



CLASSROOM OBSERVATION TOOL-RPMS

FOR

PROFICIENT TEACHERS

(Teacher I-III)

in the time of the COVID-19 pandemic

S.Y. 2020-2021

RUBRIC LEVEL SUMMARY

LEVEL	LEVEL LABEL	LEVEL DESCRIPTION
3	ORGANIZING	The teacher demonstrates a limited range of loosely-associated pedagogical aspects of the indicator.
4	DEVELOPING	The teacher demonstrates a range of associated pedagogical aspects of the indicator that sometimes are aligned with the learners' developmental needs.
5	APPLYING	The teacher demonstrates a range of associated pedagogical aspects of the indicator that usually are aligned with the learners' developmental needs.
6	CONSOLIDATING	The teacher uses well-connected pedagogical aspects of the indicator that consistently are aligned with student development and support students to be successful learners.
7	INTEGRATING	The teacher uses well-connected pedagogical aspects of the indicator to create an environment that addresses individual and group learning goals.

INDICATOR 1

Apply knowledge of content within and across curriculum teaching areas

3	4	5	6	7
<p>The teacher demonstrates minor content errors either in presenting the lesson or in responding to learners' questions or comments.</p> <p>The lesson content displays simple coherence.</p>	<p>The teacher demonstrates accurate knowledge of key concepts both in presenting the lesson and in responding to learners' questions or comments.</p> <p>The lesson content displays coherence.</p> <p>The teacher attempts to make connections across curriculum teaching areas, if appropriate.</p>	<p>The teacher demonstrates accurate and in-depth knowledge of most concepts in presenting the lesson and in responding to learners' questions in a manner that attempts to be responsive to student developmental learning needs.</p> <p>The teacher makes connections across curriculum teaching areas, if appropriate.</p>	<p>The teacher demonstrates accurate and in-depth knowledge of all concepts in presenting the lesson and in responding to learners' questions in a manner that is responsive to learners' developmental needs and promotes learning.</p> <p>The teacher makes meaningful connections across curriculum teaching areas, if appropriate.</p>	<p>The teacher applies accurate, in-depth, and broad knowledge of content and pedagogy that creates a conducive learning environment that enables an in-depth and sophisticated understanding of the teaching and learning process to meet individual or group learning needs within and across curriculum teaching areas.</p>

FEATURES OF PRACTICE

<ol style="list-style-type: none"> The teacher indicates some awareness of other ideas in the same teaching area that are connected to the lesson, but does not make solid connections. The teacher makes few content errors in presenting the lesson but does not affect entirely the learning process. 	<ol style="list-style-type: none"> The teacher clearly explains concepts and makes no content errors. The content appears to be accurate and its focus shows awareness of the ideas and structure of the teaching areas. The teacher demonstrates factual knowledge of subject matter and attempts to connect content across teaching areas. 	<ol style="list-style-type: none"> The teacher displays comprehensive understanding of the concepts and structure of the teaching area. The teacher presents conceptual knowledge of the subject and makes connections within the teaching area. 	<ol style="list-style-type: none"> The teacher displays extensive knowledge of content. The teacher addresses content accurately and its focus is congruent with the big ideas and/or structure of the teaching area. 	<ol style="list-style-type: none"> The teacher applies extensive knowledge of content beyond his/her area of specialization. The teacher motivates learners to investigate the teaching area to expand their knowledge and satisfy their curiosity. The teacher cites intra and interdisciplinary content relationships. The teacher shows expertise in the content and uses appropriate pedagogy in delivering the lesson.
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CLARIFICATIONS

<p>MINOR CONTENT ERRORS insignificant degree of errors in the content of the lesson</p> <p>KEY CONCEPTS central ideas of the topic or lesson</p> <p>COHERENCE logical and/or developmental sequence in presenting the lesson</p> <p>SIMPLE COHERENCE basic logic in the sequence of the lesson with one part linked to the next</p> <p>PEDAGOGY method and practice of teaching</p> <p>In the context of Indigenous Peoples Education (IPEd), pedagogy is articulated in the IP's Indigenous Learning System (ILS) (DO 32, s. 2015).</p>	<p>ACCURATE KNOWLEDGE error-free content</p> <p>IN-DEPTH KNOWLEDGE foundational knowledge and finer details within the curriculum teaching area</p> <p>BROAD KNOWLEDGE knowledge across curriculum teaching areas</p>	<p>CURRICULUM TEACHING AREAS different learning/subject areas taught and learned in the K to 12 curriculum which includes areas for Kindergarten Education, Special Education, Alternative Learning System, Indigenous Peoples Education</p> <p>For IPEd, learning/subject areas are contextualized by interfacing the national curriculum competencies with the community competencies identified in their Indigenous Knowledge Systems and Practices (IKSPs) (DO 32, s. 2015).</p> <p>KNOWLEDGE OF CONTENT AND PEDAGOGY integration of expertise and teaching skill for a particular area; appropriateness of the pedagogy to teaching area</p> <p>WITHIN CURRICULUM TEACHING AREA inclusion of appropriately chosen intra-disciplinary topics and enabling learning competencies within the curriculum guide of a specific learning/subject area and grade level</p> <p>ACROSS CURRICULUM TEACHING AREA making meaningful connections and including appropriate interdisciplinary topics and learning competencies cited in the curriculum guide of other learning/subject areas in any grade level</p>
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INDICATOR 2

Plan and deliver teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices

3	4	5	6	7
The teacher employs strategies which are somewhat appropriate in addressing the special educational needs of learners in difficult circumstances.	The teacher employs strategies which are partially appropriate in addressing the special educational needs of learners in difficult circumstances.	The teacher employs strategies which are appropriate in addressing the special educational needs of learners in difficult circumstances.	The teacher employs a variety of strategies which are appropriate in addressing the special educational needs of learners in difficult circumstances.	The teacher employs extensive repertoire of strategies to create a learner-centered environment that addresses the special educational needs of the individual and group of learners in difficult circumstances.
FEATURES OF PRACTICE				
<ol style="list-style-type: none"> 1. The teacher demonstrates a limited understanding of the educability of individual learners. 2. The teacher gives opportunities to only few learners to actively engage in the learning activities. 	<ol style="list-style-type: none"> 1. The teacher displays familiarity of learners' background but sometimes lacks responsiveness in addressing them. 	<ol style="list-style-type: none"> 1. The teacher demonstrates an understanding of the purpose and value of learning about learners' background to inform instructions. 	<ol style="list-style-type: none"> 1. The teacher provides thoughtful and appropriate instructional adaptation for individual learner needs. The adaptation of instruction is realistic and effective. 2. The teacher provides diverse learners with opportunities to actively engage in various learning activities. 	<ol style="list-style-type: none"> 1. The teacher demonstrates a wider understanding of the educability of individual learners. 2. Teacher's instructional strategies respond to individual and group of learners' background, thus creating an environment where learners feel equally involved.

CLARIFICATIONS

<p>SPECIAL EDUCATIONAL NEEDS a restriction that makes learning challenging to a person with physical, sensory, mental, social, or learning disability, or other conditions</p> <p>LEARNERS IN DIFFICULT CIRCUMSTANCES persons who suffer from hunger, thirst, dangerous jobs, prostitution, sexual abuse, diseases, exclusion, harassment, problems with the law, imprisonment, destructive drugs, domestic slavery, violence, among others (UNESCO, 1999)</p> <p>EDUCABILITY observed variations in the learners' capacity to perform tasks</p>	<p>VARIETY a range of different strategies employed as required by the learning situation</p> <p>SOMEWHAT APPROPRIATE minimal degree of appropriateness</p> <p>PARTIALLY APPROPRIATE moderate degree of appropriateness</p> <p>EXTENSIVE REPERTOIRE wide and comprehensive range of strategies</p>
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INDICATOR 3**Select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals**

3	4	5	6	7
The teacher utilizes learning resources, including ICT, which are loosely-aligned with the learning goals.	The teacher utilizes learning resources, including ICT, which are occasionally aligned with the learning goals.	The teacher utilizes learning resources, including ICT, which are generally aligned with the learning goals.	The teacher utilizes learning resources, including ICT, which are consistently aligned with the learning goals.	The teacher integrates extensive and multidisciplinary learning resources, including ICT, which are appropriate and aligned with the learning goals.
FEATURES OF PRACTICE				
1. The teacher utilizes a variety of materials and resources that do not support the learning goals.	1. The teacher utilizes a variety of instructional materials and resources but is not able to maximize their purpose to support the learning goals.	1. The teacher utilizes a variety of instructional materials and resources that are aligned with the instructional purposes which usually support the learning goals.	1. The teacher utilizes a variety of instructional materials and resources that are aligned with the instructional purposes which always support the learning goals.	1. The teacher skillfully manages diverse instructional materials that encompass other disciplines which consistently support the learning goals.

CLARIFICATIONS**TEACHING AND LEARNING RESOURCES**

instructional materials and resources used in the teaching and learning processes, which include:

- Curriculum guides, teacher's manual
- Chalkboard, whiteboard, Manila paper, cartolina, charts, manipulatives, models, flashcards, meta-cards, graphic organizers
- Printed materials such as books, periodicals, worksheets, activity sheets
- ICT resources such as calculators, computers, audio visual equipment, slide presentation, multimedia products, social media, web-based applications, instructional software, email, distance learning softwares, e-books and other digital resources
- Tools and equipment (in cookery, dressmaking, beauty and care, agriculture, carpentry, among others)
- Assistive devices such as Braille systems, large print books, audio devices, screen readers for computers, hearing aids, electronic speech output devices
- Localized instructional materials
- Indigenized instructional materials (may require Free and Prior Informed Consent, or permission from the indigenous cultural community, before use for instruction purposes)

LOOSELY ALIGNED

substantially mismatched with the learning goals

OCCASIONALLY ALIGNED

sometimes matched with the learning goals

GENERALLY ALIGNED

usually matched with the learning goals

CONSISTENTLY ALIGNED

always matched with the learning goals

EXTENSIVE LEARNING RESOURCES

wide range of learning resources

MULTIDISCIPLINARY LEARNING RESOURCES

learning resources which can be used in various subject areas

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