
Bachelor of Elementary/Secondary/Early Childhood Education or Bachelor's degree plus 18 units in Education

RA 1080

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- Applies mastery of content knowledge and its application across learning areas
 - Facilitates learning using appropriate and innovative teaching strategies and classroom management practices
 - Manages an environment conducive to learning
 - Addresses learner diversity
 - Implements and supervises curricular and co-curricular programs to support learning
 - Monitors and evaluates learners' progress and undertakes activities to improve performance
 - Maintains updated records of learners' progress
 - Counsels and guides learners
 - Works with relevant stakeholders, both internal and external, to promote learning and improve school performance
 - Undertakes activities towards personal and professional growth
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**Content Knowledge
and Pedagogy**

Applied knowledge of content within and across curriculum teaching areas

1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about knowledge of content within and across curriculum teaching areas with a rating of at least level 6
2. Lesson plans/modified DLLs developed highlighting integration of content knowledge within and across subject areas
3. Instructional materials highlighting mastery of content and its integration in other subject areas
4. Performance tasks/test material(s) highlighting integration of content knowledge within and across subject areas

QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
Quality	Showed knowledge of content and its integration within and across subject areas as shown in MOV 1 with a rating of at 7	Showed knowledge of content and its integration within and across subject areas as shown in MOV 1 with a rating of at 6	Showed knowledge of content and its integration within and across subject areas as shown in MOV 1 with a rating of at 5	Showed knowledge of content and its integration within and across subject areas as shown in MOV 1 with a rating of at 4	No acceptable evidence was shown
Efficiency	Submitted at least 4 lessons using MOV 1 and supported by any 1 of the other given MOV	Submitted 3 lessons using MOV 1 and supported by any 1 of the other given MOV	Submitted 2 lessons using MOV 1 and supported by any 1 of the other given MOV	Submitted any 1 of the given MOV	No acceptable evidence was shown
Timeliness	Submitted MOV were distributed across 4 quarters	Submitted MOV were distributed across 3 quarters	Submitted MOV were distributed across 2 quarters	Submitted MOV was completed in only 1 quarter	No acceptable evidence was shown

Bachelor of Elementary/Secondary Education or Bachelor's degree plus 18 units in Education and 18 units for a Master's degree in Education or its equivalent

Bachelor of Elementary/Secondary Education or Bachelor's degree plus 18 professional unit in Education and 24 units for a Master's degree in Education or its equivalent

RA 1080

- Models exemplary practice in the application of content knowledge and pedagogy showing its integration within and across learning areas
 - Conducts in-depth studies or action researches on teaching-learning innovations
 - Works with colleagues to create learning-focused environments that promote learner responsibility and achievement
 - Assists colleagues to implement differentiated teaching strategies that are responsive to learner diversity
 - Leads in the preparation and enrichment of curriculum
 - Initiates programs and projects that can enhance the curriculum and its implementation
 - Leads colleagues in the design, evaluation, interpretation and utilization of different types of assessment tools for the improvement of the teaching and learning process
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- Updates parents/guardians on learner needs, progress and achievement
 - Strengthens school-community partnerships to enrich engagement of internal and external stakeholders in the educative process
 - Establishes links with colleagues through attendance and membership to professional organization for self-growth and advancement
 - Provides technical assistance through demonstration teaching, mentoring, coaching, class monitoring and observation, organizing/leading/serving as trainers/facilitators in teacher quality circles/learning action cells
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Content Knowledge and Pedagogy

Modeled effective applications of content knowledge within and across curriculum teaching areas

1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about effective applications of content knowledge within and across curriculum teaching areas with a rating of at least level 7
 2. Lesson plans/modified DLLs used in demonstration teaching highlighting integration of content knowledge within and across subject areas
 3. Instructional materials developed highlighting effective application of content knowledge within and across subject areas
 4. Performance tasks/test material(s) used in demonstration teaching highlighting integration of content knowledge within and across subject areas
 5. Results of assessment used in demonstration teaching highlighting mastery of lessons learned
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QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
Quality	Modeled effective applications of content knowledge within and across curriculum teaching areas as shown in MOV 1 with a rating of 8	Modeled effective applications of content knowledge within and across curriculum teaching areas as shown in MOV 1 with a rating of 7	Modeled effective applications of content knowledge within and across curriculum teaching areas as shown in MOV 1 with a rating of 6	Modeled effective applications of content knowledge within and across curriculum teaching areas as shown in MOV 1 with a rating of 5	No acceptable evidence was shown
Efficiency	Submitted at least 4 lessons as evidenced by MOV 1 and supported by any 1 of the other MOV given	Submitted 3 lessons as evidenced by MOV 1 from colleagues and supported by any 1 of the other MOV given	Submitted 2 lessons as evidenced by MOV 1 from colleagues and supported by any 1 of the other MOV given	Submitted 1 lesson as evidenced by MOV 1 from colleagues and supported by any 1 of the other MOV given	No acceptable evidence was shown

Assessment and Reporting

Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements

1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about using diagnostic, formative and summative assessment strategies
2. Prepared lesson plans/modified DLLs highlighting appropriate use of formative assessment strategies
3. Developed diagnostic tests: (a) with TOS reviewed by superior; (b) with sample accomplished questionnaire/answer sheets
4. Developed summative tests: (a) with TOS reviewed by superior; (b) with sample accomplished questionnaire/answer sheets
5. Developed performance tasks: (a) with rubrics reviewed by superior; (b) with sample accomplished rubrics

Quality	Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements as shown in MOV 1 with a rating of 7	Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements as shown in MOV 1 with a rating of 6	Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements as shown in MOV 1 with a rating of 5	Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements as shown in MOV 1 with a rating of 4	No acceptable evidence was shown
Efficiency	Submitted at least 4 varied assessment tools as evidently shown	Submitted 3 varied assessment tools as evidently shown in any 1	Submitted 2 varied assessment tools as evidently shown in any 1 of the	Submitted 1 assessment tool as evidently shown in any of the acceptable MOV	No acceptable evidence was shown

Worked collaboratively with colleagues to review the design, selection, organization and use of a range of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements

1. Any proof of collaborative review if the test is designed based on its purpose (e.g. diagnostic, formative and summative)
2. Any proof of collaborative review of the alignment of the test with the curriculum
 - 2.1. formative test attached to a lesson plan
 - 2.2. summative assessment with TOS
 - 2.3. diagnostic test with its TOS

Quality	Consistently reviewed collaboratively assessment tools with colleagues as	Frequently reviewed collaboratively assessment tools with colleagues as	Occasionally reviewed collaboratively assessment tools with colleagues as	Rarely reviewed collaboratively assessment tools with colleagues as	No acceptable evidence was shown
	shown in the MOV submitted	shown in the MOV submitted	shown in the MOV submitted	shown in the MOV submitted	
Efficiency	Submitted at least 4 assessment tools as evidently shown in any of the acceptable MOV	Submitted 3 assessment tools as evidently shown in any of the acceptable MOV	Submitted 2 assessment tools as evidently shown in any of the acceptable MOV	Submitted 1 assessment tool as evidently shown in any of the acceptable MOV	No acceptable evidence was shown

Assessment and Reporting

