Assessment of the Level of Competency among Proficient Teachers: Basis for Faculty Development Program

Milagros L. Valdez, Ph.D.

Schools Division of Bulacan, Bulacan, Philippines
mellvaldez1210@gmail.com

Abstract: *This study aimed at investigating the level of competencies of teachers and to create eventually a proposed faculty development plan for proficient teachers. To achieve this aim, the researcher utilized the assessment type of research wherein it had a sample of 270 proficient teachers in the School Division of Bulacan during the school year 2020-2021. The collected data were analyzed and treated statistically using Statistical Packages for Social Sciences (SPSS). Results revealed that most of proficient teachers were outstanding and very satisfactory. The findings imply that teachers consistently keeping their commitment to hold integrity in teaching and credibility in engaging professional practices. The level of professional competencies of proficient teachers were generally high. For proficient teachers, a higher level of assessment was noted on learning environment and assessment and reporting – indicative of the teachers' ability to bring out desired outcomes for the academic excellence of the learners through proper assessments and providing sound learning atmosphere. The findings imply that the proficient teachers can exhibit and model building of relationship among school stakeholders and partners and keep abreast with advance knowledge for professional growth. It appears important to consider that the proposed development teacher training program based on the findings of this study may be given attention by the top management of Schools Division of Bulacan and eventually implement this for the school year 2022-2023.*

Keywords—Level of competency, proficient teachers, faculty development program

1. INTRODUCTION

Teachers are challenged day-by-day to become professionally competent to elevate their levels of proficiency. Upgrading their levels of proficiency is an opportunity for the teachers to professionalize themselves and improve their professional practice. This is also another chance for the teachers to enhance their teaching and stimulate the delivery of quality instruction to the learners.

Through quality teachers, the academe can produce the 21st century skills graduates who can drive the country to development and progress.

This is in consonance with the Department of Education vision of producing: 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). For an author, teachers' professional competence is the teachers' professional knowledge, skills, beliefs and motivation. It is also critical predictor of teachers' professional well-being and success [1]. Another author also underscored that teachers are catalysts of national development and with them, the nation is able to produce and develop learners, who may lead the country to development and progress. Enhancing teachers' quality and upholding quality teaching standards should be given utmost importance for the long term and sustainable nation building [2].

2. RELATED WORKS

To become a competent teacher is so difficult, if you are not committed to the profession. A competent teacher needs to progress holistically to capacitating himsel/herself with skills needed to satify the qualificattion of the 21st century teachers

[3][4]. Needless to say, it is also hard to upograde your position from Teacher 1 to Teacher III as proficient teachers; Master Teacher 1 to Master Teacher 2 or even up to Master Teacher 4, classsified as highly proficient teachers. It takes many years before a Teacher I can elevate to the next ladder, which is Teacher II or Teachr III. In fact, there are teachers, who retired as Teacher 1, without any attempt of joining the ranking or submitting his/her credentials for reclasification to Equivalents Record Form (ERF) in Dep Ed. There upon, obtaining the outstanding level in the Individual Commitment Rating Form (IPCRF-RPMS) is another confronting issue to be resolved. Despite several Means of Verification (MOVs) submitted by the teacher, still the teacher failed to reach the highest level of performance.

Meanwhile, a study mentioned that globally, reforms in teacher education have been oriented towards making the preparation of teachers more functional for the development of their competencies [5]. At the same time, much criticisms about such reforms jeopardizing the fundamental humanist traditions in teaching, based on beliefs about non-instrumental values of education have been aired by the concerned teachers.

Clearly, the global reforms in educational system is implemented all over the world [6][7]. For instance, Australia implements the Australian Professional Standard for Teachers (APST) since 2011. The APST has three domains of teaching, which includes the Professional Knowledge, Professional Teaching and the Professional Engagement. Compare with PPST, the Philippines has seven domains [8][9]. Moreover, the APST has seven Standards, which identify what is expected of teachers within three domains of teaching. Teachers' demonstration of the Standards will occur within their specific teaching context at their stage of expertise and reflect the

learning requirements of the students they teach. It is only then, that teachers are classified based on four career stages: Graduate Teacher, Proficient Teacher, Lead Teacher, and Highly Accomplished Professional Teachers[10][11]. Practically, the career stages of the teachers speak of difficulty in terms of education, training, handworks and commitment [12].

In addition, a scholar studies on classroom management and teachers 'performance and was found out that there was significant relationship between conflict management styles and secondary school teachers' performance [13]. The data also exhibited the positive correlation of integrating, obliging and dominating styles with teachers' performance while avoiding and compromising style had negative effect on teachers' performance.

The study obviously demonstrated conflict between management and teachers' performance and assessment of competencies is part of the educational system, that implemented by the school administrators boiling down to the proficient and highly proficient teachers. While, there must be an interplay between organization structure and culture if teachers are to learn together [14]. Collaboration between teachers produces a number of benefits with significant impacts on their professional lives, thus playing an important role in professional teacher development strategy. The professional lives of teachers are also part of becoming proficient or highly proficient teachers but there are instances, when the teachers are unaware of the complexities of such academic ranks. This only means that proper channeling of communication is very vital in this aspect. In fact, participation and discourse practices can enhance teacher learning by supporting professional critique, reflection, and collaboration [15].

Hence, the Department of Education is continuously monitoring and upgrading all the possible provisions to equip the teachers with capacity to become more competent, competitive and professional, which is prepared for the delivery of quality instruction to the students in the 21st century.

Dep Ed Order No. 42, s. 2017 entitled, The National Adoption and Implementation of the Philippine Professional Standards for Teachers; states that, Dep Ed recognizes the importance of professional standards in the continuing professional development and advancement of teachers based on the principle of lifelong learning. The agency is committed to supporting teachers and takes cognizance of unequivocal evidence that good teachers are vital to rising student achievement. As embedded in the Order, quality learning is contingent upon quality teaching and enhancing teachers' quality becomes of utmost importance for long term and sustainable nation building.

3. STATEMENT OF THE PROBLEM

This study aimed to assess the level of professional competency of proficient secondary teachers and their performance through the Individual Performance Commitment Review Form or IPCRF and eventually craft a Faculty Development Program for School Year 2022-2023.

Specifically, this study sought answers to the following questions:

1. What is the level of competency of proficient teachers and highly proficient teachers be assessed in terms of:
   1.1. content knowledge and pedagogy;
   1.2. learning environment;
   1.3. diversity of learners;
   1.4. curriculum and planning
   1.5. assessment and reporting;
   1.6. community linkages and professional engagement; and
   1.7. personal growth and professional development?
2. On the basis of the result of the study, what Faculty Development Plan may be proposed to further improve the professional competency levels of teachers?

4. METHODOLOGY

The study utilized an assessment type of research. This refers to the collection of data to describe or better understand an issue and to use the data for the purpose of describing, predicting, and controlling as a means toward better understanding the phenomena under consideration, and evaluation refers to the comparison of data to a standard for the purpose of judging worth or quality. This type of research design is the most appropriate design for this study because it aimed to assess the level of professional competency and performance of proficient secondary teachers and eventually craft a Faculty Development Program for School Year 2022-2023.

The public secondary school teachers were respondents of the study. The techers were selected since the researcher is a major and a former teacher. Definitely, it would be easier for her to request and/or approach the teachers thru their head teachers as regard data collection. To date, there are nine hundred (900) secondary teachers in the Schools Division of Bulacan. These teachers come from the four educational districts (EDDIS) in the province of Bulacan. EDDIS I; has 24 schools, EDDIS II has 28 schools; EDDIS III: has 30 schools, and EDDIS IV has 11 schools. These teacher-respondents provided the copy of the accomplished standard tool on the competency level of teachers. The respondents are all teachers employed in the School Year 2020-2021.

Utilizing the Raosoft sample size calculation, a total of 270 proficient - respondents participated in the study. Raosoft sample size calculation is used to obtain the sample size of the study with the following standards: the margin of error of 5% and confidence level of 95%. Raosoft sample calculator is essentially a software that mainly calculates or generates the sample size of a research or survey. This online calculator offers sample size confidence interval calculation to lessen

these frustrations encountered during research. This software considers the margin of error, the confidence level and response distribution. It also offers to show viz-a-viz what the margin of error would be like with various sample sizes.

5. RESULTS AND DISCUSSIONS

Level of Competency among Proficient Teachers

Table 1
Level of Competency among Proficient Teachers

Indicators	Mean	Interpretation
Content Knowledge and Pedagogy	4.25	Competent
Learning Environment	4.36	Competent
Diversity of Learners	4.15	Competent
Curriculum and Planning	4.30	Competent
Assessment and Reporting	4.36	Competent
Community Linkages and Professional Engagement	4.35	Competent
Personal Growth and Professional Development	4.36	Competent
Total	**4.30**	**Competent**

As can be noticed in the Table 1, the level of competency of proficient teachers got a Competent rating as shown by the mean percentage score of 4.30. Specifically, this was displayed by the following KRA: content knowledge and pedagogy (4.25), learning environment (4.36), diversity of learners (4.15), curriculum and planning (4.30), assessment and reporting (4.36), community linkages and professional engagement (4.35), and personal growth and professional development (4.36).

Proposed Development Program for Proficient Teachers

Based on the findings of the study, Table 2 presents the proposed development program to further improve the performance of proficient teachers:

Table 2
Proposed Development Program

KRA	Strategies	Objectives	Person/s Involved	Resources	Timeline	Expected Outcome
Conten t	Research-Based	Use research-	Profici ent	MOOE Fund,	Septe mber	Weekly Learnin
Knowledge and Pedagogy	Weekly Learning Plan/ WLPs Workshop	based knowledge and principles of teaching and learning to enhance professional practice.	Teachers, Mentors and Coaches	Google Scholar, Electronic Libraries	2022 to October 2022	g Plans/ WLPs with Research Support
Learning Environment	Action Research Write Shop	Apply a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning.	Proficient Teachers, Mentors and Coaches, School Heads, Division Research Committee	MOOE Fund, Electronic Libraries	Year Round	Action Research Outputs
Diversity of Learners	Seminar-Orientation on Handling Learners from Indigenous Groups	Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups.	Proficient Teachers, Mentors and Coaches, School Heads, Curriculum Implementation Division Supervisors	Canteen Fund Internet Allowance	November 2022	Culturally Sensitive Lesson Plans – Validated by the CID Supervisors
Curriculum and Planning	Semestral Deliberations of the Students	Participate in collegial discussions that use teacher and learner feedback to enrich	Teachers, Advisers, Subject Teachers	Realigned Rest and Recreation Fund/ GAD Fund	December 2022	Learner Evaluation and Teacher Evaluations

		teaching practice.				
Assessment and Reporting	Utilizing Least Learned and Most Learned Competencies Assessment	Utilize assessment data to inform the modification of teaching and learning practices and programs.	Teachers, Advisers, Subject Teachers, Master Teachers	N/A	January 2023	Data-Driven Supplementary Learning Materials
Community Linkages and Professional Engagement	Reminder-Webinar on Code of Ethics for Professional Teachers	Review regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers.	All Teaching Personnel	Internet Allowance from MOOE Fund	February 2023	Teacher-Reflection on Code of Ethics for Professional Teachers
Personal Growth and Professional Development	Teachers' Individual Plan for Professional Development	Develop a personal professional improvement plan based on reflection of one's practice and ongoing professional learning.	Teachers, School Heads	N/A	August 2023	Filled up Teachers' Individual Plan for Professional Development Form

6. CONCLUSIONS

Based on the results of the study, the following conclusions were drawn:

1. The level of professional competencies of both proficient and highly proficient teachers were generally high. For proficient teachers, a higher level of assessment was noted on learning environment and assessment and reporting – indicative of the teachers' ability to bring out desired outcomes for the academic excellence of the learners through proper assessments and providing sound learning atmosphere.

7. RECOMMENDATIONS

Based on the results and conclusions of the study, the following recommendations are offered:

1. Proficient teachers may be more sensitive on evaluating oneself on the KRA that needs to be improved. Future research may explore on the correlation between the results of the Individual Plan for Professional Development (IPPD) and the results of their Individual Performance Commitment Review (IPCR).

2. It appears important to consider that the proposed development teacher training program based on the findings of this study may be given attention by the top management of Schools Division of Bulacan and eventually implement this for the school year 2022-2023.

REFERENCES

[1] Amalia B., & Pilarta, E. (2015). Job satisfaction and teachers performance in Abra state institute of and technology. Global Journal of Management and Business Research, 15(4-A), 81-85.

[2] Arslan, Gokmen. (2016). The relationship between paternalist leadership levels of school administrators and teachers' perception of organizational cynicism. Australian Professional Standards for Techers (2011). https://www.aitsl.edu.au/docs/default-source/national-policy-framework/australian-professional-standards-for-teachers.pdf.

[3] Abubakar, A., Hilman, H., & Kaliappen, N. (2018). New Tools for Measuring Global Academic Performance. SAGE Open. https://doi.org/10.1177/215824401879078.

[4] Agustina, E., & Kristiawan, M. (2020). Developing a Module of Academic Supervision for Headmaster of Madrasah Ibtidaiyah. Education Journal 3(1), 26-36. http://www.itspoa.com/?thread-1089-111.htm

[5] Alam, M. J., Haque, A. K. M. M., & Banu, A. (2021). Academic Supervision for Improving Quality Education in Primary Schools of Bangladesh: Concept, Issues and Implications. Asian Journal of Education and Social Studies, 14(4), 1–12. https://doi.org/10.9734/ajess/2021/v14i330359

[6] Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The Influence of the Transformational Leadership and Work

Motivation on Teachers Performance. International Journal of Scientific & Technology Research, 7(7).

[7] Agus, R., & Samuri, S. M. (2018). Learning Analytics Contribution in Education and Child Development: A Review on Learning Analytics. Asian Journal of Assessment in Teaching and Learning, 8, 36-47. https://doi.org/10.37134/ajatel.vol8.4.2018.

[8] Anub, C. D. . (2020). Instructional Leadership Practices, Teachers' Satisfaction and School Performance Indicators. Journal of World Englishes and Educational Practices , 2(4), 50-64. https://doi.org/10.32996/jweep.2020.2.4.6

[9] Baier, F., Decker, A-T., Voss, T., Kleickmann, T., Klusmann, U., & Kunter M. (2019). What makes a good teacher? the relative importance of mathematics teachers' cognitive ability, personality, knowledge, beliefs, and motivation for instructional quality. British Journal of Educational Psychology, 89(4), 767-786. https://doi.org/10.1111/bjep.12256.

[10] Blackwell, C. (2013). Teacher Practices with Mobile Technology Integrating Tablet Computers into the Early Childhood Classroom. Journal Education Research.

[11] Blazar, D. (2015) Effective Teaching in Elementary Mathematics: Identifying Classroom Practices that Support Student Achievement. Elsevier, 48, 16Leader-29

[12] Blazar, David, Kraft, Matther. (2017, March 1). Teacher and Teaching Effects on Students' Attitudes and Behaviors. SAGE Journal, 39(1).