



REPUBLIC OF THE PHILIPPINES
TEACHER EDUCATION COUNCIL

Fixing the Foundations of Teacher Education through Teacher Preparation

2025 PhilEd Conference

**Jennie V. Jocson, PhD
Executive Director V, TEC Secretariat**

4 December 2025 | 10:30AM | SMX Convention Center, Pasay City

The Teacher Education Council

Pursuant to **Republic Act 11713**

Who we are

Established in 1994, the Teacher Education Council **ensures quality teacher education in the Philippines**.

Through the **Republic Act 11713**, or the Excellence in Teacher Education Act, the TEC has expanded its mandate in 2022.

TEC is an attached agency to DepEd.

What we do

- 1 Policy development in teacher education
- 2 Coordination & collaboration with agencies
- 3 Quality assurance in teacher education
- 4 Research and innovation for teacher quality

The Council

Ex-officio members



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as **Chairperson**



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organization of private basic
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representative from an organization
composed of school leaders from public or
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The TEC Secretariat



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Quality Teaching Office



ADRIAN LAWRENCE P. CARVAJAL, PhD
Director II
Student Incentives Support Office



RUNVI V. MANGUERRA, PhD
Executive Director II



Presentation focus:

- **Teacher education roadmap**
- ***Reframed pre-service teacher education curriculum***
- **Call for partnerships through program/s collaborative design, implementation and monitoring and review**



TEC Annual Report

2024-2025

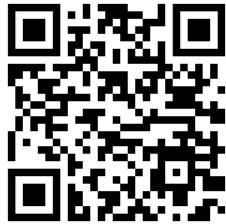


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TEC Annual Report 2024-2025



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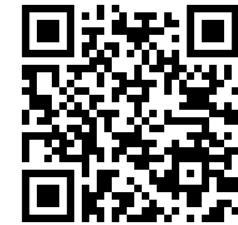


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The Teacher Education Roadmap 2035



TEACHER EDUCATION COUNCIL

“Piecemeal teacher development policies, not connected by a common vision, are roadblocks to teaching and learning.

What's needed is a **cohesive and comprehensive approach** aimed at aligning policies and incentives for recruitment, certification, preparation, induction, and professional development under the same set of standards.”



Linda Darling-Hammond in McRobbie, 2000

Career-Long Teacher Development: Policies That Make Sense. Knowledge Brief
Retrieved from <https://files.eric.ed.gov/fulltext/ED454165.pdf>

Structured the work for teacher education through the Teacher Education Roadmap 2035

- Held **6 rounds of validation** with various stakeholders in education from 105 unique agencies, institutions, organizations, and schools



International development partners,
think tanks & research centers, &
government agencies



Teacher educators and pre-service
teachers



School heads and Kinder to Grade 6
in-service teachers



JHS & SHS in-service teachers, and
TVET trainers



ALS teachers, SPED teachers, ECCD
child development workers



Civil society organization & non-
government organizations

TEACHER EDUCATION ROADMAP 2035

VISION

Quality Filipino educators who are competent, ethical, inclusive, resilient, and committed to their own growth and the development of locally and globally responsible, productive learners

MILESTONES

Foundation: 2025-2027

Mainstreaming: 2028-2030

Sustainability: 2031-2035

PILLAR 1

Elevate and promote the teaching profession

PILLAR 2

Strengthen educator preparation

PILLAR 3

Invest in in-service development, career progression, and recognition to promote high-level educator practice

PILLAR 4

Broaden impact of teacher education

PILLAR 1	PILLAR 2	PILLAR 3	PILLAR 4
SO 1.1 Boost strategic communications to positively reshape public perception of the teaching profession	SO 2.1 Enhance TEI capacity to improve pre-service teacher education	SO 3.1 Ensure transition support for educators across all educational sectors	SO 4.1 Enable sustainable research development and knowledge-sharing efforts that inform and shape teacher education policies and programs
SO 1.2 Strengthen data systems to anticipate educator workforce needs	SO 2.2 Advance quality, practice-focused, and inclusive pre-service teacher education programs through multiple and alternative pathways	SO 3.2 Promote high-quality practice among educators in all educational sectors	SO 4.2 Maximize innovations in teacher education towards new pedagogical approaches and technologies
SO 1.3 Foster collaboration across key sectors to build an enabling teacher education ecosystem	SO 2.3 Create a system for the continuous professional development of teacher-educators	SO 3.3 Raise education leader quality	SO 4.3 Advance the internationalization of teacher education through globally enriched curricula, cross-border partnerships, and educator mobility initiatives
	SO 2.4 Reinforce mechanisms that professionalize educators across all educational sectors	SO 3.4 Support educators in affirming their career stages and advancing to higher roles with clear policies and self-directed professional development	
	SO 2.5 Expand access for potential entrants to teacher education in formal and alternative pathways	SO 3.5 Recognize outstanding educators through incentive programs for educators across all educational sectors	



PILLAR 1

Elevate and promote the teaching profession

Promote teaching as a respected, appealing, and fulfilling profession, and attract high-quality candidates to the right specializations to strengthen the overall caliber of the teaching workforce

SO 1.1 Boost strategic communications to positively reshape public perception of the teaching profession

- Positive public image by how teachers are perceived and supported

SO 1.2 Strengthen data systems to anticipate educator workforce needs

- Clear projection of teacher needs in 5 or 10 years using teacher supply and demand framework

SO 1.3 Foster collaboration across key sectors to build an enabling teacher education ecosystem

- Increased synergy among education agencies, institutions, private partners



PILLAR 2

Strengthen educator preparation

Enhance preparation of educators by aligning initiatives with evolving global, national, and local contexts, ensuring various pathways to teaching, and ensuring a smooth transition toward professionalization across educational sectors

SO 2.1 Enhance TEI capacity to improve pre-service teacher education

- Increased number of COEs in the regional and provincial level; TEI networks and consortia
- Institutionalized feedback mechanisms within the quality assurance system for TEIs

SO 2.2 Advance quality, practice-focused, and inclusive pre-service teacher education programs through multiple and alternative pathways

- Operationalized the reframed teacher education curriculum
- Developed alternative pathways in teacher education
- Evidence-based models of teacher education programs for ALS, SNED, IPED, Madrasah teachers

SO 2.3 Create a system for the continuous professional development of teacher-educators

- Sustained capacity enhancement programs for TEI faculty
- Data-driven faculty development programs for high-need regions, in partnership with TEIs who have developed niche in teacher education programs

SO 2.4 Reinforce mechanisms that professionalize educators across all educational sectors

- Developed certifications for non-licensed educators and non-degree holders towards professionalization
- Immediate publication of LEPT exam, results analysis, and data-driven improvements on exam items

SO 2.5 Expand access for potential entrants to teacher education in formal and alternative

- Sustained scholarship programs across all educational sectors



PILLAR 3

Invest in in-service development, career progression, and recognition

Support the professional development, career advancement and/or promotions, and recognition of educators and leaders across all educational sectors towards high-quality practice

SO 3.1 Ensure transition support for educators across all educational sectors

- Data-driven recruitment and promotion process
- Evidence-based induction programs with sustained mentoring and coaching

SO 3.2 Promote high-quality practice among educators in all educational sectors

- Targeted professional development programs for educators
- Partnerships with different learning service providers
- Sustained scholarship programs, including advanced studies

SO 3.3 Raise education leader quality

- Institutionalized mentorship program, adopting the principles of community of practice
- Sustained professional development for education leaders

SO 3.4 Support educators in affirming their career stages and advancing to higher roles with clear policies and self-directed professional development

- Well-implemented career-stage affirmation system
- Available suite of professional development programs that target the progression of teachers and school leaders across career stages of the professional standards

SO 3.5 Recognize outstanding educators through incentive programs for educators across all educational sectors

- Highly-acclaimed recognition programs/awards for educators across educational sectors
- Supported professional development through accessible incentive programs



PILLAR 4

Broaden impact of teacher education

Empower educators and encourage other stakeholders to broaden and deepen their impact, locally and globally, beyond learning spaces as researchers, innovators, and policy informants towards educational reforms

SO 4.1 Enable sustainable research development and knowledge-sharing efforts that inform and shape teacher education policies and programs

SO 4.2 Maximize innovations in teacher education towards new pedagogical approaches and technologies

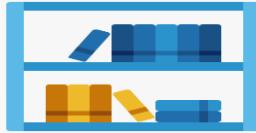
SO 4.3 Advance the internationalization of teacher education through globally enriched curricula, cross-border partnerships, and educator mobility initiatives

- Leveraged role of COEs in research and innovation in teacher education
- Established national research agenda in teacher education
- Expanded access to research fellowships

- Systematic application of teacher education innovations in classroom instruction (formal and non-formal), program development and delivery

- Globally benchmarked teacher education programs
- Increased partnerships with international universities and learning service providers for undergraduate/graduate programs and certifications
- Accessible opportunities for physical and virtual mobility

What is next and how may you help?

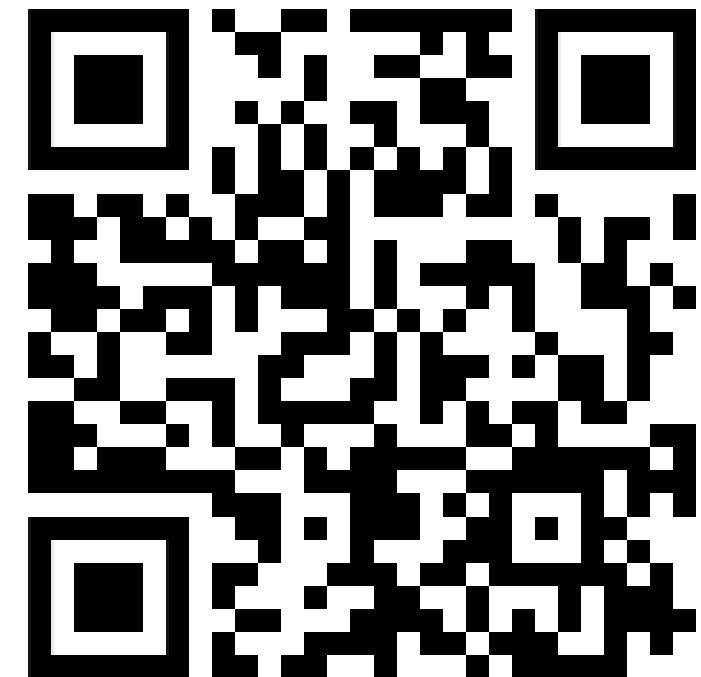


Join us in discussions as we 'operationalize' each strategic objective

- Send us priority direction from your groups/regions
- Support us with data

Be part of the
**national
database
of teacher
education**

<https://tinyurl.com/ProfilingStudy>





EDCOM2

The Second Congressional
Commission on Education



#TeacherEducationNaman

A Symposium on Pre-Service Teacher Education
Curriculum Reframing

22 January 2025 | 1:30 pm

5

Teachers: At the Heart of the Problem

THE TEACHER is the single most important factor in education. Her or his far-reaching influence as an agent of constructive change in society is beyond question. Through the years, however, the status, training, pay and welfare of teachers have declined, with serious consequences on the quality of education. Public dissatisfaction with education has become chronic and teachers have been at the center of the debates. Yet, while teachers are always the object of criticism, they are looked at as the best hope for reform.

1. Teacher education is among the top subscribed college programs based on student enrollment.

TABLE 3
Higher Education Enrollment by Discipline Group, Academic Year 2019–2020

Discipline Group	SUCs	LUCs	OGs	Private	Total	% Share
Agriculture, Forestry, and Fisheries	107,337	2,060	446	5,615	115,458	3.39%
Architecture and Town Planning	14,369	462		27,930	42,761	1.25%
Business Administration and Related	287,359	91,673	684	498,945	878,661	25.78%
Education Science and Teacher Training	289,766	66,777	1,321	313,557	671,421	19.70%
Engineering and Tech	259,607	11,086	419	170,952	442,064	12.97%
Fine and Applied Arts	5,859	337		10,713	16,909	0.50%
General	1,637	815	818	2,396	5,666	0.17%
Home Economics	3,279		33	270	3,582	0.11%
Humanities	18,951	3,233		17,218	39,402	1.16%
IT-Related Disciplines	126,996	31,157		166,543	324,696	9.53%
Law and Jurisprudence	4,694	1,564		20,243	26,501	0.78%
Maritime	5,414	203		80,497	86,114	2.53%
Mass Communication and Documentation	11,173	2,511		16,648	30,332	0.89%
Mathematics	10,545	577		1,503	12,625	0.37%
Medical and Allied	27,150	8,047	200	198,807	234,204	6.87%
Natural Sciences	23,729	498		9,202	33,429	0.98%
Other Disciplines	64,192	15,486	1,220	171,926	252,824	7.42%
Religion and Theology				7,906	7,906	0.23%
Service Trades	18,828	3,573		50,805	73,206	2.15%
Social and Behavioral Sciences	40,479	8,672		61,104	110,255	3.23%
Trade, Craft, and Industrial	409				409	0.01%
Grand Total	1,321,773	248,731	5,141	1,832,780	3,408,425	

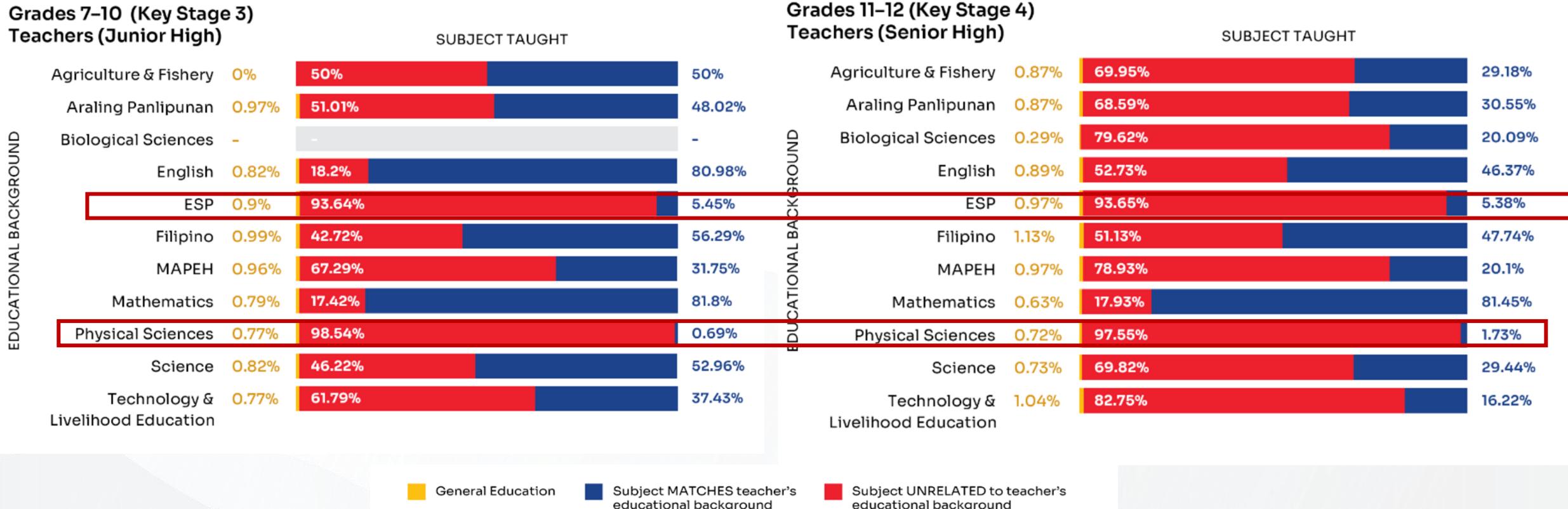
Top 1: Business Administration

Top 2: Education Science and Teacher Training

Top 3: Engineering and Tech

Question: How should we assure quality of the 1,570 TEIs offering teacher ed programs?

2. Teaching specialization & subject assignment mismatch is alarmingly high.

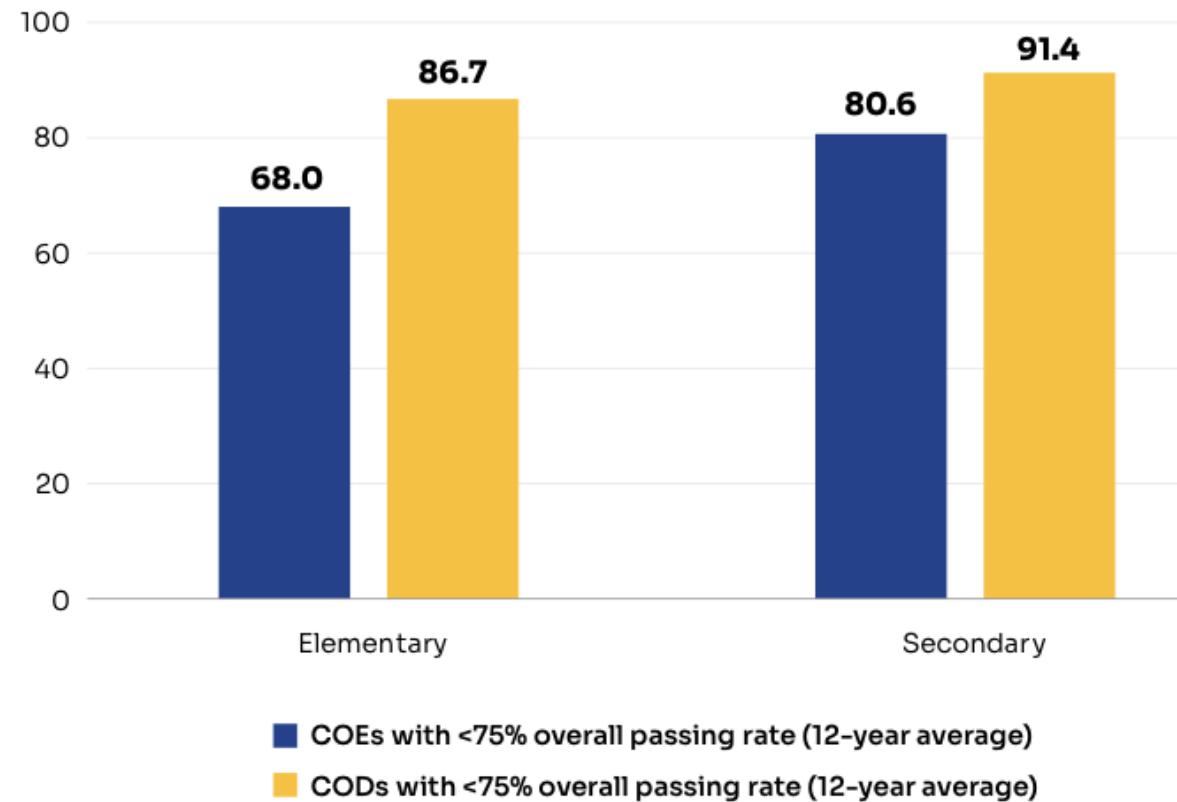


Question: How do we ensure that quality assurance systems in teacher education contributes to raising teacher quality on the ground?

3. Even COEs and CODs perform poorly in licensure examinations for teachers.

FIGURE 2

COEs and CODs with Less Than 75% Overall BLEPT Passing Rates, 2010– 2022



Source: PBEEd, 2023

Question: How do we ensure the effectiveness of COEs in delivery quality teacher education?

TEI performance in the March 2025 LEPT (based on TEC analysis)

This reveals a persistent problem in teacher education, whether it's an exam factor or TEI quality factor.

Table 1. Performance disparity among TEIs in the March 2025 LEPT

LEPT Performance Band	BEED		BSED	
	TEI Count	% over Total Participating TEI	TEI Count	% over Total Participating TEI
Top Performing 75% - 100%	202	20.38%	321	25.60%
Satisfactory Performing 50% - 74.99%	255	25.73%	403	32.14%
Poor Performing 20% - 49.99%	336	33.91%	378	30.14%
Worst Performing < 20%	100	10.09%	62	4.94%
No Passers 0%	98	9.89%	90	7.18%
Total Participating TEIs	991	100.00%	1,254	100.00%



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The *Reframed* Pre-Service Teacher Education Curriculum



The **Reframed Pre-service Teacher Education Curriculum Framework** visualizes how contexts in education serve both as guide and goal of a teacher education curriculum that **aims to develop a quality Filipino teacher**.

Reframed Program Outcomes



1. Demonstrate **depth and mastery of competencies** in the area of specialization



2. Analyze **contexts, considerations, and challenges that influence teaching and learning** through the lenses of educational foundations and allied disciplines



3. Design **innovative, inclusive, and adaptive learning spaces and experiences** that connect theory and practice in 21st century teaching and learning



4. **Employ technology-supported strategies that are innovative, appropriate, ethical, and sustainable** towards inclusive learner experiences.



5. Construct a **variety of appropriate traditional and authentic assessments** to enhance teaching and learning



6. Conduct **research initiatives** directed towards enhancing teaching and learning



7. Engage in **continuous personal and professional development** that foster community involvement and lifelong learning



8. Cultivate **teacher identity, agency, well-being, and resilience** through meaningful connections, self-care practices, and strong commitment to the ethical standards of the profession

Reframed Professional Education Courses

The Learner

Human Growth and Development

(3 units)

grounds PSTs on **learning and development** vis-a-vis effective teaching delivery

Foundations of Special and Inclusive Education

(3 units)

prepares PSTs for **all learner and learning contexts**

The Teacher

The Teacher as a Person and as a Professional

(3 units)

helps PSTs reflect on **personal and professional identities** as quality Filipino teachers

Principles and Practices of Homeroom Guidance

(3 units)

equips PSTs with knowledge and skills in **basic guidance and counselling**

The Learning Process

Foundations of Teaching and Learning

(3 units)

grounds PSTs with education foundations to enable **linking theory to practice**

Theories and Approaches in Literacy Education

(3 units)

equips PSTs with foundational knowledge on the **development and teaching of literacy skills**

Learner-Centered Teaching

(3 units)

introduces PSTs to **Science of Learning principles and inclusive pedagogies** to support diverse learners and adapt to different learning environments

Learner Assessment

(3 units)

provides PSTs' with appreciation of assessment with emphasis on **utilizing evidence in improving teaching and learning**

The Teaching Process

Teaching Internship

(12 units)

exposes PSTs to **relevant learning contexts** by

- lengthening duration to one year;
- offering options for various learning spaces;
- integrating in the practicum other expected competencies (e.g., research, community involvement);
- capping all experiential learning activities (as provided across ProfEd and Specialization courses)

ProfEd is now **36 units** in the reframed curriculum.

Piloting a shortened duration for teacher education programs

- With **fewer GenEd courses**, pre-service teacher education programs can be **completed in 3 or 3.5 years**.
- The shortened program duration will be piloted in AY 2026-2027.

Proposed Reframed Pre-service Teacher Education Specialization and Certificate Programs

Specialization Programs (3 to 3.5 years)

- **Bachelor of Early Childhood Education (BECEd)**
- **Bachelor of Special Needs Education (BSNEd)**
- **Bachelor of Elementary Education (BEEd)**
- **Bachelor of Education (BEd)**
- **Bachelor of Career Technical Education (BCTEd)**

**Programs without concentrations will have a duration of 3 years, while programs with concentrations will span 3.5 years.*

Certificate Programs (add-on)

- **Certificate in Alternative Learning System (ALS)**
- **Certificate in Literacy Education**
- **Certificate in Multigrade Education**
- **Certificate in Indigenous Peoples Education (IPEd)**

**Any certificate programs may be taken as 'add-on' to any programs.*

Reframed Specialization programs with corresponding number of courses, units, and duration (1/7)

Bachelor of Early Childhood Education (BECEd)

No. of courses	No. of units	Duration
18	54	3 years

Bachelor of Special Needs Education (BSNEd)

Models	No. of courses	No. of units	Duration
Model A: Generalist; or	18	54	3 years
Model B: with Concentrations <ul style="list-style-type: none">○ Teaching Deaf and Hard-of-Hearing Learners○ Teaching Learners with Visual Impairment○ Early Childhood Education	24	72	3.5 years

Reframed Specialization programs with corresponding number of courses, units, and duration (2/7)

Bachelor of Elementary Education (BEEd)			
Models	No. of courses	No. of units	Duration
Model A: Generalist; or	17	51	3 years
Model B: with Concentrations <ul style="list-style-type: none">○ Science○ Mathematics○ Language and Literacy○ Social Studies and Character Education	23	69	3.5 years

Reframed Specialization programs with corresponding number of courses, units, and duration (3/7)

Bachelor of Education (BEd)						
Models	No. of courses	No. of units	Duration			
o Social Studies	16	48	3 years			
o English	18	54				
o Filipino						
o Values Education						
o Arts and Culture Education	21	63				
o Physical and Health Education						
o Mathematics						
o General Science	26	93*				
o Biological Science						
o Physical Science						
o Earth and Space Science		3.5 years				

Reframed Specialization programs with corresponding number of courses, units, and duration (4/7)

Bachelor of Career Technical Education (BCTEd)				
Majors in	With concentrations in	No. of courses	No. of units	Duration
Industrial Arts	<ul style="list-style-type: none">○ Automotive Technology;○ Electronics Technology;○ Electrical Technology;○ Electromechanical Technology;○ Biomedical Technology;○ Machining Technology;○ Civil and Construction Technology;○ Architectural Drafting Technology;○ Welding and Fabrication Technology;○ Heating, Ventilating, Air Conditioning, and Refrigeration Technology;○ Mechatronics Technology;	19	67**	3.5 years

**Major and concentration courses are 6-unit courses

Reframed Specialization programs with corresponding number of courses, units, and duration (5/7)

Bachelor of Career and Technical Education (BCTEd)				
Majors in	With concentrations in	No. of courses	No. of units	Duration
Family and Consumer Science	<ul style="list-style-type: none">○ Food Service Management;○ Apparel Fashion and Design Technology;○ Hotel Operation and Tourism Services;○ Aesthetic, Health, and Wellness Service;	19	67**	3.5 years

***Major and concentration courses are 4-unit courses*

Reframed Specialization programs with corresponding number of courses, units, and duration (6/7)

Bachelor of Career Technical Education (BCTEd)				
Majors in	With concentrations in	No. of courses	No. of units	Years of implementation
Information and Communication Technology	<ul style="list-style-type: none">○ Animation;○ Visual Graphic Design;○ Computer and Web Programming;○ Computer Systems and Telecom Servicing;○ Digital Media Production and Content Creation;○ Contact Center Services;	19	67**	3.5 years

***Major and concentration courses are 4-unit courses*

Reframed Specialization programs with corresponding number of courses, units, and duration (7/7)

Bachelor of Career Technical Education (BCTEd)				
Majors in	With concentrations in	No. of courses	No. of units	Years of implementation
Agri-Fishery Arts	<ul style="list-style-type: none">○ Agricultural Production and Technology;○ Aquatic Production and Processing Technology;○ Sustainable Food Systems Technology;	19	67**	3.5 years

***Major and concentration courses are 4-unit courses*



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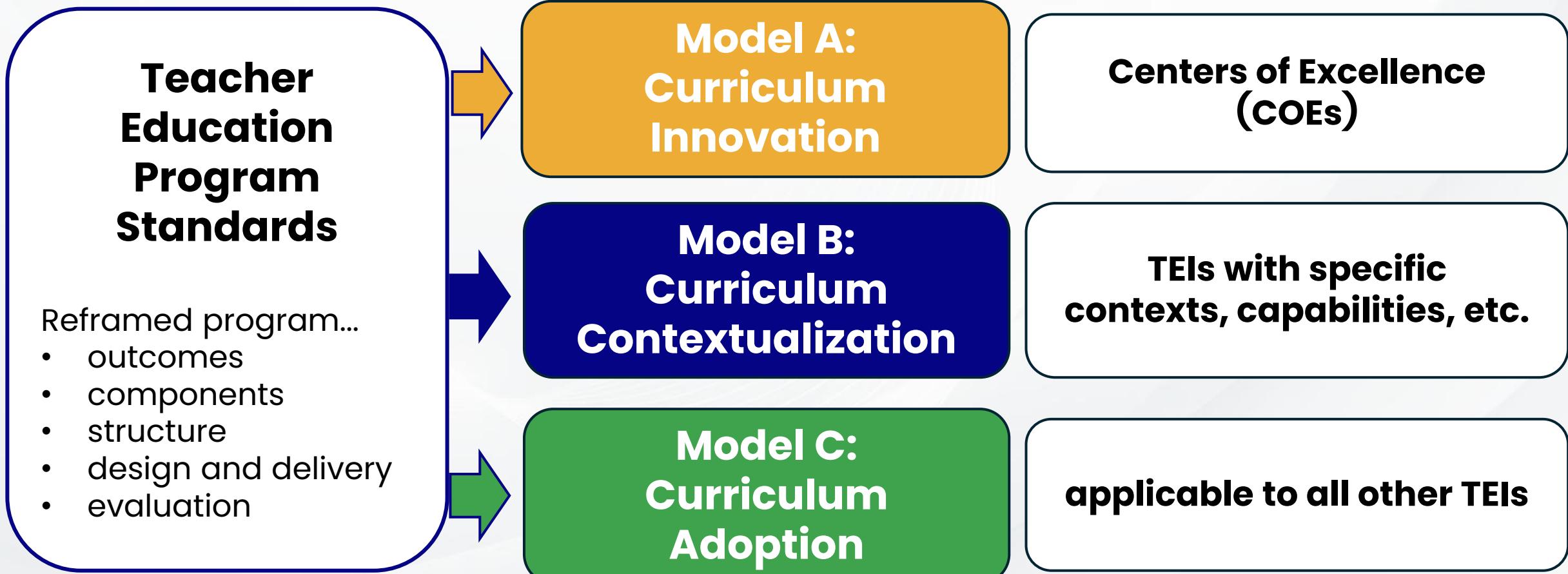
**Supporting the
implementation
of the *reframed*
curriculum**

Support for the implementation of the *reframed* curriculum for TEIs

- Flexible models of implementation
- Syllabi guides
- Capacity enhancement for TEIs and teacher-educators
- Monitoring, Evaluation, Research, and Learning (MERL) plan

Models for the flexible implementation of the reframed curriculum

TEIs are afforded increased flexibility in crafting implementation strategies (TEI agency)



Models for the flexible implementation of the reframed curriculum

Teacher Education Program Standards

Reframed program...

- outcomes
- components
- structure
- design and delivery
- evaluation



Model A: Curriculum Innovation

Centers of Excellence (COEs)

Will adopt

- Professional Education courses
- PCK in specialization courses

May innovate:

- the rest of courses in the specialization component
- course delivery, including assessment

Models for the flexible implementation of the reframed curriculum

Teacher Education Program Standards

Reframed program...

- outcomes
- components
- structure
- design and delivery
- evaluation



Model B: Curriculum Contextualization

TEIs with specific contexts, capabilities, etc.

Will adopt

- Professional Education courses
- PCK in specialization courses
- Foundational (Theoretical and/or Content) Specialization courses

May innovate:

- The rest of courses in the specialization component following the regional contexts
- course delivery, including assessment

Models for the flexible implementation of the reframed curriculum

Teacher Education Program Standards

Reframed program...

- outcomes
- components
- structure
- design and delivery
- evaluation



Model C: Curriculum Adoption

applicable to all other TEIs

Will adopt

- All courses, including delivery

Note: All TEIs will be supported so they can move from Model C to Model B.



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Teacher Education Scholarship Program

Teacher Education Scholarship Program (TESP)

TESP is a **scholarship grant** for deserving **basic education graduates** both from public and private schools, and tertiary level students to pursue undergraduate teacher education degree program, in all **Teacher Education – Centers of Excellence (coE)** which shall be implemented by the UniFAST Board (Section 11).

Additionally, TESP shall also cover **qualified teachers** who wish to pursue graduate studies in education (Section 8,h).



REPUBLIC OF THE PHILIPPINES

TEACHER EDUCATION COUNCIL

Teacher Education – Centers of Excellence

Republic Act 11713 mandates the identification and designation of Teacher Education COEs

Section 8(d)

Identify and designate among existing private and public TEIs **Teacher Education-COEs** for the CHED's supervision, monitoring, and regulation, and formulate a strategic plan to **proactively develop** Teacher Education-COEs in **every region and province**.

Pre-qualification criteria

Who may apply?

All TEIs offering **undergraduate*** teacher education programs with valid:

- **Certificate of Program Compliance (COPC)**- for government TEIs**
- **Government Recognition (GR)**- for private TEIs**

The Teacher Education-COE application and designation shall be on a **per-campus basis.**

*The TEC Secretariat will study the ***inclusion of graduate and certificate*** teacher education programs in ***subsequent evaluation cycles.***

TEIs with a program with *pending COPC or GR may proceed*** with the application, if proof of the pending application for that program is submitted. However, even if the TEI passes the application, ***it cannot be designated as a COE until the valid COPC or Government Recognition is submitted.***

Indicators of the evaluation rubric

The **criteria** in identifying schools and colleges as Teacher Education-COEs as listed in Section 5 of RA 11713 were used as the **indicators** in the rubric:

a highly educated, professionally qualified and experienced faculty recognized in their fields of study, exhibiting best practices in excellence in the education sector, integrity, commitment, promotes Filipino culture, and dedicated to the philosophy, mission, vision, and goals of the institution and education;

b well-selected students who manifest the talent and commitment for teaching;

c adequate library, research, and study facilities;

d competent administrative and support staff

e innovative, well-planned, and relevant curriculum development, instruction, mentoring, and research programs;

f adequate student services and development programs;

g relevant extension services, linkages, and outreach programs;

h percentage of graduates who pass the licensure examination for teachers and pursue a career in teaching;

i graduates who become professionals in the education, training, and development sector, or leaders in the education sector, or both; and

j such other criteria as may be established and operationalized by the Council

Scoring and types of designation

National Teacher Education-COEs

(score ≥108)

- serve as **leading institutions** that contribute to **national directions in teacher education**
- **model strong institutional practices** that guide the continuous enhancement of teacher education across the country
- **synthesize evidence, innovations, and lessons from regions** and translate these into inputs that support TEC's policy development, capacity-building, and system-wide improvement efforts

Regional Teacher Education-COEs (our response to Centers of Development)

(score 81-107)

- **act as leaders within their regions**, supporting the strengthening of teacher education
- **help bring national priorities closer to local realities** by offering regional insights, innovations, good practices, and strengthening teacher pipelines
- **assist TEIs in the region** in enhancing quality and contributing to broader national goals for teacher education

Benefits for designated COEs

Funding Support

Provision of funding, to be allocated for:

- **Research and innovation in teacher education**
- **Curriculum and Instructional Materials Development**
- **Community Engagement and Collaboration Initiatives**

Immediate partner for TEC's major programs

Teacher Education Scholarship Program (TESP)

Students enrolling in Teacher Education-COEs can qualify as scholars under the TESP, in accordance with Republic Act No. 11713.

TEC will release a Circular that includes relevant documents on the Teacher Education-COE System

- **Guidelines**
- **Rubric**
- **Annexes/Associated Tools**
 - Application Form
 - Release Statement Form
 - Data Privacy Consent Form
 - Oath of Undertaking and Declaration of Document Veracity
 - TEI Self-Assessment Report
 - Supplementary Guidelines on the Submission of TEI e-portfolio



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Thank you.



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