Articulation and implementation of professional standards for teachers in teacher education institutions

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Abstract

This study determined the constructions of administrators and teachers in the articulation and implementation of the Philippine Professional Standards for Teachers (PPST) in teacher education institutions. A qualitative descriptive approach was employed to explore the narratives of the 20 purposively selected participants from the five higher education institutions in Cebu. Coding and categorization of participants' vignettes, following Clarke and Braun's (2014) thematic analysis model, resulted in five indexed themes: neediness not readiness, tenacity, and supportability, challenged but not frustrated, receptivity and positivity, and responsibility and accountability. Points of convergence and divergence were also identified from the TEIs articulation and implementation of PPST. The rationalization attached to integrating the beginning teacher indicators in the teacher education curriculum provides input on establishing contextualized, professional development initiatives for teacher quality. As such, forging partnerships between and among teacher education institutions through curriculum quality audits may be considered.

Keywords: Articulation and implementation, beginning teacher indicators, PPST, professional standards for teachers, teacher quality

Introduction

Standards are set as guideposts for schools. Curriculum standards, in particular, serve as benchmarks of quality and excellence in education and spell out what the students are expected to learn. Internationally, the use of standards to guide curriculum developers and implementers has been espoused in all education levels. The creation of standards for schools within the state has been the basis for teacher training and determining state standardized tests. Gannon (2012) and Ingvarson, (2019) opined that standard are used to rationalize operations where products, services, and methods are held appropriate for their intended use and are used to assess highly-accomplished teaching. In this study, it is the Philippine Professional Standards for Teachers (PPST) as embodied in the department order (DO 42) towards improved instruction.

A plethora of research indicated that standards are incorporated into teacher training and certification programs and support the basis for teacher evaluation. In the United States, a standard-based curriculum defines academic expectations and proficiency required in a given course and/or program. Steiner (2020) and Singh et al. (2019) believed that the general goal of adopting the standards in teaching ensures that students are acquiring the necessary knowledge, skills, and attitude to succeed in school, higher education, careers, and adult life. The policy discourses on teacher quality centered on teacher accountability and teacher responsibility.

Considerably, Halah Ahmed Alismail and McGuire (2015) and Amimo (2014) purported that the integration of Common Core State Standards (CCSS) and the 21st century education framework prepared by The Partnership 21st - century Skills (P21) in the curriculum has been beneficial to both the students and the teachers for it guides them in

what competencies and multi-dimensional abilities are expected to master at the end of every term. As such, it has been taken as an impetus for educational practices- from curriculum designing up to the conceptualization of student assessment.

The practice of aligning instruction and redesigning the teacher education curriculum to address educational standards is more important than ever (Yinger, 1999; Cresdee, 2002; &Fastier, 2016). In the Philippines, a responsive and relevant curriculum is of paramount importance as address education reform in the country (Cruz, 2009). As such, the university had several curricular undertakings to ascertain that the offered curriculum is relevant and responsive to the needs of time. As observed, teacher education institutions vary in the extent to which the PPST is integrated into the curriculum. Faculty and administrators claimed to be adopting level-sensitive and PPST-aligned curricula. Institutional initiatives like the CQA have been undertaken to prepare the pre-service teachers for DepEd's entry requirements. This has caused diverse reactions and has posed challenges to the curriculum implementers.

Changes brought about by educational reforms can bring about challenges among teacher education stakeholders such that variations on PPST articulation and implementation need to be documented. Moreover, their experiences as to how they grapple with the shifts caused by curricular reforms entail an accurate description. It is on the preceding premise that this study was conceptualized. It looked into the teachers' and administrators' constructions and experiences in the articulation and implementation of the PPST-based curriculum for pre-service teachers. It also looked into teacher education institutions' experiences in PPST articulation and curriculum implementation.

Conceptual framework

The concept behind 'change' and the stages by which change is embraced by those affected by it finds support on the Change Theory espoused by Fullan in 2006 and the Theory of Change (ToC) by Weiss as cited by Msila and Setlkaho (2013) where certain factors can affect decision making and evaluation of actions is needed to keep them abreast with the emerging needs of the time. Also known as 'change knowledge,' change theory provides input in an educational reform, in this case, the use of PPST in determining the desired exit competencies to be acquired by the pre-service teachers. Fullan (2006) added that successful reforms lie in the hands (and minds and hearts) of teacher-practitioners who have acquired a principled understanding of the dynamics of how educational factors influence the achievement of the desired results. Both

As articulation of the connection between the changes expected from the set of actions to the target outcomes, in the case of the present study, the initiatives of the teacher education institutions, stakeholders are to integrate PPST in the curriculum of pre-service teachers. Stein and Valters (2012) pointed out that ToC can be likened to a logic model, maintaining that when constructive engagement among key stakeholders is present, then information flow is improved, which leads to the shift in policy and decision making. This is supported by Bacus (2021) who posited that the teachers become active key players as they continually engage in the cycle of making informed choices to improve their quality of teaching. Adapting to change was exemplified by Tuchaai et al. (2012), Utami Widiati and Nur Hayati, (2015) Voltz et al. (2010), and Wedell et al. (2018). As such, teacher concerns are deemed relevant in the light of recent development in teacher education. Establishing professional development goals is an important strategy to ascertain that teachers possess the competencies to address the complex issues on student learning.

Considered as the 'heart' of any learning institution, curriculum, across levels, contain the foundational knowledge, skills, and other literacies that students have to learn to become productive and contributing members in the community. Curriculum designing has become a dynamic and critical process as developers translate broad statements of intent into specific and measurable plans and actions to address the needs of the time. Considerably, Bates and Morgan (2018) expounded the seven elements of an effective professional development model, highlighting the critical attributes of professional teachers. These elements consist of teachers who are content-focused, who incorporate active learning strategies, engage in collaboration, use models and/or modeling, provide coaching and expert support, include time for feedback and reflection, and consistent within the sustained duration.

The Republic Act 10533, otherwise known as "An Act Enhancing the Philippine Basic Education," mandated the Commission on Higher Education to take an active role in the delivery of its four-fold functions. These functions, namely, curriculum consultation (Sections 5 and 6), teacher training and education (Section 7), career guidance and counseling (Section 9), and strategizing through the transition (Section 12), are integrated into the delivery of an educational reform. By and large, any reform in basic education will greatly impact higher education in terms of curriculum and human resources-the teachers in particular. This contention finds support in the studies of Vasquez-Martinez et al. (2013) and Burnes (2004), where much of contemporary education reform centers around the very reason for going to school and in establishing the connection between the school and the community.

The enactment of K to 12 ushers the new framework to gauge teacher quality. More than ever, this era, characterized by changing educational landscape, is all about the teachers, the curriculum, and the partnerships.

Section 7 of the Enhanced Basic Education Act of 2013, stipulates the collaboration teacher education institutions and the Department of Education (DepEd) in teacher training, to ascertain that the pre-service teachers' curriculum meets the desired standards of quality. In so doing, the would-be teachers will be equipped with the skills and competencies to teach every Filipino learner under the K to 12 system. This propelled the conduct of a series of curriculum consultations among the schools and educational institution stakeholders to better prepare its graduates, specifically those from the teacher education programs, in teaching subjects in the basic education levels.

Acknowledging the importance of professionalizing standards for teachers and their continuous development, DepEd, through the Teacher Education Council (TEC), institutionalized the adoption and implementation of the Philippine Professional Standards for Teachers (PPST) through DepEd Order No. 42 in 2017. The state mandate was supported by Darling- Hammond (2014) and Darling-Hammond et al. (2012) opined that teacher evaluation should be based on professional teaching standards. These encompass and comprehensively measure competencies across stages of teacher development- from a beginner to a highly proficient level. Furthermore, House Bill 4744, "An Act Upgrading the Competency of Public School Teachers by Institutionalizing the Implementation of PPST," was passed to help attain quality and transformative education. With this, it can be pointed out that the language of professional teacher standards can be summarized as a public statement of teachers' accountability. It makes explicit what every teacher should know and be able to do in his/her chosen profession.

Research objectives

This study was conducted to determine the teachers' and administrators' constructions and experiences in the articulation and implementation of the PPST-based curriculum for pre-service teachers. It also looked into teacher education institutions' experiences in PPST articulation and curriculum implementation.

Methodology

Research design

A qualitative descriptive design was used to uncover and interpret, through narrative inquiry approach, the participants' constructions on the articulation and implementation of PPST-based curriculum. The data was obtained from the five purposively selected teacher education institutions: two state universities (Institutions A and B), two local colleges (Institutions C and D) and one private institution (Institution E), which offered teacher education programs for the past 10 years and have implemented the PPST in their teacher education curriculum.

Respondents of the study

Using purposive sampling technique, 20 participants (5 deans, 5 program chairs, and 10 faculty members) were selected. They were chosen based on the identified inclusion criteria. For teachers, they must (a) be teaching in one of the teacher education programs for the past five years, (b) have attended at least one seminar on PPST and (c) willing to participate in the study. For the program chairs, they must (a) be designated as chair for at least three semesters, (b) have attended PPST-related seminars and trainings, and (c) willing to be part of the study. On the other hand, the College Dean must be (a) designated in the office for at least three years, and (b) willing to take part in the study.

Research instruments

Aside from the researcher as the main instrument, an interview guide was used. The guide has three parts, namely: the warm-up questions, the main questions and the wrap-up questions. The warm-up questions are intended to build rapport with the respondents. Questions about length of teaching experience and the respondents' regard toward teaching/managing (in the case of the deans), were asked. The main questions are geared towards determining the patterns from the participants' disclosure of their experiences and regard toward the adoption and implementation of PPST. On the other hand, the wrap-up questions are intended to address any important thing, story, event, feelings and realizations which were not addressed or covered during the asking of the main questions.

Data collection

After all transmittal letters were signed, participants selection, based on the pre-set inclusion criteria followed. With the view of determining the points of convergence and divergence of the articulation and implementation of PPST in

the selected teacher education institutions, in-depth interviews, which lasted at least one hour in a commonly agreed venue and time, were conducted. As essence would be ascribed from the experiences of the participants, which vary from one person to the other, there is a need to capture their constructions of curricular change over a period of time. The interview, following the agreed schedule was recorded using a digital audio recorder. The questions were non-directive and served as floating prompts to guide the participants as they share their unique experiences in their own terms. Also known as grand-tour questions, the focus was on understanding the meaning and essence of PPST articulation and implementation. The inquiry was geared toward the unveiling of the participants' constructions from their experiences, attitudes, feelings, regard and self-perceptions as administrators and as teachers in terms of the curricular change, specifically on the use of PPST to assess teacher quality.

Data analysis

The search for qualitatively different, but logically interconnected constructions of the teacher education administrators and teachers on the articulation and implementation of PPST along with the curricular reforms was the focus of the study. To arrive at the essence, Clarke and Braun's thematic analysis (2014) was used to identify the codes and categories in understanding the participants' accounts. Specific steps in this approach include (1) undertaking of narrative reflections exploring personal understanding of the phenomenon (in this case, the articulation and implementation of PPST in the curriculum), 2) negotiating of relationships as to purpose, transitions, intentions and texts and the domain of inquiry to be explored, 3) obtaining field texts from conversations, interviews as well as artifacts, and 4) organizing field texts into dimensional narrative inquiry space capturing the multiple interactions and reflection on and of earlier life experiences, 5) discussing interim research texts , and 6) sharing with the participants the research texts in order to fully understand the narrative quality of the experiences. Meanings (from contextual narratives) were then negotiated between the researcher and the respondents with the view of addressing questions and shaping significance of the experience to a wider community.

To ensure reliability and traceability of decisions on the themes, the researcher established the transcription rigors, developed a codebook, ensured trustworthiness of the study's findings through participant validation, a technique which involves presenting and discussing interim results with the participants to see if nothing is left out or missed during the transcription and condensation of meaning. In this manner, results became more authentic and refined.

Findings and discussion

The field texts, also called interview transcripts, were organized into dimensional narrative inquiry space capturing the multiple interactions and reflection of stakeholders' experiences in the articulation and implementation of PPST in the TE curriculum. The protocols, also called as the qualitative database, were examined as to the prevalence of significant statements which led in the codes and categories. Guided by the iterative nature of narrative inquiries, decisions on the generated themes presented below are backed with the establishment of transcription rigors, codebook and member checking.

Stakeholders' constructions

The narratives have provided not just a glimpse but a thick description of their experience, attitude, knowledge, and perspectives which will guide in conveying the findings. Herein presented are the five themes that capture the participants' constructions: neediness not readiness, tenacity and supportability, challenged but not frustrated, receptivity and positivity, responsibility and accountability.

Neediness, not readiness. In an effort to meet society's demands for a 21st century teaching workforce, teaching and learning has to be PPST-aligned and to check PPST integration in terms of curriculum quality audit. Despite the many attempts to learn how to integrate the language of the standards, still, the teachers believed that they are wanting of PPST understanding and BTI integration is not evident yet in their syllabi.

Tenacity and supportability. By and large, institutions are fundamentally conservative. The introduction of curriculum quality audit (CQA) has been the initial step to integrate PPST in the teacher education curriculum. Aware with the challenges, teachers welcome curricular discussions and are wanting for support, claiming that PPST implementation can only happen if it has been institutionalized. They reasoned out that time and input are important elements in understanding and cascading PPST to their pre-service teachers. Others shared about how they reacted the

first time they did it while some mentioned about proper training and workshops especially in mapping the beginning teacher indicators. The need to be immersed is also one of the points that they raised. Lee et al. (2018) purported how school-based curriculum initiatives appear to be piecemeal and fragmented which can impact attainment of new culture necessary for curriculum reforms.

Corollary to being unaware of PPST is the clamor of the teachers to capacitate them, to make them understand how to integrate the beginning teacher indicators in their syllabi and how to translate the content of PPST-aligned curriculum to their pre-service teachers. The teachers' tenacity and the institutions' support were evident. Tenacity was shown when they projected an image that despite hindrances in addressing their understanding towards PPST, they never quit. They keep on trying, looking for possibilities, and offering suggestions. They have the determination to continue to enhance what they have learned. They did not give up easily instead they hold on to the idea of PPST integration in the teacher education curriculum.

Challenged but not frustrated. Doing the curriculum mapping where both the program outcomes in the CMO and BTI in the PPST are to be categorically identified per course, it is important that teachers are familiar with those legal documents. Their willingness to learn and their acknowledgment of their role spell a difference in their mapped curriculum. The various mechanisms employed by the institutions to address the teachers' limited grasp of PPST have led them to be proactive in the realization of a CMO-compliant and PPST-aligned syllabus. Conscious with the role they played in honing the skills of pre-service teachers, the course teachers stated that they need to equip themselves with the knowledge of the PPST, the beginning teacher indicators, and to map the indicators so that the syllabus that they will have will be PPST-based. It is cited that there is no shortcut to be in the next career stage. There are sets of indicators to be possessed so that one can be classified as a proficient, highly proficient or even a distinguished teacher. LeTendre and Wiseman (2015) reported the challenges of teacher effectiveness and quality to address the educational challenges. The teachers' self-motivation to learn made them proactive in learning what PPST is and how to integrate the standards in their syllabi. Similarly, Alugar and Itaas (2021) found insufficient understanding of PPST and difficulty in motivating the faculty as some of the impediments towards sustaining the institution's effort of curriculum quality audit while Jaca et al. (2018) found no evidences of specific criteria in curriculum implementation in the reviewed studies on curriculum and instruction.

Conscious with the role they played in honing the skills of pre-service teachers, the course teachers stated that they need to equip themselves with the knowledge of the PPST, the beginning teacher indicators, and to map the indicators so that the syllabus that they will have will be PPST-based. It is cited that there is no shortcut to be in the next career stage. There are sets of indicators to be possessed so that one can be classified as a proficient, highly proficient or even a distinguished teacher. The teachers' self-motivation to learn made them proactive in learning what PPST is and how to integrate the standards in their syllabi.

Receptivity and positivity. To be receptive is to be willing to take ideas or information. Teachers' receptivity and positivity are manifested in their openness to the idea of integrating the beginning teacher indicators in their course syllabi. The teachers expressed their interest in PPST implementation. There is an acceptance and willingness to actively support the curricular change. They have recognized that the curriculum standards, as guideposts, spell out what the pre-service teachers are expected to learn. Nivalainen et al. (2013) suggested that putting the standards into action to address the full range of students' needs necessitates a full grasp of the intention by which curricular standards are set. The administrators, being educational leaders by virtue of their designations and/or appointments are expected to champion the PPST integration in the curriculum and to embrace opportunities for knowledge-sharing. In this manner, they feel they are enriched in the process of sharing.

Responsibility and accountability. In its broadest sense responsibility is defined as the general conscious awareness of one's obligation while accountability is the acceptance of the responsibility. In preparing pre-service teachers, the teachers are responsible and accountable in equipping the pre-service teachers with the competencies of a beginning teacher. The ultimate recipients of any curricular change are the students, they being recognized as the center of the educative process. Great teachers care not just about education but also their students' education. Teachers professed that they are committed to help their pre-service teachers become competent in the delivery of content and pedagogy.

Acknowledging the paucity of opportunities to learn fully what PPST is and how it shall be made part of the pre-service teacher education curriculum, the teachers are in a quandary as to who will be with them to tell them what to do and how to it. This observation was supported by Quasimundo (2011) on school readiness for K to 12 curricula. At the onset, it was not clear how to go about the articulation and implementation, who will provide the rationalization

of PPST integration as opposed to the notion of integration and harmonization of policies and standards with everyone's full responsibility for the mandated curriculum enhancement process.

There were early efforts to actualize PPST-based curriculum, however, there are issues relative to the quality and quantity of input, support and monitoring in each of the TEI. It was not well-established that an early comprehensive evaluation system was instituted to include specific questions of what the standards for teachers are in relation to the practices of the teachers.

Articulation and Implementation of PPST by TEI

Each of the context of PPST articulation and implementation is presented following the categories that emerged during data analysis. The purpose of this section is to advance the extant description of each teacher education institution's experience. It is done through recognizing and acknowledging the teachers' and administrators' sense-making and context-based practices given the nature of their institution. In the process, situational understanding is attached to a specific group of participants, handling specific pre-service teachers and engaging in specific set of program and graduate outcomes. Conway and Clark (2003) believed in the inward and outward concerns-based model of teacher development. Both aspects are essential in understanding the uniqueness and idiosyncrasies of the selected TEIs. To attain the objective of this study, the participants were asked using the grand tour questions: How was PPST articulated and implemented in your institution? and describe the institution's initiatives and experiences with regard to PPST implementation.

Unveiling the cases of the teacher education institutions is significant as it would provide the practices and gaps in teacher preparation which guides improvement initiatives for program delivery. The concrete evidence presented in the succeeding sections enables teacher institutions to design and implement relevant curriculum for teacher candidates.

The case of TEI-01. TEI-01 is a Level IV re-accredited by the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP), center of excellence (COE) for teacher education and center of training (COT) since 2012. The College of Teacher Education covers within its umbrella the flagship programs of the university. Outlined below is the context.

Select faculty members were sent to a training organized by Philippine Normal University-Research Center for Teacher Quality (PNU-RCTQ). At that time, two program chairs and one senior faculty attended the Curriculum Quality Audit (CQA) training in Manila. Thereafter, the project director came to visit the institution and facilitated the auditing of the course syllabi. This activity was attended by the faculty members of the College of Teacher Education and select faculty members and designated program chairs of the College of Arts and Sciences.

The College Dean was able to relate the link between PPST and NCBTS citing there was an activity spearheaded by the previous dean where faculty members analyzed each of the program indicators and outcomes in the programs offered in the college. There was already a mapping that happened. She also had a grasp of what PPST is by mentioning the career stages. Conscientious with the role of teacher education institution, the College Dean emphasized the need to revisit the way teachers in the field are assessed in terms of their performance. She pointed out that the PPST will provide a fair way of evaluating teacher quality based on the set of indicators specific for each career stage

As to capacitating the faculty members in the college, the dean shared various initiatives employed by the institution. Among others, these include the personal efforts to learn the PPST, appointment of CQA specialists to handle curriculum audits within and across the service college, the College of Arts and Sciences, faculty meetings, curriculum mapping, curriculum designing and stakeholders' consultations. The involvement, cooperation, and understanding of the faculty members are important elements in the realizations of a PPST-aligned teacher education curriculum. Any teacher who handles pre-service teachers must be knowledgeable of what PPST is. Whilst it is important to have satisfied the minimum requirements as stipulated in the policies, standards and guidelines of a teacher education program, the indicators of a beginning teacher have to be considered also in teaching the pre-service teachers. All efforts must be directed towards putting explicitly or categorically the BTI for every course.

Hudson et al. (2019) pointed that careful planning must be in place ensuring alignment of policy, standards, and implementation. Furthermore, Laska (2016) purported the need for objective monitoring of course teachers' performance and instructional delivery aside from looking into the role of the stakeholders. Any curricular undertaking necessitates active participation from the stakeholders. To ascertain teacher quality requires budget for capability building programs and enactment of monitoring schemes. Faculty members and pre-service teachers can truly benefit from additional trainings and seminars on PPST. Customarily, such seminars entail budgetary

requirements to defray the cost that will be incurred for the resource speaker. materials, venue and food of the teacher-participants.

The case of TEI-02. TEI-02 is a premier university for education and skills training. It is Level IV (national status) and Level V (regional status) state university with nine campuses throughout the province of Cebu. Being an ISO-certified institution, it has set its standard to be at par with other top-performing educational institutions. The succeeding sections describe its context.

While it has been assumed that any higher education offering teacher education program is aware of what is the ongoing discourse on the use standards in assessing teacher and teaching quality, TEI-02 seemed to be not so aware of the framework to ascertain teacher competence across the seven domains of learning. This unique context can be traced to institutional policies, extent of information dissemination and lack or inadequate opportunities to learn about such change. The state of being not aware of what PPST is and how it should influence the curriculum has inspired the institution to come up with suggestions to address PPST awareness. These include conducting documented process of PPST implementation, and doing program inventory.

For every change is an opportunity to be challenged. Once challenged with what to do, the institution with its faculty and officials will need to acknowledge where the problem lies and to confront them using the available resources without violating any regulatory and statutory requirements. Identified issues are on curriculum mapping, attendance and echo seminar, orientation and training of faculty and program heads. Closely akin to the identification of challenges that results to the non-integration of PPST in the syllabus is the necessary assistance from the education leaders. This support can be in the form of providing budget for trainings under the faculty development program, the crafting of protocol in terms of information dissemination and designing monitoring schemes.

The case of TEI-03. TEI-03 is a local higher education institution located in a highly urbanized island city in the eastern part of Cebu. It has offered bachelor degree programs in Elementary Education, Secondary Education, Industrial Technology, Hospitality Management and Tourism Management. It has established partnerships with Institutions A and B.

With few plantilla holders in a local college, it is almost impossible for teachers to be participating in national trainings and seminars. Henceforth, they were not informed right away of the updates in curriculum despite the availability of information in the websites. Having known what PPST is and the role of a teacher education institution, TEI-03, though challenged, is positive that PPST will be in its rightful place in the delivery of teaching and learning given the time and resources. The teachers' buy-in is also important for any curricular change to happen. Anything not understood is not appreciated. As to the case of TEI-03, the faculty members are self-motivated and are conscious of their role in developing the pre-service teachers.

One cannot give what he does not have. The unique context of TEI-03, has opened possibilities for taking initiatives and efforts of ingenuity. Among others, reading for oneself, participation in a seminar, role of a professional organization and cluster meetings have been mentioned. There are various concerns that beset the institution in offering the teacher education program. Instructional materials, faculty workload, teacher capability and attitude towards PPST are some of the issues that need to be addressed. With the professed limited knowledge of PPST, the integration of the beginning teacher indicators remained a thing to be considered. Firstly, the teachers handling the pre-service teachers must be well-equipped with the knowledge of PPST. Then, the college has to decide what mechanisms to have in order to have PPST-aligned syllabus. All these necessitates institutional support. A way to ensure the extent and quality of curriculum implementation is through monitoring and evaluation. This is to determine potential impact or to address identified risks associated with a failure in any of the process of curriculum implementation. The college dean, with a high sense of self-awareness, accepted the reality that the faculty will benefit from additional trainings on PPST-based curriculum.

The case of TEI-04. TEI-04 is local higher education institution established in 2004 to provide quality and affordable tertiary education to the residents of the city. It has offered teacher education programs and industrial technology programs. Like TEI-03, it has partnered with TEI-01 in the conduct of their curriculum quality audits.

Like other teacher education institutions, TEI-04 heard of PPST from a seminar with select faculty members as participants. This means only a few of the faculty were able to know at that time. It was not also the practice of those sent to cascade the information from the seminar to the faculty who were not part of it. This also shows that professional organizations and professional assemblies are important avenues to learn new trends and updates in education. Grounded on the reality that PPST has just been introduced, TEI-04 remained hopeful that with everyone moving in the same direction, the curriculum will be fully PPST-aligned to better prepare the pre-service teachers. To Nivalainen et al. (2013) and Tandon and Tsuyoshi (2015) experiences of practical work lead to the successful implementation of the real work. As such, articulation has to be clear so that each will know what course of action to take knowing that PPST integration, done during curriculum mapping, is to be taken as a team approach.

It is crucial for any academic institution to embrace change where it modifies its strategies and structures to remain relevant (Syed Talib Hussain et al., 2018). Through understanding the stages of change one can have an improved outcome. Goe et al. (2014) suggested a practical guide to designing a comprehensive teacher evaluation system. Considering possible in-service topics and regular curricular reviews are among the mechanisms that the school will have to enhance their understanding of PPST. There will be always be room for improvement if one is willing to adopt the changes that are about to happen. TEI-04 is conscious of the gaps in terms of PPST knowledge, school policies, and practices. The involvement of every member in the academe is fundamental in ascertaining that the program outcomes are addressed in the delivery of teaching and learning activities, in planning for the scope and sequence and in establishing the program map. It is in the acknowledgment of these practices that the institution can come up with informed choices and sound decisions.

Based on the current state of integrating the beginning teacher indicators, it is evident that TEI-04 has to begin looking into the process of curriculum development vis-à-vis their knowledge of PPST. Support from both internal and external education stakeholders is contributory to the institution's realization of providing relevant and responsive curriculum. Monitoring of curriculum implementation, advancing capability building programs and harmonizing curricular practices are some of the identified components.

The case of TEI-05. TEI-05 is a private, sectarian university founded in 1947. It is acknowledged as a research and Catholic university with three campuses in Cebu. Awarded as COE in Teacher Education, it has produced board topnotchers and competent professionals maintaining a good track record of excellent teacher graduates. The institution is also PAASCU Level 3 accredited in the Elementary and Secondary Education programs and has been partner institution and compliant of the Research Center for Teacher Quality (RCTQ) and Basic Education Sector Transformation Curriculum Quality Audit.

Attached to being acknowledged as a Center of Excellence in Teacher Education, TEI-05 has been one of the few TEIs that have been part of the initialization conference which discussed PPST, the new framework to assess teacher quality. This unique experience has brought several advantages. One of which is the ability to conduct the curriculum quality audit using the language of the standards within and across colleges in the university.

Being part of the select institutions to participate in the initialization conference organized by Philippine Normal University- Research Center for Teacher Quality, the College of Education's acceptance of PPST to be integrated in the teacher education curriculum is apparent. The 'buy-in' is clear when one understood what the change is and how it shall be done. With the vision of providing quality and relevant pre-service teacher education curriculum in the country, TEI-05, like TEI-01, has led the Curriculum Quality Audit (CQA). This was after all teacher education institutions (TEIs) are enjoined to undergo the CQA process. Notably, the CQA is a rigorous and straightforward process on what it will take for any school system to deliver effective teaching and learning. This is facilitated by trained CQA specialists on quality audit using the training design and resource package that have been prepared and validated by the Research Center for Teacher Quality (RCTQ) with the support of Basic Education Sector Transformation (BEST). With this, TEI-05 had also its share of sentiments especially when it comes to integrating the language of the standards, the BTIs, in the syllabi.

As an output to the participation in the initialization conference is the conduct of CQA in the participants' respective institutions and to cascade the same to other neighboring TEIs. With this, TEI-05 has its way of doing the task. The involvement of the faculty members from the other college other than the College of Education has been instrumental in realizing the program outcomes since they handle courses in the teacher education program. Ideally, teachers must be one with the College of Education and all efforts must be geared towards the pre-service teachers' attainment of the desired competencies. Like other TEIs, TEI-05 also experienced some challenges. As identified, there were concerns raised on meeting teachers from other college, the College of Arts and Sciences, since the standards seem strange to them and with the nature of doing the curriculum quality audit, the task appeared to be overwhelming.

While efforts have been directed towards the faculty members' full grasp of the Philippine Professional Standards for Teachers, there is still a need to revisit how each course in the program can contribute to the attainment of the competencies expected of a pre-service teacher. The stakeholders claimed that the support of the administration and external clienteles are instrumental in realizing curricular changes and ensuring relevance of programs, activities, and projects. They must be acquainted with what the change is, why there has to be a change, and how to go about such change. School-academe partnerships also highlight the importance of professional linkages in establishing the appropriate skills set of the future professionals.

In conjunction with the initiatives to capacitate the faculty members is the monitoring of how things are done. The role of the administrator- dean or program chair, is indispensable. Among the tasks that administrators do include class observations, facilitating the conduct of curriculum mapping, and implementing motivational tasks that empower

the faculty members. Ghavifekr and Wan Athirah Wan Rosdy (2015) cited how monitoring teaching and learning is made possible with technology while Ronfeldt et al. (2015) provided support to teacher collaboration.

There was also an expressed interest and preference on doing national monitoring and surveillance. This means that the Research Center for Teacher Quality (RCTQ) has to establish and let the TEIs know that it will be conducting the monitoring and evaluation of how PPST is implemented in each institution and how it is cascaded by the COEs to the other institutions. In this manner, there will be a clear picture of the status of PPST implementation among TEIs in the country. As CHED-recognized center of excellence, TEI-05 is active in knowledge sharing. It has forged its partnerships with neighboring higher education institutions which has offered teacher education programs. The main purpose of such partnership is to assist other institution in the conduct of curriculum quality audit- the initial step towards the integration of PPST in the curriculum.

The presence of PPST in the curriculum and the unique context of each teacher education institution have resulted in the convergence of six essential points. These points highlight the need to address the knowledge gap, create cognitive disequilibrium, promote self-directedness, foster a positive regard towards PPST, prioritize care for preservice teachers, and establish effective monitoring and support systems. However, there are also notable differences between administrators and teachers regarding their perception and involvement in various aspects of the PPST. These divergent points include PPST awareness and articulation, implementation, initiatives and mechanisms, the nature of involvement, and challenges encountered. This suggests that understanding and resolving these divergent points are crucial for the effective implementation and optimization of the PPST in teacher education.

Conclusion and Recommendations

The issuance of a memorandum on the national adoption and implementation of the Philippine Professional Standards for Teachers has been an important input for the teacher education institution in enriching their teacher education programs. In the process of ensuring a PPST-aligned teacher education curriculum, understanding the underlying meanings, values, attitudes, and interpretations is essential in rationalizing practices and designing program initiatives. This provides a deeper understanding of the intricacies of the context studied. The diversified constructions and experiences in the articulation and manner of implementation of PPST-based curriculum are due to the particularity and specificity prevalent in each institution. The rationalization attached to the integration of the beginning teacher indicators in the curriculum has led the establishment of a contextualized, professional development initiatives for teacher quality.

Based on the findings TEIs may adopt mechanisms to chart faculty trainings by institutionalizing regular and timely professional development programs. Regular curricular conversations and reinforcing strategies may be done to strengthen the areas where stakeholders claimed they have fair knowledge only. TEIs may adopt or may adapt a framework for Professional Development to cater to the institution's unique contexts. In actualizing the process, (a) TEIs may ask support and assistance from other institutions in terms of facilitating the curriculum quality audit, curriculum mapping and curriculum designing, (b) TEIs may consider the available resources and consider their academic calendar prior to scheduling any capability programs; and (c) TEIs may tap internal human resources who are expert in leading the CQA, curriculum mapping and syllabi designing.

As to future research undertakings, researchers may conduct comparative studies between different teacher education institutions in the country to explore the factors contributing to the divergences observed and provide insights into best practices. In line with this, an intervention study may be done with the aim of addressing the divergent points by designing, implementing, and evaluating interventions toward a more cohesive PPST implementation. Also, a longitudinal study may be done to track the progress and impact of the PPST implementation over time. This could uncover the long-term effects on preservice teachers, teaching practices, and student outcomes.

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