



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

MASTER TEACHER III-V

CLASSROOM OBSERVATION TOOL (COT) – RATING SHEET

OBSERVER: _____

DATE: _____

TEACHER OBSERVED: _____

QUARTER: _____

SUBJECT & GRADE LEVEL TAUGHT: _____

OBSERVATION: 1st ☐ 2nd ☐

DIRECTIONS FOR THE OBSERVERS:

1. Rate each item on the checklist according to how well the teacher performed during the classroom observation. Mark the appropriate column with a (✓) symbol.
2. For indicators not applicable for the classroom observation period, place 'N/A'.
3. Each indicator is assessed on an individual basis, regardless of its relationship to other indicators.
4. For schools with only one observer, this form will serve as the final rating sheet.

INDICATORS (Note: The COT Indicators are written using Proficient Teacher language, but classroom observation assessments use the levels appropriate for the teacher's career stage.)	5	6	7	8	9	NO*
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)						
OTHER COMMENTS:						

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

Signature over Printed Name of the Observer

Signature over Printed Name of the Teacher



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

MASTER TEACHER III-V

CLASSROOM OBSERVATION TOOL (COT) – RATING SHEET

OBSERVER: _____

DATE: _____

TEACHER OBSERVED: _____

QUARTER: _____

SUBJECT & GRADE LEVEL TAUGHT: _____

OBSERVATION: 1st ☐ 2nd ☐

DIRECTIONS FOR THE OBSERVERS:

1. Rate each item on the checklist according to how well the teacher performed during the classroom observation. Mark the appropriate column with a (✓) symbol.
2. For indicators not applicable for the classroom observation period, place 'N/A'.
3. Each indicator is assessed on an individual basis, regardless of its relationship to other indicators.
4. For schools with only one observer, this form will serve as the final rating sheet.

INDICATORS (Note: The COT Indicators are written using Proficient Teacher language, but classroom observation assessments use the levels appropriate for the teacher's career stage.)	5	6	7	8	9	NO*
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)						
OTHER COMMENTS:						

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

Signature over Printed Name of the Observer

Signature over Printed Name of the Teacher

S.Y. 2026-2027 | Distinguished Teacher
(MT III – MT V)

This tool was developed by the National Center for Teacher Quality (NCTQ)—in partnership with the Australian Government.



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

MASTER TEACHER III-V

CLASSROOM OBSERVATION TOOL (COT) – RATING SHEET

OBSERVER: _____

DATE: _____

TEACHER OBSERVED: _____

QUARTER: _____

SUBJECT & GRADE LEVEL TAUGHT: _____

OBSERVATION: 1st ☐ 2nd ☐

DIRECTIONS FOR THE OBSERVERS:

1. Rate each item on the checklist according to how well the teacher performed during the classroom observation. Mark the appropriate column with a (✓) symbol.
2. For indicators not applicable for the classroom observation period, place 'N/A'.
3. Each indicator is assessed on an individual basis, regardless of its relationship to other indicators.
4. For schools with only one observer, this form will serve as the final rating sheet.

INDICATORS (Note: The COT Indicators are written using Proficient Teacher language, but classroom observation assessments use the levels appropriate for the teacher's career stage.)	5	6	7	8	9	NO*
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)						
OTHER COMMENTS:						

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

Signature over Printed Name of the Observer

Signature over Printed Name of the Teacher