



**Republic of the Philippines  
Department of Education**

**The National Competency-Based Teachers Standards (NCBTS)\***

**Introduction**

The teaching profession has been struggling to keep pace with the changes in society and the accompanying challenges of the technological world. With the notion that the teacher education, which consists of the pre-service education of teachers (PET) and the In-service education of teachers (INSET), has been unable to bridge the growing gap between the needs and expectations of learners, and the knowledge and skill levels of both new and existing teachers, the *Teacher Education and Development Program (TEDP)* was conceived. It has been initiated to advocate a greater format partnership between the Commission on Higher education (CHED), Teacher Education Institutes (TEIs), Philippine Regulatory Commission (PRC), Department of Education (DepEd) and the Civil Service Commission (CSC) for the improvement of both pre-service and in-service education.

This Department is committed to providing a quality system of public education. It provides schools with teachers who are able to help students develop their abilities, attitudes and skills for them to function effectively in an environment that is changing rapidly in many different ways. It has commenced the implementation of a **TEDP** that seeks to conceptualize a teacher's career path as a continuum that starts with entry to a teacher education program and concludes when a teacher reaches retirement from formal service. The **TEDP** will address each stage of this continuum as an integrated part that is linked closely to preceding and ensuing elements. One key element in the Program is the establishment of a set on *Competency-Based Standards for Teacher Performance* so that teachers, pupils and parents are able to appreciate the complex set of behaviors, attitudes and skills that each teacher must possess, in order to carry out a satisfactory performance of their roles and responsibilities.

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This document uses as its basis the **Teacher Performance and Development Framework** that was initially drafted under the **Basic Education Assistance to Mindanao (BEAM)** Project in 2003-04. It has been modified and revised during two workshops held in Cebu City and Subic in 2005, and a series of seven zonal and sectoral workshops from March to May 2006. The assistance of **BEAM** in providing this base documentation fro this activity is gratefully acknowledged.

The set of competencies is incorporated in a **Teacher Performance and Development Framework (TPDF)** that is based upon the core values of Filipino teachers and on the principles of effective teaching and learning. The framework is divided into seven (7) domains that represent the desired features of the teaching and learning process. These domains incorporate a series of strands of the desired teaching performance statements, which identify observable indicators of a quality teacher's performance.

The seven domains are the following:

1. Social Regard for Learning (SRFL)	5. Planning, Assessing Reporting (PAR)
2. Learning Environment (LE)	6. Community Linkages (CL)
3. Diversity of Learners (DOL)	7. Personal Growth & Professional Development (PGPD)
4. Curriculum (Curr.)	

Each of these domains will be expanded below as part of a Set of Competency-based Teacher Standards that will lead to a National Teacher Performance & Development Framework. This framework 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.

**Statement of Principle**

Teachers in all Philippines public schools are committed and accountable for providing classroom instruction with results that are manifested in high performance levels in terms of student learning outcomes. Teachers are dedicated to the well-being of the students and communities they serve, taking into account their cultural diversity, group aspirations and what is valued in education.

<b>Domain 1. Social Regard for Learning (SRFL)</b>	
<i>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.</i>	
<b>Strands of Desired Teaching Performance</b>	<b>Performance Indicators</b> The teacher ..
1.1 Teacher's actions demonstrate value for learning.	1.1.1 implements school policies and procedures; 1.1.2 demonstrates punctuality; 1.1.3 maintains appropriate appearance; and 1.1.4 is careful about the effect of one's behavior on students.

## 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.*

<b>Strands of Desired Teaching Performance</b>	<b>Performance Indicators</b> The teacher . . .
2.1 The teacher creates an environment that promotes fairness.	2.1.1 maintains a learning environment of courtesy and respect for different learners' abilities, culture, & gender; 2.1.2 provides gender-fair opportunities for learning; and 2.1.3 recognizes that every learner has strengths.
2.2 The teacher makes the classroom environment safe and conducive to learning.	2.2.1 maintains a safe, clean and orderly classroom free from distractions; and 2.2.2 arranges challenging activities given the physical environment.
2.3 The teacher communicates higher learning expectations to each learner.	2.3.1 uses individual and cooperative learning activities to improve capacities of learner's for higher learning; 2.3.2 encourages learners to ask questions; and 2.3.3 provides learners with a variety of learning experiences.
2.4 The teacher establishes and maintain consistent standards of learners' behavior.	2.3.4 handles behavior problems quickly and with due respect to children's rights; 2.3.5 gives timely feedback to reinforce appropriate to learners' behavior; 2.3.6 guides individual learner requiring development of appropriate social and learning behavior; and 2.3.7 communicates school policies and procedures for classroom behavior and see to it that they are followed.

## 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.*

<b>Strands of Desired Teaching Performance</b>	<b>Performance Indicators</b> The teacher . . .
3.1 The teacher is familiar with learners' background knowledge and experiences.	3.1.1 uses information on the learning styles and needs of the learners to design and select learning experiences; 3.1.2 establishes goals that define appropriate expectations for all learners; 3.1.3 paces lessons appropriate to needs and/or abilities of learners; 3.1.4 provides differentiated activities for learners; 3.1.5 initiates other learning approaches for learners whose needs have not been met by usual approaches; and 3.1.6 shows sensitivity to multi-cultural background of the learners.

<b>Strands of Desired Teaching Performance</b>	<b>Performance Indicators</b> The teacher . . .
3.2 The teacher demonstrates concern for holistic development of learners.	3.2.1 sets clear, challenging and achievable expectations on the holistic development of all learners; 3.2.2 identifies learning gaps and takes action to enable learners to catch up; 3.2.3 employs integrative and interactive strategies for meaningful and holistic development of learners; 3.2.4 is sensitive to unusual behavior of learners and takes appropriate action; and 3.2.5 provides opportunities to enhance learners growth in all aspects.
<p><b>Domain 4. Curriculum (Curr.)</b></p> <p><i>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.</i></p>	
<b>Strands of Desired Teaching Performance</b>	<b>Performance Indicators</b> The Teacher . . .
4.1 The teacher demonstrates mastery of the subject.	4.11 delivers accurate and updated content knowledge using appropriate methodologies, approaches and strategies; 4.12 integrates language, literacy and quantitative skill development and values in his/her subject area; 4.13 explains learning goal, instructional procedures and content clearly and accurately to learners; 4.14 links the current content with past and future lessons; 4.15 aligns lesson objectives with the teaching methods, learning activities and instructional materials or resources appropriate to learners; 4.16 creates situations that encourage learners to use high order thinking skills; 4.17 engages and sustains learners’ interest in the subject by making content meaningful and relevant to them; 4.18 integrates relevant scholarly works and ideas to enrich the lesson as needed; and 4.19 integrates content of subject area with other disciplines.
4.2 The teacher communicates clear learning goals for the lessons that are appropriate for learners.	4.21 sets appropriate learning goals; 4.22 makes the learners understand the learning goals; and 4.23 link the goals set with the expectations for every learner.
4.3 The teacher makes good use of allotted instructional time.	4.31 establishes routines and procedures to maximize instructional time; and 4.32 plans lessons to fit within available instructional time.

<b>Strands of Desired Teaching Performance</b>	<b>Performance Indicators</b> The teacher . . .
4.4 The teacher selects teaching methods, learning activities and instructional materials or resources appropriate to learners and aligned to objectives of the lesson.	4.41 translates learning competencies to instructional objectives; 4.42 selects, prepares and utilizes instructional materials appropriate to the learners and to the learning objectives; 4.43 provides activities and uses materials which fit the learners' learning styles, goals and culture; 4.44 uses a variety of teaching approaches and techniques appropriate to the subject matter and the learners; utilizes information derived from assessment to improve teaching and learning; and 4.45 provides activities and uses materials which involve students in meaningful learning.
<p><b>Domain 5. Planning, Assessing &amp; Reporting (PAR)</b></p> <p><i>This domain refers to the alignment of assessment and planning activities. In particular, the <b>PAR</b> 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 behavior.</i></p>	
<b>Strands of Desired Teaching Performance</b>	<b>Performance Indicators</b> The Teacher . . .
5.1 The teacher communicates promptly and clearly the learners' progress to parents, superiors and to learners themselves.	5.11 conducts regular meetings with learners and parents to report learners' progress; and 5.12 involves parents in school activities that promote learning.
5.2 The teacher develops and uses a variety of appropriate assessment strategies to monitor and evaluate learning.	5.21 prepares formative and summative tests; 5.22 employs non-traditional assessment techniques (portfolio, authentic performance, journals, rubrics, etc.); 5.23 interprets and uses assessment results to improve teaching and learning; and 5.24 identifies teaching-learning difficulties and their possible causes to address gaps.
5.3 The teacher monitors regularly and provides feedback on learners' understanding of content.	5.31 provides timely and accurate feedback to learners to encourage them to reflect on and monitor their own learning growth; and keeps accurate records of grades with performance levels of learners.

### 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.*

<b>Strands of Desired Teaching Performance</b>	<b>Performance Indicators</b> The teacher . . .
6.1 The teacher establishes learning environments that respond to the aspirations of the community.	6.11 involves community in sharing accountability for the learners' achievement; 6.12 use community human and materials resources to support learning; 6.13 uses the community as a laboratory for learning; 6.14 participates in community activities that promote learning; and 6.15 uses community networks to publicize school events and achievements.

### 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.*

<b>Strands of Desired Teaching Performance</b>	<b>Performance Indicators</b> The teacher . . .
7.1 The teacher takes pride in the nobility of teaching as a profession.	maintains stature and behavior that upholds the dignity of teaching; allocates time for personal and professional development through : (a) participation in educational seminars and workshops, (b) enrolment in short-term courses and post graduate programs, (c) reading educational materials regularly, and (e) engaging in educational research. 7.13 manifests personal qualities such as enthusiasm, flexibility and caring; and 7.14 articulates and demonstrates one's personal philosophy of teaching.
7.2 The teacher builds professional link with colleagues to enrich teaching practice.	7.21 participates actively in professional teacher organizations; and 7.22 keeps abreast with recent developments in education.
7.3 The teacher reflects on the extent of the attainment of students' learning goals	7.31 reflects on the quality of his/her own teaching; 7.32 receives favorable rating from students, peers and superiors; 7.33 accepts personal accountability for learners' achievement; and 7.34 uses self-evaluation to recognize and correct weaknesses