

Capacity Enhancement Resource Package for the Reframed Pre-service Teacher Education Curriculum

Unpacking A Professional Learning Guide

First Edition

0. Title, Table of Contents, Writing Team, etc

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Section 1. Introduction

The Reframed Pre-service Teacher Education Curriculum and its application relies on the shared understanding and readiness of key education stakeholders. To bridge the gap between curriculum design and institutional execution, the Capacity Enhancement on Piloting the Reframed Pre-Service Teacher Education Curriculum serves as an important component. This capacity enhancement is designed to unpack the vision, framework, and design of the reframed curriculum and transform conceptual foundations into actionable institutional practices. The initiative fosters a unified approach to curriculum diffusion and quality assurance by engaging Teacher Education Institution (TEI) administrators, faculty, and Commission on Higher Education (CHED) Regional Office personnel

While the “Unpacking the Reframed Pre-Service Teacher Education Curriculum: A Resource Guide” serves as the primary theoretical and conceptual reference document, this Resource Package functions as its practical, operational companion. The Resource Package compiles all the concrete materials, multimedia assets, and instructional tools necessary to effectively deliver the capacity enhancement sessions. It translates the broad frameworks established in the Resource Guide into convenient resources for facilitators and ensures that training delivery remains coherent, consistent, and high-impact across various regions and institutions. Through this complementary relationship, the Resource Guide provides the essential knowledge, while this Resource Package supplies the mechanisms for its immediate application.

The Resource Package is systematically organized into distinct sections to optimize ease of use for facilitators and program organizers. Section 2 compiles the multimedia explainer videos, presentation scripts, and corresponding facilitator guides intended to ground participants in the core plenary topics. Section 3 contains the professional learning activity sheets, idea exchange discussion guides, and action planning templates designed to drive collaborative, hands-on learning during clustered sessions. **Finally, Section 4 offers sample program schedules and matrices to assist facilitators in structuring time allocations and managing workshop logistics effectively.** Ultimately, this package serves as an operational toolkit to empower facilitators as they lead stakeholders toward a contextualized and quality-assured curriculum rollout.

Section 2. Explainer Videos and Facilitator Guides

Overview and Utilization Guidelines for Multimedia Resources

The multimedia resources compiled in this section serve as the primary vehicle for curriculum diffusion and standardized capacity enhancement. Comprising explainer videos, presentation slides, and embedded delivery scripts, these asynchronous materials are intentionally designed to establish a unified baseline of understanding across diverse institutional contexts. The package eliminates regional variation in content delivery and ensures that every Teacher Education Institution (TEI) administrator, faculty member, and regional regulatory official receives identical, evidence-based training inputs. The accompanying delivery scripts embedded within the presentation slides offer an additional layer of institutional flexibility and allows local organizers to deliver the sessions live while maintaining fidelity to the original curriculum design and timeline.

To maximize the impact of these multimedia assets, facilitators and logistics teams must adhere to specific operational guidelines during the execution of the capacity enhancement workshops. First, all video files and digital presentation decks should be downloaded to local hardware prior to the commencement of the session to eliminate dependency on venue internet connectivity and prevent playback interruptions. Second, facilitators should closely follow the structured timers outlined in the accompanying facilitator guides, which carefully balance media consumption with interactive learning strategies. Plenary sessions must not become passive viewing experiences. The explainer videos are designed to act as catalysts for immediate, data-driven institutional activities. These can range from digital diagnostic surveys to collaborative syllabus mapping exercises. Through this deliberate blending of standardized media and active professional dialogue, the resources in this section transform theoretical curriculum re-framing into concrete institutional action.

Plenary 1: Overview of the Reframed Pre-service Teacher Education Curriculum

The instructional toolkit for Plenary 1 provides an extensive overview of the fundamental transformations driving the reframing. The accompanying materials (which comprise a thirty-minute multimedia explainer video, comprehensive presentation slides containing an embedded delivery script, and a structured facilitator's guide) are designed to unpack the definitions, historical timelines, and shifting standards of the curriculum. The content establishes the structural baseline of the reframing by introducing the critical Research-Development-Diffusion (RDD) model phase, the newly conceptualized curriculum framework, the eight core Degree Program Outcomes, and the restructured Professional Education courses categorized across the learner, the teacher, the learning process, and the teaching process. Facilitators are guided to execute a seamless blend of media consumption and interactive dialogue, and utilize built-in reflective activities like word clouds and collaborative professional processing to solidify stakeholder alignment.

- **Link to Explainer Video:** [\[Insert URL Here\]](#)



Facilitator's Guide for The Reframed Pre-service Teacher Education Curriculum

Duration	Activity	Notes to Facilitator
10 minutes	Preflect (Preview and Reflect)	1. Prepare all necessary devices and technical equipment. 2. Set up a Mentimeter and present the link to the participants. Other similar applications may be used. 3. Through Mentimeter, ask the participants this question: <i>Who is the Filipino Teacher?</i> 4. Present the responses through a Word Cloud. 5. Briefly discuss the key themes that emerge.
30 minutes	Viewing Explainer Video 1: Overview of the Reframed Pre-service Teacher Education Curriculum	1. Provide a brief introduction of what the video is all about. 2. Ensure that the video is downloaded to prevent interruptions. 3. Play the video.
20 minutes	Post-Viewing: Professional Dialogue	1. Facilitate the sharing of insights by having participants comment on the relevance of reframing the curriculum and its implications to teacher education. 2. Conclude the session by summarizing the highlights of the sharing. Note that Explainer Video 1 sets the context and direction for the Curriculum Unpacking.

Plenary 2: Flexible Curriculum Implementation Models

The instructional resources for Plenary 2 introduce a change from one-size-fits-all curriculum implementation and guide institutions on how to operationalize flexibility within the reframed teacher education program standards. The package for this session includes a thirty-minute multimedia explainer video, fully scripted presentation slides, and an operational facilitator's guide. The core content delineates the specific boundaries of institutional flexibility. It explains that while Program Outcomes and Components remain non-negotiable, TEIs can actively adapt and contextualize their Program Structure, Design and Delivery, and Evaluation mechanisms. Furthermore, the session unpacks the three distinct implementation pathways: Curriculum Innovation, Curriculum Contextualization, and Curriculum Adoption. To complement these materials, a built-in diagnostic Google Form activity is provided which enables facilitators to gather real-time institutional data regarding accreditation status, readiness for flexibility, anticipated challenges, and required support from the TEC and CHED.

- **Link to Explainer Video:** [\[Insert URL Here\]](#)
- ~~**Link to Presentation Slides and Script:**~~ [\[Insert URL Here\]](#)

Activity for Flexible Curriculum Implementation Models

GOOGLE FORM

Name of TEI: [short answer]

Region: [drop down]

Type: [SUC/LUC/Private]

Activity 1: TEI Accreditation and Recognition

What are the accreditation/s and/or recognition/s of your TEI? Check all that applies.

- TEC National COE
- TEC Regional COE
- PAASCU/PACUCOA/AACUP/ALCUCOA/COCOPEA/PEAC/ACSCU-AAI Accredited
- CHED EQUATE Dual Awardee
- CHED EQUATE Awardee (at least one program)
- Compliant to the TEC Self-Assessment Report
- Other: _____

Activity 2: Readiness to Exercising Flexibility in the Program Standards

Given your TEI's capacity, how ready is your institution to adapt flexibility in the following program standards?

5 - Fully Ready | 4 - Ready | 3 - Moderately Ready | 2 - Partially Ready | 1 - Not Ready

Program Structure (*course and corresponding units*)

Program Design and Delivery (*systematic planning and implementation of the curriculum*)

Program Evaluation (*collection and analysis of relevant data to assess the demonstration of the outcomes*)

Activity 3: Exercising Flexibility

Given your TEI's capacity, in what areas would you exercise flexibility in the following program standards? Check all that applies.

Program Structure

- Organization of courses
- Unit distribution
- Total units
- Offering of concentration courses
- Offering of certificate programs

Others: _____

Program Design and Delivery

- Course Programming
 - Varied delivery routes
 - Consortium arrangements
 - Open distance and e-learning
 - Hybrid learning
 - Blended learning
 - Microcredentials
 - Extension classes
 - Internationalization
- Integration of experiential learning in the courses

Others: _____

Program Evaluation

- Institutional assessments
- Curriculum quality improvement
- Monitoring, evaluation, research and learning (MERL)

Others: _____

Activity 4: Challenges and Support

If any, what challenges will your institution face in implementing the curriculum? What support will your institution need to help overcome this challenge?

Challenge: _____

Support Needed: _____

Challenge: _____

Support Needed: _____

Challenge: _____

Support Needed: _____

Facilitator's Guide for Flexible Curriculum Implementation Models

Time	Activity	Notes to Facilitator
5 minutes	Giving Instructions	1. Prepare the necessary technical materials (laptop, projector, video, etc) and ensure a stable internet connection in the venue (if the video will be played online). 2. Ensure that participants from the same TEIs are seated together. 3. Explain to the participants that a Google Form will be completed for each participating TEI. The form is a self-assessment tool on institutional capacity to adopt specific implementation models.
15 minutes	Viewing Explainer Video 2: Flexible Curriculum Implementation Models	1. Provide a brief introduction of what the video is all about. 2. Ensure that the video is downloaded to prevent interruptions. 3. Play the video.
10 minutes	Post-Viewing: TEI Self-assessment on Institutional Capacity for Flexible Implementation Models	1. Have the participants work with colleagues from the same TEI to respond to the Google Form. Facilitate the sharing of insights by having participants comment on the relevance of reframing the curriculum and its implications to teacher education. 2. Conclude the session by summarizing the highlights of the sharing. Note that Explainer Video 1 sets the context and direction for the Curriculum Unpacking.
15 minutes	Professional Dialogue	1. Present and describe the patterns to the participants. 2. Open the floor to elicit questions that will be collected. The consolidated questions will be addressed by TEC. 3. Conclude the session by transitioning to the presentation of processes and resources for Curriculum Unpacking.

Plenary 3: Experiential Learning in the Reframed Pre-service Teacher Education Curriculum

The training resources for Plenary 3 focus on transforming conceptual knowledge into classroom action by strengthening Experiential Learning (EL) across both Professional Education and Specialization courses. This component of the package contains a thirty-minute multimedia explainer video, a fully scripted slide presentation, and an operational facilitator's guide. The content outlines how EL serves as a transformative process and a multifaceted methodology to cultivate both professional competencies (such as designing instruction and managing diverse environments) and transversal competencies (such as critical thinking, adaptability, and reflection). Crucially, the materials unpack the three specific categories of EL pedagogy operationalized within the reframed curriculum's syllabus guides: Application-oriented, Research-based, and Community-based Teaching and Learning Activities (TLAs). Using real extracts from courses like Human Growth and Development, Learner-Centered Teaching, Foundations of Special and Inclusive Education, and The Teacher as a Person and as a Professional, the session provides concrete examples of how facilitators can guide participants to design context-informed, concerns-driven learning experiences.

Link to Explainer Video: [\[Insert URL Here\]](#)

Link to Presentation Slides and Script: [\[Insert URL Here\]](#)

Facilitator's Guide for Experiential Learning in the Reframed Pre-service Teacher Education Curriculum

Duration	Activity	Notes to Facilitator
10 minutes	Preflect (Preview and Reflect)	1. Prepare all necessary devices and technical equipment. 2. Set up a Mentimeter and present the link to the participants. Other similar applications may be used. 3. Through Mentimeter, ask the participants this question: What is the most direct word to use to describe Experiential Learning? 4. Present the responses through a Word Cloud. 5. Briefly discuss the key themes that emerge.
20 minutes	Viewing Explainer Video 3:	1. Provide a brief introduction of what the video is all about. 2. Ensure that the video is downloaded to prevent

Duration	Activity	Notes to Facilitator
	Experiential Learning in the Reframed Pre-service Teacher Education Curriculum	interruptions. 3. Play the video.
	Post-Viewing	1. Guide the participants in unpacking the Certificate Programs through Professional Learning Activity 3: Contextualizing an Experiential Learning TLA. The activity complements Explainer Video 3. 2. See the Facilitator's Guide for PLA 3.
20 minutes	Sharing	1. Facilitate the sharing of insights between participants: a. Call participants who would like to share their output with the plenary, or b. Have every participant share their output in a small group 2. Conclude the session by summarizing the discussion highlights and consensus points. 3. Remind participants that their insights and takeaways can help their TEIs plan to integrate Experiential Learning.

Plenary 4: Certificate Programs

The training resources for Plenary 4 unpack the six Undergraduate Certificate Programs, which represent a deliberate change from a one-size-fits-all approach to teacher preparation toward a highly differentiated, context-responsive model. This toolkit contains a thirty-minute multimedia explainer video, a fully scripted slide presentation, and a corresponding facilitator's guide. The content addresses persistent inequities in education across various marginalized and underserved sectors and highlights how these programs align with major national legislative reforms such as the ALS Law, the Indigenous Peoples Rights Act, and the Inclusive Education Act. The session provides an in-depth exploration of the unique curriculum frameworks, core program outcomes, and localized course progressions for all six certificates: Alternative Learning System (ALS), Indigenous Peoples Education (IPEd), Islamic Education, Literacy Education, Multigrade Education, and Special Needs and Inclusive Education (SNIEd). Facilitators can utilize these resources to guide participants through a structured exploration of institutional capacity, helping TEIs identify which specialized certificates they are prepared to offer alongside their regular degree programs.

Link to Explainer Video: [\[Insert URL Here\]](#)

Link to Presentation Slides and Script: [\[Insert URL Here\]](#)

Facilitator's Guide for Certificate Programs

Duration	Activity	Notes to Facilitator
5 minutes	Preflect (Preview and Reflect)	1. Prepare all necessary devices and technical equipment. 2. Set up a Mentimeter and present the link to the participants. 3. Ask the participants the following questions, one at a time: a. What are the most significant educational challenges of today? b. What populations remain underserved or hardest to reach? 4. Present the responses after each question through a Word Cloud. 5. Briefly discuss the key themes that emerge.
20 minutes	Explainer Video 4: Certificate Programs	1. Provide a brief introduction of what the video is all about. 2. Ensure that the video is downloaded to prevent interruptions. 3. Play the video.
20 minutes	Activity Sheet 4: Planning Exercise	1. Ensure accessibility of links to digital resources and/or availability of printed Learning Activity Sheets. 2. Read the directions. 3. Mention to the participants that they may engage with the Resource Guide (Section 2.2.16) for

Duration	Activity	Notes to Facilitator
		more information about the certificate programs. 4. Set the timer.
15 minutes	Sharing	- Facilitate the sharing of insights between participants: - Call participants who would like to share their output to the plenary; or - Have every participant share their output in a small group - Conclude the session by summarizing the discussion highlights and consensus points. - Remind the participants that their insights and takeaways can be used by their TEIs on planning for the certificate programs they will offer.

Plenary 5: Constructive Alignment in the Syllabus Guide

The training resources for Plenary 5 provide a deep dive into the operational blueprint of the curriculum reform and focuses on how constructive alignment is deliberately engineered within the new syllabus guides. This package component includes a thirty-minute multimedia explainer video, fully scripted presentation slides, and an operational facilitator's guide. The content introduces three

distinct dimensions of alignment embedded in the guides: vertical alignment linking frameworks to institutional goals, horizontal alignment ensuring term-wide course coherence, and developmental alignment tracking pre-service teacher progression from aspiring to beginning educators. Through explicit case examples and non-examples lifted from the Foundations of Teaching and Learning course, the materials illustrate how to maintain a direct match between Instructional Learning Outcomes (ILOs), course content, TLAs, and assessment strategies. Furthermore, the session systematically breaks down the five core parts of the syllabus guide (which includes the mapping matrices to the Philippine Professional Standards for Teachers (PPST) Beginning Teacher Indicators) and equips facilitators to guide participants in collaboratively designing context-responsive and tightly aligned instructional plans.

Link to Explainer Video: [\[Insert URL Here\]](#)

Link to Presentation Slides and Script: [\[Insert URL Here\]](#)

Facilitator's Guide for Constructive Alignment in the Syllabus Guide

Duration	Activity	Notes to Facilitator
10 minutes	Preflect (Preview and Reflect)	1. Prepare all necessary devices and technical equipment. 2. 3. Ask the participants: - a. 4. 5.
20 minutes	Explainer Video 5	1. Provide a brief introduction of what the video is all about. 2. Ensure that the video is downloaded to prevent interruptions. 3. Play the video.
30 minutes	Activity Sheet 5: Getting Started with the Syllabus Guides	1. Ensure links to digital resources are accessible, and/or printed Learning Activity Sheets are available. 2. Read the directions. 3. Inform participants that they may refer to the Resource Guide (Section 2.3) for more information on the constructive alignment of the syllabus guides. 4. Set the timer.
20 minutes	Sharing	1. Facilitate the sharing of insights between participants: a. Call participants who would like to share their output with the plenary, or b. Have every participant share their output in a small group 2. Conclude the session by summarizing the discussion highlights and consensus points. 3. Remind participants that their insights and takeaways can help their TEIs plan constructively and align their syllabus guides contextually.

Section 3: Professional Learning Activity Sheets and Facilitator Guides

Overview and Pedagogical Approach to Adult Learning Activities

The professional learning activity sheets and facilitator guides compiled in this section represent the interactive, hands-on core of the capacity enhancement program which is explicitly designed around the principles of adult learning and transformative professional development. Moving away from traditional passive lecture formats, this package utilizes an experiential, inquiry-based pedagogical approach that positions participants as active constructors of their own institutional blueprints. Every sheet and guide is structured to respect the existing expertise of TEI administrators, faculty, and regional regulatory officials and provide them with the exact tools needed to bridge the gap between national curriculum frameworks and the practical realities of their respective campuses. The section ensures that the cognitive processing of the reframed curriculum is both rigorous and deeply contextualized through embedding deliberate cycles of individual reading, small-group collaboration, and expert-led professional dialogue .

The instructional sequence within these materials is intentionally organized to build professional capacity in a developmental, step-by-step manner. Sessions begin by establishing a shared baseline

of understanding regarding the high-level vision and course architecture of the degree programs. Once this foundational alignment is achieved, the toolkit guides participants into granular, operational tasks, such as tracing constructive alignment across mapping matrices, critiquing official learning plans, and designing day-to-day lesson delivery tools that actively engage pre-service teachers. This localized micro-planning then culminates in the macro-level institutional implementation plans and workshop mixers found at the end of the section. Through this deliberate pedagogical architecture, the resources in this section transform the reframing documents into a workable, quality-assured, and highly collaborative institutional reality.

Clustered Session 1: Unpacking the Vision of the Degree Programs

The instructional toolkit for Clustered Session 1 transitions participants from plenary listening to active, collaborative analysis, to focusing directly on establishing a deep, context-grounded understanding of degree program outcomes and performance indicators. The package for this workshop consists of a professional learning activity sheet, an idea exchange discussion guide, and a highly structured facilitator's guide. The core activity challenges participants to engage in an active reading of the Resource Guide, prompting them to evaluate how specific teacher qualities and competencies align with their institutional framework and unique local realities. Through a built-in "Turn and Talk" mechanism and subsequent professional dialogue, the session guides TEI teams to collectively surface elaborating questions, clarify complex outcome indicators, and isolate administrative or policy concerns for resolution. This collaborative processing ensures that the overarching vision of the reframed curriculum is thoroughly digested before institutions begin drafting their localized execution strategies.

Link to Professional Learning Activity Sheet (Word Document): [\[Insert URL Here\]](#)

Professional Learning Activity Sheet for Unpacking the Vision of the Degree Programs

Degree Program:

Participant Names:

Teacher Education Institution(s):

Objective: This collaborative activity is designed to support Teacher Education Institution (TEI) administrators, faculty, and CHED personnel in developing a shared, relational understanding of the reframed curriculum's unique vision and design features. Through focused pair discussions, participants will bridge the gap between theoretical frameworks and local implementation realities by translating curriculum outcomes into practical learning experiences, while critically evaluating quality assurance challenges to directly inform institutional action planning and continuous curriculum improvement.

Instructions:

1. **Active Reading of Resource Guide (20 minutes):** Access the *Unpacking the Reframed Pre-Service Teacher Education Curriculum: A Resource Guide* through the link provided. Read **Section 2. Curriculum Delivery** for the elaboration of the components and features of the degree program assigned to you. Note important information and questions.

Resource Link: [\[insert link to \(program\) here\]](#)

2. **Turn and Talk (15 minutes):** Work with a partner to discuss key information and actionable insights. Answer the **Guide Questions** in the boxes.
3. **Professional Dialogue (55 minutes):** Participate in the expert-led discussion. A member of the Curriculum Development Team, who worked on the reframed curriculum, will facilitate the exchange of ideas and insights guided by questions.

Guide Questions for a Shared Understanding of the Degree Program Framework

1. The degree program framework underscores the curriculum outcome, drivers, and features. Examine the relevance and alignment of these components. How do the components of the framework respond to the current and emerging needs in teaching your area of specialization?

2. List your elaborating and/or clarification questions about the Degree Program Framework.

Guide Questions for a Shared Understanding of the Program Description

1. To what extent does the program description account for the:
 - a. expected professional identity of graduates of the degree program;
 - b. responsiveness to the current basic education needs; and
 - c. diverse complexities of local teaching contexts.

2. List your elaborating and/or clarification questions about the Program Description.

Guide Questions for a Shared Understanding of the Degree Program Outcomes and Performance Indicators

1. How do the key competencies and teacher qualities described in the Degree Program Outcomes and Performance Indicators align with the Program Framework and Description?

2. List your elaborating and/or clarification questions about the Program Outcomes and Performance Indicators.

Facilitator's Guide for Unpacking the Vision of the Degree Programs

Time	Activity	Notes to Facilitator
20-30 minutes	Active Reading of Resource Guide	1. Ensure accessibility of links to digital resources and/or availability of printed PLA Sheet. 2. Orient participants on the session's objectives and expectations. Emphasize that the purpose of the activity is to have a shared understanding of the vision and design of the reframed curriculum. 3. Distribute the PLA Sheets and explain the instructions. 4. Ask the participants to engage with the Resource Guide while considering their specific TEI context. 5. Set the timer.
15 minutes	Turn and Talk	1. Prompt participants to transition to the Turn and Talk activity, where pairs will discuss and answer the guide questions. 2. Assist the participants with their questions about the

Time	Activity	Notes to Facilitator
		instructions. 3. Monitor the participants' progress in completing the activity. 4. Provide a 5-minute prompt before the allotted time ends.
45-55 minutes	Professional Dialogue	1. Facilitate the sharing of insights by eliciting answers to the Guide Questions. 2. Provide answers to the elaborating and clarification questions that the participants will raise. 3. Questions must be focused on curriculum unpacking. Questions on administrative or policy concerns should be noted, as these will be addressed by CHED and/or TEC. 4. Conclude the session by summarizing the discussion highlights and consensus points. 5. Remind participants that their insights and takeaways will be used in developing their Institutional Curriculum Implementation Plans (PLA 7).

Clustered Session 2: Unpacking the Design of the Degree Programs

The toolkit for Clustered Session 2 guides participants through an intensive examination of the structural design of specific degree programs, and changes the focus from high-level vision to course-level architecture and alignment. This component includes a comprehensive professional learning activity sheet, structured guide questions for shared understanding, and an operational facilitator's guide. The workflow directs institutional teams to analyze how individual courses map directly to both degree-specific and overarching teacher education outcomes. Through collaborative pair discussions and expert-led professional dialogue, participants evaluate how the curriculum anchors the theory-practice connection across content, pedagogy, assessment, and research. This analysis helps administrators and faculty reframe their instructional delivery models to match the developmental progression of the new courses, while compiling necessary technical clarifications to inform the upcoming institutional action planning phases.

Link to Professional Learning Activity Sheet (Word Document): [\[Insert URL Here\]](#)

Professional Learning Activity Sheet for Unpacking the Design of the Degree Programs

Degree Program:

Participant Names:

Teacher Education Institution(s):

Objective: This collaborative activity is designed to support Teacher Education Institution (TEI) administrators, faculty, and CHED personnel in developing a shared, relational understanding of the reframed curriculum's unique vision and design features. Through focused pair discussions, participants will bridge the gap between theoretical frameworks and local implementation realities by translating curriculum outcomes into practical learning experiences, while critically evaluating quality assurance challenges to directly inform institutional action planning and continuous curriculum improvement.

Instructions:

1. **Active Reading of Resource Guide (30 minutes):** Access the ***Unpacking the Reframed Pre-Service Teacher Education Curriculum: A Resource Guide*** through the link provided. Read **Section 2. Curriculum Delivery** for the elaboration of the components and features of the degree program assigned to you. Note important information and jot down questions to respond to the **Guide Questions**.

Resource Link: [\[insert link to \(program\) here\]](#)

2. **Turn and Talk (15 minutes):** Work with a partner to discuss key information and actionable insights. Answer the **Guide Questions** in the boxes.
3. **Professional Dialogue (45 minutes):** Participate in the expert-led discussion. A member of the Curriculum Development Team, who worked on the reframed curriculum, will facilitate the exchange of ideas and insights guided by questions.

Guide Questions for a Shared Understanding of Courses

1. How does the design of the courses contribute to the attainment of the degree program outcomes? And the overall teacher education program outcomes?

2. How do the courses reflect a strong connection between theory and practice? Do the courses progressively develop competencies in content, pedagogy, assessment, research, and teaching practice?

3. How should instructional design and delivery be reframed to align with the expectations of the courses?

4. List your elaborating and/or clarification questions about the courses.

Facilitator's Guide for Unpacking the Design of the Degree Programs

Time	Activity	Notes to Facilitator
20-30 minutes	Active Reading of Resource Guide	1. Ensure accessibility of links to digital resources and/or availability of printed PLA Sheet. 2. Orient participants on the session's objectives and expectations. Emphasize that the purpose of the activity is to have a shared understanding of the vision and design of the reframed curriculum. 3. Distribute the PLA Sheets and explain the instructions. 4. Ask the participants to engage with the Resource Guide while considering their specific TEI context. 5. Set the timer.
15 minutes	Turn and Talk	1. Prompt participants to transition to the Turn and Talk activity, where pairs will discuss and answer the guide questions. 2. Assist the participants with their questions about the instructions. 3. Monitor the participants' progress in completing the

Time	Activity	Notes to Facilitator
		activity. 4. Provide a 5-minute prompt before the allotted time ends.
45-55 minutes	Professional Dialogue	1. Facilitate the sharing of insights by eliciting answers to the Guide Questions. 2. Provide answers to the elaborating and clarification questions that the participants will raise. 3. Questions must be focused on curriculum unpacking. Questions on administrative or policy concerns should be noted, as these will be addressed by CHED and/or TEC. 4. Conclude the session by summarizing the discussion highlights and consensus points. 5. Remind participants that their insights and takeaways will be used in developing their Institutional Curriculum Implementation Plans (PLA 7).

Clustered Session 3: Unpacking the Design of the Courses through the Syllabus Guides

The training materials for Clustered Session 3 serve as a practical, post-viewing workshop that transitions participants from the conceptual framework of constructive alignment into a granular, hands-on analysis of the official curriculum documents. This operational package consists of a multi-step professional learning activity sheet, explicit learning plan critiquing matrices, and a corresponding facilitator's guide. The workflow guides institutional teams through three progressive

steps: first, dissecting a chosen course description to isolate its core objectives, primary content, and prescribed methodologies; second, mapping the intricate horizontal and vertical alignment linking Program Outcomes, CLOs, and the PPST Beginning Teacher Indicators with their respective summative assessments; and third, evaluating the specific components of the weekly learning plan. By engaging with these structured critiquing questions, faculty and administrators are empowered to make data-informed decisions on whether to adopt the provided syllabus templates wholesale or adapt them to fit local institutional academic calendars, student readiness, and regional resources.

Link to Professional Learning Activity Sheet (Word Document): [\[Insert URL Here\]](#)

Professional Learning Activity Sheet for Unpacking the Design of the Courses through the Syllabus Guides

Step 1. Unpacking the Course Description

Select one Syllabus Guide and examine the Course Description. Fill Column 3 with the parts that reflect *the Course Objective, Content, and Teaching & Assessment Methods*.

Parts of the Course Description	<i>[Course Title Here]</i>
COURSE OBJECTIVE - What the course is about and its main objective - Knowledge and abilities that will be emphasized	

■ Relevance and applicability of the course	
CONTENT ■ Topics/Knowledge/ Abilities to be covered and why they matter ■ How the course relates to the primary concepts and principles of the discipline	
TEACHING and ASSESSMENT METHODS ■ What students will experience in the course (i.e., activities, assignments) ■ Teaching methods that will be used (e.g., small group discussions, lectures, workshops) ■ How the learning will occur through assessments	

Step 2. Mapping the Constructive Alignment of Program Outcomes, Course Outcomes, and Assessment

Work on the same Syllabus Guide in Step 1. Examine the constructive alignment between the outcomes and assessment. Answer the questions in the table below. Share observations and insights with a partner.

1. What specific content and/or competencies in the Program Standard (PO) does the Course Learning Outcome (CLO) address?

Program Outcomes	Course Learning Outcomes

2. How does the CLO address the identified PPST Beginning Teacher Indicator (BTI) to which it is mapped?

Course Learning Outcomes	PPST BTI

3. How are the Summative Assessments aligned with the CLO?

Course Learning Outcomes	Summative Assessment Task

Step 3. Contextualizing the Learning Plan

Work on the same Syllabus Guide in Steps 1 and 2. Select a specific content in the **Learning Plan** and analyze its different parts. Use the guide questions here to examine your context and explore ways to adopt or adapt the suggested Learning Plan.

<i>Learning Plan Parts</i>	Week No.	Instructional Learning Outcomes	Recommended Course Content	Suggested Teaching and Learning Activities	Suggested Assessment Tasks	Suggested Teaching and Learning Resources
<i>Learning Plan Critiquing Questions</i>	<i>Is the number of weeks enough, limited, or too long for the topic?</i>	<i>Are the learning outcomes clear and attainable?</i>	<i>Are the recommended contents relevant and sufficient?</i>	<i>Are the suggested TLAs practicable? Do they provide deepening of understanding? Do they connect to the realities of practice?</i>	<i>Is the purpose of the Suggested Assessment Tasks clear? Will the Tasks support pre-service teacher learning?</i>	<i>Are the suggested Teaching and Learning Resources appropriate and sufficient?</i>
<i>Answers to Learning Plan Critiquing Questions</i>						
<i>Directions for Adoption/Adaptation</i>						

Prepared by:

Name of Participant
Institution

Name of Participant
Institution

Name of Participant
Institution

Facilitator's Guide for Unpacking the Design of the Courses through the Syllabus Guides

This is a post-viewing activity that complements the Explainer Video on Exploring Constructive Alignment in the Syllabus Guides.

Time	Activity	Notes to Facilitator
10 minutes	Giving instructions	1. Ensure accessibility of the link to the copy of the Professional Learning Activity Sheet for PLA 5: Getting Started with the Syllabus Guides. 2. Orient participants that the objectives of the activity are to: a. read the Syllabus Guides to unpack the course content and delivery.; and b. explore ways of using the Syllabus Guides to contextualize the course design and delivery. 3. Instruct the participants to work with colleagues from the same institution and/or participants who teach the same course. 4. Explain the parts and expected details in the PLA 5 Sheet. a. Getting started with the Syllabus Guides begins with unpacking the Course Description. Participants are asked to highlight the parts of the Course Description that refer to the course objective, content, and teaching and assessment methods. b. Step 2 involves examining the alignment among Program Outcomes, Course Outcomes, and Assessment. The guide questions will help the participants in analyzing the mapping. c. Step 3 asks participants to analyze the suggested Learning Plan to think of ways to adopt or adapt the course design. 5. Make sure that the participants are ready to start the activity before setting the timer. The time allotted for the activity is 30 minutes.
30 minutes	Accomplishing the PLA Sheet	1. Assist the participants when they have questions about the instructions. 2. Monitor the participants' progress in completing the activity. 3. Provide a 5-minute prompt before the allotted time ends.
20 minutes	Sharing of Insights with the Big Group	1. Facilitate the sharing by asking volunteer participants to briefly describe their observations about the Syllabus Guide. 2. Have participants share their ideas on adopting and adapting the Syllabus Guide. 3. Conclude the session by summarizing the highlights of the sharing. 4. Remind participants that their insights and takeaways will be used in doing PLA 6: Planning for Teaching and Learning.

Learning Session: Planning for Teaching and Learning

The workshop package for this learning session provides a structured, collaborative space for teacher educators to transition from evaluating syllabus designs to actively engineering day-to-day instructional practices. This toolkit contains a detailed lesson planning activity sheet, an open-ended instructional planning template, and an operational facilitator's guide. The core activity requires participants, working in pairs, to unpack a chosen syllabus guide and design a contextualized, granular teaching and learning plan for a specific topic. The structured template shows explicit alignment across ten interconnected dimensions, including instructional time allocations, resource mapping, formative assessment criteria, and developmental teaching sequences that move

pre-service teachers from active recall to peer collaboration and critical reflection. To reinforce pedagogical transformation, the session embeds a "Turn and Talk" peer review mechanism and an open plenary dialogue driven by specific reflective questions, challenging faculty to evaluate necessary changes in their personal teaching methods to effectively deliver the reframed curriculum.

Link to Professional Learning Activity Sheet (Word Document): [\[Insert URL Here\]](#)

Professional Learning Activity Sheet for Planning for Teaching and Learning

The Reframed Pre-service Teacher Education Curriculum prompts a rethinking of instructional practice in Teacher Education Institutions. The activity, **Planning for Teaching and Learning**, aims to guide Teacher Educators in unpacking the Syllabus Guides. The activity also serves as a workable resource in facilitating collaborative instructional planning to contextualize course delivery.

Work with a partner to explore different approaches and strategies that align with the expectations of the reframed curriculum. Select a Syllabus Guide for a course and choose a specific content to work on. Use the Planning Guide on the next page to detail your suggested course delivery. The parts and expectations of the Planning Guide are described below:

Planning Guide

Specific parts of the Planning Guide are marked with corresponding numbers in superscript.

1. The **Course Learning Outcomes, Instructional Learning Outcomes**, and **Content** will be selected and lifted from the chosen Syllabus Guide.
2. The **Expected Output** can be a product of performance that serves as evidence of learning or a demonstration of competencies after covering the course content selected.
3. The **Number of Periods** refers to the estimated number of synchronous or in-person classes that will be needed to cover the topic. The **Duration**, which refers to the time per period, can also be indicated. For example, the plan covers *two 1.5-hour in-person periods*.

The Teaching and Learning Activities

4. **Time Allocation**, which is the projected number of minutes in a period that will be spent on specific activities.
5. The **Activity** column indicates the Teaching and Learning Activities that will cover the identified content. It is encouraged that there are activities for:
 - a. active recall to assess pre-service teachers' (PSTs) prior knowledge;
 - b. interactive presentation and processing of content to specify how new knowledge and/or skills will be developed;
 - c. collaboration with peers on activities that require problem solving and critical thinking; and
 - d. reflection on and for learning.

The activities must be plotted developmentally to ensure their workability based on topic complexity and task demands.

6. The **Description** column provides details on the Activity's objective and procedure. The roles of Instructors and Pre-service Teachers can be included in the description.
7. **Learning Resources** refers to key references, activity sheets, and related instructional materials that the activity requires.

Assessment

8. The **Formative Assessment** column indicates the assessment activity aligned with the Course Learning Outcomes and Instructional Objectives.
9. The **Description** column provides the objective and procedure of the assessment task.
10. The **Assessment Criteria** provides measurable indicators for assessing the product or performance indicated. A link to a rubric, scoring guide, and related tools can be included.

Course Title:
Date and Time:
Course Instructor(s):

Course Learning Outcome(s)¹:			
Instructional Learning Outcome(s)¹:			
Content¹:			
Expected Output²:			
Number of Periods and Duration³:			
Teaching and Learning Activities			
Time Allocation⁴	Activity⁵	Description⁶	Learning Resources⁷
Assessment			
Formative Assessment⁸	Description⁹		Assessment Criteria¹⁰

Facilitator's Guide for Planning for Teaching and Learning

Time	Activity	Notes to Facilitator
10 minutes	Giving instructions	1. Ensure accessibility of the link to the copy of the Professional Learning Activity Sheet for Planning for Teaching and Learning. 2. Orient participants on the following objectives of the activity: a. unpack the Syllabus Guide for a course through adapting the course outcomes, content, activities, and assessment; and b. explore the different instructional approaches and strategies that align with the expectations of the reframed curriculum. 3. Explain that the expected output is a teaching and learning plan that covers a specific topic in a course.

Time	Activity	Notes to Facilitator
		- Instruct the participants to work with a partner. - Explain the parts and expected details in the worksheet. Go over the descriptions in the Planning Guide. - Make sure that the participants are ready to start the activity before setting the timer. The time allotted for the activity is 40 minutes.
40 minutes	Planning for Teaching and Learning	- Assist the participants when they have questions about the instructions. - Monitor the participants' progress in completing the activity. - Provide a 5-minute prompt before the allotted time ends.
10 minutes	Turn and Talk	- Ask the pairs to turn to another pair to exchange answers to any of the following questions: - What new teaching strategy are we trying out in this lesson? Why this strategy? - What learning materials or resources are we using for the first time? How are we using it? - How does our plan give active roles to our students? - How does our plan ensure that we know what our students have learned and accomplished? - Give the participants 10 minutes to turn and talk.
15 minutes	Sharing of Insights with the Big Group	- Facilitate the sharing of insights by asking volunteer participants to share their answer to any of the questions raised in Turn and Talk: - What new teaching strategy are we trying out in this lesson? Why this strategy? - What learning materials or resources are we using for the first time? How are we using it? - How does our plan give active roles to our students? - How does our plan ensure that we know what our students have learned and accomplished? - Ask volunteer participants to share their answer to any of the following reflective questions: - What changes do I need to make to my teaching methods to effectively deliver the reframed curriculum and better support student learning? - How does the reframed curriculum challenge me to improve the way I teach? - Conclude the session by summarizing the highlights of the sharing. - Remind participants that their insights and takeaways will be used in developing their Institutional Curriculum Implementation Plans.

Curriculum Implementation Planning and Teacher Education Institution (TEI) Mixer

The training toolkit in Section 3 provides a comprehensive strategic blueprint for the operationalization and long-term sustainability of the curriculum rollout. This extensive component consists of a macro-level institutional curriculum implementation planning sheet, progressive action planning templates, specialized facilitator guides, and a structured table-rotation networking matrix. The activity is split into a two-part progression spanning multiple workshop days. In Part 1,

institutional teams work internally to map out short-term, midterm, and long-term goals across specific degree offerings and certificates. They compile an initial curriculum implementation plan across four core institutional areas: Faculty Professional Development, Pre-Service Teachers Engagement, Stakeholder Involvement, and optional Contextualization and/or Innovation initiatives. In Part 2, the planning template shifts to focus on role-specific actions and define exactly how administrators, faculty, and CHED Regional Office personnel can support and monitor the implementation while mitigating anticipated institutional challenges.

Directly following each planning session, the package introduces the TEI Mixer, a dynamic peer-review and professional networking structure designed to break down institutional isolation and build regional networks. The toolkit provides focus questions and strict rotation rules to guide facilitators in managing this collaborative mixer. During these timed rounds, participants exchange priority activities with other higher education institutions of varying typologies, allowing them to compare planning matrices, align their strategies with broader institutional outcomes, and establish initial consortium arrangements for shared resources, joint research, or teaching externship models. The collected implementation outputs ultimately serve as critical regional data to inform targeted support programs by the TEC and CHED.

Link to Curriculum Implementation Plan Template (Word Document): [\[Insert URL Here\]](#)

Professional Learning Activity Sheet for Curriculum Implementation Planning

Name of Teacher Education Institution:			
Region:		TEI Typology:	• State Universities and Colleges (SUCs) • Local Universities and Colleges (LUCs) • Private Higher Education Institutions (PHEIs) • Centers of Excellence (COEs) • Centers of Development (CODs)
Reframed Pre-Service Teacher Education Programs to be offered:			

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Short Term Goals:	<i>What are your institution's actionable targets this year before the implementation of the reframed curriculum?</i> Type here.
Midterm Goals:	<i>What are your institution's goals in the next three years to ensure effective implementation of the reframed curriculum?</i>
Long Term Goals:	<i>What are your institution's goals in the next five years to ensure effective implementation of the reframed curriculum?</i> Type here.

Instruction: Accomplish the following matrices based on your institutional goals. A sample entry for each area is provided.

Area 1. Faculty Professional Development

Timeframe	Objectives	Priority Activities	Resources Needed	Monitoring and Evaluation Processes
<i>Indicate the projected timeframe for the activity.</i>	<i>Indicate objectives specific to the activity. Align the objectives with specific institutional goals.</i>	<i>Describe the Faculty Professional Development activities that will support curriculum implementation.</i>	<i>Indicate the resources (i.e., human, material, technological, financial, physical) needed to carry out the activity.</i>	<i>Indicate possible strategies for data collection, analysis, and utilization to monitor progress and evaluate the activity's success.</i>
Q3 2026	Capacitate faculty on the unpacking of the reframed pre-service teacher education curriculum.	Department-based professional learning sessions on curriculum unpacking to be led by program coordinators	Venue Indicative program Modified professional learning resources	Collection and analysis of faculty outputs to inform plans for more specialized trainings
Begin here.				

Area 2. Pre-Service Teachers Engagement

Timeframe	Objectives	Priority Activities	Resources Needed	Monitoring and Evaluation Processes
<i>Indicate the projected timeframe for the activity.</i>	<i>Indicate objectives specific to the activity. Align the objectives with specific institutional goals.</i>	<i>Describe the activities for Pre-service Teachers that will support curriculum implementation.</i>	<i>Indicate the resources (i.e., human, material, technological, financial, physical) needed to carry out the activity.</i>	<i>Indicate possible strategies for data collection, analysis, and utilization to monitor progress and evaluate the activity's success.</i>
July 2026	Gather inputs from pre-service teachers that will inform directions for curriculum implementation strategies	Conduct of a survey among incoming and enrolled pre-service teachers on their expectations and recommendations in implementing the reframed pre-service teacher education curriculum programs	Survey tool A team of faculty and staff who will analyze the data and draw recommendations	Conduct of an online survey to collect, analyze, and report results at the College/Faculty/Department and University levels

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Area 3. Stakeholder Involvement

Timeframe	Objectives	Priority Activities	Resources Needed	Monitoring and Evaluation Processes
<i>Indicate the projected timeframe for the activity.</i>	<i>Indicate objectives specific to the activity. Align the objectives with specific institutional goals.</i>	<i>Describe the activities for stakeholders' involvement that will support curriculum implementation.</i>	<i>Indicate the resources (i.e., human, material, technological, financial, physical) needed to carry out the activity.</i>	<i>Indicate possible strategies for data collection, analysis, and utilization to monitor progress and evaluate the activity's success.</i>
July 2026	Identify with key stakeholders the shared objectives in supporting curriculum implementation	Organize FGDs with partner DepEd schools and the local school board on possible collaborations on experiential learning for pre-service teachers	Coordination with focal persons from partner agencies	Collection and analysis of FGD data to inform initiatives on developing experiential learning programs

Area 4. Contextualization and/or Innovation (OPTIONAL)

Timeline	Objectives	Priority Activities	Resources Needed	Monitoring and Evaluation Processes
<i>Indicate the projected timeframe for the activity.</i>	<i>Indicate objectives specific to the activity. Align the objectives with specific institutional goals.</i>	<i>Describe the activities for contextualization and/or innovation initiatives that will support curriculum implementation.</i>	<i>Indicate the resources (i.e., human, material, technological, financial, physical) needed to carry out the activity.</i>	<i>Indicate possible strategies for data collection, analysis, and utilization to monitor progress and evaluate the activity's success.</i>
Q3 2026	Scan the regional industry sectors relevant to teacher education to inform the development of teaching externship models.	Conduct a scoping study to map the relevant industries in the district/region to look into potential partnerships	A team of faculty and staff who will do the scoping Research fund	Scoping data to inform recommendations for an industry partnerships agenda

Facilitator's Guide for Curriculum Implementation Planning

Time	Activity	Notes to Facilitator
15 minutes	Giving instructions	1. Ensure accessibility of the link to the copy of the Professional Learning Activity Sheet for the Institutional Curriculum Implementation Plan. 2. Orient participants on the following objectives of the activity: a. identify long- and short-term curriculum implementation goals that align with the institutional context; and b. Identify priority activities that will support curriculum implementation. 3. Explain that the expected output will be accomplished on Day 1 and Day 2 after completing the sessions on curriculum unpacking. Initial ideas can be recorded in Day, while additional ideas and completion of details can be accomplished in Day 2. 4. Instruct the participants to work with colleagues from the same institution. 5. Explain the parts and expected details in the template. Use the sample entries to explain the template. 6. Make sure that the participants are ready to start the activity before setting the timer. The time allotted for the activity is 45 minutes.
45 minutes	Accomplishing the Curriculum Implementation Plan	1. Assist the participants when they have questions about the instructions. 2. Monitor the participants' progress in completing the activity.
	Transition to TEI Mixer	Instruct the participants to prepare for the TEI Mixer where the sharing of initial plans and networking will be facilitated.

Facilitator's Guide for Teacher Education Institution (TEI) Mixer

Time	Activity	Notes to Facilitator
PART 1 (Day 1) 15 minutes	Giving instructions	- Orient participants on the following objectives of the activity: - co-develop with other TEIs a curriculum implementation plan that responds to the institutional and regional contexts; and - explore potential partnerships with TEIs in delivering initiatives that support curriculum implementation. - Explain the TEI Mixer Instructions: - TEI participants will share with other TEI participants their selected Priority Activities in the Curriculum Implementation Plan. - TEI participants in the same table will be given 15 minutes to share Priority Activities in one of the following areas: - Faculty Professional Development - Pre-service Teachers' Engagement - Stakeholder Involvement - Contextualization and/or Innovation - There will be two 15-minute rounds. Participants will transfer to another table after the first round. - Make sure that the participants are ready to start the activity before setting the timer. The time allotted for the first round is 15 minutes.
15 minutes	TEI Mixer Round 1	- TEI Participants share their Priority Activities to: - complement plans with similar ideas; and - start initial discussion on possible collaboration - Provide a 3-minute prompt before the allotted time ends.
10 minutes	Transfer to another table for TEI Mixer Round 2	Instruct participants to conclude the discussion with their partner TEI and move to another table.
15 minutes	TEI Mixer Round 2	- TEI Participants share their Priority Activities to: - complement plans with similar ideas; and - start initial discussion on possible collaboration. - Provide a 3-minute prompt before the allotted time ends.
10 minutes	Mixer Roundup	- Ask volunteer participants to share: - refinements to their initial plans for Priority Activities - potential partnerships - Give a concluding remark and thank the participants for their active participation. - After the TEI Mixer in Day 2, remind the participants that copies of their Curriculum Implementation Plan will be collected to inform TEC's support programs.

Section 4: Exemplar Capacity Enhancement Matrices and Technical Notes
Sample Program Schedules and Time Allocations

General Facilitation Notes and Workshop Logistics

Instructional Design to Learning Design