



EDCOM2

The Second Congressional
Commission on Education



TEACHER EDUCATION AND
DEVELOPMENT

Alignment of CHED, PRC, DepEd (including Teacher Education Council)

PRIORITY AREA #16



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The Green Paper aims to stimulate discussion on priority areas being considered by the Second Congressional Commission on Education. It hopes to invite concerned stakeholders and the general public to participate in the debates surrounding specific areas, and to submit relevant research, as well as specific comments and suggestions.

Cover Photo courtesy of the Office of Senator Win Gatchalian.

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1. Introduction

This Green Paper is an opportunity to comment on the alignment of the main education agencies: the Commission on Higher Education (CHED), the Professional Regulation Commission (PRC), and the Department of Education (DepEd), together with the Teacher Education Council (TEC), particularly on Teacher Education and Development. To put things into context, PRC handles the professionalization of incoming teachers by conducting the Board Licensure Examination for Professional Teachers (BLEPT). CHED supervises Teacher Education Institutions (TEIs) and Higher Education Institutions (HEIs) where BLEPT applicants come from. Lastly, DepEd hires and deploys the BLEPT passers who want to pursue their teaching career in the public school system.

The paper seeks to identify the alignment issues and challenges of the agencies implementing teacher education and development. The goals are:

- To have a clear understanding and interpretation of the common elements to be aligned among the agencies regarding teacher education and development;
- To identify the gaps between PRC, CHED, and DepEd in planning and implementing teacher education and development; and
- To recommend solutions on the alignment of teacher education and development.

2. Priority

The teacher development and education work delineation between DepEd, CHED, and PRC is still uncertain. Ideally, DepEd should be leading the harmonization of teacher education and development, being the chair of the Teacher Education Council (TEC) as mandated by Republic Act (RA) 7784 - “An Act to Strengthen Teacher Education in the Philippines by Establishing Centers Of Excellence, Creating A Teacher Education Council For The Purpose, Appropriating Funds Therefor, and for Other Purposes” of 1994. This was later amended by RA No. 11713 - “Excellence in Teacher Education Act,” passed on April 27, 2022, followed by its Implementing Rules and Regulation officially published on May 26, 2023.”

The Council should implement the provisions that support the alignment of the agencies and is composed of the following officials:



Secretary
of DepEd as
Chairperson



Chairperson of
CHED as
Vice-Chairperson



Director-General of
Technical Education
and Skills Development
Authority (TESDA)



Executive Director of the National
Commission for Culture and the
Arts (NCCA)



Chairperson of the
Professional Regulation
Commission (PRC)

3. Current Situation

BLEPT performance has been consistently low in the past decade. From 2010 to 2016, a study (Generalao et al., 2022) presented the passing rates for elementary and secondary education test takers. On average, only 30% (200,260 of 663,645) passed the board examination for elementary education while the latter had 35% (244,385 of 707,204). The findings are almost consistent with PRC's data highlighting the BLEPT passing rate from 2009 to 2019, with 28% average passing rate for elementary education and 37% average passing rate for secondary education. This indicates that there is a mismatch between the teacher education curriculum and the licensure exam content.

On the in-service side, DepEd holds the majority of the teacher population share in the country, with around 900,000 public school teachers as of 2022, and is responsible for paving the roadmap for improving teacher quality. To guide the teachers' progression, the Department identified a set of competencies and established it through DepEd Order (DO) 47 s.2017 "*National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST)*". The DO was later complemented by Executive Order (EO) 174 "*Establishing the Expanded Career Progression System for Public School Teachers*" for in-service teachers' reclassification and promotion.

While there are pronouncements supporting the agencies' alignment of teacher needs and standards, the depth of each adoption is yet to be determined.

For instance, CHED's monitoring and review of TEIs' curriculum integration of the PPST is unclear. Plata (2018) showed that CHED's Teacher Education Program outcomes were not aligned with the PPST's Domain 5 "Assessment and Reporting". This is consistent with PBE's (2023) study highlighting the BLEPT's low performance suggesting a disconnect between the TEI's curriculum and the examination questions. PBE also recommends reviewing the responsiveness of teacher education curriculum and BLEPT to DepEd's PPST.

PRC's Enhanced Table of Specifications for BLEPT under Board Resolution No.11 (s. 2022) includes the PPST, but the process of validating and recognizing the questions for the teacher standards is still unclear. The TEC and PRC have yet to have a process where the former could review and validate the alignment of test questions with the PPST. This suggests that an independent study may be needed to evaluate the actual level of policy adoption by PRC.

Given the gaps in adopting respective policies and standards, it is evident that strong coordination and alignment mechanisms are crucial in the context of an inter-agency approach.

4. Link to Learning Outcomes

Teacher quality is a significant component of education performance. The policies being implemented should ensure that every school has teachers effectively delivering the curriculum. In principle, this will translate positively into learners' performance.

The World Bank (2013) developed a framework from examined policies around the world to determine teacher policies matter most to improve student learning. The discussion paper pointed out that high-performing education systems have mechanisms to fulfill their common teacher policy goals to a certain extent. This includes establishing clear expectations, attracting good candidates, providing applicable professional development training and experience, matching teachers' knowledge and skills with students' needs, monitoring of performance and learners' achievement, and offering incentives. It also showed that regardless of how high-performing education systems combine the teacher policy goals, they all share the common fact that **there is internal coherence in the way they do so.**

5. Issue Under this Priority



ISSUE #1: Alignment of CHED, PRC, and DepEd (including TEC) on teacher education and development

Recognizing the significance of education agencies alignment, the TEC was created under the RA 7784. The law specified the composition of Council members representing key education organizations to be supported by a Secretariat. However, only the general direction was stipulated in organizing the Secretariat and administrative support staff.

There was no mention of specific government agencies to represent this working group and its structure.

By amending RA 7784 through RA 11713, the government seeks to reinforce the mandate by including the interim Secretariat with the National Educators' Academy of the Philippines (NEAP) personnel during the transitory period. The Secretariat will assist the Council to execute its policies and programs and provide the necessary administrative and technical support stated in the Implementing Rules and Regulations (IRR).

In addition, all EDCOM II Commissioners from the House of Representatives have proposed the amendment of the Teacher Professionalization Act of 1994 through House Bill No. 8559 entitled "An Act Further Amending Certain Sections of the RA 7836 - Philippine Teachers Professionalization Act of 1994" to strengthen the alignment of PRC's BLEPT and TEIs' curriculum.

Questions of the Standing Committee on the matter:

1. Does CHED, PRC, and DepEd use common frameworks or policies on teacher education and development? What are their roles/ what is the division of labor in the teacher development pipeline?
2. To what extent does the CHED teacher education curriculum match DepEd's PPST and PRC's Licensure Examination for Professional Teachers?
3. Is PRC's BLEPT the proper process to measure one's readiness to teach given DepEd's PPST? Are there other ways to effectively measure a TEI graduate's readiness and teaching ability?
4. How should PRC address the mismatch between the teacher education specializations offered in TEIs and the BLEPT exam? (e.g. MAPEH, early childhood education)?
5. How does the PRC's BLEPT remain aligned through time considering the shifts in CHED's policies, standards, and guidelines governing undergraduate courses in teacher education?
6. Are there other needed amendments to the Teacher Professionalization Act of 1994? Are there other related laws that should be amended concerning teacher training and development that should be amended?
7. Is the collection of datasets related to teacher education and development aligned to help create a quality feedback loop? If not, what datasets should be collected and analyzed across these different agencies? Should there be one agency that should be responsible for collating, utilizing, and or publishing it?

8. What are the best practices in other tightly-coupled systems to ensure coherence across government agencies and teacher education institutions?

6. Outlook

The vision is to establish a holistic system wherein the contributors and implementers of teacher education work integratively with one another. There are expected to be clear accountability measures for and policy linkages between DepEd, CHED, and PRC. In principle, this should produce high-quality teachers that deliver the curriculum effectively, resulting in better education performance.

7. How to Take Part in the Consultation

This green paper launches a 10-week public consultation. Submissions should be received by **December 15, 2023**. The Commission invites concerned stakeholders to submit their contributions using the electronic form, which can be found here: <https://bit.ly/EduKonsultasyon16>

The Commission will consider all contributions in its future work and provide feedback on the results. All submissions will be made publicly available by the Commission unless the respondent indicates otherwise or requests that part of the submission be kept confidential and acceptable reasons are provided.

The directions outlined in this paper are for consultation purposes only, and the Government has made no final decisions on the reforms presented.

The Commission is subject to the Freedom of Information law, and submissions may be required to be disclosed in response to requests made under that Act. The Commission reserves the right not to publish any submission or part of a submission, which, in its view contains potentially defamatory material or for confidentiality reasons.

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SCAN TO PARTICIPATE!




About EDCOM 2

The Second Congressional Commission on Education (EDCOM II) is a national commission tasked to undertake a comprehensive national assessment and evaluation of the performance of the Philippine education sector.



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