

Instructional Differentiated Accountability of Teachers: Implications for Educational Practice

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Abstract: *This action research determined the level of instructional differentiated accountability of teachers. It utilized the non-experimental quantitative research design utilizing the descriptive technique, and included 100 students in Ramon Magsaysay Central Elementary School, Digos City Division, Department of Education, Philippines. This study was conducted during second semester of school year 2016-2017. Results showed the following: overall level of differentiated accountability of teachers is high; high level of classroom culture and environment; high level of instructional tools and materials; high level of lesson planning and delivery; high level of higher order and questioning discourse; average level of student engagement, average level of rigorous tasks and assessment, and high level of differentiated instruction. An advocacy program which will focus on the implications for educational practice may be designed in order to address the concern of the students.*

Keywords: *Instructional Differentiated Accountability of Teachers, Action Research, Philippines*

1. Introduction

The concept of teacher efficacy is a rich topic in the academe that a continuous study on this area has met with numerous innovations all geared toward making teachers develop a good sense of understanding on their instructional differentiated accountability. Despite having fully understood the essence of being a teacher for the public school system, there are teachers who could barely manifest a very satisfactory performance in the field (Strayhorn, 2008).

School heads today is in a state of dilemma as how they can make their teachers work productively and perform job functions religiously since there are still teachers who lack command on their classroom culture environment as manifested by dirty and poorly-decorated classroom. Other teachers fail to create a meaningful classroom instruction as lessons do not reflect the culture and real-life experiences of the students thereby making the instruction irrelevant. These practices detach the students from

developing functional literacy in which they are supposed to master this life skill (Allan and Clarke, 2007).

On the other hand, beside noting the teachers' below average instructional competence, there seem to be a few who do not observe coming and leaving the class on time. This destructs the class schedule and impedes the correct flow of class program which greatly impact teachers' time management and students' mastery of the learning competency (Sprick, 2009).

Today, the problem on teachers' poor performance on their differentiated accountability remains to be one of the concerns the school head wanted to end. The magnitude of its effect to the public school system thwarts the achievement of school goals. It is in the above context that the researcher wishes to dig deeper on the issues presented in order to uplift the level of teacher sense of efficacy and to address the emerging problem associated with instructional differentiated accountability of teachers.

2. Problem Statement

This study aimed to find out the extent of instructional differentiated accountability of teachers in Ramon Magsaysay Central Elementary School. Specifically, the study has the following objectives:

1. What is the level of instructional differentiated accountability of teachers?
2. What advocacy program can be implemented based from the result of the study?

3. Methodology

This study employed the descriptive method to determine the instructional differentiated accountability of teachers. Descriptive method research according to Downie (2000) is a measure of variable with varying level of measurement. In certain case, this employed the descriptive method to determine the instructional differentiated accountability of teachers.

This measures the variable with varying level of measurement. In certain cases, this type of research design gives a scientific picture of the variables under study. This research is appropriate when researcher would like to make an intervention

program based on the data generated from the study to improve the quality and standard of the mentioned indicators in the variables of the study. In this study, the instructional differentiated accountability of teachers was described.

4. Results

Level of Instructional Differentiated Accountability of Teachers in terms of Classroom Culture Environment

The responses of the respondents on their level of instructional differentiated accountability of teachers in terms of classroom culture environment has an overall mean score of 4.89 or high; this indicates that most of the provision relating to classroom culture environment embodied in the item is oftentimes observed.

Level of Instructional Differentiated Accountability of Teachers in term of Instructional Tools and Materials

The responses of the respondents on the level of instructional differentiated accountability of teachers in terms of instructional tools and materials with an overall mean score of 3.79 or high, this indicates that most of the provision relating to instructional tools and materials embodied in the item is oftentimes observed.

Level of Instructional Differentiated Accountability of Teachers in term of Lesson Planning and Delivery

The responses of the respondents on their level of instructional differentiated accountability of teachers in terms of lesson planning and delivery with an overall mean score of 4.02 or high; this indicates that most of the provision relating to lesson planning and delivery embodied in the item is oftentimes observed.

Level of Instructional Differentiated Accountability of Teachers in term of Higher Order Questioning and Discourse

The responses of the respondents on their level of instructional differentiated accountability of teachers in terms of higher order questioning and discourse with an overall mean score of 3.90 or high; this indicates that most of the provision relating to higher order questioning and discourse embodied in the item is oftentimes observed.

Level of Instructional Differentiated Accountability of Teachers in term of Student Engagement

The responses of the respondents on their level of instructional differentiated accountability of teachers in terms of student engagement with an overall mean score of 3.34 or average this indicates that most of the provision relating to student engagement embodied in the item is sometimes observed.

Level of Instructional Differentiated Accountability of Teachers in term of Rigorous Tasks and Assessment

The responses of the respondents on their level of instructional differentiated accountability of teachers in terms of rigorous tasks and assessment with an overall mean score of 3.38 or average; this indicates that most of the provision relating to rigorous tasks and assessment embodied in the item is sometimes observed.

Level of Instructional Differentiated Accountability of Teachers in term of Differentiated Instruction

The responses of the respondents on their level of instructional differentiated accountability of teachers in terms of differentiated instruction with an overall mean score of 4.20 or high; this indicates that most of the provision relating to rigorous tasks and assessment embodied in the item is oftentimes observed.

Overall Level of Instructional Differentiated Accountability of Teachers

The responses of the respondents on their summary on level of instructional differentiated accountability of teachers with an overall mean score of 3.20 or high; this indicates that most of the provision relating to rigorous tasks and assessment embodied in the item is oftentimes observed.

The cited overall mean score was obtained based from the mean score of 4.20 or *high* for *differentiated instruction*; 4.02 or *high* for *lesson planning and delivery*; 3.90 or *high* for *higher order questioning or discourse*; 3.89 or *high* for *classroom culture and environment*; 3.79 or *high* for *instructional tools and materials*; 3.34 or *average* for *student engagement*; 3.28 or *average* for *rigorous tasks and assessment*, and 4.20 or *high* for *differentiated instruction*.

5. Conclusion

The overall level of differentiated accountability of teachers is high. This is obtained from the high level of classroom culture and environment, high level of instructional tools and materials, high level of lesson planning and delivery, high level of higher

order and questioning discourse, average level of student engagement, average level of rigorous tasks and assessment, and high level of differentiated instruction.

6. Recommendation

The following recommendations were drawn based on the results of the study. The study found a high level of instructional differentiated accountability of teachers. The researcher recommends that an advocacy program which will focus on the implications for educational practice may be designed in order to address the concern of the students.

The level of student engagement is average. Based on the results, the researcher recommends that teachers may utilize interactive group activities that will help increase the level of students' engagement.

7. Reference

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