

# **THE PROFILE OF SPED TEACHER AND THE LEVEL OF PERFORMANCE OF SPED STUDENTS: BASIS FOR A CONTEXTUALIZAD MODULE FOR SPED SECONDARY**

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## **Abstract**

This study was conducted to determine the Sped teacher's profile, the level of performance of learners with special educational needs. Specifically, it determined the teacher's profile in terms of 1.) Professional qualification, work experience, related training and seminars; 2.) The level of performance of learners with Special Educational Needs in terms of functional literacy and prevocational competencies; and 3) what localized module can be crafted to be used for Learners with Special Educational Needs. This study employed the descriptive method through quantitative research. The participants of the study involved 70 respondents. Particularly 10 teachers handling Sped, and 60 Learners with Special Educational Needs in General Emilio Aguinaldo National High School, Imus City, Cavite. The findings revealed that 90% of the teachers handling Sped were lack of academic qualification and teaching experience in Special Education, and 80% of the teacher respondents have no training or seminar in Sped. The level of performance of the learners in different skills showed clerical as the least mastered skill being ranked 1 with 25%, Laundry as ranked 2 with 30%, Housekeeping ranked 3 with 33.33%, Numeracy ranked 4 with 41.17%, Cookery ranked 5 with 43.33%, and Language and Self-Help ranked 6 and 7 with 50% and 68.33% respectively. Based on the findings, a contextualized module for SPED secondary was crafted. It is recommended to offer free seminars and training to teachers prior to the opening of the program or school year on Vocational or Technical course to fully qualify to teach prevocational skills to Learners with Special Educational Needs; and Special Education teachers should pursue M.A. in Sped in order to fully understand and accept the nature of Special Education.

**Keywords:** *SPED, Teachers Profile, LSEN, Level of Performance, Contextualized Module*