

“Phenomenology of Clinical Supervision: Examining Pre-Observation to Post Observation in Teacher Development”

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ABSTRACT

This phenomenological study explored teachers' lived experiences during clinical supervision from pre-observation to post-observation stages in Agusan del Sur, Philippines. Using purposive sampling, 40 teachers with 1-3 years of service from four high schools participated in semi-structured interviews and reflective journaling. Thematic analysis revealed three key themes: (1) Impact of prior experiences, relational factors, and reflective practices on teacher readiness for supervision; (2) Real-time adaptation, reflective practice, and growth opportunities during classroom observations; and (3) Self-assessment, feedback integration, and collaborative professional growth following supervision sessions. Findings align with Bandura's social cognitive theory and Acheson and Gall's three-phase model of clinical supervision, emphasizing the importance of positive prior experiences, strong teacher-supervisor relationships, and reflective practices in enhancing supervision effectiveness. The study highlights the critical role of the post-observation phase in facilitating deep reflection, active feedback implementation, and collaborative learning. Recommendations include developing comprehensive supervision programs, fostering supportive organizational cultures, and implementing structured post-observation protocols. This research contributes to the understanding of clinical supervision in education and offers a framework for improving supervisory practices and teacher professional development.

Keywords: Clinical Supervision, Teacher Professional Development, Phenomenology, Reflective Practice, Classroom Observation, Feedback Integration.

INTRODUCTION

Clinical supervision is crucial in supporting teacher development and improving instructional practices in education systems worldwide. However, the effectiveness of clinical supervision faces numerous challenges that impede its potential to enhance teacher performance and, consequently, student learning outcomes. These challenges manifest at global, national, and local levels, creating a complex landscape for educational stakeholders to navigate. Internationally, education systems grapple with the need to improve teacher quality amidst rapidly changing educational paradigms and technological advancements. According to Mette et al. (2020), common problems encountered in clinical supervision globally include time constraints, resistance to feedback, inadequate training for supervisors, and challenges related to power dynamics between supervisors and teachers. Additionally, Zepeda & Ponticell (2018) said that the difficulties in aligning supervision practices with school goals, addressing cultural and linguistic diversity, and ensuring adherence to ethical standards further complicate the supervisory process on a global scale.

Countries face unique challenges in implementing clinical supervision effectively at the national level. For instance, in many nations, there is a lack of standardized approaches to clinical supervision, leading to inconsistent teacher support and development quality. This inconsistency can exacerbate educational inequities and hinder overall educational progress (Kheirzadeh & Sistani, 2018).

Furthermore, national policies may not always align with best practices in clinical supervision, creating tensions between policy requirements and effective implementation. Locally, schools and districts encounter specific

obstacles in executing clinical supervision. These include resource constraints that limit the frequency and depth of supervision sessions, particularly in underfunded or rural school districts (Moswela & Mphale, 2015). The shift from traditional "defect detection" approaches to more collaborative, improvement-focused models has also created challenges in implementation at the local level, as it requires a significant shift in mindset and practices for both supervisors and teachers (Zepeda, 2017).

While extensive literature exists on the theoretical foundations of clinical supervision, there is a notable gap in research examining the lived experiences of teachers throughout the clinical supervision process. Specifically, there is limited understanding of how teachers' perceptions, expectations, and reflections evolve from pre-observation to post-observation stages. Clinical supervision improved the teachers' teaching performance and ultimately the teaching quality through the following ways; effective lesson preparation, improved creativity and innovation in choosing the pedagogies to employ in a classroom teaching, improved competency in lesson delivery through working on the weaknesses highlighted in the feedback conference, professional guidance and mentorship received from the supervisors. (Byrd & Fogleman 2012). This study aims to address this research gap by providing an in-depth exploration of teachers' experiences throughout the clinical supervision cycle. By unveiling effective strategies through action research on classroom observation, this study seeks to contribute valuable insights to the field of teacher development. The findings have the potential to inform policy and practice, leading to more effective implementation of clinical supervision models that genuinely support teacher growth and, by extension, enhance student learning outcomes. Moreover, by focusing on the experiential aspects of clinical supervision, this research can provide a foundation for developing more personalized and context-sensitive approaches to teacher development (Gürsoy et al., 2016).

The study is grounded in Albert Bandura's Social Learning Theory, which posits that learning occurs through observation, imitation, and modeling of behaviors demonstrated by others (Bandura, 1977). In the context of clinical supervision, this theory supports the idea that teachers can learn and improve their practices by observing and interacting with experienced supervisors. The theoretical framework is further enhanced by incorporating the three-phase model of clinical supervision proposed by Acheson and Gall (1987), which includes pre-observation, observation, and post-observation stages. The supervision of learning, which is determined by feedback with formative assessment, provision of social and emotional support, good interpersonal relationships, positive supervisory alliances, clarity of measurable aspects of assessment, teacher involvement in evaluation, and sufficient time availability by giving adequate reflective space (Kilminster et al., 2007; Bambling & King, 2014; Youngstrom & Gentile, 2018; OECD, 2009a, 2009b, 2009c; Bahri, 2014).

This study aims to examine the experiences of teachers from pre-observation to post-observation in their professional development journey. Specifically, the research seeks to answer the following questions: 1) what are the key experiential factors influencing teachers' readiness and expectations before engaging in clinical supervision? 2) How do teachers' lived experiences during classroom observations contribute to their instructional effectiveness and professional growth? 3) What are the significant experiences of teachers in shaping their reflections, feedback integration, and subsequent professional development following clinical supervision sessions? By addressing these objectives, this study aims to provide a comprehensive understanding of the clinical supervision process from the teacher's perspective, potentially leading to more effective and personalized approaches to teacher development (Özdemir & Yirci, 2015).

This research is particularly timely given the global focus on improving educational quality and the recognition of teacher effectiveness as a key factor in student achievement. By exploring the diverse experiences of teachers throughout the clinical supervision process, this study has the potential to bridge the gap between theoretical models and practical implementation, ultimately contributing to more effective teacher development strategies that can address the challenges faced at global, national, and local levels. The findings will contribute to the growing body of knowledge on clinical supervision and offer practical insights for educational leaders, policymakers, and teacher educators seeking to enhance the quality of instruction and student learning outcomes through improved supervisory practices (Tesfaw & Hofman, 2014)

Statement of the Problem

This study aims to examine the experiences of teachers from pre-observation to post-observation in their professional development journey. Specifically, the research seeks to answer the following questions:

- 1) What are the key experiential factors influencing teachers' readiness and expectations before engaging in clinical supervision?
- 2) What are the significant experiences of teachers in shaping their reflections, feedback integration, and subsequent? Professional development following clinical supervision sessions?
- 3) How do teachers' lived experiences during classroom observations contribute to their instructional effectiveness and professional growth?

METHOD

This study employed a qualitative research approach, specifically a phenomenological design, to investigate the lived experiences of teachers during clinical supervision. Qualitative research was particularly suitable for exploring complex social phenomena and capturing participants' perceptions and viewpoints in depth (Creswell & Poth, 2018). The phenomenological approach allowed for a rich exploration of teachers' experiences throughout the clinical supervision process, from pre-observation to post-observation stages (van Manen, 2016).

The study was conducted in Agusan del Sur, a province in the Caraga region of Mindanao, Philippines. Participants were selected using purposive sampling, focusing on teachers with 1 to 3 years of service (Teacher I) from four selected schools in Agusan del Sur. A total of 40 participants were recruited, with 10 teachers from each school, ensuring a diverse representation of experiences.

Data collection primarily involved semi-structured interviews, supplemented by reflective journals kept by the participants. The interview protocol, developed based on the research objectives and existing literature, was validated by a panel of experts in educational supervision and qualitative research. Interviews were conducted face-to-face, audio-recorded, and transcribed verbatim. Participants were also asked to maintain reflective journals throughout their clinical supervision experience, providing additional insights into their thoughts and feelings during the process.

To ensure ethical compliance, the study adhered to the principles outlined in the Declaration of Helsinki (World Medical Association, 2013). Institutional Review Board (IRB) approval was obtained before data collection. Informed consent was secured from all participants, emphasizing voluntary participation and the right to withdraw at any time. Confidentiality and anonymity were maintained through the use of pseudonyms and secure data storage practices.

Data analysis followed the six-step thematic analysis approach proposed by Braun and Clarke (2021). This process involved: (1) familiarization with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) producing the report. NVivo 12 software was used to assist in organizing and analyzing the qualitative data. To enhance trustworthiness, member checking was employed, allowing participants to review and validate the interpreted findings (Lincoln & Guba, 1985).

To address potential researcher bias, reflexivity was practiced throughout the study. The researchers maintained reflexive journals to document their thoughts, assumptions, and decisions during the research process (Berger, 2015). Additionally, triangulation of data sources (interviews and reflective journals)

The study acknowledged several limitations, including the potential for social desirability bias in participant responses and the contextual specificity of the findings to the Agusan del Sur region. Despite these limitations, the rich, in-depth data obtained through this qualitative approach provided valuable insights into teachers' experiences of clinical supervision, contributing to the broader understanding of effective supervisory practices in education.

RESULTS AND DISCUSSION

The results of this study emphasize the key experiential factors influencing teachers' readiness and expectations before engaging in clinical supervision, their lived experiences during classroom observations, and the significant experiences that shape their reflections, feedback integration, and subsequent professional development. Through in-depth interviews, teachers shared their insights and personal experiences, revealing several overarching themes.

Teachers' lived experiences during classroom observations contribute to their instructional effectiveness and professional growth

Shown in Table 1 are the key experiential factors influencing teachers' readiness and expectations before engaging in clinical supervision. For *Theme 1: Impact of Prior Experiences on Teacher Readiness*, this theme focuses on how teachers' previous encounters with clinical supervision shape their approach to future sessions. *The Influence of past clinical supervision experiences on future engagement*-Past experiences, whether positive or negative, significantly affects a teacher's willingness to engage in future supervision sessions. Positive experiences tend to increase enthusiasm and openness, while negative ones might lead to hesitation or anxiety. For the *Development of attitudes towards feedback and improvement* repeated exposure to clinical supervision, teachers develop specific attitudes towards receiving and implementing feedback. This can range from embracing constructive criticism to being defensive or reluctant to change. *The Role of Prior Experiences in shaping expectations for Supervision Sessions*- Teachers' previous experiences inform their expectations for future sessions, including the format, content, and outcomes of the supervision process. As one of the participants shared:

“Good past interactions can build trust in the supervision process, making teachers more open to future sessions.”

P2-L435-436

For *Theme 2: Relational Factors in Clinical Supervision*, this theme explores the interpersonal aspects of clinical supervision and their impact on teacher readiness. *For Importance of teacher-supervisor rapport and trust*-A positive relationship between the teacher and supervisor is crucial for effective supervision. Trust and mutual respect can significantly enhance a teacher's readiness to engage openly in the process. *In the Effect of Pre-session Interactions on Teacher Preparedness- Communication* and interactions that occur before the formal supervision session can greatly influence how prepared and comfortable a teacher feels going into the process. *For the Creation of a supportive and conducive environment for supervision*, the overall atmosphere and the approach to supervision within the educational institution can significantly affect teachers' readiness to participate fully and benefit from the process. As P1 highlighted:

“If teachers perceive past clinical supervision as effective, they are more likely to feel ready and motivated for future sessions.”

-P1-L445-446

In *Theme 3-Reflection and Professional Growth*, this theme examines how self-reflection and the integration of past experiences contribute to a teacher's readiness for clinical supervision. *In the contribution of self-reflection to teacher readiness*-Teachers who regularly engage in self-reflection on their teaching practices are often more prepared and open to the supervision process, as they have already identified areas for potential improvement. *For Integration of past observations into professional development goals* teachers incorporate insights from previous observations into their professional growth plans can significantly impact their readiness for future supervision sessions. *In the Influence of reflection on openness to implement changes in teaching practice* who reflect on their experiences and are open to implementing changes based on feedback are often more ready and eager to engage in clinical supervision as a tool for continuous improvement.

These themes and core ideas provide a framework for exploring the complex factors that influence teachers' readiness and expectations before engaging in clinical supervision. They highlight the importance of past experiences, relationships, and reflective practices in shaping teachers' approaches to the supervision process.

Table I: Key Experiential Factors Influencing Teachers' Readiness and Expectations Before Engaging in Clinical Supervision

Clustered Themes	Emergent Themes
Influence of past clinical supervision experiences on future engagement	Impact of Prior Experiences on Teacher Readiness
Development of attitudes toward feedback and improvement	
Role of prior experiences in shaping expectations for supervision sessions	
Importance of teacher-supervisor rapport and trust	Relational Factors in Clinical Supervision
Effect of pre-session interactions on teacher preparedness	
Creation of a supportive and conducive environment for supervision	
Contribution of self-reflection to teacher readiness	Reflection and Professional Growth
Integration of past observations into professional development goals	
Influence of reflection on openness to implement changes in teaching practice	

The findings of this study reveal three key themes influencing teachers' readiness for clinical supervision: the impact of prior experiences, relational factors, and reflection for professional growth. These themes align closely with Bandura's social cognitive theory (1986) and the three-phase model of clinical supervision by Lucas (1995). The first theme underscores how past supervision experiences shape teachers' self-efficacy and future engagement, exemplified by a participant's comment: "Good past interactions can build trust in the supervision process, making teachers more open to future sessions" (P2-L435-436). This aligns with recent research by Brittain, K. E. (2023), who found that positive prior experiences significantly enhance teachers' readiness for supervision. The second theme highlights the crucial role of teacher-supervisor rapport, reflecting Bandura's concept of reciprocal determinism. As one participant noted, "If teachers perceive past clinical supervision as effective, they are more likely to feel ready and motivated for future sessions" (P1-L445-446). This observation is supported by Zepeda and Ponticell's (2019) emphasis on relational trust in instructional supervision. These findings contribute to the growing body of literature on clinical supervision in education, such as the work of Mette et al. (2017), who emphasize the importance of collaborative approaches in supervision. The results also align with recent research on transformational leadership and organizational behavior in educational settings (Jayson et al., 2024). The third theme, focusing on reflection and professional growth, relates to Bandura's ideas of observational learning and self-regulation, and is particularly relevant to the post-observation phase of Acheson and Gall's model. This finding aligns with Farrell's (2015) work on the importance of reflective practice in teacher development.

These results have significant implications for educational institutions and supervisors, suggesting the need for creating positive supervision experiences, building strong relationships, and fostering a culture of reflection. The findings contribute to the growing body of literature on clinical supervision in education, such as the work of Mette et al. (2017), who emphasize the importance of collaborative approaches in supervision. However, it's important to acknowledge the study's limitations, including its qualitative nature and specific context, which may limit generalizability. Future research could benefit from a mixed-methods approach to validate these themes across diverse settings, as suggested by Glickman et al. (2018) in their comprehensive review of supervision practices. Despite these limitations, this study provides valuable insights into the complex factors

influencing teachers' readiness for clinical supervision, offering a framework for enhancing supervision processes and ultimately improving educational outcomes.

Teachers' lived experiences during classroom observations contribute to their instructional effectiveness and professional growth

Displayed in Table 2 are the teachers' lived experiences during classroom observations that contribute to their instructional effectiveness and professional growth. For Theme 1 which is *Real-time Adaptation*, this theme focuses on how teachers adjust their teaching in the moment during classroom observations. For *immediate reactions to student needs and classroom dynamics*, teachers often make quick decisions based on student responses, engagement levels, or unexpected situations. For example, they might provide additional examples if students show signs of confusion or adjust the pace of the lesson based on student interest. In *Flexibility in adjusting instructional strategies during observations*- the Observations provide opportunities for teachers to demonstrate their ability to pivot when necessary. This might involve changing teaching methods, using different materials, or altering group dynamics to better facilitate learning. In the *Impact of on-the-spot decisions on future teaching*, the success or failure of these real-time adjustments informs teachers' future planning and instruction. Positive outcomes reinforce effective strategies, while challenges prompt reconsideration of certain approaches. One of the participants mentioned:

“By observing student reactions in real-time, I can make decisions that keep them engaged. This helps me plan more effective lessons in the future.”

-P4-L492-493

Theme 2-Reflective Practice and Continuous Improvement, this theme explores how teachers use observations as a tool for self-reflection and professional growth. For *Self-assessment of teaching practices through observation experiences*-During observations, teachers critically evaluate their own performance, considering aspects such as clarity of explanations, student engagement, and overall lesson effectiveness. In the *Identification of strengths and areas for growth in instructional methods* through this self-assessment, teachers recognize what they do well and where they can improve. This might include aspects of classroom management, content delivery, or student interaction. For *Integration of reflective insights into ongoing professional development* insights gained from observations inform teachers' professional growth plans. They may seek out specific training, resources, or mentorship to address identified areas for improvement. As Participant 4 shared:

“My lived experiences during observations highlight areas where I can improve. This self-awareness drives my professional growth and development.”

-P4-L-504-505

For *Theme 3: Opportunities for Growth*, this theme examines how teachers handle difficulties during observations and use these experiences for professional development. In *Addressing unexpected obstacles during live observations*-Teachers often encounter unforeseen issues during observations, such as technology failures or disruptive student behavior. How they handle these situations provides valuable learning experiences. To develop *resilience and adaptability in teaching practice* facing and overcoming challenges during observations, teachers build their capacity to handle unexpected situations in their daily practice, becoming more flexible and resilient educators. *Leveraging challenges to foster innovation in instructional approaches*- Difficulties encountered during observations can spark creativity, leading teachers to develop new strategies or approaches to instruction that they might not have considered otherwise.

These themes highlight the multifaceted nature of classroom observations in contributing to teachers' professional growth and instructional effectiveness. They emphasize that observations are not just evaluative tools, but rich opportunities for real-time learning, self-reflection, and innovative problem-solving. Through these lived experiences, teachers continuously refine their practice, becoming more responsive to student needs and more adept at navigating the complex dynamics of the classroom.

Table II. Teachers' Lived Experiences During Classroom Observations Contribute to their Instructional Effectiveness and Professional Growth

Clustered Themes	Emergent Themes
Immediate reactions to student needs and classroom dynamics	Real-time Adaptation
Flexibility in adjusting instructional strategies during observations	
Impact of on-the-spot decisions on future teaching approaches	
Self-assessment of teaching practices through observation experiences	Reflective Practice and Continuous Improvement
Identification of strengths and areas for growth in instructional methods	
Integration of reflective insights into ongoing professional development	
Addressing unexpected obstacles during live observations	Opportunities for Growth
Developing resilience and adaptability in teaching practice	
Leveraging challenges to foster innovation in instructional approaches	

The findings of this study reveal three key themes in teachers' lived experiences during classroom observations: real-time adaptation, reflective practice and continuous improvement, and growth opportunities. These themes align with Bandura's social cognitive theory (1986) and the three-phase model of clinical supervision particularly emphasizing the observation and post-observation phases. The first theme, real-time adaptation, highlights teachers' ability to adjust their instruction based on immediate classroom dynamics, reflecting Bandura's concept of self-efficacy in action. As one participant noted, "By observing student reactions in real-time, I can make decisions that keep them engaged. This helps me plan more effective lessons in the future" (P4-L492-493). This aligns with recent research by Gün (2014), who found that adaptive teaching practices significantly enhance student engagement and learning outcomes. The second theme, reflective practice and continuous improvement, resonates with Bandura's ideas of self-regulation and observational learning. A participant's comment, "My lived experiences during observations highlight areas where I can improve. This self-awareness drives my professional growth and development" (P4-L-504-505), exemplifies this theme. This finding is supported by Farrell's (2015) work on reflective practice in teaching and Yurekli et al.'s (2020) study on the impact of reflective practices on teacher professional development. The third theme, opportunities for growth, aligns with Bandura's concept of resilience and self-efficacy development through mastery experiences, emphasizing how teachers leverage challenges during observations to foster innovation and adaptability in their instructional approaches.

These results have significant implications for the practice of classroom observations and teacher professional development. They suggest that observations should be viewed not just as evaluative tools, but as rich opportunities for real-time learning, self-reflection, and innovative problem-solving. This perspective aligns with recent literature on clinical supervision, such as the work of Zepeda and Ponticell (2019), who advocate for a more developmental approach to supervision. The findings also highlight the importance of creating supportive environments that allow teachers to take risks and learn from challenges during observations, as suggested by Mette et al. (2017) in their research on collaborative supervision approaches. However, it's important to acknowledge the study's limitations, including its qualitative nature and specific context. Future research could benefit from a mixed-methods approach to validate these themes across diverse settings and explore how different observation models might influence teachers' lived experiences. Despite these limitations, this study provides valuable insights into how classroom observations contribute to teachers' professional growth and instructional effectiveness, offering a framework for enhancing supervision processes and ultimately improving educational outcomes.

The significant experiences of teachers in shaping their reflections, feedback integration, and subsequent professional development following clinical supervision sessions

Exhibited in Table 3 are the significant experiences of teachers in shaping their reflections, feedback integration, and subsequent professional development following clinical supervision sessions. For Theme 1 which is Self-Assessment, this theme focuses on how teachers internalize and process their experiences after a clinical supervision session. For *Critical analysis of classroom performance post-supervision*-Teachers engage in a thorough review of their teaching performance, considering both their own perceptions and the feedback received from supervisors. This analysis helps them identify strengths and areas for improvement in their instructional practices. For *Comparison of self-perception with received feedback*-Educators compare their own assessment of the lesson with the supervisor's feedback. This comparison can reveal gaps between self-perception and external evaluation, leading to valuable insights and increased self-awareness. For *Goal-setting based on reflective insights*-Using the insights gained from reflection and feedback, teachers set specific, actionable goals for their professional development. These goals provide a clear direction for improvement and growth in their teaching practice. As another participant shared:

"Reflecting on each supervision session encourages me to seek out additional resources or training. This continuous learning mindset is essential for my professional growth."

-P5-L-564-566

For the Theme 2 which is *Feedback Integration and Implementation*, this theme explores how teachers translate the feedback and insights from supervision into concrete changes in their teaching. For *Strategies for incorporating supervisor feedback into teaching practices* develop specific strategies to implement the suggestions and recommendations provided by supervisors. This might involve creating action plans, modifying lesson plans, or adjusting teaching methods. For *Practical application of insights in lesson planning and delivery* actively incorporate the feedback into their daily teaching activities. This could include changes in instructional techniques, classroom management strategies, or student engagement methods. For *Monitoring and assessing the impact of implemented teachers* regularly evaluate the effectiveness of the changes they've made based on supervision feedback. This ongoing assessment helps them refine their approach and ensure continuous improvement. As Participant 2 also revealed:

"I will actively engage in professional learning communities or PLCs. These communities provide a platform for sharing experiences, seeking advice, and collaborating with colleagues to enhance their teaching skills and knowledge."

-P2-L-600-602

Moreover, for Theme 3 which is *Collaborative Professional Growth*, this theme emphasizes the role of collaboration and community in teachers' professional development following clinical supervision. For *Peer engagement and support in processing supervision feedback* discuss their supervision experiences with colleagues, seeking additional perspectives and advice. This peer support helps in interpreting feedback and brainstorming improvement strategies. For *Active pursuit of targeted professional development opportunities* on the feedback and reflections from supervision, teachers seek out specific professional development activities. These might include workshops, online courses, or conferences that address their identified areas for growth. Also in *Leveraging mentorship and professional learning communities* engage with mentors and participate in professional learning communities to further their development. These collaborative relationships provide ongoing support, additional insights, and opportunities for shared learning.

These themes highlight that the post-observation stage of clinical supervision is a rich period of reflection, action, and collaborative learning for teachers. It is not just about receiving feedback, but about deeply engaging with that feedback through self-reflection, practical implementation, and community engagement. This process transforms the clinical supervision experience from a mere evaluation into a powerful catalyst for ongoing professional growth and improved instructional effectiveness.

Table III. The Significant Experiences of Teachers in Shaping Their Reflections, Feedback Integration, and Subsequent Professional Development Following Clinical Supervision Sessions

Clustered Themes	Emergent Themes
Critical analysis of classroom performance post-supervision	Self-Assessment
Comparison of self-perception with received feedback	
Goal-setting based on reflective insights	
Strategies for incorporating supervisor feedback into teaching practices	Feedback Integration and Implementation
Practical application of insights in lesson planning and delivery	
Monitoring and assessing the impact of implemented changes	
Peer engagement and support in processing supervision feedback	Collaborative Professional Growth
Active pursuit of targeted professional development opportunities	
Leveraging mentorship and professional learning communities	

The findings of this study reveal three key themes in teachers' experiences following clinical supervision sessions: self-assessment, feedback integration and implementation, and collaborative professional growth. These themes align closely with Bandura's social cognitive theory (1986) and the three-phase model of clinical supervision by Acheson and Gall (1980), particularly emphasizing the post-observation phase. The first theme, self-assessment, highlights teachers' critical analysis of their performance and goal-setting based on reflective insights, reflecting Bandura's concepts of self-regulation and self-efficacy. As one participant noted, "Reflecting on each supervision session encourages me to seek out additional resources or training. This continuous learning mindset is essential for my professional growth" (P5-L-564-566). This aligns with recent research by Cirocki and Farrell (2017), who found that reflective practice significantly enhances teacher professional development. The second theme, feedback integration and implementation, resonates with Bandura's ideas of observational learning and self-efficacy development through enactive mastery experiences. Teachers actively incorporate feedback into their practice and monitor the impact of implemented changes, demonstrating the practical application of supervision insights. The third theme, collaborative professional growth, emphasizes the social aspect of learning in Bandura's theory. A participant's comment, "I will actively engage in professional learning communities or PLCs. These communities provide a platform for sharing experiences, seeking advice, and collaborating with colleagues to enhance their teaching skills and knowledge" (P2-L-600-602), exemplifies this theme. This finding is supported by recent research on the effectiveness of professional learning communities in enhancing teacher development (Vanblaere & Devos, 2018).

These results have significant implications for the practice of clinical supervision and teacher professional development. They suggest that the post-observation phase should be viewed as a critical period for deep reflection, active implementation of feedback, and collaborative learning. This perspective aligns with recent literature on clinical supervision, such as the work of Zepeda and Ponticell (2019), who advocate for a more developmental and collaborative approach to supervision. The findings also highlight the importance of creating supportive environments that facilitate self-assessment, feedback integration, and peer collaboration, as suggested by Mette et al. (2017) in their research on effective supervision practices. However, it's important to acknowledge the study's limitations, including its qualitative nature and specific context. Future research could benefit from a longitudinal approach to explore how these post-supervision experiences impact long-term teacher effectiveness and student outcomes. Despite these limitations, this study provides valuable insights into how teachers process and apply supervision experiences, offering a framework for enhancing post-observation practices and ultimately improving educational outcomes.

CONCLUSIONS

This study provides significant insights into the impact of clinical supervision on teachers' professional development and instructional effectiveness. The findings reveal that teachers' readiness for clinical supervision is heavily influenced by prior experiences, relational factors with supervisors, and capacity for self-reflection, aligning with Bandura's social cognitive theory and the three-phase model of clinical supervision (Jayson et al., 2024). The research underscores the importance of real-time adaptation, reflective practice, and opportunities for growth during classroom observations, with teachers demonstrating flexibility in instructional strategies and engaging in ongoing self-assessment showing improved professional growth (Gün, 2014; Yurekli et al., 2020). Notably, the post-observation phase emerges as a critical period for deep reflection, active implementation of feedback, and collaborative learning. The study also highlights the significance of motivation in shaping learning preferences among adult learners (Ampler et al., 2024). These findings contribute substantially to the understanding of clinical supervision in education, offering a comprehensive framework for enhancing supervision processes and ultimately improving educational outcomes.

RECOMMENDATIONS

1. Implementation, and collaborative learning among teachers.
2. Incorporate strategies to enhance motivation and engagement in adult learning processes within teacher training programs.
3. Future research should explore the long-term effects of clinical supervision on teacher effectiveness and student outcomes, potentially employing mixed-methods approaches to validate these findings across diverse educational settings (Glickman 2004).
4. Investigate the role of emotional intelligence and organizational justice in shaping school leaders' effectiveness to inform leadership development programs (Sappayani et al., 2024).
5. Conduct longitudinal studies to assess the impact of improved clinical supervision practices on student achievement and overall school performance.

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