

# Instructional Supervision: Standards, Procedures and Tools.



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Basic Education Sector Reform Agenda  
Teacher Education and Development - TWG

# **INSTRUCTIONAL SUPERVISION**

- **DUTIES AND RESPONSIBILITIES**
- **STANDARDS**
- **PROCESSES**
- **TOOLS**

## **INSTRUCTIONAL SUPERVISION**

### **I. INTRODUCTION**

“Supervision is the guide that holds a successful school together.. a process by which some person or group of people is responsible for providing a link between individual teacher needs and organizational goals that individuals within the school can work in harmony toward their vision of what the school should be “ Glickman, 1990.

Instructional supervision is a professional continuous and cooperative process for the improvement of instruction. It is characterized by guidance, assistance, sharing of ideas, facilitation, or creation to help teachers improve learning situation and quality of learning in the schools. It is hand holding for a professional colleague by a supervisor or instructional leader who possesses superior knowledge and skills and who work collaboratively in a school environment that nurtures the development of professional learning community.

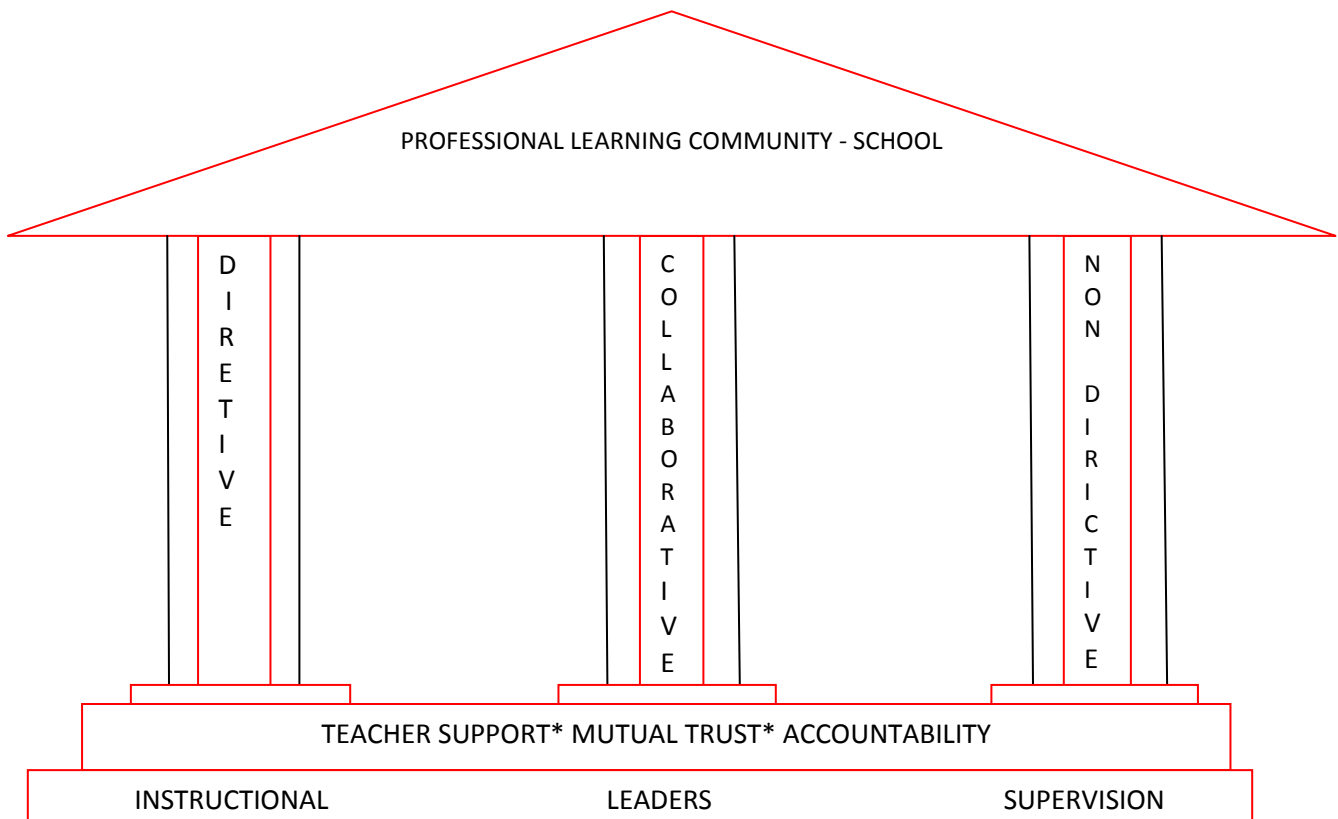
Thus, there is a clear need to develop connections between instructional supervision and professional development. Reform initiatives like BESRA has provided opportunities for teachers to become empowered in making professional decisions regarding their professional development either individually and collaboratively with peers and superiors in the school setting. Teachers have to continuously revisit and reflect upon their teaching practices and competencies that need the social support, professional and intellectual stimulation of colleagues and instructional leaders or superiors.

Since the colonial times, supervisory practices have continuously evolved as a means of improving instruction which is responsive to the needs of the teachers and learners. Approaches to supervision from the early years have shifted from inspectorial to democratic, bureaucratic to participatory, and evaluative to supportive. This shift is complimentary to teacher empowerment, transformational leadership, collaboration and collegiality.

With the international movement learning towards standard- based education, including high-stake testing to raise academic achievement, the call for an enhanced instructional supervision should be addressed. There is an urgent need for an instructional supervision that encourages adherence to the prescribed curriculum standards and teaching to standards in order to ensure higher pupils/ student academic performance.

Since the ultimate goal of supervision is the improvement of instructions as a direct responsibility of the teachers there is a compelling necessity to develop Standards, Processes, and Tools for Instructional Supervision which will improve the needed guidance and support to develop teacher instructional competence by instructional leaders.

## Instructional Supervision that Supports Teachers through the Professional Learning Community

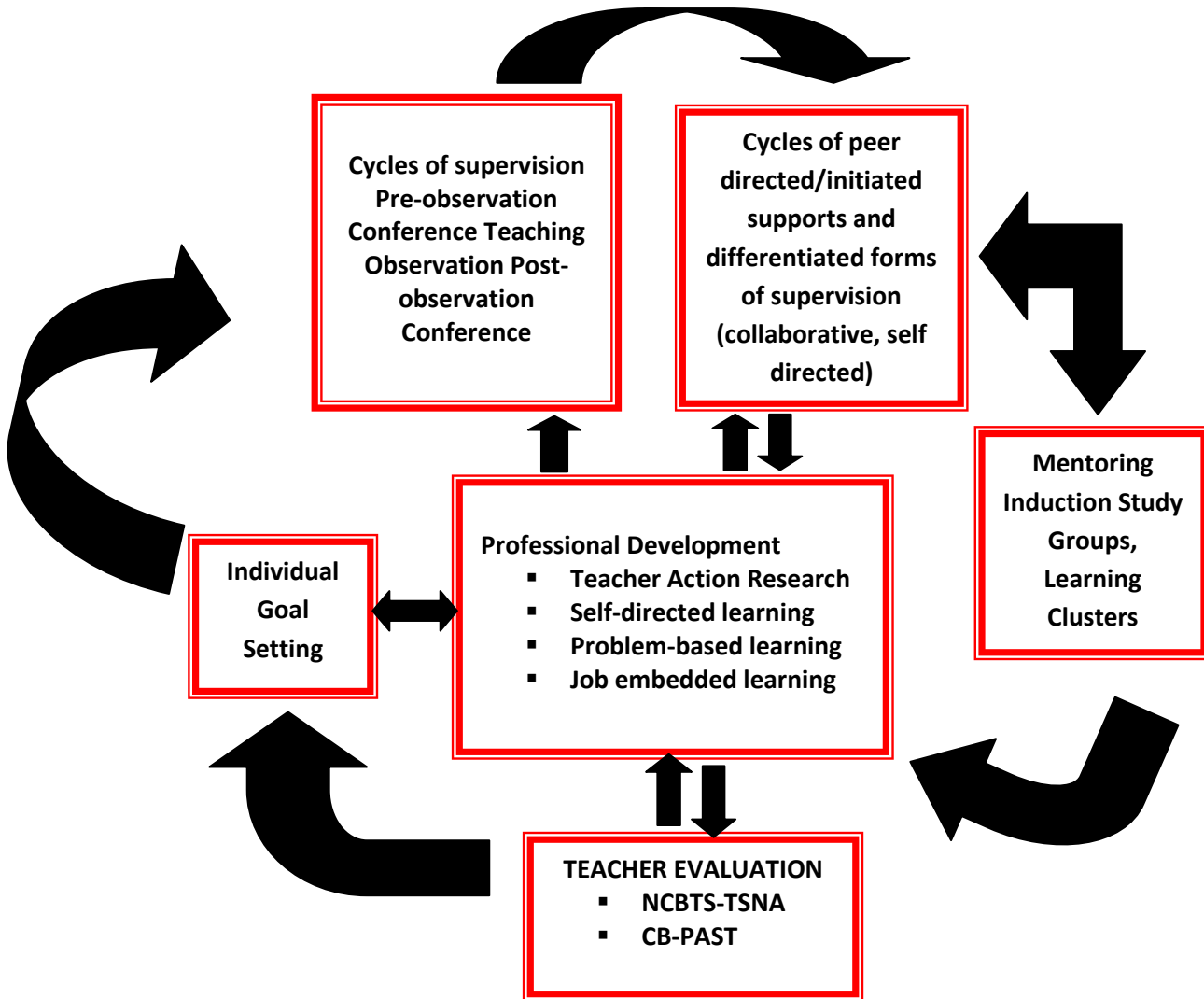


The hallmark of an effective learning organization like the school is that teachers are continually learning and working interdependently in a Professional Learning Community to achieve a common goal and desired results for which members hold themselves mutually accountable (Dufour 2006)

Teachers as fundamental building blocks of the Professional Learning Community professional growth and excellence as a part of the school culture. Through cooperation, collaboration and collegiality, teachers learn and work together, analyze and reflect on their professional practices in order to improve pupils, student learning.

It is this context that instructional supervision should eventually lead to the establishment of Professional Learning Communities in every school. Such supervision shall be anchored on principles of teacher support, mutual, trust and accountability. The different approaches of directive, collaborative and non- directive supervision shall provide the strong pillars to support the Professional Learning Community where the nurturance of the teachers by themselves as self- directed and autonomous professional shall continue.

**INSTRUCTIONAL SUPERVISION  
PROFESSIONAL DEVELOPMENT AND TEACHER EVALUATION**



**2. Duties and Responsibilities of Instructional Supervision/ Leaders**

Instructional supervisors or instructional leaders are tasked to do supervisory work from which teachers get immediate support for their professional development. These instructional leaders may be external or internal to school where the teacher is teaching. External to the school, Instructional leaders include the education supervisors and district supervisors while the internal to the school include the principal, department chairs, school heads, master teachers and the teacher leaders themselves.

Individually, each has specific duty as embodied in their duties and responsibilities but they have common tasks, that of instructional supervision. They may differ in their areas of jurisdiction, but whether such responsibility is within the school, the district, division or region, their main goal is to assist a teacher in improving teaching.

### **3. Standards for Instructional Supervision**

Standards for instructional Supervision will serve as a guide to the entire developmental process of supervision, the instructional leaders and the teacher who will get the support. The standards comprehensively cover both the culture and the process of supervision in the context of Philippine Education. It has considered global perspectives as well as local cultural uniqueness which is truly Filipino and has linked to the National Competency – Based Standards for Teachers (NCBTS). The standards approached the historical development of supervision from inspectorial focus to the current standard – based perspectives.

Instructional supervision is guided by ten standards with specific indicators.

1. Democratic Supervision
2. Collegiality and Collaboration
3. Professional Development and Teacher Support
4. Ethical Teaching
5. Inquiry and Reflective Teaching
6. Diversity of Teachers and Learners
7. Clinical Supervision
8. Formative Teacher Evaluation
9. Curriculum Supervision
10. Teacher Action Research

### **4. Approaches and Procedure in Instructional Supervision**

#### **Approaches to Instructional Supervision**

All teachers need differentiated support and assistance to improve teaching and learning. Several – time tested approaches to supervision can be utilized to address the diversity of the supervisory need of teachers.

Directive supervision whether intensive or informational may lend very well for beginning and inexperienced teachers, experienced teachers who are having teaching difficulties, and teachers who are performing well but need direct intensive guidance on new innovations. Plan is either supervisor assigned or suggested.

On the other hand, collaborative supervision is appropriate in starting to create a professional learning community, where individual teacher tries to be responsible of each other's professional

growth. It promotes cooperative and collegial learning, where the teacher and the supervisor mutually plan and work together as equal.

Likewise, a non – directive supervision would be most appropriate for advanced and independent self- directed teachers who clearly have greater knowledge and understanding of what they want to do. The supervisor role is to provide technical resources, motivate and assist in the attainment of the plan.

The application of the three supervisory approaches shifts from one to the other according to need and the context of the teacher and the skill of the instructional leader. Addressing the diversity of the teachers needs requires flexibility of approach within a caring environment of mutual respect, shared responsibility and accountability and professional growth for greater teacher autonomy and competence.

Anchored on the foundation of teacher support, mutual trust and accountability, supervision of instructional leaders may utilize differentiated approaches to ultimately build a Professional Learning Community in every school across the country.

#### General Supervisory Program Procedure

To provide a clear developmental procedure, supervisory programs shall go through three phases: Start Up. Build Up and with closure before Move- On.

Phase I – Start Up includes establishing the specific purpose of the supervisory activity. As a data based teacher support, it will either the information derived from the results of the Teacher Strengths and Needs Assessment ( TSNA) and the Individual Plan for Professional Development (IPPD) or from Department of Education directives in the implementation of programs and projects. Phase I will also clarify whether the purpose of the activity is Diagnostic or Formative Appraisal which is a component of the Competency – Based Performance Appraisal System for Teachers (CB – PAST) Support Intervention Visit, Follow- up of Support Intervention or a Celebration Visit.

Phase II - Build Up specifies the supervisory activities that may occur On – Site ( in the school) or Off – Site ( if the support will be on – line or outside the school.) The Build Up follows three sub – phases which include Pre- Conference, Actual Support Activities and Post – Conference.

Phase III - Closure and Move On provide a temporary pause to conclude the specific support intervention activity where most of the handholding ends teacher autonomy in the Professional Learning Community begins. The greater role of the Professional Learning Community to continually provide support to each teacher becomes more apparent in this phase. Phase III activities include Exit Conference, Evaluation, Celebration and a smooth transition to the various activities of the Professional Learning Community in the school.

#### 4. Tools for Instructional Supervision

A supervisory tool or instrument accompanies a process or procedure. For the different supervisory approaches there are common tools; however specific tools were developed for particular purposes. The CB- PAST Formative Appraisal Tool is being utilized as instructional Supervisions Form 3. This links the instructional supervision process as formative evaluation in the performance appraisal of the teachers.

The basic tools included are the following.

- Instructional Supervision Form 1 - Pre - Observation Information
- Instructional Supervision Form 2 - Post Observation Information
- Instructional Supervision Form 3A,B,C, Teacher Observation Guide
- Instructional Supervision Form 4 - STAR Observation Technique

#### 5. Instructional Supervision Support Intervention Strategies

- Job – Embedded Learning
- Study Groups
- Action Research
- Peer Teaching
- Mentoring
- Case Studies
- Conferencing
- Clinical Supervision
- Walkthrough

**DUTIES AND RESPONSIBILITIES  
OF  
INSTRUCTIONAL SUPERVISORS / LEADERS  
ON  
INSTRUCTIONAL SUPERVISION**

**DUTIES and RESPONSIBILITIES of INSTRUCTIONAL SUPERVISORS**

**Basic Function: To improve support for teacher's professional growth and development in the improvement of teaching – learning and learning outcomes.**

Areas of Support	Duties and Responsibilities
<b>INSTRUCTIONAL SUPPORT for TEACHER EFFECTIVENESS and EFFICIENCY</b>	<ul style="list-style-type: none"> <li>➤ Assumes leadership and supervises teachers on the improvement of instructional programs specifically the teaching learning process.</li> <li>➤ Motivates and supports teachers to attain peak performance.</li> <li>➤ Assists teachers in identifying strengths and growth areas through monitoring and evaluation.</li> <li>➤ Provides professional, technical and instructional assistance to teachers and school heads.</li> <li>➤ Promotes DepEd programs and projects to improve teaching and learning.</li> <li>➤ Promotes the efficiency of teaching and learning in all classes through observation and visitations.</li> <li>➤ Evaluates performance of teachers.</li> </ul>
<b>TEACHER CAPABILITY BUILDING</b>	<ul style="list-style-type: none"> <li>➤ Organizes seminars, workshops, and other in – service training programs.</li> <li>➤ Conduct seminars, workshops and other services training programs.</li> <li>➤ Serves as consultant and/ or resource person in INSET’S.</li> <li>➤ Initiates action research designed to improve instruction and academic performance.</li> <li>➤ Conducts action research designed to improve instruction and academic performance.</li> </ul>
<b>CURRICULAR ENHANCEMENT</b>	<ul style="list-style-type: none"> <li>➤ An implement, monitors, supervise, and assesses the school curriculum to assure higher learning outcomes.</li> <li>➤ Evaluates learning outcomes vis- a vis he curriculum.</li> <li>➤ Recommends changes in policies affecting curriculum and instruction.</li> <li>➤ Localizes/ indigenizes curriculum.</li> <li>➤ Develops and promotes innovative and effective teaching – learning , approaches, strategies and techniques.</li> <li>➤ Proposes innovations to improve instruction.</li> <li>➤ Implements innovative and alternative delivery schemes in teaching and learning.</li> <li>➤ Acts as consultants for all publications.</li> </ul>
<b>ASSESSMENT of LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>➤ Undertakes periodic evaluation of learner’s achievement as basis for INSET and curriculum adaptation.</li> <li>➤ Assist, ensures utilization of a range of assessment processes of learners performance.</li> <li>➤ Leads in the evaluation of learner’s achievement and utilizes results to improve learning.</li> <li>➤ Evaluates learning outcomes vis – a –vis the curriculum.</li> <li>➤ Develops, promotes innovative and effective assessment approaches, strategies and techniques.</li> <li>➤ Assists teachers in identifying strengths and growth areas through monitoring and observation.</li> </ul>

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**Instructional Supervision** is a standard based comprehensive developmental set of processes to support the professional growth and development of teachers in professional learning communities. Its ultimate goal is improvement of instruction for enhanced learning outcomes.

STANDARDS	INDICATORS
<b>1. DEMOCRATIC SUPERVISION</b>	Successful Supervision 1.1 Recognize that instructional supervision is a teacher support function to nurture teachers leadership and autonomy. 1.2 Promotes and facilitates activities for the development of self – directed teachers as professionals and instructional learners. 1.3 Utilizes procedures that promote open communication and collaboration and mutual trust. 1.4 Recognizes teachers strengths and needs and provides opportunities growth in a supportive learning environment.
<b>2. COLLEGIALITY and COLLABORATION</b>	Successful Supervision 2.1 Support collegial relationships among teachers and instructional leaders. 2.2 Creates and sustains a learning community that supports teachers as learners and leaders. 2.3 Encourages teachers and other school personnel to collaborate in the improvement of instructional practices in schools. 2.4 Promotes a culture of cooperative work among teachers, superiors learners and other stakeholders. 2.5 Develops professional relationships among peers that nurture openness, trust, respects and integrity.
<b>3. PROFESSIONAL DEVELOPMENT and TEACHER SUPPORT</b>	Successful Supervision 3.1 Engages teacher in the planning, designing, and evaluation of individual professional development programs. 3.2 Encourages job – embedded professional development activities. 3.3 Provides opportunities for dialogue among teachers and instructional leaders on curriculum, teaching and learning. 3.4 Provides differentiated professional development activities to address career patting, teaching assignment, adult learning and teaching styles, interest, needs among others. 3.5 Encourages teachers to engage in self assessment and personal relations to guide own professional development.
<b>4. ETHICAL TEACHING</b>	Successful Supervision 4.1 Establishes healthy supervisory relationship in self assessment among teachers based on respect and trust in their personal and professional competence. 4.2 Encourages teachers to established good relationships with student peers and superiors. 4.3 Encourages teachers to translate the curriculum into meaningful learning that fosters students sense of identity, self –esteem, self respect and self worth as lifelong learners. 4.4 Upholds the practice of the Code of Ethics for Professional.
<b>5. INQUIRY and REFLECTIVE TEACHING</b>	Successful Supervision 5.1 Reviews actions and accepts feedback in an atmosphere of collegiality and collaboration. 5.2 Upholds responsibility and willingness to accept decisions on supervisory

	<p>actions</p> <p>5.3 Inquires about the effects, implications of actions or decisions on others (e.g. colleagues, teachers, students, etc.) as a guide for future decisions.</p> <p>5.4 Encourages teachers to inquire on good practices and to pursue better alternatives for the improvement teaching and learning.</p>
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<p><b>6. DIVERSITY of TEACHERS and LEARNERS</b></p>	<p>Successful Supervision</p> <p>6.1 Encourages the development and use of differentiated forms of supervision.</p> <p>6.2 Provides opportunities for teachers and student to develop values knowledge and skills in recognizing diversity among peers.</p> <p>6.3 Provides systematic assessment and constructive feedback to teachers about their personal and professional strengths and needs.</p> <p>6.4 Promotes the use of comprehensive approaches strategies resources to ensure that ethic and cultural diversity are considered in teaching and adult learning.</p> <p>6.5 Utilizes cultural, social and experiential perspectives to address diversity for teaching and learning.</p> <p>6.6 Assists teachers develop a deep consciousness and understanding the influences of cultural diversity in educational opportunities, programs, practices and outcomes.</p> <p>6.7 Assists teachers to improve the quality of teaching and learning with respect to cultural diversity.</p>
<p><b>7. CLINICAL SUPERVISION</b></p>	<p>Successful Supervision</p> <p>7.1 Requires thorough understanding of the diversity teachers and learners and the context where teaching – learning occurs.</p> <p>7.2 Requires comprehensive understanding and use of pedagogy that accomplishes instructional goals for better learning outcomes.</p> <p>7.3 Encourages meaningful decisions of student learning progress and appropriate teaching strategies for diverse learners.</p> <p>7.4 Provides developmental instructional models which address the dimensions of teaching and learning and appropriately modifies feedback processes.</p> <p>7.5 Assists each teacher to strengthens professional identity through careful analysis and reflection of personal teaching performance.</p>
<p><b>8. FORMATIVE TEACHER EVALUATION</b></p>	<p>Successful Supervision</p> <p>8.1 Employs differentiated procedures for teacher formative evaluation which are appropriate to respective levels of teachers professional development.</p> <p>8.2 Encourages teachers and administrators to work as collaborative partners to identify teachers professional development goals, to appropriately assess those goals and plan actions for the improvement of teaching and learning.</p> <p>8.3 Recognizes that formative evaluation of teachers addresses the individual teacher professional development goals as well as the school improvement goals.</p> <p>8.4 Ensures that the teacher formative evaluation report is fair and complete in addressing both strengths and needs of the teacher.</p> <p>8.5 Ensures that formative evaluation procedures are well defined, articulated and clearly communicated to teachers and administrations.</p>

	8.6 Utilizes the formative evaluation results to provide continuous instructional support to teacher professionals development activities.
<b>9. CURRICULUM SUPERVISION</b>	<p>Successful Supervision</p> <p>9.1 Clarifies the aims of education, the nature of knowledge, the role of teachers, and purposes of the curriculum.</p> <p>9.2 Encourages close collaboration of teachers and instructional leaders in the processes of curriculum development, implementation and evaluation.</p> <p>9.3 Foster continuous and open deliberation on curriculum issues and problems by connecting theory and practice.</p> <p>9.4 Ensures equitable access to knowledge for all students regardless of race, gender ethnicity, special needs, or social class.</p> <p>9.5 Advances school curriculum that is socially and culturally relevant for teachers and learners.</p>
<b>10. TEACHER ACTION RESEARCH</b>	<p>Successful Supervision</p> <p>10.1 Encourages the conduct of action research as a strategy to improve instruction and for professional development.</p> <p>10.2 Promotes reflection and self assessment throughout the action research process.</p> <p>10.3 Employs action research to enhance decision making and solving critical problems.</p> <p>10.4 Supports a school wide culture for school improvement by incorporating action research as collaborative activity for the professional development of teachers in promoting learners achievement.</p> <p>10.5 Encourages the utilization of the results of action research in the solution of immediate educational problems.</p>

# PROCESSES AND PROCEDURE FOR INSTRUCTIONAL SUPERVISION

## PROCEDURE for COLLABORATIVE SUPERVISION

PHASES	SUPERVISOR/TEACHER ACTIONS		MEANS OF VERIFICATION
	SUPERVISOR	TEACHER	

<b>PHASE I – PRE SUPERVISORY VISIT</b>	1. Identifies/recognize the strengths and needs of the teacher in a school.	Submit TSNA & IPPD for school consolidation	Teacher's TSNA Results and IPPD
	2. Holds conference with the school head/ principal.		Minutes of the meeting
	3. Request school head to submit Teacher Pre Observation form.	Submits pre- observation form to the school head	Accomplished Pre-observation Form to the school head
	4. Agrees on the Date of Formal School Visit and Observation.	Agrees on the date for the Supervisors visit and observation	Accomplished Instructional Supervision Form (Pre – Observation)
	5. Prepares for the Formal school visit and observation.	Prepares for the school visit and observation.	Observation Schedule of Supervisor

<b>PHASE II – ACTUAL SUPERVISION (School Visit and Actual Observation)</b>	<b>Supervisor</b>		<b>Teacher</b>	<b>MOV's</b>
	1. Supervisors, School Head and the Teacher hold brief conference.			Minutes of the meeting
	2. Supervisors and Teacher review the pre- observation form filled up by the teacher to clarify what has been agreed upon as instructional actions to improve teaching and learning.			Form 1 reviewed and signed by the supervisor
	3. Supervisors with the school head together observe class using the appropriate Form for Observation – 3A and taking into account the planned activity as agreed upon.			Pre – observation form Lesson Plan
	4. Teacher holds actual class as planned with the supervisor Note: Actual class observation should be form 40 minutes to 1 hour only.			Actual observation form 3A
	5. Supervisors conduct other non – class observations using the form for observation – 3B and 3C with the assistance of the teacher to make clarifications. Observations are made both formally and informally through a walk through process.			Accomplished Observation Form 3B & AC Journals entry of supervisor
	5. Supervisor conducts informal interviews with the teachers peers	Teacher continues with other lessons for the day.		Journal entry
	6. Supervisor and teacher review the Teacher Portfolio to validate observation and allow the teacher to show and explain evidences included in the portfolio.			Portfolio Documents
7. Supervisor together with the teacher consolidate all observations for the post – observation conference and submission to the school head.			Consolidated Form 2, 3A, 3B, 3C JEL agreement	

<b>PHASE III – POST OBSERVATION SUPERVISION</b>	1. Supervisor, School Head and the Teacher hold Post – observation conference.	Accomplished Post – observation
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		Form
1.1 Supervisors commends teacher for the strengths in the actual teaching and other observed indicators.	Teacher recognizes his/her own strengths and needs in the implementation of the lesson plan	Post – observation report
1.2 Supervisors together with the teacher analyze what transpired in the actual teaching. Both identify what factors led to the teachers success and what instructional needs require immediate solution.		Plan and schedule of the next supervisory visit.
1.3 Both the supervisor and the teacher find probable solutions for the identified instructional problems through negotiating and problem solving.		
1.4 Supervisor and teacher agree upon the solution to the identified instructional problem and discuss the steps/ strategies/ approaches to be followed.		
2. Supervisors, teachers and the school head mutually agree on the next supervisory action for the professional growth and development of teachers.		Schedule and plan of the next school visit.

### INSTRUCTIONAL SUPERVISION PROGRAM TEMPLATE

#### PHASE I – START UP

To star up, supervisor make clear the specific purpose of the supervision. The purpose is derived from the expressed need of the teacher or the requirement of the DepED through the specific issuance/memo/order. Appropriate approval of the Start Up Visit has to secured and the preparations for the buildup should be made during the START UP PHASE.

1. Identify the purpose of the Teacher Support Visit

\_\_\_\_\_ Need based (TSNA &IPPD)                      \_\_\_\_\_ Supply based (Dep ED Issuances)

\_\_\_\_\_ 1.1 Diagnostic. Formative Approach (as component of the CB – PAST)

\_\_\_\_\_ 1.2 Support Intervention Visit

- Demonstration
- Mentoring
- Coaching
- Study Group
- SLAC
- Action Research
- Job embedded Learning
- Walkthrough
- Workshop
- Others ( identify)

\_\_\_\_\_ 1.3 Follow up visit of support intervention

\_\_\_\_\_ 1.4. Celebration of Best Practices.

2. Secure the approval of the Teacher support visit from the school head.

District Supervisor(if applicable) and the teacher.

#### PHASE II-BUILD –UP-ON SITE VISIT/OOF SITE Teacher support

To build –uo, the supervisor may either be in the school site to have a face to face interaction with the teacher or on line ( if facility is available) and both parties to agree. Appropriate procedure for the school visit should be observed it. It usually begin with the pre conference to establish rapport and clarify the purpose of the visit. Build-Up activities may vary according to the purpose of the visit.

The activity may include;

1. Pre-conference ( School head, Teacher, Supervisor)
2. Actual Support Activities
  - ( ) Diagnostic / Formative Appraisal Observations
  - ( ) Support Intervention Activities
  - ( ) Follow – up / Walkthrough Activities
  - ( ) Feed – backing and Teacher Dialogue
3. Post – conference (Teacher,Supervisor,School,others)

**PHASE III-CLOSURE AND MOVE ON**

Phase III must provide closure of the single or series of activities from Phase I to Phase II . An exit conference is required as a cleaning house, reflection on the supervisory process. The evaluation phase takes care of the accountability of all concerned: the teacher , the supervisor and the other stakeholders in the school community.

The celebration of Teacher, Supervisor, School or PLC is an important activity in phase III. This will acknowledge the effort of the whole learning community for the support of the professional development of the Teacher Celebrations may come in different innovative forms like photos, exhibits, portfolio display, day of recognition like demonstration of best teaching lesson plan, teacher testimonies, and many others. The celebration brings closure to the supervisory activity.

The closure is a temporary pause of the process. Teacher support will move – on from supervision to a wider involvement of the Professional Learning Community (PLC) where the professional nurturance will continue. The transformative leadership role of the supervisor in the Professional Learning Community will be enhanced.

1. Exit Conference
2. Evaluation
3. Celebration/ Show case
4. Connecting to the Professional Learning Community ( PLC)

**PROCEDURE for DIRECTIVE SUPERVISION**

PHASES	SUPERVISOR/TEACHER ACTIONS	MEANS OF
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	<b>SUPERVISOR</b>	<b>TEACHER</b>	<b>VERIFICATION</b>
<b>PHASE I – PRE SUPERVISORY VISIT</b>	1. Identifies/recognize the strengths and needs of the teacher in a school.	Submit TSNA & IPPD for school consolidation	Teacher's TSNA Results and IPPD
	2. Holds conference with the school head/ principal.		Minutes of the meeting
	3. Request school head to submit Teacher Pre Observation form.	Submits pre- observation form to the school head	Accomplished Pre-observation Form to the school head
	4. Agrees on the Date of Formal School Visit and Observation.	Agrees on the date for the Supervisors visit and observation	Accomplished Instructional Supervision Form (Pre – Observation)
	5. Prepares for the Formal school visit and observation.	Prepares for the school visit and observation.	Observation Schedule of Supervisor
<b>PHASE II – ACTUAL SUPERVISION (School Visit and Actual Observation)</b>	<b>Supervisor</b>	<b>Teacher</b>	<b>MOV's</b>
	1. Supervisors, School Head and the Teacher hold brief conference.		Minutes of the meeting
	2. Supervisors reviews the pre – observation form of the teacher.	A teacher prepares class for actual teaching.	Form 1 reviewed and signed by the supervisor
	3. Supervisors together with the school head observe class using the appropriate Form for Observation – 3A. <b>Note: Actual class observation should be form 40 minutes to 1 hour only.</b>	A teacher holds actual class as planned.	Pre – observation form Lesson Plan
	4. Supervisors conduct other non – class observations using the form for observation – 3B and 3C.	A teacher continues with her/his daily school activities.	Observation form 3B & 3C
	5. Supervisors conducts informal interviews with the teachers peers		notebook
	6. Supervisor peruses the teachers portfolio	Teacher assists the supervisor by explaining evidences found in teacher's portfolio.	Portfolio document
	7. Supervisor consolidates all observations for the post observation conference and submission to the school head.		Consolidated Form 2, 3A, 3B, 3C JEL contract /agreement for the next step.

<b>PHASE III – Post</b>	1. Supervisor, School Head and the Teacher hold Post observation conference.	Accomplished instructional
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<b>Observation Supervision</b>		Supervision Form 2 ( Post – observation Form)	
	1.1 Supervisor commends teacher for the strengths in the actual teaching and other observed indicators.	Teacher recognizes his/her own strengths in the teaching the lesson plan.	Post observation report
	1.2 Supervisor makes suggestions/recommendations/on observation which need improvements.	Teacher listens and interacts with the supervisors suggestions.	Plan and schedule of the next supervisory visit.
	1.3 Supervisors demonstrate how improvement can be done through direct instruction.	Teacher observes supervisors demonstration on how to improve instruction.  Teacher clarifies on the demonstration of the supervisor.	
	1.4 Supervisors inform the teacher of the overall results of the actual observations.  1.5 Supervisors inform teacher where assistance can be provided.  1.6 Supervisors provide instructional advice for the teacher's improvement.	Teacher clarifies areas of concern.  Teacher recognizes the area that needs supervisor's assistance and support.	
	2. Supervisors, teacher and the school head agree on the next supervisory actions for the professional growth and development of teachers.		Schedule & plan of the next school visit.

**PROCEDURE for NON DIRECTIVE SUPERVISION**

PHASES	SUPERVISOR/TEACHER ACTIONS	MEANS OF
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	<b>SUPERVISOR</b>	<b>TEACHER</b>	<b>VERIFICATION</b>
<b>PHASE I – PRE SUPERVISORY VISIT</b>	1. Identifies/recognize the strengths and needs of the teacher in a school.	Submit TSNA & IPPD for school consolidation	Teacher's TSNA Results and IPPD
	2. Holds conference with the school head/ principal.		Minutes of the meeting
	3. Request school head to submit Teacher Pre Observation form.	Submits pre- observation form to the school head	Accomplished Pre-observation Form to the school head
	4. Agrees on the Date of Formal School Visit and Observation.	Agrees on the date for the Supervisors visit and observation	Accomplished Instructional Supervision Form (Pre – Observation)
	5. Prepares for the Formal school visit and observation.	Prepares for the school visit and observation.	Observation Schedule of Supervisor
<b>PHASE II – ACTUAL SUPERVISION (School Visit and Actual Observation)</b>	<b>Supervisor</b>	<b>Teacher</b>	<b>MOV's</b>
	1. Supervisors, School Head and the Teacher hold a preliminary conference.		Minutes of the meeting
	2. Supervisors and teacher reviews the pre – observation form filled up by the teacher and endorsed by the school head.		Form 1 reviewed and signed by the supervisor
	3. Supervisors together with the school head observe class using the appropriate Form for Observation – 3A taking into account the planned activity made by the teacher.		Pre – observation form.
	4. Teacher holds actual class as planned. <b>Note: Actual class observation should be form 40 minutes to 1 hour only.</b>		Lesson Plan Actual observation Form 3 A
	5. Supervisors conduct other non – class observations using the form for observation – 3B and 3C with the assistance of the teacher to clarify, listen to the supervisor. Observations are made both formally and informally through a walk through process.		Accomplished Observation form 3B & 3C
	6. Supervisors conducts informal interviews with the teachers peers	Teacher continues with other lessons for the day	Journal entries of supervisors
	7. Supervisors and teacher review the Teachers Portfolio to validate observations and allow the teacher to show and explain evidences included in the portfolio.		Portfolio document
8. Supervisor together with the teacher consolidates all observations for the Post – Observation conference and for the submission to the school head.		Consolidated Form 2, 3A, 3B, 3C.	
<b>PHASE III –</b>			Accomplished

<b>Post Observation Supervision</b>	1. Supervisor, School Head and the Teacher hold Post observation conference.		Form 2 ( Post – observation Form)
	1.1 Supervisor commends teacher for the strengths in the actual teaching and other observed indicators.	Teacher recognizes his/her own strengths in the teaching the lesson plan.	Post observation report
	1.2 Supervisor listens to the Teacher describes what transpired in the actual teaching. The Teacher explains teaching actions on why it was done that way, what instructional difficulty was solved, etc.		JEL agreement
	1.3 Supervisors reinforce the actions of the teacher.		Teacher Plan and proposed schedule of the next supervisory visit.
	1.4 Supervisors negotiate with the teacher on other ways of finding solutions for the identified instructional problem and redirect the teacher.		
	1.5 Teacher proposes the next steps for the continuing improvement of instructional activities using varied strategies.		
	1.6 Supervisors reinforce the proposed steps of the teacher.		
1.7 Teacher and the Supervisors set standards for the next instructional development activity.			
	2. Teacher, Supervisor and the school head mutually agree on the next supervisory actions for the professional growth and development of teachers.		Schedule & Plan of the next visit.

*TOOLS*

*FOR*

*INSTRUCTIONAL SUPERVISION*

INSTRUCTIONAL SUPERVISION FORM 1

*PRE - OBSERVATION INFORMATION*

Teacher \_\_\_\_\_ School \_\_\_\_\_  
District \_\_\_\_\_ Division \_\_\_\_\_  
Grade/ Year & Section \_\_\_\_\_ Subject \_\_\_\_\_  
School Year \_\_\_\_\_ Semester \_\_\_\_\_ Conference Date \_\_\_\_\_  
Instructional Supervisor \_\_\_\_\_

Directions:

1. This form shall be answered by the Teacher prior to instructional Support Visit.
2. The information will served as guide for the pre- observation conference. Observer may ask additional job – relevant data to provide a background for actual observation.
3. The filled up form shall be given back to the teacher to be placed in front of the Teacher Observation Form 3A,B,C, which will be used by the observer.

*PRE - OBSERVATION INFORMATION*

1. When would you like to have instructional supervision an support?

Date and Time \_\_\_\_\_

2. In which of your classes would you like to be observed?

Class and the Period to be observed ; \_\_\_\_\_

3. What are or domain would like to be observed? Please check.

- \_\_\_\_ Diversity of learners
- \_\_\_\_ Content and Pedagogy
- \_\_\_\_ Learning Environment
- \_\_\_\_ School, Home, Community Linkages
- \_\_\_\_ Social Regard for Learning

- \_\_\_ Personal Growth an Professional Development
- \_\_\_ Planning, Assessing and Reporting
- \_\_\_ others , specify

4. What specific teaching – learning parameters would you like to be focused? Please check.

- \_\_\_ Motivation
- \_\_\_ Teachers – Learners Interaction
- \_\_\_ Questioning/Answering skills
- \_\_\_ Pacing of the Lesson
- \_\_\_ Testing
- \_\_\_ Classroom Management
- \_\_\_ Time on Task
- \_\_\_ addressing multiple intelligences/learning styles
- \_\_\_ others, specify.

5. What teaching method/strategy will you use?

6. How would you describe the class you will be teaching during the visit? Please provide information by checking or filling up t he required data.

a. Type of class

- Monograde                       2 class combination                       Multigrade

b. Size of Class:

- Small class size                      Number of Learners \_\_\_\_\_  
 Big class size                      Number of Learners \_\_\_\_\_

c. Class diversity:

- Homogeneous (Describe) \_\_\_\_\_  
 Heterogeneous ( Describe) \_\_\_\_\_

7. What three priority areas in your TSNA do you need the most support and assistance? Please enumerate and specify.

- a.
- b.
- c.

8. What priority objectives in your IPPD did you include for School Year \_\_\_\_\_ that you intend to accomplish? Please write.

- a.
  - b.
  - c.
-

Submitted by:

Noted by:

\_\_\_\_\_  
Teacher Name & Signature

\_\_\_\_\_  
School Head Name & Signature

---

Note: This space shall be used for needed information given during the pre – observation but are included above.

INSTRUCTIONAL SUPERVISION FORM 1

*POST – OBSERVATION INFORMATION*

Teacher \_\_\_\_\_ School \_\_\_\_\_

District \_\_\_\_\_ Division \_\_\_\_\_

Grade/ Year & Section \_\_\_\_\_ Subject \_\_\_\_\_

School Year \_\_\_\_\_ Semester \_\_\_\_\_ Conference Date \_\_\_\_\_

Instructional Supervisor \_\_\_\_\_

Directions:

1. This form shall be answered by the Teacher prior to instructional Support Visit.
2. The information will served as guide for the post - observation conference. Observer may ask additional job – relevant data to provide a background for actual observation.
3. The filled up form shall be given back to the teacher to be placed in front of the Teacher Observation Form 3A,B,C, which will be used by the observer.

*POST – OBSERVATION INFORMATION*

1. What did your learners gain in your lesson in terms of knowledge, skill, and attitude (KSA's)? Please enumerate.
  - a. Knowledge
  - b. Skills
  - c. Attitude
2. How did you make the learners gain the KSA's which you listed above?
3. What did your pupils/students to do in order to gain/learn the KSA's?
4. Where you able to accomplish your lesson objective?  
Yes \_\_\_\_\_ All \_\_\_\_\_ Some \_\_\_\_\_  
No \_\_\_\_\_ All \_\_\_\_\_ Some \_\_\_\_\_
5. If yes, how did you do it?
6. If no, what difficulties did you encounter?
7. Did you and your class enjoy the lesson? Yes \_\_\_\_\_ No \_\_\_\_\_ Why?
8. If you are going to teach the same lesson again, can you think of ways to improve it? Please write it down.

9. What teaching assistance would you need to overcome difficulties that you have encountered?

10. Can you suggest from whom you can ask this assistance and support? And how?

11. Would you welcome another visit or observation? Yes \_\_\_\_\_ No \_\_\_\_\_ Why?

Commendation for the Teacher:

Suggested support for the Teacher:

\_\_\_\_\_  
Teachers Name Signature

\_\_\_\_\_  
Observer's Name & Signature

Note: This space shall be used for needed information given during the post – observation but are included above.

**IS Form 3A/ CB – PAST Form 3A**

**Teacher Observation Guide for Instructional Competence**

*Legend: 0- Not observed (NO), 1- Below Basic (BB); 2 – Basic (B); 3 – Proficient (p); 4 Highly Proficient (HP)*

Circle the number that describes best your observations of the teacher. Start here...

Performance Behavior	Observation Rating				
	NO	BB	B	P	HP
<b>A. Diversity of Learners</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Sets lesson objectives within the experiences and capabilities of the learners	0	1	2	3	4
2. Utilizes varied techniques and strategies suite to different kinds of learners	0	1	2	3	4
3. Shows fairness in dealing with the learners.	0	1	2	3	4
4. Paces lessons appropriate to the needs and difficulties of the learners.	0	1	2	3	4
5. Provides appropriate intervention activities for learners at risk.	0	1	2	3	4

Total Score \_\_\_\_\_ Average \_\_\_\_\_ Description \_\_\_\_\_

Narrative Observation:

Performance Behavior	Observation Rating				
	NO	BB	B	P	HP
<b>B. Content and Pedagogy</b>					
<b>B. 1 Teacher Behavior in Actual Teaching</b>					
1. Teaches accurate and updated content using appropriate approaches and strategies.	0	1	2	3	4
2. Aligns, lesson objectives, teaching methods, learning activities, and instructional materials.	0	1	2	3	4
3. Encourages learners to use higher thinking skills in asking questions.	0	1	2	3	4
4. Engages and sustains learners interest in the subject matter by making content meaningful an relevant.	0	1	2	3	4

5. Establishes routines and procedures to maximize use of time and instructional materials.	0	1	2	3	4
6. Integrates language, literacy, skills and values in teaching.	0	1	2	3	4
7. Presents lesson logically in a developmental manner.	0	1	2	3	4
8. Utilizes technology resources in planning, designing, and delivery of the lesson.	0	1	2	3	4
9. Creates a situation that encourages learners to use other order thinking skill.	0	1	2	3	4

Total Score \_\_\_\_\_ Average \_\_\_\_\_ Description \_\_\_\_\_

Narrative Observation:

Performance Behavior	Observation Rating				
	NO	BB	B	P	HP
<b>B. Content and Pedagogy</b>					
<b>B. 2 Learners Behavior in the Classroom</b>					
1. Answers in own words at a desired cognitive level	0	1	2	3	4
2. Participates actively in the learning tasks with some levels of independence.	0	1	2	3	4
3. Asks questions relevant to the lesson.	0	1	2	3	4
4. Sustains interest in the lesson activity.	0	1	2	3	4
5. Follows routines and procedure to maximize instructional time.	0	1	2	3	4
6. Shows appropriate behavior if individualism, cooperation, competition in classroom interactions.	0	1	2	3	4
7. Imbibes and values learning from the teacher and from classmates	0	1	2	3	4
8. Demonstrates in varied ways, learning achieved in the activities.	0	1	2	3	4

Total Score \_\_\_\_\_ Average \_\_\_\_\_ Description \_\_\_\_\_

Narrative Observation:

Performance Behavior	Observation Rating				
	NO	BB	B	P	HP
<b>C. Planning, Assessing, reporting learners Outcomes</b>					
1. Provides timely, appropriate reinforcement, feedback to learners behavior	0	1	2	3	4
2. Uses appropriate formative, summative test congruent to the lesson.	0	1	2	3	4
3. Uses non – traditional authentic assessment techniques when needed.	0	1	2	3	4
4. Keeps accurate records of learners performance level.	0	1	2	3	4
5. Gives assignment as reinforcement or enrichment of the lesson	0	1	2	3	4
6. Provides opportunity for learners to demonstrate their learning.					

Total Score \_\_\_\_\_ Average \_\_\_\_\_ Description \_\_\_\_\_

Narrative Observation:

Comments of the Teacher:

Agreements of the Teacher and Observer:

\_\_\_\_\_  
Teachers Name & Signature

\_\_\_\_\_  
Observers Name & Signature

*\*Signatures indicate that observations have been clarified by both parties.*

### IS Form 3B/ CB – PAST Form 3B

#### Teacher Observation Guide for Home, School and Community Environment

*Legend: 0- Not observed (NO), 1- Below Basic (BB); 2 – Basic (B); 3 – Proficient (p); 4 Highly Proficient (HP)*

Circle the number that describes best your observations of the teacher. Start here...

Performance Behavior	Observation Rating				
	NO	BB	B	P	HP
<b>D. Learning Environment</b>					
1. Maintains a safe and orderly classroom.	0	1	2	3	4
2. Engages learners in differentiated activities for higher learning.	0	1	2	3	4
3. Handles behavior problem quickly and with due respect to children's rights.	0	1	2	3	4
4. Creates situation that develop a positive attitude among learners towards their subjects and teachers.	0	1	2	3	4
5. Provides gender sensitive opportunities for learning.	0	1	2	3	4

Total Score \_\_\_\_\_ Average \_\_\_\_\_ Description \_\_\_\_\_

Narrative Observation:

Performance Behavior	Observation Rating				
	NO	BB	B	P	HP
<b>E. SCHOOL, HOME, &amp; COMMUNITY LINKAGES</b>					
1. Involves the community in sharing accountability for learners achievement.	0	1	2	3	4
2. Uses varied and available community resources (human, materials) to support learning.	0	1	2	3	4
3. Uses community as laboratory for teaching and learning.	0	1	2	3	4
4. Shares with the community information in school events an achievement.	0	1	2	3	4
5. Encourages learners to apply classroom learning at home and in community.	0	1	2	3	4

6. Informs learners, parents and other stakeholders regarding school policies and procedures.					
---	--	--	--	--	--

Total Score \_\_\_\_\_ Average \_\_\_\_\_ Description \_\_\_\_\_

Narrative Observation:

Comments of the Teacher:

Agreements of the Teacher and Observer:

\_\_\_\_\_  
Teachers Name & Signature

\_\_\_\_\_  
Observers Name & Signature

*\*Signatures indicate that observations have been clarified by both parties.*

**IS Form 3C/ CB – PAST Form 3C**

**Teacher Observation Guide for Personal, Social Growth an Professional Development**

*Legend: 0- Not observed (NO),1- Below Basic (BB);2 – Basic (B);3 – Proficient (p); 4 Highly Proficient (HP)*

Circle the number that describes best your observations of the teacher. Start here...

Performance Behavior	Observation Rating				
	NO	BB	B	P	HP
<b>F. Social Regard for Learning</b>					
1. Abides by and implements school policies and procedures.	0	1	2	3	4
2. Observes punctuality in accomplishing tasks an requirements.	0	1	2	3	4
3. Observes punctuality in class attendance an in other occasions.	0	1	2	3	4
4. Maintains appropriate appearance and decorum at all times.	0	1	2	3	4
5. Demonstrates appropriate behavior in dealing with students, superiors and stakeholders	0	1	2	3	4

Total Score \_\_\_\_\_ Average \_\_\_\_\_ Description \_\_\_\_\_

Narrative Observation:

Performance Behavior	Observation Rating				
	NO	BB	B	P	HP
<b>G. PERSONAL GROWTH and PROFESSIONAL DEVELOPMENT</b>					
1. Maintains stature an behavior that upholds the dignity of Teaching.	0	1	2	3	4
2. Manifests personal qualities like enthusiasm, flexibility, caring attitude and others.	0	1	2	3	4
3. Demonstrate a personal philosophy of teaching in the classroom.	0	1	2	3	4
4. Updates oneself with the recent developments in education.	0	1	2	3	4
5. Improves teaching performance based on feedback from mentor, students, peers, superiors.	0	1	2	3	4

6. Accepts accountability for learning outcomes.	0	1	2	3	4
7. Reflects on one quality of teaching vis – a vis learning outcomes of.	0	1	2	3	4
8. Uses self assessment (TSNA) to enhance strengths and correct ones weaknesses.	0	1	2	3	4
9. Participate actively in professional organizations.	0	1	2	3	4
10. Abides by the Code of Ethics for Professional Teachers.	0	1	2	3	4

Total Score \_\_\_\_\_ Average \_\_\_\_\_ Description \_\_\_\_\_

Narrative Observation:

Comments of the Teacher:

Agreements of the Teacher and Observer:

\_\_\_\_\_  
Teachers Name & Signature

\_\_\_\_\_  
Observers Name & Signature

*\*Signatures indicate that observations have been clarified by both parties.*

**6.4 Instructional Supervision Form 3 – Teacher Observation Summary Rating Template**

Criteria	Assigned Weight in CB – PAST (Disregarded in formative appraisal)	No. of items	Score	Mean (score + no. of items)	Description of the TBI	Recommended Supervisory Approach
<b>INSTRUCTIONAL COMPETENCE</b>						
A. Diversity of Learners	10%	4				
B. Curriculum Content and Pedagogy	30%	17				
1. Teacher behavior		9				
2. Learner behavior		8				
C. Planning, Assessing, and Reporting	20%	6				
Total	60%	27				
<b>HOME, SCHOOL, &amp; COMMUNITY INVOLVMENT</b>						
D. Learning Environment	10%	5				
E. Community Linkages	10%	6				
Total	20%	11				
<b>PERSONAL, GROWTH &amp; PROFESSIONAL DEEVELOPMENT</b>						
F. Social Regard for Learning	10%	5				
G. Personal, Social Growth & Professional Development	10%	10				
Total	20%	15				
<b>GRAND TOTAL</b>	100%					
<b>Teacher Formative Appraisal Rating ( Grand total mean)</b>						
<b>Description for Overall Teacher Observation Rating For Formative Appraisal</b>						

**TEACHER BEHAVIOR INDEX (TBI) for FORMATIVE APPRAISAL**

**3.51 – 4.00 – HIGHLY PROFICIENT** – Teachers behaviors consistently exceeds expectations. Display at all time, a consistently high level of performance related skills, attitudes, attributes, initiatives, and productivity. Self – direction of the teacher is a evident. **Non – directive and collaborative approaches to supervision are recommended.**

**2.51 – 3.50 – PROFICIENT** – Teacher behaviors often exceeds expectations. Display a high level competency related skills, attitudes, attributes, initiatives, and productivity, exceeding requirements in many of the indicators. . **Non – directive and collaborative approaches to supervision are recommended.**

**1.51 – 2.50 – BASIC** – Teachers behaviors meet basic expectations based on standards. Display basic level of work and performance outputs as required outcomes or expectations of the job. **Collaborative approaches to supervision are recommended.**

**BELOW 1.50 – BELOW BASIC - Teachers** behaviors on the job and performance outputs frequently fall below standards. Work outputs consistently fail to meet required outcomes which needed repetition. The teacher urgently needs immediate instructional support. **Intensive directive supervision approach is recommended.**

I hereby acknowledge the observations done by my instructional supervisor and I will appreciate all the support that will be extended to improve my instructional competence.

\_\_\_\_\_  
Date \_\_\_\_\_  
Teacher (Name & Signature)

As an instructional supervisor, I am willing to extend instructional support to this Teacher., based on the results of Observations and his/her expressed need.

\_\_\_\_\_  
Date \_\_\_\_\_  
Instructional Supervisor (Name & Signature)

Noted:

\_\_\_\_\_  
School Head (Name & Signature)

6.4 Instructional Supervision Form 3/CB –PAST FORMATIVE APPRAISAL FORM 3 (A,B,C)

**Teacher Observation Summary Rating Template**

Criteria	Assigned Weight in CB – PAST (Disregarded in formative appraisal)	No. of items	Score	Mean (score + no. of items)	Description of the TBI	Recommended Supervisory Approach
<b>INSTRUCTIONAL COMPETENCE</b>						
A. Diversity of Learners	10%	4				
B. Curriculum Content and Pedagogy	30%	17				
1. Teacher behavior		9				
2. Learner behavior		8				
C. Planning, Assessing, and Reporting	20%	6				
Total	60%	27				
<b>HOME, SCHOOL, &amp; COMMUNITY INVOLVMENT</b>						
D. Learning Environment	10%	5				
E. Community Linkages	10%	6				
Total	20%	11				
<b>PERSONAL, GROWTH &amp; PROFESSIONAL DEEVELOPMENT</b>						
F. Social Regard for Learning	10%	5				
G. Personal, Social Growth & Professional Development	10%	10				
Total	20%	15				
<b>GRAND TOTAL</b>	100%					
<b>Teacher Formative Appraisal Rating ( Grand total mean)</b>						
<b>Description for Overall Teacher Observation Rating For Formative Appraisal</b>						

**TEACHER BEHAVIOR INDEX (TBI) for FORMATIVE APPRAISAL**

**3.51 – 4.00 – HIGHLY PROFICIENT** – Teachers behaviors consistently exceeds expectations. Display at all time, a consistently high level of performance related skills, attitudes, attributes, initiatives, and productivity. Self –

direction of the teacher is a evident. **Non – directive and collaborative approaches to supervision are recommended.**

**2.51 – 3.50 – PROFICIENT** – Teacher behaviors often exceeds expectations. Display a high level competency related skills, attitudes, attributes, initiatives, and productivity, exceeding requirements in many of the indicators. . **Non – directive and collaborative approaches to supervision are recommended.**

**1.51 – 2.50 – BASIC** – Teachers behaviors meet basic expectations based on standards. Display basic level of work and performance outputs as required outcomes or expectations of the job. **Collaborative approaches to supervision are recommended.**

**BELOW 1.50 – BELOW BASIC - Teachers** behaviors on the job and performance outputs frequently fall below standards. Work outputs consistently fail to meet required outcomes which needed repetition. The teacher urgently needs immediate instructional support. **Intensive directive supervision approach is recommended.**

I hereby acknowledge the observations done by my instructional supervisor and I will appreciate all the support that will be extended to improve my instructional competence.

Date \_\_\_\_\_

\_\_\_\_\_  
Teacher (Name & Signature)

As an instructional supervisor, I am willing to extend instructional support to this Teacher., based on the results of Observations and his/her expressed need.

Date \_\_\_\_\_

\_\_\_\_\_  
Instructional Supervisor (Name & Signature)

Noted:

\_\_\_\_\_  
School Head (Name & Signature)

Instructional Supervision (Tool)

**S T A R Observation Technique**

Teacher \_\_\_\_\_ School \_\_\_\_\_

District \_\_\_\_\_ Division \_\_\_\_\_

Grade/ Year & Section \_\_\_\_\_ Subject \_\_\_\_\_

Date and Timed Observed: \_\_\_\_\_

Note: This is a supervisory tool which is useful to collect information from the actual teaching – learning activity in the classroom.

What to observe	Observation ( Record in detail if possible)
<p><b>SITUATION</b>                      ( Focus and observe closely the context and teaching episode i.e. learning environment motivation, presentation of the lesson, evaluation, others in the lesson.</p>	
<p><b>TASK</b>                      ( Focus and observe closely the teacher actions in the particular situation described above.</p>	
<p><b>ACTION</b>                      (Focus and observe closely the learners actions relative to the teachers task described above.</p>	
<p><b>RESULT</b>                      (Focus and observed the end results or outcomes of the Teachers Task and the Learners Action</p>	

<p>described above in both quantitative (i.e.85% of the learners were able to identify nouns) and the qualitatively (most of the learners participated in the class.</p>	
<p><b>GENERAL COMMENTS OF TEACHER SUPPORT</b></p>	

\_\_\_\_\_  
Name & Signature of the Observer

\_\_\_\_\_  
Name & Signature of the Teacher

**7.0 INSTRUCTIONAL SUPERVISION SUPPORT INTERVENTION STRATEGIES**

Changes are slowly occurring in the practice of professional teacher development that continues to isolate learning for teachers from the work they do each day. Rather than being focused on in – service training where teachers are released from school work so they can participate in professional development activities, professional development has become integrated into each day as teachers collaborate to plan, teach , access and analyze data about student performance.

Today’s professional development requires a shift from its more traditional form of teacher pull –out programs or after school and summer learning to a modality that brings learning into to forefront of what teachers experiences each day in school. If teacher learning continues to be separate from the works teachers to do each day, most will continue to view it as irrelevant, dissatisfying and disconnected from what they do in the classroom. Bringing the professional development to the school means teacher lead their own learning and use external learning opportunities to expand and extend their learning.

At school, teachers work with one another and assess their own learning based on their student’s classroom performance. Teachers will value opportunities to focus collaboratively on their “real work”, teaching and learning. When teachers learning align with the results they want for their students, they are far more likely to find the learning experiences worthwhile.

This kind of professional development is characterized by a shift from activity driven to results driven. From a consensus of opinion to research – based standards, and from pull – out of teachers to job – embedded structures which is teacher driven, content – specific pedagogy and focuses on student learning. Teachers learn in teams as professional learners in a learning community.

A clear understanding the newer forms of professional development by instructional leaders, instructional supervisors or specialist is needed to provide much needed assistance and support for the teacher learning.

**A. JOB – EMBEDDED LEARNING**

A. Concept

Job – embedded learning refers to professional development that occurs during the course of one’s work, where daily access to necessary materials, knowledge, and assistance are readily available.

#### B. Guiding Principles

- \* Teachers view daily experiences as opportunities for learning.
- \* Teachers see themselves as leaders of learning.
- \* Teachers act as facilitator of adult learning.
- \* Teachers emphasize personal growth individually and collectively.

Instructional Supervision - TED - TWG

### **TYPES OF JOB – EMBEDDED LEARNING**

#### **1. STUDY GROUPS**

##### A. Concept

A study group of teachers interested in collegial study and action. In schools, study groups can meet to study and support one another as they design Curriculum and Instructions Innovation. It engages teachers in dialogue, helping them to make meaning of information and develop a shared understanding about topics such as values, pedagogy and learning. It shall be conducted in the school at least twice a month.

##### B. Purpose of Study Groups

1. to design curriculum and instructions innovations
2. to integrate a school’s practice and programs
3. to study the latest research on teaching and learning
4. to monitor the impact of new practices on student and adult learning.
5. to analyze and target a school wide need.

##### C. Processes

###### 1. Create a group of six to eight teachers

(It can be a grade – level team analyzing student data and planning a course of action based on their analysis or cross – departmental group studying the latest practices in curriculum design and planning an integrated unit.)

2. Plan a regular schedule of meetings and venue in the school/district convenient to all members.

3. Identify a trained leader who takes care of logistics for the meeting, arrange for materials needed and assign responsibilities for the next meeting.( This can be done on rotation basis as to rotate leadership and responsibility.)

4. Share understanding about topics on curriculum, instruction innovations, best school’s practices and programs, latest research on teaching and learning processes.

## **2. TEACHER ACTION RESEARCH**

### **A. Concept**

Action research is a process of asking important questions and looking for answers from data in a methodical way. The questions are meaningful; that is the educator – researcher wants or needs to know the answers to the questions, and the questions are closely connected to real work.

### **B. Guiding Principle**

- \* Action research is a practical and grounded in the day – to – day work of the researcher.
- \* One way different from traditional or scientific research is that the researcher is not removed from what is being studied, but rather is a part of it.
- \* The research is modest, manageable and directly related to daily adult and student work.
- \* Action research gives teachers the skills they need to work on problems specific to student learning needs.
- \* By using careful research procedures. Teacher’s – researchers can resolve their own teaching challenges. They learn how to ask focusing questions, define terms, collect relevant data, analyze data and obtain meaningful results. The findings become immediately applicable to individual situations, even if the data suggest more exploratory research needs to be done; or suggest several possible options for action.

### **C. Standards for Successful Supervision of Action Research**

1. Use action research as one of the variety of viable strategies to improve instruction.
2. Use action research to create meaningful, on – going and non – evaluative instructional dialogue to improve teaching practice.
3. Promotes reflection and self – assessment throughout the action research process.
4. Employs action research to enhance decision making by identifying and solving critical problems.
5. Creates a system – wide mindset for improvement by incorporating action research to instill a professional problem solving ethos in the school;
6. Fosters action research as a means of promoting student achievement.

## **3. PEER COACHING**

### **A. Concept**

It is a professional development strategy that enables teachers to consult with one another, discuss and share teaching practices that increase student learning, observe one’s another classrooms, promote collegiality, and support and help ensure quality teaching for all students.

### **B. Principle in Peer Teaching**

Peer teaching relationship is built on confidentiality and trust in a non - threatening, secure environment in which teachers learn and grow together.

### **C. Processes or Steps in Peer Coaching**

1. Two teachers (at times or more) come together, share in conversation about their teaching Practices.
2. Request permission from the school head to observe each other’s classes.
3. Observe one’s another classroom with the school head.
4. Reflect on and refine their practices.

#### **4. MENTORING**

##### **A. Concept**

It is a supervisory procedure where the instructional supervisor, school head, Master teacher or a teacher who is more skilled helps or guide another teacher for professional growth.

##### **B. Principle in mentoring**

The school head role in mentoring is more of a teacher or mentor. His/ her task is not just to enable the teacher to reflect on practice or to develop new understanding and ways of working but also to teach in a more formal sense.

##### **C. Process or Procedure**

1. Pre – lesson discussion
2. Observation
3. Collecting information
4. Post conference

#### **5. CONFERENCING**

##### **A. Concept**

It is follow conference between a school head and a teacher. It is an important supervisory technique in the specific improvement of instruction. If correctly employed, it gives each teacher the special help needed to become proficient in self – analysis , self – appraisal and self improvement.

##### **B. Processes**

1. Establish rapport with the teacher at the beginning of the conference.
2. Make a general commendation of the lesson as a whole and specific approval of specific aspect.
3. Commend the teacher on his/ her work.
4. Give constructive suggestions that will further help the teacher improve his/ her work.

##### **C. Principle to remember in Conferencing**

Conferencing provides an excellent opportunity for the school head and the teacher to define the subject discussed, to agree on the education point of view, to recognize the need for improvement and to solve the problem cooperatively.

#### **7. WALKTHROUGHS**

##### **A. Concept**

Classroom walkthrough are brief visit to classrooms throughout the school, conducted on a frequent basis ad informal or non – evaluative, designed to collect patterns of data can help members of the professional learning community to continually improve their teaching practice.  
ASCD, 2007

The classroom walkthrough is a process of visiting classrooms for a short period of time of 5 – 15 minutes, where the instructional program is observed, feedback is provided to teachers, student talk about what they are doing, and data is gathered to inform curricular decisions.  
Walker. 2005

##### **B. Characteristics**

- \*Informal and brief
- \* Involves the principal or any instructional leader or teacher.

- \* Quick snapshots of classroom activities (particularly instructional and curricular practice)
- \* NOT intended for formal teacher evaluation
- \* Focused on “look – forms” that emphasizes improvement in teaching and learning.
- \* An opportunity to give feedback to teachers for reflection on their practice.
- \* The ultimate goal is the improvement of student achievement.

#### C. Benefits of Classroom Walkthroughs

##### \* School gain by:

- acquire evidence of the impact of curricular initiatives and instructional practices.
- collect additional data on teaching practices and student learning.
- increase school – wide reflection on best practices to increase student achievement.

- Teacher gain by:
- Students gain by:
- Observers gain by:

Instructional Supervision – TED - TWG