



Technical Assistance of School Heads and Teachers Performance of Public Elementary School of Taytay District, Division of Rizal

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Abstract:

Technical assistance is deemed necessary to ensure effective programs implementation and eventually achievement of higher or better learning outcomes. It should impact on performance, and most of all, on the general welfare of the people in the organization and of the organization itself. Guiding Principles of Technical Assistance organization is responsible for its each own growth and development. Technical assistance is aligned with the organization's vision and mission and is based on the organization's needs. Learning is a cooperative and a collaborative process. Technical Assistance is any form of professional help, guidance or support for "others" to be more effective in the performance of their functions. Technical Assistance is conducted to help, solve problems, improve performance, get results, and gather data to inform policy formulation (RO). Some crucial Technical Assistance is as for strengthening SBM Implementation in schools which need to be checked for quality assurance. The most important ways in providing technical assistance are through classroom observation, learning action cell (LAC) sessions, and individual coaching. In those three areas where teachers weakness are being strengthened and improve to address the diverse needs of their learners. This article focuses on the concept of technical assistance and the practices associated with the concept. More specifically, the focus is on how those who work in a school on a regular basis might help the school's staff improve student performance and eliminate the achievement gap. School principals exercise significant influence on teacher professional development. We identify four areas where principals have the opportunity to have a substantial impact on teacher learning. These include: the principal as an instructional leader and learner; the creation of a learning environment; direct involvement in the design, delivery and content of professional development; and the assessment of professional development outcomes. The most important responsibility of every educator is to provide the conditions under which people's learning curves go off the chart. Whether one is called a principal, a teacher, a professor, a foundation official, or a parent, our most vital work is promoting human learning.

Index Terms: **Technical Assistance (TA)** it is any form of professional help, guidance or **support** to be more effective in the performance of their functions. It is an active process with steps to follow; makes use of **tools**, via process consultation, requires specific skills and focuses on achieving set goals.

Technical assistance is non-financial **assistance** provided by local or international specialists. It can take the form of sharing information and expertise, instruction, skills training, transmission of working knowledge, and consulting services and may also involve the transfer of **technical** data.

School head is the top executive in a **school**, and is therefore responsible for supervising and evaluating all **school** staff (teaching and non-teaching) and making sure that all members of the **school** follow the rules.

Teacher is a person who teaches, usually as a job at a school or similar institution.

Performance is completion of a task with application of knowledge, skills and abilities.

Pupil is a person, especially a child at school, who is being taught

Field Technical Assistance Division (FTAD) - Accountability: To coordinate and integrate the provision of **technical assistance (TA)** to schools **divisions** with the purpose of facilitating the delivery of quality basic education and create an enabling environment for School-Based Management (SBM) and "ACCESS" program.

Regional Field Technical Assistance Composite Teams (RFACTs) - monitor the implementation of different programs and projects with corresponding monitoring tool crafted in assessing the implementation of specific program and project

School-Based Management (SBM) - is a strategy to improve education by transferring significant decision-making authority from state and district offices to individual schools.

Basic Education Sector Reform Program Implementation Plan in 2006 (BESRA-PIP) - to adapt existing policies/standards to current conditions that will improve internal efficiency and promote external effectiveness of DepEd

– to fill the gaps in policies or standards in case they are lacking

– to prescribe programs/interventions that must be undertaken to pursue emerging policy directions and is financed by the entire DepEd budget (GAA).

I. INTRODUCTION

The formulation of Rationalization (RAT) Plan by various government agencies was initiated by virtue of Executive Order

No. 366 issued in October 2004. he implementation of RAT Plan has established the formation of eight (8) functional divisions at DepEd Regional Office. One of the functional divisions

instituted is the Field Technical Assistance Division (FTAD). The goal of FTAD is to strengthen the schools divisions in managing the respective schools leading to the achievement of their performance outcomes with the end in view of providing relevant, timely and appropriate technical assistance to schools divisions through the coordination of all the units in the Regional Office. FTAD also provides enabling interventions and strategies to schools divisions to help them achieve their goals and targets. What is Technical Assistance (TA)? It is any form of professional help, guidance or support to be more effective in the performance of their functions. It is an active process with steps to follow; makes use of tools, via process consultation, requires specific skills and focuses on achieving set goals. It is also a journey, reminding the client of their prime responsibility and accountability as well respecting their capability and pace. The old concept of TA is Supervising, Monitoring, Evaluating, Directing and Instructing. However, in the new paradigm it is more on Coaching, Guiding and Empowering. Teaching the subject matter was the focus of the conventional way in monitoring, but now, all the aspects of Education Management, highlighting the Provision of Access, Quality and Relevance as well as the Provision and Improvement of Management Services are given importance. As accentuated in Republic Act 9155 which is the Governance of Basic Education Act of 2001, "The State shall encourage local initiatives for improving the quality of basic education." In this milieu, DepEd Caraga has organized the Regional Field Technical Assistance Composite Teams (RFTACTs), with team leaders and members coming from the cross functional divisions. The RFTACTs monitor the implementation of different programs and projects with corresponding monitoring tool crafted in assessing the implementation of specific program and project. Prior to the field monitoring visits, FTAD formulates a TA Plan stipulating all the activities and strategies to guide all the RFTACT members on their roles and responsibilities during and after the conduct of the monitoring together with the reports to be accomplished. It is expected that RFTACT members should be conversant with the different programs and projects and should go deeper in understanding the situations of the schools divisions, their needs, aspirations, strengths and weaknesses in order to provide appropriate and relevant technical assistance. Correspondingly, an exit conference will be done to inform the Schools Divisions Superintendents on the findings, observations as well as recommendations to improve the schools performance and help them achieve their goals and targets. In a nutshell, TA is provided to solve problems, improve performance and get results. Technical assistance is one of the key professional activities provided by the Regional Office to the Schools Divisions, and by the Division Office to the Schools, geared toward giving them support and guidance in identifying problems and finding the right solutions for a more effective organization. Republic Act No. 9155, or the "Governance of Basic Education Act of 2001", decentralized education governance, and made "the school as the heart of the formal education system" and shifted the focus of education management to School-Based Management (SBM). The Department of Education's Present Initiative, the Basic Sector Reform Agenda (BESRA) has made more specific the roles and responsibilities of the various levels of the Department in support of School-Based Management. It has underscored once more that the different levels of the Department have their major

responsibilities to their respective next level office. This means that the Central Office as its main responsibility; and the Division Office has the schools as its main responsibility in leading, guiding, monitoring & evaluating and in providing technical assistance towards effective SBM in the schools and eventually, towards achieving higher learning outcome. The Basic Education Sector Reform Program Implementation Plan in 2006 (BESRA-PIP) enumerated the modes of technical assistance expected of the Regions and Divisions to their respective clientele. In other words, the Schools Division cannot just claim the accomplishments of the schools within the Schools Division, as its own, without having shown that it has proactively provided technical assistance to schools towards continuous improvement. This is the Schools Division's major responsibility. The same guideline also applies to the Regional Offices towards the Schools Divisions; and the Central Office towards the Regions. Technical assistance is deemed necessary to ensure effective programs implementation and eventually achievement of higher or better learning outcomes. It should impact on performance, and most of all, on the general welfare of the people in the organization and of the organization itself. Technical assistance, in essence, is any form of professional help and guidance or support towards helping "other" to be more effective in the performance of their functions. They can do this either directly by sharing information with them or helping them learn a particular area of "expertise" or indirectly, by referring them to the source of information and competence they need. The "other" referred to here is the client. Technical assistance is a process. It has steps to be followed and tools to make use of. It also requires some specific skills. Technical assistance is a journey with the client towards achieving the latter's set goals for continuous improvement, which is their foremost responsibility and accountability as a field organization (DO/School) of Department of Education. In delivering technical assistance, one should consider and respect the capacity and pace of the client. Technical assistance ensures that the atmosphere or environment encourages the client not only to set their goals but also to determine the process of achieving them. Technical assistance encourages the client to see everything as a learning process. Thus, in this atmosphere, the client can express themselves freely, explore new ideas and even admit and correct mistakes in their pursuit of achieving their goals. The key to effective technical assistance is to help themselves and not on solving problems for them. The primary purpose of providing technical assistance by the School Division is to ensure that School-Based Management is implemented in the schools; as this is mandated by law, the R.A. 9155. Schools Divisions have to ensure that the schools are provided the appropriate, relevant and timely assistance towards continuous improvement, to help them a higher level of SBM practice every time. In a similar manner, the purpose of the Regions in providing Technical Assistance to School Divisions should also ensure that they are also able to support their schools in practicing SBM. Technical Assistance aims that the Regions provide support and guidance to the School Division and the Schools Divisions on their part assist their respective schools for the continuous improvement in leadership management is done, schools as organizations become more self-reliant and self-sustaining with their respective communities. Technical Assistance seeks to facilitate in providing broad-based capacity building opportunities to the school to ensure the effective delivery of services for the

improvement of learning outcomes. Technical Assistance complements in the conduct of monitoring evaluation. It aids in tracking the progress and results, and help address concerns and enhance performance.

II. RESULT

Although the definition of technical assistance often varies, a common feature is the transfer of information and tools from one entity to another in order to address an identified need for change (Wesley & Buysse, 1996). Technical assistance is, in essence, a process for developing creative, cost-effective ways to provide targeted support to an organization, system or individual to: Assess gaps, barriers, and needs and identify potential responses to address these issues; Develop a strategic plan for long-term change; or create an innovative approach to an emerging complex issue. (Blase, 2009) (National Technical Assistance Center, 2000) The process by which individuals, organizations, institutions and societies develop the abilities to perform functions, solve problems, set objectives and achieve them will vary based on the need. Thus, the duration and intensity of technical assistance will fluctuate to meet the actual need. That is, the technical assistance can be short-term to address a specific area or support the development of a particular skill or long-term to support overall systems reform. Technical assistance can provide basic information to provide and promote access to up-to date information and resources, or can provide intensive support to build capacity and achieve systemic change. These categories are not mutually exclusive; managed well; technical assistance will help the organization, system or individual leverage limited resources to reach new objectives effectively.

Delivering Technical Assistance

Technical assistance (TA) is the process of providing targeted support to an organization with a development need or problem. It is commonly referred to as consulting. Technical assistance may be delivered in many different ways, such as one-on-one consultation, small group facilitation, or through a web-based clearinghouse. Technical Assistance is one of the most effective methods for building the capacity of an organization. By including TA in a capacity building project, you make the capacity building much more likely to create change. According to some, 10 percent of what gets learned in training is applied on the job, while 95 percent of what is coached gets applied on the job.² Technical assistance is this coaching. ² Fixson, Dean, Sandra Naom, Karen Blase, Robert Friedman, and Frances Wallace. Implementation Research: A Synthesis of the Literature. Tampa, FL: Louis de la Parte Florida Mental Health Institute, 2005. <http://www.fpg.unc.edu/~nirn/resources/publications/Monograph>.

Core Principles of Technical Assistance

While each TA engagement will vary in duration, topic, form, and structure, it should be shaped using the following principles:

- ▣ Collaborative - Work jointly with the organization's staff to identify underlying needs and goals.
- ▣ Systematic - Use a systematic approach when providing TA.
- ▣ Targeted - Determine what areas of the organization have the greatest need and where TA will have the greatest impact. Target your efforts at those areas.
- ▣ Adaptive - As the TA provider, you must remain adaptive

throughout the engagement. Be flexible according to the needs of the organization. Customized - Respond to the unique needs of each organization by designing and delivering tailored TA engagements. Asset-based - Organizations, like people, can more easily build on strengths than develop brand new competencies. Every organization has its own unique pool of resources and relationships from which it can draw, and TA should help the organization identify, engage, and leverage the assets that exist. Accountable - Create a mutual agreement such as a memorandum of understanding and draft a work plan that outlines specific actions and responsibilities. Results-driven - Identify measures that indicate improvements in management practices or organizational performance and track those measures to prove that the TA had real, measurable results. In the field of youth services, technical assistance (TA) refers to the delivery of program implementation information and skill-building activities to professionals who provide programming to youth. This includes ongoing staff support in individual or group sessions to answer questions and build capacity for effective program delivery. Technical assistance is considered a component of professional development (Lauer, Christopher, Firpo-Triplett, & Buchting, 2014). Typically, TA is provided by program developers or intermediary organizations. According to this theory, adult learning -- particularly in professional development settings such as training and TA -- is most effective when the experience of the learner is integrated into the content and the process is both interactive and paced according to the needs of the individual or group. This practice can be thought of as more of a dialogue rather than a one-way transmission of knowledge from teacher to student.

III. SUMMARY

The TA Coordinator shall collate and study all the needs of the districts/schools and prepare interventions that the Schools Division can undertake to address needs of a number of Schools or districts. TA plans should be approved by the School Division Superintendent before implementation. The TA plan of TA providers must also be approved by the School Heads for appropriate management decision and support. The Field Technical Assistance Division shall collate and study all the needs of the Schools Divisions and prepare interventions that the Region can undertake to address common needs of a number of or all the Schools Divisions. TA plans should be approved by the Schools Division Superintendent of the target Schools Division for appropriate management decision and support. Performance in education is based on the premise that monetary incentives will provide schools with tools to recruit and retain highly effective teachers and help educators focus on the pedagogical and organizational changes required to improve student learning. Performance programs may reward individual teachers, groups of teachers, or schools on the basis of any number of factors, including student test scores, classroom observations, teacher portfolios, or working in hard-to-staff schools or subject areas. Many public school districts, are exploring performance pay as a means to improve administrator and teacher productivity and recruit more qualified teachers. Technical assistance, which involves training in areas that aid schools or districts in program design and implementation, can play a vital role in tackling these issues, especially if the assistance deals not only with necessary topics for quality programs—such as helping a school determine

fair and quality measures of educator performance, developing data systems, and calculating bonus awards—but also integrates tactics to ensure that lessons learned from training are sustained over time and embedded in the organization’s culture and systems. Moreover, these tactics ensure that key lessons for quality program operation are not only understood by school practitioners at the time of delivery, but persist throughout the duration of program implementation. This paper focuses on technical assistance provided to school systems interested in performance pay and how such assistance can facilitate a higher quality of program design and implementation. First and foremost, technical assistance providers are certainly evolving their practices over time. They are primarily pushing to increase practitioner-to-practitioner sharing, advancing online learning opportunities, and targeting classroom teachers more directly, rather than relying so heavily on a train-the-trainer model. Evaluating TA services is important for two reasons. It proves your effectiveness and impact as a TA provider, and it helps you improve your skills and services. Evaluation can be done in many ways. You can do a verbal “check-in” on-site immediately following the TA session. As the field of evidence-based practice grows, the need for evidence to support best practices in professional training and technical assistance grows along with it. “People don’t care how much you know, until they know how much you care”. – John Hanley

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Additional Resources

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