

Development of a Teaching Reading Competency Test Through a Systematic Literature Review

Peñera, Joan Z¹, Gaza, Joy SB²

¹Teacher III, Junior High School English Department, Department of Education

²Associate Professor IV, School of Teacher Education, University of Nueva Caceres

Abstract

This study conducted a systematic literature review to identify the competencies of a reading teacher and developed a Teaching Reading Competency Test (TRCT). This study used the PRISMA model and the test development process of Ozdemir and Akyol (2019). Forty-eight related literature and studies were analyzed, and seven themes that determine the competencies of reading teachers were identified. Competency indicators were constructed guided by the themes and theoretical framework of the study; these were categorized according to their relevance to the DepEd's PPST domains. The connections ensured that the developed test items were grounded on established research and theoretical principles. The validity test result demonstrated a strong expert agreement that the test items are relevant and precise. Moreover, the reliability test indicated an acceptable and good internal consistency. This combination of high content validity and excellent reliability makes the test effective for evaluating teachers' competencies in reading instruction. Overall, the TRCT is a valid and reliable tool that can provide appropriate feedback on teachers' skills in managing and delivering reading instructions to students; this can also serve as a valuable tool for their professional development and improvement of instructional practices, promoting reflective teaching, leading to better student learning outcomes, and supporting DepEd's commitment to providing quality education and promoting lifelong learning.

Keywords: Competency Test, Systematic Literature Review, Teaching Reading

Introduction

Teaching reading is an essential part of education that is a foundation for student's ability to learn and succeed academically. Studies proved that teachers' competency in reading instruction significantly affects their learning and development. Moreover, teachers' knowledge and 21st-century instructional skills provide students with high-quality learning opportunities. Laurito (2022) and Doležalová (2015) agreed that teaching reading competence helps improve the skills and performance of the students in English. Laurito (2022) noted a strong correlation between students' success in English and the degree of teaching reading competency in classroom management, teaching practice, assessment, and technical skills. Considering this, teachers must strongly emphasize developing students' reading skills, mainly as they work to overcome the effects of the pandemic on students' reading abilities. Moreover, to address these challenges, the Department of Education has launched the National Reading Program, which encompasses initiatives like Catch-Up Fridays, Drop Everything and Read (DEAR) Day, the Philippine Reading Inventory (Phil IRI), the Reading Literacy Assessment (RLA), Brigada Pagbasa, and the National Learning Camp (NLC). These initiatives required language and non-language teachers to administer

reading assessments and intervention activities to counter the pandemic's impact on students' reading abilities. Therefore, all teachers need the necessary knowledge and skills to help students learn and advance their reading skills.

There are several international standards in teaching reading. However, these standards focus on the competency of teachers in giving reading instructions to students with special needs. In contrast, others concentrate on the general competency of teachers. On the other hand, the Department of Education's Philippine Professional Standards for Teachers (PPST) assesses teachers' competencies through DepEd Order Number 42, Series of 2017, based on the National Competency-Based Teacher Standards (NCBTS). The PPST aims to set clear expectations for teachers in their career and professional development, engage teachers in continuously attaining proficiency, and measure their performance and needs for professional development. However, the PPST does not explicitly measure the competency of teachers in reading instruction. Also, the requirements for teaching reading have changed over the years, leading to a varied and complex set of competencies teachers must have. These competencies include their traditional literacy skills and ability to adapt to students' diverse needs and incorporate technology into reading instruction. The current study aims to develop a Teaching Reading Competency Test (TRCT) through a systematic literature review to ensure teachers have the essential skills to provide high-quality reading instruction to 21st-century learners. The current research will explore existing literature and studies and synthesize the findings of diverse studies to inform the design and development of a Teaching Reading Competency Test (TRCT). The developed TRCT will also undergo validity and reliability testing to ensure the quality of the developed tool.

The TRCT will be valuable for evaluating reading teachers' instructional competencies and skills. Additionally, this will offer helpful feedback to support their professional growth and improve their teaching reading practices. School administrations can use the competency test to identify teachers' everyday needs and strengths; this will help them design teacher training and enhancement to promote adequate reading instructions for learners' reading development. Furthermore, the Department of Education can use the TRCT to provide individual teacher performance feedback; this will help them develop programs that support DepEd's initiative to strengthen its commitment to provide teachers with opportunities to enhance learners' academic performance. Also, succeeding researchers can use the output of this study to determine reading teachers' competency level and the test's effectiveness.

Framework

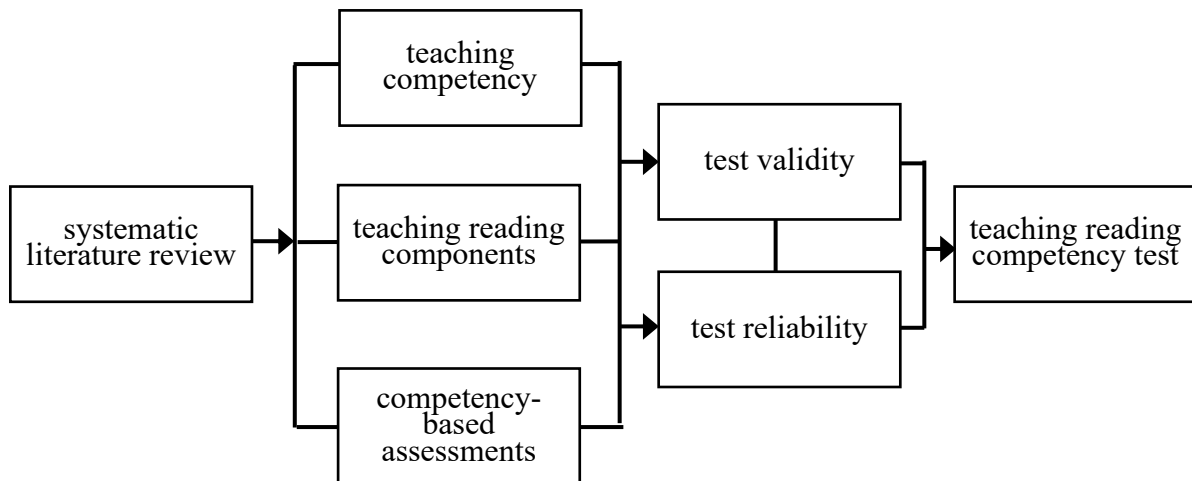
Figure 1 illustrates the interrelationship among the major constructs that guide the development of the Teaching Reading Competency Test (TRCT).

The framework maps the flow of concepts that contribute to creating a valid, reliable, and evidence-based assessment tool for evaluating teachers' competencies in reading instruction. In this study, the systematic literature review was the primary input that identified and synthesized research findings, theoretical models, and best practices relevant to reading instruction and teacher assessment. Dewey and Drahota (2016) explained that a systematic review involves a structured, transparent, and replicable process for collecting and analyzing research evidence to answer specific questions. Through this process, the study ensured that the development of the TRCT is grounded in established knowledge and aligns with educational standards and needs.

The literature review focused on three essential conceptual areas: Teaching Competency, Teaching Reading Components, and Competency-Based Assessments. Teaching Competency refers to the skills,

knowledge, and characters essential for effective instruction. According to Teachmint (2022), these include classroom management, planning, communication, and assessment. In the context of reading instruction, Laurito (2022) found that teachers' competency in reading instruction, including classroom management, teaching practices, and assessment—has a direct and significant relationship with student performance in English.

Figure 1: Conceptual Paradigm



On the other hand, Teaching Reading Components highlights the instructional focus areas of reading, such as phonemic awareness, vocabulary, fluency, and comprehension. According to Doležalová (2015), teachers must possess specialized reading literacy competencies to design effective instruction. The study noted that many educators, especially non-language teachers, have gaps in their understanding of reading literacy, highlighting the need to assess and develop these competencies. The Department of Education (DepEd Order No. 42, s. 2017) supports this by recognizing the importance of content knowledge and pedagogy, including literacy, as foundational elements of effective teaching.

Moreover, Competency-Based Assessments refer to evaluating teachers' practical application of skills in authentic teaching contexts. Flippo and Foster (1984), as cited by the American Association of Colleges for Teacher Education (2023), noted that competency tests are intended to measure the essential knowledge and skills necessary for adequate performance in teaching. Gepila Jr. (2019) emphasized using competency frameworks like the PPST to assess teachers' professional growth and development needs in the Philippines.

These three domains collectively inform the development of test items and structure. However, to ensure the effectiveness of the TRCT, it must undergo a thorough validation and reliability testing process. Test Validity ensures that the TRCT measures what it is intended to measure. At the same time, Test Reliability refers to the consistency and dependability of the results produced by the TRCT.

The final output, the Teaching Reading Competency Test, is the result of integrating all these elements, grounded in theory, informed by empirical evidence, and validated through expert review and statistical testing. The TRCT is intended to serve not only as an evaluative tool but also as a mechanism for professional reflection and growth, helping teachers identify their strengths and areas for development in

reading instruction.

Objective of the Study

This study aimed to develop a Teaching Reading Competency Test through a systematic literature review.

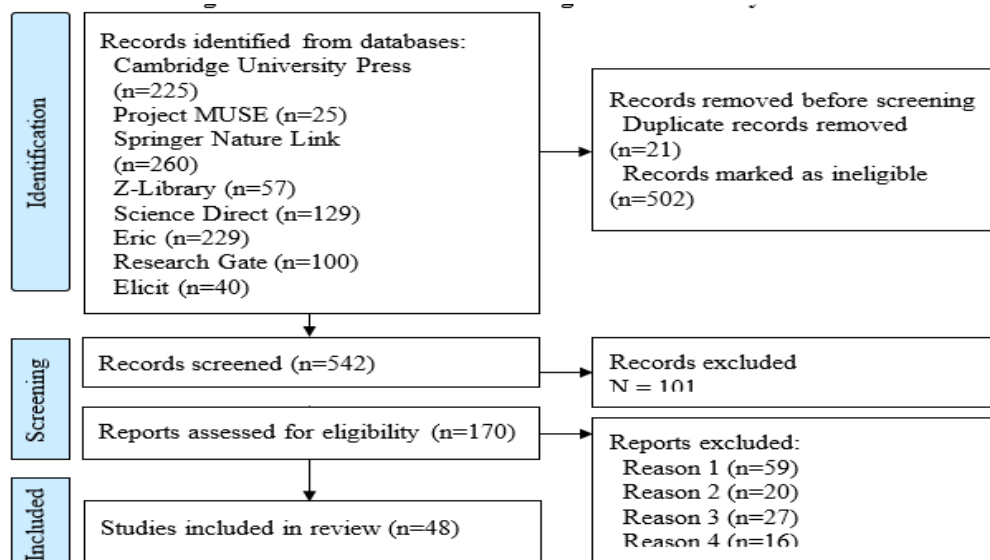
Materials and Methods

A descriptive-developmental design was used in the study to systematically obtain information about reading teachers' competencies. The identified competencies informed the development of the Teaching Reading Competency Test (TRCT) and were evaluated through a validity and reliability test. Assessing the validity and reliability of the TRCT involved collecting and analyzing numerical data to determine the test's accuracy, consistency, and stability of test scores.

Moreover, the study utilized the test development process used by Ozdemir and Akyol (2019), which (1) identifies the test items, (2) scans the text, (3) examines the texts, (4) composes item pools, (5) consults expert opinions, and pilot tests. Furthermore, the Preferred Items for Systematic Reviews and Meta-Analyses (PRISMA) were used to identify key themes and competencies from related literature and studies about teaching reading competency. The identified key themes were standard guides in developing a Teaching Reading Competency Test (TRCT) to assess teachers' reading instruction knowledge, skills, and abilities. Catrin (2021) cited the importance of using PRISMA as it was developed to increase the clarity, transparency, quality, and value of reports. PRISMA provided precise and reliable assumptions, conveyed vast amounts.

Pettigrew and Roberts (2006), as cited by Madronero (2021), enumerated the seven steps for a systematic review using the PRISMA model: (1) define research scope and objectives, (2) determine the types of studies that will be required to complete the research, (3) conduct a thorough literature search to find the reports, (4) review the studies found and see whether they met the inclusion criteria or whether further research is needed, (5) assess the research that will be included in the systematic literature review critically, (6) check for homogeneity in the sample, and (7) disseminate the review's findings of data, and lessened the introduction of bias. A PRISMA flow diagram is provided in Figure 2.

Figure 2: PRISMA 2020 Flow Diagrams for New Systematic Reviews



Note: Exclusion criteria:

Studies that do not focus on teacher's competency in teaching reading (general/universal competencies)

Studies that investigate a single approach to teaching reading

Studies focused on teachers' level of reading proficiency

Studies that focused on teaching reading for students with special needs in reading

The seven steps in PRISMA were conducted in the study are as follows. First, this study focused on only one objective: developing a Teaching Reading Competency Test through a systematic literature review. Second, the researcher identified the types of studies that will be used to complete the research. Computer searches on Cambridge University Press, Project MUSE, Springer Nature, Link, Z-Library, Science Direct, ERIC, Research Gate, and Elicit were conducted to locate related studies and literature from the identified keywords published from 2013-2023. A search on the school's graduate school thesis dissertations was also conducted. Third, the researcher conducted a thorough literature search using the keywords teaching reading, teaching reading competency, competency assessment for reading teachers, and competency of reading teachers to gather relevant data for the study. Keywords were searched throughout the text published in the past ten years, including peer-reviewed books, journals, articles, and chapters. Using the keywords, 225 studies were found in Cambridge University Press, 25 studies were found in Project MUSE, 260 studies were collected in Springer Nature Link, 57 were at the Z-Library, 129 on Science Direct, 229 on ERIC, 100 on ResearchGate, and 40 on Elicit. This obtained an initial pool of 1,065 records for screening. Data were manually screened, and duplicate studies were removed, leaving 542 publications. Studies unrelated to the study's objective were marked as ineligible and removed. Afterward, the remaining 542 records were again manually screened. After removing the duplicates and ineligible data, the first set of exclusions was determined. Studies that do not permit full access or with incomplete information for evaluation were removed. Also, the following inclusion criteria were considered: (1) local and international peer-reviewed journal articles, books, chapters, and research reports, (2) reading instruction on basic education, (3) focused on the competencies of reading teachers, (4) open access journals and articles, (5) standards of reading instructions, (5) teachers' qualities and needs in reading instruction, (6) studies published in the English language. This leaves 441 studies subjected to further screening.

The following exclusion criteria guided the next set of screening: (1) studies that do not focus on teachers' competency in teaching reading (general/ universal competencies), (2) studies that investigate a single approach in teaching reading, (3) studies focused on teachers level of reading proficiency, and (4) studies that focused on teaching reading for students with special needs in reading. Screening involved reading abstracts, and when there were insufficient details in the abstract to make a judgment, the full text was read.

Forty-eight final studies were identified after the initial screening; these studies met the inclusion criteria in the review. The current study will also utilize the six-phase guide of Braun and Clarke (2006) in conducting a thematic analysis to avoid confirmation bias in formulating the study's analysis. Finally, the review's findings were used to develop a Teaching Reading Competency Test (TRCT), which aims to assess the teaching skills of reading teachers and provide appropriate feedback to enhance their instructional knowledge and skills.

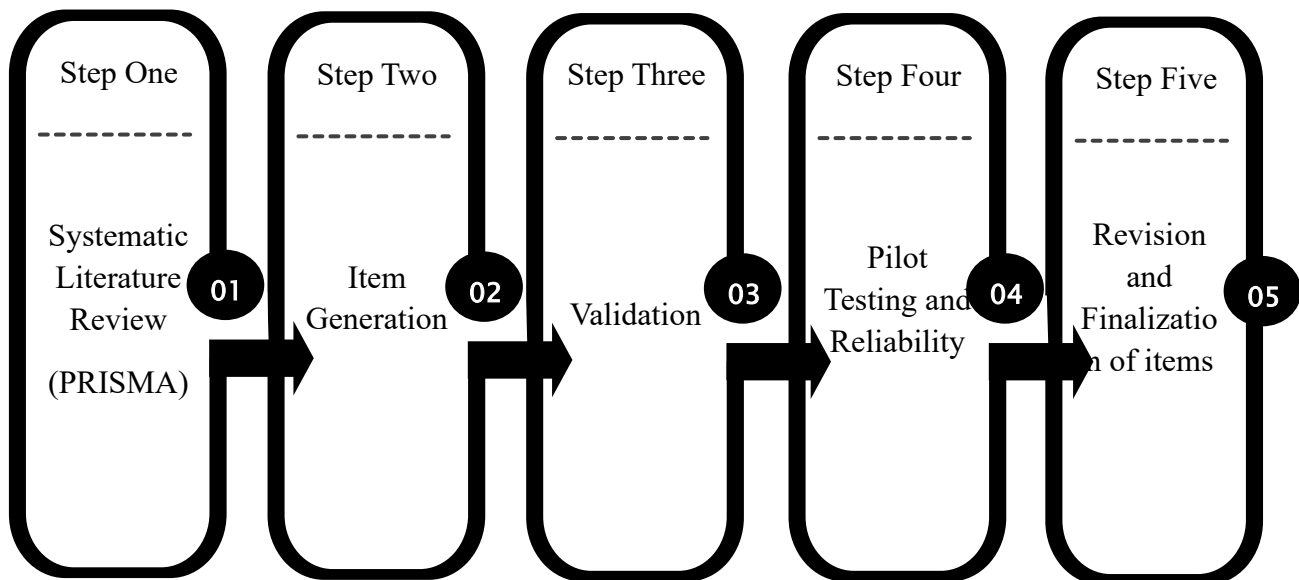
Results and Discussion

Data was gathered using the Preferred Items for Systematic Reviews and Meta-Analysis (PRISMA). This

study specifically investigated related literature and studies about the standards and competencies in teaching reading, teachers' critical skills that contribute to students reading fluency and comprehension, and current reading instruction practices that reflect the competencies necessary for effective teaching. Data were manually screened, duplicate studies were removed, and studies unrelated to the objective were marked as ineligible and removed.

Moreover, the study adopted the test development process of Özdemir and Akyol (2019) to develop a valid and reliable TRCT. Based on their procedures, these operations were undertaken in the study: A. Systematic Literature Review, B. Item generation, C. Validation, D. Pilot Testing and Reliability, and E. Revision and Finalization of Items. The flow chart of the test development process is presented in Figure 3.

Figure 3: Test Development Process adapted from Ozdemir and Akyol (2019)



1. Systematic Literature Review

Following the initial screening, the study found 48 final studies that met the requirements for review inclusion. The study conducted a thematic analysis using Braun and Clarke's (2006) approach. In developing themes of this study, some codes naturally overlap across multiple themes. This overlap is expected because teaching competencies are interconnected, where various skills and attributes reinforce one another. Despite these overlaps, the themes have been categorized and named separately based on the systematic review results. This structured division ensures that each theme is distinctly recognized, providing a clearer understanding of its specific role and impact on teacher competencies. The study emphasizes the significance of each competency area and its unique contribution to effective reading instruction by maintaining separate themes. This distinction is important because it organizes the findings systematically and ensures that each theme receives adequate attention in shaping teacher training and professional development initiatives. Ultimately, while the interconnected nature of the themes reflects the complexity of teacher competencies, their separation enhances clarity, focus, and practical application in education.

The researcher identified seven themes that reflect the competencies of reading teachers, including Pedagogical Knowledge and Instructional Strategies, Literacy Assessment and Diagnostic Skills, Inclusive

and Culturally Responsive Learning Environment, Professional Development and Teacher Training, Use of Technology and Instructional Materials, Collaboration and Stakeholder Engagement, and Personal and Professional Qualities of Reading Teachers.

Pedagogical Knowledge and Instructional Strategies

The codes that supported the development of this theme are teaching reading skills (phonemic awareness, phonics, fluency, vocabulary, comprehension), teaching strategies (pre-reading, during reading, post-reading, scaffolding, and Question-Answer Relationships (QUARS), predicting, summarizing, questioning, visualizing, inferring), differentiated instruction (direct and explicit instruction, content area reading instruction, literacy strategy instruction), interactive learning environments, instructional routines and classroom techniques, and knowledge of text and authors were the collective ideas from the relevant studies.

Pedagogical knowledge refers to the teachers' knowledge of best practices in teaching and learning (Top Hat, 2024); this also includes knowledge of delivering lessons in a conducive learning environment, knowledge and understanding of the different teaching methods to cater to diverse needs, and characteristics of individual students, classroom assessment, and knowledge of the learning process. Ultimately, pedagogical knowledge is the guiding compass of teachers to shape students' classroom experiences. On the other hand, instructional strategies are the methodologies teachers use to deliver instructions that keep students engaged and studying various skill sets (Study.com 2025). In this study, pedagogical knowledge refers to teachers' knowledge and skills in reading and their ability to transfer those skills to students using various teaching reading strategies; this also includes their classroom techniques in providing an interactive learning environment to address the needs of the learners.

Numerous studies from the systematic literature review highlighted the significance of teachers' pedagogical knowledge and instructional strategies in enhancing students' reading abilities. Dolezalova (2014), Alshaboul (2020), Kanmaz (2022), and Abu-Ubaida et al. (2017) emphasized that teachers' ability to plan and apply reading literacy to teaching, their knowledge of reading literacy and their skills in diagnosing and evaluating students' reading levels are some of the teachers' competencies that shape the students' reading literacy. The study of Laurito (2022) supported this, implying that teachers' methods, approaches, strategies, and assessments are substantial in helping students' growth in reading competencies. Meanwhile, Ellis (2019) identified the four criteria of teachers' competence in teaching reading: pre-reading activities, coping with unfamiliar vocabulary, reading in class, and helping students develop reading strategies. Similarly, Diyah et al. (2023), Nugroho (2013), Podder (2024), and Ghafourni (2023) identified the components of teaching reading, which includes the appropriate learning activities in pre-reading, while writing, and post-reading. While Wissink (2019), Kutche et al. (2024), Abejuela et al. (2023), and Stackhouse (2014) emphasized that teachers need content knowledge in teaching reading. In addition, NC State College of Education (2017), Stackhouse (2014), Pilonieta (2023), and Garcia et al. (2024) argued that emphasizing the foundational aspects of reading, including phonological awareness, word analysis, vocabulary, decoding, fluency, and comprehension. Additionally, Pilonieta argued that teachers should be able to identify and adjust their instruction according to the student's needs.

Moreover, Wissink (2019), Garcia et al. (2024), Kosassy et al. (2024), Sakolrak (2014), Rahayu, S.S. et al. (2023), Azizah (2023), Marima et al. (2016), Estrella (2022), Killorn (2015), Ancheta (2022), Amali et al. (2021), Septianda et al. (2022), Euanorasetra (2023), Ghafournia (2023), Purmadi (2024), Yonara (2024), Saragih (2023), and Hamra (2024) enumerated various teaching strategies that contributes to the

enhancement of reading instructions and students' motivation. Rahayu et al. (2023) added that designing more interactive learning environments and integrating technology in the instruction assisted students in understanding the lesson. In the same way, Solikah (2016), Ahsan (2015), and Pradana et al. (2023) enumerated teaching techniques and teaching processes to enhance students' understanding and interest in learning.

Because the current study focused on developing a competency test for reading teachers, the test items aligned with the teaching standards and evidence-based reading instruction framework. The Teaching Reading Competency Test (TRCT) will assess teachers' pedagogical knowledge, teaching strategies, and assessment techniques, including diagnosing students' reading difficulties, implementing reading interventions, and applying differentiated instruction and classroom strategies to create an inclusive and engaging environment that supports diverse learners.

Literacy Assessment and Diagnostic Skills

The codes that supported the development of this theme are reading assessment (formative and summative), diagnosing and evaluating reading difficulties, context-appropriate reading interventions, reading assessment strategies, performance-based reading assessment, knowledge of reading difficulty, and assessment.

Assessment in teaching is the continuing process of collecting, analyzing, and interpreting evidence to make an informed and accurate view of enhancing students' learning (Victoria State Government, 2021). While teachers' diagnostic skills refer to their ability of teachers to perceive, interpret, and make decisions based on students' needs, this is considered a necessary prerequisite for adaptive teaching (Reuker, 2021). In this study, literacy assessment and diagnostic skills refer to teachers' knowledge and effective use of formative and summative assessments to determine students' reading success and use of necessary tools to evaluate their needs and proficiency levels.

The systematic literature review identified various studies about the significance of reading assessments. Dolezalova (2014) argued that teachers' ability to diagnose and evaluate students' reading levels is one of the competencies of reading teachers. Also, Diyah et al. (2023) identified learning assessment as one of the aspects that curriculum developers should consider before designing a reading class. Needs analysis should also be conducted to formulate an effective teaching model. The study of Pilonieta et al. (2023) supported this by stating that teachers should identify learners' needs. Also, Hamra et al. (2024), Ellis (2019), and Laurito (2022) stated that the strategies used by teachers in assessing the performance of the students produced positive results in students' improvement, and Wissink (2019) found that formative and summative assessment results contributed to the positive effects of students' improvement in reading. In addition, the International Dyslexia Association (2018) identified teachers' knowledge of assessment as one of their knowledge and practice standards for reading teachers. In the same way, Stackhouse (2014) highlighted that a balanced reading program should consist of an ongoing diagnosis that informs instructions and an assessment that ensures accountability. Also, Euanorasetra et al. (2023) mentioned classroom assessment as part of the text-based and competency-based approaches to teaching reading.

In terms of assessment strategies, Brewer (2023) stated that assessment tools must apply to diverse learners to be tested equally. Garcia et al. (2024) identified conducting reading assessments with parents as one of teachers' best practices to improve learners' reading by informing and seeking parents' help. Moreover, Abejuela et al. (2023) identified that teachers use various reading assessment tools to monitor students' reading levels. The most common assessment tools teachers use are the Early Grade Reading Assessment

(EGRA), the Philippine Informal Reading Inventory (PHIL-IRI), Teacher-Made Reading Diagnostic Tests, Formative Reading Assessments, and Oral and Silent Reading Tests. Podder et al. (2024) suggested that changing assessment strategies may be effective.

With the importance of literacy assessment and diagnostic skills in developing students' reading proficiency, the TRCT included a comprehensive evaluation of teachers' knowledge and application of reading assessment tools and diagnostic skills. Moreover, this will determine their ability to identify good and poor readers and the necessary reading tasks and context-appropriate reading interventions to address learners' needs.

Inclusive and Culturally Responsive Learning Environment

This theme was developed using the codes of classroom management techniques, creating text-rich classrooms, classroom organization, instructional support, emotional support for students, encouraging a reading culture, student motivation and engagement, culturally responsive teaching practices, use of culturally relevant reading materials, enhancing cultural awareness in reading instruction, and multicultural educators' competencies were organized.

Inclusivity aims to overcome the injustices and inequalities from variations in a person's physical characteristics, symbolic meanings, and access to material resources (Tzirides, 2023). A culturally responsive learning environment is sensitive to students' cultural differences and respects and honors each unique quality. Also, a culturally responsive environment relates what students learn in school to their cultures, languages, and life experiences (Understood, 2025). In this study, an inclusive and culturally responsive learning environment encourages teachers to develop a learning experience that welcomes students' diversity and implements reading instructions that cater to the learners' needs, interests, and cultural backgrounds. This learning environment enhances students' motivation and broadens students' knowledge of reading and diverse cultures.

Various factors can help achieve an inclusive and culturally responsive learning environment. Dolezalova (2014), Rahayu et al. (2023), Hamra et al. (2024), and Solikah (2016) emphasized the importance of designing more interactive learning environments, using classroom techniques and promoting positive attitudes to enhance students' interest and motivation in reading. In addition, Sibanda et al. (2024) and Garcia et al. (2024) highlighted the importance of providing various learning opportunities to develop students' reading literacy. Also, Ryan (2022) stated that students' reading proficiency may be improved with consistent assistance for creating cooperative and encouraging whole-school cultures. Moreover, teachers must recognize and value students' diversity and unique perspectives, as stated by the NC State College of Education (2017).

In the same way, He (2021) and Brewer (2023) proposed that educators should provide culturally relevant instruction that fosters students' cultural inclination, learning capacity, and critical thinking. He also added that to learn a language effectively, one must learn the cultures behind it. Xiao (2023) also added that teachers should broaden students' knowledge by supplementing them with relevant background knowledge and social and cultural knowledge. Additionally, setting classroom environments for students' learning is important in guiding learners in their academic and holistic growth in reading competencies (Laurito, 2022). At the same time, Abu-Ubaida et al. (2017) stated that a conducive learning environment impacted students. That is why, according to Pradana et al. (2023), creating a comfortable learning atmosphere is necessary. Regarding students' motivation, Hochweber (2016) emphasized that classroom organization, instructional support, and emotional support—are related to students' academic achievement

and motivation. Lamb (2017) argued that a good teacher motivates learning.

Additionally, teachers must be aware of the needs, goals, and desires that students bring to class, welcome and engage each student, and have the professional commitment to address students' needs continuously. In the same way, Killorn (2015) explained that making personally relevant and meaningful course content motivates and engages students, making them successful with literacy. Pilonieta et al. (2023), Yonara (2024), and Martinez (2021) stated that effective teachers can create a classroom environment and deliver instruction that motivates and engages students.

Professional Development and Teacher Training

The codes supporting this theme's development are teacher training opportunities, mentorship and faculty development, continuous professional development (lac sessions, seminars, workshops), leadership support, and administrative support.

Professional development and teacher training refers to the learning opportunities for teachers to improve their knowledge and skills, leading to better student outcomes (Schwartz, 2023). In the Philippines, teacher training and professional development are required to effectively and efficiently perform their functions (NEAP Professional Development Framework | Department of Education, n.d.). One of the key aspects of teacher training and professional development in the Philippines is the Professional Development under the Philippine Professional Standards for Teachers (PPST). In this study, professional development and teacher training focused on the programs, seminars, and trainings that reading teachers attend to develop their content knowledge, instructional practice, understanding of learners' diversity, assessment, and personal and professional skills.

Dolezalova's (2014) and Abejuela et al. (2023) study highlighted the important role of educational leaders in providing necessary support to teachers and creating an environment that encourages improvement in teacher reading literacy practices. The study by Laurito (2022), Ancheta (2022), Garcia et al. (2024), Pradana et al. (2023), and Brewer (2023) suggested training should be utilized to enhance teachers' reading instruction competencies like LAC sessions training and seminars in keeping their instruction aligned with diverse learners. Their study also emphasized the roles of school heads in motivating and providing technical assistance to teachers to improve their competence in reading instruction. In the same way, according to the NC State College of Education (2017), teachers should have high-quality teaching preparation and continuous professional development. Teachers should participate in dynamic professional learning communities where they can direct their learning and create opportunities for ongoing development in literacy practices. In addition, Purmadi (2024) suggested teacher training on effective strategies for reading instruction. Martinez (2021) explained that schools and policymakers should prioritize teachers' Continuous Professional Development (CPD) to ensure teachers remain updated on compelling reading instructional strategies and approaches.

On the other hand, Kutche (2024) suggested improving the English language teacher preparation programs with necessary content on Early Grade Reading Instructions (EGRI). Likewise, Estrella (2022) argued that teacher preparation programs should ensure teachers have the necessary knowledge of children's reading processes and needs. Thus, his study recommended that DepEd develop and implement a Reading Development Plan to train teachers on reading and Information Technology (IT). Moreover, Wissink (2019) suggested that schools should identify experienced teachers and use them as mentors for new teachers who need additional support in reading instructions. Similarly, Ryan et al. (2022) argued that sharing teaching practices and leadership support enhances teachers' confidence and competence in

teaching reading.

In developing the TRCT, the study ensured that it evaluates teachers' engagement in professional development and teacher training opportunities; this would assess the extent of reading teachers' engagement in LAC sessions, seminars, workshops, and mentorship programs that focus on enhancing their skills in reading instruction, effectively using the appropriate assessment tools and reading resources, and understanding learners' diversity. The test will measure current competencies and their commitment to effective and responsive reading instruction practices.

Use of Technology and Instructional Materials

On the other hand, the codes supporting this theme's identification are ICT/digital technology for flexible learning, multimedia methods in teaching reading, use of authentic visual, audio-visual, and written materials, teaching media selection, and instructional resource development.

Teaching materials significantly improve students' reading comprehension (Hamra, 2024). Solikah's (2016) and Podder's (2024) findings showed that instructional material supports language teaching and is generally the source of students' learning. Marima (2016) emphasized that learning materials are the most recognized solution to reading problems. Learning materials and technology integration should be developed for school and home to improve reading, especially at this age. The study of Abu-Ubaida et al. (2017), supported this by suggesting that teachers should provide appropriate and adequate reading materials for students to read at home. Moreover, Chikelu et al. (2019) argued that instructional resources such as ICT enhance students' performance. Therefore, teachers should know how to analyze their teaching materials (He, 2021) deeply. Likewise, Laurito (2022) argued that teachers should have a significant understanding of the use of technology in fostering learning. On the other hand, Garcia (2024) identified several effective teaching reading strategies, which included the use of technology, textbooks, magazines and other recorded reading, video clips, visual aids, YouTube, games, Marungko and Fuller approach, Phil-IRI, materials from language reading and passage, short stories and books. In the same way, Rahayu (2023), Sibanda (2024), Saragih (2023), and Purmadi (2024) identified the benefits of ICT, such as increased students' interests, motivation and participation, presenting a variety of interactive learning and reading resources, developing critical reading skills, and applies flexible learning. Moreover, Ghafournia (2023) stated that providing supplementary materials can aid the lack of time in teaching reading; this will also engage them in strategic activities and self-instruction. In addition, Azizah (2023) stated that using various authentic visual, audio-visual, and written materials creates an immersive reading experience and a positive response from the students. Lamb (2017) also identified the importance of using ICT to provide more opportunities to learn reading. Therefore, Estrella (2022) suggested teacher training on using Information Communication Technology (ICT) in teaching reading.

Given the importance of technology and instructional materials in reading instruction, the competency test developed in this study included an assessment of teachers' ability to integrate technology effectively and instructional materials to enhance students' reading proficiency. Teachers will also be assessed on their ability to select, develop, and analyze appropriate instructional materials for reading instruction depending on students' needs, interests, and language levels. This will also ensure that the TRCT reflects the demands of 21st-century teaching and improves reading instruction through technology and instructional resources.

Collaboration and Stakeholder Engagement

The codes supporting this theme's development are a collaboration with parents and stakeholders, home

visitation and parental guidance, the role of principals and department heads in supporting literacy programs, and schools and policymakers providing learning resources. Stakeholders include the entire community involved in the education system (Alomes, 2023). They support the resources, information, and opportunities needed to attain the education system's goals. In this study, stakeholders' engagement and collaboration are important in creating an effective learning environment for students to develop their reading skills.

Laurito's (2022) study implied that collaboration with stakeholders significantly impacts students' academic and holistic development of reading competencies. Furthermore, Garcia (2024) determined the significance of involving parents in the reading progress and understanding the needs of the students since it fosters a supportive environment and offers constant reading practice. Also, home visitation was identified as an important intervention for students with learning challenges. The study also identified the vital role of principals in motivating teachers in providing appropriate reading interventions. The NC State College of Education (2017) supported this by stating the importance of involving parents through home reading using various texts and accessing literacy programs in their communities.

In contrast, Sibanda (2024) stated that the lack of parents' guidance and reading materials they provide at home hinders students' rapid acquisition of reading skills. In addition, Abu-Ubaida et al. (2017) and Marima et al. (2016) suggested that parents and teachers should work together to address students with reading difficulties. Teachers should plan an effective reading program, while parents should encourage students to read at home and provide them with books and a stimulating learning environment. Moreover, Abejuela et al. (2023) emphasized the significant role of principals and department heads in promoting a supportive environment for reading education. Likewise, Ryan et al. (2022), Pilonieta et al. (2023), and Martinez (2021) argued that the support of school heads helps teachers overcome challenges that result in improved students' reading achievement. In addition, teachers' sharing practices enhance their confidence and efficiency in reading instruction. Furthermore, Podder et al. (2024) suggested that teachers should be trained, monitored, and mentored to improve reading instruction.

Based on the analysis of the studies, it was recommended that the TRCT include an assessment of teachers' abilities in working with parents, principals, department heads, and other stakeholders to support students' reading development. This also included their ability to implement home-school partnerships for students with reading challenges and promote independent reading among students. Including these competencies in the TRCT will ensure that reading teachers can engage in a collaborative network supporting students' reading success.

Personal and Professional Qualities of Reading Teachers

The codes that supported the development of this theme are teachers' intangible qualities (motivation, enthusiasm, dedication, passion), teachers as reading models, ethical standards in teaching, and thinking quality and learning ability.

Good teaching creates a positive and supportive environment that develops student learning and experiences (NU Editorial Contributors, 2024). Teachers' personal and professional qualities motivate and encourage learners to participate actively. In this study, teachers' personal and professional skills refer to their skills and characteristics to create a positive and engaging learning environment that helps promote students' success in reading.

Susu (2023) emphasized that the curriculum standard identified teachers' thinking quality and learning ability as one of its core competencies in the English subject. This was further explained by the study of

He (2021), which stated that in thinking quality, teachers should be able to deeply analyze their teaching materials and increase students' comprehension, while in learning ability, teachers should be able to teach students reading strategies. On the other hand, Garcia et al. (2024) identified strategies for improving students' reading skills, which include teacher modeling and developing students' reading confidence. Also, teachers' diligence, big heart, commitment and dedication, resourcefulness, initiative, and passion impact students' reading ability. Similarly, Abejuela et al. (2023) claimed that motivated teachers create a conducive learning environment for reading improvement. Lamb (2017) argued that the motivational dimension should be essential in training for reading teachers. He stated that a good teacher motivates learning and that teachers' behavior has the most motivational effects on language learners. Furthermore, teachers need professional dedication to address students' needs and goals constantly and should also recognize students' motivation and demotivation. Likewise, Dolezalova's (2014) study revealed that teachers' methods of motivation to read ranked the highest with a positive self-assessment result. Similarly, Ryan et al. (2022) distinguished knowledge and modeling as one of the themes for effective reading instruction. Teachers experience improved efficacy through advice and modeling, being respected, encouraged, and trusted in their ability to apply new practices by school leaders. In addition, Marima et al. (2016) argued that teachers as role models should be creative in using different instructional strategies and influence students positively. Furthermore, Martinez (2021) highlighted that teachers' enthusiasm and communication skills should be considered an important component of teachers' effectiveness. On the other hand, the International Dyslexia Association (2018) identified the "ethical standards" as one of its five major content areas that set the expected knowledge and skills of reading teachers to improve students' reading literacy.

Thus, in the development of the TRCT, it is recommended that the test include an assessment of teachers' intangible qualities essential for creating a positive learning environment that enhances students' reading skills, such as motivation, enthusiasm, dedication, passion, and ability to act as role models for students. By incorporating this competency in assessing reading teacher's competency, the test can ensure that teachers possess the personal and professional attributes necessary for effective reading instruction.

2. Item Generation

The selection of test items or competency indicators in the TRCT was grounded in empirical studies and the theoretical foundations guiding the construction of the test items. The researcher identified a total of 100 competency indicators for the seven themes. The researcher refined the list by analyzing each indicator to ensure that only the most important and relevant competency indicators are used as the test items in the Teaching Reading Competency Test (TRCT).

After the refinement, the researcher categorized them based on their alignment with the Philippine Professional Standards for Teachers (PPST). Each item was grouped according to the relevant domains of the PPST to ensure that the competencies used in the TRCT are relevant and reflect the national standards for teacher quality. While some domains naturally cover a wider range of skills, the final selection of competency indicators ensured an equal distribution across all PPST domains. This was achieved by merging similar or overlapping indicators that measured the same fundamental skills, thus simplifying the evaluation process while preserving its thoroughness. This method eliminates redundancy, enhances clarity in assessment, and sustains a balanced representation of crucial teaching competencies in the

Teacher Reading Competency Test (TRCT).

Domain 1 – Content Knowledge and Pedagogy

The Philippine Professional Standards for Teachers (PPST) - Domain one emphasizes the importance of mastering content knowledge and applying it within and across curriculum areas. This domain focuses on teachers' understanding and application of teaching and learning theories and principles and using developmentally appropriate pedagogical approaches grounded in current research. It also highlights teachers' proficiency in language use, communication strategies, and technologies that foster high-quality learning outcomes. Test items under this domain assess teachers' knowledge and skills in language and reading instruction, their ability to apply the general principles and practices of structured language and literacy teaching, and their capability to effectively integrate 21st-century skills and content.

Indicator 1 assesses teachers' understanding of the five-language processing requirements of proficient reading and writing and recognizes the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge. This competency indicator is based on Theme 1-Pedagogical Knowledge and Instructional Strategies.

Stackhouse (2014) highlighted teachers' competencies in providing a reading program that includes an organized, explicit skills program that includes phonemic awareness, phonics, and decoding skills to address the needs of the emergent reader. While Wissink (2019), Kutche et al. (2024), Abejuela et al. (2023), and Stackhouse (2014) emphasized that teachers need content knowledge in teaching reading. In addition, NC State College of Education (2017), Stackhouse (2014), Pilonieta (2023), and Garcia et al. (2024) argued that emphasizing the foundational aspects of reading, including phonological awareness, word analysis, vocabulary, decoding, fluency, and comprehension. Moreover, Kanmaz (2022) argued that it is essential to consider teachers' competencies that will contribute to the learners' reading comprehension. Teachers should have qualified reading comprehension skills, use reading strategies, and design practical educational activities.

On the other hand, Indicator 2 assesses teachers' understanding and application of the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, and teacher-directed instruction and the use of different reading strategies and various literacy approaches. This competency indicator was selected from Theme 1-Pedagogical Knowledge and Instructional Strategies.

The studies of Susu(2023), Kosassy et al. (2024), Xiao(2023), Rahayu (2023), Azizah (2023), Killorn (2015), Amali et al. (2021), Septianda et al. (2022), Ghafournia (2023), Purmadi (2024), Yonara (2024), Podder, et al. (2024), Saragih (2023), and Diana (2022) examined the strategies of teachers in reading/literacy instruction. Their study analyzed teachers' various teaching strategies and their effectiveness in different contexts. Susu (2023) suggested applying the humanistic nature of English reading teaching to improve student language ability and cross-cultural understanding. Kosassy et al. (2024) analyzed the six teaching strategies: Predicting, Making Connections, Summarizing, Questioning, Visualizing and Inferring. According to the study's findings, teachers can perform their teaching activity better and in a better arrangement if they apply strategies in their teaching and learning process. Killorn's (2015) study stated that trying various approaches was essential to reach all students. This was supported by the study of Purmadi (2024) and Podder et al. (2024), which stated that teachers' teaching strategies would influence how they teach and student learning outcomes and achievement of reading skills. Similarly, Amali et al. (2021) noted that combining strategies enables teachers to prepare and manage the

students more effectively. This was supported by the study of Saragih (2023), which stated that teachers should use many strategies to stimulate their interest in teaching reading. Septianda et al. (2022) identified repeated reading and SQ3R strategies to improve the student's motivation in the teaching and learning process of reading comprehension. Ghafourni (2023) also argues that teaching reading includes pre-reading, whilst reading, and post-reading activities. Similarly, Nugroho (2013) identified the steps in teaching reading as pre-reading while reading and post-reading. On the other hand, Yonara (2024) argues that using the paraphrasing strategy technique has been effective, and Diana (2022) emphasized using Scaffolding, Contextual Teaching, Summarizing, and Discussion strategies. In comparison, Sakolrak (2014) identified three strategies to enhance elementary school teachers' reading comprehension instructional competency.

Moreover, Indicator 3 focuses on determining teachers' understanding of the two interrelated reading processes and the role of background knowledge, vocabulary, grammar, and experience with text in reading comprehension. This competence indicator was based on Theme 1-Pedagogical Knowledge and Instructional Strategies.

Xiao (2023) highlighted the importance of understanding English culture and accumulating cultural knowledge. In addition, Pilonieta et al. (2023) argued that teachers need specialized knowledge in literary skills and instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension. Moreover, Euanorasetra et al. (2023) study stated that teachers' knowledge, experience, and beliefs directly influence their teaching practices. Thus, the low competence of students might come from the inappropriate pedagogies that teachers choose for their students. Also, Alshaboul et al. (2020) explained that teachers' instructional practices are a product of their deep understanding and knowledge. Consequently, students would acquire their teachers' knowledge, beliefs, and practices.

DepEd teachers' readiness to teach reading was investigated by Estrella (2022). According to the study, teachers' experiences contribute to their readiness to teach reading. Thus, experienced teachers are more competent than those without teaching-related experiences. The study also identified that teaching strategies enhance the learners' reading skills. Ancheta (2022) also identified the level of knowledge of reading and content area reading instruction of teachers. The findings revealed that teachers required additional knowledge and training to help students process information, make inferences, and read critically. Also, the findings suggested that teachers must improve their understanding of the essential components of reading education.

Indicator 4 assesses teachers' ability to make reading instruction relevant by integrating 21st-century skills and content, providing supplementary learning materials to enhance students' reading abilities, and recommending books appropriate to their needs, interests, and language levels. This competency indicator is based on Theme 1-Pedagogical Knowledge and Instructional Strategies & Theme 5-Use of Technology and Instructional Materials.

Solikah (2016) highlighted the importance of teaching materials and the teaching process. In the same way, Marima et al. (2016) emphasized the importance of the availability of reading/learning materials to solve reading problems. Rahayu (2023) also stated that teachers should employ various teaching methods, media, and activities when teaching reading. Moreover, Azizah (2023) explored strategies for teaching reading using authentic materials: visual, audio-visual, and written materials from various sources to create an immersive reading experience.

Instructional materials greatly enhance students' Reading comprehension skills (Hamra, 2024). Solikah's (2016) and Podder's (2024) results demonstrated that instructional materials are typically the source of

students' learning and support language instruction. Learning resources are the most well-known remedy for reading difficulties, according to Marima (2016). Particularly at this age, learning resources and technology integration should be used in the home and the classroom to enhance reading. The study by Abu-Ubaida et al. (2017) supported this, recommending that teachers give students appropriate and sufficient reading materials to read at home. Moreover, Ghafournia (2023) stated that providing supplementary materials can aid the lack of time teaching reading; this will also engage them in strategic activities and self-instruction. In addition, Azizah (2023) stated that using various authentic visual, audio-visual, and written materials creates an immersive reading experience and a positive response from the students.

In the same way, Indicator 5 assesses teachers' use of tools like electronic presentations to support and enhance students' reading experiences. This competency indicator is based on Theme 1-Pedagogical Knowledge and Instructional Strategies & Theme 5-Use of Technology and Instructional Materials.

Chikelu's (2019) study claimed that schools must use technology in the classroom to enhance students' grades, motivation, attitude, and attendance. The study revealed that instructional resources are essential in improving student performance. Thus, curriculum planners and developers should expose teachers to multimedia aids. Rahayu et al. (2023) added that designing more interactive learning environments and integrating technology in the instruction assisted students in understanding the lesson. Likewise, Laurito (2022) argued that teachers should have a significant understanding of the use of technology in fostering learning. In the same way, Rahayu (2023), Sibanda (2024), Saragih (2023), and Purmadi (2024) identified the benefits of ICT, such as increased students' interests, motivation and participation, presenting a variety of interactive learning and reading resources, developing critical reading skills, and applies flexible learning. Lamb (2017) also identified the importance of using ICT to provide more opportunities to learn reading.

The construction of these test items is grounded in Biggs' (2014) Constructive Alignment Theory and Rumelhart's (1997) Interactive Reading Theory. Constructive Alignment Theory highlights the importance of aligning learning objectives, teaching strategies, and assessment methods. In this context, the test items are designed to assess teachers' understanding and abilities to apply structured literacy approaches to ensure that their methods are aligned to develop students' comprehensive reading skills and teach with 21st-century learning needs. Similarly, the Interactive Reading Theory emphasizes the active interaction between the reader and the text. This suggests proficient readers require both word recognition skills and the ability to combine prior knowledge, linguistic skills, and cognitive strategies to derive meaning from a text. The competency indicators in this domain assess teachers' understanding of the various language systems, the interactive nature of word recognition and comprehension, and the selection of texts relevant to students' needs, interests, and language levels, supporting the idea that the student's background influences that comprehension.

Domain 2 – Learning Environment

Domain two of the PPST focuses on the teacher's responsibility to promote learner accountability and success by establishing learner-centered, safe, secure, fair, and supportive learning environments. This domain also underscores the effective utilization of various resources and stimulating, challenging activities to enrich learning experiences. The chosen competency indicators for this domain are Theme 3-Inclusive and Culturally Responsive Learning Environment and Theme 7-Personal and Professional Qualities of Reading Teachers. These indicators evaluate teachers' capabilities to comprehend how

environmental, cultural, and social factors affect students' reading development. Furthermore, they aim to inspire teachers to cultivate positive, safe, and motivating learning settings while using suitable techniques to assist struggling readers. Indicator 1 determines teachers' knowledge of the effects of environmental, cultural, and social factors that contribute to literacy development. This competency indicator was based on Theme 3—Inclusive and Culturally Responsive Learning Environment.

Dolezalova (2014), Rahayu et al. (2023), Hamra et al. (2024), and Solikah (2016) emphasized the importance of designing more interactive learning environments, using classroom techniques and promoting positive attitudes to enhance students' interest and motivation in reading. In addition, Sibanda et al. (2024) and Garcia et al. (2024) highlighted the importance of providing various learning opportunities to develop students' reading literacy. Also, Ryan (2022) stated that students' reading proficiency may be improved with consistent assistance for creating cooperative and encouraging whole-school cultures. In the same way, He (2021) and Brewer (2023) proposed that educators should provide culturally relevant instruction that fosters students' cultural inclination, learning capacity, and critical thinking. He also added that to learn a language effectively, one must learn the culture behind it. Xiao (2023) also added that teachers should broaden students' knowledge by supplementing them with relevant background and social and cultural knowledge. Additionally, setting classroom environments for students' learning is important in guiding learners in their academic and holistic growth in reading competencies (Laurito, 2022). Meanwhile, Abu-Ubaida et al. (2017) stated that a conducive learning environment impacted students. That is why a comfortable learning atmosphere is necessary, according to Pradana et al. (2023).

Indicator 2 assesses teachers' ability to encourage learners to use their prior knowledge about a text when reading and motivate those with low interest in reading. This competency indicator was based on Theme 3-Inclusive and Culturally Responsive Learning Environment & Theme 7-Personal and Professional Qualities of Reading Teachers.

Hamra et al. (2024) stated that teachers should consider students' prior knowledge for reading comprehension improvement. Moreover, Azizah (2023) argued that incorporating strategies like activating prior knowledge engages students in learning. This was supported by Lamb (2017), who stated that this strategy is important as they motivate learners. In the same way, Killorn (2015) explained that making personally relevant and meaningful course content motivates and engages students, making them successful with literacy. Pilonieta et al. (2023), Yonara (2024), and Martinez (2021) stated that effective teachers can create a classroom environment and deliver instruction that motivates and engages students. Indicator 3 determines teachers' ability to effectively lead and manage students' situations, communicating to defuse and de-escalate disruptive or dangerous behavior and implementing safe and appropriate seclusion and restraint techniques when necessary. This competency indicator was based on Theme 3-Inclusive and Culturally Responsive Learning Environment & Theme 7-Personal and Professional Qualities of Reading Teachers.

Ryan et al. (2022) and Dolezalova (2014) stated that teachers' effective leadership was observed to influence students' success in reading as they foster an environment conducive to enhancing reading literacy practices. Moreover, Susu (2023) argued that teachers' good sense of management of students' behaviors develops good learning habits among students. Similarly, Diana (2022) stated that effective classroom management and student behavior can influence students' comprehension abilities. On the other hand, Hochweber (2016) emphasized that classroom organization, instructional support, and emotional support are related to students' academic achievement and motivation. Additionally, teachers must be

aware of the needs, goals, and desires that students bring to class, welcome and engage each student, and have the professional commitment to address students' needs continuously.

Indicator 4 determines teachers' ability to value multiple perspectives in reading and teaching, strive to do no harm, maintain confidentiality, and act in the best interest of struggling readers and those with reading difficulties. This competency indicator was based on Theme 3-Inclusive and Culturally Responsive Learning Environment, and Theme 7-Personal and Professional Qualities of Reading Teachers.

The NC State College of Education (2017) stated that teachers must recognize and value students' diversity and unique perspectives. Garcia et al. (2024) suggested that teachers should give multiple opportunities to students to improve their reading proficiency. Moreover, Martinez (2021) stated that teachers' intangible skills significantly affect effective teaching. Ryan et al. (2022) supported this by stating the importance of respecting and encouraging students, especially struggling readers.

Indicator 5 assesses teachers' ability to implement strategies to support struggling readers, ensuring an inclusive and equitable learning environment. This competency indicator is based on Theme 1-Pedagogical Knowledge and Instructional Strategies & Theme 7-Personal and Professional Qualities of Reading Teachers.

Garcia (2024) Moreover, teachers should be resourceful and committed, give time and attention to struggling readers, and provide various strategies to address their learning needs. Ryan et al. (2022) stated that observing students' success significantly motivated students, particularly those struggling to learn to read. Teachers' supportive attitude enhanced their confidence, improved their skills, and overcame challenges. Furthermore, to improve students' reading literacy, teachers must be aware of the needs, goals, and desires that students bring to class, welcome and engage each student, and have the professional commitment to address students' needs continuously. Sibanda et al. (2024) and Garcia et al. (2024) emphasized the significance of offering various learning opportunities that address students' diverse needs. These competency indicators are supported by Bandura's Social Cognitive Theory, which emphasizes that behavior, beliefs, attitudes, self-efficacy, and environment influence learning. This highlights the importance of observational learning, modeling, self-efficacy, and social influences in the learning process. Also, as Nickerson (2023) pointed out, this theory indicates that when teachers showcase effective reading strategies and offer positive reinforcement, they inspire students and build their confidence to apply them independently. With this theory in mind, the test items in this domain are crafted to assess teachers' abilities to create a nurturing and adaptive learning environment that fosters active participation and reading proficiency.

Domain 3 – Diversity of Learners

Domain three of the PPST highlights the importance of teachers understanding and respecting learners' diversity and modifying teachers' instruction to cater to students of various characteristics, cultures, and backgrounds.

The competency indicators in the TRCT under this domain are identified from Theme 1-Pedagogical Knowledge and Instructional Strategies & Theme 3-Inclusive and Culturally Responsive Learning Environment, will assess teachers' understanding and skills on learner diversity, using differentiated instruction to meet individual needs, applying culturally responsive teaching, and creating inclusive and supportive learning environments. Indicator 1 assesses teachers' ability to embrace diversity in the school community by using materials or lessons that counteract stereotypes and acknowledge the contributions of all cultures. This competency indicator is based on Theme 1. Pedagogical Knowledge and Instructional

Strategies and Theme 3. Inclusive and Culturally Responsive Learning Environment.

Susu (2023) stated that cultural awareness plays a significant role in cultivating students to enhance national identity and strengthen confidence. Teachers should build a classroom that integrates culture in promoting students' reading abilities. Similarly, He (2021) suggested that teachers need to cultivate a cultural disposition. He argued that language carries culture, and learning a language is learning its culture. On the other hand, NC State College of Education (2017) stated that effective instructional routines include engaging text-rich environments in which children have ample access to print and digital texts from various genres, cultures, and perspectives.

Indicator 2 determines teachers' understanding of specific approaches to culturally responsive teaching, while Indicator 3 assesses teachers' content knowledge for implementing culturally responsive reading instruction; Indicator 4 identifies teachers' understanding of how diverse students learn in many ways; and Indicator 5 determines teachers' ability to select texts appropriate to the learners' needs, interests, and language levels. These competency indicators were based on Theme 1-Pedagogical Knowledge and Instructional Strategies and Theme 3-Inclusive and Culturally Responsive Learning Environment.

The NC State College of Education (2017) argued that students benefit when teachers recognize and value their unique perspectives and diverse language practices, as effective reading instruction builds on this diversity. Also, Abejuela et al. (2023) stated that teachers should have a vast understanding of students' cultural backgrounds and reading difficulties to address students' diverse needs. Brewer (2023) argued that policymakers and administrators should implement culturally responsive practices for diverse students. This was supported by Garcia et al. (2024), who recommended implementing more diverse reading strategies, additional materials, and training opportunities for teaching reading. In the same way, He (2021) and Brewer (2023) proposed that educators should provide culturally relevant instruction that fosters students' cultural inclination, learning capacity, and critical thinking.

Bandura's Social Cognitive Theory and Biggs's (2014) Constructive Alignment Theory support the competency indicators under this domain by emphasizing how teachers model culturally responsive teaching and reflecting self-efficacy, a core component of Bandura's Social Cognitive Theory through their ability to recognize diverse learning style and modify their instructions accordingly. Likewise, Constructive Alignment Theory supports the idea that implementing culturally responsive reading and selecting texts appropriate for learners demonstrate teachers' abilities to align teaching methods with students' needs.

Domain 4 – Curriculum and Planning

Domain 4 of the PPST focuses on teachers' ability to create relevant learning activities that are responsive and aligned to learners' needs. It emphasizes teachers' professional competence in planning and designing well-structured, sequenced lessons while utilizing various resources.

The TRCT competency indicators under this domain, drawn from Theme 1-Pedagogical Knowledge and Instructional Strategies and Theme 3-Inclusive and Culturally Responsive Learning Environment, assess teachers' knowledge and skills in selecting a range of reading activities, preparing literacy tasks across the curriculum within the allotted time, designing individualized reading instruction, planning appropriate reading materials, and developing clear reading and comprehension goals for students.

Indicator 1 assesses teachers' ability to provide a range of pre-reading activities to help learners orient themselves to a text and prepare for reading comprehension. This competency indicator is based on Theme 1-Pedagogical Knowledge and Instructional Strategies. Yonara (2024), Podder et al. (2024), Ghafourni

(2023), Diyah (2023), Ellis (2019), and Nugroho (2013) argue that teaching reading includes a pre-reading activity. In pre-reading activities, teachers use different ways of introducing a topic. Providing learners with a range of pre-reading activities helps them familiarize themselves with a text and encourages them to use their knowledge and expectations about a text when reading.

Indicator 2 determines teachers' ability to prepare learning activities within the allotted time and develop lessons that align with a practical course of study, integrating literacy instruction across the curriculum to enhance student learning. This competency indicator is based on Theme 1-Pedagogical Knowledge and Instructional Strategies. Sibanda (2024) stated that teachers must be able to create opportunities that will improve students' reading skills. Susu (2023) emphasized that high school English classrooms should integrate language and culture to promote the development of students' abilities. Duan (2023) argued that there is a need to integrate reading literacy into classroom learning to improve students' thinking capacity and improve learning ability. Similarly, Pilonieta et al. (2023) stated that effective teachers integrate instructional, curricular, and managerial practices to provide literacy instruction. Meanwhile, Ellis (2019) suggested a need for activities that will integrate theories with personal experience to promote lifelong learning.

Indicator 3 assesses teachers' ability to design reading instruction that is individualized and culturally responsive, ensuring inclusivity and relevance for all students. This competency indicator was based on Theme 1-Pedagogical Knowledge and Instructional Strategies and Theme 3-Inclusive and Culturally Responsive Learning Environment.

Individualized teaching techniques are part of effective teaching tactics, according to Garcia et al. (2024). Reading comprehension can be effectively taught using individual and group tactics, as demonstrated by their ability to help pupils comprehend the material. Similarly, Hamra et al. (2024) and Purmadi (2024) stated that individual learning provides additional assistance in improving students' reading comprehension. Likewise, the International Dyslexia Association (2018) highlighted the importance of differentiated instruction based on individual student profiles and assessment data as one of the teacher competencies in reading instruction. Moreover, Stackhouse (2014) emphasized the need for an intervention program that provides individual tutoring for children at risk of reading failure.

Indicator 4 identifies teachers' ability to plan adequate reading materials that align with students' interests and reading abilities while considering diverse cultural perspectives. This competency indicator was based on Theme 1. Pedagogical Knowledge and Instructional Strategies and Theme 3-Inclusive and Culturally Responsive Learning Environment

Podder et al. (2024), Hamra et al. (2024), Garcia et al. (2024), and Abu-Ubaida et al. (2017) emphasized the influence of reading materials on reading skills achievement. Ghafournia's (2023) supplementary reading materials engage students in strategic self-instruction activities. Azizah's (2023) findings revealed that authentic materials enhance learning and comprehension. Brewer (2023) stated the importance of providing culturally relevant reading materials to diverse learners. Laurito (2022) suggested that authentic materials are important resources for effective reading instruction. Likewise, Marima et al. (2016) and Solikah (2016) conclude that reading materials support language teaching and help solve reading problems.

Indicator 5 determines teachers' ability to implement reading and comprehension goals that students need to achieve, ensuring measurable progress in literacy skills. This competency indicator was based on Theme 1-Pedagogical Knowledge and Instructional Strategies and Theme 3-Inclusive and Culturally Responsive

Learning Environment.

Garcia et al. (2024) stated that teachers should employ strategies when teaching reading to attain their goals. Diyah et al. (2023) emphasized that learning needs to comprise five components, which include the goal, which tells the purpose of the students in the reading class. On the other hand, Ellis (2019) stated that to attain goals proficiently, teachers need competencies such as “abilities, skills, knowledge and attitudes. Meanwhile, Lamb (2017) argued that teachers must understand the needs, goals, and desires that learners bring to class to increase learners’ motivation.

The selection of competency indicators for this domain is grounded in Biggs' (2014) Constructive Alignment Theory, which emphasizes the importance of aligning instructional strategies with the curriculum objective. Locke's Goal-Setting Theory also supports this approach, highlighting teachers' role in setting essential reading comprehension goals to help students track their literacy progress. Also, this theory supports individualized learning or adjusted goals based on students' interests and abilities.

Domain 5 – Assessment and Reporting

Domain five of the PPST focuses on teachers' strategies to monitor, assess, document, and report learners' progress, achievement, and needs. The TRCT competency indicators selected in this domain are identified from Theme 1-Pedagogical Knowledge and Instructional Strategies, Theme 2-Assessment and Diagnostic Skills will assess teachers' understanding and application of the various assessment methods, interpretation of assessment results, selecting appropriate post-reading tasks, and understanding of the differences between good and poor readers.

Indicator 1 assesses teachers' understanding of the differences and purposes of screening, progress monitoring, diagnostic, and outcome assessments. Meanwhile, Indicator 2 determines teachers' ability to interpret basic statistics commonly used in formal and informal assessments. Also, Indicator 3 identifies teachers' knowledge and application of well-validated screening tests to identify students at risk for reading difficulties. These competency indicators were based on Theme 2-Assessment and Diagnostic Skills.

Laurito (2022) identified the teaching reading competence of teachers in terms of assessment skills. Needs analysis should also be conducted to formulate an effective teaching model. This was supported by the study of Pilonieta et al. (2023), who stated that teachers should identify learners' needs. Also, Hamra et al. (2024), Ellis (2019), and Laurito (2022) noted that the strategies used by teachers in assessing the performance of the students produced positive results in students’ improvement, and Wissink (2019) found that formative and summative assessment results contributed to the positive effects of students’ progress in reading. Moreover, Dolezalova (2014) argued that teachers’ ability to diagnose and evaluate students' reading levels is one of the competencies of reading teachers. Stackhous (2014) highlighted teachers' competencies in providing a reading program that includes an ongoing diagnosis that informs teaching and assessment.

Indicator 4 assesses teachers' ability to evaluate and select various post-reading tasks to help the students connect reading with other skills. This competency indicator was based on Theme 1-Pedagogical Knowledge and Instructional Strategies, and Theme 2-Assessment and Diagnostic Skills.

Indicator 5 addresses teachers' understanding of the key intrinsic differences between good and poor readers. This competency indicator was based on Theme 2, Assessment and Diagnostic Skills. Garcia et al. (2024) argued that to address students’ reading ability, teachers must be able to give time and attention to struggling readers. Abejuela et al. (2023) stated that teachers should have a broad knowledge of reading

difficulties and how to address students' diverse needs. Similarly, Ryan et al. (2022) highlighted that teachers should observe students, particularly struggling readers, to motivate and help them achieve reading success. Also, Estrella (2022) teachers need to understand how students learn to read and how to help students who struggle with their reading skills. Meanwhile, the International Dyslexia Association (2018) included in their knowledge and practice standards for reading teachers to understand the diverse profiles of reading difficulty to be effective in reading instruction. Abu-Ubaida et al. (2017) suggested that it is the teachers' role and responsibility to provide, plan, and teach an effective reading program that will enable the learner to become a skillful reader. A good teacher can unleash students' natural reading wisdom and minimize the reading difficulties of students with disabilities.

Bandura's Social Cognitive Theory supports the selection of test items in this domain, highlighting the role of observational learning, self-efficacy, and social interactions in acquiring and applying knowledge. Competency indicators in this domain emphasize observational learning as teachers learn the differences and purposes of screening, progress monitoring, diagnostic, and outcome assessments. Teachers gain self-efficacy by applying assessments through practice and exposure to assessment procedures. Also, teachers learn the differences between good and poor readers through direct experiences and observation.

Domain 6 – Community Linkages and Professional Engagement

Domain six addresses teachers' role in building a school partnership with the community to enrich their engagement and the learning environment. This also expects teachers to uphold professional ethics, accountability, and transparency to foster professional and harmonious relationships with students, parents, and the wider school community. The TRCT Competency indicators in this domain are identified from Theme 6, Collaboration and Stakeholder Engagement, and Theme 7. Personal and Professional Qualities of Reading Teachers will evaluate how teachers collaborate with the families, parents, and other significant adults in providing capacity-building activities and communication to support students' development, assisting families in helping students to learn reading at home, demonstrate leadership by engaging in collaborative and collegial professional learning activities, considering social justice and equity in reading instruction, and maintaining public trust by providing accurate information, respecting objectivity and truthful assessment results and avoiding unfounded claims on training, credentials, and affiliations.

Indicator 1 addresses teachers' ability to collaborate with families, parents, and other stakeholders by providing activities and fostering communication between home, school, and the community to support students' development. Meanwhile, Indicator 2 determines teachers' ability to assist families in helping their children learn to read at home. These competency indicators were based on Theme 6-Collaboration and Stakeholder Engagement.

Collaboration with stakeholders has a substantial impact on students' academic and holistic development in terms of their reading competencies, according to Laurito's (2022) study. Additionally, Garcia (2024) found that since it creates a nurturing environment and provides continuous reading practice, it is important to involve parents in their children's reading growth and to understand their needs. Additionally, home visitations were found to be a significant intervention for adolescents who struggled academically. This was supported by the NC State College of Education (2017), which stated the importance of involving parents through home reading using various texts and accessing literacy programs in their communities. Indicator 3 determines teachers' leadership through collaborative and collegial professional learning activities. This indicator was supported by Theme 6-Collaboration and Stakeholder Engagement & Theme

7-Personal and Professional Qualities of Reading Teachers.

Laurito (2022) implied that teachers' methods and strategies in collaborating with stakeholders substantially improve students' academic and holistic growth regarding reading competencies. Moreover, Ryan et al. (2022) stated that sharing practice among colleagues significantly influences teachers' confidence in teaching reading. The primary purpose of sharing practice was to help a colleague improve their skills and overcome challenges, particularly in their early years of teaching. The International Dyslexia Association (2018) standards also highlight the importance of the following competencies: Assessment Proficiency, Instructional Strategies, Differentiation Skills: Capability to design and implement differentiated instruction based on individual student profiles and assessment data, Understanding of Dyslexia and Learning Differences, Collaboration Skills, Technological Proficiency.

Indicator 4 addresses teachers' social justice and equity in reading instruction, ensuring all students have access to quality literacy education. This competency indicator was based on Theme 7-Personal and Professional Qualities of Reading Teachers.

Brewer (2023) highlighted that teaching materials should apply to diverse learners to be tested equally. Moreover, schools must provide adequate, culturally relevant materials for all teachers and students. Abejuela et al. (2023) highlighted that teachers should ensure that all students achieve their highest potential in literacy, which is foundational for overall academic success. Meanwhile, Ong et al. (2021) stated that various reading programs have been implemented at all levels to ensure every Filipino learns how to read. Killorn (2015) also stated that various literacy instruction methods and strategies should be incorporated. All participants agreed that trying different approaches was important to reach all students. Indicator 5 assesses teachers' qualities of being trusted in providing accurate information on scientifically supported best practices in the field. This indicator was based on Theme 6-Collaboration and Stakeholder Engagement, and Theme 7-Personal and Professional Qualities of Reading Teachers.

Ryan (2022) stated that through advice and modeling, teachers are respected, encouraged, and trusted in their capability to implement literacy practices by school leaders. Furthermore, the International Dyslexia Association (2018) identified the "ethical standards" as one of its five major content areas that set reading teachers' expected knowledge and skills to improve students' reading literacy. The ethical standards include teachers' truthfulness in presenting assessment results and accurate feedback on students' reading proficiency levels, strengths, and needs.

Like Domain Five, Bandura's Social Cognitive Theory supports the selection of competency indicators in this domain because it emphasizes the importance of social interactions. According to Nickerson (2023), Bandura's Social Cognitive Theory states that individuals learn from one another by observing behaviors, attitudes, and outcomes. Also, behavior is influenced by the interaction between personal factors and the environment. When teachers provide capacity-building activities and foster communication between home, school, and community, they act as models of teaching and learning that influence students and parents and support reading development even at home. Furthermore, engaging in collaborative and collegial professional learning activities enhances teaching practice and knowledge in effective reading instruction. Moreover, promoting social justice and equity in reading instruction and maintaining public trust models ethical behavior that will positively influence behavior and achievement in learning to read.

Domain 7 – Personal Growth and Professional Development

The last domain focuses on teachers' commitment to lifelong learning and professional development. It highlights teachers' ability to take responsibility for growth and participate in improvement opportunities.

The competency indicators under this domain were selected from Theme 1. Pedagogical Knowledge and Instructional Strategies, Theme 3-Inclusive and Culturally Responsive Learning Environment, Theme 4-Professional Development and Teacher Training, and Theme 5-Use of Technology and Instructional Materials. These competency indicators will determine teachers' participation in LAC (Learning Action Cell) sessions, training, and seminars to improve teaching competence in reading instruction, training programs in classroom management practices to promote a fair and effective environment for diverse learners, training on managing time and offering additional resources to enhance students' reading skills, attending training focus on effective teaching strategies in reading instruction and training on incorporating technology into reading instruction.

Ancheta (2022) also identified the level of knowledge of reading and content area reading instruction of teachers. The findings revealed that teachers required additional knowledge and training to help students process information, make inferences, and read critically. Also, the findings suggested that teachers must improve their understanding of the essential components of reading education. Laurito (2022) suggested that training plans to enhance teachers' teaching competency in reading should be utilized. Also, school heads should provide technical assistance to teachers to improve their reading competence. Teachers should enhance their teaching reading competence through attendance in LAC sessions, training, and seminars, and they should encourage parents to support their children by providing materials to be used during the teaching-learning process. Also, Wissink (2019) The categories of contributing factors to self-rating of competency in reading instruction are Extensive Professional Development (Training, workshops, graduate courses), Lack of Professional Development (Training, workshops, graduate coursework), Positive Impact on Student Growth in Reading (Formative and summative assessment results), Time-related Factors in the School Day (Limited prep-time, limited literacy block time), Teaching Experience (Several years at current or similar grade level). Garcia et al. (2024) recommend implementing more diverse reading strategies, providing additional materials, and offering more training opportunities for teaching reading.

Indicator 2 identifies teachers' participation in training programs to ensure that their classroom management practices are fair and effective for diverse learners. This competency indicator was based on Theme 3-Inclusive and Culturally Responsive Learning Environment & Theme 4-Professional Development and Teacher Training.

Brewer (2023) stated that teachers must be given training to keep their practices aligned with their perceptions to employ classroom management fully and justly for diverse students. Moreover, Wissink (2019) argued that the contributing factors of competency in reading instruction are training on Professional Development and time-related Factors in the School Day.

Indicator 3 assesses teachers' participation in training to manage classroom learning time effectively and offers additional resources to enhance students' reading skills. This competency indicator was based on Theme 4-Professional Development & Teacher Training, and Theme 5-Use of Technology and Instructional Materials.

Ancheta (2022) stated that teachers require additional information and training to help their learners process reading materials, make inferences, and read critically (Richardson, Morgan, & Fleener, 2009). Moreover, Garcia et al. (2024) recommended implementing more diverse reading strategies, providing additional materials, and offering more training opportunities for teaching reading. Also, Purmadi (2024) argued that time management and learning resources can be overcome by training teachers to manage

learning time in class and providing more learning resources to support learning reading skills.

Indicator 4 determines teachers' participation in training sessions focused on effective strategies for teaching reading skills. This competency indicator was based on Theme 1- Pedagogical Knowledge and Instructional Strategies, and Theme 4-Professional Development and Teacher Training.

Lamb (2017) highlighted that the teacher is an important influence on motivation, so it is reasonable to argue that the motivational dimension should be an essential component in any training course for language teachers. In addition to motivational awareness-raising, teachers might benefit from training in recognizing learner motivation and demotivation.

Indicator 5 assesses teachers' participation in teacher training programs on incorporating information technology into reading instruction. This competency indicator was based on Theme 4-Professional Development and Teacher Training, and Theme 5-Use of Technology and Instructional Materials.

Estrella (2022) recommended that DepEd formulate and implement a Reading Development Plan, including teacher training on Reading and Information Technology (IT). Moreover, Wissink (2019) suggested that schools should identify experienced teachers and use them as mentors for new teachers who need additional support in reading instructions. Similarly, Ryan et al. (2022) argued that sharing teaching practices and leadership support enhances teachers' confidence and competence in teaching reading.

Bandura's Social Cognitive Theory supports the selection of test items in this domain as this emphasizes how teachers are influenced and are motivated by observing others' behavior and outcomes through attending LAC and various seminars and trainings that enhance teachers' competence in reading instruction and technology incorporation to support the students learning and development. Moreover, Locke's Goal Setting Theory explains the importance of goal-oriented behavior, where teachers attend seminars and trainings to improve their competence in teaching reading.

3. Content Validation

The researcher used the Content Validity Index (CVI) to quantify the validity of the Teaching Reading Competency Test (TRCT) as evaluated by a review of experts. The test validators were experts in teaching reading, literacy, psychology, and research methodology in evaluating assessment tools. The validity of the test was measured according to its Relevance and Clarity to help ensure that the test items cover the competencies of a reading teacher and align with the goals of the assessment.

The result showed that the I-CVI (Item-Level Content Validity Index) for test domains one to seven was 1.00, which means that all experts rated the items as "3" or "4" or highly relevant. The S-CVI (Scale-Level Content Validity Index) was also 1.00, indicating that the test was highly relevant across all items. The result of Relevance ensures that test items measure the intended skills directly without being off-topic or unnecessary.

On the other hand, the test's clarity was also measured using the I-CVI, and the S-CVI provided an overall clarity score on the scale. The result showed that the I-CVI (Item-Level Content Validity Index) for test domains one to seven was 1.00, which means that all experts rated the test items as "3" or "4." The S-CVI (Scale-Level Content Validity Index) was also 1.00, which means that all experts agreed that each item was clear and understandable. Clarity ensures that the language used in the competency indicators of the TRCT is easy to understand, allowing test-takers to respond accurately without misinterpreting the necessary content of the test.

Overall, the Teaching Reading Competency Test (TRCT) achieved an I-CVI and S-CVI score of 1.00 for all Relevance and Clarity aspects. This indicates that experts considered the test items highly valid and

clear for assessing teachers' competencies in reading instruction. These results suggest a well-designed test with strong content validity.

4. Pilot Testing and Reliability

Reliability refers to how consistently the test scores measure something (Livingston, S.A., 2018). The reliability test for the TRCT was conducted on 33 teachers from a DepEd school in Calabanga, Camarines Sur. A copy of the Teaching Reading Competency Test (TRCT) was distributed to the teachers. The TRCT consists of 35 test items, with five assigned to each competency domain of the PPST. Cronbach's alpha, which measures the test's internal consistency, was used to evaluate the reliability of the TRCT. It is the appropriate reliability measure for a Likert scale test because it assesses internal consistency for items with multiple response options.

The results showed that each domain consists of five items. The Cronbach alpha score for Domain 1-Content Knowledge and Pedagogy is 0.77, which means the items have acceptable internal consistency. Domain 2-Learning Environment has a score of 0.86, meaning the items have good internal consistency. Similarly, Domain 3-Diversity of Learners and Domain 4-Curriculum and Planning has a score of 0.80, which means the items have a good internal consistency. Moreover, Domain 5-Assessment and Reporting has a score of 0.77, which means it has an acceptable internal consistency similar to Domain 6-Community Linkages and Professional Engagement with a score of 0.78 and Domain 7-Personal Growth and Professional Development with a score of 0.79.

Overall, the results indicate that the test items have a good and acceptable internal consistency, meaning the items are well-aligned with one another and reliably assess the intended competencies. High content validity and excellent reliability make the Teaching Reading Competency Test (TRCT) effective for evaluating teachers' reading and literacy development competencies.

5. Revision and Finalization of Items

After the preliminary test item development and validation, careful revision was done to enhance the relevance, clarity, and alignment of the Teaching Reading Competency Test (TRCT) to the competencies identified in the systematic review and data analysis. Subject area experts examined items to improve phrasing, discard ambiguities, and enhance coherence. Four experts validated the developed Teaching Reading Competency Test (TRCT). The validators' comments and suggestions also helped improve the test. A validator commented that the items would test how reading teachers align with the competencies or domains of the Philippine Professional Standards for Teachers (PPST).

On the other hand, an English Reading Coordinator of a DepEd school commented that the test items cater to developing reading improvement that can address reading difficulties. Another validator commented that the test questions cover the intended competencies to answer the research question, it is comprehensive, and the items included are easy to understand. In contrast, a university psychometrician commented that the questionnaire is lengthy and may affect how the respondents answer the questions, suggesting shortening some of the questions. Based on the validators' comments and suggestions, the researcher revised some test items for conciseness without altering the concept and competency being tested.

Items identified as redundant, unclear, and less relevant were modified. Feedback from the pilot and reliability tests was also considered to determine the internal consistency of the test items. After all the required changes were addressed, the final set of items was created to ensure that each item accurately

measured a reading teacher's intended knowledge, skills, and abilities while adhering to the national standards of the Department of Education and maintaining a high validity and reliability.

Conclusion

With an I-CVI and S-CVI score of 1.00 demonstrated a strong expert agreement that the test items were both relevant and clear. This meant that the test comprehensively covered the domains of teacher competencies in reading instruction. With a Cronbach Alpha score of 0.77 for domain one, 0.86 for domain two, 0.80 for domains three and four, 0.77 for domain five, 0.78 for domain six, and 0.79 for domain seven, the test indicated an acceptable and good internal consistency, which meant that the items are well-aligned with one another and can reliably assess the intended competencies. This combination of high content validity and excellent reliability makes the test effective for evaluating teachers' competencies in reading instruction.

Recommendation

The developed Teaching Reading Competency Test (TRCT) was proven to be a valid and reliable tool for assessing teachers' reading instruction competency. However, a careful review and revision of the TRCT was conducted following the validation, pilot testing, and reliability analysis. Experts' suggestions and feedback were considered to improve the clarity and accuracy of the test. Unclear wording was revised, and minimal grammatical issues were corrected to ensure concise and error-free sentences that minimized potential misinterpretation.

The finalization process of the TRCT involved a thorough refining of the competency indicators based on the expert's opinion, pilot testing, and reliability analysis. The researcher reviewed each item to ensure a precise and accurate alignment with the identified competency themes and the PPST domains. This process of refinement and finalization ensured that the final version of the TRCT was comprehensive, coherent, and ready for practical implementation in assessing the reading competencies of teachers.

References

1. Laurito, G. G. P. (2022). Teaching Reading Competence of Teachers and Performance of Pupils in English in Blended Learning. International Journal of Advanced Multidisciplinary Studies. <https://www.ijams-bbp.net/wp-content/uploads/2022/07/1-IJAMS-JUNE-ISSUE-71-82.pdf>
2. Dolezalova, J. (2015). Competencies of teachers and student teachers for the development of reading literacy. Science Direct. <https://www.sciencedirect.com/science/article/pii/S187704281500186X>
3. International Dyslexia Association. (2018). Knowledge and practice standards for teachers of reading. <https://app.box.com/s/21gdk2k1p3bnagdfz1xy0v98j5ytl1wk>
4. Department of Education. (2017). DO 42, s. 2017 - National adoption and implementation of the Philippine Professional Standards for Teachers (PPST). <https://www.deped.gov.ph/2017/08/11/do-42-s-2017-national-adoption-and-implementation-of-the-philippine-professional-standards-for-teachers/>
5. Dewey, A. & Drahota, A. (2016). An introduction to systematic reviews. SAGE Publications Ltd., <https://uk.sagepub.com/en-gb/eur/an-introduction-to-systematic-reviews/book245742>
6. Teachmint. (2022, November 16). Teaching competencies. <https://www.teachmint.com/glossary/t/teaching-competencies/>
7. American Association of Colleges for Teacher Education. (2025, January 29). American association of Colleges for Teacher Education (AACTE) - the leading voice on educator preparation.

<https://aacte.org/>

8. Gepila Jr., E. C. (2019). Assessing teachers using Philippine standards for teachers. *Universal Journal of Educational Research*, 8(3);739-746. <https://www.hrpub.org/download/20200229/UJER2-19514112.pdf>
9. Özdemir, E. Ç. & Akyol, H. (2019). The development of a reading comprehension test. *Universal Journal of Educational Research* 7(2); 563-570. <https://tinyurl.com/326hvxup>
10. Petticrew, M. & Roberts, H. (2006). *Systematic Reviews in the Social Sciences: A Practical Guide*. Oxford: Blackwell. <https://doi.org/10.1002/9780470754887>.
11. Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2); 77–101. <https://doi.org/10.1191/1478088706qp063oa>
12. Top Hat. (2024, April 23). Pedagogical Knowledge Definition and Meaning. Top hat. <https://tophat.com/glossary/p/pedagogical-knowledge/>
13. Study.com. (2025). Effective Teaching Strategies. <https://study.com/teach/instructional-strategies.html>
14. Dolezalova, J. (2014). Competencies of Teachers and Student Teachers for the Development of Reading Literacy. Research Gate. <https://tinyurl.com/5yerzmje>
15. Alshaboul, Y. (2018). EFL Prospective Teachers' Competency in Phonological Awareness: Impact on Teaching English Reading. Research Gate.
16. Kanmaz, A. (2022). Teachers' Reading Comprehension and Use of Reading Strategies Levels: A Study on the Secondary School Teachers. *Education Quarterly Reviews*, 5(1); 1-14. The Asian Institute of Research.
17. Abu-Ubaida S., Amina U.U., et al. (2017). Exploring the Teaching of Reading Skills in Nigerian Secondary Schools. Research Gate. <https://tinyurl.com/ytp5bkfy>
18. Laurito, G.G.P. (2022). Teaching Reading Competence of Teachers and Performance of Pupils in English in Blended Learning. *International Journal of Advanced Multidisciplinary Studies*, II (6). <https://tinyurl.com/48pdepfz>
19. Ellis, M. (2019). Teacher competencies in supporting reading in English as a foreign language. Research Gate. <https://tinyurl.com/y7apdhvr>
20. Diyah, A.R. (2023). Developing Needs Analysis of Critical Literacy Models for Teaching EFL Reading Class. Research Gate. <https://tinyurl.com/225672an>
21. Nugroho, A.W. (2015). Teaching reading to the first year students of smpn i nogosari in 2012/2013 academic year. English Department School of Teaching Training and Education Muhammadiyah University of Surakarta. <https://eprints.ums.ac.id/39101/1/NASKAH%20PUBLIKASI.pdf>
22. Podder, R. (2024). English reading skill teaching strategies in secondary schools in Bangladesh. Research Gate. <https://tinyurl.com/52h7apc8>
23. Ghafournia, N. (2023). The Importance of Teaching Reading Strategies in Reading Comprehension Process. Research Gate.
24. <https://tinyurl.com/3p68m7tv>
25. Wissink, B. (2019). In-Service Reading Teacher Efficacy. Research Gate.
26. <https://tinyurl.com/mrnwpvjt>
27. Kutche, E. (2024). English language teacher educators' knowledge and skills on early grade reading instruction. *Heliyon Journal*. <https://www.sciencedirect.com/science/article/pii/S2405844024143915>
28. Abejuela, H.J. (2023). Assessment of the Reading Curriculum in Basic Education in the Philippines

- Context. International Journal of Language Education. <https://eric.ed.gov/?id=EJ1386147>
29. Stackhouse, K. (2014). A Comparative Study of the Educational Practices and Competencies of Teachers in the United States and Guatemala in Teaching Reading. Semantic Scholar. <https://tinyurl.com/kr9pvtsa>
 30. NC State College of Education. (2017). Cultivating Young Readers Seven Principles for Teaching All Children to Read in a Global Society. NC State University. <https://ced.ncsu.edu/cultivating-young-readers/>
 31. Pilonieta, P. (2023). Changing our teaching: first grade reading instruction and before and during COVID-19. Springer Nature Link. <https://link.springer.com/article/10.1007/s11145-023-10427-1>
 32. Garcia, R.N. and Doronio, R. G. (2024). Best practices in teaching reading: A phenomenological study. World Journal of Advance Research and Reviews. <https://wjarr.com/sites/default/files/WJARR-2024-2042.pdf>
 33. Kosassy, S.A., Sari, R.K., et al. (2024). An Analysis of Teacher's Strategies in Teaching Reading Skill at Junior High School. Research Gate. https://www.researchgate.net/publication/383284943_An_Analysis_of_Teacher's_Strategies_in_Teaching_Reading_Skill_at_Junior_High_School
 34. Sakolrak, S. (2014). The Strategic Development to Enhance Reading Comprehension Instructional Competency of Elementary School Teachers based on Comprehension Ability Diagnostic Instruments. Research Gate. <https://tinyurl.com/p9dbb9wh>
 35. Rahayu, S.S. (2023). Exploring The Secondary English Teachers' Strategies In Teaching Reading Comprehension: An Interview Study. Innovative: Journal of Social Science Research. <https://j-innovative.org/index.php/Innovative/article/view/3711>
 36. Azizah, E. N. (2023). Exploring EFL Teachers' Strategies for Teaching Reading Using Authentic Materials: A Case Study at the Seventh Grade of a Junior High School in Garut. Research Gate. <https://tinyurl.com/yv78mt9m>
 37. Marima, E.W., et at. (2016). Instructional Constraints in Teaching of Reading in Early Childhood Classes in Nairobi County, Kenya. United States Department of Education. <https://files.eric.ed.gov/fulltext/EJ1118919.pdf>
 38. Estrella, M.R. (2022). Readiness of DepEd teachers to teach reading. International Journal of Research and Review. https://www.ijrrjournal.com/IJRR_Vol.9_Issue.5_May2022/IJRR024.pdf
 39. Killorn, K. (2015). Literacy Strategies Successfully Implemented by Secondary Social Studies Teachers. Minnesota State University: Mankato. <https://cornerstone.lib.mnsu.edu/cgi/viewcontent.cgi?article=1402&context=etds>
 40. Ancheta, W.M. (2022). Teachers' Level of Knowledge of Reading and Content Area Reading Instruction. International Journal of Language and Literacy Studies. <https://ijlls.org/index.php/ijlls/article/view/802>
 41. Amali, A. & Zuhairi, A. (2021). An analysis of teacher's strategies in teaching reading comprehension at senior high school. Islamic University of Malang. <https://jim.unisma.ac.id/index.php/jp3/article/viewFile/22917/17104>
 42. Septianda, D. and Shalawati. (2022). An Analysis on Teacher's Strategy in Teaching Reading Comprehension at SMP YLPI Marpoyan Pekanbaru. <https://jim.unisma.ac.id/index.php/jp3/article/viewFile/22917/17104>
 43. Euanorasetra, N. (2023). Thai EFL Teachers' Beliefs on Teaching Reading through Text-Based and

- Competency-Based Reading Approaches in an International University. LEARN Journal: Language Education and Acquisition Research Network.
44. Purmadi, A. (2024). Teachers' Perceptions of ICT-assisted Reading Skills Teaching Strategies in Elementary Schools: A Qualitative Approach. Research Gate. <https://tinyurl.com/45ph4syf>
 45. Yonara, L. (2024). Teaching and learning reading comprehension through paraphrasing strategy at the tenth grade of MA Baitul Kirom Mulyosari Tanjung Sari Lampung in academic year 2022/2023. UIN Raden Intan Lampung. <https://repository.radenintan.ac.id/30181/1/PUSAT%20BAB%201%20DAN%202.pdf>
 46. Saragih, N. (2023). The Teachers Strategy in Teaching Reading Comprehension at SMP Swasta Mardi Wiyata Utama Gunung Bayu. Bulletin of Science Education. <https://tinyurl.com/4p54u9zd>
 47. Hamra (2024). Developing a model of teaching reading comprehension for efl students. Research gate. <https://tinyurl.com/rru5ky74>
 48. Solikah, L.W. (2016). Instructional design for the teaching of reading skill to the eight grade students of SMP Muhammadiyah 7 Surakarta: a naturalistic study in 2015/2016 academic year. Universitas Muhammadiyah Surakarta.
 49. Ahsan, A. (2015). Techniques in teaching reading to the seventh grade of smp negeri 2 wonogiri. School of teacher training and education muhammadiyah university of surakarta. <https://eprints.ums.ac.id/37473/1/PUBLICATION%20ARTICLE.pdf>
 50. Pradana, A., et al. (2023). Teachers' beliefs and practices in teaching reading (a case study at senior high school in Surakarta). Universitas Muhammadiyah Surakarta. <https://eprints.ums.ac.id/117196/16/ARTICLE%20PUBLICATION.pdf>
 51. Victoria State Government. (2021) Assessment. Education. <https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/assessment.aspx>
 52. Reuker, s. (2021). Learning diagnostic skills for adaptive teaching – a theoretical foundation. Research gate. <https://tinyurl.com/mv7jdezv>
 53. International Dyslexia Association. (2018). Knowledge and Practice Standards for Teachers of Reading. IDA.
 54. Brewer, C. A. (2023). An Exploration of Teacher Perceptions and Practices of Teaching Reading and Classroom Management. TTU DSpace Home. <https://tinyurl.com/4cmtmbse>
 55. Tzirides et al. (2023). Inclusive education and disability studies in education. International Encyclopedia of Education. <https://www.sciencedirect.com/topics/social-sciences/inclusivity>
 56. Understood, E. T. A. (2025, February 11). What is culturally responsive teaching? <https://www.understood.org/en/articles/what-is-culturally-responsive-teaching>
 57. Sibanda, M. (2024). The teacher's role in teaching reading comprehension skills to Grade 9 English Home Language learners. Research Gate. <https://tinyurl.com/bdf9c8t7>
 58. Ryan, M., et al. (2023). Sources of teacher efficacy in teaching reading: success, sharing, and support. The Australian Journal of Language and Literacy. <https://link.springer.com/article/10.1007/s44020-022-00016-0>
 59. He, T. (2021). A Study of EFL Reading Teaching in Senior High Schools Based on Key Competencies of Subject. Semantic Scholar. <https://ojs.bbwpublisher.com/index.php/JCER/article/view/1815>
 60. Xiao, Y. (2023). English Reading Teaching Strategies in Senior High School from the Perspective of Key Competency. Frontiers in Sustainable Development. <https://tinyurl.com/y9cyjy8w>
 61. Hochweber, J. (2016). Gender Differences in Reading Achievement and Enjoyment of Reading: The

Role of Perceived Teaching Quality. Research Gate. <https://tinyurl.com/3vt5ca88>

62. Lamb, M. (2017). The motivational dimension of language teaching. Cambridge University Press. <https://tinyurl.com/yc3cfshr>
63. Killorn, K. (2015). Literacy Strategies Successfully Implemented by Secondary Social Studies Teachers. Minnesota State University: Mankato.
64. Martinez, J.S. (2021). English Teachers' Educational Attainment: Its Impact on the Elementary Learners' Metacognitive Reading Skill Development. Research Gate. <https://tinyurl.com/yxhfecwh>
65. Schwartz, S. (2024, February 2). Teacher professional development, explained. Education Week. <https://www.edweek.org/leadership/teacher-professional-development-explained/2023/07>
66. NEAP Professional Development Framework | Department of Education. (n.d.). <https://www.deped.gov.ph/about-neap/framework-for-professional-development/>
67. Marima, E.W. (2016). Instructional Constraints in Teaching of Reading in Early Childhood Classes in Nairobi County, Kenya. United States. Department of Education. <https://files.eric.ed.gov/fulltext/EJ1118919.pdf>
68. Chikelu, J.U., Mogboh, V. (2019). Appraisal of Competency Improvement Needs of English Language Educators in Teaching Reading and Writing Skills with Multimedia Aids. Semantic Scholar. <https://pdfs.semanticscholar.org/ee1f/2cb1a6952e27f71a2f3de8d011b725d3da20.pdf>
69. Alomes, B. (2023, December 21). The importance of stakeholders when it comes to creating successful learning outcomes. Natural Pod. <https://tinyurl.com/yn2ss5y2>
70. Susu, L. (2023). A Study on Strategies for Cultivating Core Competencies in English Reading Teaching in Senior High School. Semantic Scholar. <https://tinyurl.com/3zu4825x>
71. Kutche, E. (2024). English language teacher educators' knowledge and skills on early grade reading instruction. Heliyon Journal. <https://www.sciencedirect.com/science/article/pii/S2405844024143915>
72. Diana, R., et al. (2022) The analysis of strategies used by the english teachers in teaching reading comprehension. Journal of English Language Pedagogy.
73. Sibanda, M., et al. (2024). The teacher's role in teaching reading comprehension skills to Grade 9 English Home Language learners. Research Gate. <https://tinyurl.com/bdf9c8t7>
74. Nickerson, C. (2023, February 13). Albert Bandura's social cognitive theory: definition & examples. Simply Psychology. <https://www.simplypsychology.org/social-cognitive-theory.html>
75. Duan, W. (2023). Primary and Secondary School English Reading Instruction from the Perspective of English Subject Key Competencies. Curriculum and Teaching Methodology. https://clausiuspress.com/assets/default/article/2023/09/05/article_1693962177.pdf
76. Ong, C., et al. (2021). Assessment of the basic education reading curriculum in Northern Mindanao. Research Gate-Science International 33(5):317-319. <https://tinyurl.com/4kvfbexv>
77. Livingston, S.A. (2018). Test reliability – basic concepts. Educational Testing Service. <https://www.ets.org/Media/Research/pdf/RM-18-01.pdf>