



Policy Notes

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Classroom Observation Tool: A PPST-based Teacher Assessment Tool

BACKGROUND

The Philippine Department of Education (DepEd) has consistently aligned its efforts in institutionalizing classroom observation as one of the methods in teacher recruitment, performance appraisal and retention and promotion.

With the DepEd’s national adoption and implementation of the Philippine Professional Standards for Teachers (PPST), the Philippine National Research Center for Teacher Quality (RCTQ) developed the Classroom Observation Tool (COT) to support teachers’ career development by defining individual teachers’ classroom performance.

COT Rubric Levels and PPST Career Stages

The COT is based on the developmental framework of the PPST. To support the continuum of practice stipulated in PPST, each indicator in the rubric uses nine (9) rubric levels based on the four (4) career stages: Beginning, Proficient, Highly Proficient, and Distinguished. If taken in separate career stages, each

indicator has five (5) levels: Beginning rubric uses levels 1-5; Proficient rubric uses levels 3-7; Highly Proficient rubric uses levels 4-8; and Distinguished rubric uses levels 5-9.

THE PPST-BASED CLASSROOM OBSERVATION TOOL

The COT rubric is an assessment tool that is used to measure classroom performance of teachers. The rubric for each classroom observable indicator is designed to assess the classroom performance of teachers across learning areas and grade levels. The indicators in the rubric are rated independently.

Features of the COT Rubric

The full COT rubric covers the 21 classroom observable indicators of the PPST. Each indicator has a rubric and each rubric contains four (4) parts:

- 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.
- Level Descriptions** refer to the descriptions of practice for each level.
- Features of Practice** refer to illustrations of specific classroom practices at each particular level.
- Clarifications** refer to the operational definitions of selected words/phrases used in the rubric.

Table 1. Classroom Observation Tool developmental levels

COT Rubric Level and Level Name	COT Rubric Level Description
1 Not Evident	The teacher does not demonstrate the indicator.
2 Building	The teacher demonstrates a limited range of separate aspects of the indicator.
3 Organizing	The teacher demonstrates a limited range of loosely-associated pedagogical aspects of the indicator.
4 Developing	The teacher demonstrates a range of associated pedagogical aspects of the indicator that sometimes are aligned with the learners' developmental needs.
5 Applying	The teacher demonstrates a range of associated pedagogical aspects of the indicator that usually are aligned with the learners' developmental needs.
6 Consolidating	The teacher uses well-connected pedagogical aspects of the indicator that consistently are aligned with student development and support students to be successful learners.
7 Integrating	The teacher uses well-connected pedagogical aspects of the indicator to create an environment that addresses individual and group learning goals.
8 Discriminating	The teacher applies deep knowledge and understanding of the indicator discriminately to contextualize teaching and learning processes within the discipline to meet individual and group learning goals.
9 Synthesizing	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.



Figure 1. The full Classroom Observation Tool cover

Key Phases of the COT

The COT has three (3) key phases: development, validation, and refinement.

1st Phase: Development comprised the review of 14 COTs used in the world and in DepEd regions, and the drafting of the tool. The review focused on the purpose of the tool, its key features that relate to teacher quality, phases of assessment, and forms associated with its use. The drafting of COT involved the selection of classroom observable indicators of PPST, and writing of level descriptions, features/illustrations of practice, and clarifications.

2nd Phase: Validation consisted of content and classroom validation and pilot testing. Content and classroom validation focused on reflecting PPST on the tool, capturing the classroom practices of teachers, and verifying the manageability of COT protocols and processes. The validation group is composed of teachers, schools heads, district supervisors, and curriculum specialists from DepEd Region 1, 4A, CAR, and NCR, and selected TEIs. Pilot testing of validated COT was conducted in diverse school typologies in Region 1 and CAR. A total of 51 teachers representing different grade levels and career stages were observed.

3rd Phase: Refinement involved quantitative and qualitative refinement of COT. Quantitative refinement was done with 2,430 teachers and master teachers from NCR (1,560) and Region 5 (870) to assess the stability of teacher classroom performance vis-a-vis teacher rating. Qualitative refinement aimed to address issues and concerns on the first use of the tool in the implementation of RPMS 2018-2019. Focused group discussions and refinement of COT were conducted to further align the tool with classroom practices teachers, particularly of ALS, SPED, IPED, and Kindergarten teachers. Classroom observations of 3 ALS, 8 SPED, 3 IPED, and 6 Kindergarten teachers followed to validate the refined COT.

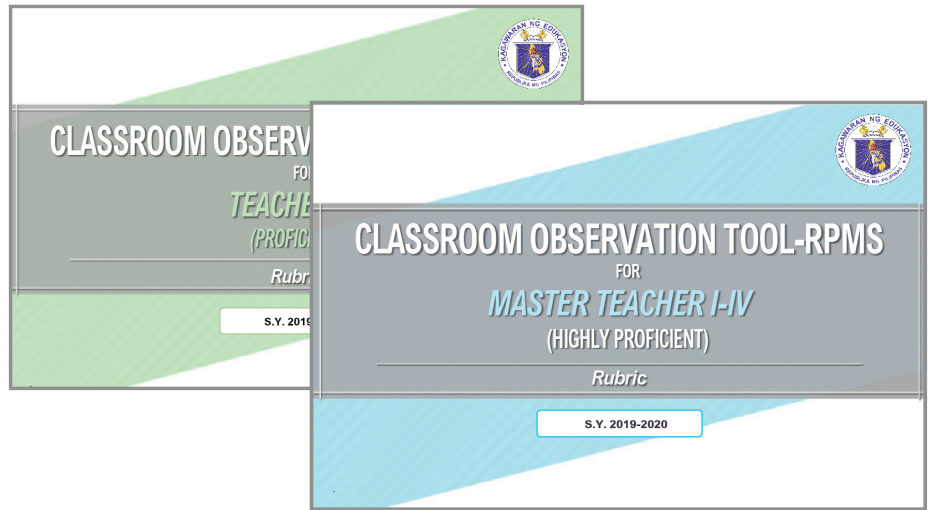


Figure 2. The Classroom Observation Tool rubrics for Proficient and Highly Proficient Teachers

PRACTICAL USE

The PPST-based COT is used within DepEd systems. Beginning 2018, COT was embedded in the RPMS of more than 700,000 in-service teachers across the country. COT-RPMS rubrics for Teacher I-III (Proficient rubric) and Master Teacher I-IV (Highly Proficient rubric) are integrated in DepEd teachers' performance evaluation managed by the Bureau of Human Resource and Organizational Development (BHROD). COT forms were also developed and are part of the classroom observation process within the RPMS cycle. These forms take a large portion of the teachers' RPMS portfolio submitted after a school year as they serve as means of verification (MOV) in most of the objectives in their Individual Performance Commitment and Review (IPCR).

CONCLUDING REMARKS

The link between what the teachers can do as evidenced by their classroom performance and the standards against which this performance can be rated or evaluated is crucial in classroom observation. The different demands of 21st century education dictate new roles for teachers in their classrooms. These new roles reflect a deeper understanding of the content knowledge, skills, competencies, and outcomes that define a successful student. Briefly, teachers must understand what comprises a 21st century education and consequently, how their practice would reflect the demands of that education in order to realize a new vision of teaching and student outcomes. To help assess this crossroad, there is a compelling need to institutionalize a standards-based classroom observation tool.

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