

# **Strengthening Classroom Supervision and Teacher Attendance through Project GUIDE (*Guaranteeing Upkeep of Instruction and Daily Engagement*)**

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## **ABSTRACT**

This action research examined the impact of Project GUIDE (Guaranteeing Upkeep of Instruction and Daily Engagement) on classroom supervision and teacher attendance at Davao City National High School. Using a qualitative action research design, data were gathered from 14 participants composed of teachers and department heads through open-ended surveys and document analysis of attendance logs and monitoring reports. Data were analyzed using thematic analysis. Findings revealed that prior to the intervention, supervision was fragmented, sporadic, and manual, resulting in delayed detection of teacher tardiness, weak accountability mechanisms, and compromised classroom discipline and student safety. Following the implementation of Project GUIDE, results indicated a notable shift toward a structured and real-time monitoring system that strengthened accountability, improved teacher punctuality, and enhanced classroom order and safety. The intervention fostered a stronger sense of professional responsibility among teachers and enabled school leaders to respond more efficiently to instructional concerns. The study concludes that structured hourly monitoring enhances instructional supervision and institutionalizes accountability in school settings, although further research is needed to examine its direct impact on instructional quality and student achievement.

**Keywords:** *instructional supervision, teacher attendance, classroom monitoring, school accountability, action research, real-time monitoring*

## **INTRODUCTION**

In this chapter, I presented the problem and its setting, significance of my study, research questions, theory and theoretical lens, and my assumptions.

### ***The Problem and Its Scope***

Effective classroom supervision and consistent teacher attendance are fundamental to ensuring quality instruction and maximizing student learning outcomes. Research emphasizes that the amount of time students are actively engaged in learning tasks significantly influences academic achievement, a concept known as *time-on-task* (Marzano, 2003). When teachers are absent or late, instructional time is lost, resulting in decreased student engagement and potential disruptions in the learning environment.

In the context of Davao City National High School, it has been observed during walkthrough observations by the school head and department heads that not all teachers consistently report to their assigned classes on time, leading to instances where students are left unattended. This resulted to some untoward incidents and cases of bullying which had reached the Child Protection Committee. Such situations pose risks not only to academic performance but also to student discipline and safety. According to the Department of Education (DepEd Order No. 42, s. 2016), teachers are expected to maximize instructional time and ensure effective classroom management, highlighting the importance of consistent teacher presence in the classroom.

Furthermore, school leadership plays a critical role in ensuring accountability and improving instructional practices. Instructional supervision, when consistently implemented, contributes to improved teacher performance and student outcomes (Fullan, 2007). However, without systematic monitoring mechanisms, ensuring teacher compliance with assigned schedules becomes challenging.

To address this issue, Davao City National High School implemented Hourly Monitoring (Project GUIDE) as an intervention to track teacher presence in classrooms and strengthen accountability. This initiative aligns with the principles of instructional leadership and supports DepEd's emphasis on quality teaching and effective time management. While initial observations suggest improvements in classroom supervision and teacher attendance, there is a need to systematically document the experiences and perceptions of stakeholders to determine the effectiveness of the intervention.

Thus, this study aimed to explore how Hourly Monitoring officially known as Project GUIDE (*Guaranteeing Upkeep of Instruction and Daily Engagement*) influences classroom supervision and teacher attendance, and to identify insights that can further improve its implementation.

### ***Significance of the Study***

This study is significant as it provides evidence on how structured and real-time monitoring systems, specifically Project GUIDE (Guaranteeing Upkeep of Instruction and Daily Engagement), can strengthen instructional supervision and institutionalize accountability in schools. It is particularly valuable for school administrators and department heads as it offers a practical model for improving teacher attendance monitoring, enhancing instructional punctuality, and restoring classroom discipline through systematic oversight. For teachers, the study promotes heightened professional responsibility and awareness of the importance of maximizing instructional time. Furthermore, it contributes to educational research by extending existing theories on instructional leadership and data-driven decision-making through the integration of real-time, distributed monitoring mechanisms. Overall, the study serves as a reference for schools seeking to improve supervision practices and school climate through efficient, structured, and sustainable accountability systems.

### ***Research Questions***

This study sought to answer the following questions:

1. How is classroom supervision and teacher attendance described prior to the implementation of Hourly Monitoring (Project GUIDE)?
2. What changes in classroom supervision and teacher attendance are observed after the implementation of Hourly Monitoring (Project GUIDE)?

### ***Theoretical Lens***

This study is anchored on Instructional Leadership Theory (Hallinger, 2011) and Data-Driven Decision-Making Theory (Mandinach & Gummer, 2016). Instructional Leadership Theory emphasizes the critical role of school leaders in actively monitoring and improving teaching and learning processes through systematic supervision. In this study, Project GUIDE operationalized this role by enabling continuous, structured oversight of classroom instruction. Complementing this, Data-Driven Decision-Making Theory highlights the importance of timely, accurate, and accessible data in strengthening accountability and informing responsive actions. The integration of real-time monitoring in Project GUIDE reflects this principle, as it allowed school leaders to detect issues immediately and implement prompt interventions. Together, these frameworks explain how structured, data-informed supervision can transform fragmented systems into coherent and accountable instructional environments.

### ***Limitations of the Study***

This study is limited by its small sample size and focus on a single school context, which may affect generalizability. It also relied primarily on self-reported data, although document analysis was used for triangulation. Future studies may incorporate larger samples and quantitative measures to strengthen validity.

## **METHODOLOGY**

To establish the credibility of this study, I provide a detailed account of my methodological process, outlining how each step was conducted. This includes a discussion of the research design, sampling and participants, data collection and analysis procedures, and the ethical considerations observed throughout the study.

### ***Research Design***

This study employed a qualitative action research design. Action research involves a cyclical process of planning, acting, observing, and reflecting to improve practice within a specific context. In this study, the planning phase involved identifying gaps in supervision; the action phase involved implementing Project GUIDE; the observation phase included collecting participant responses and monitoring records; and the reflection phase involved analyzing findings to inform improvements.

The qualitative approach allowed for an in-depth understanding of participants' experiences and perceptions regarding the intervention.

Furthermore, the qualitative approach allowed the researcher to explore participants' lived experiences, perceptions, and insights regarding the implementation of the intervention. According to Creswell and Creswell (2018), qualitative research focused on understanding how individuals interpreted their experiences and constructed meaning from them. This made it suitable for this study, as it sought to capture the perspectives of teachers and department heads on classroom supervision and attendance before and after the implementation of Hourly Monitoring.

Through this design, the study aimed to provide a deeper understanding of how the intervention influenced behavior and practices within the school context.

### ***Sample and Sampling***

The study involved 14 participants, including 4 department heads and 10 teachers who had direct exposure to Project GUIDE. Participants were selected using purposive sampling to ensure that they possessed relevant knowledge and experience regarding classroom supervision and monitoring practices. While the sample size is limited, it is appropriate for qualitative research, which prioritizes depth of insight over generalizability.

### ***Description of Intervention: Project GUIDE***

Project GUIDE is a structured, real-time monitoring system designed to ensure continuous classroom supervision and teacher presence. It operates through an hourly walkthrough monitoring process covering all class sessions from 6:00 AM to 7:00 PM.

The system involves department heads, designated monitors, and teachers. Department heads lead the monitoring process and are assigned specific areas and schedules. Monitors conduct walkthroughs to verify teacher presence without disrupting instruction.

Monitoring occurs at two key points during each class period: within the first 10–15 minutes after the start of the class and within the last 15 minutes before the class ends. This ensures that classes are properly initiated and concluded.

In cases of unattended classes, monitors immediately report to the department head, who ensures prompt intervention through teacher recall, substitution, or direct supervision. Teachers are expected to adhere to schedules, maintain classroom presence, and ensure effective instruction.

Through this system, supervision becomes continuous, structured, and responsive, transforming accountability into an institutional practice

### ***Data Gathering Technique***

Data were collected via open-ended survey questionnaires administered through Google Forms, allowing participants to provide detailed qualitative descriptions of their experiences. This method was effective in obtaining in-depth information and clarifying responses (Creswell & Creswell, 2018). Open-ended survey questionnaires were administered through Google Forms to selected teacher participants. This method enabled the collection of qualitative data from multiple respondents while allowing them to reflect and articulate their responses at their own pace. The use of open-ended questions ensured that participants could provide detailed descriptions of their experiences and perceptions.

To strengthen the findings, document analysis was also conducted using attendance logs and monitoring reports. This triangulation enhanced the credibility of the data by providing supporting evidence beyond self-reported responses.

## ***Data Analysis***

The collected data were analyzed using thematic analysis, a method commonly used in qualitative research to identify, analyze, and report patterns within data. According to Braun and Clarke (2006), thematic analysis involved a systematic process of coding and organizing data into meaningful themes that captured significant aspects of the research problem.

The process followed these steps: familiarization with the data through repeated reading, generation of initial codes from significant responses, grouping of similar codes into broader categories, and identification of emerging themes. These themes were then interpreted in relation to the research questions.

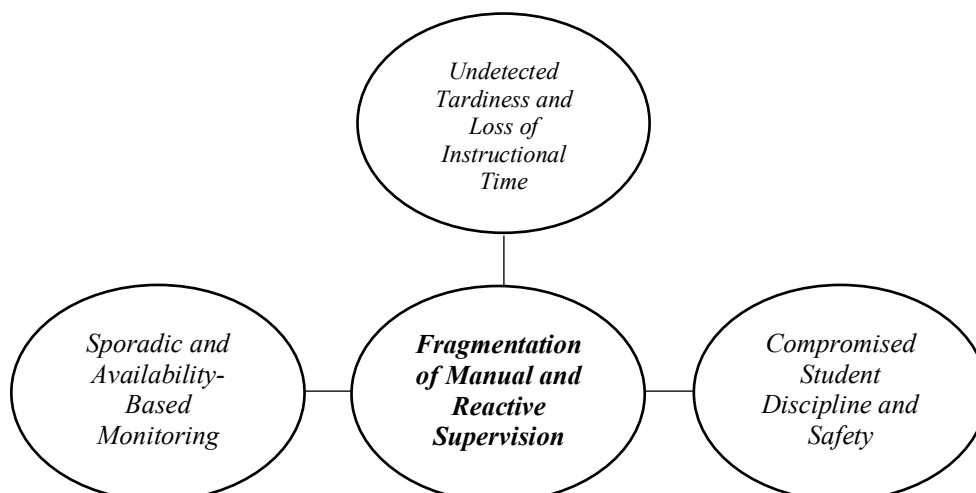
This approach allowed the researcher to present a comprehensive understanding of participants' experiences and to highlight key insights regarding the effectiveness of Hourly Monitoring (Project GUIDE). Findings were supported by selected participant responses to provide depth and credibility to the analysis.

## ***Ethical Considerations***

To ensure rigor, the study applied established qualitative criteria throughout the research process. Credibility was maintained by carefully reviewing participant responses and seeking clarification when necessary to ensure accuracy of interpretation. Dependability was strengthened through the systematic documentation of all research procedures, allowing the process to be consistently followed and audited. Confirmability was ensured by grounding the findings in actual participant responses and supporting records, thereby minimizing researcher bias. Lastly, transferability was addressed by providing rich and contextualized descriptions of the study setting and processes, enabling readers to determine the applicability of the findings in similar contexts.

## **RESULTS AND DISCUSSION**

This section presents the findings organized into major themes that emerged from the thematic analysis of participant responses, triangulated with document analysis of attendance logs and administrative monitoring reports. The discussion examines the transition from a fragmented supervisory culture to an institutionalized system of accountability through Project GUIDE.



### ***Fragmentation of Manual and Reactive Supervision***

The first major theme reveals that the pre-intervention supervisory system was characterized by fragmentation, reactivity, and a lack of institutional coherence. Supervision was not embedded as a proactive and continuous administrative function but instead occurred in a disjointed and episodic manner. This condition reflects what scholars describe as weak instructional leadership systems, where monitoring mechanisms fail to sustain accountability and instructional quality (Hallinger, 2011). Without structured and real-time supervision, schools tend to operate in a reactive mode, addressing issues only after they have escalated rather than preventing them.

This fragmented system also aligns with findings by Fullan (2007), who emphasized that ineffective school systems often lack coherence, resulting in disconnected practices that undermine improvement efforts. In the context of this study, the absence of an integrated monitoring system led to inefficiencies, reduced visibility of teacher performance, and diminished control over classroom processes. Consequently, supervision became an administrative afterthought rather than a strategic tool for ensuring quality instruction and student welfare.

#### ***Sporadic and Availability-Based Monitoring***

A key manifestation of fragmented supervision was the sporadic and availability-based nature of classroom monitoring. Participants consistently described supervision as dependent on the personal schedules of department heads rather than institutionalized protocols. As one participant noted,

*“Classroom supervision was random and sporadic—happening only when Department Heads had time to spare... Relying on availability created big gaps in coverage” (P3).*

Similarly, another participant shared that

*“Supervision usually relied on scheduled classroom observations... rather than continuous, real-time monitoring” (P1).*

These qualitative insights were corroborated by administrative records, which showed that supervision was episodic and compliance-driven rather than part of a continuous improvement cycle. This finding resonates with the work of Danielson (2013), who argued that effective supervision requires ongoing, evidence-based monitoring rather than one-time evaluations. When supervision is irregular, it fails to capture authentic teaching practices and limits opportunities for timely feedback.

Moreover, the reliance on availability-based monitoring reflects a broader issue of administrative overload, where school leaders struggle to balance managerial and instructional roles. According to Robinson, Lloyd, and Rowe (2008), instructional leadership has the greatest impact on student outcomes when leaders actively engage in systematic monitoring of teaching and learning. The absence of such engagement in this study underscores how time constraints and lack of structured systems can weaken leadership effectiveness.

Thus, sporadic monitoring not only created gaps in supervision but also diminished the school's capacity to ensure consistent instructional quality. It reinforced a culture where accountability was situational rather than institutional, ultimately affecting both teacher performance and student learning outcomes.

### ***Undetected Tardiness and Loss of Instructional Time***

Another critical issue identified was the inability of manual systems to detect teacher tardiness and protect instructional time. Participants revealed that attendance tracking relied heavily on paper-based processes, which delayed reporting and obscured real-time issues. One participant explained,

*“Teacher's classroom attendance was not consistently monitored per class period, resulting to cases of late arrivals... that were not immediately detected”* (P5),

while another added,

*“Attendance was recorded by hand, which was time-consuming and prone to errors”* (P9).

These accounts point to inefficiencies inherent in manual data management systems, where delays in recording and reporting compromise decision-making. From a theoretical perspective, this aligns with the concept of data-driven decision-making, which emphasizes the importance of timely and accurate data in improving school performance (Mandinach & Gummer, 2016). Without real-time data, school leaders are unable to respond promptly to attendance issues, leading to cumulative losses in instructional time.

Furthermore, the findings support research by Eberts and Stone (1985), which established a direct relationship between teacher attendance and student achievement. Frequent tardiness or absenteeism disrupts lesson continuity, reduces student engagement, and negatively impacts academic outcomes. In this study, the inability to detect tardiness in real time allowed such issues to persist, thereby compounding their negative effects on learning.

The persistence of manual systems also reflects resistance to technological integration in school management. As highlighted by Means (2010), the use of digital tools in education enhances efficiency, transparency, and accountability. The absence of such tools in the pre-intervention phase contributed to systemic blind spots, where critical issues like tardiness remained hidden until they had already affected instructional delivery.

In essence, undetected tardiness was not merely an issue of teacher behavior but a systemic failure rooted in inefficient monitoring mechanisms. Addressing this gap requires not only policy enforcement but also the adoption of systems that enable real-time tracking and responsive intervention.

### ***Compromised Student Discipline and Safety***

The fragmentation of supervision also had direct implications for student discipline and safety. Participants observed that the absence of consistent adult oversight led to unmanaged classrooms and increased behavioral issues. One participant recounted,

*“I noticed learners roaming the school premises, behavioral issues in the classroom... all of which affected the day’s lessons” (P1),*

while another noted that this situation

*“resulted to unmanaged classes with some students becoming unruly or leaving the classroom unsupervised” (P5).*

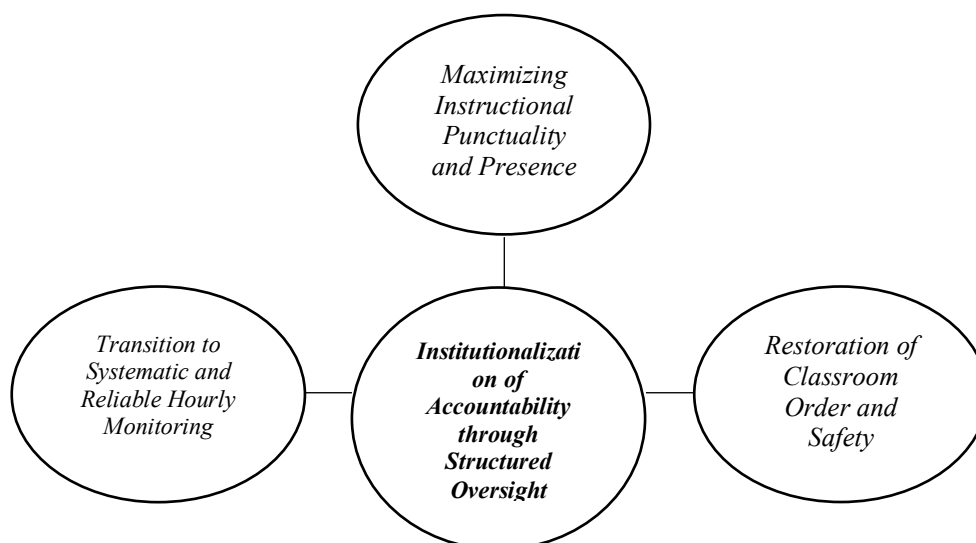
These narratives are supported by administrative monitoring reports and records from the Child Protection Committee, which documented "untoward incidents" and bullying that occurred when students were left unattended. This confirms that the absence of administrative "withitness" directly threatened student safety and well-being

These narratives illustrate how gaps in supervision create opportunities for student misbehavior and compromise the overall learning environment. From a theoretical standpoint, this aligns with Kounin’s (1970) concept of “withitness,” which emphasizes the importance of teacher presence and awareness in maintaining classroom order. When supervision is absent, both at the classroom and administrative levels, discipline issues are more likely to emerge and escalate.

Additionally, the findings are consistent with research by Emmer and Sabornie (2015), which highlights that effective classroom management is closely linked to consistent monitoring and structured environments. In the absence of supervision, students are more likely to disengage, leading to disruptions that affect not only behavior but also academic achievement.

The issue also extends to student safety, as unsupervised environments increase the risk of accidents and conflicts. According to Astor, Benbenishty, and Estrada (2009), school safety is significantly influenced by the presence of adults and the effectiveness of monitoring systems. In this study, the lack of consistent supervision created vulnerabilities that threatened both the physical safety and psychological well-being of students.

Therefore, compromised discipline and safety were not isolated concerns but direct consequences of systemic weaknesses in supervision. Strengthening monitoring systems is essential not only for improving instructional quality but also for ensuring a safe and orderly school environment conducive to learning.



### ***Institutionalization of Accountability through Structured Oversight***

The second major theme underscores the transformative effect of Project GUIDE in institutionalizing accountability through structured and systematic oversight. The findings suggest that the intervention cultivated a heightened “consciousness” of professional responsibility among teachers and school leaders, shifting supervision from a passive administrative function to an active, embedded practice. This transformation reflects the principles of organizational accountability systems, where clear structures and consistent monitoring reinforce professional standards and expected behaviors (Hallinger, 2011).

The institutionalization of accountability is further supported by Fullan (2007), who argued that sustainable school improvement occurs when reforms are embedded into daily routines and practices, rather than treated as isolated initiatives. In this study, Project GUIDE operationalized accountability by integrating monitoring into the school’s hourly processes, thereby ensuring that expectations for teacher presence, punctuality, and classroom management were consistently reinforced. As a result, accountability was no longer externally imposed but became internalized within the professional culture of the school.

#### ***Transition to Systematic and Reliable Hourly Monitoring***

A central improvement brought about by the intervention was the transition from sporadic supervision to systematic and reliable hourly monitoring. Participants emphasized that supervision became consistent, structured, and data-informed. As one participant explained,

*“Supervision has become regular and consistent. Department Heads can effectively monitor their teachers through prompt reports from checkers and class monitors” (P3).*

Similarly, another participant noted,

*“Monitoring follows a clear hourly structure. Supervision and attendance became more efficient, reliable, and closely monitored” (P9).*

The reliability of these statements is evidenced by the **new hourly monitoring reports**, which provide a continuous visibility of classroom activities that was previously absent. This structured engagement of school leaders is essential for institutionalizing accountability

These responses indicate that the intervention established a predictable and organized monitoring mechanism, reducing reliance on subjective or availability-based supervision. The presence of an hourly structure ensured continuous visibility of classroom activities, thereby strengthening oversight and minimizing gaps in monitoring.

This finding aligns with Danielson (2013), who emphasized that effective supervision must be ongoing and systematic to accurately capture teaching practices and support instructional improvement. When monitoring is consistent, it allows for timely identification of issues and promotes a culture of continuous feedback.

Furthermore, the results support Robinson et al. (2008), who found that structured and consistent engagement of school leaders in instructional processes significantly enhances school effectiveness. By institutionalizing hourly monitoring, Project GUIDE enabled

department heads to perform their instructional leadership roles more effectively, ensuring that supervision became an integral part of daily school operations.

Thus, the shift to systematic monitoring not only improved efficiency but also reinforced accountability by making supervision visible, predictable, and embedded in the school's routine.

### ***Maximizing Instructional Punctuality and Presence***

Another significant outcome of the intervention was the improvement in teacher punctuality and consistent classroom presence. Participants reported that teachers became more conscious of their responsibility to maximize instructional time. One participant stated,

*“Teachers became more conscious of maximizing instructional time... attendance and punctuality in the classroom had significantly improved” (P5).*

Another added,

*“Instead of relying only on daily time records, the system now tracks teachers’ presence in their assigned classrooms every period” (P8).*

The updated attendance logs now reflect precise, real-time verification of classroom presence. By moving away from subjective reports to verified data, the school reinforced professional discipline and ensured lesson continuity. These responses highlight a critical shift from general attendance monitoring to precise, period-by-period accountability. The intervention ensured that teacher presence was not only recorded but verified in real time, thereby reducing opportunities for absenteeism and tardiness.

This finding is consistent with Mandinach and Gummer (2016), who emphasized that access to timely and specific data enhances accountability and informs decision-making. By tracking attendance at the classroom level, the system provided granular data that enabled immediate corrective actions and reinforced professional responsibility.

Additionally, the results align with Eberts and Stone (1985), who established that teacher attendance and punctuality are directly linked to student achievement. Improved teacher presence ensures continuity of instruction, increases student engagement, and minimizes learning disruptions.

The intervention also fostered a sense of professional discipline among teachers, as the visibility of monitoring mechanisms encouraged adherence to expected standards. In this context, accountability became both a structural and behavioral outcome, where teachers internalized the importance of being present and punctual in delivering instruction.

### ***Restoration of Classroom Order and Safety***

The implementation of Project GUIDE also contributed to the restoration of classroom order and the enhancement of school safety. Participants observed that improved monitoring allowed for immediate identification and resolution of behavioral and instructional concerns.

As one participant noted,

*“The said Project GUIDE helped the administration to monitor the class and learners' behavior. All concerns are easily addressed” (P1).*

Another participant shared,

*“This innovation provided calmer and improved learning environment... boosting both teaching quality and student progress” (P3).*

Administrative records post-intervention indicate a reduction in disruptions and unsupervised situations. By ensuring that classrooms were consistently monitored through an hourly walkthrough, Project GUIDE effectively reduced the risks associated with student misbehavior and accidents. These responses suggest that consistent supervision created a more structured and controlled learning environment, where both teacher and student behaviors were regulated. The ability to address concerns promptly reduced disruptions and promoted a more conducive atmosphere for teaching and learning.

This finding aligns with Kounin's (1970) theory of classroom management, which highlights the importance of continuous monitoring and teacher awareness in preventing misbehavior. When supervision is visible and consistent, it fosters a sense of order and discourages disruptive actions among students.

Moreover, the results support Emmer and Sabornie (2015), who emphasized that well-managed classrooms are characterized by clear structures, consistent monitoring, and proactive intervention strategies. The intervention provided these elements, enabling teachers and administrators to maintain discipline and ensure student engagement.

In terms of safety, the findings are consistent with Astor et al. (2009), who argued that effective supervision systems are critical in creating safe school environments. By ensuring that classrooms were consistently monitored, Project GUIDE reduced the likelihood of unsupervised situations that could compromise student safety.

Ultimately, the restoration of classroom order and safety reflects the broader impact of the intervention on the school climate. Through structured oversight, the school was able to create an environment that supports both academic success and student well-being.

## **IMPLICATIONS FOR THEORY AND PRACTICE**

This study supports Instructional Leadership Theory (Hallinger, 2011) and Data-Driven Decision-Making Theory (Mandinach & Gummer, 2016), both of which emphasize the role of leadership supervision and the use of timely data in improving school performance. The findings confirm that structured and real-time monitoring strengthens accountability, instructional punctuality, and classroom management.

However, the study extends these theories by showing that accountability is most effectively institutionalized when supervision is embedded in a synchronized, real-time monitoring system distributed across multiple actors (e.g., department heads, checkers, and class monitors). Unlike traditional models that focus on leadership actions or data use separately, the findings suggest that real-time monitoring systems do not only inform decisions but also shape professional behavior by fostering continuous awareness and responsibility among teachers.

Thus, the study contributes a refined perspective that instructional leadership and data systems are most powerful when integrated into a continuous, behavior-influencing supervisory structure within the school setting.

For school leaders and practitioners, the study highlights the importance of embedding monitoring systems into daily school operations. Structured and continuous supervision, as demonstrated by Project GUIDE, enhances teacher accountability, improves instructional time management, and strengthens classroom discipline. Schools may adopt similar mechanisms to ensure real-time monitoring of teacher presence and classroom conditions, ultimately improving both teaching quality and student outcomes. The findings also underscore the need for capacity-building among school leaders to effectively utilize monitoring data for timely and informed decision-making.

### **FUTURE DIRECTIONS OF THE STUDY**

Future research may explore the long-term sustainability and scalability of Project GUIDE across different school contexts, including smaller schools or those with limited technological resources. Comparative studies may also be conducted to examine the effectiveness of similar monitoring systems in improving student achievement outcomes.

Additionally, further investigation may focus on the perspectives of students and teachers to provide a more holistic understanding of the intervention's impact on school climate and learning experiences. Quantitative studies may also be undertaken to measure the direct relationship between real-time supervision, teacher performance, and student academic achievement. Finally, future research may examine how integrating advanced technologies, such as automated tracking systems or analytics dashboards, can further enhance accountability and instructional leadership practices.

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