Developing a Self-Assessment Tool for Pre-service Teachers Across Levels and Disciplines

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A project of the Department of Foreign Affairs and Trade Australian Aid Program through the efforts of the University of New England SiMERR National Research Centre in partnership with the Philippine Normal University, the National Center for Teacher Education

Teacher evaluation should be based on professional teaching standards and should be sophisticated enough to assess teaching quality across the continuum of development from novice to expert teacher.

(Darling-Hammond in Strauss, 2012)

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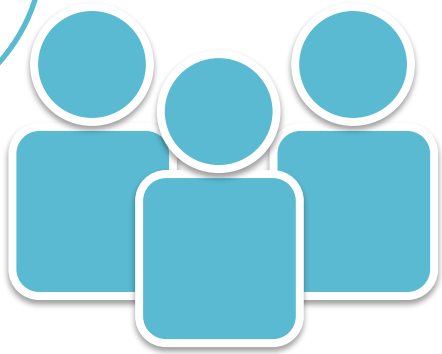
Teachers in the Philippines:



- Know what to teach and how to teach it
  - Strategies for developing critical and creative thinking skills
  - Knowledge of research
  - Use of Mother Tongue, Filipino and English in instruction
  - Classroom communication strategies
- Are responsive to learner diversity
  - Learners' linguistic, cultural, socio-economic and religious backgrounds
  - Learners in difficult circumstances
  - Learners from Indigenous Groups
- Plan and design effective instruction
- Establish community relationships and uphold professional ethics
- Engage in professional reflection and assume responsibility for personal professional learning
- Use a variety of assessment tools to inform and enhance the teaching and learning process
- Maintain a learning-focused environment

The Paradigm Shift

Pre-K to 12

NCBTS

Paradigm Shift

K to 12

D-NCBTS

(a continuum of teaching practice defined in terms of distinct career stages)

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Rationale for Career Stages

The description of standards at different career stages provides "a framework for the teacher development continuum."

(OECD,2005)

Teacher evaluation should be based on professional teaching standards and should be sophisticated enough to assess teaching quality across the continuum of development from novice to expert teacher.

(Darling-Hammond in Strauss, 2012)

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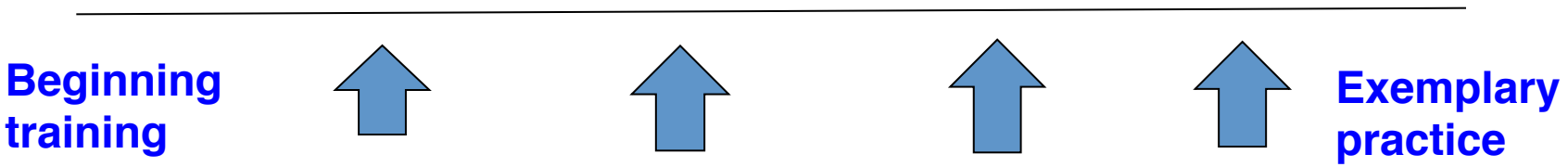
Teacher Professional Growth

Teacher professional growth can be represented by:

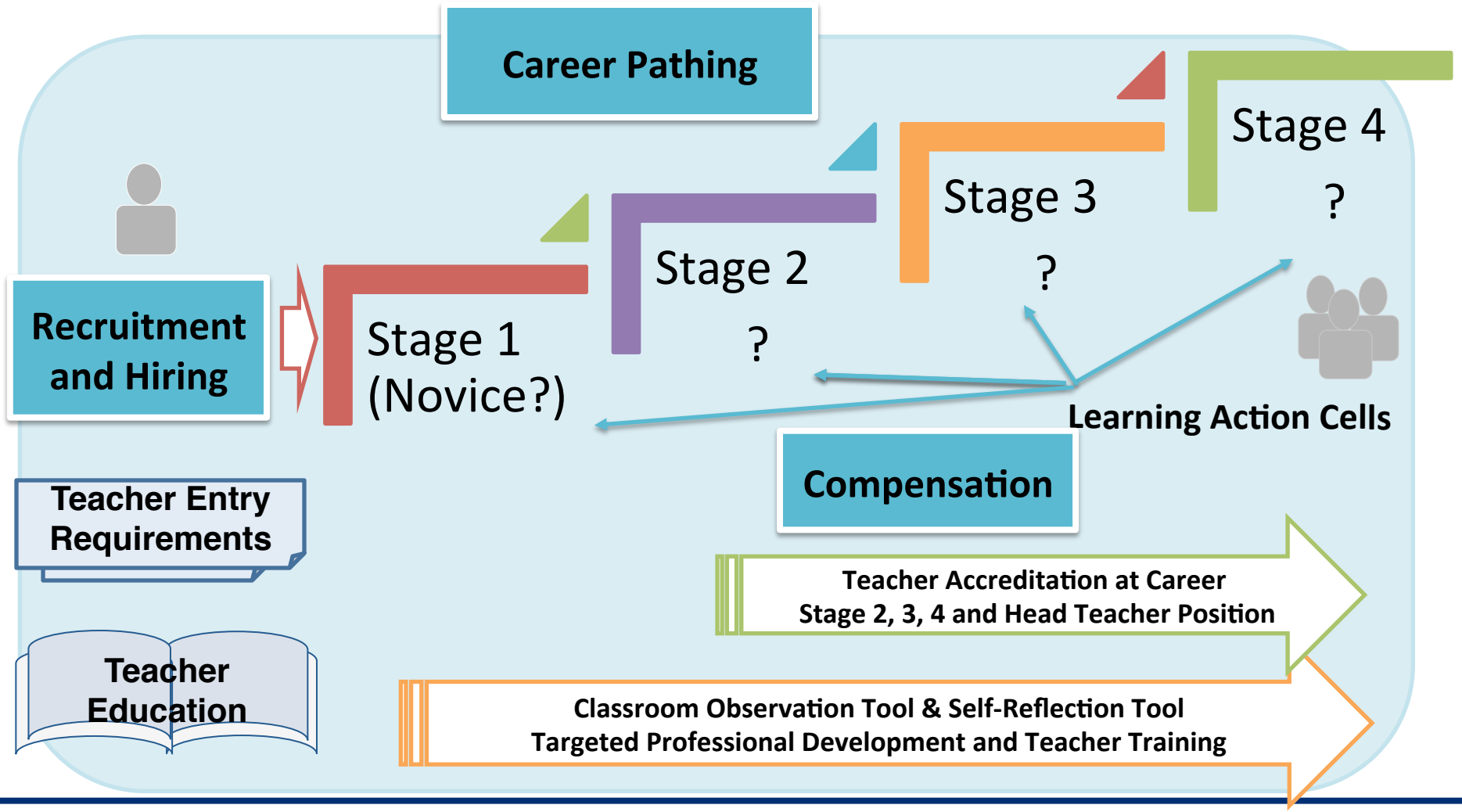


It is valuable to have sign posts along the way to help identify progress. We call these career stages.

Teacher quality Stages are developmental in nature and exist on a quality continuum.

This is about teachers, not leadership roles such as Assistant Principals and Principals.

Developmental Pathway for Teachers



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Career Stage Description

Career Stage 1 – **Pre-service/ Beginning?**	Career Stage 2: **Proficient Teachers/ ?**	Career Stage 3: **Highly Proficient Teachers/ ?**	Career Stage 4: **Distinguished Teachers/ ?**
• meet the entry requirements in the profession • possess the requisite knowledge and skills vital to the teaching and learning process • seek professional support from more experienced colleagues	• professionally independent in the application of skills vital to the teaching and learning process • display skills in planning, implementing and evaluating learning programs	• consistently display a high level of performance in their teaching practice • provide support and mentoring to colleagues in their professional development	• embody the highest standard for teaching grounded in global best practice • recognized as educators, leaders, contributors to the profession and initiators of collaboration and partnership

Strand on Mother Tongue

D-NCBTS Domain 1: Content Knowledge and Pedagogy

Strand 1.6 Use of Mother Tongue, Filipino and English in teaching and learning

Pre-service/ Beginning

1.6.1 Use Mother Tongue, Filipino and English to facilitate teaching and learning.

Stage 2/Proficient

1.6.2 Display proficient use of Mother Tongue, Filipino and English in instruction to facilitate teaching and learning.

Stage 3/Highly Proficient

1.6.3 Model and support colleagues in the proficient use of Mother Tongue, Filipino and English to improve instruction, as well as to develop the learners' pride of their language, heritage and culture.

Stage 4/ Distinguished

1.6.4 Show exemplary skills in and advocate the use of Mother Tongue, Filipino and English in instruction to facilitate the learners' language, cognitive and academic development and foster pride of their language, heritage and culture.

Career Stage 1 Implications

Pre-Service Teacher Standards:

- provide TEIs with a realistic focus for training;
- have direct links to future in-service development; and
- are a framework upon which the quality of TEI students and TEI programs can be measured.

- set out clear expectations for student teachers to achieve
- define student teacher outcomes for TEI mentors to work with
- help ensure that future teachers are prepared to teach

The Development of an Assessment Tool for Pre-service Teachers based on Professional Standards for Teachers

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The work on Professional Standards

- consultations with key stakeholders over the life of the project

- lexical and content analyses undertaken on DepED and other government documents, print discourse and international teacher standards in over 40 jurisdictions

- psychometric studies of indicators differentiated according to career stages (including pre-service)

  - Do the indicators have clarity of meaning?
  - Are the indicators important to teachers and are at their appropriate level?
  - How do teachers assess the level of difficulty of indicators across the four stages?

Indicators have excellent item reliability

Summary of Psychometric Parameters for the Anchored and Linked Models

Anchored Model				**Linked Model**	
Form A		**Form B**			
Item Mean	0.00	Item Mean	0.01	Item Mean	0.00
Item SD	0.59	Item SD	0.66	Item SD	0.62
Item Reliability	0.88	**Item Reliability**	0.91	**Item Reliability**	0.89
Case Mean	-1.59	Case Mean	-1.52	Case Mean	-1.56
Case SD	1.29	Case SD	1.28	Case SD	1.28
Case Reliability	0.95	**Case Reliability**	0.96	**Case Reliability**	0.95

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- views from teacher educators and pre-service teachers

- feedback from national focus group workshops about teachers' shared understandings of their practice, and the standards' career stages, domains, strands and indicators

National Focus Group Workshop Questions

- What are the participants' perspectives/ views/opinions on the draft domains, strands, indicators and career stages?
  - Are the indicators assessable?
- What constitutes evidence of meeting the indicators?

- Overwhelming response was very positive
- Field saw the set of standards as a valid description of the teaching profession
- Indicators across career stages are achievable in practice

Draft self-assessment tools for teachers

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Telefax +632-336-97-55 ✉ Email rctq@pnu.edu.ph

TEACHER SELF-ASSESSMENT TOOL

FORM A

of the K to 12 Law (R.A. 10533) in June 2013 as a response to the changes and cha
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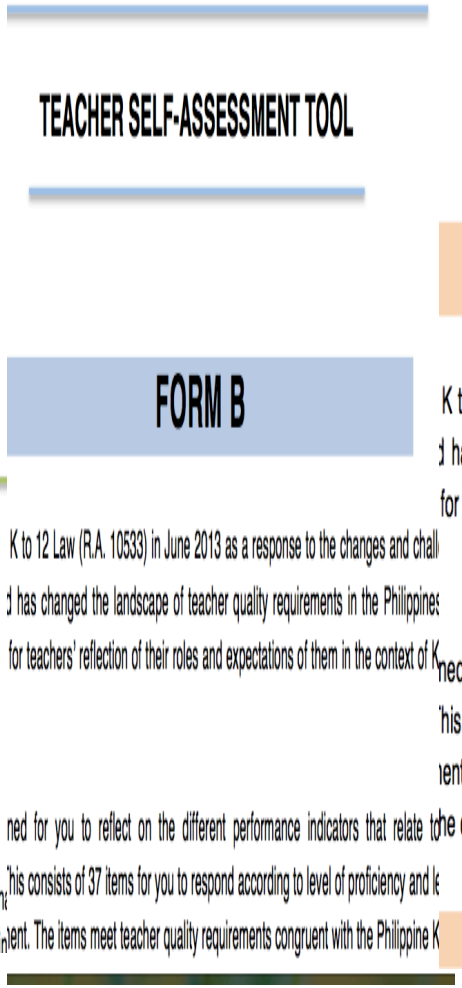
TEACHER SELF-ASSESSMENT TOOL

FORM B

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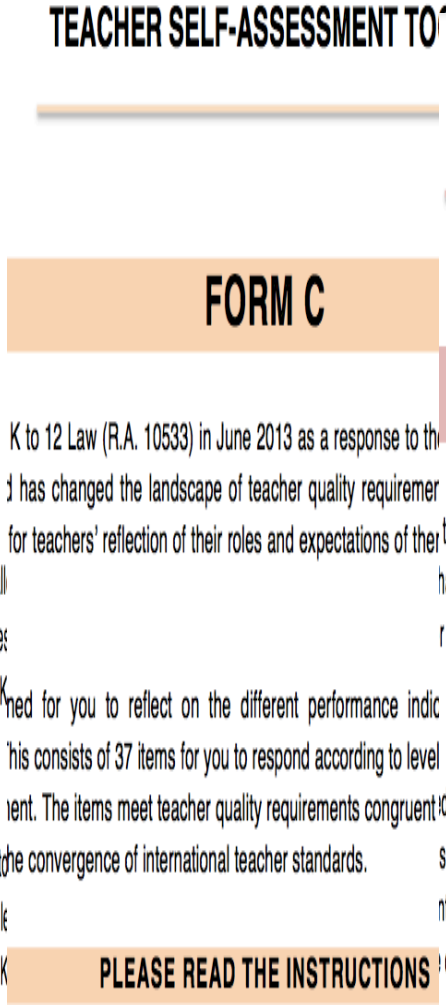
TEACHER SELF-ASSESSMENT TO

FORM C

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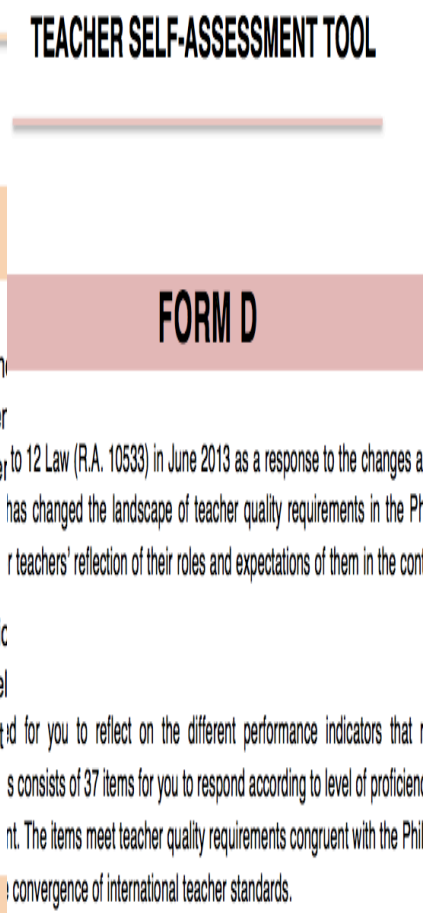
PLEASE READ THE INSTRUCTIONS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FORM D

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The draft self-assessment tool for pre-service teachers

INDICATORS	Proficiency					Priority for Development			
	Not Proficient	Moderately Proficient	Neutral	Proficient	Highly Proficient	Low Priority	Moderately Low Priority	Neutral	Priority
	1	2	3	4	5	1	2	3	4
ent Knowledge and Pedagogy									
monstrate content knowledge and its application hin and/or across curriculum teaching areas.	○	○	○	○	○	○	○	○	○
monstrate an understanding of research-based owledge and principles of teaching and learning.	○	○	○	○	○	○	○	○	○
ow skills in the positive use of ICT to facilitate the ching and learning process.	○	○	○	○	○	○	○	○	○
monstrate knowledge of teaching strategies that mote literacy and numeracy skills.	○	○	○	○	○	○	○	○	○

Next Steps

- Further consultations
- Developing options for DepED and CHED
- Tryout

Thank you.