



CLASSROOM OBSERVATION TOOL-RPMS

for

PROFICIENT TEACHERS

(Teacher I-III)

in the time of the COVID-19 pandemic

S.Y. 2021-2022

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</p>
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INDICATOR 2**Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning****3**

The teacher displays Intermediate Mid sublevel proficiency in the use of Mother Tongue, and/or Filipino, and/or English that loosely facilitates teaching and learning.

4

The teacher displays Intermediate High sublevel proficiency in the use of Mother Tongue, and/or Filipino, and/or English that fairly facilitates teaching and learning

5

The teacher displays Advanced Low sublevel proficiency in the use of Mother Tongue, and/or Filipino, and/or English that regularly facilitates teaching and learning.

6

The teacher displays Advanced Mid sublevel proficiency in the use of Mother Tongue, and/or Filipino, and/or English that progressively facilitates teaching and learning including probing questions and feedback.

7

The teacher displays Advanced High sublevel proficiency in the use of Mother Tongue, and/or Filipino, and/or English that extensively facilitates teaching and learning including probing questions and feedback.

FEATURES OF PRACTICE

1. Teacher's use of Mother Tongue, and/or Filipino, and/or English is characterized by occasional pauses and self-corrections as he/she searches for adequate vocabulary and appropriate language forms in delivering the lesson.
2. The teacher rarely has difficulty linking ideas and using communication strategies, such as code switching and translation.

1. Teacher's use of Mother Tongue, and/or Filipino, and/or English is primarily framed using connected ideas.
2. Teacher's use of Mother Tongue, and/or Filipino, and/or English manifests minimal linguistic challenges.

1. Teacher's use of Mother Tongue, and/or Filipino, and/or English is mostly sufficient, accurate, clear, and precise in conveying ideas to learners without misrepresentation or confusion.
2. Teacher's use of Mother Tongue, and/or Filipino, and/or English is generally understood by the learners.

1. Teacher's use of Mother Tongue, and/or Filipino, and/or English is marked by a substantial flow of ideas. His/her vocabulary is fairly extensive and appropriate to the level of learners.
2. Teacher's use of Mother Tongue, and/or Filipino, and/or English is concrete, accurate, clear and precise, conveying his/her ideas without misinterpretations or confusion.

1. Teacher's use of Mother Tongue, and/or Filipino, and/or English demonstrates a well-developed ability in using communication strategies, such as code switching and translation.
2. The teacher uses precise vocabulary and intonation to express meaning and often shows great fluency and ease in delivering the lesson.

CLARIFICATIONS**MOTHER TONGUE**

the native language or the first language the learner learns as a child (PPST, 2017)

PROFICIENCY

the use of language (medium of instruction) to communicate effectively in speech and in writing, including code switching (alternating between 2 or more languages in a single discourse) and translation (communicating meaning from one language to another)

Proficiency for SPED teachers handling learners with hearing impairment: use of Total Communication (TC), that is incorporating various modes of communication such as speech, gestures, body language, lipreading, and formal signs (e.g., American Sign Language (ASL), Filipino Sign Language (FSL), Signed Exact English (SEE))

INTERMEDIATE MID SUBLEVEL PROFICIENCY

able to lead class discussions in any of the mediums of instruction (Mother Tongue/Filipino/English) in a variety of simple communicative tasks in learning situations

INTERMEDIATE HIGH SUBLEVEL PROFICIENCY

able to lead class discussions in any of the mediums of instruction (Mother Tongue/Filipino/English) with ease and confidence when dealing with routine tasks and learning situations

ADVANCED LOW SUBLEVEL PROFICIENCY

able to consistently handle class discussions in any of the mediums of instruction (Mother Tongue/Filipino/English) in a variety of communicative tasks in learning situations

ADVANCED MID SUBLEVEL PROFICIENCY

able to consistently handle class discussions in any of the mediums of instruction (Mother Tongue/Filipino/English) with ease and confidence in a large number of communicative tasks

ADVANCED HIGH SUBLEVEL PROFICIENCY

able to consistently handle class discussions in any of the mediums of instruction (Mother Tongue/Filipino/English) with linguistic ease, confidence, and competence in complex communicative tasks

(Adapted from ACTFL Proficiency Guidelines, 2012)

INDICATOR 3

Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement

3	4	5	6	7
The teacher uses limited verbal and non-verbal communication strategies, which are loosely associated and support only some of the learners.	The teacher uses sufficient verbal and non-verbal communication strategies, which are somewhat aligned with each other and support the majority of learners.	The teacher uses a variety of verbal and non-verbal communication strategies, which are generally aligned with each other and support most of the learners.	The teacher uses a variety of verbal and non-verbal communication strategies, which are well aligned with each other and support all of the learners.	The teacher uses a variety of verbal and non-verbal communication strategies to create a learning environment that provides opportunities for inquiry and involvement of learners individually and in groups.
FEATURES OF PRACTICE				
1. The teacher rarely uses non-verbal communication strategies, such as hand gestures, facial expressions, etc., to reinforce appropriate learner understanding	1. The teacher speaks clearly and at an appropriate pace, but occasionally monopolizes the discussions.	1. Teacher uses clear verbal communication employing wide vocabulary along with appropriate non-verbal communication to ensure learning expectations are comprehensible to most learners.	1. The teacher clearly and concisely communicates written and oral content, expectations, explanations, directions, and procedures using appropriate verbal and non-verbal communication methods. 2. The teacher speaks clearly and at an appropriate pace and successfully facilitates learner discussion.	1. The teacher establishes classroom practices which promote open communication between the teacher and learners, and among the learners and their peers.

CLARIFICATIONS

<p>VERBAL COMMUNICATION STRATEGIES use of spoken words and written information that includes short phrases, instructions, etc.</p> <p>NON-VERBAL COMMUNICATION STRATEGIES use of non-spoken messages that include facial expressions, gestures, Picture Exchange Communication System (PECS), etc.</p> <p>LOOSELY ASSOCIATED association substantially mismatched with other strategies</p> <p>SOMEWHAT ALIGNED minimal degree of association with other strategies</p> <p>GENERALLY ALIGNED usually matched with other strategies</p> <p>WELL ALIGNED perfectly matched with other strategies</p>	<p>LIMITED insufficient strategies employed when more are required by the learning situation</p> <p>SUFFICIENT minimum strategies employed as required by the learning situation</p> <p>VARIETY a range of different strategies employed as required by the learning situation</p> <p>SOME less than half</p> <p>MAJORITY more than half</p> <p>MOST almost all, approaching 100%</p>
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INDICATOR 4

Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures

3	4	5	6	7
The teacher rarely implements safety policies, guidelines, and procedures to establish a safe and secure learning environment and only some learners follow such rules.	The teacher occasionally implements safety policies, guidelines, and procedures to establish a safe and secure learning environment and majority of the learners follow such rules.	The teacher frequently implements safety policies, guidelines, and procedures to establish a safe and secure learning environment and most of the learners follow such rules.	The teacher generally implements safety policies, guidelines, and procedures to establish a safe and secure learning environment and all learners follow such rules.	The teacher consistently implements safety policies, guidelines, and procedures to regularly maintain a safe and secure learning environment to enhance individual and group learning.
FEATURES OF PRACTICE				
1. The teacher implements safety guidelines and practices to very few selected tasks.	1. The teacher implements safety guidelines and practices to several learning tasks.	1. The teacher implements safety guidelines and practices to most of the learning tasks.	1. The teacher implements safety guidelines and practices in almost all of the learning tasks.	1. The teacher ensures that learners can articulate and adhere to the safety guidelines and practices in all the learning tasks.

CLARIFICATIONS

<p style="text-align: center;">SAFE LEARNING ENVIRONMENT every aspect of creating a positive experience for students which includes the physical space and the relationships between students, teachers, and the learning community as a whole (UNHCR, 2007)</p> <p style="text-align: center;">SECURE LEARNING ENVIRONMENT school spaces and activities that free learners from physical harm or risks to promote their well-being and support their learning (NCCSLE, 2019)</p> <p style="text-align: center;">SAFETY POLICIES, GUIDELINES, AND PROCEDURES involve proper conduct in relating to adults and peers; arrangement of chairs, tables, and equipment; general cleanliness; precautions in handling, storage, and disposal of hazardous chemicals in laboratories; proper use of tools; etc.</p>	<p style="text-align: center;">RARELY seldom occurs</p> <p style="text-align: center;">OCCASIONALLY irregularly occurs</p> <p style="text-align: center;">FREQUENTLY often occurs</p> <p style="text-align: center;">GENERALLY normally occurs</p> <p style="text-align: center;">CONSISTENTLY constantly occurs</p> <p style="text-align: center;">SOME less than half</p> <p style="text-align: center;">MAJORITY more than half</p> <p style="text-align: center;">MOST almost all, approaching 100%</p>
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INDICATOR 5**Maintain learning environments that promote fairness, respect and care to encourage learning****3**

The teacher-learner interactions occasionally support fairness, respect, and care, which results in some learners feeling accepted and encouraged to learn.

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The teacher-learner interactions are generally fair, respectful, and caring, and the majority of learners feel accepted and encouraged to learn.

5

The teacher-learner interactions are consistently fair, respectful, and caring, and most learners feel accepted and encouraged to learn.

6

The teacher-learner interactions are consistently fair, respectful, and caring, and all learners feel accepted and encouraged to learn.

7

The teacher promotes a supportive and nurturing learning environment where all learners feel accepted, encouraged to learn, and free to take learning risks.

FEATURES OF PRACTICE

1. The teacher encourages social positive interactions with learners and among learners but occasional inconsistencies like favoritism, or disregard for learners' differences are evident.

1. The teacher promotes generally positive interactions with learners and among learners but some conflict and/or occasional insensitivity are displayed.

1. The teacher maintains polite and respectful interactions with learners and among learners.

1. The teacher establishes positive social interactions with learners and among learners. Disagreements, if present, are handled respectfully.

1. The teacher enhances polite and respectful interactions with learners and among learners, and exhibits sensitivity to learners' differences.

CLARIFICATIONS**FAIRNESS**

impartial and just treatment or behavior

RESPECT

due regard for the feelings, rights, and culture of others

CARE

attention or consideration to others

SOME

less than half

MAJORITY

more than half

MOST

almost all, approaching 100%

OCCASIONALLY

learner-teacher interactions are moderately acceptable

GENERALLY

learner-teacher interactions are mostly acceptable

CONSISTENTLY

learner-teacher interactions are highly acceptable

INDICATOR 6*

Maintain learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning

3	4	5	6	7
<p>The teacher provides limited learning opportunities, which are loosely associated with the learning goals, and engages only some learners to participate, cooperate, and collaborate in continued learning.</p>	<p>The teacher provides sufficient learning opportunities, which are somewhat aligned with the learning goals, and engages majority of the learners to participate, to cooperate, and to collaborate in continued learning.</p>	<p>The teacher provides sufficient learning opportunities, which are usually aligned with the learning goals, and engages most learners to participate, cooperate, and collaborate in continued learning.</p>	<p>The teacher provides a variety of learning opportunities, which are well aligned with the learning goals, and engages all learners to participate, cooperate, and collaborate in continued learning.</p>	<p>The teacher consistently provides varied learning opportunities, which are well aligned with the learners' individual and group learning needs, and engages learners to participate, cooperate, and collaborate in continued learning.</p>
FEATURES OF PRACTICE				
<ol style="list-style-type: none"> The teacher puts learners in small groups to complete a certain task. However, group constitution and tasks are poorly structured. Only some learners are actively engaged in group learning activities. 	<ol style="list-style-type: none"> The teacher conducts collaborative work which is structured. The majority of learners are engaged in the tasks. 	<ol style="list-style-type: none"> The teacher engages learners in a structured task that features some elements of cooperative learning: positive interdependence, individual accountability, and face-to-face interaction. 	<ol style="list-style-type: none"> The teacher clearly provides the class with structured tasks involving most elements of cooperative learning. 	<ol style="list-style-type: none"> The teacher constructs carefully-structured groups in which learners are engaged in learning experiences that clearly reflect all elements of cooperative learning. The teacher provides complex tasks in which all learners share the authority of setting goals, assessing learning, and facilitating learning.

CLARIFICATIONS

<p>PRINCIPLES OF COLLABORATIVE LEARNING</p> <ul style="list-style-type: none"> heterogeneous grouping mixed abilities mixed gender interdependence <p>STRUCTURED TASKS specific tasks given to learners in group activities</p> <p>For SPED classrooms: A healthy balance of structured and unstructured processes is important to maintain an organized classroom and limit distractions.</p> <p>SUPPORTIVE LEARNING ENVIRONMENT child-friendly and conducive to learning</p>	<p>LOOSELY ASSOCIATED association substantially mismatched with the other learning goals</p> <p>SOMEWHAT ALIGNED minimal degree of association with the other learning goals</p> <p>USUALLY ALIGNED generally matched with the other learning goals</p> <p>WELL ALIGNED perfectly matched with the other learning goals</p>	<p>LIMITED insufficient strategies employed when more are required by the learning situation</p> <p>SUFFICIENT minimum strategies employed as required by the learning situation</p> <p>VARIETY a range of different strategies employed as required by the learning situation</p> <p>SOME less than half</p> <p>MAJORITY more than half</p> <p>MOST almost all, approaching 100%</p>
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* This COT-RPMS indicator supplements **SET B** in the Means of Verification (MOV) of **Objective 7** in the RPMS Tool for Proficient Teachers and RPMS Tool for Proficient Teacher-Broadcasters.

INDICATOR 7*

Apply a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning

3	4	5	6	7
The teacher applies limited strategies, which are loosely associated with the learning goals, and motivates only some of the learners to work productively and be responsible for their own learning.	The teacher applies sufficient strategies, which are somewhat aligned with the learning goals, and motivates the majority of the learners to work productively and be responsible for their own learning.	The teacher applies sufficient strategies, which are usually aligned with the learning goals, and motivates most learners to work productively and be responsible for their own learning.	The teacher applies a variety of strategies, which are well aligned with the learning goals, and motivates all learners to work productively and be responsible for their own learning.	The teacher consistently applies strategies, which are well aligned with the learners' individual and group learning needs, and motivates them to work productively and be responsible for their own learning.
FEATURES OF PRACTICE				
<ol style="list-style-type: none"> The teacher displays little knowledge on how to motivate learners and engages only some of the learners during the lesson. The teacher motivates the learners to accept the learning tasks but fails to engage them to work productively. 	<ol style="list-style-type: none"> The teacher uses strategies that are likely to motivate and engage majority of the learners during the lesson. The teacher engages the learners to exhibit commitment to complete the work on their own but a few do not work productively. 	<ol style="list-style-type: none"> The teacher displays comprehensive knowledge to engage almost all learners. The teacher succeeds in motivating almost all learners to understand their role and to consistently expend effort to learn. 	<ol style="list-style-type: none"> The teacher applies extensive knowledge to engage all learners. The teacher succeeds in motivating all learners to expend effort to complete high-quality work. 	<ol style="list-style-type: none"> The teacher is able to create a learning environment that sustains learners' active engagement and self-motivation.

CLARIFICATIONS

<p style="text-align: center;">LEARNING ENVIRONMENT</p> <p style="text-align: center;">diverse physical locations, contexts, cultures in which students learn (The Glossary of Education Reform, 2013)</p> <p>In the context of IPEd classroom, the ancestral domain is the primary learning environment and space for indigenous learners. It includes not only the physical environment but the total environment including the spiritual and cultural bonds to the areas (DO 32, s. 2015).</p> <p style="text-align: center;">LIMITED</p> <p style="text-align: center;">insufficient strategies employed when more are required by the learning situation</p> <p style="text-align: center;">SUFFICIENT</p> <p style="text-align: center;">minimum strategies employed as required by the learning situation</p> <p style="text-align: center;">VARIETY</p> <p style="text-align: center;">a range of different strategies employed as required by the learning situation</p>	<p style="text-align: center;">SOME</p> <p style="text-align: center;">less than half</p> <p style="text-align: center;">MAJORITY</p> <p style="text-align: center;">more than half</p> <p style="text-align: center;">MOST</p> <p style="text-align: center;">almost all, approaching 100%</p> <p style="text-align: center;">LOOSELY ASSOCIATED</p> <p style="text-align: center;">association substantially mismatched with the other learning goals</p> <p style="text-align: center;">SOMEWHAT ALIGNED</p> <p style="text-align: center;">minimal degree of association with the other learning goals</p> <p style="text-align: center;">USUALLY ALIGNED</p> <p style="text-align: center;">generally matched with the other learning goals</p> <p style="text-align: center;">WELL ALIGNED</p> <p style="text-align: center;">perfectly matched with the other learning goals</p>
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* This COT-RPMS indicator supplements **SET B** in the Means of Verification (MOV) of **Objective 8** in the RPMS Tool for Proficient Teachers and RPMS Tool for Proficient Teacher-Broadcasters.

INDICATOR 8*

Design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents

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

CLARIFICATIONS

LEARNERS WITH DISABILITY, GIFTEDNESS AND TALENTS

persons 1) who are gifted or talented and those 2) who have physical, mental, social or sensory impairment and cultural differences; these persons may be:

- gifted/talented
- fast learner
- mentally retarded
- visually impaired
- hearing impaired
- with behavior problems
- orthopedically handicapped
- with special health problems
- learning disabled
- speech impaired
- multiple handicapped (DO 117, s. 1987)

SPECIAL EDUCATIONAL NEEDS

a restriction that makes learning challenging to a person with physical, sensory, mental, social, or learning disability, or other conditions

EDUCABILITY

observed variations in the learners' capacity to perform tasks

VARIETY

a range of different strategies employed as required by the learning situation

EXTENSIVE REPERTOIRE

wide and comprehensive range of strategies

SOMEWHAT APPROPRIATE

minimal degree of appropriateness

PARTIALLY APPROPRIATE

moderate degree of appropriateness

* This COT-RPMS indicator supplements **SET A** in the Means of Verification (MOV) of **Objective 9** in the RPMS Tool for Proficient Teachers and RPMS Tool for Proficient Teacher-Broadcasters.

INDICATOR 9***Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups****3**

The teacher employs strategies which are somewhat culturally appropriate in addressing the learning needs of learners from indigenous groups

4

The teacher employs strategies which are partially culturally appropriate in addressing the learning needs of learners from indigenous groups.

5

The teacher employs strategies which are culturally appropriate in addressing the learning needs of learners from indigenous groups.

6

The teacher employs a variety of strategies which are culturally appropriate in addressing the learning needs of learners from indigenous groups.

7

The teacher employs extensive repertoire of strategies to create a learner-centered environment that addresses the learning needs of individual and group of learners from indigenous groups.

FEATURES OF PRACTICE

1. The teacher demonstrates a limited understanding of a culture-based education.
2. The teacher gives opportunities to only few learners to actively engage in the learning activities.

1. The teacher displays familiarity of learners' cultural background but sometimes lacks responsiveness in addressing them.

1. The teacher demonstrates an understanding of the purpose and value of learning in the learners' context.

1. The teacher provides a culture-based instruction to meet the needs of learners. The adaptation of instruction is realistic and effective.
2. The teacher provides diverse learners with opportunities to actively engage in various learning activities.

1. The teacher demonstrates a wider understanding of a culture-based education.
2. Teacher's instructional strategies respond to individual and group of learners' cultural background, thus creating an environment where learners feel equally involved.

CLARIFICATIONS**LEARNERS FROM INDIGENOUS GROUPS**

people who have, under claims of ownership since time immemorial, occupied, possessed, and utilized ancestral territories, shared common bonds of language, customs, traditions, and other unique cultural traits (RA 8371, IPRA)

TEACHING STRATEGIES

In the context of IPEd, teaching strategies are embedded in an indigenous cultural community's (ICC) Indigenous Learning System (ILS), which is an ICC's system of educating succeeding generations of youth into the community's cultural system (DO 32, s. 2015).

LEARNING NEEDS

comprise both essential learning tools (literacy, oral expression, numeracy, and problem solving) and the basic learning content (knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning (UNESCO, 1992)

CULTURE-BASED EDUCATION

an education that is grounded in the context of the indigenous communities' life, recognizes their Indigenous Knowledge Systems and Practices (IKSPs), and is inclusive of their cultural perspectives (DO 32, s. 2015, Enclosure p.4)

CONTEXTUALIZATION

the educational process of relating the curriculum to a particular setting, situation or area of application to make the competencies relevant, meaningful, and useful to all learners; distinguished into two: localization and indigenization (DO 32, s. 2015, Enclosure p.6)

VARIETY

a range of different strategies employed as required by the learning situation

EXTENSIVE REPERTOIRE

wide and comprehensive range of strategies

SOMEWHAT APPROPRIATE

minimal degree of appropriateness

PARTIALLY APPROPRIATE

moderate degree of appropriateness

* This COT-RPMS indicator supplements **SET A** in the Means of Verification (MOV) of **Objective 10** in the RPMS Tool for Proficient Teachers and RPMS Tool for Proficient Teacher-Broadcasters.

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The Classroom Observation Tool was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government.

