

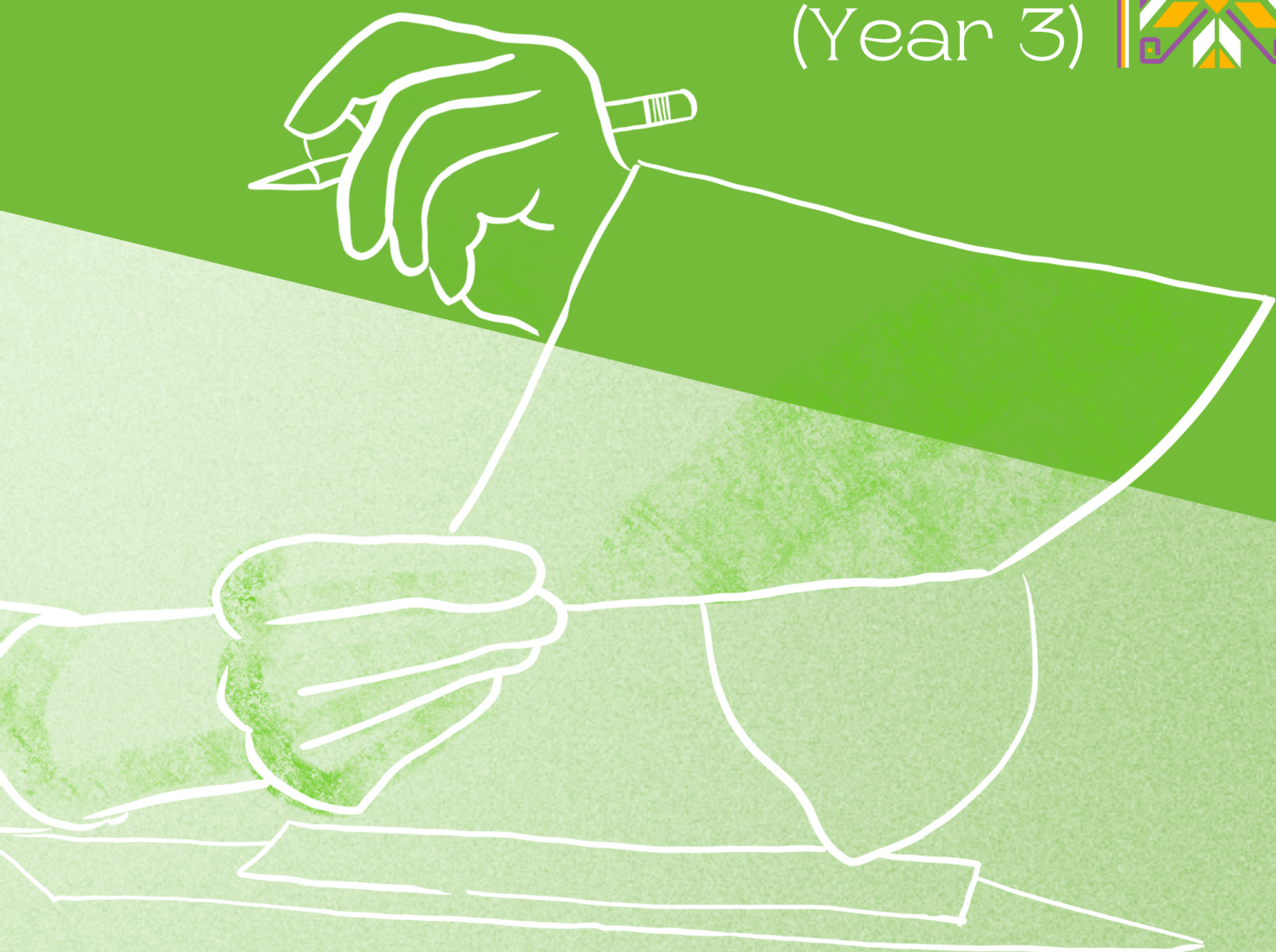


APCEIU



# PILOT TESTING

**GCED** Curriculum  
Development and  
Integration Project  
in the Philippines  
(Year 3)



# PILOT TESTING

Curriculum  
Development and  
Integration Project  
in the Philippines  
(Year 3)



APCEIU



Copyright © 2021 **Asia-Pacific Centre of Education for International Understanding and  
Philippine Normal University**

All rights reserved. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the Philippine Normal University and/or UNESCO-APCEIU, except in the case of brief quotations embodied in critical reviews and certain other noncommercial uses permitted by copyright law.

Published by  
Asia-Pacific Centre of Education for International Understanding  
and  
Philippine Normal University  
Manila, Philippines

Layout Artist: **Gerimara Vinaya S. Manuel**

Language Editors: **Marla C. Papango, Ali G. Anudin, Caridad N. Barrameda,  
Jasper P. Lomtong**

Writers/Associate Editors: **Gerry C. Areta, Zyralie L. Bedural, Carl O. Dellomos,  
Rowena R. Hibanada, and Serafin A. Arviola Jr.**

Chief Editor: **Carl O. Dellomos**

Consultants: **Bert J. Tuga, Jocelyn DR Andaya, and Rita B. Ruscoe**

Project Management Team

Project Director: **Serafin A. Arviola Jr.**

Deputy Project Director: **Carl O. Dellomos**

Core Team Members: **Zyralie L. Bedural, Rowena R. Hibanada, and Gerry C. Areta**

Faculty Assistant: **Iona Ofelia B. Zanoria**

Technical Assistants: **II Timothy D. Salegumba and Jean Pauline E. Maur**



# EXECUTIVE SUMMARY

The Pilot Testing and Validation activity is the third installment of the third phase of the Global Citizenship Education (GCED) Curriculum Development and Integration in the Philippines. The main objective of this activity is to pilot-test and validate the instructional materials (IMs) developed for the project:

- Manual for Writing GCED Lesson Exemplars entitled Developing Philippine GCED Lesson Exemplars: A Guide to Practice
- The GCED Lesson Exemplars (GLEs)
- The Pre-Recorded Teaching Demonstration Videos of the Lessons

The PNU-GCED Core Team conducted FGDs gathering feedback from the users and developers of the IMs and in getting the perspectives of those who would be implementers. This report presents the summaries of the series of Focus Group Discussions (FGDs) of the Cluster Coordinators and Teacher-Writers held on July 27, 2021, and of the School Head-Validators and Teacher-Validators held on August 6-7, 2021.

The FGDs for the Cluster Coordinators and Teacher-writers were focused on the validation of the manual since they were able to use it to develop their own GCED Lesson Exemplars. Facilitated by the faculty assistant along with the technical assistants, the cluster coordinators and teacher-writers shared their experiences in using the manual with other participants especially on the process of developing the GLEs. The participants generally had positive feedback regarding the manual and were also able to give insights and input on how the manual could be improved further.

On the other hand, the school head-validators and teacher-validators were given time to individually validate the project's outputs prior to their FGD. Specifically, the school head-validators evaluated the GLEs and pre-recorded teaching demonstration videos, while the teacher-validators also validated these two, along with the manual. Facilitated by the cluster coordinators, the FGDs provided an avenue for the participants to discuss their evaluation on the materials, the GLEs, and the videos. Moreover, they comments and suggestions regarding possible revisions in terms of the lesson content and other technical aspects of the materials. The participants generally had positive feedback on the materials and they also had specific suggestions such as conducting GCED trainings, conferences, and workshops for future teacher-writers and validators.



# KEY PEOPLE

## Consultants

**Bert J. Tuga, Ph.D.**

President, Philippine Normal University

**Rita B. Ruscoe, Ph.D.**

Curriculum Expert, Philippine Normal University

**Joyce Andaya, Ph.D.**

Director IV, Bureau of Curriculum Development,  
Department of Education-Philippines

## Core Team

**Dr. Serafin A. Arviola Jr.**, Project Director

**Prof. Carl O. Dellomos**, Deputy Project Director

**Dr. Rowena R. Hibanada**, Core Team Member

**Prof. Gerry C. Areta**, Core Team Member

**Dr. Zyalie L. Bedural**, Core Team Member

**Prof. Iona Ofelia B. Zanoria**, Faculty Assistant

**Ms. Jean Pauline E. Maur**, Technical Assistant

**Mr. Il Timothy D. Salegumba**, Technical Assistant

## Cluster Coordinators

**Denmark L. Yonson, Ph.D.**

**Salve A. Favila, Ph.D.**

**Madonna C Gonzales, Ph.D.**

**Adelyne C. Abrea, Ph.D.**

**Joseph P. Erfe, PhD**

**Raul D. Balbuena, M.A.**

**Allan S. Reyes, Ph.D.**

**Ma. Lorella Arabit-Zapatos, Ph.D**

## Language Editors

**Prof. Marla C. Papango**

**Dr. Ali G. Anudin**

**Dr. Caridad N. Barrameda**

**Prof. Jasper P. Lomtong**

## Qualitative Analysts

**Mr. Ken T. Kishimoto**

**Prof. Merimee Tampus-Siena**

**Prof. Mary Easter Claire S. Perez-Torres**

## Quantitative Analysts

**Prof. Carl O. Dellomos**

**Ms. Arianne D. Catibog**

**Mr. Filipino Catibog**

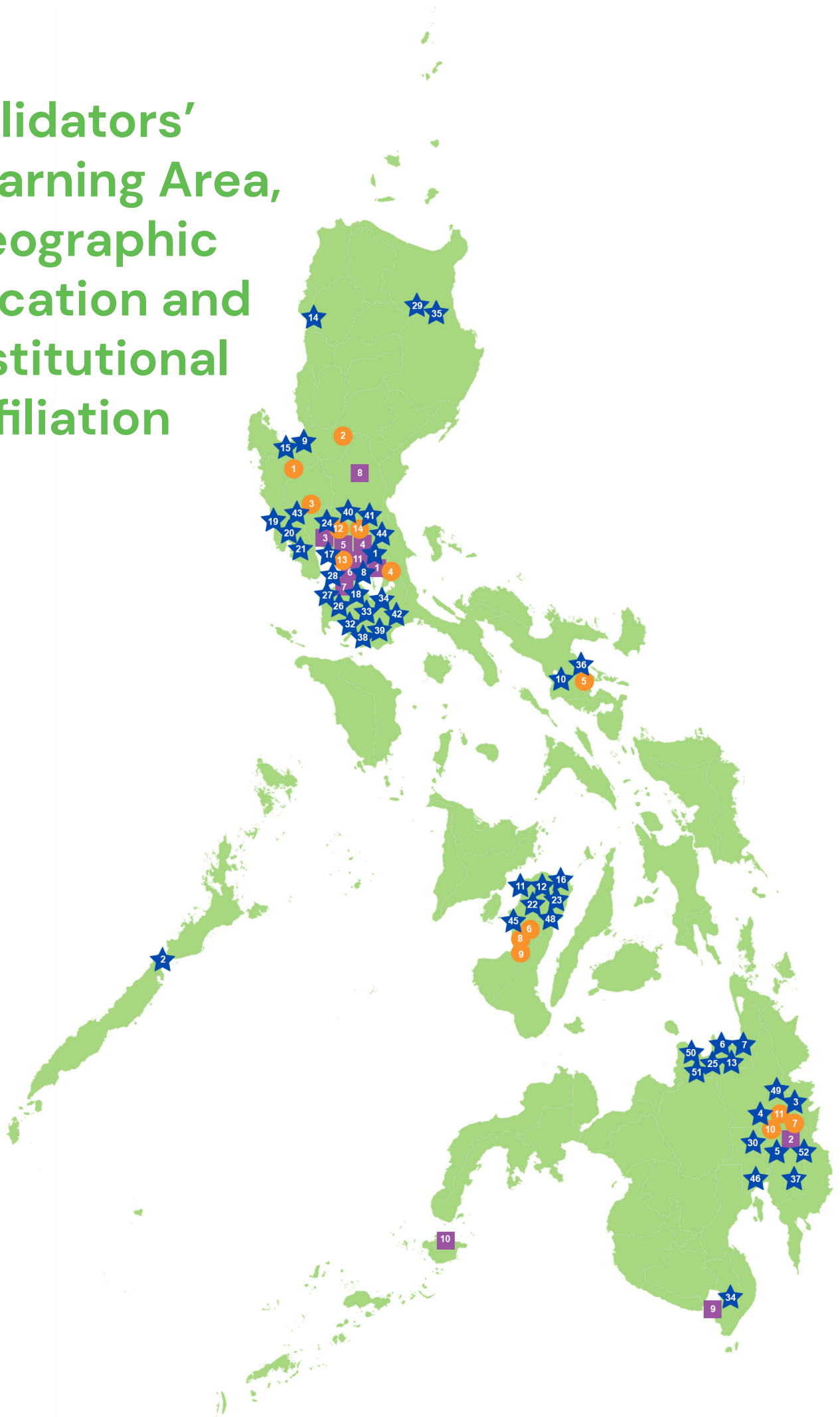
**Mr. Il Timothy D. Salegumba**

**Ms. Jean Pauline E. Maur**

## M&E Specialist

**Jovar G. Pantao, Ph.D**

# Validators' Learning Area, Geographic Location and Institutional Affiliation



## EXPERT VALIDATORS

1. Dr. Rosalie B. Masilang, Araling Panlipunan, Baras, Rizal
2. Dr. Fe S. Bermiso, MTB-MLE, Agusan del Sur
3. Dr. Patrocinio V. Villafuerte, Filipino, Bacoor City, Cavite
4. Dr. Maria Lourdes Quisumbing-Baybay, Edukasyon sa Pagpapakatao, Quezon City
5. Prof. Romina Palma Beltran-Almazan, Arts, Quezon City
6. Dr. Brando C. Palomar, Science, Paranaque City
7. Prof. Carmela M. Buhain, Music, Las Pinas City
8. Dr. Rhodora R. Jugo, English, Nueva Ecija
9. Dr. Maria Theresa P. Pelones, Mathematics, General Santos City
10. Prof. Ludivina Borja-Dekit, Health, Zamboanga City
11. Dr. Larry A. Gabao, Physical Education, Pasig City

## SCHOOL HEAD VALIDATORS

1. Yolanda M. Gonzales, Capas National High School, SDO-Tarlac Province
2. Francis Albert B. Mendoza, Schools Division of San Jose City
3. Richard C. Agustin, Nuestra Señora Del Pilar Integrated School, SDO-San Fernando City, Pampanga
4. Reynante M. Sofera, Tomas A. Turalba Memorial Elementary School, Laguna
5. John Bren M. Dolor, Schools Division of Albay
6. Jinx D. Villas, Tagbanon Elementary School, Cadiz City, Negros Occidental
7. Joseph Joy G. Havana, Sta. Cruz National High School, Agusan del Sur
8. Jovel J. Oberio, Tagbanon High School, Division of Cadiz City, Negros Occidental
9. Hel S. Patricio, SPED High School, Cadiz City, Negros Occidental
10. Jine L. Havana, Agusan del Sur National Science High School, Agusan del Sur
11. Venus D. Bajao, Azpetia National High School, Agusan del Sur
12. Mary Grace O. Awkit, Manuel L. Quezon Senior High School, NCR
13. Emerson O. Sabadlab, Alternative Learning System, NCR-Paranaque
14. Welbert D. Borlado, Francisco Benitez III Elementary School, NCR-Makati

## TEACHER VALIDATORS

### English

Cluster Coordinator: Adelyne C. Abrea, PhD

1. Ronalyn P. Espi, Antipolo National High School, Division of Antipolo, Antipolo City
2. Maria Jemmelyn Ablaza, Coron School of Fisheries, Palawan
3. Ronel C. Abella, Trento National High School, Agusan del Sur
4. Lyzyl Lopez-Banuag, Center for Teaching and Learning, PNU Mindanao
5. Leilane Mae Moca, Esperanza National High School, Agusan del Sur

### Mathematics

Cluster Coordinator: Allan Reyes, PhD

6. Vendy Von P. Salvan, Philippine Science High School - Caraga Region Campus, Butuan City
7. Precious Isabel V. Saludes, Agusan National High School, Butuan City
8. Norlito A. Argante, Muntinlupa Elementary School, SDO Muntinlupa City

### Science

Cluster Coordinator: Raul Balbuena, MA

9. Jan Darell C. Casuncad, Don Ramon E. Costales Memorial National High School, Pangasinan
10. Rea Angela F. Datoon, Ligao National High School, Ligao City
11. Kim A. Magallanes, Cadiz West II Elementary School, Cadiz City Division, Cadiz City
12. Stella G. Povadora, Cadiz West I Elementary School, Cadiz City
13. Rosemarie C. Suan, Esperanza National High School, Agusan del Sur

### Araling Panlipunan

Cluster Coordinator: Ma. Lorella Arabit-Zapatos, PhD

14. Maribeth A. Magpali, Schools Division of Ilocos Sur, Vigan City
15. Mariles I. Sarmiento, Calasiao Comprehensive NHS, Division of Pangasinan 1, Pangasinan
16. Vergie R. Vergara, Caduha-an NHS-Luna Ext HS-Division of Cadiz City, Cadiz City
17. Paul Gavasán, Jose Abad Santos High School, Manila City
18. Ma. Eirish S. Zulueta, Las Pinas National High School, Las Pinas City

## Edukasyon sa Pagpapakatao

Cluster Coordinator: Ma. Lorella Arabit-Zapatos, PhD

19. Floyd G. Aquino, Schools Division of Olongapo City, Olongapo City
20. Yvette Marie R. Muyco, Schools Division of Olongapo City, Olongapo City
21. Alester D. Oca, Schools Division of Olongapo City, Olongapo City
22. Flor-Anne D. Gonzales, Cadiz West I Elementary School, Cadiz City
23. Lisette Philline C. Rivera, Cadiz West II Elementary School, Cadiz City

### Music

Cluster Coordinator: Joseph P. Erfe, PhD

24. Jesabel B. Binamira, Francisco E. Barzaga Integrated High School, Dasmariñas City, Cavite
25. Mayflor P. Apdua, Ampayon Ces, Butuan City
26. Romnick F. David, Muntinlupa National High School (Main), Muntinlupa City
27. Ghia Cressida T. Hernandez, Muntinlupa Business High School Main, Muntinlupa City
28. Susan C. Matay-on, Navotas National High School, Navotas City

### Arts

Cluster Coordinator: Joseph P. Erfe, PhD

29. Maribeth B. Turaray, SDO-Tuguegarao City, Tuguegarao City
30. Edgar T. Elago, Jagupit National High School, Agusan del Norte
31. Christine R. Barrios, Paranaque National High School (main), Paranaque City
32. Jhan Mari J. Tan, Jose Abad Santos High School, Manila City
33. Jenny C. Mendoza, Caloocan High School, Caloocan City
34. Janine Mae S. Magbanua, STI College-General Santos City, General Santos City

### Health

Cluster Coordinator: Salve A. Favila, PhD

35. Rocky T. Banatao, West High School, Tuguegarao City
36. Maria Margarita O. Maravilla, Albay Central School, Legazpi City
37. Jeepy John P. Jose, Montevista National High School, Division of Davao De Oro, Davao De Oro
38. Marvin Kim J. Celendro, Caybiga High School, Caloocan City
39. Ma. Joannes Kevin D. Puda, Fort Bonifacio High School, Makati City

### Physical Education

Cluster Coordinator: Madonna C. Gonzales, PhD

40. Russel John M. Ronquillo, Nabuclod Integrated School, Florida West, Pampanga City
41. Wesly M. Tayag, SDO-Pampanga, Curriculum Implementation Division, Pampanga City
42. Joana Marie Carina M. Gabunilas, Pasay City West High School, Pasay City

### Filipino

Cluster Coordinator: Denmark L. Yonson, PhD

43. Mariedel M. Repuesto, Gordon Heights National High School, SDO-Olongapo City, Olongapo City
44. Christopher R. Villaralbo, Antipolo National High School, SDO-Antipolo City, Antipolo
45. Roel S. Cabungcag, Toboso National High School, Negros Occidental
46. Alejandro S. Fernandez Jr., Laureta National High School, SDO-Davao del Norte, Tagum City
47. Mylyn M. Vallejo, Muntinlupa National High School (Main), Muntinlupa City

### MTB-MLE

Cluster Coordinator: Denmark Yonson, PhD

- Ma. Cherrylyn D. Cunahap, Cadiz West II Elementary School, Cadiz City
- Elvie Charie L. Orta, Philippine Normal University-Center for Teaching and Learning, Mindanao
- Michelle Grace M. Chua, Taligaman Central Elementary School in East Butuan District 3, Butuan City
- Joy A. Pelimer, Ampayon Central Elementary School, East Butuan District I, Butuan City
- Cheryl S. Betonio, East Prosperidad Central Elementary School, Division of Agusan Del Sur

# CONTENTS

## Focus Group Discussion

School heads	
Facilitated by Dr. Adelyne Costelo-Abrea	1
Facilitated by Dr. Allan S. Reyes	2
Cluster Coordinators	3
Teacher-Writers	
Facilitated by Prof. Iona Zanoria	4
Facilitated by Ms. Jean Maur	5
Learning Areas	
Araling Panlipunan	6
Arts	7
English	8
Edukasyon sa Pagpapakatao	9
Filipino	10
Health	11
Mathematics	12
MTB-MLE	13
Music	14
Physical Education	15
Science	16

## Qualitative Analysis

Method and Discussion	17
Findings	
Use of the Manual	20
GCED Learning Exemplars	31
Pre-recorded Teaching Demonstration	39
Technical Considerations for Improvement	44

## Quantitative Analysis

Method and Discussion	47
Findings	
Percentage of Agreement among Teacher-validators on GCED Lesson Exemplars (GLE)	48
Percentage of Agreement among School Heads on GCED Lesson Exemplars (GLE)	60
Percentage of Agreement among Teacher-validators on Recorded Demonstration	73
Teaching Videos	
Percentage of Agreement among School Heads on Recorded Demonstration	95
Teaching Videos	
Conclusions	119
Recommendations	121
Photo Credit	122
References	122
Appendices	123



# Focus Group Discussion for School Heads

The FGD for school heads was administered through Google Meet on August 7, 2021 and was facilitated by Dr. Adelyne Costelo-Abrea. The participants were school head validators namely Mr. Francis Albert Mendoza, Mr. Richard Agustin, Mr. Joseph Joy Havana, Ms. Jinx Villas, Mr. John Bren Dolor, Ms. Yolanda Gonzales, Mr. Jovel Oberio, Ms. Melissa Carretero, Mr. Reynante Sofera, and Mr. Hel Patricio. The FGD lasted for an hour and forty minutes which revolved around the discussion on the benefits as well as on the constructive criticisms of the GCED learning exemplars and the demonstration videos.

The school head validators gave their comments on the GCED learning exemplars first. Most of them were impressed and very satisfied on how the learning exemplars were designed. One of the school head validators said that the integration of GCED is great and apt for young ages. However, there were some content errors found in the lesson exemplar in Mathematics. Another observation were inconsistencies in the language use and the point of view. Further, the head validator suggested that the language use in the exemplars should be more communicative in nature and appropriate for the level of the learners so they can easily connect with the lessons. For instance, some of the vocabulary used in one of the lessons in grade 3 appear to be too difficult for their level. One of the school head validators pointed out that the bridging of the GCED into the curriculum is necessary. Also, besides giving examples, the writer may also include key terms or key concepts to integrate GCED. Another observation from a validator included the failure of one of the exemplars to execute the idea of “generalization” and instead dwelt on the repetition of the discussion component.

One of the school head validators pointed out that there were some lesson exemplars that are not aligned with the KSA. It was also suggested



to integrate GCED even in the motivation part, and that the examples in the exemplars should be localized or contextualized.

When it came to the demonstration teaching videos, although their observations varied, they concurred that solutions are needed for the improvements of the exemplars. Grammatical errors were also spotted by the validators, and some lessons seem to only instruct students to do reading directly from the presentation. Also, the text should be visible to the learners thus, the font should be readable. Sounds, concrete examples, and the phasing of the demo should not be rushed. The teacher should avoid reading from the material and innovate their demo into a supplemental video that adds a touch of improvement from their source material. Make the video interactive by expecting students to answer the questions by giving them time. Another advice was to make the video compelling as the teacher becomes the visual themselves. One of the school head validators approved of the grade 3 English demo teaching and thought that it should be a standard for other videos. One of the school head validators approved of the grade 3 English demo teaching and thought that it should be a standard for other videos. Lastly, it was suggested that some of the teachers ask for technical assistance in creating their demo teaching videos to further improve their presentation.

Overall, the integration of GCED is possible. The exemplars need minor revisions and possible enhancement of some activities. It was suggested to have the materials tested and also monitored by DEPED for continuous supervision and improvement of the material. Finally, most of the school head validators think that contextualization should not be overlooked and must be applied to the materials and the videos. improve their presentation.



# Focus Group Discussion for School Heads

As part of the Global Citizenship Education Curriculum Development and Integration in the Philippines (Year 3), the Philippine Normal University conducted focus group discussions for validation purposes concerning the manual, GLEs, and the video lessons prepared by the selected teacher-writers.

Facilitated by Dr. Allan S. Reyes, the FGD for school head validators was conducted on August 7, 2021, from 1:09 PM to 2:56 PM through the Google Meet video-conferencing application. Joining the FGD under Dr. Reyes were the following: Ms. Mary Grace O. Awkit, Ms. Venus D. Bajao, Mr. Welbert D. Borlado, Ms. Niesa T. Cultura, Mr. Rey P. Deatras, Mr. Ernesto D. Ferrer, Ms. Jine L. Havana, Mr. Emerson O. Sabadlab, Ms. Hazel P. Yabo, and Mr. Khent Rolance T. Tamayo (student assistant).

The discussion focused on the impression of school heads regarding the GLEs and video lessons.

Concerning the GLEs, the participants pointed out that GCED integration was evident; however, in the video demonstrations, it was not. Also, some texts and illustrations were directly lifted from the internet, which the participants suggested not to do because of plagiarism and copyright issues. The group commended the Filipino team for producing excellent outputs.

Meanwhile, the Physical Education team needed moderate to major revisions of their work. They also raised concerns about the number of activities and objectives. It appears that having too many affect the effectiveness of the lesson and the possible content overload to learners. Last, the participants suggested using activity titles that promote GCED, and to provide rubrics in every grade/ level to guide students grading their outputs.



In terms of the video lessons, the participants advised the lesson exemplars have a uniform format and consider creativity in the lesson delivery to make it more engaging. Further, there should be provisions for motivation activities in every lesson and proper time allocation for teachers to follow.

The participants also pointed out that some items in the validation tool were not applicable, especially on questions which prompted student participation because there were no students in the video lessons.

In addition, the school head validators recommend assigning of teacher-writers, illustrators, video editors, and teacher-broadcasters on specific areas of expertise and not have them work on many things in order to produce quality outputs. Moreover, it was also recommended to consider academic ease and interdisciplinary integration. They also shared the hopes of having a long-term implementation of this project, even after the Covid19 pandemic since the world is expecting a technology-infused education in the coming years. On the whole, the FGD ran smoothly. It was recorded and subjected for transcription for future references.



# Cluster Coordinators Focus Group Discussion

The Cluster coordinators of the PNU GCED Project for Year 3 conducted an in-depth focus group discussion facilitated by the Technical Assistants of the PNU-GCED Core Team, Mr. Il Timothy Salegumba, on July 21, 2021, at 5 p.m through Google Meet.

The meeting aimed at collecting data through the feedbacks and experiences shared by cluster coordinators on the GCED Manual, GCED exemplars. It also included gathering experiences on working with their teacher-writers, and sharing of other relevant issues they encountered in the process of creation of the Global Citizenship Education. The cluster coordinators for each learning area included Dr. Ma. Lorella Zapatos for Araling Panlipunan and Edukasyon sa Pagpapakatao, Dr. Joseph Erfe for Music and Arts, Dr. Adelyne Abrea for English, Dr. Denmark Yonson for Filipino and MTB-MLE, Dr. Salve Favila for Health, Dr. Allan Reyes for Mathematics, Dr. Madonna Gonzales for Physical Education and Prof. Raul Balbuena for Science. Aside from the synchronous discussion, the facilitator also provided Jam Board for additional input of thoughts and feedback.

The coordinators stated that the manual was useful, comprehensive, and helpful but they also addressed issues with renaming pedagogies and concepts, problems with achieving content and performance standards, and technical difficulties. In line with this, they suggested that the manual should also be approachable even to non-GCED teachers/writers through using the lecture.



They also suggested including domains, skills coverage, groupings of strategies/ pedagogies, do's and don'ts, and examples. For technical difficulties, Dr. Salve Favila, coordinator for Health suggested inserting a separate page indicator for the layout artist. Moreover, there is significant feedback to make the manual a stand-alone.

On the other hand, the cluster coordinators mentioned that they faced difficulty in facilitating and overseeing their teacher-writers because of the following reasons: the online setup, the lack of mastery in the GCED, the bulk of topic coverage, the orientation, and other technicalities. However, according to Dr. Allan Reyes, the manual remains to be proven helpful for the teacher-writers as it was able to guide his teacher-writers for Mathematics.

Additionally, the group also discussed different issues about GCED application such as multiculturalism, the input of international perspective in the local context, Philippine orientation, and personal experiences of the students.

Overall, with these feedbacks and experiences, the cluster coordinators highly recommended the use of the manual for integrating Global Citizenship Education in the Basic Education Curriculum.



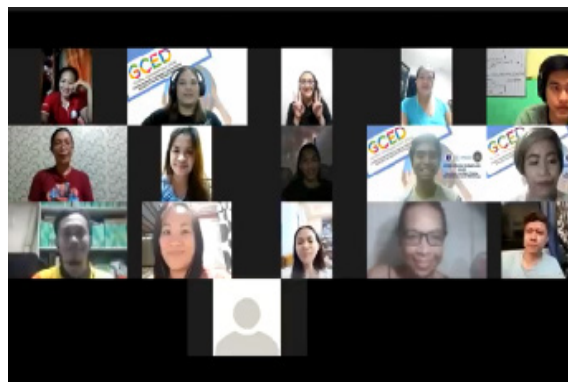
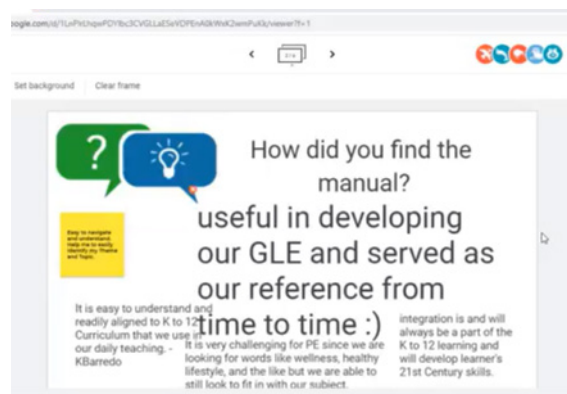
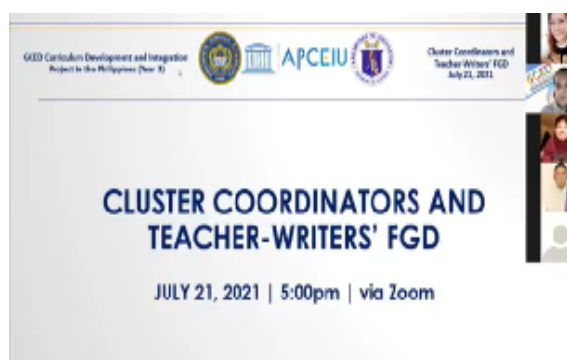


# Focus Group Discussion for Teacher-Writers

The cluster coordinators and teacher-writers' focus group discussion was held on July 21, 2021, through the online meeting platform Zoom. The FGD was spearheaded and facilitated by Prof. Iona Ofelia Zanoria of Philippine Normal University. Together with her were the participants who were invited to share their experiences regarding the GCED manual. The participants were the following: Mr. Melandro Santos, Mr. Dan Subla, Mr. Christian Juane, Mr. Mark Lee Sarmiento, Mr. Abdulcader Alsoufi, Mr. Martin Mejia, Mr. James Osmulo, Ms. Anna Lou Carreon, Ms. Sheena Alih, Ms. Amalia Andales, Ms. Jennifer Sayas, Ms. Elma Jopia, Ms. Mary Joy Mantes, Ms. Roane Moraga, Ms. Gina Visaya, and Ms. Merriam Montes.

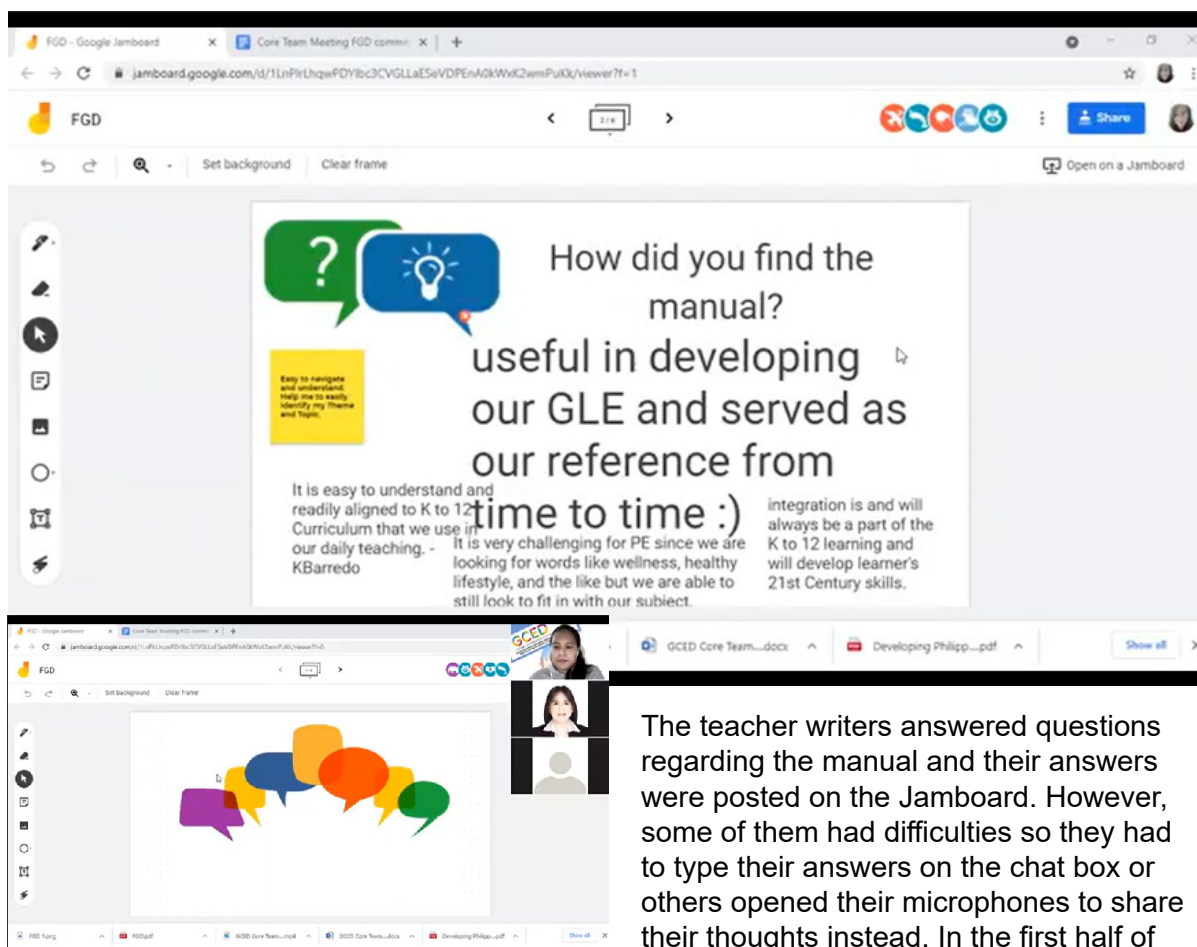
The FGD revolved around four questions that were flashed on the screen during the meeting. The participants were given a chance to answer the questions thru a third-party app called "jamboard" and some of the participants who were not able to participate were asked to give their answers in the zoom chat box.

The questions were mainly focused on how the teacher-participants found the usability of the GCED manual. The participants had mixed emotions toward the question as some of them found using the manual a bit challenging because it was their first time to encounter integrating GCED into the lessons. Some participants, however, found it useful and were thankful for its usability in the field and further said that they would gladly recommend the manual to their colleagues. On the other hand, the teachers who found the manual challenging told the interviewer that they cope with the challenges imposed by the integration of GCED through the help of their peers and supervisor and fortunately, they were able to find a meaningful experience through the integration of GCED into their lesson. Lastly, some recommendations were made by the teacher-participants included the following suggestions: to further improve the GCED manual by making use of concept mapping to further help novice writers, by conducting seminars and trainings so that teachers will have a concrete background and appropriate skills on integrating GCED, by making the manual more specific and concise, and lastly, by making the exemplars more aligned to the Most Essential Learning Competencies (MELCs). These were the things that were talked about in the FGD led by Prof. Iona Ofelia Zanoria. The FGD session was fruitful as it finished with a lot of shared ideas, experiences, and recommendations that can definitely be used in the coming years of GCED.





# Focus Group Discussion for Teacher-Writers



The FGD of the Teacher Writers was held on July 21, 2021, Wednesday, through Google Meet. Considering the time where all of the teacher writers were available, the meeting was set to start at 5 pm. It lasted for two hours which ended at exactly 7 pm.

All the thirteen (13) expected teacher-writer participants from different departments were able to join the FGD. They were Ms. Helen Marie Carreon, Ms. May Queen Animo, Ms. Kristine Barredo, Ms. Penelope May Atip, Ms. Leah Bulayog, Ms. Donna Aquino, Ms. Mercy Abuloc, Ms. Jocelyn Clemente, Ms. Jobeth Jang, Mr. Egdar Francisco, Mr. Ranielle Navarro, Ms. Ronely Vergara, and Ms. Marie Antonette Lopo. The FGD was facilitated by Ms. Jean Pauline Maur.

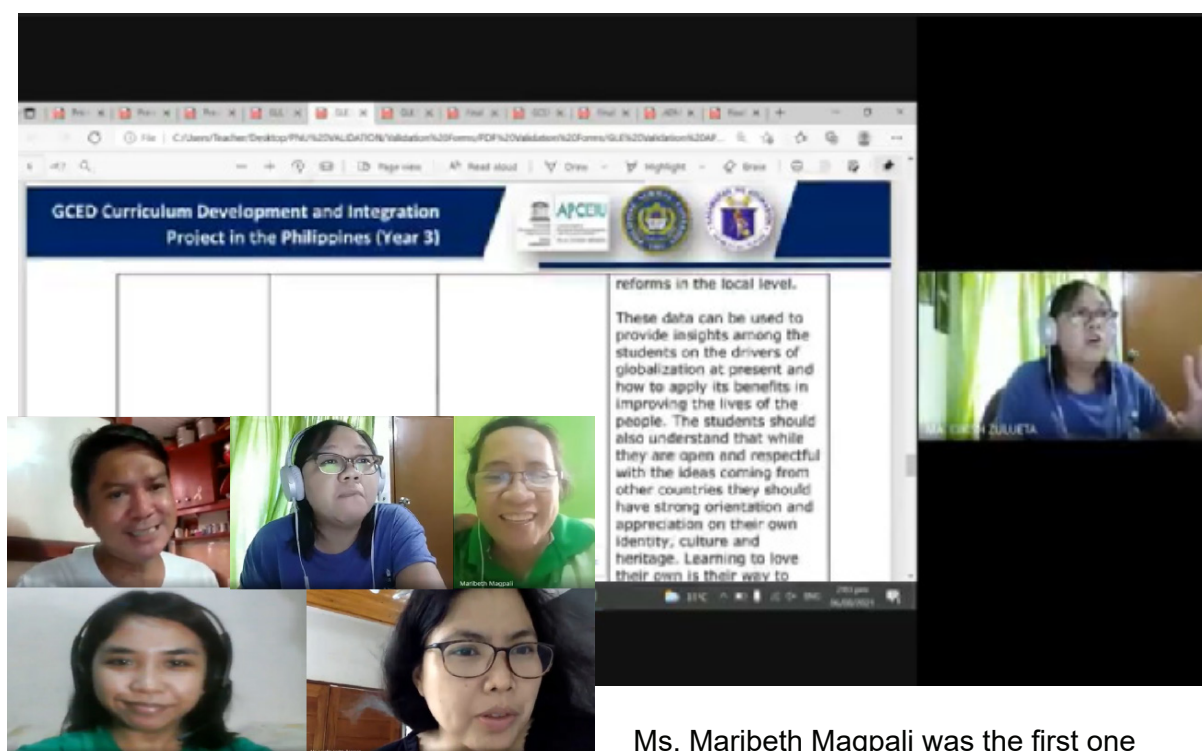
The teacher writers answered questions regarding the manual and their answers were posted on the Jamboard. However, some of them had difficulties so they had to type their answers on the chat box or others opened their microphones to share their thoughts instead. In the first half of the meeting, they focused on discussing the pros and cons of the manual. Majority of the teacher-writers said that they found the manual comprehensive and useful and that they recommend its use to their colleagues. However, they agreed that some parts of the manual such as the objectives and other technicalities, still need improvements.

In the second half of the meeting, the teacher writers discussed the recommendations for the manual. They highlighted that all school heads should be made fully aware on the implementation of GCED so that they can give appropriate support to the teachers implementing it. They also suggested to provide training on the use of the GCED for teachers and education leaders.



# Araling Panlipunan Focus Group Discussion

The Focus Group Discussion with the Araling Panlipunan teacher validators was held on August 6, 2021, Friday, through Google Meet. It was supposed to start at exactly 1:00 in the afternoon, but because of some technical problems, the FGD officially started at 1:15 PM. The meeting lasted for 2 hours and 5 minutes. It officially ended at 3:20 PM.

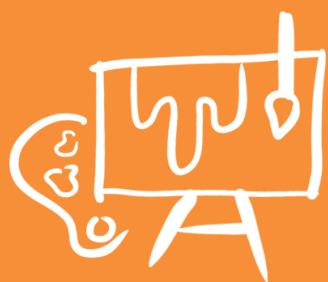


All of the expected validators and facilitators were able to join in the FGD. The attendees were composed of the five (5) teacher-validators, Mr. Paul Gavasan, Ms. Ma. Eirish S. Zulueta, Ms. Vergie Vergara, Ms. Mariles I. Sarmiento, and Ms. Maribeth Magpali, the two facilitators, Dr. Lorella Arabit-Zapatos and Dr. Serafin Arviola, and last, the two student assistants, Jaslene M. Dela Cruz and Golden Grace Gammaru.

Each Teacher-Validators were given a chance to explain and give their feedback on the Learning Module and Pre-recorded Demonstration Teaching of the Teacher Writers per Grade Level (Grade 3,6 & 10).

Ms. Maribeth Magpali was the first one to give feedback and comments on the works of each teacher-writer, followed by Ms. Ma. Eirish Zulueta. Ms. Zulueta had several questions and concerns regarding the Grade 6 outputs of the teacher-writers. According to Ms. Zulueta, the topic in the Learning Module of Grade 6 was more inclined to the GCED Framework but less on the DepEd Curriculum alignment.

All of the teacher-validators' overall feedback on each of the grade level modules were accepted and recommended, except for the work of Grade 6 teacher-writer that obtained a non- recommendation feedback from Ms. Zulueta.



## Arts

# Focus Group Discussion

Similarly, for this FGD, teacher-validators were given teaching materials for arts such as the manual, GCED lesson plan, and the video lesson. The experiences of each teacher-validator were substantial as the facilitator of the FGD asked probing questions for the participants to further explain their nuances and also to observe the congruence of every individual response. The discussion started when the facilitator, Dr. Erfe asked every teacher-validator to share experiences and ideas. Neither of the questions served to defend the teacher writer nor the material but specifically only used to serve as a probe.



The teacher-validators reviewed and validated teaching materials for grades 3, 6, and 10. As each of the teacher-validators watched the content for the grade 3 level, there were many aspects of the materials that should be improved and changed such as the distinction of geometric and organic shapes, the topic being too complex for a grade 3 student, and the videos being too long as they would not serve their purpose to make children learn and enjoy. As a recommendation, they agreed on using ethnic patterns as an integration to the GCED principle. For grade 10, majority of the participants did not give comments regarding its content except for Participant 4 who said that the topic seemed to be confusing. Meanwhile, for grade 6 there were no comments given.

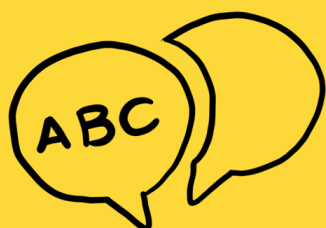
Regarding the lesson plans, the validators agreed that they were not consistent.

As a consequence, the delivery of the lessons would be difficult and may appear unnatural. With regards to the manual, according to the teacher-validators, it requires minimal revision particularly in the components on understanding of the GCED concepts.

For the final validation as stated by Participant 4,, minor revisions for grades 6 and 10 were needed. Also, grade 3 level included so many lessons that would potentially be difficult for students to understand. At the end of the FGD, they agreed that once the materials were revised, they would take a look at them again for feedbacks.







# English

## Focus Group Discussion

The FGD for the English Teacher- Validators centered on the strengths, weaknesses, and the need for improvement on some parts. The meeting occurred on August 7, 2021, through Google Meet, and it lasted for an hour and a half (from 9:00 am to 10:35 am). The meeting was facilitated by Dr. Adelyne Costelo-Abrea. The teacher-validators were Mr. Ronel Abella, Ms. Maria Jemmelyn Ablaza, Ms. Lyzyl Banuag, Ms. Leilane Moca, and Ms. Ronalyn Espi. The validators shared their ideas and observation on GCED manuals, GLE, and the demonstration teaching videos.



Initially, most of the validators were impartial on their comments on the GCED manual. Aforementioned by the teacher-validators, the GCED manual is helpful since it includes examples, pedagogies, and descriptions. It is a very useful guide for teachers would be using it. In addition, according to the validators, the GCED manual is well-crafted and the key concepts are reflected and thoroughly discussed in the manual. However, one of the validators raised a concern about the contextualization of some illustrations in the manual. Another suggestion from one of the validators was all content found in the manual had to be included in the table of contents.

In terms of the GCED Learning Exemplars, the teacher-validators were technical on their comments on mechanisms, grammar, and content. For the grade 3 lesson exemplars, some validators suggested to make the lesson exemplars more child-friendly by presenting the pictures in a cartoon form and limiting the activities to a manageable number.

The teacher-validators scrutinized the mechanics in writing the lesson exemplar. They noticed some errors such as capitalization of sentences, punctuation, the consistency of point of view and also suggested arranging the multiple choices based on alphabetical order or length. Also, comments to amend the title of the learning exemplar in grade 3 were given by one of the validators.

One of the validators suggested to add provisions or spaces for the activities for students who are not online learners since some activities need internet access. Another suggestion from a validator was to include unlocking of difficult of terms, especially for borrowed languages. There were no comments specifically to the grade 6 lesson exemplars although it was suggested that for all of the exemplars to have a more readable font. For the grade 10, it was suggested that the exemplars lessen their illustrations, restructure redundant questions, and revise activities that do not process the students' learning.

With regards to the demonstration teaching of grades 3, 6, and 10, most of the validators showed preference to the grade 3 demo teaching video. Although one of the validators noticed that there were technical errors in the presentation and that the questions of the teacher in the video were mostly answerable by yes or no. For the grade 6 video, the PowerPoint presentation was barely readable, but the teacher has a nice articulation of words according to the validators. For grade 10, an improvement on the PowerPoint presentation was also stated and for the teacher to have a more engaging voice.

Overall, the validators recommended integrating the GCED into the curriculum but there were some aspects that need to be polished. One of the validators suggested that the teachers need to be trained to be tech-savvy for them to easily utilize applications that can aid in their demonstration teaching video. Another suggestion was to create a template or model video that other teachers may follow for their demonstration teaching video.







# Edukasyon sa Pagpapakatao

## Focus Group Discussion

The Edukasyon sa Pagpapakatao (ESP) FGD was held through Google Meet on August 7, 2021, from 1:00 PM to 2:35 PM. Dr. Lorella Arabit-Zapatos facilitated it with the help of Ms. Golden Grace R. Gammaru, her ESP student assistant. All teacher-validators were present during the FGD, including Mr. Floyd Aquino, Ms. Flor-Anne Gonzales, Ms. Yvette Marie Muyco, Mr. Alester Oca, and Ms. Lisette Philline Rivera.



The validators scrutinized the lesson exemplars and the video demonstration of the ESP teacher-writers in Grades 3, 6, and 10. Based on the discussion, the validators agreed and concurred that the writers successfully prepared the lessons with GCED integration. They claimed that it is not difficult to discern since ESP is closely linked to GCED. As a result, when ESP teachers finally use the ESP-GCED materials, they would realize that they have already practiced GCED integration in their classes without necessarily knowing it.

On the other hand, the writers' common issue, according to the validators, was that they utilized small fonts in their video presentations. They have so much text on their video slide that they had to use smaller fonts to accommodate everything. This should not be the case since it would be difficult for students to focus and recall contents in the slide, according to the validators. They recommended that writers should just include important keywords in the slides and explain the rest. Furthermore, the writers should also take note of being more creative and colorful pictures, sensitive to the choice of words and topics, more adept in the art of questioning, more concise, more conscious of the strength and volume of their voices during video demonstration, and acknowledge all of the image references. According to the validators, all of these things may appear to be basic, but most of them were missed.

Lastly, the validators agreed that additional GCED trainings, seminars, conferences, or workshops should be offered to teachers so that they may successfully incorporate GCED goals and principles into their teaching. They admit that their knowledge of GCED integration is still insufficient and that they must continue to study and train. Teacher-writers should also be more exposed to GCED so that they can be more effective in creating lesson exemplars and video lessons that will benefit ESP teachers and students in the future.



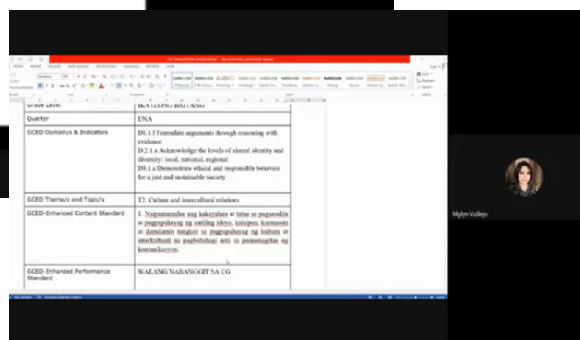


# Filipino Focus Group Discussion

Dr. Jose Rizal once said, “The Youth is the hope of the Future.” This highlights the importance of education, which is the greatest treasure we can give to the youth of this generation, and eventually the youth of the future generations. The FGD for the Filipino GCED on the lesson exemplars and video presentation was held on August 07, 2021.



This meeting started at 12:57 pm and ended at 2:35 pm via Google Meet, which was led by Filipino group-cluster coordinator, Dr. Denmark L. Yonson. The works of Ms. Roane D. Taghoy for Grade 6, Ms. Mercy B. Abuloc for Grade 3 and Ms. Jennifer Sayas for Grade 10 were evaluated by our teacher-validators namely, Mr. Roel S. Cabungcag, Mr. Alejandro S. Fernandez Jr., Ms. Mariedel M. Repuesto, Ms. Mylyn M. Vallejo, and Mr. Christopher Villaralbo. The event was assisted by student assistants Ms. Danica Dimple T. Lazaro and Ms. Angel R. Tengedan. The pandemic compelled the whole world either to migrate online or to resort to modular learning in order to make sure that education of our children and the youth to continue. To make sure that standardized and quality education is being implemented, events such as this are vital. The GCED checklist is used to validate whether the GCED-integrated lesson exemplars and pre-recorded teaching demonstration are up to the standard. The GCED checklist includes criteria



This meeting started at 12:57 pm and ended such as the level of student’s interest or passion is considered, whether the lesson is learner-centered, and whether the lesson is designed to allow opportunities for students to exchange opinions among themselves.

The validators were able to discuss their validations and feedback for each of the outputs of the three writers/video presenters. Each minuscule detail was discussed, from the content of the lesson to the amount, the duration of activities given, and even to the appearance and tone of the presenters. The overall feedback was good. The validators provided helpful suggestions that can be taken into consideration to further improve the outputs. For the success of the GCED, the validators suggested conducting training and proper selection of writers/video presenters.



# Health Focus Group Discussion

The FGD for Health (Teacher-Validators) happened on August 7, 2021, from 9:00 AM to 10:00 AM via Google Meet. All the validators namely, Ms. Ma. Joannes Kevin D. Puda (Teacher II, Fort Bonifacio HS), Mr. Jeepy John P. Jose (Teacher I, Montevista NHS), Ms. Maria Margarita O. Maravilla (Teacher III, Albay Central School), Mr. Marvin Kim J. Celendro (Teacher II, Caybiga HS), and Mr. Rocky T. Banatao (Principal II, Tuguegarao City West High School) were able to attend the said FGD. Dr. Salve A. Favila, DEM, DPd facilitated the whole FGD session for an hour.

Approximately, 15 minutes before the schedule Dr. Favila together with the student- assistant prepared the necessary PowerPoint presentations to be used for the FGD. As soon as all the participants were complete, the FGD session immediately started. For the participants to get comfortable, the facilitator initiated an introduction activity. The facilitator introduced herself first followed by all the participants. The student-assistant was also given a chance to introduce herself since she would later be doing follow-ups about the project.

The questions asked were displayed through screen sharing so everyone would be able to understand the questions better. A system in terms of answering the question was agreed upon while maintaining a smooth flow of the discussion.

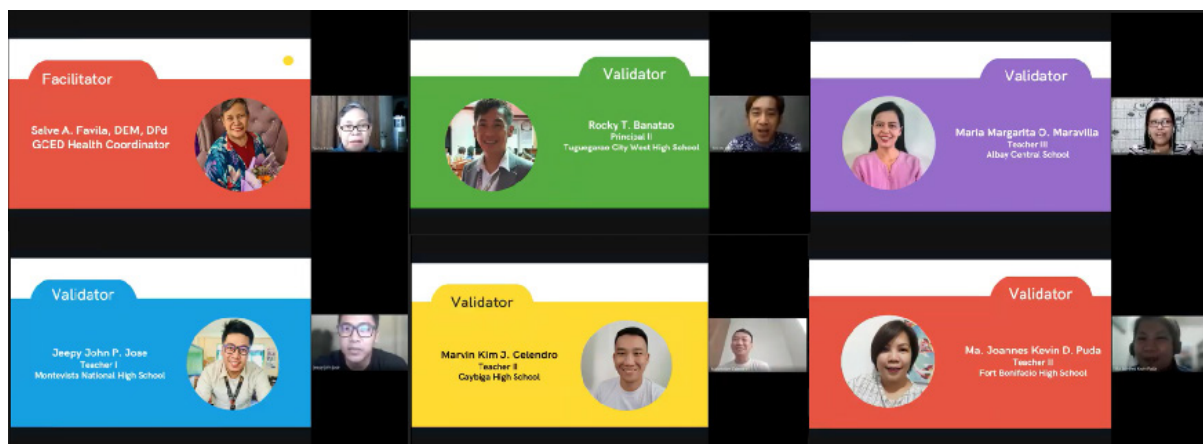
The participants were really engaged in the entire process of the FGD. They were actively providing complete and very detailed explanations with regards to the materials provided to them.

Generally, the validators had common observations about the manual given to them.

They said that although it was lengthy in terms of the number of pages, the manual really served as a guide that will help teachers develop their GLEs.

Moreover, they also concurred that the GLEs were written excellently and that there are minor revisions to be considered. On the other hand, all of the validators provided the same critique on the videos. Others mentioned that the technicalities of the videos are also significant in delivering lessons. These technicalities include the volume of audio, lighting, transitions, effects applied, and consistency on the use of applications (i.e., the watermarks of the videos).

Content-wise, the validators reiterated that the integration of GCED in the videos could be lacking. They also observed that the teacher- demonstrators spoke too fast in teaching the lessons. Other than that, some validators mentioned that it will be very important to ensure that the students are kept engaged within the discussions. Overall, the validators were very positive about the implementation of GCED integration in the Health subject.





# Mathematics

## Focus Group Discussion

Facilitated by Dr. Allan S. Reyes, the FGD for Mathematics Teacher-Validators was conducted on August 7, 2021, from 9:11 AM to 10:09 AM through the Google Meet video-conferencing application. Joining the FGD under Dr. Reyes were Mr. Norlito A. Argante, Ms. Precious Isabel V. Saludes, Mr. Vendy Von P. Salvan, and Mr. Khent Rolance T. Tamayo (student assistant).

Regarding the manual, the validators mentioned that it is detailed and very informative. Moreover, it uses simple English, which makes it easy to understand. Overall, the manual is good, with a need for minor improvements specifically on the format (e.g., page number).

As to the GLEs, the participants pointed out that GCED integration was evident in the activities and assessments. This integration makes the lessons more relevant, engaging, and meaningful for both the teachers and learners. However, a few concerns were raised on the following aspect: incorporating unfamiliar topics, problems on time allocation, appropriateness of activities, and minor grammatical errors and misused symbols.

Lastly, on the video lessons, the participants suggested making the texts of the PowerPoint presentations visible to the audience; the audience should have time to process the questions before transitioning to the next slide, and the teachers must establish audience rapport. Also, some GLEs were missing in the video lessons, and there are errors in presenting the solutions and answers. Thus, there is a need to recheck the contents of the video lesson.

On the whole, the FGD ran smooth. It was recorded and subjected for transcription for future references.

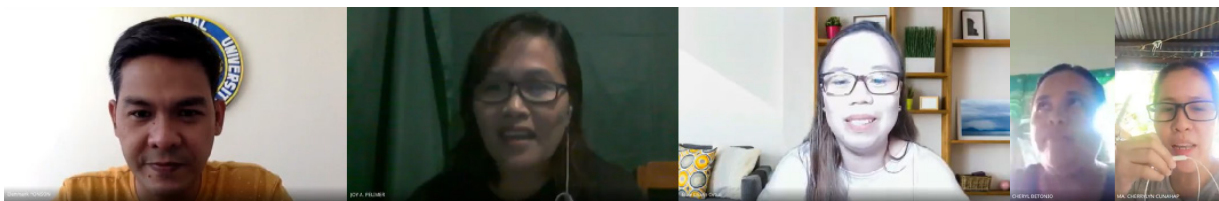






# Mother Tongue-Based Multilingual Education Focus Group Discussion

On August 07, 2021, the Global Citizenship Education (GCED) conducted a Focus Group Discussion for the Mother-Tongue-based Multilingual Education, which was participated by the assigned Teacher-Validators via Google Meet.



The meeting started at 9 AM when Dr. Denmark Yonson, the cluster coordinator for MTB-MLE, introduced himself to the participants. He then, encouraged everyone for a short self-introduction starting with the student assistants, Ms. Danica Dimple Lazaro and Ms. Angel Tengedan who were both incoming Second Year College at Philippine Normal University-Manila.

Afterwards, the validators also introduced themselves one by one, starting with Ms. Cherrylyn Cunahap from Cadiz West II Elementary School, Ms. Elvie Charie Ortua from Philippine Normal University- Center for Teaching and Learning, Ms. Joy Pelimer from Ampayon Central Elementary School, Ms. Cheryl Betonio from East Prosperidad Central Elementary School and Ms. Michell Grace Chua from Taligaman Central Elementary School.

The meeting continued as Dr. Yonson shared his screen, presenting the FGD objectives. The participants assessed the manual, exemplar, and the pre-recorded video focusing on learning competencies, teaching philosophy, challenges, and opportunities for GCED, integration, and usability or usefulness.

Dr. Yonson raised questions on how the manual integrating GCED becomes helpful, what their first impression on the lesson exemplars, and if the GLE Pre-recorded Demo-Teaching offers a practical understanding of the K-12 Curriculum. These questions were all addressed cooperatively by the validators.

New comments and suggestions were also shared by the participants as the meeting progressed. In general, they all agreed that the manual, exemplars, and the video were very useful to everyone especially the learners. Also, the values of patriotism and multiculturalism are also evident.

The FGD for MTB-MLE ended at 10:45 AM after all the validators shared their final recommendations in general. Dr. Yonson expressed gratitude for the patience and cooperation shown by all of the participants.





# Music

## Focus Group Discussion

The Global Citizenship Education (GCED) for Music facilitated by Dr. Joseph Erfe had its first Focus Group Discussion (FGD) on August 7, 2021, at around 1:30 in the afternoon through the Google Meet. It lasted only for an hour.

Five teachers from different schools actively participated in the said FGD namely, Ms. Jesabel B. Binamira from SDO Dasmarinas-Francisco E. Barzaga Integrated High School, Mr. Romnick F. David from SDO-Muntinlupa- Muntinlupa National High School(Main), Ms. Ghia Cressida T. Hernandez from SDO- Muntinlupa-Muntinlupa Business High School(Main), Ms. Susan C. Matay-on from SDO\_ Navotas Navotas National High School and Ms. Mayflor P. Apdua from SDO-Butuan City/Ampayon CES. They served as the Teacher Validators.

Before Dr. Erfe formally started the FGD, small talks happened between the teachers as some of them knew each other. As soon as the FGD formally started, everyone introduced themselves, and Dr. Erfe also mentioned that they will be having two introduced the student assistants from Philippine Normal University-Manila, Ellaine Fabian and Emmanuel Dasalla.

The FGD for Music mainly focused on the sharing of teacher validators on what they observed, experienced, and found with regards to the materials that were sent to them, which were the lesson exemplars, video lessons, and checklists for grade levels three, six, and ten. Most of the validators said that GCED is not well integrated within the materials and also was not seamless with the lessons. Some validators noticed that the Grade 10 music materials were too much, in terms of content, for one module. They also found that there were numerous lessons designed for an hour which are not supposed to be.



Meanwhile, for Grade 3 music materials, they found that leading questions were used as integration for GCED, and they lack proper discussion. Lastly, some validators found that Grade 6 music materials have a smooth flow of discussion, based on the lesson exemplar and video lesson. They also shared that GCED can be seamlessly integrated into Music because there is already collaboration, socialization, integrating human rights, environment, politics, and more.

Unfortunately, they found that the manual's domains have broad indicators, which might not help develop or improve students skills. Thus, they suggested that manuals should be written with specific objectives, and should consist of good examples and organized format. One validator also added that teachers should have appropriate training per subject so that they can cascade and deliver the materials clearly and appropriately to their students.



# Physical Education Focus Group Discussion

The PNU Global Citizenship Education (PNU GCED) held an online FGD through Google meet application on August 7, 2021, in line with the curriculum development and integration of GCED concepts in Physical Education. The FGD was facilitated by Dr. Madonna Gonzales wherein teachers from different school division offices who are currently teaching Physical Education related in the field participated as teacher-validators including Mr. Wesly Tayag, Dr. Joana Marie Carina Gabunilas, Ms. Nina Serafico, Mr. Russel John Ronquillo, and Mr. Randy Tilbe.

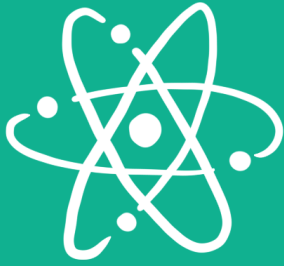


The discussion started at 9:26 am with a short self-introduction of the facilitator and the validators. After which, the facilitator proceeded to ask questions with regards the learning exemplars and recorded demonstration teaching. However, due to personal reasons and intermittent connection, a few validators were not able to read and answer the questions. Hence, the facilitator decided to give ample time for the validators to scan the manual as she proceeded asking questions to those validators who already read the manual. The construction, design, and the appropriateness of activities in the manual were praised as they are aligned with the curriculum. However, majority of the validators' concerns in the learning exemplars were focused on the clarity of the instructions in the activities and the choice of words in the manual especially in the lower grade level wherein specialized language were not easily understood by the children as well as by the non-P.E major teachers who are teaching Physical Education.

On the other hand, it was recommended that the camera shots in some lessons in the recorded demonstration teaching such as body movements would be wide-angle or whole-body camera shot in order to demonstrate the proper execution of certain movements. Nevertheless, the enthusiasm of the teachers in delivering instruction as well as their presentation and the attempt to integrate Global Citizenship in the materials were observed by the teacher-validators. Although the discussion ended at 10:53 am, the facilitator allowed the validators to re-evaluate the materials and send their other concerns through email and group chat for further improvement of the outputs.

In summary, the FGD had a fruitful exchange of views with regards to the improvement and/or enhancement of the learning exemplars and the recorded demonstration teaching. The materials are perceived to be helpful to teachers in the field as well as learning resources for students.





# Science Focus Group Discussion

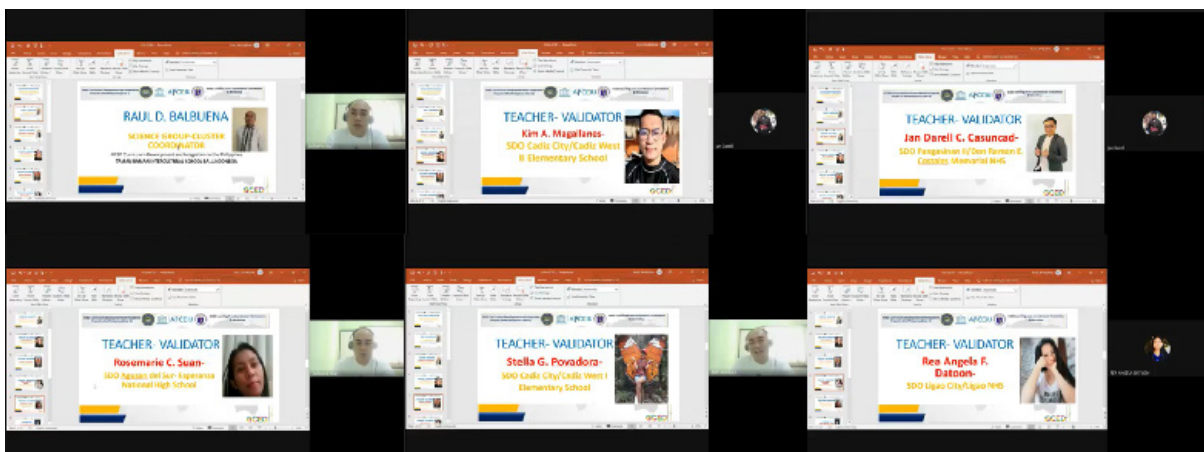
The FGD for Science was conducted on August 07, 2021, from 9:00 AM to 10:13 AM via Google Meet. Mr. Raul D. Balbuena, the Science group-cluster coordinator, facilitated the event, which was attended by five (5) teacher-validators from various schools. They were Mr. Jan Darell C. Casuncad (Don Ramon E. Costales Memorial National High School), Mr. Kim A. Magallanes (Cadiz West II Elementary School, Cadiz City Division), Ms. Rosemarie C. Suan (Esperanza National High School), Ms. Stella G. Povadora (Cadiz West I Elementary School), and Ms. Rea Angela F. Datoon (Ligao National High School).

The FGD focused on three sections: validating the GLE Manual, the GCED Lesson Exemplar, and the GLE writers' pre-recorded demo teaching video. The teacher-validators freely shared their impressions and constructive criticisms of the GLEs in order to help improve them further.

They believe that incorporating globalization within the context of lessons is critical/essential for students and teachers. Thus, the facilitator took note of the corrections and recommendations made during the meeting to ensure the creation of high-quality GLEs and effective demo teaching videos. The following are the common suggestions from the validators:

- Improve the demo teaching execution
- Sustain Energetic Demonstration
- Review and re-edit the overlooked technical problems
- Allot sufficient time for activities
- Edit or proofread for grammar and typographical errors

Despite these minor concerns, all the validators commend the efforts of the writers and strongly recommend the GLE and pre-recorded video to other educators and the whole DepEd system. They believe that GCED integration within the lessons will benefit both students and teachers because it provides a broader perspective on local and global issues and concerns that must be essentially addressed. And it prepare students to be good citizens in the future. Lastly, as said by Ms. Povadora, “just one very big reason I would recommend using these (GLE and pre-recorded demo teaching videos) is that education is getting better and better with these innovations.”







# QUALITATIVE ANALYSIS

## Method

Thematic analysis is widely used but most of the time, mistaken for other qualitative techniques. It is a very helpful tool for researchers who intend to initiate qualitative work (Kiger & Varpio, 2020). Analyzing the data is quite complex and puzzling to many writers because it requires phases in the project in order to gather a thorough discussion of the transcript and integrate it into the literature (Thorne, 2000). Much qualitative research has been done but the researchers often forget to include an explicit description of the methods that they have incorporated in the process of data analysis that leads to problematic labeling of the themes extracted from the responses (Sandelowski, 2010). Data analysis could be complicated in terms of description of the themes and lack of clear definitions of the terms. Due to this imprecision, the analysts may turn to deception and avoid transparency in disclosing how the data was analyzed and how the researcher interpreted the whole discussion (Nowell, et. al., 2017).

The data was analyzed following the six-phase approach to thematic analysis by Braun & Clarke (2006). The qualitative analysts first immersed themselves in the data by reading and re-reading the transcripts. They also watched the video data in case there were parts of the transcripts that may not be easily understood in terms of context. While reading the transcripts, they took notes of important information and items of interest by making annotations, comments, and highlights. After this, the qualitative analysts identified codes. These codes served as labels for a feature of the data which are relevant to the research (Braun & Clarke, 2014). From these codes, the qualitative analysts extracted themes by looking into the patterned responses within the transcripts. The potential themes were then reviewed in relation to the entire data set. During this phase, the qualitative analysts made sure that the themes directly emerged from the data and meaningfully captured the relevant information. The qualitative analysts also checked for repetitions and overlaps and made sure that each theme is unique and specific. Lastly, when the themes were deemed complete, they were summarized and discussed in detail.

In order to come up with a good qualitative analysis, the researcher must follow several steps:

# 1

## Familiarizing Oneself with the Data

In thematic analysis, being familiar with the entire data requires repeated reading of the data (Braun & Clarke, 2006). It is essential that the data set includes the transcript of the interviews or the focused group discussion, recorded observations, and various entries in the journals that will serve as the basis of the mentioned data (Thorne, 2000; Nowell, et. al., 2017). Transcripts must be taken against the original recordings if the analyst is another person aside from the researcher to maintain accuracy and have an excellent familiarization of the data (Kiger & Varpio, 2020). In this research, the analysts were given all the copies of the recordings and transcripts of the interviews and focus group discussion, in order to be familiar with the data.

## Generating Initial Codes

Coding helps in organizing data and making them more specific. This phase works on codes that are defined by Boyatzis (1998) as a basic segment or element of the data and assessing them to make them meaningful. It was further elaborated that a code should be sufficient and well-defined in order for it not to overlap with other extracted codes and it should be able to fit in a larger coding framework which is also known as the coding manuals (King, 2004; Nowell, et. al., 2017). Just like themes, codes can be semantic or have latent meanings (Braun & Clarke, 2012) and the coding framework can reflect pertinent issues arising from the data, guided by particular theories (Attride-Stirling, 2001). In this stage, the researcher can start the process of building an audit trail to support the interpretations and analysis of the researcher (Nowell, et. al., 2017).

# 2

# 3

## Searching for Themes

This next phase includes assessment of the coded data extracted from the transcripts. Braun and Clarke (2012) offered an analogy that if the data analysis is considered to be a house, the codes are bricks and tiles that build the foundation of the house, the themes are the walls and the roofs that close the house as a whole. Therefore, the process of identifying the themes is an essential interpretative process. Themes are not emerging directly from the data. Instead, themes are constructed by the researcher by analyzing the data, combining, comparing, and mapping how the codes are related to one another (Varpio, et. al., 2017). In organizing themes, thematic maps are useful for illustrating cross-connections between concepts and among main themes and subthemes (Braun & Clark, 2006).

# 4

## Reviewing Themes

This phase is a two-level analytical process. In the first level of this process, the researchers scrutinized the coded data that were positioned in each theme to make sure that they are properly fitted to each theme. Then the relevant codes will be reviewed. The researcher will then find any commonality and coherence in the data between themes which should be distinct to be separated (Attride-Stirling, 2001; Braun & Clarke, 2006). The researcher will then re-sort the extracted data and modify the codes of each field in order to reflect the captured codes. At this point, the researcher may combine, divide or discard the analysis done in the thematic map (Braun & Clarke, 2006).

The second level applies a similar set of questions to the themes in order to find relationships with the entire data set. The researcher may examine the data set to make it meaningful and see if the thematic map is accurate and adequate enough to represent the entire body of data (Braun & Clairk, 2006). The thematic map should be able to demonstrate the interrelationship of the themes and the representation of the construct.

## Defining and Naming Themes

When the thematic map has been refined, the researcher may start creating a definition and narrative description of the themes and elaborate why it is important to study. The names of themes to be included in the final output will be reviewed to ensure that they are brief and sufficiently described (Braun & Clarke, 2006). The researcher then develops the most important aspect of every theme and which aspects of the data set it covers, building a coherent narrative of how and why the coded data within every theme that provide unique insights, contributing to the overall understanding of the questions and how they interact with other themes (Braun & Clarke, 2013).

# 5

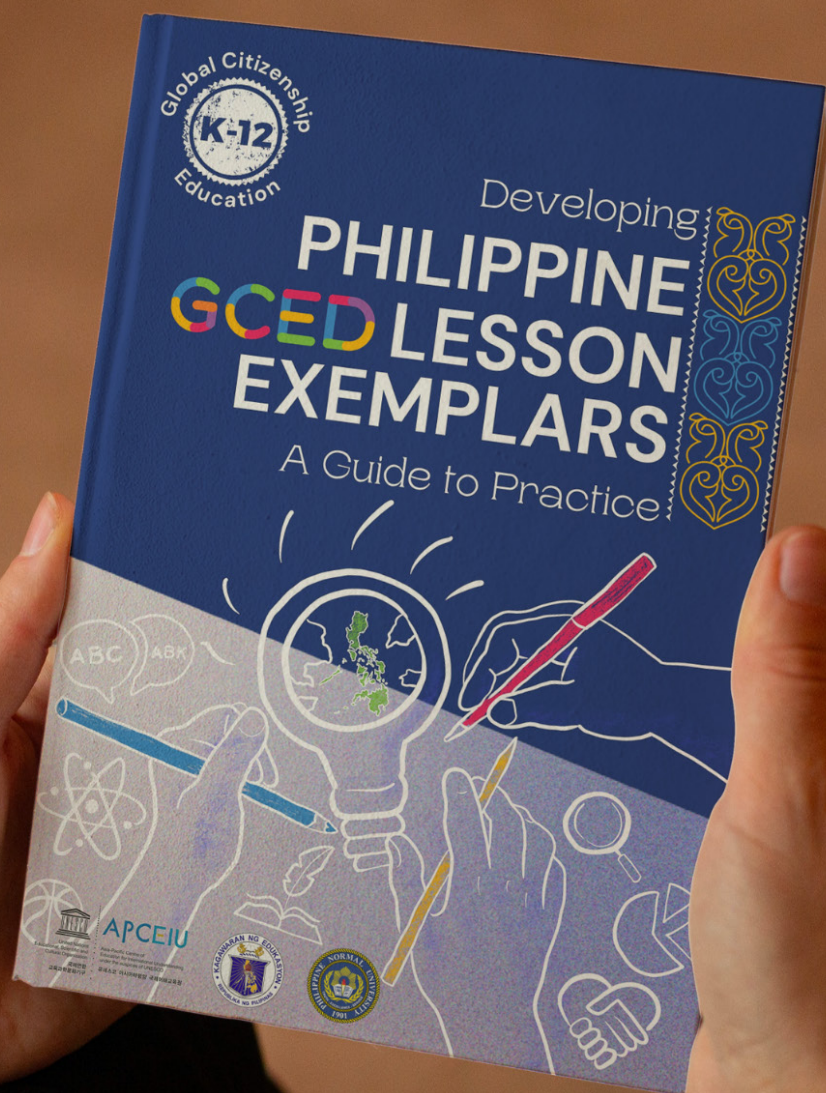
# 6

## Producing the Report/Manuscript

This is the final step that includes the writing of the final analysis and description of the findings (Braune & Clarke, 2006). The elements of the writing process were initiated through the process of note taking, describing the themes, and selection of representative data extracted from the prior steps. King (2004) described this phase as the last step of seeking findings as a 'continuation' of the analysis and interpretation that took place as a contrary to a 'separate stage'. The final report should go beyond mere description of codes and themes. The report should weave a narrative that provides a clear, concise, and logical account not only of how a researcher interprets the provided data, but also with the researcher's selection of themes and interpretation (Braun & Clarke, 2012).







## Findings on the use of the Manual

Five major themes were extracted regarding the use of the GCED manual. These themes came from the responses of the teacher writers, teacher validators, school heads, and cluster coordinators across various learning areas. For them, the GCED manual was holistically drafted and useful although they found some challenges in integrating GCED in their lessons and that it has some limitations which need to be addressed. Further, they saw the need for a GCED training and capacity-building and suggested ways for integrating GCED in the educational system.



# 1 Holistically drafted and useful manual

In general, the GCED manual was found to be holistically drafted and useful. This means that the manual was carefully written, organized and comprehensive and that it serves its purpose of guiding educators in integrating GCED in their instruction. The manual considered and responded to the holistic developmental needs of different learners, is timely, relevant, and easy to use.

## 1.1 Manual adapts to the changing needs and best interest of each learner

The GCED manual was able to respond to the needs of the learners across the different domains of their development. A teacher validator saw how the manual addressed the different domains such as mental, social, emotional, and environmental.

“...yung intindi ko po sa Manual is yung integration po nito can help the students because alam po natin sa Physical Education that it is not only physical so we have to involve the other aspect like mental, social, emotional, and environmental to make the individual as whole.

With this, the GCED manual exemplified how GCED can stir the different domains of learner's development. Another teacher validator explained that GCED responded to the changes in the society which has to be integrated to the learners.

“...holistic ang aking pagkalarawan kasi na appreciate ko yung uhh manual ng global citizen education kasi andito yung kabuuan ng pagkalatag sa hindi lang sa pagkatao ng kabataan kundi mismong yung sa kanyang sa kabuuang pagkatao mula sa labas at tsaka sa loob na pagkakakilanlan...  
- Teacher Validator

## 1.2 Manual provides an organized, systematic, and comprehensive way to integrate GCED and evaluate the lesson exemplars and videos

Integration of GCED in various learning materials was emphasized in this subtheme. For the participants, the manual served as a useful guide for teachers in organizing their lessons and systematically and comprehensively integrating GCED both in the lesson and their actual instruction. These are expressed in the following statements shared by two different teacher validators:

“...yung intindi ko po sa Manual is yung integration po nito can help the students because alam po natin sa Physical Education that it is not only physical so we have to involve the other aspect like mental, social, emotional, and environmental to make the individual as whole.  
- Teacher Validator

## 1.3 Manual as a guide is timely, relevant, and easy to follow

Truly, the manual served as a guide for teachers in integrating GCED in teaching. For them, the manual was timely, relevant, and easy to follow. For one teacher validator, the manual was packaged completely and can be useful during the pandemic.

“Ang masasabi ko lang po dun sa manual po ay talaga pong uhh sabihin na natin uhh complete package. Malaking tulong din po ito sa DepEd kasi pwede rin po natin itong gamitin guide lalong lalo na po madalas sa ngayong panahon ng pandemic ay nauuso po ang pag gawa ng mga modules.  
- Teacher Validator



## 1.4 Manual promotes understanding of diversity and inclusivity

The manual was well-appreciated by the participants especially because introduction of GCED to learners can promote diversity and inclusivity. For example, one participant said that through the manual, respect can be integrated into teaching and learning which in turn promote humanitarianism.

“The manual in a humanitarian aspect that we have to respect yung socialization natin with others which can be integrated with the learning and teaching natin sa ating subject matter.”  
- Teacher Validator

## 1.5 Manual helps empower the learners

Through the integration of GCED following the manual, the teachers are able to foster learner empowerment as expressed in these words by one of the teacher validators:

“...in terms of yung parang advocacy nung ng GCED masasabi ko na it will help naman po lalong-lalo na sa mga teachers and at the same time ma'am sa learners kasi parang ang gustong sabihin ni GCE parang it empowers yung mga ating mga learners...”  
- Teacher Validator

This empowerment may come from the different knowledge, skills, and values that are embedded to the learners as they realize diversity, learn to collaborate, and appreciate their citizenship.

## 1.6 Manual supports the culture of collaboration

The manual highlights the involvement of the different stakeholders in the community in the learners' learning process.

“It involves the community and its stakeholders regarding the learning process of the students.”  
- Teacher Validator

## 1.7 Manual is useful for educators

Ultimately, the participants regarded the manual as useful to teachers. Cluster coordinators from the Mathematics, Science, English, and Health learning areas agreed that the manual can truly serve as a guide in integrating GCED in instruction.

“The manual is helpful. [19:30] Uh, actually the question is, uh, kagaya nga ng sabi nila nakatulong ng Malaki yung manual. The question is the manual is court limited so I think they are able to be guided by the manual accordingly. So okay ang manual sa kanila.”  
- Cluster Coordinator, Mathematics

“The manual is very useful.”  
- Cluster Coordinator, Science

“Yung pagsunod sa manual talagang masasabi mo na the manual was able to lead them.”  
- Cluster Coordinator, English

“The manual is helpful in identifying indicators and mapping.”  
- Cluster Coordinator, Health



## 2 Holistically drafted and useful manual

In general, the GCED manual was found to be holistically drafted and useful. This means that the manual was carefully written, organized and comprehensive and that it serves its purpose of guiding educators in integrating GCED in their instruction. The manual considered and responded to the holistic developmental needs of different learners, is timely, relevant, and easy to use.

### 2.1 Teachers may be resistant to GCED integration

Though GCED may seem promising for teachers, it is still possible that others may not see it as important and may resist integrating it into their lessons.

“Sir, basically ang pagimplement normally naman meron tayong tinatawag na resistance sa mga teacher kapag mga bagong context to lalo na yung mga sinauna—I mean wrong, sorry po yung term ang ating mga traditional teachers sa mga innovations na ini-introduce meron tayong mga resistance na tinatawag sa pagtanggap ng pagbabago.”  
- Teacher Validator

### 2.2 Manual has limitations in terms of format, pedagogies

The participants highlighted certain limitations of the manual. While most saw the manual's usefulness, others expressed that the manual may be overwhelming, difficult to follow, and may not be totally applicable. This is reflected in the words of this Cluster coordinator:

“...faced difficulties with the technical aspects. Medyo madami. Hindi lahat nagagamit. Mahirap sundan...”  
- Cluster coordinator, Science



Similarly, there were aspects in the manual which might be difficult for teachers to understand and follow; the pedagogies presented may also seem foreign to them.

“The manual is very comprehensive, but the technical aspects are hard for the authors, unless the author is really a writer.”  
- Cluster Coordinator, Health

“The pedagogies seem to be “alien” with the PE subject.”  
- Cluster Coordinator, PE

Also, integration of GCED might not be practically feasible considering the time allotment per class session and the characteristics of learners vis-a-vis the target skills and standards.

“Kasi yung content standards and performance standards for the whole quarter, we identify. And we only have 1 hour or 1 and half hour to discuss these things, that we try to answer all the target skills.”  
- Cluster Coordinator, English

“The manual is useful, but it has its limitations. The targets are in general forms but the coordinators' comments are very specific. Yung certain areas ng lessons, ang hirap hanapan talaga ng GCED lalo na sa lower grade. Wala talaga sya e, dun sya sa may grade 8,9 and 10. Doon lumabas yung GCED e.”  
- Cluster Coordinator, Music and Arts



### 3 Limitations to be addressed

This theme opens the GCED manual for improvement as the participants see its limitations which need to be addressed. These limitations included pedagogies, certain technical aspects, standards, concepts, and usability.

#### 3.1 Rebranded pedagogies

Some cluster coordinators expressed their confusion regarding the names of the pedagogies presented in the manual. They said that they seemed to be rebranded which made these pedagogies more appropriate or less.

“Mga strategies (pedagogies). Ang dami-dami kasi nya tapos parang bago sya. Parang bago yung mga (pangalan), although alam mo naman yung concept ng mga yun, parang ni-rebrand. Nagkaroon ng rebranding, something like that. Parang pinagsama-sama yung mga symbols ng strategies tapos binago yung pangalan. Parang ganun yung pagkakaintindi ko sa binasa ko.”  
- Cluster Coordinator

“Pareho kami ng observations ni Sir Al. Alam ng mga writers yung mga pedagogical approaches; and yet parang ay eto pala yun iba yung pangalan, na-rebrand na. Pero merong akma, merong hindi. Depende syempre sa subject. naman. Ang ginawa namin, kung ano yung pinagusapan namin yung pwede i-adapt yun na yun.”  
- Cluster Coordinator

#### 3.2 Technical aspects of the manual

Some cluster coordinators expressed their confusion regarding the names of the pedagogies presented in the manual. They said that they seemed to be rebranded which made these pedagogies more appropriate or less.

“Well, uhm, okay naman yung manual very useful sya. Medyo naalala ko, nahirapan lang akong iinterpret yung mga technical specifications ‘no; like yung page set up, title page, body text specification. Medyo ano lang sya, medyo madami tsaka parang hindi lahat naa-ano, nagamit, parang ano. Medyo mahirap lang sya sundan kasi yung nakalagay na specifications dito andoon na din naman sa template e, parang ganon. Nadamihan lang ako sa mga technical specifications, lalo na dun sa illustrations ano. Dun lang ano medyo nakakalitong iinterpret.” - Cluster Coordinator

“Yung mga technicalities doon sa manual, di na namin pinagtuunan kasi diba ang sabi naman ni Sir Carl merong mag-aayos basta sundin ang template. Kasi kung isasama pa namin iyon, wala kaming patutunguhan, nasa technical part palang kami. So, it was explained by Sir Carl na ay nakatemplate naman po iyan tapos pagkaano aniya aayusin pa iyan. Pero yung mga font sinunod na iyon. Kaya lang po kung minsan, yung mga laptop na medyo luma na, kahit i-set mo sa font na iyon bumabalik sa dati. Hindi namin maintindihan. De sige na ano kaya ano para mapadali lang, gawin nyo na muna bahala na yung technical team. They will help us out with the template. So very comprehensive naman yung manual kaya lang yung part ng technical, di na kinaya ng author. Unless yung author e writer talaga ng book, maiintindihan yung lahat ng technicalities. Pero yung iba na hindi naman, like uhm ano lang sya teacher, nagsusulat din



ng module, hindi na iyon part ng teacher kasi meron namang taga-layout, taga kung ano man yung incharge doon.

- Cluster Coordinator

### 3.3 Content Standards vis-a-vis Performance Standards

Some cluster coordinators also expressed their concerns about particularly identifying and defining the appropriate content standards and performance standards. They suggested that perhaps it will be better if the manual particularly identifies specific standards which can be covered by the



At isa pa din sa nagiging problems namin noong when we discussed this among ourselves kasama ng mga writers, yung ano, yung content standards tsaka yung performance standards that we tried to answer the ano. Kasi yung content standards and performance standards for the whole ano yun quarter, we identify. And we only have 1 hour or 1 and half hour to discuss these things, that we tried to answer all the target skilled. Siguro mas maganda na naka-identify sa manual na specific skills kasi di sya mako-covered ng 1 or 1 and 25 hour. The fact tha we specify na we specify on how long we are going to use the ano exemplar.

- Cluster Coordinator

Likewise, another cluster coordinator said that it was difficult for them to find particular content standards and performance standards which are fit to the GCED integrated in the lesson.



Ang sabi nya, sabi ni Dr Ruscoe no, consider what they are currently using, and after that no, they will just try to dig down to find the GCED values rather than pilitin mong maghanap ng material para mahanap dun ang GCED. At the same time hitting the skills that are stipulated in content standards and performance

standards. Yun kasi ang naging problema namin. Ang English kasi ay literary text na mags-swak talaga sa stipulated sa content and performance standard. Kasi, I printed, yung mga suggested ni Dr. Ruscoe will really help sa ano revision of the manual.”

- Cluster Coordinator

### 3.3 Conflicting concepts from local and global settings

To some cluster coordinators, there might be concerns in integrating GCED in certain learning areas given the conflicting concepts and practices locally and globally. For example, a cluster coordinator pointed out that while GCED promotes multiculturalism, Edukasyon sa Pagpapahalaga centers on Christianity. She said that when teaching ESP, Diyos or God is commonly used, deemphasizing other religious orientations, hence, disregarding multiculturalism which GCED promotes. She emphasized the careful selection of words in teaching and integrating GCED.



Para kang sasayaw kasi katulad ng sinasabi kanina, ganun din yung feeling ko na nakita ng mga writers ko. Walang duda, alam nila topic, yung content. Siguro dahil nga di sila GCED. Kaya noong, sa ESP ko naobserbahan na maraming topic, at isang naging kaialangan kong sabihin sa kanila. Kasi ang ESP sa atin ay Christian oriented, at sa GCED multiculturalism. Halimbawa ang sinabi doon, sa konteksto natin okay yun. Halimbawa nag talent ay biyayang binigay ng Diyos. May ganoong wordings, framing, na pag in-apply mo sa GCED hindi dapat ganun. I'm not saying wala dapat faith, pero kung ilalagay sa international perspective, kailangan maging safe ka when it comes to



mentioning religion for instance.  
Kasi ganun nga ang ESP natin. So  
ayun ang kailangan kong sabihin  
sa writers na wag kakalimutan ang  
multiculturalism sa example.  
- Cluster Coordinator

She gave another example on 'abortion'  
which GCED may set as a right to life of  
the mother but may not be accepted in the  
Philippines which regards abortion as illegal.

“ So ah, yung, konteksto ng, bibigay  
ko lang example kasi baka meron  
din, yung United declaration to  
Human right, sa right to life, sa ESP  
kasi sa konteksto natin, Abortion is  
wrong, illegal. May ganun kasing  
takbo ang ESP na bumabalik sila  
sa oryentasyon ng Pilipians at  
pagiging Katoliko. Kung ipapublish  
to hindi pwede, kasi may countries  
na legal ang abortion. Kailangan  
ko i-explain sa kanila na yung right  
to life ay yung naipanganak. Hindi  
kasama sa constitution natin yung the  
mother and the unborn. Yung ganun.  
Feeling ko yun maging problema ng  
GCED writers. Yung konsepto ng  
multiculturalism maitawid nila.  
- Cluster Coordinator

Likewise, another cluster coordinator saw  
that GCED's concept of multiculturalism  
may conflict with the local context of the  
student. She suggested that there must  
be alternative activities included in the  
teacher's pedagogies. She said:

“ Actually, narealize ko din kasi kahit  
ano naman subject, Science, PE,  
sorry Maam Salve, Maam Donna, kasi  
sinasabi namin sa multiculturalism.  
Sa activity mo hindi mo pwedeng  
papalakpakin, pasayawin ang mga  
estudyante kasi nasa context ng  
mga studyante e. Na bawal yun e,  
so kailangan may ganun ano e ang  
writer. So paano nga ba? Kailangan  
may options siguro sa kanyang  
activities, sa kanyang pedagogies. Na  
sa konteksto ng kanyang relihiyon na  
di nya pwedeng gawin.  
- Cluster Coordinator



# 4 Call for further GCED training and capacity-building

The teacher writers, teacher validators, school heads, and cluster coordinators agreed on the need for further training and capacity-building focusing on the enhancement of knowledge and competencies about GCED, on incorporating GCED in the learning materials and teaching strategies, and on the use of the GCED manual.

## 4.1 Capacity-building to enhance knowledge and competencies on GCED

Even when the participants already received training on GCED, they still saw the need for a capacity-building in order to strengthen their knowledge and competencies about global citizenship education. They wished for a clearer view of GCED so their knowledge can be cascaded to other teachers.

“Sa akin naman po, appropriate na trainings per subject para po ah maging malinaw po na ididiscuss po lahat, lalo na po manuals tapos po trainings, po kung ito man ay icascade sa mga schools, per subject po.  
- Teacher Validator

“E kasi ako wala akong GCED writer. Natuto lang din ako sa first activity ng mapping, paggawa ng second phase. Bakit wala ang PE? Dapat in-orient ka na noon. That was the question I raised kay Dr. Ruscoe. Talagang pinagpilitan ko na isama yung PE kasi hindi naman mabubuo ang MAPEH kung wala ang PE. Kaya noong inorient tayo ni Sir Carl at prinesent, for the information of everybody, yung aming group for PE and Health, kasama nila ako sa PE para ‘pag may tinatanong din kasama ako. Kasi kawawa, ako wala din akong alam nagstart ako I don’t have

“also any idea. I am more uh, familiar with curriculum pero yung GCED wala akong idea. So magaling yung may training talaga.  
- Cluster Coordinator

Even when the participants already received training on GCED, they still saw the need for a capacity-building in order to strengthen their knowledge and competencies about global citizenship education. They wished for a clearer view of GCED so their knowledge can be cascaded to other teachers.

## 4.2 Training on incorporating GCED in the learning materials and teaching strategies

One of the challenges they encountered in the program was how to seamlessly integrate GCED in the learning materials and in their pedagogy. Hence, they saw the need for more training to help them integrate GCED in their lessons more saliently.

“Yun kasi... ‘yun yung mahalaga po doon e. Paano niya ibbridge yugn content niya, if magsisimula siya sa simula ng kaniyang lesson or depende kung saan niya gusto iintegrate yung GCED, pero yung smooth transition ba yung pagpasok ng integration nGCED sa kaniyang content.  
- School Head

“Yes, kasi that was very helpful rather than just having an instruction and all these theories. Kasi an example is an experience a better guide po for writing - Cluster Coordinator, Math

“...to fo...capacitate ‘no? our teachers. ahh...dapat ahh...may mga trainings at seminars po regarding dito sa GCED po na magaganap para i-orient -yung mga teachers natin from DepEd tapos ahmm...ahm...tama po ‘yung... by disciplines po pwedeng i-integrate ‘yung GCED po so, kung para sa languages ahm... pwede tayong mag-integrate ng GCED ahh...ibang





ahh...ibang paraan, 'yung mga PE din at saka mga Social Studies, ahm... may iba't ibang paraan din po ng pag ahm...pagpresent po ng GCED concepts po, 'yun lang po.  
- Teacher Validator

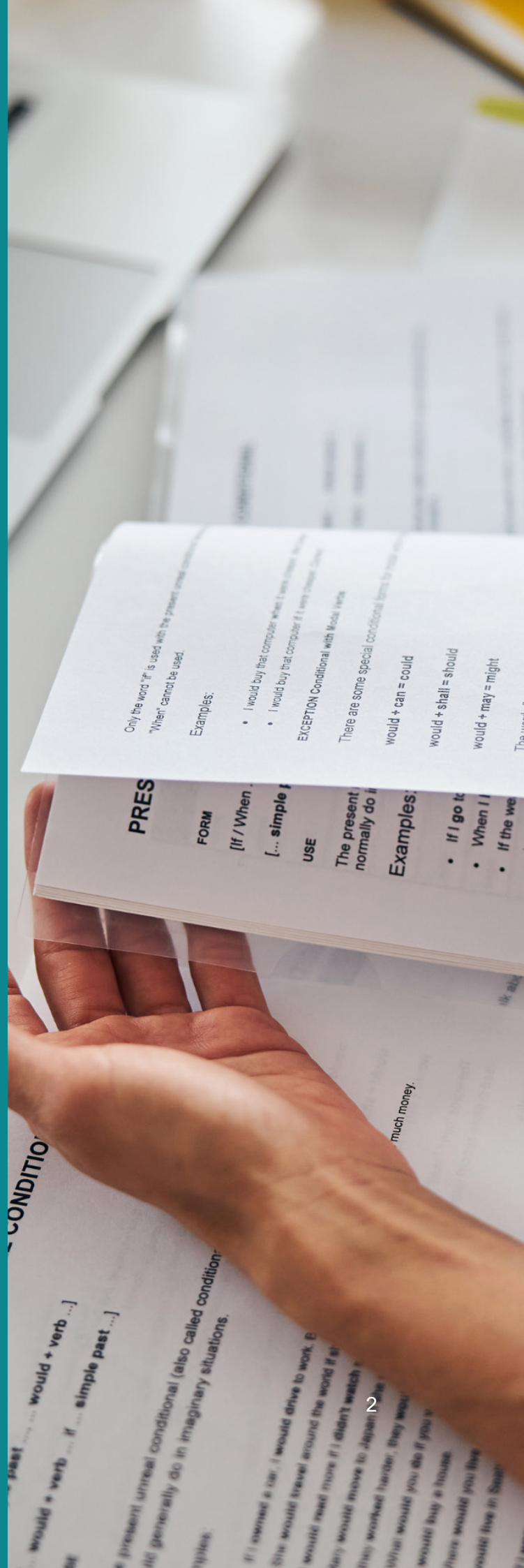
## 4.3 Training on the use of the GCED manual

School heads and cluster coordinators also saw the need for a training on the use of the GCED manual. GCED integration was seen as more of a skill to be learned through proper and continuous training.

“ Maybe ang masa-suggest ko lang kasi, we work better with an example. Siguro we could do that in the actual manual, we could append what could be an example on how to write the GCED.

- Cluster Coordinator, Math

“ So, ito lahat ay hindi naman agad-agad yung skill kasi 'di naman agad-agad embedded sa mga teachers natin. So, proper training—talagang dapat mag-invest ang Department of Educations on this—so ito na kasi yung trend ngayon ng—ng learning natin—modality natin through learning. - School Head





# 5 Suggestions for further integrating GCED in the educational system

The school heads particularly found it essential to ensure that GCED will be continuously integrated in the lessons, hence the educational system. They suggested ways for the continuity of the program including monitoring, integration, alternative mechanisms, and prioritization.

## 5.1 There must be proper and continuous external monitoring

School heads saw that whenever there is a new program to be implemented in the school, proper monitoring was not done to make sure that the program continues and that it is properly integrated.

“ Bago malimutan ang problema sa project ng Pilipinas kahit pang DEPED o hindi ay walang monitoring. So lagyan po data ito ng monitrong. So if ever, the sole owner of this project, magkaroon siya ng initiative na sabihin kay DEPED ba dapat magkaroon ng monitoring quarterly o within 3 years dapat may continuous report siya for the monitoring of the integration of GCED kasi kung wala, napakaraming proyekto sa DEPED sa anumang government agencies, prumaject nang prumaject, wala naman pong monitoring ast sila-sila din ang nagmomonitor. Dapat external ang monitoring hindi kung sino yung nagiimplement siya ang magmomonitor... salamat po.  
- School Head

The school head saw that it is better to have an external monitoring system which will ensure quality of the program implementation and GCED integration.

## 5.2 Teachers and School Heads must understand the importance of GCED integration

Understanding the importance of GCED integration will encourage teachers to integrate it in their teaching and will motivate school heads to promote it in their schools. With this, the school heads saw the need for a training focused on GCED orientation and promotion.

“ I think yung clear mechanisms, how to implement the program. Kailangan po tayo magkakaroon ng mindset sa mga teachers at saka sa school head para maintindihan nila how to implement yung GCED.  
- School Head

## 5.3 There must be alternative mechanisms in integrating GCED

Understanding the importance of GCED integration will encourage teachers to integrate it in their teaching and will motivate school heads to promote it in their schools. With this, the school heads saw the need for a training focused on GCED orientation and promotion.

“ I think yung clear mechanisms, how to implement the program. Kailangan po tayo magkakaroon ng mindset sa mga teachers at saka sa school head para maintindihan nila how to implement yung GCED.  
- School Head

“ I think I have a question, Doc Abrea. Do we have alternative mechanisms for the implementation of GCED if there are some failures? Failures in some regions, in some places for example far flung places or those indigenous people if they are not affected or not, what can be the alternative?  
- School Head



## 5.1 Top leadership in schools must prioritize the implementation of GCED programs

In order to establish the continuity of the GCED program, the school heads saw the need for the top leadership in schools to prioritize it. These persons are in the authority to promote and create procedures



...leadership itself in the top management. How are they going to prioritize GCED because most of the time, we have debates in the top management like for example the School head 2 v. the new Division office, Education program supervisor, the Superintendent, how are they going to prioritize this particular program because there are misinterpretations, misunderstandings in terms of program implementation.

- School Head

These suggestions will ensure that there is continuity of the GCED program and integration and that their efforts will not be put to waste.

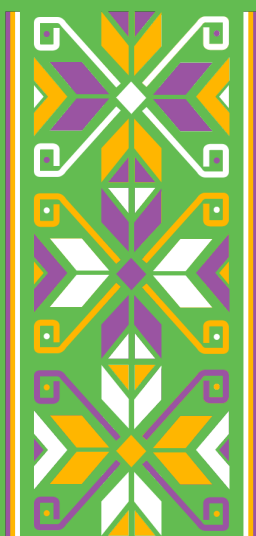






# Findings on the GCED Learning Exemplars

The findings on the GCED Learning Exemplars based on the data set extracted three major themes which demonstrates that the teachers, school heads, and cluster coordinators found out that the GLE are (a) highly commendable learning materials; (b) there is evident integration of GCED in the learning materials; and (c) there is a need for further enhancement of the learning materials. In each major theme emerged several subthemes based on the transcripts of the focus group discussions.



# 1 Highly Commendable Learning Materials

Under this major themes are seven subthemes which are extracted from the transcribed data gathered that were discussed by the teacher validators, school heads, and cluster coordinators. Among these are:

- (a) The lesson presentation is aligned with the learning objectives;
- (b) The lesson presentation is clear;
- (c) Learning materials are responsive to the needs of teachers and learners;
- (d) Learning materials stimulate higher-order thinking skills;
- (e) Learning materials are experiential and learner-centered;
- (f) Learning materials are richly available; and
- (g) Teacher writers showed resourcefulness and innovation in writing the learning materials.

## 1.1 The lesson presentation is aligned with the learning objectives

Some teacher validators find that the GCED Learning exemplars to have the lesson presentation as aligned with the learning objectives with one of the participants pointing out the behavioral, cognitive socio-emotional impacts that are needed to be integrated in GCED.

“ Basically yung pag-identify po ng mga objectives nila, doon po nakalagay ang mga objectives nila doon sa behavioral, cognitive, and socio-emotional impacts na kinakailangan po para ma-implement or ma-integrate si GCED, yun lamang po Sir.  
- Teacher Validator

## 1.2 The lesson presentation is clear

There are teacher validators who agree that the lesson in the GCED and those that were demonstrated by the learning exemplars are quite clear and concise. The alignment of the learning material is said to be commendable, very detailed, and informative in integrating GCED themes and topics as highlighted by the teacher validators.

“ Mula sa grade 3 at tsaka sa grade 6 hindi ko masyadong ano, ma di ko masyadong binusisi kasi maganda yung pagkakahanay ng exemplar.  
- Teacher Validator

## 1.3 Learning materials are responsive to the needs of teachers

It was observed by teacher validators and school heads that the learning materials are very responsive to the teachers and learners. It was emphasized these materials are very considerate to the needs of both teachers and learners. The overall content of the mentioned learning resources were found to be appropriate to the learners and the mission and vision statement of DepED were anchored to the materials.

“ Kung sino man ang gumawa nito na very considerate siya pagdating sa learners at very considerate rin siya para sa teacher.  
- Teacher Validator

“ All the mission and vision of GCED naman are anchored I mean, pwedeng ibangga sa mission and vision ng DepEd, we are developing 21st century skills, we're developing 21st century learners and teachers and GCED is a big help para at least, ma- achieve natin iyon.  
- School Head



## 1.4 Learning materials stimulate higher-order thinking skills

For teacher validators, learning materials were seen to stimulate higher-order thinking (HOT) skills where the contents can aid every learner in connecting and relating to lessons.

“Parang okay naman po siya kasi the—the contents can help the—every learner to connect—do’n sa lahat ng lugar na pwedeng mabanggit do’n sa lesson.  
- Teacher Validator

## 1.5 Learning materials are experiential and learner-centered

The learning materials were also said to be experiential and learner-centered according to the teacher validators. Some of them find the materials engaging and make a lot of sense as they are integrated in GCED. One of the validators agreed that the activities are very agreeable and developmentally appropriate and relatable to their learners.

“It’s more engaging in the sense that students and pupils—parang ano—they—parang the lessons in Math makes sense, sir—parang ganon—when we integrate the lesson with other disciplines tapos may mga valuing pa, may reflection. It makes the lesson more—parang lively, engaging—‘yun po.  
- Teacher Validator

## 1.6 Learning materials are richly available

It is also commended that learning materials are richly available to all teachers and students. According to the teacher validators, the learning resources given would be better if there are choices for the teachers and the lessons that are not within the learning materials. There are lessons and topics in the materials that are not yet available. However, it was agreed upon that the learning materials are a big help to the validators. The materials are said to be recommended because it is seen to be essential in integrating the lessons to the relatable issues.



“The more learning resources that we have, of course it’s better so there will be more choices for our teachers and of course there are some lessons na wala kasi sa mga learning materials. Some of the learning materials that we have ay wala yung ibang mga what do you call this, yung mga lesson or topics doon sa learning materials especially some other grades na wala pang available na learning materials up to now, so this will be a very big help for them not just the lesson exemplars but of course, the videos especially those who are not really majors in Physical Education, it would be a very big help for them.”  
- Teacher Validator



“Actually talaga yung DepEd ngayon napaka-kailangan talaga ng ganitong materials so hindi naman na yan itatanong kung recommended kasi napaka-kailangan talaga, sobra. Lalo na ngayon na nasa second year na tayo ng distance learning so talagang kailangan mag-isip ng mag-isip kung paano pa mas mai-integrate ng bata yung lesson at the same time matulungan po yung ating teachers po sa pagtuturo”  
- Teacher Validator

## 1.7 Teacher writers showed resourcefulness and innovation in writing the learning materials

The school heads found that the teacher writers showed resourcefulness and innovation in writing the learning materials in integrating GCED. It was pointed out that the teacher writers really optimized the utilization of their resourcefulness in demonstrating their innovative ideas in writing.



“Pero, all in all we know naman when we integrate GCED, pagkatapos iintegrate pa siya sa for example sa Mathematics, English, in Science, talagang ano, makikita natin na ang teacher ay naging resourceful talaga. They used their resourcefulness, their innovative ideas in order to craft those things.  
- School Head

## 2 Evident integration of GCED in the Learning Materials

The major theme that shows there is an evident integration of GCED in the learning materials has two subthemes that explains how the GCED is evidently integrated into the learning objectives and overall content and that the learning materials truly serve as a GCED guide.

### 2.1 GCED is evidently integrated into the learning objectives and overall content

For the first subtheme, the teacher validators and school heads pointed out that GCED is evidently integrated into the learning objectives and overall contents. The teacher validators emphasized that it is important to check the competencies that are not integrated with GCED. Furthermore, it was noted that GLE was able to contextualize the lessons to the materials.

“ Yes po, Sir. Actually we can seamlessly integrate GCED to the twelve (12) curriculum in all subjects, but we have to check the competencies because there are competencies that cannot be integrated with GCED.  
- School Head

“ Maganda yung atake ng mga teachers lalo na pagdating sa GLE, so yun yung naappreciate ko sa GLE nila kasi nga kumbaga nakacontextualize muna sa bata, oh ito tayo, dapat malinis ka sa katawan mo ganyan and then paano yung magiging.  
- Teacher Validator

“ Epekto niya, nakakaapekto pala ‘to sa ibang bata rin sa buong mundo so yun yung atake, yun yung common sa mga GLEs na nasa atin so sa akin full ang naging integration niya.” - Teacher Validator

“ As for my observation, evident naman po yung integration ng GCED sa GLE kaya lang siguro para hindi naman medyo mapressure on the part of the

“ teacher, siguro for every situation siguro ayun nga icontextualize situation diba then siguro magsacite na lang siya ng, What about other children in some parts of the world, do you think ginagawa rin nila ito? Like yung pinggang pinoy, this is how we prepare our food, what about the children in other parts [of the world] do they also prepare in the way we preare our food? Parang ganoon eh di connect na agad pasok na sa GCED. Dito naman kay Grade 6, personal health issues and concern oh di ipasok na kaagad si Covid-19 kasi it's pandemic so lahat ng parte ng mundo eh connect dito and then si Grade 10 naman, health information ang laki din pong ano mabilis po kasi yung social media so it's global. - School Head

### 2.2 Learning materials truly serve as a GCED guide

The second subtheme suggested that the learning materials were found to truly serve as a GCED guide. There was a mention of the provision of the general specifications that was observed by the writers. Some teacher validators agreed that the materials are well thought out and that there are sample strategies that were given with clear procedures for teachers to follow.

“ The provision of the general specifications that will be observed by the writers when you are going to write or when you are going to create GCED integrated lesson exemplars. - Teacher Validator

I think it was well thought out and there are even – sample strategies to be used by the teachers were enumerated and then, there are like steps there. - Teacher Validator

# 3 Need for further enhancement of the learning materials

The major theme of the need for further enhancement of the learning materials introduced 11 subthemes and these are the following:

- (a) There is misalignment with the DepEd Curriculum Guide and the MELCs;
- (b) More inclusive and easy to understand material especially to non-major teachers of the subject matter/s;
- (c) Content has to be contextualized and localized;
- (d) GCED is not seamlessly and saliently integrated into the learning materials;
- (e) Some contents are needed to be organized and emphasized more;
- (f) Some contents are too heavy and too long for the learners to grasp;
- (g) Real-life application of the contents must be strengthened;
- (h) Reading materials are insufficiently provided;
- (i) Learning materials have to be more visually appealing and consistent;
- (j) Check the learning materials for typographical errors, grammatical errors, mistranslations, and copyright issues; and
- (k) Specificity of comments of Validators and Translation of concepts.

## 3.1 Smooth alignment of the DepEd Curriculum Guide and the MELCs to the materials

The first subtheme explains that there is misalignment with the DepEd Curriculum Guide and the MELCs. It was pointed out that there are parts of the recording that are not part of the GLE and the instructions are not clear and included.

“ On texts yung mga introduction kasi—supposedly, when—when we have our videos na rinerecord—yung titingnan ng mga bata dapat motivating na yung—pagsisimula hanggang sa wakas para ma-sustain yung interest ng mga bata—so—nakita ko sa video naman, may isa doon—nakita ko na napakahaba ng kan’yang introduction—wala naman doon sa GLE na mga—wala siyang panuto doon or instruction na ‘yon ang gagawin n’ya—so—maraming text doon binabasa lang parang mga 10 minutes ata ‘yon. So—may corrections din sa—sa name of the author.  
- School Head

## 3.2 More inclusive and easy to understand material especially to non-major teachers of the subject matter/s

Some teacher validators and school heads elaborated that GLE is more inclusive and easy to understand material especially non-major teachers of the subject matter. There seem to be activities that are not connected with the instruction of the materials which may make it difficult for the teachers and students to convey. It was mentioned it would be better to simplify the materials to allow the instructors to follow it easily.

“ I’ve been with the junior high for the longest time so, may mga activities dito lalo na kunyare ma’am yung sorry, sorry for the ano — yung kunwari yung teacher is not well versed with the instructional based kasi maganda ma’am yung mga activity actually, yung instruction kapag hindi po talaga well versed sa Physical Education, feeling ko baka mahirapan mag-execute, Mahihirapan po silang i-convey I mean i-ano itong exemplar pagka di PE Major ang gagamit.  
- Teacher Validator

“ Masigurado ko na ahh, okay maca-catch naman ito ng mga non-P.E major kasi ma’am katulad sa school namin, marami kaming hiram na teacher na hindi talaga P.E major kasi para lang mapunan kasi ma’am ang konti po talaga ng naga-apply sa P.E ngayon eh. I mean sa MAPEH in a scope so katulad nga po ngayon, wala kaming applicant ma’am ng MAPEH sa division namin kaya naiiyak na kami kasi namatayan pa kami ng teacher ma’am three years in a row so, kulang po kami ng limang teacher. So kumukuha lang kami kung sino yung nag-apply tapos tinuturuan din namin. So, para sa amin lang, kung gagamitin natin ito in early like 2-3 years siguro simplify na lang para kunware kapag binigay yung manual, ahh magagawa nila ito so parang ganun lang.  
- School Head

### 3.3 Content has to be contextualized and localized

The school heads explained that the content has to be contextualized and localized in order for it to be relatable for Filipino students following a Filipino culture. The context of the learners must be emphasized by giving examples that are about the locality of the country integrated to the content of the modules in order to make it more effective.

“ Okay, so with regards naman po with the readability ng mga materyal, so sana iconsider rin ng mga teacher na dapat ito ay nakalocalize or sa setting po ng Philippines.- School Head

“ I think Ma’am ang i-aadd ko na lang means we should also consider the context of the learners, like using examples also in the content of the modules. - School Head

### 3.4 GCED is not seamlessly and saliently integrated into the learning materials

The fourth subtheme highlighted that GCED has been observed to be not seamlessly and saliently integrated to the learning materials. According to the focus group discussion, the lesson exemplar must be more integrated to the GCED manual.

“ Based po don sa past conversations ng GCED, diba ang sabi po the lesson exemplar should bemore .. uhmmm .. nakaintegrate yung GCED sa lesson exemplar ng teacher, but sa napansin ko lang po based on my initial observation medyo kulang na kulang pa po yung incorporation ng nung GCEDS sa mga lesson.  
- School Head

### 3.5 Some contents are needed to be organized and emphasized more

The teacher validators noted down that some contents must be organized and emphasized more in the learning material and learning exemplar. There are suggestions that parts of the manual are not reflected in the table contents and that it is important to create more helpful and useful lesson exemplar. Also, it was recommended to apply SMART in doing basic lesson planning.

“ Lahat po ng divisions yung sir, kasi pag naputna na po samin, may kanya-kanya na po kaming interpretation. Meron pong isang guide na example lesson exemplar then video demonstration.  
- Teacher Validator

“ In addition po Dr. Abrea, I have a suggestion po if taken. As I examine the manual po, I have found out that there are actually parts of the manual which are not reflected in the table of contents.  
- Teacher Validator



“ Sir, dudugtong na lang po sa kanila. Sa akin, siguro wag naten kalimutan o kalilimutan, ni teacher o ng teachers yung basic sa lesson planning na tinatawag na SMART. Specific, Measurable, Attainable, Relevant, Time-bound o Timely.  
- Teacher Validator

### 3.6 Some contents are too heavy and too long for the learners to grasp

The sixth subtheme is about the opinion of the teacher validators that some contents are too heavy and too long for the learners to grasp. It was mentioned that there is a need to dissect the objectives because the objectives seem to be broad and the domains needed to be focused on.

“ Sir, yung saken po yung ano po himay-himayin po yung objectives na masyadong broad yung objectives para nabibigyang focus yung isang domain o isang dapat na matutunan ng bata na integration, kasi po napansin ko po sa manual na napakalawak po ng manual talaga ng domain.  
-Teacher Validator

### 3.7 Real-life application of the contents must be strengthened

Teacher validators see that the real-life application of the contents must be strengthened. It was even noted that one of the exemplars was able to integrate environmental issues and concerns in their lesson.

“ Kasi she was able to integrate yung environmental issues and concerns doon sa context ng pagtuturo ng classification of matter sa solid, liquid, and gas. - Teacher Validator

### 3.8 Reading materials are insufficiently provided

Another comment has been given by a teacher validator about reading

materials not sufficiently provided. One even emphasized that the materials lack supplement and need to be expounded in terms of ideas being presented or in the lesson itself.

“ Yun lang po yung parang medyo nakulangan lang po ako, we could have supplemented more or expound more on the ideas being presented or sa lesson po.  
- Teacher Validator

### 3.9 Learning materials have to be more visually appealing and consistent

The ninth subtheme speaks about how the learning materials had to be more visually appealing and consistent. Some school head validators even suggested that the texts must be visible or readable and that there must be concrete examples. It was also mentioned that the videos must be clear for teachers and students to see them better.

“ So, I suggest po nilagay ko rin yun sa comment ko na sana ang ilagay na text ay yung visible para sa ating grade 3 natin. Tapos yung ano yung video, 'di po sana pictures lang pagkatapos babasahin yung text. Dapat may mga sound, concrete example pagkatapos yung phasing po hindi po dapat mabilis.  
- Teacher Validator

You need to... yung mga ano siguro yung mga colleagues mo, yung mga friends mo na expert in getting the videos, para mas clearer. Kasi sometimes po hindi na po nakikita yung ano eh, lalo na po yung sinabi ni Sir yung gumamit ng projector, hindi na po talaga nakikita na.  
- School Head

### 3.10 Check the learning materials for typographical errors, grammatical errors, mistranslations, and copyright issues

Another subtheme elaborated that the writers should check the learning materials for typographical, grammatical errors, mistranslations, and copyright issues. One school head even mentioned that the content of the material needs to be improved and be enriched if there is something wrong.

“ Then, yung mga titles po ng mga gawain pwede ring—pwede ring palitan yung—for example, sinabi niya na, “Gawain pang-lima,” tapos ang title po ng gawain is “Gawa”— “Gawin natin ‘to,” na para sa akin po is redundant na rin po siya. Pwede nating—may suggestion ako na pwede nating gawin “Linangin mo ang talino,” kasi multiple intelligences naman po yung mga activities na—sa—ang mga gawain na binigay.  
- School Head

### 3.11 Specificity of comments of Validators and Translation of concepts

Finally, another subtheme emerged on the specificity of comments of validators and translation of concepts. Some cluster coordinators commented on the technical terms in the lesson. Translation should be made according to the mother tongue of the learners who will use the learning materials.

“ When I talk about the specificity of the comments of the validators, it has something to do with the technical terms in music. Like for example, yung kumpas, because actually I don’t have problems with grade 6 and above, same with the arts walang problema. But the problem lies down in grade 3 both in arts and music. Especially in music, for example the term

kumpas. When you say kumpas in Filipino, actually pwedeng beat as in conducting pwede din syang pulso. So, it has brought confusion to the writer. What the writer did is in-explore nya, sinurvey nya lahat ng libro, e nakalagay sa libro, which is mga DepEd prescribed, they used the kasi nakalagay steady beat e. Steady beat. So sabi ko, mag-stick na tayo sa steady beat kasi yun yung nakasulat. Ang problem is yung MTB-MLE, na kailangan in Filipino sya. So doon sya nagkaroon ng problem, yung area na yun, yung pagta-translate. Kasi internationally speaking, kapag sinabi mong beat ng music, nagkakaintindihan lahat ng musician. Iba yan sa conducting pattern, sa time signature. So, ayun, pag kasi ginawa mo syang Filipino, madami syang attachment ideas, depende kung paano sya magagamit. Yun lang po sir, Thank you po.  
- Cluster Coordinator

“ Sinabi mo na Filipino, kasi dalawang part yang DepEd e. Dalawang grupo yan e. Meron yan sa K-3 na may incharge din doon. Noong ginawa namin yung sa health tsaka noong sa PE, sinabihan lang din kami talaga. Kaya sinabi ko noong orientation na all manuscript could be written in English. Bahala na yung sila magtranslate doon ng mother tongue nila, noong expert doon sa region nila. Kasi kung yan ay nasa Filipino, may mga words na di ma-i-translate, di maintindihan. Kasi halimbawa sa Ilocos, sa Bisaya mas gusto nila na binabasa yung English. So naranasan namin yun.”  
- Cluster Coordinator

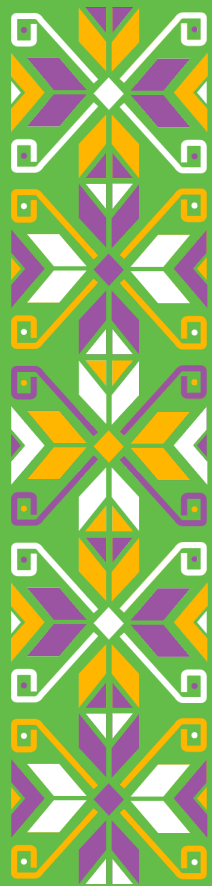
“ Yes Maam. Gumapang kami dun. Noong dalawang writers ko. Diba noong nag-sample tayo, gumapang ako dun. Yung aking music teacher, gumapang din. Tsaka yung English teacher. Talagang mahirap talaga syang isulat in Filipino.  
- Cluster Coordinator



5

## Findings on the Pre-Recorded Teaching

Four major themes emerged with corresponding subthemes as regards their impression/observation on the pre-recorded teaching demonstrations. These themes came from the responses of the teacher writers, teacher validators, school heads and cluster coordinators across various learning areas. For them, the pre-recorded teaching demonstration is indeed a supplement for effective teaching with subtheme videos responding to the call for quality, accessible education for all. Videos are well-performed and appreciated with subthemes such as videos are commendable and comprehensively done, and videos are engaging. However, there is a need to improve teaching pedagogy used with subthemes such as matching the teaching pedagogies, strategies/activities to the needs and characteristics of the learners, make the presentation more lively and provide opportunities for more students participation. Further, technical considerations for improvement with subthemes such as adjusting the content according to the recommended time allotment, verbal and non-verbal cues should be observed from the presenter/artist, make the video demonstration more instructional, sensitivity and appropriateness of words to be used, and the were some online technical problems that were overlooked that affect the learners active engagement and learning. Again, themes were formulated from the collective narratives of the four clusters of professionals mentioned above.





# 1 Supplement for effective teaching

Majority said that the pre-recorded teaching videos are a supplement for effective teaching, thus, served as the first emerging theme. For them, the videos enable them to deliver their lesson/s easily. For one teacher validator, the video will be very useful during the pandemic. This is really timely and relevant while we are exploring different/flexible modalities of teaching.

## 1.1 Videos respond to the call for quality, accessible and relevant

According to the majority of the teacher validators, the pre-recorded teaching makes education accessible despite the challenges we are facing due to COVID19 pandemic. Educators and learners will surely benefit from this revolutionized way of teaching and revitalization of education. To support this, below are the narratives:

“ with the video presentation it supplement para mas maging clear on how are they going to deliver the lesson, the instruction itself  
-Teacher Validator



With what we are experiencing right now, this is really timely and relevant na hindi kailangan ng face-to-face. We really need to explore different modalities and I think we already explored it for the first year of the pandemic and for me it was really a success that we did not stop education and lastly, liberating. Dito papasok si GCED, that we need to integrate global aspect yung mga sinasabi natin na kailangan ma-integrate yung mga gustong ipa-integrate ng GCED and that's make our education very liberating. So ayun po aside sa kailangan na kailangan ng DepEd, quality wise, accessibility, relevant and liberating education, kailangan na kailangan natin yan and recommended naman po.-Teacher Validator



I am very sorry po doon sa mga learners natin talaga na hindi na po talaga makakaavail nung videos natin dahil alam naman po natin yung ating learners over the Philippines lahat po hindi po sila makakapanuod ng video that's why yung sa lesson exemplars naman po nila ang ganda ganda po nun, from that, siguro po matutunan na po ng bata natin.-Teacher Validator





## 2 Well-performed and appreciated

The second emerging major theme based on the observation mentioned by most of the teacher validators across areas on the pre-recorded teaching demonstration, it is not only well-performed but it is also highly appreciated because of the efforts exerted behind the success of this endeavor. exploring different/flexible modalities of teaching.

### 2.1 Pre-recorded videos are commendable and comprehensively done education

Videos are commendable and comprehensively done according to some of the validators, thus making it as the subtheme. Some of them said that the way of delivering the lesson though pre-recorded is highly commendable. The methods and materials used by the presenters seemingly encourage active students' participation and engagement even in virtual class.

“Overall, the deliberation of the lesson is commendable.  
-Teacher Validator

“Ahh...patungkol po sa video, I can say that the method and the material and the design used in the lesson are all appropriate. And then, ang gusto ko sa video and the series of activities na binigay ng teacher is that it encourages maximum participation and engagement in the part of the learner which is very good, kasi video ahh...video 'yung demonstration'-Teacher Validator  
“It was comprehensively done. I think she thinks it's laborious but follows a format. Ahh...it's in the format of the DepEd , it's only quite different because of the GCED integrations like the domains, the themes, the topic ahh...the font style is okay ahh...clear and matched

graphic organizers. Ahh...there;s congruence of lessons from the objective to assessment  
-Teacher Validator

### 2.2 Videos are engaging

Video content per grade levels seem to perfectly and easily engage all types of audiences/learners. From the narratives of teacher validators and school heads, it seems that knowing your audience and capturing their attention through eye-catching visuals and contents make the videos more engaging.

“If I am going to use one word po to describe the three videos shown to us from grade three (3) to grade ten (10), grade six (6) and grade ten (10), it's engaging, all videos are actually engaging.  
-Teacher Validator

“Then, maganda yung mga video dramas and ani—animations po na ginamit ng mga teachers—'yun po ang nagbibigay din ng—interest 'no. Kung ako ang learner—mabibighani naman po ako sa mga video drama na ginamit at mga animations, mga effects na ginagamit nilasa video. 'Yun po ang sa video.  
-School Head

### 3 Need to improve teaching pedagogy as seen on the video

Even though the pre-recorded teaching demonstration received compliments. The teacher validators and school heads observed that pre-recorded videos need revisions in terms of matching the teaching strategies/activities used to the needs and characteristics of the learners, and make the whole presentation more lively from beginning to end by providing opportunities for more students participation. These points of improvements will help the pre-recorded teaching videos serve its purpose as effective learning resources for both educators and learners.

#### 3.1 Match the teaching pedagogy; strategies/ activities to the needs and characteristics of the learners

Methods of how the teacher teaches both in theory and in practice is important. These strategies affect and influence the learning process of the students. Effective strategies by considering the learner's capacity and characteristics are very important. If pedagogy is not taken into consideration learning wouldn't take place. See below the narratives of the teacher validators:

“ At pagdating sa panuto may nakita po kasi ako doon na medyo hindi ganoon na malinaw ang dating sa mga magaaral. At para maiwasan po yung kalituhan at maging tiyak po at malinaw po sa pagbibigay ng panuto. Para po sa ikauunawa ng mga magaaral.

“ Grade 6 naman po medyo yung nga po masyadong mabilis yung phasing o daloy ng talakayan.

“ Nailagay ko na rin po doon sa aking komento sa bawat isa sa mga teachers po o mga writers na maging maingat po sa pagpili ng mga salita, paghahabi ng mga salita para po hindi po maoout of ano ung bata kapag babasahin yung panuto

“ I think it was well thought out and there are even—what I like about the manual is the part when strategies – sample strategies to be used by the teachers were enumerated and then, there are like steps there but need minor revisions.

“ Tama po yung sabi ni Sir na medyo lalo na sa pag elementary kasi di naman ganun talaga yung bilis ng pickup nila kumpara po sa highschool. So sa tingin ko po ay magkaroon nalang ng sapat na yung tama po na ung mga gawain na di na dapat na isama sa tingin po ay alisin.

“ for the Kindergarten pupils so, maybe suggestion if they can give short videos not that long videos, let's focus on the main core which discussion about GCED so they can integrate this to activities in Kindergarten, sir, to all other Grade level as well.

#### 3.2 Monotonous and disengaging due to way of presentation and time

Based on the context of some teacher validators and school heads particularly in English. The attitude in the delivery of teaching can be translated in a variety of modalities. The lack of means to present the ideas well and creatively speaking and the inability to control time makes the teaching become monotonous and potential disengagement from students might arise. The narratives are seen below:

“ Sana po ginagawa na \*inaudible\* or nilalagyan na lang po ng mga graph para hindi po sya... hindi po mabored yung bata lalo ngayon na meron pong GCED na kailangan pong nagrereflect bawat bata sa activity. -Teacher Validator

“ Sa tingin ko po masyado pong marami yung activities po. Na sa palagay ko po ay hindi sasapat yung 60 minutes or 50 minutes lalong lalo na po dun sa elementary. So ang inirecommend ko po doon ay kung pwede po ay bawasan sana. - Teacher Validator

“ And we only have 1 hour or 1 and half hour to discuss these things, that we try to answer all the target skills-Cluster Coordinator, English

“ Then, yung mga titles po ng mga gawain pwede ring—pwede ring palitan yung—for example, sinabi niya na, “Gawain pang-lima,” tapos ang title po ng gawainis “Gawa”— “Gawin natin ‘to,” na para sa akin po is redundant na rin po siya. Pwede nating—may suggestion ako na pwede nating gawin “Linangin mo ang talino,” kasi multiple intelligences naman po yung mga activities na—sa—ang mga gawain na binigay. - School Head

“ However, nakita naman natin po yung mga efforts nila na hindi maging monotonous yung mga expressions na gagawin nila. So, may nag—sa mga Junior High School—parang—medyo awkward—conscious yung teacher na nagdedeliver ng lesson. - School Head

### 3.3 Provide opportunities for more students participation

Another thing to improve under teaching pedagogy is the lack of opportunity to participate in the discussion. Enough

motivation and more opportunities for students participation makes the learning a healthy two-way process. Allowing students to collaborate with the teacher by giving them a choice or task in how they learn is a must. See below the narrative:

“ opportunities for students to exchange opinions among themselves? Hindi po. Hindi po naipakita ng ating guro -Teacher Validator

### 3.4 Learning assurance using the pre-recorded videos

The last subtheme under teaching pedagogy is the assurance if students really learn virtually or through the use of pre-recorded videos. Transition from face-to-face set-up to flexible or online mode of teaching is the best way we have now as means to fight the challenges brought by the pandemic in the landscape of the educational system in the Philippines. However, as learning takes place at home, the assurance and effectiveness of the recorded videos as a learning resource is still a work in progress. Further mechanisms to measure its success should be taken into consideration.

“ Ako from the DepEd point of view medyo we are questioning the quality kung paano ba talaga mame-measure yung quality ng online pero kung ganon po ang mga teacher natin na talagang nakukuha ang lahat ng atensyon whether it is physically or whether it is virtually, at least we can assure na sana lahat ganyan na. -Teacher Validator



A decorative vertical border on the left side of the green section, featuring a repeating geometric pattern in purple, orange, and white. The pattern consists of stylized, interlocking shapes that form a larger, symmetrical design.

## Technical considerations for improvement

Technical considerations as the last emerging theme based on the narratives mentioned by most of the teacher validators, cluster coordinators, and school heads on pre-recorded teaching demonstrations across grade level and areas.

For the pre-recorded teaching demonstration materials serve their purpose as a useful learning resource and guide; some of the challenges and opportunities need to be addressed. Copyright and content issues, eye-to-eye contact to the audience, capitalization and appropriateness of words to use in giving instruction per grade level, tone of voice and diction, time management in implementing the activities, phasing and transition, quality and volume, nonverbal cues and other technicalities to name a few.



# 1 Make the video as learning materials more visually appealing and consistent.

Video as a learning material is important as it is in any film production. You sell because you present well. Same with education setting, students today are more exposed to the online world and using educational videos as a tool for learning. The more the visual and auditory nature of the videos are great, the more the videos look more appealing in conveying learning. From the narratives below; green screen, subtitles, grammar, copyright issues, audio and video quality, font size and consistency of the graphics to name a few of the things that need to be addressed to make videos more appealing.

“ Yung sa grade six po yung pag green screen po is medyo hindi po siya ganun ka-smooth kasi merong buhok, yung background po doon medyo nakaka-ano po siya sa mata kung titingnan niyo po and then, sa grade ten (10) is highly commendable even though it's only a, an audio -- voice over but definitely it can be enhance with the face of the teacher who's explaining the video so I think that's it po Sir. - Teacher Validator

And then after that, chineck ko yung isang video. Honestly, speaking, isang video pa lang yung naccheck ko, that is Grade 6. And then from there, nakita ko yung mga sample musics nya ang hahaba, very ano talaga ... long pieces talaga tapos pinalakpak sya ng teacher na medyo marami talagang mali at the same time sa syllabication habang kumukumpas, kasi nga dahil don sa integration. - Teacher Validator

“ Yung quality po ng video medyo may parts po na madilim atsaka maliliit po yung fonts so para sa akin po medyo mahihirapan po yung mga students doon though malilinaw ang mata ng mga bata parang meron pa ring mahihirapan don atsaka may mga napansin din ako doon na yung mga words na sinasabi ng teacher based doon sa nasa GLE iba yung nasasabi niya, iba yung nasasabi niya doon sa mismong video, namimisread niya, namimispronounce. - Teacher Validator

“ Yung iba pang gawain ay napansin kong wala ng mga ano wala ng mga kumbaga subtitle o pamagat - Teacher Validator

“ Okay naman po yung ginamit niyang graphics however, sana medyo may consistency. Kung cartoon po lahat, cartoon type po lahat. May mga clipart kasi para lang po at least may consistency and ayun po since ang topic requires only minimal information more of activity siya which is good naman -Teacher Validator

“ Siguro 'yun na lang pong ano— medyo may sabit pa ho sa grammar yung ibang mga tanong sa—yes, sir”-Teacher Validator “dun sa larawan niyang kuha yung iba ay may tinatawag natin na kumbaga sa illustrations ba na kailangan yung copy right issue yun po. -Teacher Validator

“ So, I suggest po nilagay ko rin yun sa comment ko na sana ang ilagay na text ay yung visible para sa ating grade 3 natin. Tapos yung ano yung video, 'di po sana pictures lang pagkatapos babasahin yung text. Dapat may mga sound, concrete example pagkatapos yung phasing po hindi po dapat mabilis. -School Head

## 2 Adjust the content according to the recommended time allotment

Undeniably, the Philippines is still adjusting to the distance online set-up. Though there's an equal priority given for both the educators and learners, one of the recommended measures to promote effective learning engagement is by adjusting the content according to the recommended time allotment. These were evident in the narratives of some of the teacher validators, head, and coordinators.

“ wala siyang eye-to-eye contact sa kaniyang audience.

“ ang guro po uhh na nakita ko rin pong isa ay sumenyas siya na parang naririnig niya po. Yung kamay niya nilagay sa tenga pero wala pong sumagot na bata o wala kang maririnig na tumugon na bata.

“ Grade 3 na video po video lesson uhh ang una ko pong na ano yung diction ng tamang pagbigkas ng salita na medyo hindi na isakatuparan ng maayos.

## 3 Make the video demonstration more instructional

Using educational videos as a teaching strategy is in-demand nowadays. It allows students to comprehend and learn in a completely new way. But there are learners who still prefer printed educational materials due to certain reasons and capabilities. Teachers should engage smoothly the utilization of video and print materials as an instructional material. Below is the sample narrative from teacher validator:

“ As regards instruction for activities, there should be provisions for those who are not online learners and for those who are purely modular.

## 4 Make the video demonstration more instructional

Teacher sensitivity in conveying the message of the topic helps students feel more accepted despite their individual differences. It makes them feel more comfortable in showing their strengths and weaknesses. Teachers can use this opportunity to know their students deeper and assess their needs. It also allows teachers to teach their students better. However, If teachers aren't sensitive and aware of his/her words, students cannot see their teachers as a source of guidance, strength, and support in their second home-school. To give further clarification on this, below is the sample narrative from teacher validator/school head.

“ palitan yung gawain tatlo ang pahayag na “tinanggap ni Beboy si Dadong kahit ito ay duling” noh, so eto lang po ang pinaka palpak po kasi marami pa namang makukuha doon sa kaniyang teksto para hindi na kailangan pa banggitin yung duling noh.  
-Teacher validator and School





# QUANTITATIVE ANALYSIS

## Method

The Core Team used the percentage of absolute agreement for the quantitative analysis of data, this type of interrater reliability is considered the simplest to apply among possible statistical treatments. The Core Team simply calculates the number of times raters agree on an occurrence (presence or absence), then divides by the total number of observations. Thus, this measure can vary between 0 and 100%. Other names for this measure include percentage of exact agreement and percentage of specific agreement. It may also be useful to calculate the percentage of times ratings fall within one performance level of one another (e.g., count as agreement cases in which rater 1 gives a 4 and rater 2 gives a 5). This measure has been called the percentage of exact and adjacent agreement.

## Percentage Agreement among Teacher-validators on Global Citizenship Education (GCED) Lesson Exemplars (GLE)

This summary discusses the percentage agreement among teacher-validators with regard to the mandated GCED Lesson Exemplars (GLE) indicators that are primarily concerned with learning competencies (LC) and instructional design and organization (IDO) of subjects such as Science, Mathematics, Health, Physical Education, Edukasyon sa Pagpapakatao (Values Education), Araling Panlipunan (Social Studies), Arts, English, Music, and Filipino for grades 3, 6, and 10 and Mother Tongue-Based Multilingual Education (MTB-MLE) for grade 3.

Firstly, five teacher-validators agreed with very high percentage that all indicators specified in the GLEs of Science subject for grades 3, 6, and 10 are fulfilled. Secondly, for Mathematics, three raters agreed with above average to very high percentage that all the indicators identified in the GLEs for all grade levels involved are attained. It was important to note that the IDO10 of the GLEs for grade 6 received an above average percentage agreement, which implies that there are minimal grammatical, factual, conceptual, and computational errors that must be corrected. Thirdly, all teacher-validators agreed with very high percentage that the GLE indicators of subjects Health, Physical Education (PE), and Edukasyon sa Pagpapakatao (Values Education) for grades 3, 6, and 9 are satisfied. Fourthly, the raters of Araling Panlipunan's (Social Studies) GLEs agreed with very high percentage that all indicators for grades 3 and 10 were fulfilled, while those of grade 6 obtained a moderately high percentage. This implies that there are some errors concerning the LCs and IDOs of grade 6 GLEs. Fifthly, six teacher-validators for Arts agreed with average to very high percentages to all the indicators identified in the GLEs. However, it was noted that some of the GLE indicators for grade 3 received average to moderately high percentages, implying that there are some errors on this regard. Consequently, five raters of English GLE indicators for every grade level involved agreed to it with very high percentage. For the subject of Music, five raters agreed with very high percentage that all GLE indicators for grades 3 and 6 are satisfied, while those of the grade 10 obtained average to very high percentages. Five teacher-validators agreed with very high percentage that all indicators specified in the GLEs of Filipino subjects for grades 3, 6, and 10 are fulfilled. Lastly, five of the raters for the GCED Lesson Exemplars of Mother Tongue-Based Multilingual Education (MTB-MLE), which is a subject exclusive for grade 3 students, agreed with very high percentage to all the specified indicators.





Table 1

## Percentage of Agreement among Teacher-validators on GCED Lesson Exemplars (GLE) for Science

GLE INDICATORS		Percentage of Agreement n = 5		
		G3	G6	G10
<b>LC1: LEARNING COMPETENCIES</b>				
1. The GLE is consistent with the content and performance standards which are articulated in the Philippine GCED KSAs.		100 (VH)	100 (VH)	100 (VH)
<b>LC2: LEARNING COMPETENCIES</b>				
2. The objectives are SMART and written in the target GCED domain/s and indicator/s.		100 (VH)	100 (VH)	100 (VH)
<b>IDO1: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
1. The GLE provides learning objectives which reflect the GCED themes and topics.		100 (VH)	100 (VH)	100 (VH)
<b>IDO2: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
2. The topic chosen explicitly integrates GCED in the learning area.		100 (VH)	100 (VH)	100 (VH)
<b>IDO3: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
3. The GLE selects appropriate learning resources essential in achieving the goals of integrating GCED in the learning area.		100 (VH)	100 (VH)	100 (VH)
<b>IDO4: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
4. The GLE adheres to the GCED pedagogical principles that are aligned and geared towards that attainment of the learning objectives.		100 (VH)	100 (VH)	100 (VH)
<b>IDO5: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
5. The content reflects the correct integrated concepts relevant to the individual learners and the society.		100 (VH)	100 (VH)	100 (VH)
<b>IDO6: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
6. The activities in the GLE are designed in a logical manner.		100 (VH)	100 (VH)	100 (VH)
<b>IDO7: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
7. The GLE is developmentally-appropriate to its target learners.		100 (VH)	100 (VH)	100 (VH)
<b>IDO8: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
8. The GLE used the GCED integration strategies (Pag-uugnay, Pagtatanong, Pagpapakahulugan, Pagsasapuso, and Pagkilos).		100 (VH)	100 (VH)	100 (VH)
<b>IDO9: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
9. The GLE employs appropriate GCED assessment methods and tools that are aligned with the learning objectives and GCED pedagogy.		100 (VH)	100 (VH)	100 (VH)
<b>IDO10: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
10. The GLE is free from any grammatical, factual, conceptual and computational errors.		100 (VH)	100 (VH)	100 (VH)

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 5 of the raters for the GCED Lesson Exemplars for Science agreed with very high percentage for all the indicators identified for the GLEs.

Table 2

## Percentage of Agreement among Teacher-validators on GCED Lesson Exemplars (GLE) for Mathematics

GLE INDICATORS		Percentage of Agreement n = 3		
		G3	G6	G10
<b>LC1: LEARNING COMPETENCIES</b>	1. The GLE is consistent with the content and performance standards which are articulated in the Philippine GCED KSAs.	100 (VH)	100 (VH)	100 (VH)
<b>LC2: LEARNING COMPETENCIES</b>	2. The objectives are SMART and written in the target GCED domain/s and indicator/s.	100 (VH)	100 (VH)	100 (VH)
<b>IDO1: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	1. The GLE provides learning objectives which reflect the GCED themes and topics.	100 (VH)	100 (VH)	100 (VH)
<b>IDO2: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	2. The topic chosen explicitly integrates GCED in the learning area.	100 (VH)	100 (VH)	100 (VH)
<b>IDO3: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	3. The GLE selects appropriate learning resources essential in achieving the goals of integrating GCED in the learning area.	100 (VH)	100 (VH)	100 (VH)
<b>IDO4: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	4. The GLE adheres to the GCED pedagogical principles that are aligned and geared towards that attainment of the learning objectives.	100 (VH)	100 (VH)	100 (VH)
<b>IDO5: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	5. The content reflects the correct integrated concepts relevant to the individual learners and the society.	100 (VH)	100 (VH)	100 (VH)
<b>IDO6: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	6. The activities in the GLE are designed in a logical manner.	100 (VH)	100 (VH)	100 (VH)
<b>IDO7: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	7. The GLE is developmentally-appropriate to its target learners.	100 (VH)	100 (VH)	100 (VH)
<b>IDO8: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	8. The GLE used the GCED integration strategies (Pag-uugnay, Pagtatanong, Pagpapakahulugan, Pagsasapuso, and Pagkilos).	100 (VH)	100 (VH)	100 (VH)
<b>IDO9: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	9. The GLE employs appropriate GCED assessment methods and tools that are aligned with the learning objectives and GCED pedagogy.	100 (VH)	100 (VH)	100 (VH)
<b>IDO10: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	10. The GLE is free from any grammatical, factual, conceptual and computational errors.	100 (VH)	66.6667 (AA)	100 (VH)

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 3 of the raters for the GCED Lesson Exemplars for Mathematics agreed with above average to very high percentages for all the indicators identified for the GLEs.



Table 3

## Percentage of Agreement among Teacher-validators on GCED Lesson Exemplars (GLE) for Health

GLE INDICATORS		Percentage of Agreement n = 5		
		G3	G6	G10
<b>LC1: LEARNING COMPETENCIES</b>	1. The GLE is consistent with the content and performance standards which are articulated in the Philippine GCED KSAs.	100 (VH)	100 (VH)	100 (VH)
<b>LC2: LEARNING COMPETENCIES</b>	2. The objectives are SMART and written in the target GCED domain/s and indicator/s.	100 (VH)	100 (VH)	100 (VH)
<b>IDO1: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	1. The GLE provides learning objectives which reflect the GCED themes and topics.	100 (VH)	100 (VH)	100 (VH)
<b>IDO2: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	2. The topic chosen explicitly integrates GCED in the learning area.	100 (VH)	100 (VH)	100 (VH)
<b>IDO3: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	3. The GLE selects appropriate learning resources essential in achieving the goals of integrating GCED in the learning area.	100 (VH)	100 (VH)	100 (VH)
<b>IDO4: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	4. The GLE adheres to the GCED pedagogical principles that are aligned and geared towards that attainment of the learning objectives.	100 (VH)	100 (VH)	100 (VH)
<b>IDO5: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	5. The content reflects the correct integrated concepts relevant to the individual learners and the society.	100 (VH)	100 (VH)	100 (VH)
<b>IDO6: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	6. The activities in the GLE are designed in a logical manner.	100 (VH)	100 (VH)	100 (VH)
<b>IDO7: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	7. The GLE is developmentally-appropriate to its target learners.	100 (VH)	100 (VH)	100 (VH)
<b>IDO8: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	8. The GLE used the GCED integration strategies (Pag-uugnay, Pagtatanong, Pagpapakahulugan, Pagsasapuso, and Pagkilos).	100 (VH)	100 (VH)	100 (VH)
<b>IDO9: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	9. The GLE employs appropriate GCED assessment methods and tools that are aligned with the learning objectives and GCED pedagogy.	100 (VH)	100 (VH)	100 (VH)
<b>IDO10: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	10. The GLE is free from any grammatical, factual, conceptual and computational errors.	100 (VH)	100 (VH)	100 (VH)

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 5 of the raters for the GCED Lesson Exemplars for Health agreed with very high percentage for all the indicators identified for the GLEs.

Table 4

## Percentage of Agreement among Teacher-validators on GCED Lesson Exemplars (GLE) for Physical Education

GLE INDICATORS		Percentage of Agreement n = 3		
		G3	G6	G10
<b>LC1: LEARNING COMPETENCIES</b>	1. The GLE is consistent with the content and performance standards which are articulated in the Philippine GCED KSAs.	100 (VH)	100 (VH)	100 (VH)
<b>LC2: LEARNING COMPETENCIES</b>	2. The objectives are SMART and written in the target GCED domain/s and indicator/s.	100 (VH)	100 (VH)	100 (VH)
<b>IDO1: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	1. The GLE provides learning objectives which reflect the GCED themes and topics.	100 (VH)	100 (VH)	100 (VH)
<b>IDO2: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	2. The topic chosen explicitly integrates GCED in the learning area.	100 (VH)	100 (VH)	100 (VH)
<b>IDO3: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	3. The GLE selects appropriate learning resources essential in achieving the goals of integrating GCED in the learning area.	100 (VH)	100 (VH)	100 (VH)
<b>IDO4: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	4. The GLE adheres to the GCED pedagogical principles that are aligned and geared towards that attainment of the learning objectives.	100 (VH)	100 (VH)	100 (VH)
<b>IDO5: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	5. The content reflects the correct integrated concepts relevant to the individual learners and the society.	100 (VH)	100 (VH)	100 (VH)
<b>IDO6: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	6. The activities in the GLE are designed in a logical manner.	100 (VH)	100 (VH)	100 (VH)
<b>IDO7: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	7. The GLE is developmentally-appropriate to its target learners.	100 (VH)	100 (VH)	100 (VH)
<b>IDO8: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	8. The GLE used the GCED integration strategies (Pag-uugnay, Pagtatanong, Pagpapakahulugan, Pagsasapuso, and Pagkilos).	100 (VH)	100 (VH)	100 (VH)
<b>IDO9: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	9. The GLE employs appropriate GCED assessment methods and tools that are aligned with the learning objectives and GCED pedagogy.	100 (VH)	100 (VH)	100 (VH)
<b>IDO10: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	10. The GLE is free from any grammatical, factual, conceptual and computational errors.	100 (VH)	100 (VH)	100 (VH)

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 3 of the raters for the GCED Lesson Exemplars for Physical Education agreed with very high percentage for all the indicators identified for the GLEs.



Table 5

## Percentage of Agreement among Teacher-validators on GCED Lesson Exemplars (GLE) for Edukasyon sa Pagpapakatao (Values Education)

GLE INDICATORS		Percentage of Agreement n = 5		
		G3	G6	G10
<b>LC1: LEARNING COMPETENCIES</b>				
1. The GLE is consistent with the content and performance standards which are articulated in the Philippine GCED KSAs.		100 (VH)	100 (VH)	100 (VH)
<b>LC2: LEARNING COMPETENCIES</b>				
2. The objectives are SMART and written in the target GCED domain/s and indicator/s.		100 (VH)	100 (VH)	100 (VH)
<b>IDO1: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
1. The GLE provides learning objectives which reflect the GCED themes and topics.		100 (VH)	100 (VH)	100 (VH)
<b>IDO2: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
2. The topic chosen explicitly integrates GCED in the learning area.		100 (VH)	100 (VH)	100 (VH)
<b>IDO3: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
3. The GLE selects appropriate learning resources essential in achieving the goals of integrating GCED in the learning area.		100 (VH)	100 (VH)	100 (VH)
<b>IDO4: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
4. The GLE adheres to the GCED pedagogical principles that are aligned and geared towards that attainment of the learning objectives.		100 (VH)	100 (VH)	100 (VH)
<b>IDO5: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
5. The content reflects the correct integrated concepts relevant to the individual learners and the society.		100 (VH)	100 (VH)	100 (VH)
<b>IDO6: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
6. The activities in the GLE are designed in a logical manner.		100 (VH)	100 (VH)	100 (VH)
<b>IDO7: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
7. The GLE is developmentally-appropriate to its target learners.		100 (VH)	100 (VH)	100 (VH)
<b>IDO8: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
8. The GLE used the GCED integration strategies (Pag-uugnay, Pagtatanong, Pagpapakahulugan, Pagsasapuso, and Pagkilos).		100 (VH)	100 (VH)	100 (VH)
<b>IDO9: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
9. The GLE employs appropriate GCED assessment methods and tools that are aligned with the learning objectives and GCED pedagogy.		100 (VH)	100 (VH)	100 (VH)
<b>IDO10: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
10. The GLE is free from any grammatical, factual, conceptual and computational errors.		100 (VH)	100 (VH)	100 (VH)

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 5 of the raters for the GCED Lesson Exemplars for Edukasyon sa Pagpapakatao (Values Education) agreed with very high percentage for all the indicators identified for the GLEs.

Table 6

## Percentage of Agreement among Teacher-validators on GCED Lesson Exemplars (GLE) for Araling Panlipunan (Social Studies)

GLE INDICATORS		Percentage of Agreement n = 5		
		G3	G5	G10
<b>LC1: LEARNING COMPETENCIES</b>				
1. The GLE is consistent with the content and performance standards which are articulated in the Philippine GCED KSAs.		100 (VH)	80 (MH)	100 (VH)
<b>LC2: LEARNING COMPETENCIES</b>				
2. The objectives are SMART and written in the target GCED domain/s and indicator/s.		100 (VH)	80 (MH)	100 (VH)
<b>IDO1: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
1. The GLE provides learning objectives which reflect the GCED themes and topics.		100 (VH)	80 (MH)	100 (VH)
<b>IDO2: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
2. The topic chosen explicitly integrates GCED in the learning area.		100 (VH)	80 (MH)	100 (VH)
<b>IDO3: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
3. The GLE selects appropriate learning resources essential in achieving the goals of integrating GCED in the learning area.		100 (VH)	80 (MH)	100 (VH)
<b>IDO4: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
4. The GLE adheres to the GCED pedagogical principles that are aligned and geared towards that attainment of the learning objectives.		100 (VH)	80 (MH)	100 (VH)
<b>IDO5: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
5. The content reflects the correct integrated concepts relevant to the individual learners and the society.		100 (VH)	80 (MH)	100 (VH)
<b>IDO6: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
6. The activities in the GLE are designed in a logical manner.		100 (VH)	80 (MH)	100 (VH)
<b>IDO7: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
7. The GLE is developmentally-appropriate to its target learners.		100 (VH)	80 (MH)	100 (VH)
<b>IDO8: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
8. The GLE used the GCED integration strategies (Pag-uugnay, Pagtatanong, Pagpapakahulugan, Pagsasapuso, and Pagkilos).		100 (VH)	80 (MH)	100 (VH)
<b>IDO9: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
9. The GLE employs appropriate GCED assessment methods and tools that are aligned with the learning objectives and GCED pedagogy.		100 (VH)	80 (MH)	100 (VH)
<b>IDO10: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
10. The GLE is free from any grammatical, factual, conceptual and computational errors.		100 (VH)	80 (MH)	100 (VH)

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 5 of the raters for the GCED Lesson Exemplars for Araling Panlipunan (Social Studies) agreed with moderately high to very high percentages for all the indicators identified for the GLEs.

Table 7

## Percentage of Agreement among Teacher-validators on GCED Lesson Exemplars (GLE) for Arts

GLE INDICATORS		Percentage of Agreement n = 6		
		G3	G6	G10
<b>LC1: LEARNING COMPETENCIES</b>	1. The GLE is consistent with the content and performance standards which are articulated in the Philippine GCED KSAs.	83.3333 (MH)	100 (VH)	100 (VH)
<b>LC2: LEARNING COMPETENCIES</b>	2. The objectives are SMART and written in the target GCED domain/s and indicator/s.	100 (VH)	100 (VH)	100 (VH)
<b>IDO1: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	1. The GLE provides learning objectives which reflect the GCED themes and topics.	100 (VH)	100 (VH)	100 (VH)
<b>IDO2: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	2. The topic chosen explicitly integrates GCED in the learning area.	100 (VH)	100 (VH)	100 (VH)
<b>IDO3: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	3. The GLE selects appropriate learning resources essential in achieving the goals of integrating GCED in the learning area.	83.3333 (MH)	100 (VH)	100 (VH)
<b>IDO4: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	4. The GLE adheres to the GCED pedagogical principles that are aligned and geared towards that attainment of the learning objectives.	100 (VH)	100 (VH)	100 (VH)
<b>IDO5: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	5. The content reflects the correct integrated concepts relevant to the individual learners and the society.	83.3333 (MH)	100 (VH)	100 (VH)
<b>IDO6: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	6. The activities in the GLE are designed in a logical manner.	83.3333 (MH)	100 (VH)	100 (VH)
<b>IDO7: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	7. The GLE is developmentally-appropriate to its target learners.	50 (A)	100 (VH)	100 (VH)
<b>IDO8: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	8. The GLE used the GCED integration strategies (Pag-uugnay, Pagtatanong, Pagpapakahulugan, Pagsasapuso, and Pagkilos).	66.6667 (AA)	100 (VH)	100 (VH)
<b>IDO9: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	9. The GLE employs appropriate GCED assessment methods and tools that are aligned with the learning objectives and GCED pedagogy.	100 (VH)	100 (VH)	100 (VH)
<b>IDO10: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	10. The GLE is free from any grammatical, factual, conceptual and computational errors.	100 (VH)	100 (VH)	100 (VH)

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 6 of the raters for the GCED Lesson Exemplars for Arts agreed with average to very high percentages for all the indicators identified for the GLEs.



Table 8

## Percentage of Agreement among Teacher-validators on GCED Lesson Exemplars (GLE) for English

GLE INDICATORS		Percentage of Agreement n = 5		
		G3	G6	G10
<b>LC1: LEARNING COMPETENCIES</b>				
1. The GLE is consistent with the content and performance standards which are articulated in the Philippine GCED KSAs.		100 (VH)	100 (VH)	100 (VH)
<b>LC2: LEARNING COMPETENCIES</b>				
2. The objectives are SMART and written in the target GCED domain/s and indicator/s.		100 (VH)	100 (VH)	100 (VH)
<b>IDO1: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
1. The GLE provides learning objectives which reflect the GCED themes and topics.		100 (VH)	100 (VH)	100 (VH)
<b>IDO2: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
2. The topic chosen explicitly integrates GCED in the learning area.		100 (VH)	100 (VH)	100 (VH)
<b>IDO3: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
3. The GLE selects appropriate learning resources essential in achieving the goals of integrating GCED in the learning area.		100 (VH)	100 (VH)	100 (VH)
<b>IDO4: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
4. The GLE adheres to the GCED pedagogical principles that are aligned and geared towards that attainment of the learning objectives.		100 (VH)	100 (VH)	100 (VH)
<b>IDO5: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
5. The content reflects the correct integrated concepts relevant to the individual learners and the society.		100 (VH)	100 (VH)	100 (VH)
<b>IDO6: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
6. The activities in the GLE are designed in a logical manner.		100 (VH)	100 (VH)	100 (VH)
<b>IDO7: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
7. The GLE is developmentally-appropriate to its target learners.		100 (VH)	100 (VH)	100 (VH)
<b>IDO8: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
8. The GLE used the GCED integration strategies (Pag-uugnay, Pagtatanong, Pagpapakahulugan, Pagsasapuso, and Pagkilos).		100 (VH)	100 (VH)	100 (VH)
<b>IDO9: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
9. The GLE employs appropriate GCED assessment methods and tools that are aligned with the learning objectives and GCED pedagogy.		100 (VH)	100 (VH)	100 (VH)
<b>IDO10: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
10. The GLE is free from any grammatical, factual, conceptual and computational errors.		100 (VH)	100 (VH)	100 (VH)

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 5 of the raters for the GCED Lesson Exemplars for English agreed with very high percentage for all the indicators identified for the GLEs.

Table 9

## Percentage of Agreement among Teacher-validators on GCED Lesson Exemplars (GLE) for Music

GLE INDICATORS		Percentage of Agreement n = 5		
		G3	G6	G10
<b>LC1: LEARNING COMPETENCIES</b>				
1. The GLE is consistent with the content and performance standards which are articulated in the Philippine GCED KSAs.		100 (VH)	100 (VH)	100 (VH)
<b>LC2: LEARNING COMPETENCIES</b>				
2. The objectives are SMART and written in the target GCED domain/s and indicator/s.		100 (VH)	100 (VH)	80 (MH)
<b>IDO1: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
1. The GLE provides learning objectives which reflect the GCED themes and topics.		100 (VH)	100 (VH)	60 (A)
<b>IDO2: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
2. The topic chosen explicitly integrates GCED in the learning area.		100 (VH)	100 (VH)	60 (A)
<b>IDO3: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
3. The GLE selects appropriate learning resources essential in achieving the goals of integrating GCED in the learning area.		100 (VH)	100 (VH)	60 (A)
<b>IDO4: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
4. The GLE adheres to the GCED pedagogical principles that are aligned and geared towards that attainment of the learning objectives.		100 (VH)	100 (VH)	60 (A)
<b>IDO5: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
5. The content reflects the correct integrated concepts relevant to the individual learners and the society.		100 (VH)	100 (VH)	60 (A)
<b>IDO6: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
6. The activities in the GLE are designed in a logical manner.		100 (VH)	100 (VH)	40 (BA)
<b>IDO7: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
7. The GLE is developmentally-appropriate to its target learners.		100 (VH)	100 (VH)	40 (BA)
<b>IDO8: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
8. The GLE used the GCED integration strategies (Pag-uugnay, Pagtatanong, Pagpapakahulugan, Pagsasapuso, and Pagkilos).		100 (VH)	100 (VH)	60 (A)
<b>IDO9: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
9. The GLE employs appropriate GCED assessment methods and tools that are aligned with the learning objectives and GCED pedagogy.		100 (VH)	100 (VH)	60 (A)
<b>IDO10: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
10. The GLE is free from any grammatical, factual, conceptual and computational errors.		100 (VH)	100 (VH)	60 (A)

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 5 of the raters for the GCED Lesson Exemplars for Music agreed with average to very high percentages for all the indicators identified for the GLEs.

Table 10

## Percentage of Agreement among Teacher-validators on GCED Lesson Exemplars (GLE) for Filipino

GLE INDICATORS		Percentage of Agreement n = 5		
		G3	G6	G10
<b>LC1: LEARNING COMPETENCIES</b>	1. The GLE is consistent with the content and performance standards which are articulated in the Philippine GCED KSAs.	100 (VH)	100 (VH)	100 (VH)
<b>LC2: LEARNING COMPETENCIES</b>	2. The objectives are SMART and written in the target GCED domain/s and indicator/s.	100 (VH)	100 (VH)	100 (VH)
<b>IDO1: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	1. The GLE provides learning objectives which reflect the GCED themes and topics.	100 (VH)	100 (VH)	100 (VH)
<b>IDO2: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	2. The topic chosen explicitly integrates GCED in the learning area.	100 (VH)	100 (VH)	100 (VH)
<b>IDO3: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	3. The GLE selects appropriate learning resources essential in achieving the goals of integrating GCED in the learning area.	100 (VH)	100 (VH)	100 (VH)
<b>IDO4: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	4. The GLE adheres to the GCED pedagogical principles that are aligned and geared towards that attainment of the learning objectives.	100 (VH)	100 (VH)	100 (VH)
<b>IDO5: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	5. The content reflects the correct integrated concepts relevant to the individual learners and the society.	100 (VH)	100 (VH)	100 (VH)
<b>IDO6: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	6. The activities in the GLE are designed in a logical manner.	100 (VH)	100 (VH)	100 (VH)
<b>IDO7: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	7. The GLE is developmentally-appropriate to its target learners.	100 (VH)	100 (VH)	100 (VH)
<b>IDO8: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	8. The GLE used the GCED integration strategies (Pag-uugnay, Pagtatanong, Pagpapakahulugan, Pagsasapuso, and Pagkilos).	100 (VH)	100 (VH)	100 (VH)
<b>IDO9: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	9. The GLE employs appropriate GCED assessment methods and tools that are aligned with the learning objectives and GCED pedagogy.	100 (VH)	100 (VH)	100 (VH)
<b>IDO10: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	10. The GLE is free from any grammatical, factual, conceptual and computational errors.	100 (VH)	100 (VH)	100 (VH)

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 5 of the raters for the GCED Lesson Exemplars for Filipino agreed with very high percentage for all the indicators identified for the GLEs.

**Table 11**

**Percentage of Agreement among Teacher-validators on GCED Lesson Exemplars (GLE) for Mother Tongue-Based Multilingual Education (MTB-MLE)**

GLE INDICATORS	Percentage of Agreement n = 5
	G3
<b>LC1: LEARNING COMPETENCIES</b> 1. The GLE is consistent with the content and performance standards which are articulated in the Philippine GCED KSAs.	<b>100 (VH)</b>
<b>LC2: LEARNING COMPETENCIES</b> 2. The objectives are SMART and written in the target GCED domain/s and indicator/s.	<b>100 (VH)</b>
<b>IDO1: INSTRUCTIONAL DESIGN AND ORGANIZATION</b> 1. The GLE provides learning objectives which reflect the GCED themes and topics.	<b>100 (VH)</b>
<b>IDO2: INSTRUCTIONAL DESIGN AND ORGANIZATION</b> 2. The topic chosen explicitly integrates GCED in the learning area.	<b>100 (VH)</b>
<b>IDO3: INSTRUCTIONAL DESIGN AND ORGANIZATION</b> 3. The GLE selects appropriate learning resources essential in achieving the goals of integrating GCED in the learning area.	<b>100 (VH)</b>
<b>IDO4: INSTRUCTIONAL DESIGN AND ORGANIZATION</b> 4. The GLE adheres to the GCED pedagogical principles that are aligned and geared towards that attainment of the learning objectives.	<b>100 (VH)</b>
<b>IDO5: INSTRUCTIONAL DESIGN AND ORGANIZATION</b> 5. The content reflects the correct integrated concepts relevant to the individual learners and the society.	<b>100 (VH)</b>
<b>IDO6: INSTRUCTIONAL DESIGN AND ORGANIZATION</b> 6. The activities in the GLE are designed in a logical manner.	<b>100 (VH)</b>
<b>IDO7: INSTRUCTIONAL DESIGN AND ORGANIZATION</b> 7. The GLE is developmentally-appropriate to its target learners.	<b>100 (VH)</b>
<b>IDO8: INSTRUCTIONAL DESIGN AND ORGANIZATION</b> 8. The GLE used the GCED integration strategies (Pag-uugnay, Pagtatanong, Pagpapakahulugan, Pagsasapuso, and Pagkilos).	<b>100 (VH)</b>
<b>IDO9: INSTRUCTIONAL DESIGN AND ORGANIZATION</b> 9. The GLE employs appropriate GCED assessment methods and tools that are aligned with the learning objectives and GCED pedagogy.	<b>100 (VH)</b>
<b>IDO10: INSTRUCTIONAL DESIGN AND ORGANIZATION</b> 10. The GLE is free from any grammatical, factual, conceptual and computational errors.	<b>100 (VH)</b>

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 5 of the raters for the GCED Lesson Exemplars for Mother Tongue-Based Multilingual Education (MTB-MLE) agreed with very high percentage for all the indicators identified for the GLEs.



## Percentage Agreement among School Heads on Global Citizenship Education (GCED) Lesson Exemplars (GLE)

This summary discusses the percentage agreement among school heads with regard to the GCED Lesson Exemplars (GLE) indicators that are primarily concerned with learning competencies (LC) and instructional design and organization (IDO) of subjects such as Science, Mathematics, Health, Physical Education, Edukasyon sa Pagpapakatao (Values Education), Araling Panlipunan (Social Studies), Arts, English, Music, and Filipino for grades 3, 6, and 10 and Mother Tongue-Based Multilingual Education (MTB-MLE) for grade 3.

All school heads agreed with very high percentage that the GCED Lesson Exemplars (GLE) indicators of subjects Science, Math, Health, Araling Panlipunan (Social Studies), Arts, Music, and Filipino for grades 3, 6, and 10 are fulfilled. For the subject of Physical Education, five school heads agreed with average percentage to the indicators identified in the GLEs of grade 3, while those of grades 6 and 10 obtained a very high percentage rating. This implies that there are errors that must be corrected on the GLEs of grade 3 students for PE. On the other hand, nine school heads agreed with moderately high percentage to all GLE indicators of Edukasyon sa Pagpapakatao (Values Education) for grade 3 students. This indicates that there are inaccuracies on its GLE. On the same subject, the raters agreed with very high percentage that the GLE indicators of grade 6 are satisfied, while those of grade 10 received moderately high (IDO10) to very high (LC1 to IDO9) percentages of rating, thus, implying that it contains some grammatical, factual, conceptual, and computational errors. For the subject of English, nine school heads agreed with very high percentage that GLE indicators for grades 3 and 6 are fully satisfied. However, the GLE indicators for grade 10 obtained a moderately high rating for IDO9 and very high percentage for LC1, LC2, IDO1, IDO2, IDO3, IDO4, IDO5, IDO6, IDO7, and IDO10. This implies that there are some errors concerning the employment of GCED assessment methods and tools that are aligned with the learning objectives and GCED pedagogy. Lastly, five of the raters for the GCED Lesson Exemplars of Mother Tongue-Based Multilingual Education (MTB-MLE), which is a subject exclusive for grade 3 students, agreed with very high percentage to all the specified indicators.

Table 12

## Percentage of Agreement among School Heads on GCED Lesson Exemplars (GLE) for Science

GLE INDICATORS		Percentage of Agreement n = 9		
		G3	G6	G10
<b>LC1: LEARNING COMPETENCIES</b>	1. The GLE is consistent with the content and performance standards which are articulated in the Philippine GCED KSAs.	100 (VH)	100 (VH)	100 (VH)
<b>LC2: LEARNING COMPETENCIES</b>	2. The objectives are SMART and written in the target GCED domain/s and indicator/s.	100 (VH)	100 (VH)	100 (VH)
<b>IDO1: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	1. The GLE provides learning objectives which reflect the GCED themes and topics.	100 (VH)	100 (VH)	100 (VH)
<b>IDO2: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	2. The topic chosen explicitly integrates GCED in the learning area.	100 (VH)	100 (VH)	100 (VH)
<b>IDO3: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	3. The GLE selects appropriate learning resources essential in achieving the goals of integrating GCED in the learning area.	100 (VH)	100 (VH)	100 (VH)
<b>IDO4: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	4. The GLE adheres to the GCED pedagogical principles that are aligned and geared towards that attainment of the learning objectives.	100 (VH)	100 (VH)	100 (VH)
<b>IDO5: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	5. The content reflects the correct integrated concepts relevant to the individual learners and the society.	100 (VH)	100 (VH)	100 (VH)
<b>IDO6: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	6. The activities in the GLE are designed in a logical manner.	100 (VH)	100 (VH)	100 (VH)
<b>IDO7: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	7. The GLE is developmentally-appropriate to its target learners.	100 (VH)	100 (VH)	100 (VH)
<b>IDO8: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	8. The GLE used the GCED integration strategies (Pag-uugnay, Pagtatanong, Pagpapakahulugan, Pagsasapuso, and Pagkilos).	100 (VH)	100 (VH)	100 (VH)
<b>IDO9: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	9. The GLE employs appropriate GCED assessment methods and tools that are aligned with the learning objectives and GCED pedagogy.	100 (VH)	100 (VH)	100 (VH)
<b>IDO10: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	10. The GLE is free from any grammatical, factual, conceptual and computational errors.	100 (VH)	100 (VH)	100 (VH)

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 9 of the raters for the GCED Lesson Exemplars for Science agreed with very high percentage for all the indicators identified for the GLEs.

Table 13

## Percentage of Agreement among School Heads on GCED Lesson Exemplars (GLE) for Mathematics

GLE INDICATORS		Percentage of Agreement n = 9		
		G3	G6	G10
<b>LC1: LEARNING COMPETENCIES</b>	1. The GLE is consistent with the content and performance standards which are articulated in the Philippine GCED KSAs.	100 (VH)	100 (VH)	100 (VH)
<b>LC2: LEARNING COMPETENCIES</b>	2. The objectives are SMART and written in the target GCED domain/s and indicator/s.	100 (VH)	100 (VH)	100 (VH)
<b>IDO1: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	1. The GLE provides learning objectives which reflect the GCED themes and topics.	100 (VH)	100 (VH)	100 (VH)
<b>IDO2: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	2. The topic chosen explicitly integrates GCED in the learning area.	100 (VH)	100 (VH)	100 (VH)
<b>IDO3: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	3. The GLE selects appropriate learning resources essential in achieving the goals of integrating GCED in the learning area.	100 (VH)	100 (VH)	100 (VH)
<b>IDO4: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	4. The GLE adheres to the GCED pedagogical principles that are aligned and geared towards that attainment of the learning objectives.	100 (VH)	100 (VH)	100 (VH)
<b>IDO5: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	5. The content reflects the correct integrated concepts relevant to the individual learners and the society.	100 (VH)	100 (VH)	100 (VH)
<b>IDO6: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	6. The activities in the GLE are designed in a logical manner.	100 (VH)	100 (VH)	100 (VH)
<b>IDO7: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	7. The GLE is developmentally-appropriate to its target learners.	100 (VH)	100 (VH)	100 (VH)
<b>IDO8: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	8. The GLE used the GCED integration strategies (Pag-uugnay, Pagtatanong, Pagpapakahulugan, Pagsasapuso, and Pagkilos).	100 (VH)	100 (VH)	100 (VH)
<b>IDO9: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	9. The GLE employs appropriate GCED assessment methods and tools that are aligned with the learning objectives and GCED pedagogy.	100 (VH)	100 (VH)	100 (VH)
<b>IDO10: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	10. The GLE is free from any grammatical, factual, conceptual and computational errors.	100 (VH)	100 (VH)	100 (VH)

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 9 of the raters for the GCED Lesson Exemplars for Mathematics agreed with very high percentage for all the indicators identified for the GLEs.

Table 14

## Percentage of Agreement among School Heads on GCED Lesson Exemplars (GLE) for Health

GLE INDICATORS		Percentage of Agreement n = 5		
		G3	G6	G10
<b>LC1: LEARNING COMPETENCIES</b>	1. The GLE is consistent with the content and performance standards which are articulated in the Philippine GCED KSAs.	100 (VH)	100 (VH)	100 (VH)
<b>LC2: LEARNING COMPETENCIES</b>	2. The objectives are SMART and written in the target GCED domain/s and indicator/s.	100 (VH)	100 (VH)	100 (VH)
<b>IDO1: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	1. The GLE provides learning objectives which reflect the GCED themes and topics.	100 (VH)	100 (VH)	100 (VH)
<b>IDO2: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	2. The topic chosen explicitly integrates GCED in the learning area.	100 (VH)	100 (VH)	100 (VH)
<b>IDO3: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	3. The GLE selects appropriate learning resources essential in achieving the goals of integrating GCED in the learning area.	100 (VH)	100 (VH)	100 (VH)
<b>IDO4: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	4. The GLE adheres to the GCED pedagogical principles that are aligned and geared towards that attainment of the learning objectives.	100 (VH)	100 (VH)	100 (VH)
<b>IDO5: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	5. The content reflects the correct integrated concepts relevant to the individual learners and the society.	100 (VH)	100 (VH)	100 (VH)
<b>IDO6: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	6. The activities in the GLE are designed in a logical manner.	100 (VH)	100 (VH)	100 (VH)
<b>IDO7: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	7. The GLE is developmentally-appropriate to its target learners.	100 (VH)	100 (VH)	100 (VH)
<b>IDO8: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	8. The GLE used the GCED integration strategies (Pag-uugnay, Pagtatanong, Pagpapakahulugan, Pagsasapuso, and Pagkilos).	100 (VH)	100 (VH)	100 (VH)
<b>IDO9: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	9. The GLE employs appropriate GCED assessment methods and tools that are aligned with the learning objectives and GCED pedagogy.	100 (VH)	100 (VH)	100 (VH)
<b>IDO10: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	10. The GLE is free from any grammatical, factual, conceptual and computational errors.	100 (VH)	100 (VH)	100 (VH)

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 5 of the raters for the GCED Lesson Exemplars for Health agreed with very high percentage for all the indicators identified for the GLEs.





Table 15

## Percentage of Agreement among School Heads on GCED Lesson Exemplars (GLE) for Physical Education

GLE INDICATORS		Percentage of Agreement n = 5		
		G3	G6	G10
<b>LC1: LEARNING COMPETENCIES</b>	1. The GLE is consistent with the content and performance standards which are articulated in the Philippine GCED KSAs.	60 (A)	100 (VH)	100 (VH)
<b>LC2: LEARNING COMPETENCIES</b>	2. The objectives are SMART and written in the target GCED domain/s and indicator/s.	60 (A)	100 (VH)	100 (VH)
<b>IDO1: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	1. The GLE provides learning objectives which reflect the GCED themes and topics.	60 (A)	100 (VH)	100 (VH)
<b>IDO2: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	2. The topic chosen explicitly integrates GCED in the learning area.	60 (A)	100 (VH)	100 (VH)
<b>IDO3: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	3. The GLE selects appropriate learning resources essential in achieving the goals of integrating GCED in the learning area.	60 (A)	100 (VH)	100 (VH)
<b>IDO4: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	4. The GLE adheres to the GCED pedagogical principles that are aligned and geared towards that attainment of the learning objectives.	60 (A)	100 (VH)	100 (VH)
<b>IDO5: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	5. The content reflects the correct integrated concepts relevant to the individual learners and the society.	60 (A)	100 (VH)	100 (VH)
<b>IDO6: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	6. The activities in the GLE are designed in a logical manner.	60 (A)	100 (VH)	100 (VH)
<b>IDO7: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	7. The GLE is developmentally-appropriate to its target learners.	60 (A)	100 (VH)	100 (VH)
<b>IDO8: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	8. The GLE used the GCED integration strategies (Pag-uugnay, Pagtatanong, Pagpapakahulugan, Pagsasapuso, and Pagkilos).	60 (A)	100 (VH)	100 (VH)
<b>IDO9: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	9. The GLE employs appropriate GCED assessment methods and tools that are aligned with the learning objectives and GCED pedagogy.	60 (A)	100 (VH)	100 (VH)
<b>IDO10: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	10. The GLE is free from any grammatical, factual, conceptual and computational errors.	60 (A)	100 (VH)	100 (VH)

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 5 of the raters for the GCED Lesson Exemplars for Mathematics agreed with average percentage for the indicators identified for the Grade 3 GLE and with very high percentage for the indicators identified for the Grades 6 and 10 GLEs.

Table 16

## Percentage of Agreement among School Heads on GCED Lesson Exemplars (GLE) for Edukasyon sa Pagpapakatao (Values Education)

GLE INDICATORS		Percentage of Agreement n = 9		
		G3	G6	G10
<b>LC1: LEARNING COMPETENCIES</b>	1. The GLE is consistent with the content and performance standards which are articulated in the Philippine GCED KSAs.	88.8889 (MH)	100 (VH)	100 (VH)
<b>LC2: LEARNING COMPETENCIES</b>	2. The objectives are SMART and written in the target GCED domain/s and indicator/s.	88.8889 (MH)	100 (VH)	100 (VH)
<b>IDO1: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	1. The GLE provides learning objectives which reflect the GCED themes and topics.	88.8889 (MH)	100 (VH)	100 (VH)
<b>IDO2: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	2. The topic chosen explicitly integrates GCED in the learning area.	88.8889 (MH)	100 (VH)	100 (VH)
<b>IDO3: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	3. The GLE selects appropriate learning resources essential in achieving the goals of integrating GCED in the learning area.	88.8889 (MH)	100 (VH)	100 (VH)
<b>IDO4: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	4. The GLE adheres to the GCED pedagogical principles that are aligned and geared towards that attainment of the learning objectives.	88.8889 (MH)	100 (VH)	100 (VH)
<b>IDO5: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	5. The content reflects the correct integrated concepts relevant to the individual learners and the society.	88.8889 (MH)	100 (VH)	100 (VH)
<b>IDO6: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	6. The activities in the GLE are designed in a logical manner.	88.8889 (MH)	100 (VH)	100 (VH)
<b>IDO7: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	7. The GLE is developmentally-appropriate to its target learners.	88.8889 (MH)	100 (VH)	100 (VH)
<b>IDO8: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	8. The GLE used the GCED integration strategies (Pag-uugnay, Pagtatanong, Pagpapakahulugan, Pagsasapuso, and Pagkilos).	88.8889 (MH)	100 (VH)	100 (VH)
<b>IDO9: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	9. The GLE employs appropriate GCED assessment methods and tools that are aligned with the learning objectives and GCED pedagogy.	88.8889 (MH)	100 (VH)	100 (VH)
<b>IDO10: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	10. The GLE is free from any grammatical, factual, conceptual and computational errors.	88.8889 (MH)	100 (VH)	88.8889 (MH)

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 9 of the raters for the GCED Lesson Exemplars for Edukasyon sa Pagpapakatao agreed with moderately high to very high percentages for all the indicators identified for the GLEs.



Table 17

## Percentage of Agreement among School Heads on GCED Lesson Exemplars (GLE) for Araling Panlipunan (Social Studies)

GLE INDICATORS		Percentage of Agreement n = 9		
		G3	G6	G10
<b>LC1: LEARNING COMPETENCIES</b>				
1. The GLE is consistent with the content and performance standards which are articulated in the Philippine GCED KSAs.		100 (VH)	100 (VH)	100 (VH)
<b>LC2: LEARNING COMPETENCIES</b>				
2. The objectives are SMART and written in the target GCED domain/s and indicator/s.		100 (VH)	100 (VH)	100 (VH)
<b>IDO1: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
1. The GLE provides learning objectives which reflect the GCED themes and topics.		100 (VH)	100 (VH)	100 (VH)
<b>IDO2: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
2. The topic chosen explicitly integrates GCED in the learning area.		100 (VH)	100 (VH)	100 (VH)
<b>IDO3: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
3. The GLE selects appropriate learning resources essential in achieving the goals of integrating GCED in the learning area.		100 (VH)	100 (VH)	100 (VH)
<b>IDO4: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
4. The GLE adheres to the GCED pedagogical principles that are aligned and geared towards that attainment of the learning objectives.		100 (VH)	100 (VH)	100 (VH)
<b>IDO5: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
5. The content reflects the correct integrated concepts relevant to the individual learners and the society.		100 (VH)	100 (VH)	100 (VH)
<b>IDO6: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
6. The activities in the GLE are designed in a logical manner.		100 (VH)	100 (VH)	100 (VH)
<b>IDO7: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
7. The GLE is developmentally-appropriate to its target learners.		100 (VH)	100 (VH)	100 (VH)
<b>IDO8: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
8. The GLE used the GCED integration strategies (Pag-uugnay, Pagtatanong, Pagpapakahulugan, Pagsasapuso, and Pagkilos).		100 (VH)	100 (VH)	100 (VH)
<b>IDO9: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
9. The GLE employs appropriate GCED assessment methods and tools that are aligned with the learning objectives and GCED pedagogy.		100 (VH)	100 (VH)	100 (VH)
<b>IDO10: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
10. The GLE is free from any grammatical, factual, conceptual and computational errors.		100 (VH)	100 (VH)	100 (VH)

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 9 of the raters for the GCED Lesson Exemplars for Araling Panlipunan (Social Studies) agreed with very high percentage for all the indicators identified for the GLEs.

Table 18

## Percentage of Agreement among School Heads on GCED Lesson Exemplars (GLE) for Arts

GLE INDICATORS		Percentage of Agreement n = 9		
		G3	G6	G10
<b>LC1: LEARNING COMPETENCIES</b>	1. The GLE is consistent with the content and performance standards which are articulated in the Philippine GCED KSAs.	100 (VH)	100 (VH)	100 (VH)
<b>LC2: LEARNING COMPETENCIES</b>	2. The objectives are SMART and written in the target GCED domain/s and indicator/s.	100 (VH)	100 (VH)	100 (VH)
<b>IDO1: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	1. The GLE provides learning objectives which reflect the GCED themes and topics.	100 (VH)	100 (VH)	100 (VH)
<b>IDO2: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	2. The topic chosen explicitly integrates GCED in the learning area.	100 (VH)	100 (VH)	100 (VH)
<b>IDO3: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	3. The GLE selects appropriate learning resources essential in achieving the goals of integrating GCED in the learning area.	100 (VH)	100 (VH)	100 (VH)
<b>IDO4: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	4. The GLE adheres to the GCED pedagogical principles that are aligned and geared towards that attainment of the learning objectives.	100 (VH)	100 (VH)	100 (VH)
<b>IDO5: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	5. The content reflects the correct integrated concepts relevant to the individual learners and the society.	100 (VH)	100 (VH)	100 (VH)
<b>IDO6: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	6. The activities in the GLE are designed in a logical manner.	100 (VH)	100 (VH)	100 (VH)
<b>IDO7: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	7. The GLE is developmentally-appropriate to its target learners.	100 (VH)	100 (VH)	100 (VH)
<b>IDO8: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	8. The GLE used the GCED integration strategies (Pag-uugnay, Pagtatanong, Pagpapakahulugan, Pagsasapuso, and Pagkilos).	100 (VH)	100 (VH)	100 (VH)
<b>IDO9: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	9. The GLE employs appropriate GCED assessment methods and tools that are aligned with the learning objectives and GCED pedagogy.	100 (VH)	100 (VH)	100 (VH)
<b>IDO10: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	10. The GLE is free from any grammatical, factual, conceptual and computational errors.	100 (VH)	100 (VH)	100 (VH)

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 9 of the raters for the GCED Lesson Exemplars for Arts agreed with very high percentage for all the indicators identified for the GLEs.





Table 19

## Percentage of Agreement among School Heads on GCED Lesson Exemplars (GLE) for English

GLE INDICATORS		Percentage of Agreement n = 9		
		G3	G6	G10
<b>LC1: LEARNING COMPETENCIES</b>				
1. The GLE is consistent with the content and performance standards which are articulated in the Philippine GCED KSAs.		100 (VH)	100 (VH)	100 (VH)
<b>LC2: LEARNING COMPETENCIES</b>				
2. The objectives are SMART and written in the target GCED domain/s and indicator/s.		100 (VH)	100 (VH)	100 (VH)
<b>IDO1: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
1. The GLE provides learning objectives which reflect the GCED themes and topics.		100 (VH)	100 (VH)	100 (VH)
<b>IDO2: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
2. The topic chosen explicitly integrates GCED in the learning area.		100 (VH)	100 (VH)	100 (VH)
<b>IDO3: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
3. The GLE selects appropriate learning resources essential in achieving the goals of integrating GCED in the learning area.		100 (VH)	100 (VH)	100 (VH)
<b>IDO4: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
4. The GLE adheres to the GCED pedagogical principles that are aligned and geared towards that attainment of the learning objectives.		100 (VH)	100 (VH)	100 (VH)
<b>IDO5: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
5. The content reflects the correct integrated concepts relevant to the individual learners and the society.		100 (VH)	100 (VH)	100 (VH)
<b>IDO6: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
6. The activities in the GLE are designed in a logical manner.		100 (VH)	100 (VH)	100 (VH)
<b>IDO7: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
7. The GLE is developmentally-appropriate to its target learners.		100 (VH)	100 (VH)	100 (VH)
<b>IDO8: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
8. The GLE used the GCED integration strategies (Pag-uugnay, Pagtatanong, Pagpapakahulugan, Pagsasapuso, and Pagkilos).		100 (VH)	100 (VH)	100 (VH)
<b>IDO9: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
9. The GLE employs appropriate GCED assessment methods and tools that are aligned with the learning objectives and GCED pedagogy.		100 (VH)	100 (VH)	88.8889 (MH)
<b>IDO10: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>				
10. The GLE is free from any grammatical, factual, conceptual and computational errors.		100 (VH)	100 (VH)	100 (VH)

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 9 of the raters for the GCED Lesson Exemplars for English agreed with moderately high to very high percentages for all the indicators identified for the GLEs.

Table 20

## Percentage of Agreement among School Heads on GCED Lesson Exemplars (GLE) for Music

GLE INDICATORS		Percentage of Agreement n = 5		
		G3	G6	G10
<b>LC1: LEARNING COMPETENCIES</b>	1. The GLE is consistent with the content and performance standards which are articulated in the Philippine GCED KSAs.	100 (VH)	100 (VH)	100 (VH)
<b>LC2: LEARNING COMPETENCIES</b>	2. The objectives are SMART and written in the target GCED domain/s and indicator/s.	100 (VH)	100 (VH)	100 (VH)
<b>IDO1: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	1. The GLE provides learning objectives which reflect the GCED themes and topics.	100 (VH)	100 (VH)	100 (VH)
<b>IDO2: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	2. The topic chosen explicitly integrates GCED in the learning area.	100 (VH)	100 (VH)	100 (VH)
<b>IDO3: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	3. The GLE selects appropriate learning resources essential in achieving the goals of integrating GCED in the learning area.	100 (VH)	100 (VH)	100 (VH)
<b>IDO4: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	4. The GLE adheres to the GCED pedagogical principles that are aligned and geared towards that attainment of the learning objectives.	100 (VH)	100 (VH)	100 (VH)
<b>IDO5: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	5. The content reflects the correct integrated concepts relevant to the individual learners and the society.	100 (VH)	100 (VH)	100 (VH)
<b>IDO6: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	6. The activities in the GLE are designed in a logical manner.	100 (VH)	100 (VH)	100 (VH)
<b>IDO7: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	7. The GLE is developmentally-appropriate to its target learners.	100 (VH)	100 (VH)	100 (VH)
<b>IDO8: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	8. The GLE used the GCED integration strategies (Pag-uugnay, Pagtatanong, Pagpapakahulugan, Pagsasapuso, and Pagkilos).	100 (VH)	100 (VH)	100 (VH)
<b>IDO9: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	9. The GLE employs appropriate GCED assessment methods and tools that are aligned with the learning objectives and GCED pedagogy.	100 (VH)	100 (VH)	100 (VH)
<b>IDO10: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	10. The GLE is free from any grammatical, factual, conceptual and computational errors.	100 (VH)	100 (VH)	100 (VH)

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 5 of the raters for the GCED Lesson Exemplars for Music agreed with very high percentage for all the indicators identified for the GLEs.



Table 21

## Percentage of Agreement among School Heads on GCED Lesson Exemplars (GLE) for Filipino

GLE INDICATORS		Percentage of Agreement n = 5		
		G3	G6	G10
<b>LC1: LEARNING COMPETENCIES</b>	1. The GLE is consistent with the content and performance standards which are articulated in the Philippine GCED KSAs.	100 (VH)	100 (VH)	100 (VH)
<b>LC2: LEARNING COMPETENCIES</b>	2. The objectives are SMART and written in the target GCED domain/s and indicator/s.	100 (VH)	100 (VH)	100 (VH)
<b>IDO1: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	1. The GLE provides learning objectives which reflect the GCED themes and topics.	100 (VH)	100 (VH)	100 (VH)
<b>IDO2: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	2. The topic chosen explicitly integrates GCED in the learning area.	100 (VH)	100 (VH)	100 (VH)
<b>IDO3: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	3. The GLE selects appropriate learning resources essential in achieving the goals of integrating GCED in the learning area.	100 (VH)	100 (VH)	100 (VH)
<b>IDO4: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	4. The GLE adheres to the GCED pedagogical principles that are aligned and geared towards that attainment of the learning objectives.	100 (VH)	100 (VH)	100 (VH)
<b>IDO5: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	5. The content reflects the correct integrated concepts relevant to the individual learners and the society.	100 (VH)	100 (VH)	100 (VH)
<b>IDO6: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	6. The activities in the GLE are designed in a logical manner.	100 (VH)	100 (VH)	100 (VH)
<b>IDO7: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	7. The GLE is developmentally-appropriate to its target learners.	100 (VH)	100 (VH)	100 (VH)
<b>IDO8: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	8. The GLE used the GCED integration strategies (Pag-uugnay, Pagtatanong, Pagpapakahulugan, Pagsasapuso, and Pagkilos).	100 (VH)	100 (VH)	100 (VH)
<b>IDO9: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	9. The GLE employs appropriate GCED assessment methods and tools that are aligned with the learning objectives and GCED pedagogy.	100 (VH)	100 (VH)	100 (VH)
<b>IDO10: INSTRUCTIONAL DESIGN AND ORGANIZATION</b>	10. The GLE is free from any grammatical, factual, conceptual and computational errors.	100 (VH)	100 (VH)	100 (VH)

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 5 of the raters for the GCED Lesson Exemplars for Filipino agreed with very high percentage for all the indicators identified for the GLEs.

Table 22

### Percentage of Agreement among School Heads on GCED Lesson Exemplars (GLE) for Mother Tongue-Based Multilingual Education (MTB-MLE)

GLE INDICATORS	Percentage of Agreement n = 5
	G3
<b>LC1: LEARNING COMPETENCIES</b> 1. The GLE is consistent with the content and performance standards which are articulated in the Philippine GCED KSAs.	100 (VH)
<b>LC2: LEARNING COMPETENCIES</b> 2. The objectives are SMART and written in the target GCED domain/s and indicator/s.	100 (VH)
<b>IDO1: INSTRUCTIONAL DESIGN AND ORGANIZATION</b> 1. The GLE provides learning objectives which reflect the GCED themes and topics.	100 (VH)
<b>IDO2: INSTRUCTIONAL DESIGN AND ORGANIZATION</b> 2. The topic chosen explicitly integrates GCED in the learning area.	100 (VH)
<b>IDO3: INSTRUCTIONAL DESIGN AND ORGANIZATION</b> 3. The GLE selects appropriate learning resources essential in achieving the goals of integrating GCED in the learning area.	100 (VH)
<b>IDO4: INSTRUCTIONAL DESIGN AND ORGANIZATION</b> 4. The GLE adheres to the GCED pedagogical principles that are aligned and geared towards that attainment of the learning objectives.	100 (VH)
<b>IDO5: INSTRUCTIONAL DESIGN AND ORGANIZATION</b> 5. The content reflects the correct integrated concepts relevant to the individual learners and the society.	100 (VH)
<b>IDO6: INSTRUCTIONAL DESIGN AND ORGANIZATION</b> 6. The activities in the GLE are designed in a logical manner.	100 (VH)
<b>IDO7: INSTRUCTIONAL DESIGN AND ORGANIZATION</b> 7. The GLE is developmentally-appropriate to its target learners.	100 (VH)
<b>IDO8: INSTRUCTIONAL DESIGN AND ORGANIZATION</b> 8. The GLE used the GCED integration strategies (Pag-uugnay, Pagtatanong, Pagpapakahulugan, Pagsasapuso, and Pagkilos).	100 (VH)
<b>IDO9: INSTRUCTIONAL DESIGN AND ORGANIZATION</b> 9. The GLE employs appropriate GCED assessment methods and tools that are aligned with the learning objectives and GCED pedagogy.	100 (VH)
<b>IDO10: INSTRUCTIONAL DESIGN AND ORGANIZATION</b> 10. The GLE is free from any grammatical, factual, conceptual and computational errors.	100 (VH)

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 5 of the raters for the GCED Lesson Exemplars for Mother Tongue-Based Multilingual Education agreed with very high percentage for all the indicators identified for the GLE.



## Percentage Agreement among Teacher-validators on Recorded Demonstration Teaching Videos

This summary discusses the percentage agreement among teacher-validators with regard to the pre-recorded demonstrations that are primarily concerned with the (1) appropriateness of teaching methods/materials/time allocation to GCED Lesson Exemplar demo, (2) student's engagement and participation, and (3) teacher's facilitation of GLE for subjects such as Science, Mathematics, Health, Physical Education, Edukasyon sa Pagpapakatao (Values Education), Araling Panlipunan (Social Studies), Arts, English, Music, and Filipino for grades 3, 6, and 10 and Mother Tongue-Based Multilingual Education (MTB-MLE) for grade 3.

Firstly, five teacher-validators agreed with low to very high percentages that the pre-recorded teaching demonstration indicators of the Science subject for grades 3, 6, and 10 are satisfied. Secondly, for Mathematics, three raters agreed with below average to very high percentages that the pre-recorded teaching demonstration indicators for all the grade levels involved are attained. Thirdly, five teacher-validators agreed with average to very high percentages that the indicators for the teaching demonstrations are met. Fourthly, the three raters of Physical Education's (PE) pre-recorded teaching demonstration agreed that the identified indicators are fulfilled with below average to very high percentages. Fifthly, five teacher-validators agreed with below average to very high percentages on the indicators identified for the teaching demonstration of the subject Edukasyon sa Pagpapakatao (Values Education). For the Araling Panlipunan (Social Studies), five raters agreed with average to very high percentages that the pre-recorded teaching demonstration indicators are satisfied. Furthermore, six teacher-validators agreed with low to very high percentages on the pre-recorded teaching demonstration indicators for Arts. Moreover, five raters of English agreed with below average to very high percentages on the indicators identified for the teaching demonstration. For the subject of Music, five teacher-validators agreed with none to very high percentages that the pre-recorded teaching demonstration indicators are met. On the other hand, five raters of Filipino's pre-recorded teaching demonstration agreed with low to very high percentages on the indicators identified. Lastly, five of the raters of the Mother Tongue-Based Multilingual Education (MTB-MLE) agreed with moderately high to very high percentages on all the pre-recorded teaching demonstration indicators. Despite the presence of very high percentage of agreement across the aforementioned subjects, it could be noted that there are areas that received low ratings. This implies that there are deficiencies and/or errors that must be corrected on the pre-recorded demonstrations.



Table 23

## Percentage of Agreement among Teacher-validators on Recorded Demonstration Teaching Videos for Science

RECORDED DEMONSTRATION TEACHING VIDEO INDICATORS		Percentage of Agreement n = 5		
		G3	G6	G10
<b>AT-Me:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Methods a. Are there strategies used by the teacher to integrate any of the GCED KSAs and topics?	100 (VH)	100 (VH)	100 (VH)
<b>AT-Ma-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials a. Are the materials used stimulating the students' interest in learning GCED?	100 (VH)	80 (MH)	100 (VH)
<b>AT-Ma-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials b. Are the materials used appropriate for GCED integration?	100 (VH)	100 (VH)	100 (VH)
<b>AT-De:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Design of the lesson a. Does the teacher connect/bridge the lesson content to the development of GCED Topics and KSAs?	100 (VH)	100 (VH)	100 (VH)
<b>AT-TA-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation a. Is the overall time allocation for the lesson sufficient to cover the integration of GCED?	80 (MH)	100 (VH)	100 (VH)
<b>AT-TA-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation b. Is the time allocated to each respective activity sufficient to integrate GCED?	60 (A)	80 (MH)	80 (MH)
<b>SEP-a:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> a. Does the teacher take into consideration the level of his/her students' interest/passion?	60 (A)	80 (MH)	60 (A)
<b>SEP-b:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> b. Does the teacher take into consideration the level of his/her students' prior/existing knowledge for learning?	60 (A)	60 (A)	60 (A)
<b>SEP-c:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> c. Is the lesson learner-centered?	60 (A)	60 (A)	60 (A)
<b>SEP-d:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> d. Is the lesson designed to allow opportunities for students to exchange opinions among themselves?	40 (BA)	60 (A)	80 (MH)
<b>SEP-e:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> e. Is the lesson designed to allow opportunities for students to collaborate on outputs/projects?	20 (L)	40 (BA)	80 (MH)
<b>SEP-f:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> f. Does the teacher consider his/her learners' abilities and motivation/s (e.g., developmentally appropriate)?	80 (MH)	60 (A)	80 (MH)
<b>SEP-g1:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Participatory	80 (MH)	80 (MH)	80 (MH)

<b>SEP-g2:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Equity	<b>80</b> <b>(MH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>SEP-g3:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Appropriateness	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>80</b> <b>(MH)</b>
<b>SEP-g4:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Critical Empowerment / Action	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>SEP-g5:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Environmental Sustainability	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-a:</b>	<b>TEACHER'S FACILITATION OF GLE</b> a. Does the teacher show respect for the students as individuals (e.g., show consideration towards students who give wrong answers, get students who are usually quiet involved in classroom participation)?	<b>60 (A)</b>	<b>80</b> <b>(MH)</b>	<b>80</b> <b>(MH)</b>
<b>TF-b:</b>	<b>TEACHER'S FACILITATION OF GLE</b> b. Does the teacher consciously ask questions and give instructions in ways/language easily understood by students?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-c:</b>	<b>TEACHER'S FACILITATION OF GLE</b> c. Does the teacher ask questions that facilitate students' creative and critical thinking, rather than recalling knowledge (e.g., asking 'why' and 'what should be done' in addition to 'what' 'when' and 'who' questions)?	<b>60 (A)</b>	<b>80</b> <b>(MH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-d:</b>	<b>TEACHER'S FACILITATION OF GLE</b> d. Does the teacher give enough time and opportunities for students to reflect and organize their thoughts?	<b>60 (A)</b>	<b>60</b> <b>(A)</b>	<b>60</b> <b>(A)</b>
<b>TF-e:</b>	<b>TEACHER'S FACILITATION OF GLE</b> e. Does the teacher use effective teaching materials and teaching tools/devices with technology integration?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-f:</b>	<b>TEACHER'S FACILITATION OF GLE</b> f. Does the teacher effect behavioral changes among students aligned with GCED principles?	<b>80</b> <b>(MH)</b>	<b>80</b> <b>(MH)</b>	<b>80</b> <b>(MH)</b>
<b>TF-g:</b>	<b>TEACHER'S FACILITATION OF GLE</b> g. Does the teacher assess the students' competencies aligned with the Philippine GCED KSAs?	<b>100</b> <b>(VH)</b>	<b>80</b> <b>(MH)</b>	<b>100</b> <b>(VH)</b>

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 5 of the raters for the Pre-Recorded Teaching Demonstrations for Science agreed with low to very high percentages for the indicators identified for the Teaching Demonstrations.



Table 24

## Percentage of Agreement among Teacher-validators on Recorded Demonstration Teaching Videos for Mathematics

RECORDED DEMONSTRATION TEACHING VIDEO INDICATORS		Percentage of Agreement n = 3		
		G3	G6	G10
<b>AT-Me:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Methods a. Are there strategies used by the teacher to integrate any of the GCED KSAs and topics?	100 (VH)	100 (VH)	100 (VH)
<b>AT-Ma-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials a. Are the materials used stimulating the students' interest in learning GCED?	100 (VH)	100 (VH)	100 (VH)
<b>AT-Ma-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials b. Are the materials used appropriate for GCED integration?	100 (VH)	100 (VH)	100 (VH)
<b>AT-De:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Design of the lesson a. Does the teacher connect/bridge the lesson content to the development of GCED Topics and KSAs?	100 (VH)	100 (VH)	100 (VH)
<b>AT-TA-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation a. Is the overall time allocation for the lesson sufficient to cover the integration of GCED?	100 (VH)	66.667 (AA)	66.6 67 (AA)
<b>AT-TA-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation b. Is the time allocated to each respective activity sufficient to integrate GCED?	100 (VH)	66.667 (AA)	33.3 33 (BA)
<b>SEP-a:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> a. Does the teacher take into consideration the level of his/her students' interest/passion?	100 (VH)	100 (VH)	100 (VH)
<b>SEP-b:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> b. Does the teacher take into consideration the level of his/her students' prior/existing knowledge for learning?	100 (VH)	66.667 (AA)	66.6 67 (AA)
<b>SEP-c:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> c. Is the lesson learner-centered?	100 (VH)	66.667 (AA)	100 (VH)
<b>SEP-d:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> d. Is the lesson designed to allow opportunities for students to exchange opinions among themselves?	66.66 7 (AA)	66.667 (AA)	100 (VH)
<b>SEP-e:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> e. Is the lesson designed to allow opportunities for students to collaborate on outputs/projects?	66.66 7 (AA)	66.667 (AA)	100 (VH)
<b>SEP-f:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> f. Does the teacher consider his/her learners' abilities and motivation/s (e.g., developmentally appropriate)?	66.66 7 (AA)	66.667 (AA)	100 (VH)



<b>SEP-g1:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Participatory	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>SEP-g2:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Equity	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>SEP-g3:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Appropriateness	<b>100</b> <b>(VH)</b>	<b>66.667</b> <b>(AA)</b>	<b>100</b> <b>(VH)</b>
<b>SEP-g4:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Critical Empowerment / Action	<b>100</b> <b>(VH)</b>	<b>66.667</b> <b>(AA)</b>	<b>100</b> <b>(VH)</b>
<b>SEP-g5:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Environmental Sustainability	<b>100</b> <b>(VH)</b>	<b>66.667</b> <b>(AA)</b>	<b>100</b> <b>(VH)</b>
<b>TF-a:</b>	<b>TEACHER'S FACILITATION OF GLE</b> a. Does the teacher show respect for the students as individuals (e.g., show consideration towards students who give wrong answers, get students who are usually quiet involved in classroom participation)?	<b>66.667</b> <b>(AA)</b>	<b>66.667</b> <b>(AA)</b>	<b>33.3</b> <b>(BA)</b>
<b>TF-b:</b>	<b>TEACHER'S FACILITATION OF GLE</b> b. Does the teacher consciously ask questions and give instructions in ways/language easily understood by students?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-c:</b>	<b>TEACHER'S FACILITATION OF GLE</b> c. Does the teacher ask questions that facilitate students' creative and critical thinking, rather than recalling knowledge (e.g., asking 'why' and 'what should be done' in addition to 'what' 'when' and 'who' questions)?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-d:</b>	<b>TEACHER'S FACILITATION OF GLE</b> d. Does the teacher give enough time and opportunities for students to reflect and organize their thoughts?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>33.3</b> <b>(BA)</b>
<b>TF-e:</b>	<b>TEACHER'S FACILITATION OF GLE</b> e. Does the teacher use effective teaching materials and teaching tools/devices with technology integration?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-f:</b>	<b>TEACHER'S FACILITATION OF GLE</b> f. Does the teacher effect behavioral changes among students aligned with GCED principles?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-g:</b>	<b>TEACHER'S FACILITATION OF GLE</b> g. Does the teacher assess the students' competencies aligned with the Philippine GCED KSAs?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 3 of the raters for the Pre-Recorded Teaching Demonstrations for Mathematics agreed with below average to very high percentages for the indicators identified for the Teaching Demonstrations.

Table 25

## Percentage of Agreement among Teacher-validators on Recorded Demonstration Teaching Videos for Health

RECORDED DEMONSTRATION TEACHING VIDEO INDICATORS		Percentage of Agreement n = 5		
		G3	G6	G10
<b>AT-Me:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Methods a. Are there strategies used by the teacher to integrate any of the GCED KSAs and topics?	100 (VH)	100 (VH)	100 (VH)
<b>AT-Ma-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials a. Are the materials used stimulating the students' interest in learning GCED?	100 (VH)	100 (VH)	100 (VH)
<b>AT-Ma-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials b. Are the materials used appropriate for GCED integration?	100 (VH)	100 (VH)	100 (VH)
<b>AT-De:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Design of the lesson a. Does the teacher connect/bridge the lesson content to the development of GCED Topics and KSAs?	100 (VH)	100 (VH)	80 (MH)
<b>AT-TA-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation a. Is the overall time allocation for the lesson sufficient to cover the integration of GCED?	100 (VH)	60 (A)	40 (BA)
<b>AT-TA-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation b. Is the time allocated to each respective activity sufficient to integrate GCED?	60 (A)	60 (A)	40 (BA)
<b>SEP-a:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> a. Does the teacher take into consideration the level of his/her students' interest/passion?	60 (A)	60 (A)	60 (A)
<b>SEP-b:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> b. Does the teacher take into consideration the level of his/her students' prior/existing knowledge for learning?	80 (MH)	100 (VH)	80 (MH)
<b>SEP-c:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> c. Is the lesson learner-centered?	100 (VH)	40 (BA)	60 (A)
<b>SEP-d:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> d. Is the lesson designed to allow opportunities for students to exchange opinions among themselves?	40 (BA)	20 (L)	40 (BA)
<b>SEP-e:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> e. Is the lesson designed to allow opportunities for students to collaborate on outputs/projects?	20 (L)	40 (BA)	40 (BA)
<b>SEP-f:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> f. Does the teacher consider his/her learners' abilities and motivation/s (e.g., developmentally appropriate)?	80 (MH)	80 (MH)	60 (A)

<b>SEP-g1:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Participatory	<b>80</b> <b>(MH)</b>	<b>60</b> <b>(A)</b>	<b>60</b> <b>(A)</b>
<b>SEP-g2:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Equity	<b>100</b> <b>(VH)</b>	<b>80</b> <b>(MH)</b>	<b>80</b> <b>(MH)</b>
<b>SEP-g3:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Appropriateness	<b>80</b> <b>(MH)</b>	<b>100</b> <b>(VH)</b>	<b>60</b> <b>(A)</b>
<b>SEP-g4:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Critical Empowerment / Action	<b>60 (A)</b>	<b>80</b> <b>(MH)</b>	<b>80</b> <b>(MH)</b>
<b>SEP-g5:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Environmental Sustainability	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>60</b> <b>(A)</b>
<b>TF-a:</b>	<b>TEACHER'S FACILITATION OF GLE</b> a. Does the teacher show respect for the students as individuals (e.g., show consideration towards students who give wrong answers, get students who are usually quiet involved in classroom participation)?	<b>80</b> <b>(MH)</b>	<b>60</b> <b>(A)</b>	<b>100</b> <b>(VH)</b>
<b>TF-b:</b>	<b>TEACHER'S FACILITATION OF GLE</b> b. Does the teacher consciously ask questions and give instructions in ways/language easily understood by students?	<b>80</b> <b>(MH)</b>	<b>80</b> <b>(MH)</b>	<b>60</b> <b>(A)</b>
<b>TF-c:</b>	<b>TEACHER'S FACILITATION OF GLE</b> c. Does the teacher ask questions that facilitate students' creative and critical thinking, rather than recalling knowledge (e.g., asking 'why' and 'what should be done' in addition to 'what' 'when' and 'who' questions)?	<b>100</b> <b>(VH)</b>	<b>80</b> <b>(MH)</b>	<b>60</b> <b>(A)</b>
<b>TF-d:</b>	<b>TEACHER'S FACILITATION OF GLE</b> d. Does the teacher give enough time and opportunities for students to reflect and organize their thoughts?	<b>40 (BA)</b>	<b>60</b> <b>(A)</b>	<b>60</b> <b>(A)</b>
<b>TF-e:</b>	<b>TEACHER'S FACILITATION OF GLE</b> e. Does the teacher use effective teaching materials and teaching tools/devices with technology integration?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>80</b> <b>(MH)</b>
<b>TF-f:</b>	<b>TEACHER'S FACILITATION OF GLE</b> f. Does the teacher effect behavioral changes among students aligned with GCED principles?	<b>100</b> <b>(VH)</b>	<b>80</b> <b>(MH)</b>	<b>80</b> <b>(MH)</b>
<b>TF-g:</b>	<b>TEACHER'S FACILITATION OF GLE</b> g. Does the teacher assess the students' competencies aligned with the Philippine GCED KSAs?	<b>100</b> <b>(VH)</b>	<b>60</b> <b>(A)</b>	<b>80</b> <b>(MH)</b>

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 5 of the raters for the Pre-Recorded Teaching Demonstrations for Health agreed with average to very high percentages for the indicators identified for the Teaching Demonstrations.



Table 26

## Percentage of Agreement among Teacher-validators on Recorded Demonstration Teaching Videos for Physical Education

RECORDED DEMONSTRATION TEACHING VIDEO INDICATORS		Percentage of Agreement n = 3		
		G3	G6	G10
<b>AT-Me:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Methods a. Are there strategies used by the teacher to integrate any of the GCED KSAs and topics?	66.667 (AA)	100 (VH)	100 (VH)
<b>AT-Ma-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials a. Are the materials used stimulating the students' interest in learning GCED?	100 (VH)	100 (VH)	100 (VH)
<b>AT-Ma-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials b. Are the materials used appropriate for GCED integration?	100 (VH)	100 (VH)	100 (VH)
<b>AT-De:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Design of the lesson a. Does the teacher connect/bridge the lesson content to the development of GCED Topics and KSAs?	66.667 (AA)	100 (VH)	100 (VH)
<b>AT-TA-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation a. Is the overall time allocation for the lesson sufficient to cover the integration of GCED?	100 (VH)	66.66 7 (AA)	66.6 67 (AA)
<b>AT-TA-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation b. Is the time allocated to each respective activity sufficient to integrate GCED?	100 (VH)	66.66 7 (AA)	66.6 67 (AA)
<b>SEP-a:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> a. Does the teacher take into consideration the level of his/her students' interest/passion?	100 (VH)	66.66 7 (AA)	100 (VH)
<b>SEP-b:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> b. Does the teacher take into consideration the level of his/her students' prior/existing knowledge for learning?	100 (VH)	66.66 7 (AA)	100 (VH)
<b>SEP-c:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> c. Is the lesson learner-centered?	100 (VH)	100 (VH)	100 (VH)
<b>SEP-d:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> d. Is the lesson designed to allow opportunities for students to exchange opinions among themselves?	66.667 (AA)	100 (VH)	100 (VH)
<b>SEP-e:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> e. Is the lesson designed to allow opportunities for students to collaborate on outputs/projects?	100 (VH)	100 (VH)	100 (VH)
<b>SEP-f:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> f. Does the teacher consider his/her learners' abilities and motivation/s (e.g., developmentally appropriate)?	100 (VH)	66.66 7 (AA)	66.6 67 (AA)



<b>SEP-g1:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Participatory	<b>100</b> (VH)	<b>100</b> (VH)	<b>100</b> (VH)
<b>SEP-g2:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Equity	<b>100</b> (VH)	<b>100</b> (VH)	<b>100</b> (VH)
<b>SEP-g3:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Appropriateness	<b>100</b> (VH)	<b>100</b> (VH)	<b>100</b> (VH)
<b>SEP-g4:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Critical Empowerment / Action	<b>100</b> (VH)	<b>100</b> (VH)	<b>100</b> (VH)
<b>SEP-g5:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Environmental Sustainability	<b>100</b> (VH)	<b>100</b> (VH)	<b>100</b> (VH)
<b>TF-a:</b>	<b>TEACHER'S FACILITATION OF GLE</b> a. Does the teacher show respect for the students as individuals (e.g., show consideration towards students who give wrong answers, get students who are usually quiet involved in classroom participation)?	<b>100</b> (VH)	<b>100</b> (VH)	<b>100</b> (VH)
<b>TF-b:</b>	<b>TEACHER'S FACILITATION OF GLE</b> b. Does the teacher consciously ask questions and give instructions in ways/language easily understood by students?	<b>100</b> (VH)	<b>66.66</b> 7 (AA)	<b>100</b> (VH)
<b>TF-c:</b>	<b>TEACHER'S FACILITATION OF GLE</b> c. Does the teacher ask questions that facilitate students' creative and critical thinking, rather than recalling knowledge (e.g., asking 'why' and 'what should be done' in addition to 'what' 'when' and 'who' questions)?	<b>100</b> (VH)	<b>100</b> (VH)	<b>100</b> (VH)
<b>TF-d:</b>	<b>TEACHER'S FACILITATION OF GLE</b> d. Does the teacher give enough time and opportunities for students to reflect and organize their thoughts?	<b>66.667</b> (AA)	<b>33.33</b> 3 (BA)	<b>33.3</b> 33 (BA)
<b>TF-e:</b>	<b>TEACHER'S FACILITATION OF GLE</b> e. Does the teacher use effective teaching materials and teaching tools/devices with technology integration?	<b>100</b> (VH)	<b>100</b> (VH)	<b>100</b> (VH)
<b>TF-f:</b>	<b>TEACHER'S FACILITATION OF GLE</b> f. Does the teacher effect behavioral changes among students aligned with GCED principles?	<b>100</b> (VH)	<b>100</b> (VH)	<b>100</b> (VH)
<b>TF-g:</b>	<b>TEACHER'S FACILITATION OF GLE</b> g. Does the teacher assess the students' competencies aligned with the Philippine GCED KSAs?	<b>66.667</b> (AA)	<b>100</b> (VH)	<b>100</b> (VH)

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 3 of the raters for the Pre-Recorded Teaching Demonstrations for Physical Education agreed with below average to very high percentages for the indicators identified for the Teaching Demonstrations.



Table 27

## Percentage of Agreement among Teacher-validators on Recorded Demonstration Teaching Videos for Edukasyon sa Pagpapakatao (Values Education)

RECORDED DEMONSTRATION TEACHING VIDEO INDICATORS		Percentage of Agreement n = 5		
		G3	G6	G10
<b>AT-Me:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Methods a. Are there strategies used by the teacher to integrate any of the GCED KSAs and topics?	100 (VH)	100 (VH)	100 (VH)
<b>AT-Ma-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials a. Are the materials used stimulating the students' interest in learning GCED?	100 (VH)	60 (A)	40 (BA)
<b>AT-Ma-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials b. Are the materials used appropriate for GCED integration?	100 (VH)	100 (VH)	80 (MH)
<b>AT-De:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Design of the lesson a. Does the teacher connect/bridge the lesson content to the development of GCED Topics and KSAs?	100 (VH)	100 (VH)	80 (MH)
<b>AT-TA-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation a. Is the overall time allocation for the lesson sufficient to cover the integration of GCED?	100 (VH)	100 (VH)	80 (MH)
<b>AT-TA-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation b. Is the time allocated to each respective activity sufficient to integrate GCED?	100 (VH)	100 (VH)	80 (MH)
<b>SEP-a:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> a. Does the teacher take into consideration the level of his/her students' interest/passion?	80 (MH)	100 (VH)	100 (VH)
<b>SEP-b:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> b. Does the teacher take into consideration the level of his/her students' prior/existing knowledge for learning?	60 (A)	60 (A)	100 (VH)
<b>SEP-c:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> c. Is the lesson learner-centered?	100 (VH)	100 (VH)	100 (VH)
<b>SEP-d:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> d. Is the lesson designed to allow opportunities for students to exchange opinions among themselves?	80 (MH)	80 (MH)	60 (A)
<b>SEP-e:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> e. Is the lesson designed to allow opportunities for students to collaborate on outputs/projects?	100 (VH)	100 (VH)	100 (VH)

<b>SEP-f:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> f. Does the teacher consider his/her learners' abilities and motivation/s (e.g., developmentally appropriate)?	<b>100</b> (VH)	<b>100</b> (VH)	<b>100</b> (VH)
<b>SEP-g1:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Participatory	<b>100</b> (VH)	<b>100</b> (VH)	<b>100</b> (VH)
<b>SEP-g2:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Equity	<b>100</b> (VH)	<b>100</b> (VH)	<b>100</b> (VH)
<b>SEP-g3:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Appropriateness	<b>100</b> (VH)	<b>100</b> (VH)	<b>100</b> (VH)
<b>SEP-g4:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Critical Empowerment / Action	<b>80</b> (MH)	<b>80</b> (MH)	<b>80</b> (MH)
<b>SEP-g5:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Environmental Sustainability	<b>80</b> (MH)	<b>80</b> (MH)	<b>80</b> (MH)
<b>TF-a:</b>	<b>TEACHER'S FACILITATION OF GLE</b> a. Does the teacher show respect for the students as individuals (e.g., show consideration towards students who give wrong answers, get students who are usually quiet involved in classroom participation)?	<b>100</b> (VH)	<b>100</b> (VH)	<b>100</b> (VH)
<b>TF-b:</b>	<b>TEACHER'S FACILITATION OF GLE</b> b. Does the teacher consciously ask questions and give instructions in ways/language easily understood by students?	<b>100</b> (VH)	<b>100</b> (VH)	<b>100</b> (VH)
<b>TF-c:</b>	<b>TEACHER'S FACILITATION OF GLE</b> c. Does the teacher ask questions that facilitate students' creative and critical thinking, rather than recalling knowledge (e.g., asking 'why' and 'what should be done' in addition to 'what' 'when' and 'who' questions)?	<b>100</b> (VH)	<b>100</b> (VH)	<b>100</b> (VH)
<b>TF-d:</b>	<b>TEACHER'S FACILITATION OF GLE</b> d. Does the teacher give enough time and opportunities for students to reflect and organize their thoughts?	<b>80</b> (MH)	<b>80</b> (MH)	<b>80</b> (MH)
<b>TF-e:</b>	<b>TEACHER'S FACILITATION OF GLE</b> e. Does the teacher use effective teaching materials and teaching tools/devices with technology integration?	<b>100</b> (VH)	<b>100</b> (VH)	<b>100</b> (VH)
<b>TF-f:</b>	<b>TEACHER'S FACILITATION OF GLE</b> f. Does the teacher effect behavioral changes among students aligned with GCED principles?	<b>100</b> (VH)	<b>100</b> (VH)	<b>80</b> (MH)
<b>TF-g:</b>	<b>TEACHER'S FACILITATION OF GLE</b> g. Does the teacher assess the students' competencies aligned with the Philippine GCED KSAs?	<b>100</b> (VH)	<b>100</b> (VH)	<b>80</b> (MH)

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 5 of the raters for the Pre-Recorded Teaching Demonstrations for Edukasyon sa Pagpapakatao (Values Education) agreed with below average to very high percentages for the indicators identified for the Teaching Demonstrations.



Table 28

## Percentage of Agreement among Teacher-validators on Recorded Demonstration Teaching Videos for Araling Panlipunan (Social Studies)

RECORDED DEMONSTRATION TEACHING VIDEO INDICATORS		Percentage of Agreement n = 5		
		G3	G5	G10
<b>AT-Me:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Methods a. Are there strategies used by the teacher to integrate any of the GCED KSAs and topics?	80 (MH)	80 (MH)	80 (MH)
<b>AT-Ma-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials a. Are the materials used stimulating the students' interest in learning GCED?	60 (A)	80 (MH)	60 (A)
<b>AT-Ma-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials b. Are the materials used appropriate for GCED integration?	80 (MH)	80 (MH)	80 (MH)
<b>AT-De:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Design of the lesson a. Does the teacher connect/bridge the lesson content to the development of GCED Topics and KSAs?	100 (VH)	80 (MH)	80 (MH)
<b>AT-TA-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation a. Is the overall time allocation for the lesson sufficient to cover the integration of GCED?	80 (MH)	80 (MH)	80 (MH)
<b>AT-TA-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation b. Is the time allocated to each respective activity sufficient to integrate GCED?	60 (A)	80 (MH)	80 (MH)
<b>SEP-a:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> a. Does the teacher take into consideration the level of his/her students' interest/passion?	60 (A)	80 (MH)	80 (MH)
<b>SEP-b:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> b. Does the teacher take into consideration the level of his/her students' prior/existing knowledge for learning?	100 (VH)	100 (VH)	100 (VH)
<b>SEP-c:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> c. Is the lesson learner-centered?	60 (A)	60 (A)	100 (VH)
<b>SEP-d:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> d. Is the lesson designed to allow opportunities for students to exchange opinions among themselves?	40 (BA)	60 (A)	100 (VH)
<b>SEP-e:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> e. Is the lesson designed to allow opportunities for students to collaborate on outputs/projects?	80 (MH)	80 (MH)	100 (VH)



<b>SEP-f:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> f. Does the teacher consider his/her learners' abilities and motivation/s (e.g., developmentally appropriate)?	<b>80</b> <b>(MH)</b>	<b>80</b> <b>(MH)</b>	<b>80</b> <b>(MH)</b>
<b>SEP-g1:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Participatory	<b>80</b> <b>(MH)</b>	<b>60 (A)</b>	<b>100</b> <b>(VH)</b>
<b>SEP-g2:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Equity	<b>60</b> <b>(A)</b>	<b>60 (A)</b>	<b>100</b> <b>(VH)</b>
<b>SEP-g3:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Appropriateness	<b>80</b> <b>(MH)</b>	<b>80</b> <b>(MH)</b>	<b>80</b> <b>(MH)</b>
<b>SEP-g4:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Critical Empowerment / Action	<b>80</b> <b>(MH)</b>	<b>80</b> <b>(MH)</b>	<b>80</b> <b>(MH)</b>
<b>SEP-g5:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Environmental Sustainability	<b>100</b> <b>(VH)</b>	<b>60 (A)</b>	<b>80</b> <b>(MH)</b>
<b>TF-a:</b>	<b>TEACHER'S FACILITATION OF GLE</b> a. Does the teacher show respect for the students as individuals (e.g., show consideration towards students who give wrong answers, get students who are usually quiet involved in classroom participation)?	<b>80</b> <b>(MH)</b>	<b>80</b> <b>(MH)</b>	<b>80</b> <b>(MH)</b>
<b>TF-b:</b>	<b>TEACHER'S FACILITATION OF GLE</b> b. Does the teacher consciously ask questions and give instructions in ways/language easily understood by students?	<b>80</b> <b>(MH)</b>	<b>80</b> <b>(MH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-c:</b>	<b>TEACHER'S FACILITATION OF GLE</b> c. Does the teacher ask questions that facilitate students' creative and critical thinking, rather than recalling knowledge (e.g., asking 'why' and 'what should be done' in addition to 'what' 'when' and 'who' questions)?	<b>80</b> <b>(MH)</b>	<b>80</b> <b>(MH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-d:</b>	<b>TEACHER'S FACILITATION OF GLE</b> d. Does the teacher give enough time and opportunities for students to reflect and organize their thoughts?	<b>80</b> <b>(MH)</b>	<b>80</b> <b>(MH)</b>	<b>80</b> <b>(MH)</b>
<b>TF-e:</b>	<b>TEACHER'S FACILITATION OF GLE</b> e. Does the teacher use effective teaching materials and teaching tools/devices with technology integration?	<b>80</b> <b>(MH)</b>	<b>80</b> <b>(MH)</b>	<b>80</b> <b>(MH)</b>
<b>TF-f:</b>	<b>TEACHER'S FACILITATION OF GLE</b> f. Does the teacher effect behavioral changes among students aligned with GCED principles?	<b>80</b> <b>(MH)</b>	<b>80</b> <b>(MH)</b>	<b>80</b> <b>(MH)</b>
<b>TF-g:</b>	<b>TEACHER'S FACILITATION OF GLE</b> g. Does the teacher assess the students' competencies aligned with the Philippine GCED KSAs?	<b>80</b> <b>(MH)</b>	<b>80</b> <b>(MH)</b>	<b>80</b> <b>(MH)</b>

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 5 of the raters for the Pre-Recorded Teaching Demonstrations for Araling Panlipunan (Social Studies) agreed with average to very high percentages for the indicators identified for the Teaching Demonstrations.



Table 29

## Percentage of Agreement among Teacher-validators on Recorded Demonstration Teaching Videos for Arts

RECORDED DEMONSTRATION TEACHING VIDEO INDICATORS		Percentage of Agreement n = 6		
		G3	G6	G10
<b>AT-Me:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Methods a. Are there strategies used by the teacher to integrate any of the GCED KSAs and topics?	<b>83.333 (MH)</b>	<b>100 (VH)</b>	<b>100 (VH)</b>
<b>AT-Ma-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials a. Are the materials used stimulating the students' interest in learning GCED?	<b>50 (A)</b>	<b>100 (VH)</b>	<b>100 (VH)</b>
<b>AT-Ma-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials b. Are the materials used appropriate for GCED integration?	<b>50 (A)</b>	<b>100 (VH)</b>	<b>100 (VH)</b>
<b>AT-De:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Design of the lesson a. Does the teacher connect/bridge the lesson content to the development of GCED Topics and KSAs?	<b>50 (A)</b>	<b>100 (VH)</b>	<b>100 (VH)</b>
<b>AT-TA-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation a. Is the overall time allocation for the lesson sufficient to cover the integration of GCED?	<b>33.333 (BA)</b>	<b>100 (VH)</b>	<b>100 (VH)</b>
<b>AT-TA-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation b. Is the time allocated to each respective activity sufficient to integrate GCED?	<b>16.667 (L)</b>	<b>83.333 (MH)</b>	<b>100 (VH)</b>
<b>SEP-a:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> a. Does the teacher take into consideration the level of his/her students' interest/passion?	<b>16.667 (L)</b>	<b>66.667 (AA)</b>	<b>100 (VH)</b>
<b>SEP-b:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> b. Does the teacher take into consideration the level of his/her students' prior/existing knowledge for learning?	<b>33.333 (BA)</b>	<b>83.333 (MH)</b>	<b>100 (VH)</b>
<b>SEP-c:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> c. Is the lesson learner-centered?	<b>83.333 (MH)</b>	<b>83.333 (MH)</b>	<b>100 (VH)</b>
<b>SEP-d:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> d. Is the lesson designed to allow opportunities for students to exchange opinions among themselves?	<b>66.667 (AA)</b>	<b>83.333 (MH)</b>	<b>100 (VH)</b>
<b>SEP-e:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> e. Is the lesson designed to allow opportunities for students to collaborate on outputs/projects?	<b>50 (A)</b>	<b>83.333 (MH)</b>	<b>83.333 (MH)</b>
<b>SEP-f:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> f. Does the teacher consider his/her learners' abilities and motivation/s (e.g., developmentally appropriate)?	<b>50 (A)</b>	<b>83.333 (MH)</b>	<b>100 (VH)</b>

<b>SEP-g1:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Participatory	<b>66.667</b> <b>(AA)</b>	<b>83.333</b> <b>(MH)</b>	<b>83.333</b> <b>(MH)</b>
<b>SEP-g2:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Equity	<b>66.667</b> <b>(AA)</b>	<b>83.333</b> <b>(MH)</b>	<b>100</b> <b>(VH)</b>
<b>SEP-g3:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Appropriateness	<b>33.333</b> <b>(BA)</b>	<b>83.333</b> <b>(MH)</b>	<b>100</b> <b>(VH)</b>
<b>SEP-g4:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Critical Empowerment / Action	<b>83.333</b> <b>(MH)</b>	<b>83.333</b> <b>(MH)</b>	<b>100</b> <b>(VH)</b>
<b>SEP-g5:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Environmental Sustainability	<b>66.667</b> <b>(AA)</b>	<b>83.333</b> <b>(MH)</b>	<b>66.667</b> <b>(AA)</b>
<b>TF-a:</b>	<b>TEACHER'S FACILITATION OF GLE</b> a. Does the teacher show respect for the students as individuals (e.g., show consideration towards students who give wrong answers, get students who are usually quiet involved in classroom participation)?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-b:</b>	<b>TEACHER'S FACILITATION OF GLE</b> b. Does the teacher consciously ask questions and give instructions in ways/language easily understood by students?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-c:</b>	<b>TEACHER'S FACILITATION OF GLE</b> c. Does the teacher ask questions that facilitate students' creative and critical thinking, rather than recalling knowledge (e.g., asking 'why' and 'what should be done' in addition to 'what' 'when' and 'who' questions)?	<b>83.333</b> <b>(MH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-d:</b>	<b>TEACHER'S FACILITATION OF GLE</b> d. Does the teacher give enough time and opportunities for students to reflect and organize their thoughts?	<b>83.333</b> <b>(MH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-e:</b>	<b>TEACHER'S FACILITATION OF GLE</b> e. Does the teacher use effective teaching materials and teaching tools/devices with technology integration?	<b>83.333</b> <b>(MH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-f:</b>	<b>TEACHER'S FACILITATION OF GLE</b> f. Does the teacher effect behavioral changes among students aligned with GCED principles?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-g:</b>	<b>TEACHER'S FACILITATION OF GLE</b> g. Does the teacher assess the students' competencies aligned with the Philippine GCED KSAs?	<b>83.333</b> <b>(MH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 6 of the raters for the Pre-Recorded Teaching Demonstrations for Arts with low to very high percentages for the indicators identified for the Teaching Demonstrations.



Table 30

## Percentage of Agreement among Teacher-validators on Recorded Demonstration Teaching Videos for English

RECORDED DEMONSTRATION TEACHING VIDEO INDICATORS		Percentage of Agreement n = 5		
		G3	G6	G10
<b>AT-Me:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Methods a. Are there strategies used by the teacher to integrate any of the GCED KSAs and topics?	100 (VH)	100 (VH)	100 (VH)
<b>AT-Ma-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials a. Are the materials used stimulating the students' interest in learning GCED?	100 (VH)	80 (MH)	60 (A)
<b>AT-Ma-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials b. Are the materials used appropriate for GCED integration?	100 (VH)	80 (MH)	60 (A)
<b>AT-De:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Design of the lesson a. Does the teacher connect/bridge the lesson content to the development of GCED Topics and KSAs?	100 (VH)	80 (MH)	100 (VH)
<b>AT-TA-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation a. Is the overall time allocation for the lesson sufficient to cover the integration of GCED?	80 (MH)	60 (A)	80 (MH)
<b>AT-TA-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation b. Is the time allocated to each respective activity sufficient to integrate GCED?	80 (MH)	60 (A)	80 (MH)
<b>SEP-a:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> a. Does the teacher take into consideration the level of his/her students' interest/passion?	80 (MH)	60 (A)	40 (BA)
<b>SEP-b:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> b. Does the teacher take into consideration the level of his/her students' prior/existing knowledge for learning?	100 (VH)	80 (MH)	100 (VH)
<b>SEP-c:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> c. Is the lesson learner-centered?	100 (VH)	80 (MH)	80 (MH)
<b>SEP-d:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> d. Is the lesson designed to allow opportunities for students to exchange opinions among themselves?	40 (BA)	80 (MH)	60 (A)
<b>SEP-e:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> e. Is the lesson designed to allow opportunities for students to collaborate on outputs/projects?	40 (BA)	100 (VH)	80 (MH)
<b>SEP-f:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> f. Does the teacher consider his/her learners' abilities and motivation/s (e.g., developmentally appropriate)?	100 (VH)	60 (A)	60 (A)



<b>SEP-g1:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Participatory	<b>80</b> <b>(MH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>SEP-g2:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Equity	<b>80</b> <b>(MH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>SEP-g3:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Appropriateness	<b>100</b> <b>(VH)</b>	<b>60 (A)</b>	<b>60 (A)</b>
<b>SEP-g4:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Critical Empowerment / Action	<b>100</b> <b>(VH)</b>	<b>80</b> <b>(MH)</b>	<b>80</b> <b>(MH)</b>
<b>SEP-g5:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Environmental Sustainability	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-a:</b>	<b>TEACHER'S FACILITATION OF GLE</b> a. Does the teacher show respect for the students as individuals (e.g., show consideration towards students who give wrong answers, get students who are usually quiet involved in classroom participation)?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-b:</b>	<b>TEACHER'S FACILITATION OF GLE</b> b. Does the teacher consciously ask questions and give instructions in ways/language easily understood by students?	<b>100</b> <b>(VH)</b>	<b>80</b> <b>(MH)</b>	<b>80</b> <b>(MH)</b>
<b>TF-c:</b>	<b>TEACHER'S FACILITATION OF GLE</b> c. Does the teacher ask questions that facilitate students' creative and critical thinking, rather than recalling knowledge (e.g., asking 'why' and 'what should be done' in addition to 'what' 'when' and 'who' questions)?	<b>60 (A)</b>	<b>60 (A)</b>	<b>80</b> <b>(MH)</b>
<b>TF-d:</b>	<b>TEACHER'S FACILITATION OF GLE</b> d. Does the teacher give enough time and opportunities for students to reflect and organize their thoughts?	<b>80</b> <b>(MH)</b>	<b>60 (A)</b>	<b>60 (A)</b>
<b>TF-e:</b>	<b>TEACHER'S FACILITATION OF GLE</b> e. Does the teacher use effective teaching materials and teaching tools/devices with technology integration?	<b>100</b> <b>(VH)</b>	<b>60 (A)</b>	<b>60 (A)</b>
<b>TF-f:</b>	<b>TEACHER'S FACILITATION OF GLE</b> f. Does the teacher effect behavioral changes among students aligned with GCED principles?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-g:</b>	<b>TEACHER'S FACILITATION OF GLE</b> g. Does the teacher assess the students' competencies aligned with the Philippine GCED KSAs?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 5 of the raters for the Pre-Recorded Teaching Demonstrations for English agreed with below average to very high percentages for the indicators identified for the Teaching Demonstrations.

Table 31

## Percentage of Agreement among Teacher-validators on Recorded Demonstration Teaching Videos for Music

RECORDED DEMONSTRATION TEACHING VIDEO INDICATORS		Percentage of Agreement n = 5		
		G3	G6	G10
<b>AT-Me:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Methods a. Are there strategies used by the teacher to integrate any of the GCED KSAs and topics?	100 (VH)	80 (MH)	40 (BA)
<b>AT-Ma-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials a. Are the materials used stimulating the students' interest in learning GCED?	100 (VH)	80 (MH)	20 (L)
<b>AT-Ma-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials b. Are the materials used appropriate for GCED integration?	100 (VH)	80 (MH)	20 (L)
<b>AT-De:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Design of the lesson a. Does the teacher connect/bridge the lesson content to the development of GCED Topics and KSAs?	60 (A)	80 (MH)	20 (L)
<b>AT-TA-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation a. Is the overall time allocation for the lesson sufficient to cover the integration of GCED?	40 (BA)	80 (MH)	20 (L)
<b>AT-TA-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation b. Is the time allocated to each respective activity sufficient to integrate GCED?	20 (L)	80 (MH)	20 (L)
<b>SEP-a:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> a. Does the teacher take into consideration the level of his/her students' interest/passion?	80 (MH)	80 (MH)	20 (L)
<b>SEP-b:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> b. Does the teacher take into consideration the level of his/her students' prior/existing knowledge for learning?	60 (A)	60 (A)	20 (L)
<b>SEP-c:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> c. Is the lesson learner-centered?	60 (A)	80 (MH)	0 (NA)
<b>SEP-d:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> d. Is the lesson designed to allow opportunities for students to exchange opinions among themselves?	20 (L)	40 (BA)	0 (NA)
<b>SEP-e:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> e. Is the lesson designed to allow opportunities for students to collaborate on outputs/projects?	40 (BA)	60 (A)	60 (A)
<b>SEP-f:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> f. Does the teacher consider his/her learners' abilities and motivation/s (e.g., developmentally appropriate)?	80 (MH)	100 (VH)	40 (BA)

<b>SEP-g1:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Participatory	<b>60 (A)</b>	<b>60 (A)</b>	<b>0 (NA)</b>
<b>SEP-g2:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Equity	<b>40 (BA)</b>	<b>40 (BA)</b>	<b>0 (NA)</b>
<b>SEP-g3:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Appropriateness	<b>60 (A)</b>	<b>20 (L)</b>	<b>0 (NA)</b>
<b>SEP-g4:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Critical Empowerment / Action	<b>0 (NA)</b>	<b>0 (NA)</b>	<b>0 (NA)</b>
<b>SEP-g5:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Environmental Sustainability	<b>40 (BA)</b>	<b>0 (NA)</b>	<b>0 (NA)</b>
<b>TF-a:</b>	<b>TEACHER'S FACILITATION OF GLE</b> a. Does the teacher show respect for the students as individuals (e.g., show consideration towards students who give wrong answers, get students who are usually quiet involved in classroom participation)?	<b>80 (MH)</b>	<b>100 (VH)</b>	<b>80 (MH)</b>
<b>TF-b:</b>	<b>TEACHER'S FACILITATION OF GLE</b> b. Does the teacher consciously ask questions and give instructions in ways/language easily understood by students?	<b>100 (VH)</b>	<b>100 (VH)</b>	<b>60 (A)</b>
<b>TF-c:</b>	<b>TEACHER'S FACILITATION OF GLE</b> c. Does the teacher ask questions that facilitate students' creative and critical thinking, rather than recalling knowledge (e.g., asking 'why' and 'what should be done' in addition to 'what' 'when' and 'who' questions)?	<b>100 (VH)</b>	<b>100 (VH)</b>	<b>80 (MH)</b>
<b>TF-d:</b>	<b>TEACHER'S FACILITATION OF GLE</b> d. Does the teacher give enough time and opportunities for students to reflect and organize their thoughts?	<b>40 (BA)</b>	<b>60 (A)</b>	<b>40 (BA)</b>
<b>TF-e:</b>	<b>TEACHER'S FACILITATION OF GLE</b> e. Does the teacher use effective teaching materials and teaching tools/devices with technology integration?	<b>40 (BA)</b>	<b>80 (MH)</b>	<b>40 (BA)</b>
<b>TF-f:</b>	<b>TEACHER'S FACILITATION OF GLE</b> f. Does the teacher effect behavioral changes among students aligned with GCED principles?	<b>60 (A)</b>	<b>60 (A)</b>	<b>0 (NA)</b>
<b>TF-g:</b>	<b>TEACHER'S FACILITATION OF GLE</b> g. Does the teacher assess the students' competencies aligned with the Philippine GCED KSAs?	<b>80 (MH)</b>	<b>60 (A)</b>	<b>60 (A)</b>

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 5 of the raters for the Pre-Recorded Teaching Demonstrations for Music agreed with none to very high percentages for the indicators identified for the Teaching Demonstrations.



Table 32

## Percentage of Agreement among Teacher-validators on Recorded Demonstration Teaching Videos for Filipino

RECORDED DEMONSTRATION TEACHING VIDEO INDICATORS		Percentage of Agreement n = 5		
		G3	G6	G10
<b>AT-Me:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Methods a. Are there strategies used by the teacher to integrate any of the GCED KSAs and topics?	100 (VH)	100 (VH)	100 (VH)
<b>AT-Ma-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials a. Are the materials used stimulating the students' interest in learning GCED?	100 (VH)	100 (VH)	100 (VH)
<b>AT-Ma-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials b. Are the materials used appropriate for GCED integration?	100 (VH)	100 (VH)	100 (VH)
<b>AT-De:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Design of the lesson a. Does the teacher connect/bridge the lesson content to the development of GCED Topics and KSAs?	100 (VH)	100 (VH)	100 (VH)
<b>AT-TA-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation a. Is the overall time allocation for the lesson sufficient to cover the integration of GCED?	60 (A)	40 (BA)	40 (BA)
<b>AT-TA-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation b. Is the time allocated to each respective activity sufficient to integrate GCED?	40 (BA)	40 (BA)	40 (BA)
<b>SEP-a:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> a. Does the teacher take into consideration the level of his/her students' interest/passion?	100 (VH)	100 (VH)	100 (VH)
<b>SEP-b:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> b. Does the teacher take into consideration the level of his/her students' prior/existing knowledge for learning?	100 (VH)	100 (VH)	80 (MH)
<b>SEP-c:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> c. Is the lesson learner-centered?	100 (VH)	100 (VH)	80 (MH)
<b>SEP-d:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> d. Is the lesson designed to allow opportunities for students to exchange opinions among themselves?	100 (VH)	100 (VH)	80 (MH)
<b>SEP-e:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> e. Is the lesson designed to allow opportunities for students to collaborate on outputs/projects?	60 (A)	40 (BA)	100 (VH)



<b>SEP-f:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> f. Does the teacher consider his/her learners' abilities and motivation/s (e.g., developmentally appropriate)?	<b>100</b> (VH)	<b>100</b> (VH)	<b>100</b> (VH)
<b>SEP-g1:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Participatory	<b>100</b> (VH)	<b>100</b> (VH)	<b>80</b> (MH)
<b>SEP-g2:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Equity	<b>100</b> (VH)	<b>100</b> (VH)	<b>100</b> (VH)
<b>SEP-g3:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Appropriateness	<b>100</b> (VH)	<b>100</b> (VH)	<b>80</b> (MH)
<b>SEP-g4:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Critical Empowerment / Action	<b>100</b> (VH)	<b>100</b> (VH)	<b>100</b> (VH)
<b>SEP-g5:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Environmental Sustainability	<b>100</b> (VH)	<b>100</b> (VH)	<b>100</b> (VH)
<b>TF-a:</b>	<b>TEACHER'S FACILITATION OF GLE</b> a. Does the teacher show respect for the students as individuals (e.g., show consideration towards students who give wrong answers, get students who are usually quiet involved in classroom participation)?	<b>100</b> (VH)	<b>100</b> (VH)	<b>100</b> (VH)
<b>TF-b:</b>	<b>TEACHER'S FACILITATION OF GLE</b> b. Does the teacher consciously ask questions and give instructions in ways/language easily understood by students?	<b>100</b> (VH)	<b>100</b> (VH)	<b>100</b> (VH)
<b>TF-c:</b>	<b>TEACHER'S FACILITATION OF GLE</b> c. Does the teacher ask questions that facilitate students' creative and critical thinking, rather than recalling knowledge (e.g., asking 'why' and 'what should be done' in addition to 'what' 'when' and 'who' questions)?	<b>100</b> (VH)	<b>60</b> (A)	<b>100</b> (VH)
<b>TF-d:</b>	<b>TEACHER'S FACILITATION OF GLE</b> d. Does the teacher give enough time and opportunities for students to reflect and organize their thoughts?	<b>40</b> (BA)	<b>40</b> (BA)	<b>20</b> (L)
<b>TF-e:</b>	<b>TEACHER'S FACILITATION OF GLE</b> e. Does the teacher use effective teaching materials and teaching tools/devices with technology integration?	<b>100</b> (VH)	<b>100</b> (VH)	<b>100</b> (VH)
<b>TF-f:</b>	<b>TEACHER'S FACILITATION OF GLE</b> f. Does the teacher effect behavioral changes among students aligned with GCED principles?	<b>100</b> (VH)	<b>100</b> (VH)	<b>100</b> (VH)
<b>TF-g:</b>	<b>TEACHER'S FACILITATION OF GLE</b> g. Does the teacher assess the students' competencies aligned with the Philippine GCED KSAs?	<b>100</b> (VH)	<b>100</b> (VH)	<b>100</b> (VH)

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 5 of the raters for the Pre-Recorded Teaching Demonstrations for Filipino agreed with low to very high percentages for the indicators identified for the Teaching Demonstrations.



Table 33

## Percentage of Agreement among Teacher-validators on Recorded Demonstration Teaching Videos for Mother Tongue-Based Multilingual Education (MTB-MLE)

RECORDED DEMONSTRATION TEACHING VIDEO INDICATORS		Percentage of Agreement n = 5
		G3
<b>AT-Me:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Methods a. Are there strategies used by the teacher to integrate any of the GCED KSAs and topics?	<b>100 (VH)</b>
<b>AT-Ma-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials a. Are the materials used stimulating the students' interest in learning GCED?	<b>100 (VH)</b>
<b>AT-Ma-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials b. Are the materials used appropriate for GCED integration?	<b>100 (VH)</b>
<b>AT-De:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Design of the lesson a. Does the teacher connect/bridge the lesson content to the development of GCED Topics and KSAs?	<b>100 (VH)</b>
<b>AT-TA-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation a. Is the overall time allocation for the lesson sufficient to cover the integration of GCED?	<b>100 (VH)</b>
<b>AT-TA-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation b. Is the time allocated to each respective activity sufficient to integrate GCED?	<b>100 (VH)</b>
<b>SEP-a:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> a. Does the teacher take into consideration the level of his/her students' interest/passion?	<b>80 (MH)</b>
<b>SEP-b:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> b. Does the teacher take into consideration the level of his/her students' prior/existing knowledge for learning?	<b>100 (VH)</b>
<b>SEP-c:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> c. Is the lesson learner-centered?	<b>100 (VH)</b>
<b>SEP-d:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> d. Is the lesson designed to allow opportunities for students to exchange opinions among themselves?	<b>80 (MH)</b>
<b>SEP-e:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> e. Is the lesson designed to allow opportunities for students to collaborate on outputs/projects?	<b>100 (VH)</b>
<b>SEP-f:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> f. Does the teacher consider his/her learners' abilities and motivation/s (e.g., developmentally appropriate)?	<b>80 (MH)</b>

<b>SEP-g1:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Participatory	<b>80 (MH)</b>
<b>SEP-g2:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Equity	<b>100 (VH)</b>
<b>SEP-g3:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Appropriateness	<b>100 (VH)</b>
<b>SEP-g4:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Critical Empowerment / Action	<b>100 (VH)</b>
<b>SEP-g5:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Environmental Sustainability	<b>80 (MH)</b>
<b>TF-a:</b>	<b>TEACHER'S FACILITATION OF GLE</b> a. Does the teacher show respect for the students as individuals (e.g., show consideration towards students who give wrong answers, get students who are usually quiet involved in classroom participation)?	<b>100 (VH)</b>
<b>TF-b:</b>	<b>TEACHER'S FACILITATION OF GLE</b> b. Does the teacher consciously ask questions and give instructions in ways/language easily understood by students?	<b>100 (VH)</b>
<b>TF-c:</b>	<b>TEACHER'S FACILITATION OF GLE</b> c. Does the teacher ask questions that facilitate students' creative and critical thinking, rather than recalling knowledge (e.g., asking 'why' and 'what should be done' in addition to 'what' 'when' and 'who' questions)?	<b>80 (MH)</b>
<b>TF-d:</b>	<b>TEACHER'S FACILITATION OF GLE</b> d. Does the teacher give enough time and opportunities for students to reflect and organize their thoughts?	<b>80 (MH)</b>
<b>TF-e:</b>	<b>TEACHER'S FACILITATION OF GLE</b> e. Does the teacher use effective teaching materials and teaching tools/devices with technology integration?	<b>100 (VH)</b>
<b>TF-f:</b>	<b>TEACHER'S FACILITATION OF GLE</b> f. Does the teacher effect behavioral changes among students aligned with GCED principles?	<b>100 (VH)</b>
<b>TF-g:</b>	<b>TEACHER'S FACILITATION OF GLE</b> g. Does the teacher assess the students' competencies aligned with the Philippine GCED KSAs?	<b>100 (VH)</b>

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 5 of the raters for the Pre-Recorded Teaching Demonstrations for Mother Tongue-Based Multilingual Education (MTB-MLE) agreed with moderately high to very high percentages for the indicators identified for the Teaching Demonstrations.

## Percentage Agreement among School Heads on Recorded Demonstration Teaching Videos

This summary discusses the percentage agreement among school heads with regard to the pre-recorded demonstrations that are primarily concerned with the (1) appropriateness of teaching methods/materials/time allocation to GCED Lesson Exemplar demo, (2) student's engagement and participation, and (3) teacher's facilitation of GLE for subjects such as Science, Mathematics, Health, Physical Education, Edukasyon sa Pagpapakatao (Values Education), Araling Panlipunan (Social Studies), Arts, English, Music, and Filipino for grades 3, 6, and 10 and Mother Tongue-Based Multilingual Education (MTB-MLE) for grade 3.

All school heads agreed with average to very high percentages that pre-recorded teaching demonstration indicators of Science, Mathematics, Arts, Filipino, and Mother Tongue-Based Multilingual Education (MTB-MLE) subjects are fulfilled across the grade levels involved. For the subjects of Physical Education (PE), English, and Filipino, all raters agreed with below average to very high percentages that indicators for teaching demonstration are satisfied for grades 3, 6, and 10. Furthermore, the raters of the pre-recorded teaching demonstration for Edukasyon sa Pagpapakatao (Values Education) agreed with moderately high to very high percentages on the identified indicators. Moreover, school heads agreed with above average to very high percentages that the pre-recorded teaching demonstration indicators for Araling Panlipunan (Social Studies) are all satisfied. Lastly, the raters of the pre-recorded teaching demonstration for Health agreed with low to very high percentages on all the indicators of teaching demonstration. In spite of the presence of very high percentages in some areas of the subject matters, there are also indicators that depict low ratings. These show that there are deficiencies and/or errors on the pre-recorded demonstrations that must be improved and/or corrected in order to achieve better outcomes, most especially on the Health subject as it received a low percentage of agreement.





Table 34

## Percentage of Agreement among School Heads on Recorded Demonstration Teaching Videos for Science

RECORDED DEMONSTRATION TEACHING VIDEO INDICATORS		Percentage of Agreement n = 9		
		G3	G6	G10
<b>AT-Me:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Methods a. Are there strategies used by the teacher to integrate any of the GCED KSAs and topics?	100 (VH)	100 (VH)	100 (VH)
<b>AT-Ma-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials a. Are the materials used stimulating the students' interest in learning GCED?	100 (VH)	100 (VH)	100 (VH)
<b>AT-Ma-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials b. Are the materials used appropriate for GCED integration?	100 (VH)	88.889 (MH)	88.889 (MH)
<b>AT-De:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Design of the lesson a. Does the teacher connect/bridge the lesson content to the development of GCED Topics and KSAs?	88.889 (MH)	100 (VH)	100 (VH)
<b>AT-TA-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation a. Is the overall time allocation for the lesson sufficient to cover the integration of GCED?	100 (VH)	100 (VH)	100 (VH)
<b>AT-TA-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation b. Is the time allocated to each respective activity sufficient to integrate GCED?	88.889 (MH)	100 (VH)	100 (VH)
<b>SEP-a:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> a. Does the teacher take into consideration the level of his/her students' interest/passion?	77.778 (MH)	88.889 (MH)	77.778 (MH)
<b>SEP-b:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> b. Does the teacher take into consideration the level of his/her students' prior/existing knowledge for learning?	55.556 (A)	88.889 (MH)	77.778 (MH)
<b>SEP-c:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> c. Is the lesson learner-centered?	100 (VH)	88.889 (MH)	100 (VH)
<b>SEP-d:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> d. Is the lesson designed to allow opportunities for students to exchange opinions among themselves?	100 (VH)	100 (VH)	100 (VH)
<b>SEP-e:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> e. Is the lesson designed to allow opportunities for students to collaborate on outputs/projects?	100 (VH)	88.889 (MH)	88.889 (MH)
<b>SEP-f:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> f. Does the teacher consider his/her learners' abilities and motivation/s (e.g., developmentally appropriate)?	100 (VH)	100 (VH)	100 (VH)
<b>SEP-g1:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Participatory	100 (VH)	88.889 (MH)	77.778 (MH)



<b>SEP-g2:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Equity	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>SEP-g3:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Appropriateness	<b>100</b> <b>(VH)</b>	<b>88.889</b> <b>(MH)</b>	<b>88.889</b> <b>(MH)</b>
<b>SEP-g4:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Critical Empowerment / Action	<b>88.889</b> <b>(MH)</b>	<b>77.778</b> <b>(MH)</b>	<b>88.889</b> <b>(MH)</b>
<b>SEP-g5:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Environmental Sustainability	<b>100</b> <b>(VH)</b>	<b>88.889</b> <b>(MH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-a:</b>	<b>TEACHER'S FACILITATION OF GLE</b> a. Does the teacher show respect for the students as individuals (e.g., show consideration towards students who give wrong answers, get students who are usually quiet involved in classroom participation)?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-b:</b>	<b>TEACHER'S FACILITATION OF GLE</b> b. Does the teacher consciously ask questions and give instructions in ways/language easily understood by students?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-c:</b>	<b>TEACHER'S FACILITATION OF GLE</b> c. Does the teacher ask questions that facilitate students' creative and critical thinking, rather than recalling knowledge (e.g., asking 'why' and 'what should be done' in addition to 'what' 'when' and 'who' questions)?	<b>77.778</b> <b>(MH)</b>	<b>100</b> <b>(VH)</b>	<b>77.778</b> <b>(MH)</b>
<b>TF-d:</b>	<b>TEACHER'S FACILITATION OF GLE</b> d. Does the teacher give enough time and opportunities for students to reflect and organize their thoughts?	<b>88.889</b> <b>(MH)</b>	<b>100</b> <b>(VH)</b>	<b>88.889</b> <b>(MH)</b>
<b>TF-e:</b>	<b>TEACHER'S FACILITATION OF GLE</b> e. Does the teacher use effective teaching materials and teaching tools/devices with technology integration?	<b>77.778</b> <b>(MH)</b>	<b>77.778</b> <b>(MH)</b>	<b>88.889</b> <b>(MH)</b>
<b>TF-f:</b>	<b>TEACHER'S FACILITATION OF GLE</b> f. Does the teacher effect behavioral changes among students aligned with GCED principles?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-g:</b>	<b>TEACHER'S FACILITATION OF GLE</b> g. Does the teacher assess the students' competencies aligned with the Philippine GCED KSAs?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>77.778</b> <b>(MH)</b>

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 9 of the raters for the Pre-Recorded Teaching Demonstrations for Science agreed with average to very high percentages for the indicators identified for the Teaching Demonstrations.

Table 35

## Percentage of Agreement among School Heads on Recorded Demonstration Teaching Videos for Mathematics

RECORDED DEMONSTRATION TEACHING VIDEO INDICATORS		Percentage of Agreement n = 9		
		G3	G6	G10
<b>AT-Me:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Methods a. Are there strategies used by the teacher to integrate any of the GCED KSAs and topics?	88.889 (MH)	100 (VH)	100 (VH)
<b>AT-Ma-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials a. Are the materials used stimulating the students' interest in learning GCED?	88.889 (MH)	100 (VH)	100 (VH)
<b>AT-Ma-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials b. Are the materials used appropriate for GCED integration?	88.889 (MH)	100 (VH)	100 (VH)
<b>AT-De:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Design of the lesson a. Does the teacher connect/bridge the lesson content to the development of GCED Topics and KSAs?	88.889 (MH)	100 (VH)	100 (VH)
<b>AT-TA-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation a. Is the overall time allocation for the lesson sufficient to cover the integration of GCED?	88.889 (MH)	100 (VH)	100 (VH)
<b>AT-TA-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation b. Is the time allocated to each respective activity sufficient to integrate GCED?	88.889 (MH)	100 (VH)	100 (VH)
<b>SEP-a:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> a. Does the teacher take into consideration the level of his/her students' interest/passion?	100 (VH)	100 (VH)	100 (VH)
<b>SEP-b:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> b. Does the teacher take into consideration the level of his/her students' prior/existing knowledge for learning?	100 (VH)	100 (VH)	100 (VH)
<b>SEP-c:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> c. Is the lesson learner-centered?	100 (VH)	100 (VH)	100 (VH)
<b>SEP-d:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> d. Is the lesson designed to allow opportunities for students to exchange opinions among themselves?	100 (VH)	100 (VH)	100 (VH)
<b>SEP-e:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> e. Is the lesson designed to allow opportunities for students to collaborate on outputs/projects?	88.889 (MH)	100 (VH)	100 (VH)
<b>SEP-f:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> f. Does the teacher consider his/her learners' abilities and motivation/s (e.g., developmentally appropriate)?	100 (VH)	100 (VH)	100 (VH)
<b>SEP-g1:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Participatory	100 (VH)	100 (VH)	100 (VH)

<b>SEP-g2:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Equity	<b>100</b> <b>(VH)</b>	<b>88.889</b> <b>(MH)</b>	<b>88.889</b> <b>(MH)</b>
<b>SEP-g3:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Appropriateness	<b>88.889</b> <b>(MH)</b>	<b>88.889</b> <b>(MH)</b>	<b>77.778</b> <b>(MH)</b>
<b>SEP-g4:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Critical Empowerment / Action	<b>100</b> <b>(VH)</b>	<b>88.889</b> <b>(MH)</b>	<b>88.889</b> <b>(MH)</b>
<b>SEP-g5:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Environmental Sustainability	<b>100</b> <b>(VH)</b>	<b>88.889</b> <b>(MH)</b>	<b>88.889</b> <b>(MH)</b>
<b>TF-a:</b>	<b>TEACHER'S FACILITATION OF GLE</b> a. Does the teacher show respect for the students as individuals (e.g., show consideration towards students who give wrong answers, get students who are usually quiet involved in classroom participation)?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-b:</b>	<b>TEACHER'S FACILITATION OF GLE</b> b. Does the teacher consciously ask questions and give instructions in ways/language easily understood by students?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-c:</b>	<b>TEACHER'S FACILITATION OF GLE</b> c. Does the teacher ask questions that facilitate students' creative and critical thinking, rather than recalling knowledge (e.g., asking 'why' and 'what should be done' in addition to 'what' 'when' and 'who' questions)?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-d:</b>	<b>TEACHER'S FACILITATION OF GLE</b> d. Does the teacher give enough time and opportunities for students to reflect and organize their thoughts?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>77.778</b> <b>(MH)</b>
<b>TF-e:</b>	<b>TEACHER'S FACILITATION OF GLE</b> e. Does the teacher use effective teaching materials and teaching tools/devices with technology integration?	<b>100</b> <b>(VH)</b>	<b>55.556</b> <b>(A)</b>	<b>77.778</b> <b>(MH)</b>
<b>TF-f:</b>	<b>TEACHER'S FACILITATION OF GLE</b> f. Does the teacher effect behavioral changes among students aligned with GCED principles?	<b>88.889</b> <b>(MH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-g:</b>	<b>TEACHER'S FACILITATION OF GLE</b> g. Does the teacher assess the students' competencies aligned with the Philippine GCED KSAs?	<b>77.778</b> <b>(MH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 9 of the raters for the Pre-Recorded Teaching Demonstrations for Mathematics agreed with average to very high percentages for the indicators identified for the Teaching Demonstrations.





Table 36

## Percentage of Agreement among School Heads on Recorded Demonstration Teaching Videos for Health

RECORDED DEMONSTRATION TEACHING VIDEO INDICATORS		Percentage of Agreement n = 5		
		G3	G6	G10
<b>AT-Me:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Methods a. Are there strategies used by the teacher to integrate any of the GCED KSAs and topics?	100 (VH)	100 (VH)	100 (VH)
<b>AT-Ma-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials a. Are the materials used stimulating the students' interest in learning GCED?	100 (VH)	100 (VH)	100 (VH)
<b>AT-Ma-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials b. Are the materials used appropriate for GCED integration?	100 (VH)	100 (VH)	100 (VH)
<b>AT-De:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Design of the lesson a. Does the teacher connect/bridge the lesson content to the development of GCED Topics and KSAs?	100 (VH)	100 (VH)	100 (VH)
<b>AT-TA-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation a. Is the overall time allocation for the lesson sufficient to cover the integration of GCED?	100 (VH)	80 (MH)	100 (VH)
<b>AT-TA-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation b. Is the time allocated to each respective activity sufficient to integrate GCED?	100 (VH)	80 (MH)	100 (VH)
<b>SEP-a:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> a. Does the teacher take into consideration the level of his/her students' interest/passion?	40 (BA)	100 (VH)	100 (VH)
<b>SEP-b:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> b. Does the teacher take into consideration the level of his/her students' prior/existing knowledge for learning?	100 (VH)	100 (VH)	100 (VH)
<b>SEP-c:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> c. Is the lesson learner-centered?	100 (VH)	100 (VH)	100 (VH)
<b>SEP-d:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> d. Is the lesson designed to allow opportunities for students to exchange opinions among themselves?	80 (MH)	100 (VH)	100 (VH)
<b>SEP-e:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> e. Is the lesson designed to allow opportunities for students to collaborate on outputs/projects?	100 (VH)	100 (VH)	100 (VH)
<b>SEP-f:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> f. Does the teacher consider his/her learners' abilities and motivation/s (e.g., developmentally appropriate)?	20 (L)	100 (VH)	100 (VH)
<b>SEP-g1:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Participatory	80 (MH)	100 (VH)	100 (VH)



<b>SEP-g2:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Equity	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>SEP-g3:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Appropriateness	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>SEP-g4:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Critical Empowerment / Action	<b>80 (MH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>SEP-g5:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Environmental Sustainability	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-a:</b>	<b>TEACHER'S FACILITATION OF GLE</b> a. Does the teacher show respect for the students as individuals (e.g., show consideration towards students who give wrong answers, get students who are usually quiet involved in classroom participation)?	<b>60 (A)</b>	<b>60 (A)</b>	<b>60 (A)</b>
<b>TF-b:</b>	<b>TEACHER'S FACILITATION OF GLE</b> b. Does the teacher consciously ask questions and give instructions in ways/language easily understood by students?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-c:</b>	<b>TEACHER'S FACILITATION OF GLE</b> c. Does the teacher ask questions that facilitate students' creative and critical thinking, rather than recalling knowledge (e.g., asking 'why' and 'what should be done' in addition to 'what' 'when' and 'who' questions)?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-d:</b>	<b>TEACHER'S FACILITATION OF GLE</b> d. Does the teacher give enough time and opportunities for students to reflect and organize their thoughts?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-e:</b>	<b>TEACHER'S FACILITATION OF GLE</b> e. Does the teacher use effective teaching materials and teaching tools/devices with technology integration?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-f:</b>	<b>TEACHER'S FACILITATION OF GLE</b> f. Does the teacher effect behavioral changes among students aligned with GCED principles?	<b>80 (MH)</b>	<b>80</b> <b>(MH)</b>	<b>80</b> <b>(MH)</b>
<b>TF-g:</b>	<b>TEACHER'S FACILITATION OF GLE</b> g. Does the teacher assess the students' competencies aligned with the Philippine GCED KSAs?	<b>80 (MH)</b>	<b>80</b> <b>(MH)</b>	<b>80</b> <b>(MH)</b>

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 5 of the raters for the Pre-Recorded Teaching Demonstrations for Health agreed with low to very high percentages for the indicators identified for the Teaching Demonstrations.

Table 37

## Percentage of Agreement among School Heads on Recorded Demonstration Teaching Videos for Physical Education

RECORDED DEMONSTRATION TEACHING VIDEO INDICATORS		Percentage of Agreement n = 5		
		G3	G6	G10
<b>AT-Me:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Methods a. Are there strategies used by the teacher to integrate any of the GCED KSAs and topics?	100 (VH)	100 (VH)	100 (VH)
<b>AT-Ma-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials a. Are the materials used stimulating the students' interest in learning GCED?	100 (VH)	100 (VH)	100 (VH)
<b>AT-Ma-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials b. Are the materials used appropriate for GCED integration?	100 (VH)	100 (VH)	100 (VH)
<b>AT-De:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Design of the lesson a. Does the teacher connect/bridge the lesson content to the development of GCED Topics and KSAs?	100 (VH)	100 (VH)	100 (VH)
<b>AT-TA-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation a. Is the overall time allocation for the lesson sufficient to cover the integration of GCED?	100 (VH)	100 (VH)	80 (MH)
<b>AT-TA-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation b. Is the time allocated to each respective activity sufficient to integrate GCED?	100 (VH)	100 (VH)	80 (MH)
<b>SEP-a:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> a. Does the teacher take into consideration the level of his/her students' interest/passion?	100 (VH)	100 (VH)	100 (VH)
<b>SEP-b:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> b. Does the teacher take into consideration the level of his/her students' prior/existing knowledge for learning?	100 (VH)	100 (VH)	100 (VH)
<b>SEP-c:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> c. Is the lesson learner-centered?	100 (VH)	100 (VH)	100 (VH)
<b>SEP-d:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> d. Is the lesson designed to allow opportunities for students to exchange opinions among themselves?	80 (MH)	100 (VH)	60 (A)
<b>SEP-e:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> e. Is the lesson designed to allow opportunities for students to collaborate on outputs/projects?	80 (MH)	100 (VH)	80 (MH)
<b>SEP-f:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> f. Does the teacher consider his/her learners' abilities and motivation/s (e.g., developmentally appropriate)?	80 (MH)	80 (MH)	80 (MH)
<b>SEP-g1:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Participatory	80 (MH)	100 (VH)	80 (MH)



<b>SEP-g2:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Equity	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>SEP-g3:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Appropriateness	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>SEP-g4:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Critical Empowerment / Action	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>SEP-g5:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Environmental Sustainability	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-a:</b>	<b>TEACHER'S FACILITATION OF GLE</b> a. Does the teacher show respect for the students as individuals (e.g., show consideration towards students who give wrong answers, get students who are usually quiet involved in classroom participation)?	<b>80 (MH)</b>	<b>60 (A)</b>	<b>40 (BA)</b>
<b>TF-b:</b>	<b>TEACHER'S FACILITATION OF GLE</b> b. Does the teacher consciously ask questions and give instructions in ways/language easily understood by students?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>80</b> <b>(MH)</b>
<b>TF-c:</b>	<b>TEACHER'S FACILITATION OF GLE</b> c. Does the teacher ask questions that facilitate students' creative and critical thinking, rather than recalling knowledge (e.g., asking 'why' and 'what should be done' in addition to 'what' 'when' and 'who' questions)?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>80</b> <b>(MH)</b>
<b>TF-d:</b>	<b>TEACHER'S FACILITATION OF GLE</b> d. Does the teacher give enough time and opportunities for students to reflect and organize their thoughts?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>80</b> <b>(MH)</b>
<b>TF-e:</b>	<b>TEACHER'S FACILITATION OF GLE</b> e. Does the teacher use effective teaching materials and teaching tools/devices with technology integration?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>80</b> <b>(MH)</b>
<b>TF-f:</b>	<b>TEACHER'S FACILITATION OF GLE</b> f. Does the teacher effect behavioral changes among students aligned with GCED principles?	<b>80 (MH)</b>	<b>80</b> <b>(MH)</b>	<b>60 (A)</b>
<b>TF-g:</b>	<b>TEACHER'S FACILITATION OF GLE</b> g. Does the teacher assess the students' competencies aligned with the Philippine GCED KSAs?	<b>80 (MH)</b>	<b>80</b> <b>(MH)</b>	<b>60 (A)</b>

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 5 of the raters for the Pre-Recorded Teaching Demonstrations for Physical Education agreed with below average to very high percentages for the indicators identified for the Teaching Demonstrations.





Table 38

## Percentage of Agreement among School Heads on Recorded Demonstration Teaching Videos for Edukasyon sa Pagpapakatao (Values Education)

RECORDED DEMONSTRATION TEACHING VIDEO INDICATORS		Percentage of Agreement n = 9		
		G3	G6	G10
<b>AT-Me:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Methods a. Are there strategies used by the teacher to integrate any of the GCED KSAs and topics?	<b>100 (VH)</b>	<b>88.889 (MH)</b>	<b>88.889 (MH)</b>
<b>AT-Ma-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials a. Are the materials used stimulating the students' interest in learning GCED?	<b>100 (VH)</b>	<b>100 (VH)</b>	<b>88.889 (MH)</b>
<b>AT-Ma-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials b. Are the materials used appropriate for GCED integration?	<b>100 (VH)</b>	<b>88.889 (MH)</b>	<b>100 (VH)</b>
<b>AT-De:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Design of the lesson a. Does the teacher connect/bridge the lesson content to the development of GCED Topics and KSAs?	<b>88.889 (MH)</b>	<b>77.778 (MH)</b>	<b>77.778 (MH)</b>
<b>AT-TA-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation a. Is the overall time allocation for the lesson sufficient to cover the integration of GCED?	<b>100 (VH)</b>	<b>100 (VH)</b>	<b>100 (VH)</b>
<b>AT-TA-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation b. Is the time allocated to each respective activity sufficient to integrate GCED?	<b>100 (VH)</b>	<b>100 (VH)</b>	<b>88.889 (MH)</b>
<b>SEP-a:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> a. Does the teacher take into consideration the level of his/her students' interest/passion?	<b>100 (VH)</b>	<b>100 (VH)</b>	<b>77.778 (MH)</b>
<b>SEP-b:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> b. Does the teacher take into consideration the level of his/her students' prior/existing knowledge for learning?	<b>100 (VH)</b>	<b>100 (VH)</b>	<b>100 (VH)</b>
<b>SEP-c:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> c. Is the lesson learner-centered?	<b>100 (VH)</b>	<b>100 (VH)</b>	<b>88.889 (MH)</b>
<b>SEP-d:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> d. Is the lesson designed to allow opportunities for students to exchange opinions among themselves?	<b>100 (VH)</b>	<b>77.778 (MH)</b>	<b>77.778 (MH)</b>
<b>SEP-e:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> e. Is the lesson designed to allow opportunities for students to collaborate on outputs/projects?	<b>100 (VH)</b>	<b>100 (VH)</b>	<b>100 (VH)</b>
<b>SEP-f:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> f. Does the teacher consider his/her learners' abilities and motivation/s (e.g., developmentally appropriate)?	<b>100 (VH)</b>	<b>100 (VH)</b>	<b>88.889 (MH)</b>
<b>SEP-g1:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Participatory	<b>100 (VH)</b>	<b>100 (VH)</b>	<b>77.778 (MH)</b>



<b>SEP-g2:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Equity	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>88.889</b> <b>(MH)</b>
<b>SEP-g3:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Appropriateness	<b>88.889</b> <b>(MH)</b>	<b>88.889</b> <b>(MH)</b>	<b>88.889</b> <b>(MH)</b>
<b>SEP-g4:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Critical Empowerment / Action	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>SEP-g5:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Environmental Sustainability	<b>77.778</b> <b>(MH)</b>	<b>77.778</b> <b>(MH)</b>	<b>88.889</b> <b>(MH)</b>
<b>TF-a:</b>	<b>TEACHER'S FACILITATION OF GLE</b> a. Does the teacher show respect for the students as individuals (e.g., show consideration towards students who give wrong answers, get students who are usually quiet involved in classroom participation)?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-b:</b>	<b>TEACHER'S FACILITATION OF GLE</b> b. Does the teacher consciously ask questions and give instructions in ways/language easily understood by students?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>88.889</b> <b>(MH)</b>
<b>TF-c:</b>	<b>TEACHER'S FACILITATION OF GLE</b> c. Does the teacher ask questions that facilitate students' creative and critical thinking, rather than recalling knowledge (e.g., asking 'why' and 'what should be done' in addition to 'what' 'when' and 'who' questions)?	<b>100</b> <b>(VH)</b>	<b>88.889</b> <b>(MH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-d:</b>	<b>TEACHER'S FACILITATION OF GLE</b> d. Does the teacher give enough time and opportunities for students to reflect and organize their thoughts?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>88.889</b> <b>(MH)</b>
<b>TF-e:</b>	<b>TEACHER'S FACILITATION OF GLE</b> e. Does the teacher use effective teaching materials and teaching tools/devices with technology integration?	<b>100</b> <b>(VH)</b>	<b>88.889</b> <b>(MH)</b>	<b>77.778</b> <b>(MH)</b>
<b>TF-f:</b>	<b>TEACHER'S FACILITATION OF GLE</b> f. Does the teacher effect behavioral changes among students aligned with GCED principles?	<b>100</b> <b>(VH)</b>	<b>88.889</b> <b>(MH)</b>	<b>88.889</b> <b>(MH)</b>
<b>TF-g:</b>	<b>TEACHER'S FACILITATION OF GLE</b> g. Does the teacher assess the students' competencies aligned with the Philippine GCED KSAs?	<b>100</b> <b>(VH)</b>	<b>88.889</b> <b>(MH)</b>	<b>88.889</b> <b>(MH)</b>

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 9 of the raters for the Pre-Recorded Teaching Demonstrations for Edukasyon sa Pagpapakatao (Values Education) agreed with moderately high to very high percentages for the indicators identified for the Teaching Demonstrations.

Table 39

## Percentage of Agreement among School Heads on Recorded Demonstration Teaching Videos for Araling Panlipunan (Social Studies)

RECORDED DEMONSTRATION TEACHING VIDEO INDICATORS		Percentage of Agreement n = 9		
		G3	G6	G10
<b>AT-Me:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Methods a. Are there strategies used by the teacher to integrate any of the GCED KSAs and topics?	100 (VH)	100 (VH)	100 (VH)
<b>AT-Ma-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials a. Are the materials used stimulating the students' interest in learning GCED?	100 (VH)	88.889 (MH)	100 (VH)
<b>AT-Ma-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials b. Are the materials used appropriate for GCED integration?	88.889 (MH)	100 (VH)	100 (VH)
<b>AT-De:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Design of the lesson a. Does the teacher connect/bridge the lesson content to the development of GCED Topics and KSAs?	88.889 (MH)	88.889 (MH)	100 (VH)
<b>AT-TA-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation a. Is the overall time allocation for the lesson sufficient to cover the integration of GCED?	100 (VH)	100 (VH)	100 (VH)
<b>AT-TA-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation b. Is the time allocated to each respective activity sufficient to integrate GCED?	100 (VH)	100 (VH)	88.889 (MH)
<b>SEP-a:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> a. Does the teacher take into consideration the level of his/her students' interest/passion?	100 (VH)	100 (VH)	100 (VH)
<b>SEP-b:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> b. Does the teacher take into consideration the level of his/her students' prior/existing knowledge for learning?	88.889 (MH)	100 (VH)	88.889 (MH)
<b>SEP-c:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> c. Is the lesson learner-centered?	100 (VH)	88.889 (MH)	100 (VH)
<b>SEP-d:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> d. Is the lesson designed to allow opportunities for students to exchange opinions among themselves?	100 (VH)	77.778 (MH)	100 (VH)
<b>SEP-e:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> e. Is the lesson designed to allow opportunities for students to collaborate on outputs/projects?	88.889 (MH)	88.889 (MH)	100 (VH)
<b>SEP-f:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> f. Does the teacher consider his/her learners' abilities and motivation/s (e.g., developmentally appropriate)?	100 (VH)	88.889 (MH)	100 (VH)



<b>SEP-g1:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Participatory	<b>100</b> <b>(VH)</b>	<b>88.889</b> <b>(MH)</b>	<b>77.778</b> <b>(MH)</b>
<b>SEP-g2:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Equity	<b>100</b> <b>(VH)</b>	<b>88.889</b> <b>(MH)</b>	<b>88.889</b> <b>(MH)</b>
<b>SEP-g3:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Appropriateness	<b>77.778</b> <b>(MH)</b>	<b>88.889</b> <b>(MH)</b>	<b>88.889</b> <b>(MH)</b>
<b>SEP-g4:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Critical Empowerment / Action	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>SEP-g5:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Environmental Sustainability	<b>88.889</b> <b>(MH)</b>	<b>66.667</b> <b>(AA)</b>	<b>88.889</b> <b>(MH)</b>
<b>TF-a:</b>	<b>TEACHER'S FACILITATION OF GLE</b> a. Does the teacher show respect for the students as individuals (e.g., show consideration towards students who give wrong answers, get students who are usually quiet involved in classroom participation)?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-b:</b>	<b>TEACHER'S FACILITATION OF GLE</b> b. Does the teacher consciously ask questions and give instructions in ways/language easily understood by students?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-c:</b>	<b>TEACHER'S FACILITATION OF GLE</b> c. Does the teacher ask questions that facilitate students' creative and critical thinking, rather than recalling knowledge (e.g., asking 'why' and 'what should be done' in addition to 'what' 'when' and 'who' questions)?	<b>88.889</b> <b>(MH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-d:</b>	<b>TEACHER'S FACILITATION OF GLE</b> d. Does the teacher give enough time and opportunities for students to reflect and organize their thoughts?	<b>77.778</b> <b>(MH)</b>	<b>88.889</b> <b>(MH)</b>	<b>88.889</b> <b>(MH)</b>
<b>TF-e:</b>	<b>TEACHER'S FACILITATION OF GLE</b> e. Does the teacher use effective teaching materials and teaching tools/devices with technology integration?	<b>88.889</b> <b>(MH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-f:</b>	<b>TEACHER'S FACILITATION OF GLE</b> f. Does the teacher effect behavioral changes among students aligned with GCED principles?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-g:</b>	<b>TEACHER'S FACILITATION OF GLE</b> g. Does the teacher assess the students' competencies aligned with the Philippine GCED KSAs?	<b>88.889</b> <b>(MH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 9 of the raters for the Pre-Recorded Teaching Demonstrations for Araling Panlipunan (Social Studies) agreed with above average to very high percentages for the indicators identified for the Teaching Demonstrations.

Table 40

## Percentage of Agreement among School Heads on Recorded Demonstration Teaching Videos for Arts

RECORDED DEMONSTRATION TEACHING VIDEO INDICATORS		Percentage of Agreement n = 9		
		G3	G6	G10
<b>AT-Me:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Methods a. Are there strategies used by the teacher to integrate any of the GCED KSAs and topics?	88.889 (MH)	77.778 (MH)	77.778 (MH)
<b>AT-Ma-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials a. Are the materials used stimulating the students' interest in learning GCED?	88.889 (MH)	88.889 (MH)	88.889 (MH)
<b>AT-Ma-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials b. Are the materials used appropriate for GCED integration?	88.889 (MH)	100 (VH)	100 (VH)
<b>AT-De:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Design of the lesson a. Does the teacher connect/bridge the lesson content to the development of GCED Topics and KSAs?	100 (VH)	88.889 (MH)	88.889 (MH)
<b>AT-TA-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation a. Is the overall time allocation for the lesson sufficient to cover the integration of GCED?	88.889 (MH)	100 (VH)	88.889 (MH)
<b>AT-TA-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation b. Is the time allocated to each respective activity sufficient to integrate GCED?	88.889 (MH)	88.889 (MH)	88.889 (MH)
<b>SEP-a:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> a. Does the teacher take into consideration the level of his/her students' interest/passion?	88.889 (MH)	100 (VH)	88.889 (MH)
<b>SEP-b:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> b. Does the teacher take into consideration the level of his/her students' prior/existing knowledge for learning?	88.889 (MH)	88.889 (MH)	88.889 (MH)
<b>SEP-c:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> c. Is the lesson learner-centered?	100 (VH)	88.889 (MH)	100 (VH)
<b>SEP-d:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> d. Is the lesson designed to allow opportunities for students to exchange opinions among themselves?	88.889 (MH)	100 (VH)	100 (VH)
<b>SEP-e:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> e. Is the lesson designed to allow opportunities for students to collaborate on outputs/projects?	88.889 (MH)	88.889 (MH)	88.889 (MH)
<b>SEP-f:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> f. Does the teacher consider his/her learners' abilities and motivation/s (e.g., developmentally appropriate)?	100 (VH)	100 (VH)	88.889 (MH)





<b>SEP-g1:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Participatory	<b>100 (VH)</b>	<b>88.889 (MH)</b>	<b>66.667 (AA)</b>
<b>SEP-g2:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Equity	<b>100 (VH)</b>	<b>88.889 (MH)</b>	<b>77.778 (MH)</b>
<b>SEP-g3:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Appropriateness	<b>100 (VH)</b>	<b>100 (VH)</b>	<b>88.889 (MH)</b>
<b>SEP-g4:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Critical Empowerment / Action	<b>88.889 (MH)</b>	<b>88.889 (MH)</b>	<b>77.778 (MH)</b>
<b>SEP-g5:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Environmental Sustainability	<b>100 (VH)</b>	<b>88.889 (MH)</b>	<b>77.778 (MH)</b>
<b>TF-a:</b>	<b>TEACHER'S FACILITATION OF GLE</b> a. Does the teacher show respect for the students as individuals (e.g., show consideration towards students who give wrong answers, get students who are usually quiet involved in classroom participation)?	<b>100 (VH)</b>	<b>100 (VH)</b>	<b>100 (VH)</b>
<b>TF-b:</b>	<b>TEACHER'S FACILITATION OF GLE</b> b. Does the teacher consciously ask questions and give instructions in ways/language easily understood by students?	<b>100 (VH)</b>	<b>100 (VH)</b>	<b>100 (VH)</b>
<b>TF-c:</b>	<b>TEACHER'S FACILITATION OF GLE</b> c. Does the teacher ask questions that facilitate students' creative and critical thinking, rather than recalling knowledge (e.g., asking 'why' and 'what should be done' in addition to 'what' 'when' and 'who' questions)?	<b>100 (VH)</b>	<b>100 (VH)</b>	<b>100 (VH)</b>
<b>TF-d:</b>	<b>TEACHER'S FACILITATION OF GLE</b> d. Does the teacher give enough time and opportunities for students to reflect and organize their thoughts?	<b>77.778 (MH)</b>	<b>55.556 (A)</b>	<b>77.778 (MH)</b>
<b>TF-e:</b>	<b>TEACHER'S FACILITATION OF GLE</b> e. Does the teacher use effective teaching materials and teaching tools/devices with technology integration?	<b>100 (VH)</b>	<b>100 (VH)</b>	<b>88.889 (MH)</b>
<b>TF-f:</b>	<b>TEACHER'S FACILITATION OF GLE</b> f. Does the teacher effect behavioral changes among students aligned with GCED principles?	<b>100 (VH)</b>	<b>100 (VH)</b>	<b>100 (VH)</b>
<b>TF-g:</b>	<b>TEACHER'S FACILITATION OF GLE</b> g. Does the teacher assess the students' competencies aligned with the Philippine GCED KSAs?	<b>88.889 (MH)</b>	<b>100 (VH)</b>	<b>100 (VH)</b>

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 9 of the raters for the Pre-Recorded Teaching Demonstrations for Arts agreed with average to very high percentages for the indicators identified for the Teaching Demonstrations.



Table 41

## Percentage of Agreement among School Heads on Recorded Demonstration Teaching Videos for English

RECORDED DEMONSTRATION TEACHING VIDEO INDICATORS		Percentage of Agreement n = 9		
		G3	G6	G10
<b>AT-Me:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Methods a. Are there strategies used by the teacher to integrate any of the GCED KSAs and topics?	100 (VH)	100 (VH)	88.889 (MH)
<b>AT-Ma-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials a. Are the materials used stimulating the students' interest in learning GCED?	100 (VH)	55.556 (A)	55.556 (A)
<b>AT-Ma-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials b. Are the materials used appropriate for GCED integration?	100 (VH)	55.556 (A)	88.889 (MH)
<b>AT-De:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Design of the lesson a. Does the teacher connect/bridge the lesson content to the development of GCED Topics and KSAs?	100 (VH)	100 (VH)	77.778 (MH)
<b>AT-TA-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation a. Is the overall time allocation for the lesson sufficient to cover the integration of GCED?	100 (VH)	100 (VH)	100 (VH)
<b>AT-TA-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation b. Is the time allocated to each respective activity sufficient to integrate GCED?	100 (VH)	100 (VH)	88.889 (MH)
<b>SEP-a:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> a. Does the teacher take into consideration the level of his/her students' interest/passion?	88.889 (MH)	100 (VH)	66.667 (AA)
<b>SEP-b:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> b. Does the teacher take into consideration the level of his/her students' prior/existing knowledge for learning?	88.889 (MH)	100 (VH)	77.778 (MH)
<b>SEP-c:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> c. Is the lesson learner-centered?	100 (VH)	100 (VH)	77.778 (MH)
<b>SEP-d:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> d. Is the lesson designed to allow opportunities for students to exchange opinions among themselves?	100 (VH)	100 (VH)	55.556 (A)
<b>SEP-e:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> e. Is the lesson designed to allow opportunities for students to collaborate on outputs/projects?	88.889 (MH)	100 (VH)	88.889 (MH)
<b>SEP-f:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> f. Does the teacher consider his/her learners' abilities and motivation/s (e.g., developmentally appropriate)?	100 (VH)	100 (VH)	100 (VH)



<b>SEP-g1:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Participatory	<b>100</b> <b>(VH)</b>	<b>88.889</b> <b>(MH)</b>	<b>55.556</b> <b>(A)</b>
<b>SEP-g2:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Equity	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>77.778</b> <b>(MH)</b>
<b>SEP-g3:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Appropriateness	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>77.778</b> <b>(MH)</b>
<b>SEP-g4:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Critical Empowerment / Action	<b>88.889</b> <b>(MH)</b>	<b>100</b> <b>(VH)</b>	<b>88.889</b> <b>(MH)</b>
<b>SEP-g5:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Environmental Sustainability	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>44.444</b> <b>(BA)</b>
<b>TF-a:</b>	<b>TEACHER'S FACILITATION OF GLE</b> a. Does the teacher show respect for the students as individuals (e.g., show consideration towards students who give wrong answers, get students who are usually quiet involved in classroom participation)?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-b:</b>	<b>TEACHER'S FACILITATION OF GLE</b> b. Does the teacher consciously ask questions and give instructions in ways/language easily understood by students?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>
<b>TF-c:</b>	<b>TEACHER'S FACILITATION OF GLE</b> c. Does the teacher ask questions that facilitate students' creative and critical thinking, rather than recalling knowledge (e.g., asking 'why' and 'what should be done' in addition to 'what' 'when' and 'who' questions)?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>77.778</b> <b>(MH)</b>
<b>TF-d:</b>	<b>TEACHER'S FACILITATION OF GLE</b> d. Does the teacher give enough time and opportunities for students to reflect and organize their thoughts?	<b>88.889</b> <b>(MH)</b>	<b>88.889</b> <b>(MH)</b>	<b>88.889</b> <b>(MH)</b>
<b>TF-e:</b>	<b>TEACHER'S FACILITATION OF GLE</b> e. Does the teacher use effective teaching materials and teaching tools/devices with technology integration?	<b>100</b> <b>(VH)</b>	<b>88.889</b> <b>(MH)</b>	<b>77.778</b> <b>(MH)</b>
<b>TF-f:</b>	<b>TEACHER'S FACILITATION OF GLE</b> f. Does the teacher effect behavioral changes among students aligned with GCED principles?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>77.778</b> <b>(MH)</b>
<b>TF-g:</b>	<b>TEACHER'S FACILITATION OF GLE</b> g. Does the teacher assess the students' competencies aligned with the Philippine GCED KSAs?	<b>100</b> <b>(VH)</b>	<b>100</b> <b>(VH)</b>	<b>77.778</b> <b>(MH)</b>

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 9 of the raters for the Pre-Recorded Teaching Demonstrations for English agreed with below average to very high percentages for the indicators identified for the Teaching Demonstrations.

Table 42

## Percentage of Agreement among School Heads on Recorded Demonstration Teaching Videos for Music

RECORDED DEMONSTRATION TEACHING VIDEO INDICATORS		Percentage of Agreement n = 5		
		G3	G6	G10
<b>AT-Me:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Methods a. Are there strategies used by the teacher to integrate any of the GCED KSAs and topics?	100 (VH)	100 (VH)	100 (VH)
<b>AT-Ma-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials a. Are the materials used stimulating the students' interest in learning GCED?	100 (VH)	100 (VH)	60 (A)
<b>AT-Ma-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials b. Are the materials used appropriate for GCED integration?	100 (VH)	100 (VH)	60 (A)
<b>AT-De:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Design of the lesson a. Does the teacher connect/bridge the lesson content to the development of GCED Topics and KSAs?	80 (MH)	100 (VH)	100 (VH)
<b>AT-TA-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation a. Is the overall time allocation for the lesson sufficient to cover the integration of GCED?	100 (VH)	100 (VH)	100 (VH)
<b>AT-TA-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation b. Is the time allocated to each respective activity sufficient to integrate GCED?	100 (VH)	100 (VH)	100 (VH)
<b>SEP-a:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> a. Does the teacher take into consideration the level of his/her students' interest/passion?	80 (MH)	100 (VH)	100 (VH)
<b>SEP-b:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> b. Does the teacher take into consideration the level of his/her students' prior/existing knowledge for learning?	100 (VH)	100 (VH)	100 (VH)
<b>SEP-c:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> c. Is the lesson learner-centered?	80 (MH)	100 (VH)	100 (VH)
<b>SEP-d:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> d. Is the lesson designed to allow opportunities for students to exchange opinions among themselves?	60 (A)	80 (MH)	80 (MH)
<b>SEP-e:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> e. Is the lesson designed to allow opportunities for students to collaborate on outputs/projects?	60 (A)	60 (A)	60 (A)
<b>SEP-f:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> f. Does the teacher consider his/her learners' abilities and motivation/s (e.g., developmentally appropriate)?	80 (MH)	100 (VH)	100 (VH)



<b>SEP-g1:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Participatory	<b>60 (A)</b>	<b>80 (MH)</b>	<b>40 (BA)</b>
<b>SEP-g2:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Equity	<b>100 (VH)</b>	<b>100 (VH)</b>	<b>100 (VH)</b>
<b>SEP-g3:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Appropriateness	<b>80 (MH)</b>	<b>100 (VH)</b>	<b>100 (VH)</b>
<b>SEP-g4:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Critical Empowerment / Action	<b>80 (MH)</b>	<b>100 (VH)</b>	<b>80 (MH)</b>
<b>SEP-g5:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Environmental Sustainability	<b>100 (VH)</b>	<b>100 (VH)</b>	<b>100 (VH)</b>
<b>TF-a:</b>	<b>TEACHER'S FACILITATION OF GLE</b> a. Does the teacher show respect for the students as individuals (e.g., show consideration towards students who give wrong answers, get students who are usually quiet involved in classroom participation)?	<b>60 (A)</b>	<b>60 (A)</b>	<b>40 (BA)</b>
<b>TF-b:</b>	<b>TEACHER'S FACILITATION OF GLE</b> b. Does the teacher consciously ask questions and give instructions in ways/language easily understood by students?	<b>100 (VH)</b>	<b>100 (VH)</b>	<b>100 (VH)</b>
<b>TF-c:</b>	<b>TEACHER'S FACILITATION OF GLE</b> c. Does the teacher ask questions that facilitate students' creative and critical thinking, rather than recalling knowledge (e.g., asking 'why' and 'what should be done' in addition to 'what' 'when' and 'who' questions)?	<b>100 (VH)</b>	<b>100 (VH)</b>	<b>100 (VH)</b>
<b>TF-d:</b>	<b>TEACHER'S FACILITATION OF GLE</b> d. Does the teacher give enough time and opportunities for students to reflect and organize their thoughts?	<b>100 (VH)</b>	<b>100 (VH)</b>	<b>80 (MH)</b>
<b>TF-e:</b>	<b>TEACHER'S FACILITATION OF GLE</b> e. Does the teacher use effective teaching materials and teaching tools/devices with technology integration?	<b>100 (VH)</b>	<b>100 (VH)</b>	<b>80 (MH)</b>
<b>TF-f:</b>	<b>TEACHER'S FACILITATION OF GLE</b> f. Does the teacher effect behavioral changes among students aligned with GCED principles?	<b>80 (MH)</b>	<b>80 (MH)</b>	<b>40 (BA)</b>
<b>TF-g:</b>	<b>TEACHER'S FACILITATION OF GLE</b> g. Does the teacher assess the students' competencies aligned with the Philippine GCED KSAs?	<b>80 (MH)</b>	<b>80 (MH)</b>	<b>60 (A)</b>

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 5 of the raters for the Pre-Recorded Teaching Demonstrations for Music agreed with below average to very high percentages for the indicators identified for the Teaching Demonstrations.



Table 43

## Percentage of Agreement among School Heads on Recorded Demonstration Teaching Videos for Filipino

RECORDED DEMONSTRATION TEACHING VIDEO INDICATORS		Percentage of Agreement n = 5		
		G3	G6	G10
<b>AT-Me:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Methods a. Are there strategies used by the teacher to integrate any of the GCED KSAs and topics?	100 (VH)	100 (VH)	100 (VH)
<b>AT-Ma-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials a. Are the materials used stimulating the students' interest in learning GCED?	100 (VH)	100 (VH)	100 (VH)
<b>AT-Ma-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials b. Are the materials used appropriate for GCED integration?	100 (VH)	100 (VH)	100 (VH)
<b>AT-De:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Design of the lesson a. Does the teacher connect/bridge the lesson content to the development of GCED Topics and KSAs?	100 (VH)	100 (VH)	100 (VH)
<b>AT-TA-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation a. Is the overall time allocation for the lesson sufficient to cover the integration of GCED?	100 (VH)	100 (VH)	100 (VH)
<b>AT-TA-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation b. Is the time allocated to each respective activity sufficient to integrate GCED?	100 (VH)	100 (VH)	100 (VH)
<b>SEP-a:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> a. Does the teacher take into consideration the level of his/her students' interest/passion?	100 (VH)	100 (VH)	60 (A)
<b>SEP-b:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> b. Does the teacher take into consideration the level of his/her students' prior/existing knowledge for learning?	100 (VH)	100 (VH)	100 (VH)
<b>SEP-c:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> c. Is the lesson learner-centered?	100 (VH)	100 (VH)	100 (VH)
<b>SEP-d:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> d. Is the lesson designed to allow opportunities for students to exchange opinions among themselves?	80 (MH)	80 (MH)	80 (MH)
<b>SEP-e:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> e. Is the lesson designed to allow opportunities for students to collaborate on outputs/projects?	80 (MH)	80 (MH)	80 (MH)
<b>SEP-f:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> f. Does the teacher consider his/her learners' abilities and motivation/s (e.g., developmentally appropriate)?	100 (VH)	100 (VH)	60 (A)



<b>SEP-g1:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Participatory	<b>100</b> (VH)	<b>100</b> (VH)	<b>100</b> (VH)
<b>SEP-g2:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Equity	<b>100</b> (VH)	<b>100</b> (VH)	<b>100</b> (VH)
<b>SEP-g3:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Appropriateness	<b>100</b> (VH)	<b>100</b> (VH)	<b>100</b> (VH)
<b>SEP-g4:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Critical Empowerment / Action	<b>100</b> (VH)	<b>100</b> (VH)	<b>100</b> (VH)
<b>SEP-g5:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Environmental Sustainability	<b>100</b> (VH)	<b>100</b> (VH)	<b>100</b> (VH)
<b>TF-a:</b>	<b>TEACHER'S FACILITATION OF GLE</b> a. Does the teacher show respect for the students as individuals (e.g., show consideration towards students who give wrong answers, get students who are usually quiet involved in classroom participation)?	<b>60 (A)</b>	<b>60 (A)</b>	<b>60 (A)</b>
<b>TF-b:</b>	<b>TEACHER'S FACILITATION OF GLE</b> b. Does the teacher consciously ask questions and give instructions in ways/language easily understood by students?	<b>100</b> (VH)	<b>100</b> (VH)	<b>100</b> (VH)
<b>TF-c:</b>	<b>TEACHER'S FACILITATION OF GLE</b> c. Does the teacher ask questions that facilitate students' creative and critical thinking, rather than recalling knowledge (e.g., asking 'why' and 'what should be done' in addition to 'what' 'when' and 'who' questions)?	<b>100</b> (VH)	<b>100</b> (VH)	<b>100</b> (VH)
<b>TF-d:</b>	<b>TEACHER'S FACILITATION OF GLE</b> d. Does the teacher give enough time and opportunities for students to reflect and organize their thoughts?	<b>100</b> (VH)	<b>80</b> (MH)	<b>100</b> (VH)
<b>TF-e:</b>	<b>TEACHER'S FACILITATION OF GLE</b> e. Does the teacher use effective teaching materials and teaching tools/devices with technology integration?	<b>100</b> (VH)	<b>100</b> (VH)	<b>100</b> (VH)
<b>TF-f:</b>	<b>TEACHER'S FACILITATION OF GLE</b> f. Does the teacher effect behavioral changes among students aligned with GCED principles?	<b>80 (MH)</b>	<b>80</b> (MH)	<b>80</b> (MH)
<b>TF-g:</b>	<b>TEACHER'S FACILITATION OF GLE</b> g. Does the teacher assess the students' competencies aligned with the Philippine GCED KSAs?	<b>80 (MH)</b>	<b>80</b> (MH)	<b>80</b> (MH)

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 5 of the raters for the Pre-Recorded Teaching Demonstrations for Filipino agreed with average to very high percentages for the indicators identified for the Teaching Demonstrations.

Table 44

## Percentage of Agreement among School Heads on Recorded Demonstration Teaching Videos for Mother Tongue-Based Multilingual Education (MTB-MLE)

RECORDED DEMONSTRATION TEACHING VIDEO INDICATORS		Percentage of Agreement n = 5
		G3
<b>AT-Me:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Methods a. Are there strategies used by the teacher to integrate any of the GCED KSAs and topics?	<b>100 (VH)</b>
<b>AT-Ma-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials a. Are the materials used stimulating the students' interest in learning GCED?	<b>100 (VH)</b>
<b>AT-Ma-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Materials b. Are the materials used appropriate for GCED integration?	<b>100 (VH)</b>
<b>AT-De:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Design of the lesson a. Does the teacher connect/bridge the lesson content to the development of GCED Topics and KSAs?	<b>100 (VH)</b>
<b>AT-TA-a:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation a. Is the overall time allocation for the lesson sufficient to cover the integration of GCED?	<b>100 (VH)</b>
<b>AT-TA-b:</b>	<b>APPROPRIATENESS OF TEACHING METHODS/MATERIALS/TIME ALLOCATION TO GCED LESSON EXEMPLAR DEMO</b> Time Allocation b. Is the time allocated to each respective activity sufficient to integrate GCED?	<b>100 (VH)</b>
<b>SEP-a:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> a. Does the teacher take into consideration the level of his/her students' interest/passion?	<b>100 (VH)</b>
<b>SEP-b:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> b. Does the teacher take into consideration the level of his/her students' prior/existing knowledge for learning?	<b>100 (VH)</b>
<b>SEP-c:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> c. Is the lesson learner-centered?	<b>100 (VH)</b>
<b>SEP-d:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> d. Is the lesson designed to allow opportunities for students to exchange opinions among themselves?	<b>80 (MH)</b>
<b>SEP-e:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> e. Is the lesson designed to allow opportunities for students to collaborate on outputs/projects?	<b>80 (MH)</b>
<b>SEP-f:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> f. Does the teacher consider his/her learners' abilities and motivation/s (e.g., developmentally appropriate)?	<b>80 (MH)</b>



<b>SEP-g1:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Participatory	<b>80 (MH)</b>
<b>SEP-g2:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Equity	<b>100 (VH)</b>
<b>SEP-g3:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Appropriateness	<b>100 (VH)</b>
<b>SEP-g4:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Critical Empowerment / Action	<b>100 (VH)</b>
<b>SEP-g5:</b>	<b>STUDENT'S ENGAGEMENT AND PARTICIPATION</b> g. Is the teacher able to integrate the following principles? - Environmental Sustainability	<b>100 (VH)</b>
<b>TF-a:</b>	<b>TEACHER'S FACILITATION OF GLE</b> a. Does the teacher show respect for the students as individuals (e.g., show consideration towards students who give wrong answers, get students who are usually quiet involved in classroom participation)?	<b>60 (A)</b>
<b>TF-b:</b>	<b>TEACHER'S FACILITATION OF GLE</b> b. Does the teacher consciously ask questions and give instructions in ways/language easily understood by students?	<b>100 (VH)</b>
<b>TF-c:</b>	<b>TEACHER'S FACILITATION OF GLE</b> c. Does the teacher ask questions that facilitate students' creative and critical thinking, rather than recalling knowledge (e.g., asking 'why' and 'what should be done' in addition to 'what' 'when' and 'who' questions)?	<b>100 (VH)</b>
<b>TF-d:</b>	<b>TEACHER'S FACILITATION OF GLE</b> d. Does the teacher give enough time and opportunities for students to reflect and organize their thoughts?	<b>100 (VH)</b>
<b>TF-e:</b>	<b>TEACHER'S FACILITATION OF GLE</b> e. Does the teacher use effective teaching materials and teaching tools/devices with technology integration?	<b>100 (VH)</b>
<b>TF-f:</b>	<b>TEACHER'S FACILITATION OF GLE</b> f. Does the teacher effect behavioral changes among students aligned with GCED principles?	<b>80 (MH)</b>
<b>TF-g:</b>	<b>TEACHER'S FACILITATION OF GLE</b> g. Does the teacher assess the students' competencies aligned with the Philippine GCED KSAs?	<b>80 (MH)</b>

Note: 96-100 Very High (VH), 89-95 High (H), 77-88 Moderately High (MH), 65-76 Above Average (AA), 45-64 Average (A), 28-44 Below Average (BA), 16-27 Low (L), 9-15 Very Low (VL), 1-8 Extremely Low (EL), 0 No Agreement (NA)

This table shows that 5 of the raters for the Pre-Recorded Teaching Demonstrations for Mother Tongue-Based Multilingual Education (MTB-MLE) agreed with average to very high percentages for the indicators identified for the Teaching Demonstrations.



# Conclusions

Based on the findings on the use of GCED Manual, GCED Lesson Exemplars and on the Recorded Demonstration Teaching Videos, the following conclusions were derived:

1. On the use of the GCED manual, there are positive and negative observations/impressions across learning materials and areas,
  - 1.1. On a positive note, the majority of the teacher validators, school heads, writers, cluster coordinators found that the manual is
    - 1.1.1. collaboratively made;
    - 1.1.2. user-friendly;
    - 1.1.3. very timely, and relevant in addressing the changing needs of the students nowadays;
    - 1.1.4. well-written, comprehensive, and systematically presented; and
    - 1.1.5. very helpful in writing and integrating GCED principles to teaching strategies, assessment and evaluations,
  - 1.2. However, as per validators, cluster coordinators, writers and school heads across areas, the manual has limitations and challenges that needs to address in terms of
    - 1.2.1. format, pedagogies, content and performance standards;
    - 1.2.2. resistance to change;
    - 1.2.3. technical issues such as but not limited to grammatical and typographical errors and others.
2. As regards GCED Lesson Exemplars, the majority of the writers, coordinators, validators and school heads found out that across learning materials and areas of Grades 3, 6 and 10
  - 2.1. On a positive note,
    - 2.1.1. it promotes inclusivity and respectfulness to the micro and macro and/or sociocultural and personal differences;
    - 2.1.2. GLEs as learning materials are evident;
    - 2.1.3. GLEs are helpful for educators;
  - 2.2. However, lesson exemplars have challenges in terms of
    - 2.2.1. reconciliation of conventional and modern ways of writing especially in PE, AP, Science, Health and Music.
    - 2.2.2. translation of concepts/context from local and global settings especially in MTB-MLE, Music, PE, Filipino, English, Mathematics, and Science.
    - 2.2.3. smooth transition and integration activities
    - 2.2.4. availability of resources, level of experience of the user, and understanding of the concepts;
    - 2.2.5. Use of concept map
    - 2.2.6. Clarity and conciseness terminologies and instructions
    - 2.2.7. Narrow down of content
    - 2.2.8. Correspondence to Most Essential Learning Competencies of DepEd Science.
3. For Recorded Demonstration Teaching Videos across learning materials and areas and the majority of the writers, coordinators, validators and school heads found out that
  - 3.1. Videos are seen as supplementary for effective teaching, but
  - 3.2. There are challenges in terms of its quality, length, volume, and other technicalities that hinders its full realization to make it a dependable learning and teaching resource/s and affects the learners active engagement and learning.





# Recommendations

With the mentioned conclusions, the following recommendations are suggested:

## 1. For Manual

- 1.1. Intensive training and workshops on GCED are highly recommended to enhance the competency and confidence of the educators and to address misconceptions.
- 1.2. Delegate tasks and select the subject experts who will write the manual in order to improve and complete the various aspects of the manual.
- 1.3. Operationalization of terminologies for further clarifications and common understanding.

## 2. For GCED Lesson Exemplars

- 2.1. GLEs need revisions to fully integrate GCED principles, pedagogies, and assessment;
- 2.2. Benchmarking of activities per grade level is necessary to improve GCED integration to teaching;
- 2.3. Alignment of DepEd and GCED content and performance standards;
- 2.4. Activities, assessment and types of evaluation should be age/grade-level appropriate.

## 3. For Pre-recorded Teaching Demonstration

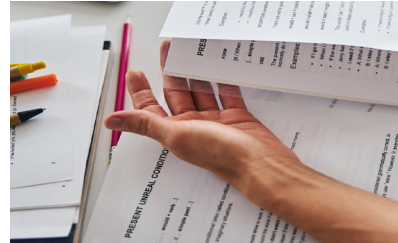
- 3.1. Improve the pre-recorded teaching videos by considering the following:
  - 3.1.1. Pictures
  - 3.1.2. Subtitles
  - 3.1.3. Copyright protocols
  - 3.1.4. Time management
  - 3.1.5. Appropriateness of words
  - 3.1.6. Applications for animations
  - 3.1.7. Audio quality and sounds
  - 3.1.8. Typographical errors
  - 3.1.9. Consistency of the flow and format
- 3.2. Availability of offline videos so that students in rural areas can still have access and make education accessible, adaptable, and acceptable for all.
- 3.3. The teacher presenter must be competent, consistent, dynamic, interactive, and avoid monotony.



# Photo Credits



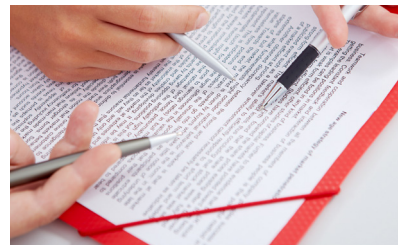
DragonImages



Viacheslav Iacobchuk |  
Dreamstime.com



Drbouz from Getty Images  
Signature



Can Stock Photo



Viktorcvetkovic from Getty  
Images Signature



South\_images from Getty  
Images Signature



Stocksnap from pixabay



## References

- Attride-Stirling, J. (2001). Thematic networks: an analytic tool for qualitative research. *Qualitative Research*. 1(3):385–405.
- Boyatzis, R.E. (1998). *Transforming qualitative information: thematic analysis and code development*. Thousand Oaks (CA): Sage
- Braun V, Clarke V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology* 3(2):77–101. Braun V, Clarke V. 2012. Thematic analysis. In: Cooper H, editor. *APA handbook of research methods in psychology*. Vol. 2, research designs. Washington (DC): American Psychological Association.
- Braun V, Clarke V. (2014). What can “thematic analysis” offer health and wellbeing researchers? *International Journal of Qualitative Studies Health Well-Being*. 9(1): 26152.
- Braun, V. & Clarke, V. (2014) What can “thematic analysis” offer health and wellbeing researchers? *International Journal of Qualitative Studies. Health Well-Being*. 9(1):26152
- Clarke, V. & Braun, V. (2013). Teaching thematic analysis: overcoming challenges and developing strategies for effective learning. *Psychol*. 26(2):120–123
- Kiger, M. & Varpio, L. (2020). Thematic Analysis of Qualitative Data: AMEE Guide No. 131. *Medical Teacher*. Wright-Patterson Medical Center, Dayton, OH, USA. <https://doi.org/10.1080/0142159X.2020.1755030>
- King N. 2004. Using templates in the thematic analysis of text. In Cassell C, Symon G, editors. *Essential guide to qualitative methods in organizational research*. London (UK): Sage; p. 257–270
- Nowell LS, Norris JM, White DE, Moules NJ. 2017. Thematic analysis: striving to meet the trustworthiness criteria. *Int J Qual Methods*. 16(1):160940691773384.
- Sandelowski M. 2010. What’s in a name? Qualitative description revisited. *Res Nurs Health*. 33(1):77–84.
- Thorne S. 2000. Data analysis in qualitative research. *Evidence-Based Nursing*. 3(3):68–70.
- Varpio L, Ajjawi R, Monrouxe LV, O’Brien BC, Rees CE. 2017. Shedding the cobra effect: problematising thematic emergence, triangulation, saturation and member checking. *Med Educ*. 51(1):40–50.



# Appendix A

## Checklist for the pre-recorded teaching demonstration

GCED Curriculum Development and Integration  
Project in the Philippines (Year 3)



### CHECKLIST FOR THE PRE-RECORDED TEACHING DEMONSTRATION

The lessons can be observed using three main perspectives, as per below. Specify /write briefly what you have observed to answer each of the guide questions.

Appropriateness of teaching methods/materials/time allocation to GCED Lesson Exemplar Demo	(Pls. check)		Comment/s
	Yes	No	
Methods			
a. Are there strategies used by the teacher to integrate any of GCED KSAs and topics?			
Materials			
a. Are the materials used stimulating the students' interest in learning in GCED?			
b. Are the materials used appropriate for GCED integration			
Design of the Lesson			
a. Does the teacher connect/bridge the lesson content to the development of GCED Topics and KSAs?			
Time Allocation			
a. Is the overall time allocation for the lesson sufficient to cover the integration of GCED?			
b. Is the time allocated to each respective activity sufficient to integrate GCED?			

Student's Engagement and Participation	(Pls. check)		Comment/s
	Yes	No	
a) Does the teacher take into consideration the level of his/her students' interest/passion?			
b) Does the teacher take into consideration the level of his/her students' prior/existing knowledge for learning?			
c) Is the lesson learner-centered?			
d) Is the lesson designed to allow opportunities for students to exchange opinions among themselves?			
e) Is the lesson designed to allow opportunities for students to collaborate on outputs/projects?			

# Checklist for the pre-recorded teaching demonstration

## GCED Curriculum Development and Integration Project in the Philippines (Year 3)



f) Does the teacher consider his/her learners' abilities and motivation/s (e.g., developmentally appropriate)?			
g) Is the teacher able to integrate the following principles			
Participatory			
Equity			
Appropriateness			
Critical Empowerment/Action			
Environmental Sustainability?			

Teacher's Facilitation of GLE	Pls. check		Comment/s
	Yes	No	
a) Does the teacher show respect for the students as individuals (e.g., show consideration towards students who give wrong answers, get students who are usually quiet involved in classroom participation)?			
b) Does the teacher consciously ask questions and give instructions in ways/language easily understood by students?			
c) Does the teacher ask questions that facilitate students' creative and critical thinking, rather than recalling knowledge (e.g., asking 'why' and 'what' should be done' in addition to 'what' 'when' and 'who' questions)?			
d) Does the teacher give enough time and opportunities for students to reflect and organize their thoughts?			
e) Does the teacher use effective teaching materials and teaching tools/devices with technology integration?			
f) Does the teacher effect behavioral changes among students aligned with GCED principles?			
g) Does the teacher assess the students' competencies aligned with Philippine GCED KSAs?			

**Over-all Comments / Suggestions / Recommendations**

**Validated by:**

**NAME:**

**Date:**



# Appendix B

## GLE Validation Instrument

GCED Curriculum Development and Integration  
Project in the Philippines (Year 3)



CHECKLIST FOR EVALUATING GCED-INTEGRATED LESSON EXEMPLARS	
Learning Area	
Grade Level	
Quarter	
GCED Domain/s & Indicators	
GCED Theme/s and Topic/s	
GCED-Enhanced Content Standard	
GCED-Enhanced Performance Standard	

**DIRECTION:** Please mark with a check (✓) the box that corresponds to your evaluation of the GLE.

Indicators	4 Very Evident	3 Evident	2 Partially Evident	1 Not Evident	Remarks
<b>Learning Competencies</b>					
1. The GLE is consistent with the content and performance standards which are articulated in the Philippine GCED KSAs.					
2. The objectives are SMART and written in the target GCED domain/s and indicator/s.					
<b>Instructional Design and Organization</b>					
1. The GLE provides learning objectives which reflect the GCED themes and topics.					
2. The topic chosen explicitly integrates GCED in the learning area.					
3. The GLE selects appropriate learning resources essential in					

# GLE Validation Instrument

## GCED Curriculum Development and Integration Project in the Philippines (Year 3)



achieving the goals of integrating GCED in the learning area.					
4. The GLE adheres to the GCED pedagogical principles that are aligned and geared towards that attainment of the learning objectives.					
5. The content reflects the correct integrated concepts relevant to the individual learners and the society.					
6. The activities in the GLE are designed in a logical manner.					
7. The GLE is developmentally-appropriate to its target learners					
8. The GLE used the GCED integration strategies ( <i>Pag-uugnay, Pagtatanong, Pagpapakahulugan, Pagsasapuso, and Pagkilos</i> ).					
9. The GLE employs appropriate GCED assessment methods and tools that is aligned with the learning objectives and GCED pedagogy					
10. The GLE is free from any grammatical, factual, conceptual and computational errors.					

### RECOMMENDATIONS FOR IMPLEMENTATION

<input type="checkbox"/> <b>HIGHLY RECOMMENDED</b>	All of the set indicators for an exemplary lesson are <b>very evident and free of errors</b> .
<input type="checkbox"/> <b>RECOMMENDED</b>	Majority of the set indicators for an exemplary lesson are <b>very evident with minimal revisions</b>
<input type="checkbox"/> <b>CONDITIONALLY RECOMMENDED</b>	Some of the set indicators for an exemplary lesson are <b>evident with minor revisions</b> of the content, activities, language and format.
<input type="checkbox"/> <b>NOT RECOMMENDED</b>	<b>None</b> of the set indicators are evident with <b>major revisions</b> of the content, activities, language and format.

# GLE Validation Instrument

GCED Curriculum Development and Integration  
Project in the Philippines (Year 3)



## SUMMARY OF COMMENTS FOR REVISION

Page Number	Brief Description of Errors/ Findings/ Observations	Specific Comments and Suggestions

Over-all Comments / Suggestions / Recommendations

---

---

---

Validated by:

Signature over Printed name

Date:

NAME INCLUSION IN THE GLE FINAL COPY:

☐ I agree to include my name in the final copy of the GCED Lesson Exemplar as Validator.

☐ Please do not include my name in the final copy of the GCED Lesson Exemplar as Validator.

## Appendix C

### PT FGD Questions for School Head Validators and Teacher Validators

GCED Curriculum Development and Integration  
Project in the Philippines (Year 3)



#### PILOT TESTING

FGD Questions for **School Head and Teachers** [focus on GCED Lesson Exemplar and pre-recorded Demo Teaching]

Themes	FGD Questions
<b>Learning Competencies</b>	<ol style="list-style-type: none"> <li>1. Do you think that the GLE/pre-recorded demo teaching offers a practical understanding of K-12 GCED-enhanced contents and performance standards?</li> <li>2. Do you think that the GLE/pre-recorded demo teaching offers a practical understanding of Philippine GCED Themes and Topics?</li> <li>3. Does the GLE/pre-recorded demo teaching adhere to inclusive education, which caters to the marginalized sector/s of the society (e.g. women, LGBT, religious groups, and linguistic minorities)?</li> <li>4. Does the Manual/GLE/pre-recorded demo teaching show connections to local and/or global socio-cultural, economic and/ or political concerns as part of the principles of GCED integration?</li> </ol>
<b>Teaching Philosophy</b>	<ol style="list-style-type: none"> <li>1. Does the GLE/pre-recorded demo teaching showcase appropriateness of activities for the learners? Explain.</li> <li>2. In your observation, what are the pedagogical principles considered in the GLE/pre-recorded demo teaching? (i.e. respectful, inclusive, and interactive classroom and school ethos, learner-centered, developmentally appropriate, constructivist, inquiry-based, reflective, collaborative, and integrative; promote culturally responsive strategies to teaching and learning, authentic learning tasks and experiences). Are these principles important to consider in the GLE? What assessments strategies were used?</li> </ol>
<b>Challenges and Opportunities for GCED Integration</b>	<ol style="list-style-type: none"> <li>1. Do you think the GLE/pre-recorded demo teaching can be integrated seamlessly in the DepEd curricula? How?</li> <li>2. What do you think are the challenges for integrating GCED in the basic education curriculum?</li> <li>3. What do you think are the learning opportunities that are afforded/ presented provided by GCED integration in the basic education?</li> <li>4. What kind of support do you think is needed in the integration of GCED in the curriculum and the implementation of the GLEs?</li> <li>5. In your opinion, what competencies do teachers need to effectively teach and integrate Philippine GCED KSA in their lessons?</li> </ol>
<b>Usability/Usefulness</b>	<ol style="list-style-type: none"> <li>1. Will you recommend the GLE to other teachers/educators to use in their classes?</li> </ol>
<b>Instructional Design</b>	<ol style="list-style-type: none"> <li>1. Based on the GLE/pre-recorded demo teaching, were you able to observe the following principles Participatory, Equity, Appropriateness, Critical Empowerment/Action, Environmental Sustainability?</li> <li>2. Did the GLE use appropriate learning materials/activities/assessment relevant to target learners?</li> </ol>
<b>Seamless GCED Integration</b>	<ol style="list-style-type: none"> <li>1. How would you describe the seamlessness of GCED integration in the lesson/s (GLE/pre-recorded demo teaching)?</li> </ol>
<b>Other Comments and Suggestions</b>	<ol style="list-style-type: none"> <li>1. Is there anything you want to add/comment for further enhancement of the GCED GLE/pre-recorded demo teaching?</li> </ol>

**Note:** Feedback of teachers on the Manual should also be gathered during the Pilot Testing.

## Appendices

D	-	English
E	-	Mathematics
F	-	Science
G	-	Araling Panlipunan
H	-	Edukasyon sa Pagpapakatao
I	-	Music
J	-	Arts
K	-	Health
L	-	Filipino
M	-	Mother Tongue-Based Multilingual Education







APCEIU

