



CLASSROOM OBSERVATION TOOL-RPMS

for

HIGHLY PROFICIENT TEACHERS

(Master Teacher I-IV)

in the time of the COVID-19 pandemic

S.Y. 2021-2022

RUBRIC LEVEL SUMMARY

LEVEL	LEVEL LABEL	LEVEL DESCRIPTION
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.
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

Apply knowledge of content within and across curriculum teaching areas

4

The teacher demonstrates accurate knowledge of key concepts both in presenting the lesson and in responding to learners' questions or comments.

The lesson content displays coherence.

The teacher attempts to make connections across curriculum teaching areas, if appropriate.

5

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.

The teacher makes connections across curriculum teaching areas, if appropriate.

6

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.

The teacher makes meaningful connections across curriculum teaching areas, if appropriate.

7

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.

8

The teacher applies high-level knowledge of content and pedagogy within and across curriculum teaching areas to empower learners to acquire and apply successful learning strategies to assist in their development as independent learners.

FEATURES OF PRACTICE

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 teaching areas.
3. The teacher demonstrates factual knowledge of subject matter and attempts to connect content across teaching areas.

1. The teacher displays comprehensive understanding of the concepts and structure of the teaching area.
2. The teacher presents conceptual knowledge of the subject and makes connections within the teaching area.

1. The teacher displays extensive knowledge of content.
2. The teacher addresses content accurately, and its focus is congruent with the big ideas and/or structure of the teaching area.

1. The teacher applies extensive knowledge of content beyond his/her area of specialization.
2. The teacher motivates learners to investigate the teaching area to expand their knowledge and satisfy their curiosity.
3. The teacher cites intra and interdisciplinary content relationships.
4. The teacher shows expertise in the content and uses appropriate pedagogy in delivering the lesson.

1. The teacher applies extensive and complex content knowledge to support learners in acquiring successful learning strategies in other areas.
2. The teacher extends knowledge beyond the curriculum requirements and stimulates learners' curiosity.

CLARIFICATIONS

MINOR CONTENT ERRORS

insignificant degree of errors in the content of the lesson

KEY CONCEPTS

central ideas of the topic or lesson

COHERENCE

logical and/or developmental sequence in presenting the lesson

SIMPLE COHERENCE

basic logic in the sequence of the lesson with one part linked to the next

PEDAGOGY

method and practice of teaching

In the context of Indigenous Peoples Education (IPEd), pedagogy is articulated in the IP's Indigenous Learning System (ILS) (DO 32, s. 2015).

ACCURATE KNOWLEDGE

error-free content

IN-DEPTH KNOWLEDGE

foundational knowledge and finer details within the curriculum teaching area

BROAD KNOWLEDGE

knowledge across curriculum teaching areas

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

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).

KNOWLEDGE OF CONTENT AND PEDAGOGY

integration of expertise and teaching skill for a particular area; appropriateness of the pedagogy to teaching area

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

ACROSS CURRICULUM TEACHING AREA

making meaningful connections and including appropriate interdisciplinary topics and learning competencies cited in the curriculum guide

INDICATOR 2**Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills****4**

The teacher occasionally applies teaching strategies that address learners' literacy and/or numeracy needs.

5

The teacher frequently applies relevant strategies that enhance learners' literacy and/or numeracy skills.

6

The teacher consistently applies relevant strategies that enhance learners' literacy and/or numeracy skills.

7

The teacher integrates well-connected teaching strategies that promote individual and group learners' critical literacy and/or critical numeracy skills.

8

The teacher adjusts teaching and learning strategies in order to enhance individual and group learners' critical literacy and/or critical numeracy skills.

FEATURES OF PRACTICE

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 provides activities to enhance learners' literacy and/or numeracy skills in all aspects of the lesson.

1. The teacher employs activities that enhance and support learners' higher level of literacy and/or numeracy skills as a significant part of his/her instruction.

1. The teacher modifies challenging activities to fit with learners' level of literacy and numeracy skills.

CLARIFICATIONS**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.

Examples of literacy skills in IPEd classrooms: reading the behavior of animals, symbols of leaves, formation of clouds, wind direction and temperature; identifying the meaning of dreams

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; to process information; to solve problems; and to make decisions based on logical thinking and reasoning.

Examples of numeracy skills in SPED classrooms: up-down movement in brushing of teeth; counting the number of boys and girls; folding of clothes using numbered pattern

Examples of numeracy skills in IPEd classrooms: indigenous measurement (handspan, pacing, etc.); indigenous calendar; synchronized planting; weaving patterns

CRITICAL LITERACY

ability to critically analyze and evaluate the meaning of text as it relates to community and global issues to inform a critical stance, response, and/or action

CRITICAL NUMERACY

ability to effectively use mathematical concepts in applying, analyzing, evaluating, and creating ideas

OCCASIONALLY

irregularly occurs

FREQUENTLY

often occurs

CONSISTENTLY

constantly occurs

RELEVANT STRATEGIES

teaching approaches which are moderately associated with the learners' developmental needs to enhance literacy and/or numeracy skills

INDICATOR 3

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

4

The teacher uses sufficient verbal and non-verbal communication strategies, which are somewhat aligned with each other and support the majority of learners.

5

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.

6

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.

7

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.

8

The teacher adapts and modifies verbal and non-verbal communication strategies to address learners' individual and group learning needs leading to motivation and growing support.

FEATURES OF PRACTICE

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.

1. The teacher adapts communication style and proactively modifies communication strategies in response to students' learning needs.

CLARIFICATIONS

VERBAL COMMUNICATION STRATEGIES

use of spoken words and written information that includes short phrases, instructions, etc.

NON-VERBAL COMMUNICATION STRATEGIES

use of non-spoken messages that include facial expressions, gestures, Picture Exchange Communication System (PECS), etc.

SOMEWHAT ALIGNED

minimal degree of association with other strategies

GENERALLY ALIGNED

usually matched with other strategies

WELL ALIGNED

perfectly matched with other strategies

SUFFICIENT

minimum strategies employed as required by the learning situation

VARIETY

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

SOME

less than half

MAJORITY

more than half

MOST

almost all, approaching 100%

INDICATOR 4

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

4	5	6	7	8
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.	The teacher adapts and modifies safety policies, guidelines, and procedures taking into account the individual and group of learners' needs which result in enhanced learning.
FEATURES OF PRACTICE				
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.	1. The teacher identifies key safety guidelines and practices that are relevant to the learning needs and environment.

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>OCCASIONALLY irregularly occurs</p> <p>FREQUENTLY often occurs</p> <p>GENERALLY normally occurs</p> <p>CONSISTENTLY constantly occurs</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 5**Maintain learning environments that promote fairness, respect and care to encourage learning****4**

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.

8

The teacher and learners create a democratic learning environment of harmonious relationships and sensitivity to social and cultural differences.

FEATURES OF PRACTICE

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.

1. The teacher consciously designs learning environment, where learners are respectful and sensitive to social and cultural 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%

GENERALLY

learner-teacher interactions are mostly acceptable

CONSISTENTLY

learner-teacher interactions are highly acceptable

INDICATOR 6***Design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents****4**

The teacher employs strategies which are partially appropriate in addressing the learning needs of learners with special educational needs.

5

The teacher employs strategies which are appropriate in addressing the learning needs of learners with special educational needs.

6

The teacher employs a variety of strategies which are appropriate in addressing the learning needs of learners with special educational needs.

7

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.

8

The teacher applies consistently effective strategies for learners with special educational needs to encourage them to be successful citizens within the changing local and global environments.

FEATURES OF PRACTICE

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

1. The teacher demonstrates an understanding of the purpose and value of learning about learners' background to inform instructions.

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.

1. The teacher demonstrates an expanded understanding of the educability of individual learners.

2. The teacher's instructional strategies respond to individual and group of learners' background, thus creating an environment where learners feel equally involved.

1. The teacher provides opportunities for learners to suggest ways in which instruction or lessons might be modified according to their diverse backgrounds to advance their learning and enhance their self-confidence.

2. The teacher sustains an engaging relationship with others to make the learners competent to achieve the objectives.

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

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 7***Adapt and use culturally appropriate teaching strategies to address the 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.

8

The teacher applies consistently effective strategies for learners from indigenous groups to encourage them to be successful citizens within the changing local and global environments.

FEATURES OF PRACTICE

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.

1. The teacher provides opportunities for learners to suggest ways in which instruction or lessons might be modified or contextualized according to their diverse cultural backgrounds to advance their learning and enhance their self-confidence.

2. The teacher sustains an engaging relationship with others to make the learners competent to achieve the objectives.

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

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.

