THE EXPERIENCE OF BEING OBSERVED

by:

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Classroom teaching is a complex enterprise and job, with a very large number of interacting variables at play. Mostly evaluative by nature, teacher observation is usually linked to classroom performance and teacher’s performance. The schools are using observation, school head observes teachers = as a form of professional development that improves teaching practices and pupil’s performance. Being observed in the classroom can rattle teacher's nerves. But teacher observations serve as vehicles for professional growth rather than performance evaluations have multiple benefits - for teachers, administrators, and the school.

The intention of teacher observation is that it be a tool for professional development and, in turn, for pupils learning. Teacher observation is one model of professional learning key to support a new vision for professional development. It is essential to be effective the use of teacher’s observations strategies that enable the school administrators to develop a culture that nurture a collegial exchange of ideas and promotes a certain level of trust. Culture is often absent when the observation is associated with teacher performance rather than professional growth.

Some critical elements of teacher observation as professional development is ensuring school leaders and support teacher observation as a valid form of professional development rather than performance and building a community of trust among faculty and staff.
References:

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