

CHAPTER 1

INTRODUCTION

1.1 Introduction

Classroom observation plays an important role in improving the quality of the teaching, the learning process in general, and in enhancing the performance of teachers in particular. It has been used by the administrators of the Colleges of Technology of the Sultanate of Oman as part of the staff appraisal. To ensure that classroom observation is utilised as an evidence-based professional development tool to support an ongoing improvement to teaching and learning practices, the perceptions of teachers and the school administrators must be determined and addressed. This study aimed to explore the perceptions of both teachers and administrators in the English Language Centre (ELC) regarding the classroom observation process as a basis for designing and implementing an effective classroom observation programme.

This study consists of 5 chapters: Introduction, Literature Review, Methodology, Results, Discussion, and Conclusion. The study will begin with the first chapter, the introduction chapter, which describes the basic nature of this study and provides an overview of the contents of the first chapter. It begins with giving background on the classroom observation process in general. Next, it shows the study's problem, its purpose, its research objectives, and questions. Then it continues by presenting the theories on which the study was underpinned, followed by the adopted conceptual framework the study

depends on as the base of the research process. Then the importance of the study and limitations are discussed and finally, the chapter ends with a definition of the terms.

1.2 Background of the Study

Classroom observation remains one major component of the learning and teaching processes as it ensures better efficiency and better-quality teaching and learning. According to Brennan (2017), classroom observation plays a pivotal role in changing teachers' performance. They consider classroom observation as a professional development tool. As a result, it can be said that the classroom observation process is a vital process that dynamically contributes to improving the teachers' performance and professional growth. However, the implementation of the classroom observation process is not always as easy as it might appear. According to Barber (2008), a classroom observation is, for many teachers, a source of anxiety. The reason is linked to the process in general and the observer in particular: Who is conducting observation? How? And for what purpose?

Classroom observation may create anxiety for many teachers and lead to frustration and failure if not correctly applied (Aubusson et al., 2007; Borich, 2008). This is, of course, contrary to the true essence of classroom observation, which lies in the professional development of teachers by providing an excellent teaching and learning environment (Bani Orabah, 2007). Accordingly, it is crucial to assign the task of observation to professional and qualified people to avoid anxiety and negative perceptions about the process of observation itself. For example, in the case study conducted at the

English Language Centre, the teachers have a negative perception of classroom observation, mainly because observation sessions end with an inevitable discussion after observation. The discussion sessions are often accompanied by a segment that negatively criticises the teacher's performance. This problem may arise due to a lack of required knowledge, on the part of the person who conducts the class observation, or the wrong implementation of some essential aspects of the observation process that they are familiar with or asked to implement. Despite the instructions that explain the correct procedures to implement the classroom observation process, observers (administrators) do not adhere to implementing the observation policies as they should, but rather, they use it as an instrument to legitimise the termination of some teachers. As a result, many teachers have lost confidence in the observers and the classroom observation process. Many teachers no longer see any kind of professional development in classroom observation, but for them, it has become a burden, a source of anxiety, and a threat. This was confirmed by the information obtained from the annual statistics about the centre's conditions, as the report highlighted that many teachers over the past years had been dismissed from work due to classroom observation, while others chose to resign and search for work in a more stable and reassuring work environment.

Barrogo (2020) stated that classroom observation created stress for teachers and measured their confidence in teaching. She recommended that observers should be trained enough to administer the best observation advice because their expertise in doing this task can affect the teaching and learning process in general. She also posited that training courses be developed to improve the performance of observers and thereby positively affect the teachers' performance in the teaching process. In a similar study by

Moradi, et.al (Khaled Moradi, 2014), teachers had considered classroom observation a source of threat, cause of great problems, and damage of confidence since observers tend to criticise them rather than providing an intervention to improve the teaching and learning process. As a result of this perception, they thought that observation was a superficial form of observation and feedback because no training programme was provided to improve their teaching performance. Thus, the researchers concluded that the observers' feedback should be constructive, and teachers' perceptions should be considered in developing a training course to improve the quality of teaching and learning.

Therefore, the current situation created an opportunity to conduct a study on the current practices of the classroom observation process in the English Language Centre and find out the main reasons for these practices and their repercussions on teachers and the teaching and learning process. From here the researcher began to explore and analyse teachers' and administrators' perceptions about classroom observation. This is based on the results which led the researcher to move to the next stage related to bridging the existing gap, finding appropriate solutions to the current situation where the improved classroom observation procedure was implemented. Its impact on the ground has been studied and compared to the previous version of the classroom observation system. The new results are reflected in Chapter 4 of this research. If the new system shall show positive results concerning the perceptions of teachers and observers and the implementation at the English Language Centre of Ibra College of Technology, then the proposed classroom observation programme shall be recommended for implementation in other colleges as well.

1.2.1 Classroom Observations in Oman

The Ministry of Education in Amman began implementing the classroom observation process in the eighties (Birch of the Ministry of Education, 2010), where the classroom observation process was used as one of the educational supervision methods for teachers in the three educational stages (Cycle 1 for grades (1-4), Cycle 2 for grades (5-10) and post-Basic for grades (11-12) Where educational supervisors play the leading role in implementing this process, to make matters more precise, the Ministry of Education has assigned the responsibility for academic supervision in general and the classroom observation process in particular to a specialised department called the Department of Educational Supervision. This department operates hierarchically, as the department's main headquarters is located in the building of the Ministry of Education. It also has several other branches in the rest of the governorates and regions of the Sultanate. This department is responsible for everything related to the teaching and learning process and the follow-up of teachers' school performance. It is worth mentioning that those in charge of implementing the observation process in this department are supervisors with long experience in the teaching field who have been trained well to supervise and implement the classroom observation process. Which positively impacted the development of teachers' performance and the teaching and learning process in general.

On the other hand, the situation in technical colleges is entirely different, as those who implement the classroom observation process are the administrators in the centre. (The head of the centre and head of departments) who, in most cases, lack knowledge and competence concerning the classroom observation process. Moreover, we found that the

classroom observation process was not implemented in its three phases (pre-observation phase, classroom observation phase, and post-lesson phase). Instead, they implemented only the actual observation phase and the post-conference phase. Monitors go directly to the classroom to assess teachers' performance using a traditional observation model that evaluates five critical criteria: organization, lesson presentation, student-centred approach, classroom management, and resource use. The form uses a specified percentage and shares a 6-Likert scale: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5), Not Applicable (NA) (Appendix A). Observers usually fill out this form during the class observation process. Then in the post-lesson phase, observers discuss the teachers' performance based on the items selected in the observation form. This had caused a negative impact in determining the teacher's needs as stipulated in Articles 20-21 (Colleges of Technology Regulations, pages 20-21). Hitchman, (2015) emphasises that teachers' professional development is one of the most important roles of those responsible for implementing an effective classroom observation process. It also affects the performance of teachers as well as students.

1.2.2 Classroom Observation Criteria in Ibra CoT

All Colleges of Technology (CoT) in the Sultanate of Oman have been provided with a conventional observation form issued by the Office of the Directorate of Technological Education of the Ministry of Manpower (MoMP) entitled the Lesson Evaluation Form. The document has 5 main criteria, namely: Organisation, Lesson Presentation, Student-Centred Approach, Classroom Management, and Utilisation of Resources. The form uses a specific percentage and subscribes to a 6-Likert scaling

system: Strongly Disagree (1), Disagree (2), Neutral, (3), Agree (4), Strongly Agree (5), and Not Observed / Applicable (NA) (Appendix A).

Usually, the observer or two attendants come to the classroom, bringing with them the class observation form. The observers usually sit at the back of the class and begin to watch the lesson. Whenever the teacher covers an element of the lesson, the observers put a checkmark on one of the boxes from 1 to 5 according to what he thinks is proportional to the teacher's performance. At the end of the lesson, the observers meet with the observed teacher in the room of the Head of the Centre where the lesson is discussed with him. The discussion includes highlighting the most important aspects of the teacher's strengths, as well as the weaknesses that need to be modified or changed according to the observers' point of view.

1.3 Statement of the Problem

The heads of the English Language Centre have varied tasks such as academic and administrative work. One of these responsibilities is identifying the centre's needs for teaching and evaluating staff (Colleges of Technology Bylaws, Articles 20-21, Pages 20-21). Based on a preliminary questionnaire with some ELC teachers across the 7 Colleges of Technology (CoTs), the teachers stated that they were neither informed of the time of the class visit nor the process of classroom observation. Moreover, they affirmed that the observers do not follow the correct observation procedure. As a rule, notification of an upcoming observation would be in the format of a brief email announcing that the observation period for that semester has started. They also claimed that a pre-observation observation stage was not followed. In addition, recommendations on duration in

conducting classroom observation or the number of observers were not followed. There were also many instances when a post-conference was not conducted and, in case it was, the teachers would simply listen to the administrators while they were giving their feedback. Furthermore, the exit interviews of resigned and terminated teachers (Internal Quality Assurance Unit or IQAC, 2016) revealed that administrators had conducted classroom observation improperly. Teachers' feedback collected in advance about classroom observation in ICT showed that pre-observation conferences are not applied at all in the English Language Centre. Also, there was no evidence to indicate that the administrators provided constructive feedback to the teachers in the post-observation conferences. On the contrary, the teachers' impressions clearly show that the administrators applied the traditional inspection approach due to a lack of knowledge and basic skills and competencies to conduct the classroom observation process effectively. This is the main gap that the researcher must address.

It should also be noted that the approach adopted by the administrators in implementing the classroom observation process in the English Language Centre was one main reason that led to the resignation of some teachers in the English Language Centre as shown in Table No. 1 based on the scrutinised Exit Interview documents. This has been reflected in the exit interview reports of these teachers.

Table 1. 1 Statistics on the Number of Terminated and Resigned Teachers

No	Academic Year	Number of teachers	Reasons
1	2014-2015	2	Terminated because of poor performance
		4	Resigned themselves
2	2015-2016	8	Terminated because of poor performance
		2	Resigned themselves
3	2016-2017	3	Terminated because of poor performance
		3	Resigned themselves
4	2017-2018	5	Terminated because of poor performance
		1	Terminated due to age
		2	Resigned themselves due to unknown reasons

Table 1.1 presents the statistics of an adverse implication of the kind of administration manifested by these observers which results in the highest turnover of teachers across the college. Instead of using the poor classroom evaluation results as a means for professional development for teachers, as stated in the College Observation Policy (IQAC, 2013), they were utilised rather as a ground for termination. This implies that administrators do not truly understand how to conduct the classroom observation process.

As compared to the other departments at Ibra College of Technology based on the Annual Reports of the Head of the Human Resource (Al-Touqi, AY 2014-2018), there is, therefore, a large number of teachers whose services have been terminated due to their poor performance, which was decided by the administrators of the English Language Centre based on the results of classroom observation visits. It also should be noted here that the system in the college grants the administrators in the centre the right to give a warning letter to the teacher as a first step and then terminate their contract if their performance is less than required.

According to the Baltimore City Public Schools Observation and Evaluation Guidelines, a classroom observation is a process usually conducted by a supervisor or an administrator whereby a teacher is observed (2011). It is a vital component in the educational process where the teacher is adequately directed in achieving the goals of the teaching and learning process (Adebayo, 2008; Gordove, 2002; Crow, 2001). It is also used for evaluation, promotion, or professional development (Baltimore City Public Schools Observation and Evaluation Guidelines, 2011). Classroom observation also tends to improve student outcomes due to the enhancement of the quality of teachers through the improvement of teachers' strengths and weaknesses as suggested from post-observation conferences, as well as the improvement of teachers' instructional strategies and techniques. (Educator Impact, 2017; Walberg, 1991, 1995). It is also used to provide novice teachers with the necessary skills and knowledge to improve their performance via analysis and reflection (Good, 1988). Aside from the above-mentioned roles of classroom observation, and although there have been many studies in the field of classroom observation, there is still a lot of uncertainty about the pre-observation stage, and it is not clear what its effects are on the process of classroom observation. The same applies to the perceptions of teachers and observers about the classroom observation process, although there are studies in this regard that there is a need to understand the different perceptions of teachers and administrators about classroom observation and its concept among teachers at the Technical College in Oman. Also, to my knowledge, no study focused on the role and importance of teachers' and observers' understanding of the concept of classroom observation and its impact on professional development and the teaching and learning process. In addition, there are not many studies focused on training the administrators on

how to conduct the classroom observation professionally. Therefore, it becomes crucial to conduct this study and fill in the gaps.

1.4 Purpose of the Study

Based on ICT Teachers' Observations (Moodle, 2012-2016), administrators go to classrooms without prior notification and without conducting a pre-observing conference session. Also, the feedback provided by the administrators is insufficient, ineffective, and does not meet its intended purpose, and in many cases, it lacks professionalism, as it implements blame and criticism of teachers and their performance. Most importantly, teachers noted that class visits are often conducted when students complain (Outcome of Student Complaint, 2013-2016). As a result, teachers did not see the true value of classroom observation, which is supposed to provide an opportunity for the professional development of teachers (Hitchman, 2015). It appears that the administrators did not apply the classroom observation process as required. (Domalaon, 2016). Thus, the purpose of this study is to explore the perceptions of ELC teachers and administrators about the classroom observation process and, accordingly, to develop a training course for administrators with the aim of changing their perceptions and providing them with the skills and competencies necessary to implement the classroom observation process professionally (Wang, Q., & Seth, N, 1998). Therefore, it is expected that this intervention will also have a positive impact on teachers' perceptions and performance.

1.5 Research Objectives

This study seeks to:

1. Identify the perceptions of teachers and administrators on classroom observation in ELC
2. Implement an intervention to enhance the practice and competencies of administrators in conducting classroom observation in ELC.
3. Identify the significant changes after the intervention.

1.6 Research Questions

The study is an attempt to answer the following questions:

1. What are the perceptions of teachers and administrators on classroom observations?
2. What is the extent of implementation of the intervention to enhance the competencies of administrators in the practice of classroom observation in the ELC?
3. What are the significant changes after the intervention?

1.7 Theoretical Underpinnings

To understand how observers and teachers think, learn to design an appropriate training programme that serves the goals of this research by adopting three theories:

1. Constructivism Learning Theory
2. Cognitive Theory
3. Design-Based Theory

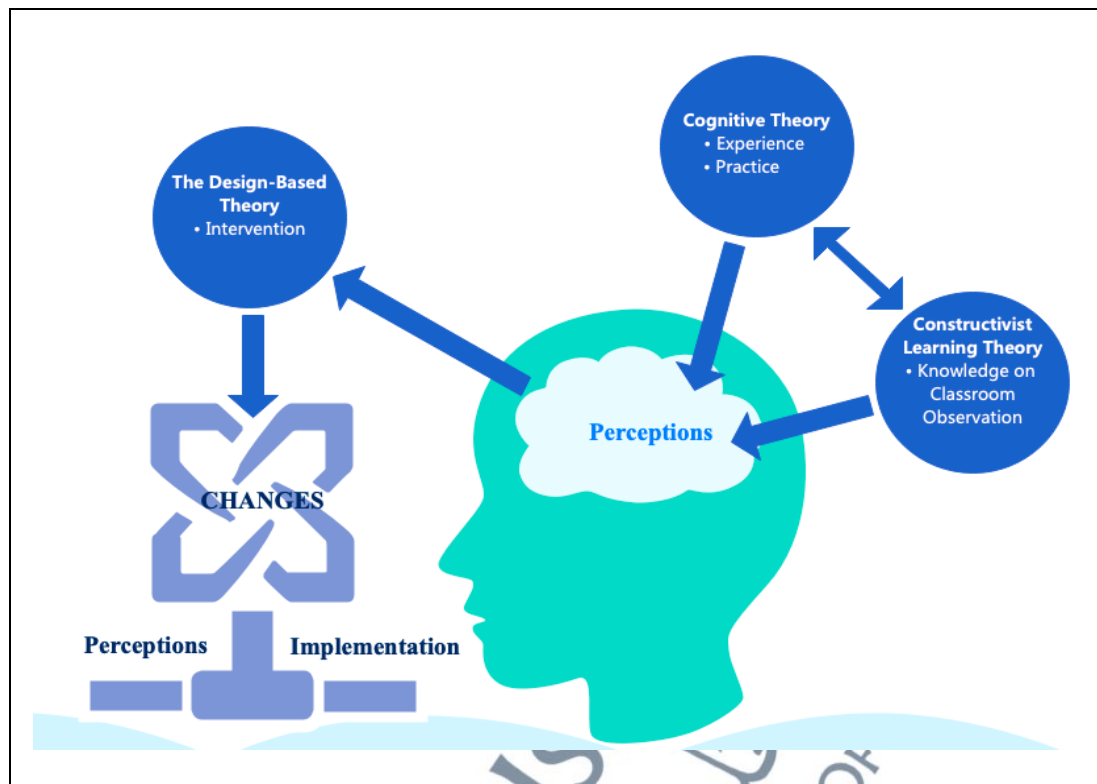


Figure 1.1 Theoretical framework

1.7.1 Constructivist Learning Theory

Constructivism, proposed by Jean Piaget, will be used as one of the theoretical bases for this study. It advocates that people construct their knowledge and understand the world through experiencing things and reflecting on those experiences. It further explains that people must ask questions, explore and assess what they know. In line with this study and based on Figure 1.1, identifying the perceptions of the administrators and teachers will be an avenue to consider whether their knowledge is still relevant to what is deemed an appropriate classroom observation. It will be assessed using the Modified C. Roland Christensen Centre for Teaching and Learning Guidelines for Effective Observation and the Modified Maryellen Weimer's Guidelines for Classroom Observation.

Further, this theory is related to the Cognitive Theory as linked in the above figure and as explained in the second theory. 1.7.2 Cognitive Theory

John Dewey, a proponent of the Cognitive Theory, suggested that cognitivism advocates using feedback for guiding accurate mental connections. As shown in Figure 1.1, the study will use teachers' and administrators' perceptions of feedback to propose a training course to improve classroom observation implementation. Roebuck (1996) believes that feedback aids in management learning as a means of improvement and development.

1.7.2 The Design-Based Theory

The design-based theory is another principle that has been applied in this study as shown in Figure 1.1. It is a paradigm that includes the Carnegie Pathways Programme. This theory states the use of improved scientific methodologies and tools to design research and improve intervention implementation. In this study, a training programme will be used as an intervention to change the administrators' perceptions and improve their competencies to conduct classroom observation professionally. This theory will be the springboard or the basis of changes of perceptions and implementation of classroom observation process.

1.8 Conceptual Framework

The conceptual framework employed is a replication of a model initially developed by the Florida State University and originally conceptualised by Brason (1978) called ADDIE. It is an acronym that defines the 5 steps in training and developing individuals to

do their tasks effectively. It stands for Analysis, Design, Develop, Implement and Evaluate. The utilisation of this framework enables the research to deeply understand how classroom observation is implemented in any academic institution. It allows the researcher to collect and analyse relevant data to develop a meaningful classroom observation training programme that will improve the competencies of the observers as a result of the evaluation stage. In addition, since the framework encompasses a wider scope of understanding a scenario, finding interventions, and evaluating such interventions, this framework could resolve relevant problems in an institution.

In the Analysis Phase, the key concept required in this stage is the perceptions of the people involved in a system. Problems, objectives, and knowledge of the participants must be determined to clarify the respondents' experiences insofar as classroom observation is concerned. This is the Needs Analysis Phase where the instructional designers and developers will determine the constraints and resources to appropriately set the action plan. These constraints could be the limited competencies of the observers based on the norms of classroom observation which could also be the perceptions of the teachers as far as classroom observation is concerned.

As applied in this study, the perceived (dis)satisfaction of the teachers and the administrators will be highlighted as a basis for the next process. This is called the Design Phase. In this phase, a curriculum designer must make a proposal that addresses the learning objectives, the assessment instruments, the exercises, content, subject matter, lesson planning, and media selection (Branson, 1978) as a part of the research questions. The key element in this proposal is the programme itself that will lead to the improvement of the observers' competencies. The design must be evaluated for being systematic and

specific as required in the third research question. Branson (1978) explained that to make the design systematic, the method must be logically organised and must determine, develop and evaluate a set of planned strategies to attain the goals. These elements are parts of the tool used in training the observers. Brandon (1978) added that the trainers must give attention to the specific detail of the programme to make the design meaningful. Further, it is necessary to evaluate the alignment of the learning objectives, the assessment instruments, the exercises, content, subject matter, lesson planning, and media selection in the proposal. Once the proposal is finalised, the trainers can now proceed to the next step which is tagged as the Development Stage. According to Branson (1978), the instructional designers and developers must create and assemble content assets such as e-learning programmes and test the material and procedures in terms of validity. These elements are carefully considered in this research as shown in the research problem and the second research question. Before implementing the proposal, the instructional designers and developers must review and revise the programme based on the feedback. After review and revision, the fourth stage called Implementation will be undertaken. Branson (1978) theorises that the instructional designers and developers in the organisation must be trained. The learning outcomes, procedures, and the entire training programme must be conducted. The implementation has also to be evaluated by determining whether the training programme answers its main goal.

Finally, the entirety of the programme must be evaluated in two schemes, namely: Formative or Summative Evaluation. Evaluation is the key element used in this phase relative to the research. One scheme is called the Formative Evaluation scheme which must be present in every phase while the Summative Evaluation is used to check whether

the participants have truly achieved the programme goal. Based on the study, this phase can only be discerned when the teachers change their perceptions based on acceptable norms and the administrators apply their learning based on the training.



Figure 2.1 The ADDIE Model

This study was a developmental study where the ADDIE model was chosen as a base for developing classroom observation practice at Ibra College of Technology. In fact, this model has been adopted because it is in line with the research procedures and suits the research objectives. The ADDIE model is a well-known and commonly used model for designing teaching and learning activities (Thaoge, 2021) and it consists of 5-phases: Analysis, Design, Development, Implementation, and Evaluation. (Abdullah et al., 2021).

In this study, for the first stage, which is the stage of Analysis, important information related to the identification and analysis of the study problem was collected based on the respondents' perception. Data were collected through 3 main sources: questionnaires, semi-structured interviews, as well as post-observation conferences for both teachers and observers. At this stage, and after analysing the results of the interviews and conferences questionnaires, the needs of the participants were identified. Accordingly, it was decided to subject the administrators to an integrated training programme to raise their level of performance and provide them with the skills and competencies necessary to perform the classroom observation process professionally. The training content, place, and time required to conduct the training were also determined.

As for the second stage, which is the Design Stage, the activities that will be used during the training programme were selected and modified to meet the needs of the participants and achieve the objectives of the study. Where, for example, some videos were selected, edited, deleted for some lessons and conferences. At this stage, videos were selected for all 3-stages of the classroom observation process (pre-observation stage, observation stage, and post-observation stage). The training programme was also divided into 2-parts, one of which is concerned with the practical aspect related to the classroom observation process, and a theoretical part concerned with the participants' perceptions and understanding of the concept of the classroom observation process. In addition, teaching methods and materials, as well as handouts have been prepared for use in the training of administrators.

The third stage is the Development Stage. In this study, some activities related to classroom observation were modified and developed to suit the needs of the participants

and the objectives of the training course through the assistance of the experts (Appendix I). The scientific backgrounds and previous experiences of the participants were also taken into account. Moreover, some activities that show how observers use the prescriptive and non-directive approaches have been modified and developed to provide participants with real examples of how to implement the classroom observation process in authoritarian and developmental ways.

The fourth stage is the Implementation Stage. This stage is implemented in this study through the intervention and training of administrators. Where administrators are exposed to 5 sessions on different days. Each session contains 4-6 activities. These activities cover 2 aspects of the classroom observation process, some of which cover the theoretical aspect while others cover the practical aspect. It should be noted here that during the application of the Implementation Phase, the theories on which this study was based (constructive learning theory, cognitive theory, and design-based theory) are used in teaching the theoretical part. The 5th and final stage is the Evaluation Stage. This stage is carried out in the form of 2 stages: The Formative Evaluation Stage, where the participants (administrators) are evaluated during the training process by participating in some activities and making some presentations during and after each training session, and the Final Evaluation Phase, which takes place after the completion of the entire training course by asking the participants (administrators) to participate and carry out some theoretical and practical activities and also by providing written feedback on the training course. This stage of this study is done to understand the impact of the training and the most important changes that occurred to the participants (administrative) because of their exposure to the intervention.

1.9 Significance of the Study

This study is useful in many ways. The first key contribution of the study is knowledge. The outcome of this study will stop the current inappropriate practices of classroom observations at the ELC. This will be achieved by training administrators to implement the correct classroom observation methodology and procedures that lead us to another key contribution of this study which is the programme itself. The development of the programme will serve as reference material that can be utilised by future academic administrators. This study will also establish a new, more effective, and professional practice that will bring about a significant change in the perceptions and implementation of observers and teachers of the classroom observation process. As a result of this training course, another key contribution of this study is the enhancement of the quality of teaching and learning. It is also important to note that the observers will acquire competencies that will enable them to direct the necessary support to the teachers, as it is expected that the process of self-reflection will be activated for the teachers. It is also likely that the change in the observers' style will positively affect the teachers. Teachers will be able to discover their weaknesses and suggest appropriate solutions to overcome their limitations (Estevez, 2014), as well as in writing their reports and setting up a mechanism to implement the solutions they previously agreed to. Another key contribution of this study is the development of a new policy that will bring about the teachers' realisation of the value of a systematic classroom observation programme. As such, teachers will be able to express themselves positively based on tangible evidence, which will make them feel more comfortable. Finally, this study will provide a venue that will allow educators, researchers,

and other enthusiasts to replicate the programme and foster the same culture of systematic classroom observation in different educational institutions.

1.10 Limitation

There are 2 limitations in this study; they are the scope of the research and the fear of teachers to express their observations objectively. The intervention will be implemented in a single College of Technology, the Ibra College of Technology. It will not cover the other 6 colleges for reasons of distance, resources, and time constraints.

The fear of teachers to express their objective observations on the current practices on classroom observation is another challenge the researcher faces during the survey and interviews. This is called an acquiescence bias. Many of them fear possible termination if they openly criticise classroom observation in its current form thus very few teachers in the interview tended to say only the positive perceptions about the observers that contradicted most of the respondents' perceptions. To avoid this scenario, the researcher assured the respondents that the data gathered would be treated with high confidentiality. Then, the questions were asked again with a little changed perception like the voice of the majority. The writing of names was optional, and the confidentiality of the information collected is well preserved. It was also made known to them that their approval would be sought before any decision was made to publish their responses. In conclusion, having this bias did not significantly affect the outcome of the research.

1.11 Definition of the Terms

ADDIE is a framework used for designing educational systems by many instructional designers and training developers to develop courses. This name is an acronym for its five stages: (Analysis, Design, Development, Implementation, and Evaluation) (Boogard, 2022).

Classroom Observation: It is the action or process of closely observing or monitoring a teacher and the teaching and learning process (Partnership, 2013)

Colleges of Technology: These are 7 government technological colleges run and supervised directly by the Ministry of Manpower (Manpower, 2015), namely:

1. Al Musanna College of Technology (ACT)
2. Higher College of Technology (HCT)
3. Ibra College of Technology (ICT)
4. Ibri College of Technology (IbCT)
5. Nizwa College of Technology (NCT)
6. Salalah College of Technology (SCT)
7. Shinas College of Technology (ShCT)

Constructive Feedback: It is useful feedback that the observer provides to the teachers after the class observation with the purpose of professional development (Team I. E., Constructive Feedback, 2021).

Directive Approach: It is an approach taken by the observer in the post-lesson conference where the observer does not give the teacher a full opportunity to reflect on their performance in which the observer is dominant in most of the conference (Deno, 1980).

English Language Centre: This is one of the academic departments of Ibra College of Technology. The 7 colleges have also this department as a foundation programme in English language development (<https://www.ict.edu.om/en-US/ELC/>).

Non-Directive Approach: It is the approach followed by the observer in the post-lesson conference where the observer gives the teacher the full opportunity to think deeply and reflect on his performance as the teacher is dominant most of the time of the conference (Freeman, 1982).

Evaluation Checklist: It is a checklist including some of the observers' critical teaching and learning aspects to evaluate the teacher performance (Lengeling, 1996).

Evaluation: The making of a judgment about the amount, number, or value of something. (Teachers' performance) (Dictionary, 2022).

Feedback Model: An application allowing you to create and conduct surveys to collect feedback (Team I. E., What is a Feedback Model? Benefits and Common Types, 2021).

Focused Observation: A kind of statement where the observer directs a great deal of attention towards specific teaching and learning aspect/s (twinkl. teaching. Wiki)

Formal Observation: An observation done by a supervisor or administrator to evaluate a teacher's performance (<https://www.lawinsider.com/dictionary/formal-observation>).

Frequency of Observation: The number of formal or informal classroom observation acts done by a supervisor, administrator, or colleague (Rossof, 2020).

Informal Observation: An observation usually done between colleagues from the same institution for professional development, e.g., peer observation (<https://www.lawinsider.com/dictionary/informal-observation>).

Intervention: It is the training that the trainer carries out for the trainees to provide them with a certain efficiency, improve their performance and raise their efficiency (<https://www.bing.com/search?q=intervention+meaning&cvid>)

Inspection: The process of carefully looking at the teacher's performance to evaluate him/ her ([Inspection and observation: A checklist for class teachers \(sec-ed.co.uk\)](https://www.sec-ed.co.uk/inspection-and-observation-a-checklist-for-class-teachers)).

Judgmental Observation: An observation where the observer assesses a teacher's performance and gives them a grade or a mark (Ministry of Education Training Guide, 2006).

Non-directive Approach: It is an approach taken by the observer in an after-class conference where the teacher is given a full opportunity to reflect on his performance. The role of the observer is only to help the teacher relate what happened in the classroom to the goals that the teacher wants to achieve ([Observing Teachers: Three Approaches to In-Service Training and Development* - Freeman - 1982 - TESOL Quarterly - Wiley Online Library](https://www.wiley.com/doi/10.1002/tesol.10001)).

Observee: The teacher being observed ([observee - Wiktionary](https://www.wiktionary.com/)).

Observer: The administrator who observes the teacher. The terms observer, supervisor, and administrator are interchangeably used in this study. They mean the same (<https://www.bing.com/search?q=meaning+of+observer&cvid>).

Peer Observation: It is one of the informal observations implemented for professional development purposes ([Peer Observation Definition \(edglossary.org\)](https://www.edglossary.org/peer-observation-definition)).

Post-Observation Conference: This is one of the observation conferences. It is a discussion between the observer and the teacher to discuss the lesson that has been observed. (It usually occurs after the lesson observation) (<https://www.bing.com/search?q=Post+observation+conference+meaning&cvid>).

Pre-Observation Conference: This is another type of observation conference. It is the first stage of the observation process, which can also be called pre-conference (a meeting between the observer and the observed) (<https://www.bing.com/search?q=Preobservation+conference+in+classroom+observation+meaning&cvid>).

Process of Observation: The observer implements the procedure in the classroom while teaching and learning occur. It usually consists of 3 stages: *pre-observation*, *during observation*, and *post-observation* ([What is an Observation Procedure? - Definition from WorkplaceTesting](https://www.workplacetesting.com/what-is-an-observation-procedure/)).

Reflection: It is a process of rethinking the teacher's performance in post-lesson conferences to identify the shortcomings in their performance and change them in the future (Puri, 2021).

Training Course/Program: This is also called the Training Programme which contains the learning objectives, the assessment instruments, the exercises, content, subject matter, lesson planning, and media selections. There are two stages in this programme, namely: the practical and the theoretical parts. The practical aspect is related to the classroom observation process, and a theoretical part is concerned with the participants' perceptions and understanding of the concept of the classroom observation process. In addition, teaching methods and materials, as well as handouts have been prepared for use in the training of administrators (Education, 2006)

While-Observation Conference: The stage of conducting the classroom observation of the teacher/s (<https://www.google.com/search?q=Stages+of+Class+Observation&rlz>).

1.12 Summary

The current situation at Ibra College of Technology requires an honest pause and a deeper investigation of the current practice of classroom observation. This study suggests conducting an intervention to correct the current practices of the classroom observation process, by training administrators and providing them with the necessary competencies on how to conduct the classroom observation process professionally. The conceptual framework in this study is based on the ADDIE model and is supported by the Constructivist Learning Theory, Cognitive Theory, and Design-Based Theory because they are in line with the research objectives and questions. Although there are limitations to the study, the benefits mentioned in the importance of the study section justify the great need for this investigative study. This chapter ends with a list of definitions of terms used in this study