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## Alignment of Policies, Standards, and Guidelines for Teacher Education Programs with the K to 12 Program

Written by:

Richard DLC Gonzales<sup>1 4</sup>

Antonio Tamayao<sup>1</sup>

Rudolf Vecaldo<sup>1 4</sup>

Marilyn U. Balagtas<sup>2 4</sup>

Maria Benita E. Balagan<sup>1 4</sup>

Minie Rose C. Lapinid<sup>3 4</sup>

Teresita T. Rungduin<sup>2 4</sup>

Cesar T. Medula<sup>2 4</sup>

<sup>1</sup>*Cagayan State University*

<sup>2</sup>*Philippine Normal University*

<sup>3</sup>*De La Salle University*

<sup>4</sup>*National Research Council of the Philippines*

*Division of Governmental, Educational, and International Policies*

**DLSU - Angelo King Institute  
for Economic and Business Studies**



Room 223, St. La Salle Hall  
2401 Taft Avenue, Manila, 0922, Philippines

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## **Alignment of Policies, Standards, and Guidelines for Teacher Education Programs with the K to 12 Program**

**Richard DLC Gonzales<sup>1 4</sup>, Antonio Tamayao<sup>1</sup>, Rudolf Vecaldo<sup>1 4</sup>  
Marilyn U. Balagtas<sup>2 4</sup>, Maria Benita E. Balagan<sup>1 4</sup>, Minie Rose C. Lapinid<sup>3 4</sup>  
Teresita T. Rungduin<sup>2 4</sup>, Cesar T. Medula<sup>2 4</sup>**

<sup>1</sup>Cagayan State University

<sup>2</sup>Philippine Normal University

<sup>3</sup>De La Salle University

<sup>4</sup>National Research Council of the Philippines

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This study investigated the role of Teacher Education Institutions (TEIs) in facilitating the evaluation of students in the K to 12 Program, specifically in examining the alignment between teacher education Policies, Standards, and Guidelines (PSGs) and the K to 12 Program assessment. Results revealed that the PSGs on teacher education have minimal congruence with the K to 12 curriculum standards and principles on student assessment. Despite this, a commendable focus within the PSGs is evident, emphasizing developmentally appropriate, relevant, and research-based approaches to student assessment aligned with 21st-century skill development. However, the absence of articulation regarding the majority of K to 12 curriculum standards and principles related to student assessment underscores a significant gap, necessitating a comprehensive revision and expansion of the PSGs to ensure they effectively address these essential aspects and remain congruent with the changing educational environment and the demands of the K to 12 program. Therefore, this policy analysis emphasizes the importance of ongoing curriculum development to guarantee the thorough integration of all elements of the K to 12 program's assessment philosophy into teacher education PSGs, promoting a more inclusive and holistic approach to education.

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### Recommended Reference:

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## Introduction

The Philippines is committed to achieving Sustainable Development Goal 4, focusing on quality education for all citizens. The K to 12 curriculum is central to this effort, with Teacher Education Institutions (TEIs) transforming curricula to support its implementation. Barrot (2021) and Oracion et al. (2020) research on curriculum reforms and their alignment with the K to 12 curriculum contributes to the country's educational development.

Moreover, the Philippine Commission on Higher Education (CHED) actively enhances teacher education quality in the Philippines by developing tailored Policies, Standards, and Guidelines (PSGs). These initiatives aim to equip educators with the necessary knowledge, skills, and pedagogical abilities to thrive in an evolving educational landscape, ensuring they can effectively assess learning outcomes in line with the K to 12 curriculum (Commission on Higher Education, 2017). By fulfilling this responsibility, TEIs prepare teachers for the classroom and elevate the overall quality of education across the Philippines, contributing to a more competent and informed teaching workforce (Bihasa, 2022).

However, a notable gap persists in educational research in the Philippines, where scant studies have delved into the critical alignment between the CHED PSGs on teacher education and the competencies outlined within the K to 12 program. Hence, this research investigated the alignment of the CHED's PSGs on teacher education programs with K to 12 student assessment. This research aims to improve quality, equality, and equity in teacher education in the Philippines by examining how TEIs support K to 12 student assessment, determining alignment with PSGs, and proposing a student assessment framework.

Bowen (200) and Morgan's (2022) systematic approach to teacher education involves analyzing public and official records of an entity's operations. This study used CHED Memorandum Orders (CMOs) on teacher education to examine their alignment with the K to 12 curriculum standards and principles, particularly on student assessment. These memoranda only included CMO 74 s. 2017 (PSG in Bachelor of Elementary Education), CMO 75 s. 2017 (PSG in Bachelor of Secondary Education), and CMO 76 s. 2017 (PSG in Bachelor of Early Childhood Education). The analysis helped to understand the meaning and significance of these documents, providing valuable insights for improving teacher education, particularly in the area of student assessment.

## Key Findings

### Alignment of the CHED PSGs with the K to 12 Program Features

Table 1. Alignment between the Teacher Education PSGs with K to 12 Program Standards and Principles on Student Assessment

PSGs on Teacher Education	K to 12 Curriculum Standards and Principles														
	Learner-centered	Developmentally appropriate	Relevant	Responsive	Research-based	Culture-sensitive	Constructivist	Inquiry-based	Reflective	Collaborative	Integrative learning standard	21 <sup>st</sup> century skills	Mother tongue-based multilingual education	Spiral progression	Flexible
CMO 74 s. 2017		√		√	√										
CMO 75 s. 2017		√	√	√	√										
CMO 76 s. 2017		√										√			

Legend: √ means the K-12 curriculum feature on student assessment has been articulated

Table 1 shows that PSGs on teacher education are minimally congruent with the K to 12 curriculum standards and principles, particularly on student assessment. A closer look at the CMO 74 s. 2017, CMO 75 s. 2017, and CMO 76 s. 2017 reveals a commendable focus on developmentally appropriate, relevant, responsive, research-based, and 21st century skills-related student assessment. This finding implies that the PSGs show commitment to fostering effective student assessment that supports student growth and readiness for the demands of the modern world.

However, the majority of the K to 12 curriculum standards and principles along student assessment were not articulated in the PSGs. These standards include learner-centered, culture-sensitive, inquiry-based, reflective, collaborative, integrative learning, mother-tongue based multilingual education, spiral progression, and flexible student assessment. Simply put, this scenario suggests a crucial gap in the teacher education PSGs, indicating a clear need for revision and expansion to incorporate these essential aspects of student assessment and to ensure their alignment with the evolving educational landscape and the requirements of K to 12 program.

### Key Recommendations for Policy and Practice

In view of the foregoing findings, the proposed Student Assessment Framework in Teacher Education Institutions (TEIs), which is shown in Figure 1, aligns teacher education with basic education goals, promoting multicultural sensitivity, inclusivity, and responsiveness. It emphasizes learner-centered, research-based, and 21st-century skills-aligned assessment practices, addressing gaps in current practices and fostering innovation for comprehensive, culturally sensitive education.

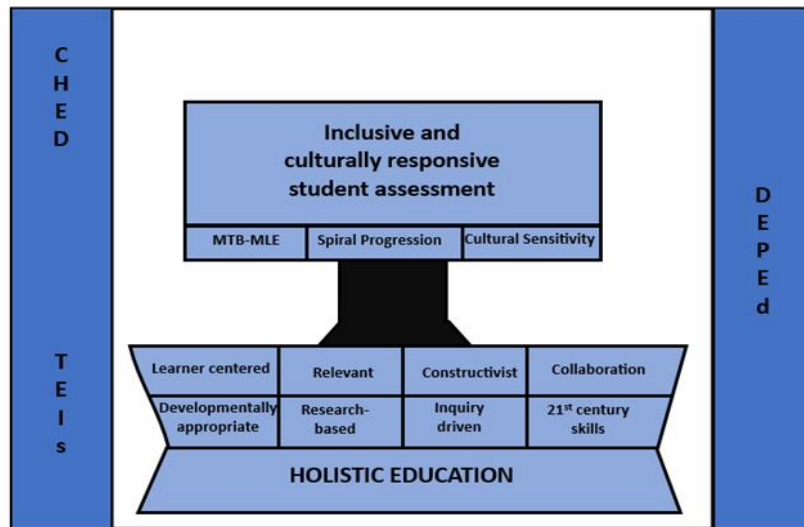


Figure 1. Proposed Student Assessment Framework in Teacher Education Institutions (TEIs)

As major education stakeholders, the following **policy advice** are directed to CHED, TEIs, and DepEd:

1. For future revisions of the teacher education PSGs, CHED may consider separate Program Outcomes and Performance Indicators for student assessment across all teacher education programs, incorporating K to 12 program standards and principles. This may ensure that the PSGs accurately reflect the evolving educational landscape and meet the diverse needs of K to 12 learners articulating all the curriculum standards and principles on student assessment.
2. TEIs should contextualize Assessments 1 & 2 syllabi, focusing on K to 12 curriculum standards and principles, and address unrepresented standards and principles such as learner-centered, culture-sensitive, inquiry-based, reflective, collaborative, integrative learning, mother-tongue based multilingual education, spiral progression, and flexible student assessment.
3. The Department of Education (DepEd) may intensify student assessment in Experiential Learning Courses, such as Field Study 1, Field Study 2 and Practice Teaching, in schools as a partnership with TEIs. By intensifying student assessment practices in these experiential learning settings, DepEd can leverage the expertise and resources of TEIs to enrich the educational experience of pre-service teachers and contribute to the continuous improvement of teaching and student assessment.

## Conclusions

Teacher education PSGs have minimal congruence with the K to 12 curriculum standards and principles on student assessment. Despite this, a commendable focus within the PSGs is evident, emphasizing developmentally appropriate, relevant, and research-based approaches to student assessment aligned with 21st-century skill development. However, the absence of articulation regarding the majority of K to 12 curriculum standards and principles related to student



assessment underscores a significant gap, necessitating a comprehensive revision and expansion of the PSGs to ensure they effectively address these essential aspects and remain congruent with the changing educational environment and the demands of the K to 12 program.

### **About the Authors**

**Richard DLC. Gonzales** is a part-time faculty at the Philippine Normal University, the Cagayan State University, and University of Santo Tomas, Graduate School.

**Antonio I. Tamayao** is an accredited Professor of the College of Teacher Education and Graduate School at Cagayan State University- Andrews Campus.

**Rudolf T. Vecaldo** is an accredited Professor of the College of Teacher Education and Graduate School at Cagayan State University- Andrews campus.

**Marilyn U. Balagtas** is the Vice-President for Academics and University Professor of the Philippine Normal University System.

**Maria Benita E. Balagan** is the Director of the University Admission Office at Cagayan State University.

**Minie Rose C. Lapinid** is an Associate Professor of the Department of Science Education at De La Salle University – Manila.

**Teresita T. Rungduin** is the Vice-President for Research, Extension, and Quality Assurance of the Philippine Normal University System.

**Cesar T. Medula, Jr.** is a part-time professor at the Philippine Normal University.

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