

CLASSROOM OBSERVATION: A TOOL FOR EFFECTIVE TEACHER MENTORING

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Classroom observation is the most powerful tool Master Teachers utilize to guide their peers. Through direct observation of instruction, Master Teachers can offer very specific, evidence-driven feedback that identifies strengths as well as areas of improvement. This kind of feedback means teachers receive focused support that has a direct bearing on classroom practice.

The worth of observation in the classroom lies in how it can bridge the gap between theory and practice. Teachers might know strategies in theory, but may require direction in how to effectively apply them. Observations and constructive feedback enable practical tweaking that can improve lesson delivery, student interaction, and classroom control.

When consistently implemented, class observation fosters a culture of openness and cooperation within schools. Teachers do not perceive feedback as criticism but rather as a chance to make their teaching even better. This attitude encourages ongoing learning, enhances teaching quality, and guarantees that the school upholds high standards in academics.

In line with this, classroom observation enhances mentorship by providing occasions for professional discussion between Master Teachers and teachers. Post-observation meetings provide mentors and mentees with a chance to sit back together and discuss what went right and what could be further improved. This enhances trust, fosters cooperation, and helps teachers become more reflective practitioners. In the long

term, observation in the classroom not only improves individual performance in teaching but also adds to the overall development of the teaching community to ensure high-quality education is maintained at all levels.

References:

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