T & D
NEEDS ASSESSMENT SYSTEM
Goal of Basic Education:
Make every Filipino functionally literate.
BESRA Key Reform Thrust (KRT)

KRT 1: Get all schools to continuously improve

KRT 2: Enable teachers to further enhance their contribution to learning outcomes

KRT 3: Increase social support to attainment of desired learning outcomes

KRT 4: Improved impact on outcomes from complementary early childhood education, alternative learning systems and private sector participation

KRT 5: Change institutional culture of DepED to better support these key reform thrusts
KRT 2:
Enable teachers to further enhance their contribution to learning outcomes
The Training and Development Needs Assessment (TDNA) System

- Training and Development Needs Assessment (TDNA) is the process of identifying the professional development needs of an individual or an organization through determining the gaps between an established set of standard competencies and the competencies presently possessed by the target personnel.
- The process involves job analysis, personnel analysis and gap analysis.
- The provision of quality professional development programs is largely dependent on the alignment of the programs to the needs of the programs’ clientele.
- Results of the TDNA inform program planning and designing in order to establish a match between the professional development needs and the training programs to be conducted.
The TDNA Systems Framework: 3 STAGES

- **Phase I (Job Analysis for Effective Performance)** is done by analyzing nationally set standards for the desired performance of personnel in their job or professional practice.

- **Phase II (Individual Training Needs Analysis)** is the instrumentation to determine the current competency levels of the personnel in knowledge, skills and attitudes (KSA) terms.

- **Phase III (Strength and Needs Analysis)** is the analysis of the discrepancies between the standards set and the current individual competencies.
IMPORTANT ASPECT OF THE TDNA PROCESS

- Utilization of its results as input in the preparation of Individual Plan for Professional Development (IPPD) and in designing T&D programs and activities at the school, division and regional levels.

- While the consolidated TDNA results at the school level, inform the development of the School Plan for Professional Development (SPPD), the consolidated TDNA results at the Division and Regional levels inform the development of the Master Plans for Professional Development (MPPDs).
TDNA FRAMEWORK

PHASE I
- Job Analysis for Effective Performance
- Competency Analysis

PHASE II
- Individual Training Needs Analysis

Strength-Needs Analysis

Consolidated TDNA Results

Trainee’s IPPD

SPPD
- Div-MPPD
- Reg-MPPD
The TDNA for Teachers

- The TDNA for teachers was developed and validated for national implementation and is referred to as the NCBTS-Teachers’ Strengths and Needs Assessment (NCBTS-TSNA).
- The development of the Tool was based on the NCBTS, the national framework that establishes the competency standards for teacher performance in terms of knowledge, attitudes and skills that each teacher must possess.
- It can be accessed through 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/
The TDNA for School Heads

• The TDNA for School Heads is referred to as the *Training & Development Needs Assessment for School Heads* (TDNASH).

• The process intends to objectively determine the training and development needs of school heads in order to support improved educational leadership.

• The competencies identified in the *TDNASH* are based on the standards implied in the RA 9155, and are adapted from the National Educators Academy of the Philippines (NEAP) School Leadership Experience Portfolio (SLEP).

• The list of competencies is referred to as the *National School Head Performance Indicators (NSHPI).*
The TDNA for School Heads: 7 Domains

- SCHOOL LEADERSHIP,
- INSTRUCTIONAL LEADERSHIP,
- CREATING A STUDENT CENTERED LEARNING CLIMATE,
- PROFESSIONAL DEVELOPMENT AND HUMAN RESOURCE MANAGEMENT,
- PARENTAL INVOLVEMENT AND COMMUNITY PARTNERSHIP,
- SCHOOL MANAGEMENT AND DAILY OPERATIONS, AND
- PERSONAL INTEGRITY AND INTERPERSONAL EFFECTIVENESS.
The Organizational TDNA for the Region and Division Educational Leaders

The *Training and Development Needs Assessment (TDNA)* of the Region and the Division is designed to identify the organization’s current training and development needs vis-à-vis the desired organizational roles and responsibilities as stipulated in the Governance of Basic Education Act of 2001 (R.A. 9155).
The TDNA process includes a “self-assessment” done by a group of educational leaders, managers and staff from the different Office’s sections through a *Focused Group Discussion* (FGD) technique.

The respondents from each section arrive at a *consensual description* of the organization vis-à-vis the management competencies.

The TDNA is completed with an *external assessment*.
The Organizational TDNA for the Region and Division Educational Leaders

- In the case of the Division, the Regional Office assesses the management competencies of the Division while the Division assesses the Region’s management competencies.
- Hence, each organization’s TDNA result is the consolidation of the “self-assessment” plus the assessment represented by the external measure.
- Specific steps to support the administration and consolidation of results are detailed in the Organizational TDNA for Regions Guide and Tools (Section 7.3) and in the Organizational TDNA for Divisions Guide and Tools (Section 7.4).
Standards for TDNA

• Competency-Based
  There should be a comprehensive TDNA based on the nationally accepted standards set for target clientele (e.g. NCBTS for teachers). A TDNA is used by the system to diagnose if clientele need training and identify the nature and content of the training.

• Efficient
  For each type of TDNA, a Guide and Tools are provided that stipulates the process flow, roles and responsibilities of key implementers, administration of tool, scoring and retrieval of data, interpretation of result, and the monitoring and evaluation mechanism. An ICT enabled version of the NCBTS-TSNA tool and Consolidation Database are also provided to further increase efficiency of data retrieval and utilization.
Standards for TDNA

**Integrative and unified**

The system has direct connectivity to the SBM and other systems that integrates professional development efforts at all levels. The TDNA operates as a unified system that integrates professional development efforts at the central, region, division and school levels.

**Collaborative**

Consensual mechanisms are considered in the development of the TDNA system. The system promotes collaborative methodologies and is open to joint efforts with training/development institutions and other educational partners for advancement programs.
Standards for TDNA

- **Quality Assured**
- A M&E mechanism is embedded in the TDNA System to ensure that priority learning needs are identified. Results inform the educational planners and implementers in the conduct of activities to address identified gaps.
- **Validity and reliability**
- Assessment tools and systems are tried, tested, and acceptable to nationally based principles and standards.
Structure, Functions, Roles and Responsibilities
Regional Level: Structure

- The TDNA is one of the responsibilities of the T&D Regional Chief.
- The T&D Chief is full time and works closely with the office support staff and TDNA Working Group (WG).
- The members of the WG are representatives from Elementary, Secondary, ALS, Administration/Budget and Finance who are officially designated within a given term as members for the implementation of the TDNA system operations.
Regional Level: Mandated Functions

- The TDNA Working Group aligns its role and responsibilities with the functions of the Regional Office in “setting standards in learning outcomes and technical assistance in the form of training, performance evaluation, accountability processes, decentralization of functions, and budget in terms of localization, and integration of plans and best practices” (BESRA, 2006).

- It also plans and manages effective and efficient use of personnel, physical and fiscal resources of the region including professional staff development of the region (RA 9155 Rule 6: 6.1.26).
Regional Level: Roles and Responsibilities

- The region establishes direction for the TDNA administration based on policy review and implementation, setting of regional standards and conduct of TDNA.

- It provides technical assistance to its divisions, monitoring and evaluating the implementation of the TDNASH and the NCBTS-TSNA processes.

- The region also conducts the Organizational TDNA for the region, validates the Organizational TDNA of the Divisions, consolidate, review and analyze results of the region and division Organizational TDNA to identify priority training needs.
Division/District Level: Structure

- The TDNA is part of the responsibilities of the T&D Division Chair.
- The T&D Chair is full time and works closely with the office support staff and TDNA Working Group who are representatives from:
  - Education Supervisors of Elementary, Secondary, ALS, Administration/Budget and Finance
  - and Public Schools District Supervisors (PSDS) who are officially designated as members for the implementation of the TDNA system operations.
Division/District Level: Mandated Functions

- The Division plans and manages the effective and efficient use of all personnel, physical and fiscal resources of the division including professional development of staff (RA 9155 Rule 7:7.1.10).
- It prepares Division specific plans for training school heads and other school level stakeholders on SBM (BESRA) and provides opportunities for broad based capacity building for leadership to support SBM (RA 9155 Rule 9:9.1.24).
- It provides appropriate organizational support and authority to enhance their capability and competency to assist teachers carry out their mandated roles and responsibilities (BESRA KRT1) and provides professional and instructional advice and support to the SHs, teachers/ facilitators (RA 9155 (8: 8.1.2).
- It also provides technical assistance in the form of training programs for school heads and teachers (BESRA KRT 1).
Division/District Level: Roles and Responsibilities

- The Division manages the administration of the NCBTS-TSNA to teachers. It reviews and consolidates the results to identify priority training needs for teachers across the district and division for incorporation into Division Master Plans for Professional Development (MPPD).
- The Division administers TDNASH to School Heads, reviews and consolidates results to identify individual training needs to be used, as a basis for developing SH’s IPPD and the Division MPPD.
- The Division conducts the administration of the Organizational TDNA of the division, review and consolidates results to identify priority training needs of the division personnel and validates the Organizational TDNA of the Region.
SCHOOL LEVEL

- **Structure**
  - The school TDNA team is part of the School T&D Team chaired by the School Head and assisted by the NCBTS Coordinator with membership from the teaching and non-teaching personnel.

- **Mandated Function**
  - Initiate and sustain the regular practice of teachers using NCBTS as a guide for their personal self-appraisal as an integral part of preparing SIP (BESRA PIP).
  - Allocate and utilize funds at the school level to support teacher development needs identified in SIP in accordance with SBM practice (BESRA PIP).
SCHOOL LEVEL

- **Roles and Responsibilities**

In the administration of NCBTS-TSNA, school heads orient teachers on the NCBTS assisted by the NCBTS Coordinators, consolidates TSNA results and prepare teachers for the development of their IPPD and School Plans for Professional Development (SPPD).
NCBTS-TSNA
The National Competency-Based Teacher Standards (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 learning goals outlined in the curriculum.

Teachers can use the NCBTS to determine whether their actions and strategies as teachers are effective in helping their students learn the desired curriculum objectives.

Thus, the NCBTS can be used as the basis for a self-assessment tool.
This self-assessment can help teachers plan for their professional development in the short-term and in the long-term.

For example, using the NCBTS a teacher can be aware of their strengths as a teacher and ensure that they become more consistent in demonstrating their strengths and may act as a mentor in this area to others.

At the same time, they can plan their professional development strategies so that they can improve on their weaknesses.
NCBTS FRAMEWORK

- Competency-based means that the standards or criteria for characterizing good teaching are defined in terms of what the teacher is competent to do. In the NCBTS, good teaching is defined in terms of those practices that help students learn better.

- Thus, competencies in the NCBTS were derived from educational theories and empirical research on characteristics of learning environments and teaching practices that lead to effective student learning and also from documented successful practices and programs of schools, divisions, regions and educational reforms projects in different parts of the country.
The competency-based teacher standards are organized hierarchically. The “basic” level categories of the standards are seven **domains**.

A domain is defined as a distinctive sphere of the teaching-learning process and a well-defined arena for demonstrating positive teacher practices.

Each domain is defined in terms of a principle of ideal teaching associated with enhanced student learning.
Under each domain, there are **strands**. Strands refer to more specific dimensions of positive teacher practices under the broad conceptual domain. At the lowest level of the hierarchical organization, under the strands, specific **indicators** are defined. These indicators are concrete, observable, and measurable teacher behaviors, habits, actions, routines, and practices known to create, facilitate, and support enhanced student learning.
INTEGRATED STRUCTURE of the NCBTS
To understand how the seven domains comprise an integrated whole, it helps to see the seven domains as falling under two broad categories. In the diagram below, the middle domains, Domains 2, 3, 4, 5, and 6 [the shaded areas] represent standards referring to “The Teacher as a Facilitator of Learning,” whereas the two outer domains, Domains 1 and 7 [the unshaded areas] represent standards referring to “The Teacher as a Learner.”
The middle domains can further be divided into two sub-categories.

The innermost domains, Domains 3, 4, and 5 [the darker shaded areas] represent the *specific teacher practices related to the technical aspects of the teaching-learning processes*, whereas the other domains, Domains 2 and 6 [the lighter shaded areas] represent the *specific teacher practices that embed the learning process in an appropriate context*. 
INTEGRATED STRUCTURE of the NCBTS

- The integration of the seven domains may be seen from the inside going out.
- At the center of the series of domains [the dark shaded areas] are the technical aspects of the teaching-learning process.
- The domains of The Diversity of Learners (3), Curriculum (4), and Planning, Assessing, and Reporting (5) refer to what may be called good teaching strategies, and are very closely related to each other. These domains express the new paradigm in teaching.
Teacher Education & Development Map

NATIONAL COMPETENCY BASED TEACHER STANDARDS

Entry to Teacher Education

Pre-Service Teacher Education (BEEd/BSEd?PGCEd)

Teacher Licensure

Teacher Human Resource Planning, Recruitment, selection, Deployment

In-Service Education and Professional Development

Teacher Induction

Retirement Preparation

DepED/CHED/TEIs

CHED/TEIs/Schools

DepED

DepED / CSC

CHED/TEIs
The NCBTS – TSNA System Design

- 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 teachers 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 competencies of an individual or a group of teachers.
- These competencies are translated in terms of Knowledge, Skills, and Attitudes (KSAs) that actually define the domains, strands and performance indicators of the NCBTS.
Job Analysis for Effective Teaching

Competency Analysis

KSAs Required and Competency Standards

Teacher Trainee Analysis

Instrumentation Data Gathering

Current KSAs and Competency Standards

Difference Analysis

TSNA Data
(Competency Strengths & Deficiencies /Priority Learning Needs)
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 and Regional level for their respective purposes related to identifying teacher training and development needs.
1.1. NCBTS-TSNA System

School-Teacher:
- NCBTS-TSNA Self Assessment Tool
  - 1.1.1 Teacher accomplishes Self-Assessment
  - Accomplished Self Assessment & Summary of results
  - e-NCBTS-TSNA (Electronic Tool)
    - 1.1.2 Analyze results for individual professional development plan

School Head/NCBTS Coordinator:
- Consolidate TSNA results at school level
  - 1.1.2b
- Consolidated School TSNA Results
  - 1.1.3 Generate TSNA Analysis Reports
  - School TDNA Database
    - 1.1.2a Upload Individual TSNA Results

For District Consolidation & Analysis:
- Summary of TSNA Results
- No. of teachers competent in a specific domain/strand
- Indicative Priority Areas – No. of teachers with High & Low scores in a specific domain/strand

2.1
1.1 NCBTS - TSNA System

**Division T&D Unit**
- Consolidated School TSNA Results
- School TDNA Database
- 1.1.4 Upload school NCBTS TSNA results
- 1.1.5 Generate NCBTS TSNA Analysis Reports
- Reports on District/Division NCBTS TSNA Results
- Situational Analysis for DEDP

**Region T&D Office**
- TDIS-Database
- Situational Analysis for REDP
- 1.1.6 Generate NCBTS TSNA Analysis Reports
- Reports on Reg NCBTS TSNA Results
- To Region MPPD 2.4.1

- • Summary of Competencies By Domain
- • Indicative Priority Areas
The NCBTS-TSNA tool is anchored on the seven domains of the NCBTS set by the Department of Education.

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 set by the DepED. The domains and strands are listed below.

The performance indicators may be seen in the NCBTS-TSNA Tool in the NCBTS-TSNA Guide and Tools found in Section 7.1.
DOMAIN 1: SOCIAL REGARD FOR LEARNING
- Acts as a positive role model for students
- Demonstrates that learning has different kinds and comes from different sources

Statement of Principle
Teachers in all Philippine schools are committed and accountable for providing classroom instruction with results that are manifested in high performance levels in terms of student learning outcomes. Teachers are dedicated to the well-being of the students and communities they serve, taking into account their cultural diversity, group aspirations and what is valued in education.

DOMAIN 2: THE LEARNING ENVIRONMENT
- Creates an environment that promotes fairness
- Makes the physical environment safe and conducive to learning
- Communicates higher learning expectations to each learners
- Establishes and maintains consistent standards of learner’s behavior.
- Creates a healthy psychological climate for learning.

DOMAIN 3: THE DIVERSITY OF LEARNERS
- Is familiar with learner’s knowledge and experiences
- Demonstrates concern for holistic development of learners

DOMAIN 4: CURRICULUM
- Demonstrate mastery of the subject
- Communicates clear learning goals for the lessons that are appropriate for the learners
- Makes good use of allotted instructional time
- Selects teaching methods, learning activities, and instructional materials or resources appropriate to learners and aligned to the objectives of the lesson.
- Recognizes general learning processes
- Promotes purposive study
- Demonstrates skills in the use of ICT

DOMAIN 5: PLANNING, ASSESSING & REPORTING
- Develops and utilizes creative and appropriate instructional plan
- Develops and uses a variety of appropriate assessment strategies to monitor and evaluate learning
- Monitors regularly and provides feedback on learner’s understanding of content
- Communicates promptly and clearly to learners, parents and superiors about learners’ progress.

DOMAIN 6: COMMUNITY LINKAGES
* Establishes learning environments that respond to the aspirations of the community

DOMAIN 7: PERSONAL & PROFESSIONAL GROWTH
• Takes pride in the nobility of teaching as a profession
• Builds professional links with colleagues to enrich teaching practice

Statement of Principle
Teachers in all Philippine schools are committed and accountable for providing classroom instruction with results that are manifested in high performance levels in terms of student learning outcomes. Teachers are dedicated to the well-being of the students and communities they serve, taking into account their cultural diversity, group aspirations and what is valued in education.
Domain 1 - SOCIAL REGARD FOR LEARNING

- Strand 1.1 Teacher’s Actions Demonstrate Value for Learning
- Strand 1.2 Demonstrates that Learning is of Different Kinds and from Different Sources
Domain 2 - LEARNING ENVIRONMENT

- **Strand 2.1** Creates an Environment that Promotes Fairness
- **Strand 2.2** Makes the Classroom Environment Safe and Conducive to Learning
- **Strand 2.3** Communicates Higher Learning Expectations to Each Learner
- **Strand 2.4** Establishes and Maintains Consistent Standards of Learners’ Behavior
- **Strand 2.5** Creates a Healthy Psychological Climate for Learning
Domain 3 - DIVERSITY OF LEARNERS

- Strand 3.1 Determines, Understands and Accepts the Learners’ Diverse Background Knowledge and Experience
Domain 4- CURRICULUM

- Strand 4.1 Demonstrates Mastery of the Subject
- Strand 4.2 Communicates Clear Learning Goals for the Lessons that are Appropriate for Learners
- Strand 4.3 Make Good Use of Allotted Instructional Time
- 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
- Strand 4.5 Recognizes General Learning Processes as well as Unique Processes of Individual Learners
- Strand 4.6 Promotes Purposive Study
- Strand 4.7. Demonstrates Skills in the Use of ICT in Teaching and Learning
Domain 5: PLANNING, ASSESSING AND REPORTING

- Strand 5.1 Develops and Utilizes Creative and Appropriate Instructional Plan
- Strand 5.2 Develops and Uses A Variety of Appropriate Assessment Strategies to Monitor and Evaluate Learning
- Strand 5.3 Monitors Regularly and Provides Feedback on Learners Understanding of Content
- Strand 5.4 Communicates Promptly and Clearly to Learners, Parents and Superiors About Learners Progress
Domain 6: COMMUNITY LINKAGES
- Strand 6.1 Establishes Learning Environment That Responds to the Aspiration of the Community

Domain 7: PERSONAL GROWTH AND PROFESSIONAL DEVELOPMENT
- Strand 7.1 Takes Pride in the Nobility of Teaching as a Profession
- Strand 7.2 Builds Professional Links with Colleagues to Enrich Teaching Practice
- Strand 7.3 Reflects on the Level of the Attainment of Professional Development Goals
Description of the NCBTS-TSNA Guide and Tools

(The complete Guide and Tools is found in Section 7.1.)

- The NCBTS-TSNA Guide and Tools is intended to support the implementation of the National Competency-Based Teacher Standards (NCBTS) Teachers Strengths Needs Assessment (TSNA) at the school level, in line with the Basic Education Sector Reform Agenda (BESRA) of the Department of Education.

- The NCBTS-TDNA Guide and Tools aims to provide implementers and teacher beneficiaries with an understanding of the NCBTS and its relationship to in-service teachers’ professional development. It introduces the NCBTS-TSNA tool, with consideration of how the tool can be administered to teachers and how results can be utilized.
The NCBTS-TSNA Orientation Package

- The NCBTS-TSNA Orientation Package serves as a guide to the implementers responsible for the initial administration of the NCBTS-TSNA to teachers.

- It is envisaged that the implementers are the School Heads and School NCBTS Coordinators. Division and District Supervisors also have a role in the TSNA implementation and will be guided by the package.
The package aims to:

- enhance implementers’ understanding of BESRA and the significance of teacher development in achieving its goals
- provide orientation about the NCBTS, specifically as it relates 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 District Supervisors to implement the NCBTS-TSNA to teachers.
ADMINISTRATION, SCORING AND INTERPRETING THE NCBTS-TSNA TOOL
Versions of the NCBTS-TSNA Tool

- The NCBTS-TSNA Tool is a self-assessment 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 as a hard copy with a separate answer sheet and summary results 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 summary results of the teacher in the seven domains with the corresponding strands are electronically generated instantly upon completion of the instrument.
Versions of the NCBTS-TSNA Tool

- For 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, the hard copy version of the tool may be used for implementation.

- The hard copy version takes approximately 2 hours to accomplish plus one hour for scoring and individual profiling.

- The hard copy version can be found in the NCBTS-TSNA Guide and Tools along with the separate Answer Sheet and a Summary Results Template.
Versions of the NCBTS-TSNA Tool

It should be noted that DepED Central Office 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 Scoring Template to all regions, divisions with the expectation that all teachers will be provided with a copy.
Versions of the NCBTS-TSNA Tool

- 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.
- Results can then be uploaded onto the TDNA Consolidated Database (see further details Section 3.9 Management of the TDNA Consolidation Database)
# Tool Specifications

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<th>STRANDS</th>
<th>PERFORMANCE INDICATORS</th>
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Responding to the Items

Each item has 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 in competency level:

- High (H),
- Satisfactory (S),
- Fair (F), and
- Low (L).

However, quantitative data are easier to interpret thus, in the response analysis, the numerical equivalent is assigned for each descriptor; H-4; S-3; F-2; L-1.
Responding to the Items

- The reference codes presented below guide 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.
Interpretation of Results

Scale Scores - 3.51- 4.00
Percentage Scores - 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*
Interpretation of Results

Scale Scores - 2.51-3.50
Percentage Scores - 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*. 

Interpretation of Results

Scale Scores - 1.51-2.50
Percentage Scores - 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* and addressed urgently*. 
Interpretation of Results

Scale Scores - 1.00-1.50
Percentage Scores - 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*.
Organizational Structure and Process Flow
The Regional and Division TDNA Working Group, as indicated in the Organizational Structure of the T&D System Framework (See T&D System Operations Manual Volume 1) will be responsible 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), will be designated by the Regional Director to support the T&D Chief and members.

The Schools Division Superintendent (SDS) will organize the Division TDNA-WG to support the Division T&D Chair and members. Both Regional and Division TDNA-WG members would be chosen based on experiences in assessment and in the training of teachers.
TDNA-WG Roles and Responsibilities

- The T&D Chief/Chair has the overall responsibility for the management of the NCBTS-TSNA process. She/He should ensure that all the TDNA-WG members are familiar with the process for conducting an NCBTS-TSNA orientation to groups of School Heads with their NCBTS Coordinators at the cluster/district level, and the administration of the NCBTS-TSNA Tool to the teachers at the school level.

- The TDNA-WG members are expected to play a key role in the preparation, administration, orientation, monitoring, data consolidation and reporting the results of the NCBTS-TSNA. Monitoring and evaluation of the TDNA system and use of the TDIS

- Submission to concerned officials the recommendations based on monitoring and evaluation results of the TDNA System operations
TDNA-WG Roles and Responsibilities

Specific tasks include managing the:

- Organization and technical operations of the TDNA system
- Provision of technical orientation and administration of organizational and individual TDNA, e.g. NCBTS-TSNA, TDNASH, Organizational TDNA for Region or Division
- Consolidation and reporting of TDNA results
- Technical assistance for the utilization of TDNA results in the SIP/AIP, DEPP and REDP
- Coordination with the resource mobilization to support TDNA activities
- Monitoring and evaluation of the TDNA system and use of the TDIS
- Submission to concerned officials the recommendations based on monitoring and evaluation results of the TDNA System operations
**Region Level:**
- RD issues memo to Divisions commencing the NCBTS-TSNA specifying among others, the structure, functions, general process, resources and responsibilities.
- RO designates/ instructs Regional TDNA-WG to commence NCBTS-TSNA activities.
- Reg TDNA-WG meets with Div TDNA-WG to orient and plan activities for cluster and school level implementation.
- Reg TDNA-WG monitors and evaluates Div-TDNA-WG implementation of NCBTS- TSNA.
- RO utilizes NCBTS- TSNA results to inform the MPPD & REDP.

**Division Level:**
- SDS instructs the TDNA-WG to commence the NCBTS- TSNA for teachers, specifying among others, structure, functions, and general process, resources and responsibilities.
- Div TDNA-WG meets with Reg TDNA-WG and starts orientation and preparatory activities for the NCBTS-TSNA.
- Reg & Div-TDNA-WG convene Facilitators/Trainers Team and conduct a walkthrough of the NCBTS-TSNA Orientation Package*
- TDNA-WG implements Cluster Lead and district schools level implementation for School Heads and NCBTS Coordinators.

**School Level:**
- School Head and NCBTS Coordinator conducts NCBTS orientation* and NCBTS-TSNA to all teachers.
- Teachers accomplish NCBTS-TSNA self-assessment in hard copy or electronic format.
- Teachers accomplish NCBTS-TSNA Summary results.
- Teachers identify their priority training needs.
- SH and NCBTS Coordinator consolidate NCBTS-TSNA results and submit report to District Supervisor and Division TDNA-WG.

**Division/District Level:**
- Div TDNA-WG monitors cluster/district implementation.
- TDNA-WG consolidates NCBTS-TSNA results and reports to the SDS.
- NCBTS-TSNA Results are utilized for MPPD & DEDP re staff development.
- SDS submits NCBTS-TSNA report to RD.
Roles and Responsibilities to Support the Orientation on NCBTS and the Administration of the NCBTS- TSNA
Regional Supervisors

- To provide technical assistance to the Division in the implementation of the NCBTS-TSNA Orientation and the administration of the NCBTS-TSNA Tool
- To monitor and evaluate the implementation by the Division of the NCBTS-TSNA
District/Division Supervisors

- To attend an orientation on the National Competency-Based Teacher Standards and the NCBTS-TSNA 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 NCBTS-TSNA 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 electronic consolidation of the results of the teacher NCBTS-TSNA at the school level and the incorporation of findings into School Improvement Plans and District Training and Development Plans
- To monitor and evaluate the conduct of the administration of the NCBTS-TSNA
- To give feedback and recommendation on the NCBTS-TSNA process
Lead School Heads

- To orient all School Heads and NCBTS Coordinators within their cluster to the National Competency-Based Teacher Standards and the Training 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 NCBTS-TSNA Tool
- Support schools within their clusters with resources to support the NCBTS-TSNA Orientation, NCBTS-TSNA administration and the electronic consolidation of results.
School Heads

- To attend an orientation on the National Competency-Based Teacher Standards and the NCBTS-TSNA Tool
- To identify/organize different working groups for the orientation on the National Competency-Based Teacher Standards and the NCBTS-TSNA 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
NCBTS Coordinators

• To attend an orientation on the NCBTS and the NCBTS-TSNA
• 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 Tool 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 NCBTS and the NCBTS-TSNA Tool
• Complete the NCBTS-TSNA including the Individual Teacher Summary of NCBTS-TSNA Results
Criteria for the Selection of School NCBTS Coordinators

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

- An important function of the TDNA-WG established by the division and the region is the monitoring and evaluation of the NCBTS-TSNA process.
- The result of the evaluation will serve as feedback on how to improve future NCBTS-TSNA processes. The TDNA-WG is tasked in the preparation, conduct and consolidation of the NCBTS-TSNA M&E results utilizing the tools developed.
Monitoring & Evaluation of the NCBTS – TSNA INCLUDES:

- T&D-M&E Form 1: Individual Profile Template (for Region and Division TDNA-WG)
- 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 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
Management of the TDNA Consolidation Database
The TDNA Consolidation Database

- As a component of the Training and Development Information System (TDIS) a database has been 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.
The TDNA Consolidation Database

- An individual summary result as well as a school profile can be generated identifying a single teacher’s or 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).
The TDNA Consolidation Database

- 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 Level Management of the TDNA Consolidated Database

- 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 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.
District/Division Management of the TDNA Database

- Division TDNA-WG will be responsible for ensuring all Education Supervisors (ES1 or PSDS who are monitoring elementary and secondary schools in the district), and all School Heads are trained in the use of the TDNA Consolidation Database.

- The Supervisors will be responsible for managing the database at the District level and consolidating the NCBTS-TSNA electronic results from all schools within their district. Results at this level should be used to inform District lead training and development activities.

- The District level NCBTS-TSNA electronic results should be submitted to the Division TDNA-WG to support division consolidation.
**District/Division Management of the TDNA Database**

- The T&D Chair at the Division level is responsible for managing the TDNA Consolidation Database at the Division level.

- With the support of the TDNA-WG, district electronic results should be consolidated and incorporated into the web-based TDIS. Results should be analyzed to inform Division MPPDs.
Region Management of the TDNA Database

- The T&D Chief at the region level has overall responsibility for the management of the TDIS of which the TDNA Consolidation Database is one component.
- The Regional T&D Team will be responsible for ensuring all Division T&D Teams are trained in the management and use of the TDIS and are familiar with the process involved in consolidating and analyzing the NCBTS-TSNA results using both the TDIS and the school/district level database.
“Education is not preparation for life; education is life itself.”

John Dewey
REFLECTION QUESTIONS:

- How’s the TDNA System of your respective division? Using SWOT Analysis, what is its current status?

- What are some actions that need to be done to enhance the TDNA System of your DO?