



# Effectiveness of Class Observation to the Performance of Teachers in Public Elementary School in the Division of Antipolo

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## Abstract:

Typically evaluative by nature, teacher observation is usually linked to classroom performance. More and more schools, however, are using as a form of professional development that improves teaching practices and student performance benefits of this emerging professional development strategy. Included the benefits of learning by observing or the teacher, administrator, and school, plus five observation models. Being observed in the classroom can rattle any teacher's nerves. But, teacher observations that serve as vehicles for professional growth rather than performance evaluations have multiple benefits for teachers, administrators, and the school. More and more, administrators and teachers are viewing peer observation as a form of collaborative professional development. This kind of observation can yield its greatest benefits when used as a means of sharing instructional techniques and ideologies between and among teachers. The intention of teacher observation is that it be a tool for professional development and, in turn, for student learning.

## Index Terms:

**Lesson Study** - In this three-pronged approach designed by Japanese educators, teachers collaboratively develop a lesson, observe it being taught to students, and then discuss and refine it.

**Peer Coaching** - In this non-evaluative professional development strategy, educators work together to discuss and share teaching practices, observe each other's classrooms, provide mutual support, and, in the end, enhance teaching to enrich student learning.

**Cognitive Coaching** - Teachers are taught specific skills that involve asking questions so that the teacher observed is given the opportunity to process learning associated with teaching the lesson.

**Critical Friends Group (CFG)** - This program provides time and structure in a teacher's schedule for professional growth linked to student learning. Each CFG is composed of eight to 12 teachers and administrators, under the guidance of at least one coach, who meet regularly to develop collaborative skills, reflect on their teaching practices, and look at student work.

**Learning Walk** - The Learning Walk, created by the Institute for Learning at the University of Pittsburgh, is a process that invites participants to visit several classrooms to look at student work and classroom artifacts and to talk with students and teachers. Participants then review what they have learned in the classroom by making factual statements and posing questions about the observations. The end result is that teachers become more reflective about their teaching practices.

## I. INTRODUCTION

The Department of Education (DepEd) has reiterated the need to continue the conduct of all on-going class observations to help ensure the delivery of quality basic education to all learners under its care. DepEd Undersecretary for Planning and Field Operations DepEd recognizes that “teachers play a crucial role in upgrading the quality of teaching and learning process.” improving their performance through different parameters is vital in achieving quality education. The DepEd official noted that the classroom observation mandated in the Philippine Professional Standards for Teachers-Results-Based Performance Management System (PPST-RPMS) has “become more objective and standardized, and is used for mentoring, coaching, performance review and evaluation which supports the teachers’ on-going professional development.” The classroom observation has pre-determined indicators that have been agreed upon by the teachers themselves and the observers, ensuring the teachers’ preparedness as they know exactly what to prepare and what teaching behaviors are expected from them in the observation. Stressed that the classroom observation raters are the Head Teacher, Master Teacher, and principal and that the observations at the Schools Division Office (SDO) level are

not be given direct weight in the performance review of a teacher DepEd maintains that teachers who attended the recent series of orientations and trainings on RPMS conducted by the DepEd – through its Bureau of Human Resource and Organizational Development (BHROD) conducted in partnership with the Philippine National Research Center for Teacher Quality – “see the PPST as a simplified way to meet the basic needs of teachers for professional growth and a structured tool to measure teachers’ performance fairly and squarely.” Banking on teacher quality is an “overwhelming work” but on a positive and rewarding continuum. In keeping with improving teacher quality is the need to upgrade assessment tools for teachers.

## II. RESULTS

A classroom observation is a formal or informal observation of teaching while it is taking place in a classroom or other learning environment. Typically conducted by fellow teacher administrators, or instructional specialists, classroom observations are often used to provide teachers with constructive critical feedback aimed at improving their classroom management and instructional techniques. School administrators also regularly observe teachers as an

extension of formal job-performance evaluations. Classroom observations may be called learning walks, teacher observation walkthroughs, and many other things, and they may be conducted for shorter or longer periods of time—from a few minutes to a full class period or school day. Educators may also use a wide variety of classroom-observation methods—some may be nationally utilized models developed by educational experts, while others may be homegrown processes created by the educators using them. In many cases, observation notes are recorded using common templates or guidelines that describe what observers should be looking for or what the observed teacher would like feedback on. Increasingly, educators are conducting and recording classroom observations using digital and online technologies—such as smartphones, tablets, and subscription-based online systems—that can provide educators with observational functionality and data analytics that would not be possible if paper-based processes were used. While classroom observations are conducted for a wide variety of purposes, they are perhaps most commonly associated with job-performance evaluations conducted by school administrators and with professional learning communities—groups of teachers who work together to improve their instructional skills. Classroom observations may be conducted by teachers in the same content area or grade level—in these cases, teachers share students or similar expertise—or they may be conducted by teachers across academic disciplines—in this case, the goal may be to observe and learn from the varied instructional practices used in different types of classes. It should also be noted that many educators make a strict delineation between observations made for the purposes of helping a teacher improve, and those conducted for the purposes of job-performance evaluation. Some educators may object to the use of walkthrough, or other terms associated with non-administrative observations, when referencing evaluative observations by school administrators.

### **Reform**

Generally speaking, classroom observations could be considered a de-facto school-improvement strategy, since they are typically intended to improve instructional quality and teaching effectiveness, whether they are conducted by fellow teachers or by administrators. Since teachers often work in relative isolation from their colleagues—e.g., they may create courses and lessons on their own, or teach behind the closed doors of a classroom without much feedback from colleagues—teaching styles, educational philosophies, and academic expectations often vary widely from class to class, as does the effectiveness of lessons and instructional techniques. Classroom observations arose in response to these common trends, and they are often used as a form of professional development intended to foster greater collaboration and more sharing of expertise and insights among teachers in a school.

### **Debate**

Classroom observations may become the object of debate or criticism for a variety of reasons. For example, if classroom observations are used as part of a job-evaluation process, school leaders, teachers, and teacher unions may have divergent ideas about how the observations should be conducted and what the evaluation criteria should be. In addition, while classroom observations have long been used in the job-performance evaluations of teachers, some critics contend that the observations contribute relatively little to the improvement of teaching for several possible reasons:

Principals may not use consistent, evidence-based evaluation criteria. Principals may not have been trained in proper observation strategies, or they may not have the teaching experience or expertise required to evaluate instructional techniques. Job-performance observations are typically prescheduled, which means that teachers can prepare in advance and alter their methods, and that the quality of teaching on the observed day may not be representative of a teacher's normal practice. The feedback teachers receive may be superficial, inconsistent, or unhelpful in terms of improving instructional quality. Most teachers receive high job-performance ratings from principals, even in poorly performing schools where there is evidence that low-quality teaching is occurring. Classroom observations may also challenge established institutional conventions and teaching practices, which can make the strategy an emotional topic in some schools. For example, some teachers may not see any value in the process, they take issue with the specific criteria being used, they may not approve of certain people watching them teach, or they may be uncomfortable with the idea of being observed because they may feel threatened or insecure in such situations, to name just a few possible reasons.

### **The Value of Observation**

Observation is an important part of learning how to teach. Much of what beginner teachers need to be aware of cannot be learned solely in the university class. Therefore classroom observation presents an opportunity to see real-life teachers in real-life teaching situations. In their reflections, many of our teacher friends mention their observations and how these observations influence the way they plan and teach. Teachers are forever reflecting and making decisions, and when they see someone else in action, in as much as they are seeing someone else, they are almost simultaneously seeing themselves. This means that observation is important at every stage of a teacher's career. In this section we will discuss the importance and value of observation, not only for student teachers, but for ALL teachers.

### **What is classroom observation? Why is it important?**

Classroom observation describes the practice of sitting in on another teacher's class to observe, learn and reflect. Various aspects of the class can be examined, such as routines, use of time, schedule, participation, teaching strategies, management strategies, learner interest, and much more. A teacher will naturally look for support on an issue that is difficult for him or her, but it is often a great method of being exposed to a new and different approach to teaching. Observation is important at every stage of a teacher's career. In areas of Asia, professional development has for a very long time included what is known as demonstration lessons; a master teacher, who has perhaps prepared students with some new strategies, invites many local teachers into their classroom to observe, and following the lesson a question and answer period takes place. All of the teachers involved, regardless of whether they are master teachers or beginning teachers, have the opportunity to dialogue together and learn from one another. This is a more recent trend in North America; schools are now trying to create opportunities for teachers to observe other teachers in their subject area, either in their own school or in other schools.

### **What should observation for a beginner teacher include?**

For a teacher at the beginning of their career, there are some general issues that the teacher would need to observe and identify. The focus would be on general pedagogic

knowledge, which includes issues such as classroom management, differentiation and instructional strategies. However, with training and experience teachers would need to progress to focus on other issues, which can be categorized as Pedagogic Content Knowledge (PCK). In this case, the teachers would focus on the overlap between pedagogic knowledge and content knowledge and specifically with an interest in what takes place in an SL classroom. For example, it would be difficult to imagine an SL classroom without pair work activities. In other classes and other subjects one might observe group work activities; however, due to the linguistic content, there would be significant differences between the interactive exercises. In other subjects group work or pair work might be optional; but in a language classroom they are absolutely necessary. Furthermore, beginner SL learners require much more structure in an activity than beginners in other courses, because the structure increases the likelihood of success.

### **Why participate in classroom observation?**

Classroom observation can often help expose teachers to new methods of teaching that might not have occurred to them beforehand. It may be threatening to be subject to peer observation since teachers might feel territorial and defensive in their classroom and protective of their resources and ideas. However, when it is done in a considerate and respectful fashion, observation can be beneficial for both the observing teacher and the teacher being observed. Below are some benefits of observation in the classroom.

Benefits for the observer...

Observe new techniques, strategies, ideas and resources

Gain insight into one's own strategies and techniques

Observe student reactions from a different perspective

Help create a professional learning community with the best interests of the students in mind

Personal Professional Development and growth

Benefits for the observed...

Chance to see class through someone else's eyes

Chance to re-evaluate the classroom from a different perspective

Chance to receive input (suggestions, ideas, resources) from a colleague

Creation of a professional learning community with the best interests of the students in mind

Personal Professional Development and growth

Best practices involves the sharing of resources, techniques and strategies. Allowing another teacher into one's classroom allows for sharing between both of them; it also allows for self-reflection by all involved. Teachers are responsible for their own growth and development, and observation is an excellent alternative to the traditional Professional Development seminars.

### **What might you be looking for during observation?**

One of the main challenges for observation is knowing what to look for. Some teacher education programs offer checklists for observation but it is often difficult to find specific checklists for subject areas, such as second language teaching. Some specific things that one can look for when observing include how the teacher structures an activity; what the actual instructions are and whether they are given in English or the target language; if the teacher use synonyms for those basic instructions, or uses the same words, and what were those words; does the teacher give some visual cues to accompany those instructions; are the instructions divided into three or four steps with a visual icon visible on the board. These

observations can be made because you are observing a more experienced teacher of second languages, or a teacher who is far more aware of what it takes to structure a classroom for the success of second language learners. Teacher observation is one model of professional learning that "is key to supporting a new vision for professional development. Involves teacher teams that meet daily to study standards, plan joint lessons, examine student work, and solve common problems. Team members then apply that learning in the classroom, watching each other teach and providing regular feedback. Teacher struggling with classroom management can improve his or her skills by observing a peer in a safe and inclusive learning environment. Being observed by the same peer leads to suggestions about how to handle behavior problems, as well as opportunities to share successful teaching approaches with the observer. Teacher observation often has been built into familiar activities, such as mentoring, Being a mentor and observing my peers is truly enlightening.

### **III. ESTABLISHING A CULTURE**

It is essential to effective use of the strategies that school administrators enable a culture that nurtures a collegial exchange of ideas and promotes a certain level of trust, that culture is often absent when observation is associated with performance rather than professional growth. Most important to effective teacher observation is that it be student-focused. The emphasis needs to be on how things can be done differently in the classroom to ensure that students succeed academically.

### **IV. EXTENDED PROFESSIONAL DEVELOPMENT**

Teacher observation should be part of a pool of professional development opportunities. One way in which peer observation can be very effective is when teachers acquire new skills or ideas at conferences and then model those new approaches for their colleagues. There is no one right approach to teacher observation teacher observation is most successful when the teacher and observer work together and reflect on the teaching behavior. Teacher observation is least successful when the observer spends hours watching without analysis or dialogue with the teacher. Blake suggested the following sequence of events for effective teachers-observing-teachers programs: There is no single approach to teacher observation, but, says that it is least successful when a peer observes a struggling teacher who doesn't know how to benefit from the process, especially if the observer isn't adept at identifying his or her colleagues' needs. Teacher observation works best when expectations are clear and participants understand how to use and benefit from the process. A variety of approaches to teacher observation support professional growth and student achievement. Systematic classroom observation is a quantitative method of measuring classroom behaviors from direct observations that specifies both the events and behaviors that are to be observed and how they are to be recorded. Generally, the data that is collected from this procedure focuses on the frequency with which specific behaviors or types of behavior occurred in the classroom and measures their duration. Prior to the use of systematic observational methods, research on effective teaching typically consisted of subjective data based on personal and anecdotal accounts of effective teaching. In order to develop a scientific basis for teaching, researchers began to use the more objective and reliable measures of systematic classroom observation. In the last quarter of the twentieth century, several hundred different

observational systems have been developed and used in classrooms. There have similarly been hundreds of studies that have used classroom observation systems although there are several types of observational procedures or techniques that have been used to examine effective teaching (e.g., charts, rating scales, checklists, and narrative descriptions), the most widely used procedure or research method has been systematic classroom observation based on interactive coding systems. These interactive coding systems allow the observer to record nearly everything that students and teachers do during a given time interval. These interaction systems are very objective and typically do not require the observer to make any high inferences or judgments about the behaviors they observe in the classroom. In other words, these low-inference observational systems provide specific and easy identifiable behaviors that observers can easily code. Some of the more commonly used observation instruments are the Brophy-Good Dyadic Interaction System, Stallings Observation System, and the Classroom Observation Schedule. They all have been widely used in research studies and in teacher development projects designed to improve classroom instruction. Some of the major strengths of using classroom observation allow educators to do the following: (1) permit researchers to study the processes of education in naturalistic settings; (2) provide more detailed and precise evidence than other data sources; and (3) stimulate change and verify that the change occurred. The descriptions of instructional events that are provided by this method have also been found to lead to improved understanding and better models for improving teaching. A final strength of this research method is that the findings from these observational studies have provided a coherent, well-substantiated knowledge base about effective instruction. Many of the reviews and summaries of the classroom observation research, have consistently found that a number of classroom behaviors significantly relate to students' academic achievement. Several aspects of classroom instruction such as conducting daily reviews, presenting new material, conducting guided practice, providing feedback and correctives, conducting independent practice, and conducting weekly and monthly reviews have been found to be significantly related to students' academic achievement. In other words, research using systematic classroom observation has provided us with a substantial knowledge base that has helped us understand effective teaching.

### **Purposes of Classroom Observation**

Classroom observation has many valid and important educational purposes. This section summarizes three important purposes or areas where systematic classroom observation has been widely used: (1) description of instructional practices; (2) investigation of instructional inequities for different groups of students; and (3) improvement of teachers' classroom instruction based on feedback from individual classroom or school profiles.

### **Limitations of Classroom Observation**

There have also been several criticisms and cautions related to the use of structured observation techniques, according to Sara Delamont and David Hamilton. The criticisms and limitations of using structured observation techniques are categorized into three subsections: (1) theoretical and epistemological criticisms; (2) methodological concerns; and (3) pragmatic concerns. This section also includes a brief discussion of the implications of classroom observation and some new directions. Theoretical and epistemological criticisms. Although observational research has produced a substantial

body of important findings that can lead to improved teaching practices, there is still a lack of consensus or lack of confidence regarding the research. There have been many theoretical and epistemological criticisms of classroom observational, process-product research such as that of Maurice Galton. Several critics, for example, have argued that this research is devoid of theory and consequently cannot explain why some instructional behaviors impact student outcomes. There are also related concerns about why some variables are selected to be observed at the exclusion of other variables. Because there is no model or theory behind the research, the critics argue that there is no justification for the selection of variables or meaningfulness associated with the interpretation of results. They further argue that the selection of events or behaviors may not be clear to anyone except the observer or instrument developer. In other words, classroom observation research has not dealt with the theoretical assumptions of why a particular style of teaching or set of instructional variables influences student learning. This research approach has a behaviorist orientation that maintains "it is possible to identify, control, and manipulate specific outcomes of teaching by altering selected aspects of a teacher's overt behavior" They further contend that teaching is viewed, "as the sum of discrete behaviors and a change in one or several of these behaviors is assumed to affect the quality of teaching as a whole" Their most strenuous argument, however, concerns the notion that these teaching behaviors "are often viewed independent of the curricular context with which the techniques are associated" They are concerned that observers generally focus on isolated behaviors, without concern for the preceding and subsequent behaviors that they feel provide the context and meaning of the behavior. Another concern is that most observational systems are generally limited—they can be used only to observe covert behavior that can be quantitatively measured. Furthermore, these observational systems make it difficult to record complex instructional behaviors. Methodological concerns. Most observational techniques have limitations. Some of these concerns or limitations are related to methodological issues that can interfere with the drawing of valid conclusions. One of the primary methodological concerns or source of invalidity that needs to be addressed regarding the use of systematic observational techniques relates to the obtrusiveness of the technique. Observer effects may occur because teachers and students are aware that their behaviors are being observed. The presence of an observer may change teacher or student behaviors, perhaps resulting in reactive effects. Teacher anxiety or teachers performing less well than usual can interfere with the drawing of valid inferences about what normally occurs in the classroom. On the other hand, there is also some evidence that indicates that teachers' instruction may be slightly better than usual when they are being observed. Although some researchers like Donald Medley, Homer Coker, and Robert Soar maintain that observer effects are not serious concerns, the possibility that this threatens the validity and reliability of data collected exists. There are a number of methodological concerns that similarly need to be addressed. The reliability and validity of observational systems is a primary concern. Although many systems report inter-rater agreement or observer accuracy, they do not specify the reliability as it pertains to stability of teacher behavior or on the internal consistency of the scale. Validity is another important concern that needs to be addressed. Construct validity, for example, which focuses on the "theoretical integrity" of the behaviors, is particularly important. Criterion-related validity, or the extent to which the observational measures relate to a criterion measure, is rarely

reported, and concurrent validity or the extent to which a particular instrument is related to other instruments is generally missing too. There are other methodological concerns that are related to the actual amount of time that is necessary to obtain a valid observation period, as well as the appropriate number of observations that are required in order to obtain reliable and valid measures of instruction. Similarly, there are a number of methodological concerns related to the analyses of data. Most of these concerns address the issue of what the appropriate level of analysis (e.g., student, the class, or students within class) should be used when analyzing the observation data. Students are nested within classrooms, while classrooms are nested within schools. Prior teacher effectiveness research has often aggregated data to classroom-level analyses that may underestimate the importance of processes within classes because all the within-class variation is lost. Recent analytic developments, such as hierarchical linear modeling (HLM), allow researchers to disentangle these nested effects and investigate hypotheses about the effects of within-and between-school or class factors on classroom instruction or students' perceptions of their learning environments. Advanced statistical models, such as HLM, allow researchers to identify and separate individual effects from group effects, after statistically controlling for other explanatory variables. Such multilevel models can estimate how group-level variables (e.g., characteristics of the classroom or school) influence the way in which individual-level variables (e.g., students' classroom behavior) affect students' achievement. Another concern related to prior classroom observation research is that it has typically been generic (i.e., generalizing across grade levels and content areas), rather than focusing on a given grade level and/or subject area. Similarly, the content of the lesson is often neglected as has the quality of the interaction that is being recorded. Pragmatic concerns. A final category of limitations related to classroom observation are pragmatic concerns that focus on the practicality of conducting observational research. One of the primary pragmatic concerns of observation research is that it is costly to do because it requires extensive training and time. Some training programs for observers, for example, require as much as seven full days of intensive training before the observations are conducted in classrooms. Gaining access to schools and classrooms to conduct observations is another serious concern. Many school districts are reluctant to allow observation of teachers in their schools because they feel it would be too disruptive to the learning environment. Teachers have also been known to dramatically alter their instruction when observers are present in the classroom. Another pragmatic concern relates to the misuse of classroom observation data. Classroom observations can be very useful as a formative evaluation procedure, but should not be used to provide summative decisions, such as those regarding a teacher's dismissal or rehiring. Similarly, classroom observations should not be tied to summative decisions like salary increases. Unfortunately, several school districts and state departments of education have misused observational research and translated findings into specific rules or standards that they have used in developing evaluation instruments. These misuses are more "accidents" of the research, however, rather than problems associated with the "essence" of the research. The previously mentioned criticisms and limitations, however, do not necessarily detract from the value and utility of the observational method. Many of these criticisms are incidental aspects of some observational research. Nate Gage and Margaret Needels and others, for example, have refuted many of these criticisms and have provided several examples

of how observation research has contributed to instructional theories. Medley has also argued that the previous methodological limitations of observational research were greatly reduced in the 1990s. He points out, for example, the impact that the laptop computer will have on classroom observation research. In addition to replacing traditional clipboards and stopwatches, the laptop computer will aid the precision and accuracy of researchers in recording events, as well as provide a detailed account of contextual items that occur during the observation.

## V. NEW DIRECTIONS

It is important to point out again that no one data source or methodology will sufficiently answer all critical educational questions. Multiple measures or indicators of instruction are needed to help capture a more comprehensive picture of what goes on in classrooms. Some of the new directions for classroom observation research include the following: (1) combining both qualitative and quantitative methods in observation systems; (2) developing observation instruments that are based on "standards" of pedagogy; (3) using student-centered observation instruments that allow for comparisons between groups of students within the class; and (4) using instruments that assess authentic, interactive instructional practices that have been found to relate to student gains on higher-level cognitive outcomes.

## VI. SUMMARY

The Effectiveness of Class observation in relation to the performance of the Public School Teacher in Antipolo City is very significant as you can see on the previous article it is observed that there is difference if the Teacher is not observed frequently it is very effective to observed the teacher every now and then to have a very effective Public School Teacher. Because if the learning of the teacher and the teacher is stagnant on the everyday lives they will not prosper and they will not learn from new techniques of the teaching strategies, as you can see the teaching method is growing fast the modern technology is growing fast in this case the teaching method must also be in line with this modern technology. As you can observe on the COT (Class Observation Tool) of every teacher on Public Schools it is required on every teacher to go on that process three times every school year to test the capacity and method of teaching of Public School teacher. It is mandatory by Department of Education. Normally the critics is the Master teacher of every school or Principals and Administrator of the school and the latter will not perfect your score because there is always room for improvement. To improve more on your teaching and to have more opportunities to become more effective and efficient Public School Teacher. Because the Teacher in our country is the key for the improvement of our educational system. It is very important to have a good educational system on our country because this is the one who help us to save from poverty and to become a first world country.

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