



CLASSROOM OBSERVATION TOOL

Based on the Philippine Professional Standards
for Teachers (PPST)

The PPST-based Classroom Observation Tool was finalized in July 2019 after gathering inputs from the classroom practices of Alternative Learning System, Special Education, Indigenous Peoples Education, and Kindergarten teachers.

The PPST-based Classroom Observation Tool was developed through the Philippine National Research Center for Teacher Quality, based at the Philippine Normal University, with support from the University of New England-SiMERR National Research Centre, Bureau of Human Resource and Organizational Development, the Teacher Education Council, and the Australian Government.

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INTRODUCTION

The Philippine Professional Standards for Teachers

The Department of Education (DepEd), through DepEd Order (DO) no. 42, s. 2017, adopted the Philippine Professional Standards for Teachers (PPST). The PPST complements the reform initiatives on teacher quality from pre-service education to in-service training. It articulates what constitutes teacher quality in the K to 12 Reform through well-defined domains, strands, and indicators that provide measures of professional learning, competent practice, and effective engagement. It is founded on teaching philosophies of learner-centeredness, lifelong learning, and inclusivity/inclusiveness, among others. The professional standards is a public statement of professional accountability that encourages teachers to reflect on and assess their own practices as they aspire for personal growth and professional development.

Rationale for the Development of the PPST-based Classroom Observation Tool

Among others, DO no. 42, s. 2017 aims to “apply a uniform measure to assess teacher performance, identify needs, and provide support for professional development.” The development of the Classroom Observation Tool (COT) based on the developmental framework of PPST supports DepEd’s move to develop a single tool to measure teachers’ classroom performance.

The Classroom Observable Strands of PPST

The COT indicators were selected from the nationally-validated Philippine Professional Standards for Teachers (PPST), which contains 21 classroom observable strands. The language used in the COT indicators is taken from the Proficient career stage indicators.

Domain 1: Content Knowledge and Pedagogy

Strand 1.1

Content knowledge and its application within and across curriculum areas

Strand 1.3

Positive use of ICT

Strand 1.4

Strategies for promoting literacy and numeracy

Strand 1.5

Strategies for developing critical and creative thinking, as well as other higher-order thinking skills

Strand 1.6

Mother Tongue, Filipino and English in teaching and learning

Strand 1.7

Classroom communication strategies

Domain 2: Learning Environment

Strand 2.1

Learner safety and security

Strand 2.2

Fair learning environment

Strand 2.3

Management of classroom structure and activities

Strand 2.4

Support for learner participation

Strand 2.5

Promotion of purposive learning

Strand 2.6

Management of learner behavior

Domain 3: Diversity of Learners

Strand 3.1

Learners' gender, needs, strengths, interests and experiences

Strand 3.2

Learners' linguistic, cultural, socio-economic and religious backgrounds

Strand 3.3

Learners with disabilities, giftedness and talents

Strand 3.4

Learners in difficult circumstances

Strand 3.5

Learners from indigenous groups

Domain 4: Curriculum and Planning

Strand 4.1

Planning and management of teaching and learning process

Strand 4.5

Teaching and learning resources including ICT

Domain 5: Assessment and Reporting

Strand 5.1

Design, selection, organization and utilization of assessment strategies

Strand 5.3

Feedback to improve learning

PPST Career Stages and COT Rubric Levels

The PPST presents a continuum of practice by stipulating what the teachers are expected to know and do at different stages of their development. To address this continuum, each indicator in the COT uses nine (9) rubric levels based on the four (4) career stages: Beginning, Proficient, Highly Proficient, and Distinguished. Each level corresponds to the extent of performance of teachers in each career stage.

LEVEL	1	2	3	4	5	6	7	8	9
LEVEL NAME	Not Evident	Building	Organizing	Developing	Applying	Consolidating	Integrating	Discriminating	Synthesizing
LEVEL DESCRIPTIONS	The teacher does not demonstrate the indicator.	The teacher demonstrates a limited range of separate aspects of the indicator.	The teacher demonstrates a limited range of loosely-associated pedagogical aspects of the indicator.	The teacher demonstrates a range of associated pedagogical aspects of the indicator that sometimes are aligned with the learners' developmental needs.	The teacher demonstrates a range of associated pedagogical aspects of the indicator that usually are aligned with the learners' developmental needs.	The teacher uses well-connected pedagogical aspects of the indicator that consistently are aligned with student development and support students to be successful learners.	The teacher uses well-connected pedagogical aspects of the indicator to create an environment that addresses individual and group learning goals.	The teacher applies deep knowledge and understanding of the indicator to contextualize teaching and learning processes within the discipline to meet individual and group learning goals.	The teacher strategically applies exceptional knowledge and understanding of the indicator to foster a teaching and learning culture that values informed feedback, critical thinking and lifelong learning.

If taken in separate career stages, each indicator has 5 levels. The Beginning rubric uses levels 1 to 5; the Proficient rubric uses levels 3 to 7; the Highly Proficient rubric uses levels 4 to 8; and the Distinguished rubric uses levels 5 to 9.

1	2	3	4	5	6	7	8	9
Not Evident	Building	Organizing	Developing	Applying	Consolidating	Integrating	Discriminating	Synthesizing
BEGINNING								
	PROFICIENT							
		HIGHLY PROFICIENT						
			DISTINGUISHED					

The Classroom Observation Tool Subsets

A. COT-RPMS

This subset is part of the Results-based Performance Management System (RPMS). There is a rubric for Proficient, Highly Proficient, and Distinguished Teachers.

Priority Indicators for SY 2019-2020

Apply knowledge of content within and across curriculum teaching areas

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

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

Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments

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

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

Plan, manage and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts

Select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals

Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements

Priority Indicators for SY 2020-2021

Apply knowledge of content within and across curriculum teaching areas

Ensure the positive use of ICT to facilitate the teaching and learning process

Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning

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

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

Establish a learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic and religious backgrounds

Use strategies for providing timely, accurate and constructive feedback to improve learner performance

Priority Indicators for SY 2021-2022

Apply knowledge of content within and across curriculum teaching areas

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

Maintain learning environments that promote fairness, respect and care to encourage learning

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

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

Plan and deliver teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices

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

B. COT-Beginning

This subset contains the rubric for teachers in the Beginning career stage. It uses levels 1 to 5 which show the levels of practice expected of Beginning Teachers.

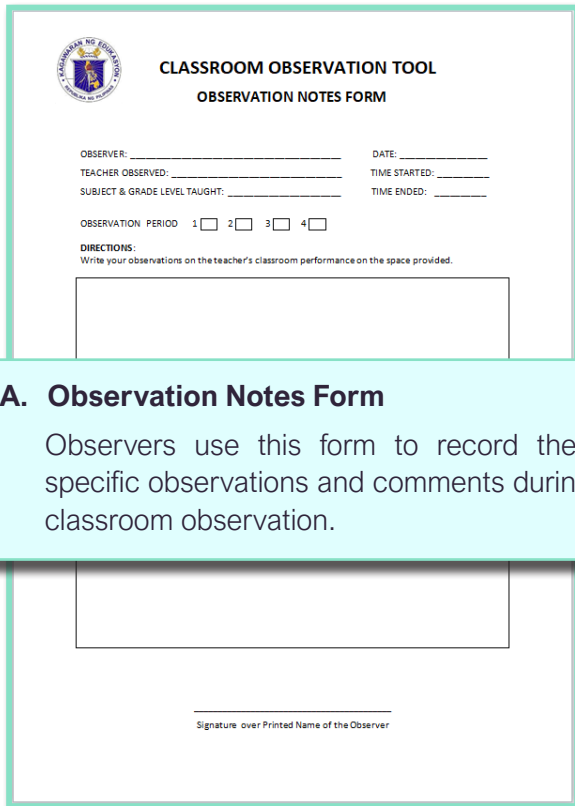
SET 1 Indicators	SET 2 Indicators	SET 3 Indicators
Apply knowledge of content within and across curriculum teaching areas	Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills	Ensure the positive use of ICT to facilitate the teaching and learning process
Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills	Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning	Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning
Select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals	Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement	Plan and deliver teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices
Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements	Establish a learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic and religious backgrounds	Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups
Use strategies for providing timely, accurate and constructive feedback to improve learner performance	Design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents	Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures
Apply a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning	Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments	Maintain learning environments that promote fairness, respect and care to encourage learning
Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments		
Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences		
Plan, manage and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts		

C. COT-Recruitment (for Teacher-Applicants)

This subset serves as the basis for the hiring system of DepEd. It uses levels 2 to 6 to support the continuum of practice from Beginning to Proficient career stage and to accommodate teacher-applicants who are in the Beginning or Proficient career stage.

Indicators
Apply knowledge of content within and across curriculum teaching areas
Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills
Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills
Plan, manage and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts
Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements

The Classroom Observation Tool Forms



CLASSROOM OBSERVATION TOOL
OBSERVATION NOTES FORM

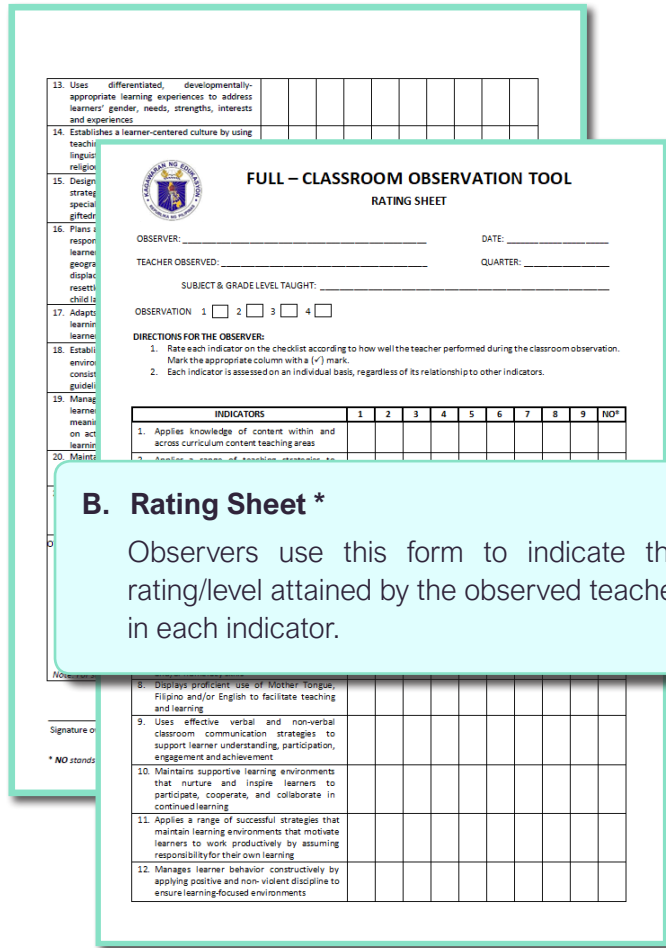
OBSERVER: _____ DATE: _____
TEACHER OBSERVED: _____ TIME STARTED: _____
SUBJECT & GRADE LEVEL TAUGHT: _____ TIME ENDED: _____

OBSERVATION PERIOD 1 2 3 4

DIRECTIONS:
Write your observations on the teacher's classroom performance on the space provided.

Signature over Printed Name of the Observer

A. Observation Notes Form
Observers use this form to record their specific observations and comments during classroom observation.



FULL - CLASSROOM OBSERVATION TOOL
RATING SHEET

OBSERVER: _____ DATE: _____
TEACHER OBSERVED: _____ QUARTER: _____
SUBJECT & GRADE LEVEL TAUGHT: _____

OBSERVATION 1 2 3 4

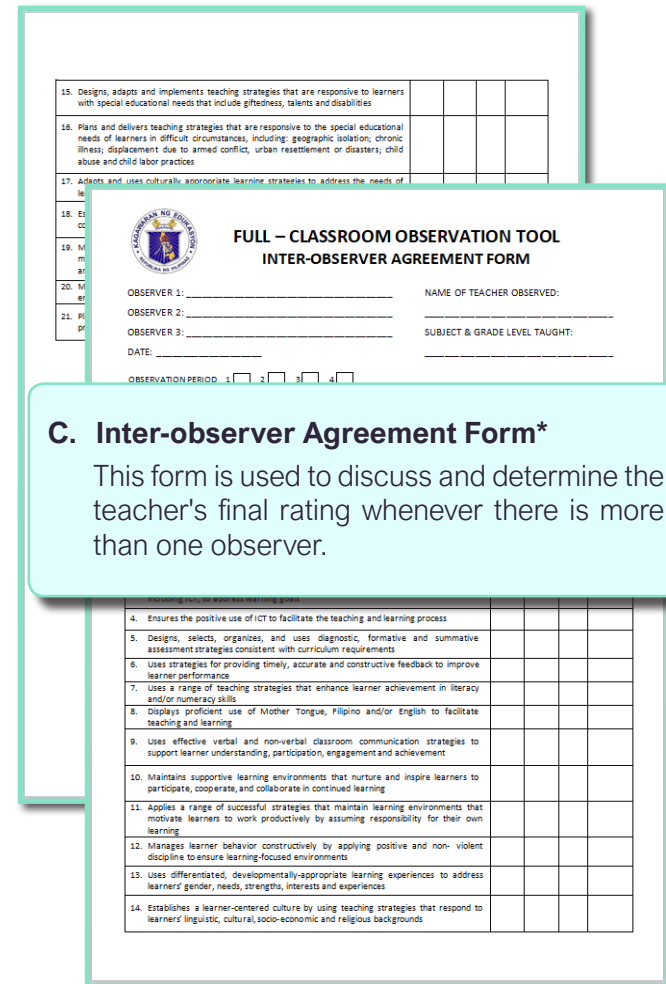
DIRECTIONS FOR THE OBSERVER:
1. Rate each indicator on the checklist according to how well the teacher performed during the classroom observation. Mark the appropriate column with a (✓) mark.
2. Each indicator is assessed on an individual basis, regardless of its relationship to other indicators.

INDICATORS	1	2	3	4	5	6	7	8	9	NOT
1. Applies knowledge of content within and across curriculum content teaching areas										
2. Applies a range of teaching strategies to										
3. Displays proficient use of Mother Tongue, Filipino and/or English to facilitate teaching and learning										
4. Uses effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement										
5. Maintains supportive learning environments that nurture and inspire learners to participate, cooperate, and collaborate in continued learning										
6. Applies a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning										
7. Manages learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments										

Signature of _____

* NO zeros

B. Rating Sheet *
Observers use this form to indicate the rating/level attained by the observed teacher in each indicator.



FULL - CLASSROOM OBSERVATION TOOL
INTER-OBSERVER AGREEMENT FORM

OBSERVER 1: _____ NAME OF TEACHER OBSERVED: _____
OBSERVER 2: _____
OBSERVER 3: _____ SUBJECT & GRADE LEVEL TAUGHT: _____
DATE: _____

OBSERVATION PERIOD 1 2 3 4

15. Designs, adapts and implements teaching strategies that are responsive to learners with special educational needs that include giftedness, talents and disabilities										
16. Plans and delivers teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices										
17. Adapts and uses culturally appropriate learning strategies to address the needs of										
18. Ensures the positive use of ICT to facilitate the teaching and learning process										
19. Designs, selects, organizes, and uses diagnostic, formative and summative assessment strategies consistent with curriculum requirements										
20. Uses strategies for providing timely, accurate and constructive feedback to improve learner performance										
21. Uses a range of teaching strategies that enhance learner achievement in literacy and/or numeracy skills										
22. Displays proficient use of Mother Tongue, Filipino and/or English to facilitate teaching and learning										
23. Uses effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement										
24. Maintains supportive learning environments that nurture and inspire learners to participate, cooperate, and collaborate in continued learning										
25. Applies a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning										
26. Manages learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments										
27. Uses differentiated, developmentally-appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences										
28. Establishes a learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic and religious backgrounds										

C. Inter-observer Agreement Form*
This form is used to discuss and determine the teacher's final rating whenever there is more than one observer.

*NOTE: The number of indicators on the Rating Sheet and Inter-observer Agreement Form depends on their use in the subsets. For instance, in COT-RPMS Rubric for SY 2019-2020, the Rating Sheet and Inter-observer Agreement Form contain only 9 indicators for Proficient teachers and 5 indicators for Highly Proficient teachers.

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The Classroom Observation Tool Rubric

The COT rubric is an assessment tool that is used to measure classroom performance of teachers.

The rubric for each classroom observable indicator of the PPST is designed to assess the classroom performance of teachers across learning areas and grade levels.

The indicators in the rubric are rated independently.

The Parts of the Classroom Observation Tool

A. Indicator refers to the observable practice of teachers in the classroom. The language of the indicators is taken from the Proficient career stage of the PPST.

B. Level Descriptions refer to the descriptions of practice for each level.

C. Features of Practice refer to illustrations of specific classroom practices at each particular level.

INDICATOR 1	Apply knowledge of content within and across curriculum teaching areas									
1	2	3	4	5	6	7	8	9		
The teacher demonstrates substantial content errors either in presenting the lesson or in responding to learners' questions or comments.	The teacher demonstrates moderate content errors related to lesson concepts either in presenting the lesson or in responding to learners' questions or comments. The lesson content does not display coherence.	The teacher demonstrates minor content errors either in presenting the lesson or in responding to learners' questions or comments. The lesson content displays simple coherence.	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.	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.	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 learner's developmental needs and promotes learning. The teacher makes meaningful connections across curriculum teaching areas, if appropriate.	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.	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.	The teacher applies exceptional knowledge of content and pedagogy within and across curriculum teaching areas to develop learners' lifelong learning skills.		
FEATURES OF PRACTICE										
1. The teacher commits extensive errors in presenting key concepts like definitions, formula, processes, etc. Errors committed by learners are left uncorrected.	1. The teacher makes a few content errors on fundamental concepts or addresses content inaccurately with limited information of the teaching area.	1. 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. 2. The teacher makes few content errors in presenting the lesson but does not affect entirely the learning process.	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.	1. The teacher extends knowledge beyond the curriculum requirements and stimulates learners' 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 relates the lesson to real-life experiences, which results in learners' willingness to share their own experiences in class or in group work. 2. The teacher extends knowledge beyond the curriculum requirements and stimulates learners' curiosity.		

D. Clarifications refer to the operational definitions of selected words/phrases used in the rubric.

CLARIFICATIONS
SUBSTANTIAL CONTENT ERRORS extensive or significant degree of errors in the content of the lesson
MODERATE CONTENT ERRORS reasonable degree of errors in the content of the lesson
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
HIGH-LEVEL KNOWLEDGE accurate, in-depth, and broad knowledge within and across curriculum teaching areas
EXCEPTIONAL KNOWLEDGE knowledge grounded in global best practices
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 of other learning/subject areas in any grade level

DOMAIN

1

Content Knowledge and Pedagogy

COT INDICATOR	CLASSROOM OBSERVABLE STRAND
Indicator 1	Strand 1.1 Content knowledge and its application within and across curriculum areas
Indicator 2	Strand 1.3 Positive use of ICT
Indicator 3	Strand 1.4 Strategies for promoting literacy and numeracy
Indicator 4	Strand 1.5 Strategies for developing critical and creative thinking, as well as other higher-order thinking skills
Indicator 5	Strand 1.6 Mother Tongue, Filipino and English in teaching and learning
Indicator 6	Strand 1.7 Classroom communication strategies

INDICATOR 1

Apply knowledge of content within and across curriculum teaching areas

1	2	3	4	5	6	7	8	9
The teacher demonstrates substantial content errors either in presenting the lesson or in responding to learners' questions or comments.	The teacher demonstrates moderate content errors related to lesson concepts either in presenting the lesson or in responding to learners' questions or comments. The lesson content does not display coherence.	The teacher demonstrates minor content errors either in presenting the lesson or in responding to learners' questions or comments. The lesson content displays simple coherence.	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.	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.	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 learner's developmental needs and promotes learning. The teacher makes meaningful connections across curriculum teaching areas, if appropriate.	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.	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.	The teacher applies exceptional knowledge of content and pedagogy within and across curriculum teaching areas to develop learners' lifelong learning skills.

FEATURES OF PRACTICE

<ol style="list-style-type: none"> The teacher commits extensive errors in presenting key concepts like definitions, formula, processes, etc. Errors committed by learners are left uncorrected. The teacher displays little knowledge of or makes multiple content errors related to the central concepts and structure of the teaching area. 	<ol style="list-style-type: none"> The teacher makes a few content errors on fundamental concepts or addresses content inaccurately with limited information of the teaching area. 	<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. 	<ol style="list-style-type: none"> The teacher applies extensive and complex content knowledge to support learners in acquiring successful learning strategies in other areas. The teacher extends knowledge beyond the curriculum requirements and stimulates learners' curiosity. 	<ol style="list-style-type: none"> The teacher affirms the role of lifelong learning skills, such as critical thinking and informed feedback. The teacher relates the lesson to real-life experiences, which results in learners' willingness to share their own experiences in class or in group work.
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CLARIFICATIONS

<p>SUBSTANTIAL CONTENT ERRORS extensive or significant degree of errors in the content of the lesson</p> <p>MODERATE CONTENT ERRORS reasonable degree of errors in the content of the lesson</p> <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>HIGH-LEVEL KNOWLEDGE accurate, in-depth, and broad knowledge within and across curriculum teaching areas</p> <p>EXCEPTIONAL KNOWLEDGE knowledge grounded in global best practices</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 of other learning/subject areas in any grade level</p>
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INDICATOR 2**Ensure the positive use of ICT to facilitate the teaching and learning process**

1	2	3	4	5	6	7	8	9
The teacher utilizes ICT but never shows evidence of the positive use of ICT to facilitate the teaching and learning process.	The teacher utilizes ICT but rarely shows evidences of the positive use of ICT to facilitate the teaching and learning process.	The teacher utilizes ICT but occasionally shows evidences of the positive use of ICT to facilitate the teaching and learning process.	The teacher utilizes ICT and frequently shows evidences of the positive use of ICT to facilitate the teaching and learning process.	The teacher utilizes ICT and generally shows evidences of the positive use of ICT to facilitate the teaching and learning process.	The teacher utilizes ICT and consistently shows evidences of the positive use of ICT to facilitate the teaching and learning process.	The teacher models the positive use of ICT to learners in all ICT-based learning activities.	The teacher adapts and adjusts ICT-based learning activities in keeping with the positive use of ICT appropriate to students' learning needs.	The teacher displays an exemplary practice in the positive use of ICT and consistently encourages the learners to demonstrate responsible, ethical, and appropriate use of ICT within the classroom context.
FEATURES OF PRACTICE								
1. The teacher disseminates or presents digital information without giving credits to the source.	1. The teacher seldom gives credit to the sources of information or cites only search engines such as Google and Yahoo instead of the website where the information came from.	1. The teacher sometimes gives credit to the sources of digital information that he/she presented or disseminated. For example, some pictures presented have citations and some do not.	1. The teacher gives credit to most of the digital information used but some of these do not follow the conventions for citing sources, e.g. APA, Chicago Style, etc.	1. The teacher normally gives credit to all the sources of digital information but some are inappropriately labeled based on the applied standards in citing sources.	1. The teacher appropriately gives credit to all the sources of digital information he/she presented or disseminated throughout the lesson.	1. The teacher demonstrates responsible use of online and multimedia platforms by applying digital etiquette and responsible social interaction. 2. The teacher addresses issues, such as plagiarism, cyberbullying, copyright, and/or takes precaution in sharing sensitive information in the use of ICT-based learning materials and/or activities.	1. The teacher reviews and differentiates ICT-based learning activities taking into account learners' digital literacy level. 2. The teacher monitors learners' responsible use of online and multimedia platforms in any ICT-based learning activities supported by appropriate and varied situations relevant to the lesson.	1. The teacher establishes a responsible and technology-rich learning environment that engages learners in exploring issues and solving authentic problems using digital tools and resources. 2. The teacher and the learners clearly adhere to global standards in the positive use of ICT in education.

CLARIFICATIONS

POSITIVE USE OF ICT

responsible, ethical, and appropriate use of ICT to ensure and achieve learning (PPST, 2017);
ICT includes, but is not limited to, computer hardware and software, digital resources (e.g., books, journals, research reports, databases, scripts, etc. in digital form), and digital information/media (e.g., digital images, video, audio, websites, web pages, social media, etc.) that can be used for instruction.

STANDARDS IN THE POSITIVE USE OF ICT IN EDUCATION

facilitate and inspire student learning and creativity; design and develop digital age learning experiences and assessments; model digital age work and learning; promote and model digital citizenship and responsibility; and engage in professional growth and leadership (ISTE, 2008)

RARELY

seldom occurs

OCCASIONALLY

irregularly occurs

FREQUENTLY

often occurs

GENERALLY

normally occurs

CONSISTENTLY

constantly occurs

INDICATOR 3**Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills**

1	2	3	4	5	6	7	8	9
The teacher does not use teaching strategies that address learners' literacy and/or numeracy needs.	The teacher uses disconnected teaching strategies to address literacy and/or numeracy needs.	The teacher uses loosely-connected teaching strategies to address learners' literacy and/or numeracy needs.	The teacher occasionally applies teaching strategies that address learners' literacy and/or numeracy needs.	The teacher frequently applies relevant strategies that enhance learners' literacy and/or numeracy skills.	The teacher consistently applies relevant strategies 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.	The teacher adjusts teaching and learning strategies in order to enhance individual and group learners' critical literacy and/or critical numeracy skills.	The teacher negotiates with and supports learners as they develop strategies for the ongoing review of their critical literacy and/or critical numeracy skills.

FEATURES OF PRACTICE

1. The teacher makes no reference to the use of numerical concepts and literacy skills to understand the lesson.	1. The teacher uses unrelated activities which do not develop learners' understanding of literacy concepts and/or numeracy needs.	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.	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.	1. The teacher provides opportunities for learners to independently select literacy and numeracy strategies that support their learning.
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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

DISCONNECTED TEACHING STRATEGIES

teaching approaches which are inappropriate in addressing literacy and/or numeracy needs

LOOSELY CONNECTED TEACHING STRATEGIES

teaching approaches which are mismatched in addressing literacy and/or numeracy needs

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 4
Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills

1	2	3	4	5	6	7	8	9
The teacher does not use teaching strategies to develop critical and creative thinking or other higher-order thinking skills.	The teacher asks mostly low-order questions that require simple factual responses and/ or provides activities that are routine.	The teacher provides straightforward questions and activities which lead learners through a single path of inquiry.	The teacher uses questions and activities that mostly require the learners to interpret, explain, or describe ideas learned.	The teacher employs a range of targeted follow-up questions and activities that encourage learners to explain, demonstrate, and use ideas learned.	The teacher challenges learners to justify their thinking and successfully engages most learners in discussion using well-directed questions and activities.	The teacher provides a broad range of questions and activities, including those of higher-order, that challenge learners to analyze their thinking to promote deeper understanding.	The teacher provides, at the appropriate times, a learning environment for higher-order thinking skills that enable learners to evaluate their thinking and to seek constructive feedback from peers and the teacher.	The teacher provides, at the appropriate times, a learning environment that supports learners to discuss, justify, apply, analyze, evaluate, and create useful ideas in real-life situations.
FEATURES OF PRACTICE								
<ol style="list-style-type: none"> The teacher does not ask relevant questions about the lesson. The teacher asks questions but fails to give opportunities for learners to process them. The teacher answers his/ her own questions. 	<ol style="list-style-type: none"> The teacher asks simple yes/no questions. 	<ol style="list-style-type: none"> The teacher asks questions that require rote-type responses such as Who, What, Where, and When. Examples of rote-type questions vs. high-order questions: <ol style="list-style-type: none"> “Who is the author?” vs. “Who is the persona?” “What is the solution to the problem?” vs. “How will you address the issue?” “Saang kontinente matatagpuan ang bansang Indonesia?” vs. “Saang kaugnay na lokasyon matatagpuan ang Indonesia?” The teacher accepts all contributions without processing the learners’ answers. 	<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 about 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 appropriate. 	<ol style="list-style-type: none"> The teacher challenges learners cognitively to advance high-level thinking and discourse in an interactive exchange of views. The teacher ensures that all voices of learners are heard in the discussion. 	<ol style="list-style-type: none"> The teacher gives learners opportunities to compare and contrast ideas. The teacher gives learners opportunities to synthesize or summarize information within or across disciplines. 	<ol style="list-style-type: none"> The teacher leads learners to judge or evaluate situations and problems to resolve issues/ concerns. The teacher extends the discussion by inviting learners to give comments to others’ answers/ output during the discussion. 	<ol style="list-style-type: none"> The teacher challenges learners to formulate high-level questions to provoke one another’s thinking. The teacher and learners collaboratively apply ideas to create life-long learning activities that can be applied to real-life situations.

CLARIFICATIONS

CRITICAL THINKING SKILLS

high-level thinking skills such as analysis, evaluation, interpretation, or synthesis of information and application of creative thought to form an argument, solve a problem, or reach a conclusion

CREATIVE THINKING SKILLS

thinking skills that involve exploring ideas, generating possibilities, and looking for multiple right answers rather than just one

HIGHER-ORDER THINKING SKILLS

complex thinking processes which include analysis, evaluation, synthesis, reflection, and creativity

INDICATOR 5**Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning**

1	2	3	4	5	6	7	8	9
The teacher displays Novice proficiency in the use of Mother Tongue, and/or Filipino, and/or English that hinders teaching and learning.	The teacher displays Intermediate Low sublevel proficiency in the use of Mother Tongue, and/or Filipino and/or English that somewhat hinders teaching and learning.	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.	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.	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.	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.	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.	The teacher displays Superior proficiency in the use of Mother Tongue, and/or Filipino, and/or English that engages learners in a variety of learning situations from both concrete and abstract perspectives.	The teacher displays Distinguished proficiency in the use of Mother Tongue, and/or Filipino, and/or English that reflects a wide range of global competence in a culturally appropriate manner.

FEATURES OF PRACTICE

1. Teacher's use of Mother Tongue, and/or Filipino, and/or English is primarily limited to short and sometimes incomplete sentences and may be hesitant or inaccurate.	1. Teacher's use of Mother Tongue, and/or Filipino, and/or English is with frequent pauses and self-corrections as he/she searches for appropriate linguistic forms and vocabulary.	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.	1. Teacher's use of Mother Tongue, and/or Filipino, and/or English is consistent, fluent, and accurate. He/she explores alternative communication strategies to meet individual and group language needs.	1. The teacher is articulate in the use of Mother Tongue, and/or Filipino, and/or English. He/she produces highly sophisticated, refined, and organized extended communication strategies that foster life-long learning.
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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))

NOVICE PROFICIENCY

able to lead class discussions in any of the mediums of instruction (Mother Tongue/Filipino/English) but unable to sustain performance at proficient level

INTERMEDIATE LOW SUBLEVEL PROFICIENCY

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

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

SUPERIOR PROFICIENCY

able to communicate in any of the mediums of instruction (Mother Tongue/Filipino/English) with accuracy and fluency in order to engage learners fully and effectively in a variety of learning situations from both concrete and abstract perspectives

DISTINGUISHED PROFICIENCY

able to use any of the mediums of instruction (Mother Tongue/Filipino/English) skillfully, and with accuracy, efficiency, effectiveness, and cultural appropriateness

(Adapted from ACTFL Proficiency Guidelines, 2012)

INDICATOR 6

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

1	2	3	4	5	6	7	8	9
The teacher lacks verbal and non-verbal communication strategies and does not support learners' understanding, participation, engagement, and achievement.	The teacher uses limited and disconnected verbal and non-verbal communication strategies to support learners' understanding, participation, engagement, and achievement.	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.	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.	The teacher employs highly strategic and consistently effective verbal and non-verbal communication strategies that create diverse opportunities for inquiry, involvement, and motivation of learners within the classroom.
FEATURES OF PRACTICE								
<ol style="list-style-type: none"> The teacher is not able to communicate written and oral content, expectations, explanations, directions, and procedures in a clear and organized manner. There is no open communication between the teacher and learners nor between the learners and their peers. 	<ol style="list-style-type: none"> The teacher does not speak clearly or at an appropriate pace and dominates the discussion when facilitating learner interaction. There is limited communication between the teacher and learners, but not among the learners and their peers. 	<ol style="list-style-type: none"> The teacher rarely uses non-verbal communication strategies, such as hand gestures, facial expressions, etc., to reinforce appropriate learner understanding. 	<ol style="list-style-type: none"> The teacher speaks clearly and at an appropriate pace, but occasionally monopolizes the discussions. 	<ol style="list-style-type: none"> Teacher uses clear verbal communication employing wide vocabulary along with appropriate non-verbal communication to ensure learning expectations are comprehensible to most learners. 	<ol style="list-style-type: none"> The teacher clearly and concisely communicates written and oral content, expectations, explanations, directions, and procedures using appropriate verbal and non-verbal communication methods. The teacher speaks clearly and at an appropriate pace and successfully facilitates learner discussion. 	<ol style="list-style-type: none"> The teacher establishes classroom practices which promote open communication between the teacher and learners, and among the learners and their peers. 	<ol style="list-style-type: none"> The teacher adapts communication style and proactively modifies communication strategies in response to students' learning needs. 	<ol style="list-style-type: none"> The teacher maintains an environment that encourages learners to develop effective communication skills which can be applied in social contexts and real-life situations.

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.

DISCONNECTED

no association with other strategies

LOOSELY ASSOCIATED

association substantially mismatched with other strategies

SOMEWHAT ALIGNED

minimal degree of association with other strategies

GENERALLY ALIGNED

usually matched with other strategies

WELL ALIGNED

perfectly matched with other strategies

LIMITED

insufficient strategies employed when more are required by the learning situation

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%

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DOMAIN 2

Learning Environment

COT INDICATOR	CLASSROOM OBSERVABLE STRAND
Indicator 7	Strand 2.1 Learner safety and security
Indicator 8	Strand 2.2 Fair learning environment
Indicator 9	Strand 2.3 Management of classroom structure and activities
Indicator 10	Strand 2.4 Support for learner participation
Indicator 11	Strand 2.5 Promotion of purposive learning
Indicator 12	Strand 2.6 Management of learner behavior

INDICATOR 7

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

1	2	3	4	5	6	7	8	9
The teacher does not implement any safety policies, guidelines, and procedures to establish a safe and secure learning environment.	The teacher attempts to implement safety policies, guidelines, and procedures but fails to establish a safe and secure learning environment.	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.	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.	The teacher creates and maintains a learning environment where learners strictly follow and advocate safety policies, guidelines, and procedures within the classroom.

FEATURES OF PRACTICE

1. The teacher is oblivious to or disregards the risks associated with the activities that the learners undertake.	1. The teacher makes the learners aware of safety guidelines and practices but does not clarify such rules for the learners.	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.	1. The teacher identifies key safety guidelines and practices that are relevant to the learning needs and environment.	1. The teacher consciously designs a learning environment where learners consistently relate classroom safety guidelines and practices to real-life situations.
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CLARIFICATIONS

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)

SECURE LEARNING ENVIRONMENT

school spaces and activities that free learners from physical harm or risks to promote their well-being and support their learning (NCSSLE, 2019)

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.

RARELY

seldom occurs

OCCASIONALLY

irregularly occurs

FREQUENTLY

often occurs

GENERALLY

normally occurs

CONSISTENTLY

constantly occurs

SOME

less than half

MAJORITY

more than half

MOST

almost all, approaching 100%

INDICATOR 8**Maintain learning environments that promote fairness, respect and care to encourage learning**

1	2	3	4	5	6	7	8	9
The teacher-learner interactions are negative or disrespectful.	The teacher-learner interactions rarely support fairness, respect, and care, which results in poor overall classroom climate.	The teacher-learner interactions occasionally support fairness, respect, and care, which results in some learners feeling accepted and encouraged to learn.	The teacher-learner interactions are generally fair, respectful, and caring, and the majority of learners feel accepted and encouraged to learn.	The teacher-learner interactions are consistently fair, respectful, and caring, and most learners feel accepted and encouraged to learn.	The teacher-learner interactions are consistently fair, respectful, and caring, and all learners feel accepted and encouraged to learn.	The teacher promotes a supportive and nurturing learning environment where all learners feel accepted, encouraged to learn, and free to take learning risks.	The teacher and learners create a democratic learning environment of harmonious relationships and sensitivity to social and cultural differences.	The teacher-learner interactions model a high level of civility at all times that can be applied within the classroom context.
FEATURES OF PRACTICE								
<ol style="list-style-type: none"> The teacher does not promote positive social interactions among learners. The interactions between teacher and learners, and among learners, are inappropriate or insensitive. 	<ol style="list-style-type: none"> The teacher inconsistently makes attempts to promote positive social interactions among learners. 	<ol style="list-style-type: none"> The teacher encourages social positive interactions with learners and among learners but occasional inconsistencies like favoritism, or disregard for learners' differences are evident. 	<ol style="list-style-type: none"> The teacher promotes generally positive interactions with learners and among learners but some conflict and/or occasional insensitivity are displayed. 	<ol style="list-style-type: none"> The teacher maintains polite and respectful interactions with learners and among learners. 	<ol style="list-style-type: none"> The teacher establishes positive social interactions with learners and among learners. Disagreements, if present, are handled respectfully. 	<ol style="list-style-type: none"> The teacher enhances polite and respectful interactions with learners and among learners, and exhibits sensitivity to learners' differences. 	<ol style="list-style-type: none"> The teacher consciously designs learning environment, where learners are respectful and sensitive to social and cultural differences. 	<ol style="list-style-type: none"> The teacher and learners achieve a consistent and high level of positive interactions within the classroom.

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%

RARELY

learner-teacher interactions are minimally acceptable

OCCASIONALLY

learner-teacher interactions are moderately acceptable

GENERALLY

learner-teacher interactions are mostly acceptable

CONSISTENTLY

learner-teacher interactions are highly acceptable

INDICATOR 9**Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments**

1	2	3	4	5	6	7	8	9
The teacher does not manage classroom structure.	The teacher manages classroom structure but fails to engage learners in various learning activities.	The teacher manages classroom structure and engages some learners in discovery or hands-on learning activities within a range of physical learning environments.	The teacher manages classroom structure and engages the majority of learners in discovery and hands-on learning activities within a range of physical learning environments.	The teacher manages classroom structure and engages most learners in meaningful exploration, discovery, and hands-on learning activities within a range of physical learning environments.	The teacher manages classroom structure and engages all learners in meaningful exploration, discovery, and hands-on learning activities within a range of physical learning environments.	The teacher organizes and maintains classroom structure and engages learners, individually or in groups, in meaningful exploration, discovery, and hands-on activities within a range of physical learning environments.	The teacher adapts and adjusts classroom structure according to learners' needs and encourages learners to explore other learning activities that support the achievement of learning goals.	The teacher and learners maintain a classroom structure that promotes a learning-focused environment and encourages constructive classroom interactions geared towards advancement of learning.

FEATURES OF PRACTICE

1. The teacher fails to structure the classroom to address the learners' needs.	1. The teacher does not structure the classroom to facilitate learning and movement of learners. 2. The teacher arranges the classroom poorly for the learning activities.	1. The teacher involves some learners in productive work using the resources within the allotted time and physical space.	1. The teacher structures a simple classroom layout and uses available resources that are somewhat suitable for different learning activities to involve the majority of learners in productive work.	1. The teacher structures the classroom layout and uses available resources that are generally suitable for different learning activities which involve most of the learners.	1. The teacher keeps the learning environment free from congestion and facilitates activities that are appropriate within the physical learning environment for all learners to work productively within the allotted time.	1. The teacher sustains proactive classroom structure management practices to support flexible movement of learners in all learning activities by providing optimal space and time appropriate to their needs.	1. The teacher effectively modifies classroom structure and resources to suit the learning needs of the learners. 2. The teacher facilitates well-planned learning activities appropriate to individual and group needs within the available physical space and with the available resources.	1. The teacher and learners work together in creating a logical and seamless classroom structure characterized by fluent interchange of actions of learners through challenging and stimulating learning activities.
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CLARIFICATIONS

PHYSICAL LEARNING ENVIRONMENT
area/space where learning takes place

CLASSROOM STRUCTURE
physical set-up of the learning environment, which generally includes the arrangement of chairs, tables, and other equipment in the classroom, designed to maximize learning

MEANINGFUL EXPLORATION
activities that lead to learners' full understanding of concepts and how they relate to other concepts

DISCOVERY LEARNING ACTIVITIES
activities that require learners to draw on their experiences and existing knowledge to discover facts, relationships, and new knowledge to be learned

HANDS-ON LEARNING ACTIVITIES
activities that require physical participation of learners to construct, consolidate, or explain concepts

SOME
less than half

MAJORITY
more than half

MOST
almost all, approaching 100%

INDICATOR 10**Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning**

1	2	3	4	5	6	7	8	9
The teacher does not provide any learning opportunities for learners to participate, cooperate, and collaborate in continued learning.	The teacher provides limited learning opportunities and fails to engage learners to participate, cooperate, and collaborate in continued learning.	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.	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.	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.	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.	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.	The teacher adapts and modifies learning opportunities to create a supportive learning environment for learners to recognize each other's learning strengths, and value the contribution of others.	The teacher creates and maintains a learning environment that links classroom learning contexts to real-life situations and enables learners to independently support each other's learning.

FEATURES OF PRACTICE

1. The teacher provides no activity designed for collaborative learning.	1. The teacher puts learners in small groups, but activity is unstructured. 2. Learners are passively involved in group learning activities.	1. The teacher puts learners in small groups to complete a certain task. However, group constitution and tasks are poorly structured. 2. Only some learners are actively engaged in group learning activities.	1. The teacher conducts collaborative work which is structured. 2. The majority of learners are engaged in the tasks.	1. The teacher engages learners in a structured task that features some elements of cooperative learning: positive interdependence, individual accountability, and face-to-face interaction.	1. The teacher clearly provides the class with structured tasks involving most elements of cooperative learning.	1. The teacher constructs carefully-structured groups in which learners are engaged in learning experiences that clearly reflect all elements of cooperative learning. 2. The teacher provides complex tasks in which all learners share the authority of setting goals, assessing learning, and facilitating learning.	1. The teacher adjusts learning activities for learners to actively participate in groups with diverse peers. 2. The teacher involves the learners in the formation or adjustment of learning activities, taking into account their possible contribution to the learning outcomes.	1. The teacher promotes inclusivity in the learning environment where learners are fully vested in the learning process. 2. The teacher leads learners to think critically, solve problems, and find solutions to self-directed challenges with connections to real-life contexts.
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CLARIFICATIONS

PRINCIPLES OF COLLABORATIVE LEARNING

- heterogeneous grouping
- mixed abilities
- mixed gender
- interdependence

STRUCTURED TASKS
 specific tasks given to learners in group activities

For SPED classrooms: A healthy balance of structured and unstructured processes is important to maintain an organized classroom and limit distractions.

SUPPORTIVE LEARNING ENVIRONMENT
 child-friendly and conducive to learning

LOOSELY ASSOCIATED
 association substantially mismatched with the other learning goals

SOMEWHAT ALIGNED
 minimal degree of association with the other learning goals

USUALLY ALIGNED
 generally matched with the other learning goals

WELL ALIGNED
 perfectly matched with the other learning goals

LIMITED
 insufficient strategies employed when more are required by the learning situation

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

1	2	3	4	5	6	7	8	9
The teacher does not apply any strategy to motivate learners to work productively and be responsible for their own learning.	The teacher applies limited strategies and fails to motivate learners to work productively and be responsible for their own learning.	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.	The teacher adapts and modifies strategies to maintain a learning environment for learners to monitor and evaluate their learning towards achieving individual and shared learning goals.	The teacher creates and maintains a learning environment where learners exhibit passion for learning and highlight applications of their knowledge and skills.

FEATURES OF PRACTICE

1. The teacher displays no knowledge on how to motivate learners.	1. The teacher uses poorly thought-out strategies that leave learners uninvolved and/or passive. 2. The teacher attempts to motivate learners to complete a task.	1. The teacher displays little knowledge on how to motivate learners and engages only some of the learners during the lesson. 2. The teacher motivates the learners to accept the learning tasks but fails to engage them to work productively.	1. The teacher uses strategies that are likely to motivate and engage majority of the learners during the lesson. 2. The teacher engages the learners to exhibit commitment to complete the work on their own but a few do not work productively.	1. The teacher displays comprehensive knowledge to engage almost all learners. 2. The teacher succeeds in motivating almost all learners to understand their role and to consistently expend effort to learn.	1. The teacher applies extensive knowledge to engage all learners. 2. The teacher succeeds in motivating all learners to expend effort to complete high-quality work.	1. The teacher is able to create a learning environment that sustains learners' active engagement and self-motivation.	1. The teacher consistently promotes a sense of pride in learners' work or accomplishment. 2. The teacher leads the learners to monitor their own progress as they strive to meet challenging learning goals.	1. The teacher consistently maintains an environment where learners express their ideas, take initiative, and have high expectations for their learning and achievement.
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CLARIFICATIONS

LEARNING ENVIRONMENT

diverse physical locations, contexts, cultures in which students learn
(The Glossary of Education Reform, 2013)

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).

LIMITED

insufficient strategies employed when more are required by the learning situation

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%

LOOSELY ASSOCIATED

association substantially mismatched with the other learning goals

SOMEWHAT ALIGNED

minimal degree of association with the other learning goals

USUALLY ALIGNED

generally matched with the other learning goals

WELL ALIGNED

perfectly matched with the other learning goals

INDICATOR 12

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

1	2	3	4	5	6	7	8	9
<p>There appears to be no established rule on learner behavior.</p> <p>or</p> <p>The teacher does not manage learners' misbehavior.</p>	<p>The teacher attempts to manage misbehavior without setting any rules on learners' conduct.</p>	<p>The teacher rarely manages misbehavior against established rules of conduct.</p>	<p>The teacher occasionally manages misbehavior against established rules of conduct and the majority of learners follow such rules.</p>	<p>The teacher frequently manages misbehavior against established rules of conduct and most learners follow such rules.</p>	<p>The teacher consistently manages misbehavior against established rules of conduct and all learners follow such rules.</p>	<p>The teacher constructively manages learners' behavior by applying positive and non-violent discipline to ensure learning-focused environment.</p>	<p>The teacher enables learners to take control of their own behavior against rules of conduct and learners demonstrate that they are aware of the impact of their behavior.</p>	<p>The teacher supports learners to monitor that their behavior and that of others is sensitive and respectful to individual learners' needs and dignity.</p>
FEATURES OF PRACTICE								
<p>1. The teacher ignores noises produced by the learners which interfere with the lesson.</p>	<p>1. The teacher tries to keep track of learner behavior, but with no apparent system and with much instructional time lost.</p>	<p>1. The teacher seems to have set rules of conduct, but they are not clear to all students.</p> <p>2. The teacher communicates a prescribed process to address learner misconduct but is not clear and requires repeated prompting, which delays or disrupts the quality of student learning.</p> <p>3. The teacher's responses to learner misbehavior are inconsistent: sometimes harsh, sometimes lenient.</p>	<p>1. The teacher's standards of conduct are inconsistently enforced resulting in some interference in student learning and some loss of instructional time.</p> <p>2. The teacher sets clear standards of conduct but learners need to be prompted repeatedly.</p> <p>3. The teacher establishes appropriate expectations for behavior but some of these are unclear or do not address the needs of most learners.</p>	<p>1. The teacher often implements an appropriate classroom management system which is responsive to the classroom and individual needs of learners.</p> <p>2. The teacher's standards of behavior are consistently reinforced and are clear to most learners. The learners require little prompting, resulting in little or no disruption to their learning.</p> <p>3. The teacher moves to a misbehaving learner and gives a verbal or non-verbal signal to stop the misbehavior.</p>	<p>1. The teacher responds appropriately to learners' behavior without any loss of instructional time.</p> <p>2. The teacher evidently establishes standards of conduct that are clear to all learners and with impact on student learning.</p>	<p>1. The teacher encourages the learners to take responsibility of their behavior.</p> <p>2. The teacher implements a well-established procedure for learners to monitor their own classroom behavior.</p> <p>3. The teacher closely monitors the learners so that misbehavior is detected early before it involves more learners or becomes a serious disruption.</p>	<p>1. The teacher enforces clear standards of conduct to all learners who respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.</p>	<p>1. The teacher encourages learners to independently use proactive strategies and take responsibility for their behavior in different social contexts.</p>

CLARIFICATIONS

Positive and Non-Violent Discipline of Children is "a way of thinking and a holistic, constructive, and pro-active approach to teaching that helps children develop appropriate thinking and behavior in the short and long-term and fosters self-discipline (DO 40, s. 2012, Enclosure p.9)."

POSITIVE DISCIPLINE

non-violent, respectful, and diplomatic means of managing learner behavior without the use of punishment (PPST, 2017)

NON-VIOLENT DISCIPLINE

a form of discipline that avoids the use of punishment such as spanking, verbal abuse, and humiliation (PPST, 2017)

ESTABLISHED RULE

an existing set rules of conduct imposed in the learning environment

CONSTRUCTIVE

positive and helpful

BEHAVIOR

positive or negative action/manner

SOME

less than half

MAJORITY

more than half

MOST

almost all, approaching 100%

RARELY

seldom occurs

OCCASIONALLY

irregularly occurs

FREQUENTLY

often occurs

CONSISTENTLY

constantly occurs

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DOMAIN 3

Diversity of Learners

COT INDICATOR	CLASSROOM OBSERVABLE STRAND
Indicator 13	Strand 3.1 Learners' gender, needs, strengths, interests and experiences
Indicator 14	Strand 3.2 Learners' linguistic, cultural, socio-economic and religious backgrounds
Indicator 15	Strand 3.3 Learners with disabilities, giftedness and talents
Indicator 16	Strand 3.4 Learners in difficult circumstances
Indicator 17	Strand 3.5 Learners from indigenous groups

INDICATOR 13 Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences

1	2	3	4	5	6	7	8	9
The teacher does not provide learning experiences that address the learning needs of the learners.	The teacher provides learning experiences but fails to address the learning needs of learners.	The teacher provides a limited range of differentiated learning experiences to address the learning needs of some learners.	The teacher provides differentiated or developmentally appropriate learning experiences to address the learning needs of learners.	The teacher provides differentiated and developmentally appropriate learning experiences to address the learning needs of learners.	The teacher provides differentiated and developmentally appropriate learning experiences to address the learning needs of different groups of learners.	The teacher provides differentiated and developmentally appropriate learning experiences to address the diverse individual learning needs of learners.	The teacher adjusts learning experiences to meet individual and group learning needs of learners.	The teacher fosters a learning culture that enables learners to take part in creating learning experiences to support their diverse learning needs.

FEATURES OF PRACTICE

1. The teacher does not use any strategy to meet the diverse learning needs of learners.	1. The teacher uses strategies that are not appropriate to accommodate either the learners' differences or developmental levels.	1. The teacher relies on a single strategy or some strategies to accommodate learners' differences and developmental needs but fails to meet intended outcomes for most learners.	1. The teacher addresses the developmental levels of learners by providing learning experiences that enable most learners to progress toward meeting intended outcomes. 2. The teacher makes use of differentiated learning experiences to enable most learners to progress toward meeting intended outcomes.	1. The teacher addresses the developmental levels of learners in the classroom and makes use of the different ways they learn by providing differentiated learning experiences that enable most learners to progress toward meeting intended outcomes.	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. 2. The teacher uses differentiated strategies that motivate and engage groups of learners, allowing them to achieve learning outcomes.	1. The teacher provides appropriate instructional adaptation for diverse learners to allow them to have opportunities to actively engage in various and effective learning activities.	1. The teacher modifies instruction and matches strategies to meet diverse learning needs and to make learning accessible and challenging for all learners in the classroom. 2. The teacher effectively uses independent, collaborative, and whole-class instruction to support individual learning goals and provides varied options for how learners will demonstrate mastery.	1. The teacher plans for learners to suggest ways in which instruction or lessons might be modified to demonstrate and advance their own learning.
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CLARIFICATIONS

DIFFERENTIATED LEARNING EXPERIENCES

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

DEVELOPMENTALLY APPROPRIATE LEARNING EXPERIENCES

teaching and learning activities that are suited to the developmental level of learners

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)

LEARNERS' GENDER

social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relationships between women and those between men

LEARNERS' NEEDS

gaps between a learner's present knowledge or competence and the curriculum standards identified as necessary for the grade level

LEARNERS' STRENGTHS

pre-existing knowledge or competence that helps a learner meet required standards

LEARNERS' INTERESTS

learners' personal preferences, likes or dislikes, which must be considered in the teaching-learning process

LEARNERS' EXPERIENCES

skill or knowledge that a learner gets from doing something

INDICATOR 14**Establish a learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic and religious backgrounds**

1	2	3	4	5	6	7	8	9
The teacher does not employ strategies to address learners' linguistic, and/or cultural, and/or socio-economic, and/or religious backgrounds.	The teacher employs limited strategies but fails to address learners' linguistic, and/or cultural, and/or socio-economic, and/or religious backgrounds.	The teacher employs strategies which are somewhat appropriate to address learners' linguistic, and/or cultural, and/or socio-economic, and/or religious backgrounds.	The teacher employs strategies which are partially appropriate to address learners' linguistic, and/or cultural, and/or socio-economic, and/or religious backgrounds.	The teacher employs strategies which are appropriate to address learners' linguistic, and/or cultural, and/or socio-economic, and/or religious backgrounds.	The teacher employs a variety of strategies which are appropriate to address learners' linguistic, and/or cultural, and/or socio-economic, and/or religious backgrounds.	The teacher employs an extensive repertoire of strategies to create a learner-centered environment that addresses individual and group of learners' linguistic, and/or cultural, and/or socio-economic, and/or religious backgrounds.	The teacher applies consistently effective strategies for learners' linguistic, and/or cultural, and/or socio-economic, and/or religious backgrounds that encourage learners to be successful citizens within the changing local and global environments.	The teacher adapts and modifies teaching and learning experiences taking into account the individual and group of learners' linguistic, and/or cultural, and/or socio-economic, and/or religious backgrounds to promote learners' success.
FEATURES OF PRACTICE								
<p>1. The teacher does not demonstrate an accurate understanding of the educability of individual learners.</p> <p>2. The teacher provides no instructional adaptation for individual learner needs.</p>	<p>1. The teacher lacks familiarity with learners' backgrounds and has made no attempts to modify instructions.</p> <p>2. Teacher's instructional strategies do not respond to learners' background.</p>	<p>1. The teacher demonstrates a limited understanding of the educability of individual learners.</p> <p>2. The teacher gives opportunities to only few learners to actively engage in the learning activities.</p>	<p>1. The teacher displays familiarity of learners' background but sometimes lacks responsiveness in addressing them.</p>	<p>1. The teacher demonstrates an understanding of the purpose and value of learning about learners' background to inform instructions.</p>	<p>1. The teacher delivers appropriate instructional adaptation for individual learner needs. The adaptation of instruction is realistic and effective.</p> <p>2. The teacher provides diverse learners with opportunities to actively engage in various learning activities.</p>	<p>1. The teacher demonstrates a wider understanding of the educability of individual learners.</p> <p>2. The teacher's instructional strategies respond to individual and group of learners' background, thus creating an environment where learners feel equally involved.</p>	<p>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.</p> <p>2. The teacher sustains an engaging relationship with others to make the learners competent to achieve the objectives.</p>	<p>1. The teacher provides instructional adaptation for individual and group learners' background to maintain an environment for learners' engagement.</p> <p>2. The teacher enhances learners' ability to adapt activities according to their diverse backgrounds to enhance their understanding.</p>

CLARIFICATIONS

LEARNER-CENTERED CULTURE

a set of attitudes, conventions, and practices that place learners at the center of the learning process by using varied teaching modalities responsive to learners' diverse backgrounds and relevant to meaningful learning experience

LINGUISTIC BACKGROUND

learners' understanding of the principles of language and their application to the language being taught

CULTURAL BACKGROUND

ethnic and racial factors and values that shape the learners' upbringing at the family or societal level

SOCIO-ECONOMIC BACKGROUND

factors that affect the social standing or class of the learners as determined by their education and family's income and occupation

RELIGIOUS BACKGROUND

learners' belief system and/or spirituality that is reflected in a worldview and in expected actions

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

INDICATOR 15**Design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents**

1	2	3	4	5	6	7	8	9
The teacher does not employ strategies to address the learning needs of learners with special educational needs.	The teacher employs strategies but fails to address the learning needs of learners with special educational needs.	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.	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.	The teacher adapts and modifies teaching and learning experiences taking into account the learning needs of the individual and group of learners with special educational needs to promote learners' success.

FEATURES OF PRACTICE

<p>1. The teacher does not demonstrate an accurate understanding of the educability of individual learners.</p> <p>2. The teacher provides no instructional adaptation for individual learner needs.</p>	<p>1. The teacher lacks familiarity with learners' backgrounds and has made no attempts to modify instructions.</p> <p>2. Teacher's instructional strategies do not respond to learners' background.</p>	<p>1. The teacher demonstrates a limited understanding of the educability of individual learners.</p> <p>2. The teacher gives opportunities to only few learners to actively engage in the learning activities.</p>	<p>1. The teacher displays familiarity of learners' background but occasionally lacks responsiveness in addressing them.</p>	<p>1. The teacher demonstrates an understanding of the purpose and value of learning about learners' background to inform instructions.</p>	<p>1. The teacher provides thoughtful and appropriate instructional adaptation for individual learner needs. The adaptation of instruction is realistic and effective.</p> <p>2. The teacher provides diverse learners with opportunities to actively engage in various learning activities.</p>	<p>1. The teacher demonstrates an expanded understanding of the educability of individual learners.</p> <p>2. The teacher's instructional strategies respond to individual and group of learners' background, thus creating an environment where learners feel equally involved.</p>	<p>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.</p> <p>2. The teacher sustains an engaging relationship with others to make the learners competent to achieve the objectives.</p>	<p>1. The teacher provides instructional adaptation for individual and group learners' background to maintain an environment for learners' engagement.</p> <p>2. The teacher enhances learners' ability to adapt activities according to their diverse backgrounds to enhance their understanding.</p>
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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

INDICATOR 16

Plan and deliver teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices

1	2	3	4	5	6	7	8	9
The teacher does not employ strategies to address the special educational needs of learners in difficult circumstances.	The teacher employs strategies but fails to address the special educational needs of learners in difficult circumstances.	The teacher employs strategies which are somewhat appropriate in addressing the special educational needs of learners in difficult circumstances.	The teacher employs strategies which are partially appropriate in addressing the special educational needs of learners in difficult circumstances.	The teacher employs strategies which are appropriate in addressing the special educational needs of learners in difficult circumstances.	The teacher employs a variety of strategies which are appropriate in addressing the special educational needs of learners in difficult circumstances.	The teacher employs extensive repertoire of strategies to create a learner-centered environment that addresses the special educational needs of the individual and group of learners in difficult circumstances.	The teacher applies consistently effective strategies for learners in difficult circumstances to encourage them to be successful citizens within the changing local and global environments.	The teacher adapts and modifies teaching and learning experiences taking into account the special educational needs of the individual and group of learners in difficult circumstances to promote learners' success.
FEATURES OF PRACTICE								
<ol style="list-style-type: none"> The teacher does not demonstrate an accurate understanding of the educability of individual learners. The teacher provides no instructional adaptation for individual learner needs. 	<ol style="list-style-type: none"> The teacher lacks familiarity with learners' backgrounds and has made no attempts to modify instructions. Teacher's instructional strategies do not respond to learners' background. 	<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 sometimes 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 a wider understanding of the educability of individual learners. Teacher's instructional strategies respond to individual and group of learners' background, thus creating an environment where learners feel equally involved. 	<ol style="list-style-type: none"> 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. The teacher sustains an engaging relationship with others to make the learners competent to achieve the objectives. 	<ol style="list-style-type: none"> The teacher provides instructional adaptation for individual and group learners' background to maintain an environment for learners' engagement. The teacher enhances learners' ability to adapt activities according to their diverse backgrounds to enhance their understanding.

CLARIFICATIONS

SPECIAL EDUCATIONAL NEEDS

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

LEARNERS IN DIFFICULT CIRCUMSTANCES

persons who suffer from hunger, thirst, dangerous jobs, prostitution, sexual abuse, diseases, exclusion, harassment, problems with the law, imprisonment, destructive drugs, domestic slavery, violence, among others (UNESCO, 1999)

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

INDICATOR 17**Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups**

1	2	3	4	5	6	7	8	9
The teacher does not employ strategies to address the learning needs of learners from indigenous groups.	The teacher employs strategies but fails to address the learning needs of learners from indigenous groups.	The teacher employs strategies which are somewhat culturally appropriate in addressing the learning needs of learners from indigenous groups.	The teacher employs strategies which are partially culturally appropriate in addressing the learning needs of learners from indigenous groups.	The teacher employs strategies which are culturally appropriate in addressing the learning needs of learners from indigenous groups.	The teacher employs a variety of strategies which are culturally appropriate in addressing the learning needs of learners from indigenous groups.	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.	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.	The teacher adapts and modifies teaching and learning experiences through contextualization, taking into account the learning needs of the individual and group of learners from indigenous groups to develop holistic learners.

FEATURES OF PRACTICE

<ol style="list-style-type: none"> 1. The teacher does not demonstrate an accurate understanding of a culture-based education. 2. The teacher provides no instructional adaptation for learners' needs. 	<ol style="list-style-type: none"> 1. The teacher lacks familiarity with learners' cultural backgrounds and has made no attempts to contextualize instructions. 2. Teacher's instructional strategies do not respond to learners' cultural background. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. The teacher displays familiarity of learners' cultural background but sometimes lacks responsiveness in addressing them. 	<ol style="list-style-type: none"> 1. The teacher demonstrates an understanding of the purpose and value of learning in the learners' context. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. The teacher provides contextualized instruction for individual and group learners' background to maintain an environment for learners' engagement. 2. The teacher develops learners' ability to adapt activities according to their diverse cultural backgrounds to enhance their understanding.
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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

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DOMAIN 4

Curriculum and Planning

COT INDICATOR CLASSROOM OBSERVABLE STRAND

- Indicator 18 **Strand 4.1**
Planning and management of teaching and learning process
- Indicator 19 **Strand 4.5**
Teaching and learning resources including ICT

INDICATOR 18

Plan, manage and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts

1	2	3	4	5	6	7	8	9
The teacher does not implement a developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	The teacher implements a poorly sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	The teacher implements the lesson but only with some elements of a developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	The teacher implements the lesson but with inappropriate elements of a developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	The teacher implements the lesson with appropriate elements of a developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	The teacher manages well-structured lesson with a developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	The teacher manages well-structured lesson with emphasis on explicit connections between previous learning and new concepts and skills.	The teacher demonstrates an understanding of the prerequisite relationships among the important contents, concepts, as well as multiple pathways for learning depending on learners' needs.	The teacher shows evidence of designing coherent instruction in a collaborative manner by intentionally demonstrating awareness of and processes for engaging all learners in application-based experiences.

FEATURES OF PRACTICE

<ol style="list-style-type: none"> 1. There was no structured plan. 2. Transitions between activities are missing. 	<ol style="list-style-type: none"> 1. The teacher's lesson procedures are haphazard and ill-planned, which interferes in learners' progress toward achieving the lesson's objectives. 2. There was a major problem with the organization or framing of the lesson that significantly and negatively impacted student learning. 	<ol style="list-style-type: none"> 1. The teacher does not demonstrate understanding of the prerequisite relationships when planning, and transitions between activities are too abrupt. 2. The teacher's sequence of learning activities demonstrates some structure but there are some problems with organization that negatively impact learning. 	<ol style="list-style-type: none"> 1. The teacher demonstrates inaccurate or incomplete knowledge of prerequisite relationships, and transitions between activities are present but may disrupt the flow of the sequence. 2. The teacher presents minor organizational issues and missed opportunities during the lesson that affect learning time. 	<ol style="list-style-type: none"> 1. The teacher connects outcomes from previous and future learning, and transitions between activities are smooth. 2. The teacher's sequence of learning activities generally keeps learners engaged and moving from one portion to the next in a reasonable manner. Learners understand the purpose of the lesson and what they are to do to accomplish the purpose. 	<ol style="list-style-type: none"> 1. The teacher's sequence of activities purposefully scaffolds learners toward achieving the lesson's objectives. 2. The teacher's sequence of learning activities keeps learners engaged in the content and has a clear sense of purpose throughout the class period but lacks in-depth processing of the activities. 	<ol style="list-style-type: none"> 1. The teacher's progression from the warmup to the main activity is thoughtfully planned. The review of basic concepts and the activities that follow are effective in taking the application of this knowledge to the next level of exploration. 	<ol style="list-style-type: none"> 1. The teacher's structure of the lesson takes into account or builds prior knowledge of the topic and is well paced with a thoughtfully chosen sequence of learning activities. 2. The teacher has anticipated the pedagogical approaches that would be most effective in engaging the learners throughout the entire class period. 	<ol style="list-style-type: none"> 1. The teacher applies professional knowledge in planning and designing well-structured and sequenced lessons, which are contextually relevant and culturally responsive to learners' needs, using learners' aptitude .
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CLARIFICATIONS

DEVELOPMENTALLY SEQUENCED TEACHING AND LEARNING PROCESSES

the order of activities that keeps learners engaged in the content and purposely scaffolds learners towards achieving the lesson's objectives by maximizing allotted class time. These include:

- **Lesson objectives** expectations for learners at the end of the lesson
- **Learner engagement strategies** strategies that include activities for individual learners and/or groups
- **Pacing** teacher's speed or rate in presenting the lesson
- **Sequence** order of presenting the lesson and classroom activities

POORLY SEQUENCED TEACHING AND LEARNING PROCESS

illogical order of classroom activities

MULTIPLE PATHWAYS FOR LEARNING

different ways of presenting the lesson and activities suited to various learner needs

INDICATOR 19**Select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals**

1	2	3	4	5	6	7	8	9
The teacher does not use any available teaching and learning resources to address learning goals.	The teacher utilizes learning resources, including ICT, which are inappropriate and fail to address the learning goals.	The teacher utilizes learning resources, including ICT, which are loosely-aligned with the learning goals.	The teacher utilizes learning resources, including ICT, which are occasionally aligned with the learning goals.	The teacher utilizes learning resources, including ICT, which are generally aligned with the learning goals.	The teacher utilizes learning resources, including ICT, which are consistently aligned with the learning goals.	The teacher integrates extensive and multidisciplinary learning resources, including ICT, which are appropriate and aligned with the learning goals.	The teacher contextualizes multidisciplinary and interactive learning resources, including ICT, to deepen the learners' understanding.	The teacher and the learners collaboratively use multidisciplinary and interactive learning resources, including ICT, and which learners assess the impact of the uses of ICT and implement ways of minimizing unproductive uses of ICT.
FEATURES OF PRACTICE								
1. The teacher does not utilize or adapt materials and resources to support new learning.	1. The teacher uses poorly thought-out instructional resources which are not suitable to the instructional purposes.	1. The teacher utilizes a variety of materials and resources that do not support the learning goals.	1. The teacher utilizes a variety of instructional materials and resources but is not able to maximize their purpose to support the learning goals.	1. The teacher utilizes a variety of instructional materials and resources that are aligned with the instructional purposes which usually support the learning goals.	1. The teacher utilizes a variety of instructional materials and resources that are aligned with the instructional purposes which always support the learning goals.	1. The teacher skillfully manages diverse instructional materials that encompass other disciplines which consistently support the learning goals.	1. The teacher modifies instructional materials making them fit to accommodate learners' differences. 2. The teacher exhibits proficient use of localized or indigenized and multidisciplinary instructional materials to cognitively engage learners and extend new learning. 3. The teacher succeeds in cognitively engaging the learners to demonstrate new learning.	1. The teacher directs the use of instructional materials to achieve new learning in multiple ways, including application of new learning to make interdisciplinary and real world connections.

CLARIFICATIONS

TEACHING AND LEARNING RESOURCES

instructional materials and resources used in the teaching and learning processes, which include:

- Curriculum guides, teacher's manual
- Chalkboard, whiteboard, Manila paper, cartolina, charts, manipulatives, models, flashcards, meta-cards, graphic organizers
- Printed materials such as books, periodicals, worksheets, activity sheets
- ICT resources such as calculators, computers, audio visual equipment, slide presentation, multimedia products, social media, web-based applications, instructional software, email, distance learning softwares, e-books and other digital resources
- Tools and equipment (in cookery, dressmaking, beauty and care, agriculture, carpentry, among others)
- Assistive devices such as Braille systems, large print books, audio devices, screen readers for computers, hearing aids, electronic speech output devices
- Localized instructional materials
- Indigenized instructional materials (may require Free and Prior Informed Consent, or permission from the indigenous cultural community, before use for instruction purposes)

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

always matched 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

INTERACTIVE LEARNING RESOURCES

learning resources aided with technology that influence learners to work individually or in groups

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DOMAIN 5

Assessment and Reporting

COT INDICATOR

CLASSROOM OBSERVABLE STRAND

Indicator 20

Strand 5.1

Design, selection, organization and utilization of assessment strategies

Indicator 21

Strand 5.3

Feedback to improve learning

INDICATOR 20

Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements

1	2	3	4	5	6	7	8	9
The teacher does not provide any form of assessment during the lesson.	The teacher attempts to incorporate assessment in the lesson without set criteria.	The teacher provides a limited range of assessment strategies but fails to address the learning goals.	The teacher provides a range of assessment strategies but only some are aligned with the learning goals.	The teacher provides a range of assessment strategies that address most of the learning goals.	The teacher provides assessment strategies consistent with the curriculum requirements.	The teacher integrates assessment strategies that engage learners in self- and peer-assessment.	The teacher fully integrates assessment strategies taking into account different learners' cognitive levels as well as their particular learning needs.	The teacher and learners collaboratively set and attain the learning goals using assessment strategies consistent with the curriculum requirements.

FEATURES OF PRACTICE

<ol style="list-style-type: none"> 1. There is no assessment or monitoring of students' learning. 2. The teacher does not demonstrate the ability to use assessment to measure learner progress. 	<ol style="list-style-type: none"> 1. The teacher does not provide a set of criteria to assess the learners' work. 2. The teacher does not provide a set of standards, e.g. rubric or checklist, to assess the learners' work and output. 	<ol style="list-style-type: none"> 1. The teacher uses assessment procedures focused on task completion and/or compliance rather than learner achievement of lesson purpose/objective. 	<ol style="list-style-type: none"> 1. The teacher uses a variety of assessment strategies, but some do not measure the intended learning outcomes. 2. The teacher uses procedures that yield only some evidence of learning. 	<ol style="list-style-type: none"> 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 the intended learning outcomes. 	<ol style="list-style-type: none"> 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. The teacher encourages the learners to assess and monitor the quality of their work against the assessment criteria and performance standards. 	<ol style="list-style-type: none"> 1. The teacher uses assessment strategies which engage learners in assessment criteria to self-monitor and reflect on their own progress. 2. The teacher prompts learners to frequently assess their own work and the work of their peers using assessment criteria embedded in teacher- or learners-generated rubrics, peer reviews, and/or reflection logs. 	<ol style="list-style-type: none"> 1. The teacher successfully uses multiple learner data and feedback to inform future instructional decision making and to differentiate instruction to address individual learning needs. 	<ol style="list-style-type: none"> 1. The teacher involves learners in developing self-assessment strategies to monitor academic goals. 2. The teacher requires learners to set their own instructional outcomes based on feedback. 3. The teacher provides learners with opportunities to evaluate and contribute to the development of criteria/rubrics.
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CLARIFICATIONS

ASSESSMENT STRATEGIES:

DIAGNOSTIC

assessment used to identify each learner's strengths, weaknesses, knowledge, and skills prior to instruction,
e.g., pretest, drills, review, anticipation guide, content knowledge boxes

FORMATIVE

assessment used to identify knowledge and/or skills that learners can hone/build on or need to improve,
e.g., recitation (show of hands, response cards, happy/sad face), activities (games, tableau, exit cards), and seat works (reflection journal, exercises, practice)

SUMMATIVE

assessment used to identify learner achievement of the objectives of the lesson,
e.g., written works (quizzes, essays), performance tasks (skills demonstration, group presentations, oral work)

INDICATOR 21**Use strategies for providing timely, accurate and constructive feedback to improve learner performance**

1	2	3	4	5	6	7	8	9
The teacher does not provide any feedback to help learners improve their learning.	The teacher attempts to provide feedback but does not result in improving students' learning.	The teacher rarely provides feedback that results in limited opportunities for learners to improve their learning.	The teacher occasionally provides feedback that results in opportunities for majority of the learners to improve their learning.	The teacher frequently provides feedback that results in opportunities for most of the learners to improve their learning.	The teacher consistently provides feedback that results in opportunities for all learners to improve learning and leads to assess their own progress.	The teacher consistently provides feedback that results in opportunities for all learners to improve learning and to assess their own progress and that of others.	The teacher adjusts and refines different forms of feedback grounded on students' learning needs.	The teacher creates and maintains a learning environment that supports learners' life-long learning through teacher-learners and learners-learners feedback.

FEATURES OF PRACTICE

1. Learners receive no feedback. They have no idea if they are on the right track in achieving the intended learning outcomes.	1. Teacher's feedback is of poor quality and not oriented toward future improvement of learning. It lacks specificity or is untimely and inaccurate. 2. Feedback is dismissive, does not explain what went "wrong," and does not suggest a specific course of action for the learner to follow.	1. Teacher's feedback is superficial, not informative, and not constructive. 2. Feedback is directed to only some of the learners. 3. Teacher's feedback partially guides learners toward the intended learning outcomes and does not target students' strengths and weaknesses.	1. The teacher provides accurate feedback but sometimes absent when it is necessary. 2. Feedback is selective to some groups of learners. 3. The teacher falls short of addressing the learners' common need/ weakness.	1. The teacher provides accurate, timely, and constructive feedback, i.e. suggestions/ tasks/ activities/ clarifications, that fully guides most of the learners toward the intended learning outcomes.	1. The teacher provides substantive, specific, and timely feedback, and shares strategies to learners to improve their performance toward the intended learning outcomes.	1. The teacher establishes a routine for constructive feedback where learners can participate and respond productively. 2. The teacher provides opportunities for self and peer feedback that is specific and is focused on advancing their learning of the lesson on hand.	1. The teacher provides individualized, descriptive feedback that is accurate and actionable to help learners advance their learning. 2. The teacher uses varied forms of feedback that are accurate and specific which can maximize students' ability to learn.	1. The teacher consistently sets up a constructive learning environment that instills positive stance towards giving and receiving feedback which can be applied to real-life context.
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CLARIFICATIONS

FEEDBACK

essential and culturally-appropriate written and/or oral information about learners' behavior/ performance/ output that can be used to raise awareness on their strengths and weaknesses as bases for improvement

MAJORITY

more than half

MOST

almost all, approaching 100%

RARELY

seldom occurs

OCCASIONALLY

irregularly occurs

FREQUENTLY

often occurs

CONSISTENTLY

constantly occurs

GLOSSARY OF TERMS

Career Stages	The different phases in one's teaching career which starts from being a Beginning, to Proficient, to Highly Proficient, and to Distinguished teacher
Domain	Broad conceptual sphere of teaching and learning practices defined by specific strands in the set of professional standards for teachers
Indicators	Concrete, observable, and measurable teacher behaviors/practices covered in every strand in the set of professional standards for teachers
Philippine Professional Standards for Teachers	A set of professional standards for teachers that operationalizes teacher quality aspects of the K to 12 reform and elaborates teacher lifelong learning. It contains 37 performance indicators per career stage. It provides an acceptable common language for professional discussions among teachers and other concerned stakeholders.
Results-based Performance Management System (RPMS)	DepEd-contextualized Strategic Performance Management System (SPMS). It is an organization-wide process of ensuring that employees focus work efforts towards achieving DepEd-vision, mission, values, and strategic priorities. It is also a mechanism to manage, monitor and measure performance, and identify human resource and organizational development needs (DepEd Order No. 2, s. 2015, p. 3).
Rubric	An evaluation tool used to promote the consistent application of standards and expectations at a particular level
Strand	More specific dimensions of teacher practice under every domain in the set of professional standards for teachers

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ACKNOWLEDGMENTS

THE PROJECT TEAM

Jennie V. Jocson, Ph.D.
Deputy Director and Project Leader, PNU-RCTQ

Ma. Izella D. Lamos
Project Officer, PNU-RCTQ

Donnadette SG. Belza
Ian Kenneth D. Magabilin
Jerreld M. Romulo
Denese Marie B. Handumon
Research Officers, PNU-RCTQ

PNU-Philippine National Research Center for Teacher Quality

Gina O. Gonong, Ph.D.
Director

Allan S. Reyes, Ph.D.
Senior Program Manager

Philip Jay N. Alcoberes, Ph.D.
Senior Program Manager

UNE-SiMERR National Research Centre

John Pegg, Ph.D.
Director

Joy Hardy, Ph.D.
Deputy Director

Ken Vine, Ph.D.
Principal Research Adviser

Dyna Mariel B. Bade
Pamela L. Lamparas
Beverly E. Estocapio
Ruby Ann G. Gantalao
Support Staff, PNU-RCTQ

TEACHER EDUCATION COUNCIL

Leonor Magtolis Briones
Secretary, Department of Education

Allan B. De Guzman, Ph.D.
Luzon Zonal Representative

Rita May P. Tagalog, Ph.D.
Visayas Zonal Representative

Evelyn G. Chavez, Ph.D.
Mindanao Zonal Representative

Lourdes R. Baetiong, Ph.D.
Language Subject Representative

Myrna B. Libutaque, Ph.D.
Mathematics Subject Representative

Lorina Y. Calingasan, Ph.D.
Social Studies Subject Representative

Runvi V. Manguerra, Ph.D.
Executive Director II, TEC Secretariat

Jayson A. Peñafiel
Education Program Supervisor, TEC Secretariat

BUREAU OF HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT

Jennifer E. Lopez
OIC, Office of the Director III

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All Regional Directors, Schools Division Superintendents, Division Officials, School Heads, Teachers, and Staff who supported and participated in the development, validation, and refinement of the project.

COT WRITING GROUP

Galcoso Alburo
Ma. Gina A. Anama
Katherine B. Arkaina
Noemi S. Baysa, Ph.D.
Conrado Contreras
Edwin Cubero
Edna Imelda Legazpi
Flordelita Male
Marion Mallorca
Annabelle Palmiery
Blesilda M. Salamoding
Marilou Ubiña
Angelo A. Unay
Jinky R. Victorio, Ph.D.
Asuncion Q. Zambrano, Ph.D.
Core Group

Sarah Veronica M. Badiola
Lederma A. De Guzman
Michelle Gladys M. Lomeda
Joanne P. Manalo
Joan B. Matining
Floricar M. Ramos
SPED Group

Mischelle M. Babiera
Ronald R. Dela Cruz
Zandro P. Donceras
Belen T. Mendoza
Arnold C. Montemayor
Arlene I. Lazaro
IPED Group

Joy A. Bautista
Renante P. Bestudio
Leila A. Hipolito
Maricar G. Raquiza
ALS Group

Cristy O. Atienza
Dhana A. Canoy
Elona Jean Labay
Patria G. Montealto
Kindergarten Group

COT VALIDATION GROUP

Raymond Bustamante
Lydia Culimay
Eileen Marie de Leon
Luningning de Villa
Victoria delos Santos
Elma Donaal
Maville Dizon
Rizalyn Guznian
Desiree Hidalgo
Esther Litilit
Ma. Eljie Mabunga
Mildred Mata
Maria Cristina R. Miranda
Catherine Pastrana
Rhodora Maria Theresa Pecho
Theo Arsenia Pedrezuela
William Quiñones
Ernesto Ramos Jr.
Rodel Sampang
Romina Santos
Corazon Sigua, Ph.D.
Mina B. Silva
Rufina Suanding, Ph.D.

COT OBSERVERS

Carolyn Catalina S. Aguada
Jackelyn R. Aguinaldo
Maria Lourdes Agustin
Sandra Lyne G. Alicda
Ruth A. Alido, Ph.D.
Estefania F. Anao-ao
Editha C. Bagcal
Lolita T. Bandril, Ph.D.
Allan O. Bermudez
Johnny P. Binwag
Leticia V. Catris
Shirley N. Cerbo, Ph.D.
Mel Greg O. Concepcion
April Ann M. Curugan
George D. Daagdag

Nora D. Dalapnas
Jovita B. De Castro
Maria Glenda O. De Lara
Helen F. De los Santos
Rosemarievic V. Diaz, Ph.D.
Mana C. Estakio
Salve A. Favila
Erminda C. Fortes
Genelita S. Garcia
Evangeline F. Golla
Orlando I. Guerrero
Lydia L. Hilbero
Celia M. Ilanan
Catherine E. Lang-ayan
Cholette Lecaroz
Elvira R. Liwanag, Ph.D.
Lydia B. Liwanag, Ph.D.
Artemio N. Niro, Jr.
Rebecca C. Nueva España, Ph.D.
Geoffrey B. Palao-ay, Sr.
Edgardo P. Pescador
Twila Punsalan, Ph.D.
Wilma S. Reyes, Ph.D.
Zenaida Q. Reyes, Ph.D.
Florisa B. Simeon, Ph.D.
Lucia D. Ticag
Diane C. Tomaneng
Atkinson F. Tudlong
Laarni A. Urbiztondo
Leonora P. Varela
Lordinio A. Vergara, Ph.D.

COT TRYOUT DEMONSTRATION TEACHERS

Janice U. Abon
Maricris S. Aglibot
Cherry Ann D. Andres
Sherwin R. Andres
Judith M. Apilas
Froilan Shyr P. Aroco
Christina B. Balbawang
Tessie B. Ballucan
Larry M. Bautista

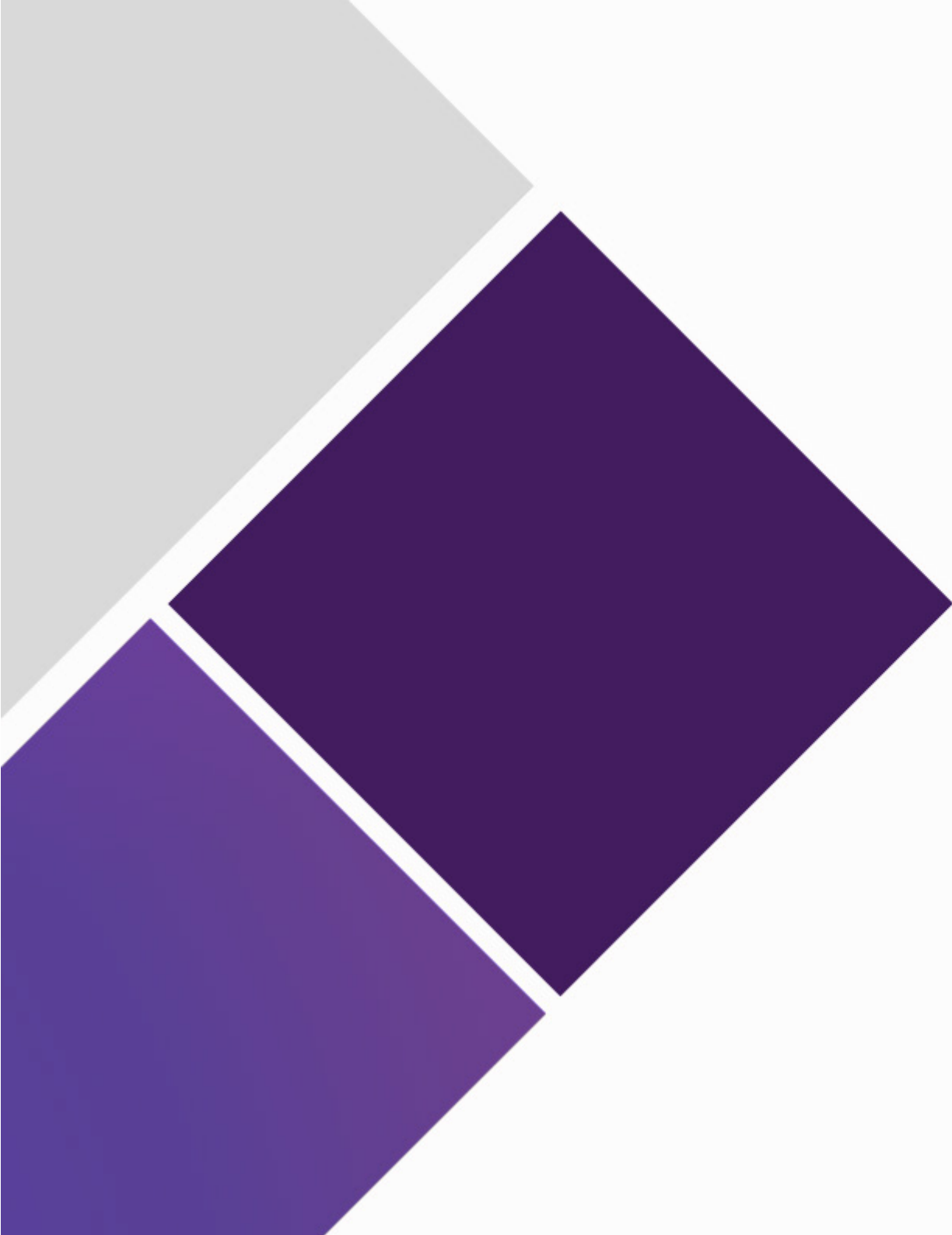
Sinamar V. Bucao
Gemmaline C. Bumanglag
Shyrlinna V. Butale
Rogelyne A. Calabon
Emelyn A. Caluya
Jose A. Capacap
Nida C. Cariaga
Priscilla L. Cariño
Ma. Theresa R. Casero
Nelson R. Corpuz
Leo Peter N. Dacumos
Zenaida I. Delfinado
Corazon A. Deocares
Domingo T. Dismaya II
Fides Maribel M. Escalante
Marilou B. Ferrer
Fernandino H. Galdones
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Pinky R. Isidro
Fely L. Kidange
Analiza B. Killaen
Xylene Grail D. Kinomis
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Loreta J. Laranang
Ederlina S. Laureta
Condy D. Lopez
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Mary A. Lumiwan
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Andrea L. Nagen
Balbino Jr. D. Nicolas
Angel B. Pablo, Jr.
Gloria C. Paguirigan
Eleonor D. Panesa
Yolly D. Pastor
Rosebel P. Perlas
Debora V. Rapayrapay
Marites A. Sagun
Ronald O. Salvador
Eufemia Pauline A. Tictaca
Gemma T. Urmeneta
Andrea DV. Vila

COT REFINEMENT OBSERVERS

**Wendy M. Babao
Lester John A. Cajes
Lourdes E. De Jesus
Renato F. Fajutagana
Rosa M. Garcia
Lourdilyn P. Glorioso
Nolan E. Glorioso
Roselle Marie A. Glorioso
Trinidad O. Levida
Maricel A. Malabanan
Jo-Ann C. Marimla
Ericson S. Mayor
Ranilo P. Merle
Jun A. Robles
Amalia C. Taban
Amanah Fatima C. Villapando**

COT REFINEMENT DEMONSTRATION TEACHERS

**Precious C. Altamira
Maricel A. Callo
Aicel C. Datinggaling
Rachel N. Dimaano
Vilma L. Dimaisip
Winnie G. Dionglay
Gladicy F. Famadico
Cristy A. Gumiday
Glenda R. Huelgas
Rowena M. Lopez
Aida Marie A. Mendoza
Dolores N. Mercado
Babylene A. Palma
Arlene R. Pedral
Michelle T. Rueca
Eva C. Suangco
Lorraine P. Unigo
Adelfa R. Venturanza
Prescila A. Vertudazo
Rowena A. Zara**



DEPARTMENT OF EDUCATION
DepEd Complex
Meralco Ave., Pasig City