

The Effectiveness of the Classroom Observation in Enhancing the Instructional Practices of the English Teachers in the Public Junior High Schools in Polangui North District, Division of Albay

Joenard S. Ronda

Master of Arts in Education, Major in English, University of Northeastern Philippines, Iriga City, Camarines Sur, Philippines

Email of Corresponding Author: joenard.ronda@deped.gov.ph

Publication history:

Received: August 29, 2026

Revised: September 30, 2026

Accepted: October 3, 2026

Published: October 4, 2026

[International Journal of Sustainable and Integrated Studies, Vol. 1, No. 3, pp. 98-110, October 2026.](#)

Abstract

This study examined the effectiveness of classroom observation in enhancing the instructional practices of English teachers in Public Junior High Schools in Polangui North District, Division of Albay, during School Year 2025-2026. It was anchored on Reflective Practice Theory, Instructional Supervision Theory, the formative assessment perspective, and Social Cognitive Theory. A quantitative descriptive-evaluative-correlational research design was employed involving 30 English teachers selected through purposive sampling and total enumeration. Data were gathered using a validated 132-item survey questionnaire with a reliability coefficient of 0.94 and analyzed using frequency count, percentage, weighted mean, rank order, Kendall's Coefficient of Concordance W, and chi-square. Findings showed that the overall conduct of classroom observation was Very Much Evident, with a weighted mean of 4.75. The observation process ranked highest at 4.95, while follow-up actions or coaching ranked lowest at 4.37 and was interpreted as Much Evident. Classroom observation was also Very Much Effective in enhancing instructional practices, with an overall weighted mean of 4.83. Professional growth and development received the highest mean of 4.93, followed by lesson delivery, utilization of feedback, teachers' reflection, and learners' engagement. No significant agreement was found among respondent groups in the rank ordering of either the conduct or effectiveness dimensions, with all results at $p > 0.05$. The study concluded that classroom observation serves as an important developmental mechanism for improving English instruction, although follow-up coaching requires further strengthening. It recommends consistent observation procedures, observer orientation and calibration, evidence-based feedback, differentiated coaching, action planning, mentoring, Learning Action Cell activities, and periodic review of the observation process. The study supports SDG 4: Quality Education by strengthening teacher development and instructional quality. Its sustainability impact lies in promoting continuous professional learning, consistent instructional supervision, and evidence-based institutional practices that support long-term improvements in English education.

Keywords: Classroom Observation, English Teachers, Instructional Practices, Learner Engagement, Professional Growth and Development, Reflection, Sustainable Development Goal 4, Utilization of Feedback

1. Introduction

Effective teaching is central to improving learner achievement, particularly in English, where instruction supports reading, writing, listening, speaking, comprehension, and communication across the curriculum. Classroom observation provides a structured means of examining actual instructional practice and identifying areas for professional improvement. Contemporary research increasingly emphasizes that observation is most productive when it extends beyond performance evaluation and incorporates constructive feedback, reflection, collegial dialogue, coaching, and sustained professional learning (Nguyen, 2021; Mouraz et al., 2023; Bhagwandhin et al., 2025). Within Philippine public education, classroom observation remains closely connected with teacher performance management, professional standards, and instructional improvement. The present study examines the effectiveness of classroom observation in enhancing the instructional practices of English teachers in the Public Junior High Schools in Polangui North District, Division of Albay, for School Year 2025-2026. It focuses on the conduct of observation and its effectiveness in relation to lesson delivery, teachers' reflection, utilization of feedback, learners' engagement, and teachers' professional growth and development. The findings are intended to provide a basis for policy recommendations that strengthen instructional supervision and the quality of English teaching.

Classroom observation is a systematic process through which teaching practices are examined using evidence gathered during actual instruction. When observation is combined with meaningful feedback and professional dialogue, it can assist teachers in identifying strengths, recognizing areas requiring improvement, and modifying instructional strategies. Recent studies show that observation-based feedback can contribute to improved instructional and behavior-management practices, reflective practice, and professional learning when the process is developmental and supported by appropriate observation instruments (Poulou et al., 2023; Bhagwandhin et al., 2025). In the Philippine public school system, the policy environment for teacher performance assessment has recently changed. Department of Education (2025) established the Multi-Year Performance Management and Evaluation System (PMES) for Teachers for SY 2025-2026 to SY 2027-2028. The system emphasizes objective and fair performance assessment while supporting coaching, mentoring, meaningful feedback, and professional growth. For SY 2025-2026, subsequent implementation guidance requires only one full-period classroom observation for performance evaluation purposes (Department of Education, 2026). These developments make classroom observation particularly relevant to the period covered by the present study. Classroom observation is important for English teachers because effective language instruction requires the coordination of content knowledge, pedagogical strategies, learner participation, questioning, feedback, assessment, and opportunities for meaningful language use. Research involving English and foreign-language teachers indicates that peer and classroom observation can create opportunities for teachers to examine their own practices, discuss instructional challenges, learn collaboratively, and engage in professional reflection (Lestari & Dewi, 2022; İnceçay & Dikilitaş, 2022; Batlle & Seedhouse, 2022). İnceçay and Dikilitaş (2022) found that observation among language teachers facilitated collegiality and professional learning, while Batlle and Seedhouse (2022) highlighted the importance of interaction and feedback during post-observation discussions. The continuing need to strengthen English instruction is also reflected in learner performance. In PISA 2022, only 24% of participating 15-year-old students in the Philippines attained at least Level 2 proficiency in reading, compared with the OECD average of 74% (OECD, 2023). The World Bank (2024) likewise reported persistent learning poverty in the Philippines, emphasizing substantial challenges in foundational reading proficiency. These results do not establish classroom observation as the sole determinant of learner achievement, but they reinforce the need for evidence-based mechanisms that support instructional quality, professional development, and effective literacy instruction.

A major theme in recent literature is the shift from viewing classroom observation primarily as an evaluative procedure toward recognizing it as a professional learning process. Nguyen (2021) emphasized the potential of peer classroom observation to facilitate professional development when observation promotes collaboration and reflection rather than judgment alone. Mouraz et al. (2023) similarly found that multidisciplinary peer observation supported teacher collaboration, innovation, reflection, and improvement in teaching practices. Evidence-based observation tools can help make feedback more focused and useful. Poulou et al. (2023) found that teachers and school administrators viewed observation-based feedback as useful in supporting instructional and behavior-management practices. Granström et al. (2023), using classroom observations to examine teachers' instruction of learning strategies, demonstrated that systematic observation can identify differences between teachers' professional knowledge and the strategies actually implemented during instruction. Observation therefore provides evidence of actual classroom practice that may complement other forms of teacher assessment. Post-observation feedback is also important to the developmental value of the process. Batlle and Seedhouse (2022) demonstrated that the interactional management of post-observation feedback influences how teachers engage with assessments of their practice. More recently, Bhagwandhin et al. (2025) found that classroom observation followed by professional learning conversations supported reflective practice, engagement with evidence, and improvement-oriented thinking. Their findings further indicated that goal setting and sufficient time to embed observation processes in school practice can strengthen their usefulness. Observation can also contribute to teacher efficacy and collaborative professional learning. Mather and Visone (2024) found that structured peer observation

through collegial visits provided professional learning experiences associated with increased teacher self-efficacy. Similarly, Lestari and Dewi (2022) found that novice and experienced English teachers viewed peer observation as an opportunity for reflection, collaborative problem solving, professional identity development, and improvement of teaching quality. Professional development research more broadly supports sustained and collaborative approaches rather than isolated interventions. Ventista and Brown (2023), through a systematic review, found evidence supporting training, ongoing coaching, collaborative professional development, and sustained learning opportunities. They also noted that evidence directly connecting many forms of professional development with student outcomes remains limited. This distinction is relevant to classroom observation because improvement in teacher practice should not automatically be interpreted as direct evidence of improved learner achievement without corresponding outcome data. Philippine research provides additional evidence regarding classroom observation and teacher development. Reños and Pontillas (2024) found significant relationships between the pre-observation, actual observation, and post-observation phases and teachers' professional development activities. Torres et al. (2024) identified observer expertise, honesty, confidentiality, collegiality, actionable feedback, and productive collaboration as important conditions for the effective conduct of classroom observation in the Philippine DepEd setting. These findings indicate that the effectiveness of observation depends not only on formal procedures but also on the quality of feedback and professional relationships surrounding the process.

At the local level, the study is situated in the Public Junior High Schools in Polangui North District, Division of Albay. Its focus on English teachers provides a subject-specific setting for determining how observation practices relate to lesson delivery, reflection, feedback utilization, learner engagement, and professional growth. This localized examination is important because classroom observation practices may vary according to supervisory arrangements, school characteristics, teacher experience, and instructional needs. At the national level, improving teacher quality continues to form an important component of Philippine educational reform. Bacus et al. (2024), in a study involving 2,680 beginning Department of Education teachers across 16 regions, emphasized the importance of teacher preparation, coaching, mentoring, and mechanisms responsive to the actual demands of classroom practice. Current DepEd policy similarly emphasizes professional growth, coaching, mentoring, feedback, and instructional effectiveness within the PMES (Department of Education, 2025, 2026). Curriculum reform also reinforces the importance of instructional supervision. Barrot (2023) identified instructional delivery, assessment, lesson preparation, school-based initiatives, and teacher and school-leader commitment among important issues affecting Philippine K to 12 curriculum reform. Department of Education (2024a) established the policy guidelines for implementation of the MATATAG Curriculum, while Department of Education (2024b) introduced amendments that provide additional flexibility for schools according to their contexts. These reforms strengthen the need for observation systems that can examine how curriculum requirements are translated into actual classroom practice. At the international level, classroom observation is increasingly connected with professional learning, reflection, teacher efficacy, and instructional improvement. Recent research conducted in different educational settings has emphasized collaborative observation, evidence-based feedback, reflective dialogue, and sustained support as important components of professional development (Nguyen, 2021; Mouraz et al., 2023; Mather & Visone, 2024; Bhagwandhin et al., 2025). However, observation alone does not guarantee professional improvement. Its effectiveness depends on credible evidence, constructive feedback, supportive relationships, opportunities for reflection, and the capacity of teachers to apply recommendations to subsequent instruction.

The study is anchored on foundational theories and models that remain directly relevant despite their publication dates. These sources are retained under the exceptions for original theories, models, and seminal works rather than being replaced by secondary contemporary sources. Reflective Practice Theory (Schön, 1983) explains professional learning through reflection on experience. Teachers engage in reflection while responding to instructional situations and after examining their actions and their consequences. Applied to classroom observation, this perspective explains how observation evidence and post-observation discussions can enable teachers to examine instructional decisions, learner responses, successful practices, and areas needing improvement. Recent research continues to demonstrate the relevance of reflection to observation-based professional development (Mouraz et al., 2023; Bhagwandhin et al., 2025). Instructional Supervision Theory (Glickman et al., 2001) presents instructional supervision as a developmental process intended to strengthen teaching through professional interaction, observation, feedback, and support. This perspective is directly aligned with the present study's examination of pre-observation conferences, standardized observation tools, the actual observation process, post-observation activities, feedback, reporting, and follow-up coaching. The developmental orientation of the theory is also consistent with current Philippine performance-management policy, which emphasizes coaching, mentoring, feedback, and professional growth (Department of Education, 2025). The formative assessment perspective of Black and Wiliam (1998) emphasizes the use of evidence and feedback to identify gaps between existing and desired performance and to guide subsequent improvement. Applied to teachers, classroom observation becomes formative when evidence from observed instruction is used to identify instructional needs and when feedback leads to adjustments in subsequent teaching. More recent research on observation-based professional feedback supports this continuing application (Poulou et al., 2023). Social

Cognitive Theory (Bandura, 1986) explains learning through reciprocal relationships among personal factors, behavior, and the social environment and emphasizes learning through observation and modeling. This perspective is relevant to classroom observation because teachers can learn through feedback, interaction with supervisors and peers, observation of practices, demonstration, and collaborative professional activities. Contemporary research associating peer observation with teacher self-efficacy and collaborative professional learning further supports the relevance of this theoretical foundation (İnceçay & Dikilitaş, 2022; Mather & Visone, 2024). Conceptually, the study examines classroom observation through the pre-observation conference, use of standardized observation tools, observation process, post-observation activities, giving feedback, reporting of observation results, and follow-up actions or coaching. Its effectiveness is examined through lesson delivery, teachers' reflection, utilization of feedback, learners' engagement, and professional growth and development. Evidence generated through these dimensions serves as the basis for formulating policy recommendations designed to strengthen classroom observation and instructional supervision.

Recent literature provides substantial evidence supporting classroom observation as a source of instructional information and a mechanism for professional learning. Observation has been associated with professional reflection and collaboration (Nguyen, 2021; Mouraz et al., 2023), instructional feedback and improvement (Poulou et al., 2023), professional growth within the Philippine context (Reños & Pontillas, 2024), teacher self-efficacy (Mather & Visone, 2024), and adaptive professional learning through post-observation conversations (Bhagwandhin et al., 2025). However, much of the recent research addresses teachers generally, elementary teachers, peer observation, higher education, or educational systems outside the Philippines. Studies involving language teachers, including İnceçay and Dikilitaş (2022), Lestari and Dewi (2022), and Batlle and Seedhouse (2022), demonstrate the value of observation for language-teacher development but were conducted in contexts different from Philippine public junior high schools. Philippine research has established the importance of professional development, observer expertise, actionable feedback, collegiality, and supportive observation processes (Reños & Pontillas, 2024; Torres et al., 2024). Nevertheless, there remains a need for localized evidence on how classroom observation specifically enhances the instructional practices of English teachers in Public Junior High Schools in Polangui North District. English instruction requires teachers to support reading, writing, comprehension, vocabulary, grammar, communication, questioning, assessment, and learner participation, making subject-specific examination particularly relevant. The current study is also situated within a period of policy transition. The implementation of the PMES for SY 2025-2026 and continuing implementation of curriculum reforms create a contemporary context different from that of studies conducted primarily under previous performance-management arrangements (Department of Education, 2024a, 2024b, 2025, 2026). Examining classroom observation under these current conditions can provide more relevant evidence for instructional supervision and teacher development. The study therefore determines the extent to which classroom observation is conducted through its major phases and examines its effectiveness in enhancing English teachers' lesson delivery, reflection, utilization of feedback, learner engagement, and professional growth and development. It further examines agreement in the rank ordering of these aspects among the groups involved and uses the findings as the basis for policy recommendations. Through this focus, the study addresses a localized and subject-specific research gap while contributing evidence relevant to current teacher-performance and curriculum reforms.

The study is directly aligned with Sustainable Development Goal 4 (SDG 4), Quality Education, which calls for inclusive and equitable quality education and lifelong learning opportunities. UNESCO and the International Task Force on Teachers for Education 2030 (2024) emphasize that progress toward SDG 4 depends substantially on having qualified, supported, motivated, and continuously developing teachers. Strengthening systems that provide teachers with evidence about their classroom practices, constructive feedback, coaching, mentoring, and opportunities for reflection therefore contributes to the broader objective of improving teaching quality. This alignment is particularly relevant to the Philippine context, where persistent reading challenges continue to demonstrate the importance of instructional quality. Current evidence from OECD (2023) and the World Bank (2024) indicates substantial difficulties in reading proficiency among Filipino learners. While these learning outcomes are influenced by multiple factors, strengthening teacher support and instructional improvement remains an important component of broader efforts to improve educational quality.

The study contributes primarily to educational sustainability by examining how classroom observation, feedback, reflection, mentoring, and coaching can support continuous professional development. Sustainable educational improvement requires mechanisms that develop teachers' professional capacity over time instead of relying exclusively on isolated interventions. Evidence from Ventista and Brown (2023) indicates that sustained professional development, coaching, training, and collaborative learning can support improvements in teacher practice and, under appropriate conditions, student learning. The research also contributes to institutional and governance sustainability because effective classroom observation requires consistent processes, credible evidence, constructive professional relationships, and mechanisms for follow-up support. Current DepEd performance-management policy links evaluation with coaching, mentoring, meaningful feedback, professional growth, and instructional effectiveness (Department of Education, 2025, 2026). Findings from Polangui North District can therefore provide an evidence base for policy recommendations intended to strengthen the

consistency, developmental orientation, and responsiveness of classroom observation practices. The study further has implications for community and socio-economic sustainability because literacy and communication skills support learners' continued education, participation in society, and preparation for future opportunities. UNESCO and the International Task Force on Teachers for Education 2030 (2024) recognize a qualified and well-supported teaching workforce as fundamental to resilient education systems and quality learning. By connecting teacher development, instructional quality, learner engagement, and evidence-based policy, the present study contributes to sustaining English education that is responsive to curriculum reforms, institutional goals, and learners' continuing needs.

2. Material and methods

2.1 Research Design

The study employed a quantitative descriptive-evaluative-correlational research design. Quantitative research provides a systematic approach for measuring variables and examining patterns and relationships using numerical data (Creswell & Creswell, 2023). The design was used to determine the extent of the conduct of classroom observation, assess its effectiveness in enhancing the instructional practices of English teachers, examine agreement in the rank orders of the assessed dimensions, and provide a basis for policy recommendations.

2.2 Locale of the Study

The study was conducted in the Public Junior High Schools in Polangui North District, Division of Albay. The participating schools were Polangui General Comprehensive High School, Ponso National High School, Itaran National High School, Maysua National High School, and Kinuartelan Integrated School. These schools represented big, medium, and small school classifications within the district.

2.3 Respondents of the Study

The respondents consisted of 30 English teachers from the participating Public Junior High Schools in Polangui North District, Division of Albay. Twelve respondents, or 40%, were from Polangui General Comprehensive High School; six, or 20%, were from Ponso National High School; and six, or 20%, were from Itaran National High School. These big schools accounted for 24 respondents or 80% of the total. Maysua National High School, classified as a medium school, contributed four respondents or 13%, while Kinuartelan Integrated School, classified as a small school, contributed two respondents or 7%. The respondents were directly involved in the teaching-learning process and had relevant experience with classroom observation.

2.4 Sample and Sampling Procedure

Purposive sampling was initially used to identify English teachers who had undergone classroom observation in the Public Junior High Schools within Polangui North District, Division of Albay. This ensured that the participants possessed direct experience relevant to the objectives of the study. After the eligible participants were identified, total enumeration was employed, resulting in the inclusion of all 30 qualified English teachers. The selection of an appropriate sampling procedure should be consistent with the research questions, study population, and quantitative design (Creswell & Creswell, 2023).

2.5 Research Instrument

A survey questionnaire served as the primary data-gathering instrument. Questionnaire development was guided by the research problems, related literature and studies, and the theoretical foundations of the study. Contemporary survey methodology emphasizes that questionnaire items should be clear, relevant to the constructs being measured, and directly aligned with the information required to answer the research questions (Arundel, 2023; Thomander & Krosnick, 2024). The questionnaire contained 132 items divided into two major parts. The first part consisted of 74 items assessing the extent of the conduct of classroom observation in terms of the pre-observation conference, use of standardized observation tools, observation process, post-observation activities, giving feedback, reporting of observation results, and follow-up actions or coaching. The second part consisted of 58 items assessing the effectiveness of classroom observation in enhancing instructional practices in terms of lesson delivery, teacher reflection, utilization of feedback, learner engagement, and professional growth and development. A five-point response scale was used. For the extent of classroom observation, mean scores of 4.50 to 5.00 were interpreted as Very Much Evident, 3.50 to 4.49 as Much Evident, 2.50 to 3.49 as Evident, 1.50 to 2.49 as Fairly Evident, and 1.00 to 1.49 as Not at All. For effectiveness, scores of 4.50 to 5.00 were interpreted as Very Much Effective, 3.50 to 4.49 as Much Effective, 2.50 to 3.49 as Effective, 1.50 to 2.49 as Fairly Effective, and 1.00 to 1.49 as Not at All. Before administration, the questionnaire was reviewed and validated by the thesis adviser, the Dean of Graduate Studies and Research of the University of Northeastern Philippines, and high officials of the Department of Education. Their recommendations were incorporated before the final questionnaire was administered. Questionnaire testing and expert review are important steps in improving the clarity, relevance, and quality of survey instruments before full implementation (Arundel, 2023; Thomander & Krosnick, 2024). The reliability of the instrument was assessed using the Kuder-Richardson approach reported in the original methodology (Kuder & Richardson, 1937). The instrument obtained a reliability coefficient of 0.94 and was

subsequently used for data collection. The original methodological source is retained because the Kuder-Richardson procedure is an established research instrument and measurement method and therefore falls under the exception to the five-year reference policy.

2.6 Data Gathering Procedure

The research process began with the presentation of the proposed title to the University Thesis Committee and the incorporation of recommendations obtained during the proposal review. The research instrument was then prepared and submitted to qualified validators. After validation, permission to conduct the study was secured from the appropriate PSDS/SDS authorities before the questionnaire was administered to the respondents. After administration, the completed questionnaires were retrieved and the collected responses were organized and tabulated for statistical analysis. The results were subsequently analyzed and interpreted and incorporated into the manuscript. The study then underwent the required pre-oral and final oral defense processes, after which recommendations were incorporated into the revised manuscript. The completed research was prepared for editing, presentation, dissemination, and publication.

2.7 Data Analysis Techniques

The collected data were analyzed using frequency count, percentage, weighted mean, and rank order. Frequency counts and percentages were used to describe the distribution of respondents, while weighted mean was used to determine the extent of the conduct of classroom observation and its effectiveness in enhancing the instructional practices of English teachers. Rank ordering was employed to determine the relative standing of the assessed dimensions. Kendall's Coefficient of Concordance W was used to determine the degree of agreement among the rank orders of the assessed variables. Kendall's W is appropriate for examining concordance among multiple sets of rankings and has continued to be applied in contemporary educational research involving consistency among raters or ranked evaluations (Chang & Tseng, 2023). The significance of the agreement was evaluated using the corresponding chi-square statistic.

3. Results and Discussion

3.1 Conduct of Classroom Observation

3.1.1 Pre-Observation Conference

The pre-observation conference obtained an overall weighted mean of 4.62, interpreted as Very Much Evident. Clearly defining learning objectives and linking them to the MELCs ranked highest at 5.00. Presenting a detailed DLL/DLP aligned with English competencies and agreeing on the focus areas for observation both obtained 4.77. The least evident practices were discussing materials, activities, and assessments at 4.23, explaining strategies and methods at 4.42, scheduling the conference in advance at 4.43, and presenting differentiated strategies at 4.49. These findings indicate that teachers and observers generally clarified objectives, expected outcomes, instructional strategies, and observation priorities before the actual classroom visit. The strong emphasis on objectives and curriculum alignment reflects the importance of systematic lesson preparation. Valdez et al. (2024) emphasized lesson planning as a core professional practice among English language teachers, while Zhao et al. (2023) showed that alignment among objectives, instructional activities, and assessment is important in implementing curriculum standards. The relatively lower rating for discussing materials, activities, and assessment suggests that pre-observation conferences can be strengthened by examining not only lesson objectives but also how instructional activities and assessment evidence correspond with those objectives.

3.1.2 Use of Standardized Observation Tools

The use of standardized observation tools obtained an overall weighted mean of 4.86, interpreted as Very Much Evident. Alignment of COT indicators with PPST domains relevant to English teaching and the use of observation data for feedback and coaching both received 5.00. DepEd-prescribed rubrics and the promotion of transparency and accountability both obtained 4.90. The lowest-rated indicator was the clear explanation of the objectives of the observation tool, although its mean of 4.66 remained Very Much Evident. The findings demonstrate that standardized observation tools provided a common basis for examining teaching practices and giving evidence-based feedback. White and Maher (2024) explained that rubric-based observations can support teacher learning when rubrics facilitate self-reflection, feedback, and collaborative inquiry rather than functioning solely as evaluative instruments. In the Philippine context, Torres et al. (2024) similarly emphasized the importance of appropriate observation systems, actionable feedback, and observer expertise. White and Klette (2024) further cautioned that observation scores can be affected by rater error and bias, reinforcing the importance of common standards, orientation, and observer calibration.

3.1.3 Observation Process

The observation process obtained an overall weighted mean of 4.95, interpreted as Very Much Evident, making it the strongest component of classroom observation. Following prescribed protocols, aligning the observation tool with English standards, taking notes on instruction and learner engagement, documenting teacher performance and learner participation, and observing classroom routines and management all obtained 5.00. The lowest indicator was communicating observation objectives before the observation, although it remained highly evident at 4.76. The high rating indicates that the actual classroom visit was conducted systematically and focused on observable instructional practices. Poulou et al. (2023) demonstrated that classroom observational assessment can identify teachers' instructional and behavior-management strengths and areas needing improvement while providing useful performance feedback. Torres et al. (2024) likewise found that the quality of class observation depends on observer expertise, professional conduct, and actionable evidence. The lower rating for communicating objectives indicates that even a highly structured observation can benefit from stronger clarification of expectations before instruction begins.

3.1.4 Post-Observation Process

Post-observation practices obtained an overall weighted mean of 4.77, interpreted as Very Much Evident. Clearly discussing strengths and areas for improvement, focusing feedback on teaching-learning improvement rather than fault-finding, and providing specific actionable suggestions each obtained 5.00. Openness to feedback obtained 4.93 and teacher reflection on instructional strategies obtained 4.85. Providing immediate constructive feedback and creating or updating an improvement plan both received the lowest mean of 4.38. The findings indicate that post-observation conferences largely functioned as developmental conversations. Heron et al. (2024) emphasized that post-observation feedback becomes meaningful when teachers are provided opportunities to understand and act on feedback rather than merely receive it. Bhagwandhin et al. (2025) similarly found that classroom observations followed by professional learning conversations supported reflective practice, engagement with evidence, and improvement-oriented thinking, although goal setting and sufficient time were necessary for stronger outcomes. Reños and Pontillas (2024) also associated classroom observation with professional development activities among Philippine teachers. These findings support strengthening immediate feedback, documented improvement goals, and continuing coaching after observation.

3.1.5 Giving Feedback

Giving feedback obtained an overall weighted mean of 4.83, interpreted as Very Much Evident. Written feedback identifying strengths, growth areas, and recommendations ranked highest at 4.96, followed by feedback aligned with PPST indicators and English competencies at 4.94 and the balance of positive reinforcement and corrective comments at 4.93. The lowest-rated practice was using rubrics or rating tools to ensure fairness and consistency in feedback at 4.69. Timely constructive feedback and teacher self-assessment both received 4.77. The results show that feedback was generally documented, evidence-oriented, and developmental. Poulou et al. (2023) found that teachers perceived observation-based performance feedback as helpful for instructional improvement. Heron et al. (2024) further emphasized that the effectiveness of post-observation feedback depends on teachers' ability to understand, interpret, and enact it. More recently, Levi-Nielsen et al. (2026), through a systematic review and meta-analysis, concluded that performance feedback is an evidence-based professional development strategy capable of producing meaningful changes in teacher behavior. The lower emphasis on rubric-supported fairness suggests that observers should make explicit how comments and ratings are grounded in observable evidence and common criteria.

3.1.6 Reporting of Observation Results

Reporting of observation results obtained an overall weighted mean of 4.88, interpreted as Very Much Evident. Teacher reflection before formal documentation ranked highest at 4.96, while clear, professional, accurate, and fair language obtained 4.94. Clear and objective reporting, prompt preparation of reports, and alignment with PPST indicators and observation rubrics each obtained 4.93. Supporting reports with evidence such as lesson plans and observation notes ranked lowest at 4.77. The high rating for reflection before documentation shows that teachers were given opportunities to process observation findings rather than being passive recipients of formal reports. Heron et al. (2024) emphasized that observation feedback should create opportunities for teachers to reflect and act on the evidence provided. At the same time, White and Klette (2024) highlighted the importance of the validity and appropriate interpretation of observational evidence, particularly when observation information is used for feedback and professional development. Observation reports are therefore strengthened when written conclusions are traceable to concrete classroom evidence, professional standards, and clearly documented instructional events.

3.1.7 Follow-Up Actions and Coaching

Follow-up actions or coaching received an overall weighted mean of 4.37, interpreted as Much Evident, and represented the least strongly implemented observation component. Constructive feedback on English content, pedagogy, and delivery ranked highest at 4.81, followed by post-observation conferences on strengths and areas for improvement at 4.64. Encouraging teacher self-assessment obtained 4.49. Developing an IPCRF action plan based on observation findings ranked lowest at 4.09, while demonstration teaching, professional development recommendations, mentoring, and follow-up evaluation also received comparatively lower ratings. The findings indicate that support was provided after observation, but sustained follow-through was less consistent than the observation and feedback stages. Flores et al. (2024) found that improvement goals generated through reciprocal peer observation can transfer into classroom practice, particularly when teachers operate within collaborative cultures and receive support for implementation. Bhagwandhin et al. (2025) likewise emphasized the importance of goal setting and embedding observation and professional learning conversations within school routines. Reños and Pontillas (2024) connected classroom observation with continuing professional-development activities. Thus, observation findings should be translated more consistently into documented goals, coaching, model teaching, follow-up visits, and professional learning activities.

3.1.8 Overall Conduct of Classroom Observation

Overall, classroom observation obtained a weighted mean of 4.75, interpreted as Very Much Evident. The Observation Process ranked first at 4.95, followed by Reporting of Observation Results at 4.88, Use of Standardized Observation Tools at 4.86, Giving Feedback at 4.83, Post-Observation at 4.77, and Pre-Observation Conference at 4.62. Follow-Up Actions or Coaching ranked last at 4.37 and was the only component interpreted as Much Evident. The overall pattern indicates that classroom observation was strongest in its formal observation, documentation, and feedback components, while continued intervention after observation was comparatively weaker. Torres et al. (2024) emphasized that effective classroom observation requires professional observation practices, actionable feedback, and collaboration. Reños and Pontillas (2024) found positive relationships between observation phases and professional development, while Unissa and Alhasan (2024) reported that educators regarded classroom observation and feedback as important to professional development. The results therefore suggest that the observation cycle should not end with reporting but continue through coaching, improvement planning, mentoring, and monitoring.

3.2 Agreement on the Rank Orders of the Conduct of Classroom Observation

The Kendall Coefficient of Concordance showed no significant agreement among respondent groups in the rank ordering of all seven classroom observation dimensions. Pre-Observation Conference obtained $W = 0.45$ and $\chi^2 = 12.15$, Use of Standardized Observation Tools $W = 0.50$ and $\chi^2 = 12.00$, Observation Process $W = 0.41$ and $\chi^2 = 11.07$, Post-Observation $W = 0.49$ and $\chi^2 = 11.76$, Giving Feedback $W = 0.45$ and $\chi^2 = 12.15$, Reporting of Observation Results $W = 0.31$ and $\chi^2 = 7.44$, and Follow-Up Actions or Coaching $W = 0.53$ and $\chi^2 = 14.31$. All results were $p > 0.05$; therefore, the null hypothesis was accepted. This means that respondents differed in how they ranked the relative strength of classroom observation practices. Differences in rankings may reflect variations in how respondents experienced preparation, observation, feedback, reporting, and follow-up support. White and Maher (2024) emphasized that observation systems become more developmental when teachers and observers share an understanding of the rubric and use it to support reflection and collaboration. White and Klette (2024) also demonstrated that rater-related differences can affect interpretations derived from observation systems. Torres et al. (2024) identified observer expertise, collegiality, actionable feedback, and collaboration as important conditions for effective Philippine classroom observation. The results therefore support greater standardization of expectations, observer calibration, documentation, conferencing, and follow-up procedures across schools.

3.3 Effectiveness of Classroom Observation in Enhancing Instructional Practices

3.3.1 Lesson Delivery

Classroom observation was Very Much Effective in improving lesson delivery, with an overall weighted mean of 4.86. Presenting lesson content logically with smooth activity transitions ranked highest at 4.97, followed by the use of formative assessment at 4.94. Delivering clear and well-structured lessons aligned with objectives and MELCs and using teaching aids, visuals, and ICT tools both obtained 4.93. Engaging learners through questioning, discussions, and hands-on activities ranked lowest at 4.72, although it remained Very Much Effective. The results indicate that observation contributed particularly to lesson organization, instructional alignment, assessment, and classroom delivery. Valdez et al. (2024) identified lesson planning as a central professional practice among English language teachers in the Philippines. Zhao et al. (2023) likewise emphasized alignment among objectives, instruction, learning activities, and assessment, while Ole and Gallos (2023) demonstrated that a feedback-loop professional development process strengthened teachers' formative-assessment practices and self-efficacy. These findings support using observation feedback to refine sequencing, assessment, instructional clarity, and learner-centered interaction.

3.3.2 Teachers' Reflection

Teachers' reflection obtained an overall weighted mean of 4.79, interpreted as Very Much Effective. Using observation feedback to adjust plans and classroom management and identifying strengths and weaknesses in lesson delivery both ranked highest at 4.97. Openness to coaching obtained 4.94, while reflection on alignment between objectives and learner performance received 4.86. Analyzing learners' responses and participation and using observation results to improve teaching methods and learner support were the lowest-rated indicators at 4.57. The findings show that teachers used classroom observation primarily to examine and adjust their own instructional practices, although reflection on learner responses received comparatively less emphasis. Mouraz et al. (2023) found that peer observation could foster collaboration, innovation, professional reflection, and improvement in teaching practices. Bhagwandhin et al. (2025) similarly reported that observation and post-observation conversations supported reflective practice and engagement with evidence. Reflection should therefore incorporate not only teacher actions but also learner responses, participation, difficulties, and evidence of understanding.

3.3.3 Utilization of Feedback

Utilization of feedback obtained an overall weighted mean of 4.80, interpreted as Very Much Effective. Openness and a positive attitude toward feedback ranked highest at 5.00. Reflecting on feedback to improve lesson delivery and using feedback to identify strengths and areas for improvement both obtained 4.97, followed by improving classroom management and learner engagement at 4.96. Using feedback to differentiate instruction obtained 4.54, while improving assessment practices aligned with learning competencies ranked lowest at 4.53. The results demonstrate that teachers generally accepted observation feedback and used it for instructional improvement. Heron et al. (2024) emphasized that effective observational feedback requires opportunities for teachers to interpret and enact what they receive. Poulou et al. (2023) found that performance feedback based on classroom observation supported improvements in instructional and behavior-management practices. Ole and Gallos (2023) also showed that feedback-oriented professional development can improve teachers' formative-assessment practices. The relatively lower results for differentiation and assessment indicate that feedback should extend beyond general teaching performance to the design of learner-responsive instruction and assessment.

3.3.4 Learners' Engagement

Learners' engagement obtained an overall weighted mean of 4.78, interpreted as Very Much Effective. Collaborative pair or group activities ranked highest at 4.97, followed by reducing off-task behavior through improved classroom management at 4.96 and adjusting strategies to improve learner motivation and involvement at 4.94. Creating supportive environments and designing learner-centered activities both obtained 4.93. The use of games, songs, or similar activities to sustain attention and enjoyment ranked lowest at 4.50. The results show that observation supported learner engagement primarily through collaboration, classroom management, motivation, and learner-centered instructional practices. Alzubi et al. (2024) found that collaborative learning improved EFL learners' English learning and social interaction through teamwork, peer learning, discussion, and other collaborative practices. Observation feedback should therefore continue to emphasize opportunities for meaningful learner interaction, active participation, supportive classroom environments, and varied activities appropriate to English instruction.

3.3.5 Professional Growth and Development of Teachers

Professional Growth and Development of Teachers obtained the highest overall weighted mean of 4.93, interpreted as Very Much Effective. Using observation feedback to improve teaching strategies, refining lesson delivery and classroom management, using observation results to identify strengths and areas for improvement, and building confidence and competence in lesson delivery all obtained 5.00. Alignment with DepEd standards and curriculum goals obtained 4.96, while collaboration and participation in professional-development activities both obtained 4.94. Applying innovative and learner-centered strategies after feedback ranked lowest at 4.77 but remained Very Much Effective. The results strongly indicate that classroom observation functioned as a professional-development mechanism rather than only as an evaluative activity. Reños and Pontillas (2024) found that classroom observation was significantly related to teachers' professional-development activities. Flores et al. (2024) reported that reciprocal peer observation facilitated the transfer of improvement goals into classroom practice and supported teacher professional development. Unissa and Alhasan (2024) similarly identified feedback from classroom observation as important to professional growth. More recent evidence from Levi-Nielsen et al. (2026) further supports performance feedback as an evidence-based strategy for changing teacher practice. Greater support for innovation, collaborative experimentation, mentoring, and learner-centered teaching can strengthen these gains.

3.3.6 Overall Effectiveness of Classroom Observation

Overall, classroom observation obtained a weighted mean of 4.83, interpreted as Very Much Effective in enhancing English teachers' instructional practices. Professional Growth and Development of Teachers ranked first at 4.93, followed by Lesson Delivery at 4.86, Utilization of Feedback at 4.80, Teachers' Reflection at 4.79, and Learners' Engagement at 4.78. All five dimensions were therefore assessed as Very Much Effective. The results indicate that the strongest contribution of classroom observation involved continuing teacher development, while substantial benefits were also reported for instruction, feedback utilization, reflection, and learner engagement. Bacus et al. (2024), examining beginning DepEd teachers across Philippine regions, emphasized the continuing importance of teacher quality and professional support for teaching performance. Reños and Pontillas (2024) associated classroom observation with professional growth, while Flores et al. (2024) demonstrated that observation-based improvement goals can be transferred into classroom practice. Together, these findings support classroom observation as most useful when evidence is followed by reflection, feedback, coaching, collaboration, and opportunities to implement improvement goals.

3.4 Agreement on the Rank Orders of the Effectiveness of Classroom Observation

The Kendall Coefficient of Concordance showed no significant agreement among respondent groups regarding the rank orders of classroom observation effectiveness. Lesson Delivery obtained $W = 0.35$ and $\chi^2 = 8.40$, ($p > 0.05$); Teachers' Reflection obtained $W = 0.53$ and $\chi^2 = 14.31$, ($p > 0.05$); Utilization of Feedback obtained $W = 0.57$ and $\chi^2 = 17.10$, ($p > 0.05$); Learners' Engagement obtained $W = 0.43$ and $\chi^2 = 14.19$, ($p > 0.05$); and Professional Growth and Development of Teachers obtained $W = 0.49$ and $\chi^2 = 14.70$, ($p > 0.05$). Thus, the null hypothesis was accepted. Respondent groups therefore differed in how they ranked the effectiveness of classroom observation across the five instructional dimensions. The variation suggests that teachers may experience observation differently depending on their instructional needs, professional experience, feedback received, available support, and classroom context. White and Maher (2024) emphasized the importance of using observation rubrics to support teacher learning rather than merely judgment. Mouraz et al. (2023) demonstrated that reflective and collaborative observation processes can promote different forms of professional learning, while Heron et al. (2024) highlighted the importance of designing feedback so that teachers can act upon it. Alzubi et al. (2024) further showed that learner engagement is influenced by the specific instructional approaches used in EFL settings. These findings support differentiated coaching and professional-development responses rather than assuming that all teachers benefit from observation in identical ways.

3.5 Policy Recommendations Based on the Findings

The findings support strengthening classroom observation as a complete developmental cycle. Pre-observation conferences should provide adequate opportunities to review lesson objectives, instructional activities, learning materials, assessment tasks, and observation priorities. Teachers should receive clear orientation on observation indicators, rating criteria, and expected evidence, while observers should use common approved rubrics and consistently document observable evidence. Post-observation conferences should be conducted promptly and should provide specific, respectful, evidence-based feedback. Observation results should be translated into manageable improvement goals and documented action plans, while reports should be supported by relevant lesson plans, observation notes, learner outputs, and assessment evidence. The instructional implications include strengthening learner-centered English teaching through purposeful questioning, pair and group work, discussion, performance tasks, visual and digital resources, differentiated activities, and positive reinforcement. Observation findings should inform Learning Action Cell sessions, coaching, mentoring, model teaching, and professional-development activities. Assessment practices should also be reviewed for alignment with learning objectives and competencies. School heads, English coordinators, master teachers, and instructional supervisors should conduct follow-up coaching and periodically review whether observation recommendations are being applied. Classroom observation can thereby function as an ongoing professional-development process in which preparation, observation, reflection, feedback, coaching, implementation, and monitoring collectively support instructional improvement.

4. Conclusion & Recommendations

The study concludes that classroom observation was very much evident in the Public Junior High Schools in Polangui North District, Division of Albay, and was very much effective in enhancing the instructional practices of English teachers. The observation process, standardized tools, feedback, reporting, pre- and post-observation activities, and follow-up support contributed to improvements in lesson delivery, teachers' reflection, utilization of feedback, learners' engagement, and professional growth and development. However, follow-up actions and coaching received comparatively lower ratings than the other observation components. The absence of significant agreement in the rank orders of both the conduct and effectiveness of classroom observation indicates that respondents differed in their perceptions of the various observation practices and outcomes. Overall, the findings support classroom observation as an important developmental mechanism for improving English instruction and provide a basis for policy recommendations aimed at strengthening its implementation.

School heads and assigned observers should sustain regular classroom observations using approved schedules, standardized tools, consistent rating procedures, and complete documentation. Orientation and calibration sessions should be conducted to ensure common understanding of observation indicators, evidence requirements, and rating procedures. English teachers and coordinators should use observation feedback to strengthen lesson delivery, learner engagement, assessment practices, reflective teaching, and professional growth, while school heads and Public Schools District Supervisors should provide differentiated coaching and technical assistance based on identified instructional needs. The formulated policy recommendations should also be adopted to strengthen pre-observation preparation, post-observation feedback, action planning, follow-up coaching, Learning Action Cell activities, mentoring, learner-centered strategies, digital resource integration, and periodic review of the classroom observation process.

The study was limited to 30 English teachers from the Public Junior High Schools in Polangui North District, Division of Albay, during School Year 2025-2026. Its findings were based on data gathered through a questionnaire and focused specifically on the conduct and perceived effectiveness of classroom observation in relation to selected instructional practices. Consequently, the results reflect the experiences and perceptions of the respondents within the identified locale and study period and may not represent English teachers in other districts, divisions, school contexts, or educational levels.

5. Compliance with ethical standards

The study observed the research procedures explicitly documented in the manuscript. The survey questionnaire was reviewed and validated by the thesis adviser, the Dean of Graduate Studies and Research of the University of Northeastern Philippines, and high officials of the Department of Education, and their recommendations were incorporated before administration. Permission to conduct the study was also secured from the appropriate PSDS/SDS authorities before the questionnaire was administered to the respondents. No additional ethical procedures or institutional ethics review approval are explicitly stated in the manuscript.

REFERENCES

- Alzubi, A. A., Nazim, M., & Ahamad, J. (2024). Examining the effect of a collaborative learning intervention on EFL students' English learning and social interaction. *Journal of Pedagogical Research*, 8(2), 26–46. <https://doi.org/10.33902/JPR.202425541>
- Arundel, A. (2023). *How to design, implement, and analyse a survey*. Edward Elgar Publishing. <https://doi.org/10.4337/9781800376175>
- Bacus, R. C., Picardal, M. T., Perez, N. B., & Balo, V. T. M. (2024). Predictors of beginning teachers' teaching performance. *Frontiers in Education*, 9, 1375726. <https://doi.org/10.3389/educ.2024.1375726>
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.
- Barrot, J. S. (2023). K to 12 curriculum reform in the Philippines: Towards making students future ready. *Asia Pacific Journal of Education*, 43(4), 1193–1207. <https://doi.org/10.1080/02188791.2021.1973959>
- Batlle, J., & Seedhouse, P. (2022). Affiliation and negative assessments in peer observation feedback for foreign language teachers professional development. *Applied Linguistics Review*, 13(6), 1077–1101. <https://doi.org/10.1515/applirev-2020-0001>
- Bhagwandhin, V., Grudnoff, L., & Meyer, F. (2025). Classroom observations and post-observation conversations: Powerful tools for developing teacher adaptive expertise. *New Zealand Journal of Educational Studies*, 60, 205–223. <https://doi.org/10.1007/s40841-025-00376-4>
- Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practice*, 5(1), 7–74. <https://doi.org/10.1080/0969595980050102>
- Chang, C. C., & Tseng, J. S. (2023). Student rating consistency in online peer assessment from the perspectives of individual and class. *Studies in Educational Evaluation*, 79, 101306. <https://doi.org/10.1016/j.stueduc.2023.101306>

- Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications. <https://us.sagepub.com/en-us/nam/research-design/book270550>
- Department of Education. (2024a). Policy guidelines on the implementation of the MATATAG Curriculum (DepEd Order No. 010, s. 2024). https://www.deped.gov.ph/wp-content/uploads/DO_s2024_010.pdf
- Department of Education. (2024b). Amendment to DepEd Order No. 010, s. 2024 (Policy guidelines on the implementation of the MATATAG Curriculum) (DepEd Order No. 012, s. 2024). https://www.deped.gov.ph/wp-content/uploads/DO_s2024_012.pdf
- Department of Education. (2025). Guidelines on the multi-year Performance Management and Evaluation System for teachers from School Years 2025-2026 to 2027-2028 (DepEd Memorandum No. 089, s. 2025). <https://www.deped.gov.ph/2025/10/01/october-1-2025-dm-089-s-2025-guidelines-on-the-multi-year-performance-management-and-evaluation-system-for-teachers-from-school-years-2025-2026-to-2027-2028/>
- Department of Education. (2026, March 3). Guidance in the implementation of the Performance Management and Evaluation System (PMES) for teachers for SY 2025-2026 (Memorandum DM-OSEC-OUHRODI-2026-0001). <https://www.deped.gov.ph/wp-content/uploads/MEMORANDUM-DM-OSEC-OUHRODI-2026-0001-Guidance-in-the-Implementation-of-the-PMES-for-Teachers-for-SY-2025-2026r.pdf>
- Flores, M., Sala-Bars, Í., Ortiz, M., & Duran, D. (2024). Does reciprocal peer observation promote the transfer of learning to teaching practice? *Psychology in the Schools*, 61(10), 3873–3890. <https://doi.org/10.1002/pits.23259>
- Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2001). *SuperVision and instructional leadership: A developmental approach* (5th ed.). Allyn & Bacon.
- Granström, M., Kikas, E., & Eisenschmidt, E. (2023). Classroom observations: How do teachers teach learning strategies? *Frontiers in Education*, 8, 1119519. <https://doi.org/10.3389/feduc.2023.1119519>
- Heron, M., Donaghue, H., & Balloo, K. (2024). Observational feedback literacy: Designing post observation feedback for learning. *Teaching in Higher Education*, 29(8), 2061–2074. <https://doi.org/10.1080/13562517.2023.2191786>
- İnceçay, V., & Dikilitaş, K. (2022). Online peer observation: Reflections on a process-based job-embedded professional development activity through video recordings. *Teaching and Teacher Education*, 120, 103901. <https://doi.org/10.1016/j.tate.2022.103901>
- Kuder, G. F., & Richardson, M. W. (1937). The theory of the estimation of test reliability. *Psychometrika*, 2(3), 151–160. <https://doi.org/10.1007/BF02288391>
- Lestari, I. D., & Dewi, U. (2022). Peer observation in facilitating teacher professional development: A study of EFL novice and experienced teachers perceptions. *AL-ISHLAH: Jurnal Pendidikan*, 14(3), 3565–3572. <https://doi.org/10.35445/alishlah.v14i3.2197>
- Levi-Nielsen, S., Dowdy, A., Tobin, R. M., & Schneider, W. J. (2026). A systematic review and single-case meta-analysis of performance feedback as teacher professional development. *Journal of School Psychology*, 115, 101527. <https://doi.org/10.1016/j.jsp.2025.101527>
- Mather, B. R., & Visone, J. D. (2024). Peer observation to improve teacher self-efficacy. *Journal of Educational Research and Practice*, 14, 1–22. <https://doi.org/10.5590/JERAP.2024.14.01>
- Mouraz, A., Pinto, D., & Torres, A. C. (2023). Effects of a model for multidisciplinary peer observation of teaching in teacher professional development and in nurturing a reflective school. *Reflective Practice*, 24(1), 45–58. <https://doi.org/10.1080/14623943.2022.2130225>
- Nguyen, Q. N. (2021). Revisiting peer classroom observations as a teacher professional development protocol: A critical theoretical review of global practices. *Vietnam Journal of Education*, 5(2), 10–20. <https://doi.org/10.52296/vje.2021.71>
- Ole, F. C. B., & Gallos, M. R. (2023). Effects of feedback loop model on teachers' attitudes, self-efficacy and classroom practices towards formative assessment. *International Journal of Research in Education and Science*, 9(1), 55–75. <https://doi.org/10.46328/ijres.3006>
- Organisation for Economic Co-operation and Development. (2023). PISA 2022 results (Volume I and II): Country notes, Philippines. OECD. https://www.oecd.org/en/publications/pisa-2022-results-volume-i-and-ii-country-notes_ed6fbcc5-en/philippines_a0882a2d-en.html
- Poulou, M. S., Reddy, L. A., & Dudek, C. M. (2023). Teachers and school administrators' experiences with professional development feedback: The classroom strategies assessment system implementation. *Frontiers in Psychology*, 14, 1074278. <https://doi.org/10.3389/fpsyg.2023.1074278>
- Reños, G., & Pontillas, P. (2024). Classroom observation and teachers' professional development activities: Basis for intervention plan. *American Journal of Arts and Human Science*, 3(3), 71–93. <https://doi.org/10.54536/ajahs.v3i3.3077>
- Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. Basic Books.
- Thomander, S. D., & Krosnick, J. A. (2024). Question and questionnaire design. In J. E. Edlund & A. L. Nichols (Eds.), *The Cambridge handbook of research methods and statistics for the social and behavioral*

- sciences: Volume 2. Performing research (pp. 352–370). Cambridge University Press. <https://doi.org/10.1017/9781009000796.017>
- Torres, M. V., Zerrudo, A. P., Labad, V. S., & Gabales, B. G., Jr. (2024). Teachers' views on the conduct of class observation: The Philippine DepEd setting. *International Journal of Instruction*, 17(3), 453–474. <https://doi.org/10.29333/iji.2024.17325a>
- UNESCO, & International Task Force on Teachers for Education 2030. (2024). Global report on teachers: Addressing teacher shortages and transforming the profession. UNESCO. <https://doi.org/10.18356/9789231006555>
- Unissa, R., & Alhasan, N. A. (2024). Investigating educators' perspectives on classroom observation and the impact of feedback on professional development. *Innovare Journal of Education*, 12(6), 16–24. <https://doi.org/10.22159/ijoe.2024v12i6.52896>
- Valdez, P. N., Lapinid, M. R., & Chua, V. C. (2024). Agency at work: A metaphor analysis of lesson planning among English language teachers in the Philippines. *TEFLIN Journal*, 35(2), 352–369. <https://doi.org/10.15639/teflinjournal.v35i2/352-369>
- Ventista, O. M., & Brown, C. (2023). Teachers' professional learning and its impact on students' learning outcomes: Findings from a systematic review. *Social Sciences & Humanities Open*, 8(1), 100565. <https://doi.org/10.1016/j.ssaho.2023.100565>
- White, M., & Klette, K. (2024). Signal, error, or bias? Exploring the uses of scores from observation systems. *Educational Assessment, Evaluation and Accountability*, 36, 505–528. <https://doi.org/10.1007/s11092-024-09427-8>
- White, M., & Maher, B. L. (2024). How might rubric-based observations better support teacher learning and development? *Educational Research*, 66(1), 86–101. <https://doi.org/10.1080/00131881.2024.2304542>
- World Bank. (2024). Philippines learning poverty brief (Version 2). World Bank. <https://documents1.worldbank.org/curated/en/099090524085540633/pdf/P179209-b0057b3a-fd8c-476a-a1c6-271b276117ff.pdf>
- Zhao, L., Zhao, B., & Li, C. (2023). Alignment analysis of teaching-learning-assessment within the classroom: How teachers implement project-based learning under the curriculum standards. *Disciplinary and Interdisciplinary Science Education Research*, 5, Article 13. <https://doi.org/10.1186/s43031-023-00078-1>