

# Classroom Observation Practices of School Leaders: Basis for Enhancing the Performance Management and Evaluation System (PMES) Implementation

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## ABSTRACT

This study evaluated the Performance Management and Evaluation System (PMES) implementation in Vinzons District, focusing on school leaders' classroom observation practices and coaching challenges. Utilizing descriptive-comparative and correlational methods with 426 respondents, findings revealed that while overall observation practices were rated as "Very Much Practiced" (means of 4.48–4.84), significant developmental gaps persisted. Teachers reported that pre-observation conferences and timely feedback were only "Occasionally Practiced," and a Kruskal-Wallis H-Test ( $H = 7.305$ ,  $p = .026$ ) confirmed significant inconsistencies in pre-

observation activities across leadership roles. Challenges in coaching, particularly regarding inclusive instruction and differentiated strategies, were rated "Somewhat Challenging" (mean = 3.57). Spearman's Rank-Order Correlation indicated that these mentoring challenges significantly correlate with the pre-observation ( $\rho = .410$ ) and actual observation ( $\rho = .361$ ) phases. Consequently, the study partially rejected both null hypotheses regarding leadership differences and the relationship between practices and challenges. The research concludes that while procedural compliance is strong, the developmental intent of PMES is undermined by inconsistent preparatory and feedback loops. To bridge these gaps, the study proposes Project COACH PLUS, recommending that school leaders and district supervisors institutionalize uniform observation protocols, enhance instructional coaching competencies for diverse learners, and engage in joint calibration to ensure professional neutrality. Future research should utilize mixed-methods approaches to further validate these interventions within the PMES framework.

**Keywords:** *Classroom observation practices, pre-observation, actual observation, post-observation feedback, coaching and mentoring*

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## INTRODUCTION

Education systems worldwide recognize the central role of teachers in shaping students' achievement in lifelong learning. To ensure that teachers continuously improve in their practice, many countries implement a structured system of performance management and classroom observation. Globally, classroom observation has long been acknowledged as an essential component of instructional supervision. In the United States, teacher evaluation frameworks such as Danielson's Framework for Teaching emphasize observation and feedback as key tools for professional growth (Danielson, 2013). Similarly, countries like Singapore and Australia institutionalize classroom observations within their teacher appraisal system to monitor instructional quality, provide mentoring, and promote professional development (Darling-Hammond and Rothman, 2015).

In the Philippine context, the Department of Education (DepEd) institutionalized the Results-Based Performance Management System (RPMS) through CSC Memorandum Circular No. 6, s. 2012 and DepEd Order No. 2, s. 2015. Aligned with DepEd Order No. 42, s.2017 otherwise known as the Philippine Professional Standards for Teachers (PPST), the RPMS was designed to ensure teacher accountability, promote continuous professional growth, and improve learner outcomes through a structured performance evaluation system. In line with its commitment to support teachers in delivering quality education, DepEd reviewed and streamlined the RPMS processes.

As part of this reform, the Performance Management and Evaluation System (PMES) was introduced through DepEd Memorandum No. 17, s. 2025, implemented starting SY 2024–2025. The PMES supersedes previous RPMS guidelines, establishing a more efficient, relevant, and teacher-centered evaluation framework that remains aligned with the PPST while emphasizing fairness, clarity, and professional development.

Central to this PMES framework are classroom observations conducted by school leaders, which include pre-observation conferences, actual classroom observations, post-observation feedback, and documentation. Research in the Philippines confirms that effective classroom observation not only strengthens teacher evaluation but also provides opportunities for meaningful professional development, coaching, and mentoring (Reños and Pontillas, 2024). Recent DepEd guidelines further clarify that scheduled classroom observations, supported by proper communication channels and feedback mechanisms, are essential for meaningful teacher evaluations and professional growth (DepEd Memorandum No. 102, s. 2023).

At the regional and division levels, however, the implementation of PMES in public schools often encounters challenges such as limited time, varying observational skills of school leaders, and difficulties in aligning feedback with teachers' needs. In the Bicol Region, for example, teachers and school heads have emphasized the need for more developmental and supportive observation practices rather than compliance oriented. This highlights the crucial role of school leaders in ensuring that classroom observation serves both evaluative and developmental purposes (Arenque, 2021). These challenges underscore the importance of targeted training and continuous professional development for school leaders to enhance the effectiveness of PMES implementation.

In Vinzons District, classroom observations form part of the school leaders' supervisory duties and directly influence the PMES implementation. As school leaders are tasked to observe teachers across different grade levels, they are expected to provide constructive feedback, ensure compliance with PMES tools, and support professional development. However, anecdotal accounts from teachers and administrators suggest inconsistencies in how observations are conducted and documented, as well as challenges in providing meaningful post-observation coaching (Torres et al. 2024).

School leaders often face difficulties such as limited time, high teacher-to-leader ratios, and varying teacher receptiveness, which hinder their ability to effectively coach and mentor staff. In many cases, feedback sessions end without concrete follow-up interventions, leaving teachers without the necessary support to address observed instructional gaps. This need for targeted coaching or professional development leads to persistent teaching concerns and represents a missed opportunity to enhance teacher competence, an outcome that could otherwise translate into improved student learning experiences.

Therefore, examining the actual practices of school leaders in conducting and following through on classroom observations is essential. By identifying existing strengths and addressing gaps, this study seeks to provide a foundation for refining PMES implementation in the district. Ultimately, the findings could inform policy recommendations and professional development programs that ensure classroom observations are not merely compliance exercises but catalysts for teacher growth and enhanced student learning outcomes in the Philippine context.

This study determined the classroom observation practices of school leaders as a basis for enhancing the implementation of the Performance Management and Evaluation System (PMES) in public secondary schools in the Vinzons District, Division of Camarines Norte. Specifically, it examined the classroom observation practices of school leaders within the PMES framework in terms of pre-observation activities, actual classroom observation, post-observation feedback and coaching, and documentation of non-classroom observable indicators and compliance with PMES tools. It also assessed the level of these classroom observation practices and determined whether significant differences exist in their implementation. Furthermore, the study identified the challenges encountered by school leaders in coaching and mentoring teachers during the implementation of classroom observation practices based on the Classroom Observable Indicators (COI) and Non-Classroom Observable Indicators (NCOI). It also explored the relationship between classroom observation practices and the challenges experienced by school leaders. Finally, based on the findings, the study aimed to propose recommendations to enhance PMES implementation through improved classroom observation practices.

## **LITERATURE REVIEW**

Classroom observation has long been recognized as a vital mechanism for enhancing teaching quality and professional development in schools. It serves multiple purposes, including supporting teacher growth, assessing instructional effectiveness, and informing accountability systems. As O'Leary (2013) noted, observations enable school leaders to provide evidence-based feedback and promote reflective learning that strengthens instructional practices. Typically, the observation process follows three main

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stages: preparation before the observation, data collection during the observation, and reflection with feedback afterward to improve teacher competence and classroom performance (Zhu and Pan, 2023).

Building on these stages, Saginor (2008) introduced the Diagnostic Classroom Observation (DCO) model, adapted from the Vermont Classroom Observation Tool, which offers a structured framework for conducting observations. This model emphasizes pre-observation planning, systematic observation, and post-observation feedback, enabling school leaders to assess lesson planning, instructional delivery, content quality, and classroom environment to foster improved teaching practices and student engagement.

However, research shows that the way classroom observations are implemented significantly affects teacher perceptions and outcomes. When used primarily for evaluation, observations can create anxiety and defensiveness among teachers, framing the process as high stakes rather than developmental. In contrast, ongoing feedback, reflective dialogue, and collaborative reflection transform classroom observations into meaningful tools for continuous professional growth (Duffy, 2021). This highlights the need for school leaders to adopt learning-centered observation practices that prioritize teacher development over judgment.

Leadership plays a central role in ensuring that classroom observations translate into instructional improvement. Around the world, school heads link observation results to professional development initiatives and broaden school improvement efforts. In North America and Europe, principals frequently combine classroom visits with post-observation coaching sessions to guide teachers through reflective discussions on strengths and areas for growth (Granstrom and Kikas, 2023). Similarly, the Leading by Looking and Listening Model encourages school leaders to analyze classroom practices critically while engaging teachers in coaching conversations that broaden definitions of quality teaching and support diverse learners (Neel and Johnson, 2024).

International organizations have also developed structured observation tools to ensure reliability and consistency in instructional feedback. The Australian Council for Educational Research (ACER) created a specialized observation package for low and middle-income countries, offering training materials, classroom videos, and detailed rubrics to guide observation and professional development (ACER, 2024). Likewise, the World Bank's Teach Primary Classroom Observation Tool measures teaching practices across classroom culture, instructional strategies, and socioemotional learning in more than 30 countries, while digital platforms such as Classroom Mosaic streamline data collection and feedback cycles (Gustafson, 2022). These tools illustrate how observation practices increasingly integrate technology and structured protocols to enhance instructional leadership.

Research further highlights specific practices that school leaders employ to make observations more effective. Walkthrough observations, short, frequent visits lasting 15-20 minutes, allow principals to capture authentic teaching episodes, provide timely feedback, and promote professional dialogue with teachers (Zepeda, 2005). When conducted consistently and followed by meaningful feedback, walkthroughs foster collaboration, reflection, and instructional improvement.

Moreover, effective school heads go beyond administrative duties to become leaders of learning. The Wallace Foundation (2013) emphasizes five key leadership functions: establishing a clear vision for academic success, fostering a safe and supportive climate, empowering staff, improving instruction, and managing resources for continuous growth. Classroom observations, coupled with timely feedback are central to fulfilling these leadership roles.

In this context, Hoy and Hoy (2003) emphasize that effective instructional leadership relies on collaboration between school leaders and teachers. Through active engagement in classroom practices, principals use observation not only as a means of evaluating instruction but also as an opportunity to understand how students learn, support teacher growth, and foster learning-centered environments grounded in research-based practices. In line with this, various classroom observation strategies have been implemented globally, such as formative feedback sessions, peer learning initiatives, co-teaching, reciprocal visits, structured rubrics, mentoring programs, and digital observation tools. When these practices are anchored in collaboration, reflection, and instructional leadership, they serve as powerful mechanisms for enhancing teaching quality, advancing equity, and promoting meaningful learning outcomes across educational contexts (UNESCO, 2023).

The 1987 Constitution guarantees every Filipino's right to quality education, forming the legal foundation for subsequent education reforms. Republic Act No. 9155, or the Governance of Basic Education Act of 2001, further decentralized education governance, empowering schools and local stakeholders to improve learning outcomes. These frameworks highlight that quality education depends not only on national policies but also on how school leaders implement reforms and monitor instructional practices at the school level.

Aligned with this vision, the Department of Education (DepEd) introduced the Results-Based Performance Management System (RPMS) through DepEd Order No. 2 s. 2015, providing a structured framework for assessing and improving teacher performance. The RPMS integrates DepEd's mission, strategic goals, and values into performance evaluation, with classroom observation serving as a central tool for teacher assessment, instructional improvement, and professional growth. In RPMS, school heads, master teachers, and head teachers systematically observe teaching practices, assess performance, and provide evidence-based feedback to support teacher development and instructional improvement.

To operationalize classroom observation under RPMS, the Department of Education institutionalized it as a key tool for evaluating and improving teaching performance. Even amid the COVID-19 pandemic, DepEd implemented measures to maintain classroom observation despite shifts to alternative learning delivery modalities. The DepEd Memorandum No. 004, s. 2022, and the General Guidelines for the RPMS Alternative Classroom Observation for the school year 2020-2021 introduced video lesson observation and online teaching demonstrations, enabling school heads to continue monitoring teaching performance and providing timely feedback.

In addition, DepEd Memorandum No. 102, s. 2023 further clarified classroom observation procedures for SY 2022-2023, mandating at least two formal observations for performance evaluation while allowing additional observations for technical assistance. Similarly, as stipulated in DepEd Order No. 42 s.

2017, the Philippine Professional Standard for Teachers (PPST) based Classroom Observation Tool (COT), developed by the Philippine National Research Center for Teacher Quality, translated PPST domains, such as content knowledge and pedagogy, learning environment, and diversity of learners, into observable indicators for teacher assessment. The Multi-Year RPMS-PPST Tools and Guideline for Classroom Observation 2022 – 2025 standardized evaluation practices, including the use of electronic Individual Performance Commitment and Review Forms (e-IPCRF), ensuring timely and consistent feedback to teachers.

In line with its commitment to provide quality support for teachers, DepEd has transitioned from RPMS to the Performance Management and Evaluation System (PMES). Faithful to its mission of delivering quality education for Filipino learners, the Department reviewed the RPMS to streamline, improve, and simplify performance management processes. As part of this transition, DepEd issued Interim Guidelines for the PMES for Teachers through DepEd Memorandum No. 17, s. 2025, to be implemented starting SY 2024–2025. These guidelines supersede RPMS and apply to all teachers in public elementary and secondary schools, as well as community learning centers, Alternative Learning Systems, Madrasah, Special Needs Education, and Special Science Teachers. It provides a clear and standardized guide for ratees, raters, approving authorities, and other stakeholders in managing and evaluating teacher performance, ensuring alignment with the PPST while strengthening fairness, relevance, and developmental support in the evaluation process.

Despite these policies, Bautista (2017) in her book *Teacher Talk and Student Talk: Classroom Observation Studies*, Filipino classrooms often reflect a pattern where teacher talk dominates classroom interactions. Teachers typically lead discussions and control the flow of communication, leaving fewer opportunities for students to participate actively. The book also notes that questioning techniques are often limited in both frequency and scope, which can restrict the development of students' critical thinking skills. These insights emphasize the importance of classroom observation in identifying areas where teachers can foster more interactive and student-centered learning environments.

The Education Development Communication Office (EDCOM) report (2025) likewise underscores the urgency of education reforms in response to missed reform opportunities, underfunding, weak governance, and unequal access to quality learning. It stresses the importance of early childhood and primary education, stronger support for principals and school staff, and the effective implementation of teacher performance management tools like RPMS and PMES to enhance teaching quality and learning outcomes.

Research and field reports indicate that classroom observation risks becoming compliance-oriented unless school heads actively engage with the results. During the 2025 Raters' Camp organized by DepEd NCR, it was emphasized that school heads who thoroughly understand the PPST framework are better positioned to mentor teachers, provide constructive feedback, and align professional development initiatives with real classroom needs (DepEd NCR, 2025). Without such leadership involvement, observations tend to remain a procedural exercise rather than a catalyst for instructional improvement.

Programs such as the Assessment Professional Development (APD) Consortium’s “Accelerating Education Quality Improvement for PISA 2025” initiative illustrate how school heads can leverage observation results to inform coaching, mentoring, and training programs targeted at teacher needs. Its components, including a General Competency-Based Learning and Assessment Program, information packets for PISA 2025 sample schools, and structured feedback mechanisms supported by technical assistance, demonstrate that effective leadership in classroom observation can directly enhance teacher performance and improve student learning outcomes (APD Consortium, 2024).

Watson (2024) conducted a case study on leadership practices and instructional strategies in Title I elementary schools in the United States. The study highlighted that transformational leadership, and data-driven instructional strategies were essential for improving student achievement in literacy and numeracy. Watson emphasized that continuous leadership development enables school heads to adopt and refine classroom observation practices strategically, ensuring that their monitoring supports teacher growth and instructional improvement.

Building on the significance of leadership in enhancing classroom practices, Demie (2021) explored how school heads in disadvantaged primary schools in the United Kingdom employed targeted interventions. These leaders implemented classroom observation practices that informed decision on small-group teaching, parental engagement, mastery in learning, and booster classes. The study illustrated that the way school heads conduct and utilize observations can directly influence how instructional strategies are applied to reduce achievement gaps.

Similarly, Agyeman and Aphane (2024) examined how different leadership styles, particularly instructional and participative approaches, shape classroom observation practices. Their findings indicated that school heads who foster collaboration, provide guidance, and cultivate a positive school culture conduct observations that actively support teacher reflection and instructional improvement, reinforcing the link between leadership style and effective classroom monitoring.

Focusing specifically on observation tools, Gambhir et al. (2025) piloted a classroom observation framework for the “Right to Play: My Education, My Future” program in Burundi, Africa. The study emphasized that school heads’ use of context-sensitive observation tools can guide instructional support, promote socio-emotional learning, and ensure equitable classroom participation. Practical considerations, such as simplifying the tool to fit lesson timing, highlighted how observation practices must be adapted to classroom realities for maximum impact.

Likewise, Maulana et al. (2023) employed the International Comparative Analysis of Learning and Teaching (ICALT) instrument across secondary schools in the Netherlands, England, and the United States. Their findings showed that structured classroom observation practices, when implemented by school heads, effectively capture variations in teaching quality and student engagement. These practices support coaching, mentoring, and professional development by providing actionable insights on teaching and learning.

Finally, Al-Balushi and Mat Saad (2021) investigated how leadership interventions, including observer training and non-directive post-observation feedback, shape the observation practices of school

heads in a College of Technology in Oman. They found that when school heads adopt reflective and supportive observation practices, teachers engage more meaningfully in self-reflection and professional growth, leading to measurable improvements in instructional quality.

Regular and systematic classroom observation conducted by school heads is widely recognized as a key strategy for enhancing teacher performance and improving student outcomes. As instructional leaders, school heads play a dual role: they provide both guidance and mentorship, ensuring that teachers receive the support needed to strengthen classroom management, instructional skills, and professional growth (Naguit 2024), emphasized that instructional leadership practices characterized by comprehensive observation, strategic interventions, and constructive feedback are crucial for fostering educational excellence.

Complementing this, Sugot and Ladia (2024) highlighted how the systematic use of the Classroom Observation Tool (COT) allows school heads to identify teachers' strengths and areas for growth, enabling targeted professional development aligned with the Results-Based Performance Management System (RPMS). Similarly, Ramos and Anonuevo (2024) revealed that school heads use classroom observation as a key to instructional leadership tool, improving teaching quality despite the challenge of balancing multiple roles. Their study further emphasized that observations are critical to curriculum coordination and teacher professional growth. These studies demonstrate that the way school heads conduct classroom observations, not just the observation results, is central to promoting accountability, continuous improvement, and teacher job satisfaction, ultimately benefiting student learning outcomes. Evaluating school heads' leadership and observation practices also underscores the importance of sustaining instructional quality and fostering teacher self-efficacy.

Moreover, Pedroso et al. (2021) investigated principals' leadership during the COVID-19 pandemic, revealing how school heads coordinated instructional supervision and teacher support despite health and logistical challenges. Their findings illustrated that proactive observation practices are critical for maintaining instructional quality even during times of crisis. In line with this, Torres et al. (2024) found that principals' leadership behaviors, particularly the reflective and constructive ways in which they conducted classroom observations, were significantly associated with enhanced teacher confidence and instructional effectiveness.

Furthermore, Obiso and Empiales (2025) reported that structured and supportive observation practices, when coupled with targeted feedback and professional support, fostered meaningful teacher development and improved classroom performance. Together, these studies highlight that the practice of classroom observation itself, when thoughtfully executed by school heads, is a powerful tool for strengthening teacher capacity and instructional quality. This suggests that investing in the training and development of school leaders is essential to maximize the benefits of classroom observation for both teachers and students.

Beyond observation and feedback, structured documentation and post-observation processes are also vital components of effective school heads' practice. Martinez (2024) documented the school heads in Ormoc City consistently monitored lesson plan alignment, conducted post-observation conferences, and

maintained detailed records of classroom observations. These consistent and thorough practices supported continuous teacher development and positively influenced student outcomes.

Similarly, Manguiat (2025) emphasized the importance of professional development programs designed to enhance instructional leadership skills. His study identified school heads' facilitation of collaborative school cultures, promotion of student-centered pedagogy, integration of technology, and active engagement in teacher support as key practices that improve both teaching quality and student performance. These findings reinforce the idea that observation practices extend beyond evaluation to include mentorship, strategic guidance, and capacity building initiatives.

The pandemic presented unique challenges that shaped observation practices, offering lessons on flexibility and adaptability. Castillo (2021) explored junior high school teachers' experiences of classroom observation in remote and blended learning environments. Findings revealed that while observations remained a requirement, teachers often perceived them as compliance-oriented rather than developmental due to issues such as unstable internet connectivity, lessons adaptations, and mastery of subject matter.

Despite the barriers, Fayo and Hilario (2023) demonstrated that structured and context-sensitive observation practices positively influenced classroom performance, highlighting the role of school heads in adapting observation strategies to teacher needs, technological capacities, and environmental constraints. These studies illustrate that effective observation practices must be responsive to contextual challenges while maintaining a developmental focus.

Research on reflective practices and professional growth emphasizes the transformative potential of classroom observations guided by school heads. Reños and Pontillas (2024) found that a structured observation process combined with collaborative feedback strengthened teacher confidence, pedagogical skills, and the integration of higher-order thinking skills. Similarly, Academia et al. (2024) highlighted that teachers perceive classroom observations most positively when school heads approach them as developmental rather than purely evaluative exercises. Observations that encourage reflection foster a learning focused mindset, emotional coping, and advocacy for authentic assessment practices, contributing to sustainable teacher development and improved student learning outcomes.

Foreign and local studies collectively highlight the critical role of school leaders in classroom observation in strengthening teaching quality and improving student outcomes. Studies of Watson (2024), and Agyeman and Aphone (2024) emphasize how leadership style, particularly transformational and participative leadership, encourages collaboration and reflective practice. Local research of Naguit (2024), and Torres et al. (2024) echo these findings by showing how instructional leadership and reflective feedback enhance teacher growth, motivation, and confidence.

Similarly, Obiso and Empiales (2025) revealed that supportive observation practices, coupled with professional guidance, lead to meaningful teacher development and improved classroom performance. Like the present study, these works recognize leadership as a central element in classroom observation. However, unlike these studies that broadly examine leadership approaches, the present study specifically situates leadership practices within the PMES framework, making it more context-specific to DepEd requirements.

Another recurring theme is the use of structured and systematic observation tools. Internationally, Maulana et al. (2023) and Gambhir et al. (2025) highlight the reliability of frameworks such as ICALT for standardizing observations and ensuring actionable feedback. Locally, Sugot and Ladia (2024) and Martinez (2024) focus on DepEd's Classroom Observation Tool (COT) in supporting PMES-aligned teacher development. Both foreign and local studies align with the present study in emphasizing the importance of structured observation tools. The distinction lies in scope: international research looks at global instruments like ICALT, while the present study evaluates the extent of use, level of implementation, and compliance with PMES-based tools in Vinzons District.

Feedback and coaching are also recognized as crucial components of classroom observation. Al-Balushi and Mat Saad (2021) shows that reflective, non-directive feedback promotes instructional improvement. Locally, Reños and Pontillas (2024) and Academia et al. (2024) confirm that teachers benefit more from developmental rather than evaluative observations. This mirrors the present study's concern with how post-observation feedback and coaching are carried out. The distinction is that while previous studies generally explore feedback as a leadership practice, the present study determines the differences between the classroom observation practices of school leaders and the level of implementation of the PMES.

In terms of challenges, Demie (2021) identifies issues such as the misalignment of tools with classroom realities and the difficulty of shifting from directive to reflective feedback. Local studies raise parallel concerns, though with added contextual challenges. Ramos and Anonuevo (2024) highlight the burden of multiple roles for school leaders, while Castillo (2021) and Fayo and Hilario (2023) show how pandemic conditions limited classroom observations to compliance-based activities. Manguiat (2025) adds that the absence of sustained professional development and institutional support constrains the effectiveness of instructional leadership. Similarly, Pedroso et al. (2021) note that maintaining instructional supervision and teacher support during crises requires adaptability and leadership resilience. The present study is similar in documenting these challenges but differs in its focus it specifically categorizes and measures the severity of both leadership and institutional challenges in implementing PMES observation practices.

Taken together, both foreign and local research converge on three key points: the importance of school leadership, structured observation tools, and reflective feedback. They also highlight challenges that hinder effective implementation. What sets the present study apart is its integrated approach which not only describes classroom observation practices but also measures their level of implementation, determines the challenges encountered, and statistically examines the relationship between observation practices and PMES implementation. This makes the study both confirmatory, aligning with past findings, and innovative, as it contextualizes classroom observation strictly within the PMES framework of DepEd, offering practical recommendations for system enhancement.

Although numerous foreign and local studies highlight the value of classroom observation, instructional leadership, structured observation tools, and developmental feedback, no existing research specifically examines how school leaders implement the four phases of classroom observation: pre-observation, actual observation, post-observation feedback, and documentation within the newly adopted PMES. Furthermore, while challenges in supervision are widely discussed in literature, no studies assess the specific coaching and mentoring challenges faced by school leaders based on PMES-defined Classroom

Observable Indicators (COIs) and Non-Classroom Observable Indicators (NCOIs). Existing studies also lack evidence on whether school leaders' observation practices differ significantly by position and do not explore the relationship between their observation practices and the challenges they encounter. Thus, a gap remains in understanding the actual implementation, variation, and influence of PMES-aligned classroom observation practices specifically in Vinzons District public secondary schools, which this study addresses.

### **Theoretical Framework**

This study is grounded on theories that explain how school leaders and classroom observation practices support teacher development and strengthen the Performance Management and Evaluation System (PMES) implementation. This study is grounded on Performance Management Theory (PMT) and Instructional Leadership Theory (ILT), which together provide a strong theoretical foundation for examining the classroom observation practices of school leaders as a basis for enhancing the implementation of the PMES. Performance Management Theory, developed by Michael Armstrong, emphasizes the continuous process of aligning individual performance with organizational objectives through systematic planning, observation, feedback, and professional development (Armstrong, 2006). It frames performance management not as a single appraisal event but as a cyclical process that involves setting clear objectives, monitoring performance, providing constructive feedback, and supporting ongoing professional growth.

In this study, PMT is directly associated with the implementation of PMES. Within the Department of Education, PMES embodies this theory by using classroom observation as a structured mechanism to evaluate teacher performance, provide developmental feedback, and document professional progress. Pre-observation activities establish clear expectations, actual observation enables systematic monitoring, feedback sessions provide developmental support professional development, and documentation ensures accountability, mirroring the essential components of performance management.

Complementing this is the Instructional Leadership Theory of Philip Hallinger and Joseph Murphy (1985), which highlights the critical role of school leaders in improving teaching and learning. The theory focuses on three leadership dimensions: defining a clear mission, managing instructional programs, and promoting a positive school learning climate. This framework aligns closely with classroom observation practices, as school heads, master teachers, and department heads lead instructional supervision through structured observations, feedback provision, coaching, and alignment with professional standards. Post-observation coaching and collaborative reflection foster teacher growth, while systematic documentation reinforces accountability and instructional improvement. By associating Instructional Leadership Theory with classroom observation practices and Performance Management Theory with PMES implementation, this study positions classroom observation as both an instructional leadership function and a performance management mechanism.

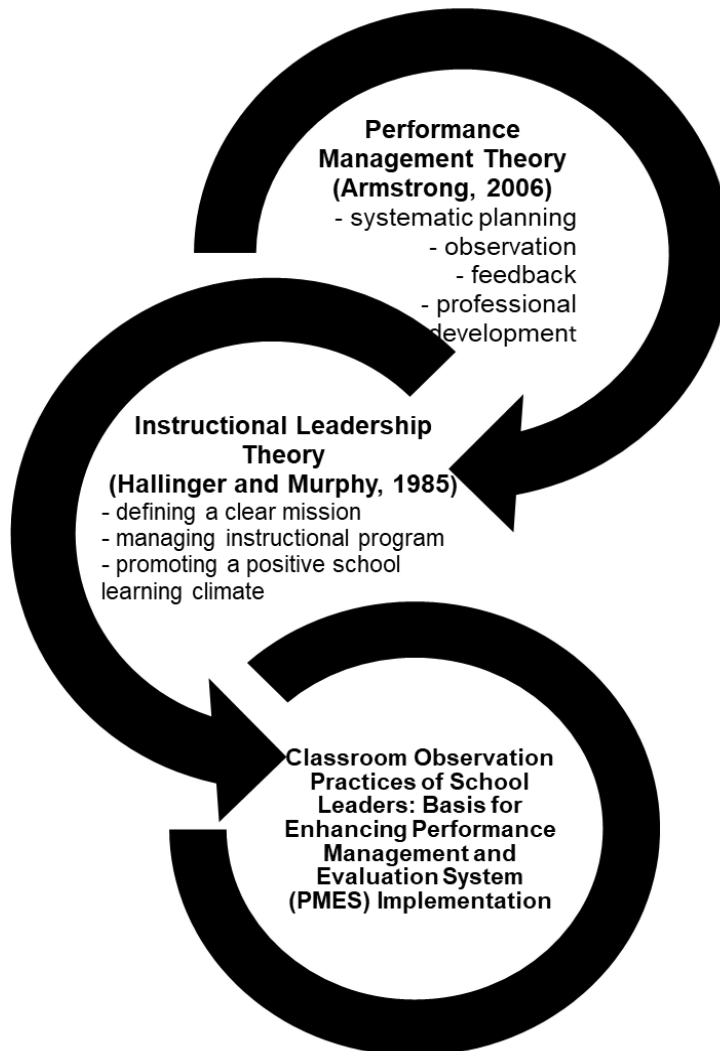


Figure 1. **Theoretical Paradigm of the Study**

These theories complement each other to form a continuous and reinforcing framework, with Instructional Leadership Theory focusing on leadership practices and Performance Management Theory providing the structural processes that enhance PMES implementation. Together, they establish a strong theoretical basis for examining how effective classroom observation practices of school leaders can enhance the implementation of PMES in public secondary schools.

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## Conceptual Framework

The conceptual framework for this study illustrates the relationship between school leaders' classroom observation practices and the implementation of the Performance Management Evaluation System (PMES), highlighting how these practices influence teacher performance and, ultimately, the quality of teaching and learning outcomes in the Vinzons District.

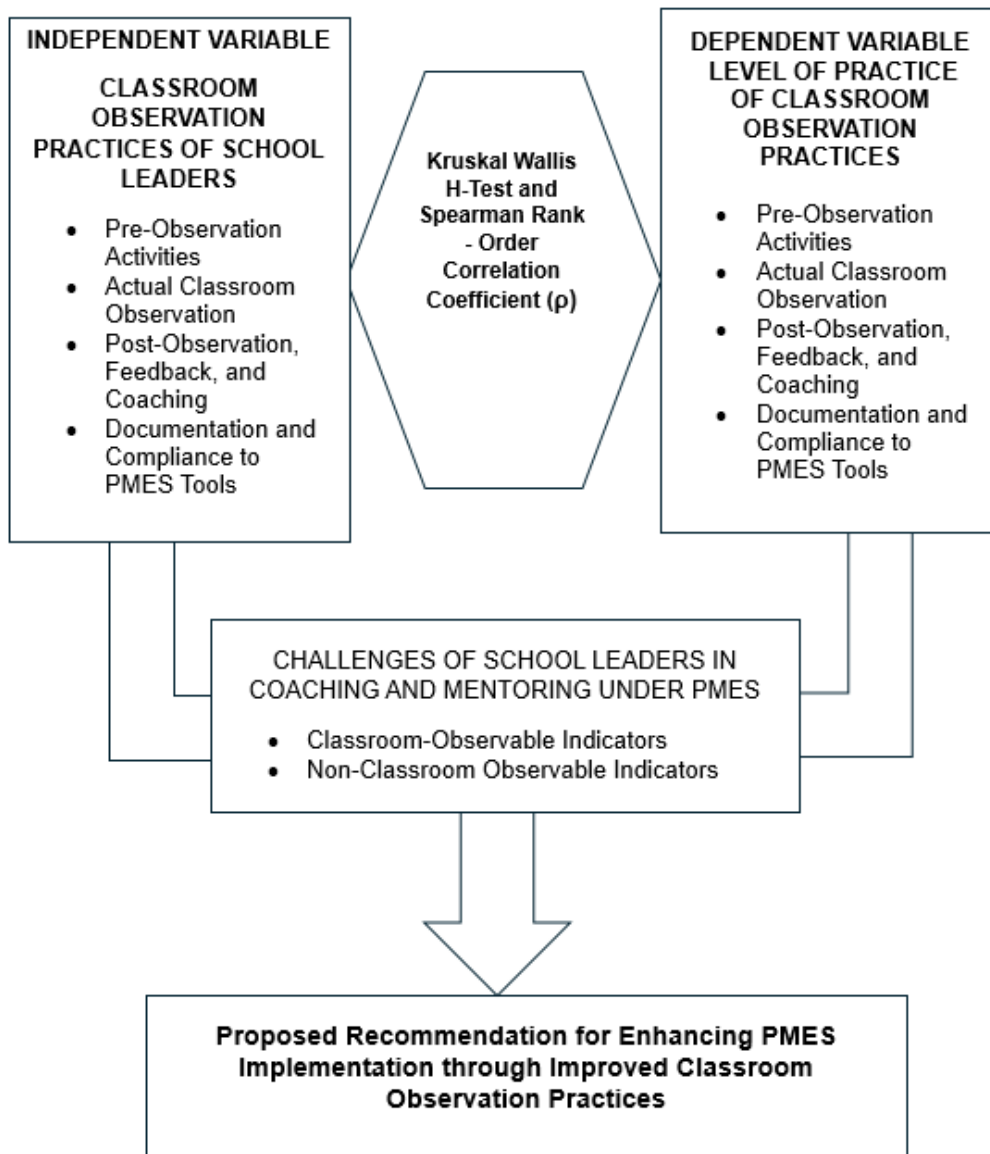
At the core of the framework, the independent variable, school leaders' classroom observation practices, consists of four key phases: pre-observation (planning, clarifying expectations, and scheduling observations), actual observation (systematic monitoring of instructional delivery based on PMES standards), post-observation feedback and coaching (providing timely, constructive feedback, guided reflection, and professional support to teachers), and documentation and compliance with PMES tools (ensuring accurate reporting, record-keeping, and alignment with PMES protocols). These phases represent the continuous cycle through which school leaders collect data, support instructional practices, and foster teacher development.

The dependent variable focuses on the level of PMES implementation, determined through indicators such as teacher performance monitoring, quality of feedback provided, professional development opportunities, and adherence to professional teaching standards.

The framework assumes that consistent and well-structured observation practices at each phase generate credible data, actionable feedback, and meaningful coaching interventions, which contribute to the effective implementation of PMES. Thorough pre-observation planning ensures alignment between instructional goals and PMES indicators, systematic in-class observations yield reliable performance data, constructive feedback and coaching support teacher growth, and proper documentation upholds accountability and transparency.

Additionally, the framework considers the challenges encountered by school leaders in coaching and mentoring under the PMES, particularly in addressing Classroom-Observable Indicators (COIs) and Non-Classroom Observable Indicators (NCOIs). These challenges center on how school leaders effectively guide, support, and provide feedback to teachers based on their performance in both classroom-observed practices and non-classroom-related tasks to enhance overall PMES implementation. The study further seeks to determine whether there is a significant difference between the teachers' perceptions of the classroom observation practices of school leaders and the school leaders' level of implementation of these practices, using the Kruskal Wallis H-Test as the statistical tool.

Moreover, the study employed the Spearman Rank Correlation Coefficient ( $\rho$ ) to determine the relationship between the level of implementation of classroom observation practices of school leaders under the PMES framework and the challenges they encounter in coaching and mentoring teachers.



**Figure 2. Conceptual Paradigm of the Study**

The findings aim to provide a research-based foundation for developing an intervention program that will strengthen PMES implementation, enhance teacher performance, and improve learning outcomes across the district.

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## **METHODOLOGY**

### **Research Design**

This study utilized a quantitative research approach employing both descriptive-comparative and descriptive-correlational designs to examine the classroom observation practices of school leaders in relation to the implementation of the Performance Management and Evaluation System (PMES) in public secondary schools in Vinzons District, Camarines Norte. Data were collected using an adopted checklist based on the PMES framework (DepEd Memorandum No. 089, s. 2025), covering pre-observation, actual classroom observation, post-observation feedback and coaching, and documentation of non-classroom observable indicators. Descriptive statistics such as frequency and percentage were used to determine the level of implementation. The Kruskal-Wallis H-Test was applied to identify significant differences among groups, while the Spearman Rank-Order Correlation Coefficient determined the relationship between classroom observation practices and encountered challenges. Additionally, weighted mean and ranking were used to identify and prioritize the challenges experienced by school leaders.

### **Population, Sample Size, and Sampling Technique**

The study involved a total of 426 respondents from six public secondary schools in Vinzons District, Camarines Norte, selected through total enumeration. This included 383 teachers who assessed the classroom observation practices of school leaders under the PMES framework, and 43 school leaders—comprising assistant principals, head teachers, and master teachers—who provided data on the level of implementation and challenges encountered. The inclusion of both large and small schools, with varying leadership structures, ensured diverse representation and a comprehensive understanding of classroom observation practices and PMES implementation. Total enumeration allowed complete and equitable data collection, ensuring that findings accurately reflected the perspectives and conditions across the participating schools.

### **Description of the Respondents**

The respondents of the study consisted of 426 participants from six public secondary schools in Vinzons District, Camarines Norte, including 383 teachers and 43 school leaders selected through total enumeration. The school leaders—composed of principals, assistant principals, head teachers, and master teachers—were responsible for implementing classroom observation and supervising teacher performance under the PMES framework, while teachers served as ratees whose perceptions provided insights into the implementation of these practices. Teachers assessed the classroom observation practices of school leaders, including procedures before, during, and after observation, as well as documentation and compliance processes. Meanwhile, school leaders evaluated the level of practice and identified challenges encountered in coaching and mentoring teachers, reflecting their roles as instructional supervisors and evaluators in the PMES implementation.

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## Data Gathering Procedure

Data collection followed a systematic and ethical process. Approval was secured from the Schools Division Office of Camarines Norte and the heads of the six participating public secondary schools. A total of 426 respondents (383 teachers and 43 school leaders) were involved. Survey questionnaires were distributed either personally or through secure online platforms, with sufficient time given for completion and follow-ups conducted to ensure a high retrieval rate. Participation was voluntary, and informed consent was obtained, ensuring respondents' rights, including withdrawal and refusal to answer sensitive questions. Confidentiality and anonymity were strictly maintained through coding and secure data storage. The study posed minimal risk and adhered to ethical research standards. After data collection, responses were organized, coded, and analyzed using appropriate statistical tools aligned with the study's objectives.

## Research Instrument

The study utilized two adopted instruments aligned with the Performance Management and Evaluation System (PMES) framework. The teachers' instrument consisted of two parts: a checklist based on DepEd Memorandum No. 089, s. 2025, covering four phases of classroom observation (pre-observation, actual observation, post-observation feedback and coaching, and documentation), and a five-point Likert scale measuring the level of practice from "Not at all Practiced" to "Very Much Practiced." The checklist used a dichotomous scale (Practiced/Not Practiced) to capture the actual occurrence of practices. The school leaders' instrument also had two parts: a five-point Likert scale assessing the level of implementation of classroom observation practices, and a ranking scale to identify challenges in coaching and mentoring based on COI and NCOI indicators from DepEd Memorandum No. 017, s. 2025. These instruments ensured comparability of responses and enabled analysis of implementation levels and challenges.

## Statistical Treatment of Data

The data gathered in this study were analyzed using both descriptive and inferential statistics with the aid of SPSS V.21. The statistical tools that were used included frequency distribution, weighted mean, Kruskal Wallis H-test, and the Spearman Rank-Order Correlation Coefficient ( $\rho$ ). Each research question was treated and analyzed using the appropriate statistical method as discussed below.

In addressing Research Question 1, which seeks to identify the classroom observation practices of school leaders under the PMES framework in terms of 1) pre-observation activities, 2) actual classroom observation, 3) post-observation feedback and coaching, and 4) documentation and compliance, the data were analyzed using frequency count and percentage. These statistical tools were employed to determine how often each classroom observation practice was practiced or not practiced by school leaders based on the checklist indicators.

The frequency count shows the number of responses under each category whether it is practiced and not practiced, while the percentage indicate their relative proportion. In addition, weighted mean determined the overall extent of implementation per domain.

For SOP 2, to determine the level of implementation of classroom observation practices, a five-point Likert scale was used. The responses were analyzed using the weighted mean to determine the level of practice per domain, together with corresponding descriptive interpretations.

Moreover, SOP 3 which aims to test whether there was a significant difference in the perceived classroom observation practices when grouped according to position, the Kruskal–Wallis H test was applied. This non-parametric inferential test was appropriate because the data do not meet the assumption of normality and involved comparisons among more than two independent groups. The test was conducted at the 0.05 level of significance to determine whether the observed differences among groups were statistically significant. The formula for the Kruskal–Wallis H test is:

$$H = \frac{12}{N(N + 1)} \sum \frac{R_i^2}{n_i} - 3(N + 1)$$

As to SOP 4, on analyzing the challenges encountered by school leaders in coaching and mentoring under the Classroom Observation Implementation (COI) and Non-Classroom Observation Implementation (NCOI) frameworks, the weighted mean was also used. This statistical tool determined the average level of agreement or extent to which each challenge was experienced by the respondents.

The computed weighted means were then ranked from highest to lowest to identify the most and least significant challenges. This process provided a clear basis for determining areas that required greater support and enhancement in coaching and mentoring practices.

For SOP 5, in determining whether the significant relationship between classroom observation practices of school leaders under PMES framework and the challenges encountered in coaching and mentoring, the Spearman Rank-Order Correlation Coefficient ( $\rho$ ) was used to determine the strength and direction of the relationship between the two variables. The formula for Spearman rho is:

$$\rho = 1 - \frac{6\sum d^2}{n(n^2 - 1)}$$

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## RESULTS AND DISCUSSION

### **Classroom Observation Practices of School Leaders Under the Performance Management and Evaluation System Framework in the Department of Education**

Classroom Observation remains a central component of instructional supervision under the Department of Education's Performance Management and Evaluation System (PMES). It serves as a structured process through which school leaders monitor teaching practices, provide feedback, and ensure alignment with professional standards. In this study, it was determined how school leaders carry out classroom observation practices within the PMES framework, focusing on pre-observation activities, actual observation, post-observation feedback, and required documentation.

*Pre-observation Activities.* Table 1 presents the extent to which pre-observation activities under the PMES framework are practiced, as rated by both school leaders and teachers. Among school leaders, the highest weighted mean is 4.81, Very Much Practiced corresponds to the indicator stating that when an agreed classroom observation schedule cannot proceed due to conflicting commitments, the observation may be deferred but must be immediately rescheduled to a mutually convenient time. This reflects the operational realities faced by school leaders in Vinzons District, where sudden district or division level meetings, monitoring activities, and urgent administrative conferences frequently interrupt planned observation schedules. In practice, observations that cannot proceed as scheduled are typically moved to the nearest available instructional day, often within the same week, to ensure compliance with PMES timelines and avoid backlogs.

From the teachers' perspective, the highest frequency of practice is 99.48% associated with the indicator stating that face to face classroom observation remains the default mode, with alternative modalities implemented only when national or local conditions disrupt school operations. In Vinzons District, school leaders consistently prioritize in person observations to authentically capture instructional delivery, learner engagement, and classroom management. When unforeseen events such as typhoons, heavy rainfall, or class suspensions occur, conditions common in Camarines Norte, observations are either rescheduled or conducted through approved alternatives such Learning Action Cell (LAC) based observation, following coordination between the observer and the teacher.

The lowest "Not Practiced" frequency is 0.52%, which also corresponds to this indicator, further confirms its near universal implementation. This suggests that the mode of observation is one of the most clearly understood and consistently applied provisions of the PMES. The implication is that explicitly defined and operationally straightforward policies are more likely to be faithfully implemented, even amid varying school contexts. These findings were affirmed by Naguit (2024) and Ramos and Anonuevo (2024), who reported that school leaders demonstrate the strongest compliance in observation practices that are clearly prescribed and procedurally unambiguous.

**Table 1. Classroom Observation Practices of School Leaders Under the PMES Framework along Pre-observation Activities**

No.	Indicators	Weighted Mean	Interpretation	Frequency/% (Practiced)	Frequency/% (Not Practiced)
1	The ratee (teacher) and rater/s (observer/s) shall agree on the schedule of classroom observations (CO).	4.67	VMP	358 (93.47%)	25 (6.53%)
2	The schedule must be set at least three (3) working days before the CO.	4.67	VMP	246 (64.23%)	137 (35.77%)
3	In the event when the agreed schedule cannot push through due to conflicting schedules, the CO may be deferred but must be rescheduled immediately.	4.81	VMP	268 (69.97%)	115 (30.03%)
4	In case of unforeseen circumstances (e.g., calamities, disasters, lockdowns), schools may deviate from the schedule subject to SDS approval.	4.44	VMP	379 (98.96%)	4 (1.04%)
5	Circumstances beyond the control of the ratee (e.g., calamities, typhoons, earthquakes).	4.72	VMP	380 (99.22%)	3 (0.78%)
6	Cases such as pregnancy, disability, illness, or similar conditions affecting performance.	4.49	VMP	380 (99.22%)	3 (0.78%)
7	Teachers hired in the middle of the school year after the first observation schedule.	4.40	VMP	379 (98.96%)	4 (1.04%)
8	Default mode is face-to-face observation; alternative modes include online synchronous, asynchronous, and LAC-based observation.	4.72	VMP	381 (99.48%)	2 (0.52%)
9	Pre-observation conference shall be conducted to review the COT rubric and indicators.	4.56	VMP	243 (63.45%)	140 (36.55%)
10	Teachers shall submit lesson plans at least one (1) day before observation.	4.35	VMP	269 (70.23%)	114 (29.77%)

<b>11</b>	Observers are discouraged from providing technical assistance on lesson plans used in evaluative observation.	3.84	FP	158 (41.25%)	226 (59.01%)
<b>12</b>	Lesson plans, materials, and tools should reflect actual classroom practices.	4.09	FP	287 (74.93%)	96 (25.07%)
<b>Overall Weighted Mean</b>		<b>4.48</b>	<b>VMP</b>		
<i>Rating Scale:</i>		<i>Descriptive Interpretation:</i>			
4.21 – 5.00		Very Much Practiced (VMP)			
3.41 – 4.20		Frequently Practiced (FP)			
2.61 – 3.40		Occasionally Practiced (OP)			
1.80 – 2.60		Rarely Practiced (RP)			
1.00 – 1.79		Not at All Practiced (NAP)			

Despite these strengths, Table 1 reveals a significant area of concern. The indicator stating that observers are discouraged from providing technical assistance on the teacher ratee’s lesson plan that will be used in the actual evaluative or rated observation obtained the lowest weighted mean among school leaders, 3.84, Frequently Practiced. This same indicator recorded the lowest frequency of “Practiced” responses among teachers (41.25%) and the highest “Not Practiced” frequency (59.01%), indicating a substantial gap between leadership perception and teacher experience.

In Vinzons District schools, this gap commonly arises when master teachers, head teachers, or subject heads review lesson plans prior to a scheduled rated observation and provide suggestions such as revising questioning strategies, adjusting pacing, or adding formative assessment activities. Although these actions are often intended as instructional support, teachers report that when such assistance is provided shortly before the observation or following a rescheduled observation, it increases pressure to revise lessons within a limited timeframe.

The implications of this finding are critical for the integrity and credibility of the PMES. Providing technical assistance immediately before a rated observation blurs the boundary between formative coaching and summative evaluation, potentially compromising observer neutrality. Rather than capturing authentic classroom practice, the observation may be perceived as a coached performance, heightening teacher anxiety and weakening trust in the evaluation process. These results support the observations of Academia et al. (2024), who found that teachers respond less positively to observation systems when school leaders shift inconsistently between coaching and evaluative roles. Similarly, Naguit (2024) emphasized that while instructional support is essential, its effectiveness is highly dependent on timing and role clarity; when technical assistance overlaps with evaluative observation, inconsistencies in implementation emerge, and the developmental purpose of observation is diminished. The overall weighted mean of 4.48, interpreted as very much practiced, indicates that pre observation activities are generally well implemented. However, the discrepancies in teacher experiences point to the need for improved consistency, especially in maintaining evaluative neutrality and ensuring that all teachers benefit from structured pre observation conferences.

*Actual Classroom Observation.* This phase of instruction monitoring focuses on capturing authentic teaching practices and learner engagement through systematic observation in the classroom. As can be seen in Table 2, the highest weighted mean for actual classroom observation is 5.00, interpreted as Very Much Practiced, corresponding to the indicator requiring observers to thank the teacher and leave the room immediately after the observation. This practice was confirmed by 99.22% of teachers, indicating that observers consistently exit classrooms promptly to preserve evaluation integrity and minimize post observation tension within the learning environment. In many Vinzons District schools, observers intentionally leave without engaging the teacher or learners to avoid influencing class routines or unintentionally conveying feedback through verbal or nonverbal cues. The minimal 0.78% “Not Practiced” responses suggest only rare instances where observers linger briefly due to space limitations or immediate procedural concerns.

**Table 2. Classroom Observation Practices of School Leaders Under the PMES Framework along Actual Classroom Observation**

Indicators	School Leaders		Teachers	
	Weighted Mean	Interpretation	Frequency/% (Practiced)	Frequency/% (Not Practiced)
1. During the actual classroom observation, the ratee (teacher) shall deliver the lesson. For purposes of rating the performance, classroom observations shall be done for the entire class period.	4.84	VMP	375 (97.91%)	8 (2.09%)
2. The rater/s (observer/s) shall adhere to the following protocols during the observation: a. Use the Observation Notes Form to record comments and observations on the teacher's performance;	4.98	VMP	378 (98.69%)	5 (1.31%)
3. b. Sit on the available chairs. Multiple observers shall sit apart, whenever possible;	3.98	FP	322 (84.07%)	61 (15.93%)
4. c. For multiple observers, they shall avoid engaging in any form of discussion with one another;	4.72	VMP	227 (59.27%)	156 (40.73%)
5. d. Avoid giving feedback on the teacher's performance, which may include using any facial expression or any other form of non-verbal communication; and	4.88	VMP	203 (53%)	180 (47%)

6. e. Thank the teacher and leave the room immediately after the observation.	5.00	VMP	380 (99.22%)	3 (0.78%)
<b>Overall Weighted Mean</b>	<b>4.73</b>	<b>VMP</b>		
<i>Rating Scale:</i>	<i>Descriptive Interpretation:</i>			
4.21 – 5.00	Very Much Practiced (VMP)			
3.41 – 4.20	Frequently Practiced (FP)			
2.61 – 3.40	Occasionally Practiced (OP)			
1.80 – 2.60	Rarely Practiced (RP)			
1.00 – 1.79	Not at All Practiced (NAP)			

In contrast, the lowest weighted mean 3.98, Frequently Practiced, pertains to the protocol requiring multiple observers to sit apart during an observation. In the Vinzons District, this condition is often constrained by physical classroom realities. Many public secondary school classrooms have limited floor space, fixed armchairs, and narrow aisles, making it difficult for multiple observers to position themselves apart. As a result, observers are sometimes seated beside or directly behind each other because no alternative seating positions are available. These conditions limit full adherence to seating protocols despite school leaders’ intent to follow PMES guidelines.

Further examination of teacher responses reveals a more significant concern. The indicator requiring observers to avoid giving feedback on the teacher’s performance, including facial expressions and other nonverbal communication, registered the lowest frequency of “Practiced” responses of 53% and, correspondingly, the highest frequency of “Not Practiced” responses of 47% among teachers. This implies that while school leaders rate this protocol as very much practiced, teachers frequently perceive subtle nonverbal cues during observations.

In actual Vinzons District classroom settings, this often manifests through unintentional observer behaviors such as nodding, smiling at learner responses, changing posture, sighing, or adjusting chairs during lessons. Teachers reported noticing these cues, particularly during discussion heavy portions of lessons, which can heighten self-consciousness and influence instructional pacing or delivery. Although observers may not intend to provide feedback, such nonverbal actions are perceived by teachers as evaluative signals during a rated observation.

The implications of this finding are significant. Nonverbal feedback, even when unintended, may compromise observer neutrality and affect the authenticity of observed teaching practice. Instead of focusing solely on instructional delivery, teachers may become preoccupied with interpreting observer reactions, potentially altering their natural teaching behavior. This reinforces the importance of strict adherence to observation neutrality, particularly in a summative evaluation context. These results were confirmed by Demie (2021), who emphasized that the effectiveness of classroom observations is strongly influenced by contextual and environmental factors such as classroom space, observer positioning, and physical proximity. Demie further noted that logistical constraints and human interaction dynamics can affect the consistent execution of observation protocols, especially those requiring physical distance and non-reactivity.

The overall weighted mean of 4.73, Very Much Practiced indicates strong adherence to PMES protocols for actual classroom observation. However, indicators involving observer physical positioning and nonverbal neutrality remain susceptible to classroom constraints and human factors. Addressing these challenges may require targeted observer training on managing nonverbal behavior and greater consideration of classroom context to further strengthen the objectivity and credibility of classroom observation practices in the Vinzons District.

*Post-observation Feedback and Coaching.* This stage focuses on the evaluation of observed instructional practices and the provision of feedback based on established PMES protocols. The highest weighted mean under post observation activities is 5.00 interpreted as very much practiced for the indicator stating that when only one observer is present, that observer is responsible for rating the appropriate COT indicators. Teachers confirmed this fully, with 100% marking it as practiced. This mirrors actual school procedures where master teachers or department heads serve as the sole authorized rater in scheduled observations, ensuring clarity of rating responsibility. In many secondary schools, when an English or Math master teacher is assigned to conduct an observation, that teacher alone completes the COT rubric without involving another observer, thus preventing rating conflicts and maintaining accountability for scoring.

On the other hand, the lowest weighted mean is 4.30, also interpreted as very much practiced for the conduct of post observation conferences within three days following the classroom observation. Only 48.30% of teachers reported receiving timely feedback, while 51.70% indicated that this practice was not carried out. In the Vinzons District, this pattern can be attributed to the demanding and highly competitive roles performed by school leaders.

Many principals, head teachers, and master teachers are frequently tapped to facilitate students for academic contests, research fairs, arts festivals, and division level activities reflecting the district's strong culture of competitiveness and commitment to excellence. These responsibilities often extend beyond regular school hours, resulting in the postponement of scheduled post observation conferences. As shared in local experiences, a master teacher who conducts an observation in the morning may spend the rest of the day training learners for a journalism competition, preparing students for division meets, or supervising entries for district programs, leaving limited time for immediate feedback discussions.

Similarly, head teachers may prioritize urgent administrative tasks related to district events, school performances, or documentation requirements, causing further delays. These competing obligations reduce the availability of school leaders to conduct timely feedback sessions, despite their intention to comply with PMES timelines.

**Table 3. Classroom Observation Practices of School Leaders Under the PMES Framework Along Post-Observation Feedback and Coaching**

Indicators	School Leaders		Teachers	
	Weighted Mean	Interpretation	Frequency (Practiced)	Frequency (Not Practiced)
1. The raters (observers) rate the performance of the teacher using the COT appropriate to the teacher's career stage.	4.95	VMP	376 (98.17%)	7 (1.83%)
2. The rating for the teacher's performance shall be solely based on the actual classroom observation as recorded in the Observation Notes Form.	5.00	VMP	315 (82.25%)	68 (17.75%)
3. Only those indicators expected to be observed in an observation period shall be given ratings.	4.93	VMP	248 (64.75%)	135 (35.25%)
4. If there are multiple observers, only the subject specialist is expected to rate Indicator 1.1.2 / I.I.3 / 1.1.4.	4.74	VMP	367 (95.82%)	16 (4.18%)
5. If there is only one observer, he or she rates Indicator 1.1.2/1.1.3/1.1.4.	5.00	VMP	383 (100%)	0
6. Inter-Observer Agreement Exercise (in case of multiple observers) Raters (Observers) shall meet to discuss the individual ratings given.	4.88	VMP	369 (96.34%)	14 (3.66%)
7. In case of different ratings, they shall come up with a final rating. The final rating shall not be an average of the individual ratings; it shall be determined through reasoned and consensual judgment based on actual observed practice during the classroom observation, as documented in the COT - Observation Notes Form, and evaluated against the criteria specified in the COT - Rubric.	4.79	VMP	378 (98.69%)	5 (1.31%)
8. Post-Observation Conference. The rater/s (observer/s) shall conduct a post-observation conference with the ratee immediately after the observation or within three (3) days thereafter to discuss his or her experience and performance during the classroom observation, allowing the ratee to reflect on his or her strengths and areas for improvement.	4.30	VMP	185 (48.30%)	198 (51.70%)

9. The Post-Observation Conference shall be conducted in a manner which fosters constructive feedback by the rater/s (observer/s) on the experience and performance of the ratee during classroom observation.	4.93	VMP	294 (76.76%)	89 (23.24%)
Overall Weighted Mean	4.84	VMP		
<i>Rating Scale:</i>		<i>Descriptive Interpretation:</i>		
4.21 – 5.00		Very Much Practiced (VMP)		
3.41 – 4.20		Frequently Practiced (FP)		
2.61 – 3.40		Occasionally Practiced (OP)		
1.80 – 2.60		Rarely Practiced (RP)		
1.00 – 1.79		Not at All Practiced (NAP)		

This was supported by Obiso and Empiales (2025), who noted that school heads frequently encounter difficulties maintaining timely feedback due to heavy supervisory and operational responsibilities. As a whole, the weighted mean of 4.84 interpreted as very much practiced indicates that post observation activities are generally well implemented. However, the noted delays in conducting timely conferences highlight the need to strengthen feedback scheduling to ensure that reflective dialogue and teacher support occur as intended within the PMES framework.

Documentation of Non-Classroom Observable Indicators and Compliance with Performance Management and Evaluation System Tools. This aspect of performance management emphasizes proper documentation, accountability, and timely feedback to support teachers’ professional growth. The highest weighted mean of 4.93, Very Much Practiced corresponds to the indicator stating that raters provide timely feedback on documents submitted by teachers, recorded through the Performance Monitoring and Coaching Form (PMCF). This practice is commonly evident during mid-year and year end performance reviews, when teachers submit lesson plans, accomplishment reports, learner assessment records, and program documentation. School leaders typically review these materials and return them within a short period often within the same week with written annotations or PMCF entries highlighting areas for improvement. The very small proportion indicating non-practice suggests that delays occur only during peak administrative periods, such as months with overlapping reporting deadlines, and division level submissions.

The implication of this finding is that feedback mechanisms within PMES are functioning effectively, enabling documentation to serve its intended formative purpose. Consistent and timely feedback supports teacher reflection, informs professional development planning, and strengthens accountability key outcomes envisioned in performance management systems. In contrast, the lowest weighted mean of 4.19, Frequently Practiced, pertains to the indicator requiring teachers to promptly show or provide documentation of their non-classroom observable indicators, despite still registering a high 97.13% “Practiced” frequency and only 2.87% “Not Practiced” responses. While compliance remains high, the lower weighted mean suggests that school leaders encounter more variability in the timeliness and completeness of teacher submitted documents. In Vinson’s District schools, delays typically occur when teachers struggle to compile comprehensive evidence for multiple non classroom roles, such as

documentation of learner assessments, committee assignments, coordination of school programs, or participation in community based and division-initiated activities. These difficulties are most pronounced during assessment intensive periods, school celebrations, or months when teachers handle several ancillary tasks simultaneously. As a result, some documentation is submitted later than scheduled or requires follow up for completion and clarification.

**Table 4. Classroom Observation Practices of School Leaders Under the PMES Framework Along Documentation of None-Classroom Observable Indicators and Compliance with PMES Tool**

Indicators	School Leaders		Teachers	
	Weighted Mean	Interpretation	Frequency (Practiced)	Frequency (Not Practiced)
1. The ratee shall consistently demonstrate achievement of non-classroom observable indicators throughout the school year.	4.33	VMP	363 (94.78%)	20 (5.22%)
2. Ratees are expected to promptly show or provide evidence and documentation of the demonstration and achievement of the objectives. Such evidence and documents may be crosscutting and targeting multiple objectives, which means that there is no need to duplicate copies of the documents per objective.	4.19	FP	372 (97.13%)	11 (2.87%)
3. No portfolio for performance assessment shall be collected.	4.70	VMP	349 (91.12%)	34 (8.88%)
4. Raters shall provide timely feedback on the documents presented which will be recorded in the PMCF for reference in the year-end performance evaluation.	4.93	VMP	368 (96.08%)	15 (3.92%)
5. Teachers who collaborated in the design, implementation, or documentation of a school-wide or grade-level initiative may provide shared documentation with clearly indicated roles and evidence of contribution. Acceptable group documents include team lesson plans, school-based training programs, community projects, and classroom innovations implemented at scale.	4.63	VMP	213 (55.61%)	170 (44.39%)
<b>Overall Weighted Mean</b>	<b>4.55</b>	<b>VMP</b>		
<i>Rating Scale:</i>	<i>Descriptive Interpretation:</i>			
4.21 – 5.00	Very Much Practiced (VMP)			
3.41 – 4.20	Frequently Practiced (FP)			
2.61 – 3.40	Occasionally Practiced (OP)			
1.80 – 2.60	Rarely Practiced (RP)			
1.00 – 1.79	Not at All Practiced (NAP)			

The implication of this pattern is that while teachers generally comply with documentation requirements, workload distribution and documentation management remain challenges. Without clearer timelines, exemplars, and technical guidance on consolidating cross cutting documents, variability in submission practices may persist, potentially affecting the consistency of year end performance evaluation. Although not the lowest in weighted mean, the indicator allowing shared documentation for collaborative initiatives warrants attention due to its high “Not Practiced” frequency (44.39%), the highest in Table 4. In Vinzons District, this indicates that many teachers still submit individual documents even for group-based projects, often due to unclear role delineation, uncertainty about acceptable shared evidence, or lack of standardized templates. This practice increases documentation workload and undermines the PMES principle of streamlining evidence submission.

These variations were corroborated by Martinez (2024), who observed that while school heads maintain consistent documentation procedures, teachers often vary in their timeliness and completeness of submissions due to workload and differing levels of record keeping practices. The overall weighted mean of 4.55 interpreted as very much practiced reflects strong adherence to PMES documentation processes. However, the lower score on timely submission of teacher provided evidence suggests a need for clearer timelines, enhanced guidance, and more manageable documentation expectations to ensure uniform compliance across all schools.

### **Level of Practice of the Classroom Observation Practices of School Leaders under the PMES Framework**

Understanding the level of implementation of classroom observation practices is essential because consistent and well-executed instructional supervision has been shown to significantly influence teachers’ instructional practices, performance, and even student learning outcomes. Naguit (2024) emphasizes that when classroom observation is regularly and systematically conducted, they strengthen teaching practices and contribute to improved performance across schools, underscoring the importance of examining how closely these practices align with established frameworks such as PMES.

*Pre-observation Activities.* As revealed in Table 5, the three indicators that obtained the highest weighted means of 4.99, were interpreted as Very Much Practiced, reflect strong adherence of school leaders to PMES provisions that are explicitly policy based and non-negotiable. These include: 1) accommodations for teachers who become pregnant, acquire illness or disability, 2) the provision of appropriate adjustments for teachers hired middle of the school year, and 3) the authorized use of alternative classroom observation modes when face-to-face instruction is disrupted. In actual Vinzons District setting, school leaders commonly adjust observation timelines for newly hired teachers or those returning from maternity leave by rescheduling or deferring rated observations until teachers are fully integrated into their instructional routines.

Teachers hired in the second quarter are often exempted from the first period rated observation and are instead scheduled during the next appropriate cycle. Similarly, teachers who submit medical certificates

due to pregnancy related conditions or illness are granted reasonable adjustments without penalties. These practices demonstrate a clear understanding among school leaders that PMES is not merely evaluative but anchored on fairness and teacher welfare. The consistently high implementation of these indicators were corroborated by Sugot and Ladia (2024), who emphasized that PMES and RPMS aligned procedures are most faithfully implemented when they are rooted in explicit national policy directives. Because these indicators are clearly stipulated in DepEd Memoranda and leave little room for interpretation, school leaders tend to comply strictly and uniformly.

Likewise, Naguit (2024) highlighted that school heads demonstrate the strongest consistency in instructional supervision practices that are policy mandated, particularly those connected to equity and protection of teachers' rights. The very high ratings of these indicators suggest that PMES has been institutionalized effectively in areas where rules are clear, standardized, and supported by policy legitimacy. This implies that future PMES enhancements may benefit from similarly explicit guidelines if consistent implementation is desired across all schools. The indicator requiring the conduct of a pre observation conference recorded the lowest weighted mean of 2.79, interpreted as Occasionally Practiced, revealing notable inconsistencies in one of the most developmental phases of the classroom observation cycle. In many secondary schools in the Vinzons District, pre observation conferences are frequently not conducted primarily because teachers are unable to submit their lesson plans at least one day before the scheduled observation a requirement that likewise registered a low weighted mean of 3.02, also interpreted as Occasionally Practiced. Teachers commonly manage multiple teaching preparations, ancillary functions, contest coaching, and school wide activities, which significantly limits the time available for advance lesson planning.

**Table 5. Level of Practice of the Classroom Observation Practices of School Leaders Under the PMES Framework along Pre-observation Activities**

<b>Indicators</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
1. The ratee (teacher) and rater/s (observer/s) shall agree on the schedule of classroom observations (CO).	4.95	VMP
2. The schedule must be set at least three (3) working days before the CO.	4.83	VMP
3. In the event when the agreed schedule cannot push through due to conflicting schedules, the CO may be deferred but must be rescheduled immediately to a day and time when the schedules of both the ratee and rater align with each other.	4.83	VMP
4. In case of unforeseen circumstances and fortuitous events that are beyond the control of the schools (such as natural or man-made calamities, disasters, lockdowns, etc.), concerned schools may be allowed to deviate from the prescribed timeline of conducting classroom observations, in accordance with Item No. 92 of this Memorandum, provided that all applicable modes of alternative classroom observation in the next item have been exhausted before submitting the request. The adjusted schedule	4.78	VMP

Indicators	Weighted Mean	Interpretation
shall be subject to approval by the Schools Division Superintendent (SDS). Item no. 92 of the Memorandum:		
5. Circumstances that are beyond the control of the ratee, such as natural and/or man-made calamities, including typhoons, earthquakes, and other fortuitous events.	4.95	VMP
6. Cases wherein, during employment, the ratee became pregnant, have acquired physical disability and/or injury, illness, and others of similar importance, that will significantly affect their ability to perform the current duty; and/or	4.99	VMP
7. Teachers (ratees) who are hired in the middle of the school year, after the scheduled timeline for the first full-period classroom observation.	4.99	VMP
8. The default mode of classroom observation shall be in-person/face-to-face observation. In case of any national or local pronouncements that may affect the operations of the school due to circumstances like those mentioned in subparagraph (a) of Item No. 92 of this Memorandum, the following modes of alternative classroom observation may be considered, subject to the relevant guidelines issued by DepEd: a. Online Synchronous Classroom Observation. b. Online asynchronous classroom Observation; and c. Classroom Observation via Learning Action Cells (LACs).	4.99	VMP
9. Before the conduct of the classroom observation, ratees (teachers) and raters (observer/s) shall conduct a pre-observation conference to review the Classroom Observation Tool (COT) Rubric appropriate to the career stage of the ratee to be observed. They shall refer to the list of classroom observable indicators to be observed in the classroom observation period.	2.79	OP
10. Ratees (Teachers) to be observed shall submit their lesson plan to the observer/s at least one (1) day before the scheduled classroom observation.	3.02	OP
11. Observers are discouraged from providing technical assistance on the teacher-ratee's lesson plan that will be used in the actual evaluative/rated observation.	3.46	FP
12. Ratees (Teachers) and Raters (Observer/s) shall ensure that lesson plans, instructional materials, assessment tools, and other teaching and learning resources to be used during classroom observations reflect those which are employed during regular class days.	4.59	VMP
<b>Overall Weighted Mean</b>	<b>4.43</b>	<b>VMP</b>
<i>Rating Scale:</i> 4.21 – 5.00	<i>Descriptive Interpretation:</i> Very Much Practiced (VMP)	

3.41 – 4.20	<i>Frequently Practiced (FP)</i>
2.61 – 3.40	<i>Occasionally Practiced (OP)</i>
1.80 – 2.60	<i>Rarely Practiced (RP)</i>
1.00 – 1.79	<i>Not at All Practiced (NAP)</i>

When lesson plans are submitted late or near the observation date, school leaders are left with insufficient time to review instructional content, check alignment with Curriculum Guide standards, and clearly identify focus indicators for observation. As a result, pre-observation conferences are often foregone, and classroom observations proceed without prior instructional discussion in order to comply with PMES timelines. This pattern indicates that the inconsistent conduct of pre-observation conferences in the Vinzons District is driven less by deliberate supervisory choice and more by practical constraints related to workload and time.

This finding was refuted by Ramos and Anonuevo (2024), who emphasized that pre-observation conferences are crucial supervisory practices that enhance clarity, instructional focus, and teacher readiness. Similarly, Academia et al. (2024) reported that teachers perceive classroom observation systems as less supportive and more anxiety inducing when preparatory dialogues are absent. While these studies underscore the importance of pre observation engagement from a theoretical and perceptual standpoint, the present findings suggest that such ideals are difficult to sustain in contexts burdened by heavy teaching loads and competing institutional demands.

In the Vinzons District, delayed lesson plan submission emerges as a critical structural barrier that precedes and conditions the absence of pre-observation conferences. This situation was affirmed by Torres et al. (2024), who found that excessive non-teaching responsibilities frequently constrain teachers' instructional preparation, resulting in compliance-oriented practices rather than reflective planning. Without timely lesson plans, school leaders are unable to align observation rubrics or frame developmental feedback in advance, thereby weakening instructional coherence. Over time, this reinforces a cycle where classroom observation is implemented primarily as a procedural requirement rather than a developmental support mechanism.

Compounding this issue is the indicator discouraging observers from providing technical assistance immediately before a rated observation, which obtained a weighted mean of 3.46, interpreted as Frequently Practiced. Despite general adherence, partial non-compliance remains evident. Some school leaders, particularly master teachers still provide last minute instructional suggestions prior to observation. While well intentioned, this practice blurs the boundary between coaching and evaluation. Al Balushi and Mat Saad (2021) cautioned that such overlap compromises observer neutrality and affects the authenticity of classroom practice, a concern further echoed by Naguit (2024), who noted that unclear separation between formative and summative functions undermines teacher trust in observation systems.

Despite these limitations, the overall weighted mean of 4.43, interpreted as Very Much Practiced, indicates that pre observation activities under PMES are generally well implemented in the Vinzons District, particularly in policy driven and procedural aspects such as scheduling flexibility, accommodation of

special circumstances, and use of alternative observation modes. However, the marked contrast between strong compliance with policy-based indicators and weaker performance in interactive, developmental practices reveals a significant implementation gap.

Consistent with the affirmation of Academia et al. (2024) and Ramos and Anonuevo (2024), the present findings demonstrate that classroom observation systems tend to default toward procedural compliance when structural conditions do not protect reflective interactions. Thus, while PMES implementation in the Vinzons District is robust, it remains largely procedural. To enhance its developmental impact, school leaders must strengthen pre-observation conferences, enforce realistic lesson plan submission timelines, and clearly delineate coaching from evaluative observation. These measures are essential to ensuring that classroom observation functions as a genuine catalyst for professional growth rather than merely a mechanism for compliance.

**Actual Classroom Observation.** This phase emphasizes the systematic and objective monitoring of teaching practices during the conduct of instruction. The highest weighted mean of 4.97 pertains to the consistent use of the Observation Notes Form, indicating that observers rely heavily on systematic documentation to record instructional practices. In actual Vinzons District school settings, school heads, head teachers, and master teachers typically enter classrooms equipped with the Notes Form and diligently record observable behaviors aligned with PMES indicators. This practice strengthens transparency, supports evidence-based scoring, and safeguards the credibility of evaluation results. The importance of written observation notes was affirmed by Obiso and Empiales (2025), underscoring that systematic documentation upholds the objectivity and credibility of classroom observations by grounding judgements on observable instructional practices.

Closely related is the high weighted mean of 4.95 for thanking the teacher and leaving the classroom immediately after observation. This protocol is widely observed across Vinzons secondary schools, where observers consciously avoid post lesson interactions inside the classroom to prevent any appearance of feedback or evaluative signaling. Observers typically exit quietly after acknowledging the teacher, allowing the lesson environment to return to its normal flow. This practice was supported by Maulana et al. (2023), who emphasized that maintaining professional distance and minimizing disruption during classroom observation help preserve the authenticity and integrity of the instructional episode.

Another highly rated indicator, 4.94, is the requirement that the entire class period be observed. In practice, Vinzons school leaders remain in the classroom from beginning to end, even in instances where teachers extend lesson activities beyond the prescribed time. This practice enables observers to capture lesson structure, pacing, assessment strategies, and classroom management across the full instructional cycle. Sugot and Ladia (2024) affirmed that observing the entire class period strengthens instructional supervision by allowing school leaders to examine the coherence among lesson objectives, instructional delivery, and lesson closure.

These high scoring indicators imply that Vinzons District school leaders strongly uphold the technical and procedural integrity of classroom observations. Documentation, observation completeness,

and professional exit behaviors are well internalized, suggesting that PMES has effectively standardized the mechanical aspects of classroom observation.

**Table 6. Level of Practice of the Classroom Observation Practices of School Leaders Under the PMES Framework along Actual Classroom Observation**

Indicators	Weighted Mean	Interpretation
1. During the actual classroom observation, the ratee (teacher) shall deliver the lesson. For purposes of rating the performance, classroom observations shall be done for the entire class period.	4.94	VMP
2. The rater/s (observer/s) shall adhere to the following protocols during the observation: a. Use the Observation Notes Form to record comments and observations on the teacher's performance;	4.97	VMP
3. Sit on the available chairs. Multiple observers shall sit apart, whenever possible;	4.80	VMP
4. For multiple observers, they shall avoid engaging in any form of discussion with one another;	4.75	VMP
5. Avoid giving feedback on the teacher's performance, which may include using any facial expression or any other form of non-verbal communication; and	4.57	VMP
6. Thank the teacher and leave the room immediately after the observation.	4.95	VMP
Overall Weighted Mean	4.83	VMP
<i>Rating Scale:</i>	<i>Descriptive Interpretation:</i>	
4.21 – 5.00	Very Much Practiced (VMP)	
3.41 – 4.20	Frequently Practiced (FP)	
2.61 – 3.40	Occasionally Practiced (OP)	
1.80 – 2.60	Rarely Practiced (RP)	
1.00 – 1.79	Not at All Practiced (NAP)	

Despite their Very Much Practiced interpretation, the lowest weighted mean of 4.57 relates to the requirement that observers avoid giving feedback through verbal or non-verbal communication during observation. While observers generally refrain from direct comments, subtle non-verbal cues remain difficult to fully control. Teachers have observed behaviors such as nodding, changes in posture, chair adjustments, sighing, or facial reactions during discussion heavy portions of lessons. These cues, though unintentional, can heighten teacher self-consciousness and prompt second-guessing mid-instruction. This finding was supported by Demie (2021), who noted that classroom observation neutrality is often challenged by natural human reactions, especially in tightly spaced classrooms. Likewise, Al Balushi and Mat Saad (2021) cautioned that even minimal nonverbal responses may be interpreted by teachers as evaluative signals, thereby affecting the authenticity of observed practice.

Related to this issue is the indicator requiring multiple observers to sit apart whenever possible, with a weighted mean of 4.80. In many Vinzons District classrooms, physical constraints such as limited space, fixed armchairs, and narrow aisles restrict observer positioning. As a result, observers may sit closer together than recommended, increasing their visibility to the teacher and learners. This physical proximity can inadvertently amplify awareness of observer movements and nonverbal cues, further challenging neutrality during the observation. Another comparatively lower indicator is the requirement that multiple observers avoid engaging in discussion with one another that received a 4.75 weighted mean.

While compliance is generally high, there are isolated instances where brief exchanges occur due to seating proximity or clarification needs. Although these interactions are not evaluative, their occurrence may still distract teachers or reinforce perceptions of judgment. This is supported by Manguiat (2025), who noted that even limited interaction by observers during classroom observation can interfere with teacher concentration and influence perceptions of objectivity and fairness. The lower ranking indicators highlight that the most challenging aspects of actual classroom observation are not procedural but behavioral and contextual. Observer neutrality is susceptible to physical classroom conditions and natural human responses, suggesting that strict compliance alone is insufficient. These findings point to the need for targeted observer training focused on nonverbal awareness, deliberate posture management, and spatial sensitivity during observations.

The overall weighted mean of 4.83, interpreted as Very Much Practiced, confirms that actual classroom observation practices under PMES are highly and consistently implemented in the Vinzons District. School leaders demonstrate strong adherence to standardized observation procedures, particularly in documentation, observation completeness, and professional conduct. However, the pattern across indicators reveals that while procedural fidelity is strong, sustaining complete observer neutrality remains a nuanced challenge influenced by classroom layout and human interaction. This perspective is corroborated by Agyeman and Aphone (2024), who emphasized that effective classroom observation goes beyond procedural compliance and requires reflective awareness of observer behavior. To further strengthen PMES implementation, school leaders may benefit from focused professional development on managing nonverbal communication and addressing contextual constraints during observation. Addressing these subtle but significant factors will help ensure that classroom observation remains not only technically sound but also developmentally credible and supportive of teachers' professional confidence and growth.

*Post-observation Feedback and Coaching.* This phase focuses on the evaluation of observed teaching practices and the application of standardized rating procedures to ensure accuracy and fairness in performance assessment. The highest weighted mean is 5.00 was obtained by the indicator stating that a single observer independently rates the appropriate COT indicators when only one observer is present. This practice reflects common procedures in public secondary schools, where designated observers, often master teachers or department heads, complete the rating individually. In Vinzons District schools, this is evident when subject area specialists conduct observations and complete the COT based solely on classroom evidence documented in the Observation Notes Form. This consistency underscores the structured nature of PMES, where role clarity and evidence-based judgment are emphasized.

Closely related are two indicators that also received very high weighted means of 4.98, both interpreted as Very Much Practiced: the conduct of inter observer agreement exercises and the use of reasoned, consensual judgment to arrive at a final rating when discrepancies occur. When multiple observers are involved, school leaders typically meet after the observation to discuss individual ratings, refer back to documented evidence, and arrive at a shared judgment rather than averaging scores. These practices were corroborated by Obiso and Empiales (2025), who emphasized that structured calibration and collaborative judgment strengthen the fairness, reliability, and credibility of classroom observation results.

Despite these strengths, the lowest weighted mean of 2.68, interpreted as Occasionally Practiced, pertains to the requirement that post observation conferences be conducted immediately after the observation or within three (3) days thereafter. Although clearly prescribed in PMES policy, the implementation of timely post observation conferences is inconsistent in Vinzons District schools. Many school leaders navigate tightly packed schedules that include supervising class programs, reviewing subject files, preparing division level submissions, and leading routine school activities such as flag ceremonies, emergency meetings, or compliance checks. In addition, sudden instructions from district or division offices often require school leaders to attend planning meetings, validation visits, or report writing sessions, which take precedence over scheduled feedback conferences.

As a result, post observation discussions are frequently delayed, rescheduled, or shortened, limiting opportunities for immediate reflection. These conditions were supported of Ramos and Anonuevo (2024), who noted that school heads' multiple instructional and managerial responsibilities often lead to inconsistencies in the conduct of supervisory tasks, particularly those that require protected time for reflective dialogue such as post observation conferencing.

Another indicator with a comparatively lower but still high weighted mean is the requirement that post observation conferences be conducted in a manner that fosters constructive feedback, 4.77, Very Much Practiced. This suggests that when conferences do take place, school leaders are generally capable of providing supportive, meaningful feedback. However, delays in scheduling often reduce the effectiveness of such feedback. Teachers may find it difficult to recall specific instructional decisions, learner responses, or classroom dynamics when conferences occur several days or weeks after the observation, thereby weakening the immediacy and relevance of reflective discussion.

**Table 7. Level of Practice of the Classroom Observation Practices of School Leaders Under the PMES Framework along Post-observation Feedback and Coaching**

Indicators	Weighted Mean	Interpretation
1. The raters (observers) rate the performance of the teacher using the COT appropriate to the teacher's career stage.	4.80	VMP
2. The rating for the teacher's performance shall be solely based on the actual classroom observation as recorded in the Observation Notes Form.	4.90	VMP
3. Only those indicators expected to be observed in an observation period shall be given ratings.	4.88	VMP

4. If there are multiple observers, only the subject specialist is expected to rate Indicator 1.1.2 / I.I.3 / 1.1.4.	4.92	VMP
5. If there is only one observer, he or she rates Indicator 1.1.2/1.1.3/1.1.4.	5.00	VMP
6. Inter-Observer Agreement Exercise (in case of multiple observers) Raters (Observers) shall meet to discuss the individual ratings given.	4.98	VMP
7. In case of different ratings, they shall come up with a final rating. The final rating shall not be an average of the individual ratings; it shall be determined through reasoned and consensual judgment based on actual observed practice during the classroom observation, as documented in the COT - Observation Notes Form, and evaluated against the criteria specified in the COT - Rubric.	4.98	VMP
8. Post-Observation Conference. The rater/s (observer/s) shall conduct a post-observation conference with the ratee immediately after the observation or within three (3) days thereafter to discuss his or her experience and performance during the classroom observation, allowing the ratee to reflect on his or her strengths and areas for improvement.	2.68	OP
9. The Post-Observation Conference shall be conducted in a manner which fosters constructive feedback by the rater/s (observer/s) on the experience and performance of the ratee during classroom observation.	4.77	VMP
<b>Overall Weighted Mean</b>	<b>4.67</b>	<b>VMP</b>
<i>Rating Scale:</i>	<i>Descriptive Interpretation:</i>	
4.21 – 5.00	Very Much Practiced (VMP)	
3.41 – 4.20	Frequently Practiced (FP)	
2.61 – 3.40	Occasionally Practiced (OP)	
1.80 – 2.60	Rarely Practiced (RP)	
1.00 – 1.79	Not at All Practiced (NAP)	

These observations were confirmed by with Fayo and Hilario (2023), who emphasized that the developmental impact of classroom observation is strongly influenced by the timeliness of feedback, noting that delayed conferences weaken reflective practice and reduce instructional improvement outcomes. The findings show that while post observation feedback and coaching procedures are technically sound and consistently implemented, their developmental impact is constrained by time related and operational challenges.

The high ratings for accurate rating, evidence-based judgment and inter observer calibration indicate strong evaluative rigor under PMES. However, the markedly lower rating for timely post observation conferences reveals a critical gap between policy intent and practice. The overall weighted mean of 4.67 confirms that post observation feedback and coaching in Vinzons District are generally effective at the procedural level. Nevertheless, the findings suggest that PMES implementation in this phase remains more evaluative than developmental. Strengthening scheduling discipline, protecting time for post observation conferences, and institutionalizing clear feedback timelines are essential to ensure that post

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observation feedback functions not merely as documentation of performance but as a sustained mechanism for teacher growth and instructional improvement.

Documentation and Compliance with Performance Management and Evaluation System Tools. This dimension of the PMES framework highlights the importance of accurate documentation, compliance with prescribed tools, and timely feedback to support teachers' performance monitoring and professional development. The highest weighted mean of 4.98 corresponds to the indicator stating that raters provide timely feedback on documents submitted by teachers through the Performance Monitoring and Coaching Form (PMCF). This finding aligns with actual practices in many secondary schools in the Vinzons District, where school leaders routinely review lesson plans, class records, assessment tools, and program documentation during scheduled monitoring days. Teachers commonly receive written feedback via PMCF entries or annotated digital files, particularly during midyear performance reviews and year-end consolidation. This reflects a strong culture of documentation accountability among school leaders, who are accustomed to maintaining organized records in preparation for school-based validation, division monitoring, and performance earning initiatives.

This outcome was corroborated by Reños and Pontillas (2024), who emphasized that structured documentation systems paired with timely feedback strengthen performance monitoring and promote reflective professional practice. Their study noted that when leaders regularly review documents and provide written feedback, documentation becomes a formative tool rather than a purely compliance driven task. Likewise, Pedroso et al. (2021) observed that during periods of institutional pressure, such as pandemic era school operations, school leaders who maintained consistent documentation monitoring were better able to sustain instructional supervision and teacher support.

Another high-scoring indicator is the policy provision that no portfolio for performance assessment shall be collected (4.97), which is consistently practiced in Vinzons schools. School leaders generally enforce streamlined documentation requirements, discouraging the accumulation of bulky portfolios and instead requiring only targeted, PMES-aligned evidence. This practice supports PMES' intent to simplify documentation processes and reduce clerical burden. Similarly, the indicator allowing shared documentation for collaborative initiatives (4.89) reflects growing acceptance of group-based evidence, such as joint activity proposals, school-based training programs, and school-wide projects, provided that individual roles are clearly indicated.

**Table 8. Level of Practice of the Classroom Observation Practices of School Leaders Under the PMES Framework along Documentation and Compliance with PMES**

Indicators	Weighted Mean	Interpretation
1. The ratee shall consistently demonstrate achievement of non-classroom observable indicators throughout the school year.	4.78	VMP
2. Ratees are expected to promptly show or provide evidence and documentation of the demonstration and achievement of the objectives. Such evidence and documents may be crosscutting and targeting multiple objectives, which means that there is no need to duplicate copies of the documents per objective.	4.83	VMP
3. No portfolio for performance assessment shall be collected.	4.97	VMP
4. Raters shall provide timely feedback on the documents presented which will be recorded in the PMCF for reference in the year-end performance evaluation.	4.98	VMP
5. Teachers who collaborated in the design, implementation, or documentation of a school-wide or grade-level initiative may provide shared documentation with clearly indicated roles and evidence of contribution. Acceptable group documents include team lesson plans, school-based training programs, community projects, and classroom innovations implemented at scale.	4.89	VMP
<b>Overall Weighted Mean</b>	<b>4.89</b>	<b>VMP</b>
<i>Rating Scale:</i>	<i>Descriptive Interpretation:</i>	
4.21 – 5.00	Very Much Practiced (VMP)	
3.41 – 4.20	Frequently Practiced (FP)	
2.61 – 3.40	Occasionally Practiced (OP)	
1.80 – 2.60	Rarely Practiced (RP)	
1.00 – 1.79	Not at All Practiced (NAP)	

Despite these strengths, the lowest weighted mean of 4.78, although still interpreted as Very Much Practiced, relates to teachers' consistent demonstration of non-classroom observable indicators (NCOIs) throughout the school year. While overall compliance remains high, variations emerge in the completeness and timeliness of documentation submitted by teachers. In several Vinzons District schools, teachers juggle multiple ancillary roles such as coordinating contests, managing school clubs and organizations, and implementing community outreach activities. These responsibilities often intensify during peak activity months such as Nutrition Month, Buwan ng Wika, Science Fair season, and Schools Division Office (SDO) consolidation periods, thereby affecting documentation related to NCOIs, including progress monitoring, professional development participation, and learner support initiatives.

Closely associated with this issue is the indicator requiring teachers to promptly provide cross cutting evidence (4.83), where a single activity may need to be aligned with multiple performance objectives. For instance, a school-based reading initiative may simultaneously serve as evidence for learner support, collaboration, and community engagement, requiring teachers to repack documentation or write annotations to meet PMES specifications. These realities were affirmed by Martinez (2024), who reported that school heads often observe inconsistencies in teachers' documentation practices due to workload distribution, competing duties, and differences in record keeping capacity.

Furthermore, Castillo (2021) highlighted that during periods of instructional transition such as remote or blended learning, teachers' documentation practices tended to become compliance oriented, with greater emphasis on fulfilling requirements rather than organizing evidence for reflective use. This supports the present finding that while documentation systems are operational and clearly defined, consistency in teacher submitted evidence is influenced by workload intensity and contextual demands.

The relatively lower ratings suggest that challenges in PMES documentation are less about policy unfamiliarity and more about teachers' capacity to manage extensive documentary requirements alongside instructional and co-curricular responsibilities. Without clearer exemplars, predictable timelines, and technical guidance, particularly for cross cutting evidence, teachers may struggle to sustain uniform documentation quality throughout the year.

The overall weighted mean of 4.89 affirms strong adherence to PMES documentation and compliance requirements in the Vinzons District. School leaders consistently implement feedback mechanisms and enforce documentation guidelines, while teachers largely meet evidence submission expectations. However, the subtle inconsistencies observed, especially during high activity months underscore the need for more structured timelines, clearer models for cross cutting documentation, and strengthened administrative and technical support. The importance of supportive leadership in documentation processes is affirmed by Reños and Pontillas (2024) and Pedroso et al. (2021), whose findings suggest that sustained guidance enhances the effectiveness of documentation systems and transforms PMES compliance into a meaningful tool for professional and instructional growth.

### **Difference in the Classroom Observation Practices of School Leaders Under the PMES Framework**

To determine whether there is a significant difference in the perceived classroom observation practices of school leaders under the PMES framework when grouped according to position (principal, department head, and master teacher), the Kruskal Wallis H-Test was employed. This non-parametric statistical test was deemed appropriate because the data failed to satisfy the assumption of normality and involved three independent groups. The test compared the median ranks of the respondents' perceptions across four areas of classroom observation practices such as, pre-observation activities, actual observation, post-observation feedback and coaching, and documentation and compliance with the PMES framework.

Results revealed a statistically significant difference in pre observation activities across leadership positions ( $H = 7.305$ ,  $p = .026$ ). This indicates that principals, department heads, and master teachers differ

in how they implement preparatory classroom observation practices. Variations were observed in key pre observation processes such as scheduling, rubric review, clarification of classroom observable indicators, expectation setting, lesson plan review prior to observation, and agreement on the specific focus indicators to be observed.

These inconsistencies suggest that pre observation procedures are not uniformly carried out across leadership roles, reflecting differing approaches to instructional supervision during the preparatory phase of classroom observation. In contrast, no statistically significant differences were found in actual classroom observation ( $H = 1.873$ ,  $p = .392$ ), post observation feedback and coaching ( $H = 4.931$ ,  $p = .085$ ), or documentation and compliance ( $H = 1.036$ ,  $p = .596$ ). This suggests that, aside from the preparatory phase, classroom observation practices under the PMES framework are generally implemented consistently across leadership positions.

**Table 9. Test for Significant Difference in the Classroom Observation Practices of School Leaders Under the PMES Framework**

Practices	Kruskal Wallis Test	H-	p-value	Remarks
Pre-Observation Activities	7.305*		.026	Significant
Actual Observation	1.873		.392	Not Significant
Post Observation Feedback and Coaching	4.931		.085	Not Significant
Documentation and Compliance with PMES Framework	1.036		.596	Not Significant

*\*Significant @ 0.05 level.*

Once the observation proper begins, school leaders regardless of role, appear to demonstrate a shared understanding and uniform application of PMES procedures. The findings indicate that role-based variation is largely concentrated in the pre observation stage, while implementation level practices during and after classroom observation remain standardized. The consistent use of common tools such as the Classroom Observation Tool (COT), Observation Notes Form, and Performance Monitoring and Coaching Form (PMCF) appears to contribute to this uniformity, as these instruments provide clear procedural guidance that minimizes interpretive differences across leadership roles. As a result, actual observation, feedback, and documentation practices tend to follow a more structured and standardized process.

However, differences observed in pre observation activities highlight an important area of divergence in instructional supervision. Teachers experience varying levels of preparation and guidance before classroom observation, depending on who conducts the observation. In the Vinzons District, local school conditions suggest that pre observation practices are influenced by factors such as leader availability, leadership orientation, and workload.

In larger schools, principals' administrative responsibilities may limit opportunities for in depth pre observation conferencing, while in smaller schools, master teachers may assume the role but differ in how

expectations, focus indicators, and observation goals are communicated. These variations contribute to differences in teacher readiness and confidence prior to observation.

Related studies support these findings. Ramos and Anonuevo (2024) noted that differences in supervisory role interpretation directly affect teachers' preparedness and perceptions of fairness in the observation process. Similarly, Al Balushi and Mat Saad (2021) emphasized that inconsistencies in pre observation dialogue influence teachers' emotional readiness and openness to feedback. Gambhir et al. (2025) further explained that variability often occurs when observation tools are interpreted or applied unevenly across contexts. Collectively, these studies reinforce the finding that pre observation conferencing is both a critical and vulnerable component of the classroom observation cycle.

Overall, the results suggest that PMES implementation in the Vinzons District is strong in terms of structural execution during observation, feedback, and documentation, but less consistent in the preparatory phase. While PMES effectively regulates what occurs during and after classroom observation, it provides less structural assurance for the instructional dialogue that precedes observation, where goals, focus indicators, and developmental intent should ideally be aligned.

Strengthening pre observation activities through harmonized planning procedures, clarified role expectations, and shared supervisory norms among school leaders may help promote more consistent and equitable observation experiences. Addressing this imbalance can further enhance the developmental purpose of PMES and improve the overall coherence of instructional supervision across the district.

### **Challenges Encountered by School Leaders in Coaching and Mentoring Teachers during the Implementation of Classroom Observation Practices**

Classroom observation under the Performance Management and Evaluation System (PMES) is intended not only as an evaluative mechanism but also as a developmental process that supports teachers through coaching and mentoring. However, the implementation of coaching and mentoring within the observation cycle presents various challenges for school leaders. These challenges arise from the complexity of instructional supervision, the diverse needs of teachers, and the competing administrative and instructional responsibilities shouldered by school leaders. This section presents the challenges encountered by principals, head teachers, and master teachers in coaching and mentoring teachers during the implementation of classroom observation practices, based on the Classroom Observable Indicators (COIs) and Non-Classroom Observable Indicators (NCOIs) under the PMES framework.

Table 10 presents the challenges encountered by school leaders in coaching and mentoring teachers during the implementation of classroom observation practices under the Performance Management and Evaluation System (PMES), based on Classroom Observable Indicators (COIs) and Non-Classroom Observable Indicators (NCOIs). The results show an overall weighted mean of 3.57, interpreted as a Significant Challenge, indicating that school leaders encounter considerable demands in fulfilling their mentoring and coaching roles. Notably, 12 out of 14 indicators were rated as Significant Challenges, suggesting that concerns related to mentoring and coaching are widely experienced rather than isolated.

This implies that while classroom observation procedures are well established, instructional coaching requires additional support, time, and expertise that go beyond procedural supervision.

The highest weighted mean of 3.98 was recorded for assisting colleagues in designing, adapting, and implementing teaching strategies responsive to learners with disabilities, giftedness, and talents. This indicates that inclusive and differentiated instruction is a particularly complex mentoring responsibility for school leaders. In Vinzons District secondary schools, teachers frequently seek assistance in modifying lessons for learners with reading difficulties, providing enrichment tasks for advanced learners, or adjusting performance-based assessments for learners with attention or mobility challenges. School leaders noted that while they are able to provide general guidance, delivering highly individualized instructional support is influenced by time constraints, class size, and the diversity of learner needs. Addressing these situations often requires specialized instructional knowledge, including IEP considerations, scaffolding techniques, and context appropriate differentiation.

This finding implies that inclusive education initiatives place increased instructional mentoring demands on school leaders, highlighting the importance of continued professional development focused on differentiated and inclusive pedagogy. This observation is supported by Fayo and Hilario (2023), who emphasized that supporting diverse learners requires pedagogical judgment beyond routine observation. The second highest weighted mean of 3.84 pertains to modeling effective applications of content knowledge within and across curriculum teaching areas. This challenge commonly arises when school leaders, particularly master teachers and head teachers are expected to coach teachers outside their field of specialization.

In Vinzons District, school leaders generally demonstrate confidence when mentoring within their own disciplines but find it more demanding to model subject specific strategies across other learning areas. This can affect the depth and specificity of instructional coaching provided. This implies that instructional leadership becomes more complex when coaching expectations span multiple subject areas, suggesting the value of collaborative and discipline specific mentoring approaches within schools. These findings were affirmed by Watson (2024), who noted that cross disciplinary mentoring increases the instructional demands placed on school leaders.

The third highest weighted mean of 3.65 is associated with evaluating teaching strategies responsive to learners with special educational needs and learners in difficult circumstances. This includes mentoring teachers who handle learners affected by poverty, chronic illness, displacement due to natural calamities, or family related challenges, as well as learners with special educational needs who are mainstreamed in regular classrooms under inclusive education policies. In Vinzons District, SPED learners are often integrated education policies. In Vinzons District, SPED learners are often integrated into general education classes, requiring teachers to address diverse abilities, behavioral needs, and instructional pacing simultaneously. School leaders observed that teachers continue to develop their skills in differentiating instruction, modifying assessments, and applying appropriate behavioral and instructional strategies while meeting curriculum expectations. Although school leaders regularly collaborate with guidance counselors, SPED teachers, or school heads, translating socio emotional and contextual understanding into consistent classroom level instructional coaching remains an area for strengthening.

**Table 10. Challenges Encountered by School Leaders in Coaching and Mentoring Teachers during the Implementation of Classroom Observation Practices**

<b>Indicators</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
1. Model effective applications of content knowledge within and across curriculum teaching areas.	3.84	SC
2. Collaborate with colleagues in the conduct and application of research to enrich knowledge of content and pedagogy.	3.60	SC
3. Promote effective strategies in the positive use of ICT to facilitate the teaching and learning process.	3.56	SC
4. Evaluate with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy.	3.53	SC
5. Display a wide range of effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement.	3.28	MC
6. Work with colleagues to share successful strategies that sustain supportive learning environments that nurture and inspire learners to participate, cooperate, and collaborate in continued learning.	3.56	SC
7. Model successful strategies and support colleagues in promoting learning environments that effectively motivate learners to work productively by assuming responsibility for their own learning.	3.42	SC
8. Assist colleagues to design, adapt, and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents.	3.98	SC
9. Evaluate with colleagues teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including geographical isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.	3.65	SC
10. Work collaboratively with colleagues to evaluate the design of learning programs that develop the knowledge and skills of learners at different ability levels.	3.60	SC
11. Reflect on and evaluate learning environments that are responsive to community contexts.	3.56	SC
12. Discuss with colleagues teaching and learning practices that apply existing codes, laws and regulations that apply to the teaching profession, and the responsibilities specified in the Code of Ethics for Professional Teachers.	3.58	SC
13. Exhibit commitment to and support teachers in the implementation of school policies and procedures to	3.56	SC

foster harmonious relationships with learners, parents and other stakeholders.		
14. Identify and utilize personal professional strengths to uphold the dignity of teaching as a profession to help build a positive teaching and learning culture within the schools.	3.33	MC
Overall Weighted Mean	3.57	SC
<i>Rating Scale:</i>	<i>Descriptive Interpretation:</i>	
4.21 – 5.00	Very Significant Challenge (VSC)	
3.41 – 4.20	Significant Challenge (SC)	
2.61 – 3.40	Moderate Challenge (MC)	
1.80 – 2.60	Somewhat Challenge (SoC)	
1.00 – 1.79	Least Challenge (LC)	

This implies that inclusive and mainstreamed classroom settings require mentoring approaches that integrate instructional, socio emotional, and contextual considerations, reinforcing the need for structured support in inclusive instructional coaching. These findings were confirmed by Demie (2021) who emphasized that effective instructional supervision in inclusive settings must account for learners' socio economic and emotional contexts, as these factors directly influence classroom engagement and teaching effectiveness. Similarly, Pedroso et al. (2021) highlighted that mentoring teachers in inclusive classrooms necessitates coaching models that go beyond technical instruction to address the complex realities of mainstreamed learners, particularly those with special educational needs.

The indicators related to verbal and non-verbal communication strategies, 3.28 and upholding professional dignity through personal strengths, 3.33 were interpreted as Moderate Challenges, suggesting relative confidence among school leaders in these areas. Together with modeling successful strategies and supporting colleagues in promoting learning environments that motivate learners to assume responsibility for their own learning 3.42, these indicators represent the three lowest weighted means in Table 10.

This pattern indicates that, compared to other mentoring and coaching responsibilities, school leaders perceive fewer challenges in communication, professional identity, and basic motivational practices. Their relatively lower ratings suggest that these competencies are more familiar and frequently applied, particularly through routine administrative functions and post-observation discussions. However, despite being lower-ranked, these indicators still fall within the Moderate to Significant Challenge range, implying that continued refinement is needed when these skills are applied specifically to sustained instructional coaching and mentoring contexts. Similar observations were reported by Al-Balushi and Mat Saad (2021) and Academia et al. (2024), who emphasized that communication and professional values are often well developed in administrative supervision but require intentional focus when applied to instructional mentoring and reflective coaching.

This observation is confirmed by Al Balushi and Mat Saad (2021), who explained that while school leaders often demonstrate confidence in communication and professional conduct due to their frequent engagement in administrative activities, these competencies require intentional instructional focus when applied to mentoring practices such as modeling effective questioning, appropriate wait time, and learner engagement strategies. Consequently, although school leaders in Vinzons schools possess strong

professional foundations, further guidance remains necessary to strengthen the instructional application of these skills within coaching and mentoring contexts.

Modeling successful strategies and supporting colleagues in promoting learning environments that motivate learners to assume responsibility for their own learning obtained a weighted mean of 3.42, interpreted as a Significant Challenge, although it ranked among the lower ratings. School leaders commonly encourage learner-centered strategies such as collaboration, active participation, and positive classroom routines during post-observation discussions. However, teachers often require continued support to consistently sustain practices that develop self-directed learning, intrinsic motivation, and learner accountability, particularly in large and diverse classes. This implies that while school leaders are familiar with foundational motivational strategies, sustained learner-centered instruction requires ongoing coaching, reflective dialogue, and follow-through over time.

The prevalence of Significant Challenge ratings indicates that mentoring and coaching under PMES require competencies that extend beyond those emphasized in classroom observation activities. Observation-related tasks are largely guided by structured protocols, clearly defined indicators, and standardized tools, which allow school leaders to accurately identify teaching practices and determine performance levels with relative consistency. Because these processes are procedural, repetitive, and well supported by existing systems, school leaders are able to carry them out with confidence.

In contrast, mentoring and coaching involve a more complex set of expectations. They require school leaders to analyze instruction more deeply, apply pedagogical judgment, consider teachers' professional needs, and engage with classroom realities over time. Effective mentoring also calls for emotional awareness, adaptability, and sustained professional dialogue as leaders support teachers in refining practice, addressing learner diversity, and reflecting on instructional decisions. This distinction helps explain why school leaders perform strongly in observation processes yet experience greater demands when mentoring and coaching are aimed at long-term instructional improvement rather than performance evaluation alone. This suggests that PMES implementation in Vinzons District is procedurally well established but offers opportunities for further strengthening in instructional coaching and teacher development.

### **Relationship between the Classroom Observation Practices of School Leaders Under the PMES Framework and the Challenges Encountered in Coaching and Mentoring Teachers**

To determine the relationship between the classroom observation practices of school leaders under the PMES framework and the challenges they encounter in coaching and mentoring teachers, the Spearman Rank Order Correlation Coefficient ( $\rho$ ) was employed. This nonparametric statistical tool was used because the data did not meet the assumption of normality, making Spearman rho appropriate for determining the strength and direction of relationships between the variables. The results revealed varying degrees of association across the different phases of the classroom observation cycle.

The findings show a moderate positive correlation between pre observation activities and the challenges encountered ( $\rho = .410$ ,  $p = .006$ ), which is statistically significant at the 0.01 level. This indicates that as school leaders more consistently implement pre observation activities, the level of challenges they experience in coaching and mentoring teachers also tends to increase. In practice, this occurs when observation schedules need to be deferred and immediately rescheduled due to conflicting commitments, requiring additional coordination and communication. More importantly, pre observation activities often involve reviewing lesson plans, clarifying indicators, and aligning instructional goals processes that surface deeper instructional issues, particularly when teachers need support in designing strategies responsive to learners with disabilities, giftedness, and talents.

Table 11

Test for Significant Relationship between the Classroom Observation Practices and the Challenges Encountered in Coaching and Mentoring Teachers by School Leaders

Classroom Observation Practices	Challenges		Remarks
	$\rho$	$p$ -value	
Pre-Observation Activities	.410**	.006	Significant
Actual Observation Activities	.361*	.017	Significant
Post-Observation Activities	.150	.337	Not
Documentation and Compliance with Performance Management and Evaluation System Tools	.281	.068	Significant Not

\*\*Correlation is significant @ 0.01 level (2-tailed)  
 \*Correlation is significant @ 0.05 level (2-tailed)

This relationship suggests that engaging teachers in structured pre observation processes necessitates deeper instructional dialogue, alignment of expectations, and significant time investment, which naturally intensifies mentoring challenges. In Vinzons District context, school leaders often encounter lesson plans that are misaligned with learning competencies or lack clear formative assessment strategies during pre-observation reviews. Addressing these concerns requires leaders to guide teachers through revisions, resequencing activities, scaffolding tasks, and refining questioning techniques tasks that demand advanced pedagogical expertise and sustained coaching.

Similarly, a low to moderate positive correlation was found between actual classroom observation activities and challenges encountered ( $\rho = .361$ ,  $p = .017$ ), which is statistically significant at the 0.05 level. This finding implies that challenges also increase as school leaders engage more deeply in actual classroom observation. Observing live instruction frequently reveals gaps in learner engagement, differentiation, classroom management, or instructional pacing, all of which require follow up mentoring. In Vinzons schools, leaders commonly encounter situations where student participation varies widely within a single lesson, prompting the need for post observation coaching on differentiated instruction and higher order questioning. These demands add complexity to the mentoring role, particularly when school leaders balance instructional supervision with multiple administrative responsibilities.

These findings were supported by Agyeman and Aphane (2024), who emphasized that instructional and participative leadership styles require greater pedagogical competence, especially when school leaders must help teachers interpret and apply instructional strategies emerging from observation data. Likewise, Pedroso et al. (2021) observed that during periods of heightened administrative and instructional demands, school leaders struggle to provide sustained, in-depth instructional coaching despite recognizing its importance. Manguiat (2025) further supported this view, noting that instructional leadership becomes increasingly demanding when leaders are expected to mentor teachers through collaborative reflection, modeling, and individualized pedagogical support.

In contrast, the relationship between post observation feedback and coaching and the challenges encountered was found to be weak and not statistically significant ( $\rho = .150$ ,  $p = .337$ ). This suggests that once observations are completed, school leaders generally manage feedback processes more effectively or experience fewer perceived challenges. One explanation is that post observation feedback tends to follow established formats and is anchored on documented evidence, making it more procedural and predictable than the instructional analysis required during pre-observation and actual observation stages.

Similarly, documentation and compliance with PMES tools showed a weak positive but non-significant relationship with challenges ( $\rho = .281$ ,  $p = .068$ ). Although documentation tasks may be time-consuming, they are largely administrative in nature and do not require the same depth of instructional judgment as mentoring teachers on pedagogy. In Vinzons schools, documentation tasks are often scheduled during free periods, Learning Action Cell (LAC) sessions, or designated checking days. Leaders may batch tasks such as reviewing lesson logs, verifying attachments, and encoding PMCF entries, making these responsibilities more manageable and less cognitively demanding compared to instructional coaching.

These findings indicate that challenges encountered by school leaders are significantly associated with the more interactive and instructional stages of the classroom observation cycle, particularly pre-observation and actual classroom observation. These stages require intensive engagement, professional judgment, and individualized mentoring, thereby heightening leadership challenges. In contrast, post observation and documentation tasks rely more on procedural accuracy than complex instructional decision making, resulting in fewer perceived challenges.

### **Proposed Recommendations to Enhance the PMES Implementation through Improved Classroom Observation Practices**

The findings of the study revealed significant gaps in the implementation of classroom observation practices under PMES, particularly in the consistency of pre observation conferences, the quality and timeliness of post observation feedback, the accuracy of instructional analysis, and the capacity of school leaders to support inclusive, ethical, and research informed teaching practices. These concerns highlight the need to strengthen instructional leadership competencies and reposition classroom observation as a developmental, rather than purely evaluative, process.

In response, Project COACH PLUS is proposed as a school year, data driven instructional leadership intervention designed to enhance the quality, consistency, and developmental impact of classroom observations across Vinzons District public secondary schools. The project integrates four essential components: collaborative observation, action-oriented coaching, holistic professional learning, and unified support systems. The data gathered from the study indicate that school leaders face challenges in modeling effective content integration across curriculum areas, engaging in collaborative research, supporting inclusive instructional practices, and integrating ethical and legal standards into professional discussions. These identified challenges directly informed the design of Project COACH PLUS and underscored the need for structured, sustained, and instructional focused leadership support.

The program operates through a cyclical process: (1) orientation and baseline assessment of observation practices, (2) capacity building workshops on evidence-based observation, feedback delivery, inclusive supervision, and ethical integration, (3) guided observation and coaching cycles with structured post conference timelines, and (4) collaborative reflection and evaluation through LAC engagement and action research. This structured approach ensures that pre observation conferences become standardized, feedback is delivered promptly and constructively, instructional analysis becomes more accurate, and supervision practices become inclusive and ethically grounded.

By institutionalizing clear protocols, strengthened feedback systems, and sustained coaching mechanisms, Project COACH PLUS aligns with PMES requirements while enhancing its developmental purpose. Ultimately, the intervention aims to build competent instructional leaders, improve the consistency and credibility of classroom observations, and foster a growth-oriented school culture that supports teacher professional development and improved instructional practices throughout the district. The full design, implementation framework, and activities of Project COACH PLUS are presented in detail in Appendix I.

## **Summary**

This study determined the classroom observation practices of school leaders in six public secondary schools in the Vinzons District as a basis for enhancing the implementation of the Performance Management and Evaluation System (PMES). Specifically, the study answered the following questions: 1) What are the classroom observation practices of school leaders under the PMES framework in the Department of Education in terms of pre-observation activities, actual classroom observation, post-observation feedback and coaching, and documentation of non-classroom observable indicators and compliance with PMES tools? 2) What is the level of practice of the aforementioned classroom observation practices of school leaders under the PMES framework? 3) Is there a significant difference in the classroom observation practices of school leaders under the PMES framework? 4) What challenges do school leaders encounter in coaching and mentoring teachers during the implementation of classroom observation practices based on the Classroom Observable Indicators (COI) and Non-Classroom Observable Indicators (NCOI) under the PMES framework? 5) Is there a significant relationship between the classroom observation practices of school leaders under the PMES framework and the challenges they encounter in coaching and mentoring teachers? 6) Based on the findings, what recommendations may be proposed to enhance PMES implementation through improved classroom observation practices?

A quantitative method was employed using descriptive-comparative and descriptive-correlational research design. A total of 426 respondents participated, including 383 teachers and 43 school leaders across six public secondary schools in the Vinzons District. Data were collected through an adopted PMES based checklist, Likert scale questionnaires, and ranking sheets aligned with DepED Memorandum No. 017, s. 2025 and DepEd Memorandum No. 089, s. 2025. Descriptive statistics such as frequency counts, percentage, weighted mean, ranking were utilized to summarize classroom observation practices and the challenges encountered while inferential statistics, specifically the Kruskal Wallis H-Test and Spearman Rank-Order Correlation Coefficient ( $\rho$ ), were applied to determine significant differences among leadership positions and relationships between observation practices and mentoring challenges. The results served as the basis for proposing Project COACH-PLUS to enhance classroom observation practices and strengthen instructional coaching among school leaders.

## Findings

1) The classroom observation practices of school leaders under the PMES framework were examined in terms of pre observation activities, actual classroom observation, post observation feedback and coaching, and documentation and compliance. Findings revealed that across all four areas, classroom observation practices were generally very much practiced. Pre observation activities obtained an overall weighted mean of 4.48, actual classroom observation recorded 4.73, post observation feedback and coaching yielded 4.84, and documentation and compliance with PMES tools registered 4.55, all interpreted as Very Much Practiced.

Despite these high ratings, notable inconsistencies were observed. In pre observation activities, 36.55% of teachers reported that pre observation conferences were not conducted, and 59.01% indicated that technical assistance was still provided before rated observations, which is discouraged under PMES guidelines. In actual classroom observation, 47% of teachers noted the presence of verbal or non-verbal cues from observers, despite school leaders rating this practice as very much observed. In post observation feedback, 51.70% of teachers reported that post observation conferences were not conducted within the prescribed three-day period, and in documentation practices, 44.39% indicated that shared documentation for collaborative initiatives was not practiced.

2) The level of practice of classroom observation practices was also determined based on school leaders' self-assessment. The findings show that policy driven and procedural indicators consistently received the highest ratings, with several indicators obtaining a weighted mean of 4.99, interpreted as Very Much Practiced. These include accommodations for teachers affected by pregnancy or illness, provisions for teachers hired mid school year, and the use of alternative observation modes when necessary. In contrast, developmental and interactive practices exhibited lower levels of implementation. The conduct of pre observation conferences recorded the lowest weighted mean of 2.79, interpreted as Occasionally Practiced, while the timely submission of lesson plans prior to observation obtained 3.02, also interpreted as Occasionally Practiced. The overall weighted means across domains remained high, with pre observation activities at 4.43, actual observation at 4.83, post observation feedback at 4.67, and documentation and compliance at 4.89, all interpreted as Very Much Practiced.

3) To determine whether there was a significant difference in classroom observation practices when grouped according to leadership position, the Kruskal Wallis H-Test was employed. The findings revealed a statistically significant difference in pre observation activities ( $H = 7.305$ ,  $p = .026$ ), leading to the rejection of the null hypothesis for this domain. This indicates that principals, department heads, and master teachers differ significantly in how they perceive and conduct preparatory observation practices. However, no statistically significant differences were found in actual classroom observation ( $H = 1.873$ ,  $p = .392$ ), post observation feedback and coaching ( $H = 4.931$ ,  $p = .085$ ), and documentation and compliance ( $H = 1.036$ ,  $p = .596$ ). These results confirm that the null hypothesis was accepted for these domains, suggesting uniformity in implementation once the observation process begins. The null hypothesis is partially rejected, as a significant difference was found only in pre-observation activities when classroom observation practices were grouped according to leadership position, while no significant differences were observed in actual classroom observation, post observation feedback and coaching, and documentation and compliance.

4) The challenges encountered by school leaders in coaching and mentoring teachers were assessed based on Classroom Observable Indicators (COIs) and Non-Classroom Observable Indicators (NCOIs). The findings show that the challenges encountered were generally perceived as a Significant Challenge, with an overall weighted mean of 3.57. The most challenging areas involved instructional depth and inclusive practices. The highest weighted mean (3.98) was recorded for assisting teachers in designing and implementing strategies responsive to learners with disabilities, giftedness, and talents. Other high-ranking challenges include modeling effective content application across curriculum areas (3.84) and supporting learners with special educational needs and difficult circumstances (3.65). Conversely, the lowest weighted means were observed in communication-related competencies (3.28) and upholding professional values and ethics (3.33), both interpreted as Moderate Challenge. These results indicate that while school leaders are generally confident in interpersonal and ethical leadership skills, instructional mentoring remains more demanding.

5) To determine the relationship between classroom observation practices and the challenges encountered by school leaders, the Spearman Rank Order Correlation Coefficient ( $\rho$ ) was used. Results show a moderate positive and statistically significant relationship between pre-observation activities and challenges encountered ( $\rho = .410$ ,  $p = .006$ ) and a low to moderate significant relationship between actual classroom observation activities and challenges ( $\rho = .361$ ,  $p = .017$ ). These findings indicate that challenges increase as school leaders engage more deeply in instructional and interactive phases of the observation cycle. In contrast, no significant relationships were found between challenges and post observation feedback and coaching ( $\rho = .150$ ,  $p = .337$ ) and documentation and compliance ( $\rho = .281$ ,  $p = .068$ ). This led to the partial rejection of the null hypothesis, confirming that challenges are selectively associated with specific stages of classroom observation.

6) The statistically significant findings of the study provide a strong empirical basis for the development and proposal of Project COACH PLUS (Collaborative Observation, Action Coaching, and Holistic Professional Learning for Unified Support) as an intervention to enhance PMES implementation in the Vinzons District. The first major basis arises from the significant difference in pre-observation activities across leadership positions ( $H = 7.305$ ,  $p = .026$ ). This finding indicates that principals, department heads, and master teachers differ in how preparatory observation practices are carried out,

resulting in inconsistent teacher preparation, uneven clarity of expectations, and varied observation experiences. Since pre-observation conferencing is a critical stage for aligning goals and indicators, this inconsistency weakens the developmental intent of PMES. Project COACH PLUS directly addresses this gap by institutionalizing standardized pre-observation protocols and collaborative planning mechanisms to ensure a unified supervisory approach regardless of leadership role.

A second critical basis is the partial rejection of the null hypothesis, which revealed significant relationships between challenges encountered and both pre-observation activities ( $\rho = .410$ ,  $p = .006$ ) and actual classroom observation activities ( $\rho = .361$ ,  $p = .017$ ). These results indicate that challenges faced by school leaders intensify most during the instructional and interaction-rich phases of the observation cycle, where deeper pedagogical analysis, individualized guidance, and professional judgment are required. Project COACH PLUS responds to this need by strengthening instructional coaching competencies, particularly in lesson analysis, in-class observation, and formative mentoring.

Furthermore, the findings on challenges encountered in coaching and mentoring teachers, with an overall weighted mean of 3.57 interpreted as Somewhat Challenge, highlight that while school leaders are capable of managing their mentoring roles, they consistently experience difficulty in inclusive instruction, content-based coaching, and support for learners with diverse needs. The highest ranked challenges assisting teachers in designing strategies for learners with disabilities and giftedness with a weighted mean of 3.98 and modeling effective content application with a weighted mean of 3.84 underscore the need for sustained capacity building. Project COACH PLUS integrates targeted professional learning sessions, guided coaching cycles, and collaborative reflection, directly responding to these instructional leadership demands.

In contrast, the absence of significant differences and relationships in post observation feedback, documentation, and compliance practices confirms that PMES is effective in standardizing procedural components. This finding further reinforces the rationale for Project COACH PLUS, as the intervention does not duplicate existing structures but enhances the developmental and coaching dimensions that were empirically identified as weak or inconsistent.

The significant findings of this study, particularly the inconsistencies in pre-observation practices, the concentration of mentoring challenges in instructional stages, and the manageable yet persistent nature of coaching challenges, provide a clear and evidence-based justification for Project COACH PLUS. The proposed intervention is therefore firmly anchored on the study's results and is designed to strengthen PMES implementation by transforming classroom observation into a systematic, inclusive, and growth-oriented coaching process. The complete design and operational framework of Project COACH PLUS are presented in Appendix I.

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## CONCLUSIONS

1) Classroom observation practices under the PMES framework are generally well implemented, particularly in procedural and policy-driven areas. School leaders consistently applied the required steps during the scheduling, conduct, and documentation phases of observation. However, interactive and developmental components such as the conduct of pre-observation conferences, maintenance of observer neutrality, and timely delivery of post observation feedback were less consistently practiced, indicating variability in how the observation cycle was operationalized across schools.

2) The level of practice of classroom observation practices ranged from Frequently Practiced to Very Much Practiced, demonstrating strong compliance with PMES guidelines. Despite this, several critical practices specifically pre observation conferencing and timely feedback sessions were only Occasionally Practiced. This suggests that while school leaders fulfilled technical requirements, practices intended to support teacher growth were not uniformly or consistently carried out.

3) A significant difference existed only in the pre observation activities among leadership positions, indicating that principals, head teachers, and master teachers approached this phase differently. This suggests that preparatory processes lack standardization and may be influenced by role expectations, workload, or individual supervisory style. Conversely, no significant differences were found in the actual classroom observation, post observation feedback, and documentation phases, implying that these components were more uniformly understood and consistently implemented across leadership roles. Therefore, the null hypothesis was partially rejected, as a significant difference was observed only in pre observation activities, while it failed to be rejected in the other domains of classroom observation practices.

4) School leaders encountered consistent but manageable challenges in coaching and mentoring teachers, particularly in areas requiring advanced instructional expertise. Challenges were most evident in supporting inclusive instruction, designing differentiated strategies, and modeling content-based teaching approaches. The overall level of challenge, interpreted as Significant Challenge, indicates that while school leaders are capable of performing their mentoring roles, they require strengthened competence and sustained professional support to address instructional complexity.

5) A significant relationship was found between mentoring challenges and the pre observation and actual classroom observation phases, indicating that difficulties tend to arise during stages that require instructional dialogue, lesson analysis, and in class observation depth. In contrast, no significant relationships were observed in the post observation feedback and documentation phases, suggesting that these tasks are largely procedural and do not substantially contribute to mentoring challenges. Therefore, the null hypothesis was partially rejected, as significant relationships were present only in specific stages of the classroom observation process and not across all phases.

6) The study's significant findings provide a strong empirical basis for the development of Project COACH PLUS (Collaborative Observation, Action Coaching, and Holistic Professional Learning for Unified Support). The documented inconsistencies in pre observation practices, the concentration of mentoring challenges during instructional phases, and the need for strengthened coaching capacity collectively justify the proposed intervention. Project COACH PLUS responds directly to these findings by

systematizing pre observation processes, enhancing instructional coaching competencies, and reinforcing the developmental intent of PMES implementation in the Vinzons District.

## RECOMMENDATIONS

1) The school head, as the primary instructional leader, may strengthen the conduct of pre observation activities by consistently ensuring that pre observation conferences are conducted prior to classroom observations. This includes scheduling dedicated time for instructional dialogue, clarifying classroom observable indicators, and aligning observation focus with PMES standards to address the identified inconsistencies in pre observation practices.

2) Principals, head teachers, and master teachers may model and sustain effective classroom observation practices by maintaining professional neutrality, adhering to established PMES protocols during actual classroom observation, and consistently implementing developmental observation procedures to support the high level of practice already demonstrated while addressing observed gaps.

3) Principals, head teachers, and master teachers may engage in joint planning and calibration activities to harmonize their approaches to pre-observation practices. Such collaboration may help reduce role-based inconsistencies identified across leadership positions and promote a shared understanding of preparatory observation responsibilities under the PMES framework.

4) The Education Program Supervisor (EPS) or the Public Schools District Supervisor (PSDS) may initiate targeted capacity building programs focusing on inclusive instruction, differentiated teaching strategies, and content-based coaching to address the instructional mentoring challenges identified as recurring but manageable under the PMES implementation.

5) The school head may provide opportunities for focused instructional coaching and reflective dialogue during the pre-observation and actual observation phases, as these were identified as stages significantly associated with coaching and mentoring challenges. Priority may be given to supporting teachers through structured lesson analysis and classroom observation feedback.

6) The PSDS or the Education Program Supervisor (EPS) from the Schools Governance and Operations Division (SGOD) of the Schools Division of Camarines Norte may consider adopting Project COACH PLUS (Collaborative Observation, Action Coaching, and Holistic Professional Learning for Unified Support) as a district level instructional leadership intervention to address empirically identified gaps in pre observation consistency, instructional coaching capacity, and developmental use of classroom observation.

7) Future researchers may conduct related studies using qualitative, mixed methods, or longitudinal designs to further examine classroom observation practices, validate the effectiveness of Project COACH PLUS, or explore similar PMES related issues in other districts or divisions.

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