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Critical Reflections on Classroom Observations: Input to an Instructional Supervisory Plan

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**CRITICAL REFLECTIONS ON CLASSROOM OBSERVATIONS:
INPUT TO AN INSTRUCTIONAL SUPERVISORY PLAN**

A Thesis

Presented to the

Faculty of the Graduate Teacher Education

College of Graduate Studies and Teacher Education Research

Philippine Normal University

Manila

In Partial Fulfillment

of the Requirements for the Degree of

Master of Arts in Education

with Specialization in Curriculum and Instruction

by

JEREMY V. BASILIO

MARCH 2021

APPROVAL SHEET

This thesis entitled “**CRITICAL REFLECTIONS ON CLASSROOM OBSERVATIONS: INPUT TO AN INSTRUCTIONAL SUPERVISORY PLAN**” prepared and submitted by JEREMY V. BASILIO in partial fulfillment of the requirements for the degree of Master of Arts in Education with Specialization in Curriculum and Instruction, is hereby recommended for approval and acceptance.



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ABSTRACT

Name : Jeremy V. Basilio
Title : Critical Reflections on Classroom Observations: Input to an Instructional Supervisory Plan
Key Concepts : Instructional Supervision, classroom observation, critical reflection
Degree : Master of Arts in Education
Specialization : Curriculum and Instruction
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Classroom observation serves as a window to the teaching and learning process happening inside a classroom. Classroom observation results serve as basis for instructional and teacher's professional development. However, there are conflict of views and goal by the observer and the teacher about classroom observation and insignificant instructional supervision that in turn affect the delivery of instruction and creates hindrances in giving quality education. Thus, delving into a more in-depth reason for classroom observations through critical reflection is essential in achieving a meaningful instructional supervisory plan that hopefully improves the quality of the students' learning. It is therefore the intention of this study to identify the views of teachers, master teachers and school heads on classroom observation in terms of its goal, content, and use; enumerate and detail practices and challenges that teachers, master teachers and school heads face in the preparation and actual process of classroom observation; identify the perceived outcome (product) of classroom observation on the teacher's performance; and students' learning; improve the purpose, practice, and product of classroom observation of the Master Teacher and School Head through critical reflection; and proposed an instructional supervisory plan for master teachers and school heads to make classroom observation more effective in improving teachers' performance and students' learning. This qualitative-descriptive design aimed to provide insight and critical reflection on the purpose, practice, and product of classroom observation. The participants of the study were 20 teachers, 4 master teachers and 4 school heads. The interview and focus group discussion centered on the purpose, practice, and product of

classroom observation adapted from the phases and importance of critical reflection. The autobiographical responses served as a guide in designing an instructional supervisory plan of master teachers and school heads in determining the suited instructional supervision for teachers. The study revealed that classroom observation is perceived to have a positive effect to teachers and learners. It helps the teacher grow and improve personally and professionally. It creates good ripple effects to learners that are transmitted indirectly through instructional supervision. Through critical reflections on classroom observation as part of the supervisory strategy of master teachers and school heads, the needs of the learners could be addressed and teachers in turn, achieve the realization and fulfillment of the goal, vision, and mission of education. The continuity of instructional supervision and maximization of the technical assistance given by the master teacher and the school heads need to be prioritized. The use of critical reflection in assessing teachers and in doing post-conferences after classroom observation of teachers by the master teacher and the school head as well as its practice in teachers' daily instruction pose a positive effect, thus, can be used as basis in formulating policies on the conduct of classroom observation.

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And above all, thank you God, I lift everything up to honor and glorify You

~ Jem

DEDICATION

To all the dedicated and conscientious teachers who have dreams and ambitions of
uplifting every learner.

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Chapter 1

THE PROBLEM AND LITERATURE REVIEW

Introduction

The call for globally accepted quality education as a response to meet the rapid and adverse changes and challenges in the 21st century learning is one of the primary reasons of the implementation of the Republic Act 10533, or the K to 12 Law in June 2013. This has drastically changed the landscape of teacher quality requirements in the Philippines for this reform requires teachers to critically reflect on their roles in the teaching and learning process and serves as an imperative in the context of the K to 12 education.

Quality education requires quality schools. To have a quality school, quality teachers are essential. To be at par level in the standard of quality teachers, equipped with the 21st century learning skills, necessary training and supervision from school administrators is needed to increase their professional development. This can also help in attaining a better management of the teaching and learning process. Teachers are reasonably known to play a vital role in any instructional program. Furthermore, across the policy landscape of many developed, developing, and even less developed countries, teacher quality persists to figure prominently in educational improvement (Darling-Hammond, 2013). Teachers are in the best position to make decisions that directly affect the well-being and achievement of learners (Harris & Sass, 2011). In the same way, that teachers' performance can positively or negatively affect the development of the learner (Edwards, 2014; Grissom, Loeb, & Master, 2013). Thus, attaining good quality teaching performance, supervision, and opportunities for professional development among teachers is needed. In this way, it can help to achieve the goals of education, nurture learners, and enhance the quality of teaching that subsequently improves the quality of education (Sullivan & Glanz, 2013).

According to Title IX Chapter 2, Article 218 of the Executive Order No. 209, s. 1987 otherwise known as The Family Code of the Philippines, teachers act as surrogate parent, loco parentis of a learner while a learner is within their supervision, instruction, or custody. More so, it says that in order to fulfill the duty of care, teachers are given distinct volition as well as responsibilities. Their own backgrounds, personalities, interests, and preferences influence much of what occurs in the classroom, such as the strategies they employ in different learning situations, the timing and nature of their questions and explanations, their responses to misbehavior, or what they perceive to be deviant behavior. They also fulfill/play a variety of roles in carrying out their duties. These duties include transmitter of knowledge, counselor, social worker, assessor and more. As classroom life can be busy and rapidly changing, some teachers may perform several of these roles within the same lesson. As students' learning relies so much on the ability of the teachers to perform their roles, they need proper training and support. The multiplicity of the teachers' roles in the classroom should therefore be aimed at teacher preparation and in their continuing professional development programs.

The needs of in-service teachers for continuing professional development typically depend on the assessment of their supervisors or administrators who usually witness the key areas for faculty development during their classroom visits or observations. As one of the most effective ways of supervising is through classroom observation which serves as a window to the teaching and learning process happening inside a classroom, results of its conduct should be analyzed as input to any planning for teachers' professional development. Classroom observation is now becoming far more common than it once was.

Four years ago, according to Zepeda (2017), the advent of systematic teacher appraisal with emphasis on developing their professional skills have led to more scrutiny of what actually goes on during teaching and learning. In addition, Wragg (2013) suggested that if classroom observation is skillfully handled, it can be beneficial to both the observer and the person being observed for it informs and

enhances their professional skills. On the other hand, badly handled classroom observation becomes counter-productive leading to cause enmity, resistance, and disbelief.

One of the significant elements in accelerating pre-service teacher preparation or training of the neophyte teachers as well as improving the existing instructional practices of in-service teachers is the necessity of undergoing supervision which has been stressed by many researchers (Stark, McGhee, & Jimerson, 2016). On the other hand, one of the most challenging issues in teacher development and teacher evaluation is the supervision among teachers (Baily, 2006).

In the Philippine educational system, the concept of supervision varies depending on the need and development programs of each educational institution. The school heads and the master teachers fulfill different duties like giving support and guidance for teachers to upgrade their teaching performance; and providing them motivation to perform well their functions. Moreover, most school heads hold multiple roles including being held responsible for the schools' management and administration, finance, marketing, operation, and academic matters. The master teachers on the other hand, perform the role of imparting knowledge to teachers, provide them technical assistance, and sharing their expertise in performing curricular activities like instruction. Classroom observation is also done by both the school heads and the master teachers.

Currently, with the fast changing climate of the education system in embracing the 21st century learning skills, the demands of the K-12 Curriculum and global competitiveness, continuous development of human and material resources has enabled the raising of teachers' qualifications anchored in the Philippine Professional Standards for Teachers (PPST) in providing classroom observation and supervision for the attainment of the goal, vision and mission of the Department of Education, with vital consideration in the dynamism of curricular offerings in recent years.

In the Department of Education's Results-based Performance Management System (RPMS), teacher's performance in the classroom is being evaluated with a tool called Classroom Observation Tool

(COT). As Hinchey (2010) suggested, one single tool should not be used to evaluate teachers, but to use multiple instruments and frameworks instead. It is then critical for teacher evaluators to be fully trained in using classroom observation and in following data-gathering protocols. Moreover, it is important to value teacher's critical reflection as autobiographical responses to their classroom observation experiences. This critical reflection is also applicable to teachers, the observers, the master teachers, and the school heads to know how to assist the teachers in their classroom instruction.

For Schön and Craig (2010), reflection offers a chance for teachers to intertwine self and knowledge as one entity, allowing them to turn their personal experiences into learning by critically re-examining or re-casting their past experiences and knowledge into new contexts. New thoughts emerge from past experiences, and prior knowledge informs current thinking and generates understanding that is built on what was previously understood (Craig, 2010). Thus, reflection should be given emphasis to both the observer and to the one being observed.

Educators today sense an urgent clamor that stems from high-stakes expectations for students to perform well on standardized tests. In turn, these expectations focus attention on how teachers must improve their skills so that students can achieve more (Zepeda, 2017) and how classroom observations done by the master teachers be of great help to the improvement of their teaching. However, there is usually a conflict on the purpose of classroom observation as viewed by the observer and the teacher being observed. As Borich (2011) mentioned, in most scenarios in school, teachers modify their behavior because of an observer. In a random conversation with colleagues, some teachers give the observers the required output by changing their typical behavior, and some even rehearsing desirable behaviors for the sake of an observation and then revert to the original behavior immediately afterwards, which occur in different observation scenarios.

An examination of insight of the critical reflection of the teachers, master teachers and school heads about the purpose of classroom observation may determine if teachers are satisfied with the

classroom observation practices and their influence on their professional development. Hence, this study was conceived to look into the importance of critical reflection of teachers, master teachers, and school heads on classroom observation as input in designing a supervisory plan for instruction to improve the learners' performance.

Literature Review

This section presents the results of the review of literature and studies pertinent to the process of classroom observation and critical reflection. A descriptive overview of supervisory models that have been used in education to improve teacher instruction was also reviewed as input to the designing of an instructional supervisory program for teachers.

Critical Reflection

Cited in Chi (2013), reflection, as defined by Dewey, entails pondering a topic or an issue over in one's mind with serious and constant attention. More so, Dewey mentioned that in order to explore and modify teachers' beliefs, it is a necessity to examine them through conscious inquiry into their nature, conditions, and consequences. For instance, teachers employing a strategy that shows great participation from the class makes the teacher create generalization that it is as effective and will work the same with other subjects or to other classes. As a result, the teacher may not derive the most important or significant learning from students' experiences that makes learning experiences less capacitated to turn learning into improved action. Teachers in applied learning pedagogies may have a vague sense of the impact their experiences have had on them but not be fully aware of the nature of their own learning, its sources, or its significance. They may only be able to describe outcomes vaguely. Hence, as cited in Ash and Clayton (2009), a strong reflection is needed, to avoid application of purely experiential learning but lacks the meaning. Learning and understanding learning processes does not happen maximally through experience alone but rather as a result of thinking about and reflecting on it.

In addition, cited by Ash and Clayton (2009), Stanton mentioned that weak reflection of experiences often result to a chaotic, accidental, and superficial learning. However, a carefully scrutinized reflection helps to achieve a more significant learning, that includes good problem-solver, critical reasoning, integrative thinking, clarified goal, openness for others and new perspectives and ability to adapt to the changing environment and thinking systematically.

Weller (2019) mentioned that for individual teachers to influence learners and the learning site, they must recognize their feelings. This symbolizes an essential reflexive step for self-change. Awareness through identification of one's own discomfort in a skill space, through a safe means, can engender a specific individualized and autonomous problem-solving approach towards voluntary learning. The belief that change is an imperative is a highlighted motivator that introduces ownership and control for lasting change. Critical reflection upon one's knowledge limitations, or skill deficits, highlights, and identifies where discomfort lies and provides a targeted personal development pathway. Hence, this connects teachers into the change process.

In addition, when one experiments, reflective practice is used to improve, and cyclical repetition occurs for further improvement which leads to an action research paradigm. This day-to-day practice is used to effect or transform change (Hume, 2010).

It was further argued that critical reflective participation empowers, emancipates, and enhances the working partnership (Wilson, 2007). Moreover, a capacity for change is provided that originates from self, moves one out of a comfort zone, and engenders self-evaluation. Ownership itself provides power to the individual and because insights are not externally imposed, change is more likely to be accepted and integrated.

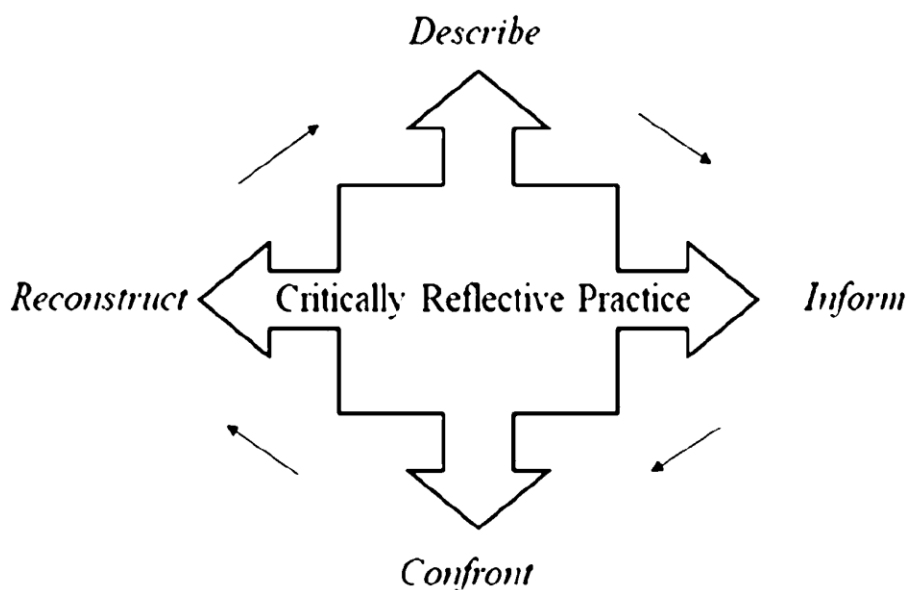
Thus, if teachers identify their own weakness points and immerse to what the real need is, it thus generates more ideas in order to overcome such, teachers can move forward professionally, and learners' gain lifelong learning.

As cited by Liu (2015), Dewey, being the foremost proponent of reflective thinking, emphasized its benefit in the world of teaching, discriminating between reflective action. In the ground-breaking work of Donald A. Schön as cited in Saric and Steh (2017) the ability of teachers to reflect on their teaching as crucial to their professional development. It had a significant impact on several teacher education programs. If teachers wish to foster active, meaning-directed, application-directed, self-regulated, and cooperative student learning, their roles become ever more demanding and complex (Vermunt, 2014).

Figure 1 presents the four-stage framework inspired by Smyth which is replicated in this study. The figure is from Cunningham's doctoral methodology.

Figure 1

Model of Critical Reflective Practice Method



In Cunningham's model of critically reflective practice method (see Figure 1) there are four stages, namely: describe, inform, confront, and reconstruct. The first stage is a straightforward description of the unique set of circumstances each teacher-researcher encounter (Cunningham, 2011). Written descriptions may entail the lived experiences about a certain situation.

The second stage is the preliminary analytical stage of CRP. The teacher steps back and inform from the immediacy of the descriptions written to consider what issues outside of what they can control (Cunningham, 2011).

The third stage is confrontation. It is the part where the teacher or observer gathers intellectual and strategic capacities focusing on an issue and engage them in critical examination of practice such as the learning process. This can further be transferred to a different setting and on how it achieves effective impact.

Finally, the last stage is creating a link between reflections and quality workplace actions. It answers ‘What is a better way to do this? (Imagine)’ and then came to terms with the idea that ‘you can understand practice by looking backwards – but work needs to be lived forwards’ (Ghaye, 2010). This could practically address and be responsive to teachers’ and students’ need.

Critical reflection and supervision as part of the teaching and learning process is important. It is uncertain if all teachers or some, are adequately trained to follow up on the course of education or if teachers are provided with adequate conditions in their everyday pedagogical practice such as school management’s support, enough supervisors and time and given support when reflecting on their teaching practice.

Expecting that teachers will take time at their own initiative to integrate the process of reflection in their work deliberately is unrealistic. Undoubtedly, there are differences among teachers regarding both their readiness to engage in such reflection, as well as the quality and effectiveness of using reflection in professional learning (Glickman, 2017). Brookfield, who is a proponent of critical pedagogy, explains that the core of critical reflection lies in uncovering how within the educational process dominant social and economic groups impose their values and beliefs to legitimize their power and authority (Sergiovanni, Starratt & Cho, 2013). Teachers’ key task’, therefore, is to learn how to recognize the workings of the system and create space for different action.

Classroom Observation

Classroom observation refers to seeing, hearing, recording, reviewing, and analyzing teacher performance in the classroom throughout the school year. Typically, the school head, department head, master teachers and supervisor serve as the observer, the persons who are in the position to make classroom visitation, scan the learning environment and are looking for ways to help the teacher improve. Conversely, classroom walk throughs occur when a group of heads such as the district supervisors and education program specialist or other division office personnel visits and observe teaching and learning. Classroom walk throughs are not conducted for evaluative purposes but to observe teaching and learning at the level of implementation of practices from professional development (Hanson, 2011; Milanowski, 2011), verifying teaching practices and checking the learning environment (Sergiovanni, Starratt & Cho, 2013) building school capacity and gathering data from different teachers (McEwan-Adkins, 2011). Milanowski, 2011 mentioned that the need for school leaders to practice classroom walk throughs is to monitor the development of teachers especially if instructional strategies are being implemented. They can easily determine the problem.

Classroom observation may be regarded as informal observation and formal observation. Informal observation is when an observer visits a classroom and observe the teacher in a short period of time that may be referred as pop-ins, walk-ins, or drop-ins. The characteristics of informal observation includes very brief classroom visitation for only 15-20 minutes done unannounced; observers may visit classes at the beginning, middle or ending part of a particular class period; it may be done at any time of the school day; and focuses on a different aspect such as instruction, time management, classroom management, transition between learning activities and clarity of instruction. Informal observations are not intended to replace formal ones; it does not include pre-observation conference and not necessarily it has post-conference but only intends to give immediate feedback. It is done to build strong relationships with teachers by the observer by communicating something about what was observed (Zepeda, 2017).

On the other hand, in a formal classroom observation, observers spend the period of class or gives an extended period of time in the classroom. Its purpose is to maximize the observation of the classroom with detailed information about the different techniques, teaching strategies, and interactions with students. This type of classroom observation requires a pre-observation conference and a post-conference. Zepeda (2017) noted that pre-observation conference prepares the observer to collect data focusing on the teacher, the students and learning environment while post-observation presents these data in a way that will help the teacher reflect on classroom practices.

In the RPMS Manual released by the Department of Education in 2018, classroom observation is described as a process of providing feedback to a teacher's classroom practice. The teacher is then rated and given feedbacks to improve the teaching and learning process. Moreover, it generates more ideas through the given inputs by the observer for the development of self-awareness as well as the strengthened delivery of instruction by the teacher.

According to Hammond (2012), classroom observation must be based on a set of standards that could assess the quality of teaching for further development. Hammond's idea supports the current practice in the Department of Education where a classroom observation tool (COT) for teacher's classroom performance is designed based on the indicators of the Philippine Professional Standards for Teachers (PPST). The results of the use of COT could be a proof of teacher's attainment of the standards required by the teaching profession as defined in the PPST. In reference to DepEd Order 42, S. 2017 entitled National Adoption and Implementation of The Philippine Professional Standards for Teachers, the Philippine Professional Standards for Teachers or PPST articulates what constitutes teacher quality through well-defined domains, strands, and indicators that provide measures of professional learning, competent practice, and effective engagement across teachers' career stages. It can as well help teachers reflect on their own personal and professional growth and development.

The process and protocols in the classroom observation include five forms that are used at a specific stage during the observation phase namely, rubric, pre-observation checklist, observation notes

form, rating sheet, and inter-observer agreement exercise form. Each comprises different levels of attainment depending on the expertise of the teacher. COT-RPMS for Teachers I-III has nine indicators based on the PPST. The teacher and the observer need to complete four observations in the whole school year, one in every grading period. Later on, this will be used as MOV's (means of verification) for the fulfillment of the teacher's performance rating and will be compiled in the teacher's RPMS Portfolio as evidence.

The first stage is the pre-observation where the teacher and the observer review the form that suits and applies to the teacher's performance. After that, the teacher plans for the lesson. The pre-observation must be completed with means of verifications (MOV's) such as the daily lesson plan or daily lesson log to be given to the observer. The next stage is the actual observation. In this stage, multiple observers are expected. The observers, it can be the master teacher, school head or supervisor, use observation notes form to record and comment on the teacher's performance. They observe and analyze the checklist given by the teacher from the mentioned pre-observation form as well as the behavior of the learners inside the classroom. Lastly, the last stage is the post-observation. The teacher meets the observers after the observation or post-conference to discuss the results of the observation. The strategy differs on the observers' style of delivering the comments, suggestions, and recommendations for the teachers and how they arrived at the final rating given to the teacher.

After the whole process of classroom observation, the question that arises after would be, "What will the teacher do in order to address the needs of each learner?". Likewise, is there a follow-up to make after the observation? And how can it help to solve the problem in delivering the instruction?

In this regard, the importance of supervision after classroom observation ascends in promoting learning enhancement among the teacher and the students. Administrators themselves bear ultimate responsibility in promoting and guiding teacher professional growth and development (Mendels, 2012). School leaders must often decipher how to bridge theory to practice, and this can be difficult without supports that scaffold early attempts at engaging in conversations that can be disturbing.

Classroom observation is important in the teaching and learning process, for the teacher and the learners. However, there should remain a focus and thorough analysis of the whole observation process and not just with the result of an evaluation. This in turn could result in a strategic scrutiny of a supervisory plan. As Goldhaber (2015) pointed out, with a heightened focus on the “bottom line”, summative evaluation tools increasingly incorporate student test scores as a measure of teacher quality disrupts the essentials of what should be given to the learners. In this sense, the triadic purposes of teacher appraisal such as the quality control, teacher motivation, and professional development (Sergiovanni & Green, 2015) could pressure for prioritizing accountability data that could result in a loss of quality control and or data manipulation. Hence, this arrives to bureaucratic issues which outshine aspects of a healthy and productive school environment. Such overly rigid, compliance-oriented management can catalyze risk-avoidant behaviors (Daly, 2009). It also transcends to the adverse condition of teachers need to wait on administrator directive prior to acting, which can delay or derail positive instructional risk-taking (Au, 2011).

Hallmarks of quality instruction are often linked with the ability to respond to individual student needs (Greenwood, 2011; Moore, 2014); and this roots from the supervision given to teachers after every classroom observation.

Models of Supervision

There are three models of supervision, which could be input in designing a supervisory program for teachers: differentiated supervision, clinical supervision, and developmental supervision.

The first model called Differentiated Supervision is a model of supervision that is effectively used as an evaluation to provide meaningful feedback to teachers based on their individual needs and level of expertise. It operates on the premise that teaching is a profession; thus, teachers should have control over their professional development and the autonomy to make choices about the support they need. Glickman

and Gordon (2013) mentioned that differentiated supervision is effectively using evaluations to provide meaningful feedback to teachers based on their individual needs and level of expertise. It occurs when school leaders recognize that teachers vary greatly in their readiness levels, skill sets, and in their confidence; thereby, resulting in significant variation in teacher effectiveness. The supervisory approaches vary in the degree of guidance from the supervisor and the degree of ownership by the teacher. The goal of the supervision process is to have teachers become self-directed and assume full decision-making responsibility.

Glickman (2014) cited that in a differentiated supervisory approach, instead of conducting perfunctory or automatic classroom observations in order to satisfy district policies or for portfolio purposes, supervisors should give concentration to teachers who need their time and effort the most.

More so, in a differentiated system view, it is assumed that teachers should be part of the teacher's evaluation, staff development, and informal observations, regardless of their level of experience, for as long as they need technical assistance, for the improvement of the instruction. It also requires a cultural shift where the administrators and the teacher must adjust in how they view the evaluation system and that it should help maximize the teacher's growth and effectiveness in delivering the instruction (Weisberg, Sexton, Mulhern, & Keeling, 2009).

In this regard, teachers should not be hindered for having a negative nor positive rating in COT. The purpose of an evaluation is to receive constructive feedback and differentiated supervision for the smooth delivery of the lesson among learners.

The second model for supervision is the Clinical Supervision Model, which is a systematic, sequential, and cyclical supervisory process that involves the interaction between the supervisors and teachers. Cited in Zepeda (2017), Goldhammer, Anderson and Krajewski stated that clinical supervision means that there is a face-to-face relationship of supervisors with teachers, though in the past it has been conducted at a distance, with little or no direct teacher contact. Methods of clinical supervision can include group supervision between several supervisors and a teacher, or a supervisor and several teachers.

Generally, the major goal of clinical supervision is to improve a teacher's classroom instruction and is expected to work best with beginning and struggling teachers. But, in a more specific view, clinical supervision's goals are: a. provide teachers with objective feedback on their instruction; b. diagnose and solve instructional problems; c. help teachers develop skill in using instructional strategies; d. evaluate teachers for promotion and tenure for competence and e. help teachers develop a positive attitude about continuous professional development (Gall & Acheson, 2011).

Kamindo (2008) cited that Cogan's original model of clinical supervision has eight steps, namely: 1.) establishing teacher-supervisor relationship, 2.) planning with the teacher (lessons, expected outcomes, instructional problems, materials and methods, learning processes, provision of feedback and evaluation), 3.) planning strategies for observation, observing instruction, analyzing the teaching learning process, 4.) planning the strategy of the supervisor-teacher conference, and 5.) conducting the supervisor-teacher conference, and renewed planning for subsequent lesson or unit, encompassing the agreed changes.

However, in a more updated study about clinical supervision, the supervisor who employs supervision using clinical supervision follows three major phases which comprise the clinical supervision cycle: 1. Meeting with the teacher and plans for classroom observation; 2. Observing a lesson and records information related to the objectives set during the planning conference; and 3. Meeting with the teacher to analyze the data recorded by the observer, interpret the meaning of the information given and reach decisions about the next steps (Gall & Acheson, 2011).

For the planning conference, the supervisor begins the process of supervision by holding a conference with the teacher. In the conference, the teacher has an opportunity to state personal concerns, needs, and aspirations. The supervisor's role is to help the teacher clarify these perceptions so that both have a clear picture of the teacher's current instruction, the teacher's view of ideal instruction, and possible discrepancies between the two. Then, both explore new techniques that the teacher might try in order to move the teacher's instruction closer toward the ideal. This results in a cooperative decision of both parties to collect observational data.

In clinical supervision, classroom observation is seen as a collection of indicators for teachers and supervisors that is done directly or indirectly by observation. Clinical supervisors maintain a neutral science in the data collection process, so that the data can speak for themselves. This process is facilitated if the teacher has a hand in selecting the observation instrument.

The feedback conference for the clinical supervision cycle is done by means of reviewing the observational data, with the supervisor encouraging the teacher to make her own inferences about teaching effectiveness. As the teacher reviews the observational data, the feedback conference often turns into a planning conference - with the teacher and supervisor jointly deciding in a collegial manner to collect further observational data or to plan a self-improvement program.

Looking at the different stages in clinical supervision, it is clear that there is consultation between the teacher and the supervisor wherein the focus is the classroom, and feedback is provided by the teacher and supervisor in mutual understanding that depicts partnership (Pawlas & Oliva, 2008). These elements of clinical supervision have been portrayed in studies where teachers have revealed what they consider as effective supervision. For instance, Blase and Blase (2000) in a study examining teachers' perspective on effective leadership using a sample of 800 teachers who responded to a questionnaire, drew a model of effective instructional leadership, which according to the teachers was about talking with teachers to promote reflection and professional growth. These are key elements of clinical supervision. In particular, the talking and reflection where they clarify that the talking involved 'making suggestions, giving feedback, modeling, using inquiry and soliciting advice and opinions, and giving praise.

In addition, the effective supervisor values dialogue and encourages teachers to critically reflect on their learning and professional practice. Generally, supervisors doing clinical supervision are seen more as a 'facilitator' who works with teachers to bring about change in classroom practices.

The third model of supervision is the **Developmental Supervision** where it assumes that teachers have varied experiences, abilities, and are at different levels of career development. It sees supervisors as

determining the teachers' supervisory needs based on their individual differences, expertise, and commitment (Glickman, Gordon & Ross-Gordon, 2014). The supervisor can therefore vary his/her approaches to different teachers in direct assistance, professional development, curriculum development, group development, and action research with teachers hence teacher's need should be combined with the school goals (Glickman et. al, 2014).

More so, in the development model of supervision, it is believed that teachers or the supervisees have individual needs, learn differently, and advance at their own pace from less to more competent as they go through stages in their professional development. This concept of supervision can be traced in the developmental psychology that notes about the changes in individual behavior across the life expectancy (Lambie & Sias, 2009).

In this model, supervisors are seen appropriately employing different leadership styles with different teachers and according to different circumstances. Within this framework, supervisors (as they interact with teachers) seek to foster thinking skills, which help in the analysis of classroom instruction and make teachers more aware of the many options for change (Beach & Reinhartz, 2000).

Stark, McGhee and Jimerson, (2017) mentioned that to understand the differences among individual learners in academic classrooms, it is important to distinguish differences among classroom teaching professionals. Bolstered by the tenets of adult learning and the research in teacher and adult development, Glickman et.al (2014) suggests that in the developmental supervision, approaching and working with teachers successfully is not a one-size-fits-all endeavor. Therefore, administrators must be mindful of their behaviors as they engage in instructional supervision work, selecting the procedure, techniques, strategies, and language appropriate for the individual and the specific situation.

Developmental supervision proposes a range of four supervisory behaviors along a continuum from directive control to nondirective Glickman et al., (2014) stated that the continuum of behaviors begins with maximum supervisor responsibility and minimum teacher responsibility (directive control), and it moves toward maximum teacher responsibility and minimum supervisor responsibility

(nondirective). In this manner, teacher's levels of adult development, expertise, and commitment as well as responsibility for solving the problem and urgency of the situation are all necessary when choosing as to which of the four supervisory approaches is most appropriate.

In general, teachers at lower levels likely come to the table with fewer pedagogical tools, experience, and/or maturity in professional judgment', thus, may benefit from a more directive approach, in which the administrator may offer alternative solutions for the teacher to consider in improving his or her instruction. In contrast, those at moderate levels (who may have more experience, resources, pedagogical tools, or who have a track record of enacting beneficial classroom decisions) are better served with a collaborative stance, in which the administrator seeks to understand and verify the teacher's perceptions and encourages him or her to come up with their own solutions. Teachers functioning at the highest levels of commitment, development, and skill are poised for nondirective supervision. Administrators using this stance supportively listen but allow the teacher to make his or her own decisions.

Glickman et al. (2014) further suggested that when an administrator is unsure of the teacher's level of functioning, it is best to begin at a place of collaboration and adjust as needed. The goal of developmental supervision is to move toward a nondirective stance encouraging self-reflection so that teachers learn to identify their own ways of improving their teaching through the classroom observation. More so, it is built on the premise that human development is the purpose of education. This model presupposes that as supervisors work with the teachers, in achieving their purposes, they need to match their assistance to teachers' conceptual levels, and they also need to allow teachers to take charge of their own improvement. Part of their practice as well, supervisors must be knowledgeable about and responsive to the development stages and life transitions of teachers.

In addition, the collaborative style is premised on participation in the instructional decision-making process. This orientation includes the following behaviors: listening, presenting, problem solving, and negotiating, which lead to a development of a contract between the teacher and the supervisor. Collaboration is appropriate when teachers and supervisors have and are aware of similar levels of

expertise, involvement, and concern with a problem. The product is a contract, mutually agreed upon and carried out as a joint responsibility. In a non-directive style, supervisors view teachers as capable of analyzing and solving their own instructional problems. Non-directive behaviors include listening, reflecting, clarifying, encouraging, and problem solving. The purpose of this type of supervision is to provide an active sounding board for thoughtful professionals (Glickman et al., 2014). The outcome is generated by the teacher who determines the plan of action.

For classroom observation in a developmental supervision, it is pointed out that there is a difference in evaluation. Formative observation instrument is used to describe what occurs in a classroom as a means of professional growth and instructional improvement. Therefore, the use of a formative observation instrument is conditioned on prior agreement about what is the worthiest of learning by that teacher in that classroom. A summative evaluation instrument on the other hand, is an externally imposed uniformly applied measure intended to judge all teachers on similar criteria to determine their worthiness merit and competence as employees.

In general, developmental supervision provides the supervisor the ways to connect the teacher's levels of professional development with the appropriate supervisory style through the purpose, practice, and product of classroom observation. As Tanner and Tanner (2014) indicated, if teachers are to grow in their professional commitment for solving problems, a growth of developmental model of supervision is required.

Synthesis of the Related Literature and Studies

The reviewed literature and studies were classified into three major topics such as critical reflection, classroom observation and supervisory models. The cited literature and studies about critical reflection point to teachers on how it is important to make it part of their own teaching practice and how to become models of reflective practice for students. Same goes with the school heads and master teachers

on how they could supervise their teachers based on their reflection. Šteh & Šarić (2016) mentioned that critical reflection in the context of education is characterized by teachers examining different areas such as the school and its environment by studying what values lie in the background and making others aware. More so, it gives direction and starting points that will lead them when selecting teaching methods. The need to practice critical reflection is to justify the important matter and to determine the area of focus on which the teacher needs to improve. Tripp and Rich (2012) mentioned that reflection is a self-critical, investigative process wherein teachers consider the effect of their pedagogical decisions on their situated practice with the aim of improving those practices. More so, cited in (Šteh & Šarić, 2016), Brookfield explains that the core of critical reflection lies in uncovering how within the educational process dominant social and economic groups impose their values and beliefs to legitimize their power and authority. Therefore, teachers need to learn how to recognize the workings of the system and create space for different action. The importance of critical reflection is highly anticipated in the whole process of teaching and learning with great impact in the teacher's performance in the classroom observation. It is integrated in all sub contents in knowing the purpose, practice, and product of classroom observation. As Wilson (2007) stated, critical reflection is awareness of one's own location and feelings of hesitation and a way to counteract hesitation tendencies. More so, Weller (2019) said that the teacher who explores his or her own reaction can unravel the underlying reasons for hesitancy and proactively alter his or her capacity. More importantly, cited in Liu (2015), Zeichner and Listo pointed out that teachers' reflection should not be supported as an end without connecting these efforts to making a better society for the purpose of supporting student learning. This can be thread on to the classroom observation of the teacher where critical reflection is needed to capture the full content in order to determine the most suited supervision needed by the teacher.

Classroom observation is viewed as a method to gather information for the increase in the performance of students. It includes either informal observation, commonly known as pop-ins that occurs at short period of time and come unannounced. The purpose of informal observation is to directly see the

situation in a specific time that may be under instruction, time management, classroom management, transition between learning activities and clarity of instruction and provide immediate feedback. While formal observation requires a certain time and is done in a scheduled manner. In this type of observation, teachers are being evaluated in different areas and are provided conferences (pre and post) to discuss the whole process of teaching performance. Despite the differences in models and methods such classroom visitations share three common characteristics: brevity, focus and feedback (Milanowski, 2011; Stout, Kachur & Edwards, 2010). Classroom observations should support the teaching and learning process and regardless of its form whether formal or informal, these supervisory practices are bound by the context of enhancement and do not have to fault-find the teachers and cast weaknesses. Zepeda (2017) noted that effective supervisors take advantage of a range of opportunities to become involved in the instructional lives of their teachers. A purposeful combination of formal and informal observations will help build a culture that supports this path toward professional development and growth. The achievement of the competencies that will be manifested in the classroom observation, which is an essential factor to know the actual performance of a teacher in the attainment of the objective of teaching, can be appraised with the self-assessment and reflection of the teacher. It should be noted as well that classroom observation for a particular time alone does not suffice in knowing the full capability of the teacher in delivering learning to the students. Catering the experiences, practices, and other perspectives of the teacher in the preparation for classroom observation should be taken in a critical reflective way in order to determine the suitable supervision needed.

The presented models of supervision show variety of practices that gives impact in the teaching and learning process. Glickman (2014) mentioned that observers use the same supervision methods for all teachers regardless of whether they are beginning, or proficient teacher, or one-size fits all approach relies on inspectional methods and is mainly concerned with administrative efficiency. Supervision according to the differentiated model allows the supervisor to concentrate on teachers who need their time and effort instead of conducting perfunctory classroom observations for all teachers. Differentiated

supervision points that regardless of experience and competence teachers have different growth needs and learnings styles, therefore in crafting a supervisory plan, it should vary according to the need of the teacher, in connection to the purpose, practice and product of classroom observation. As Glickman (2014) cited, in a differentiated supervisory approach, instead of conducting perfunctory or automatic classroom observations to satisfy district policies or for portfolio purposes, supervisors give concentration to teachers who mostly need their time and effort, depending on their need. Differentiated supervision is effectively using evaluations to provide meaningful feedback to teachers based on their individual needs and level of expertise (Glickman & Gordon, 2013). This model of supervision goes the same with the clinical supervision. However, for clinical supervision, it suggests a cyclical method of preparation, observation, and feedback. Moreover, it focuses only on teachers who are mostly at the beginning level, or low performing teachers, to effectively engage in delivering instructional competencies (Gall & Acheson, 2011). The major goal of clinical supervision is to improve teacher's classroom instruction and is expected to work best with beginning and struggling teachers. Developmental supervision gives a different way of supervising. The observer or supervisor should assess the conceptual level of the teacher to apply the supervisory approach that suits their level. In this third model of supervision, it proposes a range of four supervisory behaviors along a continuum from directive control to nondirective. The continuum of behaviors begins with maximum supervisor responsibility and minimum teacher responsibility (directive control), and it moves toward maximum teacher responsibility and minimum supervisor responsibility (nondirective) (Glickman et al., 2014). Thus, developmental supervision provides the supervisor the ways to connect the teacher's levels of professional development with the appropriate supervisory style.

Supervision should be a way to improve the quality of the teaching and learning process and ultimately improve the quality of children's education by improving on teacher's effectiveness and job performance. Hence, in determining a timely and necessary instructional supervisory plan, as noted in the different models of supervision, it should be composed and derived depending on the very need of the

teacher, as reflected in the critical reflection of the teachers, Master Teachers and School Heads about the purpose, practice, and product of classroom observation.

Conceptual Framework

Teachers play different roles in improving the teaching and learning process. Teachers serve as adviser, moderator, facilitator and more importantly second parent to their learners and that greatly impacts learner's development. Hence, continuous growth and professional development can help them enhance their teaching performance. The context for education is ever changing. In response to changing circumstances, teachers have a professional responsibility, collectively and individually, to reflect on what is happening and why, as well as the effectiveness of their current teaching practices.

In this study, classroom observation serves as the window to the teaching and learning process and serves as the ultimate basis for technical assistance to the teacher as given by the master teacher or school head. Critical reflection on classroom observation is the highlight and core feature of the study.

To critically reflect, the teacher has to determine the **purpose of the classroom observation**. This will help in knowing the direction of the teacher as Zepeda (2017) stated that self-directed development is a choice given to teachers that empowers them towards professional development goals, gather resources to concretize these goals, and carry out the steps towards the accomplishments of the desired outcomes. In determining the purpose, **the goal, content and use** of observation will be examined.

After knowing the purpose, the **practice** that the teacher used for observation will be critically reflected. These practices pertain to the routines of maintaining a good physical classroom setup, the ways of presenting a lesson, delivering strategies, and performing assessment, and the process of sustaining a harmonious classroom behavior among learners. Teachers perform these practices during classroom observation or on a daily instruction that typically comes from the ideals of the teacher that is reflected based on experience and learner's need. In this part, teacher look up for the **challenges** in attending to the practices in order to attain the set purpose. Moreover, in order to improve instruction,

teachers learn to analyze their own classroom behavior. Although an administrator or supervisor may facilitate the process and assessment of classroom performance; still, this begins with teachers who are developmentally ready. Teachers, therefore, need to have self-analysis skills to examine the various aspects of their instructional delivery system (Beach & Reinhartz, 2000). Self-assessment is regarded as a process of reflection that engages teachers in the variety of activities and the most important dimension of self-assessment is the ability to reflect on one's experience as a teacher.

In the actual observation, connecting it to the ideals as anchored from the purpose earlier stated and critical reflection are sought. Lui (2015) reiterated John Dewey's statement that reflective thought denotes active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and further conclusions to which it tends. At its core lies the idea of systematically and rigorously examining an idea, an experience, a problem, with an attitude of open-mindedness, wholeheartedness, curiosity, and responsibility (Rodgers, 2002). It was further deepened by Tripp and Rich (2012) who consider reflection as a self-critical, investigative process wherein teachers consider the effect of their pedagogical decisions on their situated practice with the aim of improving those practices.

After critically reflecting on the practices, the teacher reflects based on the **product** or end outcome of the classroom observation. The teacher determines **teaching performance and how it impacts students' achievement.** After then, following the phases of critical reflection, the teacher as supervised by the master teacher or school head, plans for the attainment of the reflection made. This part is when the teacher creates links between reflections and quality workplace actions. Zeichner and Liston (2015) point out that teachers' reflection should not be supported as an end without connecting these efforts to making a better society. This as well, emphasizes the importance of asking whether the results of teaching are good, for whom and in what ways. It is essential for both critical thinking and establishing connection aspects to be intertwined in our understanding of reflection. Teachers should develop the skills of critical thinking to be able to recognize the assumptions underlying the foundations of their beliefs and

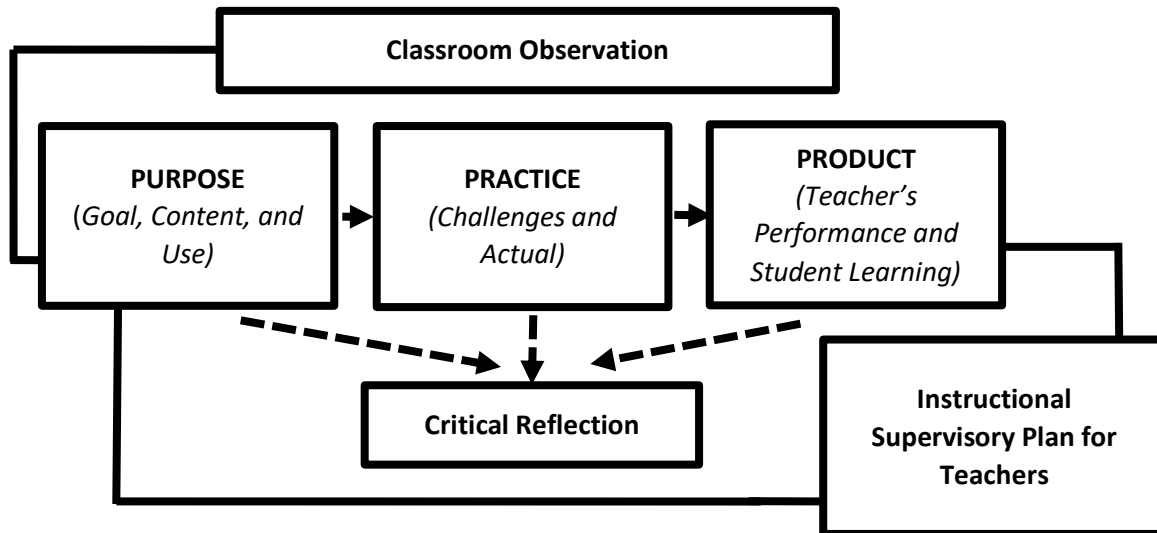
actions, to confront different perspectives, develop new alternatives, predict the consequences of actions, and simultaneously create contextual sensitivity and reflective skepticism. This scaffolds reflective practice for change. Meanwhile, the master teacher and school head, being part of the total development process, should assess themselves in giving appropriate technical assistance to reach out to the need of the teacher.

Based on the given details, an **instructional supervisory plan** is crafted depending on the assessed need of the teacher. The instructional supervisory plan is a detailed in-service education and leadership set of activities or actions that a school head takes to promote growth in students learning (Sabacan, n. d.). This plan of instructional supervision given by the master teacher or school head to the teacher helps improve the delivery of instruction based on the identified need of the teacher that roots from the result of the critical reflection and performance in the classroom observation.

In the supervisory plan, the master teacher or school head will identify the performance outcome of the teacher based on the critical reflection of the teacher and needs in the attainment of the identified purpose. Therefore, following the differentiated model of supervision, the teachers will be differentiated as beginning, proficient or at-risk teachers. As the instructional supervision plan is emerging, the master teacher and school head will determine the development of the teacher and this will be connected to the next classroom observation until the teacher will achieve the enhanced performance or outstanding level. Supervision regardless of its form, is a focused effort on helping teachers to reflect on their practices to discover and learn more about what they do and why and to develop professionally (Sergiovanni, Starratt & Cho, 2013). This is as well applicable to what Zepeda (2017) said that the overall intents of instructional supervision are teacher growth and development. More so, she mentioned that its aims are formative and focus efforts with teachers to promote growth, development, interaction, fault-free problem solving, and a commitment to build capacity. It involves supports such as classroom observations, coaching, action research and a host of other activities, processes, and programs at the site level. The illustration of the conceptual framework of the study was shown in Figure 2.

Figure 2

Conceptual Framework of the Study



As shown in Figure 2, the framework of the study centers on the critical reflection of classroom observation. The processes and experiences in the classroom observation by the teacher being the one observed and the master teacher and/or the school heads being the observers are necessary to be captured in their critical reflections of the purpose, practice, and product of critical reflection. These critical reflections of the teachers, the master teachers and the school heads can help in the improvement of the delivery of instruction through instructional supervision. The results of this study served as bases for inputs in the current supervisory program of master teachers and the school heads given to the teachers. The instructional plan will determine the needed supervision approach of the teacher based on the identified purpose, practice, and product of classroom observation through critical reflection anchored on the developmental or differentiated model of supervision.

Statement of the Problem

This study sought to examine teachers' critical reflection on the purpose, practice, and product of classroom observations as input to master teachers and school heads' instructional supervisory program for teachers. Specifically, the researcher would like to study the following:

1. How do teachers, master teachers and school heads view classroom observation in terms of the following aspects?
 - a. goal
 - b. content
 - c. use
2. What are the practices and challenges that teachers, master teachers and school heads face in the preparation and actual process of classroom observation?
3. What are the perceived outcome (product) of classroom observation on the following:
 - a. teacher's performance
 - b. students' learning
4. How can critical reflection improve the purpose, practice, and product of classroom observation of the Master Teacher and School Head?
5. What instructional supervisory plan can be proposed for master teachers and school heads to make classroom observation more effective in improving teachers' performance and students' learning?

Researcher's Assumption

The study is premised on the assumption that critical reflection on the purpose, practice and product of classroom observation affects the teaching and learning process. The critical reflection of teachers in classroom observation, could help in outsourcing the most relevant instructional supervision of master teachers and school head to teachers. This could result in a more improved teaching performance of teachers and better learning acquisition of students.

The study revealed that classroom observation is perceived to have a positive effect to teachers and learners. It helps the teacher grow and improve personally and professionally. It affects learner's performance that is transmitted indirectly through instructional supervision. Through critical reflections on classroom observation as part of the supervisory strategy of master teachers and school heads, the needs of the learners could be addressed, and teachers' performance could be improved.

Significance of the Study

This paper examines the teacher's critical reflection of classroom observation, its purpose, the preparations, the product, and its impact to the teaching and learning process and how it contributes to the formation of an instructional supervisory plan. The findings of this study may contribute to the following: **Curriculum and Instruction Division of the Department of Education.** The proposed instructional supervisory program may be used in order to supervise the teachers in a more critically reflective way. More so, the results of the study may be used to add to the national practices of instructional supervision and inputs to the implementation of RPMS.

School Heads, Master Teachers and Subject Area Coordinators. This study may give information about teachers' view on classroom observation; thus, creating more awareness about the challenges that each teacher faces. More so, it can be a source of reflection and gives point to ponder on what to expect and what actions to take during the course of observation in each class.

Curriculum and Instruction Researchers and Future Researchers. This study may provide baseline information on the recent status of classroom observation in the Department of Education. It may help in generating ideas on how to improve the instruction and the supervision given to teachers to be effective facilitators of the holistically developed learners.

Teachers. This study gives recognition to teachers' critical reflection of the purpose, practice, and product of classroom observation as input to the instructional supervisory programs of the master teachers and school heads for teachers.

Scope and Limitations

The study focused on determining the purpose, practice, and product of classroom observation through the critical reflection of selected teachers. The analysis of the critical reflections serves as input on how it affects the development of an instructional supervisory program for teachers.

The research participants were limited to 20 teachers, four (4) master teachers and four (4) school heads from Cluster 4 of a division in Pampanga, who manifested a high level of openness and involvement in the research process. The division that served as the location of the study was chosen as it is also where the researcher teaches. For convenience and practicality, the researcher gathered data from this division so that his colleagues and mentors will directly benefit from the product of this study.

The data were all qualitative as they emanated from interview guides and focus group discussions. Triangulation of data happened through verification of what the teachers said with what the master teachers and school heads also said.

The study did not cover the learner's perspective since the primary purpose of the study is to know the critical reflection of teachers, master teachers and school heads on the purpose, practice, and product of classroom observation to have basis in designing an instructional supervisory program for teachers.

There is no actual classroom observation made in this study as the researcher relied only on the narratives and experiences of the participants in the context of classroom observation.

Definition of Terms

The key words in the development of the main problem and some related words are defined conceptually then operationally.

At Risk Teachers. This refers to teachers in the service for three or more years but are considered struggling or have difficulty in delivering a lesson or instruction (Glickman, 2014). In this study, the at-risk teachers refers to a group of teachers who needs more classroom observations and supervision by the master teachers and school heads.

Beginning Teacher. This refers to teachers with 0-2 years of experience covering the whole journey of teaching experiences (Glickman, 2014). In this study, the beginning teachers are those who are just new in the Department of Education that belong to the first career stage of a professional teacher based on the four career stages defined in the Philippine Professional Standards for Teachers.

Classroom Observation. This refers to the act of seeing, hearing, recording, reviewing, and analyzing teacher performance throughout the school year (Zepeda, 2017). In this study, classroom observation serves as a window to knowing if teachers meet the standards of a beginning or proficient teacher defined in the Philippine Professional Standards for Teachers captured in a tool called Classroom Observation Tool. The data obtained from classroom observations serves as the main source of data in the evaluation of the teacher's evaluation of performance.

Critical reflection. This refers to a process of reasoning that adds depth and breadth to make meaning by making connection between course content and the experience. It is descriptive, analytical, critical, and can be articulated in several ways such as in written or oral forms or as an artistic expression (Cunningham, 2019). In this study, it refers to the written or oral reflections expressed by the teachers, master teachers and school heads about the purpose, practice, and product of classroom observation.

Goal. This pertains to the aim or desired result in a course or action influenced by life, experiences, prior knowledge, and present needs (Zepeda, 2017). In this study, for teachers, goal refers to the idea of future desired result in the classroom observation and on student learning. On the other hand, the goal for master teachers and school heads in this study pertains to a desired outcome in supervising the teachers through classroom observation for refinement of practice by allowing them to specify the specific area of focus and basis for instructional supervisory plan.

Instructional Supervisory Plan. This refers to the detailed in-service education and leadership set of activities or actions that a principal or supervisor takes to promote growth in students learning (Sabacan, n.d.). In this study, it is the plan of instructional supervision given by the supervisor to the teacher to improve the delivery of instruction based on the identified need of the teacher that roots from the result of the critical reflection and performance in the classroom observation.

Practice. As a process, this involves multiple agents and their interactions within the classroom as a system. The process can be manifested in diverse formats and structures, and its effectiveness can be influenced by numerous factors both internal and external to the classroom (Li & Oliveira, 2015). In this study, practice pertains to the routines of maintaining a good physical classroom setup, the ways of presenting a lesson, delivering strategies, and performing assessment, and the process of sustaining a harmonious classroom behavior among learners. Teachers perform these practices during classroom observation or on a daily instruction that typically comes from the ideals of the teacher that is reflected based on experience and learner's need.

Product. It refers to the result of something (Cambridge University Press, 2021) In this study, it refers to the end outcome of observation that impacts teacher's professional effectiveness and students' learning.

Proficient Teacher. It refers to the teachers who 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, 2019). In this study, this refers to the teacher with 3 years- or more teaching experiences and is often more progressive and performs well in the teaching and learning process.

Purpose. It is one thing being done in order to achieve another, the end product lying outside the activity itself. To talk of purposes is always to refer to some external end to which the activity is directed (Miñano, 2013). In this paper, it pertains to the critically reflected goal, content, and use of classroom observation of a teacher.

Supervision. It refers to the focused effort on helping teachers to reflect on their practices, and to discover and learn more about what they do and why, and to develop professionally (Servgiovani et.al, 2013). In this study, it refers to the interaction between a teacher and a supervisor, school head or master teacher that aims to help and assist in the delivery and presentation of curricular and instructional programs that may result in a teachers' better acquisition of knowledge, skills, and attitude. It is typically spearheaded by the master teacher or the school head as a way to improve instruction.

Chapter 2

METHODOLOGY

This chapter presents the methods used in designing the study and in gathering, collecting, and analyzing data including the process in the development and validation of the tools for data collection in consideration of the ethical practices in the conduct of the study.

Qualitative Design and Methodology

This study employed a qualitative descriptive design. It focused on discovering the condition of classroom observations to find new truth. According to Calmorin (2005), descriptive studies are valuable in providing facts on which scientific judgments may be based. They provide essential knowledge about the nature of objects and persons.

The above-mentioned research method was the most suitable for this study since the main objective of the researcher was to examine the critical reflections on the purpose, practice and product of classroom observation that are helpful in designing an instructional supervisory program of the master teachers and school heads for teachers.

Research Site

The study was conducted in a city in Pampanga. This city is considered a chartered city since its governing system is defined by the city's own charter document rather than by state, provincial, regional, or national laws; therefore, it is a necessity that it must have its own division office to take charge of its educational aim.

In 1964, the first division office of this city was housed at the Pamintuan Ancestral House. It stayed there until 1973. Catalino Guzman, headed the Division Office and managed all its program.

Currently, the division office of this city is located in a barangay that comprises four districts - North, South, East and West.

There are forty-six (46) Elementary Schools, sixteen (16) Junior High Schools with one (1) stand-alone Senior High School in this division. With the rationalization structure that was introduced in 2015, the schools are organized into clusters of 10.

The researcher particularly chose Cluster 4 among the 10 clusters. Cluster 4 is composed of 4 elementary schools which were coded ES 1, ES 2, ES 3, and ES 4.

The research site was chosen to present the mixed culture of the city in the use of classroom observation and how critical reflection helps in the development of instructional supervision among teachers as provided and administered by the master teachers and school heads. More so, the site was convenient and safe for the researcher and respondents since they reside in the same city and are all currently affiliated in the said office.

Research Participants

In the selection of participants, among the 10 clusters in the division of this city in Pampanga, the researcher chose Cluster 4 which was composed of four elementary schools.

Through purposive sampling, the researcher chose twenty (20) permanent public-school teacher participants to answer the research problems 1-2, and four (4) Master Teachers and four (4) School Heads to answer research problems 1-4. Table 1 shows the demographic profile of the participants.

Table 1*Demographic Profile of Research Participants*

Characteristics	Distribution	
	Teachers	Master Teachers and School heads
Age		
20-30	7	0
31-40	6	4
41-50	4	2
51-60	3	2
TOTAL	20	8
Educational Attainment		
Bachelor's Degree	7	0
Bachelor's Degree with M.A. Units	13	6
Master's Degree	0	1
Master's Degree with PhD Units	0	1
Doctorate Degree	0	0
TOTAL	20	8
Years of Service		
2-10 years	10	0
11-20 years	7	5
21-30 years	2	3
TOTAL	20	8

As shown in Table 1, the researcher considered that the participants must be in the service for at least two years either in private or public-school teaching. Most of the participants have master's degree units which helped the researcher in explaining the protocols and process of interview and focus group discussion.

Data Collection Method

The researcher of this study used interview questions and focus group discussion. With the qualitative research interview, the researcher tried to understand something from the participants' point of view to uncover the meaning of their experiences. Research interviews were based on the conversation of everyday life.

Interview

In this process of data collection using interview, semi-structured interview guides were given to the teachers, master teachers and school heads prior to the discussion. This type of interview was guided by a list of questions or issues that explored focusing on the critical reflection of teachers, master teachers and school heads about classroom observation. The interview guide that the researcher used was in the form of open-ended type of questions which included the following: (1) purpose of the interview; (2) terms of confidentiality; (3) format of the interview; (4) how long the interview will take; (5) how to get in touch with the researcher after, if researcher want to; (6) if they have any questions before the researcher and participant get started with the interview; and (7) assurance of confidentiality of the tape recorder. The researcher formulated the questions based on the research questions 1-2. The sub questions centered on the process of critical reflection (see Figure 1 on page 7) examining the purpose, practice, and product of classroom observations. Then, the initial draft questionnaire was presented to ten experts in the curriculum and instruction field, five from Philippine Normal University and five from the division where the researcher is affiliated. They were formally asked as well to validate them based on their representativeness and clarity in measuring the attributes of the concept and constructs used in the study. Also, the overall comprehensiveness of the interview questions in representing the total content domain of the study were substantiated. Subsequently, upon the approval, the researcher visited the participants and set up a schedule for interview that was convenient to them. During the interview, questionnaires were presented to the participating teachers, master teachers and school heads with more than 13 questions regarding their view of classroom observation grouped in terms of the following aspects: (1) purpose, (2) content; and (3) use, practices and challenges in the preparation and actual classroom observation. See Appendix F for the interview guide for teachers on page 135 and Appendix G for the interview guide for master teachers and school heads on page 136.

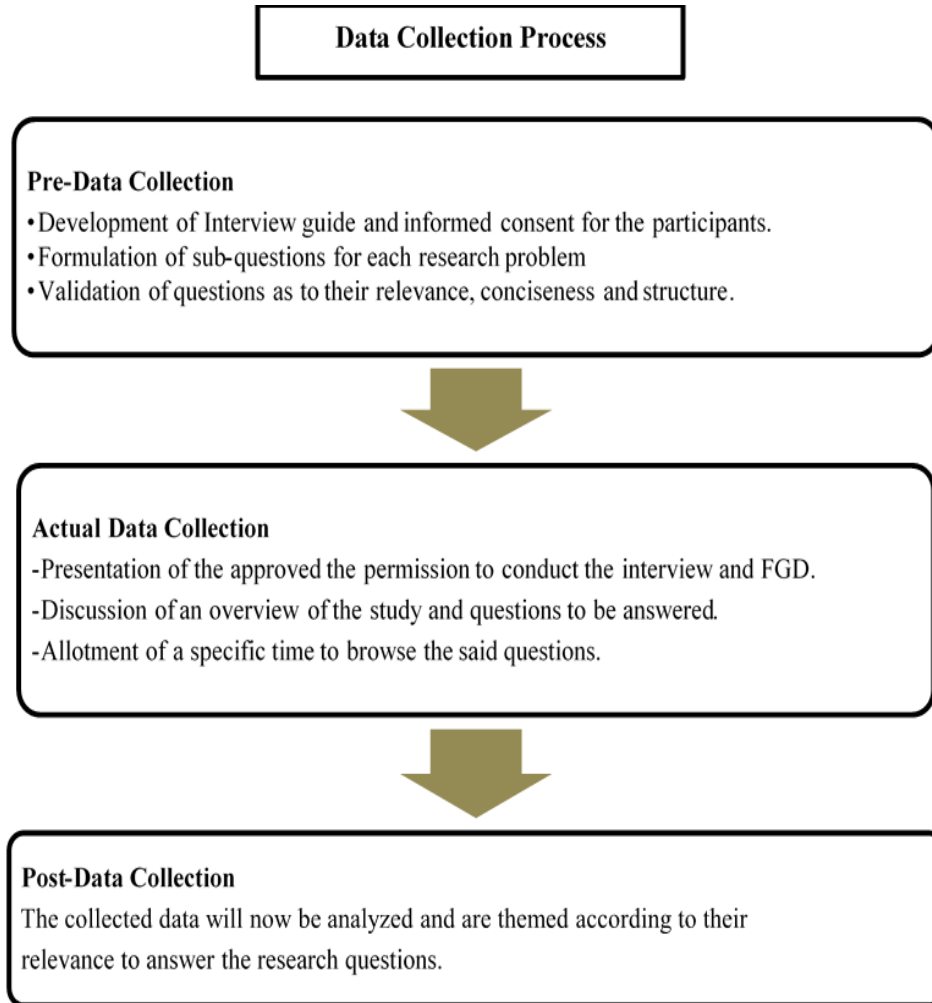
Focus Group Discussion

For this method of data collection, questions were formulated by the researcher based on the research question 3 and 4. The process of critical reflection was used as a guide whereas the three questions given were about the impacts of classroom observation, how it affects teacher's performance and students' achievement and how do teachers reflect in the observation procedure. See Appendix H for the FGD guide for master teachers and school heads on page 137. The FGD questions were validated as well by the same ten experts in the field of Curriculum and Instruction based on their representativeness and clarity in measuring the attributes of the concept and constructs used in the study as well as the overall comprehensiveness. Upon the approval, the researcher visited the participants and set schedule and place for the FGD. During the discussion, questions were presented to the master teachers and school heads with 9 questions for conversation. See Appendix H for the FGD interview guide for master teachers and school heads on page 137.

In the interview and FGD, the researcher oriented first the participants regarding the purpose of the study. The duration for interview was 50-60 minutes while for focus group discussion, an hour and 30 minutes was given. The researcher used an audio tape recorder with the respondents' consent and transcribed verbatim which later were shown to the respondents to check the accuracy of their responses. Figure 3 shows the flowchart of the data collection process.

Figure 3

Data collection process



The figure entails the process of data collection. Pre-data collection primarily involves identification of focus and validation of the instrument. During the actual data collection, a letter of approved permission to conduct the interview was presented (refer to Appendix A on page 130). The researcher introduced himself then presented and discussed the consent form to the participant. More so, part of the presentation was to give an overview of the study and a copy of the questions to be answered. The researcher allotted a specific time to browse the said questions. Interview was conducted within an

hour, depending on the comfort of the participant (see Appendix I on page 138 for the sample conversation). For the FGD, half an hour was enough to discuss the questions. The researcher was set to be the moderator. Lastly, the collected data was analyzed and were themed according to their relevance to answer the research questions.

Data Analysis

Thematic analysis is the process of identifying patterns or themes within qualitative data. The processing of data gathered in the qualitative phase ran from verbatim transcription of participants' responses and coding data according to evident information, as regards to the intentions of the study, down to the extraction of essence by the investigator.

After the interview and focused group discussion, the collected data were analyzed and transcribed distinctively. The researcher grouped the responses according to the core ideas as part of the coding process. After the coding process, the initial possible themes were enumerated to avoid biases. The initial themes were then redefined that are relevant to the critical reflection process. After identifying the themes, the researcher started the write-up of the research findings.

For the Instructional Supervisory Plan

From participants' coded themes, the instructional supervisory plan was crafted. The coded themes (see Table 12 on page 105) drawn from research questions 1-4 reflects the data in the guide questions for critical Reflections of Teachers at Different Career Stages. From there, the questions were formulated. Themes and questions were categorized according to the to the stages of critical reflection that is are reflected in Figure 5 on page 95.

Validation

After gathering all the data from teachers verified through the data gathered from the master teachers and school heads, the researcher transcribed them and made thematic analysis on the information gathered. Triangulation technique was done to check the veracity and consistency of information among three data sources (i.e., teachers, master teachers and school heads) gathered through their written responses in an open-ended questionnaire and actual interview. Data gathered were backed up by the researcher's review of applicable policies to support claimed practice and related literature and studies.

Moreover, to ensure accurate data gathering done through the interview of the teachers, master teachers and school heads, transcriptions of the ideas they shared were shown to the interview respondents for their checking. The researcher did not have field notes to verify transcriptions made, hence the checking was done by the respondents themselves. Some corrections and further explanations were given by the interview respondents when they checked the transcriptions. Verification of the transcriptions was done prior to thematic analysis to ensure accuracy of information generated from the interviews done. After the thematic analysis of information from the interviews combined with the written responses in questionnaires of the teachers, master teachers and school heads, the researcher sought the approval of the adviser of how he organized and interpreted the data and several revisions happened to eliminate misinterpretations and unconscious biases of the researcher.

Ethical Considerations

This study sought to assess teachers' purpose, practice, and product of classroom observation in a critical reflective way that would give a better scope on how it would promote good instructional supervision provided by the Master Teachers among teachers.

On Sensitive Issues

This study aimed to identify teachers' and master teachers' critical reflection of classroom observation based on its purpose, practice, and product. It does not involve or allow any inclusion of sensitive issues likewise on gender, age, and physical environment. It only aimed to identify teachers, school heads, and master teachers' critical reflection of classroom observation.

On Protection of Respondents and Suitability of Research Site

The research site of the study ensured the safety and protection of both participants and researcher. Data collection were on the available time and date of the participants and their identity will be kept and treated with great anonymity. Use of codes was utilized so the participants remained anonymous.

Debriefing Plan

The teachers, master teachers and school heads that participated in this study were given complete information of the nature and purpose of the study on the onset of the interview. Request letters were given to all the volunteer participants. Information about the participants and their responses were kept confidential.

Selection of Participants

Participants were the teachers from the Division of Angeles City, Cluster 4. The four schools in the said cluster, including where the researcher is affiliated were represented by five respondents, both teachers and Master Teachers. The School Heads of Cluster 4 were also part of the research. Same participants were asked for the interview and focus group discussion.

Duration of the Study

The participants were asked to give critical reflection based on the purpose, practice, and product of classroom observation. For the interview part, 13 Semi-structured questions were given ranging from

50-60 minutes. On the other hand, eight questions were given for the focus group discussion for 60-90 minutes.

Bias-Free Data Collection Tool

The semi-structured interview guide was not comprised of any thought-provoking personal questions that led to the discernment of the participants to their immediate superior. Financial status, health issues, gender, ethnicity, or religion were not transcribed in the collection of data. Focus was on the critical reflection of classroom observation and how it helped in the formulation of instructional supervision.

Conflict of Interest/ Collaboration

There is no conflict of interest nor financial or non-financial interest return for the participants or to the researcher in this study. The research objectivity or independence was not compromised on the onset down to the last part of the study. This study was not collaborative research and not externally funded.

Protection of Privacy of the Respondents

All information gathered from the participants were kept in anonymity with confidentiality. Codes were used to protect their identity. On the course of the use of audio recorded interviews, all the information or the file were deleted as soon as the research period was done. Profiles of the participants were kept, and no pictures were taken in any of the appendixes of the study.

Consent Process and Consent Form

Request letters and permits were submitted to the Office of the Division of Angeles City Superintendent and to all the participating Schools to ensure legality of the research. The informed consents were forwarded as well to the participants. See informed consent form (Appendix D, page 133) as appended.

Vulnerable Population

The participants of the study were selected teachers, master teachers, and school heads in the Cluster 4 of the Division of Angeles City who have been in the service for at least two years and were not considered vulnerable population. They are professionals and were deemed to be the most suitable participants to the current study.

Sharing of Research

The results of the study were presented to all the participants and to the Division of Angeles City. A copy was given to the participating Division office which they may use as an alternative in the enhancement of the teaching and learning process especially in the instructional supervision of the Master Teacher and School Heads to the teachers.

Incentives and Compensation

There were no incentives or compensation in participating in this study. Furthermore, it had no intention to compromise the objectivity of the research.

Information on Impact of Research

Through the critical reflection of the teachers, master teachers and school heads on the classroom observation based on its purpose, practice, and product this served as an input towards the scheming of an instructional supervisory program among teachers. This study aimed to enhance the instructional delivery of the teacher that would strengthen the learning acquisition of the learners and improve their performance as well as the instructional supervision of the Master Teachers and School Heads to their teachers.

Chapter 3

RESULTS AND DISCUSSION

This chapter presents the significant statements derived from the participants' inputs considering the research questions. Discussions were provided to understand how they help attain the intentions of the study of designing an instructional supervisory plan based on the analysis of the critical reflections of the teachers, master teachers and school heads on the purpose, practices, and products of classroom observations.

Research Question 1. How do teachers, master teachers, and school heads view classroom observation in terms of the following aspects?

a. Goals of Classroom Observation

Goal was defined here as the idea of future desired result in the classroom observation and on student learning. On the other hand, the goal for master teachers and school heads in this study pertains to the desired outcome in supervising the teachers through classroom observation for refinement of practice by allowing them to specify the specific area of focus and basis for an instructional supervisory plan. In determining the goals of classroom observation, the researcher captured the viewpoints of the teacher as the ones being observed and the master teachers and school heads as the observer. Classroom observation was associated with different terms such as: technical assistance, enhance skills and improvement.

Table 2 presents the goals of the teacher, master teachers and school heads with the illustration of their actual answer during the interview.

Table 2*Goals of Classroom Observation*

Themes Generated	Teachers' Reflections		Themes Generated	Master Teachers' and School Heads' Reflections	
	Number of Respondents	Illustrations of Responses from the Teachers		Number of Respondents	Illustrations of Responses from the Master Teachers and School Heads
For Self-Assessment	6	"For me as a teacher, it is a room for improvement." "Classroom observation is to identify one's strengths and weaknesses in teaching." "Classroom observation is a way to reflect on one's teaching strategies." "Personally, I like classroom observation, because it is for my own goodness, too, to enhance my teaching and realize my worth as a teacher."	For Monitoring of Teaching Performance and Students' Learning	3	"Its process is to diagnose the weaknesses and strengths of teachers. Through observation, we give technical assistance, acknowledge teachers' strengths, and share strategies that they can utilize in their classroom. It furtherly enhances the teachers' performance that will lead to good performance of the learners as well."
For Instructional Supervision and Assistance	7	"Classroom observation is a way to help me realize my strengths and weaknesses in terms of pedagogy." "Classroom observation is about knowing one's capabilities, strong points in teaching to enhance learners learning acquisition." "Classroom observation is to help teachers improve themselves through the technical assistance given by the observer." "Observation is to help teachers in their weaknesses and to enhance their teaching style."	For Instructional Supervision and Assistance	3	It is to assist teachers in their teaching- learning process. To monitor their performance as well regarding teaching. It is a part of instructional supervision and basis of technical assistance in the delivery of instruction and classroom management based on teacher's

continuation of Table 2

For Improved Teaching and Quality Learning	7	“Classroom observation is for teachers' professional growth. Its goal is to give technical assistance to help teachers grow in their profession.” “Classroom observation is to help teachers, see weak points in their teaching styles and correct/improve them.” “Classroom observation is a technical assistance to direct teachers on how to manage the classroom teaching properly. It prepares us to grow in our profession.” “Classroom observation for me is for the Master Teacher or School Head to see the strengths and weaknesses of a teacher as a basis for their technical assistance for teacher’s improvement.” “Classroom observation is when an observer either your master teacher, school head or supervisor, a more experienced person visits your class to analyze your way of delivering instruction, depending on a certain situation, to provide assistance in crafting a more comprehensive and strategic delivery of lesson.” Classroom observation for me is for the Master Teacher or School Head to see the strengths and weaknesses of a teacher which will serve as a basis for their technical assistance for your improvement. “We, teachers, are being observed to see the totality of our teaching styles and how we apply certain strategies in our discussion and how we handle our class. The observer, typically, the school head, monitors our effectiveness in terms of teaching.	For Improved Teaching and Quality Learning	2	strengths and weaknesses to improve the learners and deliver quality education “It is part of our task as Master Teachers and also one way to give technical assistance to our teachers.” “We conduct classroom observation to give technical assistance to teachers, if needed, so they could realize their own weaknesses.” “Its goal is to capacitate teachers in order to deliver their lesson well It is part of our profession as teachers, to improve our instruction in general and eventually to improve our learners.
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continuation of Table 2

“Classroom observation has two goals, the first one is to track how learners answer, how they learn and the other one is how the teacher deliver the lesson and how she reaches out to her pupils for them to learn.”

Classroom observation is very important to every teacher because the observer can evaluate us on how we teach, if the strategies we are using are relevant to our lesson based on the teacher's plan and if it is accurate to meet the performance standards and learning competencies targeted for our pupils.

Classroom observation is a way of giving an assistance to a teacher on the appropriate teaching strategies, methodologies and choosing the right instructional material for improvement.

Classroom observation encompasses your teaching strategies, your techniques and performance as classroom manager. The observer sees your strengths and weaknesses in the classroom.

The one observing us wants us to improve every now and then.”

Classroom observation is for the improvement in teaching of the teacher and for the learners, too.”

“Classroom observation allows you to check the learning environment if it stimulates engagement and effective delivery of the lesson by the teacher to improve the quality of education.”

Table 2 shows the emerging thoughts as to the goal of the classroom observations from the critical reflections of the teachers, master teachers and school heads. The master teachers and school heads' responses were grouped together since they both showed relevance in terms of giving technical assistance to teachers. Three themes were generated from the teachers' responses on their views of the goal of classroom observations and these are for self-assessment and monitoring, for instructional supervision and assistance; and for improved teaching and quality learning. On the other hand, the master teachers and school heads view the same goal of classroom observation with the addition of its goal to monitor teaching performance and students' learning aside from seeing it as part of their supervisory and technical assistance given to the teachers to improve the quality of teaching and learning.

For Self-Assessment

The researcher found significant thoughts from various teacher-participants. Classroom observation serves as a venue for the teachers to self-assess and monitor their own strengths and weaknesses in performing their roles as facilitators of students' learning. When a teacher personally realizes his/her own capabilities and areas for improvement, learning becomes a personal effort and the desire to improve is heightened. As Teacher M shared that "Personally, I like classroom observation, because it is for my own goodness too, to enhance my teaching and realize our worth as a teacher". Another teacher added that classroom observation "is a room for self-improvement" as "it is a way to reflect on one's teaching strategies" and "to identify one's strengths and weaknesses in teaching."

Realizing one's worth as a teacher is necessary to deepen one's commitment to the profession. Self-improvement as a result of one's personal assessment of strengths and weakness is an important goal of teachers' exposure to classroom observations. As Zepeda (2017) describes,

self-realization plays an important role in the delivery of instruction and is more powerful if teachers are examining their own practices.

For Instructional Supervision and Assistance

Another goal of classroom observation based from teachers' views is that it is for instructional supervision and assistance. The master teachers and school heads also expressed the same as they also see classroom observation as a venue for them to supervise teachers and provide them technical assistance. They view the giving of the technical assistance as one of their supervisory functions, which is known also to the teachers. As Teacher D stated: "Classroom observation for me is for the master teacher or school head to see the strengths and weaknesses of a teacher that serve as a basis for their technical assistance for teacher's improvement."

Master teachers and school heads also have common understanding as to why they conduct classroom observation. As one master teacher describes:

"It is a part of instructional supervision and basis of technical assistance in the delivery of instruction and classroom management based on teacher's strengths and weaknesses to improve the learners and deliver quality education."

Zepeda (2017) explained that it more powerful if teachers are examining their own practices with their fellow teachers or their supervisors. This strongly supports Teacher A's view of the goal of classroom observation and said that "classroom observation is a technical assistance to direct teachers on how to manage the classroom teaching properly. It prepares us to grow in our profession."

Supervision through classroom observation, posts significant effect. From realizing one's own performance, it gives a better scope on how the teacher can prepare himself/herself in attaining an effective teaching.

There are several processes of instructional supervision; however, the primary method of supervising teachers has included observation and evaluation to provide direct feedback regarding

performance (Glickman et al., 2001). This feedback can be interpreted differently, depending on the perspective of the teacher. For some teachers, classroom observation is meant to see someone's strengths or weaknesses, as Teacher E said that "As a teacher, it [classroom observation] is a room for improvement. Your school head or the master teacher will observe you for you/ for them to know the things you should include or the things that are lacking with what you are doing inside the classroom."

The word "lacking" was mentioned, which is a common term associated with self-realization in classroom observation. It is good to note that teachers recognize the value of classroom observation as a time for their observers to identify what is possibly lacking in their teaching for their improvement. As Teacher R mentioned that "classroom observation is a way to help teachers to realize their strengths and weaknesses in terms of pedagogy thus, further enhancement of instruction is encouraged by providing meaningful and relevant feedbacks."

It could be inferred that teachers see classroom observation as a venue for them to know their strengths and weaknesses and the contribution of feedback given in the improvement of instruction. As Louis and Wahlstrom (2011) pointed out, positive school culture may serve to stimulate teachers to improve instruction and it is marked by professional collaboration that is evident when teachers and administrators share their knowledge, contribute ideas, and develop plans for the purpose of achieving educational and organizational goals.

In supervision, there is a collaborative work shown between the administrator and the teacher in order to produce an improved quality lesson. In collaboration, teachers learn from one another and the impetus brought by their conversation and reflection increases productivity and improvement of teaching (McLaughlin, Blackhawkins, & Townsend, 2007). More so, with the collaborative work of the teacher, they can sustain their own progress and development while improving instructional practices (Zepeda, 2017). MT 4 said, "classroom observation is when you

engage learning environment and the delivery of lesson of the teacher in improving the quality of education. Its goal is to help the teachers capacitate in order to deliver their lesson well.”

The overall impact of classroom observation is to cite quality instruction through the supervision that will enable the learner to learn and improve as adhered in MT 4’s response. Moreover, this is in parallel with SH 4’s statement that says, “it is a part of instructional supervision and basis technical assistance in the delivery of instruction and classroom management based on teacher's strengths and weaknesses to improve the learners and deliver quality education.”

Gall and Acheson (2010) indicate that the supervisor’s main responsibility is to serve as another set of eyes, holding up the mirror of practice in which the teacher can examine specific classroom behaviors. Zepeda (2017) mentioned as well that actively planning instruction in company with the supervisor can enhance the teacher’s learning. The supervisor learns about the teacher, the learners, and the upcoming lessons. The learning experiences gathered can be utilized in capacitating other teachers. Furthermore, Zepeda (2017) explained that an effective teacher impacts students, peers, leaders and schools and their system. To become effective, a teacher must be assisted and that is the main goal of instructional supervision (Glickman et al., 2001; Zepeda, 2003). As mandated by the Department of Education and local school districts, supervision of instruction is meant to assist teachers in order to come up with a high-quality instruction among public school students. In the instructional setting of supervising teachers, the procedure often involves direct assistance like observation and evaluation of teacher performance that is meant to enhance the strategies of classroom practice (Glickman et al., 2013).

For Improved Teaching and Quality Learning

Teachers have a positive outlook about the classroom observations as most of them perceive it as a way for their improvement. This is in accordance with the notable instance that happened. As Teacher M shared:

“I had difficulty one time in teaching a certain topic, but because of the technical assistance given to me by the supervisor, I got an idea on how to better handle my class and use the appropriate strategies on how to teach the lesson in an easier way. Your knowledge in handling a class increases with the strategies and techniques being shared with you.”

In the incident, the supervisor gave direct supervision to the teacher. This particularly draws the goal of supervision in daily instructions. This greatly agrees with the significant experience of Teacher S who said:

“In some circumstances, we say to ourselves, we are good however, there is always a comment on how to make it better. Like for example I was observed in Araling Panlipunan years ago, in the said observation, all my visual aids were nice and catchy. However, they [Master Teacher and Principal as observers] want localized materials. So, the following year that I was observed, I replaced all my IM's [instructional materials] with localized materials, and I got a good feedback.”

To attain improvement equates increase in the effectiveness. Most of the teachers view classroom observation as venue for improvement, as Teacher F mentioned “classroom observation for me is for the Master Teacher or School Head to see the strengths and weaknesses of a teacher which will serve as a basis for their technical assistance for your [their] improvement.” Improvement is always associated with knowing one’s strengths and weaknesses. By knowing one’s strengths and weaknesses, the teacher may take it as point of reference on where to reflect and improve the delivery of instruction. The improvement in the delivery of instruction implies attainment of a great effectiveness. This was agreed by the participant Teacher G and Teacher H, where both pointed out that teachers should know the right strategy to use in teaching their lesson

and this can help in fostering a great learning to students. Through the supervision given, the rightful strategy is chosen, thus assures effectiveness in the delivery of instruction.

In order to attain improvement in teaching, Glickman et al., (2013) mentioned that supervision should involve assisting as well. From those improvements, student learning is enhanced. Koppich (2005) suggested that instructional supervision practices such as observation and evaluation should be examined to improve instruction and thus enhancing student learning. More so, Nwaham (2008) stated that supervision of instruction plays a vital role in assisting, guiding, and stimulating the teachers to improve on their teaching skills and experience as well as enhance their professional growth. Supervision of instruction is seen as an improvement of the teaching-learning process for the students' benefit. Goe, Bell, and Little (2008) pointed out five amplifications of teacher effectiveness and they are: 1) expect high from their students and help them learn; 2) contribute to the holistic development of a student; 3) employ effective use of different resources, learning opportunities, assessment, and evaluation; 4) contribute to the development of the classroom and school; and 5) collaborate with fellow teachers, members of the community, and other professionals. This all bring out the kind of teacher effectiveness.

For Monitoring of Teaching Performance and Students' Learning

One goal of classroom observation as viewed by the master teachers and school heads is to monitor and evaluate teacher performance. As Glickman et al., (2001) pointed out, classroom observation is the primary method administrators use to supervise instruction. Classroom observation helps the teacher in the goal of improving the quality of instruction as MT 1 said, "It [classroom observation] helps teacher to be aware of their strengths and weaknesses by giving suggestions to improve their instruction."

Drawn from MT1's response, to deliver a quality instruction, a teacher must be aware of their weaknesses and strengths and from there, the assistance needed by the teacher can be determined. As School Head 3 pointed out that classroom observation is to see the performance of the teachers inside the classroom, how they manage their class, their way or methodologies in teaching, if suited or effective to help improve students' learning.

More so classroom observation promotes development, collaboration, fault-free problem solving, and a responsibility to build capacity among teachers. It concerns with the supports that leaders make available to teachers that includes monitoring extensive range of activities. This is in great connection with MT 3's response that:

“Through the classroom observation we give technical assistance. Then there is clarification regarding their teaching strategy and classroom management and proper use of instructional materials.”

Darling-Hammond (2012) pointed out that teacher quality refers to strong instruction that enables a wide range of students to learn. Thus, the improvement of the teacher in passing the instruction is a way to improve the quality of education. The improvement process may benefit from observation and evaluation as a part of the instructional supervision process (Glickman et al., 2013). Sergiovanni and Starratt (2002) said that instructional supervision provides opportunities to teachers in expanding their capacities that will promote student's academic success.

Technical assistance has a wider effect in the development of the learner from the monitored performance given during classroom observation. It also points out the proper way of handling a class and in executing teaching strategies. This in turn can help the observer in capacitating other teacher's performance. As mentioned by SH 3 that:

“It is an essential part of instructional supervision. Its process is to diagnose weaknesses and strengths of teachers. Through observation, we give technical assistance, acknowledge teacher's strengths, and share strategies that the teacher can utilize in their classroom and the same time get something from them that can be shared during LAC

Session. It furtherly enhances the teacher's performance that will lead to good performance of the learner."

Given their roles as both supporters and evaluators, administrators constitute a critical leverage point in the systemic improvement of instruction (Stein & Nelson, 2003).

b. Content of Classroom Observation

The content of classroom observation pertains to what the teacher wants to demonstrate for the learners and on what the observers want to see that impacts the teaching and learning process. In the Department of Education, the content of classroom observation, is based on the COT for teachers (See Appendix K on page 157) anchored from the PPST. In the study, the researcher asked the participants about the most essential needed content that should be seen in the classroom observation then aligned them with the contents of classroom observation based on the COT. Table 3 shows the generated themes based on the participants responses about the content of classroom observation. The last column of the table shows the counterpart content of classroom observation based on the COT as a comparison.

Table 3

Contents of Classroom Observation

Generated Themes based on the Content of Classroom from Teachers' Responses	Number of Responses from Teachers	Contents of Classroom Observation based on the COT
Knowledge of the content of the lesson	4	Applies knowledge of content within and across curriculum teaching areas
Appropriate Teaching Strategies	8	Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills Applies a range of teaching strategies to develop critical and creative thinking, as well as other higher order thinking skills

Good Classroom Management	7	Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments
Management of Learners' Behavior	7	Manages learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments
Appropriate learning experiences	3	Uses differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences
Proper sequence of the lesson	3	Plans, manages, and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts
Appropriate Instructional Materials	8	Selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT, to address learning goals
Proper evaluation of the learners	3	Designs, selects, organizes, and uses diagnostic, formative, and summative assessment strategies consistent with curriculum requirements

As shown in Table 3, teachers are mostly aware of developing their instructional materials, use of formative and summative assessments and are very much aware of the sequence they are teaching. On the other hand, most of them perceive to prepare more in managing the class and the learners' behavior and in developing critical thinking among their learners. They also put attention on the content they are teaching and selecting the teaching strategy that aims to develop the critical thinking skill of their learners. The narratives on each theme are the following:

Knowledge on the Content of the Lesson

Teacher K, Teacher L, Teacher N and Teacher O agreed that teachers should give attention in delivering the content of the lesson well. This content in COT pertains to knowledge of content within and across curriculum teaching areas which means that the teacher has integrated the lesson

not just within the four walls of the classroom. This is an important factor because this is the heart of the instruction and it is the first thing observers look for. Knowing what you are teaching as well means you are confident and prepared for the classroom observation, otherwise it will be seen as weakness on the teacher's part. As quoted by Teacher I "the observer should have a very keen eye, and knowledgeable in the lesson we are teaching, so that he can really find what is wrong (weakness) to the teacher and in that way, he can give the proper technical assistance to the teacher." In connection, the researcher asked if teachers have a preferred lesson to teach during classroom observation. Most of them said yes while 6 of them said they always come prepared so in any learning the observer wishes to observe, they are prepared. However, Teacher A said, "I prefer to choose topics which are easy to teach and at the same time, based on my pupil's ability. But I make sure, that I will be observed in different learning areas and do not just rely on one particular learning area." Teacher F added "Since, my pupils are not that fluent in speaking English, as much as possible I try not to be observed in that learning area because my pupils do not really answer and participate, so I choose subject that entails more activities and do not require them to speak English like Math."

In connection, SH 3 noted that "I put attention in the mastery of the teacher in the content of the lesson, the flow of the lesson and how the teacher come across or expound what is written in the lesson the teacher is teaching." Therefore, teacher should take note that in classroom observation, as part of the content, knowledge on the content they are teaching is very important.

Meanwhile, the researcher asked the teachers as well about the difference of delivering the content in an ordinary hour or no classroom observation. Teacher D said "During daily discussion, oftentimes we try to cut and limit to certain number of hours to give way to certain skill development like reading. Some learning areas are not taught due to lack of time and being engage in teaching a more important skill to the learners. Limited exercises too during daily instruction

and at times, direct instruction is given with no group activities being given.” Teacher F added, “If there is an observer, we strictly follow what is written in the DLL, and the routines too. However, on a normal day, we try to budget the time and manage to work on the competencies needed to be discussed in an easy way to easily deliver the lesson.”

Appropriate Teaching Strategies

Teacher B, Teacher C, Teacher D and other 5 more teachers considered the appropriate teaching strategies as part of the content of classroom observation. This is in line with the COT indicators teacher uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills and applies a range of teaching strategies to develop critical and creative thinking, as well as other higher order thinking skills. Teacher C noted “As a teacher we must know what strategy and method of teaching we must use”, while Teacher D said, “the way you present your lesson through the teaching strategy that we use to know if it was perceived well by the learners”. The teaching strategies that the teacher use must be in line with the lesson. Teacher N “knowing the best strategy in teaching surely leads to a better learning acquisition.” MT 3 mentioned that “Aside from the COT indicators, I am up to look for new strategies that can be applied to the other learning areas and can be shared to the others, then I tap the shoulder of the teacher.” Also, SH 3 said, “I look up on teacher’s capability to meet the needs of his/her students through the strategies that he/she is giving such as differentiated instruction and other methods where all learners will learn in the same pace.” Hence, through classroom observation, in a way, a teacher’s talent can be seen. Knowing the unique teaching style and appropriate teaching strategies do not just aim to make the learners achieve more but rather it also opens the door for opportunities to the teacher to feature it as their best practice.

Good Classroom Management

Managing classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments is a very important aspect of teaching and part of the indicator in the COT. Drawn from the responses, almost half of the teachers agreed that good classroom management is important in the teaching and learning process. Teacher F said, “For me, classroom management should be the foremost important content to consider because no matter how intelligent (as to the content) the teacher is, if you lack classroom management, the pupils and the whole class will be chaotic which affects their learning acquisition.” That greatly impacts the content of classroom management. It is important that the teacher must stabilize the learning environment through proper management in order to get their attention. Quoted from Teacher R, “Classroom management is important to consider as a content because if pupils are not managed properly, it is really very hard to execute your lesson”. Classroom management as part of the content of classroom observation is as well an important factor from the observer’s responses. As SH 4 said, “Managing the classroom well, means you can handle well the students, then, the flow of knowledge will be easier. Hence, it leads to better learning acquisition.”

Management of Learners' Behavior

Management of the learners’ behavior is important in the whole teaching learning process. As part of the COT indicator, the teacher should be able manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments. As perceived from the responses, eight (8) teachers agreed that management of the learner’s behavior is part of the content of classroom observation. This management of the learners’ behavior pertains on how teachers deal with their learners inside the classroom and on how they tolerate the behavior of their learners. Most of the teachers as well, said it impacts their whole performance if they deal

with the learners properly. Later, the researcher asked if this management of the learner's behavior is still the same even without an observer. Teacher H said, "Whether there is an observer or none, I am not the type of teacher who shouts nor say curse words to my pupils when they misbehave, although of course, at times, when no one is observing, kids tend to be so unruly I stare at them with a tiger look, just so they know they are misbehaving and be cautious with what they are doing." Teacher B added "Always positive way of disciplining a child, with or without observer." It is implied that the management of the learners' behavior is evident, with or without the observer or whether it is an ordinary day or classroom observation day.

Appropriate learning experiences

This is in line with the COT indicator uses differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences. Teacher E, Teacher J and Teacher S agreed that this is an important content to be considered during classroom observation and on daily teaching. Teacher J mentioned "It is better to focus on how the students will learn the competencies and if the learners develop those learning competencies through meaningful learning experience from their teacher." For Teacher E, it is not appropriate learning experience during classroom discussion but also on what intervention the teacher can make. As Teacher E said "The focus should be the learners, on how they will learn and if they need intervention. Also, those mentioned intervention shall be checked by the observers if they truly doing them, to know if the those are really effective and really help learners."

Proper sequence of the lesson

Proper sequence of the lesson has equal description in the COT indicator plans, manages, and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts. Teacher I mentioned that "Observers look for the

content of a teacher's lesson and if teachers follow the lesson plan or daily lesson log (DLL) they prepared." Planning, managing, and implementing developmentally sequenced teaching and learning processes also entail if the teachers successfully achieved their objectives and competencies are in line with the curriculum guide. Teacher A mentioned that, "During observation, lessons are followed step-by-step based on your DLL and time is limited too. However, during daily discussion, it is more informal, and does not solely depend on its sequence or if we follow as to how they are written but how the learners perform and get the lesson."

Appropriate Instructional Materials

Most teachers responded that instructional materials are part of the content in every lesson with or without classroom observation. But there is a little exemption compared to the classroom observation. As Teacher A said, "There is difference in making and preparing instructional materials, during observation, you prepare very attractive instructional materials while on the daily classroom teaching, not so attractive, very typical, or even recycled one, but at least you still prepare." However, Teacher J mentioned that, "The best instructional material is always the teacher, hence there is no need to create fancy ones." For master teachers and school heads, instructional materials are an important aspect to look for especially during classroom observation since it is part of the indicator to look for in the COT.

Proper evaluation of the learners

The assessment and evaluation that teachers give to the learner is an important aspect to look for as indicated in the COT. Part of the routine of every teacher is the need to design, select, organize, and use diagnostic, formative, and summative assessment strategies consistent with curriculum requirements in each lesson they teach. Teacher L mentioned "It is important to give evaluation to know if our students learned from the lesson, we taught them." Same thing goes with

the master teachers and school heads as this can be a good source of knowing the learners who needs intervention.

c. Use of Classroom Observation

This part of the study deals with the use of classroom observation. The term “use” refers to the use of classroom observation to teachers’ improvement, for students better learning, for the master teachers to gather information that could be used in their professional development programs for teachers. Table 4 shows the emerging themes based on the use of classroom observation for most teachers, master teachers and school heads.

Table 4

Use of Classroom Observation Based on its Use as perceived by teachers, master teachers and school heads

Use of Classroom Observation	Number of Reponses from Teachers	Actual Responses of Teachers	Number of Reponses from Master Teacher and School Heads	Actual Responses of Master Teachers and School Heads
Source of Performance Review	15	I learn all my weak points and on how to provide questions for analytical and logical thinking of my learners through the guidance of the observer. Observers commend you for your good output and performance and in a way, I am uplifted. It helps a teacher in reflecting on what should be developed. It deepens my personal goal towards achieving a more meaningful delivery of instruction to my pupils. It helps by improving myself every quarter and in	4	It helps teacher to be aware of their strengths and weaknesses by giving suggestions to improve their instruction. The nature of teachers is that they have different way of thinking, therefore it depends on how the teacher will take the

correcting my wrong key points. It helps me by knowing my capabilities and realizing the gray areas of my teaching aspect in such a way that I will be able to improve, to give a good instruction to my pupils. Based on the recommendations given, it does help teachers. I learn all my weak points and on how to provide questions for analytical and logical thinking of my learners through the guidance of the observer. As a teacher, it helped to know the right strategy to use in teaching my lesson. It helps me because I learn a lot of new strategies and innovations that I can apply in my class so the learners will learn better. It helps me to become a better teacher, to practice all the methodologies and strategies in the right way. Yes, it helps me to hit the target learning competencies in every lesson I present. It can help a lot, especially in our teaching. It gives insight about the new development in delivering the lessons we give to our pupils. In some circumstances, we say to ourselves, we are good however, there is always a comment on how to make it better.	comments given to them. It depends on how you deliver the comments and how the teacher takes and absorb the comments. With the recommendations that the observer is giving, it can help the teacher. It helps teacher to improve
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Topics for Learning Action Cell (LAC) Sessions	0		1	Source of topic in giving LAC Session.
Basis for Instructional Supervisory Plan for Teachers	5	Because of the technical assistance, the observer gives advice and sees if there is something to improve with the way you teach your lesson. Based on the recommendations given, it does help teachers. Classroom observation helps me to give more time to prepare for this lesson and the observer can give technical assistance, on which we can improve our daily teaching. Classroom observation personally helped me by giving feedbacks and recommendations in the teaching and learning process that happens in the classroom. I had difficulty one time in teaching a certain topic, but because of the technical assistance given to me by the supervisor, I got an idea on how to better handle my class and use the appropriate strategies on how to teach the lesson in an easier way. Your knowledge in handling a class increases with the strategies and techniques being shared with you.	3	It helps them to move freely, and more natural, therefore they can freely share whatever feelings they have, or if they need assistance in certain areas. Through the technical assistance, there is clarification regarding their teaching strategy and classroom management and proper use of instructional materials. Through the technical assistance, the teacher will know what the things are he/she needs to improve that they cannot see by themselves. And through shared best practices, the teacher can learn a lot that will help him/her in her teaching.

The table shows that most teachers see the use of classroom observation as a way to know their performance, which in turn will be the basis for their performance rating. It is noticeable through their statements as well that teachers identify their strengths and weak points, hence affects their performance to strive to achieve more. Only one school head said that data or any findings from the classroom observation could be a basis for Learning Action Cell (LAC) Session for teachers while most master teachers and school heads see classroom observation as a source for their instructional supervisory plan.

Source of Performance Review

Teachers employ different strategies and techniques to attain the objectives of their lesson. Research indicates that the strategies and techniques teachers employ determine their strengths and weaknesses. As Teacher G said that it helps a teacher to know the right strategy to use in teaching a lesson while Teacher N said:

“It helped me objectively. This is my way of teaching but since they [observers] follow certain standard, we need to follow those. However, we sometimes think that we did the wrong strategy or approach, therefore the next time I am going to teaching the same lesson [or on the next] I will do their [observers] suggestions.”

[Yes, it helps, nakatulong siya objectively, kasi sa akin ganito ang way ko ng pagtuturo, pero mayroon pala silang teaching standard na dapat ganito pala, ganito dapat ituro ito. Naiisip mo na mali pala yung ginagawa ko, next time na ituturo ko siguro gagawin ko ang sinuggest nila.]

It is noted specifically that through the given comments of the observer during post-conference, the teacher may determine the strengths and weaknesses that he/she needs to use and/or to be scrapped in attaining a good delivery of the lesson. Teachers noted some factors they consider in delivering and/or following the recommendations given. Suitability based on the level of thinking of a learner teacher’s capability manner of execution, learner’s behavior foreseen reaction, interest timely and relevant to the trend, and availability of resources.

Teachers use the comments and suggestions depending on how they apply to their classroom scenario and how they affect the learners.

More so, through classroom observation you will know if your performance is doing well when learners are performing well. As Teacher D shared, experience in classroom observation is when the learners can generalize the whole concept of the lesson and pass the evaluation given to them. As Glickman et.al, 2014 mentioned, the end goal of classroom observation is to know the instructional need of the learners to achieve a good delivery of the lesson.

The classroom entails a variety of learners with different abilities and diverse experience, Teacher D shared that it is often difficult to handle misbehaving students and those who are too confident to recite but give a wrong answer during observation. They tend to seek attention, but this is not the purpose of learning. In such an instance, teachers seek classroom observation in order to address the concern and to identify the learner's need. Meanwhile, Teacher E shared a significant experience:

“The best part is during discussion. That is where the learning will manifest. You will see how children are engaged and if they are cooperative. There you will see the interaction and involvement of one another. The difficult part is the assessment, there are children who do not get the lesson 100%. Right away they should be given intervention. At times, their performance is different from orally in writing, it is very confusing sometimes that they know how to answer orally when it comes to written they are having difficulty maybe because he or she cannot fully read well.” These are common factors that needs follow up.”

Teacher E further discussed, with the same scenario that during discussion, teachers can be surprised that at times, students, who do not really perform or recite in daily discussion, suddenly performs well during observation. Through the strengths and identified needs of the learners derived from the use of classroom observation, the teachers discover something new about their pupils which serves as a good basis for intervention to the failing pupils who fail to fully understand and acquire the learning competencies.

Topics for LAC Session

One school head mentioned that classroom observation data can be a source of topic for the Learning Action Cell Session of teachers. This LAC session is a great opportunity for teachers and master teachers to either share best practices or respond immediately to small issues that affects the delivery of instruction. More so, according to SH 4, this LAC Session is a good avenue for teachers, master teachers and school heads to work as one, in such a way that both help one another.

Basis for Instructional Supervisory Plan for Teachers

For most MT and SH, they use the classroom observation in giving their technical assistance. Most of them agreed that classroom observation is to see the performance of the teacher inside the classroom, how he/she handles and manages his/her class, their way of teaching, methodologies used, how suited or effective they are so that we can help in enhancing those capabilities that will help the learners. Hence, it fully agrees that classroom observation is useful in giving instructional supervision. As noted by SH 2:

“Classroom observation’s process is to diagnose weaknesses and strengths of teachers. Through observation, we give technical assistance, acknowledge teacher’s strengths, and share strategies that the teacher can utilize in their classroom and the same time get something from them that can be shared during LAC Session. It furtherly enhances the teacher’s performance that will lead to good performance of the learner.”

The goal of classroom observation is to see and verify the performance of the teachers and the learners and note strengths and weaknesses to enhance the teaching and learning process. Glickman et.al. (2013) pointed out that after observation, the observation data would now be organized to a clearer discipline by the supervisor for the feedback session with the teacher. The collected and analyzed data for the post observation conference aims to strengthen instruction to improve student achievement.

Professional development possibilities are limitless. The processes of pre-observation conference, the data gathered in an extended classroom observation, and the grown insights taken by examining, reflecting, and inquiring about these data in the post-observation conference, should directly lead to help teachers related to the professional development (Zepeda, 2017).

Synthesis

It was revealed that the goal of classroom observation is to monitor the performance of the learners and teachers, help improve the instruction and attain efficiency through the self-realizations of the teacher and the supervision given by the master teacher or school head. In order to achieve the goal, the content of the classroom observation is sought to know the impact on the learner's achievement and performance. Content of classroom observation is knowing content of the lesson, appropriate teaching strategies, good classroom management, management of learners' behavior, appropriate learning experiences, proper sequence of the lesson, appropriate instructional materials, and proper evaluation of the learners. These are all in parallel to the indicators of the COT of teachers which the teachers ought to meet. Classroom observation is used as a way to determine the level of performance of teachers, topics for future LAC sessions and identify a basis for instructional supervision given to teachers. The goal content and use impacts the preparation of the teacher in the classroom observation and in the delivery of their daily lessons.

Research Question 2. What are the practices and challenges that teachers and master teachers face in the preparation and actual process of observation?

As a process, teaching practice involves multiple agents and their interactions within the classroom as a system. The process can be manifested in diverse formats and structures, and its effectiveness can be influenced by numerous factors both internal and external to the classroom (Li

& Oliveira, 2015). In this study, practice pertains to the routines of maintaining a good physical classroom setup, the ways of presenting a lesson, delivering strategies, performing assessment, and the process of sustaining a harmonious classroom behavior among learners. Teachers perform these practices during classroom observation or on a daily instruction that typically comes from the ideals of the teacher that is reflected based on experience and learner's need. Teaching practices are essential in fulfilling the duty of teachers in delivering comprehensive and meaningful instruction. They affect the total development of a child towards meeting the expected competencies and performance standards. They greatly influence the learning process of the learners. Likewise, teachers encounter challenges in the completion of classroom observation. The different phases of observation present different aspects to teachers and these affect the purpose of observation. Table 5 shows the summarize practices and significant difficult parts and challenges of the teacher participants.

Table 5

Teachers' Practices and Challenges in Classroom Observation

Practices	Challenges
Cleanliness and Conduciveness of Classroom	• time for preparation
Review of the Content and Sequence of the Lesson	• struggle in performing strategies and techniques • assessment and evaluation • generalizing the idea of the lesson
Preparation of Instructional Materials and Other Learning Resources	• time of preparation • technical problem
Self-Check on Personal Outlook	• nervous feeling • mental block
Learner's Achievement of the Lesson	• students' frustration • mastery of the lesson • learners' behavior

Table 5 presents the usual practices of teachers during classroom observation and the common challenges they experience in attaining a good performance. These practices can also be categorized as to the physical aspect, content of the lesson and knowledge about learners. On the other hand, the classroom observation experienced by teachers can be a good source of LAC session topics as mentioned by SH4 in previous discussion. The following themes were explained as follows:

Cleanliness and Conduciveness of Classroom

The physical aspect of a classroom which includes the seating arrangement, the organization of the bulletin boards and the display of learner's work are one of the key factors in observing a class. According to the Child Friendly Schools Evaluation: Country Report for the Philippines, the cleanliness and conduciveness of a classroom reflects a child-friendly school.

Teacher A, E and H agreed on the importance of preparation of the classroom and noted an attention in the physical setup of the classroom. Classroom is expected to be clean and free from all sorts of eyesores.

The challenging part for most of the research participants is the time of preparation. In this regard, Teacher E and Teacher H typically seek help from their pupils to clean up the classroom prior to the observation. More so, according to Teacher E, students are asked to avoid littering, most especially when an observer or a visitor is in the classroom. Teacher O presented a significant reason why teachers should prepare the physical aspect of the classroom:

“In the physical aspect, your classroom should be clean, like last time, I asked a parent to help me clean-up our classroom since it was commented to me during the other observation about the cleanliness. So, I took time to meet their recommendation.”

Teacher M added a significant answer in preparing and checking the physical aspect of the classroom during observation. For Teacher M:

“I prepare for the room because I feel a bit ashamed if the observer will see sores and/ or flaws, though of course that is part of your improvement, but I am doing this so they won't tell anything flaws or any negative that will affect my performance, and to show you are really prepared.”

Review of the Content and Sequence of the Lesson

The content and sequence of the lesson are the most essential part of classroom observation. It is when the teacher will teach and execute the strategies employed in presenting the lesson. The content and sequence of the lesson can be found in the Daily Lesson Log (DLL) or Lesson Plan of the teacher. The parts of the DLL and Lesson Plans are as follows: I. Objectives; II. Content; III. Learning Resources; IV. Procedures; V. Remarks; and VI. Reflection

Objectives

The objectives include the Content Standard, Performance Standards and Learning Competencies that are in line with the curriculum guide of the learning area. These are the expected outcomes of the teacher and learners at the end of each lessons.

Content

The content which presents the subject matter or topic. In the current protocol of RPMS - COT during classroom observation, teachers are given the liberty to choose which subject matter and class they would like to be observed.

In preparing the lesson for the observation, teachers consider reasons in choosing the subject the matter. Teacher B and Teacher K mentioned that in choosing the subject matter, it should be something a teacher should have mastered, and the teacher is familiar with it. Looking back at the COT Protocols in the Pre-Observation Phase, teachers are given a checklist that directly simulates to the expected outcome in the actual observation.

Moving with that, Teacher H, Teacher E and Teacher B agreed that aside from choosing a familiar subject matter, selecting a class or section is something to ponder. Commonly, they choose sections where students are disciplined, alert and smart so the discussion will run smoothly, therefore the expected outcome will be completed well. As Teacher E noted,

“There are times I choose section and class during observation, at times we if topic is hard for the learners I modify or find ways to make it easy. I teach what I want to teach and for example, I don’t know the topic, or I don’t have more knowledge about it or I am not familiar with it, I change with a topic I am comfortable with.”

For the content part, Master Teachers and School Heads pointed out that choosing a class or section and subject matter is no big deal for most of them. As long as the teachers meet the criteria stated in the COT, has mastery of the subject matter, the flow of the lesson is running smooth, and the teacher is capable to meet the needs of his/her students and chooses strategies such as differentiated instruction and/or any other methods where all learners will learn in the same pace it is where the point of rating the performance of the teacher go through.

Learning Resources

Learning resources include the references used by the teacher such as the Teacher’s Guide Pages, Learner’s Materials pages or any Textbook pages, and any additional materials from learning resources. More so, in this part, the teacher indicates the instructional materials that he/she will use as part of the lesson.

Procedure

The procedure shows the sequence of the lesson and the strategies to be used in teaching the subject matter. Review of the previous lesson or presenting the new lesson; establish a purpose for the lesson; presentation of the lesson; the discussion; how to develop mastery; G. practical

applications of concepts and skills; generalizations and abstractions about the lesson; evaluation of the learners; and additional activities for application or remediation.

As part of her preparation, Teacher G mentioned that teachers should know the flow of the lesson based on the DLL or Lesson Plan so that it will be delivered in a chronological way. As mentioned by Teacher G, “If followed correctly, the observer may not say anything wrong with the classroom observation performance.”

Along with these thoughts in preparing the lesson for observation, Teacher J noted

“I check the parts of my DLL and the availability of the intended materials to use. More so, it is also important to consider the time allotment for each activity and should be followed as well because this can affect teacher’s overall performance in the classroom observation.”

Part of the procedure is the execution of strategies. At times, teachers face a struggle in performing strategies and techniques. Certain unexpected situations come during observation that is different from the viewed expectations. In this regard the teacher must be prepared in those situations and the flexibility to control the scenario. Teacher F mentioned:

“The difficult part is when learners are doing group activity, which is the last part and for grade two pupils, their span of attention is really difficult to handle and maintain since they are moving from one place to another. I feel nervous during this part because pupils tend to become unruly.”

Positivity amidst this situation is important, as Teacher H shared, “Difficult part is managing differentiated activities especially for kindergarten pupils, I am telling you they are really hyperactive. Meanwhile, though I experience difficulty, I still do my best even if no supervisor is watching me.”

Moving with that, another challenge that was mentioned is the assessment and evaluation of the learners. Part of the observation process is knowing how the learners engage in the lesson

and through the assessment and evaluation given to them, it will spell out if the teacher did well in the discussion. For some teachers, they find it difficult, as Teacher E shared:

“Difficult part is the assessment, where some of my pupils didn’t perform well. During this incident, you have to give right away appropriate intervention. Pupils perform differently in oral and during written works. It is very confusing at times especially when they answer orally yet during written assessment they do not perform well maybe because they cannot really read independently or other related factor that hinders them when they answer questions or activities. With that you must do follow-up.”

Gall and Acheson (2012) mentioned that if learners are having trouble, it is important that teachers should be prepared to meet that circumstance. In such cases, certain teachers modify the lesson. As Teacher A shared:

“Pupil’s behavior, I don’t give them super hard activities because they might end up frustrated [learners] and will even tell you it’s hard. But if it is somewhat easy or within their level, they feel happy and enjoy. I modify my lessons. Of course, I try not be mad and smile often.”

Last among the arising significant experiences, a difficult part is generalizing the idea of the lesson for the learners. The generalization part explains and insinuates that there is a learning that has occurred. The learner’s ability to generalize their thought based on the discussion is an important indicator that there is a clarity in the delivery of the lesson. Teacher H said that the generalization part, will tell a teacher if his/her pupils learn from him/her and/or was able to pick up the lesson.

Teacher I mentioned that if an occasion of struggle in the generalization part of the lesson comes out, the teacher needs to have follow-up questions so the pupils will get the lesson.

Remarks

This part explains the modification or any adjustments of the teacher in teaching the lesson. This is commonly accomplished at the end of every lesson.

Reflection

The reflection shows the number of learners who participated and attained mastery of the lesson; the learners who need remediation; teacher's experience of performing strategies; and suggested innovation or localization that can be useful in the next presentation of the lesson.

The importance of the teacher's mastery of the content and sequence of the lesson as reflected in the DLL plays a vital role in the success of the delivery of the lesson especially during classroom observation.

Preparation of Instructional Materials and Other Learning Resources

Instructional materials serve a good channel in presenting the lesson, if used wisely (Glickman, et.al, 2013). Teacher F prepares instructional materials because "I believe that instructional materials are used to get the attention of the students.". More so, Teacher G mentioned that, "Preparation of instructional materials is important because students will understand the lesson clearly and for the observer to see talent and skill of the teacher in making them and how they effectively impact learners understanding of the lesson."

Instructional materials can be prepared ahead of time. Most of the participants mentioned that they use recycling of the previously used materials, improvising or at times creating a new one depending on the content of the lesson. Teacher P gave points to consider in choosing the best instructional materials for observation. Instructional materials should be suited to the teacher's

lesson and as much as possible, they involve the use of technology, such as a PowerPoint Presentation that is part of the COT checklist (see COT Form on Appendix K page 157).

Careful planning is indeed helpful to execute well the prepared instructional materials in the actual classroom observation. However certain challenges can still be encountered. A technical problem is the common encountered challenge that teachers typically experience. Teacher J shared a notable experience in one of his classroom observations. While being prepared with all the needed materials, he encountered a problem in the actual observation:

“This happened when I was scheduled for an observation. I used PowerPoint in my presentation. Everything was prepared, however, on the day of observation it did not function well [projector]. There are times when the screen of the projector changes color. So, I used my plan B to continue my lesson [traditional]. Hence for me, the best instructional material is always the teacher.”

The importance of having an alternative plan is very important. Teacher R mentioned:

“With the instructional materials, I use them depending on the need for my lesson and I always consider the use of technology. In using ICT, I still prepare alternative materials and do not just depend on it because I consider situations like what if, there will be electricity disruption. There should always be an option for your preparation.”

Self-check on Personal Outlook

In the classroom observation and in daily teaching, aside from preparing for the overall content, it is as well important to check on one's personal outlook. It is important to emulate yourself about the goal of teaching and when being observed so that you will be prepared for whatever outcome may occur. Teacher E noted a significant experience in line with teacher's personal aspect, “Before the observation, I review the subject matter that I will teach. I also make sure that I am doing good and not thinking of any negative thoughts and that I am focused on my

observation. Then I calm myself and put into my mind that it is an observation not for you to be criticized or anything else but for you to improve.”

At times, positivity becomes a challenge during observation especially when someone feels or is being overcome by their nervousness. Feeling nervous is a normal reaction on the personal aspect of most teachers, not only for those who are new in the profession but even seasoned teachers. As Teacher H said that the actual observation itself is difficult. More so, according to Teacher H, “Because I hate the feeling of being nervous, then the observer will look at me. And this I guess, during observation you must not look at the observer otherwise you will feel extra nervous”

Hence, being nervous is a challenge that is unavoidable at times. It comes to one’s mind because some teachers feel pressure when there is someone looking at them, there is a strange aspect that most are becoming conscious of their acts, thus creating the feeling of being nervous. But this feeling can be diverted by means of calming down as Teacher D mentioned that, “There is a certain feeling of being nervous [during observation], so I set my mind, and do certain activities like dancing to be more at ease and comfortable. I often tell my learners that there will be observation, just so they will not be absent but not scripted.” On the other hand, for Teacher H, aside from preparing emotionally and spiritually, physical outlook is as well important,

“When I am being observed, I first raise my spirituality as I look for verses from the Bible that will motivate me in whatever negativity may come, because of my faith and that verse I hold on to, I can make it. Back in the days, I have not gone through any kind of observation since college without holding a bible verse. I feel I am doing well and when I have the verse already that is when I start. In terms of physical, I make sure that I am beautiful, because I have experience, that through your physical appearance the observer can determine if you are ready. I even curl my hair at times [laughing].”

Thus, having a positive outlook will help a teacher bring out the best in themselves. There should also be the clear goal and reason why observation takes place, so the flow of the teaching

and learning process will be done smoothly. As Teacher G pointed out, the essence and importance of preparation in order to beat your negative thought during classroom observation saying that, “You have to be ready emotionally, even if you feel nervous, you still need to go on, otherwise, it will affect your performance especially the learners who are listening to you, if you do not know what you are doing.”

On the other hand, observers have personal preparations to make as well. As MT 1 mentioned that being presentable can personally inspire teachers and during classroom observation while SH 3 shared about being relaxed, like a normal person visiting in a classroom during observation, so the teacher will be at ease, and just go on naturally.

Conversely, MT 2 and MT 4 has no other preparations to make except for the COT forms to use and the schedule of classroom observation. MT 4 shared, “I do not really prepare anymore, because I do not have time to prepare. And of course, it is a routinely act already. It goes as well with the nature of our work, I just find ample time for technical assistance, and observation and at the same time I am also teaching. Teachers and observers perceive to have different preparations with different challenges during classroom observations.

Learner's Achievement of the Lesson

To attain learner’s achievement, their capabilities should be considered as well to meet the set standards as signified in the criteria set in the Classroom Observation Tool (COT). Zepeda (2017) mentioned that a teacher should be knowledgeable about the learners’ way of achieving the lesson by using strategy and giving activities that are attainable and measurable to the level of the thinking of the learners and should promote higher order thinking skills. The performance standard and the content standard derived from the curriculum guide are the basis of the expected outcome

for each learner. In this sense, the level of difficulty of the topic during observation should be scrutinized. As Teacher A shared:

“Sometimes, Kinder pupils have difficulty in alphabets, so I prefer to choose topics which are easy to teach and at the same time, based on my pupil’s ability. Also, I make sure, that I will be observed in different learning areas and do not just rely on one particular learning area.”

In the case of Teacher A, learners’ capabilities were considered, as part of the preparations for classroom observation. Students’ participation in the class is one of the indicators that a pupil is learning, and it is perceived as one of the challenges for most teachers. Different types of learners can be found inside the classroom. Asking them to participate in the class is truly challenging, therefore, as a teacher, we really need to prepare on such occasion, in order to have our pupils participate in the discussion. At times, some pupils give participation in a different sense. As Teacher M mentioned that one of the difficult parts is when a certain student asks an out of the blue question with a different context from what a teacher is discussing, but since the child is participating while in an observation it is hard to redirect the child. Meanwhile, Teacher F shared, “since my pupils find it difficult to speak and understand in English, that is the subject I choose the least [to be observed]. They [pupils] cannot answer pretty good even if you will simplify it. The subject that I choose during observation are those lesson where you can present variety of drills and activities.”

Teachers also choose a lesson that is attainable to the learners, boost participation and is part of their interests. Teacher S mentioned that she goes over the possible topics prior to the observation and determines which one is easy for learners to get the lesson properly and this should be considered in order to get a high rating in COT. As Teacher S mentioned, “I will not choose a topic that will affect my rating for observation”.

Behavior also plays an important role in the achievement of the lesson among learners during classroom observation. Prior to the classroom observation, preparation for the learners is an important aspect to consider as derived from the participants since learners' behavior is one of the highlighted contents that observers typically check based from the indicators in the COT. For most teachers interviewed, it is considered one of their challenges.

Teacher Q mentioned that when you show new instructional material or introduce a new game to learners, they tend to be so excited. With that excitement, at times their behavior becomes hard to handle, most especially when someone is observing.

In this sense, at times, informing the learners that there will be observers is part of the preparation as the findings preceded in order to improve the challenge mentioned. It is important to inform the students to execute a desirable behavior. For Teacher F, prior to the day of observation, she often tells her pupils that the class will be observed since her students are not accustomed when someone is observing them. Teacher F even explained the process. While Teacher D said, "On actual observation, you will not do the disciplining. I usually talk to the child before or talk to them after observation". Teacher F seconded the same thought as Teacher D, that there should be patience as much as possible during observation, you must be friendly and show great patience. Meanwhile, Teacher L made a point on what a teacher needs to consider saying, "No [discipline a child], during observation it is more controlled, because of course, we do not let the observer see negative way of disciplining a child, even to the slightest thing, indeed, maximum tolerance is a must, however if there are no observer, we give disciplinary actions."

For Teacher O, disciplining pupils during observation comes beforehand. Prior to the schedule of observation, tell your pupils to behave until the observer leaves the classroom. As much as possible do not scold or shout to them. However, for Teacher C and Teacher R, their way of

disciplining goes the same, “With or without observer, I do the same way of disciplining my pupils. And when I discipline my pupils, I always assure that I don’t embarrass them.”

Aside from executing proper discipline, Teacher G shared that part of the preparation for observation, pupils should be reminded to maintain cleanliness all the time because there will be observers, so that it will not cause any distraction in the discussion of the lesson.

On the other hand, for Teacher Q and Teacher R, they have a different view about informing learners about observation and reminding students for a good behavior. For these teachers, the spontaneity of the delivery of the lesson and the interaction will be defeated, becoming more of a show. That means it is important that teachers should be ready all the time. Preparation is indeed an important aspect but not too much causing rehearsal, as Teacher R said, “I don't really inform my learners that there will be an observation, so that the act will be more spontaneous.” While according to MT 4, it is easy to determine if the teacher is truly practicing or using the intended strategy to use. MT 4 mentioned “Once you entered a classroom for observation, you will know if students are trained, such is evident. For example, if the teacher are doing group activities, you will be able to identify if students are familiar in performing the activity and if the teacher is really doing those strategies in her discussion based on the gesture of the learners.” As asserted by Vygotsky, learners have the capability to construct their own knowledge with the assistance of another person where they can reach to a higher level of practice (Vygotsky, 1978 cited in Zepeda, 2017).

Master Teachers and School Head’s Challenges in the Course of Classroom Observation

Aside from instructional leadership, the school principal holds multiple roles that tends to be much more ‘do-able’ than the demands for instructional management among teachers. Instructional supervision is often a secondary task for most school heads, who may not have time

to devote to curriculum and instructional leadership because they are too busy with other day-to-day operations in their schools (Oliva and Pawlas, 2008).

For the Master Teachers and School Heads, the challenge that most of them experience is the time they need to spend for the observation and the technical assistance that they need to give. All of them answered the same that time is the main challenge, as MT 2 said Master Teachers have class loads, too. In such circumstance, MT 3 said in observation, time management, has to be applied in order to deliver the best technical assistance, while they need to attend their own class as well.

Synthesis

Summing it up, different challenges arise in every classroom observation process. But with the good laid foundation and strong supervision, the teacher can surpass the challenges on the preparation and practices in the event of classroom observation or daily discussion if there is a properly identified instructional supervisory program. As stated in the developmental supervision, teachers should be guided depending on their need.

Research Question 3. What are the perceived outcomes (products) of classroom observation on the following:

a) Teacher's performance

The researcher found emerging thoughts and noted ideas on how classroom observation affects the teacher's performance based on the outcome of the teacher's performance. Teachers are considered to be part of the learning community and they do not just sit around his or her comfort zones in order to attain the best teaching and learning environment. Table 6 presents the perceived outcome of the teacher and Master Teacher about classroom observation on teachers' performance.

Table 6

Outcomes of Classroom Observation on Teacher's Performance

Themes Generated	No. of Teachers Who Gave the Idea	No. of Master Teachers and School Heads Who Gave the Idea
<i>Improved Teaching Performance</i>	5	2
<i>Increased Confidence in Classroom Observation</i>	7	3
<i>Enhanced Teaching Styles</i>	6	3
<i>Added Pressure</i>	2	0

Predominantly, based from the data gathered in Table 6, classroom observation produces positive outcome to teachers. Through the constructive comments that observers give, teachers realize their personal strengths and areas for improvement to deliver the lesson effectively. More so, with the provision of technical assistance, teacher's teaching style is enhanced, thus, creating a better acquisition of learning for the learners. However, classroom observation also gave pressure to the teachers based on two responses from the teachers. Based on the data provided in the table, the researcher showed the narratives of the teachers about the perceived outcome of classroom observation to teachers' performance.

Improved Teaching Performance

Effective professional development to improve classroom teaching also concentrates on high learning standards and on evidence of students' learning. It mirrors the kinds of teaching and learning expected in classrooms. It is driven fundamentally by the needs and interests of participants themselves, enabling adult learners to expand on content knowledge and practice that is directly connected with the work of their students in the classroom.

Teacher H mentioned that classroom observation has a great effect to teachers, most especially if teachers will take the comments in a more constructive way and apply those in one's respective classes, that is the great effect and benefit. Therefore, teachers grow professionally and develop to be more goal oriented as their learning increases, that helps them to become a good and effective teacher. Likewise, Teacher M said, "It helps me because through observation you can correct the wrong things you done. Because we are all capable of accepting changes you may have strategy that is anchored with your subject matter. It gives good effect to your daily teaching."

As Reiman and Thies-Sprinthall (1998), mentioned that if teachers do not cease to learn, they will develop proficiently which leads to the promotion of good instructional strategies and that involves harmonious relationship with the people in the learning community, the pupils, and colleagues. Moreover, teachers develop flexibility and affects their way of making decisions. In order to promote an effective education and enough resources for a teacher's development the provision of instructional supervision is planned and proposed to meet the mentioned needs.

Increased Confidence in Classroom Observation

Classroom observation is one component of instructional supervision that can help achieve a good outcome and in the fulfillment of the vision of supervising. To know the whole narrated performance of a teacher in a classroom observation, the supervisor, the school head, or the master teacher typically, takes down narrative report which may either feature good points or weaknesses of the teacher in the overall teaching and learning process. It is usually delivered in the last part, known as the post-conference, as mentioned by most observers in this study. The interaction posed in the post-conference, created ripples of realizations among teachers, from their personal attributes down to their professional aspect. Table 7 shows the emerging thoughts about the comments of the observers to the teachers.

Table 7

Comments from Observation

Experiences	Core Ideas
Appreciation	positivity
Acceptance	application of comments, or suggestions; flaws
Self-realization	more and continuous learnings
Confusion	whom to please

The Emerging thoughts in Table 7 are based on the common ideas of the teachers. It implies that most teachers draw positive views about the comments of the master teacher and school heads during post-conference after classroom observation.

Teacher A shared, “I take them in a positive way although at times comments are negative in a way because we sometimes feel we know everything, we capture everything we need, but at times our observer sees more that is different from what we are doing. In such cases, I still find positivity on it, though sometimes it hurts.” The comments after an observation for Teacher F is taken with great appreciation:

“I appreciate any comments and observations the observers write. I always treasure the ones that helps me in my growth and improvement. And that is where I focus more. As for the positive comments, you say thank you, but I am up to focus more on the things you need to improve, the way you teach your children. They are like our snacks, the observations and comments are snacks, we always bring them with us so that we will be fed with food of thoughts along our journey in everyday teaching. Like last time, Ma'am observed me saying that I missed out on throwing questions that will boost the creativity of the pupils, improve their thought, analyze and more critical ways to answer.”

Teacher L shared as well that taking the comments positively means accepting all flaws and, on such occasion, a teacher shall not close his/her door for changes and need to accept changes and new techniques and knowledge. However, at times it creates confusion, as Teacher T shared:

“Difficult part during post-conference, when you and your observer do not meet each other's thought with regards to the strategy that you will use. The observer will always stick to the standard way of teaching while you as a teacher, knowing the capability of your learners should base it on their level of thinking. It is quite confusing often times on which one to please, the learners or the observer?”

But the positive thought of doing classroom observation to see gray areas in teaching for further improvement or good points to keep should always be in mind. As Teacher N mentioned:

“For me, personally, it is all okay, I mean I still consider myself neophyte in this field, I have a lot of things to learn and things I need to know not only to my own knowledge. I thought to myself that I knew everything, but to find out, not all. So, the next observation, I apply those learning”

Meanwhile, it is an important aspect as well to know what observers consider in giving constructive comments to their teacher-mentee. MT 3 said, “I want the teacher to realize their own needs and strengths. Then in giving comments, positive things should come first. And of course, deliver it in a manner that the teacher will be motivated to do it”.

SH 3 shared the same consideration that during post-conference, teacher should and can reflect through questions to answer about their performance. In that way, the teacher realizes his/her own strengths and weaknesses, coming from their own. More so, SH 3 added that as much as possible no negative comments or recommendations.

More so, MT 1 made a noteworthy point as well that by being tactful in giving comments, in such a way so that the teacher will not feel any kind of discomfort. An observer should always emphasize their good points and discuss their weakness by highlighting a more appropriate strategy for them to use. But teachers tend to have different personalities and perspectives. Therefore, in the occasion of giving comments careful consideration should be given, as SH 4, mentioned, “I typically check the personalities of teachers because some are sensitive, some are very optimistic and the like.”

Moving with that, the researcher asked the respondents if the comments or recommendations from their mentor are being followed. It was found that not all the comments and/or suggestions given are fully taken. Teacher A noted that it is a “case to case basis because it always depends on the comments given. If I can do it, why not do it, however if cannot and it is not applicable on my lesson, I will not do it because we know to ourselves that we are different from what they picture us. But I still manage to do them, since they are suggested.”

For Teacher A it is a matter of knowing what best fits a learner. While Teacher G agrees to take and do all the comments and/or suggestions given because this can further improve teaching style. In the occasion that a teacher might encounter difficulty in executing the suggested strategies or recommendations, the teacher can seek suggestions from their mentors on how to make them more achievable.”

Enhanced Teaching Style

As active learners, teachers need to construct their own meanings based on what they do and experience. During the post-conference, supervisors can support the construction of knowledge by fostering critical inquiry and reflection on practice so that the knowledge and insights in teaching will be transferred well to the learners (Gagnon & Collay, 2006). Some of the significant experiences of the respondents are: As for Teacher F, “It really helps me especially in realizing my worth and in widening my scope towards teaching. Like before I thought blackboard and chalk are enough material, but because of observation, I was able to contemplate the need to use instructional materials to get the attention of my learners.”

Added Pressure

Poor communication can compromise trust. Effective communication underpins the collaboration of supervisor and teacher in the pre- and post- observation conferences (Zepeda, 2017). This somehow leads to pressure among teachers, a negative thought that arose due to the lack of confidence of the teacher and unclear vision on what should be done in a classroom observation, thinking of more expectations from them. Teacher B shared, “For technical assistance, it helps a lot in addressing our needs at the same time, there is a feeling of being pressured.” But this feeling of being pressured can be overcome by realizing the very goal of your teaching, you can avoid such thought and gaining such trust that observation is meant to see a teacher’s potential and help in building a great instruction among the learners. Instructional supervisors should endeavor to work collaboratively with teachers to establish supervisory support and coaching teams that can provide confidence and reduce anxiety often experienced by teachers in response to supervision (Wanzare & da Costa, 2001). Drake and Roe (2003), school principals and teachers should exchange ideas, brainstorm, trade experiences, discuss alternatives and generate data about areas of interest.

b. Learners’ performance

The instructional leadership that school heads and master teachers impose should aim to facilitate and develop teachers for improvement, providing quality instruction and efficient use of appropriate strategies to monitor and to evaluate students’ progress, thus, promotes students’ academic advancement. Most school heads and master teachers in this part of the study agreed that classroom observation has a great indirect effect to students while the performance of the teacher is refined, so the learners' way of absorbing the lessons becomes better. Table 8 shows the

perceived outcome of classroom observation on students' performance based on the conducted FGD among master teachers and school heads and interview among the teachers.

Table 8

Outcomes of Classroom Observation on Students Performance

Themes Generated	No. of Teachers Who Gave Such Response	No. of Master Teacher / School Head Who Gave Such Response
Increased Class Participation	9	4
Increased Student Confidence and Demonstration of Talents and Skills	10	4
Increased Motivation to Learning	9	2
Improved Discipline	12	3
Improved Learning	19	8

As shown in Table 8, most master teachers and school heads agreed that classroom observation helps increase class participation and builds confidence among learners by showing their talents and skills. While both teachers being observed, and master teachers and school heads as observers, agreed on the thought that classroom observation helps improve the learning of the students. The researcher presented the narratives of the teachers from the generated themes.

Increased Class Participation

Some teachers, master teachers and school heads agreed that classroom observation helps increase students' participation in the class. Students become active as they want to impress upon the observers that they are good. Teacher F shared, "since students see different people (observers) they participate well in class and enjoy in the activities that I give." Teacher N noted the same, that learners tend to become more active in class recitation when they see new faces, they almost all want to recite."

Increased Student Confidence and Demonstration of Talents and Skills

Classroom observation promotes students' engagement, which is an important manifestation of learning and somehow boosts the confidence of the child, and as a teacher, you will be able to identify the hidden talent or skills of the learner. As Teacher E said, "it is surprising at times when a student does not really perform or recite in daily discussion then all of a sudden performs well during observation."

Increased Motivation to Learning

Classroom observation motivates the learners to participate well knowing that there is someone watching, hence their motivation to learn increases. According to Teacher M, there is a notion that when pupils are being visited in class, they really do something so that they will be recognized and if pupils perform well, they will have good grades too. Increase in motivation to learn signifies that learners are enjoying the activities; therefore, the flow of learning is good and reachable.

Improved Discipline

It is a common notion for most teachers and perhaps even among students, that if someone is watching them, especially if it is the school head, they tend to be more disciplined and behaved well and very conscious of their movements. According to Teacher F and Teacher K, students are more attentive during class observations because they know they are being watched. They show more acceptable behavior, like showing eagerness to listen to their teacher. In a way, during classroom observation, as an observer, you can track the progress of the learners and how they behave in class. As for learners, they learn how to discipline themselves, knowing that somebody is watching which eventually, even if no observer is in the class, they will be able to sustain a good and disciplined behavior.

Improved Learning

Since during observation, most teachers prepare their best, the learning acquisition will be more interesting, and the retention of the lesson will be much higher. According to Teacher I, it gives confidence and boosts their moral especially if you will commend them while there are observers and if the teacher performed well. More so, Teacher Q said that the comments being given to teachers during observation are addressed for the learner's improvement also. Therefore, it creates ripples of improvement both for the teacher and the learners.

Another important aspect of classroom observation that contributes to the learner's development is knowing the number of pupils who needs to be provided with extended learning activities and remedial class to meet the expected competencies and standards. Most of the teacher respondents give intervention to learners depending on their need which may primarily be based on classroom observation as identified by the observer or on their daily performance.

Extended Learning Activity

Extended learning activity is given to learners who scored low in the test, typically, in the evaluation part of the lesson. The teacher gives special discussion and activities that will help the learner acquire the lesson well. It does not have a specific time frame to follow, nor students to follow-up but solely depends on the performance of the learners in the lesson.

Teacher F encountered, "After observation, you ask your pupils to raise the hand of those who did not understand the lesson. Then after that I reteach and ask them which part is difficult for them. But if still they will not get the concept, they need to attend special remedial class."

Remedial Activity

Remedial activity or class is a form of intervention for struggling learners that takes place with a specific period, like in a quarter or in a whole semester, depending on the level of difficulty that a learner face. Commonly, learners are diagnosed prior to the start of the program. Different forms of remedial varies depending on the need of the learner. The participants mentioned two forms of remedial activity. It includes one-on-one discussion, peer tutoring and take-home modules or worksheets.

One-on-one Discussion

At the evaluation part, Teacher E said giving five item-test if they really understood the lesson discussed by the teacher would be helpful. For those who really need intervention, Teacher E often prepared another five questions, however, for Teacher E, if she still gets the same result, another five questions. And if they fail again, I will talk to them and ask them personally about the lesson.

Personal discussion, or one-on-one discussion occurs with learners who are perceived to have difficulty in performing certain tasks independently or with peers. Typically, will investigate on what is the probable cause of the learner's difficulty in the learning acquisition. From the investigated difficulty, the teacher can now adjust the lesson and evaluation that is perfectly suited for the learner.

Peer Tutoring

And for Teacher M, "After observation, I personally check their assessment. When a pupil gets a low score, I subject him/ them for remedial. During remedial I also do different strategies

such as think pair share or peer tutoring, where the slow learner will be paired with achievers. Then if still the pupils are not learning, he or she will remain after class.”

Take home modules and worksheets

Teacher N said that, “I have a lot of interventions, but I don’t really get the perfect one to address their needs. Either way, I give extra time or give take-home modules and worksheet.” At times, giving take home modules and worksheets is helpful for learners, so when they reach home, they can still continue learning with their guardians where they are more at ease of conversing and share the part where they are struggling.

Synthesis

Pupils learn and benefit indirectly during the classroom observation process. Levin (2006) in reviewing the work of Firestone and Riehl (2005) emphasized that educational leadership does not produce a direct effect on student learning, but is a mediating influence on teachers, curriculum, instruction, community, and school organization. Fullan, Hill, and Crevola (2006) have underscored the critical importance of high-quality instruction and its systematic delivery as most necessary to ensure “continuous improvement and ongoing academic success”.

The teachers being supervised through classroom observations attain enhanced capabilities and improved delivery of instruction. The ability to respond to individual student needs is a characteristics of quality instruction (Greenwood et al., 2011; Moore, 2014). Therefore, the leadership that gives emphasis on the betterment of instruction pictures strong purpose and commitment to student learning, and this should not only focus on how teachers teach students, but also on how teachers assess and evaluate students’ learning (Neuman & Simmons, 2000; Robbins & Alvy, 2003; Zepeda, 2003). Across those enhancement and improvement made, the recipient

would be the pupils as they are ones mainly involved in the teaching and learning process. It further enhances their skills and, in a way, directs the teacher as well for more expansion of learning.

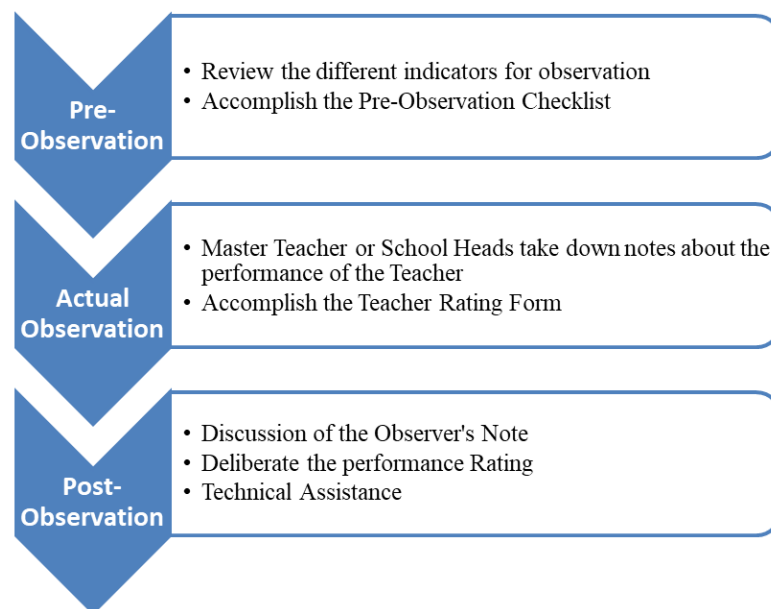
Research Question 4. How can critical reflection improve the purpose, practice, and product of classroom observation of the master teachers and school heads?

Before the master teachers and school heads were consulted as to how critical reflections could improve the purpose, practice, and product of classroom observation, they were asked to first describe the current process in the conduct of classroom observations and how they provide technical support to teachers as a result of their observation.

Figure 4 shows the flow of classroom observation and technical assistance given to teachers as described by the master teachers and school heads met during the FGD.

Figure 4

Process of Classroom Observation by the master teachers or school heads in public schools



As shown in the Figure 4, there are three phases when the master teachers or school heads do classroom observations: Pre-Observation; Actual Observation and Post-Observation. In the pre-observation phase, the target teacher for observation reviews the quality indicators that are targeted for observation. These quality indicators are contained in a rubric that is handed to the teacher prior to the scheduled observation. The rubric presents continuum of quality practice that a teacher could demonstrate to be certified proficient or highly proficient teacher. Then, the master teacher or school head gives the pre-observation checklist to the teacher. This accomplished checklist by the teacher becomes the reference of the master teachers or school heads when observing the teacher. After accomplishing that, the teacher will submit the form to the observer as part of the documentation.

During the Actual Observation Phase, the master teacher or school head need to write observations, comments, or feedbacks in the Observation Notes Form. The observer (i.e., master teacher or school head) accomplishes as well as the rating sheet to indicate the rating/ level attained by the teacher in each indicator of quality teaching performance expected of a proficient teacher. The ratings are based on the rubric given prior to the observation and the indicators to observe are also based on the accomplished checklist by the teacher. It is also a practice to have a maximum of three observers participate in every classroom observation. In the event that a teacher has three observers, an inter-observer's agreement is applied. This inter-observer's agreement is the process where the observers need to deliberate on the final rating of the teacher considering all their observations. If in case, there is only one observer, the rating given shall be the final rating.

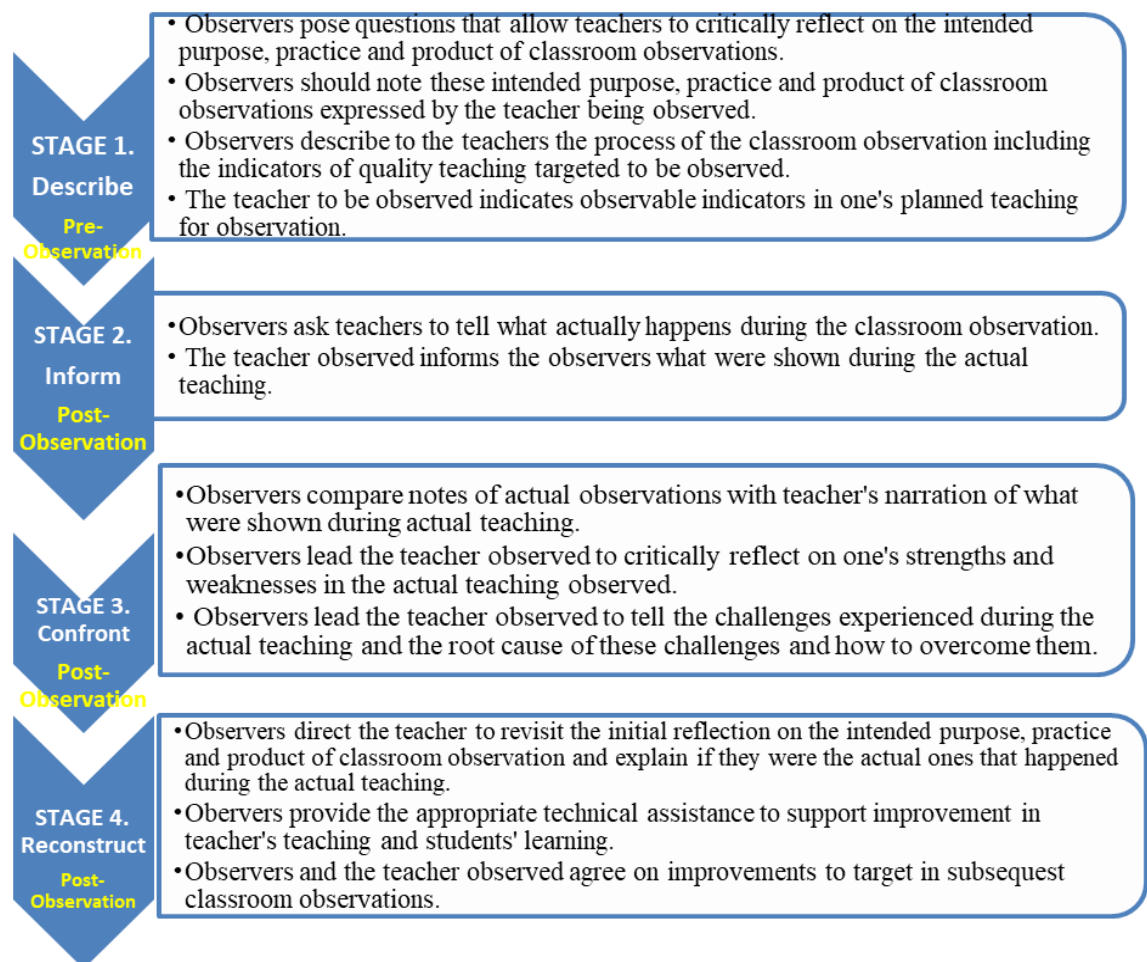
The last phase is the *Post-Observation Phase* where the observers (i.e., master teachers or school heads) present and discuss the teacher's performance rating and the observer's notes. Typically, the observer presents ways to resolve certain difficulties that the teacher experienced or give commendations for the overall performance. The master teachers and school heads usually

provide technical assistance to the teachers during the post-conference of classroom observation. Assistance provided usually include giving various points to consider in order to improve the teacher's instruction and students' learning.

After asking about the process of observation, the researcher asked the master teachers and schools heads during the FGD as to how they would facilitate teachers' critical reflection providing them technical assistance. Figure 5 shows the process they agreed to implement to facilitate teachers' critical reflection across phases of classroom observation.

Figure 5

Stages of teachers' critical reflection facilitated by master teachers or school heads during the phases of classroom observation



Stage 1. Describe

This is the first stage of critical reflection. It is where the teacher, master teacher and school head asks what is expected to see inside the classroom and the preparation to make in the course of classroom observation. Observers pose questions that allow teachers to critically reflect on the intended purpose, practice, and product of classroom observations. The observers should note these intended purpose, practice, and product of classroom observations expressed by the teacher being observed for future reference. More so, this is the stage where the observers describe to the teachers the process of the classroom observation including the indicators of quality teaching targeted to be observed. Then, the teacher to be observed indicates observable indicators in one's planned teaching for observation.

For most master teachers and school heads, this stage of critical reflection is important. According to MT1, “teachers should be given enough preparation to think ahead done not for themselves alone but also for the learners”. In comparison to the pre-conference in COT, the pre-conference prior to the classroom observation is often or at times left unattended. Most master teachers and school heads write the schedule and prepare the COT for Teachers to use then attend to the schedule of classroom observation. Hence, in this conversation, most of the participants agreed that there should be pre-conference as stated in the first phase of critical reflection to better know where the teacher is leading.

Stage 2. Inform

The next stage is the preliminary analytical stage where the observers step back from the proximity of the reports written as well as consider what are the things that might turn out to be of their control. In this stage, the Master Teacher steps back from the immediacy of the descriptions written to consider what issues exist outside of what they can control. Moreover, master teachers

and school heads ask teachers to tell what actually happens during the classroom observation. Then the observers should note significant ideas and strengths about the teacher that emerged during the classroom observation. The teacher observed informs the observers what were shown during the actual teaching.

The researcher asked the group how they give comments to the teacher they are handling. The group unanimously agreed that it should be presented based on a process where as much as possible, positive comments should be given first and then make the teacher realize his/her own flaws in presenting the lesson.

Stage 3. Note aspect of teaching-learning process needs to be addressed for improvement.

After informing is the stage to confront, or to focus on an issue that they might have encountered; then, engage them in critical examination of practice. The Master Teacher will gather intellectual and strategic capacities, focus them on an issue and engage them in critical examination of practice and determine the possible challenges and the root cause. Also, reflection will be done after observation and realizations will be shared in the post-conference.

The researcher asked the Master Teachers and School Heads on their expectations and thoughts on how teachers take their comments or recommendations and if they follow it or not. MT 4 made mention that:

“Based on experience, I try to analyze the comments I give in all and different angles and on teacher’s perspective. As an observer, it does not really matter if the teacher will not follow my comments or recommendations because you cannot force change, but you can inspire them. It becomes power struggle if you will insist on letting them follow those comments. However, in situations that involves the learners that are being affected, that is the time I need to tell the teacher that he/she must change his/her views or ways. More so if the teacher is teaching the wrong content, I will invite her to join my class or I take charge of her class and the teacher will observe me on how to deliver the lesson.”

Most of the Master Teachers and School Heads agreed that comments and recommendations will help teachers improve and avoid committing the same error and save time in giving technical assistance. They also agreed that, if comments and recommendations were taken in a reflective and constructive way, they will thrive to deliver a more positive and effective execution of instruction.

Stage 4. Reconstruct

The fourth stage and the most important aspect is creating links between reflections and quality workplace actions. It likewise asks, “What is a better way to do this?” This will as well help in determining the appropriate technical assistance with the collaboration of the teacher. More so, agreement with the follow-up intervention will be adhered as well.

The researcher asked the Master Teachers and School Heads about their ways of reflecting and its importance. Table 9 shows the view of observers regarding critical reflection.

Table 9

Critical Reflection in Classroom Observation of Master Teachers and School Heads

Critical Reflection in Classroom Observation
realize one’s performance
gain knowledge
internalize one’s action
monitor learner’s achievement
help teachers

Table 9 presented the importance of critical reflection in classroom observation according to the views of the master teachers and school heads. With critical reflection, as part of daily routine, this can enhance the transformational leadership of every master teachers and school heads within themselves.

In line with the importance of critical reflection, MT 4 mentioned, “this critical reflection is important, we refine ourselves. I assess myself as to the comments I gave to teachers, how was my approach. Even if it is reflection, it is also learning.” More so, SH 3 said that “critical reflection will help on the things and ways on how I can help my teacher to further enhance his/her way of teaching.”

After asking the participating master teachers and school heads about the effect of critical reflection among teachers and in the classroom observation, the researcher asked the group how it can improve the purpose, practice, and product of classroom observation of the master teachers and school heads. Table 10 presents the unified ways on how critical reflection helps in the improvement of classroom observation.

Table 10

Critical Reflection on the Improvement of Classroom Observation

Responses from master teachers and school heads	No. of Master Teachers and School Heads who agreed
Way to Recognize teacher	6
Source of Needed Follow-Up Teacher Performance	8
Basis of Plan for continuous technical assistance	8

Based on the data gathered in Table 10, most master teachers, and school heads that critical reflection helps in planning for continuous technical assistance and follow-up the teacher performance. Hence, it implies that after the classroom observation, the plan for continuous technical assistance should be deemed as part of their supervisory role. Some of the narrations of the participants are shown below.

Way to Recognize teacher

MT 2 said that “Through critical reflection, you will realize good points of a certain teacher, through observation made, I share it with the others and or I myself, do it. And if she committed some mistakes or highlighted weaknesses, I'll still uplift the teacher.” SH 1 said, “Talk to the teacher and make him/her feel that you are sincere in giving recommendations and that you support them all the way.” Through the critical reflection, there will be realizations as to strength or weakness part, but it is important to recognizing teacher’s effort as it leads to great improvement. As Hatch (2015) said, “New conceptions of capacity building also emphasize establishing the relationships, trust and collective commitment- that enable people and group to work together effectively”

Source of Needed Follow-Up Teacher Performance

Through the critical reflection, the master teacher and school head can determine the follow-up needed by the teacher. MT 3 shared, “Critical reflection leads to suggestion of new strategies to teachers and follow up their performance.” Since critical reflection provides the purpose, practices and product of the classroom observation, the master teacher or school head can identify the need of the teacher, particularly the challenges that the teacher experienced. This can help on what and how to suggest in improving the delivery of instruction to the learners.

Basis of Plan for continuous technical assistance

SH 2 said, “Reflection in doing something that will imply change, adopt all the good things and put into actions.” SH 3 said “I need to see and observe, those improvements, in any means I can witness.” To carefully see the result MT 1 said, the reflection of a teacher often guides them towards goodness and more improvement. It as well entail what remediation is needed. Upon knowing the needed remediation, the master teacher and school head could help the teacher in the improvement of his/her performance through the technical assistance.

Synthesis

The overall intent of critical reflection is to know the in-depth challenges and experiences of a person. Critically reflecting on the purpose, practice and product of classroom observation will determine the reason of the overall performance of the teacher as it reveals the inner thoughts of the one’s being observed. By knowing the reasons, the observer can cite ways on how to create link on how to overcome the challenges and plan for improvement. Therefore, the plan for crafting an instructional supervisory plan is deemed to have in order to supervise well the teacher and determine the development.

Research Question 5. What instructional supervisory program can be proposed for Master Teachers and School Heads to make classroom observation more effective in improving teachers’ performance and students’ learning?

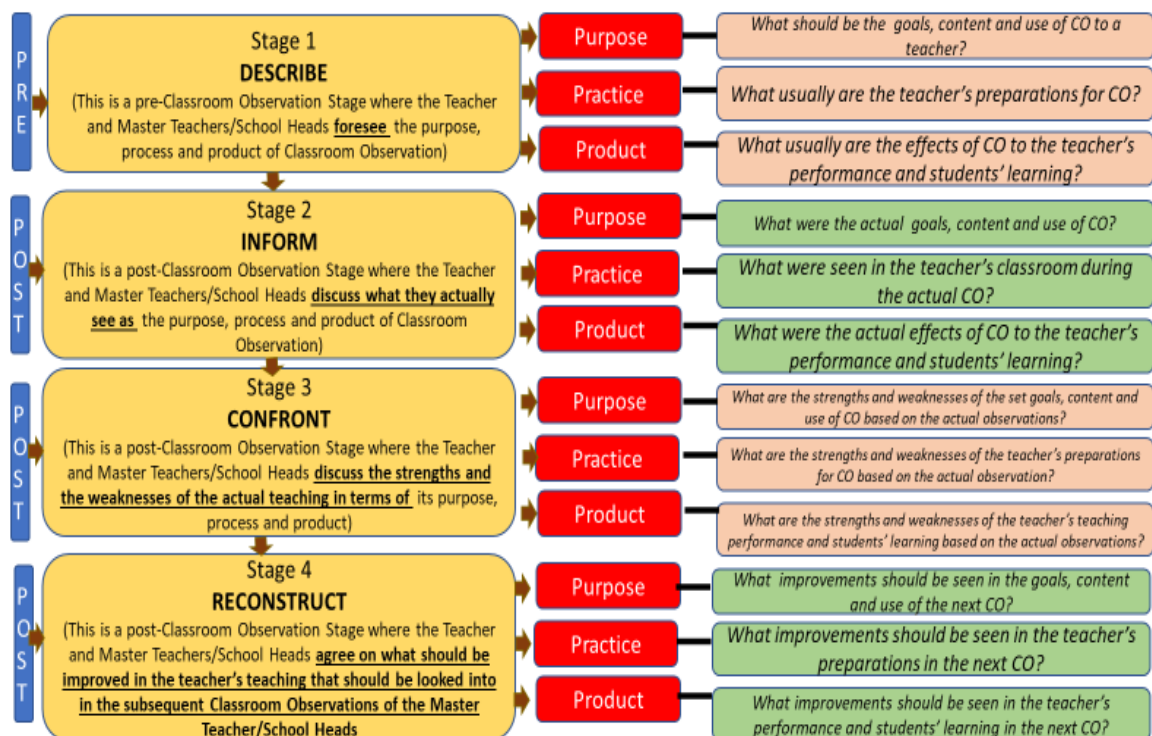
Generally, supervision focuses on helping teachers to reflect on their own practices, and to explore and gain knowledge about what they are doing to develop professionally (Sergiovanni et.al 2013). For the continuous development of every teacher and the hope of producing holistically

developed learners, the provision of the instructional supervisory plan among teachers is a necessary but rigorous activity that could help in effective planning and execution of lessons by the teachers.

Figure 6 presents the proposed framework of the Instructional Supervisory Program of Master Teachers/School heads when conducting classroom observation for teachers. It was crafted based on the presented stages of critical reflection and the guide questions are based on the purpose, practice, and product of classroom observation.

Figure 6

Proposed Framework of the Instructional Supervisory Plan of Master Teachers/School Heads when conducting classroom observation for teachers at different proficiency levels



As shown in Figure 6, the proposed framework of the instructional supervisory plan of the master teachers and school heads focused on the importance of teachers' critical reflection before

(Pre-Observation) and after (Post-Observation) classroom observations. The master teachers or school heads should facilitate this critical reflection in four stages: describe, inform, confront, and reconstruct. In the describe stage,

In each stage, the master teachers or school heads should direct the teachers to critically reflect on the purpose, practice, and product of classroom observations. A set of questions could be given to the teachers as their guide in doing their critical reflection. Table 11 shows the suggested parts of the instructional supervisory plan of the master teachers/school heads.

Table 11

Components of the Instructional Supervisory Plan of the Master Teachers/School Heads when Conducting Classroom Observation

Parts	What this is about
Objectives	The targeted goals to achieve in the course of the instructional supervisory plan. It will give the expected end outcome of the plan and how it affects the overall intent of the instruction.
Instructions for the Teachers	The general direction for the teachers, the procedure on how the instructional supervisory plan will be implemented. It also shows how the technical assistance will be given.
General Differentiation of Teachers	This presents the general ability of the teacher based on the previous record of instruction. The general differentiation contributes to the overall process of instructional supervision as it gives the particular assistance needed by the teacher that suits his/her ability.
Instructions for the Master Teachers/ School Heads	The procedure that master teachers and school heads will do in giving the technical assistance.
Needs Assessment	It shows the identified need/s of the teachers, the plan on how to meet those need/s by the teacher, and how the master teacher or school head can intervene in the fulfillment of the plan.
Monitoring of Instructional Supervision for Teachers	The part that presents monitoring scheme of the master teacher and school head in the completion of the plan and how they will mentor/supervise the teacher.
Evaluation	The review and deliberation part of the master teacher and school head to the teacher involved in the instructional supervisory plan on his/her overall performance

Table 11 shows the supervisory plan's components that includes the following: objectives, instructions for teachers, general differentiation of teachers that are based on the direct and indirect practice among the teachers, in order to achieve the expected enhancement in teaching, the needs assessment of teachers, critical reflection of the master teacher and school head, monitoring guide, and the evaluation form. Appendix J on page 140 shows the full instructional supervisory plan.

Objectives

The targeted purpose is to achieve in the course of the instructional supervisory plan. It gives the direction to the teacher, the master teacher and school head to where the plan is heading to. It will give the expected end outcome of the plan and how it affects the overall intent of the instruction. The following are the general objectives that the proposed instructional supervisory plan sought to achieve: to develop teachers' performances and competencies in teaching the subject through critical reflection on the purpose, practice, and product of classroom observations; to enhance classroom instruction by critically reflecting on the varied and relevant teaching pedagogies and styles; to monitor the adaption and utilization of the current teaching strategies and approaches; to ensure that the objectives are met in the delivery of instruction by the teachers derived from PPST; and to improve the quality of instruction executed by each teacher.

The presented objectives of the proposed instructional supervisory plan is aligned from the indicators of COT that are anchored from the PPST. Objectives organize the overall plan as they indicate the focus and lead destination. Unifying the purposes and intents are important. As Hatch (2015) said, "common understanding and coherence grows out of the connections and relationships among people that facilitate the flow of information, resources, and knowledge," and that this "makes it possible for individuals and groups coordinate their activities and develop a common sense of what they are supposed to be doing and why they are doing it."

Instructions for the Teachers

The general direction for the teachers, the procedure on how the instructional supervisory plan will be implemented (refer to Appendix J on page 140). It also shows how the technical assistance will be given. The teacher will reflect on the questions presented in the guide. The questions are based on the findings of this study and are patterned from the interview questions. They were coded and formed based on the themes from research questions. Table 12 shows the guide questions for critical reflections of teachers at different career stages.

Table 12

Guide Questions for Critical Reflections of Teachers at Different Career Stages

Stages of Critical Reflection	Classroom Observation		Reflective Question Guide for BEGINNING Teachers	Reflective Question Guide for PROFICIENT Teachers	Reflective Question Guide for AT-RISK Teachers
Stage 1 DESCRIBE (This is a pre-Classroom Observation Stage where the Teacher and Master Teachers/School Heads foresee the purpose, process and product of Classroom Observation)	Purpose	<i>For Improved Teaching and Quality Learning</i>	What is my conceptual understanding of classroom observation and its goal?	What is my conceptual understanding of classroom observation and its goal?	What is my conceptual understanding of classroom observation and its goal?
		<i>For Instructional Supervision and Assistance</i>			
		<i>For Self-Assessment</i>	How will I describe my level of commitment in doing classroom observation?		How will I describe my level of commitment in doing classroom observation?
		<i>Knowledge of the content of the lesson</i>	What should be observed? Why Is there a need to focus on that?	What should be observed?	What should be observed? Why Is there a need to focus on that?
		<i>Appropriate Teaching Strategies</i>	How did I		How did I

		<i>Good Classroom Management</i>	come up with the decision to be observed for that area?		come up with the decision to be observed for that area?
		<i>Management of Learners' Behavior</i>			
		<i>Appropriate learning experiences</i>			
		<i>Proper sequence of the lesson</i>			
		<i>Appropriate Instructional Materials</i>			
		<i>Proper evaluation of the learners</i>			
	Practice	<i>Cleanliness and Conduciveness of Classroom Review of the Content and Sequence of the Lesson</i>	What are my criteria in selecting a class (section) and learning area for classroom observation?		What are my criteria in selecting a class (section) and learning area for classroom observation?
		<i>Preparation of Instructional Materials and Other Learning Resources Self-Check on Personal Outlook Learner's Achievement of the Lesson</i>	How will I prepare for classroom observation as to physical (environment and materials), emotional (on your own and pupils' behavior) and psychological?	How will I prepare for classroom observation as to physical (environment and materials), emotional (on your own and pupils' behavior) and psychological?	How will I prepare for classroom observation as to physical (environment and materials), emotional (on your own and pupils' behavior) and psychological?
	Product	<i>Improved Teaching Performance Increased Confidence in Classroom Observation Enhanced Teaching Styles</i>	How does classroom observation help me? and or became disadvantage?	How does classroom observation help me? and or became disadvantage?	How does classroom observation help me? and or became disadvantage?

		<i>Added Pressure</i>			
Stage 2 INFORM (This is a post-Classroom Observation Stage where the Teacher and Master Teachers/School Heads discuss what they actually see as the purpose, process and product of Classroom Observation)	Purpose	<i>Improved Teaching Performance Increased Confidence in Classroom Observation Enhanced Teaching Styles Added Pressure</i>	What are the indicators that I achieved the goal, content and use of classroom observation?	What are the indicators that I achieved the goal, content and use of classroom observation?	What are the indicators that I achieved the goal, content and use of classroom observation?
		Practice	<i>Increased Class Participation Increased Student Confidence and Demonstration of Talents and Skills Increased Motivation to Learning Improved Discipline Improved Learning</i>	How will I describe my class?	
	Do I manage to show the same tolerance with misbehaving learners during observation and normal classroom instruction?			Do I manage to show the same tolerance with misbehaving learners during observation and normal classroom instruction?	Do I manage to show the same tolerance with misbehaving learners during observation and normal classroom instruction?
			Is there a difference in my preparation during classroom observation and daily classroom teaching?		Is there a difference in my preparation during classroom observation and daily classroom teaching?
	Product		<i>-Source of Performance Review -Topics for Learning Action Cell (LAC) Sessions -Basis for Instructional Supervisory</i>	How does classroom observation affect teacher’s performance in terms of planning, preparation and during the	How does classroom observation affect teacher’s performance in terms of planning, preparation and during the

		<i>Plan for Teachers</i>	delivery of the lesson?	delivery of the lesson?	delivery of the lesson?
			How will I rate myself based on the performance I shown in the classroom observation?	How will I rate myself based on the performance I shown in the classroom observation?	How will I rate myself based on the performance I shown in the classroom observation?
Stage 3 CONFRONT (This is a post-Classroom Observation Stage where the Teacher and Master Teachers/School Heads discuss the strengths and the weaknesses of the actual teaching in terms of its purpose, process and product)	Purpose		What are the strengths and weaknesses of the set goals, content and use of CO based on the actual observations?	What are the strengths and weaknesses of the set goals, content and use of CO based on the actual observations?	What are the strengths and weaknesses of the set goals, content and use of CO based on the actual observations?
	Practice	<i>-Knowledge of the content of the lesson</i> <i>-Appropriate Teaching Strategies</i> <i>-Good Classroom Management</i> <i>-Management of Learners' Behavior</i> <i>-Appropriate learning experiences</i> <i>-Proper sequence of the lesson</i> <i>-Appropriate Instructional Materials</i> <i>-Proper evaluation of the learners</i>	Which part of the classroom observation did I show exemplifying performance?	Which part of the classroom observation did I show exemplifying performance?	Which part of the classroom observation did I show exemplifying performance?
			Which part do I need to strengthen?	Which part do I need to strengthen?	Which part do I need to strengthen?
			Did my planned strategy/ approach/ method to use help me and my students? How?	Did my planned strategy/ approach/ method to use help me and my students? How?	Did my planned strategy/ approach/ method to use help me and my students? How?
	Prod	<i>Appreciation Acceptance</i>	What are the indicators that	What are the indicators that	What are the indicators that

		<i>Self-realization Confusion</i>	classroom observation affected my learner's achievement?	classroom observation affected my learner's achievement?	classroom observation affected my learner's achievement?
			Is the rating given to me good enough for my performance? Why?		Is the rating given to me good enough for my performance? Why?
			What is the best part of classroom observation? And which is difficult part?		What is the best part of classroom observation? And which is difficult part?
Stage 4 RECONSTRUCT (This is a post-Classroom Observation Stage where the Teacher and Master Teachers/School Heads agree on what should be improved in the teacher's teaching that should be investigated in the subsequent Classroom Observations of the Master Teacher/School Heads)	Purpose		Which improvement can I make in the goal, content, and use of classroom observation?	Which improvement can I make in the goal, content, and use of classroom observation?	Which improvement can I make in the goal, content, and use of classroom observation?
			Based on the identified weaknesses (if any), how will I be able to improve more my teaching performance?	Based on the identified weaknesses (if any), how will I be able to improve more my teaching performance?	Based on the identified weaknesses (if any), how will I be able to improve more my teaching performance?
	Practice	<i>Appreciation Acceptance Self-realization Confusion</i>	How will I improve my preparations for classroom observation?	How will I improve my preparations for classroom observation?	How will I improve my preparations for classroom observation?
			What intervention will I do for those who fail to understand the lesson during the observation?	What intervention will I do for those who fail to understand the lesson during the observation?	What intervention will I do for those who fail to understand the lesson during the observation?
	Product	<i>-Source of Performance Review -Topics for Learning Action Cell (LAC) Sessions -Basis for Instructional</i>			

		<i>Supervisory Plan for Teachers</i>	What have I realized in this classroom observation? (teaching style, preparations, and classroom management)	What have I realized in this classroom observation? (teaching style, preparations, and classroom management)	What have I realized in this classroom observation? (teaching style, preparations, and classroom management)
			How do I create a link with your reflections to a more quality work?		How do I create a link with your reflections to a more quality work?
			What is my plan of actions?	What is my plan of actions?	What is my plan of actions?

In Table 12, the second column with subheading title classroom observation shows the coded themes of research questions 1-4. From the drawn themes, the questions were patterned. Themes and questions were categorized according to the to the stages of critical reflection that is reflected in Figure 5 on page 95. More so, the questions are as well classified as to Beginning Teacher, Proficient Teacher or At-Risk Teacher.

The questions presented serves as the guide in upholding critical reflection of classroom observation. Stage 1 will be done prior to the date of observation or upon the decision of the teacher to be scheduled for an observation. Along with the pre-conference COT, the teacher will reflect on the purpose, practice, and product of classroom observation. The second stages 2-4 will be utilized after the observation/post-conference to further analyze the result of the observation. Then, the teacher will collaborate with the Master Teacher about the type of technical assistance needed and determine specific schedules for follow-up.

General Differentiation of Teachers

In using various supervisory practices, supervisor's philosophies and beliefs should be the basis of derivation and consideration (Glickman et al., 2001). On the other hand, Sergiovanni and Starratt (2002) argued that each supervisory practice that supervisors will choose should be contingent with the teacher's capabilities and qualities in the school context. Corollary to the study of Kosmoski (1997) where he pointed out that supervisory practice is a matter of choice; therefore, the supervisor should select a practice that best fits the teacher's need. Consequently, as mentioned from the Differentiated Model of Supervision, this creates a positive impact because it is in adherence to the identified needs, inclinations, and targeted professional goals.

Consequently, the specification of the teacher's level of competency, as to Beginning, Proficient and At-Risk Teacher should be derived correctly according to the level of needed help by the teacher.

The researcher found the following differentiation in supervising the teachers as an essential part in order to address the gaps and provide the suited technical assistance.

Primarily, ***Beginning Teachers*** are teachers with 0-2 years covering the whole journey of teaching experiences. They are expected to attend regular sessions with the master teacher or school head for direct (clinical) supervision. They are subject for coaching, mentoring and other assistance for professional growth. They shall undergo Informal Observation by the Master Teacher or the School Head during the first semester of the curriculum year. More so, they shall be observed formally during the second semester of the curriculum year. In addition to that, they must attend the pre-observation conference and post-observation conference with the SH or MT after he/she has been observed and attend a seminar/workshop for professional advancement, if needed.

Proficient Teachers are those with 3 years or more teaching experiences. They will be visited for formal observation by the master teacher or school head once in every quarter, following the COT. Proficient Teacher must attend the pre-observation conference and post-observation conference with the master teacher or school head for the scheduled formal observation. Each proficient teacher must attend a seminar/workshop for professional advancement and must share effective teaching strategies as part of mentoring to the at-risk or beginning teachers through LAC Session(s) and through articulation/s.

It is noticeable to have the third grouped teacher, the **At-Risk Teachers**, which is the same with proficient teachers of having 3 years or more teaching experience, however they have an identified difficulty that needs to be addressed. The at-risk teacher will attend the pre-observation conference with the master teacher or school head. During the pre-conference, the at-risk teacher identifies the particular difficulty and should be noted for better provision of technical assistance. More so, the at-risk teacher will be subject to coaching, mentoring and other assistance to regain his/her confidence and zest in the teaching profession. More so, they will be visited by the master teacher or school head for formal observation. He/ She must attend the post-observation conference to verify the progress from the actions taken both by the teacher and the master teacher or school head. Lastly, the at-risk teacher must attend SLAC Sessions together with the master teacher or school head for professional advancement

Derived from the Developmental Model of Supervision, the guide questions in the critical reflection will be based on the presented general differentiation of teachers. Beginning Teachers, At-Risk Teachers and Proficient Teachers have different questions for critical reflection, depending on their needed assistance. It should be noted that this does not justify the level of performance of the teacher and should not be basis for the rating, but the level of supervision that the teacher needs.

More so, as derived from the responses of master teachers and school heads, SH 1 mentioned that “in giving technical assistance teachers, it is important to know what they really need because they perform differently with one another.” Also, MT 3 said, “teachers do not have the same type of experiences, practices or routines and struggles; therefore, it is important to have differentiated assistance as well.”

Instructions for the Master Teachers/ School Heads

This part entails the instructions on what master teachers and school heads will do. In here, the master teacher or school head will ask questions depending on the level of competency of the teacher, as to Beginning Teacher, Proficient Teacher or At-Risk Teacher and on the interpreted level of needed assistance from the elicited realizations of the teacher from the Guide Questions for Teacher’s Critical Reflections and on the pre-assessed Classroom Observation Tool (COT). During the post-conference, the master teacher will ask questions on the Stages 2-4 to further validate the result of the observation and in accomplishing the rating form of the Teacher observed. The technical assistance will be determined from the answers drawn by the teacher and an agreement made on the type of technical assistance to be done.

Needs Assessment

Needs Assessment pertains to the formative part of assessing the performance of the teacher based on the conducted classroom observation. It entails the plan on how to meet those need/s by the teacher, and how the master teacher or school head can intervene in the fulfillment of the plan. The teacher, the master teacher and/or school head will now come up with an agreement on how supervision will be done. It is important to note among the administrators to the teacher that the technical assistance will not be the basis for rating in the evaluation but a way to improve the learning condition. In addition to that strengths should be given followed by the critical points

that need to be improved. On the agreement part, there will be consent, if the teacher will be visited in his/her class for a formal or informal classroom observation. As Zepeda (2017) mentioned, the purpose of formative evaluation is to know and understand the strengths and weaknesses of the teacher and plan ways on how to support in that part and help the teacher grow.

Monitoring of Instructional Supervision for Teachers

The monitoring will now vary depending on the Need's Assessment and improvement of the teacher. This part will make up the whole instructional supervisory plan because it will state the overall procedures, the schedule, and remarks of progress to make in order to achieve the identified assessed need/s. If found effective from the given period according to the plan of assistance, constant follow-up will be provided to the teachers. However, if still there is a need for the master teacher or school head to visit the teacher, it will be discussed with the teacher on why the master teacher and school head need to continue the supervision until the teacher is able to meet the standards.

Evaluation

This refers to the part where the master teacher and the school head review the performance of the teacher involved in the instructional supervisory plan in the course of the supervisory plan. It is deliberately done to the teacher citing all the development, the problems, and more importantly the result of the collaborative work of the master teacher/school head and the teacher. This shared responsibility helps increase efficiency that will eventually help improve the teaching. The accomplished supervisory plan of Master Teachers and School Heads serve as the evidence of Technical Assistance they give to teachers in support of the IPCRF.

Aside from assessing performance for certification, tenure and promotion decisions, the overall intents of teacher evaluation are to support valid and legal termination and to monitor

changes in performance to make improvements (Stronge, 2010; Zepeda, 2016). As said, improvement will only be achieved by the teacher if supervision is done properly, transparently communicated, articulated sustainability, and discussed collaboratively. As Zepeda (2017) highlighted that sense of belongingness and having peer they turn to for support is important to teachers.

Synthesis

Melding theory and practices of instructional supervision strongly drives great courses towards the achievement of effective teaching and delivery of instruction. It is strongly deemed that a productive and efficient teacher will help in the development of a learner and will promote common good and academic success among learners. Master teachers and school heads, as instructional leaders will monitor the teacher by providing sustained technical assistance and continuous supervision to teachers until they become expert teachers in the year-end evaluation of teaching performance. More so, instructional supervision is more than knowing how to conduct classroom observation but building relationships and providing a great opportunity for teachers to thrive the leaders inside themselves. Instructional supervision amplifies the acquisition of skills and dispositions that will foster professional growth and reflective educators. The critical reflection will help the teacher as well as the observers in determining the purpose, practice and product of observation that are essential in achieving the desired outcome in the development of the learner. Formative and focus efforts with teachers is the primary objective of instructional supervision to stimulate growth development, collaboration, fault-free problem solving and a commitment to build capacity.

Chapter 4

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions, and recommendations derived from this research study. After the discussion of the findings, the researcher was able to draw several conclusions.

Summary of the Study

The main objective of the researcher in this study was to examine how critical reflection on the purpose, practice, and product of classroom observation could be helpful in designing an instructional supervisory program for teachers and in the instructional supervision of master teachers and school heads to teachers. A face to face interview using a semi-structured interview guide was conducted to 20 teachers, four master teachers and four school heads in four schools in a certain division in Pampanga.

Classroom observation as part of the instructional supervision plays a vital role in improving the teacher quality. Based on the generated themes about the goal, content and use of classroom observation as well as the practices and challenges encountered, it gives effect on the outcome of teachers and learner's performance. The flow of the data were geared according to the stages of critical reflection. Teachers realized the purpose, practice, and product of classroom observation and explored the effects of it in their teaching performance. For the master teachers and school heads, the realization that critical reflection of classroom observation created awareness of their role and their function as instructional leaders.

The output of the study is the developed instructional supervisory plan that was based on the perspective of the participants, specifically on their need for supervision following the stages of critical reflection. This proposed plan could help in improving the teaching and learning process in line with the attainment of the holistic development of the learners.

Summary of Findings

The analysis of the actual views revealed that most of the participants perceive to see the good benefit they can have in the course of the classroom observation through the technical assistance that the master teacher and school head gives. It was also revealed that classroom observation indirectly affects the growth of the learner that will be exhibited in adherence to the recommendations for improvement provided during the post-conference. Specifically, the researcher enumerated the findings as presented:

1. The purpose of classroom observation is determined by its goal, content, and use.
 - a. The perceived goal of classroom observation by the teachers are: for self-assessment and monitoring, for instructional supervision and assistance, and for improved teaching and learning. On the other hand, the master teachers and school heads view the same goals of classroom observation with the addition of its goal to monitor teaching performance and students' learning aside from seeing it as part of their supervisory and technical assistance given to the teachers to improve the quality of teaching and learning. The content of classroom observation as perceived by the teachers, master teachers, and school head are based on the indicators of the classroom observation tool for teacher (COT) anchored from PPST.
 - b. The content includes: knowledge of the content of the lesson, appropriate teaching strategies, good classroom management, management of learners' behavior,

appropriate learning experiences, proper sequence of the lesson, instructional materials, and proper evaluation of the learners.

- c. As perceived by most teachers, classroom observation results are used as a source of performance development of the teacher during evaluation. A school head mentioned that classroom observation results can be basis in determining topics for the Learning Action Cell (LAC) Session. Lastly, as perceived by the teachers as the ones being observed and master teachers and school heads as the observer, classroom observation results are used as basis for the Instructional Supervisory Plan for teachers.

The goal, content and use of classroom observation and its results shows connection with one another. The identified goals of classroom observation by the teachers, master teachers and school heads are in line with the content to consider, follow and accomplish during the event of teacher's classroom observation. The results give direction to the teacher for a more improved teaching performance and on the part of the master teacher and school head, a meaningful technical assistance.

2. The perceived teachers' practices during classroom observation includes: cleanliness and conduciveness of classroom, review of the content and sequence of the lesson, preparation of instructional materials and other learning resources and importance on self-check on personal outlook and more importantly, on learner's achievement of the lesson. The practices in preparation for classroom observation by the teacher presents certain challenges which consist of time management in preparing and doing the lesson in the actual observation, technical problems in the use of ICT or other learning resources, struggles in the delivery of the lesson strategies and learner's completion of their evaluation activities. On the other hand, master teachers' and school heads' practices during classroom observation are the review of the teacher's lesson and activities, checking of the indicators

that the teacher wants to be observed based on the pre-observation form and be self-ready. The identified challenge that master teachers and school heads commonly experience is time management, on how they need to spend time for the observation and the technical assistance that they need to give since on the master teacher's part they have their own class to handle as well, while for the school head, in performing their administrative works. Thus, this perceives to the need of the master teacher and school head to have an instructional supervisory plan that shows reflection on how teachers perform in their class.

3. Classroom observation has great impacts on teacher's performance and on learners' achievement.
 - a. As perceived by the master teachers and school heads, classroom observation greatly impacts the teacher's performance. Classroom observation helps the teacher in improving his/her teaching practices, increases confidence in presenting their lesson during classroom observation and enhances teaching style. The identified outcomes of classroom observation on teacher's performance are the same with the teacher's responses except that classroom observation creates pressure on the teacher, particularly in coping to meet all the challenges addressed. However, the pressure can be addressed and overcome with the guidance and technical assistance of the master teachers and school heads.
 - b. Master teachers and school heads perceived the good effect of classroom observation in the performance of the teachers, and this produced positive effect on the learners' acquisition of knowledge and skills based on the lesson. Through classroom observation, there is an increase in class participation, it increases student's confidence level and shows eagerness among learners to demonstrate their talents and skills.

More so it helps to increase motivation to learn, improves learners' discipline and improves their learning.

Hence, classroom observation has good effect on the teachers and learners and on the attainment of a good teaching and learning process.

4. Master teachers and school heads perceived that the importance of critical reflection is to help teachers gain knowledge in teaching, internalize their own action, monitor learner's achievement, and master teachers and school heads themselves realize their performance in giving technical assistance. More importantly, critical reflection help teachers improve the purpose, practice, and product of classroom observation. Critical reflection improves the purpose, practice, and product of classroom observation with the stages of reflection that teachers undergo. The stages include:
 - a. First stage, to inform where teachers critically reflect on the intended purpose, practice, and product of classroom observations, and ponder about the indicators of quality teaching to achieve.
 - b. The second stage is when the observers step back from the proximity of the reports written as well as consider what are the things that might turn out to be of their control.
 - c. Third stage is to focus on an issue that teachers might encounter; then, engage the teachers in critical examination of practice and reflect on the observation which will be shared in the post-conference.
 - d. Lastly, the fourth stage and the most important aspect in critical reflection is creating links between reflections and quality workplace actions.

The four stages will contribute to the general outcome on the purpose, practice, and product of classroom observation, performance of the teacher and in the manner of giving technical assistance by the master teacher and school head.

5. The instructional supervisory plan that is proposed for use of master teachers and school heads is a plan that guides the teachers in doing their critical reflection of the purpose, practice, and product of classroom observation. It features the stages of critical reflection such as to inform, analyze, examine critically the teaching practices, and create link between reflection and plan of action. The critical reflection stages contain details from the pre-observation phase, during observation and post-observation. More so, the instructional supervisory plan includes details of teacher's performance, the supervisory level and need of the teacher and plan for intervention that the master teacher or school head suggests or sought to look for in the preceding observations. Through the general differentiation of teachers that are based on the direct and indirect practice among the teachers during classroom observation, the master teacher and school head can personalize the instructional supervision with the teacher based on their need. This is in line with the expected outcome of achieving enhancement and improvement in teaching. Formative and focus efforts with teachers is the primary objective of the instructional supervisory plan as it helps to stimulate growth development to the teachers and learners, collaboration of the teacher as the one's being observed and master teacher or school being the observer, fault-free problem-solving during classroom observation and delivery of comments in the post-conference and a commitment to build capacity to the teachers.

Conclusions

As we envision for holistically developed learners who acquired the 21st century learning, the need to have a strong and relevant supervision among the educators of this era is vital in order to build an essential and great foundation towards the realization and fulfillment of the vision and mission of the Department of Education. This was evidently suggested by the results of the study. More so, the researcher came to realize the following conclusions:

1. The goal, content and use of classroom observation affects the whole teaching and learning process. It gives direction to the teacher about the preparation for classroom observation while on the master teachers and school heads it leads to the proper technical assistance that can be given to the teacher.
2. The practices of teachers during classroom observation have equivalent challenges that may be experienced by the teacher either in the preparation phase or during the actual classroom observation. The critical reflections of teachers in the practices and challenges encountered gives the master teachers and school heads a strong foundation of giving instructional supervision to teachers.
3. Classroom observations has positive effect to teachers and learners. For teachers, it helps them grow and improve personally and professionally. It creates positive effects to learners that are transmitted indirectly to them. Learners improve in their class participation, confidence and in demonstrating their talents and skills. More so, it increases their motivation to learn and show good discipline and eventually improve learning.
4. Critical reflection has positive impacts to classroom observation as it allows the examination of its purpose, practice, and product. It helps teachers, master teachers, and school heads to realize their capabilities and points of improvement as they undergo critical reflection. Critical reflection leads to increased effectiveness and efficiency in teacher's

performance and in the provision of technical assistance of the master teacher and school head.

5. Instructional supervisory plan guides the teacher towards the improvement of the teaching performance and learner's achievement and gives direction to the master teacher and school heads in giving technical assistance. An improved supervisory plan could help the master teacher and school head determine the problem to focus. More so, having an instructional supervisory plan that authorizes collaboration between teachers, master teachers and school heads could help better cope and attain development in the delivery of instruction and learner's achievement. Instructional supervision as stipulated in the supervisory plan serves as a training ground to every teacher in honing their learners, while for master teachers and school heads it leads to transformational leadership.

Recommendations

In view of the findings and conclusions of the study, the following recommendations are hereby presented for consideration:

1. The master teachers and school heads should value the perceptions of teachers as to the goals, content, and use of classroom observations, as well as on how to process their critical reflections for more meaningful and successful classroom observations.
2. The challenges and practices that the teacher experiences prior to the classroom observation day should be addressed and be critically reflected by the master teachers and school heads. The master teacher and school head should monitor and record the given challenges as part of their instructional support to the teacher. The point of development of the teacher can be a good source and evidence in the evaluation of the teacher's

performance in the completion of the IPCRF for teachers. For master teachers, the development of the teachers in teaching may be used as an evidence of good performance in facilitating instructional supervision in fulfilling their duties based on their IPCRF. For the school head, the development of the teacher in giving instruction and improved technical assistance of the master teachers can be an evidence of instructional supervision based on their OPCRf.

3. The teachers should critically reflect on the purpose, practice, and product of classroom observation in order to determine their exemplar skills, impact of their instruction to the learners, their needed assistance, level of performance and how to meet their weaknesses. The critical reflection of the teachers should be sought by the master teachers and school heads during the pre-conference and in doing post-conference to give direction and strong basis in supervising teachers.
4. Since the researcher focused on the purpose, practice and product of classroom observation and has not captured the full implementation, future studies should focus on the following topics: a) Evaluation of the Effect of the Critical Reflection in Conducting Classroom Observation; b) Critical Reflection in developing curricular policies and program; c) Inclusion of critical reflection as part of the classroom observation tool for teachers; d) Policy recommendation in giving pre-conference and post-conference during classroom observation.
5. The current supervisory plan accomplished by the master teachers and school heads in the department of education contains essential details such as the learning areas, focus of observation and remarks. It contains no follow-up intervention or assistance and development to be given by the school head and master teacher. While the proposed supervisory plan features the critical reflection of the teachers by stages during classroom

observation and details the plan on how to achieve improvement over the next observation and it is done collaboratively with the observers, the master teacher and school heads. This can be used as an alternative source of a supervisory plan for teachers, which contains more meaningful and data-based conduct classroom observation and instructional supervision. The researcher recommends the conduct of further research on the full implementation and evaluation of outcome of the proposed instructional supervision.

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Appendix A

LETTER OF PERMISSION TO CONDUCT RESEARCH FROM THE SCHOOLS DIVISION SUPERINTENDENT OF ANGELES CITY

DATE:

MA. IRELYN P. TAMAYO, PhD CESE

Asst. Schools Division Superintendent

Division of City Schools

Angels City

Madam:

Warmest greetings!

I am a graduate student of Philippine Normal University and currently working on my thesis entitled *“A Critical Reflection on the Purpose, Practice and Product of Classroom Observations: Input to an Instructional Supervisory Program”* as a requirement for the degree of *Master of Arts in Education- Curriculum and Instruction*. It is in this light that I am writing to you to humbly ask for your permission to conduct research in a selected cluster of schools in our division.

The participants in my study will be selected teachers, master teachers and school heads of Cluster 4. Since my study is qualitative in nature, I will be utilizing various data gathering strategies such as interviews, focus group discussion, and journal writing. In connection with these, may I be allowed to use a digital recorder during interviews so I can objectively transcribe the narratives of the participants and capture all their significant experiences in writing.

I fervently hope that you will allow me to conduct my study in the said schools. Should I be permitted, please be assured of my adherence to the division’s policies in conducting research, that all data will be treated with utmost discretion and respect.

Should there be any concerns or clarifications on my research activities, kindly let me know through my contact number 09677136164 or through my email address jeremy.basilio@deped.gov.ph.

Wishing and praying for your positive response. God bless!

Sincerely,

JEREMY V. BASILIO

Researcher

Noted:

MARILYN U. BALAGTAS, Ph. D.

Thesis Adviser

Appendix B

LETTER OF PERMISSION TO CONDUCT RESEARCH IN THE SCHOOL

ALFREDO F. MANLAPAZ JR.

Principal – Sitio Pader Elementary School

Division of City Schools

Angeles City

Sir:

I am Jeremy V. Basilio, a student of Philippine Normal University, and currently working on my thesis entitled *“A Critical Reflection on the Purpose, Practice, and, Product of Classroom Observations: Input to an Instructional Supervisory Program”* as a requirement for the degree of *Master of Arts in Education- Curriculum and Instruction*.

With this, I would like to ask permission from your good office to allow me to conduct the said study in your school with the selected Teachers and Master Teachers as participants of the study. Results of the study will be deemed useful for the enhancement of the instructional supervision of Master Teachers and School Heads to teachers.

Should my invitation be accepted, please bear with me for I will frequently visit and conduct interviews in the duration of my study.

Attached is the copy of interview guides / focus group discussion guide for reference, and Division Office approved letter to conduct study.

I am hoping for your favorable response.

Thank you and God bless!

Very truly yours,

JEREMY V. BASILIO

Researcher

Noted:

MARILYN U. BALAGTAS, Ph. D.

Thesis Advise

Appendix C

Informed Consent Form Introduction

I am a graduate student of Philippine Normal University and currently working on my thesis entitled *“Critical Reflection on the Purpose, Practice and Product of Classroom Observations: Input to an Instructional Supervisory Program”* as a requirement for the degree of *Master of Arts in Education- Curriculum and Instruction*.

This research aims to assess teachers’ purpose, practice, and product in classroom observation. Looking into these aspects will give a better scope on how it promotes good instructional supervision to better serve our learners and in the adherence for professional growth.

It is in this light that I am inviting you to participate in this humble endeavor. Because my study is qualitative in nature and will be relying much on your stories and experiences, I will be utilizing various data gathering strategies such as interviews, focus group discussion, and journal writing.

In connection with these, may I be allowed to use a digital recorder during interviews so I can objectively transcribe the narratives of the participants and capture all their significant experiences in writing.

Should my invitation be accepted, please bear with me for I will frequently visit and conduct interviews in the duration of my study.

Attached is the Consent Form wherein both our signatures be affixed to signify our journey in this academic exercise.

Thank you and God bless.

Respectfully yours,

JEREMY V. BASILIO
Researcher

Noted:

MARILYN U. BALAGTAS, Ph. D.
Thesis Adviser

Appendix D

I, _____ being over the age of 18 years old (legally independent) hereby consent to voluntarily participate/ be a respondent in this project titled: *A Critical Reflection on the Purpose, Practice and Product of Classroom Observations: Input to an Instructional Supervisory Program*.

I, the undersigned confirm that (please check the box as appropriate)

	I am aware that I should keep a copy of the Letter of Introduction and Consent Form for future reference;
	I understand that: I may not directly benefit from taking part in this research.
	I understand I can withdraw at any time without given reasons and that I will not be penalized for withdrawing nor will I be questioned why I have withdrawn.
	I am aware that I have the option of allowing my interview to be tape recorded to ensure an accurate recording of my responses.
	I am also aware that excerpts from the interview may be included in the thesis to come from this study, with the understanding that the quotations will be anonymous and kept confidentially.
	I, along with the Researcher, agree to sign and date this informed consent form

Conforme:

Participant's Name & Signature

Date: _____

I certify that I have explained the purpose of research to the participant and consider that he/ she understands what is involved and liberally consents to participate.

JEREMY V. BASILIO

Researcher

DATE: _____

Appendix E

LETTER OF REQUEST FOR VALIDATION OF INTERVIEW GUIDE QUESTIONS

RITA B. RUSCOE, Ph.D.

Dean- College of Teacher Development (CTP)
Head-University Curriculum Management and Instructional Materials Office
Philippine Normal University

Madam:

I am Jeremy V. Basilio, a student of Philippine Normal University and currently working on my thesis entitled “*A Critical Reflection on the Purpose, Practice and, Product of Classroom Observations: Input to an Instructional Supervisory Program*” as a requirement for the degree of *Master of Arts in Education- Curriculum and Instruction*.

This study is qualitative descriptive, and the main objective of the researcher is to assess critical reflection on the purpose, practice and product of classroom observation that of be helpful in designing an instructional supervisory program for teachers and in the course of instructional supervision of the Master Teachers and School Heads to teachers.

In this regard, I am humbly requesting you to serve as one of the experts to validate my semi-structured interview guide questions. Your experience and expertise in your chosen craft has been outstanding- a matter which I acknowledge very much. Indeed, I would count it an unmerited favor from you, should I finish my thesis in due time through your guidance.

Attached herewith is the Interview Guide for the Purpose, Practice and Product of Classroom Observation for evaluation of the interview questions. Kindly evaluate the statements based on their representativeness and clarity in measuring the attributes of the concept and constructs used in this study. Also, please evaluate the overall comprehensiveness of the interview questions in representing the total content domain of the study. Should there be any concerns or clarifications on my research activities, kindly let me know through my contact number 09677136164 or through my email address jeremy.basilio@deped.gov.ph.

I truly appreciate your time and effort in providing feedback in the development of my interview questions.

Thank you and God bless!

Very truly yours,

JEREMY V. BASILIO

Researcher

Noted:

MARILYN U. BALAGTAS, Ph. D.

Adviser

Appendix F

Interview guide questions for Teachers

1. What is your conceptual understanding of classroom observation and its goal?
2. From your personal experiences, how does classroom observation help you? and or became disadvantage?
3. What is an ideal classroom observation?
4. How often should a teacher be observed? Has it something to do with their length of service?
5. What should be observed?
6. How will you describe your daily classroom discussion and during observation?
Are you following a certain routine?
7. How would you consider the comments and observations given to you?
8. Will you use and/ or apply the constructive comments? Why or why not?
9. What are your criteria in selecting a class (section) and/or subject area for classroom observation?
10. How do you prepare for classroom observation as to physical (environment and materials), emotional (on your own and pupils' behavior) and psychological?
11. Is there a difference in the preparation during classroom observation and daily classroom teaching?
12. Do you manage to show the same tolerance with misbehaving learners during observation and normal classroom instruction?
13. What is the best part of classroom observation? And which is difficult part?

Appendix G

Interview guide questions for Master Teachers and School Heads

1. What is your conceptual understanding of classroom observation and its goal?
2. From your personal experiences, how does classroom observation help teachers?
and or became disadvantage?
3. What is an ideal classroom observation?
4. How often should a teacher be observed? Has it something to do with their length
of service?
5. What will you look for during classroom observation?
6. How will you describe your way of observation? Are you following a certain
routine?
7. What do you consider in giving comments and observations to teachers?
8. What action will you do if a teacher is not following your comments?
9. If you are to give suggestion as to what learning area and class (section) what are
the things that a teacher should consider?
10. How do you prepare for classroom observation as to physical (environment and
materials), emotional (on your own and pupils' behavior) and psychological?
11. Do you see difference in the preparation of a teacher classroom observation and
on a daily classroom teaching?
12. Are you expecting that a teacher should employ the suggestions you gave in the
next observation?
13. What is the best part of classroom observation? And which is difficult part?

Appendix H

Interview guide questions for Focus Group Discussion

1. How does classroom observation affect teacher's performance in terms of planning, preparation and during the delivery of the lesson?
2. What is an ideal performance rating for you? Can good rating in classroom observation be equated with quality daily instruction?
3. What are the indicators that classroom observation affects learner's achievement?
4. In what aspect can classroom observation help students and their performance?
5. What intervention do you do for those who fail to understand the lesson during the observation?
6. Do you exert time and effort reflecting about your teaching style? Is there an importance doing it?
7. How often do you reflect in classroom teaching practice? And during the observation phase?
8. How do you create a link with your reflections to a more quality work?

Appendix I

SAMPLE INTERVIEW TRANSCRIPT

Interview Questions	Actual Response
What is your conceptual understanding of classroom observation and its goal?	Classroom observation is a technical assistance that directs a good way for you to manage your classroom teaching properly. It molds our minds and prepares us for growth to our profession.
From your personal experiences, how does classroom observation help you?	It helps us in developing our confidence because at times we feel nervous. Also, it helps me to realize my own flaws that I often commit during daily classroom instruction.
and or became disadvantage?	Sometimes, it makes me feel that there is a personal attachment which I tend to feel unavoidable on certain circumstance, especially when you are close to the observer. More so, I feel observation is merely for critiquing purposes where it becomes fault finding.
What is an ideal classroom observation?	My ideal classroom observation is that it should just be conducted with the use of CCTV Camera because I feel if the real observer is in the class, I am more pressured. However, if it is just a CCTV Camera, you wouldn't mind the presence of the observer and you are free to move in a more natural way. The focus should be on learner's development.
How often should a teacher be observed?	I prefer it should be done twice, during beginning and ending only. Those are enough to know the capabilities and point of improvement of a teacher.
Has it something to do with their length of service?	No, time changes and we teachers need improvement especially with our mode of teaching to match with what our learners need, and tenured teachers are not exempted on that.
What should be observed?	We follow certain criteria on how you deliver your topic, the environment and the behavior of the learners based on the COT. Adding up to that, teacher's behavior should be added too, because during observation, teachers, tend to be more kind too. (laugh) So there are three things to observe, teacher factor, pupil factor and physical factor.

How will you describe your daily classroom discussion and during observation? Are you following a certain routine?	During observation, lessons are followed step-by-step based on your DLL and time is limited too. However, during daily discussion, it is more informal, and does not deeply depend on the schedule but how the learners perform.
How would you consider the comments and observations given to you?	I take them in a positive way although at times comments are negative in a way because we sometimes feel we know everything, we capture everything we need, but at times our observer sees more that is different from what we are doing. In such cases, I still find positivity on it, though sometimes it hurts.
Will you use and/ or apply the constructive comments? Why or why not?	Case to case basis because it always depends on the comments given. If I can do it, why not do it, however if cannot and it is not applicable on my lesson, I will not do it because we know to ourselves that we are different from what they picture us. But I still manage to do them, since they are suggested.
What are your criteria in selecting a class (section) and/or subject area for classroom observation?	I prefer to choose topics which are easy to teach and at the same time, based on my pupil's ability. But I make sure, that I will be observed in different learning areas and do not just rely on one learning area.
How do you prepare for classroom observation as to physical (environment and materials), emotional (on your own and pupils' behavior) and psychological?	As to physical, it should be clean, I tend remove all sorts of eyesores. I prepare my instructional material ahead of time and I modify the lesson based on learners' capabilities in such a way that they will not feel frustrated and just enjoy the lesson. I make it a point that I always smile and does not show unwanted feelings or facial expressions.
Is there a difference in the preparation during classroom observation and daily classroom teaching?	Yes, there is difference, during observation, you prepare very attractive instructional materials while on the daily classroom teaching, not so attractive, very typical but at least you still prepare.
Do you manage to show the same tolerance with misbehaving learners during observation and normal classroom instruction?	Patience is longer during observation.
To what extent would you consider the suggestion of the observer?	
What is the best part of classroom observation?	The best part is always when you hear positive comments and of course, when all the learners participate.
And which is difficult part?	The difficult part is hearing negative comments. I think it is a human nature to feel, at some point, to accept criticism especially when you feel they judge you differently from who you are.

Appendix J

PROPOSED INSTRUCTIONAL SUPERVISORY PLAN

Instructional Supervisory Plan of Master Teachers When Conducting Classroom Observations for Teachers

Rationale

As mandated, the Department of Education (DepEd) formulates, implements, and coordinates policies, plans, programs, and projects in the areas of formal and non-formal basic education. It supervises all elementary and secondary education institutions, including alternative learning systems, both public and private and provides for the establishment and maintenance of a complete, adequate, and integrated system of basic education relevant to the goals of national development.

For the continuous development of every learner and the hope of producing holistically-developed learners, the provision of instructional supervisory plan among teachers is a necessary but rigorous activity that will help in enhancing the planning and execution of lessons given to the DepEd teachers to promote a life-long learning.

It is strongly deemed that a productive and efficient teacher will help in the development of a learner and will promote common good and academic success among learners. Master Teachers and School Heads, as instructional leaders will monitor the teacher by providing sustained technical assistance and continuous supervision to teachers until they become expert teachers.

Objectives

- To develop teachers' performances and competencies in teaching the subject through critical reflection on the purpose, practice, and product of classroom observations
- To enhance classroom instruction by critically reflecting on the varied and relevant teaching pedagogies and styles
- To monitor the adaption and utilization of the current teaching strategies and approaches
- To ensure that the objectives are met in the delivery of instruction by the teachers derived from PPST:
 1. Apply knowledge of content within and across curriculum teaching areas
 2. Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills
 3. Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher order thinking skills

4. Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments
 5. Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments
 6. Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences
 7. Plan, manage, and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.
 8. Select, develop, organize, and use appropriate teaching and learning resources, including ICT, to address learning goals.
 9. Design, select, organize, and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements.
- To improve the quality of instruction executed by each teacher
 - To encourage professional growth

Instructions for the Teachers

The teacher will reflect on the questions presented in the guide. The questions are categorized and varies in number and in depth depending on the level of competency of the teacher, as to Beginning Teacher, Proficient Teacher or At-Risk Teacher.

The questions presented serves as guide in upholding critical reflection of classroom observation. Stage 1 will be done prior to the date of observation or upon the decision of the teacher to be scheduled for an observation. Along with the pre-conference COT, the teacher will reflect on the purpose, practice, and product of classroom observation. The second stages 2-4 will be utilized after the observation/ post-conference to further analyze the result of the observation. Then, the teacher will collaborate with the Master Teacher about the type of technical assistance needed and determine specific schedules for follow-up.

General Differentiation of Teachers

A. Beginning Teachers (0-2 years teaching experience)

- All novice teachers (Beginning Teacher) will attend regular sessions with the Master Teacher or School Heads for Direct (Clinical) supervision. They will be subject for coaching, mentoring and other assistance for professional growth.
- Beginning teachers shall undergo Informal Observation by the Master Teacher or the School Head during the first semester of the curriculum year.
- Teachers under probationary status will be observed formally during the second semester of the curriculum year.
- Novice teachers must attend the pre-observation conference and post- observation conference with the SH or MT after he/she has been observed.
- Each Novice teacher must attend a seminar/workshop for professional advancement.

B. Proficient Teachers (3 years- or more teaching experience)

- Proficient Teachers will be visited for Formal Observation by the MT or SH once in every quarter, following the COT
- Proficient Teacher must attend the pre-observation conference and post-observation conference with the MT or SH for the Scheduled Formal Observation
- Each Proficient teacher must attend a seminar/workshop for professional advancement.
- Each Proficient teacher must share effective teaching strategies as part of mentoring to the neophyte teachers through LAC Session(s) and through articulation.

C. At-Risk Teachers (3 years- or more teaching experience)

- The At-Risk Teacher will attend the pre-observation conference with the MT or SH. During the pre-conference, the At-Risk Teacher identifies his/her difficulty that needs to be addressed.
- The MT or SH provides the assistance needed to address the At-Risk Teacher's difficulty.
- The At-Risk Teacher will be subjected to coaching, mentoring, and other assistance to regain his/her confidence and zest in the teaching profession.
- The At-Risk Teacher will be visited by the MT or SH for Formal Observation. He/She has to attend the post-observation conference to verify the progress from the actions taken both by the teacher and the MT or SH.
- The At-Risk teacher must attend SLAC Sessions together with the MT or SH for professional advancement

Instructions for the Master Teachers/ School Heads

The Master Teacher will ask questions depending on the level of competency of the teacher, as to Beginning Teacher, Proficient Teacher or At-Risk Teacher and on the interpreted level of needed assistance from the elicited realizations of the teacher from the Guide Questions for Teacher's Critical Reflections and on the pre-assessed Classroom Observation Tool (COT). During the post-conference, the Master Teacher will ask questions on the Stages 2-4 to further validate the result of the observation and in accomplishing the rating form of the Teacher observed. The technical assistance will be determined from the answers drawn by the teacher and make an agreement on the type of technical assistance to be done.

1. Guide Questions for Critical Reflections of Teachers at Different Career Stages

Stages of Critical Reflection	Classroom Observation		Reflective Question Guide for BEGINNING Teachers	Reflective Question Guide for PROFICIENT Teachers	Reflective Question Guide for AT-RISK Teachers
Stage 1 DESCRIBE (This is a pre-Classroom Observation Stage where the Teacher and Master Teachers/School Heads foresee the purpose, process and product of Classroom Observation)	Purpose	<i>For Improved Teaching and Quality Learning</i>	What is my conceptual understanding of classroom observation and its goal?	What is my conceptual understanding of classroom observation and its goal?	What is my conceptual understanding of classroom observation and its goal?
		<i>For Instructional Supervision and Assistance</i>			
		<i>For Self-Assessment</i>	How will I describe my level of commitment in doing classroom observation?		How will I describe my level of commitment in doing classroom observation?
		<i>Knowledge of the content of the lesson</i>	What should be observed? Why Is there a need to focus on that? How did I come up with the decision to be observed for that area?	What should be observed?	What should be observed? Why Is there a need to focus on that? How did I come up with the decision to be observed for that area?
		<i>Appropriate Teaching Strategies</i>			
		<i>Good Classroom Management</i>			
		<i>Management of Learners' Behavior</i>			
		<i>Appropriate learning experiences</i>			
		<i>Proper sequence of the lesson</i>			
		<i>Appropriate Instructional Materials</i>			
		<i>Proper evaluation of the learners</i>			

	Practice	<i>Cleanliness and Conduciveness of Classroom</i> <i>Review of the Content and Sequence of the Lesson</i> <i>Preparation of Instructional Materials and Other Learning Resources</i> <i>Self-Check on Personal Outlook</i> <i>Learner's Achievement of the Lesson</i>	What are my criteria in selecting a class (section) and learning area for classroom observation?		What are my criteria in selecting a class (section) and learning area for classroom observation?
	Product	<i>Improved Teaching Performance</i> <i>Increased Confidence in Classroom Observation</i> <i>Enhanced Teaching Styles</i> <i>Added Pressure</i>	How will I prepare for classroom observation as to physical (environment and materials), emotional (on your own and pupils' behavior) and psychological?	How will I prepare for classroom observation as to physical (environment and materials), emotional (on your own and pupils' behavior) and psychological?	How will I prepare for classroom observation as to physical (environment and materials), emotional (on your own and pupils' behavior) and psychological?
Stage 2 INFORM (This is a post-Classroom Observation Stage where the Teacher and Master Teachers/School Heads discuss what they actually see as the	Purpose	<i>Improved Teaching Performance</i> <i>Increased Confidence in Classroom Observation</i> <i>Enhanced Teaching Styles</i> <i>Added Pressure</i>	How does classroom observation help me? and or became disadvantage?	How does classroom observation help me? and or became disadvantage?	How does classroom observation help me? and or became disadvantage?
	Practice	<i>Improved Teaching Performance</i> <i>Increased Confidence in Classroom Observation</i> <i>Enhanced Teaching Styles</i> <i>Added Pressure</i>	What are the indicators that I achieved the goal, content and use of classroom observation?	What are the indicators that I achieved the goal, content and use of classroom observation?	What are the indicators that I achieved the goal, content and use of classroom observation?
	Practice	<i>Increased Class Participation</i> <i>Increased Student Confidence and Demonstration of</i>	How will I describe my class? Do I manage to show the same tolerance with misbehaving learners	Do I manage to show the same tolerance with misbehaving learners	How will I describe my class? Do I manage to show the same tolerance with misbehaving

purpose, process and product of Classroom Observation)		<i>Talents and Skills Increased Motivation to Learning Improved Discipline Improved Learning</i>	during observation and normal classroom instruction?	during observation and normal classroom instruction?	learners during observation and normal classroom instruction?
			Is there a difference in my preparation during classroom observation and daily classroom teaching?		Is there a difference in my preparation during classroom observation and daily classroom teaching?
	Product	<i>-Source of Performance Review -Topics for Learning Action Cell (LAC) Sessions -Basis for Instructional Supervisory Plan for Teachers</i>	How does classroom observation affect teacher's performance in terms of planning, preparation and during the delivery of the lesson?	How does classroom observation affect teacher's performance in terms of planning, preparation and during the delivery of the lesson?	How does classroom observation affect teacher's performance in terms of planning, preparation and during the delivery of the lesson?
			How will I rate myself based on the performance I shown in the classroom observation?	How will I rate myself based on the performance I shown in the classroom observation?	How will I rate myself based on the performance I shown in the classroom observation?
	Purpose		What are the strengths and weaknesses of the set goals, content and use of CO based on the actual observations?	What are the strengths and weaknesses of the set goals, content and use of CO based on the actual observations?	What are the strengths and weaknesses of the set goals, content and use of CO based on the actual observations?
	Practice	<i>-Knowledge of the content of the lesson -Appropriate Teaching Strategies -Good Classroom</i>	Which part of the classroom observation did I show exemplifying performance?	Which part of the classroom observation did I show exemplifying performance?	Which part of the classroom observation did I show exemplifying performance?

weaknesses of the actual teaching in terms of its purpose, process and product)		<i>Management</i> -Management of Learners' Behavior -Appropriate learning experiences -Proper sequence of the lesson -Appropriate Instructional Materials -Proper evaluation of the learners	Which part do I need to strengthen?	Which part do I need to strengthen?	Which part do I need to strengthen?
			Did my planned strategy/ approach/ method to use help me and my students? How?	Did my planned strategy/ approach/ method to use help me and my students? How?	Did my planned strategy/ approach/ method to use help me and my students? How?
	Product	<i>Appreciation</i> <i>Acceptance</i> <i>Self-realization</i> <i>Confusion</i>	What are the indicators that classroom observation affected my learner's achievement?	What are the indicators that classroom observation affected my learner's achievement?	What are the indicators that classroom observation affected my learner's achievement?
			Is the rating given to me good enough for my performance? Why?		Is the rating given to me good enough for my performance? Why?
			What is the best part of classroom observation? And which is difficult part?		What is the best part of classroom observation? And which is difficult part?
Stage 4 RECONSTRUCT (This is a post-Classroom Observation)	Purpose		Which improvement can I make in the goal, content, and use of classroom observation?	Which improvement can I make in the goal, content, and use of classroom observation?	Which improvement can I make in the goal, content, and use of classroom observation?

Stage where the Teacher and Master Teachers/School Heads agree on what should be improved in the teacher's teaching that should be investigated in the subsequent Classroom Observations of the Master Teacher/School Heads	Practice	<i>Appreciation Acceptance Self-realization Confusion</i>	Based on the identified weaknesses (if any), how will I be able to improve more my teaching performance?	Based on the identified weaknesses (if any), how will I be able to improve more my teaching performance?	Based on the identified weaknesses (if any), how will I be able to improve more my teaching performance?
			How will I improve my preparations for classroom observation?	How will I improve my preparations for classroom observation?	How will I improve my preparations for classroom observation?
	Product	<i>-Source of Performance Review -Topics for Learning Action Cell (LAC) Sessions -Basis for Instructional Supervisory Plan for Teachers</i>	What intervention will I do for those who fail to understand the lesson during the observation?	What intervention will I do for those who fail to understand the lesson during the observation?	What intervention will I do for those who fail to understand the lesson during the observation?
			What have I realized in this classroom observation? (teaching style, preparations, and classroom management)	What have I realized in this classroom observation? (teaching style, preparations, and classroom management)	What have I realized in this classroom observation? (teaching style, preparations, and classroom management)
			How do I create a link with your reflections to a more quality work?		How do I create a link with your reflections to a more quality work?
			What is my plan of actions?	What is my plan of actions?	What is my plan of actions?

2. Instructional Supervisory Plan of Master Teachers When Conducting Classroom Observations for Teachers at Different Career Stages

Stages of Critical Reflection	Classroom Observation	Reflective Question Guide for BEGINNING Teachers	Master Teacher or School Head's Technical Advice
Stage 1 DESCRIBE (This is a pre-Classroom Observation Stage where the Teacher and Master Teachers/School Heads foresee the purpose, process and product of Classroom Observation)	Purpose	What is my conceptual understanding of classroom observation and its goal?	MT/SH will reiterate the use of classroom observation. Classroom observation is intended to give technical assistance to teachers, if needed, so to realize their own weaknesses with an agreed consensus between us.
		How will I describe my level of commitment in doing classroom observation?	The persistence of the teacher to achieve a desirable output will help the learners achieve your goal.
		What should be observed? Why Is there a need to focus on that? How did I come up with the decision to be observed for that area?	The indicators mentioned in the COT will suffice the necessary things to look for in a classroom observation.
	Practice	What are my criteria in selecting a class (section) and learning area for classroom observation?	Focus on the learning area that you need to improve and/or learners that need attention.
		How will I prepare for classroom observation as to physical (environment and materials), emotional (on your own and pupils' behavior) and psychological?	Prepare oneself to meet all the checked indicators specified in the COT, daily lesson log and instructional materials
	Product	How does classroom observation help me? and or became disadvantage?	The nature of Teachers is different from one another, individual differences -It depends on how the teacher will take the comments given to them. -Delivery of the comments

			and how the teacher takes and absorb the comments.
Stage 2 INFORM (This is a post-Classroom Observation Stage where the Teacher and Master Teachers/School Heads discuss what they actually see as the purpose, process and product of Classroom Observation)	Purpose	What are the indicators that I achieved the goal, content and use of classroom observation?	Review the learning competencies, objectives, performance indicators and the assessment of the learners.
	Practice	How will I describe my class?	Case to case basis, learners are expected to be managed well, learner-centered and there is differentiated activities.
		Do I manage to show the same tolerance with misbehaving learners during observation and normal classroom instruction?	Classroom management is important.
		Is there a difference in my preparation during classroom observation and daily classroom teaching?	Focus on the learning area that you need to improve and/or learners that need attention.
	Product	How does classroom observation affect teacher's performance in terms of planning, preparation and during the delivery of the lesson?	It can give help to teachers from the suggestions, recommendations that will help in engaging the learners and the teachers. Therefore, the next time you will visit her class, we can see improvement. But of course, that still depends on how the teacher accepts such comments or recommendations.
		How will I rate myself based on the performance I shown in the classroom observation?	Ratings should match the performance shown in the classroom observation.
Stage 3 CONFRONT (This is a post-Classroom Observation Stage where the	Purpose	What are the strengths and weaknesses of the set goals, content and use of CO based on the actual observations?	Review the learning competencies, objectives, performance indicators and the assessment of the learners if they are achieved.

Teacher and Master Teachers/School Heads discuss the strengths and the weaknesses of the actual teaching in terms of its purpose, process and product)	Practice	Which part of the classroom observation did I show exemplifying performance?	The part where most learners participate and enjoy the activity.
		Which part do I need to strengthen?	The part where most learners find vague or having difficulty.
		Did my planned strategy/ approach/ method to use helped me and my students? How?	If the specified objectives are met by the learners. Then the strategy worked well.
	Product	What are the indicators that classroom observation affected my learner's achievement?	Learners are behaving themselves, and they shows enthusiasm to listen to the teacher.
		Is the rating given to me good enough for my performance? Why?	Review the learning competencies, objectives, performance indicators and the assessment of the learners if they are achieved.
		What is the best part of classroom observation? And which is difficult part?	
Stage 4 RECONSTRUCT (This is a post-Classroom Observation Stage where the Teacher and Master Teachers/School Heads agree on what should be improved in the teacher's teaching that should be looked into in the subsequent Classroom Observations of the Master	Purpose	Which improvement can I make in the goal, content and use of classroom observation?	Review the target goal to achieve and plan ahead.
	Practice	Based on the identified weaknesses (if any), how will I be able to improve more my teaching performance?	Plan for improvement. Attend LAC Sessions
		How will I improve my preparations for classroom observation?	Review the target goal to achieve and plan ahead.
	Product	What will I do for those who fail to understand the lesson during the observation?	Plan for intervention for the learners to meet the expected competencies to achieve.
		What have I realized in this classroom observation? (teaching style, preparations, and classroom management)	Recall the strengths and weaknesses encountered.

Teacher/School Heads		How do I create a link with your reflections to a more quality work?	Identify your weakness and from there think of ways to achieve them better in the next observation.
		What are my plan of actions?	Specify the needed assistance for the teacher and come up with the specific time frame on when and how to achieve them.

Stages of Critical Reflection	Classroom Observation	Reflective Question Guide for PROFICIENT Teachers	Master Teacher or School Head's Technical Advice
Stage 1 DESCRIBE (This is a pre-Classroom Observation Stage where the Teacher and Master Teachers/School Heads foresee the purpose, process and product of Classroom Observation)	Purpose	What is my conceptual understanding of classroom observation and its goal?	MT/SH will reiterate the use of classroom observation Classroom observation is intended to give technical assistance to teachers, if needed, so to realize their own weaknesses with an agreed consensus between us.
		What should be observed? Why Is there a need to focus on that? How did I come up with the decision to be observed for that area?	The indicators mentioned in the COT will suffice the necessary things to look for in a classroom observation.
	Practice	How will I prepare for classroom observation as to physical (environment and materials), emotional (on your own and pupils' behavior) and psychological?	Prepare oneself to meet all the checked indicators specified in the COT, daily lesson log and instructional materials
	Product	How does classroom observation help me? and or became disadvantage?	The nature of Teachers is different from one another, individual differences -It depends on how the teacher will take the comments given to them. -Delivery of the comments and how the teacher takes and absorb the comments.
Stage 2 INFORM (This is a post-	Purpose	What are the indicators that I achieved the goal, content	Review the learning competencies, objectives, performance indicators

Classroom Observation Stage where the Teacher and Master Teachers/School Heads discuss what they actually see as the purpose, process and product of Classroom Observation)	Practice	and use of classroom observation?	and the assessment of the learners.
		Do I manage to show the same tolerance with misbehaving learners during observation and normal classroom instruction?	Classroom management is important.
		Is there a difference in my preparation during classroom observation and daily classroom teaching?	Focus on the learning area that you need to improve and/or learners that need attention.
	Product	How does classroom observation affect teacher's performance in terms of planning, preparation and during the delivery of the lesson?	It can give help to teachers from the suggestions, recommendations that will help in engaging the learners and the teachers. Therefore, the next time you will visit her class, we can see improvement. But of course, that still depends on how the teacher accepts such comments or recommendations.
		How will I rate myself based on the performance I shown in the classroom observation?	Ratings should match the performance shown in the classroom observation.
Stage 3 CONFRONT (This is a post-Classroom Observation Stage where the Teacher and Master Teachers/School Heads discuss the strengths and the weaknesses of the actual teaching in terms of its purpose, process and product)	Purpose	What are the strengths and weaknesses of the set goals, content and use of CO based on the actual observations?	Review the learning competencies, objectives, performance indicators and the assessment of the learners if they are achieved.
	Practice	Which part of the classroom observation did I show exemplifying performance?	The part where most learners participate and enjoy the activity.
		Which part do I need to strengthen?	The part where most learners find vague or having difficulty.
		Did my planned strategy/ approach/ method to use helped me and my students? How?	If the specified objectives are met by the learners. Then the strategy worked well.
	Product	What are the indicators that classroom observation affected my learner's achievement?	Learners are behaving themselves, and they shows enthusiasm to listen to the teacher.

Stage 4 RECONSTRUCT (This is a post-Classroom Observation Stage where the Teacher and Master Teachers/School Heads agree on what should be improved in the teacher's teaching that should be looked into in the subsequent Classroom Observations of the Master Teacher/School Heads)	Purpose	Which improvement can I make in the goal, content and use of classroom observation?	Review the target goal to achieve and plan ahead.
		Based on the identified weaknesses (if any), how will I be able to improve more my teaching performance?	Plan for improvement. Attend LAC Sessions
	Practice	How will I improve my preparations for classroom observation?	Review the target goal to achieve and plan ahead.
		What will I do for those who fail to understand the lesson during the observation?	Plan for intervention for the learners to meet the expected competencies to achieve.
	Product	What have I realized in this classroom observation? (teaching style, preparations, and classroom management)	Recall the strengths and weaknesses encountered.
		What are my plan of actions?	Specify the needed assistance for the teacher and come up with the specific time frame on when and how to achieve them.

Stages of Critical Reflection	Classroom Observation	Reflective Question Guide for BEGINNING Teachers	Master Teacher or School Head's Technical Advice
Stage 1 DESCRIBE (This is a pre-Classroom Observation Stage where the Teacher and Master Teachers/School Heads foresee the purpose, process and product of Classroom Observation)	Purpose	What is my conceptual understanding of classroom observation and its goal?	MT/SH will reiterate the use of classroom observation Classroom observation is intended to give technical assistance to teachers, if needed, so to realize their own weaknesses with an agreed consensus between us.
		How will I describe my level of commitment in doing classroom observation?	The persistence of the teacher to achieve a desirable output will help the learners achieve your goal.

		What should be observed? Why Is there a need to focus on that? How did I come up with the decision to be observed for that area?	The indicators mentioned in the COT will suffice the necessary things to look for in a classroom observation.
	Practice	What are my criteria in selecting a class (section) and learning area for classroom observation?	Focus on the learning area that you need to improve and/or learners that need attention.
		How will I prepare for classroom observation as to physical (environment and materials), emotional (on your own and pupils' behavior) and psychological?	Prepare oneself to meet all the checked indicators specified in the COT, daily lesson log and instructional materials
	Product	How does classroom observation help me? and or became disadvantage?	The nature of Teachers is different from one another, individual differences -It depends on how the teacher will take the comments given to them. -Delivery of the comments and how the teacher takes and absorb the comments.
Stage 2 INFORM (This is a post-Classroom Observation Stage where the Teacher and Master Teachers/School Heads discuss what they actually see as the purpose, process and product of Classroom Observation)	Purpose	What are the indicators that I achieved the goal, content and use of classroom observation?	Review the learning competencies, objectives, performance indicators and the assessment of the learners.
	Practice	How will I describe my class?	Case to case basis, learners are expected to be managed well, learner-centered and there is differentiated activities.
		Do I manage to show the same tolerance with misbehaving learners during observation and normal classroom instruction?	Classroom management is important.
		Is there a difference in my preparation during classroom observation and daily classroom teaching?	Focus on the learning area that you need to improve and/or learners that need attention.

	Product	How does classroom observation affect teacher's performance in terms of planning, preparation and during the delivery of the lesson?	It can give help to teachers from the suggestions, recommendations that will help in engaging the learners and the teachers. Therefore, the next time you will visit her class, we can see improvement. But of course, that still depends on how the teacher accepts such comments or recommendations.
		How will I rate myself based on the performance I shown in the classroom observation?	Ratings should match the performance shown in the classroom observation.
Stage 3 CONFRONT (This is a post-Classroom Observation Stage where the Teacher and Master Teachers/School Heads discuss the strengths and the weaknesses of the actual teaching in terms of its purpose, process and product)	Purpose	What are the strengths and weaknesses of the set goals, content and use of CO based on the actual observations?	Review the learning competencies, objectives, performance indicators and the assessment of the learners if they are achieved.
	Practice	Which part of the classroom observation did I show exemplifying performance?	The part where most learners participate and enjoy the activity.
		Which part do I need to strengthen?	The part where most learners find vague or having difficulty.
		Did my planned strategy/ approach/ method to use helped me and my students? How?	If the specified objectives are met by the learners. Then the strategy worked well.
	Product	What are the indicators that classroom observation affected my learner's achievement?	Learners are behaving themselves, and they shows enthusiasm to listen to the teacher.
		Is the rating given to me good enough for my performance? Why?	Review the learning competencies, objectives, performance indicators and the assessment of the learners if they are achieved.
		What is the best part of classroom observation? And which is difficult part?	

Stage 4 RECONSTRUCT (This is a post- Classroom Observation Stage where the Teacher and Master Teachers/School Heads agree on what should be improved in the teacher's teaching that should be looked into in the subsequent Classroom Observations of the Master Teacher/School Heads	Purpose	Which improvement can I make in the goal, content and use of classroom observation?	Review the target goal to achieve and plan ahead.
	Practice	Based on the identified weaknesses (if any), how will I be able to improve more my teaching performance?	Plan for improvement. Attend LAC Sessions
		How will I improve my preparations for classroom observation?	Review the target goal to achieve and plan ahead.
	Product	What will I do for those who fail to understand the lesson during the observation?	Plan for intervention for the learners to meet the expected competencies to achieve.
		What have I realized in this classroom observation? (teaching style, preparations, and classroom management)	Recall the strengths and weaknesses encountered.
		How do I create a link with your reflections to a more quality work?	Identify your weakness and from there think of ways to achieve them better in the next observation.
		What are my plan of actions?	Specify the needed assistance for the teacher and come up with the specific time frame on when and how to achieve them.

Instructional Supervisory Plan

Name of Teacher	Identified Need	Type of Assistance	Time Frame	Remarks

Appendix K



COT-RPMS

TEACHER I-III

RATING SHEET

OBSERVER: _____ DATE: _____

TEACHER OBSERVED: _____

SUBJECT & GRADE LEVEL TAUGHT: _____

OBSERVATION PERIOD: 1 ☐ 2 ☐ 3 ☐ 4 ☐

DIRECTIONS FOR THE OBSERVER:

1. Rate each item on the checklist according to how well the teacher performed during the classroom observation. Mark the appropriate column with a (✓) mark.
2. Each indicator is assessed on an individual basis, regardless of its relationship to other indicators.
3. Attach your Observation Notes Form to the completed rating sheet.

THE TEACHER:	3	4	5	6	7	NO*
1. Applies knowledge of content within and across curriculum teaching areas						
2. Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills						
3. Applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills						
4. Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments						
5. Manages learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments						
6. Uses differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences						
7. Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts						
8. Selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT, to address learning goals						
9. Designs, selects, organizes, and uses diagnostic, formative and summative assessment strategies consistent with curriculum requirements						
OTHER COMMENTS: <i>Note: For schools with only one observer (Principal), this form will serve as the final rating sheet.</i>						

Signature over Printed Name of the Observer

Signature over Printed Name of the Teacher

*NO stands for Not Observed which automatically gets a rating of 3.

This Tool was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government through the Basic Education Sector Transformation (BEST) Program.



Appendix L



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The National Center for Teacher Education
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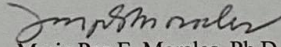
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Authenticity Report:

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Marie Paz E. Morales, Ph.D.
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Curriculum Vitae

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Educational Background

Graduate:	Master of Arts in Education – Curriculum and Instruction Philippine Normal University Taft, cor. Ayala Avenue Manila 2016 – Present
Tertiary:	Bachelor of Elementary Education- General Education Holy Angel University #1 Holy Angel Avenue, Sto. Rosario, Angeles City 2007-2011

Professional Affiliations

Angeles City Public School Teachers' Association	2014 - PRESENT
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Working Experiences

Teacher III Department of Education Division of Angeles City, Philippines	July 1, 2019 - PRESENT
Teacher I Department of Education Division of Angeles City, Philippines	May 28, 2014 – June 30, 2019
Reading Teacher Holy Family Academy Angeles City	November 16, 2011 – April 15, 2014