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DepED O R D E R  
No. **32**, s. 2009

**NATIONAL ADOPTION AND IMPLEMENTATION OF NCBTS-TSNA AND IPPD FOR TEACHERS, AND INTEGRATION OF ITS SYSTEM OPERATIONS IN THE OVERALL PROGRAM FOR CONTINUING TEACHER CAPACITY BUILDING**

To: Bureau Directors  
Regional Directors  
Schools Division/City Superintendents  
Heads, Public Elementary and Secondary Schools  
All Others Concerned

1. Pursuant to the Implementing Rules and Regulations of Republic Act No. 9155 and the operationalization of KRT2 of the Basic Education Sector Reform Agenda (BESRA), the adoption of NCBTS-TSNA and IPPD is hereby directed for all teachers.
2. The National Competency-Based Teacher Standards (NCBTS) defines the desired practice of effective teaching. The NCBTS sets performance indicators classified in appropriate domains and strands that guide teacher professional development. Hence, processes and tools are continuously developed to support the teachers' enhancement of their competencies and professional development.
3. The NCBTS-Teacher's Strengths and Training Needs Assessment (TSNA) Tool is a self-assessment tool that enables teachers to identify their professional strengths and development needs. It is a formative process that encourages teachers in taking personal responsibility of their own growth and professional advancement with the goal of promoting student learning.
4. Results of the individual TSNA shall be utilized in the formulation of the teacher's Individual Plan for Professional Development (IPPD). The TSNA school level consolidated results shall inform the development of the School Improvement Plan (SIP) priorities for staff development, while the division consolidated results shall inform the division priorities for the continuing professional development of teachers.
5. The IPPD is a tool that serves as a guide for teachers' continuous learning and development within a calendar year. It is structured in a way that every professional teacher regularly and individually prepares, implements, monitors and updates the plan. Developing a structured IPPD allows the teachers to practice individual accountability for professional growth and shared responsibility for the entire organization's development. The IPPD shows each teacher's priority needs that may be considered for the school-based capacity building activities, like mentoring, coaching, LAC sessions and training, among others.
6. The Regional Offices shall be supported by their training and development personnel to organize and orient all the divisions within their jurisdiction for the TSNA and IPPD. In addition, it shall take charge of the monitoring and evaluation of division level implementation. The Division Office shall have the same functions and responsibilities in the school districts and secondary schools.

7. All concerned shall integrate the administration of the NCBTS-TSNA and preparation of IPPD, in their overall program for the continuing capacity building of teachers and shall follow the pertinent provisions relevant to the implementation and monitoring of the NCBTS-TSNA and IPPD system.

8. Immediate dissemination of and compliance with this Order is directed.



**JESLI A. LAPUS**  
Secretary

Reference:

None

Allotment: 1- -(D.O. 50-97)

To be indicated in the Perpetual Index  
under the following subjects:

PROGRAMS  
TEACHERS

R-Maricar-DM-NCBTS-TSNA  
03-24-09/03-27-09  
Computer used: madel