

PERFORMANCE OF THE ELEMENTARY SPECIAL EDUCATION (SPED) TEACHERS OF SELECTED PUBLIC SCHOOLS OF THE SCHOOLS DIVISION OF PASAY CITY: BASIS FOR A TEACHER EDUCATION TRAINING DEVELOPMENT PLAN

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Abstract - This study evaluates the performance of SPED teachers in selected public elementary schools in Pasay City to develop a comprehensive teacher education training plan. The plan focuses on instructional training, teacher development, curricular development, and organizational development.

Index Terms - SPED Teachers, Teacher Education, Training Development Plan, Instructional Training, Curricular Development, Organizational Development, Special education, Public schools, Pasay city

I. INTRODUCTION

This study evaluates the performance of SPED teachers in selected public elementary schools in Pasay City to develop a comprehensive teacher education training plan. The plan focuses on instructional training, teacher development, curricular development, and organizational development.

Important considerations are needed to determine the SPED education development training plan's mission to which the schools will attend to and check that, at least four (4) choices exist:

- Instructional training development plan: helping those who teach to learn to do it more effectively.
- Teacher development: helping them (teachers) with all aspects not only in instruction, but also their work across their career
- Curricular development: facilitating SPED instructional design integrated learning goals, activities, and assessment in the contexts of course units up to the whole SPED programs, from general education to advanced SPED program
- Organizational development: helping schools to develop as an institutional learning organization in order to enhance institutional effectiveness.

A Special Education Teacher Training Development Plans and Programs can be more than teaching and learning; and can be best expressed both in its goals and mission; and roles and functions. The roles and functions of the SPED teachers in the educational training development plan process is of such importance that it would be unwise to ignore the mechanisms that form the basis of the different types of assessment and/or judgment. Articulating the levels of evaluation and assessment of the stakeholders provide the framework of this academic undertaking on the different contextual effects of the focus of the study.

Conceptual Framework:

According to Hallahan and Kauffman, the earlier in life a disability is recognized, the better for the child. Predicated from this framework, the researcher uses a systems approach in the transformation of the different research processes this study undertakes.

Using the Input-Process-Output (IPO) Model as shown in Figure 1, which is adopted from Stufflebeam's Content-Input-Product-Process, the Input Phase of the system processes the efficacy on the performance dimensions of the SPED teachers of selected public elementary schools in the Division of Pasay City and their instructional performance as they carry out their roles and functions exhibited in their knowledge of the subject matter, teaching strategies, classroom management, teacher-student relationships, research and community extension. The next stage is the Transformation Process which evaluates the various research processes, from the assessments of the school administrators, SPED teachers, parents and SPED specialists to the conduct of surveys, interviews and observations and documentary analysis including the presentation and interpretation of

the treated data. Finally, the last stage is the Output phase which the researcher hopes to come out with an action plan for A Proposed Special Education

Teacher Training Development Plan that will be offered to further enhance the public elementary schools' program objectives; improve teacher preparation and competencies; effective management of programs; responsiveness of the curriculum; and additional support services they may need, such as counseling, medical assistance or financial support. Drawn from these concepts, the researcher has decided to utilize a research process using an evaluation model, Stufflebeam's Content, Input, Process and Product (CIPP) Model. The research process also uses the independent and dependent variables which are processed in the different stages of the Model. It initially starts in the Input stage which processes the input/content of the study: the dimensions of the special education teachers' performance and the proposed output.

II. METHODS

The study used a descriptive approach with two major respondent groups: 17 school administrators and 45 regular and SPED teachers from five selected public elementary schools. Data were gathered through validated survey questionnaires.

III. RESULTS

1. Both school administrators and teachers rated the implementation of SPED Centers' roles and functions as effective, particularly in instructional training and development.
2. Significant variance was found in the evaluation of performance dimensions by school administrators and teachers.
3. School administrators and teachers both assessed the performance of SPED teachers as very satisfactory.
4. Significant differences were noted in four out of five assessment areas, influenced by factors such as educational qualifications and training.
5. The proposed SPED Education Teacher Training Development Plan model is expected to enhance teacher development and institutional performance.

IV. CONCLUSIONS

1. The roles and functions of SPED teachers are often effectively implemented.
2. There is a significant difference in the evaluation of SPED teachers' roles and functions.
3. SPED teachers perform satisfactorily in their roles.
4. There are significant differences in instructional effectiveness and other areas.
5. The proposed training development model will enhance institutional success.

V. RECOMMENDATIONS

1. Increase research efforts and provide extensive research training.
2. Encourage SPED teachers to pursue professional growth through training and advanced education.
3. School administrators should support teacher professional growth and instructional competencies.
4. Emphasize research in teacher training programs.
5. Implement and adapt the proposed SPED Education Teacher Training Development Plan to meet evolving goals and objectives.

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