The Philippine Normal University Outcomes-Based Teacher Education Curriculum (OBTEC) Model

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PATEF-UPDATE NATIONAL CONVENTION 2015

Significant Outcomes of the PNU Experience

- **Outcomes Based Teacher Education Curriculum (OBTEC)**

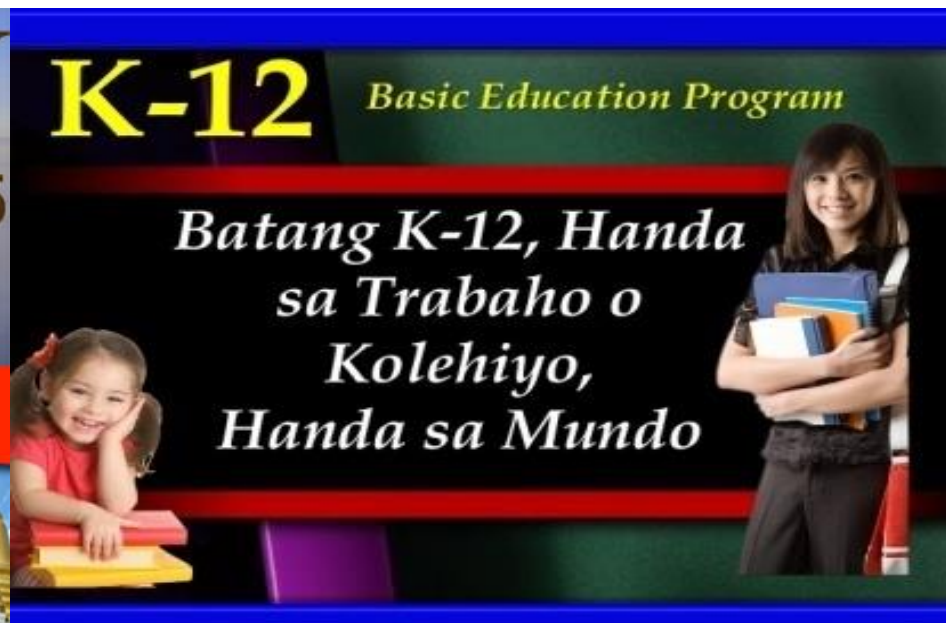- **Collaborative Approach for Designing a Teacher Education Curriculum**

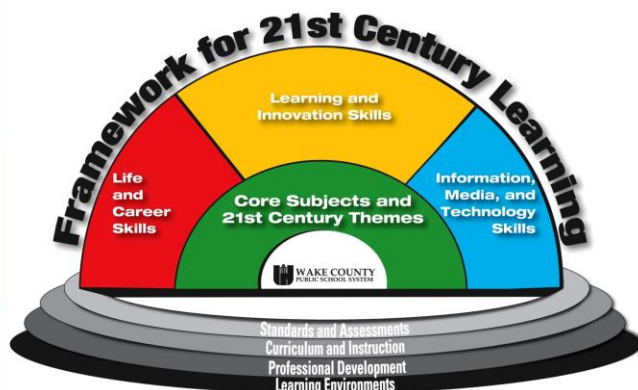# Why did PNU embark on the development of an Outcomes- Based Teacher Education Curriculum (OBTEC) ?

PHILIPPINE NORMAL UNIVERSITY as

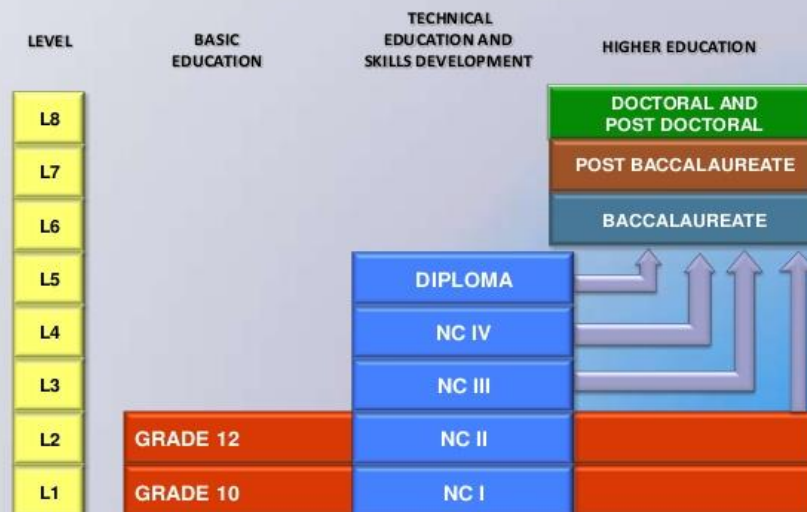**PNU as the National Center for Teacher Education (RA 9647)**

" to take the lead in educational reforms in teacher education through a more responsive, relevant, innovative and empowering teacher education curriculum"

ASEAN

ASEAN Community 2015
ประชาคมอาเซียน

K-12 Basic Education Program

Batang K-12, Handa sa Trabaho o Kolehiyo, Handa sa Mundo

CORE SUBJECTS AND 21st CENTURY THEMES
- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

LIFE AND CAREER SKILLS
- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

LEARNING AND INNOVATION SKILLS
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

INFORMATION, MEDIA, AND TECHNOLOGY SKILLS
- Information Literacy
- Media Literacy
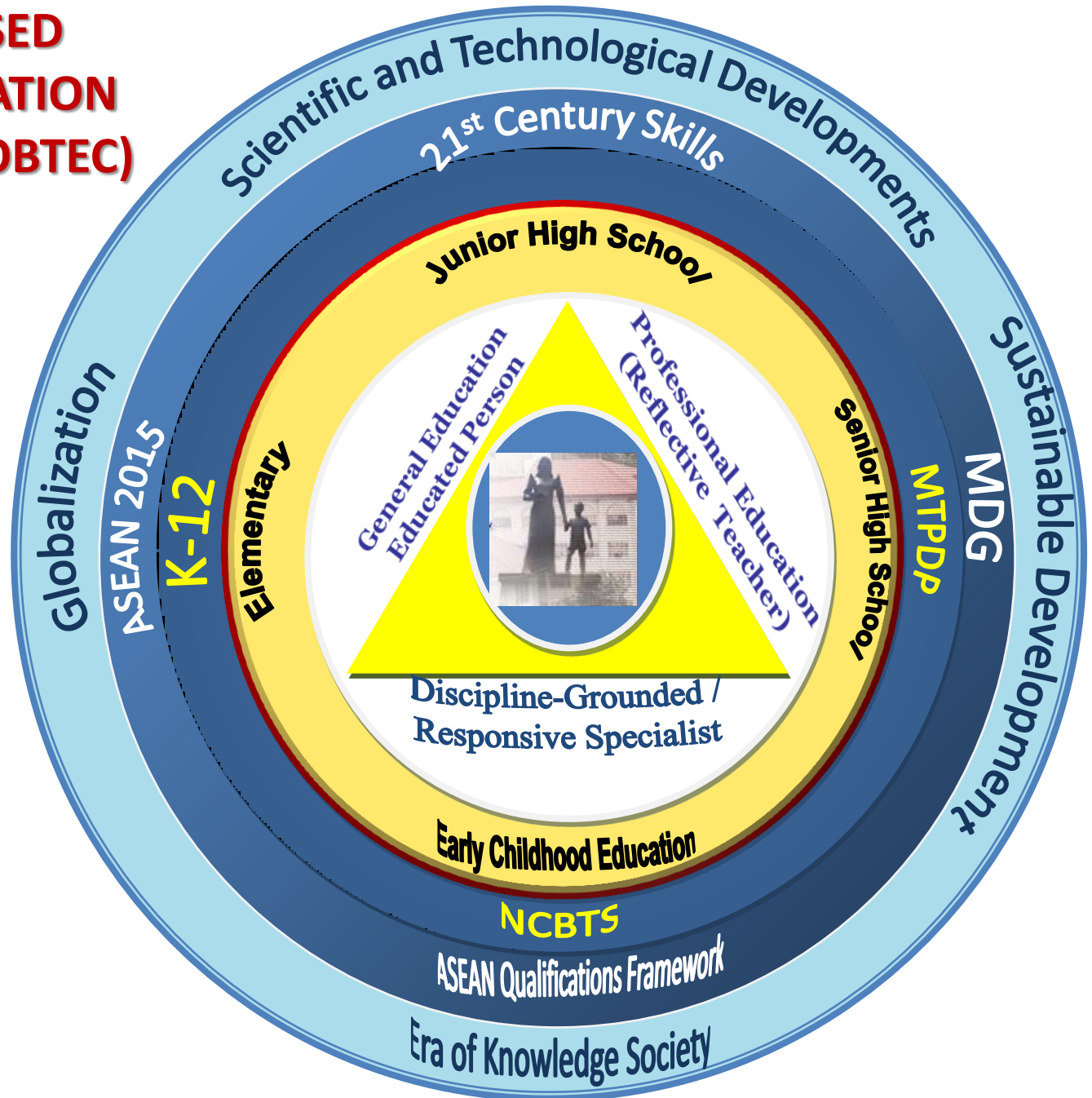- ICT (Information, Communications and Technology) Literacy

Framework for 21st Century Learning

- Learning and Innovation Skills
- Life and Career Skills
- Core Subjects and 21st Century Themes
- Information, Media, and Technology Skills

WAKE COUNTY PUBLIC SCHOOL SYSTEM

Standards and Assessments
Curriculum and Instruction
Professional Development
Learning Environments

From the Partnership for 21st Century Skills www.21stcenturyskills.org

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THE PHL QUALIFICATIONS FRAMEWORK

LEVEL	BASIC EDUCATION	TECHNICAL EDUCATION AND SKILLS DEVELOPMENT	HIGHER EDUCATION
L8			DOCTORAL AND POST DOCTORAL
L7			POST BACCALAUREATE
L6			BACCALAUREATE
L5		DIPLOMA	
L4		NC IV	
L3		NC III	
L2	GRADE 12	NC II	
L1	GRADE 10	NC I	

OUTCOMES-BASED TEACHER EDUCATION CURRICULUM (OBTEC) FRAMEWORK

- **Discipline Grounded**
- **K-12 Responsive**
- **Internationally Benchmarked**

Scientific and Technological Developments

21st Century Skills

Globalization

ASEAN 2015

K-12

Elementary

Junior High School

Senior High School

MTPDp

MDG

Sustainable Development

General Education Educated Person

Professional Education (Reflective Teacher)

Discipline-Grounded / Responsive Specialist

Early Childhood Education

NCBTS

ASEAN Qualifications Framework

Era of Knowledge Society

The Outcomes Based Teacher Education Curriculum (OBTEC)

General Education outcomes include: (CHED Memo No. 20 s 2013)

- Intellectual competencies such as critical, analytical and creative thinking and multiple forms of expression
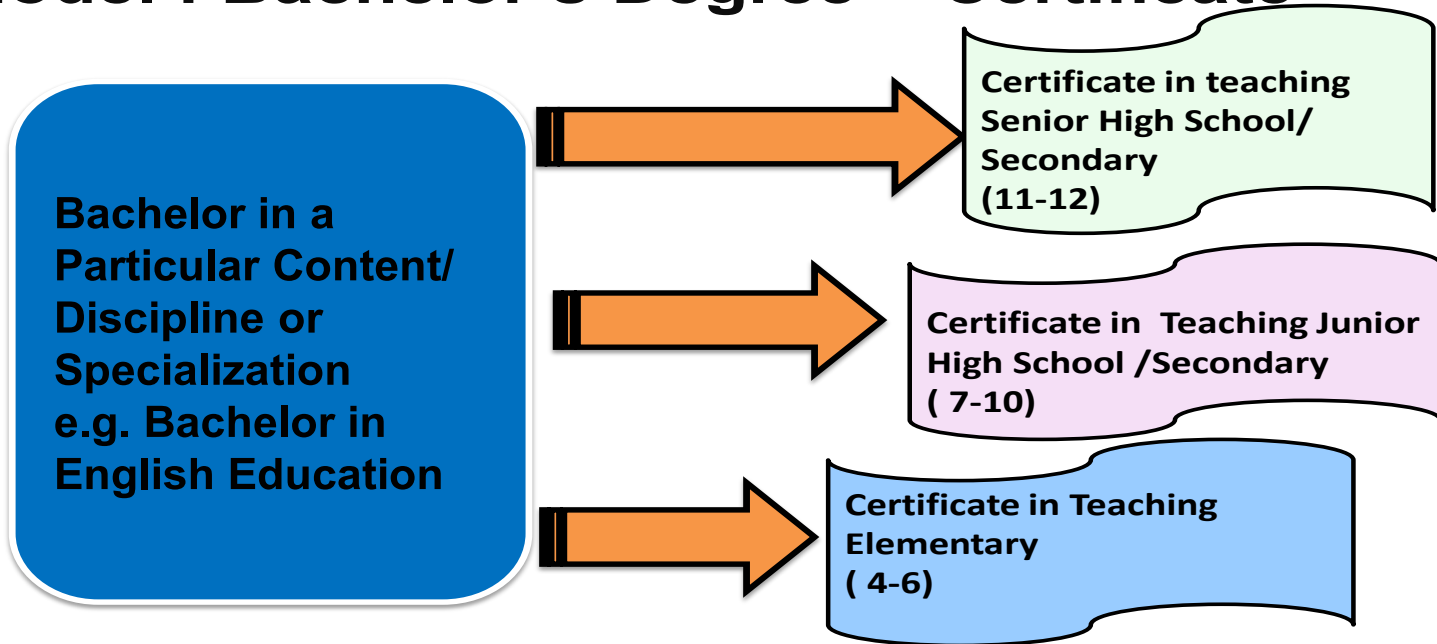- Civic capacities demanded of membership in the community, country and the world
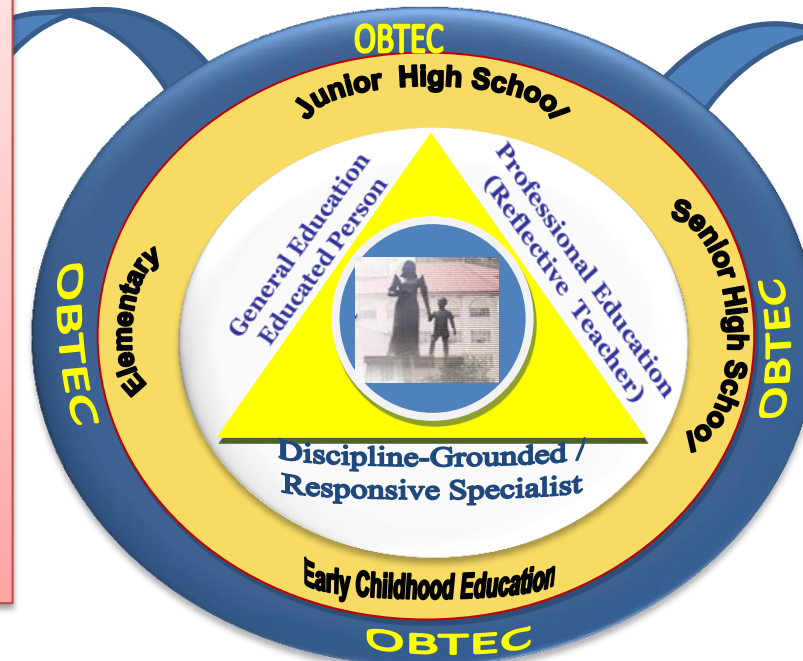
Professional Education develops in the students an orientation to the teaching profession and education as a field of discipline to enable them to become reflective teachers (NCBTS based)

OBTEC

Junior High School

General Education Educated Person

Professional Education (Reflective Teacher)

Elementary

Senior High School

OBTEC

OBTEC

Discipline-Grounded / Responsive Specialist

Early Childhood Education

OBTEC

Specialization Outcomes - The breadth and depth of understanding necessary to teach the discipline across levels with strong mastery of the content.
This includes disciplinal content, theories, methods of inquiry, and applied knowledge of the discipline.

The New Teacher Education Curriculum Model : Bachelor's Degree + Certificate

Bachelor in a Particular Content/ Discipline or Specialization e.g. Bachelor in English Education

→ **Certificate in teaching Senior High School/ Secondary (11-12)**

→ **Certificate in Teaching Junior High School /Secondary (7-10)**

→ **Certificate in Teaching Elementary (4-6)**

Content Specialization	Certificate in teaching the basic education levels

Bachelor in _____ (content specialization) Education with certificate in elementary, junior secondary or senior secondary teaching.

- A three year intensive content specialization plus one year training/certification program for pedagogy in the various levels: Elementary (4-6) Junior (7-10) and Senior High School (11-12)

- Develops prospective teachers who are steeped and grounded in content knowledge of a discipline and pedagogical knowledge to teach in any of the levels in basic education.

- The program allows students to be certified to teach their area of specialization in the level of their choice (i.e. elementary, junior, and senior high school).

Content Areas	Number of Units	Certificate in Teaching Elementary	Certificate in Teaching Junior High School	Certificate in Teaching Senior High School
General Education Courses	36 units	Common to All		
Professional Education Courses	36 units	Common to all		
Field Study Courses	12 units			
Specialization Courses		Common to All levels		
Content Knowledge	81 units			
Pedagogical Content Knowledge (PCK)	12 units	Specific to elementary	Specific to junior high school	Specific to Senior high school
	12 units	Pedagogical Content Knowledge in the Discipline		
Total Number of Units	189 units			

Bachelor in Early Childhood Education (BECED)

This is a three-year (3 years) degree program designed to meet the needs of professional teachers for K-3 primary level

- A pathway for education of young children (from birth through age 8 or 3rd grade) that blends theory of childhood development with a hands-on application.
- Equip prospective teachers with knowledge, dispositions and skills necessary to manage high-quality early childhood education programs in public and private schools.
- Develop teachers' understanding of the physical, cognitive, social, and emotional needs of children and help them carry out relevant instructional programs for the development of young children.

Bachelor in Early Childhood Education (BECED) (Three-Year Degree program)

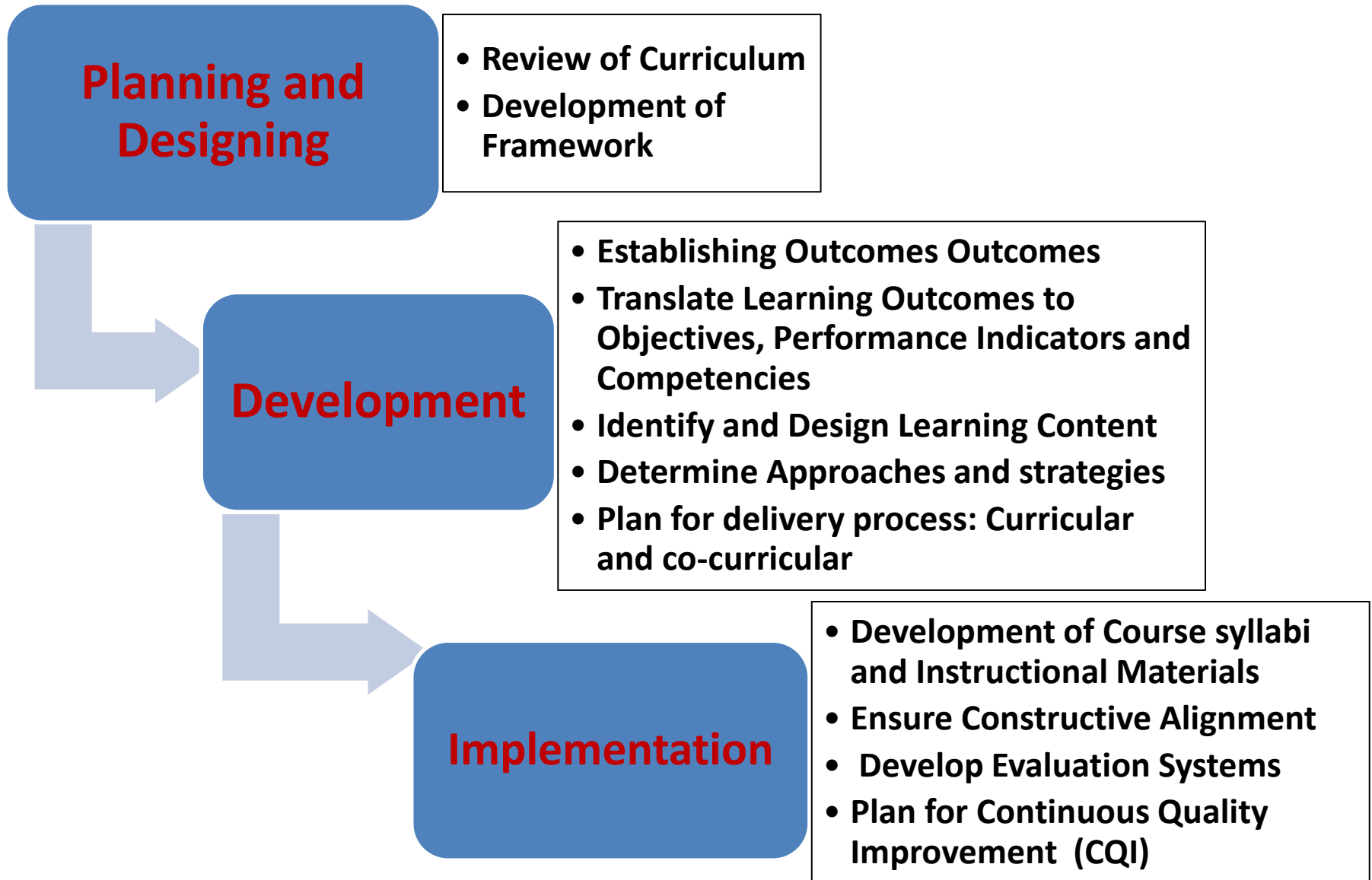| Content Areas	Number of Units
General Education	36 units
Professional Education Courses	48 units
Required / Specialization Courses	66 units
- Core /Foundation Courses - Content Knowledge - Pedagogical Content Knowledge - Electives	15 units 24 units 21 units 6 units
Total	150 units

20. Volunteer in **Philippines**

The Outcomes Based Teacher Education Curriculum Initiative: The Collaborative Process

The Collaborative Process

Planning and Designing

- **Review of Curriculum**
- **Development of Framework**

Development

- **Establishing Outcomes Outcomes**
- **Translate Learning Outcomes to Objectives, Performance Indicators and Competencies**
- **Identify and Design Learning Content**
- **Determine Approaches and strategies**
- **Plan for delivery process: Curricular and co-curricular**

Implementation

- **Development of Course syllabi and Instructional Materials**
- **Ensure Constructive Alignment**
- **Develop Evaluation Systems**
- **Plan for Continuous Quality Improvement (CQI)**

The Development of the Outcomes Based Teacher Education Curriculum Model: The Bases

Comparative Analysis of International Teacher Education Curriculum Standards	• UNESCO Teacher Education Standards • Bologna Accord • Teacher Education Standards of High Performing Universities
Comparative Analysis of National Teacher Education Curriculum Standards	• National Competency Based Teacher Standards (NCBTS) • CHED CMO 30s.2004/ CHED CMO 52s2007 • PNU TEC 2005
Content Analysis of the Basic Education Curriculum of the Philippines and other countries	• Proposed K to 12 Basic Ed. Curriculum by DepEd • Basic Education Curriculum of Countries in the ASEAN Region
Comparative Analysis of Curricular Offerings of Teacher Education Curriculum in different local and international Universities	• Articulation of Gen Ed. Courses of PNU and different universities • Comparison of Professional Education course offerings of PNU and other countries

Discipline-Grounded, Internationally–Benchmarked K to12 Resonsive

Consultative Conference with 3NS schools on the NTEC

Finalization of the Proposed New PNU-Teacher Education Curriculum Framework

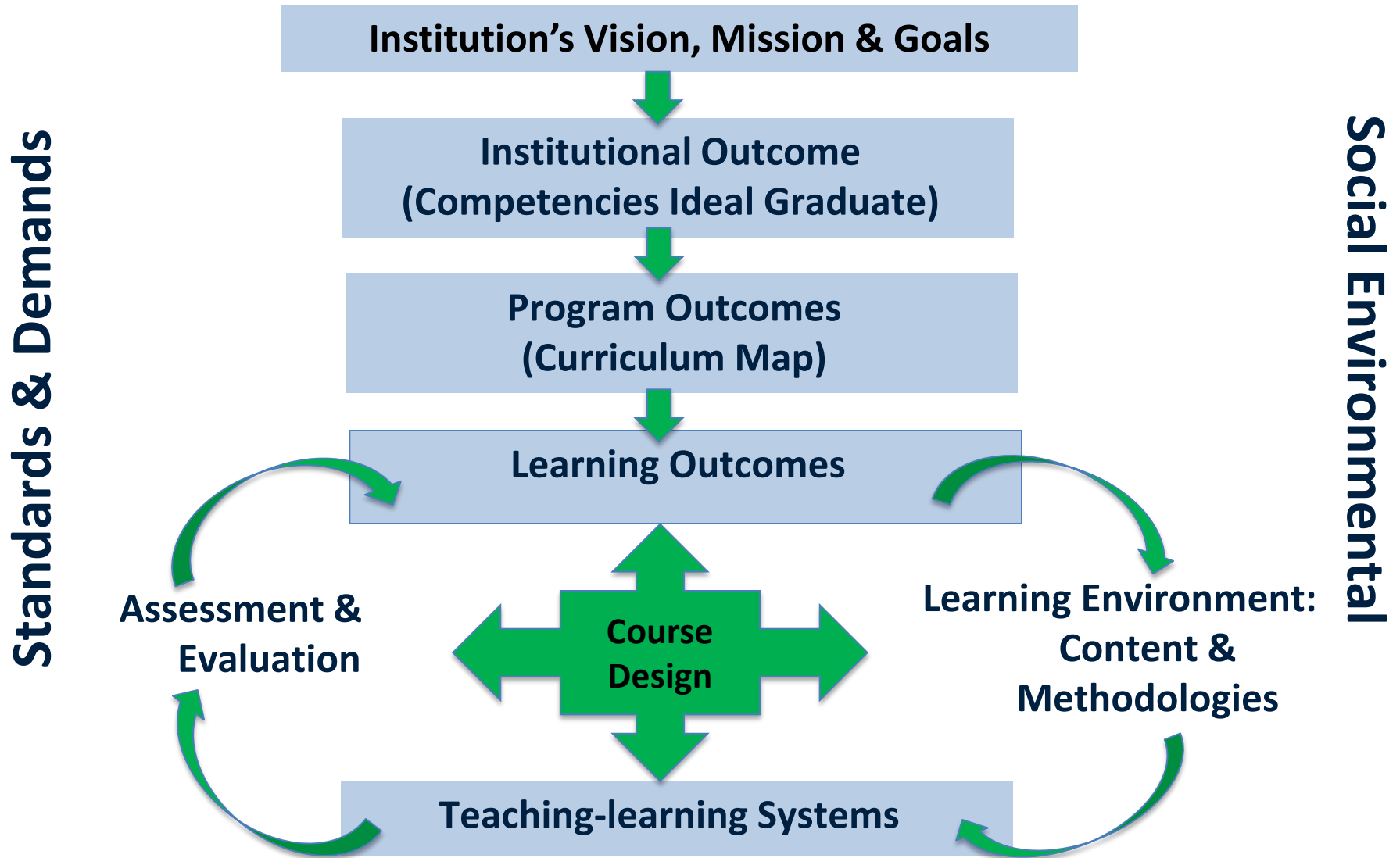**Stakeholders' Conference on the Proposed New PNU-Teacher Education Curriculum**

Presentation and critiquing of the Overall Framework and the framework of Gen Ed, Prof Ed and Specialization courses

Preparation of the Framework for the Proposed Teacher Education Curriculum Model by College and Departments

Curriculum Review: Faculty Workshops by College and Department to review pertinent documents for the New Teacher Education Curriculum Model

Development of the Teacher Education Curriculum

A FRAMEWORK FOR OUTCOMES-BASED EDUCATION

Institution's Vision, Mission & Goals

Institutional Outcome (Competencies Ideal Graduate)

Program Outcomes (Curriculum Map)

Learning Outcomes

Standards & Demands

Social Environmental

Assessment & Evaluation

Course Design

Learning Environment: Content & Methodologies

Teaching-learning Systems

PNU Vision : Internationally recognized and nationally responsive Teacher Education University

PNU Mission : Nurturing Innovative Teachers and Educational Leaders

Philosophy of Education: Education for personal renewal and social transformation

The Philippine Normal University Institutional Outcomes

PNU is committed to producing:

Innovative Teachers who are:

- Excellent in their discipline and at par with the best graduates of Teacher Education in the world

- Responsive and deeply rooted in one's heritage, sensitive to cultural diversity and appreciative of different value systems

- Empowered and committed to social transformation

Education Leaders who are competent with knowledge, skills, attitudes, values and ethics to lead and manage high quality education programs

Research Scholars who are proficient in ground breaking cross-disciplinary inquiries

The Outcomes Based Teacher Education Curriculum/ Program is committed to producing teachers who are:

- **Discipline grounded, professionally competent and innovative practitioner**

- **Reflective Specialist**

- **Humane, Ethical and moral person**

- **Transformative Educator**

- **Critical, creative and responsible educational technology expert.**
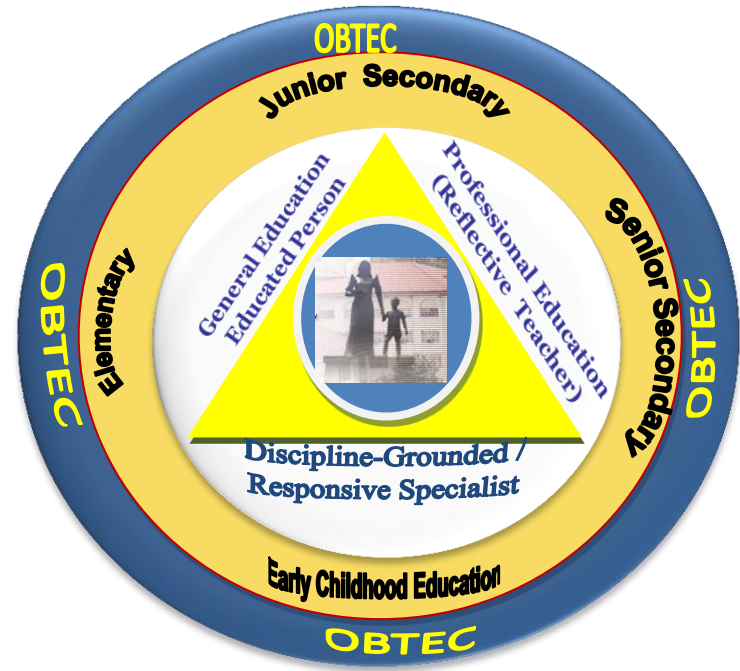
OBTEC Program Specialization Outcomes

Theories in the Discipline. Demonstrate competence in foundational/ disciplinal knowledge in the area of specialization

Disciplinal Content. Exhibits depth in understanding and grasp of the body of knowledge in the discipline

Method of Inquiry . Applies appropriate method of inquiry in the discipline or area of specialization

Pedagogical Content Knowledge Exhibits proficiency and mastery of the pedagogical content knowledge of the discipline

Applied Knowledge . Demonstrate how knowledge in the discipline can be relevant to contemporary life.

Knowledge Base for Teacher Education

- **Content Knowledge (CK)**
- **Pedagogical Knowledge (PK)**
- **Pedagogical Content Knowledge (PCK)**
- **Technological pedagogical Knowledge (TPCK)**
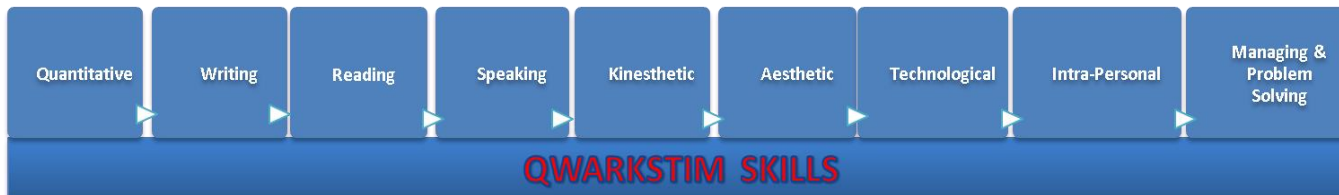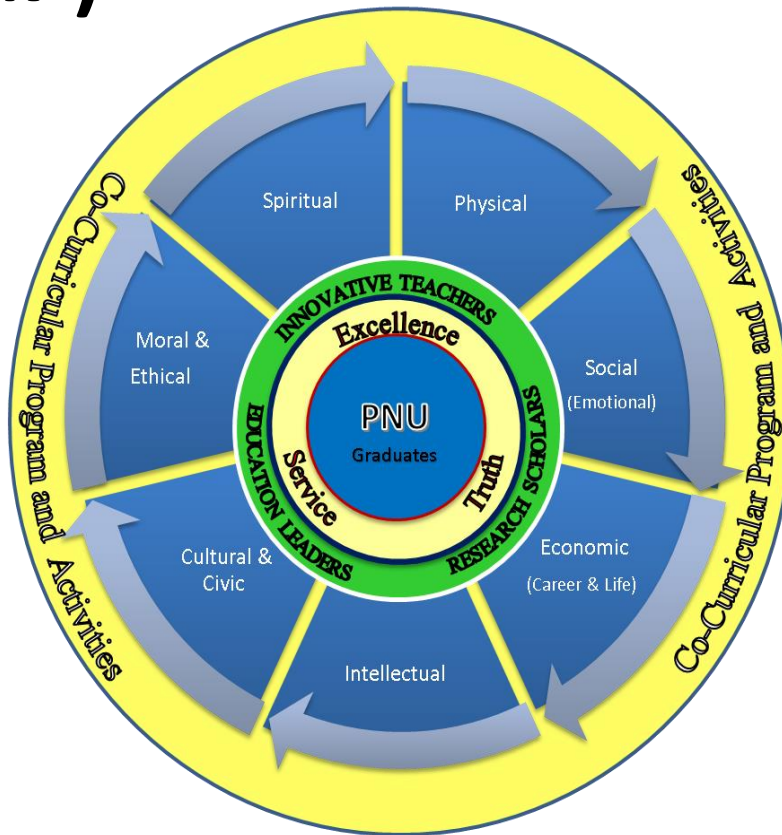

Source: 그렇다면 '신지식인'은 구체적으로 어떤 인간을..

FORMAT FOR THE OBE COURSE SYLLABUS

|				
Course Title	As approved by the BOR			
Course No.	As approved by the BOR			
Course Pre-requisite				
Course Description	As approved by the BOR			
Program Specialization Outcomes	As approved by the BOR. The PO describes what each student should know or be able to do by the end of the course. These should be in terms of learning outcomes.			
Course Content (Matrix) (format will depend on the nature of the course, decision by the Department)	**Course Learning Outcomes**	**Content** (chunking of content should be based on the essential Questions in pursuit of the outcomes)	**Instructional Delivery**	**Assessment**
Course References	Indicate the complete citation of the text/ references (author, edition, publisher, and where the text can be accessed) that will be used for the course. References should be updated (not later than ten years).			
Additional/ Supplementary materials	Other readings or materials which may be assigned throughout the course with full citations.			
Performance Indicator and Evidences of Performance	**Course Performance Indicators**	**Evidences of Performance**	**Performance Standard (Assessment Criteria)**	
Course Requirements	List of requirements for the course. You may include important drop dates.			
Course Policies	Explanation of the policies concerning attendance; class participation; late submission and missed exams; academic integrity; and expectations for student conduct in the classroom.			
Consultation Period	To include specific time and venue for consultation. Official Contact information of the faculty should be included e.g. office telephone number or official email address.			

- No need to include the name of the faculty in the Course Outline. Each Syllabus should use the Official Faculty heading which indicate name of institute/ faculty (e.g. FBESS) and College.

- The name of the faculty who prepared the syllabus, Asso. Dean of the Faculty and College Dean should appear below the course outline together with their signature and the date of approval of the syllabus.

Outcomes Based Co-Curricular Program (OBCCuP)

Co-Curricular Program and Activities

Spiritual | Physical

Moral & Ethical | Social (Emotional)

Cultural & Civic | Economic (Career & Life)

Intellectual

INNOVATIVE TEACHERS
RESEARCH SCHOLARS
EDUCATION LEADERS

Excellence
Service
Truth

PNU Graduates

| Quantitative | Writing | Reading | Speaking | Kinesthetic | Aesthetic | Technological | Intra-Personal | Managing & Problem Solving |

QWARKSTIM SKILLS

Learning Outcomes Assessment

- Development of Institutional Learning Outcomes Plan (LOAP)

- Development of Strategies for Institutional learning Outcomes Assessment

- Development of Program Learning Outcomes Assessment

- Development of Specialization Learning Outcomes Assessment

- Development of Course Learning Assessment
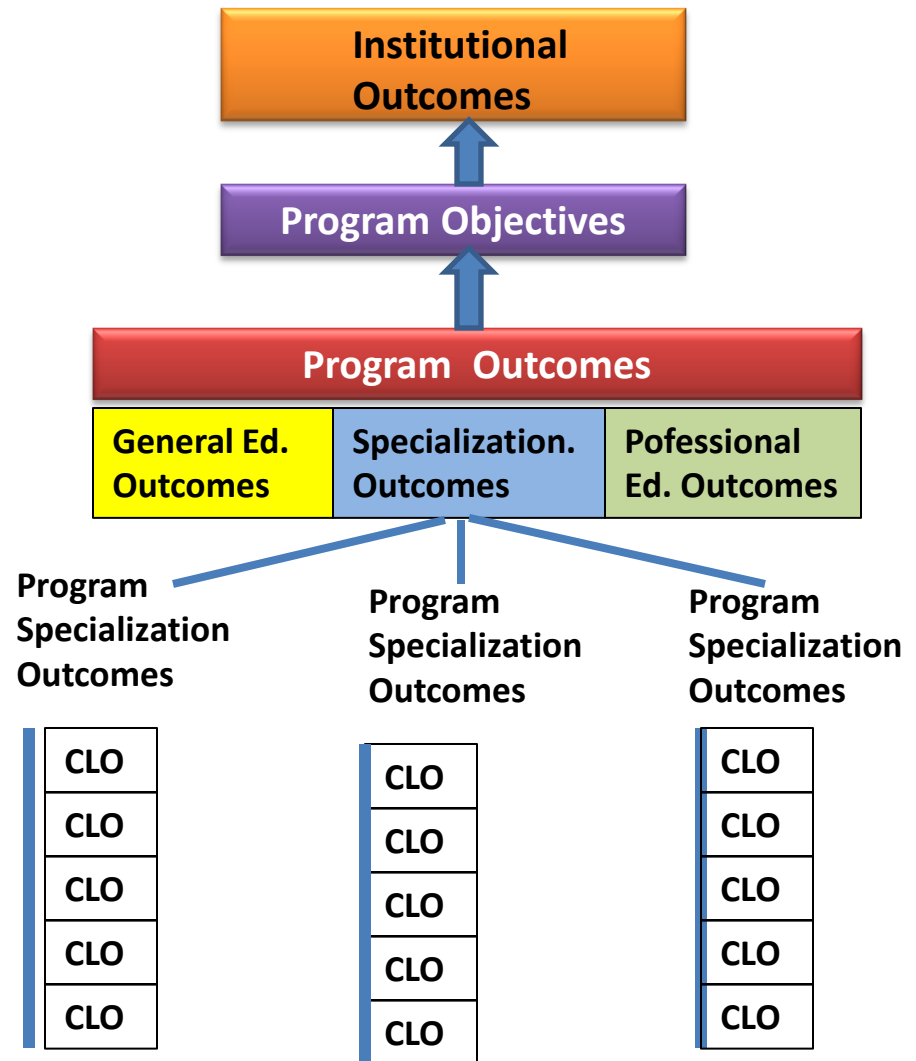
OBTEC as work in Progress

- Continuing Quality Improvement

- Calibrating and refining to respond to new developments in the field

- Exploring innovative approaches to teaching-learning

Challenges

1. K-12 Curriculum Design:- Spiral Progression, Integration, Contextualization and 21st Century Skills

2. The new CHED General Education Curriculum

3. The D-NCBTS – perspective as framework for Professional Education courses

4. The integration of the Pedagogical Content Knowledge (PCK) and Technological Pedagogical Knowledge (TPCK)

Insights and Lessons Learnt

- Designing a Teacher Education Curriculum requires a well defined teacher knowledge base.

- Curriculum Mapping and Constructive alignment proved to be significant processes in the development of a relevant Teacher Education Curriculum.

Insights and Lessons Learnt

- The curriculum must ensure the strong connectivity of curricular efforts between and among faculty, colleges and institutes centered around a shared Institutional Outcomes.

The more collaborative and participative the process of curriculum development, the more relevant and responsive the curriculum will be.

- Collaborative processes allow for discovery of certain gaps in the way curriculum is planned, developed, implemented and managed within and across the different levels (state, national and at the college /faculty level).

Insights and Lessons Learnt

- The workshops, discussions and negotiations between faculty teaching the course and those from other disciplines, in their attempt to align their programs provided deeper understanding of how they can translate the outcomes to actual teaching-learning processes to eventually achieve the overall goals.

- As faculty worked together collaboratively they also learned together and consequently made them more grounded in curriculum development processes.

- Deeper understanding of the curriculum processes contributed to greater responsibility and accountability for the achievement of the over goals of the program

The medium is the message

Collaboration

Creativity

Critical Thinking

Communication

"Those who have learned to collaborate and improvise most effectively have prevailed."

- Charles Darwin

PNU, the National Center for Teacher Education
....molding the mind, strengthening the body and touching the heart
of every innovative teacher