

Consistency Verification between Qualitative Entries and Quantitative Ratings in the Teaching Evaluation Forms of Filipino Pre-service Teachers

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Abstract. The purpose of this study was to verify the consistency between the qualitative entries and quantitative ratings of the Teaching Internship evaluation document through Consistency Verification Analysis (CVA), a proposed novel method offered by the investigators to explore the consistency of the two parts of the evaluation forms. Twenty-two evaluation forms were collected from the internship portfolios of the Bachelor of Secondary Education (BSE)-English graduates across the five batches as the main data. Since the two datasets analyzed in the study were quantitative and qualitative data, the convergent parallel design, a mixed-methods design (Creswell & Plano-Clark, 2011) was adopted as the research design of the study. Detailed analysis of the data obtained has identified weaknesses as well as verified inconsistent cases between the two main parts of the evaluation forms. A focus group interview with the cooperating teachers or evaluators was conducted to provide an explanation of such cases of inconsistency. The findings may provide awareness for cooperating teachers and Teacher Education Institution (TEI) professors with insight into an effective way of completing the evaluation forms and also for a possible internship curriculum revision.

Keywords: evaluation forms; consistency verification; teacher education program; pre-service teachers; teaching internship portfolio

1. Introduction

In the Philippines, Higher Education Institutions (HEIs) that offer undergraduate Teacher Education Programs (TEPs) continuously train future teachers to perform their functions and sustain excellence and quality in education (Higher Education Act 1994). It is stipulated in the Commission on Higher Education Memorandum Order (CMO) No. 30, s. 2004 that the undergraduate TEPs need to keep pace with intricacies of global development and to adjust to the evolving nature of education curriculum. Accordingly, the policies and standards for TEPs should be improved to uphold “highest

standards of objectives, components, and processes of teacher education curriculum” (CMO, 2004, p. 1).

The Teacher Education Program (TEP) in the Philippines is the teaching and training provided to pre-service teachers before they become in-service teachers and undertake any teaching-related work. The Bachelor of Secondary Education (BSE) is one of the baccalaureate programs under TEP that has curricular components which are General Education courses, Professional Education courses, and Specialization/Content courses. One of the valuable components of these programs is the Experiential Learning Courses (ELC) having six units of Field Study (FS) courses and another six units of Teaching Internship (CMO, 2004). Teaching internship is an integral part of the teacher education program which is geared towards preparing the student teachers into the teaching profession. In the Teaching Internship course, the student teachers are deployed in public secondary schools and undertake teacher-related training under the supervision of their respective cooperating teachers. Aside from the cooperating teachers, the head teachers and the school principals also supervise the student teachers during the Teaching Internship course. This group of in-service teachers ensures that the student teachers participate actively in school-related activities and project a noble image at all times by observing DepEd’s Code of Ethics, proper dress code, and punctuality in all activities (Department of Education [DepEd] Order, 2007). Teaching internship has usually a 3-month duration, which exposes interns to actual classroom situations and offers their cooperating teachers and evaluators the opportunity to observe them and see how they handle situations in the classroom (CMO, 2017a). No teacher education students are allowed to graduate without finishing the required number of hours for the Teaching Internship course and accomplishing the requirements, one of which is the internship portfolio, where evaluation form is one of its components.

1.1 Internship Portfolio

The internship portfolio is a very relevant document to have at various points in the teaching practices of the pre-service teachers. It is a package of internship experiences that encourages the student teachers to reflect on the approach to teaching and how this may have evolved over time. It also helps to reflect on the teaching and related activities over the internship course and reinforce their worth as future teachers. A teaching portfolio is an opportunity to synthesize and publicize an individual’s work of self-assessment, reflection, and analysis on the knowledge, skills, and attitudes of his/her own teaching practice. This concept is necessary because others may not intuitively understand how a particular activity, publication, or process demonstrates the teaching philosophy and provides support for student learning (Smith, 2006).

In the Philippine context, all undergraduate curricula in the Teacher Education Institutions (TEIs) include the internship portfolio as one of the requirements for the Teacher Education Programs (TEPs). The Teaching Internship grade is based on the following scoring criteria: a) Portfolio-40%, b) On-Campus-20%, c) Off-Campus-30%, and d) Attendance/Participation-10%. The internship portfolio is expected to have the ten components: 1) Table of Contents, 2) Prayer of a Student

Teacher, 3) Resumé, 4) Description of Cooperating School, 5) Lesson Plans, 6) Teaching Journals, 7) Evaluation Forms, 8) The Sample of Learners' Works, 9) Professional Readings and References, and 10) Pictures (CMO, 2004).

1.2 Evaluation Form as an Internship Document

An evaluation form was adopted from CHED and DepEd's Experiential Learning Courses Handbook (see Appendix B, footnote), and has two main components which are (a) the quantitative part of the evaluation in which the evaluators provide the numerical ratings based on the six competencies, i.e. 1. Teacher's Personality, 2. Lesson Planning, 3. Content, 4. Teaching Methods, 5. Classroom Management, and 6. Questioning Skills of the student teachers; (b) the qualitative part in which the evaluators write their observations and recommendations based on the teaching performance of student teachers. This part has three components (a) Strengths, (b) Weaknesses, and (d) Recommendations (CMO, 2004; CMO, 2017b; CMO, 2017a). The quantitative ratings are based on a scoring system, which is 1.0-1.25 as Outstanding (O), 1.50-1.75 as Very Satisfactory (VS), 2.00-2.25 as Satisfactory (S), 2.50-2.75 as Fair (F), and 3.00-5.00 as Poor (P). In a final demonstration teaching, the student-teacher is expected to have a score of at least a 'very satisfactory' rating. Such form serves as a mirror of the student teacher to have a self-reflection and self-evaluation to improve his performance in the next teaching task. There are two groups of evaluators who complete such form during demonstration teaching: 1) college supervisors from a Teacher Education Institution (TEI), where the student teachers take their education courses, and 2) in-service teachers from the cooperating schools where the student teachers undergo Teaching Internship course (CMO, 2017a).

However, inconsistencies are identified in this internship document because quantitative ratings do not conform with the qualitative entries of the evaluators of the evaluation forms. Thus, there is a need to verify the consistency of this document to avoid confusion on the part of the student teachers when they produce other subsequent documents during the internship process, which are lesson plans for the next demonstration teaching and teaching journals, a reflective narration of teaching experiences. To realize this, there must be an approach to verify the data presented in the two parts of the evaluation forms and that is the consistency verification method. According to Veregin (2000), consistency verification is a test performed to determine if there are conflicts between the two variables. The main purpose of the consistency verification is to determine consistencies and inconsistencies of the data. This approach is extensively used in statistics, geography and computer programming. The investigators did not find any studies in the literature using this analysis method in the field of teacher education or even linguistics specifically using the student teachers' evaluation forms as the main data. However, considering the purpose of this approach, the investigators firmly believe that this could be an academically suitable method to verify whether the quantitative ratings and qualitative entries provided by the evaluators of the forms are consistent or not. Thus, the investigators proposed a new method of analyzing the two parts of an internship document, the evaluation form, in

terms of their consistency: the Consistency Verification Analysis (CVA).

1.3 The Gap, Purpose and Question

In the literature of teacher-training studies, only a few studies on observation sheets used in evaluating the teaching performance of the pre-service teachers have been conducted (Gonzalez, 2005; Genc & Buyukkarci, 2013; Devos, 2014; Subban & Round, 2015), and no study has reported to verify the consistency of the evaluators' writing comments and the corresponding ratings or scores of such form. The present study, therefore, attempted to contribute a piece of new knowledge to teacher education studies and a new methodological effort for linguistic analysis by verifying the consistency between the qualitative entries and quantitative ratings of the evaluation forms within the discipline of Bachelor of Secondary Education (BSE)-English. The objectives of this study, therefore, translates into three particular research questions:

1. What are the qualitative entries written by the evaluators in the student teachers' evaluation forms?
2. What are the quantitative ratings scored by the evaluators in the student teachers' evaluation forms?
3. How consistent are the evaluators' quantitative ratings and qualitative entries on the evaluation forms produced by the cooperating teachers and college supervisors?

1.4 Framework of the Study

This study was primarily anchored on the Theory of Constructivism by Jean Piaget and Lev Vygotsky (DeVries, 2000) and the Framework for 21st Century Learning. It was further directed to the Philippine Professional Standards for Teachers as basis of the standards for teaching competence.

The Theory of Constructivism is the most important theory in teaching and learning (Dagar & Yadav, 2016). It was the anchor of this investigation because its objective was not to set standards but to look into probable areas for the improvement of teachers based on the set standards aided by their learning experiences (DeVries, 2000). Above all, educational reforms were all aimed for the students to succeed wherein the students must be the focus of teaching (Filatova, 2015). Kuter and Özer (2020) pointed out that constructivism has shifted in pedagogy from teacher-focused to student-focused.

A student-centered pedagogy implies a critical role of the teachers. In a constructivist classroom, the teacher is a facilitator and is mostly responsible for creating and maintaining a collaborative problem-solving environment where students are allowed to construct their own knowledge. According to McPhail (2017), the teachers under constructivism need to reflect on their own practices and apply these ideas into their work. Thus, this theory greatly influenced the objectives of this study considering that the student teachers as the main participants would also become the cooperating teachers of the next interns. Furthermore, this study is also anchored on the Framework for 21st Century Learning, which describes the skills and knowledge learners need for long-term development and success in work, life and citizenship, as well as the support

systems necessary for 21st century learning outcomes. It is a blend of content knowledge, specific skills, expertise and literacies. Moreover, this enables the 21st century professional learning communities for teachers that model the kinds of classroom learning that best promote the 21st century skills and the role of teachers to teach the students (P21 Framework for 21st Century Learning, 2015).

Finally, the study is linked to the Philippine Professional Standards for Teachers (PPST). In the K to 12 Program of the Department of Education (DepEd), this is the quality assurance instrument assessing the competence of teachers in line with the national educational standards (DepEd Order, 2017). Through this instrument, the teacher will be able to cultivate his or her ability to identify students' particular learning styles, intelligences, strengths and weaknesses (P21 Framework for 21st Century Learning, 2015). Thus, the theory of constructivism and teacher quality assurance instruments must work together to complete the process of seeking improvements in the 21st century teaching and learning framework.

2. Previous Studies on Pre-service Teaching Experiences

In recent years, there have been a considerable number of research studies (Stuart & Thurlow, 2000; Liou, 2001; Boz & Boz, 2006; Ogonor & Badmus, 2006; Hong, 2010; Ng, Nicholas & Williams, 2010; Hollins, 2011; Biesta, 2012; De Beer, Petersen, & Dunbar-Krige, 2012; Timoštšuk & Ugaste, 2012; Yuan & Lee, 2014; Beltman, Glass, Dinham, Chalk & Nguyen 2015; De Vries, Jansen, Helms-Lorenz, Van de Grift, 2015; Hsieh, 2016; Ulla, 2016; Gravett, De Beer, Odendaal-Kroon, Merseth, 2017; Ramsaroop & Gravett, 2017; Besa, Cabrera & Diaz, 2018; Nilsson & Nilsson, 2019; Tindowen, Bangi & Parallag, 2019) that explored various dimensions of the teaching internship experiences, from student teachers' beliefs and perceptions to the issues and challenges they face within the internship process.

These reported studies examining internship experiences have focused on roles, experiences, teaching methods, views and expectations of student teachers, college supervisors as well as cooperating teachers for teaching and learning different subjects. One thing in common in these studies is that student teaching has significant and positive effects on teacher outcomes. It is a cornerstone of teacher preparation, which provides opportunities for student teachers to link theory and practice (Zeichner, 2002; Ronfeldt & Reinger, 2012). Within this large body of research, it is surprising that few studies focused on the evaluation form or observation sheet used in evaluating the teaching performance of the student teachers (Gonzalez, 2005; Genc & Buyukkarci, 2013; Devos, 2014; Subban & Round, 2015), and no study has reported to verify the consistency of the evaluators' writing comments and the corresponding ratings or scores of such form.

3. Methods

This section presents the research design, corpus management, analysis process, and inter-rater reliability of the study.

3.1 Research Design

The study investigated one internship document that has two parts, which are the quantitative and qualitative sections. Thus, the convergent parallel design, a mixed-methods design was adopted as the research design of the study. A convergent parallel design entails that the investigator concurrently conducts the quantitative and qualitative elements in the same phase of the research process, weighs the methods equally, analyzes the two components independently, and interprets the results together (Creswell & Plano-Clark, 2011).

With the purpose of validation, the investigators triangulated the methods by comparing and verifying the qualitative entries and quantitative ratings findings obtained in the evaluation forms. In the research process, two datasets from one internship document were obtained, analyzed separately, and verified together using Consistent Verification Analysis (CVA) if they were consistent or inconsistent. The research process in this study is given in Figure 1.

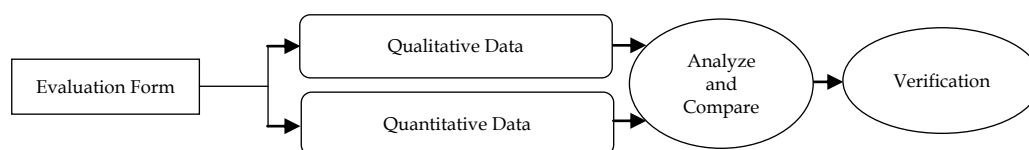


Figure 1. The research process using the convergent mixed-parallel design

A focus group interview with 9 evaluators in September 2019 was also conducted after the verification process. A request letter was sent to the concerned secondary school administrators asking permission to allow the investigators to officially enter the schools where the target interviewees work at. These interviewees were those who had cases of inconsistencies between the qualitative entries and quantitative ratings of the evaluation forms. Before the interview process, they were informed through email that the questions were focused on the inconsistencies identified in their evaluation forms and that their participation was voluntary. They all agreed to participate in the interview provided that their identity would not be disclosed. The interview was conducted after the consistency verification analysis because the questions were based on its findings. This is a way of assuring the validity of the findings through the use of a variety of methods to collect data on the same topic, which involves different types of samples as well as methods of data collection (Creswell, 2012).

3.2 Corpus

The first step to get hold of the internship portfolios produced by the BSE-English graduates from Batch 2014 to Batch 2018, in which the evaluation forms are packaged as one of the components, was to distribute the request letters asking for permission to the College of Teacher Education (CTE) Dean, and Secondary Education Department Chair of the Nueva Vizcaya State University (NVSU), Bayombong, Nueva Vizcaya, Philippines. Unfortunately, the investigators were notified that the only accessible internship portfolios were those produced by Batch 2018 BSE-English graduates. Nonetheless, the

investigators were aware that TEP graduates produce three sets of internship portfolios wherein a copy is provided for the cooperating school, NVSU, and themselves as well. Thus, the investigators decided to visit the workplaces of the BSE-English graduates of Batch 2014 to Batch 2017 and handed the request letters to borrow their internship portfolios. The internship portfolios were duly approved by the college supervisors, Department Chairs and College Dean and are accessible because these were produced by all BSE-English senior students before they received their college diplomas. In another sense, the internship portfolios serve as the final product of the 4-year learning experiences of the education students. Thus, they are imperative data to be analyzed concerning the BSE-English program offered in NVSU. The investigators used a convenience sampling method, and the evaluation forms were taken from the final demonstration teaching of the student teachers. Table 1 shows the number of BSE-English internship portfolios selected from Batch 2014 to Batch 2018 and the actual sampling evaluation forms.

Table 1. Number of internship portfolios and actual corpus selected

Batch	Portfolios	Actual Corpus
2014	4	4
2015	4	4
2016	4	4
2017	4	4
2018	6	6
Total	22	22

Convenience sampling, following the concept of Dörnyei (2007), was used by the investigators because the participants were graduates of the BSE program, and it was impossible to find these individuals who are teaching in the different schools nationwide. Another reason was the only available internship portfolios filed in the college were those submitted by the Batch 2018 graduates. Thus, in order to collect the other portfolios, the investigators visited the work places of Batch 2014 to 2017 graduates who were conveniently available to take part in the study by lending their portfolios. The total number of internship portfolios collected was 31. Since there were only 4 portfolios gathered from the Batch 2015 graduates, the investigators decided to have 4 from Batch 2014 to Batch 2017 and 6 from Batch 2018 as shown in Table 1.

Twenty-two evaluation forms were then selected as the total corpus size. According to McCarthy and Carter (2001), it is not always the number that matters, but the purpose why a corpus is explored. Thus, 22 evaluation forms across the five batches were enough to investigate in order to achieve the objectives of the current study.

There were three intentions of including the BSE-English graduates of Batch 2014 to Batch 2018 with different numbers of texts. First, for having six portfolios from Batch 2018, is that this group of students was the newest batch of graduates and the possible impact of the proposed pedagogical implications would be more timely and evident. Second, it is necessary to have a corpus size across the

five batches to elicit a kind of longitudinal data that are more reliable and could strengthen the findings of the investigation. Third, the investigators are aware that there is a reshuffle of the overall in-charge of the Teaching Internship course every three years, so the student teachers receive different instruction from whoever the overall in-charge during their Teaching Internship course, who is the Teaching Internship Chair.

3.3 Analysis Process

To perform the Consistency Verification Analysis (CVA) between the qualitative entries and quantitative ratings of the evaluation forms, four steps were employed as proposed by the investigators:

1. Investigating the quantitative data

The statements or sub-competencies in the quantitative ratings were investigated to come up with a set of codes. These codes were based on the six expected teacher's competencies of the quantitative part (see Appendix A) which are: C1-Teacher's Personality, C2-Lesson Planning, C3-Content, C4-Teaching Methods, C5-Classroom Management, and C6-Questioning Skills. For instance, C1 has 5 sub-competencies, so code C1A pertains to 'Teacher's Personality' as competency 1 and 'The teacher is neat and well-groomed.' as sub-competency A (see Appendix B).

2. Identifying the ratings

The investigators identified the ratings given by the evaluators in each competency dimension by categorizing whether it is Outstanding (O), Very Satisfactory (VS), Satisfactory (S), Fair (F), or Poor (P). The scoring categories were shown in the evaluation forms.

3. Analyzing the qualitative entries

The qualitative entries composed by the evaluators in the second part of the evaluation forms were analyzed by the investigators. This part has three components, 1) Strengths, 2) Weaknesses, and 3) Recommendations. The Strengths part as its purpose suggests should have at least a VS rating to be verified as consistent, while the Weaknesses and Recommendations parts should have ratings below VS to be classified as consistent. The statements in each part were matched according to the codes and ratings that were identified in Step 1.

4. Verifying the quantitative scores and qualitative entries

In this final step, the investigators verified whether the qualitative entries were consistent or inconsistent with the ratings in the quantitative part of the evaluation forms. For example, if a qualitative entry written under the strengths part had at least a 'very satisfactory' rating in its corresponding sub-competency of the quantitative part, that would be verified as consistent coded as C. However, if that entry had a rating lower than a 'very satisfactory' rating, it would be verified as inconsistent coded as I. An example of how to apply verification check using VCA is presented next. In the actual investigation, all of the 6 competencies and their constituent sub-competencies were coded and their ratings were identified, but in the example below, only 1 competency and its

sub-competencies were presented.

Extract from EF 9

Step 1: Investigating the quantitative data

The Teacher's Personality competency was coded as C1. The 5 sub-competencies underneath C1 were coded C1A, C1B, C1C, C1D, and C1E (see Appendix A).

Step 2: Identifying the ratings

The corresponding ratings of the 5 sub-competencies in C1 were identified, i.e. C1A-VS, C1B-O, C1C-VS, C1D-VS, and C1E-O.

Step 3: Analyzing the qualitative entries

Strengths

She has a very good voice. She is commended on the way she read the story. All English teachers must have this kind of well-modulated voice.

C1E-O

Step 4: Verifying the quantitative scores and qualitative entries

It was verified as consistent because this entry coded as C1E had an 'outstanding' rating in its corresponding sub-competency in the quantitative part.

Along this line, the investigators admitted that the analysis did not take the factor of evaluators' individual differences in the account. The investigation was only focused on the ratings and entries they accomplished in the forms. On account of this, after the consistency verification analysis of evaluation forms, the investigators conducted a focus group interview, as a form of triangulation to have a more reliable source of information. The investigators also utilized the codes, EF for Evaluation Form and numbers (1-22) for the 22 evaluation forms as reference numbers for the analysis. Thus, EF 1 to EF 4 data were from Batch 2014, EF 5 to EF 8 were Batch 2015, EF 9 to EF 12 were Batch 2016, EF 13 to EF 16 were Batch 2017, and EF 17 to EF 22 were Batch 2018.

3.4 Inter-rater reliability

To enhance the reliability of the findings, the services of two English language teachers from the cooperating school and teacher-training college who have had a long experience in handling the Teaching Internship course and have linguistic sophistication (Crookes, 1986) were tapped to do the final scrutiny after the initial analysis of the investigators. Another inter-rater was requested to do the same kind of analysis in case of disagreement among the investigators and two English language teachers, but since there were no cases of disagreement, the said inter-rater was no longer needed. The results were compared following the standard simple agreement of Neuendorf (2002), which is a measuring procedure that yields the same repeated results on repeated trials. In this investigation, the inter-raters and investigators unanimously agreed on the findings of the CVA, which as per Neuendorf's (2002) rule of thumb, it displayed a high level of reliability.

4. Findings and discussion

Table 2. Consistency verification between the qualitative entries and quantitative ratings of evaluation forms

EF	Qualitative			Quantitative		Verification	
	Strength	Weakness	Rec.	Code	Rating	C	I
1	Teacher's personality			C1D	O	✓	
	Content			C3A	O	✓	
	Teaching method			C4C	O	✓	
			Classroom management	C5C	S	✓	
2	Content			C3A	O	✓	
	Teacher's personality			C1A, C	O	✓	
			Questioning skill	C6A	O		✓
3							
4			Classroom management	C5A	S	✓	
5	Content			C3B	O	✓	
	Teacher's Personality			C1E	O	✓	
	Classroom management			C5AB	O	✓	
	<i>*Teaching method -technical problems</i>			C4			
		Questioning skill		C6A	VS		✓
	Teaching method		C4C	O		✓	
6							
7	Content			C3D	O	✓	
	Teaching method			C4C	VS	✓	
8	Classroom management			C5B	O	✓	
		Teaching method		C4A,B	O		✓
9	Teacher's personality			C1E	O	✓	
	Teaching method			C4C	O	✓	
			Questioning skill	C6A	VS		✓
	Lesson planning			C2B	O	✓	
10	Teacher's personality			C1A	O	✓	
	Lesson planning			C2A	O	✓	
11	Classroom management			C5B	VS	✓	
12	Content			C3A	O	✓	
	Teaching method			C4C	O	✓	
13			Questioning skill	C6G	O		✓
		Teacher's personality		C1E	O		✓
14							
15	Lesson planning			C2A,B	O	✓	
			Content	C3A	S	✓	
16	Teaching method			C4A,C	S		✓

17			Content	C3D	O		✓
18			Questioning skill	C6A	S	✓	
19							
20	Teaching method			C4A	O	✓	
			Questioning skill	C6BF	O		✓
21							
22		Teacher's personality		C1B	F	✓	
		Questioning skill		C6E	O		✓

Legend: C-Consistent, I-Inconsistent, C1-Teacher's Personality, C2-Lesson Planning, C3-Content, C4-Teaching Method, C5-Classroom Management, C6-Questioning Skill, O-Outstanding, VS-Very Satisfactory, S-Satisfactory, F-Fair, *-new sub-competency

Table 2 shows that there were 38 qualitative entries, and out of the 22 evaluation forms, 5 did not have qualitative entries. These forms had only congratulatory messages from the evaluators as shown in the excerpts.

Congratulations! Welcome to the world of teachers. (EF 3)

Congratulations. You did a great job. Pass the Licensure Examination for Teachers (LET) and be a professional English teacher. (EF 14)

The excerpts illustrate that the evaluators congratulated the student teachers for their successful final demonstration teaching. This occurrence was also identified in some of the other evaluation forms that contained qualitative entries. Congratulatory messages are always part of every successful demonstration teaching. The only difference is that there were qualitative entries identified in those evaluation forms and these 5 forms had no entries at all. Thus, based on the purpose of this analysis that is to verify the consistency between the qualitative entries and quantitative ratings of the evaluation forms, if there are no qualitative entries, it is no longer necessary to do consistency verification. The only possible outcome of this occurrence is that there are no guides for the student teachers in producing the other components of the internship portfolio, i.e. lesson plans and teaching journals.

In the focus interview of which two of the participants were those who did not write anything in the qualitative section, Evaluator 3 explained that the time was not enough for her to summarize all the comments and suggestions of the other evaluators. This response was not expected, however, and the reason for this is the lack of time because there are usually 5 or 6 student teachers evaluated in just a day. According to her, the evaluators were too tired to evaluate this amount of student teachers who did their demonstration teaching in a row. Evaluator 14, who did not also write any qualitative entry, even suggested that it would be better if there are only 2 to 3 demonstrators to be observed and evaluated in a day. The most striking feature of the interview, as recorded on the interview field note was they were surprised when they were told that the student teachers did not write much on their teaching journals because there were no qualitative entries in the evaluation forms.

Through a background check, Evaluator 3 had started supervising student teachers since 2012, two years before the occurrence of such phenomenon, and Evaluator 14 had just supervised student teachers for only one year before the conduct of the study. The other two evaluators (Evaluators 19 and 21), who did not have qualitative entries, were newly-hired teachers from the private schools. This could mean that these concerned in-service teachers might not be aware of their functions as cooperating teachers/evaluators and the importance of the qualitative entries to the teaching journals of the student teachers. Out of curiosity, the investigators reviewed the guidelines on the selection of a cooperating teacher stipulated in a DepEd Order in which the first criterion reads, 'a. has at least 3 years of teaching experience;' (DepEd Order, 2007).

The findings imply that before in-service teachers would become cooperating teachers, it would be better if they must have at least 3 years of teaching experience in public/government school. Thus, the first criterion of the guidelines must be 'a. has at least 3 years of teaching experience in public schools;'. The 3-year span is long enough for the in-service teachers to be apprised of their functions and responsibilities as cooperating teachers of the student interns/teachers. The results also point to the probability that the whole guidelines must likely to be revisited for a possible revision.

The results are interesting in several ways. First, out of the 38 qualitative entries, 1 did not match in any of the sub-competencies of Teaching Methods. Second, 8 were verified as inconsistent with their corresponding quantitative ratings. Finally, 26 were found consistent with their respective ratings. An interesting finding which requires the creation of a new coding/category that could lead to an addition of another sub-competency was found in the qualitative entry of Evaluation Form 5, which was under the Teaching Methods competency. It did not match any of the 4 sub-competencies of the Teaching Methods (see Appendix A).

The teacher is commended for having a Plan B when the power went off. (EF 5)

Since the above excerpt was not part of the 4 sub-competencies underneath Teaching Methods, the investigators propose an additional statement, which will be coded as C4E, 'The teacher taught the topic successfully even if there were unexpected issues, i.e. technical problems, power outage, etc.'. This statement should be added as part of the Teaching Methods competency because there are circumstances that power outage or technical issues might happen during the demonstration teaching of the student teachers. The following section details the findings on the verified consistent entries.

4.1 Findings on the consistent entries

There were 26 consistent entries, 6 for each of the Teacher's Personality (C1) and Content (C3) competencies, 5 for each of the Teaching Method (C4) and the Classroom Management (C5), 3 were Lesson Planning (C2), and 1 was Questioning Skill (C6). Excerpts from the evaluation forms are presented.

4.1.1 Teacher's Personality

1) *The teacher is very energetic.* (EF 1)

This qualitative entry, which was coded C1D, was under the Strength part of the evaluation form. The student-teacher got an 'outstanding' rating, hence this entry was verified as consistent.

2) *The teacher is well-groomed and has a very strong personality.* (EF 2)

This consistent entry had 'outstanding' ratings for both A and C sub-competencies of the Teacher's Personality competency.

3) *The teacher's energy motivated the students to participate actively in the discussion.* (EF 5)

The quantitative rating of this entry was 'outstanding' in the fourth sub-competency of Teacher's Personality competency, which was verified as consistent.

4) *She has a very good voice. She is commended on the way she read the story. All English teachers must have this kind of well-modulated voice ☺.* (EF 9)

This was coded as C1E and rated 'outstanding', thus verified as consistent. The evaluator indeed appreciated the voice of the Student-Teacher 9 because of the inclusion of the smiley (☺) symbol in the entry.

5) *The teacher has a very professional look.* (EF 10)

It was coded C1A and verified consistent because the student teacher's rating was 'outstanding'.

6) *Avoid distracting mannerisms like pinching the bridge of your nose.* (EF 22)

This entry was identified beneath the Weakness section and coded as C1B, in which Student Teacher 22 got a Fair rating that made it consistent.

4.1.2 Content

7) *The teacher is very knowledgeable about the topic. A lot of relevant ideas were included in the discussion.* (EF 1)

8) *She displayed mastery of the lesson.* (EF 2)

9) *The teacher related the subject matter to real-life situations. The students were able to share their actual experiences.* (EF 5)

10) *The teacher is commended for giving more examples in every query of the students.* (EF 7)

11) *The teacher answered all the questions of the students, which manifests that she displays in-depth knowledge of the subject matter.* (EF 12)

These qualitative entries were identified in the Strength section of the evaluation forms and were rated 'outstanding' in their corresponding quantitative ratings, which verified as consistent.

12) *The teacher is advised to discuss the difference between Prose and Poetry as part of the topic. The students did not understand well the topic because the two major types of literature were not discussed thoroughly.* (EF 15)

The 'satisfactory' rating was found in the first sub-competency of Content (C3A), which was verified as consistent. This entry was located in the Recommendation section of the evaluation form's qualitative part.

4.1.3 Teaching Method

13) *The teacher used different colored papers in every activity.* (EF 1)

14) *Instructional materials helped the teacher to discuss the topic efficiently.* (EF 7)

- 15) *The audio-visual aids, especially the ICT tools, motivated the students to participate actively in the discussion. (EF 9)*
- 16) *Congratulations! You are an epitome of a 21st-century teacher who is well-versed at teaching using technology. Your modified Kangaroo and Plants versus Zombies computer games made your class a hi-tech ESL learning environment. (EF 12)*
- 17) *The teaching styles of the teacher were very effective. They [students] enjoyed the activities. (EF 20)*

These qualitative entries were all written in the Strength section, and their corresponding quantitative ratings were 'very satisfactory' and 'outstanding'. They were all verified as consistent.

4.1.4 Classroom Management

- 18) *The teacher was very organized. He had room rules for the students to follow. Great classroom management. (EF 5)*
- 19) *You had full control of the class. Your students were all attentive. You maintained the classroom discipline. (EF 8)*

These entries, coded C5AB and C5B, were located in the Strength section of the qualitative part, and both were rated 'outstanding'.

- 20) *The teacher should arrange the visual aids according to their right order. She picked the wrong material (answer key) instead of the questions that made her students laugh. (EF 1)*
- 21) *It would be a great idea to ask questions by saying 'Put your hand up if you can tell me.' rather than encouraging everyone to shout out their response. That scenario made your students noisy. Call their attention. (EF 4)*

The ratings of these entries (C5C and C5B) that are identified in the Recommendation section were 'satisfactory', thus consistent.

- 22) *You did a great job of managing the class. Your setting of standards activity was effective in disciplining the students. (EF 11)*

This qualitative entry written in the Strength section corresponds to C5B in the quantitative part that had a 'very satisfactory' rating.

4.1.5 Lesson Planning

- 23) *The objectives resembled all the activities of the lesson. Congrats! (EF 9)*
- 24) *Lesson objectives were met. (EF 10)*
- 25) *A well-planned lesson. The objectives were written following the subject matter, procedure, group activities, among others. (EF 15)*

These entries were all verified as consistent because their corresponding ratings in the quantitative part were 'outstanding'. They were all identified in the Strength section of the qualitative part.

4.1.6 Questioning Skill

- 26) *Be attentive to the students' responses to your questions. I bet most of them did not get what you wanted them to know. Ask more questions to probe their understanding. (EF 18)*

Excerpt 37 shows that the entry was written in the Recommendation section of the qualitative part. C5A's rating was 'satisfactory', which is considered to be a low score in a demonstration teaching. Thus, this entry was verified as consistent. In the following section, the details of the findings on the verified

inconsistent entries are presented.

4.2 Findings on the inconsistent entries

There were 11 verified inconsistent entries, which were classified into 4 competencies. One was verified for each of the Teacher's Personality (C1) and Content (C3), 3 were identified in Teaching Methods (C4) competency, and 6 in Questioning Skills (C6) competency.

4.2.1 Teacher's Personality

27) *The teacher spoke in an unmodulated voice. She lacks variation of tone and volume.* (EF 13)

This entry was coded as C1E, and the evaluator gave an 'outstanding' rating. It was identified that the entry was written in the Weakness section, but the student-teacher got an 'outstanding' score. Thus, it was verified as inconsistent.

4.2.2 Content

28) *The teacher should give more examples of lines from the poem with their rhymes and meters to guide the students in the poem's scansion activity.* (EF 17)

The rating of the student-teacher in C3D was 'outstanding', thus this entry identified in the Recommendation section was verified inconsistent. Evaluator 17 was one of the participants during the interview, and although it was not an easy task to show the finding to this evaluator, the investigators were allowed to do such with her permission. When the investigators showed the entry that she wrote and its inconsistent corresponding quantitative rating in C3D, she smiled and was a little bit astonished. This response has further strengthened the finding that this entry was indeed inconsistent with the rating shown in C3D. This finding would seem to imply that carelessness in accomplishing or unfamiliarity with the evaluation form could somehow be considered as the culprits of such inconsistency.

4.2.3 Teaching Method

29) *The teacher relied much on reading the story from the book. Use [student teacher] instructional materials like television or projected screen in this scenario.* (EF 5)

30) *Your teaching strategies were not appropriate for the students who are only Grade 7; [sic] too difficult for them.* (EF 8)

These entries (C4C and C4AB) were written in the Weakness section of the qualitative part, but their ratings were verified as 'outstanding'. During the interview, Evaluator 5, upon realizing this result, stated that the comments must be in accordance with the ratings, and suggested that the evaluators should be very careful in accomplishing the forms, which concurs well with the purpose of the current investigation.

31) *'Visual aids helped the teacher in teaching the topic. ICT tools motivated them as well.'* (EF 16)

This entry that was written in the Strength section, coded as C4C, was verified inconsistent because its rating was 'satisfactory'. The upshot of this finding is the possibility that a matrix that shows both the quantitative ratings and qualitative entries can at least prevent such inconsistency. The summarized quantitative ratings could somehow serve as a guide of the evaluators while completing the qualitative part of the evaluation forms. Moreover, since it is a form widely used

by the TEIs, it is not easy to just carry out any possible modification, so a proper forum with the concerned evaluators and administrators be organized for the improvement of the evaluation form's statements or sub-competencies.

4.2.4 Questioning Skill

- 32) *It is suggested that you should ask more questions for a better understanding of the lesson. Don't be contented in throwing one question repetitively.* (EF 2)
- 33) *The teacher should give follow-up questions regarding the answer/response of the students.* (EF 9)
- 34) *It would be better if you could engage your students to participate in the activity. Motivate them to accomplish the tasks actively.* (EF 5)
- 35) *The teacher should employ more strategies like games, songs, etc. Avoid the lecture method.* (EF 20)
- 36) *The teacher must encourage the students to ask questions.* (EF 13)
- 37) *The teacher's art of questioning needs improvement. Give follow-up questions when needed.* (EF 22)

These 6 entries were written in the Weakness and Recommendation sections of the evaluation forms, and 4 of them were marked 'outstanding' while 2 were 'very satisfactory'. These ratings are considered high scores for the final demonstration teachings of the student teachers as stated previously. Out of the 11 qualitative entries that were verified inconsistent with their corresponding ratings, 6 or 54.5% were identified under the Questioning Skill competency. This suggests that there is a need to pay more attention to the statements or sub-competencies of Questioning Skill competency for a possible modification. Evaluators 9 and 2 in the focus group interview frankly detailed that the evaluation forms are not user-friendly. When the participants were asked about the reasons why there were identified inconsistencies between their qualitative entries and quantitative ratings, the main themes that emerged were a) Teaching experience, b) Too broad statements (sub-competencies), and c) Number of demonstrators.

Thus, the results indicate that it is necessary to revise the guidelines on the selection of cooperating teachers (DepEd Order, 2007), which focuses on the number of teaching experience in the government secondary schools. As for the sub-competencies in the quantitative part of the evaluation forms, it is necessary to modify such statements. A revision of the sub-competencies in the quantitative part of the evaluation form is deemed necessary by paying more attention to Questioning Skill competency since it was found that out of the 11 inconsistent entries, 6 or 54.5% was identified in this competency. However, since this is a nationwide evaluation form, the investigators will present the findings to the concerned TEI professors and student teaching supervisors, and all of them will work as one team to reword or rephrase the sub-competencies of the evaluation form. The revision will be shown to the TEI Dean and concerned authorities and, finally, be submitted to the Commission on Higher Education (CHED) for review. This matches well with the study of Del Vecchio and Matsuura (2016) that critically reviewed the existing evaluation form of the Teaching Internship Program of Nihon University, in which the authors identified some problems of the form, thus created a more organized observation form to be used by the cooperating teachers in evaluating the

student teachers' teaching performance.

The majority of the interviewees also proposed that a seminar-workshop for all the concerned evaluators and cooperating teachers might be of great help regarding this issue. This is also a possible action that is taken into consideration by the investigators of the current study. Before the deployment of the student teachers to their respective cooperating schools, an orientation program is organized for them. Thus, this seminar-workshop for the concerned evaluators can also be done simultaneously. Finally, for the number of demonstrators in a day, the TEI and cooperating schools should lessen the number of student teachers who will have their final demonstration teachings in one day. In this case, a maximum of 3 demonstrators is recommended. Relative to this, Evaluator 13 stated that:

"It was not easy to observe and evaluate 5 or even 6 demonstrators in one day. There were circumstances that we [evaluators] were confused about if these entries were really for [name hidden] or for the other student teachers. It was exhausting considering that we have other responsibilities in the school. I wish there will only be a lesser number this time [giggles]." (Evaluator 13, focus group interview, September 15, 2019)

Based on the experiences of one of the investigators as a member of the supervising committee of the student teachers, this situation indeed happened in the demonstration teaching. However, for the consideration of the Evaluator 13's appeal, it is suggested that a break must be given to the evaluators after every demonstration teaching for them to review, reorganize, and finalize the evaluation forms. As signposted in the interview field note, even if the investigators are not psychologists nor have enough training to read minds, the giggles and body language, which were coined as beyond words by Denham and Onwuegbuzie (2013), of the participant had something to depict. The Evaluator 13's response and giggles coupled with body language sounded more of indirectly waking up the investigators and the concerned TEI professors to lessen the number of demonstrators in one day. Thus, the investigators designed a flowchart for the evaluators, which is presented in Figure 2.

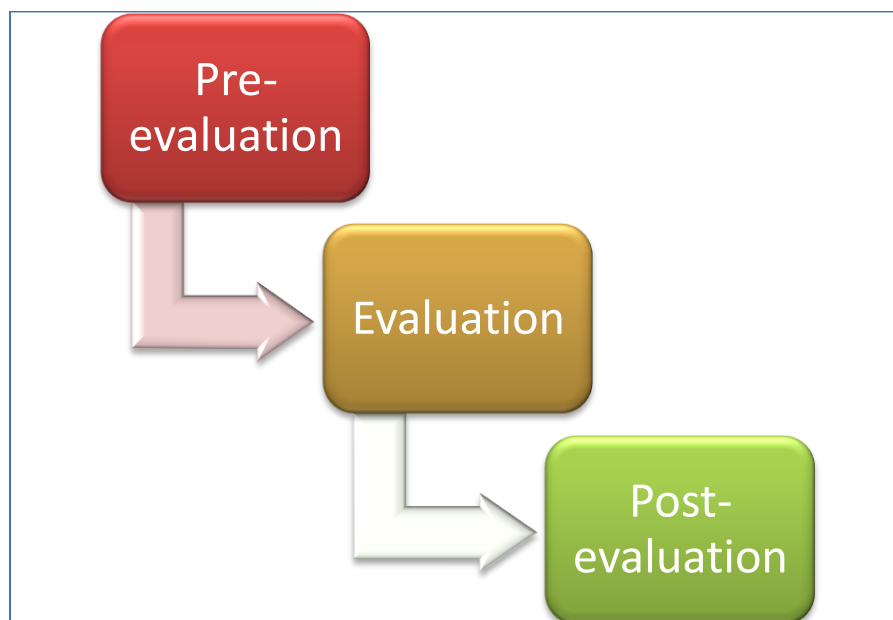


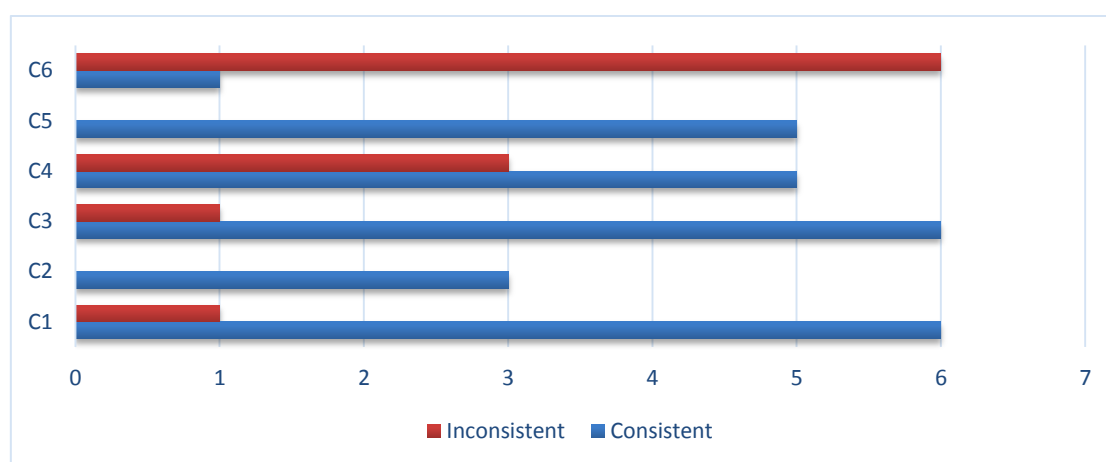
Figure 2. Evaluation flowchart

Figure 2 displays the 3 stages proposed by the investigators to somehow lessen the cases of inconsistency between the qualitative entries and their corresponding quantitative ratings of the evaluation forms. The usual practice of observing a demonstration teaching is that no pre-evaluation is done. The evaluators immediately start observing and evaluating the demonstrators. Pre-evaluation is not done because of time limitation (Evaluator 3) caused by several demonstrators in a day (Evaluator 13), which were reported earlier. This phenomenon supports the suggestion of Evaluator 14 who stated that 3 to 4 demonstrators in one day are much better for them to have some rest before observing another one and to finalize the evaluation forms as well. Thus, this flowchart is designed for the evaluators who will observe 3 to 4 student teachers' demonstration teachings in one day.

The function of the first step, Pre-evaluation is to let the evaluators read and assess the demonstrators' lesson plans since this is included in the evaluation forms (see Appendix A, Lesson Planning). This initial step is important so that during the demonstration teaching, the evaluators' focus is not divided into observing the demonstrators and at the same time evaluating the detailed lesson plans that have normally 11-15 pages. Second is the Evaluation stage, where the evaluators observe the demonstration teaching of the student teachers. In this step, the main focus of the evaluators is to evaluate the performance of the demonstrators in terms of Teacher's Personality, Content, Teaching Method, Classroom Management, and Questioning Skill using the evaluation forms. Since the lesson plans are already pre-assessed in Step 1, there will be more time for the evaluators to pay attention to the demonstrators' teaching. Finally, the Post-evaluation, where the evaluators can have ample time to review, rewrite, and finalize the evaluation forms. A matrix, as suggested by the investigators previously, that shows both the quantitative ratings and qualitative entries can also be used in this stage. The evaluators can also talk to the student teachers in

this stage to share their feedback about their teaching performances. In the final stage, a break is part of it that has a goal to give a rest time for the evaluators before observing another demonstrator. The investigators included a break in this stage after considering the appeal of Evaluator 13 that evaluators need a rest time before observing another one, and one of the investigators as a member of the supervising committee deemed it necessary because observing more than 2 demonstrators in one day is indeed a very tough job. After this stage, the evaluators are ready to observe and evaluate another demonstrator.

For a clearer look, Figure 3 summarizes the comparison between the consistent and inconsistent entries found in the evaluation forms.



Legend: C1-Teacher's Personality, C2-Lesson Planning, C3-Content, C4-Teaching Method, C5-Classroom Management, C6-Questioning Skill

Figure 3. Comparison between the consistent and inconsistent entries

Figure 3 displays that if the inconsistent entries had a large number, the corresponding consistent entries would have a small number and vice versa. One best example was C6, in which there was only 1 verified consistent entry with its rating while there were 6 inconsistencies. It suggests that more attention should be given to C6 concerning the modification of its sub-competencies. On the other hand, C1 and C3 had only 1 verified inconsistent entry with their ratings compared to 6 cases of consistency, which would seem to imply that C1 and C3 need less attention concerning the modification or rewording of their sub-competencies. The same case is also applied to C2 and C5 competencies because there were no reported cases of inconsistency. Concerning the possible modification of the sub-competencies of the quantitative part, it is recommended that a special meeting cum workshop should be organized with the TEI dean, department chairs, college supervisors and concerned cooperating teachers to discuss the findings of the study giving more emphasis on the words or phrases that need to be revised in the evaluation form. Since all TEIs in the Philippines are under the tutelage of the government's school leaders, this modification should then be sent to the concerned DepEd and CHED officials for their approval. Also, a review of the guidelines on the selection of a cooperating teacher (DepEd Order, 2007) for a possible revision and the relevant interview responses of the 9 evaluators were also considered to be part of the

investigation's implication.

5. Conclusion

This study attempted to verify the consistency between the qualitative entries and quantitative ratings of the evaluation forms used by the in-service teachers, as the evaluators, during the demonstration teaching of the pre-service teachers. Using Consistency Verification Analysis (CVA), a proposed novel method, and a focus group interview data, the investigators found that there are cases of inconsistency as well as consistency between the qualitative entries and their corresponding quantitative ratings of the evaluation forms. Such cases of inconsistency made it difficult for the student teachers to produce the other genres packaged in the internship portfolio, which are the lesson plans and teaching journals. Correspondingly, the evaluators also voiced out some concerns (i.e., time constraint, teaching overload and number of demonstrators in a day) through the focus group interview that could somewhat shed light on such cases of inconsistency in completing the form. It can be concluded that a well-completed evaluation form would yield a better internship portfolio, which has the highest percentage (40%) among the components of the Teaching Internship grade (CMO, 2004). Thus, this study in its own simple and unique way, could contribute to the major goal of the Teaching Internship Program, which is to provide student teachers a challenging, relevant and rewarding internship experience that will allow them to develop desirable professional interests, attitudes, ideals, character and skills.

6. Pedagogical Implications

The findings of the study could suggest possible pedagogical actions, which are:

- The Guidelines on the Selection of a Cooperating Teacher (DepEd Order, 2007) should be revisited for a possible revision. A meeting with the concerned TEI professors and cooperating teachers is recommended to discuss the possible modifications of such guidelines, and a copy of the revision will be forwarded to the concerned DepEd officials for their perusal.
- A seminar and workshop are suggested for the newly appointed cooperating teachers and TEI college supervisors, who are the evaluators and mentors of the pre-service teachers. They should be facilitated before the Teaching Internship course, and the findings of this investigation could also be presented to the participants during the seminar and workshop giving more emphasis on the cases of inconsistency.
- The statements or sub-competencies in the quantitative part of the evaluation form need to be reviewed for a revision because the findings show that some of the sub-competencies' communicative functions were not clearly stated.
- The issue on teaching overload, as voiced out by the evaluators during the interview as one of the main reasons why they have had limited mentorship time with the student teachers, is also taken into consideration in this recommendation. Thus, it is suggested that they should only be given a light teaching load during the Teaching

Internship course to have an ample time working with the student teachers.

- The guidelines on demonstration teaching of the College of Teacher Education (CTE) should be revised. The findings highlight 3 specific suggestions concerning the conduct of demonstration teaching to somehow lessen the cases of inconsistency between the qualitative entries and their corresponding quantitative ratings of the evaluation forms, which are:
 1. The maximum number of demonstrators in each day should be 3 to give sufficient time for the evaluators to complete the evaluation forms well.
 2. There should be a break time of at least 30 minutes after every demonstration teaching to give adequate time for the evaluators to peruse and finalize the evaluation forms before handing them to the student teachers.
 3. An Evaluation Flowchart (see Figure 2) for the evaluators is suggested that highlights the 3 stages: 1. Pre-evaluation, 2. Evaluation, and 3. Post-evaluation.

7. Limitations and Suggestions

The investigators acknowledge that follow-up interviews with a bigger number of both the pre-service teachers and cooperating teachers would provide more in-depth information about the evaluation forms. Although this study identified some interesting results about the consistency verification between the qualitative entries and quantitative ratings of the evaluation forms, it was conducted on a small corpus of internship portfolios using only English discourse community. Therefore, more studies of this kind with a bigger corpus across disciplines (e.g., Mathematics, Social Studies, Sciences, Physical Education, etc.) should be conducted in order to provide a more comprehensive representation concerning the consistency between the qualitative entries and quantitative ratings of such form. Findings from such studies would have practical implications for both the Teacher Education Institutions (TEIs) and cooperating schools on how to properly complete this evaluation form. Also, the issue that inconsistency between the two parts of evaluation form causes confusion on preparation of the other components of the internship portfolio, will be confirmed using other groups of discourse communities. In other words, further studies would still contribute to the motto of Teacher Education Program (TEP) in the Philippines, which is quality pre-service teacher education is a key factor in the quality of Philippine education. As such, all efforts to improve the quality of teacher education are dependent on the service of teachers who are properly equipped to undertake the various functions and responsibilities of teachers.

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Appendix A
Competencies and Sub-competencies of the Evaluation Form's Quantitative Part

I. TEACHER'S PERSONALITY

- A. The teacher is neat and well-groomed.
- B. The teacher is free from mannerisms that tend to disturb the student's attention.
- C. The teacher's personality is strong enough to command respect and attention.
- D. The teacher shows dynamism and enthusiasm.
- E. The teacher has a well-modulated voice.

II. LESSON PLANNING

- A. The lesson plan is well prepared.
- B. There is congruence between:
 - 1. Objective and subject matter
 - 2. Objective and teaching procedure
 - 3. Objective and formative test
 - 4. Objective and assignment

III. CONTENT

- A. The teacher demonstrates in-depth knowledge of the subject matter.
- B. The teacher is able to relate lessons to actual life situations.
- C. The teacher keeps abreast of new ideas and understanding in the field.
- D. The teacher gives sufficient and concrete examples to create meaningful learning experiences.

IV. TEACHING METHOD

- A. Method/s used was/were suited to the needs and capabilities of the students.
- B. The teacher was creative enough to adapt his/her method to the student's capabilities.
- C. Visual aids and other examples were used to illustrate the lesson.
- D. The teacher made effective use of the formative test after teaching.

V. CLASSROOM MANAGEMENT

- A. The teacher had a systematic way of checking:
 - 1. Attendance
 - 2. Assignment/homework/agreement
 - 3. Practice exercises
 - 4. Group works/projects
 - 5. Passing in and out of the room
 - 6. Correcting, distributing and collecting paper
- B. Order and discipline were present in the classroom.
- C. Visual aids were within easy reach of the teacher during his/her teaching.

VI. QUESTIONING SKILL

The teacher's questioning skill stimulated discussion in different ways such as:

- A. Probing for learner's understanding
- B. Helping students articulate their ideas and thinking process
- C. Promoting risk-taking and problem solving
- D. Facilitating factual recall
- E. Encouraging convergent and divergent thinking
- F. Stimulating curiosity
- G. Helping students to ask questions

Appendix B Sample of Evaluation Form

STB

RATING SCALE FOR STUDENT TEACHERS

STUDENT TEACHER: _____
 COOPERATING SCHOOL: _____
 COOPERATING TEACHER: _____
 SUBJECT OBSERVED: English
 TOPIC: Making Wise Decision
 LEARNING TO SUCCESS

MAJOR: English
 ADDRESS: Uddiaman, Belang 1
 POSITION: 1-III
 DATE: March 19, 2018
 TIME FINISHED: 10:45

DIRECTIONS: Below are expected student teacher competencies. Please indicate your rating by putting check on appropriate space provided for.

EXPECTED TEACHER COMPETENCIES		RATING SCALE									
		O		VS		S		F		P	
		1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	5
I. TEACHER'S PERSONALITY											
A.	The teacher is neat and well-groomed	<input checked="" type="checkbox"/>									
B.	The teacher is free from mannerisms that tend to disturb the students' attention.	<input checked="" type="checkbox"/>									
C.	The teacher's personality is strong enough to command respect and attention.	<input checked="" type="checkbox"/>									
D.	The teacher shows dynamism and enthusiasm.	<input checked="" type="checkbox"/>									
E.	The teacher has well-modulated voice.	<input checked="" type="checkbox"/>									
II. LESSON PLANNING											
A.	Lesson Plan is well-prepared.	<input checked="" type="checkbox"/>									
B.	There is congruence between...	<input checked="" type="checkbox"/>									
1.	Objective and subject matter.	<input checked="" type="checkbox"/>									
2.	Objective and teaching procedure.	<input checked="" type="checkbox"/>									
3.	Objective and ATM (Available Test and Measure)	<input checked="" type="checkbox"/>									
4.	Objective and assignment.	<input checked="" type="checkbox"/>									
III. CONTENT											
A.	The teacher demonstrates in-depth knowledge of the subject matter.	<input checked="" type="checkbox"/>									
B.	The teacher is able to relate lessons to actual life situation.		<input checked="" type="checkbox"/>								
C.	The teacher keeps abreast of new ideas and innovation in the field.		<input checked="" type="checkbox"/>								
D.	The teacher gives sufficient and concrete examples to create meaningful learning experience.		<input checked="" type="checkbox"/>								
IV. TEACHING METHODS											
A.	The methods used were suited to the needs and capabilities of the students.	<input checked="" type="checkbox"/>									
B.	The teacher was creative enough to adopt his/her method to the students' capabilities.	<input checked="" type="checkbox"/>									
C.	Instructional materials were used adequately to illustrate the lesson.	<input checked="" type="checkbox"/>									
D.	The teacher made effective use of the ATM (Available Test and Measure) after teaching.		<input checked="" type="checkbox"/>								
V. CLASSROOM MANAGEMENT											
A.	The teacher had a systematic way of checking:										
1.	Attendance		<input checked="" type="checkbox"/>								
2.	Assignment/homework/agreement		<input checked="" type="checkbox"/>								
3.	Practice exercises		<input checked="" type="checkbox"/>								
4.	Group work/projects		<input checked="" type="checkbox"/>								
5.	Passing in and out of the room		<input checked="" type="checkbox"/>								
6.	Correcting, distributing and collecting paper		<input checked="" type="checkbox"/>								
B.	Order and discipline were present in the classroom.		<input checked="" type="checkbox"/>								
C.	Visual aids were within easy reach of the teacher during his/her teaching.	<input checked="" type="checkbox"/>									

