



IMPACT OF CLASSROOM OBSERVATION TOOL AND RESULTS-BASED PERFORMANCE MANAGEMENT SYSTEM ON ELEMENTARY SCHOOL TEACHER PERFORMANCE

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Abstract:

This literature review explores the implications of utilizing the Classroom Observation Tool (COT) and Results-Based Performance Management System (RPMS) on teaching performance among educators in public elementary schools. The COT serves as a structured instrument for assessing classroom activities, while the RPMS provides a framework for evaluating teacher performance based on professional standards. Through a comprehensive analysis of existing research and policy documents, this review examines the impact of these systems on teaching effectiveness and student outcomes. Research indicates that the systematic use of the COT allows educators to identify areas of strength and growth in their teaching practice, leading to targeted professional development interventions. Additionally, the integration of the RPMS ensures alignment between teacher assessments and professional standards, promoting accountability and continuous improvement in teaching practice. Studies have shown that educators who participate in regular classroom observations and performance evaluations experience enhanced job satisfaction and morale, leading to greater retention and commitment to their profession. Moreover, the implementation of these systems has been associated with improvements in student learning outcomes, as teachers are better equipped to meet the diverse needs of their students. However, challenges such as resource constraints and resistance to change may hinder the effective implementation of these systems. Moving forward, further research is needed to explore the long-term impact of the COT and RPMS on teaching performance and student achievement. Overall, this literature review highlights the importance of incorporating systematic observation and performance evaluation mechanisms into teacher professional development initiatives to promote continuous improvement in teaching practice and enhance student learning outcomes in public elementary schools.

Keywords: classroom observation tools, results based performance management, teachers challenges, student learning



INTRODUCTION

The topic of classroom observation and results-based performance management system anchored on professional development has piqued the attention and engagement of several researchers, practitioners, and academics in the Philippines. According to recent studies, the teacher has a significant impact on learners' learning results (Allen, 2019). Legislation has so put pressure on our educational system to enhance and assess teacher quality during the past few decades. The term "professional development" describes a variety of learning opportunities connected to a person's line of work (Toquero, 2020). Professional development is used by people in a wide range of occupations and enterprises, including doctors, attorneys, educators, accountants, engineers, and others, to acquire and put new information and skills to use in their daily work. In the context of education, professional development is essential for fostering a successful teaching and learning environment. In addition, teachers' professional development is undoubtedly essential to improving learners' access to high-quality education Okabe (2015).

Additionally, teachers' professional growth has to be closely related to their quest for identity as defined by themselves, mentored and supervise closely through classroom observation tools and present themselves in a portfolio through results-based performance management system (Bernardo, 2020). The continued education of teachers in the elementary level may help with a variety of goals, including updating people's subject knowledge in light of current advancements in the field (Miles et al., 2020). There are goals aimed as developed in the Philippine Professional Standards as follows: one of these goals is to help teachers apply changes made to curricula or other aspects of teaching practice; another is to help schools develop and apply new strategies regarding the curriculum and other aspects of teaching practice. A third goal is to facilitate information sharing and expertise among teachers.

Hence, Marcelo (2019) claims that regular classroom observation and updated teaching portfolios contribute to professional development for teachers and it is seen as an individual and group effort that should be completed in the teacher's place of employment. Hence, it is seen as having an impact on how teachers build their professional abilities via a variety of experiences, both formal and informal. Based on personal commitment, availability to learn to teach, beliefs, values, knowledge of the subjects they teach and how to teach them, past experiences, and professional vulnerability, professional development that evolves throughout their career and may be influenced by the school, political reforms, and settings.

In light of this, there is an urgent need for teachers to participate in pertinent trainings that would improve their teaching strategies in line with the Philippines Professional Standards for Teachers. The emphasis on academic accomplishment alone must alter due to the quick changes occurring in modern society, according to educators (Cruz, 2021). Instead, schools through the supervision of school administrators should focus on encouraging the growth of each teacher as a whole person as it should be manifested in the classroom observation tool and results-based performance management system. Every teacher should receive sufficient guidance and mentoring during classroom observations and when creating their portfolios in order to raise

the bar for both student learning and the educational system (Gomez, 2020). Today's teachers must continue to advance their careers in order to prepare tomorrow's people (Sebullen, 2017). Teachers must improve their pedagogical proficiency in order to meet the demands of the learners as the learning environment and learning preferences of the students continue to change. The way teachers teach is crucial to how students learn. It is important to closely evaluate student competency mastery using classroom observation tools and a results-based management performance system because it is mostly dependent on the teacher's instructional competence. However, some teachers deliver instruction badly, which leads to unsuccessful student teaching and learning. Additionally, occasionally classroom observations between teachers and observers become overly subjective (Carcamo, 2019).

Consequently, a number of observers highlighted the teacher's inability to effectively link classroom activities to the lesson's goal. This is mostly the result of teachers' weak lesson preparation abilities, which must be immediately corrected. Aside from this observation, there are some teachers who are unable to give the lesson using contextualization, which prevents the students from connecting the lesson's applicability to their everyday lives (Coe, 2019). Similar observations have been made about teachers' weak ability to create assessments and use them to drive decisions about how to teach the lesson. The findings of assessments are frequently not used by teachers to evaluate their instructional strategies. Additionally, some educators lack the expertise needed to create assessments that are suitable for the students' level (Gomez *et al*, 2020).

Furthermore, according to OECD (2019), 89 percent of teachers in the elementary school participate in professional development through portfolio making and application of classroom observations recommendations on average. Concern should be expressed over the 11% who did not. In Denmark, the Slovak Republic, and Turkey, about one in four instructors did not take part in professional development. Additionally, World Bank (2015) listed some of the issues with teacher professional development, including: a) professional development opportunities currently provided to teachers frequently fall short of what teachers want and need and do not meet even minimum quality standards as cascaded in the classroom observation and portfolio; b) systems at the school level to support teachers and identify their professional development needs are insufficient.

Moreover, Handler (2019) confirmed also that the following are some of the drawbacks on professional development among teachers. Due to the completion of reports and other tasks listed in the RPMS, there is a lack of time for professional learning (e.g., preparation for classroom observations), teachers were not fully trained in the changes to the curriculum, and not all teachers are competitive in their classroom observations, which should be beneficial to the success of the teaching and learning process. Additionally, Miles *et al* (2020) argued that staff development for teachers through classroom observation is frequently disjointed and incoherent, lacking intellectual rigor, failing to build on existing knowledge and abilities, and doing nothing to help them with the everyday problems of boosting student learning.



With these hitches, it is hoped that this literature review would contribute to the fullest development of the teachers, administrators, practitioners and researchers for the fact that this literature review will build on existing research into small-scale implication of classroom observation tool and results-based performance management system anchored on Philippine Professional Standards for Teachers to teachers' job performance in the Philippines. The review will also scrutinize the participation of the teachers in the professional development programs and how their supervisors and principals, and relevance of the professional development and its usefulness are observing them. It will also contribute to the implementation of the professional development activities like classroom observation and making of RPMS, which cascaded from PPST by documenting the correlation of the professional development programs to the job performance of teachers and the way it is developing in a local area and how it compares with approaches in other local areas. Lastly, it will serve as a source of information and springboard for further study as it focuses on the impact of the professional development activities on teachers.

Moreover, this literature review is beneficial to the following: Teachers. This review will provide a clearer picture of how teachers employ tools for observing classroom activities and a results-based monitoring system that is based on the Philippine Professional Standards for Teachers. The results will serve as a roadmap for efficient teaching and learning; School Heads. This review may serve as a reminder to school leaders that they are partners with their teachers in educating the children in their care. They should evaluate their priorities for their roles, functions, and responsibilities as supervisors of instruction so that they can give their teachers the much-needed supervisory support, especially during observation and in the making of their own portfolios. The necessary care and encouragement given to their teachers will undoubtedly improve their morale and, in particular, their teaching effectiveness. Their teachers will be inspired to continue their professional development growth by their modest administrative, supervisory, and guidance; Parents and other Stakeholders. Learning gained from this review will help teachers to make a stronger rapport with the parents and stakeholders to be greatly involved in the learnings of their child.

REVIEW OF RELATED LITERATURES

The following ideas about classroom observation and a performance monitoring system based on outcomes were adopted from the Philippine Professional Standards for Teachers as part of ongoing professional development for this project. Additionally, it is built on the principles of teaching, adult learning, and continuous professional development as well as legal foundations. The continuing professional development program for all regulated professions was made mandatory and enhanced by Republic Act No. 10912 of 2016, which also established the continuing professional development council, appropriated funding for it, and served other related reasons. It is said that the goal of the strategy is to advance and develop professions in the nation. The Deped Order no. 32, series 2011 was also produced by the Department of Education



and comprises the rules and regulations for training and development initiatives. These regulations are carried out in accordance with the current regulations and policies created by the Civil Service Commission and other relevant organizations (DepEd, 2011). The National Institute for Science and Mathematics Education Development of the University of the Philippines (UP NISMED) and the Philippine Department of Education (DepEd) have been aggressively promoting lesson study to public and private institutions around the nation through workshops and seminars.

According to D.O. 42, s. The Philippine Professional Standards for Teachers (PPST), which were published in 2017, "...make clear what teachers should know, be able to do, and value to attain competency, better student learning outcomes, and ultimately excellent education." The PPST serves as a foundation for all learning and development activities for teachers, ensuring they are adequately prepared to administer the K to 12 Program. It is based on teaching principles of learner centeredness, lifelong learning, and inclusivity/inclusiveness, among others. Since it will be correctly modified to capture the unique context of the program, PPST will also serve as the foundation for the capacity building and professional development of ALS-EST Learning Facilitators. Because ALS-EST serves a large number of adult learners, who are more motivated if learning meets their immediate needs and interests, such contextualization or modification is necessary (UNESCO 2012).

The Professional Standards for Teachers comprises the teacher quality criteria of K to 12, which contains the quality of teacher's classroom performance. A teacher should possess certain skills, according to Asio and Riego de Dios (2019). A classroom observation tool has been designed based on the new set of professional standards to evaluate these classroom activities in terms of identifying the strengths and areas for growth. This is done in order to precisely construct professional development programs that are aimed at meeting the needs of instructors. The majority of the employees who participated in the survey agreed with Asio and Jimenez's (2020) disclosure of the context of professional growth. To assist ensure that all students in its care get first-rate basic education, DepEd has reiterated the need to continue the conduct of all ongoing class observations. The DepEd is aware of the critical role instructors play in raising the standard of the teaching and learning process. It is essential to achieve quality education if teachers' performance may be enhanced through many metrics through classroom observation. Classroom observation was mandated in the Philippine Professional Standards for Teachers-Results-Based Performance Management System (PPST-RPMS).

Additionally, it became more uniform and objective. This is true since it is employed in performance reviews, coaching, mentoring, and evaluation. The instructors' ongoing professional growth is aided by this. According to Suparto (2020), academic supervision combined with classroom observation methods can enhance the standard of teacher learning in this regard. Additionally, the observers and the instructors themselves have agreed upon pre-determined indications for the classroom observation, assuring the preparation of the teachers. According to a related research, pre-observation planning, observation execution, and post-observation



monitoring are the phases of an efficient supervision process (Ghavifekr, Husain, Rosden & Hamat, 2019). The principal, head teacher, and master teacher are among those who grade classroom observations. In the performance evaluation of a teacher, the observations made at the Schools Division Office (SDO) level are not given any direct weight. The supervisors' methods for observing the classroom are typically well-liked by the teachers (Tawalbeh, 2020).

Professional Development Philosophy

Given that today's classrooms are more varied than in the past, it is obvious that teaching is a difficult and challenging career. It is crucial that continual professional development activities give teachers the support and training they require in light of these difficulties and the significance of attaining the greatest results for students (ACOL, 2019). According to Elmore (2021), the primary goal of professional development should be the betterment of schools and educational systems as well as of people. According to Joyce and Showers (2021), leaders must consider the most effective methods of evaluating professional development activities in order to assess their influence on teachers' ability to instruct students in ways that increase student learning. Hirsh (2018) maintained that teacher development takes time and money, but it is the only sure way to improve student performance.

In order to ensure the preparation and long-term development of teachers and other professionals whose competence, expectations, and actions have an impact on the teaching and learning environment, high-quality professional development must include rigorous and relevant content, strategies, and organizational supports. The following traits of high-quality professional development include being job-embedded, a component of teachers' workdays, and being extensive and ongoing. Additionally, it combines active learning, collegial discussion, analysis, and reflection, is content-focused, and lines up personal and academic objectives. Further, teachers must be lifelong learners, and must prepare students for lifelong learning by teaching them how to learn. The authors identified four key components of teacher training for instance a) Develop knowledge through exploring theory or rationale to understand the concepts behind a skill or strategy. b) Model the new skills, ideally in a setting closely approximate to the workplace. c) Practice the skill and d) peer coaching (Benett, 2007).

Professional Development Model

According to Guskey (2020), new perspectives on professional development have given rise to a broad variety of alternatives and chances for advancing professional knowledge and abilities through classroom observation and portfolio making to document the actual teaching done. This also includes training, observation and evaluation, participation in a development process, study groups, inquiry/action research, personally supervised activities, and mentorship are among the main types. Some scholars assert that contemporary professional development strategies are unproductive, despite the paradigm change in favor of these approaches. In addition, Kennedy (2018) presented and summarized the models of professional development for

teachers as presented Figure 1. Also, these models take the developing teacher through a spectrum along transmission, transitional and transformative professional autonomy.

Professional Development Program

Professional development is permanent training, continued training, in-service training, human resources development, life-long learning, re-cycling or skill-building courses (Bolan & McMahon, 2004). Gardner et al., (2017) that professional development as structured professional learning that results in changes in teacher practices supported this. Indeed, professional development program clearly regarded as a long-term process that covers all the different types of opportunities and experiences that systematically deliberated and planned to motivate the development of the teacher. Professional development activities are the opportunities for teachers to identify resources and engage in activities that develop and expand knowledge and skills through community service, service learning, conferences, lecture series, workshops, and trainings.

Professional development programs are plans, which carried out to improve job-related knowledge, skills and attitudes of teachers by conducting activities to enhance their teaching improvement. These programs are essential due to reasons, such as these: they may promote teacher professional development; they may improve the individual teacher teaching performance, they may also broaden the horizon on learning and teaching. The programs may also become 'tools' to enhance teachers' teaching knowledge and skills. A wide range of professional development programs may broaden awareness and become tools for learning. The programs also offer a number of learning opportunities to help teachers further their career and professional development (Widodo, 2003).

Classroom Observation Tool (COT). An approach to giving teachers' feedback on their classroom practices that also enables them to reflect and grow in self-awareness (RPMS Manual, 2018). Additionally, it offers proof of actual teacher performance, including their strong points and places for development. In accordance with RA 10533, a classroom observation tool is one indicator of good instruction (K to 12 Law). The purpose of the Classroom Observation Tool (COT) is to document a single classroom observation visit of a teacher's lesson. The data is then used by the school's principal or other administrators to direct their efforts to coach instructors.

Results-based Performance Management System (RPMS). As part of the Department of Education's (DepEd) dedication to high-quality instruction, which is acknowledged as essential to achieving desired learning outcomes, the Department is steadfast in its efforts to base its human resource management strategies and operations on clear-cut professional standards for high-caliber teachers. In accordance with Section 2 of DepEd Order (DO) No. 2015, in accordance with Section 5 of DO 42, s., prescribed the Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education. This Department has been integrating and embedding the 2017 on the National Adoption and Implementation of the Philippine Professional Standards for Teachers



(PPST), which specifies that all performance evaluations for teachers should be based on this set of standards since 2019.

Philippine Professional Standards for Teachers. Through a number of measures, the Philippine Government has constantly worked to improve teacher quality. The National Competency-Based Teacher Standards (NCBTS) were formalized as a framework for teacher quality by CHED Memorandum Order No. 52, s. 2007 and Section 32 of DepED Order No. 2009. It was made possible by utilizing the learning considerations of programs like the Basic Education Assistance for Mindanao (BEAM), the Strengthening Implementation of Visayas Education (STRIVE) project, and the Third Elementary Education Project. It emerged as part of the implementation of the Basic Education Sector Reform Agenda (BESRA) (TEEP).

The NCBTS-based Philippine Professional Standards for Teachers are a complement to the reform efforts on teacher quality from pre-service education through in-service training. It articulates what defines teacher quality in the K to 12 Reform through well-defined areas, strands, and indicators that give measurements of professional learning, competent practice, and effective involvement. This collection of standards makes explicit what instructors should know, be able to accomplish and value to attain competency, improved student learning outcomes, and finally excellent education. It is founded on teaching philosophies of learner-centeredness, lifelong learning, and inclusivity/inclusiveness, among others. The professional standards, therefore, become a public statement of professional accountability that can help teachers reflect on and assess their own practices as they aspire for personal growth and professional development.

DISCUSSIONS

The Philippines, like many nations, acknowledges the indispensable role of education in fostering national development and progress. At the heart of a thriving education system lies the quality of its educators. Thus, it is imperative to examine the multifaceted approach undertaken by the Philippine government to elevate teacher quality and nurture continuous professional development (CPD). This examination encompasses an in-depth exploration of key policies, frameworks, and initiatives, with a particular emphasis on the Philippine Professional Standards for Teachers (PPST) and its seamless integration into performance monitoring systems. Moreover, it delves into the underlying principles and models driving professional development efforts, elucidating their profound implications for both teacher growth and student learning outcomes.

The Philippine government's commitment to enhancing teacher quality and fostering continuous professional development is underscored by the enactment of Republic Act No. 10912 in 2016. This legislation mandates CPD for all regulated professions, including teaching. The statutory requirement for CPD reflects a national commitment to nurturing a culture of lifelong learning among educators, thereby ensuring their ongoing competence and effectiveness in the classroom (Republic Act No. 10912, 2016).



Central to the government's efforts to elevate teacher quality is the Philippine Professional Standards for Teachers (PPST), introduced in 2017. The PPST serves as a comprehensive framework that delineates the knowledge, skills, and values expected of teachers to deliver quality education. Aligned with international best practices and anchored on principles of learner-centeredness and inclusivity, the PPST provides a roadmap for teacher preparation, development, and evaluation (DepEd Order No. 42, s. 2017). Its integration into performance monitoring systems, such as the Results-Based Performance Management System (RPMS), ensures that teacher assessments are aligned with professional standards, thereby promoting accountability and continuous improvement (DepEd Order No. 2, s. 2015).

The incorporation of classroom observation as a tool for performance monitoring and professional development is pivotal to the implementation of the PPST. Systematic observation and evaluation enable educators to identify areas of strength and growth in their practice, facilitating targeted professional development interventions (Asio & Jimenez, 2020). Standardized observation tools ensure objectivity and consistency in the assessment process, enabling meaningful feedback and coaching opportunities for teachers (Ghavifekr *et al.*, 2019). Moreover, the RPMS provides a holistic framework for assessing teacher performance, encompassing not only classroom practices but also broader contributions to student learning and school improvement (DepEd Order No. 2, s. 2015).

In addition to performance monitoring, the government recognizes the importance of contextualized professional development initiatives tailored to suit the unique needs of educators, including those involved in Alternative Learning Systems (ALS). Workshops and seminars on lesson study promote active engagement and collaboration among educators, fostering a culture of inquiry and reflective practice (UNESCO, 2012). By contextualizing professional development activities to meet the immediate needs and interests of teachers, the education system maximizes engagement and effectiveness in teacher learning (DepEd Order No. 32, s. 2011).

The philosophy of professional development in the Philippines emphasizes the importance of ongoing support and training for educators. Effective professional development models prioritize active engagement, collaboration, and continuous improvement (Elmore, 2021). From job-embedded learning to peer coaching and inquiry-based approaches, these models provide opportunities for educators to deepen their knowledge, refine their practice, and adapt to emerging educational challenges (Joyce & Showers, 2021).

Policy Framework and Legislative Foundations

The foundation for teacher quality enhancement and professional development in the Philippines is laid upon a robust policy framework and legislative support. Republic Act No. 10912, enacted in 2016, mandates continuing professional development (CPD) for all regulated professions, including teaching. This legislative mandate underscores the government's

commitment to fostering a culture of lifelong learning among educators, thereby enhancing their competence and effectiveness in the classroom.

Integration of Philippine Professional Standards for Teachers (PPST)

The Philippine Professional Standards for Teachers (PPST), launched in 2017, stands as a pivotal framework guiding the enhancement of educational quality through the professional development of teachers (DepEd Order No. 42, s. 2017). This comprehensive structure delineates the requisite knowledge, skills, and values educators need to effectively facilitate student learning and foster holistic development (Asio & Riego de Dios, 2019). Aligned with global best practices and rooted in principles of learner-centeredness and inclusivity, the PPST offers a structured roadmap for teacher preparation, development, and evaluation (DepEd, 2011).

The integration of the PPST into performance monitoring systems, notably the Results-Based Performance Management System (RPMS), plays a pivotal role in enhancing accountability and driving continuous improvement in teaching practice (DepEd Order No. 2, s. 2015). By aligning teacher assessments with the professional standards outlined in the PPST, the RPMS ensures that evaluations are based on transparent criteria, fostering a culture of accountability among educators (Suparto, 2020). This integration not only assists teachers in identifying areas for growth and improvement but also empowers them to take ownership of their professional development (Tawalbeh, 2020).

Furthermore, the integration of the PPST into performance monitoring systems has broader implications for the education system's coherence and consistency. It aids in identifying trends and patterns in teaching practice, informing policy decisions and resource allocation efforts (Ghavifekr *et al.*, 2019). By promoting alignment between teacher assessments and professional standards, the RPMS facilitates consistency and coherence in teacher evaluation practices across different schools and regions (DepEd Order No. 2, s. 2015). This ensures that educators receive equitable support and resources to excel in their profession, ultimately benefiting students and society at large (Hirsh, 2018).

Classroom Observation and Performance Monitoring

Central to the implementation of the Philippine Professional Standards for Teachers (PPST) is the utilization of classroom observation as a fundamental tool for both performance monitoring and professional development (Asio & Jimenez, 2020). This approach enables educators to engage in systematic observation and evaluation of their teaching practices, facilitating the identification of areas of strength and areas for growth (Ghavifekr *et al.*, 2019). By employing standardized observation tools, such as those designed based on the PPST, objectivity and consistency in the assessment process are ensured, thereby enhancing the reliability of the feedback provided to teachers (DepEd Order No. 42, s. 2017).



Through classroom observation, educators have the opportunity to reflect on their teaching methods, instructional strategies, and classroom management techniques. This reflection allows them to gain insights into their pedagogical approach and its impact on student learning outcomes (Tawalbeh, 2020). Furthermore, systematic observation and evaluation enable educators to receive targeted professional development interventions tailored to address their specific areas of improvement (Suparto, 2020). This personalized approach to professional development enhances its effectiveness and relevance, ultimately leading to enhanced teaching practices and improved student outcomes.

In addition to classroom observation, the Results-Based Performance Management System (RPMS) provides a holistic framework for assessing teacher performance (DepEd Order No. 2, s. 2015). Unlike traditional performance evaluation systems that focus solely on classroom practices, the RPMS encompasses broader contributions to student learning and school improvement initiatives (DepEd, 2011). By aligning performance evaluations with the professional standards outlined in the PPST, the RPMS reinforces the focus on outcomes and accountability in education (Hirsh, 2018). This alignment ensures that teachers are evaluated based on their ability to effectively translate professional standards into practice, thereby driving continuous improvement in teaching and learning outcomes (DepEd Order No. 2, s. 2015).

Nevertheless, the integration of classroom observation and the RPMS into the implementation of the PPST underscores the Philippine government's commitment to enhancing teacher quality and fostering continuous improvement in education. By providing educators with opportunities for self-reflection, targeted professional development, and accountability, these mechanisms contribute to the cultivation of a culture of excellence in teaching and learning. Ultimately, this approach leads to improved teaching practices, enhanced student outcomes, and the attainment of educational goals.

Contextualized Professional Development

Acknowledging the diverse needs of educators, particularly those engaged in Alternative Learning Systems (ALS), the Philippine education system has implemented tailored professional development initiatives to cater to the unique contexts and preferences of adult learners (UNESCO, 2012). These initiatives aim to provide relevant and meaningful learning experiences that address the specific challenges and requirements faced by educators in non-traditional learning settings.

One such initiative is the organization of lesson study workshops and seminars, which serve as platforms for active engagement and collaboration among educators (DepEd Order No. 32, s. 2011). Lesson study involves teachers working collaboratively to plan, teach, observe, and reflect on a lesson, with the aim of improving teaching practice and student learning outcomes (DepEd, 2011). By engaging in this collaborative process, educators in ALS and other settings can benefit from sharing ideas, experiences, and best practices, thereby fostering a culture of inquiry and reflective practice (Ghavifekr *et al.*, 2019).

Furthermore, by contextualizing professional development activities to meet the immediate needs and interests of teachers, the education system maximizes engagement and effectiveness in teacher learning (Asio & Riego de Dios, 2019). Recognizing that adult learners are more motivated when learning aligns with their practical needs and interests, the customization of professional development initiatives ensures that educators remain actively engaged and invested in their own learning (UNESCO, 2012).

Moreover, by providing opportunities for collaborative learning and peer support, initiatives such as lesson study workshops and seminars help build a sense of community among educators (Suparto, 2020). This sense of camaraderie and shared purpose can enhance job satisfaction and morale among educators, leading to greater retention and commitment to their profession (Tawalbeh, 2020). The Philippine education system's emphasis on tailored professional development initiatives for educators, including those in Alternative Learning Systems, reflects a commitment to meeting the diverse needs of adult learners. By providing opportunities for active engagement, collaboration, and reflection, these initiatives contribute to the ongoing growth and development of educators, ultimately benefiting student learning outcomes and the overall quality of education.

Philosophy and Models of Professional Development

The philosophy of professional development underscores the crucial role of ongoing support and training for educators (Elmore, 2021). This philosophy recognizes that the field of education is dynamic and constantly evolving, requiring educators to continuously update their knowledge and skills to meet the changing needs of students and society (Hirsh, 2018). Drawing upon principles of adult learning and reflective practice, effective professional development models prioritize active engagement, collaboration, and continuous improvement (Joyce & Showers, 2021).

One key aspect of effective professional development is job-embedded learning, which involves integrating professional learning opportunities into educators' everyday work experiences (Bennett, 2007). By aligning professional development activities with teachers' day-to-day responsibilities, job-embedded learning ensures that learning is directly applicable and immediately relevant to their practice (Guskey, 2020). This approach not only enhances the effectiveness of professional development but also promotes the transfer of learning into practice (Kennedy, 2018).

Peer coaching is another valuable component of effective professional development models (Benett, 2007). This collaborative approach involves educators working together to provide feedback, share ideas, and support each other in their professional growth (Suparto, 2020). By fostering a culture of trust and collaboration, peer coaching helps educators feel valued and supported in their learning journey, leading to greater engagement and motivation (Tawalbeh, 2020).

Inquiry-based approaches to professional development encourage educators to engage in systematic inquiry and reflection on their practice (Ghavifekr et al., 2019). This involves posing questions, gathering evidence, and critically examining teaching practices and student learning outcomes (DepEd Order No. 42, s. 2017). Through inquiry-based approaches, educators deepen their understanding of effective teaching strategies and develop the skills to adapt their practice to meet the diverse needs of their students (Suparto, 2020). Overall, effective professional development models provide educators with opportunities to deepen their knowledge, refine their practice, and adapt to emerging educational challenges (Bennett, 2007). By prioritizing active engagement, collaboration, and continuous improvement, these models support educators in their quest for excellence and contribute to the enhancement of teaching and learning outcomes in the Philippines and beyond.

CONCLUSIONS

In conclusion, the Philippines has implemented a multifaceted approach to enhance teacher quality and foster continuous professional development, rooted in robust policy frameworks and legislative support such as Republic Act No. 10912 and DepEd Orders. Central to this approach is the Philippine Professional Standards for Teachers (PPST), integrating classroom observation and the Results-Based Performance Management System (RPMS) to ensure alignment with professional standards and drive continuous improvement. Moreover, recognizing the diverse needs of educators, tailored professional development initiatives such as lesson study workshops and seminars promote active engagement and collaboration, while philosophies of professional development emphasize ongoing support, job-embedded learning, peer coaching, and inquiry-based approaches to deepen educators' knowledge and refine their practice. This concerted effort reflects a commitment to nurturing competent, reflective educators capable of delivering quality education and driving positive student outcomes, ultimately contributing to the advancement of the nation's educational landscape.

RECOMMENDATIONS

Based from the conclusions, these recommendations are formed:

1. Fortify implementation of Philippine Professional Standards for Teachers (PPST) across all educational tiers to ensure alignment with teaching practices.
2. Expand professional development opportunities through workshops, seminars, and online courses to cater to diverse educator needs.
3. Encourage participation in collaborative learning endeavors like lesson study and peer coaching to enhance engagement and collaboration.
4. Allocate sufficient resources and support systems, including funding for training programs and access to instructional materials, to facilitate effective professional development.
5. Cultivate a culture of reflective practice among educators, emphasizing regular self-assessment and inquiry-based approaches.



6. Strengthen monitoring and evaluation mechanisms such as the Results-Based Performance Management System (RPMS) to drive continuous improvement in teaching and learning outcomes.
7. Tailor professional development initiatives to meet the specific needs of educators working in diverse settings, including Alternative Learning Systems (ALS).
8. Foster collaboration and partnerships with education stakeholders, including government agencies and non-governmental organizations, to leverage resources and expertise in supporting teacher professional development initiatives.

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