



CLASSROOM OBSERVATION TOOL-RPMS

FOR

MASTER TEACHER I-IV

(HIGHLY PROFICIENT)

Rubric

RUBRIC LEVEL SUMMARY

LEVEL	LEVEL NAME	DESCRIPTION
4	DEVELOPING	The teacher demonstrates a range of associated pedagogical aspects of the indicator that sometimes align with the learners' developmental needs.
5	APPLYING	The teacher demonstrates a range of associated pedagogical aspects of the indicator that usually align with the learners' developmental needs.
6	CONSOLIDATING	The teacher uses well-connected pedagogical aspects of the indicator consistently aligned with student development that supports 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.
8	DISCRIMINATING	The teacher applies deep knowledge and understanding of the indicator discriminately to contextualize teaching and learning processes within the discipline to meet individual and group learning goals.

INDICATOR 1

Applies knowledge of content within and across curriculum teaching areas

4	5	6	7	8
<p>The teacher <u>demonstrates accurate knowledge of key concepts</u> both in the presentation of the lesson and in responding to learners' questions or comments.</p> <p>The lesson content displays coherence.</p> <p>The teacher <u>attempts to make connections across curriculum content areas</u> if appropriate.</p>	<p>The teacher <u>demonstrates accurate and in-depth knowledge of most concepts</u> in the presentation of the lesson and in responding to learners' questions in a manner <u>that attempts to be responsive to learner developmental learning needs</u>.</p> <p>The teacher <u>makes connections across curriculum content areas</u> if appropriate.</p>	<p>The teacher demonstrates <u>accurate, in-depth and broad knowledge of all concepts</u> in the presentation of the lesson and in responding to learners' questions in a manner that <u>is responsive to learner developmental needs and promotes learning</u>.</p> <p>The teacher <u>makes meaningful connections across curriculum content areas</u>, if appropriate.</p>	<p>The teacher <u>applies high-level knowledge of content and pedagogy</u> that creates a conducive learning environment that enables an in-depth and sophisticated understanding of the teaching and learning processes to meet <u>individual or group learning needs within and across curriculum content areas</u>.</p>	<p>The teacher <u>applies high-level knowledge of content within and across curriculum content areas</u> to empower learners to acquire and <u>apply successful learning strategies</u> to assist in their development as independent learners.</p>
FEATURES OF PRACTICE				
<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 discipline. The teacher demonstrates factual knowledge of subject matter and attempts to connect content across disciplines. 	<ol style="list-style-type: none"> The teacher displays comprehensive understanding of the concepts and structure of the disciplines. The teacher addresses content accurately and makes connections across disciplines. 	<ol style="list-style-type: none"> The teacher displays extensive knowledge of content. The teacher cites intra- and interdisciplinary content relationships. The teacher addresses content accurately and its focus is congruent with the big ideas and/or structure of the discipline. 	<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 content area to expand their knowledge and satisfy their natural curiosity. 	<ol style="list-style-type: none"> The teacher applies extensive and complex content knowledge to support learners in acquiring successful learning strategies in other areas of the learning. The teacher extends knowledge of subject beyond content in his/her teaching specialty and stimulates learners' curiosity beyond the required course work.

CLARIFICATIONS

KEY CONCEPTS central ideas of the topic or lesson	ACCURATE KNOWLEDGE content is free from errors	BROAD KNOWLEDGE knowledge within and across curriculum content areas
CURRICULUM CONTENT AREAS different learning/subject areas taught and learned in the basic and secondary education curriculum	IN-DEPTH KNOWLEDGE foundational knowledge and finer details within the curriculum content area	HIGH-LEVEL KNOWLEDGE complex content knowledge within and across curriculum areas

INDICATOR 2

Applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills

4	5	6	7	8
<p>The teacher <u>uses questions and activities that mostly require the learners to interpret, explain, or describe ideas learned.</u></p>	<p>The teacher <u>employs a range of targeted follow-up questions and activities that encourage learners to explain, demonstrate, and use ideas learned.</u></p>	<p>The teacher <u>challenges learners to justify their thinking and successfully engages most of them in the discussion using well-directed questions and activities.</u></p>	<p>The teacher <u>provides a broad range of questions and activities, including those of higher-order that challenge learners to analyze their thinking to promote deeper understanding.</u></p>	<p>The teacher <u>provides, at the appropriate times, a learning environment for higher-order thinking skills that enables learners to evaluate their thinking and to seek constructive feedback from peers and the teacher.</u></p>
FEATURES OF PRACTICE				
<ol style="list-style-type: none"> 1. The teacher makes some attempt to engage learners in genuine discussion rather than simple, factual, or rote-type discussion. 2. The teacher asks, "Can you please explain this idea?" 	<ol style="list-style-type: none"> 1. The teacher employs a range of strategies to ensure that most learners are given opportunities to give opinions to the lesson and to react to the opinions of others. 2. The teacher creates a genuine discussion among learners, providing adequate time for them to respond; as well as to step aside when doing so is appropriate. 	<ol style="list-style-type: none"> 1. The teacher challenges learners cognitively to advance high-level thinking and discourse. 2. Learners extend the discussion by inviting comments from their classmates during the discussion and challenge one another's thinking. 3. Learners, themselves, ensure that all voices are heard in the discussion. 	<ol style="list-style-type: none"> 1. Learners compare and contrast ideas. 2. Learners synthesize or summarize information within or across disciplines. 	<ol style="list-style-type: none"> 1. Learners judge or evaluate situations, problems, or issues. 2. Learners invite comments from their classmates during discussion and challenge one another's thinking.

CLARIFICATIONS

HIGHER-ORDER QUESTIONS

require answers that go beyond simple information. They are more abstract and require advanced cognitive processes, e.g. giving and justifying opinions.

STRAIGHTFORWARD QUESTIONS

are predictable, not challenging and require answers based on obvious facts

INDICATOR 3

Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical and learning environments

4	5	6	7	8
The teacher manages classroom structure and <u>engages the majority of the learners in discovery and hands-on learning activities</u> within a range of physical learning environments.	The teacher manages classroom structure and <u>engages most learners in meaningful exploration, discovery and hands-on learning activities</u> within a range of physical learning environments.	The teacher manages classroom structure and <u>engages all learners in meaningful exploration, discovery and hands-on learning activities</u> within a range of physical learning environments.	The teacher <u>organizes and maintains</u> classroom structure and <u>engages learners, individually or in groups, in meaningful exploration, discovery and hands-on learning activities</u> within a range of physical learning environments.	The teacher <u>adapts and adjusts</u> classroom structure according to learners' needs and <u>encourages learners to explore other learning activities that support the achievement of learning goals.</u>
FEATURES OF PRACTICE				
<ol style="list-style-type: none"> The classroom layout and available resources are simple and somewhat suitable for different learning activities. Majority of the learners work productively within the allotted time and physical space, using the available resources. 	<ol style="list-style-type: none"> The classroom layout and available resources are generally suitable for different learning activities. Most learners work productively within the allotted time, physical space and resources. 	<ol style="list-style-type: none"> The teacher keeps the learning environment free from congestion and facilitates activities appropriate within the physical learning environment. All learners work productively within the allotted time, physical space and resources. 	<ol style="list-style-type: none"> The teacher utilizes proactive classroom management practices to support flexible movement of the learners in all learning activities. Learners are fully engaged in all activities by utilizing optimal space and time, appropriate to their needs. 	<ol style="list-style-type: none"> The teacher modifies classroom structure and resources effectively in a manner that acknowledges the needs of learners. The teacher facilitates well-planned learning activities appropriate to individual and group needs within the available physical space and resources.

CLARIFICATIONS

<p>PHYSICAL LEARNING ENVIRONMENT any area where learning takes place</p> <p>CLASSROOM STRUCTURE the physical set-up of the learning environment which generally includes the arrangement of chairs, tables, and other equipment</p> <p>MAJORITY more than half of the learners</p>	<p>MOST almost all, approaching 100% of the learners</p> <p>DISCOVERY LEARNING ACTIVITIES activities that learners draw on their past experiences and existing knowledge to discover facts, relationships, and new knowledge to be learned</p>	<p>HANDS-ON LEARNING ACTIVITIES activities that require physical participation of learners to construct, consolidate or explain concepts</p> <p>MEANINGFUL EXPLORATION activities that lead to learners' full understanding of concepts and how they relate to other concepts</p>
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INDICATOR 4

Manages learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments

4	5	6	7	8
The teacher <u>occasionally manages misbehavior</u> against established rules of conduct and <u>the majority of the learners follow such rules.</u>	The teacher <u>frequently manages misbehavior</u> against established rules of conduct and <u>most learners follow such rules.</u>	The teacher <u>consistently manages misbehavior</u> against established rules of conduct and <u>all learners follow such rules.</u>	The teacher <u>constructively manages learner behavior by applying positive and non-violent discipline</u> to ensure learning-focused environment.	The teacher <u>enables learners to take control of their own behavior</u> against rules of conduct in which <u>learners are aware of the impact of their behavior.</u>
FEATURES OF PRACTICE				
<ol style="list-style-type: none"> The teacher's standards of conduct are inconsistently enforced resulting in some interference in learning and some loss of instructional time. Standards of conduct are clear to some learners and may require repeated prompting. Appropriate expectations for behavior are established, but some of these are unclear, or do not address the needs of most learners. 	<ol style="list-style-type: none"> The classroom management system has been implemented appropriately which is responsive to classroom and individual needs of learners. The teacher's standards of behavior are consistently reinforced resulting in little or no interference with learning. They are clear to most learners and require little prompting. 	<ol style="list-style-type: none"> The teacher responds appropriately to misbehavior of learners at all times without any loss of instructional time. Clear expectations for learner behavior are evident. Standards of conduct are clear to all learners and with modest impact on learning. 	<ol style="list-style-type: none"> Learners are actively encouraged to take responsibility for their behavior. Well-established procedures for learners to self-monitor their own classroom behavior are evident. 	<ol style="list-style-type: none"> Standards of conduct are clear to all learners. Learners respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.

CLARIFICATIONS

ESTABLISHED RULES
an existing set rules of conduct imposed in the learning environment

CONSTRUCTIVE
positive and helpful responses on learners' behavior

MAJORITY
more than half of the learners

MOST
almost all, approaching 100% of the learners

OCCASIONALLY
occurs irregularly in the duration of the lesson

FREQUENTLY
occurs often times in the duration of the lesson

CONSISTENTLY
occurs constantly in the duration of the lesson

BEHAVIOR
manner in which learners act; either positive or negative

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