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Innovative Clinical Supervision for Excellence in Pedagogy: An Outcome-Based Project in Improving the Attributes and Performance Level of K to 12 Teachers

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ABSTRACT

The K to 12 basic education program brought reforms in the Philippine educational system constructively aligned with the 21st-century learning revolution in the ASEAN and international communities. This descriptive-evaluative correlational research, as funded by the DepED Basic Education Research Fund (BERF), investigated the improvement on the attributes and teaching performance level of the seventeen (17) purposively selected K to 12 teachers from the clustered schools through innovative clinical supervision. The researcher used a validated self-made questionnaire to gather the data and, statistically, analyzed using weighted mean, Pearson r, and t-test. Results revealed that the teachers attained a proficient level in the K to 12 attributes advanced level in the teaching performance, and the Innovative Clinical Supervision for Excellence in Pedagogy (ICSEP) Project was highly effective. Significant correlations emerged between the K to 12 attributes of teachers and the effectiveness of the ICSEP project and

the teaching performance level and the effectiveness of the ICSEP project. A significant difference existed between the pre- and post-survey results on the K to 12 attributes of the teachers and their pre- and post-clinical observation results on the teaching performance of the K to 12 teachers. Thus, the ICSEP project has a positive correlation and impact on the improvement of the attributes and teaching performance level of the teachers.

***Keywords* —** Education, attributes, teaching performance level, innovative clinical supervision, correlational research, Philippines

INTRODUCTION

The K to 12 basic education program had brought significant reforms in the Philippine educational system. This enhanced basic education program was aligned with the 21st-century revolution to be adaptable in ASEAN and the international community. It was imperative that these required teachers possess essential knowledge, skills, attitudes, and values of the 21st century to cope with the demands of the changes. These attributes or characteristics were crucial to the 21st-century education that teachers integrated into classroom teaching and learning. However, along with the 21st-century attributes of teachers was their teaching performance level, which predicted quality teaching and higher learning outcomes. The teaching performance level was gauged through the demonstrated pedagogical skills and attributes of K to 12 teachers while handling their learners. Most especially now that in today's classroom, pupils are referred to as "digital natives" and the teachers as "digital immigrants." This point of view was supported by O'Neal, Gibson, and Cotten (2017), who perpetuated that teachers should train learners in the 21st-century skills and equally significant to look into their beliefs about the use of technology in teaching and learning. The results of their qualitative study suggested that although teachers have seen the value of technology for teaching and learning, they required more guidance on what constituted 21st-century skills and how to effectively integrate technology. This was relevant to the current study because despite that technology had been given value in today's teaching, and it was imperative that this should contribute to the development of the 21st-century skills of the learners upon utilization in the classrooms.

Furthermore, this study utilized clinical supervision as an intensive process designed to improve instruction by conferring with the teacher on lesson planning,

observing the lesson, analyzing the observational data, and giving the teacher feedback about the observation. The term "clinical supervision" was borrowed from the medical profession by Morris Cogan and Robert Goldhammer, which had been used for decades now to describe a process of perfecting the specialized knowledge and skills of education practitioners. Clinical supervision was analyzed into specific goals such as to provide teachers with constructive feedback in their pedagogy, diagnose and find solutions to their problems and hone their skills in using instructional strategies, to evaluate teachers for promotion, tenure, or other decisions, and, to cultivate good attitude by engaging them to trainings.

Gürsoy, Kesner, and Salihoglu (2016) investigated teacher trainees' and cooperating teachers' views about the performance and contribution of supervisors during teaching practice after using the Clinical Supervision Model. The findings of this experimental research revealed that there were statistically significant differences in participants' evaluations of their university supervisor in favor of the experimental group, suggesting the implementation of the Clinical Supervision Model for teaching practice. This was relevant to the current investigation because even in the teacher's preparatory course, clinical supervision was recommended to be used to improve teachers' attributes and their teaching performance level.

Currently, the clinical supervisory approach became a popular framework to effect change in the ways headteachers, principals, and supervisors conduct instructional supervision in public elementary schools. It was then prescribed that this approach be used to in-class supervision to assess the knowledge, skills, and attitudes (KSAs) developed by the teachers in attending in-service trainings and other professional development programs. However, despite good the intention and usefulness of this supervisory approach, many teachers reacted defensively and did not found it helpful, even though it was a required part of their initial preparation and professional work. In Arthur Blumberg's review of literature, it was indicated that teachers viewed supervision "as a part of the system that exists but not play an important role in the professional lives, almost like an organizational ritual that was no longer relevant. In a study by Farhat (2016), he examined the impact of two clinical supervisory cycles on teachers' performance in classroom management. Qualitative and quantitative data were collected using multiple data collection tools before, during, and after each of two full clinical cycles conducted, including three classroom observations. Comparisons revealed that the clinical interventions had an impact on the teachers' implementation of new skills pertaining to classroom management.

Findings also revealed statistically significant gained scores between first and second observations and between first and third observations. Study results had implications for professional development that enhanced and implemented theoretical knowledge by the application of clinical supervision. Relative to the current study, this study showed that clinical supervision, as an intervention, had a significant effect on the professional growth of teachers, most especially on their professional attributes and teaching performance level in elementary schools. In a similar vein, Kayikçi, Yilma, and Sahin (2017) investigated the current teacher supervision in Turkey, was carried-out without guidelines, and according to the perspective of the supervisors on clinical supervision and determined their behaviors and assessment on the use of clinical supervision. A phenomenological research design was used on 53 educational supervisors working in the province of Antalya. Findings revealed the stages of clinical supervision were present such as pre-observation, observation, and post-observation. Educational supervisors were positive regarding the applicability of clinical supervision, and they must undergo training in clinical supervision. This is related to the current research because of the positive outlook of the clinical supervision from a number of supervisors that it indeed helped improved teacher's pedagogical performance and attitude.

Conversely, Watters (2017) conducted a mixed-methods study that examined the perceptions of supervision practices in initial contractual, permanent, and exceptional teachers in the elementary schools of suburban districts. Results indicated that both clinical and alternative supervisions promoted growth and development among teachers. The technical know-how of the principals was found a vital factor in the professional growth of teachers. Collaborative and creative procedures were suggested to strengthen the professional practices of teachers. In relation to the current research, it was found that clinical supervision contributed to the professional growth and development of teachers.

Moreover, in the current situation of Laguio Elementary School and Samay Elementary School, it was observed that teachers had negative perceptions on classroom observation, despite little improvements on their attributes and teaching performance as K to 12 implementers, they resorted to traditional teaching methods that are not appropriate to deal with the 21st-century learners. This scenario was supported by a pre-survey conducted, which indicated that teachers rated themselves in *developing level* in the following attributes or qualities such as flexibility, creative problem solver, and *approaching proficiency level* in passion for excellence teaching, high emotional quotient, multi-literate, and multi-

specialist. While in the pre-clinical observation, the result generally showed that the teachers got a 3.46 weighted mean score as their teaching performance level, which verbally interpreted as *approaching proficiency*. This was the reason why the Innovative Clinical Supervision for Excellence in Pedagogy (ICSEP) project, as an advanced system and outcome-based anchored on the theoretical and practical application of clinical supervision, was introduced and implemented at the school level. This innovative project consisted of three (3) components such as teacher's pedagogical improvement plan, clinical supervisory handbook for teacher's professional development, clinical instructional, supervisory log (CISL) book, and clinical supervision delivery assessment too (CSDAT) to be adopted and applied in the school to address the pressing problem.

Thus, it was the abovementioned perspective that this action research was conducted to determine the effectiveness of the Clinical Supervision for Excellence in Pedagogy (ICSEP) project in improving the attributes and teaching performance level of the K to 12 teachers in Laguio Elementary School, Ragay District, Division of Camarines Sur, Region V.

FRAMEWORK

This present study adopted the Innovative Clinical Supervision for Excellence in Pedagogy (ICSEP) as an advanced system and outcome-based project that helped improve the attributes and teaching performance level of the teachers at the school level. This was a non-linear and contextualized model of clinical supervision design to address the professional needs and growth of the teachers implementing the K to 12 programs. This also applied instructional system analysis that involved *context, input, process,* and *product or output* in determining the appropriate and suitable interventions or strategies to improve teacher's attributes and pedagogical performance within the school. Furthermore, this intensified technical assistance to new and seasoned teachers for pedagogical advancement and staff development. This approach had been used in magnifying the conceptual paradigm of the current research, which involved the presage, process, and product. In the PRESAGE box, this contains teachers' attributes, teaching performance level and its significant difference, and ICSEP) and its effectiveness and correlations to attributes and teaching performance levels. While in the PROCESS box, this pertained to the descriptive-evaluative correlational research design, the validated researcher made-questionnaire, Project ICSEP, and research ethics. Thus, the PRODUCT box encompassed the proficient level in

K to 12 attributes, advanced level of teaching performance, *Innovative Clinical Supervision for Excellence in Pedagogy (*ICSEP) was highly effective along with Teacher's Pedagogical Improvement Plan, Clinical Supervisory Handbook for Teacher's Professional Development, Clinical Instructional Supervisory Log (CISL) Book, Clinical Supervision Delivery Assessment Tool (CSDAT)), correlations existed between the level of effectiveness of ICSEP and teachers attributes and teaching performance level, the significant difference between K to 12 attributes and teaching performance level in the pre- and post-surveys and clinical observations, and the continuous implementation of Project ICSEP in the elementary schools.

OBJECTIVES OF THE STUDY

The research generally aimed to determine the effectiveness of the Clinical Supervision for Excellence in Pedagogy (ICSEP) project in improving the attributes and teaching performance level of the K to 12 teachers in Laguio Elementary School and Samay Elementary School, Ragay District, Schools Division of Camarines Sur, Region V. Specifically, these were the objectives of the study: (1) determine the attributes of the elementary K to 12 teachers; (2) determine the teaching performance level of the K to 12 teachers in the school; (3) describe the level of effectiveness of innovative clinical supervision for excellence in pedagogy (ICSEP) project in improving teachers' attributes and teaching performance level; and, (4) determine the significant difference between the pre- and post-survey results on the K to 12 attributes of the teachers and their pre- and post-clinical observation results on teaching performance.

METHODOLOGY

Research Design

This action research used a descriptive-evaluative correlational research design to answer the main problem and sub-problems of the investigation. Quantitative data were derived from the self-rated K to 12 teacher's attributes inventory, clinical supervisory tool (CST), and researcher-made survey questionnaires to be administered to the purposively selected respondents.

Research Site

The research locale of the study was the clustered schools of Laguio Elementary School and Samay Elementary, Ragay District, Schools Division of

Camarines Sur, Camarines Sur, Philippines. They were chosen as sites of the study because most of the teachers were in the midst of improving their attributes and teaching performance despite the challenges in the implementation of the K to 12 program.

Participants

The purposive sampling design was employed to obtain possible teacher-respondents based on the purpose of this study. There were seventeen (17) teachers from the clustered schools of Laguio Elementary School and Samay Elementary School of DepED Ragay District who served as respondents of this study. They were chosen as respondents of the study because traditional qualities or attributes were commonly observed to them, and their modes of instruction were still aligned with the old restructured basic education curriculum (RBEC) rather than to the newly implemented enhanced basic education program (EBEP). In line with this perspective, they needed technical assistance in the transition process from the old outlook of pedagogical qualities to the recent one. The respondents were given self-rated K to 12 teacher's attributes inventory to assess their improvement on the 21st-century attributes, while a researcher-made clinical supervisory tool for teaching performance was utilized to measure their pedagogical competence level. Teacher-respondents rated the clinical supervisory delivery provided by the supervising headteacher and answered a survey-questionnaire to measure the effectiveness of innovative clinical supervision for excellence in pedagogy (ICSEP) project.

Instrumentation

The researcher-made K to 12 teacher's qualities inventory tool, clinical supervisory tools, and researcher-engaged survey questionnaire were purposefully designed to find out the improvement in the qualities and teaching performance level of the teachers in the elementary school. The K to 12 Teacher's Attributes Inventory Tool comprised of the attributes of the 21st-century teachers relative to the reforms in the philippine basic education system; hence, requiring them to develop the essential knowledge, skills, attitudes, and values of the learners to cope with the challenges of the enhanced basic education program (EBEP). While the researcher-made Clinical Supervisory Tool (CST) for teaching performance is composed of the lesson planning and preparation, teaching learning-process, classroom management, organization of content and instructional materials, class participation and interaction, and assessment of learning outcomes.

Furthermore, a validated researcher-engaged survey questionnaire was utilized to measure the effectiveness of innovative clinical supervision for excellence in pedagogy (ICSEP) project. The clinical supervision delivery assessment tool (CSDAT) was used to measure the effectiveness of the supervisory cycle such as pre-clinical observation conference, clinical observation of teaching and learning, clinical strategy and analysis, post clinical observation conference, and post clinical observation conference analysis. The clinical process had been meticulously done to gather reliable and dependable data from the respondents.

Moreover, these research instruments were coupled with parameters to assess or measure the attributes, teaching performance, and effectiveness of the innovative project. These tools were validated by experts in the field of clinical supervision, more preferably headteachers, principals, and supervisors in the field. These tools were distributed to the target respondents and were also used during the clinical observation process. Also, these had been valuable to the researcher in the data-gathering for this current research undertaking.

Prior to the full implementation of action research and administration of research tools, the researcher sought approval from the Office of the Public Schools District Supervisor through a formal letter. The researcher also asked teacher-respondents to fill-in consent form to be assured that their responses or statements and classroom observations will be treated with the utmost confidentiality and, their interest and integrity are protected in this study. Research instruments were administered in compliance with the ethical research standards within the research management guidelines of the Department of Education (DepED).

RESULTS AND DISCUSSION

Table 1. K to 12 Teachers' Attributes

Qualities/Attributes	Weighted Mean	Verbal Interpretation	Rank
Life-long learner	4.53	Advanced	1
Passion for excellent teaching	4.52	Advanced	2
High Emotional Quotient (EQ)	4.48	Proficient	3
Multi-specialist	4.23	Proficient	4
Creative problem solver	3.88	Proficient	5
Flexible	3.62	Proficient	6
Self-directed	3.59	Proficient	7
Multi-literate	3.58	Proficient	8
Multi-skilled	3.56	Proficient	9
Critical thinker	3.09	Proficient	10
Average Weighted Mean		3.91	
Descriptive Equivalent		Proficient	

Table 1 presents that generally, the teachers of Laguio Elementary School and Samay Elementary School attained a proficient level in terms of K to 12 attributes with a weighted average of 3.91. The first rank among the attributes was *"Life-long learner"* with a weighted mean score of 4.53, and the tenth rank was being *"Critical thinker,"* which probed their proficiency level with a weighted mean score of 3.09. However, other attributes such as *multi-literate, multi-specialist, multi-skilled, self-directed, flexible, creative problem solver, passion for excellent teaching,* and *high-emotional quotient* scored in proficient level according to the teacher-respondents as indicated in the table. These findings implied that teachers mostly reached a proficient level which, formed part of their attributes or behaviors as elementary mentors or educators. Also, it could be mirrored from the data that the teachers acquired K to 12 attributes that could be casted-off in making teaching-learning happened in the elementary classrooms. Hence, it was evidently demonstrated that the elementary teachers strived to fully assimilate the attributes or behaviors of 21st-century teaching in response to internationalization or globalization of education.

Table 2. Teaching Performance Level of the K to 12 Teachers in School

	Area of Teaching Performance	Weighted Mean	Verbal Interpretation
1.	Lesson Planning and Preparation	4.64	Advanced
2.	Organization of Content and Instructional Materials	4.75	Advanced
3.	Teaching-Learning Process	4.53	Advanced
4.	Classroom Management	4.51	Advanced
5.	Class Participation and Interaction	4.55	Advanced
6.	Assessment of Learning Outcomes	4.59	Advanced
	Average Weighted Mean	4.60	
	Descriptive Equivalent	Advanced	

Table 2 shows that the overall teaching performance rating of teachers was 4.60 and verbally interpreted as an advanced level. The research results evidently illustrated the advanced level of teachers' pedagogical performance rating such as in Lesson Planning and Preparation with 4.64; Organization *of Content and Instructional Materials* with 4.75*; Teaching*-Learning *Process* with 4.53*; Classroom Management* with 4.51*; Class Participation and Interaction* with 4.55*;* and, *Assessment of Learning Outcomes* with 4.59, as per indicated in the weighted mean value of each indicator. These findings implied that the teachers attained an advanced level in all aspects of teaching performance. It was also implicated that this data could be associated with the school-based in-service trainings led at the school level and the clinical supervision conducted monthly. The teachers were indeed given assistance or support during supervision in different strategic interventions that were friendly and candid to uphold the quality of teaching through the ICSEP project. Alongside these implications, it could be apprehended that the elementary school teachers appreciated and valued clinical supervision as an opportunity to be molded and improved their classroom practices. Aside from that, the teachers were able to see their progress, and they were happy with their teaching performance after the implementation of the ICSEP project. Henceforth, teachers became aware that clinical supervision, as an approach in classroom observation, never placed judgment on them but rather a chance to open a new horizon to grow professionally in the field of teaching.

Table 3. Level of Effectiveness of Innovative Clinical Supervision for Excellence in Pedagogy (ICSEP) Project in Improving Attributes and Teaching Performance Level of K to 12 Teachers

	Components	Weighted Mean	Verbal Interpretation
1.	Teacher's Pedagogical Improvement Plan	4.75	Highly Effective
2.	Clinical Supervisory Handbook for Teacher's Professional Development	4.65	Highly Effective
3.	Clinical Instructional Supervisory Log (CISL) Book	4.79	Highly Effective
4.	Clinical Supervision Delivery Assessment Tool (CSDAT)	4.77	Highly Effective
5.	Innovative Clinical Supervision for Excellence in Pedagogy (ICSEP) Project	4.65	Highly Effective
	Average Weighted Mean	4.72	
	Descriptive Equivalent	Highly Effective	

Table 3 presents that generally, the level of effectiveness of Innovative Clinical Supervision for Excellence in Pedagogy (ICSEP) Project in improving attributes and teaching performance level of K to 12 teachers was highly effective as indicated by the average weighted mean of 4.72. The result implied that most of the teacher-respondent found ICSEP project to be highly effective in their professional growth and development as public school teachers. These teachers were able to adopt the new K to 12 attributes and level-up their teaching performance rating as a response to the new trends and directions of Philippine education. Hence, it could be reflected that along with the ICSEP, as an innovation, brought substantial changes in the behaviors and pedagogical competencies of the teachers.

Table 4. The Significant Correlations between the K to 12 Attributes of Teachers and the Effectiveness of Innovative Clinical Supervision for Excellence in Pedagogy (ICSEP)

Research Variables	Computed Value	Tabular Value	Decision	Result
K to 12 Attributes of Teachers Effectiveness of Innovative Clinical Supervision for Excellence in Pedagogy (ICSEP)	1	0.482	Ho is rejected.	There is a significant relationship between the K to 12 Attributes of Teachers and the Effectiveness of Innovative Clinical Supervision for Excellence in Pedagogy (ICSEP).

Table 4 shows that there was a significant relationship between K to 12 Attributes of Teachers and the Effectiveness of Innovative Clinical Supervision for Excellence in Pedagogy (ICSEP), as indicated by the computed value of 1 and tabular value of 0.482, respectively. The result above deemed to reveal that the Ho or null hypothesis was rejected and, therefore, it was concluded that there was a significant correlation between the two (2) research variables. The existence of correlations could be accorded to the clinical supervisory approach done by the school head to the teachers of the clustered schools. Their intense involvement in the clinical supervisory cycle of the teachers manifested during the implementation of the ICSEP project was colossal to probe that indeed, the endeavor was worthy of being supported by most of them. Hence, it could be realized from the result that the bind between the teachers' K to 12 attributes and the ICSEP project was realized through the collaborative practice of clinical supervision.

Table 5. The Significant Correlations between the Teaching Performance Level and the Effectiveness of Innovative Clinical Supervision for Excellence in Pedagogy (ICSEP)

Research Variables	Computed Value	Tabular Value	Decision	Result
Teaching Performance Level of Teachers Effectiveness of Innovative Clinical Supervision for Excellence in Pedagogy (ICSEP)	1	0.482	Ho is rejected.	There is a significant relationship between the Teaching Performance Level of Teachers and the Effectiveness of Innovative Clinical Supervision for Excellence in Pedagogy (ICSEP).

Table 5 indicates that there was a significant relationship between the Teaching Performance Level of Teachers and the Effectiveness of Innovative Clinical Supervision for Excellence in Pedagogy (ICSEP), as indicated by the was a significant correlation between the two (2) research variables. The computed value of 1 and a tabular value of 0.482 correspondingly. The research result simply displayed that the Ho or null hypothesis was rejected and, therefore, it was concluded that there was a significant correlation between the two (2) research variables. The research finding implied that the significant correlation between the teaching performance of teachers and the effectiveness of the ICSEP project existed because the innovation improved the pedagogical competencies of the elementary teachers at the school level. The school head or principal was driven by participative or democratic leadership to carry-out the purpose of the innovative project along with the quality of instruction being provided to the school children by their teachers. In effect, the teachers were able to level-up their teaching performance throughout ICSEP implementation at the school level. From the foregoing result, it could be realized that teamwork between the school head or principal and teachers should serve as a driving force to excel in their own job or work. And the quality of clinical supervision provided by the school head to the teachers influenced them to outshine in their teaching performance. Thus, instructional leadership using the ICSEP project was crucial in the development of 21st-century teachers.

Table 6. The Significant Difference between the Pre- and Post-survey Results on the K to 12 Attributes of the Teachers

Research Variables	Computed Value	Tabular Value	Decision	Result
Pre- and Post-Survey Results of the K to 12 Attributes	2.09	1.833	Ho is rejected.	There is a significant difference between the pre-survey and post-survey results on the K to 12 attributes of the teachers.

Table 6 shows the significant difference between the pre-survey and post-survey results on the K to 12 attributes of the teachers as indicated by the computed value of 2.09 and tabular value of 1.833, respectively; and, therefore, Ho or null hypothesis was rejected. It then concluded that there was a significant difference between the pre- and post-survey results on the K to 12 attributes of teachers in the clustered school. The foregoing research finding implied that through the ICSEP project, there was a significant improvement in the K to 12 attributes of teachers by comparing the two survey results. Along with this premise, it was indeed vital the school head or principal should constantly provide an instructional support system to the teachers, especially to those who were new in the service and to those who were unmotivated to give their best in their daily lesson. Thus, monitoring and evaluation through the ICSEP project had been a perpetual quest to continuously improve the K to 12 attributes until these became constant habits or attitudes of the teachers.

Table 7. The Significant Difference between Pre- and Post-Clinical Observation Results on Teaching Performance Level of Teachers

Research Variable(s)	Computed Value	Tabular Value	Decision	Result
Pre- and Post-Clinical Observations on the Teaching Performance Level of Teachers	4.439	2.015	Ho is rejected.	There is a significant difference between the pre- and post-clinical observation results on the teaching performance rating of teachers.

Table 7 indicates that there was a significant difference between pre- and post-clinical observation results on the teaching performance rating of teachers as indicated by the computed value of 4.439 and tabular value of 2.015, respectively; and, therefore, Ho or null hypothesis was rejected. It was then concluded that a

significant difference existed between pre- and post- clinical observation results on the teaching performance rating of teachers during the implementation of the ICSEP project. Research result implied that the ICSEP project directly contributed to the improvement of the teacher's teaching performance rating as revealed by the comparison of pre- and post- observations using t-Test. This notable result also denoted that the teachers and school head or principal worked together to achieve the purpose of the project. They exerted efforts and time to achieve a significant improvement in their pedagogical performance rating within the whim of ICSEP project roll-out in the school setting. Thus, it could be realized out of the essential findings of this research that the establishment of a strong instructional support system through the clinical supervisory approach redirected teachers to be excellent in their pedagogies.

CONCLUSIONS

The teachers achieved a proficient level in K to 12 attributes and reached an advanced level of teaching performance level, as results of clinical supervision, which led to the development of a book authored by the researcher coupled with the in-service trainings and continuing professional development programs. Also, the Innovative Clinical Supervision for Excellence in Pedagogy (ICSEP) Project was highly effective in improving the attributes and teaching performance level of K to 12 teachers, which turned into school policy, and scheme adopted in-classroom observation. Furthermore, the significant relationship between K to 12 attributes of teachers and the effectiveness of ICSEP and, between the teaching performance level of teachers and the effectiveness of ICSEP, was proved of the impact of the project, which should be continuously re-engineered towards its wider institutionalization in the DepED schools. Moreover, the significant differences were observed between the pre-survey and post-survey results on the K to 12 attributes of the teachers and between their pre- and post-clinical observation results on their teaching performance level that elucidated the adoption of the ICSEP project and, thus, incited a research sequel to further look into them in a qualitative perspective.

TRANSLATIONAL RESEARCH

The research result was translated into a book entitled: *Clinical Supervision To Improve Teaching and Learning* authored by the researcher himself. School policy

was made adopting the aforesaid material and the clinical supervisory approach in-classroom observation along with the Philippines Professional Standards for Teachers (PPST) and Result-Based Performance Management System (RPMS). Hence, there must be an instructional leadership training program along with clinical supervision to be conducted to the school heads or principals and supervisors.

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