



Center for  
Educational  
Measurement, Inc.

THE TEST OF EXCELLENCE

# 47<sup>th</sup> ANNIVERSARY CONFERENCE

# ONE VISION, SHARED MEASURES

*Empowering Progress through Assessment*

September 19, 2025 | 8:30 AM - 4:30 PM  
AIM Conference Center, Makati

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## PROCEEDINGS

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Center for Educational Measurement, Inc.



## CEM 47<sup>TH</sup> ANNIVERSARY CONFERENCE PROCEEDINGS EDITORIAL TEAM

Chief Editor:	<i>Jason V. Moseros</i>
Editorial Advisers:	<i>Dr. Grace H. Aguilin-Dalisay</i> <i>Rosario P. Faylona</i>
Documenters & Reviewers:	<i>Katrina L. Francisco</i> <i>Kathleen F. Geroche</i> <i>Jasmine A. Calpo</i> <i>Jerome R. Calicdan</i> <i>John Paul C. Bocatija</i> <i>Aimee P. Flores</i>
Design & Layout:	<i>Aileen A. Cartagena</i>

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*Center for Educational Measurement, Inc.  
33<sup>rd</sup> Floor Cityland Pasong Tamo Tower  
2210 Chino Roces Avenue, Makati City, PHILIPPINES  
Tel: +63 2 8813 3694 to 95  
Fax: +63 2 8894 1392  
+63 2 8894 5536  
Email: [inquiry@cem-inc.org.ph](mailto:inquiry@cem-inc.org.ph)*

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**8:30 AM**      **OPENING CEREMONIES**

**Welcome Message**

**Dr. Luis M. Sorolla, Jr., CSEE** | *Chair, CEM Board of Trustees*

**Opening Remarks**

**Dr. Grace H. Aguilung-Dalisay, RPsy** | *President & CEO, CEM*

**9:00 AM**      **KEYNOTE ADDRESS**

**Keynote Address:** Assessment Accountability and Autonomy: Towards Equity and Excellence in Philippine Education

**Dr. Allan B.I. Bernardo** | *Distinguished University Professor, De La Salle University*

**OPEN FORUM**

**10:00 AM**      **MORNING BREAK**

**10:30 AM**

**PLENARY SESSION I: Shared Measures, Shared Goals: Advancing Equity and Building Data-Informed Schools**

**Discussant #1:** Focusing on Big Ideas

**Dr. Edizon A. Fermin** | *Vice President for Academic Affairs, National Teachers College*

**Discussant #2:** Shared Measures, Shared Goals: Advancing Equity and Building Data-Informed Schools

**Asec. Janir Ty Datukan** | *Department of Education*

**Discussion on Philippine Education**

**Dr. Federico M. Macaranas** | *Education Committee Chair, Management Association of the Phils.*

**PLENARY SESSION OPEN FORUM I**

**MODERATOR PLENARY I SYNTHESIS**

**12:30 PM**      **LUNCH BREAK**

**2:00 PM**

**PLENARY SESSION II: Rethinking Assessment for the AI Era: Aligning Measures with 21st-Century Skills and Ethical Innovation**

**Discussant #3:** Rethinking Assessment for the AI Era: Aligning Measures with 21st-Century Skills and Ethical Innovation

**Dr. Jennie V. Jocson** | *Teacher Education Council Secretariat*

**Discussant #4:** Rethinking Assessment for the AI Era: Aligning Measures with 21st-Century Skills and Ethical Innovation

**Atty. Jalieca L. Gadong-Balite** | *E-Learning Expert & Consultant, XEPTO Education*

**PLENARY SESSION OPEN FORUM II**

**MODERATOR PLENARY II SYNTHESIS**

**4:00 PM**

**CLOSING REMARKS**



# WELCOME MESSAGE



**Dr. Luis M. Sorolla, Jr.**  
*Chair, CEM Board of Trustees*

Good morning, everyone. Our beloved CEM President, Dr. Grace Aguilin-Dalisay. Our keynote speaker, mentor, Professor Dr. Allan Bernardo, members of the CEM Board, we have here with us also our former member, Dr. Tan. Present member, Dr. Godelyn Hisole. Our resource persons, heads and members of the CEM family, members from the CEM member institutions, fellow educators, school leaders, researchers, policy makers, friends, ladies and gentlemen. It is my distinct pride and pleasure to welcome all of you to the CEM 47<sup>th</sup> Anniversary Conference with our theme, Empowering Progress Through Assessment.

It has been quite some time, about six years, that we have not had this kind of gathering. But maybe from now on, we will have it annually. As stated, this forum aims to collectively explore strategies to realize educational excellence through transformative assessment practices.

It is our hope that with this gathering, we will be able to share among ourselves ideas, practices, and approaches so that we will be able to achieve excellence through appropriate learning assessments that will foster quality learning among our students.

May we all gain valuable insights from this gathering, which will translate to a more effective instructional process and more conducive learning environment in our schools. God bless us all as we continue to faithfully do our part in nation building.

I welcome all of you. Good morning, everyone.



**Dr. Grace H. Aguilng-Dalisay**  
*CEM President & CEO*

CEM Board Chair Dr. Luis Sorolla, CEM Trustees and corporators, distinguished speakers, esteemed guests, dear colleagues and friends, welcome. Welcome to our first face-to-face conference since the pandemic.

In the last four decades since its founding, when CEM spun off from FAPE, the Center for Educational Measurement has held an annual conference in celebration of its anniversary. This conference was aimed to address the burning issues in educational assessment, gain new perspectives on quality education and education reform, and provide an avenue for interaction among professionals and practitioners in test development, test administration, and related educational services.

Allow me to walk you through our recent past conferences, with thanks to the conference report writers.

Our milestone 40<sup>th</sup> anniversary conference in 2018 had a theme, “Leveraging Assessments in Education”, and included lectures, panel discussions, and workshops on the role of assessment in driving decisions in education, knowledge and capacity building through data use, and how doing classroom research makes a better teacher.

The year after, the 2019 anniversary conference theme was, “Making Schools Effective Through Management Systems”. This was a response to the needs of school administrators to more effectively achieve the needs of their learners. It aimed to provide practical and basic knowledge of QMS for sustainability and continuing improvements.

CEM's first virtual conference, on account of the pandemic in 2020, was themed, “Education Reimagined: Starting and Sustaining New Approaches to Learning”. The conference featured a series of three topics, namely, “Supporting the Transition of Schools to No-Learning Delivery Modalities”, “Cultivating Engaged and Responsible Independent Learners”, and “Ensuring Mental and Emotional Well-Being in Distance Learning”.

Education continuity and recovery, strategies, and samples of practice was the main focus of our 43<sup>rd</sup> annual conference. It included sessions on leading and navigating through educational uncertainty, strengthening and sustaining active engagement in a remote learning setup, and tools for maintaining wellness for the self and others.

The 44<sup>th</sup> conference zeroed in on “Standardized Assessment: Bridging the Gap Between Career Readiness and Industry Demands”. The keynote address was delivered by Professor Dragos Iliescu of the University of Bucharest in Romania, and he focused on the role of standardized assessments in career readiness programs and the importance of reliable data and comprehensive reporting in effective career counseling. The plenary sessions covered the challenges related to career guidance and counseling amidst the pandemic, the shift in industry demand in terms of job applicant competency, emotional intelligence, and digital skills, and the value of career decisions and best practices in the use of standardized assessment.

For CEM’s Sapphire anniversary, the conference was themed “Strengthening Sustainable Partnerships: Collaborating Towards a Shared Vision of Educational Excellence”. The keynote by Dr. Rhodora Ferrer, Executive Director of the Philippine Educational Assistant Committee, highlighted the strategic directions of PEAC and the partnerships they have formed to achieve their goals. The succeeding panel discussions emphasized the importance of sustainable partnerships from the viewpoint of a local university president, president of a maritime institution, a professional institute, and a talent solutions business leader.

CEM's 46<sup>th</sup> annual virtual conference last year was themed, “Building a Balanced Assessment System: Beyond the Numbers”. In his keynote address, Professor Jimmy De La Torre of the University of Hong Kong underscored the essential role of measurement in fostering meaningful and lasting improvement in learning outcomes. He discussed relevant psychometric frameworks and technological advancements that could be leveraged to design balanced assessment systems. The conference plenary sessions were on the use of CEM's assessment system in improving the quality of education, exploring opportunities and challenges in innovative assessment, and implementing authentic assessment to foster 21<sup>st</sup>-century learning.

2025 marks a special year for CEM, as we launched our new vision, mission, and core values. Our bold vision statement is that, ‘By 2028, CEM is a transformative leader in educational assessment, which is the cornerstone of equity and quality in the system of Philippine education’.

In keeping with our vision and mission, we have chosen, “One Vision, Shared Measures: Empowering Progress through Assessment”, as the theme of our 47<sup>th</sup> anniversary conference today. We have a highly anticipated keynote address titled, “Assessment, Accountability, and Autonomy Towards Equity and Excellence in Philippine Education”, and four eagerly awaited presentations in two panels. First, on “Shared Measures, Shared Goals: Advancing Equity and Building Data-Informed Schools”, and another on, “Rethinking Assessment for The AI Era: Aligning Measures with 21<sup>st</sup>-Century Skills and Ethical Innovation”.

Our illustrious speakers will be properly introduced in due time, but allow me at this point to thank them for sharing their time and expertise with us today, for partnering with the CEM to achieve our mission of advancing the value of assessment toward quality education for all.

May I invite everyone to listen actively to our speakers, and engage with them during our Q&A sessions. Please use the breaks for catching up with longtime friends and associates, who, probably, you last saw in the 40<sup>th</sup> anniversary conference of CEM, and for viewing our exhibits outside.

We are now ready to begin. May I declare our conference proper open. Thank you.



**Dr. Allan B.I. Bernardo**

*Distinguished University Professor  
De La Salle University*

Dr. Bernardo is a globally recognized scholar whose work advances learning, assessment, and educational reform. He is a Yale PhD graduate and Distinguished University Professor at De La Salle University, where he has served as Dean of the College of Education and Vice President for Academics and Research.

Ranked among the world's top 2% of scientists, Dr. Bernardo has authored over 300 publications, held leadership roles in international and regional psychological and educational organizations, and has received numerous international and national distinctions.

With his breadth of experience and vision for transformative education, Dr. Bernardo is well suited to keynote the theme *“Assessment, Accountability, and Autonomy: Towards Equity and Excellence in Philippine Education.”*

## **Equity: A Global Concern**

Dr. Allan Bernardo's keynote focused on the intertwined challenges of educational equity, quality, and accountability in the Philippine education system, as revealed through assessment data such as PISA results, where socioeconomic status accounts for 15% of the difference in students' math performance, with advantaged students scoring 93 points higher than disadvantaged ones.

He noted that while assessment data can reveal crucial insights into student learning, the Philippines continues to face low overall performance and a widening socioeconomic gap in achievement. The country's top students perform far below even the lowest-performing groups in neighboring countries like Vietnam, showing that inequity remains systemic. He emphasized that the Philippine education system continues to perform below global standards. He noted that regions performing relatively better still show wide socioeconomic gaps, meaning that success is often linked to privilege. Meanwhile, regions with smaller socioeconomic gaps tend to perform poorly overall, indicating that equity does not yet translate to quality.

Dr. Bernardo also emphasized that simply assessing student performance is not enough. Assessment data should guide targeted and evidence-based interventions—but too often, data are either underused, delayed, or “weaponized” for blame rather than for improvement.



### **Responsibility vs. Accountability**

Dr. Bernardo drew a sharp distinction between responsibility (doing one’s assigned tasks) and accountability (owning the outcomes). He explained that accountability, when properly understood and practiced, brings significant benefits to both individuals and organizations. Accountability with responsibility fosters ownership and motivation, leading to better performance, less subpar work, and a stronger culture of creativity, innovation, and teamwork. In Philippine education, he observed, everyone has responsibilities— from DepEd to schools, teachers, parents, and students—but no one is truly accountable for poor outcomes. This lack of accountability results in a culture where there are no real consequences for underperformance and no ownership of results.

### **Accountability vs. Autonomy**

Dr. Allan Bernardo highlighted the structural imbalance between accountability and autonomy within the Philippine education system. He explained that those at the lower levels—teachers, parents, and students—often bear the consequences of poor educational outcomes but possess limited autonomy, decision-making power, and resources to enact meaningful change. Meanwhile, individuals and institutions at higher administrative levels, who have greater authority and control over resources, frequently face minimal consequences for systemic shortcomings. This “reverse pyramid” weakens true accountability and limits improvement.

### **Culture of Non-accountability in the Philippine Education**

Dr. Allan Bernardo critically examined the culture of non-accountability in the Philippine education system, outlining its defining characteristics and far-reaching effects. He identified (1) disengagement, where individuals across different levels of the system lack ownership and responsibility for outcomes, which manifests (2) blame-shifting, where teachers, parents, students, and administrators pass responsibility to one another instead of addressing problems collaboratively. He also pointed out (3) lack of follow-through, where policies and commitments are frequently announced but seldom implemented effectively, (4) absence of performance feedback, where assessment data are often delayed, misused, or ignored, serving more to assign blame than to guide improvement, and (5) cynicism, where trust within the education system has eroded due to frequent policy changes without evidence-based justification, delayed or failed national assessments, and suppression of unfavorable evaluation results.

### **Creating Cultures of Accountability**

Despite his candid critique, Dr. Bernardo offered a hopeful message: schools themselves can be the starting point for building a culture of accountability. At the school level, accountability can take shape by (1) setting clear expectation on roles and how performance will be measured; (2) encouraging open honest communication, especially about mistakes and problems; (3) providing regular constructive feedback; (4) supporting autonomous and collective efforts to improve; (5) leading by example; and (6) implementing accountability structures.

### **Conclusion**

He closed by affirming that educational assessment should not merely measure learning but drive it. When used judiciously and collaboratively, assessment can foster accountability that leads to improvement rather than punishment. Strengthening both accountability and autonomy, he concluded, is essential to helping Filipino learners reach their full potential, and schools supported by CEM and other partners are key to beginning that transformation.

*After the insightful presentation delivered by Dr. Allan B.I. Bernardo, Teacher Victor A. Villanueva, serving as the moderator, facilitated the open forum by inviting participants to ask questions, clarify key points, and share their reflections or insights on the topics discussed during the presentation. This part of the session encouraged active engagement and meaningful exchange of ideas among the attendees, enriching their understanding of the subject matter. To ensure accuracy and transparency, the questions and answers from the open forum are presented verbatim.*

### **Question #1**

***We have large assessment data from PISA, and people like us who do not receive such information, we only get the scores, and we only get comments that we are doing so badly. How can we, as people in very specific schools, use this information, keeping in mind that we need to consistently build this culture of accountability, and at the same time, doing it with autonomy?***

### **Answer of Dr. Allan B. I. Bernardo**

Aside from PISA, we actually participate in several large-scale assessments. We used to participate in TIMSS more than 25 years ago, which stopped. But now we have PISA, we have CPLM, all of which have very rich and detailed information on proficiencies related to reading, math, science, and even things like creativity now, and global citizenship competencies that OECD and CPLM measures.

I think we have to begin by acknowledging that there are more detailed data, and it's not just how bad we are. There are actually many research teams in the Philippines that have been working on the PISA data. AIM, the team of Chris Monterola, for example, have brought together AI. The data science team worked with people in Hong Kong to analyze that. We in DLSU and some colleagues in UP have also done that.

But just concretely, when we hear PISA, we just look at the raw score. But actually in PISA, every subject area has a very detailed assessment framework. It specifies competencies expected of 15-year-olds.

My colleagues in PNU, the first time this came out, one of the very good research projects they did was look at the learning competencies in the Philippine basic education curriculum and map it on to the PISA. They have a monograph. It's actually an edited book. For every subject area, they point to the misalignment. For example, when you look at reading, the PNU researchers said, 'Yeah, the competencies are there, but they're kind of not arranged in the correct progression.'

Assessment frameworks can point you to what's wrong with the curriculum. The research of our team and also the team of Chris Monterola and AIM, have pointed to school environment factors, teacher-related factors, that make a lot of difference in terms of achievement.

We point to teacher behaviors, assessment practices, environmental factors, that are actually actionable. It's not just diagnosing students and their problems of learning. The PISA and a lot of these large-scale assessments actually point to all the levers that we can begin looking at.

Unfortunately, DepEd did not include all the possible modules. So, there are many other items. We did not participate in TALIS, which would have assessed teachers. We did not include the parent questionnaire, so we don't have information about the families. But these large-scale assessments were actually designed to be helpful, to help educational systems figure out what are the things they can change.

Sadly, when the NEDA approved the funding for our first participation in PISA, that's what they had in mind. They really spent and invested because they felt we can't just keep doing the same old thing. That's why they decided to invest in PISA, so that policy makers will have richer information. But when we did it, we were scared.

I think our stakeholders were just bogged down by how bad the results are. It's like when your child comes home with failing grades in all subjects on their report card. You don't want to think about it. You want to get angry. You want to vent it.

The thing is, we never move forward from that. But it's assessment. I'm reaching into the crowd. You know, assessment data can be very informative if you decide to work on it. If you decide to dig. If you decide to disaggregate data. If you look at longitudinal data. Now we have two cohorts. We have the 1998 to 2018 and 2022.

I think we will be doing the third round of PISA. We will have longitudinal data.

It's not accidental that I include Vietnam there. Countries like Vietnam, Indonesia, and Malaysia have been using PISA data to make evidence-based decisions about how to reform their curriculum, teacher training, and so on. So far, we haven't been doing that. Maybe you can do that at your school.

Of course, not all of your schools participated in PISA, but you have CEM data. And make the decisions that make a difference for your students.

### **Question #2**

***Whose job is it to translate the result of PISA in terms of teacher education, what teachers can do concretely in the classrooms, and up to which point? Who translates the results at the national level? And then, what kind of competency should individual schools have so that we can translate it for ourselves?***

### **Answer of Dr. Allan B. I. Bernardo**

The 'who' question, I refer back to that it is shared accountability.

Now, indeed, the capacity to process this kind of data may not be largely shared. It's not the whole sector that can do it, but I think policy makers, decision makers at all levels should appreciate the need to process this data, assessment data, in a more purposeful and thoughtful way.

I remember, I mentioned Doris earlier. I said, 'Look at this, Doris. The news of PISA on creativity will come out. We are low. It will come out in the news. Two weeks later, it will be forgotten.' True. That's how it is. That's why the former DepEd said, 'Don't react anymore. People will forget about it after a while.' No consequences.

So the 'who' needs to be, I think, everyone who can. I do feel like I'm guilty because I publish quite a lot in terms of PISA data, and our students and researchers in DLSU do that. But I feel like we're not translating it enough for policy makers. I do appreciate how some of our senators and some of the DepEd personnel—I was impressed. Because sometimes we have senators who quote publications. There are some.

But I do feel like researchers like the PNU people, UP, AIM, and DLSU should kind of take that extra step of translating the results of this research into actionable policy options. And you're correct. It's not just translating it at the national policy level. It could be for the schools. What does this mean for schools? What can a school head do? What can a teacher do?

I think one of the things, I'll just mention, Teacher Vic. Because I reacted to the Grade 10 teacher who will teach critical thinking. One of the actors that is absent is, first, we need to teach the teachers of critical thinking. Because there is a concern that teachers cannot recognize critical thinking when it's facing them. Or they may not support it.

I do remember, DLSU has this nursery school for the urban poor community in Leveriza. Our reading teachers are good that even if the students are still kinder or nursery they are teaching them critical thinking. But at the parent-teacher conference, the mothers would say, 'What is that critical thinking, my child no longer follows me. They keep questioning me.'

So, the community also needs to appreciate the value of critical thinking. Because the mothers would say, 'Stop this critical thinking, my child does not obey me anymore.' It is not a matter of teaching it at Grade 10. A lot of the competencies have to be valued in our society. There might be social norms that need to reinforce the competencies. The problem is that this is not about assessment; this is really about curriculum. We often expect a lot of competencies to happen in schools, but these competencies are not valued in the larger environment.

Dr. Mahay, you know I'm involved in NAST. NAST is always concerned about developing science competencies. But they always say, "Who cares about science out there?" We train scientists and we don't have jobs for them, for example.

PISA points that. PISA has cross-national data, which can show social-cultural norms explaining cross-country variation. That's the value of PISA. Not just analyzing internally. We can compare. And what is Vietnam doing that we're not? And they will say, 'because their culture is like this.' Well, then let's look at that. Why are our East Asian neighbors, Singapore, Hong Kong, Macau, China, doing so well? They would say 'Culture'. What does that mean? Culture doesn't mean DNA that you cannot change. That means shared practices.

### Question #3

*Industry and businesses are worried about whether businessmen should buy more schools. Because they are already complaining about the quality of the intake. When the private sector takes over education, do they improve? Some examples; The dynamic learning program of Hag Nabohol, a poor 4th class municipality, fishing, has converted many schools in this country to its approach. And despite the fact that there are quite a few people who have copied it, Secretary Angara still wants to scale it up to 450 schools.*

*The reason is very dramatic. Four kids who are taught a different way suddenly get to Ateneo, UP, and two have finished PhDs in Germany on STEM. It is thought that the over-assessment of the role of the players have forgotten about who are the accountable people in the end. And that is the industries that have to use these graduates, teachers who have to do the research, and school administrators who have to support the entire system, so that we really are one nation with shared measures. What is your reaction to the fact that industry seems to have been left behind in all these discussions over the years?*

### Answer of Dr. Allan B. I. Bernardo

In EDCOM, there are many industry representatives, and what they are observing is that the education sector, I think you know, operates with very different values and processes.

I cannot explain why the management sector may have been left behind, but I do think that in recent reform efforts, for example, there has been much more active engagement of the League of Corporate Foundations, PBE, Philippine Business for Social Progress. They're being consulted. They're now part of the discussions at the table.

I do hope that when they become part of the discussion, it's not just in relation to governance and financing-related issues. Because—and you can verify—our industry colleagues in EDCOM, they are there in budget, procurement, you know. I used to be in the Standing Committee on Basic Education. We don't have anyone from industry there.

But I think, you're saying, is that management should be there in terms of understanding, are we developing the right kinds of competencies? And I don't know why. But yeah, definitely. I think now with very interesting discussions going on between the Director General of TESDA and the CHED Chair, there might be more room for the sector that you represent, to input because the discussions are very strongly geared towards human resource development.

I don't feel like I have a good answer to your question because I really don't know. But I agree with you that your sector should have a stronger role. But that engagement should also be, what we don't want is simply corporatizing the practices of education. There should be a kind of a meeting of a middle ground where the challenges of what schools do, what this culture of schools need, to be appreciated also by our industry partners.

It's not a complete answer.

#### Question #4

*You mentioned having accountability and linking it to consequences. Consequences, the flip side is incentives. The positive ones. Most people here are from the private universities, but in the government, public school teachers, we have the PBB, the performance-based bonus.*

*So we have here Asec. from the DepEd. Before leaving Innotech, I was the president of the Development Academy of the Philippines, who is the secretariat of the performance-based bonus, and we had a review last year for the PBB. And other organizations, World Bank and PIDS, focusing on teachers. There is this indicator that if you have dropout rates, then it is linked with your PBB. The tendency is to pass everybody, and that relates to accountability and assessment.*

*So what is your thought on this? Because I don't know if this hasn't changed, even if we had the review, because a few months ago, it has been pointed out.*

#### **Answer of Dr. Allan B. I. Bernardo**

Dr. Lea, your review has reached the right ears, I think. I think we are fortunate that the current secretary of DepEd acknowledges that in practice, that is what happens. So my understanding is, and the Asec. can probably answer this better than I do, is that they're really reviewing these practices which attach incentives to gaining the assessment.

So it becomes, there is an assessment, there is feedback, but it has no real consequences because the accountability system has been “gamed”, so to speak. So, but I don't know how radical, did you make a proposal on how to shift?

So, but Asec., do you want to answer? Sorry.

#### **Answer of Asec. Janir Datukan**

Yes, we're actually reviewing the way we evaluate our teachers, because it is stated there, apparently, there should be no dropout rates, the scores of the students should be high, things that are physically easy to look at, but you know, in practice, this does not make a school successful. So, we're reviewing that.

We're thinking of adding another layer to that. You see improvement. It's very important to see improvement in the schools, rather than just seeing numbers grow—100% all of the students passed and moved to the next grade level. So, we're doing that and hopefully we'll release the policy soon, with regard to that.

Because it's not helping anyone. Although it gives a bonus, the consequence is dire for the other sectors, for the other stakeholders.



### **Answer of Dr. Allan B. I. Bernardo (cont'd)**

I want to build on what Dr. Majah said. We do have a system where we collect a lot of data. I think you know, teachers spend a lot of time having to collect a lot of data. But our economists in the room really say it's how you use the data that makes a difference. And you can use it in a way with unintended consequences.

My last task in EDCOM was related to how the schools were reporting bullying, for example. DepEd uses school-level data on incidents of bullying for the appraisal of the school heads. When we visited many schools, we had principals proudly declaring we have had zero bullying in our schools since I started. But when we talk to the teachers, 'Oh there's a lot.'

As he said, there are these incentives to having good data. That's what I said. Maybe it's not weaponized, it's too strong a word. But there are no incentives for having good data. So again, I'm very happy that DepEd is listening.

'Okay, we will stop that.' We still need to monitor, but let's not attach that to removing resources, etc. Actually, if there are a lot of bullying in the school, they should place the resources there.

They should train there, get NEAP to do more interventions for teachers on how to manage it in the school. That is using data to make a difference. But it's using assessment data, all forms of school data, where it can make a difference. Not to disempower the actors.

**Question #5**

*Can you give some suggestions about the consequences a school should implement for students who were not able to achieve desired outcomes?*

**Answer of Dr. Allan B. I. Bernardo**

It depends on the scenario here. If the student is not able to achieve the outcomes in spite of interventions along the way, then there needs to be more interventions. Schools have a way of dealing with this, which would mean remedial or you retain. But, I think there needs to be an understanding of why this student is not able to meet the outcomes. And it's not the same for all students. There might be very different reasons why some students don't achieve the outcomes.

Teacher Vic, you're in Reading, I think you will know that for many years, we didn't even know that we had students in high school who were dyslexic. What we're attributing as poor learning outcomes in science, in math, are actually artifacts of an undiagnosed learning disability. So, failure or inability to learn an outcome can be a result of many different factors. Sometimes when it is really something that is not affected by the interventions done by teachers and schools, then there may be something deeper and we need to analyze that.

One of the things that you shouldn't do is ignore it. It may be easier to just shift that student to another school. Then you're not our problem anymore. But if we care, and if we acknowledge our responsibility and accountability for every learner in the school, we'll try to figure it out. And sometimes the help might need to come from outside the school. Like, maybe this kid needs more intensive tutoring at home, or after-school tutoring. There are types of interventions that do help students attain learning outcomes.

But the consequence is we should not promote students to a level where it would just be harder for them to attain the competencies. It would be difficult for the student if we just ignore the basic difficulties. You can't just suddenly develop critical learning in a 10-years-old, it's just not going to happen. It should really be progression.

My answer is not as concrete as you probably want. But that is where you probably need to go beyond assessment data. That means interviewing the kid, parents, teachers, classroom, what do they observe. A bit more clinical assessment of the reasons. And I know some of you probably feel like that's not my responsibility. It's really easier to ask parents to transfer their child. But I do feel every learner counts, and let's see what the school can do.



**Dr. Edizon A. Fermin**

*Vice President for Academic Affairs,  
National Teachers College*

Dr. Edizon A. Fermin is an educational leader with over two decades of experience in learning design, assessment, and educational policy. As Vice President for Academic Affairs at the National Teachers College (NTC), he champions evidence-based and equitable education. He is best known for combining scholarly depth and practical policy impact in his views of education transformations. He is also a recipient of the Oscar M. Lopez Award for Transformative Educational Leadership and the Ayala Innovation Award. Dr. Fermin's influence extends directly into national education policy where he also chairs CHED's Technical Panels in Teacher and General Education. He has also served as resource person on higher education reforms in the Asia-Europe Foundation, World Bank Core Higher Education Group, UNESCO, SEAMEO, US Department of State, and British Council Manila. His work with DepEd, TESDA, and international organizations reflects his commitment to advancing shared measures and data-informed practices that promote equity and excellence in Philippine schools.

### **PLENARY SESSION 1: SHARED MEASURES, SHARED GOALS: ADVANCING EQUITY AND BUILDING DATA-INFORMED SCHOOLS**

In this plenary talk, Dr. Fermin delivered an insightful presentation titled “Shared Measures, Shared Goals: Advancing Equity and Building Data-Informed Schools.” His discussion focused on BIG IDEAS, which emphasized equity, equitability, and accountability as core principles in building fair and effective educational systems.

#### **The Challenge and Opportunity**

Dr. Fermin opened by addressing the persistent challenge of ensuring that all learners feel seen, supported, and valued within schools. He cited global data and UNESCO emphasizing that children with special education needs and young adolescents are increasingly disadvantaged and isolated. To describe the current state of many learners, he introduced the acronym EDGE, representing Exclusion-driven realities, Distressful developmental conditions, the challenges of the Generative AI era, and the Elusive education reform period.

Following this, he highlighted the “audacity of hope” as a necessary mindset for transformation. Drawing from his experiences at the NTC and regional practices, he proposed that educational systems must be guided by these core principles: Equity, Diversity, Inclusion, and Access. However, he stressed that sustaining these systems requires adding a fifth essential principle, Sustainability.

To illustrate the real-world impact of such principles, Dr. Fermin shared the story of an NTC graduate whose success reflected how data-informed interventions can lead to transformative change. This example was also tied to NTC's recognition through the UNESCO Global Inclusion Award, which acknowledged the institution's exemplary model of equitable access to education.

## **Recent Global Evidence for Optimism: Educational Practices across Southeast Asian Countries**

Expanding the discussion to international practices, Dr. Fermin cited various educational practices across Southeast Asia, including Cambodia's Post-Conflict Educational Reconstruction (2023), Lao PDR's Remote Learning Solutions (2022), Vietnam's Multilingual Assessment Innovation (2023), Brunei Darussalam's Multilingual Framework (2022), Malaysia's SISCP (2022), and Singapore's Skills Future Movement (2015).

### **The Power of Shared Measures**

He explained how the systematic use of assessment data, formative evaluation, and predictive analytics can help reduce inequities, support diverse learners, and ensure accountability. From these practices, he identified universality, transparency, and actionability as transformative leadership principles for advancing education in the Philippines.

### **Transformative and Strategic Practices for Improving Learning Outcomes**

Dr. Fermin clarified that equity is not achieved by lowering standards or creating separate systems, but by raising standards and integrating systems that enable all learners to meet them. He outlined three transformative practices for improving learning outcomes:

1. Comprehensive learner profiling, as demonstrated by Ateneo de Manila University, integrates academic performance, social-emotional indicators, attendance, and engagement metrics reducing achievement gaps.
2. Real-time formative assessment, implemented by DepEd CALABARZON, enabled teachers to identify struggling students within days, allowing timely interventions.
3. Culturally responsive interpretation, advanced by the UP College of Education, recognizing the validity of different ways of demonstrating learning.

### **School Leadership Requirements**

He urged school leaders to use data not to rank or sort students, but to ensure every learner receives what they need. He also emphasized the importance of data storytelling to tell the narrative behind numbers and create safe spaces for difficult conversations. Furthermore, he stressed investing in technology to ensure that data is analyzed properly.

### **Strategic Commitments for School-wide Implementation**

Toward the conclusion of his presentation, Dr. Fermin emphasized the importance of systematic data disaggregation to accurately identify teachers' needs and provide targeted support for learners. He called for empowering educators to promote equity-driven policies that address systemic gaps and support continuous improvement.

### **Conclusion**

In closing, Dr. Fermin reminded participants that strengthening educational equity is vital to advancing human capital development. Acknowledging that many within the school system have become disengaged or disempowered, feeling limited by circumstance. Yet, he expressed optimism that by building the right partnerships, networks, and opportunities, the education sector can open doors to optimize human capital and unlock new possibilities for Philippine education.



**Asec. Janir Ty Datukan**

*Assistant Secretary for Learning Systems  
Department of Education*

Assistant Secretary Janir Ty Datukan brings both scientific rigor and educational leadership to the pursuit of data-informed and equitable learning systems. A graduate of BS Chemistry from the University of the Philippines–Diliman and MS Chemistry (Organometallic Chemistry) from Wayne State University, he is currently pursuing a PhD in Science Education by Research at the Philippine Normal University.

Before his appointment as Assistant Secretary for Learning Systems, he served as University and Board Secretary and held various academic and administrative roles at PNU, where he also taught Chemistry. His strong background in science, research, and systems management underscores his commitment to evidence-based decision-making—essential to realizing shared measures and shared goals for advancing equity and excellence in Philippine schools.

### **Educational Inequality and Systemic Barriers**

Asec. Janir Ty Datukan emphasized the importance of self-reflection, data-driven decision-making, and shared accountability in addressing persistent inequities in Philippine education. Asec. Datukan illustrated the enduring inequities in the Philippine education system through the contrasting stories of two Grade 8 learners—one from an urban school in Makati with stable internet and digital tools, and another from a remote area in Samar who sometimes has to work in the fields. Though both students are nominally under the same curriculum, their opportunities to learn and succeed are vastly unequal. This, he stressed, reflects the limitations of a “one-size-fits-all” policy framework, where uniform rules are applied across diverse contexts without flexibility or adaptation.

He acknowledged that while many national policies are “well-intentioned,” they often fail in implementation because of structural and logistical barriers, such as limited autonomy at the local level, poor distribution of resources, and bureaucratic bottlenecks. These systemic issues result in delayed interventions and the underutilization of vital assessment data.

### **The Process Leading to a Data-Informed School**

Asec. Datukan outlined how DepEd is implementing various processes and programs to make its assessment and data systems more timely, relevant, and actionable, addressing persistent problems of delayed reporting and poor use of results.

These processes include: (1) Collect – capturing a comprehensive picture of learner performance; (2) Analyze – transforming data into meaningful insights; (3) Act – turning insights into targeted interventions; and (4) Monitor – measuring impact and ensuring continuous improvement.

He expounded by presenting various assessments such as the National Achievement Test (NAT), Early Language Literacy and Numeracy Assessment (ELLNA), and National Career Assessment Examination (NCAE). However, he noted that these assessments are typically administered late in the school year, and by the time results are processed—often delayed by procurement and data management issues—the information is no longer actionable. To address this, DepEd is upgrading assessment policies and data systems to make results more timely and relevant to teachers and schools.

Datukan emphasized the need to move away from finger-pointing among stakeholders and instead cultivate shared accountability. Every sector, he argued, must own part of the responsibility for improving outcomes. This includes being transparent about challenges, acting on evidence, and ensuring that interventions are feasible for schools with varying capacities.

He cited the ARAL (Academic Recovery and Accessible Learning) Program as an effort to support struggling learners but admitted that policies often lose clarity between the central office and schools. He emphasized the need for better coordination with teachers and school heads to ensure effective implementation.

### **Linking DepEd Policy, Equity, and Data**

Asec. Datukan outlined the evolving reform trajectory within DepEd, referencing several major policy frameworks: (1) Republic Act 10533 or the Enhanced Basic Education Act of 2013 (K to 12), (2) Sulong EduKalidad under Secretary Leonor Briones, (3) MATATAG Curriculum under VP Sara Duterte, and the current (4) Five-Point Reform Agenda under Secretary Sonny Angara.

Highlighting the Five-Point Reform Agenda, he explained that it focuses on high-performing and well-supported teachers, learners' physical and mental well-being, efficient and accountable governance, quality of education, and empowered and employable Filipino graduates. DepEd's role, he said, is monumental. It is the largest bureaucracy in the Philippines, employing over a million people. Reforming it effectively could transform the broader public sector.

### **Towards a Culture of Shared Accountability**

On the question of accountability, Datukan posed a fundamental dilemma: Who should be held accountable for educational outcomes—the learner, the teacher, or the system? He recalled earlier periods, such as during the NCEE era, when student performance had tangible consequences for college admission. However, in the current system, there are few mechanisms of accountability for learners, teachers, or administrators, resulting in diluted responsibility.

He advocated for a balanced and collaborative model of accountability—one that rewards improvement, provides targeted support for struggling schools, and encourages transparency. He cited international practices where low-performing schools are paired with high-performing ones to elevate overall performance, rather than punishing those who lag behind.

### **Conclusion**

In closing, Asec. Datukan reiterated that building a data-informed, equity-driven education system requires the collective effort of all stakeholders—DepEd, CHED, TESDA, teachers, parents, and the community. True accountability, he said, cannot be imposed from above; it must be shared, informed, and grounded in empathy for the diverse realities of learners across the nation.



**Dr. Federico M. Macaranas**  
*Education Committee Chair*  
*Management Association of the Philippines*

Dr. Federico M. Macaranas from the Asian Institute of Management (AIM) delivered a pragmatic synthesis on the urgent need for educational transformation, driven by industry integration, data science, and a modern approach to leadership. He began by stating that for years, the Management Association of the Philippines (MAP) has prioritized education, recognizing that the country's unresolved educational problems lead to the loss of its best professionals to opportunities abroad. He argued that the inherited American teaching methodology is outdated for the knowledge age and that AI integration is essential for modernizing the curriculum.

A key initiative Dr. Macaranas highlighted was the establishment of the CEO Academy, which focuses on training university and college presidents with a "Walk the Talk" approach that has proven more effective than theoretical discussions. This practical, evidence-based leadership is also central to the Philippine Quality Awards system, where top-performing organizations begin with data-driven strategies. He stressed the need for this approach in education, particularly in understanding the unique socioeconomic and cultural contexts of different regions, noting that the current system often fails Indigenous Peoples because the materials are not culturally relevant.

Dr. Macaranas identified a critical gap in school-industry linkages, recounting how schools often have extensive student data but no information on where their graduates are employed. To address this, he emphasized focusing on the top industries for the global market—IT-BPM, Maritime, and Nursing—and leveraging data science to align education with workforce needs. As a pioneer in data science education in the Philippines, AIM requires all its graduates to work with data scientists, demystifying the field and proving its practical value.

He urged educators not to fear AI, framing tools like ChatGPT as accessible resources for everyone, not just data scientists. Proper training is needed to integrate these tools effectively and prepare the workforce. He concluded by advocating for a practical, regional approach to all educational programs, from curriculum design to resource generation. Instead of traditional fundraising, he proposed an "investment approach," such as training bright STEM students to become technology startup leaders, leveraging AIM's entrepreneurial training experience as a foundation. This strategic, data-informed, and industry-aligned vision, he argued, is the key to fixing the Philippine education system.

*The floor was once again opened by the moderator for another open forum after the presentations delivered by Dr. Edizon A. Fermin and Asec. Janir Ty Datukan. Participants were encouraged to raise questions, share their insights, and express their reflections on the key points discussed. The exchange fostered a dynamic dialogue among the speakers and participants, enriching the overall learning experience and deepening the understanding of the topics presented.*



### **Question #1**

***What do we truly mean when we say the data is shared so that it advances equity?***

### **Answer of Dr. Edizon A. Fermin**

When you run a school, there are several stakeholders. People need to know exactly where the learners are. Teachers, parents, the decision makers, the funders, and so on and so forth. We've got to report back to them what kind of specific needs our learners have. But those needs can only be, they cannot be determined in terms of just hearsays or little stories. They have to be structured from data so that people exactly know how much of this or that is missing or is too much. And hence, can impact on the long-term growth of the student.

### **Answer of Asec. Janir Ty Datukan**

Have you seen the DepEd's presentation during the House of Representatives budget hearing and the Senate hearing? One of the things that was presented by the Secretary is Project Bukas, which is the sharing of data to everyone. Because we realized, again, we can't solve our problems on our own. So for example, the national result of the National Achievement Test or any systems assessment.

You can see there that the performance of this school is low. Why is that? So we can see that there is a lack of resources. Because a lot of our donors and a lot of our partners would like to help but they don't know how. And in the past, a lot of people would like to help but DepEd is saying, no, we're okay. Which is not the case, right? So data is very important to know exactly how to help. Because general data will not give you anything except, this is the collective performance of everyone. But how can we help if we get collective information? It needs to be granular, it needs to be specific. So this school, because they don't have classrooms. Remember that we have a classroom deficit of 165,000. There are people who want to donate classrooms but they don't know where to donate. So they're just giving based on existing information that we get from the field. But if we have accurate data, they know exactly where to invest and to bridge the gap. So that's the other thing. Infrastructure, it could be a teacher complement. That's why the performance of the students here is low. Because this happens, the misalignment of the teacher. The teacher doesn't have training. So we know exactly what kind of training we can give our teachers in those areas. So that's how important data is.

## Question #2

**What would be the ideal communication system when you have this kind of data?**

### **Answer of Dr. Edizon A. Fermin**

We have rhythms within school systems. When we deal with specific stakeholders. For instance, quarterly you have parent-teacher conferences. But always the PTC is just about releasing the card and saying something about the student. We're trying to change that. There is a plenary for all the parents at a certain time.

And after that, you break out into your classrooms, get the report cards and all. Because during that time, we actually tell them the big picture where our learners are and what we want from you. In order that together we can help the learners. Because unless we change the habit of just giving broad strokes to the parents, they will not really understand what we mean by critical thinking to the point of Dr. Bernardo earlier. That's when critical thinking is good. But we actually tell them, you know, in the previous quarter, the students are not doing well in the following areas. But last week, we did our first, at NTC we're putting up our industry advisory councils per degree program. So, last Friday was the first and what we did was to show them where our learners are. And what they are capable of at certain levels and upon graduation. And then, you know, the industry players, the partner players, industry partners told us, you know, X number of courses you don't need. These are not relevant to us. Then we start to rethink. Maybe it's in the same course, but we need to reconfigure. Because it's not generating the outcomes needed by the industry. So, that's how I do it.

Of course, when you talk to your bosses, how much has changed? It's a different communication pattern. That's why we need to train our community members, particularly our supervisors, about data storytelling. And, you know, to pick up on what Dr. Macaranas mentioned, data science is not difficult. For instance, when you do data storytelling, don't use boring graphs that tell you how much and so on and so forth. Now you can use graphs, the part which says how much of this will change in the next two years based on the trend. You can give them an idea so that the CEO, the COO, the CFO can decide why don't we add more money into that? That's the difference of the communication pathway.

**Answer of Asec. Janir Ty Datukan**

On the side of DepEd, we have been very active in discussing and opening conversations with a lot of different stakeholders. In fact, Dr. Macaranas, since industry partners have opened our doors to industry partners, PISA for example, who helped us tremendously in drafting the technical professional track, formerly TDL, now it is tech pro, as a strengthened senior high school curriculum to determine exactly what the industry needs. Because for the longest time, we had this curriculum that was intended for learners who want to work after being employed, to work, but it's not working, right? Because most of the industries will say that your training is not enough, you lack this, you lack work immersion, you lack that. And it hasn't changed for the longest time.

Now we are trying to change that. We are listening to a lot of stakeholders in terms of policies. For the ARAL program, we have talked to teachers in the field about what we should do. We have also talked to parents about what is ideal for children to learn. Is it okay for you that a child is having a hard time staying after school to have a targeted intervention? It's okay for them. We're listening to a lot of people because I think it's important, again, to hear voices from the field. It's hard to make a central, very theoretical, based on anecdotal evidence, for drafting policies that will affect the lives of 23-24 million learners. So, we have a way of getting information. We receive a lot of comments, even feedback from schools directly to the central office. Although there is a hierarchy of DepEd, sometimes we receive a lot of information directly from us so that we can look into that without them having fear that SDO might fight me, RD might get mad at me. So, there are things that need to be directed to us so that it can be fixed without having to create more, you know, how people fight each other, the dissent in other levels of hierarchy.

**Question #3**

*If the leaders decide to build a real culture of shared measures and shared goals, what would you recommend to be their first step?*

**Answer of Dr. Edizon A. Fermin**

Before we do these things, we review our “why” as an institution. What do we really want to do and realized that our vision was very long so we changed it since they are irrelevant to the types of learners. We did a lot of learner profiling activities, our learning profiling is not about who said this, how many said this, and so on and so forth. And my team members, you can ask them. We do a lot of listening exercises. Listening exercises allow us to probe into specific needs. We call them personas in the parlance of business to really answer the question, who do we want to focus and serve? From there, we try to see which ones, which goal, or which aspiration will really matter to them and to us. Then we craft it. You know, when we answered that question, that led us to really thinking that our learners want to get out of poverty. That is first and foremost, right? And getting out of poverty means, I hope my experience will be good because this is the only thing I can afford, but I want to go to a private school. So, we had to figure out, okay, they want that, but this is the only amount that they can give. We need to figure out which ones we can really deliver on. And that's when we decided, okay, this is the formula. This is what we're going to do. So, please, my fellow school leaders, go back to your whys.

You know, if your whys are not translatable into action, if they are not actionable in the first place, I call them the Miss Universe Vision Mission Goals. And I bet you, there are some globally competitive ones, right? What does that mean? Our goal, 90 days after graduation, you have a job. I can measure that. If our program heads and deans fail, there's no performance-based bonus. That's accountability.

### **Answer of Asec. Janir Ty Datukan**

Because we are DEPED, most likely, people will be interested in learning outcomes. How do we measure our learning outcomes? And we have the systems assessment. But again, according to Dr. Bernardo, and other luminaries in the field of education, does the NAT measure learning outcomes as intended? So, that is one thing that we are trying to, again, review now, and hopefully update in the coming year, by 2026. It is not that easy to do that because we have a system in place.

You must review the system, and then you have to make sure that moving forward, the difference is not too big, right? Because it is hard to adjust to a different system. And then the other thing is, we need to also ensure that our systems are ready, right? Because are the teachers really teaching them exactly how we are intending to measure these learners when it comes to national assessments? Because what happens is, the kids, this is my personal opinion, but this is one thing that really kind of bothered me before when I started looking at the assessment. Because our performance is low, we are not even proficient. Are they lowly proficient? Nearly proficient is one of our highest scores. Why? Are our students really that weak? Or, number one, they really do not want to take the test? Because there is nothing in it for them. There is no benefit, there is no punishment. So they just take the test to take the test. Number two, there are tests that would run for a day or even two days. Would the learners be ready to take that kind of torture? To take that test? And their brains are still whole because of their sanity. I want to see what happens towards the end of the test. What performance, if it goes down, maybe the kid's brain is really burnt because, imagine, he takes the test one after the other. And then the other subjects. See, if you have a board exam here, the first question, or the first subject in the board exam you already feel like giving up. Imagine, you take the test for two days, one whole day. It is difficult.

So, there are systemic issues that we need to think about on how we conduct tests. Is it right that we conduct tests per subject? So, when we say assessment of an education system, shouldn't it just be one exam? These are the conversations that we are having with, of course, luminaries in the field of assessment. And we hope that we can issue that new policy as soon as possible so that we can be guided in on what to do going forward.

### **Question #4**

*Is there a plan on the part of the DepEd to decentralize the collection and interpretation of data so that it can really be utilized by the division or schools, hence giving them the autonomy to create programs according to the data they have?*

**Answer of Asec. Janir Ty Datukan**

In an ideal world, the school should be assessing their own learners. The school should be analyzing the results to identify which students need support and then taking action to help them. After that, they should submit their report to the central office, showing the results and what interventions were done. For example, we use the Comprehensive Rapid Learning Assessment or CARLA as the basis for the ARAL program to determine who should be included. For a long time, CARLA results were left at the school level, and the central office did not intervene or use the data, under the assumption that schools would address the needs themselves. However, what happened was that student learning did not improve. In fact, when we looked at the national data we started last year, when we looked at the national data for the beginning of school year, and end of school year, the results were honestly alarming. Yes, there were areas of improvement, but what the data really showed was the true state of learners' performance in Grades 1 to 3. CARLA is administered per grade level, and for the higher key stages we use the Philippine Informal Reading Inventory (PHILIRI) for Grades 4 to 10, as well as the Rapid Math Assessment for Grades 1 to 10. This was the first time we were seeing the data on a national scale, and we found a lot of concerns that we needed to address.

Fortunately, this aligned with the release of the ARAL Act, or Republic Act No. 12028 which now provides a program specifically designed to address these needs, guided by the data we are now able to see clearly. Ideally, the process should really start at the school level because they understand their own context. When we say, "provide intervention" or "assign tutors," that may not be what the school actually needs. Their real concern might be, "How can we provide tutoring when we don't have tutors?" or "How can we add more teaching time when we only have five teachers?" That's why the data is important and how you harmonize it. The schools should be the ones generating and interpreting their own data. Then, at the DepEd Central Office, our role is to gather those reports, analyze them, and identify systemic problems that need to be addressed. It should not be the other way around where we dictate what schools should do without understanding their context.

**Question #5**

*How can we invite the brightest and best students to go into the teaching profession and encourage them to stay? Do we have policies or measures in place that will really take care of our students, from elementary level at least?*

**Answer of Dr. Edizon A. Fermin**

It is a problem but this is what I'm going to tell you. There was a draft legislation in the previous Congress that concentrated on attracting the best talent towards the teaching profession, almost similar to attracting more people to get into the medical profession. I do not know what has happened to that, but let us see. But the law that created the strengthening of the Teacher Education Council, you will hear from the Executive Director later, provides for that. There is a scholarship program for those who are the best and the brightest to enter the teaching profession, but I have not seen the operationalization of the selection process. They are still figuring that out. But I think there is no one straightforward answer to attracting more people into the profession, but as far as the Commission on Higher Education is concerned, we are attracting people into the teaching profession.

In fact, it remains to be one of the most oversubscribed degree programs across the Philippines. And we have a surplus of graduates every year, but the need for the positions that will be filled over a decade, which is only around 10,000. It depends, right? At one point during the pandemic, around 70,000. Then at one point, 10,000. But how many graduates do you have? 125,000. So where will they go? They must be able to seek employment somewhere. Will they be underemployed? In a sense that they are not really into teaching, but they are in the allied professions of teaching. Some have gone into the training facilities of PPOs. They are still teaching, but training differently. But this means that our messaging of what the teaching profession can cover in terms of career tracks is not accessible to many people.

For instance, at NTC, what we do is to tell them, these are the allied disciplines of teacher education because we know for sure not all our teacher education graduates, and we graduate nearly 1,000 every year, will be able to get absorbed by the system of the public and the private sector. And what did we discover? A small number will teach overseas. They will land overseas jobs. But the others are in allied sectors. They are in the publishing industry, not writing textbooks, but they are good at writing things, and those other allied tracks.

But to solve the issue of really attracting people to get into the profession, even the best and the brightest ones, is to create the incentive pathways. The Ateneo, for instance, has that model of if you are a major like this, you can pursue an additional X number of units so that in the end, you get the certificate program to become a teacher.

NTC does that too. You can be a business major, but you could take the additional units to become a professional teacher. Eventually, you can land a teaching job for business education. But you see, when we change the standards that define the program standards guidelines for teachers, there is another standard that is missing. That is called the social regard for teaching as a profession. Over time, some of the pedagogical, content, and technical foundations of the teaching profession have been forgotten. But the very first that I really admired during the time of Dr. Bernardo and everyone else who came before, they place as the first professional standard, social regard for teaching.

During my time as co-chairperson of the technical panel under the late Purita Bilbao we proposed introducing a Senior High School track specifically for aspiring teachers, so they could graduate as teacher aides and eventually progress to a bachelor's degree and become full-fledged teachers. However, during that period, there were too many competing agendas on the table. Since teacher education was already oversubscribed, the proposal was set aside. What I am trying to say now is that maybe we should get back to the discussion table and see if there are alternative pathways to attract more talent. So this is what I am going to tell you as a concrete step towards that.

My technical panel has already figured out if you are coming from a technical course that covers courses such as caregiving, NC2, and then there is a new NC3, you can map them via the Philippine Qualifications Registry as the block of subjects that we will take on as far as 63 units of the Bachelor of Early Childhood Education so that you could transfer the credentials. But when I was speaking with the Philippine Society for Developmental Pediatricians, that was just about three weeks ago, they told me, you know, some of the courses in early childhood and special needs education, they are equivalent courses in the pre-med and the actual med proper courses. But should they take on the additional subjects to become full-fledged teachers? I said, let us sit down because I think we can attract other talents and hopefully they are good talents to join the teaching force.

I even quipped, imagine a pediatrician, half of the clinic is the actual clinic, but behind it is a daycare. It is possible that they can contribute to expanding the teaching force.

So in the advent of the implementation of the guidelines for the Philippine Qualifications Framework, I think we could start discussing how else can we get the better candidates for the teaching profession to become teachers.

### **Answer of Asec. Janir Ty Datukan**

I think it's important to understand the context in the Philippines, because it depends on where you are. For example, when I taught at PNU, I observed that more than 90% of the students truly wanted to become teachers, which aligns with PNU's mandate. However, in other institutions, the perception is very different. In my undergraduate experience, and I say this with no intention to offend, people would casually say, "Just go to Education, you don't even have to study there." It is like, you used to think, why is it like that? This mindset is problematic and needs to be changed. We need to learn from the practices from countries like Malaysia or Singapore, where only the top few percent of the graduates are able to go to teaching. Our teachers should be the best. They should be the best, because how can you learn from somebody who is not the best? Although it is proven in the Philippines, with the proper training and the proper motivation and passion for teaching, you can overcome all these talents that teachers develop. There are people like that, but it does not happen to everyone.

We are also changing the way we hire people at DepEd, because the problem with the past is that if you need a teacher, the hiring process is that it is open for whatever field you are or specialization, even if that is not what you need. And since the score is low, for example, you need a physics teacher, out of 200 applicants, and you need a physics teacher out of 75, you will not be able to hire him because there are a lot of people above him. So we are trying to change that to ensure that what you need as a teacher, that is what we will hire, not the open-to-all, because what happens is there is a math teacher who teaches PE, there is a PE teacher who teaches physics, that is the problem, right? They are having a hard time with the physical education. It should not be like that. So, again, DepEd is reviewing everything that we have, and we are making incremental changes. And hopefully those incremental changes will have an impact later on.

### **Answer of Dr. Edizon A. Fermin**

The Teacher Progression Act was passed into law, which gives you an appreciation that you can now find a way to progress and of course increase your salary, but you know, the immediate reaction of people on the ground who read the law, it is like it is hard to promote. We are hopeful that Dr. Jocson, who will speak after lunch, can shed light on what the process will be like.

But there's something exciting that I want to tell you. When the public consultations and hearings on the proposed measure by Senator Risa Hontiveros on increasing the salary grade of teachers. She is starting consultations now. Let us support that because I think it does not cover only the public schools. It is for all teachers. So that is something that can change the game in terms of understanding how that will work. Many of you may have already heard about the proposal to raise the starting salary to around ₱35,000 and I think the consultations will shed light on what's going to be meaningful as a raise for our teachers. Because that is one way to really tell the younger people you know, it's good for you to join teaching.



**Teacher Victor A. Villanueva**  
*School Director, The Builders' School*

That ends our morning plenary. Thank you, again, Asec. Datukan and Dr. Fermin. And to all of you for your thoughtful participation. This morning's plenary made it clear that shared measures give us a common language to set goals, track progress, and close learning gaps.

We were reminded that data must be used in a cycle of collect, analyze, act, and monitor, turning information into action. Both speakers challenged us to make data transparent, trusted, and actionable, and to equip teachers and school teachers to use it for improvement rather than compliance.

So as we break for lunch, I invite you to reflect on one shared measure your school or division could focus on, and the first step you might take to make the measure a driver of equity and excellence.

Thank you, and enjoy the rest of the conference today.



**Dr. Jennie V. Jocson**  
*Executive Director V,  
Teacher Education Council Secretariat*

Dr. Jennie V. Jocson, Executive Director V of the Teacher Education Council Secretariat, whose lifelong commitment to advancing teacher education in the Philippines has been evident throughout her distinguished career. Before her current role, Dr. Jocson served as Vice President for Academics at the Philippine Normal University (PNU), Director of the PNU Research Institute for Teacher Quality, and Member of the Second Congressional Commission on Education Standing Committee for Teacher Education and Development. As an educator, researcher, and education leader, she has led numerous high-impact, evidence-based projects with the Department of Education (DepEd) and the Bangsamoro Ministry of Basic, Higher, and Technical Education (MBHTE). Her contributions include the development of professional standards for teachers and school leaders, a professional education model for in-service teachers, and prototype syllabi for pre-service teacher education programs.

She also played a significant role in legislative efforts, including the passage of Republic Act 11713 – The Excellence in Teacher Education Act. With 27 years of professional experience in teacher education, Dr. Jocson holds a post-doctorate in research from the University of New England, Australia, and was a recipient of the Bravo Empowered Women Award in 2023. Although unable to attend the event in person due to an important engagement at the Senate of the Philippines, Dr. Jocson graciously prepared a recorded presentation to share her insights.

### Overview of the Teacher Education Council (TEC)

Dr. Jocson started her presentation by recognizing the current period as the “AI era” means acknowledging that education stands at a crossroads. The rise of AI, she explained, is disrupting long-standing practices in teaching, learning, and assessment. Yet this disruption offers educators a chance to revisit foundational concepts and reexamine the direction of education.

She proceeded to give an overview of the Teacher Education Council (TEC), which was established in 1994 through the first law EDCOM 1 and strengthened in 2022 by Republic Act 11713 – The Excellence in Teacher Education Act. The Council, attached to the Department of Education, has four key functions:

1. Policy Development – Formulating policies governing teacher education, including curriculum standards and career progression.
2. Coordination and Collaboration – Working with government agencies and private sector partners.
3. Quality Assurance – Ensuring consistent standards of teacher education across institutions.
4. Research and Innovation – Promoting evidence-based studies to advance teacher quality.

The Council is chaired by the Secretary of Education, with vice-chairpersons from CHED, TESDA, NCCA, and PRC, along with representatives from various educational organizations.

### **Rethinking Assessment in the AI Era**

According to Dr. Jocson, 21<sup>st</sup>-century education requires learners to develop critical thinking, creativity, collaboration, and ethical reasoning—skills now being redefined by AI. In the pre-AI era, critical thinking was often considered the pinnacle of cognitive achievement. In contrast, in the AI era, it becomes the foundation from which learners continually reconstruct and refine knowledge. Teachers are now challenged to help students ask better questions, use AI responsibly, and demonstrate authentic understanding.

She emphasized that while AI may raise questions about replacing teachers, the answer is clear—AI cannot replace the human capacity for critical thought, empathy, and collaboration. Teachers remain irreplaceable guides in the learning process.

To illustrate AI's potential in assessment, Dr. Jocson shared how she used the AI tool Perplexity while preparing her lecture. When prompted to provide insights on integrating AI into classroom assessments, the tool produced a wide range of resources and perspectives. She noted that while AI can generate vast information rapidly, it remains the educator's responsibility to evaluate, contextualize, and apply it meaningfully.

Dr. Jocson compared traditional and AI-era assessment models:

- Before AI: Assessments were teacher-led, static, and compartmentalized into quizzes and exams.
- In the AI Era: Assessments must be student-led, continuous, and holistic.

Teachers must now design assessments that evaluate understanding and application, not mere automation.

### **Ethical Innovation in AI Use**

Dr. Jocson underscored four ethical principles essential in integrating AI into education:

1. Transparency – Clear disclosure when AI tools are used
2. Equity and Inclusion – Ensuring all learners have fair access to AI resources
3. Data Privacy – Protecting student information at all times
4. Accountability – Promoting originality and integrity in student work



She introduced the concept of “double personalization,” where students use AI to explain a concept and then reflect on whether they agree or disagree with the generated response. Dr. Jocson encouraged the education community to:

- Cultivate a culture of continuous improvement for teachers and learners.
- Foster AI literacy and ethical integration through professional training.
- Align assessments with 21st-century skills and AI realities.

### **Reframed Pre-Service Teacher Education Curriculum**

She explained that the new curriculum, developed collaboratively by TEC, CHED, and the Research Institute for Teacher Quality, integrates AI throughout teacher education programs. Key outcomes include:

- Technological Competence – Ethical and effective technology use
- Assessment Competence – The ability to design authentic, holistic assessments
- Transformative Pedagogies – Fostering adaptive and inclusive learning environments

Teachers are expected not only to assess but also to use assessment data to improve learning continuously. Dr. Jocson cited DepEd Order No. 8, s. 2025, which defines classroom assessment as an ongoing process that measures learners’ competencies over time rather than through isolated tests.

Dr. Jocson concluded by emphasizing that weak assessment practices can hinder learning progress. She referred to a 2022 PIDS study by Orbeta and Paqueo, which found that “automatic promotion” practices may be linked to ineffective assessment methods that fail to capture true student competence.

In the AI era, she urged educators to rethink and redesign assessment systems to ensure that no learner is left behind. She closed by thanking all participants and inviting them to reach out to the Teacher Education Council Secretariat for collaboration and further inquiries.



**Atty. Jalieca L. Gadong-Balite**  
*E-Learning Expert & Consultant,*  
*XEPTO Education*

Atty. Jalieca L. Gadong-Balite is a lawyer, learning and development professional, and licensed professional teacher. She currently practices law, handling a variety of civil and criminal cases, while also consulting on education and training projects that integrate technology into curriculum and assessment design.

Previously, she served as a business instructor and school administrator at De La Salle Santiago Zobel, where she taught business subjects and led the implementation of institutional initiatives. Before transitioning into academia, she worked at global management consulting firms, providing effective business solutions to corporate clients.

As a champion of educational technology, Atty. Gadong-Balite has led initiatives to develop outcome-based, technology-enhanced learning systems that align with 21<sup>st</sup>-century skills. She advocates for human-centered, inclusive, and ethical approaches to innovation in education. Atty. Gadong-Balite holds a Juris Doctor degree from San Beda College Alabang and has obtained various certifications, including Google Certified Educator, Certified Apple Teacher, and Certified Microsoft Office Specialist. Through her work with XEPTO Education, she continues to mentor educators on effectively integrating technology into the classroom and is dedicated to developing innovative products that enhance teaching in academic institutions.

## Benefits of using AI Tools in Education

Atty. Gadong-Balite started her presentation by sharing her previous experience as a teacher, and how difficult it was to keep up with her workload as a teacher, while also studying at law school. However, when AI tools were developed, she discovered that it had the potential to help lighten the workload of teachers and educators, and make processes faster.

In particular, teachers and educators can use AI tools to help develop, implement, and interpret assessments, which allows them to assess, interpret data, and provide feedback to their students faster. AI can also provide information on the points of improvement of a class, validate or support teacher decisions, and suggest interventions that can be used. This is particularly helpful for educators that need to handle 700 to 1,000 students at a time, and where timely feedback is important for making formative assessments, preparing lesson plans, and making data-driven decisions.



### Risks of using AI Tools and How to Address Them

Atty. Gadong-Balite then discussed the risks and limitations of using AI tools. This includes (1) unfair grading and algorithmic bias, which refers to the tendency of AI to be partial to foreign or western context; (2) Data privacy breaches, which involves the risk of how AI stores sensitive data, and the possibility of it being compromised; (3) Overreliance on AI, wherein people no longer review or double-check output made by AI; and lastly, (4) Misinformation and AI errors, which is when AI sometimes provides inaccurate or wrong responses to questions.

To address these pitfalls, or as framed in the discussion the ‘villains’, in using AI, Atty. Gadong-Balite provided a set of techniques that can address these issues, which she framed with the acronym P.O.W.E.R.F.U.L.:

**Play** with various AI tools.

**Observe** your students and yourself closely and with purpose.

**Widen** your options for assessment formats.

**Empower** students by using AI as a support system.

**Regulate** AI use in the classroom.

**Focus** on what's important.

**Understand** the risks and limits of AI use in assessments.

**Lead** conversations and innovations in using AI for assessment.

When used with the proper approach, documentation, and regulation, Atty. Gadong-Balite proposed that using AI in education can serve as a transformative tool to help learning, rather than hinder it. She also encouraged the participants to discuss the use of AI in school, and to be role models to students on the ethical use of AI in the classroom.

### Conclusion

Atty. Gadong-Balite then emphasized that AI is only a tool, and that teachers are in the center of education, or that “the teachers are the superheroes. AI is just our sidekick.”. She further explained that how AI is used in assessment is still, ultimately, decided by teachers, school leaders, and educators. She then concluded her discussion with a call to action, for the participants to work together to transform learning.

*After the afternoon plenary discussions, the last round of open forum was opened to give participants the opportunity to ask clarificatory questions or share their thoughts on the topics presented by Dr. Jennie V. Jocson and Atty. Jalieca L. Gadong-Balite.*

*As Dr. Jocson was unable to attend the CEM 47<sup>th</sup> Conference in person, the participants were informed that they may use the link provided to them via QR code to send their questions with their email address included, and CEM will send the questions to Dr. Jocson so that she can email the response to them directly.*

*To ensure accuracy and transparency, the questions and answers from the open forum are presented verbatim.*

### **Question #1**

***What do you see as the most important skill that we should be measuring as people in education, and how can we use AI to do this for us?***

### **Answer of Atty. Jalieca Gadong-Balite**

I think the previous speaker was able to really enumerate the important competencies, and I totally agree. That's why I would like to cite the competencies that she cited. We start with critical thinking. Critical thinking is something that, of course, you can always ask AI to provide their feedback, to provide its comments, but AI doesn't fully know the context of your students, the context of your lesson, the context of your school, and the country in general. Being able to think within our context, in a critical way, is something that we really have to focus on, because this is something that AI cannot replicate.

As I said, I've learned that we have to focus on the process and not on the product, because it's easy to make the product itself. But the process, that's unique and personal to your students and to you. It cannot be replicated by AI. However, you can also use AI to promote critical thinking. How? You can actually ask AI and train it to pose questions, to provide comments on activities, to give their input.

I mentioned earlier Edcafe, the AI tool. After recording the scores of the students, it gives its own recommendations. You can actually use AI to brainstorm and find other options on how to assess your students and how your students can show their learning.

### **Question #2**

***Are equity issues in the use of AI, especially because it involves cost to students. How do you think schools can strike a balance between leveraging AI tools and then protecting equity?***

### **Answer of Atty. Jalieca Gadong-Balite**

*Equity is a serious topic and also a topic that always comes out, whether it's a private or public school. I mentioned that I used to work at De La Salle Zobel, which is a private institution.*

Even if it's private and it has resources, they also have a limited budget. So, there are only some tools that we can prioritize. We really have to evaluate these tools and identify which tools are worth the investments.

That's why it is important to observe the different AI tools that you use, because the documentation will be used by the administrators, by the school leaders, in evaluating which among these AI tools would be given the budget for implementation.

I used to work at a software company and we have a lot of DepEd schools as clients, and budget is always a concern. You can have the best AI tools in the world, but if the school doesn't have the internet connection, the teachers do not have the training, and the students do not have the devices to use the AI tools, then it's useless.

What we would usually do is evaluate the circumstances of the school. We usually conduct focus group discussions, and maybe this is also something that you can do in your own institutions, whether a public or a private school. You can conduct focus group discussions with your students, with the teachers, and identify your circumstances and the challenges, the different situations that you think AI could be helpful, and then regroup and explore the different AI tools that fit the circumstances and address the challenges in your institutions. This doesn't mean you have to use all the AI tools, because that's impossible. You have to also assess the readiness of your teachers, of your students, and at the same time, the infrastructure of the schools and the institutions that you are in.

### **Question #3**

*If you could leave today's participants with one action step to make assessment more transformative in their schools, what would it be?*

#### **Answer of Atty. Jalieca Gadong-Balite**

I think it's the first strategy that I suggested. It's very simple. Play with AI tools. If there's one thing that you can do later, if you're stuck in traffic and you have the time, or later tonight when you're relaxing, or next week during your break time, try to search for the different AI tools that you can use. Yes, learning AI tools can sometimes take hours. It takes hours learning a new tool, but imagine the hundreds of hours that you can actually save if you will be able to use these AI tools properly. I think it's worth the investment. All the other steps that I mentioned, it can come after once you have already explored the AI tools yourselves.

### **Question #4**

*If I will follow your advice to use AI for my assessment, how do I come clean to my students? What do I actually say?*

#### **Answer of Atty. Jalieca Gadong-Balite**

I think a simple way is that you can disclose the AI tools that you've used. That's why playing with AI tools really is important, because you can identify the potential and the pitfalls, and the ways that it can be harmful for your students. You have to be able to enumerate these risks for your students.

Our students are also excited to use AI. When they go to TikTok, to Facebook, to social media, they can do a lot of things with AI. Sometimes, they can create a photo of their favorite K-pop star, and them together, like they're lovers, and swoon over it.

But then again, you would have to lead the example of being careful. Lead the example of taking a step back. 'Wait, this is enjoyable and fun, but what am I actually giving up? Am I giving up my face that anyone in the world can just use for different purposes? Am I giving up data?'

Because when you download, when you create an account, there is a part that you consent to particular terms, and our students, they don't read instructions, what more the terms? All these AI tools, they wouldn't have the diligence of looking at these terms, to know what data they are giving up. So, you have to be the model.

'Okay, I use this AI tool, and these are the risks that come with it. These are the things that we are going to do in order to prevent these risks from happening.' You lead by example.

### **Question #5**

***As we embrace the AI era in the field of education in terms of teaching, how do you think AI can help our teachers make sure that the students are still able to input their original and own answers?***

### **Answer of Atty. Jalieca Gadong-Balite**

My response will be quite controversial. We have, actually, a lot of tools that can check AI outputs. I'm pretty sure you've heard of tools like Turnitin, for example. You can use that to assess whether the paper was done by AI. But I want to actually do away from that because there can be workarounds. If you go to YouTube, if you search for sites, there are actually ways to hack AI-detecting tools. And our students are smart.

They would most likely find ways so that your AI tool will not detect, 'Oh, this is generated by AI'. So I think it's not really AI that you're going to use to make sure that that's an original output. It's your responsibility as a teacher to make sure that the outputs that your students will be producing are really outputs that they generate to show what they have learned and what they can do.

So, yes, we can always resort to AI tools. And that's okay, because it really is effective. I just want to provide a caution that our students can also find a way to work around that. They can definitely research. I used to work at a software company. There are actually ways to hack the system and to find ways that that particular tool will not be able to detect the AI output.

That's why we have to rethink it. We have to make sure that our assessments will be avenues where students can show their learnings. As Cath Ellis said, 'Let's stop finding evidence of cheating, but let's start finding evidence of learning'.

### **Comment #1**

I appreciate how the speaker emphasized the need for the use of AI guidelines. However, even if we have this, students may still not follow. And as teachers, we do not want to spend our time

policing them. This means that we need to rethink how we design assessments in order to measure authentic learning. AI is a guide, but must be used properly.

### **Thoughts of Atty. Jalieca Gadong-Balite**

I totally agree. It's like laws. We can have the best laws in the country, but people are still violating laws. It's the same in our classroom when we have classroom policy. It's hard to implement just bringing a hall pass, how much more in using technology that students really enjoy? It's a challenge to police them. We can only provide these tools to make our jobs as teachers easier, but it's not fail-proof. There are a lot of other elements that we have to consider.

So, that's correct. If you are going to make sure that you are rethinking assessments in your classroom, there would be less policing involved. I totally agree. Whoever said that, that's a very beautiful way to put the thoughts together.

### **Comment #2**

We cannot really detect whether students use AI to generate essays, because they, for example, use ChatGPT in generating an essay. Then after that, the student will subject it to QuillBot to paraphrase it, and then another tool, AI Humanize Tool, to make it really human. That's why when the student submits it to Turnitin, well, it's 100% original.

That's why we don't really have effective AI tools to detect whether the essay is original. I'm teaching Practical Research 1 in senior high school, Catholic Filipino Academy Homeschool, owned by Brother Bo Sanchez. What I do, I ask my students to present. Even if they're only senior high school students, I ask them to present their proposal. Let's say the topic generation or identifying a topic for their research. I give them ideas on how to narrow down their topic. I ask them, 'Why are you choosing this topic? Do you have knowledge about it? Are you interested in it? Can you finish it within only five months?' Those are the questions that I ask.

Then I said, 'Don't use AI in generating three questions or two questions to design a research question. It has to come from you. You can use AI to look for credible sources. You can get ideas from AI. You can use AI tools to brainstorm for brainstorming purposes, but not really to submit a generated output to me.'

Then at the end of the five-month period, if their research proposal is really great, I will include you in the list of students who will be participating in an international conference. I brought my students already to Thailand. They were only senior high school students when they presented, and even the editor-in-chief of a certain international journal commented that our students did great, even though they were only high school students. And in fact, in 2017, one of our students were awarded the best presenter in the educational conference, and competed with the MA students, the PhD students, but was awarded the best student presenter. And we didn't have AI tools in 2017, so we only have to motivate our students that there are many opportunities awaiting for you if you will only develop critical thinking.

### **Thoughts of Atty. Jalieca Gadong-Balite**

Thank you so much. That's a very amazing way to actually use technology in class and validate the learning of the students, so thank you for sharing.



This afternoon session has reminded us that rethinking assessment is not simply a technical challenge, it is a shared mission.

Dr. Jocson reminded us that assessment must be used honestly and continuously to guide instruction and reveal where students need support.

Atty. Gadong-Balite showed us how AI can lighten the load and enrich assessment practices, provided we stay grounded in ethics and keep teachers at the center, or we are the superhero and the AI is our sidekick. As we end this plenary, I invite you to take these questions back to your schools. What data do you already have that could be used more meaningfully?

How can you redesign assessments to focus on the skills and dispositions students will need for the future? And how will you guide them to use AI responsibly so that it enhances their learning instead of replacing it?

Because, I've heard, let's say your IQ is 100 IQ points. Sometimes when we use AI, we're actually borrowing like 10 IQ points to add to our 100 IQ points. And then it kind of replaces some of the thinking.

And I guess that's a big challenge for teachers to face as our students learn and sometimes learn faster than we do.

Together, let us make assessment not just a measure of learning, but a catalyst for transformation for our classrooms, our schools, and for every learner we serve. Thank you very much.



Distinguished guests and colleagues, partners in education and advocates for educational excellence, magandang hapon po. It's so nice to see all of you again face-to-face. So familiar faces, beautiful faces. After six years, nagkita kita po ulit tayo at ang gaganda pa rin at gwapo ng aking mga member schools, partners, and clients.

Today, we gathered under the theme, One Vision, Shared Measures, Empowering Progress Through Assessment. And throughout this day, we have seen how powerful and transformative the message is.

Together, we explored how assessments can build fair and high-quality learning environments, advance equity through data-informed schools, and prepare our learners for the future while holding fast to ethical standards in a technology-powered and AI-enhanced world.

For 47 years, CEM has been a beacon of educational measurement, yet our true impact is not found in numbers or reports. It is in the lives we touch, the futures we help shape, and the dreams we help realize. Assessment is not just about scores. It is a compass for excellence, a roadmap of success, and a foundation of decision that open doors for Filipino learners. I have witnessed this firsthand. As both a parent and a CEM employee, I have seen how assessment guided my own daughter in finding her path. The data revealed her strengths, led her to her passion, and helped her flourish.

Her story is one example, yet it reflects the power of the work we all share. Fellow advocates of quality assessment and education, this is what one shared measure truly means. When we commit to common standards to uphold integrity and work together, we empower not just progress, but lives, families, and communities.

Before we end, allow me to extend my heartfelt gratitude to the dedicated conference committee whose hard work, creativity, and commitment made today possible. Their efforts behind the scenes ensured a meaningful and seamless experience for everyone. So may I ask to please stand up for those us doing committee and committee involved in this successful 47<sup>th</sup> conference. Thank you for your hard work.

And also wish to sincerely thank our sponsors and partners whose generous support has helped bring this conference to life and further our shared mission of advancing education in the Philippines. As we close this conference, may we wish us today's insights and renewed commitment to our shared vision. Let us remain dream enablers, future shapers, and hope builders.

And let us remember when we measure with purpose, assess with integrity, and evaluate with care, we don't just change test scores, we change lives. Maraming salamat po for celebrating this momentous anniversary conference with us. See you again next year.



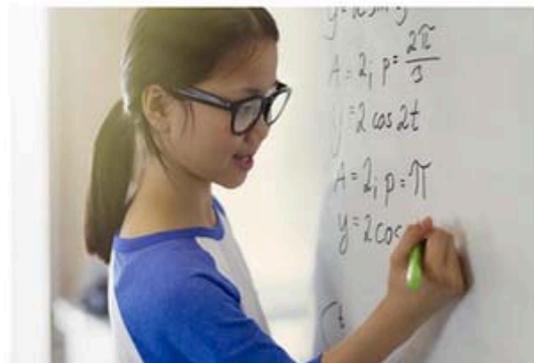
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## Assessment, Accountability, and Autonomy:

### Towards Equity and Excellence in Philippine Education



Allan B. I. Bernardo  
De La Salle University



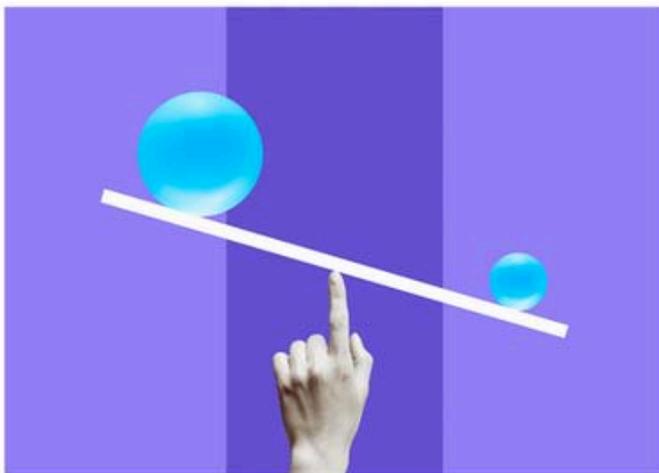
# EQUITY

## FAIRNESS

the extent to which students, irrespective of their backgrounds, have an equal opportunity to reach their full potential



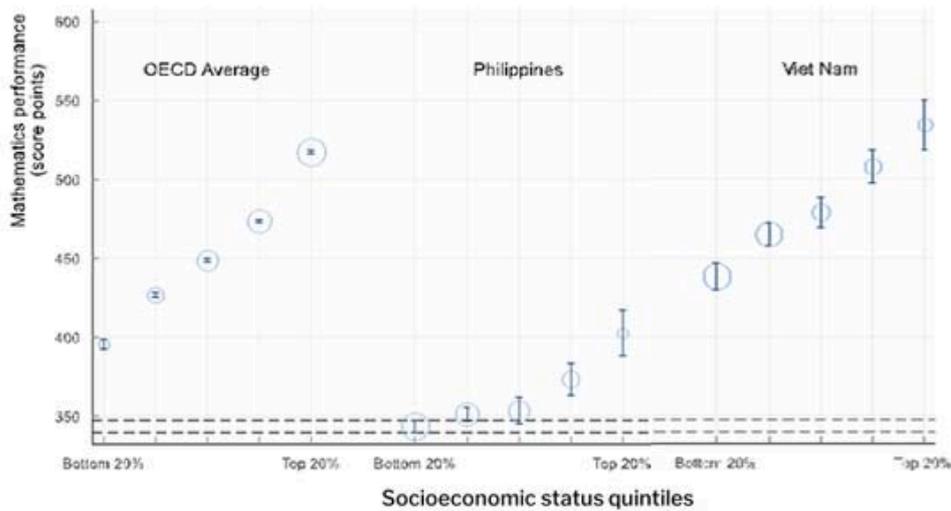
## Equity : A global concern



### OECD data from PISA 2022

- 15% of variation in mathematics performance can be attributed to students' socioeconomic status
- On average, socioeconomically advantaged students scored 93 points more in mathematics than disadvantaged students
- The socioeconomic gap in mathematics performance did not change between 2018 and 2022 in most countries, but it widened in 12 countries, including the Philippines

## In(Equity) in Philippine education

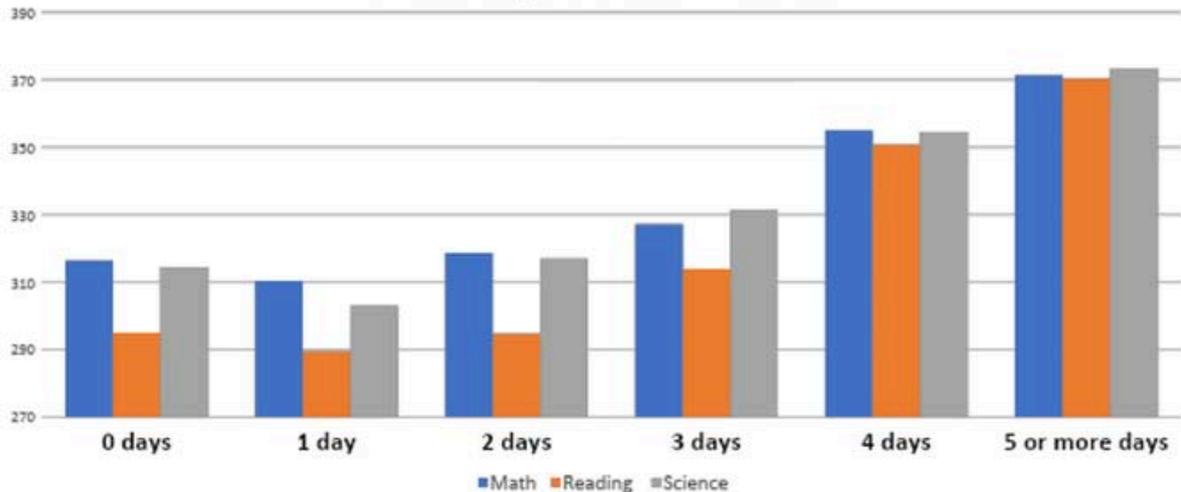


## How many days per week do you eat breakfast before going to school?

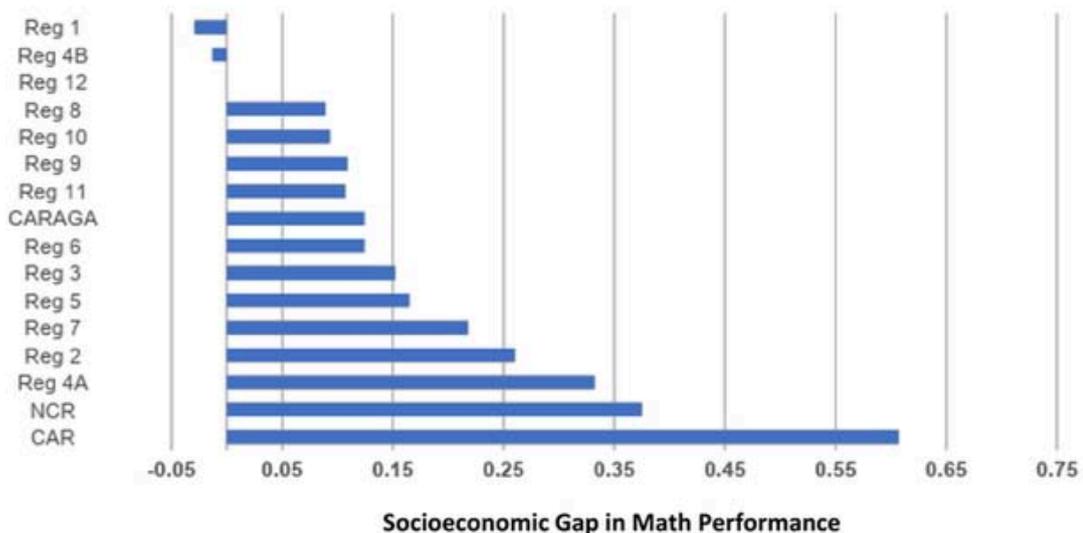


## How many days per week do you eat dinner after going to school?

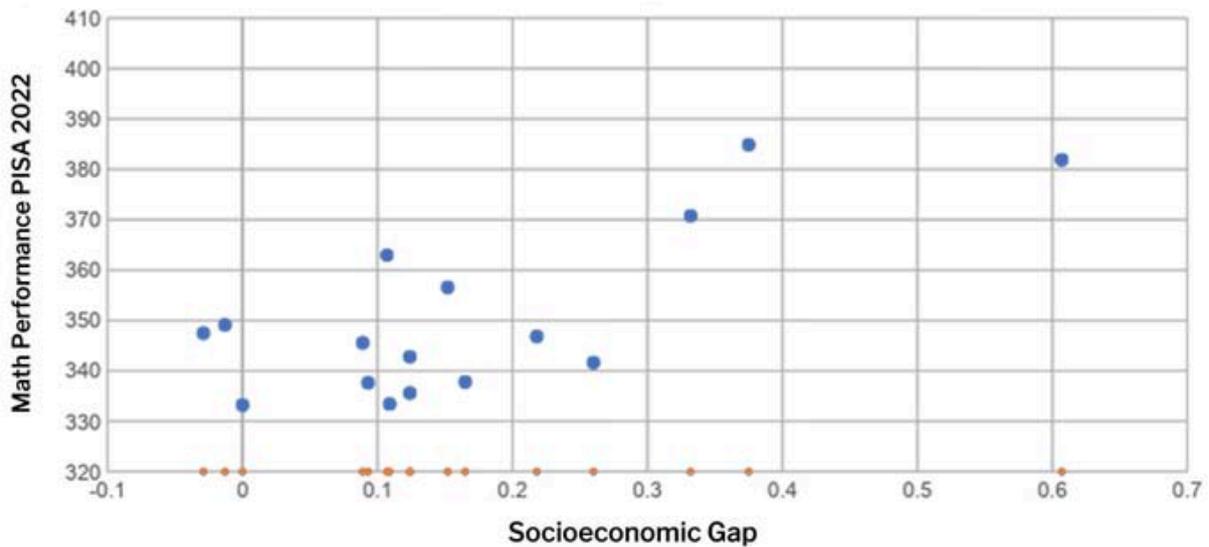
PISA 2022 Average Performance in Three Areas



## Socioeconomic (in)equity in math performance across regions



## Socioeconomic (in)equity and math performance **across regions**



## Socioeconomic (in)equity and math performance **across regions**

Level of socioeconomic inequity	Math performance below national mean	Math performance above national mean
Large ( $\beta > .30$ )		CAR, NCR, 4A,
Moderate ( $\beta < .25$ )	2, 7, 5, 6	3, 11
Neutral ( $\beta =$ nonsignificant)	CARAGA, 9, 10, 8, 12, 4B, 1	

## Problems of Quality and Equity

- Overall, the system is performing poorly (below global standards)
- The regions that are doing relatively better (but still poorly) have large socioeconomic gaps
- The regions with low socioeconomic gaps, have poor performance



## Assessment data

- Assessment systems provide the data informs us about the problems of education
- Careful analysis of assessment data can provide granular descriptions of the problem
- Assessment data can be used to provide information about the educational system, schools, curriculum, instructional approaches, teachers, and students

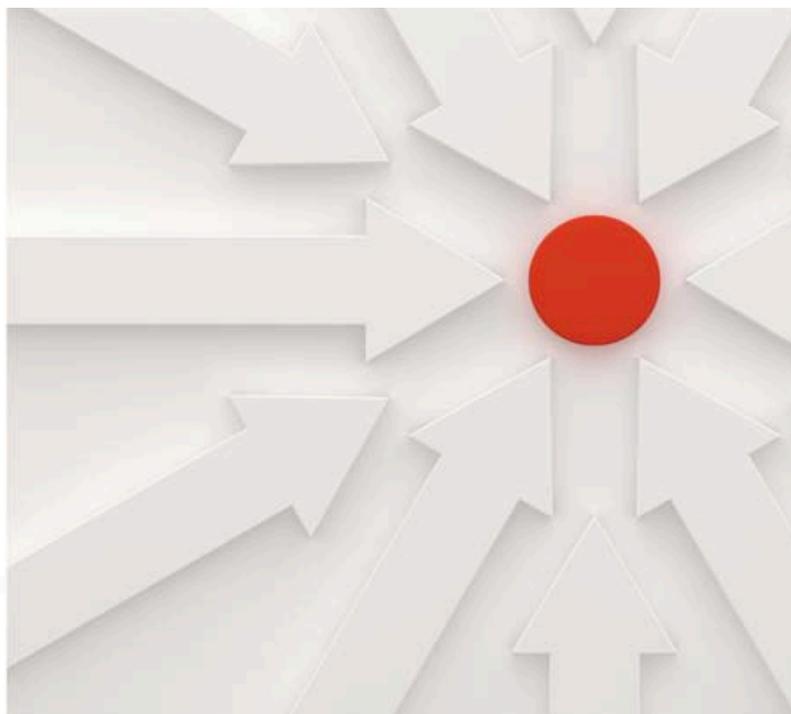


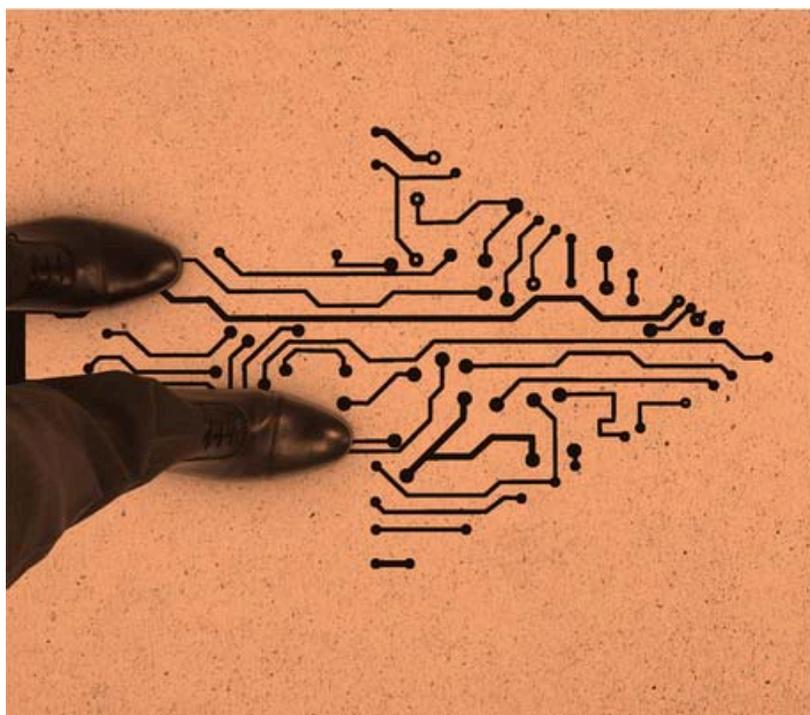
## Assessment and Educational Improvement

**"YOU CAN'T  
FATTEN A  
COW BY  
WEIGHING  
IT!"**

Assessing student performance is not enough.

We must use assessment information to *develop strategies and implement changes in teaching and learning* to achieve better student outcomes.





Who is responsible for doing that?

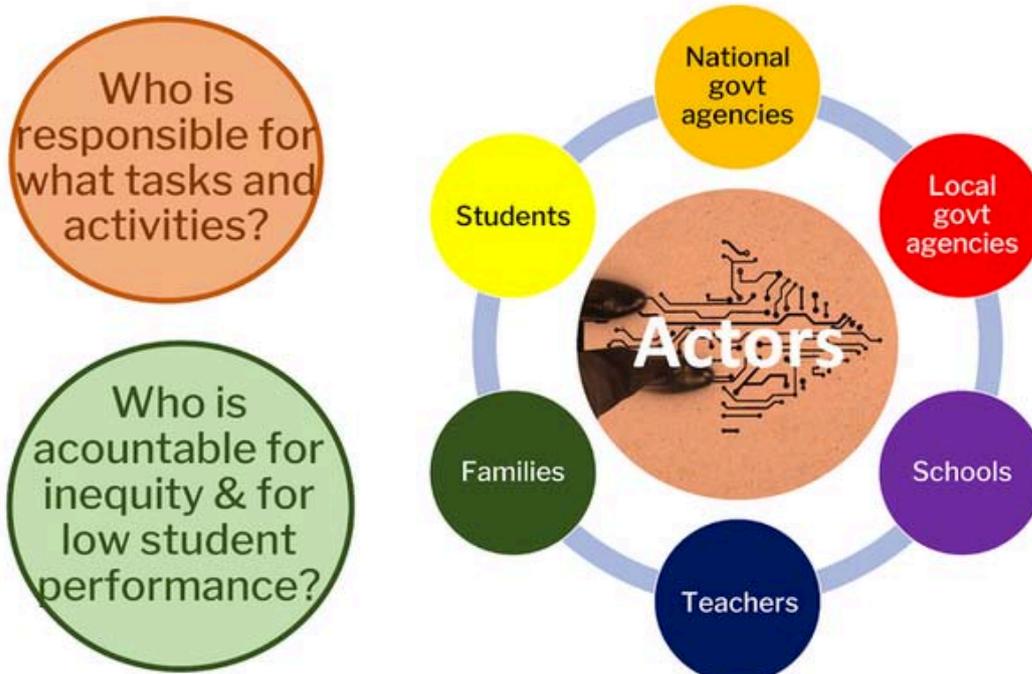
Who is responsible?

Who is accountable?



## Responsibility vs. Accountability

Responsibility	Accountability
Focus: actions, tasks and duties one is expected to do	Focus: outcomes expected from tasks and duties
Obligations to fulfill tasks and duties	“Answerability” for consequences associated with outcome
Control and ownership of tasks and duties	Control and ownership over outcomes
Self-driven : Personal duty	Group-focused : Duty to group or collective

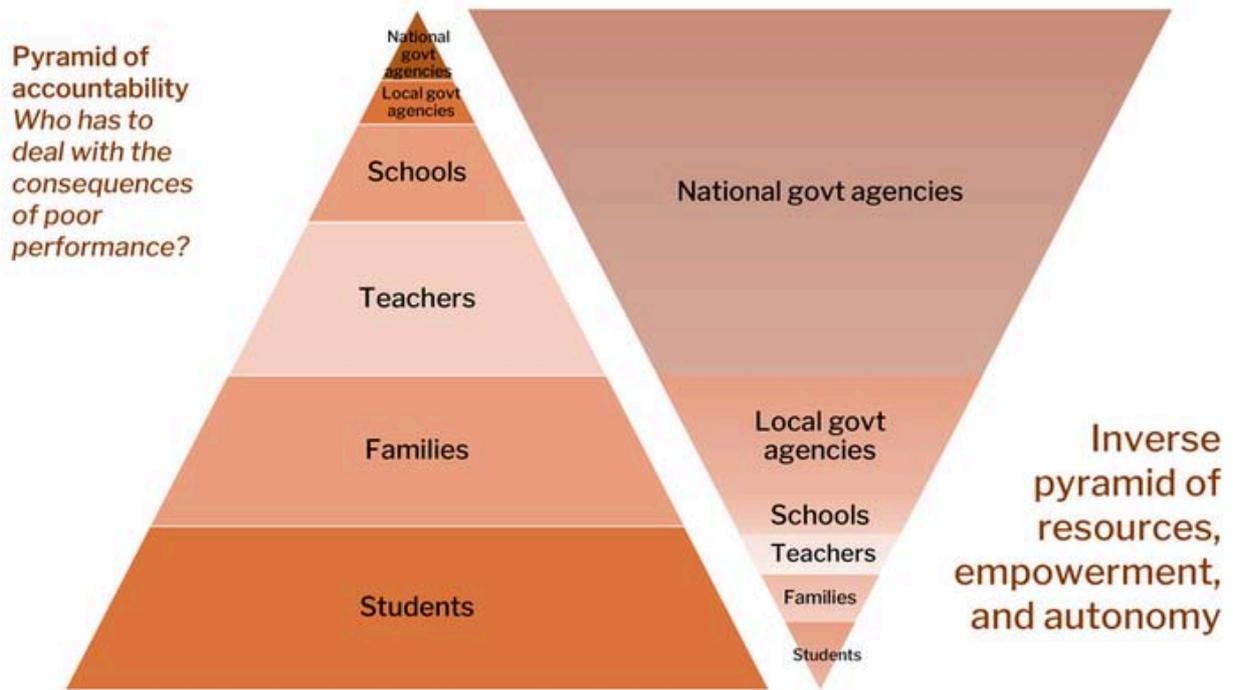


## Benefits of accountability with responsibility

In theory...

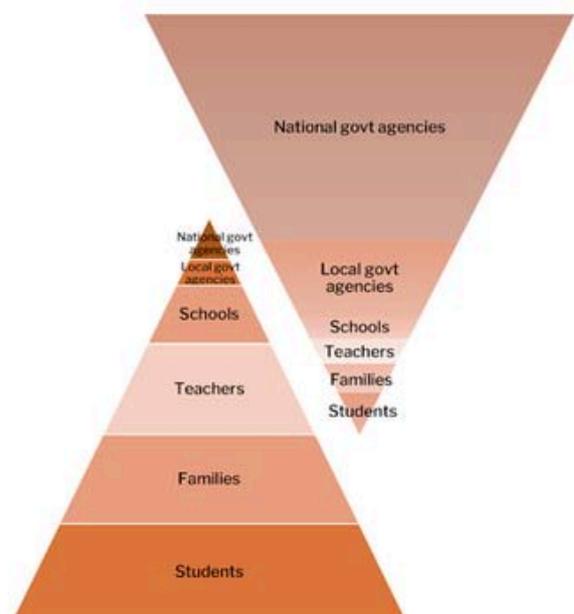
- improves individual and collective performance
- stronger motivation to be high performing
- reduces space of sub-par work
- fosters creativity, innovation, team engagement





## Accountability and autonomy

- There seems to be no culture of accountability in our educational system
- Those who deal with the consequences of failing education system are not the stakeholders who are empowered and have the autonomy to act with accountability



## So far...

- There is **assessment** data that point to low performance and high socioeconomic gaps in performance
- There are various **actors** in the education sector who have different responsibilities but unclear (and possibly no) accountabilities
- Clarifying **accountabilities** can help improve the performance of the system
- But key actors in the effort to improve the system have little **autonomy** and resources to innovate and help students perform better.

- Do we have a culture on non-accountability in Philippine education?
- Is anyone or any organization accountable for the poor performance and inequity in Philippine education?
- Do the actors who are supposed to be accountable have sufficient resources and autonomy to act responsibly to address the problems?
- Are the accountability and autonomy properly ascribed to the different levels of a highly hierarchical educational system.



## Characteristics of non-accountability cultures

- **Disengagement:** lack of ownership and responsibility at all levels of an organization
- **Blame-shifting:** blaming others for failures or problems, rather than owning up to their part in the issue.
- **Lack of follow through:** promises or commitments are made but not fulfilled, with little to no consequences.
- **Absence of performance feedback:** constructive feedback is rare or non-existent, leaving employees unclear about expectations and performance standards.
- **Cynicism:** eroding trust as people feel they cannot rely on others to do their part.

HEADLINES

### Delays in testing leave DepEd in the dark about student progress

Cristina Chi - Philstar.com  
January 23, 2024 | 1:41pm

EDUCATION IN THE PHILIPPINES

## DepEd head demands apology from World Bank for PH poor education ranking

JUL 5, 2021 1:40 PM PHT

**BONZ MAGSAMBOL**

UPGRADE TO LISTEN POWERED BY SPEECHIFY

Already have Rappler? [Sign in](#) to listen to groundbreaking journalism.



### DEPED: NO 'AUTO-PASS' POLICY IN PUBLIC SCHOOLS

The Department of Education (DepEd) clarified on Wednesday that there is no policy automatically passing students in public schools.

Opinion

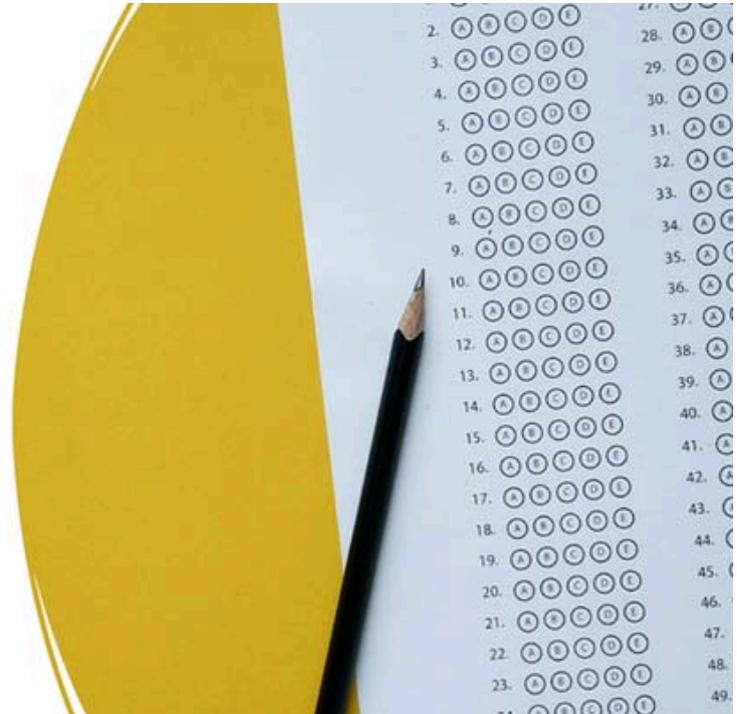
### DepEd cannot wash its hands off the mass promotion practice

Zigzag Weekly November 16, 2024

By Estanislao Albano, Jr.

## In culture of non-accountability

- Educational assessment is irrelevant
- Educational assessment results are unimportant
- Educational assessment outcomes have no consequences
- Educational assessment can be weaponized



## Creating cultures of accountability in schools

	Students	Teachers	Leaders
Set clear expectation on roles and how performance will be measured			
Encourage open honest communication, especially about mistakes and problems			
Provide regular constructive feedback			
Support autonomous and collective efforts to improve			
Lead by example			
Implement accountability structures			



## Addressing inequity

---

- Mostly a system problems – accountability should be at higher levels
- But there might be equity problems within our own schools
  - We need to understand its nature (it may not be about socioeconomic inequity)
  - Performance-targetted interventions
  - Guided by good assessment data

## Summary

---

- Educational assessments reveal problems in our educational system: low performance and inequity
- Good assessment data should be used to guide development of strategies and implement changes
- Assessment is only relevant in organizations/systems that have accountability – *were assessment results have consequences*
- Accountability systems can help improve performance if the actors have autonomy, empowerments, and shared ownership of the goals.



## Concluding points

- Our inability to reform the systemic problems of poor performance and inequity in student learning is very likely a function of the non-accountability culture of our national education system.
  - A system where those who are made to be accountable have very little autonomy
  - Those who make the big decisions have very little or no accountabilities
- But we can build cultures of accountability in our schools
  - Within our schools we can use assessment systems to create a culture of shared responsibilities and accountabilities of improving student learning

**THANK YOU  
VERY MUCH FOR  
LISTENING !!!**

Assessment, Accountability, and  
Autonomy: Towards Equity and  
Excellence in Philippine Education



**Allan B. I. Bernardo**  
De La Salle University





Center for  
Educational  
Measurement, Inc.

THE TEST OF EXCELLENCE

# APPENDIX

Slide Presentation of Dr. Edizon A. Fermin

Center for Educational Measurement, Inc.  
THE TEST OF EXCELLENCE  
FORWARD

## 47th ANNIVERSARY CONFERENCE

# ONE VISION, SHARED MEASURES

*Empowering Progress through Assessment*

September 19, 2025 | 8:30 AM - 4:30 PM  
AIM Conference Center, Makati City

Media Partners

THE PHILIPPINE STAR  
PILIPINO MIRROR  
The Manila Times

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## Focusing on the Big IDEAS

Edizon A. Fermin, PhD  
19 September 2025  
edizonfermin@gmail.com

Center for Educational Measurement, Inc.  
THE TEST OF EXCELLENCE

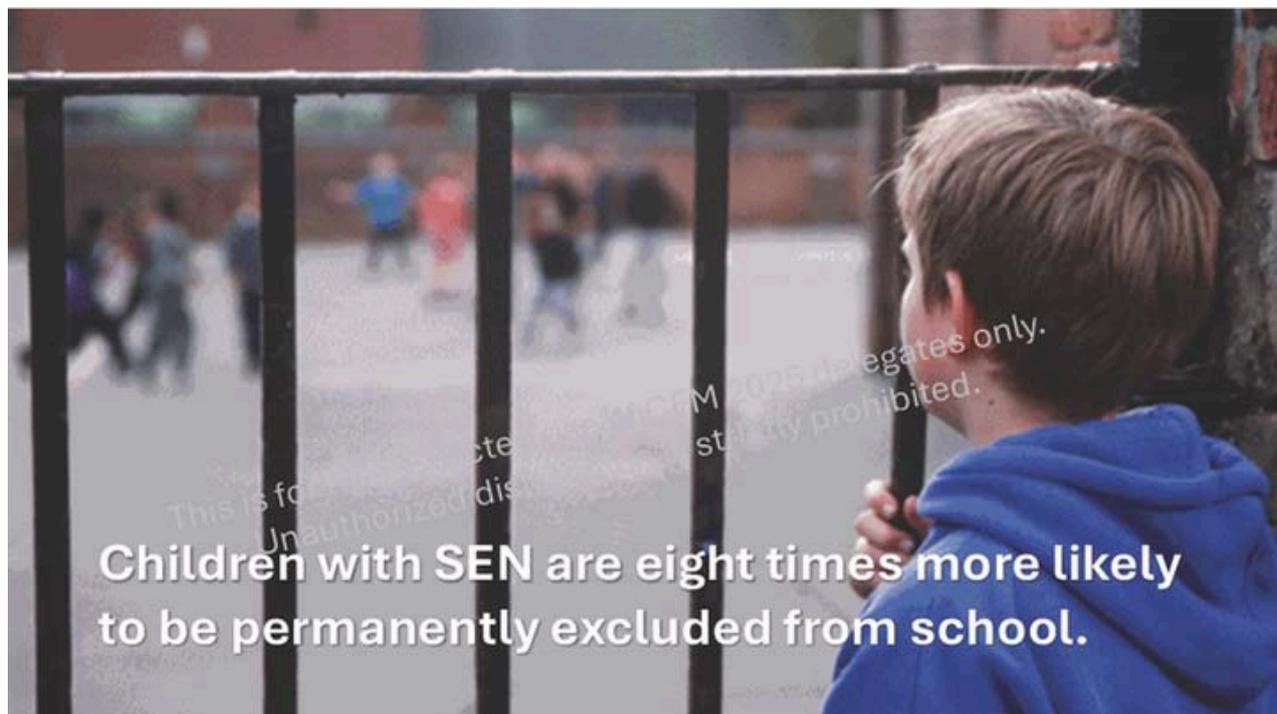
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**Schools are intended to serve  
as spaces where learners experience  
being seen, heard, felt,  
and most importantly, understood.**

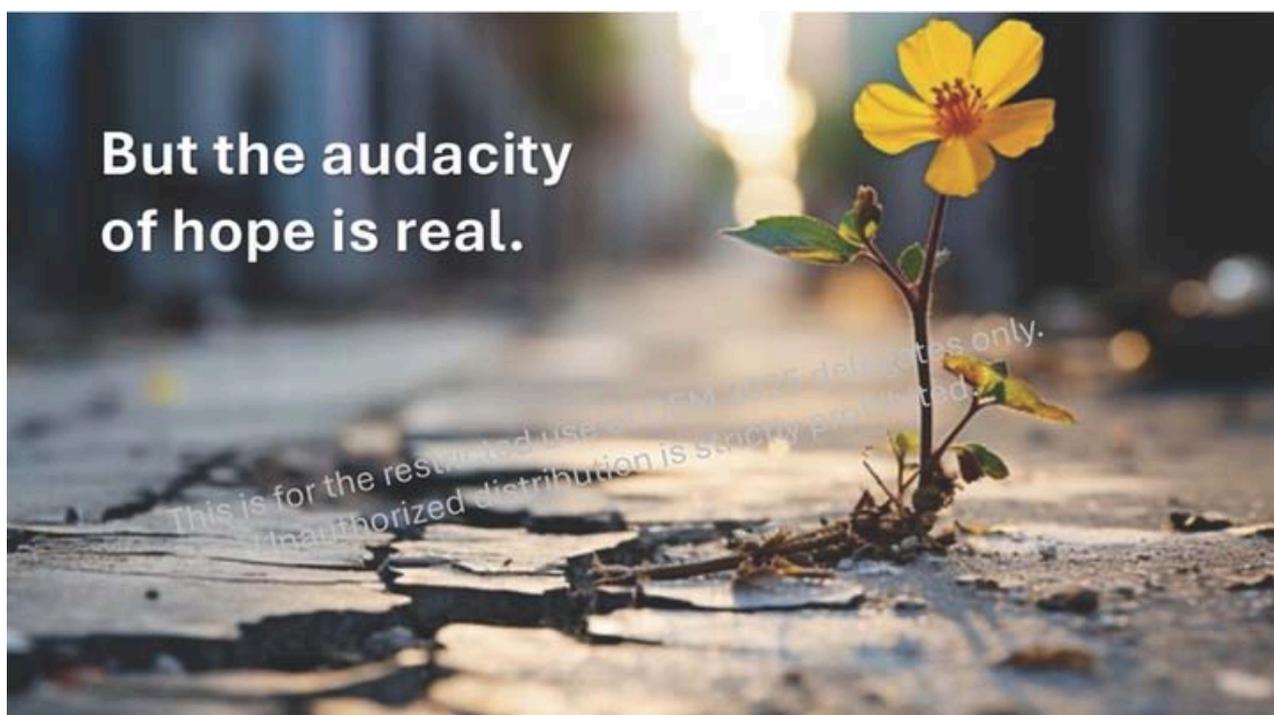
*This is for the restricted use of CEM 2025 delegates only.  
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**More learners  
are growing up lonely  
and disengaged.**

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## Cambodia's Post-Conflict Educational Reconstruction (2023)

- Rebuilding using data systems and community engagement approaches
- Focus on equity-driven recovery
- Emphasis on community participation in data collection and interpretation, particularly relevant for diverse linguistic communities



## Lao PDR's Remote Learning Solutions (2022)

- Mobile assessment initiative in challenging geographical contexts
- Innovative and cost-effective solutions demonstrating that resource constraints need not prevent effective data collection and use

### **Vietnam's Multilingual Assessment Innovation (2023)**

- MTB-MLE assessment policies showing significant impact on student performance and equity outcomes
- Addresses linguistic diversity challenges
- Better learning outcomes for minority language learners

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### **Brunei Darussalam's Multilingual Framework (2022)**

- Comprehensive multilingual assessment framework addressing diverse linguistic contexts
- Measuring learning outcomes across multiple languages
- Small-scale pilot programs providing scalable models

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## Malaysia's SISCIP (2022)

- School Improvement Specialist Coaches
- 18% greater improvement in national assessments with particularly strong gains among disadvantaged students



## Singapore's SkillsFuture Movement (2015)

- Comprehensive data system investments yielding measurable economic returns through improved workforce preparation
- Holistic assessment frameworks reducing achievement gaps through comprehensive evaluation



**Universality:** All students are held to high expectations with high level of support.

**Transparency:** Open access to meaningful data is a norm.

**Actionability:** Evidence directly informs decisions and actions.



## Equity through Evidence

1. Equity is not achieved by lowering standards or creating separate systems.
2. Equity emerges when all students receive differentiated support based on evidence of their specific needs.
3. Shared measures become tools for justice rather than judgment.

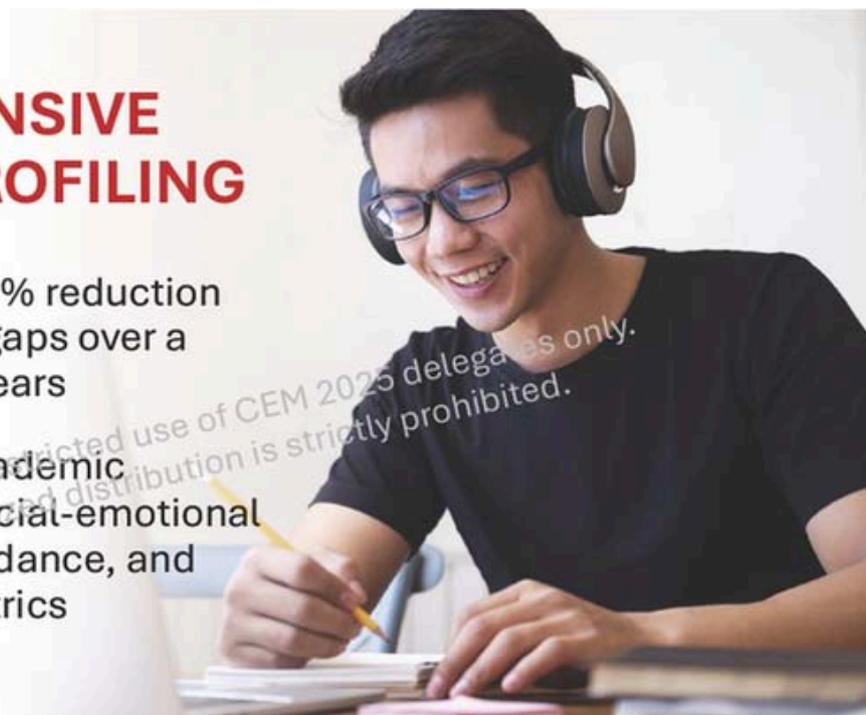


One Vision, Shared Measures: One Vision, Shared Measures: Empowering Progress through Assessment

**SIMPLE BUT  
TRANSFORMATIVE  
PRACTICES**

## COMPREHENSIVE LEARNER PROFILING

- ADMU (2023): 28% reduction in achievement gaps over a period of three years
- Integration of academic performance, social-emotional indicators, attendance, and engagement metrics

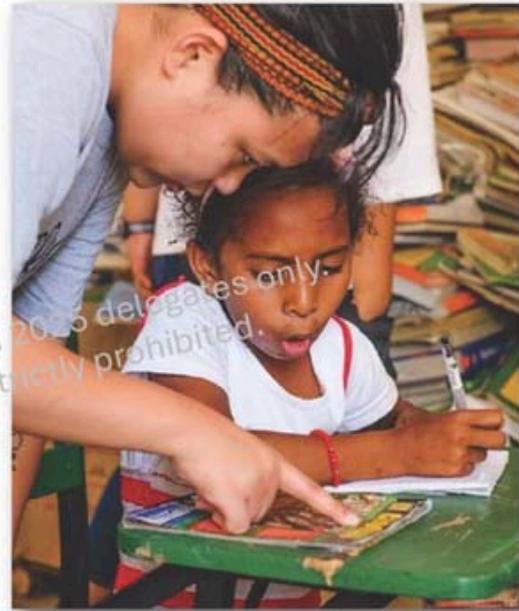


## REAL-TIME FORMATIVE ASSESSMENT

- DepEd Region IV-A (2023): Across 120 schools, enables teachers to adjust instruction based on immediate feedback
- Teachers identify struggling students within days rather than weeks, enabling timely interventions

## CULTURALLY RESPONSIVE INTERPRETATION

- UP College of Education (2022): Recognizing validity of different ways of demonstrating learning
- Training educators to distinguish between cultural/linguistic differences and actual learning difficulties



## LEADERSHIP REQUIREMENTS



## FOCUS ON NEEDS

Leaders who use data not to rank or sort students, but to ensure every learner receives what they need



## STORYTELLING

Leaders who use data to tell the narrative behind numbers and create safe spaces for difficult conversations



## TECHNOLOGY

As equity multiplier:

- Multiple modalities for demonstrating learning (text, audio, video, interactive simulations)
- Predictive analytics for at-risk learners
- 19% reduction in dropout rates, (DepEd, 2023)





## Systematic Data Disaggregation

- Look beyond averages: thriving vs. being left behind
- Regular group reflection on data through an equity lens
- Reshaping instruction and policy decisions

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## Educator Capacity Building

- Support for training in meaningful data analysis, interpretation, and storytelling
- Optimization of intelligent testing platforms and applications

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## Policy Advocacy for Equity Outcomes

- Equity outcomes over traditional compliance measures
- Challenging existing systems that perpetuate inequities

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## EQUITY AND HUMAN CAPITAL DEVELOPMENT

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## **Making people incapable and invisible has changed the course of humanity.**



**There is a growing disinterest  
in building intimate  
and lasting relationships.**



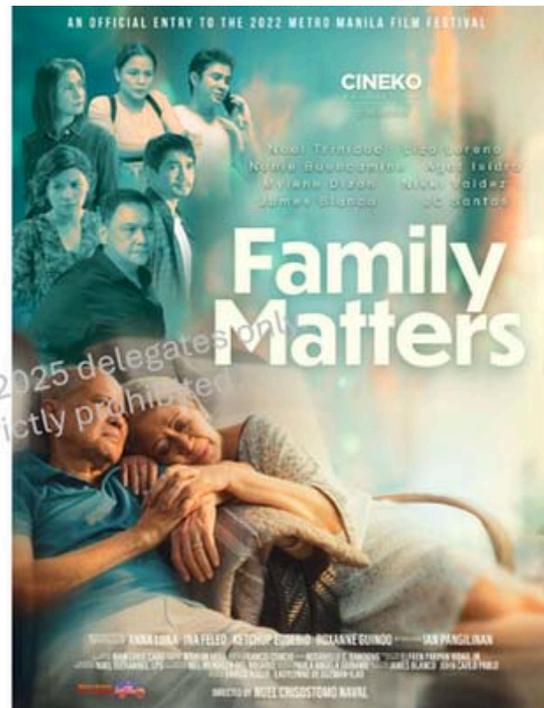
Even the elderly feel more insecure.



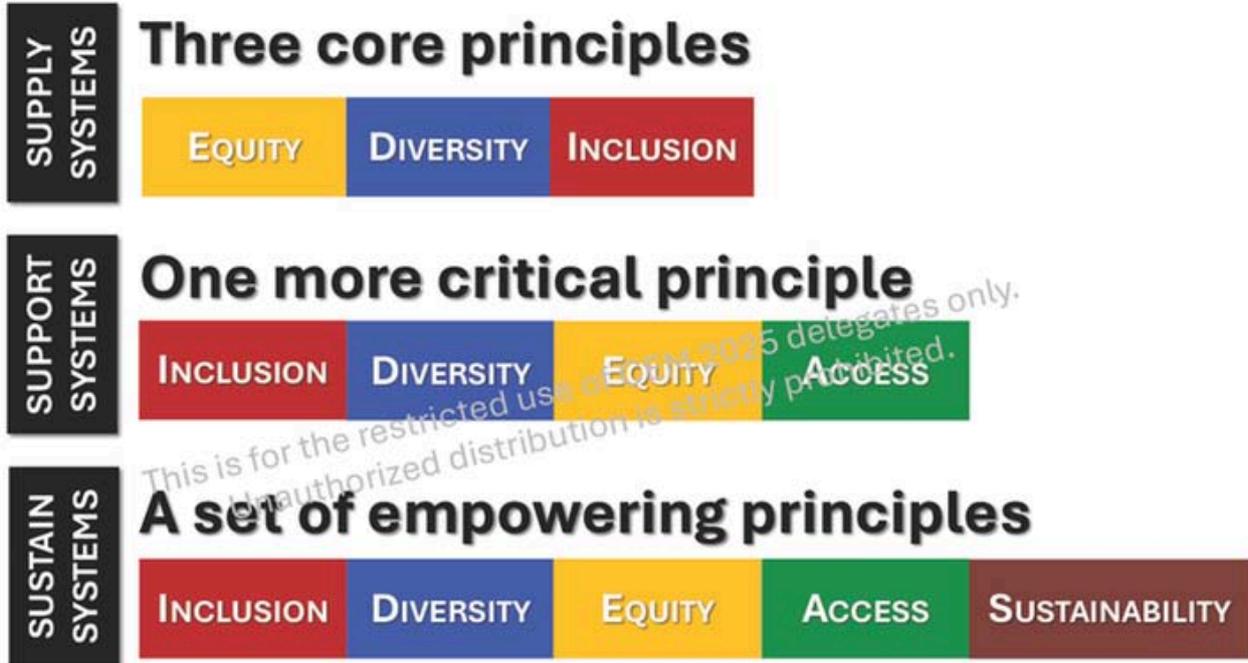
## Dito sa 'Pinas!

Going Silver by 2030

- **Working-age Population**  
77.61M (95.7% employment rate)
- **Elderly worker explosion**  
38.2% increase in June 2024
- **Monthly growth rate**  
+234,000 older workers (May-June)
- **Total elderly workforce**  
2.54 million strong









Center for Educational Measurement, Inc.  
THE TEST OF EXCELLENCE  
FORWARD  
47th ANNIVERSARY CONFERENCE  
**ONE VISION,  
SHARED MEASURES**  
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September 19, 2025 | 8:30 AM - 4:30 PM  
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STAR  
PILIPINO Mirror  
The Manila Times

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**Shared Measures,  
Shared Goals:  
Advancing Equity and  
Building Data-Informed  
Schools**

**JANIR TY DATUKAN**  
Assistant Secretary for Learning Systems  
Department of Education





**MARIA**

Grade 8 learner in Makati City with access to a tablet and stable internet



**JUAN**

Grade 8 learner in Glan (Sarangani Province) who helps his family farm

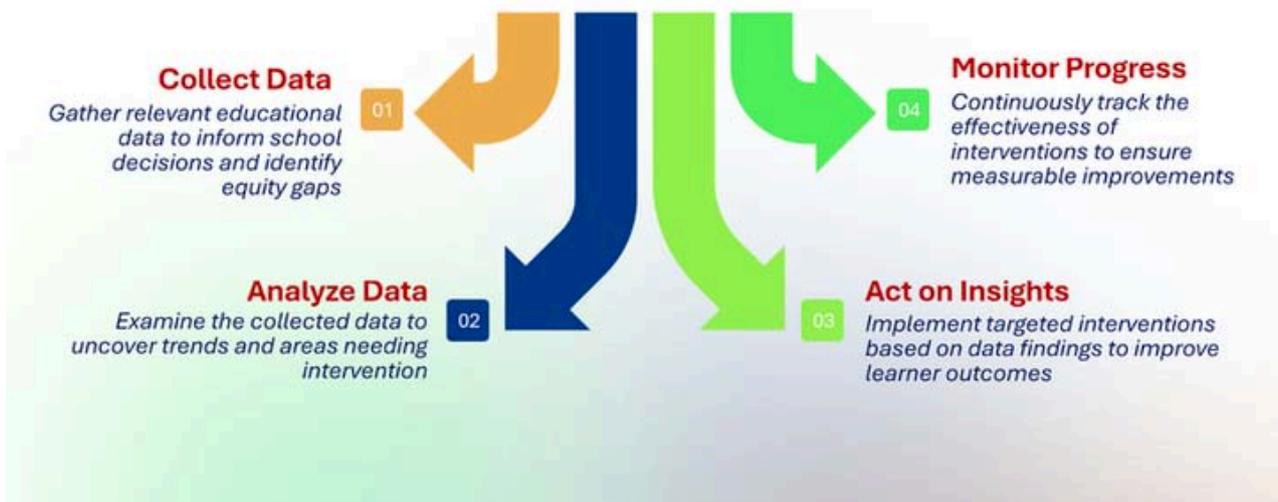
On paper, both are learners under the same curriculum.

But in reality, do they have an **equitable** opportunity to **learn, thrive, and succeed**?

<https://previews.123rf.com/images/whaira08/whaira081411/whaira08141100021/33330377-cartoon-grad-student-asean-philippines.jpg>  
<https://www.dreamstime.com/vector-illustration-happy-philipino-boy-wearing-barong-tagalog-celebrating-festival-happy-philipino-boy-wearing-barong-image381275449>

## The Scenario: The process leading to a data-informed school

Operationalizing equity through data in school improvement



## Step 1: COLLECT – Capturing the full picture

ASSESSMENT	DETERMINES
<b>KEY STAGE 1</b>	
• Comprehensive Rapid Learners Assessment (CRLA)	Reading profiles of learners in Grades 1-3
• Early Language, Literacy, and Numeracy Assessment (ELLNA)	Foundational learning standards in Key Stage 1
• Rapid Mathematics Assessment (RMA)	Mathematical proficiency of learners in Grades 1-3
<b>KEY STAGES 2 and 3</b>	
• National Achievement Test (Grades 6 and 10)	Learning standards in elementary (NATG6) and JHS (NATG10)
• Philippine Informal Reading Inventory (Phil-IRI)	Reading profiles of learners in Grades 4-10
• Rapid Mathematics Assessment (RMA)	Mathematical proficiency of learners in Grades 4-10
<b>KEY STAGE 4</b>	
• National Achievement Test (Grade 12)	Learning standards in SHS

## Step 2: ANALYZE – Making data matter



**Disaggregate NAT scores by socioeconomic and demographic factors**

*Break down NAT results by variables like income level and ethnicity to uncover hidden performance disparities among learner groups*



**Cross-reference Math performance with Learner Information System data**

*Combine Mathematics scores with LIS data to identify patterns that reveal equity gaps affecting specific learner populations*



**Identify trends such as underperformance of low-income learners**

*Highlight consistent challenges faced by learners from low-income families, enabling focused support to improve outcomes*



**Analyze attendance patterns of Indigenous Peoples learners**

*Examine attendance data to detect trends among Indigenous Peoples learners, addressing barriers to consistent school participation*

### Step 3: ACT – From insight to intervention



**Implement targeted interventions based on data insights**

*Address specific challenges such as reading comprehension deficits by focusing LAC sessions on reading strategies and investing in leveled readers to support learners effectively*



**Collaborate with local authorities to reduce absenteeism**

*Partner with Barangay Council for home visitation and advocacy efforts in barangays with high absenteeism to improve attendance and learner engagement*



**Empower schools and teachers as agents of change**

*Enable educators to translate data insights into meaningful, equitable actions tailored to learners' needs, fostering continuous improvement and localized solutions*

### Step 4: Monitor – Measuring impact and closing the loop



**Assessments**

*Track learning improvements by comparing results before and after interventions to measure effectiveness*

**Attendance**

*Observe attendance patterns after interventions to evaluate behavioral changes and engagement*

**Grades**

*Analyze shifts in academic performance and learner participation to assess impact*

**M&E Role**

*Provide evidence-based insights for decision-making, identify curriculum strengths and weaknesses, assess resource efficiency, and enhance accountability*

**Improvement**

*Use monitoring data to close the cycle with iterative refinement, fostering a culture of data-driven excellence and adaptation*



## Linking DepEd Policy, Equity, and Data



### Invest in Teacher Quality and Equip them with Skills and Resources

- Enhance professional development and merit-based career progression for teachers
- Equip teachers with resources to teach effectively
- Increase school resources to cover classroom expenses
- Refocus teachers to teaching and lessen administrative tasks



### Build Classrooms and Safe Supportive Learning Environments

- Promote health and nourishment
- Ensure campuses are safe spaces
- Institutionalize proactive support channels
- Close gaps in classrooms and digital spaces for learning and teaching



### Efficiency through Evidence-based Policymaking and Decentralized, Digital Processes

- Decentralize key processes to empower ROs, SDOs, and schools
- Build real-time database dashboards to inform policy, targeting, prioritization, transparency, and accountability
- Increase partnerships with the private sector and development partners



### Quality Education through Curriculum, Assessment, and Digitally Enabled Schools

- Improve the K to 12 Curriculum to enhance learning outcomes
- Modernize learner assessment systems and facilitate transparency through digitalization
- Build digitally enabled schools and enhance digital skills of learners



### Prepare Graduates for Employment, Entrepreneurship, or Higher Education

- Strengthen foundational skills
- Partner with industry and education stakeholders
- Design relevant and robust SHS content

## Beyond Our Walls: Systemic and Policy Implications

### Informs National Policy & Resource Allocation

Aggregated data guides equitable budgeting, school construction, teacher deployment, and curriculum tailoring

### Strengthens Accountability & Transparency

Shared measures create common language, clarify goals, track progress, and ensure resources align with learning outcomes

### Drives Collaborative Innovation

Successful school interventions are shared and adapted system-wide, building a knowledge ecosystem

### The Big Picture

Data-informed systems uphold the constitutional right to quality education for every Filipino learner



## Our Call to Action: From data to meaningful outcomes



**THANK YOU**

**JANIR TY DATUKAN**  
janir.datukan@deped.gov.ph





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Educational  
Measurement, Inc.

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# APPENDIX

Slide Presentation of Dr. Jennie V. Jocson

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FORWARD  
47th ANNIVERSARY CONFERENCE

## ONE VISION, SHARED MEASURES

*Empowering Progress through Assessment*

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REPUBLIC OF THE PHILIPPINES  
TEACHER EDUCATION COUNCIL

## Rethinking Assessment for the AI Era: Aligning Measures with 21<sup>st</sup> Century Skills and Ethical Innovation

September 19, 2025  
AIM Conference Center, Makati City

tec.deped.gov.ph TeacherEducationCouncil tec@deped.gov.ph

**REPUBLIC OF THE PHILIPPINES**  
**TEACHER EDUCATION COUNCIL**

# The Teacher Education Council

**Pursuant to Republic Act 11713**

## Who we are

Established in 1994, the Teacher Education Council ensures quality teacher education in the Philippines.

Through the **Republic Act 11713**, or the Excellence in Teacher Education Act, the TEC was enhanced in 2022.

TEC is an attached agency to DepEd.

**REPUBLIC OF THE PHILIPPINES**  
**TEACHER EDUCATION COUNCIL**

## What we do

**Pursuant to Republic Act 11713**

- 1 Policy development in teacher education**
- 2 Coordination & collaboration with agencies**
- 3 Quality assurance in teacher education**
- 4 Research and innovation for teacher quality**

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TEACHER EDUCATION COUNCIL

## The Council

**Ex-officio members**

-   
DepEd Secretary as Chairperson  
  
Secretary Sonny Angara
-   
CHED Chairperson as Vice-Chairperson  
  
Hon. Shirley C. Agrupis
-   
TESDA Director-General as Member  
  
Hon. Jose Francisco "Kiko" B. Benitez
-   
NCCA Executive Director as Member  
  
Hon. Eric B. Zerrudo
-   
PRC Chairperson as Member  
  
Hon. Charito A. Zamora

**Regular members**

-   
**DR. ROSEMARIEVIC V. DIAZ**  
Representative from an organization of deans of colleges of education, professional teachers and educators
-   
**FR. ONOFRE G. INOCENCIO JR., SDB**  
Representative from a national organization of private basic education institutions
-   
**DR. MARICRIS ACIDO-MUEGA**  
Representative from an organization composed of school leaders from public or private basic education institutions

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TEACHER EDUCATION COUNCIL

## Why rethink assessment in the AI era?

- The 21<sup>st</sup> century demands critical thinking, creativity, collaboration, and ethical reasoning, among others, **but AI changes everything.**
- AI challenges teachers to **guide students to ask the right questions, use AI responsibly, and assess what they truly know.**
- Teachers can be **empowered to employ technology-supported strategies**, e.g. ethical use of AI in measuring and assessing student outcomes

## Why rethink assessment in the AI era?

- AI can complete tasks for students
- Teachers need to assess skills AI cannot replace:
  - ✓ Critical thinking
  - ✓ Creativity
  - ✓ Communication
  - ✓ Collaboration

## AI prompt for this presentation:

I am writing developing a lecture on how teachers may use AI in classroom assessments . Give me some inputs

Perplexity Sources · 20 Steps

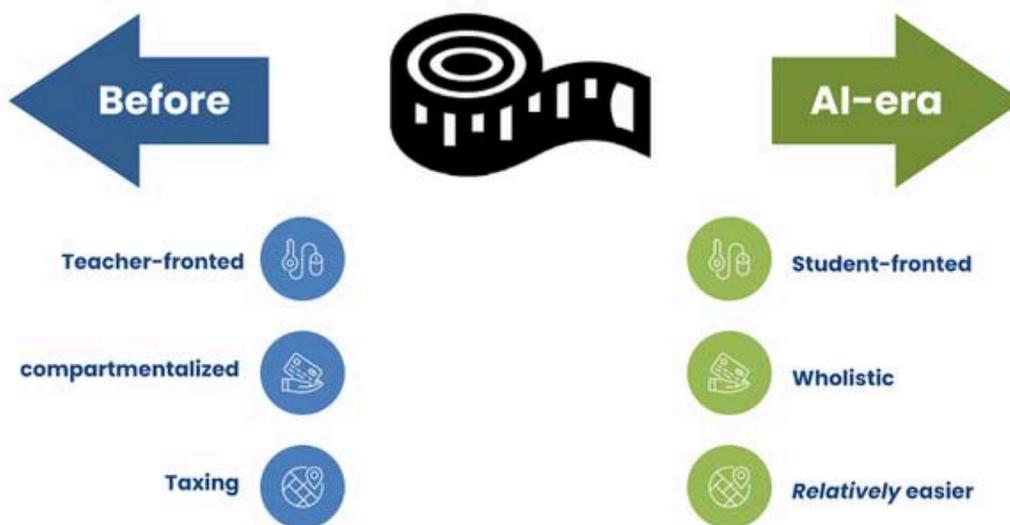
Open Assessment Tec...  
3 Ways Teachers Use AI in  
the Classroom

earnia  
Artificial Intelligence Tools  
Used in Classroom...

hd Digital Engineering & T...  
AI-Enabled Assessment:  
Redefining Evaluation in...

hd Digital Engineering & T...  
Explore Best 15 AI  
Assessment Tools for...

## Some views on assessment.



## Ethical innovation in using AI in assessment

- **Emphasize transparency:** students should clearly disclose when and how they use AI in assessment tasks to promote academic integrity.
- **Embed equity, inclusion, and data privacy principles**—ensure all students have fair access to AI-enhanced assessments, and protect their personal data.
- **Accountability:** encourage original student work even in AI-rich tasks, and design rubrics that require metacognitive commentary and ethical self-assessment.

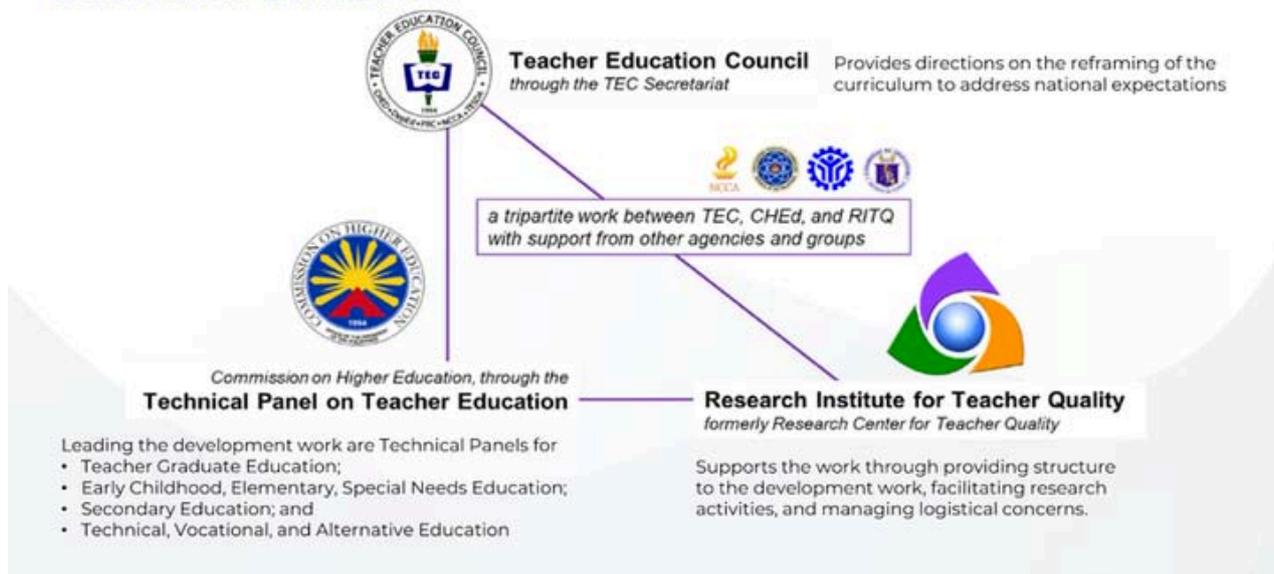
## Forward-Thinking Approaches

- Encourage a culture of **continuous improvement**: use AI to analyze assessment data for ongoing refinement of both pedagogy and measurement strategies.
- Promote professional development for educators in AI literacy, assessment innovation, and ethical technology integration

## Aligning Assessments with 21st Century Skills

- Modern assessment should target critical thinking, problem-solving, adaptability, collaboration, digital literacy, and resilience—**skills fundamental for lifelong learning and future careers**.
- Use authentic, project-based, and real-world tasks (such as group projects, digital portfolios, collaborative simulations) to allow students to showcase these **competencies in context**.
- Harness AI-driven tools to design adaptive, interactive assessments that can measure **complex skills** and provide **personalized feedback** efficiently

## Tripartite work on reframing the pre-service teacher education curriculum



### Where is AI in the *reframed* curriculum?

**One of the *reframed* program outcomes is technological competence in teaching,** where pre-service teachers are expected to “employ technology-supported strategies that are innovative, appropriate, ethical, and sustainable towards inclusive learner experiences.”



TEACHER EDUCATION COUNCIL

## Reframed Program Outcomes

What should a quality Filipino teacher possess and be able to do?

### content knowledge in the discipline areas



1. Demonstrate **depth and mastery of competencies** in the area of specialization

### proficiency in transformative pedagogies



3. Design **innovative, inclusive, and adaptive learning spaces and experiences** that connect theory and practice in 21st century teaching and learning

### lenses of educational foundations



2. Analyze **contexts, considerations, and challenges that influence teaching and learning** through the lenses of educational foundations and allied disciplines

### technological competence in teaching



4. Employ **technology-supported strategies that are innovative, appropriate, ethical, and sustainable** towards inclusive learner experiences.



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## Reframed Program Outcomes

What should a quality Filipino teacher possess and be able to do?

### competency in assessment



5. Construct a **variety of appropriate traditional and authentic assessments** to enhance teaching and learning

### lifelong learning disposition



7. Engage in **continuous personal and professional development** that foster community involvement and lifelong learning

### competency in research



6. Conduct **research initiatives** directed towards enhancing teaching and learning

### resilience and well-being



8. Cultivate **teacher identity, agency, well-being, and resilience** through meaningful connections, self-care practices, and strong commitment to the ethical standards of the profession



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## Reframed Professional Education Courses

How should we prepare our teachers?

The Learner	The Teacher	The Learning Process	The Teaching Process
<ul style="list-style-type: none"> <li>Human Growth and Development (3 units)</li> <li>Foundations of Special and Inclusive Education (3 units)</li> </ul>	<ul style="list-style-type: none"> <li>The Teacher as a Person and as a Professional (3 units)</li> <li>Principles and Practices of Homeroom Guidance (3 units)</li> </ul>	<ul style="list-style-type: none"> <li>Foundations of Teaching and Learning (3 units)</li> <li>Theories and Approaches in Literacy Education (3 units)</li> <li>Learner-Centered Teaching (3 units)</li> <li>Learner Assessment (3 units)</li> </ul>	<ul style="list-style-type: none"> <li>Teaching Internship (12 units)</li> </ul>



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The Learner		The Teacher	
Human Growth and Development (3 units)	viewing learners from psycho-developmental lens to know <b>how to best deliver instruction</b>	The Teacher as a Person and as a Professional (3 units)	building resilience, agency, commitment to achieve <b>national view of teacher development</b>
Foundations of Special and Inclusive Education (3 units)	preparing teachers for <b>all learner contexts</b> ; aligned to RA 10533 IRR Sec. 8 and RA 11650	Principles and Practices of Homeroom Guidance (3 units)	equipping PSTs with <b>basic guidance and counselling</b> e.g., help address school bullying



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The Learning Process			
<b>Foundations of Teaching and Learning (3 units)</b>	grounding teachers with education foundations to better <b>link theory to practice</b>	<b>Learner-Centered Teaching (3 units)</b>	integrating <b>learning progressions</b> to scaffold learner capability and performance
<b>Theories and Approaches in Literacy Education (3 units)</b>	PSTs <b>can understand content, delivery and intervention</b> on literacy programs	<b>Learner Assessment (3 units)</b>	teaching for <b>improved learning outcomes</b> when teachers appreciate assessment data



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The Teaching Process	
<b>Teaching Internship (12 units)</b>	providing <b>longer internship</b> – EDCOM 2 has released this as recommendation

Components also include:

- classroom observations and teaching assistantship
- exposure to **various types of learning spaces** (e.g., basic ed classroom, technical-vocational education, museums and industries, non-teaching related responsibilities, and specialized curriculum such as in science high schools);
- integration with Specialization courses *Classroom-based Action Research* and *Essential Data Analytics for Teachers*



## Content-intensive subjects

It is expected that the content addresses at least 3 levels above prior to and following the expected content in the basic education curriculum.



## Where is AI in the *reframed* curriculum?

Reframed Prof Ed courses	Sample AI-related topics covered
Learner Assessment	<b>Technology-Enhanced Assessment Tools and Emerging Trends in Assessment</b> <ul style="list-style-type: none"> <li>Use of AI in assessment to generate test questions aligned with learning outcomes</li> </ul>
Foundations of Special and Inclusive Education	<b>Technology in Inclusive Education</b> <ul style="list-style-type: none"> <li>Assistive technology and adaptive tools, ethical and responsible use of ICT in education</li> </ul>
Foundations of Teaching and Learning	<b>Connecting Theory and Practice in 21st Century Teaching and Learning</b> <ul style="list-style-type: none"> <li>Leveraging technology for enhanced learning (Ed Tech integration)</li> </ul>



## Classroom assessment in basic education

Under DepEd Order No. 8, s. 2025, *Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program*:

- Classroom assessment is an **ongoing process** of identifying, gathering, organizing, and interpreting quantitative and qualitative information **about what learners know and can do**.
- Teachers **measure** their learners' achievement of competencies **by employing classroom assessment methods** consistent with curriculum standards.



## Poor assessment leaves students behind

“While it has been denied that automatic promotion is the official policy, the test results showing a **huge proportion of students** not having the required competence of the school level they are in is **a piece of compelling evidence that this may not be the case.**”

Orbeta Jr., A. C., & Paqueo, V. B. (2022, August 19). Philippine education: Situationer, challenges, and ways forward (Discussion Paper Series No. 2022-23). Philippine Institute for Development Studies. <https://doi.org/10.62986/dp2022.23>



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Center for Educational Measurement, Inc.  
THE TEST OF EXCELLENCE  
FORWARD  
47th ANNIVERSARY CONFERENCE

## ONE VISION, SHARED MEASURES

*Empowering Progress through Assessment*

September 19, 2025 | 8:30 AM - 4:30 PM  
AIM Conference Center, Makati City

Media Partners

THE PHILIPPINE STAR  
PIPIPINO Mirror  
The Manila Times

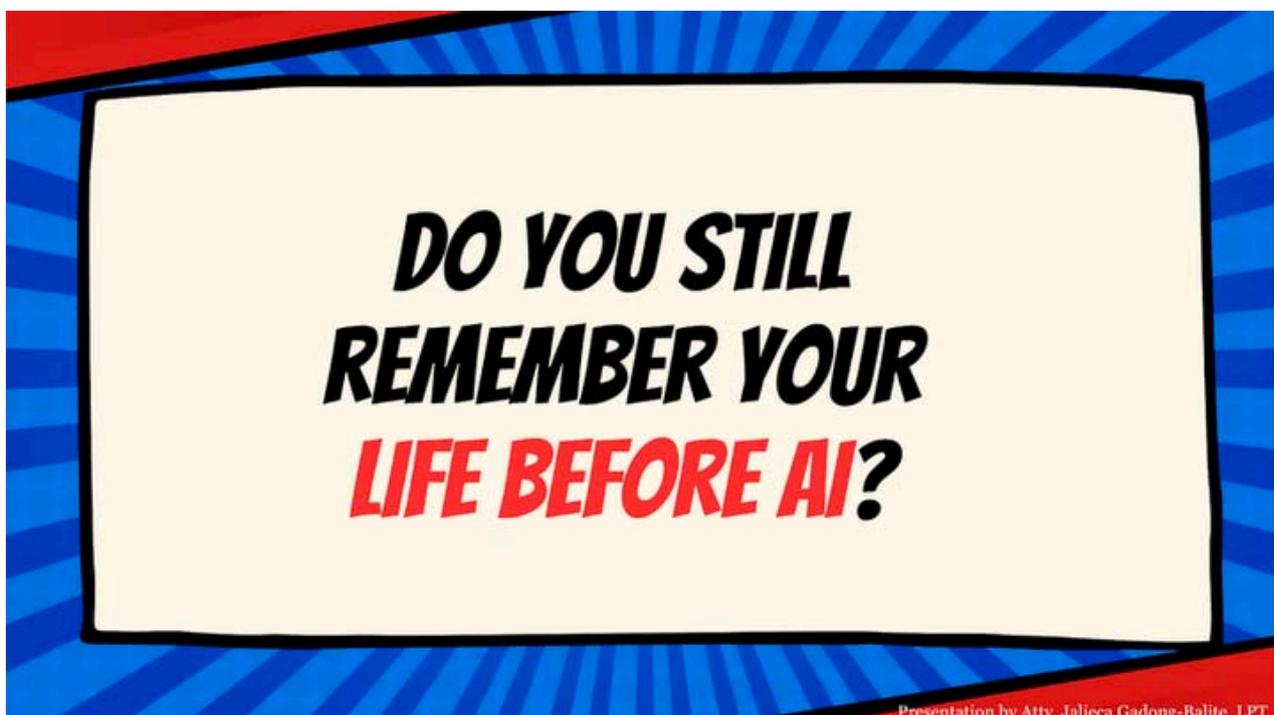
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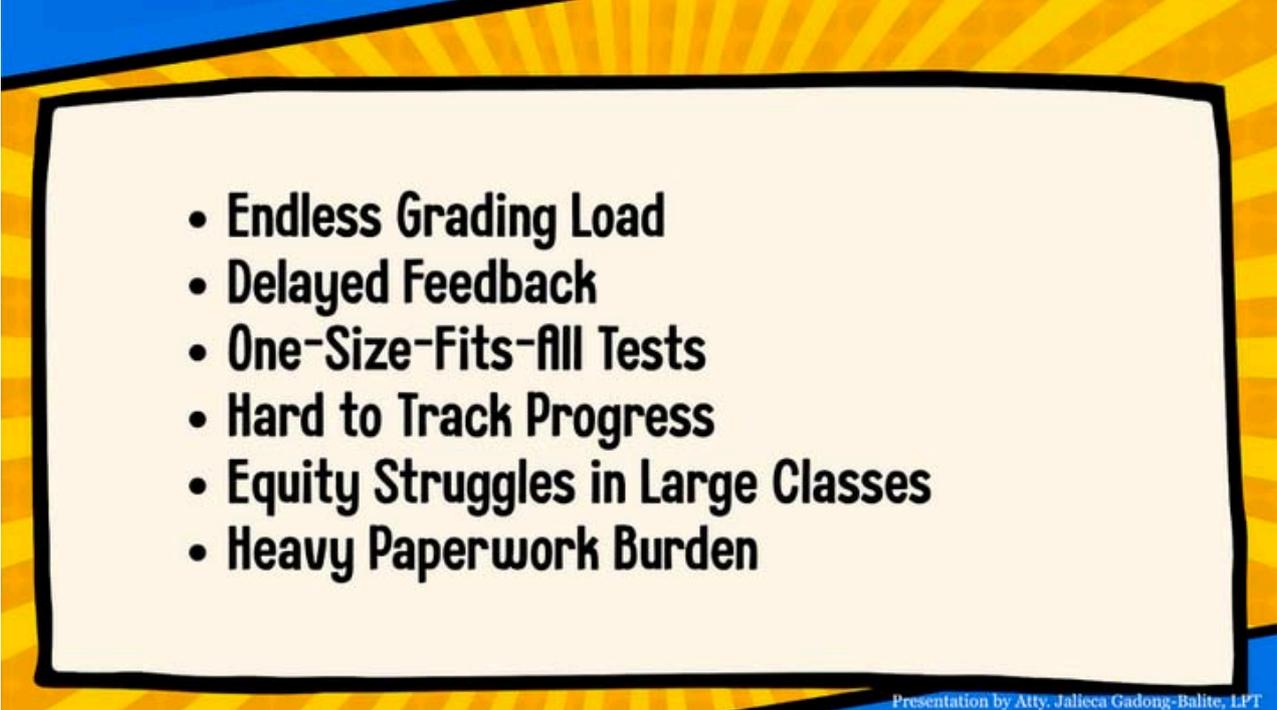
## RETHINKING ASSESSMENT FOR THE AI ERA:

### ALIGNING MEASURES WITH 21ST-CENTURY SKILLS AND ETHICAL INNOVATION

(a superhero story)

by: Atty. Jalieca Gadong-Balite, LPT



- 
- **Endless Grading Load**
  - **Delayed Feedback**
  - **One-Size-Fits-all Tests**
  - **Hard to Track Progress**
  - **Equity Struggles in Large Classes**
  - **Heavy Paperwork Burden**

Presentation by Atty. Jalleca Gadong-Balite, LPT



***THE PLOT***

Presentation by Atty. Jalleca Gadong-Balite, LPT



**HOW HAS *AI* SUPPORTED  
ASSESSMENTS IN SCHOOL?**

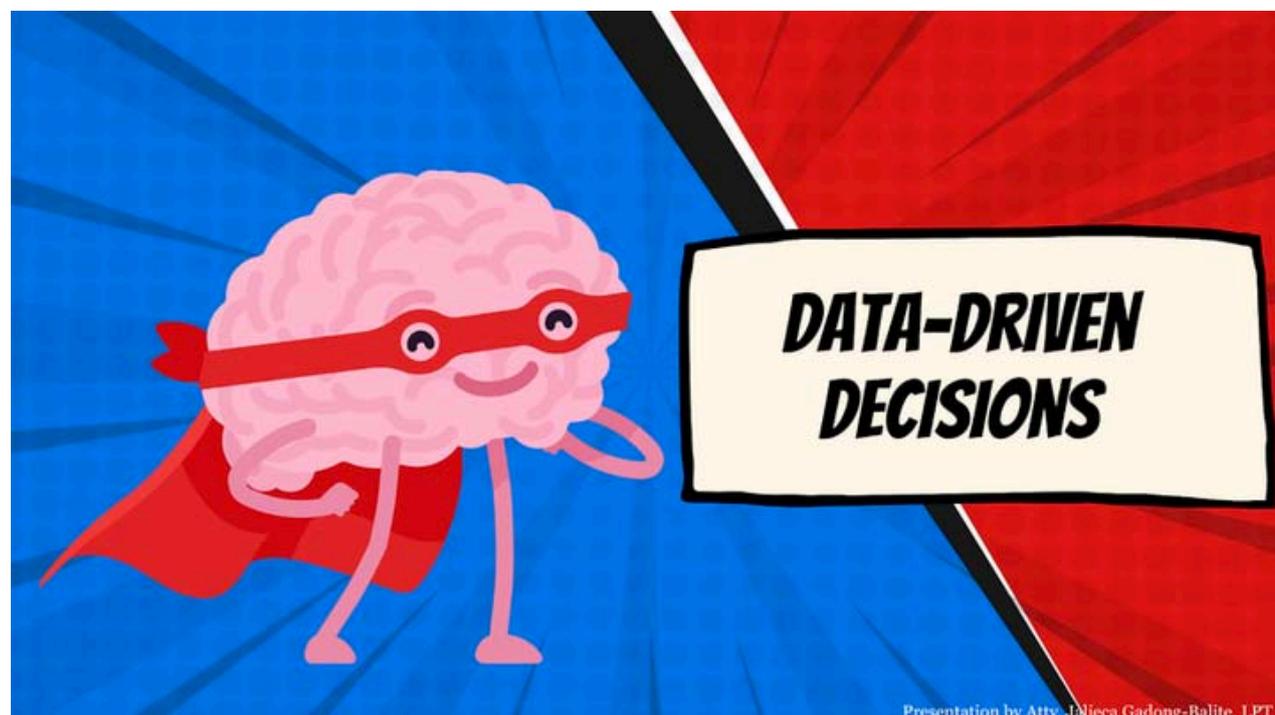
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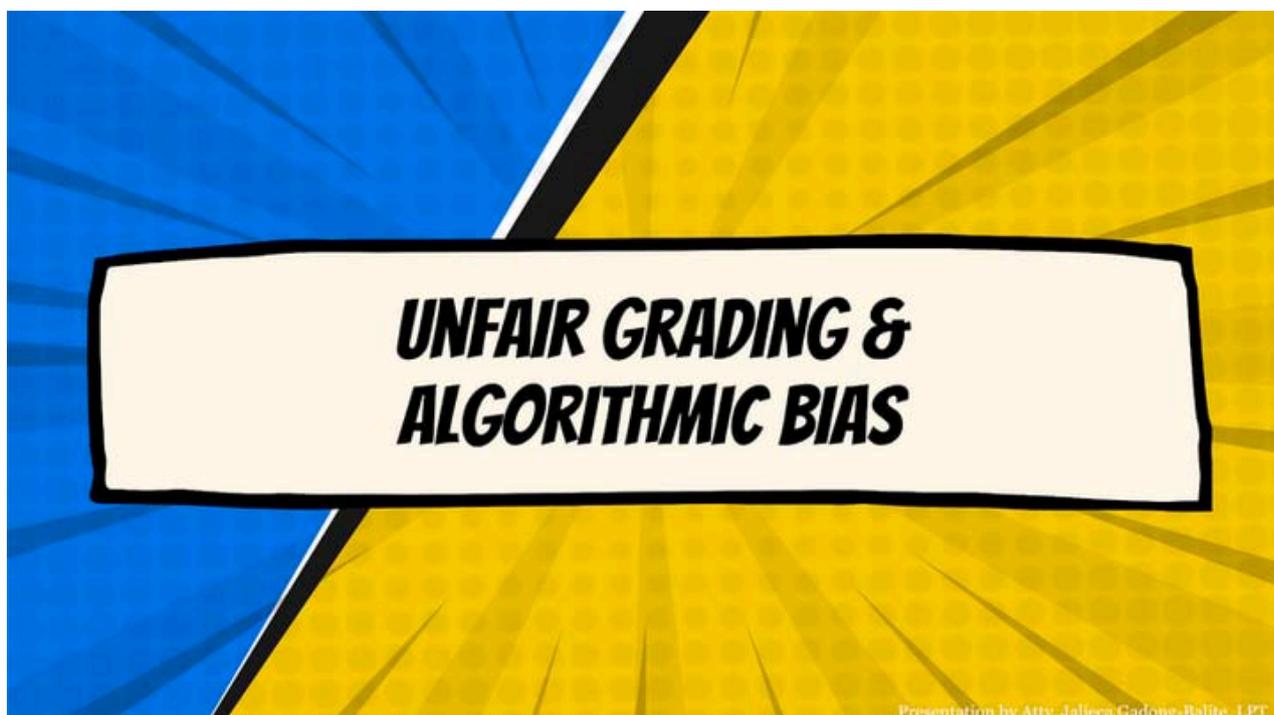


**FASTER GRADING &  
FEEDBACK**

Presentation by Atty. Jalieca Gadong-Balite, LPT



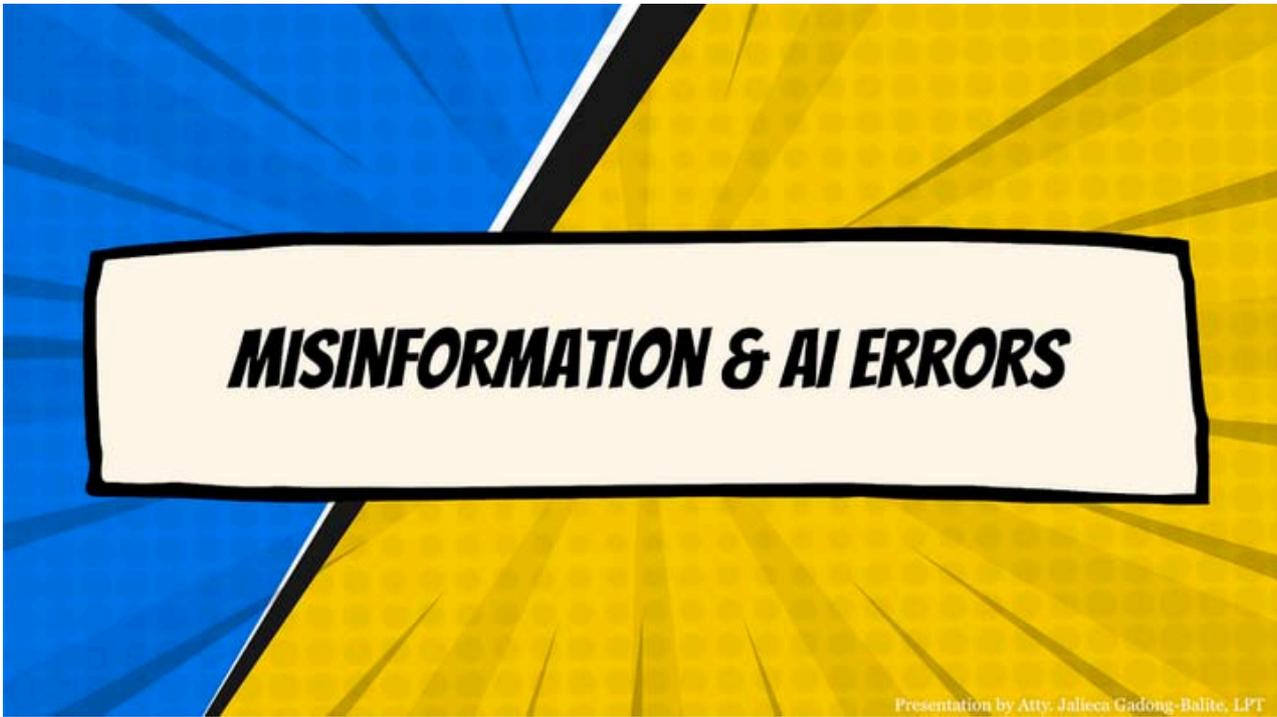






***OVER-RELIANCE ON AI***

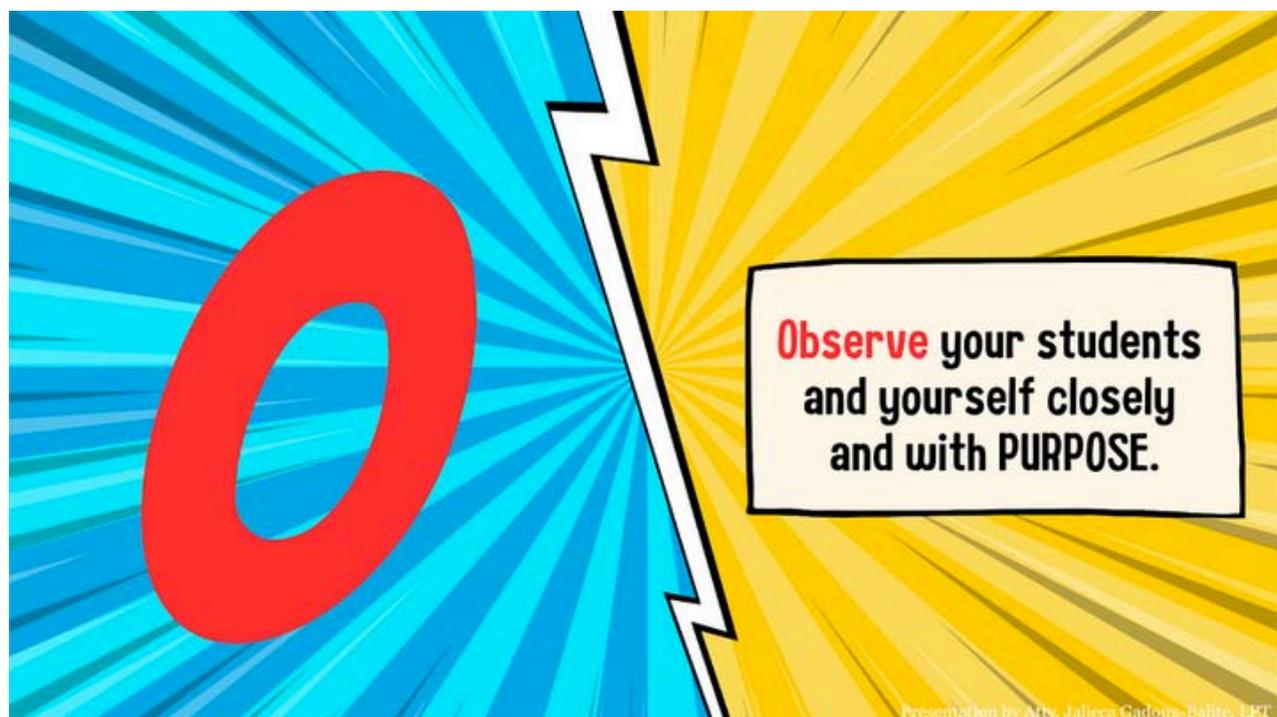
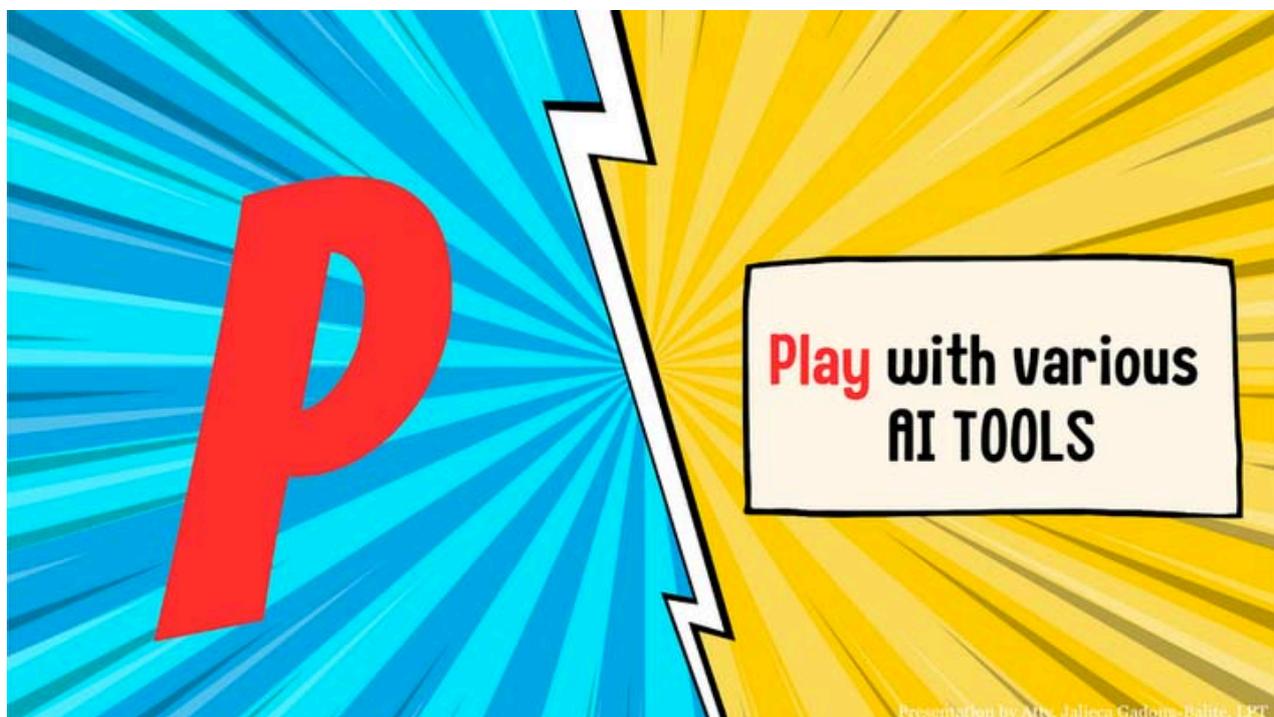
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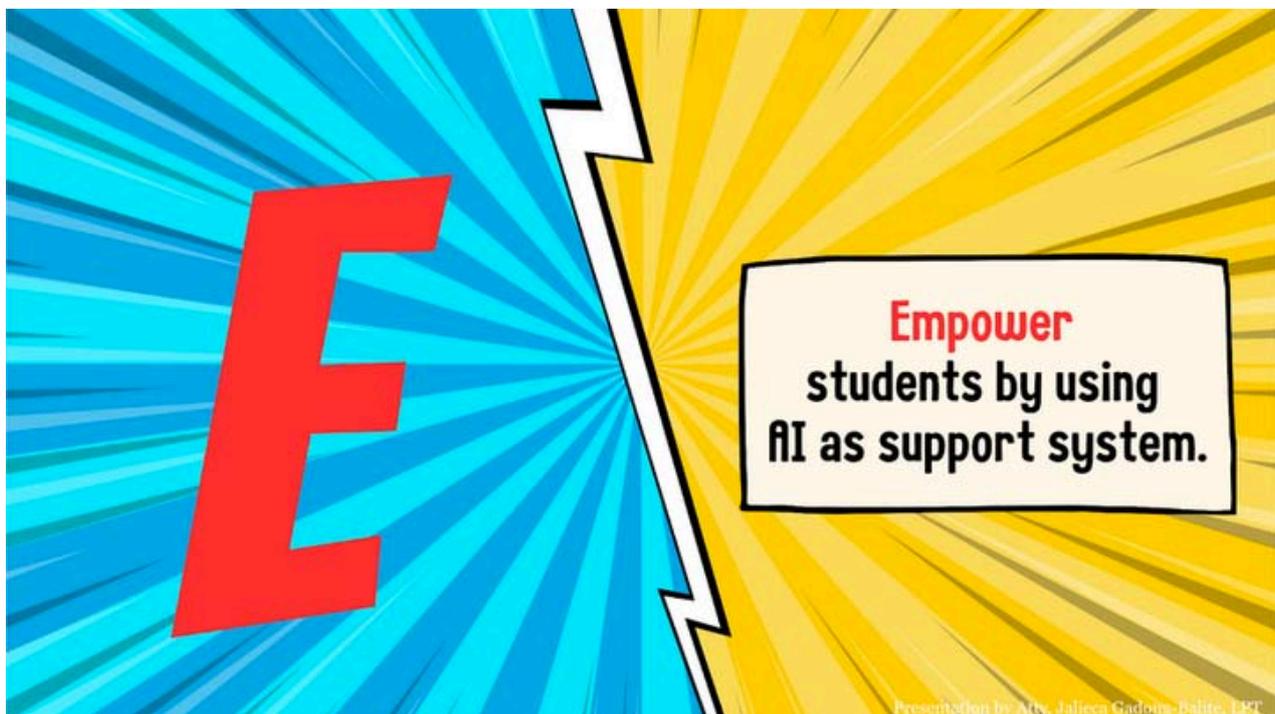


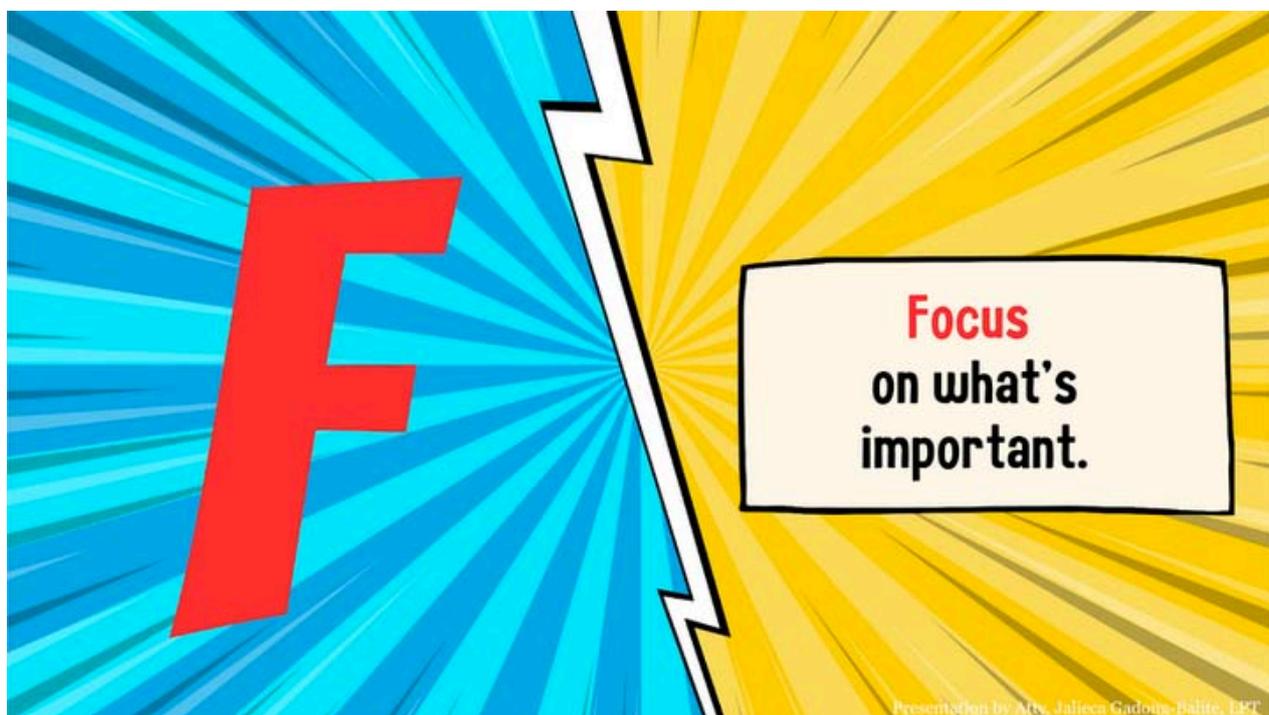
***MISINFORMATION & AI ERRORS***

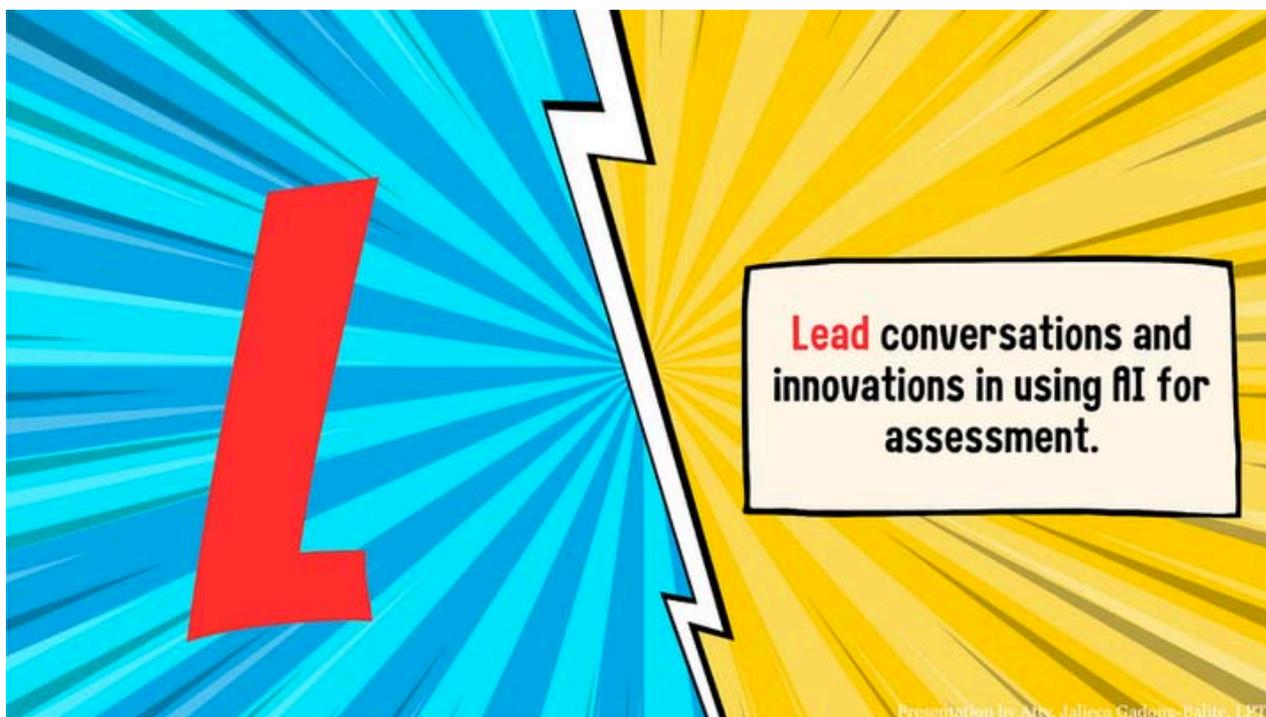
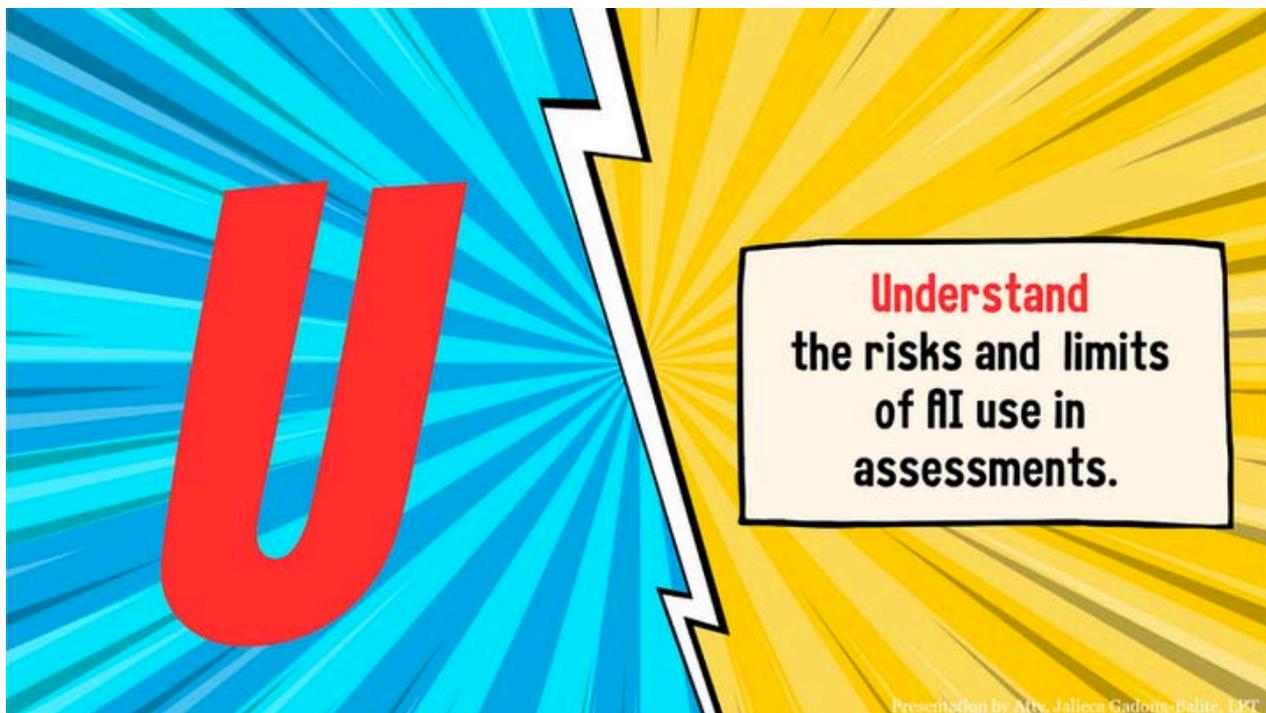
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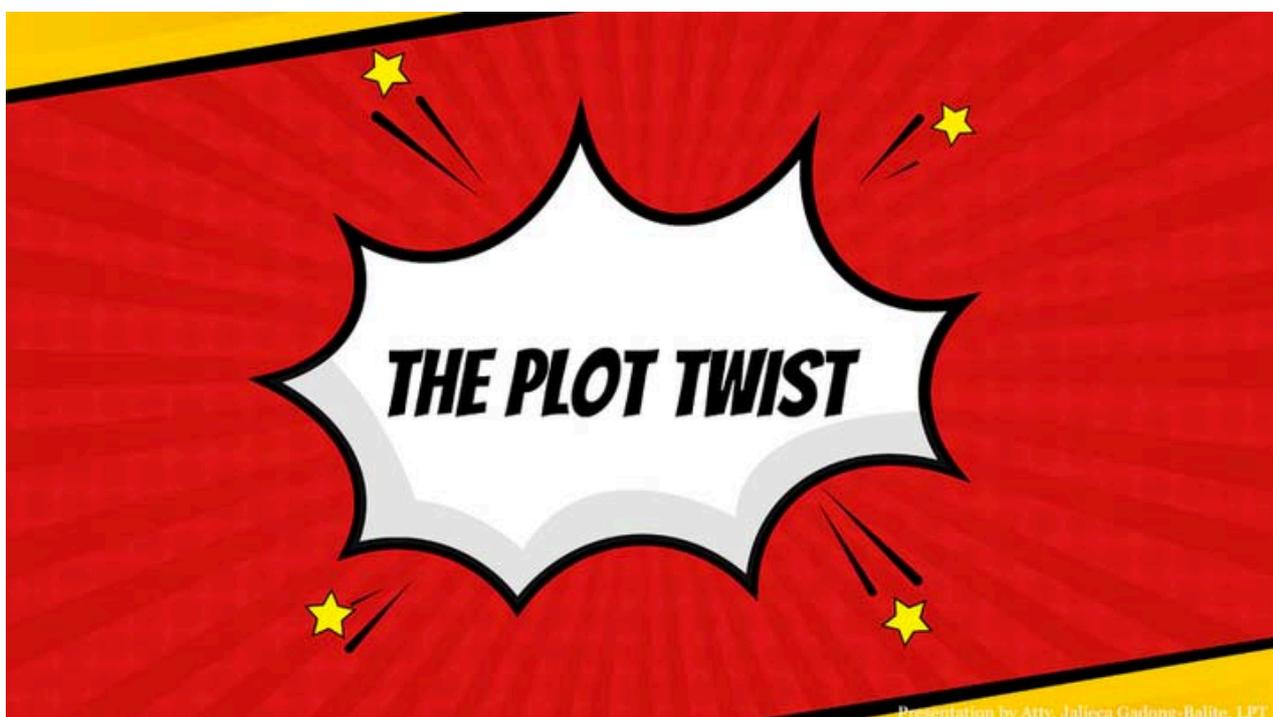














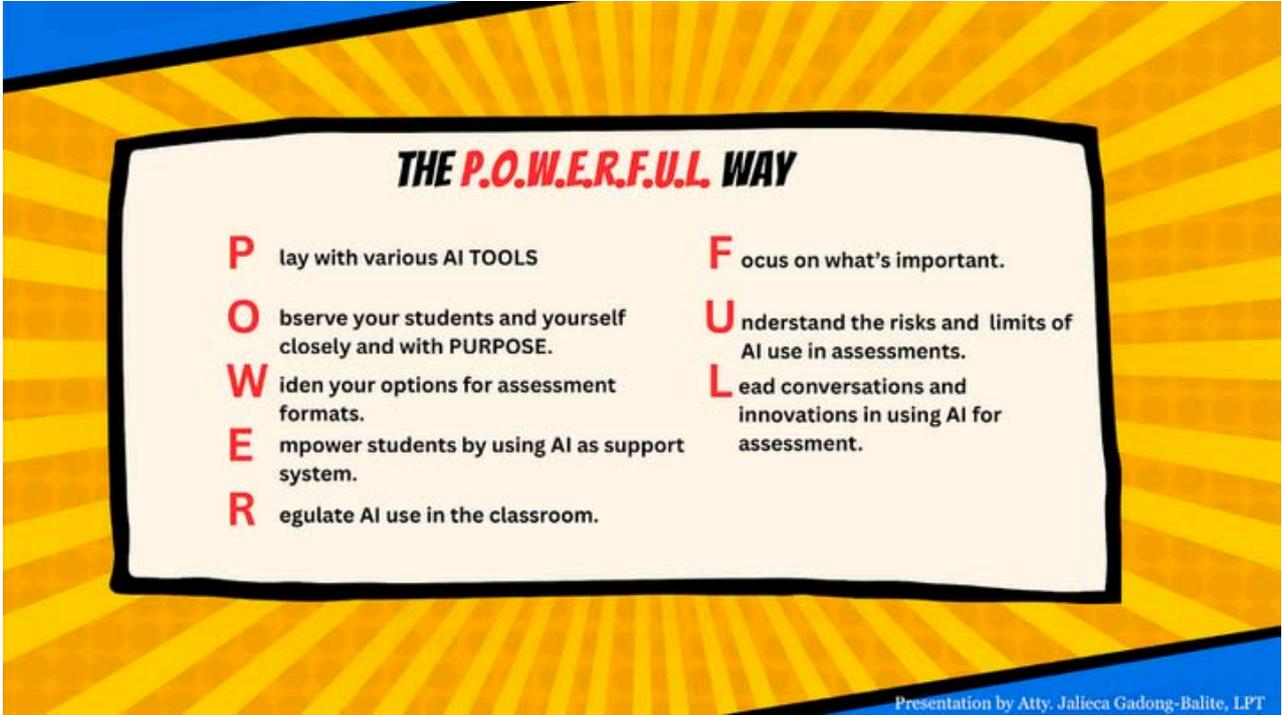
***YOU ARE THE REAL  
SUPERHERO.***

Presentation by Atty. Jalieca Gadong-Balite, LPT



***AI IS YOUR SIDEKICK.***

Presentation by Atty. Jalieca Gadong-Balite, LPT



### **THE P.O.W.E.R.F.U.L. WAY**

<b>P</b> lay with various AI TOOLS	<b>F</b> ocus on what's important.
<b>O</b> bserve your students and yourself closely and with PURPOSE.	<b>U</b> nderstand the risks and limits of AI use in assessments.
<b>W</b> iden your options for assessment formats.	<b>L</b> ead conversations and innovations in using AI for assessment.
<b>E</b> mpower students by using AI as support system.	
<b>R</b> egulate AI use in the classroom.	

Presentation by Atty. Jalieca Gadong-Balite, LPT



## **THE ENDING**

Presentation by Atty. Jalieca Gadong-Balite, LPT



**LIKE EVERY GREAT SUPERHERO  
STORY—  
THE ENDING IS IN YOUR HANDS.**

Presentation by Atty. Jalieca Gadong-Balite, LPT



**STEP UP.  
WEAR THE CAPE.  
TRANSFORM LEARNING.**

Presentation by Atty. Jalieca Gadong-Balite, LPT



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