



# Addressing Teacher Professional Development Issues: Supporting Teacher Quality

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**“The quality of an  
education system cannot  
exceed the quality of its  
teachers.”**

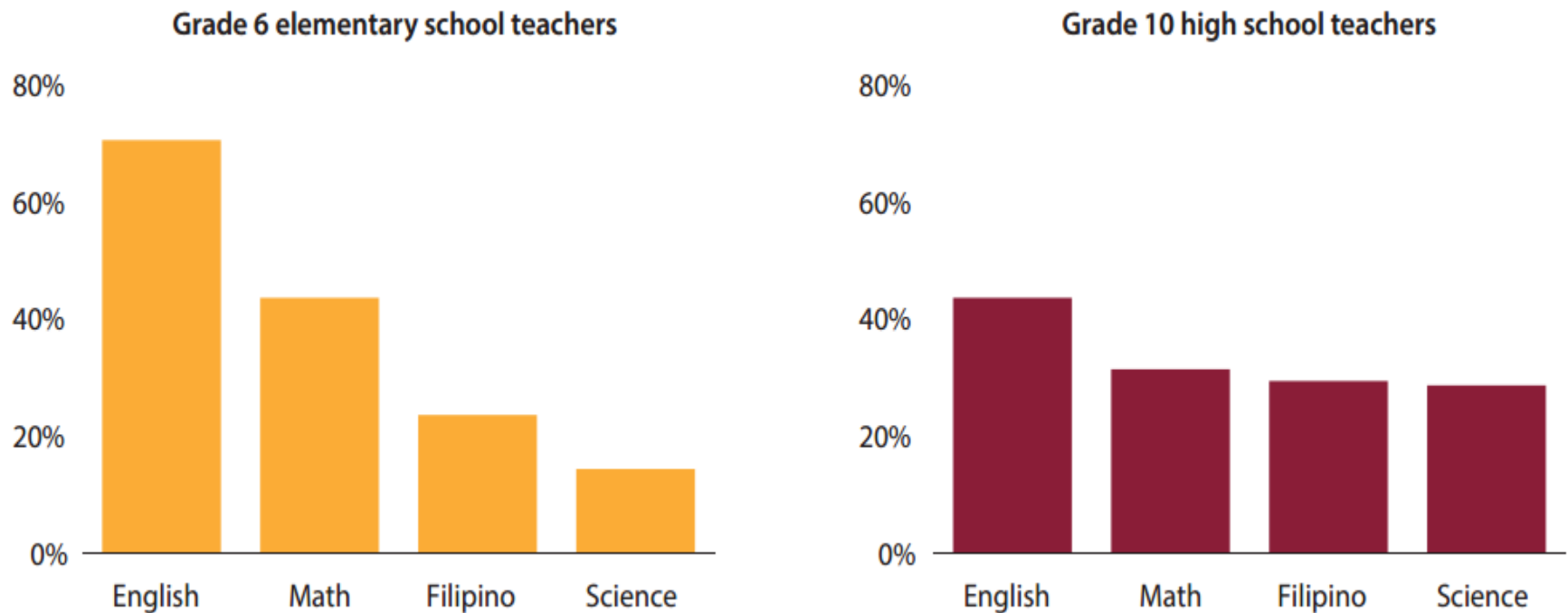
(McKinsey, 2007)

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# Teacher's Performance on Content Knowledge (World Bank, 2014)

**Figure 1: Teachers' Performance on Content Knowledge Assessments Was Poor**

*Percentage of questions answered correctly by the median teacher (binary scoring method), 2014*

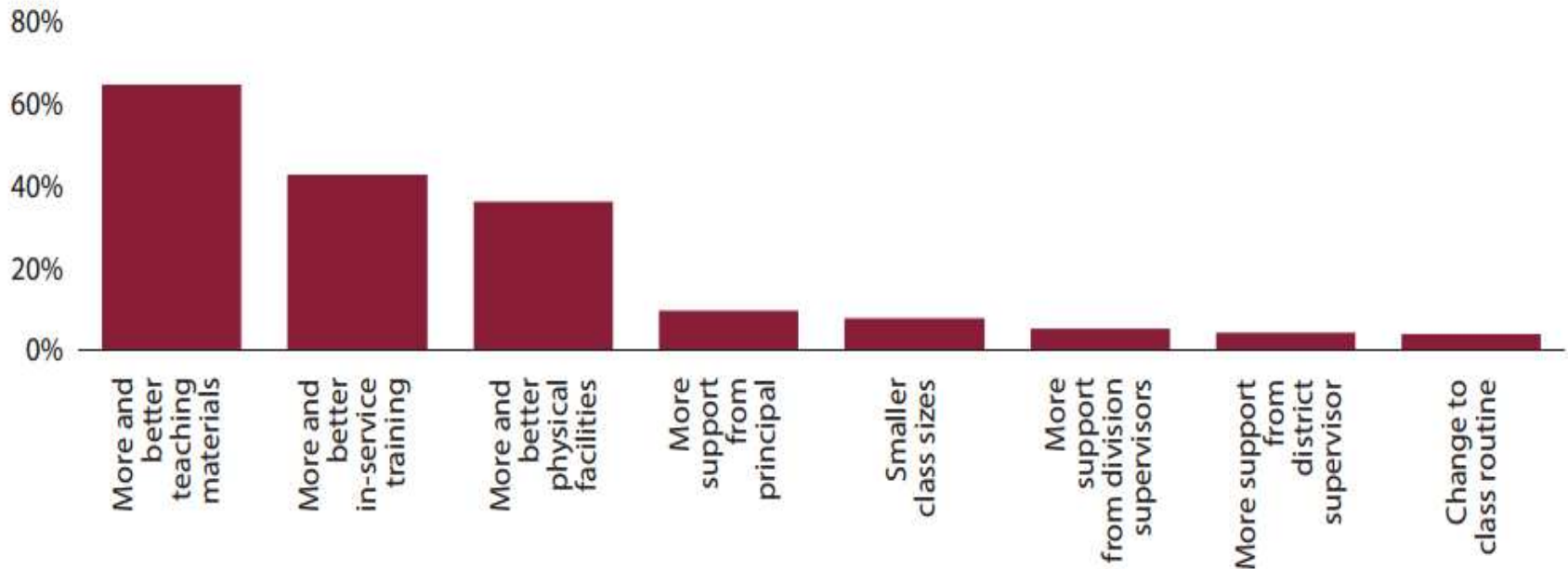


Source: PETS-QSDS teacher content knowledge assessments.

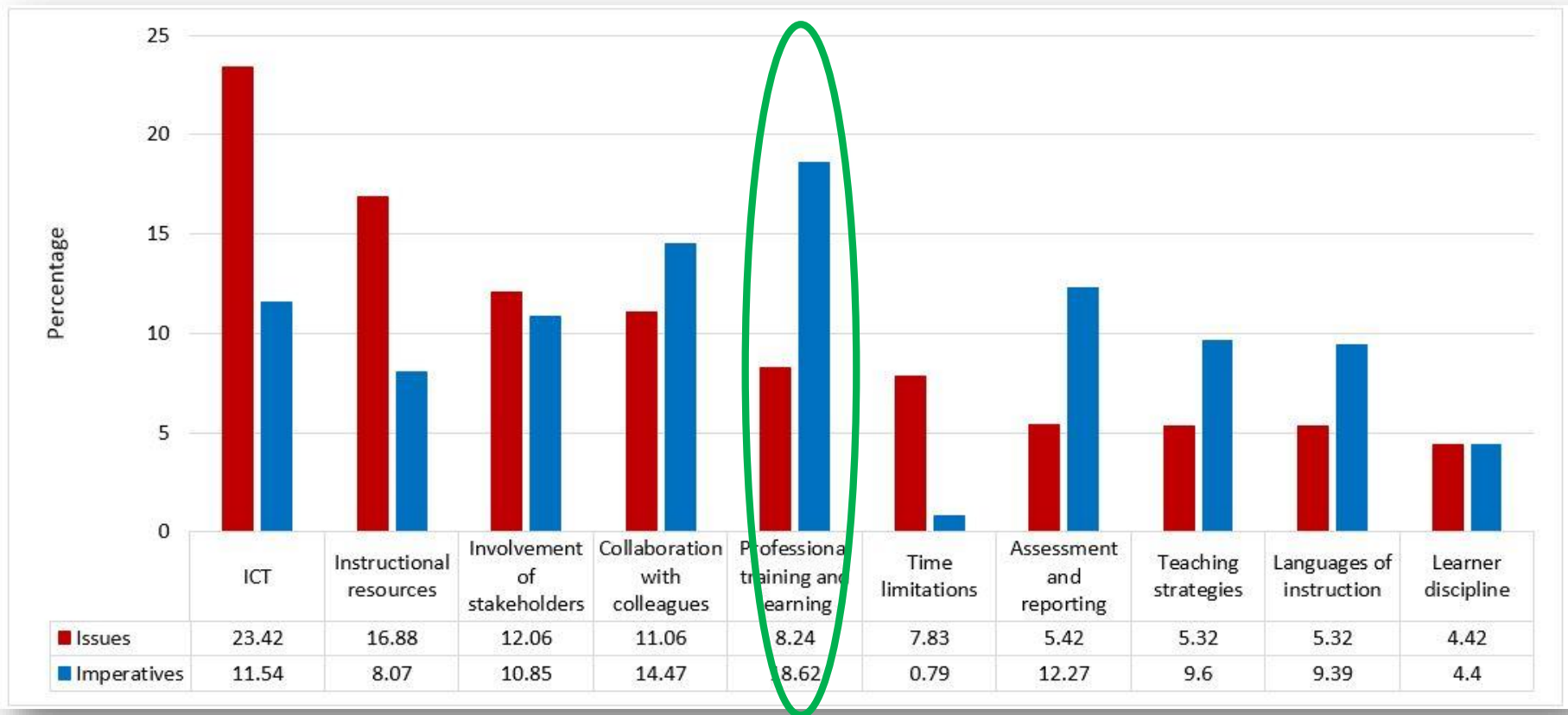
# Support that Teachers Need (World Bank, 2014)

**Figure 5: A Large Proportion of Teachers Felt They Needed More In-service Training Opportunities**

*Percentage of Grade 10 high school teachers by the type of additional support that they most need to improve their classroom teaching, 2014*

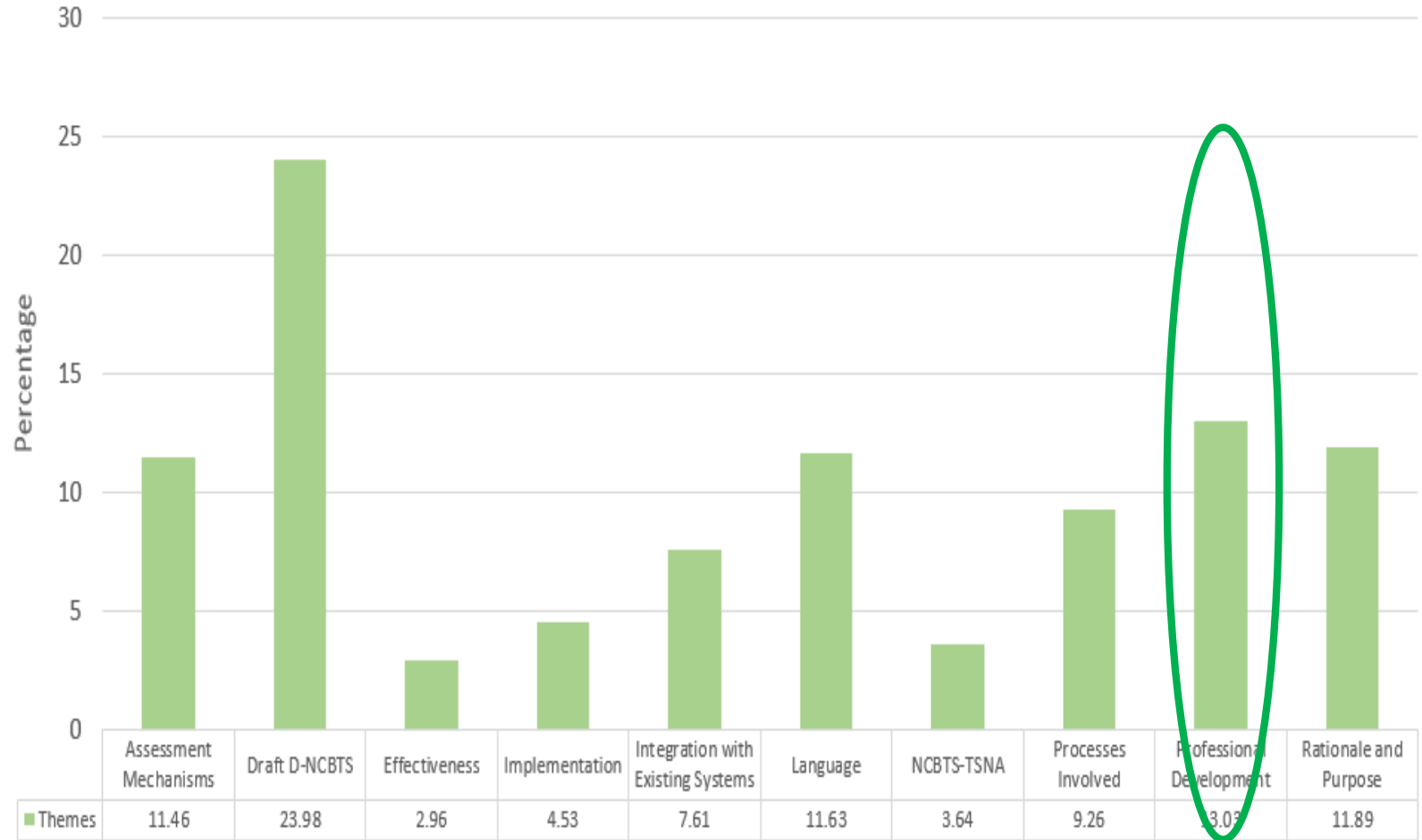


# Survey of in-service teachers



The need for **professional training and learning** was on top of the imperatives for teachers. They emphasized the importance of enhancing their practice.

# National Focus Group Workshops involving teachers and principals/supervisors



# Issues on Teacher Professional Development

(World Bank, 2014)

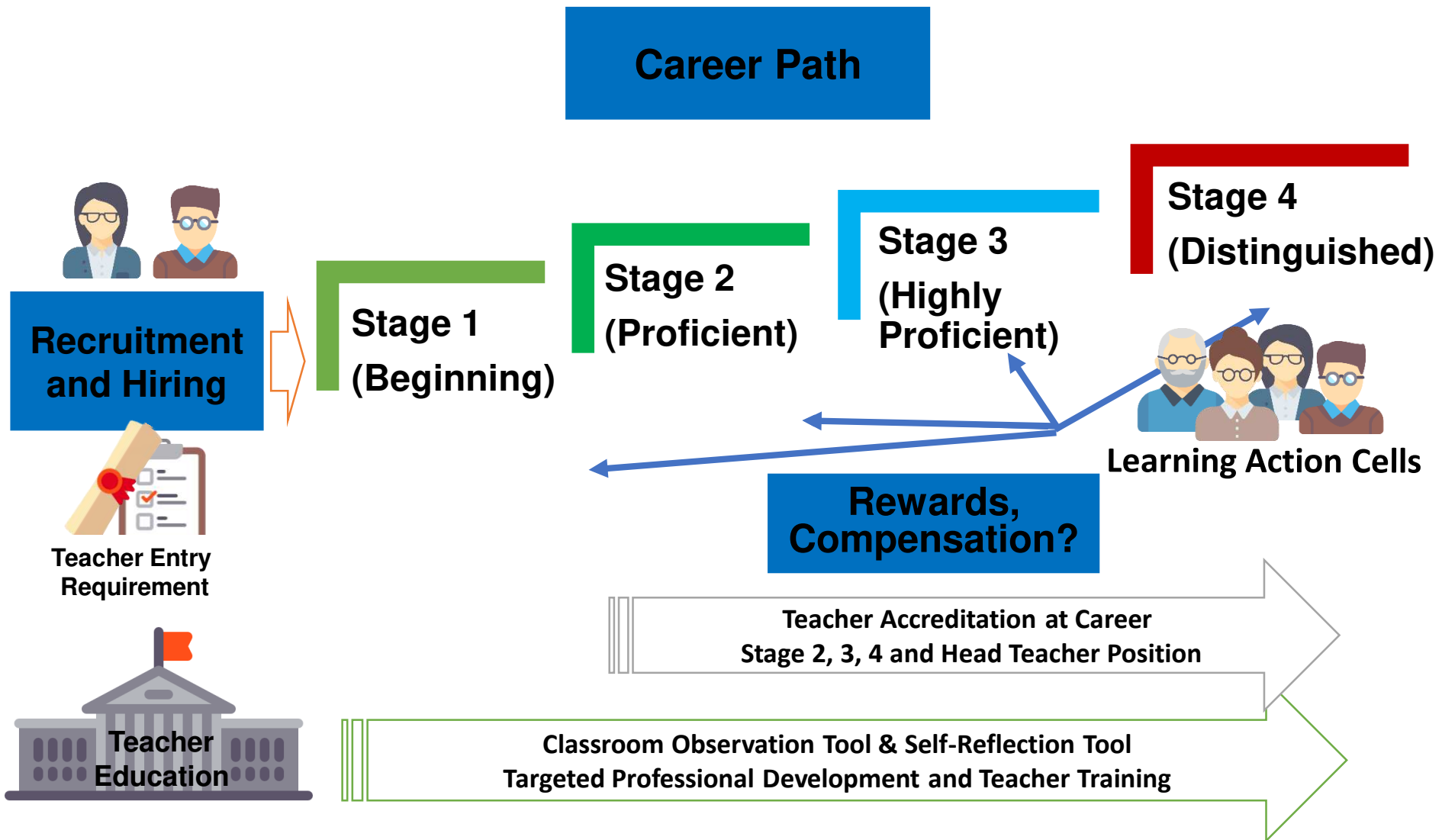
- Professional development opportunities currently offered to teachers **frequently fail to meet even minimum levels of quality** and fall short of what teachers want and need
- **Systems at the school level** to support teachers and identify their professional development needs **are not working well**
- **Utilization of budget allocated for human resource training and development is often low**, amounting to only 57 percent of the budget in 2014

## In teachers' own words:

- “**Lack of time** for professional learning (e.g. attending graduate studies) to enhance teaching practice due to accomplishments of reports and other tasks.”
- “Teachers were **not fully trained** in the changes of curriculum to meet its requirement. A one-week seminar is not enough.”
- “**Not** all teachers are **given opportunities** to attend training seminars especially like us that are in the far-flung areas.”
- “Getting into seminars, etc. is difficult because we are expected to be at school to teach and guide students at all times. Taking units for MA or attending training will mean that students will be left unattended as there is **no system to cover for teachers** who aren't around for official business.”
- “The teacher should attend seminars and workshops to everyone and be cooperative with the others. It just hard for me to attend some trainings because of **financial problems**.”



# Teacher Professional Development Framework based on Professional Standards for Teachers



# Three things that matter most in top school systems

(McKinsey, 2007)

**Getting the right people to become teachers**



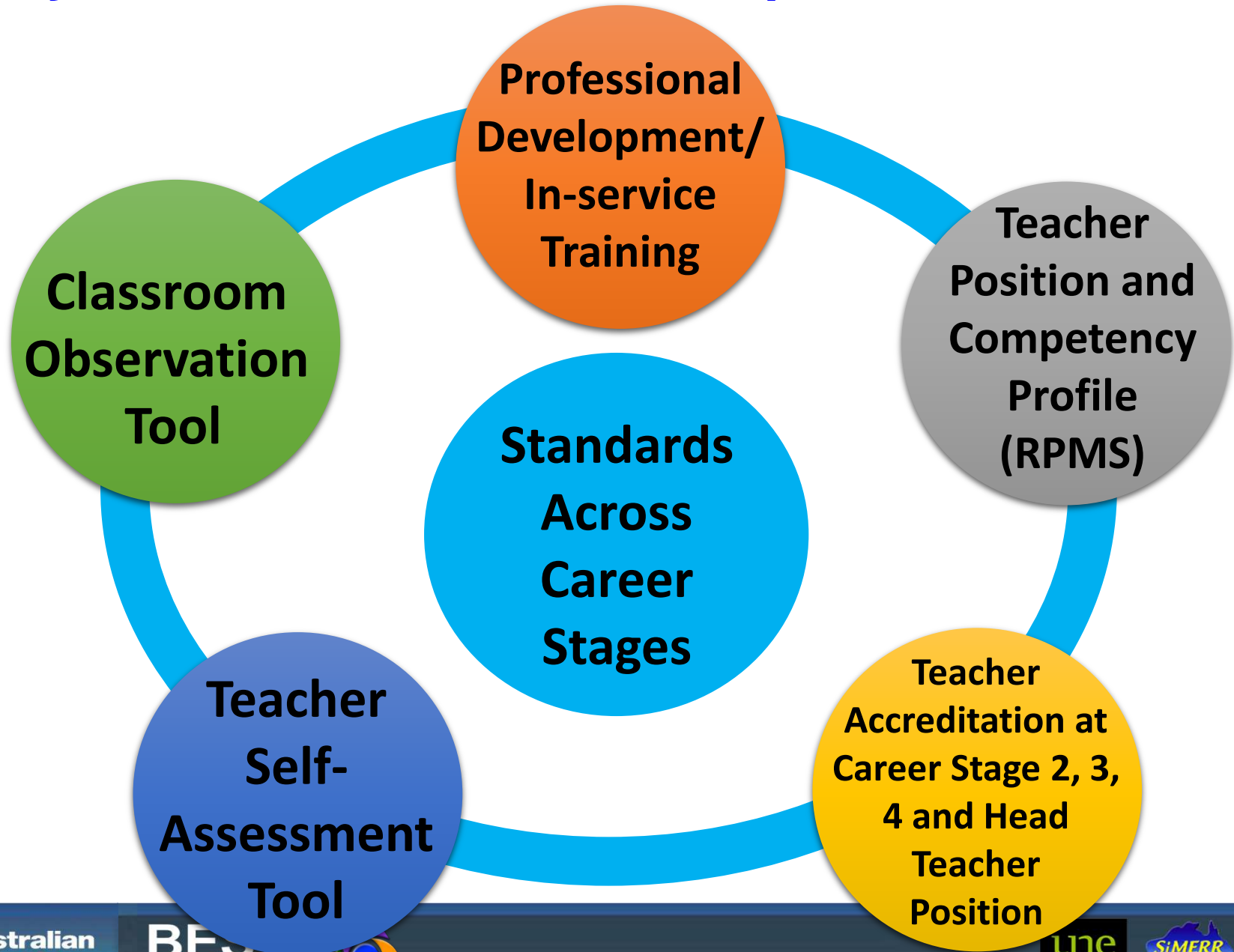
**Developing them into effective instructors**

**Ensuring that the system is able to deliver the best possible instruction for every child**

Thank you. 😊

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# System Anchored on Developmental Standards



# Feedback on NCBTS/TSNA Implementation (Excerpts)

- “There is a tendency that teachers do not read anymore the indicators in the TSNA. In NCBTS, we cannot give a proper diagnosis, in turn, we cannot also give proper intervention.”
- “Yes, indeed the NCBTS implemented years before was quite confusing as an evaluation tool.”
- “Making the NCBTS developmental means making it simpler and realistic.”
- “Honestly, we were thankful last time that NCBTS-CB-PAST was gone for 2 or 3 years. It was stressful. And we spent most of our time preparing for it.”
- “Candidly, the NCBTS with TSNA for me/us in our division is a taxing proof in our career as teachers. The more it becomes taxing with the advent of RPMS.”
- “I am grateful to the team for looking into changes of NCBTS as it links to the K-12 curriculum.”

# Excerpts: In-service Teachers (RPMS)

- “We're just starting the discussion on the RPMS. It is not yet clear. The objective of our RPMS was taken from the other school just to meet the deadline.”
- “Based on experience, RPMS requires much time especially in the formulation of objectives. That's why we request for a READY-MADE objectives.”
- “The objectives were difficult, unrealistic, not clear. We're doing it just to comply.”
- “The objectives should be realistic enough in the sense that they consider the REAL condition of the learners, of the community, and of the school.”
- “It grabs most of my time and thoughts. This RPMS would affect the quality of teaching because sometimes the teacher will be after on the documents rather than the learning of the students.”