

LOURDES SCHOOL OF MANDALUYONG
Shaw Blvd., City of Mandaluyong
High School Department

CLASSROOM OBSERVATION FORM NO. 1 N
TEACHER'S PERSONALITY TRAITS

Teacher _____ Date _____
Grade/Year/Section _____ Time _____
Subject _____
Observer _____

I. Appearance

A. Grooming

- _____ Neat and clean in his personal bearing
_____ Untidy, sloppy, informal

_____ Properly attired (decent and appropriate)
_____ Inappropriately attired (refer to Faculty Manual)

A. Poise and Composure

- _____ Wholesomely self-confident
_____ Not confident

_____ Calm even under stress/pressure
_____ Rattled (as seen in the manner she asks questions and handles student response)

I. Vitality and Enthusiasm

- _____ Sustains a lively discussion borne out of the teacher's behavior and interaction
_____ Is unable to sustain a lively discussion (disregards student's responses beyond Teacher's plan)

_____ Uses appropriate gestures and facial expressions
_____ Uses inappropriate gestures and facial expressions

_____ Responds in ways which command or encourage student behavior
_____ Makes discouraging remarks

I. Facility of the Language

A. Command of the Language

- _____ Observes correct grammar
_____ Commits grammatical errors

_____ Uses the language proficiently
_____ Shows inadequate command of the language

A. Diction and Pronunciation

Signature over Printed Name of Teacher
Observer

Signature over Printed Name of

Date: _____

LOURDES SCHOOL OF MANDALUYONG
Shaw Blvd., City of Mandaluyong
High School Department

CLASSROOM OBSERVATION FORM NO. 2
CLASSROOM/ CLASS MANAGEMENT AND DISCIPLINE

Teacher _____ Date _____
Grade/Year/Section _____ Time _____
Subject _____
Observer _____

I. Classroom Management

A. Classroom cleanliness and orderliness

1. General Appearance

_____ clean _____ dirty
_____ orderly _____ disorderly

1. Structure

a. Seating arrangement

_____ facilitates movement _____ hinders movement

a. Establishment of suitable learning movement for optimum learning.

_____ teacher accepts individual needs and differences while protecting
deviant behavior
_____ frequently lacks control over group
_____ keeps most student rudeness and defiance kept within bounds
_____ allow noise and disruptive behavior to inhibit learning

A. Classroom Atmosphere

_____ relaxed _____ tensed
_____ provision for active participation of even passive students in
classroom activities
_____ academic-related noise under control
_____ friendly and cooperative spirit evident

Signature over Printed Name of Teacher
of Observer

Signature over Printed Name

Date: _____

LOURDES SCHOOL OF MANDALUYONG
Shaw Blvd., City of Mandaluyong

CLASSROOM OBSERVATION FORM NO. 3
PLANNING SKILLS

TEACHER: _____ Date: _____
Grade/Section: _____ Time: _____
Subject: _____

1. Instructional Objectives

- Aims are expressed in behavioral terms
 Aims are specific, attainable and measurable
 Aims include the 3 domains (cognitive, affective, psychomotor)
 Aims include integration of mission statement, values other subject areas, and school thrusts
 Aims are broad / general / abstract
 Not all domains are included

2. Content and Materials

- | | |
|--|--|
| <input type="checkbox"/> Appropriate to the lessons | <input type="checkbox"/> Inappropriate to the lesson |
| <input type="checkbox"/> Suitable to learner's capacity, interest, and needs | <input type="checkbox"/> Not suitable to learner's capacity, interest, and needs |
| <input type="checkbox"/> Relevant | <input type="checkbox"/> Irrelevant |
| <input type="checkbox"/> Adequate | <input type="checkbox"/> Inadequate |

1. Learning Activities and Strategies

- Congruent with objectives
 Properly sequenced and structured
 Student-centered
 Teacher-centered
 Varied Adequate Minimal (as per strategy used)

1. Lesson Plan

- Complete and concise; reflects careful and thorough preparation / planning
 Somewhat specific; indicates sufficient planning
 General and abstract
 Inadequately prepared / planned

1. Structure

- Conforms with given format
 Doesn't conform with given format

1. Evaluation

- Well-chosen and carefully-constructed
 Congruent with objectives
 Not well-thought out
 Does not answer objectives
 Constructs any / all of the following
 Objectives Essay Combination

COMMENTS and SUGGESTIONS:

Signature Over Printed Name of Teacher
Observer

Signature Over printed Name of

LOURDES SCHOOL OF MANDALUYONG
Shaw Blvd., City of Mandaluyong

CLASSROOM OBSERVATION FORM NO. 4
TEACHING SKILLS

TEACHER: _____ DATE: _____
Year/Section: _____ Time: _____

Type of Activity

_____ Review	_____ Film / Slides viewing
_____ Presentation of new material	_____ Project making
_____ Discussion	_____ Demonstration / Experiment
_____ Lecture	
_____ Quiz	
Others : _____	

Subject Matter: _____

1. Motivation / mood Setting

A. Proper use of motivation through

_____ 1 N. Use of student's /teacher's experience
_____ 2. Use of previous lesson
_____ 3. Use of appropriate materials/ activities

A. Interest and attention of students quickly drawn to learning materials

B. Unable to motivate students properly

C. Others (Specify) _____

1. Subject Matter

A. Mastery of Subject Matter based on the Plan

_____ complete mastery of subject matter
_____ adequate mastery of subject matter
_____ limited knowledge of subject matter

Others : _____

A. Provision for Integration

_____ Vision – Mission
_____ Values
_____ Other areas / Programs

1. Teaching Strategy

A. Methodology

_____ method used meets the objectives effectively
_____ method used fairly meets the objectives
_____ method used inappropriate in attaining objectives

Others: (Specify) _____

A. Technique

- presents lesson logically
 uses activities and materials to develop critical thinking ability
- adapts instructions to changing conditions by diversifying approaches and procedures.
 uses only one or two instructional procedures
- suits technique to students considering differing conditions, subject or student maturity
 follows limited teaching techniques constantly despite differing conditions/subject or student maturity
 shows readiness to change procedures quickly to adjust to unusual situation/conditions (adaptability)
- uses varied and effective motivational techniques appropriate to students
 ignores or seems unaware of the need to motivate learning for best results.

A. Treatment of Subject Matter

- thorough analysis of subject matter
 sufficient analysis of subject matter
 insufficient treatment of the subject matter
Others: (Specify)
-

1. Communication Skills

- | | |
|--|--|
| <input type="checkbox"/> observes correct grammar | <input type="checkbox"/> uses ungrammatical sentences |
| <input type="checkbox"/> suitable to the level of the learners | <input type="checkbox"/> not suitable to the level of the learners |
| <input type="checkbox"/> good diction / pronunciation | <input type="checkbox"/> poor diction /pronunciation |

1. Teacher's Art of Questioning

- develops critical thinking
 does not develop critical thinking
- sometimes vague and uninteresting
 not clear and specified
 worded in clear, concise and suitable terms
- asked in a quiet, encouraging manner
 threatening
- elicits complete responses
 elicits short responses

1. Instructional Materials

- The materials used are:
 chalkboard television

_____ charts
_____ slides
_____ pictures

_____ overhead projector
_____ maps

Others:

- The materials used are:

_____ appropriate
_____ adequate
_____ effectively used

_____ inappropriate
_____ inadequate
_____ not used effectively

1. Teacher-Student classroom Interaction

_____ harmonious and based on mutual respect
_____ teacher behavior encourages hostility and resentment

_____ group spirit developed adequate for instruction to continue regularly
_____ frequent lacks control over group

_____ friendly and cooperative spirit evident
_____ apparent presence of fear

1. Assignment

_____ properly given (_____ orally _____ written)
_____ given to reinforce and deepen learning
_____ given to enrich learning (challenging)

_____ appropriate _____ inappropriate _____ minimal
_____ long _____ adequate _____ uniform
_____ clear _____ vague
_____ differentiated (according to abilities / interests)

1. Evaluation

_____ objective _____ essay _____ combination
_____ well-chosen and carefully constructed
_____ congruent with objectives
_____ not well-thought out
_____ does not answer objectives

COMMENTS and SUGGESTIONS:

LOURDES SCHOOL OF MANDALUYONG
Shaw Blvd., City of Mandaluyong

**CLASSROOM OBSERVATION FORM
SUMMARY FORM**

TEACHER: _____
 Year/Section: _____
 Subject: _____
 Supervisor: _____

CRITERIA FOR OBSERVATION

A. PLANNING SKILLS	1	N	2	3	4	F
1 N. Objectives						
2. Content						
3. Materials						
4. Learning Activities						
B. TEACHING SKILLS						
1 N. Motivation						
2. Mastery of Subject Matter						
3. Teaching Style						
4. Communication Skills						
5. Teacher's Art of Questioning						
6. Use of Instructional Aids and Technology						
7. Teacher-Student Rapport						
8. Assignment						
9. Evaluation						
C. CLASSROOM MANAGEMENT AND DISCIPLINE						
1 N. Classroom Routine						
2. Classroom Management						
3. Discipline						
D. TEACHER AND PERSONALITY TRAITS						
1 N. Physical grooming, poise, voice, behavior						
2. Attitude/Value/Image-projected, professionalism/relationship						

TOTAL RATING _____

Signature Over Printed Name of Supervisor
Teacher

Signature Over Printed Name of

LOURDES SCHOOL OF MANDALUYONG
Shaw Blvd., City of Mandaluyong

Name of Teacher _____

Evaluation No. _____

Subject of Instruction _____

Evaluator _____

Year/Section _____

Subject Coordinator: _____

Date/Time of Evaluation _____

Principal

Subject Matter _____

RATING SCALE

- 1. O (Outstanding –Excellent performance throughout period)
- VS (Highly Satisfactory) performance above the expected norm)
- 3 S (Satisfactory-performance meets the expected norm)
- MS (Moderately Satisfactory – performance falls slightly below the expected norm)
- 1 N NI (Needs Improvement- performance falls way below the expected norm)

NA – Not applicable

CRITERIA

1. Teacher Personality Traits

- _____ A. Is well-groomed and properly attired
- _____ B. Is poised and self-confident
- _____ C. Articulates in an audible-modulated voice
- _____ D. Is free from distracting mannerisms
- _____ E. Is warm and caring

Average _____

I. Planning Skills

- _____ A. Prepares neatly written and well-organized lesson plan.
- _____ B. Conforms with the given format.
- _____ C. Present updated, properly signed lesson plans
- _____ D. Expresses objectives in specific, attainable measurable and behavioral terms
- _____ E. Relates the lessons with real-life situations and or social implications
- _____ F. Relates previous lessons with the present
- _____ G. Shows comprehensive planning

Average _____

I. Content

- _____ A. Is able to cover subject matter enough to achieve objectives within the class time
- _____ B. Provides for integration (VS/MS, Values, other related areas)

Average _____

- I. Methods and Techniques
- _____ A. Shows mastery of subject matter
 - _____ B. Develops lesson logically
 - _____ C. Shows sensitivity to needs of individual students through differentiated work
 - _____ D. Uses methods that are task-oriented and well-planned
 - _____ E. Uses appropriate instructional materials
 - _____ F. Prepares clear, reasonable, purposeful assignments
- Average _____

- I. Facilitating Skills
- _____ A. Anticipates difficulties of students and prepares them in unlocking these difficulties.
 - _____ B. Asks relevant questions of varied levels
 - _____ C. Provides opportunities for free expression of ideas
 - _____ D. Provides opportunities for student participation in decision-making
 - _____ E. Provides appropriate reinforcement/feedback to student behavior
 - _____ F. Monitors student progress through appropriate assessment tools and techniques.
 - _____ G. Encourages students to respect each other's talents, abilities, interests and needs.
 - _____ H. Involves students in the evaluation of other work.
 - _____ I. Teacher provides opportunities for student to demonstrate learnings
 - _____ J. Student synthesize learnings through appropriate integration
 - _____ K. Teacher gives assignments or follow through of the lesson.
- Average _____

- I. Classroom Management
- _____ A. Begins and ends the lesson on time
 - _____ B. Maintains a relaxed learning atmosphere
 - _____ C. Disciplines his/her class in positive manner
 - _____ D. Maintains a clean and orderly classroom
 - _____ E. Demonstrates concern for safety of students
 - _____ F. Encourages students to respect each other's talents, abilities, interests and needs.
 - _____ G. Involves students in the evaluation of their work
- Average _____

Summary Component

	Score	Weight	Rating
I. Teacher Personality	_____	x. 1 N	_____
II. Objective/ Planning	_____	x .2	_____
III. Content	_____	x. 1 N	_____
IV, Methods and Techniques	_____	x .2	_____
V. Facilitating Skills/Wrap-Up	_____	x .2	_____
VI. Classroom Management	_____	x. 2	_____
			Total _____

Evaluator's Comment:

Suggestions/Recommendations:

Evaluator's Signature

Date

Teacher's Signature

Date

PAASCU
EVALUATION SHEET FOR CLASSROOM INSTRUCTION
HIGH SCHOOL LEVEL

CLASSROOM EVALUATION FORM NO. 5

Name of Teacher _____ Time of Observation _____

Subject _____ Grade and Section _____

Topic _____ Year _____

Rating Interpretation

5 – Excellent 4 – Very Good 3 – Good 2 – Fair 1 – Unsatisfactory

A. LESSON PLANNING

The teacher . . .

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1 | prepares one plan per session | 5 | 4 | 3 | 2 | 1 |
| 2 | states the lesson objectives correctly in clear and specific behavioral terms | 5 | 4 | 3 | 2 | 1 |
| 3 | writes the lesson plans clearly in correct English or Filipino | 5 | 4 | 3 | 2 | 1 |
| 4 | assigns clear and purposeful homework | 5 | 4 | 3 | 2 | 1 |

B. DELIVERY OF LESSONS

The teacher . . .

- | | | | | | | |
|---|--|---|---|---|---|---|
| 1 | displays mastery of subject matter | 5 | 4 | 3 | 2 | 1 |
| 2 | presents the lesson in a logical sequence and organized matter | 5 | 4 | 3 | 2 | 1 |
| 3 | uses appropriate and interesting motivation to introduce the lesson | | | 5 | 4 | 3 |
| 2 | 1 | | | | | |
| 4 | employs teaching strategies which | | | | | |
| | a. are student-oriented | | | 5 | 4 | 3 |
| 2 | 1 | | | | | |
| | b. consider the students' individual differences and multiple intelligences | | | 5 | 4 | 3 |
| 2 | 1 | | | | | |
| 5 | uses instructional tools and teaching aids effectively to reinforce learning | | | 5 | 4 | 3 |
| 2 | 1 | | | | | |
| 6 | covers the subject matter thoroughly in-depth | | | 5 | 4 | 3 |
| 2 | 1 | | | | | |
| 7 | integrates values appropriately and meaningfully in the lesson | | | 5 | 4 | 3 |
| 2 | 1 | | | | | |
| 8 | engages the students in a dynamic and meaningful discussion | | | 5 | 4 | 3 |
| 2 | 1 | | | | | |
| 9 | explains the lesson in a manner suited to the level of the students | | | 5 | 4 | 3 |
| 2 | 1 | | | | | |

10. employs a good mix of low and high level questions	5	4	3
2 1			

C. CLASSROOM MANAGEMENT AND TEACHER’S PERSONALITY

The teacher . . .

1 speaks in a clear well-modulated voice	5	4	3
2 1			
2. speaks in correct English or Filipino	5	4	3
2 1			
3. is properly attired and well-groomed for class	5	4	3
2 1			
4. has a wholesome attitude towards students	5	4	3
2 1			
5. maintains a positive disposition throughout the class	5	4	3
2 1			
6. sees to it that routine activities are observed	5	4	3
2 1			
7. sees to it that the physical environment is clean and orderly	5	4	3
2 1			

D. STUDENT INVOLVEMENT

The students . . .

1. manifest communication skills	5	4	3
2 1			
2. exhibit preparedness for the lesson	5	4	3
2 1			
3. display critical thinking abilities	5	4	3
2 1			
4. participate actively in discussions and activities	5	4	3
2 1			

Average _____

Other Comments:

Teacher

Date

LOURDES SCHOOL OF MANDALUYONG
Shaw Blvd., Mandaluyong City

CLASSROOM OBSERVATION FORM NO. 7
FORMAL OBSERVATION

Name of Teacher _____ Subject of Instruction

Grade and Section _____ Subject Coordinator

Date of Observation _____ Time of Observation

Subject Matter _____

RATING SCALE

- 5 O (Outstanding – Excellent performance throughout the period)
4 VS (Highly Satisfactory – performance above the expected norm)
3 S (Satisfactory – performance meets the expected norm)
2 MS (Moderately Satisfactory – performance falls slightly below the expected norm)
1 N NI (Needs improvement – performance falls below the expected norm)

NA – Not Applicable

CRITERIA

I N. Teacher Personality Traits

- _____ A. is well-groomed and properly attired
_____ B. is poised and self-confident
_____ C. Articulates in an audible-modulated voice
_____ D. is warm and caring

Average _____

II. Planning Skills

- _____ A. Prepares neatly written and well-organized lesson plans
_____ B. Conforms with the given format
_____ C. Presents updated, properly signed lesson plans
_____ D. Expresses objectives in specific, attainable measureable and behavioral terms
_____ E. Relates the lessons with real-life situations and or social implications
_____ F. Relates previous lessons with the present
_____ G Shows comprehensive planning

Average _____

III Content

- _____ A. is able to cover subject matter enough to achieve objectives within the class time
_____ B. Provides for integration (VS/MS, Values, other related areas)

Average _____

I. Methods and Techniques

- _____ A. Shows mastery of subject matter
- _____ B. Develops lesson logically
- _____ C. Shows sensitivity to needs of individual students through differentiated work
- _____ D. Uses method that are task-oriented and well-planned
- _____ E. Uses appropriate instructional materials
- _____ F. Prepares clear, reasonable purposeful assignments

Average _____

I. Facilitating Skills

- _____ A. Anticipates difficulties of students and prepares them in unlocking these difficulties
- _____ B. Asks relevant questions of varied levels
- _____ C. Provides opportunities for free expression of ideas
- _____ D. Provides opportunities for student participation in decision-making
- _____ E. Provides opportunities reinforcement/feedback to student behavior
- _____ F. Monitors student progress through appropriate assessment tools and techniques
- _____ G. Encourages students to respect each other's talents, abilities, interests and needs
- _____ H. Involves students in the evaluation of other work
- _____ I. Teacher provides opportunities for student to demonstrate learnings
- _____ J. Students synthesize learnings through appropriate integration
- _____ K. Teacher gives assignments or follow through of the lesson

Average _____

I. Classroom Assignment

- _____ A. Begins and ends the lesson on time
- _____ B. Maintains a relaxed learning atmosphere
- _____ C. Disciplines his/her class in positive manner
- _____ D. Maintains a clean and orderly classroom
- _____ E. Demonstrate concern for safety of students
- _____ F. Encourages students to respect each other's talents. abilities, interest and needs
- _____ G. Involves students in the evaluation of their work

Average _____

Summary Component

	Score	Weight	Rating
• Teacher Personality	_____	x .1 N	_____
• Planning	_____	x .2	_____ \
• Context	_____	x .1 N	_____
• Methods and Techniques	_____	x .2	_____
• Facilitating Skills / Wrap-Up	_____	x .2	_____
• Classroom Management	_____	x .2	_____
		Total	_____

Comments

LOURDES SCHOOL OF MANDALUYONG



TEACHING-LEARNING EVALUATION FORM FOR BASIC EDUCATION (from PAASCU)

In distance or remote learning, both synchronous and asynchronous learning formats are utilized in the teaching-learning process. This instrument is to be used to evaluate the effectiveness of a school's provisions for the synchronous and asynchronous components of the instructional process.

Name of the Teacher Observed: _____
 Subject, Grade Level and Section Observed: _____
 Title of the Unit: _____

PART 1

Please use the following scale to rate each item.					
5	Excellent	2	Fair		
4	Very Good	1	Unsatisfactory		
3	Satisfactory	NA	NOT Applicable		

SKILLS AND COMPETENCIES OF THE TEACHER (30%)							
		5	4	3	2	1	NA
The teacher							
1.	demonstrates mastery of the subject matter <ul style="list-style-type: none"> covers thoroughly and extensively the subject matter with adequate examples and illustrations answers questions correctly, confidently, and clearly applies new developments relevant to the subject matter 						
2.	implements classroom routines effectively and consistently <ul style="list-style-type: none"> reminds the students of the established rules and/or procedures/guidelines, when needed has various routines in place (e.g., go to CR, raise hand, prayer, use of chat box, calling attention for inattention, etc.) and implements these systematically 						
3.	is able to effectively handle the following aspects of conducting classes virtually						

	3.1 technical features of the LMS, including troubleshooting typical software and hardware problems <ul style="list-style-type: none"> • shows ease in presenting slides, videos, and other related AV aids/apps • handles unexpected glitches in the equipment/apps/software/LMS during class, e.g., lost signal, malfunctioning of camera or mic, etc. 						
	3.2 student discipline and behavior <ul style="list-style-type: none"> • addresses distractions and disruptions effectively • manages misbehavior firmly yet calmly, i.e., without embarrassing students 						
4.	employs a balance of teacher-led presentation and various strategies to keep the students' attention on the lesson <ul style="list-style-type: none"> • uses a variety of strategies that are appropriate to the lesson, e.g., lecture, slide/video presentation, chat box, and other apps (Quizziz, jamboard, mentimeter, padlet, etc.) 						
5.	encourages active engagement among the students <ul style="list-style-type: none"> • where appropriate, uses electronic technology such as chat box/breakout rooms/collaborative docs, etc. • invites students to ask questions and to share ideas and opinions • asks students to respond to each other's answers/ideas • addresses cues of boredom and confusion 						
6.	exhibits a positive relationship with the students <ul style="list-style-type: none"> • exudes a warm and caring disposition • gives encouragement, praise recognition, and affirmation appropriately • welcomes differing opinions • encourages less participative students 						
7.	exhibits respectful behavior and online etiquette <ul style="list-style-type: none"> • uses appropriate words, tone and non-verbal language • treats students fairly • is properly attired and well-groomed for class (neat and tidy) 						
8.	speaks clearly and communicates ideas effectively <ul style="list-style-type: none"> • uses age-appropriate words • gives clear instructions, demonstrates when necessary • speaks fluently • speaks audibly and clearly • shows enthusiasm 						

COMMENTS:

STUDENT PERFORMANCE, DISCIPLINE AND BEHAVIOR (20%)												
							5	4	3	2	1	NA
The students												
1.	exhibit evidence of learning through their responses and actions <ul style="list-style-type: none"> give correct answers to the teachers' questions apply content day to day situations give insights about the lesson cite examples summarize/synthesize the concept/s for the day ask questions related to the lesson 											
2.	are able to express themselves clearly and effectively <ul style="list-style-type: none"> are able to convey their thoughts in written (e.g., chat box) and oral forms (e.g., recitation) 											
3.	participate actively in class <ul style="list-style-type: none"> are on task contribute meaningfully to the discussion respond appropriately (e.g., emojis, polls, etc.) 											
4.	Show respectful behavior and online etiquette <ul style="list-style-type: none"> follow class routines show proper behavior (e.g. use polite language, sit up straight, do not lie on the bed, etc.) are dressed appropriately and are well groomed 											

COMMENTS:

● **PART 2**

Aside from giving a rating for each item, check where the indicators are evident: synchronous (S) and/ or asynchronous (A) class.

TEACHING - LEARNING PROCESS (40%)							
		5	4	3	2	1	NA
1.	<p>The lesson demonstrates thorough planning, and follows a logical and organized flow.</p> <ul style="list-style-type: none"> • The learning plan includes essential parts of the lesson. • The activities are aligned with the objectives of the lesson. • The presentation and development of the concepts and activities is logical. 						
2.	<p>The lesson is covered adequately in terms of breadth and depth.</p> <ul style="list-style-type: none"> • The lesson is enriched through examples, processing, reflection, etc. • The lesson is linked to previous lessons, other disciplines, etc. 						
3.	The teaching strategies, activities, and assigned tasks						
	<p>3.1 are implemented effectively</p> <ul style="list-style-type: none"> • The teacher implements what is on the lesson plan, but is flexible enough to adjust instruction, when needed. • The students clearly know what to do during the learning activities. 						
	<p>3.2 are engaging</p> <ul style="list-style-type: none"> • Activities (e.g., use of chat box, Mentimeter, Padlet, slido, jam board, or any other related app) promote student participation and invite engagement. 						
	<p>3.3 can be reasonably accomplished within the given time frame</p> <ul style="list-style-type: none"> • The activities are time-bound. • The activities are doable within the specified time. 						
	<p>3.4 support the development of students' higher order thinking</p> <ul style="list-style-type: none"> • Teacher asks open-ended questions to extend understanding. • Activities allow students to analyze, observe, interpret, create, apply, etc. 						
	<p>3.5 make use of school and community resources appropriately</p> <ul style="list-style-type: none"> • Examples of community resources include parent speakers, government websites, school personnel, etc. • Examples of school resources include the digital library, laboratory, etc. 						
4.	<p>The lesson is made relevant through the use of real-life experiences, situations, or social issues.</p> <ul style="list-style-type: none"> • The lesson is linked to real-life experiences of the students. 						

	<ul style="list-style-type: none"> Significant social issues are used as examples for students to analyze and/or reflect on. 						
5.	The school's core values and/or other related virtues are integrated into the lesson in a meaningful manner. <ul style="list-style-type: none"> Core values and related themes (e.g., nationalism, global citizenship, environment, cultural diversity, etc.), where appropriate, are included in the processing of the lesson. 						
6.	There is proper transition and/or closure in between and at the end of an activity or class. <ul style="list-style-type: none"> The teacher uses appropriate interconnecting statements/activities to shift from one part of the lesson to the next part. Appropriate closure activities are utilized at the end of the lesson. 						
7.	There is provision for the evaluation of student learning, performance and behavior. <ul style="list-style-type: none"> Assessments are aligned with the learning outcomes. The teacher conducts formative assessments. <ul style="list-style-type: none"> The students are given opportunities to raise questions, summarize the lesson, give examples, illustrate concepts, create a situation to apply the lesson, etc. Synthesis questions and other strategies to check for understanding are used. The teacher administers summative assessments. <ul style="list-style-type: none"> The most appropriate instrument (e.g., alternative, authentic, traditional) is used. 						

COMMENTS:

INSTRUCTIONAL MATERIALS AND RESOURCES (10%)						
	5	4	3	2	1	NA
The instructional materials and resources (including the apps)						

1.	are accurate and relevant to the subject matter <ul style="list-style-type: none"> ● free from errors ● up-to-date and credible ● helpful in enhancing/deepening the students' understanding of the lesson 						
2.	are appropriate to the age level of the students <ul style="list-style-type: none"> ● reader-friendly, i.e., use of basic/easy texts and words for the lower grades ● within the level of understanding of the learners, i.e., use of complex words/texts for the upper grades ● suited to the students' interests and needs 						
3.	are well-designed <ul style="list-style-type: none"> ● appealing and appropriate to the lesson ● consistent with the principles of effective design, specifically <ul style="list-style-type: none"> ○ mindful of color, layout, font, resolution, etc. ○ use a balanced combination of text and graphics ○ employs judicious use of audio and animation so as not to detract from the lesson 						
4.	are available in other formats for students who experience technical difficulties or cannot be online <ul style="list-style-type: none"> ● Instructional materials include instructions for parental/home implementation and support, where relevant. ● Offline materials, print and non-print, are made available for student use. 						
5.	comply with copyright and fair use standards <ul style="list-style-type: none"> ● The teacher cites sources (e.g., references, videos, etc.) for content. 						

COMMENTS:

Observer

Date of Observation