

# School Heads' Experiences on the Conduct of Classroom Observation

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## Abstract

This phenomenological study examines the experiences of school heads in the Panabo South District during classroom observations, an essential aspect of their instructional leadership. Using frameworks like the Results Performance and Management System and National Competency-Based Teacher Standards, the study explores how these school heads promote quality teaching, supervise learning, and coordinate curriculum implementation. Through Key Informant Interviews and Focus Group Discussions, the study explores how these school heads use classroom observations to improve teaching quality, promote professional development, and ensure effective curriculum implementation. Data were gathered through in-depth major Informant Interviews and Focus Group Discussions, then analyzed thematically to discover and interpret significant themes and patterns in the participants' experiences. The data show that classroom observations have a significant impact on improving teaching practices and student outcomes while also promoting teacher development. Despite problems such as balancing responsibility and supportive leadership, the study emphasizes the importance of observations in aligning teaching methods with curriculum objectives. Practical ideas are made to improve observation techniques and strengthen instructional leadership.

*Keywords: Classroom Observation, Instructional Leadership, School Heads, Teacher Evaluation, Curriculum Coordination, Phenomenological Study, RPMS, NCBTS*

## 1. INTRODUCTION

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### *Background of the Study*

Classroom observation is essential in educational leadership because it improves teaching quality, assesses student learning, and ensures curriculum alignment. As school heads discuss their responsibilities under the Results Performance and Management System (RPMS) and the National Competency-Based Teacher Standards (NCBTS), their classroom observation substantially impacts their success as school heads and administrative managers. Recent research has identified several approaches for improving teaching quality through classroom observations. These include professional development initiatives, effective leadership, and data-driven evaluation methods.

Özdemir (2020) emphasizes the relevance of leadership and professional development in developing instructional practices, whereas Bellibaş (2022) highlights the role of empowered school heads in building effective learning environments through organized observations.

School heads' responsibilities include supervising and evaluating student learning. Reyes and Pineda (2020) highlight using evaluation criteria and data-driven methodologies to assess teaching practices, whereas Norbu (2023) investigates the effects of walk-in observations on teaching effectiveness. However, problems such as inconsistent evaluation procedures and insufficient follow-up support may hinder these efforts, as Fernandez (2023) observed. Curriculum coordination is another critical area in which classroom observation is essential. Adams and Mendez (2022) and Tang (2023) emphasize the necessity of connecting instructional methods with curriculum goals and supporting teachers through effective monitoring strategies.

In a broader context, research from the United States and other countries demonstrates the importance of systematic observation protocols, actionable feedback, supportive leadership in increasing teaching quality and creating strong relationships between school heads and teachers. As Davis and Patel (2021) mentioned, systematic observation techniques are essential for providing structured contexts in which teaching practices can be continuously examined and improved. LaVelle and Jackson (2022) and Davis and Patel (2021) emphasize the value of clear expectations and frequent feedback in improving instructional techniques. This study seeks to investigate school heads' experiences during classroom observations, emphasizing how they encourage quality teaching, supervise and evaluate learning, and coordinate curriculum implementation. Understanding these elements enables the research to provide insights and practical recommendations for enhancing classroom observation practices, ultimately leading to better teaching and learning results. Integrating effective observation methods, actionable feedback, and supportive leadership into educational practices is crucial for improving teaching quality and fostering strong professional relationships between school heads and teachers. Systematic observation procedures are organized approaches that school heads employ to monitor and evaluate teaching activities in the classroom. These standards maintain evaluation consistency and give a solid foundation for feedback Davis and Patel, (2021). Actionable feedback is helpful recommendations provided to teachers based on observations to direct their professional growth and integrate their teaching with curriculum requirements LaVelle & Jackson, (2022). Supportive leadership entails school heads creating a climate where teachers feel motivated and supported to enhance their instructional approaches Bellibaş, (2022).

LaVelle and Jackson (2022) have shown that teachers' teaching methods improve significantly when teachers receive clear and actionable feedback from school heads. To be effective, this feedback must be specific, timely, and relevant to the curricular goals. Davis and Patel (2021) underline that systematic observation techniques offer a structured strategy for evaluating and enhancing teaching quality when used consistently. These methods aid in identifying strengths and areas for improvement, allowing for more targeted interventions to increase overall teaching effectiveness. Bellibaş (2022) and Norbu (2023) emphasize the necessity of supportive leadership throughout this process. School heads that actively engage with teachers, provide continuing support, and foster a collaborative environment help to strengthen professional relationships and improve teaching outcomes. The leadership style of school heads has a significant impact on how teachers perceive and respond to feedback. Supportive school heads can boost teachers' confidence and drive them to implement new methods that improve student learning results.

Despite their recognized importance, there is a lack of research on the long-term influence of these practices on teaching quality and student results, particularly in varied educational environments. While previous research has generally focused on the immediate impacts of observation and feedback, less attention has been paid to how these techniques maintain long-term improvements and can be tailored to different cultural and institutional contexts. Likewise, additional research is needed on how school heads may reconcile administrative obligations with the requirement to provide ongoing support and feedback to teachers. This study aims to fill these gaps by exploring the experiences of school heads during classroom observations and how they manage these challenges to support excellent teaching. This study will provide insights into the most effective techniques for developing systematic observation procedures, providing actionable feedback, and fostering supportive leadership by examining school heads' actions in various circumstances. The study's findings will improve our understanding of how these factors might be maximized to improve teaching quality and professional relationships between school heads and teachers, resulting in better educational outcomes.

### **1.1 Purpose of the Study and Research Question**

This phenomenological study explores school heads' experiences with classroom observations, aiming to understand how they manage their unique challenges. It seeks to identify techniques, difficulties, and practices used to promote quality teaching, supervise student learning, and coordinate curriculum implementation. The goal is to provide insights and recommendations to enhance classroom observation procedures for better educational outcomes. Research questions include:

1. How do school heads promote quality teaching in classroom observation?
2. How do school heads supervise and evaluate learning in classroom observation?
3. How do school heads coordinate curriculum in classroom observation?

### **1.2 Theoretical Framework**

This study is grounded in Murphy's Instructional Leadership framework (1990), which outlines four essential actions for effective school heads: mission and goal setting, learning management, fostering an academic learning environment, and creating a supportive school climate. The focus is on the second dimension, learning management, highlighting the crucial role of school heads in overseeing the teaching and learning process. This dimension includes five key functions: *Promoting quality education, Supervising and evaluating learning, Allocating and protecting instructional periods, Coordinating curriculum, and Monitoring students' progress.*

School heads promote effective teaching through curriculum discussions, instructional assessments, classroom visits, and feedback. Lekule (2020) highlights the role of Ward Education Officer supervision in improving Tanzanian secondary schools. School heads protect instructional time, manage the curriculum to meet national standards, collaborate with teachers on curriculum development, and use student assessment data to enhance teaching. Nahrowi (2021) emphasizes the importance of ongoing supervision for improving educational outcomes.

This study focuses on how school heads use classroom observation to achieve three goals: *supporting quality teaching, supervising and evaluating learning, and organizing the curriculum.* By investigating school heads' experiences and practices in these areas, the study aims to provide insights into effective instructional leadership and

its effects on educational outcomes. This congruence with Murphy's approach aids in understanding how school heads can use targeted classroom observation strategies to establish a supportive and high-performing educational environment for their students.

### ***1.3 Scope and Delimitation of the Study***

This study focuses on the classroom observations of twelve elementary school heads in the Panabo South District during the school year 2022-2023. The school heads were chosen based on expert recommendations for their influence on student learning. While the study's limited sample restricts the findings' applicability to other districts, it does provide significant insights into how school heads perceive and apply classroom observation procedures. The findings help to understand emerging supervision approaches better, providing valuable information for teachers, school heads, and policymakers searching to improve instructional supervision and leadership.

### ***1.4 Significance of the Study***

This study is essential in increasing our understanding of educational leadership and its direct impact on teaching quality inside educational institutions. By investigating school heads' experiences during classroom observations, the study gives significant insights into how these leaders contribute to improving instructional methods. The findings can help shape professional development programs focused on providing school heads with the skills they need to monitor and support teachers successfully, ultimately leading to better educational outcomes.

In addition, the study focuses on the practical use of systematic observation procedures and actionable feedback, which are essential for aligning teaching methods with curriculum objectives. By emphasizing the importance of supporting leadership in this process, the study highlights the responsibility of school heads in building a collaborative and trust-based atmosphere in which teachers are encouraged to improve continuously. This study is beneficial because it identifies best practices and emphasizes areas for further improvement, providing actionable recommendations for educational institutions looking to improve the quality of their teaching and learning processes. In a broader context, the study contributes to the literature by addressing gaps in understanding the long-term effects of classroom observation methods and the issues that school heads encounter when balancing administrative responsibilities with the need for ongoing teacher support. The findings of this study have the potential to influence policymaking and the design of educational leadership programs, making it an essential resource for practitioners and policymakers committed to promoting educational excellence.

## **2. METHODOLOGY**

This chapter highlights the study's methodology, which includes the research design, research location, research instruments, sample procedure, data collection procedure, data analysis procedure, and ethical issues.

### **2.1. Research Design**

This study used a qualitative phenomenological approach to explore the perspectives of twelve elementary school principals in the Panabo South District on classroom observations. Rooted in Edmund Husserl's philosophy, phenomenology is ideal for capturing the essence of lived experiences. This method provided in-depth insights and detailed descriptions of how these principals support teaching, supervise learning, and coordinate curriculum during observations, emphasizing the importance of direct interaction and participant viewpoints in understanding their roles and challenges in educational leadership Creswell, (2013).

### **2.2. Research Location**

The study was conducted in Panabo South Districts I and II of the Panabo City Division, with twelve primary school heads representing twelve schools in Panabo City's southern region in Davao del Norte, Philippines. The goal was to explore the experiences of these school heads in conducting classroom observations to improve teaching quality, supervise learning, and assure curricular alignment. The study looked at how these school heads navigated their jobs within the Results Performance and Management System (RPMS) frameworks and the National Competency-Based Teacher Standards (NCBTS), providing insights into the challenges and strategies they used in their leadership roles.

### **2.3. Sampling Procedure**

Purposive sampling was used in this study to find important informants with strong subject knowledge and competence, ensuring that the research participants were appropriate Vilan, (2021). Twelve school heads from the Panabo South District acted as informants for key informant interviews. At the same time, seven Education Program Supervisors/Public School District Supervisors (EPS/PSDS) from Panabo City's Schools Division took part in focus groups. This method used homogeneous samples to ensure that informants shared similar characteristics and experiences, which increased the depth and detail of the information acquired Rai & Tapah, (2004). The criteria for appointing school heads consisted of more than 3-5 years of service and expertise managing several school categories, with personal attributes playing an important role in their selection Kothari, (2004). The study builds on the work of Bellibaş (2022), Norbu (2023), Lekule (2020), Nahrowi (2021), Syahrani (2022), and Cui (2023), all of whom emphasize the importance of experienced and

qualified informants in educational research for providing specific insights into supervisory practices, teacher attitudes, and leadership solutions.

#### **2.4. Research Instrument**

The research-developed interview questions utilized in this study were explicitly intended for the Key Informant Interview (KII) to discover school heads' perspectives on classroom observations. The researcher prepared these questions based on the study's objectives and theoretical framework, which includes DepEd's National Competency-Based Standards for School Heads (NCBSSH) and related theories from Fayol, Hallinger, and Murphy. During observations, the interview guide focused on essential areas such as quality teaching, learning supervision, and curriculum control, ensuring that the questions closely matched the literature's essential elements of instructional leadership. A systematic validation procedure verified that the interview guide was clear, relevant, and appropriate.

A panel of specialists from Panabo City's Schools Division, comprising a Principal IV, an Education Program Supervisor, and a Chief Education Supervisor, examined and validated the handbook. These experts were chosen based on their significant expertise and knowledge of educational leadership and classroom observation techniques. They commented on the interview questions' wording, structure, and content, ensuring that they could elicit the desired information from respondents. The validation process included numerous rounds of evaluation in which experts evaluated the questions' conformity with the study's aims and theoretical background. Any ambiguities or potential biases were discovered and resolved, and the questions were revised to ensure clarity, conciseness, and the ability to collect rich data on instructional leadership methods. Following a comprehensive validation procedure, the interview guide was finalized and successfully used to collect comprehensive and meaningful data on the experiences of school heads in the Panabo South District.

#### **2.5. Data Collection Procedure**

This study utilized Key Informant Interviews (KII) to investigate school heads' experiences in conducting classroom observations. The researcher requested and received formal consent from the Panabo City Schools Division Superintendent (SDS) to begin data collecting, assuring that the study followed ethical standards and regulations. Following the approval, the researcher contacted the heads of twelve selected schools in the Panabo South District. These schools were chosen based on specific criteria, including their participation in classroom observations and instructional leadership techniques. The School Heads were called to set up interviews at convenient times, minimizing disturbance to their normal activities. During the informants' free time, the interviews were done at their offices or conference rooms. This strategy was adopted to create a comfortable and familiar environment for the participants, allowing for free and honest interactions. Each interview lasted 45 minutes to an

hour, providing ample time for in-depth discussion of the themes. The interview format was semi-structured, consisting of both structured and unstructured aspects. The structured component included preset questions linked with the study's aims and theoretical framework, ensuring that all relevant subjects were covered consistently throughout the interviews.

However, the researcher provided some flexibility by including unstructured segments in which informants might elaborate on their responses and offer additional ideas or experiences not addressed by the predefined questions. This method helped to obtain a more nuanced picture of the school heads' perspectives. Before each interview, the informants were thoroughly instructed on the study's goal and the nature of their participation. Consent forms were distributed and signed to affirm their desire to participate and authorize the audio recording of the interviews. The audio recordings guaranteed that the comments were accurately recorded, and the researcher took detailed notes on key points highlighted during the sessions. The data collected was handled with extreme caution to ensure confidentiality and accuracy. The recordings and notes were securely stored, and any personally identifiable information was removed during the transcribing and analysis. By conducting the interviews in this manner, the study collected extensive and trustworthy data on school heads' instructional leadership techniques, particularly classroom observations.

### **2.6. Data Analysis Procedure**

The data analysis was intended to fully comprehend the school heads' experiences with classroom observations. Key Informant Interviews (KII) were transcribed using inscribe transcription software, which allowed for accurate capturing of participants' statements. To enrich the data, nonverbal clues such as gestures and facial expressions were documented in field notes. Significant statements from the transcripts were highlighted and organized into meaning clusters, then classed as themes. These topics were the foundation for the study's findings and debate, allowing for an organized analysis of the school heads' experiences.

### **2.7 Reliability**

In qualitative research, "reliability" ensures the quality and accuracy of the findings. To increase reliability, this study used Lincoln's (1985) criteria and added contemporary perspectives, such as those of Kakar (2023). Credibility was accomplished by methodological triangulation, which included Key Informant Interviews and Focus Group Discussions to provide a complete picture of school heads' experiences. Transferability was ensured by providing extensive accounts of these encounters, allowing the findings to be applied to similar situations. Dependability was maintained by stringent documentation and an external review process, while confirmability was ensured through extensive data checks, transparent code, and independent verification of outcomes.

### **2.8 Ethical Consideration**

This study on "School Heads' Experiences on the Conduct of Classroom Observation" adhered to ethical guidelines to ensure integrity and respect. Informed consent was obtained from all participants, clearly explaining the study's purpose and their voluntary involvement. Data privacy was maintained by

encrypting participants' information and following strict confidentiality protocols. The study prioritized participant safety, implementing measures to prevent harm, and ensuring a respectful and non-intrusive research process.

### 3. RESULTS AND DISCUSSIONS

This section focuses on the results of the study "School Heads' Experiences on the Conduct of Classroom Observation," which focuses on how school leaders promote quality teaching, supervise learning, and coordinate curriculum. In-depth Key Informant Interviews (KII) and Focus Group Discussions (FGD) are used in the study to expose the experiences, issues, and approaches of Panabo South District school heads. The findings are organized around significant themes uncovered during data analysis, providing insights into school heads' instructional leadership techniques while stressing classroom observation to improve educational outcomes.

#### Experiences of School Heads in Classroom Observation

School heads outlined their classroom observations, emphasizing their role in promoting quality teaching, supervising learning, and aligning the curriculum with standards. These observations address key research questions on instructional leadership, highlighting the importance of classroom observation in effective teaching and educational success. The insights provide valuable perspectives on enhancing classroom management and student achievement.

*Fig 1: Major Themes on Experiences of School Heads in Classroom Observation*



Murphy and Hallinger's (1990) study, *Supervision that Improves Teaching* examined school heads' function in improving teaching through classroom observations. The study identified three important priority areas: promoting quality teaching through focused

feedback, coordinating curriculum for consistency, and supervising and evaluating learning to assess student involvement and teacher efficacy. The study emphasized the significance of instructional leadership in promoting benefits in teaching quality and student achievement.

### Classroom Observation in Promoting Quality Teaching

School heads narrated that they undertake classroom observations to encourage better teaching. They accomplish this through strategic collaborations with teachers, inclusion in the Instructional Supervisory Plan (ISP), and incorporation into the Individual Plan for Professional Development. Classroom observation is the foundation of an all-encompassing strategy for improving teaching methods and encouraging teachers to continue learning throughout their careers. School heads promote a culture of continual growth by engaging teachers in collaborative conversations and delivering constructive feedback. This technique is essential, and it emphasizes the role of school heads in fostering a culture of excellence and professional growth within the educational setting.

**Table 1. Classroom Observation in Promoting Quality Teaching**

Core Ideas	Cluster Themes
Partnership with teachers is one of the most excellent methods for designing classroom supervision. Teachers should support school heads when they are educated about the school's various initiatives, such as classroom supervision. The collaboration or partnership of the school heads, the master teacher, and the teachers may effectively achieve the planning for classroom monitoring.	Conduct Classroom Observation in Partnership with Teachers
The ISP acts as a template for overseeing education. Thus, the principal and teachers agree that it should be created before the commencement of courses.	Inclusion of Classroom Observation in Instructional Supervisory Plan (ISP)
The ISP includes the class observation schedule, the subject(s) to be observed, and the techniques to be applied.	
Classroom observation, guided by the RPMS-IPCRF categories, aims to support teachers by addressing their needs and improving areas that need improvement.	Integration of Classroom Observation in Individual Plan for Professional Development (IPPD)
The classroom observation identifies teachers' needs so that they will be helped and provided with interventions and opportunities to improve their teaching profession.	

Source: Murphy, J., & Hallinger, P. (1990). *Supervision that improves teaching. Educational Leadership.*

*Conduct Classroom Observation in Partnership with Teachers*

School heads find collaborating with teachers during classroom observations precious for enhancing monitoring. This cooperation leverages teachers' skills and ideas to share best practices and stay current with educational trends. It also empowers teachers, fosters ownership, and improves classroom practices, resulting in more effective learning experiences tailored to students' needs.

*" Yes, I agree that partnership with teachers is one of the greatest methods for designing effective classroom supervision. Teachers play a vital role in understanding their students' needs, abilities, and learning styles." (KII-01)*

Teachers' support for school heads improved classroom supervision because teachers are knowledgeable about school programs, actively share ideas, and provide positive comments. This knowledge encourages essential discussions and ideas, contributing to a professional growth and progress culture. Another informant stated:

*"Teachers play a significant role in supporting principals by being informed about school initiatives, including classroom supervision, enabling them to contribute effectively and provide valuable feedback" (KII-07).*

### ***Inclusion of Classroom Observation in Instructional Supervisory Plan (ISP)***

School heads state that classroom observation is integral to the Instructional Supervisory Plan (ISP) developed with teachers before the school year. The ISP sets goals, supervision methods, observation procedures, and evaluation criteria to ensure fairness and consistency. It also covers feedback strategies, observation schedules, and methodologies. This collaborative approach fosters shared ownership and accountability, encouraging teachers to take responsibility for their professional development and instructional methods.

*"The Individual Supervisory Plan is a valuable tool for overseeing education. Principals and teachers should agree before courses begin, ensuring clear and consistent supervision throughout the year" (KII-02).*

The ISP includes critical information that ensures the supervision process is straightforward, consistent, and effective. By defining the observed subjects and methodology, the ISP ensures that the observation process focuses on specific goals and areas for improvement. An informant remarked:

*"The Individual Supervisory Plan (ISP) typically outlines the class observation schedule, subjects to be observed, and observation techniques, ensuring clarity, consistency, and effective supervision" (KII-07).*

### ***Incorporation of Classroom Observation in Individual Plans for Professional Development***

The Individual Plan for Professional Development (IPPD), outlined in Department Order No. 32, Series 2009, supports teachers' continuous growth. Aligned with RPMS-IPCRF categories, it helps teachers meet standards and improve teaching. School heads assess needs and provide development opportunities. The IPPD is regularly updated, focusing on improvement areas and setting yearly teaching goals.

*"The Individual Plan for Professional Development (IPPD) guides teachers in addressing professional needs and*

*improving practices, using the RPMS-IPCRF framework for continuous growth" (KII-02).*

Teachers identify areas of concern and set specific goals for their professional development by connecting the IPPD with the RPMS-IPCRF categories. An informant observed,

*"By aligning the IPPD with the categories of the RPMS-IPCRF, teachers can effectively identify areas of focus and set specific goals for professional development" (KII-03).*

### **Supervising and Evaluating Learning**

School heads emphasize the importance of classroom observation in supervising and assessing learning through comprehensive observation tools, collaborative approaches, and rigorous monitoring systems. These tools enable fair, objective evaluations, allowing for targeted feedback and improvement. Collaborative efforts during observations foster the sharing of best practices and the development of innovative teaching strategies, creating an environment of continuous growth among teachers.

*"Yes, I agree that partnership with teachers is one of the greatest methods for designing effective classroom supervision. Teachers play a vital role in understanding their students' needs, abilities, and learning styles" (KII-01).*

School heads use data-driven monitoring to identify strengths, address gaps, and improve teacher performance. These systems analyze teaching methods and student outcomes, enabling targeted assistance and interventions. This ensures evidence-based decisions are tailored to teachers' and students' needs. An informant explained:

*"We utilize a well-designed and objective observation tool to supervise and evaluate the quality of instruction, identify development areas, and provide focused feedback" (KII-03).*

**Table 2. Supervising and Evaluating Learning in Classroom Observation**

<b>Core Ideas</b>	<b>Cluster Themes</b>
<p>It maximizes the democratic way of observing classes and treats teachers' weaknesses and needs.</p> <p>It conveys to the teachers that the goal of supervision is to assist them in improving their teaching ability.</p> <p>Classroom observation is done after the pre-conference.</p>	<p>Employing Classroom Observation Tool</p>
<p>Peer-Coaching Monitoring</p> <p>Master Teachers coach the New Teachers.</p> <p>Lesson plans and other school records are checked as part of administrative monitoring, which also involves making surprise visits or walkthroughs.</p> <p>Monitoring by the administrative staff includes reviewing lesson plans and other academic records.</p>	<p>Applying Collaborative Approaches Performing Monitoring</p>

Principals must review their teachers' lesson plans because they serve as the lesson's blueprint.

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Source: Murphy, J., & Hallinger, P. (1990). *Supervision that improves teaching. Educational Leadership.*

### **Employing Classroom Observation Tools**

School heads use a democratic approach to classroom observations, focusing on supporting teachers' growth while addressing their needs. Observations are preceded by a pre-conference to set clear expectations and shared goals. This method acknowledges teachers' strengths and fosters collaboration and professional development.

*"A democratic approach to classroom observation recognizes teachers' needs and weaknesses, fostering collaboration and empowering professional growth." (KII-06)*

By treating teachers' weaknesses with respect and care, the observation process becomes a great learning opportunity rather than just an evaluation. This shift in emphasis promotes a developmental approach, giving teachers tools, advice, and open, constructive feedback to help them improve their teaching skills. As one informant said:

*"Treating teachers' weaknesses and needs with respect and empathy during observation transforms it into a growth opportunity rather than a mere evaluation. It focuses on a supportive and developmental approach, providing open and constructive feedback, guidance, and resources to enhance teaching practices." (KII-07)*

### **Applying Collaborative Approaches**

School heads reported that collaborative practices like peer coaching, mentorship, and master teachers coaching new teachers enhance classroom observations. Peer coaching fosters growth by encouraging skill sharing, learning, and reflection in a safe environment for open discussion and guidance. It is an effective method for teachers to exchange knowledge and improve educational practices. One informant shared:

*"Peer-coaching can be a powerful tool for growth, as it allows teachers to share their expertise, learn from one another, and reflect on their instructional strategies." (KII-02)*

In contrast to standard assessment systems, peer coaching is not evaluative. It supports rather than judges or assesses, creating a nonjudgmental environment where educators can share their experiences and seek assistance without fear of penalties. This approach is consistent with the study's emphasis on classroom observation techniques and adopting collaborative practices. The supportive aspect of peer coaching allows teachers to openly discuss their teaching approaches, share triumphs and concerns, and seek guidance, fostering a culture of continual improvement and professional development. One informant emphasized this concept:

*"When teachers engage in peer-coaching, they create a safe and non-judgmental space where they can openly discuss their teaching practices, share successes and challenges, and seek advice." (KII-07)*

### **Performing Monitoring**

School heads in the Panabo South District use classroom observation as a key monitoring strategy, including regular lesson plan reviews and surprise visits. This ensures alignment with educational standards, supports teachers and students, and identifies areas for improvement in teaching and classroom management. The gathered data enables focused feedback and professional development, maintaining high educational standards and enhancing instructional quality.

*"It is common practice for school administrators to check lesson plans and other school records. These records are important documentation of the classroom curriculum and instructional activities." (KII-07)*

A typical administrative monitoring of a school head entails unannounced visits or walkthroughs of classroom scenarios to gain real-time and actual experiences with educational approaches, student engagement, and classroom management. Such visits allow school heads management to see the daily dynamics of classroom environments, which is essential data for evaluating the success of teaching practices and identifying areas that may require additional or expanded support. One informant described the process as follows:

*"Checking records and administrative monitoring may involve making surprise visits or walkthroughs. These visits provide administrators with firsthand insight into the daily functioning of classrooms and allow them to observe teaching practices, student engagement, and overall classroom management." (KII-10)*

### **Classroom Observation in Coordinating Curriculum**

School heads conduct classroom observations to coordinate curriculum, evidenced by portfolio achievements, adapting to the new normal, and fostering positive teaching attitudes. These observations ensure the alignment of objectives, materials, strategies, assessments, and student participation with the curriculum. Portfolio accomplishments allow focused technical support. During the pandemic, hybrid platforms, radio, and TV-based instructions were used. Good feedback from observations boosts teachers' attitudes. This process aligns with school heads' study question on curriculum coordination, demonstrating their role in ensuring curriculum alignment and effective teaching strategies.

*Table 3. Coordinating Curriculum in Classroom Observation*

Core Ideas	Cluster Themes
Classroom observation data are reflected in portfolios that offer valuable evidence for data-driven feedback systems. Portfolio accomplishment aligns with the curriculum by validating the effectiveness of teaching strategies employed by teachers. Portfolio accomplishment supports personalized professional	Portfolio Accomplishment

development for teachers.

During classroom observation, teachers explore and implement blended learning models that combine online, radio-based, and TV-based instruction.

The new normal calls for continuous professional development and support for teachers as they adapt to changing instructional practices and technologies.

In classroom observation, constructive feedback leads to a more positive attitude toward teaching.

The peer learning process can foster a sense of camaraderie among teachers and create a supportive environment that promotes a positive attitude toward teaching.

Classroom observation has positive outcomes in student engagement and learning. It reinforces teachers' belief in the impact of their teaching and contributes to a positive attitude towards their profession.

Opportunities  
within the New  
Normal

Positive Attitude  
towards Teaching

Source: Murphy, J., & Hallinger, P. (1990). *Supervision that improves teaching. Educational Leadership.*

#### *Portfolio Accomplishment*

The school head stated that the teacher portfolio gives evidence about identified areas that require assessment, which aids in delivering positive feedback and evaluation during classroom observations. They explained that employing a teacher portfolio during these inspections provides a more comprehensive and precise picture of a teacher's abilities than a single observation session. One informant explained:

*"By examining a teacher's portfolio before observation, teachers and school heads can recognize areas they want to focus on or improve during the classroom observation. This self-reflection benefits teachers in setting accurate goals and making reflective choices during their observed lessons." (KII-01)*

According to the informants, during classroom observations, a teacher portfolio enables school heads to comprehend teacher instructional goals and methods and how they link the curriculum with learning objectives. One school head noted:

*"Lesson plans, instructional objectives, and curricular resources can all be included in a teacher portfolio. These documents can demonstrate a teacher's thoughtful and systematic preparation approach during a classroom observation." (KII-04)*

#### *Opportunities Within the New Normal Education*

According to the school heads, classroom monitoring is conducted using virtual platforms during the new normal. Teachers can use, adapt, and embrace blended learning by incorporating online, radio, and television training. This results in a flexible, inclusive, and engaging learning environment accommodating various student choices and technical accessibility. The informant stated that:

*"Teachers have a unique opportunity to embrace blended learning models that incorporate online learning, radio-based*

*instruction, and television-based instruction, allowing for a flexible and diverse learning experience that accommodates different student preferences and access to technology." (KII-01)*

School heads emphasize the effectiveness of blended learning, which incorporates online, radio, and television-based instruction to create a dynamic, flexible learning environment. This approach allows teachers to tailor their methods to students' needs, enhancing teaching effectiveness. Using blended learning during classroom observations highlights a teacher's adaptability and innovation, aligning with modern educational standards that promote technological integration.

*"Blended methods of learning provide teachers with a valuable way to incorporate online, radio, and television-based instruction into their teaching practices." (KII-02)*

#### *Positive Attitudes Towards Teaching*

School heads noted that combining classroom observation with constructive feedback fosters a positive attitude toward teaching. This approach helps teachers identify areas for improvement, highlights strengths, and enhances professional development. Peer learning during observations creates a supportive environment, boosting morale and confidence. As teachers see improvements in student engagement and learning, their confidence grows, reinforcing a positive outlook on their profession.

*"I agree that constructive feedback is important in fostering a positive attitude toward teaching. When teachers receive feedback that highlights their strengths and suggests areas for improvement, it empowers them to grow professionally. It encourages them to embrace new strategies and techniques, ultimately enhancing their effectiveness in the classroom." (KII-03)*

Productive feedback from classroom observations is crucial for teachers to reflect on and improve their teaching methods. It offers insights into strengths and areas for growth, boosting teachers' confidence and fostering a positive attitude. Teachers enhance their professional development by implementing feedback-based changes, significantly improving student engagement and learning outcomes.

*"Constructive feedback enables teachers to reflect on their instruction methods and make necessary adjustments. By receiving specific and actionable feedback, they identify strengths and areas for improvement, boosting confidence and fostering a positive teaching attitude as they see the positive impact on students." (KII-04)*

#### **4. Conclusions**

The study "School Heads' Experiences on the Conduct of Classroom Observation" explores deeply how school heads in the Panabo South District use classroom observations to improve teaching quality, supervise student learning, and ensure effective curriculum implementation. The findings highlight the importance of classroom observations in refining teaching approaches, encouraging teacher professional development, and, ultimately, strengthening student performance. Specifically, the study highlights five important factors that influence the success of classroom observations. First, teamwork between school heads and teachers is critical. This collaboration develops a shared commitment to instructional improvement, with input from

observations used constructively to help teachers enhance instructional practices. Second, the systematic integration of classroom observations in professional development programs guarantees that teachers always upgrade their skills in response to their students' changing needs and curriculum demands. Third, using standardized methods and frameworks during observations promotes uniformity and fairness in evaluating teaching practices across several classrooms. Monitoring these practices strengthens accountability and supports teachers, allowing them to adapt and develop continuously.

The study also emphasizes the need to provide appropriate training and tools for school heads to perform effective classroom observations. School heads may struggle to deliver meaningful feedback or use observations to generate major improvements in teaching practices without adequate preparation. As a result, the study recommends incorporating classroom observation techniques into broader educational policy, ensuring that they are acknowledged as an important component of school reform initiatives. In addition, the study underlines the necessity of creating a culture of continuous improvement in schools. This culture is supported by the smart use of technology, which may speed up the observation process and give teachers more precise and actionable feedback. Professional learning networks also play an important role, allowing school heads and teachers to share best practices and learn from one another's experiences. Combined with a strong emphasis on continuous improvement, these networks address the study's identified challenges, such as balancing the dual demands of accountability and support, managing the time required for effective observations, and maintaining consistency across classrooms and teachers.

According to the study, classroom observations greatly and favorably impact teacher professional development. Providing constructive feedback and positive reinforcement motivates teachers to use more effective teaching methods, promoting a supportive and dynamic learning environment. Likewise, these observations contribute to curricular consistency and instructional coherence, which are essential for ensuring that all children receive a high-quality education that is consistent with the school's educational goals. The study eventually bridges the gap between theoretical frameworks like the Results Performance and Management System (RPMS) and National Competency-Based Teacher Standards (NCBTS) and their actual application in the classroom. It reinforces the value of classroom observations as a tool for enhancing quality teaching and learning. It also advocates for continual communication and collaboration between school heads and teachers, backed up by a well-structured and sufficiently resourced approach to classroom observation. This strategy is critical to sustaining and improving the district's overall educational quality, ensuring all students benefit from excellent teaching techniques and a cohesive, well-implemented curriculum.

Our findings revealed that, while classroom observations are helpful tools for improving teaching methods, they also present problems, such as balancing school heads' tasks with observation assignments and overcoming teacher resistance to criticism. The results revealed that school heads use classroom observations to analyze teacher performance and provide targeted professional development, establishing a culture of continuous improvement. The study confirms that classroom observations can increase excellent teaching and curriculum consistency. School heads play an important part in this process, serving as instructional leaders who assist and support teachers as they refine their pedagogical practices. However, these observations' success depends on the school heads' ability to manage their numerous tasks while cultivating a culture of trust and collaboration inside their schools.

#### **4.1 Recommendations**

School heads must undergo comprehensive training and ongoing professional development to guarantee successful classroom observations that improve instructional leadership. This training should cover the technical parts of observation methodology, as well as how to use standardized tools and instruments and efficiently provide feedback. It is necessary to foster a collaborative atmosphere where teachers and school heads communicate freely, exchange best practices, and assist one another. Teachers who collaborate in this way develop trust and transparency, which helps alleviate any fears or anxieties about making classroom observations.

Technology, such as video recordings and digital checklists, can improve the efficiency and objectivity of the observation process. This technology enables more accurate data collection and analysis, which is necessary for making sound instructional decisions. Likewise, using standardized techniques and equipment promotes uniformity and accountability across observations. Regular assessments and evaluations of these systems are required to ensure that high standards are maintained and that the quality of teaching and learning is continually improved. Encouraging a culture of continuous improvement in schools is necessary. Observation data should be actively used to create instructional techniques and acknowledge teacher achievements, promoting a culture of continuous professional development.

Policymakers and educational leaders should consider incorporating classroom observations into a broader supervisory framework supporting instructional leadership. This includes providing enough resources, encouraging teacher collaboration, and highlighting the value of constructive feedback during observations. Positive feedback during observations not only improves teacher professionalism but also helps create a dynamic and supportive learning environment.

### **Disclaimer (Artificial intelligence)**

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc) and text-to-image generators have been used during writing or editing of manuscripts.

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