

## CLASS OBSERVATION

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Lack of reliable and accurate information that educators could use to support their own professional development has long been one of the issues preventing effective classroom instruction. Even seasoned teachers frequently aren't aware of how they engage with particular kids. As a result, one of the most crucial goals of a classroom observation is to enhance teachers' in-class instruction.

The Republic Act 10533, sometimes known as the K-12 Law, in the Philippines includes classroom monitoring as one criterion for assuring quality instruction. According to Section 14 of the law, the Department of Education (DepEd) will report on several implementation-related issues, including teacher welfare and training requirements that may be assessed through teacher classroom observation. Feedback offers opportunities to exchange knowledge and ideas as well as high-quality suggestions for ongoing improvement.

Classroom observation was described as a means of giving feedback to a teacher's classroom practice in the Revised Results-Based Performance Management System Manual of 2018. Along with offering proof of actual teacher performance, their assets, and places for development, it also motivates teachers to reflect on and become more self-aware of their practices.

In summary, the purpose of the standardized classroom observation tool was not to burden our instructors, but rather to aid them in strategizing their teaching-learning process and other stages of the profession. This would enable educators to engage in self-reflection on their own instruction, recognize pedagogical needs, and spark creativity for the benefit of the students. They must comprehend completely that the major goal of

conducting and utilizing the classroom observation tool was to enhance the teaching-learning process.

*References:*

*Republic Act No. 10533. Official Gazette.*  
<https://www.officialgazette.gov.ph/2013/05/15/republicact-no-10533/>