



PERFORMANCE MANAGEMENT AND EVALUATION SYSTEM (PMES) FOR TEACHERS (SY 2025-2026)

MASTER TEACHER III-V

CLASSROOM OBSERVATION TOOL (COT) – INTER-OBSERVER AGREEMENT FORM

OBSERVER: _____

DATE: _____

TEACHER OBSERVED: _____

QUARTER: _____

SUBJECT & GRADE LEVEL TAUGHT: _____

OBSERVATION: 1st 2nd

DIRECTIONS FOR THE OBSERVERS:

Discuss with the other observers your reason/s for rating in each indicator. In case of different ratings, come up with a final rating. The final rating is NOT an average; it is a rating based on a reasoned and consensual judgment. Indicate this rating on the column for Final Rating.

| INDICATORS <i>(Note: The COT Indicators are written using Proficient Teacher language, but classroom observation assessments use the levels appropriate for the teacher's career stage.)</i> | FINAL RATING |
|--|--------------|
| 1. Apply knowledge of content within and across curriculum teaching areas (1.1.2) | |
| 2. Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills (1.4.2) | |
| 3. Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills (1.5.2) | |
| 4. 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 (2.3.2) | |
| 5. Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments (2.6.2) | |
| 6. Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences (3.1.2) | |
| 7. Plan, manage and implement developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts (4.1.2) | |
| 8. Select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals (4.5.2) | |
| 9. Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements (5.1.2) | |

* **NO** stands for **Not Observed** which automatically gets a rating of 5.

Signature over Printed Name of the Teacher

Signature over Printed Name of the Observer 1

Signature over Printed Name of the Observer 2

Signature over Printed Name of the Observer 3



PERFORMANCE MANAGEMENT AND EVALUATION SYSTEM (PMES) FOR TEACHERS (SY 2026-2027)

MASTER TEACHER III-V

CLASSROOM OBSERVATION TOOL (COT) – INTER-OBSERVER AGREEMENT FORM

OBSERVER: _____

DATE: _____

TEACHER OBSERVED: _____

QUARTER: _____

SUBJECT & GRADE LEVEL TAUGHT: _____

OBSERVATION: 1st 2nd

DIRECTIONS FOR THE OBSERVERS:

Discuss with the other observers your reason/s for rating in each indicator. In case of different ratings, come up with a final rating. The final rating is NOT an average; it is a rating based on a reasoned and consensual judgment. Indicate this rating on the column for Final Rating.

| INDICATORS <small>(Note: The COT Indicators are written using Proficient Teacher language, but classroom observation assessments use the levels appropriate for the teacher's career stage.)</small> | FINAL RATING |
|---|--------------|
| 1. Apply knowledge of content within and across curriculum teaching areas (1.1.2) | |
| 2. Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills (1.4.2) | |
| 3. Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills (1.5.2) | |
| 4. Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning (1.6.2) | |
| 5. Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures (2.1.2) | |
| 6. Maintain learning environments that promote fairness, respect and care to encourage learning (2.2.2) | |
| 7. Establish a learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic and religious backgrounds (3.2.2) | |
| 8. Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups (3.5.2) | |
| 9. Use strategies for providing timely, accurate and constructive feedback to improve learner performance (5.3.2) | |

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Signature over Printed Name of the Teacher

Signature over Printed Name of the Observer 1

Signature over Printed Name of the Observer 2

Signature over Printed Name of the Observer 3



PERFORMANCE MANAGEMENT AND EVALUATION SYSTEM (PMES) FOR TEACHERS (SY 2027-2028)

MASTER TEACHER III-V

CLASSROOM OBSERVATION TOOL (COT) – INTER-OBSERVER AGREEMENT FORM

OBSERVER: _____

DATE: _____

TEACHER OBSERVED: _____

QUARTER: _____

SUBJECT & GRADE LEVEL TAUGHT: _____

OBSERVATION: 1st 2nd

DIRECTIONS FOR THE OBSERVERS:

Discuss with the other observers your reason/s for rating in each indicator. In case of different ratings, come up with a final rating. The final rating is NOT an average; it is a rating based on a reasoned and consensual judgment. Indicate this rating on the column for Final Rating.

| INDICATORS <i>(Note: The COT Indicators are written using Proficient Teacher language, but classroom observation assessments use the levels appropriate for the teacher's career stage.)</i> | FINAL RATING |
|---|--------------|
| 1. Apply knowledge of content within and across curriculum teaching areas (1.1.2) | |
| 2. Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills (1.4.2) | |
| 3. Ensure the positive use of ICT to facilitate the teaching and learning process (1.3.2) | |
| 4. Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement (1.7.2) | |
| 5. Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning (2.4.2) | |
| 6. Apply a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning (2.5.2) | |
| 7. Design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents (3.3.2) | |
| 8. 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 (3.4.2) | |

* **NO** stands for **Not Observed** which automatically gets a rating of 5.

Signature over Printed Name of the Teacher

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Signature over Printed Name of the Observer 2

Signature over Printed Name of the Observer 3