TEACHERS COMMITMENT AND PERFORMANCE EVALUATION

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If we are going to consider the National Budget allocated for education, all of us should have realized already how important education is. For quite some time now, it was the Department of Education (Dep Ed) which is always being given the highest budget allocation. This is a reflection of the government’s recognition of the contribution of Dep Ed in nation building and in meeting the national economic goals.

Teachers are one of the lead role players in achieving the national development goals. It is their hands whether or not they will respond and/or meet the demands of the 21st century learners and at the same time contribute towards the realization of the Dep Ed Vision, Mission, Goals and core values. Recognizing how crucial the teachers’ roles are, their commitment and performance should be properly measured and/or evaluated.

In 2009, the teachers’ performance was evaluated and/or measured through the Competency-Based Performance Appraisal System (CB-PAST) based on the National Competency-Based Teacher Standard (NCBTS) through CHED Memorandum Order No.52, s.2007 and Dep Ed Order No.32, s.2009.

The CB-PAST was utilized in evaluating teacher’s performance until 2014. This tool was replaced when Dep Ed released the guidelines on the establishment and implementation of the Results-based Performance Management System (RPMS). Dep Ed Order No.2, s.2015 resulted to Individual Performance and Commitment Review (IPCR). It has one Major Final Output (MFO), 3-5 Key Result Areas (KRA), 3 objectives and performance indicators (PI) which focus on Quality, Efficiency and Timeliness (Q.E.T.).
Teachers have their own KRA. Each KRA should have three (3) objectives. It is the teachers who will craft their objectives based on the school head’s Office Performance and Commitment Review (OPCR). The indicators should have been agreed as well by both the teacher and school head and are congruent to the objectives. Teachers and school head agree too, in terms of the weight for each KRA and objectives.

The quest to continuously develop and advance teachers’ performance, establish well defined expectations of teachers along well-defined career stages of professional development, the concept of standardizing a system to assess teachers’ performance, identify needs and provide support for professional development was developed and now implemented rather than teachers, crafting their own objectives and performance indicators, Dep Ed Order No. 42, s.2017 was issued. This Dep Ed Order reinforces Dep Ed Order No.2, s2015. There is really a need to standardized teachers’ performance and quality teaching. Every Filipino teacher should have one clear and common set of standards, competencies, performance indicators and tool to assess teaching and performance as a whole. In this standardization of professional teachers, all Filipino teachers will head and move in one direction, moving from beginning until finally become distinguished teachers.

The NCBTS and PPST have seven (7) domains each. There are three (3) exactly the same domains and the rest are similar.

The domains for PPST are: Domain 1; Content knowledge and Pedagogy with seven (7) strands, Domain 2; Learning Environment with six (6) strands, Domain 3; Diversity of Learners with five (5) strands, Domain 4; Curriculum and Planning with (5) strands, Domain 5; Assessment and Reporting with (5) strands, Domain 6; Community Linkages and Professional Engagement with (4) strands and Domain 7; Personal Growth and Professional Development with (5) strands. Domains 2, 3 and 7 of the PPST are exactly the same with that of the NCBTS. On the other hand, Domain 1 is
described as Social Regard for Learning, Domain 4 is Curriculum, Domain 5 is Planning, Assessing and Reporting and the last, Domain 7, Community Linkages.

It is expected that PPST will be completed in three (3) years time. For the first year, twelve (12) of the thirty seven (37) strands are the focus, another 12 strands from the 7 domains shall be the objectives for year 2 and the remaining 13 strands for the final year, year 3.

Filipino teachers should be committed, at the very least, to improve themselves professionally and develop their career path from being proficient to distinguished teachers. Their strength and needs should be addressed to come up with an appropriate human resources development plan. It is also for this reason why under the PPST, teachers have to accomplish Self Assessment Tool (SAT). This tool will help the teachers to determine their level of capability and priority needs for improvement. In addition, as the instructional leaders intensify classroom observation, another tool was standardized for their use after observation and evaluating the performance of teachers in their teachings. This tool is called the Classroom Observation tool (COT), an instrument designed to objectively evaluate how the teacher delivered a lesson. This will also form part of the IPCR of teachers.

The school heads and/or the instructional leaders have to respond to developing quality teachers. It is also in this aspect that DepEd Order No. 42, s.2017 would help and guide the instructional leaders to learn how to capacitate and further improve the performance of the teachers to meet the standards of quality teaching. When teachers meet the expected standards and their commitment and dedication were deepened, these would guarantee quality teaching. Quality teaching equals quality teachers. These quality teachers would produce quality and life long learners who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation. (Dep Ed Order No.36, s.2013).
References:

CHED Memorandum Order No.52, s.2007. Addendum to CMO 30, Series of 2004 Entitled “Revised Policies and Standard for Undergraduate Teacher Education Curriculum”


Dep Ed Order No.2, s.2015. Guidelines On The Establishment And Implementation of the Result-Based Performance Management System (RPMS) In The Department of Education.

DepEd Order No. 42, s.2017. National Adoption and Implementation of The Philippine Professional Standards for Teachers

Dep Ed Order No.36, s.2013. Out Department of Education Vision, Mission and Core Values (DEPED VMV)