Teachers have the most vital responsibility to learners in school. Student’s development, values formation, personal care and even behavioral and psychological matters need to be addressed through teacher’s observation and assessment.

The success to achieve excellence in learning skills depends on the offering of the teaching process. The most definite resources of learning can be based on how the teaching procedure is performed. With the implementation and application of teaching innovations, education competence is achieved.

As to how the insistence of a building structure, it does not imply only to its materials. The process on how it is built and the quality of the materials used. The design creates a greater impact to its firmness yet the workers must have the capacity and skills to build the construction efficaciously. While, the manner of maintenance or monitoring will continuously guarantee the deliberate actuality of the structure.

Through the years, the Department of Education provides various tools for assessing teaching-learning development. It helps to gauge the competency among teachers performance as partakers of student’s learning and proficiency. It determines the strengths and weaknesses of the teachers. The tool also delivers recommendations on improving skills.

Constant monitoring of the higher office supports the improvement of teaching-learning. The evidences that produces a clear vision of showing performances, activities, innovations, plans, projects, teaching skills and best practices directly propose holistic imprint of achieving the mission and vision of the Department of Education.
Competence does not focus independently to learners. It also connects to all aspects of education syntax. Teacher dynamics serve as an indicator of learning. Teachers’ talents and skills are essential to pursue exceptional abilities of the learners. Professional growth such as attending seminars, workshops and trainings equivocally induce enhancement on education aptitude.

Physical facilities should constantly be maintained. The effect of conducive facility of learning redirect from the learners’ performance. The comfortability of the learning area aids to revolutionize the minds of the students.

Collaborative works among peers assist a substantial quality of teaching and learning. Skills may vary and the adaptation and modification of it will create a greater sense of enhancement in learning. It engages to additional input in learning that will provide innovations in teaching.

School’s improvement and advancement enrich the learner’s capacity to think and invent. The learning environment has its bigger contribution to learning. As part of the environment, the community where the learner also performs as substantial element has a greater role to achieve competency and success. The reality of life as to how to be able to deal the diversities of life and face life’s challenges enables a person based on the education entrenched on his mind.

Consequently, the Department of Education stems from the enhancement of assessment transcended to the 21st Century learners. The certainty of delivering knowledge to become competently global must have the constant conformation of deriving to previous measurement of assessment among learners and teachers as well as implementers of education.
The Philippine Professional Standard for Teachers enhanced the evaluating of the competency of teaching and learning implementers. According to the enhanced RPMS (Results-Based Management System) Manual, the reformed context to measure the proficiency of the teachers. The National Competency-Based Teacher Standards (NCBTS) was fossilized to establish the latest and quantifiable formation of assessment. The reform progression permits a corresponding focus on teacher quality. The quality that needs to be manifested from excellent teachers who could be able to deliver quality learning.

With the prepared objectives used for dimension and the standard means of verification (MOV) will direct the uniformity of measuring the teacher quality. The scheme evidently identify apt for assessment in accordance to teacher’s position.

The continuous process of assessment to quality education has distinctly pursued the repetitive vision of the Department of Education, "Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation" (DepED Order No. 36, s. 2013). Through constant practices and monitoring, upgrading the system in the advancement of excellence through learning onto global competition has taken its elevation to consistency of quality teaching.

Reference:
DO 36, s. 2013 - Our Department of Education Vision, Mission and Core Values (DepEd VMV)  

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