment procedures in the plan and implementation of teaching-learning activities.

5. Planning, Assessing, and Reporting (PAR)

Communicates promptly and clearly to learners, parents, and superiors about the progress of learners. Develops and uses a variety of appropriate assessment strategies to monitor and evaluate learning. Monitors regularly and provides feedback on learners' understanding of content.

Key Questions: Do I provide my stakeholders timely and accurate information about my students' learning progress?

Do I assess my students' learning and knowledge using appropriate educational assessment procedures, and use the information from these assessment procedures in planning my teaching- learning activities for the students?

Do I provide regular feedback to each student about their level of learning?

It deals with the ideal that school activities are meaningfully linked to the experiences and aspirations of the students in their homes and communities. It focuses on teachers' efforts directed at strengthening the links between school and community activities, particularly as these links help in the attainment of the curricular objectives.

6. Community Linkages (CL)

Establishes learning environments that respond to the aspirations of the community.

Key Question: Are the goals and characteristics of the teaching- learning activities I implement relevant to the experiences, values and aspirations in my students' communities?

It emphasizes the ideal that teachers value having a high personal regard, concern for professional development, and continuous improvement as teachers.

7. Personal Growth and Professional Development (PGPD)

Takes pride in the nobility of teaching as a profession. Builds professional links with colleagues to enrich teaching practice. Reflects on the extent of the attainment of learning goals.

Key Questions: Do my actions and statements indicate a high regard for the teaching profession and for my continuous development as a professional teacher?

Do I try to learn from other colleagues in the teaching profession to improve my teaching practice?

Am I aware of the extent to which my practices as a teacher influence my students' attainment of the learning goals?

Explain why it is necessary for a teacher to be equipped with these competencies.

There currently is an abundant knowledge-base to inform us that in schools, teachers play the critical role in student learning and achievement. How teachers instruct and these interactions with students is the cornerstone around which to build effective schools. The reason why teachers need to be equipped with NCBTS domains is that these competencies are the skills and knowledge that enables a teacher to be successful. To maximize student learning, teachers must have expertise in a wide-ranging array of competencies in an especially complex environment where hundreds of critical decisions are required each day. The transformational power of an effective teacher is something many of us have experienced. Each of us knew that all factors under the control of a school, teachers are the most powerful influence on student's success.

2. In not more than 250 words, discuss the relationship of NCBTS competencies with the Professional Code of Ethics. (Oral or written output)

National Competency-Based Teaching Standards defines desired practice of effective teaching. It sets performance indicators classified in appropriate domains and strands that guide teacher professional development. In line with the professional code of ethics, NCBTS and Professional Code of Ethics are closely related with each other. A professional code of ethics outlines teachers’ main responsibilities to their students and defines their role in students’ lives. Since teachers are working and paid by the government, and the government has laws for the equality and betterment for its jurisdiction, any profession hence has laws to abide by. The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required law. This entails holding one and other educators to the same ethical standards. Above all, professional teachers must demonstrate integrity, impartiality, and ethical behavior in the classroom and in their conduct with parents and coworkers.

3. Presume that you are in a classroom during your first day of classes. Using the class program provided, describe the time element per subject for the whole week.

***Connect the schedule with the preparations made by the teacher on the following areas: classroom arrangement; bulletin board display; school playground; learning resources center; teacher’s activities and co-curricular activities.**

(take pictures and submit thru messenger)

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Sample Weekly Home Learning Plan under the New Normal Education

8:00-9:00	Preparation of Oneself (Breakfast, Personal Hygiene)				
9:00-9:30	Family Bonding				
9:30-11:30	(M) English	(T) Araling Panlipunan	(W) Science	(Th) Math	(F) <ul style="list-style-type: none"> • Assessment • Portfolio Making • Feedback Giving
12:00-1:00	Lunchbreak				
1:00-3:00	Filipino	MAPEH	TLE	EsP	

The time element per subject for the whole week was visible that the students has considered by the teacher to take time for themselves to be sure that all is prepared when the online class starts. The organization is very much suited for the students especially to the mother students. The teacher does not only taking her profession as it is but also adapts to reality. The assessment is very essential upon completion of each week’s lesson to determine if the students had learned or not so that there will be remediation to happen onto the next meeting should there is a need to catch up.