

Maximizing Teachers' Professional Growth and Development through Institutionalized Classroom Observation under RPMS-PPST

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ABSTRACT

This study determined how institutionalized classroom observation under the RPMS-PPST framework maximizes teachers' professional growth and development. Specifically, it examined the level of implementation of classroom observation across three phases: pre-conference, during-observation, and post-conference, alongside teachers' professional growth in terms of instructional competence, reflective practice, engagement in professional learning activities, and career-stage progression. A descriptive-correlational research design was employed involving $n=100$ public school teachers selected via stratified random sampling from a population of $N=512$. Data were gathered using a validated 56-item questionnaire and analyzed through descriptive statistics and Pearson's r correlation analysis. Findings revealed that classroom observation practices were implemented to a very high extent across all phases (Grand Mean = 4.64). Moreover, teachers strongly perceived classroom observation feedback and technical assistance as highly effective in enhancing their professional growth (Grand Mean=4.64). Crucially, positive and statistically significant relationships ($p<.001$) were established across all dimensions, with post-observation feedback ($r= 0.735$) and technical assistance ($r=0.718$) emerging as the strongest drivers of professional learning and reflective practice. The findings demonstrate that institutionalized classroom observation, when fully aligned with the RPMS-PPST framework, serves as a powerful mechanism for continuous educator empowerment and long-term career fulfillment.

Keywords: Classroom Observation, RPMS-PPST, Teachers' Professional Growth, Professional Development

INTRODUCTION

The global educational landscape positions teacher quality as the premier school-based determinant of student achievement and institutional effectiveness. Modern educational demands require teachers to continuously refine their pedagogical approaches, classroom management, and professional competencies. While sustained professional development is critical to improving instructional quality (Darling-Hammond, 2017), the Philippine basic education system frequently struggles to maintain meaningful teacher development initiatives. Many professional development programs remain fragmented, compliance-oriented, and disconnected from teachers' actual instructional needs due to a systemic lack of structured reflection, consistent feedback, and robust support systems. Effective professional development demands a collaborative, reflective environment anchored in authentic classroom experiences, mentorship, and continuous feedback. In response, the Department of Education (DepEd) issued DepEd Order No. 2, s. 2015, institutionalizing the Results-Based Performance Management System aligned with the Philippine Professional Standards for Teachers (RPMS-

PPST). Under this framework, the PPST defines competency-based indicators across career stages, while the RPMS operationalizes them using standardized instruments like the Classroom Observation Tool (COT). This mechanism is designed not merely for summative evaluation, but as a formative catalyst for instructional improvement, coaching, and reflective practice. Although systematic observation cycles comprising pre-observation, observation, and post-observation conferences significantly drive professional growth and stimulate targeted interventions like Learning Action Cells (LACs), field implementation often falters. Evaluative anxiety, constrained feedback timelines, and varying observer competencies frequently reduce observations to bureaucratic rituals. Maximizing the developmental value of the RPMS-PPST therefore requires strong institutionalization, competent mentorship, and sustained administrative support. In alignment with these priorities, the Nagcarlan Sub-Office has integrated structured observations, mentoring, and collaborative LAC sessions into its regular operations to foster instructional excellence. However, localized empirical studies on how these institutionalized mechanisms are optimized within the RPMS-PPST framework remain scarce. This study addresses this gap by examining how institutionalized classroom observations can be maximized to support teacher development within the Nagcarlan Sub-Office. Specifically, the study aimed to: (1) examine the extent of implementation of classroom observation practices across its key phases; (2) evaluate the perceived effectiveness of these practices on teachers' professional growth; and (3) determine the relationship between classroom observation dimensions and teachers' professional development outcomes.

Theoretical Framework

The foundation of this study is anchored on theoretical perspectives that explain how classroom observation, when institutionalized under the Results-Based Performance Management System (RPMS) aligned with the Philippine Professional Standards for Teachers (PPST), can facilitate professional growth and development among teachers. The theoretical framework integrates principles from Adult Learning Theory, Reflective Practice Theory, Performance Management Theory, and Constructivist Learning Theory to provide a comprehensive understanding of how structured observation promotes continuous learning, instructional improvement, and career progression.

Adult Learning Theory, or Andragogy, developed by Malcolm Knowles (1980), provides a key lens through which the impact of classroom observation on teacher development can be understood. Knowles posits that adult learners are self-directed, bring prior experience to the learning process, are problem-centered, and are motivated by the immediate applicability of learning outcomes. Applied to teacher professional development, classroom observation offers a structured, experiential opportunity for self-reflection and skill enhancement. The RPMS-PPST observation cycle, which includes pre-observation planning, the actual observation, and post-observation feedback, aligns with adult learning principles by enabling teachers to identify specific goals, reflect on instructional practices, and implement targeted improvements. Through this process, teachers actively engage in learning that is directly relevant to their professional practice, enhancing their instructional competence and motivation (Knowles, 1980; Merriam & Bierema, 2014).

The quality of an education system is largely dependent on the quality of its teachers. Teachers play a pivotal role in shaping learners' academic achievement, personal development,

and lifelong learning skills. Numerous studies affirm that effective teaching is one of the strongest school-based factors influencing student learning outcomes (Darling-Hammond, 2017; Hattie, 2012). As educational demands continue to evolve in response to globalization, technological advancement, and diverse learner needs, teachers are expected to continuously enhance their professional competencies. This reality underscores the importance of structured systems that support teacher professional growth and development through evidence-based performance management and instructional supervision.

In the Philippines, the Department of Education (DepEd) has institutionalized the Results-Based Performance Management System (RPMS) aligned with the Philippine Professional Standards for Teachers (PPST) as a mechanism to ensure quality teaching and continuous professional improvement. The PPST, formally adopted through DepEd Order No. 42, s. 2017, articulates clear expectations of what teachers should know, be able to do, and value across different career stages. These standards serve as the national benchmark for teacher quality and professional practice. The RPMS operationalizes the PPST by translating its domains and indicators into measurable performance objectives and tools used for monitoring, evaluation, and development (DepEd, 2017).

Central to the RPMS-PPST framework is classroom observation, which provides direct evidence of teachers' instructional practices in actual classroom settings. Classroom observation is recognized globally as a vital component of teacher evaluation and instructional improvement. According to Danielson (2013), observing teaching practice allows evaluators and instructional leaders to assess teaching behaviors, provide targeted feedback, and support teachers in refining their instructional strategies. Similarly, Stronge (2018) emphasized that observation systems grounded in professional standards promote fairness, clarity, and developmental feedback, particularly when combined with coaching and reflective dialogue.

Within the Philippine context, classroom observation under RPMS-PPST is conducted using standardized instruments such as the Classroom Observation Tool (COT), which contains observable indicators aligned with PPST domains. These indicators cover key aspects of teaching, including lesson planning, learner engagement, classroom management, instructional strategies, and assessment of learning. DepEd (2018) emphasized that classroom observation is intended to be both evaluative and developmental, serving as a basis for identifying teachers' strengths and areas for improvement and informing professional development planning.

Globally, there is an increasing emphasis on reimagining teacher evaluation and development to provide constructive feedback that enhances teaching practices. According to Felipe Martinez and Sandy Taut in their study, "Classroom Observation For Evaluating And Improving Teaching: An International Perspective," international reviews highlight a growing interest in supporting teachers' development through helpful feedback. Organizations such as the OECD (2013a, 2013b) and Santiago & Benavides (2009) have emphasized the importance of valid inferences about teachers to foster improvement at local, state, and national levels. This perspective underscores the need for robust and reliable methods of classroom observation that contribute to meaningful teacher development.

However, research suggests that the impact of classroom observation on teacher professional growth depends largely on how it is implemented and integrated into school

systems. Studies conducted in various educational settings indicate that observation practices that focus solely on rating or compliance tend to generate teacher anxiety and resistance, thereby limiting their developmental value (OECD, 2013). Conversely, observation systems that emphasize formative feedback, collaboration, and continuous support contribute positively to teacher learning and instructional improvement (Hattie, 2012; Sergiovanni, 2018).

Local studies support these findings in the Philippine setting. Reños and Pontillas (2024) examined the relationship between classroom observation and professional development among public school teachers and found that the different phases of classroom observation: pre-observation, actual observation, and post-observation, were significantly related to teachers' participation in professional development activities such as Learning Action Cells (LACs), trainings, and further studies. Their study highlights that classroom observation can serve as a catalyst for professional growth when it is systematically implemented and followed by meaningful feedback and technical assistance.

Similarly, Castillo (2019) found that classroom observation contributed to improved lesson implementation and instructional practices among teachers. However, the study also revealed that the absence of consistent follow-up support and mentoring limited the long-term impact of observation on professional growth. These findings suggest that while classroom observation is a powerful tool, its effectiveness depends on the presence of institutional mechanisms that support sustained teacher development.

The concept of institutionalization is therefore critical in maximizing the role of classroom observation in professional growth. Institutionalization refers to the integration of practices into the regular structures, policies, and culture of an organization, ensuring consistency, sustainability, and shared ownership (Fullan, 2016). In the context of classroom observation, institutionalization means that observation is not treated as a one-time or isolated activity but as a continuous, systematized process embedded in instructional supervision, performance management, and professional learning systems.

DepEd has taken steps to institutionalize classroom observation through policy issuances that clarify procedures and emphasize its developmental purpose. DepEd Memorandum No. 102, s. 2023 explicitly distinguishes classroom observations conducted for performance rating from those intended for coaching and technical assistance. This policy reinforces the view that observation should primarily support teachers' growth by informing professional development plans and instructional improvement strategies rather than serving merely as a summative evaluation tool (DepEd, 2023).

Despite these policy directions, challenges in institutionalizing classroom observation persist at the school level. Studies and reports indicate issues such as inconsistent observation practices, limited time for post-observation conferences, varying levels of observer competence, and teachers' perceptions of observation as a high-stakes evaluative activity (Academia et al., 2024; OECD, 2013). These challenges may hinder the realization of classroom observation's full potential as a driver of professional growth and development.

International literature emphasizes that effective observation systems are characterized by clear standards, trained observers, collaborative feedback processes, and strong instructional leadership (Danielson, 2013; Stronge, 2018). Sergiovanni (2018) argued that instructional

supervision becomes transformative when it fosters trust, professional dialogue, and shared responsibility for improvement. In the Philippine educational setting, these principles align with DepEd's advocacy for collaborative professional learning through Learning Action Cells and mentoring programs, which can serve as platforms for discussing observation feedback and sharing best practices.

Given the central role of teachers in delivering quality education and the strategic importance of classroom observation within the RPMS-PPST framework, it is essential to examine how classroom observation can be more effectively institutionalized to maximize teachers' professional growth and development. Understanding the existing practices, challenges, and enabling conditions related to classroom observation can provide valuable insights for strengthening performance management systems and ensuring that they fulfill their developmental intent. This study is therefore anchored on the premise that institutionalized classroom observation, when aligned with supportive policies, instructional leadership, and continuous professional learning, can significantly enhance teacher competence and contribute to sustained improvements in teaching and learning.

Reflective Practice Theory, advanced by Donald Schön (1983), emphasizes that professional expertise develops through continuous reflection-in-action and reflection-on-action. Teachers analyze their own teaching behaviors, evaluate their effectiveness, and experiment with improved strategies to enhance student learning outcomes. Classroom observation under RPMS-PPST embodies this reflective approach by providing systematic feedback and opportunities for teachers to critically evaluate their instructional methods. The post-observation conference, an integral component of the observation cycle, allows teachers to discuss strengths, identify challenges, and formulate actionable plans for improvement. Schön's theory supports the premise that observation, when paired with structured reflection, fosters self-awareness, critical thinking, and adaptive pedagogical practices, which are essential components of professional growth (Schön, 1983; Loughran, 2002).

Performance Management Theory, as conceptualized by Armstrong (2016), underlines the importance of aligning individual performance with organizational goals through continuous monitoring, feedback, and development. This theory emphasizes that performance evaluation should not merely assess outputs but also facilitate the professional growth of individuals through coaching, feedback, and development planning. In the RPMS-PPST framework, classroom observation functions as both an evaluative and developmental instrument. Observers systematically document teaching practices, assess teacher performance against PPST domains, and provide feedback that informs professional development plans. This cycle of observation, feedback, and development exemplifies effective performance management by linking teacher evaluation to actionable improvements in teaching quality (Armstrong, 2016; DepEd, 2017).

Constructivist Learning Theory, articulated by Piaget (1972) and Vygotsky (1978), emphasizes that learning occurs through active engagement with experiences, reflection, and social interaction. Teachers, as reflective practitioners, construct knowledge by analyzing classroom experiences, interpreting feedback, and applying insights to enhance instructional practices. Classroom observation under RPMS-PPST provides authentic experiences for teachers to examine their instructional strategies, student interactions, and classroom dynamics.

Post-observation discussions act as scaffolding, where supervisors guide teachers to identify gaps, test alternative approaches, and consolidate new strategies. Through this constructivist approach, teachers actively construct knowledge that informs professional growth and instructional improvement, ensuring that learning is meaningful and directly applicable to their teaching contexts (Piaget, 1972; Vygotsky, 1978; Darling-Hammond et al., 2017).

The RPMS-PPST framework operationalizes these theories by translating the principles of adult learning, reflective practice, performance management, and constructivist learning into observable indicators across key teacher competency domains. These domains include lesson planning and preparation, content knowledge and pedagogy, learning environment, diversity of learners, curriculum implementation, assessment, and professional engagement. Classroom observation, as conceptualized in this study, serves as the primary mechanism for assessing these competencies, providing data for reflection, feedback, and professional development planning.

Pre-observation activities, such as lesson planning and instructional preparation, reflect Adult Learning Theory principles by allowing teachers to set specific objectives and align their practices with career-stage expectations. The observation itself captures real-time teaching behaviors and serves as the empirical basis for reflection-in-action (Reflective Practice Theory) and experiential learning (Constructivist Theory). Post-observation conferences provide structured feedback and development planning, aligning with Performance Management Theory by connecting observed performance to professional growth interventions and instructional improvement.

Empirical research underscores the efficacy of classroom observation in fostering teacher development. Reños and Pontillas (2024) found that the phases of classroom observation: pre-observation, observation, and post-observation, significantly influenced teacher participation in professional development activities such as Learning Action Cells (LACs), seminars, and advanced studies. Castillo (2019) reported that classroom observation led to measurable improvements in instructional strategies and lesson implementation, particularly when feedback was structured and actionable. These studies demonstrate that observation serves as both a formative and developmental tool, consistent with the theoretical principles outlined above.

International research also supports the integration of these theories in teacher evaluation and development systems. Danielson (2013) emphasized that observation frameworks anchored on professional standards provide clear expectations, objective assessment criteria, and actionable guidance for teachers. Hattie (2012) identified feedback derived from classroom observation as one of the most influential factors in teacher learning and instructional improvement, particularly when it is specific, timely, and linked to professional development interventions. These findings reinforce the proposition that observation, when institutionalized and embedded in continuous learning processes, significantly enhances teachers' professional growth.

Synthesizing these theoretical perspectives, the study proposes a model wherein institutionalized classroom observation under RPMS-PPST serves as a bridge between teacher evaluation and professional growth. Pre-observation planning fosters goal setting and self-

directed learning (Adult Learning Theory), observation captures teaching behaviors for reflection and analysis (Reflective Practice Theory and Constructivist Theory), and post-observation feedback provides targeted guidance for development (Performance Management Theory). Institutionalization ensures that these processes are systematic, consistent, and aligned with professional standards, transforming observation from a mere evaluative task into a continuous, growth-oriented cycle that maximizes teacher learning, instructional competence, and professional development.

Conceptual Framework

The conceptual framework of this study presents the theoretical and practical relationships between institutionalized classroom observation and teachers' professional growth and development within the RPMS-PPST framework. This framework is grounded in the premise that structured classroom observation, when consistently implemented and integrated with pre-observation planning, actual observation, and post-observation feedback, serves as a catalyst for enhancing teachers' instructional competencies, reflective practices, and overall professional development.

The independent variable in this study is institutionalized classroom observation, operationalized as a systematic, consistent, and school-supported process of evaluating teaching performance based on RPMS-PPST standards. Institutionalization ensures that observation is embedded into the routine functions of schools rather than being sporadic or perfunctory. According to DepEd Memorandum No. 102, s. 2023, classroom observation under RPMS-PPST must include three major phases: Pre-Observation (Pre-Conference), involves lesson planning, preparation of instructional materials, and setting objectives for teaching. This stage aligns with Adult Learning Theory, emphasizing self-directed planning and goal setting (Knowles, 1980; Merriam & Bierema, 2014). During Observation (Actual Classroom Observation), entails documenting teaching practices and classroom interactions based on PPST indicators such as lesson delivery, learning environment, student engagement, and assessment methods. Observation during this phase aligns with Reflective Practice Theory, as it provides data for critical reflection and self-assessment (Schön, 1983; Loughran, 2002). Post-Observation (Post-Conference/Feedbacking), involves providing constructive feedback, technical assistance, and recommendations for professional growth. This stage aligns with Performance Management Theory, which emphasizes using evaluative data to inform developmental planning and support teachers' career progression (Armstrong, 2016; DepEd, 2017).

By institutionalizing these phases, classroom observation becomes a continuous, formative, and developmental mechanism that promotes teacher reflection, instructional improvement, and professional advancement.

The dependent variable of this study is teachers' professional growth and development, which encompasses improvements in instructional competencies, pedagogical strategies, classroom management, reflective thinking, and engagement in professional learning activities. Professional growth is both a personal and systemic outcome, reflecting a teacher's ability to respond to learner needs, apply best teaching practices, and participate in collaborative

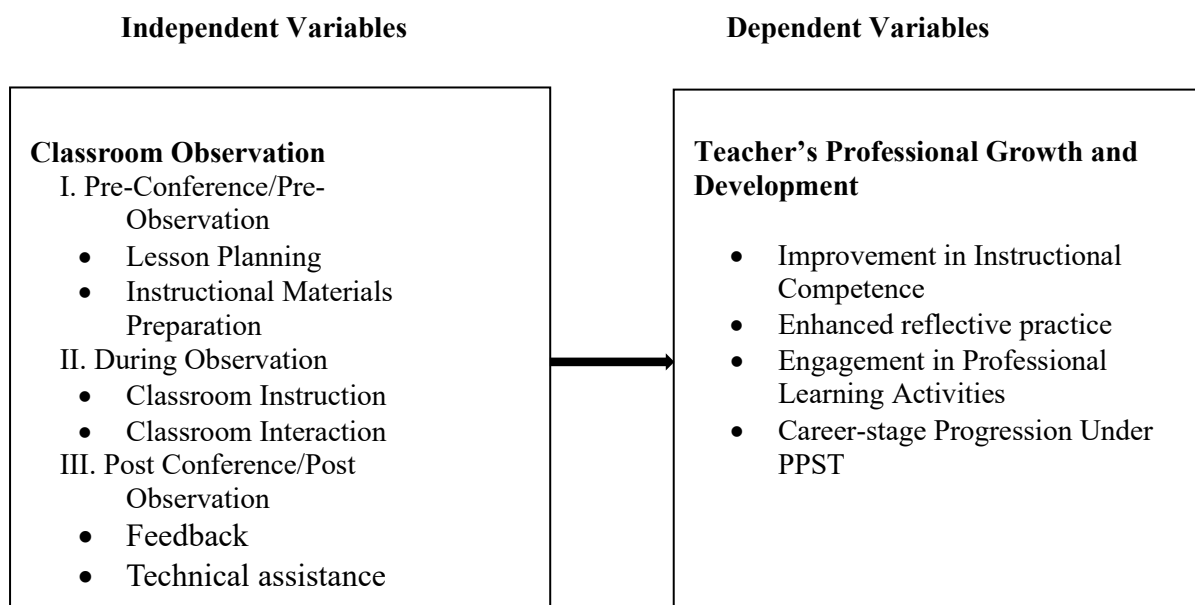
professional development opportunities such as Learning Action Cells (LACs), seminars, and further academic training.

Empirical studies indicate a positive relationship between structured classroom observation and teacher professional development. Reños and Pontillas (2024) demonstrated that systematic observation significantly influenced teachers' engagement in professional development activities, while Castillo (2019) found that observation with follow-up feedback improved lesson delivery and instructional effectiveness. These studies support the conceptualization of professional growth as a multidimensional outcome, shaped by reflective practice, targeted feedback, and continuous learning.

The conceptual framework posits that institutionalized classroom observation directly affects teachers' professional growth and development through the mediating processes of reflection, feedback, and targeted professional development activities. The pre-observation stage enables teachers to plan and align lessons with PPST standards, the observation stage provides objective evidence of instructional practices, and the post-observation stage delivers constructive feedback and technical assistance. When consistently applied, these phases create a cyclical process of reflection, implementation, and improvement, which enhances teachers' instructional quality and professional competencies.

Furthermore, the framework acknowledges that the effectiveness of classroom observation is moderated by school-based factors such as supportive leadership, availability of professional development resources, and organizational culture. Studies by Fullan (2016) and Sergiovanni (2018) highlight that institutional support, collaborative professional learning communities, and mentoring are critical in ensuring that observation leads to meaningful teacher development rather than merely serving as an evaluative formality.

The conceptual framework establishes institutionalized classroom observation as a structured, theory-driven, and empirically supported process that fosters teachers' professional growth and development. It highlights that when classroom observation under the RPMS-PPST is systematically implemented through clear policies, standardized tools, and consistent procedures, it becomes more than a mere evaluative requirement and instead functions as a developmental mechanism that supports continuous improvement in teaching practice. Anchored on professional standards, the framework emphasizes that effective observation promotes reflective practice by enabling teachers to critically examine their instructional strategies, classroom management, and assessment techniques based on evidence gathered during classroom observation. Furthermore, it underscores that the integration of constructive feedback, coaching, and collaborative professional dialogue transforms observation results into meaningful learning opportunities that guide teachers in refining their competencies. Ultimately, the framework serves as the basis for analyzing how institutionalized classroom observation can be maximized within the RPMS-PPST to enhance instructional quality, strengthen reflective practice, and sustain continuous professional learning, thereby contributing to improved teaching effectiveness and learner outcomes.

Figure 1*Research Paradigm***Statement of the Problem**

This study determined the extent to which institutionalized classroom observation under the RPMS-PPST contributes to maximizing the professional growth and development of public school teachers. Particularly, it answered the following questions:

1. What is the respondents' demographic profile in terms of:
 - 1.1 age;
 - 1.2 gender;
 - 1.3. educational status;
 - 1.4. years in service;
 - 1.5 Teaching Position; and
 - 1.6 Length of Exposure to Classroom Observation?
2. How are classroom observation practices implemented under the RPMS-PPST framework in terms of:
 - a. Pre-Observation (lesson planning and preparation of instructional materials);
 - b. During Observation (observation procedures and classroom contextualization); and
 - c. Post-Observation (feedback and technical assistance)?
3. What is the perceived effectiveness of classroom observation feedback and technical assistance in promoting teachers' professional growth and development?
4. How does institutionalized classroom observation contribute to teachers':
 - a. Improvement in Instructional Competence;
 - b. Enhanced Reflective Practice;
 - c. Engagement in Professional Learning Activities; and
 - d. Career-stage Progression Under PPST?;
5. Is there a significant relationship between the institutionalization of classroom observation and teachers' professional growth and development?

METHODOLOGY

This study employed a quantitative descriptive-correlational research design to examine the relationship between institutionalized classroom observation practices under the RPMS-PPST framework and teachers' professional growth and development within the Nagcarlan Sub-Office during the School Year 2025–2026. The descriptive component determined the extent of implementation of classroom observation practices, while the correlational component assessed the relationship between observation practices as the independent variable and teachers' professional growth outcomes as the dependent variable. From a total population of $N=512$ public school teachers across 21 schools, a sample of $n=100$ respondents was selected using stratified random sampling. Treating each school as a distinct stratum ensured proportional representation and minimized sampling bias, capturing a diverse mix of teaching experiences, grade levels, and subject areas to maximize the generalizability of the findings. Data collection relied on a 56-item, researcher-developed survey questionnaire anchored in existing RPMS-PPST guidelines and DepEd Order No. 2, s. 2015. The instrument consisted of three major sections: a six-item demographic profile detailing baseline participant characteristics; a section measuring the three distinct phases of the observation cycle, namely the pre-conference, during observation, and post conference phases; and a final section assessing professional growth indicators such as instructional competence, reflective practice, engagement in learning activities, and career-stage progression. All items measuring the independent and dependent variables were framed as declarative statements and rated on a five-point Likert scale ranging from 1=Strongly Disagree to 5=Strongly Agree. To guarantee structural integrity, the instrument underwent content validation by experts in educational leadership and teacher education, and its internal consistency was verified via Cronbach's alpha during a preliminary pilot test with non-participating teachers. The data collection process commenced after securing institutional approval from the Schools Division Superintendent, District Supervisor, and respective school heads. To optimize response rates and ensure participant convenience, the validated questionnaire was administered digitally via Google Forms, with strict protocols maintained to guarantee concealment, data confidentiality, and voluntary participation. Once the complete datasets were retrieved and tabulated, the data were analyzed using both descriptive and inferential statistical methods. Frequency counts, percentages, weighted means, and standard deviations (SD) were calculated to summarize the demographic data and evaluate the implementation levels of the observation phases. Finally, Pearson Product-Moment Correlation Coefficient (r) at a significance level of $\alpha = 0.05$ was utilized to determine the strength and direction of the relationship between institutionalized classroom observation practices and teachers' professional growth outcomes.

RESULTS AND DISCUSSION

This study aimed to determine the extent to which institutionalized classroom observation under the RPMS-PPST contributes to maximizing the professional growth and development of 100 Department of Education teachers at Nagcarlan Sub-Office.

PART I. RESPONDENT'S DEMOGRAPHIC PROFILE

The respondents' demographic profile was described in terms of age, gender, educational status, years in service, teaching position, and length of exposure to classroom observation (RQ 1).

Table 1. *Frequency Distribution of Respondents by Age (N = 100)*

Age (years)	Frequency	Percent
20–30	7	7
31–40	36	36
41–50	32	32
51–60 and above	25	25
Total	100	100

Table 1 presents the age distribution of the respondents. The data show that the largest group of teachers belongs to the 31–40 age bracket (36%), followed by those aged 41–50 (32%). Only 7% are 20–30 years old, while 25% are 51 years old and above. This indicates that the respondents are predominantly in their middle adult years, a stage typically associated with greater classroom experience and professional stability.

Table 2. *Frequency Distribution of Respondents by Gender (N = 100)*

Gender	Frequency	Percent
Female	84	84
Male	16	16
Total	100	100

The majority of the respondents are female (84%), while only 16% are male. This reflects the female-dominated composition of the public-school teaching workforce, which is consistent with typical patterns in basic education settings (Table 2).

Table 3. *Frequency Distribution of Respondents by Educational Status (N = 100)*

Educational Status	Frequency	Percent
Bachelor's Degree	17	17
With Master's Unit	44	44
Master's Degree Holder	33	33

Educational Status	Frequency	Percent
With Masteral Unit	1	1
With Doctorate's Unit	1	1
Doctorate Degree Holder	3	3
Total	100	100

A considerable proportion of the respondents have post-baccalaureate qualifications. Combining those with master's units and master's degrees (including the single "Masteral Unit" entry), around 78% have pursued or completed graduate studies, while 4% are at or pursuing the doctoral level. Only 17% remain at the bachelor's degree level. This suggests a highly educated teaching force that is likely more receptive to professional standards such as the RPMS-PPST.

Table 4. *Frequency Distribution of Respondents by Years in Service (N = 100)*

Years in Service	Frequency	Percent
1–10	31	31
11–20	44	44
21–30	17	17
31–40	8	8
Total	100	100

The largest group (44%) has been in service for 11-20 years, and another 25% have served more than 20 years. In total, 69% of the respondents have more than 10 years of teaching experience, indicating a predominantly seasoned teaching cohort. Their long experience provides a strong base for analyzing the effects of institutionalized classroom observation on professional growth.

Table 5. *Frequency Distribution of Respondents by Teaching Position (N = 100)*

Teaching Position	Frequency	Percent
Teacher I	19	19
Teacher II	23	23
Teacher III	52	52
Teacher IV	1	1
Teacher V	1	1
Teacher VII	4	4
Total	100	100

Over half of the respondents are Teacher III (52%), followed by Teacher II (23%) and Teacher I (19%). Only a small proportion has reached higher ranks (Teacher IV-VII). This suggests that most respondents are in career stages where performance evaluation and classroom observation are critical for progression, especially under the PPST career-stage framework.

Table 6. *Frequency Distribution of Respondents by Length of Exposure to Classroom Observation*

Length of Exposure (years)	Frequency	Percent
1–3	19	19
4–6	32	32
7–9	49	49
Total	100	100

N=100

Nearly half of the teachers (49%) have been exposed to classroom observation for 7-9 years, while another 32% have experienced it for 4-6 years. Thus, 81% have at least four years of exposure. This indicates that classroom observation is well-institutionalized in their context, giving respondents sufficient experience to assess its implementation and perceived effectiveness.

PART II. CLASSROOM OBSERVATION PRACTICES UNDER THE RPMS-PPST FRAMEWORK

The baseline evaluation of the independent variable shows that the institutionalized classroom observation process under the RPMS-PPST is deeply embedded within the schools' supervisory systems. As shown in Table 7, the overall grand mean of 4.64 (SD = 0.45) indicates a verbal interpretation of Highly Implemented.

Table 7. *Overall Level of Implementation of Institutionalized Classroom Observation Practices under the RPMS-PPST*

Classroom Observation Phase & Dimension	Overall Mean	SD	Verbal Interpretation
Pre-Observation			
Lesson Planning	4.66	0.47	Highly Implemented
Instructional Materials Preparation	4.62	0.49	Highly Implemented
During Observation			
Observation Procedures / Classroom Instruction	4.60	0.46	Highly Implemented
Classroom Contextualization / Interaction	4.65	0.46	Highly Implemented
Post-Observation			
Feedback	4.68	0.42	Highly Implemented
Technical Assistance	4.60	0.46	Highly Implemented

Legend: 1.0-1.49 (Not at All Implemented); 1.50-2.49 (Less Implemented); 2.50-3.49 (Moderately Implemented); 3.50-4.49 (Implemented); 4.50-5.0 (Highly Implemented).

The Post-Observation: Feedback dimension obtained the highest overall mean score of 4.68 (SD = 0.42), indicating that teachers highly value structured feedback sessions. These post-conferences serve as a safe space for collaborative dialogue, enabling teachers to recognize instructional strengths and constructively process recommendations for pedagogical refinement. Conversely, During Observation: Classroom Instruction and Post-Observation: Technical Assistance yielded the lowest identical mean score of 4.60 (SD = 0.46), though both remain firmly within the "Highly Implemented" band. This minor variation implies that while observations are technically sound, formal isolated visits may occasionally fail to capture day-to-day classroom realities. Furthermore, the continuous delivery of follow-up technical assistance and mentoring can occasionally run into structural constraints, such as heavy administrative task loads and restricted schedules.

To operationalize these statistical findings, the Nagcarlan Sub-Office utilizes an active instructional monitoring initiative known as "Proyekto LIWANAG" (Lifecycle Implementation with Word, Action, and Nurturing Guidance). This initiative works directly on the ground to ensure that the observation cycles function as living, formative processes. Field assessments confirmed that under this initiative, observation cycles transition away from tense, unilateral evaluations toward rich, mutual professional dialogues guided directly by the standardized PPST indicators.

PART III. TEACHERS' PROFESSIONAL GROWTH AND DEVELOPMENT

The evaluation of the dependent variable underscores that the institutionalized observation lifecycle functions as a powerful lever for professional growth rather than an empty bureaucratic ritual. The overall grand mean score of 4.64 (SD = 0.46) presented in Table 2 establishes that teachers perceive these practices as Highly Effective across all developmental trajectories.

Table 8. *Overall Perceived Effectiveness of Institutionalized Classroom Observation*

Dimension of Professional Growth & Development	Overall Mean	SD	Verbal Interpretation
Improvement in Instructional Competence	4.67	0.43	Highly Effective
Enhanced Reflective Practice	4.66	0.45	Highly Effective
Engagement in Professional Learning Activities	4.62	0.46	Highly Effective
Career-Stage Progression under PPST	4.61	0.51	Highly Effective

Legend: 1.0-1.49 (Not at All Effective); 1.50-2.49 (Seldom Effective); 2.50-3.49 (Moderately Effective); 3.50-4.49 (Effective); 4.50-5.0 (Highly effective)

Improvement in Instructional Competence achieved the highest mean score of 4.67 (SD = 0.43), indicating that targeted feedback and technical assistance translate directly into real-time pedagogical enhancements, boosted instructional confidence, and better every day learner engagement. In contrast, Career-Stage Progression under PPST logged the lowest mean score of 4.61 (SD = 0.51). While classroom observations provide the concrete portfolio evidence required to advance across PPST career stages, actual upward professional mobility is constrained by macro-systemic variables, including the availability of official institutional plantilla positions, strict localized promotion criteria, and complex civil service workflows.

To bridge this specific gap between ongoing assessment and formal career advancement, the sub-office runs a targeted structural mechanism called "Proyekto SULONG" (Sustaining Unique Learning Opportunities and Nurturing Growth). Through this platform, instructional supervisors and master teachers actively track growth profiles, map competency deficits directly onto localized district-wide training plans, and provide direct mentoring to help teachers build robust portfolios for formal promotions.

PART IV. RELATIONSHIP BETWEEN CLASSROOM OBSERVATION AND TEACHERS' PROFESSIONAL GROWTH AND DEVELOPMENT

Inferential statistics confirm a deeply integrated, mutually reinforcing link between systematic observation practices and teacher development. As displayed in Table 8, all computed Pearson Product-Moment correlation coefficients are positive, substantial, and statistically significant at the $p < .001$ level, with values ranging from 0.560 to 0.735.

Table 8. *Correlation between Classroom Observation Dimensions and Teachers' Professional Growth and Development*

Classroom Observation Dimension	Improvement in Instructional Competence	Enhanced Reflective Practice	Engagement in Professional Learning Activities	Career-Stage Progression under PPST
Pre-Observation				
Lesson Planning	0.560***	0.603***	0.642***	0.561***
Instructional Materials Preparation	0.605***	0.595***	0.694***	0.630***
During Observation				
Classroom Instruction	0.641***	0.634***	0.664***	0.594***
Classroom Interaction	0.707***	0.616***	0.642***	0.643***
Post-Observation				
Feedback	0.727***	0.735***	0.705***	0.680***
Technical Assistance	0.705***	0.703***	0.718***	0.662***

*** $p < .001$ (highly significant).

Note: Coefficients of 0.41–0.60 indicate moderate positive correlation; 0.61–0.80 indicate strong positive correlation.

The statistical data highlight a critical conceptual insight: the strongest positive relationships reside entirely within the post-observation phase. Post-observation feedback exhibits powerful, strong correlations with enhanced reflective practice ($r=0.735^{***}$), improvement in instructional competence ($r=0.727^{***}$), and engagement in professional learning ($r=0.705^{***}$). Technical assistance demonstrates an identical pattern of strong positive associations, linking tightly with engagement in professional learning activities ($r=0.718^{***}$), improvement in instructional competence ($r=0.705^{***}$), and enhanced reflective practice ($r=0.703^{***}$).

These findings indicate that while comprehensive lesson planning and rigorous during-observation execution are foundational, the post-observation phase acts as the true engine of professional growth. The supportive manner in which feedback is processed, paired with the targeted delivery of administrative technical assistance, is what most powerfully accelerates an educator's growth trajectory. This empirically solidifies the status of the RPMS-PPST as a

genuinely developmental framework rather than a punitive evaluation tool. When carried out systematically, the entire cycle works as a highly coherent system for active mentoring and sustained instructional mastery.

CONCLUSION AND RECOMMENDATIONS

In conclusion, the institutionalized implementation of classroom observation under the RPMS-PPST framework within the Nagcarlan Sub-Office has successfully evolved beyond a compliance-driven evaluation mechanism into a collaborative and developmental coaching system that deeply supports teachers' professional growth. The consistently high implementation across the pre-observation, during-observation, and post-observation phases demonstrates that standardized observation frameworks can create a predictable, formative, and highly supportive professional environment grounded in reflective practice. Furthermore, the highly significant, positive relationships established across all variables confirm that rigorous, policy-aligned observation practices are directly associated with real improvements in everyday instructional competence, enhanced reflective practice, and steady career progression. Constructive feedback anchored directly in transparent PPST benchmarks successfully shifts the educational culture away from evaluative anxiety, transforming observations into a continuous cycle of self-evaluation and collaborative learning.

Based on these findings, several recommendations are presented to maximize the developmental utility of the observation cycle. First, the Department of Education, school heads, and instructional supervisors should continue to maintain strict implementation fidelity to the standardized protocols under DepEd Order No. 2, s. 2015. Schools should intensify targeted pre-observation support mechanisms, including collaborative lesson planning sessions, instructional coaching, and clear alignment of lesson objectives with PPST indicators before formal visits take place. Second, schools should formalize and deepen reflective practices by requiring teachers to maintain structured reflective journals or reflection forms following each observation cycle. These tools must be supported by regular, administrative-led professional dialogue sessions and peer mentoring within school-based Learning Action Cells (LACs) to turn feedback into routine habits of self-evaluation. Finally, future researchers should conduct longitudinal and comparative studies across different regional and institutional contexts. These studies should track the long-term influence of institutionalized observations on long-term teacher performance across PPST domains, instructional quality trends, and objective student learning outcomes to ensure a responsive, growth-oriented educational system.

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