

Describing the Preparation, Delivery, and Challenges of Teachers in the Classroom Observation through Learning Action Cell

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Abstract

Classroom observation for teachers helps them upgrade their teaching performance. Despite the pandemic's distance learning modality, public secondary schools conduct classroom observation through Learning Action Cell (LAC) sessions. This qualitative study explores Secondary Teachers' Experiences in the conduct of Classroom Observation during LAC sessions. The researchers interviewed selected secondary teachers who had undergone classroom observation during the pandemic. Based on the results, the secondary school teachers' experiences in the conduct of classroom observation in the new normal centered on teacher's preparations include: *preparing a diverse lesson plan, choosing the mastered topic, integrating health protocols, injecting technology advances, and identifying RPMS-PPST Indicators. Teachers described their experiences in delivering lessons as; developing classroom management, realizing improvement, and self-satisfying.* The challenges encountered by the teachers during the preparation and lesson delivery were struggling with poor internet connection and technology integration and having pressure from the co-teachers. Therefore, there is a need to strategies the stability of internet connection, send teachers to seminars and workshop ICT pieces of training, create an orientation on RPMS-PPTS indicators to be observed during the classroom observation, reduce additional responsibilities, and encourage other researchers to make a further study on secondary teachers' experiences in conducting classroom observation in the new normal education.

Keywords: *Teachers' experiences, Classroom Observation, Learning Action Cell, Preparation and lesson delivery*

Introduction

In countries worldwide, school closures were enforced as a public health strategy to minimize social contact and SARS-CoV-2 transmission (Viner et al., 2020). The school closures emphasized the health and wellness of both students and teachers not to catch the virus (Marchant et al., 2021). Nevertheless, to ensure students' learning continuity, schools offer distance learning

modalities to students (Alea et al., 2020). Educators implemented the modular distance learning modality in many public schools where the internet connection is unstable (Anzaldo, 2021). The students studied their lessons at home through self-learning modules (SLM). The teachers distributed the SLMs to the parents and retrieved them once answered by their students.

Despite the conduct of modular distance learning modality, the teachers need to enhance their teaching performance for the benefit of their students and in preparation for the resumption of face-to-face classes. Knowledge-sharing among teachers can enhance their skills and teaching performance (Suparsa et al., 2021). The Department of Education announced the results-based Performance Management System (RPMS) guidelines. It specifies that during this school year of distance learning, teachers may do class observation in three different ways, based on the school's learning modalities: (1) online observation, (2) video lesson observation, or (3) observation of a demonstration teaching via Learning Action Cell (LAC) (D.O. No. 4, S. 2022). The results of the class observation should be used not only for performance appraisal but also for coaching and mentoring initiatives that support teachers' ongoing professional development.

The professional development of teachers improves through observations and teaching demonstrations. They equipped teachers with the tools they need to improve their teaching by collecting and evaluating data from the classroom. Teachers can use the three steps of the teaching demonstration—pre-observation conferences, observation, and post-observation conferences—as part of their ongoing professional development because they provide an excellent opportunity for teachers to share effective classroom practice, share learning and collaborative development, develop specific or innovative teaching techniques, skills, or methods, or construct competences with other teachers (Chien, 2017). Research has revealed that classroom observation substantially affects teaching methodology for teachers for an effective and efficient teaching-learning process. A classroom observation guides teachers to reflect on their teaching practices, and those who observe can learn from others (Zaare, 2013). It allows educators and administrators to improve classrooms and schools as a whole.

Knowing that the audience of the classroom observation is not their students, the teachers need to prepare well for their scheduled classroom observation. The preparation aims to provide students with authentic learning opportunities (Eady et al., 2021). The teachers also need to prepare for crucial technological support during the observation. They must deal with their colleagues who act as students during the process.

This study is anchored on the Feedback Intervention theory (Kluger & DeNisi, 1998), knowing the importance of classroom observation to improve teachers' performance. Learning more about how feedback affects subsequent behavior is critical because it is vital to many educational programs and projects. In education, feedback has been hailed as a valuable tool for boosting performance. This study then explored the preparation and delivery of lessons during the classroom observation during the LAC session. The study also explored the challenges they encountered during the actual classroom observation.

Classroom Observation

Classroom observation is a practical approach for teachers to improve their teaching performance for the benefit of their students (Bell et al., 2019; Halim et al., 2018; Lei et al., 2018). It positively influences teaching practices as the feedback they received from their superiors allowed them to find ways to address the weaknesses of their pedagogy (Alshehri, 2019). Through the feedback they receive from experts during classroom observations, teachers can improve their

pedagogical competence to develop the metacognitive skills of the students (Dignath & Veenman, 2021). Thus, they can deliver their lessons well to their students.

Educators used classroom observations to document teachers' classroom practices (Ndiokubwayo et al., 2021). The supervisors can observe the teachers' teaching pedagogy and the student's behavior during classes. These observations would then serve as the basis for their feedback mechanism during post-classroom observation conferences. By giving feedback on how the teachers handle their classes, the school administrators can improve the learning outcomes for the well-being of the students.

Learning Action Cell

The Learning Action Cell (LAC) is a school-based teacher program created to promote continuing professional development by improving teaching and learning (D.O. No. 35, S. 2016). The program involves a group of teachers engaging in collaborative discussion, usually addressing a particular problem in the school. The group can choose topics for every session based on the prioritization of the agenda. When there is a new teaching approach to education that other teachers in the school should know, LAC sessions could be a perfect venue for sharing ideas (Cartilla & Rondina, 2020).

LAC sessions help teachers facilitate the learning of diverse students (Dizon et al., 2019). They also help cultivate a better working environment for teachers, develop their interpersonal relationships, help them in their professional growth and uplift their pedagogical competence (Basco et al., 2022; Vega, 2020). The success of LAC sessions also translates to the student's performance as they perform better in their subjects (Gautno, 2019).

There are some challenges in the implementation of school-based LAC sessions. Due to many school activities, there is difficulty in scheduling the LAC session (Reazo, 2021). Educators also see no evaluation of the LAC session that becomes the basis for crafting success indicators during this activity (Vega, 2021; Verbo, N.D.). Among them is the schedule. Moreover, the topics covered during the LAC session are one of the concerns of the program (De Vera et al., 2020). The topics will be better based on specialized subjects requiring higher-order thinking skills.

Educators see the need for LAC sessions to focus on practical exercises, group work, demonstration, and problem-solving approaches to encourage participation among teachers (Albano, 2019). Moreover, the LAC sessions should also equip teachers to face education demands during the pandemic (Javier, 2021). Since no students were allowed to enter the school during the pandemic, educators utilized the LAC sessions as venues for classroom observation of the teachers. The other teachers acted as the students of those assigned teachers to have their class demonstrations.

Method

Research Design

This research used a qualitative method, specifically a case study. According to Yazan (2015), the delimitation of the case is a hallmark of a Meriam (1998) case study. It refers to the situation as a thing, a singular entity, or a unit with limits. It states that researchers can name a case as long as they can define the phenomenon of interest, establish its limits, or "fence in" what they want to investigate. This study then included two cases: Teachers 1 to 3 and Master Teachers.

Teachers 1 to 3 in the Department of Education were still new teachers. They were supervised and mentored by their master teachers and head teachers. On the other hand, Master teachers were expert teachers in the field. They have taught for many years and earned more academic qualifications than teachers 1 to 3.

Research Environment

The researchers conducted the research in one of the public schools in Tabina, Zamboanga del Sur, Philippines. In particular, the study occurred in one of the secondary public schools in the municipality where master teachers and Teachers 1 to 3 were teaching. These teachers performed classroom demonstrations through their LAC sessions.

Research Participants

The study involved eleven research participants: eight for case 1 (TP1-TP8) and three for case 2 (TP9-TP11). There were only three participants for Master Teachers since there were only a few master teachers in the study environment. The researchers purposively chose these research participants based on their ranked and their experience of being observed by their heads during their LAC sessions.

Research Instrument

The researchers were the primary instrument of this research, aided by their interview guide. The interview guide comprises three significant parts: engaging, exploratory, and exit questions. The exploratory questions explored the main focus of the study. During the classroom observation, they explored the preparations, delivery, feedback experiences, and challenges.

Data Gathering Procedure

The researchers first sought approval from the school head of the teachers included in the study. After securing the approval, they individually approached the research participants and explained the study's purpose. After securing their participants' consent, the researchers scheduled individual interviews. The interview took place in the school during break time for the teachers.

Data Analysis

The data were subjected to analysis using Merriam's (1998) technique. According to Merriam, analysis is making sense of the data. Consolidating, minimizing, and interpreting what people have said and what the researcher has seen and read are all part of making sense of data. The researchers came up with categories for the research questions included in the research. The categories revealed the pattern of experiences for both Teachers one to three and master teachers.

Ethical Considerations in Research

The study used shared information from Brittain et al. (2020) to observe ethical considerations in conducting research. First, the researchers secured consent for participation from the research participants. Only those who voluntarily agreed to participate were included in the individual interviews. Second, the researchers assured the research participants of no harm in participating in this research. The research aimed to improve the practice of classroom observation during the LAC sessions, and thus the results can benefit the research participants. Third, the researchers assured the participants of their anonymity in the study. The researchers kept their identities secret. They use codes such as TP1 to TP11 to represent the participants in the study. Lastly, the researchers observed the confidentiality of the data. The data obtained from interviews were only used for this study alone.

Results

Themes emerged in exploring the secondary school teachers' experiences conducting classroom observation in the new normal education. They were: *Preparing the Lesson Plan, choosing the Mastered Topic, Integrating Health Protocols, Injecting Technology Advances, and Identifying Results-Based Performance Management System-Philippine Professional Standards for Teachers (RPMS-PPST) Indicators* as the research participants prepared for classroom observation in the new normal education. The secondary teachers described their delivery of lessons as *Struggling with Classroom Management, Realization for Improvement, and Self-satisfying*. In the preparation and delivery of the lesson, research participants encountered *Struggles with Poor Internet Connection and Technology Integration and Pressure from the co-teachers*.

Preparations of Teachers in the Conduct of Classroom Observation during LAC Sessions

Preparing the Lesson Plan. One of the teachers' preparations for classroom observation in the new normal education is lesson planning. Most of the teachers found it the first thing to do in the preparation. According to them:

Case 1

"I first look for a topic and then think of a possible collaborative activity that will fit on the topic before proceeding in the flow of my lesson plan, and I find it very easy to do the other parts of the lesson." TP1

"I had prepared a lot since I am new in the service, and it was my first classroom observation. For me benchmarking from the previous COTs helps me plan the things I need to prepare my lesson". TP3

"First thing that I did was to choose a topic which would catch the students' interest that would be enjoyable for the learners. I often used differentiated activities in my lessons to cater to and meet their differences". TP5

"First thing I did was to think of a nice topic, prepare the lesson plan, and I also prepare myself because you need to memorize all the parts of the lesson plan so that the flow of your lesson will be nice." TP6

Case 2

"I prepare a lesson plan of course and activities that is engaging and will fit the objectives I have in my lesson plan." TP9

"You have to plan your lesson; aside from that, you also have to think about the level of your students; that is why my lesson last time had differentiated activities to cater to their different levels. And in my lesson, I also have different activities for those students who are absent or in quarantine so that they can still cope with the lesson because, in reality, you cannot assure a hundred percent attendance. Then I follow the steps in the lesson plan with time frame". TP11

Choosing the Mastered Topic. Another theme that emerged is choosing the mastered topic. Most of the teachers found it manageable to teach a subject that is easy to handle and in accord with the teachers' mastery. The teachers narrated:

Case 1

"I choose the easiest topic that is engaging and relatable for my learners for it to be easy." TP1

"Since I found out late that I was one of the first demonstrators and did not have enough time to prepare, I just came up with the easiest topic that is applicable; at the same time, you don't need to spend money on preparing for instructional materials." TP2

"In choosing a topic, I prefer the easiest one, which is in line with the MELCS. I learned from one of my co-teachers, a master teacher, that whenever she has a cot, she chooses a topic she can handle well and master a lot". TP3

"I consider the topic applicable in the real-life situation which I found easier to look for concrete examples based on what they have always seen or heard on the television or radio." TP5

Case 2

"We are given the freedom to choose the topic, and so I chose the topic according to the mastery of the lesson enough to delivery my lesson well. In short, you need to master the topic". TP9

"Ideally, the easiest topic you can handle, and aside from that, I always think if I could use the differentiated activity that fits on the topic I have chosen." TP11

Integrating Health Protocols. Another theme that emerged is integrating health protocols. Almost all research participants mentioned that it is necessary to include health guidelines for classroom observation. The participants mentioned:

Case 1

"I also prepare things needed in the new normal like alcohol, sanitizers, and masks for the learners who do not have one." TP1

"I have prepared the hygiene materials like sanitizers, alcohol, and a free face mask for my students". TP3

"Since we are in the new normal, health protocols are now part of the preparation and strictly following it inside the classroom." TP6

Case 2

"Follow health protocols and include them in my preparation." TP9

"Now it is essential that we are incorporating things necessary for health guidelines as before we don't do that, but now that we are experiencing a pandemic, it is necessary to include it." TP10

Injecting Technology Advancements. One of the themes that emerged from the responses of the research participants is injecting technology advances since teachers are now in the new generation where advances from the computer are needed for the learners to have engaging and meaningful learning experiences. The participants said:

Case 1

"Internet nowadays is beneficial because you can easily access and use videos ready for every lesson you need. It gives ease to a teacher's work and makes the lesson delivery even more informative, engaging and attractive to the learners. I downloaded videos related to my topic and templates for my PowerPoint presentation to add colors and a lot more for my activities to look nice". TP3

"I used PowerPoint to make my presentation fun and engaging. I also downloaded videos online to make it easy for them to follow instructions in my dancing tutorial." TP 4

"To make your lesson beautiful and cope with the new trend, we need to use PowerPoint to present the topic. And to make your PowerPoint presentation nice and attractive, of course, you need to look for things you can use on the Internet to add to your presentation. The Internet has it all, and you need to be resourceful in using it". TP7

Case 2

"Our visual aids nowadays are all upgraded, we already have the PowerPoint, and projectors and also ready-made videos, making life easier because you do not need to explain and have the long talk. Ready-made videos online made it easy to understand your topic by the learners because of the creative explanation and samples they could hear and watch". TPC10

"In my topic, I downloaded the audio from Youtube for my PowerPoint presentation very informative to my learners." TP 11

Identifying Results-Based Performance Management System-Philippine Professional Standards for Teachers (RPMS-PPST) Indicators. One of the themes that emerged from the responses of the research participants is identifying Results-Based Performance Management System-Philippine Professional Standards for Teachers (RPMS-PPST) indicators. One of the research participants mentioned that the first to consider in preparing for classroom observation is to look for the indicators to be observed in the lesson.

Case 2

"First thing I consider is the indicators; what are the indicators to be observed in my lesson delivery the rest are just additional." TP8

Teacher's Experiences in Delivering Lessons during the LAC session

Three themes emerged as to how the secondary teachers describe their delivery of lessons in classroom observation in the new normal education. These are as follows: *Struggling with Classroom Management, Realization for Improvement, and Self-satisfying.*

Struggling with the Classroom Management. One of the themes that emerged from the teachers' responses is struggling with classroom management. The research participants described it as challenging to address the unnecessary behavior of the teachers who acted as learners during the observation.

Case 1

Challenging since it was my first Classroom observation since I am a new teacher, then it was challenging because most of them are my teachers way back and just suddenly acting as my students, so I am more pressured. And it would be hard for me to address the classroom because of that, but it was fun because I realized that there was still something I could give. TP1

"I find it difficult to acknowledge students who behave unnecessarily actions because they are your co-teachers who acted as your learners. During my activity, I also did not expect that they would behave like real students in a way that someone would grab others to lead their team and even tolerate that behavior. I acknowledge that as a mistake, I did not execute my classroom management that time". TP4

In my application part, I was a little late there because there was a group that you weren't active in, I was expecting them to be present because they were teachers, but they were still there and they were still there. TP5

You really cannot insist the teacher to move, they are stubborn, they wanted to seat at the back even if you already instructed them to seat in front. TP7

Realization for Improvement. Another theme that emerged from the responses from the participants is realizing for improvement. They have perceived it as charged to experiences and room for improvement. The participants narrated:

Case 1

"As a teacher, you need to master your lesson, and once you are teaching, you know what you are teaching because you cannot give what you don't have. Based on my experienced, I was able to realize my lapses, and I learned from it to use in the future". TP1

"I have realized that in giving my instructions, I still need to look for other possible approaches for them to easily get the instruction because what happened to my case was that even if I already have played videos and even do it in actuality, my co-teachers who were acted as learners still don't get the steps. By experience, I already know and anticipated circumstances inside the classroom, so I need to plan other strategies to use for it to apply in the future to have an effective and better lesson delivery". TP4

Case 2

"It made me realize that the chosen topic can use differentiated activity because I thought that collaborative activity would only fit on that specific topic. Thus, we must think outside the box and explore other possible strategies". TP8

"I did not anticipate technical issues during my delivery, and it happened. I still have corrections with my PowerPoint presentation and miss look those mistakes. And it made me realize that I need to have a dry run, double-check it before anything else so that it will not happen in the future". TP9

Self-satisfying. Another theme that emerged from the responses of the participants is self-satisfying. The participants narrated that despite the lapses and unexpected things, it was still a

satisfying experience and fulfilling for how they managed the lesson delivery. The participants mentioned:

Case 1

"I am satisfied not to the point that I consider myself very good, but I know I did my best. And as long as I did my best, I consider myself as satisfied for what I did despite the lapses I made". TP1

"It was fun, engaging, and informative. And I am satisfied with how I taught my lesson because I have seen them learn and the same time, enjoy our lesson. And based on the feedback I received added to my satisfaction with doing my best and motivated me to maintain that level of performance". TP3

"My teaching style is interactive, engaging, and fun, and I am satisfied since I have seen that they learned and participated in my activity; although they are teachers in real, there are still things that they have forgotten about the topic or things that they don't learn in the past." TP4

"It was very satisfactory, I can't say it was excellent since my students are not real learners, but I am very Satisfied because I was able to meet the learning objectives and my learners gain that time, I was also able to affect the affective domain of the learners because they were touch by the lesson I had presented. I have touched the emotions, and they were able to make the realization; some even cried that time". TP5

Case 2

"The lesson was very smooth; though I had received both the positive and the constructive feedback from my observers, I still feel happy and satisfied with how I managed the class." TP9

"It was a successful lesson delivery, and I am satisfied in a way that they had participated, and there are learnings, and it was fulling right after the classroom observation, that I was able to showcase my teaching skills." TP10

Teacher's Challenges in the Preparation and Lesson Delivery during the Classroom Observation

When asked about their encountered challenges in the preparation and delivery of lesson during classroom observation in the new normal education, the research participants were *Struggling with poor internet connection and technology integration, and having pressure from the co-teachers.*

Struggling with Poor Internet Connection and Technology Integration. One of the themes that emerged from the research participants is struggling with poor internet connection and technology integration. The research participants found it challenging, and teachers revealed that it affects their output presentation with the poor internet connection and difficulty manipulating the computer. The teachers said:

Case 1

A low internet connection is just so annoying, and it takes a long time to download.] TP2
In the preparation, I found it difficult to encode using excel because I am not good at computers. Even the template I had used in my PowerPoint was the simple template already available on the computer. That is why when it comes to computers, and it is a challenge for me. TP5

CASE 2

Computer integration is a challenge for me, and I was so nervous when I had technical issues on my slide during the lesson delivery. And I call somebody who can help, which is why I had *overtime*. TP9

Internet connection is slow here in our area, which is one of our challenges as teachers. And in making my PowerPoint, I asked for help from my niece on how to download videos and how to insert them into my PowerPoint. TP10

I have a hard time downloading and inserting the audio I used because I don't know how to crop. I know to edit in words, photoshop, excel, and PowerPoint, but that one I have found very difficult. That is why it's an advantage if you know how to cope with that demand, so you as an old teacher don't know how to operate you need to exert more effort. It will also make teachers' work much easier because of the technology nowadays. TP11

Having pressure from the co-teachers. Another theme that emerged from the responses is pressure from the co-teachers. Since teachers acted as students during the observation, the participants shared that they felt nervous, pressured, and intimidated during the lesson. The participants mentioned:

Case 1

I feel intimidated because teachers are my students, so they all have expectations of me. TP2

The feeling of being nervous is there, and as a demonstrator, you will be pressured because your students at that time were your co-teachers. TP3

I was pressured because I spent my high school days here, I almost went through them all so them acting as my learners and I was very nervous and I'm afraid of making mistakes. TP4

Case 2

It is a challenge when your students at that time are your co-teachers, and then you already know their point of view and just pretending that is why I am very nervous if this will be my audience. TP8

I felt nervous and shame because maybe I couldn't meet their expectations, and they just found fault in me; that is why I was so scared. TP10

Discussion

Secondary teachers have mixed experiences during the preparation of classroom observation in the new normal education. The data revealed the participants' practices in both cases, including lesson planning, choosing the most mastered topic, and manifesting technology integration. As classroom observation is a demanding task that requires a great confidence level for the teachers, they have prepared well for their lesson delivery (Carthew, 2021). They respond excellently to classroom observation in the new normal as it becomes a unique experience (Caratiquit et al. (2021).

On the other hand, one teacher of case 2 expressed a different approach in the preparation by looking into the indicators to be observed before anything else. To measure teachers' actual performance in light of the epidemic, it lays forth rules for managing and assessing their performance using the remaining 18 indicators in their RPMS (DepEd Memorandum No. 4, s. 2022). There are specific standards to follow during a classroom observation. This teacher made sure that she emphasized the indicators during her classroom demonstration. Furthermore, a

standardized classroom observation tool aims to help teachers plan their careers and other aspects of the teaching-learning process. It enables teachers to evaluate their instruction, pinpoint pedagogical gaps, and launch innovative activities for the benefit of students, enhancing teacher competency and preparedness (Barrogo, 2020).

Since the classroom observation occurred during the pandemic, teachers mentioned the additional practice of following the health protocols mandated by the IATF (Inter-Agency Task Force). Schools must adhere to hygiene and standard procedures at the school and classroom levels. To reduce exposure, precautions like physical separation, routine hand- and respiratory hygiene, the use of age-appropriate masks, ventilation, and environmental cleaning should be in place. To develop ways to keep them safe, schools should identify high-risk children and staff with pre-existing medical disorders (World Health Organization, 2020). It is highly recommended that students and faculty' health and wellness should prioritize during the return to school term and more on wellbeing activities (Marchant et al., 2021).

In describing their delivery of lessons in classroom observation in the pandemic, most of the research participants from case 1 mentioned that they have difficulty in classroom management in a way that they feel pressured and uncomfortable giving instructions because of their co-teachers acting as their students during the lesson delivery. Although one of the goals of classroom observation is to see the various interpersonal interactions between the teacher and the students in the classroom (Zaare, 2013), the teachers were not comfortable interacting with their audience during the classroom demonstration during the LAC session since they were also their colleagues. Some teachers in the audience played the role of students with attitude problems, making it difficult for the teacher to deliver the lesson.

The experience of classroom observation during LAC sessions leads to self-realization for improvements for teachers. Cases 1 and 2 have perceived the process as self-realization for professional growth they can apply in the future to have an effective and better lesson delivery. Classroom data through observation allow teachers to reflect on their performance in a unique setting (Caratiquit et al., 2021). When face-to-face classes resume, the teachers become aware of what they need to do better in their future lesson delivery to the students.

The teachers' experiences in the conduct of classroom observation in the new normal education are also self-satisfying, as narrated by the participants from cases 1 and 2. Although research participants experienced that the lesson delivery was challenging, it was still revealed as fun, engaging, informative, and successful lesson delivery. They have done their best, and some learnings happened during the observation. By observing each other's practice, teachers increase their repertoire of skills and have the opportunity to experiment with new strategies and receive feedback and support mentioned (Pollara, 2021).

The teachers encountered some challenges during their lesson delivery. They have shared that they feel uncomfortable, intimidated, and nervous during the delivery. Some participants mentioned that co-teachers expected more from them, which made them feel pressured and intimidated that they may fail to meet the expectations of their co-teachers. Moreover, teachers were uncomfortable treating their colleagues as students in their lesson delivery. Their pressure affected their focus and coordination and caused unneeded stress. These elements may harm performance, resulting in panic and fear. It can result in anxiety and failure to deliver the tasks they typically find manageable (Boulter, 2018).

The experience of the teachers in the classroom observation during LAC sessions is relevant to the feedback intervention theory. When the teachers receive feedback on their performance in their lesson delivery, they can find ways to perform better in the future. Through the feedback they receive, they become aware of what they did not see at first but are necessary to perform well in their responsibilities as teachers. The challenges they also experienced during their lesson delivery become a stepping stone to doing better in the future.

Implication of the Study

Preparing for classroom observations demands many things from the teachers. They need to be ready to deliver their lessons well for the benefit of their students. Knowing that they would deliver their lessons not to the students because of the restrictions caused by the pandemic, the teachers experienced the need to prepare their lessons better. They need to be more confident in facing their co-teachers who play the roles of their students. Moreover, they also need to incorporate health and safety protocols to prevent the spread of the virus.

During the delivery of the lesson, teachers struggled with classroom management. They felt uncomfortable mobilizing the audience, which in this case, their colleagues, to promote more teacher and student interaction. The pressure also of meeting the expectations of their colleagues during the delivery of their lesson troubled them. They were not so comfortable facing their colleagues as their students.

The classroom observation during LAC sessions does not equate to the actual classroom observation. Though the teachers as the audience play the role of the students, the situation does not equate to the actual classroom setup. The teachers found it more difficult to mobilize their colleagues than their students. However, the experience of teachers in classroom observation during LAC sessions prepares them for their coming tasks in the resumption of face-to-face classes. The adjustments they had during the delivery of their lessons can help them facilitate their lesson delivery with their actual students.

Conclusion

Based on the findings, the selected research participants from different levels acknowledged the DepEd's new guidelines for graded classroom observation, which are exclusive to this pandemic period. Still, more to look over is how teachers from different levels accepted and embraced the challenges of the sudden change of classroom observation based on the Department of Education Memorandum DM-PHROD-2021-0010, which specifies that during the school year of distance learning, the teachers may do class observation in three different ways, based on the school's learning modalities. Due to the modification, teachers cannot avoid challenges or struggles. Some factors identified were classroom management, technology integration, poor internet connection, pressure from co-teachers who acted as the learners, and the additional responsibilities assigned to the teachers. Despite these existing barriers, the research participants could still deliver their classroom observation and continue to be more equipped with knowledge and skills. Indeed, experience teaches teachers. As clearly mentioned in their responses, teachers can modify themselves to fit in any situation to improve gradually and will continue to improve even more.

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