TEACHERS AND ADMINISTRATORS POINT OF VIEW IN CLASSROOM OBSERVATION

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Classroom observation has long been in the system of the Department of Education (DepEd) to measure the teacher’s performance. It is vital to gauge the performance of the teacher inside the classroom so that the principal could give them technical assistance to some aspects of teaching. Observation is also a tool to help the teachers to improve their teaching strategies. A specific observation tool was being used to get away from being bias. There are lots of observation tools being used in the past to name a few. Right now, the newly adopted Philippine Professional Standards for Teachers (PPST) has been implemented through the DepEd Order No. 42, series of 2017. The school head is the one who observes in the quarterly basis. Also, the role of the teacher is important since they are the ones being observed by the principal.

Philippine Professional Standard for Teachers (PPST) was originated from the National-Competency Based Teacher Standards (NCBTS) when DepEd realized the need for improvement of the NCBTS tool because of the changes from the national and global framework such as the K to12 reform, ASEAN integration, globalization, and the changing character of the 21st century learners.

Herewith, classroom observation is a requirement for all public school teachers that provides evidence of actual teaching performance, their strengths, and areas of improvement and a process of providing feedback to a teacher’s classroom practice. Thus, the newly implemented process of classroom observation of Philippine Professional Standards for Professional Teachers (PPST) has been developed by the Philippine National Research Center for Teacher Quality (RCTQ) of Philippine Normal University.
to have a general standard to guide the school administrators on providing instructional or technical assistance to their teachers. It is therefore, expected that the observer and teacher are already familiar to this process of classroom observation.

However, on the part of the school administrators there are problems on implementation phase of classroom observation tool of PPST. In which, most of them are confused on the method of classroom observation on how they will rate teachers in terms of performance indicator per quarter. Therefore, different interpretation among school heads had been implemented on their respective schools. Hence, this will lead to problems on the part of the teacher during the process of classroom observation and the instructional supervision of school administrators in which it is vital for them to give technical assistance to their teachers in terms of strategies and classroom management.

Furthermore, being regularly observed by school head during teaching is one of the things teachers will doubtless find nervous and stressful. Knowing that the strengths and weaknesses of the observant teaching ability are being assessed naturally causes some degree of anxiety. Moreover, the presence of an observer in the classroom sometimes influences the nature of the lesson, making the lesson untypical of the teacher’s usual style of teaching. Teachers may over prepare for a classroom observation to show themselves at their best. They may also feel tense knowing that the observer is not only there to assist them in developing their teaching skills, but also to evaluate how well they are doing.

Preparation of classroom observation is important in terms of communicating for pre –observation among their teachers. It is evident that they practice a good relationship to their teachers as well as giving technical assistance to their teachers because as a school principal, classroom observation is a more positive way of giving feedback.
Hence, the function of a school head is to give technical assistance to teachers for them to become an effective 21st Century Teacher. Teachers and school head must work hand and hand to attain effective teaching-learning process.

References: