THE SEVEN DOMAINS OF NATIONAL COMPETENCY – BASED TEACHER STANDARDS (NCBTS)

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The teacher is basically installed for the classroom to teach. To function effectively and efficiently in the classroom and in the community, teacher must be equipped with competencies. Competencies refer to the knowledge, skills, and attitudes that a teacher ought to possess by performing the tasks satisfactorily. These are presented in the National Competency – Based Standards framework. The NCBTS developed by the Department of Education (DepEd) in relation to the Teacher Education and Development Program (TEDP) that conceptualizes a teachers’ career path. (Experiential Learning Courses Handbook, 2009)

The NCBTs framework is divided and characterized into seven (7) domains that represent the desired features of the teaching and learning process. The first domain refers to social regard for learning. It focuses on the ideal that the teachers serve as positive, persuasive and powerful role models of the values and conduct of the pursuit of learning of different kinds of the effort to learn. The second domain in the framework is the learning environment. It concentrates to the environment that promotes fairness and establishes consistent standards of learners’ behavior. The third domain is diversity of learners. It demonstrates ultimate concerns for holistic development of learners by creating diverse types of learning activities develop in all aspects of the curriculum. The next domain is the curriculum. It clearly and accurately explains the goals, procedures and content involved in the lessons. It understands and adopts the set learning goals. It selects also appropriate teaching methods, learning activities and instructional materials. Planning, assessing, and reporting is the other domain to know. It provides regular and
accurate feedback to all learners about their learning progress in class and develops a variety of appropriate assessment strategies to monitor and evaluate learning. The sixth domain is community linkages. It involves community members in supporting students’ learning goals and perceives all activities that are relevant at home and in the community. The last but definitely not the least domain is the personal growth and professional development. It highlights the ideal that teachers value having a self-high personal regard and concern for professional development.

To encapsulate, these domains are the principles of effective and efficient teaching and learning.

References:


Experiential Learning Courses Handbook (2009)