Instructional supervision among elementary teachers: Basis for management plan for professional development

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Abstract

This study aimed to assess the instructional supervision among the public elementary teachers in order to propose management plan based on the findings of the study. The specific questions that were answered consisted of the assessment on the instructional supervision to teachers in terms of content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, and assessment and reporting, the assessment on the professional learning communities for teachers' professional growth as to professional links with colleagues, professional reflection to improve practice, and professional development goals, the significant relationship between the assessment on the instructional supervision to teachers and the professional learning communities for teachers' professional growth, and the proposed management plan to enhance teachers' professional growth. Moreover, the data were gathered from the school heads and teachers from the public elementary schools in the Fourth Congressional District of Laguna . These data were treated using mean computation, and Pearson's r. The results consisted of the instructional supervision to teachers by the school heads in terms of content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, and assessment and reporting was to a moderate extent, the professional learning communities for teachers' growth in terms of professional link with colleagues, professional reflection to improve practice, and professional development goals were to a moderate extent, the instructional supervision conducted by school heads in terms of learning environment and diversity of learners had a significant effect on the teachers in terms of their professional reflection to improve their practice, as well as on the professional links with colleagues, and the proposed management plan to enhance teachers' professional growth capitalizes on the use of professional learning communities or PLC in order to enhance teachers' professional growth in those aforementioned aspects. Recommendations included for the DepEd to use the output of the study, which is the management plan for the enhancement of teachers' professional growth through Professional Learning Communities (PLC), and for the future researchers to find gaps herein which they can use in their future research endeavors.

Keywords: Instructional supervision and professional learning communities; proposed management plan

1. Introduction

The instructional supervision of teachers continues to play an important role in schools all over the world. As the call for accountability in education builds, there is pressure to ensure that educators are meeting expectations by the government, boards of education, and the public. There is an increased emphasis on what students should know and do has also placed pressure on the continued professional growth and development of teachers. The enhancement of educational experiences and learning of students is a goal of professional development activities. This goal is also shared by instructional supervision.

As such, professional development, instructional supervision and professional learning communities support the professional growth of teachers. Use of these practices within a school can support school improvement, teacher quality and student learning. Two integral components of professional growth is the reflection of one's own practice, and the opportunity to work in teams. The inclusion of these activities within

a school can ensure that collaboration and reflection will occur.

In the Philippines, teacher development through professional development is mandated in the DepEd Order No. 050 series of 2020 known as DepEd Professional Development Priorities for Teachers and School Leaders for school year 2020-2023. The professional development priorities shall support the realization of the department's goal of continuous upskilling and reskilling of teachers and school leaders that will result in better learning outcomes.

In addition, the three-year professional development priorities shall be drawn from the Philippine Professional Standards for Teachers or PPST while the professional development priorities for school leaders and school supervisors shall be drawn from the Philippine Professional Standards for School Heads (PPSSH) and the Philippine Professional Standards for Supervisors (PPSS). These priorities shall adhere to the provisions defined in Item VI, Nos. 16-18 of DO 001 series of 2020. Among others, the policy states that PD priorities shall allow flexibility for specific local needs, and emerging developments in teacher and school leader professional development.

The professional development priorities reflect the needs assessment from the focus group discussions conducted by the National Educators Academy of the Philippines or NEAP with various units of the department. They are intended to provide DepEd units and Learning Service Providers guidance in the development of proposals that are responsive to present DepEd needs. Meanwhile, in the locale of the study, which is the elementary public schools in the Fourth Congressional District of Laguna, the collaboration among educators to foster teacher improvement is imperative as teachers cannot thrive isolated from colleagues and be denied access to fresh ideas and insights. At this time, traditional method in supervision of random drop-in visits by a supervisor a few times a year without the consideration of continuous discussion, critiquing, and planning with others actually leads to the diminishment of the teaching profession.

Hence, the gap that this present study aims to address is the instructional supervision among the elementary teachers in the public schools. There are noted characteristics that are common to both activities, however, there has been little done connecting them. Therefore, this study addresses the need that arises to examine the role of master teachers in enhancing instructional supervision for the purpose of supporting the professional growth of teachers.

1.2. Background of the Study

As stated in DepEd Order 42 series of 2017, the Philippine Professional Standards for Teachers or PPST makes explicit what teachers should know, be able to do and value to achieve competence, improved student learning outcomes, and eventually quality education. It is founded on teaching philosophies of learner-centeredness, lifelong learning, and inclusiveness, among others.

PPST serves as a framework for all learning and development programs for teachers, ensuring they are properly equipped to effectively implement the K to 12 program. As such, it will also be a basis for the capacity building and professional development of teachers. As an institution of learning, DepEd works to protect and promote the right of Filipinos to quality basic education that is equitable, culture-based, and complete, and allows them to realize their potential and contribute meaningfully to building the nation. The investment of DepEd in the development of human potential is a commitment it makes not only to its learners but also its teachers. Towards this end, DepEd fully supports the continuing professional development of its teaching personnel based on the principle of lifelong learning and the view of the teaching profession as one that requires teachers expert knowledge and specialized skills, acquired and maintained through rigorous and continuing study.

Hence, this study is conducted in order to propose a management plan for the professional development of elementary teachers in order to add up to the thrusts of DepEd on maintaining the quality of learning and aiding teachers in the construction of new knowledge about instruction as well as in revising traditional beliefs and assumptions about education, community, teaching, and learning.

2. Literature Review

The following are the findings of the related studies reviewed by the researcher.

Instructional Supervision to Teachers. It refers to the planned, development process that is intended to support the career-long success and continuing professional growth of a teacher (Guskey, 2019). In order to improve teachers' performance and students' achievement, improvement of instructional supervision plays a crucial role. Instructional supervision has the potential to improve classroom practices and contribute to students' success through professional growth and improvement of teachers.

Teaching any subject is a highly complex cognitive activity in which the teacher must apply knowledge from multiple domains. Teachers with differentiated and integrated knowledge may have a greater ability than those whose knowledge is limited and fragmented. Teaching is a process of delivering knowledge between teachers and students. This process involves planning, implementation, evaluation, and feedbacks (Shahabuddin, Rohizani & Mohd-Zohir, 2020). It requires thorough planning in order to produce effective teaching which will consequently lead to effective learning in the classroom. In any profession, there is a specialized professional knowledge that makes it unique and distinct with striking features entirely different from other professions.

One of the characteristics of good teachers is that they possess a substantial amount of specialized knowledge for teachers known as pedagogical content knowledge. According to Grossman (2019), pedagogy has been the focus of most teaching researches between the 1960s and 1980s; which consists of general knowledge, beliefs, and skills related to teaching. It includes knowledge of the principle of instruction, and knowledge and skills related to classroom management. Teaching is a multifaceted human endeavor, involving a complex, moment-by-moment interplay of different categories of knowledge. Teachers' knowledge, pedagogical competence, and reasoning are keys to improving student learning achievement.

The success or failure in the process of teaching a particular concept lies in the pedagogical approach adopted by the teacher, without which the teaching would appear to the students as what Hiebert (2019) had noted the deficiencies of traditional approach which is a contrast to the pedagogical knowledge. An actual teaching should not only contain the teacher's skillful demonstration of his/her knowledge but should also include the ability to guide the students to understand meaningfully the content of the knowledge. This shows the importance of PCK in instruction of any classroom.

Recent research in science subjects pointed towards teachers' pedagogical content knowledge (PCK) as one of the most influential factors contributing to students' learning and achievement (Gess-Newsome, 2018). It can be assumed that higher levels of PCK allow teachers to devise learning environments that challenge, and at the same time support students' learning processes, with highly knowledgeable teachers being able to anticipate students' difficulties and adaptively respond when students encounter problems.

Pedagogical knowledge relates to how the educator would teach a subject (Gess-Newsome, 2018). GessNewsome added that, it might include an awareness of student misconceptions or the naïve theories that they bring to the subject when they are first learning about it. It might also be assessment of which concepts can be taught at which grade levels or to which students. The third area is contextual knowledge. The contextual knowledge domain consists of the broader knowledge such as knowledge of the scientific method and how it is relevant to the lesson. If content knowledge is "what is being taught", pedagogical knowledge is "how it is being taught". Contextual knowledge is the larger framework (e.g., the scientific method).

Pedagogical content knowledge is the superset of these different domains (Gess-Newsome, 2018). The pedagogical knowledge base of teachers includes all the required cognitive knowledge for creating effective teaching and learning environments. Pedagogical content knowledge is viewed on a continuum, with educators acquiring more of it through appropriate training and experience. The key hope from an educational improvement perspective is that the gains in teacher pedagogical content knowledge may lead to learning gains in students' achievement. A teacher with better content knowledge who knows how to teach the subject to a specific audience is expected to create student gains over a less prepared or a less experienced teacher.

Amidst growing concerns in the education industry regarding the quality of teachers, it becomes imperative to critically look at what PCK entails.

The changes in learning management typically involve the introduction of various alternative learning methods. The development of an effective learning experience requires the modification of conventional learning. Teachers are required to create models of the effective ways to deliver lesson as well as assisting students to create an enjoyable learning experience. It is argued that an effective learning is directly correlated with the effectivity of both teaching and classroom.

Teaching and learning constructively synchronize instructions and assessment toward the desired learning outcomes. Achieving the objectives may be facilitated through the provision of tasks in learning activities that positively affecting student's learning effectivity. Imposing scores and grades to be the performance indicator of the quality education, however, may mislead by judging quality based on a set of assessment instruments (Knight, 2017). Indeed, the purpose of the assessment can be integrated into three main areas: feedback, motivation and student learning. Therefore, it is substantial that teachers supposed to have clear teaching strategies during the interaction with for students. Teachers have been accounted for the responsibility to develop a creative classroom environment. It underlines the centrality of teachers in developing a creative learning environment. In this regard, teachers are the central figure in determining the most effective strategies in the classroom.

Several studies have discussed various aspects related to the use of technology and media to assist students completing their tasks (Alwi, Mahir, & Ismail, 2018). The presence of more flexible communication between students and teacher is likely increasing student's information absorption. Another report on the importance of teacher's leadership was presented by Ngang and associates (2015). It is suggested that teacher's leadership practices enable the improvement of teaching and classroom management skills. Notwithstanding the vast literature on the creation of effective learning, there seems likely a lack of explanation on how the relationship between effective teaching and effective classroom would affect the creation of effective learning. This condition would likely leave practitioners and academia without a clear guidance on how to operationalize the creation of effective learning by utilizing the management of effective classroom and effective teaching in the real life.

Inclusive education is based on the principle that schools should provide for all children regardless of any perceived difference, disability or other social, cultural and linguistic difference. The diverse needs of these learners and the quest to make schools more learning-friendly requires regular and special education teachers to consult and collaborate with one another as well as family and community in order to strategies effective teaching and learning.

Stayton & McCollum (2019), in reviewing the limited research in this area, outline three models of teacher preparation for inclusive schools such as the additional model, the infusion model, and the unification model. The additional model involved modifying existing courses or adding special education content in general teacher education curriculum. It is characterized by adding content primarily in the areas of characteristics of students with special needs and environmental and instructional strategies for including these children in the general education classroom. However, with the addition of special education content, it was reported that it is not sufficient to prepare teachers for students with disabilities in the general classroom. The infusion model is characterized by team teaching by faculty from general and special education disciplines and joint supervision of field experiences. Faculty from the two disciplines infuse special and general education content on existing courses with the assumption that students' diverse needs can be met by general education teachers.

The unifying model was first proposed by Pugach (2016) who argued for the unification of teacher education programs that have traditionally been designed to separate the preparation of general (mainstream) teachers and special education teachers. The rationale for the unification simply put, is that for general and special education teachers to work collaboratively in the interest of all children, professional training programs must be merged (Villa et al. 2016). A unified teacher education program combines all of the

recommended professional standards from the respective general and special education programs into a new conceptualized curriculum. In their exploratory study of pre-service teacher preparation for inclusion,

Harvey et al. (2018) summarized that to more effectively train pre-service teachers in collaboration and inclusion, pre-service teacher education programs and majors should develop a shared vision of program practice and philosophy, establish an integrated program, provide opportunities for special education and general education to work collaboratively. It is in this context that the collaborative consultation model as rationalized by Thousand et al. (2018) emerged as a process to enable people with diverse expertise to work together to educate students with diverse abilities and backgrounds in the general classrooms.

Rouse (2019) suggested that the professional learning of pre-service teachers must have three elements such as the cognitive knowledge and theoretical basis of professional basis of the education profession; the technical and practical skills that are required to carry out the essential tasks of the role: and the ethical and moral dimensions, the attitudes and beliefs of the education profession and its ways of working.

Teachers are the single most important influence on students" academic achievement (Brophy & Good, 2016). Thus, helping teachers do their jobs better should lead to improved student outcomes. One of the specific pedagogical techniques now being demanded of many K-12 teachers is differentiated instruction. Differentiated instruction involves the customization of curriculum and teaching practices to better foster student understanding of course material. An example of differentiated instruction would be a teacher who uses animations and graphic images to impart a science concept to his students because he has discovered his largely immigrant population of students struggles with English reading comprehension. Given the increasing racial, ethnic, and linguistic diversity in American K-12 schools, differentiated instruction is becoming more important than ever precisely because a one size fits all approach to teaching cannot reach all of today's diverse student body (Dempster, 2018).

One of the challenges of differentiating instruction is developing supplementary educational materials that target specific students' learning needs. That is, given a common curriculum, this group of students may require additional visual aids to help them grasp a concept while that group of students might benefit most from an extra hands-on activity that reinforces a lesson. The Internet provides a portal to a nearly infinite set of digital resources that could help teachers in their differentiation of instruction, but the unmanaged nature of the Internet places the burden of filtering and evaluating digital resources on teachers, adding to their already significant workload. If this filtering and evaluation process could be at least partially automated, teachers would be able to focus on teaching rather than on preparing to teach (Deshpande, 2019).

There are many different purposes for which pupils' work is assessed with a view to summarizing their achievements. These vary from informal records of progress to high stakes certification and occur in contexts across all phases of education from pre-school to adult learning. The ways in which assessment can be carried out also vary considerably. The concern here is to ensure that the way in which it is conducted provides information that is fit for its purpose. The use of assessment by teachers for external summative purposes has long been advocated. The value of such a strategy becomes particularly clear when one considers the qualities that effective summative assessment should have (Pollard, 2018).

Moreover, according to McNess (2019), robust and permanent procedures for quality assurance and quality control of teachers' judgments are needed to ensure that their summative assessment provides valid and reliable accounts of pupils' learning. Both pre-service and in-service professional development should extend teachers' understanding and skills of assessment for different purposes, highlight potential bias in teachers' assessment and help teachers to minimize the negative impact of assessment on pupils. Attention and resources must be given to creating developmental criteria, which indicate a progression in learning related to particular goals and can be applied to a range of relevant activities.

In addition, Osborne (2018) posited that teachers should have access to well-designed tasks assessing skills and understanding, which can help them to make judgments across the full range of learning goals.

Procedures need to be transparent and judgments supported by evidence. Summative assessment must be in harmony with the procedures of formative assessment and should be designed to minimize the burden on teachers and pupils.

Further, to avoid the negative consequences of using high stakes summative assessment to evaluate teachers and schools: Systems of school accountability should not rely solely, or even mainly, on the data derived from summative assessment of pupils. Such data should be reported, and interpreted, in the context of the broad set of indicators of school effectiveness. The monitoring of standards of pupils' achievement should be derived from a wider base of evidence than test results from individual pupils. Teachers' assessment has a place in a system in which a wide range of evidence is collected for small samples of pupils (William, 2018).

Professional Learning Communities for Teachers. It refers to the group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students (DepEd, 2019). Instead of top-down professional development, organized by a principal or district leader. PLCs believe that educators learn best when their attention is connect directly to their students' outcomes. When educators develop trust with each other, and they see that their collaboration leads to better student learning, they build collective efficacy and a desire to improve even more.

Teachers in most schools work in isolation, separated from other teachers, making it difficult to benefit from their colleagues' expertise or to share their expertise with others about how to help more students learn. This way of structuring schools has often been referred to as the egg crate model: compartmentalized, lonely and not optimal for students or teachers. While collaboration is routine in professions such as scientific research, health care, architecture and the performing arts, most schools are not structured so that teachers can learn from one another, coordinate lessons, discuss data or share ideas. However, a growing body of research shows that when teachers work more collaboratively, student outcomes can improve, teachers can be more satisfied in their jobs and teacher turnover can decrease. A focus on advancing teaching and learning by fostering collaboration stands in contrast to a focus on improving and assessing teachers solely as individuals (Bryk, 2020).

Changing to a collaborative model is likely difficult. Some even argue that it is not ideal or even natural for teachers to work in a more collaborative model. Huberman (2019) made the case that teachers are independent artisans, asserting that teachers and their methods are and should be individual and improvisational. As a result, he argued that collaboration among groups of teachers at the school-wide level is not only unnecessary, but nearly impossible to force teachers to do.

According to Lortie (2019), schools that are more collaborative have been shown to have stronger student academic outcomes than schools that are less collaborative. When it comes to specific approaches to fostering collaboration, studies have found different degrees of effectiveness in improving student achievement. Strong social connections among teachers may benefit students. Collaborative approaches to using student test score data might improve the effectiveness of data-informed school improvement efforts.

One specific approach to fostering collaboration is teacher-to-teacher mentoring. Evidence is mixed for the effectiveness of mentoring on improving student achievement. An on-the-job peer mentoring intervention in 16 schools in a low-income Tennessee school district found that student achievement improved under mentored teachers and across the schools overall where mentoring took place. Yet a study of two comprehensive mentoring programs used in a random set of 418 elementary schools across 17 urban school districts found no difference in student achievement after one or two years of the mentorship programs, although it did find a small increase in student achievement in reading and math after three years, only if the teacher participated in the program for two full years (Kraft & Papay, 2020).

Another approach to fostering collaboration is professional communities or professional learning communities (PLCs). Professional communities or PLCs vary in a number of ways, such as how rigorously they are implemented, the contexts in which they are implemented and who joins them. These variations may

lead to differences in PLCs' effectiveness. A review of 11 studies of schools that used PLCs concluded that achievement improved when teachers in PLCs shared an explicit goal of focusing on student learning. It also concluded that the percentage of students performing at grade level often increased after schools adopted PLCs and that the percentage of students performing at grade level was often higher in schools that adopted PLCs than in schools that did not. That review highlighted the need for PLCs to be well developed in order for them to have positive impacts on teaching practice and student achievement (Rosenholtz, 2019).

Finally, creating shared leadership among school heads and teachers is another specific approach to fostering collaboration. School heads can play key roles in fostering teacher collaboration that improves student learning and achievement. For example, a randomized controlled trial of a program in rural Midwestern elementary schools showed a strong association between increasing shared instructional leadership between principals and teachers and increased collaboration among teachers themselves. That increased teacher collaboration was in turn associated with increases in students' math and reading achievement (Talbert & Mclaughin, 2019).

According to Shandomo (2019) reflective thinking leads educators to act deliberately and intentionally rather than randomly and reactively. Not all teachers engage in reflective activities. A teacher might refuse to recognize the benefits of reflection or a teacher's reflection might be informal, a combination of emoting about how she or he felt and thinking about what happened, without learning or progressing from that retrospective point.

When a teacher is involved in active and deliberate reflection and analysis regarding those events that may lead to formulating new strategies for changing behavior in the classroom, he or she is using reflection for professional growth. Brookfield (2019) argued that without reflection, teachers run the continual risk of making poor decisions and bad judgments. Without reflection, teachers unquestioningly believe that students can accurately interpret their actions as intended; furthermore, teachers may continue to plan and teach on the basis of unexamined assumptions. They then fall into the habit of justifying what they do as common sense. Reflection itself is not, by definition, critical. For example, one might focus solely on the nuts and bolts of the classroom process, such as timing of coffee breaks or how rigidly she or he wants to stick to homework deadlines for the students. These can be reflections, though not necessarily critical reflections.

McKnight (2019) posited that reflective thinking is a multifaceted process. It is an analysis of classroom events and circumstances. By virtue of its complexity, the task of teaching requires constant and continual classroom observation, evaluation, and subsequent action. To be an effective teacher, it is not enough to be able to recognize what happens in the classroom. Rather, it is imperative to understand the whys, hows, and what if's as well. This understanding comes through the consistent practice of reflective thinking.

Additionally, Ryan & Cooper (2019) emphasized that reflection becomes critical when it has two distinctive purposes. The first is to understand how considerations of power undergird, frame and distort so many educational processes and interactions. The second is to question assumptions and practices that seem to make our teaching lives easier, but that actually end up working against our best long term interests—in other words, those that are hegemonic.

Kettle & Sellars (2016) found that reflective peer groups encourage student teachers to challenge existing theories and their own preconceived views of teaching, through the social construction of meaning, while giving them experience in the collaborative style of professional development, which is useful throughout a teaching career. Critical reflection continues to be an effective technique for professional development. The implication is that effective teacher professional development should involve activities such as study teams and peer coaching where teachers are expected to examine their assumptions and practices continuously.

Professional Development Goals. It refers to the employee or management-objectives to accomplish during a particular time period (Chu & Reynolds, 2019). The professional development of teachers, namely education and training to enhance teachers' knowledge and skills, has thus become a top priority. In order to effectively foster students' development of 21st century skills, teachers themselves must

have at least a good command of these skills, and be well prepared in their own capacity to impart such skills onto students.

According to Zeichner (2019), those who pay attention to teacher education over the years may have noticed a paradigm shift from a knowledge-oriented curriculum to one that stresses more the activities and practices that bring about knowledge acquisition. However, a considerable proportion of in-service teachers may have been trained in more conventional ways. They may have limited exposure to various practice-based learning approaches such as inquiry learning – the cradle for 21st century skills development. Successful teacher adoption of 21st century skills, for both their personal use and passing on to students, hinges on their attitude towards, awareness of and willingness to learn and use them. It also depends on their ease of utilizing such skills. These limitations may affect their teaching performance in leading, guiding, modelling for and probing students in evidential explanation to help them acquire 21st century skills in a student-centered and inquiry-based learning mode.

In a similar vein, Drago-Severson (2020) posited that teachers should mentally prepare themselves for adopting 21st century teaching skills prior to actual changes, so as to professionally identify and engage in corresponding teaching roles with the use of technology and collaborative networks. Teachers' willingness to collaborate with one another is also rather heavily influenced by the school culture. It has been shown there is a positive correlation between teacher collaboration with and the support they receive from the school. For cases in which resources, in terms of time and training, are not sufficient for the development of collaborative relationships, teachers are more inclined to center their attention on their individual work and less prepared to increase their workload to reach out and collaborate. Besides, it is essential that teachers and administrators in the school share common goals and values in their work. School principals can foster a school climate that promotes professional learning, by employing strategies such as attending to the school's specific priorities such as financial or structural, cultivating shared values and flexibility among staff members, and building a culture of collaboration.

Similarly, Butler & Schnellert (2018) emphasized that the ultimate aim of teacher professional development is to improve teaching practice. In this regard, inquiry learning is often recognized as a way of encouraging shifts in teaching practice in terms of self-improvement and classroom behavior. Inquiry based professional development is no different from inquiry based projects undertaken by students: teachers are required to draw on resources from the literature and experience of their own or their colleagues to guide inquiry in a sustained and reflective manner, and such inquiries are carried out over a period of time. This feature makes inquiry programs superior to workshops and seminars, as the latter are usually not coherent and lack the depth to provide ongoing support for implementation of new pedagogies. In the inquiry, teachers may address common issues of teaching and learning to sustain educational reforms, and then collectively come up with solutions to the concerns identified.

One benefit of teachers' collaborative inquiry efforts is their increased attempts to problem-solve. Through teachers' concerted effort, they engage in conversations that examine the causes and impact of instructional problems, such as classroom dynamics, student and teacher conduct. Teachers' patterns of thinking are progressively oriented towards problem solving, with discussions and diagnostic viewpoints supported by examples and evidence, which lead to new angles and possibilities to solve problems. Having gained first-hand experience in collaborative inquiry, teachers can evaluate their performance and pass on relevant skills and knowledge to their students, as various inquiry cycles have shown (Nelson & Slavit, 2018).

Synthesis

The related literature and studies reviewed by the researcher helped in understanding the nature of the study. It provided for the insights on the instructional supervision to teachers and the nature of the Professional Learning Communities or PLC. As such the studies conducted by Shulman (2016), Grossman (2019), Ismail (2016), Knight (2017), Forlin (2020), Pugach (2016), Collins & Halverson (2018), Brophy & Good (2016), Boston (2015), Pllard (2018), McNess (2019) among other discussed about instructional supervision to teachers in terms of content knowledge and pedagogy, learning environment, diversity of

learners, curriculum and planning, and assessment and reporting.

Meanwhile the following authors discussed about professional development such as Bullough, Young & Hall (2018), Bryk (2020), Huberman (2019), Brookfield (2018), Shandomo (2019), Chu & Reynolds (2019), Zeicher (2019), and Butler & Schnellert among others, which helped the researcher understand fully the concepts with regards to teachers' professional growth in terms of professional links with colleagues, professional reflection to improve practice, and professional development goals.

Furthermore, the reviewed related literature and studies are similar to the present study in terms of its aim to investigate about the instructional supervision to teachers in terms of content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, and assessment and reporting as well as the importance of teachers' professional growth in terms of professional links with colleagues, professional reflection to improve practice, and professional development goals. At the same time, the present study differs with the said related studies reviewed in terms of the research locale and respondents involved in the present study. The researcher further assures that there is no duplication of the reviewed related studies.

Conceptual Framework

This study was anchored on the Theory of Reflective Practice posited by Schon in 1987. The theory emphasized that reflective practice is integrating theory and practice, thought and action, and a dialogue of thinking and doing through the teacher become more skillful. Reflective thought is a chain which involves not simply a sequence of ideas but a consequence. The theory posits that if teachers critically reflect on their practice, then they should be able to improve and initiate better ways of operating by changing or including new strategies in their teaching practice.

Smyth (1989) explains the framework for reflecting as four forms of action which can improve teaching practice in sequential stages with a series of questions which are describing, informing, confronting and reconstructing widely used by teachers to reflect and enhance their teaching practice. He further stated that being actively reflective means to identify problems collaboratively and
 implementing skills to resolve problems through experiences, bringing in change or adapting it.

This theory is applicable in this study since it delved with instructional supervision of teachers which leads to their professional development practices. With the use of the Reflective Practice Theory, the researcher will be able to craft management plan based on the findings of the study that will surely help the teachers improve their teaching practices.
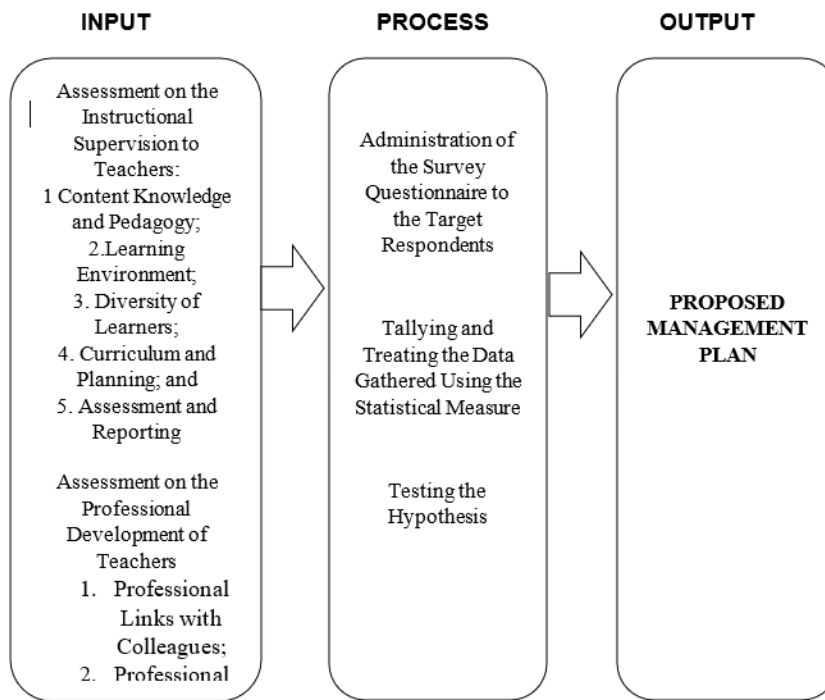
The Input, Process, and Output was the conceptual framework to be used in the study. By following this framework, the researcher will be able to complete the study and come up with the output, which is the proposed management plan on the instructional supervision of teachers, and their professional development.

For the input, the assessment of the respondents on the instructional supervision to teachers in terms of content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, and assessment and reporting are included as well as the assessment on the teacher professional growth in terms of professional links with colleagues, professional reflection to improve practice, and professional development goals.

As for the process, the data will be gathered through an online survey. The data will be treated using the prescribed statistical measure in order to get the significant relationship between the assessment on the instructional supervision to teachers and the professional development.

Then as for the output of the study, the researcher will be able to craft a management plan for teachers professional development based on the results of the gathered data.

Figure 1 shows the research paradigm of the study.

INPUT	PROCESS	OUTPUT
Assessment on the Instructional Supervision to Teachers: 1 Content Knowledge and Pedagogy; 2. Learning Environment; 3. Diversity of Learners; 4. Curriculum and Planning; and 5. Assessment and Reporting Assessment on the Professional Development of Teachers 1. Professional Links with Colleagues; 2. Professional	Administration of the Survey Questionnaire to the Target Respondents Tallying and Treating the Data Gathered Using the Statistical Measure Testing the Hypothesis	PROPOSED MANAGEMENT PLAN

2.1. Statement of the Problem

This study aimed to assess the instructional supervision of public elementary teachers and their professional development with the end view of proposing a management plan.

Specifically, the following are the questions answered.
1. To what extent is the instructional supervision among elementary teachers in terms of:
    1.1 content knowledge and pedagogy;
    1.2 learning environment;
    1.3 diversity of learners;
    1.4 curriculum and planning, and
    1.5 assessment and reporting?
2. To what extent is the professional development of teachers as to:
    2.1 professional links with colleagues;
    2.2 professional reflection to improve practice; and
    2.3 professional development goals?

3. Is there a significant relationship between the assessment on the instructional supervision to teachers and their professional development?
4. Based on the findings, what management plan may be proposed for teachers' professional development?

2.2. Hypotheses

The null hypothesis tested at 0.05 level of significance.
1. There is no significant relationship between the assessment on the instructional supervision to teachers and

their professional development.

2.3. Significance of the Study

This study on the instructional supervision among elementary teachers in order to propose a management plan for professional development is significant to the following.

The Department of Education. This study is significant to the agency for it will yield a management plan based on the findings of the study which can be used as one of the bases for the enhancement of teachers' professional development.

The Schools Division of Laguna. The output of the study which is a management plan which can be used to draft policies as to the professional growth of the teachers in the schools division.

The Fourth Congressional District of Laguna. The district will benefit from an improved instructional supervision and professional development of teachers in the district.

The School Heads. They can use the output of the study which is a management plan in their trainings during the School Learning Action Cell (SLAC) session for professional growth of the teachers through collaboration with the Master Teachers.

The Teachers. They will benefit from this study by being helped for the improvement of their teaching prowess.

The Students. They will be helped by this study since the teachers' proficiency in teaching means an improved student performance.

The Researcher. Being a master teacher, the researcher will be helped by this study through this discipline thinking on improving instructional competence among the teachers to better equip them of an enhanced teaching craft.

The Future Researcher. This study will be significant to future researchers by finding gaps herein which they can use in their future research.

Scope and Limitation

The scope of the study consisted of the instructional supervision among the elementary teachers in order to propose a management plan based on the findings of the study. The instructional supervision to teachers consists of content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, and assessment and reporting. In addition, the professional development consists of professional links with colleagues, professional reflection to improve practice, and professional development goals.

On the other hand, as for the limitations of the study, the output of the study which is the proposed management plan for professional development of teachers is based only on the assessments of the respondents who are the elementary teachers in the public elementary schools in the Fourth Congressional District of Laguna.

At the same time, the significant relationship between the assessment on the instructional supervision to teachers and the professional development will also based on the data gathered from the respondents. Another limitation of the study was the manner of data gathering which was through online survey using Google Forms. The researcher also assumed that the respondents answered the questionnaire honestly. The study was conducted during the school year 2022-2023.

2.4. Definition of Terms

The following are the terms used and hereby defined operationally.

Assessment and Reporting. It refers to the progress made by the students in all areas of learning and reporting focuses not just on how the students has done in the past but on the next steps (Boston, 2015). In this study, it refers to the progress made by the learners in the public elementary schools specifically in the

Fourth Congressional District of Laguna in all areas of learning and reporting focuses not just on how the students has done in the past but on the next steps.

Content Knowledge and Pedagogy. It refers to the special combination of content and pedagogy that is uniquely constructed by teachers and thus is a special form of an educator's professional knowing and understanding. It is also known as craft knowledge (Shulman, 2016). In this study, it refers to the special combination of content and pedagogy that is uniquely constructed by teachers of public elementary schools in the Fourth District of Laguna.

Curriculum and Planning. It refers to the process concerned with making decisions about what to learn, why, and how to organize the teaching and learning process taking into account existing curriculum requirements and the resources available (Collins & Halverson, 2018). In this study, it refers to the process concerned with making decisions about what to learn, why, and how to organize the teaching and learning process taking into account existing curriculum requirements and the resources available by the teachers of public elementary schools in the Fourth District of Laguna .

Diversity of Learners. It refers to the infinite variety of life experiences and attributes a child brings to their formal learning at school. All students with diverse learning needs have a right to access a full and engaging education on the same basis as their peers (Forlin, 2020). It refers to the infinite variety of life experiences and attributes a child brings to their formal learning at school which are considered by the teachers of public elementary schools in the Fourth District of Laguna.

Management Plan. It refers to the proposed strategy or course of action (Nelson & Slavit, 2018). In this study, it refers to the proposed strategy or course of action crafted by the researcher based on the findings of the study.

Professional Learning Communities for Teachers. It refers to the group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students (DepEd, 2019). In this study, it refers to the group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students of the public elementary schools in the Fourth Congressional District of Laguna.

Professional Development Goals. It refers to the employee or management-objectives to accomplish during a particular time period (Chu & Reynolds, 2019). In this study, it refers to the employee or management objectives to accomplish during a particular time period which are followed by the teachers of the public elementary schools in the Fourth Congressional District of Laguna.

Professional Links with Colleagues. It refers to the working relationships formed with co-workers, colleagues, and managers in the workplace (Bullough, Young & Hall, 2018). In this study, it refers to the working relationships formed with coworkers, colleagues, and managers in the workplace in the public elementary schools in the Fourth Congressional District of Laguna.

Professional Reflection to Improve Practice. It refers to paying critical attention to the practical values and theories which inform everyday actions (Brookfield, 2018). In this study, it refers to paying critical attention to the practical values and theories which inform everyday actions by the teachers in the public elementary schools in the Fourth Congressional District of Laguna.

3. Research Methodology

This chapter presents the overall picture of methods and procedures that were used in the study. It includes the research design, population and sampling technique, instrumentation, data gathering procedures, and statistical treatment of data.

3.1. Research Design

This study employed the use of descriptive quantitative research method with questionnaire as the

main data gathering instrument. Baraceros (2019) expounded that descriptive research design is a type of research design that aims to obtain information to systematically describe a phenomenon, situation, or population. It helps answer the what, when, where, and how questions regarding the research problem rather than the why. Moreover, quantitative research is a way of making any phenomenon or any sensory experience clearer or more meaningful by gathering and examining facts and information about such person, thing, place, or event appealing to senses. It seeks to find answers to questions starting with how many, how much, how long, to what extent, and the like. Answers to these questions come in numerals, percentages, and fractions among others (Russell, 2020).

In addition, the use of questionnaire as the main data gathering helped the researcher obtain the needed data for the completion of the study. A questionnaire is a research instrument that consists of a set of questions or other types of prompts that aims to collect information from a respondent. A research questionnaire is typically a mix of close-ended questions and open-ended questions. The use of questionnaire allows for the researcher to gather a lot of data in less time. The responses can be compared with the historical data and understand the shift in respondents' choices and experiences (Goodwin & Goodwin, 2020).

Hence, the researcher decided to use the descriptive quantitative research design and survey questionnaire as a means of data gathering in order to attain the objectives of the study. Most of the past researches and writings about the instructional supervision among public elementary teachers and their professional development adopted the descriptive quantitative research such as Shulman (2016), Grossman (2019), Ismail (2016), Knight (2017), Forlin (2020), Pugach (2016), Collins & Halverson (2018), Brophy & Good (2016), Boston (2015), Pllard (2018), McNess (2019) and provided for a clear understanding of the nature of instructional supervision among the elementary teachers.

3.2. Population, Samples and Sampling Technique

The population utilized in the study are the elementary teachers from the public elementary schools in the Fourth Congressional District of Laguna. A total of 250 public elementary teachers and 100 school heads were asked to participate in the study.

According to Bhandari (2022), a population is the entire group that the researcher wants to draw conclusions about.

Moreover, the samples refer to the specific group that the researcher wants to collect data from. In this study, the researcher utilized the total enumeration method from which the samples are derived from the faculty members and students. According to Lavrakas (2018), total population sampling is a type of sampling where the whole population of interest is studied. It is most practical when the total population is of manageable size such as a well-defined subgroup of a larger population. Hence, this study utilized as its respondents the total population of public elementary teachers and school heads from the Fourth Congressional District of Laguna public elementary schools.

3.3. Research Instrument

A survey questionnaire is the main data gathering research instrument used in this study. In the construction of the questionnaire, the researcher used simple words that can be easily understood by the respondents. The questionnaire consisted of two parts. The first part was on the extent of the instructional supervision among elementary teachers in terms of content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, and assessment and reporting. The second part was on the extent of the professional development of teachers as to professional links with colleagues, professional reflection to improve practice, and professional development goals.

Validity Test. The questionnaire constructed was validated by the research evaluator, the school head and learning area heads who have vast and wide experience in the field of teaching and learning and

education, and language or grammarian for the technical aspect of the questionnaire. After the approval of the study, the instrument was validated using the responses of ten (10) non-sample respondents. The questionnaire considered valid once the t-test is not significant, that is, the respondents are in an agreement with the construction of the questions.

Reliability Test. The reliability of the constructed questionnaire was subjected to Cronbach Alpha test to find its reliability. If this resulted to 0.89 means that the constructed questionnaire is reliable.

3.4. Data Gathering Procedure

The questionnaire was distributed to the target respondents who are the elementary teachers from the public elementary schools in the Fourth Congressional District of Laguna. The researcher conducted an online administration of questions through Google Forms of the questionnaire to the selected public elementary schools. She wrote a letter of permission addressed to the public elementary school heads. This was also to inform the said offices that the researcher is one of the faculty members of the district. Once permitted, the researcher proceeded to asking the teachers to answer the questionnaire. Informed consent from the respondents was sought prior to the administration of the questionnaire.

Participation in the survey was voluntary and participants will be given the opportunity to withdraw at any time during the conduct of the research. Data privacy and anonymity of the participants was assured. Any offensive, discriminatory or unacceptable language was avoided in the creation of the questionnaire. The research also underwent review and approval ensuring the safety of the participants of the study. All personal data of participants was obtained through informed consent with the assurance that they were handled following data privacy guidelines.

3.5. Statistical Treatment

The following were the statistical measures used in the study.

Ranking. This was used to understand respondents' assessment to rank a set of items according to a certain preference criterion.

Mean. This was used to assess the responses on the extent of the study's variables. This was used to answer problem statement number one (1) and two (2).

Standard Deviation. This was used to determine if the data has a normal curve of other mathematical relationship.

Likert Scale. The Likert scale of the following points, range, and adjectival equivalent was used.

Data Points	Range	Adjectival Equivalent
5	4.50 – 5.00	Very high extent
4	3.50 – 4.49	High extent
3	2.50 – 3.49	Moderate extent
2	1.50 – 2.49	Low extent
1	1.00 – 1.49	Very low extent

One-Way Analysis of Variance (ANOVA). This was used to determine the significant relationship between the assessment on the instructional supervision to teachers and their professional development. This was used to answer statement of the problem number three (3).

4. Results and Discussion

This chapter presents the data gathered from the respondents which are further analyzed and discussed to answer the problem statements posed.

1. Instructional Supervision Among Elementary Teachers. The following are the data gathered on the instructional supervision among elementary teachers.

1.1 Content Knowledge and Pedagogy. Table 1.1 presents the data gathered on the instructional supervision among elementary teachers in terms of content knowledge and pedagogy.

Table 1.1 presents the assessment of the school heads and teachers on the instructional supervision to teachers in terms of content knowledge and pedagogy which was to a moderate extent. This is reflected by the total overall mean of 2.80 (SD=.557) that the indicators obtained. With this, the school heads assessed the indicators as to 2.78 (SD=.513) and the teachers assessed them as 2.82 (SD=.601).

As for the ratings obtained by the indicators, the highest was on devises learning environments that challenge learners; 3.04 (SD=.599), possess a substantial amount of specialized knowledge; 2.84 (SD=.512), applies knowledge from multiple domains; 2.78 (SD=.647), applies pedagogical approaches to guide students to meaningfully understand the content; 2.74 (SD=.663), and has differentiated and integrated knowledge; 2.62 (SD=.558).

Table 1.1
Instructional Supervision to Teachers in terms of
Content Knowledge and Pedagogy

Indicators	School Heads			Teachers			TOTAL		
	M	**SD**	**VI**	**M**	**SD**	**VI**	**M**	**SD**	**VI**
The teacher…									
1.1 applies knowledge from multiple domains.	2.88	.618	ME	2.68	.676	ME	2.78	.647	ME
1.2 has differentiated and integrated knowledge.	2.60	.490	ME	2.64	.625	ME	2.62	.558	ME
1.3 possess a substantial amount of specialized knowledge.	2.68	.546	ME	3.00	.478	ME	2.84	.512	ME
1.4 applies pedagogical approaches to guide students to meaningfully understand the content.	2.92	.688	ME	2.56	.637	ME	2.74	.663	ME

Indicators	M	SD	VI	M	SD	VI	M	SD	VI
1.5 devises learning environments that challenge learners.	2.84	.612	ME	3.24	.585	ME	3.04	.599	ME
OVERALL	**2.78**	**.513**	**ME**	**2.82**	**.601**	**ME**	**2.80**	**.557**	**ME**

With this, the highest indicator assessed by the school heads and teachers was on devises learning environments that challenge learners with an overall mean of 3.04 (SD=.599). This means that the respondents rated the indicator to a moderate extent. Meanwhile, the school heads rated this as 2.84 (SD=.612) while the teachers as 3.24 (SD=.585). This implies that the respondents assessed the instructional supervision extended by the school heads to teachers as they help them devise learning environments that challenge learners. This further implies that the teachers gave the higher assessment between the two groups of respondents.

Additionally, the next rated indicator was on possess a substantial amount of specialized knowledge with an overall mean of 2.84 (SD=.512). This means that the respondents assessed the indicator to a moderate extent. With this, the assessment of the school heads was 2.68 (SD=.546) and the teachers was 3.00 (SD=.478). It implies that the two groups of respondents assessed the instructional supervision to teachers as to moderate extent in terms of making the teachers to possess a substantial amount of specialized knowledge. It can be further deduced that the teachers rated this indicator higher than the school heads.

On the other hand, the least rated indicator was on has differentiated and integrated knowledge with an overall mean of 2.62 (SD=.558). This means that the respondents rated this indicator to a moderate extent. With this, the rating given by the school heads was 2.60 (SD=.490) while the teachers was 2.64 (SD=.625). It implies that the teachers rated the instructional supervision given to them by the school heads in terms of having them to differentiate and integrate knowledge to a moderate extent. It can be further deduced that there is a need to include this indicator as an enhancement to the instructional supervision of school heads in terms of content knowledge and pedagogy.

This finding is supported by Gess-Newsome (2018) who posited that the pedagogical knowledge base of teachers includes all the required cognitive knowledge for creating effective teaching and learning environments. Pedagogical content knowledge is viewed on a continuum, with educators acquiring more of it through appropriate training and experience. The key hope from an educational improvement perspective is that the gains in teacher pedagogical content knowledge may lead to learning gains in students' achievement. A teacher with better content knowledge who knows how to teach the subject to a specific audience is expected to create student gains over a less prepared or a less experienced teacher. Amidst growing concerns in the education industry regarding the quality of teachers, it becomes imperative to critically look at what PCK entails.

1.2 Learning Environment. Table 1.2 presents the data gathered on the instructional supervision to teachers in terms of Learning Environment.

Table 1.2 presents the assessment of the two groups of respondents on the instructional supervision to teachers by the school heads in terms of learning environment which was rated to a moderate extent. This is reflected by the total overall mean of 3.01 (SD=.611) that the indicators obtained. With this, the rating given by the school heads was 3.02 (SD=.533) while the teachers was 3.00 (SD=.688).

Table 1.2
Instructional Supervision to Teachers in terms of
Learning Environment

Indicators	School Heads			Teachers			TOTAL		
	M	**SD**	**VI**	**M**	**SD**	**VI**	**M**	**SD**	**VI**
The teacher…									
2.1 creates models of the effective ways to deliver lesson.	2.88	.588	ME	2.76	.709	ME	2.82	.649	ME

2.2 assists students to create an enjoyable learning experience.	2.80	.400	ME	2.96	.528	ME	2.88	.464	ME
2.3 adapts clear teaching strategies during the interaction with students.	3.16	.674	ME	3.16	.643	ME	3.16	.659	ME
2.4 uses technology and media to assist students completing their tasks.	2.92	.688	ME	2.88	.431	ME	2.90	.650	ME
2.5 utilizes effective classroom management.	3.36	.557	ME	3.24	.585	ME	3.30	.670	ME
OVERALL	**3.02**	**.533**	**ME**	**3.00**	**.688**	**ME**	**3.01**	**.611**	**ME**

As for the ratings obtained by each indicator, the highest one was on utilizes effective classroom management; 3.30 (SD=.670), adapts clear teaching strategies during the interaction with students; 3.16 (SD=.659), uses technology and media to assist students completing their tasks; 2.90 (SD=.650), assists students to create an enjoyable learning experience; 2.88 (SD=.464), and creates models of the effective ways to deliver lesson; 2.82 (SD=.649).

With this, the highest rated indicator on the instructional supervision afforded by the school heads to teachers in terms of learning environment was on utilizes effective classroom management. This was rated to a moderate extent as reflected by the total mean of 3.30 (SD=.670). With this, the rating given by the school heads was 3.36 (SD=.557), and the teachers was 3.24 (SD=.585). This implies that the school heads gave the higher rating between the two respondents. It implies further that the school heads gave instructional supervision to a moderate extent in terms of utilizing effective classroom management.

Additionally, the next rated indicator was on adapts clear teaching strategies during the interaction with students with a total mean of 3.16 (SD=.659). This means that the respondents rated the indicator to a moderate extent. With this, the ratings given by the school heads and teachers were both 3.16 but the standard deviations differed as to school heads (SD=.674) and the teachers (SD=.643). It implies further that the school heads were able to give instructional supervision to teachers in terms of adapting clear teaching strategies during the interaction with students to a moderate extent.

As for the least rated indicator, the school heads and teachers assessed creates models of the effective ways to deliver lesson to a moderate extent. This is reflected by the total mean of 2.82 (SD=.649). With this, the school heads' assessment was 2.88 (SD=.588), and the teachers was 2.76 (SD=.709). It can be deduced that the school heads gave a higher rating compared to the teachers. It further implies that there is a need for the instructional supervision of school heads to be enhanced on having teachers create models of the effective ways to deliver lesson.

This finding is supported by Ismail (2016) who posited that the changes in learning management typically involve the introduction of various alternative learning methods. The development of an effective learning experience requires the modification of conventional learning. Teachers are required to create models of the effective ways to deliver lesson as well as assisting students to create an enjoyable learning experience. It is argued that an effective learning is directly correlated with the effectivity of both teaching and classroom. Likewise Ngang (2015) supported the finding by suggesting that teacher's leadership practices enable the improvement of teaching and classroom management skills. Notwithstanding the vast literature on the creation of effective learning, there seems likely a lack of explanation on how the relationship between effective teaching and effective classroom would affect the creation of effective learning. This condition would likely leave practitioners and academia without a clear guidance on how to operationalize the creation of effective learning by utilizing the management of effective classroom and effective teaching in the real life.

1.3 Diversity of Learners. Table 1.3 presents the data gathered on the instructional supervision to

teachers in terms of Diversity of Learners.

Table 1.3 presents the assessments of the school heads and teachers on the instructional supervision to teachers in terms of diversity of learners which was rated to a moderate extent. This is reflected by the overall mean of 3.00 (SD=.642) that the indicators obtained. With this, the school heads assessed the indicators as 3.02 (SD=.643) and teachers as 2.99 (SD=.641).

As for the ratings obtained by the indicators, the highest was on listens to student feedback; 3.14 (SD=.605), provides opportunities for group activities as well as one-on-one interactions; 3.02 (SD=.616), makes the classroom more learning-friendly by providing for all students regardless of any perceived difference, disability or other social, cultural and linguistic difference; 2.96 (SD=.660), infuses special content in the teaching-learning process to meet the diverse needs of the students; 2.96 (SD=.644), and uses a variety of visual, audio and tactile learning activities; 2.94 (SD=.607).

Table 1.3
Instructional Supervision to Teachers in terms of
Diversity of Learners

Indicators	School Heads			Teachers			TOTAL		
	M	SD	VI	M	SD	VI	M	SD	VI
The teacher…									
3.1 makes the classroom more learning-friendly by providing for all students regardless of any perceived difference, disability or other social, cultural and linguistic difference.	2.92	.627	ME	3.00	.693	ME	2.96	.660	ME
3.2 infuses special content in the teaching-learning process to meet the diverse needs of the students.	2.88	.625	ME	3.04	.662	ME	2.96	.644	ME
3.3 uses a variety of visual, audio and tactile learning activities.	3.16	.612	ME	2.72	.601	ME	2.94	.607	ME
3.4 provides opportunities for group activities as well as one-on-one interactions.	3.04	.599	ME	3.00	.632	ME	3.02	.616	ME
3.5 listens to student feedback.	3.08	.643	ME	3.20	.566	ME	3.14	.605	ME
OVERALL	**3.02**	**.643**	**ME**	**2.99**	**.641**	**ME**	**3.00**	**.642**	**ME**

As such, as the highest rated indicator, the respondents rated that the instructional supervision of the school heads in terms of listens to student feedback as to moderate extent. This was rated 3.14 (SD=.605). With this, the rating given by the school heads was 3.08 (SD=.643) while the teachers gave a rating of 3.20 (SD=.566). This implies that the teachers gave the higher rating on the instructional supervision given to them by the school heads as to diversity of learners. It can be deduced that in terms of listening to student feedback, the school heads were able to help the teachers during the instructional supervision.

Moreover, the next rated indicator was on provides opportunities for group activities as well as one-on-one interactions which was rated to a moderate extent. This is reflected by the total mean of 3.02 (SD=.616) that the indicator obtained. With this, the school heads gave a rating of 3.04 (SD=.599) while the teachers gave a rating of 3.00 (SD=.632). It can be deduced that the school heads gave a higher rating between the two respondents when it comes to the instructional supervision of providing opportunities for group activities as well as one-on-one interactions among the students. It implies further that the teachers were helped to a moderate extent with the way they provide opportunities for group activities and one-on-one interactions among students.

Meanwhile, the least rated indicator was on uses a variety of visual, audio and tactile learning

activities which was rated to a moderate extent. This is reflected by the total rating of 2.94 (SD=.607) that the indicator obtained. With this, the rating given by the school heads was 3.16 (SD=.612) while the teachers gave a rating of 2.72 (SD=.601). It implies that the school heads gave the higher rating between them. It can be deduced further that there is a need for the enhancement of the instructional supervision to teachers in terms of the use of a variety of visual, audio and tactile learning activities.

This finding is supported by Rouse (2019) who stressed that the professional learning of pre-service and in-service teachers must have three elements such as the cognitive knowledge and theoretical basis of professional basis of the education profession; the technical and practical skills that are required to carry out the essential tasks of the role: and the ethical and moral dimensions, the attitudes and beliefs of the education profession and its ways of working.

1.4 Curriculum and Planning. Table 1.4 presents the data gathered on the instructional supervision to teachers in terms of Curriculum and Planning.

Table 1.4 presents the assessments of the school heads and teachers on the instructional supervision to teachers in terms of curriculum and planning which was rated to a moderate extent. This is reflected by the total overall mean of 2.91 (SD=.618) that the indicators obtained. With this, the school heads' rating was 2.91 (SD=.630) while the teachers gave a rating of 2.91 (SD=.605).

Table 1.4
Instructional Supervision to Teachers in terms of
Curriculum and Planning

Indicators	School Heads			Teachers			TOTAL		
	M	SD	VI	M	SD	VI	M	SD	VI
The teacher…									
4.1 implements differentiated instruction.	2.80	.678	ME	3.16	.671	ME	2.98	.675	ME
4.2 develops supplementary educational materials that target specific students' learning needs.	3.12	.635	ME	2.88	.688	ME	3.00	.662	ME
4.3 creates Lesson Exemplars within the framework of the given curriculum.	2.96	.670	ME	3.04	.528	ME	3.00	.599	ME
4.4 aligns curriculum content to the diverse needs of the students.	2.72	.601	ME	2.68	.614	ME	2.70	.608	ME
4.5 uses localized teaching materials to supplement learning.	2.96	.599	ME	2.80	.566	ME	2.88	.583	ME
OVERALL	2.91	.630	ME	2.91	.605	ME	2.91	.618	ME

As for the ratings obtained by the indicators, the highest were on develops supplementary educational materials that target specific students' learning needs; 3.00 (SD=.662), creates Lesson Exemplars within the framework of the given curriculum; 3.00 (SD=.599), implements differentiated instruction; 2.98 (SD=.675), uses localized teaching materials to supplement learning; 2.88 (SD=.583), and aligns curriculum content to the diverse needs of the students; 2.70 (SD=.608).

Moreover, it can be gleaned from the ratings obtained by each indicator that the highest rated were on develops supplementary educational materials that target specific students' learning needs with a total mean of 3.00 (SD=.662), and creates Lesson Exemplars within the framework of the given curriculum with a total mean of 3.00 (SD=.599). It means that the respondents rated these indicators to a moderate extent. With this the ratings given by the school heads were 3.12 (SD=.635), and 2.96 (SD=.670) while the teachers gave

ratings of 2.88 (SD=.688) and 3.04 (SD=.528). It can be deduced that the respondents rated the instructional supervision afforded by the school heads to teachers in terms of these indicators were to a moderate extent.

Additionally, the next rated indicator was on implements differentiated instruction with a total mean of 2.98 (SD=.675). This means that the respondents rated the indicator to a moderate extent. With this, the rating given by the school heads was 2.80 (SD=.678) while the teachers gave a rating of 3.16 (SD=.671). It implies that the teachers gave the higher rating between the two respondents. It can be deduced too that the school heads assisted the teachers in their instructions in terms of implementing differentiated instruction to a moderate extent.

Meanwhile, as for the least rated indicator, the respondents assessed aligns curriculum content to the diverse needs of the students to a moderate extent. This is reflected by the total mean of 2.70 (SD=.608) that the indicator obtained. With this, the rating given by the school heads was 2.72 (SD=.601) and the teachers was 2.68 (SD=.614). It can be deduced that the school heads gave the higher rating compared to the teachers. It implies further that there is a need for the enhancement on this indicator among the school heads so they can give instructional supervision to teachers in terms of aligning curriculum content to the diverse needs of the students.

This finding is supported by Dempster (2018) who argued that helping teachers do their jobs better should lead to improved student outcomes. One of the specific pedagogical techniques now being demanded of many K-12 teachers is differentiated instruction. Differentiated instruction involves the customization of curriculum and teaching practices to better foster student understanding of course material. An example of differentiated instruction would be a teacher who uses animations and graphic images to impart a science concept to his students because he has discovered his largely immigrant population of students struggles with English reading comprehension. Given the increasing racial, ethnic, and linguistic diversity in American K-12 schools, differentiated instruction is becoming more important than ever precisely because a one size fits all approach to teaching cannot reach all of today's diverse student body. Furthermore, Deshpande (2019) supported this finding by stressing that one of the challenges of differentiating instruction is developing supplementary educational materials that target specific students' learning needs. That is, given a common curriculum, this group of students may require additional visual aids to help them grasp a concept while that group of students might benefit most from an extra hands-on activity that reinforces a lesson.

1.5 Assessment and Reporting. Table 1.5 presents the data gathered on the instructional supervision to teachers in terms of Assessment and Reporting.

Table 1.5 presents the assessments of the school heads and teachers on the instructional supervision to teachers in terms of assessment and reporting which was rated to a moderate extent. This is reflected by the total overall mean of 3.05 (SD=.635) that the indicators obtained. With this, the rating given by the school heads was 3.00 (SD=.637) while the teachers gave a rating of 3.10 (SD=.633).

As for the ratings obtained by the indicators, the highest one was on creates developmental criteria to indicate progression in learning relate to particular goal; 3.20 (SD=.528), uses assessment to provide information as to learner's progress in school; 3.18 (SD=.653), has an access to well-design tasks of assessing skills and understanding; 3.16 (SD=.614), transparency in the assessment of pupils' progress in school; 2.98 (SD=.705), and controls judgments to ensure assessment's provision of valid and reliable accounts of pupil's learning; 2.74 (SD=.636).

Table 1.5
Instructional Supervision to Teachers in terms of
Assessment and Reporting

Indicators	School Heads			Teachers			TOTAL		
	M	SD	VI	M	SD	VI	M	SD	VI
The teacher…									
5.1 uses assessment to provide information as to learner's progress in school.	3.16	.673	ME	3.20	.632	ME	3.18	.653	ME
5.2 controls judgments to ensure assessment's provision of valid and reliable accounts of pupil's learning.	2.76	.650	ME	2.72	.622	ME	2.74	.636	ME
5.3 creates developmental criteria to indicate progression in learning relate to particular goal.	3.20	.566	ME	3.20	.490	ME	3.20	.528	ME
5.4 has an access to well-design tasks of assessing skills and understanding.	3.08	.643	ME	3.24	.585	ME	3.16	.614	ME
5.5 applies transparency in the assessment of pupils' progress in school.	2.80	.678	ME	3.16	.731	ME	2.98	.705	ME
OVERALL	**3.00**	**.637**	**ME**	**3.10**	**.633**	**ME**	**3.05**	**.635**	**ME**

With this ratings given, the highest rated indicator was on creates developmental criteria to indicate progression in learning relate to particular goal which was rated to a moderate extent. This is reflected by the total mean of 3.20 (SD=.528) that the indicator obtained. With this, the rating given by the school heads was 3.20 (SD=.566) and the teachers was 3.20 (SD=.490). This implies that the school heads and teachers have the same ratings given to this indicator on the instructional supervision on the creating developmental criteria to indicate progression in learning relate to particular goal.

Moreover, the next rated indicator on the instructional supervision of teachers was on uses assessment to provide information as to learner's progress in school to a moderate extent. This is reflected by the total mean of 3.18 (SD=.653) obtained by the indicator. With this, the rating given by the school heads was 3.16 (SD=.673) and the teachers gave a rating of 3.20 (SD=.632). It can be deduced from the ratings given that the teachers rated this higher than the school heads. It implies that the school heads gave this instructional supervision to teachers which helped them use assessment to provide information as to learner's progress in school.

As for the least rated indicator, the respondents rated the controls judgments to ensure assessment's provision of valid and reliable accounts of pupil's learning to a moderate extent. This is reflected by the total mean of 2.74 (SD=.636). With this, the school heads gave a rating of 2.76 (SD=.650) while the teachers gave a rating of 2.72 (SD=.622). It implies that since the teachers gave a lower rating between the two respondents then there is a need for the school heads to be enhanced in terms of helping their teachers in controlling judgments to ensure assessment's provision of valid and reliable accounts of pupil's learning.

This finding is supported by McNess (2019) who argued that robust and permanent procedures for quality assurance and quality control of teachers' judgments are needed to ensure that their summative assessment provides valid and reliable accounts of pupils' learning. Both pre-service and in-service professional development should extend teachers' understanding and skills of assessment for different purposes, highlight potential bias in teachers' assessment and help teachers to minimize the negative impact of assessment on pupils. Attention and resources must be given to creating developmental criteria, which indicate a progression in learning related to particular goals and can be applied to a range of relevant activities.

2. Professional Development of Teachers. The following tables present the assessment on the extent of the professional development of teachers.

2.1 Professional Links with Colleagues. Table 2.1 presents the assessment of the respondents on the professional links with colleagues.

Table 2.1 presents the assessments of the school heads and teachers on the professional links with colleagues by the teachers which was to a moderate extent. This is reflected by the total overall mean of 2.96 (SD=.470) that the indicators obtained.

With this, the rating given by the school heads was 2.98 (SD=.408) while the teachers gave a rating of 3.01 (SD=.531).

Table 2.1
Professional Learning Communities for Teachers' Professional Growth in terms of Professional Links with Colleagues

Indicators	School Heads			Teachers			TOTAL		
	M	SD	VI	M	SD	VI	M	SD	VI
The teacher…									
1.1 works with colleagues to share expertise.	3.16	.671	ME	3.20	.632	ME	3.18	.652	ME
1.2 collaborates with other teachers as to scientific research conduct.	2.76	.650	ME	2.72	.722	ME	2.74	.686	ME
1.3 advances teaching and learning by fostering collaboration.	3.20	.566	ME	3.24	.512	ME	3.22	.539	ME
1.4 has strong social connections with co-teachers.	3.08	.560	ME	3.12	.515	ME	3.10	.538	ME
1.5 conducts teacher-to-teacher mentoring.	2.72	.665	ME	2.76	.585	ME	2.74	.625	ME
OVERALL	**2.98**	**.408**	**ME**	**3.01**	**.531**	**ME**	**2.96**	**.470**	**ME**

As for the ratings obtained by each indicator, the highest was on the advances teaching and learning by fostering collaboration; 3.22 (SD=.539), works with colleagues to share expertise; 3.18 (SD=.652), has strong social connections with co-teachers; 3.10 (SD=.538), collaborates with other teachers as to scientific research conduct; 2.74 (SD=.686), and conducts teacher-to-teacher mentoring; 2.74 (SD=.625)

Given the total overall rating by the respondents, they rated the highest the indicator on advances teaching and learning by fostering collaboration which was to a moderate extent. This is reflected by the total mean of 3.22 (SD=.539) that the indicator obtained. With this, the school heads gave a rating of 3.20 (SD=.566) and the teachers gave it a rating of 3.24 (SD=.512). It implies that the teachers gave the higher rating when it come to the support by the PLC in helping them advance teaching and learning by fostering collaboration with fellow teachers. Thus, it can be deduced that the Professional Learning Community done in school is a good help for the teachers to foster collaboration to each other.

Moreover, the next rated indicator was on works with colleagues to share expertise which was rated to a moderate extent. This is reflected by the total mean of 3.18 (SD=.652) that the indicator obtained. With this, the school heads gave a rating of 3.16 (SD=.671) while the teachers gave a rating of 3.20 (SD=.632). It can be deduced that the teachers gave a higher rating since they assessed themselves to be helped in terms of working with colleagues to share expertise afforded by the Professional Learning Communities (PLC) that they do.

Meanwhile, as for the least rated indicator, the respondents assessed the indicators on collaborates with other teachers as to scientific research conduct; 2.74 (SD=.686), and conducts teacher-to-teacher mentoring; 2.74 (SD=.625). This implies that the respondents assessed these indicators to be enhanced among

the professional links with colleagues in order for the teachers to benefit fully to the Professional Learning Communities activities done in school.

This finding is supported by Byrk (2020) who found out that while collaboration is routine in professions such as scientific research, health care, architecture and the performing arts, most schools are not structured so that teachers can learn from one another, coordinate lessons, discuss data or share ideas. However, a growing body of research shows that when teachers work more collaboratively, student outcomes can improve, teachers can be more satisfied in their jobs and teacher turnover can decrease. A focus on advancing teaching and learning by fostering collaboration stands in contrast to a focus on improving and assessing teachers solely as individuals.

2.2 Professional Reflection to Improve Practice. Table 2.2 presents the assessment of the respondents on the professional reflection to improve practice.

Table 2.2 presents the assessments of the school heads and teachers on the professional learning communities for teachers' professional growth in terms of professional links reflection to improve practice which was rated to a moderate extent. This is reflected by the total overall mean of 2.92 (SD=.463) that the indicators obtained. With this, the assessment of the school heads was 2.89 (SD=.404) while the teachers gave an assessment of 2.94 (SD=.521).

Table 2.2
Professional Learning Communities for Teachers' Professional Growth in terms of Professional Reflection to Improve Practice

Indicators	School Heads			Teachers			TOTAL		
	M	SD	VI	M	SD	VI	M	SD	VI
The teacher…									
2.1 conducts self-examination and self-evaluation as to teaching practices.	2.76	.512	ME	3.00	.748	ME	2.88	.630	ME
2.2 acts deliberately and intentionally in the teaching and learning.	2.84	.463	ME	2.80	.490	ME	2.82	.477	ME
2.3 involves oneself in the active and deliberate reflection and analysis regarding those events that may lead to formulating new strategies for changing behavior in the classroom.	2.88	.588	ME	2.76	.609	ME	2.82	.599	ME
2.4 analyzes classroom events and circumstances for improvement.	2.80	.400	ME	2.96	.528	ME	2.88	.464	ME
2.5 questions assumptions and practices that seem to make teaching lives easier but actually end up working against best long term interests.	3.16	.674	ME	3.16	.463	ME	3.16	.596	ME
OVERALL	**2.89**	**.404**	**ME**	**2.94**	**.521**	**ME**	**2.92**	**.463**	**ME**

As for the ratings obtained by the indicators, the highest one was on questions assumptions and practices that seem to make teaching lives easier but actually end up working against best long term interests' 3.16 (SD=.596), conducts self-examination and self-evaluation as to teaching practices; 2.88 (SD=.630), analyzes classroom events and circumstances for improvement; 2.88 (SD=.464), acts deliberately and intentionally in the teaching and learning; 2.82 (SD=.477), and involves oneself in the active and deliberate reflection and analysis regarding those events that may lead to formulating new strategies for changing behavior in the classroom; 2.82 (SD=.599).

With this, it can be gleaned from the ratings obtained by the indicators that the highest rated was on

questions assumptions and practices that seem to make teaching lives easier but actually end up working against best long term interests which was rated to a moderate extent. This is reflected by the total mean of 3.16 (SD=.596). The rating given by the school heads was 3.16 (SD=.674) and the same rating was also given by the teachers; 3.16 (SD=.463). It can be deduced that both the school heads and teachers assessed that the professional link reflection of the teacher in terms of questions assumptions and practices that seem to make teaching lives easier but actually end up working against best long term interests improve their practice.

Meanwhile, the least rated indicators were on acts deliberately and intentionally in the teaching and learning; 2.82 (SD=.477), and involves oneself in the active and deliberate reflection and analysis regarding those events that may lead to formulating new strategies for changing behavior in the classroom; 2.82 (SD=.599). This means that these indicators are needed to be enhanced among the teachers in terms of their professional links reflection to improve practice.

This finding is supported by Brookfield (2019) who emphasized that when a teacher is involved in active and deliberate reflection and analysis regarding those events that may lead to formulating new strategies for changing behavior in the classroom, he or she is using reflection for professional growth. Without reflection, teachers run the continual risk of making poor decisions and bad judgments. Without reflection, teachers unquestioningly believe that students can accurately interpret their actions as intended; furthermore, teachers may continue to plan and teach on the basis of unexamined assumptions. They then fall into the habit of justifying what they do as common sense. Reflection itself is not, by definition, critical. For example, one might focus solely on the nuts and bolts of the classroom process, such as timing of coffee breaks or how rigidly she or he wants to stick to homework deadlines for the students. These can be reflections, though not necessarily critical reflections.

2**.3 Professional Development Goals**. Table 2.3 presents the assessment of the respondents on the professional development goals .

Table 2.3 presents the assessments of the school heads and teachers as to the professional development goals of teachers which was rated to a moderate extent. This is reflected by the total overall mean of 2.80 that the indicators obtained. With this, the school heads rated the indicators as to 2.77 (SD=.667) while the teachers rated them as 2.82 (SD=.609).

Table 2.3
Professional Learning Communities for Teachers' Professional Growth in terms of Professional Development Goals

Indicators	School Heads			Teachers			TOTAL		
	M	SD	VI	M	SD	VI	M	SD	VI
The teacher…									
3.1 participates actively in one's enhancement of knowledge and skills.	2.88	.618	ME	2.48	.500	ME	2.68	.599	ME
3.2 puts emphasis on activities and practices that bring about knowledge acquisition.	2.60	.490	ME	2.64	.625	ME	2.62	.558	ME
3.3 mentally prepares oneself for adopting 21st century teaching skills.	2.68	.546	ME	3.00	.678	ME	2.84	.612	ME
3.4 engages in corresponding teaching roles with the use of technology and collaborative networks.	2.88	.611	ME	2.56	.637	ME	2.72	.624	ME
3.5 continually improves teaching practice.	2.84	.612	ME	3.24	.585	ME	3.04	.599	ME
3.6 increasingly attempts to solve	2.72	.622	ME	3.00	.693	ME	2.86	.658	ME

problems encountered in teaching.								
OVERALL	**2.77**	**.567**	**ME**	**2.82**	**.609**	**ME**	**2.80**	**.588**	**ME**

As for the ratings obtained by the indicators, the highest one was on continually improves teaching practice; 3.04 (SD=.599), increasingly attempts to solve problems encountered in teaching; 2.86(SD=.658), mentally prepares oneself for adopting 21st century teaching skills; 2.84 (SD=.612), engages in corresponding teaching roles with the use of technology and collaborative networks; 2.72 (SD=.624), participates actively in one's enhancement of knowledge and skills; 2.68 (SD=.599), and puts emphasis on activities and practices that bring about knowledge acquisition; 2.62 (SD=.558).

It can be gleaned from the assessments by the school heads and teachers that they rated the highest the indicator on continually improves teaching practice with a total of 3.04 (SD=.599). This means that this indicator was rated to a moderate extent. With this, the school heads gave the indicator a rating of 2.84 (SD=.612) while the teachers gave a rating of 3.24 (SD=.585). It can be deduced that the teachers rated this indicator higher than the school heads.

On the other hand, the least rated indicator was on puts emphasis on activities and practices that bring about knowledge acquisition with a rating of 2.62 (SD=.558). This means that the respondents rated this indicator to a moderate extent. With this, the school heads gave a rating of 2.60 (SD=.490) while the teachers gave a rating of 2.64 (SD=.625). It can be deduced that there is a need for the enhancement in terms of the teachers' putting emphasis on activities and practices that bring about knowledge acquisition.

This finding is supported by Butler & Schnellert (2018) who posited that the ultimate aim of teacher professional development is to improve teaching

practice. In this regard, inquiry learning is often recognized as a way of encouraging shifts in teaching practice in terms of self-improvement and classroom behavior. Inquiry based professional development is no different from inquiry based projects undertaken by students: teachers are required to draw on resources from the literature and experience of their own or their colleagues to guide inquiry in a sustained and reflective manner, and such inquiries are carried out over a period of time. This feature makes inquiry programs superior to workshops and seminars, as the latter are usually not coherent and lack the depth to provide ongoing support for implementation of new pedagogies. In the inquiry, teachers may address common issues of teaching and learning to sustain educational reforms, and then collectively come up with solutions to the concerns identified.

3. Significant Relationship Between the Assessment on the Instructional Supervision to Teachers and the Professional Learning Communities for Teachers' Professional Growth. Table 3 presents the comparison of the variables under investigation.

Table 3
Significant Relationship Between the Assessment on the Instructional Supervision to Teachers and the Professional Learning Communities for Teachers' Professional Growth

Instructional Supervision to Teachers		Professional Learning Communities for Teachers' Professional Growth		
		Professional Links with Colleagues	Professional Reflection to Improve Practice	Professional Development Goals
Content Knowledge and Pedagogy	*Pearson's r*	.036 (Negligible Correlation)	.025 (Negligible Correlation)	.071 (Negligible Correlation)

	Sig.	.801 Not Significant	.861 Not Significant	.622 Not Significant
Learning Environment	*Pearson's r*	.001 (Negligible Correlation)	.792 (High Correlation)	.106 (Negligible Correlation)
	Sig.	.992 Not Significant	**.000** **Significant**	.464 Not Significant
Diversity of Learners	*Pearson's r*	.914 (High Correlation)	.070 (Negligible Correlation)	.116 (Negligible Correlation)
	Sig.	**.000** **Significant**	.628 Not Significant	.423 Not Significant
Curriculum and Planning	*Pearson's r*	.245 (Negligible Correlation)	.042 (Negligible Correlation)	.116 (Negligible Correlation)
	Sig.	.085 Not Significant	.770 Not Significant	.423 Not Significant
Assessment and Reporting	*Pearson's r*	.818 (High Correlation)	.017 (Negligible Correlation)	.007 (Negligible Correlation)
	Sig.	.000 Significant	.904 Not Significant	.963 Not Significant

Table 3 presents the relationship between the variables on the instructional supervision to teachers and the professional learning communities for teachers' professional growth. The data shows that there is a significant relationship between the variables on learning environment and professional reflection to improve practice (r-value=.792; p-value=.000), and diversity of learners and professional links with colleagues (r-value=.914; p-value=.000). This is reflected by the p-values obtained which are lower than the critical value of 0.05. Hence, there is a significant relationship between these variables mentioned.

Moreover, it can be deduced that the assessments of the school heads and teachers were related in terms of the variables on learning environment and professional reflection to improve practice and diversity of learners and professional links with colleagues. It implies further that the instructional supervision conducted by school heads in terms of learning environment and diversity of learners had a significant effect on the teachers in terms of their professional reflection to improve their practice, as well as on the professional links with colleagues. However, the data show that the instructional supervision of the school heads in terms of content and pedagogy, learning environment, diversity of learners, curriculum and planning, and assessment and reporting did not affect the professional learning of the teachers in terms of professional links with colleagues, professional reflection to improve practice, and professional development goals.

This finding is supported by Talbert & McLaughlin (2019) who also found a significant relationship between instructional supervision and the professional development of teachers and posited that creating shared leadership among school heads and teachers is another specific approach to fostering collaboration. School heads can play key roles in fostering teacher collaboration that improves student learning and achievement. For example, a randomized controlled trial of a program in rural Midwestern elementary schools showed a strong association between increasing shared instructional leadership between principals and teachers and increased collaboration among teachers themselves. That increased teacher collaboration was in turn associated with increases in students' math and reading achievement.

4. Proposed Management Plan to Enhance Teachers' Professional Growth. The following presents the findings of the study.

Title of the Proposed Plan: Management Plan to Enhance Teachers' Professional Growth

Rationale: Instructional supervision is only one of the many tasks of a school head. In this task, the school head capacitates the teachers regarding the many aspects of instruction as to content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, and assessment and reporting. This proposed management plan incorporates these aspects of the instructional supervision

conducted by school heads in their respective schools. But then, this output capitalizes on the use of professional learning communities or PLC in order to enhance teachers' professional growth in those aforementioned aspects.

Target Participants: Public Elementary School Teachers in the Schools Division of Laguna

Areas of Concern	Training Objectives	Specific Topics	Training Activities	Resources/ Materials Needed/ Budget	Proposed Trainers	Time Frame	Modes of Evaluation/ Assessment
Content Knowledge and Pedagogy	At the end of the session, the participants are able to: 1.use PLC in discussing about ways to differentiate and integrate knowledge	Different iated and Integrated Knowledge	Sessions on **Differentiating Content** Content comprises the knowledge, concepts, and skills that students need to learn based on the curriculum. Differentiating content includes using various delivery formats such as video, readings, lectures, or audio. Content may be chunked, shared through graphic organizers, addressed through jigsaw groups, or used to provide different techniques for solving equations. Students may have opportunities to choose their content focus based on interests. This example should reassure teachers that	Laptop Smartphone Desktop Internet Connection Budget: Php500.00 per head	School Head Master Teachers	During the School Learning Action Cell (SLAC) Session June 2023	A prepared online evaluation will be prepared and shared to the participants
			differentiation could occur in whole groups. If we provide a variety of ways to explore the content outcomes, learners find different ways to connect. overwhelmed. Processing helps students assess what they do and don't understand. It's also a formative assessment opportunity for teachers to monitor students' progress..				
Learning Environment	At the end of the session, the participants are able to: 1.use PLC to discuss about ways to create models of the	Create Models of the Effective Ways to Deliver Lesson	Session on **Passion: The Heart of Effective Teaching** Passionate educators lead with their hearts. They love teaching, have positive outlooks, and have excellent relationships with their students. It's easy to tell who the passionate educators are. They consider teaching their	Laptop Smartphone Desktop Internet Connection Budget: Php500.00 per head	School Head Master Teachers	During the School Learning Action Cell (SLAC) Session July 2023	A prepared online evaluation will be prepared and shared to the participants

	effective ways to deliver lesson		calling, and most couldn't imagine a career outside of education. Most of us are somewhere in the middle of the *passion* spectrum. We love to teach, but we get frustrated sometimes. We love our students, but there are a few that test our patience. If this is an area you'd like to grow, it may be helpful to reflect on *why* you went into education. Self-care, like getting enough sleep or down time, can also support your passion.				
Diversity of Learners	At the end of the session the participants are able to: 1.use PLC to discuss about the	Variety of Visual, Audio and Tactile Learning Activities	Sessions on Visual , audio and Tactile Learning Activities Some memories are stored as visual and auditory representations — but most memories are stored in terms of meaning.	Laptop Smartphone Desktop Internet Connection Budget: Php500.00 per head	School Head Master Teachers	During the School Learning Action Cell (SLAC) Session August 2023	A prepared online evaluation will be prepared and shared to the participants
		variety of visual, audio and tactile learning activities	The different visual, auditory, and meaning-based representations in our minds cannot serve as substitutes for one another. Children probably do differ in how good their visual and auditory memories are, but in most situations, it makes little difference in the classroom.				
Curriculum and Planning	At the end of the session, the participants are able to: 1.use PLC to discuss about aligning curriculum content to the diverse	Aligns Curriculum Content to the Diverse Needs of the Students	Sessions on **Balance content across grade levels** Teachers and administrators gain the opportunity to look into each class and understand what students actually learn. This information is used to identify redundancies or gaps in the course content. This also helps teachers and administrators assess the structure of the course, and	Laptop Smartphone Desktop Internet Connection Budget: Php500.00 per head	School Head Master Teachers in each Learning Area	During the School Learning Action Cell (SLAC) Session September 2023	A prepared online evaluation will be prepared and shared to the participants

	needs of the students		the plan of when specific lessons or concepts are taught.				
Assessment and Reporting	At the end of the session, the participants are able to: 1. use PLC to discuss about controlling judgement to ensure assessment's provision of valid and reliable accounts of pupils' learning	Control Judgement to Ensure Assessment's Provision of Valid and Reliable Accounts of Pupils' Learning	Sessions on Explored alignment of standardized achievement results with teacher judgments Marginalized students received lower judgments after controlling for achievement Classroom and school achievement composition inversely related to teacher judgments Robust moderation of teacher judgments needed, both within and between schools Professional development to assist teachers to make fair and consistent judgments	Laptop Smartphone Desktop Internet Connection Budget: Php500.00 per head	School Head Master Teachers	During the School Learning Action Cell (SLAC) Session October 2023	A prepared online evaluation will be prepared and shared to the participants

5. Summary, Conclusions and Recommendations

This chapter presents the summary of the finding, the conclusions arrived at, and the recommendations based on the findings.

5.1. Summary

This study aimed to assess the instructional supervision and professional learning communities for teachers' professional growth in order to propose management plan based on the findings of the study. The specific questions that were answered consisted of the assessment on the instructional supervision to teachers in terms of content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, and assessment and reporting, the assessment on the professional learning communities for teachers' professional growth as to professional links with colleagues, professional reflection to improve practice, and professional development goals, the significant relationship between the assessment on the instructional supervision to teachers and the professional learning communities for teachers' professional growth, and the proposed management plan to enhance teachers' professional growth.

Moreover, the data were gathered from the school heads and teachers from the public elementary schools in the Fourth Congressional District Laguna Division. These data were treated using mean computation, and Pearson's r. The results are:

1. Instructional Supervision to Teachers. The following presents the data gathered.

1.1 Content Knowledge and Pedagogy. The assessment of the school heads and teachers on the instructional supervision to teachers in terms of content knowledge and pedagogy which was to a moderate extent. This is reflected by the total overall mean of 2.80 (SD=.557) that the indicators obtained. With this, the

school heads assessed the indicators as to 2.78 (SD=.513) and the teachers assessed them as 2.82 (SD=.601).

1.2 Learning Environment. The assessment of the two groups of respondents on the instructional supervision to teachers by the school heads in terms of learning environment which was rated to a moderate extent. This is reflected by the total overall mean of 3.01 (SD=.611) that the indicators obtained. With this, the rating given by the school heads was 3.02 (SD=.533) while the teachers was 3.00 (SD=.688).

1.3 Diversity of Learners. The assessments of the school heads and teachers on the instructional supervision to teachers in terms of diversity of learners which was rated to a moderate extent. This is reflected by the overall mean of 3.00 (SD=.642) that the indicators obtained. With this, the school heads assessed the indicators as 3.02 (SD=.643) and teachers as 2.99 (SD=.641).

1.4 Curriculum and Planning. The assessments of the school heads and teachers on the instructional supervision to teachers in terms of curriculum and planning which was rated to a moderate extent. This is reflected by the total overall mean of 2.91 (SD=.618) that the indicators obtained. With this, the school heads' rating was 2.91 (SD=.630) while the teachers gave a rating of 2.91 (SD=.605).

1.5 Assessment and Reporting. The assessments of the school heads and teachers on the instructional supervision to teachers in terms of assessment and reporting which was rated to a moderate extent. This is reflected by the total overall mean of 3.05 (SD=.635) that the indicators obtained. With this, the rating given by the school heads was 3.00 (SD=.637) while the teachers gave a rating of 3.10 (SD=.633).

2. Professional Learning Communities for Teachers' Professional Growth. The following are the data gathered.

2.1 Professional Links with Colleagues. presents the assessments of the school heads and teachers on the professional links with colleagues by the teachers which was to a moderate extent. This is reflected by the total overall mean of 2.96 (SD=.470) that the indicators obtained. With this, the rating given by the school heads was 2.98 (SD=.408) while the teachers gave a rating of 3.01 (SD=.531).

2.2 Professional Reflection to Improve Practice. The assessments of the school heads and teachers on the professional learning communities for teachers' professional growth in terms of professional reflection to improve practice which was rated to a moderate extent. This is reflected by the total overall mean of 2.92 (SD=.463) that the indicators obtained. With this, the assessment of the school heads was 2.89 (SD=.404) while the teachers gave an assessment of 2.94 (SD=.521).

2.3 Professional Development Goals. The assessments of the school heads and teachers as to the professional development goals of teachers which was rated to a moderate extent. This is reflected by the total overall mean of 2.80 (SD=.588) that the indicators obtained. With this, the school heads rated the indicators as to 2.77 (SD=.667) while the teachers rated them as 2.82 (SD=.609).

3. Significant Relationship Between the Assessment on the Instructional Supervision to Teachers and the Professional Learning Communities for Teachers' Professional Growth. The data shows that there is a significant relationship between the variables on learning environment and professional reflection to improve practice (r-value=.792; p-value=.000), and diversity of learners and professional links with colleagues (r-value=.914; p-value=.000). This is reflected by the p-values obtained which are lower than the critical value of 0.05. Hence, there is a significant relationship between these variables mentioned.

4. Proposed Management Plan to Enhance Teachers' Professional Growth. Instructional supervision is only one of the many tasks of a school head. In this task, the school head capacitates the teachers regarding the many aspects of instruction as to content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, and assessment and reporting. This proposed management plan incorporates these aspects of the instructional supervision conducted by school heads in their respective schools. But then, this output capitalizes on the use of professional learning communities or PLC in order to enhance teachers' professional growth in those aforementioned aspects.

5.2. Conclusions

The following are the conclusions arrived at based on the findings.

1. The instructional supervision to teachers by the school heads in terms of content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, and assessment and reporting was to a moderate extent.

2. The professional learning communities for teachers' growth in terms of professional link with colleagues, professional reflection to improve practice, and professional development goals were to a moderate extent.

3. The instructional supervision conducted by school heads in terms of learning environment and diversity of learners had a significant effect on the teachers in terms of their professional reflection to improve their practice, as well as on the professional links with colleagues.

4. The proposed management plan to enhance teachers' professional growth capitalizes on the use of professional learning communities or PLC in order to enhance teachers' professional growth in those aforementioned aspects.

5.3. Recommendations

The following are the recommendations borne out of the findings of the study.

1. For DepEd to use the output of the study, which is the management plan for the enhancement of teachers' professional growth through Professional Learning Communities (PLC).

2. For the Schools Division of Laguna to use the proposed output to draft policies as to the professional growth of the teachers in the schools division.

3. For the public elementary schools to use the proposed output to improve instructional supervision and professional development of teachers in the district.

4. For the School Heads to use the output of the study which is a management plan in their trainings during the School Learning Action Cell (SLAC) session for professional growth of the teachers.

5. For the Teachers to help them for the improvement of their teaching prowess.

6. For the Future Researchers to find gaps herein which they can use in their future research endeavors.

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