



## RPMS SY 2021-2022

### TEACHER REFLECTION FORM (TRF) MASTER TEACHER I-IV

TEACHER: \_\_\_\_\_ DATE SUBMITTED: \_\_\_\_\_

RATER: \_\_\_\_\_ SUBJECT & GRADE LEVEL: \_\_\_\_\_

**DIRECTIONS:** Reflect on your attainment of the RPMS objective by answering the questions/prompts provided. Use any local or official language that you are comfortable with. Use extra sheets if needed. Please limit your response to 500 words.

#### OBJECTIVE 9

Assisted colleagues to design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents

#### PROMPT #1

This is the observation notes form accomplished for the observation in the class of Teacher Emille. The observer noted that all learners must receive the same activity and no differentiation must be applied for advanced learners.



#### COT-RPMS

#### OBSERVATION NOTES FORM

OBSERVER: Veronica San Vicente DATE: October 18, 2021  
 TEACHER OBSERVED: Emille Santos TIME STARTED: 10:00am  
 SUBJECT & GRADE LEVEL TAUGHT: MAPEH Gr.7 TIME ENDED: 11:00am

OBSERVATION 1  2  3  4

#### DIRECTIONS FOR THE OBSERVERS:

Write your observations on the teacher's classroom performance on the space provided. Use additional sheets whenever necessary.

- *Good start of the class*
- *The teacher has a well-modulated voice.*
- *Why was there a special activity for one student? There must be uniform measure of students' success. Therefore, there must be no differentiation in what the students do even if the teacher claims that this student is advanced in terms of artwork compared to his classmates.*

**Do the following:**

1. In the context of addressing gifted learners, do you agree with the note of the observer? **Write your reflections in this form.**
2. Based on your reflection, **design a Learning Action Cell (LAC) plan to assist your colleagues in designing, adapting, and implementing teaching strategies for gifted learners.** Attach your LAC plan here.

**YOUR REFLECTIONS**



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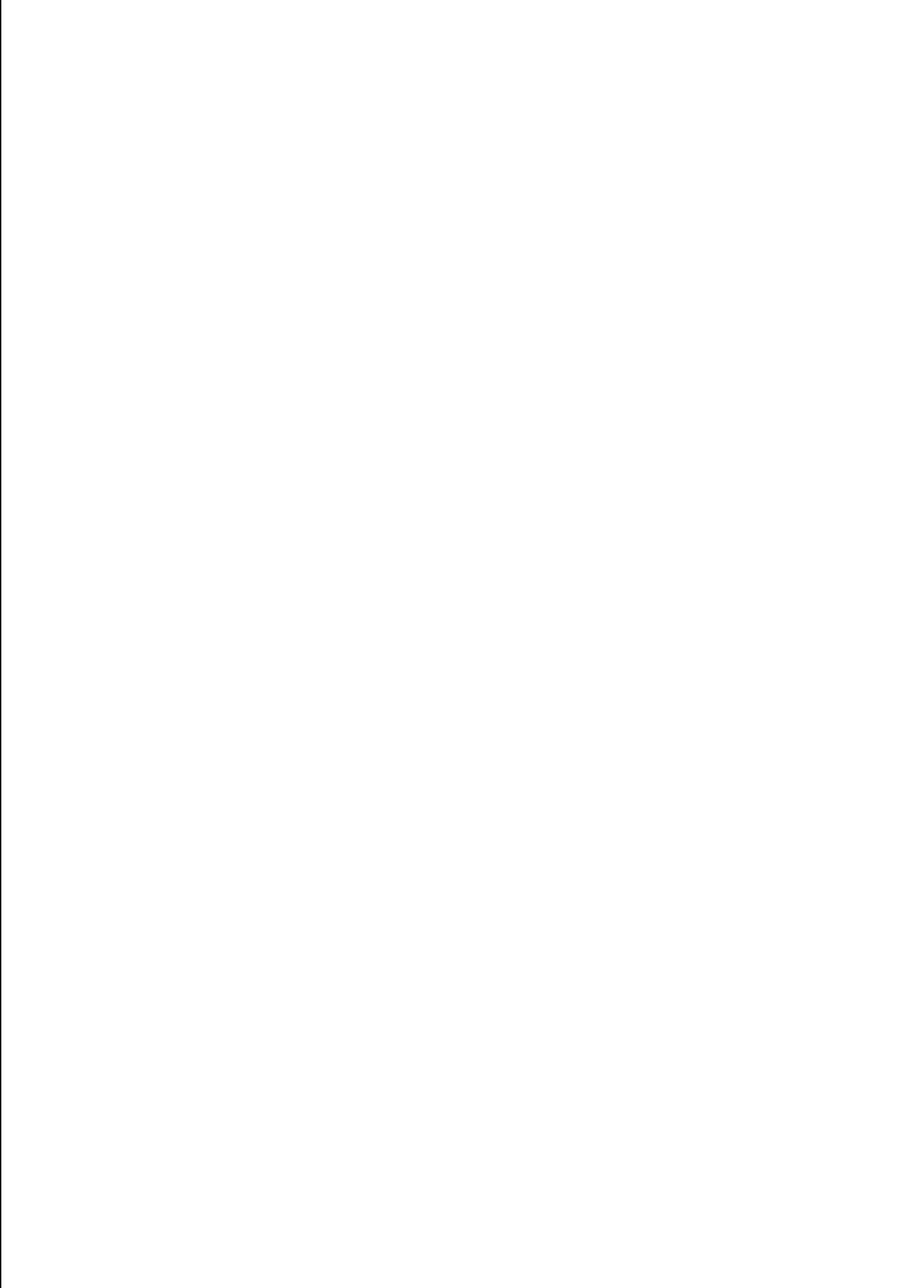
#### OBJECTIVE 9

Assisted colleagues to design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents

#### PROMPT #2

1. **Design a lesson plan for learners with disabilities** based on your idea on how they may be addressed in your class. **Your strategies for learners with disabilities must be highlighted and annotated in this form.** Mention a specific exceptionality or learning disability. Attach your lesson plan here.
2. **Present and discuss your lesson plan to your colleagues during a LAC session.** Have your school head sign your lesson plan as proof.

#### YOUR ANNOTATIONS





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### TEACHER REFLECTION FORM (TRF) MASTER TEACHER I-IV

TEACHER: \_\_\_\_\_ DATE SUBMITTED: \_\_\_\_\_

RATER: \_\_\_\_\_ SUBJECT & GRADE LEVEL: \_\_\_\_\_

**DIRECTIONS:** Reflect on your attainment of the RPMS objective by answering the questions/prompts provided. Use any local or official language that you are comfortable with. Use extra sheets if needed. Please limit your response to 500 words.

#### OBJECTIVE 10

Developed and applied teaching strategies to address effectively the needs of learners from indigenous groups

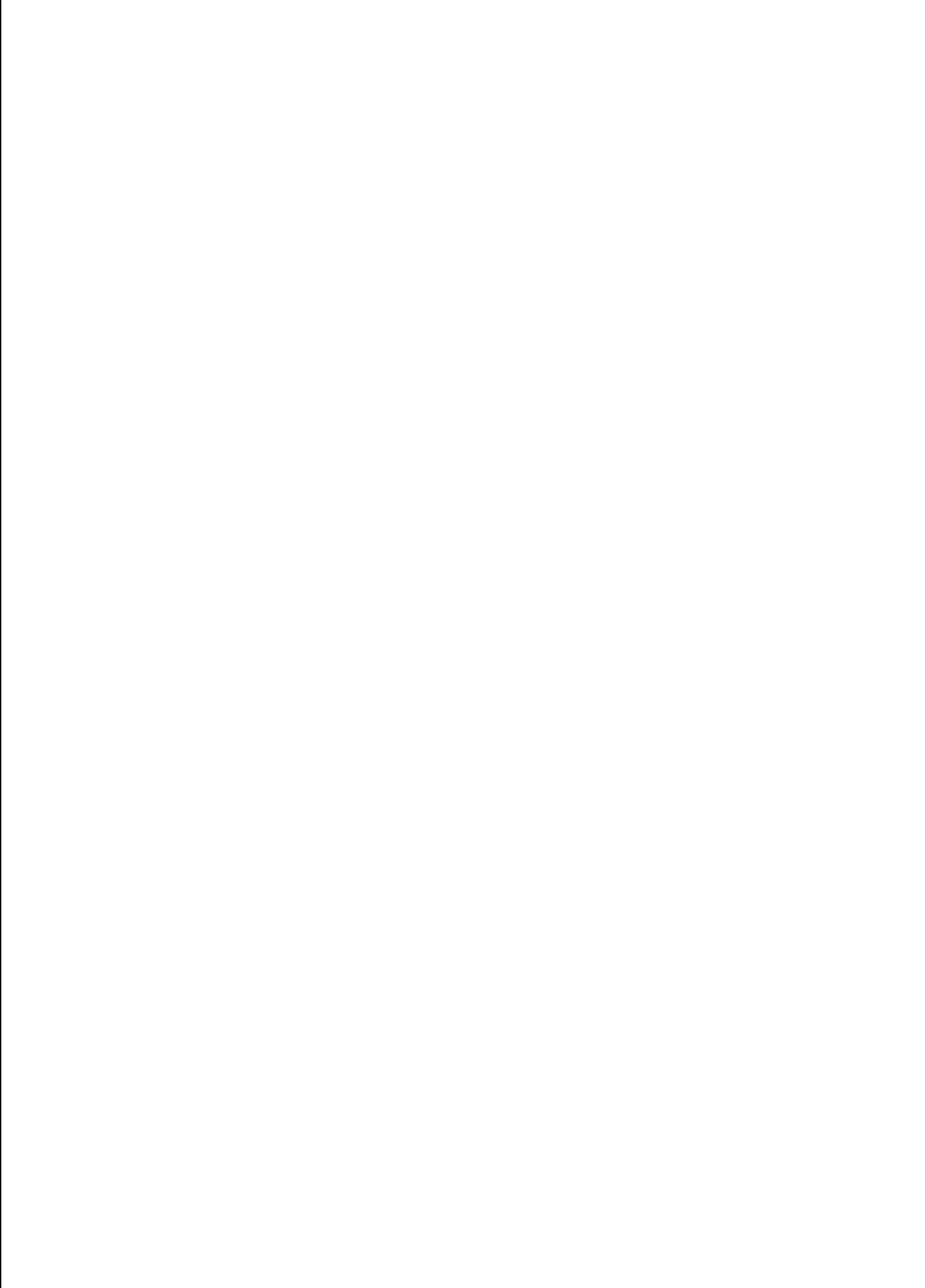
#### PROMPT #1

Leo and Margarito belong to an indigenous group of people called the T'boli tribe. T'boli is one of the major Lumad ethnolinguistic groups in the Southern part of the country. Their culture is richly connected and inspired by nature, with dances that mimic from actions of animals and a variety of music and songs. Leo and Margarito's families have migrated to the lowlands due to conflicts related to their ancestral domain. They are the only indigenous peoples in your class of 45 students. Having a different culture from the rest of the class has affected their sense of self and how they relate to others.

#### Do the following:

1. In the context of addressing the needs of learners from indigenous groups, what teaching strategy will you develop and use in your lesson to affirm and strengthen their indigenous cultural identity? **Write your reflections in this form.**
2. Based on your reflection, **design a Learning Action Cell (LAC) plan to assist your colleagues in adapting and using culturally appropriate teaching strategies** for learners from indigenous groups. Attach your LAC plan here.

#### YOUR REFLECTIONS





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### TEACHER REFLECTION FORM (TRF) MASTER TEACHER I-IV

TEACHER: \_\_\_\_\_ DATE SUBMITTED: \_\_\_\_\_

RATER: \_\_\_\_\_ SUBJECT & GRADE LEVEL: \_\_\_\_\_

**DIRECTIONS:** Reflect on your attainment of the RPMS objective by answering the questions/prompts provided. Use any local or official language that you are comfortable with. Use extra sheets if needed. Please limit your response to 500 words.

#### OBJECTIVE 10

Developed and applied teaching strategies to address effectively the needs of learners from indigenous groups

#### PROMPT #2

- Design a lesson plan for your class that integrates aspects of indigenous peoples (IP) culture** using national mandates on indigenous peoples education (IPEd) as reference:
  - Republic Act No. 8371 or the Indigenous People's Rights Act of 1997
  - DepEd Order No. 62, S. 2011 or the Adopting the National Indigenous Peoples (IP) Education Policy Framework
  - DepEd Order No. 32, S. 2015 or the Adopting the Indigenous Peoples (IP) Education Curriculum Framework

**The integration of IP culture in the lesson plan must be highlighted and annotated in this reflection form.** Attach your lesson plan here.

- Present and discuss your lesson plan to your colleagues during a LAC session.** Have your school head sign your lesson plan as proof.

#### YOUR ANNOTATIONS

