

Competency-Based Clinical Education: Validation of Teaching Demonstration Assessment Rubrics

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Abstract: *One of the most essential technical assistances that school heads can offer to the teachers in improving their attitude and performance is through clinical supervision. This study evaluated how the clinical supervision of school heads affect the teachers' teaching demonstration performance of one hundred fifteen (115) elementary teachers in the five (5) schools within Tagoloan District, Division of Misamis Oriental, during the School Year 2024 - 2025. It also sought to identify any significant relationships between selected variables and determine which of the independent variable/s singly or in combination influence the teachers' demonstration performance. The study employed descriptive correlational and causal research designs and utilized statistical tools like Mean and Standard Deviation, Pearson Product Moment Correlation Coefficient and Multiple Linear Regression. The study revealed that Pre-observation was highly implemented of all the clinical supervision. The teachers' teaching demonstration was at Very Satisfactory Level. Clinical supervision showed weak to moderate positive correlation and with teachers' teaching demonstration. Moreover, pre-observation and post-observation conducted by school heads influenced the teachers' teaching demonstration. Thus, clinical supervision of school heads is important to improve teachers' teaching practices. It can be recommended that school heads may continue the pre- and post-observation as clinical supervision, as they have been identified as significant predictors of teachers' performance.*

Keywords: clinical supervision, school heads' pre-and post-observation, teaching demonstrations

1. Introduction

The most essential technical assistance that school heads can offer to the teachers in improving their attitude and performance is through clinical supervision. Teachers face a lot of duties and responsibilities at school and so they need guidance and assistance as well as monitoring from their superiors to ensure that their activities are aligned with the goals, objectives and standards of the Department of Education. Clinical supervision, as a means of monitoring instructional activities, is fundamentally focused on improving the educational process. Thus, it is crucial in assessing teachers' performance. This monitoring seeks to uncover deficiencies in teachers' implementation of the educational process, which eventually affects their overall performance, as emphasized by Oco (2022). Clinical supervision is distinct from other forms of supervision as it often occurs in three phases: pre-observation conference, observation, and post-observation conference.

Supervision is commonly viewed as a process centered on the identification of imperfections and deficiencies that will be the gauge for assistance and guidance to be given to the teachers. Teachers often view supervision primarily as a tool for evaluation which aims at assessment. It serves as a means to offer advantageous support and foster professional growth, along with enhancing teaching and learning (Tomarong, 2023). On the other hand, classroom observation is a method by which clinical supervision is carried out. Within the framework of the Philippine Professional Standards for Teachers-Results-Based Performance Management System (PPST-RPMS), classroom monitoring has been made mandatory. Additionally, it has been improved to function in a manner that is more unbiased and consistent in its application. Neither a directive nor a memorandum has been

issued by the Department of Education (DepEd) that specifically mandates the utilization of clinical supervision in instructional supervision. The RPMS Manual, on the other hand, emphasizes how important it is to adhere to all of the phases and protocols that are involved in classroom observations. These procedures include pre-observation, real observation, and post-observation. It is important to note that these essential characteristics are in close line with the concepts of clinical supervision. Therefore, it is possible to draw to the conclusion that the Department of Education is implementing clinical supervision as a method to improve the overall quality of education (www.deped.gov.ph).

The influence of clinical supervision on the attitudes and performance of teachers has been the subject of a number of researches. The findings of Chaula's research conducted in 2023 on the clinical supervision techniques of school administrators demonstrated a good connection with the feelings of the teachers. This is consistent with the findings of previous research conducted by Diez-Palomar et al. (2020), which suggested that good attitudes toward teaching and learning supervision led to positive professional feelings and effective teaching. In addition, Bello et al. (2020) carried out a study to investigate the impact of clinical supervision; however, the study did not take into account the attitudes of teachers regarding clinical supervision or the extent to which it was implemented. Therefore, the purpose of this study was to evaluate the influence of clinical supervision teachers' teaching demonstrations. It further would provide data and results that are vital to the improvement of the implementation of clinical supervision to school heads, teachers and even the learners.

This research was based on the Systems Approach to Supervision as formulated by Holloway. The Systems

Approach Supervision (SAS) model was developed to offer a visual framework for supervisors to systematically and strategically evaluate the various factors that may influence, particularly in a negative manner, their teaching and learning processes. This work aimed to enhance the understanding of supervision by providing a shared language applicable to supervisors and educators across various theoretical frameworks, along with a visual representation of concepts illustrating their interconnections (Tomarong, 2023).

This study was also based on the Leadership Theories of Treedy Heller (1982). Theorized that the essence of leadership is followership. The willingness of individuals to follow is what establishes a person as a leader. Leaders must perform all functions of their role to integrate human and material resources in order to achieve objectives. The Trait Theory posits that leaders are perceived as exceptional individuals whose superior qualities compel others to follow them, serving as a framework for identifying the essential characteristics of effective leaders. This approach was thought to enable the isolation of critical leadership traits, allowing for the recruitment, selection, and placement of individuals possessing these traits into leadership roles (Pabillo, 2021).

The study also utilized the Instructional Leadership Skills model established by Hallinger, as referenced by Daing and Mustapha (2023). His study indicated that the instructional leadership construct has maintained a robust presence in leadership literature, even amidst school restructuring and reform. Instructional leadership is regarded as a model for school leaders due to its role in monitoring, mentoring, and modeling, as well as its potential to enhance school performance.

Additionally, as leadership is a crucial element of school progress, the principal of the school serves as its major leader, and decisions made by them have a direct bearing on the advancement of the school. A principal's involvement in or awareness of instructional leadership techniques affects how well students do, which in turn improves the school. In order to guarantee that work is accomplished faithfully and in a way that balances these complimentary duties, principals should prioritize instructional leadership by assigning management and instructional responsibilities to support staff, such as assistant principals (McBrayer et al., 2021).

The extent of clinical supervision implemented served as the main independent variable in our investigation. Wardhani et al. (2024) identified prevalent challenges encountered in the implementation of clinical supervision. These challenges encompass several significant components. Challenges include the frequent mandatory official meetings led by principals, the perception among teachers that supervision primarily seeks to identify their weaknesses, and the disruptions to the learning process that may arise during the clinical supervision phase. The disruptions are attributed to students' distraction caused by the principal's presence in the classroom.

2. Methodology

This research utilized a descriptive correlational and causal research design, employing the disciplined inquiry process

through the collection and analysis of empirical data to contribute to knowledge development. Descriptive research is dedicated to gathering information about prevailing conditions or situations for the purpose of description and interpretation. The descriptive quantitative analysis in this study specifically focused on ascertaining the relationship between issues in educational management and the efficiency of resource allocation.

The researcher used a qualitative correlational method as a research design strategy. The general purpose of this design was not just to describe but to explore the relationship between two variables. The method was chosen in order to identify the correlation and recognize the relationship between the implementation of clinical supervision and teaching demonstration. The researcher gathered data and information through the use of survey questionnaire. The researcher deemed this design well-suited to exploring the relationship between clinical supervision and teaching demonstrations.

On the other hand, causal research is classified as conclusive research since it attempts to build a cause-and-effect link between two variables. Causal research is also known as explanatory research. It is a type of research that examines if there is a cause-and-effect relationship between two separate events. This would occur when there is a change in one of the independent variables, which is causing changes in the dependent variable (Villegas, 2024).

3. Results and Discussion

Problem 1. What is the level of implementation of clinical supervision in terms of the following processes:

- 1.1 Pre-observation;
- 1.2 Actual observation; and
- 1.3 Post observation?

Table 1: Overall Implementation of Clinical Supervision

Variable	Mean	SD	Description	Interpretation
Pre-Observation	4.24	0.53	Strongly Agree	Highly Implemented
Actual Observation	4.18	0.53	Agree	Implemented
Post-Observation	4.20	0.52	Agree	Implemented
Overall Mean	4.21	0.53	Strongly Agree	Highly Implemented

Note: 4.21-5.00 Highly Implemented; 2.61-3.40 Moderately Implemented; 3.41-4.20 Implemented
1.81-2.60 Less Implemented; 1.00-1.80 Least Implemented

Table 1 shows the overall implementation of clinical supervision. It registered an overall Mean of 4.21 with SD=0.53, described as Strongly Agree and interpreted as Highly Implemented. This data imply that the teachers believed that their school heads are performing their best in providing clinical supervision and assistance to improve themselves and their teaching performance. Clinical supervision refers to the responsibilities that administrative personnel in the education sector hold. Educational institution administrators are tasked with ensuring the effective operation of the institution while adhering to legal regulations and obligations. This domain aims to confirm that educators and faculty members fulfill their responsibilities properly, thereby maximizing the educational opportunities available to

students. Clinical supervision plays a crucial role in enhancing students' learning by enabling administrators to strengthen and refine teaching methodologies. Through the expert analysis of performance metrics and relevant data, administrators can offer educators valuable feedback and guidance that significantly influences the learning outcomes within each classroom. A primary responsibility of administrators is to ensure effective oversight of the educational process, as the core mission of schools is to foster students' learning. To guarantee equitable access to high-quality educational programs for all students, it is imperative that administrators hold teachers accountable for delivering a well-structured and suitable curriculum (Paquinol and Cabigas, 2023).

In the same table, the highest rated variable is *Pre-observation* with the mean score of 4.24 with SD=0.53, described as Strongly Agree and interpreted as Highly Implemented. This data imply that the teachers have high regard on the importance of pre-observation as part of the school heads' clinical supervision. This allows the teachers to have better plans and preparations as they were able to present it to their school head and the school in return provided assistance for them to make their teaching and learning activities more fun and exciting for the students.

This indicates that pre-observation significantly impacts the instructional activities of the teachers. Such preparation guarantees effective and successful classroom observation processes. Educational leaders are actively engaged in preparing for this evaluation, which enhances focus and productivity. Adequate preparation enables school administrators to concentrate their evaluations, pinpoint areas for feedback, and facilitate a seamless observation process. By dedicating sufficient time to preparation, instructional oversight can be more effective, leading to improvements in teaching strategies and student outcomes. The findings are corroborated by Llego (2021), which suggests that the pre-observation procedures implemented by school administrators prior to classroom assessments are essential for ensuring that the observation process remains both effective and unbiased. These practices encompass a range of activities typically undertaken by school leaders before conducting classroom observations.

Meanwhile, the lowest rated variable is *Actual Observation* with the Mean score of 4.18 and SD=0.53 described as Agree and interpreted as Implemented Level. This data implies that actual observation is less performed by the school heads during the demonstration observation for the teachers. Factors that are considered to this may include distractions of the flow and concentrations of the students in an observed class and misunderstanding towards the teachers.

School heads must bear in mind that halting and calling the attention of the teacher while being observed in conducting classes may cause misunderstanding as the teacher may think that it committed mistake in discussing the topic that may distract their attention and focus. Thus, most of the time the school heads will just record the positive and negative things that the teacher incurs while conducting the observed classes. According to Pajares (2019) school heads prefer to talk to the observed teacher after the class via one-on-one conference or during the post observation process. In this way, the teacher is given the chance to explain its side without the presence of the students. Moreover, the teacher will also do not feel embarrassed and offended.

Problem 2. What is the teachers' level of teaching demonstrations based on their COT rating for school year 2023 - 2024?

The level of teachers' teaching demonstration registered an overall Mean of 4.19 with SD=0.52, described as Consolidating and interpreted as Very Satisfactory. These data suggest that teachers' performance in observed classes reaches a Very Satisfactory level. Teaching demonstrations is something that the teachers are required to do as it forms part of their attachments for their performance rating in a school year. It also gives the chance for the teachers to show to their school heads their achievements and improvements.

Classroom observations on teaching demonstrations provide school administrators with the opportunity to assess the potential for enhancing the quality and variety of resources available. It is essential to reevaluate the materials supplied to instructors to ensure they are diverse, relevant, and effectively support the professional development goals of teachers. By taking proactive measures to address this issue, school administrators can improve the effectiveness of their instructional supervision processes, ultimately leading to enhanced learning outcomes for students.

The Department of Education underscores the importance of allocating resources for the professional growth of educators. This policy supports both teachers and school administrators, highlighting the necessity of continual professional development and facilitating access to critical resources for enhancing instructional methodologies. Per DepEd Order No. 001, section 2020, this directive ensures that school leaders are equipped to foster and encourage the ongoing professional development of their educators, thereby cultivating an environment conducive to continuous learning and advancement.

Problem 3. Which of the independent variables singly or in combination impact teachers' teaching demonstrations?

Table 3: Regression analysis between clinical supervision and teaching demonstrations

Variables	UC		t-value	Sig. (P-value)	Decision
	B	SE			
Constant	0.5957	0.6394	0.4989	5.5989	0.001
Pre-Observation	0.6988	0.3948	0.7964	6.5479	0.001
Actual-Observation	0.0264	0.0513	0.2451	0.2638	0.168
Post-Observation	0.2893	0.3958	0.4853	4.5963	0.001
Model	R	R ²	Adjusted R ²	f-value	Sig. (P-value)
	0.54.3	0.482	0.387	9.315	0.001
					Decision
					Reject Ho

Note: Significant when computed *p*-value <0.05

Table 3 shows the regression analysis between clinical supervision and teaching demonstrations. The result shows that pre-observation was a significant predictor of teachers' demonstration performance ($\beta = 0.7964$, $p = 0.001$), and so was post-observation ($\beta = 0.4853$, $p = 0.001$). This further means that the two (2) variables have 48% influence on the teachers' demonstration performance while 52% were attributed to other variables that were not part of the study. However, actual observation was not a significant predictor of teacher demonstration performance, ($\beta = 0.2451$, $p = 0.168$). In assessing the effectiveness of teachers during demonstrations, it is evident that both pre-observation and post-observation processes, alongside clinical supervision conducted by school administrators, play a crucial role. However, the findings indicate that the actual observation in the context of clinical supervision does not significantly predict teacher performance during demonstrations. This suggests that the procedures implemented before and after classroom observations may exert a more substantial influence on teachers than the observation process itself.

The statistically significant positive impact of pre-observation activities on teachers' demonstration performance indicates a robust correlation between these preparatory measures and classroom efficacy. This underscores the importance of school administrators dedicating resources and time to thorough preparations prior to classroom observations, which includes setting explicit objectives, providing relevant materials, and fostering a supportive environment. Such preparations are likely to enhance teachers' confidence and effectiveness in their roles. Research further indicates that proactive strategies implemented before classroom evaluations can positively affect teachers' perceptions of their ability to meet instructional goals and engage students effectively. Therefore, prioritizing and enhancing pre-observation processes could lead to increased teacher efficacy, ultimately benefiting students' learning outcomes and overall educational quality. The regression analysis led to the rejection of the null hypothesis

Participating in a pre-observation discussion can enhance a teacher's confidence and preparedness for an observation. This dialogue clarifies the objectives of the observation, identifies the evidence to be collected, and explains the methods of collection. Such clarity enables teachers to align their preparations with their instructional goals, ensuring that the observer's focus aligns seamlessly with their objectives (Hassan, 2019). This approach has the potential to elevate teachers' performance by providing a clear understanding of the expectations during the observation and fostering a sense of support and readiness, ultimately leading to more effective teaching practices.

The actual observation procedures do not statistically significantly influence teachers' demonstration performance. This suggests that the methodologies used during classroom observation sessions may not substantially affect teachers' perceptions of their effectiveness and confidence in their abilities. Consequently, the null hypothesis was accepted. The frequency of observations conducted by school leaders is insufficient and may not capture the full range of teaching

methods and interactions that promote teacher effectiveness. If observation techniques are perceived as evaluative rather than developmental, teachers might experience stress or anxiety, which can hinder their ability to reflect and improve professionally. Additionally, if the criteria or indicators used for evaluation are unclear or inconsistent, educators may struggle to understand the expectations set for them and the ways to enhance their performance.

Aquino et al. (2021) highlight that teacher who exhibit exceptional performance are more open to adopting innovative teaching strategies, set ambitious goals, demonstrate superior planning and organizational skills, prioritize problem-solving, seek assistance when necessary, and adapt their teaching methods in response to challenges. These practices not only alleviate burnout and enhance job satisfaction for educators but also foster student motivation, academic adjustment, and performance. However, real-world observations do not significantly influence teachers' effectiveness, suggesting that their performance is more shaped by intrinsic factors and ongoing professional development rather than solely by evaluations.

The implementation of post-observation as clinical supervision significantly influences teacher demonstration performance. The strategies employed after observing teachers in the classroom play a vital role in enhancing their performance and confidence in their abilities. As a result, this underscores the importance of providing constructive feedback, guidance, and support to educators following classroom observations, as it can greatly impact their sense better performance. The successful application of post-observation fosters increased support for teachers, clarity regarding areas for improvement, and access to vital resources for refining teaching methodologies. Consequently, the regression analysis revealed that the null hypothesis test was rejected.

Lavigne et al. (2023) highlight that when school heads perform effectively as instructional leaders, they affirm and empower teachers. Educators perceive classroom visits and subsequent feedback as valuable coaching moments that contribute to their professional growth. This strategy further emphasizes the importance of the school heads being an active and visible figure within the classroom and throughout the school environment. This environment encourages a spirit of teamwork and ongoing enhancement, allowing teachers to accept clinical supervision as part of their professional growth and advancement. This ultimately fosters a supportive educational atmosphere that emphasizes the achievement of students.

4. Conclusions

Based on the above findings, the following conclusions can be drawn:

- 1) Preparation prior to classroom observations of the school head is essential.
- 2) Teachers possess a strong sense of confidence and demonstrate effectiveness in this area of their profession.

- 3) School heads' clinical supervision was associated with teachers' demonstration performance.
- 4) Pre-and post-observation influenced the extent to which teachers exhibit their expertise.

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