

Complementary Classroom Observation Tool (COT) of Morong National High School – Senior High School Teachers

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Abstract: The study aimed to develop a complementary classroom observation tool for Morong National High School – Senior High School Teachers.

The study utilized observation, documentary analysis, and focus group discussion to deduce the idea needed for the development of localized complementary classroom observation tool. Descriptive-quantitative method was used to determine the acceptability of the developed tool in terms of usefulness, user-friendliness, accuracy, and completeness. Purposive sampling was used for the selection of respondents. 15 Teachers I-III and 24 Master Teachers of Morong National High School – Senior High School were selected as respondents following the ethical standards on informed consent and confidentiality of identity.

The developed tool was validated by the experts while the google form for the acceptability of the tool was validated by the assistant principal and a master teacher.

The complementary classroom observation tool is composed of three major parts: two columns for lesson plan template; two columns for classroom indicator checkboxes; and one column for the descriptions of locally agreed and specified classroom indicators.

Findings showed that respondents strongly agreed that the tool is useful, user-friendly, accurate and complete. It was also found out that there is no significant difference between the ratings of the teachers and observers in terms of the aforementioned variables. This means that the developed tool can be used as complementary material in assessing the classroom teaching performance of the teachers.

Keywords: complementary, classroom observation tool, assessment

Introduction – Teachers are flag bearers in terms of the pursuit of quality, relevant, and inclusive education. On their hands lie a great but crucial responsibility of producing lifelong learners. In this regard, the teaching and learning process must be surrounded with standards to realize the commitment of the educational sector.

“The quality of education system cannot exceed the quality of its teachers” (McKinsey, 2007). And to ensure quality, assessment and evaluation of teacher’s performance and the processes involved are highly necessary. Teacher evaluation, according to Sawchuk (2018), refers to the formal process a school uses to review and rate teacher’s performance and effectiveness in the classroom

The Department of Education (DepEd) implemented the Performance Appraisal System for Teachers (PAST) which included several evaluation domains as basis for teacher’s performance in the profession. PAST was replaced by Result-Based Performance Management System (RPMS) which

was later enhanced by the development of Philippine Professional Standards for Teachers (PPST).

These set of assessment procedures come with a sturdy theoretical and conceptual foundations and framework, such as the National Competency-Based Teachers Standards (NCBTS). These standards had been the primary basis of the entire teaching and learning practices in the country. Without a doubt, these have been helpful for teachers in delivering services and achieving expected learning outcomes.

Though the mentioned tools in assessing performance are tested to effect positive results in the system, still some parameters need to be clarified and specified so oneness of interpretation and execution of the policy will be achieved. And in support to such goal, the researchers proposed a localized assessment tool yet grounded to the principles and mandate of the policy in effect.

Teaching is truly a tasky job, and the researchers would like to assist them by simplifying processes in the classroom observation they are required to perform.

The main purpose of this action research is to provide easy and simple format in accomplishing and attaining the targets and objectives of teachers in the delivery of a topic or lesson in the classroom. In the same way, the observers will have an easy approach in noting important observations.

Theoretical Framework

This study was mainly anchored on the Theory of Constructivism by Jean Piaget and Lev Vygotsky and the Framework for 21st Century Learning. It was further directed to the Philippine Professional Standards for Teachers as basis of the standards for teaching competence. The Teacher Performance Evaluation of the school was also used to examine the teaching performance of the teachers.

The Theory of Constructivism represents one of the big ideas in education (Bada, 2015). It is the leading theory in teaching and learning. It was the anchor of this study because its objective was not to set standards but to look into probable areas for the improvement of teachers based on the given standards aided by their learning (Philippine Social Science Journal Volume 1 Number 1 (July-December 2018) 69 experiences (Petalla & Madrigal, 2017).

Primarily, educational reforms aimed for all students to succeed (Bada, 2015). In the light of these reforms, the students must be the focus of teaching. Gilis, et al. (2008) pointed out that constructivism has shifted in pedagogy from teacher-focused to student-focused. This is the most important contribution of constructivism in education (Bada, 2015).

Moreover, a student-centered pedagogy implies a critical role of the teachers. In a constructivist classroom, the teacher is a facilitator and guide and is primarily responsible for creating and maintaining a collaborative problem-solving environment where students are allowed to construct their own knowledge (Bada, 2015).

In the process, learning approaches emerging from constructivism are designed to create a more successful classroom experience for students. Hence, this is the important role of the teachers. The teachers must focus on what learning outcomes to achieve, the design of the instruction, the activities of the students, and the related assessment strategies.

Consequently, Bada (2015) identified that teachers under constructivism need to reflect on their own practices and apply these ideas into their work. Furthermore, this is also anchored on the Framework

for 21st Century Learning. This framework describes the skills, knowledge and expertise students must master to succeed in work and life. It is a blend of content knowledge, specific skills, expertise and literacies.

Additionally, this enables the 21st century professional learning communities for teachers that model the kinds of classroom learning that best promote the 21st century skills and the role of teachers to teach the students (P21 Framework for 21st Century Learning, 2015). In addition, the study is further directed to the Philippine Professional Standards for Teachers (PPST). In the K to 12 programs of the Department of Education (DepED), this is the quality assurance instrument assessing the competence of teachers in line with the national educational standards. Through this instrument, the teacher will be able to cultivate his or her ability to identify students' particular learning styles, intelligences, strengths and weaknesses (P21 Framework for 21st Century Learning, 2015).

Finally, the study is linked to the teacher performance evaluation as an institutional instrument used to assess the performance of the teachers. The performance of teachers is vital toward the achievement of educational success, thus the need to keep the teachers abreast of the dynamic teaching standards arises.

In conclusion, the theory of constructivism and teacher quality assurance instruments must work together to complete the process of seeking improvements in the 21st century teaching and learning framework.

Therefore, the role of teachers becomes dynamic. And for teachers to maintain excellent professional performance under these conditions, they must assume a personal responsibility for their own performance, growth, and development (Hanif, Tariq & Nadeem, 2011).

Methodology-

Purposive sampling was used for the selection of respondents. 15 teachers I-III and 24 master teachers of Morong National High School – Senior High School were selected as respondents following the ethical standards on informed consent and confidentiality of identity.

The developed tool was validated by the above-mentioned respondents while the google form for

the acceptability of the tool was validated by the assistant principal and a master teacher.

Data Collection

After getting the permission from the assistant principal, the researchers reviewed their observation notes in their previous classroom observations to identify the gaps that need to be addressed. They also had consultations with school head and key teachers to complete the data needed for the development of the tool. Then they used the RPMS resource package modules to determine the correct descriptions of indicators that must be shown during the teaching demonstrations.

The researchers also made a questionnaire for the acceptability of the developed tool using google forms. The form was validated by the assistant principal and a master teacher from senior high school.

Ethics

The researchers ensured that they got the permission from the assistant principal before they started the research.

In the documentary analysis of observation notes, only the part of classroom observation notes was photocopied to ensure the confidentiality of the teachers.

No revision was made in the existing Classroom Observation Tools (COT) provided by the Department of Education. The tool was made following the RPMS package modules.

Informed consent was followed by explaining first the details on how to utilize the tool. The google form was also constructed with comprehensive instructions.

To ensure the confidentiality of the respondents, the inputting of names in the form was also made optional and the setting of the datasheet was kept private.

Data Analysis

To develop the localized complementary classroom observation tool, qualitative data analysis was used.

Using the design deduced from collected data, the researchers were able to develop the draft of the tool. Then they had focus group discussions for the finalization of tool that will be presented to the senior high school teachers. The final tool was based on the feedbacks of the teachers.

To determine the ratings of the teachers and the observers on acceptability of the developed tool in terms of usefulness, user-friendliness, accuracy and completeness, mean and standard deviation was used utilizing the google sheet formulas. The study used the following scales for verbal interpretation (VI).

3.26-4.0	-	Strongly agree (SA)
2.6-3.25	-	Agree(A)
1.76-2.5	-	Disagree(D)
1-1.75	-	Strongly disagree (SD)

To determine the significant difference between the ratings of the teachers and observers on acceptability of the developed complementary tool in terms of the aforementioned variables, independent t-test was utilized using the statistics calculator found at <https://www.socscistatistics.com/tests/studentttest/default.aspx>.

Body/Findings-

Figure 1

Developed Localized Complementary Classroom Observation Tool (COT)

DAILY LESSON LOG	SCHOOL	Morong National High School – SHS	GRADE LEVEL	12
	TEACHER	EUGENE RAY F. SANTOS	LEARNING AREA	PRACTICAL RESEARCH 2
	WEEK -TEACHING DATES	Week 7 – July 22, 2019	QUARTER	First Sem – 1 st Quarter
FOR TEACHERS I, II, & III				
I. OBJECTIVES				
A. Content Standards	The learner demonstrates understanding of: 1. the criteria in selecting, citing, and synthesizing related literature 2. the ethical standards in writing related literature			
B. Performance Standards	The learner is able to: 1. select, cite, and synthesize judiciously related literature and use sources according to ethical standards			
C. Learning Competencies / Objectives	Selecting relevant literature CS_RS12-If-j-1			
II. CONTENT				
Related Literature and Studies				
III. REFERENCES & RESOURCES				
<i>References:</i> Department Of Education, Curriculum Guide in Practical Research, K To 12 Basic Education Curriculum Senior High School – Applied Track Subject Fulgoses, R. (2016) You and the Natural World: Quantitative Research. Phoenix Publishing House Inc., Quezon City, Philippines. <i>Materials:</i> Meta Cards / Hand-Outs / Activity Sheets / Reporting Materials / Scoring Rubrics				
IV. PROCEDURES				
<i>To be filled out by the observer</i>				
Priming / Review	(3 Minutes) The teacher will ask the following questions: 1. What is your approved working topic? 2. How did you come-up with your working topic? 3. What made you sure/confident that your topic interest is a "doable" research topic? (2 Minutes) The teacher will ask learners about the activities/concepts about literature review they can recall in their Qualitative Research (PR1) Class last semester.	<input type="checkbox"/>	<input type="checkbox"/>	INDICATOR 1 – Applies knowledge of content within and across curriculum teaching areas The teacher applies knowledge of content of the current subject area. The teacher applies knowledge of content from other subject areas.
A. Activity	DETECTIVE ME (10 Minutes) Like Sherlock Holmes, learners in dyads will investigate and solve problems/situations/cases and look for various sources of information they can use to solve the cases. 1. What sources of information are present in the situation that you got? 2. Will you please describe it? Please cite its features as a source of information. 3. How will the source of information help you solve the given situation/problem/case?	<input type="checkbox"/>	<input type="checkbox"/>	INDICATOR 2 – Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills. The teacher includes literacy skills improvement activities. The teacher includes numeracy skills improvement activities.
B. Analysis	(10 Minutes) In small groups of learners with common interest in a circular structure, learners will be given different samples of critical literature review and shall accomplish the table below on a reporting paper. a. What is the general topic of the literature review? b. How many literature were reviewed by the researcher? c. What years were covered in the review? d. How are the class arranged/sequenced? e. Are the linkages related to the general topic of the paper? f. Which part of the review shall be deleted/omitted/removed? Other groups shall provide constructive feedback about the work of the reporting group.	<input type="checkbox"/>	<input type="checkbox"/>	INDICATOR 3 – Applies a range of teaching strategies to develop critical and creative thinking as well as other higher order thinking skills. The teacher asks HOTS questions.
C. Abstraction	(15 Minutes) Learners shall do a Focus Group Discussion (FGD) and be able to accomplish the following tasks.	<input type="checkbox"/>	<input type="checkbox"/>	INDICATOR 4 – Manages classroom structure to engage learners individually or in groups in meaningful exploration discovery and hands on activities within a range of physical environments. The teacher sets seating arrangement appropriate for learning tasks. The teacher maintains clean, safe, and conducive learning environment.
		<input type="checkbox"/>	<input type="checkbox"/>	INDICATOR 5 – Manages learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environment.

	<p>Group 1: From the previous activities, how do we define literature in the context of research? Show it through a concept map.</p> <p>Group 2: What are the qualifications/characteristics of a reference for it to be good source of literature? Present it through a mini-song (yell)</p> <p>Group 3: What are the specific necessary activities/steps should a researcher perform in order to come up with a good review of literature? Show it in a flowchart.</p> <p>Group 4: What should be avoided to ensure accuracy and validity of literature and to avoid plagiarism? Do it in a short dialogue.</p> <p>Group 5: What are the qualities that the review of literature should have? Present it through descriptive mnemonics.</p> <p><i>The teacher will explain the attached rubrics in grading the group work.</i></p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>The teacher provides motivation.</p> <p>The teacher praises and gives positive feedback.</p> <p>The teacher sets house rules and guidelines.</p> <p>The teacher ensures learners active participation.</p> <p>The teacher allows learners to express their ideas and opinions.</p> <p>The teacher gives equal opportunities to learners.</p> <p>The teacher encourages learners to ask questions.</p> <p>INDICATOR 6 – Uses differentiated developmentally appropriate learning experiences to address learners’ gender needs, strengths, interests, and experiences.</p> <p>The teacher designs differentiated instructional materials/activities.</p> <p>The teacher considers the skills/learning style of learners in assigning tasks.</p> <p>INDICATOR 7 – Plans, manages, and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.</p> <p>The teacher plans the lesson based on the prescribed curriculum guide.</p> <p>The teacher starts and finishes the lesson on time.</p>
D. Application	<p>(7 Minutes)</p> <p>Formative Assessment</p> <p>In their respective groups, learners shall identify and list valid and accurate source of literature from a bank of provided references.</p>	<input type="checkbox"/>	<input type="checkbox"/>	
E. Assignment	(3 Minutes)	<input type="checkbox"/>	<input type="checkbox"/>	
	<p>Look for various references (book, research articles, journals, periodicals, etc.) related to your approved working research topic. Make a list of the citations that you found on a yellow paper of the references (in APA Style).</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The teacher follows the learning plan and is able to make adjustments during the process without compromising learning objectives.</p> <p>INDICATOR 8 – Selects, develops, organizes, and uses appropriate teaching and learning resources including ICT to address learning goals.</p> <p>The teacher uses appropriate teaching and learning resources including interactive ICT.</p> <p>The teacher avoids technical problems in the utilization of teaching and learning resources especially ICT.</p> <p>INDICATOR 9 – Designs, organizes and uses diagnostic, formative, and summative assessment strategies consistent with curriculum requirements.</p> <p>The teacher selects and uses appropriate assessment strategies in grading learners’ performance.</p> <p>The teacher involves learners in the evaluation and assessment process.</p>
V. Remarks				
VI. Reflection				
Prepared:	Checked:	Reviewed:	Noted:	
_____	_____	_____	_____	
Subject Teacher	Observer	Subject Group Head, HUMSS	Assistant School Principal II	

Figure 1 presents the screenshot of the developed complementary classroom observation tool (COT). Basically, it is a daily lesson log (DLL) template with added two columns for checkboxes of classroom observation indicators and one column for locally agreed

detailed description of each indicator. The tool should be accomplished by the teacher before the observation.

The first two columns under the procedure portion contain lesson plan details. The lesson plan, as shown by the lesson exemplar should use terms that

clearly signify the classroom observation indicators which are prescribed in the Results Based Performance Management System (RMPS).

The next two columns of check boxes will be accomplished by the teacher based on his/her lesson plan. Then the observer will examine if the checked boxes match with the prepared lesson plan. The checked complementary tool will be reviewed by the subject group head and will be noted by the school principal.

Table 1

Computed Mean and Standard Deviation of the Ratings of the Teachers and the Observers on the Acceptability of the Developed Complementary Classroom Observation Tool (COT) in Terms of Usefulness, User-friendliness, Accuracy and Completeness

Variables	Teachers			Observers		
	Mean	Sd	VI	Mean	Sd	VI
Usefulness	3.73	0.47	SA	3.67	0.56	SA
User-friendliness	3.67	0.50	SA	3.50	0.59	SA
Accuracy	3.53	0.85	SA	3.67	0.48	SA
Completeness	3.73	0.43	SA	3.71	0.46	SA
Overall Average	3.67	0.56	SA	3.64	0.53	SA

After the lesson delivery of the teacher, the observer will check the second column of checkboxes to confirm the classroom indicators that he/she actually observed during the lesson. The checked boxes of the observer will serve as basis in giving the rating of the teacher. They will also serve as mode of verifications for the Individual Performance Commitment and Review Form (IPCRF).

It can be seen from the table that all variables got mean scores that fall under the “strongly agree” verbal interpretation. This signifies that both the teachers and observers strongly believed that the developed tool can be used to make classroom observation easier and better. They also strongly believe that the tool is quite easy to use and has complete contents that are aligned with the prescribed indicators of the Results Based Performance Management System (RMPS)

Table 2

T-test Results on the Ratings of the Teachers and the Observers on the Acceptability of the Developed Complementary Classroom Observation Tool (COT) in Terms of Usefulness, User-friendliness, Accuracy and Completeness

Variables	User	Mean	Sd	T	Df	Sig
Usefulness	Teacher	3.73	0.47	-0.38	37	0.702
	Observer	3.67	0.56			
User-friendliness	Teacher	3.67	0.50	-0.91	37	0.366
	Observer	3.50	0.59			
Accuracy	Teacher	3.53	0.85	-0.63	37	0.529
	Observer	3.67	0.48			
Completeness	Teacher	3.73	0.43	-0.16	37	0.870
	Observer	3.71	0.46			

The Table shows that there are no significant differences when grouped according to the ratings of the teachers and observers on the acceptability of the developed tool since all the Sig or P-values are greater than alpha level of 5% or 0.05. This implies that both users, teachers, and observers, strongly believed that the developed tool is useful, user-friendly, accurate and complete.

Conclusions-

The developed tool can be used as a complementary material for classroom observation since both teachers and observers strongly believed that it is useful, user-friendly, accurate and complete.

Recommendations-

The researchers recommended the following:

1. utilize the developed localized complementary classroom observation tool in the actual classroom observations.
2. share the tools to other schools; and
3. present the results of the study to research congresses.

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