



CLASSROOM OBSERVATION TOOL-RPMS

FOR

TEACHER I-III

(PROFICIENT)

Rubric

RUBRIC LEVEL SUMMARY

LEVEL	LEVEL NAME	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 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.

INDICATOR 1

Applies knowledge of content within and across curriculum teaching areas

3	4	5	6	7
The teacher demonstrates <u>minor content errors</u> either in the presentation of the lesson or in responding to learners' questions or comments. <u>The lesson content displays simple coherence.</u>	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. The lesson content displays coherence. The teacher attempts to make connections across curriculum content areas if appropriate.	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 that <u>attempts to be responsive to student developmental learning needs.</u> The teacher <u>makes connections across curriculum content areas</u> if appropriate.	The teacher demonstrates <u>accurate, in-depth and broad knowledge</u> of all concepts in the presentation of the lesson and in responding to learners' questions in a manner that <u>is responsive to learner's developmental needs and promotes learning.</u> The teacher <u>makes meaningful connections across curriculum content areas</u> , if appropriate.	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 process to meet <u>individual or group learning needs within and across curriculum content areas.</u>
FEATURES OF PRACTICE				
1. The teacher indicates some awareness of other ideas of the same discipline that are connected to the lesson but does not make solid connection.	1. The teacher clearly explains concepts and makes no content errors. 2. The content appears to be accurate and its focus shows awareness of the ideas and structure of the discipline. 3. The teacher demonstrates factual knowledge of subject matter and attempts to connect content across disciplines.	1. The teacher displays comprehensive understanding of the concepts and structure of the disciplines. 2. The teacher addresses content accurately and makes connections across disciplines. 3.	1. The teacher displays extensive knowledge of content. 2. The teacher cites intra- and interdisciplinary content relationships. 3. The teacher addresses content accurately and its focus is congruent with the big ideas and/or structure of the discipline.	1. The teacher applies extensive knowledge of content beyond his/her area of specialization. 2. The teacher motivates learners to investigate the content area to expand their knowledge and satisfy their natural curiosity.

CLARIFICATIONS

<p>KEY CONCEPTS central ideas of the topic or lesson</p> <p>CURRICULUM CONTENT AREAS different learning/subject areas taught and learned in the basic and secondary education curriculum</p>	<p>SIMPLE COHERENCE a basic logic in the sequence of the lesson with one part linked to the next</p> <p>MINOR CONTENT ERRORS lesser degree of errors in the content of the lesson</p>	<p>ACCURATE KNOWLEDGE content is free from errors</p> <p>IN-DEPTH KNOWLEDGE foundational knowledge and finer details within the curriculum content area</p>	<p>BROAD KNOWLEDGE knowledge within and across curriculum content areas</p> <p>HIGH-LEVEL KNOWLEDGE complex content knowledge within and across curriculum areas</p>
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INDICATOR 2

Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills

3	4	5	6	7
The teacher uses <u>loosely-connected teaching strategies</u> to <u>address</u> learners' literacy and/or numeracy <u>needs</u> .	The teacher <u>occasionally applies teaching strategies</u> that address learners' literacy_and/or numeracy needs.	The teacher <u>frequently applies relevant strategies</u> that enhance learners' literacy and/or numeracy_skills.	The teacher <u>consistently applies relevant strategies</u> that enhance learners' literacy and/or numeracy skills.	The teacher integrates well-connected teaching strategies that promote individual and group learners' critical literacy and/or critical numeracy skills.
FEATURES OF PRACTICE				
1. The teacher defines general terms in the lesson but fails to define specific terms needed to develop learners' full understanding of literacy and/or numeracy concepts. Example: The teacher defines fraction but fails to define/explain numerator and denominator.	1. In some parts of the lesson, the teacher provides activities which address learners' literacy and/or numeracy needs but fails to do so in some critical parts of the lesson where either or both skills are necessary.	1. The teacher uses activities that enhance literacy and/or numeracy in almost all aspects of the lesson.	1. The teacher routinely provides activities to enhance learners' literacy and/or numeracy skills in all aspects of the lesson.	1. The teacher employs structured activities that enhance and support learners' higher level of literacy and/or numeracy skills as a significant part of his/her instruction.

CLARIFICATIONS

<p>LOOSELY-CONNECTED TEACHING STRATEGIES teaching approaches which are mismatched in addressing literacy and/or numeracy needs</p> <p>CRITICAL LITERACY critically analyzing and evaluating the meaning of text as it relates to global issues to inform a critical stance, response and/or action</p> <p>CRITICAL NUMERACY ability to effectively use mathematical concepts in applying, analyzing, evaluating and creating ideas</p>	<p>OCCASIONALLY occurs irregularly in the duration of the lesson</p> <p>FREQUENTLY occurs often times in the duration of the lesson</p> <p>CONSISTENTLY occurs constantly in the duration of the lesson</p> <p>RELEVANT teaching approaches which are moderately associated with the learners' developmental needs to enhance literacy and/or numeracy skills</p>	<p>LITERACY SKILLS skills needed for reading and writing. These may include awareness of sounds of language, awareness of print and the relationship between letters and sounds. Other skills such as creating knowledge through writing as well as developing media and technology are part of literacy skills.</p> <p>NUMERACY SKILLS skills which consist of comprehending and applying fundamental arithmetic operations like addition, subtraction, multiplication, and division. Numeracy skills may also include the ability to reason with mathematical concepts like interpreting data, charts, and diagrams; process information; solve problems and make decisions based on logical thinking and reasoning.</p>
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INDICATOR 3

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

3	4	5	6	7
The teacher <u>provided straightforward questions and activities</u> which lead learners through a single path of inquiry.	The teacher <u>uses questions and activities that mostly require the learners to interpret, explain, or describe ideas</u> learned.	The teacher <u>employs a range of targeted follow-up questions and activities that encourage learners to explain, demonstrate, and use ideas</u> learned.	The teacher <u>challenges learners to justify their thinking and successfully engages most learners in the discussion</u> using well-directed questions and activities.	The teacher provides a <u>broad range of questions and activities, including those of higher-order that challenge learners to analyze their thinking</u> to promote deeper understanding.
FEATURES OF PRACTICE				
<ol style="list-style-type: none"> The teacher asks, "Who has an idea about this?" The usual same learners offer comments. Many questions require rote-type responses. 	<ol style="list-style-type: none"> The teacher makes some attempt to engage learners in genuine discussion rather than simple, factual, or rote-type discussion. The teacher asks, "Can you please explain this idea?" 	<ol style="list-style-type: none"> 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. 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"> The teacher challenges learners cognitively to advance high-level thinking and discourse. Learners extend the discussion by inviting comments from their classmates during the discussion and challenge one another's thinking. Learners, themselves, ensure that all voices are heard in the discussion. 	<ol style="list-style-type: none"> Learners compare and contrast ideas. Learners synthesize or summarize information within or across disciplines.

CLARIFICATIONS

HIGHER-ORDER QUESTION

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 4

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

3	4	5	6	7
<p>The teacher manages classroom structure and <u>engages only some learners in discovery or hands-on learning activities</u> within a range of physical learning environments.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
FEATURES OF PRACTICE				
<p>1. Only some learners work productively within the allotted time, physical space and resources.</p>	<p>1. The classroom layout is simple and somewhat suitable for different learning activities. 2. Majority of the learners work productively within the allotted time and physical space, using the available resources.</p>	<p>1. The classroom layout and available resources are generally suitable for different learning activities. 2. Most learners work productively within the allotted time, physical space and resources.</p>	<p>1. The teacher keeps the learning environment free from congestion and facilitates activities appropriate within the physical learning environment. 2. All learners work productively within the allotted time, physical space and resources.</p>	<p>1. The teacher utilizes proactive classroom structure management practices to support flexible movement of the learners in all learning activities. 2. Learners are fully engaged in all activities by utilizing optimal space and time, appropriate to their needs.</p>

CLARIFICATIONS

<p>PHYSICAL LEARNING ENVIRONMENT any area where learning takes place</p> <p>CLASSROOM STRUCTURE includes the arrangement of chairs, tables, and other equipment</p> <p>SOME less than half of the learners</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 require learners to 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 5

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

3	4	5	6	7
The teacher <u>rarely manages misbehavior</u> against established rules of conduct.	The teacher <u>occasionally manages misbehavior</u> against established rules of conduct and the <u>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 consistently <u>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.
FEATURES OF PRACTICE				
<ol style="list-style-type: none"> Standards of conduct appear to have been established, but learners violate the rules. A prescribed process to address learner misconduct is communicated, but is not clear and requires repeated prompting, which delays or disrupts the quality of learning. The teacher's responses to learners' behavior are inconsistent: sometimes harsh, sometimes lenient. 	<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.

CLARIFICATIONS

<p>ESTABLISHED RULES an existing set rules of conduct imposed in the learning environment</p> <p>CONSTRUCTIVE positive and helpful responses on learners' behavior</p> <p>MAJORITY more than half of the learners</p>	<p>MOST almost all, approaching 100% of the learners</p> <p>OCCASIONALLY occurs irregularly in the duration of the lesson</p> <p>FREQUENTLY occurs often times in the duration of the lesson</p>	<p>RARELY seldom occurs in the duration of the lesson</p> <p>CONSISTENTLY occurs constantly in the duration of the lesson</p> <p>BEHAVIOR manner in which learners act; either positive or negative</p>
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INDICATOR 6

Uses differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences

3	4	5	6	7
The teacher <u>provides a limited range of differentiated learning experiences</u> to address the learning needs of <u>some</u> learners.	The teacher <u>provides differentiated or developmentally appropriate learning experiences</u> to address the learning needs of <u>most</u> learners.	The teacher <u>provides differentiated and developmentally appropriate learning experiences</u> to address the needs of <u>most</u> learners.	The teacher <u>provides differentiated and developmentally appropriate learning experiences</u> to address the learning needs of different <u>groups</u> of learners.	The teacher <u>provides differentiated and developmentally appropriate learning experiences</u> to address the <u>diverse</u> learning needs.
FEATURES OF PRACTICE				
<p>1. The teacher relies on a single strategy or some strategies allowing some learners to achieve the instructional outcomes.</p> <p>2. The teacher provides activities for all learners but does not enable most of them to meet the intended outcomes.</p>	<p>1. The teacher makes use of the learners' developmental levels or ways of learning to address their learning needs.</p>	<p>1. The teacher makes use of developmental levels of learners in the classroom and the different ways they learn by providing differentiated learning experiences that enable most learners to progress toward meeting intended outcomes.</p>	<p>1. The teacher supports the learners' needs through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for different groups of learners.</p> <p>2. The teacher uses differentiated strategies that motivate and engage groups of learners at their cognitive levels, allowing them to achieve the learning outcomes.</p>	<p>1. The teacher provides thoughtful and appropriate instructional adaptation for individual learner needs. The adaptation of instruction is realistic and effective. Diverse learners have opportunities to actively engage in various learning activities.</p>

CLARIFICATIONS

LEARNING NEEDS

learners' different backgrounds: gender, needs, strengths, interests and experiences

DEVELOPMENTALLY APPROPRIATE LEARNING EXPERIENCES

teaching and learning activities and tasks suited to the needs abilities, skills, and developmental level of learners

DIFFERENTIATED LEARNING EXPERIENCES

teaching and learning activities that are suited to the various learning needs of diverse learners

INDICATOR 8

Selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT, to address learning goals

3	4	5	6	7
The teacher utilizes learning resources, including ICT, <u>which are loosely-aligned with the learning goals.</u>	The teacher utilizes learning resources, including ICT, <u>which are occasionally aligned with the learning goals.</u>	The teacher utilizes learning resources, including ICT, <u>which are generally aligned with the learning goals.</u>	The teacher utilizes learning resources, including ICT, <u>which are consistently aligned with the learning goals.</u>	The teacher <u>integrates extensive and multidisciplinary learning resources,</u> including ICT, which are appropriate and aligned with the learning goals.
FEATURES OF PRACTICE				
1. Instructional materials and resources are minimally aligned with the learning goals.	1. Instructional materials and resources are incompletely aligned with the instructional purposes.	1. Instructional materials and resources are fairly aligned with the instructional purposes.	1. All instructional materials and resources are aligned with the instructional purposes.	1. Instructional materials are diverse and are consistently aligned with the instructional purposes.

CLARIFICATIONS

TEACHING AND LEARNING RESOURCES MAY INCLUDE:

- Chalkboard
- Manila paper or Cartolina
- Printed materials like worksheets, flashcards, activity sheets, etc.
- ICT Resources: slides presentation, audio visual, social media, and other web-based applications
- Manipulatives, models, and other tools
- ...and others

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
substantially mismatched 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

INDICATOR 9

Designs, selects, organizes, and uses diagnostic, formative and summative assessment strategies consistent with curriculum requirements

3	4	5	6	7
The teacher <u>provides a limited range of assessment strategies but fails to address the learning goals.</u>	The teacher <u>provides a range of assessment strategies but only some are aligned with the learning goals.</u>	The teacher <u>provides a range of assessment strategies that address most of the learning goals.</u>	The teacher <u>provides assessment strategies consistent with the curriculum requirements.</u>	The teacher <u>integrates assessment strategies engages learners in self- and peer-assessment.</u>
FEATURES OF PRACTICE				
1. The assessment procedures focus on task completion and/or compliance rather than learner achievement of lesson purpose/ objective.	1. The teacher uses a variety of assessment strategies which are partially congruent to the intended learning outcomes. 2. The teacher uses procedures that yield only some evidence of learning.	1. The teacher uses a repertoire of assessment strategies which are aligned with the intended learning goals. 2. The teacher uses assessment procedures that draw out evidence of whether learners have learned most of the intended learning outcomes.	1. The teacher predominantly uses assessment strategies which are embedded as an integral part of the lesson and are aligned with the intended instructional or consistent with the content standards. 2. Learners are encouraged to assess and monitor the quality of their own work against the assessment criteria and performance standards that make active use of that information in their learning.	1. The teacher uses assessment strategies which engage learners in assessment criteria to self-monitor and reflect on their own progress. 2. Learners frequently assess their own work and the work of their peers using assessment criteria embedded in the teacher-learners-generated rubrics, peer reviews, and/or reflection logs.

CLARIFICATIONS

ASSESSMENT STRATEGIES:

DIAGNOSTIC

assessment used to identify each learner's strengths, weaknesses, knowledge and skills prior to instruction

FORMATIVE

assessment used to identify the parts of the lesson where learners need improvement, e.g. recitation, activities and seatworks

SUMMATIVE

assessment used to identify learner achievement, e.g. quizzes and tests

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