

Republika ng Pilipinas
(Republic of the Philippines)
MINISTRI NG EDUKASYON AT KULTURA
(MINISTRY OF EDUCATION AND CULTURE)
Maynila

July 3, 1980

MEC M E M O R A N D U M
No. 145, s. 1980

THE INTEGRATED TEACHER EDUCATION PROGRAM (ITEP)
PILOT TESTING PROJECT FOR 1980-81

To: Bureau Directors
Regional Directors
Schools Superintendents
Presidents, State Colleges and Universities
Heads of Private Schools, Colleges and Universities

1. The vital role of education in the gigantic task of nation building calls for improvement of the teacher education curriculum and its supportive provisions in line with the twin-societal goals of equity and excellence. In view of this the Integrated Teacher Education Program (ITEP) has been designed to equip teacher trainees with desirable personal and professional qualities and competencies which are deemed essential for the vital role they play in the teaching-learning process.

2. Integrating relevant aspects of all programs in teacher education, and in accordance with existing policy, the ITEP has been pilot-tested in certain teacher education institutions after it has undergone in-depth study and intensive discussions and deliberations in conferences of educators and educationists and the formulation and approval of rules and standards.

3. With a view to systematically determine its relevance, validity and effectiveness, an ITEP Pilot Testing Project shall be undertaken by the MEC-PAFTE beginning the school year 1980-81. The implementation of this project shall be coordinated and monitored by the Bureau of Higher Education.

4. As agreed upon in the orientation seminar for participating schools held on July 1, 1980, at the University of the East, the selected public and private institutions are categorized into two groups:

Category 1 - Schools with enrollment in the College of Education of not less than 100; centrally located more or less; duly accredited and recognized by the government; currently implementing the old curricula; to participate in the Pilot Testing Project.

Category 2 - Schools currently implementing the Program and whose reports on the implementation of the ITEP will be used in the final evaluation of the Project to be treated as related of the Project studies.

5. There being no basic difference in the curricular offerings in the first semester of the first year of both the ITEP and the 1970 curricula, the participating institutions are hereby authorized to implement the ITEP curriculum beginning the school year 1980-1981. Inclosed are the Integrated Teacher Education Program and the list of participating schools.

6. Representatives of the Philippine Association for Teacher Education (PAPTE) and the Bureau of Higher Education (BHE) will visit the participating schools during the months of November and December 1980 to evaluate the progress of the program. A meeting of the deans of the participating institutions will be held on October 23-24, 1980 for evaluation and reporting at the University of the East, Manila.

7. Expenses incurred in attending ITEP meetings should be borne by the participating schools whose cooperation and support are needed for the success of the program.

8. Immediate dissemination of this Memorandum is desired.

(SGD.) ONOFRE D. CORPUZ
Minister of Education and Culture

Incls.:

As stated

Reference:

Department Order: No. 8, s. 1970

Allotment: 1-3-4--(D.O. 1-76)

To be indicated in the Perpetual Index
under the following subjects:

BUREAUS & OFFICES

Course of Study, COLLEGIATE

CURRICULUM

PROJECTS

SOCIETY or ASSOCIATIONS

TEACHERS

UNIVERSITIES and COLLEGES

(Inclosure No. 1 to MEC Memorandum No. 145, s. 1980)

Project Title: The Integrated Teacher Education Program
(ITEP) Pilot Testing Project

Rationale:

There has been, of late, a very noticeable decrease in enrolment in teacher education. From 1970 to 1978, for example, enrolment declined from 132,116 to a mere 48,814, making teacher education rank only seventh in the general report on tertiary enrollment by field of study for school year 1977-78. Taking into account also the wastage in terms of the number who eventually graduate especially in private institutions were, for example, for school year 1974-1975, of the 77,996 enrollees, only 8,361 were to eventually graduate, the scarcity of teachers over the years would eventually grow to alarming proportion.

In remote rural areas, it is more a rule than exception, to find graduates of the BSEED course teaching in the high school or BSEs teaching in the elementary grades. As the former Minister of Education and Culture Juan L. Manuel was to point out drastic measures need to be taken to assuage the situation for it would be no less than short-changing the Filipino learner.

It was partly in answer to the changing demands for teachers and the serious need to upgrade a curriculum in teacher education that saw its last revision in 1970 that the Proposed Integrated Teacher Education Curriculum was worked out and finally presented for approval.

To determine its relevance and validity, the ITEP is to be subjected to a Pilot Testing before possible full-scale implementation.

Objectives

1. To determine how well integration has been achieved in the Program toward producing teachers competent to teach either and/or both in the elementary and secondary levels and determine areas of strength or weakness over that of the 1970 Program in teacher education;
2. To measure the extent to which organizational/administrative support of selected institutions contributed to the full implementation of the Project;
3. To determine the viability of the ITEP in the different regions of the country;
4. To devise a built-in evaluation program for periodically measuring accomplishments and achievement of objectives;
5. To revise/modify the Program based on the feedback data; and
6. To provide personnel/faculty/administrators involved in the project with necessary orientation-in-service training on the new Program.

Integrated Teacher Education Program

FIRST YEAR

<u>First Semester</u>				<u>Second Semester</u>			
	<u>Lect.</u>	<u>Lab.</u>	<u>Units</u>		<u>Lect.</u>	<u>Lab.</u>	<u>Units</u>
English 1 (Com. Arts)			3	English 2 (Com. Arts)			3
Pilipino 1 (Sining ng Pakikipagtalastasan)			3	Pilipino 2 (Sining ng Pakikipagtalastasan)			3
Nat. Sc. 1	2	2	4	Math. 2			3
General Psychology			3	Nat. Sc. 2	2	2	4
Math 1			3	Pamahalaan at Saligang Batas ng Pilipinas			3
Sociology			3	Human Growth			3
Masaysayan ng Pilipinas at mga Pangkasalukuyang Pangyayari			3	Foundations of Education I			3
P.E. 1			(1)	P.E. 2			(1)
R.O.T.C.			(1.5)	R.O.T.C.			(1.5)
	2	2	22		2	2	22

SECOND YEAR

English 3 (Speech Improvement)			3	English 4 (Phil. Lit.)			3
Pilipino 3 (Pag-aaral at Pagpapahalaga sa Panitikang Pilipino)			3	Pilipino 4 (Pag-aaral at Pagpapahalaga sa Panitikang Pilipino)			3
Spanish 1 (Basic Spanish)			3	Spanish 2 (Intermediate Spanish)			3
Taxation & Agrarian Reform			3	Logic			3
Current National Dev. Issues			3	Humanities/Music and Art Appreciation			3
Foundations of Education II			3	Foundations of Education III			3
Major 1			3	Major 2			3
P.E. 3			(1)	P.E. 4			(1)
R.O.T.C.			(1.5)	R.O.T.C.			(1.5)
			21				21

THIRD YEAR

Spanish 3 (Adv. Spanish)			3	Spanish 4 (Selected Writings)			3
Guidance & Counseling			3	Practical Arts II			3
Practical Arts/Voc. Educ. I			3	Teaching Strategies & Evaluation Techniques II			5
Teaching Strategies & Eval. Techniques I			5	Major 5			3
Major 3			3	Major 6			3
Major 4			3	Major 7			3
			20				20

FOURTH YEAR

Rizal			3	Practicum I (Teaching in the Elementary)			5
World Civilization			3				
Ethics and Education			3				
School Health Education			3	Practicum II (Teaching in the Secondary)			5
Major 8			3				
Major 9			3				
Major 10			3				
			21				10

SUMMARY

Units

I. General Education		80
Communication Arts	36	
English	12	
Pilipino	12	
Spanish	12	
Mathematics	6	
Natural Science	8	
Natural Science I	4	
Natural Science II	4	
Social Sciences	18	
Psychology		
Sociology		
Philippine History		
Philippine Government & Constitution		
World Civilization		
Current National Development Issues (Population Education, Credit Consciousness, etc.)		
Humanities/Music and Art Appreciation	3	
Rizal	3	
Logic	3	
Taxation and Agrarian Reform	3	
P.E. (4 units)		
II. Professional Education	9	47
Foundations of Education	3	
History & Philo (includes Phil. Educ'l. System)	3	
Psychological-Sociological (includes Educational Anthropology)	3	
Legal Foundations	3	
Human Growth and Development (Child & Adolescent Psychology)	3	
Guidance and Counseling	3	
Ethics and Education	3	
Practical Arts/Vocational Education	6	
School Health Education	3	
Teaching Strategies	10	
Teaching Strategies & Evaluative Techniques I	5	
Teaching Strategies & Evaluative Techniques II	5	
Practicum	10	
Practicum I	5	
Practicum II	5	
III. Specialization		30-39
	T o t a l	157-166

DESCRIPTION OF COURSES/AREAS

I. General Education

1. Communication Arts

- English 1 - Includes fundamentals of grammar and composition for effective communication to meet the students' professional, personal and social needs. Emphasis is on spoken English. Credit - 3 units
- English 2 - Gives emphasis to reading improvement, both oral and silent, to writing -- from short compositions on the four types of discourses - narration, description, exposition, and argumentation, to a simple research paper. Credit - 3 units
- English 3 - Deals with speech improvement covering speech situations that teachers are bound to meet: delivering speeches to entertain, to inform, to stimulate or inspire, to convince and actuate. Includes correct pronunciation, enunciation, diction and intonation. Credit - 3 units
- English 4 - Philippine literature from pre-Spanish times to the present. Emphasis is on contemporary Philippine Literature in English. Credit - 3 units
- Pilipino 1 - Sining ng Pakikipagtalastasan - Tatalakayin ang mga ideya ng pakikipagtalastasan, ang saklaw at mga layunin nito, ang paraan at mga sangkap na pakikipagunawaan, at ang paggamit ng wikang Pilipino sa mabisang komunikasyon. Credit - 3 units
- Pilipino 2 - (Karugtong ng Pilipino 1) - Sining ng Pakikipagtalastasan sa Pilipino. Bibigyan diin ang Balarila at Komposisyon. Pagaaralan ang mga tunguhin at hantungan ng komunikasyon; mga bagay na pinakikipagtalastasan; mga sistemang sosyal na umaapekto sa komunikasyon. Credit - 3 units
- Pilipino 3 - Pag-aaral at Pagpapahalaga sa Panitikang Pilipino - Pag-aaralan ang mga anyo at uri ng Panitikang Pilipino sa iba't-ibang panahon sa kasaysayan ng Pilipinas; bago dumating ang Kastila, panahon ng Kastila, panahon ng propaganda at Himagsikan, panahon ng Amerikano, panahon ng Hapon hanggang sa kasalukuyan. Credit - 3 units
- Pilipino 4 - (Karugtong ng Pilipino 3) - Pag-aaral at pagpapahalaga sa Panitikang Pilipino - Masusing pag-aaralan, susuriin at pahahalagahan ang mga pangunahing akda ng mga manunulat sa iba't-ibang panahon. Credit - 3 units
- Spanish 1 - Basic Spanish - Develops understanding of the Spanish language through the functional study of the parts of speech and the basic simple tenses. Emphasizes the development of listening, reading, and speaking skills through simple selections and oral exercises. Credit - 3 units

Spanish 2 - Intermediate Spanish - Makes a functional study of the perfect tenses, the imperative mood, reflexive verbs, and irregular verbs. Stresses interpretation, vocabulary building, sentence construction, and oral reading. Credit - 3 units

Spanish 3 - Advanced Spanish - Takes up technique of letter writing in Spanish, with emphasis on the basic forms of business letters (application, introduction, order complaints, remittance, credit, etc.) and commonly written social notes (friendly, condolence, invitation, congratulations, etc.) Also takes up writing advertisements and business promotions in Spanish. Credit - 3 units

Spanish 4 - Selected Writings - Includes the study of selected writings in Spanish by renowned heroes, leaders, scholars, writers, and poets, especially Mabini and Rizal, in order to foster wholesome attitudes of patriotism, nationalism and respect for Filipino traditions. Credit - 3 units

2. Mathematics

Mathematics 1 - Basic Mathematics 1 - Equips the student with the basic knowledge and the necessary skills to solve simple problems in integrated Arithmetic, the traditional as well as modern math approach, Algebra, and Elementary Trigonometry. Credit - 3 units

Mathematics 2 - Basic Mathematics 2 - Continuation of Basic Mathematics 1 including knowledge and the necessary skills to solve simple problems in integrated Arithmetic, Modern Mathematics, Algebra, Elementary Trigonometry and Elementary Statistics. Credit - 3 units

3. Natural Science

Natural Science 1 - Basic principles concerning living things and their interrelationships
Lecture - 2 hours, Laboratory - 2 hours
Credit - 4 units

Natural Science 2 - Basic principles, concepts and theories of earth science/physical science which include some laboratory activities.
Lecture - 2 hours, Laboratory - 2 hours.
Credit - 4 units

4. Social Sciences

General Psychology - Study of the fundamental principles of human behavior. Credit - 3 units

Sociology - Deals with the general principles of sociology and how they apply to Philippine conditions. Credit - 3 units

Kasaysayan ng Pilipinas at mga Pangkasalukuyang Pangyayari - Ang kurso ay natutungkol sa pagkumulat at pag-unlad ng bansa at estadong Pilipino mula noong matandang panahon hanggang sa kasalukuyan. Ang bibigyan ng diin sa araling kasaysayan ay ang mga Asyatiko at kanluraning impluwensiya na humubog ng katauhan at katangiang Pilipino. Ang papel na ginagampanan ng Pilipinas bilang kasapi sa pangmundong kalipunan ng mga bansa ay tatalakayin din. Credit - 3 units

Pamahalaan at Saligang Batas ng Pilipinas - Ang Pamahalaan ng Pilipinas magmula noong panahon ng ating mga ninuno batay sa mga balangay hanggang sa ating pamahalaang parlamento batay sa baranggay. Ang bagong Saligang-Batas: Ang mga katangian nito at kahalagahan. Credit - 3 units

World Civilization - Presents panoramic view of the world, its geography and its development from a historical perspective with emphasis on Asia. Credit - 3 units

Rizal - Sumasaklaw sa buhay at mga sinulat ni Jose Rizal. Credit - 3 units

Current National Development Issues - Deals with the various thrusts of the Philippine government and the role of the teacher in the implementation of these new thrusts. Credit - 3 units

Humanities/Music and Art Appreciation

Aims to develop an intelligent appreciation of and a fine taste for, music and the arts. Credit - 3 units

Logic

Deals with the art of correct, independent and critical thinking. Credit - 3 units

Physical Education

Intended to provide students with personal and community health orientation through physical fitness, sports development and recreational activities both at home and in the community at large. Active involvement among the students is desired and continuing articulation with the community activities like the YCAP, Alay Lakad, etc. are encouraged. Credit - 4 units

Professional Education

1. Foundations of Education

Psychological and Socio-cultural Foundations - Deals with a synthesis of basic psychological and socio-cultural knowledge and principles with emphasis on understanding, motivating and guiding teaching-learning experiences within the context of the socio-cultural milieu in which they operate. Credit - 3 units

Philosophical-Historical Foundations - Deals with the philosophy, history and development of educational theory and practice as they relate to the national ideals and goals of education.
Credit - 3 units

Legal Foundations - Deals with the role of teacher and the school in the context of the Constitution and implementing laws.

2. Human Growth and Development (or Child and Adolescent Psychology)

Deals with pattern of human development from conception to adulthood. Credit - 3 units

3. Guidance and Counseling

Equips the future teacher with the basic principles, procedures, and materials used in helping pupils and students assess their strengths and weaknesses.
Credit - 3 units

4. Ethics and Education (or Professional Ethics and Moral Values)

Deals with ethical concepts and principles essential to a teacher. Credit - 3 units

5. Practical Arts/Vocational Education

Deals with utilization of available materials and resources for production of useful goods and services to meet the needs of the community.
Credit - 6 units

6. School Health Education

Deals with concepts and principles of healthful living and their implications to individual school and community health. Credit - 3 units

7. Teaching Strategies

Teaching Strategies and Evaluative Techniques I - Deals with the study and application of fundamental principles and strategies of teaching and evaluation including selection, preparation and utilization of appropriate instructional materials. Involves actual classroom observation of elementary and secondary classes. Credit - 5 units

Teaching Strategies and Evaluative Techniques II - Deals with the study and application of teaching principles and strategies and evaluation techniques for specific levels and subject areas of specialization. Includes actual classroom observation of elementary and secondary classes in the prospective teacher's field of specialization. Credit - 5 units

8. Practicum

Community-based internship program.
Credit - 10 units

(Inclosure No. 2 to MEC Memorandum No. 145, s. 1980)

LIST OF PARTICIPATING SCHOOLS

The Pilot Testing Project will be conducted simultaneously in thirty (30) selected colleges and universities including state colleges and universities and private institutions, sectarian (Catholic, Protestant) and non-sectarian in twelve (12) regions.

- Region I - Mariano Marcos State University
Laoag City
Pangasinan State University
Bayambang, Pangasinan
St. Louis University
Baguio City
- Region II - St. Paul's College of Tuguegarao
Tuguegarao, Cagayan
St. Mary's College of Bayombong
Bayombong, Nueva Vizcaya
- Region III - University of the Assumption
San Fernando, Pampanga
Wesleyan University-Philippines
Cabanatuan City
- N C R - National Teachers College
Manila
Philippine Normal College
Manila
University of the East
Manila
Pamantasan Ng Lungsod Ng Maynila
Intramuros, Manila
University of the Philippines
Diliman, Quezon City
- Region IV - Palawan Teachers College
Puerto Princesa
St. Bridget's College
Batangas City
- Region V - University of Nueva Caceres
Naga City
Bicol University
Legazpi City
Bicol Colleges
Legazpi City
- Region VI - Central Philippine University
Iloilo City
West Visayas State University
Iloilo City
- Region VII - Cebu State College
Cebu City
Silliman University
Dumaguete City
- Region VIII - Divine Word University
Tacloban City
Leyte State College
Tacloban City
- Region IX - Western Mindanao State University
~~Zamboanga City~~
- Region X - Bukidnon State College
Malaybalay, Bukidnon
Lourdes College
Cagayan de Oro City
- Region XI - University of Mindanao
Davao City
- Region XII - Notre Dame of Marbel College
Marbel, Cotabato
Notre Dame University of Cotabato
Cotabato City
Mindanao State University
Marawi City, Lanao

	<u>Very much</u>	<u>Much</u>	<u>Just enough</u>	<u>Very little</u>
c. Using the sub-units as self-contained units in the absence of Guides in the mother subjects?	:	:	:	:
d. making use of local resources in teaching population education concepts found in the Curriculum Guides?	:	:	:	:
e. evaluating the performance of children more accurately?	:	:	:	:
6. How applicable were the following techniques in using the PEP Curriculum Guides to your work needs as a population education teacher:	<u>Highly appli- cable</u>	<u>Appli- cable</u>	<u>Some what appli- cable</u>	<u>Not appli- cable</u>
a. determining the point of entry of the PEP sub-units in the mother units?	:	:	:	:
b. making optimum use of the suggested visual aids?	:	:	:	:
c. using the sub-units as self-contained units in the absence of Guides in the mother units?	:	:	:	:
d. making use of local resources in teaching population education concepts found in the Curriculum Guides?	:	:	:	:
e. evaluating the performance of children more accurately?	:	:	:	:
7. How worthwhile do you think was the training program in terms of the goals of population education?				
_____ a. very worthwhile		_____ c. somewhat worthwhile		
_____ b. worthwhile		_____ d. not worthwhile		

**Self Rating Scale
On the Training Activities**

Teacher _____ School _____
 Grade/Year _____ District _____
 Subjects Taught _____ Division _____

Direction: Put a check (✓) on the blank before the word or phrase that best describes your answer.

1. How do you regard the training program in population education?

<input type="checkbox"/> a. very necessary	<input type="checkbox"/> c. somewhat necessary
<input type="checkbox"/> b. necessary	<input type="checkbox"/> d. not necessary

2. How much of the population education concepts needed by you in teaching population education did you learn in the training program?

<input type="checkbox"/> a. very much	<input type="checkbox"/> c. just enough
<input type="checkbox"/> b. much	<input type="checkbox"/> d. very little

- 2.1 How applicable were the concepts you learned to your work needs as a population education teacher?

<input type="checkbox"/> a. highly applicable	<input type="checkbox"/> c. somewhat applicable
<input type="checkbox"/> b. applicalbe	<input type="checkbox"/> d. not applicable

3. How much of the dimensions and finer details of discovery approach did you learn from the training program?

<input type="checkbox"/> a. very much	<input type="checkbox"/> c. just enough
<input type="checkbox"/> b. much	<input type="checkbox"/> d. very little

- 3.1 How much applicable were the dimensions and finer details of discovery approach to your work needs as a population education teacher?

<input type="checkbox"/> a. highly applicable	<input type="checkbox"/> c. somewhat applicable
<input type="checkbox"/> b. applicable	<input type="checkbox"/> d. not applicable

	<u>Very Much</u>	<u>Much</u>	<u>Just enough</u>	<u>Very little</u>
4. How much of the values regard- ing population education have you internalized?	:	:	:	:
5. How much of the techniques in using the PEP Curriculum Guides did you learn in the training program in terms of:	:	:	:	:
a. determining the point of entry of the PEP sub-units in the mother units?	:	:	:	:
b. making optimum use of the suggested visual aides?	:	:	:	: