School and Teacher Performance in the Elementary Public School in the Division of Rizal

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Abstract:
This study aimed to determine the performance of school and teachers in Public Elementary School in Division of Rizal. Specifically it sought to assess the various aspect of performance indicators for teacher performance rating. Philippine Professional Standard for Teachers (PPST). The performance indicators for school rating. Academic Achievement Test and School Based Management (SMB). The researcher utilized the descriptive correlation methods using questioner to gather adequate and relevant data for analysis and interpretation. The study was conducted in the Public Elementary School in Division of Rizal with 20 schools as the respondent. To determine the result of the study the researcher used the descriptive statistics analysis. The respondents strongly agree that the School and Teachers performance in Public Elementary School in Division of Rizal is significant. A plan of action was propose to enhance the develop of performance in Public Elementary School in Division of Rizal. A quantitative studies of school have generally supported the notion that the problems between the performance of the school in the teachers in the Elementary in the Division of Rizal. The current study explores the link between the school and the teachers performance by applying multilevel modelling to the National Assessment of Education Progress in Elementary. The study finds that the effects of school performance to tne performance of the teachers contribute as much to student learning as the students themselves.

I. INTRODUCTION

The performance of school and teachers are highly significant in all educational programs. It is greatly influential in providing quality instruction and effectiveness to the teaching learning process. Many people emphasize the importance of good teachers. Many factors contribute to a school academic performance, including services, facilities and even the leadership. Despite common perceptions, effective teachers cannot reliably be identified based on where they went to school. The best way to assess teachers' effectiveness is to look at their on-the-job performance, based in part on evidence about their school where they taught.(by Kata Mihaly) The modernization of teacher evaluation system, an increasingly common component of school reform efforts, promises to reveal new, systematic information about the performance of individual classroom teachers.(by: Eric S. Taylor and John H. Tyler 2009 Can Teacher Evaluation Improve Teaching) With this the researcher wants to conduct a study entitled "School and Teacher Performance in the Elementary Public School in Division of Rizal. The result of the study will be useful in asserting the performance of school and teachers and plan to action to enhance and develop the Performance of School and Teachers in the said division. Assessment for improvement requires the inclusion of actors such as teachers in the process of school development and improvement .As a result, for instance, it is pertinent to include training for evaluation in initial teacher education alongside the development of school and teachers performance. School-Based Management (SBM) is an organizational strategy to improve education by decision-making authority from state and district offices to individual schools. SBM provides greater control over the education process by giving them responsibility. The budget, personnel, and the

curriculum. Through the involvement of teachers, parents, and members in these key decisions, SBM can create more effective learning environments for school. 2007). The underlying principles of the said program is that the people directly involved and affected by school and teacher. operations are the best persons to plan, manage and improve the school (Bernaldez, M 2011). Related to public relation to strengthen the stakeholder's participation in the school programs and projects. The said program was being implemented in several developing countries all over the world. In Australia, program was being implemented in early 1960s and 1970s in various states. Some schools experimented with more open and participatory relationships with parents and school communities, with the creation of school councils. There was also some talk of more autonomy for school principals in running their schools. It was with the help of Australian government that SBM was introduced through the BEAM progam. School-Based Management (SBM) has five dimensions such as: Dimension 1-School Leadership, Dimension 2 Stakeholders (Internal and External), Dimension 3-School Improvement Plan, Dimension 4- School Management of Resources, Dimension 5 – School Performance Accountability (Manual on School Governing Council, 2012). In the Philippines, some issues besetting the school system, especially the public school include high drop-out rate, quality educational service, high repetition rate, and limited holding capacity of the schools. Over the past decades many initiatives and reform efforts have been implemented to address these problems. One key response of the national government is the adoption and implementation of School-Based Management (SBM) anchored on the decentralization trend of the 70's. SBM was officially implemented as a governance framework of DepEd with the passage of R.A. 9155 in 2001 as legal cover. Third Elementary Education Program (TEED),

Secondary Education Development and Improvement Project (SEDIP) and Basic Education Assistance for Mindanao (BEAM) - three pilot projects implemented by DepED- support the SBM as a viable structure reform intervention used to improve the quality of education in the public school so as to produce functionally literate Filipinos. The Division of Cotabato City in Deped Region XII implemented the School-Based Management in 2008 with DepEd Order 64, s. 2008 the Allocation for FY 2007 Budget and DepEd Order No. 55, s. 2008 also known as Guidelines on School-Based Management (SBM) Grant, a key component of Basic Education Sector Reform Agenda or BESRA. Several seminars, trainings and orientations were conducted to provide the school heads both elementary and secondary necessary knowledge and skills to implement the School-Based Management in their respective schools. In spite of the implementation of School-Based Management in the said division where individual schools are now decentralized and school leaders together with stakeholders are given full authority and power to run the school, still many school issues have not been facilitated. These issues are the poor access to education, grade repetition of students, and low achievement rate based on the data base of the division. Insufficient number of classrooms is also one of the identified issues which still the Department of Education consider a problem despite the SBM implementation. In fact PSA Fact Sheet dated June 9, 2014, reported that the classroom- pupil ratio in the said division is 1:65 and there is a need of about 205 classrooms. The large class size, lack of materials, and parental follow-up were also identified as problems. The study aimed to assess the implementation of School-Based Management in terms of school operations and performance in the Division of Cotabato City. Specifically, the study seeks to answer the following questions:

1. What is the school profile in terms of: a) number of years in operation, b) number of teachers, c) number of students, d) accreditation, e) level of school accreditation, and f) number of staffs Strategic Staffing? How Performance Pressures Affect the Distribution of Teachers within Schools and Resulting Student Achievement Jason A. Grissom Vanderbilt University Demetra Kalogrides Susanna Loeb Stanford University

II. REVIEW OF LITERATURE

School Performance Evaluation
Strategies for Improving School Performance By: William L. Johnson, Ed.D.; Annabel M. Johnson, Ph.D.; Jared W. Johnson, B.S. The rapid development of the United States from raw wilderness and frontier to the leading nation of the world is in itself a marvel. The vast expansion of its population was made possible by the immigration of literally millions of peasants. At first glance, these traditional peasants, largely illiterate, would hardly seem to be the material from which to build a sophisticated society. The chief structural element which made possible this rapid development was the American public school system. In fact, the creed of the early 20th century was the democratic faith in the instrument of the American common school (public school) inherited from Mann (the model of free and compulsory education directly imported from Prussia) and Jefferson but now applied to the problems of training the urban and rural citizenry for jobs, as well as for acculturating the masses of immigrants. Schools were not only an expression of the American philosophy; they were the most effective agent in its formulation and dissemination. Consequently, our educational system took the children of the immigrants, along with the children of the backwoods, and made them rapidly, often in only a generation, into fully American citizens and participants in an industrial society. This success story made possible rapid upward mobility and created our present middle-class society. For all the years of state TAKS and STAAR testing, my students maintained passing rates at very high levels. In this presentation, I want to share several of these strategies that I have used with my classes. I will first examine school culture and a model to build productive school cultures. The principal's planning, development, and assessment activities begin by identifying the school's priority needs. These are usually the school's performance levels (typically test scores) and the school's culture (evidenced by the three levels of culture): the physical and social surface environment which can be easily discerned (artifacts); espoused values and beliefs which are conscious strategies, goals, and; and traditions, ceremonies, and underlying values that reinforce the school's values but exist at a largely unconscious level. Schools that have dysfunctional cultures and poor test scores likely suffer from systemic problems representing a failure at the top levels of school management. The clear goal is to establish priorities (plans) for improvement using the school work culture model. Educators realize that there are always problems inherent in planning.. If the school has a dropout problem, the appropriate team might research the problem and find, as many studies have found, that the best predictor of student dropouts is attendance. For more than two decades, many Texas school districts have relied on the effective schools research as the framework for managing and improving their schools. It was the late Ronald Edmonds' (1979) description of the first-generation correlates of effective schools that launched the effective schools movement in the United States. The effective schools movement has been a major force in American education, and it continues to exert enormous educational influence today. many districts expanding the first generation correlates to include the second-generation correlates. Following is a summary of both the first- and second-generation correlates. Following is a summary of both the first- and 13 second-generation correlates of effective schools (Edmonds, 1979; Johnson, Johnson, Hunt & Gilliam, 2002). Shared Vision and Purpose ting. Positive Home-School Relations – In the first-generation correlates, parents were reluctantly brought into the school to help the school achieve its mission. In the second-generation correlates, there will be a genuine effort to establish an authentic partnership between the home and the school. Team building, trust, and communication are critical in establishing authentic partnerships. Teachers are being asked to greet their students at their classrooms each period and stay in touch with the students' parents, especially the parents of students who are failing. In many successful schools, teachers turn in their parent communication logs at the end of each six weeks or semester. These logs are used as a part of their evaluations. Districts should begin the school process by conducting surveys, collecting data, and asking the following questions: what is our /mission; what are our school's goals; who are our customers; what do our customers value; what have been the results of our previous endeavours; and what is our plan for addressing our school-and-student needs. Setting measurable school goals and

devising plans to accomplish those goals will likely be the most positive and the most difficult tasks schools will face. The key is making data-driven decisions. The effective school correlates provide a time-tested comprehensive framework for identifying, categorizing and solving the problems that schools and districts face. The implications of the second-generation correlates are thought provoking. The author, at this time, has seen little of this happening in public school PLCs. Another issue is the definition of school reform. Many posited school reforms include things like getting new textbooks, school construction, changing administrative categories and duties, revising course descriptions, or linking teacher evaluations to test scores. If reform means improvement or transformation, then the "current reform movements" are often really not reform movements. Thus, as noted above, how will PLCs be empowered to do what it is posited they should really do to bring about meaningful school change? School Achievement Patterns The author has observed in exemplary schools that productivity is inextricably linked to four interdependent components: planning, people development, program development, and assessment. These components provide the foundation for more fundamental statements about productive schools in the global age (Snyder, 2005; Snyder 2006). I refer to these components as elements of school work culture. Planning – Principals and teachers together transform common concerns into specific goals. Planning tasks include organizational goals that relate to primary outcomes and visions for the 16 schools (Snyder, Anderson & Johnson, 1992 program development, implementation, and evaluation activities (Chris peels, 1992). School leaders who agree on a common purpose for educational outcomes and work in a cooperative team effort to reach their goals experience higher student achievement than those who do not (Kaplan & Evans, Sr., 1997). To have effective team collaboration, there must be a high degree of confidence, trust, and open communication. Furthermore, teamwork is enriched when team members are treated as equals. This is a consequence of an effective PLC. Productivity Assessment – Assessment guidelines focus on progress, standards, and student growth expectations.

III. SUCCESSFUL SCHOOLS

Are those that are designed to improve student learning by participating in on-going planning and evaluation (Johnson & Johnson, 2012b). This can be handled by the principal's Strategic Planning Committee with the help of an effectively organized PLC. The expansion of the school excellence literature shows that administrators and teachers together must assume responsibility for changing students' achievement patterns. Resources, information, opportunity, involvement, support, y collaboration, planning, development, and 17 assessment are vital materials and forms of power that fuel school productivity. A typical production model might divide the school year into three parts: planning (September/October), staff and program development (November through April), and evaluation (May and June). From the author's research and observations of exemplary schools, it now seems that a school's future success rests on agreement about a school's vision and a systemic model for improving student success. My experience in the public schools has also shown that a concern for others (relationships) and a focus on student success is the one best leadership and management style that will work for the majority

of schools. Built on a systemic relationship model, if needed or desired, one can implement other systemic models like the effective schools systemic model or the school work culture systemic model. Whatever is done, one must remember that all systemic models must focus on promoting norms of collegiality that respect individuality and collaboration among all members of the school community. This collegiality will be evidenced by support, trust, confidence and credibility, openness and candor, interpersonal skills, team building, opportunity, accountability, empowerment, total quality, participative decision making, and an emphasis on high performance goals. Successful school change will require the collaborative support of the entire school community. Furthermore, effectiveness with people is the key to increased efficiency, productivity, and the growth of our schools.

IV. SUMMARY OF PROGRAMS, STRATEGIES AND EOC SCORES

School: Science Specialist (instructional consultant), helps with curriculum, has tutorials, etc. District science staff prepares unit assessments and part of the final examination. Teachers prepare weekly assessments. STEM training sessions for all science teachers. Math-related questions coming more into science EOC testing given low math scores in many districts. The thinking group is interested in what and why; the feeling group is interested in why not and so what. Adapted from "Instructional Strategies for Maximizing Learning," Harvey Silver and Richard Strong. Engage the mind and emotions. Big four: Teach every day in class; greet students at door; put daily lesson plan on the board; contact parents (at least two calls per week). Exocurricular factors like strategies for test taking. Being at the door during class changes has reduced campus referrals by 50%. Teachers summarize ELA/TELPAS scores for students with failing language scores and file a report on each of these students once each six weeks. 24 Also, I

V. TEACHERS' PERFORMANCE EVALUATION

This study explores whether teacher performance trajectory ove time differs by school-poverty settings. Focusing on elementary school mathematics teachers in North Carolina and Florida, we find no systematic relationship between school student poverty rates and teacher performance trajectories. In both high- (≥60% free/reduced- price lunch [FRPL]) and lower-poverty (<60% FRPL) schools, teacher performance improves the fastest in the first 5 years and then flattens out in years 5 to 10. Teacher performance growth resumes between year 10 and 15 in North Carolina but remains flat in Florida. In both school-poverty settings, there is a significant variation in teacher performance trajectories. Among novice and early-career teachers, the fastest-growing teachers (75th percentile) improve by 0.04 standard deviations more in student gain scores annually than slower teachers (25th percentile). In both school settings, novice teachers who started with low effectiveness also grew at a slower rate in the next 5 years than novice teachers with higher initial effectiveness. Our findings suggest that the lack of productivity "return" to experience in high-poverty schools reported in the literature is unlikely to be the result of differential teacher learning in high- and lower-poverty schools. Trends in International Mathematics and Science Study data from 46 countries showed that, although the national level of teacher

quality in the United States was similar to the international average, the opportunity gap in students' access to qualified teachers between students of high and low socioeconomic status (SES) was among the largest in the world. Cross-national analyses revealed that the countries with better teacher quality produced higher mathematics achievement. However, larger opportunity gaps in access to qualified teachers did not predict larger achievement gaps between high-SES and low-SES students cross-nationally. These analyses provide empirical, cross-national evidence of the importance of investing in teacher quality for improving national achievement. National policies and practices related to improving teacher quality appear to be a promising area for future research to identify how other countries have achieved both excellence and equity in student achievement. This paper studies the impacts of teacher pay-for-performance (P4P) reforms adopted with complementary human resource management (HRM) practices on student achievement and workforce flows. Since 2005, dozens of Minnesota school districts in cooperation with teachers' unions implemented P4P as part of the state's Quality Compensation program. Exploiting district variation in participation status and timing, we find evidence that P4P-centered HRM reform raises students' achievement by 0.03 standard deviations. Falsification tests suggest that gains are causal. They appear to be driven especially by productivity increases among less-experienced teache All teachers will become instructional leaders. Districts may also employ curriculum specialists at campuses to help teachers in various departments. In the principal's instructional leadership role, the distinguishing characteristics will be a set of attitudes and beliefs (symbolic aspects of leadership) rather than just a set of skills and behaviours. Some see principal certification changing to a curriculum focus instead of a management /business focus. High Expectations for Students – In the first-generation correlates, all students were expected to master the essential academic skills. In the second generation, the expectations will be broadened significantly to implement additional teaching strategies to ensure that all students achieve academic mastery. It is estimated that a teacher needs ten years and 10,000 hours of teaching experience to become a master teacher. Master teachers know how to move their students to exemplary learning and achievement. Student Time of Task – In the first generation, a large amount of class time was devoted to instruction in essential skills and content mastery. With state testing and federal legislation, 14 teachers will have to spend more time prioritizing curriculum content. As we all know, much teaching today focuses on what will be tested on the end of course tests. Monitoring Student Progress – In the first generation, a variety of assessments were used to improve both student performance and the instructional program. In the second generation, we will see a greater emphasis on curriculum alignment and the use of technology to monitor student progress. We will see a greater use of curriculum-based, criterion-referenced measures of student progress and less use of standardized norm-referenced tests. We will also see the implementation of comprehensive, customizable, and user-friendly systemic curriculum management systems built on the most current research-based practices. As will be noted later in this presentation, the author will illustrate both low-tech and high-tech strategies to monitor student progress and prepare for state EOC testing. Positive Home-School Relations – In the first-generation correlates, parents were reluctantly brought into the

school to help the school achieve its mission. In the second-generation correlates, there will be a genuine effort to establish an authentic partnership between the home and the school. Team building, trust, and communication are critical in establishing authentic partnerships. Teachers are being asked to greet their students at their classrooms each period and stay in touch with the students' parents, especially the parents of students who are failing. In many successful schools, teachers turn in their parent communication logs at the end of each six weeks or semester. These logs are used as a part of their evaluations. Districts should begin the school improvement process by conducting surveys, collecting data, and asking the following questions: what is our vision/mission; what are our school's goals; who are our customers; what do our customers value; what have been the results of our previous endeavors; and what is our plan for addressing our school-and-student needs. Setting measurable school goals and devising plans to accomplish those goals will likely be the most positive and the most difficult tasks schools will face. The key is making data-driven decisions. The effective school correlates provide a time-tested comprehensive framework for identifying, categorizing, and solving the problems school goals and devising plans to accomplish those goals will likely be the most positive and the most difficult tasks schools will face. Generally speaking, poorly performing schools are places where not much learning is going on. The imperative is based on more in-depth knowledge of what is actually required to systemically improve teaching and learning. Professional learning communities (PLCs) properly designed, can accomplish much of what is really required. Ironically, it's interesting to consider this in the context of teacher autonomy. Although teachers may think they have a lot of autonomy, they really don't. After all, the district chooses the curriculum; the principal supplies the budget; and school rules are well established before teachers begin to teach. Consider the structural arrangement and authority of many university academic departments. Most high school departments, in reality, have very little authority. One possible solution is the establishment of properly-functioning public school PLCs. This would include professional development within the PLC. The author, at this time, has seen little of this happening in public school PLCs. Another issue is the definition of school reform. Many posited school reforms include things like getting new textbooks, school construction, changing administrative categories and duties, revising course descriptions, or linking teacher evaluations to test scores. If reform means improvement or transformation, then the "current reform movements" are often really not reform movements. Thus, as noted above, how will PLCs be empowered to do what it is posited they should really do to bring about meaningful school change? School Achievement Patterns The author has observed in exemplary schools that productivity is inextricably linked to four interdependent components: planning, people development, program development, and assessment.

1. For success to take place for all students and for teachers to exhibit their best teaching, the teachers believed that they personally needed to engage in professional learning that would better enable them to provide appropriate instruction to each student. This is one potential belief that guided what they did and answered the sub-question about teacher beliefs that enabled students to succeed. The three teachers believed that for their students to be able to be successful, they had to continuously

learn new teaching strategies through professional development. One teacher when asked what she thought contributed to her students' success said, "When we became Reading First, I got to go to week-long trainings. That really helped make me a more confident teacher. I learned a lot about reading." She further said, "It wasn't until we became Reading First and I got to go to the week long trainings that I got good." The teachers further believed they had to learn about their students' strengths and weaknesses through data analysis to know where each student stood academically; and they had to plan and implement lessons accordingly. A teacher said during the interview, "being able to analyze data and act upon it really fast can help." The teachers also believed that if they provided appropriate instruction, students would be able to succeed.

2. As teachers believed that students had the ability to succeed and that their behaviors enabled students to succeed, they believed that if they engaged in professional learning leading to improved teaching on their part, all students not only could but also would succeed. Thus, they exhibited a number of behaviors which answered the research sub-question regarding behaviors they exhibited that elicited student success. All three teachers engaged in a cycle of professional learning, applying that learning and teaching using that new learning and then reflecting on outcomes, and getting additional learning as needed. Teachers, therefore, engaged in collaboration with other teachers, analyzed students' data, and taught to students' needs that emerged from the data analysis. They also sought out coaching. One teacher, when asked what contributed to her students' success said, "I have always had mentors." Teachers taught and retaught relentlessly until students learned because they believed that students would succeed. They taught to the entire group as well as to small groups of students. One teacher shared that students who do not score well on comprehension tests "get re-teaching . . . They are being pulled three times a week." Another teacher said, "I re-teach when they don't get it." It was clear that teachers identified exactly what it was that students needed and taught to that need.

VI. METHOD

To answer the proposed research question, I would utilize survey and questioner. The random sampling frame would consist of school and teachers in the Elementary Public in the Division of Rizal. For the previous school year 2017 -2018. The 20 schools would be random selected in the Elementary Public School in the Division of Rizal. To begin the study, the 20 schools be asked the permission from each to get the necessary document and also to used the sample questioner and the survey for the selected school and teacherto interview and asked to take the survey and questioner. To assess this 20 Elementary school in Public, Division of Rizal.I can also use a descriptive – survey method this approach is appropriate wherever the object of any class vary among themselves and one is interested in knowing the extent to which conditions obtain among these objects. The word signifies gathering present conditions. A survey is useful proving the value facts and focusing attention on the most important things reported. *Randomized* Posttest-Only Control Group Design. This is a design wherein two groups whose members are randomly selected. One group is exposed to treatment and measurement will be made and the other group has no treatment but measured using the technique used in a

collection of numbers, quantities, facts, or records, used as bases for drawing conclusions or making inferences. Data are what research is searching for and which are subjected to analysis, statistical procedures, and interpretations so that inferences, principles or generalizations are drawn. Data are also reveal unsatisfactory conditions that need to be improved. The application of newly discovered facts and principles to remedy unsatisfactory conditions becomes the basis of human progress and the improvement of human life. Respondents are those 20 schools are requested by researchers to supply data or information about his research problem. The categories of data supplied by respondents are the following, facts, attitude and feelings, judgement, Psychomotor skills, result of test and experiments and all other data gathered from the primary and secondary source of data.

The Questionnaire
A Questionnaire is a list of planned, written questions related to a particular topic, with space for indicating the response to each question, intended for submission to a number of persons to reply; commonly used in normative survey studies and in measurement of attitudes and opinion.

Advantages of the Questionnaire the questionnaire is easy to construct. Distribution is easy and inexpensive. Responses are easy to tabulate. The respondent's replies are free. Confidential information may be given freely. The respondent can fill out the questionnaire at will. The respondents can give more accurate

VII. METHODOLOGY

Our objective is to measure the impact of practice-based performance evaluation on teacher effectiveness. Simply comparing the test performance of the school whose teacher are evaluated in a given year of the school. School would produce misleading results because, among other methodological issues, less experienced teachers are more likely to be evaluated than more-experience teachers. Instead, we compare the achievement of a teacher's students in the years before and after the evaluation year. As a result, we effectively control for any characteristics of the teacher that do not change over time. In addition, we control for determinants of school achievements that may change over time, such as a teacher's experience level, as well as for school performance level, such as prior-year test performance result. long as the timing of a teacher's evaluation is unrelated to any school performance that we have not controlled for in the analysis and individual observations.

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