CLASSROOM OBSERVATION IN TIMES OF UNCERTAINTY

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Observing a teacher in their classroom or learning environment is called classroom observation. Classroom observations are a quantitative way of measuring and recording teacher behavior and mastery. For example, when an administrator observes a teacher in an official job performance evaluation, it is the first type of observation (often annually). The second type of evaluation is a review by teachers' peers, instructional consultants, or coaches to obtain specific feedback on a teacher's experiences with students to improve classroom management and instructional techniques. Classroom observations are generally based on new general and special education teachers because they have limited teaching experience. However, experienced teachers may benefit from the input and observations gained through observation because it could show techniques that are not being used effectively. An observation of a classroom can last from a few minutes to an entire school day or longer (Torsh, 2019).

The DepEd has reaffirmed the significance of performing all ongoing class observations to ensure that all learners receive a high-quality primary education. Teachers play a critical role in improving the quality of teaching and learning processes, and improving their performance across various criteria is essential to achieving quality education. Since observation in the classroom has been made more objective and systematic, it is used for mentoring, counseling, performance appraisal, and evaluation, improving teachers' ongoing professional development (PPST-RPMS). The classroom observation is pre-determined, with agreed-upon metrics, which means that the teachers are trained to know exactly what to plan and what teaching habits are required. Master teachers, headteachers, and principals serve as classroom observation raters (Dela Cruz, 2019). Teachers are still needed to observe their students in the classroom during this...
outbreak. As long as teachers can demonstrate their teaching abilities and skills through this endeavor, it is still considered an integral part of their professional lives.

Furthermore, it is critical to establish a teacher's competence in education by the teacher. In addition, through regular classroom observation, teachers can demonstrate their commitment to professional development and receive technical assistance from their superiors in education. Finally, it indeed is one of the parameters by which teachers can be evaluated or assessed in terms of their mastery of the lesson's contents, their teaching strategies, and their proficiency in the use of technological resources. The latest memorandum is the RPMS Alternative Classroom Observation, which necessitates all the teachers and school administrators to accomplish two classroom observations for this entire school year. The observation may be in the form of an Online Observation, Observation with Video Lesson, and Observation of the Demonstration Teaching in the Learning Action Cell (LAC). One of the most teacher-preferred forms of observation is through Video lessons because of its technological impact and less tension or stress on the part of the teacher since it is done beforehand and may be shown to the class observation after being demonstrated and recorded in video application even using the mobile phone or laptop. Though its utilization is considered prominent and practical among teachers, there are still challenges and issues being faced by our educators in its preparation before it will be shown to the school principal, department head, and master teacher for evaluation.

References:
