

## **Pre-service Teaching – An Evaluation**

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### **Abstract**

Bulacan State University- College of Education is one of the highly qualified higher institutions offering BSED- Filipino in Bulacan. It aims to become more competitive in the transmission of knowledge relevant to the changing environment in the field of education. This study aimed to accentuate the performance of practice teachers; personal and professional readiness of the student teachers and identify feedback of the cooperating teachers that could make the program responsive to the modern learners of today. The respondents were the cooperating teachers of the different public high schools in Bulacan and neighboring provinces where most of the student teachers of BSEd Filipino were deployed. Phenomenological inquiry design with the use of Sequential Explanatory was adopted. Thematic analysis was also utilized. Kentucky Teacher Internship Program Intern Performance Record (COST 2009 ) and the student teaching supervisor observation form were used as instrument of this study. The forms were combined, evaluated and validated by practice teaching supervisors and an Assessment Professor. Fifty pre-service teachers enrolled in a 6-unit Practice Teaching subject in the second semester of AY 2017-2018 were evaluated by their cooperating teachers. The findings revealed that BSED Filipino practice teachers performed very satisfactory as shown by its computed mean. Certainly, they possess good teacher characteristics as perceived by their cooperating teachers.

**Keywords:** Pre-service Teachers, Student Teaching Supervisor, Cooperating Teachers, BSEd Filipino

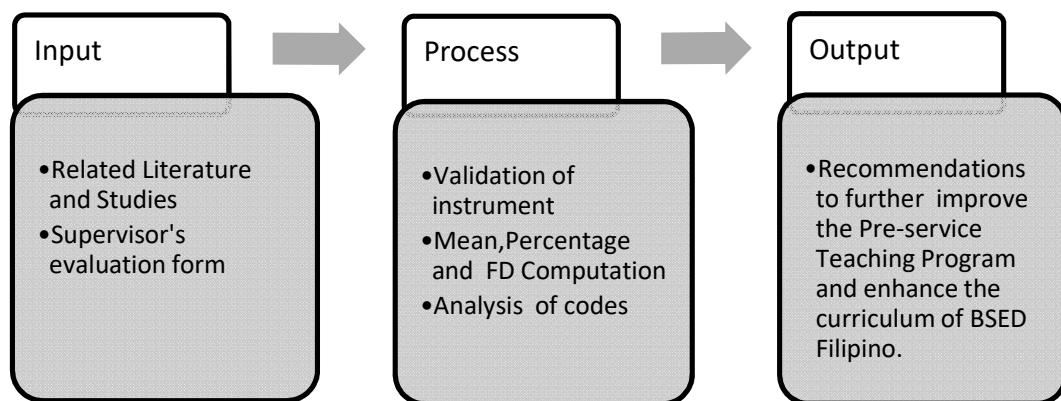
### **Introduction**

Language pre-service teachers should possess the skills that adapt them to the twenty-1st-century learners. Aside from the courage and dedication, they should have the qualities of effective teacher. Effective teachers according to Cox (2015) should gaze accelerative to the future. Teacher needs to be aware of the different trends in technology, teaching styles, trends and issues in education and are in line with what the future may bring to education. A good 21st century teacher is aware of the career opportunities for their students, and are always advocating towards advance thinking and planning to ensure all students will not be left behind. The good and effective teacher is the one who immediately thinks of a way that his students are motivated to study. Additionally teacher is open to change; updated to the teaching methods and curriculum

modifications; has the technology know how that will be a platform for collaborative work and motivation ; a model for his student, willing to help, adapt and invent strategies for effective teaching and learning process (Dimaano, 2015). In this connection, the College of Education through its Student Teaching Program strictly monitoring and evaluating practice teachers with the support of the cooperating schools; to respond to the call of public and privateschools for more new effective and efficient Language teachers.

Evaluation is a process that examines data that aims to evaluate the work, program or person associated with it (Patton, 1987). It also aims to find out the extent of learning they received from the university; what they know and do not know to help solve problems of soon to be teachers (Reganit, 2010). In a school, the principal is the main evaluator of teachers, teacher trained his practice teacher. This research paper will describe cooperating teacher based on age, teaching experience and academic qualification. This will find out the level of performance of pre-service teachers and determine their best characteristics as perceived by their cooperating teachers. The outcome of the study will further improve the BSED Filipino Curriculum and Pre-service Teaching Program of the College of Education.

### Conceptual Framework



**Diagram 1 – Flow of the Study**

Embedded in the study is the premise that related literature and studies and the supervisor's evaluation forms are the founding source of data. These were analyzed and interpreted. It is anticipated that the study contributes to the pre-service teaching program and curriculum development of the BSED Filipino.

### Methodology

Phenomenological inquiry with the use of sequential explanatory design was used. Mean, Frequency Distribution and Percentage were utilized. Demonstration form used by the ST Supervisor and the model of KirkPatrick's; as well as the Kentucky Teacher Internship Program Intern Performance Record that was reorganized in March 2009 (COST, 2009) considered for the

development of an instrument. It was validated by two Student Teaching Supervisors and an Assessment Professor. Content, syntax and semantic aspects of the questionnaire were scrutinized. Fifty (50 ) pre-service teachers were evaluated by their cooperating teachers who come from various public high schools in Bulacan and neighboring provinces.

Thematic coding was also used for qualitative part to receive responses from cooperating teachers who described student teachers. It is one of the methods that show the consistency of the answer from the set of answers. The firmness of the answer is ensured from the familiarity of participants' responses, codification and theme development from the set of answers. Theme is generated from the content of the answers.

Five - point Likert scale was used with its description:

Range	Scale	Description
4.50 – 5.00	5	Outstanding
3.50 – 4.49	4	Very Satisfactory
2.50 – 3.49	3	Satisfactory
1.50 – 2.49	2	Moderately Satisfactory
0.50 – 1.49	1	Needs Improvement

## Findings

### Profile of the cooperating teachers

Table 1  
Profile of the cooperating teachers

Variabe	Frequency	Percentage
<b>Gender</b>		
Female	46	92
Gender	4	8
<b>Age</b>		
21- 30	20	50
31- 40	15	30
41- 50	10	20
51- 60	4	8
61- 65	1	2
<b>Number of years in teaching</b>		
1 - 5		
6 - 10	13	26
11 - 15	17	34
16- 20	11	22
	10	20

<b>Academic Qualification</b>		
Degree in College	50	100
BS with MA Units	29	58
Finished M.A.	5	10
<b>N = 50</b>		

The table shows that the number of female teachers exceeds male. Women are dominant in the field of Education. Many aged 21-30. The number gradually decreases to age 60. Many of them have been in the teaching profession for more than ten years. In lieu of this, it was proven that, more experienced employee can strengthened the institution (Alicia, 2000). Therefore, the research respondents are deemed qualified to evaluate and identify practice teachers because of their age and length of teaching service.

Fifty teachers finished BSED course and more than half have enrolled in a masters' program; while ten teachers have completed M.A. The results of Pier's study mentioned by Baligat (2008) are related to this study that teachers with major or post education course can teach more than expected due to their qualification. Chang (2005) discovered in his studies that specialists and more accomplished teachers have good insights and qualities in teaching and understanding his students. In this regard, cooperating teachers involved in this research have completed their degree and have several specialized units. Since they have extensive experience; they could reasonably evaluate practice teachers.

**Level of performance of language pre-service teachers as perceived by the cooperating teachers.**

Table 2

**Descriptive Measures of Pre-service Teachers' Preparation of Lesson Plan and Learning Environment**

	MEAN	INTERPRETATION
<i>A. Preparation of Lesson Plan</i>		
1. Lesson plan is well written and has complete parts.	4.66	Outstanding
2. The goals are clearly stated in the behavioral form.	4.63	Outstanding
3. Procedure is properly written.	4.58	Outstanding
4. Subject matter and other instructional materials that are relevant to the topic to be discussed are specified.	4.66	Outstanding
5. Accounts for individual differences among learners.	4.58	Outstanding
<b>MEAN</b>	4.62	Outstanding

<i>B. Learning Environment</i>		
1. Class atmosphere is conducive to learning and teaching	4.63	Outstanding
2. All instructional materials, tools & equipment, devices and teaching aids are prepared and ready to use.	4.66	Outstanding
3. Attendance is systematically checked.	4.61	Outstanding
4. Prepares the learners well.	4.66	Outstanding
5. Attracts learners' attention and sustain their interest.	4.50	Outstanding
6. Provide learners with opportunities for participating.	4.55	Outstanding
7. Observes proper classroom management.	4.50	Outstanding
8. Have a positive outlook on all student responses.	4.61	Outstanding
9. Writes neatly and legibly on the board.	4.20	Very Satisfactory
10. Monitor students' activities.	4.61	Outstanding
MEAN	4.55	Outstanding

It is found in table 2 that the pre-service teachers can write daily lesson plan with excellence; objectives are align with the learners diversity as shown from the obtained mean of 4.62. Practice teachers are aware that learning environment must be checked to harmonize with the learners activities. From the computed mean, it is noticeable that only one entry receives a very satisfactory mean of 4.20 which considers the lowest among the others. The handwriting of the practice teachers considered their weakest point. According to the interview to some of them, they were not trained to write legibly on the board and even in paper during their elementary years. They admitted that most of the time they use computers in writing their answers to the assignments and projects given by their professors. This is probably what Wolff (2010) refers to his Marginal Notes that the effect of technology is reflected in the writing of students. So he suggests that exams be given to students manually without using computers or any gadgets. It's a fact that the handwriting is an art that is slowly disappearing nowadays.

Table 3

Descriptive Measures of Pre-service Teachers' Classroom Management  
and Implementation of Instruction

	MEAN	INTERPRETATION
<i>C. Classroom Management</i>		
1. Monitors room regularly	4.24	Very Satisfactory
2. Praises correct answers/efforts generously.	4.58	Outstanding
3. Helps student process data through leading questions .	4.61	Outstanding
4. Let students assume independent responsibility.	4.55	Outstanding
5. Appropriately uses technology during instruction to promote learning.	4.53	Outstanding
6. Ask clear, thought-provoking questions.	4.19	Very Satisfactory
7. Deals with serious inattention	4.25	Very Satisfactory
8. Processes decision based on careful thought.	4.53	Outstanding
9. Pay attention to the needs of every student.	4.27	Very Satisfactory
	4.45	Outstanding

10. Allows students to fulfill assigned task.		
MEAN	4.42	Very Satisfactory
<i>D. Implementation of Instruction</i>		
1. Relates previous lesson to present.	4.20	Very Satisfactory
2. Provide examples and good situation to apply teaching points.	4.25 4.50	Very Satisfactory Outstanding
3. Explains, shows and illustrates teaching points in an effective way using appropriate teaching materials.	4.61	Outstanding
4. Uses good, understandable and simple language.	4.5	Outstanding
5. Integrates academic content within and across content areas.	4.55	Outstanding
6. Provide opportunities for free expression of idea.	4.20	Very Satisfactory
7. Ask questions to strengthen learners' understanding.	4.58	Outstanding
8. Correct errors of learners tactfully.	3.80	Very Satisfactory
9. Uses acceptable standards/ assessment tool align with the different micro skills.	3.61	Very Satisfactory
10. Can adapt the teaching methodology to the 21 <sup>st</sup> century learners.		
MEAN	4.28	Very Satisfactory

Table 3 revealed pre-service teachers received a very satisfactory mean of 4.42. Among the VS rating it is observed that the art of questioning is the lowest among others. Most of them confess that as beginner they still need time to familiarize themselves in the different types of command. However, it is cognizable that practice teachers could process learning with the use of technology, allowing them to do their task independently with generous positive feedback and promotes collaborative effort among students with outstanding performance as shown by its computed mean. In the implementation of instruction, the mean is very satisfactory. It can be gleaned that evaluation tools and teaching strategies should be given extra attention to equip practice teachers with the latest strategies and technologies that will suit to the needs of the 21<sup>st</sup> century learners. Trespalacios et al (2011) lists 21st century student needs as “digital-age literacy, inventive thinking, effective communication, and high productivity as the most relevant skills.” From this point of view, teachers should engage students in activities that require them to use higher order thinking skills. Some strategies for using 21st century skills for teaching in content areas are record keeping, supporting student learning through motivation, scaffolding, integrating technology, and encouraging students to become self-directed learners with the use of multiple forms of assessment (Luterbach and Brown 2011).

Table 4

Descriptive Measures of Pre-service Teachers’ Assessment of Learning and Professional Readiness

	MEAN	INTERPRETATION
<i>E. Assessment of Learning</i>		
1. Evaluation materials met the objectives of the lesson.	4.71	Outstanding
2. Developed evaluation materials base from the observation, exam and class performance.	4.34	Very Satisfactory
3. Students are given enough time in answering the evaluation.	4.68	Outstanding
4. Uses variety of effective evaluation materials.	4.57	Outstanding
5. Rubrics are available in measuring students’ performance.	4.30	Very Satisfactory
6. Align students’ assessment with established curriculum standards.	4.50	Outstanding
7. Evaluation is use in determining students’ promotion.	4.55	Outstanding
8. Clear directions are given for each examination.	4.55	Outstanding
9. Gives variety of effective group activities and assignment.	4.58	Outstanding
10. Report progress through reports and learner feedback to the cooperating teachers and other administrator.	4.27	Outstanding
MEAN	4.51	Outstanding
<i>F. Professional Readiness</i>		
1. Shows preparedness and come to class on time	3.55	Very Satisfactory
2. Shows creativeness and resourcefulness in teaching.	4.0	Outstanding
3. Shows patience and innovativeness in explaining in modulated voice	4.55	Outstanding
4. Uses gestures for emphasis and understanding.	4.58	Outstanding
5. Listen to students’ queries if needed.	4.27	Very Satisfactory
6. Shows good posture and proper dress code.	3.85	Very Satisfactory
7. Communicates effectively within the school community to promote students well-being and success.	4.71	Outstanding
8. Work in a collegial and collaborative manner with the cooperating teachers, other school personnel and the community.	4.79	Outstanding
9. Accept suggestions from the principal, cooperating teachers and other critic teachers.	4.56	Outstanding
10. Engage in activities outside the classroom intended for school and student enhancement.	4.74	Outstanding
MEAN	4.36	Very Satisfactory

Table 4 shows that pre-service teachers perform outstanding in the assessment of learning as perceived by their cooperating teachers with the mean of 4.51. The table also shows that practice teachers are ready in their chosen profession as shown by the computed mean of 4.36. Though it did not earn an outstanding mean, the result of very satisfactory is not bad anymore. The means 3.85 and 3.55 are considered the lowest; according to few cooperating teachers, some pre-service teachers ( PT ) came late to class because of traffic due to road repair in their area. For the posture and dress code, they’ve just observed that some PT does not possess good posture; the body are not properly aligned as they stand in front of their class. Two of PTs found that they do not wear the assigned dress code. As explained, they only have two sets of PT



uniforms and sometimes they don't have time to wash them; but it was already solved after a week.

Table 5  
Summary of Evaluation for Pre-service Teachers as Perceived by the Cooperating Teachers

Variable	Mean	Interpretation
<i>Preparation of Lesson Plan</i>	4.62	Outstanding
<i>Learning Environment</i>	4.55	Outstanding
<i>Classroom Management</i>	4.42	Very Satisfactory
<i>Implementation of Instruction</i>	4.28	Very Satisfactory
<i>Assessment of Learning</i>	4.51	Outstanding
<i>Professional Readiness</i>	4.36	Very Satisfactory
GENERAL MEAN	<b>4.46</b>	Very Satisfactory

The table revealed an overall mean of 4.46 . The result emphasizes that pre-service teachers were evaluated by their cooperating teachers very satisfactory which means they are ready to be in the noble profession. Some have earned outstanding like in assessment of learning, preparation of lesson plan and in learning environment. The rest of the categories have found very satisfactory such as classroom management, implementation of instruction and professional preparedness. Tonbul (2008) found out that the important qualities of educators are having effective communication skills, following the developments in the field, and updating knowledge. The data above is a reminder for the PTs to do their best effort to spend more time reading to upgrade their knowledge. In the study of Clarke (2014) it was found that teachers are becoming more familiar with 21st century teaching and learning skills; though not all teachers feel equally prepared especially if they are beginner teacher. But they are increasingly employing effective strategies and practices that support learning in the 21st century classroom. From this point of view, practice teachers are still neophyte but as they enter in the real education institution they will see the needs of the students and therefore be abreast and be more motivated to change when they believe the changes will directly benefit students in the classroom.

The positive attributes mentioned in this study are similar to Tumca's ( 2015 ) study in stating that a teacher educator should have good personal characteristic, sincere, humorous, smiles while teaching and must possess professional ethic principles. Therefore, it is said that BSED Filipino pre-service teachers possesses good personal and professional qualities .

### **Best characteristics of student teachers according to the perspective of cooperating teachers.**

From the coding of responses, the researchers have seen the similarity of the answers as a support and evidence that BSED Filipino pre-service teachers of the College of Education possesses good qualities. Pre-service teachers have proven their commitment in the preparation of teaching materials, responsible and has the mastery of the lesson.



*“ STs are always ready for class discussions, they are good at making tarpapel, powerpoint and other visual materials such as games and video*

*"One of the best practices is class readiness. Teaching equipment is already available before the day it is set to use. "*

*“Practice teachers receive pupils’attention; responsible and have mastery of the lesson.”*

Pre-service teacher education program is the place for the inclusion of ethical content and commitments required in the teaching profession. Highlight of the Pre-service Teaching is to prepare the practice teachers to have a well- defined personal and professional ethics prior to his actual job. The codes concluded that BSED Filipino practice teachers are much ready for both.

*“There is a clear presentation of the idea, efficiently and speaks clearly, maintain student's enthusiasm in discussing with the used of different teaching strategies. Students performance task are monitored. Uses rubrics and assessment criteria for student activities. "*

This study do not go with the lamentation of Campbell ( 2008 ) that “teacher education neglects the teaching of ethics” and urged that more emphasis must be placed on moral and ethical education. Bulacan State University has proven its worth; the feedback of the cooperating teacher established the existence of moral formation in carrying out the vision and mission of the university and of the college. This paper also confirmed that the soon graduates of the BSED Filipino are not only equipped with knowledge but has the specialized skills and dedication to the profession. Themes of this study supports the study of Jha ( 2011 ) when he concluded that the necessary qualities of teachers are good and clear voice, activeness, humbleness, politeness, softness, intelligence, creativity, technology, management, different methods, techniques, approach, content, presentation style, sense of humour and decency ; which the BSED Filipino pre-service teachers possesses as perceived by their cooperating teachers.

## **Conclusion**

From the outcome of the study, it was concluded that BSEd Filipino pre-service teachers trained by cooperating teachers during the AY 2017-2018 that have been assigned to various public high schools in Bulacan and neighboring provinces have evaluated very satisfactory in teaching Filipino subjects in secondary level as shown by its computed mean. However, it is clearly true that there is a room for them to achieve the outstanding description in all categories. Certainly, practice teachers possess good teacher characteristics as perceived by their cooperating teachers.

## **Recommendations**

1. Educational Technology faculty members of the College of Education are all equipped with the information in teaching EdTech. However, they are requested to provide BSEd Filipino practice teachers extra projects and activities that will enhance their technology know-how and exercises to improve their handwriting skills.
2. It is the practice of the College of Education to incorporate lessons in dress coding, proper grooming, good posture, punctuality and teaching strategies in all of their major and professional subjects. Practice teachers were also informed of the same during the Practice Teaching Orientation. Nevertheless, ST Supervisor may still consider conducting a homeroom meeting to remind PTs of other concerns.
3. Though the curriculum for BSED exceeded the minimum CHED requirement; the recommendation of cooperating teachers to add more specialized subjects will take into consideration.
4. Additional seminars for pre-service teachers as recommended by the cooperating teachers will be considered for proposal.
5. Should there be another research to be conducted; the researcher highly recommends that other majors and program be considered by future researchers.

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