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ADOPTION OF THE PHILIPPINE PROFESSIONAL STANDARDS FOR SUPERVISORS: BASIS FOR INDICATORS IN THE IPCRF OF SCHOOL LEADERS

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ABSTRACT

The purpose of this study was to determine the extent of adoption of the Philippine Professional Standards for Supervisors as the basis for the IPCRF of school leaders. The researcher employed the non-experimental descriptive survey research design in investigating the research problem. Results showed that majority of the supervisors are in career stage 3, then followed by career stage 2, then career stage 4 and career stage 1 respectively. This simply means that majority of the supervisors consistently exhibit in depth knowledge and remarkable skills in performing their leadership skills and supervisory functions. However, collectively, the data also revealed that many supervisors are still in stage 2 as they independently display the required knowledge and skills in performing their leadership and supervisory functions. With the deduced conclusions, the researcher recommended that a Learning and Development program for supervisor should be developed to address their supervisory needs so that they can move to the next career stage in their professional development. However, collectively, the data also revealed that many supervisors are still in stage 2 as they independently display the required knowledge and skills in performing their leadership and supervisory functions.

KEYWORDS: *Extent of adoption, Supervisors, Philippine Professional Standards for Supervisors, IPCRF, school leaders*

INTRODUCTION

Traditionally, those who supervise principals, typically central office man-agers within a school district - have focused on ensuring that school principals comply with local policies and state regulations. That compliance role is chang-ing as recent research suggests that principal supervisors can positively affect student results by helping principals grow as instructional leader (Alsbury and Whitaker, 2020).

The new supervisor standards note that, with the right training and sup-port, supervisors can assess and evaluate principals' current leadership practic-es and identify professional learning opportunities likely to improve the quality of teaching, learning and student achievement. They also can ensure that the principals' work and vision aligns with district goals, and that the central office effectively supports school leaders, schools and student success (Anderson et.al., 2020).

Fundamental to the changed priorities offered by the PPSS is the need to shift from the predominantly mass training models used to support curriculum change to systems that include targeted programs that enable schools, teachers, school leaders and supervisors to address their unique needs (Brown, 2020).

In consonance with RA 10533 otherwise known as the Enhanced Basic Education Act of 2013 and in support to supervisors in the division in perfor-mance of their roles and mandates, this Office directs the chief education su-pervisors, education program supervisors, and district supervisors to ensure the adoption and the implementation of the Philippine Professional Standards for Supervisors (PPSS) (Clegg and Bradley, 2023).

The PPSS shall provide guidance to supervisors as regards continuing professional development and advancement based on the principles of career-long learning and to reflect on and assess their own practice as they aspire for and pursue professional development (Gough et.al., 2022).

PPSS will help to set out clear expectations of supervisors along well-defined career stages of professional development from beginning to exemplary practice, engage supervisors to actively embrace a continuing effort to attain high levels of proficiency; and Provide support for professional learning and de-velopment, help identify development needs and facilitate uniform assessment of performance are the objectives of the PPSS (Harmondsworth, 2021).

In the Division of Davao del Sur, particularly in Elementary School in MABAMA Cluster, supervisors in this cluster manifest a high performance in Philippine Professional Standards for Supervisors which lead them to outstand-ing performance in their Individual Performance Commitment and Review Form (IPCRF). The researcher, would like to

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determine the Philippine Professional Standards for Supervisors of the respondents as a basis for indicators in the IP-CRF of school leaders.

LITERATURE REVIEW

While an early childhood curriculum provides the foundation for support-ing children's learning and development, school leaders and education staff who has the understanding how to use it responsively, intentionally, and with fidelity must effectively implement it (Beane, 2021).

The curriculum influences every aspect of an educational institution, starting from program creation to validation, delivery, resource allocation, and publication. Having an efficient Curriculum Management (CM) is essential for higher education institutions to provide a great experience to learners (Boyd et.al., 2022).

Another aspect of a successful curriculum implementation is establishing lines of support for teachers. To invest their time, school leaders need to feel confident that they will have the necessary resources both in the short and long-term as they implement the curriculum. It is essential for them to have plans for initial training and onboarding as well as ongoing support throughout (Dowden, 2021).

Managing curriculum has its own set of challenges and opportunities, from planning and reviewing to collaborating and communicating. Keeping up with changes in education standards, adapting to new teaching methods, and ensuring that the curriculum stays relevant are some of the challenges that the higher education institutions often face. A curriculum management software can help assist in tracking changes in educational requirements, thus, making it easier to update the curriculum accordingly. It can also provide tools for collabo-ration among educators during their reviewing process (Gatto, 2023)

To create a successful curriculum for an institution with multiple depart-ments, it's essential for the school leaders to ensure that everyone is on the same page in the institution. An integrated curriculum management solution can eliminate the need to re-enter data into multiple systems manually, and at the same time, also ensures the data is always up to date. Curriculum man-agement is not a one-time investment as it involves having the school leader regularly checking what's working well and what could be improved, then en-hancing the educational program (Hipkins, 2022).

Absenteeism is a cross-cutting issue and cannot be solved by any one person, department or agency. The institution can create systems and cross-departmental and infrastructure support for attendance, and hold stakeholders, students, families, educators, agencies and community partners, responsible for helping to reduce chronic absence of learners (King, 2021).

For the 2020-2021 school year, shared accountability should allow for the regular collection, monitoring and distribution of attendance metrics in school, even if formal accountability for chronic absence has been suspended. Schools will need to enhance their internal and external support systems to meet the ac-ademic, social-emotional and the physical and mental health

Teaching and learning are multi-faceted phenomena. Books written for beginning teachers, that teaches new techniques that can help to narrow the thinking and trivialize the complexities. The literature on teaching and learning is divers, one of the finest features. It helps to shape and broaden the teachers' thinking, disciplines, topics, and categories (Hargreaves, 2024).

The learning-teaching synergy happens when teachers are thinking, ob-serving, and focusing in all sorts of ways on learning. When they are constantly asking, "What's going to help students learn this?" This makes them focus on learning and attempts to understand how it's happening, for the students drives decision-making about teaching. It is what determines whether the teacher will have the students work in groups, whether the students would need to write or speak answers, whether their understanding of a concept should be tested, and so on (Harris et.al., 2021).

In order to realize the vision of transforming schools into a center of ex-cellence for student learning, it is critical that school leaders take personal re-sponsibility for renewing and updating their skills and knowledge throughout their working lives, as it is they who will lead and is the center of this movement. Personal development is a lifelong process of nurturing, shaping and improving an individual's skills and knowledge in order to ensure maximum effectiveness in the school work sphere and developing a positive self-concept. It does not necessarily imply a promotion but instead it enables the school leaders to im-prove their performance in leading their schools (Newmann et.al., 2021).

The criticality of developing the self has been highlighted as one of the six key areas in the National Programme Design and Curriculum Framework, published by the National University of Educational Planning and Administra-tion (NUEPA) in 2014. This is viewed as important for bringing about school transformation and the professional growth of school leaders in the Philippines. This calls for convergence between the goals of self-development and institu-tional development for each school leader (Anderson et.al., 2020).
People are inclined enough to develop themselves, delivering results as part of leadership development, but not giving equal importance on developing others except a few people who have a genuine interest in others. This

scenario is not intentional, but due to lack of awareness and misconceptions of develop-ment of most school leaders (Bob, 2020),

Statement of the Problem

This study aimed to determine the extent of adoption of the Philippine Professional Standards for Supervisors as the basis for the IPCRF of school leaders. Specifically, it answered the following sub problems:

1. What is the extent of adoption of the PPSS in terms of the following domains:
1.1 Supporting Curriculum Management and Implementation
1.2 Strengthening Shared Accountability
1.3 Teaching and Learning
1.4 Developing Self and Others
2. Base on the findings drawn out from the study, what Individual Perfor-mance Commitment and Review Form (IPCRF) assessment tool could be pro-posed and designed?

METHODOLOGY

Research Design

This study employed the non-experimental descriptive survey research design in investigating the research problem. It was descriptive because the data were presented in quantitative descriptions on the "Adoption of the Philippine Profes-sional Standards for Supervisors: Basis for Indicators in the IPCRF of School Leaders. According to Good (2005), this method of research shows merely de-scription of tasks presenting the conditions regarding the nature of the group of persons or class of events that involved procedure of analysis, classification, and measurement. It involved varied information regarding the current or pre-sent condition (Deauna, 2005).

Research Respondents

This study would be conducted in the elementary schools in MABAMA Cluster. The respondents in this study were the supervisors in the elementary schools of the research locale. The respondents would answer the checklist based on the indicators in the researcher made questionnaire. This study made use of the universal sampling procedure considering the small number of respondents in the research locale.

Research Instruments

This study would utilize the researcher developed questionnaire which items and indicators are focused on the Professional Standards for Supervisors. The respondents would give their responses on the items in the checklist. Since the tool used was standardized there was no need for the checklist to undergo pilot testing in to measure its validity and reliability.

Data Analysis

The following statistical tools would be used in the analysis and interpretation the responses in this study.
Mean would be used to describe the level of adoption of the Philippine Professional Standards for Supervisors by the Education Program Supervisors and Public Schools District Supervisors

RESULTS AND DISCUSSION

This study employed the non-experimental descriptive survey research design in investigating the research problem. It was descriptive because the da-ta were presented in quantitative descriptions on the "Adoption of the Philippine Professional Standards for Supervisors: Basis for Indicators in the IPCRF of School Leaders. According to Good (2005), this method of research shows merely description of tasks presenting the conditions regarding the nature of the group of persons or class of events that involved procedure of analysis, classifi-cation, and measurement. It involved varied information regarding the current or present condition (Deauna, 2005).

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Recommendations

In the light of the findings of the study it was recommended that a Learn-ing and Development program for supervisor should be developed to address their supervisory needs so that they could move to the next career stage in their professional development.

The Schools Division Office should have initiated in the development of a management and supervisory course focusing on the domains where the su-pervisors got low. The learning and development program should be drafted

ac-cording to the standards of the National Educators Academy of the Philippines where the program should be run by accredited NEAP facilitators and should undergo the levels of evaluation.

The Supervisors should also make themselves available to the learning and development that is designed for them in order that they would develop per-sonally and professionally as they continued their journey in the Department of Education.

For future researchers, it was recommended that a similar study on the assessment of supervisors needs based on the PPSS would be conducted fo-cusing on other variables of their job functions.

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