

## CLASSROOM OBSERVATION TOOL-RPMS

FOR

# MASTER TEACHER I-IV

(HIGHLY PROFICIENT)

Rubric

### **RUBRIC LEVEL SUMMARY**

LEVEL	LEVEL NAME	DESCRIPTION
4	DEVELOPING	The teacher demonstrates a range of associated pedagogical aspects of the indicator that sometimes align with the learners' developmental needs.
5	APPLYING	The teacher demonstrates a range of associated pedagogical aspects of the indicator that usually align with the learners' developmental needs.
6	CONSOLIDATING	The teacher uses well-connected pedagogical aspects of the indicator consistently aligned with student development that supports 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.

#### Applies knowledge of content within and across curriculum teaching areas

4

The teacher <u>demonstrates</u> accurate knowledge of key <u>concepts</u> both in the presentation of the lesson and in responding to learners' questions or comments.

The lesson content displays coherence.

The teacher <u>attempts to</u> <u>make connections across</u> <u>curriculum content areas</u> if appropriate.

5

The teacher <u>demonstrates</u> accurate and in-depth knowledge of most concepts in the presentation of the lesson and in responding to learners' questions

in a manner that attempts to be responsive to learner developmental learning needs.

The teacher <u>makes connections</u> <u>across curriculum content areas</u> if appropriate.

6

The teacher demonstrates accurate, in-depth and broad knowledge of all concepts in the presentation of the lesson and in responding to learners' questions in a manner that is responsive to learner developmental needs and promotes learning.

The teacher <u>makes</u> <u>meaningful connections</u> <u>across curriculum content</u> <u>areas</u>, if appropriate.

7

The teacher applies high-level knowledge of content and pedagogy that creates a conducive learning environment that enables an in-depth and sophisticated understanding of the teaching and learning processes to meet individual or group learning needs within and across curriculum content areas.

8

The teacher <u>applies high-level</u> <u>knowledge of content within</u> <u>and across curriculum</u> content areas to empower learners to acquire and <u>apply successful</u> <u>learning strategies</u> to assist in their development as independent learners.

#### **FEATURES OF PRACTICE**

- 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 discipline.
- 3. The teacher demonstrates factual knowledge of subject matter and attempts to connect content across disciplines.
- The teacher displays
   comprehensive understanding
   of the concepts and structure of
   the disciplines.
- 2. The teacher addresses content accurately and makes connections across disciplines.
- 1. The teacher displays extensive knowledge of content.
- 2. The teacher cites intraand interdisciplinary content relationships.
- The teacher addresses content accurately and its focus is congruent with the big ideas and/or structure of the discipline.
- The teacher applies extensive knowledge of content beyond his/her area of specialization.
- The teacher motivates learners to investigate the content area to expand their knowledge and satisfy their natural curiosity.
- 1. The teacher applies extensive and complex content knowledge to support learners in acquiring successful learning strategies in other areas of the learning.
- 2. The teacher extends knowledge of subject beyond content in his/her teaching specialty and stimulates learners' curiosity beyond the required course work.

#### **CLARIFICATIONS**

KEY CONCEPTS central ideas of the topic or lesson

CURRICULUM CONTENT AREAS
different learning/subject areas taught and learned in
the basic and secondary education curriculum

ACCURATE KNOWLEDGE content is free from errors

IN-DEPTH KNOWLEDGE foundational knowledge and finer details within the curriculum content area

BROAD KNOWLEDGE knowledge within and across curriculum content areas

HIGH-LEVEL KNOWLEDGE complex content knowledge within and across curriculum areas

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

4	5	6	7	8		
The teacher <u>uses questions</u> 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 of them in the 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 enables learners to evaluate their thinking and to seek constructive feedback from peers and the teacher.		
FEATURES OF PRACTICE						
1. The teacher makes some attempt to engage learners in genuine discussion rather than simple, factual, or rote-type discussion.  2. The teacher asks, "Can you please explain this idea?"	<ol> <li>The teacher employs a range of strategies to ensure that most learners are given opportunities to give opinions to the lesson and to react to the opinions of others.</li> <li>The teacher creates a genuine discussion among learners, providing adequate time for them to respond; as well as to step aside when doing so is appropriate.</li> </ol>	1. The teacher challenges learners cognitively to advance high-level thinking and discourse.  2. Learners extend the discussion by inviting comments from their classmates during the discussion and challenge one another's thinking.  3. Learners, themselves, ensure that all voices are heard in the discussion.	1. Learners compare and contrast ideas.     2. Learners synthesize or summarize information within or across disciplines.	1. Learners judge or evaluate situations, problems, or issues.  2. Learners invite comments from their classmates during discussion and challenge one another's thinking.		

#### **CLARIFICATIONS**

#### **HIGHER-ORDER QUESTIONS**

require answers that go beyond simple information. They are more abstract and require advanced cognitive processes, e.g. giving and justifying opinions.

#### STRAIGHTFORWARD QUESTIONS

are predictable, not challenging and require answers based on obvious facts

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

4

The teacher manages classroom structure and engages the majority of the learners in discovery and hands-on learning activities within a range of physical learning environments.

5

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.

6

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.

7

The teacher <u>organizes and</u> <u>maintains</u> classroom structure and <u>engages learners</u>, <u>individually or in groups, in meaningful exploration</u>, <u>discovery and hands-on learning activities</u> within a range of physical learning environments.

8

The teacher <u>adapts and</u> <u>adjusts</u> classroom structure <u>according to learners' needs</u> <u>and encourages learners to explore other learning</u> <u>activities that support the achievement of learning</u> goals.

#### **FEATURES OF PRACTICE**

- The classroom layout and available resources are simple and somewhat suitable for different learning activities.
- Majority of the learners work productively within the allotted time and physical space, using the available resources.
- The classroom layout and available resources are generally suitable for different learning activities.
- Most learners work productively within the allotted time, physical space and resources.
- The teacher keeps the learning environment free from congestion and facilitates activities appropriate within the physical learning environment.
- All learners work productively within the allotted time, physical space and resources.
- The teacher utilizes proactive classroom management practices to support flexible movement of the learners in all learning activities.
- Learners are fully engaged in all activities by utilizing optimal space and time, appropriate to their needs.
- The teacher modifies classroom structure and resources effectively in a manner that acknowledges the needs of learners.
- The teacher facilitates well-planned learning activities appropriate to individual and group needs within the available physical space and resources.

#### **CLARIFICATIONS**

PHYSICAL LEARNING ENVIRONMENT any area where learning takes place

#### **CLASSROOM STRUCTURE**

the physical set-up of the learning environment which generally includes the arrangement of chairs, tables, and other equipment

MAJORITY more than half of the learners

MOST almost all, approaching 100% of the learners

DISCOVERY LEARNING ACTIVITIES
activities that learners draw on their past 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

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

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

4

The teacher <u>occasionally</u> <u>manages misbehavior</u> against established rules of conduct and the <u>majority of the learners</u> <u>follow such rules.</u>

5

The teacher <u>frequently manages</u> <u>misbehavior</u> against established rules of conduct and <u>most learners</u> <u>follow such rules</u>.

6

The teacher <u>consistently</u> <u>manages misbehavior</u> against established rules of conduct and <u>all learners follow such rules</u>.

7

The teacher <u>constructively</u> <u>manages learner behavior by</u> <u>applying positive and non-violent discipline</u> to ensure learning-focused environment.

8

The teacher <u>enables learners</u> to take control of their own <u>behavior</u> against rules of conduct in which <u>learners are</u> <u>aware of the impact of their</u> behavior.

#### **FEATURES OF PRACTICE**

- The teacher's standards of conduct are inconsistently enforced resulting in some interference in learning and some loss of instructional time.
- Standards of conduct are clear to some learners and may require repeated prompting.
- Appropriate expectations for behavior are established, but some of these are unclear, or do not address the needs of most learners.

- The classroom management system has been implemented appropriately which is responsive to classroom and individual needs of learners.
- The teacher's standards of behavior are consistently reinforced resulting in little or no interference with learning. They are clear to most learners and require little prompting.
- The teacher responds
   appropriately to misbehavior
   of learners at all times without
   any loss of instructional time.
- Clear expectations for learner behavior are evident. Standards of conduct are clear to all learners and with modest impact on learning.
- Learners are actively encouraged to take responsibility for their behavior.
- Well-established procedures for learners to self-monitor their own classroom behavior are evident.
- Standards of conduct are clear to all learners.
   Learners respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.

#### **CLARIFICATIONS**

ESTABLISHED RULES an existing set rules of conduct imposed in the learning environment

CONSTRUCTIVE positive and helpful responses on learners' behavior

MAJORITY more than half of the learners

MOST almost all, approaching 100% of the learners

OCCASIONALLY occurs irregularly in the duration of the lesson

FREQUENTLY occurs often times in the duration of the lesson

CONSISTENTLY occurs constantly in the duration of the lesson

BEHAVIOR manner in which learners act; either positive or negative

Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.

#### 4

The teacher implements the lessons but with inappropriate elements of developmentally sequenced teaching and learning processes.

5

The teacher implements the lessons with appropriate elements of developmentally\_sequenced teaching and learning processes.

6

The teacher manages well-structured lessons with developmentally\_sequenced teaching and\_learning processes to meet\_curriculum requirements and varied teaching contexts.

7

The teacher manages wellstructured lessons with emphasis on explicit connections between previous learning and new concepts and skills. 8

The teacher reflects an understanding of the prerequisite relationships among the important content, concepts, as well as multiple pathways for learning depending on learners' needs.

#### **FEATURES OF PRACTICE**

- The teacher's demonstration of knowledge of pre-requisite relationships are inaccurate or incomplete and transitions between activities are present but may catch learners off guard or disrupt the flow of the sequence.
- There may have been a minor missed opportunity or minor organizational issue present during the lesson that affected learning time.

- The teacher connects outcomes to previous and future learning. Transitions between activities are smooth.
- The lesson sequence generally kept learners engaged and moving from one portion to the next in a reasonable manner. They seemed to understand the purpose of the lesson and what they were to do to accomplish the purpose.
- The sequence of activities purposefully scaffolds learners toward achieving the lesson's objectives.
- The sequence of learning activities keeps learners engaged in the content and had a clear sense of purpose throughout the vast majority of the class time.
- The progression from the warm up into the main activity was thoughtfully planned to review same basic concepts, followed by the activities that would take the application of this knowledge to the next level of exploration.
- The lesson was structured to take into account or build prior knowledge of the topic and was well paced with a thoughtfully chosen sequence of learning activities, and the teacher had anticipated the pedagogical approaches that would be most effective in engaging the learners throughout the entire class period.

#### CLARIFICATIONS

#### DEVELOPMENTALLY SEQUENCED TEACHING AND LEARNING PROCESS INCLUDES:

- Lesson objectives
- Learner engagement strategies
- Pacing
- Sequence

expectations for learners at the end of the lesson

strategies that include activities for individual learners and/or groups

teacher's appropriate speed or rate in presenting the lesson

order of presenting the lesson and classroom activities

MULTIPLE PATHWAYS FOR LEARNING different ways of presenting the lesson and activities suited to various learner needs

© Department of Education - Bureau of Human Resources and Organizational Development

The Classroom Observation Tool was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government through the Basic Education Sector Transformation (BEST) Program











