



PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

OFFICE OF THE VICE PRESIDENT FOR ACADEMICS

College of Alternative and Lifelong Learning



Taft Ave. cor. Ayala Blvd., Ermita, Manila

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2E-EDUC 3 – PRINCIPLES AND METHODS OF TEACHING

AY 2025-2026 Term 1

2E-EDUC-3 Principles and Methods of Teaching

Worksheet 1- Pre- Course Competency Survey on the Philippine Professional Standards for Teachers (PPST) Beginning Teachers

Name: Ezekiel John M. Evardo

With teaching experiences: Yes How many years: 6 years in tertiary and senior high school level

Subjects taught: Psychological Statistics, Developmental Psychology (Theories), Filipino Psychology, Experimental Psychology, Social Psychology, College GE Courses (e.g. Understanding the Self, The Contemporary World, Gender and Society, Human Behavior in Organization), Practical Research 1 and 2, Personal Development

Level: (Elementary/ Secondary/College): College Graduate

Without teaching experiences: N/A

Date submitted: August 31, 2025

Description

The checklist below contains a list of competencies/indicators covered by Domains 1, 3, 4 and 5 and corresponding strands under the Beginning Teacher Category of the PPST . For each indicator, there are four possible levels of competency (i.e. Novice, Apprentice, Practitioner, and

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Expert). You will use this matrix to assess your perceived level of competency prior to studying the course. Please tick (/) what best describes your perceived level of competency then accomplish the summary table and answer the reflections below.

Legend:

Novice – means I cannot do this yet but I would like to learn.

Apprentice – means I can do a little and am still learning how to do this.

Practitioner – means I can do this but I need to learn more, practice and improve.

Expert – I can do this very well.

Domain/Strand	Indicator (Beginning Teacher)	Perceived Level of Competency			
		Novice	Apprentice	Practitioner	Expert
Domain 1- Content Knowledge and Pedagogy					
Strand 1.1 Content knowledge and its application within and across curriculum areas	1.1.1 Demonstrate content knowledge and its application within and/or across curriculum teaching areas		✓		
Strand 1.2 Research-based knowledge and principles of teaching and learning	1.2.1 Demonstrate an understanding of research-based knowledge and principles of teaching and learning.		✓		
Strand 1.3 Positive use of ICT	1.3.1 Show skills in the positive use of ICT to facilitate the teaching and learning process.			✓	
Strand 1.4 Strategies for promoting literacy and numeracy	1.4.1 Demonstrate knowledge of teaching strategies that promote literacy and numeracy skills		✓		
Strand 1.5 Strategies for developing critical	1.5.1 Apply teaching strategies that develop critical and creative thinking, and/or other			✓	

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and creative thinking, as well as other higher-order thinking skills	higher-order thinking skills				
Strand 1.6 Mother Tongue, Filipino and English in teaching and learning	1.6.1 Use Mother Tongue, Filipino and English to facilitate teaching and learning			✓	
Strand 1.7 Classroom communication strategies	1.7.1 Demonstrate an understanding of the range of verbal and non-verbal classroom communication strategies that support learner understanding, participation, engagement and achievement		✓		
	TOTAL	0/7	4/7	3/7	0/7
Domain 3 - Diversity of Learners					
Strand 3.1 Learners' gender, needs, strengths, interests and experiences	3.1.1 Demonstrate knowledge and understanding of differentiated teaching to suit the learners' gender, needs, strengths, interests and experiences		✓		
Strand 3.2 Learners' linguistic, cultural, socio-economic and religious backgrounds	3.2.1 Implement teaching strategies that are responsive to the learners' linguistic, cultural, socio-economic and religious backgrounds	✓			
Strand 3.3 Learners with disabilities, giftedness and talents	3.3.1 Use strategies responsive to learners with disabilities, giftedness and talents.	✓			
Strand 3.4 Learners in difficult circumstances	3.4.1 Demonstrate understanding of the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban	✓			

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	resettlement or disasters; child abuse and child labor practices.				
Strand 3.5 Learners from indigenous groups	3.5.1 Demonstrate knowledge of teaching strategies that are inclusive of learners from indigenous groups	✓			
	TOTAL	4/5	1/5	0/5	0/5
Domain 4 - Curriculum and Planning					
Strand 4.1 Planning and management of teaching and learning process	4.1.1 Prepare developmentally sequenced teaching and learning process to meet curriculum requirements	✓			
Strand 4.2 Learning outcomes aligned with learning competencies	4.2.1 Identify learning outcomes that are aligned with learning competencies	✓			
Strand 4.3 Relevance and responsiveness of learning programs	4.3.1 Demonstrate knowledge in the implementation of relevant and responsive learning programs	✓			
Strand 4.4 Professional collaboration to enrich teaching practice	4.4.1 Seek advice concerning strategies that can enrich teaching practice	✓			
Strand 4.5 Teaching and learning resources including ICT	4.5.1 Show skills in the selection, development and use of a variety of teaching and learning resources, including ICT, to address learning goals		✓		
	TOTAL	4/5	1/5	0/5	0/5
Domain 5 - Assessment and Reporting					
Strand 5.1 Design, selection, organization and utilization of assessment strategies	5.1.1 Demonstrate knowledge of the design, selection, organization and use of diagnostic, formative and summative assessment strategies consistent with		✓		

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	curriculum requirements				
Strand 5.2 Monitoring and evaluation of learner progress and achievement	5.2.1 Demonstrate knowledge of monitoring and evaluation of learner progress and achievement using learner attainment data		✓		
Strand 5.3 Feedback to improve learning	5.3.1 Demonstrate knowledge of providing timely, accurate and constructive feedback to improve learner performance		✓		
Strand 5.4 Communication of learner needs, progress and achievement to key stakeholders	5.4.1 Demonstrate familiarity with a range of strategies for communicating learner needs, progress and achievement	✓			
Strand 5.5 Use of assessment data to enhance teaching and learning practices and programs	5.5.1 Demonstrate an understanding of the role of assessment data as feedback in teaching and learning practices and programs	✓			
TOTAL		2/5	3/5	0/5	0/5

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SUMMARY RESULT

Domain/Strand	Perceived Level of Competency			
	Novice	Apprentice	Practitioner	Expert
Domain 1 - Content Knowledge and Pedagogy	0/7	4/7	3/7	0/7
Domain 3 - Diversity of Learners	4/5	1/5	0/5	0/5
Domain 4 - Curriculum and Planning	4/5	1/5	0/5	0/5
Domain 5 - Assessment and Reporting	2/5	3/5	0/5	0/5

Part II. Reflections

- Overall, how did you fare? Which Domain/Strand you perceived that are you strong at (Practitioner/Expert)?

If the results will be based on the sum of points for each domains, **I am novice in terms of how I perceive my competencies as a teacher across all domains.** I earned 3 out of 7 Practitioner points from the Content, Knowledge, and Pedagogy domain, but I wouldn't still consider myself as a practitioner in such domain as I felt that I have only have a general and well-rounded knowledge of the subject matters that I have previously taught in my 6 years of teaching in the tertiary level (Department of Psychology – College of Social Sciences and Development – PUP Sta. Mesa.)

- Which Domain/Strand you perceived that are you Weak at (Novice/Apprentice)?

I consider all of my domains as weak, given that I am really unsure if I was an effective college instructor during my stint as an instructor from my previous job. I do not feel confident enough regarding how sensitive I am to the diversity of learners as I have spent 6 years teaching to my students online , so I couldn't immediate feedback like their micro-expressions while the class is in session. While I follow the curriculum and the course syllabus of every subject I have, we don't usually prepare detailed lesson plans on each topic when I was teaching in the tertiary. While I think I can create examinations and formative assessment that is aligned with the contents I delivered

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and the course syllabus, I can only get informal feedback from my students and superiors about it so I am not sure if I do well on that domain. Occasionally, I would get notices that I was recognized by my students as an outstanding instructor as a part of faculty evaluations every end of the semester, yet this is doesn't entail a holistic feedback. I haven't receive any formal documents outlining a detailed assessment of my subordinate (student) feedback (only brief notices), peer feedback, and even superior feedback as I was just hired as a contract of service worker and I wasn't entitled to see any pertaining documents with regards to my performance.

3. What are your insights about the competencies expected of a Beginning Teacher in relation to your perceived competency and your desire to becoming a Proficient Teacher?

I need to improve a lot in every domain that was presented in this self-report assessment. I demand myself to learn more on how to become an effective teacher that adheres to the established standards of education and teaching in this country (PPST). While the tertiary level exercise a certain degree of academic freedom compared to primary and secondary levels, this is not an excuse to not impose improvements on how I deliver education to my future students.

4. How will address your weak areas? What are your planned activities?

I'm already addressing my weak areas by pursuing this post-baccalaureate degree in teaching at PNU. I plan to be highly conscientious and proactive in my studies, aiming not only to qualify for the LEPT but also to transform myself into a teacher who fully aligns with the national standards by actively participating in class (i.e. attending classes, being responsive to the professor), submitting requirements that is asked of us, and sharing thoughts and reflection during the class discussion on appropriate times. This means I'll be learning the technical aspects of teaching, from understanding DepEd paperwork to grasping the conceptual frameworks that guide how we teach diverse Filipino learners. My goal is to apply this knowledge mindfully to improve my skills across all domains of the PPST.

Submitted to:

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Overview of the Philippine Professional Standards for Teachers (PPST)

The Philippine Professional Standards for Teachers (PPST), which is built on NCBTS, complements the reform initiatives on teacher quality from pre-service education to in-service training.

- It articulates what constitutes teacher quality in the K to 12 Reform through well-defined domains, strands, and indicators that provide measures of professional learning, competent practice, and effective engagement.
- It makes explicit what teachers should know, be able to do and value to achieve competence, improved student learning outcomes, and eventually quality 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.

Teacher Quality in the Philippines

The Philippine Professional Standards for Teachers defines teacher quality in the Philippines. The standards describe the expectations of teachers' increasing levels of knowledge, practice and professional engagement. At the same time, the standards allow for teachers' growing understanding, applied with increasing sophistication across a broader and more complex range of teaching/learning situations.

The following describes the breadth of 7 Domains and the Strands that are required by teachers to be effective in the 21st Century in the Philippines. Quality teachers in the Philippines need to possess the following characteristics:

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Domain 1 - Content Knowledge and Pedagogy

- recognize the importance of mastery of content knowledge and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding of the application of theories and principles of teaching and learning. They apply developmentally appropriate and meaningful pedagogy grounded on content knowledge and current research. They display proficiency in Mother Tongue, Filipino and English to facilitate the teaching and learning process, as well as exhibit the needed skills in the use of communication strategies, teaching strategies and technologies to promote high-quality learning outcomes.

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 HOTS
6. Mother Tongue, Filipino and English in teaching and learning
7. Classroom communication strategies

Domain 2 – Learning Environment

- provide learning environments that are safe, secure, fair and supportive in order to promote learner responsibility and achievement. They create an environment that is learning-focused and they efficiently manage learner behavior in a physical and virtual space. They utilize a range of resources and provide intellectually challenging and stimulating activities to encourage constructive classroom interactions geared towards the attainment of high standards of learning.

Strands

1. Learner safety and security
2. Fair learning environment
3. Management of classroom structure and activities
4. Support for learner participation

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5. Promotion of purposive learning
6. Management of learner behaviour

Domain 3 – Diversity of Learners

- establish learning environments that are responsive to learner diversity. They respect learners' diverse characteristics and experiences as inputs to the planning and design of learning opportunities. They encourage the celebration of diversity in the classroom and the need for teaching practices that are differentiated to encourage all learners to be successful citizens in a changing local and global environment.

Strands

1. Learners' gender, needs, strengths, interests and experiences
2. Learners' linguistic, cultural, socio-economic and religious backgrounds
3. Learners with disabilities, giftedness and talents
4. Learners in difficult circumstances
5. Learners from indigenous groups

Domain 4 – Curriculum and Planning

- 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.

Strands

1. Planning and management of teaching and learning process
2. Learning outcomes aligned with learning competencies

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3. Relevance and responsiveness of learning programs
4. Professional collaboration to enrich teaching practice
5. Teaching and learning resources including ICT

Domain 5 – Assessment and Reporting

- 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.

Strands

1. Design, selection, organization and utilization of assessment strategies
2. Monitoring and evaluation of learner progress and achievement
3. Feedback to improve learning
4. Communication of learner needs, progress and achievement to key stakeholders
5. Use of assessment data to enhance teaching and learning practices and programs

Domain 6 – Community Linkages and Professional Engagement

- 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 fulfil their obligations in upholding professional ethics, accountability and transparency to promote professional and harmonious relationships with learners, parents, schools and the wider community.

Strands

1. Establishment of learning environments that are responsive to community contexts
2. Engagement of parents and the wider school community in the educative process
3. Professional ethics
4. School policies and procedures

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Domain 7 – Personal Growth and Professional Development

- 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.

Strands

1. Philosophy of teaching
2. Dignity of teaching as a profession
3. Professional links with colleagues
4. Professional reflection and learning to improve practice
5. Professional development goals

Reference: DepEd Order No. 42, s. 2017. National Adoption and Implementation of the Philippine Professional Standards for Teachers

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