

Leveraging Classroom Observation Tools (COT) for an enhanced instructional supervisory practice

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Abstract

This research examines the impact of Classroom Observation Tools (COT) on instructional supervisory practices to understand how COT influences the quality and effectiveness of educational supervision. Using a correlational-descriptive design, the study investigates the demographic profile of instructional supervisors and its effect on COT integration, alongside the level of performance as assessed by teachers. The study also explores the relationship between COT integration and supervisors' communication, cognitive/technical, and interpersonal skills. Findings indicate that supervisors with less experience and democratic leadership styles exhibit higher COT integration rates. Additionally, a borderline significant difference in COT integration exists between elementary and secondary instructional supervisors. Notably, a statistically significant negative correlation is observed between COT integration and interpersonal skills. These results suggest that while COT can improve supervisory practices, it may have unintended impacts on interpersonal relationships. The study concludes with recommendations to balance COT integration with effective communication and relationship-building, promoting gender equity, and improving training for instructional supervisors.

Keywords: COT, DepEd PPST-RPMS, instructional supervision, professional development

Leveraging Classroom Observation Tools (COT) for an enhanced instructional supervisory practice

1. Introduction

Instructional supervisors are crucial in the ever-changing education field. These mentors, evaluators, and guides ensure teaching methods meet educational standards and best practices. Instructional supervisors use many tools to manage this complex task. Traditional evaluation methods sometimes fail to capture the complexity of classroom education. This discrepancy has led educational stakeholders to employ observation-based methods to improve supervisory operations. (Barrogo, 2020).

DO no. 42, s. 2017 seeks to “apply a uniform measure to assess teacher performance, identify needs, and provide support for professional development.” The Classroom Observation instrument (COT) based on PPST supports DepEd's effort to provide a single instrument to evaluate teachers. COT improves supervision skills effectively. COT provide a framework for evaluating teaching, classroom control, student interaction, and educational performance. Instructional supervisors can use COT to move beyond subjective evaluations and create a fact-based culture of success and responsibility in schools. DO 42, s. 2017. COT also fits modern professional development and reflective pedagogy. Targeted observations and meaningful suggestions can help instructors improve their teaching, address areas for growth, and boost student achievement. The Philippine National Research Center for Teacher Quality (RCTQ) created the COT to help instructors grow their careers by analyzing classroom performance. DepEd's countrywide adoption of the Philippine Professional Standards for Teachers includes this instrument.

In accordance with DepEd Order (DO No. 2, s.2015), which provides guidelines for the establishment and implementation of the Results-Based Performance Management System (RPMS) in the Department of Education, and Section 5 of Do 42, s. 2017, which mandates the adoption and implementation of the Philippine Professional Standards for Teachers (PPST), the Department has incorporated the PPST into teachers' RPMS. The educator evaluation support system impartially and accurately evaluates educators and administrators and helps them improve their professional practice to improve student learning. Personalized professional growth and assistance for educators require better assessment methods. New professional chances should start with identified capabilities.

Therefore, teachers are under constant pressure to optimize their performance to improve student outcomes and school performance, notably academic achievement, and social behavior. To improve education, classroom observations and performance comments can address these issues. Performance feedback works in business, institutional, and educational settings, according to research. The Department of Education (DepEd) has also worked hard to create learning resources and improve instructors' skills to support schools' learning techniques. Standards-based observation methods are used in most teacher evaluation systems, which expect several annual observations (Steinberg and Donaldson, 2016). The proposed teacher observation system changes were based on current thinking and should improve instructor efficacy. Using standards-based techniques for more regular and systematic observation can improve instructors' performance.

Providing proper feedback encourages teachers to self-reflect and improve. Feedback to instructors on classroom activities is crucial. Feedback helps educators assess student progress toward learning objectives and select future steps. Feedback throughout a learning experience educates teachers and observers and helps create new learning strategies. Finally, positive feedback can help create resources to motivate and educate students. Improving teacher performance is good. Whether under supervision or by administrators, teachers are observed throughout their careers. Classroom observation offers a positive critical framework for assessing practice, improving skills, and developing strengths. They can stress and diminish self-confidence in the worst case. Teacher training and support can be provided by classroom observation for those unfamiliar with complex learning and

teaching methods. This method comprises rigorous planning, observation, and intensive examination of teaching performances (Barrogo, 2020). (Chieng and Borg, 2021) evaluated teacher educators' observation and supervision of English language student teachers' practicum in Kenya. The study shows that supervision was brief and unorganized, and student instructors received evaluative, directive input on broad pedagogy rather than particular subjects. (Weli and Bako-Osu, 2019) discovered that instructional monitoring enhanced public senior secondary school teachers' classroom discipline. Student teachers concentrated on impressing their supervisors and getting a good mark during the practicum. Unfortunately, this concentration on external acceptance impeded student instructors' pedagogical reasoning growth.

This study examines how COT (Classroom Observation Tool) might improve instructional supervision. The study uses quantitative approaches to assess COT concepts, methodologies, and applications. The focus is on how COT may change education by promoting excellence and continuous improvement. The study examines how COT improves decision-making, professional growth, and teaching and learning for educators and students.

1.1 Significance of the Study

The importance of this study rests in its ability to stimulate significant progress in educational practices and results by strategically incorporating Classroom Observation Tools (COT) into instructional supervisory frameworks. The study emphasizes its significance by examining the following crucial elements:

This study seeks to provide useful insights into the efficacy of using COT (Classroom Observation Tool) to enhance the quality and effectiveness of instructional supervision methods through empirical analysis. Through the identification of areas for improvement and the implementation of best practices, educational institutions can enhance their methods of instructional supervision, resulting in more effective teaching and learning experiences.

Promoting the use of educational practices that are supported by empirical evidence: This study adds to the increasing amount of information on the effectiveness of COT in educational settings by using quantitative analysis and data-driven investigation. This research aims to provide empirical data on the influence of COT on instructional supervisory practices and student results. The findings of this study can be used to make informed decisions and establish evidence-based policies in the field of education.

1.2 Statement of the Problem

Instructional supervision is crucial in influencing teaching techniques and, as a result, student results. Nevertheless, instructional supervision encounters many enduring obstacles that impede its efficacy, the following are the problems which this study aims to address: What is the demographic profile of respondents in terms of Curriculum Level; Age; Sex; Years in service as Instructional Supervisor; Department / School / Group Size; Leadership Style; and Leadership / Instructional Supervision Trainings Attended? To what extent does the integration of COT influence the quality and effectiveness of instructional supervision practices? What is the level of performance of instructional supervisors as assessed by teacher- respondents as to Communication Skills; Cognitive / Technical Skills; and 3.3 Interpersonal Skills? Does the utilization of COT impact the design and implementation of professional development initiatives for educators? Is there a significant difference between the extent of integration of COT to instructional supervision practices when their profile is taken as factor? Is there a significant difference between the integration of COT influence the quality and effectiveness of instructional supervision practices between the two groups? Is there a significant relationship between the level of performance of instructional supervisors and the extent of integration of COT in their supervisory practices?

1.3 Research Hypothesis

H₁ : There is no significant difference between the extent of integration of COT to instructional supervision practices when their profile is taken as factor.

H₂: There is no significant difference between the integration of COT influence the quality and effectiveness of instructional supervision practices between the two groups.

H₃: There is no significant relationship between the level of performance of instructional supervisors and the extent of integration of COT in their supervisory practices.

1.4 Research Paradigm

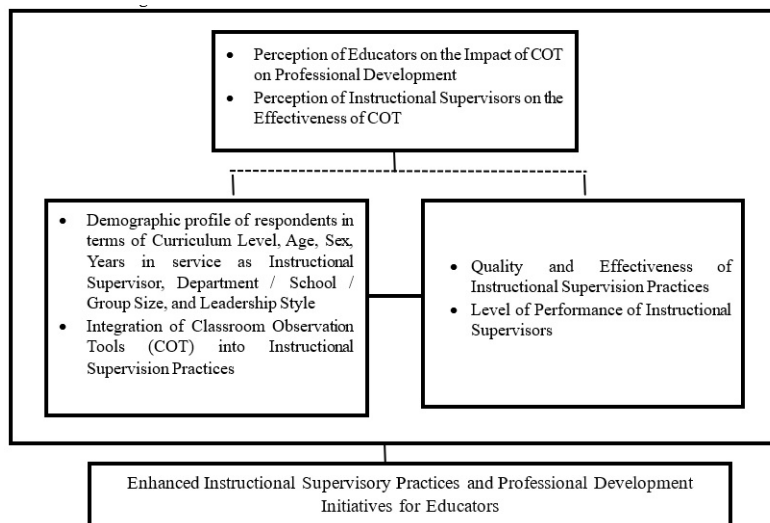


Figure 1. Conceptual Paradigm

The figure above suggests that incorporating Classroom Observation Tools (COT) into instructional supervision practices has an impact on the quality and effectiveness of instructional supervision, the performance of instructional supervisors, and the design and implementation of professional development initiatives for educators. The outcomes are influenced by the beliefs of both instructional supervisors and educators regarding the effectiveness and impact of COT. Moreover, the demographic characteristics of instructional supervisors' act as a mediator variable that can potentially attenuate or impact the association between the incorporation of COT and its results.

1.5 Theoretical Framework

The study incorporates UNDP (2012) 21st-Century Skills Framework to contextualize Classroom Observation Tools (COT) in education. This paradigm stresses teamwork, critical thinking, digital literacy, and problem-solving to prepare pupils for modern life. Scholars like Charles Fadel and Tony Wagner and groups like P21 endorse it. Supervisors can ensure teachers have the resources to support these competencies, enhancing student learning and preparing them for higher education, the workforce, and civic life. Instructional supervision can be coordinated using these competencies.

Education philosophies Behaviorism, Constructivism, and Inquiry Approach Frameworks by Dewey, Piaget, (Vygotsky & Bruner, 1936) will center this research. Behaviorism implies instructional supervisors intervene based on observable behaviors and reinforcement. Supervisors may provide feedback and reinforcement on certain teaching behaviors to promote 21st-century skills in the research. Radical and Social Constructivism encourage active knowledge building through experiences and interactions. Instructional supervisors can consider how teachers construct meaning in their classes and adjust their practices. This may involve encouraging teachers to create student-centered learning settings where students actively generate content and skills. To improve, the inquiry approach encourages critical questioning and exploration and reflective communication between

supervisors and teachers. Supervisors should encourage teachers to reflect on their instructional strategies and discuss how they might better assist students' 21st-century skills in the study.

The study improves instructional supervision by using these theoretical frameworks. Supervisors can tailor feedback and reinforcement to encourage desired teaching practices by knowing and implementing behaviorist principles. Supervisors can help instructors create student-centered learning environments that foster 21st-century skills by using constructivist concepts. While the inquiry approach encourages reflective practice, supervisors and teachers collaborate to improve teaching and learning.

2. Methods

Research Design - The study employed a correlational-descriptive research design to examine the relationships between variables. This design allows for the investigation of associations and differences between the integration of Classroom Observation Tools (COT), demographic variables, intermediary variables, and dependent variables.

Participants - A purposive sampling technique was utilized to ensure representation across different levels and subject areas. Purposive sampling encompasses a collection of non-probability sampling methods where units are chosen based on their possession of specific traits required for inclusion in the sample. Purposive sampling involves intentionally selecting units for a specific reason. (Merton, 1970). 20 instructional supervisors were selected as participants ranked as master teachers or Highly Proficient Teachers from public elementary school and public secondary school in Lopez District randomly based on the availability during the time of survey. 40 teachers participated in the study through random sampling, ranked as Teacher I to Teacher III or known as proficient teachers in the RPMS-PPST guidelines.

Data Collection Instrument - A structured survey questionnaire was developed to collect data on the integration of COT, demographic characteristics of instructional supervisors, perceptions of effectiveness and impact, and outcomes related to instructional supervision practices and professional development initiatives. Standardized instruments, such as validated scales for assessing instructional supervision practices and leaderships styles, will be utilized to ensure reliability and validity of data.

Data Collection Procedure - The survey questionnaire was distributed electronically to participants online survey platform. Clear instructions and confidentiality assurances will be provided to encourage participation and honest responses. Data collection will be conducted over a specified period to ensure sufficient responses for analysis while minimizing response bias.

Data Analysis - Descriptive statistics (e.g., mean, standard deviation, WAM) will be used to summarize demographic characteristics of participants and key variables related to COT integration, perceptions, and outcomes. T-test and ANOVA will be used to process the differences between variables in terms of demographics of the respondents. Pearson correlation coefficients will be calculated to examine the relationships between variables, including the integration of COT, intermediary variables, and dependent variables.

Ethical Considerations - Highest ethical standards were maintained throughout the study. Every participant had informed permission sought and their right to withdraw upheld, and their autonomy and dignity were honored. The research was devoted to beneficence to add positively to the body of knowledge while avoiding harm and reducing dangers. The fair selection and distribution of responsibilities were guaranteed, which also directed participant treatment. Data handling was done so carefully and sensibly, and privacy and confidentiality were strictly respected. Methodological and results transparency was preserved, and responsibility for the accuracy and integrity of the research was assumed.

3. Results and Discussions

Part I. Frequency and Percentage Distribution of the Demographic Profile of Respondents

Table 1

Frequency and Percentage Distribution of the Demographic Profile of Respondents in terms of Age

Age	Elementary			Secondary			Total		
	F	P	R	F	P	R	F	P	R
30-34 years old	2	10.0	5	4	20.0	2	6	15.0	3.5
35-39 years old	4	20.0	3.5	2	10.0	4	6	15.0	3.5
40-44 years old	5	25.0	1.5	3	15.0	3	8	19.0	2
45-49 years old	5	25.0	1.5	0	0.00	5	5	12.0	5
50 and above	4	20.0	3.5	11	55.0	1	15	38.0	1
TOTAL	20	100.0		20	100.0		40	100.0	

Legend: F = Frequency; P = Percentage; R = Rank

For both primary and secondary levels, the data shows the frequency and percentage distribution of responders across various age groups. The age groups that make up the largest percentage of the sample in the elementary category are forty-four to forty-five and forty-four to forty-nine. Twenty percent of sample members are 50 years of age or older. With 55% of the responses in the secondary category, the age group 50 and above is the largest. This suggests a population that is older than that of primary school students. The most common age group, including 38% of all respondents, is 50 years of age and above when the elementary and secondary categories are combined. The fact that older people make up the majority of the responses may point to a trend in the direction of older people participating in educational activities. Programs for lifelong learning and adult education may be impacted by this. Understanding population characteristics requires an understanding of demographic analysis. In order to learn more about diverse facets of society, researchers frequently look at demographic variables including age, gender, socioeconomic status, and level of education. (Tinto, 2019) presented a model that takes into account the characteristics, experiences, and familial histories of teachers in connection to their achievement. Research has repeatedly demonstrated that demographic factors affect academic performance and other educational outcomes.

Table 2

Frequency and Percentage Distribution of the Demographic Profile of Respondents in terms of Sex

Sex	Elementary			Secondary			Total		
	F	P	R	F	P	R	F	P	R
Male	7	35.0	2	2	10.0	2	9	23.0	2
Female	13	65.0	1	18	90.0	1	21	77.0	1
Total	20	100.0		20	100.0		40	100.	

In all educational levels, there are more female respondents than male respondents, according to the table. There is a sizable female preponderance, with 65% of students in elementary school and 90% in secondary education being female. In order to comprehend how different sexes are represented and participate in diverse situations, gender distribution analysis is crucial in research. Gender equality policies are informed by gender analysis and assist to discover discrepancies. In order to combat gender inequality, the United Nations Development Program recommends integrating gender analysis at every level of project cycles. Incorporating the gender component into research also guarantees that all possible consumers of goods and services are included and fosters scientific originality and quality. To enable comparisons with a gender focus, a basic descriptive analysis of the data entails computing fundamental measures of composition and distribution by sex. For the purpose of creating focused interventions and encouraging inclusion in educational and other social initiatives, these analyses are essential.

The participants are categorized into five groups according to their length of employment: Less than 5 years, 5-9 years, 10-14 years, 15-19 years, and 20 years or more. The most populous demographic in all educational categories is the age group of "20 years and above," suggesting a substantial presence of seasoned supervisors. The category labeled "Below 5 years" exhibits the lowest frequency and percentage, being ranked at the last

position. The duration of service in educational leadership positions, such as instructional supervision, can have an influence on the efficacy of educational programs. Research has demonstrated that having prior experience in supervision is positively associated with enhanced teaching methods and better student outcomes. Sullivan and (Glanz, 2020) conducted research that indicates experienced supervisors had more proficiency in delivering valuable feedback and promoting the professional growth of teachers. In a study conducted by (Ingersoll and Strong, 2021), it was discovered that mentoring and coaching provided by experienced supervisors have a significant impact on teacher retention and job satisfaction. These findings highlight the significance of expertise in instructional supervision and the potential advantages it might bring to educational institutions. The data reveals a distribution of years in service among instructional supervisors, indicating the presence of experienced employees. This experienced workforce can be utilized to provide mentorship to newer supervisors and improve the overall quality of instruction.

Table 3

Frequency and Percentage Distribution of the Demographic Profile of Respondents in terms of Years in Service as Instructional Supervisor

Years in Service as Instructional Supervisor	Elementary			Secondary			Total		
	F	P	R	F	P	R	F	P	R
Below 5 years	1	5.0	5	1	5.0	4.5	2	5.0	5
5-9 years	3	15.0	3.5	3	15.0	3	6	15.0	4
10-14 years	3	15.0	3.5	6	30.0	2	9	22.0	2
15-19 years	6	30.0	2	1	5.0	4.5	7	17.0	3
20 years and above	7	35.0	1	9	45.0	1	16	40.0	1
TOTAL	20	100.0		20	100.0		40	100.0	

Table 4

Frequency and Percentage Distribution of the Demographic Profile of Respondents in terms of Size of Department

Years in Service as Instructional Supervisor	Elementary			Secondary			Total		
	F	P	R	F	P	R	F	P	R
9 and below	4	20.0	2.5	2	10.0	3	6	15.0	4
10-14 teachers	4	20.0	2.5	3	15.0	2	7	17.0	3
15-19 teachers	10	50.0	1	1	5.0	4	11	28.0	2
More than 20 teachers	2	10.0	4	14	70.0	1	16	40.0	1
Total	20	100.0		20	100		40	100	

The department sizes are classified into four categories: 9 or fewer, 10-14, 15-19, and more than 20 instructors. At the primary level, the most prevalent department size is between 15 and 19 teachers, and at the secondary level, it exceeds 20 teachers. The most diminutive category encompassing both levels consists of someone overseeing 9 or fewer teachers. The magnitude of the department in educational institutions can have consequences on administrative efficacy, allocation of resources, and quality of instruction. While larger departments may experience cost advantages due to economies of scale, they may encounter difficulties in maintaining close monitoring and providing individualized service. On the other hand, smaller departments may provide more personalized instruction but may have fewer resources compared to larger ones. Studies on organizational structure in education indicate that the size of a department can have an impact on faculty collaboration, job satisfaction, and student outcomes. Studies have demonstrated that smaller departments can cultivate a more amicable environment and enhance opportunities for professional growth among teachers. However, larger departments may possess a greater variety of expertise and resources to facilitate a broader spectrum of instructional offerings. When examining the distribution of department sizes, it is crucial to consider the equilibrium between the advantages of individualized attention in smaller departments and the available resources in bigger ones. Educational leaders can utilize this information to enhance departmental structures for efficient teaching and assistance.

The data indicates a varied pattern of training participation among the respondents, with a preference for attending workshops at the regional and national levels rather than at the department level. Upon examining the "Trainings Attended" section, it is evident that locally offered workshops had the highest overall frequency, with a total of 10 occurrences, accounting for 25% of the total. Following closely after were national trainings, which

had a frequency of 8, making up 20% of the total. In contrast, trainings at the department level had the lowest level of participation, with only 2 individuals attending, representing 10% of the total. This implies a possible emphasis on disseminating knowledge on a wide range of topics and a motivation to stay informed about current trends at the national level. It would be advantageous to investigate the causes for the decreased attendance in departmental trainings. Research conducted by Catapult Learning (2024) underscores the significance of professional development programs for educators, placing emphasis on the exchange of knowledge and the need to stay abreast of current best practices. Additional investigation into the variables that impact teachers' engagement in professional development initiatives, (Factor, 2020) could aid in uncovering the underlying causes for the decreased attendance at departmental training sessions.

Table 5

Frequency and Percentage Distribution of the Demographic Profile of Respondents in terms of Trainings Attended

Trainings Attended	Elementary			Secondary			Total		
	F	P	R	F	P	R	F	P	R
Department	0	0.0	7	2	10.0	3.5	2	5.0	6.5
School	2	10.0	4	1	5.0	6.5	3	8.0	5
District	1	5.0	5.5	1	5.0	6.5	2	5.0	6.5
Division	1	5.0	5.5	6	30.0	1	7	17	3
Regional	6	30.0	1	4	20.0	2.5	10	25.0	1
National	4	20.0	2.5	4	20.0	2.5	8	20.0	2
International	4	20.0	2.5	2	10.0	3.5	6	15.0	4
Total	2	10.0		20	100		40	100.0	

Table 6

Frequency and Percentage Distribution of the Demographic Profile of Respondents in terms of Leadership Style

Trainings Attended	Elementary	Secondary	Total
	Total Points	Total Points	Overall
Authoritarian Leadership	389	330	719
Democratic Leadership	421	424	845
Laissez-Faire Leadership	395	337	732

Based on the data, it can be inferred that democratic leadership is the most common style among the participants, with a total frequency of 845 points throughout both elementary and secondary levels. Subsequently, laissez-faire leadership ranks second with 732 points, while authoritarian leadership follows closely after with 719 points. This finding is consistent with the research conducted by (Ming, 2019), which indicates that educators generally choose democratic leadership styles due to their ability to foster cooperation and shared decision-making. Nevertheless, it is crucial to acknowledge that the data solely offers a momentary glimpse into favored approaches and does not necessarily indicate the actual efficiency of leadership in action. Additional research examining the effects of various leadership styles on student outcomes may be advantageous (Suda, 2017).

Part II. Integration of Classroom Observation Tools in Instructional Leadership

The next table presents the Weighted Average Mean (WAM) scores and accompanying Qualitative Index (QI) values for a set of statements related to the incorporation of classroom observation tools in instructional leadership. The scores for all statements range from 3.26 to 4.00, showing a strong agreement (SA) with the statements. Classroom observation methods are typically well-received and efficiently integrated into instructional leadership practices. Due to the consensus that classroom observation methods enhance professional development, instructional leaders should prioritize continual training and support for teachers. Although frequent observations are beneficial for providing valuable feedback, instructional leaders should be cautious in order to prevent teachers from being overwhelmed. Studies suggest that conducting classroom observations can greatly enhance professional growth and enhance instructional effectiveness. Their platform facilitates feedback, introspection, and collective development. (Cheng, 2019). Research indicates that when teachers experience a sense of empowerment through feedback and support, they are more inclined to adopt and enhance their instructional approaches.

Table 7

Weighted Average Mean of the Integration of Classroom Observations Tools in Instructional Leadership

Statements	Elementary		Secondary		Combined	
	WAM	QI	WAM	QI	WAM	QI
The classroom observation tool is an effective tool integrated into instructional supervision practices.	3.70	SA	3.40	SA	3.55	SA
The classroom observation tool provides valuable insights into teaching practices and instructional effectiveness.	3.55	SA	3.65	SA	3.60	SA
The classroom observation tool can be used to utilize the feedback gathered from classroom observations to support teachers' professional growth and development.	3.50	SA	3.65	SA	3.58	SA
Teachers feel supported and empowered through the use of classroom observation tools in instructional supervision.	3.50	SA	3.35	SA	3.43	SA
The integration of classroom observation tools enhances the overall quality of teaching and learning in our educational institution.	3.45	SA	3.45	SA	3.45	SA
Classroom observation tools are user-friendly and easy to navigate for both supervisors and teachers.	3.60	SA	3.35	SA	3.48	SA
The frequency of classroom observations is conducive to meaningful feedback and reflection on teaching practices.	3.45	SA	3.45	SA	3.45	SA
Training and support are provided to supervisors and teachers to effectively utilize the classroom observation tool.	3.60	SA	3.40	SA	3.50	SA
The integration of classroom observation tools has positively impacted instructional supervision practices in our institution.	3.55	SA	3.45	SA	3.50	SA
I am satisfied with the current integration of classroom observation tools in instructional supervision practices.	3.70	SA	3.45	SA	3.58	SA
OVERALL WAM	3.56	SA	3.46	SA	3.51	SA

Legend:

WAM – Weighted Average Mean;

3.26 – 4.00 – Strongly Agree (SA)

2.51 – 3.25 – Agree (A)

QI – Qualitative Index

1.76 – 2.50 – Disagree (D)

1.00- 1.75 – Strongly Disagree (SD)

Part III. Levels of Performance of Instructional Supervisors as Assessed by Teachers

Table 8

Weighted Average Mean of the Levels of Performance of Instructional Supervisors as Assessed by Teachers in terms of Communication Skills

Statements	Elementary		Secondary		Combined	
	WAM	QI	WAM	QI	WAM	QI
Communicates in a clear, direct, and simple way	3.65	SA	3.78	SA	3.71	SA
Explains and articulates concern positively	3.63	SA	3.73	SA	3.68	SA
Provides appropriate feedback on the teaching -learning process	3.70	SA	3.88	SA	3.79	SA
Uses basic persuasion techniques in the discussions or presentation using facts and examples	3.63	SA	3.73	SA	3.68	SA
Tries to get the context of the facts of what is said	3.60	SA	3.80	SA	3.70	SA
Does not jump into conclusions rather gives the teacher a chance to express views	3.63	SA	3.73	SA	3.68	SA
Keeps alert to what is not said	3.55	SA	3.65	SA	3.60	SA
Interprets response correctly	3.58	SA	3.70	SA	3.64	SA
OVERALL WAM	3.62	SA	3.75	SA	3.68	SA

This table displays the scores assigned by teachers to evaluate instructional supervisors' communication skills across several dimensions. The WAM ratings consistently fall within the range of "Strongly Agree" (3.26 - 4.00) across all statements. Evidence suggests that educators commonly hold the belief that instructional supervisors excel in terms of their communication abilities. The statements that achieved the highest WAM ratings are "Demonstrates proficiency in providing constructive feedback on the teaching-learning process" and "Exhibits effective communication skills by conveying information in a concise, straightforward, and comprehensible manner." This demonstrates that educators highly appreciate supervisors who provide unambiguous and beneficial feedback and possess strong communication skills. The results suggest that instructional supervisors are usually seen as proficient communicators, while there are some aspects that might be improved upon. Instructional leadership programs can utilize this data to direct professional growth and training, concentrating on areas for enhancement while upholding strengths in communication and feedback.

Table 9

Weighted Average Mean of the Levels of Performance of Instructional Supervisors as Assessed by Teachers in terms of Cognitive/ Technical Skills

Statements	Elementary		Secondary		Combined	
	WAM	QI	WAM	QI	WAM	QI
Records observation objectively using the COT-RPMS observation notes form	3.80	SA	3.88	SA	3.84	SA
Translates the observation notes into numerical ratings in the COT Rating Sheet	3.83	SA	3.83	SA	3.83	SA
Does the Inter-Observer Agreement Exercise to come up with agreed COT ratings (in cases of multiple observers) Write NA if Not Applicable	3.67	SA	3.71	SA	3.69	SA
Inspires teacher to develop creative and original idea or solutions to identified needs	3.75	SA	3.75	SA	3.75	SA
Identifies distinctly and clearly the areas for improvement and provides appropriate, varied, substantial and sound technical assistance to address teaching-learning deficiencies on how the teacher:	3.70	SA	3.75	SA	3.73	SA
Evaluates with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy. (PPST 1.4.3)	3.75	SA	3.73	SA	3.74	SA
Models to colleagues the setting of achievable and challenging learning outcomes that are aligned with learning competencies to cultivate a culture of excellence for all learners. (PPST 4.2.3)	3.65	SA	3.55	SA	3.60	SA
Works collaboratively with colleagues to analyze and utilize assessment data to modify practices and programs to further support learner progress and achievement. (PPST 5.5.3)	3.63	SA	3.58	SA	3.60	SA
Guides colleagues to strengthen relationships with parents/ guardians and the wider school community to maximize their involvement in the educative process. (PPST 6.2.3)	3.73	SA	3.70	SA	3.71	SA
Initiates professional reflections and promote learning opportunities with colleagues to improve practice. (PPST 7.4.3)	3.73	SA	3.68	SA	3.70	SA
OVERALL WAM	3.72	SA	3.71	SA	3.72	SA

According to the table above, teachers generally gave high ratings to instructional supervisors for their cognitive technical skills. The Weighted Average Mean (WAM) for all assertions at the elementary and secondary levels is 3.72, which falls inside the "Strongly Agree" (SA) category. Supervisors are seen as skilled in tasks such as documenting observations, converting them into ratings, and pinpointing areas that need improvement. Statements regarding collaboration with colleagues on data analysis (3.60 WAM) and fostering relationships with the school community (3.71 WAM) also scored well. This suggests supervisors understand the importance of teamwork in improving teaching practices. Setting learning outcomes: Scores for modeling the setting of challenging learning outcomes (3.60 WAM) were slightly lower compared to other areas. This could indicate a need for further professional development opportunities for supervisors in this specific skill. Although the data shows positive results, it is crucial to consider the studies about the influence of instructional supervision on teacher effectiveness (Hamman, 2016). Furthermore, research on efficacious approaches for establishing unambiguous and demanding learning objectives could prove beneficial for supervisors (Lane, 2015).

Table 10

Weighted Average Mean of the Levels of Performance of Instructional Supervisors as Assessed by Teachers in terms of Interpersonal Skills

Statements	Elementary		Secondary		Combined	
	WAM	QI	WAM	QI	WAM	QI
Establishes rapport with the teacher	3.65	SA	3.85	SA	3.75	SA
Uses positive tone of voice	3.7	SA	3.90	SA	3.80	SA
Manifests positive attitude toward teacher's responses	3.725	SA	3.80	SA	3.76	SA
Fosters professional needs and interest in addressing the identified needs for improvement	3.7	SA	3.80	SA	3.75	SA
Creates healthy and professional interaction in the process	3.6	SA	3.75	SA	3.68	SA
Listens with empathy (i.e. puts oneself into the other person's situation)	3.7	SA	3.85	SA	3.78	SA
OVERALL WAM	3.68	SA	3.83	SA	3.75	SA

All WAM scores fall within the "Strongly Agree" range (3.26 - 4.00), indicating that teachers generally agree

that instructional supervisors exhibit good interpersonal skills. The WAM scores for secondary education are slightly higher than those for elementary, suggesting that secondary instructional supervisors might be perceived as slightly better in interpersonal skills. The highest WAM scores are for "Uses positive tone of voice" and "Listens with empathy (i.e., puts oneself into the other person's situation)," indicating that these are strong suits for instructional supervisors. Given that empathy and a positive attitude score high, instructional leaders should continue to promote these qualities in their training and professional development programs. Establishing rapport is crucial, but instructional supervisors should also maintain a balance with professionalism to ensure that the interaction remains focused on growth and development (Mielsten, 2018). The results indicate that instructional supervisors are generally perceived as having strong interpersonal skills, with secondary-level supervisors scoring slightly higher than elementary. Areas for improvement involve creating healthier and more professional interactions, maintaining empathy, and fostering a positive attitude during feedback and supervision processes.

Part III. Differences of the Integration of Classroom Observation Tools According to Profile

Table 11

Differences of the Integration of Classroom Observation Tools in Terms of Age

Variables being Compared	df	Mean	F	p-value	Decision	Impression at 0.05 Level of Significance
30-34 years old		3.6833				
35-39 years old		3.5500				
40-44 years old	4,35	3.4625	0.307	0.871	Failed to Reject H ₀	Not Significant
45-49 years old		3.5400				
50 and above		3.4400				

Significant at **p <= 0.05

The data presented shows no significant differences in how educators from different age groups integrate classroom observation tools. While the average means for each age group vary slightly, the p-values from T-test between all groups exceed the 0.05 significance level. This indicates that the observed variations in means are likely due to chance, rather than reflecting true differences in age groups' integration of classroom observation tools. Elmore et al. (2023) conducted studies on the elements influencing teacher professional development and found that experience may play a role as a moderator. Experience, which may occasionally be associated with age, could impact how educators adopt and incorporate new methodologies such as classroom observation technologies. (Grundén, 2022).

Table 12

Differences of the Integration of Classroom Observation Tools in Terms of Sex

Variables being Compared	df	Mean	T value	p-value	Decision	Impression at 0.05 Level of Significance
Male	38	3.53	0.169	0.867	Failed to Reject H ₀	Not Significant
Female		3.50				

Significant at **p <= 0.05

Based on the data provided, the p-value is 0.867, which is greater than the 0.05 level of significance. This indicates that there is no statistically significant difference in the integration of classroom observation tools between male and female subjects. The decision to "Failed to Reject H₀" means that the null hypothesis, which posits no difference, shall be accepted. The absence of a notable disparity indicates that the incorporation of classroom observation technologies is uniform among genders. This suggests that both male and female educators are equally open to using COT or that the tools are built in a way that is not biased towards any gender and encourages equal participation. When deploying observation tools, educational institutions should take into account this discovery and ensure that they are inclusive to all educators, regardless of gender. This tool's design takes into account the evolving nature of classroom designs and education, which may be pertinent to the integration of students of different genders. It is crucial to acknowledge that classroom observation techniques should be utilized for the purpose of informing and enhancing teaching practices, rather than being only relied upon as a measure of teacher performance. They can contribute to a more comprehensive framework of

professional development and assistance for educators. (Birdwell et al., 2022).

Table 13

Differences of the Integration of Classroom Observation Tools in Terms of Years in service as Instructional Supervisor

Variables being Compared	df	Mean	F	p-value	Decision	Impression at 0.05 Level of Significance
Below 5 years	4,35	4.0000	2.735	0.044	Reject H _o	Significant
5-9 years		3.2000				
10-14 years		3.6778				
15-19 years		3.7429				
20 years and above		3.3688				

Significant at **p <= 0.05

The data indicates a significant difference in the integration of classroom observation tools among instructional supervisors with varying years of service. The p-value is 0.044, which is less than the 0.05 level of significance, leading to the rejection of the null hypothesis (H_o). This significant finding suggests that the length of service as an instructional supervisor may influence how these tools are integrated. Supervisors with **less than 5 years** of service have the highest mean score (**4.0000**), indicating a more robust integration of observation tools. This could imply that newer supervisors are possibly more familiar with or open to contemporary observation methodologies or technologies. Conversely, those with **20 years and above** have a lower mean score (**3.3688**), which might suggest less engagement with these tools or adherence to more traditional methods. Supervisors with **5-9 years** and **10-14 years** of service fall in between, with mean scores of **3.2000** and **3.6778**, respectively. Educational leaders should take these findings into account when designing professional development and support systems for instructional supervisors. This will ensure that they are adequately prepared to properly integrate and utilize classroom observation techniques throughout their careers (Barredo, 2019).

Table 14

Differences of the Integration of Classroom Observation Tools in Terms Department / School / Group Size

Variables being Compared	df	Mean	F	p-value	Decision	Impression at 0.05 Level of Significance
9 and below	3,36	3.7000	0.775	0.516	Failed to Reject H _o	Not Significant
10-14 teachers		3.3143				
15-19 teachers		3.4818				
More than 20 teachers		3.5438				

Significant at **p <= 0.05

The statistical analysis of the integration of classroom observation tools in terms of department or school group size shows that the p-value is 0.516, which is higher than the 0.05 level of significance. This leads to the decision to “Failed to Reject H_o,” indicating that there is no statistically significant difference in the integration of classroom observation tools across different group sizes. The findings suggest that the size of the department or school group does not significantly affect the integration of classroom observation tools. This could mean that the tools are adaptable and can be effectively used in various group sizes, from smaller departments with 9 and below teachers to larger ones with more than 20 teachers. It implies that the effectiveness of these tools is not contingent on the group size, which is beneficial for institutions that vary in size. According to (Ruelman, 2022), Consequently, it is the central subject of a substantial amount of theoretical research and is incorporated into numerous observation frameworks used to assess the quality of teaching. Currently, there is limited understanding on the degree to which the theoretical and empirical understanding of feedback from the literature is reflected in the practical implementation of feedback in observation frameworks.

The statistical data presented indicates a significant difference in the integration of classroom observation tools based on leadership style. With a **p-value of 0.010**, which is less than the **0.05** level of significance, the null hypothesis (H_o) is rejected. Authoritarian leaders, scoring an average of 3.02, may employ these tactics in a more regulated and commanding manner. Democratic leaders, with a mean score of 3.59, are likely to create an environment that encourages collaboration and utilizes resources to facilitate shared decision-making and teacher

development. Laissez-Faire leaders, scoring an average of 3.12, tend to adopt a more passive attitude, which could result in a less organized implementation of observation instruments.

Table 15

Differences of the Integration of Classroom Observation Tools in Terms of Leadership Style

Variables being Compared	df	Mean	F	p-value	Decision	Impression at 0.05 Level of Significance
Authoritarian		3.02				
Democratic	21,18	3.59	1.813	0.010	Reject H ₀	Significant
Laissez-Faire		3.12				

Significant at **p <= 0.05

When teachers are recognized as leaders and collaborators in establishing the necessary support systems for utilizing non-evaluative classroom observation data to enhance instructional practice, it leads to a dedication to and responsibility for a scalable and enduring process (Ryan Jackson, Bailey, Dilts-Pollack, Williams, & Waldroup, 2021; Hattie & Zierer, 2017; Ryan Jackson et al. 2018, 2021). Extensive study has conclusively shown that the primary determinant in addressing persistent gaps and inequalities in student results is the caliber of instructors' instructional methods in the classroom (Harper, 2019; Hattie, 2003). However, there are only a few techniques and programs that are supported by evidence and contain a non-evaluative measure of instructional practice. This measure gives timely and practical feedback to teacher teams, enabling them to establish their school-wide goals for improving instruction (Allor & Stokes, 2017).

Table 16

Differences of the Integration of Classroom Observation Tools in Terms of Leadership / Instructional Supervision Trainings Attended

Variables being Compared	df	Mean	F	p-value	Decision	Impression at 0.05 Level of Significance
Department		3.9000				
School		2.8500				
District	6,33	3.2000	1.336	0.026	Reject H ₀	Significant
Division		3.6000				
Regional		3.3778				
National		3.5417				
International		3.6571				

Significant at **p <= 0.05

The analysis of the integration of classroom observation tools in terms of leadership or instructional supervision trainings attended shows a significant difference, as indicated by the **p-value** of **0.026**, which is less than the **0.05** level of significance. Therefore, the null hypothesis (H₀) is rejected. The data suggests that the type of leadership or instructional supervision training attended has a significant impact on the integration of classroom observation tools.

Competent school leaders provide and utilize observation instruments for principals and colleagues that provide teachers with possibilities for collaborative introspection to achieve ongoing enhancement. School administrators utilize observation tools and collaborative reflection to accomplish learning objectives, define expectations, offer specific comments, and collect data to support professional growth. By integrating observation tools and collaborative reflection into the ongoing development process, educational administrators enhance the chances for thoughtful discussions with teachers, fostering a sense of collective accountability, trust, and camaraderie. During the process, instructors develop into thoughtful and research-based professionals who are more equipped to apply and communicate effective strategies in order to improve student achievements. AllEd (2024).

Part IV. Differences of the Integration of Classroom Observation Tools between Elementary and Secondary Instructional Supervisors

Table 17*Differences of the Integration of Classroom Observation Tools between the Two Groups*

Variables being Compared	df	Mean	F	p-value	Decision	Impression at 0.05 Level of Significance
Elementary	1,38	3.56	0.456	0.050	Reject H ₀	Significant
Secondary		3.46				

Significant at **p <= 0.05

The statistical analysis indicates a borderline significant difference in the integration of classroom observation tools between elementary and secondary education levels. The p-value is exactly 0.050, which is at the threshold of the 0.05 level of significance. Given that the p-value is at the threshold, the decision to “Reject H₀” (null hypothesis) suggests that there is just enough evidence to say there is a significant difference in the integration of classroom observation tools between the two groups, but it is a marginal call. The mean score for elementary level (3.56) is slightly higher than that for secondary level (3.46), indicating a marginally higher integration of these tools at the elementary level.

Research has indicated that classroom observation techniques can be modified to suit various educational levels. However, there may be subtle differences in how these tools are incorporated and exploited, owing to the distinct requirements and circumstances of elementary and secondary school. Studies on Effective Practices for Classroom Observation (2016), indicate that the objectives and results of observations may differ between elementary and secondary levels, thereby impacting the level of tool integration. The Philippine Professional Standards for Teachers (PPST), which encompasses directives for classroom observation, may have distinct ramifications for both primary and secondary educators, potentially influencing the use of instructional tools.

Part V. Relationship between the level of performance of instructional supervisors and the extent of integration of COT in their supervisory practices

Table 18*Relationship between the level of performance of instructional supervisors and the extent of integration of COT*

Indicators		Communication Skills	Cognitive/Technical Skills	Interpersonal Skills
Classroom Observation	Pearson R	-.201	-.287	-.310
Tools	Sig	.213	.072	.050**

Correlation is significant at 0.05 level (2tailed)

The Pearson correlation coefficient (R) of -0.201, with a significance (Sig) value of 0.213, indicates a weak negative correlation. This means that as the integration of COT increases, there is a slight decrease in performance related to communication skills. However, it is important to note that this relationship is not statistically significant, and therefore cannot be considered reliable. Cognitive/Technical Skills: The Pearson correlation coefficient (R) of -0.287, with a significance level (Sig) of 0.072, suggests a weak to moderate negative correlation that is close to being statistically significant. Consequently, a greater incorporation of COT may lead to a decline in cognitive/technical abilities, however the available information is insufficient to definitively establish this correlation.

The Pearson correlation coefficient (R) of -0.310, with a significance level (Sig) of 0.050, shows a statistically significant weak to moderate negative correlation at the 0.05 level. This indicates that as the incorporation of COT increases, there is a discernible decline in performance pertaining to interpersonal skills, and this correlation is statistically significant. The presence of negative correlations indicates that certain elements of the COT integration process may have a detrimental effect on the performance of instructional supervisors. Perhaps the emphasis on observation tools is detracting from the cultivation or exhibition of these abilities. Given the weak to moderate correlations, it indicates that although there is a connection, other factors could possibly be impacting the performance levels. Studies have demonstrated that teachers' interpretations of COT can impact their effectiveness. A study conducted by (Hamtig, 2021) revealed a substantial correlation between instructors' subjective evaluation of classroom observation using COT and their overall performance. In (Barrogo, 2020) study,

the author explored the role of standardized classroom observation techniques in helping teachers evaluate their performance and strategize for enhancement.

4. Summary of findings

4.1 On Demographic Profile

The Demographic profile study shows some trends. The largest age group of responses is 50 and older, indicating a considerable number of elderly instructional supervisors. According to the data, almost a third of primary and secondary school responders are experienced. The gender gap is large, with 65% of elementary respondents being female and 90% of secondary respondents. This disparity may affect educational diversity and gender equality policies and programs. Many instructional supervisors have 20 years or more of experience, demonstrating their expertise and longevity in the profession. This distribution may improve mentorship for new supervisors. In secondary schools, departments with more than 20 teachers make up the majority of the sample, whereas smaller departments with 9 or fewer teachers make up a minority. This trend may impact resource allocation and administrative efficiency. Regional and national training are more popular than departmental training. This implies that instructional supervisors want more knowledge and current trends, but poor local training participation may need to be investigated. Finally, democratic leadership was the most popular type with 845 points, demonstrating a preference for collaborative and participatory leadership. Laissez-faire and authoritarian leadership styles propose instructional supervisors use different methods.

On the Extent of the Integration of COT to the quality and effectiveness of instructional supervisory practices

Classroom Observation Tools (COT) help improve instructional supervisors oversight. COT data can reduce subjectivity in instructional supervision by enabling evidence-based decisions. This objective technique can improve evaluations' consistency and fairness.

On the level of performance of instructional supervisors as assessed by teacher- respondents

Teachers evaluated instructional supervisors on communication, cognitive/technical, and interpersonal abilities. The evaluations for all three skill areas were consistently "Strongly Agree" (3.26–4.00), indicating high achievement. Notable strengths included providing constructive feedback on the teaching-learning process and effective communication with a clear, direct, and simple approach. Supervisors were also recognized for listening to teachers without jumping to conclusions, indicating a positive and open communication style.

On the significant difference between the extent of integration of COT to instructional supervision practices

There were no significant differences in the integration of classroom observation tools among educators of various age groups ($p = 0.871$), indicating that age does not significantly impact how these tools are used. Similarly, there were no significant differences in the integration of observation tools between male and female educators ($p = 0.867$), suggesting that gender does not play a significant role in tool adoption. The number of years in service as an instructional supervisor showed a significant impact on the integration of observation tools ($p = 0.044$). Supervisors with less than 5 years of service had a higher integration rate, while those with 20 years and above had a lower rate. No significant differences were found in the integration of observation tools based on department or school size ($p = 0.516$). This indicates that these tools are adaptable and effective across different group sizes. Leadership style significantly impacted the integration of observation tools ($p = 0.010$). Democratic leaders showed the highest integration rate, while authoritarian leaders had the lowest. There was a significant difference in the integration of observation tools based on the type of leadership or instructional supervision training attended ($p = 0.026$). Department-level training yielded the highest integration, while school-level training resulted in the lowest.

On the difference between the integration of COT influence the quality and effectiveness of instructional

supervision practices

Statistical analysis revealed a borderline significant difference in the integration of classroom observation tools between elementary and secondary instructional supervisors, with a p-value of 0.050, indicating a threshold level of significance.

On the Relationship between the level of performance of instructional supervisors and the extent of integration of COT

The Pearson correlation coefficient (R) between communication skills and the variable in question was found to be -0.201, indicating a weak negative connection. The significance (Sig) value of 0.213 suggests that there is no statistical significance. The cognitive/technical skills exhibited a negative correlation with a Pearson R value of -0.287, indicating a weak to moderate link. The significance level of 0.072 suggests that the relationship is nearly significant. The study found that there is a statistically significant, but weak to moderate negative correlation (-0.310) between interpersonal abilities and the integration of COT. This means that as the integration of COT increases, there is a notable reduction in interpersonal performance. These findings indicate that the incorporation of COT may unintentionally affect performance in important domains, including interpersonal skills, whereas the relationships between other skills are inconclusive.

4.2 Conclusions

- The hypothesis on the difference in terms of sex, age, Department / School / Group Size is accepted, while in Years in service as Instructional Supervisor, Leadership Style and Instructional Supervision Trainings Attended was rejected.
- The hypothesis on the difference between Elementary and Secondary Supervisors was rejected as well.
- In communication and Technical Skills the hypothesis is accepted while in interpersonal skills is rejected.
- Through their enhancement of teaching methods and improvement of the learning environment, classroom observation tools greatly help both teachers and students. These resources offer teachers thorough comments that facilitate introspection and focused professional growth. They urge for the use of standardized teaching standards, evidence-based procedures, and efficient classroom management strategies. Better teaching combined with a better classroom atmosphere makes learning more interesting and encouraging for students. Observations also promote different learners and guarantee culturally appropriate practices, thereby promoting equity and inclusion. The most benefit from these is obtained by routine, cooperative, goal-oriented implementation that is included into professional growth.

4.3 Recommendations

It is imperative to strive for gender equity in the areas of recruiting, promotion, and leadership possibilities. Educational institutions ought to evaluate gender-related biases and establish policies to foster diversity and inclusiveness in supervisory roles. Educational institutions should evaluate the caliber and applicability of their educational programs at the departmental level and endeavor to enhance their appeal and value to instructional supervisors. This could entail integrating additional hands-on workshops, real-life scenarios, and collaborative learning experiences. Educational institutions should promote and offer instruction in democratic leadership methodologies, with a focus on collaboration, collective decision-making, and transparent communication. This method has the potential to cultivate a more comprehensive and encouraging supervisory environment.

The inverse relationship between the integration of COT and interpersonal skills implies that the heightened utilization of observation tools could potentially affect the development of personal ties with teachers. Training programs should incorporate courses on effective communication, empathy, dispute resolution, and relationship-building to guarantee that supervisors sustain robust interpersonal abilities when utilizing COT. Supervisors should

also be incentivized to set up time for face-to-face meetings with teachers, establishing a positive relationship and cultivating a nurturing environment. Less experienced supervisors may want supplementary direction and supervision, however seasoned supervisors could derive advantages from improved training and leadership prospects. Furthermore, it would be beneficial to examine the most effective methods for incorporating COT into various educational levels in order to guarantee the most successful execution. It is important to regularly monitor and analyze COT practices to ensure that they do not have a negative influence on the performance of instructional supervisors. This may entail seeking input from supervisors and teachers, examining patterns, and making appropriate modifications to one's practices. Educational institutions should be willing to adapt their COT practices in order to prevent any negative impact on communication, cognitive/technical, or interpersonal abilities.

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