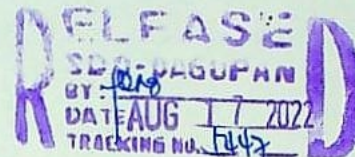




Republic of the Philippines
Department of Education
REGION I
SCHOOLS DIVISION OF DAGUPAN CITY

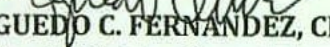


Office of the Schools Division Superintendent

DIVISION MEMORANDUM

No. 291, s. 2022

To: Asst. Schools Division Superintendent
Chiefs of the SGOD and CID
Public Schools Division Superintendent
Education Program Supervisors
School Heads/Principals
All Master Teachers

From: 
AGUEDO C. FERNANDEZ, CESO V
Schools Division Superintendent

Date: August 17, 2022

Subject: PREPARATION, SUBMISSION AND CONDUCT OF ACTION RESEARCH BY
SDO DAGUPAN MASTER TEACHERS BEGINNING SY 2022 ONWARDS

1) *As explicitly specified under DepEd Order No. 42, s. 2017 or the National Adoption and Implementation of the Philippine Professional Standards for Teachers (see DO attached), the Office of the Schools Division Superintendent is herein issuing this memorandum for all Master Teachers to be informed about the need for them to prepare, submit and accordingly conduct an action research beginning this school year of 2022.*

2) While Proficient Teachers strive to submit action research proposals and perform them every given time, the Master Teachers are observed to be amiss on this duty and responsibility as per the number of **ARs submitted during the recent school year with only 4 out of 132 MTs did carry out the task.**

School heads and principals are therefore, advised to provide this information to all concerned as part of the Performance Planning and Commitment for SY 2022.

3) For widest information and dissemination.





Republic of the Philippines
Department of Education

11 AUG 2017

DepEd ORDER
No. 42, s. 2017

**NATIONAL ADOPTION AND IMPLEMENTATION OF THE PHILIPPINE
PROFESSIONAL STANDARDS FOR TEACHERS**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary Schools Heads
All Others Concerned

1. In line with the new professional standards for teachers, the Department of Education (DepEd), through the Teacher Education Council (TEC), issues this DepEd Order entitled **National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST)**.

2. The DepEd recognizes the importance of professional standards in the continuing professional development and advancement of teachers based on the principle of lifelong learning. It is committed to supporting teachers, and taking cognizance of unequivocal evidence that good teachers are vital to raising student achievement. Quality learning is contingent upon quality teaching. Hence, enhancing teacher quality becomes of utmost importance for long term and sustainable nation building.

3. The changes brought about by various national and global frameworks such as the K to 12 Reform, ASEAN Integration, globalization, and the changing character of the 21st century learners necessitate the improvements and call for the rethinking of the National Competency-Based Teacher Standards (NCBTS); hence, the development of the PPST.

4. The PPST aims to:

- set out clear expectations of teachers along well-defined career stages of professional development from beginning to distinguished practice;
- engage teachers to actively embrace a continuing effort in attaining proficiency; and
- apply a uniform measure to assess teacher performance, identify needs, and provide support for professional development.

5. The PPST shall be used as a basis for all learning and development programs for teachers to ensure that teachers are properly equipped to effectively implement the K to 12 Program. It can also be used for the selection and promotion of teachers. All performance appraisals for teachers shall be based on this set of

6. The regional offices shall be supported by their training and development personnel to organize and orient all the schools divisions within their jurisdiction for the PPST. In addition, it shall take charge of the monitoring and evaluation at the division level implementation. The schools division office shall have the same functions and responsibilities in the school districts and secondary schools.

7. Reporting of the orientation and related activities shall be done by the regional office to the Office of the Secretary through the Teacher Education Council.

8. Immediate dissemination of and strict compliance with this Order is directed.


LEONOR MAGTOLIS BRIONES
Secretary

References:

N o n e

To be indicated in the Perpetual Index
under the following subjects:

BASIC EDUCATION
POLICY
PROGRAMS
SCHOOLS
TEACHERS

Philippine
Professional
Standards
for Teachers



- interact with the national and local curriculum requirements. They translate curriculum content into learning activities that are relevant to learners and based on the principles of effective teaching and learning. They apply their professional knowledge to plan and design, individually or in collaboration with colleagues, well-structured and sequenced lessons that are contextually relevant, responsive to learners' needs and incorporate a range of teaching and learning resources. They communicate learning goals to support learner participation, understanding and achievement.
- apply a variety of assessment tools and strategies in monitoring, evaluating, documenting and reporting learners' needs, progress and achievement. They use assessment data in a variety of ways to inform and enhance the teaching and learning process and programs. They provide learners with the necessary feedback about learning outcomes that informs the reporting cycle and enables teachers to select, organize and use sound assessment processes.
- establish school-community partnerships aimed at enriching the learning environment, as well as the community's engagement in the educative process. They identify and respond to opportunities that link teaching and learning in the classroom to the experiences, interests and aspirations of the wider school community and other key stakeholders. They understand and fulfill their obligations in upholding professional ethics, accountability and transparency to promote professional and harmonious relationships with learners, parents, schools and the wider community.
- value personal growth and professional development and exhibit high personal regard for the profession by maintaining qualities that uphold the dignity of teaching such as caring attitude, respect and integrity. They value personal and professional reflection and learning to improve their practice. They assume responsibility for personal growth and professional development for lifelong learning.

The 7 Domains collectively comprise 37 strands that refer to more specific dimensions of teacher practices.

Domain 1, Content Knowledge and Pedagogy, is composed of seven strands:

1. Content knowledge and its application within and across curriculum areas
2. Research-based knowledge and principles of teaching and learning
3. Positive use of ICT
4. Strategies for promoting literacy and numeracy
5. Strategies for developing critical and creative thinking, as well as other higher-order thinking skills
6. Mother Tongue, Filipino and English in teaching and learning
7. Classroom communication strategies

Domain 2, Learning Environment, consists of six strands:

1. Learner safety and security