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## **Phases of Collaboration in Exploring Master Teachers' Competence**

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### **Abstract**

The study established the four phases of collaboration by examining the master teachers' competence in one district in the Division of Cagayan de Oro City. This study examined the profiling of master teachers, the structuring of collaborative teams, the capacitating of collaborative teams, and the collaboration workshop on instructional leadership. Thirty (30) secondary Master Teachers were purposefully involved throughout this endeavor. The study used a block sampling technique that included individual interviews with members of the target population. To facilitate collaborative inputs, focus-group discussions and actual observations were employed with the assistance of supervisors and central school principals. A researcher-made tool was created to facilitate responses to questions about the participant's profile, problems encountered, collaboration practices, and other pertinent information. The data collection tools were subjected to content and face validation. The findings disclosed that phases of collaboration fostered a relationship among teachers who are committed to learning, assisting, and collaborating to develop educational standards for the entire district, and most importantly, for each classroom in their respective schools. Training intervention delivered a comprehensive program that enhances master teachers' personalities and professional conduct as teachers and instructional leaders. Master teachers require training and development to improve their leadership abilities and administrative functions.

**Keywords:** Collaboration Phases; Master Teachers; Competence.

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## **1. Introduction**

While teaching is the most rewarding profession, it is also the most difficult, especially in new normal conditions. As a critical component of a child's academic success, teachers frequently embark on solo adventures in confronting difficulties and obstacles daily in their teaching lives. Teachers' experiences have been recounted, revealing the problems that challenge school leaders. To address challenges, the authors [1] emphasized the importance of fostering interpersonal relationships among teachers, empowering teachers with authority and not fearing for their professional development, collaborating with teachers on decision-making processes at school, and freely discussing learning and teaching processes with them. Similarly, author [2] acknowledged that collaboration among teachers would result in a cumulative body of knowledge that could be used in practice. She continued by stating that the exchange of ideas and cultural knowledge would inevitably result in new insights. As a result, collaboration of instructional practices in schools and developing a viable approach to assisting teachers in overcoming their weaknesses and highlighting their strengths for others to share are necessary. Authors [3] emphasized that collaboration is not about developing a model teacher but rather creating a model for high-yet-reasonable-level expectations. It's about communicating those expectations consistently to students, teachers, principals, and the entire school. It is about ensuring that curricular expectations in one classroom are highly comparable to those in another. It is about examining instructional strategies collaboratively to compare their effectiveness and then making group decisions about teaching the students best. Additionally, it is about identifying assessment practices that accurately reflect student understanding and even developing standard assessment instruments to ensure that learning expectations are consistent across all classes. Thus, collaboration is a relationship between teachers in which they support one another to promote high educational standards and therefore impact students' achievement. Department of Education Order [4] establishes the department's Results-Based Performance Monitoring System, establishes specific guidelines for setting performance standards for all department employees. Teachers' roles, particularly those of Master Teachers, are critical in establishing the school's overall performance, all the way up to the highest office. Master teachers are accountable for mentoring co-teachers who are struggling with content and skill acquisition. They assist principals with instructional and classroom monitoring, curriculum development and enrichment, and professional ideas, problems, issues, and concerns. Additionally, master teachers initiate projects and programs that enhance the curriculum and make necessary instructional materials accessible to teachers and students, to name a few of the majority of their responsibilities. Nonetheless, master teachers must master their duties and responsibilities to equip them with the expertise necessary to provide technical assistance in accordance with their job. The researchers, who hold supervisory positions, observed master teachers scrambling to manage these multiple tasks in addition to their heavy teaching loads. Master teachers are the long-serving leaders who direct the school system's dynamics. They have a significant impact on students through the quality of their instruction and the teachers they coach and mentor. They share common practices and values, which eventually develop into a culture. It is critical. Therefore, those master teachers demonstrate competence and appropriate behavior when leading our teachers. Thus, the researchers developed a collaborative structure in which master teachers were involved in their own learning experiences to increase their competence. Additionally, this study examined the difficulties master teachers face in carrying out their roles as teachers and instructional leaders. The researchers sought to foster a collaborative and helpful

professional culture among teachers to facilitate effective teaching-learning processes.

### 1.1 Objectives of the Study

This study aimed to determine the following: (1) the profile of master teachers considering personal and professional; (2) challenges encountered by the master teachers in performing their functions considering Curriculum implementation, Learning Delivery, and Assessment Practices; and (3) collaborative approach perception in improving their competence when exposed to the intervention.

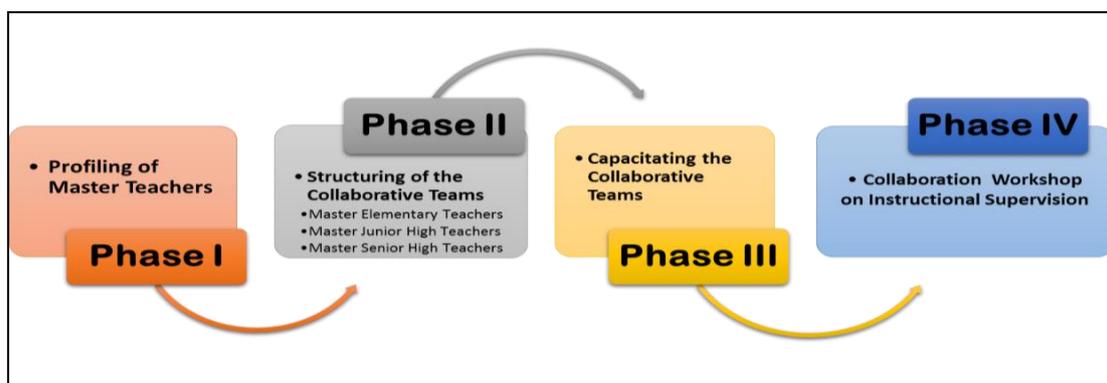
## 2. Methods

### 2.1 Participants, Sampling, Scope and Limitation of the Study

The thirty master teachers who were purposefully chosen for this study were located in one of the Districts in the Division of Cagayan de Oro City. It is the third-largest district in terms of teacher population among ten districts. This district consists of eight elementary schools and five secondary schools spread across five barangays in the city's eastern section. However, master teachers were present in only nine of the thirteen schools. Two elementary schools and two secondary schools lacked a master teacher. Due to time constraints, the remaining nine districts served by the Division of Cagayan de Oro City were not included. It is already outside the researchers' jurisdiction and control. The study's conclusions do not apply to the entire district of Cagayan de Oro.

### 2.2 The Intervention Employed in the Study

Collaboration is not a new concept for educators. This is the same approach that public schools use when forming partnerships with external stakeholders. Collaboration in the teaching profession, on the other hand, is not well-established in our schools. The researchers developed a structured process for collaborating with all master teachers to increase their competence in carrying out their duties and responsibilities.



**Figure 1:** Framework on the Phases of Collaboration of Master Teachers.

The process by which the researchers investigated enhancing the competence of master teachers is depicted in

Figure 1. The structure is divided into four phases: Phase I – Master Teacher Profiling; Phase II – Collaborative Team Structure; Phase III – Collaborative Team Capacity Building; and Phase IV – Collaboration Workshop on Instructional Supervision.

**Table 1:** Training Program on the Content and Discussion Points for Master Teachers.

Objectives	Topics/Discussion Points
<b>Module 1 – Personality and Professional Development</b>	
1. Orient the master teachers on RPMS Teacher Competency Profile 2. Discuss the following: 2.1. Code of Ethics for Teachers 2.2. Personality Development 2.3. Dress like a CEO 2.4. Act and Talk like a CEO.	a. Duties and Responsibilities of Master Teachers b. Work Ethics and Personality Development c. Personality Development d. Dressing and acting Like a CEO/Supervisor
<b>Module 2 – Instructional Supervision</b>	
3. Capacitate the master teachers in: 1.1. Developing their instructional leadership skills 1.2. Understanding the key concepts of clinical supervision.	e. Instructional Leadership Skills f. Instructional Supervision: Theory and Practice g. Setting the Stage for Clinical Supervision h. A Model of Clinical Supervision
4. The module aims to: 1.1. Discuss the 5-Stages of Clinical Supervision 1.2. Practice the 5-Stages of Clinical Supervision	i. Pre-Observation Conference j. Observation k. Analysis and Strategy l. The Supervisory Conference m. The Post Conference Analysis
2. Orient the master teachers on RPMS (PPST)-COT Forms 3. Practice using the RPMS (PPST)-COT Forms 4. Re-orient MTs on Classroom Assessment	n. RPMS-PPST Tools o. Integration of PPST Tools with Clinical Supervision Approach p. Field Test on Instructional Supervision q. Principles of High Quality Assessment
<b>Module 3 – Workshop on Collaboration of Master Teachers</b>	
5. To orient the master teachers of the collaboration framework 6. To develop a systematic approach in collaborating master teachers in the following areas: 6.1. Curriculum Implementation 6.2. Instructional Strategies 6.3. Assessment Practices	r. The Collaboration Framework s. The Collaboration Workshop on addressing concerns affecting: ➤ Curriculum Implementation ➤ Learning Delivery ➤ Classroom Assessment

**Phase I – Profiling of Master Teachers**

The researchers developed a mixed-survey questionnaire to profile all master teachers (MT). Participants' personal characteristics included their age, gender, and civil status, while their professional characteristics included their master teacher position, years of service, educational attainment, and daily teaching load.

**Phase II – Structuring the Collaborative Teams**

All MT participants were divided into three teams: Team 1 comprised Master Elementary Teachers (MET), Team 2 included Master Junior High Teachers, and Team 3 comprised Master Senior High Teachers. Each team was assigned members based on their school level to ensure they shared a common understanding of policies,

learning areas, background, and experiences. Each team designated a leader, secretary, public information officer/reporteur, and documenter. Each member's role was adaptable and could be assigned to anyone if necessary for the team's success.

### ***Phase III – Capacitating and Collaborating the Teams***

A workshop-training session was held for the master teacher participants. The content and discussion points in Table 1 were developed in response to the needs identified by participants and the areas for development recommended by school leaders during focused group discussions. The training module was then implemented according to schedule and as planned. The researchers personally identified and invited speakers based on their expertise and experiences with the topic assigned.

### ***Phase IV – Collaboration Workshop on Instructional Supervision***

The newly-organized and equipped teams observed actual classes. The teams analyzed classroom observations using the new RPMS Classroom Observation Tools [. Following that, the group was presented with the classroom observation outputs for input processing. The participants shared their individual experiences, highlighting the strengths and weaknesses of each team. As evidenced by their reflections, the MT participants gave their all to the activities, particularly the instructional supervision workshop.

The final workshop activity required teams to identify issues to prioritize in their action plans. The teams analyzed the identified priority issue and developed a plan of action for their proposed intervention. The researchers highlighted these interventions in the District Strategic Plan, which was presented at the Start of the Year Conference.

## ***2.3 Data Gathering Method***

The study, which used block sampling, included one-on-one interviews with members of the target population. Focused group discussions were held to allow master teachers and school heads to contribute collaboratively. Actual observations were conducted with the assistance of a Public District Supervisor, an Education Program Supervisor, and the Principal of a central school in Cagayan de Oro City's Division.

A mixed-survey questionnaire was created to elicit participants' profiles, problems encountered, collaboration practices, and other pertinent information. The survey questionnaire was subjected to content and face validity testing by selected master teachers and the Division Research Coordinator.

## ***2.4 Data Analysis***

The researchers analyzed the data using qualitative and quantitative techniques and thematic analysis [5]—tabulating and computing the responses of the teacher-respondents regarding their collaborative practices in terms of frequencies and percentages. The interview and focused group discussion responses were categorized into themes. Actual observational records were also presented, interpreted, and incorporated into the discussions

and interpretations of the gathered data.

### 3. Results and Discussion

#### 3.1 The Profile of Master Teachers

##### *Personal Profile*

Twenty elementary school teachers and ten secondary school teachers responded to the researcher-created questionnaire and participated in master teacher-led focus groups. During focus groups with eight elementary and five secondary school principals, discussions about participants' capacity building training needs were incorporated. Additionally, these results highlighted outputs and process observations made during capacity building and workshops.

**Table 2:** Personal Profile of Master Teachers.

District Profile	Frequency	Percentage
Gender		
Male	3	10.00%
Female	27	90.00%
Total	30	100%
Ages		
40 below	4	13.33%
41-50	12	40.00%
51-60	11	36.67%
61-65	3	10.00%
Total	30	100%
Civil Status		
Single	4	13.33%
Married	25	83.34%
Widow/Widower	1	3.33%
Total	30	100%

Table 2 summarizes the personal characteristics of participants who were master teachers. The majority of master teachers were female, accounting for 90% of the population, while only 10% were male. These findings were unsurprising in light of the fact that most teachers are female. The master teachers' ages were classified into four groups; the majority are between the ages of 41 and 50 (40%) and 51 to 60 (60%) years (36.67 percent). This demonstrates that master teacher positions are frequently earned by teachers who are older and have taught in public schools for a longer period of time. Clearly, the majority of master teachers are married; they account for 83.34 percent of the group.

**Table 3: Professional Profile of Master Teachers.**

Professional Profile	Frequency	Percentage
<b>Position</b>		
Master Teacher I	22	73.33%
Master Teacher II	8	26.67%
Total	30	100%
<b>Years in Service</b>		
1-10	0	0%
11-20	8	26.67%
21-30	14	46.6%
31 and above	2	6.67%
No Response	6	20.00%
Total	30	100%
<b>Educational Attainment</b>		
BS Degree	2	6.67%
MA Units/CAR	15	50.00%
MA Graduate	5	16.66%
PhD Units/CAR	2	6.67%
PhD Graduate	1	3.33%
No Response	5	16.67%
Total	30	100%
<b>Daily Teaching Load</b>		
190 minutes & Below	6	20.00%
200-290 minutes	3	10.00%
300-360 minutes	18	60.00%
No Response	3	10.00%
Total	30	100%

The following table summarizes the professional profiles of master teachers. There were more Master Teacher I holders (73.33 percent) than Master Teacher II holders (33.33 percent). The Department of Education (DepEd), in consultation with the Department of Budget and Management (DBM), establishes a quota system that establishes a maximum of 6.6 percent MT-I and 3.4 percent MT-II positions in each district, not to exceed a total of 10% master teacher positions [6]. A secondary school may allocate one master teacher per subject area and at least 5-7 authorized teacher positions based on DepEd and DBM requirements. However, the distribution was inconsistent with the existing MTs in every secondary school, as the Division had very few items available.

Between 21 and 30 years of service, the result is 46.6 percent in terms of length of service. This finding is consistent with the age group of MTs between the ages of 41 and 50 years (40 percent). This means that the minimum requirements for a master teacher position are highly stringent. Apart from the 45 units required for the master's degree, a teacher must earn a Teacher I position for at least five years and another three years in a Teacher III position. According to this qualification, only one of the thirty master teachers earned a doctorate in philosophy of education, and the majority completed their academic requirements through their master's degree.

A master teacher's primary duties and responsibilities are teaching 30 to 50% of the six-hour Civil Service Commission (CSC) requirement, curriculum enrichment, teacher coaching and mentoring, professional development, and community outreach [2]. On the other hand, 60% of master teachers work 300 to 360 minutes per day. A master teacher's daily teaching load dictates his actual contact time with the learners. This means that

master teachers cannot devote sufficient time to coaching and mentoring the teachers they supervise. During the FG, most participants admitted that they occasionally left their classes to complete other tasks. They stated that they typically request available parents to supervise their learners or risk leaving the children doing seat work under these circumstances.

On the other hand, some school administrators asserted that master teachers should have full teaching loads due to their higher pay. Additionally, both elementary and secondary school heads stated that they could not unload master teachers primarily because of a lack of teachers.

### ***3.2 Challenges Encountered by MT-participants in Performing their Functions Considering Curriculum Implementation, Instructional Strategies, and Assessment Practices On Curriculum Implementation***

Table 4 discloses the obstacles that master teachers face when implementing the curriculum. As can be seen, the lack of curriculum guides, teacher guides, textbooks, and other references remained the most prevalent issue for teachers, accounting for 13.33 percent, followed by a lack of equipment and other facilities accounting for 6.67 percent. Most master teachers admitted that they lack complete sets of all curriculum guides for various learning areas. Some had borne the cost of reproduction themselves, recognizing that as master teachers, they required a copy of each curriculum guide..

According to the RPMS Position and Competency Profile for Master Teachers, a master teacher is responsible for curriculum enrichment and developing necessary instructional materials for teachers and students. According to the author [7], teacher-leaders are excellent network builders. They have excellent access to educational resources and are skilled at assisting teachers in making effective use. As a result, master teachers are viewed as the best source of instructional materials from which teachers from other schools may borrow.

The heavy teaching load was among the difficulties that master teachers encountered during curriculum implementation. This made it more difficult for them to supervise instruction and perform other duties associated with their position. The MT participants admitted that they require additional training to effectively perform their duties, particularly in observing classes and providing technical assistance to teachers. During the focus group discussion, all participants admitted that they had not attended any training to hone their instructional leadership skills and competence.

**Table 4:** Challenges Encountered on Curriculum Implementation.

Major Themes	Frequency	Percentage
Lack/Absence of CGs, TGs, Textbooks & Other References	19	63.33%
Lack of Equipment & Other Facilities	4	13.33%
Difficulty in DLL Preparation	2	6.67%
Heavy Teaching Load	1	3.33%
Absence Instructional Materials	1	3.33%
Incoherence of Competencies in the Lesson	1	3.33%
No Response	2	6.67%
TOTAL	30	100.00%

Additionally, they face difficulties assisting teachers in preparing reflections for daily lesson logs (DLLs), creating visual aids and other instructional materials, and aligning competencies during instruction. Although only a few participants observed these concerns, they are critical to curriculum implementation and should be addressed immediately.

Apart from aligning instructional objectives, author [8] posited that a strong understanding of using instructional materials effectively is also critical. Teachers should know about selecting resources that meet specific instructional objectives based on criteria. Teachers must possess the ability to implement the curriculum effectively in the classroom.

### ***On Learning Delivery***

Table 5 details the difficulties encountered by participants when considering the teaching-learning strategies used. Among the nine challenges, ICT-related concerns were the most pressing for teachers, accounting for 40% of total data. Concerns about ICT are attributed to a lack of or inability to obtain information-communications-and-technology equipment and an internet connection.

Participants identified a lack of ICT skills as another ICT-related concern. Lack of ICT skills is a barrier to utilizing ICT facilities in schools, despite their availability and functionality. Teachers, it appears, will continue to use traditional methods of instruction, such as lecture and chalk-talk, because they cannot utilize ICT and other multimedia devices. This is supported by the findings above, which indicate that 23.33 percent of participants find it challenging to observe teachers who continue to use traditional methods such as lectures without instructional materials.

**Table 5:** Challenges Encountered By the MT-Participants on Learning Delivery.

Major Themes	Frequency	Percentage
ICT Related Problems (Absence/Lack of ICT Equipment and Internet Connection.	12	40.00%
Traditional Ways-Lecture/No Instructional Materials	7	23.33%
Lack of Knowledge/Skills in Varied Teaching Strategies	4	13.33%
Teachers' Attitude Towards Teaching	2	6.67%
No/Poor Electrical Connections	2	6.67%
Absence of 4As'	1	3.33%
No Alignment with Competencies	1	3.33%
Teaching Overload	1	3.33%
TOTAL	30	100.00%

13.33 percent of the participants' responses are attributed to a lack of knowledge and skills in using various teaching strategies. This means that some teachers are unfamiliar with the different pedagogical approaches to teaching-learning. According to the participants, teachers must be "reoriented with alternative instructional strategies based on the K–12 Curriculum."

Additionally, participants identified two teachers' attitudes as problematic: passivity toward utilizing various instructional strategies and laziness in implementing instructional strategies. 3.33 percent of participants indicated that their instructional strategies do not align with the competencies being taught, and 3.33 percent indicated that teaching overload results from the instructional strategy challenges they have encountered; all of these are distressing factors that will impact the teaching and learning process.

### ***On Assessment Practices***

Table 6 summarizes the difficulties participants encountered during classroom assessment. 40.00 percent of participants identified difficulty developing higher-order thinking skills (HOTS) questions for formative and summative assessments as their primary concern. They observed that teachers struggle to incorporate HOTS questions into their lessons during their observations of classes. The majority of questions asked could only be answered yes or no. Some teachers rarely assign critical thinking questions to students because they cannot answer them.

According to DepEd Order [9], Policy Guidelines on Classroom Assessment for the K–12 Basic Education Program, assessment should support learners' higher-order thinking and 21st century skills. Thus, teachers must assist learners in transitioning from guided to the independent display of knowledge, understanding, and abilities, and in successfully transferring this knowledge, experience, and skill to future situations, as emphasized by the policy.

**Table 6:** Challenges Encountered by the Participants on Assessment.

Major Themes	Frequency	Percentage
Difficulty in crafting HOTS questions during formative and summative assessment.	12	40.00%
Inappropriate Rubrics	4	13.33%
Un-contextualized assessment	4	13.33%
Difficulty on Test Preparation	3	10.00%
Inconsistent assessment with instruction	2	6.67%
Traditional Assessment	2	6.67%
No Response	3	10.00%
<b>TOTAL</b>	<b>30</b>	<b>100.00%</b>

Additionally, participants encountered difficulties with inappropriate use of rubrics (13.33 percent), uncontextualized assessments (13.33 percent), incoherent assessments (6.67 percent), and the use of traditional assessment methods (6.67 percent ). These findings indicate that teachers frequently struggle with assessing their students in the classroom. The MT participants observed that some formative questions contradicted the teacher's stated objective. Teachers created rubrics that were inappropriate for the performance task being evaluated. Teachers frequently download rubrics from the internet but fail to contextualize them to fit the task and context of the learners. The author [10] identified one of the region's significant challenges as establishing an indicator framework that will define students' skills and competencies required to compete in the global market, allowing assessments to track not only cognitive aspects of learning but also "non-cognitive" skills and competencies acquired. Thus, teachers' assessment practices must be contextualized to meet their students' rapidly changing skills and competencies.

***On Other Problems Encountered***

Table 7 summarizes additional issues encountered by MT participants during their duties and responsibilities as master teachers. As can be seen, 30% of participants attributed negative attitudes toward instructional supervision and the instructional leader to teachers. The majority of the time, the attitude observed by MT participants includes teachers who dislike being observed because they dislike accepting the observations of their observers. Some were unwilling to be trained because they believed they were superior to the observer; their minds were closed to change; they were hesitant to accept teaching challenges; they were uncooperative due to excessive familiarity; and they were highly complacent. Additionally, there were instances where teachers were caught off guard during their lessons. Additionally, 20% of MT participants identified having too many frustration readers in class as the second most perplexing issue. Apart from the instructional difficulties they have encountered, they cited their heavy teaching load (16.67 percent), paperwork overload (13.33 percent), hostile relationship between the principal and MTs (6.67 percent), insufficient instructional leadership skills (3.33 percent), and health problems (3.33 percent) as additional challenges.

**Table 7:** Other Problems Encountered by the MT-Participants.

Major Themes	Frequency	Percentage
Teachers' negative attitude towards IS and the IS leader.	9	30.00%
Too many frustration readers.	6	20.00%
No IS time Due to Heavy Teaching Load	5	16.67%
Paperwork overload	4	13.33%
Hostile relationship of principals with MTs	2	6.67%
Inadequate Instructional Leadership Skills	1	3.33%
Health Problems	1	3.33%
No Response	2	6.67%
TOTAL	30	100.00%

### 3.3 Collaboration Practices in Improving the Competence of Master Teachers Before the Intervention

Table 8 details the collaboration practices of MT participants before receiving the intervention. 43.33 percent of participants identified the conduct of LAC sessions, conferences, and meetings as their school's collaboration practices. Although the sessions were not explicitly designed to develop their competence, they served as job-related learning opportunities to improve their leadership skills. MTs typically meet with co-teachers to plan for the implementation of various school programs and activities and discuss and brainstorm solutions to problems. During one of the focus group discussions with the participants, they explained that some issues related to teaching were included as discussion topics during LAC sessions. 30% of participants admitted to approaching their co-teachers and principal for informal discussions regarding specific concerns they seek assistance. Additionally, the MT participants solicit suggestions for resolving issues and ideas for improving their instructional supervision approaches and methods.

**Table 8:** Collaboration Practices of MT-Participants Before the Intervention.

Major Themes	Frequency	Percentage
Collaborate During LACs, Conferences and Meetings	13	43.33%
Collaborate through Informal Discussions	9	30.00%
No Collaboration Practices	6	20.00%
No Response	2	6.67%
TOTAL	30	100.00%

However, 20% of participants stated that they do not collaborate as master teachers. One of the MT participants contended that they avoid collaboration out of fear of being misinterpreted as doing business against the principal. Additionally, they stated that they do not have time to collaborate with other master teachers because

they are already working with specific grade-level assignments.

### 3.4 On Collaboration of Master Teachers to Improve Their Competence

The organization and engagement of participants to enhance their competence as master teachers are employed in the study. During focus group discussions with participants and school heads, it was noted that no formal training or capacity-building activities are provided to assist them in performing their functions effectively.

Thus, the participants in this study were gathered and organized to establish a harmonious working relationship prior to being capacitated. The 30 master teacher-participants, who frequently worked independently, were now systematized to collaborate. The three teams were designated as Master Elementary Teachers (MET), Master Junior High Teachers (MJT), and Master Senior High Teachers (MST). The three training modules described in Table 1 are intended to equip participants with personal and professional development skills, instructional supervision, and collaboration with master teachers.

**Table 9:** Process Observations and Feedback of MT-Participants on Classroom Observations.

Emerging Themes	RESPONSES ON THE COLLABORATION OF CLASSROOM OBSERVATIONS
Meaningful Learning Experience with the Team on Classroom Observation	<ul style="list-style-type: none"> <li>• <i>“Beneficial &amp; I learned how to conduct observation and to mentor to my teacher-colleague in school with the help of other MTs.”</i></li> <li>• <i>“We need the tool to upgrade our way of teaching and to realize that we as teacher observer and teacher demonstrator should work hand in hand.”</i></li> <li>• <i>“More comprehensive and we were more guided to learn with our group.”</i></li> <li>• <i>“As an MT, I should do my best to implement this tool religiously with commitment, dedication, and be optimistic for the good of the school, especially the learners.”</i></li> <li>• <i>“Giving team feedback is very much necessary to improve our skills in classroom observation.”</i></li> <li>• <i>It helps the master teachers to learn and observe with other master teachers.”</i></li> <li>• <i>“Classroom observation is very challenging, so it is important to learn together to help the teachers improve or shall we say to enhance more on their teaching.”</i></li> <li>• <i>“This workshop activity is constructive in guiding the master teachers in conducting the instructional supervision.”</i></li> </ul>
Shared learning made efficient use of the RPMS Observation Tools.	<ul style="list-style-type: none"> <li>• <i>“Members were beneficial on how to conduct clinical supervision to the teacher.”</i></li> <li>• <i>“The RPMS tools were straightforward to use and follow; thus it makes the MTs task easier. Tinabanga lang pagsabot.”</i></li> <li>• <i>“Filling in the forms is not tedious work to do since the tool used is modified. It's short but all the needed information and indicators were there.”</i></li> <li>• <i>“It is straightforward to use compared to the four pages that we have been using in our school.”</i></li> <li>• <i>“Very effective tools in my mentoring ad coaching teachers. RPMS tools simplify my job and help me do my task easily. The tools were my guide to perform my duty of observing teachers.”</i></li> <li>• <i>“MTs should be very observant and follow the tools to improve the teacher classroom instruction. The observer should learn and collaborate with observe.”</i></li> <li>• <i>“MTs teachers should know and understand the importance of the</i></li> </ul>

	<i>tool.”</i>
Approaches Used During Class Observation (Clinical Observation) were easily implemented because of the help of other participants.	<ul style="list-style-type: none"> <li>• <i>Helping teachers is easy to do. Focus on what is the problem and help to empower the teacher.” I was guided too with my partners.</i></li> <li>• <i>“It is essential to have pre and post conference in observing the teachers and share more knowledge.”</i></li> <li>• <i>“Much better than before.”</i></li> <li>• <i>“It will be easier for us to conduct our class observation and it is more specific compared to the previous. Through this, we will be guided properly on how we will be objective observers.”</i></li> <li>• <i>“Observing teachers may not be very difficult and taxing after all.”</i></li> </ul>

Second, each team conducted an actual field test on instructional supervision. With the assistance of other master teachers, this intervention provided hands-on experience with classroom observation. The teams completed their comments using the new RPMS-Classroom Observation Tools.

The process observers processed the outputs to elicit insights and reflections from all participants. Table 9 contains participant testimonials and feedback regarding their actual observations of classes using the new RPMS-Classroom Observation Tools (COT).

### 3.5 Perceived Improvement on Instructional Leadership and Competence Through Collaboration of Master Teachers

Table 10 summarizes master teachers' perceptions of the collaboration intervention's effect on their competence.

**Table 10:** Perceived Improvement on the Competence of Master Teachers Through Collaboration.

<b>Emerging Themes</b>	<b>f</b>	<b>%</b>
1. Benchmarking and sharing of practices, ideas, values, and school culture.	12	40%
2. Improved classroom instruction through collaborative planning and implementation of appropriate interventions.	5	17%
3. Enhanced knowledge, abilities, and competency to help and assist teachers.	4	13%
4. Developed networks with other teachers who can help them develop, analyze and offer solutions.	3	10%
5. Empowered to carry out their tasks with dignity, respect, and professionalism.	2	7%
6. Developed positive working relationships with school and district teachers.	2	7%
7. No Response	2	7%
<b>TOTAL</b>	<b>30</b>	<b>100%</b>

As a result of benchmarking and sharing practices, ideas, values, and school culture, 40% of participants believed collaboration enhanced instructional supervision standards. It contains statements from each participant who has participated in various collaborative activities.

## **5. Conclusion**

Teachers are committed to learning and developing educational standards for the entire district-built relationships in each phase. The training intervention resulted in developing a complete curriculum that enhances the personalities and professional behavior of master teachers while also enhancing the leadership abilities of teachers and instructional leaders. The classroom observation workshop served as a model for instructional supervision standards that master teachers might adjust to their own schools' specific circumstances and needs. As a result of sharing relevant experiences, the master teachers were able to develop networks of cooperation and support, which was especially advantageous for small schools with only one or no master teachers.

## **6. Recommendations**

1. Master teachers should be capacitated on the performance of their duties and responsibilities, on enhancing their leadership skills, and on administrative functions that they are directly performing in school.
2. Master teachers need to be engaged in a professional learning community to enhance their competence as instructional leaders and discuss concerns related to their duties and responsibilities.
3. Team building activities should gather master teachers in the district and division levels. These will establish rapport and good working relationships to open doors of collaboration where they can benchmark and share good practices of their schools
4. A structured forum should involve master teachers to brainstorm and analyze issues and craft appropriate interventions and strategies to address curriculum implementation, learning delivery, and classroom assessment concerns.
5. Local or national conventions should be organized annually for master teachers to keep them abreast with education trends.
6. Master teachers need to improve their reading habits, invest in good books, and widen the genre of their readings, such as leadership, adult learning, intrapersonal and motivational books, aside from the usual instructional books they are collecting.

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