HOW DO TEACHERS PERCEIVE A CLASSROOM OBSERVATION?

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The importance of classroom observation by the school principals remain to be an important aspect in the teaching-learning process from the past years to present.

Observation and supervision are ways or strategies to enhance staff development. Present educators see an increased significance of observation and supervision for staff development yet many classroom teachers are sceptical to the effects of these strategies however school principals continue to administer this to improve the teaching and learning process.

Some observations noted are lack of time for the teachers to finish their lesson, or the lesson plan is too long for the intended lesson. Because of this, during conferences between the observer and the teacher, the comments are incomplete because of the unfinished lesson.

Generally, during this post-conferences, the most of the principal can do is to help the teachers decrease their weaknesses and enhance their strengths.

Along with the seminars and trainings, classroom observations are tools to achieve quality teaching, however, there are teachers who believe that observation has little relevance to their job and others are not satisfied with the process. Furthermore, they believe that if observers have left fear from the observation, then there will be less improvement.

Other teachers noticed that the comments of the school principal are not done or given constructively, therefore, this will be perceived by the teacher as burden instead of help for them. Also when confronted about how they have performed during
an observation, teachers will be defensive. So more or less, there will be little change with their teaching.

Whatever name is given by the teachers to classroom observation, life learning walks, walkthrough, the objective remain which is to provide with constructive critical feedback for their improvement in teaching.

Reference:
Dong Lemor, Strategies to Teach Like AChampon, April 2015