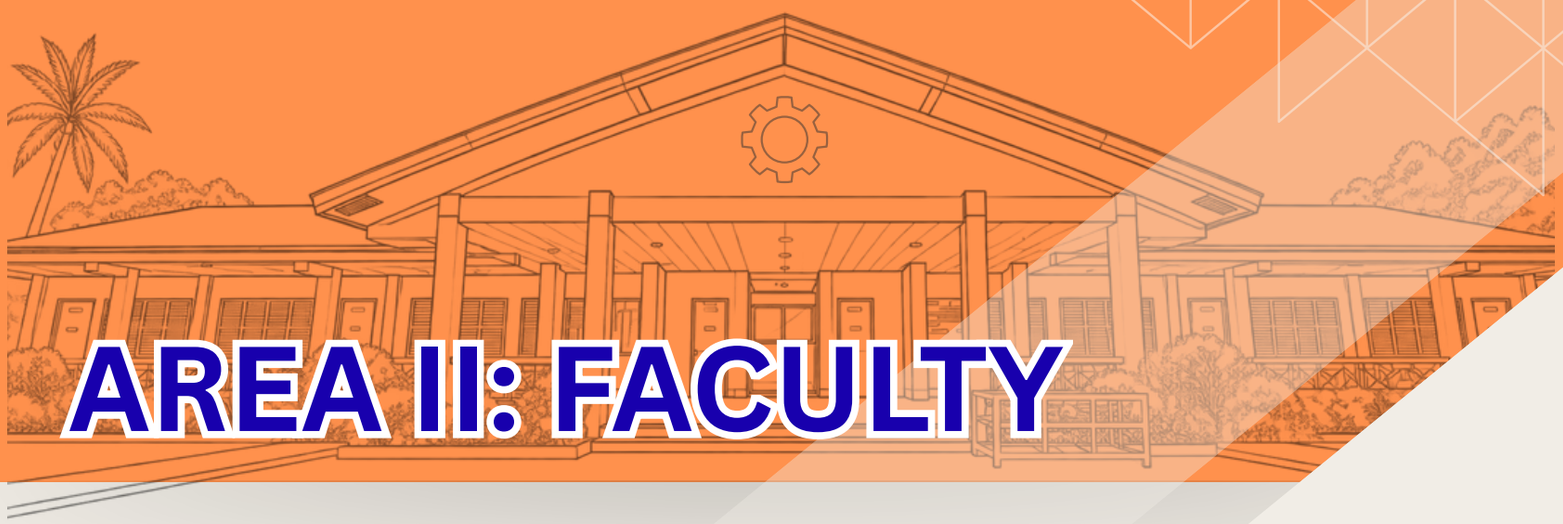
UNIVERSITY OF SOUTHERN MINDANAO
COLLEGE OF TRADES AND INDUSTRIES

AACCUP

LEVEL 1 SURVEY VISIT

BTVTED

BACHELOR OF
TECHNICAL - VOCATIONAL
TEACHER EDUCATION



AREA II: FACULTY

PARAMETER A:
ACADEMIC QUALIFICATIONS AND PROFESSIONAL EXPERIENCE

SYSTEM-INPUTS AND PROCESSES

S.2.Other qualifications such as the following considered:

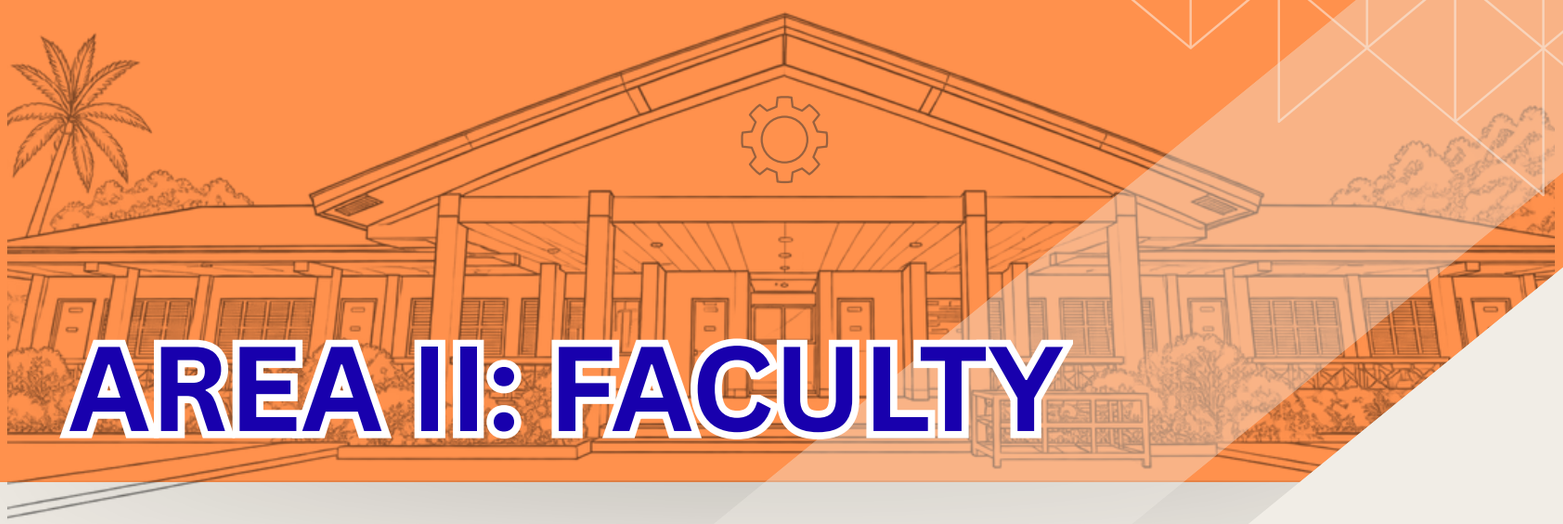
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S.2.1.Related profesional experience;

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

Commission on Higher Education
OFFICIAL RELEASE
CHED Central Office
RECORDS SECTION
C.P. Garcia Ave., U.P. Diliman, Q.C.

CHED MEMORANDUM ORDER (CMO)
No. 79
Series of 2017

SUBJECT: POLICIES, STANDARDS AND GUIDELINES FOR THE BACHELOR OF TECHNICAL-VOCATIONAL TEACHER EDUCATION (BTVTEd)

In accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the "*Higher Education Act of 1994*," and in pursuance of an outcomes-based quality assurance system as advocated under CMO 46 s. 2012, and by virtue of Commission *en banc* (CEB) Resolution No. 724-2017 dated October 3, 2017, the following policies, standards and guidelines (PSGs) are hereby adopted and promulgated by the Commission.

ARTICLE I
INTRODUCTION

Section 1 Rationale

Based on the *Guidelines for the Implementation of CMO No. 46 s. 2012*, this PSG implements the "shift to learning competency-based standards/outcomes-based education" in response to the 21st Century Philippine Teacher Education framework. Furthermore, **this PSG is anchored on the salient features of K to 12 Enhanced Curriculum (RA 10533),** the **Philippine Qualifications Framework (EO 83, s. 2012),** the **National Competency-Based Teacher Standards (NCBTS)** now the **Philippine Professional Standards for Teachers (D.O. 42, s. 2017)** and other relevant documents. It specifies the 'core competencies' expected of **Bachelor of Technical-Vocational Teacher Education (BTVTEd)** graduates "regardless of the type of HEI they graduate from." However, in "recognition of the spirit of outcomes-based education and of the typology of HEIs," this PSG also provides "ample space for HEIs to innovate in the curriculum in line with the assessment of how best to achieve learning outcomes in their particular contexts and their respective missions."

Quality pre-service teacher education is a key factor in the quality of Philippine education. In the Philippines, the pre-service preparation of teachers is a very important function and responsibility that has been assigned to higher education institutions. All efforts to improve the quality of education in the Philippines are dependent on the service of teachers who are properly prepared to undertake the various important roles and functions of teachers. As such, it is of utmost importance that the highest standards are set in defining the objectives, components, and processes of the pre-service technical teacher education curriculum.

n. Animal Production
o. Agricultural Crops Production
p. Fish Processing
q. Fish Capture

5.2. Nature of the Field of Study

The BTVTEd program is an undergraduate teacher education program that equips learners with adequate and relevant competencies in teaching specific area in Industrial Arts or Home Economics or ICT or Agri-Fishery Arts – the four areas of technical and vocational track in the K to 12 Curriculum.

5.3. Program Goals

The BTVTEd program aims to develop highly competent and motivated teachers in technical and vocational education in their area of specialization.

The technical and vocational teacher education curriculum shall impart a body of knowledge, skills, attitudes, values and experiences that will provide prospective Grade 9-10 TLE Teachers, Senior High School teachers for the Tech-Voc Livelihood track, TVET Trainers/Instructors, and faculty members in higher education institutions with the necessary competencies essential for effective teaching. Graduates of BTVTEd are considered to have satisfied the TESDA requirement for Trainers' Methodology.

5.3.1 The specified body of knowledge, skills, attitudes, values and experiences shall include the following:

A. A general education component, consistent with CMO No. 20, series of 2013.

B. A professional education component to include courses under three broad categories: 1) theory and concept courses, 2) pedagogical content knowledge, and 3) experiential learning courses.

The theory and concept courses provide the broad frameworks within which students can understand, rationalize, and reflect on the various methods, strategies, processes, issues and other matters related to the teaching profession.

C. The pedagogical content knowledge courses aim to develop in students a wide range of skills to facilitate and evaluate learning among diverse types of students in a variety of learning environments. ICT-integration in teaching is an essential part of the methods and strategies courses to equip the teacher with competencies on the use of technology in teaching-learning.

D. The specialized knowledge and skills are based on the Philippine TVET Trainers' Qualification Framework (PTTQF). PTTQF ensures consistent delivery of quality training services across the country. It aims to qualify and certify prospective Grades 9-10 TLE, TVET and Senior High School teachers for the Tech-Voc Livelihood track to ensure their competence in trade qualifications, and training and assessment methodologies.

E. Experiential learning courses are intended to provide students with practical learning experiences in which they can observe , verify, reflect on and actually experience different components of the teaching –learning processes in actual school setting.

F. A specialization component includes industry exposure to equip the pre-service teacher with in-depth knowledge of the content and specified skills in the major field.

5.4. Specific Professions/Careers/Occupations for graduates

After completion of all academic requirements of the program, graduates of the **BTVTEd** should be able to practice the teaching profession in the field of specialization, serve as TVET trainers and assessors, or proceed to practice careers in various sectors of industry as entrepreneurs or as employees.

5.5. Allied Fields

Technical-Vocational Teacher Education is an allied discipline which draws from many of the basic disciplines in the social sciences, science and mathematics, engineering and technology, humanities and other related fields.

Section 6 Program Outcomes

The minimum standards for the **BTVTEd** program are expressed in the following minimum set of learning outcomes:

6.1. Common to all programs in all types of schools
The BTVTEd graduates have the ability to:

a. articulate and discuss the latest developments in the specific field of practice(PQF level 6 descriptor)
b. effectively communicate orally and in writing using both English and Filipino
c. work effectively and independently in multi-disciplinary and multi-cultural teams(PQF level 6 descriptor)
d. act in recognition of professional, social, and ethical responsibility
e. preserve and promote "*Filipino historical and cultural heritage*" (based on RA 7722)

6.2. Common to the discipline (Teacher Education)

a. Articulate the rootedness of education in philosophical, socio-cultural, historical, psychological, and political contexts.
b. Demonstrate mastery of subject matter/discipline.
c. Facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environments.
d. Develop innovative curricula, instructional plans, teaching approaches, and resources for diverse learners.
e. Apply skills in the development and utilization of ICT to promote quality, relevant, and sustainable educational practices.[1]
f. Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes.
g. Practice professional and ethical teaching standards sensitive to the local, national, and global realities.
h. Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities.

6.3. Specific to a sub-discipline and a major (Technical-Vocational Teacher Education)

a. Demonstrate the competencies required of the Philippine TVET Trainers–Assessors Qualifications Framework (PTTQF);
b. Demonstrate broad and coherent, meaningful knowledge and skills in any of the specific fields in technical and vocational education
c. Apply with minimal supervision specialized knowledge and skills in any of the specific fields in technical and vocational education;
d. Demonstrate higher level literacy, communication, numeracy, critical thinking, learning skills needed for higher learning;
e. Manifest a deep and principled understanding of the learning processes and the role of the teacher in facilitating these processes in their students;
f. Show a deep and principled understanding of how educational processes relate to larger historical, social, cultural, and political processes;
g. Apply a wide range of teaching process skills (including curriculum development, lesson planning, materials development, educational assessment, and teaching approaches); and
h. Reflect on the relationships among the teaching process skills, the learning processing in the students, the nature of the content/subject matter, and other factors affecting educational processes in order to constantly improve their teaching knowledge, skills and practices.

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[1] *Program Outcome "e" common to the Teacher Education discipline under Section 6.2. is anchored on the CHED-UNESCO ICT Competency Standards for Teacher Education in Annex D.*