TELLTALE SIGN OF CALIBER TEACHERS: SURFEIT OF BRILLIANCE IN TEACHING ELEMENTARY LEARNERS

Divine Grace D. Caluya[1], Albert G. Musico[2]

[1]*Student, Graduate School, The Rizal Memorial Colleges, Inc.*
[2]*Faculty, Graduate School, The Rizal Memorial Colleges, Inc.*

ABSTRACT

The teacher is the main actor in the learning process. It is teachers who consider effective learning strategies to be applied. A large number of variations in the quality of teaching are explained by the characteristics of teachers, teachers are central in the process teaching and learning, teachers have a major role in building student personality, teachers are learning managers in a large system of education that enlightens students. This study will lend to the body of knowledge surrounding teacher effectiveness. It is also significant in that it is transferable to a greater population of teachers in kindergarten through sixth grade and therefore may have implications for understanding and improving teacher effectiveness in the greater education population. The researcher made these qualitative assumptions that consist of the methods used in the process of qualitative research (Creswell 2003). The procedures used by the researcher are inductive and are based on the researcher's own experience in collecting and analyzing data. The research here is the product of the values of the researcher. The implication for positive social change of this qualitative phenomenological research study was guided by four research questions. Despite the limitations, after the review and ensuing analysis of interview transcripts and observation notes the researcher was able to gain insight into the phenomenon of characteristics of high-quality teachers. It was found that high-quality teachers use a variety of strategies that are carefully chosen based on student needs, student learning styles, and student abilities to meet the needs of diverse learners. Higher-order questioning was identified as a prevalent teaching strategy used in the classrooms of high-quality teachers which resulted in a high level of classroom discussion. A high level of student engagement was also prevalent in the classrooms of high-quality teachers. A quantitative study could be conducted to further investigate the relationship between high-quality teachers and their impact on student achievement about GPA and scores on state standardized tests. A qualitative study could be conducted to determine strategies for facilitating the development and growth of the identified characteristics of high-quality teaching to improve teaching quality

KEYWORDS*: Telltale Sign, Caliber Teachers, Surfeit of Brilliance, Teaching Elementary Learners*

INTRODUCTION

The teacher is the main actor in the learning process. It is teachers who consider effective learning strategies to be applied. A large number of variations in the quality of teaching are explained by the characteristics of teachers, teachers are central in the process teaching and learning, teachers have a major role in building student personality, teachers are learning managers in a large system of education that enlightens students. So, they can behave in ways that are guided by conscience, genuine appearance without falsehood, caring about the upholding of social ethics and being a personal figure who has a high appreciation of the problems of humanity, honesty, democratization, tolerance, and peace of life, and can be responsive to all the problems facing society and the nation.

This study will lend to the body of knowledge surrounding teacher effectiveness. It is also significant in that it is transferable to a greater population of teachers in kindergarten through sixth grade and therefore may have implications for understanding and improving teacher effectiveness in the greater education population. Improving

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teaching has the potential to significantly impact student learning outcomes positively. Further analysis of high-quality teaching is of importance in guiding decision-making and growth in the teaching profession. Teachers themselves must assume the responsibility for helping characterize exceptional teaching. Those outside of education have attempted to define the profession and have publicly ridiculed the success of the profession. As an education community, our definition of a high-quality teacher is vague, and the result is our critics are stepping in and defining it for us (Breault, 2013).

This study is significant because it lends to the body of knowledge surrounding teacher effectiveness. It is also significant in that it is transferable to a greater population of teachers in kindergarten through sixth grade and therefore may have implications for understanding and improving teacher effectiveness in the greater education population. Improving teaching has the potential to significantly impact student learning outcomes positively (Liu et al., 2020).

Norman (2010) concurred that the true purpose of measuring high-quality teaching is not to identify poor teaching, but rather to highlight excellent teaching so that we can help all teachers improve. Shifting the focus away from the negative and pervasive dialogue of what teachers are doing wrong in education today and examining closely what excellent teachers are doing is a positive direction for making strides in educational outcomes. Stronge, Ward, and Grant (2011) affirmed a variety of complex components that are integral to high-quality teaching emerged in the literature on this topic.

However, a theme that recurred is not only what attributes and characteristics a teacher possesses, but also what is practiced in the classroom (Kennedy, 2020). It is not only necessary to have the characteristics and dispositions of high-quality teaching, but it is also integral to have the content knowledge, work ethic, and resourceful reflection to put into action effective practices in the classroom to meet the needs of diverse learners.
Stronge (2018) reasoned that more is known about the profession of teaching than ever before, but due to the complex nature of education there is still important work to do in understanding the characteristics of effective teaching and what the implications are for teacher development. He went on to assert that teachers bring a complexity of characteristics to the profession of teaching. These characteristics included their beliefs and value systems, their aspirations for themselves and their students, their attitude and motivation for student success, and their content knowledge and teaching aptitude skills. He postulated that these characteristics are all rolled together to form a complete package necessary to be successful in the profession.

METHODOLOGY
Research Design
The researcher made these qualitative assumptions that consist of the methods used in the process of qualitative research (Creswell 2003). The procedures used by the researcher are inductive and are based on the researcher's own experience in collecting and analyzing data. The research here is the product of the values of the researcher. Through an inductive approach, raw textual data is condensed into a brief, summary format. Clear links are established between research objectives and summary findings derived from raw data. A framework of the underlying structure of experiences or processes that are evident from the raw data is developed.

A phenomenological study describes the meaning of lived experiences of individuals about a concept or phenomenon (Creswell, 2003) was used in this study. A phenomenological study intends to understand and describe an event from the point of view of the participants. A key characteristic of this approach is to study how members of a group or community interpret themselves, the world, and life around them (Mertens, 2005). The purpose of this study was to discover the telltale sign of caliber teachers who are teaching in selected Elementary Schools and how they view and interpret their instructional planning, strategies, and knowing the effects in social and emotional needs, challenges faced by the teachers and the insights to achieve the surfeit of excellence in teaching during the pandemic.

Participants and Sampling
`The target population for this study will be the ten (10) participants from the line-up of public school teachers who are still teaching during the first semester of the school year 2023-2024. Five (5)) participants will join for an in-depth interview (IDI) and another five (5) will join for the focus group discussion (FGD). The researcher considered the public-school teachers. From this population, a sample of ten (10) Elementary teachers was purposefully selected.

The researcher will use Purposive sampling (also known as judgment, selective or subjective sampling) wherein it is a sampling technique in which the researcher relies on their judgment when choosing members of the population to participate in the study. This survey sampling method requires researchers to have prior knowledge about the purpose of their studies so that they can properly choose and approach eligible participants to be conducted (Denzin, 2017).

Research Instruments
Semi-Structured Interviews
Patton (2015) proposes researchers conduct interviews to learn the things they cannot directly observe. Qualitative interviewing is not used to get answers to questions, but to understand the experiences of the participants and the meaning they make of that experience (Seidman, 1988). Generally, qualitative studies use unstructured, open-ended interviews, because they allow for the most flexibility and responsiveness to emerging issues for both the participants and interviewer; however, the use of semi-structured interviews is not uncommon and used when the researcher seeks to obtain specific more focused information (Schwandt, 2001). Semi-structured interviews combine the flexibility of unstructured, open-ended interviews with directionality and an agenda to produce focused, qualitative, textual data (Schensul, & LeCompte, 71 1999). This study collected data using semi-structured interviews to explore how the basic education teachers describe the plethora of excellence in teaching during the pandemic and to describe their passion for teaching, challenges, and experiences.

To ensure that the same information was collected from all the participants, an interview guide was used. The interview guide included open-ended questions and topics to help structure the interview, but when needed, the interviewer also explored, probed, and asked additional questions to clarify and expand on a particular topic. The interview guide helped make interviewing across several different participants more systematic and comprehensive by defining in advance the issues to be explored (Patton, 2015). The open-ended questions were framed in a way, so the participants could represent their views and perspectives in their own words and terms, in addition to taking the questions in any direction that they chose (Patton, 2015).

Since qualitative research studies subjects in their natural setting, all interviews except one, took place using a virtual platform such as google meet at a time convenient for the participants. All interview sessions were tape-recorded for purposes of transcription. When needed, the researcher used follow-up interviews after transcription to clarify meaning or explore areas in more depth.

Data Analysis
Qualitative data analysis begins with the process of organizing, reducing, and describing the collected data (Schwandt, 2001). Unlike quantitative analysis, there are no prescribed formulas for qualitative analysis. Marshall and Rossman (2006) remind researchers that qualitative analysis does not proceed linearly and is not neat. However, good practice and procedures enhance the credibility of qualitative research. In this last section, the data analysis procedures will be explained and the steps taken to ensure the results from this study are credible, transferable, dependable, and authentic will be thoroughly described.

To guide the data analysis, the researcher used the seven phases of data analysis described by Marshall and Rossman (2006) as a means to reduce data, create manageable pieces, allow for interpretation, and find meaning in the words of the participants. The seven phases included: (a) organizing the data; (b) immersion in the data; (c) generating categories and themes; (d) coding the data; (e) offering interpretations through analytic memos; and (f) searching for alternative understandings (Marshall & Rossman, 2006).

Data analysis first begins with organizing the data. The organization of the data involved keeping information provided by each participant separate and in sequence with the order of the interviews. The process of organizing the data allowed it to remain manageable, easily accessible, and readily available. The digital audio files from the interviews were carefully transcribed into written form. Electronic folders were established to create an organization for the data collected from each participant.

RESULTS AND DISCUSSION

The implication for positive social change of this qualitative phenomenological research study was guided by four research questions. Despite the limitations, after the review and ensuing analysis of interview transcripts and observation notes the researcher was able to gain insight into the phenomenon of characteristics of high-quality teachers. It was found that high-quality teachers use a variety of strategies that are carefully chosen based on student needs, student learning styles, and student abilities to meet the needs of diverse learners. Higher-order questioning was identified as a prevalent teaching strategy used in the classrooms of high-quality teachers which resulted in a high level of classroom discussion. A high level of student engagement was also prevalent in the classrooms of high-quality teachers.

Further, the researcher posited that clear classroom rules, routines, and procedures as well as organized classrooms that students used as a learning tool are integral pieces of the classrooms of high-quality teachers. The researcher noted that high expectations for student behavior as well as active participation by students in their learning were paramount features of high-quality classrooms. Strong communication skills using a wide variety of strategies to meet the needs of many diverse family needs are of great importance and include positive communications. These communication skills link schools and homes into partnerships that likely improve relationships and learning outcomes.

The researcher found that high-quality teachers demonstrated mindfulness of the importance of communication regarding school information, student behavior, and student learning outcomes. Passion for both content and the profession of teaching was evident in high-quality teaching and was found to be an important component that directly impacted student engagement. In addition, other common characteristics emerged in the data leading the researcher to conclude that these characteristics are also important components of high-quality teaching. The researcher explained that teachers who demonstrated empathy and caring behavior tended to foster safe classroom environments where students were willing to take learning risks.

FUTURE DIRECTIONS

This case study can be repeated at Deped Elementary school using a quantitative study design with different questions. This method would employ using a survey to incorporate statistical data to complement the existing data. Using parents as participants, this case study can be repeated utilizing a qualitative design with a focus group or face-to-face interviews, with different questions. This information would provide the parent's perspectives on parental involvement. This case study can be conducted using a quantitative survey design with more than one school in this area pyramid. The study could invite additional schools to participate and involve a much larger sample. With the increase in size, more staff and parents would become more accessible to validate the above findings of this study.

A quantitative study could be conducted to further investigate the relationship between high-quality teachers and their impact on student achievement about GPA and scores on state standardized tests. A qualitative study could be conducted to determine strategies for facilitating the development and growth of the identified characteristics of high-quality teaching to improve teaching quality.

A qualitative study could be conducted to further investigate the relationship between student engagement and higher-order questioning as an instructional strategy. A qualitative study could be conducted to further investigate the cognitive decision-making in instructional strategies.

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