The background features a dark blue gradient with faint, light-colored technical diagrams. These include circular gauges with numerical scales (e.g., 160, 180, 200, 230, 240, 250, 260) and various circular and dashed lines, suggesting a scientific or engineering theme.

# INTERNATIONAL LARGE-SCALE ASSESSMENT (ILSA): IMPLICATIONS FOR PRE-SERVICE TEACHER EDUCATION IN THE PHILIPPINES

LEAH AMOR S. CORTEZ, PHD  
PHILIPPINE NORMAL UNIVERSITY

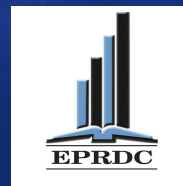
## The Project Team

**Allen A Espinosa, PhD**  
**Jennie V Jocson, PhD**  
*Project Leaders*

**Ma Arsenia C Gomez, PhD**  
**Adonis P David, PhD**  
*Lead Researchers*

**Leah Amor S Cortez, PhD**  
**Heidi B Macahilig, PhD**  
**Praxis A Miranda, PhD**  
**Brando C Palomar, PhD**  
**Allan Reyes, PhD**  
*Researchers*

Funded by  
**The Philippine Normal University**  
Educational Policy Research and Development Center



# Key Concepts:

- Growing importance of International Large-Scale Assessments (ILSA) in educational policy
- Philippines' active participation in ILSAs like PISA
- Need to integrate ILSA findings into pre-service teacher education.

# OUR STUDY

1. Reviewed the literature on the performance of the Philippines in ILSA, the responsiveness of the Philippine education system to the demands of ILSA, the relationship between ILSA and the pre-service teacher education curriculum, and the gaps in the Philippine educational system.
2. Presented reports on ILSA and the three teacher education curricula of PNU: Mathematics, Reading, and Science. Analyzed the gaps in CHED PSGs/PNU syllabi vis-a-vis the key competencies of ILSAs.
3. Propose a framework for the integration of ILSA into the teacher education curriculum by extrapolating the findings from the analysis of gaps in CHED PSGs/PNU syllabi and the key findings from the focus group discussions.



# HISTORICAL CONTEXT OF ILSA

- Origins of ILSA in the 1950s, Humburg, Germany
- Major assessments: PISA, TIMSS, PIRLS, ICCS, and ICILS
- Four Key Models of Motivations for participation (Kijima,2010)

Financial Aid Model

Macro-Dissatisfaction Perspective Model

Policy Diffusion Model

Rational Choice Model

# PHILIPPINE PERFORMANCE IN ILSA

- Reading Literacy: Poor performance in PISA 2018 and SEA-PLM 2019.
- Majority of students below minimum proficiency level.
- Mathematics: Only 19% reached minimum proficiency in PISA 2018.
- Alignment issues in curriculum and assessment.
- Science: Low scores, challenges in scientific literacy.

# RESPONSIVENESS OF THE PHILIPPINE SYSTEM

## Curriculum Issues:

- Misalignment between K-12 competencies and ILSA standards.
- Misalignment/slight alignment on the current pre-service teacher education curriculum
- Gaps in content knowledge and contextualization in reading, math, and science.

# IMPACT ON PRE-SERVICE TEACHER EDUCATION

## Critical Insights:

- Importance of revising teacher education curricula.
- Addressing gaps in content knowledge and teaching methods.
- Ensuring alignment of teacher education curriculum with global standards and ILSA demands.



# INTERNATIONAL COMPARISONS

## Responses to ILSA results

- Germany: Response to PISA shock, systemic reforms.
- Peru: Educational reforms post-2012 PISA results.
- Indonesia: Ongoing efforts despite challenges in ILSA rankings.

# CONCLUSION

- ILSA as a tool for evaluating education systems
- Need for a systematic approach to align pre-service teacher education with ILSA standards.
- Call to action for decolonizing education assessments.

# RECOMMENDATIONS

- Reframe attitudes towards ILSAs
- Integrate teacher education institutions in educational reforms.
- Reform pre-service teacher training to meet ILSA standards.



# THANK YOU!

## Contact Information

**Educational Policy Research and Development Center**  
Room 204, Pedro Orata Hall, Philippine Normal University,  
Taft Avenue, Manila, Philippines 1000

T: (+632) 5317 1768 local 750/751 | E: [eprdc@pnu.edu.ph](mailto:eprdc@pnu.edu.ph)

W: <http://www.pnu.edu.ph> | <https://www.pnuresearchportal.org>