

Development and Validation of a Proposed Hybridized Instructional Competencies and Leadership Assessment of the PAASCU - Accredited Schools in Secondary Education

Dr. Menere R. Nasiad

Assistant Professor III, Marikina Polytechnic College, Marikina, Philippines

Publication history: Received: June 21, 2026; Revised: July 28, 2026; Accepted: July 30, 2026

Email of Corresponding Author: nasiadmenere@gmail.com

Abstract

This study developed and validated a hybridized instructional competencies and leadership assessment for PAASCU-accredited private secondary schools by integrating indicators from existing private-school teacher evaluation tools, the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU) evaluation criteria, the Philippine Professional Standards for Teachers (PPST), and teacher leadership standards. Anchored on Vygotsky's Cognitive Development Theory, constructivist perspectives, competency-based education, teacher leadership concepts, and Expectancy Theory, the study employed a mixed method research design using the Delphi Technique and the four-phase instrument development process of planning, construction, evaluation, and validation. Teacher performance evaluation instruments from four private secondary schools were analyzed, categorized, and consolidated, while six educational experts comprising school administrators, a PAASCU member, a DepEd supervisor, and a teacher validated the proposed assessment. A four-point Likert scale, frequency distribution, and weighted mean were used to determine expert agreement. Findings showed strong agreement with both instructional competencies and instructional leadership, which obtained overall weighted means of 3.8 and 3.9, respectively. Assessment and reporting received the highest rating among instructional competency domains at 4.0, while curriculum and planning obtained the highest instructional leadership rating at 3.97. Expert recommendations resulted in the merging, rewording, reclassification, and removal of redundant or unclear indicators, producing a more concise and appropriately aligned instrument. The study concluded that the validated assessment may support teacher evaluation, professional development, instructional improvement, and leadership development in private secondary schools. Pilot implementation, further item analysis, expanded expert validation, additional statistical analysis, and testing in other private-school settings were recommended. The study supports SDG 4 (Quality Education) through its emphasis on teacher quality and professional development and SDG 17 (Partnerships for the Goals) through professional engagement and school-community collaboration. Its sustainability impact is primarily educational and institutional by supporting continuous teacher development, quality assurance, instructional improvement, professional collaboration, and sustained school improvement.

Keywords: Assessment and Reporting, Instructional Competencies, Instructional Leadership, PAASCU-Accredited Private Secondary Schools, Philippine Professional Standards for Teachers, Professional Development, Teacher Evaluation

1. Introduction

Quality education depends on teachers' instructional competence, professional engagement, and ability to respond to changing learner needs. The growth of technology and new learning approaches has increased expectations for teachers to demonstrate strong content knowledge, effective pedagogy, responsiveness to learner diversity, appropriate assessment, and instructional leadership. Private secondary schools use their own teacher evaluation systems while responding to national standards and accreditation requirements. This study therefore focuses on developing and validating a hybridized instructional competencies and leadership assessment for PAASCU-accredited secondary schools. The assessment integrates indicators from private-school evaluation tools, PAASCU criteria, the Philippine Professional Standards for Teachers (PPST), and teacher leadership standards to strengthen teacher quality, professional development, and student learning.

1.1 Instructional Competencies and Leadership Assessment in 21st-Century Secondary Education

Effective instruction remains essential to quality education as teachers respond to low learning outcomes, changing learner characteristics, and increasing technology use. Philippine education reforms emphasize curriculum improvement, better learning environments, teacher upskilling and reskilling, and stakeholder engagement. Dougherty (2015) mentioned Fullan's position that technology and pedagogy should be integrated around the roles of learners and teachers. Instructional competency refers to teachers' ability to respond to 21st-century learners through content knowledge, instructional delivery, learning environment, learner diversity, and assessment and reporting. Gabriel (2005) emphasized that teachers can

contribute to educational improvement because they directly understand learning concerns. Teachers may also demonstrate instructional leadership without formal administrative positions. Espania (2012) explained that teachers can influence their peers by modeling and sharing effective instructional practices, while Akram et al. (2017) discussed instructional leadership as direct or indirect activities influencing student learning. Teacher motivation and institutional support also influence professional growth. Herzberg et al. (1959) identifies achievement, recognition, responsibility, advancement, and growth as important motivators. Mendels and Mitgang (2013) further emphasized that principals should function as instructional leaders who support teacher development. Teacher evaluation should therefore support professional growth rather than merely measure performance. Sawchuk (2015) described teacher evaluation as a formal process for reviewing teacher performance and effectiveness, while (Weisberg et al., 2009) emphasized its role in teacher growth and professional development. Technology has likewise reshaped instructional expectations. Courville (2011) observed that technology can support both teacher and student learning, while McCrindle and Renton (2018) identified project-based, inquiry-based, collaborative, and student-centered approaches as effective for contemporary learners. These developments strengthen the need for an assessment that reflects current instructional competencies and leadership expectations.

1.2 Instructional Competencies and Instructional Leadership of Secondary School Teachers

Instructional competence involves knowledge, skills, professional attributes, and effective performance. Lotunani et al. (2014) described competence in terms of knowledge, skills, and professional identity, while Dela Cruz (2017) emphasized the need for teachers to meet national competency standards. Nijveldt et al. (2005) similarly described competency as the combination of knowledge, effort, and experience needed to complete tasks effectively. Teacher competence includes content knowledge, learning environment, learner diversity, assessment, community engagement, and professional development according to Dela Cruz (2017). Bakare et al. (2018) further emphasized training, retraining, seminars, workshops, and adequate instructional resources in strengthening teacher competence. Content knowledge and pedagogy remain central to effective teaching. Silva (2018) emphasized teachers' role in shaping learners through quality education. The International Journal of Novel Research in Education and Learning (2018) reported high teacher competence in lesson presentation and higher-order thinking questions, although Hasegawa and Hugo (2012) found no significant relationship between instructional competencies and academic performance in selected subjects. The learning environment also influences student engagement. Great Schools Partnership (2013) described it as encompassing physical settings, relationships, and school culture. Sithole (2017) emphasized constructive feedback, learner support, appropriate discipline, and a positive classroom atmosphere. Sandanayake & Madurapperuma (2009) also found that responsive e-learning environments could improve collaboration and motivation. Responsiveness to learner diversity is equally important. Wambeleka (2013) highlighted high expectations, respect for indigenous knowledge, professional development, community participation, appropriate assessment, and teacher commitment in addressing diverse learners. Assessment supports learning by identifying progress, strengths, and weaknesses. Nicol and Macfarlane-Dick (2006) emphasized the value of feedback, while the Victoria State Government (2019) identified assessment for learning, assessment as learning, and assessment of learning. The Department of Education - Teacher Education Council (2017) similarly emphasizes appropriate assessment tools, monitoring, documentation, and feedback. Stiggins and Chappuis (2005) stressed clear assessment purposes, accurate evidence, descriptive feedback, and student participation. Instructional leadership complements teaching competence. Hallinger and Murphy (1985) identified defining the school mission, managing instruction, and creating a positive school climate as major dimensions of instructional leadership according to Schrum & Levin (2015). Based on the Educational Leadership magazine (2007), teachers may serve as instructional specialists, curriculum specialists, mentors, learning facilitators, data coaches, and catalysts for change. Curriculum leadership also requires teacher participation in planning and implementation. Jackson & McDermott (2009) emphasized the importance of leadership in building teacher confidence, while Nghihalwa's study on the teacher's involvement in the planning and development of National Curriculum for Basic Education in Namibia (2018) stressed teacher involvement in curriculum decisions. Professional engagement further strengthens teacher leadership. Bennett (2017) emphasized professional learning communities, Becker and Riel (2000) described different levels of teacher engagement, and Judson (2017) highlighted collaboration among schools, parents, and communities. Professional engagement also involves ethics, accountability, transparency, and constructive relationships as mentioned by the Department of Education (2019). Professional development sustains competence and leadership. Montoro (2012) discussed formal and informal professional learning, while Hickman (2017) identified characteristics of effective professional development drawn from the works for Seyfarth (2008). The importance of supporting teacher development was also emphasized by Dana (2009), while Fullan (2014) described educational leaders as agents of continuous improvement.

1.3 Teacher Quality and Instructional Leadership in PAASCU-Accredited Private Secondary Schools

Technology has changed how students access, manage, and apply information. White (2014) explained that digital learners can identify learning needs, set goals, manage resources, reflect on learning, and evaluate outcomes. Schools therefore need teachers who are prepared for technology-supported and learner-centered instruction. School leaders support this transition through curriculum implementation, teacher development, instructional supervision, and organizational improvement. MacFarlane et al. (2017) identified the use of data, shared instructional expectations, teacher-led improvement, feedback, technology integration, and collaboration as important strategies for improving learning. For

PAASCU-accredited private schools, teacher quality is closely connected with institutional quality assurance. School leaders are expected to understand educational principles, identify areas for improvement, and initiate change (Ubben, et.al. 2007). Frost (2008) further argued that teacher leadership can be developed and supported. Kolu's master thesis (2018) also presented instructional leadership as important to improving student learning, while classroom engagement by school leaders can help identify instructional practices and support program implementation (as cited in the study of Sofo, Fitzgerald & Jawas, 2012). The study therefore integrates private-school evaluation indicators, PAASCU criteria, and PPST domains to develop a hybridized assessment addressing both instructional competence and instructional leadership.

1.4 Theoretical and Conceptual Foundations of Hybridized Instructional Competencies and Leadership Assessment

The study is anchored on Lev Vygotsky's Cognitive Development Theory, which emphasizes social interaction and the zone of proximal development in learning (Langford, 2005). This perspective highlights the teacher's role in providing guidance and learning experiences that support student development. The constructivist perspective of Peter Honebein (1996) also supports the study. Bada (2015) discussed constructivist environments as encouraging knowledge construction, multiple perspectives, authentic learning, collaboration, learner ownership, and reflection. Competence refers to the ability to achieve expected levels of performance. Mulder (2001) linked competence with demonstrated performance, while competency-based education emphasizes mastery and student-centered learning (Spencer and Spencer, 1993). Mulder (2001) also identified behavioural functionalism, integrated occupationalism, and situated professionalism as perspectives on competence. Teacher leadership is supported by Mangin and Stoelinga (2010), who maintained that teachers can lead instructional improvement without formal authority. Northouse (2013) similarly described leadership as a process of influence toward goal attainment. Victor Vroom's Expectancy Theory (1964) further explains teacher motivation through expected outcomes. Clark (2015) expressed motivation through valence, expectancy, and instrumentality, suggesting that recognition and perceived rewards may influence teachers' willingness to assume additional responsibilities. Conceptually, the study integrates the PPST, Teacher Leader Model Standards, PAASCU criteria, and private-school evaluation tools. These frameworks provide the basis for developing competencies related to instruction, professional learning, collaboration, assessment, leadership, and community engagement. Validation is also essential to instrument development. Bordeianu and Moroşan-Dănilă (2013) described validity as the degree to which an instrument measures its intended construct. Mulder and Winterton (2017) described the Delphi Technique as an expert-based process aimed at reaching consensus. The study primarily emphasized content validation, while content, criterion-related, and construct validation are identified as major forms of validation as stated by Crocker and Algina (2008).

1.5 Research Gap and Rationale for Developing and Validating the Hybridized Assessment

Teacher evaluation may be underutilized when it is treated mainly as an administrative measure. When properly used, it can identify professional strengths and weaknesses, support development, improve instruction, and strengthen leadership. Mathers, Oliva, & Laine (2008) emphasized the potential of teacher evaluation to support professional growth and classroom effectiveness. Although previous studies have addressed teacher competence, assessment, instructional leadership, and professional development, the reviewed literature identified no study specifically developing and validating a hybridized instructional competencies and leadership assessment for PAASCU-accredited private secondary schools. This study addresses the gap by integrating private-school performance indicators with PPST domains, PAASCU criteria, and teacher leadership standards. The assessment is intended to help school leaders identify teacher strengths, development needs, instructional competencies, and leadership capacities while supporting continuous professional and institutional improvement.

1.6 Alignment of Hybridized Instructional Competencies and Leadership Assessment with SDG 4 and SDG 17

The study is primarily aligned with SDG 4 - Quality Education because it focuses on teacher quality, instructional competence, professional development, and instructional leadership. Strengthening teacher assessment may help schools identify professional needs and improve teaching and student learning. The study also supports SDG 17 - Partnerships for the Goals through its emphasis on professional engagement, community linkages, and collaboration among teachers, school leaders, families, and stakeholders. Judson (2017) emphasized school-family-community cooperation, while professional engagement requires productive relationships with learners, parents, schools, and communities as mentioned by the Department of Education (2019).

1.7 Contribution of Teacher Competency and Instructional Leadership Assessment to Educational and Institutional Sustainability

The study contributes mainly to educational and institutional sustainability by providing an assessment framework that may support continuous improvement of teacher competencies and leadership skills. Schools may use assessment results to identify professional development needs, improve instructional practices, and strengthen teacher evaluation systems. It also supports professional and technological sustainability by encouraging teachers to adapt to curriculum changes, learner diversity, technology, and new instructional approaches. Community sustainability is reflected in stronger school-community relationships and professional engagement. The assessment may therefore benefit school administrators,

teachers, students, stakeholders, and future researchers by providing a framework for teacher development, instructional improvement, leadership growth, and continued educational quality.

1.8 Scope and Boundaries of the Hybridized Instructional Competencies and Leadership Assessment

The study focuses on developing and validating a hybridized instructional competencies and leadership assessment for PAASCU-accredited private secondary schools. It combines competencies from private-school evaluation tools, the PPST, Teacher Leader Model Standards, and PAASCU criteria. The instructional competency component covers content knowledge and pedagogy, learning environment, diversity of learners, and assessment and reporting. The instructional leadership component covers curriculum and planning, community linkages and professional engagement, and personal growth and professional development. The assessment includes technology-related competencies and teacher leadership practices but excludes leadership functions performed exclusively by school principals. Since the study involved a limited sample and expert validation, further research may be necessary to examine its applicability across wider private-school settings.

2. Material and methods

2.1 Research Design

The study employed a mixed method research design using the Delphi Technique to obtain consensus among educational experts. The qualitative component involved expert analysis, examination, and evaluation of performance indicators derived from teacher performance evaluation instruments of PAASCU-accredited secondary schools. The quantitative component involved the use of a four-point Likert scale and weighted mean to determine the experts' level of agreement regarding the instructional competencies and instructional leadership indicators. The Delphi Technique systematically uses literature, stakeholder perspectives, and expert judgment to achieve consensus. Huber (1980) described the process as defining the research problem and designing the instrument, selecting experts, distributing the first-round instrument and supporting materials, summarizing the initial responses, preparing and distributing a second-round instrument with feedback, and analyzing the final results. In this study, expert responses were compiled, analyzed, and presented for further validation until group consensus was achieved. The research also followed the four-phase development process of Benson and Clark (1982), consisting of planning, construction, evaluation, and validation. During planning, the research problem and objectives were identified, relevant literature was reviewed, PPST domains were examined, performance indicators from existing evaluation tools were categorized, and the panel of experts was constituted. During construction, the first draft of the hybridized assessment was developed through content analysis and categorization of indicators from existing teacher evaluation forms. During qualitative evaluation, the panel examined the instrument in relation to existing school tools, PPST domains, and the PAASCU evaluation tool and provided comments and recommendations. The revised instrument was subsequently submitted to the same experts for final validation.

2.2 Locale of the Study

The study was conducted within the private secondary education context of Marikina City. Teacher performance evaluation instruments were obtained from participating PAASCU-accredited secondary schools representing private schools in the division of Marikina City. These institutional evaluation tools, together with PAASCU and PPST standards, provided the basis for developing the hybridized instructional competencies and leadership assessment.

2.3 Respondents of the Study

Six panelists participated in the validation of the hybridized assessment. They consisted of two school principals, one academic coordinator, one PAASCU member, one DepEd supervisor, and one teacher. The experts evaluated the relevance, organization, wording, and domain classification of the proposed instructional competencies and leadership indicators. The panelists were selected based on their experience in basic private education, administrative responsibilities, educational attainment, and familiarity with teacher performance evaluation, curriculum, and instruction. They examined unclear, poorly worded, redundant, superfluous, or incorrectly classified indicators and provided feedback for improving the instrument.

2.4 Sample and Sampling Procedure

The study used a purposively selected panel of educational experts who possessed relevant teaching, administrative, assessment, curriculum, and instructional experience. Selection considered years of teaching or administrative experience, educational attainment, current school position, and familiarity with teacher performance evaluation. The participating schools were selected as sources of existing teacher performance evaluation instruments used in developing the hybridized assessment. The indicators from these instruments were compared, coded, condensed, and categorized according to corresponding PPST domains before expert validation.

2.5 Research Instrument

The principal research instrument was the proposed hybridized instructional competencies and leadership assessment. It consisted of instructional competencies and instructional leadership components. Instructional competencies covered content knowledge and pedagogy, learning environment, diversity of learners, and assessment and reporting. Instructional leadership covered curriculum and planning, community linkages and professional engagement, and personal growth and professional development. The questionnaire contained sections on demographic information, instructional competence, and instructional leadership. The researcher also prepared the Researcher's Comparison Rubrics to examine similarities and differences among existing evaluation indicators and the Panelists' Validation Rubrics to obtain expert judgments on the proposed assessment. A four-point Likert scale ranging from totally agree (4) to totally disagree (1) was used to determine the relevance of each performance indicator to its assigned domain. The panelists also evaluated the appropriateness of descriptors, organization, grammar, syntax, spelling, and capitalization. Responses were treated anonymously, and no identifying marks were included in the completed assessment.

2.6 Data Gathering Procedure

The researcher first secured permission from school heads or principals to obtain updated teacher performance evaluation forms. The evaluation instruments were compared and examined, after which indicators with similar meanings or themes were identified, coded, categorized, and condensed. These procedures produced the first draft of the hybridized instructional competencies and leadership assessment using the Researcher's Comparison Rubrics. The initial instrument was then submitted to the panel of experts for review using the Panelists' Validation Rubrics. The experts examined the clarity, relevance, wording, redundancy, and classification of each indicator and provided comments, suggestions, and recommendations. Their responses were analyzed and incorporated into the revised instrument. During the development stage, codes were assigned to condensed meaning units from the participating schools' evaluation forms, and the indicators were classified under corresponding PPST-based domains. The initial results were summarized for the first round of validation. During the validation stage, the researchers incorporated the experts' corrections and recommendations, streamlined and reorganized the content, and prepared the second and final draft. The revised assessment was returned to the same panelists for final validation, approval, and recommendation for use. The findings were subsequently intended to be reported to the relevant stakeholders.

2.7 Data Analysis Techniques

The quantitative data were processed using the Statistical Packages for Social Sciences (SPSS). Frequency distribution and weighted mean were used to summarize the panelists' responses and determine the average rating for each performance indicator. The weighted mean was also used to establish the level of consensus among the experts regarding the validity and reliability of the instructional competencies and leadership assessment. The weighted mean was determined from the frequency of responses multiplied by their corresponding weights and divided by the total number of respondents. The resulting values provided the basis for determining the experts' agreement regarding the indicators and their appropriateness within the specified domains.

2.8 Ethical Considerations

The researcher explained the purpose of the study to the participants and informed them that participation was voluntary. Formal requests were made to school administrators before obtaining and using their teacher performance evaluation tools. Confidentiality was assured throughout the study, and the respondents were requested to complete the assessment candidly. Face-to-face and online meetings were conducted with school heads and academic coordinators as needed, while questionnaire responses remained anonymous and contained no identifying marks linking individual participants to their answers.

3. Results and Discussion

3.1 Instructional Competencies

The instructional competencies component covered content knowledge and pedagogy, learning environment, diversity of learners, and assessment and reporting. Similar indicators from the participating schools and PAASCU were consolidated into common competencies, which were subsequently evaluated and refined by the panelists.

3.1.1 Content Knowledge and Pedagogy

The comparison of existing evaluation instruments identified competencies related to learning objectives, learning activities, motivation, instructional materials, information and communication technology, research-based materials, medium of instruction, literacy and numeracy, higher-order thinking skills, lesson closure, assessment, synthesis, lesson planning, and mastery of subject matter. The panelists gave the domain an overall weighted mean of 3.75, interpreted as Strongly Agree. Matching learning activities with DepEd competencies, using information and communication technology, encouraging HOTS questions, developing meaningful closure activities, and demonstrating mastery of subject matter each received 4.0. Designing formative and summative assessments received the lowest rating of 3.3 because the panelists

considered it more appropriate under assessment and reporting. During validation, recommendations focused on values integration, student-centered strategies, cross-curricular alignment, clearer wording, and proper placement of indicators. The final competencies emphasized aligned learning objectives, relevant lessons, engaging motivation, suitable resources, technology, research-based materials, literacy and numeracy, values integration, effective questioning, lesson closure, synthesis, and subject mastery. The results highlight the importance of aligning objectives, competencies, learning activities, resources, and instructional strategies. In an article published in an online course design and teaching by the University in Wisconsin - Madison (2015), carefully written objectives were described as providing learners with direction regarding expected learning. According to Derrick (2012), varied instructional strategies provide students with multiple ways of processing new information, while Robbins (2005) emphasized motivation as an important factor in directing effort. Mercado and Ching (2016) also showed that teachers' development and use of appropriate educational materials can positively influence pedagogy and work performance. Technology-related indicators were strongly supported, consistent with Almerino et al. (2020), who reported that technology-related programs such as e-learning contributed to K-12 implementation. The emphasis on questioning also supports Sullivan and Lilburn (2004), who identified good questions as those that require more than recall, encourage expression of ideas, and permit multiple possible answers. Finally, mastery of subject matter remains central because Shantz and Latham (2012) emphasized that teachers who integrate scholarly knowledge with professional education develop understanding and skills needed for professional performance.

3.1.2 Learning Environment

The initial analysis identified safety and security, classroom discipline, appropriate teacher-student boundaries, classroom management, teacher behavior, fair treatment, and teacher adaptability and preparedness as central components of the learning environment. The domain obtained an overall weighted mean of 3.83, interpreted as Strongly Agree. Safety and security, classroom discipline, positive teacher behavior, and impartiality, respect, and integrity each received 4.0. Maintaining a reasonable distance from students received the lowest rating of 3.2 because the wording was considered vague. Expert validation resulted in clearer indicators concerning a clean and orderly learning space, positive discipline, appropriate boundaries, classroom management, positive teacher influence, collaborative student-centered activities, and effective communication. Impartiality, respect, and integrity were later transferred to diversity of learners. The findings indicate that effective learning environments require physical safety, positive relationships, classroom management, clear boundaries, and respectful interactions. Based on the research study of Acharya (2017), good rapport increases learner motivation and engagement in teaching-learning activities. Falsario et al. (2014) likewise emphasized that classroom climate influences achievement, self-esteem, and participation, particularly when caring, trust, and respect characterize teacher-student relationships. A nurturing environment is also important because Verma (2021) mentioned that young learners require love, care, and support in addition to exposure to academic content. The experts' recommendation to replace vague references to "proper discipline" with positive discipline is consistent with Bodo (2020), who stated that positive discipline helps learners adapt their behavior to expectations while developing decision-making skills.

3.1.3 Diversity of Learners

The initial indicators under diversity of learners addressed differentiated activities, appreciation of diversity, student leadership and followership, and learning approaches for students with varying needs. The domain received an overall weighted mean of 3.63, interpreted as Strongly Agree. Preparing age-level and student-centered activities received the highest rating of 3.8, followed by the use of empirical data for determining learning approaches at 3.7. During validation, the panelists considered several indicators difficult to measure and recommended combining overlapping statements. The refined competencies focused on differentiated activities for diverse learners, activities that build on learner interests and strengths, empirical data for students with disabilities, giftedness, talents, and those from indigenous groups, and impartiality, respect, and integrity in responding to student concerns. The findings emphasize that teachers must consider learner differences when designing instruction rather than applying uniform learning experiences. Kouzes & Posner (2018) emphasized that student leaders should recognize values that guide them and model behaviors expected from others, supporting the inclusion of activities that develop learner strengths and leadership capacities. The importance of cultural responsiveness is also consistent with the published journal entitled "Faculty Awareness on Cultural Diversity of Learners" by Tipan et al. (2022), which emphasized teacher competence in dealing with stakeholders from different ethnic and cultural backgrounds. The findings further reflect concerns raised in the manuscript regarding students' ability to respond to higher-level and diverse learning demands, including those observed in PISA in 2015.

3.1.4 Assessment and Reporting

The comparative analysis identified assessment preparation, performance tasks, monitoring of student progress, use of assessment data, feedback, and assessment mechanics as common areas across the evaluation instruments. The domain obtained a weighted mean of 4.0, with all indicators rated Strongly Agree. The experts strongly supported formative and summative assessment aligned with competencies, standards-based performance tasks, evaluation through different assessment sources, use of assessment results, student feedback, and error-free assessment construction. Validation streamlined the domain into competencies involving the design of formative and summative assessments, preparation of performance tasks aligned with minimum and 21st-century competencies, evaluation through standardized, formative, and

summative assessments, feedback, and periodic reporting of learner needs, progress, and achievement. The findings confirm that assessment should extend beyond assigning grades and should contribute directly to teaching and learning. Based on the study of Stiggins and Chappuis (2005), effective classroom assessment should have clear purposes, accurately reflect achievement, provide continuous descriptive feedback, and involve students in assessment processes. Cited in the work of Serevina, V. and Mulyati (2018), performance tasks provide authentic opportunities to demonstrate skills and evaluate both learning processes and outcomes. The study conducted by Lasaten (2016) similarly supports assessment as an essential component of teaching and learning because it provides teachers with information about how students construct and acquire knowledge. The unanimous expert rating therefore reflects the importance of accurate, competency-based, and feedback-oriented assessment practices.

3.2 Instructional Leadership

Instructional leadership covered curriculum and planning, community linkages and professional engagement, and personal growth and professional development. The findings showed that teacher leadership was reflected not only through formal administrative responsibilities but also through participation in curriculum improvement, collaboration, mentoring, school programs, community involvement, and continuing professional development.

3.2.1 Curriculum and Planning

The analysis generated indicators concerning integration of the school's mission and vision, review of syllabi and lesson plans, curriculum evaluation, alignment of learning outcomes, curriculum planning and mapping, instructional activities, innovative teaching strategies, learning resources, and standard-aligned rubrics. The domain received an overall weighted mean of 3.97, interpreted as Strongly Agree. Eight of the nine indicators received 4.0, while reviewing print and nonprint resources received 3.8. During validation, overlapping indicators were merged and unclear wording was removed. The final competencies emphasized participation in curriculum planning, review and evaluation, alignment of instructional activities with competencies, development of integrative performance tasks, innovative teaching, articulation with colleagues and academic heads, use of resources, mentoring and faculty development, and responsiveness to feedback. The findings indicate that teachers have an important role in curriculum development and implementation because they directly observe learner needs and instructional outcomes. Nghihalwa's study on the teacher's involvement in the planning and development of National Curriculum for Basic Education in Namibia (2018) examined teacher participation in curriculum development and highlighted different perceptions regarding their involvement. In the present study, greater teacher participation was viewed as necessary for curriculum implementation. According to Bennett (2021), curriculum mapping allows educators to compare classroom implementation with what was originally planned and supports continuing development of teaching and learning. Technology is also relevant to curriculum leadership. Based on the study of Ghavifekr et al. (2012), ICT integration supports collaborative learning and transversal skills such as problem solving, self-reliance, responsibility, reflection, and initiative. The findings likewise support the observation cited by Bongco and David (2020) that teachers are central to curriculum implementation and can influence the success of educational reforms.

3.2.2 Community Linkages and Professional Engagement

The initial indicators covered involvement in school programs, professional dealings with stakeholders, community service, leadership activities, program implementation, communication, acceptance of feedback, punctuality, and adherence to institutional policies. The domain received an overall weighted mean of 3.87, interpreted as Strongly Agree. Active involvement in school programs, professional relationships with stakeholders, community service, acceptance of feedback, and compliance with school rules each received 4.0. During validation, overlapping and vague indicators were removed or transferred to more appropriate domains. The final competencies emphasized participation in school programs and community projects, involvement in mentoring and faculty development, attendance or facilitation of professional activities, mentoring colleagues, leadership of school events, and participation as an evaluator or validator in academic projects. The findings demonstrate that instructional leadership extends beyond classroom teaching and involves productive relationships with colleagues, families, and communities. Judson (2017) suggested that schools, parents, and the community should work together to support student health, well-being, and learning. Such partnerships also require professional ethics, accountability, transparency, and harmonious relationships as stipulated in the Department of Education website (2019). In a research report by Bandy (2011), effective community engagement required balance between community involvement and learning goals, supported by open communication and trust. Teachers' participation in program development also reflects leadership because Carvalho et al. (2021) found greater participation in school plans among teachers with leadership or managerial roles. Feedback likewise contributes to professional development, as James (2020) emphasized the role of consistent feedback in teacher growth and positive working environments. According to Murrell (2001), novice teachers who participate in community projects can develop contextual understanding and become more effective in working with children and families from diverse backgrounds.

3.2.3 Personal Growth and Professional Development

The initial assessment contained 18 indicators covering licensure, graduate education, research and publication, seminars and training, institutional values, professional membership, mentoring, leadership responsibilities, recognition, and participation in academic activities. The domain obtained an overall weighted mean of 3.86, interpreted as Strongly Agree. Passing the licensure examination, participating in off-campus and in-house professional activities, practicing institutional core values, and membership in professional organizations each obtained 4.0. Validation showed that several indicators overlapped with community linkages and professional engagement. The final domain was therefore reduced to competencies related to professional licensure, graduate studies, publications, educational research, attendance at professional conferences and workshops, professional organization membership, service in school committees, evaluation of academic projects, and mentoring colleagues. The results indicate that teacher development requires continuing learning beyond initial professional qualifications. The participating schools considered professional eligibility and continuing development important to maintaining educational quality, consistent with National Capital Region Memorandum No. 78 s. 2018 cited in the manuscript regarding appropriate educational qualifications and the Licensure Examination for Teacher. As Person (2020) said in her study, professional development is the cornerstone of professional growth for a teacher and provides a means of improving both teacher learning and student learning. The refinement of the domain also indicates that professional growth should be represented by observable developmental activities rather than by recognition or accomplishments that may not be equally accessible to all teachers.

3.3 Validation and Refinement of the Hybridized Assessment

The six educational experts strongly supported the proposed hybridized assessment. Instructional competencies obtained an overall weighted mean of 3.8, while instructional leadership obtained 3.9, both interpreted as Strongly Agree and requiring only minor revision. Among instructional competencies, assessment and reporting obtained the highest rating at 4.0, followed by learning environment at 3.83, content and pedagogy at 3.75, and diversity of learners at 3.63. Among instructional leadership domains, curriculum and planning obtained 3.97, community linkages and professional engagement obtained 3.87, and personal growth and professional development obtained 3.86. The panelists recommended revising vague statements, combining overlapping indicators, transferring misplaced competencies, improving measurability, and shortening the instrument. All validators considered the instrument useful for identifying teachers with instructional leadership potential, and the final revised assessment received their approval. The validation process strengthened the instrument by improving clarity, conciseness, domain alignment, and measurability. For instructional competencies, refinements concentrated on values integration, student-centered teaching, positive learning environments, differentiated instruction, and accurate assessment and reporting. For instructional leadership, revisions clarified teachers' roles in curriculum planning, professional collaboration, community engagement, mentoring, continuing development, and school improvement. The panelists considered the hybridized instrument comprehensive because it incorporated key DepEd domains and indicators from accredited private schools. They also recognized its potential to help administrators identify areas where teachers require professional development and to provide a basis for mentoring programs. The suggested use of a percentage-based competence scale was intended to make future performance ratings more observable and interpretable.

3.4 Implications for Teacher Performance and Quality Assurance

The findings indicate that the validated hybridized instructional competencies and leadership assessment may provide PAASCU-accredited private secondary schools with a more integrated basis for examining teacher performance. Its alignment with PPST domains and indicators derived from existing private-school and PAASCU evaluation systems may support efforts to strengthen instructional performance, leadership development, faculty development, and compliance with quality standards. The study also identified the need to pilot test the instrument, obtain further teacher review, and examine the fidelity and feasibility of its implementation before broader administration. The results imply that teacher evaluation can function beyond performance appraisal by supporting continuous professional development and instructional improvement. Alignment of private-school evaluation systems with DepEd standards may encourage teachers to participate more actively in professional learning communities, curriculum development, mentoring, school-wide programs, and instructional leadership. In the context of Expanded Government Assistance to Students and Teachers in Private Education Act (EGASTPE) and quality assurance requirements associated with the Philippine Education Assistance Committee (PEAC), a more standardized assessment may also help schools demonstrate their commitment to quality educational programs and services while strengthening teacher capacity to enhance student learning.

4. Conclusion & Recommendations

The study successfully developed and validated a hybridized instructional competencies and leadership assessment using teacher performance evaluation tools from four private secondary schools, the PAASCU evaluation tool, and the domains of the Philippine Professional Standards for Teachers. The findings showed that assessment and reporting received the highest rating under instructional competencies, while curriculum and planning received the highest rating under instructional leadership. Overall, the experts strongly agreed with the proposed instructional competencies and leadership

indicators. Their comments and recommendations resulted in the reorganization, merging, rewording, and removal of redundant items, producing a more comprehensive, concise, and appropriately aligned assessment tool for private secondary school teachers.

School administrators are encouraged to pilot implement the validated hybridized assessment to determine its effectiveness, accuracy, and feasibility and to consider its use in affiliated and other private schools to support teacher professional development and engagement. Teachers may undertake collaborative review and peer observation to identify concerns and gaps during implementation. Future researchers may strengthen the instrument through further item analysis, expert validation, appropriate application of the Delphi Technique, additional methodological work and statistical analysis, face-to-face consultation with school administrators, and pilot implementation in other private schools.

The study was limited to the development and expert validation of the hybridized instructional competencies and leadership assessment using evaluation tools from four private secondary schools and PAASCU. The instrument had not yet undergone broader pilot implementation, and further methodological work, additional statistical treatment, expanded validation, and testing in other private school settings are needed to establish its reliability, feasibility, and wider applicability.

Compliance with ethical standards

The study observed confidentiality, anonymity, and voluntary participation throughout the research process. Participants were informed of the study's purpose, and formal permission was obtained from school administrators before accessing and using existing teacher performance evaluation tools. Questionnaire responses contained no identifying information linking participants to their answers.

REFERENCES

- Acharya, R. (2017). Rapport building in classroom: Strategies and role in learners' performance. *Tribhuvan University Journal*, 31(1–2), 185–192. <https://doi.org/10.3126/tuj.v31i1-2.25354>
- Akram, M., Kiran, S., & Ilgan, A. (2017). Development and validation of instructional leadership questionnaire. *International Journal of Organizational Leadership*, 6(1), 73–88. <https://doi.org/10.33844/ijol.2017.60435>
- Almerino, P. M., Ocampo, L. A., Abellana, D. P. M., Almerino, J. G. F., Mamites, I. O., Pinili, L. C., Tenerife, J. J. L., Sitoy, R. E., Abelgas, L. J., & Peteros, E. D. (2020). Evaluating the academic performance of K-12 students in the Philippines: A standardized evaluation approach. *Education Research International*, 2020, 1–8. <https://doi.org/10.1155/2020/8877712>
- Bada, S. O. (2015). Constructivism learning theory: A paradigm for teaching and learning. *IOSR Journal of Research & Method in Education*, 5(6), 66–70. <https://www.iosrjournals.org/iosr-jrme/papers/Vol-5%20Issue-6/Version-1/I05616670.pdf>
- Bakare, S. F., Abdul Latib, A., Kamin, Y., Sukri Saud, M., & Fadila Amin, N. (2018). Instructional competencies required by technical college teachers for effective performance in technical drawing. *International Journal of Engineering and Technology*, 7(2.29), 909–911. <https://doi.org/10.14419/ijet.v7i2.29.14281>
- Bandy, J. (2011). Challenges and opportunities of community engaged teaching. Vanderbilt University Center for Teaching. Retrieved [today's date], from <https://cft.vanderbilt.edu/guides-sub-pages/challenges-and-opportunities-of-community-engaged-teaching/>
- Becker, H. J., & Riel, M. M. (2000). Teacher professional engagement and constructivist-compatible computer use (Teaching, Learning, and Computing: 1998 National Survey, Report No. 7). Center for Research on Information Technology and Organizations. <https://files.eric.ed.gov/fulltext/ED449785.pdf>
- Bennett, C. S. (2017). Professional learning community impact on student achievement [Doctoral dissertation]. https://www.cn.edu/libraries/tiny_mce/tiny_mce/plugins/filemanager/files/Dissertations/Dissertations2017/Courtney_Bennett.pdf
- Bennett, S. (2021). Your role in curriculum mapping. Chalk. <https://www.chalk.com/resources/your-role-in-curriculum-mapping/>
- Benson, J., & Clark, F. (1982). A guide for instrument development and validation. *The American Journal of Occupational Therapy*, 36(212), 791–800. <https://ajot.aota.org>
- Bodo, S. (2020, April 7). The education pendulum: The role of discipline in learner performance and quality of life. ADEA. Retrieved October 17, 2021, from <https://www.adeanet.org/en/blogs/education-pendulum-role-discipline-learner-performance-quality-life>
- Bongco, R. T., & David, A. P. (2020). Filipino teachers' experiences as curriculum policy implementers in the evolving K to 12 landscapes. *Issues in Educational Research*, 30(1), 19–34. <http://www.iier.org.au/iier30/bongco.pdf>

- Bordeianu, O.-M., & Moroşan-Dănilă, L. (2013). Development and validation of research instruments for cross-cultural studies in economics and management. In Proceedings of the 20th International Economic Conference – IECS 2013.
https://www.researchgate.net/publication/299469658_DEVELOPMENT_AND_VALIDATION_OF_RESEARCH_INSTRUMENTS_FOR_CROSS-CULTURAL_STUDIES_IN_ECONOMICS_AND_MANAGEMENT
- Carvalho, M., Cabral, I., Verdasca, J., & Alves, J. (2021, August). What about us? Teachers' participation in schools' strategic action plans. Participatory Educational Research (PER). Retrieved May 7, 2022, from <https://dergipark.org.tr/en/download/article-file/1343392>
- Courville, K. (2011). Technology and its use in education: Present roles and future prospects. Recovery School District Technology Summit. <https://files.eric.ed.gov/fulltext/ED520220.pdf>
- Crocker, L., & Algina, J. (2008). Introduction to classical and modern test theory (327th ed.). epdf.pub_introduction-to-classical-and-modern-test-theory.pdf
- Dana, N. F. (2009). Leading with passion and knowledge: The principal as action researcher. Corwin. <https://www.corwin.com/books/leading-with-passion-knowledge-232984>
- Dela Cruz, N. (2017). Philippine professional standards for teachers.
- Department of Education – Teacher Education Council. (2017). Philippine professional standards for teachers (42). https://www.deped.gov.ph/wp-content/uploads/2017/08/DO_s2017_042-1.pdf
- Department of Education. (2019). PISA 2018 national report of the Philippines. <https://www.deped.gov.ph/wp-content/uploads/2019/12/PISA-2018-Philippine-National-Report.pdf>
- Department of Education. (2019). Policy guidelines on the K to 12 Basic Education Program (021). https://www.deped.gov.ph/wp-content/uploads/2019/08/DO_s2019_021.pdf
- Dougherty, L. A. (2015). Book review: Stratosphere—Integrating technology, pedagogy, and change knowledge. Contemporary Educational Technology, 6(2), 169–171. <https://doi.org/10.30935/cedtech/6147>
- Espania, D. Y. (2012). Exploring two classroom teachers' experiences as they aspire to become literacy instructional leaders [Doctoral dissertation, University of Washington]. ResearchWorks Archive. <http://hdl.handle.net/1773/20819>
- Falsario, H., Muyong, R., & Nuevaespaña, J. (2014, March 6–8). Classroom climate and academic performance of education students [Paper presentation]. DLSU Research Congress 2014, Manila, Philippines. <https://www.dlsu.edu.ph/wp-content/uploads/pdf/conferences/research-congress-proceedings/2014/LLI/LLI-I-003-FT.pdf>
- Frost, D. (2008). “Teacher leadership”: Values and voice. School Leadership & Management, 28(4), 337–352. <https://doi.org/10.1080/13632430802292258>
- Fullan, M. (2014). The principal: Three keys to maximizing impact. Jossey-Bass. <https://www.wiley.com/en-us/The+Principal%3A+Three+Keys+to+Maximizing+Impact-p-9781118575239>
- Gabriel, J. G. (2005). How to thrive as a teacher leader. Association for Supervision and Curriculum Development. <https://eric.ed.gov/?id=ED509036>
- Ghavifekr, S., Afshari, M., & Amla Salleh. (2012). Management strategies for E-learning system as the core component of systemic change: A qualitative analysis. Life Science Journal, 9(3), 2190–2196.
- Great Schools Partnership. (2013, August 29). Learning environment. The Glossary of Education Reform. <https://www.edglossary.org/learning-environment/>
- Hallinger, P., & Murphy, J. (1985). Assessing the instructional management behavior of principals. The Elementary School Journal, 86(2), 217–247. <https://doi.org/10.1086/461445>
- Harrison, C., & Killion, J. (2007). Ten roles for teacher leaders. Educational Leadership, 65(1), 74–77. <https://www.ascd.org/el/articles/ten-roles-for-teacher-leaders>
- Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). The motivation to work (2nd ed.). John Wiley & Sons. https://openlibrary.org/books/OL26792128M/The_Motivation_to_Work
- Hickman, K. (2017). A qualitative study on educational leadership styles and teacher morale [Doctoral dissertation]. https://www.cn.edu/libraries/tiny_mce/tiny_mce/plugins/filemanager/files/Dissertations/Dissertations2017/Hickman_Final.pdf
- Honebein, P. C. (1996). Seven goals for the design of constructivist learning environments. In B. G. Wilson (Ed.), Constructivist learning environments: Case studies in instructional design (pp. 11–24). Educational Technology Publications. https://www.researchgate.net/publication/304022773_Seven_goals_for_the_design_of_constructivist_learning_environments
- Huber, G. P. (1980). Managerial decision making. Scott, Foresman. https://books.google.com/books/about/Managerial_decision_making.html?id=E5aaAAAAIAAJ
- Jackson, Y., & McDermott, V. (2009). Fearless leading. Educational Leadership, 67(2). <https://www.ascd.org/el/articles/fearless-leading>

- James, S. (2020, December 4). 3 most popular ways to give teachers immediate feedback after a walkthrough. Education Walkthrough. <https://educationwalkthrough.com/3-most-popular-ways-to-give-teachers-immediate-feedback-after-a-walkthrough/>
- Kouzes, J. M., & Posner, B. Z. (2018). The student leadership challenge: Five practices for becoming an exemplary leader (3rd ed.). The Leadership Challenge. https://books.google.com/books/about/The_Student_Leadership_Challenge.html?id=xJxPDwAAQBAJ
- Langford, P. E. (2005). Vygotsky's developmental and educational psychology. Psychology Press. <https://www.routledge.com/Vygotskys-Developmental-and-Educational-Psychology/Langford/p/book/9780415653176>
- Lasaten, R. (2016). Assessment methods, problems and training needs of public high school teachers in English. International Journal of Languages, Literature and Linguistics, 2(2), 1–6.
- Lotunani, A., Idrus, M. S., Afnan, E., & Setiawan, M. (2014). The effect of competence on commitment, performance and satisfaction with reward as a moderating variable: A study on designing work plans in Kendari City Government, Southeast Sulawesi. International Journal of Business and Management Invention, 3(2), 18–25. [https://www.ijbmi.org/papers/Vol\(3\)2/Version-2/D0322018025.pdf](https://www.ijbmi.org/papers/Vol(3)2/Version-2/D0322018025.pdf)
- Lucero, J. G. (2018). Instructional competence of teachers: Basis for learning action cell sessions. International Journal of Novel Research in Education and Learning, 5(4), 5–8. <https://www.noveltyjournals.com/upload/paper/INSTRUCTIONAL%20COMPETENCE-1425.pdf>
- MacFarlane, J., Aladjem, D., & Russell, C. A. (2017). What can school leaders do to support instructional practices? In Instructional practices for deeper learning: Lessons for educators (p. 13). <https://asiasociety.org/files/instructional-practices-for-deeper-learning-lessons-for-educators-may-2017-report.pdf>
- Mangin, M. M., & Stoelinga, S. R. (2010). The future of instructional teacher leader roles. The Educational Forum, 74(1), 49–62. <https://doi.org/10.1080/00131720903389208>
- Mathers, C., Oliva, M., & Laine, S. W. M. (2008). Improving instruction through effective teacher evaluation: Options for states and districts. National Comprehensive Center for Teacher Quality. <https://files.eric.ed.gov/fulltext/ED520778.pdf>
- McCrindle, M., & Renton, S. (2018). The future of education. McCrindle Research. https://www.researchgate.net/publication/335159813_The_Future_of_Education_The_Future_of_Education
- Mendels, P., & Mitgang, L. D. (2013). Creating strong principals. Educational Leadership, 70(7), 22–29. <https://www.ascd.org/el/articles/creating-strong-principals>
- Mercado, J., & Ching, M. (2016, March 9). Teachers as producers and consumers of educational materials: An analysis. DLSU Research Congress. Retrieved April 30, 2022, from <https://www.dlsu.edu.ph/wp-content/uploads/pdf/conferences/research-congress-proceedings/2016/LLI/LLI-II-05.pdf>
- Montoro, V. (2012). Professional development, teacher learning, and national standards: A mixed-method multiple-case study of the professional learning experiences of Evangelical Christian School Teachers [Doctoral dissertation]. <https://digitalcommons.andrews.edu/dissertations/585>
- Mulder, M. (2001). Competentieontwikkeling in organisaties: Perspectieven en praktijk [Competence development in organizations: Perspectives and practice]. Elsevier Bedrijfsinformatie. <https://research.wur.nl/en/publications/competentieontwikkeling-in-organisaties-perspectieven-en-praktijk/>
- Mulder, M., & Winterton, J. (2017). Introduction. In M. Mulder (Ed.), Competence-based vocational and professional education: Bridging the worlds of work and education (pp. 1–43). Springer. https://doi.org/10.1007/978-3-319-41713-4_1
- Murrell, P. (2001). The community teacher. Teachers College Press.
- Nghihalwa, I. (2018). Teachers' involvement in the planning and development of National Curriculum for Basic Education in Namibia [Master's thesis, University of Eastern Finland, Kuopio, Finland]. https://epublications.uef.fi/pub/urn_nbn_fi_uef-20181250/urn_nbn_fi_uef-20181250.pdf
- Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice (31st ed.). <https://doi.org/10.1080/03075070600572090>
- Nijveldt, M., Beijjaard, D., Brekelmans, M., Verloop, N., & Wubbels, T. (2005). Assessing the interpersonal competence of beginning teachers: The quality of the judgment process. International Journal of Educational Research, 43, 89–102.
- Northouse, P. G. (2013). Leadership: Theory and practice (6th ed.). SAGE Publications. <https://study.sagepub.com/northouse6e>
- Person, M. (2020, May). The connection between Professional Development and Teacher Growth. University of Northern Colorado Scholarship & Creative Works @ Digital UNC. Retrieved May 19, 2022, from <https://digscholarship.unco.edu/dissertations>
- Robbins, S. P. (2005). Teori organisasi, struktur, desain dan aplikasi (Yusuf Udaya, Trans.; 3rd ed.). Arcan.
- Sandanayake, T. C., & Madurapperuma, A. P. (2009). Enhancing the learning environment by identifying the learner behavior in an e-learning system. http://www.ineer.org/Events/ICEEiCEER2009/full_papers/full_paper_120.pdf

- Sawchuk, S. (2015, September 3). Teacher evaluation: An issue overview. Education Week. <https://www.edweek.org/teaching-learning/teacher-evaluation-an-issue-overview/2015/09>
- Schrum, L., & Levin, B. B. (2015). Leading 21st century schools: Harnessing technology for engagement and achievement. Sage Publications Ltd. Chapter 8, Important considerations for 21st century leaders, 170–171.
- Serevina, V., & Muliayati, D. (2018). Development of student performance assessment based on scientific approach for a basic physics practicum in simple harmonic motion materials. *Journal of Physics: Conference Series*, 1013, 012051. <https://doi.org/10.1088/1742-6596/1013/1/012051>
- Seyfarth, J. T. (2008). Human resource leadership for effective schools (5th ed.). Pearson. <https://www.pearson.com/en-us/subject-catalog/p/human-resource-leadership-for-effective-schools/P200000001817>
- Shantz, A., & Latham, G. P. (2012). Transfer of training: Written self-guidance to increase self-efficacy and interviewing performance of job seekers. *Human Resource Management*, 51(5), 733–746. <https://doi.org/10.1002/hrm.21479>
- Silva, V. C. (2018). School Learning Action Cell as a key for teachers' professional development. ResearchGate. <https://doi.org/10.13140/RG.2.2.17523.37927>
- Sithole, N. (2017). Promoting a positive learning environment: School setting investigation [Master's thesis, University of South Africa, Pretoria, Africa]. http://uir.unisa.ac.za/bitstream/handle/10500/24348/dissertation_sithole_n.pdf?sequence=1&isAllowed=y
- Sofo, F., Fitzgerald, R., & Jawas, U. (2012). Instructional leadership in Indonesian school reform: Overcoming the problems to move forward. *School Leadership & Management*, 32(5), 503–522. <https://doi.org/10.1080/13632434.2012.723616>
- Spencer, L. M., Jr., & Spencer, S. M. (1993). Competence at work: Models for superior performance. John Wiley & Sons. https://books.google.com/books/about/Competence_at_work.html?id=ngcpAQAAMAAJ
- State of Victoria Department of Education. (n.d.). Assessment. <https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/assessment.aspx>
- Stiggins, R., & Chappuis, J. (2005). Using student-involved classroom assessment to close achievement gaps. *Theory Into Practice*, 44, 11–18. https://doi.org/10.1207/s15430421tip4401_3
- Sullivan, P., & Lilburn, P. (2004). Open-ended maths activities: Using 'good' questions to enhance learning in mathematics (2nd ed.). Oxford University Press.
- Teacher Leadership Exploratory Consortium. (2011). Teacher leader model standards. https://www.nea.org/sites/default/files/2020-07/teacher_leader_model_standards.pdf
- Tipan, S., Tuiza, J., Pabia, K., & Mojares, J. (2022). Faculty awareness on cultural diversity of learners: The case of San Pedro National High School, Philippines. *Asian Journal of Language, Literature and Culture Studies*, 3(2), 2–7. https://www.researchgate.net/publication/341079482_Faculty_Awareness_on_Cultural_Diversity_of_Learners_The_Case_of_San_Pedro_National_High_School_Philippines
- Ubben, G. C., Hughes, L. W., & Norris, C. J. (2007). The principal: Creative leadership for excellence in schools (6th ed.). Pearson/Allyn & Bacon. <https://search.worldcat.org/title/988946727>
- University of Wisconsin–Madison. (2015). Write learning objectives. InterPro. <https://kb.wisc.edu/engr/interpro/70280>
- Verma, G. (2021, February 8). The importance of a positive learning environment. LinkedIn. Retrieved October 17, 2021, from <https://www.linkedin.com/pulse/importance-positive-learning-environment-geeta-verma>
- Vroom, V. H. (1964). Work and motivation. John Wiley & Sons. https://openlibrary.org/books/OL5914716M/Work_and_motivation
- Wa-Mbaleka, S. (2013). Quality education for native Filipinos: A phenomenological case study of indigenous learners. *IAMURE International Journal of Social Sciences*, 6(1). <https://ejournals.ph/article.php?id=2266>
- Weisberg, D., Sexton, S., Mulhern, J., Keeling, D., Schunck, J., Palcisco, A., & Morgan, K. (2009). The widget effect: Our national failure to acknowledge and act on differences in teacher effectiveness (2nd ed.). The New Teacher Project. <https://eric.ed.gov/?id=ED515656>
- White, S. (2014, December 14). Know the use of technological devices in education. <https://www.allassignmenthelp.com/blog/the-use-of-technological-devices-in-education/>