

Developing Assessment Tool for Experiential Learning in Teacher Education Programs: A Sequential Exploratory Study

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ABSTRACT

Assessment plays a critical role in determining pre-service teachers' readiness and competence during experiential learning. This study identified competencies that supervising teachers utilized to assess pre-service teachers' engagement in experiential learning. Based on the Philippine Professional Standards for Teachers (PPST), the study employed a sequential exploratory mixed-methods research design. In the qualitative phase, six supervising teachers were purposively selected and participated in in-depth interviews; 47 pre-service teachers were included in the quantitative phase. Thematic analysis of the data revealed seven competencies: content mastery and delivery, positive classroom management, inclusive instructional strategy, constructive planning, responsive assessment, professional conduct, and reflective growth. These themes were used to develop three assessment tools for teaching demonstration, lesson planning, and non-classroom attributes. The developed assessment tools exhibited a very high overall content validity index and demonstrated excellent internal consistency, with Cronbach's alpha coefficients ranging from .860 to .971. The results showed that the developed assessment tools were valid and reliable for assessing pre-service teachers' experiential learning. It is recommended that the developed criteria be tested within a higher-level research design, such as exploratory factor analysis.

Keywords: experiential learning, pre-service teachers, assessment tool development, teacher education, Philippine Professional Standards for Teachers (PPST)

INTRODUCTION

Assessment is very important in teacher education programs. It ensures that pre-service teachers can teach effectively in the classroom. However, in recent years, questions have been raised about the effectiveness and quality of assessment systems in education, especially after the pandemic (Cahapay, 2020). To date, teacher preparation programs have not developed assessment systems that accurately measure teaching competency and professional readiness worldwide (Babatimehin et al., 2025). Asante et al. (2023) point out that in many cases, assessment practices focus on theoretical knowledge rather than practical demonstrations of teaching performance. This emphasis may limit institutions' ability to evaluate whether teacher candidates are ready for the actual classroom (Bacus et al., 2024; Wagner et al., 2026).

International studies also highlight ongoing, unresolved challenges in assessing teacher education programs across national contexts. Even in the US and other member countries of the Organization for Economic Co-operation and Development (OECD), where policy has shifted from performance-based assessment to more objective measures of teacher competencies (2021), the OECD (2021) points out that there is still widespread misunderstanding of the validity and consistency of teacher competencies. Adie et al. (2024) in Australia also observed the difficulty in capturing the complexity of teaching skills within current assessment systems. More importantly, Indonesia, Pakistan, Laos, and Cambodia have a poor understanding of competency-based standards, and the lack of appropriate, standardized, and validated assessment tools has led to inconsistent,

fragmented, and insufficient evaluation of teacher competency (Alfianingtias & Hadi, 2025; Chang et al., 2014; Shah et al., 2024; Nasim et al., 2024; Sengsoulintha, 2025; Tep, 2024).

Teacher preparation and assessment are now major problems in the Philippines. The second Congressional Commission on Education report that while 32.2% of Technical-Vocational Education graduates and 42.1% of Early Childhood Education graduates passed the BET, the national pass rate in March 2024 was only 54.63%, which indicates that there are problems with the construction of test items, pilot testing and poor alignment with the Philippine Professional Standards for Teachers (PPST) which are going to make teacher competency assessment less valid and reliable (EDCOM II, 2026). More specifically, a recent study comparing TEIs and teachers in Northern Luzon and Misamis Oriental revealed a significant gap between the theoretical preparation and classroom skills in teacher education in the Philippines and the broader teaching and learning experience (Tejano et al., 2026; Vallente et al., 2025).

In addition, the University of the Philippines Center for Integrative and Development Studies (UPCS) found that TEIs in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) and Region XII have a poor teaching quality, examination, and teacher preparation, leading to underperformance of teachers in the Philippines in terms of learning (Generalao et al., 2022). In a local study by Mante and Sayao (2025) in Davao Occidental, pre-service teachers demonstrated high content knowledge at the local level but performed poorly in pedagogy. The studies cited show that the problem remains unresolved and that teacher education programs. Poor assessment systems have been shown to result in inadequate evaluation of the teaching skills needed in schools.

This study contributes to Sustainable Development Goal (SDG) 4: Quality Education by acknowledging that tools for teachers and teacher education programs are required to enhance teacher preparation and the quality of education. This study contributes to SDG 4: Quality Education and to the development of competent and reflective future teachers by developing reliable assessment tools. The results provide Teacher Education Institutions (TEIs) with evidence-based instruments to assess pre-service teachers' teaching performance, lesson-planning competencies, professional conduct, and reflective growth during the practicum. The tools developed could be useful to teachers, instructors, and practicum coordinators in implementing objective, consistent, and comprehensive evaluations and assessments that support pre-service teacher development and foster professional growth and continuous improvement. The study can also serve as a resource for higher education administrators and curriculum developers to enhance practicum policies and assessment practices in line with the Philippine Professional Standards for Teachers (PPST). The validated instruments can be employed by future researchers in other studies, validated in different educational settings, or used to support the development of similar assessment frameworks to improve teacher education programs.

Phase 1 Research Question (Qualitative)

The research is based on a mixed-methods approach and utilizes in-depth interviews with experts to identify factors of evaluating experiential learning. The following question is sought to be answered in this study:

1. What are the criteria used by supervising teachers in determining the readiness and teaching competence of pre-service teachers during actual classroom instruction and lesson planning?

Phase 2 Statement of the Problem (Quantitative)

In the quantitative phase, the main objective of this study was the following:

2. To develop and validate statements of assessment tools for teaching demonstration, lesson planning, and non-teaching demonstrations using content validity and reliability testing.

Theoretical Framework

Theoretical Framework. The study is based on the Philippine Professional Standards for Teachers (PPST) in DepEd Order No. 42, series of 2017, as the national standard for teacher quality in the Philippines. The PPST

is a comprehensive description of professional teaching competence across content knowledge and pedagogy; learning environment and diversity of learners; curriculum and planning; assessment and reporting; community relationships and professional development; and personal development. Effective teaching is not only knowledge of the material but also the teacher's ability to design instruction and the learning environment, evaluate learning, engage students in learning, and keep learning evolving. While the PPST is a theoretical framework aimed at in-service teachers, its domains and strands can also serve as a basis for assessing pre-service teachers' teaching experiences. In this work, the researcher have structured the PPST domains into three broader competencies to reflect the performance of pre-service teachers in the classroom and how to do so in practice: Instructional Competence (material knowledge, pedagogy, classroom management, and responsiveness to learners' different backgrounds), Instructional Planning and Assessment (task of teaching, curriculum alignment, and assessment), and Professional Disposition and Growth (professional engagement, collaboration, reflection, and development). These constructs form the theoretical model for the evaluation criteria that teachers use to assess pre-service teachers and to develop a rating system consistent with the national teaching standards.

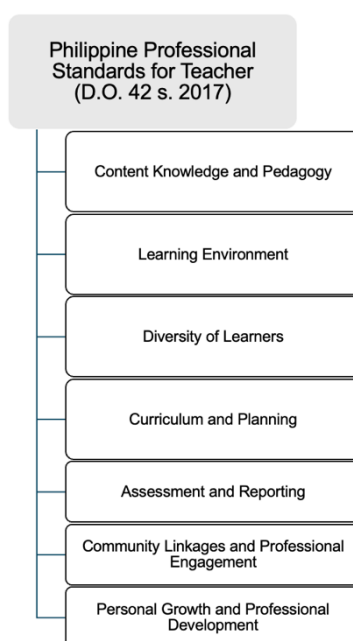


Figure 1. Conceptual Framework of the Study

METHODOLOGY

The study was conducted as a sequential, exploratory mixed-methods study in which qualitative data were collected and analyzed first, followed by quantitative procedures to develop or validate instruments, and additional research was conducted to verify and assess the initial results (Creswell, 2021). This design was appropriate because this study aimed to collect expert-derived criteria from supervising teachers and use them to develop and validate an assessment tool to evaluate pre-service teachers' lesson planning and teaching demonstrations (Mason et al., 2021).

In the qualitative stage, the study employed descriptive qualitative methods. In the quantitative stage, the researcher used a draft assessment tool based on qualitative findings and a descriptive design. This study was conducted in teacher education institutes where pre-service teachers practice in the field. The principal qualitative data source was the supervising teachers who directly observe and assess pre-service teachers. In contrast, quantitative data were collected from pre-service teachers engaged in teaching demonstrations and classroom immersion.

The two research phases were conducted with two groups of teachers, with two participants per phase. In the qualitative phase, supervising teachers were selected through purposive sampling and served as key

informants, having been involved in classroom observation, mentoring, and the evaluation of pre-service teachers. They were selected if they were currently or were previously working as supervising or cooperating teachers in teaching demonstrations or classroom immersion, had 2-3 years or more of field experience in field observation, had supervised pre-service teachers during classroom demonstrations or immersion, had given formal feedback or evaluations, and were willing to participate. Those who could not give consent were excluded. For quantitative work, all participants were pre-service teachers in field practice. A total of 47 respondents were rated based on the well-crafted and verified tool. They were selected because they were formally enrolled in a teacher education program, were currently in field practice, and had conducted lesson planning and teaching demonstrations. The sample size was evaluated based on Karakaya and Alparslan's (2022) study, which concluded that 30 respondents are sufficient for reliability testing and applied this approach systematically.

The researchers used instruments developed using mixed-methods techniques in the study. In the qualitative phase, a semi-structured interview guide was used to collect expert-level evaluation criteria from teachers. The questions were based on PPST domains and tested on observable indicators of teaching competence, including content knowledge and pedagogy; the learning environment; diversity of learners; curriculum planning; assessment methods; professional engagement; and professional development. For the quantitative phase, a Likert-scale evaluation tool was developed based on themes in the interviews. It consisted of performance statements describing indicators of effective lesson planning and teaching demonstrations.

Data collection started with getting approval from the institutional research office and the School of Teacher Education. Permission letters were sent to the participants, and participants signed informed consent forms in accordance with the agreement. Confidentiality, voluntary participation, and data privacy policies were strictly observed. Semi-structured key informant interviews with teachers who have had direct experience of mentoring and assessing pre-service teachers during field practice were conducted. The purpose was to explore the criteria and observable indicators of pre-service teaching readiness and competence. Interview questions were in line with the Philippine Professional Standards for Teachers (PPST) domains. The data from the interviews were analyzed using qualitative thematic analysis, in which the responses were coded and organized into themes (Braun & Clarke, 2006). This process involved familiarizing oneself with the data, generating initial codes, searching for themes, reviewing themes, defining themes, and producing the final thematic report. The themes were used to construct statements for the assessment tool.

The instrument was then administered to respondents in the fields of teacher education and supervision. Content validity was assessed with three experts in the field of assessment of the assessment tool to determine that the content was relevant, clear, and appropriate (Almanasreh et al., 2019). Their comments and suggestions further improved the instrument. In this study, Cronbach's alpha was used to assess the instrument's reliability. The reliability analysis demonstrated the questionnaire's reliability and its feasibility for data collection.

The ethical integrity of this mixed-methods study was upheld by considering the needs of each area. All human subjects were treated with the approval of the HCDC SMILE Committee. For the primary data collection stages, the basic principles of voluntary participation and informed consent were maintained. Interviewees and survey participants were provided with an information sheet with a brief overview of the research purpose, the expected duration, and the right to withdraw from the study without penalty. Interviewees provided signed or recorded consent, and an anonymous survey was administered. To ensure complete confidentiality, all survey data were collected anonymously. In contrast, all interview data, including the transcript and audio files, were pseudonymized and stored in encrypted, password-protected files accessible only to the research team to reduce the risk of personal or professional identification. These procedures are consistent with the ethical guidelines for human participant research recommended by Creswell and Creswell (2023).

RESULTS

This section presents the study's results in two phases, consistent with the sequential exploratory mixed-methods design employed in the investigation. The first phase presents the qualitative findings from a reflexive thematic analysis of in-depth interviews with experienced supervising teachers of the teacher education programs. The themes and sub-themes that emerged from this phase served as the primary empirical basis for

developing this assessment tool, which were crafted using the Philippine Professional Standards for Teachers (PPST, D.O. 42 s. 2017). The qualitative phase is deliberately presented first, as the study sought to explore and understand the lived supervisory experiences of field educators before constructing and validating the corresponding measurement tools.

Qualitative Findings – Supervisor Perspectives on PSTs’ Performances

The interviews were conducted using questions related to the seven domains of the PPST, yielding 7 main themes: content mastery and delivery, positive classroom management, inclusive instructional strategy, constructive planning, responsive assessment, professional conduct, and reflective growth.

On to the Content Mastery and Delivery of PSTs from the Viewpoints of Supervising Teachers

The primary theme, Content Mastery and Delivery, is from the content knowledge and pedagogy aspect of PPST. We generated three clusters of themes around this one theme: (1) Demonstrates mastery of subject matter aligned with competencies; (2) Applies coherent pedagogical strategies in facilitation; and (3) Adapts resourcefully under unexpected instructional situations. The sub-themes are the supervisory expectations pre-service teachers (PSTs) need to bring to the classroom during content delivery and how they need to survive when something unexpected happens. The following subsections will detail the supervisory expectations and why they were included in the assessment tool.

Demonstrates mastery of subject matter aligned with competencies. The participants consistently identified in-depth subject-matter knowledge, targeted at specific learning competencies, as the primary criterion for assessing PSTs during demonstration teaching. They agreed that a PST who is familiar with the subject matter and is well known to have some level of knowledge appropriate to the competency is one who goes in depth, goes beyond definitions, integrates current research, uncovers misconceptions, and is able to correct students’ misconceptions. The following are the specific supervisory expectations outlined in these accounts:

So we make sure that our PSTs cannot just use the DepEd manual or other books; they must integrate a research-based topic into their work. They must integrate a research-based topic or examples of a topic. (P1)

First, to truly deepen the discussion of the topic, I have observed that many teachers tend to focus primarily on definitions. Once a student provides an answer, they simply move on to the next question. As a result, there is a concern regarding content comprehension and the extent to which students' understanding is deepened. (P2)

Mastery of the lesson is the most important thing because we cannot apply different strategies or teaching methods if we do not know what we are teaching. Also, there should be coherence between the strategies used and the topic or lesson being taught. We cannot simply say that a strategy is effective or appropriate if it does not align with the content. (P3)

Participants 1 and 2 expressed that the standard for PSTs goes beyond definitions of concepts and that they need to be more in-depth in their instruction to align with the competencies. This is also heard from another participant, 3, who says that in-depth knowledge of the content is a prerequisite for delivering instruction.

I think that should be reflected in the examples that they provide, how they would relate the lesson to the students, uhm, how they would relate the examples to the actual life situation, and kanang mga new trends to the students, for uhh, for the students to easily, easily relate the lessons...(P4)

For PSTs, it is important to possess in-depth knowledge of the subject matter. Based on my observations, lessons become more meaningful when teachers use examples that are relevant to students' experiences and daily lives. Relating concepts to real-life contexts helps students better understand and connect with the lesson. (P6)

As expressed by participants 4 and 6, conceptual and relatable examples should also serve as a standard for content mastery, integrating research-based examples to clarify misconceptions and incorporate new information trends. Across these accounts, the convergence of responses centers on mastering research-based content, eliciting and guiding misconceptions, providing contextual and relatable examples, and introducing new ideas and current trends. This affirms that supervisors evaluate PSTs not only for what they know but for how responsively and purposefully they deploy that knowledge in service of the learner's competency. These expectations are clear criteria for evaluating the PSTs and are mapped directly in the teaching demonstration tool.

Applies coherent pedagogical strategies in facilitation. Beyond deep knowledge of content, supervisors found that pedagogical communication, the ability to simplify concepts, facilitate two-way dialogue, and to harmonize strategy and content, is a key expectation for anyone, and that an alignment between strategy and content is critical. PSTs need to be viewed as facilitators who engage students in the active construction of meaning, not just as content transmitters. Participants said that this expectation was as follows:

Clear communication allows teachers to provide understandable and audible instructions and establish clear classroom rules. Communication also involves empathy, enabling teachers to understand and respond appropriately to students' perspectives and needs...
(P4)

I think one of the pedagogical skills that should be emphasized first is communication skills. Since teachers are facilitating the class, communication skills do not simply mean discussing the subject matter or talking about the lesson for the entire class period. Rather, it involves the ability to simplify content and broad concepts and to communicate them in a way that students can understand at their level, using a multilingual approach.
(P6)

Participants 4 and 6 argue that PSTs' communication skills shape how they deliver content and set classroom rules, which, in turn, affect how they plan and manage their instruction. The PSTs are expected to elicit information and provide clear, audible instructions at a coherent pace, in English, Filipino, or the native dialect, to expand the concepts further. This further reflects how they facilitate learning, as their content knowledge and pedagogical skills were assessed. Other participants also answered:

Yes, there should be coherence between the content, examples, and teaching strategies used in the lesson because we cannot simply say that a strategy is appropriate in itself. We also cannot say that a game-based strategy is appropriate if it does not align with the content. From there, if the strategy works well, then we can say that it is appropriate for the lesson content. (P3)

From the moment the teacher enters the classroom until the class ends, effective classroom management should be evident. This includes maintaining self-control, ensuring students pay attention, speaking clearly at an appropriate pace, and properly managing seating arrangements. (P5)

These recurring accounts on PSTs include clear and consistent communication skills, student-centered facilitation, the ability to simplify complex concepts into contextualized examples, and the use of multilingual instruction, which defines the subtheme on pedagogical strategies, strengthening the notion of what is expected and should be assessed in PSTs' content knowledge and pedagogy. This emerges from the first domain of the PPST framework.

Adapts resourcefully under unexpected instructional situations. An interesting, contextualized supervisory expectation that has been particularly prevalent in the answers of all the participants in the course was a standard that PSTs should maintain instructional continuity and calmness when there are unexpected disruptions (e.g., projectors not working, learners not understanding in mid-activity, or sudden contextual shifts in class dynamics between sections). It was not taken as an exceptional situation, but as a standard professional-readiness expectation.

...Teachers often have to respond spontaneously, especially when unexpected situations arise in the classroom. For example, an activity may work well for one class, such as Section A, but students in Section B may not easily understand it. Because of this, teachers need to be flexible and make adjustments when necessary. It is also much easier to adapt lessons today than before, thanks to digital tools. Using technologies such as PowerPoint allows them to quickly modify activities and revise assessments to suit their students' learning needs better. (P2)

Another important pedagogical skill is flexibility and resilience in teaching. When problems arise during instruction or the lesson does not proceed as planned, teachers should be able to reassess the situation and return to what is necessary to achieve the lesson objectives. Even if there are deviations from the lesson plan, teachers need to focus on what is essential for student learning. At the same time, teachers should be willing to learn, adapt, and adjust when circumstances require it. (P3)

As participants 2 and 3 observed, flexibility and adaptability are essential qualities for PSTs to accommodate unanticipated classroom needs and technology. These qualities enable a smooth flow of instruction, even in unexpected situations. Participant 4 also emphasized that the teacher remains the most important instructional resource; therefore, beyond instructional materials, teachers must be prepared to adapt to classroom situations.

"The greatest instructional material that can be offered to the students is always the teacher; there is nothing greater than the teacher itself. Even if there is no electricity or a projector, the show must go on. I always tell them to have a Plan B and a Plan C. They should never let their students see that they are anxious or panicked because of disruptions. Be quick in solving problems, creative, flexible problem solvers." (P4)

The fact that the supervisors are able to agree on Plan B and Plan C readiness, composure under disruption, and the teacher as the primary instructional resource underscores the unique professional demands of the Philippine public-school context, where infrastructure cannot be considered reliable. This is a standard, nonnegotiable skill under the first main theme, content mastery and delivery.

On to the Positive Classroom Environment of PSTs from the Viewpoints of Supervising Teachers

The second main theme, *Positive Classroom Environment*, emerges from the Learning Environment domain of the PPST. Two clustered themes were identified: (4) Establishes authority, rules, and positive discipline; and (5) Projects purposeful authority, evidenced by learner compliance. Supervising teachers were remarkably detailed in distinguishing between two misconceptions of setting authority in classroom instruction, excessive leniency and excessive strictness, and in articulating what purposeful, positive authority looks like in practice. The following subsections present the participants' answers and the generation of observable criteria from these accounts.

Establishes authority, rules, and positive discipline. Supervisors agreed that classroom authority must be established from the first day of deployment, not just assumed to be a natural part of the job. However, participants had a distinct expectation that authoritarian control would never come into play. The way they have all presented authority, in their collective picture, is through structure, consistency, and a balanced disposition that combines firmness with warmth.

"Especially during the internship, they are teachers. Yes, it's a different story during the internship. That is why we check not only their teaching skills, but also their physical appearance, posture, and behavior..." (P1)

For me, the key is establishing authority without being overly strict or controlling. Authority comes from setting clear expectations and demonstrating professionalism. It is

reflected in how teachers communicate, interact with students, and present themselves in the classroom.

Students should feel secure and confident in their teacher. Authority is closely connected to respect and professionalism, particularly during the first days of classroom interaction. (P2)

Participant 3 also expressed the same sentiment: clear classroom rules and consequences are very important and need to be communicated with students in advance of formal class to help with order, and thus a positive learning environment, so that the student is able to read the lesson and not be disappointed by it, and is able to understand how it will go.

First and foremost is the establishment of rules. When rules are set, they should be clearly communicated, and the corresponding consequences should also be clearly explained. Before instruction begins, it is necessary to establish classroom rules to create a positive learning environment. At the same time, doing so helps foster a healthy relationship between teachers and students by reducing barriers and clarifying expectations. (P3)

Participant 4 emphasizes the importance of positive discipline as a classroom management strategy. Discipline, she said, needs to be done with respect for students' dignity and to avoid actions that may cause embarrassment or humiliation. At the same time, firmness should be complemented by positive reinforcement and encouragement.

In terms of discipline, they should be consistent and firm. We also value what is now commonly called positive discipline. This means correcting students without embarrassing or humiliating them in front of others. Yes, it involves being subtle in addressing students' behavior. You simply approach the student without causing embarrassment. Even if the teacher or PSTs are strict, they should still provide a smile or positive reinforcement. For example, saying "very good," "good one," or "good job." These compliments help keep students engaged. When students are afraid, they may be discouraged from participating in classroom activities. (P4)

The collective accounts in favor of establishing classroom rules and being consistent with them, providing clear instructions, and projecting firm and professional authority reflect a supervisory standard that aligns directly with PPST Domain 2. These expectations are operationalized in positive classroom management of the proposed assessment tool.

The project's purposeful authority is evidenced by learner compliance. Supervising teachers articulated a clear and specific conception of positive authority that PSTs are expected to demonstrate consistently throughout classroom instruction. This form of authority is characterized by students' active participation, responsiveness, and adherence to established classroom rules and expectations. It is reflected in the PSTs' ability to monitor and manage classroom behavior effectively, regulate noise levels, maximize instructional time, and maintain an orderly learning environment. The participants repeatedly identified these competencies as key indicators of sustained positive authority and effective classroom management. As they answered:

During classroom activities, there is what we call educational noise. Not all noise is necessarily disruptive. One important skill is distinguishing between disruptive and educational noise... They should also possess observational or awareness skills, so that they know what is happening even in the farthest part of the room, even when they are not directly watching. (P2)

When students are cooperative, I have a PST at a Regional Science High School who is very effective at connecting with them. The students are drawn to her and respond positively to her presence. They are not afraid of her; rather, she captures their attention and engagement. It is not based on fear. (P4)

Effective noise management and the ability to establish positive relationships with students emerged as the central themes in the responses of Participants 2 and 4. Their accounts suggest that a key standard for evaluating PSTs is their ability to maintain an appropriate level of classroom control, including being fully aware of the classroom environment, especially during interactive, activity-based lessons. This standard is reflected not only in the management of classroom noise but also in the promotion of active student participation and engagement throughout the learning process.

Perhaps, ma'am, it can be seen through the way students participate in the activities. My PSTs prepare and submit lesson plans to their cooperating teachers in advance of each demonstration. During the demonstration, they also provide a copy of the lesson plan for evaluation. In every teaching demonstration, they include group activities. Through these activities, I can observe their authority as teachers. (P5)

We can easily adjust or change the structure of a lesson when needed. However, PSTs often lack sufficient experience to modify a lesson in a well-structured manner. When they alter the lesson without a clear structure, students tend to have difficulty following the discussion. At the same time, the teacher may also fail to achieve the required objectives or cover the required content. As a result, discipline and order in the classroom may no longer be maintained, and instructional time may be wasted because the lesson flow has deviated from the original plan and delivery. Therefore, I think this is one of the most important aspects, Ma'am. (P6)

Participants 5 and 6 stated that effective classroom management among PSTs is demonstrated by their ability to follow the structure of the lesson plan they have drafted and submitted. Adherence to the planned instructional sequence enables PSTs to manage classroom time efficiently and maximize learning opportunities. By maintaining the intended lesson flow, teachers can focus on delivering instruction and facilitating student engagement rather than addressing disruptions caused by poor planning or deviations from the lesson. The concept of sustained positive authority as relational compliance rather than coercion, with the distinction between productive and disruptive noise serving as a behavioral indicator, is articulated as follows.

This shared definition of sustained positive authority as relational compliance rather than coercion, with the distinction between productive and disruptive noise as a concrete behavioral indicator, is manifested in the positive learning environment theme.

On to the PSTs' Inclusive Instructional Strategy from the Viewpoints of Supervising Teachers

The third main theme, *Inclusive Instructional Strategy*, emerged from the Diversity of Learners domain of the PPST. Based on the participant collated answers, PSTs' skills of employing inclusive strategy in instruction are present when these two clustered themes are met: (6) responds differentially to diverse learner needs inclusively, and (7) can deploy IMs strategically to technical standards. Together, these sub-themes reveal the depth and specificity of supervisory expectations around responsive, material-supporting inclusive instruction.

Responds inclusively to diverse learner needs. The standards of critique for the participants revealed that PSTs often conflate differentiation with variety: they create different activities for each group without first assessing whether those activities align with the learners' needs. The participants felt that genuine differentiation starts with knowing the learners, as they answered:

First and foremost, pre-service teachers should understand their students' abilities and learning capacities. This is one of the most important considerations in teaching. From that understanding, teachers should know how to apply differentiated instruction. Aside from being a requirement and a recommended practice of the DepEd, differentiated instruction is necessary because teachers must take into account learners' diverse abilities and needs. (P3)

My concern is that pre-service teachers tend to assume they are already implementing differentiated learning simply because different groups are assigned different activities. However, they have not actually assessed whether the students are truly matched to those activities. True differentiation requires assessing learners' abilities and interests before assigning varied tasks. Additionally, subject-matter mastery and confidence help the teacher manage a diverse classroom effectively. (P5)

What I usually ask them is how they assess whether the students are suited to a particular activity. That is my concern. Sometimes they assume they are already implementing differentiated learning simply because different groups are assigned different activities. However, they have not assessed whether the students are matched to those activities or whether the assigned activity is appropriate for the learners in that group.) (P6)

Participants 1, 3, and 6 emphasized the proper use of differentiated instruction through equitable participation and attention to learners' diversity. It is not enough to just deploy an activity and claim it is for differentiated instruction when it does not address all their learning needs. They argued that students' learning styles should be prioritized before any differentiated activity is administered. PSTs' assumptions about providing varied activities as a differentiated approach without understanding learners' capabilities do not meet the standard for responsiveness to diverse learners. These responses are also observed in differentiated learning among other participants; they suggest that assessment tasks should be actively designed and should value learners' multiple intelligences. Here are the excerpts of their answers:

Okay, when they are teaching in a diverse classroom, we first inform them that before conducting the discussion and application parts of the lesson, they must prepare differentiated activities. They should consider learners' interests and individual differences and respect them. (P1)

...In basic education, direct instruction is often necessary, but teachers must also recognize individual differences among learners. Some students require more explicit guidance and support than others. By addressing students' questions, concerns, and learning needs, teachers are better able to accommodate diverse learners and support their understanding (P2)

We value Howard Gardner's theory of Multiple Intelligences. Therefore, teachers are encouraged to provide varied learning activities. For example, during the application phase of a lesson, one group may express learning through drawing, another through poetry, and another through singing or other creative tasks. (P4)

The excerpts from participants' answers suggest that learners' active participation can be fostered by addressing their questions and using inclusive language when communicating with them. These supervisory expectations confirm that inclusive instruction is evaluated not as a design product but as a diagnostic-responsive process grounded in actual learner engagement. These standards are operationalized by providing inclusive, gender-sensitive, and contextualized examples, engaging activities for both active and passive audiences, acknowledging multiple intelligences, and being responsive to learners' actual responses in the classroom setting.

Deploys IMs strategically to technical standards. Supervisors provided highly specific, nonnegotiable standards for the preparation and deployment of instructional materials (IMs), both digital and non-digital. These are the included criteria for creating an inclusive setup during instructions. Physical characteristics such as font size, color contrast, left-to-right arrangement, interactivity, and the 'spirit of reveal' were consistently identified as defining features of professionally rated instructional material. Here are the excerpts from the answers of the participants when asked about the proper integration of IMs:

“.. so first thing I’m making sure now all their instructional materials, are posted in a in a correct manner, so it must be left to right. The color of the instructional materials. I already told them that if you want to play, you want to play safely, you can use two colors,

dark and light. However, if you are not into advanced, no, you can use three to four different colors as long as they are the same shade. I'm very particular about the font size. It must be visible at the back..." (P1)

..In fact, I usually recommend using only a few colors, provided they are not overly bright or distracting, such as neon colors. Decorations can be incorporated into instructional materials, but they should serve an instructional purpose. For example, if the lesson is about basketball, visual elements such as a basketball, a court, or players can be included as decorations, if they are also used during the discussion and contribute to student understanding) (P2)

I am particular about their visual aids. If the font is too small, it is not inclusive because students at the back cannot see it clearly. I recommend a font size of at least 35. Instructional materials should be concise, preferably consisting of phrases. When using technology, the font should remain consistent throughout the presentation to keep it organized. If something is emphasized, it should be done purposefully because design is not just about aesthetics. Examples should be localized and not limited to foreign images.) (P6)

These answers provide a clear standard of what needs to be assessed, as PSTs' choice of IMs matters in promoting an inclusive classroom. These constructs are nonnegotiable for supervising teachers, as they serve as tools for delivering instruction.

"I always advise them to do both. Okay, uhm, both because there is a need for them to learn how to do the classic or the traditional one. Because what if they are in far-flung areas? They may not have electricity, computers, or projectors there. Yes. However, since we are in this generation, I do not limit them from integrating the use of technology because technology is available." (P3)

"...As I always tell them, if possible, the non-digital IMs should be interactive, something that students can open, move, or manipulate. Then, for the digital materials, I advise them to use different tools. For example, if they think that many students in the classroom have cell phones, they can use Kahoot quizzes and similar applications." (P4)

The approach should still be student-centered. If the visual aid does not work, then use the projector. If the projector does not work, then use your instructional materials. At the same time, rely on your expertise and mastery of the subject." (P5)

Participants 3, 4, and 5's collective answers on dual insistence on digital and non-digital preparation, alongside technically grounded IM standards, help achieve an inclusive classroom. The reasoning behind these criteria is that technical issues may arise and that traditional IMs can help achieve the objective. Technological tools, such as PowerPoint and a gamified approach (Kahoot), can elicit an interactive session. They can be used appropriately based on the availability and learners' needs. These supervisors' accounts of how participants assess the integration of instructional resources and the effectiveness and appropriateness of IMS fall under the inclusive instructional strategy.

On the Constructive Planning of Pre-service Teachers As Viewed by the Supervising Teachers

The fourth main theme, *Constructive Planning*, emerged from the Curriculum and Planning domain of the PPST. Two clustered themes were identified: (8) Complies with LP format and institutional coordination, and (9) constructively aligns learning objectives, activities, and assessment. Together, these sub-themes reveal that lesson planning is assessed by supervisors as both a pedagogical and a professional-submission act.

Complies with the Lesson Plan format and institutional coordination. Supervisors described compliance with the lesson plan format and timely submission as essential professional responsibilities that indicate readiness, initiative, and respect for institutional processes. The negotiation between the teacher education institution's preferred format and the cooperating school's requirements was seen as a professional coordination exercise with clear boundaries.

"Since this is the format that I have always followed, I usually start with the 4A's approach. However, if the cooperating teachers require them to follow the DepEd-prescribed lesson format, I allow it. For practice teaching, I still prefer using the 4A's framework. I do not usually change it, because the 4A's is more teacher-friendly and easier to implement. I also asked them to submit ahead of time to allow for possible improvements to their lesson plan. (P3)

I follow the format used by the City High School. The English department uses the 4A's format, while the Science department uses the 7E's format. In our institution, we follow the 4A's lesson plan format, so the English majors are already familiar with it. However, for General Science, where there is only one class period, implementing the 7I's with seven separate activities does not seem very realistic." (P6)

Across all participants' responses, lesson plan evaluation is seen as a joint effort to make sense of institutional preparations and the realities of field-based teaching. Participants 3 and 6 emphasized the practicality and familiarity of teaching practice, especially the 4A framework, and that lesson plans should be manageable, realistic and conducive to effective classroom implementation. They also mentioned the need to adapt when working with schools that require different teaching practices. Taken together, their responses suggest that lesson plan evaluation is determined not only by the content of the instruction but also the practicality, usability, and context of the teaching style to which it is being taught.

".. I think it is justified to follow what the school is using, since the students are there to be trained by their teachers or CTs. However, before they are employed or deployed in the field, during their first to third years, we hold a series of teaching demonstrations for our PSTs and teacher education students. Personally, we do not have an institutional format. If we have one, I think we do not, we would follow the DepEd format. Yes, the CT would check the lesson plan" (P4)

"When they go into the field, they are required to conduct seven teaching demonstrations. We use a rating sheet from our institution, which is approved by CHED and included in the MOA and practicum manual. Regarding lesson plan formats, it depends on the school's format. In the national high school, they use the 4A's lesson plan format. In the stand-alone school, they seem to use the 7E's format. (P5)

Similarly, Participants 4 and 5 stressed that pre-service teachers must follow the lesson plan formats prescribed by their cooperating schools because these institutions serve as the actual training environment for future teachers. Whether schools employ the 4A's, 7E's, or other formats, participants agreed that lesson planning should align with the instructional practices of the field while ensuring that student teachers are adequately prepared through institutional guidance, supervision, and feedback.

Constructive Alignment of Learning Objectives, Activities, and Assessment. In addition to compliance and submission of properly institutionalized, format-compliant lesson plans, supervisors also identified the coherent, traceable alignment from learning competency to objective, from objective to activity, and from activity to assessment as the central quality criterion for any lesson plan. Any break in this alignment chain, particularly the formulation of objectives anchored to subject matter rather than the learning competency, was treated as a fundamental planning failure:

When they craft their lesson objectives, sometimes they focus on the subject matter, which is wrong. They must formulate their learning objective based on the learning competencies. We check the domains, CPA or CAP (cognitive, psychomotor, affective),

making sure what is written in the lesson plan is anchored to the learning competencies as well as to the learning objective (P1)

The very first thing is the alignment of the objectives with the competency, the unpacking, yes. Make sure this aligns with and is coherent with the activities, the assessment itself, and the assignment. When those areas are coherent, then I can say that the lesson plan has constructive alignment. (P3)

Lesson objectives should be SMART: Specific, Measurable, Attainable, Relevant, and Time-bounded. Based on our orientation, we always emphasize the SMART framework. For the CAP arrangement in the lesson plan, we focus first on the cognitive domain because PE is a broad subject. Alignment is checked through the relevance of the topics being taught. Unpacking is not simply about increasing the number of objectives; rather, it is about ensuring that objectives use appropriate SMART action verbs and align with the intended learning outcomes. (P2)

Constructive alignment in unpacking the learning competency to develop SMART learning objectives, using observable verbs aligned with the MATATG curriculum competency framework, is a recurring response from supervising teachers when assessing the quality of PSTs' submitted lesson plans. Their unpacking skills should meet the requirements set out in the learning competency and reflect the plan they will use. The following participants also support these standards:

If the objective is aligned with the assessment, and then the objective with the activity, and then the objective with the lesson, including the line of questioning, especially in the application part, and most importantly, the evaluation, for unpacking, we value one competency. We chunk or unpack it into SMART verbs and follow the MELCs/Matatag timeline. (P4)

I check the lesson plan because it serves as the guide. From the objectives down to the assessment, I ensure that everything is aligned. If I can check all of those, then the PST has followed the lesson plan well and achieved the goals. Sometimes parts are not exactly aligned with the lesson plan. From the objectives to the assessment, everything should align and be connected. (P5)

These accounts further strengthen the constructive alignment of any lesson plan, regardless of institutional format. Here, participants realize that linking objectives to activities, down to assessments and context-based examples, produces a plan ready for use. The demand for matched concepts from learning competency to objectives to activities to assessments and extended practice is what constitutes a constructively aligned plan. These are further operationalized under the main theme of constructive planning. These skills in lesson planning, as perceived by supervisors, are better assessed by unpacking learning competencies through the crafting of SMART objectives, observable activities, and planned assessments that also involve extended practice and logical presentation.

On to the Responsive Assessment Standards of PSTs As Viewed by Supervising Teachers

The fifth main theme, *Responsive Assessment*, emerged from the Assessment and Reporting domain of the PPST. Two clustered themes were identified: (10) monitors learner understanding through formative principles and (11) delivers constructive feedback skillfully and purposefully. Participants detailed specific quantitative and qualitative standards for both the frequency and quality of assessment within the demonstration lesson. PSTs are expected to practice responsive assessments as one way to deliver classroom instruction. Note that this main theme falls under the teaching demonstration construct in PSTs' experiential learning.

Monitors learner understanding through formative principles. Supervisors talked about formative assessment as a multi-checkpoint, multi-modal process that goes into the whole lesson, analysis, abstraction, generalization, and formal assessment, not a discrete endpoint for them, as well as the result. They were very explicit about minimum frequency and variety expectations:

“A formative assessment may be recorded but not graded. More than four: they can craft more than four formative assessments, including the analysis, abstraction, generalization, and assessment parts. Assessment is one thing, generalization is another, and abstraction is another. I think more than four.” (P1)

“Usually, that really matters in terms of the number of passing scores, especially when there are many failing scores. The mode of assessment is not just multiple-choice; it focuses more on comprehension, essays, or situational analysis, where students can demonstrate their understanding. In terms of alignment, whenever I give essay questions and students submit responses, I make sure to provide feedback on their work.” (P2)

“... But I look for it more, more, more when the subject is Mathematics. Math is really difficult, so if you ask, ‘Okay, did you understand the topic?’ they will say, ‘Yes, ma’am.’ Are you satisfied with that already? So you really need to probe the students. Okay, so if you already understand the topic, how are you going to answer this?. (P5)

The participants commonly viewed formative assessment as an ongoing process for monitoring and gathering evidence of students’ understanding throughout the lesson. They emphasized the use of varied strategies such as questioning, essays, situational tasks, and feedback to assess learning, diagnose misconceptions, and guide instructional decisions. This demand for comprehension-type assessments is a discrete criterion in the assessment tool that reflects the PPST Domain 5 expectation for monitoring varied formative assessments. Hence, being able to deploy a formative task and engage with learners’ responses is an observable trait of responsive assessment,

Delivers constructive feedback skillfully and purposefully. These participants were very specific about describing feedback quality as a scoreable, observable criterion rather than a general attitude towards it. The sandwich method, restate-clarify-contextualize loops, error-affirmation prohibition, rubric-based scoring with performance recap, are all nonnegotiable professional feedback practices:

“During the actual teaching demonstration, they give feedback, they repeat the answers of the students, they give praises, and they acknowledge correct answers. During quiz time and assessment time, they collect who got 10, very good. They have the rubrics and the scoring system. They give notes, annotations on output, and they have the rubrics, aside from the rubrics, they have the scoring system.” (P1)

When giving feedback, one thing I often notice is that during group activities. For example, a rubric is provided to the students, but after the activity, the teacher sometimes immediately moves on by saying, ‘Okay, we are done with that activity. You all did a great job. Thank you. Now let us proceed to the next lesson.’ For me, that is a big no-no. What I always tell them is that they need to provide students with a recap of their presentation’s strengths and weaknesses. Students need to know what they did well and what they need to improve. If you mention negative points, you should also provide an equal number of positive points. For example, if there are three areas for improvement, there should also be three positive comments. (P4)

The specificity of these accounts affirms that feedback quality is a distinct, scoreable dimension of formative practice. These expectations should be checked as part of the assessment statements, as a responsive practice for PSTs in formulating feedback to support formative assessment in classroom instruction. These shared views are better understood as a responsive assessment, specifically one that provides constructive feedback and encourages learners to engage in reflective learning.

On to the Professional Conduct of PSTs As Viewed by Supervising Teachers

The sixth main theme, *Professional Conduct*, emerged from the Community Linkages and Personal Growth domains of the PPST. Two clustered themes were identified: (12) prepares professionally and coordinates with school personnel, and (13) models' professional decorum in ethical school interaction. Together, these sub-themes prepare the interns for professional formation with explicit behavioral standards. This main theme is operationalized in the non-teaching attributes of PSTs.

Prepares professionally and coordinates with school personnel. Supervisors identified initiative, advanced preparation, institutional compliance, and ethical deportment as the most visible signs of professional readiness in the practicum context. From the submission of lesson plans to physical appearance, communication boundaries with students and DTR compliance, these are nonnegotiable professional standards to be met:

Professionalism is the most important thing. There should be a designated person who provides updates, but this should not become a channel for gossip. The student leader or coordinator assigned to each school serves as my point of contact. Interns should communicate only within the school and classroom setting. (P2)

"They are still in the process of training, so linkage means asking for help or guidance from the cooperating teacher, who is more knowledgeable. They should not hesitate or just manage on their own, especially in lesson planning; it would be better if the CT sees the lesson plan to correct it. Being polite, humble, professional in manner, facial expression when receiving corrections, how open they are to feedback and suggestions." (P3)

"Initiative to ask questions if not clarified, there is a right way to ask for clarification without sounding like you were not listening. They should be updated and independent. Like school employees, they must follow the school's guidelines. Their CT is their direct manager. They follow tasks beyond class if needed." (P6)

The participants' comments highlight the importance of pre-service teachers being able to set up responsibilities in the right way, to be proactive in the work, and professionally responsible for their internship. In response, participants 1 and 6 said interns need to be aware of and respectful of organizational structures and their cooperating teacher as their direct supervisor, respect school policy, and take on other responsibilities beyond classroom instruction when needed. The same participant also pointed out the importance of initiative: when necessary, seek clarification and work independently while maintaining professionalism in communication.

Models professional decorum in ethical interactions at school. Professional decorum was established as an expectation for pre-service teachers because it is the standard of behavior, appearance, and professionalism for the teaching profession. Pre-service teachers must have behavioral and personal characteristics consistent with the ethical and professional standards of education. That is to say, appearance and punctuality at school, communication, and school policies that are followed to build credibility and serve as role models for students.

"I asked the DTR weekly, no tardiness. We randomly check the school and ask department heads for concerns. Aside from absenteeism and laziness, we also check their posture, how they present themselves, for girls, proper attire; for BEEd, clean nails. We also have a different orientation about their decorum." (P1)

"Heels, for girls, there should be heels. For boys, uhm, they should have a haircut once every two weeks para clean-cut po, or depende sa tali buhok. Yes." (Heels for girls. For boys, a haircut every 2 weeks, clean-cut or as needed, depending on hair length. They should dress, speak, and act like a teacher. Already possess the code of ethics, dress code, hair in a bun, and heels for girls.) (P4)

Participant 1 said that orientations on proper decorum are conducted to help pre-service teachers understand and respect the expectations in the field of education and to apply what they learn in the professional environment. In the same way, Participant 4 explained the importance of adhering to the appropriate dress code, preparing oneself to be a good professional, maintaining neat hairstyles, and being professional in the classroom. The participant further said that pre-service teachers should already follow the teaching profession's code of ethics in their dress, communication, and conduct at school.

On to the Reflective Growth of PSTs as viewed by the Supervising Teachers

The supervising teachers consistently identified reflective practice as a critical indicator of a pre-service teacher's readiness for the teaching profession. Rather than focusing solely on performance during a single demonstration, participants emphasized the importance of observing continuous improvement across successive teaching demonstrations. This constitutes two subthemes: (14) being able to reflect on practice and demonstrate observable effort, and (15) receiving feedback receptively and being open to mentoring. Reflection was viewed as a process manifested through visible behavioral changes, instructional refinements, and increased confidence in classroom practice.

Reflects on practice and demonstrates observable effort. The ability to internalize supervisory feedback and translate it into observable behavioral improvements throughout the demonstration cycle was identified by all participants as the ultimate indicator of teaching readiness. PSTs were evaluated not by static performance at any one demonstration but by their improvement trajectory across the full practicum cycle:

Reflective pag sa sunod nga demo nakita nako ang katong ang comment nako sailaha, gisunod nila dili na ; their language improved, their examples improved. The behavioral change is a sign that they internalized the feedback. (When they are reflective enough to instill the previous comment and follow it, when there is language improvement...) (P3)

Best practice is the pre-teaching demonstration before the pre-deployment... There are cases that they will do the redemo 4 to 5 times (P1)

Participants 1, and 5 emphasized that student teachers should be able to follow and apply recommendations in succeeding demonstrations and have observable improvements in their instructional behaviors and professional conduct. This is echoed similarly by participant 5.

I can see it by the 6th or 7th demonstration teaching. I no longer keep walking around aimlessly, and I no longer keep touching my hair. At that point, I can say that I am becoming teacher-like; the only thing missing is the license. It is also reflected in how I interact with others: I am friendly and approachable outside the classroom while maintaining professionalism and respect inside it. (P5)

These changes mean that they are critically assessing their teaching experiences, and that feedback is driving them forward. The progress from early anxiety to calm by the sixth or seventh demonstration was well-researched and explained consistently throughout the respondents, confirming the PPST Domain 7 expectation for reflective practice and continuous professional development. The common idea across all responses is that reflective practice is demonstrated through acceptance and application of feedback, showing willingness to improve, and reflection on teaching practice.

Receives feedback receptively and is open to mentoring. A little different, yet similarly related to reflective practice, was the theme of receptiveness to feedback and openness to mentoring. Supervising teachers believed that the way pre-service teachers received, processed, and responded to feedback indicated professional readiness. The most important message was that you have to be open to guidance beyond just listening to suggestions; you should also actively engage with feedback and demonstrate concrete improvements in your teaching practice.

They are humble, though we want them to express questions, but it is professional. The way they respond to the cooperating teacher, especially during the conference, and their facial expressions are also necessary. How do they accept criticism, feedback, and suggestions? How open they are... Self-assessment is implied by behavior change. How open they are to feedback, their facial expression when receiving corrections, and how they respond professionally during conferences. (P3)

First, self-assessment, then awareness, then feedback: open-minded, do not take it negatively, tweak. Output-based talaga. They listen, they ask questions, and they do better on that particular item. They become more consistent, more firm, more aware of their pacing. (P4)

According to participants 3 and 4, reflective practice should be paired with self-assessment and awareness and should involve accepting feedback with an open mind rather than being critical of it. Participant 6 also stated that they should be open-minded with the comments and suggestions they receive.

Open and long conference, where we celebrate what is accurate, ‘be open-minded lang jud’, and receive comments and recommendations from CT and the supervisor. They should ask follow-up questions after the conference; that is a sign they internalized the feedback. After feedback, they become more creative in their IMs, more intentional in their assessment, and more confident in their delivery. (P6)

This openness is reflected in professional practices, such as listening attentively during conferences, asking follow-up questions, being civil to cooperating teachers and the supervisor, and humbly accepting recommendations. Most importantly, reflection must be evident in practice, as student teachers are expected to apply feedback to improve the effectiveness of lessons and, therefore, the quality of teaching materials, the assessment process, confidence, pacing, consistency, and overall teaching performance.

These behavioral and instructional changes indicate that feedback has been internalized and translated into professional growth. The responses collectively suggest that reflective practice is evidenced by a student teacher’s openness to suggestions, corrections, and mentoring and by their ability to demonstrate observable improvement after observations and consultations. These subthemes constitute what reflective growth is all about and are expected as a non-teaching attribute of PSTs during their experiential learning.

Quantitative Findings – Instrument Development, Validation, and Reliability

The themes and sub-themes generated in Phase 1 were used to create the internship assessment tool for the Teaching Demonstration Rating (TDR), Lesson Planning Rating (LPR), and Non-Teaching Attributes (NTA). Each part was constructed using items directly related to the clustered themes, resulting in a more representative and consistent representation of the PPST domain. The tool was tested for content validity and internal consistency reliability. The validation tool mapping is presented in the following enhanced paradigm.

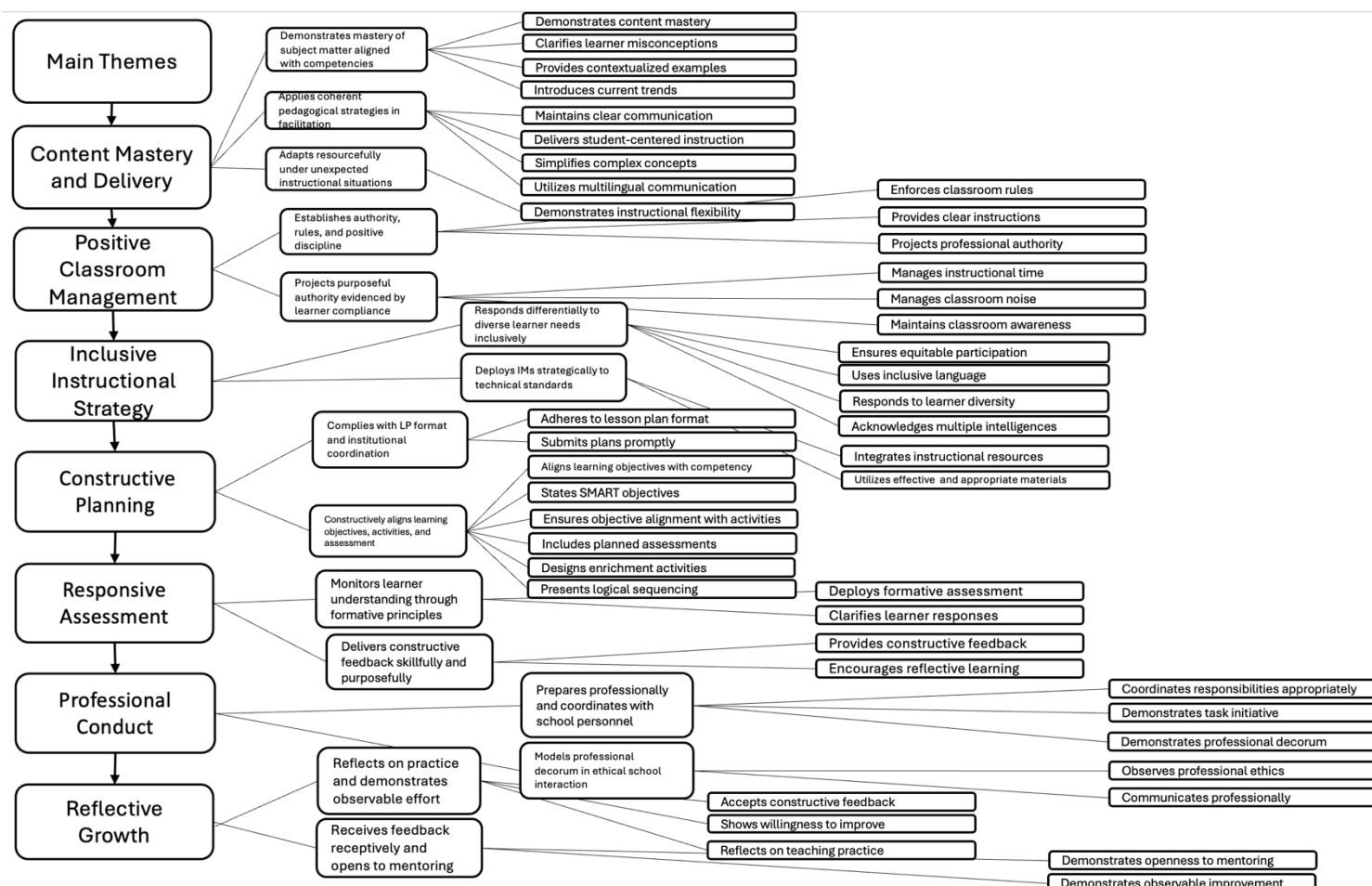


Figure 2. Mapped statement to the Philippine Professional Standards for Teachers Framework (D.O. 42, s 2017)

Content Validity

Content validity was established through expert validation involving three validators selected for their qualifications in teacher education, curriculum and instruction, and educational assessment, as well as their demonstrated familiarity with the PPST framework and reputable experience.

Table 1. Content Validity Index Scores

Domain / Tool Section	Validator 1	Validator 2	Validator 3	Mean	Description
Clarity of directions and Items	5	5	5	5.00	<i>Very Highly Valid</i>
Presentation and organization of items	5	5	5	5.00	<i>Very Highly Valid</i>
Suitability of the items	4	4	5	4.33	<i>Very Highly Valid</i>
Adequateness	4	4	5	4.33	<i>Very Highly Valid</i>
Attainment of Purpose	5	4	5	4.67	<i>Very Highly Valid</i>
Objectivity	5	4	5	4.73	<i>Very Highly Valid</i>
Overall Average	4.67	4.50	5.00	4.72	<i>Very Highly Valid</i>

Range of Means: 4.21–5.00 = Very Highly Valid; 3.41–4.20 = Highly Valid; 2.61–3.40 = Moderately Valid; 1.81–2.60 = Slightly Valid; 1.00–1.80 = Not Valid.

As evaluated by three expert validators, all domains of the assessment scored in a range of 4.33 to 5.00, and all of them were in the Very Highly Valid category (4.21-5.00). Clarity of Directions and Items and Presentation and Organization of items scored a perfect mean score of 5.00, and the validators were unanimous in their opinion on clarity and organization of the assessment tools and objects. In addition, the suitability of the items and adequacy both scored 4.33 and are therefore appropriate and sufficient to measure the intended constructs. Attainment of purpose (Mean = 4.67) and Objectivity (Mean = 4.73) also show that the tools are effective in assessing the targeted competencies and offer objective evaluation criteria. The overall average score of 4.72 indicates that the three practicum assessment tools have very good content validity and that they are well-suited to evaluate pre-service teachers' practicum performance. These results strongly support that the instruments are representative of the constructs that they aim to measure and meet the standards of the educational assessment sector.

Reliability Analysis

After content validation, the assessment tool was tested on a pilot sample to assess internal consistency using Cronbach's alpha. This coefficient was chosen given the rating scale of all instruments and the expectation that items in each domain measure a common underlying construct. Our interpretive benchmarks follow George and Mallery (2020) and $\alpha \geq 0.90$ = Excellent and $\alpha = 0.80-0.89$ = Good. The Cronbach's alpha results are displayed in Table 2 for each tool and domain. The results ranged from $\alpha = 0.81$ (Good) to $\alpha = 0.973$ (Excellent). Overall, all 43 items had an $\alpha = 0.95$ reliability.

Table 2. Cronbach's Alpha Reliability Coefficients of the Assessment Tool

Subsection of the assessment tool	No. of Items	Cronbach's α	Interpretation
Lesson Planning Skills	8	0.860	Good
Teaching Demonstration Skills	25	0.971	Excellent
Non-Teaching Attributes	10	0.967	Excellent
Overall	43	0.946	Excellent

Note. Interpretation follows George and Mallery (2020): $\alpha \geq 0.90$ = Excellent; $\alpha = 0.80-0.89$ = Good.

Table 2 presents the reliability of the developed practicum assessment tool, as determined by Cronbach's alpha. All sections have good to excellent reliability, with coefficients ranging from 0.860 to 0.971. The Teaching Demonstration Skills subscale has the highest reliability coefficient ($\alpha = 0.971$), and Non-Teaching Attributes ($\alpha = 0.967$) have the best internal consistency, while the Lesson Planning Skills subscale had a reliability coefficient of $\alpha = 0.860$, which is good internal consistency. The overall reliability coefficient of the combined 43-item instrument was $\alpha = 0.946$. While the number of items in each subsection may have contributed to the magnitude of the Cronbach's alpha coefficients, the results indicate that the instrument is internally consistent. These results suggest that items in each dimension are consistent with their intended constructs and support the reliability and consistency of the assessment tool for assessing practicum performance.

DISCUSSION

This section discusses the findings from both phases of the study. Following a sequential exploratory mixed-methods design, we will begin the discussion with qualitative content themes based on the literature, then move to quantitative content validity and reliability.

Main Theme 1: Content Mastery and Delivery

The fact that competency-aligned subject-matter mastery is now the primary supervisory expectation is consistent with the pedagogical content knowledge (PCK) framework and the recent developments in teacher-preparation research. The distinction that supervisors made between a broad knowledge of content and a knowledge tailored to a specific learning competency was the most significant in the sense that it was the ability that Scheiner (2021) has identified as the most important aspect of novice teacher knowledge: the ability to transform disciplinary information into something that is instructionally relevant and accessible to learners (Caldwell, 2022). Pre-service teachers who provide only surface-level knowledge but do not investigate misconceptions or current trends are in a gap in teacher preparation regarding content coverage and application (Mante & Sayao, 2025).

Cohen et al. (2023) found that pre-service teachers' level of content engagement during demonstration teaching is the strongest predictor of supervisory rating and that the pre-service teachers in this study were more likely to be a core standard than a choice (Bartanen & Kwok, 2021). The supervisors' expectation that PSTs provide context, relate to students, clarify misconceptions, and take on new trends aligns with responsive content delivery, as reflected in recent teacher education research (Getenet et al., 2024). Also, Kotsis (2026) observed that novice teachers who struggle to identify misconceptions rely on declarative teaching routines rather than clinically based conversations. This pattern is also observed among PSTs, who are seen to accept students' responses without follow-up (Sanchez & Athanases, 2023). In the Philippine PPST context, Domains 1.1 and 1.2 primarily focus on teaching content knowledge to teachers in their content areas and on how to share this knowledge with students in real-life contexts (Martin, 2024). The increasing focus on research-based teaching in supervisory standards also indicates a broader trend in Philippine teacher education toward nurturing scholar-practitioner attitudes among PSTs, aligning with the PPST on evidence-based teaching practice (Marcelo, 2025).

The supervisors' emphasis on communication as a two-way process, rather than a one-way transmission of content, reflects the challenges in novice teachers' instructional methods. Strom and Viesca (2020) found that pre-service teachers in practical placements frequently provide planned facilitation while preparing for their lessons, but then revert to monologue delivery during actual instruction when learners' silence or unexpected responses occur. This disconnect between student-centeredness and the intended content is especially apparent in the Philippines, where K-12 and Matatag curriculum frameworks mandate facilitative pedagogy approaches that many PSTs have not yet taken as a way to become settled in practice (Elardo, 2025). The fact that PSTs must be able to simplify complex content for learner comprehension is consistent with Hailikari et al. (2021), who found that effective communication of expectations in clear, accessible language increases student engagement and meaning-making.

The expectation of strategy-content coherence, that pedagogical approaches should be purposefully aligned with the specific learning competency, is a criterion that research has consistently indicated is difficult for novice teachers to carry out (Wulff et al., 2022). Pre-service teachers in supervised practicum settings often chose strategies based on their novelty or perceived value for engagement (Conceição et al., 2021). These strategies went beyond their content and learner needs, aligning with the supervisory frustrations described in

this study (Bjørndal et al., 2024). Multilingual communication expectations among participants align with the real-world and pedagogical contexts of Philippine classrooms, where Bisaya, Filipino, and English are integrated as instructional resources (Carvajal et al., 2026). Though not limited, Cenoz and Gorter (2021) argue that translanguaging is the purposeful use of multiple linguistic codes in teaching and a powerful pedagogical tool for enriching learners' conceptual comprehension and promoting multilingual engagement. The teaching demonstration rating items represent these combined expectations of strategic coherence and multilingual readiness.

The supervisors' conception of adaptive resourcefulness as a normative professional trait rather than a unique quality is consistent with the infrastructural environment in the Philippine public school practicum space. In situations where technology is unreliable and resources vary across deployment settings, the ability to keep learning going when it is disrupted is a necessity (Gumagay, 2024). Numerous studies on teacher resilience have shown that it is not a fixed trait but rather a developed skill through effective practice and reflection (Bagdžiūnienė et al., 2022). The managers' expectations regarding Plan B and Plan C readiness support this observation: resilience is not the result of spontaneous creativity but of early subject-matter knowledge and confidence in the teacher. This confirms that pre-service teachers who engage in structured reflective practice develop more adaptive behavior and are better prepared to confront unexpected instructional challenges across a variety of classes (Mansfield et al., 2020).

The supervisory belief that the teacher is the most important instructional resource is expressed by participants in ways rooted in the realities of resource-constrained teaching environments (Bennion et al., 2022). In Philippine public schools, especially in Mindanao, this reality is not just an abstract notion but what practitioners do daily (Dizon & Chavez, 2022). The expectation that PSTs remain calm and secure in the face of disruption aligns with research on teacher emotional regulation and its influence on classroom climate (Saleem et al., 2025). Pre-service teachers' ability to manage emotional reactions to instructional disruptions is key to their responsiveness. It is also associated with their ability to engage learners and their perceived classroom effectiveness (Fuentes-Vilugrón et al., 2024). These findings support the supervisors' understanding that composure under pressure is a sign of PSTs who are professionally ready.

Main Theme 2: Positive Classroom Management

The supervisors' nuanced framing of classroom authority, firm and consistent yet explicitly non-coercive and relationally warm, is well aligned with proactive classroom management and positive discipline principles. Their unanimous rejection of fear-based control in favor of structured, respectful authority operationalizes as a basic predictor of school connectedness, as Ndlovu et al. (2023) have shown that pre-service teachers who set clear behavioral expectations with consistent consequences while also maintaining warm and approachable relational styles are much more likely to create trust and compliance that make for a good learning environment (Baier-Mosch & Kunter, 2024). Moreover, as is clear from the rule-setting pre-instruction, the management practices outlined by Iskandar et al. (2025) are among the best evidence-based approaches for avoiding disruptive behavior and maximizing academic learning time. The framing of authority as something learners want to take rather than fear aligns with DepEd's Child Protection Policy and Positive Discipline framework, which all practicum supervisors in the Philippines are required to abide by (Salado & Lacostales, 2026).

The pre-deployment training aspect was also emphasized, reflecting the evolving awareness that classroom management is not learned solely through a single field experience but can be learned through training (Li et al., 2024). Pre-service teachers who have established management skills and structures are more confident in their classroom management and decision-making as they apply these skills in practice (McGuire et al., 2023). The supervisors' accounts of measuring teachers' expectations in the first year of practice are consistent with a hands-on approach to classroom management preparation that prioritizes professional growth in each teaching experience (Fuentelba & Russell, 2023). The emphasis on positive behavior over punitive control reflects DepEd's rights-based pedagogical orientation and the evidence from this study that the practice assessment tools should be based on a non-coercive, dignity-preserving approach to authority (Mag-atas & Carmona, 2023). In addition, we need to incorporate these proactive management frameworks into teacher preparation to build self-efficacy in response to defiant student behavior and to minimize the risk of burnout in early careers (Golubtchik, 2024).

The supervisors' behavioral definition of effective classroom authority, like those people who comply willingly out of respect rather than fear, and who are willing to engage in the classroom and listen to non-verbal

signals, also aligns with the classic management concept of teacher witness, which is now in line with Wolff et al. (2020). Knowledge of all learner activity across the entire physical space of a classroom and the ability to respond to early disruptions are among the most discriminating skills that differentiate effective from less effective beginning teachers (Lucksnat et al., 2024). Moreover, more importantly, the supervisors' emphasis on distinguishing educational noise from disruptive noise in activity-based learning aligns with Minga and Kuboja's (2026) perspective that productive learning environments are not silent and that active learning is a management goal, not a challenge. Moreover, discerning this distinction requires pre-service teachers to develop flexible, evidence-based management strategies that foster high student engagement without undermining classroom order (Gupta, 2025).

The participants' emphasis on relational respect as the basis of purposeful authority is consistent with this growing body of evidence on the importance of the quality of teacher-student relationships for engagement and compliance (Vincent et al., 2023). Valentin et al. (2023) conducted a meta-analysis, which showed that affective closeness between teacher and student, such as warmth, trust, and low conflict, is the most predictive of academic engagement and behavioral cooperation and is more influential than structural management methods in terms of effect size. The supervisors' experiences of students who engage voluntarily and remain engaged when observed, as Yang et al. (2022) report, is exactly this relational quality of lasting positive authority. These expectations are not restricted to compliance monitoring; they are products of professional attitude and relational credibility, as well as instructional responsiveness and supportability, which is why the positive classroom management domain is multi-item in the rating of teaching demonstrations. Thus, this domain emphasizes that effective management is an inclusive, observable practice that encompasses not only regulation but also a supportive climate and clear instruction (Gençoglu et al., 2022).

Main Theme 3: Inclusive Instructional Strategy

The supervisors' observation of a persistent differentiation misconception among PSTs in which different activities are created without considering the learners' actual readiness levels is one of the most common implementation challenges in inclusive pedagogy (Pozas et al., 2022). Pre-service and novice teachers often report a wide variety of activities, as well as a lack of differentiated responsiveness in training and in designing multiple versions of tasks, without a diagnostic baseline to make them functionally differentiated (Gibbs & Beamish, 2021). In the multi-country teacher readiness report, Huong (2025) states that fewer than one in five new teachers were trained in differentiated instruction prior to teaching their students, indicating that the misconception among PSTs is systemic rather than isolated. The expectation that PSTs diagnose learners' capabilities by consulting with working teachers or by pre-assessing before designing differentiated tasks, as Remler (2023) suggests, is a rigorous, evidence-based standard and should be made explicit in practice evaluation instruments.

The supervisors' inclusive practice, including differentiated activities, multilingual facilitation, multiple intelligences-based planning, and localized examples, is consistent with knowledge of learner diversity in PPST Domain 3, which is at the core of the professional standard (Cabradilla, 2025). The participants say that genuine inclusive education does not require creating separate activities for individual groups, but rather the design of learning environments large enough to accommodate learner variance from the start (Zundans-Fraser & Bain, 2020). In fact, this orientation to 'designing for diversity' rather than 'adapting for deficit' is what the participants can say about multilingual code-switching and multiple intelligences-informed grouping in practice (Atobatele et al., 2024). In the Philippine context, classroom diversity encompasses linguistic, socioeconomic, and ability dimensions simultaneously, so PSTs should consider all of these dimensions when preparing for inclusive teaching, not just one (Burbank et al., 2025).

The supervisors' definition of effective inclusive instruction is less about the variety of lesson designs than about the extent of participation by previously passive learners during instruction (Aliyu & Muhammad, 2025). The authors of Akintayo et al. (2024) noted that standard practicum assessment tools usually assess inclusion at the design end of the learning process, checking whether students are engaged differently in the lesson plan and not just in its implementation, and whether the difference in student engagement is smaller during teaching. This result was consistent with the findings of Boguslav and Cohen (2023), who argued that this design-to-effect gap is one of the most significant challenges in practicum evaluation.

The supervisors' decision to consider passive learner engagement as the primary evidence to support inclusive teaching is therefore to practice inclusion in effect and not on-task. The supervisors' implicit

recognition of the confidence-mastery-management triad is also consistent with Amka et al. (2025), as the prerequisite for effective inclusive teaching demonstrates the multidimensional and non-decomposable nature of expert teacher ability, as further cited by Fiorella and Mayer (2021). The evidence shows that novice teachers who lack content knowledge or classroom management skills are less able to address learner diversity, as cognitive resources are diverted to managing foundational challenges in the teaching process (Wolff et al., 2020). Nesje and Lejonberg (2022) also argue that experienced practicum teachers view pre-service teachers holistically, understanding the functional integration of instructional competencies rather than treating them as separate skills, thereby validating the multi-item domain design of the tools developed in this study.

The highly specific technical standards set forth by the supervisors for instructional materials are also supported by Hinderliter (2022): minimum font size 35, two-to-three-color maximum, left-to-right, light background with dark font, the 'spirit of reveal,' and the prohibition of decorative-only IMs. Cain & Fanshawe (2021) stated that the theory of multimedia learning supports several of these professional standards: the coherence principle as they are needed to prevent students from seeing extraneous material in a visual format; the signaling principle as they are visual in nature; and the redundancy principle as it cautions against the simultaneous presentation of the same information in both visual and verbal forms (Rickleby & Kemp, 2021). All these principles are directly related to the practical IM standards adopted by the supervisors. The prohibition of script-like instructional material, with PSTs being asked to talk to the viewers beyond their visual aids, is based on the redundancy principle that redundancy is not beneficial to learning (Mayer, 2024). When they are codified in assessment instruments, this practitioner's knowledge becomes a reality, and professional expectations are also set. By grounding these pedagogical choices in cognitive load theory, supervisors are effectively connecting the conceptual model of instructional design with practical realities in an inclusive classroom (Ren et al., 2025).

The supervisors' commitment to preparing both digital and non-digital instructional materials aligns with the realities of Philippine public schools, where technology varies across deployment contexts, such as rural and remote areas. Infrastructure barriers at the practicum sites in Mindanao have made PSTs who use technology-based materials prone to breakdowns in their teaching and learning (Mastul et al., 2023). Thus, the need for analog backup capacity is a professional standard rather than a mere precaution (Serrano & Fallado, 2025). The 'spirit of reveal' expectation of sequencing the material to keep the learner motivated from motivation to assessment is an example of constructivist scaffolding, which promotes active knowledge construction in the learning process. The codification of these contextually grounded, evidence-based IM standards in the rates of inclusive instructional strategy items in the teaching demonstrations makes expert practitioners' knowledge and professional expectations visible to PSTs at all levels (Mensah, 2025).

Main Theme 4: Constructive Planning

The supervisors' treatment of lesson plan format compliance as professional-institutional rather than pedagogical aligns with Teixeira et al.'s (2025) research, which identifies the cooperating school as a legitimate organizational socialization context with its own norms, formats, and professional expectations. They have found that PSTs are a measure of professional readiness, are more likely to adapt to school-specific plans and submission timetables, and that this reflects respect for the institution and cooperation rather than bureaucracy (Bastian et al., 2020). Teacher education institutions and cooperating schools negotiating the format of the lesson plan are, in general, at odds with each other, as this is what is commonly seen in partnership student education and practicum programs, where there is no way for the institutional program to be in sync with the field school curriculum (Eyüboğlu, 2024).

The supervisors' commitment to preparing the lesson plan in advance is not only an operational matter but also an ethical consideration for students. Hong (2025) believes that students deserve instruction that has been thoughtfully designed, reviewed, and refined before delivery. This framing is consistent with PPST Domain 4's expectation that teachers design effective instruction, which implies that teachers need to prepare well in advance as a professional standard. Cavanagh et al. (2019) observed that lesson planning in pre-service teacher education is often under-theorized and regarded as a final product rather than a process of continuous improvement, an oversight that the supervisors in this study seek to correct by requesting advance input and teacher review.

The supervisors' application of constructive alignment as primary quality criteria for lesson plan evaluation, through keyword traceability, competency unpacking, and objective-activity-assessment coherence, to practice in the Philippines (Espinosa et al., 2024) emphasizes the extent to which this framework is embedded

in teaching education practice. Constructive alignment, as suggested by Biggs and Tang (2011) and studied in detail by Hailikari et al. (2021) and others, requires that the intended learning outcome informs the development of teaching-learning activities and assessment activities, but also the cognitive language and competency level of the learning elements that are to be used. Supervisors' statements to PSTs who write objectives based on related subject matter rather than learning competencies indicate a novice planning error that results in content coverage. In contrast, PPST and Matatag require competency-outcome logic (Manigbas et al., 2024). The constructive alignment framework used to develop the Lesson Planning Rating Tool in this study brings this coherence standard into practice for PSTs who may not yet understand the conceptual structure behind the practice expectation (Mok & Staub, 2021).

The supervisors' frustration with task objectives based on subject-matter topics rather than specific competency verbs is a well-known novice planning error observed in teacher-preparation contexts, as reported by Mektrairat and Thaikam (2025). Melgarejo et al. (2025) suggest that pre-service teachers without explicit instruction in competency-based objective writing tend to frame their objectives using content-topic framing, which describes curriculum coverage rather than learner change. The PPST's three-domain (cognitive, psychomotor, affective) objective structure is based on the PPST's holistic approach to learning outcomes. It makes planning documents reflective of the entire scope of intended development, not only cognitive knowledge (Paor et al., 2023). The Lesson Planning Rating Tool's items 1-6 articulate these alignment standards in clear, measurable terms, making expert supervisory expectations tangible for PSTs.

The constant push by supervisors for SMART verb unpacking and for breaking down broad learning language into specific, measurable, attainable, relevant, and time-limited learning goals is indicative of a technically sophisticated approach to curriculum translation and a manifestation of competency-based education (Liswati et al., 2025). Alonzo et al. (2022) also further support this assertion that the transition from content-based curriculum to competency-based curriculum design in Philippine basic education in K-12 and the Matatag reforms is not only in the hands of teachers who have to acquire a new kind of curriculum reading ability: the ability to determine the cognitive level, scope, and performance of the content in a lesson and turn that into measurable, observable actions. As Kaçaniku (2024) has argued, the way PSTs write goals around content topics rather than competency verbs in the curriculum is returning to a pre-reform curriculum logic that PPST is actively trying to dismantle. This practice in practicum in the absence of curriculum reform is undermining the link between teacher education and the national curriculum.

The supervisors' reference to MELCs and the Matatag timeline in planning is a testament to the developing curriculum context in which PSTs are evaluated (Reyes, 2023). Since the transition from the standard K-12 curriculum to the prioritization of MELCs during the pandemic and then to the Matatag curriculum reform, pre-service teachers are increasingly expected to have adaptable competency-reading skills to track curriculum changes in real time (Inaldo et al., 2026). Based on research, PSTs that are explicitly trained in the process of competency unpacking, knowing the verb, scope, and performance condition in each competency statement, and translating them into SMART objectives are shown to perform better in practicum assessment (Kuaingern & Klomim, 2023). The inclusion of competency unpacking and SMART objectives as the key quality criteria in the Lesson Planning Rating Tool serves two purposes: it makes expert supervisory obligations explicit and teachable. It serves as a framework for modeling national curriculum policy that can be used for practicum evaluation and PST coaching. This structural alignment, as described by Sanchez and Azarias (2025), highlights the disconnect between theoretical curriculum frameworks and the practical lesson-planning skills now emphasized in the Policies, Standards, and Guidelines of higher education systems.

Main Theme 5: Responsive Assessment

The supervisors' description of formative assessment as a distributed, multi-modal, and multi-checkpoint process with at least four checks between lesson phases reflects Steen et al.'s (2022) current evidence on what makes formative assessment maximally effective for learning. Chan et al. (2023) also noted that formative assessment that spans the entire learning process, rather than at a single point in school, leads to much better learning outcomes, and that teachers can make adjustments to the curriculum in real time when closed-ended end-of-lesson assessment is not feasible. The supervisors' expectation of comprehension-type assessments, essays, situational analyses, and probing questions, rather than multiple-choice assessments, aligns with research findings that open-ended assessments are more useful for determining depth of understanding than surface

familiarity (Vasan et al., 2017). The results demonstrate a process-oriented assessment of formative assessment that goes beyond product measurement to the quality of pedagogical dialogue (Dunn & Mulvenon, 2020).

The supervisors consistently rejected the final-product-only assessment in favor of reflective-processing conversations following group practice (Brondyk, 2024) and a process-oriented feedback approach grounded in current research. Formative assessment and feedback scholars believe that the most effective formative interventions are done after the task itself and at the level of the process and how the learner might make sense of the situation and be able to make decisions, and not just label it as right or wrong (Lu et al., 2025). The four-checkpoint minimum, the need for diversity in comprehension-type assessments, and the testing of questions align with PPST Domain 5's vision for responsive, varied, and learner-centered assessment. These expectations are implemented in the Responsive Assessment domain of the Teaching Demonstration Rating Tool.

As such, the supervisors' precise articulation of feedback quality standards, such as the sandwich method, restate-clarify-contextualize loop, and the prohibition of passive error affirmation and rubric-based performance recaps, is a good indication of how well-versed the practitioners are in the knowledge of feedback as an important and meaningful pedagogical skill with tangible and positive consequences (Aldino et al., 2024). Wisniewski et al. (2020) show that prompt, specific feedback assessing strengths and weaknesses at the task level is significantly better than generic praise- or reward-based score feedback. According to the sandwich method, positive and negative feedback must be balanced, as evaluative imbalance also hinders feedback from occurring (Hill et al., 2021). PSTs can help learners move beyond tasks and self-regulate their thinking and processes (Shum et al., 2023).

Hattie et al. (2021) also found that generic positive reinforcement has little effect on learning progress. In contrast, specific process-oriented feedback that identifies what was good and what should be done next is one of the most effective instructional interventions. The supervisors' requirement that rubric information be disclosed, and score information be shared before and after assessment, is consistent with Martin (2024), who says they need students to know the expectations for their work and how they are meeting them. Such expectations are reflected in the Responsive Assessment items of the Teaching Demonstration Rating.

Main Theme 6: Professional Conduct

The supervisors' view of professional conduct as a core subject for professional evaluation of the practicum, including physical deportment, ethical communication boundaries, initiative and participation in the curriculum, attendance, compliance, and institutional followership, is indicative of the professional identity orientation of the practicum as a professional development site rather than simply a place to show skills. Torres-Cladera et al. (2021) find that pre-service teachers who successfully make the identity transition from student to professional teacher during practicum and who adhere to the behavioral, communication, and institutional norms of their school context are more committed to their work and less susceptible to early-career attrition. The explicit behavior expectations of the supervisors regarding dress code, communication boundaries with teachers, and respect for cooperation from the cooperating teachers as the direct supervisors are what enable them to perform this identity transition transparently, and the transition from student to professional teacher (Mahmood et al., 2023) is seen in institutional practice (Mishnick et al., 2024). Collaborating teachers' beliefs about the professional dispositions of practice teachers and their institutional flexibility are important to the quality of mentoring relationships and to the instructional quality and professional development of PSTs. (Yıldız et al., 2025)

In addition to collaborating with the schools involved, supervisors reported assessments similar to those of Livers et al. (2022), which present a different, more weightable standard of good conduct for PSTs' behavior within the school community, as in the community of teachers. Attendance and discipline were the primary indicators of a practicing teacher. Supervisors noted a weekly review of daily time records and a zero-tolerance policy for unexplained tardiness or absence. That punctuality should no longer be seen as a minor administrative issue but as a sign of professional competence (Maryati et al., 2025). Politeness, humility, and a composed facial expression during a conference were also described as professional traits, as was the ability to accept and seek out criticism without showing defensiveness (Connell et al., 2021). These behavioral expectations are consistent with the broader socialization of pre-service teachers in the professional setting, where attire, maturity, and a demonstrated duty of care are fundamental indicators of presence (Gallchóir & McGarr, 2022).

The supervisors' conceptualization of the cooperating teacher as a direct workplace supervisor and the practicum as a simulation of professional work is an institutional logic (Robey & Krause, 2024). This aligns with

teacher preparation research on school-based organizational socialization. Zhang et al. (2025) describe the mentoring identity of cooperating teachers as both teaching and being responsible for professional accountability. These ethical and safeguarding standards are not peripheral professional expectations; they are the non-negotiable behavioral baseline for professional conduct of the Non-Teaching Attributes Tool.

Main Theme 7: Reflective Growth

The supervisors' identification of the demonstration improvement trajectory, from early anxiety to increasing composure and instructional effectiveness by the sixth or seventh demonstration, is the key evidence of reflective practice that does not view reflection as a cognitive introspective process but as a behavioral transition that is observed in each teaching encounter (Mohamed et al., 2022). This is supported by the reflective practice literature, which shows that pre-service teachers who reflect consciously on specific observed behaviors, rather than writing as part of a general journaling process, have significantly faster professional growth trajectories and better instructional skills (Moon & Lee, 2022). Their accounts of behavioral change focus more on what PSTs do differently in the next teaching encounter than on how they feel about their practice in a post-lesson conference (Mok & Staub, 2021).

Most reflective practice studies have found that the most professionally relevant evidence of pre-service teacher reflection is not introspective writing but the clear transmission of feedback into the instructional practice (Liu et al., 2024). The improvement trajectory the supervisors describe from initial anxiety and script reliance to higher composure and adaptive fluency by the sixth or seventh demonstration is a developmentally consistent path that was observed by the six participants in this study (Ilgen et al., 2021). The Non-Teaching Attributes Tool's Reflective Growth domain extends this growth orientation by assessing PSTs across multiple demonstrations and items to measure behavioral change over time rather than performance quality at any one instructional moment.

The supervisors' nuanced distinction among reflective growth, observable behavioral change across demonstrations, and receptiveness to feedback underscores Carmi & Tamir's (2026) findings that the quality of one's immediate response during and after the supervisory conference reflects professional development, as evidenced by recent mentoring research. Research has shown that novice teachers' responses to feedback like the emotional regulation during critique, follow-up questioning, and practice adjustments, are indicators of practicum learning outcomes and the quality of feedback received (Matsumoto-Royo et al., 2023). The supervisors' descriptions of follow-up questions to the feedback they can ask to internalize it are a strong sign of feedback internalization. The open-minded, non-defensive nature of all participants is the key component that growth-oriented professional learning research suggests is responsible for the development response to supervisory input (Ginsburg et al., 2024).

Research on practicum mentoring consistently suggests that the feedback-to-practice cycle is the principal method for pre-service professional growth (Abdelhalim & Alsahil, 2024). Teachers doing a structured, deliberate improvement cycle, receiving feedback, reflecting on it, planning a change of behavior, then implementing it and evaluating the results, develop professional skills much faster than those who are not trained to respond to feedback or have structured follow-through (Bardach et al., 2021). These Non-Teaching Attributes of Reflective Growth help inform these expectations by examining openness to help and follow-through behavior.

Content Validity

The very high mean scores across all three assessment tools indicate that these instruments accurately represent the constructs they are designed to measure. This level of content validity of the instruments, when all domain means are above 4.21, exceeds the recommended standard for educational assessment instruments (Bazán-Ramírez et al., 2025). This convergence of thematically determined item content and the expertise rating provides evidence that practicum supervisors' professional knowledge, captured through reflexive thematic analysis, is a valid, contextually grounded, and field-dependent basis for instrument development. Authors argued that teaching tools that build on field educators' experience and are developed from the ground up rather than derived from national competency frameworks are more valid than those built from scratch (Sears et al., 2024). Expert validated tools also agree on tool clarity, organization, suitability, adequacy, purpose attainment, and objectivity. Senden et al. (2025) point out that content validity is a function of instrument-context fit: an

instrument that plays well with universal competency frameworks will still be contextually wrong if it does not reflect the context in which teaching quality is constructed and assessed.

Reliability: Internal Consistency of PPST-Aligned Assessment Tools

The Cronbach's alpha values across all domains, ranging from good to very high, provide strong psychometric evidence that the three practicum assessment tools reliably measure the intended constructs. These results are consistent with George and Mallery's (2020) interpretive benchmarks and indicate that all domain subscales are good or excellent. The excellent overall composite alpha demonstrates that the three-tool battery is an effective assessment system and can reliably assess a consistent construct, PPST-align pre-service teacher performance, while still providing enough domain-level differentiation to be useful for diagnostic and formative assessment, as Abraham et al. (2021) found. This psychometric framework allows us to utilize the tools in both formative and summative contexts, as it provides PSTs with coaching across domains during demonstrations and in summative contexts for end-of-practicum certification and grading (Schneider et al., 2022). The dual evidence base of very high content validity and excellent internal consistency reliability makes the instrument battery a psychometrically sound, contextually grounded, and practically deployable approach for practicum assessment.

Conclusion

The findings of this study also provide a realistic and credible framework for assessing pre-service teachers in the context of experiential learning. Teachers who supervise pre-service teachers evaluate them in seven core competencies: content mastery and delivery, effective classroom management, inclusive teaching practices, constructive planning and responsive assessment, professional development, and reflective learning. These findings suggest that TEIs should strengthen their competencies by providing more structured preparation, mentoring, and assessment in line with the Philippine Professional Standards for Teachers (PPST). The assessment tools developed will allow teachers who have done that in the past with colleagues and practicum coordinators to provide objective and consistent evaluations of pre-service teachers. Through these tools, TEIs can better monitor pre-service teacher development, identify areas for intervention, and ensure future teachers are prepared for classroom practice. In turn, these tools could enhance teacher preparation and experiential learning programs in teacher education.

Recommendation

Future studies can further explore both exploratory and confirmatory factors to assess the construct validity of the developed assessment tools and the dimensional structure of the competency domains identified for inclusion. Structural equation modeling could also be used to investigate the relationships among instructional competence, planning and assessment skills, professional conduct, and reflective growth. Researchers can also extend the validity of the assessment tools by applying the instruments across more Teacher Education Institutions, regions, and specializations, making them more generalizable and applicable in practice. In addition, future studies can develop digital assessment platforms, scoring systems, or competency dashboards based on the validated indicators obtained in this study. The themes and subthemes established in the qualitative phase can also serve as variables and indicators for future instrument development and quantitative investigations into teacher readiness and professional competence, using exploratory factor analysis. In terms of policymaking, this study recommends additional provisions on the Policies, Standards, and Guidelines (PSGs) for offering Teacher Education Programs, to provide a model or framework for assessing pre-service teachers' experiential learning. In such cases, they may adopt D.O. 42s. 2027, the year in which the framework is being made, as TEIs use it in training schools.

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Developed Assessment Tool For Experiential Learning In Teacher Education Programs

Table 1.

Teaching Demonstration

<i>The pre-service teacher...</i>
1. Demonstrates in-depth, research-informed knowledge of the subject matter beyond textbook definitions.
2. Elicits, clarifies, and corrects learner misconceptions through probing questions (how/why/what if), restatement, and guided explanations.
3. Provides concrete, contextualized, and culturally relevant examples that connect content to learners' real-life situations.
4. Maintains coherent pacing, audible voice projection, and clear enunciation even for learners at the back of the classroom.
5. Demonstrates flexibility and resourcefulness when unexpected situations arise during instruction (e.g., technical failures, learner confusion).
6. Delivers teaching-learning activities in a student-centered, facilitative manner aligned with lesson objectives.
7. Communicates and simplifies complex concepts to learners' level, checking for understanding through varied questioning techniques.
8. Utilizes multilingual instruction (English/Filipino/Mother Tongue as appropriate) and effective non-verbal communication to support content delivery.
9. Introduces new ideas, current trends, or updated information relevant to the subject matter beyond standard references.
10. Establishes and consistently enforces clear classroom rules, routines, expectations, and consequences.
11. Projects confident, firm, yet approachable authority that commands respect without intimidation.
12. Provides clear, complete instructions and smooth transitions during activities (verbal, visual, and/or printed as needed).
13. Monitors and manages noise levels appropriately, distinguishing productive "educational noise" from disruptive behaviour.
14. Demonstrates "withitness" by maintaining awareness of all learners and anticipating potential disruptions before they escalate.
15. Manages time effectively, ensuring all planned activities are completed within the allotted period.
16. Ensures equitable participation by engaging both active and passive learners throughout the lesson.
17. Integrates digital and non-digital resources strategically, with backup plans for technical difficulties.
18. Uses inclusive, bias-free, and gender-sensitive language with culturally and contextually relevant examples.
19. Acknowledges multiple intelligences by providing varied activity options (e.g., drawing, writing, performing) during instruction.
20. Responds to learners' varied needs, abilities, and learning styles through appropriately differentiated activities based on actual learner assessment.
21. Deploys instructional materials that are visible, age-appropriate, readable (appropriate font size, color contrast), interactive, and properly arranged (left-to-right, spirit of reveal).
22. Deploys timely formative assessments during instruction to check learner understanding at multiple points.
23. Restates and clarifies learner responses accurately, correcting errors constructively without embarrassing learners.
24. Provides specific, balanced feedback using constructive approaches (e.g., sandwich method: positive–area for improvement–positive) with actionable recommendations.
25. Encourages reflective processing, peer feedback, and learner self-assessment after individual or group activities.

Table 2.

Lesson Planning

<i>The lesson plan...</i>
1. Aligns objectives with the grade level standards and unpacks learning competencies.
2. States objectives in specific, measurable, achievable, realistic, and time-bounded (SMART) learning objectives
3. Ensures there are adequate activities and assessments which are directly traceable to each stated objective.
4. Includes planned assessment tasks that measure learner understanding and performance against set criteria and rubrics.
5. Designs assignments or enrichment activities that reinforce learning and encourage independent application of concepts.
6. Presents lesson activities in a logical and coherent sequence, with appropriate time allocation for each part of the lesson to maximize student learning
7. Adheres to the institutional/cooperating school's lesson plan format (e.g., 4A's 5E, or 7E) and departmental conventions.
8. Submits lesson plans with sufficient lead time for cooperating teacher/supervisor review and revision.

Table 3.

Non-Teaching Attributes

<i>The pre-service teacher...</i>
1. Coordinates school-related concerns and responsibilities appropriately.
2. Demonstrates punctuality, discipline, and proper decorum consistently.
3. Demonstrates initiative and responsibility in assigned school tasks and activities.
4. Observes institutional policies, professional ethics, and appropriate boundaries.
5. Communicates professionally with cooperating teachers, supervisors, and school personnel.
6. Accepts feedback and constructive criticism professionally.
7. Demonstrates openness to suggestions, corrections, and mentoring.
8. Demonstrates observable improvement after observations and consultations.
9. Reflects on strengths and areas for improvement after teaching demonstrations.
10. Shows willingness to improve instructional materials, strategies, and professional practice.