

Conference Name: 2026 EdTec – International Conference on Education & Learning Technology, 06-07 July, Bangkok
Conference Dates: 06-Jul- 2026 to 07-Jul- 2026
Conference Venue: Ibis Styles Bangkok Ratchada 212 Ratchadapisek Road, Huay Khwang, Bangkok 10310
Appears in: PUPIL: International Journal of Teaching, Education and Learning (ISSN 2457-0648)
Publication year: 2026

Sejismundo & Estiller, 2026

Volume 2026, pp. 229-230

DOI- <https://doi.org/10.20319/ictel.2026.229230>

This paper can be cited as: Sejismundo, M.S. & Estiller R.C. (2026). Towards School Heads' Evaluation on Filipino English Teachers' Classroom Performance. 2026 EdTec – International Conference on Education & Learning Technology, 06-07 July, Bangkok. Proceedings of Teaching & Education Research Association (TERA), 2026, 229-230

TOWARDS SCHOOL HEADS' EVALUATION ON FILIPINO ENGLISH TEACHERS' CLASSROOM PERFORMANCE

Magna Susada Sejismundo

Basic Education Department, Bangkok Metropolitan Administration - Nongchokpittayanusorn School, Thailand

sejismundomagna@gmail.com

Renalyn C. Estiller

Basic Education Department, De La Salle University, Dasmariñas, Cavite, Philippines

rcestillier@dlsud.edu.ph

Abstract

This study examined school heads' evaluation of Filipino English teachers' classroom performance, focusing on instructional strategies, assessment for learning, learner engagement, and professional conduct. The study was grounded on Danielson's Framework for Teaching and Stronge's Teacher Evaluation Model to determine the consistency and developmental value of current evaluation practices. A quantitative descriptive design was employed, involving school heads and Filipino English teachers from selected schools. Data were collected through standardized evaluation instruments and analyzed to identify performance trends and variations in evaluation practices. Findings revealed that teachers demonstrated strong pedagogical competence and professional conduct, especially in lesson organization, subject mastery, and

ethical behavior. However, inconsistencies were noted in the effective use of formative assessments and in sustaining learner engagement. Evaluation practices were found to be more compliance-oriented, with limited use of structured post-observation feedback. The study concludes that a unified, competency-based evaluation framework is needed to strengthen reliability, fairness, and instructional improvement. Enhancing school heads' supervisory competencies and improving teachers' assessment literacy are essential to advancing English language teaching performance.

Keywords:

Classroom Performance, Teaching Competence, Working Behavior, Pedagogical Skills, Teacher Evaluation Framework, Competency-Based Evaluation