ABSTRACT

Purpose: This study aims to systematically analyze previous studies on teacher education reforms to facilitate a paradigm shift in Teacher Education, aligning with the mission of Bulacan State University to produce highly competent, ethical, and service-oriented professionals contributing to sustainable socio-economic growth and development.

Theoretical reference: Grounded in Transformative Learning Theory, which posits that education should lead to profound changes in perspectives and practices through critical reflection, experiential learning, and transformative experiences.

Method: The research utilized a qualitative method, specifically employing a systematic review of literature and content analysis techniques. The systematic literature review involved collating, reviewing, and assessing a body of literature using pre-specified and standardized techniques, while content analysis measured and evaluated the nature, meanings, and relationships of specific terms, themes, and concepts.

Results and Conclusion: The results highlighted the necessity for developing an institutional culture within the teacher education program, including establishing norms, practices, and standards across various teacher education subjects, assessing activities, and continuously monitoring and supervising all activities, with corrective action against practices that violate prescribed norms and standards. The study's findings suggest that reforms in teacher education should focus on creating a robust institutional culture that upholds high standards and practices, enhancing the effectiveness of teacher education programs and better preparing educators to contribute to socio-economic development.

Implications of research: This research provides a comprehensive framework for reforming teacher education programs by emphasizing the importance of institutional culture and transformative learning, offering valuable insights for Higher Education Institutions (HEIs) aiming to improve the quality of their teacher education programs and align them with broader socio-economic goals.

Originality/value: The study offers valuable insights for HEIs aiming to improve the quality of their teacher education programs and align them with broader socio-economic goals, thereby contributing to sustainable socio-economic growth and development.

Keywords: sustainable development goal, quality education, teacher education, paradigm shift, high quality, reform, framework, sustainable development goals (SDGs).
1 INTRODUCTION

What makes a teacher education program of higher quality? How can we make it responsive to the fundamental changes occurring in society brought about by internationalization, technological innovations, and global political and socio-economic reforms? The worldwide phenomena resulted in the emergence of the universal access to higher education and the formulation of new frameworks for teaching and learning. These turns of events have underscored the need to produce human resources well equipped to confront the demands of global challenges. Suffice to say that we need relevant and quality education to produce human resources with high quality. There exist several definitions about quality education. Momanyi (2016) posited that the main function of the school is to improve quality in student learning. He further explained that quality as the provision of ‘excellent service/product’, ‘reasonably fit for the purpose’, or ‘meeting or exceeding the expectations of the customer’. Quality is then the constant maintenance of a value that may go wrong in the service delivery at the school. An example that could be given is, if the administrators realize that performance is slowing down or some stakeholders are becoming dissatisfied, then all these call for appropriate remedies. Given the considerable number of higher education institutions offering teacher education courses, articulating a set of robust and versatile indicators of strong teacher education becomes especially important.

Transformative Learning Theory, proposed by Jack Mezirow, emphasizes the process of effecting change in a frame of reference. It is highly relevant to the research on a paradigm shift toward higher-quality education in teacher education programs. This theory advocates for critical reflection and active engagement in learning, essential for fostering competent and ethical educators. According to Mezirow (1997), transformative learning involves experiencing a deep, structural shift in basic premises of thought, feelings, and
actions. Implementing this theory can enhance the curriculum and professional development initiatives, aligning with the goal of producing well-rounded educators (Illich & Harvel, 2017). Integrating transformative learning principles can thus drive meaningful reforms in teacher education.

Teachers play a crucial role in achieving educational goals, facing various challenges and opportunities. Faculty in higher education institutions have expanded responsibilities encompassing instruction, research, and extension services. These functions enable them to share knowledge with learners, peers, and the community, reflecting their pivotal role in education.

Teacher education programs are characterized by conceptual orientations, which represent educational ideologies or traditions (Furuhagen et al., 2019). These orientations, seen as paradigms, encompass beliefs and assumptions underlying different teacher education programs (Zeichner, 2016; Furuhagen et al., 2019). This systematic literature review and content analysis aim to identify strong indicators for building an ideal framework for high-quality teacher education. Typically, teacher education is influenced by multiple orientations, not just one (Furuhagen et al., 2019). Extensive research on teacher education practice and theory supports the design and practice of teacher education programs (Hammerness & Klette, 2015). This study’s comprehensive literature review aims to guide the transformation of the BulSU Teacher Education Program.

1.1 OBJECTIVES OF THE STUDY

The main objective of the study is to make a systematic analysis of previous studies on teacher education reforms.

Specifically, the study would like to seek answers to the following questions:

1. How may the paradigm shift of the global and local teacher education institutions be described in terms of:
   1.1 Philosophy;
   1.2 Human Resource;
   1.3 Physical Facilities;

1.4 Curriculum;
1.5 Administrative Processes;
1.6 Research;
1.7 Extension;
1.8 Examination and Certifications;
1.9 Local/International Linkages;
2. How should the teacher education program of BulSU be restructured based on the result of systematic literature review in response to new aims, paradigm shifts, and reforms in education?

2 METHODS

The study utilized a qualitative method of research specifically using a literature review and content analysis techniques. The systematic literature review is a method/process/protocol in which a body of literature is collated, reviewed and assessed while utilizing pre-specified and standardized techniques (Štrukelj, 2018). Recent studies from the year 2016-2019 were analyzed to identify the transformation made in the teacher education program of the different educational institutions in terms of nine identified key indicators by the researchers. These indicators were formed from considering the compliance of the teacher education program to Commission on Higher Education (CHED), accreditation, and culture of the University. The key indicators discussed in the objectives were the bases of analysis. The result of the analysis determined the strengths and areas of reform of the teacher education program.

3 RESULTS AND DISCUSSIONS

3.1 A PARADIGM SHIFT IN LOCAL AND GLOBAL PERSPECTIVE

The teacher education program of an institution plays an important role in nation-building. The program hones individuals who will be the future agent of change of the nation. Within and outside the classroom, reinventing the role
of teachers will lead to significantly better schools and better-educated students. Thus, developing the future teachers of the nation is a critical role for a teaching institution. The attempt of a paradigm shift to teacher education has been practiced for the past years especially from a global perspective.

The following discussion focuses on the review of existing literature in the past ten (10) years on the paradigm shift of the different teacher education from different countries. The review anchors on the findings which tackle the compliance indicators of a higher education institution offering a teacher education program. The nine indicators are the following: 1) Philosophy (Vision, Mission, Core Values); 2) Human Resource (Administrators, Teachers, Students, Non-teaching staff); 3) Physical Facilities (Facilities, Laboratories, Library); 4) Curriculum; 5) Administrative Processes; 6) Research; Extension; 7) Examination and Certifications; 8) Local/International Linkages.

A systematic literature review was undertaken to identify the best practices of other education institutions based on the key indicators. The review covers the year 2013 to 2020 as these are considered as the rule of thumb in using contemporary sources of information (“Conducting a Literature Review,” 2019).
Table 1

Result of Literature Review

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Best Practices</th>
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<tbody>
<tr>
<td>Philosophy</td>
<td><strong>Hamerness and Klette, 2015.</strong> Clear vision and coherency</td>
</tr>
<tr>
<td></td>
<td>Darling-Hammond, 2017. Adoption of V3SK framework</td>
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<td></td>
<td><strong>Mutton et al., 2016.</strong> Renewed focus on the moral imperative of teaching and</td>
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<td>the purpose of education</td>
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<td></td>
<td><strong>Svendsen, J., 2016.</strong> Strong parent-teacher relationships relate to positive</td>
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<td>student outcomes for students.</td>
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<td><strong>Steel, 2018.</strong> Teaching as a way of life</td>
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<tr>
<td>Human Resource</td>
<td><strong>Sanal &amp; Ozen (2018). Teachers.</strong> Quality knowledge of teachers</td>
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<td></td>
<td><strong>Etor &amp; Ekpho, 2016. Teachers.</strong> Admission of persons into teachers' institutions should be through carefully developed and rigorous criteria</td>
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<td></td>
<td><strong>Stein &amp; Stein, 2016. Teachers.</strong> Maximum exposure to the realities of teaching</td>
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<td></td>
<td><strong>Bakir, 2015. Teachers.</strong> Mentoring program for faculty in integrating technology in teaching guided by TPACK</td>
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<td>**Stein &amp; Stein, 2016; McMahon et al., 2013. Selective in acceptance of teacher candidates and Initial Teacher Education</td>
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<td><strong>Bahr &amp; Mellor, 2016. Students:</strong> Demonstrate impactful teaching before they will be acceptable for graduation</td>
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<tr>
<td></td>
<td><strong>Svendsen, J., 2016. Stakeholders.</strong> Share accountability for candidate outcomes</td>
</tr>
<tr>
<td>Curriculum</td>
<td><strong>Nandita 2015; Jijon (2018).</strong> Application of constructivism approach in teaching with inclusion of the use of reflective exercises in the curriculum</td>
</tr>
<tr>
<td></td>
<td><strong>Darling-Hammond, 2017. Two-year clinical Master of Teaching degrees</strong></td>
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<td></td>
<td><strong>Instefjord and Munthe, 2015.</strong> Convert technology proficiency into pedagogical compatibility</td>
</tr>
<tr>
<td></td>
<td><strong>Keane, 2016.</strong> Strengthen the use of TPACK as being a foundational framework.</td>
</tr>
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<td></td>
<td><strong>Santos &amp; Castro, 2021. Students.</strong> Alternative approaches in the implementation of ICT in the classroom</td>
</tr>
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<td></td>
<td><strong>Svendsen, J., 2016.</strong> Develop content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains</td>
</tr>
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<td></td>
<td><strong>Chris, 2015.</strong> Preparation of Pre-service teachers for inclusive education</td>
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<tr>
<td>Administrative</td>
<td><strong>Zeichner et al., 2014. Hybrid Spaces in Teacher Education</strong></td>
</tr>
<tr>
<td>Processes</td>
<td><strong>Stein &amp; Stein, 2016. Involvement of college/university professors in the practice of the profession</strong></td>
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<td><strong>Svendsen, J., 2016.</strong> Constant and systematic surveillance of their enrolled students.</td>
</tr>
<tr>
<td>Research</td>
<td><strong>Beauchamp et al., 2015.</strong> Creation of a network of ‘hub teaching schools as a focal point for research, learning, and teaching’</td>
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<td><strong>Mutton et al., 2016. A central portal of synthesized executive summaries,</strong></td>
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<td>providing practical advice on research findings of effective teaching in different subjects and phases</td>
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<td><strong>Afdal &amp; Spernes, 2018. Students need to be socialized into the research practice over time.</strong></td>
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<td><strong>Furuhagen et al., 2019. All teaching is based on research</strong></td>
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<tr>
<td>Extension</td>
<td><strong>Zeichner et al., 2014. Field placements in the community- based organizations</strong></td>
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<tr>
<td>Examinations and</td>
<td><strong>Zygmun &amp; Clark, 2013. Exploration and needs of the community</strong></td>
</tr>
<tr>
<td>Certifications</td>
<td><strong>Svendsen, J., 2016. Standard for high academic achievement and ability is met through multiple evaluations and sources of evidence</strong></td>
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3.1.1 Philosophy

Mutton et al. (2017) emphasize the moral imperative in teaching, advocating for a renewed focus on education's goals to generate energy, common intent, and professionalism. Darling-Hammond (2017) highlights the global trend of setting teaching expectations to improve conduct. Institutions and families both play crucial roles in instilling values in students (Svendsen, 2016). Hammerness and Klette (2015) stress the need for a clear vision and coherence in teacher education programs. Steel (2018) suggests integrating Philosophy of Education into these programs to create authentic learning experiences, aiming to entice future teachers towards seeing teaching as a way of life. Jijon (2018) notes that future teachers' learning should intertwine with teaching methodologies, culturally relevant practices, and child development. Illeris (2016) and Mukeredzi et al. (2018) discuss transformative learning in teacher education, where teachers fundamentally change their perceptions of teaching and schooling's role in society, develop inner authority for making judgments, and engage with contradictory perceptions of learning and teaching. This holistic formation involves both schools and families, with teachers needing a strong moral mission to inspire and guide students (Mutton et al., 2017), a significant challenge for teacher education programs.
3.1.2 Human Resource

3.1.2.1 Acceptance of Teacher Candidates

Selective acceptance of teacher candidates should be the first and foremost step to uphold the desired quality performance of the program. Stein and Stein (2016) mentioned that at the very least, on college entrance examinations, high school students who aspire to be teachers should score above the national average and come from the top half of their graduating classes in high school. The same idea was acknowledged by McMahon et al. (2013), they mentioned in their study countries like Singapore, South Korea, Finland and Hong Kong recruit student teachers out of the top third of their graduate cohorts.

3.1.3 Recruitment

The effectiveness of any initiative to improve educational outcomes depends on the teachers who carry them out and, thus, on the expertise and training of those drawn to the sector. In this sense, the faculty members of the teacher education program will play an important role in the reform of the program, thus, recruiting the right person is one of the keys.

To ensure improved quality output and corresponding productivity in the school system, admission of persons into teachers’ institutions should be through carefully developed and rigorous criteria. Individuals that will teach in teacher education programs are to be subjected to rigorous recruitment exercises to ensure that only those who are professionally trained with proven competences are employed (Etor & Ekphoh, 2016).

Cochran-Smith and Reagan (2021) suggested that the process for admittance into teacher preparation programs must be changed to ensure only the best candidates are selected. Additionally, he stated that teacher preparation programs should include more field experiences similar to medical school. In this way, prospective teachers would be provided with a deeper understanding of classroom practices and needs. DeMonte also argued that
prospective teachers should be required to pass content and pedagogical exams that are both theoretical and practical. Singapore’s Ministry of Education only recruits teachers from the top one-third of each graduating class. After getting one teacher education degree, candidates go into an interview process to be evaluated in terms of passion for teaching, communication skills, creativeness and innovativeness, confidence, leadership qualities, and good role model (Aras, 2018).

3.1.4 Teacher Qualifications

The quality of education is closely linked to the quality of teachers, with an emphasis on teacher knowledge over quantity (Mallinson as cited by Aajiz et al., 2019). Sanal and Ozen (2018) argue that qualified teacher education starts with selecting the right candidates, applying appropriate learning programs, and ensuring necessary qualifications in field and pedagogy knowledge. Dunst (2019) found that teachers with higher degrees demonstrate stronger belief appraisals and better classroom practices, with consultative feedback on student ratings positively influencing faculty performance and student interactions.

Stein and Stein (2016) argue against the “ivory tower” mindset in teacher education, advocating for professors to be actively involved in practical classroom experiences and serve as mentors. They stress the importance of practical engagement over theoretical knowledge. Support from various stakeholders helps students navigate program challenges and appreciate teaching as a noble profession requiring high-quality performance (Svendsen, 2016).

Dr. Gascon emphasizes that having the ‘right’ people is crucial for producing competent students, highlighting the significant role of faculty in shaping future teachers with the support of administrators and non-teaching staff. This collaborative effort underscores the importance of high-quality education and dedicated teaching professionals in fostering educational excellence.
3.1.5 Curriculum


Cochran-Smith and Reagan (2021) argue that constructivist theory alone is insufficient, advocating for reflective exercises to create reflective practitioners. Jijon (2018) emphasizes reflective practice for understanding diversity and the impact of teaching, potentially transforming teachers into intellectuals who integrate scholarly reflection and practice. Marope et al. (2017) stress the curriculum as a continuum, from the official to the assessed curriculum, noting the risk of diminishing effectiveness without decisive interventions.

Rodney (2020) discusses the role of technology and IoT in 21st-century education. Xiong (2015) underscores integrating ICT into teacher education, developing pre-service teachers' technological pedagogical content knowledge (TPACK), enhancing teaching and learning outcomes. Education systems must update teacher preparation and professional development to ensure effective...

Teacher education programs should extend support beyond graduation, fostering postgraduate study to cultivate graduates capable of meeting diverse learners' needs and executing effective interventions (Darling-Hammond, 2017). Over 90 percent of Master of Teaching graduates feel well-qualified for teaching, compared to half of new teachers nationally, highlighting the importance of continuous professional development.

3.1.6 Administrative Processes

Teacher education institutions aiming to reform face significant challenges, including adapting to new changes and expectations in their environments. Zeichner et al. (2014) suggest creating hybrid spaces where academic, school-based, and community-based knowledge converge to support teacher learning in a non-hierarchical manner. These spaces aid in preparing education students from acceptance to pre-service practice. Jijon (2018) emphasizes that school leaders must provide safe spaces for students' lived experiences to transform schools into centers of academic excellence. Such environments attract highly qualified teachers who value leadership and advocacy for change. Stein and Stein argue that once admissions requirements are raised, teacher training programs must also be adjusted to accommodate more qualified applicants. Svendsen (2016) recommends continuous and systematic monitoring of students, setting curriculum advancement requirements, and tracking candidates' progress from admission to completion.

3.2 Research

Research enhances quality of life and should be integral to professional practices, including teacher education. Establishing a research culture in colleges can improve teacher education programs. Furuhagen et al. (2019) note that teacher educators, often holding doctoral degrees and focusing on
research, ensure teaching is research-driven. Educators must apply theoretical knowledge to solve everyday problems.

Students should also be trained in research practices. Afhdal and Spernes (2018) found that various exercises helped students appreciate reflection and collaboration, gradually socializing them into scientific practice through structured courses.

Beauchamp et al. (2015) propose developing 'hub teaching schools' that collaborate with local authorities and university-based educators, enhancing university personnel's active participation in school practice. Mutton (2015) supports creating a centralized portal of executive summaries, providing specific guidance on successful teaching practices across subjects and phases, emphasizing the practical application of research findings.

3.2.1 Examinations and Certifications

Based on different literature, the performance of the students is always the measurement of quality education and this is being monitored by submitting the institution to accreditation. The importance of collecting evidence through various tools is emphasized in order for each program to develop conformity with requirements (Svendsen, 2016). Using methods that contribute to accurate and credible results, the education institution can demonstrate and retain a quality assurance framework composed of valid data from various measures, including proof of the beneficial effect of candidates and completers on student learning and progress.

Moreover, it is necessary to study teacher, school, and student variables very well so that graduates can certainly do it in the teacher board review (Quiambao et al., 2015). The amount and standard of education earned by an educational graduate is a reasonable place to start to assess the Licensure Examination for Professional Teachers (LEPT) output of teachers. The results of this study suggested that the academic average correlates favorably with the LEPT ratings with the academic performance of accounting graduates in the CPA board review and had a positive relationship. The grade is referred to as a concrete indicator that quantifies the learning level of the student. It also
offers a clear picture of how far the success and achievement of students have met the appropriate level. In this sense, students' performance during college should be taken with focus to ensure that they are performing well in every subject to achieve high LEPT ratings.

### 3.2.2 Linkages

Partnerships with institutions enhance teacher education programs. Stein and Stein (2016) emphasize the need for colleges with teacher licensing programs to form permanent collaborations with local public schools for hands-on training. Effective collaborations and high-quality clinical practice are essential for developing candidates' expertise, abilities, and professional disposition. Supervisors from educational schools should organize tasks, and local school systems should assign equivalent roles. Teacher candidates should engage with their assigned school by their sophomore year, ideally before, participating in activities like parent-teacher conferences and orientation meetings. Candidates must complete 500-600 hours of supervised public school activities to apply for a teaching certificate. Crehan (2016) highlights the need for adaptable career development in teacher education, suggesting the inclusion of exchange programs, internships, scholarships, educational project funding, and participation in educational legislation and research initiatives. These experiences allow educators to explore their aspirations, create change, and take risks beyond standard coursework.

### 3.2.3 Extension

Strengthening university extension alongside instruction and research fosters community engagement and prepares education students for teaching. Zeichner et al. (2014) highlight that placing preservice teachers in community-based organizations (CBOs) early in their credential program enriches their understanding of students and communities, diversity, and school analysis from an out-of-school perspective. These placements enhance literacy pedagogy and teaching practices, promoting youth participation, language growth, and
reading comprehension for minority learners. The community-based field experience, aligned with Elementary Teacher Education Program (ELTEP) coursework, builds critical relational facets of teaching. Zygmunt & Clark (2013) support this approach, emphasizing the importance of exploring community strengths and needs. Candidates interact with neighborhood residents to uncover “funds of knowledge,” foundational elements that support children’s future learning. This community engagement is essential for developing well-rounded, responsive teachers equipped to address diverse educational needs.

### 3.2.4 Physical Facilities

Having adequate and functional facilities is always together with the measure of quality service. According to Etor and Ekpho (2016), the availability of adequate facilities in educational institutions has a huge effect on the quality of graduate teachers. That is, teachers who had very sufficient infrastructure/facilities provision were better in terms of graduate quality than their counterparts who had adequate infrastructure/facilities provision and those who did not have adequate infrastructure/facilities provision where the higher the level of appropriate infrastructure/facilities provision, the greater the level of quality for graduate teachers and vice versa.

Rinto and Cogbill-Seiders (2015) indicate that attending a library instruction session has a significant positive impact on the performance of the student on the annotated bibliography project, at least in terms of the abilities of information literacy evaluated with rubrics. In the study of Mutton et al. (2016) suggests to have a central repository of resources and guidance on assessment. The implications of furnishing beginners with such ‘synthesized summaries’ is that these distillations of research all too easily become simple prescriptions for practice.
3.3 RESTRUCTURING THE TEACHER EDUCATION PROGRAM OF BULSU

The following actions were derived from the result of literature review and analysis of the faculty and student profiles of the College of Education.

**Philosophy**
- Formulate a list of sub values for each core value to easily integrate in the lesson of every subject (*Hammerness and Klette, 2015*);
- Semestral recollection of the faculty member to renew focus on the morals imperative of teaching and the purpose of education (*Darling-Hammond, 2017; Mutton et al., 2016; Steel, 2018*);
- Semestral meeting with parents of the students for clear and coherence values to expect from their children as future teachers (*Svendsen, J., 2016*).

3.3.1 Human Resource

3.3.1.1 Teachers

- Establish a high standard for the admission of teacher applicants in the College of Education (*Sanal & Ozen, 2018; Etor & Ekphoh, 2016*);
- All faculty members of the College of Education must take turns to visit the partner school of the college where the students are rendering their observation, practice and internship (*Stein & Stein, 2016*);
- Develop a structured program for the mentoring and training of teachers on the application of technology in teaching. The teachers must be experts of the concept of TPACK (*Bakir, 2015*);

**Students**

- Continue the practice of the University Admission in accepting teacher candidates who belong to the top 20% of the graduating class (*Stein & Stein, 2016; McMahon et al., 2013*);
- Develop a high standard on the final demonstration of the pre-service teacher which will be one of the basis for the acceptance in the graduation (*Bahr & Mellor, 2016*).
3.3.2 Stakeholders

- Create a program that will involve the community in the development of the students. It could be included in the extension activity of the students (Svendsen, J., 2016).

3.3.3 Curriculum

The quality of teacher education not only depends on a professionally sound and relevant curriculum, but also on the way the curriculum is implemented in Teacher Education Institutions (Nandita, 2013). Curriculum implementation depends on the proficiency and quality of the faculty together with the infrastructural and instructional facilities provided in the Institutions.

- The new paradigm should include changes in learning guided by the following principles:
  a. Learning should be individualized, localized, and globalized;
  b. Learning is self-actualizing, discovering, experiencing, and reflecting. Learners should become constructor of knowledge and emphasize active role of teachers in relation to the process of knowledge;
  c. Student and teacher share responsibility for the quality of the student’s learning process;
  d. To sustain lifelong learning, the learning process should be facilitated as enjoyable and self-rewarding. Core motivation, for both student and teacher, is satisfaction derived from improving the quality of each student’s learning;
- Development of curriculum guidelines through consultations and strengthening of the teacher education curriculum;
- Development of an Institutional Culture for Teacher Education that include norms, practices and standards for BulSU Teacher Education Courses;
  a. Bring in constructivism in the program. The choice of teaching strategies should be guided by the following principles:
Learning means interpretation of new experiences by the individual through own experiences;
Learning is an internal process;
Learners are totally active in the learning process;
Change in behavior is due to personal interpretation of facts, concepts and generalization;
Stresses on meaningful learning;
Teaching-learning methods are learner-centered.
Learning process is much more important than the learning outcome;

b. Assessment of activities of the new/ enhanced teacher education courses

c. Continuous monitoring, supervision and evaluation of the program

- Revised the syllabus of each course incorporating the application of constructivism approach with inclusion of reflective exercises (Nandita 2015; Jijon, 2018);
- TPACK framework be visible in the syllabus of each course to ensure the appropriate integration of technology (Instefjord and Munthe, 2015; Keane, 2016; Santos & Castro, 2021);
- Extend the offering of the college to two-year clinical in Master of Teaching degrees (Darling-Hammond, 2017);
- Include in the exposure of the students in inclusive education (Chris, 2015).

3.3.4 Administrative Processes

- Plan and design activities for putting up hybrid spaces for the faculty members of the college and the teachers from the partner school (Zeichner et al., 2014);
- Create a program to ensure that all faculty members of the college are given opportunity to involve in the practice of their profession through the partner schools (Stein & Stein, 2016);
- Create a standard on the retention of the students. Monitor the performance of the students every semester and make it sure that they meet the standard to stay in the college (Svenden, J., 2016).
3.3.5 Research

- Create space wherein findings of recent researches on teacher education are collected and curated. This space could be virtual for easy access of the faculty and students (Beauchamp et al., 2015; Mutton et al., 2016);
- Establish a research culture in the college by exposing the students to the findings of current researches in the practice of lesson development (Afdal & Spernes, 2018; Furuhagen et al., 2019).

3.3.6 Extension

- Integrate in the extension activities of the students the field placements in community-based organizations (Zeichner et al., 2014). In this sense, the students will be able to explore the needs of the community (Zygmunt & Clark, 2013).

3.3.7 Examinations and Certifications

- Set a high standard for the academic achievement and ability of the students (Svendsen, J., 2016). Maintain an accepted GWA to retain in the college (Quiambao et al., 2015);
- Encourage all students who passed the set standard of teaching education program to take the LEPT after the graduation (Findings from the gathered data in the college);
- Strengthen the offerings of the college in assisting the repeaters to improve their performance by providing innovative and comprehensive review;
- Include in the professional development program of the college the activity of benchmarking to other high performing institutions offering a teacher education program (Svendsen, J., 2016).
3.3.8 Linkages

- Continue the practice of the college in establishing a professional working relationship with DepEd Schools;
- Device a monitoring scheme to ensure that effective partnership and high quality clinical practice are central to the preparation of the students (Svendsen, J., 2016);
- Establish partnership not only to public DepEd Schools but also to private schools Darling-Hammond, 2017).

3.3.9 Physical Facilities

- Allot a space (physical/virtual) as central repository of resources and guidance on assessment for easy access of information by the students (Mutton et al., 2016);
- Provision of adequate facilities for the enhancement of learning of the students in the college such as library, laboratories, tools and equipment to facilitate teaching and learning (Etor and Ekpho, 2016);
- Create a library instruction session wherein students have scheduled to attend which is part of the activities in the select course (Rinto and Cogbill-Seiders, 2015).

4 CONCLUSION

The comprehensive analysis conducted in this study underscores the vital need for reforms in teacher education programs to align with the ever-evolving socio-economic and technological landscapes. Through a systematic literature review and content analysis, the study highlights the necessity of cultivating an institutional culture that upholds high standards and practices across various domains of teacher education. This involves the integration of transformative learning principles, fostering critical reflection, and experiential learning to ensure profound changes in perspectives and practices.
Key recommendations include establishing rigorous criteria for the selection and recruitment of teacher candidates and faculty members, enhancing curriculum implementation through constructivist approaches, and embedding technology proficiency within pedagogical practices. The study also emphasizes the importance of continuous monitoring and supervision, establishing hybrid spaces for collaborative learning, and promoting research-driven teaching methods. Additionally, the inclusion of community-based field placements and fostering strong linkages with local and international educational institutions are crucial for a holistic teacher education program.

By implementing these reforms, Bulacan State University aims to produce highly competent, ethical, and service-oriented educators capable of contributing to sustainable socio-economic growth. This framework for teacher education reforms provides valuable insights for Higher Education Institutions seeking to enhance the quality and effectiveness of their programs, ultimately better preparing educators to meet the demands of global challenges and drive positive change in the education sector.
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