Teacher Certificate Program's Content, Delivery and Assessment: A Curriculum Audit

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ABSTRACT

Teaching is considered the noblest profession. It is therefore imperative that the teaching preparation program or the pre-service, including Teacher Certificate Program (TCP), offered by TEIs subscribe to the standards of the teaching profession. Thus, this paper led to the crafting of a quality assurance framework for the TCP. TCP is designed for non-education graduates who want to pursue a career in teaching. This study used the researchers' developed curriculum audit research instrument which is based on the work of Wiggins and McTighe (2002). This study involved a total of 135 respondents (students = 93, teachers = 30, administrator = 12). Descriptive, comparative, and inferential processes of statistics were used to analyze the quantitative data. Furthermore, an interview with three school administrators and two students were conducted to support the results of the quantitative data. The data gathered revealed that TEIs require improvement in the articulation of the teaching standards and also in establishing or institutionalizing a quality curriculum control system that includes design, results, expert, peer, and external review process. Furthermore, the data gathered also revealed that there is a significant difference in the extent of demonstration of the teaching standards between the public and private TEIs offering TCP based on the assessment of the respondents. A policy and procedure framework was also crafted to serve as a basis for the implementation of the teaching standards for the TCP. This framework was crafted based on the results of the study.

Introduction

Higher education is at the forefront of the educational system. Policymakers in higher education are constantly seeking new different measures to ensure academic quality in higher education. This is to address different emerging reasons such as global demands for skilled human capital, the rapid growth of higher education systems and changing labor markets, student program interests, social demands to increase student learning, and to respond to public concern regarding educational value for money (Dill, 2007).

The US is predictably the first government to experiment with quality assurance practices. Subsequently, these new policies on national quality assurance were introduced in France (1984), the United Kingdom (1985), and the Netherlands (1985). The developments in these countries were then diffused to other countries in Europe, Asia, and eventfully around the globe (Dill, 2007). Today, we look at the developments in Finland and other more recent developments that have lately indicated emerging positive developments. With such recent development in practices, clearly education is the center stage in the national agenda and its quality is a major concern. In the Philippines, it is the education sector that usually gets the highest percentage from the annual budget (Table 1), with the primary focus on increasing student learning by improving the schools in terms of quality of the curriculum, instruction, faculty, facilities, research, community extension programs, student services, etc., or by meeting quality standards set by the agency, mainly CHED, DepEd, and the third parties, which are the accreditation agencies. Former US Secretary of Labor, Ray Marshall (1995), said that education can no longer be apart from the state's overall economic strategies. He further said that increasing educational investment to produce a highly educated and skilled workforce is a vital element for economic growth (Alexander, 2000).

Table 1.
Philippines' 2019 Budget for Education Sector

DepEd	Php 528.8 Billion
SUCs	Php 65.2 Billion
CHED	Php 50.4 Billion

TESDA	Php 14.8 Billion
Total	Php 659.3 Billion

Source: DBM (2019). Phil. Annual Budget for 2019

A curriculum audit is one educational investment an educational institution may consider implementing. A curriculum audit is a concept which reviews how well a college/school/institute, program, and the course is realizing its own and related standards and it is one of the elements of quality assurance. Curriculum audit is sometimes used interchangeably with an academic audit (Dill, 2000; Dill, Williams & Cook, 1996) and "education quality work" (EQW) which was instituted in Hong Kong universities in the last decade (Massy, 2010). These concepts are intertwined but it can be understood that these are measures of quality assurance. Micheal (2017) defines an academic audit as a quality assurance mechanism in higher education institution which involves defining a clear vision, mission, and goals translated into measurable standards, benchmarks, supplemented by a periodical monitoring and evaluation, thereby creating good practices of the educational process. These standards are expected competencies and skills to manifest after years of study. A curriculum audit, in this context, is a part and parcel of curriculum or program assessment/evaluation, and accreditation which is all geared toward quality assurance. It is much less costly, applicable to all institutions, and provides the same incentives for communication and collaboration on the improvement of teaching and learning (Dill, 2007). It is a micro process that can be done on a course or subject level. Unlike accreditation in Philippine practice, which is done on program levels (Corpus, 2003). Certainly, both are done because HEIs are accountable to their stakeholders.

With the demands on accountability for students learning, delivery of the effective program, curriculum development, and quality assurance, thus, this paper is chiefly designed to look into the extent of compliance of the selected TEIs in NCR offering TCP in response to the teaching standards, and demands for the alignment of the content standards, mode of delivery or instruction and method of assessment. This can be gleaned

from a curriculum audit survey-questionnaire developed by the researcher. This is to determine the area of strengths and weaknesses so that necessary action may be instituted to ensure that teacher certificate program is aligned with the teaching standards set forth by education agencies such as CHED and DepEd. Furthermore, it will look into the crafting of a proposed curriculum quality assurance plan which the teacher education institutions might find beneficial, taking note of the fact that, TCP students will become a future teachers.

The relationship between teacher education and teacher effectiveness has been hotly debated both in research and policy circles (Darling-Hammond, Gatlin, and Heilig 2005). Several studies argue that teacher effectiveness is maybe a function of general academic ability or strong subject matter knowledge as it relates to any specialized training on how to teach which is carried out by the teacher education and certification programs (Ballou & Podgursky, 2000 as cited in Darling-Hammond, Gatlin, & Heilig 2005). Ogena (2015) supports this as she explained that the quality of graduates defines the quality of teacher education institutions. Likewise, the quality of teacher education institution is defined by the quality of its teachers and students' performance. Teachers' performance may be evaluated in terms of students' satisfaction and achievement and students' performance through national board examination percentages and employability.

The most fundamental responsibility of an instructor is to determine what should be learned (content) or learning outcomes, and therefore, how to deliver the content and evaluate what was learned. These three are key elements of instruction. Therefore, the instruction does not only mean teaching but assessment as well. If you put that in a balance mathematical equation, instruction is 50 % teaching and 50 % assessment. These two are the dependent variable of the learning outcomes or content. The challenge to teachers is really how to deliver (pedagogy) the content and check if the content is delivered through assessment. If you look at that line, therefore, an assessment was used to check how much was learned by the students and how effective the delivery of the content was. If the

planned content is delivered and evaluated, it is called alignment. Biggs (2014) called it constructive alignment. Alignment is an agreement or match between two or more categories, in this case, three categories; content, delivery, and assessment (Squire, 2009). Savard and Cotton, 1982 (as cited in Leitzel & Vogler, 1994) provided another definition of curriculum alignment as a term used to denote the conscious congruence of the three educational elements: curriculum, instruction, and assessment. The authors somewhat refer curriculum to the content. If the faculty fails to evaluate or deliver what was planned content, incongruence will emerge. Furthermore, Leitzel, and Vogler (1994), suggest that alignment can be analyzed in three ways: planning to deliver (PD), deliver to evaluate (DE), and planning to evaluate (PE). Planning plays a big part, if you fail to plan, you plan to fail.

Given all the arguments and points of view discussed above, we should also understand that there are many jargons in understanding what a curriculum is. In fact, there is no universally accepted definition of the curriculum yet. But most definitions refer curriculum to content (what should be learned), instruction (delivery of the content), and assessment (what was learned) which put a balance between the two. Therefore, assessment checks the content and how the content was delivered. Assessment is not only for the students but for the teachers as well. However, some definitions collapse all of these into one; implemented or intended curriculum, taught, delivered or implemented curriculum, and assessed curriculum. There is also a concept of received, enacted, practiced, and experienced curriculum. Eisner's (2002) observation is that the school taught three curriculums, namely; explicit curriculum, some refer this to written curriculum, implicit curriculum, and the null curriculum. As a result, putting these all together, the researcher argues that there should be a "curriculum for learning outcomes" which defines what the students should accomplish at the end of the daily lessons, course, program/discipline (degree program) integrating the competencies mandated by government agencies, for education, it is CHED (through its CMOs and PSGs), DepEd, and along with the VMOs of the university and the need of the industry. This is analogous to outcomes-based education. Another is a "curriculum for instruction", what happens in instruction is teaching and learning. Therefore, instruction is part and parcel of the curriculum. It is inside the curriculum and should not be separated from the curriculum. This fraction ensures that teaching and learning are geared towards realizing the learning outcomes. And lastly, "curriculum for assessment" checks if the learning outcomes were achieved and how effectively they were delivered.

As educators, we have to be "intentional" with our "curriculums for (1) learning outcomes, (2) instruction and (3) assessment. Successful people are intentional people and these intentions should be: "written", clearly articulated; "experienced", and assessed by the teachers, students and other stakeholders for the students, teachers, and stakeholders.

The Teacher Certificate Program (TCP) is designed for non-education graduates who would want to pursue a career in teaching. It is a post-baccalaureate program that is comprised of 18 units of professional courses (CMO No.11, Series of 2009) which can be completed for one term or semester only. The researcher is conscious that most of the HEIs and TEIs are in the National Capital Region (NCR). A report by CHED (S.Y. 2017-2018) shows that 14. 58 % of the HEIs are in the NCR. This prompts the researcher to identify its research locale.

According to Chan (2009), program assessment is performed by providing opportunities for students to provide feedback. Feedback may be in a form of a survey, focused-group discussions, interviews, and observations. A recommendation for quality improvement is sought through a channel such as student forums, course evaluation, and end of program evaluation by the students. Patton (2001) proposed that program evaluation should review the goals of the program and the effect of the program on the participants. Furthermore, Chan (2009) suggests that program assessment can be performed by the Board of Examiners (in the Philippines, this refers to the third-party evaluator or accreditation). This Board of Examiners assesses results against program aims, objectives, policies, assessment methods,

and standards to assure program quality. The purpose of the current study, based on curriculum audit designed principles, was to examine the extent of demonstration of the different TEIs offering TCP of the teaching standards based on the assessment of its students, teachers, and administrators. The results will serve as bases in crafting a curriculum quality assurance plan for the teacher certificate program which usually consists of six courses with 3-unit credits. Some schools offer it for 30-units which include practice teaching.

Additionally, Chan (2009) pushed that developers of teacher education program need to embed the assessment system as an essential component of program development and improvement, assessment may be formative or summative depending on the goal of the assessment. Furthermore, Chan & Richardson (2002) said that after achieving program effectiveness, the teacher education program will face program efficiency issues that emerged as the second wave of educational accountability which is considered a natural issue and a never-ending and cyclical process.

The researchers believe that the quality of teachers relies heavily on the quality of education they received from their teacher education preparation or so-called pre-service training. Therefore, TEIs must ensure that quality teacher training preparations must be provided to aspiring teachers including those non-education graduates who want to go to teaching through the teacher certificate program. One great quote says, "Quality education comes from quality teaching".

Methodology

Research Design

This study is derived from the concept of quality assurance. The CHED (2014) defined quality assurance as an on-going process of evaluating and enhancing the quality of higher education institution, or program to assure stakeholders that acceptable standards of education, scholarships, and resource for delivery is being maintained. Quality assurance is a form of quality where actions such as assessment, accreditation, accountability, and audit are initiated (Figure 1).

The initiative may be executed either internally or externally. This study focused on assessment based on curriculum audit principles of the teacher certificate program with the aim of establishing a quality assurance plan for the continuous improvement of the program and to determine if TEIs offering TCP conforms to the teaching and program standards.
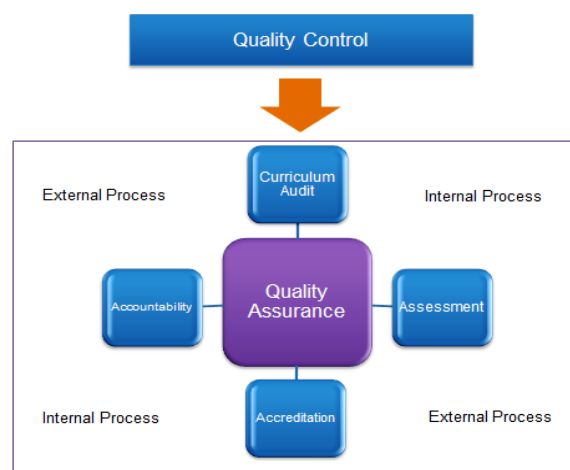

Figure 1. Quality Assurance

This study used the quantitative research design utilizing a descriptive method employing a prospective approach to program effectiveness in a form of curriculum audit. A curriculum audit instrument developed by the researchers was used primarily to assess, in a form of a survey, the extent of the demonstration of the teaching standards carried out by selected non-COE TEIs. Additionally, an interview with two students and three administrators was conducted to support the quantitative results of the survey.

Respondents

The respondents of the study were students, teachers, and administrators of the identified institutions located in the National Capital Region, Philippines. This study involved the following samples: students (N = 93) currently enrolled in a teacher certificate program, teachers (N = 30) who are also teaching some of the courses in the teacher certificate programs, and administrators (N = 12) of the teacher education program holding any administrative position such as dean, associate/assistant dean, program head or chair, department head, and coordinators. They were purposively selected because the researchers believe that this category of respondents will give

an expert assessment of their teacher certificate program. Anyone who does not meet the criteria for the respondents of the study was disqualified. However, identification of the said respondents relies on the school administrator, research coordinators, and deans, of each institution.

Research Instrument

The instrument used in the study was primarily developed based on the works of Grant Wiggins and John Mctighe (2002) on curriculum audit. The researchers believe that curriculum audit is relatively new in the Philippines which evokes their interest and curiosity to undergo the study and focus on the teacher certificate program which is also an understudied area in educational research. The statements of the instrument were modified to suit well to the context of the study which is to assess, based on curriculum audit principles, the teacher certificate program based on the teaching standards.

The teaching standards are the corroboration of statements from the CHED's Memorandum Orders, DepEd Orders particularly D.O. No. 42, series of 2017 which include provision for the national adoption of the Philippine Professional Standards for Teachers (PPST). The modified-developed curriculum audit survey-questionnaire is comprised of six domains: Domain 1. Identification of Teacher Certificate Program Standards with three items; Domain 2. Presentation of Core Curriculum with Clearly Articulated Desired Student Achievement Results with 6 items; Domain 3. Monitoring of Student Achievement Using a Range of Assessment Tools with three items; Domain 4. Design of Teaching - Learning Activities (TLAs) is aligned with the Intended (ILOs) and Assessed (ATs) Curriculum with six items; Domain 5. Quality Control with five items; and Domain 6. Alignment of Curriculum Levels with three items. The instrument has a total of 26 items. The 6-point Likert scale was implemented for all statement items; which 5 indicates "consistently demonstrated with a high degree of quality ", 4 indicates "demonstrated in most areas with some aspect requiring improvement, 3 indicates "generally demonstrated with many aspects requiring improvement, 2 indicates "demonstrated

in few areas with much needed for improvement", 1 indicates "little demonstration in a majority of curriculum areas", and 0 indicates "absent, not demonstrated". Validation of the instrument from experts in the field of educational policy and research and quality assurance was done before the pilot-testing. After the request for pilot-testing was granted, two pilot-tests were conducted to one teacher education institute in the National Capital Region with a Center of Excellence designation from the Commission on Higher Education (CHED). The first pilot-testing involved 16 students, three teachers, and three administrators and was done during the first semester of the school year 2018-2019 while the second pilot-testing which involved six students and three teachers was conducted during the second semester of the school year 2018-2019. The two pilot-testing involved a total of 31 respondents (students = 22, teachers = 6, administrators = 3). This was conducted to determine the appropriateness of the instrument for the study as well as to determine its reliability. The combined results of the two pilot-tests were tested for internal consistency reliability using Cronbach's alpha. Based on Cronbach's alpha test for reliability results, the instrument got a general excellent interpretation and no item was deleted. Furthermore, this instrument was slightly modified to suit the context of the graduate program. During the curriculum summit of one teacher education institute, the instrument was used as a curriculum audit instrument to assess its graduate program. However, the respondents were only students, and no further analysis was done except for the reliability test of the instrument which results in generally excellent interpretation.

Moreover, inter-rater reliability of each item according to Philippine Professional Standards for Teachers (PPST) was also requested from two curriculum quality audit (CQA) specialists/representatives of one university. This is to determine the alignment of each research instrument item statements with the PPST domains. Based on the inter-rater reliability of the two curriculum quality audit specialists, the research instrument has 13 (15%) item statements aligned with the PPST domain.

Data Gathering and Processing

After the pilot-testing of the research instrument and establishing its reliability, the researchers sent request letters for data gathering to 29 non-COE TEIs which offer a teacher certificate program in NCR, however, only ten TEIs granted the request, while, only 8 were actually surveyed because the school term of the two other schools already ended and no more student-respondents are available.

The quantitative data gathered were sorted, organized, tabulated in MS Office Excel File and was put into Statistical Packages for Social Sciences (SPSS 22) for the descriptive statistical analysis, One-way ANOVA for the comparative analysis, and post-hoc analysis to determine which between the groups differ in their assessment. The interview data were transcribed and were used to support the quantitative results of the survey. The recommendations provided by the interviewees also help the researchers in crafting the quality assurance plan for the teacher certificate program.
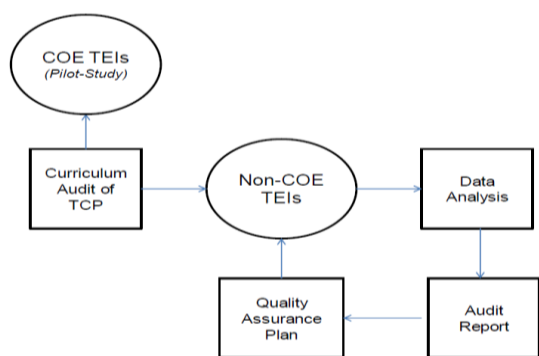

Figure 2. Data Gathering and Processing

Ethical Consideration

The researchers observed ethical considerations in the conduct of the study. The researchers sent permission for data gathering and also provided an informed consent form to each respondent and interviewee. The informed consent form includes the rationale, purpose, and procedures of the study. The ICF also includes terms and conditions that the participant can decline to participate. They are also assured that the information gathered would be dealt with confidentiality.

Results and Discussions

Generally, the results of the survey indicated "Consistently demonstrated with a high degree of quality" with a rating of ($>4.18/5$) especially from the assessment of teachers and administrators. Meaning, it does not require improvement but maintenance. The rating within this scale is considered the strength of the program. While the elements of the program with a rating ($<4.18/5$) were determined as the elements that require improvement. This serves as the focal point of the discussion. Most of these come from the assessment of students.

Table 2
Assessment of Program Statement

Domain I. Program Statement	Students (N=93)		Teachers (N=30)		Administrators (N=12)	
	M	SD	M	SD	M	SD
A. The program is based on CMO 52, S. 2007, that articulates what all students should know, be able to do, and understand by the end of the certificate program.	4.22	.79	4.53	.78	4.92	.29
B. It articulates outcomes- based standards based on Philippine Professional Standards for Teachers (PPST).	4.31	.83	4.50	.73	4.58	.51
C. It identifies standard competencies as basis for monitoring students' progress in achieving mastery of the learning outcomes	4.13	.91	4.50	.79	4.50	.67

Legend: 4.18-5.00 = consistently demonstrated with high degree of quality, 3.34-4.17 = demonstrated in most areas with some aspects requiring improvement, 2.51-3.33 = generally demonstrated with many aspects requiring improvement, 1.68-2.50 = demonstrated in few areas with much needed for improvement, 0.84-1.67 = little demonstration ij majority of curriculum areas, 0.00-0.83 = absent, not demonstrated.

Through CHED's CMO 46, series of 2012, all higher education institutions are required to adapt to outcomes-based education (OBE). Spady (1994) defined OBE as clearly focusing and organizing everything in the educational system around the essential for all the students to do successfully at the end of the learning experience. CHED defined it as an approach that focuses and organizes the educational system around what is essential for all learners to know, value, and be able to do to achieve the desired level of competencies (CHED, 2012). Spady and CHED's definitions are almost similar. Clearly, it stipulates what the learners should be able to accomplish at the end of the daily lesson, course, and program. This calls a shift from what the teacher should do instructional paradigm) to what the students should do (learning paradigm) (Barr & Tagg, 1995).

The standard competencies for teachers are mainly stipulated in the CHED's PSGs, DepEd Orders, and should be clearly articulated in the standard documents such as syllabi, bulletin of information, student handbook, and other relevant documents. While the standard competencies for the LET are identified by the PRC. At the school level, it is stipulated in the course syllabus. CHED, through its CMO 46, Series 2012, provides a template for syllabus based on competency-based standards (outcomes-based education) to which the school can pattern their course syllabi. However, flexibility in the format is encouraged based on the context of the school. In 2007, DepEd released an order (D.O. 42, series of 2017) for the national adoption of the Philippine Professional Standards for Teachers (PPST). The PPST is an updated version of the National Competency-Based Teacher Standards (NCBTS) that articulates the expected competencies for teachers on four different career stages.

Table 3
Assessment of Learning Outcomes

Domain II. Core Curriculum with Clearly Articulated Desired Student Achievement Results	Students (N=93)		Teachers (N=30)		Administrators (N=12)	
	M	SD	M	SD	M	SD
A. The learning outcomes represent a well-defined body of core knowledge that all students are expected to master at the end of the program, course, and lesson.	4.24	.85	4.47	.73	4.67	.29
B. The program is presented in framework documents such as syllabus and curriculum map that articulate sufficient details and clarity on how teachers are to facilitate learning within the time provided.	4.23	.96	4.40	.77	4.33	.65
C. The program design emphasizes student understanding and performance in a learner-centered environment.	**4.13**	.88	4.40	.77	**4.17**	.58
D. Syllabi are organized around unifying themes/topic/lesson, overarching statements of understanding, and essential questions in order to reinforce students' sense of connectedness and higher order thinking skills.	**4.14**	.10	4.27	.83	4.42	.67
E. Delivery of lessons allows students to demonstrate critical and reflective thinking behavior.	**4.15**	.97	4.37	.89	4.50	.52
F. Syllabi and other instructional materials clearly articulate the declarative (e.g. facts, concepts, generalization, principles, formulate) and procedural (e.g. skills, procedures and processes) knowledge that all students are expected to master according to expressed time lines in order to achieve the desired outcome.	4.20	.84	4.23	.94	4.42	0.67

Legend: 4.18-5.00 = consistently demonstrated with high degree of quality, 3.34-4.17 = demonstrated in most areas with some aspects requiring improvement, 2.51-3.33 = generally demonstrated with many aspects requiring improvement, 1.68-2.50 = demonstrated in few areas with much needed for improvement, 0.84-1.67 = little demonstration ij majority of curriculum areas, 0.00-0.83 = absent, not demonstrated

CHED CMO 46, series of 2012 stipulates that all higher education institutions should adopt outcome-based education anchored on the principles of learner-centered or learning paradigm. Learner-centered teaching or student-centered learning (they are interchangeable) provides opportunities for students to own for their learning. Syllabi are public document, a written curriculum, which lay down the content (intended learning outcomes), delivery (teaching-learning activities) and assessment tasks. It stipulates the program's intended learning outcomes (PILO), the course intended learning outcomes (CILO), and the daily intended learning outcomes (DILO) along with the school's VMOs. CHED defines program outcomes as the sets of competencies (related knowledge, skills, and attributes) that all learners are expected to demonstrate. These desired outcomes should be translated to what the student learns in specific courses as stipulated in the course outcomes. Learning outcomes or specifically the daily learning outcomes are comprised of a specific lesson that will capture the course outcomes and program outcomes (CHED 2012). A school must observe proper procedures on how to check this alignment. A curriculum map may be used to do this. A curriculum map is a visual tool that captures and studies the integration of program curricula. It is an analytical approach that allows faculty (and program administrators) to specify key components of program curricula, arrange them in relation to each other in a visual format, and capture an overarching curricular structure that provides cognitive scaffolding for the teaching and learning process (Cuevas, Matveev and Feit, 2009 as cited in Veltri, Weeb, Matveev & Zapatero, 2011) Curriculum mapping can be done on MS word template or excel-based which is used by most Australian universities (Oliver, Ferns, Whelan & Lily, 2010). It is used to determine the degree of consistency between learning outcomes, teaching and learning, and assessment.

Castleberry, Payachat, Ashby, Nolen, Carle, Neill and Franks (2016) qualitative study at the University of Arkansas for Medical Sciences Colleges of Pharmacy on the teacher certificate program revealed that written critical reflection as an assignment developed the participants teaching skills primarily it increases their confidence and enhance their awareness of their strengths. The

study recommends that schools should emphasize critical reflection exercise within the program curricula.

Barr and Tagg (1995) proposed a paradigm shift of instruction from the teaching paradigm to the learning paradigm. In the learning paradigm, the institution takes responsibility for the aggregate of student learning and success at the organizational and individual levels. Thus, the institutions take responsibility for both their institutional outcomes and individual student outcomes. The teachers of TCP, therefore, should provide an environment where students can achieve these outcomes. Students should be allowed to reflect on the lessons presented at hand. A reflection or reflexivity paper may be used as one of the requirements of the course. In this sense, we are also preparing them to be reflective teachers as they continue with the profession. The DepEd's lesson plan (DepEd Order No. 70, series of 2012) has a section for reflection because they encourage their teachers to be reflective about their teaching which is geared towards student.

Table 4
Assessment of Assessment of Learning

Domain III. Assessment of Learning	Students (N=93)		Teachers (N=30)		Administrators (N=12)	
	M	SD	M	SD	M	SD
A. The program promotes the use of variety of assessment tools to monitor student achievement such as portfolio, reports, etc.	4.20	.82	4.33	.80	4.75	.45
B. Selected-response (objective test) testing and quizzes represent only part of our assessment repertoire.	**4.15**	.82	4.23	.82	4.58	.67
C. The program emphasizes the use of performance assessment tools, including culminating assessment such as demonstration teaching and lesson planning.	**4.15**	.94	4.43	.82	4.58	.51

Legend: 4.18-5.00 = consistently demonstrated with high degree of quality, 3.34-4.17 = demonstrated in most areas with some aspects requiring improvement, 2.51-3.33 = generally demonstrated with many aspects requiring improvement, 1.68-2.50 = demonstrated in few areas with much needed for improvement, 0.84-1.67 = little demonstration ij majority of curriculum areas, 0.00-0.83 = absent, not demonstrated

A good program does not only limit selected assessment methods but explores many ways on how to determine the knowledge and competencies of students. Paper and pencil tests would not necessarily determine what the student is knowledgeable and competitive of although licensure examination for teachers is done that way it shifted from recall and remembering type questions to one that requires analysis and critical

thinking. In the bachelor's program, demonstration teaching is a build-in assessment required to students usually done during their practice-teaching. Lesson planning is one of the crucial tasks a professional teacher is doing. A lesson plan is a blueprint on how to carry out the lesson daily. The Department of Education requires novice teachers (1-3 years) in service to do lesson plans (DepEd Order No. 70, series of 2012) daily which they considered very rigorous. After this, they will be required to do lesson logs which are less rigorous. Lesson planning is usually carried out by the course "Methods and Strategies in Teaching"

Table 5
Assessment of Delivery of Instruction

Domain IV. Delivery of Instruction	Students (N=93)		Teachers (N=30)		Administrators (N=12)	
	M	SD	M	SD	M	SD
A. Instructors' teaching and learning activities consistently emphasize the need to reinforce students' knowledge (previous-current level of knowledge) including future evaluation mechanism.	**4.17**	.85	4.40	.81	4.42	.67
B. Class instructors recognize the need to "hook" and engage students' interest and attention.	4.19	.98	4.50	.68	4.42	.67
C. Class instructors equip students with required knowledge, skills and understandings while encouraging independent exploration and inquiry.	4.20	.89	4.50	.73	4.33	.65
D. Lessons being presented in class encourage students to rethink, revisit, and reflect on what they are doing and why they are doing it.	**4.16**	.88	4.50	.77	4.25	.62
E. Lessons allow students to engage in regular self-evaluation and self-adjustment.	4.20	.80	4.40	.77	4.25	.62
F. Its blended-learning structure enhances the learning and understanding of the students of the concepts and theories and its practical applications.	**4.16**	.88	4.40	.77	4.42	.67

Legend: 4.18-5.00 = consistently demonstrated with high degree of quality, 3.34-4.17 = demonstrated in most areas with some aspects requiring improvement, 2.51-3.33 = generally demonstrated with many aspects requiring improvement, 1.68-2.50 = demonstrated in few areas with much needed for improvement, 0.84-1.67 = little demonstration ij majority of curriculum areas, 0.00-0.83 = absent, not demonstrated

Based on the assessment of students, this domain identified three areas that need improvement. These areas proposed that teachers should utilize the blended-learning as it enhances the students learning. Teachers should take note that most of the TCP students are working therefore blended-learning may augment the classroom face-to-face discussion. Teachers should also encourage the TCP students to use higher-order thinking skills and must also be reflected in their assessment tasks.

Students should be given opportunities to reflect on the lesson at hand and their thinking. Teachers should also assume that TCP students are subject-

matter experts (SME) based on their bachelor's degree preparation. The focus of instruction is to teach students how to teach (pedagogy). This pedagogical knowledge should be incorporated with the student's content knowledge. This incorporation is called pedagogical-content knowledge or PCK.

Table 6
Assessment of Quality Control

Legend: 4.18-5.00 = consistently demonstrated with high degree of quality, 3.34-4.17 = demonstrated in most areas with some aspects requiring improvement, 2.51-3.33 = generally demonstrated with many aspects requiring improvement, 1.68-2.50 = demonstrated in few areas with much needed for improvement, 0.84-1.67 = little demonstration ij majority of curriculum areas, 0.00-0.83 = absent, not demonstrated

This domain based on curriculum audit instrument showed many areas that need improvement according to the assessment of the three groups of respondents. The respondents identified four out of five areas namely: peer review, external review, expert review, and results review. These areas are a crucial part to assure the quality of education delivery. A school should institutionalize a review committee that will oversee the curriculum, its content, delivery and assessment, and other pertinent processes and procedures the institution is undertaking.

Table 7
Assessment of Visible Alignment of Intended, Implemented, and Assessed Curriculum

Domain VI. Visible Alignment of Intended, Implemented, and Assessed Curriculum	Students (N=93)		Teachers (N=30)		Administrators (N=12)	
	M	SD	M	SD	M	SD
A. Concerted efforts are made to ensure that the certificate program is vertically aligned with the bachelor's program, this is to ensure that students' experiences are coherent as possible.	4.16	.88	4.23	.86	4.50	.67
B. Visible alignment of program outcomes is reflected in syllabus, grading, rubric design, and other relevant policies and governance structures.	4.13	.88	4.33	.84	4.33	.65
C. The intended, implemented, and the assessed curriculum are aligned, as demonstrated by internal review or audit.	4.18	.85	4.13	.90	4.25	.75

Legend: 4.18-5.00 = consistently demonstrated with high degree of quality, 3.34-4.17 = demonstrated in most areas with some aspects requiring improvement, 2.51-3.33 = generally demonstrated with many aspects requiring improvement, 1.68-2.50 = demonstrated in few areas with much needed for improvement, 0.84-1.67 = little demonstration ij majority of curriculum areas, 0.00-0.83 = absent, not demonstrated

It can be gleaned from the results of the assessment of the students and teachers that this domain of curriculum audit significantly requires improvement. An alignment of the intended, implemented and assessed curriculum is important so that congruence of the three dimensions of the curriculum is observed.

A teacher should be conscious of this alignment when designing a course syllabus. The syllabus should also align to the VMOs of the institution and program outcomes as well as to the standards of the Department of Education and the licensure examinations competencies.

Table 8
Statistical significance of the assessment of the three groups of respondents

Domain I. Program Statement	F	Sig.
A. The program is based on CMO 52, S. 2007, that articulates what all students should know, be able to do, and understand by the end of the certificate program.	5.686	.004
B. It articulates outcomes- based standards based on Philippine Professional Standards for Teachers (PPST).	1.089	.339
C. It identifies standard competencies as basis for monitoring students' progress in achieving mastery of the learning outcomes	2.711	.070

Alpha = 0.05

Through the One-way ANOVA, the statistical results (Table 8) showed that there is a significant difference in the assessment of students, teachers, and administrators on item A "The program is based on CMO 52, S. 2007, that articulates what all students should know, be able to do, and understand by the end of the certificate program". However, since the difference cannot be identified from which between the groups the difference exists, post hoc analysis was used.

Table 9
Post hoc analysis of the statistical significance of the assessment of the three groups of respondents

Multiple Comparisons						
Dependent Variable: Domain I. A. The program is based on CMO 52, S. 2007, that articulates what all students should know, be able to do, and understand by the end of the certificate program.						
Respondent's Role	Respondent's Role	Mean Difference	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Students	Teachers	-.31828*	.15941	.048	-.6336	-.0030
	Administrators	-.70161*	.23287	.003	-1.1623	-.2410
Teachers	Students	.31828*	.15941	.048	.0030	.6336
	Administrators	-.38333	.25932	.142	-.8963	.1296
Administrators	Students	.70161*	.23287	.003	.2410	1.1623
	Teachers	.38333	.25932	.142	-.1296	.8963

* The mean difference is significant at the 0.05 level.

Using the post hoc analysis, the difference of assessment exists between the students, teachers,

and administrators. But no difference in assessment between the teachers and the administrators. This finding connotes that articulation of the program statement for TCP based on CMO 52, series of 2007, should be discussed with TCP students. Articulation of the program statement to them will make them realized the expectations from the program and of the teaching profession.

All other elements showed no significant difference according to the assessment of the three groups of respondents. Therefore, for the rest of the items in the instrument, the mean value will serve as the basis for determining the extent of the demonstration of the teacher certificate program.

Table 10
Summary of assessment of curriculum audit principles per domain

All Domains	Students (N=93)		Teachers (N=30)		Administrators (N=12)	
	M	SD	M	SD	M	SD
I. Program Statement	4.22	.78	4.51	.78	4.67	.53
II. Core Curriculum with Articulated Desired Student Achievement Results (Learning Outcomes)	4.18	.84	4.36	.77	4.42	.60
III. Assessment of Learning	4.17	.80	4.33	.80	4.64	.54
IV. Delivery of Instruction	4.17	.82	4.45	.74	4.35	.63
V. Curriculum Quality Control System	4.11	.81	4.13	.90	4.17	.78
VI. Visible Alignment of Intended , Implemented, and Assessed Curriculum	4.16	.83	4.23	.86	4.36	.68

Legend: 4.18-5.00 = consistently demonstrated with high degree of quality, 3.34-4.17 = demonstrated in most areas with some aspects requiring improvement, 2.51-3.33 = generally demonstrated with many aspects requiring improvement, 1.68-2.50 = demonstrated in few areas with much needed for improvement, 0.84-1.67 = little demonstration ij majority of curriculum areas, 0.00-0.83 = absent, not demonstrated

Through the mean score of the descriptive statistical results (Table 10), showed that: domain five which is curriculum quality control is the area with the lowest assessment from the three groups of respondents. Based on these results coupled with the recommendations of the interviewees, the researchers proposed a policy framework (Figure 2), quality assurance plan (Figure 3), and curriculum map (Figure 4) for the teacher certificate program.

The framework (Figure 2) shows that program standards for TCP should be discussed with students during the first week of classes either through student assemblies or through one of the courses of the TCP. A diagnostic test (pretest) may also be given. From the second week to the

sixteenth week, all assessments should be formative and will serve as the basis if a student will qualify for the summative assessment. A summative assessment should include comprehensive examinations and demo-teaching which should be done on a program-level, not on a course-level. Results of the comprehensive examinations and demo-teaching should be used as a basis for the continuous improvement of the program such as revision of the syllabus, the content of the comprehensive examinations, rubric used, and other materials.
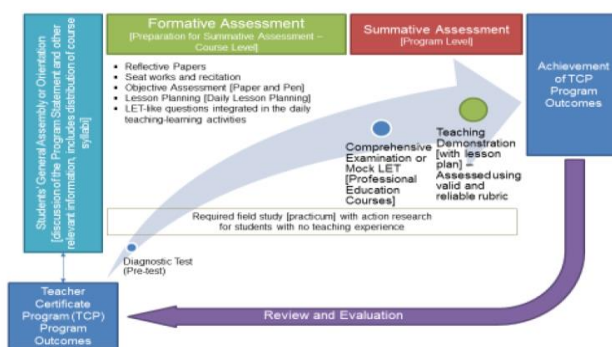

Figure 2. Policy Framework for the TCP

The framework (Figure 3) was crafted based on the results of the survey, CHED CMOs, DepEd Orders. It is corroboration of those principles. The review process may involve internal and external reviews. In the internal review process, design and results review may be done by the faculty teaching the course. That's it, this is somehow a practice of reflexivity. Then this could be reviewed by a peer, in the same department, institute, or college. An expert review will be done by content experts from other colleges like the college of science, arts, accounting, and soon. After an internal review has been exhausted, an external review may be sought usually by accreditation.

The following explains the flow of the framework.
1. The standards for the program (TCP) should be based on the standards for teacher education program as stipulated by Commission on Higher Education (CMO No. 52, series of 2007 and CMO No.11, series of 2009), DepEd's standards and of the Philippine Professional Standard for Teachers

2.   The program statement of the TCP should be discussed in one of the courses or during the orientation program or student assembly.

3.   The syllabus of each course should be crafted based on the school's standards, mission, vision, objectives, graduate attributes and values, and the specific competencies required for each course. The course syllabus should also include competencies in preparation for the licensure examination.

4.   The syllabus should be crafted following an outcomes-based education principle showing an alignment of learning outcomes, teaching-learning activities, and assessment tasks. A curriculum map should be utilized to carry this out.

5.   The syllabus states the content of the course should be constantly reviewed internally through peer and expert review procedures. This also covers other curriculum documents such as curriculum maps, assessment (examinations), and students' projects, etc.

6.   The design and the content should undergo peer and expert review to ensure that the syllabus follows the OBE design principles and the provision for teacher standards are incorporated. Peer review may be done at the department level or within the college while experts reviewers may be requested from the college according to specialization or discipline.

7.   Results of the assessments including the "mock LET", demo-teaching, portfolios, reports, etc., should be reviewed so that proper and immediate feedback shall be given to students.

8.   External review could be sought from the industry partners (DepEd and private basic education institutions), and external CQA specialists to ensure that the program's standards for TCP are aligned with the PPST and of the expectations of the industry. An external review could also validate the results of the internal review.

9.   Results of the reviews should be used as the basis for the continuous improvement of the program and the cycle continues.
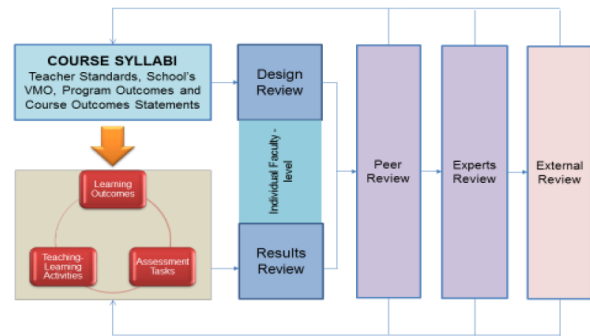

Figure 3. Quality Assurance Framework

The proposed curriculum map (Figure 4) for TCP shows that all standards specified by the education agencies, CHED and DepEd, including PRC's LET competencies as well as the school's vision-mission should be used as a basis to check the alignment of the learning outcomes, teaching-learning activities and assessment tasks provided to TCP students. This also guides faculty members during the process of making or revising the syllabus.

Figure 4. Curriculum Map

Conclusion

The purpose of the study, based on curriculum audit design principles, was to assess the teacher certificate program and be able to craft a quality assurance framework. Specifically, it aimed to examine the extent of demonstration of the different TEIs offering TCP of the teaching standards based on the assessment of its students, teachers, and administrators. The results of the survey and supported by the recommendations of the interviewees showed that the teacher certificate program needs significant improvement particularly in the areas of articulation of the teaching standards, delivery of instruction which

should be student-centered and outcome-based, syllabus designing, the review process, and alignment of the ILOs, TLAs, and ATs.

Limitations and Future Studies

The researchers recognize that teachers are the most important factor in improving the quality of learning and education in general. TCP students are future teachers, therefore, the quality of program delivery must likewise improve and should not be taken for granted. TCP is the training ground of the soon to be teachers. The success of the education program is mainly attributed to the quality of teachers we are producing. The study, therefore recommends, based on the results, that certain parameters must be implemented by TEIs concern such as training in syllabus designing, formulating of learning outcomes, curriculum mapping, and review process of the learning materials and resources.

Due to data privacy concerns and the unwillingness of some TEIs in lending documents needed for the actual curriculum audit. The study, therefore, utilized the survey as the method to assess the teacher certificate program. The researchers acknowledge that this method is not perfect. However, the results of the study may provide essential information, especially to curriculum designers and developers.

The researchers also encourage a follow-up or replication of this study to be conducted to TEIs in the other parts of the country. Using the researchers' developed instrument, an actual curriculum audit of the TCP is desirable.

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