Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION

CHED MEMORANDUM ORDER (CMO)

No. 52

Series of 2007

SUBJECT : ADDENDUM TO CMO 30, SERIES OF 2004 ENTITLED "REVISED POLICIES AND STANDARDS FOR UNDERGRADUATE TEACHER EDUCATION CURRICULUM"

In accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the *"Higher Education Act of 1994,"* and by virtue of the 297th *Commission en banc Resolution No. 319 – 07* dated *May 7, 2007* and for the purpose of rationalizing the undergraduate teacher education in the country to keep pace with the demands of global competitiveness, the following policies and standards for the program administration of the undergraduate Teacher Education curriculum are hereby adopted by the Commission.

ARTICLE I
COMPETENCY BASED TEACHER STANDARDS

Section 1. In furtherance of the teacher competencies articulated in CMO 30, s. of 2004, teacher education institutions (TEIs) should refer to the specific domains, strands, and indicators in the National Competency Based Teacher Standards *(NCBTS, see Annex A).*

ARTICLE II
OTHER REQUIREMENTS

Section 2. **Program Administration**

The minimum qualifications of the head of the unit that implements the degree program are the following:

A. If the college offering the education degree is a college of education, the dean must be a doctoral degree holder in education or a related field, and a holder of a valid certificate of registration and professional license (LET).

B. If the unit offering the education degree is not a college of education, the chair/head of the unit must be a doctoral degree holder in education or a related field, and a holder of a valid certificate of registration and professional license (LET).

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Section 3   Faculty

A. General Requirements

(1) As a rule, a master's degree in education or an allied discipline is required for teaching in the tertiary level.
(2) 100% of the full-time and a minimum of 50% of the part-time faculty must have a Master's degree in the discipline or its equivalent at any given point in time.

B. Qualifications of the Professional Education Faculty

Faculty members teaching the professional education courses in a teacher education program must be a holder of a valid certificate of registration and professional licensure examination for teachers (LET) as provided for in *Section 11 of RA 8981 (PRC Modernization Act of 2000)* where it is stated under *Persons to Teach Examination on All Professions that all subjects for Licensure Examinations shall be taught by persons who are holders of valid certificate of registration and valid professional licenses of the profession and who comply with the other requirements of the Commission on Higher Education (CHED)* and of a master's degree in education or from any of the allied fields.

C. Full Time Faculty Members

The institution shall maintain 50% of the faculty members teaching in the teacher education program as full time.

D. Teaching Load

Teaching load requirements for the teacher education program shall be as follows:

(1) A faculty should not be assigned more than four (4) different courses/subjects within a semester/term;
(2) A faculty may be assigned an overload;
(3) In no instance should the aggregate teaching load of faculty exceed 30 units (inclusive of overload and teaching loads in other schools); and
(4) Teaching load per day should not exceed six (6) hours.

E. Faculty Development

The institution must have a system to support faculty development. It should require the faculty members to:

(1) complete doctoral degrees in education and other allied fields;
(2) attend continuing education seminars, workshops, conferences, and others;

(3) undertake research activities related to the teacher education program and to publish their research outputs in refereed publications; and

(4) give lectures and present papers in national/international conferences, symposia and seminars.

The institution must provide opportunities and incentives such as:

(1) tuition subsidy for graduate studies
(2) study leave with pay
(3) deloading to finish a thesis or carry out research activities
(4) research grants
(5) travel grants for academic development activities such as special skills training and attendance in national/international conferences, symposia and seminars
(6) awards, recognition and other merit incentives

Section 4. Library

A. Library Staff

The library should have a Head librarian and an appropriate number of staff. The head librarian should:

(1) have an appropriate professional training;
(2) be a licensed librarian; and
(3) have a Master's degree in Library and Information Science.

B. Library Holdings

Library holdings should conform to existing requirements for libraries. For the teacher education programs, the libraries must provide five (5) book titles per course found in the curriculum at the ratio of one (1) volume per fifteen (15) students enrolled in the program. These titles must have been published within the last five (5) years.

The TEI is likewise required to subscribe to at least four refereed journals and periodicals in education that are published locally and internationally. The subscriptions may be for hard or electronic copies of the journal. *(See Annex B for sample listing of refereed journals.)*

Moreover, the TEI is encouraged to maintain non-profit materials relevant to education and the relevant areas of specialization to aid the faculty and students in their academic work. CD-ROMs could complement a library's book collection but should otherwise not be considered as replacement for the same. In support of this requirement, TEIs are encouraged to become members of the library network.

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C. Internet Access

Internet Access is encouraged but should not be made a substitute for book holdings.

Section 5. Facilities and Equipment

A. Classroom requirements and class size

(1) For lecture classes, the ideal size is 35 students or less per class, and the maximum should be 50.
(2) For laboratory and research classes, the class size shall be specific to the discipline to be stated in the policies and standards.
(3) Special lectures with class size more than 50 may be allowed as long as the attendant facilities are provided.

B. Laboratory requirements

For programs offering specializations in the science and technology fields, the appropriate laboratory facilities specified in the course specifications should be complied with.

C. Educational technology laboratory requirements

The TEI should have access to an educational technology lab with the appropriate computer equipment and software as indicated in the course specifications. The same laboratory shall serve to allow preparation, presentation and viewing of audio-visual materials to support instruction.

Section 6. Laboratory School or Cooperating Schools

All TEIs should maintain a facility within which the students can undertake their field study. This facility may be a laboratory school which is administered by the TEI and its faculty. In cases when TEI has no laboratory school, the TEI must have a long-term memorandum of agreement with a cooperating school or with a cluster of cooperating schools within which students can undertake their field study.

Section 7. Admission and Retention

The basic requirement for eligibility for admission of a student to any tertiary level degree program shall be graduation from the secondary level recognized by the Department of Education.

TEIs must have a system of selective admission into the programs for teacher education. These criteria shall include passing a standardized admission test. For this purpose, TEIs may use either of the following admissions testing options:

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(a) a standardized admission test developed and validated by TEI;

(b) a standardized admission test developed and validated by another TEI and used by the TEI under a consortium agreement;

(c) a standardized admission test developed and validated by private testing centers and used by TEI for a fee; or

(d) some other national qualifications examination which may be developed in the future.

Students who do not meet the minimum cut-off scores in the standardized admission test may be admitted under probation. However, they must meet certain minimum retention requirements to be set by the school before the student can proceed to the major/professional education courses.

ARTICLE III
PROFESSIONAL EDUCATION COURSES/TEACHER CERTIFICATE PROGRAM

Section 8. **Professional Education Courses**

In compliance with the Republic Act 7836 *(The LET Law)* and with *Article II of CMO 30, s. 2004,* graduates of non-education degrees shall take 18 units of professional education courses, and 12 units of experiential learning courses (Field Study and Practice Teaching) to qualify for the Licensure Examination for Teachers. The 18 units of professional education courses *(Article V, Section 10-12 of CMO 30, s. of 2004)* shall be distributed as follows:

Theory and Concepts Courses (6 units)
>The Teaching Profession
>Child and Adolescent Development or Facilitating Learning

Methods and Strategies *(12 units; courses integrating the content specified in CMO 30 should be designed for each of the courses listed below)*
>Principles of Teaching
>Assessment of Learning
>Educational Technology
>Developmental Reading

The 12 units of experiential learning courses shall be comprised of 6 units of Field Study Courses to be taken concurrent with the professional education courses, and 6 units of Practice Teaching to be taken after the professional education courses.

ARTICLE IV
TRANSITORY, REPEALING AND EFFECTIVITY PROVISION

Section 9. Transitory Provision

HEIs that have been granted permit or recognition for Teacher Education program are required to fully comply with all the requirements in this CMO within a non-extendable period of three (3) years after the date of its effectivity. State Universities and Colleges (SUCs) and Local Colleges and Universities (LCUs) shall also comply with the requirements herein set forth.

Section 10. Santions

For violation of this Order, the Commission may impose such administrative sanction as it may deem appropriate pursuant to the pertinent provisions of Republic Act No. 7722, in relation to Section 69 of BP 232 otherwise known as the Higher Education Act of 1982, and Section 24 and 101 of the Manual of Regulations for Private Schools (MRPS), and other related laws.

Section 11. Separability and Repealing Clauses

Any provision of this Order, which may thereafter be held invalid, shall not affect the remaining provisions.

All CHED issuances or part thereof inconsistent with the provision in this CMO shall be deemed modified or repealed.

Section 12. Effectivity

This Order shall take effect after its publication in the Official Gazette or Newspaper of General Circulation

Pasig City, Philippines. __October 17__ 2007.

FOR THE COMMISSION

ROMULO L. NERI
Chairman

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Department of Education

The Teacher Education and Development Program

Introduction

The teaching profession has been struggling to keep pace with the changes in society and the accompanying challenges of the technological world. With the notion that the teacher education which consists of the pre-service education of teachers (PET) and the In-service education of teachers (INSET), has been unable to bridge the growing gap between the needs and expectations of learners, and the knowledge and skill levels of both new and existing teachers, the TEDP was conceived. It has been initiated to advocate a greater formal partnership between CHED, TEIs, PRC, the DepED and the Civil Service Commission (CSC) for the improvement of both pre-service and in-service.

The Department of Education is committed to providing a quality system of public education. It provides schools with teachers who are able to help students develop their abilities, attitudes and skills for them to function effectively in an environment that is changing rapidly in many different ways.

The DepED has commenced the implementation of a *Teacher Education and Development Program* (TEDP) that is seeking to conceptualize a teacher's career path as a continuum that starts with entry to a teacher education program and concludes when a teacher reaches retirement from formal service. The TEDP will address each stage of this continuum as an integrated part that is linked closely to preceding and ensuing elements. One key element in the Program is the establishment of a set of *Competency Standards for Teacher Performance* so that teachers, pupils and parents are able to appreciate the complex set of behaviors, attitudes and skills that each teacher must possess, in order to carry out a satisfactory performance of their roles and responsibilities.

The set of competencies is incorporated in a Teacher Performance and Development Framework that is based upon the core values of Filipino teachers and on the principles of effective teaching and learning. The framework is divided into seven (7) domains that represent the desired features of the teaching and learning process. These domains incorporate a series of strands of desired teaching performance statements which can be identified as performance indicators that are observable indicators of the quality of a teacher's performance.

The seven domains are:

1   Social Regard for Learning
2   The Learning Environment
3   The Diversity of Learners
4   Curriculum
5   Planning, Assessing and Reporting
6   Community Linkages
7   Personal Growth & Professional Development

Each of these domains will be expanded below as part of a Set of Competency-based Teacher Standards that will lead to a National Teacher Performance & Development Framework. This framework will allow teachers to self-assess their own performance against the Competency Standards in order to identify areas of strength as well as areas that need to be developed further in order for them to function more effectively as facilitators of learning.

Statement of principle

Teachers in all Philippines public schools are committed and accountable for providing classroom instruction with results that are manifested in high performance levels in terms of student learning outcomes. Teachers are dedicated to the well-being of the students and communities they serve, taking into account their cultural diversity, group aspirations and what is valued in education.

Domain 1: Social Regard for Learning	Performance Indicators
The domain of Social Regard for Learning focuses on the ideal that teachers serve as positive and powerful role models of the values of the pursuit of learning of different kinds, of the effort to learn. The teacher's actions, statements, and different types of social interactions with students exemplify this ideal.	
Strands of Desired Teaching Performance	
1.1 Teacher's actions demonstrate value for learning	1.1 implements school policies and procedures
	1.2 demonstrates punctuality
	1.3 maintains appropriate appearance
	1.4 is careful about the effect of one's behavior on students

Domain 2. Learning Environment	Performance Indicators
The domain of Learning Environment focuses on importance of providing for a social, psychological and physical environment within which all students, regardless of their individual differences in learning, can engage the different learning activities and work towards attaining high standards of learning.	
Strands of Desired Teaching Performance	
2.1 Creates an environment that promotes fairness	2.11 maintains a learning environment of courtesy and respect for different learners (eg. ability, culture, gender)
	2.12 provides gender-fair opportunities for learning
	2.13 recognizes that every learner has strengths
2.2 Makes the classroom environment safe and conducive to learning	2.21 maintains a safe, clean and orderly classroom free from distractions
	2.22 arranges challenging activities given the physical environment

2.3	Communicates higher learning expectations to each learner	2.31	uses individual and co-operative learning activities
		2.32	encourages learners to ask questions
		2.33	provides learners with a variety of learning experiences
2.4	Establishes and maintain consistent standards of learners' behavior	2.41	handles behavior problems quickly and with due respect to children's rights
		2.42	gives timely feedback to reinforce appropriate learners' behavior
		2.43	guides individual learners requiring development of appropriate social and learning behavior
		2.44	school policies and procedures for classroom behavior are communicated and followed

Domain 3:   Diversity of Learners

The domain of Diversity of Learners emphasizes the ideal that teachers can facilitate the learning process in diverse learners, by first recognizing and respecting individual differences, then using knowledge about students' differences to design diverse sets of learning activities to ensure that all students can attain desired learning goals.

Strands of Desired Teaching Performance		Performance Indicators	
3.1	Is familiar with learners' background knowledge and experiences	3.1.1	uses information on the learning styles and needs of learners to design and select learning experiences
		3.1.2	establishes goals that define appropriate expectations for all learners
		3.1.3	paces lessons appropriate to needs and/or abilities of learners
		3.1.4	provides differentiated activities for learners
		3.1.5	initiates other learning approaches for learners whose needs have not been met by usual approaches
		3.1.6	shows sensitivity to multi-cultural background of learners
3.2	Demonstrates concern for holistic development of learners	3.2.1	sets clear, challenging and achievable expectations on the holistic development of all learners
		3.2.2	identifies learning gaps and takes actions to enable learners to catch up
		3.2.3	employs integrative and interactive strategies for meaningful and holistic development of learners
		3.2.4	is sensitive to unusual behavior of learners and takes appropriate action
		3.2.5	provides opportunities to enhance learners growth in all aspects

Domain 4. Curriculum

The domain of Curriculum refers to all elements of the teaching-learning process that work in convergence to help students understand the curricular goals and objectives, and to attain high standards of learning defined in the curriculum. These elements include the teacher's knowledge of subject matter and the learning process; teaching-learning approaches and activities; instructional materials and learning resources.

Strands of Desired Teaching Performance	Performance Indicators
4.1 Demonstrates mastery of the subject.	4.11 delivers accurate and updated content knowledge using appropriate methodologies, approaches and strategies
	4.12 integrates language, literacy and quantitative skill development and values in his/her subject area
	4.13 explains learning goals, instructional procedures and content clearly and accurately to students
	4.14 links the current content with past and future lessons
	4.15 aligns with lesson objectives the teaching methods, learning activities and instructional materials or resources appropriate to learners
	4.16 creates situations that encourage learners to use high order thinking skills
	4.17 engages and sustains learners' interest in the subject by making content meaningful and relevant to them
	4.18 integrates relevant scholarly works and ideas to enrich the lesson as needed
	4.19 integrates content of subject area with other disciplines
4.2 Communicates clear learning goals for the lessons that are appropriate for learners	4.21 sets appropriate learning goals
	4.22 learners understand the learning goals
	4.23 the goals set link with the expectations for every learner
4.3 Makes good use of allotted instructional time	4.31 establishes routines and procedures to maximize instructional time
	4.32 plans lessons to fit within available instructional time
4.4 Selects teaching methods, learning activities and instructional materials or resources appropriate to learners and aligned to objectives of the lesson	4.41 translates learning competencies to instructional objectives
	4.42 selects, prepares and utilizes instructional materials appropriate to the learners and to the learning objectives
	4.43 provides activities and uses materials which fit the learners' learning styles, goals and culture
	4.44 uses a variety of teaching approaches and techniques appropriate to the subject matter and the learners
	4.45 utilizes information derived from assessment to improve teaching and learning
	4.46 provides activities and uses materials which involve students in meaningful learning

Domain 5:   Planning, Assessing & Reporting

The domain of Planning, Assessing and Reporting refers to the alignment of assessment and planning activities. In particular, the domain focuses on the (1) use of assessment data to plan and revise teaching-learning plans, (2) the integration of assessment procedures in the plan and implementation of teaching-learning activities, and (3) reporting on learners' actual achievement and behavior.

Strands of Desired Teaching Performance		Performance Indicators	
5.1	Develops and utilizes creative and appropriate instructional plan	5.11	Shows proofs of instructional planning
		5.12	Implements instruction as planned
		5.13	Demonstrates ability to cope with varied teaching milieu
5.2	Develops and uses a variety of appropriate assessment strategies to monitor and evaluate learning.	5.21	prepares formative and summative tests in line with the curriculum
		5.22	employs non-traditional assessment techniques (portfolio, journals, rubrics, etc.)
		5.23	interprets and uses assessment results to improve teaching and learning
		5.24	identifies teaching-learning difficulties and possible causes and takes appropriate action to address them
		5.25	uses tools for assessing authentic learning
5.3	Monitors regularly and provides feedback on learners' understanding of content	5.31	provides timely and accurate feedback to learners to encourage them to reflect on and monitor their own learning growth
		5.32	keeps accurate records of grades/performance levels of learners
5.4	Communicates promptly and clearly to learners, parents and superiors about progress of learners	5.11	conducts regular meetings with learners and parents to report learners' progress
		5.12	involves parents to participate in school activities that promote learning

Domain 6:   Community Linkages

The domain of Community Linkages focuses on the ideal that classroom activities are meaningfully linked to the experiences and aspirations of the students in their homes and communities. Thus the domain focuses on teachers' efforts directed at strengthening the links between schools and communities, particularly as these links help in the attainment of the curricular goals.

Strands of Desired Teaching Performance		Performance Indicators	
6.1	Establishes learning environments that respond to the aspirations of the community	6.11	involves community in sharing accountability for the learners' achievement
		6.12	use community resources (human, material) to support learning
		6.13	uses the community as a laboratory for learning
		6.14	participates in community activities that promote learning
		6.15	uses community networks to publicize school events and achievements
		6.16	encourages students to apply classroom learning to the community

Domain 7: Personal Growth & Professional Development

The domain of Personal Growth and Professional Development emphasizes the ideal that teachers value having a high personal regard for the teaching profession, concern for professional development, and continuous improvement as teachers.

Strands of Desired Teaching Performance

		Performance Indicators

7.1	Takes pride in the nobility of teaching as a profession.	1.3 maintains stature and behavior that upholds the dignity of teaching
		1.4 allocates time for personal and professional development through
		   • participation in educational seminars and workshops
		   • reading educational materials regularly
		   • engaging in educational research
		1.5 manifests personal qualities such as enthusiasm, flexibility and caring
		1.6 articulates and demonstrates one's personal philosophy of teaching

7.2	Builds professional links with colleagues to enrich teaching practice	7.21 keeps abreast with recent developments in education 7.22 links with other institutions, organizations for sharing best practices
7.3	Reflects on the extent of the attainment of professional development goals	7.31 reflects on the quality of his/her own teaching 7.32 **improves teaching performance based on feedback from students, peers and** superiors and cooperating teachers 7.23 accepts personal accountability for learners' achievement (performance) 7.24 uses self-evaluation to recognize and enhance one's strengths and correct one's weaknesses