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CONNECTING INSTRUCTIONAL SUPERVISION PRACTICES OF SCHOOL
ADMINISTRATORS TO TEACHERS' PERFORMANCE AND PUPILS'
READING ABILITY: TOWARDS THE DEVELOPMENT
OF TRAINING PROGRAM IN READING

A THESIS

Presented to

The Faculty of Graduate Studies and
Teacher Education Research in Indigenous Peoples Education

PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

The Indigenous Peoples Education Hub

North Luzon Campus

Isabela

In Partial Fulfillment

of the Requirements for the Degree

MASTERS OF ARTS IN EDUCATION

With Specialization in Educational Management

EMALYN B. CASIL



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CERTIFICATE OF APPROVAL

This thesis attached hereto, titled **CONNECTING INSTRUCTIONAL SUPERVISION PRACTICES OF SCHOOL ADMINISTRATORS TO TEACHERS' PERFORMANCE AND PUPILS' READING ABILITY: TOWARDS THE DEVELOPMENT OF TRAINING PROGRAM IN READING** prepared and submitted by **EMALYN BANGLOY CASIL** in partial fulfillment of the requirements for the degree of **MASTER OF ARTS IN EDUCATION** with specialization in **Educational Management** is hereby recommended for oral examination.

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ABSTRACT

The study determined the relationships of Instructional Supervision Practices (ISP), teaching learning process and pupils' level of reading that led to the development of a Training Program in Reading Across Disciplines. The respondents were 20 school administrators, 118 elementary teachers and 2,380 pupils from Kindergarten to Grade VI of Jones East District, Jones, Isabela. Survey and interview were used in data gathering. The instruments used are the School Administrators Personal Profile Survey Form (SAPPSF), Checklist of Instructional Supervision Practices; and the Teachers' Learning Observation Guide (TLOG). The PHIL-IRI was used to determine pupils' level of reading ability. The reliability of the instrument on ISP and Teachers' Performance was determined using the Cronbach's Alpha or Coefficient. The reliability coefficients computed were .890 and .897 respectively which showed high reliability. The obtained data were analyzed by means of Microsoft Office Excel 2016 and IBM SPSS Statistics 25 software. Spearman Rank Order Correlation and Cohen's Correlation Coefficient were used to correlate the variables in the study. Results of the study revealed the following: that school administrators dutifully observe instructional supervision practices, the teachers' performance is emerging, there is a positive relationship between instructional supervision practices and pupils' reading abilities while there is no significant relationships between ISP and teachers' performance, and teachers' performance and pupils' level of reading. To bridge the identified gap in ISP, teachers' performance and



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pupils' level of reading, a Training Program in Reading Across Disciplines is developed. It is recommended that teachers attend the aforementioned Training Program to be equipped with pedagogical skills in enhancing Reading Level of pupils.



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ABSTRAK

Layunin ng pananaliksik na matukoy ang kaugnayan ng mga *Instructional Supervision Practices (ISP)* ng mga pinuno ng paaralan, kahasayan sa pagtuturo ng mga guro, at kakayanan sa pagbasa ng mga mag-aaral upang makabuo ng isang Palihang Pangguro sa Pagtuturo ng Pagbasa sa lahat ng asignatura. Ang mga kalahok ay 20 pinuno ng paaralan, 118 guro ng elementarya at 2,380 mag-aaral mula Kindergarten hanggang Ika-6 na baitang sa Silangang Distrito ng Jones, Jones, Isabela. Surbey at panayam ang ginamit sa paglikom ng mga datos. Ang mga kwestyunaryong ginamit ay ang *School Administrators' Personal Profile Survey Form (SAPPSF)*, *Checklist of Instructional Supervision Practices*; at *Profile of Teachers*, persepsyon ng mga guro sa administrador ng mga paaralan sa pamamahala at pagmamasid, *Teachers' Learning Observation Guide (TLOG)* para sa pagtataya sa kahusayang magturo ng guro. Sa pagtukoy sa antas ng kakayahan sa pagbasa ng mga mag-aaral, ang resulta ng *District Reading Test* gamit ang Phil-IRI ang ginamit. Ang mga instrument ay binalideyt gamit ang Cronbach's Alpha or Coefficient, na nagbigay ng *reliability coefficients* na .890 at .897 na nagpapakita ng mataas na relayabiliti. Ang mga nalikom na datos ay sinuri gamit ang *Microsoft Office Excel 2016 and IBM SPSS Statistics 25 software*. Para sa *correlational study*, ginamit ang *Spearman Rank Order Correlation and Cohen's Correlation Coefficient*. Natuklasan sa pag-aaral na ang pinuno ng mga paaralan ay



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masugid sa pagsasagawa ng mga takdang *instructional supervision practices* upang matamo ang mataas na kalidad ng pagtuturo at mataas na performans ng mga mag-aaral sa lahat ng aralin kabilang na ang Pagbasa. Ang antas ng kahusayan ng guro sa pagtuturo ay *emerging*. May kaugnayan ang ISP sa performans ng mga bata; samantalang walang kaugnayan ang ISP sa kahusayang magturo ng guro, at walang kaugnayan ang kahusayang magturo ng guro sa antas ng kakayahan sa pagbasa ng mga bata. Upang matugunan ang puwang sa ISP, kahusayang magturo ng guro at kakayahan sa pagbasa ng mga mag-aaral, isang Palihang Programa para sa Pagtuturo ng Pagbasa sa Lahat ng Asignatura ang binuo kung saan ang mga guro ay matututo ng mabibisang estratehiya sa pagtuturo ng pagbasa sa lahat ng asignatura, at kaalaman sa paghahanda ng *Reading Intervention program*. Ang lahat ng mga guro sa paaralang Silangang Distrito ng Jones ay dapat na dumalo sa nasabing pagpupulong.



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Above all, to the Almighty God, who gave her extra strength, power, patience and excellent health in the accomplishment of her devoted book in thesis writing.

The Author



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DEDICATION

To my loving husband Michael G. Casil;

my precious children Syreen Joyce, John Lloyd, Ralph and Mikee;

my supportive brothers Virgilio, Larry, Benjie, Rodolfo, Junior, Arnel, Joel,
Lorence, Sonny and Erwin;

my inspiring sisters, Virginia, Evangeline, Elizabeth, Eva, Imelda Mary Ann
Clemen, Grace and Marites.

Most of all, to the Omnipotent God, my Guide in all undertakings,

this special piece of work is dedicated.

EBC



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CHAPTER 1

THE PROBLEM AND LITERATURE REVIEW

Background of the Study

Instructional supervision is considered an essential activity in the management and administration of educational institutions because it ensures the quality of educational organizations and draws together disconnected elements of instruction as a whole - school actions (Glickman, Gordon, & Ross-Gordon, 2009). Arong and Agbadu (2010) share this view by commenting that instructional supervision provides opportunities for schools to be effective for improving professional development of teachers to effectively manage teaching and learning processes. Similarly, Okendu (2012) postulates that instructional supervision enhances ways to improve teachers' professional knowledge, skills and experiences to make them creative in the instructional processes. According to Glanz (2010) school heads are responsible in assisting teachers in improving the quality of instruction that the learners need. Zepeda (2012), Pajack (2008), Dacks (2008) saw supervision the other way around. They stated that supervision often lacks necessary skills to provide teachers of the help they need in teaching.

Chetty, Friedman, and Rackoff (2014) found out that teachers play a great deal in pupils' academic and life-long learning.



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Reading according to Anderson, Scott and Willman (2009) is a life-long skill and cornerstone for success. They reveal further that without knowing how to read well, it's very hard to land on a job.

With the different school programs in the curriculum, reading problem prevails, (Magistrado, 2015). Pupil's reading ability has declined several years ago as proven by their performance. Poor reading performance has been observed in classrooms. Many pupils nowadays are even more aloof and afraid to undergo reading activities because probably they have inadequate opportunities to read (Briones 2014); thus, sacrificing reading comprehension. San Agustin (2015) in his action research study found out the pupils could not read well due to parents and teachers lack of assistance.

The unsatisfactory performance of school has been a persistent issue of the Philippine Educational System. Results of international tests, national achievement test, and even national qualifying test for principals showed evidence that Filipinos are among the most schooled in the developing country who failed to raise the expected standards and thus brought an insufficient education for the public. This fact was revealed true in many surveys, after an exhaustive year of study, and reported by the co-chairman on the National Competitive Council (NCC), Mr. Guillermo M. Luz (2011), that the Philippines ranked seventh among nine Southeast Asian Nations in the area of education and innovation. In the area of primary education, the Philippines ranked 99th out of 138



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countries. The Philippines ranked 112th in Science and Mathematics, and 76th on internet access. In all categories, the Philippines was falling behind Singapore, Brunei, Malaysia, Indonesia, Thailand and Vietnam.

The National Achievement Test (NAT) results conducted by the National Education Testing and Research (NETRC) in 2012 found out that the Mean Percentage Score (MPS) of all private and public elementary grade VI pupils was still 66.79, a slight decrease from 68.14 in 2011 and 68.01 in 2010. This implied that pupils had difficulty coping with the competencies taught in the five major learning areas for the past three years: Filipino, Math, English, Science and HEKASI. This further implied that reading is the connecting links in all subject areas.

The same is true with the results of the 2013 National Qualifying Examination for School Heads (NQESH) showed that only 1,454 or approximately 10% prospective principals met the cut-off score of 90 of the total 14,567 examinees entire the country. Records revealed that 13,113 aspirant principals had inadequate proficiency.

Reading problems of pupils exist in most classroom even in the rural areas. The researcher teaches in a school where pupils can read sentences but can't understand what they are reading. She believes that reading should be integrated in all the disciplines to enhance overall academic achievement and functional literacy.



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Literature Review

Instructional Supervision and Learning.

Teacher supervision guarantees “the development of professional teacher” (Wanzare, Z., 2011). The process of learning can be seen that in Uganda like other sub-Saharan African land school heads have no high time to move forward for learning and acquiring more skills (Dejaeghere, 2009).

Schools like in Zimbabwe (Zepeda, 2012) face a lot of difficulties about notion of not good classroom instruction and slow learners which resulted to illiteracy. He further stated that underdeveloped nations face common difficulties in providing enough instruction of best quality to their students. These problems fall under supervisory instruction, teachers’ performance and low learners ability.

Not enough instructional supervision knowledge may cause in misunderstanding between educators and school heads that whenever educators feel that they are treated in an unfairly manner, they may react negatively (Marks, 2008; Madziyire, 2013). In order to improve teacher-supervisor’s relationship, the supervisor must be trained about instructional supervision (Zepeda, 2012). Marks (2008), states that school administrators are selected for the reason that they are good in giving instructions and are placed as in-charge in the school because they poses a mechanical or scientific, human and diagnostic skills.



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Oduor (2012) in her study entitled “Effect of School-Based Instructional Supervision in Teacher Performance in Secondary Schools in Kenya” assessed the effect of school-based instructional supervision on teacher performance. She found out the principal’s role in ensuring that teachers teach effectively and evaluate students and in looking at issues and challenges played by principal in instructional supervision. The research used survey design in collecting information on principal and teachers. The study targeted all the 64 principals and 3,281 teachers from all the 164 secondary schools in the four divisions of Mombasa District. Stratified sampling was used to choose the number of boys and girls in the secondary school. Whereas, simple random sampling was used to select teachers from the study, purposive sampling was used to select schools based on the record and pie chart. The study dropped in Kenya Certificate of Secondary Education (KCSE). Data were collected through questionnaires for school heads, heads of department and teachers. Prior to the actual data collection procedure a pilot study was conducted in a schools to validate the research instruments. Reliability of the instruments was established using the split half technique and the Spearman-Rank order correlation technique. Data were obtained and analyzed using the Statistical Package for Social Sciences. The findings were presented using frequencies, percentages, tables, and graphs. The secondary schools included: ensuring, selling and administering of CAT and examinations and planning of important school events, academic claims and price giving days. The study also established that the teachers felt that the supervision practices employed by their principals were ineffective though there were some yielded good



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results. It was revealed that the supervisory practices that were effective have a lot of impact on teachers performance in relation to teaching. However, the teachers complained that the supervisory practices did not help them to grow and develop professionally. The study also established that the challenges faced by head teacher as instructional supervisor included inadequate resources due to insufficient funds to purchase them. The study recommended that school principal should put a lot of emphasis on instructional supervision in order to establish a trend of being in command with what the teachers are doing in class. The school principal should always give teachers feedback from the supervision in order to help teachers know their weaknesses and also to polish up on their strength in teaching, among others recommendation. This process of learning recommended further that a similar activity be carried out in a poor developed area and compare the findings. It is on the above premises that the researcher based her research study.

Tshabalala (2013) studied the teachers' understanding towards classroom instructional supervision. The research deliberately tested forty eight competent teachers from Hkaji District in Matabeleland North in Zimbabwe. The samples had thirty one boys and seventeen girls. He concluded that learning is central to the function of a school and it is necessary that instruction be properly done.

Harris (2008) states that there is a common belief that teachers tend to associate instructional supervision with negative judgment. Many teachers become nervous and



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resentful of the procedures of instructional supervision. The findings indicated that school teachers in the try out felt instructional supervision compliments with instruction. The research recommended that there must be well planned programs of instructional supervision which will promote the quality of teaching in the schools.

Okorji and Ogobo (2013) investigated the effect of modified clinical supervision on teachers' instructional performance. There is strong evidence that poor performance of students in senior secondary school-examination in Ebonyi State of Nigeria is closely related to poor instructional competence of teachers in schools. The study among others found that clinical supervision approach was more effective on female teachers than male counterparts.

Veloo, Kamuji and Khalid (2013) examined the effect of clinical supervision on the teaching performance of secondary school teachers. The study involved thirty three teachers of secondary school of which eleven (33%) are male teachers and twenty two (67%) are female teachers. The study employed a set of instruments for observing teaching and learning which was adapted from standard determinant. The findings in this study helped find out teachers' shortcomings of their teaching performance in the classroom. Clinical supervision helped teachers to improve teaching and learning.

Stronge (2008) stated that elementary school principals spent 62.2% of their time on managerial issues and 11% on instructional leadership issues even after undergoing training on in-service for the role of instructional leader.



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Hallinge (2009) attributes this reality to the fact that there has been little or no provision for enhancing or supporting the new skills in the instructional leadership domain, technical assistance, adjustments in role expectations, policies designed to support the use of new knowledge and skills which are for the most part lacking.

Zainir, (2008) studied the effect of supervision and organizational climate of teachers' effectiveness in District SMP East Jakarta, City. The data were collected from two hundred participants using the survey method. Analysis and interpretation of data indicate that: supervision and organizational climate have a positive direct effect on work effectiveness. On the basis of their findings, the researcher concluded that good supervision and organization climate were effective in increasing teacher effectiveness.

Senar (2008) in her study, determined the impact of supervision on teachers' performance and student reading achievement in the secondary schools of Gaschilorans, Camarines Sur, School Year 2007-2008. Her findings were: (1) school heads were outstanding on the five areas of supervisory practices. (2) majority of the teachers had various performance but most of them had no plus factors. (3) the achievement level of students in English, Mathematics, and Science in all the five schools were fair. The test for instructional supervision with teaching performance yielded an r-value of 0.217 within range of scale from 0.20 to 0.29.

Salvador (2009) in regard his study about transformational and transactional leadership of school heads of selected elementary schools of the first congressional



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district of Cagayan: their relationship to teachers' performance confirms that instructional leadership approach is the equivalent of the private sector of transactional leadership, where the primary aim of teacher is to induce desired performance by offering the smallest rewards that will elicit satisfactory performance and better relationship among stakeholders. Salvador recommended in the study that: (1) the principal should continue studying and upgrading their competencies and strengthen their inspiring ability which are the factors in bringing about professional attributes with subordinates that eventually provide high performance, (2) principal should manifest effectively their leadership practices to enhance teachers teaching abilities for a high achievement results, (3) a yearly assessment of leadership should be undertaken by the school authorities to complement the principals' assessment, (4) the principal often assess own leadership practices so they have harmonious working relationship with their subordinates which in turn exercise teachers to be productive.

Laab (2000) in her study on instructional competencies of secondary teachers in the Division of Cagayan, recommended that the administrators must continually give in-service training and there must be close supervision for teachers.

Benjamin (2008) in his study about leadership style and practices of middle managers of Quirino State College found out that the very satisfactory performance of faculty and staff is a result of good rapport and harmonious relationship when leadership style suited to the level of subordinates is used by the middle managers. This means that



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teachers have better performance when administrators show concern for people and performances.

Allimano (2012) in her study on teaching competencies of principal in the elementary school in Diffun District, Division of Quirino, and their implications to teaching effectiveness for School Year 2012-2013 mentioned that evaluating teaching competencies of teachers is gaining more attentions in the educational community and these were primarily due to teachers' performance and the role they play in the society.

Bueno (2015) in her study on instructional supervision practices of school administrators and their effect on teachers performance in Gamu District S.Y. 2014-2015 found out that there is no significant difference in the teachers' perception and school administrators perception of their instructional supervision practices as revealed by a test for independent samples applied on the data that yielded a computed value of 0.28 with a probability of .7869 which is not significant at 5% level. There is no significant effect of the school administrators instructional supervision practices on the teachers teaching performance as revealed by a computed chi-square value of 1.22 with a probability of .7487 ($p > .05$).

Acero and Florida (2008) cited what are the causes why traditional and old style of supervision and evaluation is a failure on learning.



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Marshall (2008) suggested a new style of observation and examination with four components : (1) mini-observations, (2) curriculum learning, (3) interim assessment and (4) teachers examination rubrics. The first two (2) are the new styles of observation and the last two (2) are examination styles.

The main purpose of instructional supervision among school administrators is to determine whether the teacher understands the information and the directions that were given to him previously, and whether he is following them satisfactorily. The supervising executives learns where further advice and instruction are needed by the teacher. Instructional supervision is not to find a basis for disciplinary action, as some may believe.

Carter Samuel (2008) said that school administrator accomplishes his purposes largely by personal observation of operative performance as it progresses. He supplements it by conferences with the teacher whose work is not satisfactory and is not progressing as it should. The function of supervision is important in both administrative as well as quality control. In fact, there could not be any measure of quality control in the absence of effective supervision.

Changes and reforms are to be anticipated whenever findings have been proven in research. (1) The government which aims for quality education__policy-makers and legislators are the first to be benefited from the study. By coming up with a good instructional supervision practices that bring significant contribution towards the



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enhancement of teachers' performance and pupils' achievement. (2) For the school-administrators__change of teachers' attitudes towards school administrators' practice of instructional supervision-enables them to be more effective in improving teachers' teaching performance and pupils' achievement. (3) Teachers__understanding the advantages and benefits of instructional supervision, changes their attitudes toward supervision as a way of improving quality of teaching. (4) Pupils are the ultimate beneficiaries of improved teaching performance the by-product of more effective instructional supervision. Whatever innovations, modifications and improvements made in the instructional supervision of school administrators accrue to the learners. (5) Parents become more actively involved and concerned with their tasks as indispensable partners of the institution. (6) Finally, future Researchers, who wish to venture studies that revolve on the connection of instructional supervision practices of school administrators to teachers performance and pupils' achievement towards the development of training program across disciplines are guided accordingly. Undertaking a similar study or related area of investigation will give the right sense of direction towards further research along instructional supervision.

In view of contentions on the ineffectiveness of traditional supervision practices, Marshall (2008) proposes to rethink the way supervision and evaluation are conducted. He argues that there is a need for principal and teacher to work hand in hand for better



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pupils reading performance. In order to do this, Marshall as previously cited suggests new styles of supervision: (1) mini-observation; (2) courses planning;

Marshall (2008) proposes a list of guidelines for the successful implementation of mini-observations:

1. Stay 5 to 10 minutes

Due to the busy life of principals to stay longer than 10 minutes in a classroom to observe is inefficient use of time. Five minutes can be enough time to take note of important teaching issues.

2. Set an objective for specific number of mini-observation a day.

To make classroom visits happen, school administrators must have numerical goal.

3. Be clear about what to look for in mini-observations.

School administrators should have mental list of essential things of good teaching to look for.

4. Use a system to capture key insights from visits.



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In order for class observation to be taken by teachers positively, school administrators must make observations informal by writing notes after visits to conform with adult learning.

4. Deliver feedback face to face to foster two-way conversations.

Face-to-face feedback gives the principal a better sense whether the teacher is ready for critical feedback, provides the teacher a chance to explain the background of the lesson and opens the possibility for a two-way discussion.

6. Link mini-observation to professional development.

Mini-observation makes teachers as cross-pollinators to share best practices and gets teachers to observe each other and helps them identify instructional weaknesses in school. The insights-gained by principals in classroom observations are used to plan staff professional development session.

The following are elements to make mini-observation successful according to Marshall (2008): Be systematic about getting into all classrooms regularly, make sure visits are unannounced, keep visits to 5 to 10 minutes to have enough time to observe everyone frequently, give prompt face to face feedback after each visit, and make follow-up conversations informal to maximize adult learning.



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The second component of efficient teacher supervision according to Marshall (2008) where the principal should be involved is the key element of curriculum course planning:

1) year-end learning anticipation; 2) curriculum calendar; 3) backwards designed units and 4) lesson plans

1) Year-end designed expectations __ what the students should learn: skills knowledge and attitudes by the end of the school year.

2. A Curriculum Calendar

Before school starts, provide teacher team with the “slim booklet” of curriculum expectations, required assessment that states what students need to know by the end of the school year.

Provide copies of an excel grid with all necessary dates (report cards, vacation etc.) for the year. The principal can look over the calendar for problems and discuss this calendar with everyone at a staff meeting before the beginning of the school year. Copies are posted in the teachers’ room.

3. Backwards - Designed Units-Team Unit Planning



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Plan units backward starting with the learning goals and then what the student do to meet these goals. This kind of planning focuses on results and improves student achievements.

The school head plays a vital role in thoughtful mid-planning. He organizes teachers' teams of the same grade or subject to pool knowledge, design common units and make this task manageable.

Group teachers by teams like same grade level

Visit teacher teams and contribute and monitor these meetings.

Provide the mandate that within a few years all units should be designed backwards.

Provide time for teachers to plan units during the summer and school year.

Provide feedback on new units to teacher teams and arrange for peer review of units.

Monitor the implementation of units through mini observation.

Assist teachers to collaboratively evaluate the learning results of each unit and identify what to amend.



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Team unit planning gets teachers to think about every aspect of their development and to focus on students results, helps teachers to conduct mini-lessons to focus on what is most important

4. Lesson Plans

Marshall (2008) has serious doubts about the usefulness of inspecting lesson plan. Reviewing individual lesson plan is laborious. According to him, lesson plan rarely reflect what actually ends up happening in the class, and it's a waste of time examining lessons based on poorly thought-out unit plans. Instead, principal can more efficiently impart teaching by working with teachers teams on unit planning. Of course principal should inspect lessons if a teacher has a history of not planning individual lessons well. It's useful exercise to help teachers plan good lessons, but this is more taskful for instructional coaches and mentors. Principals get the greatest bang for their back if they collaborate with teachers' team to polish unit plans and then look for evidence of the effective implementations of those unit plans through mini-observation.

Building leadership excellence for successful schools, Bless (cited in Marks, 2008) categorizes instructional supervision behavior into a continuum.

A. Listening. The supervisor sits and sees at the teacher and nods head to show understanding. Guttural (2010) states that utterances also indicate listening.



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- B. Classifying. The supervisor asks queries and accounts to clear the teachers' point of view.
- C. Encouraging. The supervisor furnishes commendation reply then assists the teacher keep up to elucidate his capacity or capability.
- D. Reflecting. The supervisor outlines and restates the teachers' messages for verification of precision.
- E. Presenting. The supervisor gives some idea about the issue being discussed.
- F. Problem-solving. The supervisor takes the initiative, usually after a preliminary discussion of an issue in pressing all those involved to generate a test of possible solutions.
- G. Negotiating. The supervisor moves the argument from attainable to plausible answer by discussing the after effect of each propose acting exploring conflict of priorities, narrowing down choices.
- H. Directing. The supervisor tells the teachers either what the choices are.
- I. Formalizing. The supervisor sets the expected criteria and time for the discussion to be implemented. Target objectives are set. Expectations are conveyed with words.



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J. Reinforcing. The supervisor strengthens the directive and criteria to be met by writing possible consequences.

As provided in section 7 of R.A. No. 9155 on Governance of Basic Education among other things, the school head shall have authority, accountability and responsibility in setting the mission, vision, goals and objectives of the school, create an environment within the school that is facilitative to schooling and studying; implement the course and being responsible for higher learning results: develop the school education agenda for school improvement; offer educational timetable project and services which give candid chance for all students in the neighborhood, introduce new creative styles of instruction to attain higher learning results, administer and manage all personnel and physical and fiscal resources of the school.

The Basic Education Reform Agenda (BESRA) seek to provide an essential education sector that is able of attaining the countries' education for all goals by the year 2015. In order for essential education sector to attain the long educational results for all Filipinos, the BESRA focuses on the five (5) Key Result Thrusts (KRT) KRT 1. School level stakeholders amend their own schools continuously. KRT 2. Teachers raise the prevailing standard of their profession to meet the demands for better learning outcomes. KRT 3. Increase sound support to attainment of desired learning outcome. KRT 4. Improve outcomes for complimentary early childhood education, elementary



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high school and private sector participation. KRT 5. Change institutional culture of DepEd to better support these Key Reform Thrusts.

These five KRTs of BESRA are on: teachers, schools, social support group to learning, complimentary interventions and DepEd instructional culture so as to act appropriately to the Key Reform Thrusts of BESRA. These thrusts has something to do with the school heads' exercise of instructional supervision. (Handbook Governance of Basic Education) (Republic Act 9155).

According to Thomas (2011), supervision has 5 stages and these are the following (1) pre-observation conference, (2) classroom observation, (3) analysis and interpretation of data from the observation, (4) planning for post-observation conference, and (5) supervisors' analysis of the post-observation conference.

The ultimate goal of the school head is the attainment of high pupil achievement. This is where supervision plays a very significant role in instruction which fall under three categories: developmental, clinical and differentiated. Another category of supervision are directive supervision and 360 degrees supervision.

In developmental supervision, the supervision identified the development needs of learning with regard to instruction. Each teacher has unique learning needs according to his/her level of experience, competencies and professional development. If the teacher needs to improve his skills on using active learning skills techniques, then instructional



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supervisions inputs from the school head should focus on assisting the teacher to learn and become experienced in teaching strategies that encourage active learning such as group work, project-based learning, inquiry method etc. If a teacher is weak and inexperienced in using methods to assist learning progress of student, then the school head as instructional supervisor should focus his/her instructional assistance in this area. Therefore, the help given by the supervisor varies depending on the teachers' needs, based on their development levels in commitment and abstraction or competency.

Glickman (2009) identified four approaches of the developmental model as directive control, directive informational, collaborative, and non-directive styles that can be utilized to best meet the needs of teachers.

The supervisory behavior of listening, clarifying, and encouraging primarily manifest teachers' non-directive supervisory orientation. The supervisor gives the teacher the responsibility of determining the plans of action thus giving the latter more liberty to arrive at and decide on his/her own plans of action.

Problem-solving and negotiating are the predominant behaviors under collaborative supervision. This indicates a shared responsibility for the plan where the teacher and the supervisor discuss and decide together to improve the teaching-learning process.



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Demonstrating, directing, standardizing, and reinforcing behavior indicate directive supervision where the supervisor has maximum responsibility and takes the lead in the formulation in the teachers' instructional plan.

The term clinical supervision was defined by Morris (2008) as a process that focuses on the improvement of a teachers' classroom instruction through the observation and collection of records of what the teacher and student do in the classroom during the teaching-learning process.

The concept of clinical supervision is based on the following assumptions according to Cogan (2009). (1) Teachers are capable of analyzing their teaching performance and they can provide inputs on ways to improve their teaching; (2) Teachers are agents of change in the instructional process; (3) Clinical supervision emphasizes the growth rather than defects; (4) Clinical supervision requires supervisors to personally observe teachers in action; (5) Supervision provides feedback and guides teachers' instructional strategies; (6) Clinical supervision improves instruction through the analysis of classroom teaching-learning and the system interpretation of data; (7) Clinical supervision can bring desired changes in teachers' behavior; (8.) Clinical supervision is ethical, unbiased and sensitive. (9) the feedback process of clinical supervision encourages independence.

Zepeda (2010) and Robbins Alvez (2008) suggest some proactive measures to make use of clinical supervision: (1) Tap other sources of clinical assistance. (2) Train and support other teachers who are willing to coach and mentor their colleagues. (3) Keep a



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log of supervisions by various school personnel that you have tapped to identify the patterns and determine the instructional need of particular teachers. (4) Supervise with limited time. (5) Find out what are the teachers' preferred supervising approaches

Clinical supervision is a democratic rather than authoritarian model, and a teacher-centered rather than supervisor-centered supervision model, whose primary purpose is "the professional development of teachers" The process of clinical supervision has three major components: (a) a planning conference in which the teachers have the opportunity to express their personal concerns, needs and aspirations ; (b) classroom observation and data collection; and (c) a feedback session (Acheson and Gall 2008).

Differentiated supervision is cognizant that teachers have dissimilar professional levels and hence their needs vary. Bouchamma (2009) describes these needs as support needs and growth needs

Differentiated supervision allows teachers to choose the appropriate supervisory time for teaching Southeast Asian Minister of Education Organization, Innovation and Technology (SEAMEO-INNOTECH) Teachers are free to choose whether they wish to receive clinical supervision, work with co-teacher in a cooperative development program, or be mostly independent and direct their own professional growth.

There are three major reasons why differentiated supervisions should be considered for adaptation: 1. The use of clinical supervision is inadequate. 2. Teachers have different



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growth needs and learning styles. 3. Supervisors also have different personalities and supervisory styles.

Sergiovanni (2009) asserts that a differentiated system of supervision which is more in tune with growth levels, personality characteristics, needs and interests and professional commitment of teachers is needed”

Directive supervision includes also listening and presenting behavior in addition to the predominant behavior of demonstrating, directing, standardizing and reinforcing which are in continuum of shifting responsibilities. The continuum of different supervisory behavior shows that the responsibility from teacher to implement moves from teacher to supervisor. In listening, clarifying and encouraging, it is the teacher who takes more responsibility. In presenting problem-solving and negotiating, the teacher and supervisor take almost equal responsibility for the instructional plan. In demonstrating, directing and reinforcing, it is the supervisor who assumes more responsibility for the instructional plan.

The 360 degrees supervision design and the growing importance of developing a larger range of competencies rather than specific professional ones has led to increased use of multiple feedback systems. This assessment system produces feedback to school heads and teachers in-charge on their behavior and leadership style. This feedback comes from different individuals with whom they interact, including peers, bosses, colleagues, clients, supervisors and self-evaluation (Moore 2009). The 360 degree



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supervision or multiple source feedback produces different benefits, such as reliability, validity in behavior management and performance, easy communication and. In the school, the supervisors for the 360 degrees supervision model would include parents, colleagues, administrators, consultants, school board members, and other members of the school community. While supervision is often associated with evaluation, it has also developed into ways to ensure the development of teachers (Pfeifer, 2011).

The supervisor can link instructional supervision to the professional growth of the teacher through formal and non-formal evaluation in the classroom. The argument taking place during the planning session of classroom observation, the breakdown of data that are brought together during the classroom observation help teachers determine strategy that may pitch-in to the enhancement of strategies and to the progress of new problem-solving techniques. The efficient school administrator produces chances for educators to participate their experiences to their colleagues (Zepada 2008). By the influence of the school head to teaching and learning condition and teacher performance, he is advised to be accountable for teacher performance and pupils' accomplishment and reading ability (Robinson, 2008; Oksana, 2012). Because school administrators are considered as instructional leaders, they must make a facilitative teaching and learning atmosphere in which teacher supervision plays a vital task.

Recent investigations have sought to test measures of teachers performance by comparing subjective and objective measures Jacob and Lefgren (2008) found that



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principals are capable to differentiate between teachers in the tail but not in the middle. Correlations between principal ratings of teacher effectiveness and value added are weak to moderate. Further, while subjective ratings are a statistically significant predictor of future student achievement, they performed worse than objective measures.

School Administrators' Quality

Organizational changes are increasingly becoming a major component of everyday organizational functioning (Ngengane, 2015). The school administrators are the recognized leaders in the success or failure of the schools performance, as recognized and trusted personnel are partners of teacher or workforce in the classroom situation (Napire, 2015).

To be able to lead, administrators must begin with the development of a school wide vision adhered to high standards for the achievement of all learners. They must help to spell out the vision and get all others on board with it. Education is an on-going process of growth and freedom. There is always something to be improved. Even school leaders have passed on teaching, still there are important things to do for quality education every single day of instruction and that which is not working and applicable shall be improved (Couros, 2010).

To manage school operations and resources school head should ensure a safe, smooth and effective learning situation, school heads should shape school buildings characterized



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by the basics-safety and orderliness, and they should also see to it that the school creates an atmosphere in which student feel supported and responded (Couros, 2012)

One factor for effective administrators is excellent listener. They can minimize most difficult situations by showing that they care enough to listen to what they want to say. Nothing can take away their credibility faster than disagreeing on how they handle situations.

The above series of literature provided the researcher substantial ideas on school administrators' quality practices.

Teachers' Performance and Quality

Teachers play an important role in nation building. Through quality teachers, the Philippines can develop holistic learners who are high in values, equipped with 21st century skills and able to propel the country to development and progress. This is in consonance with the Department of Education vision of producing: "Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation" (DepEd Order No. 36, s. 2013).

Rational educators are dynamic in elevating pupils' accomplishment which independent on quality instruction.



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The changes caused by various national and global frameworks, such as the K-12 Reform and the ASEAN integration, globalization, and the changing character of the 21st century learners, necessitate the improvement of education, and that call for rethinking of the current teacher standards.

The educative process includes the pupils, the learning procedure and the learning atmosphere. Desired output of the pupils are chiefly dependent on the kind of teaching student receives from the teachers. There is no single factor that can pitch in more to an improved student achievement than the presence of quality teacher in every classroom. Moreover, adequate classroom facilities and appropriate instructional materials can help improve learning result (Sali-ot, 2011).

According to Oradea (2011) empowerment of teachers is of primordial importance because this paves the way to improve instructional practices that eventually produce better citizens. He further stated that teachers be given the necessary trainings, experiences, directions so that they can translate into action the important concepts to improve learning tasks.

Teacher must be christian in attitude, dynamic in courage, and modern in thought. To make successful teaching performance attainable, he must therefore be: compassionate with understanding and kindness for all his students; holy in his devotion to God and service of his neighbor in living out his vocation; radiant with joy and happiness in life; inspiring to all with whom he comes in; sensitive to respond to the



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needs of others; true to himself and sincere to others; impartial to all his fellowmen; appreciative of the favor done for him and noble in thoughts and words (Villaflor, 2008).

The findings of various authors, researchers and experts gave the researcher a clear understanding that teachers' performance is a measure of how much a teacher performs his tasks. Since the teachers are the major processor of knowledge it is important to upgrade their own performance to produce principled students, the hope of future generation and to uplift the Philippine Educational System and prepare students for global markets.

The Philippine Professional Standards for Teachers (PPST) defines teachers quality of the Philippines. The standards describe the expectation of teachers' increasing levels of knowledge, practice and professional engagement, standards that allow for teachers' growing understanding, applied with increasing sophistication across a broader and more complex range of teaching/learning situation.

There are 7 Domains or areas of knowledge that are required by the teachers to be effective in the 21st century in the Philippines.

1. Content Knowledge and Pedagogy.
2. Learning Atmosphere,
3. Diversity of Learners,
4. Curriculum and Planning,
5. Assessment and Reporting,
6. Community Linkages and Professional Engagement and
7. Personal Growth and Professional Development.



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Great teacher must have: 1.) an engaging personality and teaching methodology, 2.) Clear objectives for lesson, 3.) Effective discipline skills 4.) Good communication with parents, 5.) High expectations, 6.) Good classroom management skills, 7.) Knowledge of curriculum standards, 8.) Knowledge of subject matter, 9.) Passion for teaching and children and 10.) Strong rapport with student. (an interview with elementary school Art teacher Joanna Bourquell).

Ladd (2008) said that the single most important quality that every teacher should possess is love and passion for teaching children. This could not be replaced by anything. The best teachers go out of their ways to relate to each of their pupils. A teacher can also derive good performance from being proactive. To Glewwe (2008), teacher would send poor performer to the real world in employment if his performance is unsatisfactory. Wiske (2008) reported that the amount of education course work completed by regularly certified teachers explained more than four (4) times the variance in teacher performance than did measure of teacher content knowledge. To Heneman (2009), teachers perform well in terms of pupils' achievement and observation by administrators and others. This is supported by Pelligrino (2011), who pointed out that an effective teacher uses a variety of media in their lessons. Pupils are bombarded by technological advances unlike past generation. Effective teachers are not afraid to use technology in every lesson.

In-service trainings must foremost be continuously attended by teachers to meet the needs of a changing society and to take into account the ever-developing educational



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insights in actual teaching. As stipulated in article IV, section 3 of the code of Professional Ethics for Teachers and other School Officials “all school officials and teachers should strive to broaden their cultural outlook and deepen their professional interest,” no occupation really becomes a profession unless the individuals concern participate actively, an enterprise designed to keep them up-to-date and abreast with new developments and ways of solving professional problems.

Quality teacher must be someone who: (a) respects students, (b) creates a sense of humor in the classroom, (c) looks for all students, (d) collaborates with colleagues on an ongoing basis, (e) maintains professionalism in all areas, (f) is a skilled leader, (g) is warm, accessible, enthusiastic and caring (h) has his own love of learning, and (i) can shift gears and is flexible when a lesson isn't working Orlando (2013).

Holding of a licence to teach as a requirement in teaching is a hint to preparedness in teaching and in the government's point of view, his professionalism. The Professional Regulations Commission (PRC) created by virtue of Presidential Decree No. 223 on June 23, 1973, is the government agency clothed with the authority to administer, implement and enforce the regulation policies of the national government with respect to the regulation and licensing of the various profession under the jurisdiction, including the maintenance of occupational standards and ethics and the enforcement of the rules and regulations relative there to (Garcia, as cited by Radam, 2009).



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In most developed countries like England, Scotland and Wales, on the other hand teachers must gain Qualified Teacher Status (QTS) and register with the General Teaching Council for England, General Teaching Council for Scotland, or the General Teaching Council for Wales. There are many ways in which a person can work towards gaining their QTS, the most popular of which is to have completed a first degree (such as BA or BSC) and then a Postgraduate Certificate in Education (PGCE). Other methodologies include a specific teaching degree or on-the-job training in the school. All qualified teachers in Scotland must serve, after training, a statutory probationary period of up to 270 days of actual teaching in order to meet the stringent standards set by General Teaching Council for Scotland (GTCS). In England, qualified teachers must serve, after training a statutory one year induction period that must be passed in order to remain a registered teacher. In Wales, induction period lasts for two years. During this period, a teacher is known as an NQT (Newly Qualified Teacher). Schools are obliged to provide guidance, support and training to facilitate the NQT's success during this year. To provide professional development opportunities, local education authorities are also obliged. Teachers in independent schools are statutorily required to hold QTS, although independent schools increasingly prefer teachers to hold this qualification unless they have already gained significant teaching experience.

The Indian government has different qualifications required for quality teaching. The government school generally screens the teachers through competitive evaluation.



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Even one does not have degrees, he may be appointed as teacher in a non-government funded school. Apart from the state school, there are also schools run under the Central government. These schools strictly recruit based on the qualification alone.

In Ireland, primary school teachers must be qualified to teach the range of primary schools subject to children aged 4 to 12 years, having completed one of the following: (1) a recognized 3-year full time program leading to the Bachelor of Education (B. Ed) degree, or (2) a recognized graduate/higher Diploma in Education (Primary) combined with a primary degree at level 8 or level 9 qualification on the National Framework of Qualifications. They must satisfy the Department of Education and Skills (DES) that may not only teach the Irish language but also teach the range of primary school subjects in Irish. In order to gain full recognition as primary school teachers, they must pass the written, aural and oral parts of the Scrudu Cailiochta sa Ghaeilge and provide certification that they have completed an approval three-week course in the Gaeltacht. Post primary teachers, in contrast are required to teach at least 1 subject which they have studied to degree level. They are also required to teach other subjects which they have not studied to degree level but in which they have developed expertise. They do not need to have a qualification in the Irish language unless they are employed by Gaeltacht school or a school where Irish is the medium of instruction.

The concept of “quality teachers” really matters. Every teacher is in fact expected to be a “jack of all trades” and must first and foremost be scholastically qualified which



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include academic preparation, mastery of the subject matter, command of the language, cultural background and experience. Having a thorough understanding of pedagogical content knowledge delineated in professional, state and instructional standards in teaching provides relevant education for the pupils.

As cited by Sutopo (2010), Indonesian Ordinances connecting teachers (the Law of Republic of Indonesia No. 14 year 2005 and Indonesian-NONE's regulation no. 16 year (2007) states that Indonesian teachers should demonstrate the four (4) kinds of competence, i.e. professional, pedagogical, social, and professional competence.

Sahan Anselmus (2009), studied teachers' competence and Student Achievement. In his study he analyzed the concept of competence, teacher competence and the influence of teacher competence to increase the student achievement effectiveness and ineffectiveness of teaching as closely linked to teacher not instrumental for student learning. In her study, there are three factors that influence the success of teaching-learning process. These are social, school, and family environment.

Aldrite (2008), revealed in her study of aligning the teacher education program of Holy Cross at Davao College with the CHED's prescribe NCBTS. The paper made use of the descriptive comparative research design. A questionnaire based on the said standards was utilized to gather data. Full time teachers along with some of their students were the respondents. The teachers expressed that their strength on the instructional competencies center on three domains-curriculum, diversity of learning, and learning



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environment. On the other hand, their weaknesses revolved around the four (4) domains of planning, assessing and reporting, community linkages, personal growth and professional development, and social region for learning student. It was seen that the teachers were quite good in some instructional competencies specifically in the areas of curriculum making, planning, assessing, reporting and community linkages. They perceived that their mentors' instructional competence were predominantly manifested in their mastery of the subject matter, in providing students with an adequate learning environment and in the efficient and effective handling of diversity among students, learning approaches and instructional materials. The study recommended that the NCBTS be made as guideposts and guidelines in the preparation of a program for recruitment and retention of young teachers with aptitude and potentials for the teaching profession. In-service trainings and workshops were centered on these standards specifically in planning, assessing.

Pupils' Reading Ability

Reading is an activity that is characterized by the transition of symbols or letters into words and sentences that have meaning to the individual. The ultimate goal of reading is to be able to understand written materials, with reflection, and to use it for one's needs (Stahi & Chall, 2008). Reading is a permanent skill in lifes' endeavors because it caters to all walks of life in job performances in the near future (Anderson Hiebert, Scott & Wilkinson, 2009).



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Reading is vital in the learning process. This is an issue in instructional supervision practices of school administrators and teachers' performance. The basic tool for learning in the content field is reading. Velasco (2009) said that it allows an individual to gain access to various areas of knowledge and enables him to acquire and be equipped by the competencies needed in real-life situation. Chall (2014) viewed reading as recognition of printed or written symbols and set of interrelated skills needed to comprehend meaning from varied texts which serves as stimuli for the meaning built up through the readers' past experience. The National Assessment of Educational Program (NAEP) (2014) defines reading as an active process that involves the understanding of the written texts and developing and interpreting meaning, and using meaning as appropriate to type of text, purpose and situation. The Philippine Informal Reading Test (Phil-IRI, 2012) also defines reading as a complex process that includes phonemic awareness, phonic, reading fluency, and reading comprehension.

The technical teaching of reading is the use of teaching styles allowed to contribute the struggling readers the artfulness, capacity or behaviors that they need in order to amend their reading. It is the kind of directive assume to empower learners enduring hardship in facet of reading rendition to catch up or elaborate in applicable ways. (Zoeller, 2015).

The most important human resource of the country is the pupil or the child. He/she is



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said to be the center of the educational process, the object and the subject of the education. He/she is the one for whom learning experiences are provided as what Dr. Jose Rizal affirmed he/she is the hope of our motherland. He/she then is the future manpower of the nation building.

Due to the child's significant role in the progress of our country, it is desired that he/she must be brought up maximally so that he will be an asset to the society. He/she must not be separated from the statement of objectives (Navarro, as cited by Bartolome, (2013). More likely, he must be mentally and physically healthy and have enough resources for foods, clothes, shoes, bags, books, transport and supplies so he can perform well in school.

The importance of students doing well in school has caught the attention of parents, legislators and government education departments alike as career competition grows fiercer in the working world (Kraut, as cited by Pasion, 2013).

Pupils' reading ability and failure in an academic career need to be evaluated in order to foster improvement and make full use of the learning process. The result provides a framework for describing how students fare in school and a standard to which all students adhere. The result of performance allows students to be ranked on a scale that is numerically obvious, minimizing complaints by holding teachers and schools accountable for the components of each and every grade. (Pentemode, as cited by Pasion, 2013).



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The ideas aforementioned enlightened the researcher on the fact that pupils' reading is a key to good learning. It is an important determinant of how well administrators lead the school and how well teachers processes learning. Pupils be scaffolded to achieve reading excellence so that they become competent and responsible citizens.

Cash (2008) in his study, "Improving Student Achievement and School Facilities in a Time of Limited Funding" found building conditions to be a predictor of student attendance and student achievement on standardized tests. These results were reported after controlling four other possible factors including socio-economic factors, ethnicity and teachers' quality. (Durann 2008) states that poorer building condition negatively impacts students attendance and that coming to school as necessary to learning are both logical argument that continue to be supported by research National Summit on School Design (NSSD).

These are some reasons why students are reluctant to go to school. In this case they incur absences. School irregularities affect reading levels of pupils.

Synthesis

The literature and studies reviewed provided a background information for this study regarding instructional supervision practices in teaching learning process and teachers performance and pupils' reading ability which define their reading level.



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Moreover, the studies provided a basis for the formulation of the questionnaire. The insights about importance of the instructional supervision function of a school head are the bases of the selection of the appropriate approach to instructional supervision.

The reviewed researches have provided a comprehensive background knowledge on what teacher should have to look into to keep teaching effective and productive. The quality of student learning outcomes as directly dependent on the quality of teachers as demonstrated in their knowledge of the subject matter and capacities of effectiveness carry out instructional tasks with the ultimate aim of facilitating the learning of diverse students and raises achievement for all learners to meet the specified standards and satisfaction of the larger society. The present study supports the concept that the teachers' quality and instructional tasks performance are indispensable to the achievement of well-developed quality assurance system.

The aforementioned studies bear similarities to the present research since it focuses on keeping track of school administrators performance in terms of instructional supervision practices, quality teaching services to improve pupils reading ability.

The literature and studies along Instructional Supervision Practices, Teachers' Performance and Low Pupils' Reading Ability as revealed by the result of PHIL-IRI prompted the researcher to delve into this study. Amidst rich research on supervision, there is limited study on the topic in the researcher's school district.



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Research Problems

This study aimed to determine the extent of the school administrators instructional supervision, in teachers' performance and pupils' reading level. More specifically, the study sought to answer the following questions:

1. What are the instructional supervision practices (ISP) and extent of school administrators in performing these practices in terms of:
 - a. instructional leadership ?
 - b. learning environment ?
 - c. human resource management and environment?
 - d. school management and operation?
2. What is the level of teachers' performance in terms of the following :
 - a. teaching learning process?
 - b. pupil's outcome?
 - c. professional growth and development
 - d. learning environment?
3. What is the achievement level of all pupils in Reading in Jones East District ?



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4. Is there a significant relationship between instructional supervision practices, teachers performance and pupils' reading achievement?

5. What possible teacher training program can be proposed?

Conceptual Framework

The essential function of school administrator is to assist or supervise teachers in the teaching-learning process. Classroom supervision is one way to determine the level of competence of teachers and to identify corresponding training needs which serve as the basis of crafting In-service training. Napire (2013) states that there is nothing more powerful than the macroscopic roles that school administrators play in the development of education to improve the schools curriculum for better learning outputs.

Achieving educational aims and providing quality basic education greatly depends on the significant role played by the teachers in determining the nature of education received in the school (Gwaradzimba & Shumba, 2010).

One important aspect of educational management is instructional supervision which is identified as the procedure of bringing about enhancement in the schooling and studying procedure. (Oyenola & Ehinola, 2015). Instructional supervision is mainly concerned with pupil learning in the classroom, and it is seen as a collaborative effort which involves a set of activities structured with the aim of improving the teaching and



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learning process (Aguba, 2009, Archibong, 2013). This means that instructional supervision is characterized by all those activities which are undertaken to help teachers maintain and improve their effectiveness in the classroom. Instructional supervision is integral to teacher's success and student achievement. Effective instructional supervision involves improving pupils' achievement, creating valuable educational opportunities for students which can be achieved by providing opportunities for teachers to practice innovative strategies in teaching. A successful supervisor enhances teachers' performance through classroom observation and professional development training. Instructional supervision works hand in hand with parents and teachers to help produce pupils with a meaningful educational experience that benefit them in various career paths.

Through the efficient supervision of instruction, administrators support and enhance teaching practices that contribute to improve student learning, providing meaningful feedback and directions to teachers. If schools are to provide equal access to quality education for all students, administrators hold teachers accountable for providing an appropriate and well planned program. This program includes variety of teaching strategies designed to meet the diverse needs of all students in this complex society (Fisher, 2013).

Reading competence is a primordial macro skill that pupils must possess in order to succeed in life. It is a competency that would enable the learner to understand, analyze

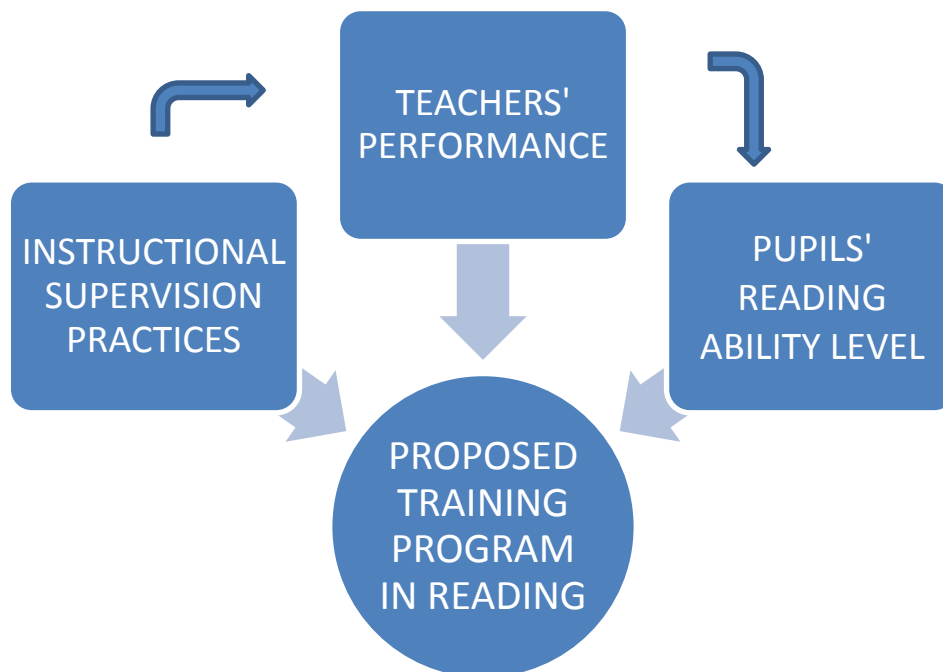


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and interpret things meaningfully and purposively. Reading ability of pupils is an indicator of teachers' effectiveness and teachers are the most significant indicator of pupils' achievement (Valdez, 2016).

When teachers and pupils perform below the standards, supervisory instruction, teachers' performance and low learners reading ability are below par. Researchers have noted that good instruction depends on both teachers and school administrators (Nolan & Hoover, 2011).

Fig. 1.1 Research Paradigm





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Scope and Delimitation

The study was conducted to determine the connections of instructional supervision practices of school administrators as assessed by themselves and as perceived by the teachers, teachers' performance as assessed by themselves and as perceived by the school administrators and pupils' reading ability in terms of Reading Level of Jones East District.

The variables considered were limited to the following areas of concern: (a) instructional supervision practices of school administrators, as perceived by themselves and teachers, (b) teachers performance in terms of teaching learning process, as perceived by the school heads using the TLOG and as perceived by themselves and, (c) the reading ability in terms of Reading level of all school graders of the Jones East District.

Definition of Terms

For purposes of clarity the following terms are hereby operationally defined according to how they are used.

Clinical Supervision. A supervision approach in which the school administrators supervise the teacher feedbacks are given.

Developmental Supervision. A supervisory approach for school administrator in



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which the developmental needs as regard to instruction of teacher are identified.

Differentiated Supervision. A supervision approach for school administrator in which they allow their teachers to choose how they want to be supervised.

Diversity of Learners. The different interest, knowledge and skills uniquely possessed by school children.

Instructional Leadership. The way the school administrators manage the teaching-learning process.

In-Service Trainings. This refers to the trainings of the school administrators and teachers focused on improving reading level of school children.

Instructional Supervision. This refers to the supervision that the school administrator practices to enhance teaching competencies in order that academic achievement of pupils is improved.

Post Observation Conference. A meeting between the school administrator and the teacher held after the school administrator conducted the class observation.

Reading Ability. Refers to the three levels of reading: Frustration, Instructional and Independent. Frustration level has a word recognition of 89% below or has a comprehension of 58% below. Instructional level has a word recognition



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of 90-96% and a comprehension of 59%-79%. independent level has a word recognition of 97-100% and a comprehension of 80%-100%.

Reading level. Benchmarked in regard to text attributes, sentences and grade level expectation

Teachers' Performance. The observed performance of the teachers in terms of teaching-learning process and pupils achievement according to the TLOG.



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CHAPTER 2

PROCEDURES

This chapter presents the research design and methodology, research site, selection criteria and participants, data collection, role of researcher, methods of validation, and ethical consideration.

Design and Methodology

The descriptive correlation research design is employed in this study to look into the relationship among instructional supervision practices of school administrators, teachers' performance and pupils' reading ability in terms of reading level of public elementary schools in Jones East District, Jones, Isabela. This design is appropriate because according to Fraenkel and Wallen (2010) the descriptive method is the survey that re-summarizes the characteristics (abilities, preferences, behavior and so on) of individuals or group or (sometimes) physical environment (such as school) to have more understanding of people and things. Adanza (2009) clarifies that the descriptive method is used in the study if it answers to gather information about the present conditions, status or trends and deals with what is prevailing. Moreover, Acero (2009) explains that descriptive research deals with the relationship between variables, the testing of the hypotheses and the development of the generalizations, principles or theories that have universal validity. It is concerned with functional relationships.



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Correlation on the other hand, is a statistical measure of the extent to which two variables are associated. A positive correlation exists when two variables increase or decrease together. A negative correlation exists when increase in one variable are accompanied by decreases in the other, and vice versa (Singer, 2008).

Research Site

This study was conducted in all public elementary schools located in Jones East District, Jones, Isabela. The research instruments were validated in Jones West District, particularly the Jones West Central School Campus 1 and San Vicente Elementary School.

Participants

The respondents of this study were composed of 20 school administrators, 118 teachers from the elementary schools and 2,380 pupils with a grand total of 2,518 respondents.



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Table 2.1

Corresponding Number of School Administrators, Teachers and Pupils in every School

Schools	No. of School Head	No. of Teacher	No. of Pupils
1. A. C. Ruiz E/S	1	6	145
2. Bannawag E/S	1	4	65
3. Bantay P/S	1	2	27
4. Daligan E/S	1	7	155
5. Dicamay I E/S	1	6	169
6. Dicamay II E/S	1	6	167
7. Dumawing E/S	1	7	151
8. Jones East E/S	1	14	191
9. Jesus T. Sebastian P/S	1	1	29
10. Linomot E/S	1	7	210
11. Minuri E/S	1	12	270
12. Minuri E/S Annex	1	2	34
13. Namnama E/S	1	6	102
14. Papan E/S	1	7	81
15. Papan P/S	1	2	19
16. Sta. Isabel E/S	1	6	74
17. Sto. Domingo E/S	1	6	152
18. sto. Domingo E/S Annex	1	5	45
19. Usol E/S	1	7	203
20. Villa Bello E/S	1	5	91
Total	20	118	2380
Grand Total			2518





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Ethical Consideration

Privacy and confidentiality were strictly observed in the conduct of the study. Participants were assured that all information from them shall be for research purposes only and personal identity shall not be made available to anyone.

Since the study involved minors and was conducted in the public schools, the researcher asked permission and approval from their parents.

Role of the Researcher

The researcher encoded the data gathered from the participants. She conducted interviews with the school principals, head teachers, teachers in-charge and teachers regarding their duties.

The researcher sought permission from the Schools Division Superintendent to conduct the research and to float questionnaires in Jones East District. Upon approval of the Schools Division Superintendent, the researcher sought same permission from the Principal of Jones West District to float the questionnaire for data gathering.

After due approval from school authorities, questionnaires were floated personally by the researcher to the school administrators and teachers of Jones East District. A date was set to retrieve the instrument.



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In regard to the reading ability in terms of reading level of pupils, researcher requested for a copy of the district result of Phil-IRI from Kinder to Grade VI and data needed such as the overall Mean, Standard Deviation and Mean Percentage Score of each school. Finally, the data gathered were tallied, encoded, analyzed, interpreted in table form for statistical treatment. Thereafter, conclusions and recommendations were made for its final report.

Data Collection

To gather data, survey questionnaire and interviews were conducted. The first instrument is the School Administrators Personal Profile Survey Form (SAPPSF). Part I is the demographic data of the school administrators. Part II is the instructional supervision practices of the school heads (self - assessment). and part III is Teachers Learning Observation Guide (TLOG) (by School Head). Part II, has 59 items that have a descriptive statements which can be answered by a 5-point scale and presented in a descending order of performance: 5-always, 4-often, 3-sometimes, 2-rarely and 1-never. The instructional supervision practices are based on the principle of the definition of the good performance level.

The second instrument is for the teachers. Part I is the demographic data of the teachers. Part II is the instructional supervision practices of the school heads (teachers'



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perception). Part III is the teachers' learning observation guide (Teachers' Assessment). The criteria contain 33 items each of which has a descriptive statement and are answered in a 4-point scale and presented in ascending order of performance: *1-no competency to be observed, 2-beginning, 3-emerging and 4-transforming*. **No competency** to be observed means that not only the standard is not reached but the teacher has serious deficiencies and shows inadequate behavior (de Almeida, 2011). **Beginning performance** level means that the performance is not achieved, revealing the teaching difficulties which necessitates solutions. The **emerging level** is the base standard indicator of what is good professional performance. It is the desired level of performance of all teachers. **The transforming level** of performance is exceeding the base or desired standard.

The Phil-IRI

Phil-IRI is diagnostic instrument to describe how children read and diagnostic tool that teachers can use to determine pupils' abilities and needs in reading that eventually yield to levels of reading. It is learner-oriented, responsive and culturally sensitive. Phil-IRI is an initiative of the Bureau of Learning Delivery, Department of Education (DepEd) that directly addresses its thrust to make every Filipino child a reader. It is anchored on the flagship program of the Department. "Every Child a Reader Program," which aims to make every Filipino child a reader and a writer at his/her grade level.



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The Phil-IRI is an assessment tool that evaluate the reading proficiency level of elementary school pupils. It is the first validated instrument that intends to measure the pupils' reading comprehension level. The pupils' word recognition and comprehension ability as well as his/her reading speed are informally assessed quantitatively and qualitatively through stories and passages.

Methods of Validation

Content validation was done after a thorough analysis of the items in the survey questionnaire instrument to determine if the items represent appropriate, comprehensive and adequate content in the instructional supervision practices of school administrators and teachers performance. The instrument was avlidated by 3 school administrators and 21 teachers from the 2 public elementary schools of the Jones West District, Jones Isabela, namely: Jones West central School Campus 1 and San Vicente Elementary School. *The Cronbach's Alpha or Coefficient* was used to establish the reliability of the instrument. All the 59 items in the instruments for school heads and 33 items in the instruments for teachers were found reliable. The instrument for school heads yielded a **reliability coefficient** of **.890**, and the instrument for teachers yielded a reliability coefficient of **.897**, which shows high reliability coefficient and thus the test can be a valid measure of school administrators' instructional supervision practices and teachers performance which the researcher measured.



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Pre-Analysis

All data have been encoded and analyzed in Microsoft® Office™ Excel 2016 and IBM® SPSS™ Statistics 25 software.

The range of values with specific interpretations were used:

1. The Instructional supervision Practices of the school

Range of Values Interpretation

1.00 – 1.49	Never
1.50 – 2.49	Rarely
2.50 – 3.49	Sometimes
3.50 – 4.49	Often
4.50 – 5.00	Always

2. Teachers' Performance

Range of Values Interpretation

1.00 – 1.49	No competency to be observed
1.50 – 2.49	Beginning
2.50 – 3.49	Emerging
3.50 – 4.00	Transforming

3. Interpretation of values for Pupils' Reading Ability using the Phil-IRI results

Range of Values Interpretation

1.00 – 1.44	Frustration
1.45 – 2.44	Instructional
2.45 – 3.44	Independent



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Since the data are generally non-scale, Spearman Rank Order Correlation was used in analyzing the relationship between variables, all at 95% significance level. Thus, if the values on the *Sig.* cells are less than .05, the relationship will be significant.

4. Interpretation of the Strength of the Correlation Coefficient according to Cohen (1988)

<i>Range of Values</i>	<i>Strength</i>
.10 - .29	Small
.30 - .49	Medium
.50 – 1.0	Large



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CHAPTER 3

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the findings of the study in illustrative tables, analyses and interpretation based on the treatment of the data.

Problem 1. What are the instructional supervision practices of school administrators as assessed by them and as perceived by the teachers in terms of: a. instructional leadership, b. learning environment, c. human resource management and environment, and d. school management and operation?

Table 3.1 presents the instructional supervision practices of school administrators as assessed by them and perceived by the teachers in terms of instructional leadership. Among the 27 items in instructional leadership, giving feedback on the Daily Lesson Log (DLL), classroom management and instructional leadership in teaching have the highest mean of 3.91 with an SD of .45. The second item with the highest mean of 3.90 and an SD of .35 is suggesting new ways of looking on how to complete assignment and solve complex situations. The third is discussing a specific terms who is responsible for the achieving performance target with a mean of 3.70 and an SD of .40, the fourth with a mean of 3.78 and an SD of .40 is on informing teachers about the newest strategies and tools for effective instruction and the fifth with a mean of



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3.77 and SD of .34 is “he suggests alternative instructional method for children who are failing consistently.” All of them have a qualitative description of “often”. Of the 27 items, 20 have a qualitative description of “often”, number 21-27, have qualitative description of “sometimes”.

However, five (5) items with the lowest means are the following: (1.) conducts research study within the school year with a mean of 3.36 and a SD of .78 , (2.) conducts monitoring and coaching sessions to teachers using observation checklist twice a year with a mean of 3.38 and SD of .75, (3.) observes and conducts informal observation in classroom on a regular basis with a mean of 3.39 and SD of .75, (4.) enters the classroom and observes teachers conducting their classes with a mean of 3.39 and SD of .75, and (5.) gives the results of the observation by writing teachers and leave alone and do something about it with a mean of 3.44 and SD of .32. All of these last five practices have a quantitative description of “sometimes”.

Overall the instructional leadership of school heads has a total mean of 3.60, and SD of .51 with a qualitative description of ***Often***. This reveals that school heads demonstrate a good performance in their duties as school administrators. They are competent as school leaders, they exemplify self-clarity, communication, critical thinking, ability to build relationship, and inspire (RPMS Manual, 2013).



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One teacher respondent shares “ *the principal conducts regular classroom observation throughout the year, at least four times for evaluation purposes. The Classroom Observation Tool (COT) helps the teacher plan and perform better.*” Another one says “ *There are times, our school head comes unannounced. Tell me just to go on with the class. Ask what strategy I use and suggests ways to make pupil participation interactive. I say our head (school head) do the tasks well.*”

When school administrators were asked why do they conduct regular instructional supervision, they said:

SH1: *(Para mapatunayan kung talaga ngang ginagawa ng mga guro ang kanilang trabaho)*

So that I can monitor if teachers are really doing their work.

SH2: *(“Adda ngamin mamaestra wenno mamaestro nga um-umayla agpatsek ti attendance dikadi?*

Umu-mayda laing ditoy eskuwela ngem dida ar-aramiden ti trabahoda kas maestra wenno maestro”)

There are teachers who just come to school just to present themselves, right? They just come to school but they are not doing their job as a teacher.

SH3: *(“Kung hindi ko gagawin ito, sino sana ang gagawa? Kasama ito sa aming mga gawain bilang mga administrador.”)*

If I will not do it, who else will do it. It’s a part of our work as administrators.



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It can be deduced that the school administrators perform their functions in instructional supervision regularly and properly.

The result is similar to the study of Diogo (2009) where administrators are doing their part as leaders in the educational process and to the study of Donkoh, K. & Baffoe, S. (2018) where head teachers made use of all the supervisory practices identified, and that their practice of the supervisory tasks was above average.

A. Instructional Leadership

Table 3. 1

Instructional Leadership Practices and extent of practice of School Heads

INSTRUCTIONAL SUPERVISION PRACTICES	Mean	SD	Qualitative Description
1.He gives teachers feedback on the DLL, classroom management and instructional leadership in teaching.	3.91	.45	often
2.He suggests new ways of looking on how to complete assignment and solve complex situations.	3.90	.35	often
3.He discusses a specific terms who is responsible for the achieving performance target.	3.79	.40	often
4.For effective instruction he inform teachers about the newest strategies and tools for effective instruction.	3.78	.40	often
5.He suggests alternative instructional methods for children who are failing consistently.	3.77	.34	often
6.He initiates new school programs that have instructional emphasis.	3.74	.44	often
7.He schedules assemblies that have an instructional purposes.	3.74	.38	often
8.Limit interruptions of extra and co-curricular activities on the instructional time for teaching.	3.74	.36	often
9.He discusses the item analysis of test with the faculty to identify curricular strength and weaknesses.	3.73	.35	often
10.He keeps a records of his suggestions and check them for compliance for the next observation schedule.	3.72	.39	often



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11.He coordinates complete instructions between teachers at different grade levels	3.72	.31	often
12.He consistently remind teachers about he suggestions during on one on one conference	3.65	.42	often
13.He helps teachers to develop appropriate instructional materials that are not commercially available	3.59	.37	often
14.He conducts observation conference immediately after observing teachers.	3.57	.79	often
15.He writes observation checklist in conducting instructional supervision	3.52	.71	often
16.he stays in place outside the classroom where he/she can observe teachers while conducting their class without being noticed.	3.52	.68	often
17.He passes by a teachers' classroom and eavesdrop	3.51	.64	often
18.In giving feedback, he will discuss first the strong points that he/she observed and congratulate them, then he/she will discuss the areas for improvement in their teaching.	3.49	.71	often
19.He stresses on the weak poits of the teachers and admonishes to improve on them.	3.45	.60	often
20.When checking the DLL,Forms 1 and 2, Forms 137 and 138, Summative Test, Periodical Test with Table of Speification (TOS), Item Analysis and Nutritional Status of Pupils, some of his/her teachers are incomplete in their records.	3.44	.32	sometimes
21.He /she gives the results of the observation by writing teachers and leave alone and do something about it.	3.44	.32	sometimes
22.He /she goes to the place where the teacher together with his/her pupils are having activities to observe them.	3.40	.75	sometimes
23.He/she enters the classroom and observe teachers conducting their classes.	3.39	.75	sometimes
24.He/she observe and conduct informal observation in classroom on a regular basis (informal observation are unscheduled it may or may not involved written feedbackor a formal conference	3.39	.75	sometimes
25.He/She conducts monitoring and coaching sessions to teachers using observation checklist twice a year.	3.38	.75	sometimes
26.He/She conducts research study within the school year.	3.36	.78	sometimes
Total	3.60	.51	Often

Table 3.2 presents the instructional supervision practices of school heads on learning environment. There are 5 items in this category. Promoting the child's learning environment with a mean of 4.22 and SD of .62 followed by maintaining the cleanliness



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and safe environment of the school having a mean of 4.26 and SD of .59 have a qualitative description of **Often**. However, the last two items with a lowest means are taking steps to improve students discipline and school climate conducive to learning has a lowest mean of 3.22 and SD of .63, under the qualitative description of **Sometimes**. Informing teachers, pupils and parents of the schools performance in oral and written with a mean of 3.47 and SD of .33 is under a qualitative description of **Often**. The overall mean of the items under instructional supervision practices is 3.80, and an SD of .52 with a qualitative description of **Often**.

When the respondents-administrator were asked why they supervise learning environment, they said:

SH 1: ("Pag mas maganda ang paligid mas lalong nakakapag-aral ang mga bata")

The better the environment, the more the pupils learn.

SH2: (Kasama sa aking trabaho na tingnan ang kaayusan ng paaralan gayundin Ang kapakanan ng mga mag-aaral.)

It is a part of my work to look after the welfare of the school as well as the welfare

of the students.

SH3: (Ako rin ang may pananagutan para sa magandang edukasyon ng mga



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bata.)

I am also accountable for the best quality education for pupils.

*(Kasla nagun-od ko metten ti pmmadayaw nu mapapintas ko ti aglawlaw ti
eskuwelaan)*

*SH 4: It's a matter of achievement to make the environment conducive to
learning.*

*(Talaga nga daydayawek ti nadalus ken adu ti mulmula na nga aglawlaw.
(agkatakatawa)*

SH5: I really appreciate an atmosphere that is clean and green. (laughs)

These show that school heads are aware of the importance of good environment in teaching and learning process. The Department of Education (2013) mandates learners' safety and security, fair learning environment, management of classroom structure and activities, support for learner participation, promotion of purposive learning and management of classroom behavior in the teaching-learning process.



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B. Learning Environment

Table 3. 2 Instructional Supervision Practices on Learning Environment

INSTRUCTIONAL SUPERVISION PRACTICES	MEAN	SD	Qualitative Description
1. Promote child learning environment	4.22	.62	Often
2. Maintain the cleanliness and safe environment of the school	4.26	.59	Often
3. Publicly recognize teachers, pupils, and parents who exemplify commitment to shared values.	3.82	.42	Often
4. Inform teachers, pupils and parents of the schools' performance results in oral or written (e.g. in memo or newsletter)	3.47	.33	Often
5. Take steps to improve student discipline and school climate conducive to learning	3.22	.63	Sometimes
Total	3.80	.52	Often

Table 3.3 presents the instructional supervision practices of school heads with regard to human resource management and environment. As seen in the table, there are 20 human resource management and environment supervision practices of school heads. Items 1-16 have a qualitative description of **Often** and items 17-20 have a qualitative description of **Sometimes**.

Five (5) items with the highest means in chronological order are: Encouraging teachers to upgrade themselves through seminars, subscribe professional magazines and enroll in the graduate studies with a mean of 3.86 and SD of .77, appreciating and recognizing teachers' achievement with encouragement and support when job is well



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done with a mean of 3.84 and SD of .38, concern with the economic safety spiritual, sexual, aesthetic and psychological needs of his subordinates with a mean of 3.81 and SD of .36, he/she does not try to change anything as long as things are working with a mean of 3.79 and SD of .50 and the fifth is making others feel good so that he/she can work with them comfortably with a mean of 3.78 and SD of .54. All of these have a qualitative description of **Often**. It is implied that school heads are very much concern about their managerial task in terms of human resource management and environment.

On the other hand, the two (2) items with the lowest means are waiting for things to go wrong, worse and miserable before responding to urgent issues with a mean of 2.94 and SD of .42 and punishing others if they carried out a task in an unsatisfactory manner with a mean of 3.22 and SD of .57. The overall mean of these items is 3.39 and SD of .47 with a qualitative description of **Often**.

When school administrators were asked how the teachers react to supervision on human resource management and environment, they said:

SH1: "Kung minsan nararamdaman ko na ilan sa aking mga guro ay ayaw magpasupervise o Makarinig ng pangaral at tanggapin ang aking mga suggestions para mapabuti ang kanilang pagtuturo-halimbawa sa pagtuturo sa pagbasa."

(Sometimes I feel that some of my teachers are hesitant and unwilling to be supervised or



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receive feedbacks and accept suggestions for improvement- for example in teaching Reading.)

SH2: "Oo, naniniwala ako na ang mga guro ay may iba't ibang pangangailangan Kakayahan talento at kagustuhan na kailangang matugunan kaya kailangan kong ikonsider ang mga iyon spakikisama sa kanila, sabihin natin yung pagrespeto sa kanila. Oo, gusto nilang maiangat ang kanilang pagtuturo sa pamamagitan ng pagdalo sa seminar."

(Yes, I believe teachers have different needs, abilities, skills and aspirations that have to be satisfied so I have to consider those factors in dealing, say, treating them with respect. Yes, actually they like to upgrade themselves through seminars.)

SH3: "Ito ay talagang akma dahil sa dahil sa iba't ibang items na ginagamit ko.

Tulad nila'y mga bata na nangangailangan ng iba't ibang approaches dahil alam mo, ang mga guro'y mayroon ding iba't ibang interes.)

(It (human resource management) is very much appropriate because of the varied items (referring to practices) that I am using. They are like children that need different approach since , you know, teachers also have different interests.)



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A teacher shares her experience with their school head, “ *our head knows to appreciate and recognize individual accomplishment when a job is well done.* ”

Another says “ *he encourages us to upgrade ourselves, seeks everybody’s opinion when looking for solutions on school concerns.* ”

Data reveal that school administrators show concern about the professional growth of their subordinates. The data imply the conduct of SLAC based on training needs of teachers using NCBTS to enhance teachers’ competency and efficiency.

Instructional supervision, if properly conducted, would results in better performance of the teachers which eventually results to improved achievement of the pupils (Laab, 2008, Zainir 2012, Okorji and Ogobo 2013, Veloo, Kamoji and Khalid, 2013). The studies of Salvador (2009). Benjamin (2008), and Altinano (2012), while acknowledging the need to conduct effective instructional supervision suggest that the quality of the school administrator who conducts supervision has a positive influenced on teacher and pupil performance. However, the study of Senar (2008) revealed that instructional supervision did not contribute to the teachers’ professional growth which is akin to the results of the study.



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C.Human Resource Management and Environment

Table 3. 3 Instructional Supervision Practices on Human Resource Management and Environment

INSTRUCTIONAL SUPERVISION PRACTICES	MEAN	SD	Qualitative Description
1. He/She encourages teachers to upgrade themselves through seminars, subscribe professional magazines and enroll in the graduate studies	3.86	.77	Often
2. He/She appreciates and recognizes teacher's achievement with encouragement and support when job is well done	3.84	.38	Often
3. He/She is concerns with the economic safety,spiritual,sexual,aesthetic and psychological needs of his subordinates	3.81	.36	Often
4. He/She do not try to change anything as long as things are working	3.79	.50	Often
5. He/She makes others feel good so that he/she can work with them comfortably.	3.78	.54	Often
6. When others meet their expectations, he/she expresses satisfaction.	3.77	.48	Often
7. When solving problems, he/she seeks differing perspectives	3.77	.39	Often
8. When teachers achieve the principles and standards they have agreed on, he/she is contented.			Often
9. He/She provides others assistance in exchange for their unwavering sacrifices and untiring efforts.	3.74	.32	Often
10. To ensure that everybody's views and opinions are respected and feedback are being heard, he/she look at angles from many angles.	3.69	.37	Often
11. He/She coaches and gives pieces of advice and facilitate feedback and ways that easy for each teacher to accept, understand and use for their physical development	3.66	.48	Often
12. He/She helps teachers find meaning in their work, embrace change easily and treat each other equally.	3.54	.60	Often
13. He/She treats others as individuals having different needs,	3.52	.51	Often



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abilities, skills and aspirations rather than just a member of the group			
14. Concentrate his full attention on dealing with irregularities, idiosyncrasies, mistakes, exceptions, complaints, failures and deviations from standards.	3.48	.43	Often

15. He/She makes clear what one can expect to receive when performance goals are achieved.	3.38	.53	Often
16. He/She accepts questions without appearing to snub or squash the teacher.	3.38	.56	Sometimes
17. He/She conducts SLAC based on the training needs of teachers using the NCBTS twice a year.	3.29	.64	Sometimes
18. He/She punishes others if they carried out a task in an unsatisfactory manner.	3.22	.57	Sometimes
19. He/She waits for things to go wrong, worse and miserable before responding to urgent issues.	2.94	.42	Sometimes
Total	3.39	.47	Often

Table 3.4 below shows the instructional supervision practices of school heads about School Management and Operation. There are 7 items used in this category. Of the 7, implementing DepEd programs with stakeholders focus on academic and curricular activities within the school year for the development of the pupils has the highest mean of 4.29 and SD of .48. He/she leads in the preparation of School Improvement Plan (SIP) and Annual Improvement Plan (AIP) ranked 2 with a mean of 4.13 and SD of .42. And he/she manages school funds in accordance with DepEd policies and accounting rules and regulations and other pertinent papers ranked 3 with a mean of 3.99 and SD of .39. These three (3) highest items have a qualitative description of *often*.



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Demonstrating that problems should become chaos before taking action has the lowest mean of 3.54 and SD of .46. He/She ensures that schools academic goals are reflected in highly visible displays in the school (ex. Posters or bulletin boards emphasizing Reading or Mathematics, ranked second with a mean of 3.57 and SD of .68. He/She performs school leadership management function ranked third with a mean of 3.86 and SD of .68. All of the practices have a total mean of 3.70 and SD of .42, a qualitative description of **Often**.

It is evident that the school administrators are highly aware of their functions and responsibilities as provided by the Department of Education. They observe all the instructional supervision practices and strictly implement them in managing the school.

An administrator admits, “ *it takes a lot of planning (SIP and AIP) and decision making when implementing DepEd programs with stakeholders particularly those involving development of pupils. I am the head so I have to do it.*”

On funds, a school head says, “ *We manage our budget, source funds when needed, solicit from both LGU and NGO to finance programs and activities. And, yes, I have to strictly observe policies and accounting rules and regulations in managing school funds.*”

It is implied that the tasks of school heads are not that easy. Quality school managers should of course be open, encouraging and innovative. (Kelly, n.d.) The data



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reveal that the school administrators are highly cognizant of their authorities, responsibilities and accountabilities which according to Napire (2013), ensure that the school runs efficiently and pupils be provided with the best and quality education. School heads believe that they do whatever they can to make their situation better (Cuoros, 2010).

The preceding data demonstrate that the school administrators practice the three types of supervision by SEAMEO INNOTECH which are developmental, clinical and differentiated supervision. The result confirms with what Glickman (2010) stated that school heads identified the development needs of learning with regard to instruction, what Thomas, 2011, Sullivan & Glanz, (2009) stipulated that school heads assume more responsibility for the instructional plan to improve instruction by analyzing and what Sergiovani (2009) revealed that during post-conference, school heads use different approaches relevant to the needs of teachers.



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D. School Management and Operation

Table 3.4

Instructional Supervision Practices on School Management and Operation

INSTRUCTIONAL SUPERVISION PRACTICES	MEAN	SD	Qualitative Description
1. He /She implements Deped programs with stakeholders focus on academic and curricular activities within the school year for the development of the pupils.	4.29	.48	Often
2. He/She leads in the preparation of School Improvement Plan (SIP) and Annual Improvement Plan (AIP).	4.13	.42	Often
3. He/She manages manages school funds in accordance with DepEd policies and accounting rules and regulations and other pertinent papers	3.99	.39	Often
4. He/She manages manages school funds in accordance with DepEd policies and accounting rules and regulations and other pertinent papers	3.99	.39	Often
5. He/She sources out funds for the school physical improvement through fund raising, request letters, resolutions to LGU, NGO, alumni, parents and other civic spirited individual within the schoolyear.	3.95	.44	Often
6. He/She performs school leadership management function.	3.86	.68	Often
7. He/She ensures that schools academic goals are reflected in highly visible displays in the school (ex. Posters or bulletin boards emphasizing Reading or Mathematics.	3.57	.51	Often
8. He/She demonstrates that problems should become chaos before he take action.	3.54	.46	Often
Total	3.70	.42	Often

2. What are the teachers' performance in terms of the following: a. teaching learning process?, b. pupil outcome?, c. professional growth and development? and d. learning environment?



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The Table 3. 5 shows the first four items that have the highest means and SD's are the following: 1.) giving assignment with clear instruction with a mean of 3.49 and SD of .37. 2.) responds to students' questions behaviour accordingly with a mean of 3.46 and SD of .39. 3.) Relates the lessons to those in other subject areas with a mean of 3.45 and SD of .39. 4.) Relates learning to students' life with a mean of 3.45 and SD of .38. All have a qualitative description of **Transforming**.

Transforming teachers' performance is exceptional. They are performing teachers because in terms of instructional competence, they adhere objectives of lesson plan when teaching select content and prepare appropriate instructional materials or teaching devices, utilize the art of questioning to develop higher level of thinking, that ensure learners' achievement. In terms of personal and professional characteristics, they are decisive, honest, dedicated, committed, resourceful, courteous, humane, good leader, tolerant, fair, and well groomed. Finally, in terms of punctuality and attendance they are able to comply with the standards of the school. (Rodriguez, J. 2008). They are distinguished teachers who embody the highest standards for teaching grounded in global best practices. They exhibit exceptional capacity to improve their own teaching practice and that of others. They are contributors to the profession and initiators of collaborations and partnership. They create lifelong impact in the lives of colleagues, students and others. They consistency seek professional advancement and relevance in pursuit of



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teaching quality and excellence. They exhibit commitment to inspire the education community and stakeholders, (RPMS Manual, 2013).

The Table also reveals that teachers got lowest mean in other items and have the qualitative description of **Emerging** along the following: 1. Develops the lesson in logical manner with a mean of 3.30 and SD of .38. 2.) Utilizes appropriate instructional materials with a mean of 3.35 and SD of .41. 4.) Asks questions that call for higher-order thinking skills with a mean of 3.34 and SD of .39. 3.) Gives opportunities to students to express their thoughts freely with a mean of 3.35 and SD of .38. and 5.) Utilizes appropriate strategies to develop values with a mean of 3.38 and SD of .39. The overall mean of teachers' learning observation guide (TLOG) on teaching learning process is 3.40 and SD of .37 and a qualitative description of **Emerging**.

Emerging teachers are professionally independent in the application of skills vital to the teaching and learning process. They provide focused teaching programs that meet curriculum and assessment requirements. They display skills in planning, implementing and managing learning programs. They actively engage in collaborative learning with the professional community and other stakeholders for mutual growth and advancement. They are reflective practitioners who continually consolidate the knowledge, skills and practices of beginning teachers. (RPMS Manual, 2013)

When teachers were asked how they perform in the teaching learning process, they give the following statements:



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“I am doing it with enthusiasm and happiness. But, sometimes the pupils cannot understand me. Perhaps, the words that I am using are not common to them. Although, I explain in Ilocano or Filipino. One thing more, there are those pupils who cannot read yet.”(Grade 3 Teacher)

“The pupils lack vocabulary that’s why they are inactive in the discussion. Although that is the case, still, I am teaching my lesson the best I could. I always encourage them to become active and involve in the discussion. . . by using real life situations.”(Grade 4 Teacher)

“The reason why I cannot explain the lesson is that . . .because learners have different interests and abilities . . .and should perform it very well but not, because I am lacking the materials needed . . . because I do not have enough time to make them.”

Teachers who are under **emerging** performance should aim to reach the level of **transforming**. They need to upgrade competency in communication, to use appropriate and effective strategies, to assess pupils’ progress using appropriate instruments, integrate ICT where appropriate, and to provide opportunities to apply learning in order to produce intellectual students who will be the hope of the nation (Rao ,2009).

Sadama, Jr. (2008) suggested that teachers must perform routinary functions well, set models, be dynamic, be highly dedicated and committed in the profession. To achieve this end, it is necessary to develop a need-based training program for teachers to



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help them become transforming in the performance of teaching learning process.

A. Teaching Learning Process (TLOG)

Table 3.5 Teachers' Performance Based from Teachers Learning Observation Guide (TLOG) on Teaching Learning Process

TEACHERS' LEARNING OBSERVATION GUIDE	MEAN	SD	QUALITATIVE DESCRIPTION
1. Gives assignment with clear instruction	3.49	.37	Transforming
2. Responds to students' questions behavior accordingly	3.46	.39	Transforming
3. Relates the lessson to those in other subject areas	3.45	.39	Transforming
4. Relates learning to students' life	3.45	.38	Transforming
5. Communicates within the level of students' understanding	3.44	.39	Emerging
6. Keeps students on task	3.44	.36	Emerging
7. Anticipates students difficulties	3.43	.37	Emerging
8. Sustains students' participation	3.43	.41	Emerging
9. Follows up students' progress using appropriate monitoring instruments	3.41	.37	Emerging
10. Checks assignments	3.40	.40	Emerging
11. Connects lesson to previous lesson	3.40	.41	Emerging
12. Integrates the application of information and communication technologies where appropriate	3.40	.38	Emerging
13. Introduce lessons in an interesting manner	3.40	.41	Emerging
14. Provides opportunities for the students to apply their learning	3.39	.42	Emerging
Total	3.24	.34	Emerging

Table 3.6 below reveals that the teachers' performance on teaching/managing pupils' is **emerging** which implies limited opportunitites for students to participate in



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decision-making, choosing the reading materials suited to learners interests; minimal use of questions that call for higher-order thinking skills, and not relating lessons to real life.

The teachers lack the necessary instructional materials. The perceptions of the teachers about the learning observation guide on pupils' reading activities reveal the following:

“ Of course, they (activities) are fitted to their interest as well as to their age level. I don't use any high sounding words that are not appropriate to them.”

“ I think I am developing the lesson in a logical manner. Everytime I entered my room I always study my lesson. If a teacher comes to class not ready for the lesson, the more the children become worse. I mean the more they do not understand or learn.”

“ I know I need to learn new strategies suited to my pupils' abilities and interests. My school head suggests to do readings and attend seminars or training on trends and innovations in teaching Reading

B. Teachers' Performance Based on Teaching-learning Process

Table 3.6

Teachers' Performance based on Teaching-learning Process

1. Gives opportunities to students to participate in decision making	3.39	.37	Emerging
2. Explains his/her lessons without reading his/her notes	3.38	.42	Emerging
3. Utilizes appropriate strategies to develop values	3.38	.39	Emerging
4. Give opportunities to students to express their thoughts freely	3.35	.38	Emerging
5. Utilizes appropriate instructional materials	3.35	.41	Emerging



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6. Asks questions that call for higher-order thinking skills	3.34	.39	Emerging
7. Develops the lesson in logical manner	3.30	.38	Emerging
Total	3.40	.37	Emerging

Table 3.7 presents pupils' behavior during the Teaching-Learning Process. The pupils behavior are revealed in the TLOG used by the school head is **Transforming (very good)** in asking questions appropriate to the issue and in defending or explaining his/her position in an issue. On the other hand, pupils' behavior is **emerging** along the following aspects: respect for the feelings of others; making conclusions, giving answers in own words; working within the allotted time and in participating actively in an activity and in interacting with teacher, other pupils and amterials. The overall mean of the teachers' performance along pupils' behavior is 3.43 and SD of .40 with a qualitative description of **Emerging**.

Here are some statements of teachers regarding pupils' behavior during TLOG.

“ Do I like my pupils' behavior during TLOG? Not so. It is because some of the pupils are not active during the TLOG. They show no interest. I find it difficult to get them participate.”

I like the participation done by the pupils everytime we are having classes. I appreciate the way they asked questions, but sometimes they cannot state the basic concept of the lesson.” (Grade 6 Teacher)



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"I like the way they participate but they are very slow to work."

"It can be due to lack of books that interest them. Or they are just not interested, or I could not motivate them enough,"

The center of the teaching-learning process is the pupil. Learners come in various ages from kindergarten to college. The teachers' responsibility is to provide appropriate motivation to learners; to provide opportunities to participate actively in the discussion. Data reveal that the teachers need to equip themselves with variety of techniques and strategies in teaching that meet the interests and needs of the pupils. Frank (2008) state the way learners ask questions, the way they react to situations, and how they work within the time period allotted for the activity describe how far have they gone in reading. Pupils' achievement suffer if teachers' commitment in performing their duties and responsibilities is low (Joffres & Houghey, 2011). Teachers have to identify individual needs, consider diversity of culture, knowledge, skills and abilities and focus on various learning dimensions in order to achieve quality of instruction (Rallis and Goldring, 2008).



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C. Pupils' Outcome

Table 3.7

Teachers' Performance Based on Pupils Behavior on Teachers' Learning Observation Guide (TLOG)

PUPILS' BEHAVIOR	MEAN	SD	QUALITATIVE DESCRIPTION
1. Asks questions appropriate to the issue	3.49	.38	Transforming
2. Defends ones' position in an issue	3.46	.38	Transforming
3. Shows respect for the feelings of others	3.44	.42	Emerging
4. States the basic concept of the lesson	3.42	.43	Emerging
5. Responds in own words at the expected level of cognitive affect	3.43	.39	Emerging
6. Works within the time period allotted for the activity	3.42	.42	Emerging
7. Participate actively in the activity, interacting with the teacher, other student and materials	3.40	.39	Emerging
Total	3.43	.40	Emerging

D. Professional Growth and Development

Table 3.8 reveals the educational status of the respondents of the study. Out of 118 teacher-respondents 40 or 34% earned BS degree, 57 or 48% earned their Master's units, 20 or 17% are full pledged MA degree holders, 1 or 8% doctoral degree holder. It can be deduced from the result that the teachers keep learning for professional growth and development and keep themselves abreast with the innovations and trends in modern education.



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When teachers were asked why they pursue masteral and doctoral degrees, the respondents replied:

“ For professional growth . . . effect quality teaching and learning. . yes, for promotion someday (laughs).”

“Other teachers are doing it so I must also do it. It is not good to be left behind”

Notably, one teacher remarks, *“ I attend graduate school to break the monotony in the classroom routine...”*

Another one quips, *“ I enjoy the company of my friends in school. And when with them I forget some of my burdens in life.”*

The above statements show that teachers believe that through professional growth they are equipped with skills of quality teachers and are promoted to higher rank. Moreover, the teacher-respondents believe that going back to the university for professional growth is stress-relieving and it breaks the monotony of the classroom.

Professional growth and development manifests teachers' proper and high personal regard for the profession by maintaining qualities that uphold the dignity of teaching personal values, professional reflection, and meaningful learning to improve practice (RPMS Manual).



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D. Professional Growth and Development

Table 3. 8

Teachers' Educational Qualification

Educational Attainment	F	%
BS Degree	40	34%
MA Units	57	48%
MA Degree	20	17%
Doctoral Units	0	0%
Doctoral Degree	1	08%
Total	118	100%

The table 3.9 shows the learning environment of the children particularly the conduciveness of classroom has a mean of 3.38 and SD of .46 with a qualitative description of **Emerging**.

When teachers were asked on managing learning environment, the teachers said:

Good learning environment motivates pupils to learn.

“ I see to it that the classroom is clean, chairs are arranged, bulletin board is structured, health corner where pupils drink and wash their hands is clean, and my visual aids are ready. You see, to have to make the classroom conducive. It is important because it affects children's participation.”(Grade 4 Teacher)



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“The beautiful things that the pupils can see inside the classroom arouse their interest in learning.”(Kinder/Grade 1 teachers)

“I can see the new set up of the classroom provides children’s interest to learn. They can also express themselves freely.”(Grade 6 Teacher).

Learning environment affects pupils’ attendance and reading interests.

“The learning environment is very important . . . but my classroom needs repair. Maybe that’s one reason why two of my pupils make absences . . .very often.”

Cash (2008) states that school building condition is found to be a predictor of student attendance and student achievement on standardized tests. These results were reported after controlling four (4) other possible factors including socio-economic factors, ethnicity and teachers’ quality. (Durann, 2008) states that poorer building condition negatively impacts students attendance. Coming to school is necessary to learning that continue to be supported by research National Summit on School Design (NSSD).

“ The Reading Corner is important. I think it’s one of the factors to improve the reading habit of pupils. There are reading materials there. Unfortunately, not all pupils go there to read when they have no classes. (Grade 5 Teacher)

Tony Stead (2009) illustrated Reading Center when he showed a video of a student who could not find a book to read. The student kept abandoning books when s/he cannot



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find what s/he looks for. The teacher does not have the right book in the Reading Corner. Right book means that the book is within the reading level of the learner.

Teachers have to comply with the policy standards by the Department of Education

“ We all set the classroom to meet the standards . . . the criteria in the TLOG. The school heads bring the guidelines . . . the criteria during classroom observations. It is the main instrument used in monitoring and evaluating our teaching effectiveness. We have to meet if not exceed the average points to get high performance rating.”

“ I make do with what I have to make my classroom conducive to learning. I solicited from parents to have the classroom painted. Yes, I spend my own money to buy materials for teaching . . . sometimes. I have to prepare everything especially during classroom observation (COT).”

The presence of good learning environment like conducive classroom, good building condition, reading centers with adequate and relevant books are reinforcers to reading. When pupils are exposed to materials within their mental age, stay in comfortable school building, they are motivated to go to school regularly. Everyday going to school means everyday exposure also to reading materials. In not so long a time little by little they improve their reading ability especially if all their teachers in all the learning areas will incidentally teach them how to read properly when necessary and all their teachers will provide opportunities to read in everyday lesson.



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E. Learning Environment

Table 3.9

Teachers' performance based on Learning Environment on TLOG

TEACHERS' LEARNING OBSERVATION GUIDE	MEAN	SD	Qualitative Description
Prepares classroom as a conducive learning environment	3.38	.46	Emerging
Total	3.38	.46	Emerging

3. What is the achievement level of the pupils of Jones East District in reading comprehension?

As shown in table 3.10 the average means and the standard deviations of the different grades in word recognition are as follows: Kindergarten is 66.13 and 20.10, Grade 1 is 84.76 and 19.90, Grade 2 is 89.69 and 10.00, Grade 3 is 89.88 and 12.35, Grade 4 is 91.01 and 6.28, Grade 5 is 91.99 and 8.55, and Grade 6 is 96.18 and 4.66. Since the average means of Kindergarten and Grade 6 is below 89%, the word recognition level is **Frustration** which is the lowest level. The average means of Grades 2 to 6 are higher than 89% so word recognition is **Instructional Level**.

The difficulty in Word recognition of Kindergarten and Grade I pupils can be accounted to several factors such as; familiarity with the text, manner of administering the Reading Test, attitude towards reading like refusal to talk and withdrawal. This



implies that reading should be taught in all learning areas.

Table 3.10 Descriptive Statistics for the Word Recognition Level of Pupils

Grade Level	Mean	SD	Word Recognition Level
Kindergarten	66.13	20.10	Frustration
Grade 1	84.76	19.90	Frustration
Grade 2	89.69	10.00	Instructional
Grade 3	89.88	12.35	Instructional
Grade 4	91.01	6.28	Instructional
Grade 5	91.99	8.55	Instructional
Grade 6	96.18	4.66	Instructional

The table 3.11 below shows the comprehension reading level of pupils in Jones East District. The Kindergarten, Grades 1,3 and 4 are in the **Frustration Level** with a mean of 35.64 and a SD of 24.39, 51.36 and a SD of 32.34, 56.48 and a SD of 34.49, and 57.10 and a SD of 34.57 respectively. This reading level shows withdrawal from reading by crying or refusing to read; errors committed in reading such as reversal, repetition, substitution, insertion, mispronunciation, and inability to interpret punctuation.

The Grades 2 and 5 pupils are in the **Instructional Level** with a mean of 60.96 and SD of 35.93 and 59.96 and SD of 35.62 respectively. Pupils in this level scores 90-96% in word recognition and 55% -79% in comprehension. In this level, pupils profit from instruction; oral reading is rhythmical with conversational tone and correct



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interpretation.

The Grade 6 pupils are in the **Independent Level** with a mean of 81.18 and SD of 25.67. Pupils read independently and with ease without the help or guidance of the teachers; free from tension, finger pointing or lip movement. The pupils score 97-100% in word recognition and 80-100% in comprehension.

The low reading ability is common in Philippine classroom setting. The Phil - IRI test result of the Schools Division of Manila reported 35% of elementary graduates are Frustrated readers, as another 35% are instructional readers. However these two levels were improved to the desired reading level when the school children graduated from elementary grade according to Magistrado (2015). The result of the present study is similar to the study on Remedial Reading Program that create possible change, Zoeller, E. (2015)

Table 3.11 Descriptive Statistics for the Comprehension Level of Pupils

Grade Level	Mean	SD	Comprehension Level
Grade 1	51.36	32.34	Frustration
Grade 2	60.96	35.93	Instructional
Grade 3	56.48	34.49	Frustration
Grade 4	57.10	34.57	Frustration
Grade 5	59.96	35.62	Instructional
Grade 6	81.18	25.67	Independent



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Table 3.12 presents the overall reading level of pupils in the Jones East District by grade. The Kindergarten pupils, Grade 1 pupils, Grade 3 pupils and Grade 4 pupils are in the Frustration Level which means their level in word recognition and comprehension is either both frustration or instructional and frustration, the Grade 2 pupils and the Grade 5 pupils are in the Instructional Level and the Grade 6 pupils are in the Independent Level.

The researcher asked teachers what could be the possible reasons why many pupils are frustrated readers in both word recognition and reading comprehension. Here are some of their answers:

“Napakaraming trabaho sa paaralan, DLL, reports, community activities, paghahanda ng mga kagamitan.....na siyang pinaggagamitan ko sa aking oras. Hindi ko na gaanong nabibigyan ng oras ang mga mag-aaral kong mahinang bumasa.”

(There are so many works in school, DLL, reports, community activities, preparation of materials . . . that get most of my time. I could not give more time in helping pupils with reading difficulties.)

“Ang ilan sa mga mag-aaral ay hindi nag-aattention kapag nagpapabasa ako. Ang ilan ay umaalis... at naglalaro.

(Pupils do not pay attention during Reading lessons. Some go out.. . and play.)

“The pupils who perform low in reading tests are those who are always absent.”



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“Most of the time I ask the pupils to read a selection in the book and answer the questions so I can do the DLL and other reports.”

“Kakulangan ng mga babasahin, mga aklat , mga kuwento na pinagkakainteresan ng mga mag-aaral.”

(Lack of reading materials, books, stories that interest pupils.)

“ I want to use new reading strategies for my pupils but I am not familiar with the approach . . .the strategies. I have heard of scaffolding and differentiated instruction but I do not know how to use them.”

“I prepare very well for classroom observation . . .during regular days I use guided reading activity. I ask the pupils read and answer the comprehension questions in the book. (laughs) What can I do, there are many works.”

To get a better picture regarding reading abilities of pupils, the researcher interview some pupils in her school. Here are the reasons of pupils:

“ Gusto ko pong magbasa, pero nagagalit po ang titser pag mali ang bigkas ko sa salita. (I love to read, Ma'am, but sometimes my teacher gets angry when I mispronounce words).

“Sursuruanak ni Mamak, Mam, ngem kaykayatko ti agay-ayam kaduak ti



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gayyemko. (My mother also teach me how to read but I enjoy playing with friends.)

*“Marunong po akong magbasa. Ang kaklase kong si ____ ay hindi marunong
bumasa. Tinuturuan ko siya pero hindi pa rin makabasa. (I can read. My classmate ____
does not know how to read. I always teach her but still she cannot read.)*

*“ABC lang nababasa ko. . pero gusto kong magbasa.Nagpapaturo ako sa kuya
ko. (I can only read the alphabet . . .I like to read so I my brother is teaching me.)*

*“Wala po kasing magagandang aklat. Ang hirap pong basahin kapag hindi
maintindihan. (There is no good books. It is hard to read if you cannot understand.)*

The finding is similar to the study of Briones (2014) in Reading using the Philippine -IRI test. He reported that one half of elementary graduates are found to be Frustration Level, one third are in Instructional Level, and one eighth are in independent Level.

The findings of the present study imply the following: (1) peer teaching, (2) scaffolding, (3) reading in all the subject areas, (4) change of attitudes of teachers towards reading, (5) sustain interest of the pupils up to the end of the lesson, (6)use books that suit the reading level of learners, (7) provide opportunities for reading in all the subject areas, (8) reading corners with available relevant books in the classroom, and (9) use of workbooks.



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Table 3.12 Descriptive Statistics for the Overall Reading Level of Pupils

Grade Level	Word Recognition Level	Comprehension Level	Overall Reading Level
Kindergarten	Frustration	Frustration	Frustration
Grade 1	Frustration	Frustration	Frustration
Grade 2	Instructional	Instructional	Instructional
Grade 3	Instructional	Frustration	Frustration
Grade 4	Instructional	Frustration	Frustration
Grade 5	Instructional	Instructional	Instructional
Grade 6	Instructional	Independent	Independent

4. Is there a significant relationship between instructional supervision practices teachers' performance and pupils' reading ability

A. On Instructional Supervision Practices and Teachers' Performance

The relationship between instructional supervision practices and teachers' performance was investigated using Spearman rank order correlation.

As seen from table 3.13, Instructional Supervision Practices and Teachers' Performance have a negative relationship. The more often the school head executes the instructional supervision practices mentioned in the instrument, the lower the teachers' performance get or vice versa. However, the coefficient indicates that one variable has no effect to the other at all ($r=-.046$, $p=.849$) (Cohen, 1988); meaning, there is no relationship between the variables. Moreover, the relationship is insignificant at 95% significance level.



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Table 3.13 Spearman Rank Statistics for Instructional Supervision Practices and Teachers' Performance

		Teachers' Performance
Instructional Supervision	Correlation Coefficient	-.046
	Sig.	.849

The result reinforces the findings of Bueno (2015) when she found out that there is no significant effects of the school administrators instructional supervision practices on the teachers teaching performance as revealed by the a computed chi square value of 1.22 with a probability of .7487 and Oduor (2012) when she stated that there is no significant effect of instructional supervision to teachers performance.

The statements of the teachers below explain the result of the study.

Few teachers say:

“Kalmado ako sa tuwing inuubserbahan ako. Handa naman akong magpaobserba.”

(I am calm during observations. I am ready to be observed.)

“Alam ko ang leksyon ko. Kahit medyo ninenerbiyos ako kung nasa paligid ang aming pinuno, itinutuloy ko pa rin ang pagtuturo. Ito ay parte ng aking responsibilidad gayundin sa namumuno.”



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(I know my lesson. Although a bit nervous when the head is around, but I keep my ground. This is a part of my responsibility and a job of the school heads.)

Other teachers admit:

“Talaga, ako’y ninenerbyos at mayroon ding pagkakataon na nakakalimutan ko ang aking paksang-aralin.”

(Of course, I got nervous and there was a time that I forgot my subject matter.)

“Sometimes I got mad because the pupils cannot comprehend.”

“You know, it’s so discouraging because I don’t expect those feedbacks from him/her. As if he is the best teacher (laughs). No, I’m just joking.”

“Negative feedbacks really discourage teachers. We are all good. Right? Because we know better than them (referring to school heads).

This study is similar to the study of Senar (2008) which revealed that instructional supervision did not contribute to the teachers’ professional growth. This is in contrary to the studies of Salvador (2009). Benjamin (2008), and Altinano (2012), acknowledging the need to conduct effective instructional supervision and suggesting that the quality of the school administrator who conduct supervision have a positive influence on teachers.



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B. On Instructional Supervision Practices and Pupils' Reading Achievement

Table 3. 14 shows instructional supervision practices and pupils' reading ability have a positive correlation. This implies that the more often the school heads do instructional supervision, as mentioned in the instrument, the higher the pupils' achievement or vice versa. Further, there is a high correlation between the variables according to the standards set by Cohen (1988). The p -value is less than .05, which means the relationship is significant at 95% significance level. In effect, the coefficient of determination is derived by squaring the correlation coefficient. Thus, the coefficient of determination is .259. This quantity measures how much variance the two variables share. Hence, instructional supervision practices help to explain 25.9%, or nearly 26%, of the changes in the pupils' achievement.

The observations shared by the school heads during classroom observations support the statistical result.

“ The pupils are active and are showing interest especially in Reading. However, there are pupils who do not participate in reading activity. ”

“Pupils greet me enthusiastically. They recite and join group activities.”

(Some whisper “ nandyan si Sir, kailangan mag-recite tayo. (Sir) (meaning the school head) is observing. We should recite.)



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This is similar to the study of Oduro (2008), who found out that more often school administrators supervises teachers in the classroom the more active pupils participation in the teaching-learning process. The findings support the importance of school administrators in effecting quality instruction.

Table 3.14

Spearman Rank Statistics for Instructional Supervision Practices and Pupils' Reading Achievement

		Pupils' Reading Achievement
Instructional Supervision	Correlation Coefficient	.509
	<i>r</i>	
	Sig.	.022

On Teachers' Performance and Pupils' Reading Ability

Table 3.15 reveals that teachers' performance and pupils reading level have a negative relationship. This means that the higher the teachers' performance, the lower the pupils' reading level. The coefficient indicates that one variable has no effect to the other at all ($r = -.066$, $p = .477$) (Cohen, 1988); meaning, no actual relationship exists between the variables. This is supported further by the p -value, implying that the relationship is insignificant at 95% significance level. The teachers' emerging performance does not



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match the reading levels of pupils (frustration and instructional levels).

The result negated the fundamental theory that the teachers play important roles in the teaching and learning process. On the other hand, Sali-ot (2011) stated that success or failure of pupils is basically dependent on the kind of instruction pupils receive from their teachers. Pupils high achievement is guaranteed by the presence of a quality teacher in the classroom. Moreover, adequate classroom facilities, proven appropriate teaching strategies and instructional materials can produce the desired learning outcomes. Sahan Anselmus (2009) confirmed that increased student achievement is closely linked to teacher.

The researcher has requested some of the teacher respondents to comment on the reading achievement level of their pupils. Here are some of the statements:

“May mga mag-aaral na magaling sa pagbasa, ngunit mayroon ding hindi. Ito ay totoo sa lahat”

(There are pupils who are good readers, but, there are those who are not. It is true to all.)

“ Actually when pupils cannot read parents blame us teachers. But who is the first teacher of the child? I think it is time for us to examine the scenario. The teacher and the



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parents should help together to improve the reading level of the pupil.”

“As we can see, the reading levels of the pupils is very low. So we have to work and improve it. If possible we make a reading corner in every classroom.”

“The negative attitude of pupils toward reading should be evaluated. What is the reason behind it.”

“Make books available so they can read many books in school and also in their homes.”

When teachers were asked what strategies they used in teaching reading, respondents explained that the frustration and instructional levels of their pupils are partly due to their lack of knowledge about reading strategies and the elements of reading comprehension as well as the barriers to reading development.

“ Most of the time I told pupils to answer the questions in the book and make them do the activities without discussing or explaining. I have to do other works in school”

“ I know there are strategies in teaching reading but preparation takes time. I really need upgrading . . . through seminar I think to learn new approaches in Reading.”

“ Not much emphasis is done in developing higher order thinking skills nor the



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skills in predicting, visualizing, inferring and summarizing. I really forget sometimes to process the reading activities.”

One Master Teacher who administered the Phil-IRI comment, *“Pupils in the different grades who are frustrated readers need extra attention from their teachers. I observed Reading corners do not have many books- story books, magazines that pupils may read during recess or before class in the afternoon.”*

On improving pupils’ reading ability, the teachers express interest in attending seminars on processing reading activities, using leisure time, on how to conduct peer teaching properly, and how they are prepared as reading teachers in their own subject areas.

Gusto kong lalong mapabuti ang kakayahan ng aking mga mag-aaral sa pagbasa kaya gusto kong sumali sa training on reading strategies)

(I really want to improve my pupils’ reading ability that’s why I want to join training on reading strategies.)

“Tingnan mo yung paaralan namin pinipili niya kung sinong sumali sa seminar ng reading. Paano naman kami? Bakit di kami papuntahin? Hindi ba kami nagtuturo ng pagbasa?”



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(You see, our school are selecting those who will join the seminar in Reading. How about us? Why don't they send us? Are we not reading teachers?)

“ I can improve my pupils' reading abilities if DepEd provides me with necessary instructional materials and of course, training. ”

The school administrators were also asked regarding the Reading Levels of the pupils in their respective schools and its implication to their instructional supervision practices. They said they do instructional supervision regularly as a means of evaluating the teaching performance but partly observe the participation of pupils in class.

“Iisang oras lang ang inilalagi ko para maobserbahan ang guro para maobserbahan sa kanyang leksyon. Ang pagoobserba ay karaniwang iniaanawns at inischedule

(Only one hour is spent in observing a teacher in her class teaching a subject or lesson . Observation is most of the times announced and scheduled to give the teacher ample time to prepare.)

“We have to observe all teachers and prepare narrative report on their teaching performance , not necessarily assess the pupils performance. Yes, the observation is a way of evaluating teachers' competence in teaching effectively. ”



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“ I give feedback after COT, after filling up the TLOG. I discuss the strength and the points for improvement to the teacher. However, there are those who accept the challenge and there are those who do not.”

“ The low result needs evaluation. Teachers perform well during classroom evaluations. They teach well. Pupils participate. And yet, the reading test result is not good. “

“I think there is a need to observe teachers in teaching Reading also. Reading must be emphasized in all subjects to improve pupils’ comprehension.”

Research evidences show that good teachers are vital to improving pupils achievement in academics that is including reading achievement. According to Ariola (200) teachers demonstrate content knowledge and conceptual skills that help them apply concepts into practice and be consistent with the mission, vision, and objectives of the school. However, according to Frontier and Livingstone (2011) there are still pupils who cannot cope with the standards of teaching because they are slow learners.

While it is a fact that school administrators do classroom observations, there are inconsistencies between what the teacher is teaching with what administrators are observing, which means that there is no pre-conference before actual observation.



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Considering the previous remarks of teachers when the school head gives feedback on how to improve the teaching-learning process in the classroom, the teachers take the suggestions as negative criticisms or negative feedback. In this regard according to Marshall (200) no effort by the teacher is exerted to improve instruction. Instructional supervision is constructive in nature since it offers redirection (Adanza, 2009) and not a basis for disciplinary action as some may believe. It can be deduced from the result of the study that the manner instructional supervision is conducted be revisited and as what Black & Israel, (2008) put, teachers are encouraged to attend in-service training in teaching reading across disciplines and as what Marshall (2008) similarly stated that school administrators and teachers should agree on an approach where they can work together to improve the instructional supervision practices.

Table 3.15

Spearman Rank Statistics for Teachers' Performance and Pupils' Reading Achievement

		Pupils' Reading Level
Overall Teachers' Performance	Correlation Coefficient <i>r</i>	-.066
	Sig. (2-tailed)	.477



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5. What possible teacher training can be proposed?

PROPOSED TRAINING PROGRAM IN READING ACROSS DISCIPLINES

Introduction

The results of the present study show that there's a gap between and among instructional supervisory practices and teachers' performance with pupils reading level as revealed by the PHIL-IRI.

Further, the study reveals that independent reading could hardly be attained in the lower grades. Since every child is a reader, every teacher whatever subject h/she teaches is a reading teacher. In line with instructional supervision, the school head should align his observation on how the teacher being observed infuse or integrate reading in his lesson and the reading skill the pupils exhibit during the lesson.

Objectives

The 3-day training equip teachers with the skills and competencies to teach reading in order to make pupils proficient readers. The training is geared at capacitating teachers in gauging and monitoring pupils reading abilities.

Specifically, the training aims to achieve the following objectives:



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1. Equip teachers with content knowledge, approaches and strategies in teaching Reading-demonstration teachings where teachers follow-up in all the learning areas.
2. Conduct reading skills enhancement sessions in all subject areas.
3. Prepare Reading Program Across Disciplines for Jones East District.

Participants:

This training is designed for all teachers in the different subject areas.

Methodology

The training includes methodologies such as power point presentations, brainstorming, case study, plenary discussions workshop, and demonstration teaching.

Training Structure

The course is composed of three phases to be done sequentially.

Persons Involved

Consultant: Schools District Supervisor

Project Director: Emalyn B. Casil

Resource Persons/Lecturers

The Training requires Master Teachers and experienced Teachers.

Documentation and Evaluation: Elisa B. Sangeban



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Timeframe

Three days. October 24-26, 2019

Overview of the Training Program Structure

Schedule	Topic	Strategy
Day 1	1. Leveling on Reading Seminars Attended 2. Reading Across Disciplines a. Integration and Infusion of Reading b. Incidental Reading c. Peer Reading 3. Teachers as Reading Teachers 4. The Phil. - IRI as diagnostic tool in reading	Sharing Experiences Lecture Lecture-demo Lecture Case Study Analysis
Day 2	1. Reading Problems: Analysis and Solutions This is aimed at addressing pupils' reading difficulties as gleaned from the results of the Phil-IRI and teachers interview conducted. Enhancing Skills Across Reading Access	



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	A. Vocabulary Development/Word Recognition Skills Decoding Contextual/Morphemic Analysis B. Comprehension Skills Noting details Deducing implied ideas Getting main ideas Making inferences Predicting outcomes Perceiving cause-effect relationship C. Study Skills (developing skills in learning how to learn) Following directions across subjects: MATH, Science and English Outlining Summarizing	-Sample strategies in teaching various word-attack skills; vocabulary-building games; dictionary skills -Sample strategies in teaching context clues, using excerpts or full text of short stories to help pupils contextualize or intelligently guess meanings of words through context -Sampling read aloud sessions -Reading short selections in Science, Math and Languages -Reading of stories and answering KWL and other strategies for comprehension questions using the KWL and other strategies for comprehension -Discussions
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Day 3	Using parts of a book properly D. Literary Appreciation Skills (teaching various elements of prose and poetry that pupils need to understand in order to appreciate literature) e.g. Figurative Speech Elements of short stories Elements of poetry Demo teaching in 3 selected subject areas Teachers demonstrate the utilization of reading skills in order to succeed in Science, Math and English. Reading in Mathematics Reading in Science Reading in English	Presentation -Read-aloud sessions -Free Reading -e.g. solving word problems -following directions: experiments -using classification or categorizing skills -reading sample stories to infused the use of reading skills
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	Suggested readings for reading teachers Developing Thinking Skills in Elementary Science Developing Thinking Skills in Elementary Math Promoting Critical Thinking Across Disciplines	
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MATRIX

TIME	TOPIC	RESOURCE SPEAKER
DAY I		
8:00-8:30 A.M.	Registration	Lhenyrose D. Gabriela
8:30-9:15 A.M.	Opening Program	
9:15-9:30 A.M.	Leveling in Reading Seminars Attended	Imelda M. Mamauag
9:30- 11:00 A.M.	Reading Across Disciplines: Integration and Infusion	Sharyl A. Salvador
1:00-2:30 P.M.	Reading Across Disciplines: Incidental Reading	Lovelyn B. Abuan
2:30-3:30 P.M.	Reading Across Disciplines: Peer Reading	Emalyn B. Casil
3:30-4:14 P.M.	the Phil-IRI as Diagnostic Tool in Reading	Amy Ibana
Day 2		
8:00-9:00 A. M.	RECAP	Flordelita C. Corpuz
9:00-10:00A.M.	Teachers as Reading Teachers	Sharyl A. Salvador
10:00- 11:00A.M.	Reading Problems: Analysis and Solutions____ miscues	Sharyl A. Salvador
11:00- 11:30A.M.	Demo Teaching in: Science	Lovelyn B. Abuan
1:00-2:00 P.M.	:Math	Imelda M. Mamauag
2:00-3:00 P.M.	: Science	Emalyn B. Casil
3:00-4:00 P.M.	: English	May Bareng



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4:00-4:30 P.M.	:Music	Elizabeth Pelagio
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Day 3

8:00-11:30 A.M.	Preparation of Teaching Reading Across Disciplines	Participants
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1:00-3:00 P. M.	Presentation of Outputs	Participants
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3:00-4:00 P. M.	Evaluation of the Training	Participants
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CHAPTER 4

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions and recommendations of the study.

Summary of Findings

Based on the data gathered and presented the researcher comes out with the following findings.

1. What are the Instructional Supervision Practices of School Heads in terms of : a.) instructional leadership, b.) learning environment, c.) human resource, management and environment and d.) school management and operation?

A. Instructional Leadership

School heads' instructional leadership practices are the following: Gives teachers feedback on the DLL, classroom management and instructional leadership in teaching; Suggests new ways of looking on how to complete assignment and solve complex situation; Discusses a specific terms who is responsible for the achieving performance target;.For effective instruction, inform teachers about the newest strategies and tools for effective instruction;Suggests alternative instructional methods for children who are failing consistently; Initiates new school programs that have instructional emphasis;



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Schedules assemblies that have instructional purposes; Limits interruptions of extra and co-curricular activities on the instructional time for teaching; Discusses the item analysis of test with the faculty to identify curricular strength and weaknesses; Keeps a records of his suggestions and check them for compliance for the next observation schedule; Coordinates complete instructions between teachers at different grade levels; Consistently remind teachers about the suggestions during on one on one conference; Observes teachers and pupils in the classroom; Conducts monitoring and coaching sessions to teachers using the observation checklist; and Conducts eresearch study within the school year.

The overall mean of 3.60 and a SD of .51 under the qualitative category “often” means the school heads do their responsibilities regularly by practicing developmental, clinical and differentiated supervision.

B.Instructional Supervision Practices in terms of Learning Environment

The following are the instructional supervision practices on learning environment promote child learning environment, maintain the cleanliness and safe environment of the school, publicly recognize teachers, pupils and parents who exemplify commitment to shared values, inform teachers, pupils and parents of the schools' performance (e.g. in memo or newsletter) and take steps to improve student discipline and school climate conducive to learning. The overall mean of 3.80 and a SD of .52



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implies that school heads **often** do their functions as leaders in supervising the learning environment of their own school through developmental, clinical differentiated, directed, 360 degree supervision.

C. Instructional Supervision Practices on Human Resource Management and Environment

These are the instructional supervision practices of school heads on human resource management: He/She appreciates and recognizes teacher's achievement with encouragement and support when job is well done, He/She is concerns with the economic safety, spiritual, sexual, aesthetic and psychological needs of his/her subordinates, He/She do not try to change anything as long as things are working, When others meet their expectations, he/she expresses satisfaction, When solving problems, he/she seeks differing perspectives, He/She provides others assistance in exchange for their unwavering sacrifices and untiring efforts, To ensure that everybody's views and opinions are respected and feedback are being heard, he/she looks at angles from many angles, He/She coaches and gives pieces of advice and facilitate feedback and ways that easy for each teacher to accept, understand and use for their physical development, He/She helps teachers find meaning in their work, embrace change easily and treat each other equally, He/She treats others as individuals having different needs, abilities, skills and aspirations rather than just a member of the group, Concentrate his full attention on



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dealing with irregularities, idiosyncrasies, mistakes, exceptions, complaints, failures and deviations from standards, If teachers make mistakes, he would consider it as an opportunity for them to improve and grow, he give them authorities in making decisions he/she makes clear what one can expect to receive when performance goals are achieved, he/she accepts questions without appearing to snub or squash the teacher, he/she conducts SLAC based on the training needs of teachers using the NCBTS twice a year, he punishes others if they carried out a task in an unsatisfactory manner, he/she waits for things to go wrong, worse and miserable before responding to urgent issues.

The overall mean of 3.39 and an SD of .47, with the overall qualitative description of **often** means that school heads regularly perform their duties and responsibilities as school principal on instructional supervision practices in human resource management and environment through developmental, clinical, differentiated, directed, and 360 degree supervision.

D. Instructional Supervision Practices (ISP) on School Management and Operation

The ISP on school management and operation are the following: implements Deped programs with stakeholders focus on academic and curricular activities within the school year for the development of the pupils; leads in the preparation of School Improvement Plan (SIP) and Annual Improvement Plan (AIP); manages school funds in accordance



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with DepEd policies and accounting rules and regulations and other pertinent papers; sources out funds for the school physical improvement through fund raising, request letters, resolutions to LGU, NGO, alumni, parents and other civic spirited individual within the school year; performs school leadership management function; ensures that schools academic goals are reflected in highly visible displays in the school (ex. Posters or bulletin boards emphasizing Reading or Mathematics).

The mean of 3.70 and a SD of .42 shows that school managers **often** perform their tasks in terms of school management and operation through developmental, clinical and differentiated, directed, and 360 degree supervision.

2. What are the teachers' performance in terms of the following: a.) teaching learning process?, b.) pupil outcome?, c.) professional growth and development?, and d.) learning environment?

2.1 Teaching Learning Process

The total mean of 3.40 and a SD of .37 reveal that the teachers' performance in the teaching learning process is **Emerging**. This shows that teacher just met the set standard.

The following are the activities performed by the teachers: gives assignment with clear instruction; responds to students' questions behavior accordingly; relates the



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lesson to those in other subject areas; relates learning to students' life; communicates within the level of students' understanding; keeps students on task; anticipates students difficulties; sustains students' participation; follows up students' progress using appropriate monitoring instruments; checks assignments; connects lesson to previous lesson; integrates the application of information and communication technologies where appropriate; introduce lessons in an interesting manner; provides opportunities for the students to apply their learning; gives opportunities to students to participate in decision making; explains his/her lessons without reading his/her notes; utilizes appropriate strategies to develop values; give opportunities to students to express their thoughts freely; utilizes appropriate instructional materials; asks questions that call for higher-order thinking skills; and develops the lesson in logical manner.

2.2 Pupils' Outcome /Achievement Level

The overall mean of 3.43 and a SD of .40 shows Teachers' Performance along pupils behavior is **Emerging**. However items 1 and 2 which are asks questions appropriate to the issue and depends one position in an issue are **Transforming**.

2.3 Pupils' Reading Activities

There are many activities of pupils with regard to reading and these are the following: participation in discision making, explaining lessons through reading his notes,



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asking questions that call for higher order thinking (HOTS), applying what is learned to real life task, assignments given by teachers, providing any reading activities in every lesson, and giving all pupils equal opportunity to read in daily lesson where there is necessity to read.

2.4 Professional Growth and Development

The survey reveals that 40 teachers are Bachelors degree. Fifty seven of them have a MAEd Units, twenty of them are MAEd Graduate and one is a doctoral degree holder. They also subscribe magazines such as Modern Teacher and Teachers' Journal. Teachers upgrade their professional level by taking up graduate degrees. Teachers believe professional growth will enable them to encourage their pupils to study, produce quality learners, and consequently be promoted to higher rank. The result of the study reveals that teachers consider professional growth for psychological reasons, as stress releaser by being with friends while on trainings, conferences, schooling for the instructional achievement and it breaks classroom monotony.

2.5 Teachers' Performance on Learning Environment

Teachers' outcome on learning environment has a mean of 3.38 and SD of .46. The performance of teachers based on the learning environment is **Emerging** which means there is still a need for teachers to enhance their knowledge and competence in



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managing the learning environment particularly in preparing localized relevant and indigenized instructional materials for daily teaching.

3. What is the achievement level of all pupils in the Jones East District in reading comprehension?

Kindergarten, grade 1, grade 3 and grade 4 are in the Frustration Level, grade 2 and grade 5 are in the Instructional Level and grade 6 are in the independent level.

4. Is there a significant relationship among instructional supervision practices, teachers' performance and pupils' reading ability?

There is no significant relationship between instructional supervision practices of school administrators and teachers' performance. Meaning the more often the school heads exhibit instructional supervision practices, the lower the teachers' performance gets or vice versa. However, the coefficient indicates that variable has no effect to the other at all ($r = -.46$, $p = .849$) (Cohen, 1988); meaning, there is no correlation between the two variables. Moreover, the relationship is insignificant at 95% insignificance level.

However, instructional supervision, particularly clinical supervision encourages the teacher to assume great responsibility for his/her self improvement. After the supervision process, the teacher is expected to become more responsible, creative and self-sufficient at all times (Gauzon, 2008)..



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4.1 Significant Relationship Between Instructional Supervision Practices and Pupils'

Reading Ability

The instructional supervision practices and pupils' reading ability has a positive correlation. This implies that the more often the school administrators do instructional supervision (as mentioned in the instrument), the higher the pupils' reading ability or vice versa. Further, there is a large correlation between the variables according to the standards set by Cohen (1988). Also the p-value is less than .05 which means the relationship is significant at 95% significance level.

In effect, the coefficient of determination is derived by squaring the correlation coefficient. Thus, the coefficient of determination is .259. This quantity measures how much variances the two variables share. Hence, instructional supervision practices helps to explain 25.9%, or nearly 26% of the changes in the pupils' reading ability.

4.2 Significant Relationship Between Teachers' Performance and Pupils' Reading Ability

Teachers' performance and pupils reading ability have a negative relationship. This means that the higher the teachers' performance, the lower the pupils' reading level or vice versa. However, the coefficient indicates that one variable has no effect to the other at all ($r = -.066$, $p = .477$) (Cohen 1988); meaning no actual relationship between the



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variables exist. This is supported further by the p-value, implying that the relationship is insignificant at 95% significance level. The result negates the fundamental theory that the teachers play important roles in the teaching and learning process.

Instructional supervision practices, and teachers' performance have negative relationship. Only instructional supervision practices, and pupils' reading ability have statistically significant relationship ($r = .509$, $p = .477$) with a coefficient of determination of .259. The findings strengthen the concepts that school heads play important roles in achieving quality instruction and high performance level of pupils.

5. What possible teacher training that can be proposed?

To improve teachers' performance from emerging to transforming, pupils reading performance from Frustration to Instructional and from Instructional to Independent, In-service Training Across Disciplines is proposed where all teachers attend.

Conclusions

The following conclusions were drawn based on the findings of the study.

1. School administrators have specific instructional supervision practices which they perform regularly regarding learning environment, human resource management on school management and operation as prescribed by the standards and policy implemented by the Department of Education. The school administrators practice



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developmental, clinical, differentiated, directed and 360 degree supervision in instructional supervision. When some of the school administrators were asked why do they conduct regular instructional supervision practices in terms of instructional leadership, learning environment, human resource management and environment, and school management and operation, they said that so that they can monitor if teachers are really doing their work and its a part of their work to evaluate teachers. School administrators also said that if the environment is better the more the pupils learn. One thing more its a part of their job to look after the welfare of the school as well as the welfare of the students. They are accountable for the best quality education for pupils and its a matter of achievement to make the environment conducive for learning. The school administrators felt that some of their teachers are hesitant and unwilling to be supervised or received feedbacks and accept suggestions for improvement. On the other hand school heads also believe that teachers have different needs, abilities, skills, and aspirations that have to be satisfied. School heads know that it takes a lot of planning and decision making when implementing DepEd programs with stakeholders particularly those involving development of pupils.

2. The teachers' performance is *Emerging* in the aspect of teaching learning process, pupils' outcome/performance, professional growth and development, and learning environment. When teachers were asked on how they perform in terms of teaching-



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learning-process, pupils' outcome, professional growth and development and learning environment they said the following statements: The pupils lack vocabulary, that's why they are inactive in the discussion and they have different interest and abilities. Although that is the case still the teachers are doing their best to teach the pupils. The perceptions of the teachers about the learning observation guide on pupils' reading activities revealed the following: The activities are fitted to the children and teachers developing the lesson in a logical manner and the teachers admit that they need to learn new strategies in teaching. In that, the school heads suggest them to do readings and attend seminars on trainings on trends and innovations in teaching reading. During the TLOG, some of the teachers do not like so much the way their pupils participate while others like it very much because the pupils demonstrate active participation. Other teachers commented that their pupils are very slow to work. Here are also the reasons of some pupils why they are slow in reading. They love to read but sometimes their teachers get angry when they mispronounced words. Some children said that their mother teach them to read but they enjoy playing more than reading.

3. There is a need for school administrators and teachers to evaluate the causes of low reading ability of learners and come up with possible measures to solve the problem. Some teachers believe that the cause of low reading level of pupils is due to absenteeism, lack of reading materials, books and stories that interest pupils.



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4. The reading level of pupils in word recognition are the following: kindergarten and grade 1 are in the Frustration Level, grades 2 to 6 are in the Instructional Level. The comprehension Reading Level of pupils are the following: Kindergarten, grades 1, 3 and 4 are in the Frustration Level, grades 2 and 5 are in the Instructional Level, grade 6 pupils are in the Independent Level. Teachers and parents have responsibility to improve the reading level of pupils.

5. A professional development program geared towards the implementation of reading ability level along with instructional supervision practices and teachers performance is needed.

6. Based from the result, there is a need for school administrators to plan for a professional development program, specifically, a training program in Reading Across Disciplines.

Recommendations

Based on the foregoing findings and conclusions, the following recommendations are offered.

1. The instructional supervision practices of the school heads, the performance of teachers and pupils' reading ability level should be evaluated and serve as basis in planning, implementing, monitoring school programs along human resource



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management , learning environment, and school management and operation in order to achieve high performance.

2. A School Training Program in Reading Across Disciplines for all teachers be framed, conducted and implemented in district or school level.
3. Functional Reading Corners in every classroom is necessary.
4. Action Research be conducted on improvement of reading difficulties.
5. Researchers may replicate the research.



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APPENDIX A.1
SURVEY QUESTIONNAIRE FOR SCHOOL ADMINISTRATORS

SURVEY QUESTIONNAIRE

Direction: Fill out this form completely, legibly and accurately. Your answer will be kept confidentially.

Part I: School Administrators Personal Profile Survey Form (SAPPSF)

Name(Optional): _____ School: _____

Age: _____ Gender: _____ Civil Status: _____

Highest Educational Attainment _____

Years of Service as School Administrator: _____ OPCRf Rating _____

PART II: INSTRUCTIONAL SUPERVISION PRACTICES OF THE SCHOOL

HEAD (Self-Assessment)

Direction: below is a descriptive statements about instructional supervision practices of school administrators. Read each one carefully, then using the 5-part scale below check the number which you believe your school administrator exhibit in your school. Your answer will be kept confidentially. 5-always 4-often 3-sometimes 2-rarely 1-never



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A. Instructional Leadership

No.	Scale	5	4	3	2	1
1	I give teachers feedback on the DLL, classroom management and instructional leadership in teaching,					
2	I suggest new ways of looking on how to complete assignment and solve complex situations.					
3	I discuss a specific terms who is responsible for the achieving performance target.					
4	For effective instruction I inform teachers about the newest strategies and tools for effective instruction.					
5	I suggest alternative instructional methods for children who are failing consistently.					
6	I initiate new school programs that have instructional emphasis.					
7	I schedule assemblies that have an instructional purposes.					
8	Limit interruptions of extra and co-curricular activities on the instructional time for teaching.					
9	I discuss the item analysis of test with the faculty to identify curricular strength and weaknesses.					
10	I keep a records of my suggestions and check them for compliance for the next observation schedule.					
11	I coordinate complete instructions between teachers at different grade levels.					
12	I consistently remind teachers about the suggestions during one on one conference.					
13	I help teachers to develop appropriate instructional materials that are not commercially available.					
14	I conduct observation conference immediately after observing teachers.					
15	I write observation checklist in conducting instructional supervision					



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16	I stay in place outside the classroom where I can observe teachers while conducting their class without being noticed.					
17	I pass by teachers' classroom and eavesdrop					
18	In giving feedback, I will discuss first the strong points that I observed and congratulate them, then will discuss the areas for improvement in their teaching.					
19	I stress on the weak points of the teachers and admonishes to improve on them.					
20	When checking the DLL, Forms 1 and 2, Forms 137 and 138, Summative Test, Periodical Test with Table of Specification (TOS), Item Analysis and Nutritional Status of Pupils, some of my teachers are incomplete in their records.					
21	I give the results of the observation by writing teachers and leave alone and do something about it.					
22	I go to the place where the teacher together with their pupils are having activities to observe them.					
23	I enter the classroom and observe teachers conducting their classes.					
24	I observe and conduct informal observation in classroom on a regular basis (informal observation are unscheduled it may or may not involved written feedback or a formal conference)					
25	I conduct monitoring and coaching sessions to teachers using observation checklist twice a year.					
26	I conduct research study within the school year.					



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B. Learning Environment

No.	SCALE	5	4	3	2	1
1	I promote child learning environment.					
2	I maintain the cleanliness and safe environment of the school.					
3	I publicly recognize teachers, pupils, and parents who exemplify commitment to shared values.					
4	I inform teachers, pupils and parents of the schools' performance results in oral or written (e.g. in memo or newsletter).					
5	Take steps to improve student discipline and school climate conducive to learning					

C. Human Resource Management and Environment

No.	Scale	5	4	3	2	1
1	I encourage teachers to upgrade themselves through seminars, subscribe professional magazines and enroll in the graduate studies					
2	I appreciate and recognizes teacher's achievement with encouragement and support when job is well done					
3	I am concern with the economic safety, spiritual, sexual, aesthetic and psychological needs of my subordinates					
4	I do not try to change anything as long as things are working					
5	I make others feel good so that he/she can work with them comfortably.					
6	When others meet their expectations, he/she expresses satisfaction.					
7	When solving problems, he/she seeks differing perspectives					



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8	When teachers achieve the principles and standards they have agreed on, I am contented.					
9	I provide others assistance in exchange for their unwavering sacrifices and untiring efforts.					
10	To ensure that everybody's views and opinions are respected and feedback are being heard, I look at angles from many angles.					
11	I coach and give pieces of advice and facilitate feedback and ways that easy for each teacher to accept, understand and use for their physical development					
12	I help teachers find meaning in their work, embrace change easily and treat each other equally.					
13	I treat others as individuals having different needs, abilities, skills and aspirations rather than just a member of the group					
14	I oncentrate my full attention on dealing with irregularities, idiosyncrasies, mistakes, exceptions, complaints, failures and deviations from standards.					
15	If teachers make mistakes, he would consider it as an opportunity for them to improve and grow. He give them authorities in making decisions.					
16	I make clear what one can expect to receive when performance goals are achieved.					
17	i accept questions without appearing to snub or squash the teacher.					
18	I conducts SLAC based on the training needs of teachers using the NCBTS twice a year.					
19	I punish others if they carried out a task in an unsatisfactory manner.					
20	I wait for things to go wrong, worse and miserable before responding to urgent issues.					



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D.School Management and Operation

No.	Scale	5	4	3	2	1
1	He /She implements Deped programs with stakeholders focus on academic and curricular activities within the school year for the development of the pupils.					
2	He/She leads in the preparation of School Improvement Plan (SIP) and Annual Improvement Plan (AIP).					
3	He/She manages manages school funds in accordance with DepEd policies and accounting rules and regulations and other pertinent papers					
4	I manages manage school funds in accordance with DepEd policies and accounting rules and regulations and other pertinent papers					
5	I sources out funds for the school physical improvement through fund raising, request letters, resolutions to LGU, NGO, alumni, parents and other civic spirited individual within the school year.					
6	I performs school leadership management function.					
7	I ensures that schools academic goals are reflected in highly visible displays in the school (ex. Posters or bulletin boards emphasizing Reading or Mathematics.					
8	I demonstrates that problems should become chaos before he take action.					

Part III: School Heads' Teachers' Learning Observation Guide (TLOG) (By School

Head)Name(Optional)_____

Subject:_____ **Level Section:**_____

Date/Time:_____



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Direction: Below is a descriptive statement about Teachers' Learning Observation Guide (TLOG). Read each one carefully. Then using the 4-part scale, check the number which you believe your teacher exhibit in his/her teaching learning process. Your answer will be kept confidentially. 1-no competency to be observe 2-beginning 3-emerging 4-tranforming.

A.Teaching Learning Process (TLOG)

	INDICATORS	No competency to be observed	Beginning	Emerging	Transforming
	SCALE	1	2	3	4
1	Gives assignment with clear instruction				
2	Responds to students' questions behavior accordingly				
3	Relates the lessson to those in other subject areas				
4	Relates learning to students' life				
5	Communicates within the level of students' understanding				
6	Keeps students on task				
7	Anticipates students difficulties				
8	Sustains students' participation				
9	Follows up students' progress using appropriate monitoring instruments				
10	Checks assignments				
11	Connects lesson to previous lesson				
12	Integrates the application of information and communication technologies where appropriate				



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13	Introduce lessons in an interesting manner				
14	Provides opportunities for the students to apply their learning				

A. PUPILS' READING ACTIVITIES

	INDICATORS	No competency to be observed	Beginning	Emerging	Transforming
	SCALE	1	2	3	4
1	Gives opportunities to students to participate in decision making				
2	Explains his/her lessons without reading his/her notes				
3	Utilizes appropriate strategies to develop values				
4	Give opportunities to students to express their thoughts freely				
5	Utilizes appropriate instructional materials				
6	Asks questions that call for higher-order thinking skills				
7	Develops the lesson in logical manner				



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C.Pupils' outcome

	INDICATORS	No competency to be observed	Beginning	Emerging	Transforming
	SCALE	1	2	3	4
1	Asks questions appropriate to the issue				
2	Defends ones' position in an issue				
3	Shows respect for the feelings of others				
4	States the basic concept of the lesson				
5	Responds in own words at the expected level of cognitive affect				
6	Works within the time period allotted for the activity				
7	Participate actively in the activity, interacting with the teacher, other student and materials				



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APPENDIX A.2 SURVEY QUESTIONNAIRE FOR SCHOOL TEACHERS

SURVEY QUESTIONNAIRE

Direction: Fill out this form completely, legibly and accurately. Your answer will be kept confidentially.

Part I: TEACHERS' Personal Profile Survey Form (SAPPSF)

Name(Optional): _____ School: _____

Age: _____ Gender: _____ Civil Status: _____

Highest Educational Attainment _____

Years of Service as School Administrator: _____ OPCR Rating _____

PART II: INSTRUCTIONAL SUPERVISION PRACTICES OF THE SCHOOL HEAD (Teacher's Perception)

Direction: below is a descriptive statements about instructional supervision practices of school administrators. Read each one carefully, then using the 5-part scale below check the number which you believe your school administrator exhibit in your school. Your answer will be kept confidentially. 5-always 4-often 3-sometimes 2-rarely 1-never

A. Instructional Leadership

No.	Scale	5	4	3	2	1
1	He gives teachers feedback on the DLL, classroom management and instructional leadership in teaching.					
2	He suggests new ways of looking on how to complete assignment and solve complex situations.					
3	He discusses a specific terms who is responsible for the achieving performance target.					
4	For effective instruction he inform teachers about the newest strategies and tools for effective instruction.					
5	He suggests alternative instructional methods for children who are failing consistently.					
6	He initiates new school programs that have instructional emphasis.					



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7	He schedules assemblies that have an instructional purposes.					
8	Limit interruptions of extra and co-curricular activities on the instructional time for teaching.					
9	He discusses the item analysis of test with the faculty to identify curricular strength and weaknesses.					
10	He keeps a records of his suggestions and check them for compliance for the next observation schedule.					
11	He coordinates complete instructions between teachers at different grade levels					
12	He consistently remind teachers about he suggestions during on one on one conference					
13	He helps teachers to develop appropriate instructional materials that are not commercially available					
14	He conducts observation conference immediately after observing teachers.					
15	He writes observation checklist in conducting instructional supervision					
16	he stays in place outside the classroom where he/she can observe teachers while conducting their class without being noticed.					
17	He passes by atteachers' classroom and eavesdrop					
18	In giving feedback, he will discuss first the strong points that he/she observed and congratulate them, then he/she will discuss the areas for improvement in their teaching.					
19	He stresses on the weak poits of the teachers and admonishes to improve on them.					
20	When checking the DLL,Forms 1 and 2, Forms 137 and 138, Summative Test, Periodical Test with Table of Speification (TOS), Item Analysis and Nutritional Status of Pupils, some of his/her teachers are incomplete in their records.					
21	He /she gives the results of the observation by writing teachers and leave alone and do something about it.					



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22	He /she goes to the place where the teacher together with his/her pupils are having activities to observe them.					
23	He/she enters the classroom and observe teachers conducting their classes.					
24	He/she observe and conduct informal observation in classroom on a regular basis (informal observation are unscheduled it may or may not involved written feedback or a formal conference					
25	He/She conducts monitoring and coaching sessions to teachers using observation checklist twice a year.					
26	He/She conducts research study within the school year.					

B. Learning Environment

No.	SCALE	5	4	3	2	1
1	Promote child learning environment					
2	Maintain the cleanliness and safe environment of the school					
3	Publicly recognize teachers, pupils, and parents who exemplify commitment to shared values.					
4	Inform teachers, pupils and parents of the schools' performance results in oral or written (e.g. in memo or newsletter)					
5	Take steps to improve student discipline and school climate conducive to learning					



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C.Human Resource Management and Environment

No.	Scale	5	4	3	2	1
1	He/She encourages teachers to upgrade themselves through seminars, subscribe professional magazines and enroll in the graduate studies					
2	He/She appreciates and recognizes teacher's achievement with encouragement and support when job is well done					
3	He/She is concerns with the economic safety,spiritual,sexual,aesthetic and psychological needs of his subordinates					
4	He/She do not try to change anything as long as things are working					
5	He/She makes others feel good so that he/she can work with them comfortably.					
6	When others meet their expectations, he/she expresses satisfaction.					
7	When solving problems, he/she seeks differing perspectives					
8	When teachers achieve the principles and standards they have agreed on, he/she is contented.					
9	He/She provides others assistance in exchange for their unwavering sacrifices and untiring efforts.					
10	To ensure that everybody's views and opinions arerespected and feedback are being heard, he/she look at angles from many angles.					
11	He/She coaches and gives pieces of advice and facilitate feedback and ways that easy for each teacher to accept, understand and use for their physical development					
12	He/She helps teachers find meaning in their work, embrace change easily and treat each other equally.					
13	He/She treats others as individuals having different needs, abilities, skills and aspirations rather than just a member of the group					



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14	Concentrate his full attention on dealing with irregularities, idiosyncrasies, mistakes, exceptions, complaints, failures and deviations from standards.					
15	If teachers make mistakes, he would consider it as an opportunity for them to improve and grow. He give them authorities in making decisions.					
16	He/She makes clear what one can expect to receive when performance goals are achieved.					
17	He/She accepts questions without appearing to snub or squash the teacher.					
18	He/She conducts SLAC based on the training needs of teachers using the NCBTS twice a year.					
19	He/She punishes others if they carried out a task in an unsatisfactory manner.					
20	He/She waits for things to go wrong, worse and miserable before responding to urgent issues.					

D.School Management and Operation

No.	Scale	5	4	3	2	1
1	He /She implements Deped programs with stakeholders focus on academic and curricular activities within the school year for the development of the pupils.					
2	He/She leads in the preparation of School Improvement Plan (SIP) and Annual Improvement Plan (AIP).					
3	He/She manages manages school funds in accordance with DepEd policies and accounting rules and regulations and other pertinent papers					
4	He/She manages manages school funds in accordance with DepEd policies and accounting rules and regulations and other pertinent papers					



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5	He/She sources out funds for the school physical improvement through fund raising, request letters, resolutions to LGU, NGO, alumni, parents and other civic spirited individual within the schoolyear.					
6	He/She performs school leadership management function.					
7	He/She ensures that schools academic goals are reflected in highly visible displays in the school (ex. Posters or bulletin boards emphasizing Reading or Mathematics.					
8	He/She demonstrates that problems should become chaos before he take action.					

Part III: Teachers' Learning Observation Guide (TLOG) (Self-assessment for teachers)

Name(Optional)_____

Subject:_____Level

Section:_____

Date/Time:_____

Direction: Below is a descriptive statement about Teachers' Learning Observation Guide (TLOG). Read each one carefully. Then using the 4-part scale, check the number which you believe your teacher exhibit in his/her teaching learning process. Your answer will be kept confidentially. 1-no competency to be observe 2-beginning 3-emerging 4-tranforming

A.Teaching Learning Process (TLOG)

	INDICATORS	No competency to be observed	Beginning	Emerging	Transforming
	SCALE	1	2	3	4
1	Gives assignment with clear instruction				
2	Responds to students' questions behavior accordingly				
3	Relates the lessson to those in other subject areas				
4	Relates learning to students' life				



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5	Communicates within the level of students' understanding				
6	15. Keeps students on task				
7	Anticipates students difficulties				
8	Sustains students' participation				
9	Follows up students' progress using appropriate monitoring instruments				
10	Checks assignments				
11	Connects lesson to previous lesson				
12	Integrates the application of information and communication technologies where appropriate				
13	Introduce lessons in an interesting manner				
14	Provides opportunities for the students to apply their learning				

B. PUPILS' READING ACTIVITIES

	INDICATORS	No competency to be observed	Beginning	Emerging	Transforming
	SCALE	1	2	3	4
1	Gives opportunities to students to participate in decision making				
2	Explains his/her lessons without reading his/her notes				
3	Utilizes appropriate strategies to develop values				



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4	Give opportunities to students to express their thoughts freely				
5	Utilizes appropriate instructional materials				
6	Asks questions that call for higher-order thinking skills				
7	Develops the lesson in logical manner				

C.Pupils' outcome

	INDICATORS	No competency to be observed	Beginning	Emerging	Transforming
	SCALE	1	2	3	4
1	Asks questions appropriate to the issue				
2	Defends ones' position in an issue				
3	Shows respect for the feelings of others				
4	States the basic concept of the lesson				
5	Responds in own words at the expected level of cognitive affect				
6	Works within the time period allotted for the activity				
7	Participate actively in the activity, interacting with the teacher, other student and materials				



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APPENDIX B
Phil-Iri Form 1 Post Test

Phil-Iri Form 1 Post Test

Pangalan: _____ Grade _____

May Daga sa Mesa

May mais sa mesa.

Kinain ng daga ang mais sa mesa.

Hinabol ng pusa ang daga.

Tumakbo ang daga.

Kinder

Bilang ng mga salita 23



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Mga Tanong

1. Ano- ano ang nasa mesa

Posibleng sagot : Pusa, mais

2. Ano ang ginawa ng daga sa mais?

POsibleng sagot: Kinain



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Phil-Iri Form 1 Post Test

Name _____ Grade and Section _____

GRADE LEVEL PASSAGE AND RATING SHEET

Prompt: What flower do you like best? Why do you like it? In the story you will read about roses.

Roses in the Garden

Mother has roses in the garden. Every morning, Lito helps mother water the roses. He loves their sweet smell.

He picks one. "I'll give this to my teacher he said

Gr. 1

No. Of words 30

Questions:

Literal: 1. who has a flower garden? Answer: Mother

2. What does mother plant in her garden?

Answer: roses



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3. How do the roses smell?

Answer: sweet

Interpretative 4. Where did the story happen?

Possible answers: in the garden, In the flower garden, Garden, at the garden

Applied: 5. Why did Lito give flower to his teacher?

Possible answers: because he loves his teacher. Because he wants to thank his
teacher.



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Phil-Iri Form 1 Posttest

Name: _____ Grade and Section: _____

GRADE LEVEL PASSAGE RATING SHEET

Fruits And Vegetables For You

Yellow fruits and vegetables give us carbohydrates, Vitamin A and proteins. Ripe papaya is a yellow fruit rich in Vitamin A, just like carrots and squash. They give us heat and energy. Lack of Vitamin A causes poor eyesight. Gr. II

No. of Words: 39

Questions:

Literal: 1. What do yellow fruits and vegetables give us?

Answer: they give us Vitamin A, proteins and carbohydrates.

2. What vegetables are mentioned?

Answers: carrots, squash, ripe papaya

3. What causes poor eyesight?

Answer: lack of vitamin A



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Interpretative 4. what other yellow fruits are good for you?

Answers: ripe mangoes, tiessa, melon, etc.

Applied: 5. what should you do to have good eyesight

Answer: eat fruits and vegetables rich in Vitamin A



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Phil-Iri Form 1 - Posttest

Name: _____ Grade and Section: _____

GARDE LEVEL PASSAGES RATING SHEET

Prompt: What should you do to celebrate Christmas and New Year safely?

Read the selection below.

Thank You, Thank You

Enrile Cagayan

January 10, 2009

Dear Mrs. Lopez,

Thank you for the Christmas Program last December 22. it was beautiful! We learned much from the talk of the guest speaker. It helped us celebrate Christmas and New Year safely. We went caroling instead of playing with firecrackers.

Your Pupil,

Mark

Gr. III

No. Of words: 50



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Questions:

Literal: 1. Who wrote the letter ? Answer: Mark

2. When was the Christmas Program?

Answer: December 22

3. What did they do to celebrate Christmas and New Year safely?

Answers: They didn't play with firecracker They went caroling.

Interpretative: 4. why did the children go caroling instead of playing with firecrackers?

Answers: to avoid accident

They heard the talk of the guest speaker that it was

not safe to play with firecrackers

Applied: 5. What could be Mrs. Lopez's purpose for inviting a guest

Speaker during the program?

Answer: to make pupils learn how to celebrate safely

To teach them options in celebrating Christmas

And New Year safely



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Phil-Iri Form 1 - Posttest

Name: _____ Grade and Section: _____

GRADE LEVEL PASSAGES RATING SHEET

Prompt: Many Filipinos have offered their lives for our country. Find out how Sen.
Benigno Aquino offered his.

Sen. Benigno Aquino, The Modern Hero

“NAIA..?” asked Nerie.

“Yes, it stands for Ninoy Aquino International Airport,

Father answered as their plane landed.

“it is so named after Ninoy. He was Reportedly assassinated by Rolando Galman upon Ninoy’s return from USA on August 27, 1983 during the Marcos Regime.”

Filipinos mourned the death of this fearless oppositionist senator who said, “The Filipino is worth dying for.”

Gr. IV

No.of words: 60



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Questions:

Literal: 1. What does NAIA stand for?

Answer: Ninoy Aquino International Airport

2. Why is it named after Ninoy Aquino?

Answer: because he was assassinated right at the airport upon his return
from the USA

3. Who was the reported in the news as Ninoy's assassin?

Answer: Rolando Galman

Interpretative: 4. What do you think did Aquino mean when he said, "The Filipinos are
worth dying for"?

Possible He didn't mind dying for his country.

Answer: He loved to serve the Filipino people.

He loved his countrymen

He loved the Philippines.

5. Why is Ninoy considered a modern hero?



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Possible Answers: he's considered a modern hero because he was fearless man,
one who was not afraid to oppose anyone who was
wrong to preserve democracy.

He lay down his life for the Filipino people of this generation to set
them free

Applied : 6. If somebody tells you to hurt somebody, would you do it? Why or why
not?

Possible Answers: I would not do it. It isn't good to hurt somebody

Hurting somebody would not do me any good.

No, I would not do it. I don't want to create enemies.

No, I would not do it. It's against God's laws.

7. When can you reasonably oppose somebody?

Possible answers: I can reasonably oppose anyone as long as I can prevent
him from doing bad.

I can oppose somebody when I believe I am
right.



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Phil-IRI Form 1-Posttest

Name _____ Grade and Section _____

GRADE LEVEL PASSAGE RATING SHEET

Prompt: why is it getting very warm on earth? Read aloud the selection and find out what causes this?

The Ozone Layer

The ozone layer is a layer of gas in the atmosphere that protects us from the sun's powerful ultraviolet (UV) radiation.

Unfortunately, we produce substances that destroy the ozone layer. The chemicals we use in refrigerators, spray cans, and other household stuff evaporate, and mix with the radiation from the sun. This results to a series of reactions that creates holes on the ozone layer. These hole cause global warming.

Gr. V

No. Of Words: 69

Questions:

Literal: 1. What is the ozone layer?

Answer: The ozone layer is a layer of a gas that protects us from the sun's ultraviolet (UV) radiation.

2. Where can the ozone layer be found?



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Answer: The ozone layer can be found in the atmosphere.

3. What destroys the ozone layer?

Answer: The chemicals that people use destroy the ozone layer.

Interpretative: 4. Why is the ozone layer important?

Answer: It protects us from the sun's ultraviolet radiation.

5. Why does global warming happen?

Answer: The powerful rays of the sun pass through the holes in the ozone layer making very hot on Earth.

Applied:

6. How can you protect the ozone layer?

Possible: avoid spraying chemicals

Answer: accept logical answers

7. Why is the destruction of the ozone layer dangerous?

Answers: It causes global warming.

It harms people's lives.



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Phil-IRI Form 1 - Posttest

Name: _____ Grade and Section: _____

GRADE LEVEL PASSAGE RATING SHEET

Prompt: Do you know that quartz crystal can do magic?

Read and find out.

Clock: A Calculator and A Calendar

One of the miracle of modern technology was the clock, the cheapest and the most complicated. It can display hours, minutes, and seconds. Modern electronics and atomic clock measure time with greater accuracy. It can check time in other countries.

Clock can function as a calculator, too

It can calculate, estimate and solve mathematical equations. mathematical problems were also made easy.

It updates us on the events in a year and flashes out reminder for us.

What a wonderful invention - clock

Gr. VI

No. Of words: 81



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Questions:

Literal: 1. what was the cheapest and more complicated invention of modern times?

Answer: clock

2. What can it display?

Answer: hours, minutes and seconds

3. What clock can measure time with great accuracy?

Answer: electronic and atomic clock

Interpretative: 4. How does it function as a calculator?

Answer: flashes out the reminders updates us on the event on a year

Applied: 6. If you own a clock, would you like to have an electronic and atomic clock? Why?

Possible Answers: Yes because I can use it as a calculator in school.

Yes because I will be reminded of my schedules.

8. What other things would you like your clock be able to do for you?



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Answers: predict when earthquake will happen

Predict important phenomenon

Know how heavy rain would be



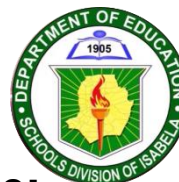
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APPENDIX C.1

Request Letter to the Schools Division Superintendent of Isabela



Republic of the Philippines
Department of Education
Region 02 (Cagayan Valley)
Schools Division of Isabela
Jones East District



103445-DUMAWING ELEMENTARY SCHOOL

Dumawing, Jones, Isabela 3313
✉ www.dumawinges103445@gmail.com

January 8, 2018

Sir:

Christian Greetings!

I am presently undertaking a study entitled "Connecting Instructional Supervision Practices of School Administrators to Teachers Performance and Pupils Reading Ability Towards: the Development of Training Program Across Disciplines" which is a part of the requirement for the completion of the degree, Master of Arts in Educational Management at the PNU- North Luzon .

In view hereof, may I humbly request authorization from your office to administer my research instruments to the public elementary school administrators and teachers of Jones East District, Jones Isabela.

Rest assured that all information gathered will remain completely confidential and will be coded so as to ensure anonymity. Neither the name of the respondent, nor the name of the school will be revealed. Though there is no monetary compensation connected with this endeavor, your favorable approval to this plea is sincerely sought.

Thank you and may God reciprocate your kindness in a hundred fold.

Very truly yours,

EMALYN B. CASIL

Approved : JESSIE L. AMIN, CESO V
Schools Division Superintendent



Philippine Normal University
The National Center for Teacher Education

Request Letter to the District Supervisor



Republic of the Philippines
Department of Education
Region 02 (Cagayan Valley)
Schools Division of Isabela
Jones East District



103445-DUMAWING ELEMENTARY SCHOOL

Dumawing, Jones, Isabela 3313
✉ www.dumawinges103445@gmail.com

March 15, 2018

CHARLITO A. MENDOZA EdD
Public Schools District Supervisor
Jones East District
Dibuluan, Jones, Isabela

Sir:

Christian Greetings:

I am presently undertaking a study entitled "Connecting Instructional Supervision Practices of School Administrators to Teachers Performance and Pupils' Reading Ability Towards: the Development of Training Program in Teaching Reading Across Disciplines which is a part of the requirement for the completion of the degree, Master of Arts in Educational Management at the PNU- North Luzon .

In view hereof, may I humbly request authorization from your office to administer my research instruments to the public elementary school administrators and teachers of Jones East District, Jones, Isabela.

Rest assured that all information gathered will remain completely confidential and will be coded so as to ensure anonymity. Neither the name of the respondent, nor the name of the school will be revealed. Though there is no monetary compensation connected with this endeavor, your favorable approval to this plea is sincerely sought.

Thank you and may God reciprocate your kindness in a hundred fold.

Very truly yours,

EMALYN B CASIL

Approved:

CHARLITO A. MENDOZA EdD
Schools District Supervisor

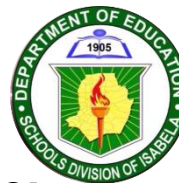


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Request Letter to the Principal



Republic of the Philippines
Department of Education
Region 02 (Cagayan Valley)
Schools Division of Isabela
Jones East District



103445-DUMAWING ELEMENTARY SCHOOL

Dumawing, Jones, Isabela 3313
✉ www.dumawinges103445@gmail.com

March 2, 2018
Mr. William Cablinan Jr.
Principal II
Jones East District
Jones, Isabela

Sir:
Christian Greetings:

I am presently undertaking a study entitled "Connecting Instructional Supervision Practices of School Administrators to Teachers Performance and Pupils' Reading Ability Towards: the Development of Training Program in Teaching Reading Across Disciplines which is a part of the requirement for the completion of the degree, Master of Arts in Educational Management at the PNU- North Luzon .

In view hereof, may I humbly request authorization from your office to administer my research instruments to the public elementary school administrators and teachers of Jones East District, Jones, Isabela.

Rest assured that all information gathered will remain completely confidential and will be coded so as to ensure anonymity. Neither the name of the respondent, nor the name of the school will be revealed. Though there is no monetary compensation connected with this endeavor, your favorable approval to this plea is sincerely sought.

Thank you and may God reciprocate your kindness in a hundred fold.

Very truly yours,

EMALYN B CASIL

Approved:

William G. Cablinan Jr.
Principal II



Philippine Normal University
The National Center for Teacher Education

Appendix C.4
Request Letter to Conduct Training



Republic of the Philippines
Department of Education
Region 02 (Cagayan Valley)
Schools Division of Isabela
Jones East District

103445-DUMAWING ELEMENTARY SCHOOL

Dumawing, Jones, Isabela 3313
✉ www.dumawinges103445@gmail.com



August 22, 2019

CHARLITO A. MENDOZA EdD

Sschools District Supervisor

Jones Esast District

Dibuluan, Jones, Isabela

Sir:

This is to submit to your office the proposal for the In-Service training on October 26-28, 2019 entitled "Training Program in Teaching Reading Across Disciplines."

Thank you.

Very Truly Yours,

EMALYN B. CASIL

Approved.

CHARLITO A. MENDOZA EdD

Schools Ditrect Supervisor



Philippine Normal University
The National Center for Teacher Education

APPENDIX C.5

Request Letter to the Teachers



Republic of the Philippines
Department of Education
Region 02 (Cagayan Valley)
Schools Division of Isabela
Jones East District

103445-DUMAWING ELEMENTARY SCHOOL

Dumawing, Jones, Isabela 3313
✉ www.dumawinges103445@gmail.com



June 26, 2018

Dear Fellow Teachers,

The undersigned is conducting a research titled **CONNECTING INSTRUCTIONAL SUPERVISION PRACTICES OF SCHOOL ADMINISTRATORS TO TEACHERS' PERFORMANCE AND PUPILS' READING ABILITY TOWARDS: THE DEVELOPMENT OF TRAINING PROGRAM IN TEACHING READING ACROSS DISCIPLINES** in the Jones East District in partial fulfillment of the requirements leading to the degree of Master of Arts in Educational Management at Philippine Normal University, North Luzon. School Year 2018-2019.

In this connection, please answer the attached questionnaire honestly and correctly.

Rest assured that the data will be treated with utmost confidentiality.

Kindly return the duly accomplished questionnaire the soonest possible time.

Very truly yours,

EMALYN B. CASIL

Researcher



Philippine Normal University
The National Center for Teacher Education

Appendix D

CURRICULUM VITAE

Curriculum Vitae

PERSONAL INFORMATION

Name : EMALYN B. CASIL
Date of Birth : September 10, 1974
Home Address : Dumawing, Jones, Isabela



EDUCATIONAL BACKGROUND

Tertiary : Philippine Normal University
: Bachelor in Elementary Education
With Specialization in English
March 1997

Secondary : Jones Rural School
Jones, Isabela
March 1993

Elementary : Dumawing Elementary School
Dumawing, Jones, Isabela
March 1989



Philippine Normal University
The National Center for Teacher Education

ELIGIBILITY : Licensure Examination for Teachers
October 1998

TEACHING EXPERIENCES

November 2008- Present : Teacher III
Dumawing Elementary School
Dumawing, Jones, Isabela

January 2004- October 2008 : Teacher I
Dumawing Elementary School
Dumawing, Jones, Isabela

S. Y. 1999 - S. Y. 2003 : Substitute Teacher
Different Schools in Jones District

June 1997- March 1999 : Classroom Teacher
Casa Del Nino Montessori and Science High School
Pacita Complex I, San Pedro, Laguna



Philippine Normal University
The National Center for Teacher Education

 Philippine Normal University
The National Center for Teacher Education
PUBLICATION OFFICE
Taft Avenue, Manila 1000, Philippines

 PUBLICATION OFFICE

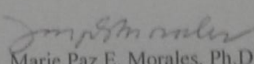
AUTHENTICITY RESULT

Date of Release: August 22, 2019
Result Code: 2019-0590
Submission ID: 1162250934
Title of Output: Connecting Instructional Supervision Practices of School Administrators to Teachers' Performance and Pupils' Reading Ability Towards the Development of Training Program in Reading
Author (s): Emalyn B. Casil

Authenticity Report:

Similarity Report: 23%

- Interpretation: A similarity of 23% means that 23% of the entire paper is similar to sources in Turnitin's (authenticity software) online repository. The colored bibliographical references denote the sources of similarity to previously published work which maybe from internet sources (19%), publications (2%), and student papers (16%) for the remaining similarity percentage.
- Highlighted text in the Manuscript:
 - Red marks and highlights are set of texts directly or exactly copied from online sources.
 - Other color marks and highlights are set of text exactly copied from other sources (student papers and publications).


Marie Paz E. Morales, Ph.D.
Director

PNU-MN-2016-PUB-QM-001
Revision No.: 01

Effective Date: August 10, 2017

Handwritten: not by [unclear] dated 2-2-2019