Republic of the Philippines
Department of Education

The National Competency Based Teacher Standards Teachers' Strengths and Needs Assessment (NCBTS-TSNA)

GUIDE AND TOOLS

DepED-EDPITAF-STRIVE
Training and Development
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This document, ***The NCBTS-TSNA Guide and Tools****, was developed and validated in Regions VI, VII and VIII, Divisions of Negros Occidental, Bohol/Tagbilaran and Northern Samar through the AusAID-funded project,* ***STRIVE*** *(Strengthening the Implementation of Basic Education in selected Provinces in the Visayas), in coordination with the EDPITAF (Educational Development Project Implementing Task Force) and in consultation with the TEDP-TWG, NEAP and the Bureaus of the Department of Education.*

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GLOSSARY OF ACRONYMS	
AIP	Annual Implementation Plan
BESRA	Basic Education Sector Reform Agenda
CBTS	Competency Based Teacher Standards
CO	Central Office
COT	Center of Training
DEDP	Division Education Development Plan
DepED	Department of Education
DO	Division Office
EDPITAF	Educational Development Project Implementing Task Force
EBEIS	Enhanced Basic Education Information System
ES	Education Supervisor
FGD	Focus Group Discussion
ICT	Information Communication Technology
ICT4E	Information Communication Technology for Education
INSET	In-Service Education and Training
IRR	Implementing Rules and Regulations of RA 9155, December 2007
IPPD	Individual Plan for Professional Development
KRT	Key Results Thrust
KSA	Knowledge, Skills and Attitudes
LAC	Learning Action Cells
LRMDS	Learning Resource Management and Development System
MOOE	Maintenance and Other Operating Expenses
MPPD	Master Plan for Professional Development
M&E	Monitoring and Evaluation
NCBTS	National Competency-Based Teacher Standards
PDP	Professional Development Planning
PDRD	Program Designing and Resource Development
PDy	Program Delivery
PSDS	Public School District Supervisor
RA 9155	Republic Act 9155: Governance Act for Basic Education, 11 Aug 2001
REDP	Regional Education Development Plan
RO	Regional Office
SBM	School-Based Management
SH	School Head
SIP	School Improvement Plan
SLE	Structured Learning Episode
SLEP	School Leadership Experience Portfolio

SPPD	School Plan for Professional Development
STRIVE	Strengthening the Implementation of Basic Education in Selected Provinces in the Visayas
T&D	Training and Development
TDIS	Training and Development Information System
TEC	Teacher Education Council
TEDP	Teacher Education Development Program
TEI	Teacher Education Institute
TDNA	Training and Development Needs Assessment
TSNA	Teachers Strengths and Needs Assessment
UIS	Unified Information System
WG	Working Group

National Competency-Based Teacher Standards -
Teachers' Strengths and Needs Assessment (NCBTS-TSNA)

1. Introductory Information

Basis of the NCBTS-TSNA

The Department of Education is presently pursuing a package of policy reforms that seeks to improve the quality of basic education. These policy reforms are expected to create the critical changes necessary to further accelerate, broaden, deepen and sustain the improved education effort already started. This package of policy reforms is referred to as the Basic Education Sector Reform Agenda (BESRA).

One key element in the reform agenda is the establishment of the National Competency-Based Teacher Standards (NCBTS). This is a framework that identifies the competency standards for teacher performance so that teachers, learners and stakeholders are able to appreciate the complex set of behaviors, attitudes and skills that each teacher must possess in order to carry out the satisfactory performance of their roles and responsibilities.

In response to the need for an instrument that identifies the professional strengths and development needs of the teachers, the NCBTS -TSNA was developed and validated through the AusAID-funded Project Strengthening the Implementation of Basic Education in Selected Provinces in the Visayas (STRIVE). This initiative was undertaken in coordination with the Educational Development Project Implementing Task Force (EDPITAF) and Regions VI, VII and VIII, Divisions of Negros Occidental, Bohol/Tagbilaran and Northern Samar, and further validated by the Teacher Education Development Program-Technical Working Group (TEDP-TWG) at the national level.

The NCBTS- TSNA System Framework

The NCBTS-TSNA adopts the TDNA System Framework. The process determines the differences between the actual situation (what is) and the desired condition (what should be) in terms of teacher professional competencies. In the NCBTS-TSNA, the actual situation is described by the current competencies as perceived by the teacher. The profile of the teacher's current competencies is compared to the NCBTS standards for effective teaching. This NCBTS-TSNA, therefore, identifies both the competency strengths and needs as a result of determining the difference between the expected and the current teacher's competencies. These competencies are translated in terms of Knowledge, Skills, and Attitudes (KSAs) that actually define the domains, strands and performance indicators of the NCBTS.

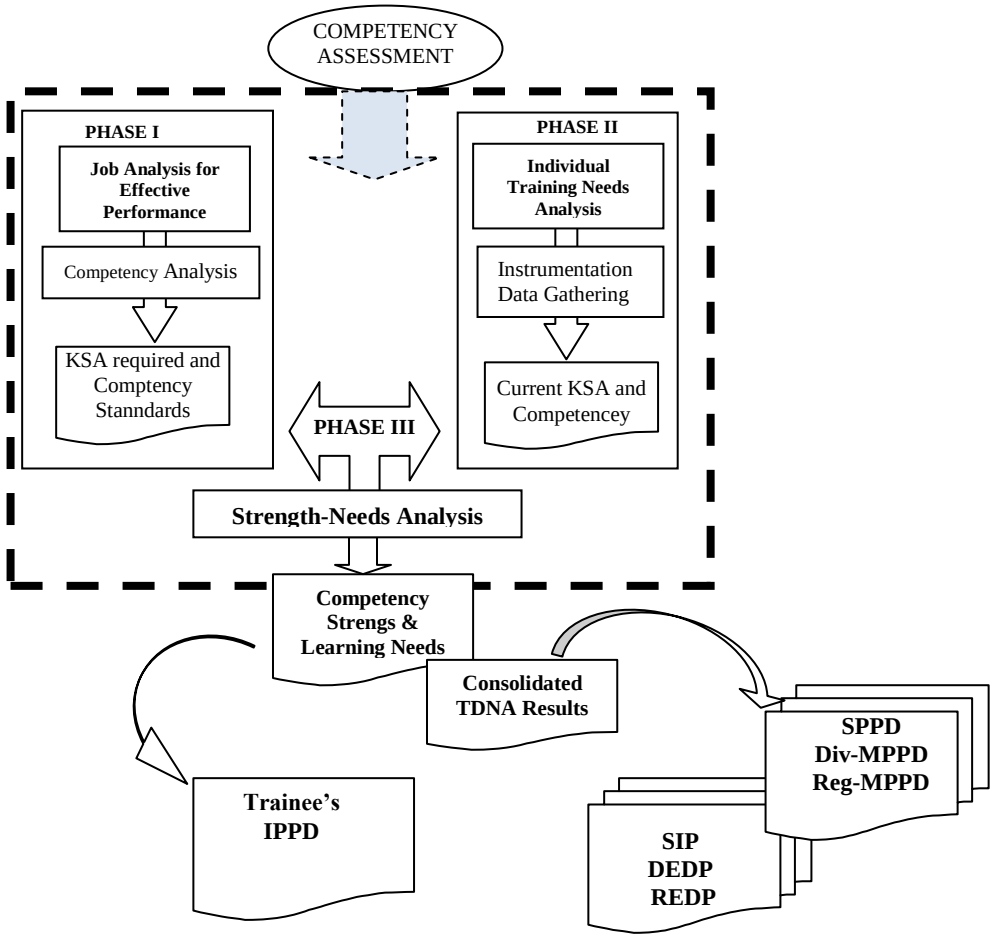
As in the TDNA Framework, the NCBTS-TSNA involves three essential stages of strengths and needs analysis: Phase I (Job Analysis for Effective Performance) is actually done by analyzing nationally set teacher standards in behavioral terms or by identifying effective teaching competencies. The DepED Central Office and Regional Offices are tasked to do this phase of the TSNA process. Phase II (Individual Training Needs Analysis) is the instrumentation to determine the current teacher competency levels in KSA terms which is done by the individual teacher at the school level. Phase III (Strengths-Needs analysis) is the analysis of the discrepancies between the standards set and the current teachers' data on their competencies. Minimal discrepancies indicate strengths while big discrepancies indicate learning needs. The consolidation of results is carried out at the school, cluster, District, Division or Region level for their respective purposes related to identifying teacher training and development needs.

An important aspect of the NCBTS-TSNA process is the utilization of its results that will serve as inputs in the preparation of Individual Plan for Professional Development (IPPD) and in designing programs and activities for teachers at the school, district and division levels. The consolidated NCBTS-TSNA results at the school, division, and regional level inform the School Improvement Plan (SIP), the Division Education Development

Plan (DEDP) and the Regional Education Development Plan (REDP), with respect to the plans for professional development at the school, division and the regional levels.

When established, the NCBTS-TSNA system ensures that "*teachers routinely use CBTS in making self-assessments of their current practices to identify their individual development needs, and that school heads, division and regional offices also routinely use CBTS in identifying teacher performance factors that affect school-wide learning outcomes*" (BESRA PIP, 2006 Version (PIP V.1, p. 21).

The framework is illustrated below.



Purpose of the NCBTS-TSNA

To realize the provision of quality Professional Development of Teachers, the NCBTS-TSNA is conducted to gather data on the competency strengths and needs of teachers that serve to inform the design and conduct of continuing training and development programs for the improvement of teaching-learning practice.

Specifically, the NCBTS-TSNA intends to:

1. Determine the competency strengths and learning needs in terms of KSAs of individual teachers vis-à-vis the standards set by the NCBTS in the seven domains

2. Consolidate the NCBTS-TSNA results at the school, district, division, and region levels

Expected Outputs

Based on the purpose stated above, the NCBTS-TSNA is expected to yield the following specific outputs:

A. At the individual level:

An Individual Teacher Summary of NCBTS-TSNA Results indicating the strengths and learning needs in each of the seven domains and 23 strands.

B. At the school level:

Consolidated NCBTS-TSNA results that reflect the general strengths and learning needs of the teachers in the school

C. At the cluster/district /division/region level:

Consolidated NCBTS-TSNA results of participating school teachers in a given cluster/district/division/region.

The NCBTS and the KSAs Developed for the NCBTS-TSNA

The NCBTS-TSNA tool is anchored on the NCBTS Framework set by the Department of Education. This contains seven integrated domains for effective teaching which are: **Domain 1**–Social Regard for Learning; **Domain 2**–Learning Environment; **Domain 3**–Diversity of Learners; **Domain 4**–Curriculum; **Domain 5**–Planning, Assessing and Reporting; **Domain 6**–Community Linkages; and **Domain 7**–Personal Growth and Professional Development. Each domain has its corresponding strands and each strand has performance indicators. A total of seven domains, 23 strands and 80 performance indicators make up the NCBTS competency standards set by the DepED.

The domains, strands and performance indicators were translated to specific KSAs to compose the NCBTS-TSNA Tool with 270 KSAs in the various clusters as described in the table below:

DOMAINS	STRANDS	PERFORMANCE INDICATORS	KSAs
Domain 1: Social Regard for Learning	2	5	18
Domain 2: Learning Environment	5	17	59
Domain 3: Diversity of Learners	1	8	27
Domain 4: Curriculum	7	22	78
Domain 5: Planning, Assessing and Reporting	4	12	40
Domain 6: Community Linkages	1	6	18
Domain 7: Personal and Professional Growth	3	10	30
Total -7 Domains	**23**	**80**	**270**

The NCBTS-TSNA Tool content and methodology were validated by various groups at different levels across Regions VI, VII, and VIII and at the Central Office level. The validation process involved the following:

1) Preliminary Content Validation: The validation group included the STRIVE2 Project Component Team composed of 34 educators with 4 Regional Supervisors, 6 Division Supervisors, 22 Principals, 1 Administrative Officer V (former HRMO3), and 1 District ALS Coordinator. The process reduced the original 375 items to 260 items.

2) Region, and Division Level Content Validation: Six Regional Education Division Chiefs; 16 Division Supervisors; 13 District Supervisors; 27 School Heads, 27 Elementary School Master Teachers and 27 High School Master Teachers were selected to review the tool for content and language used. They submitted their comments and marginal notes for the refinement of the tool.

3) Field Process Validation: Sixty In-service Teachers were asked to respond to the tool with two versions. Thirty (30) teachers used the manual version and 30 teachers used the electronic version. Results showed that it was more efficient to complete the electronic version. Time spent in accomplishing both versions were recorded to be on average two hours for the manual and one

hour for the electronic. There were refinements done for the electronic tool related to the programming of results per domain and strand.

4) Validation by six of the STRIVE project's Technical Advisers: TDNA and SBM Adviser, the National and International T&D Advisers, the National and International ICT Advisers and the SBM-QAAF Adviser. There was a recommendation to include items specific to ICT competencies submitted by the LRMDS Advisers. The ICT4E standards were studied and **ten items** were added to the **four original items** to compose the ICT "domain". This made the total of items **270** in all.

5) Experts' Validation at the Central Office Level: The TEDP who was responsible in formulating the NCBTS was consulted to review the tool. The TEDP group included: the Director of the Teacher Education Council (TEC), a Professor and former Vice-President for Academics of West Visayas State University, the Associate College Dean of Arts and Sciences of the University of the Philippines, the College Dean of Centro Escolar University and National President of PAFTE, a School Head and the President of NAPSSHI, a School Head and President of PESPA, and a SPED specialist and Assistant Chief of the Bureau of Elementary Education. Together with the T&D Team and the ICT and T&D Technical Advisers, they reviewed the manual and thoroughly inspected the 270 items, item by item. As a result, further refinements were incorporated to the Tool. Additionally, the TEDP expressed appreciation for the developed NCBTS tool and for the addition of a set of 14 items that composed an "ICT domain".

6) Presentation of the Guide and Tools to a national group of teacher educators: Comments and points for refinement were gathered from the participants of the First National Conference of Centers of Training Institutions, attended by Heads and Deans of 82 Teacher Education Institutions (TEIs), including a few RDs, ARDs, and SDSs, held at the Development Academy of the Philippines, Tagaytay City. Points considered for the improvement of the Guide and tool were the inclusion of the PSDS's to be co-responsible with the School Heads for the administration of the NCBTS Tool to teachers in their clusters, the inclusion of an item for guided reflection as a competency, reconsideration of the length of the Tool, among others.

7) Preparation of the NCBTS-TSNA Orientation Package: In the course of doing the steps mentioned above, there was a clear recognition that teachers must have an adequate understanding of the NCBTS Framework and the standard competencies that are expected from them before the NCBTS needs assessment process is done. To address this need, the T&D Team developed a resource package that aimed to orient the implementers such as the ES, PSDS and School Heads and NCBTS Coordinators on the BESRA and the NCBTS. The NCBTS-TSNA Orientation Package, which consists of a series of Structured Learning Episodes (SLEs), was also to be conducted to teachers prior to the initial administration of the NCBTS-TSNA Tool.

8) Process Try-out of the NCBTS-TSNA Guide and Tools, including the NCBTS-TSNA Orientation Package: The NCBTS-TSNA system, procedures were tried out in a one-school sample that involved all the teachers and the School Head of the Tabalong National High School, Dauis, Division of Bohol. The content and processes of conducting the SLEs, the tool administration, scoring, individual and school consolidation profiling, and the M&E mechanisms were tried with 33 teachers. Refinements were done following the try-out based on the observations of the T&D Team and feedback from the teacher respondents. The Pilot Version of the NCBTS-TSNA Guide and Tools, and NCBTS-TSNA-Orientation Package was then prepared for a bigger sample of schools.

9) Division Pilot-Test of the NCBTS-TSNA Guide and Tools, including the NCBTS-TSNA Orientation Package: The pilot-testing of the NCBTS-TSNA system using the NCBTS-TSNA Guide and Tools and the NCBTS-TSNA Orientation Package was done in the 300 pilot schools in the Divisions of Bohol, Negros Occidental and Northern Samar. This expanded to include the six hundred twenty (620) non-pilot schools in the division of Negros Occidental. Technical reports were developed to document the process and were the basis for the finalization of the NCBTS-TSNA Guide and Tool and NCBTS-

TSNA Orientation Package. This was turned-over to the central office which further validated the Guide and Tools and the Orientation package to six regions outside the STRIVE sites.

10) Finalization of the NCBTS-TSNA Guide and Tool and NCBTS-TSNA Orientation Package: Based on the national validation conducted by the TEDP-TWG in Luzon and Mindanao, further revisions were made such as the renaming of the package to **NCBTS-TSNA** (Teachers Strengths and Needs Assessment), the clustering of 10 ICT items under a new STRAND (4.7), addition of a performance indicator on ICT (4.7.1). The 10 of the 14 ICT items found in different strands in the original tool were selected and finally classified under this performance indicator and ICT strand.

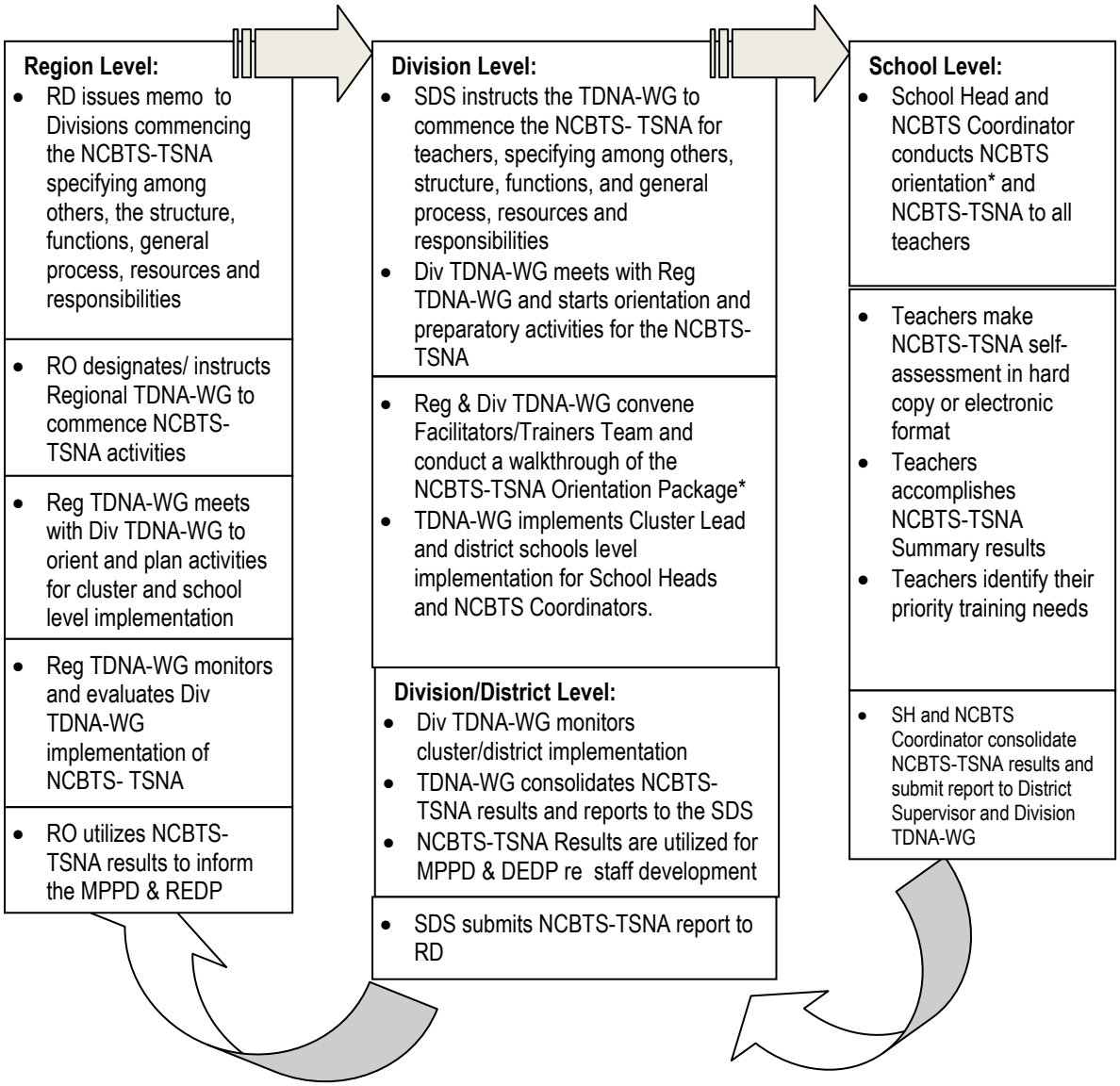
2. Establishment of Regional and Division TDNA-Working Groups

The Regional and Division TDNA Working Groups (TDNA-WGs) may be convened to take responsibility for the management of the NCBTS-TSNA process. The Regional TDNA-WG members (representing the elementary and the secondary levels who are preferably Education Supervisors), would be designated by the Regional Director. The Division TDNA-WG is organized by the Schools Division Superintendent (SDS). Both Regional and Division TDNA-WG members are chosen based on experiences in assessment and in the training of teachers. Chairs and Co-Chairs may be assigned to lead the working groups.

TDNA-WG Roles and Responsibilities

The TDNA-WG's have overall responsibility for the management of the NCBTS-TSNA process. They should be familiar with the process for orienting groups of School Heads with their NCBTS Coordinators at the cluster/district level on the process for conducting the NCBTS-TSNA, and ensure they are then able to administer the tools to the teachers at the school level. The TDNA-WG members are expected to play a key role in the preparation, administration, monitoring, data consolidation and reporting the results of the NCBTS-TSNA. The general flow of processes related to the NCBTS-TSNA across the Regional, Division/District and School levels is seen in the diagram below.

NCBTS- TSNA Structural Process Flow



* Note: The Orientation Package only needs to be delivered when first introducing the NCBTS-TSNA.

Roles and Responsibilities to Support the Orientation on the NCBTS-TSNA

Regional Supervisors

- To support and monitor the Division in the implementation of the NCBTS-TSNA Orientation and the administration of the NCBTS-TSNA Tool

District/Division Supervisors

- To attend an orientation on the National Competency-Based Teacher Standards and the Teachers Strengths and Needs Assessment Tool
- To provide assistance to Lead School Heads in coordinating clusters to meet to undertake an orientation on the National Competency-Based Teacher Standards and the Teachers Strengths and Needs Assessment Tool
- To assist in generating resources for the Division NCBTS-TSNA activities
- To actively support School Heads and NCBTS Coordinators in the conduct of the orientation of all teachers regarding the NCBTS

- To actively support School Heads and NCBTS Coordinators in the administration of the NCBTS-TSNA Tool to all teachers
- To support the consolidation of the results of the teacher NCBTS-TSNA at the school level and the incorporation of findings into School Improvement Plans(SIP) and School Plans for Professional Development (SPPD)
- To consolidate district NCBTS-TSNA results and incorporate findings into plans for District level training
- To monitor and evaluate the conduct of the orientation and administration on the NCBTS-TSNA
- To give feedback and recommendation on the conduct of orientation and administration of the NCBTS-TSNA

Lead School Heads

- To orient all School Heads and NCBTS Coordinators within their cluster to the National Competency-Based Teacher Standards and the Teachers Strengths and Needs Assessment Tool
- To assist Schools Heads in identifying/organizing different working groups for the school level orientation on the National Competency-Based Teacher Standards and the Teachers Strengths and Needs Assessment Tool
- Support schools within their clusters with resources to support the NCBTS-TSNA Orientation and the electronic consolidation of NCBTS-TSNA results

School Heads

- To attend an orientation on the National Competency-Based Teacher Standards and the Teachers Strengths and Needs Assessment Tool
- To identify/organize different working groups for the orientation on the National Competency-Based Teacher Standards and the Teachers Strengths and Needs Assessment Tool
- To orient all teaching staff within their school on the National Competency-Based Teacher Standards
- To administer the NCBTS-TSNA Tool to all teachers within their school
- To consolidate the school level NCBTS-TSNA results electronically
- To identify the strengths and needs of teachers based on the NCBTS-TSNA results
- To submit consolidated NCBTS-TSNA Results to the District Supervisor and the Division TDNA-WG

NCBTS Coordinators

- To attend an orientation on the National Competency-Based Teacher Standards and the Teachers Strengths and Needs Assessment
- To assist the School Head to orient all teaching staff within their school on the National Competency-Based Teacher Standards
- To assist the School Head in the administration of the NCBTS-TSNA to all teachers within their school
- To assist in the electronic consolidation of the school level NCBTS-TSNA results

Teachers

- Attend an orientation on the National Competency-Based Teacher Standards and the Teachers Strengths and Needs Assessment Tool
- To read and reflect on every item of NCBTS-TSNA Tool
- To answer every item based on an honest assessment of oneself to inform future professional development activities
- Complete a Teachers Strengths and Needs Assessment including the development of an Individual Teacher Summary of NCBTS-TSNA Results

- To use the results in developing an Individual Plan for Professional development (IPPD)

Criteria for the Selection of School NCBTS Coordinators
The orientation on the National Competency-Based Teacher Standards and the Teachers Strengths and Needs Assessment to teachers in all schools is the responsibility of the School Heads and their respective NCBTS School Coordinators. The designation of the NCBTS School Coordinator is at the discretion of the School Head taking into consideration the following criteria.

NCBTS Coordinator should have:

- at least 3 years of teaching experience;
- knowledge and experience in facilitating training activities;
- computer skills in Word, Excel and PowerPoint;
- good communication and leadership skills;
- willingness and commitment in completing NCBTS related tasks to support on-going teacher development.

3. Orientation of Supervisors, School Heads and NCBTS School Coordinators

The principle of school-based management empowers the School Heads to provide instructional leadership and therefore in order for them to support teachers, School Heads must be aware of the framework of the NCBTS that defines the concept of effective teaching. In addition, School Heads can only effectively support the professional development of the teachers when they have the first-hand information about the training and development needs of teachers. School Heads and Schools Supervisors need to be oriented so they are knowledgeable of the NCBTS and the features of the NCBTS-TSNA tool and its proper administration and results utilization if they are to provide effective instructional leadership.

The Division TDNA-WG is responsible for the orientation of all School Supervisors and School Heads with their respective NCBTS School Coordinators on the NCBTS and the TSNA. The NCBTS-TSNA Orientation Package serves as a guide and resource for the introduction of the NCBTS and the initial administration of the self-assessment tool. The package with accompanying resource materials is designed for knowledge building and advocacy on the NCBTS and for the transfer of the technology to conduct NCBTS-TSNA to the School Heads. The package can also be used to provide teacher beneficiaries with a deep understanding of the NCBTS and its relationship to in-service teachers' professional development and to introduce the NCBTS-TSNA tool, with consideration of the tool's proper administration with teachers and how results can be utilized.

The NCBTS-TSNA Orientation Package aims to:

- enhance implementers' understanding of BESRA and the significance of teacher development in achieving its goals;
- introduce the NCBTS and its relevance to teacher in-service development;
- deepen implementers' understanding of the seven domains, strands and performance indicators of the NCBTS;
- introduce the NCBTS-TSNA Tool and consider guidelines for its implementation;
- prepare School Heads, NCBTS Coordinators and Supervisors to implement the NCBTS-TSNA to teachers.

The NCBTS-TSNA Orientation Package consists of resource materials for the conduct of orientation of the NCBTS to those responsible for implementing the NCBTS-TSNA (e.g. School heads, NCBTS Coordinators and Supervisors) as well as to teachers. There are five Structured Learning Episodes (SLEs). Each SLE sets out the specific key understanding to be developed, the specific learning objectives to be achieved, the

recommended duration, and the detailed description of the procedural flow of the session e.g. the core activities to be delivered. Accompanying PowerPoint's and handouts are included in the package.

The content of the SLEs and corresponding elements are summarized in the matrix below:

SLEs/Title	Objectives	Key Understandings	Support Materials
SLE 0: **NCBTS-TSNA Orientation Overview**	1. Understand the objectives of the 3-day orientation 2. Define and share expectations of the 3-day orientation 3. Identify the house rules 4. Appreciate the value of sharing ideas	• An understanding of the objectives of the NCBTS-TSNA orientation will ensure participants are aware of the purpose for the training. • Agreed learning expectations will ensure participants and facilitators are working towards the same goal. • A set of 'House Rules' will support the smooth conduct of the training.	- Handouts: Program Objectives and Schedule: Orientation on the NCBTS-TSNA - PowerPoint presentation
SLE 1: **KRT 2 and BESRA**	1. Discuss the initiatives being implemented through BESRA 2. Understand how the KRTs of BESRA lead to the attainment of EFA goals and quality education 3. Understand how one's school vision can be attained through strong support for BESRA's initiatives particularly towards quality teacher development	• Basic Education Reform Agenda (BESRA) is a package of policy reforms expected to create the critical changes necessary to accelerate, broaden, deepen and sustain the improved education effort already started by the Department of Education (DepED). • To achieve the desired educational outcomes for all Filipinos, BESRA focuses on specific policy action within five Key Reform Thrusts (KRTs) including KRT2 Teacher Development. • As the instructional leader of the school, the School Head should support, encourage and motivate the teachers' continuous professional development.	- Handout on BESRA - PowerPoint Presentation
SLE 2: **NCBTS – A Guide for all Filipino Teachers**	1. Explain the framework, structure and features of the NCBTS 2. Explain the significance and importance of the NCBTS and its target users 3. Discuss the use of the NCBTS and how it can help teachers improve teaching and learning 4. Appreciate the value of the NCBTS	• The NCBTS is an integrated theoretical framework that defines the different dimensions of effective teaching, where effective teaching means being able to help all types of students achieve the various learning goals in the curriculum. • The NCBTS provides a clear guide for all teacher development programs and projects from school level up to the national level. • Various stakeholders and institutions use the NCBTS in their roles to maintain quality education through effective teaching and learning.	- Handout on the NCBTS - PowerPoint Presentation
SLE3: **The NCBTS Components and Structure: A Closer Look at the Domains**	1. Define the different domains of NCBTS 2. Classify indicators and strands according to domains 3. Appreciate the value of NCBTS in teacher's development	• The NCBTS defines seven domains within which teachers can develop professionally. The seven domains are closely connected to each other in very meaningful ways, and that the seven domains are best understood as constituting an integrated whole. • The seven domains can be classified into two broad categories. The first category can further be divided into two sub-categories: 1. Domains that relate to the teacher as a facilitator of learning (Domains 2 to 6) *1.1:* Domains on teaching practices related to the technical aspect of the teaching and learning processes (Domains 3, 4 and 5)	- Handouts: List of NCBTS Domains, Strands and Performance Indicators - PowerPoint Presentation

		1.2: Domains on teaching practices that embed the learning process in an appropriate context (Domains 2 & 6) 2. Domains that relate to the teacher as a learner (Domain 1 & 7)	
SLE 4 **The Administration of the NCBTS - TSNA to Teachers**	1. Be familiar with the NCBTS-TSNA Tool and the guidelines for its administration; 2. Practice the administration and profiling of the NCBTS-TSNA Tool (hard copy and electronic versions) 3. Appreciate the importance of the NCBTS-TSNA Tool in the planning and designing professional development interventions and delivery modes for teachers.	• The NCBTS-TSNA tool is anchored on the NCBTS Framework set by the Department of Education. This contains the seven integrated domains for effective teaching. • The domains, strands and performance indicators are translated to specific Knowledge, Skills, and Attitudes (KSAs) to compose the NCBTS-TSNA Tool with 270 KSAs. • District Supervisors, School Heads and their respective NCBTS Coordinators become the "Implementers" of the NCBTS-TSNA across the schools within their clusters. • The NCBTS-TSNA Tool is available in an electronic format with an auto-scoring system or in hard copy with a separate answer sheet and Individual Teacher's NCBTS-TSNA Results Summary Template. • The Individual Teacher's NCBTS-TSNA Results Summary Template is used for the development of the teacher's IPPD.	Handouts: - NCBTS-TSNA Tool with Answer Sheets and Individual Teacher's NCBTS-TSNA Results Summary Template - Teacher Profile - School Consolidation Template Electronic Version of TSNA Tool TDNA Consolidation Database PowerPoint presentation
SLE5 – **(*For SH*)** **Action Planning for NCBTS-TSNA Administration**	1. Make a plan for cluster and school-based implementation of the NCBTS-TSNA 2. Positively accept suggestions made on the proposed action plan	• An Action Plan will support the implementation of the NCBTS-TSNA at the cluster and school level • An action plan should be complete and doable. • An action plan should suit the cluster/school setting. • An action plan should be done collaboratively.	- Action Plan proforma - PowerPoint presentation - Participant Evaluation Proforma

The package can be accessed through the Training Development Information System (TDIS) which is an element of the Enhanced Basic Education Information System (EBEIS) at http://beis.deped.gov.ph/ or through the Learning Resource Management and Development System (LRMDS) Portal at http://lrmds.deped.gov.ph/

4. Schools-Cluster NCBTS-TSNA Implementation

Schools within the Division are expected to form clusters. Each cluster should designate a Leader School. Leader School Heads and their respective NCBTS Coordinators become the "Implementers" of the NCBTS-TSNA across the schools within their clusters. School Heads from within each cluster are convened to go through parallel knowledge building and to conduct the NCBTS-TSNA for their own teachers. The District Supervisors will take the role of guiding and monitoring the NCBTS-TSNA orientation and administration procedures within the cluster or district.

The Electronic and Hard Copy Versions of the NCBTS-TSNA Tool

The NCBTS-TSNA Tool is a self-assessment procedure that is introduced by the School Head/NCBTS Coordinator through an orientation process in order for the teacher-respondents to see its importance and thus reflectively respond to the tool. The NCBTS-TSNA Tool is available in an electronic format with an auto-scoring system, or in a hard copy with a separate scoring and results summary template. If the electronic version is used, each teacher responds to the NCBTS-TSNA tool from a file installed on a common computer in the school. It takes approximately one-and-a-half hours to accomplish the instrument, although no time limit should be imposed. The scores and individual profile of the teacher in the seven domains with the corresponding strands are electronically generated instantly upon completion of the instrument. All schools are encouraged to use the *e-version* of the tool for easy profiling and consolidation.

Schools that have no access to the technology required for use of the e-version of the NCBTS-TSNA tool, or where teachers are not computer literate, may use the hard copy version for implementation. The hard copy version takes approximately 2 hours to accomplish plus one hour for scoring and developing an individual teacher results summary. The hard copy version can be found in Attachment 1 along with the separate Answer Sheet, a Teacher Profile and an Individual Teacher's Summary of NCBTS-TSNA Results Template.

To support school, district and division level consolidation of the NCBTS-TSNA results, it is recommended that the School Head, with the assistance of the NCBTS Coordinator, ensure that all hard copies of teachers NCBTS-TSNA results are entered into the electronic version of the tool.

It should be noted that DepED Central has distributed the NCBTS Tool Kit for the TSNA and IPPD which contains the Teacher's Profile, the NCBTS-TSNA Tool, the Answer Sheet and the Individual Results Template to all regions and divisions with the expectation that all teachers would be provided with a copy.

Self-Administration of the NCBTS-TSNA Tool

The NCBTS- TSNA Responses

The instrument contains clusters of KSAs specific to a particular performance indicator with a common stem: ***"At what level do I…"*** Considering that the NCBTS-TSNA tool is intended for self-assessment and not for performance ratings, the responses to the items are expressed qualitatively i.e. High (H), Satisfactory (S), Fair (F), and Low (L). However, quantitative data are easier to interpret and relied upon for decisions, thus, in the response analysis, the numerical equivalent is assigned for each descriptor; H - 4; S - 3; F - 2; L - 1.

The reference codes presented below guides the respondent in registering her/his self-assessment for each KSA:

Code of Competency Level	Qualitative Description
H- (High)	I am very competent in the KSA and this is not my priority training need
S- (Satisfactory)	I am competent in the KSA but I would benefit from further training.
F-(Fair)	I am fairly competent in the KSA but need further training.
L- (Low)	I have low competence in the KSA and require urgent training.

Upon completion of the instrument, the respondent using the electronic version can automatically generate his/her Summary of NCBTS-TSNA Results. The Summary of NCBS-TSNA Results Template is in printable format and each teacher is advised to print a copy for her/his own record. An interpretation of the results for each domain and strand is also provided.

For the hard copy version, the steps for scoring and summarizing the results are:

A. Scoring is completed on the individual answer sheet.

1. Get the equivalent score for each KSA using the numerical equivalent for the descriptor of the response e.g. H - 4; S - 3; F - 2; L - 1. Do this per cluster of KSAs in a particular performance indicator (e.g. for Box 1.1.1 or Box 1.1.2 and so on)
2. Compute the sum of the scores for each cluster of KSAs. Write the sub-scores on the cells beside each cluster in the last column.
3. Compute the sum of all the scores within each Strand (S). Write the sub-score on the cell beside each strand.
4. Compute the sum of all the S's within each Domain. Write the sub-scores on the cell beside each Domain.

B. Transfer all the sub-scores for the Strands and Domains to the Individual Teachers Summary of NCBTS-TSNA Results Template. Use the row for Raw Score.

1. Compute the percentage score for each of the sub-scores by dividing the raw score by the highest possible score (HPS).
2. Plot the percentage scores on the bar graph provided in the template.

Interpretation of the NCBTS-TSNA Results

Upon completion of the NCBTS-TSNA Tool, an obtained score whether an average of the domain or strand is interpreted using the appropriate indices in the chart below.

Range		**Description of the Level of Teaching Competence** (Referred to as Teacher Professional Development Index in DepED NCBTS-TSNA Primer)
Scale Scores	Percentage Scores	
3.51- 4.00	87.51 - 100%	**Expert** Very competent and can support other teachers' improvement *Teacher has almost all the competencies for effective teaching at high level. These are the identified strengths. Strengths have to be sustained and enhanced; however professional development needs have to be continuously addressed**
2.51-3.50	62.51 - 87.50%	**Experienced** Competent in the KSA but would benefit from further training and development *Teacher has the majority of the competencies at high level for effective teaching. Strengths have to be enhanced. Training and development needs have to be addressed*.*
1.51-2.50	37.51 – 62.50%	**Developing** Fairly competent in KSA and need further training and development *Teacher has average of all the competencies at high level of effective teaching. These strengths have to be enhanced; however, training needs have to be addressed as priority.**

1.00-1.50	25.00 – 37.50%	**Beginning** Lacking competence in the KSA and require urgent training and development *Teacher has very few of the competencies at high level for effective teaching. Training needs have to be given priority and addressed urgently**.

*Description used in the DepED NCBTS-TSNA Primer and NCBTS Toolkit

Consolidation of NCBTS-TSNA Results

As a component of the Training and Development Information System (TDIS) a database was developed to support the consolidation of the NCBTS-TSNA results. The TDNA Consolidation Database allows schools to upload their electronic versions of the accomplished NCBTS-TSNA tool and automatically generate individual teacher and school level results. An individual summary result as well as a school profile can be generated identifying a single teacher's or a school's strengths and priority training and development needs according to the NCBTS domains and strands. Data can be analyzed and used to inform the teacher's development of an Individual Professional Development Plan (IPPD) and the School Plan for Professional Development (SPPD).

Similarly, the database can be used to support the consolidation and analysis of NCBTS-TSNA results at the district, division and regional level.

The TDNA Database at the school and district level is a stand alone database that does not require access to the internet. The database can be obtained from the Division along with an accompanying TDNA Consolidation Database Manual. The TDNA database that supports the Division and Regional consolidation of data is linked to the web-based TDIS and can be accessed through the EBEIS at http://beis.deped.gov.ph/ School Heads, supported by their NCBTS Coordinators are responsible for the management of the database at the school level. The Division will be responsible for ensuring that all School Heads are trained in how to manage and operate the database. The main responsibility at the school level will be to ensure all NCBTS-TSNA tools accomplished by teachers are in the electronic format i.e. any NCBTS-TSNA manually accomplished are re-entered into the electronic version of the tool.

Electronic files from all schools will need to be submitted to the District/Division to support District, Division and Regional consolidation.

A template for manually consolidated school level NCBTS-TSNA results can be found in Attachment 1.

5. Utilization of NCBTS-TSNA Results

Individual Results

The Individual Teachers NCBTS-TSNA Summary of Results is used for the development of the teacher's Individual Plan for Professional Development (IPPD). The identified learning needs therein are appraised by the teacher while taking into consideration the priorities set by the school for its future development. It is important that the teachers develop themselves in order to contribute towards addressing the most urgent needs and the priorities identified by the school. The IPPD is therefore prepared by the teachers to identify their training needs in line with their own priorities and those of the school. A separate document has been developed detailing the concepts and procedures related to the preparation of IPPDs.

School Level Consolidated NCBTS-TSNA Results

Consolidate NCBTS-TSNA results of all teachers from a school should be used to identify both strengths and needs of individual teachers and the school as a whole. Teachers with particular strengths in a domain or stand can become resource persons/coaches or mentors for other teachers who need further development in the same domain/strand. Common priority needs identified by groups of teachers should inform school planning activities such as the development of School Plans for Professional Development (SPPDs) and SIP/AIP.

District Level Consolidated NCBTS-TSNA Results

District consolidated NCBTS-TSNA results should be analyzed by Supervisors so that technical assistance can be targeted to the identified needs of individuals as well as groups of teachers. Common needs of teachers across schools can become the focus for District-led training and development programs.

Division Level Consolidated NCBTS-TSNA Results

An analysis of Division level NCBTS-TSNA results can support the identification of common training and development needs of teachers across the division. This information can then inform the type of training and development activities that are conducted by the Division to support improved teaching and learning and be incorporated into Division MPPDs. Results should inform Training of Trainer programs, programs for teachers, as well as the type of technical assistance Division Supervisors provide to teachers.

Region Level Consolidated NCBTS-TSNA Results

While the Region does not normally provide training directly to teachers, an analysis of the consolidated NCBTS-TSNA results can be used to inform the region on the type of technical assistance they need to provide to the Divisions. Results should be analyzed when developing Regional MPPDs to provide direction on the type of training programs and resources that the region should be providing Division personnel. This is done so they are able to assist teachers in improving teaching and learning practices.

6. Monitoring and Evaluation of the NCBTS-TSNA

Monitoring and evaluation (M&E) activities are vital in ensuring that program implementation adheres to the standards set. In carrying out these activities, M & E instruments are indispensable and the processes relating to the use of these instruments equally important.

In as much as valid data must be collected during the administration of the NCBTS-TSNA, preparation by the M&E implementers is necessary. The different M & E tools are intended to support this preparation and assist in the collection of different types of information such as the overall quality of the delivery of the NCBTS – TSNA orientation, the qualities of the NCBTS-Coordinators, and the adherence to standards during the NCBTS-TSNA implementation. The M&E tools include:

T&D-M&E Form 1:	Individual Profile Template
NCBTS-M&E Form 1:	Teacher's Profile for NCBTS-TSNA
NCBTS-M&E Form 2:	Learning Process Observation and Facilitation Skills
NCBTS-M&E Form 3:	NCBTS-Coordinators Checklist plus and Consolidation Template
NCBTS-M&E Form 4:	Trainer's Assessment of NCBTS Orientation Workshop and Consolidation Template
NCBTS-M&E Form 5:	Trainee's End of F3 Program Assessment and Consolidation Template
NCBTS-M&E Form 6:	Documentation Tool for the Conduct of Cluster or School level NCBTS-TSNA Implementation
NCBTS-M&E Form 7:	School's NCBTS –TSNA Consolidation Template

A description on how the M& E tools are to be used is outlined below. The M&E tools can be found in Attachment 2.

What will be monitored	How it will be monitored	M&E tool to be used	Who will be responsible for the monitoring	When will the monitoring take place	How will the results be used
NCBTS Implementers details in relation to their current position, their level of experience and qualification	All NCBTS Implementers will be asked to complete the profile	**T&D-M&E Form 1: Individual Profile Template**	TDNA-WG	Prior to their involvement in the NCBTS-TSNA process	Results will be analyzed to ensure NCBTS Implementers have the required KSAs. Results will be entered into the TDIS
Teachers details in relation to their current position, their level of experience and qualification	All teachers will be asked to complete the profile	**NCBTS-M&E Form 1: Teacher Profile for NCBTS-TSNA**	TDNA-WG	Prior to the accomplishment of the NCBTS-TSNA Tool	Results will be entered into the TD IS database along with their corresponding NCBTS-TSNA results
Implementation of the NCBTS-TNA Orientation Package in relation to the processes followed	A Process Observer will be assigned to complete a Learning Process Observation for each session	**NCBTS-M&E Form 2: Learning Process Observation**	TDNA -WG	During the NCBTS orientation workshop	Results will be discussed with individual Trainers to identify strengths and areas for improvement during debriefing sessions. Recommendations based on a analysis of the results should be included in the Program Completion Report
The competency of the NCBTS Coordinators in relation to the criteria set for the role.	A TDNA-WG member will be assigned to observer the NCBTS Coordinator during the orientation process	**NCBTS-M&E Form 3: NCBTS Coordinator's Checklist**	Division TDNA-WG	During the NCBTS orientation workshop	Results will be discussed with individual NCBTS Coordinators to identify strengths and areas for improvement Results will be used to inform future decisions regarding the criteria and process for selecting NCBTS Coordinators. Recommendations based on an analysis of the results should be included in the Program Completion Report
The overall effectiveness of the workshop as delivered by the whole Team.	Each of the trainers will be asked to make an assessment of the orientation.	**NCBTS-M&E Form 4: Trainer's Assessment of the NCBTS Orientation Workshop**	Division TDNA-WG	Upon completion of the NCBTS orientation workshop	Results will be collated and analyzed by the TDNA-WG. A summary of the results will be included in the Program Completion Report and will inform future training.

Participants perception of the training in relation to - the overall quality of the training - the usefulness of the training - their ability to implement the content of the training - strengths and weaknesses of the training	All participants will be asked to complete the Trainee's End of F3 Program Assessment Form	**NCBTS-M&E Form 5: Trainee's End of F3 Program Assessment Form**	TDNA-WG	Upon completion of the NCBTS-TSNA orientation workshop	Participants evaluations will be collated by the TDNA-WG and the results analyzed. A summary of the results will be included in the Program Completion Report and will inform future training.
The implementation of the NCBTS-TSNA Orientation at the division, cluster and school level Tomorrow	A Process Observer will be identified and asked to complete the tool	**NCBTS-M&E Form 6: Documentation Tool for the Conduct of Cluster or School Level NCBTS-TSNA Implementation**	Region, Division TDNA - WG	During the NCBTS-TSNA Orientation Workshop at the Division, Cluster or School Level	Results to be discussed with the Implementers and identify strengths and areas for improvement. Observations will be collated by the TDNA-WG and the results analyzed to inform future training
The priority training needs of teachers	The NCBTS Coordinator and the School Head will consolidate the results from the administration of the NCBTS – TSNA tool	**NCBTS-M&E Form 7: School's NCBTS-TSNA Consolidation Template**	TDNA-WG	After the accomplishment of the NCBTS-TSNA tool	Results will be used to inform school and division plans for professional development. Results will be submitted to the Division.

ATTACHMENT ONE: NCBTS-TSNA Tools &Templates

- **The NCBTS-TSNA Tool and Answer Sheet**
- **Individual Teachers NCBTS-TSNA Results Summary Template, with sample**
- **School NCBTS-TSNA Consolidation, with sample**
- **E-Version of the NCBTS-TSNA Tool**

The National Competency Based Teacher Standards Teachers' Strengths and Needs Assessment (NCBTS-TSNA)

Tool and Answer Sheet

June 2010
DepED-EDPITAF-STRIVE

NCBTS-TEACHERS STRENGTHS AND NEEDS ASSESSMENT (TSNA)

PURPOSE:

Teachers, like all professionals, need to be provided with opportunities to improve their knowledge, skills and attitudes through well-planned programs for professional development. This NCBTS-TSNA tool is designed to help you determine your professional development and training needs as a schoolteacher. The NCBTS-TSNA is a self-assessment exercise that allows you to reflect on your current competencies vis-à-vis the National Competency-Based Teacher Standards (NCBTS) set by the Department of Education.

It should be clear that the data from this activity will NOT be used for performance evaluation and thus, you should feel confident about providing accurate information. Your careful and honest manner when accomplishing the NCBTS-TSNA will be of direct benefit to you. The data when analyzed will help you chart your own professional development plan and will inform the program planners in designing training programs and development activities for the benefit of teachers in your school, cluster, in your division and region.

General Directions for Accomplishing the NCBTS-TSNA:

1. Be sure you have participated in an orientation program on the NCBTS before you accomplish the NCBTS-TSNA. You should also have accomplished the Teacher's Profile before you start responding to this NCBTS-TSNA Tool.
2. Quickly scan the instrument. Note that it contains clusters of knowledge, skills and attitudes (KSAs) specific to the particular Performance Indicators within each Strand and Domain of the NCBTS.
3. The KSAs have a common stem: ***"At what level do I…".*** Respond to each item with the code that best represents a true assessment of yourself. Each code is interpreted in the chart below.

Code of Competency Level	Qualitative Description
H- (High)	I am very competent in the KSA and this is not my priority training need
S- (Satisfactory)	I am competent in the KSA but I would benefit from further training.
F-(Fair)	I am fairly competent in the KSA but need further training.
L- (Low)	I have low competence in the KSA and require urgent training.

4. On the Separate Answer Sheet, the codes have been placed in four columns. Tick the column of the code that best represents your self-assessment for each item.

Please do not leave any item unanswered.

START HERE:

NCBTS DOMAIN 1. SOCIAL REGARD FOR LEARNING	
STRAND 1.1 TEACHER'S ACTIONS DEMONSTRATE VALUE FOR LEARNING	
INDICATOR 1.1.1. **Implements school policies and procedures.**	
At what level do I...	
1	know school policies and procedures?
2	understand school operations?
3	implement policies and procedures?
4	communicate policies and procedures to students, parents and other concerned persons?
5	abide by the school policies and procedures?
INDICATOR 1.1.2. **Demonstrates punctuality.**	
At what level do I...	
6	possess awareness on the implementation of "time on task" in all responsibilities ?
7	demonstrate punctuality in accomplishing expected tasks and functions?
8	model the value of punctuality?
INDICATOR 1.1.3. **Maintains appropriate appearance.**	
At what level do I...	
9	know decorum, i.e. dress code, behavior of teachers?
10	practice decorum on all occasions?
11	value decorum expected of teachers?
INDICATOR 1.1.4. **Is careful about the effect of one's behavior on students.**	
At what level do I...	
12	understand the theoretical concepts and principles of social learning?
13	show appropriate behavior even during unguarded moments?
14	apply knowledge on social learning in dealing with students?
15	consider the influence my behavior has on students?
STRAND 1.2 DEMONSTRATES THAT LEARNING IS OF DIFFERENT KINDS AND FROM DIFFERENT SOURCES	
INDICATOR 1.2.1 **Makes use of various learning experiences and resources.**	
At what level do I...	
16	know a range of sources through which social learning may be experienced?
17	use information from a variety of sources for learning (e.g. family, church, other sectors of the community)?
18	appreciate that students learn through a range of different social experiences?

NCBTS DOMAIN 2. LEARNING ENVIRONMENT	
STRAND 2.1 CREATES AN ENVIRONMENT THAT PROMOTES FAIRNESS	
INDICATOR 2.1.1 **Maintains a learning environment of courtesy and respect for different learners(e.g. ability, culture, gender)**	
At what level do I...	
19	understand the dynamics of teaching learners from diverse backgrounds (e.g. ability, culture, family background & gender)?
20	maintain a learning environment that promotes courtesy and respect for all learners?
21	show courtesy and respect to everyone at all times?

INDICATOR 2.1.2 **Provides gender-fair opportunities for learning.**	
At what level do I...	
22	understand the objectives, principles and strategies for Gender and Development (GAD)?
23	provide gender-fair learning opportunities?
24	uphold gender sensitivity in my daily dealings with learners and others?
INDICATOR 2.1.3 **Recognizes that every learner has strengths.**	
At what level do I...	
25	understand the psychological foundations of learners' growth and development?
26	know about potentialities and uniqueness of individual learners?
27	provide learning activities that allow all learners to reach their full potential?
28	recognize learners' individual potentials and strengths?
STRAND 2.2 MAKES THE CLASSROOM ENVIRONMENT SAFE AND CONDUCIVE TO LEARNING	
INDICATOR 2.2.1 **Maintains a safe and orderly classroom free from distractions**	
At what level do I...	
29	know the principles of classroom management, room structuring, and safety measures?
30	maintain a safe, clean and orderly classroom free from distractions?
31	show concern for a safe and conducive learning environment?
INDICATOR 2.2.2 **Arranges challenging activities in a given physical environment.**	
At what level do I...	
32	know various challenging activities that can be adapted in any given physical environment?
33	conduct challenging learning activities despite physical environment constraints?
34	show enthusiasm to conduct learning activities at any given situation?
INDICATOR 2.2.3 **Uses individual and cooperative learning activities to improve capacities of learners for higher learning.**	
At what level do I...	
35	understand the importance and dynamics of both individual and cooperative learning
36	know varied strategies for individual and cooperative learning?
37	balance the use of individual and cooperative learning activities?
38	see the value in creating individual and cooperative learning activities?
STRAND 2.3 COMMUNICATES HIGHER LEARNING EXPECTATIONS TO EACH LEARNER	
INDICATOR 2.3.1 **Encourages learners to ask questions.**	
At what level do I...	
39	know the art of questioning and different techniques of asking higher order questions?
40	provide opportunities for learners to ask questions?
41	ask questions that stimulate critical and creative thinking among learners?
42	show an accepting response/gesture in dealing with questions of learners?
INDICATOR 2.3.2 **Provides learners with a variety of learning experiences**	
At what level do I...	
43	know various strategies that elevate students' level of learning?
44	provide learners with variety of experiences that enhance learning?
45	willingly provide learners with a variety of challenging learning activities?

INDICATOR 2.3.3 **Provides varied enrichment activities to nurture the desire for further learning.**	
At what level do I...	
46	understand how enrichment activities enhance the learners' desire to learn?
47	know ways of motivating the learners to learn further and more effectively?
48	facilitate varied enrichment activities that are interesting for further learning?
49	show diligence in making enrichment materials?
INDICATOR 2.3.4 **Communicates and maintains high standards of learning performance.**	
At what level do I...	
50	know the implications of achieving high standards of learning for total human development?
51	help learners maintain high standards of learning?
52	inspire learners to set high performance targets for themselves?
STRAND 2.4 ESTABLISHES AND MAINTAINS CONSISTENT STANDARDS OF LEARNERS' BEHAVIOR	
INDICATOR 2.4.1 **Handles behavior problems quickly and with due respect to children's rights.**	
At what level do I...	
53	understand the rights and responsibilities of the child as embodied in different laws, e.g. RA 7610,PD 603?
54	know behavior management techniques for learners with behavioral problems?
55	identify learners with behavioral problems?
56	employ appropriate procedures and actions consistently when dealing with learners with behavioral problems?
57	show a compassion and caring attitude in managing behavior problems?
INDICATOR 2.4.2 **Gives timely feedback to reinforce appropriate learners' behavior.**	
At what level do I...	
58	know the concept, importance, and techniques of social reinforcement?
59	provide timely and appropriate reinforcement on learners' behavior?
60	believe that positive reinforcement leads to improved learner behavior?
INDICATOR 2.4.3 **Guides individual learners requiring development of appropriate social and learning behavior.**	
At what level do I...	
61	understand the learners' social developmental stages?
62	know different strategies that enhance learners' social development ?
63	use varied teaching-learning strategies that encourage social interaction?
64	show patience in managing different social and learning activities?
INDICATOR 2.4.4 **Communicates and enforces school policies and procedures for appropriate learner behavior.**	
At what level do I...	
65	know DepED / school policies and procedures on student discipline?
66	communicate and enforce policies and procedures related to students behavior?
67	commit to enforcing school policies and procedures?

STRAND 2.5 CREATES A HEALTHY PSYCHOLOGICAL CLIMATE FOR LEARNING	
INDICATOR 2.5.1 **Encourages free expression of ideas from students.**	
At what level do I...	
68	know the concepts and principles of democratic expression of ideas?
69	provide activities that will encourage respect and free expression of ideas?
70	encourage learners to express their ideas freely and responsibly?
INDICATOR 2.5.2 **Creates stress-free environment**	
At what level do I...	
71	know the elements and importance of establishing a stress-free learning environment?
72	manage conflicts and other stress-related situations?
73	initiate and create programs (e.g. child-friendly school system) and activities that promote stress-free environment?
74	get involved in advocacy activities that create a stress-free environment?
INDICATOR 2.5.3 **Takes measure to minimize anxiety and fear of the teacher and/or subject.**	
At what level do I...	
75	know about child-friendly teaching strategies?
76	encourage learners to develop a positive attitude towards their subject and teacher?
77	let my students feel they are accepted?
NCBTS DOMAIN 3. DIVERSITY OF LEARNERS	
STRAND 3.1 DETERMINES, UNDERSTANDS AND ACCEPTS THE LEARNERS' DIVERSE BACKGROUND KNOWLEDGE AND EXPERIENCE	
INDICATOR 3.1.1 **Obtains information on the learning styles, multiple intelligences and needs of learners**	
At what level do I...	
78	understand the theories and concepts of multiple intelligences and learning styles?
79	identify learning styles and multiple intelligences of learners?
80	show diligence in obtaining information on different learning needs?
INDICATOR 3.1.2 **Designs or selects learning experiences suited to different kinds of learners**	
At what level do I...	
81	know techniques and strategies in designing/selecting activities for varied types of learners?
82	utilize varied activities for various types of learners?
83	show respect and concern for individual differences of students?
INDICATOR 3.1.3 **Establishes goals that define appropriate expectations for all learners**	
At what level do I...	
84	understand the requirements in setting goals for differentiated learning?
85	utilize differentiated activities to meet expected learning goals of learners?
86	assist learners in setting learning goals for themselves?
87	appreciate the need to consider the differences in experiences and capabilities of learners?

INDICATOR 3.1.4 **Paces lessons appropriate to needs and difficulties of learners**	
At what level do I...	
88	know teaching principles and strategies for addressing learners' needs and difficulties?
89	pace lessons according to learners' needs and difficulties?
90	show flexibility in pacing lessons to support the needs of the learners?
INDICATOR 3.1.5 **Initiates other learning approaches for learners whose needs have not been met by usual approaches**	
At what level do I...	
91	have the knowledge on teaching principles and strategies for students -at -risk ?
92	keep track of students-at-risk ?
93	provide appropriate intervention programs for learners- at- risk ?
94	appreciate the need to help students-at-risk?
INDICATOR 3.1.6 **Recognizes multi-cultural background of learners when providing learning opportunities**	
At what level do I...	
95	know the cultural background of my students and its implications to my teaching?
96	provide appropriate learning activities to students with different cultural background?
97	show appreciation for cultural diversities?
INDICATOR 3.1.7 **Adopts strategies to address needs of differently-abled students**	
At what level do I...	
98	know the educational psychology of learners with special needs?
99	use appropriate strategies for learners with special needs?
100	show sensitivity to learners with special needs?
INDICATOR 3.1.8 **Makes appropriate adjustments for learners of different socio-economic backgrounds**	
At what level do I...	
101	understand the effects of socio-economic status on learning performance?
102	determine the different socio-economic background of learners?
103	use techniques to motivate learners of the lower socio-economic status?
104	show fairness to all learners regardless of their socio-economic status?
NCBTS DOMAIN 4. CURRICULUM	
STRAND 4.1 DEMONSTRATES MASTERY OF THE SUBJECT	
INDICATOR 4.1.1 **Delivers accurate and updated content knowledge using appropriate methodologies, approaches and strategies**	
At what level do I...	
105	have updated knowledge in content and teaching strategies in my subject area?
106	apply the updated content and appropriate strategies in my teaching?
107	commit to deliver accurate and updated content knowledge?
INDICATOR 4.1.2. **Integrates language, literacy and quantitative skill development and values in his/her subject area**	
At what level do I...	
108	have knowledge about multi-disciplinary integrative modes and techniques of teaching?
109	use multi-disciplinary integrative modes and techniques of teaching the subject area?
110	support the integration of language, literacy, skill development and values in the learning activities?

INDICATOR 4.1.3. **Explains learning goals, instructional procedures and content clearly and accurately to students**	
At what level do I...	
111	possess in-depth understanding of the subject area's learning goals, instructional procedures and content based on curriculum ?
112	explains learning goals, concept and process, clearly and accurately to learners?
113	give sufficient time to explain the lessons for clear understanding of the learners?
INDICATOR 4.1.4. **Links the current content with past and future lessons**	
At what level do I...	
114	understand interrelation of topics/content within the subject area taught?
115	link the present subject matter content with the past and future lessons?
116	value the need to relate prior knowledge of learners with the present and future lessons?
INDICATOR 4.1.5. **Aligns with lesson objectives the teaching methods, learning activities and instructional materials or resources appropriate to learners**	
At what level do I...	
117	have the knowledge in designing lessons with congruent objectives, teaching methods, learning activities and materials?
118	teach lessons that have congruency of objectives, procedure, materials and evaluation?
119	appreciate the value of aligning objectives with all the parts of a lesson?
INDICATOR 4.1.6. **Creates situations that encourage learners to use high order thinking skills**	
At what level do I...	
120	understand the concept of critical thinking and the facets of understanding?
121	engage learners in activities that develop higher order thinking skills?
122	patiently motivate learners to develop higher order thinking skills?
INDICATOR4.1.7 **Engages and sustains learners' interests in the subject by making content meaningful and relevant to them**	
At what level do I...	
123	know strategies and materials that promote authentic learning?
124	apply various appropriate strategies and /or technology to motivate and sustain learning?
125	believe in relating classroom learning to real world experiences?
INDICATOR 4.1.8. **Integrates relevant scholarly works and ideas to enrich the lesson as needed**	
At what level do I...	
126	update myself with relevant scholarly works and ideas related to my subject area?
127	integrate scholarly works and ideas to enrich the lesson for the learners?
128	show enthusiasm and openness to new learning?
INDICATOR 4.1.9. **Integrates content of subject area with other disciplines**	
At what level do I...	
129	know about other disciplines related to the subject I am teaching?
130	integrate content of subject area with other disciplines?
131	appreciate integrative mode of teaching?

STRAND 4.2 COMMUNICATES CLEAR LEARNING GOALS FOR THE LESSONS THAT ARE APPROPRIATE FOR LEARNERS	
INDICATOR 4.2.1 **Sets appropriate learning goals**	
At what level do I...	
132	know the learning goals vis-à-vis specific subject content of the level I am teaching?
133	set doable and appropriate daily learning goals for the learners?
134	reflectively choose appropriate learning goals?
INDICATOR 4.2.2 **Understands the learning goals**	
At what level do I...	
135	understand the connection of the short-term goals to the long-term goals of learning?
136	practice relating short-term goals to long term goals for learning?
137	value the learning goals set in the curriculum?
STRAND 4.3 MAKE GOOD USE OF ALLOTTED INSTRUCTIONAL TIME	
INDICATOR 4.3.1. **Establishes routines and procedures to maximize instructional time**	
At what level do I...	
138	understand the principles and procedure of maximizing instructional time?
139	apply techniques of "time on task" in planning and delivering lessons?
140	observe discipline on time management?
INDICATOR 4.3.2. **Plans lessons to fit within available instructional time**	
At what level do I...	
141	know the principles and techniques of lesson planning considering the allotted instructional time ?
142	design parts of the lesson within available instructional time?
143	show efficiency in the use of time to effectively attain learning goals?
STRAND 4.4 SELECTS TEACHING METHODS, LEARNING ACTIVITIES AND THE INSTRUCTIONAL MATERIALS OR RESOURCES APPROPRIATE TO THE LEARNERS AND ALIGNED TO OBJECTIVES OF THE LESSON	
INDICATOR 4.4.1 **Translate learning competencies to instructional objectives.**	
At what level do I...	
144	know the learning competencies in my learning areas in order to formulate appropriate instructional objectives?
145	translate learning competencies into instructional objectives?
146	show a reflective attitude in translating learning competencies to instructional objectives?
INDICATOR 4.4.2 **Selects, prepares, and utilizes technology and other instructional materials appropriate to the learners and the learning objectives.**	
At what level do I...	
147	know various technology and instructional materials appropriate for my learning area?
148	select and utilize updated and appropriate technology/instructional materials?
149	use appropriate technology resources to achieve curriculum standards and objectives?
150	prepare adequate and appropriate instructional materials for the learners and the learning objectives?
151	manifest resourcefulness in preparing instructional materials?

INDICATOR 4.4.3 **Provides activities and uses materials which fit the learners' learning styles, goals and culture.**	
At what level do I...	
152	know the principles of instructional material preparation for different types of learners?
153	use relevant activities and materials suited to the learning styles, goals and culture of the learners?
154	believe in the need to provide activities and use materials appropriate to the learners?
INDICATOR 4.4.4 **Uses a variety of teaching approaches and techniques appropriate to the subject matter and the learners .**	
At what level do I...	
155	understand the theories, approaches and strategies in teaching the subject area?
156	use variety of teaching strategies and techniques appropriate to the learners and subject matter?
157	show enthusiasm in using innovative and appropriate teaching techniques?
INDICATOR 4.4.5 **Utilizes information derived from assessment to improve teaching and learning.**	
At what level do I...	
158	understand the proper utilization of assessment results to improve teaching and learning?
159	use assessment results in setting learning objectives and learning activities ?
160	appreciate the value of assessment in improving teaching and learning?
INDICATOR 4.4.6 **Provides activities and uses materials which involve students in meaningful learning.**	
At what level do I...	
161	know various educational theories (e.g. constructivism) and their implications to meaningful leaning?
162	apply relevant teaching approaches to achieve meaningful learning?
163	use improvised and indigenous materials for meaningful learning?
164	appreciate teaching approaches to meaningful learning (e.g., constructivism)?
STRAND 4.5 **RECOGNIZES GENERAL LEARNING PROCESSES AS WELL AS UNIQUE PROCESSES OF INDIVIDUAL LEARNERS**	
INDICATOR 4.5.1 **Designs and utilizes teaching methods that take into account the learning process.**	
At what level do I...	
165	know different teaching approaches and strategies suitable to various learners?
166	have knowledge on general and specific learning processes?
167	apply teaching-learning methodologies that respond to general and specific learning processes?
168	recognize the need to design teaching methods appropriate to the learning process?
STRAND 4.6 **PROMOTES PURPOSIVE STUDY**	
INDICATOR 4.6.1 **Cultivates good study habits through appropriate activities and projects.**	
At what level do I...	
169	know the techniques in forming good study habits?
170	determine the current study habits of my students?
171	provide appropriate learning tasks and projects that support development of good study habits?
172	take extra time to help students from good habits?
STRAND 4.7 **Demonstrates skills in the use of ICT in teaching and learning**	
INDICATOR 4.7.1 **Utilizes ICT to enhance teaching and learning.**	
At what level do I...	
173	Know the nature and operations of technology systems as they apply to teaching and learning?

174	understand how ICT-based instructional materials/learning resources support teaching and learning?
175	understand the process in planning and managing ICT-assisted instruction?
176	design/develop new or modify existing digital and/or non-digital learning resources?
177	use ICT resources for planning and designing teaching-learning activities?
178	use ICT tools to process assessment and evaluation data and report results?
179	demonstrate proficiency in the use of computer to support teaching and learning?
180	use ICT tools and resources to improve efficiency and professional practice?
181	value and practice social responsibility, ethical and legal use of ICT tools and resources?
182	show positive attitude towards the use of ICT in keeping records of learners?
NCBTS DOMAIN 5. PLANNING, ASSESSING AND REPORTING	
STRAND 5.1 DEVELOPS AND UTILIZES CREATIVE AND APPROPRIATE INSTRUCTIONAL PLAN.	
INDICATOR 5.1.1 **Shows proofs of instructional planning.**	
At what level do I...	
183	know the elements and process of developing an instructional plan (e.g. daily, weekly, quarterly, yearly)?
184	arrange sequentially the learning units with reasonable time allotment?
185	identify appropriate learning objectives, strategies, and accompanying materials in the plan?
186	identify appropriate and varied assessment procedures?
187	show enthusiasm in sourcing materials (e.g. lesson plan packages) as guides for instructional planning?
INDICATOR 5.1.2 **Implements instructional plan.**	
At what level do I...	
188	know the factors for successful implementation of the instructional plan?
189	adjust the instructional plan to ensure attainment of objectives?
190	appreciate the value of instructional planning?
INDICATOR 5.1.3 **Demonstrates ability to cope with varied teaching milieu.**	
At what level do I...	
191	know the different teaching-learning situations that could affect the implementation of the instructional plans?
192	cope with varied teaching milieu/setting?
193	manifest openness to make necessary adjustments to improve the instructional plan?
STRAND 5.2 DEVELOPS AND USES A VARIETY OF APPROPRIATE ASSESSMENT STRATEGIES TO MONITOR AND EVALUATE LEARNING.	
INDICATOR 5.2.1 **Prepares formative and summative tests in line with the curriculum.**	
At what level do I...	
194	know the principles and purposes of instructional assessment including formative and summative testing?
195	construct valid and reliable formative and summative tests?
196	appreciate the value of testing as a tool to improve instruction and learning performance?
INDICATOR 5.2.2 **Employs non-traditional assessment techniques (portfolio, journals, rubrics, etc).**	
At what level do I...	
197	know the concepts, principles and strategies of non-traditional assessment?
198	use appropriate non-traditional assessment techniques?
199	value the use of non-traditional assessment?

INDICATOR 5.2.3 **Interprets and uses assessment results to improve teaching and learning.**	
At what level do I...	
200	know concepts, principles on interpretation and utilization of assessment results?
201	interpret and use test results to improve teaching and learning?
202	manifest fairness in the interpretation of test results?
INDICATOR 5.2.4 **Identifies teaching -learning difficulties and possible causes and takes appropriate action to address them.**	
At what level do I...	
203	know the concept and principles of diagnostic testing?
204	know the types of remedial lessons for slow learners?
205	identify teaching-learning difficulties and possible causes?
206	manage remediation programs?
207	manifest willingness and patience in conducting remediation programs?
INDICATOR 5.2.5 **Uses tools for assessing authentic learning.**	
At what level do I...	
208	know the concepts and principles of authentic learning assessment?
209	utilize appropriate tools for assessing authentic learning?
210	enthusiastically develop and use tools for assessing authentic learning?
STRAND 5.3 MONITORS REGULARLY AND PROVIDES FEEDBACK ON LEARNERS' UNDERSTANDING OF CONTENT.	
INDICATOR 5.3.1 **Provides timely and accurate feedback to learners to encourage them to reflect on and monitor their own learning growth.**	
At what level do I...	
211	know the principles of giving and receiving feedback on learners' progress?
212	use strategies for giving feedback/reporting progress of individual learner?
213	motivate learners' to reflect and monitor their learning growth?
214	consistently provide timely and accurate feedback?
INDICATOR 5.3.2 **Keeps accurate records of grades/performance levels of learners.**	
At what level do I...	
215	know the current guidelines about the grading system?
216	maintain accurate and updated learners' records
STRAND 5.4 COMMUNICATES PROMPTLY AND CLEARLY TO LEARNERS, PARENTS AND SUPERIORS ABOUT LEARNERS PROGRESS.	
INDICATOR 5.4.1 **Conducts regular meetings with learners and parents to report learners' progress**	
At what level do I...	
217	know the dynamics of communicating learners' progress to students, parents and other stakeholders?
218	plan and implement a comprehensive program to report learners' progress to students and parents?
219	manifest accountability and responsibility in communicating the learners' progress to intended stakeholders?
INDICATOR 5.4.2 **Involves parents to participate in school activities that promote learning.**	
At what level do I...	
220	understand the role and responsibilities of parents in supporting school programs to enhance children's learning progress?
221	involve parents to participate in school activities that promote their children's learning progress?
222	establish rapport and a cooperative working relationship with parents?

NCBTS DOMAIN 6. COMMUNITY LINKAGES	
STRAND 6.1 ESTABLISHES LEARNING ENVIRONMENT THAT RESPOND TO THE ASPIRATION OF THE COMMUNITY.	
INDICATOR 6.1.1 **Involves community in sharing accountability for learners' achievement.**	
At what level do I...	
223	know the programs, projects, and thrusts of DepED on school-community partnership?
224	involve the community in the programs, projects and thrusts of the school?
225	promote shared accountability for the learners' achievement?
INDICATOR 6.1.2 **Uses community resources (human, material) to support learning.**	
At what level do I...	
226	know the various community resources available to enhance learning?
227	use available community resources (human, material) to support learning?
228	recognize community resources to support learning?
INDICATOR 6.1.3 **Uses the community as a laboratory for learning.**	
At what level do I...	
229	know strategies for experiential learning outside the classroom?
230	make use of the community as a laboratory for learning?
231	appreciate the world as a learning environment?
INDICATOR 6.1.4 **Participates in community activities that promote learning.**	
At what level do I...	
232	know the teacher's social responsibility?
233	link with sectors for involvement in community work?
234	show enthusiasm in joining community activities?
INDICATOR 6.1.5 **Uses community networks to publicize school events and achievements.**	
At what level do I...	
235	know the dynamics of community networking and information dissemination?
236	communicate the school events/achievements through community networks?
237	share information on school events/achievements to the community?
INDICATOR 6.1.6 **Encourages students to apply classroom learning to the community.**	
At what level do I...	
238	know the social realities outside the classroom to make learning relevant?
239	provide learning activities ensuring their application to the community?
240	show sensitivity to the needs of the community?
NCBTS DOMAIN 7. PERSONAL GROWTH AND PROFESSIONAL DEVELOPMENT	
STRAND 7.1 TAKES PRIDE IN THE NOBILITY OF TEACHING AS A PROFESSION.	
INDICATOR 7.1.1 **Maintains stature and behavior that upholds the dignity of teaching.**	
At what level do I...	
241	know the set of ethical and moral principles, standards and values embodied in the Code of Ethics for Professional Teachers?
242	practice the Code of Ethics for Professional Teachers?
243	manifest the values that uphold the dignity of teaching?

INDICATOR 7.1.2 **Allocates time for personal and professional development through participation in educational seminars and workshops, reading educational materials regularly and engaging in educational research.**	
At what level do I...	
244	know the requirements/expectations for personal and professional development of teachers?
245	prepare and implement an individual personal and professional development plan (IPPD)?
246	manifest zeal in undertaking educational research?
INDICATOR 7.1.3 **Manifests personal qualities like enthusiasm, flexibility & caring attitude.**	
At what level do I...	
247	know the value concepts of enthusiasm, flexibility and caring attitude and strategies to enhance them?
248	engage in self-assessment to enhance my personal qualities?
249	exhibit personal qualities such as enthusiasm, flexibility and caring attitude?
INDICATOR 7.1.4 **Articulates and demonstrates one's personal philosophy of teaching.**	
At what level do I...	
250	understand the value of having a personal philosophy of teaching?
251	translate my philosophy of teaching into action?
252	share my personal philosophy of teaching with others?
STRAND 7.2 BUILDS PROFESSIONAL LINKS WITH COLLEAGUES TO ENRICH TEACHING PRACTICE.	
INDICATOR 7.2.1 **Keeps abreast with recent developments in education.**	
At what level do I...	
253	update myself with recent developments in education?
254	apply updated knowledge to enrich teaching practice?
255	manifest openness to recent developments in education?
INDICATOR 7.2.2 **Links with other institutions and organizations for sharing best practices.**	
At what level do I...	
256	know of institutions and organizations with a goal to improve teaching practice?
257	link with other institutions and organizations that are helpful to the teaching profession?
258	get involved in professional organizations and other agencies that can improve my teaching practice?
STRAND 7.3 REFLECTS ON THE LEVEL OF THE ATTAINMENT OF PROFESSIONAL DEVELOPMENT GOALS.	
INDICATOR 7.3.1 **Reflects on the quality of his/her own teaching.**	
At what level do I...	
259	know the techniques and benefits derived from theory-guided introspection ?
260	make a self assessment of my teaching competencies?
261	desire to improve the quality of my teaching?
INDICATOR 7.3.2 **Improves teaching performance based on feedback from the mentor, students, peers, superiors and others.**	
At what level do I...	
262	know the purposes and approaches in establishing an effective feedback system?
263	actively seek feedback from a range of people to improve my teaching performance?
264	manifest positive attitude towards comments/recommendations?
INDICATOR 7.3.3 **Accepts personal accountability to learners' achievement and performance.**	
At what level do I...	
265	know my accountability and responsibilities toward students' learning performance?
266	examine myself vis-a-vis my accountability for the learners and to the teaching profession?
267	accept my personal accountability to the learners?

INDICATOR 7.3.4 **Uses self-evaluation to recognize and enhance one's strength and correct one's weaknesses.**	
At what level do I...	
268	know the concept and strategies for self-evaluation?
269	identify my strengths and weaknesses as a person and as a teacher?
270	manifest determination to become a better person and teacher?

END of SELF-ASSESSMENT

START HERE:

		H	S	F	L	
Domain 1:Social Regard for Learning						
S1: Teachers actions demonstrate value for learning						
1.1.1	1					
	2					
	3					
	4					
	5					
1.1.2	6					
	7					
	8					
1.1.3	9					
	10					
	11					
1.1.4	12					
	13					
	14					
	15					
S2: Demonstrates that learning is of diff kinds…						
2.1.1	16					
	17					
	18					
Domain 2:Learning Environment						
S1: Creates an environment that promotes fairness						
2.1.1	19					
	20					
	21					
2.1.2	22					
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2.1.3	25					
	26					
	27					
	28					
S2: Makes the class environment safe & conducive..						
2.2.1	29					
	30					
	31					
2.2.2	32					
	33					
	34					
2.2.3	35					
	36					
	37					
	38					
S3: Communicates higher expectations to learners						
2.3.1	39					
	40					
	41					
	42					
2.3.2	43					
	44					
	45					
2.3.3	46					
	47					
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2.3.4	50					
	51					
	52					
S4: Establishes & maintains consistent standards …						
2.4.1	53					
	54					
	55					
	56					
	57					
2.4.2	58					
	59					
	60					
2.4.3	61					
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	63					
2.4.4	64					
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	66					
	67					
S5: Creates a healthy psychological climate…						
2.5.1	68					
	69					
	70					
2.5.2	71					
	72					
	73					
	74					
2.5.3	75					
	76					
	77					
Domain 3: Diversity of Learners						
S1: Determines, understands & accepts the learner's...						
3.1.1	78					
	79					
	80					
3.1.2	81					
	82					
	83					
3.1.3	84					
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3.1.4	88					
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3.1.	95					
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3.1.	98					
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3.1.	101					
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Domain 4: Curriculum						
S1: Demonstrates mastery of the subject						
4.1.	105					
	106					
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4.1.	108					
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4.1.	111					
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4.1.	123					
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	125					
4.1.	126					
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	128					
4.1.	129					
	130					
	131					
S2: Communicates clear learning goals						
4.2.	132					
	133					
	134					
4.2.	135					
	136					
	137					

		H	S	F	L	
S3: Make good use of allotted instructional time						
4.3.	138					
	139					
	140					
4.3.	141					
	142					
	143					
S4: Selects teaching methods, learning methods…						
4.4.	144					
	145					
	146					
4.4.	147					
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	149					
	150					
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4.4.	152					
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4.4.	155					
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4.4.	158					
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4.4.	161					
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	163					
	164					
S5: Recognizes general learning processes…						
4.5.	165					
	166					
	167					
	168					
S6: Promotes purposive study						
4.6.1.	169					
	170					
	171					
	172					
S7: Demonstrates skills in the use of ICT in teaching						
4.7.	173					
	174					
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		H	S	F	L	
Domain 5:Planning,Assessing&Reporting						
S1: Develops…appropriate instructional plan						
5.1.1	183					
	184					
	185					
	186					
	187					
5.1.2	188					
	189					
	190					
5.1.3	191					
	192					
	193					
S2: Develops appropriate assessment strategies…						
5.2.1	194					
	195					
	196					
5.2.2	197					
	198					
	199					
5.2.3	200					
	201					
	202					
5.2.4	203					
	204					
	205					
	206					
	207					
5.2.5	208					
	209					
	210					
S3: Monitors regularly and provides feedback…						
5.3.1	211					
	212					
	213					
	214					
5.3.2	215					
	216					
S4: Communicates promptly and clearly…						
5.4.1	217					
	218					
	219					
5.4.2	220					
	221					
	222					
Domain 6: Community Linkages						
S1: Establishes learning environment …						
6.1.1	223					
	224					
	225					

		H	S	F	L	
6.1.2	226					
	227					
	228					
6.1.3	229					
	230					
	231					
6.1.4	232					
	233					
	234					
6.1.5	235					
	236					
	237					
6.1.6	238					
	239					
	240					
Domain 7: Personal Growth and Professional Development.						
S1: Takes pride in the nobility of teaching …						
7.1.1	241					
	242					
	243					
7.1.2	244					
	245					
	246					
7.1.3	247					
	248					
	249					
7.1.4	250					
	251					
	252					
S2: Builds professional links with colleagues..						
7.2.1	253					
	254					
	255					
7.2.2	256					
	257					
	258					
S3: Reflects on the level of attainment of prof dev						
7.3.1	259					
	260					
	261					
7.3.2	262					
	263					
	264					
7.3.3	265					
	266					
	267					
7.3.4	268					
	269					
	270					

END of SELF-ASSESSMENT

INDIVIDUAL TEACHER NCBTS-TSNA RESULTS SUMMARY TEMPLATE

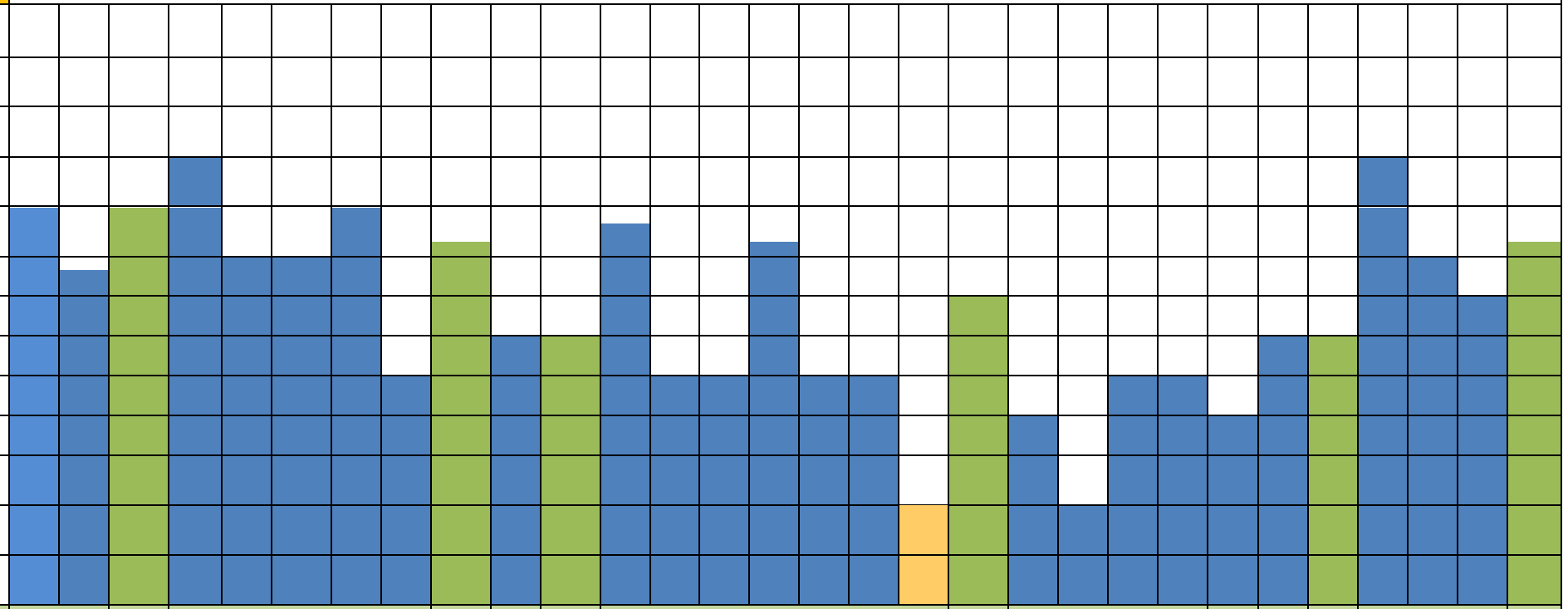
Domains		D1		D1 Tot	Domain 2					D2 Tot	D3	D3 Tot	Domain 4							D4 Tot	Domain 5				D5 Tot	D6	D6 Tot	Domain 7			D7 Tot
Strands		S 1.1	S 1.2		S 2.1	S 2.2	S 2.3	S 2.4	S 2.5		S 3.1		S 4.1	S 4.2	S 4.3	S 4.4	S 4.5	S 4.6	S 4.7		S 5.1	S 5.2	S 5.3	S 5.4		S 6.1		S 7.1	S 7.2	S 7.3	
No. of KSAs		15	3	18	10	10	14	15	10	59	27	27	27	6	6	21	4	4	10	78	11	17	6	6	40	18	18	12	6	12	30
HPS*		*60*	*12*	*72*	*40*	*40*	*56*	*60*	*40*	*236*	*108*	*108*	*108*	*24*	*24*	*84*	*16*	*16*	*40*	*312*	*44*	*68*	*24*	*24*	*160*	*72*	*72*	*48*	*24*	*48*	*120*
Raw Score																															
% Score																															
Level	% Score																														
Expert	100%																														
	93.75%																														
Experienced	87.50%																														
	81.25%																														
	75.00%																														
	68.75%																														
Developing	62.50%																														
	56.25%																														
	50.00%																														
	43.75%																														
Beginning	37.50%																														
	31.25%																														
	25.00%																														
Domains		D1		D1 Tot	Domain 2					D2 Tot	D3	D3 Tot	Domain 4							D4 Tot	Domain 5				D5 Tot	D6	D6 Tot	Domain 7			D7 Tot
Strands		S 1.1	S 1.2		S 2.1	S 2.2	S 2.3	S 2.4	S 2.5		S 3.1		S 4.1	S 4.2	S 4.3	S 4.4	S 4.5	S 4.6	S 4.7		S 5.1	S 5.2	S 5.3	S 5.4		S 6.1		S 7.1	S 7.2	S 7.3	

*Highest Possible Score

INDIVIDUAL TEACHER NCBTS-TSNA RESULTS SUMMARY TEMPLATE - *SAMPLE*

Domains	D1		D1 Tot	Domain 2					D2 Tot	D3	D3 Tot	Domain 4							D4 Tot	Domain 5				D5 Tot	D6	D6 Tot	Domain 7			D7 Tot
Strands	S 1.1	S 1.2		S 2.1	S 2.2	S 2.3	S 2.4	S 2.5		S 3.1		S 4.1	S 4.2	S 4.3	S 4.4	S 4.5	S 4.6	S 4.7		S 5.1	S 5.2	S 5.3	S 5.4		S 6.1		S 7.1	S 7.2	S 7.3	
No. of KSAs	15	3	18	10	10	14	15	10	59	27	27	27	6	6	21	4	4	10	78	11	17	6	6	40	18	18	12	6	12	30
HPS*	60	12	72	40	40	56	60	40	236	108	108	108	24	24	84	16	16	40	312	44	68	24	24	160	72	72	48	24	48	120
Raw Score	45	8	53	32	28	40	45	20	165	60	60	80	12	12	60	8	8	12	192	20	20	12	12	64	40	40	39	16	30	85
% Score	75	67	74	80	70	71	75	50	70	56	56	74	50	50	71	50	50	30	62	45	29	50	50	40	56	56	81	67	62	71

Level	% Score
Expert	100%
	93.75
Experienced	87.50%
	81.25%
	75.00%
	68.75%
Developing	62.50%
	56.25%
	50.00%
	43.75%
Beginning	37.50
	31.25
	25.00%



Domains	D1		D1 Tot	Domain 2					D2 Tot	D3	D3 Tot	Domain 4							D4 Tot	Domain 5				D5 Tot	D6	D6 Tot	Domain 7			D7 Tot
Strands	S 1.1	S 1.2		S 2.1	S 2.2	S 2.3	S 2.4	S 2.5		S 3.1		S 4.1	S 4.2	S 4.3	S 4.4	S 4.5	S 4.6	S 4.7		S 5.1	S 5.2	S 5.3	S 5.4		S 6.1		S 7.1	S 7.2	S 7.3	

SCHOOL NCBTS- TSNA CONSOLIDATION

Name of School: _____**Division** _____

School NCBTS-TSNA Results

Domain / Strand No.	Teacher's Percentage Score										Total	**Average Percentage** $\left(\frac{Total}{Number\ of\ Teachers}\right)$
	T1	T2	T3	T4	…							
1.1												
1.2												
Total Domain 1.												
2.1												
2.2												
2.3												
2.4												
2.5												
Total Domain 2.												
3.1												
Total Domain 3.												
4.1												
4.2												
4.3												
4.4												
4.5												
4.6												
4.7												
Total Domain 4.												
5.1												
5.2												
5.3												
5.4												
Total Domain 5.												
6.1												
Total Domain 6.												
7.1												
7.2												
7.3												
Total Domain 7.												

School Head _____

NCBTS Coordinator: _____

School NCBTS-TSNA Results (SAMPLE)

COMPETENCY No.	Scores per Teacher								Total	**Average Percentage** $\left(\frac{Total}{Number\ of\ Teachers}\right)$
	Corazon Estrada	Pedro Mendoza								
1.1	87.52	75.62							163.14	163.14 ÷ 2 = 81.62
1.2	82.54	78.67							161.21	161.21 ÷ 2 = 80.60
Total Domain 1.	170.06	154.29							324.35	324.35 ÷ 2 = 81.11
2.1										

School Head _____

NCBTS Coordinator: _____

NCBTS-TSNA

ELECTRONIC Version

This can be accessed through your Division or downloaded from the Training and Development Information System (TDIS) which is an element of the Enhanced Basic Education Information System (EBEIS) at http://beis.deped.gov.ph/ or through the Learning Resource Management and Development System (LRMDS) Portal at http://lrmds.deped.gov.ph/

Attachment 2: Monitoring and Evaluation Tools for NCBTS-TSNA

M&E Matrix of Tools for NCBTS-TSNA
T&D-M&E Form 1: Individual Profile Template
NCBTS-M&E Form 1: Teacher's Profile for NCBTS-TSNA
NCBTS-M&E Form 2: Learning Process Observation and Facilitation Skills
NCBTS-M&E Form 3: NCBTS-Coordinators Checklist plus and Consolidation Template
NCBTS-M&E Form 4: Trainer's Assessment of NCBTS Orientation Workshop and Consolidation Template
NCBTS-M&E Form 5: Trainee's End of F3 Program Assessment and Consolidation Template
NCBTS-M&E Form 6: Documentation Tool for the Conduct of Cluster or School level NCBTS-TSNA Implementation
NCBTS-M&E Form 7: School's NCBTS –TSNA Consolidation Template

M&E Matrix of Tools for NCBTS-TSNA

What will be monitored	How it will be monitored	M&E tool to be used	Who will be responsible for the monitoring	When will the monitoring take place	How will the results be used
NCBTS Implementers details in relation to their current position, their level of experience and qualification	All NCBTS Implementers will be asked to complete the profile	**T&D-M&E Form 1: Individual Profile Template**	TDNA-WG	Prior to their involvement in the NCBTS-TSNA process	Results will be analyzed to ensure NCBTS Implementers have the required KSAs. Results will be entered into the TDIS
Teachers details in relation to their current position, their level of experience and qualification	All teachers will be asked to complete the profile	**NCBTS-M&E Form 1: Teacher Profile for NCBTS-TSNA**	TDNA-WG	Prior to the accomplishment of the NCBTS-TSNA Tool	Results will be entered into the TD IS database along with their corresponding NCBTS-TSNA results
Implementation of the NCBTS-TNA Orientation Package in relation to the processes followed and the facilitation skills demonstrated.	A Process Observer will be assigned to complete a Learning Process Observation for each session	**NCBTS-M&E Form 2: Learning Process Observation and Facilitation Skills**	TDNA -WG	During the NCBTS orientation workshop	Results will be discussed with individual Trainers to identify strengths and areas for improvement during debriefing sessions. Recommendations based on a analysis of the results should be included in the Program Completion Report
The competency of the NCBTS Coordinators in relation to the criteria set for the role.	A TDNA-WG member will be assigned to observer the NCBTS Coordinator during the orientation process	**NCBTS-M&E Form 3: NCBTS Coordinator's Checklist**	Division TDNA-WG	During the NCBTS orientation workshop	Results will be discussed with individual NCBTS Coordinators to identify strengths and areas for improvement Results will be used to inform future decisions regarding the criteria and process for selecting NCBTS Coordinators. Recommendations based on an analysis of the results should be included in the Program Completion Report

The overall effectiveness of the workshop as delivered by the whole Team.	Each of the trainers will be asked to make an assessment of the orientation.	**NCBTS-M&E Form 4: Trainer's Assessment of the NCBTS Orientation Workshop**	Division TDNA-WG	Upon completion of the NCBTS orientation workshop	Results will be collated and analyzed by the TDNA-WG. A summary of the results will be included in the Program Completion Report and will inform future training.
Participants perception of the training in relation to - the overall quality of the training - the usefulness of the training - their ability to implement the content of the training - strengths and weaknesses of the training	All participants will be asked to complete the Trainee's End of F3 Program Assessment Form	**NCBTS-M&E Form 5: Trainee's End of F3 Program Assessment Form**	TDNA-WG	Upon completion of the NCBTS-TSNA orientation workshop	Participants evaluations will be collated by the TDNA-WG and the results analyzed. A summary of the results will be included in the Program Completion Report and will inform future training.
The implementation of the NCBTS-TSNA Orientation at the division, cluster and school level	A Process Observer will be identified and asked to complete the tool	**NCBTS-M&E Form 6: Documentation Tool for the Conduct of Cluster or School Level NCBTS-TSNA Implementation**	Region, Division TDNA - WG	During the NCBTS-TSNA Orientation Workshop at the Division, Cluster or School Level	Results to be discussed with the Implementers and identify strengths and areas for improvement. Observations will be collated by the TDNA-WG and the results analyzed to inform future training
The priority training needs of teachers	The NCBTS Coordinator and the School Head will consolidate the results from the administration of the NCBTS – TSNA tool	**NCBTS-M&E Form 7: School's NCBTS-TSNA Consolidation Template**	TDNA-WG	After the accomplishment of the NCBTS-TSNA tool	Results will be used to inform school and division plans for professional development. Results will be submitted to the Division.

T&D-M&E Form 1: Individual Profile T`emplate

I PERSONAL DATA

Name:
(Surname) (First Name) (Middle Name)

Employee Number (If Applicable):		Sex: ☐ Male ☐ Female
Date of Birth:		
Home Address:		
Contact #:		e-mail address:
Region:	Division:	District:
Office/School:		Address:
Current Position:		Other Designations:
Highest Educational Attainment:		

II. WORK EXPERIENCE

(List from most current.)

POSITION	MAIN AREA OF RESPONSIBILITY e.g. subjects taught, level supervised	LEVEL e.g. Elem/Sec/ALS school, district, division, region	INCLUSIVE PERIOD

Use additional sheet if necessary.

III. TRAINING ATTENDED OVER THE LAST THREE YEARS

Please check training focus and management level for all training attended over the last three years.

Training Focus	Training attended over last 3 years (✓)	Management Level of Training				
		Central	Region	Division	Cluster	School
Curriculum						
Resource Materials Development						
Planning						
Management						
Policy Development						
Research						
Other, please specify _____						

IV. SIGNIFICANT EXPERIENCES

Identify which of the following areas you consider to be your area(s) of expertise:

- ☐ School Based Management
- ☐ Quality Assurance
- ☐ Access Education
- ☐ Education Planning
- ☐ Learning Resource Materials Development
- ☐ Delivery of Training
- ☐ Monitoring and Evaluation
- ☐ Subject Specialization: _____)
- ☐ Policy Development
- ☐ ICT
- ☐ Other, please specify _____

Certified Trainers by ☐ NEAP Central ☐ NEAP-Region ☐ TEI

☐ SEAMEO- INNOTECH ☐ Foreign Assisted Projects (FAP) ☐ Other, please specify --

List your significant experiences in the identified areas

Use additional sheet if necessary.

V. TRAINING AND DEVELOPMENT EXPERIENCES

Identify which of the following specific areas you consider to be your area(s) of expertise:

☐ Competency Assessment
☐ Program Planning
☐ Program Designing
☐ Resource Materials Development
☐ Program Delivery
☐ Program Management
☐ Monitoring and Evaluation of Training

List your significant experiences in the identified areas

Use additional sheet if necessary.

I certify that the information I have given to the foregoing questions are true, complete, and correct to the best of my knowledge and belief.

Date: _____ Signature: _____

Please submit completed form to Training and Development Division/Unit. Information will be incorporated into the T&D Information System Database.

Teachers Profile

I. PERSONAL DATA AND DETAILS OF CURRENT POSION

1 Family Name (Last name) | First Name | Middle Name

2 Gender Male ☐ Female ☐ 3. Civil status Married ☐ Separated ☐ Single ☐ Widow/er ☐ 4. Teachers ID

5 Birth Date (MM DD YYYY) 6. Place of Birth

7 Contact Address (City/State/County) | Phone | Fax | E-mail | zip code

8 Region 9. Division 10. District

11 School Name 12. School ID

13. School Type ☐ Public ☐ Private

Elementary: ☐ Monograde ☐ Central ☐ Multigrade ☐ Non-Central ☐ SPED

Secondary: ☐ General ☐ Main ☐ Special Science ☐ TechVoc ☐ Extension ☐ Night ☐ SPED

14 School Address

15 Start Date of Teaching Services (YYYY/MM) ____ / ____

16 Subject Area concentration: MAKABAYAN

Elem: ☐ English ☐ Math ☐ Science ☐ Pilipino ☐ Social Studies ☐ HE & L'hood ☐ Music/Arts/PE ☐ Values

Sec: ☐ English ☐ Math ☐ Science ☐ Pilipino ☐ Social Studies ☐ Tech. & HE ☐ PE/Health/Music ☐ Values

17 Grades Taught in Current Position

Pre: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

II. EDUCATIONAL ATTAINMENT

	Degree	Major	School	Inclusive Periods mm dd yy	mm dd yy	Units	Honors Received
Bachelor							
Master							
Doctoral							
Others							

III. WORK EXPERIENCE PRIOR TO CURRENT POSITION (IMPORTANT:DO NOT INCLUDE CURRENT POSITION)

Postion	Subject Taught	Grade/Yr	School	Inclusive Periods mm dd yy	Inclusive Periods mm dd yy

IV. TRAINING ATTENDED CONDUCTE3D *(Last 3 years)*

Title	Subject Area	No. Hours	Level	Role	Sonsoring Ageny

V. SCHOLARSHIP/GRANTS RECEIVED

Title	Sponsoring Agency	Inclusive Periods mm dd yy	Inclusive Periods mm dd yy

VI. OTHER QUALIFICATION

I certify that the staements made by me in answer to the foregoing questions are true, complete and correct to the best of my knowledge and belief.

Date: Signature:

NCBTS-M&E Form 2: Learning Process Observation and Facilitation Skills

This form is to be used during the actual delivery of a program. A Process Observer will need to be assigned to complete the Learning Process Observation for each session. Results should be used to inform daily debriefing sessions. At the end of this Form is a Checklist of Facilitation Skills which may be observed and recorded.

Session No. _____ Title: _____

Time Session Started: _____ Time Session Ended:_____

Process Observer: _____ Designation (M&E Team Member/Trainer)

Phases of Session	Facilitation Skills Demonstrated	Trainee's Knowledge /Insights/Skills, Values Learned	Comments
Introductory			
Activity			
Analysis			

Abstraction			
Application			
Concluding Activity			

Observe if the Facilitator has demonstrated the skill. If so, put a check in the appropriate column.

Checklist of Facilitation Skills	√
OBSERVING SKILLS	
1. noted trainees' level of involvement in all activities	
2. monitored the energy level of the trainees during sessions	
3. sensed the needs of the trainees that may affect the learning process	
QUESTIONING SKILLS	
4. formulated questions in a simple manner	
5. asked questions that were clear and focused	
6. formulates follow-up questions to trainees' responses appropriately	
7. asked Higher Order Thinking Skills (HOTS)	
8. acknowledged trainees' responses	
9. solicited, accepted and acted on feedback from trainees	
10. processed responses with probing questions to elicit the desired training	
LISTENING SKILLS	
11. listened and understood the meaning of what had been said	
12. responded positively to trainees insights	
13. clarified and checked my understanding of what was heard	
14. reacted to ideas not to the person	
ATTENDING SKILLS	
15. created the proper environment based on adult learning principles	
16. directed and redirected the trainees to the learning tasks	
17. managed the learning atmosphere throughout the sessions	
18. acknowledged greetings and responses of trainees	
INTEGRATING SKILLS	
19. highlighted important results of the activity that lead to the attainment of the objectives of the session	
20. deepened and broadened trainees outlook on the significance of the outputs	
ORAL COMMUNICATION SKILLS	
21. expressed ideas with clarity, logic and in grammatically correct sentences	
22. spoke with a well-modulated voice	
23. delivered ideas with confidence and sincerity	
SKILL IN USING TRAINING AIDS	
24. employed appropriate and updated training aids	
25. made training aids that were simple and clear	
26. used training aids that were attractive and interesting	
27. utilized training aids that were socially, culturally, and gender-fair	

NCBTS-M&E Form 3: NCBTS Coordinator's Checklist

Name of NCBTS Coordinator to be monitored: _____

Please assess the competency of the NCBTS Coordinator according to the following indicators by checking under the appropriate column.

Legend: M-Manifested; N-Not Manifested

	The NCBTS Coordinator demonstrates…	**M**	**NM**	**Comments**
1	Proficiency in the use of MS Word			
2	Proficiency in the use of MS Excel proficient			
3	Proficiency in the use of MS powerpoint			
4	Confidence in using the e-version of the tool with minimum assistance			
5	Understanding of the scoring guide described in the manual version of the tool			
6	Fluency in communicating ideas			
7	Active participation in the workshop			
8	Positive attitude towards interacting with the other participants			
9	Leadership potential during group activities			
10	Readiness to act as anchor/lead person as required			

Name and Signature of the Monitor: _____

Date Accomplished: _____

NCBTS-M&E Form 3: NCBTS Coordinator's Checklist Consolidation Template

INSTRUCTIONS FOR NCBTS COORDINATOR'S CHECKLIST

Instructions for Administration

A. For the TDNAWG Chair
   1. Assign each member of the TDNA-WG to observe how the orientation is conducted at the cluster level or school level orientation.
   2. Distribute this instrument to the members of the TDNA-WG. This instrument may also be given to Education Supervisors or Public Schools District Supervisors who may assist in the monitoring of the orientation activities.
   3. Brief the members, ES, and PSDS on how to use this instrument.
   4. Retrieve all the accomplished instruments.

B. For the TDNAWG Member or ES/PSDS
   - Be familiar with the indicators included in this instrument.
   - Observe how the NCBTS Coordinator conducts the orientation activities.
   - Use the instrument to record the indicators manifested by the NCBTS Coordinator.
   - Submit the accomplished instruments to the TDNAWG Chair.

Scoring and Consolidation

Use the Template that follows to consolidate results. *This can efficiently be done using MS Excel

NCBTS Coordinator Checklist Consolidation						
	Tally		**Frequency**		**Total** (M + NM)	**Percentage of Manifestation** (Total M ÷ Grand Total= 100%)
Items	**M**	**NM**	**M**	**NM**		
1						___%
2						
3						
4						
5						
6						
7						
8						
9						
10						
			Total M		**Grand Total**	

NCBTS-M&E Form 4: Trainers Assessment of the NCBTS Orientation Workshop

Trainer's Name: _____ **Sex: Male ☐ Female ☐**

Please assess the effectiveness of the entire workshop according to the indicators below.
Please refer to the following rating scale:

4-Very High (VH); 3-High (H); 2-Low (Low); 1-Very Low (VL)

	After the conduct of the Orientation Program by the Team and considering participants' outputs I believe that …….	Rating			
		1	2	3	4
1	the workshop was well planned				
2.	the workshop objectives were met				
3.	new information was clearly presented				
4.	new information was appropriate to participants' roles and responsibilities				
5.	the strategies and methods used were interesting and enjoyable for participants				
6.	the andragogical (4 As) approach was properly applied				
7.	training activities moved quickly enough to maintain participants' interest				
8.	contribution of all participants, both male and female, were encouraged				
9.	participants were encouraged to consider how ideas and skills gained during the training could be incorporate into their own practices				
10.	handout materials were clear				
11.	workshop topics were summarised				
12.	powerpoint presentations supported the flow of sessions				
13.	the resources provided were appropriate to particiants' needs				
	My contribution to the objectives of the workshop: I …				
14.	contributed in the preparation for the workshop.				
15.	effectively delivered what was expected of me in the conduct of the workshop.				
16.	gave support needed to the Team.				

Please provide your honest response to each of the following questions:

What were the successful aspects of the workshop? Why?
What changes would you like to make to improve similar workshops in the future? Why?
Recommendations

Signature: _____ **Date Accomplished: _____**

NCBTS-M&E Form 4: Trainers Assessment of the NCBTS Orientation Workshop Consolidation Template

INSTRUCTION FOR TRAINER'S ASSESSMENT OF WORKSHOP

I. Instructions for Administration

Give this instrument to the trainers prior to the beginning of the workshop. Brief the trainer of the content and purpose of the instrument prior to administration. Consolidate the results based on the accomplished instruments.

II. Scoring and Consolidation -This can efficiently be done using MS Excel.

	Tally (T)				Frequency				(e)	(f)	Mean Rating
					a	b	c	d			
Items	VL	L	H	VH	VL Tx1	L Tx2	H Tx3	VH Tx4	a+b+c+d	VH + H + L + VL	e/f
Ex.	~~llll~~ ll	~~llll~~ llll	llll	~~llll~~	7x1= 7	9x2= 18	4x3=12	5x4=20	7+ 18=12+ 20= 57	7+9+4+5= 25	57/25= 2.28
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											

NCBTS-M&E Form 5: Trainees' End of the F3 Program Assessment

Trainee's Name (Optional): _____ Sex: Male ☐ Female ☐

Program Title: _____ Date: _____

Direction: Please assess the effectiveness of the entire F3 component of the program according to the indicators below. Please refer to the following rating scale:

4-Strongly Agree (SA); 3-Agree (A); 2-Disagree (D); 1-Strongly Disagree (SD)

	After the conduct of the F3 component of the program, I believe that …	Rating			
		1 SD	2 D	3 A	4 SA
A	**Program Planning/Management/Preparation**				
1	the training program was delivered as planned				
2	the training program was managed efficiently				
3	the training program was well-structured				
B	**Attainment of Objectives**				
4	the program objectives were clearly presented				
5	the session objectives were logically arranged				
6	the program and session objectives were attained				
C	**Delivery of Program Content**				
7	program content was appropriate to trainees' roles and responsibilities				
8	content delivered was based on authoritative and reliable sources				
9	new learning was clearly presented				
10	the session activities were effective in generating learning				
11	adult learning methodologies were used effectively				
12	management of learning was effectively structured e.g. portfolio, synthesis of previous learning, etc.				
D	**Trainees' Learning**				
13	trainees were encouraged to consider how ideas and skills gained during the training could be incorporated into their own practices				
14	contribution of all trainees, both male and female, were encouraged				
15	trainees demonstrated a clear understanding of the content delivered				
E	**Trainers' Conduct of Sessions**				
16	the trainers' competencies were evident in the conduct of the sessions				
17	teamwork among the trainers and staff was manifested				
18	trainers established a positive learning environment				
19	training activities moved quickly enough to maintain trainees' interest				
F	**Provision of Support Materials**				
20	training materials were clear and useful				
21	powerpoint presentations supported the flow of the sessions				
22	the resources provided were appropriate to trainees' needs				
G	**Program Management Team**				
23	Program Management Team members were courteous				
24	Program Management Team was efficient				
25	Program Management Team was responsive to the needs of trainees				
H	**Venue and Accommodation**				
26	the venue was well lighted and ventilated				
27	the venue was comfortable with sufficient space for program activities				
28	the venue had sanitary and hygienic conditions				

29	Meals were nutritious and sufficient in quantity and quality.				
30	the accommodation was comfortable with sanitary and hygienic conditions				
I	**Overall**				
31	I have the knowledge and skills to apply the new learning				
32	I have the confidence to implement the JEL contract				

Please provide your honest response to each of the following questions:

What do you consider your most significant learning from the program?
What changes would you suggest to improve similar programs in the future?
Briefly describe what you have learned and how it will help you with your work.
What further recommendations do you have?

NCBTS-M&E Form 5: Trainees' End of the F3 Program Assessment Consolidation Template

Collate the accomplished F3-M&E Form 5: Trainees' End of the F3 Program Assessment, and review the results. Use the table below to consolidate the results for the quantitative items.

Note: The scoring and consolidation can be efficiently done using MS Excel.

Use the scale below to interpret mean rating for each item of the assessment:

3.5 to 4.0 = (SA) Strongly Agree
2.5 to 3.4 = (A) Agree
1.5 to 2.4 = (D) Disagree
1.0 to 1.4 = (SD) Strongly Disagree

Qualitative results should also be summarized below.

	Tally (T)				Frequency				(e)	(f)	Mean Rating
					A	b	c	d			
Items	**SD**	**D**	**A**	**SA**	**SD Tx1**	**D Tx2**	**A Tx3**	**SA Tx4**	**a+b+c+d**	**SA+ A + D+ SD**	**e/f**
Ex.			~~IIII~~ III =8	~~IIII~~ =7	0x1=0	0x2=0	8x3 =24	7x4=28	24+28 = 52	7+8= 15	52/15= 3.47
A	**Program Planning/Management/Preparation**										
1											
2											
3											
B	**Attainment of Objectives**										
4											
5											
6											
C	**Delivery of Program Content**										
7											
8											
9											
10											
11											
12											
D	**Trainees' Learning**										
13											
14											
15											

E	**Trainers Conduct of Sessions**										
16											
17											
18											
19											
F	**Provision of Support Materials**										
20											
21											
22											
G	**Program Management Team**										
23											
24											
25											
H	**Venue and Accommodation**										
26											
27											
28											
29											
30											
I	**Overall**										
31											
32											

Summary of Qualitative Responses

What do you consider your most significant learning from the program? •
What changes would you suggest to improve similar programs in the future? •
Briefly describe what you have learned and how it will help you with your work. •
What further recommendations do you have? •

NCBTS-M&E Form 6: Documentation Tool for the Conduct of Division, Cluster or School Level NCBTS-TSNA Implementation

This form is to be used to support Regional monitoring of the NCBTS-TSNA process at the Division level and Division monitoring of district and school level activities. It is expected that the assessment will be based on observations, discussions with the implementing team and review of relevant documents.

Division/District/School _____ Date: _____

Rating Guide:

Numerical Rating	Interpretation	Description
4	Very High Extent	In a very significant way
3	High Extent	In a meaningful way
2	Low Extent	In a limited way only
1	Very Low Extent	Not in any meaningful way

Use the scale above to assess the extent to which the conduct of TDNA documentation adhered to the following:

To what extent ……..		1	2	3	4
1.	was thorough planning conducted prior to the NCBTS-TSNA orientation workshop?				
2.	were participants oriented to the NCBTS?				
3.	was the purpose of the NCBTS-TSNA explained?				
4.	was a clear explanation provided on how to accomplish the NCBTS-TSNA tools e.g. manual and/or e-version				
5.	was the scoring system for the NCBTS-TSNA tool explained?				
6.	were the steps involved in developing an Individual Summary TSNA results explained?				
7.	were the steps involved in consolidating TSNA results explained?				
8.	was an explanation on how to interpreted individual and consolidated results provided ?				
9.	was technical assistance provided when required?				
10.	were the M&E tools and processes implemented?				
11.	was there evidence of team work and collaboration amongst the NCBTS Implementers				
12.	were recommendations for improving the NCBTS-TSNA Orientation and Administration processes identified?				

Recommendations:

Name: _____

Designation: _____

Date: _____

NCBTS-M&E Form 7: School's NCBTS-TSNA Consolidation Template

Name of School: _____**Division** _____

School NCBTS-TSNA Results

Domain / Strand No.	Teacher's Percentage Score										Total	**Average Percentage** $\left(\frac{Total}{Number\ of\ Teachers}\right)$
	T1	T2	T3	T4	…							
1.1												
1.2												
Total Domain 1.												
2.1												
2.2												
2.3												
2.4												
2.5												
Total Domain 2.												
3.1												
Total Domain 3.												
4.1												
4.2												
4.3												
4.4												
4.5												
4.6												
4.7												
Total Domain 4.												
5.1												
5.2												
5.3												
5.4												
Total Domain 5.												
6.1												
Total Domain 6.												
7.1												
7.2												
7.3												
Total Domain 7.												

School Head _____

NCBTS Coordinator: _____

Acknowledgements

to

The Project STRIVE 2 Training and Development Component Members who developed the standards, processes and tools of the TDNA System Operations Manual, Volume 2

Region VI	Region VII	Region VIII
Violenda Gonzales, AO-V	Milagros Villanueva, ES-II	Alejandra Lagumbay, P-II
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	Belen Zanoria, ES-I	Ma. Lita Veloso, P-I
	Grecia Bataluna, ES-I	Jovena Amac, HT-III
	Nimfa Bongo, P-III	
Negros Occidental	**Bohol/Tagbilaran**	**Northern Samar**
Marsette Sabbaluca, ES-I	Debra Sabuero, P-I	Nimfa Graciano, ES-I
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Zorahayda Albayda, P-III	Lilibeth Laroga, P-I	Imelda Valenzuela, P-III
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Regie Sama, P-II	Helconida Bualat, P-1	Nedy Tingzon, P-I
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