

Global Trends of 21st Century Education: The Practices of Top Performing Public Schools in Region 1

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Abstract – One of the exciting things in Education today is the interest in sharing of best practices developed by successful practitioners with those less successful colleagues. Although practitioners and specialists vary in their concept of a best practice, they each agree that the main objective is to improve the quality of educational services and learning outcomes. The study was conducted to determine the best practices of the performing schools in Region 1 in order to develop a model that will help improve the performances of the public schools. The research made use of the qualitative - quantitative methodology employing descriptive-survey design. Purposive sampling technique was employed in the study. The sources of data were principals of the high performing schools in Region 1 identified by the Department of Education. Results of the study show that school heads of the high performing schools are generally middle adult females who have long experience in leading the schools. To become high performing school, high quality teaching-learning, organizational design, and school leadership were the top priorities of school administrators. High performing schools embraced the idea that all students can succeed. Teachers actively promote positive self-images and high academic expectations for all students. School leaders publicly committed to becoming a standard-based learning community and require all students to demonstrate mastery of learning standards and high levels of readiness to higher education. Technology use across the school is transformative, changing the way that teachers teach and students learn. Students' learning extends beyond the classroom to include real-world tasks or communication with experts outside the school. The high performing schools organized their structures and aligned its people and resources to produce great impact on the organization's functioning and efficiency. School administrators arranged the resources of time, space, and personnel for maximum effect on student learning.

Keywords – high performing schools; best practices

INTRODUCTION

School leaders in developing countries are facing challenges and pressures with the rising expectations for schools and schooling in a century characterized by rapid and constant technological innovation, massive migration and mobility, and increasing economic globalization [1]. As countries struggle to transform their educational systems to prepare all young people with the knowledge and skills needed to function in a rapidly changing world, the roles and expectations for school leaders are changing radically. Educational administrators are no longer expected to be merely good managers but leaders of schools as learning organizations [1].

Schools that succeed despite poverty show a strong focus on the instructional program, a strong planning process focused on improving student achievement, and a culture of collaboration among teaching staff and administration. Some short-term

strategies for moving schools forward quickly include aligning written and taught curricula with standards, aligning local and classroom assessment with curriculum, monitoring student progress, and analyzing student achievement data to identify critical needs. Improvement can be sustained by determining the readiness of the faculty and community to change practices, and developing a common vision, mission, values, and core beliefs for student achievement [2].

It has been the goal of educators to raise the quality of Philippine education. But in spite of huge investments in buildings, equipment's and functioning materials, the quality of education seemed to deteriorate. The innovations and strategies actions learned by the government through the Department of Education to foster quality education were ineffective. As the country is becoming more advanced technologically, the quality of education has worsened.

Educational performance, particularly in poverty area schools, has become a primary issue for state and

national politicians, school districts and communities. This concern has been fuelled by high dropout rates, literacy and math incompetence of graduates, and comparisons with the high scores of students in other countries. Over the decades, various remedies have been tried to improve student performance. These have included more equitable financing formulas, reform of central administrations, decentralized governance, site-based management, parent involvement, and competition through charter schools. Most recently, school reform has been redefined in terms of accountability through test scores and imposing financial consequences for poor performance [3].

One of the exciting things in Education today is the interest in sharing of best practices developed by successful practitioners with those less successful colleagues. Although practitioners and specialists vary in their concept of a best practice, they each agree that the main objective is to improve the quality of educational services and learning outcomes [4].

Best practices are an inherent part of a curriculum that exemplifies the connection and relevance identified in educational research. They interject rigor into the curriculum by developing thinking and problem-solving skills through integration and active learning. Relationships are built through opportunities for communication and teamwork. Best practices are applicable to all grade levels and provide the building blocks for instruction. Best practices motivate, engage and prompt students to learn and achieve. Students who receive a balanced curriculum and possess the knowledge, skills and abilities to transfer and connect ideas and concepts across disciplines will be successful as measured by standardized tests and other indicators of student success. Four best practices for teachers include teaching a balanced curriculum, teaching an integrated curriculum, differentiating instruction to meet individual student needs and providing active learning opportunities for students to internalize learning [5].

Strategic Human Resource practices relate positively to knowledge management capacity, which in turn relate positively to innovation performance. A better level of knowledge management capacity can stimulate creative and innovative thoughts that may eventually lead to better innovation performance [6].

Optimal human resource management practices were composed of staff recruitment and allocation, motivation mechanism, participation, and performance

management, and (ii) organizational performance was composed of staff satisfaction, teaching and research performance, society satisfaction, and financial performance. Further, the result also showed that (i) staff recruitment and allocation have significantly positive impact on staff satisfaction and society satisfaction, and (ii) motivation mechanism has a significantly positive impact on teaching and research performance and financial performance, and (iii) participation has a significantly positive impact on society satisfaction; organizational performance management has significantly a positive impact on staff satisfaction [7]. The two main principles of optimal human resource management practices system design are the employees' involvement and empowerment, the best implementation of optimal human resource management practices mean that the job focus shift from controlling employees to commitment employees. These principles of human resource management practice systems are different from Taylor's control management style [8].

The use of technology has fundamentally changed the pedagogical practices of the classroom. According to International Society for Technology in Education (NETS), teachers nowadays are expected to use their knowledge of subject matter, teaching and learning, and technology to facilitate student learning [9]. The learning gain achieved by the students, including university and high school students, taught with substantial use of interactive-engagement methods was twice as high as that achieved by the traditional course students [10]. Although high-tech per se does not ensure superior student learning, it can be beneficial when it comes to promoting interactive-engagement [11]. Learning is not limited only to what has been performed in classroom. But it may lead to benefiting from technology for development of education for all levels of society. Technology makes the learning environment more attractive and applicable [12].

Leadership competency is always seen as an important factor that propels development. Researchers and policy makers are always interested on the issue of training and development of school administrators and school effectiveness. This is one of the reasons why the Department of Education continuously provide trainings not only to administrators but teachers as well.

School administrators are assigned to develop the teachers knowledge, skills, and disposition. They are expected to establish a culture characterized as a

professional learning community. They must promote program coherence. Lastly, school administrators must provide access to materials, equipments, space and time, and now ideas that comprise a school's technical resources [12].

The need to improve the quality of education provided to the Filipino youths and to offer relevant education for national development has propelled the researcher to conduct a study to determine the best practices of the performing school in order to develop a model for the improvement of low performing schools.

Objectives of the Study

The study was conducted to determine the best practices of the performing schools in Region 1 in order to develop a model that will help improve the performances of the public schools. Specifically, the study determined the practices of the schools along physical facilities and equipment management, instructional resource management, and human resource management. It also determined the priorities of the schools along teaching-learning, organizational design, and school leadership. Finally, the study determined the strategies adopted by the schools along teaching-learning, organizational design, and school leadership.

METHODS

This research made use of a case study. The design was used since the objective of the study was to determine the best practices of the high performing schools, their priorities, and strategies adopted in order to develop a model that will help improve the performances of the public schools.

The sources of data of this study were the public high school principals of the high performing schools in Region 1. Purposive sampling technique was employed in the study. Only the schools that have performed for the past three years were included in the study. Records of high performing schools were requested from the DepEd Regional Office. A total of 11 schools were identified as high performing schools in Region 1 (1 in Laoag City Ilocos Norte and 10 in Urdaneta City, Pangasinan). The ten high performing schools in Urdaneta City were considered in the study.

The main instrument used in gathering the pertinent data in the study was a questionnaire-checklist

prepared by the researchers based on the literatures reviewed. The questionnaire on the practices of the schools along Human resource management, Instructional resource management, and Physical facilities and equipment management was adopted from Marcellano (2015). The part of the questionnaire dealing with the strategies along Teaching-Learning, Organizational Design, and School Leadership was adopted from Global Best Practices, an internationally benchmark self assessment tool for secondary learning.

The researchers have requested permission from the schools divisions' superintendents and the DepEd Regional Director to conduct the study and personally administered the questionnaire among the school heads who served as respondents of the study.

The extent of practices of the schools along human resource management, instructional resource management, and physical facilities and equipment management was determined using average weighted mean. The findings were interpreted Always; Often; Sometimes; Seldom; and Never. The extent at which the performing schools prioritize (a) Teaching-Learning, (b) Organizational Design, and (c) School Leadership was analyzed and interpreted Very High; High; Moderate; Low; and Not a priority. The extent at which the high performing schools implement strategies along (a) Teaching-Learning, (b) Organizational Design, and (c) School Leadership was analyzed and interpreted as Always; Often; Sometimes; Seldom; and Never.

SPSS 15 was employed in the analysis of the data.

RESULTS AND DISCUSSION

A. *Management Practices of the High Performing Schools*

Presented in Table 1 is the extent of resource management practices by the high performing schools along physical plant.

As presented in Table 1, the high performing schools always practice the best practices along physical facilities. This was shown by the overall mean value of 4.56. Performing advance planning for disaster preparation and recovery of facilities was practiced at the highest extent followed by conduct of trend analysis on the facilities needed for the implementation of new

programs such as the K+12 as well as In-House responsibilities are assigned to subordinates for them to take charge of their classroom facilities. Average weighted mean values of 4.70, 4.60, and 4.60 were computed respectively. School physical plant and facilities are very essential to achieving positive outcomes in the teaching – learning process. The school plant and facilities and facilities are the pillars and support of all teaching and learning activities. The site, size, arrangement and other aspects of the classroom, support facilities such as labs, toilets and other equipment can either be welcoming or repulsive to teachers and students alike. This simple fact has been noted to profoundly influence the acts of teaching and learning.

Table 1. Extent of Management Practice of the High Performing Schools Along Physical Plant and Facilities Resources

Practice	AWM	Descriptive Rate
1. Perform advance planning for disaster preparation and recovery of our facilities.	4.70	Always
2. Conduct trend analysis on the facilities needed for the implementation of new programs such as the K+12.	4.60	Always
3. In-House responsibilities are assigned to subordinates for them to take charge of their classroom facilities.	4.60	Always
4. Explore the possibility of public-private partnership to gain support in the development of our school facilities.	4.50	Always
5. Employ knowledge management system in facility development.	4.40	Always
Overall Average Weighted Mean	4.56	Always

Results of the study show that the school administrators are highly aware of the importance of physical plant and facilities in providing quality education among the learners.

Presented in Table 2 is the extent of management practices by the high performing schools along Instructional Resources.

Results of the study show that the high performing schools have always performed best practices along instructional resources. This was shown by the overall mean value of 4.68. Among the different best practices along instructional resources, sending teachers to trainings, workshops to gain knowledge and skills in the use of new technologies and instructional resources was practiced with the highest extent. A mean value of 4.90 was computed, descriptively rated as always practiced. On the other hand, allocating resources to purchase state-of-the art instructional materials and equipment was practiced the least by the schools, having a mean value of 4.50, also rated as always performed.

Table 2. Extent of Management Practice of the High Performing Schools Instructional Resources

Practice	AWM	Descriptive Rate
1. Teachers are sent to trainings, workshops to gain knowledge and skills in the use of new technologies and instructional resources.	4.90	Always
2. Establish technical team to evaluate instructional resources from time to time.	4.70	Always
3. Identify further information needs and monitor the needs of instructional materials in the implementation of the K+12 Program.	4.70	Always
4. Prioritize budget allocation in the purchase on instructional materials according to categories as high priority, relative unimportance or requires no action.	4.60	Always
5. Allocate resources to purchase state-of-the art	4.50	Always

instructional materials and equipment.		
Overall Average Weighted Mean	4.68	Always

Instructional materials are certain resources that do not lend themselves to any special classification but which are nonetheless considered effective aids to the learning process. The use of teaching materials has changed over the years. Learning institutions are now investing for the acquisition of state of the art technologies that make teaching-learning process more effective and efficient.

As presented in Table 3, the schools have always practiced the best practices along human resources. This was shown by the overall mean value of 4.76. Of the different indicators, integrating the use of information technology in collecting, processing, and managing strategic data and information in order to make strategic decisions was practiced at the greatest extent. Average weighted mean value of 4.90 was computed, descriptively rated as always practiced.

Table 3. Extent of Management Practice of the High Performing Schools Along Human Resources

Practice	AWM	Descriptive Rate
1. Integrate the use of information technology in collecting, processing, and managing strategic data and information in order to make strategic decisions.	4.90	Always
2. Identify and promote exceptionally skilled and knowledgeable personnel for leadership and managerial as well as a professional functions of the school's organizations	4.80	Always
3. Keep teachers and personnel up to date and equipped with the cutting-edge knowledge and skills they need to manage, and function effectively and efficiently in this information age.	4.80	Always

4. Ensure the promotion of trust with a promise of future career.	4.70	Always
5. Ensure a sound compensation system that is both equitable and efficient.	4.60	Always
Overall Average Weighted Mean	4.76	Always

Ensuring the promotion of trust with a promise of future career was always practiced by the school heads. A mean value of 4.70 was computed. One of the skills that school heads possess is human skills. Having the ability to work with people, make them cooperate and work as a team is very important in making a learning institution produce quality outputs that are beneficial to the students and all those people working in the institution.

B. Priorities of the High Performing Schools

Table 4. Level of Priorities of the High Performing Schools Along Teaching-Learning

Indicator	AWM	Descriptive Rate
1. Standards-based education;	4.60	Very high
2. Assessment practices;	4.50	Very high
3. Equity;	4.40	Very high
4. Technology integration;	4.40	Very high
5. Learning communities	4.30	Very high
OAWM	4.44	Very high

Results of the study show that teaching-learning was very highly prioritized by the high performing schools. This was shown by the overall mean value of 4.44. Among the different teaching-learning areas, the schools gave highest prioritization on standard-based education followed by assessment practices. Average weighted mean values of 4.60 and 4.50 were computed respectively, descriptively rated as very high priorities (Table 4).

Learning communities was the least priority of the high performing schools. Average weighted mean value of 4.30 was computed, also rated as very highly prioritized.

The school community has embraced the belief that all students can succeed. Teachers actively promote positive self-images and high academic expectations for all students. The teachers have embraced assessment as a critical component of the learning process.

Table 5. Level of Priorities of the High Performing Schools Along Organizational Design

Area	AWM	Descriptive Rate
1. School Culture	4.80	Very high
2. Data systems and applications	4.80	Very high
3. Vision, Mission and Action Plan	4.70	Very high
4. Interventions and support	4.70	Very high
5. Continual improvement	4.70	Very high
OAWM	4.74	Very high

As presented in Table 5, organizational design was a very high priority of the high performing schools. This was shown by the overall mean value of 4.74. School culture and data systems application were the highest priorities of the high performing schools. Average weighted mean values of 4.80 and 4.80 were computed respectively.

School's vision, mission and action plan, interventions and support, and continual improvement were also high priorities of the high performing schools.

Table 6. Level of Priorities of the High Performing Schools Along School Leadership

Area	AWM	Descriptive Rate
1. Teacher recruitment and retention	4.90	Very high
2. Administrative leadership	4.80	Very high
3. Shared leadership	4.70	Very high
4. Moral courage	4.70	Very high
OAWM	4.78	Very high

School leadership was a very high priority of the high performing schools. This was manifested by the overall mean value of 4.78. Among the different aspects

of school leadership, teacher recruitment and retention was the highest priority of the high performing schools. Administrative leadership, shared leadership, and moral courage followed. Effective leadership is required to implement change processes within the school. This leadership takes many forms. Principals often play this role, but so do teachers and other staff, including those in the district office. Effective leaders advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth (Table 6).

Table 7. Extent of Implementation of Strategies along Equity by the High Performing Schools

Strategy	AWM	Descriptive Rate
1. Enrol all students in untracked, heterogeneously grouped classes.	4.70	Always
2. Establish a school-wide system for monitoring student performance and socialization issues.	4.70	Always
3. Create a coherent system of interventions to ensure that struggling students receive the academic and personal support they need.	4.60	Always
4. Regularly communicate with all parents and proactively encouraging their participation in school governance, activities, and programs.	4.60	Always
5. Leverage additional school resources (human, financial, material, instructional, or experiential).	4.40	Always
OAWM	4.60	Always

The high performing schools always implemented strategies that promote equity. Among the different strategies, enrolling all students in untracked, heterogeneously grouped classes and implementing a established a school-wide system for monitoring student performance and socialization issues were the most implemented strategies. Average weighted mean values

of 4.70 and 4.70 were computed respectively, descriptively rated as always implemented. On the other hand, leveraging additional school resources (human, financial, material, instructional, or experiential) was implemented the least. Average weighted mean value of 4.40 was computed, descriptively rated as always implemented. Equal treatment of students regardless of background is very important in the teaching-learning process. This provides equal opportunities for students to grow and develop their skills. On the other hand, constant monitoring of students' achievement will result to better performance. The implementation of equity of the schools made their students perform high (Table 7).

The high performing schools always implemented strategies along standard-based education. This was show by the overall mean value of 4.58. Among the different strategies, developing a communication strategy and related materials that clearly describe the advantages and details of your standards-based system for prospective students and parents was implemented the most. Average weighted mean value of 4.70 was computed, descriptively rated as always implemented (Table 8).

Table 8. Extent of Implementation of Strategies along Standard-based Education by the High Performing Schools

Strategy	AWM	Descriptive Rate
1. Develop a communication strategy and related materials that clearly describe the advantages and details of your standards-based system for prospective students and parents.	4.70	Always
2. Use curriculum mapping to align coursework with national standards to address local needs, regional issues.	4.60	Always
3. Engage the entire faculty in collaboratively creating common rubrics and assessments that promote greater coherence and	4.60	Always

comparability across grade levels and course curricula.		
4. Require teachers to use the same reporting processes and online student-information system to centralize and streamline grading and reporting.	4.50	Always
5. Utilize thematic, interdisciplinary instruction built around long-term investigative projects that require students to apply knowledge and solve complex, real-world problems.	4.50	Always
OAWM	4.58	Always

Use of curriculum mapping to align coursework with national standards to address local needs, regional issues and engaging the entire faculty in collaboratively creating common rubrics and assessments that promote greater coherence and comparability across grade levels and course curricula followed. Average weighted mean values of 4.60 were computed respectively, descriptively rated as always implemented. On the other hand, utilization of thematic, interdisciplinary instruction built around long-term investigative projects that require students to apply knowledge and solve complex, real-world problems and requiring the teachers to use the same reporting processes and online student-information system to centralize and streamline grading and reporting were implemented the least. Average weighted mean values of 4.50 were computed respectively, descriptively rated as always implemented. School-wide curricula and instruction should be aligned with a common learning standard. Teachers should prioritize learning standard in every content area so that the most essential content, skills, and habits of mind are covered in depth. All teachers must use a common scoring guide that provide detailed descriptions of the required learning proficiencies at each development stage and expected level of performance.

C. Strategies Along Assessment

Table 9. Extent of Implementation of Strategies along Assessment by the High Performing Schools

Strategy/Practice	AWM	Descriptive Rate
1. Design assessment instruments and tasks so that all students have the opportunity to demonstrate proficiency.	4.80	Always
2. Create opportunities for individual faculty members and professional learning groups to research proven assessment strategies, share best practices, and integrate them into practice.	4.80	Always
3. Evaluate assessments to prioritize depth over breadth and determine if assessments are designed to show how students have mastered essential knowledge, skills, and habits of mind.	4.60	Always
4. Employ multiple assessment strategies and sources of evidence throughout the school year.	4.50	Always
5. Ensure that formative and summative performance-based assessments utilize open-ended questions and multi-step problem solving that require students to analyze problems, apply knowledge, think critically, and write extensively.	4.50	Always
OAWM	4.64	Always

The high performing schools have always implemented assessment. This was shown by the overall mean value of 4.64. Among the identified best strategies/practices, designing assessment instruments and tasks so that all students have the opportunity to demonstrate proficiency, including English-language learners and students with special needs and creating opportunities for individual faculty members and professional learning groups to research proven assessment strategies, share best practices, and integrate

them into practice were implemented the most. Average weighted mean values of 4.80s were computed respectively, descriptively rated as always implemented. Assessment is important in order for a school to perform high. Teachers and school administrators should embrace assessment as a critical component of the learning process. In terms of assessment, it is very important that equitable assessment practices should be made to ensure that all students have the time, resources, and support they need to demonstrate proficiency. Likewise, teachers must receive trainings in using assessment to identify and respond to student's learning needs (Table 9).

D. Strategies Along Technology Integration

Table 10. Extent of Implementation of Strategies along Technology Integration by the High Performing Schools

Strategy	AWM	Descriptive Rate
1. Require students to maintain portfolios of their work.	4.90	Always
2. Encourage teachers to create and publish online videos, podcasts, slideshows, blogs, and other digital resources that help students contextualize content, apply knowledge, and learn more effectively.	4.40	Always
3. Use video conferencing, chatting, social-networking sites, and other online communication technologies to create virtual-exchange experiences that expose students to experts and peers across the country and around the world.	4.30	Always
4. Post all syllabi, assignments, and course materials online.	4.10	Often
5. Create an online "repository of best practices" to facilitate the sharing of professional literature, effective lessons, instructional materials, and teaching strategies..	4.10	Often

OAWM	4.36	Always
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As reflected in Table 10, the high performing schools have always implemented technology integration. This was manifested by the overall average weighted mean value of 4.36. Among the different strategies, the most implemented strategy was requiring students to maintain portfolios of their work. Average weighted mean value of 4.90 was computed, descriptively rated always implemented. Encouraging teachers to create and publish online videos, podcasts, slideshows, blogs, and other digital resources that help students contextualize content, apply knowledge, and learn more effectively followed.

The use of technology has fundamentally changed the pedagogical practices of the classroom [9]. The integration of technology in education has made the learning environment more attractive to learners.

E. Strategies Along Learning Community

Table 11. Extent of Implementation of Strategies along Learning Community by the High Performing Schools

Strategy	AWM	Descriptive Rate
1. Create time in the schedule for professional learning groups to meet regularly during the school day.	4.70	Always
2. Develop a “shared language” among the faculty for discussing instruction, assessment, and other essential elements of teaching and learning.	4.60	Always
3. Require all teachers to participate in a structured professional learning group that meets at least once a month for two hours or longer.	4.60	Always
4. Create a professional development program that balances graduate courses, external workshops, conferences, and school visits	4.20	Often

with job-embedded professional learning.		
5. Create a centralized repository of research, best-practice literature, rubrics, scoring guides, curriculum maps, and effective lesson plans that can facilitate sharing and ongoing professional learning.	4.20	Often
OAWM	4.46	Always

As reflected in Table 11, the high performing schools have always implemented best strategies along learning communities. This was shown by the overall mean value of 4.46. Among the different strategies, creating time in the schedule for professional learning groups to meet regularly during the school day. Developing a “shared language” among the faculty for discussing instruction, assessment, and other essential elements of teaching and learning, and requiring all teachers to participate in a structured professional learning group that meets at least once a month for two hours or longer followed. Average weighted mean values of 4.70, 4.60 and 4.60 were computed respectively, descriptively rated as always implemented.

Creating a professional development program that balances graduate courses, external workshops, conferences, and school visits with job-embedded professional learning, and creating a centralized repository of research, best-practice literature, rubrics, scoring guides, curriculum maps, and effective lesson plans that can facilitate sharing and ongoing professional learning were often implemented by the high performing schools.

For high performing schools, interdisciplinary collaboration is common. Teachers are knowledgeable about the learning expectations of their colleagues’ content areas and instructional practices used. The school has no, if not, low dropout rates, reduced absenteeism, and fewer behavioral issues. Teachers are not only attending conferences and other local or national opportunities, but they are also submitting proposals to lead presentations or facilitate workshops. High performing schools have productive learning community.

F. Organizational Design Strategies Along Vision, Mission, and Action Plan

Results of the study show that the high performing schools have always implemented global best practices along vision, mission, and action plans. This was shown by the overall mean value of 4.58. Among the best practices, aligning supervision, evaluation, and hiring procedures with the school’s vision, mission, and school improvement plan was implemented the most. Average weighted mean value of 4.90 was computed, descriptively rated as always implemented. On the other hand, establishing trusting relationships with local editors, journalists, and producers, and proactively communicate with the media when either difficult issues or success stories arise was implemented the least. Average weighted mean value of 4.20 was computed, descriptively rated as often implemented (Table 12). In collaboration with staff, students, parents, community members, and policy makers, high performing schools create a bold, student-centered, long-term vision for school improvement at professional growth. The vision and mission statements express a unified value system that promote high expectations, cultivating student aspirations and ambitions, and nurturing the holistic development and wellness of every student.

Table 12. Extent of Implementation of Strategies along Vision, Mission, and Action Plan by the High Performing Schools

Strategy	AWM	Descriptive Rate
1. Align supervision, evaluation, and hiring procedures with the school’s vision, mission, and school improvement plan.	4.90	Always
2. Invite a broad representation of school and community stakeholders to collectively develop a vision and mission that are ambitious but feasible, and based on proven, research-based strategies.	4.60	Always
3. Have school leaders and teachers, in collaboration with a school coach or	4.60	Always

colleagues from other schools.		
4. Utilize online applications to track progress on action-plan objectives and to enhance transparency, accountability, and communication among staff members involved in implementing the action plan.	4.60	Always
5. Establish trusting relationships with local editors, journalists, and producers, and proactively communicate with the media when either difficult issues or success stories arise.	4.20	Often
OAWM	4.58	Always

The action plan and all relevant documents are publicly available online, and school and community stakeholders are familiar with its major goals and strategies. This is in response to the transparency policy of the government.

With these, students of high performing schools demonstrate high achievements regardless of their gender, cultural background, socioeconomic status, or special needs. The community embraces the school’s mission, values, and action plan. Community leaders and political leaders extend supports to the development of the school in general

G. Organizational Design Strategies Along School Culture

Table 13. Extent of Implementation of Strategies along School Culture by the High Performing Schools

Strategy	AWM	Descriptive Rate
Encourage students to assume leadership roles and help promote a positive school culture.	4.90	Always
Ensure that all teachers intentionally model positive behaviors and actively promote positive student self	4.80	Always

images of academic ability, future aspirations, and personal potential in the classroom.		
Make special efforts to reach out to and involve historically disengaged parents in school activities.	4.70	Always
Use agendas, protocols, norms, and other strategies to ensure that staff meetings are well organized, efficiently run, and focused on improving instructional quality, collegial relationships, and the student experience - not just administrative issues.	4.60	Always
Hold open community forums in which school leaders candidly discuss school matters, and in which participants—students, parents, community members—are encouraged to speak up and raise concerns.	4.50	Always
OAWM	4.70	Always

The high performing schools have always implemented global best practices along school culture. This was shown by the overall mean value of 4.70. Among the best practices, encouraging students to assume leadership roles and help promote a positive school culture was implemented the most followed by ensuring that all teachers intentionally model positive behaviors and actively promote positive student self images of academic ability, future aspirations, and personal potential in the classroom (Table 13).

School leaders and teachers of high performing schools encourage innovation, risk-taking, and professionalism in the classroom. Effective teaching is being ensured wherein teachers feel individually and collectively responsible for the academic success, personal growth and well-being of every student. In like manner, students feel a sense of pride in their school and ownership over their learning.

H. Organizational Design Strategies Along Intervention and Support

Table 14. Extent of Implementation of Strategies along Intervention and Support by the High Performing Schools

Strategy	AWM	Descriptive Rate
1. Ensure that academic-support and extended-learning options are highly inclusive, offered to all students, integrated into all courses, and available to both low-performing and high-performing students, including independent studies and honors challenges.	4.90	Always
2. Provide all teachers with professional development focused on classroom-embedded support, personalized learning, and academic acceleration.	4.80	Always
3. Use “early warning” strategies such as formative assessment, student-led conferences, and advisories to help identify academically struggling and at-risk students before they fall too far behind or drop out.	4.70	Always
4. Have skilled support staff—literacy coaches, special education teachers, guidance counselors, technology specialists—work closely with teachers to coordinate and enhance the quality of student interventions.	4.70	Always
5. Develop a comprehensive intervention system that utilizes a variety of integrated, mutually reinforcing support strategies.	4.30	Always
OAWM	4.68	Always

As presented in Table 14, the high performing schools have always implemented the global best practices along intervention and support. This was shown by the overall mean value of 4.68. Among the different best practices, ensuring that academic-support and

extended-learning options are highly inclusive, offered to all students, integrated into all courses, and available to both low-performing and high-performing students, including independent studies and honors challenges was implemented the most. Average weighted mean value of 4.90 was computed, descriptively rated as always implemented.

On the other hand, developing a comprehensive intervention system that utilizes a variety of integrated, mutually reinforcing support strategies was implemented the least. Average weighted mean value of 4.30 was computed, also descriptively rated as always implemented.

All teachers in high performing schools take the professional responsibility for student outcomes, including failures and low aspirations. The school's accountability and support system will ensure that all students will receive the personalized interventions and instructional time they need to achieve high learning standards. Academic support is focused on acceleration and not traditional remediation. Strategies are regularly evaluated to determine if student outcomes are improving. These will ensure that all students, both high performing and low performing, are engaged in some form of individualized academic acceleration, which will reduce the negative self-images and stigma typically associated with support options.

1. Organizational Design Strategies Along Time and Space

Table 15. Extent of Implementation of Strategies along Time and Space by the High Performing Schools

Strategy	AWM	Descriptive Rate
1. Prioritize all structural improvements, equipment purchases, and staffing decisions to ensure that student learning needs are met first.	4.90	Always
2. Restructure teacher schedules and workloads to increase the amount of time teachers devote to their work.	4.40	Always

3. Involve students in planning the use of existing school facilities and any proposed expansions, including projects to develop environmentally sustainable practices and test the facility for environmental contamination.	4.40	Always
4. Conduct a "time audit" to identify trends and patterns in how instructional time is being used in every course.	4.30	Always
5. Publish a master schedule online so every member of the community can access information about all school and community events for the year.	3.90	Often
OAWWM	4.38	Always

As presented in Table 15, the high performing schools have always implemented the global best practices along time and space. This was shown by the overall mean value of 4.38. Among the different practices, prioritize all structural improvements, equipment purchases, and staffing decisions to ensure that student learning needs are met first was implemented the most. Average weighted mean value of 4.90 was computed, descriptively rated as always implemented.

On the other hand, publishing a master schedule online so every member of the community can access information about all school and community events for the year was implemented the least. Average weighted mean value of 3.90 was computed, descriptively rated as often implemented.

For schools to perform high, all teachers should ensure that the lessons and pedagogy are being refined to make efficient and effective use of instructional time. Learning time is varied, enabling students to master skills and gain knowledge based on their unique learning needs rather than an inflexible learning schedule. Schools must redesign their facilities and space to ensure that they are conducive to learning. Administrators must identify needed improvements and upgrades. The school must make concerted efforts to become a learning center for the community. School administrators must take steps to create flexible, multi-purpose learning spaces that can be

used in a variety of innovative and non-traditional ways both by the students and the teachers.

J. Organizational Design Strategies Along Continual Improvement

Results of the study show that the high performing schools have always implemented global best practices along continual improvement. This was shown by the overall mean value of 4.52. Providing teachers with time for classroom observation, common planning, and other collaborative strategies intended to improving instructional quality, and ensuring that professional development addresses the characteristics of effective instructional improvement identified by research were the most implemented strategies. Average weighted mean values of 4.60 were computed respectively, descriptively rated as always implemented. On the other hand, fostering a pedagogical culture of research and inquiry in which teachers regularly review, discuss, and act upon the latest educational, instructional, developmental, and cognitive research was the least implemented strategy. Average weighted mean value of 4.40 was computed, also rated as always implemented (Table 16).

Table 16. Extent of Implementation of Strategies along Continual Improvement by the High Performing Schools

Strategy	AWM	Descriptive Rate
Provide teachers with time for classroom observation, common planning, and other collaborative strategies intended to improving instructional quality.	4.60	Always
Ensure that professional development addresses the characteristics of effective instructional improvement identified by research.	4.60	Always
Appoint expert mentor teachers trained in facilitation skills, coaching techniques, and instructional modeling to help new or struggling teachers.	4.50	Always

Contract a long-term school coach—i.e., a skilled facilitator and school-improvement strategist who develops trusting relationships and a strong understanding of the school and its needs—to help guide the school improvement work.	4.50	Always
Foster a pedagogical culture of research and inquiry in which teachers regularly review, discuss, and act upon the latest educational, instructional, developmental, and cognitive research.	4.40	Always
OAWM	4.52	Always

For schools to perform high, action plans should be ambitious but achievable. School-wide academic improvement goals should be based on instructional weaknesses and specific goals have to be set for content areas and students’ subgroups. School goals should be regularly communicated to the school community. Progress should be monitored throughout the year, and transparency, collaboration, and consistent communication should be ensured. Teachers should view themselves not as employees or passive recipients of professional development but as community leaders, knowledge producers, and mentors of students.

K. Leadership Strategies Along Teacher Recruitment and Retention

Table 17. Extent of Implementation of Strategies in Terms of Teacher Recruitment and Retention by the High Performing Schools

Strategy	AWM	Descriptive Rate
1. Provide new teachers with ongoing mentoring, practical-skill coaching, guided practice, and extra professional development during their first three to five years of teaching.	4.80	Always
2. Recruit new teachers and administrators who	4.40	Always

graduated in the top 10%–25% of their class, and offer competitive entry-level salaries and other incentives to top candidates.		
3. Develop rigorous criteria and a multistage selection process for new hires that involves diverse representation from across the school community.	4.30	Always
4. Look for faculty candidates that embody the qualities of effective teachers as identified by international research	3.60	Often
5. Create at least a three-year probationary vetting period for new hires before offering a permanent position.	3.40	Sometimes
OAWM	4.10	Often

As presented in Table 17, the high performing schools have often implemented the global best practices in terms of teacher recruitment and retention. This was manifested by the overall mean value of 4.10. among the best practices, providing new teachers with ongoing mentoring, practical-skill coaching, guided practice, and extra professional development during their first three to five years of teaching was implemented with the highest extent. Average weighted mean value of 4.80 was computed, descriptively rated as always implemented. On the other hand, create at least a three-year probationary vetting period for new hires before offering a permanent position was implemented the least. Average weighted mean value of 3.40 was computed, descriptively rated as sometimes implemented.

It has to be noted that the DepEd has its policy in terms of teacher recruitment and retention. The policy is being implemented by the different school divisions during the recruitment process.

L. Leadership Strategies Along Administrative Leadership

Table 18. Extent of Implementation of Strategies in Terms of Administrative Leadership by the High Performing Schools

Strategies	AWM	Descriptive Rate
1. Devote at least 50% of the principal’s time to school and instructional improvement.	4.90	Always
2. Participate regularly in professional learning groups with faculty and with principals from other schools to discuss common issues and effective leadership strategies.	4.70	Always
3. Conduct annual whole-school reviews, using multiple measures and data sets, to determine what resources and support teachers need to improve student performance and outcomes.	4.70	Always
4. Develop communication processes that ensure the principal regularly and openly discusses the school’s work with the staff, community, school board, superintendent, state legislators, and other community leaders.	4.70	Always
5. Leverage formal leadership roles to foster a student-focused culture in which student needs—both individual and collective—take priority over other concerns.	4.10	Often
OAWM	4.62	Always

Results of the study show that the high performing schools have always implemented global best practices in terms of administrative leadership. This was shown by the overall mean value of 4.62. Among the identified best practices, devoting at least 50% of the principal’s time to school and instructional improvement was implemented the most. Average weighted mean value of 4.90 was computed, descriptively rated as always implemented. On the other hand, leveraging formal leadership roles to foster a student-focused culture in which student needs—both individual and collective—take priority over other concerns was implemented the least. Average weighted mean value of 4.10 was computed, descriptively rated as often implemented.

For schools to perform high, the principal should be a skilled instructional leader who understands teaching. He should regularly observe classrooms and spend the majority of his time trying to understand the needs of the students and develop a student-centered academic program that can meet those needs. The principal, together with other school administrators, should be committed to providing high-quality professional development to all teachers and efforts should be made to cultivate leadership, increase professional knowledge, and use feedback from teachers and students to improve practices and leadership strategies.

M. Leadership Strategies Along Shared Leadership

Table 19. Extent of Implementation of Strategies in Terms of Shared Leadership by the High Performing Schools

Strategy	AWM	Descriptive Rate
1. Create a system of communication, transparency, and accountability that ensures fidelity to the school's vision, mission, and action plan.	5.00	Always
2. Examine supervision-and-evaluation procedures and other school-wide decision-making processes for ways to encourage greater shared leadership.	5.00	Always
3. Create a process for administrators to regularly meet with individual staff members to discuss job satisfaction, career aspirations, and personal and professional growth.	5.00	Always
4. Develop a career pathway, which includes professional support and graduate courses, for motivated teachers to assume greater leadership responsibility over time and	5.00	Always

eventually attain administrative certification.		
5. Host public forums in which administrators and other school leaders inform the school community about major decisions and strategic plans, and ensure that meeting minutes and other information are distributed in a timely fashion and made available.	5.00	Always
OAWM	5.00	Always

Presented in Table 19 are the strategies employed by the high performing schools along shared leadership.

Shared leadership is an explicit principle, not a management structure. It is a way of working that is embedded in the culture of the school. Nor is it a top-down benevolence but an expectation of, and entitlement for, every member of teaching and support staff to exercise leadership. Leadership in this context is defined as influence, which is leadership in its most powerful form, and is clearly differentiated from management duties. It acknowledges that even the newest or least experienced members of staff have a point of view and expertise that can be utilised to support the school or their colleagues' development. It promotes mutual respect, a feeling of being valued and a high level of expectation in terms of professionalism. This approach may or may not be combined with collective decision-making and consultation processes.

N. Leadership Strategies Along Moral Courage

Table 20. Extent of Implementation of Strategies in Terms of Moral Courage by the High Performing Schools

Strategy	AWM	Descriptive Rate
1. Openly review the school mission statement with staff, parents, and the community, and compare existing practices and organizational structures with the mission	4.90	Always

statement to ensure that programs are in alignment with its expressed principles.		
2. Allow time in faculty meetings for staff members to raise concerns and question decisions in a constructive, respectful, and supportive manner.	4.90	Always
3. Adopt an “open door” policy so that any staff member, student, or parent with a significant concern about the school can meet with the principal and leadership team.	4.70	Always
4. Establish a set of school-wide norms that encourage open conversation within and outside of the school regarding student performance results and other data.	4.70	Always
5. Adopt a set of shared expectations and norms—aligned with the school’s vision and mission—for staff meetings, professional conduct, and adult-student relationships.	4.70	Always
OAWM	4.78	Always

Presented in Table 20 is the extent of implementation of the global best practices along moral courage by the high performing schools. Results of the study show that the high performing schools have always implemented best practices along moral courage as shown by the overall mean value of 4.78.

Among the best practices, openly reviewing the school mission statement with staff, parents, and the community, and compare existing practices and organizational structures with the mission statement to ensure that programs are in alignment with its expressed principles and allowing time in faculty meetings for staff members to raise concerns and question decisions in a constructive, respectful, and supportive manner were implemented the most. Average weighted mean values of 4.90 were computed respectively, descriptively rated as always implemented.

For schools to perform high, the principal, administrators, and teachers should skillfully handle contentious issues and defend equitable ideals and practices that promote positive learning outcomes for all students. School leaders should be self-reflective, process concerns and conflicts openly. They should move collective dialogue beyond personal issues and interest.

CONCLUSIONS

In order to become high performing school, high quality teaching-learning, organizational design, and school leadership must be top priorities of school administrators. High performing schools embraced the idea that all students can succeed. Teachers actively promote positive self-images and high academic expectations for all students. School leaders publicly committed to becoming a standard-based learning community and require all students to demonstrate mastery of learning standards and high levels of readiness to higher education. Technology use across the school is transformative, changing the way that teachers teach and students learn. Students learning extend beyond the classroom to include real-world tasks or communication with experts outside the school. High performing schools organize their structures and align its people and resources to produce great impact on the organization's functioning and efficiency. School administrators arrange the resources of time, space, and personnel for maximum effect on student learning. The school's organizational plan addresses those issues that affect the school as a whole, such as the master schedule, the location of staff in different rooms, and the assignment of aides to teachers or teams

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