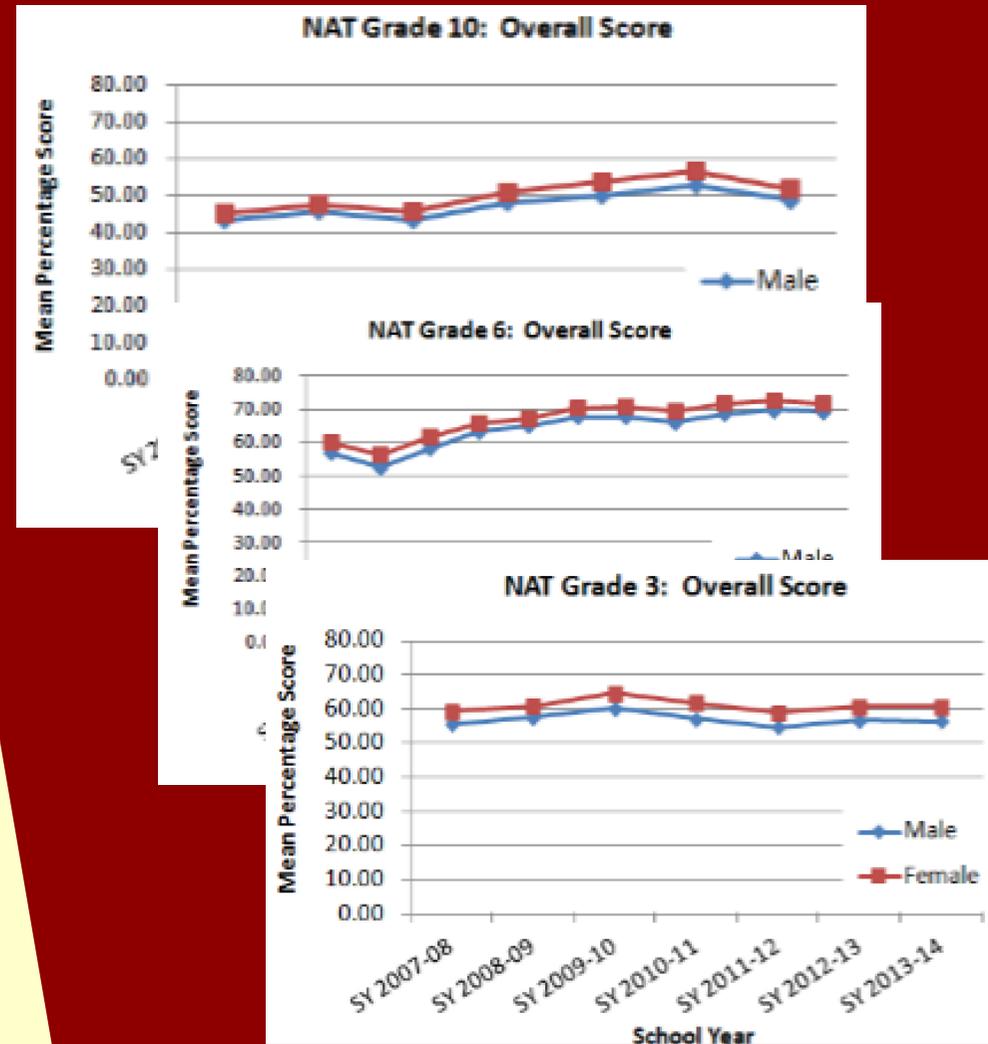
A classroom scene with a teacher pointing at a whiteboard and students in the foreground. The whiteboard contains mathematical problems and solutions. The teacher is a woman in a light-colored shirt, and the students are seen from behind, sitting at desks. The background is a chalkboard with various mathematical problems and solutions. The text is overlaid on the image in a large, bold, black font.

REFLECTING ON TEACHER EDUCATION REFORMS

Dina Ocampo
UP College of Education
November 2023

TEACHER EDUCATION AND LEARNING OUTCOMES

- Enhanced teaching skill
- Improved content knowledge
- Better curriculum alignment
- Increased use of engagement and motivation strategies
- Improved classroom management
- Data-informed instructional decision making

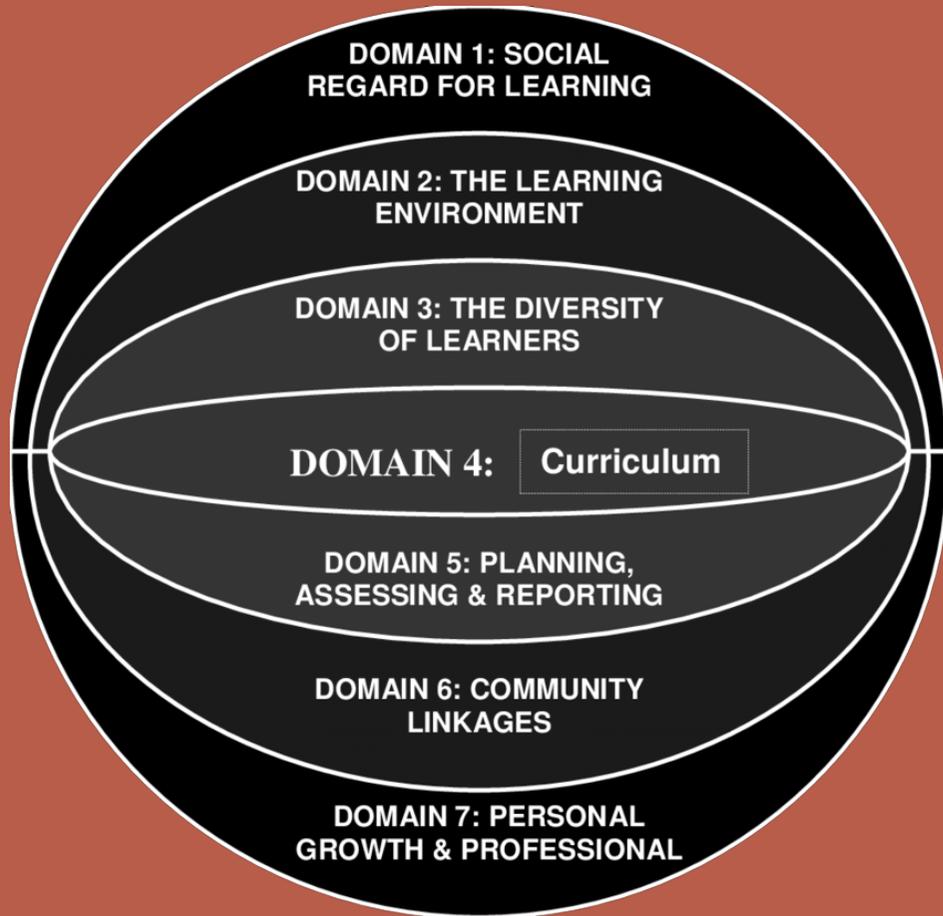


TEACHERS AND THE CURRICULUM

- Translations of Curriculum
 - Articulated curriculum
 - Interpreted and understood curriculum
 - Implemented Curriculum
 - Assessed Curriculum
 - Learned Curriculum
- Interpreted by :
 - Curriculum developers
 - Learning materials designers
 - Assessments makers
 - Lesson planners/teachers



TEACHER STANDARDS



Domains of NCBTS

01	CONTENT, KNOWLEDGE, AND PEDAGOGY
02	LEARNING ENVIRONMENT
03	DIVERSITY OF LEARNERS
04	CURRICULUM AND PLANNING
05	ASSESSMENT AND REPORTING
06	COMMUNITY LINKAGES AND PROFESSIONAL ENGAGEMENT
07	PERSONAL GROWTH AND PROFESSIONAL DEVELOPMENT

Domains of PPST

TEACHER STANDARDS PROVIDE FOR

1. clear and specified criteria for knowledge, skills and professional conduct
2. well-defined directions for professional development
3. a common understanding of what constitutes high quality teaching
4. bases for the accountabilities of teachers to their students, colleagues, administrators and the broader community
5. bases for professional recognition



IN-SERVICE TEACHER TRAINING

COMMUNITY OF PRACTICE WITH COLLABORATIVE PLANNING, PROBLEM-SOLVING, AND ACTION-IMPLEMENTATION

IMPROVED TEACHER'S CONTENT KNOWLEDGE, PEDAGOGICAL SKILLS, ASSESSMENT STRATEGIES, AND PROFESSIONAL ETHICS

STUDENT LEARNING AND HOLISTIC DEVELOPMENT

THEORETICAL FRAMEWORK OF THE LEARNING ACTION CELL (LAC)

Teaching and learning comprise the core business education. These will get the time and attention they deserve through learning action cells (LACs).

PRE-SERVICE TEACHER EDUCATION CURRICULUM

Child and Adolescent Development
Facilitating Learning
Social Dimensions of Education
The Teaching Professions

Principles of Teaching 1
 Principles of Teaching 2
 Assessment of Student Learning 1
 Assessment of Student Learning 2
 Educational Technology 1
 Educational Technology 2
 Curriculum Development
 Developmental Reading 1
 Developmental Reading 2 (for BEEEd only)

English
 Filipino

The Child and Adolescent Learners and Learning Principles
The Teaching Profession
The Teacher and the Community, School Culture and Organizational Leadership
Foundation of Special and Inclusive Education
Facilitating Learner-Centered Teaching
Assessment in Learning 1
Assessment in Learning 2
Technology for Teaching and Learning 1*
The Teacher and the School Curriculum
Building and Enhancing New Literacies Across the Curriculum
Pagtuturo and Filipino sa Elementarya (I) – Estructura at Gamit ng Wikang Filipino
Pagtuturo and Filipino sa Elementarya (II) Panitikan ng Pilipinas
Teaching English in the Elementary Grades (Languages Arts)
Teaching English in the Elementary Grades Through Literature
Content and Pedagogy for the Mother-Tongue

2004

2017

Quality Education means that

- teachers realize that their instructional decisions bring about learning in their students.
- teachers are engaged and committed to their own professional development so they can teach better.
- teachers are supported by leaders so they can teach well



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THANK YOU
