

# ROLES AND PERFORMANCE EXPECTANCIES OF A GLOBAL TEACHER

*Feleeh L Enanoza*

*Ethel L. Abao*

Cebu Normal University Cebu City, Philippines

---

## Abstract

Quality and excellence in the academic workplace demand an aggressive realization on the teachers' roles in the successful delivery of instruction. The 21st century educators are looked upon as globally competitive and adept in managing change. They must possess the five basic roles: transformers, facilitator, researcher, ethicist and psychological. (Salandanan 2006)

Conscious of this construct, this study which was conducted in Naga District 1, City of Naga, Cebu, analysed how well the teachers' roles were carried out and how have these been affected by the physical, psychological, emotional and spiritual factors. Utilizing the Pearson Product-Moment Correlation, findings revealed that the teachers generally carried out their roles excellently. Likewise, there were significant interrelationships between and among the roles as well as the factors that affect them. Simply put, the physical, psychological, emotional and spiritual factors directly affect the successful exercise of their roles. Teachers' Performance Appraisal and interview were likewise utilized for validation and findings were then conformed.

The teacher's physical, psychological, emotional and spiritual well-being greatly affects the performance and exercise of his/her roles as facilitator, researcher, ethicist, psychological and effective teacher. Both are potent determinants towards quality and excellence, hence they have to be continually facilitated in and pursued upon by the teachers as well as the administration.

A global teacher therefore carries out his/her roles meaningfully and makes education the center stage in the upliftment of a better society across nations.

---

**Keywords:** Teacher roles, teaching performance, global teacher

## Introduction

Teaching is a challenging endeavor. Teachers do various tasks which are expected of them to become effective and efficient prime movers in the academic institutions across countries. Aside from their basic function which is instruction, they likewise actively take part in the co-curricular/extracurricular activities. In the present scenario, teachers in both public and private schools generally cater to fifty to sixty or more children in a class. In self-contained classes, they teach all the subjects in a grade level. Furthermore, they are oftentimes tasked to participate /spearhead activities in school and in the community as well. Despite these scenario/challenges which beset the basic education institutions, the Philippines is still optimistic in placing its teachers in the global academic community.

Salandanan, et al. (2006) posits that teachers in this era of technology should possess the five basic roles: the effective teacher, facilitator, researcher, ethicist and the teacher's psychological roles. Observations however noted that some if not many teachers in the field are still wanting in the realization of these roles. They still cling to the traditional idea that teaching is purely instruction. Conscious of these need-of-the-time responsibilities, certain factors contributive to this effect need to be considered.

In Naga District 1, City of Naga, Cebu where the study is conducted, many teachers exhibit competence in their teaching performance; however they are not conscious that being in this dynamic educational system, they are expected to perform the aforementioned roles as well. To attain such, physical, spiritual, emotional and psychological factors which create bearing on the execution of the teacher roles need to be examined. With the unceasing quest for quality education and be part of the global community, this study is hereby conducted.

## Literature Review

Salandanan,et al. (2006) the 21<sup>st</sup> century posits that teacher must possess these five roles namely; a. the **effective teacher** which views teaching as a continuous learning. When students show desirable changes in their behavior and have control over knowledge, then effective teaching is taking place; b.**the facilitator** who makes learning easy, provides students with many educational opportunities and freedom to choose from alternatives; c. **the researcher** who undertakes an investigation may it be formal or informal for the purpose of gathering data/ information and make proposals for improvement. Action researches are obviously the potent means of improving/enhancing curriculum and instruction; d. **the ethicist** who possesses a system of moral values that exert a positive influence on students. These are conditions that describe the nature of ethical issues like

questions of right and wrong, questions which cannot be settled by an appeal to facts alone and ethical questions which should be distinguished from values; e. **the psychological** who makes herself/himself a social model, an evaluator, an investigator, a walking encyclopedia, a morale builder, a substitute parent, a friend and a leader of the group.

On the positive note, Parkay (1998) stated that many choose to teach because they want to serve others; they want the results of their labor to extend beyond themselves and their families. Although somehow this becomes stressful, Saakvitne and Pearlman (1996) expressed that there are many ways to restore lifestyle balance. Keeping track of and making progress with as many of the following changes is a good way to regain balance after having been exposed to cumulative, stressful experiences. Physical, psychological, emotional and spiritual factors are likewise essential elements in the actualization of the teachers' roles and responsibilities.

In terms of management interventions, Wohlstetter (1997) and her co-authors remarked that the presence of learning and integrating processes in school leads to the establishment of a more effective learning community composed of administrators, teachers, staff, parents and students committed to continuously evaluating the restructuring process, learning from mistakes and integrating changes as needed.

### **Objectives of the Study**

This study determined the factors (Physical, Psychological, Emotional, Spiritual) affecting the actualization of the Naga District 1 teachers' roles namely: Effective, Facilitator, Researcher, Ethicist, Psychological. Specifically, aside from looking into the teachers' extent of performance in each of the following roles, this likewise examined the interrelationships of these roles. Moreover, it ascertained the degree of influence among the factors on the extent of their teaching performance. Thereafter, management interventions were sought.

### **Methodology**

This study which made use of the quantitative and qualitative methods through normative- evaluative design was conducted in Naga District I, City of Naga, Cebu, Philippines. There are five elementary schools with ninety-six (96) teachers composing the district. This study utilized fifty-two (52) sample respondents (teachers), both males and females. This is headed by one district supervisor with corresponding principals in every school.

Teachers in the primary grades practice self-contained instruction while those in the intermediate practice departmentalized system of teaching based on the teachers' professional expertise. To gather the needed data, this

study employed cluster random sampling with proportional allocation through test administration together with both structured and unstructured interviews. With the written permission, these were administered by the researchers themselves during their free time and after class hours in their respective schools.

Table 1. Target Population and Respondents of the Study

Schools	Total Population			Sample Population			Percentage
	Males	Females	Total	Males	Females	Total	
1. Naga Central School	2	46	<b>48</b>	2	24	<b>26</b>	<b>54%</b>
2. Naalad Elementary School	1	10	<b>11</b>	1	5	<b>6</b>	<b>54%</b>
3. Pangdan Elementary School	1	12	<b>13</b>	1	6	<b>7</b>	<b>53%</b>
4. Balirong Elementary School	2	16	<b>18</b>	2	8	<b>10</b>	<b>55%</b>
5. Lanas Elementary School	0	6	<b>6</b>	0	3	<b>3</b>	<b>50%</b>
<b>Total</b>	<b>6</b>	<b>90</b>	<b>96</b>	<b>6</b>	<b>46</b>	<b>52</b>	<b>54%</b>

### Research Instruments

To ascertain the extent of performance of elementary school teachers in each of the roles, the Performance Appraisal System for Teachers (RPAST) was utilized. Likewise to determine the factors influencing the elementary teachers' roles, an adapted questionnaire by Saakvitne and Pearlman was employed. In order to substantiate their responses, the Faculty Performance together with the structured and unstructured interview was conducted among the school administrators and the teacher-respondents. (pls see Appendix)

### Results and Discussion

The teachers' extent of performance on their roles is presented in the Table below.

Table2. Self- Rating Responses on the Extent of Elementary Teachers' Performance

Roles	E	VG	G	F	NI	SD	Mean	Extent of Performance
Effective	31	18	3	0	0	0.46	4.54	E
Facilitator	28	20	4	0	0	0.49	4.46	E
Researcher	18	27	6	1	0	0.59	4.19	VG
Ethicist	37	13	2	0	0	0.49	4.67	E
Psychological	40	11	1	0	0	0.46	4.75	E

(N=52) Legend:

4.21-5.00 Excellent (E)

3.41-4.20 Very Good (VG)

2.61-3.40 Good (G)

1.81-2.60 Fair (F)

1.00-1.80 Needs Improvement (NI)

Based on the results, teachers are generally *Excellent (E)* in carrying out the various roles. This obviously denotes that teachers are very much

conscious of their significant roles especially in their academic environment. Based on the interview with some teachers, they expressed that they spend their free time in school preparing lesson designs, constructing instructional materials, while some conduct remedial classes to those students who need academic support.

One teacher expressed during the interview that one of her best accomplishments in life was the time when one of her pupils came back to school and said, "I have become successful because of you who inspired me a lot and you are always there with a helping hand".

Aside from engaging themselves in the teaching-learning process they are also mindful of the social-ethics, public duties and obligations-embodied in the practice of teaching (Hansen, 1995). As observed, these teachers carry out their various responsibilities with competence and commitment. Five administrators shared in an interview, "Most teachers are very busy making instructional materials during their free time in school. Some conduct remedial classes to the slow learners."

It is in their role being a Researcher that they acquire a Very Good (VG) Performance. Although relatively lower than the four roles, it still shows that they perform this role very satisfactorily. They present their lessons meaningfully and make the students actively engaged in the different activities. Four administrators individually commented, "When I enter the classroom, most of my teachers conduct interesting activities, thus the students become attentive and actively engaged." On the other hand, as reflected in the findings, many are not very much involved in research because many of them are just satisfied with what they see and observe. Besides, they shared, "We don't have enough time to conduct research because of the many responsibilities entrusted to us like coordinating curricular and co-curricular activities and not –to- mention family responsibilities as well that need to be attended to. " Although they are equipped with current practices and strategies to help improve students' performance, many if not all of them never conduct a formal study on certain observations and practices which would believably propel instruction towards quality education. In fact many of them have not finished their masters' degree owing to the aforementioned reasons. When asked to describe their life as elementary school teachers, Three of them individually answered, "My life is so challenging that I become so conscious that the innocent students are entrusted to my care." Other five teachers separately answered, "I have experienced satisfaction as I see my former students already becoming professionals and I am proud to say that I am part of their success." Six administrators also noted a similar challenging experience as they say , " Our top concern is how to make our teachers become models to our students in terms of inculcating and setting values for the students." Four

of them expressed,” We always encourage our teachers to be competent and give their best to the students by motivating the slow learners and challenging the fast ones with meaningful activities.” As reflected in their responses, their role as a researcher is not given much premium because instruction is what they believe in as the sole function of their being a professional teacher.

In a nutshell, teachers in the 21<sup>st</sup> century should consciously and sincerely possess the five roles as they produce lifelong learners.

The interrelationships among the roles are herein presented in Table 3.

Table 3. Interrelationships of Elementary Teachers’ Roles

Roles		Effective	Facilitator	Researcher	Ethicist
Facilitator	Pearson r	0.862**			
	p-value	0.000			
Researcher	Pearson r	0.818**	0.821**		
	p-value	0.000	0.000		
Ethicist	Pearson r	0.626**	0.657**	0.699**	
	p-value	0.000	0.000	0.000	
Psychological	Pearson r	0.632**	0.617**	0.639**	0.696**
	p-value	0.000	0.000	0.000	0.000

\*\* Correlation is highly significant at the 0.01 level (2-tailed)

Table 3 depicts that there are interrelationships among the five roles. A teacher being a researcher is also a facilitator, ethicist and psychological and vice-versa. All these roles interwoven as one, then a desirable global teacher is produced. Dynamism in teaching would result to the acceptance of roles, responsibilities and accountability of the teacher in the teaching-learning process given the complexity and magnitude of the Philippine educational system. (Llagas, 2003)

The degree of influence among the factors that have affected the extent of performance is presented below.

Table 4. Degree of Influence of the Factors Affecting Naga District I Elementary Teachers’ Extent of Performance (N=52)

Factors	VH	H	C	M	L	SD	Mean	Degree
Physical	12	27	9	4	0	0.68	3.90	H
Psychological	10	17	22	3	0	0.67	3.65	H
Emotional	18	27	7	0	0	0.58	4.21	VH
Spiritual	17	28	6	1	0	0.57	4.17	H

Legend:

4.21-5.00 Very High (VH)

3.41-4.20 High (H)

2.61-3.40 Certain (C)

1.81-2.60 Moderate (M)

1.00-1.80 Low (L)

As noted, among the factors which bears the highest degree of influence on the teachers' degree of performance is their being Emotional. Very High influence denotes that these teachers readily feel the need to help address their issues and concerns of students, teachers and others who need help. During the interview six teachers separately expressed, "Knowing the needs of my students particularly financial and family concerns, I really don't start my class without talking to them and even comforting them." This supports the idea of McCarthy when he said that good teaching should be made psychological over logical. Other three teachers individually noted, "We feel successful in our teaching if we are emotionally stable." Thus, according to most of them in an interview said, "In this profession where we are expected to carry out various responsibilities well, we ought to balance our personal and professional lives." Two of them emphasized, "We need to go out once in a while with family and friends for bonding in order to preserve a healthy life." The factor that bears the least degree of influence is the Psychological Factor. Although these teachers are mindful towards the successful delivery of instruction, many are still wanting in their ability to continually condition their minds as to the value of their roles as teachers especially in the 21<sup>st</sup> century. Five of them expressed, "We religiously do the tasks assigned to us but we never become conscious that whether there is a task assigned to us or not, we still carry out the roles expected of us." In an interview with the administrators, four of them individually commented, "Although my teachers are not conscious in the actualization of their roles, I am still proud to say that my school is composed of teachers who render their teaching services with commitment and dedication; staff who regularly check the physical facilities and the parents and local government officials who are actively involved in the different school activities." Three of them further realized, "Now we are aware on the importance of the teachers' roles. From now on, we will encourage and challenge them to perform these roles and eventually lead them to take part in the global academic stage."

Aside from the interview, the findings were further validated through the summarized Performance Appraisal System for Teachers (PAST).

Table 5. Performance Appraisal System for Teachers (PAST) in Naga District I

Teachers	Over-All Rating	Descriptive Rating
1	7.22	Very Satisfactory
2	8.21	Very Satisfactory
3	6.98	Very Satisfactory
4	7.33	Very Satisfactory
5	8.44	Very Satisfactory
6	6.82	Very Satisfactory
7	7.85	Very Satisfactory
8	8.44	Very Satisfactory
9	7.11	Very Satisfactory
10	8.04	Very Satisfactory
11	7.84	Very Satisfactory

12	7.80	Very Satisfactory
13	7.56	Very Satisfactory
14	8.14	Very Satisfactory
15	8.26	Very Satisfactory
16	7.54	Very Satisfactory
17	6.98	Very Satisfactory
18	7.12	Very Satisfactory
19	8.15	Very Satisfactory
20	7.42	Very Satisfactory
21	8.16	Very Satisfactory
22	6.82	Very Satisfactory
23	7.16	Very Satisfactory
24	8.24	Very Satisfactory
25	7.46	Very Satisfactory
26	6.88	Very Satisfactory
27	7.46	Very Satisfactory
28	7.66	Very Satisfactory
29	8.15	Very Satisfactory
30	8.24	Very Satisfactory
31	7.98	Very Satisfactory
32	8.11	Very Satisfactory
33	7.64	Very Satisfactory
34	7.34	Very Satisfactory
35	8.39	Very Satisfactory
36	7.89	Very Satisfactory
37	8.11	Very Satisfactory
38	7.36	Very Satisfactory
39	6.98	Very Satisfactory
40	7.53	Very Satisfactory
41	8.09	Very Satisfactory
42	7.38	Very Satisfactory
43	6.86	Very Satisfactory
44	8.27	Very Satisfactory
45	8.02	Very Satisfactory
46	7.58	Very Satisfactory
47	8.19	Very Satisfactory
48	7.63	Very Satisfactory
49	7.77	Very Satisfactory
50	8.24	Very Satisfactory
51	7.68	Very Satisfactory
52	7.77	Very Satisfactory

As reflected, the teacher-respondents achieved a Very Satisfactory rating in their teaching performance as rated by the administrators and teachers themselves. All of them meet the expected standard of 70 percent Instructional Competence, 20 percent Personal and Professional Characteristics and 10 percent Punctuality and Attendance. Although the results are gratifying, but with the strong desire towards quality and excellence, these teachers are unceasingly encouraged and challenged to take part in the various demands that will eventually make our students become global citizens.



## **Conclusion**

The spiritual, physical, psychological especially the emotional well-being of a teacher create a high impact on the performance of their' roles as facilitator, researcher, ethicist, psychological and effective teacher. A global teacher therefore carries out his/her rols meaningfully and makes education the center stage in the upliftment of a better society across nations.

## **References:**

- Bilbao, Purita P., et al. *The Teaching Profession*. Quezon City, Lorimar Publishing Co., Inc., 2006.
- Brandt, H.L. *Organizing for Successful School-based Management*. United States of America, 1997.
- Elmore, G. *Organizing for Successful School-based Management*. United States of America, 1995.
- Greenberg, Jerald S. *Comprehensive Stress Management*. (7<sup>th</sup> ed.) University of Maryland, 2002.
- Parkay, Forest W., et al. *Becoming a Teacher*. (4<sup>th</sup>ed.) by Allyn & Bacon, A Viacom Company Needham Heights, ma 02194, 1998.
- Saakvitne, K.W., et al. (Eds.) *Transforming the Pain: A Workbook on Vicarious Traumatization*. New York: Norton, 1996.
- Salandanan, Gloria G. *Methods of Teaching*. Quezon City, Manila: Lormar Publishing Co., Inc., 2006.
- Wohlstetter, M. et al. *Organizing for Successful School-based Management*. United States of America, 1997.

## **Periodicals/Journals**

- A SEAMEO Module on Various Roles of the Twenty-first Century Teacher. Manila, Philippines, 2000.
- Carpi, J. "Stress." *Psychology Today*. January/February 1996. Vol. 29, No. 1, 1996.
- Corpuz, John. "Teaching: A Labor of Love." *Modern Teacher*. XLVI No. 9, February 1998 p. 381, 1998.
- Salandanan, Gloria. *Teacher Education Journal*. Katha Publishing Company, Inc., Quezon Avenue, Quezon City, 2001.
- Todd, B.R., et al. "Teacher Shortage and Recruitment: A Problem andan Opportunity." *Ties Magazine*, 1996.

## **Online Sources**

- Equalizer, (2009). Comment on Friday, 20<sup>th</sup> of March 2009 5:45 p.m. <http://www.biblesociety.ca/free-scripture/escriptures/ecclesiates3/ecclesiastes3.html>
- JALT, (2003). Posted on February 13<sup>th</sup>, 2011. <http://jalt-publications.org/tlt/articles/694-becoming-global-teacher-ten-steps-international-classroom>

ELT and ICT, (2012).Posted on February 25<sup>th</sup>,  
2012.<http://bjohnny.wordpress.com/2012/02/25/the-global-teacher/>

## APPENDIX

### PART I. PERFORMANCE OF THE ELEMENTARY TEACHERS’ ROLES

A SEAMEO Module on Various Roles of the 21<sup>st</sup> Century Teacher: 2000, Manila, Philippines.

Below is a set of performance of the elementary school teachers’ complex roles. Encircle as to what extent of performance have the teachers performed. 5 for Excellent, 4 for Very Good, 3 for Good, 2 for Fair and 1 for Needs Improvement.

#### 1. The Effective Teacher

• teaches lessons with clarity	5	4	3	2	1
• uses varied instructional materials effectively	5	4	3	2	1
• engages in the students’ learning process	5	4	3	2	1
• concerns with students’ success	5	4	3	2	1
• develops task orientation	5	4	3	2	1
• uses student ideas and contributions	5	4	3	2	1
• innovates and opens to students’ new ideas	5	4	3	2	1
• creates community of learners	5	4	3	2	1
• has realistic grasp of her strengths and weaknesses	5	4	3	2	1
• willing to modify behavior	5	4	3	2	1
• Others, please specify-----	5	4	3	2	1

#### 2. The Facilitator

• makes learning easy	5	4	3	2	1
• provides students with many educational opportunities and freedom to choose from alternatives	5	4	3	2	1
• guides students’ learning	5	4	3	2	1
• facilitates problem solving environment through the art of questioning	5	4	3	2	1
• provides activities to develop	5	4	3	2	1

problem solving skills like role-playing etc.	5	4	3	2	1
• encourages pupils to be active and participative	5	4	3	2	1
• creates an atmosphere of respect in the students' varied responses	5	4	3	2	1
• encourages freedom of expression	5	4	3	2	1
• provides extra time to slow learners	5	4	3	2	1
• permits confrontation	5	4	3	2	1
• Others, please specify-----	5	4	3	2	1

**3. The Researcher**

• engages in research to transform classroom into a living laboratory	5	4	3	2	1
• utilizes on research findings	5	4	3	2	1
• selects, analyzes, evaluates teaching practices	5	4	3	2	1
• gives comments constructively based on facts	5	4	3	2	1
• finds interests in various aspects of teaching	5	4	3	2	1
• updates himself/herself with current issues and trends in teaching	5	4	3	2	1
• upgrades himself/herself through further studies	5	4	3	2	1
• bridges a gap between the old and new trends and practices	5	4	3	2	1
• reads professional books/journals regularly	5	4	3	2	1
• defines the potential problem or area of self-improvement	5	4	3	2	1
• Others, please specify-----	5	4	3	2	1

**4. The Ethicist**

• possesses a positive influence on students	5	4	3	2	1
• distinguishes objectively right from wrong	5	4	3	2	1
• respects human dignity	5	4	3	2	1
• cares about welfare of others	5	4	3	2	1
• integrates individual interests and social responsibilities	5	4	3	2	1

• demonstrates integrity in the teaching profession	5	4	3	2	1
• reflects on moral choices	5	4	3	2	1
• seeks peaceful resolution of conflict	5	4	3	2	1
• practices proper channeling of communication	5	4	3	2	1
• reinforces the positive values of people rather than magnifying their negative practices	5	4	3	2	1
• Others, please specify-----	5	4	3	2	1

**5. Teachers’ Psychological Roles**

• a role model	5	4	3	2	1
• a moderator	5	4	3	2	1
• a moral builder	5	4	3	2	1
• a substitute parent	5	4	3	2	1
• a friend	5	4	3	2	1
• a source of information	5	4	3	2	1
• a manager/leader	5	4	3	2	1
• a guidance counselor	5	4	3	2	1
• a therapist	5	4	3	2	1
• a learning guide	5	4	3	2	1
• Others, please specify-----	5	4	3	2	1

**PART II. FACTORS INFLUENCING THE ELEMENTARY TEACHERS’ ROLES**  
 Saakvitne, K.W., and Pearlman, L.A., (1996).

Encircle the degree of influence as they affect the extent of performance. 5 for Very High Degree, 4 for High Degree, 3 for Certain Degree, 2 for Moderate Degree and 1 for Low Degree.

**A. Physical Factors**

• Get enough sleep	5	4	3	2	1
• Eat regularly and healthy	5	4	3	2	1
• Exercise	5	4	3	2	1
• Take time off when sick	5	4	3	2	1
• Get massages	5	4	3	2	1
• Take vacations	5	4	3	2	1

- Get enough sleep 5 4 3 2 1
- Wear clothes you like 5 4 3 2 1
- Get regular medical care for prevention 5 4 3 2 1
- Take time to be sequel-with yourself, with a partner 5 4 3 2 1
- Make time away from telephones 5 4 3 2 1

## **B. Psychological Factors**

- Make time for self-reflection 5 4 3 2 1
- Be curious 5 4 3 2 1
- Write in a journal 5 4 3 2 1
- Read literature that is unrelated to work 5 4 3 2 1
- Do something at which you are not expert or in charge 5 4 3 2 1
- Decrease stress in your life 5 4 3 2 1
- Notice your inner experiences – listen to your thoughts, judgments, beliefs, attitudes, and feelings 5 4 3 2 1
- Let others know different aspects of you 5 4 3 2 1
- Engage your intelligence in a new area, e.g., go to an art museum, history exhibit, sports event, auction, theater performance 5 4 3 2 1
- Practice receiving from others 5 4 3 2 1
- Others, please specify----- 5 4 3 2 1

## **C. Emotional Factors**

- Spend time with others whose company you enjoy 5 4 3 2 1
- Stay in contact with important people in your life 5 4 3 2 1
- Give yourself affirmations, praise yourself 5 4 3 2 1
- Find ways to increase your sense of self-esteem 5 4 3 2 1
- Reread favorite books, re-view favorite movies 5 4 3 2 1

- Identify comforting activities, objects, people, relationships, places, and seek them out 5 4 3 2 1
- Allow yourself to cry 5 4 3 2 1
- Find things to make you laugh 5 4 3 2 1
- Express your outrage in social action, letters, donations, marches, protests 5 4 3 2 1
- Play with children 5 4 3 2 1
- Others: \_\_\_\_\_ 5 4 3 2 1

#### **D. Spiritual Factors**

- Be open to inspiration 5 4 3 2 1
- Spend time with nature 5 4 3 2 1
- Find a spiritual connection or community 5 4 3 2 1
- Talk with any religious personalities 5 4 3 2 1
- Cherish your optimism and hope 5 4 3 2 1
- Be aware of nonmaterial aspects of life 5 4 3 2 1
- Read inspirational literature 5 4 3 2 1
- Be open to not knowing 5 4 3 2 1
- Identify what is meaningful to you and notice its place in your life 5 4 3 2 1
- Spend time with children 5 4 3 2 1
- Others, please specify ----- 5 4 3 2 1

#### **PART III. A. INTERVIEW GUIDE FOR THE TEACHERS**

1. Describe your life as an elementary school teacher.
2. Cite the most unforgettable moments/experience as an elementary school teacher.
3. What is your best accomplishment in life?
4. How do you spend your free time in school?
5. How do you challenge the fast learners in the classroom? How do you motivate the slow learners in class?
6. How can you as an elementary school teacher become a model to the pupils?

7. How do you balance your personal and professional life?
8. If given an opportunity, how could you further improve our educational system?
9. What is in your school that you can be proud of?
10. What quality of a good teacher do you have? How is this manifested in a classroom situation?

**PART III B. INTERVIEW GUIDE WITH THE ADMINISTRATORS**

1. How do teachers spend their free time in school?
2. Cite your most significant experience as an administrator.
3. How can you make the teachers become a model to the students?
4. What is in your school that you can be proud of?
5. How do you encourage teachers to motivate the slow learners in class and challenge the fast ones?
6. How do you involve the parents, local government officials and the community in the school activities?
7. What do you consider your greatest achievement?
8. What is your greatest challenge as an administrator?
9. How do you place yourself in the global academic community?
10. What is in our educational system that you think need/s improvement?  
How do you think you can do it?

**PART IV. PERFORMANCE APPRAISAL FOR TEACHERS**

Department of Education

PAS FORM B-2-1

**PERFORMANCE APPRAISAL SYSTEM FOR TEACHERS (PAST)**

Legend: 10 O Outstanding  
 8 VS Very Satisfactory  
 6 S Satisfactory  
 4 U Unsatisfactory  
 2 P Poor

Name: \_\_\_\_\_ School: \_\_\_\_\_  
 District: \_\_\_\_\_  
 Rating Period: First Sem    Second Sem    S.Y. 06 - 07

PERFORMANCE INDICATORS	SELF RATING	SUPERIOR RATING	FINAL	DESCRIPTIVE RATING
<b>I. INSTRUCTIONAL COMPETENCE (70%)</b>				
<b>A. Lesson Planning and Delivery (45% for Teachers, 40% for Master Teachers)</b>				
1 Formulates/adopts objectives of lesson plan				
2 Selects content and prepares appropriate instructional materials/teaching aids				
3 Select teaching methods / strategies				
1. Relates new lesson with previous knowledge/skills				
2. Provides appropriate motivation				
3. Presents and develops lessons				
4. Conveys ideas clearly				

5. Utilizes art of questioning to develop higher level of thinking				
6. Ensures pupils / students participation				
7. Addresses individual differences				
8. Shows mastery of the subject matter				
<b>Assessment</b>				
9. Diagnoses learner's needs				
10. Evaluates learning outcomes				
11. Assess lesson to determine desired outcomes within the allotted time				
<b>Maintain of time and learning environment</b>				
12. Maintains clean and orderly classroom				
13. Maintains classroom conducive to learning				
<b>Total Score</b>				
<b>Sub-Rating (Total Score / 16) x 45% for Teachers, 40% for Master Teachers)</b>				
<b>B. Technical Assistance (for Master Teachers only – 15%)</b>				
1. Provides assistance to teachers in improving their competence				
2. Prepares prototype instructional materials for use				
3. Assist in the conduct of in-service trainings/conference				
4. Serves as demonstration teacher on innovative teaching techniques, classroom management, materials development				
<b>Total Score</b>				
<b>Sub-Rating (Total Score / 4) x 15%</b>				
<b>C. Learner's Achievement (20% for Teachers, 10% for Master Teachers)</b>				
1. Improves learners' achievement level over pretest				
<b>Total Score</b>				
<b>Sub-Rating (Total Score x 20% or 15%)</b>				
<b>D. School, Home and Community Involvement (5%)</b>				
1. Organizes and maintains functional homeroom PTA				
2. Conducts Homeroom/PTA meetings to report learners' progress				
3. Disseminate school policies/plans/programs/accomplishments to the schools' clientele				
4. Participates in community projects and civic organizations				
5. Encourages involvement of parents in school programs and activities				
<b>Total Score</b>				
<b>Sub-Rating (Total Score / 5) x 5%</b>				
<b>Total Rating</b>				
<b>II. PROFESSIONAL AND PERSONAL CHARACTERISTICS (20%)</b>				
Following are the scaled choices for rating the frequency by which the teachers demonstrated/manifested the specified personal / professional characteristics				



1.	Decisiveness				
2.	Honesty / Integrity				
3.	Dedication / Commitment				
4.	Initiative / Resourcefulness				
5.	Courtesy				
6.	Human Relations				
7.	Leadership				
8.	Stress Tolerance				
9.	Fairness / Justice				
10.	Proper Attire / Good Grooming				
<b>Total Score</b>					
<b>Total Rating (Total Score / 10) x 20%</b>					
<b>III. PUNCTUALITY AND ATTENDANCE (10%)</b>					
Punctuality – number of times tardy during the rating period					
Attendance – number of days absent during the rating period					
<b>Total Score</b>					
<b>Total Rating (Total Score / 2 ) x 10%</b>					
<b>Grand Total</b>					

**Plus Factors**

(5 for each indicator but not to exceed 2 points for the total)

**For Teachers**

1. Rendered the following technical assistance
  - 1.1 provided assistance to co-teachers in improving their teaching competence
  - 1.2 assisted school administrators in planning and managing in-service training
  - 1.3 served as consultant in the preparation of supplementary instructional materials
  - 1.4 served as demonstration teacher on innovative teaching techniques, classroom management
2. Conduct action research whose findings and recommendations have been adopted by school / district
3. Subject are coordinator/ chairman in district/ division
4. Served as demonstration teacher on innovative teaching techniques, classroom management

**For Master Teachers**

1. Published at least one (1) article in professional magazines/ periodicals related to field of specialization
2. Serve as resource person / consultant in seminar/workshop/ training related to field of specialization
3. Conducted action research(es), the finding results of which were utilized within the rating period
4. Designed evaluation and monitoring program for the district / division

**SUMMARY OF RATINGS**

**I. Instructional Competence (70%)**

A. Lesson Planning and Delivery  
(45% for Teachers, 40% for MTs) \_\_\_\_\_

B. School, Home and Community Involvement  
(0% for Teachers, 15% for MTs) \_\_\_\_\_

C. Learners Achievement  
(5% for Teachers, 5% for MTs) \_\_\_\_\_

D. Technical Assistance  
(20% for Teachers, 10% for MTs) \_\_\_\_\_

**II. Professional and Personal Characteristics (20%)** \_\_\_\_\_

**III. Punctuality and Attendance (10%)** \_\_\_\_\_

**Total** \_\_\_\_\_

Plus Factor ( 2 ) \_\_\_\_\_

**Over-All Rating** \_\_\_\_\_

Descriptive Rating \_\_\_\_\_

**Remarks:** \_\_\_\_\_

- 8.60 - 10.00 - Outstanding
- 6.60 - 8.55 - Very Satisfactory
- 4.60 - 6.59 - Satisfactory
- 2.60 - 4.59 - Unsatisfactory
- 2.59 - & below - Poor

Conforme by Ratee           Teacher / Master Teacher  
Rated by and conformed with School Administrator  
  District Supervisor  
  Division Supervisor (Area Consultant)

Recommending Approval

Approved                           Asst. School Division Superintendent  
  Schools Division Superintendent