STUDENT TEACHERS' INSIGHTS INTO MONITORING AND ASSESSMENT PRACTICES IN PUBLIC SCHOOLS: A DESCRIPTIVE-PHENOMENOLOGICAL STUDY

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ABSTRACT: *This study explores the prevailing practices of monitoring and evaluating learners' progress and achievement in selected public elementary and secondary schools within the City Division of Dumaguete under the Basic Education Program. Anchored in the philosophical frameworks of Pragmatism and Constructivism, the research investigates how cooperating teachers assess student performance and recognize academic achievement, as well as how these practices are perceived and reflected upon by student teachers from Negros Oriental State University during their practice teaching. Through qualitative inquiry grounded in classroom observations and reflective narratives, the study sheds light on authentic, experience-based strategies that shape effective teaching and assessment in real-world educational contexts. Using a qualitative descriptive-phenomenological design, the study collected data from 20 student teachers assigned to six selected public elementary and secondary schools within the City Division of Dumaguete. Stratified purposive sampling ensured diverse representation across educational levels and disciplines. Data were gathered through reflective journals, observation checklists, and responses from Field Study 1 workbooks, capturing student teachers' insights into the strategies used by cooperating teachers in monitoring and evaluating learner performance. The research was guided by a pragmatic-constructivist paradigm, emphasizing real-world classroom observation, reflective practice, and context-based meaning-making. The study revealed that cooperating teachers in Dumaguete City employed diverse, student-centered strategies in monitoring and assessing learner progress, including real-time feedback, formative assessments, strategic questioning, and inclusive practices. Student teachers observed that these approaches promoted learner engagement, motivation, and academic success, while also enhancing their own reflective practice and pedagogical growth. The study concludes that effective assessment is rooted in continuous feedback, adaptive instruction, and recognition of student achievements. It recommends that teacher education programs integrate formative assessment techniques, inclusive teaching strategies, and structured mentorship to better prepare future educators for responsive, learner-focused classroom environments.*

Keywords:Monitoring and Evaluation, Student Teachers' Perspective, and Learner Achievement

INTRODUCTION

Monitoring and evaluation are essential in basic education, particularly in the City Division of Dumaguete, where they help track, assess, and recognize students' academic development. With reforms like the K-12 program, cooperating teachers play a vital role in guiding student teachers to assess learner achievements through seatwork, discussions, exams, and homework. These tasks involve both formative and summative assessments that identify learning gaps, support interventions, and celebrate success. Cooperating teachers, as mentors, balance assessment with fostering a positive learning environment.However, their specific methods and strategies remain underexplored in Dumaguete. This study addresses that gap by examining student teachers' perceptions and reflections on the assessment practices of cooperating teachers, and how these align with educational standards under the Basic Education Program. Effective assessment practices are linked to academic success [1], with formative and summative assessments offering complementary insights [2], and student achievement recognition fostering motivation [3]. Yet, little research exists on cooperating teachers' strategies in this local context.

Student teachers offer valuable feedback on these practices. Garcia et al. note their insights can improve teaching and evaluation methods [4]. This research investigates: (1) how cooperating teachers assess student performance; (2) their strategies for recognizing achievement; (3) best practices as perceived by student teachers; and (4) student teacher reflections on these strategies. The study aims to enrich understanding of assessment and recognition practices in Dumaguete's educational system.

RATIONALE OF THE STUDY

Monitoring and evaluating learners' progress are essential to ensuring the quality of basic education, particularly in the diverse classroom contexts of Dumaguete City. As educational reforms like the K–12 curriculum continue, the role of cooperating teachers has expanded, requiring them to guide student teachers in developing effective assessment skills. These mentors help future educators meaningfully evaluate learning outcomes across varied academic tasks.

Despite the significance of these practices, limited research exists on how cooperating teachers in Dumaguete implement monitoring and assessment, or how student teachers perceive these strategies. Since student teachers are directly engaged in classrooms and closely observe their mentors' methods, their insights offer a valuable perspective on current practices.

This study aims to document and analyze the strategies used by cooperating teachers in assessing student performance, as viewed by student teachers from Negros Oriental State University. By identifying best practices and aligning them with educational standards, the research seeks to enhance teacher training and promote more effective, inclusive, and learner-centered assessment methods in Dumaguete's schools.

STATEMENT OF THE PROBLEM

The focus of this research is to identify the common practices of monitoring and evaluating of learners' progress and achievements in the City Division of Dumaguete under the Basic Education Program. Specifically, it answers the following questions:

1. How does a cooperating teacher monitor and assess students' performance in seatwork, comprehension during discussions, examinations, and homework?
2. What strategies do cooperating teachers use to evaluate and recognize students' achievement?
3. What are the best practices of cooperating teachers in monitoring, assessing, and recognizing students' performance as perceived by student teacher observers?
4. How do student teachers reflect on the strategies used by cooperating teachers to monitor, assess, and recognize students' performance.
5. What developmental strategies can be recommended to improve monitoring and assessment practices in basic education within the City Division of Dumaguete?

PHILOSOPHICAL UNDERPINNINGS

This study is grounded in Pragmatism and Constructivism, complementary philosophies emphasizing experiential learning, reflection, and context. Pragmatism, as Dewey proposed, sees learning as rooted in active participation and real-life problem-solving [5], supporting authentic classroom experiences for student teachers. It fosters reflection and adaptability in developing effective assessment strategies [7]. Constructivism, influenced by Vygotsky and Piaget, highlights knowledge construction through experience and social interaction [8], aligning with how pre-service teachers form professional identities. Research affirms constructivist methods help assess learner needs and develop context-sensitive practices [9], supported by tools like reflective journals [10]. Together, these paradigms advocate immersive, reflective learning as key to effective teacher education, as Korthagen also emphasizes [11].

SCOPE AND LIMITATION OF THE STUDY

This study examined existing practices for monitoring and evaluating learner progress in selected public elementary and secondary schools in Dumaguete. Grounded in Pragmatism and Constructivism, it focused on experience-based learning through student teachers' reflections on classroom observations. It explored how cooperating teachers assessed seatwork, discussions, exams, and homework, as interpreted by student teachers.

The research was limited to six public schools and 20 NORSU student teachers across disciplines. Data came solely from scheduled classroom observations, excluding perspectives from cooperating teachers, administrators, or students, thus limiting triangulation. The study focused only on assessment-related practices, excluding areas like curriculum planning or classroom management. Findings were shaped by constructivist, context-dependent interpretations, offering qualitative insight into Dumaguete's assessment practices but limiting generalizability and deeper access to teacher intentions.

SIGNIFICANCE OF THE STUDY

This study is valuable to various educational stakeholders, particularly within the City Division of Dumaguete, as it explores how cooperating teachers' assessment practices are perceived by student teachers. By capturing authentic classroom experiences, the research enhances understanding of how learner progress is monitored and recognized, contributing to improved teaching effectiveness, assessment literacy, and professional growth.

Teacher education department like Negros Oriental State University, the findings offer feedback to refine pre-service training and align curriculum with actual classroom practices.

Cooperating teachers and in-service educators, the study highlights effective assessment strategies and areas for improvement, promoting reflective, evidence-based teaching.

Policymakers and administrators can use the results to assess current assessment practices in public schools and guide professional development, supervision, and quality assurance.

Student teachers, the study emphasizes the value of reflection and experiential learning in shaping their professional identity and role in building learner-centered practices.

Overall, the study bridges theory and practice, offering insights that can strengthen teacher preparation and classroom instruction in the region.

REVIEW OF RELATED LITERATURE

This review explores research-based strategies for monitoring and evaluating learners' progress, focusing on seatwork, classroom discussions, examinations, and homework. It is organized around five major themes: teacher engagement, formative assessment, classroom management, student motivation, and feedback practices.

Monitoring Seatwork: Engagement, Feedback, and Autonomy: Effective monitoring of seatwork fosters student independence while ensuring support. Real-time feedback during tasks, as emphasized by Cumming-Potvin and McCabe [12], allows teachers to correct misunderstandings immediately. Anderson and Lei [13] further stress that positive, task-specific feedback enhances motivation and engagement.

Teacher support, when balanced with autonomy, promotes critical thinking. Garcia and El-Sheikh [14] found that scaffolding during seatwork, alongside opportunities for student independence, strengthens learning. Miller and McCarthy [15] advocate for gradual release of support to build self-regulation.

Formative Assessment and Continuous Monitoring: Formative assessments during seatwork and discussion help teachers identify learning gaps and provide timely interventions. Carless [16] and Hattie & Gan [17] stress that feedback is most effective when delivered during the learning activity. These strategies enable students to adjust their understanding in real time. In classroom discussions, formative questioning and observation support comprehension and engagement. Teachers monitor verbal and non-verbal cues to gauge understanding, allowing for instructional adjustments [23].

Engagement, Interaction, and Comprehension in Discussions: Engagement through questioning and peer collaboration boosts comprehension. Black &Wiliam [22] and Guskey [23] advocate for interactive strategies like open-ended questioning, peer discussions, and real-time checks for understanding. Student teacher observations support these findings, citing practices such as concept translation, clarification, and collaborative tasks (P2, P3, P6, P10).

Teacher-Facilitated Examinations: Teacher-facilitated exams promote understanding, reduce anxiety, and uphold academic integrity through structured monitoring, instructional support, and immediate feedback [24-26]. Effective classroom management, active supervision, and real-time clarification ensure that students remain focused and supported during assessments [27-31].

Homework as Assessment and Learning Tool: Homework reinforces learning and fosters essential skills like time management and responsibility [39, 40]. It serves both as practice and as a formative assessment tool, with clear guidelines and consistent feedback being essential to its effectiveness [41-43]. Long-term assignments, such as reflective portfolios, deepen understanding and critical thinking [44, 48].

Monitoring task completion and comprehension allows teachers to tailor instruction and support individual needs [49-51].

Assessment and Feedback Practices. Diverse assessment strategies, combining formative and summative methods, allow for comprehensive evaluation of student learning [22, 52]. Rubrics ensure transparency and fairness [53], while differentiated assessments support inclusivity [54].

Timely, student-centered feedback encourages reflection and goal setting [55,56], aligning with self-directed learning frameworks that promote ownership and engagement [57,58].Across all modes of assessment—seatwork, discussion, exams, and homework—effective monitoring hinges on active teacher engagement, responsive feedback, and strategies that promote student autonomy and reflection. The literature consistently supports practices that integrate formative assessment, clarity, and motivation to improve learning outcomes.

Cooperating teachers demonstrated several effective strategies for monitoring, assessing, and recognizing student performance, contributing to improved learning outcomes. Active monitoring and classroom circulation allow teachers to provide immediate support, clarify instructions, and address individual learning needs. Balash et al. emphasize that balanced monitoring maintains academic integrity while fostering inclusion, especially in SPED settings [62]. Observations from student teachers, such as P1 and P3, confirm the value of real-time feedback and adaptive support during tasks. Strategic questioning and structured discussions further promote engagement and critical thinking. Open-ended and clarifying questions help assess comprehension and guide instruction, as supported by Martinez Calvit and Ford [63]. Student teachers, including P10, P12, and P19, noted the importance of summarizing key points and identifying student difficulties through questioning.

Timely and constructive feedback is also essential. Immediate, specific feedback enhances student motivation, supports growth, and deepens understanding. Kraft and Blazer found that data-driven feedback boosts higher-order thinking in preservice teachers [64]. Participants like P8, P20, and P7 highlighted how feedback and recognition strengthen confidence and engagement.

Inclusive instruction is another vital practice. By using strategies such as UDL, visual aids, and differentiated instruction, teachers accommodate diverse learning needs. Celestial et al. found these methods effective in blended environments [65]. Observations from P3, P13, and P8 supported this, emphasizing translation, non-verbal cues, and visual tools to aid student comprehension.

Lastly, data-driven instruction plays a crucial role. Teachers analyze student work to tailor lessons and address learning gaps. The Digital Learning Edge noted improved inclusivity and effectiveness when using student data [66]. Student teachers like P6, P18, and P19 recognized how performance trends inform teaching decisions.

In summary, best practices include active monitoring, strategic questioning, timely feedback, inclusive instruction, and data-driven strategies. These approaches enhance engagement, motivation, and academic success in diverse learning environments.

OPERATIONAL DEFINITION OF TERMS

- **Assessment Strategies:** Compost of Formative Assessments: Ongoing tools (e.g., quizzes, group work) used during instruction to adjust teaching, Summative Assessments: Final evaluations (e.g., exams, projects) used to gauge overall learning, and Authentic Assessments: Real-world tasks (e.g., portfolios, case studies) that evaluate applied knowledge. Hayward [67] supports varied, holistic assessments over traditional exams.

- **Cooperating Teacher-** An experienced mentor guiding student teachers during practicum. Provides feedback, models best practices, and bridges theory to practice.Vecaldo et al. [68] highlight their critical role in teacher development.

- **Monitoring and Evaluating Learners' Progress:** The continuous use of formative and summative assessments to track learning and guide instruction. Emphasis on diverse tools to improve decision-making [67].

- **Reflective Practice:** Teachers evaluate and adapt their methods to improve student outcomes and professional growth. Fuertes-Camacho et al. [69] note its importance during crises like the COVID-19 pandemic.

- **Student Teacher:** A teacher-in-training practicing in real classrooms under supervision. Gains hands-on experience to transition into professional teaching roles. Supported by cooperating teachers for development [4].

METHODOLOGY

This study, *"Student Teachers' Insights into Monitoring and Assessment Practices in Public Schools: A Descriptive-Phenomenological Study"*, employed a qualitative descriptive design to explore how cooperating teachers monitor, assess, and recognize student performance, and

how student teachers reflect on these practices during their practicum. Grounded in Pragmatism and Constructivism, the methodology focused on collecting first-hand insights from student teachers based on their classroom immersion experiences. Data were gathered from various public elementary and secondary schools in Dumaguete City, emphasizing real-time observation and reflection. The approach enabled a rich understanding of classroom monitoring and evaluation strategies, shaped by contextual teaching realities and reflective practices.

Research Paradigm
This study adopts a Pragmatic-Constructivist paradigm, combining experiential learning with reflective meaning-making [7][6][9][69]. Pragmatism emphasizes solving real educational problems, such as how cooperating teachers assess learners, while Constructivism highlights the role of observation and reflection in shaping student teachers' professional growth. This framework guides the study's exploration of how student teachers perceive and interpret cooperating teachers' monitoring and assessment practices, promoting contextual insight and evidence-based recommendations for teacher education.

Research Approach
This study employed a qualitative descriptive-phenomenological design to explore the monitoring and assessment practices of cooperating teachers in selected public schools in Dumaguete City. This approach was chosen to capture the lived experiences of student teachers, emphasizing how they perceive and interpret classroom assessment strategies [70]. Data from observation logs, reflection journals, and interviews offered context-rich insights into how cooperating teachers assess learners and how student teachers reflect on these practices during their practicum.

Research Design
This study used a qualitative descriptive-phenomenological design to explore how cooperating teachers monitor and assess learners' progress, as observed and reflected on by student teachers in Dumaguete City. This approach allowed for an in-depth understanding of student teachers' lived experiences during their practicum [71][70].Data were gathered through reflective journals, observation reports, and interviews with student teachers from six public schools. The focus was on how cooperating teachers assess learners through seatwork, discussions, exams, and homework, and how student teachers interpret these practices. Rooted in Pragmatism and Constructivism, this design emphasizes reflective inquiry and contextual learning [6, 10].

Research Locale
The study was conducted in selected public elementary and secondary schools in Dumaguete City, Negros Oriental, Philippines, a known educational hub in the region. The sites were chosen based on the practicum placements of student teachers from Negros Oriental State University – College of Teacher Education (NORSU-CTE).These schools offered diverse learning environments, allowing student teachers to observe and reflect on varied assessment practices across educational levels. This real-world setting

aligned well with the study's goal of examining how cooperating teachers monitor and evaluate learner progress in actual classrooms.

Participants of the Study
The study involved 20 cooperating teachers and 20 student teachers from public elementary and secondary schools in Dumaguete City for the academic year 2024–2025. The cooperating teachers, experienced in learner assessment, mentored student teachers from NORSU-CTE during their practicum. A stratified purposive sampling method was used to ensure representation across gender and grade levels. Participants were selected based on active teaching assignments and direct classroom engagement, providing relevant insights into assessment practices and reflective teaching experiences.

Research Methods
This study employed a qualitative research design to explore the perceptions and experiences of cooperating teachers and student teachers with respect to the monitoring and evaluation of learners' progress. The research primarily adopted a descriptive phenomenological approach to examine the lived experiences of the participants and their reflections on monitoring, assessment, and evaluation practices in real-world classroom settings. Data were collected through "Data Mining". The researchers collected the responses or answers of the student teachers based on the identified variables from the individual Workbook (Field Study 1). To gather student teachers' insight on monitoring, assessment, evaluation, and reflections based on observations, on the practices employed by cooperating teachers, verbatim answers from their workbook was gathered. These methods allowed for a comprehensive understanding of both the observable practices and subjective experiences of the participants during the filed activities.

RESEARCH INSTRUMENTS
Observation Checklist: An observation checklist was used to assist in the systematic collection of data during classroom observations. This checklist focused on key aspects of the classroom environment, the implementation of assessment practices, and the interactions between teachers and students during the assessment process. Guide Questions: Guide questions from Field Study 1 were the main instrument in gathering the different perspective through a personal reflections and observations based on the practices of cooperating teacher on monitoring, assessing, and evaluating students.

ETHICAL CONSIDERATION
The study followed strict ethical standards to protect participants' rights and ensure research integrity. Informed consent was obtained from student teachers after explaining the study's purpose, procedures, and risks, with assurance of voluntary participation and the right to withdraw at any time. Confidentiality and anonymity were maintained through the use of pseudonyms and aggregated data reporting. Additionally, the study fostered a respectful and supportive environment for participants to share insights drawn from their Field Study 1 workbooks.

RESULTS AND DISCUSSIONS

1. How does a cooperating teacher monitor and assess students' performance in seatwork, comprehension during discussions, examinations, and homework?

a. Monitoring Seatwork

Monitoring seatwork is vital for classroom management and student learning, as it enables teachers to provide immediate feedback, ensure focus, and support skill reinforcement and concept mastery [12, 14, 18, 72]. Effective monitoring involves active teacher engagement to identify learning gaps and maintain a productive environment while promoting student independence and critical thinking [13, 21, 27, 73]. Student teachers observed that cooperating teachers balanced guidance with autonomy, applied formative assessment during seatwork, managed class time efficiently, and used positive reinforcement to motivate learners. These practices reflect a supportive and engaging instructional approach that fosters both academic growth and self-directed learning.
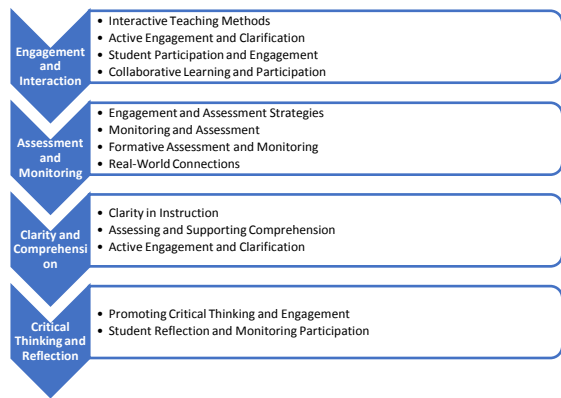
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Figure 1: Emergent Framework in Monitoring Seatwork

Student teachers observed that cooperating teachers employed four key strategies during seatwork: active engagement and real-time feedback to keep students focused and reinforce learning [73, 74]; balancing support with autonomy to encourage problem-solving and independent thinking [14][57]; using formative assessments like checklists and individual evaluations to monitor progress and guide instruction [17, 75]; and applying classroom management techniques such as timers and behavioral monitoring to ensure productivity [18, 72]. Additionally, to enhance student comprehension during discussions, cooperating teachers used questioning techniques, formative assessments, and non-verbal cues to actively engage students, monitor understanding, and promote critical thinking [22, 23].

b. Student's comprehension during discussion

Student teachers observed that cooperating teachers used structured techniques to develop student comprehension during discussions, emphasizing its importance in ensuring engagement and understanding. Strategies such as questioning techniques, non-verbal cues, and formative assessments were commonly used to assess and enhance comprehension [22]. Teachers asked open-ended questions, encouraged peer discussions, and prompted students to explain concepts in their own words to monitor understanding and provide timely feedback [23]. These approaches supported engagement, assessment, clarity, and critical thinking—fostering active learning and improving academic outcomes.
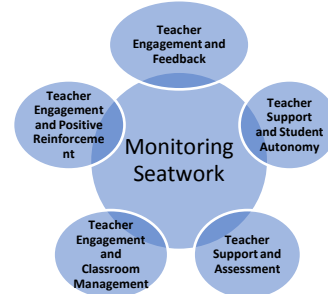
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Figure No. 2. Student's comprehension during discussion

Engagement and Interaction: Teachers use methods that promote student participation, including interactive teaching, questioning, and peer discussions. Techniques such as asking open-ended questions, summarizing key points, and encouraging collaboration help keep students engaged and ensure understanding. For instance, participant P2 noted that their teacher encouraged partner discussions before sharing with the class, and used gestures like thumbs-up to gauge student understanding.

Assessment and Monitoring: Cooperating teachers also use real-time assessments to monitor comprehension through questioning, observations, and formative assessments. Teachers actively observe student reactions, such as facial expressions and body language, and provide feedback based on these cues. Student teacher P1 observed that their cooperating teacher used follow-up questions to deepen understanding and checked student comprehension by observing non-verbal cues, such as facial expressions.

Clarity and Comprehension: To ensure students fully understand the material, teachers focus on providing clear instructions and simplifying complex ideas. This involves repeating questions, using students' language for clarification, and offering additional examples to support comprehension. Participant P3 highlighted how the teacher repeated questions and used simpler language to ensure clarity.

Critical Thinking and Reflection: Teachers also encourage critical thinking and student reflection by posing higher-order questions that require elaboration and deeper thought. Reflection strategies, like summarizing key points, help reinforce comprehension. For example, P11 mentioned how their teacher used open-ended questions to encourage deeper thought and critical engagement with the material. These strategies—engagement, assessment, clarity, and critical thinking—combine to enhance student comprehension and foster active participation. Teachers create a dynamic learning environment where real-time feedback and active student engagement lead to deeper understanding and improved academic outcomes.

c. Examinations:

A teacher-facilitated examination involves active teacher participation in guiding, managing, and supporting students during the exam. Unlike traditional exams, this approach includes clarifying instructions, offering real-time feedback, and monitoring student progress by walking around the classroom and addressing confusion, creating a supportive environment [37]. It also incorporates interactive strategies like peer discussions and think-pair-share activities to foster collaborative learning and reduce anxiety [24]. This method promotes deeper understanding and ensures academic integrity and focus [25]. Overall, teacher-facilitated exams provide a more engaging, flexible assessment model that enhances student performance and comprehension [26].Based on observations by student teachers, cooperating teachers employ the following strategies for effective exam management:
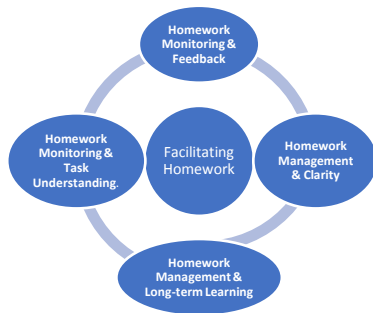
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Figure 3: Emergent Framework on Facilitating Examination

Cooperating teachers employ a range of effective strategies to manage and assess examinations, ensuring a smooth and supportive testing environment. Strong classroom management is evident through controlled environments that minimize distractions, prevent cheating, and keep students focused—practices such as strategic seating, constant circulation, and time checks support academic integrity [27][28]. Student teachers noted these behaviors, observing teachers arranging seats to avoid cheating and monitoring student progress closely [P1, P2, P4, P5]. Instructional support before and during exams also plays a key role, with teachers providing clear instructions, addressing student concerns, and explaining test formats to reduce anxiety and enhance comprehension [30, 31]. Observations confirm that cooperating teachers clarified exam tasks and addressed individual student questions when needed [P3, P7, P8, P10].

Timely feedback further strengthens the exam process by helping students reflect on performance and correct misunderstandings. Teachers reviewed test results, discussed common errors, and provided specific guidance for improvement [33], which was observed by student teachers in post-exam feedback sessions [P13, P18]. In addition, maintaining engagement through pre-exam reviews and a quiet, focused environment ensures students stay on task and understand expectations [36, 37]. These combined practices—management, instructional clarity,

responsive feedback, and engagement—not only uphold exam standards but also contribute to improved student outcomes and a more effective learning experience.

d. Homework

Homework plays a vital dual role as both an activity and an assessment tool that reinforces classroom learning and evaluates student understanding. It promotes independent learning and the application of classroom concepts, supporting retention and mastery [39], while also developing key skills like time management, responsibility, and self-discipline [40]. As an assessment method, homework gives teachers insight into student progress and helps identify areas needing support [41]. Regular feedback allows for instructional adjustments to better meet individual needs [42], and research shows that well-structured assignments with clear instructions and timely feedback can significantly improve academic performance [43, 44].Based on the observations of student teachers on the common practices observed by their cooperating teachers in facilitating homework in class, the following emergent themes were identified.(1) Homework Monitoring & Feedback, (2)
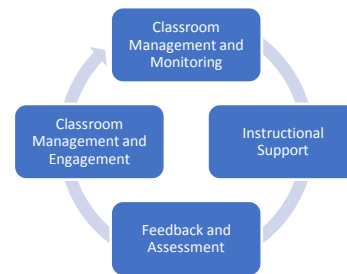
Emergent Framework

Figure 4: Facilitating Homework

Homework Management &Clarit, (3) Homework Management & Long-term Learning. Primary focus: Long-term assignments, reflection tasks, and advanced learning preparation, and (4) Homework Monitoring & Task Understanding.

As P1 noted, *"The teacher reviews homework, asks students to share answers, and gives feedback highlighting strengths and areas for improvement,"* while P5 observed that *"The teacher regularly checks homework and provides constructive feedback to help students understand their mistakes."* Clear instructions and structured management also ensure students stay on task, as P14 shared, *"The teacher gives detailed instructions and reminds students to submit homework on time via Google Classroom,"* and P18 added, *"The teacher provides clear instructions and reviews homework in class, offering feedback"* [40, 43, 46]. Long-term tasks deepen learning, with P10 stating, *"The teacher assigns reflective tasks and portfolio submissions, encouraging students to prepare for future lessons,"* and P15 observing that *"The teacher monitors students' homework completion and assesses their level of independence in completing assignments"* [39, 44,48].Monitoring comprehension is equally crucial; P19 noted, *"The teacher tracks homework completion and*

checks students' understanding before starting new lessons," and P17 added, *"The teacher monitors students' progress, provides feedback, and offers additional support when needed"* [49, 50]. Together, these practices—rooted in monitoring, management, and feedback—promote critical thinking, sustained engagement, and better mastery of content [41, 42, 40, 44, 49].

2.   What strategies do cooperating teachers use to evaluate and recognize students' achievement?
The thematic analysis of participants' responses highlights key strategies used by cooperating teachers to assess and recognize student achievement. The main themes are Assessment Diversity and Clear Criteria, Collaboration and Communication with Stakeholders, and Motivation and Positive Reinforcement. Participants emphasized the use of both formative and summative assessments to cater to diverse learning styles, fostering student engagement. Clear communication with parents and students, along with the use of rubrics, ensured consistent feedback and goal-setting. Teachers also recognized student accomplishments through methods like certificates and constructive feedback, helping to create a positive learning environment and boosting motivation.

These findings underscore the importance of adaptable assessment strategies and active collaboration with students and parents in recognizing student

Cooperating teachers use a variety of strategies to evaluate and recognize student achievement, emphasizing diverse assessments, student-centered feedback, motivation, and collaboration with stakeholders. They employ both formative and summative tools—like quizzes, exams, projects, and peer evaluations—supported by rubrics to ensure fairness and address different learning styles. Student involvement and timely feedback are prioritized, with teachers promoting self-assessment and goal-setting to build learner autonomy. Motivation is boosted through recognition strategies such as certificates and praise, and technology is often integrated to streamline assessment and feedback. Regular communication with parents further reinforces these practices, fostering a supportive learning environment that enhances student engagement and success.

achievements. Such practices are crucial for improving instructional quality and student outcomes [52, 54].
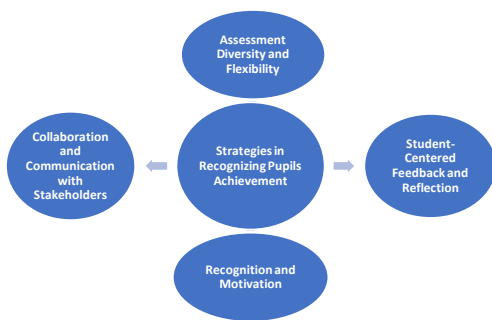
Emergent Framework

Figure No. 5 Recognizing Pupils Achievement

3.   What are the best practices of cooperating teachers in monitoring, assessing, and recognizing students' performance as perceived by student teacher observers?
Cooperating teachers play a key role in modeling effective classroom practices for student teacher observers, particularly in monitoring, assessing, and recognizing student performance. Best practices include circulating the classroom to ensure engagement, using open-ended and clarifying questions to deepen understanding, and providing timely, specific feedback to support student growth. They also demonstrate inclusive strategies to meet diverse learning needs and use data-driven approaches to adjust instruction based on student performance, which not only enhances student learning but also helps preserve teachers develop their own teaching skills [2].

The observations underscore five core instructional strategies that enhance student engagement and achievement. First, active monitoring during seatwork and exams allows teachers to circulate the room, offer timely assistance, and maintain focus and academic integrity. Second, the strategic use of questioning and discussions deepens understanding by encouraging reflection and peer interaction. Third, timely and specific feedback helps students recognize their strengths and areas for improvement, fostering growth and motivation. Fourth, to support diverse learning needs, teachers adapt their methods using tools like translation, visual aids, and sensitivity to non-verbal cues, ensuring inclusive instruction. Lastly, data-driven instruction allows educators to analyze student performance and adjust teaching approaches accordingly, resulting in more targeted support and improved learning outcomes.

Emergent Framework

Figure No. 6 on Best Practices

Student teachers identified best practices that create student-centered, inclusive, and effective learning environments. Active monitoring during seatwork and exams allows teachers to offer real-time support and promote autonomy, as noted by P1 and P2 and supported by Balash et al. [62]. Strategic questioning and open-ended discussions deepen understanding and engagement, consistent with Martinez Calvit and Ford [63], with P10 and P12 highlighting how clarifying questions help assess and support comprehension. Timely, specific feedback fosters a growth mindset and guides improvement, as emphasized by P8, P20, and supported by Kraft and Blazer [64]. Teachers also use inclusive strategies—such as chunking, translation, and visual aids—to support diverse learners, reflecting Celestial et al.'s inclusive framework [65], as seen in P3

and P8's observations. Lastly, data-driven instruction, noted by P6 and P18, enables personalized adjustments based on student responses and performance, in line with The Digital Learning Edge's recommendations [66].

4.   How do student teachers reflect on the strategies used by cooperating teachers to monitor, assess, and recognize students' performance?

In educational settings, student teachers often face the challenge of adapting their teaching practices to diverse student needs while managing various assessment strategies. Cooperating teachers, who provide mentorship and support, offer valuable insights on effective instructional strategies. Through their observations, several key themes emerge, reflecting best practices in teaching and assessment. These themes can be grouped into four overarching categories: continuous monitoring and feedback, student empowerment and ownership, inclusive and supportive learning environments, and diverse and varied assessment strategies.
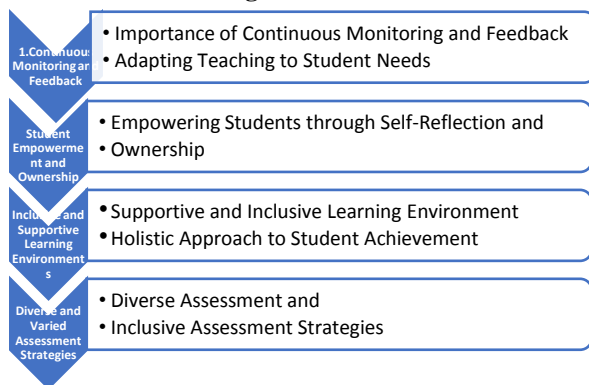
Emergent Framework

Figure 7: Student Teacher Reflection

Continuous monitoring and timely feedback are essential for student success, enabling teachers to adjust instruction to meet evolving needs. Hattie and Timperley [55, 72] emphasize that specific, timely feedback boosts achievement, while Hattie and Gan [17] highlight the value of formative assessment in improving outcomes. Participants P1, P2, and P3 echoed this, noting that ongoing assessment motivates students and supports instructional adjustments for diverse learners.

Empowering students through self-reflection and goal-setting enhances motivation and academic ownership. Zimmerman [56] supports this, noting improved performance in self-regulated learners. Participants P2 and P13 observed that feedback fosters confidence and responsibility. Additionally, inclusive strategies and emotional support, as advocated by Darling-Hammond *et al.* [10], were emphasized by P2 and P8. Finally, varied assessments like quizzes, projects, and peer reviews—endorsed by Black and Wiliam [22] and supported by P11 and P14—ensure fairness and address diverse learning needs. These practices create responsive, student-centered classrooms that support holistic development.

5.   What developmental strategies can be recommended to improve monitoring and assessment practices in basic education within the City Division of Dumaguete?

To improve monitoring and assessment in Dumaguete's basic education, teachers should strengthen real-time monitoring, use formative assessments effectively, and provide timely feedback. Training in differentiated instruction and strategic questioning can better support diverse learners. Incorporating portfolios, peer collaboration, and clear recognition systems boosts motivation and mastery. Stronger parent-teacher communication and data-driven planning will further enhance student engagement and academic growth.

SUMMARY OF RESULTS

The study explored how cooperating teachers in Dumaguete monitor, assess, and recognize student performance, as observed by student teachers during their practicum. Grounded in qualitative descriptive-phenomenological research, it revealed that effective practices include active monitoring during seatwork, real-time feedback, and formative assessments that guide instruction and foster student autonomy. During discussions, teachers used strategic questioning and peer interaction to enhance understanding. Exams were managed with clear instructions, close supervision, and constructive feedback, while homework practices emphasized routine, clarity, and long-term tasks like portfolios to support mastery. Teachers employed diverse assessment tools—quizzes, reflections, and projects—paired with feedback, self-assessment, and recognition strategies such as praise and awards to motivate learners. Communication with parents and inclusive methods ensured engagement for all students. Student teachers reflected that these dynamic, student-centered approaches not only supported academic achievement but also fostered equity, motivation, and personal growth

CONCLUSION

This comprehensive summary captures how cooperating teachers effectively engage students through real-time feedback, active monitoring, and formative assessment to maintain focus and deepen understanding during seatwork. Balancing support with autonomy cultivates critical thinking, while classroom management and positive reinforcement foster a productive and motivating environment. By using diverse assessment methods—both formative and summative—along with clear feedback, self-reflection, and parent communication, teachers promote academic growth and student ownership. Best practices also emphasize inclusivity through differentiation and data-driven instruction, with student teacher reflections highlighting a strong commitment to student-centered, equitable learning environments that support success for all learners.

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