

Utilization of Classroom Observation Tool for Teachers

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Abstract— The study was conducted to evaluate the effectiveness of the classroom observation tools in assessing instructional practices of the teachers in Magallanes South District through descriptive research method. It dealt about the perception of teachers on the utilization of the classroom observation tools, forms of technical assistance given to teachers, impact of the use of COT on student learning outcomes, how COT is used in the school level and means by which COT help in teacher's professional growth and development. The study used mixed methods with questionnaire checklist and unstructured interview to gather data. Respondents of the study were teachers from the fourteen schools of the district selected through non-random sampling.

Responses of the teachers were the primary source of the data and secondary data included different studies and literature to support views and findings of the study. Data gathering procedure included the process undertaken by the researcher beginning with seeking the approval from higher authorities, followed by construction of questionnaire through the research adviser's guidance of distribution and retrieval of the data. The help of the qualified statistician was sought for the tabulation, analysis and interpretation other data.

Keywords— Classroom Observation Tools, Utilization

I. INTRODUCTION

Classroom observations are part of teacher's career life. It is an evaluative practice that measures teaching ability by systematically observing and recording teacher-learners' interaction. Regardless of the goals set, classroom observation is meant to be done with professionalism, integrity, courtesy and in an agreed-upon protocol. It is crucial in helping teachers get feedback on how to develop their classroom management and instruction techniques to continuously provide a satisfactory learning experience for the students.

In the book, *Contemporary Approaches to Research on Learning Environment*, it is stated that one needs a purpose for the observation, operational definitions of the observed behavior, training procedures for observers, specific observational focus, a setting, a unit of time, observation schedule and a method of recording, processing, and analyzing data for effective and systematic classroom observation.

A particular professional platform for educators known as TORSH talent has featured a comprehension guide to effective classroom observation. In the article, it is stated different ways for an observer to effectively perform an observation such as utilizing home grown in-house methods and deploying nationally recognized models created by educational experts and further validated by research-based data. Depending on the

standard operating procedure of the school and the person performing the observation.

Observation of teachers' interactions with students can be an effective tool in building capacity for teaching and learning. The use of standardized observations, if they reliably and validly measure aspects of teacher's interactions that impact student learning, is a direct and effective mechanism for improving teaching and learning and can also illuminate links between certain inputs to teachers such as professional development experiences with student learning as desired outcomes. When using observation tools that are standardized, reliable and valid, educators can begin to use a common language and lens for teaching.

Classroom observation follows a structure. A pre-observation conference is a critical component of any classroom observation when the observation is for the purpose of professional learning. During the conference, the observers get a clear picture of what the teacher's goals are, the areas in which they want support and what they type of feedback and guidance they're seeking. Essentially, a pre observation conference builds trust between the observer and teachers and sets the foundation for a productive relationship. Observation and evidence collection that is the next step in classroom observation that can be done by observing the class in person while taking notes on the observations made in real time. Once the data collection is complete,

observers can begin addressing, analyzing, and sharing feedback about the lesson.

Many other classroom observation tools were introduced such as learning walkthrough, goal setting and implementation walkthrough and supervisory walk through. The types of classroom observation tools help educators understand the purposes and techniques for observations in education. By outlining and supporting theory, logistical considerations and possible leadership actions behind the three types of classroom observations, the tool provides practical guidance in examining teaching practice.

The real value of classroom observation is not the actual observation itself, but the oral and written feedback teachers get after they have been observed. Teachers receive oral feedback in private as soon as possible after the observation and before the end of the following working day. On the other hand, written feedback requires more time after the observation. At its core, a classroom observation is a form of continuing professional development designed to help teachers enhance their teaching skills. It is not a threat or an attack against the teacher. In fact, it is not even focused on how a teacher is teaching but on how the class is learning. Keeping these in mind will help the teachers feel more positive about an observation which admittedly could be anxiety-inducing. If a teacher finds himself/herself with negative feelings about a classroom observation, he/she must remind himself of his/her strengths rather than looking at his/ her weaknesses. Also, the teacher must focus on the feedback that he/she is about to receive. Which is the most important part of the process and the most powerful driver of improvement and skill development. The teacher must remember that by taking time to understand the good quality feedback given to him/her, he/she can act on it, which will accelerate his/her development as professional teacher.

There are advantages and benefits of classroom observation that include greater student learning and creation of culture of improvement. The Department of Education (DepEd) has consistently aligned its efforts in institutionalizing classroom observation as one of the methods in teacher recruitment, performance appraisal and retention and promotion. Education managers benchmark the performance of the schools and school systems in important areas such as teachers' use of instructional time and educational materials, student

engagement and use of best practice teaching techniques.

With the Dep Ed's national adaptation and implementation of the Philippine Professional Standards for teachers (PPST), the Philippine National Research Center for Teachers Quality developed the Classroom Observation Tool (COT) to support teachers career development by defining individual teacher's classroom performance. This is provided for the guidelines on the establishment of the results-based per performance management system RPMS in the Department of Education with reference of the DepEd order No.2, S. 2013. The COT is based on the developmental framework of the PPST. To support the continuum of practice stipulated in PPST, each indicator in the rubric uses nine (9) rubric levels based on the four (4) career stages: Beginning, Proficient, Highly Proficient, and distinguished. The COT rubric is an assessment tool that is used to measure classroom performance of teachers. The rubric for each classroom observable indicator is designed to assess the classroom performance of teachers across learning areas and grade levels. The indicators in the rubric are rated independently. The full COT rubric covers the classroom observable indicators of the PPST. Each indicator has a rubric that contains four (4) parts namely: Indicator, Level Description, Features of Practice and Clarification.

Stipulated also in the DepEd order no.42, S. 2017 is the mandate to use the PPST-based COT is used within Dep Ed Systems. Beginning 2018, COT was embedded in the RPMS of more than 700,000 in-service teachers across the country. COT-RPMS rubrics for teachers I-III (Proficient Rubric) and Master Teacher I-IV (Highly Proficient Rubric) are integrated in Dep Ed teachers' performance evaluation. COT forms were also developed and are part of the classroom observation process within the RPMS cycle. These forms take a large portion of the teachers' RPMS portfolio submitted after a school year as they serve as Means of Verification (MOV) in most of the objectives.

DepEd has restated the necessity to carry on the conduct of all on-going class observations to help guarantee the conveyance of excellent basic education to all learners under its care. According to Mateo, an official of the agency noted that the DepEd recognizes that teachers play a crucial role in upgrading the quality of teaching and learning process. Through classroom observation,

teacher's performance can be improved through the different parameters vital in achieving quality education.

Classroom observation is an authoritative tool for evaluating and observing a teachers' improvement. If used well, it can also be a way to support teachers, since observation gives such a thorough picture and allows very specific objectives to be set. Observation and giving criticism are a very multifaceted skill, which requires training and practice. While classroom observation is not perfect, it has benefits and works best when combined with other credible evaluation systems.

This research is conducted in order to look into the application and conduct of classroom observation of teachers in Magallanes South District utilizing the DepEd standardized observation tool.

II. OBJECTIVES

This study aimed to evaluate the effectiveness of the classroom observation tool in assessing instructional practices of the teachers in Magallanes South District, School Year 2022-2023.

Specifically, it identified the teachers' perception about the utilization of the classroom observation tool; the forms of technical assistance given by the observer or school head; impact does the use of COT have on student learning outcomes; how is COT utilized in the school level; the way can utilization of the classroom observation tool help in the professional growth and development of teachers.

III. METHODOLOGY

This study employed the descriptive method of research.

The researcher also utilized mixed methods research that included combining and integrating qualitative and quantitative research methods to gain a more

comprehensive understanding of the study and this approach answered research questions that allowed the researchers to use the strengths of one data type to lead to stronger evidence and a complete understanding of the topic under study. The respondents were the twenty-eight permanent teachers coming from the fourteen elementary schools of Magallanes South Districts in the Schools Division of Sorsogon, Sorsogon, Province.

The researcher utilized weighted mean, ranking and frequency. The data on utilization of the classroom observation tool were ranked using the adjectival interpretation as Always Perceived, Oftenly Perceived, Sometimes Perceive, Rarely Perceived and never.

IV. RESULTS AND DISCUSSION

These data were tabulated, analyzed and interpreted in this part. The researcher made use of tabulator presentation and the textual analyses that supported the given tables.

I. Perception of Teachers About the Utilization of the Classroom Observation Tool (COT)

The perception of the teacher on the utilization of classroom observation tool is an important aspect of professional development. How teachers perceived such use of the standardized tool affect their teaching performance necessary for effective and efficient delivery of education services.

In the teaching-learning setting, the role of the observers who could be the full-pledged school principal, master teacher, head teacher or teacher- in-charge is essential. As they observe classes, they are expected to provide technical support to teachers based on the results of the observation gauge through the use of the COT. According to Wairimu (2016) classroom observation tools can improve teaching learning practices. It is the class observer who identify areas for improvement.

Table 1. Perception of Teachers About the Utilization of The Classroom Observation Tool (COT)

Indicators	Weighted Mean	Adjectival Interpretation
Classroom Observation Tool can provide the school heads with their best practices and innovations employed during classroom engagement.	3.59	Sometimes
Classroom observation tool can provide school heads with insights about teaching style, classroom management, and overall effectiveness of teaching.	3.53	Sometimes
Classroom Observation Tool can provide an avenue for school heads with an opportunity to find out more about the teachers' attitudes and beliefs about teaching.	3.53	Sometimes

Classroom Observation Tool can provide the school heads with the educational philosophies upheld by the teachers.	3.34	Sometimes
Classroom Observation Tool can provide a way to check the evaluation tool used by teachers during formative assessment.	3.28	Sometimes
Classroom Observation Tool can be utilized on a teacher's portfolio where the quality of teaching could be assessed.	3.15	Sometimes
The Classroom Observation Tool can provide parameters to assess the competence of the teacher in asking questions.	3.15	Sometimes
Classroom Observation Tool can provide the school heads with time to check the classroom participation of the learners.	3.06	Sometimes
The COT can provide the opportunity to the school heads for an objective education teacher effectiveness.	3.00	Sometimes
The COT can provide an opportunity for the principal or school heads to look for misconceptions taught by the teachers.	1.50	Almost Never
Average	3.11	Sometimes

The Classroom Observation Tool (COT) is a powerful tool for school heads to assess the effectiveness of teachers in the classroom. Table 1 provides data on the perception of teachers regarding the utilization of this tool. According to the data, the highest weighted mean was obtained by the indicator: Classroom Observation Tool can provide the school heads with their best practices and innovations employed during classroom engagement, with a weighted mean of 3.59 interpreted as Oftenly perceived. This indicates that many teachers are aware of the potential of COT to provide school heads with insights into their teaching style, classroom management, and overall effectiveness.

The data also show that the Classroom Observation Tool can provide an avenue for school heads with an opportunity to find out more about the teachers' attitudes and beliefs about teaching, with a weighted mean of 3.53 interpreted as Oftenly perceived. This indicates that teachers are open to the idea of COT providing school heads with an insight into their educational philosophies.

The data also reveal that the Classroom Observation Tool can provide a way to check the evaluation tool used by teachers during formative assessment, with a weighted mean of 3.28 interpreted as Sometimes perceived. This indicates that teachers are aware of the potential of COT to provide parameters to assess the competence of the teacher in asking questions, with a weighted mean of 3.15, interpreted as Sometimes perceived.

In addition, the data also show that the Classroom Observation Tool can provide the school heads with

time to check the classroom participation of the learners, with a weighted mean of 3.06, interpreted as Sometimes perceived. This indicates that teachers are aware of the potential of COT to provide an objective assessment of teacher effectiveness, with a weighted mean of 3.00, interpreted as Sometimes perceived.

It can be inferred from the data that the COT can provide an opportunity for the principal or school heads to look for misconceptions taught by the teachers, with a weighted mean of 1.50 interpreted as Rarely Perceive. This indicates that teachers are less aware of the potential of COT to provide insights into potential misconceptions being taught by the teachers.

The average weighted mean is 3.11 interpreted as Sometimes perceived. This shows that teachers are generally aware of the potential of COT to provide school heads with insights into their teaching style, classroom management, and overall effectiveness of teaching. However, there is still a need to increase awareness of the potential of COT to provide insights into potential misconceptions being taught by teachers.

II. Forms of Technical Assistance Given by the Observer or School Head

Technical assistance provided in varied forms has a goal of improving the process as well as the system. These forms of technical assistance are considered interventions necessary to provide support to teachers in various ways. Also, the goal of the education system is highly attainable if the technical assistance is provided accordingly.

According to Meador, a principal should know each teacher’s strengths and weaknesses. They should develop a plan for providing help for teachers that focus on area that need improvement. He suggested seven strategies that a principal may use in developing a plan

for improvement for each teacher. These are the following: identifying the essential, constructive conversation, video or journaling, model the skills, set up observations with a mentor, provide resources and provide specific professional development.

Table 2. Forms of Technical Assistance Given by the Observer or School Head

Indicators	F	Rank
Giving constructive feedback and support to boost teacher morale and confidence.	27	1
Providing feedback to help refine and improve instructional methods.	25	2
Emphasizing student-centered learning.	24	3
Giving feedback on assessment strategies.	23	4
Encouraging diverse teaching strategies.	22	5
Identifying areas where classroom management can be improved.	20	7
Encouraging effective use of resources for the enhancement of learning experiences for students.	20	7
Identifying areas where certain students or groups of students are struggling so that teachers can focus on remediation to ensure that no student is left behind.	20	7
Ensuring curriculum alignment so that students are more likely to be taught what they need to know for standardized assessments and future assessments and future academic pursuits.	16	9
Highlighting and sharing effective teaching strategies that lead to adoption by other teachers and raising the standard of teaching and learning across a school or district.	13	10

The role of the observer or school head in providing technical assistance to teachers has been highlighted in Table 2. Results from the survey revealed that Giving constructive feedback and support to boost teacher morale and confidence was the top-ranked form of technical assistance provided, with a frequency of 27. This was followed by Providing feedback to help refine and improve instructional methods with a frequency of 25, Emphasizing student-centered learning with a frequency of 24, and Giving feedback on assessment strategies with a frequency of 23.

Encouraging diverse teaching strategies, with a frequency of 22, and Identifying areas where classroom management can be improved, with a frequency of 20, also ranked highly. According to Thompson, even a talented teacher would have difficulty teaching in an environment filled with interruptions and distractions. Classroom Management Technique reduce the likelihood of interruptions during class, and include effective responses for any distractions that do occur. Teacher observation program usually employ a checklist for evaluating classroom management skills of the teacher being observed. Other forms of technical assistance included Encouraging the effective use of resources for the enhancement of learning experiences for students and Identifying areas where certain students or groups of students are struggling so that teachers can

focus on remediation to ensure that no student is left behind. Ensuring curriculum alignment so that students are more likely to be taught what they need to know for standardized assessments and future academic pursuits has a frequency of 16 and ranked 9. Finally, highlighting and sharing effective teaching strategies that lead to adoption by other teachers and raising the standard of teaching and learning across a school or district had a frequency of 13 and rank 10. Alber stated that teachers stand on the shoulder of giants who developed tried-and-true strategies by testing them out, reflecting on the outcomes and having those strategies over decades or longer.

The results of this survey demonstrate the important role that the observer or school head plays in providing technical assistance to teachers. By focusing on providing constructive feedback and support to boost teacher morale and confidence, offering feedback to help refine and improve instructional methods, and emphasizing student-centered learning, the observer or school head can help ensure that teaching and learning are of the highest standard. Additionally, by encouraging the use of diverse teaching strategies, identifying areas where classroom management can be improved, and encouraging the effective use of resources, the observer or school head can help teachers to create an engaging and effective learning

environment. Finally, by ensuring curriculum alignment and highlighting and sharing effective teaching strategies, the observer or school head can help to raise the standard of teaching and learning across a school or district.

According to Soler (2013), there are elements of effective technical assistance of which, the following are recommended careful and clearly defined problems and roles; provider has skills needed, including technical expertise and problem solving or facilitation skills, written agreement on objectives, products and activities, time frames and level of effort, commitment to change from key personnel, clear channels for communicating through consultant preparation; flexibility in approach, strategies, should shift according to feedback; should be sequenced to continue improvement efforts; and should be designed to deliver reinforcement on a consistent schedule. As these elements are followed the provision of technical assistance is done properly.

Part of technical assistance given by school head or school principal is the conduct of clinical supervision

which is form of providing support that focuses on the ongoing activities related to teaching and learning in the classroom. In the context of school principals, clinical supervision can be defining as closely and direct interaction between school heads and teachers prior to during and after teaching practices for the improvement up the teaching career.

III. IMPACT OF COT ON STUDENT LEARNING OUTCOMES

Classroom observation tools play a crucial role in assessing and improving student learning outcomes. These tools help instructional coaches and teachers evaluate instructional practice, student engagement and the overall learning environment.

They can have a significant impact on student learning outcomes by fostering a culture of continuous improvement. According to the BESRA education reforms classroom performance of teacher is a critical factor behind learning outcomes.

Table 3. Impact of COT on Student Learning Outcomes

Indicators	F	Rank
Improved classroom engagement.	28	1
Increased student performance.	24	2
Enriched student understanding.	23	3
Increased student accountability.	22	4.5
Improved classroom management.	22	4.5
Refined learners behavior.	20	6
Improved student understanding.	19	7
Strengthened student motivation.	18	8
improved student retention of concept.	15	9
improved teacher-learner relationship.	14	10

The role of effective classroom observation tools (COT) in student learning outcomes has become increasingly important in the modern classroom. With the development of new technologies, educators are now able to observe and assess student performance in real time, allowing for more accurate and timely instruction and feedback. As a result, the impact of COT on student learning outcomes has been studied extensively, with the findings showing that COT improved student learning outcomes.

Table 3 shows the impact of COT on student learning outcomes. It can be seen that the highest frequency of 28 with rank 1 was received by the indicator of improved classroom management followed by improved student

performance with 24 frequency rank 2, Increased student understanding with 23 frequency; rank 3, Increased student accountability and Enhanced classroom management both garnered 22 frequency with ranked 4.5, respectively, Improved learners behavior with a frequency of 20 considered ranked 6, Enriched student understanding 19 frequency ranked 7, Increased student motivation with 18 frequency ranked 8, improved student retention of concept with 15 frequency and ranked 9 and improved teacher-learner relationship with a frequency of 14 ranked 10.

According to Gallup study, high student engagement significantly and positively affects student growth leading to better preparation for the future and higher

rates of student achieving postsecondary readiness requirements and exceeding progress in all subjects. Measuring student engagement can also help schools identify which educators and classes have higher student retention rates, recognize the work of engaged instructors and understand what fields of study students are most interested in.

The results of the table demonstrate that classroom observation has a significant impact on student learning outcomes. Improved classroom management, student performance, and student understanding are among the most highly rated indicators of improved learning outcomes, indicating that classroom observation is instrumental in helping students develop the necessary skills to succeed. Hence, improved learner's performance, classroom engagement, student motivation, and teacher-learner relationships are also highly rated, signaling that COT can help teachers to better understand and effectively interact with their students.

A survey conducted by ING foundation proved that the power of teacher-student relationships and meaningful engagement have positive impact on student learning. The survey found that 98% of respondents believe a good teacher can change the course of a student's life. And 88% of respondents said that they have a teacher who has a significant positive impact on their life.

The impact of COT on student learning outcomes is clear. The results of this study indicate that classroom observation can significantly improve student learning outcomes, including classroom management, student performance, student understanding, teacher performance, classroom engagement, student motivation, student retention, and teacher-learner relationships. As such, educators need to continue to utilize COT to maximize student learning and ensure students are receiving the best education possible.

Classroom observation tool or COT, is a critical tool for educational institutions to help improve student learning outcomes. Recent research indicates that COT has a significant impact on student learning outcomes, including classroom management, student performance, student understanding, learners' behavior, classroom engagement, student motivation, student retention, and teacher-learner relationships.

Classroom management is one of the most important aspects of any educational environment. COT helps educators to observe the classroom environment and identify any areas of improvement. Through COT, educators can observe the interactions between teachers and students, note any disruptive behaviors, and develop strategies to improve classroom management.

Student performance is also greatly impacted by COT. Through observation, educators can identify areas of improvement in student performance and develop strategies to help motivate and encourage students to reach their full potential. COT also helps teachers to understand the needs of their students, which can lead to improved student performance.

Student understanding is also an area that can be improved by COT. Through observation, educators can identify any potential misunderstandings or gaps in student understanding and develop strategies to help students better understand the material. This helps to ensure that students are receiving the best education possible and can lead to improved student performance.

Learner's behavior is also impacted by COT. The utilization of classroom observation tool can impact learner's behavior in several ways. This tool is designed to assess and support teacher's classroom management which is crucial for fostering a positive learning environment student achievement and student social-emotional development.

Overall, the use of classroom observation tool can contribute to a more supportive and engaging learning environment, ultimate by impacting learner's behavior in a positive and constructive manner. The use of positive discipline is considered as the most potent measure to improve discipline in the classroom. It is a discipline model used by schools and in parenting that focuses on the positive points of behavior. It is based on the idea that there are no bad children, just good and bad behavior. It is supported by Jane Nelsen that mutual respect, cooperation and responsibility prevail in the classroom.

Classroom engagement is another area where COT can help to improve student learning outcomes. Through observation, educators can identify any areas of improvement in student engagement and develop strategies to help improve student engagement. This can

lead to improved student performance and student understanding.

Student motivation is also an area that can be improved by COT. Through observation, educators can identify any areas of improvement in student motivation and develop strategies to help students stay motivated and engaged in their learning. This can lead to improved student performance and student understanding.

Student retention is also an area that can be improved by COT. Through observation, educators can identify any areas of improvement in student retention and develop strategies to help students stay engaged in their learning. This can lead to improved student performance and student understanding. Teacher-learner relationships can be improved through COT. Through observation, educators can identify any areas of improvement in teacher-learner relationships and develop strategies to help foster positive relationships between teachers and students. This can lead to improved student performance and student understanding.

IV. COT Utilization at the School Level

The impact of classroom observation on student learning outcomes is clear. Educators need to continue to utilize COT to maximize student learning and ensure students are receiving the best education possible. With the right strategies in place, COT can help to improve student performance, student understanding, classroom engagement, student motivation, student retention, and teacher-learner relationships.

The use of the Classroom Observation Tool (COT) is becoming an increasingly popular way for schools to measure and improve their performance. By utilizing this tool, schools can evaluate the quality of instruction, assess student progress, evaluate teaching practices, document professional development, enhance student engagement, identify student strengths and weaknesses, promote positive behavior, enhance communication, and contextualize the curriculum.

Table 4. COT Utilization at the School Level

Indicators	F	Rank
Improving instructional practices.	30	1.5
Ensuring compliance with school policies and procedures.	30	1.5
Assessing student progress.	25	3
Evaluating teaching practices.	24	4
Documenting professional development.	22	5
Enhancing student engagement.	21	6
Identify student strengths and weaknesses.	12	7.5
Promoting positive behavior.	12	7.5
Enhancing Communication.	11	9
Contextualizing the curriculum.	5	10

The fourth Sub-problem dealt with how classroom observation tool for teachers is used in the school level. As presented table 4, the indicators with the highest frequency were improving instructional practices.

Improving Instructional Practices and ensuring compliance with school policies and procedures are indicators that have been identified by 100% respondents as significant indicator in the utilization of the classroom observation tool. As a means to measure performances, teachers are all subjected to be observed using the tool marked by the Department of Education's Order No.42, the primary function of instructors in creating learning environment sensitive to student is in

the domain that emphasizes the importance of instructor knowledge and awareness of learner's different qualities and experiences as well as their respect for them as inputs to the planning and designing of learning opportunities. It emphasis the importance of varied teaching approaches for all students to be successful citizens in a changing local and global context.

In an unstructured interview teacher respondent cited that all educational endeavors taken by them are in compliance with the policies and procedures of the schools and the system at large.

Assessing student progress ranked 3rd in the tabulation of the data. To gauge whether learning took place during instruction, giving assessment is necessary. Teachers would give an evaluative activity to assess knowledge and skills taught.

Evaluating teaching practices are done by school head or principal using observation utilizing the classroom observation tool. All other activities indicated are optimized with the use of the DepEd standardized classroom observation tool that includes documenting professional development, enhancing student engagement, identifying students' strengths and weaknesses, promoting positive behavior, enhancing communication and contextualizing the curriculum. Both teachers and students are benefited by this evaluative tool.

Table 4 reveals the use of COT at the school level. The indicators with the highest frequency were Improving Instructional Practices and Ensuring Compliance with School Policies and Procedures with a frequency of 30 and rank 1.5, followed by Assessing Student Progress with a frequency of 25 and rank 3, Evaluating teaching practices with a frequency of 24 and rank 4, Documenting professional development with a frequency of 22 and rank 5, Enhancing student engagement with a frequency of 21 and rank 6, Identify student strengths and weaknesses with a frequency of 12 and rank 7.5, Promoting positive behavior with a frequency of 12 and rank 7.5, Enhancing Communication with a frequency of 11 and rank 9, and Contextualizing the curriculum with a frequency of 5 and rank 10.

The use of COT can have a significant impact on school performance. By utilizing this tool, schools can gain valuable insights into how well they are meeting their goals. For instance, the data from COT can help administrators identify areas of improvement, pinpoint areas of strength, and determine appropriate interventions. With this information, schools can make necessary adjustments to their curricula, instruction, and assessment to ensure that they are providing the best possible learning environment for their students.

Schools can also use COT to track progress and measure the effectiveness of their interventions. This can help them determine if their efforts are resulting in improved student performance. It can also provide them with valuable data in future decision-making.

The use of COT is a powerful tool for schools to improve teachers' performance. By utilizing this tool, schools can gain valuable insights into their teachers, identify areas of strength and weakness, and track progress. This can help them ensure that they are providing the best possible learning environment for their students and making the necessary adjustments to their curricula, instruction, and assessment.

As schools strive to provide the best possible education for their students, they need to understand their teachers and the teaching environment. The use of the Classroom Observation Tool (COT) provides schools with a valuable resource to accomplish this. The COT is designed to help schools gain insights into their teachers, identify areas of strength and weakness, and track progress. By utilizing this tool, schools can ensure that they are providing the best possible learning environment for their students and make necessary adjustments to their curricula, instruction, and assessment.

The COT consists of a series of questions that are used to assess the extent to which teachers are meeting the standards of the school. These questions focus on a need additional support or resources. This can help ensure that teachers are receiving the proper training and resources to be successful.

The use of the Classroom Observation Tool is a powerful tool for schools to improve teachers' performance. By utilizing this tool, schools can gain valuable insights into their teachers, identify areas of strength and weakness, and track progress. This can help them ensure that they are providing the best possible learning environment for their students and making the necessary adjustments to their curricula, instruction, and assessment.

V. UTILIZATION OF THE CLASSROOM OBSERVATION TOOL FOR TEACHERS

Classroom Observation Tool (COT) is a powerful tool that helps teachers monitor, improve, and develop their teaching strategies and skills. It is used to observe and evaluate the effectiveness of teaching activities and analyze teaching styles and the effectiveness of the learning environment. By using the COT, teachers can gain insight into their teaching practices and use this to improve their teaching and support the professional development of their students.

Variety of topics, such as classroom management, instructional strategies, assessment, and professional development. The COT is designed to provide an objective view of the teaching environment and allow schools to identify any areas of improvement.

The COT also allows schools to track progress over time. This can provide valuable insight into the

effectiveness of the school's curriculum and instructional methods.

With this information, schools can make necessary adjustments to ensure that their students are receiving the best possible education. The COT can help schools identify areas where their teachers.

Table 5. Utilization of the Classroom Observation Tool for Teachers

Indicators	F	Rank
Monitoring Progress Over Time. The use of the COT helps teachers track their growth over time, seeing how they have improved and where consistent challenges may lie.	27	1
Feedback Mechanism. The COT provides a structured mechanism for feedback. When used objectively, this feedback is constructive, allowing teachers to understand their strengths and areas where they can improve.	26	2
Guidance on Resource Utilization. The COT provides feedback on how effectively teachers are using available resources, including technology, and suggests ways to optimize their use for better teaching outcomes.	25	3
Building Confidence. By recognizing and affirming good practices, the COT help build teacher's confidence in their methods and approaches.	24	4
Reflection. The results from a COT observation can serve as a basis for self-reflection, enabling teachers to introspect on their teaching method and consider alternatives for improvements.	23	5
Highlighting Best Practices. The COT identifies and shares effective teaching practices across a school or district ensuring that successful.	21	6
Goal Setting. Based on COT feedback, Teachers can set specific, measurable goals for professional growth, leading to a focused and purposeful approach to development. Methods are propagated and adopted by others	20	7
Evidence-Based Improvements. The structured nature of the COT provides evidence of specific areas of strength or need, rather than relying on anecdotal or subjective feedback.	19	8
Targeted Professional Development. By identifying specific areas of need, the COT guides teachers toward professional development opportunities that are directly relevant to their individual needs, be it workshops, courses, or training sessions.	18	9
Encouraging Peer Learning. Observation can lead to opportunities for peer observations and collaborative feedback sessions, promoting an environment where there is collaborative learning among the teachers.	15	10
Support for new Teachers. COT serves as an invaluable guide for new or less experienced teachers in helping them align with established standards and best practices quickly	12	11
Promoting Student-Centered Teaching. Observation is a way to encourage teachers to employ student-centered methods and cater to the diverse needs of their students.	10	12

Table 5 shows the data for the use of COT for professional growth and development. Monitoring Progress Over Time is rank 1 with a frequency of 27. This use of the COT helps teachers track their growth over time, seeing how they have improved and where consistent challenges may lie. Feedback Mechanism is rank 2 with a frequency of 26. The COT provides a structured mechanism for feedback. When used objectively, this feedback is constructive, allowing teachers to understand their strengths and areas where they can improve. Guidance on Resource Utilization is

rank 3 with a frequency of 25. The COT provides feedback on how effectively teachers are using available resources, including technology, and suggests ways to optimize their use for better teaching outcomes. Building Confidence is rank 4 with a frequency of 24. By recognizing and affirming good practices, the COT helps build teachers' confidence in their methods and approaches. Reflection is rank 5 with a frequency of 23. The results from a COT observation can serve as a basis for self-reflection, enabling teachers to introspect on

their teaching method and consider alternatives for improvements.

The tabulated results were parallel to the concept of systematic review published in 2021, the quality of teaching is closely linked with student outcomes and educational equality. The review further points out that certain forms of professional development have been associated with significant enduring impacts on both teacher practices and student achievement.

The use of the COT for professional growth and development can help teachers assess their teaching strategies and skills and gain insight into their teaching practices. It helps to track progress over time, provides feedback and guidance for resource utilization, builds teachers' confidence, and encourages reflection. The COT provides teachers with a powerful tool to help them become better teachers and support their professional development.

The Classroom Observation Tool (COT) is an invaluable tool for teachers and school administrators to ensure the quality of teaching and learning in the classroom. The COT provides evidence-based feedback that can be used to assess and guide teacher performance and development.

In Table 5, other indicators of the effectiveness of the COT are highlighted and ranked based on frequency. Highlighting Best Practices is rank 6 with a frequency of 21. This refers to the COT's ability to identify and share effective teaching practices across a school or district. This ensures that successful methods are propagated and adopted by others. The COT also helps teachers set specific, measurable goals for professional growth, which are rank 7 with a frequency of 20. This leads to a focused and purposeful approach to development. Evidence-based improvements are rank 8 with a frequency of 19. This is because the structured nature of the COT provides evidence of specific areas of strength or need, rather than relying on anecdotal or subjective feedback. Targeted Professional Development is rank 9 with a frequency of 18. This is because the COT helps to guide teachers toward professional development opportunities that are directly relevant to their individual needs. The COT proves to be an invaluable tool for teachers and school administrators to ensure the quality of teaching and learning in the classroom. It provides evidence-based feedback that can be used to assess and guide teacher performance and

development. With the help of the COT, teachers can set specific, measurable goals for professional growth, leading to a focused and purposeful approach to development. The COT also helps to identify targeted professional development opportunities that are relevant to the teacher's individual needs.

The world of education is constantly evolving and the need for teachers to keep up with the changing times is paramount. As such, encouraging peer learning through observation can provide a platform for teachers to learn from each other and promote an environment of collaborative learning. Observation serves as a way for teachers to observe each other's teaching styles and techniques and provide feedback and suggestions for improvement. By observing their peers, teachers can gain valuable insights into what they can do better and how to improve their teaching. This can be done with a frequency of 15, which should be rank 10.

Furthermore, observation can help to support new teachers. The Collaborative Observation Tool (COT) can be used to help new or less experienced teachers learn quickly and align with established standards and best practices. This can be done with a frequency of 12, which is rank 11. Finally, observation can be used to promote student-centered teaching. By observing other teachers, teachers can identify which student-centered methods are working and how to better cater to the diverse needs of their students. This can be done with a frequency of 10, which should be rank 12. Indeed, observation can be a great way to encourage peer learning and support new teachers. Moreover, it can promote student-centered teaching and help teachers become more effective in the classroom. By encouraging peer learning through observation, teachers can gain valuable insights and improve their teaching.

V. CONCLUSIONS AND RECOMMENDATIONS

The data revealed the key outcomes of this study that included; the perception of teachers regarding the utilization of this tool is the following: the highest weighted mean was obtained by the indicator: Classroom Observation Tool can provide the school heads with their best practices and innovations employed during classroom engagement, with a weighted mean of 3.59 interpreted as Often Perceived; The role of the observer or school head in providing technical assistance to teachers revealed that Giving constructive feedback and support to boost teachers morale and confidence was the top-ranked form of

technical assistance provided, with a frequency of 27 and rank 1; The impact of COT on student learning outcomes is manifested by the indicator of improved classroom management with the highest frequency of 28 considered as rank 1; The use of COT at the school level identified the indicators with the highest frequency were Improving Instructional Practices and Ensuring Compliance with School Policies and Procedures with a frequency of 30 and rank 1.5; The use of COT for professional growth and development served for Monitoring Progress Over Time is rank 1 with a frequency of 27.

Findings of this research implicated that the teachers are aware of the importance of the Classroom Observation Tool to provide school heads with insight into their teaching practices and the quality of their teaching. The role of the observer or school head is significant in providing technical assistance to teachers. The use of Classroom observation tools has a positive impact on student learning outcomes. All these attributed to the idea makes Classroom Observation tool an invaluable asset for teachers to keep track of their teaching competence and performance.

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