

INSTRUCTIONAL SUPERVISION METAPHORS: EXPERIENCES OF PRINCIPALS TOWARD THE DEVELOPMENT OF A SELF-LEARNING TOOLKIT ON CLASSROOM OBSERVATION

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Abstract

This phenomenological study explores the experiences of 12 identified high-performing public elementary and high school principals in observing classroom instruction to derive inputs for the development of a self-learning toolkit in classroom observation.

Data were gathered through face-to-face interview with the participants and were subjected to individual content analysis. Open, axial and selective coding method was used from which eight broad themes emerged, expressed using metaphors. These were: Follow the Compass (Standards-Based Observation System), Setting the Micrometer (Measuring Teacher's Performance), Adjust the Wrench (Changing Orientation on Classroom Observation), Raising the Bar (Monitoring Classroom Practices for Quality Learning), Level the Practices (Classroom Observation Strategies), Hold with Tongs (Grasping the Purposes of Observation Practices), Nuts and Bolts Conferencing (Effective Feedback to Support Teaching) and Sharpen the Saw (Improving Competence in Teaching). The themes served as major bases in crafting the structure of a self-learning toolkit in observing classroom teaching-learning process that is offered for use by school heads as guide in exercising their instructional leadership.

Key words: supervision, instruction, instructional supervision, classroom observation, school principals, instructional leadership, self-learning toolkit, effective feedback, quality teaching and learning, teachers' performance

INTRODUCTION

“Instructional Supervision is the process of working with teachers to improve classroom instruction.” -Reinhartz Beach

Delivery of quality classroom instruction depends much upon the effective instructional supervision implemented by school heads. Instructional leadership is generally defined as the class of leadership functions directly related to supporting classroom teaching and student learning (Grissom & Loeb, 2013).

When effective instructional supervision is provided to teachers, they will likely perform better and consequently will impact learning outcomes. Egwu (2015) asserted that for principals to become effective instructional leaders, they make classroom observation a top priority and they give supervision of classroom instruction the place it deserves in their work.

The school principal, according to Terziu (2016), is the key to school's success and students' development and achievement. As instructional leader, the principal plays an important role within the school which affects the quality of instruction that influences students' performance. This quality of instruction and height of student achievement will not be possible without the support of a good principal who exhibits 21st century skills instructional leadership.

Instructional Supervision is a standard-based comprehensive developmental set of processes that supports teachers' professional growth and development and foster collaborative learning. The development of classroom instruction is its main goal to enable students to achieve higher level learning outcomes and eventually to promote the 21st century teaching and quality of education.

Santos (2012) stated that instructional supervision is the main task of school principals in accomplishing their common goal and purpose in their assigned schools. Supervision of instruction includes observation of classes, enrichment of the curriculum, learning activities and instructional materials development and making teaching and learning fun and enjoyable.

Instructional supervision is often used to provide teachers with constructive feedback and evaluation to improve classroom management, instructional skills, strategies, and techniques. Teachers received feedback from an experienced principal who observed (Darling-Hammond, 2012). A higher level of professional development in instructional leadership is currently required. Principals lead and guide their teachers successfully toward effective delivery of teaching and instruction through varied teaching strategies.

Supervision is primarily about helping teachers improve instruction. It is an important function of school administrators. Teachers, whether beginning or seasoned in the service, need necessary support in implementing the school instructional programs. Principals as instructional supervisors, therefore, need to provide this support to teachers. They have to be involved in the delivery of

instruction through the instructional supervisory plan to oversee how the teaching-learning process takes place (Sule et al., 2015).

Onele (2016) mentions that various educational experts defined the word supervision differently, but one common thought that characterizes supervision is that it is a practice of exploring the classroom situation and interaction between the subordinate (supervisee- teacher) and the super-ordinate (supervisor-principal) which is especially done during a classroom observation.

Supervision is one of the highly significant activities of mentoring, coaching, guiding, and re-shaping beginning and proficient teachers into highly competent ones. It is also the role of the principals to find ways in understanding how teachers perform their function. These principals reduce the process of managing the unavoidable issues and concerns that arise in instructional supervisory relationships.

Ikegbusi, Gloria and Eziamaka (2016) concluded that both internal and external supervision of instruction significantly influence the teaching effectiveness of teachers. Thus, the adoption of formal and informal supervision is cost-effective and is utilized to produce optimal benefits in the educational process for the continuous improvement of teaching and learning.

Deebom and Zite (2016) accentuated that the supervision of teaching and learning process is an important tool in an organizational school system to enhance teachers' and learners' performance. It also helps align school goals and objectives to good quality of teaching and learning.

The main purpose of the principal's supervision is to improve instruction and enhance student learning outcomes. Added to their roles is that the principals need to ensure that the academic objectives are met and assess the personal and that the professional growth gap of teachers are assessed. To carry out this task, principals as instructional leaders, must provide appropriate intervention measures to improve the teaching and learning instruction and look for better ways to assist teachers to perform better.

Wairimu (2016) concluded that the majority of principals employ classroom observation as a method of instructional supervision. Teachers agree that principals conduct observations in classrooms as part of their supervisory practices, a process that teachers need to perceive positively. Findings indicated that the majority of the teachers agreed that classroom observation helps them improve their teaching instruction. The success of the supervision process depends on the interactive discussion and experiences of the observer and the observee.

Similarly, Tesfaw and Hofman (2014) posited that principals need to assist and extend more time on instructional supervision to both novice and experienced teachers because they believe that every teacher can benefit and enhance their teaching practices from instructional supervision. They perceive that supervision is collaborative that promotes professional growth and trust among teachers, as it gives priority to novice teachers. The majority of the novice and experienced teachers are found to have a positive outlook on the implementation process of the general instructional supervision method. This confirms the effectiveness of the quantity and quality of supervision provided to their teachers. Effective instruction is the primary aim of an effective school head.

Research findings pointed to seven important aspects of effective schools (Lezotte, 1991) which are the facets of school supervision namely; safe and conducive environment, a climate of success with high expectation, clear and focused mission and vision, opportunity to learn and student time-on-task, frequent monitoring of student progress, home and school relations and instructional leadership. Effective schools must have effective employees, so when it comes to people effectiveness, Covey (1989) provided in his bestselling book, "The Seven Habits of Highly Effective People" which focuses on giving direction to other's life constructively and effectively. The following habits are: (1) Be proactive, (2) Begin with the end in mind, (3) First things first, (4) Think win-win, (5) Seek first to understand and then to be understood, (6) Synergize, and (7) Sharpen the saw. These habits have become the standpoint of effective leadership henceforth. He later published a sequel which is the "Eight Habit: From Effectiveness to Greatness" (2013) that generally defined greatness emanating from effectiveness in the organization. For people to become more effective, they must be ready to take the full advantage to showcase their innate potentials. They must transform themselves and their orientations by helping others to walk the path of happiness to reach their optimum point.

Instructional leadership is the collaborative process among principals, teachers, and other stakeholders who serve to accomplish the school's mission, promote a positive school learning environment, and manage the implementation of the instructional program through the curriculum and instruction development and assessment by utilizing the data and technology to guide and support instruction and conducting conferences through the supervision and evaluation of the teaching process (Vogel, 2018).

The function of School Heads as instructional leaders is to provide support for teachers towards improving the teaching-learning process and learning outcomes. To achieve this, principals provide instructional support in improving quality teaching. Haughton and Balli (2014 p.17) asserted that the principal's role as an instructional leader is very essential in achieving accomplishment in the school community. The instructional leaders' responsibility includes sharing of

expertise in conducting effective direct instruction and the practicing of instructional tasks such as a walkthrough, formal and informal observation.

Principals are the forefronts of school leadership, while teachers are the key learning resource in the implementation of the curriculum. The success of achieving quality teaching and higher learning outcomes depends on the effective and efficient principals who supervised their teachers in the teaching and learning process. Egwu (2015) asserted that the principal who acts as an instructional leader is responsible for implementing and improving the quality of instruction for the effective and efficient attainment of the set learning objectives of the curriculum. Likewise, Litchfield (2003) has specified the main functions of the school principal in improving instruction include giving direct supervision on curriculum and instruction and the management of the effective delivery of teacher instruction and student learning.

Instructional leaders are expected to lead the way and provide ongoing support for their teachers through instructional supervision. One of the most important functions of a school head is to be an effective instructional leader. Fullan (2014) refers to instructional leadership as “leading learning” with the understanding that “principals need to be specifically involved in instruction so that they are knowledgeable about its nature and importance” (p.41). Instructional leaders who act as observers spend most of their time as supervising leaders.

Bago (2008) described that the instructional leadership role of principals is the most critical but one of the most significant responsibilities in the educational process. It is the thread that connects their supervision and leadership roles. Effective instructions become possible through leadership skills and it is the basic strategy that ensures effectiveness. However, it cannot be done individually because it is collaborative in nature. It involves instructional tasks such as goal setting, allocating resources for instruction, curriculum management, assessing and evaluating teachers, establishing rapport with parents and other stakeholders. This is the reason why a supervisor regardless of title and position, is concerned not only with actual classroom observation but also with the different variables to promote effective teaching-learning.

Nowadays, the expectations for instructional leaders can be intimidating. The review of the literature exposes the various expectations from principals as the observer and the teachers as observee. Charles (2011) stated that the center of the supervision and instructional process is the teacher who is the focus of direct classroom observation and demonstration. The supervisors or inspectors must be both skilled observers and sympathetic listeners. Instructional supervisors or principals as observers create a purposeful, but the non-stressful atmosphere. In relation to this, Ellis (2006) found that the teacher, being observed may experience other worries such as low emotional awareness, belief in individual autonomy,

personal related issues, professional experiences, respect for individual differences, self-motivation, resistance, defensiveness, and negative outlook.

In relation to this, Celal (2014) asserted that when instructional and supervisory roles and functions of instructional leaders as observers are thought as organizational need, behaviors, attitudes, work relationships and task awareness of the principals, they will affect the quality and effectiveness of the supervision process. Supervisors and principals as the agents of the supervision process can enhance both the implementation supervisory process by observing the results of teachers' behaviors. Bago, (2008) stated that the evolution from inspectional to developmental orientations of observers can be brought about by many radical changes in supervisory practices. The practices differ in consonance with primary activities and theories about supervision. The variation of perspectives among instructional leaders has caused intense changes in their supervision. Because of the development of the supervisory processes, current practice is changing and continuous improvement is evident.

The instructional and supervisory task of principals has been described as one of the focal points on instructional supervision and as part of their instructional leadership role to ensure quality education. Principals, as instructional leaders, encompass the main task of teacher supervision and evaluation specifically classroom observation. The American Recovery and Reinvestment Act of 2009 focuses on "improving teacher and principal effectiveness to ensure that every classroom has a great teacher and every school has a great leader" (U.S. Dept. of Ed., 2010, p. 3). Hence, classroom observation is a good method to improve teachers' instructional practice in order to make a significant improvement in teacher, a leader's performance and the leader's effectiveness.

Classroom observation is the process of ensuring quality teaching (RA 10533 - K to 12 Law). In line with the implementation of the *Enhanced Basic Education Act of 2013* (Republic Act No. 10533), the Department of Education is adopting the enclosed **Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program**. Classroom Assessment is vital in curriculum implementation and it allows the teachers to track their performance and measure learners' progress to adjust instruction consequently. Classroom assessment is a way of informing the learners, their parents, and guardians of their learning progress (DepEd Order no. 8, s. 2015). Also, regular supervision, mentoring and monitoring of school heads ensure the effectiveness of actual performance and implementation process of the instructional programs, instructional planning and peer teaching in the delivery of instruction (DepEd Order No. 14, 2013). It takes into account, therefore, that teachers and the actions they take in the classroom fundamentally impact students of their learning outcomes. This is also being emphasized in the "No Filipino Child Left behind Act Of 2010". This policy calls for an action that every leader of the school plays a major role in saving every teacher

and every learner through their full support and technical assistance to strengthen teaching and learning.

In line with this, the Republic Act 9155 also known as Governance of Basic Education Act of 2001, stated that the main role and responsibility of the school head is the administrative and instructional supervision of schools. A principal acts as an instructional leader and administrative manager to teachers and learning facilitators to ensure the delivery of quality basic education, different programs, and projects. As emphasized, the mandate of the school principals' task is 70% instructional supervision and 30% of administrative work.

The Republic Act 10533 otherwise known as K to 12 law features classroom observation as one gauge in ensuring quality teaching. Section 14 of the law indicates that the Department of Education will report on different aspects needed in the implementation process which includes teacher welfare and training needs and development that may be measured via classroom observation. Feedback and conference provide quality input and learning outcomes which serve as a roadmap for the continuous improvement of teacher practice as both provide opportunities for sharing and exchanging of ideas and expertise, leading to the promotion of mentoring and coaching among their co-workers. In connection to feedback and conference, Blasé and Blasé (2004) considered conference and feedback as the critical phase after classroom observation, however, these activities are the great mechanism in the instructional process because they are the heart of instructional supervision. Good instructional leaders employ instructional conferences with teachers as this provides the opportunity for reflective sharing of performance. Reflective talk requires several complex skills and processes which include classroom observation and data gathering methods. There were different appreciated dimensions of supervision employed by instructional leaders; such as classroom observation. Off-class and in-class supervision can support teachers' efforts to improve instruction and make conferences more positive and growth-oriented. Bago (2008) stated that classroom instruction is observed and documented as it takes place. Desired behaviors are often used as bases for discussion and feedback giving, while the reflection conference is noted. Student achievement, teaching strategies, and decisions made during the lesson are recorded and discussed.

The Philippine Professional Standards for Teachers (PPST), now DepEd Order no. 42, s. 2017 supported the framework of teachers' different stages in the career development of what the teachers are expected to know and be able to do. The PPST- based Classroom Observation Tool (COT) addresses the continuous development to support teachers' classroom performance.

Classroom observation is both accurate and reliable. COT-RPMS is accurate because it is based on an approved set of standards under the Philippine

Professional Standards for Teachers (PPST) and it is also reliable because it is not only assessed based on the perspective of one specific rater but rather, observations can also be assessed and measured by at least two to three inter-observers who would accomplish the inter-observer agreement form (COT-RPMS Handbook, 2018).

In the RPMS Cycle, a teacher's classroom performance is assessed based on the indicators of the Philippine Professional Standards for Teachers (PPST). The rating and results of classroom teaching observation, which is based on the indicators assessed, are considered non-negotiable means of verification (MOV) of individual teacher performance that can prove teachers' attainment of classroom observable objectives in the standardized RPMS Tools. Classroom observation becomes more objective and standardized. As mandated by the Philippine Professional Standards for Teachers – Results-Based Performance Management System (PPST-RPMS) results are now used as bases to coach and mentor, performance review and evaluation in support of the professional growth of teachers. It has pre-determined indicators that have been agreed upon by the teachers themselves and the observers, ensuring teachers' preparedness as they know exactly what to prepare and what teaching behaviors are expected from them in the observation (Classroom Observation Tool-RPMS Manual, 2017).

The PPST-based COT implementation will be of great help in rating the performance of the teacher in their teaching practices. Indicators were agreed to be observed during the scheduled plan of observation. However, for purposes of coaching and mentoring, several observations may be done using the observation notes form to record teacher's classroom performance that will support the given ratings (COT-RPMS Handbook, 2018).

Standards for instructional supervision will serve as a guide for the instructional leaders and the teacher in the entire development process on supervision. Principals are tasked to do the supervisory work from which their teachers get immediate support for their professional growth and development. Part of the school heads' responsibility as an instructional supervisor is to determine teachers' effectiveness and provide support in improving the instructional processes. Okumbe (as cited in Charles, 2011) posited that the effectiveness of instructional supervisors could be attained if teachers will be trained with more techniques on instructional skills that they can practice and apply during instructional supervision.

Likewise, principals need to be provided with instructional support and technical assistance from their superiors. Supervisors and the education program specialists also extend more support to their teachers. The use of Teacher's Strengths and Training Needs Assessment (TSNA) Tool, National Competency-Based Teacher's Standard (NCBTS), Individual Plan for Professional Development

Plan (IPPD), and adhering to the principles and dimensions of SBM and Competency standards among school heads are appropriate tools in the assessment of needs, strengths, and weaknesses of teachers and the school.

This relates to the study on quality education. According to Dittmar et.al (2002) as cited in Berhane (2014), the provision of quality basic education by well-prepared teachers is their way to improve teachers' instructional performance. School Heads support and work with teachers collaboratively to bring quality education to learners through the improved teaching-learning process and classroom teaching observation. Instructional supervisors extend technical assistance to teachers to improve their instructional competence. This would help them in improving the way the School Heads will improve their practices in conducting classroom observation for them to be guided in the set standards in instructional supervision. However, there is an urgent need for further studies on classroom observation in the field of instructional leadership for principals as it relates to direct instruction strategies.

Moreover, Omemu (2017) also found that novice teachers including highly proficient teachers improve after the conduct of supervision of instruction, thus, it was also posited that highly proficient instructional supervisors also help improve the schools' instructional supervision. Teachers performed better when there is regular conduct of supervision, as teachers are encouraged to utilize technology integration in teaching through the use of gadgets and computers to improve teachers' instruction. Instructional supervision focus on the improvement of the teaching-learning situation that will both benefit the teachers and learners. It is a great help in identifying the strength and weaknesses of teachers so they could provide appropriate developmental activities applied for the improvement of teachers' development needs. The provision of simple recognition by the principal during the conference is vital to create a cordial working learning environment with the teachers. Teachers are encouraged to do their job properly by giving incentives and phrases. On the contrary, the study of Bago (2008) found that because of interpersonal relationships with teachers, controversial issues within the organization may remain unsettled, while some mistakes may be ignored and will not be given a solution. Later on, this will affect the day to day interaction between the principal and the teacher.

Whereas, Carter as cited in Onele (2016) viewed instructional supervision as the overall efforts designated to school heads towards providing good instructional leadership to the teachers for the improvement of classroom instruction. Even more, Gloria (2016) concluded that supervision is a way of assisting, directing, influencing, and motivating teachers to enhance the teaching and learning process in the school. Both internal and external supervision of instruction has a significant effect on the effectiveness of teachers in their teaching. Internal and external supervision can be employed and applied in an appropriate

situation because if it will be utilized well, it could result in optimal benefits in the whole educational system and improvement in the teaching and learning process. Nevertheless, effective instructional supervision can be developed through classroom observations that are collaboratively planned and scheduled by both the school heads and teachers with pre and post-conference that is communicated in a shared and supportive manner.

The use of a “monitoring tool” is an effective and efficient approach to enhancing pedagogical practices of instructional supervision (Malunda, 2016). Subsequently, Zepeda (2010) pointed out that instructional supervision can be done through continuous support of monitoring classroom teaching with the purpose of not only promoting professional teaching practices but also to develop collaborative professional development of teachers. The two main ways of conducting instructional supervision to teachers are formal and informal classroom observations and portfolio supervision. Reed (2001) asserted that the goal of the systematic observer is to gather more specific information on the delivery of instruction of the teachers, the learning outcomes, and the curriculum after conducting frequent classroom observation. The methods of attaining an objective involved the use of anecdotal, either during formal and informal observations, structured observation, and interview. Structured observations are formal. The observer can record and document specific data gathered while the interview is a technique that gathers data through direct verbal questioning.

Concerning professional development, Danielson (2002, p. 26) posited that principals and teachers improve their performance in a continuous professional development. Principals’ perceptions of professional development strategies are seriously analyzed and strengthened because it will give an effective impact on the leadership of the principals for giving their teachers instructional supervision in the classroom. According to Petrilli (2013), principals are to be encouraged to pursue professional growth and development to equip them with the necessary skills and knowledge needed for the improvement of their leadership practice so they could easily support their teachers with effective strategies and direct instruction. Similarly, principals are expected to lead their teachers to ensure that effective and direct instructional teaching strategies are implemented consistently.

Currently, principals are still struggling to accurately assess their teachers’ performance and to provide effective feedback and instructional method to help them improve their instruction. Shing (2010) found that the norm of teaching in a school which indicated major concerns for classroom observation, helped teachers identify their own areas of competence and mastery of the lesson because these had helped them show the areas of concern where teachers could act as leaders or mentors by themselves. Furthermore, some researches also showed that to optimize the classroom visit, school heads are encouraged to observe classes and

offer useful and effective instructional feedback to teachers (Tuytens & Devos, 2011).

Instead of suggesting a change to teachers' behavior on classroom observation, principals' constructive feedback is more effective. Teachers value the opinions and suggestions of their principal. Their behavior will change positively when they are well motivated to participate more and when they are encouraged to do more in making opportunities to happen. During the conference, principals build rapport and harmonious relationships with teachers and provide them good opportunities to assume ownership of their professional learning improvement and teaching endeavors (Kelly, 2014).

The process of providing feedback to the teacher's instructional classroom practice is important. Teachers were encouraged to give their own reflection towards developing self-awareness and self-assessment about their practice. The provision of the actual evidence of teachers' performance concerning their strengths and weaknesses specifically their areas of improvement, were mostly observed (COT-RPMS Manual, 2018). The findings of the research as conducted by Blasé and blasé (2004) indicated two major supervisory behaviors that positively influence student learning: conference with teachers and promoting professional development. Principals confer to teachers to make suggestions, give professional feedback, share opinions, express appreciation, praise for effective teaching, and support team teaching. To develop and even level the competencies of teachers, principals must capacitate them by providing necessary professional development opportunities.

Feedback and evaluation of teachers' performance are important for teaching to improve. In a study conducted by Dornbush & Scott in 2003, it was found out that in self-evaluation, teachers who received feedback on their instructional teaching practices are more satisfied and fulfilled with their teaching practices.

Significantly, stronger relationships were built between the teacher and school head due to the several conducts of observations and classroom visits wherein reflective conversations followed after each observation. In the evaluation process, both teachers and school head significantly improved the authenticity and realistic conduct of supervision and evaluation. This improvement was enhanced primarily through the reflective professional conferences that were regularly done with the teachers observed because rich and factual observations were discussed along the process. The simple informal observations were viewed by both the observer and teachers as a collaborative effort where stress was significantly reduced due to the frequency of visits, the collaborative reflective conversations, and the elimination of the "dog and pony show" where teachers are rarely observed in a year. The immediate feedback provided by the administrators after a short and

informal observation was viewed as highly desirable to teachers. Teachers try to implement the recommendations immediately, knowing their administrators will also observe those changes and recommendations extended in their next observation (Campbell, 2013).

Thus, for effective instructional supervision, supervisors and principals are expected to monitor the teaching and learning process to ensure the quality of service delivery. Principals give feedback to teachers about their performance in the classroom by conferring errors and or commending the teachers for their good performance (Mulkeen, 2010). Moreover, Reed (2001) emphasized that positive feedback about teaching is not critical but instead most teachers have discovered that positive feedback increases motivation and improves instructional practice. Effective communication and feedback between teachers and their superior is very essential in improving teaching performance.

Attaining higher learning outcomes is the result of the improved instructional teaching skills of teachers after effective feedback and evaluation. Berhane (2014) emphasized that improving the pedagogical practices of teachers is a complex process because many factors must be considered. Teachers are the facilitators of the teaching process. Teachers' willingness and acceptance to teach allow teacher-student interactions in the supervisory practice utilizing various pedagogical techniques, methods, models, or processes used by school heads will provide the catalyst for developing any supervisory success. The way teachers gain professional support from school heads and the way teachers view the instructional supervision will give a positive outlook on the outcomes of the supervision process.

Ineffective instructional supervisory practices may lead to low learning outcomes and poor academic performance among learners. Charles, Chris, and Kosgei (2012) suggested that School Heads need to effectively and efficiently supervise teachers by ensuring that they are observed regularly with their prepared daily lesson plans to ensure the proper delivery of the curriculum based on the curriculum guide. Effective instructional supervision, through class observation, aids School Heads in coordinating, improving, and maintaining quality teaching standards in schools.

Therefore, quality learning can only be achieved if it is supervised properly by all those involved in the entire teaching and learning process. If the learner aims at achieving the lesson objectives that the teacher has strived to teach them throughout the lesson, teachers also aim at achieving their goal for the benefit of their learners, while the principal aims at the comprehensive achievement of the learning standards and competencies set for the students and the effective delivery of the lesson plan by the teacher. The demonstration of the teachers' teaching skills and the identification of teachers' strengths and weaknesses are the main concern of the observer during classroom observation (Zaidi, 2017).

Sule et al. (2015) revealed that there is a significant positive relationship between the instructional supervisory practice of classroom observation and teachers' instructional role in the classroom, while Gloria (2016) contended that the inclusion of both internal and external supervision is necessary and it should be effectively utilized to produce maximum benefits for both teachers and learners for the improvement of the whole delivery of the lesson.

In today's conduct of classroom supervision, peer coaching and mentoring are encouraged. It is important to do the coaching and mentoring of teachers individually to improve their teaching performance. The need to extend technical assistance after classroom observation is necessary. Using the result of the Self-Assessment Tool (SAT) and through the analysis of the Individual Professional Development Plan (IPDP) of teachers, school heads may plan actions and activities for their professional development.

Usually, the mentoring process refers to a face to face interaction between a mentor and a mentee within an organization. The more experienced teacher offers support and guidance, help, and advice to the less experienced teacher to facilitate learning and advancement.

The core issues and challenges were embedded in the process of mentoring and coaching. Coaching is traditionally defined as a way of leading the coachee to improve weak performance with effectiveness and organizational improvement. While coaching in an organizational sense has traditionally been viewed as a way to correct poor performance and to link individual effectiveness with organizational performance (Ellinger, A. D., Ellinger, A. E., & Keller (2003). The distinction between coaching and mentoring has not been clear. Bago (2008) stated that during the coaching process, to be effective, establishing and maintaining trust and confidence are essential. When the coach and the teacher respect one another, mediation towards cognitive autonomy (self-coaching and self-evaluation of ones' performance) and effective practice becomes possible.

Mentoring is a structured and sustained process that supports the transition of knowledge from a professional. Expert individual sustains the process to enable the development of collaborative coaching and mentoring between a professional mentor and mentee, a coach and coachee who are ready to accept new knowledge and skills (Stoll et. al., 2006). Mentoring is a process that involves the participation of an experienced supervisor in helping a less-experienced teacher to improve their instructional practice collaboratively. It is a relationship of a sustained and mutually agreeable process intended to aid an inexperienced teacher in developing professional skills. It aims to meet the individual needs necessary for professional growth and development. Mentoring also calls for the pool of competent and talented teachers in improving the quality of teaching by sharing their expertise with those who are novice and inexperienced. Through this, they gain more confidence,

they strengthen their commitment to the profession. Mentors are facilitators of instructional improvement. They do not criticize nor evaluate, but instead, they provide individualized professional guidance and support on a long-term relationship. Effective mentors are good models. They demonstrate positive attitude and character, professional competence and experience, communication and interpersonal skills, and dedication to the profession. As colleagues, they deliver trust, tact, and diplomacy in performing their roles as guides and leaders. They share their skills, knowledge, and attitude acquired from their teaching experience (Bago, 2008).

Regular mentoring and support to the novice observers will help them understand the different aspects of class observation that are unusual. Hence, proficient observers can provide more assistance based on their experiences in the field. Support organizations can provide partnerships to meet the reliable data, feedback, and opinion to a different problem that existed during the formal class observation. This is of great help and they will be more self-motivated and self-assured about their decisions once the observer knows that they have a mentor and coach to depend on (Zaidi, 2017).

Findings from the study of Vikaraman, Mansor and Hamzah (2017) reveal that mentoring involves providing professional and personal guidance and support to an assigned mentee. Effective mentor training and adequate administrative support are important factors to sustain the quality of teaching for new and novice teachers and taking up responsibilities as mentors and coach who play various roles apart from being a teacher. Principals need to conduct mentoring and coaching sessions to help new and novice teachers in facing their first few years in service with confidence. The principals' task is to monitor and provide the necessary support for both beginning teachers and mentors to sustain their instructional role in the organization. Mentoring programs integrate coaching and mentoring skills for training and principals deliver their roles in the area of people development. O'Brien (2018) found that during the period of feedback and conference on the performance of the coach in the coaching process, it can continuously improve high levels of performance.

Mentoring was likened to the buddy system and mentoring programs which are designed to go beyond supporting their mentee for them to feel more comfortable. Mentors who learn how to be coaches perfect their ability to learn to listen and to ask queries with the data they have collected and gathered during and after observation. Reflections from beginning teachers are fundamental to their professional growth. Mentors sometimes become unaware of the data they collected, but when they become trained through the mentor training process, they may apply the concepts learned from the mentoring program during classroom observations that those novice teachers would adapt in ways that would be meaningful to them and their learners. Mentors sometimes hesitate to act like

coaches. They thought they were like principals who always evaluate teachers. But as what good supervisors and principals do, mentors do not judge their mentee, but they evaluate and assess them. They applied their knowledge and skills in the mentoring and coaching process which they have learned from training (Villani, 2002).

Hamlin et al. (2006, p. 326) concluded that “truly effective managers and leaders are those who instill effective coaching into the heart of their instructional practice”. Seemingly, Cordingly and Buckler (2012 p.221) pointed out that for those studies showing a “positive impact on both teacher and learner outcomes” on mentoring and coaching, the most important messages are the processes which involved collaboration, continuous, rooted in a real-life learning situation and supported by experts.

Meanwhile, evaluation is necessary for quality improvement. One of the reasons for low learning outcomes is poor evaluation mechanism, specifically, the principal and teacher evaluation. However, principals perceived their evaluation system as being clearly articulated with standards, which need to be specific and clear. (Kaplan, Owings & Nunnery as cited in Hvidston 2016).

Hvidston (2016) concluded that in order to achieve better performance in teaching, principals' supervision and evaluation of learning through teachers' evaluation of teaching are important factors. Principals need to be supervised in a differentiated manner based on experience and identified priority needs. The pivotal point for the supervision and evaluation of principals will be a cycle of continuous improvement.

However, Darling–Hammond (2012) posited that one of the main criteria for an effective teaching evaluation is that teacher evaluation of output which will be based on professional teaching standards and this is worth enough to assess the quality of teaching across the curriculum resulting in teaching development, from novice to an expert teacher. It recognizes that a teacher evaluation assesses teaching quality across a continuum of development. Aligning to K to 12 basic education curriculum, outcome-based education, and 21st-century learning is the new demand in education, compelling the need to revisit classroom observation. Reed (2001) mentioned that one important technique for learning about effective teaching is observing beginning and proficient teachers while at work in their classrooms. By utilizing the observation tools, the observer will maximize the usefulness of the allotted time spent during classroom observation.

Classroom Observation is a way to ensure quality teaching and it is used to improve teachers' practice. Borg (2018) defined classroom observation as the commonly used process to measure the quality of teaching and learning. It is regarded as one of the major teacher assessment methods because it is the way to

gather and collect rich information about teachers' actual classroom practice and performance, which can then be used for summative and formative purposes (Goe, Bell & Little, 2008). Classroom observation is the observation of teachers' practice and performance while providing reflective feedback learned from the post-conference to improve teaching instructions and improve the learning outcomes of students. It focuses on improving teacher's instructional competence in congruence with the provision of opportunity to address learners' weaknesses in their levels. The main purpose of classroom observation is to enhance the teaching practice, to make instructional skills more visible and encourage co-workers to collaborate in workgroup development to improve their instructional practices and to increase student learning outcomes (Australian Institute for Teaching and School Leadership (AITSL) (n.d.).

Classroom observation usually consists of three main stages: a pre-observation conference, a class visit, and a post-observation feedback (Bailey, 2006; Richards & Farrell, 2011). During the pre-observation conference, the lesson plan and the focus of the visit are discussed (Richards & Farrell, 2011) while during the class visit, observers systematically record the teaching events using a coding system or open-ended field notes and finally, during the post-observation feedback, the observer provides teachers with gathered information about the observed delivery of the lesson. This dialogue between an observer and a teacher during which an interpretation of the teaching delivery and practice takes place (Bailey, 2006).

Murdoch (2000) discussed that during the post-observation conference, observers discuss specific teaching situation rather than their impressions. He as cited in Alshehri (2019) supported the study that post-observation conference between Principals and teachers is considered the most significant stage in the classroom observation process, because new ideas and strategies are suggested by the observer regarding the observed teaching practices of the teacher being observed. Principals should motivate teachers with positive comments and reflection during the delivery of instruction of the teachers' practices. The discovery of gaps and weaknesses during the delivery of instruction may have a crucial effect in giving much criticism to teachers' performance for it might cause a negative effect on teachers' development.

Seemingly, feedback is a way to develop awareness enabling teachers to improve their way of teaching (Bailey, 2006). However, the feeling of stress is sometimes brought out by post-analysis observation feedback between the principal and the teacher observed because of the objective type of feedback mentioned during feedback sessions and the challenges involved (William, 1989). Professional training and development for principals are provided to enhance their knowledge and skills to be more efficient and effective when gathering data on teachers' practice.

Hence, a classroom observation is an indispensable part of every teacher evaluation system. It is a great opportunity for teachers to give and receive direct feedback from their school heads such as the school principal or other head teacher or master teacher. Classroom observation reflects the standards. It shows accuracy and reliability. It is specific because it is based on the accurate data-driven by a particular observer or rater of particular subject (Ho & Kane, 2013).

Based from the researches studied by Goodwin and Hubbell, (2013) a detailed understanding of the observation process is found inclusive based on the collective shared goal of the observation team they had observed, just to achieve an exact observation record, through a clear vision of all the different factors that will build the classroom observation procedure. Therefore, breaking down the limitations of the evaluation of learning into details and then applying them to a practical lesson observation will enable the observer to experience the proper implementation of the observation tool before doing the same in an actual classroom observation. A careful study of the teaching observation tool and a clear understanding of the process is very significant for an observer to be able to execute it properly during the observation process (Antonetti & Garver, 2015).

Even though Sandt (2012) included peer observation on his study that some teachers viewed the practice of classroom observation as valuable and a great way to collaborate with peers, while others view it as unpleasant because they thought that experienced teachers do not have to seek the advice of the inexperienced teachers just to let them know that they were teaching well. Nonetheless, superiors still suggest that peer teaching observations can support teachers' practice as teachers reflect on peer classroom observations to strengthen and improve their teaching delivery (Roberts & Pruitt, 2009).

Generally, classroom teaching observation success depends on the collaborative effort of a team that has to be mutually achieved both by the learners, the teacher, and the observer- the principals. The purpose of the observation process will only be achieved if we aim for it in its true meaning. The ultimate success of the whole concept of classroom lesson observation provide an honest feedback and encourage self-reflection. Grant, Crawford, Schofield (2012) asserted that a challenging task of an experienced supervisor begins with relational or reflective strategy but if their purpose for the supervision is unclear, their supervisory approach will be more challenging. On the other hand, expert principals manage the sensitive balance between support and challenge. Some instructional consequences in supervision are balancing for the good practice through validation of the actual performance and competence of the supervisee as to how the supervisors provide technical assistance.

A more contextualized definition of classroom observation is emphasized with the new demand in the educational process. There is a compelling need to

revisit classroom observation as a positive path towards improving classroom experience and teacher development. Marshall & Young, 2009 (as cited in Kelly, 2014) supported the concept of frequent classroom observations when they revealed that classroom observations can provide a richer description of student learning and instructional strategies. In their studies, they provided information regarding the benefits of observing teachers and providing them with meaningful feedback in the context of teaching adult language learners. Their brief information addressed three types of observations followed by feedback sessions; formal, walk-through, and alternative. Annual assessment of teachers' performance, walkthrough, and alternative forms of observation are all important tools in evaluating and supporting teachers.

Sule, Arop and Alade (2012) discussed in their study that there is a significant influence of the principal's classroom visitation/observation on teachers' job performance. Dealing both classroom visitation and observation is a good strategy through which teacher's job performance can be enhanced. School principals focus on planning and preparation, presentation of lessons, teacher's personality, and relationship during the conduct of classroom observation.

Principals are delegated to do their responsibility excellently with their function of supervising their teachers to perform effectively. Classroom observation plays a vital role in giving positive impacts on teacher effectiveness that can contribute in providing assistance, in clarifying and disseminating school policies, strategies for effective curriculum implementation and in the delivery of classroom instruction to achieve teaching skills and educational leadership (Gloria, 2016).

Conversely, Tesfaw and Hofman (2014); Campbell (2013); Milanowski (2011); Marshall, 2009; Holland, 2004 (as cited in Malunda, 2016) argued that conducting formal classroom observations have little effect on improving teaching practices while informal classroom observations provide a better output on improving the teacher's competence and performance in their pedagogical practices. That is why, superiors and supervisors encourage for more repeated, short, unannounced, informal classroom teaching observations to be implemented by school heads to further influence teachers to perform teaching instructional practices effectively.

Zaidi (2017) posited that various factors affect the process of classroom observations and these factors also manipulate the results of the formal class observation. These factors are the level of student participation, facilities available, student motivation, the actual level of students, duration of observation, preference to a certain teaching style by the observer, preparation of the teacher, qualification, and personality of the observer. Formal classroom observation can very well be controlled and well-organized to make it beneficial for the supervisee. Though, it is said to be a sensitive issue that diffuses a noticeable amount of nervousness and

confusion in teaching the domain, it also leads to the comprehensive and careful handling of information with a positive outlook.

In general, classroom observation provides a great opportunity for teachers to demonstrate and showcase their teaching skills, but the undesirable factor plays as a hindrance for teachers to perform ineffectively.

On the contrary, most of the teachers thought that formal observation of their teaching anxiety and pressure, and that the training of the classroom observer is the most beneficial factor that can affect the outcome of the observation process. Thus, statistics proved the idea that if teachers will be given the proper professional development training and efficient planning by the observer before observations, it will certainly increase the level of practice in a classroom observation (Moss & Brookhart, 2015).

Nonetheless, other findings also demonstrate that school heads prefer frequent informal classroom observations or the walk-throughs in classroom observation to establish exactly the actual classroom scenario and to ensure that the teaching-learning process is accomplished as expected. These walk-throughs, as emphasized by Campbell (2013), provide a better picture of the typical experience in the classroom.

Orenaiya (2014) found that spending a quiet period in a classroom observation with teachers will reveal areas of weakness and steady usage of instructional materials and develop good teaching skills. External supervisors come to observe teachers either in the informal and formal instructional practices. Therefore, principals are advised to always engage in an intense and constant monitoring of teachers' delivery of instruction to determine the actual teaching and learning process in class. Reed (2001) contributed that school-based observation and teaching experiences are the bridge between the worlds of theory and practice. Observing a teacher may not tell you how you teach but it will show you a great deal about how to teach.

Consequently, either formal or informal classroom observation will still be a good process of providing feedback to a teacher's classroom practice and instruction. Professional, technical, and, instructional assistance extended to teachers delivered good feedback in improving quality input for the continuous improvement of teachers' practice. The provision of opportunities for the sharing of ideas and expertise promotes mentoring and coaching among colleagues. This encourages reflective evaluation to teachers and develops awareness about their own performance as it provides evidence of their actual teaching practice, unraveling their strengths and areas for development and the effectiveness and efficiency of their teaching and learning practice. In conclusion, classroom observation aims to visualize teachers' classroom practices. Effective classroom

observation is based on a set of standards and competencies that can assess teaching quality across continuous improvement (Darling-Hammond, 2012).

With regards to supervision and classroom observation, Alila (2016) concluded in his study that it is necessary to reflect on the supervision practices clearly. When it comes to the teachers, the role of a learner may be difficult to follow and understand, therefore, the supervisory style is adjusted to the supervisee's personal learning style or as it can also challenge the supervisee's style that could promote her or his wider development (Bernard, Clingerman, & Gilbride, 2011).

According to Cogan (2003) supervision is a vehicle for developing professional and responsible teachers who are capable of analyzing their own performance, open to change and assistance from others, and above all, are self-directing. The proper domain of supervision especially clinical supervision is the teachers' classroom behavior and not the teacher as a person. The focus is to understand what happens in class, rather than to attempt to change the personality and behavior of the teacher.

All the foregoing citations are nipped in the bud once instructional leaders face the tasks in conducting classroom observation. As discussed in the literature part, several issues confront the instructional supervision process; and this study further explored the principals' perspectives and practices in fulfilling their mandates, obligations, and leadership roles as instructional leaders.

On the above aforementioned related literature, Alshehri (2019) also reveals in his study that stress is inevitable to teachers when observed in a full-length subject lesson because they feel that they are adjudged on the delivery of their lesson where their best teaching effort was shown. Moreover, there is variation in their attitudes towards post-observation feedback according to the individual personality of teachers. Some teachers positively react to post-observation feedback, while others refuse to have feedback. They view classroom observation as a threatening practice of the observer which might lead stress to them. (King, 2015; Shah & Al Harthi, 2014).

In connection with this, Sule et. al., (2015) posited that failure to supervise teachers in classroom instruction, effectiveness in instructional teaching will be sacrificed and the purpose set in observation may not be achieved. Negligence in conducting the delivery of instruction and teaching practices through improper instructional supervisory practices of the principals may continue to be practiced without awareness (Nakpodia, 2011).

After an extensive search through peer review databases, the result from the study of Goldhammer (2003) stressed that if supervisors are to spend more of their time in classroom visits and observation followed by helpful post conferences

and reflective feedback, there is a great possibility that teachers would probably have friendlier and a more positive attitude towards class supervision. O'Brien and Blue (2018) found out that there are explicit learning behaviors and dispositions that represent positivity in a learning context, the identified pedagogical practices that are effective for fostering these behaviors and dispositions.

Classroom observations, which make up the majority of teacher's summative ratings in most districts, are one way to allow teachers to receive meaningful and direct feedback about their teaching practice. Classroom teaching observations' ultimate goal is to improve instruction through clear expectations for delivering effective teaching and helping teachers meet those expectations through high-quality feedback and support. They can also extend the development of resources to help teachers address their areas of improvement.

The goal of any educational activity is to bring about improvement in the learner. Supervision of instruction through classroom observation seeks to do this by bringing about improvement in teachers and invariably in the learner. It is in the light of this claim that this study aimed at describing the school heads' perspectives and practices on classroom observation with their most significant experiences as this will help in the development of self-learning toolkit in-classroom observation.

Classroom observation result or feedback is a part and parcel of the overall performance rating of teachers. School Heads are the key personnel in conducting classroom observation. Now that classroom teaching observation serves as an avenue for technical assistance for teachers, this study, delved into describing the public school head's perspectives and practices on how classroom observation is implemented in the field. Likewise, the study addresses this gap by exploring their experiences and stories that will support the improvement of their supervisory practices and function in conducting classroom teaching observation through the development of a self-learning toolkit.

Today, parents and guardians of students are very much aware and involved in the kind of education given to their children. Certainly, they show their concern to their children and want to be assured that they are being taught better and that learners received a quality education. Instructional supervisory practices through classroom observation, help school heads in improving the teachers' performance and the classroom instructions because teachers are made more competent and efficient, which will make parents more satisfied with the performance of their children.

Indeed, quality instruction happens in every classroom and every teaching-learning situation. As a consequence, this study was inspired by the fact that classroom observation has to be seriously undertaken and that the feedback gathered by the principals should lead to relevant decisions that would help improve

teachers' and students' outcomes. It is on this premise that the study aimed at describing the experiences of the School Heads' perspectives and practices on the conduct of classroom observation and its contribution to teachers' performance in both public elementary and high schools.

Since the school heads are among the key persons who usually evaluate classroom teaching through classroom visits, the present study is interested in delving into the school heads' / principals' perspectives and practices on classroom observation in particular, and in supervising instruction in general. Their experiences and stories in performing their supervisory tasks are deemed substantial sources of insights for a possible development of a relevant self-learning toolkit which the present research aims to produce as ultimate output. The toolkit that the study will develop is hoped to serve its purpose of guiding the user in performing classroom observation following the necessary protocols and procedures that would ultimately lead to improved teaching.

Findings of the study are hoped to greatly contribute to the educational institution specifically, to all instructional leaders who are still novice school heads and master teachers who conduct classroom observations. The self-learning toolkit on classroom observation can be used as their instructional tool guide for the continuous improvement of teaching practices, improved learning outcomes, giving relevant technical assistance, and providing mentoring and coaching support to teachers. The study may also contribute as input or basis to the Curriculum Implementation Division (CID) in providing technical support for the implementation of the articulated basic education curriculum. It will also serve as a humble contribution to the instructional leaders on the field, specifically, the novice school heads in the proper conduct of classroom observation.

It also intends to gather derive inputs from the experiences of school head for the development of a self-learning toolkit in classroom observation for instructional leaders. Specifically, the study seeks to; (1) describe the participant-principals' perspective on the conduct of classroom observation and (2) describe the classroom observation practices of the participant-principals.

The study is limited to elementary and high school principals in Public Schools within the two Divisions who voluntarily participated in the study. This sample population represents a small number of participants from Principal I to IV with more than 5 years of experience as school administrators, with some nominated as Most Outstanding Principals. The experiences described in the study reflect the perspectives and practices of select principals within the different Districts of each Division.

METHOD

This study utilized the descriptive phenomenological qualitative approach to describe the perceptions and practices of principals and reflect on the essential themes of their experiences (Creswell, 2007). The phenomenological research method is used to investigate the lived experiences and perspective standpoint of the participants' thoughts. It is a way of describing something that exists as an integral part of the world. "We are surrounded by many phenomena" (Astalin, 2013). The purpose of phenomenology is to reduce individual experiences with a phenomenon to a description in the universal essence (Creswell, 2013 p. 26). It studies the world as it is experienced by people (Dahlberg, Dahlberg & Nystrom, 2008). As a study of lived experiences, phenomenology "is a critical methodology that invites us to revisit our conscious experience and open ourselves to the emergence of new meaning or at least the authentication and renewal of our present meaning" (Barkway, 2001, p. 192). In phenomenology, the notion of lived experience is narrowed to include only those experiences that "carry the index of reality with them" (Giorgi, 2009, p. 236). A phenomenology is an approach to qualitative research that focuses on the commonality of a lived experience within a particular group.

A variety of research methods were carefully considered for this study. Due to the nature of the needed data, specifically stories from the field, qualitative methods seemed most appropriate. Specifically, the phenomenological approach is the appropriate methodology for this research as the investigator attempted to describe the experiences of the participants (McMillan & Schumacher, 2010).

A phenomenological method was chosen for this study because the aim was to explore the experiences of the participants in the context of conducting classroom observation. Creswell (2014) also described phenomenology as a method that explores the lived experience of a group of individuals who have experienced the phenomenon. In adherence to research ethics and data privacy policies, the identities of the participants and their respective schools of the assignment are concealed in the entire paper. Pseudonyms were used to represent them.

Twelve (12) identified high performing elementary and secondary public school principals in the two Divisions in Central Luzon comprised the participants (P1- IV with more than 5 years of experience as Principals). Although all principals conduct classroom observation, this study included only the participants who were nominated by the Division as most outstanding administrators and those who were cited by their superintendent to have successfully functioned their role as an instructional supervisor at their schools which helped improve instruction based on performance records filed at the Division Office.–Participants of this study were selected through purposive sampling, the process of selecting participants based on their experiences of the topic, and the information they can share (Patton, 2002).

The researcher intentionally selects participants who have experience with the central phenomena or the key concept being explored in the field of classroom instruction.

The research instrument used in this study was an open-ended interview guide. Pertinent data were gathered using the researcher-made interview questionnaires about the lived experiences, perspectives, and practices of school principals. There are 3 key questions and pivot questions that explored the experiences of principals on classroom observation. Questions were in the descriptive form to allow participants to portray their experiences and perspectives in their own words and in their own contexts. Aside from the guide questions on classroom teaching observation of school heads, pivot and follow up queries were asked to further substantiate and illustrate the views, opinions, and narration of participants' experiences. The content was validated by three (3) experts, one from educational administration, an expert in qualitative research who was a former school head, and an expert on classroom observation, a national representative in the crafting of COT-RPMS. A field-test of the interview questionnaire with one school head was conducted to determine whether the interview schedule was effective in its ability to gather information needed to address the research questions.

The validators found the instruments valid in terms of the responsiveness of the questions to the research objectives. The accuracy of language and grammatical soundness were likewise ascertained during the content validation process.

Permission from authorities was sought before any form of data gathering was done. A formal letter was served to the Schools Division Superintendents of the two Divisions respectfully asking permission to select public elementary and high schools from the list of participants selected in the study. The suggested list of names who were already nominated as the most outstanding administrators by their Division was consolidated. Upon the approval of the request, the researcher provided the participants with a letter to explain the purpose of the study and the procedures to be used in the research study. All the participants read and signed the informed consent prior to their participation in the study.

The data were collected through face-to-face interviews with participants ranging from forty minutes to one hour. The interview was conducted for a period of two months. The general interview protocol was used as a guide in the interview and open-ended questions were likewise utilized to encourage participants in sharing their experiences. This is a way to allow them to expand on their ideas. Follow-up questions were also used for clarifications. The researcher personally delivered the formal request to each of the participants, asking for their permission

to be part of the study. After acceding to the request, an interview was scheduled in consideration of both interviewers and interviewees' convenience and availability.

The interviews were audio-recorded and transcribed to ensure efficiency in providing all 12 principals with their transcripts for verification. Seidman (2013) suggested that an interviewer actively listens to participants' responses, audio-record interviews, and take field notes. To analyze the data, an open coding which involved breaking down the data in beginning the process of categorization was started.

Data were constantly reviewed as new data were collected. Each document was then analyzed and coded. Coding of documents (Cope, 2010) is nothing more than assigning some sort of shorthand designation to various aspects of data so that specific pieces of data are retrievable. The coding of data was achieved by using several types of coding procedures. Open coding was utilized to identify expansive segments of data that were of interest. Axial coding, also known as analytical coding, was then used to combine open codes that appeared to be similar or share some type of meaning. An examination of axial coding allowed the researcher to begin the process of selective coding. Selective coding was done in the development of core categories, or themes, demonstrating recurring patterns in the data.

Themes were interpreted as those overpowering concepts that emerge from the data. For this study, the active listening to participants' responses, replaying the audio recordings, and transcribing the interviews helped the study detect key phrases before making notes in the margin. Field notes that captured the contextual setting and nonverbal cues from participants were also included in the data analysis. Transcribed information and audio recordings were e-mailed to each participant for verification and member checking. The participants' input was used in the final analysis. To ensure the privacy of participants, a pseudonym was assigned where it was used as audio files and as participants' transcribed interviews. Also, internal and external auditors examined the analysis of data from coding, categorizing, and development of themes.

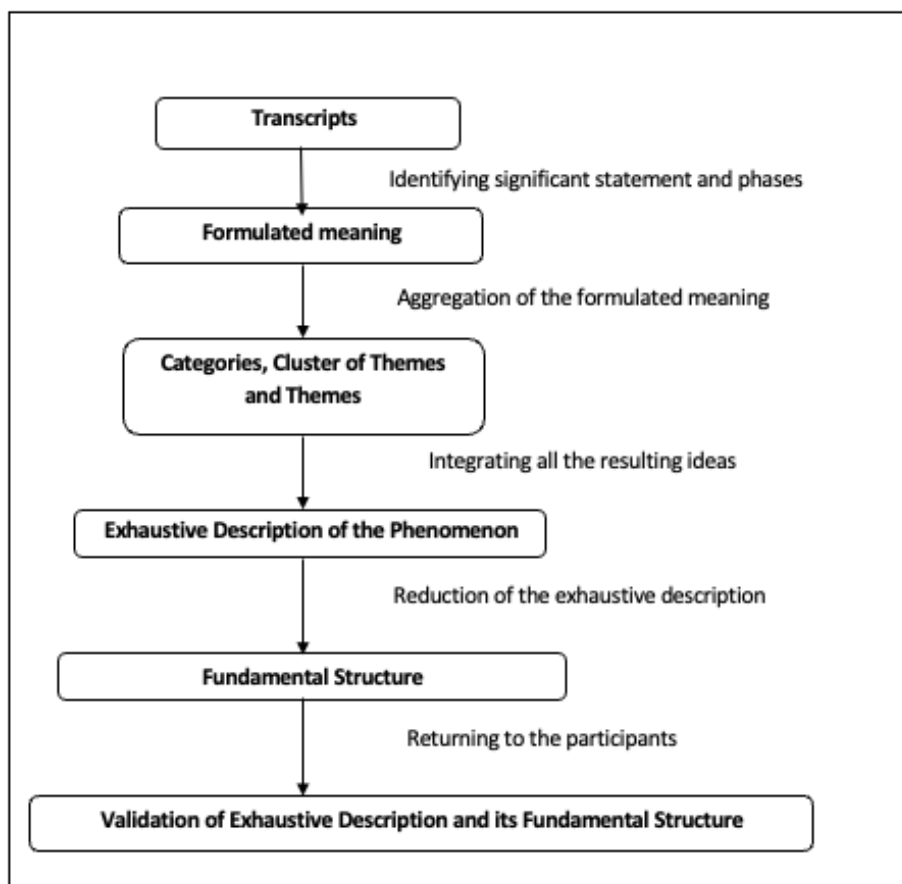
The study used the following steps represented under the Colaizzi process for phenomenological data analysis (Sanders, 2003; Speziale & Carpenter, 2007). From every transcribed participant's response, significant statements relevant to the phenomenon were carefully extracted after intensive and extensive reading of the shared experiences/responses. After this, identified statements were recorded with their pages and line numbers. Each statement was interpreted and assigned meaning. Afterward, these meanings were categorized and eventually clustered into themes and major themes. Results from this classification activity were integrated into an exhaustive description of the phenomenon under investigation. From this, the fundamental structure of this subject was comprehensively described.

As a concluding step, the exhaustive descriptions and fundamental structure were validated to compare descriptive results against the participants' experiences.

Figure (1) illustrates the process of descriptive phenomenological data analysis created by Colaizzi.

Figure 1

A Summary of Colaizzi's strategy for Phenomenological Data Analysis (Developed by Shosha in 2010).



Similar to Colaizzi's strategy, Creswell (2013) elaborates phenomenological data analysis based on the following steps to: First, the study was based on the own experiences of the participants leading to the identification of personal judgments and prejudices and that the process of analysis will not be affected. Next, the researcher continues with the process of data "horizontalization". The next step refers was about the recording of relevant quotes of the specific phenomenon under

study and gives them equal value with regard to the groups' expressions where the textual description begins. Significant topics relevant to the phenomenon were grouped into units of formulated meaning with their textual description, "ad verbatim" quotations and the structural description. Finally, the study proceeds to identify the essence of the phenomenon according to the textual and structural analysis.

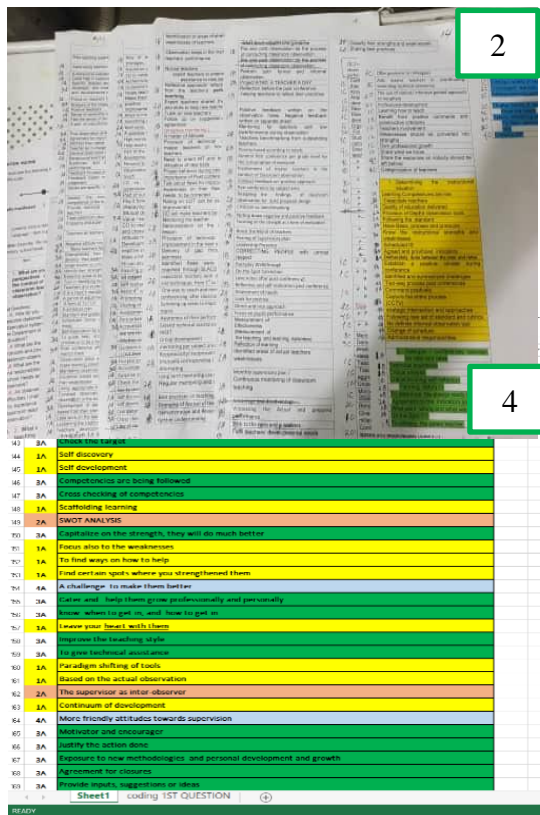
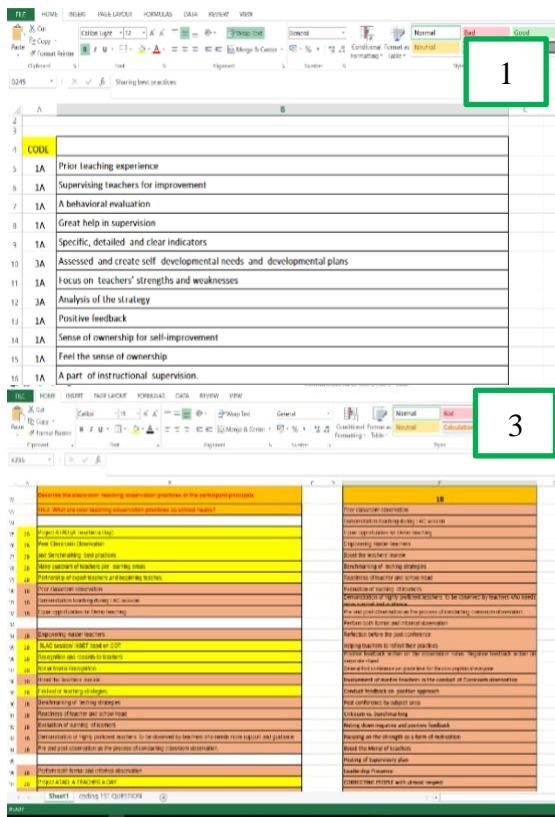
The same strategy by Moustakas (1994) is followed where a series of steps such as extracting the significant statements in the interview transcripts of the participants responses, meanings were developed into units and themes aggregated from these statements. Then, description was developed based from the individuals' lived experiences and the context of their experiences. Final step is the reporting of detailed description of the common experiences of the several individuals' responses relevance to the phenomenon and essence of the common responses.

It is advised to state: "Bracketing, is an important assumption of Husserlain phenomenology, to declare biases, assumptions and presuppositions which were also set aside" (Gearing 2004). This aims to gather participants' description of the phenomenon. The data gathering procedure was treated objectively as none of the responses were influenced by the researcher (Chan, Fung & Chien, 2013). Moreover, the aforementioned abstained from imposing her assumptions in the result and structure of the data (Ahern, 1999; Gearing, 2004; Speziale & Carpenter, 2007). Bracketing as a way to ensure validity of data collection and analysis, suspend judgement and maintain the objectivity of the phenomenon (Ahern, 1999; Speziale & Carpenter, 2007). In addition, bracketing was used to ensure that the responses of each participants were viewed as having equal value; and all relevant statements were gradually reduced into a statement that captured the essence of the phenomenon (Creswell, 2013). It also helps to expand the insight of any lived experiences into the common features. Husserl denoted that each structure must be considered as the true nature of the phenomenon (Lopez & Willis, 2004; Wojnar & Swanson, 2007).

Each transcript were read several times to gain a sense of the whole content. During this process, thoughts, feelings, and ideas relating to the theme were added to the bracketing. This helped explore the phenomenon as experienced by participants themselves.

The following images were the transcribed, categorized and coded data which were exhaustively validated;

The following images were the transcribed, categorized and coded data which were exhaustively validated;



Full view of the parts of the process performed are found in Appendices.

Finally, the researcher derived the essence of the phenomenon of classroom observation by synthesizing the textural and structural descriptions. According to Creswell (2013), the “essence” of the experience represents the culminating aspect of a phenomenological study thus, steps were followed to provide a rich, thick description of the phenomenon being studied.

FINDINGS

Principals Perspectives on Classroom Observation

Based from the experiences on the conduct of classroom observation, the school heads shared their responses on the question “What are your perspectives on the conduct of classroom observation?”

There are four (4) broad themes that emerged from the analysis on the experiences and perspectives of school heads on classroom observation: Follow the Compass: Standards-Based Observation System, Setting the Micrometer: Measuring Teacher’s Performance, Adjust the Wrench: Changing Orientation on Classroom Observation and Raising the Bar: Monitoring Classroom Practices for Quality Learning.

Table 1

Theme 1: Follow the compass: Standards-based observation system

Emerging Theme (Cluster of Themes)	Theme
Standardized Evidence-Based Observation Protocols in Observation Following Observation Process Following well-defined rubrics/indicators Mandate on Instructional Supervision	Follow the Compass: Standards-Based Observation System

The participants perceived classroom observation as a Standards-Based Observation System. From the codes extracted from the key points, the school heads consider classroom observation as standardized-evidence-based observation because it has well-defined rubrics/indicators and there are protocols and observation processes to follow. Also one of the subthemes that emerged is that classroom observation is a mandate of school heads as part of their task on Instructional Supervision.

Subtheme: Standardized Evidence-Based Observation

The participants regarded classroom observation as standardized evidence-based because it is a DepEd standard with a schedule plan and it is graded with specific and detailed indicators to be met. They also considered it as a tool in identifying and assessing teacher’s competence. In their accounts of the events surrounding the conduct of classroom observation standardized evidence-based observation participant principals A, B, E, and G shared statements:

Subtheme: Protocols in Observation

The participants considered classroom observation as standard-based because there are protocols to follow. The school heads shared their experiences in the conduct of observation as well as the protocols they follow such as the use of Classroom Observation Tool (COT) and observation notes. During observations, they follow a schedule, and the supervisor or other co-observers are the inter-rater. There are also formal and informal observations and it is conducted the whole year round because every teacher should be observed four times a year. Also, a

classroom observation is conducted to accomplish 70% instructional supervision of school heads. The participants' responses indicated that classroom observation is a part of instructional supervision and they follow a scheduled formal observation which is listed in the monthly supervisory plan for them to be ready.

Subtheme: Following Observation Process

Following Observation Process was a supported theme. There are eight (8) codes which emerged from this sub-theme and these are the following: using appropriate strategy for their needs, open communication in doing instructional supervision, teachers and student involvement in evaluation, well verse and not guessing, deliberately done between the rater and rate, agreed and prioritized indicators, capture the entire process and teachers being observed follow time allotment.

Subtheme: Following well-defined rubrics/indicators

The participants-principals had a unique perspective of comparing their professional and personal experiences in following the indicators for classroom observation. The codes that were extracted from the statements of the participants are strategic intervention and approaches, assessing the teachers on the indicators, recorded and graded based on rubrics, well-defined indicators for evaluation, essential areas to be improved and following a new set of standards and rubrics.

Subtheme: Mandate on Instructional Supervision

The fifteen participants reported that classroom observation is indeed a mandate on instructional supervision. Accountability to the results, gauge teacher's competence, accountability to God, justify the action done and value/essence of being a school head are the codes of this subtheme. Participants shared their views on how classroom observation became a mandate in the instructional supervision role of school heads.

Table 2
Theme 2: Setting the micrometer: Measuring teacher's performance

Emerging Theme (Cluster of Themes)	Theme
Performance-Based Assessment Form of Reflection for effective Feedback Promoting Professional Development Improving Teacher's Performance through Technical Assistance	Set the Micrometer: Measuring Teacher's Performance

The second theme that came out from the perspectives of the participants on the classroom observation is set the Micrometer: Measuring Teacher's Performance.

The five sub-themes that emerged from the codes were Performance-Based Assessment, Form of Reflection for effective Feedback, Promoting Professional Development and Improving Teacher's Performance through Technical Assistance.

Subtheme: Performance-Based Assessment

Analysis of the data indicated a first sub-theme from the codes that classroom observation was used as a quantitative and qualitative assessment of teachers' performance, assessment of the knowledge and instructional competence of the teachers, the supervisor and supervisee performed their role on the assessment of performance, COT as part of RPMS, way of benchmarking of all the best strategies and graded so teachers give their best in observation.

The sub-theme indicated that teachers be assessed to improve their instructional competence and performance.

Teachers can be assessed on their performance in teaching using the classroom observation tool. The assessment leads to the creation of self-developmental needs and developmental plans. They are graded so teachers give their best in observation.

Subtheme: Form of Reflection for Effective Feedback

Majority of the principal-participants, specifically discussed that their perspective on classroom observation is a form of reflection for effective feedback

Feedback was based on the description during classroom observation of the principal-participants. The principal participants responded that they give more positive feedback to help teachers feel a sense of ownership and self-realization. They want to have a personal touch with their teachers. Post-conference serves as the personal touch to help their teachers reflect on their performance in teaching.

Critical thinking and analysis, self-reflection and self-realization were also developed by teachers during post conferences.

The interviewee also believes that post conference help teachers reflect on their teaching practices.

Subtheme: Promoting Professional Development

Principal participants A and K shared their own perspectives through their experiences as they promote the professional development of their teachers as indicated in the codes. identify and develop their teachers’ strength and weaknesses; strengthened their developmental needs; develop their teachers’ skills and strategies; spot areas for improvement; assist and capacitate 4th quadrant teachers; cater and help them grow professionally and personally and give technical assistance.

Subtheme: *Improving Teacher’s Performance through Technical Assistance*

The majority of the principals agreed that improving teacher’s performance through technical assistance is a way of supervising teachers for improvement. It focuses on strengthening the teachers’ strengths and weaknesses during pre and post-observation as the process of conducting classroom observation.

Table 3
Theme 3: Adjust the wrench: Changing orientation on classroom observation

Emerging Theme (Cluster of Themes)	Theme
Positive Outlook on Classroom Observation Attitude of Teachers toward Observation Influencing and Motivating teachers A Challenge to Observer and Teacher	Adjust the Wrench: Changing Orientation on Classroom Observation

These are the extracted codes and categories on the views of the school heads on classroom observation with the theme adjust the wrench: Changing Orientation on Classroom Observation emerged and there were four sub-themes.

Subtheme: *Positive Outlook on Classroom Observation*

The majority of the participants specifically discussed a positive outlook on classroom observation. They stated that classroom observation is a positive way of gauging teachers’ improvement. Attitude matters while teachers perceived it to be good. Others treat classroom observation with positivity and CO makes teachers ready.

Subtheme: *Attitude of Teachers toward Classroom Observation*

The participants’ attitude on classroom observation is both positive and negative. The positive attitude is manifested in their views that classroom observation creates more friendly attitudes towards supervision, establishes a

positive climate during the conference, provides commendations, makes teachers feel that CO is positive, while others behave otherwise. They believe that it is a normal attitude and behavior for teachers to become nervous during observation, also known as the Hawthorne Effect. The negative attitude of teachers' on observation is noted.

Participants positive attitude on classroom observation are revealed. On the other hand, participant P-E shared his perspective on the negative side.

Subtheme: Influencing and Motivating teachers

Another perspective that emerged from initial categories is influencing teachers. Principal participants concluded the following themes as their perspectives on classroom observation. The following themes are as follows: boosting the teachers' morale, motivating teachers to be open to Classroom observation, you give your heart into it, high morale of teachers after the observation, motivator and encourager, know the instructional strengths and weaknesses and boost the morale of teachers.

Principal participants J emphasized his perspective that classroom observation is a way of influencing teachers by appreciating them so they will do more and they will do better if they were motivated.

Subtheme: A Challenge to Observer and Teacher

In the emerging sub-theme: a challenge to the observer and teachers the participants view classroom observation as challenging, difficult to conduct, challenging and difficult for neophyte teachers, the conduct of classroom observation is taxing, challenging to the observer, administrative responsibilities, source of conflict between observer and teacher and a challenge to make them better. Moreover P-G, agreed on the idea that it is a challenge and difficulty.

Table 4
Theme 4: Raising the bar: Monitoring classroom practices for quality learning

Emerging Theme (Cluster of Themes)	Theme
Promoting Quality Learning Improving Teaching and Learning Process Providing Instructional Assistance Monitoring adherence to teaching and learning	Raising the Bar: Monitoring classroom practices for quality learning

Consolidating the key informant's responses, the four sub-themes emerged encompassing classroom observation perspectives with the theme: Raising the Bar: Monitoring classroom practices for quality learning. With all the various tasks that a school principal has to perform, the following sub-themes were extracted from the perspectives on classroom observation: promoting quality learning, improving teaching and learning process, monitoring adherence to teaching and learning and providing instructional assistance.

Subtheme: Promoting Quality Learning

Principals serve as the stewards of the school. The assurance of achieving higher learning outcomes of learners is the main goal of every leader, thus, to achieve this, no teacher should be left behind. Principals need to help and monitor teachers in improving the adherence of the teaching and learning process through classroom observation. The participants shared the role of classroom observation in promoting quality learning. They emphasized that observation is focused on instruction, classroom observation as evidence in making students learn, learning competence are met, and making sure that quality of education is delivered.

Subtheme: Improving Teaching and Learning Process

The emerging themes of principal participants that support the improvement of teaching and learning process were the following: assess and create self- developmental needs and developmental plans, ensure the improvement of the learning process, improve their capabilities in developing their lessons more, assist and capacitate our teachers for the improvement of the teaching and learning process, provide exposure to new methodologies and personal development and growth and the significance of observation in helping improve teachers' performance.

Some principal participants mentioned that classroom observation help improved the teaching and learning process.

Subtheme: Providing Instructional Assistance

Some principal-participants like A and J stated their perspectives on classroom observation as a form of providing instructional assistance. These are emerging themes of the following initial categories: post observation analysis, post-conference after classroom observation to mentor them, aid in the provision of technical assistance, and provide inputs, suggestions or ideas.

P-A and P-J emphasized that classroom observation is highly significant for teachers in providing instructional support to teachers.

Subtheme: Monitoring adherence to teaching and learning

Principals, as observers, reported some limitations regarding the classroom observation they conducted in their context and suggested some procedures to improve it. This could explain why principals need to do their instructional role of monitoring and supervision of instruction in teaching and learning.

On the other hand, principal. P-A shared her perception on what happens during classroom observation. P-A also relate classroom observation in monitoring as adherence to teaching and learning.

Classroom Observation Practices

Table 5

Theme 5: Level the practices: Classroom observation strategies

Emerging Theme (Cluster of Themes)	Theme
Empowering the Master Teachers Technical Assistance on Teachers' Needs Observation Techniques Improved Learners' Performance Positive Attitude of Observers	Level the Practices: Classroom Observation Strategies

The research question responded to by the principal-participants was, "What are your classroom observation practices as school heads?" There are three themes to the teaching observation practices of school heads. Theme 5 Level the practices: Classroom Observation Strategies, theme 6 Hold with Tongs: Grasping the Purpose of Observation practices and theme 7 Nuts and Bolts of Conferencing: Effective Feedback to Support Teaching.

The sub-themes that emerged from the initial categories of codes of classroom strategies were empowerment of the master teachers, technical assistance on teachers' needs, observation techniques, improved learners' performance, and positive attitude of observers.

Subtheme: Empowering the Master Teachers

The researcher's analysis of the data indicated the participants' view that the classroom observation provided opportunities for school principals to assist and empower the master teachers in extending technical assistance to their co-teachers.

The following codes emerged from the sub-theme of empowering the master teachers. Peer classroom observation, identification of strategies from the demonstration, equal opportunities for demo-teaching, demonstration and review of

observation for further understanding, the involvement of master teachers in the conduct of classroom observation, way of gauging strategies used for improvement, focusing on the strength as a form of motivation and teachers act as a facilitator.

P-D and P-B shared their teaching classroom observation practices before, during, and after the delivery of the lesson. In consonance with this is their provision of technical assistance to master teachers on how they will observe teachers and pupils in an actual classroom scenario.

Principal-participants indicated that principals assist master teachers the way they assist proficient and beginning teachers as part of their classroom observation practices. The administrators assigned master teachers to do the classroom observation.

On the contrary, principal-participant C shared his practices on the conduct of classroom observation. In the absence of master teacher position in the school, peer classroom observation and demonstration of highly proficient teachers to beginning teachers was practiced as a way of exhibiting effective strategies for improvement gauging strategies used for improvement.

Subtheme: Technical Assistance on Teachers' Needs

Analysis of the data indicated the principal participants teaching observation practices themes and the are as follows: extension of technical assistance through School Learning Action Cell (SLAC) and In-Service Training (INSET), identification of areas of strength and weaknesses of teachers and provision of technical assistance to master teachers on how to observe teachers, benchmarking of teaching strategies, the extension of technical assistance of experts to new teachers, witnessing the actual and prepared performance, letting teachers improve by themselves, fulfilling teachers' developmental needs, and letting teachers improve by themselves.

In addition to the principals' practices on the provision of technical assistance on teachers' needs, these key informants candidly said that through this study, there were lots of ways identified to extend technical assistance to address the weaknesses of teachers.

Subtheme: Observation Techniques

The sub-theme recurred throughout the data code set presented was Observation Techniques. The emerging themes on rating using COT can be used as areas for improvement, for monitoring of their performances, as repeated observation, an individual coaching and approach after the observation, as reflective approach/reflective evaluation from the teacher's performance on

teaching, to perform both formal and informal observation, an everyday walkthrough, pre and post-observation as the process of conducting classroom observation and “*tutok*” on new teachers.

Subtheme: Improved Learners’ Performance

Continuous actual teaching performance enhances teaching but not 100%, everyday preparation of actual teaching, awareness of their performance and focus on pupils’ performance are the coded initial theme reported as the principals’ practices in the conduct of classroom teaching observation. The school heads perceived that there is an improved performance among learners which is attributed to the conduct of classroom observation.

Conversely, other participants negate that classroom teaching observation improved learners’ performance. Despite the differentiated practices done by the participants, still there were some needing improvement at least to enhance teaching but not 100%.

Subtheme: Positive Attitude of Observers

The researcher’s analysis of the data indicated one of the best practices in conducting classroom observation is having the positive attitude of observers.

The realizations of participants’ responses unfasten the positive attitude of teachers on classroom observation. P-A, P-H and P-I emphasized that they make teachers feel that Classroom observation is positive. That positive attitude of observers and teachers is a great factor to make classroom observation effective.

The participants reported that big part of their best practices is to help teachers to perceive that classroom observation is good and that they treat classroom observation with positivity. They want to engage teachers to embrace observation because this will serve a part of their continuous learning.

Positive attitude brings out success in everyday teaching. There seemed to be no bad day to a principal and a teacher with a positive attitude.

Table 6

Theme 6: Hold with tongs: Grasping the purposes of observation practices

Emerging Theme (Cluster of Themes)	Theme
Observation Tutok Observation Model Practices Observation Assistance	Hold with Tongs: Grasping the Purposes of Observation Practices

The Observation Tutok, and Observation Model Practices, and Observation Assistance were the sub-themes that emerged from the initial categories of code. The final theme that surfaced was Hold with Tongs: Grasping the Purposes of Observation Practices.

Subtheme: Observation Tutok

The researcher's analysis of the data indicated four supported themes as principals practiced Observation Tutok and these are the Project ATAD (A Teacher A Day), peer classroom observation, make quadrant of teachers per learning area and on the spot classroom observation.

P-C and P-E exemplified a response regarding the enhancement of content knowledge. The response was the representative of the proficient responses.

Subtheme: Observation Model Practices

Principal participants indicated a sub-theme of observation model practices that is connected to the Classroom observation practices. Based from the initial categories of code, the following codes were extracted: Benchmarking and sharing of best practices on teaching strategies and from outstanding teachers, an exemplary teacher for the month, expert teachers shared their knowledge and skills to help new teachers, recognition, and rewards to teachers, social media recognition, mutual dependence/collaboration, reciprocity principle, the practice of festival of teaching strategies and planning before instructional supervision.

P-A and P-H reported experiences during school observation concerning expert teachers who shared their knowledge and skills to help new teachers.

Subtheme: Observation Assistance

Observation assistance was the sub-theme that emerged from the code of participants. The principals reported that classroom observation for teachers provided opportunities for assistance and improvement. The following initial categories came up to support the sub-theme: One way to coach and mentor teacher is through post conferencing after classroom observation, the partnership of expert teachers and beginning teachers and coach and mentor following the quadrant.

Another participant responded that the teaching classroom observation offered such opportunities to participate in observation assistance such as giving mentoring and coaching sessions following the teachers' quadrant.

Table 7**Theme 7: Nuts and bolts of conferencing: Effective feedback to support teaching**

Emerging Theme (Cluster of Themes)	Theme
Reflective Practice on Post Conference Constructive Feedback Evaluation of Teachers' Effectiveness	Nuts and Bolts of Conferencing: Effective Feedback to Support Teaching

Theme 7 is on effective feedback to support teaching and the metaphor used is Nuts and Bolts of conferencing. The three clusters of themes that emerged from the researcher's analysis of the data indicated three sub-themes as reflective practice on post-conference, constructive feedback, and evaluation of teachers' effectiveness.

Subtheme: *Reflective Practice on Post Conference*

The first supported sub-theme was the Reflective Practice on Post-Conference indicated distinguished responses from principals. P-H, P-E and P-A specify their observations on practicing reflective approaches and self-realization during the post-conference after conducting classroom observation.

A reflection of learning and self-realization post-conferences with the teacher right after the observation in the class were some of the visible observation practices of principals to help teachers in self-learning and self-improvement from her own teaching.

Reflective Practice on Post Conference is one of the sub-themes and it explained the giving of reflection before the post-conference with the teacher. The agreement will be made on re-strengthening their teaching skills. Reflection before the post-conference is essential to help teachers reflect their practices.

Subtheme: *Constructive Feedback*

The second supported sub-theme was the Constructive Feedback. Initial categories that emerged from codes were: conduct feedback direct, nice and positive approach, on-the-spot correction, direct to the point, tell directly the needs in detail, dialogue/conferences between the rater and ratee, provide inputs/modeling, correcting people with utmost respect, immediate and flexi-time conversation, providing suggestions, comments, praise, rewards and follow up on agreements, provide positive feedback, look for positive, affirm something good, and note down negative feedback, talk about flaws for improvement, to make things better.

Subtheme: *Evaluation of Teachers' Effectiveness*

Evaluation of Teachers’ Effectiveness was the sub-theme that described principals practices in terms of the code that emerged from the measurement of effectiveness in their teaching and learning episodes, the agreement of observer and teachers on the indicators and areas, what went wrong and what went right during and after classroom observation, the use of an innovative tools for monitoring observation and the demonstration on the delivery of the lesson.

They perceived classroom observation practices as a guide to evaluating teachers’ effectiveness in the delivery of the lesson. Principals described the practices in which classroom teaching observation was implemented with the teachers.

Classroom Observation in Improving Teachers’ Performance

The research question responded to was, “How can classroom observation be used in improving your teachers’ performance?”. The following guide questions were asked to gather data on how classroom observation be used in improving teachers’ performance.

The theme summarized in Table 8 Sharpening the Saw: Improving Competence in Teaching Recurrent throughout the data presented are the 5 sub-themes: improving lesson delivery, profiling teachers for appropriate technical assistance, promoting professional learning community, mentoring and coaching for teachers’ development and highlighting effective teaching performance for improved learners’ participation.

Table 8
Theme 8: Sharpening the saw: Improving competence in teaching

Emerging Theme (Cluster of Themes)	Theme
Improving Lesson Delivery Profiling Teachers for Appropriate Technical Assistance Promoting Professional Learning Community Mentoring and Coaching for Teachers’ Development Highlighting Effective Teaching Performance For Improved Learners’ Participation	Sharpening the Saw: Improving Competence in Teaching

Subtheme: Improving Lesson Delivery

Elementary principals identified improving lesson delivery as a sub-theme on how the Classroom observation improved teachers’ performance. The principals came up with the following codes under improving lesson delivery in classroom

observation: Classroom Observation as a normal routine, teachers are always prepared for classroom observation, contribute on instructional competence on their KSA (knowledge, skills, and attitude), teachers' awareness and aggressiveness in teaching, exhibited the quality of teaching, organization of goal and directing on organizational goal and teachers' goal.

Subtheme: Profiling Teachers for Appropriate Technical Assistance

The analysis of the data revealed the sub-theme of Profiling Teachers for Appropriate Technical Assistance. Principals reported the Classroom observation can improve teachers' performance by providing immediate provision of technical assistance to teachers using need-based and problem-based analysis to address the gap, understanding and identifying the weaknesses of teachers and assessing and measuring teachers' needs, using of clinical/ intensive guided approach to neophyte and novice teachers for appropriate technical assistance can be used to help improve the performance of teachers.

Classroom observation allowed them to gather information by profiling teachers needed for appropriate technical assistance.

Subtheme: Promoting Professional Learning Community

Principal-participants identified classroom observation as promoting Professional Learning Community as a supportive sub-theme. Some of the initial categories shown as coded are as follows: attainment of personal and professional development, weaknesses be converted into strengths, developmental in assisting, offer guidance to colleagues, professional development/growth, direct assistance in professional development, conduct TIP and LAC based on the needs and weaknesses observed, address learning gaps, technical assistance after series of classroom observation, master teachers extending technical assistance, tap the potential of expert, sharing of expertise, demonstration teaching, and integration on LAC. The principal-participants view classroom observation as an opportunity to promote the professional learning community among teachers.

Subtheme: Mentoring and Coaching for Teachers' Development

The majority of the principal participants specifically discussed their experiences in classroom observation as a way of improving teachers' performance as described in the sub-theme of Mentoring and Coaching for Teachers' Development.

From the coded data under these sub-themes, they reported that principal participants are more on giving mentoring and coaching on the teaching and learning process extended during and after classroom observation. It is a way of receiving feedback and constructive criticism from teachers. Monitoring and

evaluation of teachers' progress on teaching were the participants' goal in doing classroom observation.

Participant principals gave a typical response regarding Mentoring and Coaching for Teachers' Development.

Subtheme: Highlighting Effective Teaching Performance for Improved Learners' Participation

Highlighting Effective Teaching Performance for Improved Learners' Participation was the sub-theme formulated among the coding of the initial categories of the participants. The participants reported that classroom observation highlights effective teaching performance to improve the performance of learners.

Mirror technique on classroom observation, give and take of strategies between millennial and teachers, teachers involvement, learning how to teach, share what we know, elevate teaching performance, to help teachers master the skills/tasks, share the resources so nobody will be left behind, benchmarking of strategies, encourage learners participation and student achievement and higher learning outcome were the emerging initial categories under this sub-theme.

DISCUSSION

This qualitative phenomenological study was designed to explore the perspectives and views based on the experiences of school heads on classroom observation (CO), their classroom observation practices and how the conduct of classroom observation improves teachers' performance.

Participants in this study shared their experiences in classroom observation and described their perspectives and teaching observation practices as school heads. This study is important because it provided participants a voice to describe how they reflected, learned, and improved as school heads on the conduct of classroom teaching observation. This chapter presents a summary of the results, a discussion of the results about the literature, conclusion, and recommendations for further research.

Classroom observation is "the bridge between the worlds of theory and practice" (Reed & Bergemann, 2001, p.6). Participants defined and described classroom teaching observation as a form of following a compass because it is a standard-based observation system. It is a mandate on instructional supervision following protocols on observation and observation process.

The structured observation protocol defined the parameter of the observation providing both the observer and the teacher with a clearly defined

observation process. The principal is the key figure in conducting classroom observation through instructional supervision following standard tools in either formal or informal observation. In the past, DepEd used different tools in the conduct of classroom observation like the Teaching-Learning Observation Chart (TLOC) or Form 178. This observation tool which has been long used by the observer was replaced by Form 3A, CB-Instructional Supervision Forms, and the STAR observation Technique. Also, the Teacher Performance Observation Guide of the Competency-Based Performance Appraisal System for Teachers (CB-PAST) was recommended by DepEd for pilot use. Recently, the COT-RPMS anchored on Philippine Professional Standards for Teachers (PPST) was introduced as a standard tool to be used in the conduct of classroom observation. Having standardized tools/ instruments in classroom observation is likened to threading a path with the aid of a compass. You can go to the place of destination since standardized classroom observation instruments are organized, objective systems for observing, coding arranging, and analyzing the behaviors of teachers and learners in instructional exchanges so it can be used in improving teachers' performance and learning outcomes.

Steinberg and Sartain (2015); Taylor and Tyler (2012) recently suggested that the modern classroom observation systems (i.e. standards-based observation protocols) will be adopted in improving teacher performance. Hunter (2018) found that modern instructional supervisory tools, if adopted and utilized well by observers, will help improve teachers' performance. Now, teachers' instructional practices evaluation relies on these modern observation protocols, while teachers expected to receive several classroom observations annually (Steinberg & Donaldson, 2016).

These conventional practices of modern observation systems of teachers which were suggested to be utilized were found to improve teachers' performance (Hunter, 2018). This is further supported by the findings of Darling-Hammond (2012) which revealed that effective classroom observation is based on a set of standards and competencies which can assess teaching quality across a continuum of development.

In another study by Kaplan, Owings and Nunnery as cited in Hvidston (2016), it further contends that principals perceived their evaluation system as being clearly articulated with standards, which need to be specific and clear.

Classroom observation becomes more objective and standardized as mandated by the Philippine Professional Standards for Teachers – Results-Based Performance Management System (PPST-RPMS). It is now used for the purpose of coaching and mentoring, performance review, and evaluation which aid in supporting the professional growth of teachers. It 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 (Classroom Observation Tool-RPMS Manual, 2017). The researcher affirmed that the data from this study indicated a connection between that classroom observation and teachers' classroom practices.

This study reinforced the theme "Measuring Teachers' Performance" that emerged from the findings. Measuring the performance of teachers is one way to address the gap in teaching by extending technical assistance, setting and promoting personal and professional development.

Like the micrometer, principals described classroom observation as measuring the set objectives, indicators, standards and competencies from the standardized tools classroom observation reviews, measures, evaluates and assesses the teaching quality and practices of teachers. During classroom observation, principals measure the teacher's performance in the delivery of the teaching and learning process. They need to assess and evaluate the instructional development along the process of observing the whole year-round. The most common method of specific evaluation of teachers is classroom observation. It is the most accepted method of measuring teachers' effectiveness. Just like a micrometer that was used for the precise measurement of very small objects as well as the depth, length, and thickness of objects. Classroom observation provides an avenue for school heads to gauge teachers' performance in different aspects of teachers' instructional practices.

Classroom observation can also be used in evaluating teachers. The role of the teacher evaluation has surfaced only recently as an underutilized resource that might hold promise as a tool to promote teacher professional growth and measure teacher effectiveness in the classroom (Mathers, Oliva, Laine, 2008). When used appropriately, teacher evaluations identify and measure the instructional strategies, professional behaviors, and delivery of content knowledge that affect student learning (Danielson & McGreal, 2000; Shinkfield & Stufflebeam, 1995 as cited in Mathers et.al, 2008). The most common method of specific evaluation of teachers is classroom observation. The use of formal observations including scheduled observation is suggested and required (Brandt et.al 2007 as cited in Mathers, et.al, 2008). Also, classroom observation captures information about teachers' instructional practices (Mujis, 2006). It can track teachers' growth when used as formative evaluation and the data from observation can be used for subsequent assessment for professional development of teachers.

But, despite the use of frequent classroom observations for the purpose of evaluating performance, this measure is not without limitations. Poorly trained and inconsistent observers, brief observations can create biased research.

Hunter (2018) supported the study that several repeated conducts of observations do not enhance teacher performance but the continuous conduct of classroom observation gradually over a period improved teacher performance. In relation to this, Steinberg & Donaldson (2016) stated in his findings that principals used to observed teachers once every few years but now on the new mandates they were expected to receive quarterly or at least four classroom observations per year.

According to Borg (2018), the most common performance measurement of instructional delivery is the classroom observation which is considered as one of the assessment processes of the teacher because it is the best way to gather accurate information about the actual delivery of instruction and performance of the teacher which can be used for the purpose of formative and summative assessment (Goe, Bell & Little, 2008). As described in the study of Bago (2008), a classroom observation is a form of evaluation that can be done formative or summative depending on its purpose. When its purpose is primarily to determine the effectiveness of the delivery of instruction that will serve as the basis for improvement, then the evaluation is formative. Thus, this type of evaluation is essentially intended to improve teaching performance. Evaluation is arguably an important and crucial process in instructional supervision and therefore, part and parcel of the responsibility of an instructional supervisor is classroom observation. In principle, classroom observation provides a supervisor with data and information about how well or how poor a teacher and students perform during classroom instruction.

Classroom observations are almost universally used to assess teachers, it is the way of measuring the performance of teachers' quality. Classroom observations are the fundamental part of assessing the ratings and performance of teachers upon which are based on the accountability decisions of principals.

Classroom observation scores of teachers were based on the classroom compositions where teachers' performance is measured. The learning outcomes and academic performance of their students are the evidence of measured teachers' performance as this play a significant role on measuring their performance (Steinberg & Garrett, 2016).

Classroom observation is used in evaluating teachers. Teacher evaluations' role is an underutilized resource that leads them for professional development and teachers' effectiveness assessment in the classroom (Mathers, et. al, 2008). When implemented effectively, student learning outcomes will be greatly affected by the evaluated and measured teachers' instructional strategies, teaching practices and the delivery of knowledge, skills and attitudes. Danielson and McGreal (2000); Shinkfield and Stufflebeam (1995) as cited in Mathers et.al.

(2008) supported the study that the most common method of specific evaluation of teachers is classroom observation.

One of the most important tasks of a school head is conducting teacher observations and it is always a challenge for them because of the varying attitudes of teachers toward classroom observation. To change orientation on classroom observation is to adjust the wrench. Even if principals attain a positive outlook on classroom observation, they need to consider the attitude and development of the character of teachers to engage them fully in classroom observation with positivity. Some of the teachers have a negative attitude on observation. From the researches of He (as cited in Alshehri, 2019) it was found out that principals discover the successful aspects of teachers' performance and identify some of the teachers' weaknesses, this criticism has a negative effect on teachers' development. In the previous study mentioned, the supervisory style is adjusted to the supervisee's personal learning style or it can challenge the supervisee's teaching style which will ignite him towards wider development (Bernard, Clingerman & Gilbride, 2011). It is therefore affirmed in these findings that principals adjust their wrenches of instructional supervisory style appropriately, depending on the supervisee's instructional style to be able to develop them further and address their needs regarding instructional competence.

Principals need to motivate their teachers to feel that classroom observation is a classroom assessment that they need to embrace fully as a process not only for their own professional growth but for the benefit of their learners. Adjusting the wrench was the metaphor used to describe how to change the orientation of principals and teachers on the challenges they experience in classroom observation. So, therefore, principals have to bridge the gap of every teachers' needs and they need to adjust their wrenches in every challenge they meet to address the individual needs of teachers. Murdoch (2000) posited that if observers identified some teachers' weaknesses during the process, and if discussed with the teachers, these lots of criticism mentioned might have a negative impact on teachers' development. But if discussed with positivity, this might reduce teachers' stress and improve their attitudes towards the process of classroom observation.

Regardless of the teaching-learning process perspective, teaching is indeed, a complex and multi-faceted process. The uniqueness of the people involved teachers and students as well as the uniqueness of the context where teaching and learning take place makes the teaching and learning process truly an intricate and difficult activity. This complexity makes observation of classroom instruction a challenging exercise as well. (Sullivan and Glanz cited in Bago, 2008).

A considerable number of teachers claimed that they felt tense and nervous when observed. The findings of Abeleda (1992) related to the attitude of

teachers that were found to contradict some previous researches that principals who undergone classroom teaching observation have perception that doing classroom observation to a very great extent improved pupils' interest and participation in class, help teachers discover the difficulties of pupils and encourage teachers' resourcefulness.

Another important conclusion drawn from the study is that there was a highly significant difference in the perception between the principals and the teachers regarding attitude toward classroom observation. Teachers were very much open and they appreciate classroom visits and observation. School heads and teachers have a favorable attitude toward classroom observation perceiving that they become more resourceful and dynamic and that they learn through suggestions given. Rick (2014) mentioned that when principals validate effective instructional practices, the faculty and staff had a better understanding that improving instruction was essential to improve student achievement. Graf and Werlinich (2002) also emphasized that principals used a variety of strategies for teachers' orientation for them to create learning communities to focus on quality instruction.

Sometimes, adjusting the principals' wrench depends on the strength or weaknesses of the teacher assessed during a classroom observation, so principals may loosen or tighten their wrenches based on the type of quadrant of teachers. Classroom observation would be of little value in improving the teaching-learning situation if the principals did not confer with the teachers individually before and after the conduct of classroom observation. Goldhammer (2003 p. 23) stated in his study that if supervisors were to spend more of their time in classroom visits and observation followed by helpful post conferences and reflective feedback, there is a great possibility that teachers would probably have friendlier and positive attitudes towards class supervision.

Canlas (2016) found that being observed was a highly stressful experience; teachers were confused about the purpose of observation, they forced themselves to show their best performances unnaturally and are threatened. As observers, they can use classroom observation as a source of information to determine whether a teacher is meeting expectations for performance standards. That is why principals need to adjust the wrench in conducting classroom observation. They consider the attitude of teachers and explain further the purpose and significance of classroom observation in teacher effectiveness and in improving learners' outcomes.

Principals adjust their wrench in every actual classroom situation because in real scenarios they encountered different actual instructional practices of teachers. They are more discreet in providing descriptions for every instructional practice and instructional task. According to Canlas (2016) successful supervision supports collegial relationships among teachers and instructional leaders.

Therefore, through classroom observation, principals get a clearer picture of the teaching-learning situation which helped them prepare for the individual conferences where he worked cooperatively with the teacher on a personal or professional problem and moreover, to help the teacher improve classroom instruction.

The conduct of classroom teaching observation to principals was likewise described as raising the bar which can be done through monitoring classroom practices for quality learning. Principals as the instructional leaders assure the promotion of quality learning in schools. They raise the bar of each teacher to improve quality instruction and improve the learning outcomes. To help the teacher solve an instructional problem or to cope with the problem on delivery of instruction, classroom observation appeared to be the most effective way and the best time to share their expertise in teaching strategies and techniques.

Monitoring the adherence to teaching and learning is the principals' main practice through classroom observation and providing instructional assistance to raise the quality of teaching and learning and teacher effectiveness. In his analysis, Rick (2014) emphasized that the primary focus and aim of teachers observation is to analyze and assess the classroom work, strategies, and techniques that will positively improve student achievement and the information that learners will provide were valuable data about instructional practices and delivery of instruction in the classroom. "Principals and teachers begin to focus on varied approaches, strategies and techniques that can make a difference in improving achievement." (Graf & Werlinich, 2002, p. 6) Moreover, Rick (2014) concluded that when principals were always visible in the classroom and do the validation of best practices in the instructional delivery, teachers will likely share their responsibility for continuous improvement in teaching and learning. Tesfaw and Hofman (2014) posited that principals need to assist and extend more time on instructional supervision to both novice and experienced teachers because they believe that every teacher can benefit and enhance their teaching practices from instructional supervision.

Generally, principals described the conduct of classroom observation as a way of thinking critically about their teachers' performance in teaching and taking steps to improve and or adjust their instruction. Self-reflection after classroom observation often led them for effective feedback through technical assistance and promoting continuous professional development. It is necessary to encourage systematic reflective feedback about personal experiences, knowledge, and abilities of a teacher about their own classroom performance and the context of their teaching delivery (Anijovich, 2010; Insuasty & Zambrano, 2011).

Bago (2008) pointed out in his study that all professionals are capable of assuming responsibility for their own professional growth and development. Teachers opted to know more information about their own performance.

Collaboration enriches professional development. These findings coincide with a study conducted by Glickman (2002); Reeves (2004) that in order for principals provide professional development opportunities for teachers, they need to be aware of the commitment, expertise, and needs of each teacher they were handling.

Following the compass of standardized observation system, setting their micrometer to measure teachers' performance in teaching, in such a way of adjusting their wrench to orient teachers based on their needs, and finally raising their bar to monitor every classroom practice of teachers will guide every principal in doing their instructional practices and supervisory task to improve instructional teachers' effectiveness and quality learning.

From these perspectives and lived experiences of principals, one think of ways on how to create a more positive learning environment and to incorporate diverse methods of instructional practices that met their teachers' instructional needs.

Principals also shared their lived experiences on classroom observation by leveling their practices through empowering teachers utilizing the different classroom observation strategies. They empower their master teachers and they extend their strategies and observation techniques such as giving technical assistance on teachers' needs to improve learners' performances. Furthermore, principals' practices of having a positive attitude are their weapon to facilitate the classroom observation process.

Petrilli (2013) supported these study that the attending professional growth opportunities for principals are encouraged to provide them with the necessary skills and knowledge needed to improve their leadership practice so they could easily support their teachers with effective strategies and direct instruction. Similarly, principals are expected to lead their teachers to ensure that effective and direct instructional teaching strategies are implemented consistently.

These can be very helpful as principals level their best practices depending on the needs of teachers observed. Use this levelling of practices to address the diversified needs and underlying skills, and to strengthen, share and apply the best classroom observation strategies to their teachers.

He (as cited in Alshehri, 2019) supported the study that post-observation feedback is considered the most significant stage in the classroom observation process because new ideas and strategies are suggested by the observer regarding the observed teaching practice of the teacher being observed. Principals should reinforce and motivate teachers with positive comments and reflection during the delivery of instruction of the teachers' practices. The discovery of minimal found gaps and weaknesses during the delivery of instruction has a crucial effect on

giving much criticism to teachers' performance for it will cause a negative effect on teachers' development.

Principals also utilized the mandated instructional tools in conducting formal and informal observation which help them to impact the improvement in teaching instruction. Classroom observation practices of principals provide teachers with constructive critical feedback which aimed at improving their classroom instructional practices and instructional teaching techniques. Likewise, Zepeda (2010) pointed out that instructional supervision can be done through continuous support of monitoring classroom teaching with the purpose of not only promoting professional teaching practices, but also to develop collaborative professional development of teachers.

Another description of participants in this study on the conduct of classroom observation practices was to hold with tongs by grasping the purposes of observation practices. Different observation practices need to be given attention, time and focus. As an example; most therapist probably have a pair of tongs in their therapy bag, because tongs are very versatile and useful in occupational therapy activities and they can be used in a variety of tasks. The two sides of the hand of the tongs are important for accomplishing tasks. In classroom observation, observation tutok, observation model practices and observation assistance serve as the tongs to achieve the observers' purposes of improving instruction. As supported by the previous study of the researchers mention earlier in the related literature. Grant, Crawford and Schofield (2012) asserted that a challenging task of an experienced supervisor begin with relational or reflective strategies but if their purpose of the supervision is unclear, their supervisory approach will be more challenging. Instructional leaders will need to grasp the purpose of their observation function.

These results also found enormous support with previous research of Abeleda (1992) that there exists a highly significant difference in perception of the teachers and the principals in relation to the purpose of classroom observation. The only purpose with which teachers and principals perceived individually is that classroom observation helps them to improve the nature and quality of classroom interaction. Principals incorporate tongs in a variety of observation process and experiences. In order to make the most of the opportunities in classroom observation, principals must have a clear focus on the observation, establish suitable procedures to help them describe what they see and observe.

If an observation is to serve a useful purpose, careful planning is needed to reach the intended purpose. Collecting data during systematic classroom observation is the main intended purpose that can later be used during the post-conference and feedback with the teacher. However, if a principal has developed

a comfortable working relationship with the teacher, observation can become a positive learning experience.

Apparently, in this study, participants' observation practices can be likened to nuts and bolts specifically on the conduct of post-conference. It is where classroom observation allows the teacher to get feedback from an objective and experienced observer. Effective feedback is the principals' strategy to support the teaching and learning process. It reviews the effectiveness of the teacher during a classroom observation.

Constructive feedback is an absolute strategy of instructional leaders to teachers. Related to the study of Canlas (2016) teachers with positive attitudes are willing to accept constructive criticism in order to enhance instruction which will in turn increase student achievement.

As a result of this study, participants were inclined to observation assistance which will serve as the principals best practices in improving classroom instruction. One way to give assistance is through effective feedback and conferencing. They implied that the success of the observation program as well as the conferences will depend upon the maintenance of a good human relationship. Principals respect their teachers' opinions about their teaching performances, they offered sincere praise before criticism. Topics discussed during conferences centered on the improvement of the teaching and learning delivery rather than on the weaknesses and flaws of the teacher. Principals focus more on helping teachers on their professional growth.

Darling-Hammond (2012) concluded that classroom observation is a process and the opportunity of providing feedback to teachers' classroom practice and delivered instruction. Feedback given to teachers is a way of extending technical assistance and quality input for their continuous improvement in their instructional practices. Another related study of Zepeda (2005) affirmed that instructional supervision is a continuous monitoring of classroom teaching aimed not only to improve instructional practices in the delivery of objective but also to help teachers to develop their instructional skills in a collegial and collaborative way.

Participants in this study defined and described their lived experiences on the conduct of classroom teaching observation as a form of self-monitoring and self-assessing their instructional task as principals. Researchers (Dornbush and Scott, 2003) contended that in self-evaluation, teachers who received feedback from observers on their instructional teaching practices are more satisfied and fulfilled with their teaching practices.

In relation to these findings, He (as cited in Alshehri, 2019) connected his research that post-observation feedback is considered the most important stage in

the observation process because new ideas and methods are suggested by the observer with regard to the teachers' teaching practices.

Leiva, Montecinos and Aravena (2016) accentuated the results of their study that principals changed the focus of their observation. This is to give greater attention to teachers' content and their interactions between content and students. They also changed the type of feedback they would provide to teachers. Suggested feedback is to decrease the use of evaluative feedback and increase the use of descriptive feedback. In addition to this, the results of their study showed that more experience principals strengthened their instructional leadership, and they suggested that the limited use of feedback promoting teachers' metacognitive and reflective engagement during conference need to be explicitly developed by the principal as part of the instructional process.

Also, one of the good practices of principal-observer and their teachers through reflective practice during post-conference and procedures is to further evaluate the effectiveness of their teachers' performance in teaching. Reflection of learning, self-realization during post-conference with the teacher enable the observer and teacher to either give praise and talk about their instructional improvement, positive comments and suggestions or better give recognition and appreciation. Positive closure and agreement as part of the post-analysis observation conference are the participants' practices in order to improve their next teaching performance.

Most teacher evaluation process incorporates some type of post-observation analysis between observer and teacher to discuss their own performance. DeMonte (2013) suggested that post-observation conferences serve as the reflective point for specific and systematic improvement rather than presenting a generalization of the teachers' instruction. Unfortunately, research on post-observation conferences generally has revealed that observers often are not providing teachers with the type of feedback that leads to instructional improvement.

In relation to these findings, Rick (2014) found that principals accomplished classroom observation conferences through oral or written feedback, short faculty debriefing meeting, and group conferences. When the principal suggested informational feedback to teachers, they already validated instructional delivery practices and have identified areas of improvement in the classroom. The main goal was to provide an opportunity for reflective sharing and dialogue with the teachers to give focus on continuous improvement of teaching and learning. Likewise, according to Blasé and Blasé (2004), supervision is a process that involves and engages teachers in continuing dialogue, feedback, and reflection for improving teaching and learning in the classroom.

Generally, walking through the tools of instructional supervision practices of principals by developing a reflective approach during post-observation and effective feedback will lead to the provision of technical assistance in instructional supervision aiming for the performance improvement and continuous instructional development.

Finally, in this study, the participants perceived classroom observation as a means to improve teachers' performance. Based on the principals' experience in classroom observation, it is a way to help sharpen the saw both to the observer and teachers observed. From the previous researches of Sule, Arop and Alade (2012) revealed in their studies that principal's classroom visits and observation have a significant impact on teachers' job performance. This relationship between instructional visitation and observation exhibited a good strategy through which teachers' job performance can be enhanced.

In relation to improving competence, Canlas (2018) viewed that leadership competence and proficiency encapsulated as professional excellence, learning competence, virtual literacy and innovative learning, instruction, coaching and moral competence as the characteristics of 2030 educational leaders. The practices of participants in doing the profiling of teachers in different quarants based on their competence helped them to extend necessary and appropriate technical assistance.

Leiva, Montecinos and Aravena (2016) discussed the result of their study that classroom observation was known to a process of evaluating teacher performance rather than classroom learning monitoring. The study was also supported by Müller et al. (2013) that principals who participate in the instructional tasks were more focus from the teacher to the students. In short, principals when observing are more focused on the actual leaning process such as attitudes, behavior, learning activities interaction, participation during the discussion with the teachers. Principals broaden their perspectives during teaching observation because it helps to enrich the feedback process of the teaching and learning delivery more productively.

The way in which novice principals develop leadership and instructional practices associated with improvement in the delivery of teachers' instruction has confirmed limited attention, and therefore, it is a good strategy to possibly visualize a developing research field (Lochmiller, 2014).

Classroom observation served as an avenue in improving lesson delivery by promoting continuous professional learning communities. Through mentoring and coaching of teachers after conducting classroom observation, principals act as mentors to their teachers as mentees in sharpening the saw of teaching and learning. These results found enormous support with the previous studies of

Darling-Hammond (2012) that classroom observation is a process of providing feedback to teacher's classroom practice and instruction. Feedback extended provide teachers with technical assistance and quality input for the continuous improvement of teaching practice. It also provides opportunities for the sharing of ideas and expertise, likewise promoting mentoring and coaching among colleagues. This encourages reflective evaluation of teachers and develop a sense of ownership about their own performance as it provides evidence of their actual teaching practice, unraveling their strengths and areas for development and the effectiveness of their practice.

Canlas (2016) concluded that classroom observation is collaborative for it promotes shared responsibility, open discussion and sharing of ideas. Teacher and observer can work together to improve performance, maximize students' performance and promotes fairness. Therefore, classroom observation is a way to sharpen the competence of teachers because it is a valuable tool for professional development.

In relation to sharpening teachers' competence, coaching and mentoring is a great help to enhance teachers' delivery of the lesson. Bruns, Costa and Cunha (2016) posited that the coaching program aimed at turning instructional leaders into a stronger resource for school improvement, by developing their ability to observe teachers' classroom practice, provide useful feedback leading to promote collaboration and exchange of practice among their teachers.

All teachers improve their practice by responding to the principal's observations relative to indicators of effective teaching and classroom management. They enhance individual professional development plans based on classroom observations and self-assessments. Through classroom observation, participants highlight the effective teaching performance of teachers through their assessment of performance and reflective feedback based on their sense of ownership for self-improvement. The post observation analysis of the principals and their supervisee gauge teachers' competence that will strengthen their self-developmental needs and weaknesses from the formulated developmental plans. The analysis of strategies implemented in teaching will serve as a guide for teachers' improvement and adjustment of the learning process. Moreover, the study of Steinberg & Sartain (2015); Taylor & Tyler (2012) stated that principals and inter-observers need more training to improve their instructional competence on the conduct of classroom observation. Principals and inter-observers observation, specifically teachers' self-observations do not only showed evidence on the analysis and assessment of effective instructional practices of teachers but also the lenses of teacher strengths and weaknesses.

This study is similar to the findings of some studies conducted by Grant, Crawford & Schofield (2012). They asserted that the implications of such an

equilibrium for practice are that good supervision thoroughly gives validation to the actual performance and competence of the supervisee and that this, in turn, provides a solid basin for the embarrassing process of helping supervisees develop where they are not so competent. Supervision is one of the highly significant activities of mentoring, guiding, and re-shaping the next generation of competent teachers, and it is important that we find ways in understanding how to do this well. These principals lighten the process of managing the unavoidable problems that arise in instructional supervisory relationships.

Bruns, Costa and Cunha (2017) demonstrated that teachers' classroom practices are malleable, and that improved classroom practice can positively impact teacher performance and student learning. In addition to these, data from these observations can be used to develop individualized professional development plans that address teachers' instructional need for development. Data that were collected by the observers utilizing the observation tools and which were validated along the process of classroom observation where the basis in the meaningful feedback session with the teachers to improve teachers' and student competence (Steinberg & Sartain, 2015; Taylor & Tyler, 2012).

School administrators and peer observers provide information and valuable data about their observations on teachers' performance with the parameter of teacher evaluation and professional development. Observation relies on the atmosphere of trust between the teacher and the observer because teachers knew that they were valued members of the organization who are envisioned to improved much more on their teaching and learning (Stuhlman, Hamre, Downer, & Pianta, n.d.).

Summary of Conclusions

In conclusion, the exploration of the experiences of school heads on classroom observation has revealed a considerable amount of data that yielded eight themes on classroom observation.

Through the emerging theme on classroom observation, the Self-learning Toolkit on Classroom Observation was conceived. The 21st century and transformational instructional leader will need to have tools and methods to be used as a guide in conducting classroom observation to further enhance their instructional supervisory practices. Follow the compass (Standard-based CO), Set the micrometer (Measure teachers' performance), Adjust the wrench (Change Orientation), Raise the bar (Coaching, Mentoring, and Monitoring), Level the Practices (Strategies), Hold with Tongs (Grasping the Purpose), Nuts and Bolts Conferencing (Effective Feedback) and finally Sharpened the Saw (Improve Competence) were the instructional tool guide to be utilized by instructional

leaders for the continuous improvement of teachers' practice and improvement of learning outcomes.

Figure 1 presents the emerging model from the findings.



As presented, a Self-Learning toolkit was used as an image of different classroom observation tools. It has 8 classroom observation tools using the compass, micrometer, wrench, bar, level, tongs, nuts, and bolts and the saw as metaphors.

The first tool is the compass defines the standards on classroom observation. The compass represents the protocols and standardized tools on observation processes and following the direction of the compass will guide the observer on the standards and protocols on conducting classroom observation.

The second tool of the image is the micrometer which represents that the set objectives, indicators and competencies from the standardized tools will be used to review, measure, evaluate and assess the quality of teaching practices and

performance of teachers. Classroom observation measures the teachers' performance and evaluates the instructional development and effectiveness of the teacher in the delivery of instruction.

The wrench provides grip to handle issues and challenging task in performing the supervisory roles of principals. Instructional leaders need to loosen or fasten situation with positivity by changing orientation, turning the weaknesses into strengths, influencing and motivating them and assisting teachers to adjust their practices.

The bar just like the compass symbolizes the standards but it is specially referred to Classroom Practices for quality instruction. Raising the bar means working for quality teaching and learning and classroom observation is a way to monitor whether teachers adhere to standards and practices for quality teaching.

Principals need to exert much effort in providing instructional assistance to help the teachers improve their performance and to raise the bar of quality teaching.

This huge tool which is the level helps the principals to assure the accurate and appropriate strategies and techniques we used during classroom observation practices. Empowering the master teachers and providing technical assistance to teachers will level the teachers' observation techniques and strategies, performances, and practices.

The image of holding with tongs means to grasp, hold and lift the purpose of improving instruction. The versatility of the purpose of the conduct of classroom observation is very significant so the principals' target and purpose in observation can be grasped easily. Grasping the purpose of observation practices will develop a positive learning experience in classroom observation.

Participants' reflective practices on classroom observation would be likened to nuts and bolts. Effective post conferences and reflective feedback work together to fasten together the effectiveness of teaching and enhancement of instruction. Critical analysis of the flow of the actual teaching to identify the strength and weaknesses of teachers during and after observation. Critical thinking is executed to reflect on the critical practice of teachers (Self-Reflective). Nuts and bolts joined and combined together are equated to self-monitoring and self-assessing the teachers' instructional task after the conduct of post-conference and constructive feedback.

The last self-learning tool of the classroom observation toolkit is the saw. The informants still believe that sharpening the saw (knowledge, skills and attitude) of teachers through coaching and mentoring will improve the competence of

teachers in teaching and professional growth. Principals elevate their teachers' performance to improve the quality of teaching and learning.

Summary of Recommendations

Though the principals used standardized rubrics and tools in classroom Observation, it was recommended that as instructional leaders, they can utilize the developed toolkit as guidebook for them to be more acquainted with the conduct of classroom observation.

Further research should be conducted, both qualitative and quantitative, regarding how classroom observation was conducted by other instructional leaders like the master teachers, education program supervisors and other instructional leaders who conduct instructional supervision to schools.

In order to ensure that aspiring principals have an awareness and practice dealing with difficult situations in conducting classroom observation and in order to identify the broad spectrum of actions which school leaders can use to promote best instructional practices and student learning, instructional programs, framework, tools, and guides should be reviewed to ensure that these recommendations are implemented and that aspiring principals and novice instructional leaders are able to obtain an authentic breadth and depth of leadership experiences.

Novice principals should also be mindful to draw upon the lived experiences of distinguished principals in order to make explicit connections between prior experiences and how those experiences can serve as assets in demonstrating the many facets of school leadership, particularly instructional leadership, to promote student learning and achievement.

The toolkit on Classroom Observation is a self-learning kit on Classroom Observation for Instructional leaders. It will serve as a guidebook towards becoming acquainted in the conduct of classroom observation. The toolkit contains instruction related to the eight themes on classroom observation derived from the study that will help instructional leaders perform their supervisory function specifically the conduct of classroom observation. The materials that can be found in the toolkit are the following:

- Module 1: Follow the Compass: Standard-Based Observation System
- Module 2: Set the Micrometer: Measuring Teachers' Performance
- Module 3: Adjust the Wrench: Changing Orientation on Classroom Observation
- Module 4: Raising the Bar: Monitoring Classroom Practices for Quality Learning

- Module 5: Level the Practices: Classroom Observation Strategies
Module 6: Hold With Tongs: Grasping the Purpose of Observation Practices
Module 7: Nuts and Bolts of Conferencing: Effective Feedback
Module 8: Sharpening the Saw: Improving Competence in Teaching

Each module discusses a topic related to classroom observation that includes key concepts, provides relevant illustrations of practices and links on additional readings and resources that will help the instructional leader understand the module. It will also guide the observer on the know-how of observation as well as an opportunity for self-reflection that would help them to reflect on knowledge, skills, and attitude related to the topic/module.

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